

Neag School Equity Cluster Publications

[Book Chapters](#)

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BOOK CHAPTERS/SECTIONS

- Cobb, C., Weiner, J. & Gonzales, R. (2015). Historical trends and patterns in the scholarship on leadership preparation. In G. Crow, & Young, M. (Eds.), *Handbook on the Education of School Leaders*. New York, NY: Routledge/Taylor & Francis.
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- Dostal, H., Gabriel, R., & Lester, J. (2014). Disabilities at work in school: A critical analysis of disability services and support for faculty at US colleges and universities. In K. Johnson and K. Couture (Eds.), *Disability Discrimination at Work*. Williamstown: Piraeus Books.
- Dougherty, S.M. (2016). Reading Between the Lines: Uncovering and understanding the unintended consequences of a middle-school literacy intervention. In M. Gottfried, and G. Conchas (Eds.), *When School Policies Backfire – what we can learn*. Harvard Education Press, Cambridge, MA.
- Swain-Bradway, J., Sprague, J. (2016). Tier 2 systems readiness guide. www.pbis.org
- Freeman, J. (2015). Drop out Prevention. In in Scarlet, G. (Ed), *Classroom Management: An A-to-Z Guide*. Sage
- Freeman, J. (2015). Seclusion and Restraint Policy in Scarlet, G. (Ed), *Classroom Management: An A-to-Z Guide*. Sage
- Gabriel, R. & Dostal, H. (2013). Assessment for research among deaf and hard of hearing students. In C. Rhodes and K. Weiss (Eds.), *Ethical Issues in Literacy Research*. New York, NY: Routledge.
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- Sugai, G., Simonsen, B., La Salle, T., & Freeman, J. (in press). Promoting school-wide social skills. In P. Sturmey (Ed.), *The Wiley handbook of violence and aggression* (Vol. 3) . New York: Wiley & Sons.

- Weiner, J. & Burton, L. (In Press). Enduring myth: Turnaround leadership is identity neutral. In C. Meyers & M. Darwin (Eds.). *Enduring Myths that Inhabit School Turnaround*. Information Age Publishing.
- Weiner, J. (2015) Response 2: The censorship crisis. In L. Sadeghi, & K. Callahan (Eds.), *Educational Leadership in Action: A Casebook for Aspiring Educational Leaders*, pp. 101- 102. New York, NY: Routledge/Taylor & Francis.

JOURNAL ARTICLES

- Bowers, L., Dostal, H., McCarthy, J., Schwarz, I., & Wolbers, K. (2015). An analysis of deaf students' spelling skills during a year-long instructional writing approach. *Communication Disorders Quarterly*, 27, 237-253.
- Bowers, L., McCarthy, J., Schwarz, I., Dostal, H., & Wolbers, K. (2014). Examination of the spelling skills of middle school students who are deaf. *Volta Review*, 114(1), 29-54.
- Brigandi, C. Siegel, D, Weiner, J., Gubbins, J. & Little, C. (2016) Gifted secondary school students: The perceived relationship between enrichment and goal valuation. *Journal for the Education of the Gifted*. 1-25.
- Burton, L. & Weiner, J. (2016). "They were really looking for a male leader for the building": Gender, identity and principal preparation, a comparative case study. *Frontiers in Psychology*. 7.
- Cooper, J.N., Davis, T., & Dougherty, S.M. (Accepted). Not So Black and White: A Multi-Divisional Exploratory Analysis of Male Student-Athletes' Experiences at National Collegiate Athletic Association (NCAA) Institutions. *Sociology of Sport Journal*).
- Cooper, J.N., & Dougherty, S.M. (2015). Does Race Still Matter?: A Cross Racial Examination of Student Athletes' Experiences at a Division I Historically Black College/University (HBCU) and a Predominantly White Institution (PWI). *Journal of Issues in Intercollegiate Athletics*, 8, 74-101.
- Donaldson, M. & Weiner, J. (Accepted). The science of improvement: Responding to external and internal threats in a complex school environment. *Journal of Cases in Educational Leadership*.
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- Dostal, H. & Gabriel, R. (2015). Designing writing instruction that matters. *Voices from the Middle* (23)2, 14-20.
- Dostal, H., Bowers, L., Wolbers, K., & Gabriel, R. (2015). "We are authors": A qualitative analysis of deaf students writing during one year of Strategic and Interactive Writing (SIWI). *The Review of Disability Studies: An international journal*, 11(2), 1-19.
- Dostal, H., Wolbers, K., & Kilpatrick, J. (In press). Differentiating writing instruction for students who are deaf and hard of hearing. *Writing & Pedagogy*.

- Dostal, H., & Wolbers, K. (2016). Examining Student Writing Proficiencies Across Genres: Results of an intervention study. *Deafness & Education International*, 18:3, 159-169.
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- Edmondson, A.C., * Higgins, M.C., Singer, S.J. and Weiner, J. (2016). Understanding psychological safety in healthcare and education organizations: A comparative perspective. *Research in Human Development*. 13(1), p. 65-83.
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- Weiner J. & Torres, C. (2016). Different location or different map?: Investigating charter school teachers’ professional identities. *Teaching and Teacher Education*, 53, 75-86.
- Weiner, J. (2014). Disabling Conditions: Investigating instructional leadership teams in action. *Journal of Educational Change*, 15(3), 253-280.
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- Wolbers, K., Dostal, H., Skerritt, P., & Stephenson, B. (2016). A three-year study of a professional development program’s impact on teacher knowledge and classroom implementation of Strategic and Interactive Writing Instruction. *The Journal of Educational Research*. DOI: 10.1080/00220671.2015.1039112
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OTHER/REPORTS

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- Dostal, H., Weiner, J., Montrosse-Moorhead, B., La Salle, T., & Dougherty, S. (2015, November). *Connecticut pre-kindergarten impact evaluation study: Implementation plan*. Storrs, CT: University of Connecticut.
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