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EDUCATION

Ph.D. in Educational Administration, The State University of New York at Buffalo 2018-2023

GPA: 3.9/4

Ed.M. in Educational Leadership and Policy, The State University of New York at Buffalo 2016-2018

GPA: 3.8/4

B.A. in Japanese Language Education, Qufu Normal University 2012-2016

GPA: 3.6/4

PROFESSIONAL SKILLS

- **Research Certificates:**

Meta-Analysis Training Certificate, 2025 – Institute of Education Sciences, National Science Foundation & Georgia State University

Learning Analytic in STEM Education Research, 2025 – National Science Foundation & North Carolina State University

National Assessment of Educational Progress Data, 2024 – American Institute for Research

Applied Statistical Analysis (Advanced Quantitative Research), 2022 – University at Buffalo, SUNY

International Education Data Analysis (Advanced Mixed Research), 2022 – University at Buffalo, SUNY

- **Research Tools:** R, Mplus, SPSS, HLM, ATLAS.ti, Qualtrics, Overleaf, Tableau, Power BI
- **Language Skills:** English (fluent); Mandarin (native); Japanese (fluent)

RESEARCH INTERESTS

K-12 School Leadership; Teacher Professional Learning; STEM Education; Social Emotional Learning; Program Evaluation; Large-scale Data Analysis; Mixed Methods

WORK EXPERIENCE

Research Assistant Professor, Center for Research in Educational Policy, College of Education, University of Memphis 2023–present

- Provide leadership as PI/Co-PI on multiple federal- and state-level funded projects (e.g., Department of Education, Department of Justice, Education Innovation and Research Grant), overseeing study design, data collection, and analysis to assess program effectiveness in literacy tutoring, school counseling team preparation, community school models, TESOL teacher professional development, and reentry initiatives.
- Guide research and evaluation planning, develop data collection instruments, and track fidelity of program implementation.
- Lead advanced quantitative research design, such as cluster RCTs, quasi-experimental designs, with advanced analysis methods, including hierarchical linear modeling, and multilevel structural equation modeling, and longitudinal analysis.
- Lead qualitative data collection across sites with focus groups and observations.

Instructor, Department of Linguistics, The State University of New York at Buffalo 2022–2023

CHI 101: First-year first-semester Chinese (course rate 4.6/5)

CHI 102: First-year second-semester Chinese (course rate 4.8/5)

CHI 104: Transitional First Year Chinese (course rate 4.9/5)

Teaching Assistant, Educational Leadership and Policy, The State University of New York at Buffalo 2021–2022

CEP 526: Structural Equation Modeling

ELP 640: Teacher Leadership

ELP 652: Leadership and Policy for Inclusion

Graduate Assistant, Educational Leadership and Policy, The State University of New York at Buffalo 2020–2022

Organize professional development seminars for graduate students

Assist with logistics for faculty candidates' campus visits

Create and maintain academic and career profiles for school teachers and principals

Research Assistant, Educational Administration Program, The State University of New York at Buffalo 2018–2020

Conduct literature reviews for various projects, including k-12 students' social emotional learning, feminist policy, and adolescent sexual violence

Assist with both quantitative and qualitative analysis, and manuscript copyediting

School Counselor Intern, GEAR UP & FAFSA Program 2017–2018

Advise Buffalo high school students on college financial aid applications

Provide guidance on scholarships and college access resources

PUBLICATIONS

Published Peer-Reviewed Articles

- **Wu. Y.** (2026). How Instructional Leadership Enhances Student Achievement through Teacher Collaboration and Innovation Support: A Multilevel Moderated Mediation Analysis. *Asia Pacific Journal of Education*, 1-24. DOI: <https://10.1080/02188791.2026.2698787>
- **Wu. Y.** & Wu. H. (2026). Unpacking Chinese Teacher Job Satisfaction: Multilevel Mediation and Moderation of Professional Learning, Efficacy, and Innovation Support. *Large-Scale Assessments in Education*, 14(2). DOI: <https://doi.org/10.1186/s40536-025-00275-6>
- Xu. Y., Cheng. Q., & **Wu. Y.** (2026). How Self-concept, Self-efficacy, and Grit Contribute to Gender Differences in Chinese Middle School Math Learning. *Asian Journal for Mathematics Education*, 5(1), 51-71. DOI: <https://doi.org/10.1177/27527263251405886>
- **Wu. Y.** & Gao. H. (2025). From Challenges to Transformation: The Professional Development Journey of Transnational Language Teachers in the United States. *Journal of Teaching and Learning*, 19 (2), 135-153. DOI: <https://doi.org/10.22329/jtl.v19i2.8977>
- Wu. J. T., Wang. Y. J., **Wu. Y.**, & Zhang. Q. (2025). The Heart of Higher Education: Rediscovering Meditation from the Margins of Learning to a Liberatory Pedagogy in the Post-Pandemic University. *Journal of Contemplative and Holistic Education*, 2 (2), 7. DOI: [10.25035/jche.02.02.07](https://doi.org/10.25035/jche.02.02.07)
- **Wu. Y.** (2023). Exploring Instructional Leadership, Teacher Collaboration, Job Satisfaction, and Student Learning: A Multilevel Moderated Mediation Analysis (Doctoral dissertation). *The State University of New York at Buffalo*.

Articles in Preparation

- **Wu. Y.**, Xu. Y. & Cheng. Q. Can Teacher Self-Efficacy Improve Student Academic Efficacy and Psychological Needs? The Role of Need-Supportive Teaching. (R&R)
- Cheng. Q., **Wu. Y.**, & Xu. Y. Whose Perspective Matters? Teacher and Student Reported Instructional Quality in Predicting Mathematics Achievement. (in revision)
- **Wu. Y.**, Zoblotsky, T., McKinney, R., Kaldon, C., Khajeloo, M., Unveiling the Impact of Inquiry-Based Science Curriculum with Teacher Professional Learning on Student Achievement during COVID: A Cluster Randomized Controlled Trial in Rural North and South Carolina Elementary Schools. (submitted)
- Guo. L. & **Wu. Y.** A compassionate approach to regulation of attention, thoughts and emotions: A meta-analysis of the correlation between compassion and self-regulation. (submitted)
- Gao. H. & **Wu. Y.**, Xuanya. Z. Intergenerational Digital Learning Governance: Navigating Unequal Recognition and Negotiating Capital in a Chinese Immigrant Family. (submitted)

- Tillis, G. E., Khajaloo, M., & **Wu, Y.**, Gates, K. AI ethics in academe: Ideological commitments and material conditions. Manuscript proposed for the special issue Historical Futurism and Inexorable Materiality in the Age of Generative AI in Review of Education, Pedagogy, & Cultural Studies. (under review)

Research Reports (selected)

- Zoblotsky, T., McKinney, R., **Wu, Y.**, Khajaloo, M. (2026). Shelby County Community Schools Partnership. Center for Research in Educational Policy, University of Memphis.
- Zoblotsky, T., **Wu, Y.**, Muzzi, C. (2026). Tutor901 Observation Tool Observer's Manual. Center for Research in Educational Policy, University of Memphis.
- Randolph-Frye, M., **Wu, Y.**, Kaldon, C., Fluke, K., & Khan, A. (2025). WFGM Vision 2025 Year Four Final Report. *Center for Research in Educational Policy, University of Memphis.*
- **Wu, Y.**, Kaldon, C., Fluke, K., Zoblotsky, T., & Khajaloo, M. (2025). Full-Service Community Schools Grant Year 2 site visit report for Millington Primary School. *Center for Research in Educational Policy, University of Memphis.*
- Zoblotsky, T., McKinney, R., Kaldon, C., Khajaloo, M., **Wu, Y.**, & Morales, I. (2024). Smithsonian Science for North and South Carolina classrooms: "Improving student achievement across state borders and state standards." Final evaluation report (Report No. ED660805). University of Memphis. <https://eric.ed.gov/?id=ED660805>
- Zoblotsky, T., McKinney, R., **Wu, Y.**, & Wilson, Q. (2024). Project INK final process and outcome evaluation report. *Center for Research in Educational Policy, University of Memphis.*
- Randolph-Frye, M., **Wu, Y.**, Kaldon, C., Watson, J., Wilson, Q., Morales, I., & McKinney, R. (2024). WFGM Vision 2025 Year Three Final Report. *Center for Research in Educational Policy, University of Memphis.*

ACADEMIC PRESENTATIONS

Invited Talk

- **Wu, Y.** (2026) Becoming a Beginner Again: Transformative Learning in Times of Professional Uncertainty. Invited Talk by College of Education (UofM) Graduate Student and Alumni Networking Forum Spring 2026.
- **Wu, Y.** (2026) Unpacking Teacher Job Satisfaction: Insights from Multilevel Analysis of Shanghai Sample from TALIS 2018. Methodology Workshop in the Center for Research in Educational Policy, University of Memphis.
- **Wu, Y.** (2024). Journey to Discovery in K-12 School Improvement Research. Invited Talk at the Institute for Intelligent Systems, University of Memphis.

Conference

- Guo, L., **Wu, Y.** (2026). Building Bridges for Bilingual Success: A Mixed-Methods Evaluation of a “Grow Your Own” EL Teacher Licensure Program. Paper presented at the 2026 Society for Research on Educational Effectiveness (SREE) Conference in a Paper Session, Baltimore, Maryland, United States.
- **Wu, Y.**, Thrush, E., Adams, R., Chambliss, E. (2026). The Role of Compassion in Self-Regulation: A Meta-Analysis of Attention, Cognitive, and Emotional Processes. Paper presented at the 2026 annual meeting of the Association of Teacher Educators (ATE) in a Round Table Session, Seattle, WA, United States.
- **Wu, Y.**, Xu, Y., Cheng, Q. (2026). Can Teacher Efficacy Improve Student Academic Efficacy and Psychological Needs? The Role of Need-Supportive Teaching. Paper presented at the 2026 annual meeting of the American Educational Research Association (AERA) in a Paper Session, Los Angeles, CA, United States.
- Khajeloo, M., **Wu, Y.**, Tills, G. (2026). Faculty Sensemaking and Professional Adaptation in the Age of Generative AI. Paper presented at the 2026 annual meeting of the American Educational Research Association (AERA) in a Paper Session, Los Angeles, CA, United States.
- Xu, Y., Cheng, Q., **Wu, Y.** (2026). How self-concept, self-efficacy, and grit contribute to gender differences in middle school mathematics learning in Shanghai: An analysis of global teaching insights data. Paper presented at the 2026 annual meeting of the American Educational Research Association (AERA) in a round table session, Los Angeles, CA, United States.
- Cheng, Q., **Wu, Y.**, Xu, Y. (2025). Whose perspective matters? Teacher- and student-reported instructional quality in predicting mathematics achievement. Paper presented at the 2026 annual meeting of the Association of Teacher Educators (ATE), St. Louis, MO, United States.
- **Wu, Y.**, Su, M. Enhancing SEL Strategies: Impact of Distributed Leadership and PD on Teachers’ Practices and Mindset. Paper presented at the 2024 Annual Meeting of the University Council for Educational Administration (UCEA) in a paper session, Minneapolis, Minnesota, United States.
- McKinney, R., **Wu, Y.**, Kaldon, C., Khajeloo, M., Zoblotsky, T. Unveiling the Impact of Inquiry-Based Science Instruction on Elementary Student Science Achievement: A Clustered Randomized Controlled Trial in Rural Settings. Paper presented at the 2024 Society for Research on Educational Effectiveness (SREE) Conference in a symposium session, Baltimore, Maryland, United States.
- Kaldon, C., Khajeloo, M., Zoblotsky, T., McKinney, R., **Wu, Y.** The Teacher’s Voice: Contextual Insights around the “Smithsonian Science” Project. Paper presented at the 2024 Society for Research on Educational Effectiveness (SREE) Conference in a symposium session, Baltimore, Maryland, United States.
- Khajeloo, M., Kaldon, C., Zoblotsky, T., McKinney, R., **Wu, Y.** Enhancing Inquiry-Based Science Practices in Elementary Education: The Influence of “Smithsonian Science for the Classroom” and Teacher Professional Development. Paper presented at the 2024 Society for Research on Educational Effectiveness (SREE) Conference in a symposium session, Baltimore, Maryland, United States.

- Wu, J. T., Wang, Y. J., **Wu, Y.**, Zhang, Q. The Heart of Higher Education: Rediscovering Meditation from the Margins of Learning to a Liberatory Pedagogy in the Post-Pandemic University. Paper session at the 2024 Annual Meeting of the Comparative and International Education Society (CIES) in a paper session.
- **Wu, Y.** Understanding Instructional Leadership, Teacher Collaboration, Job Satisfaction, and Student Learning: A Multilevel Moderated Mediation Analysis. Paper session at the 2023 annual meeting of the University Council for Educational Administration (UCEA) in a paper session.
- **Wu, Y.** The Associations among Teacher Professional Learning, Self-Efficacy, and Job Satisfaction: What TALIS 2018 Tells Us. Paper session at the 2023 annual meeting of the American Educational Research Association (AERA) in a paper session.
- **Wu, Y.** Principal Leadership and Student Learning Outcomes: A Meta-Analysis Study. Paper presented at the 2022 annual meeting of the University Council for Educational Administration (UCEA) in a poster session.
- **Wu, Y.** How Chinese Instructional Leaders and Student Learning are Associated with Teacher Collaboration. Paper presented at the 2021 International Congress for School Effectiveness and Improvement (ICSEI) in a paper session.
- **Wu, Y.**, Zhao, S. Principal Leadership on American and Chinese Student Achievement: A Multilevel Analysis of PISA 2015. Paper presented at the 2021 annual meeting of the American Educational Research Association (AERA) in a round table session.
- **Wu, Y.** Challenges, Professional Development, and Self-Learning: Experiences of Chinese Teachers in the US. Paper presented at the 2021 annual meeting of the American Educational Research Association (AERA) in a round table session.
- **Wu, Y.** Confucius Institute Chinese Teachers' Learning Experience: Transformative Learning and Professional Learning Communities. Paper presented at the 2020 annual meeting of the Graduate School of Education Symposium (UB).

GRANT

- **PI, Identifying Drivers of Teachers' SEL-Supportive Practices and Mindsets.** CoRS Development Grant proposal, University of Memphis Division of Research Innovation. (Awarded, \$2,500)
- **Co-PI, Faculty Sensemaking and Professional Adaptation in the Age of Generative AI.** CoRS Development Grant proposal, University of Memphis Division of Research Innovation. (Awarded, \$2,000)
- **Co-PI, What counts as knowledge in the age of AI? Exploring student epistemology in AI-integrated geoscience.** Spencer Foundation Small Grant. (Pending, \$49,604).
- **Co-PI, The Hypothesis-driven Undergraduate Projects for Empowerment and Research, NSF IUSE Level-2 Grant** (Not Funded, \$690,141).

- **PI of evaluation, Ensuring Success for English Learners (Department of Education, 2023-2028)**
Provide shared oversight of evaluation, including monitoring fidelity of implementation and programmatic impact. Co-develop surveys, focus group protocols, and observation tools to capture both quantitative and qualitative outcomes.
- **Co-PI of evaluation, Literacy Mid-South Tutor 901 Project (Education Innovation and Research, 2025-2030)**
Co-lead a quasi-experimental design with Memphis elementary students to improve their reading scores, reading confidence, and social emotional learning outcomes. Propensity score matching and weighting were used to match comparison student groups. Conduct observations for tutoring sessions, and distribute various surveys with high reliability and validity for students, tutors, school teachers, and administrators to track impacts of after-school literacy tutoring.
- **Co-PI of evaluation, Full-Service Community School Model (Department of Education, 2024-2029)**
Collaboratively guide evaluation activities by collecting school-level quantitative data and qualitative data through site visits in six Memphis urban schools to assess model implementation and impact.
- **Co-PI of evaluation, Advancing School Counseling Program (Department of Education, 2023-2028)**
Partner in leading evaluation through survey distribution and focus groups with both mentor school counselors and intern school counselor mentees, followed by analysis to determine program effectiveness in improving representation and field-based experiences.
- **Co-PI of evaluation, Smart Reentry: Housing Demonstration Program (Department of Justice, 3-year)**
Co-lead in evaluating outcomes in housing, employment, recidivism, and implementation fidelity. Apply survival analysis and Hierarchical Generalized Linear Model in ongoing analyses of recidivism.
- **Data Support, Inspiring New Koncepts (INK) Project**
Supported a quasi-experimental design evaluating the impact of INK on job attainment and reentry success for incarcerated individuals nearing release.
- **Data Support, Smithsonian Science for North and South Carolina Classrooms (Education Innovation and Research)**
Supported a cluster RCT design and data analysis to evaluate the impact of inquiry-based science instruction on students' science, reading, and math scores.

ACADEMIC AWARDS

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| • University of Memphis Faculty Conference Travel Grant \$1,600 | 2024 |
| • AERA Graduate Student Assistance Fund \$500 | 2023 |
| • Graduate School Association Conference Funding at UB, \$370 | 2023 |
| • UCEA 2022 David L. Clark Scholar \$1,000 | 2022 |

- Graduate Student Employee Professional Development Grant at UB, \$1,000 2022
- Graduate School of Education Research Award at UB, \$3,000 2019-2023
- Graduate School of Education Four-Year Scholarship at UB, \$40,000 2018–2022
- Graduate School of Education Dean Scholarship at UB, \$10,000 2018
- First-level Dean Scholarship at Qufu Normal University, \$4,000 2013–2016

PROFESSIONAL SERVICE

- **Manuscript Reviewer** 2023-current
 - Educational Administration Quarterly (4 reviews)
 - Journal of Education Change (4 review)
 - Journal of Teaching and Learning (4 reviews)
 - Discover Education (1 review)
 - Psychology in the Schools (1 review)
 - Humanities & Social Sciences Communications (1 review)
 - Cogent Education (1 review)
 - BMC Public Health (1 review)
- **Reviewer for submissions to AERA** 2022-current
 - Division A – Administration, Organization, and Leadership, Section 1: Leadership
 - Division H – Research, Evaluation, and Assessment in Schools
 - Division K – Teaching and Teacher Education
 - Division L – Education Policies and Politics
 - SIG – Accreditation, Assessment, and Program Evaluation in Education Preparation
 - SIG – Education Statistics
 - SIG – Multiple Linear Regression: The General Linear Model
 - SIG – Longitudinal Studies
- **Reviewer for submissions to UCEA Conference** 2022-current
- **Research Assistant/Associate Professor Hiring Committee** 2026
- **Research Associate II Hiring Committee** 2025
- **Shared Governance Committee, College of Education** 2025
- **Lambuth Campus Taskforce, College of Education** 2024

AFFILIATIONS & MEMBERSHIPS

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| • American Educational Research Association (AERA) | 2018-current |
| • University Council for Educational Administration (UCEA) | 2019-current |
| • International Congress for School Effectiveness and Improvement (ICSEI) | 2020-current |
| • Society for Research on Educational Effectiveness (SREE) | 2023-current |