

Curriculum Vitae

Jennie M. Weiner
Department of Educational Leadership
 Neag School of Education
 249 Glenbrook Road, Unit 3093
 University of Connecticut
 Storrs, CT 06269
 jennie.weiner@uconn.edu

EDUCATION

Edd in Educational Policy, Leadership, and Instructional Practice
 Harvard Graduate School of Education
 Dissertation: *Investigating Instructional Leadership Teams in Action*
 Doctoral Committee: Monica Higgins (Chair), Susan Moore Johnson, Richard Elmore
 May 2012

Master's of Education
 Harvard Graduate School of Education
 May 2003

Bachelor of Arts in American Studies (*Magna cum Laude*)
 Amherst College
 May 2000

PROFESIONAL EXPERIENCE

2019- current Associate Professor of Educational Leadership
 Neag School of Education, University of Connecticut, Storrs, CT

2013- 2019 Assistant Professor of Educational Leadership
 Neag School of Education, University of Connecticut, Storrs, CT

2012-2013 Postdoctoral Fellow
 Harvard Graduate School of Education, Cambridge, MA

2011- 2012 Doctoral Mentor
 Prescott College, Prescott, AZ

Spring 2013 Adjunct Professor (Introduction to Quantitative Methods)
 Boston University School of Education, Boston, MA

Summer 2010 Summer Fellow

Massachusetts Department of Education, Malden, MA

- 2003 – 2006 Senior Research Associate
Teacher Advancement Program Foundation (TAP), Santa Monica, CA
- 2000 – 2002 Seventh and Eleventh Grade History Teacher
Chadwick School, Palos Verdes, CA

PUBLICATIONS AND RESEARCH

Journal Articles (denotes student publications)*

1. Montrosse-Moorhead, B., Dougherty, S. M., La Salle, T. P., **Weiner, J. M.**, & Dostal, H. M. (Data in Brief). (Conditional Acceptance). Data from an impact evaluation of a targeted prekindergarten program. *Early Childhood Research Quarterly*.
2. Weiner, J., Cyr, D. & Burton, L. (2019). How “identity-blindness” and other microaggressions shape the experiences of black women in principal preparation programs. *Journal of Research on Leadership Education*. Online First.
3. Montrosse-Moorhead, B., Dougherty, S. M., La Salle, T. P., **Weiner, J. M.**, & Dostal, H. M. (2019). The overall and differential effects of a targeted prekindergarten program: Evidence from Connecticut. *Early Childhood Research Quarterly*, 48, 134-145.
4. Kershen, J., **Weiner, J.** & Torres, A.C. (2019). Control as care: How teachers in “No Excuses” charter schools position their students and themselves. *Excellence and Equity in Education*. Online First.
5. Weiner, J. & Holder, S. (2018). Why lead?: Exploring the motivations of aspiring principals. *International Journal of Leadership in Education*. 1-18.
6. Weiner, J. & Woulfin, S. (2018). Sailing across the divide: Challenges to the transfer of teacher leadership. *Journal of Research on Leadership Education*. 1-25.
<https://doi.org/10.1177/1942775118766319>.
7. *Lamb, A. & **Weiner, J.** (2018) Extending the research on 1:1 technology integration in middle schools: A call for using institutional theory in educational technology research. *Middle Grades Review*, 4(1), <https://scholarworks.uvm.edu/mgreview/vol4/iss1/3>.
8. *Lamb, A. & **Weiner, J.** (2018). Institutional factors in iPad rollout, adoption, and implementation: Isomorphism and the case of the Los Angeles Unified School District’s iPad initiative. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 6(2), 136-154. DOI:10.18404/ijemst.408936
9. *Brigandi, C. B., **Weiner, J.**, Siegle, D., Gubbins, E. J., & Little, C. A. (2018).

Environmental perceptions of gifted secondary school students engaged in an evidence-based enrichment practice. *Gifted Child Quarterly*.

<https://doi.org/10.1177/0016986218758441>

10. Torres, A. C., & Weiner, J. (2018). The new professionalism? Charter teachers' experiences and qualities of the teaching profession. *Education Policy Analysis Archives*, 26, 19.
11. Fernandez, E., LeChasseur, K. & **Weiner, J.** (2017). Introduction to the EAQ special issue: Implications and consequences of ESSA: Exploring the changing landscape of federal policy and educational administration. *Educational Administration Quarterly*, 53(5), 699-704.
12. *Connery, C. & **Weiner, J.** (2017). Direct democracy's threat to democratic schools: Ron Unz and the case of bilingual education. *Education in a Democracy: A Journal of the NNER* (National Network for Educational Renewal). 9, 6-29.
13. Dougherty, S. & **Weiner, J.** (2017). On the Rhode to school turnaround: Estimating the impact of being just labeled as low-performing in the era of Race to the Top. *Educational Policy*. Online First.
14. Donaldson, M. & **Weiner, J.** (2017). The science of improvement: Responding to external and internal threats in a complex school environment. *Journal of Cases in Educational Leadership*. 20(3), 65-75.
15. Woulfin, S. L. & **Weiner, J.** (2017). Triggering change: An investigation of the multiple logics of turnaround. *Education and Urban Society*. 1-25.
16. Weiner J. & Woulfin, S. (2017). Controlled autonomy: novice principals' schema for district control and school autonomy. *Journal of Educational Administration*. 55(3), 334-350.
17. Weiner J. & Higgins, M. (2017). Where the two shall meet: Exploring the relationship between teacher professional culture and student learning culture. *Journal of Educational Change*. 18 (1), 21-48.
18. *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*. 39(4), 263-287.
19. Weiner, J. (2016a). Paradoxes or possibilities?: How aspiring "turnaround" principals conceptualize reform and their role within it. *School Leadership and Management*, 36(5), 471-492.
20. Weiner, J. & Dougherty, S. (2016). Is the federal government in the business of improving charter schools?: An investigation of the unintended consequences of ESEA Waivers. *Planning and Changing Journal*. 47(1/2), 101-117.

21. Weiner, J. & Burton, L., (2016). The double bind for women: Exploring the gendered nature of turnaround leadership. *Harvard Educational Review*. 86(3), 339-365.
22. Weiner, J., Donaldson, M. & Dougherty S. (2016). Missing the boat--Impact of just missing identification as a high performing school. *Leadership and Policy in Schools*. 16(1), 80-105.
23. 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.
24. 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. [** Authorship alphabetical]
25. Weiner, J. (2016). Under my thumb: Principals' difficulty releasing decision-making to their Instructional Leadership Team. *Journal of School Leadership*, 26(2), 149-180.
26. Weiner J. & Torres, C. (2016). Different location or different map?: Investigating charter school teachers' professional identities. *Teaching and Teacher Education*, 53, 75-86.
27. Weiner, J. (2014). Disabling Conditions: Investigating instructional leadership teams in action. *Journal of Educational Change*, 15(3), 253-280.
28. Higgins, M., **Weiner, J.**, & Young, L (2012). Implementation teams: A new lever for change. *Journal of Organizational Behavior*, 33(3), 366-388.
29. Weiner, J. (2011). Finding common ground: Teacher leaders and principals speak out about teacher leadership. *Journal of School Leadership*. 21(1), 7-41.
30. Higgins, M., Hess, F., **Weiner, J.**, & Robison, W. (2011). Creating a corps of change agents. *Education Next*, 11(3), 18-25.
31. Higgins, M., Young, L., **Weiner, J.**, & Wlodarczyk, S. (2009). Leading teams of leaders: What helps team member learning? *The Phi Delta Kappan*. 91(4). 41-45.

Edited Book Chapters

- Weiner, J. & Burton, L. (2017). Enduring myth: Turnaround leadership is identity neutral. In C. Meyers & M. Darwin (Eds.). *Enduring Myths that Inhabit School Turnaround*, pp. 233-253. Information Age Publishing.

Cobb, C., **Weiner, J.** & Gonzales, R. (2017). Historical trends and patterns in the scholarship on leadership preparation. In G. Crow, & Young, M. (Eds.), *Handbook on the Education of School Leaders*, pp. 15-39. New York, NY: Routledge/Taylor & Francis.

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.

Under Review

Weiner, J. (Revise and Resubmit) From new to nuanced: (Re)Considering Educator Professionalism and its Impacts. *Journal of Educational Change*.

Higgins, M., Riza, S., **Weiner, J.** & Liu, H. (Revise and Resubmit). When is psychological safety helpful? A longitudinal study. *Academy of Management Discoveries*.

Weiner, J. & Lamb A. (Revise and Resubmit) All together now: principals' and teachers' views on shared authority and decision-making. *Journal of Educational Change*

Weiner, J., Cyr D., & Burton L. Leading through a thousand cuts: Microaggressions and the experiences of black female school leaders.

Burton L., Cyr D., & **Weiner, J.** "Unbroken, but Bent": Gendered Racism in School Leadership.

Golden, M., Holder, S., Anagnostopoulos, D., & **Weiner, J.** Who's missing from school choice research?

Connery, C. & **Weiner, J.** Teachers making sense of undocumented students' lived experiences and pertinent policy: A critical perspective.

Technical Reports and Guidance Documents

Weiner, J., Cyr, D. & Donaldson, M. (September, 2019). Final Report Evaluating Implementation of the Advanced Leadership Program. *Queen Rania Teaching Academy (Jordan)*

Weiner, J., Cyr, D. & Donaldson, M. (May, 2018). Evaluation of Second Year of Implementation of the Advanced Leadership Program. *Queen Rania Teaching Academy (Jordan)*

Weiner, J., Woulfin, S., Donaldson, M., Cyr, D., Davis, S., Holder, S., & Lamb, A., (March, 2017). *How long-term planning processes can improve state led turnaround in Connecticut*. Connecticut Council on Educational Reform, New Haven, CT.

Weiner, J., Cyr, D. & Donaldson, M. (May, 2017). Evaluation of First Year of Implementation of the Advanced Leadership Program. *Queen Rania Teaching Academy (Jordan)*

- Weiner, J., Woulfin, S., & Donaldson, M. (April, 2016). Round 2 Report on Hartford Public Schools' Acceleration Reform. Interim report. *UConn Center for Education Policy Analysis*.
- Weiner, J., Woulfin, S., & Donaldson, M. (February, 2016). Round 1 Report on Hartford Public Schools' Acceleration Reform. Interim report. *UConn Center for Education Policy Analysis*.
- Montrosse-Moorhead, B., Dougherty, S., La Salle, T., Freeman, J., **Weiner, J.**, & Dostal, H. (July, 2015). *Connecticut pre-kindergarten impact evaluation study: Sample selection based on feeder analyses*. Storrs, CT: University of Connecticut.
- Montrosse-Moorhead, B., Dougherty, S., La Salle, T., Freeman, J., **Weiner, J.**, & Dostal, H. (2014, September). *CASE early childhood regression discontinuity study: Revision of study scope and methodology*. Storrs, CT: Collaborative on Strategic Education Reform, University of Connecticut.
- Montrosse-Moorhead, B., Dougherty, S., La Salle, T., Freeman, J., **Weiner, J.**, & Dostal, H. (2014, July). *CASE early childhood regression discontinuity study: Overview of study scope and methodology*. Storrs, CT: Collaborative on Strategic Education Reform, University of Connecticut.
- Weiner, J., & Anderson, S. (2013). *Facilitation Guide for School Reform Plan Monitoring Meeting*. Rhode Island Department of Education, Providence, RI.
- Weiner, J., & Anderson, S. (2013). *Developing an Effective School Reform Plan*. Rhode Island Department of education, Providence, RI.
- Weiner, J., & Casteneda, A. (2012). *Diagnostic Screen for Identified Schools*, Rhode Island Department of Education, Providence, RI.
- Weiner, J., & Anderson, S. (2012). *Effectively utilizing the Rhode Island Diagnostic Screen: A User's Guide*. Rhode Island Department of Education, Providence, RI.
- Presented Papers (Refereed Professional Conferences)***
- Weiner, J., Kamin, S. & Lamb, A. (2019, April). *More than a ceiling: Implications of the "Glass Cliff" phenomenon in public school leadership*. American Educational Research Association, Toronto, CDN.
- Burton, L., Weiner, J., & Cyr, D. (2019, April) "I'm not broken, but i'm bent": Black women in school leadership coping with gendered racism. American Educational Research Association, Toronto, CDN.
- Weiner, J. Cyr, D & Burton, L. (2019, April). *Microaggressions in administrator*

- preparation programs: How black women leaders experienced discussions of identity and leadership.* American Educational Research Association, Toronto, CDN.
- Weiner, J. Cyr, D & Burton, L. (2018, November). *Microaggressions in administrator preparation programs: How black female participants experienced discussions of identity, discrimination and leadership.* University Council for Educational Administration, Houston, TX.
- Connery, C. & Weiner, J. (2018, November). *Teachers making sense of undocumented students' lived experiences and pertinent policy: A critical perspective.* University Council for Educational Administration, Houston, TX.
- Lamb, A. & Weiner, J. (2018, November). *Institutional factors in iPad rollout, adoption, and implementation: Isomorphism and LAUSD's iPad program.* University Council for Educational Administration, Houston, TX.
- Weiner, J. Cyr, D & Burton, L. (2018, April). *Microaggressions and the experiences of black women in educational leadership.* American Educational Research Association, New York, NY.
- Weiner, J. & Lamb, A. (2018, April). *Shifting to shared leadership: How principals and teacher leaders conceptualize their changing roles.* American Educational Research Association, New York, NY.
- Weiner, J., Woulfin, S., Donaldson, M. & Lamb, A. (2018, April). *Dollars and sense? An analysis of district improvement plans' budget allocations.* American Educational Research Association, New York, NY.
- Weiner, J & Connery, C. (2018, April). *Teachers making sense of undocumented students' lived experiences and pertinent policy: A critical perspective.* American Educational Research Association, New York, NY.
- Weiner, J. Cyr, D & Burton, L. (2017, November). *Leading through a thousand cuts: Microaggressions and the experiences of Black women in educational leadership.* University Council for Educational Administration, Denver, CO.
- Weiner, J., Burton, L. & Robinson, K. (2017, November). *Nevertheless she persisted: Women in educational leadership.* University Council for Educational Administration, Denver, CO.
- Weiner, J. & Lamb, A. (2017, November). *All together now: A path forward in fostering shared leadership in schools.* University Council for Educational Administration, Denver, CO.
- Weiner, J. & Burton L. (2017, April). *Shedding light, activating voice, and building community: Experiences of African American women in educational leadership.* American Educational Research Association, San Antonio, TX.

- Torres, A.C. & Weiner, J. (2017, April). *The new professionalism? Examining charter teacher's views of the teaching profession*. American Educational Research Association, San Antonio, TX.
- Weiner, J. & Squires, T. (2016, November). *Encouraging the heart: Care as a key element of school leadership*. University Council for Educational Administration, Detroit, MI.
- Holder, S & Weiner, J. (2016, November) *Why lead?: Exploring the motivations of aspiring principals*. University Council for Educational Administration, Detroit, MI.
- Woulfin, S., Donaldson, M. & Weiner, J. (2016, November). *Partnering for improvement: How district and school leaders conceptualize district reform*. University Council for Educational Administration, Detroit, MI.
- Weiner, J. & Burton L. (2016, November). *Intersecting identities: Experiences of female school leaders*. University Council for Educational Administration, Detroit, MI.
- Burton, L.J & Weiner, J. (2016, May). *Best practices to support leadership development for women*. UConn Women's Advance Conference, Storrs, CT.
- Saultz, A. & Weiner, J. (2016, April). *Circumventing districts: how accountability policies influence state education agencies' relationships with districts and schools*. American Educational Research Association, Washington D.C.
- Kershen, J. & Weiner, J. (2016, April) *Examining the impact of a "no excuses" discipline approach in charter schools*. American Educational Research Association, Washington D.C.
- Weiner, J & Woulfin, S. (2016, April). *School leaders' sense making of turnaround policy*. American Educational Research Association, Washington D.C.
- Woulfin, S. & Weiner, J. (2015, November) *Triggering change: An investigation of the multiple logics of turnaround*. University Council for Educational Administration, San Diego CA.
- Cobb, C., Weiner, J., & Gonzalez, R. (2015, November). *Historical trends and patterns in the scholarship on leadership preparation*. University Council for Educational Administration, San Diego CA.
- Weiner, J. & Woulfin, S. (2015, November). *Diagnosing the district: How first year principals frame the district*. University Council for Educational Administration, San Diego CA.
- Weiner, J. & Burton, L. (2015, November). *The double bind for women: Exploring the gendered nature of turnaround leadership*. University Council for Educational Administration, San Diego CA.

- Weiner, J. & Torres, C. (2015, April). *Different location or different map: Exploring charter school teachers' professional identities*. American Educational Research Association, Chicago IL.
- Montrosse-Moorhead, B., Dougherty, S., LaSalle, T., Weiner, J., Freeman, J. & Dostal, H. (2015, April). *Improving state-sponsored prekindergarten evaluations through the analysis of student enrollment feeder patterns*. American Educational Research Association, Chicago IL.
- Dougherty S. & Weiner, J. (2015, April). *The Rhode to turnaround? The impact of being just labeled as low-performing Under No Child Left Behind waivers*. American Educational Research Association, Chicago IL.
- Dougherty S. & Weiner, J. (2015, March). *Islands of Improvement?: The Impact of being just labeled as low-performing under No Child Left Behind Waivers*. Society for Research on Educational Effectiveness, Spring Conference, Washington D.C.
- Dougherty S. & Weiner, J. (2015, February). *The Rhode to turnaround?: The Impact of being just labeled as low-performing under No Child Left Behind Waivers*. Association for Education Finance & Policy Annual Conference. Washington D.C.
- Weiner, J. Donaldson, M., & Dougherty, S. (2015, February). *Studying Up: Regression discontinuity evidence of the effects of receiving commended status under a Waiver from No Child Left Behind waivers*. Association for Education Finance & Policy Annual Conference. Washington D.C.
- Dougherty, S.M., & Weiner, J. (2014, November). *Waivering performance?: Understanding the impact of mandated interventions on student outcomes under ESEA Waivers*. Association for Public Policy Analysis and Management (APPAM) Fall Conference, Albuquerque.
- Weiner, J. (2014, November) *Where do I begin?: How aspiring "turnaround" principals conceptualize reform and their role within it*. University Council on Educational Administration, Washington D.C.
- Weiner, J. & Higgins, M. (2014, August). *Weathering the storm: Effects of psychological safety and accountability on performance*. Academy of Management, Philadelphia, PA.
- Dougherty, S.M., & Weiner, J. (2014, May). *The Rhode to turnaround?: Modeling the impact of being just labeled as low-performing in the era of waivers*. Modern Modeling Methods Conference, Storrs, CT.
- Weiner, J. (2014, April). *Under my thumb: principals' difficulty releasing authority to their instructional leadership team*. American Educational Research Association, Philadelphia, PA.

- Dougherty, S.M., & Weiner, J. (2014, March). *On the Rhode to school turnaround?: Estimating the impact of being just labeled as low-performing in the era of Race to the Top*. Association for Education Finance & Policy Annual Conference, San Antonio, TX.
- Higgins, M., & Weiner, J. (2013, April). *Creating a cohort of entrepreneurs in education: Teach for America's influence on alumni's career trajectories*. American Educational Research Association, San Francisco, CA.
- Weiner, J. (2013, April). *A team of rivals: The many challenges and potentially negative consequences facing principals selecting members of their instructional leadership team*. American Educational Research Association, San Francisco, CA.
- Higgins, M., & Weiner, J. (2012, August). *Creating entrepreneurs in education: Teach for America's influence on alumni's career trajectories*. Academy of Management, Boston, MA.
- Higgins, M., Weiner, J., & Robison, W. (2011, August). *Spawning entrepreneurial leaders: The impact of the TFA career experience on new ventures in education*. Academy of Management, San Antonio, TX.
- Higgins, M., Hess, F., Weiner, J., & Robison, W. (2011, May). *The impact of the TFA career experience on new ventures in education*. American Educational Research Association, New Orleans, LA.
- Weiner, J. & Young, L. (2010, May). *Positional diversity and learning within leadership teams: Perspectives on distributed and differentiated leadership to support student learning*. American Educational Research Association, Denver, CO.
- Weiner, J. (2010, May). *Finding common ground: How do teacher leaders and their principals diverge and converge in their descriptions of the teacher leader's role and the principal's support of the role?* American Educational Research Association, Denver, CO.
- Weiner, J. & Kirkpatrick, C. (2009, April). *Is this "progress?": The negative effect of AYP on principals' job satisfaction*. American Educational Research Association, San Diego, CA.
- Weiner, J. & Dorsey, J. (2009, February). *Why are they laughing? Pre-Service teachers' use of humor in discussions about race*. Ethnography in Education Conference, Philadelphia, PA.

GRANT AWARDS

Research Grant (PI), Dean's Incentive Fund, 2019-2020 (\$9,960). *Project: Investigating the Relationship between Organizational Conditions and Technology Use.*

Development Grant (PI), Connecticut Association of Public School Superintendents, 2019-2020 (\$5,000). *Project: Empowering Women Leaders: Year 2.*

Evaluation Grant (PI), Insight Education Group, 2019-2020 (\$51,600) *Project: Evaluating the STEP process.*

Research Grant (PI), Spencer Foundation, 2019-2020 (\$49,811) *Project: Leading while Black (and Female): Exploring Microaggressions in the Lived Experiences of Black, Female School Leaders.*

Professional Development Grant (PI), Connecticut Association of Public School Superintendents, 2018-2019 (\$5,000). *Project: Empowering Women Leaders.*

Research Grant (PI), Connecticut Center for Educational Reform, 2016-2017 (\$84,116) *Project: Evaluating Alliance District Plans for Improvement.*

Research Grant (Co-PI), White House Initiative on Women and Girls of Color (\$5,000), 2016-2017. *Project: Investigating the experience of women of color serving as school leaders.*

Evaluation Grant (PI), National Academy of Advanced Teacher Education, 2015-2016 (\$87,989) *Project: Evaluating the impact of NAATE.*

Evaluation Grant (PI), Hartford Public Schools 2015-2016 (\$3,500). *Project: HPS-CEPA District Improvement Study*

Evaluation Grant (PI), Queen Raina Teaching Academy (Jordan), 2016-2019 (\$630,000) *Project: Evaluation of Advanced Leadership Academy Development Grant*

Evaluation Grant (Co-PI), Connecticut Office of Early Childhood Education, 2015-2018 (\$850,000) *Project: Evaluation of the Connecticut Federal Preschool Development Expansion Grant*

Evaluation Grant (Co-PI), Connecticut Academy of Science and Engineering, 2014-2016 (\$376,377) *Project: Evaluating the Connecticut Pre-K Program*

Evaluation Grant (PI), National Academy of Advanced Teacher Education, 2013 (\$25,200) *Project: Evaluating the intermediary impact of NAATE.*

Dean's Summer Fellowship (PI), Harvard Graduate School of Education, 2011 (\$3,000) *Project: Investigating Instructional Leadership Teams in Action*

Small Research Grant (Co-PI), Ann E. Casey Foundation, 2010 (\$50,000) *Project: Thinking About Influence in K-12 Education: The Role of Teach for America*

Small Research Grant (Co-PI) (AEI), 2009 (\$25,000)

Project: TFA Alumni Project on Entrepreneurial Spawning

AWARDS AND HONORS

Zirkel Teaching Award, Neag School of Education, 2018

Emerging Scholar Award, Educational Change SIG, AERA, 2017

Emerging Education Policy Scholar, Fordham Foundation, 2012

Doctoral Marshal, Harvard Graduate School of Education, 2012

Dissertation Fellowship Finalist, Spencer Foundation, 2011

Education Pioneers Graduate School Fellowship, Education Pioneers, 2010

Qualifying paper passed with Distinction, Harvard Graduate School of Education, 2009

HIGHER EDUCATION TEACHING

2013-Present **UConn Department of Educational Leadership**

Program Evaluation for School Improvement	EDLR 5302
Policies for Improvement: Mobilizing School and Community	EDLR 6466
Concepts of Educators in Policy and Practice	EDCI 6094
Teacher Leadership and Organizations	EDLR 5015
Educational Policy and Politics	EDLR 6313
Leadership and School Organizations	EDLR 6464
Doctoral Research Practicum	EDLR 6092
Qualitative Methods of Education Research II	EDLR 6052

STUDENT ADVISING

Doctoral Advisees, University of Connecticut

Major Advising:

- **PhD students**
 - Shannon Holder, Anticipated Graduation Spring 2021
 - Brandon Murray, Anticipated Graduation Winter 2020
 - Monique Golden, Anticipate Graduation Spring 2020
 - Daron Cyr, Anticipated Graduation Spring 2021
 - Alexandra Lamb, Anticipated Graduation Spring 2021
- **Edd Students**
 - Kimberly Culkin, Anticipated Graduation Spring 2021
 - Carly Imhoff, Anticipated Graduation Spring 2021

- Angella Manhertz, Anticipated Graduation Spring 2020
- Rebecca Comensale, Anticipated Graduation Spring 2020
- Uyi Osunde, Anticipated Graduation Spring 2020
- Jennifer Michno, Anticipated Graduation Spring 2020
- Alison Burdick, Graduated Spring 2015
- Tayarisha Stone, Graduated Summer 2017
- Ann Traynor, Graduated Spring 2017

Associate Advising:

- **PhD students**
 - Chelsea Connery, Anticipated Graduation Spring 2021
 - Jeremy Landa, Anticipated Graduation Spring 2021
 - Ngozi Taffe, Anticipated Graduation Spring 2020
 - Carla Brigandi, Graduated Spring 2015
 - Kelly Kearny, Graduated Spring 2015
- **Edd Students**
 - Sasha Moseley-Douglass, Anticipated Graduation Spring 2020
 - Michael Litke, Graduated Spring 2019
 - Gail Lanza, Graduated Spring 2019
 - Dana Ziter, Graduated Spring 2019
 - Anthony Mangiafico, Graduated Winter 2018
 - Christina Saccoccio, Graduated Spring 2018

External Reader on Dissertation Committee

Tiffany Squires, Syracuse University (Graduated Spring, 2016)

Sana Shaikh, Brandeis University, Anticipated Graduation Spring 2019

PROFESSIONAL AFFILIATIONS AND SERVICE

PROFESSIONAL SERVICE

Journals

Associate Editor

2013-2018 Educational Administration Quarterly

Editorial Board Member

2018-Present American Educational Research Journal

Ad-hoc Reviewer

2018-Present Public Administration Quarterly

2018-Present Impact

2017-Present Journal of Research on Leadership Education

2017-Present International Journal of Leadership in Education

2016-Present American Educational Research Journal

2016-Present Educational Evaluation and Policy Analysis
 2016-Present Teachers College Record
 2015-Present Research in Human Development
 2013-Present Journal of Educational Change
 2013-Present Journal of School Leadership

Professional Organizations

University Council for Education Administration (UCEA)

- Jackson Scholar Mentor
- Proposal Reviewer

American Education Research Association (AERA)

- Proposal Reviewer
- SIG Member: Educational Change, School Turnaround
 - Editor – *Lead the Change*
 - Mentor – Student Researcher Development Program

Community Outreach and Engagement

Connecticut Association of Public School Superintendents, Hartford, CT 2018-Current
 Co-facilitating women's group focused on naming and addressing gender bias and other forms of discrimination in the superintendency while simultaneously connecting and empowering women in these roles.

Connecticut Center for School Change, Hartford, CT 2018-Current
 Supporting Nellie Mae foundation grant work on portrait of a graduate with five Connecticut districts.

Western Pennsylvania Assistant Superintendents' Group, Lancaster, PA October, 2018
 Facilitated retreat session focused gender bias and other forms of discrimination in school leadership while simultaneously connecting and empowering women in these roles.

New Jersey Association of Independent Schools, Saddle River, NJ October, 2018
 Facilitated session focused gender bias in school leadership while simultaneously connecting and empowering women in these roles.

Western Pennsylvania Superintendents' Group, Lancaster, PA October, 2017
 Facilitated retreat session focused gender bias and other forms of discrimination in school leadership while simultaneously connecting and empowering women in these roles.

Region 10 School District, CT August, 2017
 Facilitated start of year retreat. Led case discussion on organization change, leadership and professional culture.

Connecticut Department of Education, Hartford, CT May, 2015

Reviewed and provided feedback on school leader competency rubric.

Connecticut Center for School Change, Hartford, CT 2013 -2014
 Developed a district level performance rubric to be used by Superintendent network members.
 Provided professional development workshop to Superintendents.

Rhode Island Department of Education, Providence, RI 2010-2014
 Supported the creation of a rubric to evaluate school improvement grants. Co-created a diagnostic screen to identify areas of need among the state's lowest performing schools. Helped to build a planning and monitoring system to support interventions at the school level associated with the ESEA waivers. Working to produce a district level self –audit tool aligned with state standards of effective performance.

Farmington Public Schools, CT August, 2014
 Facilitated start of year retreat. Led case discussion on organization change and development and supported audit and next steps regarding existing organizational routines.

Center for Educational Policy Research, Cambridge, MA 2011-2012
 Worked on initial startup of a multi-million dollar grant focused on utilizing videotaping as a means of observing and providing feedback on their instructional practice.

Center for Collaborative Education, Boston, MA 2008-2009
 Provided statistical support and guidance to understand the impact of Pilot schools on student achievement relative to that of other schools in the district.

Boston Plan for Excellence, Boston, MA 2007-2008
 Conducted qualitative research on initiative aimed at increased teacher leadership within the district.

COLLEGE SERVICE – Neag School of Education

Faculty Governance Council Representative (2018-current). Elected to serve as at-large pre-tenure representative to inaugural year of council functioning. Worked to build by-laws and infrastructure for faculty governance processes.

Deans Doctoral Scholar Committee member (2014-2018). Worked to identify, recruit and select applicants to the Dean's Doctoral Scholar program. Supported programmatic development and ongoing needs.

Neag School of Education Doctoral Orientation Chair (2015 –2018). Planned doctoral orientation for fall 2015 to support community and scholarship.

Instructional Support Group Chair (2014-2017). Initiated cross departmental group to facilitate instructional support and improvement.

Teacher Leadership Committee Co-Chair (2015 – 2017). Planning committee to develop a summer training program for teacher leaders from across Connecticut.

Learning Exchange Chair (2014-2017). Initiated cross departmental, critical friends group to support scholarship and engage in research collaboration.

Assessment Committee member (2013-2015). Served on assessment committee to inform the focus of internal assessment goals and procedures.

DEPARTMENT SERVICE –Department of Educational Leadership, Neag School of Education

Co-Director of Educational Doctorate Program (2016- current): Direct all activities related to the Educational Doctorate at Neag.

Department Doctoral Review Committee Member (2015- current): collaboration to revamp current doctoral offerings and ensure coherence and quality across the course structure.

Chair of Scholarship Committee (2013-15). Reviewed EDLR scholarship applications and selected recipients.

CPED representative (Spring 2014). Attended the CPED meeting in Denver. As a result have proposed modifications to Ed.D. offerings particularly as they pertain to methods classes.