

PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Donald J. Peurach, associate professor of education, with tenure, School of Education, is recommended for promotion to professor of education, with tenure, School of Education.

Academic Degrees

Ph.D.	2005	University of Michigan
M.A.	2005	University of Michigan
Teach Cert.	1991	Wayne State University
M.P.P.	1987	University of Michigan
B.A.	1983	Wayne State University

Professional Record

2015-Present	Associate Professor, with tenure, School of Education, University of Michigan
2011-2015	Assistant Professor, School of Education, University of Michigan
2007-2011	Assistant Professor, College of Education, Michigan State University
2006-2007	Assistant Professor, College of Education, Eastern Michigan University

Summary of Evaluation:

Teaching: Professor Peurach teaches courses at the master's and doctoral levels. Since his promotion in 2015, he has taught four different courses centered on educational improvement initiatives in public school districts and in school improvement networks. His courses include Analyzing School Organizations (EDUC 551), Engaging Educational Improvement (EDUC 639) which is offered as part of the online Micromaster's program, *Leading Educational Innovation and Improvement*, of which he has led the development, Foundational Perspectives on Educational Reform (EDUC 649), and Planned Educational Change (EDUC 737).

Professor Peurach has chaired two dissertations, co-chaired two, and was a committee member on fourteen other dissertations. He has served as advisor for twenty-eight master's students. He has also co-mentored three post-doctoral scholars, all of whom have since been employed at leading research institutions. Additionally, he has led a number of independent studies, teaching apprenticeships, and candidacy registrations.

Research: Professor Peurach's research in educational leadership, policy, and innovation focuses on the role of organizations and networks in improving educational opportunities and outcomes. Within this central theme are two complementary strands of scholarship: strand one is focused on the redesign of U.S. public school districts as instructionally focused education systems, and strand two is focused on advancing network-based continuous improvement. Across his scholarship he includes a productive emphasis on (a) historical origins of problems and possible ways of addressing them, (b) the relationship between research and practice including support for the collaborative learning of leaders and teachers, and (c) the use and development of theory to support learning within and across organizations and networks. Central to his work is an emphasis on infrastructure.

Since earning tenure, Professor Peurach has published twelve peer-reviewed articles; two book chapters; one book review; an edited volume; and guest edited two special journal issues. He has given four peer-reviewed conference presentations, led eight symposia/workshops, and gave nine invited presentations. He has garnered significant funding support, including six grants totaling \$3.5M since his last promotion. He has earned foundation and federal funding from the National Science Foundation, W.T. Grant Foundation, the Spencer Foundation, and Microsoft.

Professor Peurach's scholarship has made a significant impact in education and education policy researchers' understanding of improvement-focused educational research and how the work of networks act to build improvement infrastructures within schools and systems. His program of research contributes to the field ways of thinking about achieving transformative and ambitious reform within the rooted institutions and systems that comprise public schooling.

Recent and Significant Publications:

- Peurach, D. J., Cohen, D. K., & Spillane, J. P. (2019). Governments, markets, and instruction: Considerations for cross-national research. *Journal of Educational Administration*. DOI 10.1108/JEA-09-2018-0172.
- Peurach, D. J., Cohen, D. K., Yurkofsky, M., & Spillane, J. P. (2019). From mass schooling to educational systems: Changing patterns in the organization and management of instruction. *Review of Research in Education*, 43, 32-67.
- Peurach, D. J., Penuel, W. R., and Russell, J. L. (2018). Beyond ritualized rationality: Organizational dynamics of instructionally-focused continuous improvement. In C. James, D. E. Spicer, M. Connolly, & S. D. Kruse (Eds.), The Sage handbook of school organization (pp. 465-488). Thousand Oaks, CA: Sage.
- Peurach, D. J. (2016). Innovating at the nexus of impact and improvement: Leading educational improvement networks. *Educational Researcher*, 45 (7), 421-429.
- Peurach, D. J., Glazer, J. L., & Lenhoff, S. W. (2016). The developmental evaluation of school improvement networks. *Educational Policy*, 30 (4), 606-648.

Service: Professor Peurach has served in the School of Education as the chair of the Faculty Committee on Massive Open Online Courses and as unit coordinator of the Transforming Education and Societies unit in Educational Studies. Additionally, he served as a member of the 2016 School of Education Dean Search Advisory Committee. At the university level, he has served on the Medical School's Learning Health Systems Collaboratory, as an advisory member of the Office of Academic Innovation, and as an advisory board member of the Digital Education and Innovation Lab.

Professor Peurach is a senior fellow at the Carnegie Foundation for the Advancement of Teaching and a senior research specialist for the Consortium for Policy Research in Education. He serves as an advisor to the Gates-Funded Networks for School Improvement initiative, an affiliate of the i3 Learning Community, a collaborator with the University Council for Educational Administration, and as an advisor to the Michigan Department of Education. His editorial work is focused on a series of volumes that provide a framework for the developing field of improvement-focused educational research including a 20-article series through the Oxford University Press and its Oxford Bibliographies initiative, a book series through Rowman

& Littlefield, and a book series through the Harvard Education Press. He is an active reviewer and has twice received awards for outstanding reviewer (*Educational Researcher* and *Educational Administration Quarterly*).

External Reviewers:

Reviewer A: “He has been conscientious in publishing and disseminating his work beyond the academy to influence policy. Dr. Peurach has written for a variety of audiences – researchers developing theoretical frames, educators who work in large-scale school improvement networks trying to synthesize empirical data, and state and local policymakers engaged in refining school improvement efforts...Dr. Peurach through his quality publications, has emerged as a scholar of importance, rigor, and originality.”

Reviewer B: “My overall review suggests that Dr. Peurach is doing important work relating to instructional improvement, school district redesign, and network-led reform...I consider Dr. Peurach a leading expert in the field of systems change and network approaches to school and district improvement based upon his conceptual and empirical contributions in these areas and, importantly, he is part of a small group of scholars with this expertise.”

Reviewer C: “Dr. Peurach has established a line of scholarly expertise in education focused on improving educational opportunities and outcomes.”

Reviewer D: “In Dr. Peurach’s case, this language understates the impact of scholarship that does not just lead, motivate and support other scholars: he is clearly challenging the field through critical assessments of standard paradigms in educational research and evaluation by demonstrating a theory and practice of educational research that is closely tethered to evidence of improved student learning outcomes in schools and districts. It is no exaggeration to say that Dr. Peurach is one of a handful of scholars who is leading game-changing scholarship that is challenging and expanding the discourse on what counts as significant education research.”

Reviewer E: “The two conceptual through lines that he outlines in his personal statement are readily apparent, indicating that his scholarship is highly programmatic. Beyond this, the most striking features of his work are the significance of the issues that he addresses and the depth of his analyses.”

Reviewer F: “Arguably, the depth with which Dr. Peurach understands school improvement networks is unmatched by other researchers...Overall, Dr. Peurach’s work is thoroughly researched, carefully crafted, and impactful.”

Reviewer G: “Dr. Peurach has the rare ability to contribute to both theory and practice, finding unique ways to inform one with the other. Over time he has built an astonishingly coherent research agenda around building capacity for improvement via system redesign and networks. Perhaps what stands out most is that he provides the field with ways of thinking about big problems and solutions.”

Summary of Recommendation:

Professor Peurach has distinguished himself as a nationally recognized leader in improvement-focused educational research whose scholarship is advancing school reform and improvement. He is a dedicated teacher and engages in significant mentorship and research collaboration with students. He also provides service to the school, to the university, and to his profession commensurate with that of the highest levels of the faculty. Professor Peurach's scholarship, teaching, and service are worthy of recognition through promotion. Thus, it is with the support of the School of Education's Executive Committee and the Promotion and Tenure Committee that I recommend Donald J. Peurach for promotion to professor of education, with tenure, School of Education.



Elizabeth Birr Moje, Dean
George Herbert Mead Collegiate Professor of
Education, and Arthur F. Thurnau Professor
School of Education

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