

EILENE A. EDEJER

EDUCATION

Loyola University Chicago, Ph.D. Research Methodology. May 2003
Minor: Urban and Community Policy Research
Loyola University Chicago, M.Ed. School/Community Counseling May 1993
Loyola University Chicago, B.A. Communication May 1991

APPOINTMENTS

Loyola University Chicago

Clinical Associate Professor *August 2025 - present*

- Teach Introduction to Research Methodology, Quantitative Research Methods
- Serve as member of Institutional Review Board
- Serve as Chair and reader for capstone projects and dissertation committees for master's and doctoral candidates across programs: Administration & Supervision, Cultural and Educational Policy Studies, Higher Education, Curriculum, Culture, and Communities doctoral and master's programs.
- Serve as founding faculty advisor for student organization, ASIA: Asian Students in Action
- Mentor first year students of color through LUCES program
- Founding Chair of APID-Alliance, Affinity Group for faculty and staff
- Serve as Chair of Professional Development Committee for School of Education

Joint Appointment

Clinical Associate Professor *March 2023-August 2025*

Clinical Assistant Professor *March 2012-March 2023*

School of Education

- Teach Introduction to Research Methodology, Capstone Research, Participatory Action Research in Schools and Communities
- Serve as member of Institutional Review Board
- Serve as Chair and reader for capstone projects and dissertation committees for master's and doctoral candidates across programs: Administration & Supervision, Cultural and Educational Policy Studies, Higher Education, Curriculum, Culture, and Communities doctoral program.
- Serve as founding faculty advisor for student organization, ASIA: Asian Students in Action
- Mentor first year students of color through LUCES program
- Mentor new faculty through NSF-funded Peer Mentoring program
- Facilitate ongoing development of APIDA Affinity Group
- Served on School of Education committees including Full Time Clinical Faculty Committee, Diversity Committee, Assessment Committee, and Leadership Council

Office of Institutional Effectiveness (OIE)

Institutional Senior Research Associate *October 2022-October 2025*

- Facilitate university-wide efforts towards organization-centered program-evaluation partnership with unit
- Co-lead the design of the process to organize institutional surveys across campus
- Collaboratively plan for the administration of a multitude of institutional surveys that ensures proper capacity for administration, analysis, and thoughtful use of data
- Collaboratively administer the institutional surveys, analyze the data and prepare reports for

multiple constituents decision-making purposes

- Ensure all aspects of data governance and human subjects protections are in place for such surveys
- Assist with Institutional Research data requests as needed
- Serves on various University and Academic Affairs Committees and Working Groups, as appropriate and relevant to this position

Interim Co-Director & Research Faculty

June 2021-October 2022

- Facilitate the implementation of Faculty 180 across all academic units
- Provide leadership, guidance, and supervision of current OIE staff
- Analyze unit workload and workflow to distribute OIE tasks more equitably and sustainably
- Develop protocol and materials for systematically interviewing and onboarding new OIE staff
- Provide leadership and supervision and partnership on university-level projects (e.g., Faculty Evaluation database development)
- Advocate for and research on continuous improvement processes across university
- Assist in facilitating Academic Program Review across academic units
- Provide support for university survey use and reporting – including student outcomes and experiences and faculty/staff feedback
- Promote and develop unit-level ongoing assessment
- Support university-wide strategic assessment planning and HLC Accreditation efforts

Faculty Affiliate, Institute for Racial Justice

January 2022-October 2025

- Facilitate working partnership with Illinois State Board of Education to launch, develop professional development, assist in providing technical support and conduct research on the Equity Journey Continuum
- Supervise IRJ post-docs in their development and execution of the evaluation of the Leadership Scholars Program at Loyola University Chicago
- In partnership with OIE and IRJ post-docs, development and implement evaluation of Rambler Brotherhood Project
- In partnership with OIE, develop and implement program evaluation of OIDEI-funded work with CELTS and SSW
- Assist with the development and recruitment of the IRJ Faculty Affiliates

*Assistant Dean, Assessment and Data Strategy
School of Education*

June 2020-June 2021

- Lead processes for continuous program improvement across School of Education (SOE) programs by collaborating with staff and faculty in capacity building around using data to inform practice and strategy.
- Work formatively with SOE leadership and programs to develop and review appropriate analysis of questions and meaningful performance indicators.
- Facilitate SOE information management through systematic collection, archiving, analyzing, and reporting of data including course assessments, SOE-specific data, SOE-specific surveys for candidates, graduates, faculty, and staff.
- Analyze SOE, LUC and third-party student-level data, handle data requests, and provide data and reports to external partners (e.g., CAEP, ISBE, SPAs, HLC, Peterson's, etc.).
- Determine key future analyses and metrics based on findings from external research, literature reviews, and collaboration with external partners.
- Serve as LUC liaison regarding SOE data related issues and projects
- Serve as methodologist resource for internal projects and SOE project development
- Accreditation and Continuous Improvement: Collaborate with other Deans to manage state,

regional, and national accreditation processes as well as SOE continuous improvement processes (attend accreditation meetings/trainings); Support program faculty in efforts to improve student learning and overall experience using data and benchmarking

- Appointed as School of Education representative on several University-wide committees including Academic Program Review and University Senate, search committees for Course Evaluation System and ePortfolio Platform, LUCES Mentor for First Year Students of Color

Assessment Coordinator.

March 2012-June 2020

School of Education

- Work formatively with programs and SOE leadership around development of appropriate analysis of questions and meaningful performance indicators
- Engage in capacity building with internal staff around using data to inform practice and strategy
- Coordinate assessment, accreditation, and internal evaluation of all undergraduate and graduate candidates in the School of Education
- Develop processes to systematically collect, archive, analyze, and report data including course assessments, SOE-specific data, SOE-specific surveys for candidates, graduates, faculty, and staff
- Facilitate online assessment management for semester including assessment loading, student profiles and created assessments
- Assist in writing and editing national accreditation and state reports (SAS, SPSS, LiveText)
- Facilitate and/or participate in research studies involving candidate performance
- Appointed as School of Education representative on several University-wide search committees for Course Evaluation System and ePortfolio Platform

Judson University, Literacy Doctoral Program

Consultant

June 2016-Present

- Provide quantitative support for graduate students writing dissertations for Doctor of Education in Literacy Program
- Offer methodological guidance for students planning dissertation study in doctoral program
- Teach Quantitative Statistics course for doctoral students
- Course development and teaching of Data Analysis course for Computer Science Doctoral Students

Walden University, College of Education

Contributing Faculty (Online)

August 2017-July 2024

- Provide methodological support for graduate students completing dissertations or doctoral study for College of Education
- Serve as Doctoral Committee Chair or Member to facilitate completion of candidate's doctoral degree
- Teach doctoral seminar courses associated with chairing doctoral committees

Boston Public Schools

Consultant, Countdown to Kindergarten

March 2012-June 2019

- Analyze data and write annual evaluation for Play to Learn parent survey (using SAS, SPSS)
- Provide professional advice regarding survey development, data collection protocol, and other research activities (using SAS, SPSS)
- Analyze data and write various reports as needed (using SAS, SPSS)

Senior Research Analyst, Department of Early Childhood.

August 2010-February 2012

- Facilitate planning, implementation and data collection of developmental screening (LAP-D) of all

- incoming preschool and kindergarten children
- Manage collection and/or multi-level reporting of all data collected in preschools (e.g., PALS, EVT, ECERS, ELLCO, CLASS)
- Facilitate evaluation, analysis and final reporting of district initiatives and community programs (using Access, SAS, SPSS)
- Represent district and department on committees including Cross Functional Rapid Support Team (BPS) and contributor to the Massachusetts Curriculum Framework for English Language Arts and Literacy
- Collaborate with Math Department to develop curriculum-based kindergarten math assessment
- Consult with Office of English Language Learners to update and centralize data entry and management at Newcomer Assessment Counseling Center

City of Boston, Thrive in 5

Data Manager

August 2010- February 2012

- Work with Mayor's Office to coordinate and collect child data from across different sectors and match to student data in Boston Public Schools
- Serve on Data Research Team to plan and implement literacy and socio-emotional measures across sectors across city
- Serve on School Readiness and Transitions Committee assisting with planning and implementation of Child Profile Form to be completed by agency providers of exiting preschool children
- Serve on panel for 2011 Early Childhood Summit

Chicago Public Schools, Office of Early Childhood Education

Consultant

October 2010- February 2012

- Write research briefs and conduct follow up analyses from cumulative project reports (using SAS, SPSS)
- Update online staff surveys, conduct analyses and report results to stakeholders
- Conduct analyses on report results on different research questions as needed
- Provide consultation on different Early Childhood issues as needed

Senior Research Analyst & Coordinator

December 2007-August 2010

- Lead team in developing long term research agenda for OECE
- Develop and implement multiple-year cohort longitudinal study across different preschool programs, track performance of cohorts into early elementary school
- Manage collection and multi-level reporting of all data collected in preschool programs (e.g., cc.net, PMA, PPVT, ALL, PALS, ECERS, ELLCO, CLASS, DIBELS)
- Conduct and facilitate monthly program reports regarding pertinent issues (e.g, attendance, enrollment, etc.)
- Facilitate evaluation, analysis and final reporting of Early Childhood initiatives and programs (using Access, SAS, SPSS)
- Collaborate with other CPS departments as well as city, state and other organizations to obtain data for analyses
- Coordinated evaluations efforts for multi-year Department of Education funded Enhancing Early Reading grant
- Serve on Research Review Board to screen external research proposals

Research Analyst, Office of Research & Evaluation

March 2005-December 2007

- Develop, implement and execute evaluation, analysis and final report of assigned CPS initiatives (using Access, SAS, SPSS)
- Fulfill data requests for internal administrators and external research colleagues
- Develop school level district reports for different assessments (using SAS)
- Serve as chair of Research Review Board to screen external research proposals

CAUSES, Chicago, IL

September 1999-February 2004

Research Director

- Develop, implement and manage a Department of Children and Family Services funded longitudinal research project
- Facilitated survey instrument development, database set up and maintenance (using Access, Survey System & SPSS)
- Supervised staff selection & training
- Coordinated proposal & report writing, literature review, manuscript preparation, data editing, coding and analysis (using SPSS)

Northwestern University

August 1998-September 1999

Supervisor, Tracking Operations

- Hire, train and coordinate office and field staff efforts in locating 1800 subjects participating in Northwestern Juvenile Project
- Develop and maintain database of tracking information and subject interview expenses

Loyola University Chicago.

June 1996-July 1998

Assistant Director of Student Development Department of Multicultural Affairs

- Provide general advising and programming for Asian American students and organizations
- Conduct training, recruitment, and retention of program mentors and first year students
- Perform departmental needs assessments and evaluations

Mother McAuley Liberal Arts High School, Chicago, IL

August 1993-May 1996

Counselor

- Provide personal, academic, and career counseling for adolescents
- Lead group sessions and perform crisis intervention strategies
- Administer Strong Interest Inventory and other standardized tests as needed

GUIDED STUDENT WORK

- Myron Hester, January 2026, Committee Member, Loyola University Chicago
School is Boring! From Disengagement to Human Development: A Whole-Student Framework for Equitable School Transformation in Chicago Public Schools
- Yalil Nieves, January 2026, Committee Chair, Loyola University Chicago
Leading as a Latina: Addressing the Underrepresentation of Latina Leaders in CPS
- Katherine Cheng, December 2025, Committee Member, Loyola University Chicago
Systems-based Solution to Address Post-Covid Declines in Kindergarten Readiness
- Julia Allison, August 2025, Committee Chair, Loyola University Chicago
A 'Praxis of Possibility': Students, Agency, And Alienation on Campus
- Sojung Kim Hinterkopf, May 2025, Committee Chair, Loyola University Chicago
Master's Thesis: What Makes a Teacher a Teacher: A Philosophical Approach Aligned with Plato
- Nancy Goldberger, April 2025, Committee Chair, Loyola University Chicago
Situational Safety: Exploring the Relationship between Environmental Change & Sense of Belonging for GSM Students in Academic Internships
- Janet Estrada, April 2025, Committee Chair, Loyola University Chicago
Beyond White Boards, Breaking Barriers: Promoting Diversity on School Boards to Reflect the Communities They Serve
- Javin Cotton, April 2025, Committee Chair, Loyola University Chicago
Culture Trap: Male Educators of Color and the Academic Role Deficit
- Emily Fenske, April 2025, Committee Member, Loyola University Chicago
Creating Strategic Coherence in a Large Nonprofit Organization
- Kate O'Brien, March 2025, Committee Member, Loyola University Chicago

Implementing A Multi-Tiered Support System to Reduce the Discrepancy Between Student Proficiency and Growth in Reading

- Imani Kahn, March 2025, Committee Member, Loyola University Chicago
Over Representation of Black Students in Special Education:
An Intervention to Improve Special Education Referrals at Chicago Public Schools
- Richard Novy, March 2025, Committee Member, Loyola University Chicago
Bridging Barriers: Addressing Inadequate Differentiation for Students Who Are Deaf or Hard of Hearing with Disabilities in Early Childhood and Primary Classrooms
- Brody Tate, March 2025, Committee Chair, Loyola University Chicago
Mirrors and Windows: Exploring Queer Identity Representation in Graduate Curriculum
- Diana Wolf, October 2024, Committee Member, Jusun University
- Shelley Maddox, October 2024, Committee Chair Loyola University Chicago
Mother Your Politics – A Praxis for the Next Iterations for Humanity
- Julie McGlade, June 2024 – Committee Chair, Loyola University Chicago
Principal Trust and the Impact on School Improvement
- Ericka Whitmore, May 2024 – Committee Member, Loyola University Chicago
Teachers At Every Grade Level Are Struggling to Meet the Diverse Needs of Their Students in Mathematics
- Jasper Armstrong, May 2024 – Committee Chair, Loyola University Chicago
From Theory to Practice: Unveiling the Nexus of Youth Violence and Disproportionate Discipline
- Najwa Hallal, May 2024 – Committee Member, Loyola University Chicago
Interculturality: Exploring Early Critical Literacy Through Inclusive Literature
- Adam West, April 2024 – Committee Chair, Loyola University Chicago
The Loneliness Pandemic: The Importance of Finding Your People
- Honnolora Hill, April 2024 – Committee Member, Walden University
Investigating Instructional Strategies that Support Student Achievement with the Eureka™ Algebra 1 Curriculum
- Nilma Osieki, April 2024 – Committee Member, Loyola University Chicago
Establishing A Strong, Well-organized, School Culture of Support Post the Merger of Two Catholic Schools
- Andre Bala, March 2024 – Committee Member, Loyola University Chicago
Restorative Practices and its Impact on Reducing Violent and Aggressive Behaviors Amongst Black and Hispanic/Latino Middle School Students
- Teresa Little-Gardener, March 2024 – Committee Member, Loyola University Chicago
Roots & Wings: An Indigenous School Redesign Plan
- Mia Robinson, February 2024 – Committee Chair, Loyola University Chicago
The Need for Recruiting and Retaining Teachers of Color: Cultural Competency Disproportionality Between Teachers and Students of Color
- Luke Livingston, February 2024 – Committee Member, Loyola University Chicago
Early Literacy: Curricular Shifts and the Impact of Science of Reading
- Candace Kyles, February 2024 – Committee Chair, Loyola University Chicago
EXPLORING THE Relationship Between Teachers' Religious Identity and Culturally Responsive Pedagogy
- Cody Pullium, January 2024 – Committee Member, Loyola University Chicago
Unlocking Excellence: Empowering Middle School Teachers for Effective English Language Learner (ELL) Instruction and Student Success through Comprehensive Professional Development
- Laura Guillion, January 2024 – Committee Member, Walden University
Adult English Learners with Disabilities' Perceptions of Self-Efficacy and Algebra I Capabilities
- Melissa Hess, January 2024 – Committee Member, Loyola University Chicago
Addressing Gaps in On Track Rates in an Urban Hs Context: Diverse Learner Students & Their Peers
- Yoshakia Wilson, January 2024 – Committee Chair, Loyola University Chicago

Addressing The Disproportionate Suspension Rate of African American Students for Physical Aggression Through the Lens of Cultural/Historical Trauma

- Victoria Sanders, December 2023 – Committee Member, Loyola University Chicago
- Michael Godinez, December 2023 – Committee Member, Loyola University Chicago
From the ashes: A reimagined approach to below grade level Math students
- Clarissa Adams, July 2023 – Committee Member, Walden University
Differences in High School Student-Athlete Perceptions of Coach Leadership Behaviors
- Ramiro Juarez, July 2023 – Committee Chair, Loyola University Chicago
Clarity And Training: Providing A Model of Professional Development Support for Co-teaching Programs
- Rovel Pollock, July 2023 – Committee Member, Loyola University Chicago
- Anna Kye, March 2023 – Committee Member, Loyola University Chicago
Applying Organizational Learning Theories to Continuous Improvement Practices Through Self-study Methodology to Better Reflect Upon and Understand Factors That Influence School Improvement Efforts
- Shontell Smith, February 2023 – Committee Chair, Loyola University Chicago
Developing Schoolwide Systems and Inclusive Practices to Support Growth of Special Education and General Education Students
- Morgan Gallagher, February 2023 – Committee Member, Loyola University Chicago
Applying Organizational Learning Theories to Continuous Improvement Practices Through Self-study Methodology to Better Reflect Upon and Understand Factors That Influence School Improvement Efforts
- Jessica Johnson, January 2023 – Committee Chair, Loyola University Chicago
Building Schoolwide Systems and Instruction to Support Emergent Bilingual Students
- Stephanie Moser, September 2022 – Committee Chair, Judson University
Moving Beyond Numbers: Using DisCrit to Examine Policy
- Michael Field, July 2022 – Committee Chair, Loyola University Chicago
Building Cultural Awareness with High School Humanities Students by Leveraging Universal Design for Learning
- Ann Scully, July 2022 – Committee Chair, Loyola University Chicago
Addressing Low Enrollment in Prekindergarten in a Large, Suburban School District
- Katie Speth, July 2022 – Committee Chair, Loyola University Chicago
Reinvigorating Personalized and Competency-based Learning in An Urban High School
- Lindsey Rose, July 2022 – Committee Member, Loyola University Chicago
Dismantling The Design: Interrupting The Oppressive Cycle of Whitestream Practice in Teacher Supervision
- John Newman, July 2022 – Committee Chair, Loyola University Chicago
What's In a Grade: Supporting the Technical and Philosophical Needs of Teachers and School Leaders to Improve Equitable Outcomes In Grading
- Alma Tamayo, July 2022 – Committee Chair, Loyola University Chicago
Broken: Meeting The Needs of Latinx Multilingual Learners Through Linguistically and Culturally Responsive Frameworks of Intervention and Engagement
- Nichole Woodruff, March 2022 – Committee Member, Judson University
Whose Choice Is It? The Synergy of Language Arts Teacher Positionality with Student Voice and Choice
- Tim Gallo, February 2022 – Committee Chair, Loyola University Chicago
Instructional Coaching in Catholic Turnaround Schools
- Dawn Hill, October 2022 – Committee Chair, Loyola University Chicago
Elementary Principals' and Teachers' Educational Beliefs and Practices In Inclusive Schools
- Jennifer Rowe, May 2021 – Committee Chair, Loyola University Chicago
Moving Beyond Recruitment & Hiring: Including and Actualizing the Voices of Teachers of Color

in a Suburban School District

- Joaquin Stephenson, May 2021 – Committee Chair, Loyola University Chicago
Equity In Secondary Schools: Building A Strong Sense of Belonging for Students of Color as a Foundation for Academic Success
- Michael Conran, May 2020 – Committee Chair, Loyola University Chicago
Teacher and Principal Perceptions of Principal Leadership Practices Having the Strongest Relationship to Student Achievement
- Cory Overstreet, March 2020 – Committee Chair, Loyola University Chicago
A Self-study of The Relationships Between My Leadership and The Promotion of a Supportive School Environment
- Lucille Melchert, February 2020 – Committee Chair, Loyola University Chicago
The Extent Professional and Moral Authorities Are Evident in Federal Inclusive Education Policies
- Kimberly Nelson, May 2019 – Committee Chair, Loyola University Chicago
An Integrated Restorative Justice Program: An Administrator’s Self-study of The Program and the Impact on Sixth, Seventh, And Eighth-grade Students in An Urban Setting
- Christina Sylvester, May 2019 - Committee member, Loyola University Chicago
Feminism and school leadership: A qualitative study utilizing effective women principals’ self-perceptions to determine what makes them successful
- Kristy Piebinga, May 2018 – Committee Chair, Judson University
Identity In Emergent Writers: The Influence of Writing as Social Practice
- Elizabeth VaderWoude, May 2018 – Committee Member, Judson University
Winged—but Still Grounded: A Content Analysis of Intersecting Identities and Systems of Power in Commonly-Read Novels
- Daena Adams, May 2017 – Committee Chair, Loyola University Chicago
International Baccalaureate Diploma Programme: The Culture and Climate in Lower Performing High Schools During the Authorization Process
- Ben Collins, May 2016 – Committee Chair, Loyola University Chicago
Documenting Instruction: A Mixed Methods Study on Evaluation Evidence Collection Practices for Illinois Suburban High School Teacher Evaluations

RESEARCH & PROFESSIONAL ACTIVITIES & AWARDS

- Pedro Arrupe SJ Faculty Award for Diversity Leadership *May 2024*
Faculty Affairs
Loyola University Chicago
- Outstanding Registered Student Organization Advisor, *Asian Students in Action* *April 2024*
Center for Student Engagement
Loyola University Chicago
- Assessment Faculty Fellow
APR Faculty Fellow
Provost Office
Loyola University Chicago *September 2023-present*
- Engaged Scholars Faculty Fellowship
Center for Engaged Learning, Teaching, and Scholarship
Loyola University Chicago. *April 2022 – present*

Ignatian Pedagogy Certificate Program
Faculty Center for Ignatian Pedagogy
Loyola University Chicago

September 2022 - May 2023

Journal for Educational Research and Practice
Reviewer

January 2020 – July 2024

Illinois Workforce and Education Research Collaborative
Research Advisory Council

March 2021 – March 2022

International Academy of Design & Technology, Chicago, IL
Adjunct Faculty

September 1999-September 2001

WORKSHOPS AND TRAINING

Collaborative Initiative Training Institute (CITI)

January 2025

Quasi-Experimental Design and Analysis, Northwestern University

August 2011

Hierarchical Data Modeling with HLM 6, Scientific Software International

May 2008

WINSTEPS Training, Nikolaus Bezruczko, Rasch specialist

September 2007

Statistical Analysis Software Certification (SAS), SAS Institute

March 2005-December 2007

Institute on Longitudinal Methods, Pennsylvania State University

May 2003

SELECT PRESENTATIONS

Siliunas, V., Wan, G., Edejer, E., (2022, February). *Teachers' Responsiveness to Culturally Responsive Practices During the Covid-19 Pandemic* Presented at the annual meeting of the Association of Teacher Educators

Edejer, E. (2018, June). *Building the Self-Study Report: A Motivator and Checkpoint for Continuous Improvement* Presented at the annual meeting of Watermark Engage in Austin, TX.

Edejer, E. and Zirlin, B. (2014, November). *The School Psychology ePortfolio: from Paper to Productivity* Presented at annual meeting of Association for Authentic, Experiential and Evidence-Based Learning, Chicago, IL.

Edejer, E. and Bezruczko, N. (2014, April). *Cognitive Diagnostic Test Model of Pre-literacy Implements Semiotics and DCT*. National Council of Measurement in Education, Philadelphia, PA.

Bezruczko, N. & Edejer, E. (2007, April). *Which Standardized Measure of Classroom Quality is Valid: ECERS or ELLCO?* Presented at annual meeting of the American Education Research Association, Chicago, IL.

Spaccarelli, S., Edejer, E., Bushell, L., Chasely, M. & Karaitis, L. (2002, August). *Goal Priorities in Treatment of Youth Who Act Out Sexually*. Presented at the annual meeting of the American Psychological Association, Chicago, IL.

Spaccarelli, S., Edejer, E. & Karaitis, L. (2002, May). *Early Findings of the Children with Sexual Behavior Problems*. Presented at the annual meeting of the Association for the Prevention of Sexual Abuse of Children, New Orleans, LA.

Harding, C. & Edejer, E. (1998, June). *The H.O.M.E. Family Support Project: Community Links & Community Lessons*. Presented at the annual meeting of the Society for the Psychological Study of Social Issues, Ann Arbor, MI.

Harding, C. & Edejer, E. (1997, August). *The H.O.M.E Family Support Project: From Research and Teaching to Model Program Implementation*. Presented at the annual meeting of the American Psychological Association. Chicago, IL.

Solberg, V. & Edejer, E. (1996, August). *Academic Intervention Simulation Program (ASIP): Increasing Representation of Women in Science Careers*. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Harding, C. & Edejer, E. (1996, May). *Research Findings of the H.O.M.E Project*. Presented at the annual meeting of the American Ortho-Psychiatric Association National Conference, Boston, MA.

Harding, C. & Edejer, E. (1996, April). *Urban Children's Experience of Violence and Safety in Their Neighborhood.*: Presented at the annual meeting of Protecting Families, Protecting Children, Lacrosse, WI. 5

Harding, C. & Edejer, E. (1995, April). *H.O.M.E. Project: A Model for Community Intervention*. Presented at the annual meeting of the American Ortho-Psychiatric Association, Chicago, IL.

Solberg, V. & Edejer, E. (1994, August). *Psychosocial Factors Associated with College Persistence Programming*. Presented at the annual meeting of the American Psychological Association, Los Angeles, CA.

Harding, C. & Edejer, E. (1994, May). *Volunteer Training and Program Activities*. Presented at the annual meeting of the Cabrini Connections Tutor/Mentor Leadership Conference, Chicago, IL.

Solberg, V. & Edejer, E. (1994, April). *Psychosocial Factors Associated with College Persistence Programming*. Presented at the annual meeting of the American Psychological Association, Division 17, South Bend, IN.

SELECT PUBLICATIONS

Edejer, Eilene A., Mia Martinez, and Leah Pope. 2025. "Engaged Learning and Student Preparedness for Post-Graduate Plans and Experiences." *Experiential Learning and Teaching in Higher Education*. (Under Revision).

Price, H., Henfield, M., Edejer, E., Fujimoto, K. (2024). Practicing Equity in Research-Practice-Policy Partnerships. In R. Reardon & M. Leonard (Eds.), [*Justice, Equity, Diversity, and Inclusion in Education*](#) (pp. 69-90). Charlotte, NC: IAP.

Siliunas, V., Wan, G., Edejer, E., (2024). [*Teacher Preparation for Culturally Responsive Teaching: Implications for Teacher Education*](#). *Action in Teacher Education*, 2(49-57).

Edejer, E. (2021). CAEP Advanced Interim Report. Unpublished Manuscript.

Edejer, E. & Kennedy, A. (2019). Iterative design and implementation of teacher education: Refining our work moving forward. In A. Heineke & A. M. Ryan (Eds.), *Teaching, learning, and leading with schools and communities* (pp. 227-238). New York, NY: Routledge.

Edejer, E. (2019). Evaluation Report for Alt+Shift Implementation: Augmentative and Alternative Communication and Emergent Literacy: Fall 2018 – Spring 2019: Loyola University Chicago Evaluation Team, Chicago, IL.

Edejer, E., Cafferty, S., & Ensminger, D. (2018). CAEP Rejoinder. Unpublished manuscript.

Edejer, E., Cafferty, S., & Ensminger, D. (2018). Self-Study Addendum. Unpublished manuscript.

Edejer, E., Cafferty, S., & Ensminger, D. (2018). Self-Study Report. Unpublished manuscript.

Edejer, E. (2018). Evaluation Report for Augmentative and Alternative Communication Implementation: Spring 2017 – Spring 2018. Loyola University Chicago Evaluation Team, Chicago, IL.

Edejer, E. (2016). Play to Learn Site-Leader Evaluation: 2015-2016. Boston Public Schools, Boston, MA.

Edejer, E. (2016). Play to Learn Evaluation: 2015-2016. Boston Public Schools, Boston, MA.

Edejer, E. (2015). Play to Learn Evaluation: 2014-2015. Boston Public Schools, Boston, MA.

Edejer, E. (2014). Play to Learn Evaluation: 2013-2014. Boston Public Schools, Boston, MA.

Edejer, E. (2013). Play to Learn Evaluation: 2012-2013. Boston Public Schools, Boston, MA.

Edejer, E. (2013). Play to Learn Evaluation: Summer 2013 – Roxbury. Boston Public Schools, Boston, MA.

Edejer, E. (2012). Play to Learn Evaluation: 2011-2012. Boston Public Schools, Boston, MA.

Edejer, E. (2011). Play to Learn Evaluation: 2010-2011. Boston Public Schools, Boston, MA.

Edejer, E. (2011). 2008-2009 Jumpstart Evaluation: An analysis of the 2008-2009 Jumpstart Study Sample. Boston Public Schools, Boston, MA.

Edejer, E. (2010). Play to Learn Evaluation: 2009-2010. Boston Public Schools, Boston, MA.

Edejer, E. (2007). Fresh Start. Chicago Public Schools, Chicago, IL.

Edejer, E. (2007). The 2006 Step Up to High School Program: First Semester Report. Chicago Public Schools, Chicago, IL.

Edejer, E. (2007). The 2005 Step Up to High School Program: First Year Student Outcomes Analysis. Chicago Public Schools, Chicago, IL.

Edejer, E. (2006). The 2003 Step Up to High School Program: Two-Year Student Outcomes. Chicago Public Schools, Chicago, IL.

Edejer, E. (2006). Early Childhood Professional Development Needs Assessment. Chicago Public Schools, Chicago, IL.

Edejer, E. (2006). The 2004 Step Up to High School Program: First Year Student Outcomes Analysis. Chicago Public Schools, Chicago, IL.