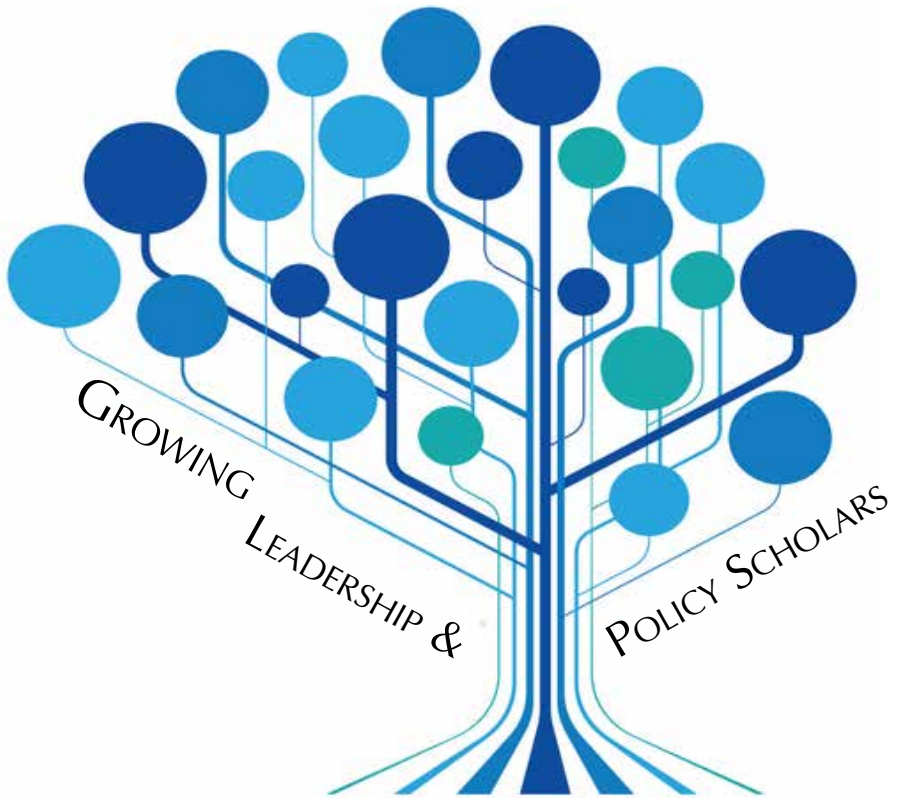


David L. Clark

National Graduate Student Research Seminar in
Educational Administration & Policy Research

San Diego, California • April 20, 2022



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LEVEL 4 GRAND BALLROOM SALON AB
675 L St., San Diego, CA 92101

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ALUMNI OF DAVID L. CLARK SEMINAR AND GENEROUS CONTRIBUTORS

INTRODUCTION & 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), 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.

SEMINAR AGENDA

WEDNESDAY APRIL 20, 2022

All times are Pacific Daylight

7:30–8:00 am **Breakfast**

8:00–8:50 am **Welcome/Overview/Icebreaker**

Featuring Mónica Byrne-Jiménez, Michigan State University/UCEA
Mariama N. Nagbe, UCEA

9:00–11:00 am **Small Group Presentations/Mentorship Feedback**

See Feedback Protocol

1. Converging and Diverging Pathways From High School to Higher Education
2. Disrupting the Culture of Policing in Education
3. Districts, Higher Education, and Mental Health as Interconnected Systems
4. Examining Educational Change Through the Lens of Critical Whiteness
5. Mixing Methods to Examine Educational Outcomes
6. Multifaceted Understanding of Teachers' Lived Experiences
7. Multiple Meanings of Home in Students' Learning Environments
8. Relationship-Building Among Self, Students, and Space
9. Shifting Racialized and Gendered Norms in Educational Leadership
10. The Complexity of Educational Leadership and Policy

Feedback Protocol

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

**11:00 am –
12:00 pm**

**Panel 1: Contemporary Issues on Critical Work
in Education**

Featuring Gerardo R. López, Michigan State University
Irene Yoon, University of Utah
Joseph Flessa, University of Toronto
Mariama N. Nagbe, UCEA

SEMINAR AGENDA

WEDNESDAY APRIL 20, 2022

All times are Pacific Daylight

- 12:00–1:00 pm** **Lunch**
- 1:00–2:00 pm** **Small Group Mentorship Debrief/Feedback**
- 2:00–3:00 pm** **Panel 2: How COVID Changed Higher Education**
Featuring Julian Vasquez Heilig, University of Kentucky
Mariela Rodríguez, University of Texas at San Antonio
Matthew Militello, East Carolina University
- 3:00–4:30 pm** **Rotating Roundtables: Special Topics**
- Building Relationships, Networks, and Collaborations**
Facilitators: Juan Manuel Niño, University of Texas at San Antonio
Shelby Cosner, University of Illinois, Chicago
- Funding and Formulating Your Research Agenda**
Facilitators: Betty Malen, University of Maryland, College Park
Gerardo R. López, Michigan State University
Joseph Flessa, University of Toronto
- Career Trajectories and Preparation for the Job Market**
Facilitators: Irene Yoon, University of Utah
Cristóbal Rodríguez, Arizona State University
Matthew Militello, East Carolina University
- The World of Publishing**
Facilitators: Alex Bowers, Teacher's College, Columbia University
Julian Vasquez Heilig, University of Kentucky
Mariela Rodríguez, University of Texas at San Antonio
- Research as Advocacy**
Facilitators: Catherine O'Brien, Gallaudet University
David DeMatthews, University of Texas at Austin
Ellen Goldring, Vanderbilt University
- 4:30–5:00 pm** **Closing and Group Photo**
- 6:00–8:00 pm** **Joint Clark/Jackson Scholars Reception**
(Optional)

STUDENT PARTICIPANTS

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DISTINGUISHED SEMINAR FACULTY

Alex Bowers	Teachers College, Columbia University Bowers@tc.edu
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SEMINAR PLANNING COMMITTEE

Mariela Rodríguez	University of Texas at San Antonio/AERA Division A
Janelle Scott	University of California, Berkeley/AERA Division L
Mónica Byrne-Jiménez	UCEA Executive Director
Mariama N. Nagbe	UCEA Postdoctoral Research Associate
Karl Gildner	UCEA Project and Events Manager
Ruth Norris	UCEA Office Coordinator
Chris Torres	Michigan State University
Christine Thelen-Creps	UCEA Policy and Outreach Coordinator
Lawrence Louis	UCEA Graduate Assistant
Yi-Chih Chiang	UCEA Graduate Assistant

Mark Your Calendars for AERA Events!

Division A Business Meeting:

Friday April 22, 6:00–7:30 pm PDT

Hyatt Manchester Grand: 1 Market Pl, San Diego 92101

2nd Level, Harbor Tower, Harbor Ballroom G

Division A, Division L, UCEA, &

SAGE Joint Reception

Friday, April 22, 7:30–9:00 pm

Hyatt Manchester Grand, Lobby Level, Marina Terrace

Division L Business Meeting:

Saturday April 23, 6:00–7:30 pm

Hyatt Manchester Grand, 2nd Level, Harbor Tower, Harbor Ballroom A

LTEL SIG Business Meeting:

Saturday April 23, 6:00–7:30 pm

Hyatt Manchester Grand, Harbor Ballroom E

LSJ SIG Business Meeting:

Sun. April 24, 6:00–7:30 pm

Marriott Grand, Ballroom 12

SEMINAR FACULTY BIOGRAPHIES



ALEX BOWERS

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Alex J. Bowers is a professor of Education Leadership at Teachers College, Columbia University, where he works to help school leaders use the data that they already collect in schools in more effective ways to help direct the limited resources of schools and districts to specific student needs. His research focuses on the intersection of effective school and district leadership, organization and HR, data-driven decision-making, student grades and test scores, student persistence, and dropouts. His work also considers the influence of school finance, facilities, and technology on student achievement. Professor Bowers studies these domains through the application of data science and big data analytics, such as data visualization analytics, multilevel and growth mixture modeling, and cluster analysis heatmap data dashboards. He earned his PhD in K12 Educational Administration from Michigan State University. Previous to teaching and education research, he spent a decade as a cancer researcher in the biotechnology industry, with an MS in Biochemistry, Microbiology and Molecular Biology and a BS in Biochemistry.



MÓNICA BYRNE-JIMÉNEZ

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. She has an EdD from Teachers College, Columbia University.

SEMINAR FACULTY BIOGRAPHIES



SHELBY COSNER
UNIVERSITY OF ILLINOIS, CHICAGO

Shelby Cosner is a professor of Educational Organization and Leadership in the Department of Educational Policy Studies. She is also the Director of the University of Illinois, Chicago, Center for Urban Education Leadership. Her research interests include organizational change, school reform and improvement, leadership for school improvement, principal preparation/development/evaluation, and principal preparation program improvement. Cosner is an expert on the preparation and development of educational leaders and on the continuous improvement and evaluation of preparation/development programs for educational leaders. She has a PhD from the University of Wisconsin–Madison.



DAVID DEMATTHEWS
UNIVERSITY OF TEXAS AT AUSTIN

David DeMatthews is an associate professor in the Department of Educational Leadership and Policy at the University of Texas at Austin. He is the Joe R. and Teresa Lozano Long Endowed Faculty Fellow and holds a courtesy appointment in the Department of Special Education. Previously, DeMatthews was an assistant professor at the University of Texas at El Paso. He began his career in education working as a teacher, campus leader, and district administrator in Baltimore City Public Schools and the District of Columbia Public Schools. Dr. DeMatthews' research focuses on equitable and inclusive school improvement, with an emphasis on leadership and policy. More specifically, he aims to understand how districts and schools create equitable and inclusive schools at the intersections of race, social class, language, and other markers of identity. Given the importance of stable school leadership to school improvement processes, he has also cultivated a stream of research focused on principal career pathways, job-related stress and burnout, and turnover. He has a PhD from the University of Maryland, College Park.

SEMINAR FACULTY BIOGRAPHIES



SUSAN FAIRCLOTH
COLORADO STATE UNIVERSITY

Dr. 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 is a graduate of the American Indian Leadership Program at the Pennsylvania 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 is the editor of *Oxford Bibliographies in Education* and senior associate editor of the *American Journal of Education*. She is chair of the Technical Review Panel for the National Indian Education Study conducted by the National Center for Education Statistics in collaboration with the Office of Indian Education and the Educational Testing Service. She is former vice president of Division A of the American Educational Research Association. Dr. Faircloth 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, research fellow with the American Indian/Alaska Native Head Start Research Center at the University of Colorado Denver, and a William C. Friday Fellow for Human Relations. She has a PhD from Pennsylvania State University.



JOSEPH FLESSA
UNIVERSITY OF TORONTO

Joseph Flessa is professor and coordinator of Educational Leadership and Policy at the Ontario Institute for Studies in Education (OISE) of the University of Toronto. His recent work examines school-level leadership in comparative context. He is the 2021 recipient of the Distinguished Contributions to Teaching award at OISE and co-edits the journal *Leadership and Policy in Schools*. He was a 2003 Clark Scholar. He has a PhD from the University of California, Berkeley.

SEMINAR FACULTY BIOGRAPHIES



ELLEN GOLDRING
VANDERBILT UNIVERSITY

Ellen Goldring is the Patricia and Rodes Hart Professor of Education Policy and Leadership and Executive Associate Dean of Peabody College, Vanderbilt University. Her research focuses on education policy and school improvement, with emphases on school and district leadership. A fellow of the American Educational Research Association, she is the recipient of the University Council for Educational Administration's Roald F. Campbell Lifetime

Achievement Award. She currently serves as the editor-in-chief of the *American Educational Research Journal*. The primary theme of Dr. Goldring's contributions is her concern with school district reform and preparing and supporting educational leaders in complex policy environments. She is a coauthor of a recent study, funded by The Wallace Foundation, [*The Role of Assistant Principals: Evidence and Insights for Advancing School Leadership*](#). Dr Goldring has expertise in developing instruments to measure school leadership, such as the [*Vanderbilt Assessment of Leadership in Education*](#). She has a PhD from the University of Chicago.



GERARDO R. LÓPEZ
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, as well as numerous ad-hoc committees within the American Educational Research Association and the American Association of Colleges for Teacher Education. He has also served as an expert witness in federal civil rights cases involving English language learners and newcomer/undocumented Latino students. He has a PhD from the University of Texas at Austin.

SEMINAR FACULTY BIOGRAPHIES



BETTY MALEN

UNIVERSITY OF MARYLAND, COLLEGE PARK

Betty Malen is a professor of education policy and Distinguished Scholar Teacher at the University of Maryland. A former school administrator, she has held professorial positions at the University of Utah and the University of Washington. Her research brings the discipline of political science to the examination of education problems, primarily though case study designs and qualitative research. She has analyzed the political determinants and the substantive effects of decentralized decision-making; initiatives designed to professionalize teaching; school reconstitution; weighted student funding; pay-for-performance programs; and the impact of high-stakes accountability policies on school capacity and on recent shifts in the distribution of power within and across federal, state, and local units of the education system. She has published articles and chapters, coauthored one book, coedited two books, served on the editorial boards of major journals, and held leadership positions in national organizations. She has earned awards for her scholarship, teaching, and mentoring and has invested in the development of collaborative, field-based research partnerships that enable faculty and graduate students interested in education reform to conduct research relevant to school systems, policy makers and academic audiences. She received her PhD from the University of Minnesota.



MATTHEW MILITELLO

EAST CAROLINA UNIVERSITY

Dr. Militello is the Wells Fargo Distinguished Professor in Educational Leadership at East Carolina University. He has held academic positions at the University of Massachusetts and North Carolina State University. Prior to his academic career, Dr. Militello was a public middle and high school teacher and principal in Michigan. He has more than 60 publications, including six books. *Reframing Community*

Partnerships in Education: Uniting the Power of Place and Wisdom of People (2015, Routledge) is the basis for the Community Learning Exchange work he conducts with educators and community members. Dr. Militello is currently the principal investigator on grants from the National Science Foundation and a \$6.6 million U.S. Department of Education SEED grant. He is the founding director of East Carolina University's International Educational Doctorate. Militello was a David L. Clark Scholar (2003-04) during his PhD program at Michigan State University.

SEMINAR FACULTY BIOGRAPHIES



JUAN MANUEL NIÑO
UNIVERSITY OF TEXAS AT SAN ANTONIO

Juan Manuel Niño is an associate professor at the University of Texas at San Antonio in the Department of Educational Leadership and Policy Studies and co-coordinator of the Urban School Leaders Collaborative programs. His experiences as a scholar-practitioner are closely supported by a philosophy of preparing aspiring school leaders for social justice. Dr. Niño's research takes a critical perspective on the practice of education and leadership in multiple contexts; addresses issues of access, equity, and excellence

in education for diverse communities; and explores the Latin@ experiences that influence identity and advocacy. He has a PhD from Texas State University, San Marcos.



CATHERINE A. O'BRIEN
GALLAUDET UNIVERSITY

Catherine A. O'Brien is an Associate Professor of Educational Leadership at Gallaudet University. Her research focuses on language, school culture, culturally relevant leadership, school reform and social justice, deaf culture and schooling, and the improvement of educational outcomes for deaf children. Dr. O'Brien's work experiences and achievements include 14 years as a high school teacher,

assistant principal, and coach. In 2004, she was named Teacher of the Year by both the St. Louis Public School System and the St. Louis Rams Association. She also excelled as a coach leading her teams to star in eight consecutive state championship games. She has a PhD from the University of Missouri.

SEMINAR FACULTY BIOGRAPHIES



RODOLFO RINCONES
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. He has a PhD from New Mexico State University.



CRISTÓBAL RODRIGUEZ
ARIZONA STATE UNIVERSITY

Cristóbal Rodríguez is the Associate Dean of Equity, Inclusion and Community Engagement and associate professor of Educational Leadership and Policy studies at Arizona State University. His research, teaching and service advocates for equity and access across the P-20 pipeline for dual language learners, Black, Latino, and Indigenous communities, families, and children. Dr. Rodríguez was elected to a 3-year term to the Executive Committee of the University Council for Educational

Administration (UCEA) in 2019 and serves on the Specialized Professional Association (Program Review Audit Committee with the National Policy Board for Educational Administration (NPBEA) as part of the Council for the Accreditation of Educator Preparation. He was recently appointed to the Board of Directors for the American Association for Hispanics in Higher Education. He has a PhD from the University of Texas at Austin.

SEMINAR FACULTY BIOGRAPHIES



MARIELA RODRÍGUEZ
UNIVERSITY OF TEXAS AT SAN ANTONIO

Mariela A. Rodríguez, PhD, 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 coedited books, book chapters, and peer-reviewed journal articles.

At the national level, Dr. Rodríguez is Vice President of AERA Division A. She is a past-president of the University Council for Educational Administration (UCEA). In 2021, Dr. Rodríguez received the UCEA Jay D. Scribner Mentoring Award in recognition of her dedication to mentoring graduate students and emerging scholars. She has a PhD from New Mexico State University.



JULIAN VASQUEZ HEILIG
UNIVERSITY OF KENTUCKY

Dean Julian Vasquez Heilig leads nearly 3,000 students, staff, and faculty as dean of the University of Kentucky College of Education. His research and practice has been primarily focused on K-12 education curriculum, policy, and leadership that impacts equity and innovation. He has authored more than 70 publications and spoken at hundreds of events— including more than 30 universities

and seven countries. Dean Vasquez Heilig has conveyed invited testimony in state and national legislative bodies. He has also served as a volunteer education policy advisor and provided input for presidential and gubernatorial campaigns. He has volunteered expertise and served in advisory roles for higher education, government, schools, foundations, civil rights organizations, and community advocacy nonprofits. He was appointed by Governor Andy Beshear and senate-confirmed to the Kentucky Educational Professional Standards Board in 2020. He also serves on the Executive Committee and as Education Co-Chair for the Kentucky NAACP. Dean Vasquez Heilig received his PhD in Educational Administration and Policy Analysis and a master's degree in Sociology from Stanford University. He also earned a master's in Higher Education and a bachelor's degree in History and Psychology from the University of Michigan.

SEMINAR FACULTY BIOGRAPHIES



SARAH WOULFIN
UNIVERSITY OF TEXAS AT AUSTIN

Sarah Woulfin is an associate professor in the Department of Educational Leadership and Policy at the University of Texas at Austin. She studies the relationship between education policy and equitable instruction. Much of her work draws on the research–practice partnership approach to formulate relevant questions, engage with practitioners in substantive ways, and transform practice. Using lenses of organizational sociology and qualitative methods, Dr. Woulfin investigates

pressing issues of district and school reform, including how to strengthen instructional coaching and develop the capacity of special education teachers. Her research illuminates how infrastructure and leadership shape reform efforts as well as equitable improvement. Dr. Woulfin is a coeditor of *Educational Researcher*. Additionally, she serves on the UCEA Executive Committee. Dr. Woulfin’s work has been published in *American Journal of Education*, *Educational Administration Quarterly*, *Educational Evaluation and Policy Analysis*, and *Teaching and Teacher Education*. She has a PhD from the University of California, Berkeley.



IRENE YOON
UNIVERSITY OF UTAH

Irene H. Yoon is an associate professor in the department of Educational Leadership & Policy in the College of Education at the University of Utah. Starting from the point of radical love and critical hope, her research is concerned with leadership and teaching in humanizing school organizations that contribute to equity, justice, and empowering learning environments for teachers and young people. She engages in research that is geared toward recognizing and dismantling oppression in

schools, and imagining and building better systems around and for marginalized students. In particular, she is interested in intersecting identities of race, class, gender, and disability, in both teacher learning and schoolwide cultural practices and structures. Her research utilizes critical and poststructural theories alongside sociocultural theories of learning and development. She has a PhD from the University of Washington.

CLARK DISCUSSION GROUP 1

Group 1: Converging and Diverging Pathways From High School to Higher Education

FACULTY: GERARDO R. LÓPEZ

MICHIGAN STATE UNIVERSITY

Exploring the Possible Selves of Chicana/Latina Girls at Continuation High Schools: A Life Course Theory Perspective

MARITZA SALAZAR

UNIVERSITY OF SOUTHERN CALIFORNIA

In the 2017-2018 academic school year, the California Department of Education reported that there were over 400 continuation high schools. These alternative education environments provide specialized instruction and small learning environments for students who have been removed from traditional high schools. However, these alternative education environments have been conceptualized as spaces rife with carceral logics, surveillance, and hyper-criminalization. This study will employ the theories of possible selves and life course to explore how the goals, motives, and fears of Chicanas/Latinas in continuation high schools evolve throughout their adolescence and shape their postsecondary trajectories. Through multiple in-depth semistructured individual interviews and observations, this longitudinal study seeks to understand how transfer to a continuation high school impacts the postsecondary aspirations of Chicanas/Latinas. Additionally, I ask how the social and organizational structures of a continuation high school prepare or thwart young Latinas and Chicanas for postsecondary success. This work contributes to the emerging body of literature on postsecondary success for continuation high school students and holds significant implications for critical reflections about how continuation high schools operate as organizational contexts.

Leading to College: High School Principals and EL Students' College Readiness

BITA RAZAVI-MALEKI

UNIVERSITY OF TEXAS AT AUSTIN

Understanding the impact of policy on English learner (EL) high school students can lead to creating plans and programs that better prepare EL students for life after high school. Principals can play an important role by prioritizing college readiness for EL students. This will lead to identifying best practices for improving programs for EL students' college readiness in schools. The purpose of my study is to research high school principals' understanding of college-readiness policies and how they implement policies to advance their EL student population's college readiness.

CLARK DISCUSSION GROUP 1

The Effects of Individual Characteristics on Student Achievement Trajectories in Ontario

FATEMEH AMELI

UNIVERSITY OF TORONTO

Disparities in student achievement is a vital educational policy issue in Canada. These disparities emerge in children's primary grades and form 'achievement trajectories' as they progress through school. Effective interventions require firm understandings of how these trajectories emerge, but Canada currently lacks large-scale data that can monitor student achievement over time and across cohorts, and can thereby inform policy. To help fill gaps in research and policy, my dissertation will measure and track achievement from kindergarten to Grade 10 and will investigate its social, physical, and psychological determinants. I will adopt a retrospective longitudinal approach to examine the effects of various individual and contextual factors on achievement trajectories. My dissertation joins an initiative aimed at building research capacity in the province of Ontario. My study can help policymakers optimize educational interventions that are informed by knowledge on gaps related to specific academic skills, timings, and target populations.

CLARK DISCUSSION GROUP 2

Group 2: Disrupting the Culture of Policing in Education

FACULTY: JULIAN VASQUEZ HEILIG
SHELBY COSNER

UNIVERSITY OF KENTUCKY
UNIVERSITY OF ILLINOIS, CHICAGO

Defunding School Resource Officers: A Multicase Examination of District Reallocation Strategies

TAYLOR ENOCH-STEVENS UNIVERSITY OF SOUTHERN CALIFORNIA

Recently, several school districts have defunded or terminated their School Resource Officer (SRO) programs in an effort to reduce racial disparities in student discipline and to promote racial equity at the school and district levels. As a result, school districts are faced with the task of reallocating those dollars previously spent on SROs. In this multicase study, I examine the reallocation decisions of 31 districts that have defunded their SRO programs and, in two focus districts, the values shaping reallocation decisions. Drawing on the frameworks of racial capitalism and equity-mindedness, I will analyze whether and how racial stratification might be challenged or reinforced through district reallocation processes of previous SRO dollars. This study has implications for the interrelatedness of school finance and discipline policy, particularly how funding decisions shape the disciplinary cultures in K-12 schools.

"A Small Group of Agitators:" Radical Protest, Punishment, and Police in a Brooklyn High School

AJUA KOUADIO RUTGERS UNIVERSITY

Disproportionate and excessive punishment, surveillance, and policing in the public schools of the United States persist as a major problem for young people of color. Research has shown that policing, punishment, and surveillance in schools erode their goals, mission, and legitimacy, yet hundreds of millions of dollars a year are budgeted by cities and school districts to support this infrastructure. For most localities, this spending increase began in the 1990s following the Clinton Crime Bill, but for many urban youth of color, their cities began spending large amounts of money on these punishment and surveillance apparatuses as a response to student unrest in the 1960s. Thus far, carceral state and school-to-prison pipeline histories have largely ignored this phenomenon. Through the history of student protest and repression at a Brooklyn high school, this project investigates the early and local origins of what we now call the school-to-prison pipeline.

CLARK DISCUSSION GROUP 2

Reimagining School Discipline Through Transformative Leadership

MARSHA HENRY-LEWIS

UNIVERSITY OF SOUTH FLORIDA

School leaders have traditionally used exclusionary approaches to school discipline. These approaches, stemming from zero tolerance policies, have been critiqued for their contributory effects on the school-to-prison pipeline. This proposed study seeks to illuminate the journey of a school administrator who confronted her predispositions about school discipline as she considered how exclusionary discipline approaches affect marginalized and minoritized groups of students. Critical theories, transformative leadership theory, and transformative learning theory are used in tandem to center my voice and experience as I examine systemic forms of oppression that are embedded in school discipline policies and practices. Autoethnographic methods are used to construct a deeply personal account of how alternative discipline practices were incrementally implemented over 3 years in a public charter school.

CLARK DISCUSSION GROUP 3

Group 3: Districts, Higher Education, and Mental Health as Interconnected Systems

FACULTY: ELLEN GOLDRING
MATTHEW MILITELLO

VANDERBILT UNIVERSITY
EAST CAROLINA UNIVERSITY

Crossing the Institutional Boundary: How People in Universities and School Districts Prepare Preservice Principals Together

WENQI ZHANG UNIVERSITY OF WASHINGTON

The collaboration between universities and school districts to support the preparation of preservice principals is promising because of different potential benefits including linking theory and practice, providing authentic as well as intensive field experiences, and producing candidates especially well prepared to address the needs of local communities. However, research on preservice principal preparation mainly states that collaboration is important but not how university faculty and district leaders actually work together to build and implement strong programs that support positive candidate results. A subset of this research suggests that positive collaboration is likely to be challenging because universities and school districts are historically separate institutions with their own pressures, structures, and incentives. Using concepts from New Institutionalism of Sociology and case study as research methods, my study will examine two preservice principal preparation programs and the processes by which university and school district staff work together, outcomes associated with their collaboration, and conditions that help or hinder their collaboration and the results.

NEFEC and District Partnerships: An Exploratory Case Study in Rural Governance

STEPHEN BUNN FLORIDA STATE UNIVERSITY

Over the past 2 years, the COVID-19 pandemic has required rural school districts to tackle unprecedented challenges including long-term school closures; remote learning modalities; and demanding federal, state, and local pressures, in addition to their existing challenges of fewer resources, smaller size compared to urban and suburban districts, and lack of consistent broadband internet. While rural communities share commonalities of remote locations, low population density, deep sense of place, and strong community ties, they also differ from variations in their specific geography, demographics, resources, and histories. Rural districts often build consortia to pool resources including professional development and technology. In my dissertation, I take a qualitative approach to explore how rural superintendents in the North East Florida Educational Consortium (NEFEC) navigated local community priorities through their individual district governance structures while also participating with the consortium. Understanding superintendents' work during the COVID-19 period reveals important areas of opportunity and tension.

CLARK DISCUSSION GROUP 3

Using Memory to Reimagine Higher Education

ELISHA A. REYNOLDS

UNIVERSITY OF TEXAS AT SAN ANTONIO

The current neoliberal project and rise of the knowledge economy have economized higher education institutions and narrowed their purpose to that of serving industry. This study uses oral history interviews with former university presidents to reimagine higher education and suggest policies to help institutions meet current and future crises.

How School-Based Mental Health Systems Can Meet the Unique Cultural Needs of Black Students Experiencing Mental Health Challenges

SHENITA E. WILLIAMS

VIRGINIA COMMONWEALTH UNIVERSITY

Schools need to establish school-based mental health systems that are culturally sensitive. They must intentionally put into practice mental health services that wholly support and sufficiently address the needs of Black students who are dealing with mental health challenges and race-related stressors that intensify and exacerbate existing mental health symptomatology. The focus of this proposed research is school-based mental health and Black students with mental health needs. This research seeks to identify essential components of school-based mental health systems that meet the mental health needs of Black students. Using the Delphi method, experts on the mental health of Black students are tasked with identifying specific needs of Black students experiencing mental health challenges and identifying culturally relevant factors that school-based mental health practitioners should include in their work with Black students. The findings from this research study will expand the existing literature on how schools can successfully meet the mental health needs of Black students. It also has the potential to raise the consciousness of school divisions to ensure that their school-based mental health system recognizes the effect that race, class, and culture can have on Black students experiencing mental health challenges.

CLARK DISCUSSION GROUP 4

Group 4: Examining Educational Change Through the Lens of Critical Whiteness

FACULTY: IRENE YOON UNIVERSITY OF UTAH
 SARAH WOULFIN UNIVERSITY OF TEXAS AT AUSTIN

White Citizens' Opinions on School Desegregation: An Analysis Using Policy Frames and Interest Convergence Theory

ANNIE HEMPHILL MICHIGAN STATE UNIVERSITY

In the United States, most schools remain racially segregated nearly 70 years after *Brown v. Board of Education*. White people's policy opinions play a key role in desegregation policy implementation and actualization. Research on White people's opinions regarding school desegregation shows that they have mixed attitudes. They claim to want racially and ethnically diverse classrooms yet enroll in White-majority schools, fearing their children may be held to lower academic standards in more diverse schools. These inconsistencies in White parents' values point to the importance of understanding how policy frames shape opinions regarding school desegregation. Using a public opinion survey experiment conducted in November 2020, I draw on interest convergence theory and the concept of policy frames to understand if White people are more supportive of school desegregation after exposure to information highlighting the benefits to White students. These results hope to provide an understanding of how policy framing can affect support for racially centered policies.

Principals' Sensemaking of Critical, Cultural and Ambitious K-6 Science Instruction: Examining the Structural Barriers and Possibilities for Antiracist Instructional Leadership

SARAH CLANCEY UNIVERSITY OF WASHINGTON

Understanding how school leaders make sense of their role to promote and protect critical approaches to disciplinary learning is vital for supporting and sustaining expansive learning for students across racialized identities. In this dissertation study I examine how racism shapes school policies and structures that influence instructional leadership for science. I then use critical sensemaking and Ray's (2019) theory of racialized organizations to analyze how two White school leaders make sense of their roles as they develop critical lenses to understand science within their racialized organizational contexts. This qualitative cross-case study takes place within a research-practice partnership focused on supporting critical, cultural, and ambitious approaches to K-6 science teaching. The results will surface how leaders initially make sense of professional development that centers on critical approaches to disciplinary learning. Furthermore, results will suggest organizational and social structures that either offer barriers to or possibilities for creative antiracist instructional leadership for science.

CLARK DISCUSSION GROUP 4

“Listening and Learning”—Can White Women Do the Work in Education?

DANIELLE BRYANT

TEXAS STATE UNIVERSITY

This study aims to describe and define the anatomy of an antiracist liberator for White, female educators in urban K-12 spaces. As the body of literature surrounding the violent outcomes for students of color increases and the demographics of educators remains predominantly White and female, we must address how White women can “do the work.” How do White women develop said anatomy, and how can we utilize tools for critical self-reflection to foster these changes? Through the lens of critical race theory, the study seeks to further develop our understanding of how White women can become liberators while acting in a systemically racist space: the public school. Through one semistructured interview, a video-cued interview, and restorative circle, the research partners will reflect upon past experiences and current practices.

Hidden Money in Public K-12 Education: The Role of Supplemental Fundraising Groups Entrenching Inequities

CLAIRE MACKEVICIUS

NORTHWESTERN UNIVERSITY

Decades of policy efforts have aimed to distribute resources more equitably to public schools, which has weakened the link between community wealth and school resources, but inequities in government funds remain. At the same time, PTA, PTO, and “Friends Of” nonprofit groups that provide funds separate from government provision have grown in size and number. My dissertation will provide an empirical basis to inform our understanding of these school-specific supplemental fundraising organizations and illustrate how they serve as a mechanism through which dominant groups—relatively Whiter and wealthier—entrench socially constructed hierarchies. My three proposed studies interweave qualitative and quantitative methodologies to both examine novel gaps in the literature on PTAs and engage in a broader project that aims at uncovering mechanisms and material impacts immediately relevant to policy and policymaking with equity aims.

CLARK DISCUSSION GROUP 5

Group 5: Mixing Methods to Examine Educational Outcomes

FACULTY: ALEX BOWERS
BETTY MALEN

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
UNIVERSITY OF MARYLAND, COLLEGE PARK

Principal Leadership as a Moderator of Teacher Turnover Following Natural Hazard Exposure

MEGAN RAUCH GRIFFARD UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

This study investigates the role of principal leadership as a moderator of teacher turnover following natural hazard exposure. Natural hazard exposure is associated with a variety of negative outcomes in schools, including increased stress for teachers and lowered achievement for students. Using statewide administrative personnel records, I explore whether teacher turnover follows natural hazard exposure. I also explore the extent to which natural hazard exposure is associated with teacher turnover by comparing turnover rates across schools affected by one or more exposures. Using interview data, I investigate the caring behaviors school principals exhibit toward teachers following a hazard exposure. Through a convergent mixed methods design, I aim to determine the influence principal leadership behaviors and caring behaviors, in particular, may have on teacher turnover in schools affected by natural hazard exposure. The study will present nuanced evidence that can guide school and district leaders and policymakers looking for information about ways to attenuate teacher turnover in the context of a school exposed to a natural hazard. The study is of particular significance now as the COVID-19 crisis has demonstrated the need to guard against mass teacher attrition and as exposure to natural hazards is expected to rise due to global climate changes.

Texas High School Graduation Requirements: Tracking the Endorsements

HADIZA MOHAMMED

UNIVERSITY OF TEXAS AT AUSTIN

The goal of this study is to examine student course-taking behavior under a Texas policy, passed in 2013, that removed Algebra II as a graduation requirement and created endorsements or learning pathways where students take a series of courses that meet their postsecondary goals. I seek to understand how the policy shapes students' choices with regards to coursework and the implications it has for their postsecondary trajectories. Although tracking is well documented in U.S. schools, few studies in the past 20 years have examined how policies that allow students to choose their own learning pathways could still reproduce inequities. My study contributes to the course-taking and tracking literatures by accounting for the context under which students are learning, using multilevel models. Using multinomial logistic multilevel models, I will analyze the course-taking behavior of students who entered high school during the 2015-2016 and 2016-2017 school years by looking at the types of endorsements that they took and how those endorsements vary across school and student-level factors. The study will pay a particular attention to the role of Algebra II in student endorsement

CLARK DISCUSSION GROUP 5

choice, as Algebra II is associated with postsecondary outcomes. The study's findings will have implications for policies that govern the educational experience of diverse student populations, especially those from historically marginalized and underresourced communities.

The Use of Private Tutoring and its Relationship to Primary School-Age Children's Academic Achievements in Nigeria

BODUNRIN AKINRINMADE FLORIDA STATE UNIVERSITY

This study aims to use in-depth qualitative interviews to explore how parents perceive the academic impact of private tutors and why parents often pay high tutoring fees to support their children's education, despite the monetary burden it creates. This study also aims to use a cross-sectional survey to examine whether there is a relationship between children having a private tutor to assist with homework and their reading and numeracy outcomes. A total of 19,187 primary school-age children in a nationally representative household survey data set will be used as the analytic sample for the quantitative arm of this mixed-methods study. A total of 15 parents who hire private tutors to assist their primary school-age children in doing their homework will be selected for the qualitative phase of this study. Thematic analysis and binary logistic regression will be used to analyze the qualitative interview data and quantitative survey data, respectively.

School Attendance Zone Boundary Changes and Patterns of Ethnoracial Segregation in the D.C. Metropolitan Area: An Explanatory Sequential Mixed Methods Study

SARAH ASSON PENNSYLVANIA STATE UNIVERSITY

Because the opportunities, resources, and perceived quality of schools vary widely, even within the same school district, the attendance zone boundaries (AZBs) that assign students to schools have important implications for shaping access to education. Despite their importance, little is known about how AZBs have changed over time. This mixed method study analyzes changes in elementary school AZBs from 2000–2020 in 24 districts spanning the Washington, D.C. metropolitan area, seeking to understand how those changes shape patterns of ethnoracial segregation. I first quantitatively measure the extent of AZB changes and the characteristics of the populations affected. This first phase will inform the selection of three districts for subsequent qualitative inquiry investigating how exactly AZB changes have affected patterns of segregation. The mixed method design will allow me to both document the prevalence of different relationships between AZB changes and segregation and to explore some the specific mechanisms driving those relationships.

CLARK DISCUSSION GROUP 6

Group 6: Multifaceted Understanding of Teachers' Lived Experiences

FACULTY: JOSEPH FLESSA
RODOLFO RINCONES

UNIVERSITY OF TORONTO
UNIVERSITY OF TEXAS AT EL PASO

Exploring Chinese Instructional Leadership, Teacher Collaboration and Job Satisfaction, and Student Learning with Multilevel Moderated Mediation Analysis: A Proposed Research Statement

YU WU

UNIVERSITY AT BUFFALO, SUNY

Instructional leaders are attracting growing attentions for school improvement and student learning. This proposed study aims to use multilevel moderated mediation modeling to test how Chinese instructional leaders foster a beneficial school context for Chinese teachers, thereby strengthening teachers' collaborative actions and positive job beliefs, which are connected to student learning. In addition, the discussions about the moderated effect of school socioeconomic status (SES), school climate, and teacher support on the associations among instructional leaders, teachers, and student learning will add a comprehensive understanding of contextual effects. Exploring the mainland Chinese instructional leaders' practices can augment leadership practices in centralized educational contexts as well as extend existing understandings to be more diverse, representative, and globally relevant. The results of this study will also serve multiple stakeholders such as school principals and teachers, and educational policy makers within a non-Western context.

Understanding Teacher Perceptions of and (Dis)Engagement With Policy Across Their Careers

NIKKI W. COHRON

PENNSYLVANIA STATE UNIVERSITY

Together, the growing issues of teacher recruitment and retention, the demands of the Red for Ed movement, and the new education landscape initiated by the pandemic underscore a need to better understand the current state and potential impact of teacher policy engagement and voice at all levels. As it stands, little is known about how teachers perceive their role in policy and how policy engagement can impact their job-related experiences, especially beyond the school level. In this qualitative study, roughly 25 semistructured interviews with State and National Teacher of the Year finalists from 2011 to 2019 were conducted and analyzed to better understand teacher perceptions of policy and the motivation for and impact of teacher policy (dis)engagement across their careers, before and after the elevation and opportunities associated with the award. Utilizing an adapted Life History Calendar interview approach, individual teacher moments of teacher policy engagement across their careers were mapped to analyze the contexts within which these moments occurred. Emergent findings are supporting the development of a framework for teachers as

CLARK DISCUSSION GROUP 6

policy agents that includes modes of engagement, supporting structures, motivating and inhibiting factors, and potential individual teacher outcomes associated with teacher policy engagement.

Black Teachers, Racial Literacy Development, and Enacting Antiracist Pedagogies: An Examination of Teacher Practice and Accountability Policy for Antiracist Education

NARDOS GHEBREAB

UNIVERSITY OF MARYLAND, COLLEGE PARK

Antiracist pedagogies teach students to critically examine and critique social inequities and oppressive structures that are considered the status quo. Many teacher preparation programs encourage teachers to employ antiracist pedagogies—usually discussed using culturally relevant pedagogy or culturally sustaining pedagogy. However, teacher education literature suggests that teacher preparation practices provide Black teachers with inadequate training on antiracism, and the literature on K-12 accountability policies outlines various barriers to Black teachers who enact antiracist pedagogies. Yet, studies find that Black teachers still find ways to employ these pedagogies. Using various critical frameworks, such as critical race theory and racial formation theory, across three qualitative studies, I explore three phenomena: racial literacy development, instructional strategies for antiracist pedagogies, and strategies to navigate teacher accountability. This examination will expand the growing literature on ways to transform teacher education and K-12 accountability policies to more intentionally support Black teachers to employ antiracist pedagogies.

Going the Distance: Testimonios of Latino/a Catholic School Teachers in Underresourced Urban Catholic Schools

ANTONIO FELIX

LOYOLA MARYMOUNT UNIVERSITY

This study is focused on highlighting how the racialized experiences of Latino/a teachers play a role in their motivations to enter and stay in underresourced urban Catholic schools that serve primarily low-income students of color. This study will advance the field's knowledge of the factors that enhance the recruitment and retention of Latino/a Catholic school teachers to more adeptly increase the presence of Latino/a educators in TK-12 Catholic urban school classrooms. This study also will focus on accentuating the authority of Latino/a teacher epistemology and ontology to understand that if the demographics of Catholic schools continue to shift, recruitment, selection, induction, and retention practices of Latino/a teachers must also transmute to meet the needs of all students in Catholic urban schools. The following research questions will serve as guideposts for this study: (a) What factors do Latino/a teachers describe as encouraging them to choose and sustain their urban Catholic school teaching profession, (b) how do Latino/a teachers describe their racialized experiences in urban Catholic schools, and (c) how can Catholic urban schools enhance recruitment and retention policies and practices to diversify its teaching force?

CLARK DISCUSSION GROUP 7

Group 7: Multiple Meanings of Home in Students' Learning Environments

FACULTY: CRISTÓBAL RODRIGUEZ
SUSAN FAIRCLOTH

ARIZONA STATE UNIVERSITY
COLORADO STATE UNIVERSITY

Texas's Latina/o/x Students With Foster Care Histories: Navigating Potentially Traumatic Threats and Higher Education in the Age of Coronavirus (COVID-19)

JOSHUA M. ANZALDÚA UNIVERSITY OF TEXAS AT SAN ANTONIO

This study utilizes critical trauma theory (TraumaCrit), a conceptual framework grounded in critical race and trauma theoretical foundations, to explore the intersection(s) of race and potentially traumatic exposures of the COVID-19 era and how such threats adversely impact(ed) postsecondary education pathways of Latina/o/x college students with foster care histories.

Assessing the Influence of An Institutional Life Program on the Muslim Student University Experience

YUSRA A. SYED RUTGERS UNIVERSITY

The proposed research examines how an established Muslim life institutional program at a university facilitates pathways for Muslim students to build their faith understanding and faith identity perception. This study will explore the question of the value in investing in institutional Muslim life programming on university campuses to enhance the Muslim student experience. The study aims to evaluate an institutionalized Muslim chaplaincy program at a university and the impact it has had on the Muslim student experience. Through surveys, observations, and interviews, the researcher will explore whether such an institution can shape the Muslim minority student experience. This research aims to inform Muslim and university communities of the effect that institutionalized religious programs may have on minority groups and building their faith identity amid a complex social climate. Communities thus may be encouraged to invest more into strengthening established institutions or building new ones on college campuses across the nation.

CLARK DISCUSSION GROUP 7

A Critical Study of Unaccompanied Homeless Youth in a Local Housing Program

MICHAEL J. WARREN

DUQUESNE UNIVERSITY

Housing programs available to youth experiencing homelessness offer varying types of supports and initiatives, however, few programs are created by and with the perspectives of these youth. This qualitative study examines the experiences of unaccompanied homeless youth (UHY) while living in a housing program, identify specific needs of UHY, and aims to learn of the political role the community and educational institutions play in leading to action that empowers youth experiencing homelessness. Implications highlight how critical pedagogy can be used by educational leaders to empower student voice and aims to shift student learning from a “banking” model to democratic participation.

Latina School Staff Reflections on Public Education, Family Collaborations, and Advocacy: Past, Present, and Future

MICHELLE BELEN URIBE

TEXAS STATE UNIVERSITY

Despite an increase in high school completion among Latinos in recent decades, Latinas continue to confront barriers within the education system that inhibit their ability to overcome and achieve academic success. This proposal intends to add to the body of research that explores the Latina experience in school and gain a more accurate interpretation of their educational outcomes. Through the theoretical lens of critical pedagogy and the use of testimonio, the experiences of Latinas who have navigated and currently work in the public school setting and have daughters who attend public school will be more fully explored. The research seeks to understand how their experiences and those of their families inform their own advocacy on behalf of their daughters, and their collaboration with teachers and school as a whole. The proposed research hopes to generate practical applications to support better educational outcomes for this group of students.

CLARK DISCUSSION GROUP 8

Group 8: Relationship-Building Among Self, Students, and Space

FACULTY: DAVID DEMATTHEWS
MARIELA RODRÍGUEZ

UNIVERSITY OF TEXAS AT AUSTIN
UNIVERSITY OF TEXAS AT SAN ANTONIO

Development of an Instrument to Measure Teacher Self-Efficacy for Meeting Needs of Military-Connected Children

AMY O'NEILL

UNIVERSITY OF KENTUCKY

The average military child changes schools six to nine times before graduating high school. With those moves come significant educational challenges, but there is currently no instrument to measure whether teachers believe they are capable of meeting the needs of this population. The purpose of this study is to design and provide initial psychometric evidence for a scale that measures teacher self-efficacy for meeting the needs of military-connected children. The scale will be used to collect data from regular education teachers in Grades 1–5 in civilian school districts located in the areas outside major Army posts across the United States. This study aims to add to the existing literature on teacher self-efficacy by providing educators with a valid and reliable instrument to measure teacher self-efficacy for meeting the needs of military-connected children. The addition of such a measure will help teachers and school leaders better serve our nation's military children.

The Impacts of Student–Teacher Relationships and Race-Match Moderation on Absenteeism: A Four-Wave Longitudinal Data Study

DAMAN CHHIKARA

MICHIGAN STATE UNIVERSITY

I will conduct a two-way fixed effects analysis to estimate the impact of student-teacher relationships on absenteeism for children ($N = 16,033$) in early elementary grades, using the Early Childhood Longitudinal Study for Kindergarten Class of 2011 (ECLS:2011) and data collected from 40 schools in Michigan. I will further evaluate whether this statistical relationship differs for students who are and are not of the same race as their teacher, as increasing evidence suggests that teacher perceptions and actions are influenced by children's racial identities. My preliminary findings show strong associations between absenteeism and both positive and negative student-teacher relationships in schools. These findings elevate the role of affective dimensions in education research, highlighting the importance of cultivating positive student-teacher relationships in classrooms across varying school contexts and racial lines toward improving student outcomes.

CLARK DISCUSSION GROUP 8

An Examination of How Instructional Leaders' Trauma History Shapes Their Approach to Trauma-Informed Pedagogy.

SHAUN SHEPARD

GEORGE WASHINGTON UNIVERSITY

A majority of children experience a traumatic event before age 16. Given the impact of early trauma on a child's development and academic performance, there is widespread interest in developing school-based, trauma-informed educational interventions. However, some educators remain hesitant to embrace trauma-informed strategies, even after participating in relevant professional development. Recent studies suggest that an educator's own experiences and worldview may influence their ability and willingness to employ trauma-informed pedagogy. Yet, researchers have not considered the extent to which an educator's own trauma history may influence how they approach trauma-informed interventions—particularly in the case of instructional leaders, who are charged with spearheading these efforts. My dissertation intends to address this gap by investigating how the lived experiences of instructional leaders with a trauma history shape their approach to trauma-informed pedagogy. I will explore this question using a phenomenological approach, through two theoretical lenses: emotional processing theory and transformative leadership theory.

Accountability Mindset or Equity Mindset: Does Cultural Competency Mediate the Relationship Between Equity-Centered Leadership Practices and Student and School Outcomes?

KENNETH R. WARD, JR.

FLORIDA ATLANTIC UNIVERSITY

With culturally diverse school demographics increasing and the opportunity gap perpetually widening between historically marginalized populations across the nation, principals may not have the capacity to address school and community inequities. Current policies predispose school leaders to respond to crises and disparities through a lens of accountability instead of equity. While much of the equity literature supporting school leadership is conceptual and prescriptive, few studies have empirically identified equity-centered leadership and/or examined its correlation to student and school outcomes. Existing empirical studies in social justice leadership and cultural competency suggest that equity-centered practices lead to effective school improvement. This proposed exploratory sequential mixed-methods study will explore high school principals' perceptions of equity-centered leadership practices and examine the relationship between these leadership practices and student and school outcomes using cultural competency as a mediating variable.

CLARK DISCUSSION GROUP 9

Group 9: Shifting Racialized and Gendered Norms in Educational Leadership

FACULTY: MÓNICA BYRNE-JIMÉNEZ MICHIGAN STATE UNIVERSITY

Listening for Resistance: Stories Challenging the Binary in K-12 Education

SARAH MARGARET ODELL UNIVERSITY OF WISCONSIN–MADISON

All gender identity is socialized, but anything gendered feminine is marginalized. In the United States, we live in a patriarchal culture that is bounded by binary gender identity. Up to this point, work on gender and education leadership has remained within the bounds of patriarchy and thus been confined to binary, hierarchical gender definitions. This study pushes past prior work to advance a more complex and messy understanding of how identity impacts aspiring leaders in their careers. Using Carol Gilligan's Listening Guide Method, this study will forge a new framework for gender and K-12 educational leadership that exists beyond binary constructions and fuses together gender, sexuality and racial identity.

Splitting Open the World: Women Educational Leaders in Service of Antiracism

NICOLE A. PIERCE-DAVIS EAST CAROLINA UNIVERSITY

As more women are assuming educational leadership positions, this study seeks to explore what we can learn from women who combine their female ontologies and epistemologies with lived experiences (of themselves and others) toward improving racial equity outcomes in their educational communities. Women's ways of knowing share similarities with antiracist pedagogies as they focus on transformative, collectivist, and collaborative approaches. In this study, five American women educational leaders, who identify as being or becoming antiracist leaders, engage in three cycles of participatory action research and critical ethnography. As they investigate their ways of knowing and leading, the study is designed to protect and amplify women's voice in the conversation about how to transform schools and districts for racial equity. The findings will better inform how we can support, validate, and learn from women educational antiracist leaders who draw on their lived experiences with equity to promote positive, antiracist social change.

CLARK DISCUSSION GROUP 9

The Women in the Principal's Office

MEGAN L. HAUSER

LEHIGH UNIVERSITY

Principal time use (PTU) literature illustrates that principals devote an extended amount of time to their professional roles, without recognizing that gender time use (GTU) literature illustrates women put in more time on domestic labor than their male counterparts. This is a noteworthy gap in the literature because while women make up the majority of the teaching labor force, they only comprise half of principal positions. The proposed study will begin to merge PTU and GTU by analyzing female and male PTU across principal and domestic tasks during instructional and noninstructional hours. The study will use a mixed methods approach of quantitative analyses of End of Day time diaries and qualitative analysis of semistructured participant interviews to explore the time demands of female principals. Findings may inform the preparation, recruitment, and retention of female principals.

Meeting the Career Development Needs of Black Women Aspiring to Become Principals

TIFFANY NEWSOME

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The purpose of this study is to understand the needs of African American women aspiring to the principalship in K-12 education and to develop a program that adequately meets those needs. With the limited body of research on career development for African American women in school leadership, it is important to address how African American women can successfully navigate the unique experiences and challenges related to school leadership. This study will utilize Black Feminist Thought—a theory that “centralizes and validates the intersecting dimensions of race and gender,” especially when it comes to the lived experiences of African American women. I will conduct interviews with African American women who aspire to the principalship, and I will also interview African American women who are currently serving as principals to gain additional insights on career development needs and solutions. Other data collection methods will include focus groups and semistructured guided interviews.

CLARK DISCUSSION GROUP 10

Group 10: The Complexity of Educational Leadership and Policy

FACULTY: CATHERINE A. O'BRIEN
JUAN MANUEL NIÑO

GALLAUDET UNIVERSITY
UNIVERSITY OF TEXAS AT SAN ANTONIO

School Leader Learning and Development

KIMBERLY JOY RUSHING

AUBURN UNIVERSITY

This research project investigates the perceived learning and development needs and preferences of novice assistant principals and experienced principals in one southern state. Because school leaders are positioned for unique and far-reaching influence, it is important to better understand how they learn their effective practices. This research consists of three studies, a systematic literature review and two narrative studies, that are designed to stand alone and relate to each other through the conceptual theme of school leader learning. Research questions ask 1) What does the literature show about how school leaders learn and develop their leadership capacities? 2) How do novice assistant principals describe valuable learning experiences and explain barriers to their professional development? 3) How do experienced principals describe their professional learning needs and preferences? The findings will deepen our understanding of how school leaders learn their approaches and techniques which will have implications for theory and practice.

Under Pressure: Exploring The Evolution of Educational Leadership in Crises Contexts Through Mental Models and Sensemaking Theory Using an Abductive Approach

ELEANOR J. SU-KEENE

FLORIDA ATLANTIC UNIVERSITY

The current context of the United States is one greatly impacted by the global health pandemic of COVID-19 and a renewed national recognition of systemic racism catalyzed by the murder of George Floyd in 2020. These two crises have created a new educational context with safety, operational, and social justice consequences for school leaders to navigate. The purpose of this qualitative investigation is to explore how principals with varying pre-crisis mental models change their leadership praxis through sensemaking processes under this current crisis context. While traditional grounded theory uses inductive analysis, this study will utilize a relatively new analytical approach—abduction—to generate novel insights into educational leadership. The findings from this research will elucidate potential mechanisms for HOW leadership evolves—for better or worse—under temporal pressures and provides an opportunity to explore how school leaders become subject to context and/or potential disruptors.

CLARK DISCUSSION GROUP 10

"Where is the Equity?": The Politics of Desegregation in Howard County, Maryland

KAYLA BILL

UNIVERSITY OF MARYLAND, COLLEGE PARK

This study uses a critical case study of Howard County, Maryland, to investigate the local political dynamics of racial desegregation in the United States today. Specifically, the study explores the policy process and outcomes of a redistricting program introduced and implemented between 2019 and 2020. Using a concurrent, qualitative-dominant mixed methods design, the study assesses how political pressure influenced the policy's outcomes related to racial/ethnic and socioeconomic segregation levels in the Howard County Public School System. My qualitative and quantitative data will complement each other by examining factors in my conceptual framework (e.g., legal context, actors' policy goals) that influenced the redistricting process and outcomes.



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