

**Jill Bradley-Levine, Ph.D.**

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EDUCATION

**Ph.D. Education Policy Studies** (educational leadership concentration, sociology minor) Indiana University School of Education, 2004-2008

Dissertation Title: *The Role of Leadership Preparation in Teacher Leaders' Formation of Critical Consciousness and Enactment of Critical Teacher Leadership*

Committee Chair: Leonard Burrello

**M.A. Secondary Education**, Ball State University Graduate School, 1998-2001

**B.A. English Education**, Ball State University Honors College, 1994-1998

LICENSES

Indiana Professional Educator's License (#10141508) in English and Journalism with Building Level Administrator

PROFESSIONAL EXPERIENCE: CURRENT APPOINTMENT

*Associate Professor of Educational Studies*, Department of Educational Studies, Ball State University, Muncie, Indiana, May 2015

- Courses taught:
  - *EDCU 620: Secondary School Curriculum*
  - *EDCU 690: Independent Study in Curriculum*
  - *EDCU 725: Curriculum Theory, Process, and Products*
  - *EDFO 699: Schools and Society*
  - *EDJH 585: Principles of Teaching in the Middle School*
  - *EDMU 690: Multicultural & Multiethnic Implications for STEM Teaching*
  - *EDSE 560: Student Teaching, Secondary School*
  - *EDSE 580: Principles of Teaching in the Secondary School*
  - *EDSE 690: Classroom Management & Exceptional Needs in Secondary Schools*
  - *EDST 650: Introduction to Qualitative Research*
  - *EDST 655: Introduction to Mixed Methods Research*
  - *EDST 670: Advanced Theories of Qualitative Research*
  - *EDST 671: Evaluation of Educational Programs*
  - *EDST 680: Staff Development to Strengthen Curriculum*
  - *EDST 735: Seminar in Educational Studies*
- Master of Arts in Secondary Education, director
- Transition to Secondary Teaching, director
- Certificate in Curriculum Development and Leadership, director
- Certificate in Middle-Level Education, director
- Hoosier STEM Academy, director
- Woodrow Wilson Indiana Teaching Fellowship, director

PROFESSIONAL EXPERIENCE: PRIOR APPOINTMENTS

*Director of Research*, Center of Excellence in Leadership of Learning (CELL), University of Indianapolis, Indianapolis, Indiana, May 2009-May 2015

- Designed and conducted research to evaluate program and initiative effectiveness, and inform improvement efforts for CELL projects
- Partnered with schools and districts to examine school culture, teacher leadership, parent engagement, program effectiveness, instructional initiatives, and community perceptions through quantitative and qualitative metrics and analysis
- Wrote grants to support existing and new initiatives including the *Indiana STEM Teacher Recruitment Fund Grant*, which funded the statewide STEM Teach program
- Crafted and facilitated professional development opportunities for research team members and K-12 partners including the Project-Based Learning (PBL) Institute and the Indiana PBL Certification process
- Comprised K-12 practitioner guides, research reports, and policy briefs
- Prepared and delivered presentations at local, state, and national professional meetings and conferences

*Adjunct Professor*, School of Education, University of Indianapolis, Indianapolis, Indiana, August 2009-May 2015

- Taught Educational Research (EDUC-590) to graduate students, and Political and Social Contexts of Education (EDUC-300) and Explorations in Education (EDUC-100) to undergraduate students using a project-based learning instructional approach
- Utilized instructional technologies to teach both face-to-face and hybrid-format courses
- Collaborated with School of Education faculty to develop course content and instructional approach
- Supervised early field experiences

*Research Fellow*, Center for Urban and Multicultural Education (CUME), Indiana University, Indianapolis, Indiana, June 2007-May 2009

- Designed multiple program evaluation plans for community and education partners
- Coordinated data collection, analysis and reporting for several project teams
- Recruited and trained new researchers
- Wrote and submitted grant proposals on behalf of community organizations
- Presented work at national conferences and within the IUPUI School of Education

*Associate Instructor*, Indiana University, Bloomington, Indiana, August 2004-May 2007

- Taught the online Secondary Education Student Teaching Seminar (M420)
- Communicated regularly with Director of Student Teaching, university supervisors, and student teachers
- Contributed to on-going course evaluation instrument revisions
- Collected and analyzed data for the Office of Student Teaching through surveys, observations, and interviews
- Prepared reports for distribution to faculty and university supervisors

*Graduate Assistant*, Indiana University, Bloomington, Indiana, March 2005-April 2007

- Assisted Prof. Gerardo Lopez in School & Community Relations (A510) through co-planning class activities
- Assisted Prof. Leonard Burrello in teaching Introduction to Educational Leadership (A500) through co-planning class activities, co-teaching all classes, communicating with students regularly, and providing feedback on student assignments
- Assisted Prof. Bill Black in Political Context of Education (A560) through facilitating the on-going course chat room, co-planning class activities, and teaching selected classes

- Researched and prepared summary documents to contribute to the grant writing process for a grant submitted by Indiana University to the Wallace Foundation
- Researched and built databases on Indiana school statistics, communicated with school administrators to organize interview schedule for field researchers, transcribed interview data, organized planning meetings, and distributed meeting notes to attendees for the Reading First Grant

#### PROFESSIONAL EXPERIENCE: SECONDARY TEACHING

*Literacy across the Curriculum Coordinator and English Teacher*, Brentside High School, London, England, July 2002-July 2004

- Planned and facilitated on-going staff development workshops to support implementation of the National Literacy Strategy curriculum standards
- Observed colleagues teaching literacy lessons, providing constructive feedback
- Served as the English Department representative to the Numeracy across the Curriculum Committee and the Arts Week Planning Committee

*English, Journalism, Speech, and Debate Teacher*, Carmel High School, Carmel, Indiana, January 1999-June 2002

- Taught American Literature, Literary Movements, English 10, Speech 1, Debate 1 and 2, and Yearbook 1
- Completed the Professional Learning Academy program
- Revised and rewrote existing curriculum to address Indiana State Standards, and served on the Textbook Adoption Committee

#### PUBLICATIONS

*Book:*

**Bradley-Levine, J.** (In Press, expected 2022). *Promoting Teacher Advocacy as Critical Teacher Leadership*. New York: Routledge.

*Refereed in Print:*

**Bradley-Levine, J.** (2021). Examining Teacher Advocacy for Full Inclusion. *Journal of Catholic Education*, 24 (1). <http://dx.doi.org/10.15365/joce.2401042021>

**Bradley-Levine, J. & Zainulabdin, S.** (2020). Peace building through teacher leadership. *Journal of Peace Education*, DOI: [10.1080/17400201.2020.1775562](https://doi.org/10.1080/17400201.2020.1775562)

**Bradley-Levine, J. & Park, G.** (2019). Supporting affective learning through critical multiculturalism and the project-based learning instructional approach. In S. Abede (Ed.), *Affective Domain: Instruction, Impediments, and Implications for Assessment*. Ronkonkoma, NY: Linus Learning.

**Bradley-Levine, J.** (2018). Advocacy as a practice of critical teacher leadership. *International Journal of Teacher Leadership*, 9(1), 47-62. Retrieved from <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/documents/bradley-levine.pdf>

**Bradley-Levine, J., Romano, G., & Reichart, M.** (2017). Teacher leaders' influence on teachers' perceptions of the teacher evaluation process. *International Studies in Educational Administration*, 45(1), 66-85.

**Bradley-Levine, J.** (2017). What complicates or enables enactment of teacher leadership. *The Qualitative Report*, 22(7), 1975-1988. Retrieved from <http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=2418&context=tqr>

**Bradley-Levine, J. & Mosier, G.** (2017). Examination of the New Tech Model as a holistic democracy. *Democracy & Education*, 25(1), 1-13. Retrieved from <http://democracyeducationjournal.org/home/vol25/iss1/3/>

**Bradley-Levine, J.** (2016). Demands for school leaders. *International Journal of Teacher Leadership*, 7(2), 28-44. Retrieved from [https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/documents/Bradley-Levine\\_IJTL.pdf](https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/documents/Bradley-Levine_IJTL.pdf)

Angelov, A. & **Bradley-Levine, J.** (2016). Impact of family on the learner. In S. Abebe (Ed.), *Diversity in Education: An Integrated Framework beyond Chalk and Talk*. Ronkonkoma, NY: Linus Publications.

**Bradley-Levine, J., Lee, J. & Mosier, G.** (2016). Teacher mentoring as a community effort: How a teacher education program supported novice science and math teachers. *School Science and Mathematics*, 116(2), 71-82.

Carr, K. M. & **Bradley-Levine, J.** (2016). Translational research design: Collaborating with stakeholders for program evaluation. *The Qualitative Report*, 21(1), 44-58.

Mosier, G. G., **Bradley-Levine, J., & Perkins, T.** (2016). Students' perceptions of project-based learning within the New Tech School model. *International Journal of Educational Reform*, 25(1), 2-16.

**Bradley-Levine, J. & Carr, K. M.** (2015). Critical theory and Catholic Social Teaching: A research framework for Catholic schools. *Catholic Education: A Journal of Inquiry and Practice*, 19(1), 27-43.

**Bradley-Levine, J., Mosier, G., & Perkins, T.** (2014). Perceptions of teacher leadership within the New Tech High School Model. *International Journal of Teacher Leadership*, 5(1), 1-18.

**Bradley-Levine, J.** (2012). Developing critical consciousness through teacher leader preparation. *Journal of School Leadership*, 22(4), 751-770.

**Bradley-Levine, J.** (2011). Using case study to examine teacher leader development. *Journal of Ethnographic and Qualitative Research*, 5(4), 246-257.

Scribner, S. P., & **Bradley-Levine, J.** (2010). The meaning(s) of teacher leadership in an urban high school reform. *Education Administration Quarterly*, 46(4), 491-522.

**Bradley-Levine, J., Smith, J., & Carr, K.** (2009). The role of action research in empowering teachers to change their practice. *Journal of Ethnographic and Qualitative Research*, 3(3), 152-161.

**Bradley-Levine, J.** (2008). Teacher perceptions of the use of a public-private partnership for school facility provision. *Journal of School Public Relations*, 29(1), 74-90.

**Bradley-Levine, J.** (2008). The road to degrees for teachers in England: 1833 to 1944. *American Educational History Journal*, 35(1), 81-92.

*Not Refereed in Print:*

**Bradley-Levine, J.** & Mosier, G. (2018). Benefits of PBL instruction: An overview. In E. Galindo & J. Lee (Eds.), *Rigor, Relevance, and Relationships: Making Mathematics Come Alive with Project-Based Learning* (25-30). Reston, VA: The National Council of Teachers of Mathematics, Inc.

*Editorials:*

**Bradley-Levine, J.**, & Cherkowski, S. (2019). Editorial. *International Journal of Teacher Leadership*, 10(2), 1-3. Retrieved from <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/documents/bradley-levine-and-cherkowski.pdf>

Cherkowski, S., & **Bradley-Levine, J.** (2018). Editorial. *International Journal of Teacher Leadership*, 9(1), 1-8. Retrieved from <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/documents/editorial.pdf>

*Book reviews:*

**Bradley-Levine, J.** (2020). [Review of the book *The Creative Classroom: Innovative Teaching for 21<sup>st</sup>-Century Learners*, by Keith Sawyer]. *Teachers College Record*. <https://www.tcrecord.org/Content.asp?ContentId=23548>

### TECHNICAL REPORTS

**Bradley-Levine, J.** (2020). *Back to School Teacher Store Afterschool Program Evaluation Report*. Muncie, IN: Ball State University.

**Bradley-Levine, J.** (2020). *Afghan Faculty Forum for Enrichment, Collaboration and Training (AFFECT) Evaluation Report*. Muncie, IN: Ball State University.

**Bradley-Levine, J.** (2019). *Back to School Teacher Store Afterschool Program Evaluation Report*. Muncie, IN: Ball State University.

Indiana Youth Institute. (2019). *Evaluation for Indiana Alliance of Boys and Girls Clubs (IABGC) AmeriCorps Program*. Indianapolis, IN: Author.

**Bradley-Levine, J.** (2019). *Afghan Faculty Forum for Enrichment, Collaboration and Training (AFFECT) Evaluation Report*. Muncie, IN: Ball State University.

**Bradley-Levine, J.** (2018). *Back to School Teacher Store Afterschool Program Evaluation Report*. Muncie, IN: Ball State University.

**Bradley-Levine, J.** (2017). *Report on TAP in Goshen Community Schools*. Muncie, IN: Ball State University.

Indiana Youth Institute. (2017). *Evaluation for Indiana Alliance of Boys and Girls Clubs (IABGC) AmeriCorps Program*. Indianapolis, IN: Author.

**Bradley-Levine, J.** & Zachariades, M. (2014). *STEM Teach interim report*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.** & Mosier, G. (2014). *Study of project-based learning at the elementary level*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

Mosier, G. & **Bradley-Levine, J.** (2013). *Project-based Learning Institute survey report*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

Romano, G., Perkins, T., & **Bradley-Levine, J.** (2013). *Final report: Northeast Indiana PBL Coaching Initiative*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Romano, G., & Perkins, T. (2013). *Final report: Woodrow Wilson Indiana Teaching Fellowship Program, 2012-2013 academic year*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Mosier, G., & Perkins, T. (2013). *Avon High School report*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Romano, G., & Perkins, T. (2012). *Case study of Decatur Middle School project-based learning implementation*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Romano, G., Perkins, T., & Boyle, J. (2012). *M.S.D. of Perry Township Secondary Education Program diagnostic report*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

Romano, G., Perkins, T., & **Bradley-Levine, J.** (2012). *Northeast Indiana PBL Coaching Initiative research report*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Romano, G., & Perkins, T. (2012). *Final report for Woodrow Wilson Indiana Teaching Fellowship Program: 2011-2012 academic year*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Romano, G., & Perkins, T. (2012). *Pike High School graduation study: January 2012 report*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Romano, G., & Perkins, T. (2011). *Research report for fourth year implementation of New Tech high schools in Indiana*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Romano, G., & Perkins, T. (2011). *Year-end observational report for Woodrow Wilson Indiana Teaching Fellowship Program: 2010-2011 academic year*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.**, Romano, G., Perkins, T., & Hurst, T. (2010). *Research report for third year implementation of New Technology high schools in Indiana*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.** (2009). *Research Report for second year implementation of New Technology high schools in Indiana*. Indianapolis, IN: University of Indianapolis, Center of Excellence in Leadership of Learning.

**Bradley-Levine, J.,** Dunn, T., & Stuckey, J. (2009). *Evaluation of the Art with a Heart Kindergarten Program*. Indianapolis, IN: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

**Bradley-Levine, J.,** Smith, J. S., Carr, K., & Dunn, T. (2008). *Evaluation of the Project RELATES After-school Program: Formative report for the first semester*. Indianapolis, IN: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

**Bradley-Levine, J. &** Smith, J. S. (2008). *Evaluation of the Project RELATES Great Spirits Camp, 2008*. Indianapolis, IN: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

Bartholomew, S. S., Ortloff, D. H., Smith, J. S., **Bradley-Levine, J.** & Klosterhoff, E. (2008). *New Tech implementation research: A case study design for Arsenal Tech, Decatur, and Rochester schools*. (Research Report No. 13). Indianapolis, IN: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

**Bradley-Levine, J. &** Smith, J. S. (2008). *Evaluation of the Project RELATES After-school Program: Final report*. Indianapolis, IN: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

**Bradley-Levine, J. &** Smith, J. S. (2007). *Evaluation of the Project RELATES After-school Program: Formative report for the first semester*. Indianapolis, IN: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education.

Smith, J. S., Blackerby, J. S., **BradleyLevine, J. S.,** Bruns, E. M., Dunn, T. I., Hilgendorf, J. A., & Turpin, E. M. (2007). *Evaluation of the Great Spirits Camp report*. (Research Report No. 4). Indianapolis, Indiana: Indiana University Purdue University Indianapolis, Center for Urban and Multicultural Education.

#### REFEREED RESEARCH PAPERS

**Bradley-Levine, J.** (2022, April). *Teacher Advocacy as Critical Teacher Leadership*. Paper to be presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

**Bradley-Levine, J., &** Lightfoot, S. (2020, April). *Examining teacher leader advocacy as supported by a professional development network*. Paper accepted for the (cancelled) Annual Meeting of the American Educational Research Association, San Francisco, CA.

**Bradley-Levine, J.** (2019, July). *Teacher advocacy as collaborative leadership*. Paper presented at the British Educational Leadership, Management and Administration Society Annual Conference, Hinkley Island, United Kingdom.

**Bradley-Levine, J.,** Woods, P., Roberts, A., & Crouch, A. (2019, July). *Examining collaborative leadership development across a U.S. high school*. Paper presented at the British Educational Leadership, Management and Administration Society Annual Conference, Hinkley Island, United Kingdom.

**Bradley-Levine, J.** (2019, April). *A collaborative approach to teacher evaluation*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

**Bradley-Levine, J.** (2017, October). *Examining teacher advocacy for full inclusion*. Paper presented at the Curriculum and Pedagogy Conference, New Orleans, LA.

**Bradley-Levine, J.,** Mosier, G., & Reichart, M. (2017, April). *Teacher leaders' influence on teachers' perceptions of the teacher evaluation process*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Mosier, G. & **Bradley-Levine, J.** (2017, April). *Applying a theoretical framework to teacher professional development in project-based learning*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

**Bradley-Levine, J.** & Sanders-Bruner, M. (2017, February). *Co-constructing goals for educational equity through advocacy-focused storytelling*. Workshop presented at the International Teacher Leadership conference, Miami, FL.

**Bradley-Levine, J.** (2016, November). *Peace building through teacher leaders' use of ethical leadership*. Paper presented at the American Educational Studies Association conference, Seattle, WA.

**Bradley-Levine, J.** & Mosier, G. (2016, April). *Elementary teachers' perceptions of project-based learning*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

**Bradley-Levine, J.** & Hurst, T. (2016, February). *Developing education and industry partnerships: Stakeholder perspectives*. Paper presented at the Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Mosier, G. & **Bradley-Levine, J.** (2015, April). *One size does not fit all: Methodological considerations for teacher self-efficacy scales*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

**Bradley-Levine, J.** (2014, November). *Developing a theory of teacher leadership*. Paper presented at the University Council for Educational Administration Convention, Washington, D.C.

**Bradley-Levine, J.,** Mosier, G., & Lee, J.S. (2014, April). *Preparing effective teachers for urban teaching*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Mosier, G. & **Bradley-Levine, J.** (2013, April). *The impact of project-based learning on STEM learning in high-needs schools*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

**Bradley-Levine, J.,** Mosier, G., & Perkins, T. (2013, April). *Teacher-led, collaborative planning for implementing project-based learning at the middle school*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Lee, J.S., **Bradley-Levine, J.,** Perkins, T. & Mosier, G. (2013, April). *Lessons from a university-based mentoring program*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

**Bradley-Levine, J.** (2012, November). *Democratic leadership within the New Tech High School model*. Paper presented at the University Council for Educational Administration Convention, Denver, CO.



Romano, G., **Bradley-Levine, J.**, & Perkins, T. (2012, April). *The impact of project-based learning on New Tech High School implementation: Results from a student survey*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Perkins, T., Drake, J., Romano, G., & **Bradley-Levine, J.** (2012, April). *Using evaluation research to improve mentoring program outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

**Bradley-Levine, J.** (2011, November). *Teacher leaders' developing beliefs about leadership*. Paper presented at the University Council for Educational Administration Convention, Pittsburgh, PA.

**Bradley-Levine, J.**, Romano, G., & Perkins, T. (2011, November). *Teacher leadership as professional culture within the New Tech High School model*. Paper presented at the University Council for Educational Administration Convention, Pittsburgh, PA.

**Bradley-Levine, J.** (2011, April). *What complicates or enables enactment of teacher leadership*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

**Bradley-Levine, J.**, Romano, G., & Perkins, T. (2011, April). *Early college high school: Meeting the core principles*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

**Bradley-Levine, J.** (2010, October). *Relational aspects of teacher leader preparation*. Paper presented at the University Council for Educational Administration Convention, New Orleans, LA.

**Bradley-Levine, J.**, Perkins, T., & Romano, G. (2010, October). *Networks as a catalyst of reform*. Paper presented at the University Council for Educational Administration Convention, New Orleans, LA.

**Bradley-Levine, J.** (2010, June). *The historic low status of teachers as a condition for teacher leadership: A case study*. Paper presented at the 22<sup>nd</sup> Annual Ethnographic & Qualitative Research Conference, Cedarville, OH.

**Bradley-Levine, J.** & Carr, K.M. (2010, May). *Catholic and critical?* Paper presented at the 6<sup>th</sup> International Congress of Qualitative Inquiry, Champagne-Urbana, IL.

**Bradley-Levine, J.**, Berghoff, B., Seybold, J., Sever, R., Blackwell, S., & Smiley, A. (2010, May). *What teachers and administrators "need to know" about project-based learning implementation*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Carr, K.M. & **Bradley-Levine, J.** (2010, May). *A case study in translational research*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

**Bradley-Levine, J.** (2009, November). *Developing critical consciousness through teacher leader preparation: A university and district partnership*. Paper presented at the University Council for Educational Administration Convention, Anaheim, CA.

**Bradley-Levine, J.**, & Bartholomew, S. S. (2009, April). *Sources of teacher influence in a technology-driven urban high school reform: A study of teacher leadership and professional community*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Bartholomew, S. S., & **Bradley-Levine, J.** (2008, October). *Cultural resources for constructing the meaning of teacher leadership in a technology-driven urban high school reform*. Paper presented at the University Council for Educational Administration Convention, Orlando, FL.

**Bradley-Levine, J.**, Smith, J., & Carr, K. (2008, June). *The role of action research in empowering teachers to change their practice*. Paper presented at the Ethnographic and Qualitative Research Conference, Dayton, OH.

Ortloff, D. H. & **Bradley-Levine, J.** (2008, May). *Moving beyond the evaluation paradigm: Working with community partners to produce translational evaluation*. Poster presented at The Fourth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Bradley-Levine, J.** (2008, March). *The critical nature of teacher leadership: Preparing teacher leaders who work for social justice in schools*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

**Bradley-Levine, J.** (2007, April). *The Private Finance Initiative: Effects on teaching staff at one PFI school in the UK*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

**Bradley-Levine, J.** & Sparks, T. (2006, October). *A lifetime approach to evaluation: An emerging framework for assessing teacher education programs*. Paper presented at the Phi Delta Kappa Education Summit, Washington, D.C.

**Bradley-Levine, J.** (2005, October). *The growth and change in the role of teachers at teachers' institutes from 1835 to 1930*. Paper presented at the Annual Meeting of the Midwest History of Education Society, Chicago, IL.

**Bradley-Levine, J.** (2005, September). *The relationship between facility quality and teacher perceptions of learning*. Paper presented at the Midwest Comparative & International Education Society Conference, Lansing, MI.

#### INVITED PRESENTATIONS AND SYMPOSIA

Symposium session co-chair: "Seeking Social Justice: Teacher Leadership for Equity, Inclusion, and Advocacy" Accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 2020 (cancelled due to COVID-19 pandemic).

Symposium session co-chair: "Re-visioning teacher leadership for the 21<sup>st</sup> century: What's next?" Presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada, April 2019.

Session participant: "Using virtual platforms to facilitate cultural exchange," Ball State Teachers College Global Connections conference, Muncie, IN, November 3, 2018.

Invited session participant: "Organizational influence on teacher leadership: Perspectives from Four Countries," Annual Meeting of the American Educational Research Association, New York, NY, April 16, 2018.

Keynote speaker: "Translating Research into Practice," Shawnee State University Celebration of Scholarship Conference, Portsmouth, Ohio, April 5, 2018.

Panel participant: “Transition-to-teaching programs,” Omega Chapter of Alpha Epsilon State, Delta Kappa Gamma Society International, Indianapolis, Indiana, March 1, 2016

Panel participant: “Teacher efficacy,” Teacher Efficacy Campaign, Delta Sigma Theta Sorority, Inc., Indianapolis Alumnae Chapter, Indianapolis, Indiana, August 24, 2015, September 22, 2015, and October 27, 2015

### DIGITAL PRODUCTIONS

Bradley-Levine, J. (2014, October). *Qualitative data analysis in education*. SAGE E-learning. <http://link.brightcove.com/services/player/bcpid4363745438001?bckey=AQ~,AAADbGWsArk~,5UmEqOPE2FJrPbMV8iB4XSPDtj6hz95g&bctid=ref:bd-educ-tuto-qtme-AA00732>

### GRANTS AND AWARDS

#### *Internal Grants:*

*Hoosier STEM Academy*, Indiana STEM Teacher Recruitment Fund Grant Program, Indiana Commission for Higher Education, 2021 – Principal Investigator (Funded: \$602,000)

*Civic Renewal through Education for Agency, Tolerance, and Engagement (CREATE)*, U.S. Department of State, 2021 – Director of Leadership and Curriculum (Under Review)

*Teacher Advocacy for Marginalized Students as a Practice of Leadership*, ASPIRE Junior Faculty Research Grant, Ball State University, 2017 – Principal Investigator (Funded: \$12,675)

*Research Study of Teacher Leaders’ Influence on Teachers’ Perceptions of the Teacher Evaluation Process*, ASPIRE New Faculty Start-up Grant, Ball State University, 2015 – Principal Investigator (Funded: \$3,000)

*The Role of Leadership Preparation in Teacher Leaders’ Formation of Critical Consciousness and Enactment of Critical Teacher Leadership*, Fay L. Arganbright Fellowship, Department of Educational Leadership and Policy Studies, Indiana University School of Education, 2008 – Principal Investigator (Funded: \$3,000)

*The Role of Leadership Preparation in Teacher Leaders’ Formation of Critical Consciousness and Enactment of Critical Teacher Leadership*, Tobias Center Research Support Award for Leadership Studies, Tobias Center for Leadership Excellence, Indiana University-Purdue University Indianapolis 2007-08 – Principal Investigator (Funded: \$5,000)

#### *External Grants:*

*Civic Renewal through Education for Agency, Tolerance, and Engagement (CREATE)*, American History and Civics Education, National Activities, U.S. Department of Education – Director of Leadership and Curriculum (Unfunded)

*Hoosier STEM Academy*, Indiana STEM Teacher Recruitment Fund Grant Program, Indiana Commission for Higher Education, 2021 – Principal Investigator (Funded: \$602,000)

*Student Learning Recovery Plan-State of Indiana 2021-2023*, Indiana Department of Education-1008 Student Learning Recovery Grant, 2021 – Key Personnel for Game-based Learning Curriculum Development and Leadership (Funded: \$2,899,257)

*Virtual and In-Person Professional Development For K-12 STEM Teachers in Kazakhstan and the U.S.*, U.S.-Kazakhstan University Partnerships Grants Program, U.S. Mission to Kazakhstan, 2020 – Co-Principal Investigator (Unfunded)

*Afghan Development and Pre-Professional Training – for English (ADAPT)*, Afghan University Student Exchange Program, U.S. Department of State, 2020 – Key Personnel/Evaluator (Unfunded)

*Teaching in the Time of COVID: Collaborative Professional Development Exchange for Teachers in Iraq and Indian*, The Aspen Institute Stevens Initiative, 2020 – Principal Investigator (Unfunded)

*Hoosier STEM Academy*, Indiana STEM Teacher Recruitment Fund Grant Program, Indiana Commission for Higher Education, 2019 – Principal Investigator (Funded: \$602,000)

*Afghan Faculty Forum for Enrichment, Collaboration and Training (AFFECT)*, Regional Afghan Junior Faculty Development Program, U.S. Department of State, 2018 – Key Personnel/Evaluator (Funded: \$270,000)

*Teacher Advocacy on Behalf of Students who are Traditionally Marginalized as a Practice of Leadership*, Spencer Small Research Grants, 2018 – Principal Investigator (Unfunded)

*Teacher Advocacy on Behalf of Students who are Traditionally Marginalized as a Practice of Leadership*, Lyle Spencer Research Award Letter of Intent, 2017 – Principal Investigator (Unfunded)

*Connecting American and Iraqi Tertiary Students through a STEM Project-Based Learning Virtual Exchange*, The Aspen Institute Stevens Initiative, 2017 – Principal Investigator (Funded: \$524,457)

*Hoosier STEM Academy*, Indiana STEM Teacher Recruitment Fund Grant Program, Indiana Commission for Higher Education, 2017 – Principal Investigator (Funded: \$1,582,584)

*Back to School Teacher Store, Muncie, IN*, 21<sup>st</sup> Century Community Learning Centers Program, Indiana Department of Education, 2017-2019 – Evaluator (Funded: \$577,500)

*Pakistan-U.S. research partnership to enhance gender parity in STEM education in Pakistan*, Pakistan – U.S. Science and Technology Cooperative Program, 2017 – Principal Investigator (Unfunded)

*Promoting Peace Building Among Preschoolers in Pakistan: A Cluster Randomized Controlled Trial*, Cohen Peace Fellowship, Benjamin V. Cohen Memorial Endowment Fund, 2016 – Principal Investigator (as faculty advisor to graduate student, Seema Zainulabdin) (Unfunded)

*Study of Peace Building Project for Middle School Students*, Cohen Peace Fellowship, Benjamin V. Cohen Memorial Endowment Fund, 2015 – Principal Investigator (Unfunded)

*A Comparative Study of Early College High School Students' Transition to and Persistence in Higher Education*, Paul P. Fidler Research Grant, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, 2014-15 – Principal Investigator (Finalist)

*STEM Teach Project*, Indiana STEM Teacher Recruitment Fund Grant Program, Indiana Education Roundtable, Indianapolis, Indiana, 2014 – Principal Investigator (Funded: \$1,529,550)

*The Influence of Organizational and Individual Factors on how TAP Middle School Teachers Use Data to Inform Instruction*, Spencer Foundation, Evidence for the Classroom Preliminary Proposal, 2014 – Principal Investigator (Unfunded)

*Student Mathematics Achievement via Project-based Learning*, National Science Foundation, EHR Core Research, 2014 – Co-principal Investigator (Unfunded)

*The Impact of Concurrent Enrollment on Postsecondary Access, Transition and Achievement*, The National Alliance of Concurrent Enrollment Partnerships, Small Grant to Support Concurrent Enrollment Research, 2013-14 – Principal Investigator (Unfunded)

*Exploring Project-Based Learning in Elementary Math and Science*, National Science Foundation, Discovery Research K-12, 2013-14 – Co-principal Investigator (Unfunded)

*Exploring First-Generation College Goers' Progress and Persistence in Higher Education: A Quantitative Study*, Paul P. Fidler Research Grant, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, 2013-14 – Principal Investigator (Unfunded)

*The Impact of Concurrent Enrollment on Postsecondary Access, Transition and Achievement*, The National Alliance of Concurrent Enrollment Partnerships, Small Grant to Support Concurrent Enrollment Research, 2012-13 – Principal Investigator (Unfunded)

*Assessing the Effects of the Project-Based Learning (PBL) Instructional Approach for Middle School Students and Educators*, Institute of Education Sciences, Education Research Grant, RFA Topic: Improving Education Systems: Policies, Organization, Management, and Leadership, RFA Goal: Exploration, 2011-15 – Principal Investigator (Unfunded)

*Awards:*

*Rawlings Outstanding Distance Education Teaching Award*, Ball State University, August 2018

SERVICE

*Department-Level:*

Doctoral Student Committees:

*Chairperson*

- Maureen Sanders-Brunner, Educational Studies PhD
  - Successfully defended dissertation in June 2019
  - *The Social Organization of a Teacher-Led Advisory Homeroom Implementation*
- Barbara Johnson, Educational Studies PhD
  - Successfully defended dissertation in June 2018
  - *Math Teachers who don't like Math: A Narrative Inquiry into the Mathematics Experience of Early Childhood and Elementary Educators who Dislike Mathematics*
- Becky Clark, Educational Studies PhD

*Curriculum Representative*

- Jennie Nahlik, Educational Studies PhD
  - Successfully defended dissertation in March 2021
  -
- Phil Boltz, Educational Studies PhD
  - Successful defended dissertation in October 2020
  - *Teacher Conceptions of Education Reform: A Participatory Action Research Photovoice Study*
- Seema Zainulabdin, Educational Studies PhD
  - Successfully defended dissertation in August 2020
  - *Promoting Social-Emotional Development for Peacebuilding among Preschoolers in Pakistan: A Quasi-Experimental Study*
- David Humphrey, Educational Studies PhD
  - Successfully defended dissertation in April 2020
  - *In the Wake of Our Womanist Foremothers: Resistance as Signif(y)er Among Self-Identified Womanist Scholars in Higher Education*
- Michelle Reichart, Educational Studies PhD
  - Successfully defended dissertation in January 2020
  - *The Impact of College and Career Readiness Partnerships for School Districts Serving Students in Rust Belt Areas*
- Keri Rodgers, Educational Studies PhD
  - Successfully defended dissertation in June 2019
  - *Defining and Understanding the Role of Cofaqs in Teacher Education: A Multiphase Sequential Exploratory Mixed Methods Hermeneutic Study*
- Cindy Cash, Educational Studies PhD
  - Successfully defended dissertation in December 2018
  - *Behind the Screen: An Exploration of College Students' Practice of Intellectual Self-Efficacy in Computer Lab Classrooms*
- Sunaina Asher, Educational Studies PhD
- Jessica Dubois, Educational Studies PhD
- Gandzhina Dustova, Educational Studies PhD
- Bob McElroy, Educational Studies PhD

#### *Department Representative*

- Samantha Martin, Educational Studies EdD
  - Successfully defended dissertation in September 2020
  - *Dear Diary: The Relationship between Media Literacy and Mentoring*

#### *At-Large Representative*

- Josh Heath, Educational Psychology PhD
  - Successfully defended dissertation in March 2021
  - *The Efficacy of Brief Digital Interventions on Student Anxiety*
- Matthew Hicks, Educational Leadership EdD
  - Successfully defended dissertation in December 2019
  - *The Relationship between Perceived Supervisor Support and Teacher Retention*
- Jack Pettit, Educational Leadership EdD
  - Successfully defended dissertation in July 2019
  - *Teacher Perception of Locally Developed Value-Added Measures*
- Tim Hanson, Educational Leadership EdD
  - Successfully defended dissertation in December 2017

- *Comparing Teachers', Administrators', and Instructional Coaches' Perceptions of Personalized Professional Development*
- Nick Flowers, Educational Leadership EdD

Educational Studies Curriculum Committee; since August 2021

Educational Studies Personnel Search Committee; since August 2021

Educational Studies Promotion and Tenure Committee, secretary; August 2019 – May 2021

Educational Studies Graduate Programs Committee, member; since August 2017

Educational Studies Curriculum Committee, chair; August 2017 – May 2019

Certificate in Qualitative Research in Education, coordinator; August 2016 – August 2017

Educational Studies Research Committee, member; August 2016 – August 2017

Educational Studies Chair's Advisory Committee, member; August 2016 – August 2017

*University-Level:*

Ball State University Creative Teaching Committee, vice-chair; since October 2021

Teachers College Curriculum Committee, chair; since August 2021

Teachers College edTPA Advisory Group, since November 2019

Teachers College Curriculum Committee, member; May 2017 – May 2019; chair, August 2018 – May 2019

Teachers College Dispositions Rubric Committee, member; September 2018 – May 2019

Teachers College Sustainability Committee, member; since January 2017

Teachers College Advisory Committee, member; April 2016 – July 2017

Institutional Review Board, University of Indianapolis, consultant (supporting faculty IRB submissions); August 2014 – May 2015

*Region-Level:*

Delta Teacher Efficacy Project, Advisory Team member; February 2015 – December 2015

Indiana Education Alliance, Data Committee member & data representative to High School Implementation Team; January 2014 – August 2015

*State-Level:*

Indiana Network of Knowledge (INK), Research Working Group, member; September 2014 – September 2018

Magnify Learning (formerly the Indiana Collaborative for Project-Based Learning), Advisory Group member; January 2012 – September 2016

*Community-Level:*

School Commission, Saints Francis and Clare School, Greenwood, Indiana, member and chair; September 2011 – June 2017

*Professional-Level:*

Section 2: Teacher Agency, Teacher Leadership and Teacher Activism Within and Beyond the Classroom, Division K: Teaching and Teacher Education, American Educational Research Association, co-chair; 2020-present

Teacher Leadership Congress (organization affiliated with the American Educational Research Association), Planning Team member; 2019-present

*The Teacher Educator*, Editorial Review Board member; since 2019

*International Journal of Teacher Leadership*, International Editorial Board member; since 2018

*International Journal of Teacher Leadership*, Review Board member; since 2016

Reviewer for:

- *Teaching and Teacher Education*; since 2020
- *The Teacher Educator*; since 2019
- *Professional Development in Education*; since 2019
- Routledge; since 2019
- Palgrave Macmillan; since 2017
- *International Journal of Leadership in Education*; since 2016
- SAGE Publications; since 2014
- *School Science and Mathematics*; since 2013
- *The High School Journal*; since 2013
- *Catholic Education: A Journal of Inquiry and Practice*; since 2012
- *Journal of School Leadership*; since 2010
- *Intercultural Education Journal*; since 2009

MEMBERSHIPS

American Educational Studies Association member; since 2016

American Educational Research Association member; since 2006

Association for Supervision and Curriculum Development member; since 2006

Phi Delta Kappa member; since 2001