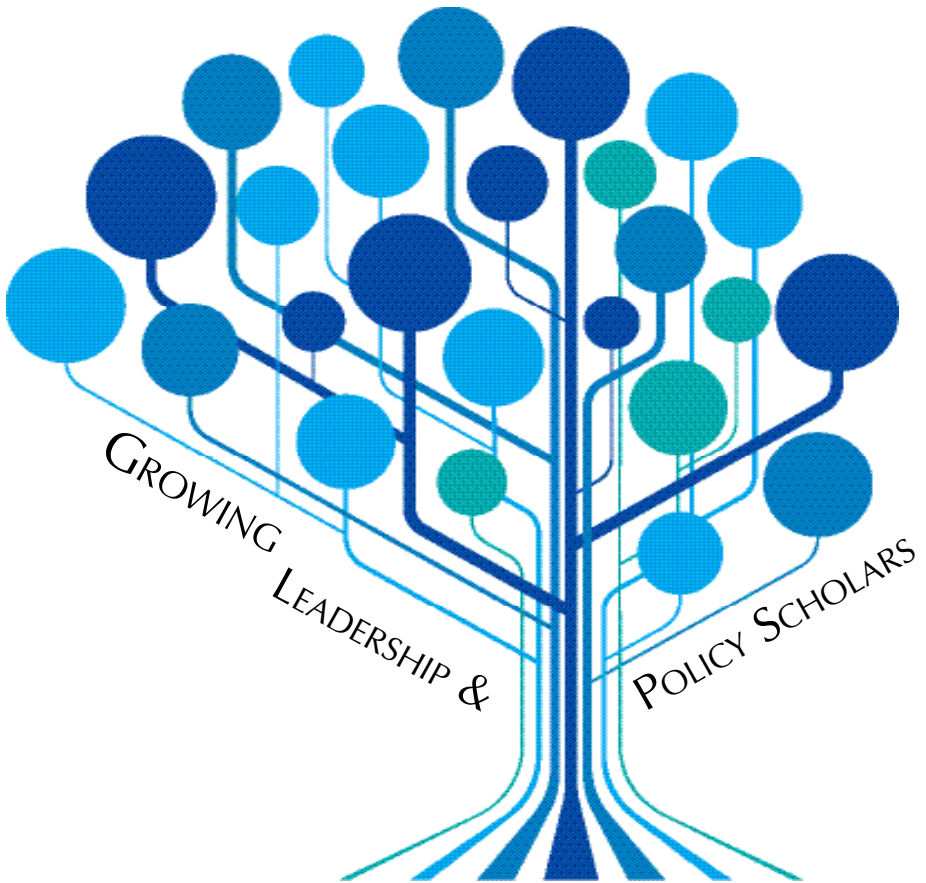


# David L. Clark

National Graduate Student Research Seminar in  
Educational Administration & Policy Research

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*Virtual Seminar • April 7-8, 2021*



CO-SPONSORED BY UCEA, DIVISIONS A & L OF AERA, AND SAGE PUBLICATIONS

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## SPONSORS



ALUMNI OF DAVID L. CLARK SEMINAR AND GENEROUS CONTRIBUTORS



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# INTRODUCTION AND HISTORY



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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.

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# SEMINAR AGENDA

WEDNESDAY, APRIL 7, 2021

All times are Eastern Daylight

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**11:00 AM - 1:00 PM**

**General Zoom Room**

**Session I:**

Welcome, Opening Remarks, & Networking Activities

Featuring: Mónica Byrne-Jiménez, Michigan State University/UCEA  
Davis Clement, UCEA

Panel Discussion: "Research that Meets the Moment"

Featuring: Soribel Genao, Queens College, City University of New York  
Jameson David Lopez, University of Arizona  
Jill Perry, University of Pittsburgh  
Jennifer Weiner, University of Connecticut

**4:00 PM - 6:00 PM**

**Session II:**

Mentoring Session A

**Mentor Zoom Rooms**

See Feedback Protocol Below

**Feedback Protocol**

1. Author Summary (5 min.)
  - a. Purpose
  - b. Research Questions
  - c. Methods
  - e. Expected Findings
2. Questions/Listening (10 min.)
  - a. Clarifying
  - B. Probing
  - C. Pushing
3. Author Response (10 min.)
4. Mentors' Summative Comments (10 min.)

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# SEMINAR AGENDA

*THURSDAY, APRIL 8, 2021*

*All times are Eastern Daylight*

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**11:00 AM - 1:00 PM**

***Mentor Zoom Rooms***

**Session III:**

Mentor Feedback Session B

See Feedback Protocol on Previous Page

**4:00 PM - 6:00 PM**

**Session IV:**

Networking Panel Discussion: "The Academic Job Search" ***General Zoom Room***

Featuring: Frank Hernandez, Texas Christian University (Moderator)

Jane Clark Lindle, Clemson University

Chad Lochmiller, University of Indiana

Angel Miles Nash, Chapman University

Adriana Villavencio, University of California, Irvine

Closing Remarks: Judy Alston, Ashland University

**6:00 PM - 7:00 PM**

***Reception Zoom Room***

**Graduate Student Reception**

Zoom Link: <https://bit.ly/3rSldM0>

Meeting ID: 856 4546 1343

Passcode: 927100

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# STUDENT PARTICIPANTS

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Armen Alvarez	Illinois State University
Thu Ya Aung	Texas State University
Ryan Belville	Illinois State University
Benjamin Boer	University of Illinois at Chicago
Angel (Xiao) Bohannon	Northwestern University
Lynmara Colón	Old Dominion University
Jennifer Cowhy	Northwestern University
Xiaobin Dai	Bowling Green State University
Eupha Jeanne Daramola	University of Southern California
Dawn Demps	Arizona State University
Jintong Dou	University of South Carolina
Gerald Dryer	University of Wisconsin–Madison
Kathryn Dulaney	Pennsylvania State University
Maegan Grace Ford	Auburn University
James Lamar Foster	University of Washington
Karin Gegenheimer	Vanderbilt University
Wade A. Hanse	Georgia State University
Kate Kennedy	University of Southern California
Lawrence Louis	Michigan State University
Xinyi Mao	University of Missouri
Kerry McKeon	University of Texas at San Antonio
Shelby McNeill	Vanderbilt University
Joel Miller	University of Maryland, College Park
Daniel Moraguez	University of Virginia
Ana Morrón	Rutgers University
Mariam N. Nagbe	University of Texas at Austin
Portia Newman	Virginia Commonwealth University
Mitchell Parry	Virginia Commonwealth University
Mark Pierce	Southern Methodist University
Vanessa Rodriguez	Seton Hall University
Jennifer Saboda	University at Buffalo
Jason Saltmarsh	University of Maryland, College Park
Tonis Szazos	Frederick University
Amy Schwartz	University of Denver
Nathaniel D. Stewart	Ohio State University
Henedina Tavares	University of Washington
Jack Travis	Texas State University
Sandy Frost Waldron	Michigan State University
Min Wang	Florida State University
Jeremy Zilmer	Bowling Green State University

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# STUDENT PARTICIPANTS

## CONTACT INFORMATION

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Jeremy Zilmer	jzilmer@bgsu.edu

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## DISTINGUISHED SEMINAR FACULTY

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Judy Alston	Ashland University
Mónica Byrne-Jiménez	Michigan State University/UCEA
Susan Faircloth	Colorado State University
Soribel Genao	Queens College, City University of New York
Huriya Jabbar	University of Texas at Austin
Jane Lindle	Clemson University
Chad Lochmiller	Indiana University
Gerardo López	Michigan State University
Matt Milletello	East Carolina University
John Nash	University of Kentucky
Jill Perry	University of Pittsburgh
Jayson Richardson	University of Denver
Rodolfo Rincones	University of Texas at El Paso
Rosa Rivera McCutchen	Lehman College, City University of New York
Mariela Rodríguez	University of Texas at San Antonio
Chris Torres	Michigan State University/UCEA
Erica Turner	University of Wisconsin–Madison
Julian Vasquez-Heilig	University of Kentucky
Jennie Weiner	University of Connecticut
Sheneka Williams	Michigan State University

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## DISTINGUISHED SEMINAR FACULTY

### CONTACT INFORMATION

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Sheneka Williams	will3677@msu.edu



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# SEMINAR PLANNING COMMITTEE

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Susan Faircloth  
Janelle Scott  
Mónica Byrne-Jiménez  
Davis Clement  
Karl Gildner

Colorado State University/AERA Division A  
University of California, Berkeley/AERA Division L  
UCEA Executive Director  
UCEA Research Associate  
UCEA Project and Events Manager

## SEMINAR FACULTY BIOGRAPHIES



JUDY ALSTON  
(PHD, PENNSYLVANIA STATE UNIVERSITY)  
ASHLAND UNIVERSITY

Dr. Alston is professor of education and director of the EdD in Leadership Studies in the College of Education at Ashland University. Her research foci include Black female school superintendents; the exploration of how the intersections of class, race, ethnicity, gender, sexual diversity, and ability affect leaders; tempered radicals; servant leadership; and Black LGBT issues in educational leadership. 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* (currently in its 11th edition). She is coeditor of *Purveyors of Change: School Leaders of Color Share Narratives of Student, School, and Community Success*.



MÓNICA BYRNE-JIMÉNEZ  
(EDD, TEACHERS COLLEGE, COLUMBIA UNIVERSITY)  
MICHIGAN STATE UNIVERSITY/UCEA

Dr. Byrne-Jiménez is associate professor in the Department of Educational Administration at the Michigan State University College of Education. Her scholarship focuses on Latinx identity and educational leadership, early career leadership development, impact of faculty diversity on doctoral student experiences and the role of alternative research methodologies in research and leadership.

Before becoming faculty, she worked in a number of urban settings, including a K-6 bilingual teacher, Even Start coordinator, literacy instructional specialist, and trainer for the Accelerated Schools Project. She is coauthor of *Developing Effective Principals Through Collaborative Inquiry*. She is past president of the University Council for Educational Administration (UCEA), past Division A Vice President of AERA, and currently the Executive Director of UCEA.

## SEMINAR FACULTY BIOGRAPHIES



SUSAN FAIRCLOTH  
(PHD, PENNSYLVANIA STATE UNIVERSITY)  
COLORADO STATE UNIVERSITY

Dr. Faircloth is an enrolled member of the Coharie Tribe of North Carolina and is professor and director of the School of Education at Colorado State University. She studies Indigenous education, the education of culturally and linguistically diverse students with special educational needs, and the moral and ethical dimensions of school leadership. Dr. Faircloth serves as a senior associate editor of the *American Journal of Education*; a member of the editorial board of the *Journal of American Indian Education*; and chair of the technical review panel for the National Indian Education Study conducted by the National Center for Education Statistics, the Office of Indian Education, and the Educational Testing Service. She is Division A Vice President of the American Educational Research Association.



SORIBEL GENAO  
(PHD, RUTGERS UNIVERSITY)  
QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK

Dr. Genao is associate professor in the Department of Educational & Community Programs at Queens College. She works with schools in inner-city communities, like the one she grew up in, and also in some of the poorest communities in the Dominican Republic, from which her mother emigrated (her father is from Haiti). Genao's main focus now is on how to replicate the success of the schools where an exceptional principal—or other factors—have led to better-than-average academic performance by lower income students.

# SEMINAR FACULTY BIOGRAPHIES



HURIYA JABBAR  
(PHD, UNIVERSITY OF CALIFORNIA, BERKELEY)  
UNIVERSITY OF TEXAS AT AUSTIN

Dr. Jabbar is an associate professor in the Educational Policy and Planning program in the Department of Educational Leadership and Policy at the University of Texas at Austin. Her research examines the social and political dimensions of market-based reforms and privatization in education. She is currently studying

school choice policy and school leaders' behavioral responses to competition; choice and decision-making in higher education; and teacher job choices, recruitment, and retention. She received three awards for her dissertation, which examined school choice and competition in post-Katrina New Orleans, from the American Educational Research Association's Division L, Division A, and the Politics of Education Association.



JANE CLARK LINDLE  
(PHD, UNIVERSITY OF WISCONSIN-MADISON)  
CLEMSON UNIVERSITY

Dr. Lindle is chair of the Department of Educational & Organizational Leadership at Clemson University. Her research is on school governance, micropolitics, educational accountability policies, and interagency collaboration. She has been principal Investigator or co-investigator on 24 funded grants/contracts; published over 50 research reports and policy

briefs, 40 academic articles, six books, and 14 book chapters. She is past editor of *Educational Administration Quarterly*, the oldest international multidisciplinary journal of scholarship in educational leadership, and is the recipient of awards for outstanding research, publications, and service from numerous scholarly/professional organizations and institutions of higher education.

## SEMINAR FACULTY BIOGRAPHIES



CHAD LOCHMILLER  
(PHD, UNIVERSITY OF WASHINGTON, SEATTLE)  
UNIVERSITY OF INDIANA

Dr. Lochmiller is associate professor of educational leadership in the Department of Educational Leadership and Policy Studies at Indiana University, Bloomington. His research focuses on issues related to K-12 educational leadership and policy, specifically how leaders develop capacity to implement changes in teaching and learning in light of increasing expectations for school and district performance. Dr. Lochmiller investigates the politics of human and fiscal resource investment in school systems, strategies to develop human capital in schools, coaching and professional learning, and continuous improvement processes, including Networked Improvement Science.



GERARDO LÓPEZ  
(PHD, UNIVERSITY OF TEXAS AT AUSTIN)  
MICHIGAN STATE UNIVERSITY

Gerardo R. López is a professor the Department of Educational Administration. His research interests are in parent involvement, school–community relations, immigrant education and issues of diversity/difference within educational policy. Prior to arriving at Michigan State, he served on the faculty at the University of Utah, Indiana University, University of Missouri, and Loyola University-New Orleans. He is the current editor of *Educational Administration Quarterly*. In addition to his scholarly record, Dr. López has an excellent record of local and national service, having served on the Executive Committee and as President of the University Council for Educational Administration (UCEA), as well as numerous ad-hoc committees within the American Educational Research Association (AERA) and the American Association of Colleges for Teacher Education (AACTE). He has also served as an expert witness in federal civil rights cases involving English language learners and newcomer/undocumented Latino students.

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## SEMINAR FACULTY BIOGRAPHIES

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MATTHEW MILLETTELLO  
(PHD, MICHIGAN STATE UNIVERSITY)  
EAST CAROLINA UNIVERSITY

Dr. Milletello is the Wells Fargo Distinguished Professor in Educational Leadership at East Carolina University. He has more than 60 publications, including six books. Dr. Milletello has received funding to conduct research from the College Board, the W.K. Kellogg Foundation, Xian Normal University, a multi-million-dollar Race to the Top grant to train school leaders in Northeast North Carolina, and was recently awarded a National Science Foundation grant for \$1 million to advance computational thinking skills to rural middle schools in North Carolina. He is also currently implementing an innovative EdD degree for ECU in Southeast Asia. He earned his undergraduate teaching degree from the University of Michigan and his master's and PhD in Educational Administration from Michigan State University.



JOHN B. NASH  
(PHD, UNIVERSITY OF WISCONSIN–MADISON)  
UNIVERSITY OF KENTUCKY

Dr. Nash is an associate professor in the Department of Educational Leadership Studies at the University of Kentucky. He teaches a range of courses on school technology leadership, design thinking and research methods. His current research agenda investigates how technology, innovation and policy interact and influence schools and educators in different contexts. John is also a director of the UCEA Center for Advanced Study of Leadership for Technology in Education (CASTLE) and the Laboratory on Design Thinking in Education (dLab).

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## SEMINAR FACULTY BIOGRAPHIES

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JILL PERRY  
(PHD, UNIVERSITY OF MARYLAND)  
UNIVERSITY OF PITTSBURGH

Dr. Perry is an Associate Professor of Practice in the Educational Foundations, Organizations and Policy at the University of Pittsburgh. Her research focuses on professional doctorate preparation in education, organizational change in higher education, and faculty leadership roles. Currently she is researching the ways EdD programs teach practitioners to utilize research evidence. She has over 25 years of experience in leadership and program development in education and teaching experience at the elementary, secondary, undergraduate, and graduate levels in the U.S. and abroad. She is a Fulbright Scholar (Germany) and a returned Peace Corps Volunteer (Paraguay).



JAYSON RICHARDSON  
(PHD, UNIVERSITY OF MINNESOTA, TWIN CITIES)  
UNIVERSITY OF DENVER

Dr. Richardson is professor and chair of the Department of Educational Leadership & Policy Studies in the Morgridge College of Education at the University of Denver. His research is focused on modern digital technologies and understanding their impact on school leadership, school transformation, innovation, and educational decision-making. Dr. Richardson's primary interest is exploring how school administrators lead technology-suffused, innovative learning organizations that prepare students to be future-ready for an ever-expanding digital world. He is editor-in-chief of the *Journal of Educational Administration* and director of the Center for the Advanced Study in Technology Leadership, the nation's only center dedicated to the technology needs of school administrators.

## SEMINAR FACULTY BIOGRAPHIES



RODOLFO RINCONES  
(PHD, NEW MEXICO STATE UNIVERSITY)  
UNIVERSITY OF TEXAS AT EL PASO

Dr. Rincones is an associate professor in the Department of Educational Leadership and Foundations at The University of Texas at El Paso (UTEP). His professional expertise spans over 30 years in both K-12 and higher education systems. He has planned, conducted, and administered research projects and program evaluations in K-12 systems in both the U.S. and Mexico. Currently, he collaborates with researchers of Universidad Nacional Autónoma and other Mexican universities in a study of racism in elementary schools in México, is a founder and the first president of the International Consortium on Border Education.



ROSA RIVERA MCCUTCHEN  
(PHD, NEW YORK UNIVERSITY)  
LEHMAN COLLEGE, CITY UNIVERSITY OF NEW YORK

Dr. Rivera-McCutchen is an associate professor in the Graduate Leadership Program at CUNY Lehman College. An educator for over 20 years, she began her career as a high school teacher in the Bronx. In her research, Dr. Rivera-McCutchen examines critical caring and effective urban school leadership, and the impact of community and school contexts on reform efforts. Her research has appeared in *Educational Administration Quarterly*, *Urban Education*, *The Urban Review*, *Journal of School Leadership*, and *Journal of Cases in Educational Leadership*, and in an edited book entitled *Critical Small Schools: Beyond Privatization in New York City Urban Educational Reform*. Her newest book is *Radical Care: Leading for Justice in Urban Schools*. As a first-generation college graduate, her research, teaching, and activism are informed by her experiences as an educator and student in NYC public schools and center on achieving racial equity through radical care practices.



## SEMINAR FACULTY BIOGRAPHIES



MARIELA RODRÍGUEZ  
(PHD, NEW MEXICO STATE UNIVERSITY)  
UNIVERSITY OF TEXAS AT SAN ANTONIO

Dr. Rodríguez is professor and interim department chair of the Department of Educational Leadership and Policy Studies at The University of Texas at San Antonio. Her research focuses on leadership practices that support equitable learning environments for culturally and linguistically diverse students. She has published several books, book chapters, and peer-reviewed journal articles.

At the national level, Dr. Rodríguez is currently the Vice President-Elect of Division A: Administration, Organization, and Leadership within the American Educational Research Association (AERA). She served as President of the University Council for Educational Administration (UCEA) in 2017-18. At the state level, Dr. Rodríguez serves on the Texas Association of Chicanos in Higher Education (TACHE) State Board as Secretary and previously served as Central Region Representative. In 2018 she was awarded the TACHE Distinguished University Faculty Award.



CHRIS TORRES  
(PHD, NEW YORK UNIVERSITY)  
MICHIGAN STATE UNIVERSITY/UCEA

Dr. Torres is associate professor in the Department of Educational Administration at the Michigan State University College of Education. He is interested in how educational policy and leadership can improve outcomes for traditionally marginalized communities at scale. He uses qualitative and mixed method approaches to study efforts aimed at accomplishing this lofty goal, such as urban “no-excuses” charter management organizations (CMOs),

school choice, and school turnaround policies. He specifically examines the conditions affecting the efficacy of these efforts such as educator recruitment, development, and retention, as well as the influence of district governance and leadership on school improvement and policy implementation processes. He is increasingly interested in how different levels of the system interact (state and local policy, district governance, schools, and communities) to shape school improvement efforts, and in understanding the limits of educational policies and practices given the systemic inequities present within and outside of schools. He is an Associate Director for the University Council of Educational Administration (UCEA) and an associate editor for *Educational Administration Quarterly*.

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## SEMINAR FACULTY BIOGRAPHIES

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ERICA TURNER  
(PHD, UNIVERSITY OF CALIFORNIA, BERKELEY)  
UNIVERSITY OF WISCONSIN–MADISON

Dr. Turner is an associate professor in the Department of Educational Policy Studies at the University of Wisconsin–Madison. Her research examines racism and inequity—and efforts to challenge those—in education policy and practice. She uses a sociocultural, critical race approach to understanding educational policymaking and practice, and the consequences of educational inequity for students, families, communities, schools, and policymakers. Her scholarship illuminates how diverse groups—from school district leaders to students to community members—make sense of and negotiate education problems, policies, equity and justice amidst shifting social, political, and economic contexts. Through her research and teaching, she seeks to deepen how we conceptualize policy problems, racial equity, educational aims, and policy alternatives and ultimately to contribute to the knowledge necessary to make public schooling more equitable and just.



JULIAN VASQUEZ-HEILIG  
(PHD, STANFORD UNIVERSITY)  
UNIVERSITY OF KENTUCKY

Dr. Vasquez-Heilig is professor and dean of the University of Kentucky College of Education. A prolific scholar, in the last decade alone, Vasquez Heilig has been an author or coauthor on nearly 50 peer-reviewed journal and/or refereed articles or law reviews as well as chapters. Topics have been diverse in range and scope, covering issues such as racial equity and teacher preparation among many others. He has been honored with more than 30 teaching, research, and service recognitions, including a Ford Foundation fellowship, the American Educational Research Journal Outstanding Reviewer award, and named as a Diversity in Education Magazine Multicultural Champion. He also served as the education chair for the California Hawaii State Conference of the NAACP.

## SEMINAR FACULTY BIOGRAPHIES



JENNIE WEINER  
(EDD, HARVARD GRADUATE SCHOOL OF EDUCATION)  
UNIVERSITY OF CONNECTICUT

Dr. Weiner is associate professor educational leadership in the Neag School of Education at the University of Connecticut, where she studies educational leadership and reform. The purpose of her scholarship is to reframe educational leadership and change to make both more inclusive, equitable, and oriented toward collective uplift and continuous improvement. Specifically, she focuses on issues of educational leadership and organizational change in chronically underperforming and underresourced schools and districts. Dr. Weiner is also interested in gender and racial bias in educational leadership, as well as issues of educational infrastructure at the local, district, and state levels. Her passion is teaching.



SHENEKA WILLIAMS  
(EDD, VANDERBILT UNIVERSITY)  
MICHIGAN STATE UNIVERSITY

Dr. Williams is professor and chair of the Department of Educational Administration at the Michigan State University College of Education. Her research focuses on two main areas: rural education and school desegregation. She specifically examines educational opportunity for African American students in rural contexts, and the resulting effects of (de)segregated schools on students of color. Her research has been published in journals such as *Educational Policy*, *Teachers College Record*, *Urban Education*, and the *Peabody Journal of Education*. Aspects of her research have been presented at the National Press Club, American Enterprise Institute, and on CNN and NPR. She is the Vice President-Elect of AERA Division L.

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# CLARK DISCUSSION GROUPS

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## **Group 1: The Lived Experiences of Black Educators**

Faculty: Judy Alston, Soribel Genao

Students: Mariama N. Nagbe  
Maegan Grace Ford

Travis Jack  
Portia Newman

## **Group 2: Studying Educational Leadership in the Pandemic of 2020**

Faculty: Rosa Rivera McCutchen, Sheneka Williams

Students: Angel (Xiao) Bohannon  
Mark Pierce

Kate Kennedy  
Henedina Tavares

## **Group 3: Families and Communities as Policy Actors**

Faculty: Chris Torres, Erica Turner

Students: Dawn Demps  
Eupha Jeanne Daramola

Jason Saltmarxh  
Jennifer Cowhy

## **Group 4: Critical Approaches to Education Policy Analysis**

Faculty: Jane Clark Lindle, Julian Vasquez-Heilig

Students: Thu Ya Aung  
Amy Schwartz

Joel Miller  
Kerry McKeon

## **Group 5: Paths to Antiracist Leadership in Schools**

Faculty: Mónica Byrne-Jiménez, Susan Faircloth

Students: Nathaniel D. Stewart  
Lawrence Louis

James Lamar Foster  
Daniel Moraguez

---

# CLARK DISCUSSION GROUPS

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## **Group 6: Studying Educational Leadership and Policy at Scale**

Faculty: Chad Lochmiller, Jennie Weiner

Students: Tonis Sazos  
Gerald Dryer

Karin Gegenheimer  
Shelby McNeill

## **Group 7: Migration and Mobility in Rural and Suburban Education**

Faculty: John Nash, Rodolfo Rincones

Students: Kathryn Dulaney  
Min Wang

Xinyi Mao  
Jingtong Dou

## **Group 8: Policy Implications of Curriculum Leadership**

Faculty: Jayson Richardson, Gerardo López

Students: Ryan Belville  
Mitchell Parry

Xiaobin Dai  
Vanessa Rodriguez

## **Group 9: Leadership in Institutional and Organizational Contexts**

Faculty: Matthew Militello, Hans Jill Perry

Students: Wade A. Hanse  
Benjamin Boer

Jeremy Zilmer  
Jennifer Saboda

## **Group 10: De-Constructing Educational Values and Outcomes**

Faculty: Huriyah Jabbar, Mariela Rodríguez

Students: Ana Morrón  
Armen Alvarez

Sandy Frost Waldron  
Lynmara Colon

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# 2021 PARTICIPANT ABSTRACTS

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ARMEN ALVAREZ

ILLINOIS STATE UNIVERSITY

## **A Research of the Ancestral Afro-Taino Epistemological Legacy of Resistance: Dismantling White Settler Colonialism's Philosophy in the Stolen Land**

This research explores the imposition of Eurocentric epistemologies on Puerto Rico's educational system, as a current ial territory of the U.S. and the oldest colony in the world since 1943 (Duany, 2017). The researcher will decode the logic of white supremacy through the lens of settler colonialism. This research rest on the relational conclusion that two colonial empires have worked to erase the Taíno and African epistemologies that shape Puerto Rico. Both colonizers made a distinction between the native of Puerto Rico (Borinquen is the name Taíno Arawakan natives called what we now know as Puerto Rico), creating racial, economic, historical, socio-political, and intellectual separation, imposing dominating systems of knowledge.

RYAN BELVILLE

ILLINOIS STATE UNIVERSITY

## **Environmental Education Advancement in an Urban School System: Understanding the Contribution of Community Organizations**

This qualitative inquiry will explore the ways community organizations create environmental education learning opportunities for students in and outside of school institutions in an urban area. A portraiture approach will capture stories that highlight a continuum of environmental education learning experiences. This project will uncover the conditions and factors that contribute to establishing, supporting, and maintaining effective partnerships. The research will further explore the complexity, demands, and dimensions that exist between various systems. The study embraces a critical framework to expand and enrich the field of environmental education study. A strong commitment to social and environmental justice sets a foundation for the inquiry. There is a need to ensure equitable access to high-quality environmental education for all students and communities in a large urban space. The result is citizens ready to engage in policy and political decision-making related to basic human needs and quality of life issues that impact human wellness and well-being.

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# 2021 PARTICIPANT ABSTRACTS

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BENJAMIN BOER

UNIVERSITY OF ILLINOIS

## **Investigating the Impact of Metrics and Reporting on School Leaders' Design of Data Use Interventions**

Since prior to the advent of NCLB, school leaders have been pushed to use data to support school improvement. Despite this, the metrics and reports provided for accountability (Ho, 2008) generally fail to provide information that can support improvement discussions. Current reports and metrics lead to accountability data use cultures (Datnow, Greene, & Gannon-Slater, 2017). Accountability data use cultures are characterized by a short-term focus on data, deficit thinking and a narrow focus on assessment data. Organizational learning data use cultures focus on longer-term trends, broader definitions of data use, and on evaluating programs and interventions, for which they are better suited, rather than directing individual instruction (Shepard, 2019). Using a design experiment methodology, the objective of this research is to provide school leaders with new metrics and reports for standardized assessment data and determine their impact on school leaders' design of data use interventions.

ANGEL (XIAO) BOHANNON

NORTHWESTERN UNIVERSITY

## **School Leadership During Moments of Crisis**

What does urban school leadership look like in moments of crisis? Much of existing school crisis research highlights how school leaders should respond to crisis; however, there is little research on how crises actually shape the nature of leadership. In my dissertation, I propose to draw on interviews, observations, and social network data to examine how the COVID-19 crisis shapes school leadership attention, or the "noticing, encoding, interpreting, and focusing of time and effort by organizational decision-makers on both (a) issues... [and] (b) answers" (Ocasio, 1997; p.189). School leaders, by necessity, may selectively attend to some issues and answers but not others, which impacts their likelihood of successfully managing crisis. My dissertation will contribute to a more comprehensive understanding of the experiences and challenges of school leaders during crisis. This understanding is critical as school leaders regularly deal with crises in their day-to-day work. My dissertation also contributes to literature on leadership cognition by illuminating a critical cognitive mechanism - leadership attention - that likely undergirds how school leaders respond to crises.

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# 2021 PARTICIPANT ABSTRACTS

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LYNMARA COLÓN

OLD DOMINION UNIVERSITY

## **How School Leaders Make Sense of Grade Retention Policies of English Learners**

The purpose of this mixed methods study is to examine how school leaders develop and implement retention policy for the fastest growing student populations in the United States: English learners (ELs) (Rubio, 2014). I will conduct a survey of 62 elementary school principals in one large suburban school district in Virginia, bringing light to their beliefs and their understanding around grade retention policies and practices impacting English Learners. Preliminary analysis of the survey responses will be used to purposefully select a subsample of principals to engage in semi-structured interviews to more deeply explore how school leaders make sense of grade implementing retention policies for ELs. In particular, I will focus on if and how school leaders' personal characteristics and school context influence how they make sense of and implement retention policy for ELs.

JENNIFER COWHY

NORTHWESTERN UNIVERSITY

## **Examining the Role of Parents as Policy Actors Within Special Education**

All children have a "right" to education, regardless of disability, through the Individuals with Disabilities in Education Act (special education). This right requires consistent monitoring and enforcement; much of this work falls on parents and parents are differentially positioned to do this work. My dissertation investigates how parental engagement is a critical mechanism in how inequities are produced and maintained within special education. I explore this mechanism in three separate but related studies. Study 1 utilizes policy documents from the U.S. federal government and two urban school districts to examine how the responsibilities of schools and parents within special education have changed over time. Study 2 is an observation and interview study of two special education parent advocacy groups. Study 3 is an interview study of parents of students with disabilities from two urban school districts. This work contributes to a nascent body of research on special education policy implementation.



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# 2021 PARTICIPANT ABSTRACTS

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XIAOBIN DAI

BOWLING GREEN STATE UNIVERSITY

## **Exploration of After-Class Learning**

Based on the foreign language (FL) proficiency data obtained by three U.S. universities in the years 2014 through 2019, strategies and factors affecting foreign language proficiency will be extracted and analyzed with multiple regression and one-way multivariate analysis of covariance methods. The purpose of the current study is to investigate which outside-of-class learning strategies affect the FL proficiency score, and if the time that students spend on the learning strategies outside of class are different by gender. The findings of the present study will help institutions to design after class FL learning activities and FL proficiency preparation programs.

EUPHA JEANNE DARAMOLA

UNIVERSITY OF SOUTHERN CALIFORNIA

## **Crisis Management for Equity: A Critical Policy Analysis of Education Organizations' Responses to COVID-19**

Black and Latinx parents build power and influence K-12 educational systems through community organizing. However, a nascent research base documents the conditions that enable community organizations to influence school policy. Literature in organizational sociology suggests crises create an opportunity for community-based organizations to influence larger organizations. Drawing from this perspective and guided by concepts from organizational sociology, this dissertation explores if the COVID 19 pandemic creates an opportunity for community organizations to influence school district policy. Through an embedded case study of education policy design and implementation in a California city over the 2020-2021 school year, I examine the pandemic responses of a school district and a Black/Latinx community organization. I consider to what extent the school district's policies become more reflective of community perspectives over time. This dissertation offers a much-needed exploration of the relationship between environmental conditions and Black and Latinx parents' ability to influence education policy.

# 2021 PARTICIPANT ABSTRACTS

DAWN DEMPS

Arizona State University

## **Thy Rod and Thy Staff: Black Mothers Strategies to Repel and Respond to Patterns of Black Student Exclusion**

The education system in the United States has long fought against the true inclusion of Black children into educational spaces. In response to the country's contortion of approaches for the maintenance of Black educational exclusion, Black parents have had to guide, cover and encourage their children to navigate these barriers and dodge the pitfalls of educational removal. This critical ethnography seeks to investigate the ways that a grassroots community organizing group led by a cadre of Black natural and othermothers, known as the Aurora Coalition of Black Mothers (ACBM), galvanize to dismantle the institutional policies and practices that support the denial and removal of Black children from schools. Weaving together Critical Race Theory, BlackCrit, and Black Feminist Thought, this study seeks to understand the group's: 1) Motivations and strategies 2) The community's perception and reception of their efforts 3) Influence on educational policy.

JINGTONG DOU

UNIVERSITY OF SOUTH CAROLINA

## **Teachers Perceptions on Distributed Leadership, School Climate and Job Satisfactions**

In this study, the author argues that research most often focused how school principals approached distributed leadership, but few studies were examined on how teachers perceived the principals' distributive leadership, and the teachers' perceptions on how distributed leadership relates to their job satisfactions. The purpose of this study is to examine to the relationship between teachers' perceptions on school distributed leadership and teachers' job satisfaction. The study will conduct in two parts. First, the researcher will use the 2018 TALIS, a teaching and learning international survey from OECD, for a confirmatory factor analysis (CFA). CFA produced coefficients that demonstrate the extent of the relationship among the latent constructs. Following CFA analysis multivariate analysis of variance will be conducted to determine if perception of these constructs differed among teachers' satisfaction with the current work environment, and satisfaction with the profession. Second, the study will interview 12 rural teachers in the United States and 12 rural teachers in China, to deeply explore in what ways school leaders can support teachers' job. This study is important because it explores how much the principal distributed leadership direct or indirect effects on teachers' perceptions on job satisfaction. The findings will shed light on how teachers perceived distributed leadership is associated with their job satisfactions, and the similarities and differences between the perceptions on distributed leadership support for teachers job satisfaction between Chinese rural teachers and rural teachers in the United States.

# 2021 PARTICIPANT ABSTRACTS

GERALD DRYER

UNIVERSITY OF WISCONSIN—MADISON

## **What Matters in Personalized Learning: Survey Design to Measure Key Practices**

Personalized learning (PL) is a rapidly growing movement in PK-12 schooling (US Dept of Ed, 2017). Fueled by a convergence of technology, the standards movement and a drive for equity, the practices of PL are being increasingly adopted in schools and supported by policy (Gross et al, 2018). Despite this strong interest, PL is still broadly defined, with variations in implementation and underlying frameworks (Basham et al, 2016). Personalized learning lies at the intersection of academic rigor, educational technology and student agency and interest, and the practices of PL mediate between the needs of the school and the needs and interests of the student (Halverson et al, 2015). These characteristics complicate its study and evaluation (Zhang et al, 2020). My research focuses on building a survey instrument to measure the key practices of personalized learning across contexts. The BLINDED survey will provide data to characterize variations in the ways that PL is operationalized in schools. Deepened understanding of practices will allow for future understandings about outcomes, policies and leadership for scale.

KATHRYN DULANEY

PENNSYLVANIA STATE UNIVERSITY

## **Nice White School Boards: A Case Study Examination of Diversity Discourse and Equity Policies in Four Rural/Suburban, Appalachian School Districts in Pennsylvania**

This case study uses ethnographic methods to examine how individual school board members in four racially diverse rural/suburban school districts make sense of equity. I will specifically examine how school board members define equity and what characterizes the collective diversity discourse in monthly school board meetings. To investigate these topics, I will perform a critical discourse analysis on a year's worth of school board meetings, listening for how equity is implicated in what is (and isn't) said by board members. Then, I will conduct semi-structured interviews with 3-5 members of each school board to understand their perceptions of equity. Research shows that even in racially diverse communities, school boards are overwhelmingly made up of white men and to a lesser degree, white women. These school board members often profess strong commitments to equity, though their discussions are marked by color-blind racial discourse. My study seeks to further examine the impact these trends have on educational equity.

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# 2021 PARTICIPANT ABSTRACTS

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MAEGAN GRACE FORD

AUBURN UNIVERSITY

## **Relationships Between Self-Care, Racialized Stressors, and Leader Self-Efficacy Among Black School Leaders**

More than ever, the fight for equity has been felt by Black Americans, who have been disproportionately affected by systematic inequalities in healthcare and social justice (Millett et al., 2020; Edmondson et al., 2020). It is impossible to ignore the impact that these inequalities may present for school communities, especially school leaders. The purpose of the study is to investigate potential relationships between self-care and the leader self-efficacy of Black school leaders, who are leading through these external racialized and work-related stressors. The study seeks to answer the questions, 1) what are the self-reported racialized stressors for Black school leaders; 2) what are the self-care practices of Black school leaders; 3) what is the self-reported leader self-efficacy of Black school leaders; 4) to what extent does self-care correlate with leader self-efficacy?

SANDY FROST WALDRON

MICHIGAN STATE UNIVERSITY

## **Changing Social Constructions of Teachers in News Coverage of Teacher Strikes**

In the United States, both positive and negative social constructions of teachers exist. My work seeks to better understand how social constructions of teachers change during highly political events such as labor strikes. I apply Schneider and Ingram's (1993, 1997; Ingram & Schneider, 2005; Ingram, Schneider, & deLeon, 2007) theory of social constructions of target populations to identify characteristics of teachers and their context that impact how media portrays teachers during strikes. In particular, I consider how teachers can be agents in changing the constructions by associating with other, differently constructed target groups, specifically children (typically seen as deserving) and unions (typically seen as undeserving). In identifying constructions, I also consider how race, gender, and class identity impact constructions of target groups. I intend to expand on the theoretical understanding of how social constructions change and how constructions of teachers relate to policy outcomes.

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# 2021 PARTICIPANT ABSTRACTS

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KARIN GEGENHEIMER

VANDERBILT UNIVERSITY

## **Unpacking Principals' Written Evaluation Feedback Using Semi-Supervised Text Classification**

The past decade has seen a renewed focus on principal evaluation in education policy reforms, with an increased focus on feedback and developmental support. The majority of states now require observations and post-observation feedback conferences in their principal evaluation policies. However, we know very little about the feedback that principals receive from their formal, mandated evaluations. I take advantage of a robust statewide longitudinal data system that includes principals' written feedback text and statewide survey data, employing novel natural language processing techniques and multiple quantitative approaches to examine the nature and quality of principals' evaluation feedback and estimate its influence on principals' perceived utility of the evaluation system and job satisfaction. Findings from this study can inform discussions in policy and practice around improving feedback structures within formal evaluation systems. Results will also be instrumental in suggesting and developing policy interventions for principal supervisors aimed at developing their capacities to support principals through evaluation feedback.

WADE A. HANSE

GEORGIA STATE UNIVERSITY

## **Unlocking Cross-Divisional Sharing: A Multiple-Case Study of Vertical Collaboration in Independent Schools**

Recently, a small but promising body of literature highlighted the potential of cross-divisional collaboration in education. Unfortunately, these studies relied on resources outside the schools to assist sharing, leaving it unknown how schools support this form of collaboration under normal circumstances. With multiple divisions on the same campus, independent schools offer an opportunity to study cross-divisional collaboration in a more natural context. This research will conduct a multiple-case study of two highly collaborative independent schools to uncover how cross-divisional sharing can be supported. Data collection will involve interviews with formal and informal leaders, as well as document collection and a field note journal. The data will be analyzed using thematic analysis, and, after completing analyses of each site separately, a cross-case synthesis will be conducted. The findings of this study will begin to fill in the current gap in the literature and create a foundation of knowledge for future studies.

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# 2021 PARTICIPANT ABSTRACTS

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TRAVIS JACK

Texas State University

## **Navigating Identity and Persistence Through Mentoring: The Experiences of Black Male Teachers in White Schools**

Recent literature has revealed the lack of diversity that exists within the K-12 public education teaching workforce. This lack of diversity impacts the dynamics present in American schools. Researchers and policymakers have suggested a more diversified teaching workforce, with intentionality on attracting and retaining Black male teachers. Black male teachers are rarely found in White schools and the voices and personal experiences of Black males in White schools are often marginalized, like the voices and experiences of Black males in America. Through the lens of Black identity development theory and mentoring theory, this study utilizes a qualitative phenomenology approach to explore the lived experiences of Black male teachers who have engaged in teacher mentoring programs at White K-12 schools. The aim of this study is to inform the strategies used to attract and retain Black male teachers. Implications for future research will be presented at the conclusion of the study.

KATE KENNEDY

UNIVERSITY OF SOUTHERN CALIFORNIA

## **Caring School Systems in a Time of Crisis: An Institutional Analysis**

Care in education is a topic of critical importance as many struggle with the trauma associated with COVID-19. In addition to the stresses caused by COVID-19 closures, the social revolution following the tragic deaths of George Floyd and Breonna Taylor has caused many school leaders to interrogate how they might better work to create systems that are explicitly anti-racist and places of care for Black, Indigenous, and Students of Color. Yet much work on care focuses on the classroom level, with little research illuminating the ways in which school systems cultivate care and build socially-emotionally supportive environments for students and staff. My qualitative dissertation fills this void. I ask, how do school systems provide the conditions for care? I employ case study methodology, drawing on insights from sociology to interrogate the roles of agency and social structures in creating caring school systems.

# 2021 PARTICIPANT ABSTRACTS

JAMES LAMAR FOSTER

UNIVERSITY OF WASHINGTON

## **Critically Conscious School Leadership for Antiracist Social-Emotional Learning**

Social-emotional learning (SEL) has been critiqued for being anti-Black and a form of policing. In response, the Collaborative for Academic, Social, and Emotional Learning, the creators of SEL, came out with a new definition of SEL in 2020 that explicitly mentions equity, identity, community, and student agency. However, there are very few studies that examine how SEL is used to further equity, particularly racial and cultural equity, from a school leadership perspective. Through a mixed-methods approach, this study aims to first, understand how K-5 school leaders conceptualize and center minoritized students' racial and cultural identities when leading SEL initiatives and second, identify what state and district messages are associated with school leaders understanding of SEL for racial and cultural equity. This study is guided by sensemaking and critical theory, which I extend by creating a framework that conceptualizes the factors that influence leaders' sensemaking when leading SEL for racial justice.

LAWRENCE LOUIS

MICHIGAN STATE UNIVERSITY

## **Stories of Racially Literate Teachers: Reflections and Insights From Teachers Engaging Students in Racial Inequality Discourse**

Racial literacy is the capacity to recognize that racial inequality's social operations occur at micro and macro levels producing and reproducing harm. My dissertation study is concerned with the processes subsumed within racial literacy instructional practice. I conducted semi-structured interviews with 42 K-12 teachers intentionally discussing racial inequality with students. For analysis, I employed a racial literacy implementation framework which treats racial literacy instruction as a process. Viewed as a process, instructional practice was deconstructed into three component processes: pre-facilitation, actual facilitation and post-facilitation. Methodologically, I engaged dynamic narrative inquiry to clarify teacher choices, actions, and beliefs vis à vis racial literacy instructional practice. As a result, my study offers a collective story of racial literacy instruction through constitutive stories of teacher preparation, teacher facilitation, and teacher beliefs. Preliminary findings from this composite of teacher stories are presented as technologies of practical knowledge to improve teaching and learning.

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# 2021 PARTICIPANT ABSTRACTS

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XINYI MAO

UNIVERSITY OF MISSOURI

## **Together but Unequal: The School Life Experience of Migrant Students in China**

The increase in the global system of migration-both internationally and internally-has been evident over time. Echoing the global trend, China's internal migration has increased rapidly since the 1980s, along with the economic and social reforms. By 2019, migrant students, who moved from rural to urban areas, accounted for approximately a quarter of the school-aged children in urban regions. To provide an equal schooling opportunity for migrant students, China has expanded the free public school enrolment to all students since 2010. However, few studies have investigated migrant students' school life experience and how school-level factors related to migrant students' schooling experience. This study will use a well-established international survey of the OECD PISA 2018 to explore this issue. Findings from this study will have important implications for researchers, educators, and policymakers in China and other countries with a large number of internal migrants.

KERRY MCKEON

UNIVERSITY OF TEXAS AT SAN ANTONIO

## **Neoliberal Discourse and the U.S. Department of Education: Macro-Level Constructs of the Education Agenda (2017–2020)**

I will undertake a discourse analysis of public transcripts generated by the U.S. Department of Education (2017-2020) in order to unveil the ways that language constructs certain representations of the world which have implications for education policy. This study investigates how neoliberal reforms in U.S. public education are discursively promoted.



# 2021 PARTICIPANT ABSTRACTS

SHELBY MCNEILL

VANDERBILT UNIVERSITY

## Three Essays on School Finance

My three-paper dissertation broadly focuses on school finance, including both funding and spending. In the first paper, I will examine how increases in K-12 spending due to school finance reforms are funded by state legislatures. I will use state-level data on revenues and expenditures collected by the US Census Bureau and the synthetic control method to estimate causal effects. The second paper will identify whether characteristics of state environments (e.g. state policies, politics, demographics, etc.) are associated with states spending more (or less) funding on disadvantaged students compared to advantaged students. I will use a panel dataset of district finance data and both quantitative and qualitative methods to identify possible determinants of changes in state-level education spending progressivity. My third paper will utilize district-level finance data from the state of Oregon to examine issues of equity in funding between districts.

JOEL MILLER

UNIVERSITY OF MARYLAND, COLLEGE PARK

## Space, Justice, and Special Education: Vaughn G. and the Geography of Special Education Law

The purpose of this study is twofold. It examines the impacts of the federal class action lawsuit *Vaughn G. v. Mayor and City Council of Baltimore* on special education services in Baltimore, Maryland and beyond. It also interprets the impacts of this judicial episode through a critical geographic lens. Specifically, this project examines how schooling spaces are constructed for disabled students through formal channels, like court hearings, as well as through informal actions, like protests and student activism. Special education is thoroughly investigated for its “paradoxical” qualities experienced in school, but theoretical framing is typically absent from analyses of special education litigation. This analysis assembles three threads of scholarship in novel conversation: spatial theory, historical and contemporary special education policy, and activism. As such, it illuminates the social construction of educational spaces through an underexplored chapter of special education’s judicial record-- *Vaughn G.* --by interpreting a host of data associated with the case through the lens of “spatial justice” (Soja, 2010). As a result, this analysis yields means of applying formal outcomes to informal justice-seeking efforts. Courts are meant to ensure justice, but cases often reinforce or fail to address spatial imaginaries of ability, in which students with disabilities are minimized or silenced in favor of generalized and medical terminology. Investigated through a spatial lens, court records offer ways of “seeing” how school spaces are constructed and provide implications for students--and their allies--to advocate for their right to the school.

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# 2021 PARTICIPANT ABSTRACTS

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DANIEL MORAGUEZ

UNIVERSITY OF VIRGINIA

## **Equity-Focused Leadership & Principal Preparation: Novice Leader Perspectives on Capacity to Lead for Justice, Equity, Diversity, and Inclusion**

As urgency grows for equity and social justice-minded school leaders, understanding novice leaders' capacity to practice leadership for justice, equity, diversity, and inclusion is increasingly important. Through an explanatory sequential mixed methods design, this study hopes to render a snapshot of the preparation novice leaders receive around equity-focused leadership, understand novice leaders' perspectives about their capacity to practice equity-focused leadership, and to identify gaps between actual preparation received and preparation needed for success as an equity-focused school leader. Anticipated findings will serve to capture the pedagogical landscape regarding social justice competencies from an essential perspective and to establish a knowledge base to drive future research, as well as to inform the construction of an "ideal" preparation of aspiring leaders.

ANA MORRÓN

RUTGERS UNIVERSITY

## **"To Look for a Better Life": Examining the Perspectives of Latina/o Undocumented Youth on Their Higher Education and Employment Aspirations**

The purpose of this qualitative research project is to understand the impact of legality in shaping the attitudes and decision-making behaviors of undocumented Latina/o youth (along with their parents) towards higher education and employment. As Gonzalez (2016) argues in "Lives in Limbo," illegality is a master status that has exceptional influence on shaping a person's life. For undocumented youth of the "1.5 generation," they are in a unique kind of liminal "in-between" space, neither legal nor completely "illegal." (Menjivar, 2006) How then does their lack of status (and the social, political, and economic barriers that they face) shape their sense of what is possible and the choices that they make? At the same time, this project argues that the perspectives of undocumented Latina/o youth are best understood in the context of family rather than as individuals, since the concept of familia is a very important one in this culture.

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# 2021 PARTICIPANT ABSTRACTS

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MARIAMA N. NAGBE

UNIVERSITY OF TEXAS AT AUSTIN

## **Rules to the Game: (Black) Doctoral Socialization at U.S. Historically White Institutions**

Derived from an endarkened feminist epistemology, conceptual framework of racialized organizational socialization from the post-emancipation era, my proposed dissertation study will use social network analyses alongside critical narrative methodologies to investigate the (un)written rules and racialized organizational context of doctoral socialization. I will center the vantage point of Black Ph.D. and Ed.D. students enrolled in education-focused programs and departments-which I situate as organizational entities-at top-tier historically white institutions across every region of the United States. Ultimately, my objectives for this study are two-fold: 1) to observe the explicit and implicit ways Black doctoral students are socialized to learn and adopt the (un)written rules expected for them to oblige as students, emerging scholars, and future leaders in their career fields; and 2) to understand the enforcement of those (un)written rules and racialized socialization processes through organizational rewards and penalties as mechanisms for compliance.

PORTIA NEWMAN

VIRGINIA COMMONWEALTH UNIVERSITY

## **Exploring the Influence of Gender, Race and Sociocultural Assets on Black Women's Leadership Skills and Practice**

To understand the leadership identity of Black women, and perhaps help to explain the underrepresentation of Black women in formal leadership, means to examine the influence and impact of gender, race, and culture. On leadership behavior. The literature on Black women leaders, where it exists, focuses on the barriers to Black women becoming leaders or being fully empowered when in leadership positions. There is very little published research on Black women leaders in different sectors, and how the intersection of race, gender and socio-cultural assets influence their leadership skills and practice. Relatedly, there is little researched or written about the value of having Black women in leadership roles and how their practices impact organizational culture and productivity. The purpose of the study is to explore how senior-level cross-sector Black women describe the influence of race, gender, and socio-cultural assets on their leadership skills and practice.

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# 2021 PARTICIPANT ABSTRACTS

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MITCHELL PARRY

VIRGINIA COMMONWEALTH UNIVERSITY

## **The Impact of Local Family Life Education Policy on the Lives of LGBTQ+ Students**

Virginia Department of Education (VDOE) guidelines require school districts to emphasize abstinence when providing the sexuality education component of Family Life Education (FLE), a state program designed to teach students about relationships. Local school districts are given the flexibility to include or exclude other content areas concerning sexuality and reproduction in their FLE programs, however the policies and curricular content are not made publicly available. Research demonstrates that abstinence-only sex education is particularly harmful for LGBTQ+ adolescents because of misinformation and heteronormativity in curricular content and its marginalizing stance towards sexual minority identities. Utilizing a qualitative mixed-methods design, this study will document, analyze, and center the experiences of LGBTQ+ adolescents in Virginia high schools to understand how their district's Family Life Education program (FLE) impacted their lives. Student descriptions of their experiences will be located within their district's FLE policy and curricula.

MARK PIERCE

SOUTHERN METHODIST UNIVERSITY

## **How Schools, Shelters, and Service Providers Support Students Experiencing Homelessness During the COVID-19 Pandemic**

The COVID-19 pandemic has forced districts to flip their traditional instructional programming from in person to distance and hybrid learning. The World Economic Forum (2020) noted that many educators were concerned that the unplanned move would result in a poor user experience. It also noted that this could lead to a new hybrid model of education that could offer significant benefits to twenty first century learners. Innovations in the use of connective technology need to be considered in the integration of distance learning at all levels of education, while expanding their use in equitable ways for students who have been traditionally marginalized. This study will be an embedded case study of a conurbated metroplex that will analyze the effectiveness of distance for students experiencing high mobility and homelessness through the lens Social Capital theory and Mario Smalls (2009) theory of Organizational Capital using up to 50 semi-structured interviews with parents, shelter personnel, district staff, and service providers and collected artifacts. COVID-19 provides a unique opportunity to ascertain how the future of distance learning can define a best practices model for creating an equitable educational community that enables all twenty first century learners to participate.

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# 2021 PARTICIPANT ABSTRACTS

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VANESSA RODRIGUEZ

SETON HALL UNIVERSITY

## **Physical Activity Education Policies Associated With Academic Achievement Among U.S. Middle School Students**

This paper explores the association between physical education policies and academic achievement. The following questions concerning physical education and academic achievement are examined: 1) Does the change in physical education policies predict eighth grade current mean reading performance in U.S. states? 2) Does the change in physical education policies predict current mean eighth grade math performance in U.S. states? Standardized eighth grade math and reading test results across U.S. states will be examined alongside physical education policies by using a fixed effects panel data analysis. The results of this study can add to the literature of evidence-based policy development and implementation in physical education and academic achievement.

Jennifer Saboda

University at Buffalo

## **Women in the Superintendency: Why She Stays**

Despite key improvements to sociopolitical status since the early 1900s, women remain underrepresented in the superintendency. Demands for educators, “to work 24/7 may have disproportionate effects on women who, because of gendered divisions of labor, may have to care for children or family members in the home” (Jabbar, Sun, Lemke, & Germain, 2018, p. 780). Guided by Joan Acker’s (1990) original gendering organizational theory, the purpose of this proposed study is to understand how various career and personal supports affect current female superintendents with the aim of helping to ameliorate longstanding gendered disproportionality for women in this profession. In doing so, I aim to offer new understanding regarding why women stay in the superintendency, while also bringing thoughtful attention and appreciation to how these women succeed in a male dominated field.

# 2021 PARTICIPANT ABSTRACTS

JASON SALTMARSH

UNIVERSITY OF MARYLAND, COLLEGE PARK

## **Amplifying School Choice? How Parents Obtain Information and Decision-Making Assistance Regarding School Selection**

Scholars recognize that while choice programs increase options for children's schooling they do not ensure that parents are equally informed or inclined to navigate laborious choice processes. Economists have demonstrated that information interventions, which equip families with school achievement data, mitigate information disparities among parents, leading greater numbers of parents to choose higher-performing schools. Sociologists have demonstrated that offering decision-making assistance also increases the likelihood that parents will choose higher-rated schools. However, scholars and policymakers have not yet determined which forms of information, assistance, or collaboration parents value as they choose a school. My dissertation investigates sources of information and assistance that parents utilize while managing school choice. Rather than relying on abstract assumptions about "markets," my research examines parent perspectives through theories of social and cultural capital, generating new insight into the impact of school and district personnel, peer networks, and market-generated navigator services on families' school decisions.

TONIS SAZOS

FREDERICK UNIVERSITY OF CYPRUS

## **Quality Management and Leadership Styles in School Organisations: The Case of Cyprus Primary Schools**

Quality Management (QM) and Leadership have been the subject of research around the world in various organizations, including educational organizations. Many studies support the positive impact the implementation of QM on the educational organization, as well as the crucial role that leadership has in the implementation and maintenance of QM in an organization. However, the international research in education focused on the above topics mainly on secondary and tertiary education, ignoring the primary education sector. This particular quantitative study contributes to the limited research in primary education sector by investigating the relation between the concept of QM together with school principals' leadership styles in primary schools in Cyprus.

# 2021 PARTICIPANT ABSTRACTS

AMY SCHWARTZ

UNIVERSITY OF DENVER

## **Shaping the Path Towards Adequacy, Equity and Sustainability: A Critical Policy Analysis of Colorado's School Finance System**

After The Great Recession, a seven percent decrease in funding ended decades of academic growth and further widened the achievement gap between White and Black students (Jackson et al., 2020). Colorado's school finance system is particularly distorted and inequitable because of a series of tax limiting policies which combined have led the state to one of the lowest funded per pupil states in the country (Resnick et. al., 2015). The purpose of this study is to explore opportunities for improving Colorado's school finance system, within the context of two pandemics, with the goal of improving equity, adequacy and sustainability. This Critical Policy Analysis (CPA) will use Youth Participatory Action Research (YPAR) as the methodology. By including student voice and simultaneously involving students in uncovering the unequal systems and structures that inhibit their educational opportunities, YPAR will inherently be a "vehicle" for CPA (Welton, 2011, p.1).

NATHANIEL D. STEWART

OHIO STATE UNIVERSITY

## **The Convergence of BIPOC Teachers' Pedagogical and Political Activism: Imagining Educational Policy Through Exchanging Stories of Resistance and Thrival**

In this dissertation, Black, brown, and Indigenous teacher activists and I shift the fulcrum of teacher's dual political and pedagogical activism to the dynamic experiences of Black, Indigenous and other people of color. I examine central research question: How do Black, Indigenous, and other people of color (BIPOC), who are K-12 teacher activists, theorize the dynamic interaction between pedagogical and political activism? Using critical approaches to educational policy studies and constructivist grounded theory, teacher activists and I participate in one-on-one interviews and co-led focus groups where we place our perspectives, understandings, and knowledges in conversation with each other, our ancestors, and other BIPOC teachers. From rich data, feedback from study participants, convergent perspectives, conceptual memos, and final codes, an empirically supported theory of teacher activism emerges. This study contributes to educational policy studies by describing the intersections of political and pedagogical activism, challenging oppressive dominant educational policy structures, and centering relational methodologies that fuel mass movements for justice.

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# 2021 PARTICIPANT ABSTRACTS

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HENEDINA TAVARES

UNIVERSITY OF WASHINGTON

## **Towards a New Re-making: Learning and Leading With Latinx (Im)migrant Farmworker Families During a Pandemic**

This study will employ a participatory action research approach to understand how school leaders in a farming district can learn and lead with Latinx (im)migrant farmworker families to create educational change during a pandemic. Specifically, this study seeks to understand how teachers, systems leaders, and Latinx (im)migrant families can work collectively to create equitable changes to the district's newly adopted hybrid learning model. Drawing on Cultural Historical Activity Theory (CHAT) and Community Cultural Wealth (CCW) as theoretical models, this research will center changemaking from the priorities of Latinx (im)migrant farmworker families. Virtual pláticas will be used to hold space for co-learning, theorizing, reflecting, and generating new practices. During an emerging time of remaking, this study seeks to re-envision traditional school-family relations towards leading and learning with subaltern families.

MIN WANG

FLORIDA STATE UNIVERSITY

## **“Walk Out” or “Stay Stuck”: Education and Social Mobility of a Rural Village Cohort in China**

In my dissertation, I will use a case study approach to explore the educational experiences and social mobility status of a cohort that started first grade at a rural village primary school in central China in 1997. This study will use the voices, lens, and perspectives of rural residents to explore the status quo and reality of rural education, the meaning of education to rural residents, and how intergenerational mobility/immobility is perceived and experienced by rural residents. Data collection consists of a survey study and two rounds of semi-structured interviews. The survey questionnaire collects demographic information of the participants. Interviews will focus on exploring the participants' educational experiences, the decision-making process of major educational decisions and choices, how the participants understand and interpret the concept of social mobility and the role their education plays in shaping their social mobility status and process, and their beliefs and values towards education.



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# 2021 PARTICIPANT ABSTRACTS

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THU YA AUNG

TEXAS STATE UNIVERSITY

## **Relation Between Policymakers and Policy Actors in Myanmar's Education**

Myanmar has been undertaking education reforms since 2012. Tensions have arisen between central level policymakers and teachers' union leaders regarding the implementation of some reforms. While this give-and-take between policymakers and teacher activists has been reported somewhat in the news media, the academic literature on these developments is scarce. This study aims to explore the motivating factors behind these tensions and to conduct a critical analysis of the power dynamic between policymakers and policy actors during the reform process. I will use a framework based on theories of policy borrowing, policy analysis, and critical policy sociology to analyze the trajectory of the policy process. I will use a critical qualitative study approach undergirded by critical realism and conduct document analysis, discourse analysis, and in-depth interviews. I aim to contribute to the literature on Myanmar's education and broader policy analysis and provide some insights for different stakeholders from the policy process.

JEREMY ZILMER

BOWLING GREEN STATE UNIVERSITY

## **Navigating Moral and Ethical Implications of Title IX Compliance**

The purpose of this qualitative study is to explore the ethical and moral implications for higher education administrators as they navigate minimum expectations regarding compliance with federal and state laws and regulations from Title IX of the Education Amendments Act of 1972. There is currently limited research available focusing on the experiences of campus administrators' task with Title IX compliance and with conducting Title IX investigations. This research will explore how campus administrators balance compliance for these laws and regulations while also making decisions that consider institutional climate as well as caring for all students. Effectively, this study will attempt to explore how administrators balance what is minimally required with doing the right thing.

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# NOTES

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