Serena J. Salloum

Ball State University • Department of Educational Leadership • Teachers College 915 • Muncie IN, 47306 • (765) 285-8413 • sjsalloum@bsu.edu

PROFESSIONAL APPOINTMENTS

Program Director, Educational Leadership EdS/EdD Program • Ball State University
2019-Present • Muncie, Indiana

Associate Professor of Educational Leadership • Ball State University
2018-Present • Muncie, Indiana

Assistant Professor of Educational Leadership • Ball State University
2011-2018 • Muncie, Indiana

Graduate Student • University of Michigan
2004-2011 • Ann Arbor, Michigan

Adjunct Instructor of Education • Michigan State University
2009 • East Lansing, Michigan

Mathematics Curriculum Specialist • Passages Charter School
2003-2004 • Chicago, Illinois

Elementary Teacher • Passages Charter School
2002-2004 • Chicago, Illinois

Elementary Teacher • 52nd Street Elementary School
2000-2002 • Los Angeles, California

Corps Member • Teach for America
2000-2002 • Los Angeles, California

EDUCATION

Ph.D. in Educational Administration and Policy • University of Michigan
2011 • Ann Arbor, MI

M.A. Educational Research Methodology • University of Michigan
2006 • Ann Arbor, MI

B.A. Psychology & Women's Studies • University of Michigan
2000 • Ann Arbor, MI

AWARDS

Ball State University • Department of Educational Leadership • Researcher of the Year • 2016
Ball State University • Rawlings Outstanding Distance Education Teaching Award • 2015
Ball State University • Department of Educational Leadership • Teacher of the Year • 2014
Emerald Publishing (Journal of Educational Administration) • Dissertation of the Year • Commended • 2012
American Education Research Association (AERA) • Division A Dissertation of the Year • Runner-Up • 2012
University of Michigan • Rackham One-Term Dissertation Fellowship • 2011
The William Davis Award • Most Outstanding Article in Educational Administration Quarterly • 2010
Will Myers Scholarship • American Education Finance Association • 2010

SCHOLARSHIP

Grants

Co-Principal Investigator • Spencer Foundation • *Supporting Common Core implementation in English/language arts: investigating the resource selection and dissemination strategies of state coordinators* • Co-PIs: Emily Hodge, Susanna Benko • $50,000 • 2017-2019

Co-Principal Investigator • National Science Foundation's (NSF) Research on Education and Learning (REAL), Supplemental Grant • *How novice elementary teachers' social networks affect ambitious math Instruction* • Co-PIs: Ken Frank, Peter Youngs, Kristen Bieda • $319,994 • 2016-2017

Co-Principal Investigator • NSF's REAL • *How beginning elementary teachers' social networks affect ambitious mathematics instruction in the current evaluation climate* • Co-PIs: Ken Frank, Peter Youngs, Kristen Bieda • $1,600,000 • 2014-2017

Co-Principal Investigator • WT Grant Foundation • *How beginning elementary teachers' social networks affect ambitious mathematics instruction in the current evaluation climate* • Co-PIs: Ken Frank, Peter Youngs, Kristen Bieda • $599,996 • 2014-2017

Ball State University • Graduate Enrollment Management Plan Grant • $45,000 • 2014-2017
Ball State University • ASPIRE grant • $10,000 • 2012
Ball State University • SEET grant • $2000 • 2011

University of Michigan • Rackham Graduate Student Research Grant • $3000 • 2010
University of Michigan • School of Education Mini Grant • $2000 • 2010

Peer Reviewed Publications

Salloum, S.J. (in press). Building coherence vs. disseminating triage: An investigation of collective efficacy, social context, and teachers' work. *American Journal of Education.*

Frank, K., Kim, J., Salloum, S.J., Bieda, K.N. & Youngs, P. (2020). From interpretation to instructional practice: A network study of early career teachers' sensemaking in the era of accountability pressures and common core state standards. *American Education Research Journal.* https://doi.org/0002831220911065

Salloum, S.J., Hodge, E.M., & Benko, S.L. (2020). Testing state attributes' relationship with state policy networks of curricular resources. *Educational Policy Analysis Archives, 28.*

Benko, S.L., Hodge, E.M., & Salloum, S.J. (2020). Understanding the nature of state-provided writing resources. *Journal of Literacy Research, 52(2), 136-157.*

Bieda, K.N., Salloum, S.J., Hu, S., Sweeny, S.P., Lane, J., & Torphy, K.T. (2020). Capturing early career teachers' enactment of ambitious mathematics practice at scale. *Journal of Classroom Interaction 55(1), 41-63.*

Hodge, E.M., Benko, S.L., & Salloum, S.J. (2020). Tracing states' messages about common core instruction: An analysis of English/language arts and close reading resources. *Teachers College Record, 122(3).*

Hodge, E.M., Salloum, S.J. & Benko, S.L. (2019). The changing ecology of curriculum material providers in the era of the common core: Shifting relationships between system and nonsystem actors. *Journal of Educational Change.* https://doi.org/10.1007/s10833-019-09347-1

Salloum, S.J., Goddard, R.D., & Berebitsky, D. (2018). Beyond financial capital: The influence of social capital on student achievement. *Journal of Education for Students Placed at Risk, 23(4).* https://doi.org/10.1080/10824669.2018.1496023

Berebitsky, D. & Salloum, S.J. (2017). The influence of collective efficacy on mathematics instruction in urban schools. *Journal of Research on Organization in Education, 1*, 61-76.

Berebitsky, D. & Salloum, S.J. (2017). The relationship between collective efficacy and teachers' social networks in urban middle schools. *AERA Open, 3(4),* 1-11.

Goddard, R.D., Skrla, L., & Salloum, S.J. (2017). The role of collective efficacy in closing student achievement gaps: A mixed methods study of school leadership for excellence and equity. *Journal of Education for Students Placed at Risk, 22(4),* 220-236.

Salloum, S.J., Hodge, E.M., & Benko, S.L. (2017). Getting connected: Finding literacy resources in the common core era. *Kappa Delta Pi Record, 53,* 120-125.

Salloum, S.J., Goddard, R.D., & Larsen, R. (2017). A conceptual and empirical analysis of the role of social capital in social reproduction and the promotion of academic achievement. *Teachers' College Record*, *119*(7), 1-29.

Hodge, E.M., Salloum, S.J., & Benko, S.L. (2016). (Un)Commonly connected: A social network analysis of state standards resources for English language arts. *AERA Open, 2*(4), 1-19.
[As featured in Ed Week: http://blogs.edweek.org/edweek/curriculum/2017/03/state_education_curriculum_common_core.html]

Salloum, S.J., Young, T.V., & Brown, R. (2016). Teaching introductory quantitative research methods to doctoral students in leadership: Using real data to improve statistical literacy. *International Research in Higher Education, 1*(2), 203-214.

Goddard, Y.L., Neumerski, C., Goddard, R.D., Salloum, S.J., & Berebitsky, D. (2010). A multilevel exploratory study of the relationship between teachers' perceptions of principals' instructional support and group norms for instruction in elementary schools. *The Elementary School Journal, 111*(2), 336-357.
[As cited in 2015 Professional Standards for Educational Leaders]

Goddard, R.D., Salloum, S.J., & Berebitsky, D. (2009). Trust as a mediator of the relationships between academic achievement, poverty and minority status: Evidence from Michigan's public elementary schools. *Educational Administration Quarterly, 45*(2), 292-311.
[As cited in 2015 Professional Standards for Educational Leaders]

Book Chapters and Public Scholarship

Roegman, R. & Salloum, S.J. (2021). *Navigating race in online and hybrid leadership preparation courses.* Teaching Race and Ethnicity in Academia. SUNY Press.

Ishmael, K., Song, J.S., South, J., Benko, S.L, Hodge, E.M., Mardis, M.A., Morales, Salloum, S.J., Torphy, K. (2018). Creating systems of sustainability: Four focus areas for the future of PK-12 open educational resources New America. https://www.newamerica.org/education-policy/policy-papers/creating-systems-sustainability-four-focus-areas-future-pk-12-open-educational-resources.

Hodge, E.M., Benko, S.L., & Salloum, S.J. (2018). Instructional resources and teacher professionalism: The changing landscape of curricular material providers in the digital age. *Teachers College Record,* http://www.tcrecord.org, ID Number: 22539

Salloum, S.J., & Hodge, E.M. (2017). A book review for Teachers College Record: Dilemmas of educational ethics by Meira Levinson and Jacob Fay. *Teachers College Record.* http://www.tcrecord.org, ID Number: 22127

Hodge, E.M., Salloum, S.J., & Benko, S.L. (2017). How state education agencies can support college and career Ready standards. (PB17–3) Philadelphia, PA: Consortium for Policy Research in Education.

Hodge, E.M., Salloum, S.J., & Benko, S.L. (2017). How 'common' are state-provided standards resources? What state-provided resource can tell us about common core implementation. Retrieved from: http://c-sail.org/resources/blog/how-common-are-state-provided-standards

Tschannen-Moran, M., Salloum, S.J., & Goddard, R.D. (2014). Context matters: The influence of collective beliefs and norms. In *Handbook of Teachers' Beliefs.* London, Routlege.

Berebitsky, D., Goddard, R.D., Neumerski, C., & Salloum, S.J. (2012). The influence of academic press on students' mathematics and reading achievement. In M.F. DiPaola & P.B. Forsyth, *Contemporary Challenges Confronting School Leaders* (pp. 51-72). Charlotte, NC: Information Age.

Goddard, R.D. & Salloum, S.J. (2012). Collective efficacy beliefs, organizational excellence, and leadership, in K.S. Cameron & G.M. Spreitzer, *The Handbook for Positive Organizational Scholarship* (pp. 642-650), New York, NY: Oxford University Press.

Manuscripts Under Review

Kim, J., Frank, K., Youngs, P., Salloum, S.J., Bieda, K.N. Teacher Evaluation, Ambitious Mathematics Instruction, and Mathematical Knowledge for Teaching: Evidence from Early Career Teachers. Revise & Resubmit. *Journal for Research in Mathematics Education.*

Fitzpatrick, B. & Salloum, S.J. Math Anxiety and Time on Math. *Teachers College Record.*

Tuite, B., Rubenstein, L., & Salloum, S.J. The coming out experiences of gifted, LGBTQ students: When, to whom, and why not? Revise & Resubmit. *Journal for the Education of the Gifted.*

Manuscripts in Progress

Salloum, S.J. *The operation of collective efficacy in high poverty schools.*

Salloum, S.J., DeYoung, E., Bieda, K.N., McArdle, E. *Early Career Teachers' Use of Supplemental Mathematics Resources.*

Hodge, E.M., Salloum, S.J., & Benko, S.L. *State Coordinators Negotiate the Politics of Local Control During Standards Implementation.*

Kim, J., Salloum, S.J., Lin, Q., & Hu, S. *Ambitious Instructional Practices and Student Achievement: Evidence from Early Career Teachers with TRU Math Rubric.*

Peer-Reviewed Presentations

Kim, J., Salloum, S.J., Lin, Q., & Hu, S. *Ambitious Instructional Practices and Student Achievement: Evidence from Early Career Teachers with TRU Math Rubric.* Paper accepted for presentation at the Virtual Annual American Education Research Association Conference.

Salloum, S.J., Bieda, K.N., & McArdle, E. (2021). *Exploring early career teachers' use of supplemental materials in mathematics instruction.* Paper accepted for presentation at the Virtual Annual American Education Research Association Conference.

Hodge, E.M., Salloum, S.J. & Benko, S.L. (2021). *Logics of local control: State educational agency coordinators balance bureaucracy and democracy in standards implementation*. Paper accepted for presentation at the Virtual Annual American Education Research Association Conference.

Hodge, E.M., Salloum, S.J. & Benko, S.L. (2020). *State coordinators' implementation of state standards: Balancing the logics of bureaucracy and democracy*. Paper presented at the University Council of Educational Administration's virtual conference.

Hodge, E., Salloum, S. J. & Benko, S. L. (2020, Apr 17 - 21) *"It's Just an Option": State Coordinators Negotiate the Politics of Local Control During Standards Implementation* [Roundtable Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/qpq5gaa (Conference Canceled)

Benko, S. L., Hodge, E. & Salloum, S. J. (2020, Apr 17 - 21) *From Common Core to Instructional Recommendations for Writing: Studying State-Sponsored Writing-Focused Resources* [Roundtable Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/qwda6o7 (Conference Canceled)

Salloum, S.J., Hodge, E.M., & Benko, S.L. (2019). *Understanding State Policy Networks of Instructional Resources in the Wake of Common Standards*. Paper presented at the annual meeting of the University Council of Educational Administration, New Orleans, LA.

Salloum, S.J., Hodge, E.M., & Benko, S.L. (2019). *Testing state attributes' relationship with state policy networks of curricular resources*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, ON.

Hodge, E., Benko, S., & Salloum, S.J. (2018). *Common standards and open educational resources: How state education agency coordinators support teachers*. Paper presented at the Annual Meeting of the Open Education Conference, Buffalo, NY.

Salloum, S.J., Sweeny, S.P., Kim, J., & Youngs, P.A. (2018). *Self-efficacy as a mediator of the relationships between mathematical knowledge for teaching and instruction*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Frank, K.A., Bieda, K., Salloum, S.J., Kim, J., Hu, S., & Youngs, P.A. (2018). *Network effects on early career teachers use of mathematics assessment*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Hodge, E.M., Salloum, S.J., & Benko, S.L. (2018*). Supporting teachers in an era of common standards: Understanding state coordinators' decisions about curricular resources*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Roegman, R., & Salloum S.J. (2017). *Preparing future school leaders in Indiana to talk about Race: A collaborative autoethnography*. Paper presented at the annual meeting of the University Council of Educational Administration, Denver, CO.

Hodge, E.M., Salloum S.J., & Benko, S.L. (2017). *Common, but coherent? Exploring messages about literacy instruction in common core resources*. Paper presented at the annual meeting of the University Council of Educational Administration, Denver, CO.

Frank, K.A., Bieda, K., Salloum, S.J., & Youngs, P.A. (2017). *How early-career elementary teachers' social networks affect ambitions mathematics instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Hodge, E.M., Salloum S.J., & Benko, S.L. (2017). *Tracing messages about common core instruction: An analysis of state-provided resources for English/language arts.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Benko, S.L., Hodge, E.M., & Salloum S.J. (2016). *Common messages about instruction? An analysis of state-provided Common Core resources for English/language arts.* Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN

Hodge, E.M., Salloum, S.J., & Benko, S.L. (2016). *Organizing for instruction: An analysis of the organizations sponsoring state standards resources.* Paper presented at the annual meeting of the University Council of Educational Administration, Detroit, MI.

Salloum, S.J., Sweeny, S.P., Torphy, K.T., Lane, J., & Bieda, K.N. (2016). *Capturing early career teachers' enactment of ambitious mathematics practice at scale.* Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Benko, S.L., Hodge, E.M., & Salloum, S.J. (2016). *Policy into practice: Investigating state-endorsed writing resources for the Common Core State Standards.* Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Hodge, E.M., Salloum, S.J., & Benko, S.L. (2016). *Common Core connections: A social network analysis of state-level instructional resources.* Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Salloum, S.J., Hodge, E.M., & Benko, S.L. (2015). *Testing state capacity for standards-based reform: A social network analysis of state-level common core resources.* Paper presented at the Annual meeting of the University Council of Educational Administration, San Diego, CA.

Benko, S.L., Hodge, E.M., & Salloum, S.J. (2015). *Tracing messages about common core instruction: A qualitative and social network analysis of state-level resources.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Berebitsky, D. & Salloum, S.J. (2014). *Perception is reality: The sources of collective efficacy.* Paper presented at the Annual meeting of the University Council of Educational Administration, Washington D.C.

Berebitsky, D. & Salloum, S.J. (2013). *The relationship between collective efficacy and teachers' social networks in urban middle schools.* Presented at the annual meeting of the University Council of Educational Administration, Indianapolis, IN.

Salloum, S.J. (2013). *The operation of collective efficacy in high poverty schools: A qualitative case comparison.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Young, T. & Salloum, S.J. (2012). *Using real data sets to teach quantitative research methods to students in educational leadership programs.* Presented at the annual meeting of the University Council of Educational Administration, Denver, CO.

Salloum, S.J. (2011). *Building capacity vs. triage: An investigation of collective efficacy, social context, and teachers' work.* Paper presented at the annual meeting of the University Council of Educational Administration, Pittsburgh, PA.

Salloum, S.J. (2010). *Collective efficacy as a resource for student achievement: A multilevel analysis.* Paper presented at the International University Council for Educational Administration, Umeå, Sweden.

Neumerski, C. & Salloum, S.J. (2010). *Organizational learning as capacity-building: An investigation of the comprehensive assistance center system for implementing No Child Left Behind.* Paper presented at the annual meeting of the American Education Research Association, Denver, CO.

Salloum, S.J. & Goddard, R.D. (2010). *The relative effects of financial and social capital in the production of human capital.* Paper presented at the annual meeting of the American Education Finance Association, Richmond, VA.

Goddard, R.D., Goddard, Y.L., Neumerski, C., Berebitsky, D., & Salloum, S.J. (2009). *An analysis of the relationship between principal leadership and teachers' instructional practice.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Goddard, R.D. & Salloum, S.J. (2008). *A conceptual and empirical analysis of the role of social capital in social reproduction and the promotion of academic achievement.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Salloum, S.J. (2007). *The relationship between instructional expenditures and social capital: A multilevel analysis of 78 schools in Michigan.* Paper presented at the annual meeting of the University Council of Educational Administration, Washington DC.

Berebitsky, D., Goddard, R.D., Salloum, S.J., & Neumerski, C. (2007). *Academic emphasis among teachers and its influence on student achievement: A multilevel examination.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Goddard, R.D., Salloum, S.J., & Berebitsky, D. (2006). *An empirical examination of the importance of relational trust to academic achievement.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Media Mentions

Allie Kirkman (2019). 'Teachers need more support': Addressing teacher shortages in South Bend-area schools. South Bend Tribune. https://www.southbendtribune.com/news/education/teachers-need-more-support-addressing-teacher-shortages-in-south-bend/article_9a0cdc78-9de5-5296-aa90-558014e84391.html

Jeff Grabmeier (2018). Why relationships – no money – are the key to improving schools. OSU News, https://news.osu.edu/why-relationships--not-money--are-the-key-to-improving-schools/

Matthew Wood (2017). Ohio State study finds children achieve when educators believe. Big Ten Network, http://btn.com/2017/12/15/ohio-state-study-finds-children-achieve-when-educators-believe-btn-livebig/amp/

Jeff Grabmeier (2017). One factor that may help schools close racial achievement gap: Study in Texas shows 'collective efficacy' has big impact. OSU News, https://news.osu.edu/news/2017/11/01/collective-efficacy/

Jeff Grabmeier (2017). Study finds 1 secret to successful schools that costs nothing: 'Social capital' linked to more students passing state test. EurekAlert, https://www.eurekalert.org/pub_releases/2017-04/osu-sfo040317.php

Jeff Grabmeier (2017). Study finds one secret to successful schools that costs nothing: 'Social capital' linked to more students passing state test. OSU News, https://news.osu.edu/news/2017/04/03/social-capital-schools/

Jeff Grabmeier (2017). Study finds 1 secret to successful schools that costs nothing: 'Social capital' linked to more students passing state test. Newswise, http://newswise.com/articles/view/672308/

Jeff Grabmeier (2017). Here's one secret to successful schools that costs nothing. 'Social Capital' linked to more students passing state test. ScienceDaily, https://www.sciencedaily.com/releases/2017/04/170403123319.htm

Todd Kominiak (2017). Study: Social capital, community engagement boost student achievement. TrustED, http://trustedk12.com/study-social-capital/

Audir Taylors (2017). The Social Capital: The key to successful schools spending less. University Herald, http://www.universityherald.com/articles/71641/20170406/social-capital-key-make-schools-successful-doesn-t-cost-money.htm

Shannon Gilchrist (2017). Researchers: Social relationships, not just money, determine school success. The Columbus Dispatch, http://www.dispatch.com/news/20170501/researchers-social-relationships-not-just-money-determine-school-success

Student Achievement Partners (2017). Five places for trusted resource recommendations. Achieve the Core, https://achievethecore.org/aligned/five-places-for-trusted-resource-recommendations/

Jaclyn Zubrzycki (2017). Study finds common instruction materials in Common-Core states. Curriculum Matters Blog. Education Week, http://blogs.edweek.org/edweek/curriculum/2017/03/state_education_curriculum_common_core.html

Invited Presentations

Hodge, E.M. & Salloum, S.J. (2018). (Un)Commonly connected: A social network analysis of state standards resources for English language arts. Presented at Warner School of Education, University of Rochester, NY, for Dr. Kara Finnigan.

Hodge, E.M. & Salloum, S.J. (2018). PreK-12 OER Learning Network Convening, Presented for New America, Chicago, IL.

Hodge, E.M., Benko, S.L. & Salloum, S.J. (2018). PreK-12 OER Learning Network Convening, Presented for New America, Washington D.C.

Salloum, S.J. (2013). *An investigation of collective efficacy, social context and teachers' practice.* Presented at School of Education, Indiana University, Bloomington, IN.

Salloum, S.J. (2012). *Negotiating race at a pedagogically intense institution.* Presented at School of Education, University of Michigan, Ann Arbor, MI.

Salloum, S.J. (2012). *Collective efficacy as a window into culturally relevant pedagogy.* Presented at School of Education, University of Michigan, Ann Arbor, MI.

Salloum, S.J. (2008). *Social capital and student achievement: A multilevel analysis of elementary schools in Michigan.* Paper presented at the Center for Positive Organizational Scholarship, Ross Business School, University of Michigan.

National Evaluations for the Department of Education's Comprehensive Assistance Centers

National Comprehensive Center for Teacher Quality • 2006, 2007, 2008, 2009, 2010

Great Lakes East Comprehensive Center • 2006, 2007, 2008, 2009, 2010

Great Lakes West Comprehensive Center • 2007, 2008, 2009, 2010

State Evaluations

Michigan Department of Education • Statewide System of Support • 2010

TEACHING

Courses Taught • Ball State University (doctoral)

ID 705: Introduction to the Dissertation Proposal
EDAD 798: Introduction to Educational Policy
EDAD 750: Seminar in Quantitative Applications for Educational Leaders
EDAD 751: Seminar in Qualitative Applications for Educational Leaders

Courses Taught • Ball State University (masters)

EDAD 635: Educational Decision-Making
EDAD 650: Educational Supervision

Courses Taught • Michigan State University (doctoral)

TE 934: Introduction to Quantitative Methods

Courses Taught • University of Michigan

ED 392: Foundations of Education in a Multicultural Society (undergraduate)
ED 555: Financial and Legal Policies for Schools (masters)
ED 307: Field Practicum in Education (undergraduate)
Comparative Education: US & China (study abroad course)

Ed.D. Dissertation Chair

Ryan Hoover (2020). Strategies and factors contribution to passing school referendums in Indiana. Principal, Eagle Elementary School, Brownsburg Community School Corporation.

Camille Scott Tolliver (2020). An analysis of the effects of an autonomy supportive teaching environment on adult alternative education students who have experienced trauma and their confidence in graduating from high school. Lead Education Consultant at Academic Adolescent Behavior Solutions.

Jonique Burton (2020). Exploring educational practices in 8th grade mathematics classrooms: Positive student-teacher relationships using culturally responsive pedagogy. A-G Intervention Coordinator, Los Angeles Unified School District, CA.

Erin Hawkins (2020). Fostering friendships: A quasi-experimental study of the relationship between training on friendships and friendship networks in elementary classrooms. Director of Social-Emotional Learning, Valparaiso Community Schools.

Beverly Tuite (2020). An exploration of the sense of school belonging, connectedness and life satisfaction of students from a residential high ability high school, differentiated by sexual orientation and gender identity. Associate Director/Head of Admissions, The Indiana Academy.

Lynette Thrasher (2020). Examining emotional intelligence in principals. District Coordinator MTSS, Grants, 504, & Title IX, Lake Village.

Nicole Chisley (2020). Addressing the needs of underserved high school students in alternative schools. Director of Alternative Education, Zionsville School Corporation.

Matthew Hicks (2019). Keeping teachers: The factors influencing intent to stay. Superintendent, Northeastern Wayne School Corporation.

DaJuan Major (2019). Leadership practices amongst traditional public and charter school principals. Assistant Principal, Snacks Crossing Elementary School, Metropolitan District of Pike Township.

Jack Petit (2019). Teacher perception of locally developed value-added measures. Superintendent, Duneland School Corporation.

Laura Blessing (2019). The journey to paths to quality: A case of two rural Indiana public preschools. Superintendent, Miamisburg City Schools, Ohio.

Tim Harshbarger (2019). Student-teacher relationships: Linking relational constructs of closeness, conflict and dependency to student achievement. Chief Human Resource Officer, Metropolitan School District of Lawrence Township.

Rich Cory (2019). Superintendents' perceptions of the impact of open enrollment on public school districts in Indiana. Principal Westview High School, Westview School Corporation.

Nathan Miley (2019). Mathematics efficacy and its relationship to elementary teacher demographics. Principal, Crieve Hall Elementary, Nashville, TN.

Sarah Weimer (2019). Students' agentic and efficacious behaviors in the elementary classroom as an indicator of teacher effectiveness in high poverty schools: A concurrent triangulation mixed methods study. Head of Curriculum and Instruction at Christel House Schools.

Charles Grable (2019). The implementation of response to intervention (RTI): An Indiana Case Study. Superintendent, Pioneer Regional School Corporation.

Russ Degitz (2018). School response to deter violence: Indiana school safety specialists' perceptions. Chief Operating Office, Huntington University.

Luke Almon (2018). Exploring differences in student achievement in AP courses in response to an academic support systems grant in Alaska. Principal, South Anchorage High School, Anchorage, AK.

Jonathan Harris (2017). Improving music teacher effectiveness: An examination of resources and strategies used to cultivate the growth of music teachers. Vice President, Academics/Advanced Choir Director, Herron High School.

Kathryn Jessup (2017). Effective literacy instructional strategies in high academic growth classrooms. Assistant Superintendent, Brownsburg Community School Corporation

Tim Phares (2017). A purposeful understanding of homework. Principal, Creekside Middle School, Carmel Clay Schools.

Rebecca Moening (2016). The co-requisite model: A regression discontinuity. Assistant Program Chair and Assistant Professor, Ivy Tech Community College.

Jason Roseberry (2016). Assimilating digital immigrants into high-access learning environments. Chief Innovation Office, Five-Star Technology Solutions.

Candis Haskell (2015). A contextual analysis of females' journey to the superintendency in Indiana. Director of Educational Admissions and Operations, Georgetown College.

Laura Cain (2015). A study of modular professional learning and its impact on teacher effectiveness. Sales Director, Pearson.

Chad Michalek (2014). A study of assessment results, teacher effectiveness ratings, and teacher perceptions under a value-added teacher evaluation. Grants and Assessments Coordinator, Metropolitan School District of Washington Township.

Rachel Geesa (2014). South Korean male adolescents internal and external influences in academic achievement. Assistant Professor of Educational Leadership, Ball State University.

Adam Drummond (2014). Making the grade: Behaviors of elementary principals in high poverty "A" rated schools. President of United Way of Huntington County and Consultant for Drummond Educational Innovations.

Ph.D. & Ed.D. Dissertation Committees

Jamison Wilkins (2021). The perceptions of elementary principals regarding homework in the Intermediate classroom. Principal, Oak View Elementary School. Northwest Allen County School Corporation.

Shane Conwell (2020). A non-hardened preventative approach to deterring school crime and violence: The significance of threat assessment teams in schools across the United States. Superintendent DeKalb Eastern School Corporation.

Chad Cripe (2020). Indiana public school superintendent sensemaking of e-learning. Superintendent Oak Hill United School Corporation.

Adrienne D. Freed (2020). RPPs don't exist in a vacuum: A case study of the influence of the institutional environment on a research alliance.
[Dr. Freed completed her doctorate at The George Washington University]

Matt Keegley (2020). Purposeful community and its association with student achievement as examined through Indiana A-F grade designation. Assistant Superintendent of Teaching & Learning. Hamilton Southeastern Schools.

M. Beth Borst (2018). Community college faculty experiences in a two-year honors program: A phenomenological study. Dean of Honor College, Ivy Tech Community College.

Sarah Galey (2017). Organized ideas: How idea based policy change shapes conflict and collaboration in district-level and instructional coach teams. Post-doctoral Fellow, University of Edinburgh.
[Dr. Galey completed her doctorate at Michigan State University]

Carie King (2017). A national study of the relation of rhetoric and composition to other English studies' discipline and the English Department. Assistant Professor of English, Taylor University.

Corey Hartley (2016). Teacher self-efficacy and formative assessment feedback. Director of Elementary Education, Richmond Community Schools.

Laura Miller (2016). Response to intervention: A mixed-methods longitudinal study of the difference in reading achievement within a school district. Director of Instruction & Staff Development, South Madison School Corporation.

David Pillar (2016). Policies, practices, and procedures: A study of Indiana school safety. Principal, Jackson Creek Middle School, Monroe County Community School Corporation.

Amy Conrad (2015). Indiana's school vouchers and stakeholders voice: A mixed-methods study. English Teacher, Cowan Jr./Sr. High School.

Deb Prenkert (2015). Effective schools research: A meta-analysis of progress monitoring and the impact on student achievement. Principal, Clear Creek Elementary School, Monroe County Community School Corporation.

Cameron Rains (2015). The impact of school-wide profession development on student achievement: A meta-analysis from an effective schools perspective. Assistant Superintendent of Curriculum and Instruction, Clark Pleasant Community School Corporation.

Denise Fraser (2014). Elementary teachers iPad use during instruction. Assistant Professor, Purdue University North Central.

Jana Ankenbruck (2013). The impact of response to intervention on reading achievement and special education student population in an urban Midwestern school district. Principal, Harris Academy Principal, Fort Wayne Community Schools.

Michael Sullivan (2013). Indiana Education: English learner instruction at the primary level. Middle School Area Director, Fort Wayne Community Schools.

PROFESSIONAL DEVELOPMENT

LINKS Center Summer Workshop on Social Network Analysis • University of Kentucky • 2016
Conference for Pre-Tenure Women • Purdue University • 2014, 2015
Social Network Analysis • Michigan State University • Dr. Ken Frank • Fall, 2014
AERA • Grants Program's Faculty Institute for the Teaching of Statistics with Large-Scale Data Sets • 2012
Ball State University • Sponsored Programs Office • Summer Fellow (Grant writing) • 2012
Indiana Department of Education • RISE Training • 2012

SERVICE

Editorial Service and Service to the Field

2020-present	*Plenum Representative*	UCEA
2017-present	*Reviewer*	Educational Evaluation and Policy Analysis
2017	*Reviewer*	Teaching and Teacher Education
2017	*Member*	William Davis Award Committee – UCEA
2015	*Reviewer*	American Journal of Education
2011-present	*Editorial Review Board*	Educational Administration Quarterly
2014	*Writer*	IASP – *Building Bridges of Trust*
2013	*Reviewer*	Journal of Business Ethics
2013	*Member*	William Davis Award Committee – UCEA
2013	*Reviewer*	Pearson Testing – Indiana Core Assessments
2013	*Reviewer*	Educational Researcher
2011	*Reviewer*	University Council for Educational Administration
2010	*Reviewer*	Educational Administration Quarterly
2009	*Reviewer*	Educational and Psychological Measurement
2007-2008	*Reviewer*	University Council of Educational Administration
2004-2005	*Reviewer*	Leadership Policy in Schools

University Service

2019-present	*Member*	Faculty Council
2017-present	*Member*	Charter School Review Committee
2015-present	*Member*	University Task Force on Gender Equity
2014-2017	*Volunteer*	Freshman Common Reader - Discussion Leader
2013-2015	*Member*	University Core Curriculum Committee
2013-2014	*Member*	University Long Range Academic Planning Committee

College Service

2019-2020	*Member*	Elected representative for Salary Committee
2019-present	*Member*	Elected representative for Promotion and Tenure Committee
2018-present	*Member*	Elected representative for Teachers College Inclusive Excellence Committee
2016-2018	*Member*	Teachers College Dean's Advisory Committee
2013-2016	*Mentor*	PhD Pathways Program
2011-present	*Member*	Teachers' College Technology Committee
2012-2014	*Member*	Teachers' College Visioning Committee
2012	*TC Faculty Marshall*	Winter Commencement

Department Service

2019-present	*Director/Advisor*	EdD/EdS Program
2019-present	*Member*	Promotion and Tenure Committee
2014-present	*Member*	Search Committee for Education Leadership Department
2013-2014	*Chair*	Search Committee for Education Leadership Department Chair
2013-2015	*Sub Committee Member*	Recruitment Committee
2013-2015	*Sub Committee Member*	Comprehensive Exam Revision Committee
2005-2008	*Team Member*	Revision Committee ED 392: Foundations of Teaching in a Multicultural Society

Service to the Community and Other Service

2015-current	*Reviewer*	IASP MLK Essay Contest (Middle & High School)
2015-2019	*Volunteer*	KIPP Mock Interviews
2011-2016	*Alumni Board*	Teach for America, Indianapolis Corps
2014	*Brownie Leader*	Stephen Foster Elementary Public School IPS #67
2008-2011	*Consultant*	Skyline High School, Ann Arbor, MI
2008-2009	*Mentor*	Bryant Community Center, Ann Arbor, MI
2005-2008	*Advisor*	Michigan Student Education Association
2007-2008	*Representative*	Rackham Graduate Student Forum
2006-2007	*Representative*	Graduate Student Advisory Committee, Education Leadership Center
2006-2007	*Treasurer*	Graduate Student Community Organization
2002-2003	*Logistics Coordinator*	William J. Clinton Foundation, Chicago Event
2001-2002	*Grade-Level Chair*	Fifty-Second Street Elementary School
2001-2002	*Chairperson*	Hiring Committee, Fifty-Second Street Elementary School
2000-2002	*Liaison*	Project Literacy, Los Angeles Unified School District
2000-2002	*Recruiter*	Teach for America

Professional Affiliations

American Educational Research Association (AERA)
The University Council of Educational Administration (UCEA)
Indiana Association of School Principals (IASP)