David L. Clark
National Graduate Student Research Seminar in Educational Administration & Policy Research

April 4-5, 2019 - Toronto, Ontario, Canada

Co-sponsored by UCEA, Divisions A & L of AERA, and SAGE Publications
# Program Guide

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## Sponsors

Alumni of David L. Clark Seminar and Generous Contributors
INTRODUCTION
AND
HISTORY

The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), Corwin Press, and SAGE Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Clark Seminar participants are outstanding doctoral students in educational leadership, administration, and/or policy seeking careers in research. Many of the graduates of this seminar are now faculty members at major research institutions in the U.S. and Canada.

The David L. Clark National Graduate Student Research Seminar emerged from the regional series of graduate student seminars held by UCEA since 1966. At first held in member institutions, UCEA announced that it would support two graduate student seminars beginning in 1979. UCEA demonstrated its support by providing a grant to the host institution to cover some of the expenses of the students sent to the seminar; by publicizing the seminar in its news releases and newsletter, the UCEA Review; and by providing a forum of the proceedings in the UCEA Review. By 1984, the seminar had adopted a new title, National Graduate Students Research Seminar in Educational Administration, and had begun to hold the seminar prior to the AERA meeting. At this time, the event was cosponsored by AERA and the National Institute of Education. The seminar changed again as the National Institute of Education folded. UCEA stepped in and provided financial support beginning in 1986. By 1987, UCEA and AERA were joined by the U.S. Department of Education Office of Research in their sponsorship of the seminar. Another change occurred in 1998 when UCEA, AERA Divisions A and L, and Corwin Press joined together to sponsor the graduate student seminar.

In 1999, the graduate student seminar adopted its current title, David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, to memorialize the life and work of David L. Clark, whose contributions to education spanned almost half a century. UCEA formally recognized Clark’s contributions to the field in 1994 by presenting him with the Roald F. Campbell Lifetime Achievement Award, which honors senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. Clark was also honored by Phi Delta Kappa as one of its 33 Distinguished Scholars and by the Association of Teacher Educators as one of 70 Leaders in Education. Among his many professional contributions were service as Vice President of AERA Division A and Executive Secretary of the National Policy Board for Educational Administration.
SEMİNAŘ AGENDA
THURSDAY, APRIL 4, 2019

8:00 AM - 8:30 AM
Metro Toronto Convention Centre, 200 Level, 206 D
Registration, Continental Breakfast, and Coffee

8:30 AM - 8:50 AM
Metro Toronto Convention Centre, 200 Level, 206 D
Welcome, Introductions, and Seminar Overview – Dr. Mónica Byrne-Jiménez, Indiana University, Division A Vice President and incoming UCEA Executive Director

8:50 AM - 9:10 AM
Metro Toronto Convention Centre, 200 Level, 206 D
Get to Know Your Fellow Clark Scholars and Faculty Mentors

9:20 AM - 10:50 AM
Small Group Work Session I at the Metro Toronto Convention Centre, 200 Level:

Group 1 is in 205 A
Group 2 is in 205 B
Group 3 is in 205 C
Group 4 is in 205 D
Group 5 is in 206 D
Group 6 is in 206 B
Group 7 is in 206 D

11:00 AM - 11:30 AM
Metro Toronto Convention Centre, 200 Level, 206 D
Speed Dating Round I

11:30 AM - 1:00 PM
Metro Toronto Convention Centre, 200 Level, 206 D
Lunch
**SEMINAR AGENDA**

*THURSDAY, APRIL 4, 2019*

**1:20 PM - 3:30 PM**
Small Group Work Session II at the Metro Toronto Convention Centre, 200 Level:

- Group 1 is in 205 A
- Group 2 is in 205 B
- Group 3 is in 205 C
- Group 4 is in 205 D
- Group 5 is in 206 D
- Group 6 is in 206 B
- Group 7 is in 206 D

**3:45 PM - 5:00 PM**
Metro Toronto Convention Centre, 200 Level, 206 D

Previous Clark Scholars Fireside Chat

Featuring: Davis Clement, UCEA/University of Virginia
Bryan Duarte, University of Texas at San Antonio
Judy Alston, Ashland University
Elizabeth Farley-Ripple, University of Delaware
Chandler Patton Miranda, New York University
Meredith Wronski, Ohio State University

**5:15 PM - 5:45 PM**
Metro Toronto Convention Centre, 200 Level, 206 D

Speed Dating Round II

**5:45 PM - 6:00 PM**
Metro Toronto Convention Centre, 200 Level, 206 D

Group Photo

**6:15 PM - 8:15 PM**
The Pint Public House
277 Front St. W, Toronto, ON, CA M5V 2X4

Informal Seminar Faculty/Scholar Meet-and-Greet Reception
SEMINAR AGENDA
FRIDAY, APRIL 5, 2019

8:00 AM - 8:30 AM  
Metro Toronto Convention Centre, 200 Level, 206 D
Informal Discussion, Continental Breakfast and Coffee

8:30 AM - 8:40 AM  
Metro Toronto Convention Centre, 200 Level, 206 D
Welcome, Agenda for the Day, Graduate Student Opportunities at AERA

8:40 AM - 10:00 AM  
Small Group Work Session III at the Metro Toronto Convention Centre, 200 Level:

  Group 1 is in 205 A  
  Group 2 is in 205 B  
  Group 3 is in 205 C  
  Group 4 is in 205 D  
  Group 5 is in 206 D  
  Group 6 is in 206 B  
  Group 7 is in 206 D

10:10 AM - 11:20 AM  
Metro Toronto Convention Centre, 200 Level, 206 D
Public Scholarship Panel

  Featuring: Susan Faircloth, Colorado State University  
  Mark Gooden, Teachers College, Columbia University  
  Andrea Rorrer, University of Utah  
  Julian Vasquez Heilig, Sacramento State University  
  Sheneka Williams, University of Georgia

11:20 AM - 11:30 AM  
Metro Toronto Convention Centre, 200 Level, 206 D
Closing Remarks

11:30 AM
Seminar Closes
STUDENT PARTICIPANTS

Mark Albanza   California State University, Stanislaus
Taylor Allbright   University of Southern California
Jeremy Anderson   Pennsylvania State University
Amy Auletto   Michigan State University
Carmen Bartley   University of Wisconsin-Madison
Daniela Bramwell   University of Toronto
Alisha Butler   University of Maryland, College Park
Teresa Castellaneta   Bowling Green State University
Dionne Davis   University of South Florida
Wesley Edwards   University of Texas at Austin
Ivyory Gabriel   Florida State University
Erica Harbatkin   Vanderbilt University
Shannon Holder   University of Connecticut
Natasha Johnson   Georgia State University
Katie Kuhl   University of Washington
Jeremy Landa   University of Connecticut
Chole Latham Sikes   University of Texas at Austin
Changhee Lee   University of Wisconsin-Madison
Sandra Leu Bonanno   University of Utah
Stephen MacGregor   Queen's University
Katherine Merriweather   University of Kansas
Rachel M. Perera   Pardee RAND Graduate School
Ruqayyah Perkins-Williams   University of Illinois at Urbana-Champaign
Michelle Sadrena Pledger   University of California, San Diego
Bradley Quarles   University of Maryland, College Park
Frankie Free Ramos   University of California, Berkeley
Joshua Ray   University of Arkansas
Angela Rodriguez   California State University, Long Beach
Jisu Ryu   University of Minnesota
Heather Schlaman   University of California, Santa Cruz
Lacey Seaton   North Carolina State University
Leila Shatara   Florida Atlantic University
Andria Shyjka   University of Illinois at Chicago
Abigail Stein   Northwestern University
Matt Stier   University of Iowa
C.J. Viamontes Quintero   University of North Texas
Hayley Weddle   University of California, San Diego
Juontel White   Teachers College, Columbia University
Jacquelyn Williams   Clemson University
Jerry Wilson   University of North Carolina at Chapel Hill
Kevin Winn   Arizona State University
David Woo   Vanderbilt University
STUDENT PARTICIPANTS

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**Distinguished Seminar Faculty**

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Katharine Strunk   kstrunk@msu.edu  
Patrick Wolf   pwolf@uark.edu

**DISTINGUISHED SEMINAR FACULTY**

Judy Alston    Ashland University  
Patricia Burch   University of Southern California  
Rebeca Burciaga   San José State University  
Susan Faircloth   Colorado State University  
Elizabeth Farley-Ripple   University of Delaware  
Lance Fusarelli   North Carolina State University  
Mark Gooden   Teachers College, Columbia University  
Gerardo López   University of Utah  
Dana Mitra   Pennsylvania State University  
Catherine O’Brien   Gallaudet University  
April Peters-Hawkins   University of Houston  
Andrea Rorrer   University of Utah  
Katharine Strunk   Michigan State University  
Patrick Wolf   University of Arkansas

**Contact Information**

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Michael Gottfried, University of California, Santa Barbara/AERA Division L  
April Peters-Hawkins, University of Houston/UCEA Representative  
Michelle D. Young, University of Virginia/UCEA Executive Director  
Margaret Thornton, University of Virginia/UCEA Graduate Assistant  
Karl Gildner, UCEA
• David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy. Sponsored by UCEA, Divisions A & L of AERA, and SAGE Publications
  April 4-5, 2019
  Metro Toronto Convention Centre, Concourse Level, 200 Level

• Barbara L. Jackson Scholars Workshop (Closed Session). Sponsored by UCEA and Division A of AERA
  April 5, 2019 8:00 AM-11:30 AM
  Metro Toronto Convention Centre, 700 Level, 701 B

• William L. Boyd National Educational Politics Workshop. Sponsored by UCEA and the Politics of Education Association
  April 5, 2019 3:30 PM-6:00 PM
  Metro Toronto Convention Centre, 700 Level, 701 B

• UCEA Program Design Network Meeting - Invitation Only
  April 6, 2019 8:00 AM-11:30 AM
  The Westin Harbour Castle, Convention Level, Pier 2

• William J. Davis Award for the Best Article Published in Volume 54 of the Educational Administration Quarterly will be presented on Sunday evening during the Division A Business Meeting
  April 6, 2019 6:35 PM-8:35 PM
  Metro Toronto Convention Centre, 200 Level, 202 B

• The UCEA, AERA Divisions A and L, and SAGE Publications Joint Reception
  April 6, 2019 8:35 PM-10:30 PM
  Metro Toronto Convention Centre, 100 Level, Room 101
JUDY ALSTON
(Ph.D., Pennsylvania State University)
ASHLAND UNIVERSITY

Dr. Judy A. Alston is a Professor in the Department of Doctoral Studies and Advanced Programs at Ashland University. A southerner by birth, she hails from Charleston, SC. She earned her Ph.D. in Educational Administration from The Pennsylvania State University, a M.Div. from Methodistic Theological School in Ohio, a M.Ed. in Educational Administration and a M.Ed. in Secondary Education from the University of South Carolina, and Bachelor of Arts in English from Winthrop College. An educator for over 30 years, Dr. Alston is a prolific author, speaker, and presenter. She is the author of many articles, book chapters, and books, including Herstories: Leading with the Lessons of the Lives of Black Women Activists, Multi-leadership in Urban Schools, and School Leadership and Administration: Important Concepts, Case Studies, & Simulations (7th, 8th, 9th, 10th edition). Her research foci include Black female school superintendents; the exploration of how the intersections of class, race, ethnicity, gender, sexuality, and ability affect leaders; tempered radicals and refined revolutionaries; servant leadership; spirituality; and Black LGBT issues in leadership. Dr. Alston is also an active 25+ year member of Delta Sigma Theta Sorority, Inc. She is also ordained as a Reverend in the Christian Church (Disciples of Christ).

PATRICIA BURCH
(Ph.D., Stanford University)
University of Southern California

SEMINAR FACULTY BIOGRAPHIES

REBECA BURCIAGA  
(PH.D., UNIVERSITY OF CALIFORNIA - LOS ANGELES)  
SAN JOSÉ STATE UNIVERSITY

Dr. Rebeca Burciaga is an Associate Professor of Educational Leadership in the Lurie College of Education and in Chicana and Chicano Studies in the College of Social Sciences at San José State University. Her research and teaching is grounded in an understanding of education as not limited to schooling - the word educación in Spanish extends the meaning beyond traditional schooling to include values of respect, integrity, and community responsibility. She fell in love with educational research when she worked as an undergraduate research assistant while earning her B.A. in Latin American and Latina/o Studies from UC Santa Cruz. Her work as a college outreach counselor for California State University, Monterey Bay influenced her desire to pursue an Ed.M. in Administration, Planning, and Social Policy from the Harvard Graduate School of Education. Upon graduating, her work with students, families, and schools in educational non-profits in Boyle Heights, Barrio Logan, and San Mateo inspired her to pursue a doctorate to document the ways families and communities influence educational persistence and aspirations. Dr. Burciaga earned her Ph.D. in Social Sciences and Comparative Education with an emphasis in Race and Ethnic Studies from UC Los Angeles. In her spare time, she enjoys time with her family and her weaving.

SUSAN FAIRCLOTH  
(PH.D., PENNSYLVANIA STATE UNIVERSITY)  
COLORADO STATE UNIVERSITY

Dr. Susan C. Faircloth (an enrolled member of the Coharie Tribe of North Carolina) is Professor and Director of the School of Education at Colorado State University. Dr. Faircloth’s research interests include: Indigenous education, the education of culturally and linguistically diverse students with special educational needs, and the moral and ethical dimensions of school leadership. She has published widely in such journals as Educational Administration Quarterly, Harvard Educational Review, The Journal of Special Education Leadership, International Studies in Educational Administration, Values and Ethics in Educational Administration, Tribal College Journal of American Indian Higher Education, Rural Special Education Quarterly, and Journal of Disability Policy Studies. Dr. Faircloth has served as a Fulbright Senior Scholar to New Zealand, Ford Foundation Postdoctoral scholar with the Civil Rights Project/Proyecto Derechos Civiles at the University of California Los Angeles, and a research Fellow with the American Indian/Alaska Native Head Start Research Center at the University of Colorado Denver.
ELIZABETH FARLEY-RIPPLE  
(PH.D., UNIVERSITY OF PENNSYLVANIA)  
UNIVERSITY OF DELAWARE  

Dr. Elizabeth Farley-Ripple is an Associate Professor of Education and Public Policy at the University of Delaware. Her research expertise is in policy analysis and evidence-based decision-making, and she has worked on a range of educational and social policy issues, including research use at all levels of the system, administrator mobility, school and teacher use of data, teacher quality and effects, and issues of equity in a variety of student outcomes. Currently, Dr. Farley-Ripple serves as the Director for the University of Delaware Partnership for Public Education and co-leads the IES-funded Center for Research Use in Education. She is also an active member of the policy and practice communities through partnerships with the Delaware Department of Education, districts, schools and community organizations as well as coordinating and advising in education leadership programs.

LANCE FUSARELLI  
(PH.D., UNIVERSITY OF TEXAS AT AUSTIN)  
NORTH CAROLINA STATE UNIVERSITY  

Lance Fusarelli is Professor and Director of Graduate Programs in the Department of Educational Leadership, Policy and Human Development at North Carolina State University. He is the author or editor of seven books and more than 60 journal articles and book chapters. Recent publications include the Handbook of Education Politics and Policy (2nd ed., Routledge), “The Every Student Succeeds Act, The Decline of the Federal Role in Education Policy, and the Curbing of Executive Authority” published in Publius: The Journal of Federalism; “Waivering as Governance: Federalism during the Obama Administration” in Educational Researcher; and “Will Decentralization Affect Educational Inequity? The Every Student Succeeds Act” in Educational Administration Quarterly. His areas of research include federal education politics and reform, politics of school choice, effective models of principal preparation, and the superintendency. He serves as Co-Principal Investigator on two school leadership grants from the U.S. Department of Education ($6.7 million), as Co-PI on two state leadership grants ($2.6 million); and as Co-PI on a school leadership grant from The Wallace Foundation ($6.4 million).
MARK GOODEN
(PH.D., OHIO STATE UNIVERSITY)
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Mark Anthony Gooden is the Christian A. Johnson Endeavor Professor in Education Leadership and Director of the Endeavor Leadership Initiative in the Department of Organization and Leadership at Teachers College, Columbia University. His research interests include the principalship, anti-racist leadership, culturally responsive school leadership and legal issues in education. His research has appeared in a range of outlets including The Journal of Negro Education, American Educational Research Journal, Educational Administration Quarterly, Teachers College Record, Urban Education, Review of Educational Research, Journal of School Leadership, the Brigham Young University Education and Law Journal, and Education and Urban Society, among others.

GERARDO LÓPEZ
(PH.D., UNIVERSITY OF TEXAS AT AUSTIN)
UNIVERSITY OF UTAH

Gerardo R López is currently a Full Professor in the Department of Educational Leadership and Policy at the University of Utah. His research interests focus on issues of (im)migration, parental involvement/engagement, racism, and social justice for urban communities. His current research focuses on creating pathways for effective Latinx parental engagement through community organizing and empowerment. Lopez worked with other colleagues to document the experiences of students impacted by ICE when they were separated from their families. This book will be published by Routledge in later in 2019.
Dana Mitra
(Ph.D., Stanford University)
Pennsylvania State University

Dana L. Mitra is Professor of Education Policy Studies at the Pennsylvania State University. She recently served as a Students at the Center Distinguished Fellow with Jobs For the Future/the Nellie Mae Foundation. She is founding editor of the International Journal of Student Voice and Co-Editor of The American Journal of Education. Dana also works with faculty as a coach focused on writing productivity and moving through the tenure process. Dana has published over 30 papers and two books on the topics of student voice and civic engagement. She has a book entitled, Civic Education in the Elementary Grades: Promoting Engagement in an Era of Accountability from Teacher’s College Press. She also recently published a textbook in 2018, Educational Change and the Political Process, with Routledge Press.

Catherine O’Brien
(Ph.D., University of Missouri)
Gallaudet University

Dr. Catherine O’Brien began her career as a science, special education, and physical education teacher. She has taught K-12 for 15 years of teaching experience and served two years as assistant principal. Currently, she is an associate professor at Gallaudet University. She received her doctoral degree in 2011 in Educational Leadership and Policy Analysis from the University of Missouri. In 2012, the AERA, Division A selected as Dissertation of the Year, The Influence of Deaf Culture on School Culture and Leadership: A Case Study. She spent two years as the first I. King Jordan Chair Fellow at Gallaudet University. During this time she studied five schools for the deaf to expand her research base. Her research interests include school culture, culturally relevant leadership, principal preparation, Deaf culture, social justice, and improving educational outcomes for Deaf children. Her work has been published in the Journal of Excellence and Equity, Journal of Diversity in Higher Education, and Journal of School Leadership. Dr. O’Brien has contributed book chapters to the edited volumes, Continuing to Disrupt the Status Quo, Inclusive Practices, Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative, and Deaf Education for the 21st Century: School as a Site for Natural Language Learning. She has also contributed two book reviews, Culturally Relevant Leadership and Outsiders in a Hearing World, to the American Annals of the Deaf. She has numerous peer-reviewed presentations at national and international conferences. She has recently submitted a final edited book manuscript to Oxford University Press, Deaf Identities: Exploring New Frontiers, to be published in 2019.
Andrea Rorrer
(Ph.D., University of Texas at Austin)
University of Utah

Andrea Rorrer, who received her master’s degree at the University of Virginia and her Ph.D. from the University of Texas at Austin, has over 30 years of professional experience in education. Today, she is a Professor in the Department of Educational Leadership and Policy, Director of the Utah Education Policy Center, and Associate Dean for Research in the College of Education at the University of Utah. Andrea is a previous UCEA Executive Committee member and UCEA President. Andrea’s expertise is school, district, and state leadership, policy, and educational change, particularly those changes aimed at increasing equity in student access and outcomes. She conducts research with and provides technical assistance and support to local schools and school districts, the state board of education, the legislature, and community-based organizations. Her scholarship has been published in the Journal of Educational Administration, Educational Administration Quarterly, Theory Into Practice, Educational Policy, the Journal of Educational Policy, Journal of Special Education Leadership, Journal of Cases in Educational Leadership, Peabody Journal of Education, Journal of Research on Educational Leadership and Economics of Education Review, and the UCEA Review, among other publications (e.g., 2006 Politics of Education Yearbook) and book chapters. She has served on the multiple editorial boards such as Educational Administration Quarterly, Journal of Cases in Educational Leadership, and Leadership and Policy in Schools.

April L. Peters-Hawkins is an Associate Professor and Associate Department Chair in the Department of Educational Leadership and Policy Studies at the University of Houston. She has served in academia for the past 13 years. Dr. Peters earned a Ph.D. in Educational Policy and Leadership from The Ohio State University, an M.SW. from Columbia University in New York, and a B.S.Ed. from Northwestern University, Evanston, IL. She has dedicated her life to being an educator, and has worked in K-12 as a middle school teacher, a school social worker, dean of students and high school principal. Dr. Peters is passionate about equity and social justice in education for the most vulnerable populations of students. Her research interests include (a) women in school leadership, (b) mentoring and support for early career administrators, (c) urban schooling, and (d) leadership and small school reform. Dr. Peters has held leadership roles in several professional organizations. She served as the 2016 AERA Division A (Administration) Program Chair. Additionally, she served six years on the Executive Committee and is past president for UCEA.
Katharine O. Strunk is a Professor of Education Policy and, by courtesy, Economics, and the Clifford E. Erickson Distinguished Chair in Education. She is also co-director of the Michigan State University Education Policy Innovation Collaborative and an associate editor of the journal Education Finance and Policy. Strunk’s research is focused on three areas under the broad umbrella of K-12 education governance: teachers’ unions and the collective bargaining agreements they negotiate with school districts, teacher evaluation and compensation, and accountability policies. Rooted in the fields of economics and public policy, Strunk’s work centers on structures that are central to district operations and policy and the ways these structures affect policymakers’ decisions and outcomes. Her recent work includes studying teacher labor market responses to policy reforms in Michigan, teacher and school accountability and support policies in the Los Angeles Unified School District and throughout Michigan, and portfolio management reforms in Los Angeles, Denver, and New Orleans.

Patrick J. Wolf is a Distinguished Professor of Education Policy and 21st Century Endowed Chair in School Choice at the University of Arkansas in Fayetteville. He received his doctorate in Government from Harvard University in 1995 and previously taught at Columbia and Georgetown. Wolf mainly leads rigorous evaluations of private school voucher programs. Recently he has focused on the effects of school choice on important non-cognitive student outcomes such as civic values, criminal behavior, and educational attainment. Wolf also documents inequities in the funding of public charter schools compared to traditional public schools and studies special education enrollments in charters. He has co-authored or co-edited five books and over 160 journal articles, book chapters, and policy reports on education and public management topics. His most recent book is School Choice: Separating Fact from Fiction (Routledge, 2019). Wolf has received the Best Article Award of the Academy of Management’s Public and Nonprofit Management Division and the Significant Research Award from the College of Education and Health Professions at the University of Arkansas. He has testified before committees of the U.S. Congress five times and before committees of state legislatures 18 times. Most of his school choice research is available directly or via links at https://scdp.uark.edu/.
Group 1: Diverse Perspectives in Education, Qualitative Methods
Meeting Place: Metro Toronto Convention Centre, 200 Level, 205 A

Faculty: Judy Alston, Susan Faircloth

Students: Mark Albanza  Heather Schlaman
        Daniela Bramwell  C.J. Viamontes Quintero
        Joshua Ray  Kevin Winn

Group 2: Social Contexts of Education, Qualitative Methods
Meeting Place: Metro Toronto Convention Centre, 200 Level, 205 B

Faculty: Rebeca Burciaga, Dana Mitra

Students: Carmen Bartley  Bradley Quarles
        Alisha Butler  Frankie Free Ramos
        Natasha Johnson  Hayley Weddle

Group 3: School-Level Leadership, Mixed Methods
Meeting Place: Metro Toronto Convention Centre, 200 Level, 205 C

Faculty: Elizabeth Farley-Ripple, Patrick Wolf

Students: Teresa Castellaneta  Stephen MacGregor
        Chloe Latham Sikes  Jacquelyn Williams
        Michelle Sadrena Pledger  Juontel White

Group 4: Supporting Culturally and Linguistically Diverse Students, Qualitative Methods
Meeting Place: Metro Toronto Convention Centre, 200 Level, 205 D

Faculty: April Peters-Hawkins, Catherine O’Brien

Students: Sandra Leu Bonanno  Ruqayyah Perkins-Williams
        Ivory Gabriel  Lacey Seaton
        Shannon Holder  Jerry Wilson
CLARK DISCUSSION GROUPS

Group 5: School Reform and Teacher Policy, Quantitative Methods
Meeting Place: Metro Toronto Convention Centre, 200 Level, 206 D

Faculty: Mark Gooden, Katharine Stunk

Students: Wesley Edwards, Erica Harbatkin, Jeremy Landa

Changhee Lee, Rachel M. Perera, Jisu Ryu

Group 6: School Organization, Quantitative Methods
Meeting Place: Toronto Convention Centre, 200 Level, 206 B

Faculty: Andrea Rorrer, Patricia Burch

Students: Amy Auletto, Jeremy Anderson, Katherine Merriweather

Leila Shatara, Andria Shyjka, David Woo

Group 7: School Reform, Qualitative Methods
Meeting Place: Toronto Convention Centre, 200 Level, 206 D

Faculty: Lance Fusarelli, Gerardo López

Students: Taylor Albright, Dionne Davis, Katie Kuhl

Angela Rodriguez, Abigail Stein, Matt Stier
Taylor Allbright  
University of Southern California

**Implementing District Policies for Racial Equity**

Despite extensive evidence of racial inequity in education, the role of districts in furthering racial justice remains understudied and undertheorized. Researchers have rarely focused on issues of racial equity in the enactment of district policies, and there is reason to believe that policies with explicit racial equity goals may encounter unique challenges in implementation. To better understand district efforts to mitigate systemic racism, I am conducting a qualitative multiple case study of two school districts implementing policies that leaders associate with racial equity goals, including disciplinary reform, culturally relevant pedagogy trainings, and data use initiatives. This study is guided by activity theory, which I extend by creating a framework of five cultural “rules” that may maintain racial inequity in district policy implementation. I aim to explore the conditions and taken-for-granted assumptions that shape district efforts, as well as how actors navigate challenges that emerge in the course of this work. Grounded in rich qualitative data, this project will offer new ways of thinking about district efforts to transform schools. These findings will illuminate the unique obstacles impeding district policies for racial equity, and will identify strategies for navigating these challenges in order to better serve the nation’s diverse student population.

Mark Alabanza  
California State University, Stanislaus

**On the Outside Looking in: Exploring the Influences of Structural Inequities, Institutional Support, and Definitions of Success on Native American Students’ Cultural Identities and Their Perceptions About the College Experience**

Growing diversity in student populations has increased the need for educational institutions to meet the demands of diverse learners. Using tribal critical race theory (TribalCrit) as the theoretical underpinning this dissertation explores how Native American students’ cultural identities are influenced by structural inequities, institutional support, and their definitions of success in public, post-secondary education. Data will be collected over a period of several months at a public, post-secondary institution. A phenomenological method in conjunction with a community-based participatory research approach will be used to identify, interview, and observe Native American students in one-on-one and group settings. Themes from the interviews and observations will be compiled and analyzed with historical and current research providing additional context regarding the challenges and gaps in knowledge about this student population. By understanding how Native American students’ cultural identities are influenced, faculty, staff, and administrators for both P-12 and higher education may learn how to best provide necessary support to increase Native American student success.
Enhancing Job Satisfaction and Professional Commitment: A Mixed Methods Investigation of Early-Career Teachers’ Experiences of Support

Teachers are least effective early in their careers and have particularly high rates of attrition and mobility. This raises an important equity concern as students of color, low-income students, and low-achieving students are disproportionately assigned to early-career, and therefore less effective, teachers. Although extant research has recognized the importance of supporting early-career teachers, we have yet to examine how various systems interact in a statewide context to support early-career teachers. In this mixed methods study, I provide a rich description of early-career teachers’ experiences of support, and I identify the relationships among early-career teachers’ experiences of support, reported job satisfaction, and commitment to the teaching profession. To this end, I use a two-phase sequential explanatory design, surveying 354 early-career teachers and interviewing a subset of 18 survey participants in one state. This study contributes to policymakers and practitioners’ abilities to strengthen early-career teachers’ practices and persistence in the profession.
Daniela Bramwell  
University of Toronto

**Global Policy Adoption: How and Why Ecuador and Peru Changed From Civics to Citizenship Education**

International organizations such as the United Nations are actively promoting citizenship education (CE) worldwide. Most countries in Latin America have recently adopted CE, including Ecuador and Peru. This study explores how and why Ecuador and Peru changed from civics to CE, using a retroactive processual comparative case method based on interviews with the political elites who made the decision. Drawing on various bodies of literature, public policy, organizational theory, comparative education and citizenship education, this research contributes to broader discussions in the literature about why nation-states adopt global education policies and the processes by which this happens, and also about how policy decision-making happens and how education change happens. Additionally, this study will add to the literature on the worldwide change from traditional civics to CE.

Carmen Bartley  
University of Wisconsin-Madison

**Critical Brokerage Practices: How Schools Create Access to Meaningful Relationships and Resources for Low-Income Students and Families**

Student, family, and community poverty has been and remains a pervasive issue that schools must address. While the literature shows that there are structural educational responses to students’ myriad out-of-school challenges, such as area-based initiatives and full-service community schools, little research exists about how traditional, public schools are addressing students’ out-of-school challenges. To address this research gap, this study will examine how one public elementary school brokers access to meaningful relationships and resources for students and families in contexts of poverty. This study is guided by a critical brokerage perspective, a framework that will allow me to delve into the everyday context of a school as a site that addresses poverty and social injustices, as an entity that forms relationships with the community in various ways, and as an organization that attempts to increase family and community engagement. Using a qualitative research design and case study logic, I aim to answer the following research questions: To what extent do critical brokerage practices unfold within the context of one elementary school? How do students and their families respond to the school’s critical brokering orientation? Ultimately, I seek to learn how one school utilizes everyday practices to create a critical brokering orientation that serves under-resourced students, families, and the community.
Alisha Butler
University of Maryland, College Park

There Goes the Neighborhood School: Toward an Understanding of the Effects of Gentrification on Public Schools

More than 50 years after Ruth Glass introduced the term gentrification to describe the physical and demographic changes occurring in working-class London neighborhoods, the process continues to capture the attention of researchers, policymakers, and the general public. Increasingly, researchers have turned their attention to whether and how gentrification affects public education, particularly in urban contexts. This dissertation will build on and expand what we know about gentrification's effects on schools. Focusing on Washington, DC, this three-paper dissertation employs case study methods to investigate: how parent gentrifiers and longtime residents select schools, how teachers and administrators respond to changing demographics in their school communities, and how parents and school personnel negotiate the distribution of resources within gentrifying schools. The proposed dissertation will make two contributions to the field of education policy and leadership. First, the proposed studies will amplify the voices of school principals and longtime residents, whose perspectives are underrepresented in the literature on gentrification's effects on public schools. Second, the studies will generate insights about gentrification's effects on school climate and culture as well as the potential role of school leaders as mediators of inequity. More broadly, the findings from this dissertation will provide insight into the transformative promises and challenges of neighborhood change as residents and their children navigate education-related decisions and interact in and around schools.

Teresa Castellaneta
Bowling Green State University

Teachers as Learners: A Mixed Methods Examination of High School Practitioner Perceptions of Instructional Coaching

This mixed methods case study aims to explore teacher, administrator, and coach perceptions of the value of instructional coaching in an urban, impoverished high school. Very little is known about the various roles instructional coaches play, especially at the high school level. In addition, urban school districts in an impoverished setting are faced with a unique situation because the need is significant for quality teacher professional development. The literature has indicated that instructional coaching as professional development has benefits not only for teachers and administrators, but also for students. This study will utilize Mezirow's Transformative Learning Theory which focuses on learning as a process: through dilemma, reflection, and change. It has several implications for policy and practice in the realms of instructional coaching, adult learning, urban education, and higher education.
Dionne Davis  
University of South Florida

Revitalizing Audit Culture: Using Equity Inventories to Enhance Curricular Experience

When viewed through a punitive “test and punish” lens, equity audits are at risk of being framed as a mode of intrusion into the practices of educators rather than as a potentially promising approach to reform efforts (Miller, 2014). This work undermines the ethos of the audit culture, by reimagining equity audits, and repurposing them to reveal components of the hidden curriculum. Equity audits with increased attention to curriculum may create the openings described by Miller (2014) for the “diverse enactments of what it might mean, within specific educative settings to teach, to learn, indeed to pay attention to the simultaneously personal, social, cultural, political and historical aspects of, understanding curriculum, (p. 19). In this study, I will explore the historical development of equity and curriculum audits, including how both types of audits are situated within a variety of curriculum approaches. The audit culture is also explored through curriculum approaches (systematic, existential, and radical curriculum) to establish a pathway into a more equitable culture of education by way of “equity inventories” aimed at personalizing curriculum experiences. I hope to answer the question, “How do reimagined equity audits (as inventories) help educators and administrators support equity initiatives and decision-making? Overall, this research project aims to enhance attention to curricular components, change the emphasis from the audits to ethics, and consider the use of equity inventories to build positive educational cultures in which students’ experience of curriculum is more transparent.

Wesley Edwards  
University of Texas at Austin

Discordant Patterns in Retention and Mobility: Implications for the Career Trajectories of Teachers of Color

Teachers of color bring important academic and social gains to students of color throughout the K-12 school context. Yet, teachers of color are leaving the classroom at higher rates than their White colleagues, and there is a lack of research identifying key predictors of retention and mobility for this population. This study fills existing gaps in research by providing a more nuanced picture of career trajectories for teachers of color. Utilizing 10 years of rich state administrative panel data, this study investigates two potential drivers of retention and mobility: individual background characteristics and school-level organizational factors. Findings have implications for policies that increase support and retention for teachers of color in schools with traditionally high rates of turnover.
Ivory Gabriel  
Florida State University

**An Exploration of Black Male Teachers, Experiences and Career Decisions in the K-12 Public School System**

Given the lack of diversity that plagues the U.S. K-12 public education system, researchers and policymakers have encouraged a more diversified teaching workforce, especially with regard to Black male teachers. Black male teachers are leaving the teaching profession at faster rates than other racial demographics. Yet, the organizational and personal experiences contributing to this increased departure are unclear. Through the lens of critical race theory and organizational culture theory, this study utilizes a qualitative case study approach to explore Black male teachers’ experiences in four school districts in an effort to bring attention to the factors, be they supports or barriers, which they see as critical in shaping their decision to stay in the K-12 public education setting. Implications for future research will be presented at the conclusion of the study.

Erica Harbatkin  
Vanderbilt University

**An Early Warning System for Low-Performing Schools: Developing a Multidimensional Measure of School Fragility**

Existing research has shown that schools that become low performing are stubbornly immobile, rarely improving beyond the bottom quartile—but federal policy aimed at school turnaround requires schools to fall into bottom 5% of schools in a state before they can be targeted for supports. This dissertation seeks to understand the underlying causes of underperformance so schools can be identified and supported before they fail. Specifically, the goals of this dissertation are to (1) identify the correlates of school underperformance, and (2) develop a valid and reliable measure of school fragility that predicts low performance before failure occurs. Drawing analogies from state fragility theory and early warning systems for high school dropouts, I will develop a multidimensional measure of school fragility that can flag schools at risk of becoming low performing. I will use structural equation modeling and draw from 10 years of North Carolina administrative data linked with teacher survey data to develop a latent construct that places each school on a continuum of fragile to resilient. Future research can use this construct to better understand the contexts in which school turnaround is successful or unsuccessful, or to test heterogeneous effects of a school-level treatment or one-time shock. Policymakers can use this framework to consider the leading indicators of low performance rather than waiting to observe the symptoms of failure before providing supports.
Shannon Holder  
University of Connecticut

**Students of Color Experiences in a Detracked Classroom**

This qualitative study will use critical race theory to examine a district's high school detracking reform. While the primary aims of detracking are to provide all students access to a high-level curriculum and rigorous teaching, little is known about the experiences of Students of Color within a detracked high school. Specifically, their experiences with the curriculum, instruction, and assessment under the progressive policy of detracking. This research further interrogates if detracking meets the needs of students of Color within a diverse high school setting.

Natasha Johnson  
Georgia State University

**Writing HERstory: Examining the Intersectional Identities of Black Women in Educational Leadership**

There is growing research pointing to the universal, collective identity of Black women in the United States. Yet, there remains an underrepresentation of Black women in and en route to top-level leadership positions. The divide is even more amplified in the field of education, a sphere in which women are largely represented as a whole. This is particularly relevant for Black women considering the incongruence that lies between their heightened levels of educational attainment as compared to their generally lower status in the organizational pecking order. In the effort to advance both theory and research development in this domain, critical race feminism and social justice leadership theory serve as the frameworks for this study. Qualitative in nature, this work explores the relived experiences of four Black women who serve as executives and directors within the realm of education. Conjointly, this study investigates the embedded cultures in which these women lead, and the intersecting factors – including race, gender, and class – that impact these women's ability and capability to perform within the educational sector. The information shared and the data collected seeks to highlight the necessity for equitable and inclusive leadership cultures.
Katie Kuhl  
University of Washington

**Teacher Leaders at the Borderlands: The Role of Teacher Leadership in the Implementation of One School District’s Preschool to Third Grade (P-3) Approach**

School district leaders and early childhood administrators across the country have launched major initiatives to improve learning in preschool through third grade (P-3) that are promising but challenging to implement, especially for teachers charged with leading them. What happens when they try? This dissertation study explores that question, using sociocultural learning and cognitive sensemaking theories to examine the role of teacher leadership during the implementation of P-3 approaches. Specifically, this study asks 1) to what extent do teacher leaders engage in the kinds of leadership moves consistent with facilitating change in other teachers, 2) what conditions promote or inhibit their work, and 3) to what extent are district administrators and central office staff supporting the creation of a distinct P-3 space? Data sources for this study include observations, interviews, and document review of one P-12 school district's teacher leadership program. This investigation will build knowledge about teacher leadership of initiatives to improve collaboration between early childhood and K-12 and, more broadly, the role of school districts in leading initiatives that call for alignment across typically separate sectors of education.

Jeremy Landa  
University of Connecticut

**The Impact of Minority Teacher Scholarships on Non-White Preparation Completion and Labor Market Participation: Causal Evidence from National Evidence**

As the non-White student populations in United States public schools continue to grow, so do concerns about the low percentage of non-White teachers in the workforce. In the last 30 years, some state governments have implemented minority teacher scholarships (MTS) in efforts to boost the number of teacher education preparers who enter the teacher labor market. Yet, the causal impact of these efforts remains unknown. Thus, the focus of this research is to compare states that teacher scholarship for people of color from those that do not. By using a difference-in-difference methodology and data from the National Center for Education Statistics, this study will address the lack of causal knowledge by asking: what is the effect of MTS on the fraction of non-White teacher education completers in a state, and what is the effect of MTS on the fraction of non-White novice teachers in a state? This inquiry will contribute knowledge about the effectiveness of incentives designed to reduce financial barriers students of color face as aspiring and early career teachers.
Chloé Latham Sikes

University of Texas at Austin

The Role of Race: School Leaders’ Sensemaking of Race, Immigration, and Educational Policy

Since 2017, federal and state governments have experienced a surge of immigration-related legislation, much of which concerns education. This is of special interest since schools act as primary touchstones for immigrant students and families to access resources, information, and services. In addition, organizational research considers school leaders as key mediators and interpreters of policy for their districts, campuses, and school communities. However, studies in educational leadership suggest that school leaders often utilize a “color-blind” lens to approach difficult policy conversations of race, immigration, and demographic change, thereby marginalizing the lived realities of affected students. Moreover, a dearth of research has examined how school leaders understand race in immigration policy, and how their racial sensemaking influences their leadership in school communities, particularly with immigrant students. Drawing from literature on sensemaking theory, educational policy, and race and immigration, this study questions how and in what ways K-12 public school leaders take up race in educational policy that concerns immigrant students and families. This study will use case study methodology to explore a critical case of a school district in the Southwest that responded to immigration enforcement affecting its students. Findings will be of use to researchers, policymakers, and educational practitioners interested in advancing best practices for educating immigrant students, and in understanding how different policy fields implicate students’ well-being and educational success.

Changhee Lee

University of Wisconsin-Madison

The Effects of State-Driven Comprehensive Interventions on Student Achievement in Florida

Improving low-performing schools has long been a high priority in U.S. education policy agendas. Despite repeated calls for supporting low-achieving schools, the empirical literature has shown mixed findings on how school reform efforts such as School Improvement Grant (SIG) program and NCLB Waiver initiative make a difference in student performance in consistently struggling schools. The mixed findings can perhaps be explained by the evolving federal involvement in education and the agency’s capacity to take advantage of flexibility. Previous studies (Dee, 2012; Dougherty & Weiner, 2017; Hemelt & Jacob, 2017), however, have shed light on the effects of the interventions under increasing federal role. This dissertation aims to complement the existing literature by examining how state and local agencies design and implement the comprehensive interventions for low-performing schools in reaction to the reduced federal directives and prescriptions, and how such efforts impact student learning in K-12 settings in the short term. This study uses a regression discontinuity design with multiple forcing variables and it analyzes student outcomes data and administrative data for multiple cohorts of students in Florida. These empirical findings may contribute to better understandings of state-driven strategic school reforms and its consequences, particularly, in the shifting context of federal government’s role in state education policy.
Culturally Sustaining School Leadership for Bilingual Education

Cultural and linguistically diverse (CLD) learners comprise a growing proportion of the U.S. student population. Unfortunately, students who are multilingual or classified as English language learners (ELLs) have encountered multiple challenges in a system underprepared to foster their full capacities (Cammarota & Romero, 2009; Theoharis & O’Toole, 2005). Leadership that advocates for instruction and school environments that sustain students’ linguistic and cultural capacities are especially critical because bilingual education, and in particular dual-language immersion, has been shown to be one of the most effective programs for CLD students (Collier & Thomas, 2004). However, little is known about leadership in theses spaces and more often, principals have scant prior experience creating, maintaining and evaluating dual-language schools or programs. Thus, this study examines leadership in dual-language education spaces whose purpose is to foster multilingual and multicultural education as a social justice initiative. Using multiple methods, I will identify three dual-language principals who utilize culturally sustaining approaches (Paris & Alim, 2014) and create a leadership framework of their practices and values through principal interviews, school observations and focus groups.

Institutional Knowledge Mobilization: Exploring Research Impact in Research-Practice Partnerships

Recent evidence has suggested research-practice partnerships are an especially promising approach for mobilizing research evidence to improve education decision making and student outcomes. However, despite increased pressures for research-informed education policy and practice, little is known about how universities can support research-practice partnerships in achieving research impact. Purpose: to explore how universities can develop their capacity to support research-practice partnerships in achieving research impact in schools. Methodology: a two-phase mixed methods design. Phase 1: a survey will be administered to three research-practice partnerships from each of the 16 Research Impact Canada universities (N = 150-200). Phase 2: Exemplary partnerships will be purposefully selected for semi-structured interviews (N = 20). This research will extend our knowledge about the: (a) role of universities in supporting research-practice partnerships in education, (b) facilitators and barriers of research-practice partnerships that exist within universities, and (c) relative merits of different strategies for improving the use of research evidence in schools.
2019 PARTICIPANT ABSTRACTS

Katherine Merriweather
University of Kansas

Gatekeeping in Educational Administration Hiring Decisions

Education is an occupational domain stratified by gender. While teaching positions are highly feminized, administrative roles are highly masculinized. Contemporary mechanisms perpetuating this distinction remain under-theorized and under-researched. Historical work—such as Tyack and Hansot’s classic, Managers of Virtue—address the origins of the gendered construction of education administration. But less is known about the potential exclusion of women from administrative roles in more recent times, when women are making inroads to many other previously masculinized occupations. Drawing on sociological theories of “gatekeeping” and “homosocial reproduction,” this study addresses gender biases in hiring and promotion decisions for key administrative roles, including superintendent, assistant superintendent, principal, and assistant principal. The analysis relies on a complex, nationwide data collection effort. It focuses on whether male candidates for administrative roles are rated more favorably even when female candidates possess similar, and in some cases, superior professional experiences and backgrounds.

Rachel M. Perera
Pardee RAND Graduate School


Recent legal decisions (e.g., the 2007 Parents v. Seattle decision), the expansion of school choice paradigms (e.g., the proliferation of charter schools), and other contextual factors (e.g., changing racial/ethnic composition of school-aged children) threaten to exacerbate current levels of segregation in public schools. Only two studies expansively document trends in school segregation through the 2000s (Fiel, 2013; Stroub & Richards, 2013), and both find that segregation was largely stagnant between the early 1990s and 2009. Using data from the National Center for Education Statistics Common Core of Data, I examine longitudinal trends in racial/ethnic segregation from 1993 to 2016 and describe how national trends vary by region and urbanicity. I also examine changes in the geographic nature of segregation. Using a standard decomposition of Theil’s entropy index (H), I decompose segregation within commuting zones into two parts: across schools within the same district, and across districts within the same commuting zone. Finally, I investigate two additional sources of variation in segregation trends: 1) the association between growth in Latinx student enrollment and changes in segregation; and 2) the association between charter sector growth and changes in between- and within- district segregation. The results of this study will update an important literature on trends in segregation and provide new evidence on factors associated with changing levels of segregation.
Ruqayyah Perkins-Williams  
University of Illinois at Urbana-Champaign

**A Critical Race Analysis of the Discipline Experiences of Former Students of No Excuses Charter Schools**

The aim of this study is to better understand the impact of No Excuses disciplinary policies and practices on the experiences of former No Excuses charter school students. No Excuses charter schools have long been critiqued for their use of harsh disciplinary practices, especially the practice of counseling out students, which advocates claim are necessary for producing high achievement results. Utilizing critical race theory and qualitative methodology, No Excuses discipline practices will be analyzed from the perception of former students. Their experiences will serve to inform policy makers, school leaders, and families as well as help to identify alternative models of discipline for students of color within and beyond the charter sector.

Michelle Sandrena Pledger  
University of California, San Diego

**Cultivating Culturally Responsive Reform: The Intersectionality of Backgrounds and Beliefs on Culturally Responsive Teaching Behavior**

This study takes a comprehensive look at federal policy, theoretical frameworks, and the foundations of culturally responsive pedagogy to understand its ability improve instructional practices and close opportunity gaps for culturally and linguistically diverse students. It goes on to examine culturally responsive pedagogy in practice, as well as teacher, school, and leadership characteristics that help promote a culturally responsive educational environment. This multiphase mixed methods approach utilized surveys, background questionnaires, and case study data from self-selected improvement pathways to 1) better understand the intersectionality of teachers’ backgrounds and beliefs and its impact on pedagogical behavior, and 2) identify the impact of collegial coaching and personalized professional development design on the improvement of culturally responsive teaching and classroom management self-efficacy. The study found that cultural disposition awareness, values-influenced teaching philosophy, and propensity for professional growth impact culturally responsive teaching behavior. The study also determined that culturally responsive pedagogy self-efficacy beliefs, which are predictive of behavioral change, increased for teachers in all three improvement pathways. These findings have implications for practice and policy, in that teachers can improve their ability to meet the needs of culturally and linguistically diverse students, and schools can design policy that supports effective implementation of professional development and coaching that centers on cultivating self-efficacy in culturally responsive instruction for the purpose of improved academic and socioemotional outcomes for all students.
Bradley Quarles  
University of Maryland, College Park

Beyond the ‘Gentrifier’: Elevating and Linking the Voices of Policymakers, Longtime Resident Parents, and Students in Washington DC

Scholarship that examines the relationship between gentrification and education largely privileges the voices of parent gentrifiers and frames gentrification as a neutral, and often, inevitable process. Through three related qualitative studies in Washington DC, this dissertation uses critical perspectives to center the undertheorized experiences of local education policymakers, longtime resident parents, and students to critically examine gentrification’s consequences. This focus aligns with the belief that understanding school gentrification’s pitfalls and benefits requires a research agenda that balances the perspectives of all stakeholders affected by the phenomena’s social, economic, political, and social changes. Findings from the proposed studies interrogate the increasingly dominant theory of change in gentrifying cities that relies on parent gentrifiers and privately-run companies for school improvement, and frames ‘the free market’ and socially mixed neighborhoods, rather than government intervention, as the key to reducing neighborhood poverty, improving housing, and fostering educational opportunities for underserved students. This research also examines the policy mechanisms that dictate gentrification’s winners and losers.

Frankie Free Ramos  
University of California, Berkeley

How Do Teacher and Community Activists for Educational Justice Navigate the Contradictions of Public Education in the Neoliberal Context?

Across the U.S., teachers and community activists are mobilizing against the neoliberal and market based reforms that exacerbate inequities, displace Black, Brown, and Indigenous communities, and pave the way for increasing privatization in public education (Buras, 2015; Lipman, 2013; Rooks, 2017; Scott & Holme, 2016). Activists often frame this work as defending public schools from neoliberal and conservative attacks that undermine public education as a public good. This framing, however, downplays a central contradiction of schooling in capitalist America, namely, that schools offer the illusion of equal opportunity for all, yet they play a key role in social control and in reproducing a racially stratified society (Bowles & Gintis, 2002). In fact, schooling for many communities of color is often a site of suffering, containment, and erasure (Dumas, 2014, 2016; Grande, 2015; Sojoyner, 2013). To understand how teacher and community activists navigate this contradiction, particularly in the context of a neoliberal state that enacts the very policies that deepen social inequities (Harvey, 2007; Lipman, 2013; Soss et al., 2011), I propose a qualitative case study that investigates their framing and political education efforts aimed at mobilizing grassroots support for public education and changing the direction of education policies. I hope that this study can inform current educational justice movements and push organizing and policymaking beyond resisting privatization and towards more radical transformation of public education.
Crumbling Foundations: The Case for Prioritizing Self-Care Among Educational Leaders

There is a potentially dangerous disassociation between human behavior, decision-making, and ethics and the notion that these fundamental aspects of what it means to be human originate simply as the functions of neurological mechanisms. A deeper knowledge of the operation and limitations of the brain suggests biological input could possess the ability to unknowingly alter human behavior and effectiveness. This study utilizes a research-based understanding of the implications of human health and self-care habits on neurological, psychological, and behavioral function to examine the current practices of educational administrators across Arkansas while exploring systemic and job-based factors within the profession that could be competing with the establishment of good health. A mixed method design employing a statewide survey distributed in conjunction with the Arkansas Department of Education asked principals and assistant principals questions intended to uncover the current reality of administrative self-care. Qualitative data designed to identify commonalities in personal experiences were collected through open-ended survey questions and focus groups specifically constructed to hear from participants with diametrically opposed self-reported habits. At the convergence of the data representing the state of self-care and the qualitative experiences from practitioners is the potential for education and change that could promote healthier, more effective educational leaders.

Please Don’t Go: An Examination of Teacher Retention in High Needs Schools

The purpose of this study is to examine the issue of teacher retention in high needs schools. Teachers are leaving the profession at alarming numbers; approximately 33% leave the field in the first three years and 50% leave in the first five (Sutcher, Darling-Hammond, & Carver-Thomas, 2016, Wynn & Brown, 2008). The situation is even more perilous in high needs schools where the rate of teacher attrition is 70% higher, particularly in high poverty areas or schools with large concentrations of students of color (Espinoza, Saunders, Kini, & Darling-Hammond, 2018). Both personal and institutional factors contribute to teacher retention decisions as whether to leave or remain in the profession. Utilizing the theoretical framework of applied critical leadership, this study will examine the personal attributes and institutional factors that contribute to teacher retention in high needs schools, informing educators and policy makers on best practices for retaining these teachers.
2019 PARTICIPANT ABSTRACTS

Jisu Ryu

University of Minnesota

Local Policy and Teacher Evaluation: A Four-Country Comparison

Improving teacher quality is at the center of global policy debates and reform agenda in many countries. Policies have centered on teacher evaluation as a policy lever to uphold teacher responsibility for student achievement. However, less consideration has been given to the educative function of teacher evaluation. A growing number of studies has shown that teacher evaluation, when designed and used thoughtfully, can be an effective tool to enhance classroom practice. Particularly, three features of teacher evaluation have emerged as key elements: feedback, collective accountability and teacher collaboration. This study attempts to advance this notion of teacher evaluation research by focusing on the implementation teacher evaluation policies in multiple countries. The following research questions guide the investigation: (1) How do teachers perceive teacher evaluation in the policy implementation process in four nations? (2) What are the key elements of teacher evaluation policy that lead to teacher perception of usefulness of evaluation as well as of the influence on their classroom teaching? (3) How do the accountability and learning mechanisms of teacher evaluation (feedback, collaboration, and collective accountability) mediate this process? Using data from a well-established international survey, of the OECD TALIS 2013, this research investigate these questions in the U.S. and other countries.

Heather Schlaman

University of California, Santa Cruz

High School Administrators’ Mediation of Language Policy: Leadership for English Learners

As the population of students designated as English learners grows in U.S. schools, research has explored disparities in achievement between these students and their monolingual English-speaking peers. Specifically, the ways that federal, state, and local policies limit English learners’ access to rigorous content and language learning have drawn much attention. The role of school leaders in mediating these policies, and in turn shaping English learners’ experiences, however, demands much deeper examination. Through their organizational decisions and mediation of language policy, school leaders shape campus culture, teacher learning, and classroom instruction. My dissertation brings together and builds upon theory and research on education leadership and reform, on one hand, and research and theory on language policy and ideologies, on the other, to explore the ways in which two high school administration teams mediate language policy and provide leadership for instruction of English learners at their sites. Employing ethnographic methods within a multiple-case study design, the study aims to contribute to both the educational leadership and language education fields, offering theoretical and empirical insights into the ways that institutional forces; local contextual factors; and administrators’ own knowledge, experiences, beliefs, and goals interact to shape English learner instruction.
Lacey Seaton  
North Carolina State University

Principals’ Implementation of Equity and Social Justice Training in Education: A Qualitative Study of the Perceived Barriers and Supports Necessary to Achieve Equitable Outcomes

In an effort to combat the injustices within schools, many principal preparation programs emphasize the role of social justice and equity in the training of future leaders. This study seeks to provide insight into the needs of administrators in their pursuit of equity. Further, the proposed research study will examine school leaders’ perceived effectiveness for implementing the skills learned within their principal preparation program to increase equity within schools through a qualitative case study analysis (Creswell & Poth, 2018). The study will explore the successes of implementation and the barriers that school leaders face when working to ensure diverse and inclusive school communities that support and value students from all backgrounds.

Leila Shatara  
Florida Atlantic University

Muslim Women Leading Islamic Schools in the U.S.: Their Story

This is a narrative study focused on the lived experiences of Muslim women who lead Islamic schools in the United States. For this study, in depth interviews will be conducted with 15-20 women from diverse backgrounds who serve in this unique leadership role. Muslim women leading Islamic schools is a new phenomenon that has come with the exponential growth in the number of Islamic schools in the U.S. (Klauss, Ahmad, & Salvaterra, 2013). By using narrative inquiry to research the experiences of Muslim women in school leadership positions, a contribution will be made to educational leadership theory on women and their leadership styles. In addition, a group of minoritized women principals are provided with a platform for sharing their lived experiences which will serve to bridge gaps in the literature and in the cultural understanding of Muslim women.
Abigail Stein  Northwestern University

Educational Infrastructure and Instructional Coaching: A Study of Coaching Practice in Two School Districts

Providing teachers with opportunities to improve their instruction has become a central task for district leaders, and instructional coaching has emerged as a popular tool in these efforts. The vast majority of research on coaching treats the coaching initiative as a siloed improvement effort, yet the commitment of resources to coaching almost always occurs alongside other district-wide efforts to improve instruction. Thus, the field has limited knowledge regarding how coaching fits into and interacts with the larger educational infrastructure, and district leaders have little guidance about how to design coaching initiatives. Drawing theoretically from the distributed perspective, I will examine and articulate relations between infrastructure and coaching. To do this, I will compare the practice of elementary mathematics coaches in two school districts, surfacing similarities and differences that may be explained by variations in each district’s infrastructure design. Findings from this study are expected to make contributions to the way scholars currently think about coaching by broadening their research lens to include other formal and informal leaders, organizational structures, resources, tools, and artifacts that come together to constitute coaching practice. Practically, this dissertation will have implications for school and district leaders as they develop designs for coaching. In particular, it will provide them with new ways of thinking about coaching resources and how coaches may be best positioned in the overall instructional improvement system.

Andria Shyjka  University of Illinois at Chicago

Organizational Change and its Relationship to School Choice and Competitive Pressure

Implementation of school choice or market-based educational reforms introduces competition into the public education sector with the aim of improving schools and increasing educational opportunities. Advocates of this approach hypothesize that competitive pressure and related funding mechanisms will induce schools to respond in the form of educational improvement. Yet, the perceptions of and responses to competitive pressure by school leaders have been found to be diverse and influenced by a variety of organizational, social and spatial factors. This study uses a mixed-methods geospatial approach to examine the interrelationship of geography, organizational type and school responses to competitive pressures. This research will utilize geospatial data and objective measures of competition in combination with interviews of school leaders to illuminate influential factors in competitive response in an effort to better understand environmentally fostered organizational change. With a better understanding the elements that shape the selection and implementation of competitive responses by schools, future school choice policy designs may be better designed to achieve improvement focused responses in schools.
Teacher Leadership Pursuit Within an Iowa School District

The Iowa Teacher Leadership and Compensation System (TLC) enacted by the Iowa Legislature in 2013 is a recent example of a state level policy to promote teacher leadership. Broadly, the TLC provides funding for Iowa school districts to create teacher leadership roles, providing leadership options outside of administration. Two key assumptions are central to the TLC and similar initiatives. First, by offering incentives districts will be able to attract and retain effective teachers. Second, teacher leaders will in turn positively influence the instruction of their peers, ultimately leading to improved student achievement. However, little research has investigated teachers’ motivations for pursing (or not pursuing) teacher leadership. The purpose of this case study is to explore teacher leadership pursuit within one Iowa school district. Understanding the factors that affect teachers’ pursuit of teacher leadership can provide insights into how to promote and support teacher leadership.

Validation of the Student Academic Optimism Construct

Student Academic Optimism is a new model that may predict student achievement when controlling for socioeconomic status. The affective, cognitive, and behavioral factors that come together to form the latent construct provide a powerful quantitative method to evaluate the campus culture from the student perspective. Using a convergent parallel mixed methods design, this study will validate the Student Academic Optimism construct in the state of Texas. Using a focus group protocol aligned to the construct, this study will also give voice to LatinX students’ perceptions of their educational experience. The qualitative phase departs from deficit perspectives, adopting a self-efficacy basis from the construct. This new source of data, combined with existing metrics of instructional effectiveness, could increase the ability of decision makers to improve the overall efficacy of school systems especially when addressing the persistent achievement gaps for LatinX and other students of color.
2019 Participant Abstracts

Hayley Weddle University of California, San Diego

Navigating Collaboration Over Time: Teachers’ Collective Work in Low-Performing Schools

Teacher collaboration continues to be a pervasive strategy for capacity building and promoting student learning. While numerous studies provide insights into the characteristics and outcomes of teacher collaboration, prior research minimally addresses how teachers’ collaboration experiences evolve over time. However, such knowledge has the potential to shape how effective collaboration is developed and sustained, particularly in schools that could benefit most from capacity building. Guided by cultural historical activity theory, this dissertation study will explore how teachers experience collaboration in low-performing urban schools over four years. The dissertation will center teachers’ experiences through three articles focused on distinct aspects of collaboration over time, including the content of collaborative conversations, the role of leadership in framing collaboration, and the intersection between teachers’ emotions and collaboration. By providing a rare longitudinal examination of collaboration in low-performing schools, how it shifts, and who benefits, the findings from this study will inform both research and practice on facilitating teachers’ collective work.

Juontel White Teachers College, Columbia University

The Politics of K-12 Ethnic Studies Policymaking: A Multi-Case Study

This dissertation is a study of the politics of race in forming and adopting state-level policies on ethnic studies curriculum in K-12 education. The study is purposed to describe and examine how race informs the process of forming and adopting state-level ethnic studies policies in K-12 education. It is a multi-case study of three states that have adopted state-level policy on ethnic studies in K-12 schools.
“It Comes With the Job”: A Mixed Methods Study of Elementary School Environments on Teacher Mental Health and Well-Being

Teachers continue to leave the profession at an alarming rate, and leaders are left questioning how to create and maintain school environments that retain highly qualified educators. The purpose of this study is to define the relationship between mental health disorders and a school environment, while understanding how the school environment crafted by school leader practices exacerbates or alleviates these symptoms. An ecological perspective is used to examine the multilayered influences identified in a school environment. Employing a mixed methods explanatory sequential design, teacher participants will complete the Depression Anxiety Stress Scales and School-Level Environment Questionnaire for quantitative data collection. Following simple linear regression analysis, semi-structured interviews will be held with selected teachers to corroborate quantitative findings and uncover rich contextual information specific to school sites. As one of the few studies to examine teacher mental health and psychological well-being, the findings will produce new scholarship in the field, inform leadership practices to strengthen school environments, and increase teacher retention and mental health.

The Mission & the Mantle: Black Social Studies Teachers and Representation

Black teachers have a profound impact on the schooling experiences of Black students. Not only do Black teachers have higher expectations for Black students (Gershenson et al., 2015), researchers have also found that when taught by a Black teacher, Black students score higher on standardized tests (Dee, 2004; Egalite et al., 2015), are less likely to be subjected to exclusionary discipline (Lindsay & Hart, 2017), are less likely to drop out of school, and are more likely to have college aspirations (Gershenson et al., 2017). Yet, education researchers have found that Black teachers often feel unsupported and overburdened and are more likely to leave the profession than other teachers (Griffin & Tackie, 2017). Relatively little is known about the mechanisms underlying the powerful impact that Black teachers have on Black students, the conditions under which these positive outcomes are most likely to occur, or how Black teachers are able to produce such outcomes while under remarkable pressure. By examining how Black teachers and their colleagues understand, experience, and enact representation in schools, this study begins to address this gap in the literature. Additionally, by exploring how responsibility for representing the interest of Black students is distributed within a school community, this study aims to provide education leaders and policymakers with information on why certain school contexts fail to retain Black teachers.
Kevin Winn, 
Arizona State University

**Eliminating Racism in Pinecreek? Community Participation in Education Policy**

It is well documented that “schools are more segregated today than they were forty years ago” (Rothstein, 2017, p. 179). The resegregation of schools is occurring in Pinecreek (pseudonym), a Midwestern city of 150,000 residents. This ethnography seeks to understand school resegregation in this city through analyzing Eliminate Racism in Pinecreek, a grassroots community group formed to implement equitable practices in the city’s school district and to avoid a third desegregation lawsuit. As the group works to influence education, I seek to answer the following questions: (1) How does community participation influence local education policy in Pinecreek?; (2) What are the motivating factors for individuals’ involvement in issues of local school segregation? This research has the potential to fill part of the gap in the literature about the intersection of community participation and local education policy.

David Woo, 
Vanderbilt University

**Assistant Principal or Assistant to the Principal: Exploring the Contributions of the Assistant Principalship to School Leadership**

Existing research on school leadership has centered on the role of the principal. However, prior research on the principalship suggests that the job has become so complex and expansive in recent years that it may be too much for one person to handle. Many scholars of educational leadership have suggested that distributing the responsibilities of the principal to other school leaders, such as assistant principals, may alleviate some of this pressure and improve school leadership. More research is needed in understanding how assistant principals contribute to school leadership and what factors predict their performance on the job. My dissertation attempts to address this gap in the literature by estimating the contribution of assistant principals to school leadership quality using data from Tennessee. I hope to exploit changes in assistant principal positions at schools across the state to isolate their contribution to the performance of school leadership teams. This dissertation will utilize a quantitative research design that employs ordinary least squares and difference-in-differences estimation strategies. Prior studies about the work of assistant principals have been largely descriptive and focused on documenting what assistant principals do within the school organization. This study hopes to extend this prior work by connecting the position to proximal school outcomes and providing preliminary evidence as to the types of behaviors that make assistant principals more successful at the job.
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