
Frank Perrone

School of Education
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EDUCATION

Ph.D. in Educational Administration and Supervision <i>University of Virginia, School of Education and Human Development</i>	2017
Master of Science in Education - Secondary English <i>Duquesne University, Graduate School of Education</i>	2007
Foundations of Business Certificate <i>Indiana University, Bloomington, IN</i>	2005
Bachelor of Arts in English and Certificate of Journalism <i>Indiana University, Bloomington, IN</i>	2004

HIGHER EDUCATION EXPERIENCE

Assistant Professor, Indiana University-Bloomington (2020-present)

Assistant Professor, University of New Mexico (2017-2020)

Graduate Research Assistant, University of Virginia (2013-2017)

Graduate Research Assistant, University Council for Educational Administration at the University of Virginia (Summers 2014, 2015, 2016)

OTHER ACADEMIC APPOINTMENTS

Faculty Affiliate, Center for Educational Evaluation and Policy, Indiana University Bloomington (2022-current)

HONORS AND AWARDS

- * **Nominee, Award for Outstanding Research**, Sponsored by the Indiana University-Bloomington School of Education (2023)
- * **Recipient, Jack A. Culbertson Award**, Sponsored by the University Council for Educational Administration (2022)

- * **Recipient, David L. Clark Scholar**, Sponsored by American Education of Research Association, Divisions A and L, and UCEA (2016)
- * **Recipient, Foster-Polite Scholarship**, Sponsored by American Education of Research Association, Division A, (2016)
- * **Recipient, Walter Eugene Campbell Scholarship**, University of Virginia, EDLF award (2015)
- * **Recipient, Phi Kappa Phi**, Duquesne University (2007)
- * **Recipient, Founders Day Recognition**, Indiana University (2003-2005)
- * **Recipient, Gift Scholarship**, Indiana University (2000-2004)

PEER-REVIEWED JOURNAL PUBLICATIONS

(*asterisks throughout vita denote graduate students at the date of original submission)
(T= Teaching; R = Research; S = Service)

Published Manuscripts

- R Anderson, E., Budhwani, S.*, & **Perrone, F.** (2022). Full landscape of principal preparation offerings and delivery. *Journal of School Leadership*, 32(2), 103-125.
<https://doi.org/10.1177/1052684620980360>
- R Bible, J.*, Lardier, D. T., Jr., **Perrone, F.**, & van Eeden-Moorefield, B. (2022). Stepfamily social capital and educational involvement in child college preparation: A latent cluster analysis. *Journal of Family Issues*, 43(3), 659-678.
<https://doi.org/10.1177/0192513X21993874> (IF: 1.83)
- R Clement, D., Thornton, M. E.*, Doiron, T., Young, M. D., Eddy-Spicer, D., **Perrone, F.**, & Player, D. W. (2022). Program capacity for redesign in educational leadership preparation. *Journal of Research on Leadership Education*, 17(1), 109-133.
<https://doi.org/10.1177/1942775120947460> (IF: 1.42)
- R **Perrone, F.** (2022). Why a diverse leadership pipeline matters: The empirical evidence. *Leadership and Policy in Schools*, 22(1), 5-18.
<https://doi.org/10.1080/15700763.2021.2022707> (IF: 1.29)
- R **Perrone, F.**, Pendola, A., & Fuller, E. J. (2022). Principal labor markets: Distance and time between transferring schools in Texas. *Journal of Education Human Resources*.
<https://doi.org/10.3138/jehr-2022-0010>
- R **Perrone, F.**, Young, M. D., & Fuller, E. J. (2022). A call for data on the principal pipeline. *Educational Researcher*, 51(6), 423-430. <https://doi.org/10.3102/0013189X221075767> (IF: 6.39)
- R Williams, S. S., Romans, R., **Perrone, F.**, Borden, A. M., & Woodrum, A. (2022). A decade of success in preparing and supporting quality school leadership through district–

- university partnerships. *Journal of School Leadership*, 32(1), 51-76.
<https://doi.org/10.1177%2F1052684620980362>
- R **Perrone, F.**, & Eddy Spicer, D. (2021). Teacher hiring within a diverse school district. *Leadership and Policy in Schools*, 20(2), 168-190.
<https://doi.org/10.1080/15700763.2019.1637903> (IF: 1.29)
- R Miller, J. M., Youngs, P., **Perrone, F.**, & Grogan, E. (2020). Using measures of person-organization fit and instructional alignment to predict beginning teacher retention. *The Elementary School Journal*, 120(3), 399-421. <https://doi.org/10.1086/707094> (IF: 1.34)
- R **Perrone, F.**, Rice, M. F., Anderson, E. A., & Budhwani, S. J.* (2020). Fully online principal preparation: Prevalence, institutional characteristics, geography. *Journal of Educational Administration*, 58(3), 283-301. <https://doi.org/10.1108/JEA-05-2019-0088> (IF: 2.15)
- R **Perrone, F.**, Player, D. W., & Youngs, P. (2019). Administrative climate, early career teacher burnout, and attrition. *Journal of School Leadership*, 29(3), 191-209.
<https://doi.org/10.1177%2F1052684619836823>
- R **Perrone, F.**, & Tucker, P. D. (2019). Shifting profile of leadership preparation programs in the 21st century. *Educational Administration Quarterly*, 55(2), 253-295.
<https://doi.org/10.1177%2F0013161X18799473> (IF: 3.63)
- T Williams, S. S., Secatero, S., & **Perrone, F.** (2018). Preparing and developing leaders for Indigenous serving schools via the holistic blessing of POLLEN's leadership tree. *The Journal of American Indian Education*, 57(3), 27-50.
<https://doi.org/10.5749/jamerindieduc.57.3.0027>
- R Player, D. W., Youngs, P., **Perrone, F.**, & Grogan, E. (2017). How principal leadership and person-job fit are associated with teacher mobility and attrition. *Teaching and Teacher Education*, 67, 330-339. <https://doi.org/10.1016/j.tate.2017.06.017> (IF: 3.78)
- R Young, M. D., & **Perrone, F.** (2016). How are standards used, by whom, and to what end? *Journal of Research on Leadership Education*, 10(4), 3-11.
<https://doi.org/10.1177/1942775116647511> (IF: 1.42)
- R Youngs, P., Pogodzinski, B., Grogan, E., & **Perrone, F.** (2015). Person-organization fit and research on instruction. *Educational Researcher*, 44(1), 37-45.
<https://doi.org/10.3102/0013189X15569531> (IF: 6.386)

Manuscripts Under Review

- R **Perrone, F.**, & Meyers, C. V. (Revise and resubmit). A systematic review of the literature on teacher hiring (2001-2021).

Manuscripts in Advanced Stages

- R Lochmiller, C. L., **Perrone, F.**, & Finley, C. (Data analysis phase). Behind the survey questions: A qualitative analysis of leadership behaviors that retain teachers.
- R Nowak, A. D., Smith, P. S., & **Perrone, F.** (Final manuscript preparation phase). How do homeowners, teachers, and students respond to a four-day school week?
- R Pendola, A., & **Perrone, F.**, (Data analysis phase). Educator distance from home to school and the role of moving over time.
- R **Perrone, F.**, Nash, A. M., Nuñez, A. J.*, & Sanzo, K. L. (Data analysis phase). Best practices of principal preparation programs and networks in building a diverse pipeline of school leaders.

PUBLISHED WORKING PAPERS

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- R Nowak, A. D., **Perrone, F.**, & Smith, P. S., (2023). *How do homeowners, teachers, and students respond to a four-day school week?* (EdWorkingPaper: 23-721). Annenberg Institute at Brown University. <https://doi.org/10.26300/3nyp-gk81>
- R **Perrone, F.**, & Meyers, C. V. (2021). *Teacher hiring in the United States: A review of the empirical research (2001-2020)* (EdWorkingPaper: 21-459). Annenberg Institute at Brown University. <https://doi.org/10.26300/58hw-zn20>
- R Nowak, A. D., **Perrone, F.**, & Smith, P. S. (2019). *The unintended consequences of a four-day school week: Evidence from a quasi-natural experiment in Colorado*. SSRN. <https://doi.org/10.2139/ssrn.3435674>

BOOK CHAPTERS AND ENCYCLOPEDIA ARTICLES***Invited***

- R **Perrone, F.** The role of educational leadership in teacher retention. (2022). In D. Fisher (Ed.), *Routledge encyclopedia of education*. Routledge. <https://doi.org/10.4324/9781138609877-REE85-1>
- R **Perrone, F.** (2020). How principal leadership and teacher burnout are associated with early career teacher mobility: Insights from the Beginning Teacher Longitudinal Survey. In P. Youngs, J. Kim, & M. Mavrogordato (Eds.), *Principal development, leadership practices, and teacher outcomes*. (pp. 168-188). Routledge. <https://doi.org/10.4324/9780429356247-12>
- R Tucker, P. D., & **Perrone, F.** (2020). Leadership training with an emphasis on the United States. In A. Hynds (Ed.), *Oxford bibliographies in education*. Oxford University Press. <https://doi.org/10.1093/obo/9780199756810-0058>

Peer Reviewed

- R **Perrone, F.** (2019). Who is offering university-based principal preparation, to what extent, and where: A focus on the master's degree and why change matters from 2007 to 2016. In A. B. Danzig & W. R. Black (Eds.), *Who controls the preparation of education administrators?* (pp. 25-51). Information Age Publishing.
- R Eddy Spicer, D., Anderson, E., & **Perrone, F.** (2017). Neither urban core nor rural fringe: "In-between" districts and the shifting landscape of school performance in the U.S. In C. V. Meyers & M. Darwin (Eds.), *Enduring myths that inhibit school turnaround* (pp. 49-69). Information Age Publishing.

REPORTS

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- R Fuller, E. J., **Perrone, F.**, Sanzo, K. L., & Young, M. D. (2018, December). *Developing a diverse pipeline of educational leaders: An examination of university practices*. University Council for Educational Administration.
- R Young, M. D., Eddy Spicer, D., **Perrone, F.**, Clement, D.*, Player, D. W., Thornton, M.*, & Doiron, T.* (2018). *Examining the principal preparation terrain: Issues of supply, demand, and capacity*. University Council for Educational Administration.
- R Eddy-Spicer, D., Ehren, M., Bangpan, M., Khatwa, M., & **Perrone, F.** (2016). *Under what conditions do inspection, monitoring and assessment improve system efficiency, service delivery and learning outcomes for the poorest and most marginalised? A realist synthesis of school accountability in low- and middle-income countries*. EPPI-Centre, Social Science Research Unit, UCL Institute of Education, University College London.
<http://eppi.ioe.ac.uk/CMS/Portals/0/PDF%20reviews%20and%20summaries/Q4%20System%20efficiency.pdf>

POLICY BRIEFS

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- R **Perrone, F.**, & Young, M. D. (2022, November). *Data for a quality and diverse principal pipeline* (#22-3). Center for Evaluation and Education Policy.
<https://ceep.indiana.edu/education-policy/policy-briefs/2022/data-for-a-quality-and-diverse-principal-pipeline.pdf>

INVITED BOOK REVIEWS

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- S Karnopp, J. R.*, & **Perrone, F.** (2020). Review of the book *Community engaged leadership for social justice*, by David E. DeMatthews. *Teachers College Record*, published November 2, 2020. <https://www.tcrecord.org/Content.asp?ContentID=23498>

PEER-REVIEWED CONFERENCE PROCEEDINGS

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- T Williams, S. S., **Perrone, F.**, Secatero, S., Romans, R. & Lopez, P. (2018, October). Professional networking yields benefits for aspiring leaders of Indigenous-serving

schools. In N. Dominguez & D. Alexander (Eds.), *11th annual mentoring conference Proceedings: Developmental networks: Mentoring, coaching, and leadership for innovation and entrepreneurship*. University of New Mexico. Available at:
<https://mentor.unm.edu/members/chronicle>

OP-EDS

T Williams, S. S., & **Perrone, F.** (2018, April). Linking assessment practices to Indigenous ways of knowing (Equity Response). University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/08/EquityResponse-WilliamsPerrone.pdf>

PEER-REVIEWED PRESENTATIONS

American Education Research Association (AERA)

Perrone, F., Pendola, A., & Fuller, E. J. (2023). *The roles of distance and time in principal job-to-job transfers*. Paper accepted for presentation at the annual conference of the University Council for Educational Administration, Chicago, IL.

Nash, A. M., **Perrone, F.**, & Nuñez, A. J.* (2022). *Reflections on programs' intentions to diversify the principal pathway*. Paper presented at the annual conference of the American Education Research Association, San Diego, CA.

Perrone, F. (2022). *Why a diverse leadership pipeline matters: The empirical evidence*. Paper in symposium presented at the annual conference of the American Education Research Association, San Diego, CA.

Perrone, F., Nash, A. M., & Sanzo, K. L. (2021). *Sustaining a pipeline for leaders of color: The intentions and results of preparation programs*. Paper presented at the annual conference of the American Education Research Association, online.

Perrone, F. *How principal leadership and teacher burnout are associated with early career teacher mobility: Insights from the Beginning Teacher Longitudinal Survey*. (2021). Paper presented in symposium at the annual conference of the American Education Research Association, online.

Perrone, F., & Meyers, C. V. (2020). *Teacher hiring: A synthesis of the research*. Accepted for roundtable presentation at the annual conference of the American Education Research Association, San Francisco, CA. (Conference cancelled)

Perrone, F., Rice, M., & Anderson, E. A. (2019). *Tracing trends in online educational leadership preparation: Growth patterns and institutional variables using IPEDS data*. Paper presentation at the annual conference of the American Education Research Association, Toronto, ON.

Bible, J.*, Lardier, D. T., Jr., **Perrone, F.**, & van Eeden-Moorefield, B. (2019). *Stepfamily social capital and educational involvement in child college preparation: A latent cluster analysis*. Paper presentation at the annual conference of the American Education Research Association, Toronto, ON.

Perrone, F., Williams, S. S., Secatero, S., & Romans, R. (2018). *Early lessons on creating a professional network for aspiring Indigenous school leaders*. Ignite presentation at the annual conference of the University Council for Educational Administration, Houston, TX.

Perrone, F., Player, D. W., & Youngs, P. (2018). *Administrative climate, early career teacher burnout, and attrition*. Paper presented at the annual conference of the American Education Research Association, New York, NY.

Eddy Spicer, D., & **Perrone, F.** (2018). *Standardized assessment and school improvement: A review of school-level mechanisms in low- and middle-income countries*. Poster presentation at the annual conference of the American Education Research Association, New York, NY.

Perrone, F., & Eddy Spicer, D. (2017). *Teacher hiring and fit within a diverse district*. Roundtable presentation at the annual conference of the American Education Research Association, San Antonio, TX.

Anderson, E., Eddy Spicer, D., & **Perrone, F.** (2017) *Effective equality beyond the urban core: Struggling schools, educational opportunity, and the “in-between” school district*. Paper presentation at the annual conference of the American Education Research Association, San Antonio, TX.

Reynolds, A., **Perrone, F.**, Nash, A., & VanGronigen, B. V. (2017). *A systematic mapping of the negative space in educational leadership literature*. Roundtable presentation at the annual conference of the American Education Research Association, San Antonio, TX.

Eddy Spicer, D.H., & **Perrone, F.** (April 2016) *The school-level impact of performance monitoring systems in low- and middle-income countries: A realist synthesis*. Paper presentation at the annual meeting of the American Educational Research Association, Washington, DC.

Perrone, F., & Tucker, P. D. (2016). *Trends in the preparation of school leaders for the 21st century*. Paper presentation at annual conference of the American Education Research Association, Washington, DC.

Eddy-Spicer, D., Ehren, M., Bangpan, M., Khatwa, M., & **Perrone, F.** (2015). *Designing a theory-building systematic review to explain the organizational effects of policy*. Paper presentation at the annual conference of the American Education Research Association, Chicago, IL.

University Council for Educational Administration (UCEA)

Perrone, F., Pendola, A., & Fuller, E. J. (2022). *The roles of geography and distance in principal transfers*. Paper presented at the annual conference of the University Council for Educational Administration, Seattle, WA.

- Perrone, F.** *How principal leadership and teacher burnout are associated with early career teacher mobility: Insights from the Beginning Teacher Longitudinal Survey.* (2021). Paper presented in symposium at the annual conference of the University Council for Educational Administration, Columbus, OH.
- Perrone, F.,** Nash, A. M., & Sanzo, K. L. (2020). *Role of program aspirations and other key attributes in building a pipeline of leaders of color.* Paper presentation at the annual conference of the University Council for Educational Administration, online.
- Perrone, F.,** Budhwani, S.*, Anderson, E. A., Rice, M. F., & Nowak, A. D. (2019). *The landscape of fully online offerings in principal preparation.* Paper presentation at the annual conference of the University Council for Educational Administration, New Orleans, LA.
- Perrone, F.,** & Meyers, C. V. (2019). *Teacher, administrator, and district personnel recruitment, screening, interviewing, and hiring: A synthesis of the research.* Paper presentation at the annual conference of the University Council for Educational Administration, New Orleans, LA.
- Williams, S. S., **Perrone, F.,** Woodrum, A., Borden, A. M., & Romans, R. (2019). *A decade of success in preparing and supporting quality school leadership through district-university partnerships.* Paper presented at the annual conference of the University Council for Educational Administration, New Orleans, LA.
- Participant.** (2018). *Who controls education administration.* Critical conversation presented at the annual meeting of the University Council for Educational Administration, Houston, TX.
- Perrone, F.,** & Eddy Spicer, D. (2017). *Teacher hiring and fit within a diverse district.* Paper presented at the annual conference of the University Council for Educational Administration, Denver, CO.
- Reynolds, A., Nash, A. M., VanGronigen, B. V., & **Perrone, F.** (2017). *Researching critical gaps in educational leadership: Voices 4 moving forward!* Special session presented at the annual meeting of the University Council for Educational Administration, Denver, CO.
- Anderson, E., Crow, G., Eddy-Spicer, D. H., Hochbein, C., Meyers, C. V., **Perrone, F.,** VanGronigen, B. V., & Young, M. D. (November 2016). *In-between district capacity to meet the needs of struggling schools.* Critical conversation presented at the annual meeting of the University Council for Educational Administration, Detroit, MI.
- Perrone, F.,** Youngs, P., & Player, D. W. (2016). *Early career teacher fit and attrition in hard-to-fill vs. easy-to-fill teaching positions.* Paper presented at annual conference of the University Council for Educational Administration, Detroit, MI.
- Perrone, F.,** & Tucker, P. D. (2015). *Shifting profile of leadership preparation for the 21st century.* Paper presented at the annual conference of the University Council for Educational Administration Conference, San Diego, CA.
- Eddy-Spicer, D., Ehren, M., Bangpan, M., & **Perrone, F.** (2015). *Accountability and educational equity: Standardized assessment and educational reform in Latin America and Sub-Saharan Africa.* Paper

presented at the annual conference of the University Council for Educational Administration, San Diego, CA.

Participant. (2015). *Improving the lowest-performing schools in mid-sized school districts*. Critical conversation presented at the annual meeting of the University Council for Educational Administration, San Diego, CA.

Perrone, F. (2014). *Prevalence of burnout in U.S. schools and the role of administration*. Paper presented at the annual conference of the University Council for Educational Administration, Washington, DC.

Association for Education Finance and Policy (AEFP)

Nowak, A. D., **Perrone, F.**, & Smith, P. S. (2020). *The unintended consequences of a four-day school week on house prices: Evidence from a quasi-natural experiment in Colorado*. Paper presented at the annual conference of the Association for Education Finance and Policy, Fort Worth, TX.

Perrone, F., Youngs, P., & Player, D. W. (2017). *Early career teacher fit and attrition in hard-to-fill vs. easy-to-fill teaching positions*. Paper presented at annual conference of the Association for Education Finance and Policy, Washington, D.C.

Youngs, P., Miller, J. M., **Perrone, F.**, & Grogan, E. (2017). *Using measures of person-organization fit and person-group fit to predict beginning teacher retention*. Paper presented at annual conference of the Association for Education Finance and Policy, Washington, D.C.

Player, D. W., Youngs, P., **Perrone, F.**, & Grogan, E. (2016). *How fit is associated with teacher mobility and attrition*. Paper presented at the annual conference of the Association for Educational Finance and Policy, Denver, CO.

Perrone, F. (2015). *Administrative support and the signs of burnout in staying, moving, and leaving teachers*. Poster presented at the annual conference of the Association for Educational Finance and Policy, Washington, DC.

Player, D. W. & **Perrone, F.** (2015). *Teacher responses to student-based accountability*. Paper presented at the annual conference of the Association for Educational Finance and Policy, Washington, DC.

Perrone, F. (2014). *Core subject teacher burnout: Effects of recession and increased accountability*. Poster presented at the annual conference of the Association for Educational Finance and Policy, San Antonio, TX.

Other Conferences

Nowak, A. D., **Perrone, F.**, & Smith, P. S. (2023). *How do homeowners, teachers, and students respond to a four-day school week?* Paper to be presented at the annual conference of the American Real Estate Society, San Antonio, TX.

- Williams, S. S., **Perrone, F.**, Secatero, S., Romans, R. & Lopez, P. (2018). *Professional networking yields benefits for aspiring leaders of Indigenous-serving schools*. Paper presentation at the annual meeting of the University of New Mexico's Mentoring Institute, Albuquerque, NM.
- Secatero, S., **Perrone, F.**, & Begay, M.* (2018). *POLLEN: Creating an Indigenous pathway to become educational leaders in Native-serving schools*. Workshop presented at the annual conference of American Indian / Indigenous Teacher Education Conference, Flagstaff, AZ.
- Williams, S. S., & **Perrone, F.** (2018). *Promoting culturally-rooted assessment practices*. Session presented at the annual New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM.
- Eddy Spicer, D.H., **Perrone, F.**, Ehren, M., & Bangpan, M. (January 2017). *Vertical coherence and school-level outcomes: Lessons from a realist synthesis of standardized assessment in low- and middle-income countries*. Paper presented at the annual meeting of International Convention on School Effectiveness and Improvement, Ottawa, Ontario, Canada.
- Eddy-Spicer, D., Ehren, M., Bangpan, M., Khatwa, M., & **Perrone, F.** (2016). *Using theory to inform evidence synthesis: case study of school accountability systematic review in developing countries*. Paper presented at the Cochrane Colloquium, Seoul, South Korea.
- Eddy-Spicer, D., Ehren, M., Bangpan, M., & **Perrone, F.** (2015) *Accountability and social cohesion—reconsidering the role of performance information: What can Europe and North America learn from low- and middle-income countries?* Paper presented at the annual meeting of the British Educational Leadership, Management and Administration Society (BELMAS), Reading, UK.

INVITED PRESENTATIONS

American Education Research Association (AERA)

- Participant.** (2020). *AERA-UCEA invited roundtable symposium: Advancing knowledge about university contributions to professional learning in educational research*. Roundtable invited for presentation at the annual conference of the American Education Research Association, San Francisco, CA. (Conference cancelled)

University Council for Educational Administration (UCEA)

- Clement, D.*, Eddy Spicer, D., Fuller, E. J., **Perrone, F.**, Sanzo, K. L., Thornton, M.*, & Young, M. D. (2019). *Problems and prospects in developing a diverse pipeline of educational leaders*. Symposium presented at the annual conference of the University Council for Educational Administration, New Orleans, LA.
- Clement, D.*, Doiron, T., Eddy Spicer, D., **Perrone, F.**, & Thornton, M.* (2018). *Redesigning principal preparation programs: Do we have the capacity?* Critical conversation presented at the annual meeting of the University Council for Educational Administration, Houston, TX.

Reynolds, A., Nash, A. M., VanGronigen, B. V., & **Perrone, F.** (2017). *A systematic mapping of the negative space in educational leadership literature*. Paper presented at the annual conference of the University Council for Educational Administration, Denver, CO.

Perrone, F. *Overview of changes in supply and demand of principal candidates in the 21st century*. (2016). Invited ignite presentation at the annual conference of the University Council for Educational Administration, Detroit, MI.

GRANT PROPOSALS

External Grants Under Review

Joyce Foundation - *Opening Indiana's Black Box: Statewide Research on School District Hiring and Staffing Practices* (\$322,710). Principal Investigator, Chad Lochmiller; Co-Principal Investigator, Frank Perrone.

Funded External Grants

Wallace Foundation Grant: *Supply, Demand, and Institutional Capacity for Principal Preparation* (\$100,050). Principal Investigator, Michelle Young; Co-Principal Investigator, Frank Perrone. Summer 2018.

W. K. Kellogg Foundation - 2018 Summer Faculty Development Projects (\$4,000 per Co-Principal Investigator, \$16,000 total). Co-Principal Investigators, Frank Perrone, Russ Romans, Shawn Secatero, Sheri Williams to support creation and action research study of POLLEN Summer Symposium (June 3, 2018-August 24, 2018).

Funded Internal Grants

Proffitt Internal Grant - *Principal Preparation Programs and Principal Licensure: Landscape, Changes, and National Data* (\$25,000). Principal Investigator, Frank Perrone. July 2023 - June 2024.

OFAC Research Grant (\$2,000) to support study of Alliance for Learning and Leading initiative outcomes. 2018-2019.

OFAC Travel Grant (\$1,000) to present findings from two studies at Annual Meeting of the American Educational Research Association, New York, April 13-17, 2018.

NATIONAL MEDIA COVERAGE

Sparks, S. D. (2023, February 14). Four studies to know on four-day school weeks. *EducationWeek*. <https://www.edweek.org/leadership/four-studies-to-know-on-four-day-school-weeks/2023/02>

Peeetz, C. (2023, February 13). What happened when one of the first large school districts adopted a four-day week. *EducationWeek*. <https://www.edweek.org/leadership/what-happened-when-one-of-the-first-large-school-districts-adopted-a-four-day-week/2023/02>

Robles, Y. (2023, February 7). Four-day school week hurt housing market, academics in the 27J district, study suggests. *Chalkbeat Colorado*.
<https://co.chalkbeat.org/2023/2/7/23588718/27j-four-day-school-week-study-teacher-retention-housing-prices>

Superville, D. (2022, September 16). What principal prep looks like right now. *EducationWeek*.
<https://www.edweek.org/leadership/what-principal-prep-looks-like-right-now/2022/09>

Marshall, K. (2020, March 23). Reducing attrition among new teachers. *Marshall Memo*.

GRADUATE LEVEL TEACHING

+ denotes courses taught in an online instructional format.

* denotes original course preparation

Indiana University, Bloomington, IN

Course Prefix	Course Title	Term	Total Students	Course Evaluation
A500+	Introduction to Educational Leadership	Spring 2023	15	-- / --
A515+	Instructional Ldrship, Supervision, & Dev't	Spring 2023	17	-- / --
A500+	Introduction to Educational Leadership	Fall 2022	21	4.7 ¹ / 4.7 ²
A515+	Instructional Ldrship, Supervision, & Dev't	Spring 2022	15	4.6 ¹ / 4.4 ²
A500+	Introduction to Educational Leadership	Spring 2022	14	4.3 ¹ / 4.7 ²
A515+	Instructional Ldrship, Supervision, & Dev't	Fall 2021	17	4.2 ¹ / 4.6 ²
A500+	Introduction to Educational Leadership	Fall 2021	20	4.5 ¹ / 4.7 ²
A515+	Instructional Ldrship, Supervision, & Dev't	Summer 2021	15	4.0 ¹ / 4.1 ²
*A515+	Instructional Ldrship, Supervision, & Dev't	Spring 2021	17	4.2 ¹ / 4.5 ²
A500+	Introduction to Educational Leadership	Spring 2021	20	4.4 ¹ / 4.7 ²
*A500+	Introduction to Educational Leadership	Fall 2021	17	4.5 ¹ / 4.7 ²

Note:

¹ Reflects Indiana University course rating based on course evaluation questionnaire item #1, which assesses student responses related to the statement: "Overall, I would rate the quality of this course as outstanding." Responses based on 5-point Likert scale with 5.0 being "strongly agree."

² Reflects Indiana University course rating based on course evaluation questionnaire item #2, which assesses student responses related to the statement: "Overall, I would rate this instructor as outstanding." Responses based on 5-point Likert scale with 5.0 being "strongly agree."

University of New Mexico, Albuquerque, NM

Course Prefix	Course Title	Term	Total Students	Course Evaluation
LEAD 560+	Instructional Ldrship, Supervision, & Eval	Spring 2020	7	4.8 ¹ / 5.0 ²
LEAD 530+	Ldrship for Conflict Res in Schools & Orgs	Spring 2020	18	3.9 ¹ / 4.4 ²
LEAD 601	Perspectives on Educational Leadership	Fall 2019	5	4.5 ¹ / 5.0 ²
LEAD 534+	Policy Issues in Education	Fall 2019	6	-- ³ / -- ³
LEAD 560+	Instructional Ldrship, Supervision, & Eval	Spring 2019	7	4.9 ¹ / 4.9 ²

LEAD 530+	Ldrshp for Conflict Res in Schools & Orgs	Spring 2019	17	4.6 ¹ / 4.6 ²
*LEAD 634	Education, Politics, and Policy	Fall 2018	8	4.4 ¹ / 5.0 ²
LEAD 560+	Instructional Ldrshp, Supervision, & Eval	Spring 2018	17	4.6 ¹ / 4.9 ²
LEAD 530+	Ldrshp for Conflict Res in Schools & Orgs	Spring 2018	21	4.6 ¹ / 4.9 ²
*LEAD 601	Perspectives on Educational Leadership	Fall 2017	11	3.5 ¹ / 4.6 ²

Note:

¹ Reflects University of New Mexico course rating based on course evaluation questionnaire item #1, which assesses student responses related to the statement: "Please rate the instructor's overall teaching effectiveness." Responses based on 5-point Likert scale with 5.0 being "highly effective."

² Reflects University of New Mexico course rating based on course evaluation questionnaire item #2, which assesses student responses related to the question: "How comfortable do you feel approaching the instructor with questions or comments?" Responses based on 5-point Likert scale with 5.0 being "very comfortable."

³ Reflects response number below that required to receive course evaluation scores.

University of New Mexico (directing master's capstones and doctoral dissertations)

LEAD 591: Problems (master's independent study) (Fall 2019)

LEAD 699: Dissertation (doctoral) (Fall 2018, Spring 2019, Fall 2019, Spring 2020)

University of Virginia, Charlottesville, VA

EDLF 7805: Human Resources Management, co-instructor (master's) (Spring 2017), UVA

EDLF 8825: Human Capital, course development, online facilitation (doctoral) (Fall 2016), UVA

GRADUATE STUDENT ADVISING**Doctoral Students*****Indiana University (2020-Present)******Dissertation Chair and Director (In Progress)***

Michael Gaines, Ed.D. in Educational Leadership. (dissertation stage)

Nicole Leach, Ed.D. in Educational Leadership. (dissertation stage)

Dissertation Committee Member (Completed)

Sheila Dollaske, Ed.D. in Educational Leadership. Graduated, May 2021.

Christopher Finley, Ed.D. in Educational Leadership. Graduated, May 2022.

Teresa James, Ed.D. in Educational Leadership. Graduated, May 2022.

Greg O'Donnell, Ed.D. in Educational Leadership. Graduated, May 2021.

Tracy Reed, Ed.D. in Educational Leadership. Graduated, August, 2022.

Zylstra, Dan, Ed.D. in Educational Leadership. Graduated, December 2022.

Dissertation Committee Member (In Progress)

Danielle Feters Thompson, Ed.D. in Educational Leadership. (pre-proposal)

Pauline Finn, Ed.D. in Literacy, Culture, and Language Education. (pre-proposal)

Jamie Henderson, Ed.D. in Educational Leadership. (dissertation stage)

Jackie Huber, Ed.D. in Instructional Systems Technology. (dissertation stage)

Aaron Huff, Ed.D. in Educational Leadership. (dissertation stage)

Michael Kelley, Ed.D. in Educational Leadership. (pre-proposal)

Brian Kemps, Ed.D. in Educational Leadership. (pre-proposal)

Jacob Koressel, Ph.D. in Instructional Systems Technology. (pre-proposal)

Ryan Merriwether, Ed.D. in Educational Leadership. (dissertation stage)
 Juliana Nwokoro, Ph.D. in Higher Education. (pre-proposal)
 Holly Pate, Ed.D. in Educational Leadership. (dissertation stage)
 Chad Phillips, Ed.D. in Educational Leadership. (pre-proposal)
 Emily Schuler, Ed.D. in Educational Leadership. (pre-proposal)
 Amy Stewart, Ed.D. in Educational Leadership. (pre-proposal)
 Joe Strickland, Ph.D. in Educational Leadership. (dissertation stage)
 Danielle Thompson, Ed.D. in Educational Leadership. (pre-proposal)

University of New Mexico (2017-2020)

Dissertation Committee Member (Completed)

Melanie Blea, Ed.D. in Educational Leadership. Graduated, May 2022. ±
 Marni Goldberg, Ed.D. in Educational Leadership. Graduated, December 2022. ±
 Ann Lyn Hall, Ed.D. in Educational Leadership. Graduated, August 2022. ±

Dissertation Committee Member (In Progress)

Ana Perea, Ed.D. in Educational Leadership. ± (post-proposal defense)
 Nadine Torres, Ed.D. in Educational Leadership. ± (post-proposal defense)

± denotes continued serving after leaving the University of New Mexico in 2020.

Master's Students

University of New Mexico (2018-2020)

Christin Christenson, M.A. without licensure. Graduated, December 2019.

SERVICE TO THE PROFESSION

National/International Research and Policy Agenda Service

AERA-UCEA Research Conference: Advancing Knowledge about University Contributions to Professional Learning in Educational Leadership, Washington, D.C., Participant (2019)

National Conference Planning Service

AERA Division A, Section 5 Chair (2019)
 AERA Division A Planning Committee (2019)

Ad Hoc Journal Reviewer

AERA Open
American Educational Research Journal (x6)
Educational Administration Quarterly (x2)
Educational Research International
International Journal of Mentoring and Coaching in Education
Journal of Cases in Educational Leadership (x3)
Journal of Education for Students Placed at Risk (x4)
Journal of School Leadership (x3)
Journal of Research on Leadership Education
Leadership and Policy in Schools

Studies in Graduate and Postdoctoral Education
Teachers College Record
Teaching and Teacher Education

Peer-review Conference Reviewer

Reviewer, AERA Annual Convention, Division A (Sections 1 & 5) (2018, 2020-current)
 Reviewer, AERA Annual Convention, Online Learning and Teaching SIG (2019)
 Reviewer, AERA Annual Convention, Division L (Section 6) (2018)
 Reviewer, AERA-UCEA David L. Clark Seminar (2019, 2022)
 Foster-Polite Scholarship Reviewer (2016)
 Reviewer, UCEA Annual Convention (2014-current)

Indiana University

Program Level

Ed.D. Program Coordinator (2021-current)
 Curriculum Advisory Committee Ad Hoc Member, Teacher Leadership Microcredentialing Program (2022)
 Faculty Search Committee Member, Clinical Assistant Professor in Educational Leadership (Spring 2022)
 Faculty Search Committee Member, Open Rank Professor in Educational Leadership (2021-22)
 Faculty Search Committee Member, Visiting Clinical Assistant Professor in Educational Leadership (Fall 2020)
 Graduate Student Admissions Committees

- * Ed.D. Program (2021-current)
- * Exceptional Needs Licensure Program (2020-current)
- * Improvement Science Certificate (2022-current)
- * Principal Certification/Master's Program (2020-current)

 Program Panel Participant

- *Teacher Leaders: What You Can Do to Support Teacher Retention?* (September 27, 2022)
- *Ed.D. Program Information Session* (March 1, 2022)

Department Level

Reviewer, Malloy Travel Fund (2023)

School Level

Member, Research, Development, & External Partnerships Committee (2021-current)

University of New Mexico

Faculty Search Committee Member, Assistant Professor in K-12 Science (2019-2020)
 Member, Scholarship Committee, College of Education (2019-2020)
 Co-Creator and Co-Planner, Two-day *POLLEN Summer Symposium and Workshop* for aspiring Indigenous school leaders (2018)
 Member, Transformative Action Group (TAG), TEELP (2017-2019)
 Professional Network Coordinator, Promoting Our Leadership, Learning, and Empowering our Nations (POLLEN) (2017-2018)

University of Virginia

Member, Student Travel Committee, EDLF (2014-2017)
 Submission Reviewer, Curry Research Conference (2014-2017)
 Leadership Team Member, Forum for International Networking in Education (FINE),
 Universitas 21 (2014-2015)

Conference Facilitation

- Principal leadership, learning, and cultural considerations.* (2022). Paper session facilitated at the annual conference of the University Council for Educational Administration, Seattle, WA.
- JSN Feedback Session - Identities in urban contexts and voice: Cultural responsiveness and students' lived experiences.* (2021). Individual feedback faculty-graduate student session at the annual conference of the University Council for Educational Administration, Columbus, OH.
- Jackson Scholars Network Research Symposium Presentations - Identities in urban contexts and voice: Cultural responsiveness and students' lived experiences.* (2021). Symposium facilitated at the annual conference of the University Council for Educational Administration, Columbus, OH.
- Pushing through the pandemic: Resilient and sustaining practices.* (2021). Paper session facilitated at the annual conference of the University Council for Educational Administration, Columbus, OH.
- School leadership in the time of COVID-19 pandemic.* (2021). Paper session facilitated at the annual conference of the University Council for Educational Administration, Columbus, OH.
- Immigration laws.* (2021). Breakout session moderated at the annual conference of the Martha McCarthy Education Law and Policy Institute, Bloomington, IN. (Online)
- School leadership preparation programs: What are we missing? How to make them better?* (2021). Paper session facilitated at the annual conference of the American Education Research Association. (Online)
- School leaders: Human capital, compensation, and evaluation.* (2020). Roundtable session agreed to be facilitated at the annual conference of the American Education Research Association, San Francisco, CA. (Conference cancelled)
- The impact of targeted state and local post-secondary policy.* (2020). Paper session facilitated at the annual conference of the Association for Education Finance and Policy, Fort Worth, TX. (Online)
- Building effective schools: Recruitment, development, and teamwork.* (2019). Graduate Student Summit roundtable facilitated at the annual conference of the University Council for Educational Administration, New Orleans, LA.
- Principal and teacher hiring in a changing context.* (2018). Paper session facilitated at the annual conference of the University Council for Educational Administration, Houston, TX.
- "Shoulda, coulda, woulda...": What we wish we had known before becoming a professor.* (2018). Graduate Student Summit special session facilitated at the annual conference of the University Council for Educational Administration, Houston, TX.
- Working conditions: Setting the stage for effective practice.* (2018). Graduate Student Summit roundtable facilitated at the annual conference of the University Council for Educational Administration, Houston, TX.
- The intersection of school climate and culture with student voice.* (2017). Graduate Student Summit roundtable facilitated at the annual conference of the University Council for Educational Administration, Denver, CO.

Additional National Service

AERA Divisions A and L, Boyd National Educational Politics Workshop Mentor (2020, 2021, 2022)

Panelist with Dr. April Peters-Hawkins and Dr. Adriana Villavicencio, *Proposal Mentoring Webinar*.
Leadership for Social Justice (LSJ) SIG (July 20, 2022)

Professional Affiliations

Divisions A (administration) & L (policy) (AERA) (2013-current)
 * Learning and Teaching in Educational Leadership (LTEL) SIG (2017-current)
 * Leadership for Social Justice (LSJ) SIG (2020-current)
 University Council for Educational Administration (UCEA) (2013-current)
 Association for Education Finance & Policy (AEFP) (2013-2017, 2019-2020)

Continued Professional Development

National Center for Faculty Development & Diversity – *Faculty Success Program* (Fall 2021)
 AERA Virtual Learning Series – *Introduction to Systematic Review and Meta-Analysis* (June 4, 2020)
 AERA Division A - *Early Career Faculty Mentoring Seminar* (April 12-13, 2018)
 AERA - *Boyd National Educational Politics Workshop* (April 2016)

CONSULTING

Consultant, UVA Change Leadership Modules and Materials. School of Education and Human
Development, University of Virginia. Summer 2022.

RELEVANT PROFESSIONAL EXPERIENCE

Charter High School for Architecture + Design (CHAD) Philadelphia, PA <i>English Teacher</i> <i>English Department Chair</i> <i>10th Grade Team Leader</i>	2007-2013
Blackrock College Dublin, Ireland <i>English Teacher</i>	2006