

# Ilana M. Umansky

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## EDUCATION

- 2014 (exp)      Ph.D., *Stanford Graduate School of Education*  
Sociology of Education  
Race, Inequality, and Language in Education Program  
Dissertation Committee: Sean Reardon, Kenji Hakuta, Claude Goldenberg, Tomás Jimenez
- 2012              M.A., *Stanford University*  
Sociology
- 2003              M.Ed., *Harvard Graduate School of Education*  
International Education Policy
- 1998              B.A., *Wesleyan University*  
Sociology  
Honors Thesis: "Forcing Transition: Power and Transformation in Nicaraguan Education 1979-1997"
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## RESEARCH INTERESTS

English learners  
Quasi-experimental methods  
Immigration  
Policy analysis  
Social stratification

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## DISSERTATION: Peeling Back the Label: Studies of Educational Opportunity Among Students Learning English

**Paper 1:** Uses discrete time hazard models and 12 years of longitudinal data to explore timing to reclassification among Latino English learners by linguistic instructional environment in a large school district.

**Paper 2:** Evaluates the impact of English Learner status on long term academic achievement using binding score regression discontinuity growth models in a large school district.

**Paper 3:** Evaluates the impact of English learner status on course-taking patterns and educational attainment using binding score regression discontinuity growth models in a large school district.

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## PUBLICATIONS

### Works in progress & under review

**Umansky, I., S. Reardon.** "Is Faster Always Better? An Examination of Reclassification Patterns Among Latino English Learners in Different Linguistic Instructional Environments."

**Umansky, I.** "Peeling Back the Label: Do Classification and Specialized Services Help or Hurt Students Learning English?"

Robinson, J., Thompson, K., **Umansky, I.**, Linqunti, R., Hakuta, K., Gándara, P. "Putting English Learner Reclassification in its Place: What New Research Tells Us about Classification Decisions, Time Estimates, and Appropriate Instructional Services."

### Peer-reviewed journal articles

**Umansky, I., Vegas, E.** 2007. "Inside Decentralization: How Three Central American School-based Management Reforms Affect Student Learning through Teacher Incentives," *World Bank Research Observer* 22(2):197-215. <http://wbpro.oxfordjournals.org/content/22/2/197.short>

### Book chapters

Larrison, J., **Umansky, I.** 2006. "Trends and Challenges in Latin American and East Asian Secondary Education," in Emanuela diGropello (ed.), *Meeting the Challenges of Secondary Education in Latin America and East Asia*. Directions in Development Series. Washington DC: World Bank. [http://publications.worldbank.org/index.php?main\\_page=product\\_info&cPath=0&products\\_id=22439](http://publications.worldbank.org/index.php?main_page=product_info&cPath=0&products_id=22439)

**Umansky, I.** 2005. "A Literature of Teacher Quality and Incentives: Theory and Evidence," in Emiliana Vegas (ed.) *Incentives to Improve Teaching: Lessons from Latin America*. Directions in Development Series; Washington DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/7265>

Vegas, E., **Umansky, I.** 2005. "Improving Teaching and Learning through Effective Incentives," in Emiliana Vegas (ed.) *Incentives to Improve Teaching: Lessons from Latin America*. Directions in Development Series; Washington DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/7265>

### Book reviews

**Umansky, I.** 2008. Review of D. Lemish and M. Götz's *Children and Media in Times of War and Conflict*. Creskill, NJ: Hampton Press, 2007. *Journal of Children and Media* 2(3):311-314.

### Working papers & reports

**Umansky, I., Hernández, R., Alas, M., Moncada, G.** (2007). *Alternative Upper Secondary Education in Honduras: Assessment and Recommendations*. Washington DC: USAID/AED. [http://pdf.usaid.gov/pdf\\_docs/pnadr154.pdf](http://pdf.usaid.gov/pdf_docs/pnadr154.pdf)

**Umansky, I., Crouch, L.** 2006. *Fast Track Initiative: Initial Evidence of Impact*. Washington DC: World Bank.

Vegas, E., Elacqua, G., **Umansky, I.** 2006. "Mejorar el Acceso y la Calidad de la Educación en la Primera Infancia en Chile," Washington DC: World Bank.

Vegas, E., **Umansky, I.** 2005. *Improving Teaching and Learning through Effective Incentives: What Can We Learn from Education Reforms in Latin America?* Washington DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/8694>

di Gropello, E., **Umansky, I.**, Savanti, P. 2005. Central America Education Strategy: An Agenda for Action, World Bank Country Study Series; Washington DC: World Bank.

**Umansky, I.** 2003. "Teacher Education in the Americas," in Diagnoses, Challenges, and Lessons Learned in Equity and Quality, Secondary Education, and Teacher Education: Foundations for the Discussion of the Educational Priorities of the Hemispheric Projects. Washington DC: Organization of American States.

## PRESENTATIONS & INVITED TALKS

Umansky, I. (2013). "Peeling Back the Label: Do Classifications and Specialized Services Help or Hurt Language Minority Students?" Presentation to be given at *Segregation, Immigration, and Educational Inequality: A Multinational Examination of New Research* organized by The Civil Rights Project (UCLA), Ghent, Belgium, September 2013.

Umansky, I. (2013). "Educating English Language Learners: What Do We Know about Supporting EL Success in School?" Invited talk, Center for Education Policy Analysis at Stanford University, July 2013.

Umansky, I. (2013). "The Impact of Initial Language Status on Academic Achievement." Presentation given at annual American Educational Research Association conference, San Francisco, CA, April 2013.

Umansky, I. (2013). "English Learner Classification and Tracking: Does It Harm Student Learning?" Presentation given at Sociology of Education Association conference, Monterey, CA, February 2013.

Umansky, I. (2012). "Peeling Back the Label: Do Classifications and Specialized Services Help or Hurt Students Learning English?" Invited talk, Center for Education Policy Analysis at Stanford University, November 2012.

Umansky, I. (2012). "Impacts of Instructional Pathways on English Learner Students" with Rachel Valentino. Presentation given at the Society for Research on Educational Effectiveness conference, Washington DC, September 2012.

Umansky, I. (2012). "Labels, Languages, and Opportunity: Latino English Language Learner Reclassification." Presentation given at annual American Educational Research Association conference, Vancouver, BC, April 2012.

Umansky, I. (2008). "Children, Media, and Learning" ("Niños, Medios, y Aprendizaje"). Invited talk, 8th Annual Ibero-American Conference on Educational Television, Mexico City, Mexico, November 2008.

Umansky, I. (2008). "Teaching Tolerance in Post-Conflict Zones: The Educational Impact of *Rruga Sesam/Ulica Sezam* in Kosovo". Presentation given at 1) the 58th Annual International Communications Association Conference, Montreal, Canada, May 2008, and 2) the 52nd Annual Comparative and International Education Society Conference, New York, NY, March 2008.

Umansky, I. (2007). "Multisectoral Innovation and Partnership in the Global Arena: The World Heart Federation visits Sesame Street" with Helen Alderson. Presentation given at the McGill Health Challenge Think Tank, Montreal, Canada, November 2007.

Umansky, I. (2006). "Improving Teaching and Learning through Effective Incentives: What Can We Learn from Education Reforms in Latin America?" Invited talk given at (1) V Latin American and

Caribbean Episcopal Conference in Quito, Ecuador, October 2006; (2) SENAC IV International Congress of Technology and Education, Recife, Brazil, September 2006, (3) the Organization of American States Inter-American Teacher Educator Network Seminar, Port of Spain, Trinidad, September 2006, (4) Seminar in Education Reform, World Bank Institute, Washington DC, May 2006.

Umansky, I. (2006). "Teacher Incentives in Latin America: What Impact Evaluations Can Teach Us about Effective Reform Design." Presentation given at the National Comparative and International Education Society Conference, Honolulu, HI, March 2006.

Umansky, I. (2005). "Central America: Education Strategies to Support Education for All." Invited talk, Central American Regional UNESCO Education for All Conference, San Salvador, El Salvador, November 2005.

Umansky, I. (2005). "Flexible Modalities in Secondary Education" and "Education Quality in Central America." Invited talk, Towards a Quality Education for All Conference, Santo Domingo, Dominican Republic, March 2005.

Umansky, I. (2003). "Beyond Theory: The Impact of User Fees on Educational Access, Quality and Equity under Nicaragua's School Autonomy Reform" Presentation given at the National Comparative and International Education Society Conference, New Orleans, March 2003.

Umansky, I. (1999). "International Cooperation and National Education Development." Presentation given at the National Autonomous University of Nicaragua, Managua, Nicaragua, October 1999.

## RESEARCH EXPERIENCE

- 2010-present **San Francisco English Learner Pathways Project**, Stanford University  
*Graduate Research Assistant*  
 Principal Investigator (PI): Sean Reardon  
 Lead research assistant for IES-funded grant; Co-wrote proposal; Design & conduct quantitative analysis with Stata; Design protocol and conduct interviews; Lead data subcommittee; Present findings regularly to district leadership teams.
- 2013-present **California Small District Project on English Learners**, Stanford University  
*Graduate Research Assistant*  
 PIs: Kenji Hakuta & Karen Thompson  
 Conduct quantitative analysis with Stata on select topics regarding English learners for a consortium of California school districts.
- 2009 **Randomized Controlled Trial of Impact of *Plaza Sésamo* on Health Attitudes and Practices among Mexican Preschoolers**, Sesame Workshop/CICMAS  
*Research Manager*  
 PI: Rubén Trasandes Cabrera  
 Created RFP, hired/managed research firm, co-designed RCT, oversaw RCT.
- 2008 **Randomized Controlled Trial of Impact of *Rruga Sesam/Ulica Sesam* on Mutual Respect and Understanding in Kosovar Preschoolers**, Sesame Workshop/Fluent  
*Research Manager*  
 PI: Nellie Gregorian  
 Created RFP, hired/managed research firm, co-designed RCT, oversaw RCT.

- 2006-07      **Alternative Secondary Education Delivery in Honduras**, United States Agency for International Development/Academy for Educational Development  
*Principal Investigator*  
Lead author/researcher; Conducted nationally representative survey of youth (N=1317); Evaluated alternative secondary programs; Managed research team.
- 2004-06      **Latin American Education Quality**, World Bank  
*Research Assistant*  
PI: Emiliana Vegas  
Researched/authored background literature review papers on education production functions and early childhood education.
- 2004-06      **Secondary Education in Latin America**, World Bank  
*Research Assistant*  
PI: Emanuela di Gropelo  
Researched/authored background papers, reports and book chapter on alternative secondary education delivery systems and secondary school access internationally.
- 2003-04      **Latin American Teacher Incentive Evaluation Project**, World Bank  
*Research Assistant*  
PI: Emiliana Vegas  
Co-coordinated study; Managed researchers; Organized seminars; Authored/co-authored volume chapters; Served as research assistant for an impact evaluation.
- 2003          **Early Childhood Study of Language and Literacy Development of Spanish-Speaking Children**, Harvard University  
*Graduate Research Assistant*  
PIs: Patton O. Tabors and Nonie Lesaux  
Administered language assessments in Spanish and English to Spanish-speaking preschoolers.

#### TEACHING EXPERIENCE

- 2013          **Urban Education** (SOC129X/229X, EDUC112X/212X, AFRICAAM112), Stanford University  
*Teaching Assistant with dedicated section*  
Professor: Arnetha Ball  
Prepared and led weekly section for all graduate students (11) in the class; Graded and provided feedback on all graduate students' work; Coached and advised graduate students on research projects.
- 2013          **Language, Equity, and Education Policy Student Seminar** (EDUC480), Stanford University  
*Student Workshop Coordinator*  
Organized and led biweekly credit-bearing student research seminar (8 students).
- 2013          **Teaching English Language Learners: Issues in Policy, Leadership, and Instruction** (EDUC 330X), Stanford University  
*Guest instructor with dedicated class meetings*  
Professor: Kenji Hakuta  
Planned and led graduate student seminar (7 students) on multiple occasions when professor was travelling.

- 2002           **Kaplan Inc.**, Oakland CA  
*Math high school exit exam instructor*  
 Taught math for the California High School Exit Exam at a public high school in Oakland to 10-12<sup>th</sup> graders (2 classes of about 25 each) who failed the exam.
- 2000-01       **Woodstock Elementary School Extended-Day Program**, Alameda CA  
*Director*  
 Created/directed a federally and state funded extended-day program; Served >200 students annually; Hired staff; Managed budget; Conducted internal evaluations.
- 1999           **Qualitative Research Methods Seminar**, National Autonomous University (Nicaragua)  
*Co-instructor*  
 Co-instructor: Raúl Ruiz Carrión  
 Planned and led course units on in-depth interviewing, participant observation, & social artifact/document analysis for 38 graduate students and working researchers; Designed syllabus; Developed course materials; Graded student work.
- 1998           **Basic Reading (ENGL 268A)** Laney College  
*Co-instructor with dedicated section*  
 Instructor: Elizabeth Stark  
 Co-designed syllabus for a remedial class for entering community college students; Co-led instruction; Led section; Graded student work.
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#### SELECTED PROFESSIONAL EXPERIENCE

- 2011-present   **Salem-Keizer Unified School District**, Salem, OR  
*Consultant with Professor Claude Goldenberg*  
 Design, pilot, & validate school-level evaluation tool on English learner instruction.
- 2007-09       **Sesame Workshop**, New York, NY  
*Assistant Director of International Education and Research (1/2007 – 6/2009)*  
 Managed all formative and summative research activities for shows & projects in Latin America, Kosovo, Russia, Israel, and the Netherlands; Organized & led annual curriculum seminars to design show curricula; Reviewed/edited all scripts for educational & curricular content.
- 2006-07       **Academy for Educational Development**, Washington, DC  
*Research Consultant*  
 Lead author/researcher for a study on alternative secondary education in Honduras, including nationally representative survey of youth.
- 2006           **Research Triangle Institute – International**, Washington, DC  
*Research Consultant*  
 Lead author/researcher for a study on early impact of Fast Track Initiative; Designed a survey research course as part of a USAID project.

- 2004-06      **World Bank Latin America and Caribbean Human Development Department,**  
Washington, DC  
*Education Specialist (Junior Professional Associate Program)*  
Conducted research; Established project evaluation systems; Provided technical assistance to governments on educational project design and implementation.
- 2003-04      **World Bank - Latin America and Caribbean Human Development Department,**  
Washington, DC  
*Research Consultant*  
Co-coordinated regional teacher incentive evaluation study, including organizing seminars, conducting research, and authoring papers.
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### **ACADEMIC HONORS & AWARDS**

- 2012-13      Karr Family Fellowship, Stanford University  
2010-14      Quantitative Education Policy Analysis Fellowship, Institute for Education Sciences  
2009-14      Stanford Graduate Fellowship, Stanford University  
2005          Latin American Human Development Department Spot Award, World Bank  
2003          David Rockefeller Center for Latin American Studies Award, Harvard University  
2002          Dean's Award, Harvard Graduate School of Education  
1999          Fulbright Fellowship, U.S. Government  
1998          High Honors, Wesleyan University  
1998          Herbert Hyman Prize for "Outstanding Sociological Thesis", Wesleyan University  
1997          Davenport Research Grant, Wesleyan University
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### **UNIVERSITY SERVICE & PROFESSIONAL MEMBERSHIP**

Leadership position, *Language, Equity and Education Policy Group*, Stanford University  
Member, *Sociology of Education Research Group*, Stanford University  
Member, *American Educational Research Association*  
Member, *American Sociological Association*  
Member, *Society for Research on Educational Effectiveness*  
Member, *Sociology of Education Association*  
Member, *Comparative and International Education Society*  
Founder & co-chair, *Latin American and Caribbean Education Association*, Harvard University

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### **REFEREE EXPERIENCE**

Journal of Educational Psychology (with Claude Goldenberg)

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### **OTHER SKILLS**

Fluent in Spanish, proficient in French and Portuguese.  
Use Stata extensively.