

**Christine L. Emmons, PhD**  
Yale University Child Study Center  
55 College Street,  
New Haven, CT 06510

**Position:** Associate Research Scientist,  
Yale University, Child Study Center;

Director of Program Evaluation,  
Yale University Child Study Center School Development Program

**Dr. Christine Emmons** is the Director of Program Evaluation at the Yale School Development Program (SDP) – in the Yale School of Medicine, Child Study Center. She received her B.A. from the University of West Indies, a Masters in Library Science from the University of Western Ontario and Ph.D. in Educational Psychology from University of Connecticut. Before joining SDP, Dr. Emmons was an elementary school teacher, and later Librarian of the Education Resource Centers, in her native Grenada.

As Director of Program Evaluation, Dr. Emmons is responsible for the design and management of the SDP's research program, particularly in the districts involved in systemic reform. Her duties include the development and review of instruments to measure the SDP implementation and outcomes. Her research interests include the measurement of psychosocial environments, and the relationship between the psychosocial environment of schools, students' sense of self and student behavior. Dr. Emmons has co-authored chapters in *Rallying the Whole Village*, *Child by Child* and *Comprehensive School Reform*, as well as journal articles on SDP implementation and outcomes.

**Professional Preparation**

<b>Institution</b>	<b>Major Area of Study</b>	<b>Degree</b>	<b>Year</b>
University of the West Indies	Library Science, with Linguistics and English	B.A	1979
University of Western Ontario	Library and Information Science	M.L.S.	1984
University of Connecticut	Educational Psychology	Ph.D.	1993
Yale University	Research	Post-doc	1993

**Honors**

1971 Honors award with Teaching Certificate, University of the West Indies, Grenada Teachers College

1979 Upper Second Class Honors (Magna Cum Laude) with Bachelor of Arts degree

1993 Harris Khan Distinguished Dissertation Award in Educational Psychology, University of Connecticut, School of Education

## Positions and Employment

1971-1976	Teacher, St. Mary's R.C. School, La Fillette, St. Andrew's Grenada
1979-1982	Librarian, Grenada Education Research Network
1994-1998	Coordinator of Research and Evaluation, School Development Program, Yale University
1998-2001	Coordinator of Program Evaluation, School Development Program, Yale University
1994-present	Associate Research Scientist, Yale University Child Study Center
2001-present	Director of Program Evaluation, School Development Program, Yale University

## Other Experience

1995-1997	Member, Yale Child Study Center, Forum on Education and Society
1995-1997	Member, New Haven Public Schools, Family Campus Initiative Evaluation Committee
1996-1997	Member, Child Study Center, New Haven Public Schools Interventions Planning Team.
1998-1999	Advisor, Institute for Educational Innovation, New Haven, CT
1998-present	Principal Investigator, A Child-Centered Public Education Extension Service Evaluation Project
2005-present	Principal Investigator, Integrating Instructional Strategies with Systemic Reform Research
2005-present	Member, Yale University's Interdisciplinary Center for Bioethics, The Rights of Children Workgroup
2007-present	Member, Connecticut State Performance Plan, (CT State Department of Education and IDEA), Annual Progress Report, Taskforce

## Selected Publications

1. Emmons, C. L. & Comer, J. P. (2009) 'Capturing Complexity: Evaluation of the Yale Child Study Center School Development Program', in R. Deslandes (ed) *International Perspectives on Contexts, Communities and Evaluated Innovative Practices: Family-school-community partnerships*. London and New York: Routledge, pp. 204-219.
2. Comer, J. P. & **Emmons**, C. (2006). The research program of the Yale Child Study Center School Development Program. *Journal of Negro Education*, 75 (3), 353-372
3. **Emmons**, C. & Baskerville, R. (2005). Maintaining excellence while managing transitions: Norman S. Weir revisited. *Journal of the Education of Students Placed at Risk*, 10 (2), 199-206.
4. **Emmons**, C. L. (2004). Assessing systemic reform: How do you know that the Comer Process is making a difference in your school or district? In E. J. Joyner, M. Ben-Avie & J. P. Comer (Eds.), *Dynamic Instructional Leadership to Support Learning and Development*. (pp. 215-241). Thousand Oakes, CA: Corwin Press.
5. Joyner, E. T. & **Emmons**, C. L. (2004). Systemic reform: The School Development Program's answer to fragmentation. In E. J. Joyner, M. Ben-Avie & J. P. Comer (Eds.), *Dynamic Instructional Leadership to Support Learning and Development* (pp. 19-27). Thousand Oakes, CA: Corwin Press.
6. **Emmons**, C.; Carberry, B.; Members of the Isadore Wexler School Community. (1999). "I Can Fly". In J. P. Comer, M. Ben-Avie, N. M. Haynes and E. T. Joyner (Eds.) *Child by Child* (pp. 80-94). New York: Columbia Teachers College.
5. Comer, J. P.; **Emmons**, C. L. (1999). 'The School Development Program.' In Block, J. et al (Eds.), *Comprehensive School Reform: A program perspective*. Dubuque, IA, Kendall/Hunt, pp. 245-256
6. **Emmons**, Christine L.; Ofimba, Maloke O.; Hagopian, Gloria. . (1998). A school transformed: The case of Norman S. Weir. *Journal of the Education of Students Placed at Risk*, 3 (1), 39-51.

7. Haynes, N. M.; **Emmons**, C.; Woodruff, D. W. (1998). School Development Program effects: Linking implementation to outcomes. *Journal of the Education of Students Placed at Risk*, 3 (1), 321-329.
8. Kuperminc, Gabriel P.; Leadbeater, Bonnie J.; **Emmons**, Christine, Blatt, Sidney J. (1997). Perceived school climate and difficulties in the social adjustment of middle school students. *Applied Development Science*, Vol. 1, No. 2, 76-88.
9. Haynes, Norris M.; **Emmons**, Christine; Ben-Avie, Michael. School climate as a factor in student adjustment and achievement. (1997). *Journal of Educational and Psychological Consultation*, Vol. 8, No. 3, 321-329.
10. **Emmons**, C. L., Comer, J. P., & Haynes, N. M. (1996). "Translating Theory into Practice: Comer's Theory of School Reform" in *Rallying the Whole Village: The Comer Process for Reforming Schools* edited by James P. Comer, Norris M. Haynes, Edward T. Joyner, and Michael Ben-Avie. New York: Teachers College, Columbia University, pages 27-41.
11. **Emmons**, Christine L., Haynes, Norris M., Owen, Steven V., Bility, Khalipha, and Comer, James P. "Self-Concept as a Mediator of School Climate Effects." In *School Development Program Research Monograph*, edited by Norris M. Haynes, ERIC Document No. ED 371 091, pp. 174-219.
12. Haynes, Norris M., Maholmes, Valerie, **Emmons**, Christine, Gebreyesus, Sara. (1995) "An Examination of the Psychosocial and School Achievement Characteristics among SDP and Non-SDP Middle School Students." In *School Development Program Research Monograph*, edited by Norris M. Haynes, ERIC Document No. ED 371 091, pp. 246-270.

### Recent Presentations

- Emmons**, C. L. & Zager, D. An Examination of Educators' Perceptions of Self-Efficacy in the Area of Autism. Paper presented at the 39<sup>th</sup> Annual Conference of the Northeastern Educational Research Association, October 22<sup>nd</sup>, 2008, Rocky Hill, CT
- Levett, M. A, **Emmons**, C. L., Boyd, D. & Loseth, V. *An Examination of Powerful Levers for Promoting Effective Comprehensive School Reform: Strong, Courageous and Collaborative Leadership.* Paper presented at the 2008 Annual Conference of the American Educational Research Association, New York, NY, March 24-28, 2008.
- Emmons**, C. L., & Brown, F. E. *An Examination of Powerful Levers for Promoting Effective Comprehensive School Reform: Creating and Maintaining a Child Development Based Culture.* Paper presented at the 2008 Annual Conference of the American Educational Research Association, New York, NY, March 24-28, 2008.
- Emmons**, C. L. & Brown, F. E. Teachers' perceptions of their focus on the whole child: Using research to improve practice. Paper presented at the 38<sup>th</sup> Annual Conference of the Northeastern Educational Research Association, October 17<sup>th</sup>, 2007, Rocky Hill, CT
- Emmons**, C.L. LCCR presentation in Washington, DC. March 4, 2005
- Emmons**, C.L. Capturing Complexity: Evaluating System-wide Reform. Paper presented at the American Evaluation Association, November 5, 2004, Atlanta, Georgia.
- Emmons**, C.L. The Comer School Development Program. Invited presentation. Kirtland Hall, Yale University Psychology department, November 10, 2004, New Haven, Connecticut.
- Emmons**, C.L. Supporting Quality Instruction and Student Achievement: The Comer School Development Program's Systemic Approach. Paper presented at the Comprehensive School Reform Network of Researchers, June 29, 2004, Washington, DC.

### Professional Organizations

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| 1988-1993    | National Committee for Research in Education (NCME)        |
| 1988-present | Member, American Educational Research Association (AERA)   |
| 1995 - 1996  | Program Chair, School Climate Special Interest Group, AERA |

- 1996-present Member, Association for Supervision and Curriculum (ASCD)
- 1996-present Member, American Psychological Association (APA)
- 2001-present Member, Northeastern Educational Research Association (NERA)
- 2003-present Member, Eastern Psychological Association (EPA)
- 2004-present Member, American Evaluation Association (AEA)
- 2009- Member, Society for Research in Child Development (SRCD)

### **Synergistic Activities**

#### **Design and conduct research on program implementation, school context and student outcomes**

- Designed and implemented the program evaluation for *A Child-Centered Public Education Extension Service Evaluation Project* involving systemic implementation of the SDP in five districts across three states
- Designed and implemented the research and evaluation studies for the *Integrating Instructional Strategies with Systemic Reform Research*

#### **Teaching and training**

- Keynote and workshop on social climate in schools with Memphis City Schools' principals and educators, 2001.
- Development and presentation of instructional /training modules and workshops on
  - School climate and the Interpretation and use of school climate survey data
  - Assessing program outcomes in schools and districts
  - Using data for school improvement

#### **Development and refinement of research tools**

- Development of the *SDP School Climate Surveys* (2002) co-authored with Dr. Norris Haynes and Dr. James P. Comer. Revision of these surveys in collaboration with a research team from the University of North Carolina at Chapel Hill, led by Dr. William Malloy
- Development of the *School Implementation Questionnaire – Abbreviated* (SIQA) (1999) co-authored with Drs. Norris Haynes, James Comer, Thomas Cook and Edward Joyner.
- Creation of the *Developmental Environment Inventory for Schools* (DEI), (2003) a survey that measures the perceptions of students, parents and school staff regarding the social climate of the school.
- Development of *Student Development Surveys* (2006) with Dr. Fay E. Brown and other members of the School Development Program Faculty.
- Development of *Teacher Development and Instructional Strategies Survey* (2006) with Dr. Fay E. Brown and other members of the School Development Program Faculty.
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#### **Consulting**

- Independent Evaluation Consultant on the Pace University, School of Education, Center for teaching and Research in Autism, Personnel Preparation to Improve Services and Results for Children with Disabilities grant, 2005 to present

**Editor:** Newsletter for the Comprehensive School Reform Special Interest Group of the American Education Research Association 2004-2006

#### **Thesis Advisor and Postgraduate-Scholar Sponsor:**

##### **Member of Dissertation Advisory Committee**

- Michael Ben-Avie, Ph.D. Davison School of Education, Jewish Theological Seminary (1996)

- Sheri Kanner, Ph.D. Yale School of Nursing (2004)
- Shaundra Bryant Daily Massachusetts Institute of Technology, MSC program (2005)
- James Adebayo, Ed. D. University of Bridgeport (2008)

**Mentor**

- Mentored and continues to mentor many students from various universities including Harvard, University of Connecticut and Columbia University regarding thesis and dissertation work.