

Angela Bush Richards, Ph.D.

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512-789-0085

EDUCATION

- 2006 **Ph.D., Educational Psychology, Learning, Cognition, Instruction, and Motivation with a secondary emphasis in Quantitative Methods**
The University of Texas at Austin
- 2004 **M. A., Educational Psychology, Program Evaluation**
The University of Texas at Austin
- 1999 **B.A., Psychology**
Texas A&M University, College Station

PROFESSIONAL EXPERIENCE

- 2017 – Present **Assistant Professor of Instruction**, Department of Educational Psychology, The University of Texas at Austin
- Hire, train, and coordinate graduate student instructors that teach a semester-long, multi-section course, Strategic Learning for the 21st Century. Teach an undergraduate course, ALD 320: Human Learning and Motivation, and graduate courses EDP 382D: Motivation and Emotion and EDP 398T: College Teaching Methodology. Co-led grant development for Project 2021 Curriculum Redesign Implementation Grant and chaired the Department of Educational Psychology Undergraduate Minor Committee/Action Team from 2017-18.
- 2010–2017 **Research Scientist and Senior Evaluation Analyst**, The Charles A. Dana Center at The University of Texas at Austin
- Led, facilitated, and conducted applied research and evaluation in mathematics and learning mindsets programs— multisite, multiyear projects that include strategic planning, implementing innovations at scale, developing metrics and protocols, managing data agreements and analyses, and communicating with stakeholders. Served as lead evaluator at the Dana Center of a STEM initiative focused on high school mathematics success and college and career readiness. Worked with pioneering evaluators to develop surveys using innovative methods and analytics that more precisely measure program effects, particularly as it relates to student cognition, mindsets, and motivation in math. Developed and oversaw all teacher professional learning evaluations. Worked collaboratively with our online platform collaborators on strategic planning, research briefs, and gathering programmatic (quantitative and qualitative) feedback for our mathematics, science, and youth development programs and provided expert content review. Led the evaluation of a college preparatory mathematics course, Transition to College Mathematics, in response to HB5 that incorporated practical research on student learning mindsets and strategies to increase college readiness. Worked with nationally recognized external evaluators, such as university research units and evaluation consultants, on grants to: 1) Develop, implement, and evaluate teacher protocols and observation tools for classroom instruction that integrate social and emotional learning in several districts in collaboration with the Collaborative for Academic Social and Emotional Learning to, and 2) Evaluate the efficacy of a large-scale Algebra intervention under a federal grant. Contributed to the development of the New Mathways Project data tools and

- site protocols and student success course development team. Developed grant proposals and wrote numerous grant reports each year for major private and federal funders and district leaders. Disseminated evaluation findings through presentations and professional networks. Served as Departmental Review Chair for IRB.
- 2010–2012 **Lecturer, Human Learning and Motivation**, The University of Texas at Austin
Developed and engaged students in interactive lectures and activities, and developed and graded assignments and tests for an applied learning and motivation undergraduate course. Provided instruction for preservice teachers.
- 2009–2010 **Senior Program Coordinator for Academic Assessment**, College of Fine Arts, The University of Texas at Austin
Led assessment projects to meet Southern Association of Colleges and Schools (SACS) standards, including developing criteria for success, surveys, and monitoring assessment activity and progress across the College of Fine Arts. Oversaw the College’s academic departments to conduct assessments of academic programs and embedded assessments for courses to comply with University institutional effectiveness standards. Worked with assessment experts across the University to interpret policies and shape structures and documentation for accreditation processes. Responded to queries from the Dean’s office and external entities.
- 2008 **Adjunct Faculty, General Psychology**, St. Edward’s University, Austin, Texas
Developed and engaged students in interactive lectures and activities, and developed and graded assignments and tests
- 2008–2009 **Consultant and Program Evaluator**, Academy for Educational Development, Washington, D.C.
Designed and conducted evaluation of a program to strengthen professional learning communities for math and science teachers—designed strategic approach, analyzed data, and reported results for program improvement.
- 2007–2009 **Research and Evaluation Analyst**, Austin Independent School District, Texas
Developed evaluation designs, conducted data collection and analysis, and reported evaluation results, which included collecting, analyzing, and reporting results from school and organizational climate and parental involvement surveys from 16,000 parents, 37,000 students, and 7,000 teachers and staff. Examined and reported on factors associated with teacher retention, student achievement, and middle school redesign. Served on district committees and developed reports and executive summaries in response to information requests from the superintendent, other administrators, and the public.
- 2006–2007 **Interdisciplinary Postdoctoral Research Associate**, Institute of Education Sciences, University of Virginia, Center for Advanced Studies of Teaching and Learning, Curry School of Education.
Created measures, scoring, and assessment of fidelity for a randomized controlled evaluation for the National Center for Research on Early Childhood Education multisite intervention to better prepare prekindergarten preservice teachers. Participated in a team of researchers and evaluators implementing and assessing an intervention in secondary schools to encourage positive student-teacher interactions, adolescent motivation, and ultimately, achievement using classroom observations of teacher quality. Conducted research studies from the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development

- database on teacher quality and students' commitment to school, competence, self-reliance, and achievement in math. Supervisor: Dr. Robert Pianta
- 2005–2006 **Assistant Program Evaluator**, SEDL (then Southwest Educational Development Laboratory), Austin, Texas
Conducted interviews with principals and conducted data analysis as part of an evaluation on the effectiveness of coaching and leadership training.
- 2002–2005 **Research Assistant**, Center for Teaching Effectiveness, The University of Texas at Austin. Supervisor: Dr. Marilla Svinicki
Assessed how faculty used technology in the classroom as well as the effects of professional development on usage using mixed methods. Coordinated two research teams (approximately 5 members) involved in quantitative and mixed methods projects. Analyzed quantitative cross-disciplinary data investigating how students' sense of community affected their goal orientation toward a specific course. Developed a scale, collected quantitative data, and validated a measure of students' sense of classroom community. Collected interview, observation, and video data on group work processes. Presented results at professional conferences and planned and presented at New and Experienced Faculty and teaching assistant / assistant instructor seminars. Researched and developed web content on rubrics, classroom community, multiculturalism and diversity, and multimedia presentation formats.
- 2001–2002 **Assistant Instructor**, Department of Educational Psychology, The University of Texas at Austin
Instructor of record for an undergraduate course in applied learning, cognition, and motivation, Individual Learning Skills. Assisted in the planning and development of a multi-section course including curriculum, quizzes, projects, and lectures.
- 2001–2006 **Teaching Assistant**. Department of Educational Psychology, The University of Texas at Austin
Instructor of record for various undergraduate and graduate course in Cognition, Human Learning, and Motivation; Interpersonal Communications; Human Sexuality; and Introduction to Educational Psychology. Prepared and graded quizzes, tests, and essays; created course supplements.
- 2000–2002 **Coresearcher**, Department of Educational Psychology, The University of Texas at Austin

SELECTED PUBLICATIONS

- Tidd, S. T., Stoelinga T. M., Bush-Richards, A. M., De Sena, D. L., & Dwyer, T. J. (2016). An Intensification Approach to Double-Block Algebra: A Pilot Implementation of Intensified Algebra in a Large Urban School District. *Journal of Educational Research*. Advance online publication. <http://dx.doi.org/10.1080/00220671.2016.1209454>

CURRICULUM GRANTS

- Carlson, C. & Bush-Richards, A. "Project 2021 Curriculum Redesign Implementation." Faculty Innovation Center, The University of Texas at Austin. 2017-2018.

The focus of the Project 2021 grant is to redesign the EDP Undergraduate Minor with professional career-ready paths of study and develop the associated Foundations of Educational Psychology because they will help students gain 21st century knowledge and skills in EDP's diverse and widely applicable program areas. The career-ready paths provide preparation for career readiness and graduate school in the following areas: culture and diversity, learning sciences and human development, and counseling and mental health.

SELECTED PRESENTATIONS

- Rong, C., Panko, P., Bush-Richards, A. M., Little, T. (April, 2017) Development of an integrated instrument to assess beliefs about school performance: An action-control theory perspective. Poster to be presented at Society for Research in Child Development, Austin, TX.
- Tidd, S. T., & Bush-Richards, A. M. (2014, March). *Academic Youth Development and mathematics for struggling learners: An evaluation of an intensified algebra program that integrates social and cognitive learning strategies*. Paper presented at the spring meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Leach, L. F., Harvey, K. E., Bush-Richards, A. M., & Schneider, C. L. (2012, April). *Potential impact of the Academic Youth Development program on achievement*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Bush-Richards, A. M., Schneider, C. L., Harvey, K. E., & Leach, L. F. (2012, March). *Ninth grade math students' beliefs—Can they be changed?* Paper presented at the annual meeting of the Society for Research in Adolescence, Vancouver, British Columbia, Canada.
- Bush-Richards, A. M., Schneider, C. L., Leach, L. F., Harvey, K. E., Fong, C. J., & Chao, T. (2011, April). *Intelligence, persistence, and problem solving: Assessing change in student beliefs over an academic youth development program*. Poster presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Bush-Richards, A., Schneider, C., 471-9226 & Brown, L. (2010, November). *Psychological ideas underlying student beliefs, learning, and persistence*. Presentation at the annual conference of the National Association of the Education of Homeless Children and Youth, Houston, TX.
- Bush-Richards, A. M., & Corliss, S. B. (2010, June). *Choosing appropriate data collection methods*. Poster presented at The University of Texas at Austin Assessment Institute, Austin, TX.
- Bush-Richards, A. M. (2009, April). *Classroom quality, math achievement, and gender: The importance of organization and engagement*. Poster presented at the annual meeting of the Society for Research in Child Development, Denver, CO.
- Bush, A. M., Svinicki, M. D., & Schallert, D. L. (2007, April). *The role of classroom community in student autonomy and relatedness and the influence on self-determination and academic enjoyment*. Poster presented at the annual meeting of AERA, Chicago, IL.
- Svinicki, M. D., Bush, A. M., Kim, M., & Achacoso, M. V. (2005, August). *Assessing student perceptions of classroom community: A case for motivation?* Poster presented at the annual meeting of the American Psychological Association (APA), Washington, DC.
- Corliss, S. B., Bush, A. M., Svinicki, M. D., Achacoso, M. V., & McGregor, A. L. (2005, April). *Assessing students' perceptions of technology use in the college classroom: Combining theory and practice*. Paper presented at the annual meeting of AERA, Montreal, Quebec, Canada.
- Svinicki, M. D., & Bush, A. M. (2005, January). *Building community with your students*. Faculty Colloquium, Division of Instructional Innovation and Assessment, The University of Texas at Austin.

- Corliss, S. B., Svinicki, M. D., Bush, A. M., McGregor, A. L., & Achacoso, M. V. (2004, April). *Student perceptions of technology use and learning in the college classroom*. Paper presented at the annual meeting of AERA, San Diego, CA.
- Bush, A. M., Svinicki, M. D., Achacoso, M. V., & Kim, M. (April 2004). *Developing classroom community: Defining dimensions of the postsecondary classroom community scale*. Poster presented at the annual meeting of AERA, San Diego, CA.
- Summers, J. J., Bush, A. M., Svinicki, M. D., Achacoso, M. V., & Turner, J. E. (2004, April). *Comparing group versus no group-work courses in higher education using an expectancy-value theory framework*. Paper presented at the annual meeting of AERA, San Diego, CA.
- Corliss, S. B., Bush, A. M., Svinicki, M. D., Achacoso, M. V., & McGregor, A. L. (2004, March). *Helping faculty to use technology effectively in the college classroom*. Poster presented at the annual meeting of the Society for Information Technology & Teacher Education, Atlanta, GA.
- Bush, A. M., Summers, J. J., Woodruff, A. L., Tomberlin, T. L., Williams, N. J., & Svinicki, M. D. (2003, August). *Social and cognitive processes of group work*. Poster presented at the annual meeting of APA, Toronto, Ontario, Canada.
- Summers, J. J., Bush, A. M., Turner, J. E., Achacoso, M. V., & Svinicki, M. D. (2003, April). *Classroom community in higher education: Exploring relatedness in self-determination theory*. Poster presented at the annual meeting of AERA, Chicago, IL.
- Tomberlin, T. L., Beth, A. D., Bush, A. M., & Stapleton, L. (2003, April). *Investigating differences in student learning outcomes: Individualized online instruction as a supplement to a traditional classroom-based Learning-to-Learn course*. Paper presented at the annual meeting of AERA, Chicago, IL.
- Corliss, S. B., Bush, A. M., Bera, S. J., & Robinson, D. H. (2002, August). *Optimal presentation order and bite size of graphic organizers and text*. Paper presented at the annual meeting of APA, Chicago, IL.
- Bush, A. M., & Weinstein, C. E. (2002, February). *The use of online instruction as an aid to individualizing the curriculum in a university Learning-to-Learn course*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.

PREVIOUS PROFESSIONAL MEMBERSHIPS

American Educational Research Association, 2001-2017, Division C
 Campus Liaison, Division C, Learning and Instruction, 2003 - 2006
 American Evaluation Association, 2016-17
 Society for Research in Child Development 2006- 2007; 2016-2017
 Society for Research on Educational Effectiveness 2006- 2007; 2014-2015
 Society for Research on Adolescence 2012-2013
 American Psychological Association, 2003 - 2006, Division 15