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| Hardy Murphy, Ph.D.1420 Ridge Avenue, Evanston, Illinois, 60201hamurphy@indian.edu |  |
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| **Education** |  |  |
| Ph.D. | 1979 | The University of Texas at Austin, Austin, TX (Educational Psychology) |
| M.Ed. | 1975 | Southwest Texas State University, San Marcos, TX (Education – Special Education – |
|  |  | School Psychology) |
| FB.A. | 1971 | New Mexico State University, Las Cruces, NM (Sociology) |
|  | 2000 | Loyola University (Superintendent’s Certificate) |

# Experience

2020- present Lecturer Indiana Department of Education Aspiring Leaders Institute

2015- present Clinical Faculty, IUPUI, Education Leadership

2013- present Co- Director, INTASS project, Indiana University, Bloomington 2013- present Research Scholar, Indiana University, Bloomington/IUPUI 2015- 2018 Executive Director, Indiana Urban Schools Association

1999- 2013 Superintendent of Schools, Evanston/Skokie CC School District 65 Evanston, IL 2010- 2013 Consultant, Indiana Teacher Appraisal and Support System, Indiana University,

Bloomington, IN

1995- 1999 Associate Superintendent, Fort Worth Independent School District, Fort Worth, TX. 1992- 1995 Assistant Superintendent, Fort Worth Independent School District, Fort Worth, TX

1985- 1992 Director, Desegregation and Affirmative Action, Fort Worth Independent School District, Fort Worth, TX

1980- 1985 Psychologist, Private Practice, Evans Avenue Medical Clinic, Fort Worth, TX 1979- 1985 School Psychologist, Fort Worth Independent School District, Fort Worth, TX

# Areas of Expertise

## *Leading Educational Change, Equity, Teacher Appraisal, Unified Systems, Educational Research and Policy, Research Methodology*

##  *Recent School Change Projects:*

## *External Evaluator 2019-20 Plymouth High School Special Education Program*

## *External Evaluator 2019-20 Crown Point School Corporation Special Education Program*

## *External Evaluator 2020- Plymouth School Corporation Strategic Plan*

## *External Evaluator 2020- Crown Point School Corporation Strategic Plan*

## *External Evaluator 2020-20 Roncalli High School Special Education Program review*

**Selected Funded Projects:**

2021- 2026 Indiana Department of Education $5,000,000

 Five-year State Professional Development Grant (SPDG) from Office of Special Education Programs (OSEP) to improve the educational outcomes for students with disabilities in urban/suburban/ and rural settings by ensuring access to high quality instruction.

2016-2021 Indiana Department of Education $5,021,000 Five-year State Professional Development Grant (SPDG) from Office of Special Education Programs (OSEP) to improve the educational outcomes for students with disabilities in urban settings by ensuring access to high quality instruction.

2014-2017 Indiana State Board of Education/Joyce Foundation $2,250,000 Three-year grant to support research, evaluation and technical assistance related to Indiana’s teacher evaluation system.

**Unfunded:**

Proposal submitted to the Indiana Department of Education for a Race and Equity Initiative for Indiana School Superintendents to strain school superintendents in the initiation of efforts to address race and equity initiatives in their district and schools. (2020)

**Selected Publications:**

Cole, S. M., Murphy, H. R., Frisby, M. B., Grossi, T. A., & Bolte, H. R. (2021). The Relationship of Special Education Placement and Student Academic Outcomes. *The Journal of Special Education*, *54*(4), 217–227. <https://doi.org/10.1177/0022466920925033> (Article first published online: June 1, 2020; Issue published: February 1, 2021).

Cole, C.M., Murphy, H. R., Frisby, M. B., Grossi, T., and Bolte, H. (2019). A Longitudinal Study to Determine the Impact of Inclusion on Student Academic Outcomes. Presented at the *CARE Conference in Las Vegas in February 2019*. Submitted for publication to the *Journal of Special Education.*

Pike, G., Murphy, H., Rogan, P., & Hudgins, D. (2018). *Unfulfilled Promises: Transfer to a Charter School and Student Achievement in Indiana.* Paper presented at American Educational Research Association Annual Conference: New York, N.Y.

Murphy, H. & Cole, S. (2018). *Indiana Teacher Evaluation System: A four-year analysis.* Paper presented at American Educational Research Association Annual Conference: New York, N.Y.

Murphy, H. & Cole, S. (2017). *Indiana Teacher Evaluation System: A four-year analysis.* Report submitted to the Indiana State Board of Education. Center on Education and Lifelong Learning: Indiana University.

Cole, S. & Murphy, H. (2017). *New Directions in Teacher Evaluation in Indiana: A White Paper.*

## Center on Education and Lifelong Learning: Indiana University.

Cole, S. & Murphy, H. (2016). *An analysis of Indiana district evaluation plans.* Report submitted to the Indiana State Board of Education. Center on Education and Lifelong Learning: Indiana University.

Murphy, H., & Cole, S. (2014). *Indiana Teacher Evaluation: At the Crossroads of Implementation.* Bloomington, IN: Center on Education and Lifelong Learning.

Ansaldo, J., Cole, S., Murphy, H., & Robinson, J. (2014). *INTASS Teacher Appraisal System: Evidence of Implementation Fidelity.* Bloomington, IN: Center on Education and Lifelong Learning.

Cole, C., Murphy, H., Rogan, P., and Eckes, S. (2013). *Indiana’s Teacher Evaluation Legislation: Implications and Challenges for Policy, Higher Education and Professional Development.* Bloomington, IN: Center for Evaluation and Education Policy.

Murphy, H.R., and Cole, S. (2013). *INTASS Teacher Appraisal Rubric.* Bloomington, IN: Center on Education and Lifelong Learning.

# Accepted for Publication:

Murphy, H.R., Cole S., and Frisby, M. (2019) *A Comparison of Mayoral Charter School and Traditional Public-School Student Academic Performance* (2019), presented at the American Association of Behavioral and Social Sciences conference in Las Vegas in February 2019. Submitted and accepted for publication in the Journal of Behavioral and Social Sciences (JBSS). Spring vol 8.2.

# Submitted for Publication:

# Murphy, H.R., Cole, S., and Fischman, L., (2020) Using Implementation Science to Increase Teacher Capacity for Instructional Access for Students with Disabilities,submitted to the Journal of Disability Policy Studies. (Invited article for a special issue of the Journal of Disability and Policy Studies on Implementation Science.)

# Presentations:

# Cole, C.M., and Murphy, H.R., (2020) The Relationship of Special Education Placement and Student Academic Outcomes. Presentation at the Council for Exceptional Children national conference, in Portland Oregon.

# Cole, C.M., and Murphy, H.R. (2020) Yes, But Do Included Students Do Better Academically? Indiana IEP Resource Center Focus on Inclusion Conference, Indianapolis, Indiana,

# Service:

Indiana Youth Institute yearly state of Indiana Youth KIDS COUNT DATA BOOK committee. (2020)

IUPUI School of Education Faculty Annual Review Committee. (2020)

Courses Taught:

A515 Supervision and Teacher Development

A735 Unified Systems of Delivery

A500 Introduction to Educational Leadership