

irene h. yoon

Department of Educational Leadership & Policy
College of Education
The University of Utah

EDUCATION

- Ph.D. University of Washington Seattle
College of Education
Educational Leadership and Policy Studies

Dissertation: *The Collective Construction of Middle-Class White Womanhood: Investigations of Teaching and Teacher Professionalization in a Diverse Elementary School* (Michael S. Knapp, Chair)
- B.A. Williams College
English

PROFESSIONAL APPOINTMENTS

- 2020-present Associate Professor with Tenure, Educational Leadership & Policy
Faculty Research Affiliate, Utah Education Policy Center
College of Education, University of Utah
- 2013-2020 Assistant Professor (Tenure-Track), Educational Leadership & Policy
Faculty Research Affiliate, Utah Education Policy Center
College of Education, University of Utah
- 2011-2013 Research Associate, Utah Education Policy Center
College of Education, University of Utah
- 2010-2011 Teaching Assistant, Educational Leadership and Policy Studies Area
College of Education, University of Washington Seattle
- 2006-2009 Research Assistant, Center for the Study of Teaching and Policy and Center for Educational Leadership
College of Education, University of Washington Seattle
- 2003-2006 Partnership Coordinator, National Commission on Teaching and America's Future
Washington, DC

PUBLICATIONS

*co-authored with doctoral students

JOURNAL ARTICLES (PEER-REVIEWED)

Wei, F., Ni, Y., & Yoon, I.H. (2021). Understanding the role of local educational departments in school improvement: Two districts in China. *Educational Management, Administration, & Leadership*. <https://doi.org/10.1177/17411432211015208>.

*Yoon, I.H., & Barton, A. (2019). Turnaround leaders' shifting gears in chronos and kairos time. *Journal of Educational Administration*, 57(6), 690-707. <http://doi.org/10.1108/JEA-08-2018-0139> [Highly Commended Paper, Literati Awards 2020, Emerald Publishers]

- Yoon, I.H. (2019). Haunted trauma narratives of inclusion, race, and disability in a school community. *Educational Studies*, 55(4), 420-435. <https://doi.org/10.1080/00131946.2019.1629926> [Special issue, L. Loutzenheiser & N. Erevelles, Eds.]
- Yoon, I.H. (2019). Hauntings of a Korean American woman researcher in the field. *International Journal of Qualitative Studies in Education*, 32(5), 447-464. <https://doi.org/10.1080/09518398.2019.1597211>
- Byrne-Jiménez, M.C., & Yoon, I.H. (2018). Leadership as an act of love: Leading in dangerous times. *Frontiers in Education: Leadership in Education Section*, 3, Article 117. <https://doi.org/10.3389/feduc.2018.00117> [authors contributed equally]
- Yoon, I.H. (2018). Silencing racial humor in elementary school: Consequences of colormuting and whiteness for students of color. *Berkeley Review of Education*, 8(1), 117-144. <https://doi.org/10.5070%2FB88136900>
- *Martin, A., Yoon, I.H., & Fluckiger, J.J. (2016). Decision-making in school racial conflict: Challenges of leadership for social justice. *Journal of Cases in Educational Leadership*, 19(2), 12-20. <https://doi.org/10.1177/1555458915626763>
- Yoon, I.H. (2016). Trading stories: Middle-class White women teachers and the creation of narratives about students and families in a diverse elementary school. *Teachers College Record*, 118(2).
- Yoon, I.H. (2012). The paradoxical nature of whiteness-at-work in the daily life of schools and teacher communities. *Race Ethnicity and Education*, 15(5), 587-613. <https://doi.org/10.1080/13613324.2011.624506>
- Gallucci, C., Van Lare, M.D., Yoon, I.H., & Boatright, B. (2010). Instructional coaching: Building theory about the role and organizational support for professional learning. *American Educational Research Journal*, 47(4), 919-963. <https://doi.org/10.3102/0002831210371497>
- Boatright, B., Gallucci, C., Swanson, J., Van Lare, M., & Yoon, I. (2009). Medical residency model goes to school. *Journal of Staff Development*, 30(3), 18-20, 22. [Journal now published as *The Learning Professional*]

BOOKS AND BOOK CHAPTERS

- *Yoon, I.H., & Chen, G.A. (forthcoming). Heeding hauntings in research for mattering. In A. Tachine & Z Nicolazzo (Eds.), *Weaving as otherwise: Reframing qualitative research through relational lenses*. Stylus.
- Yoon, I.H. (in press). Multi-tiered pedagogies of pathologization: Disability, race, and PBIS in a diverse elementary school. In C. O'Brien, W.R. Black, & A.B. Danzig (Eds.), *Who Decides? Power, Disability, and Education Administration*. Information Age Publishing. [peer reviewed]
- Yoon, I.H. (2018). Critical research perspectives in school leadership: Putting dignity and humanity at the center. In C.R. Lochmiller (Ed.), *Complementary research methods in educational leadership and policy* (pp. 99-120). Palgrave. https://doi.org/10.1007/978-3-319-93539-3_6 [double-anonymous peer reviewed]
- Yoon, I.H. (in progress). *Quilting beloved community: Hauntings of race, disability, and transgenerational trauma in school inclusion*. [book manuscript]

JOURNAL ARTICLES IN PROGRESS

- Yoon, I.H. (in progress). Whiteness-at-work and the entanglements of gender, class, and disability in higher education. Special issue of *International Journal of Qualitative Studies in Education* (N. Nishi & O.

Mohajeri, Eds.) [Invited discussion article; special issue of studies using and extending from Yoon, 2012]

- *Yoon, I.H. & Leu, S.E. (in progress). "Finding the joy" and "communicating empathy": Witnessing the demoralization of teachers and leaders in high-stakes school improvement.
- *Yoon, I.H., Rorrer, A.K., Groth, C.A., & Leu, S.E. (in progress). School readiness for mandated improvement: A framework for the human side of change under accountability policy.

MONOGRAPHS AND TECHNICAL REPORTS

- Rorrer, A.K., Groth, C., Yoon, I., Swenson, K., & Shooter, W. (2012). Beverley Taylor Sorenson Arts Learning Program Year 4 implementation evaluation 2011-2012: Technical report. Salt Lake City, UT: Utah Education Policy Center.
- Rorrer, A.K., Groth, C., Yoon, I., Shooter, W., Swenson, K., & Raphael, R. (2011). Beverley Taylor Sorenson Arts Learning Program Year 3 implementation evaluation 2010-2011: Technical report. Salt Lake City, UT: Utah Education Policy Center.
- Van Lare, M., Yoon, I., & Gallucci, C. (2008). Orchestrating leadership in district-wide reform: A report for Marysville School District. Seattle, WA: Center for Educational Leadership.
- Fulton, K., Yoon, I., & Lee, C. (2006). Induction into learning communities. Report to the National Commission on Teaching and America's Future. Washington, DC: NCTAF.
- Fulton, K., Abercrombie, K., & Yoon, I. (2005). Fifty years after Brown v. Board of Education: A two-tiered education system. Report to the National Commission on Teaching and America's Future. Washington, DC: NCTAF.
- Carroll, T., Fulton, K., & Yoon, I. (2005). TLINC: Teachers Learning in Networked Communities. Phase I Evaluation Report. Washington, DC: National Commission on Teaching and America's Future.

INVITED COLUMNS

- Yoon, I.H. (2017). Considering the future of U.S. public schooling: President-elect Trump, ESSA, and educational leadership. Division A Newsletter of the American Educational Research Association. Accessed 2/17/2017 from <http://aeradivisiona.org/invited-commentary.html>.
- Ota, I.M., and Yoon, I.H. (2014, October 3). Ferguson sparks cross-campus dialogue about racialized police violence. *Social Work Helper* [website]. Accessed 10/3/2014 from <http://www.socialworkhelper.com/2014/10/03/ferguson-sparks-cross-campus-dialogue-racialized-police-violence/>. [authors contributed equally]

CONFERENCE PROCEEDINGS

- *Yoon, I.H., Buenrostro, P., Chen, G.A., Shrodes, A., Uttamchandani, S., & Jurow, S. (2020). Building Nepantla: Humanizing pedagogies and the learning sciences. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020*, Volume 4 (pp. 2175-2182). Nashville, TN: International Society of the Learning Sciences. <https://doi.org/10.22318/icls2020.2175>

ENCYCLOPEDIA ENTRIES

- Knapp, M.S., & Yoon, I.H. (2012). Social class and education. In J.A. Banks (Ed.), *Encyclopedia of Diversity in Education, Vol. 4*, pp. 1970-1973. SAGE.

BOOK REVIEWS

Yoon, I.H. (2017). Educational Leadership and Organizational Management: A Review. *Teachers College Record*, <http://www.tcrecord.org>, ID Number 22168.

IN THE MEDIA

Yoon, I.H. (Producer & Host), Nash, J.B., & Byrne-Jiménez, M. (Executive Producers). (2021, September 13). "Experiences of Asian Americans Informs Leadership Preparation, Equity, and Inclusion" (No. 2) [audio podcast episode]. In *Café UCEA*. University Council for Educational Administration. <https://cafe-ucea.captivate.fm/episode/experiences-of-asian-americans-informs-leadership-preparation-equity-and-inclusion>

Yoon, I.H. (2021, June 2). Learn the history of inequality so we can build a better future [Commentary]. *The Salt Lake Tribune*, A7. <https://www.sltrib.com/opinion/commentary/2021/06/02/irene-h-yoon-learn/>

Beachum, F. (Host). (2021, April). "Dare to be: Critical conversation about Asian discrimination with Dr. Jessica Liu and Dr. Irene Yoon" [video podcast episode]. In *Education for the 21st Century*. Lehigh University. <https://www.youtube.com/watch?v=34LDr9yCzXk>

Teachers College Record (Host). (2017, April). "Trading stories: Middle-class white women teachers and the creation of collective narratives about students and parents in a diverse elementary school" [vlog episode]. In *The Voice*. <https://www.tcrecord.org/content.asp?contentid=18232>

King, J. (2017, December 27). Experts: Racism exists in your school and few teachers are trained to handle it. *Deseret News*. <https://www.deseretnews.com/article/900006386/expe...>

Michael, A., & Bartoli, E. (2014 Summer). What White Children Need to Know About Race. *Independent School Magazine*. <http://www.nais.org/Magazines-Newsletters/ISMagazi...>

RESEARCH FUNDING

UNDER REVIEW

(invited for full proposal; submitted) Nourishing Leadership Team Capacity for LGBTQ+ Inclusion with the Welcoming Schools Curriculum. (PI). \$15,000 over 2 years. B.W. Bastian Foundation. Collaborators: Kody Colvin & Alli Martin (Practitioners), and Bethy Leonardi (CU-Boulder).

(submitted) Leadership Love Letters in Dangerous Times (PI). \$75,000 over 2 years. Spencer Foundation Special Racial Equity Grants. Collaborator: Mónica Byrne-Jiménez (Michigan State University).

AWARDED GRANTS & CONTRACTS

Leadership and Inquiry for Turnaround (co-PI). 2016. Budget: \$495,825 over 5 years. Utah State Board of Education Solicitation BC16022, School Leadership Development Plan. PI: Andrea Rorrer.

University of Utah Vice President for Research, Funding Incentive Seed Grants (PI). 2015. Award: \$34,990. Leadership for Inclusion of Students of Color with Emotional and Behavioral Disabilities.

Salt Lake City School District. 2015. Title I School Support Team (Investigator). Budget: \$7,500. PI: Andrea Rorrer.

Granite School District. 2012. Title I School Support Team (Investigator and Technical Assistance Provider). Budget: \$150,000. PI: Andrea Rorrer.

Granite School District. 2011. Title I School Support Team (Investigator and Technical Assistance Provider). Budget: \$250,000. PI: Andrea Rorrer.

Salt Lake City School District. 2011. Title I School Support Team (Investigator). Budget: \$7,500. PI: Andrea Rorrer.

University of Washington College of Education, Doi Doctoral Dissertation Fund (PI). 2010. Award: \$1000.

APPLIED

National Academy of Education/Spencer Foundation Postdoctoral Fellowship (PI). Conceptualizing school leadership for humanizing education: Inclusion, achievement, and community for students of color with emotional and behavioral disabilities. Request: \$70,000. Submitted 11/3/2016.

U.S. Department of Education, Institute for Education Sciences, Education Research Grants, Topic Seven, Goal One (co-PI). Exploration of malleable factors associated with student outcomes in Utah's State System of Support (SSOS) for low performing schools. PI: Andrea Rorrer. Request: \$1,379,527 over 4 years. Submitted 8/4/2016.

Spencer Foundation, Research-Practice Partnerships Program (co-PI). Transforming urban schools with assets-based instructional practices in teacher communities: A district-university partnership. PI: Andrea Rorrer, University of Utah; co-PIs: Vicki Park, San Jose State University; Karen Sterling, Canyons School District, Utah. Request: \$400,000. Submitted 5/27/2016.

American Educational Research Association, Research Conference Grants (co-PI). Understanding the role of teacher leaders to promote equitable instructional practice. PI: Elizabeth van Es, University of California Irvine; co-PI: Melissa Braaten, University of Colorado-Boulder. Request: \$30,233. Submitted 2/29/2016.

Spencer Foundation, Conference Grants Program (co-organizer). Understanding the role of teacher leaders to promote equitable instructional practice. PI: Elizabeth van Es, University of California Irvine; co-organizer: Melissa Braaten, University of Colorado-Boulder. Request: \$49,281. Submitted 1/11/2016.

Spencer Foundation, Small Grants Program (PI). Leadership for inclusion of students of color with emotional and behavioral disabilities. Request: \$49,970. Submitted 8/20/2015.

AWARDS

2020	Highly Commended Paper, <i>Journal of Educational Administration</i> , Emerald Publishers Literati Awards
2019	University of Utah Early Career Teaching Award
2019	College of Education Teaching Award, University of Utah
2015	Outstanding Reviewer, American Educational Research Association, American Educational Research Journal-Social and Institutional Analysis

PRESENTATIONS*

*presentation with graduate students

INVITED LECTURES

(upcoming October 2021) Owning our Asianness in our Leadership Voices. Western Governors University Employee Resource Group. [Keynote]

University of Utah College of Education. (2019, April). "Haunting inclusion: Centering race, disability, and culture in school transformation." [Research seminar]

Community College of Aurora (Colorado). (2018, November). "Humanizing Campus Culture: The Power and Peril of Collective Storytelling." [Keynote and workshops for college-wide in-service day]

- Vanderbilt University, Peabody College of Education. (2018, February). "Humanizing school culture and inclusion of haunting: New narratives for students of color with emotional and behavioral disabilities." [Research seminar]
- Midwest Critical Whiteness Collective. (2014). "Middle-class White women teachers' silence and silencing in classroom teaching." [Research seminar]

REFEREED PRESENTATIONS [LISTED SINCE 2013; GIVEN ANNUALLY SINCE 2007]

- Yoon, I.H. (2020). Multi-tiered marginalization in a diverse school: Implementing PBIS with pedagogies of pathologization and pushout. Paper presented at the annual convention of the University Council for Educational Administration [virtual conference], November 17-19.
- Yoon, I.H. (2019). Haunted trauma narratives of race, disability, and inclusion. Paper presented at the annual meeting of the American Educational Studies Association, October 30-November 2, Baltimore, MD.
- Yoon, I.H. (2019). Haunted inclusion: Centering race, disability, and culture in school transformation. Paper presented at the annual meeting of the American Educational Research Association, April 4-8, Toronto, Ontario.
- *Yoon, I.H., & Barton, A. (2018). Turnaround leaders' shifting gears in chronos and kairos time. Paper presented at the annual convention of the University Council for Educational Administration, November 14-18, Houston, TX.
- Yoon, I.H. (2018). Leadership for humanizing education: Schoolwide inclusion for students of color with emotional and behavioral disabilities. Paper presented at the annual meeting of the American Educational Research Association, April 13-17, New York, NY.
- *Yoon, I.H., Groth, C.A., Leu, S.E., McKinney, A.E., Rorrer, A.K., Bradley, J.A. (2017). School leaders' readiness for change: Considerations for supporting school turnaround. Paper presented at the annual meeting of the American Educational Research Association, April 27-30, San Antonio, TX.
- *Yoon, I.H., Leu, S.E., Groth, C.A., McKinney, A.E., Rorrer, A.K., Bradley, J.A. (2017). Leaders' efficacy for school improvement: Building teacher collective efficacy and improving school climate under high-stakes accountability. Paper presented at the annual meeting of the American Educational Research Association, April 27-30, San Antonio, TX.
- Yoon, I.H. (2016). Knowing thy past to chart the future: A centennial look into Whiteness Studies in education then and now [panelist]. Symposium at the annual meeting of the American Educational Research Association, April 8-12, Washington, DC.
- *Yoon, I.H., Groth, C.A., Leu, S.E., McKinney, A.E., Rorrer, A.K., Bradley, J.A. (2016). School leaders' readiness for change: Considerations for supporting school turnaround. Paper presented at the annual convention of the University Council for Educational Administration, November 20-23, Detroit, MI.
- *McKinney, A.E., Groth, C.A., Yoon, I.H., Leu, S.E., Rorrer, A.K., Bradley, J.A. (2016). Leadership placement in turnaround schools: Re-envisioning district human resources practices. Ignite presentation at the annual convention of the University Council for Educational Administration, November 20-23, Detroit, MI.
- Groth, C.A., McKinney, A.E., Yoon, I.H., Bradley, J., Datnow, A., Park, V., Johnson Jr., J.F., Perez, L., Uline, C., Goldring, E., & Cannatta, M. (2015). Harnessing the power of data for school turnaround. Symposium session at the annual convention of the University Council for Educational Administration, November 20-23, San Diego, CA.
- *Yoon, I.H., McKinney, A.E., Groth, C.A., & Rorrer, A.K. (2015). Readiness for school improvement as an issue of school climate and leadership capacity: Including the perspectives of students, parents,

teachers, and leaders. Paper presented at the annual meeting of the American Educational Research Association, April 16-20, Chicago, IL.

*Martin, A., Yoon, I.H., & Fluckiger, J.J. (2015). Decision-making in school racial conflict: Challenges of leadership for social justice. Paper presented at the annual meeting of the American Educational Research Association, April 16-20, Chicago, IL.

*Yoon, I.H., McKinney, A.E., Groth, C.A., & Rorrer, A.K. (2014). Readiness for school improvement as an issue of school climate and leadership: Including the perspectives of students, parents, teachers, and leaders. Paper presented at the annual convention of the University Council for Educational Administration, November 20-23, Washington, DC.

Yoon, I.H. (2014). Trading stories: Middle-class White women teachers and the creation of narratives about students and families in a racially diverse elementary school. Paper presented at the International Conference of the Learning Sciences, June 24-28, Boulder, CO.

*Yoon, I.H., Groth, C.A., Rorrer, A.K., & McKinney, A.E. (2013). Indicators of readiness for school improvement: a conceptual framework for leadership development and school support. Paper presented at the annual convention of the University Council for Educational Administration, November 6-10, Indianapolis, IN.

Models of External Support for School Improvement to Ignite Transformation and Build Capacity for Equity [session coordinator and chair]. (2013). Symposium session at the annual convention of the University Council for Educational Administration, November 6-10, Indianapolis, IN.

Yoon, I.H. (2013). Moving through fields of power and identity in qualitative research: An intersectionality perspective to reconceptualize researcher positionality. Paper presented at the annual meeting of the American Educational Research Association, April 27-May 1, San Francisco, CA.

INVITED PANELS AND PRESENTATIONS

Just Education Policy Institute. (2021). Coordinated by Janelle Scott, Sheneka Williams, Elizabeth DeBray, Walker Swain, Richard Blissett, and Neoma Mullens. [Panel]

Danzig, A., & O'Brien, C.A., facilitators. (2020). Who decides? Power, disability, and educational administration. Critical Conversation Roundtable at annual convention of University Council for Educational Administration, November 17-19. [Panel]

David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy. (2020, April). "The Job Search." [Panel]

*Utah System of Higher Education. (2019, September). "How trauma-informed education changes the school discipline paradigm." [11th Annual Conference for School Counselors and Administrators. Presented by Dan Harnsberger. Co-developed by Irene H. Yoon.]

*Utah System of Higher Education. (2019, September). "Making queer identities visible in K-12: Supporting LGBTQ+ students through inclusive practices." [11th Annual Conference for School Counselors and Administrators. Presented by Kody Colvin & Alli Martin. Co-developed by Irene H. Yoon.]

UCEA Jackson Scholars Network. (2019, July). "Establishing the Contours of Your Research Agenda." [Webinar]

"Anti-Racist Educational Leadership Preparation and Practice." (2019, February). Strengthening Anti-Racist Leaders to Advocate for Racial Equity Amongst Political Uncertainty, convened by Sarah Diem (University of Missouri) and Anjalé Welton (University of Illinois at Urbana-Champaign). Chicago, Illinois. [Spencer Foundation-sponsored conference]

Women of Color Academics (WoCA) at the University of Utah. (2019, January). "Pedagogies, Gender & Race." [Panel]

AERA Division A and Leadership for Social Justice SIG. (2018, April). "Dreams and possibilities for the future of the educational leadership professoriate: Diversifying and amplifying the voices of the academy." [Invited Vice President's Session, AERA Annual Meeting]

David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy. (2017, April). "The Role of Education Research: Politics and Beyond." [Panel]

UCEA Jackson Scholars Network (2016, April). "Navigating the Academy." Panel presented at AERA Annual Meeting.

Clark Scholars Follow-up Session. (2015, November). "From Dissertation to Publication." Panel presented at UCEA Annual Convention.

UCEA Jackson Scholars Network. (2015, November). Recognition Ceremony Speaker at UCEA Annual Convention.

UCEA Jackson Scholars Network. (2015, April). "Navigating the Academy." Jackson Scholars Alumni Session at AERA Annual Meeting.

Sun, W.L., facilitator. (2014, November). "Righting Racial Discourses in an Era of Colorblindness." Critical Conversation Roundtable at UCEA Annual Convention.

TEACHING [UNIVERSITY OF UTAH UNLESS NOTED]

*New course for department; **Significantly redesigned; #mentored teaching assistant

DOCTORAL COURSES

Advanced Qualitative Methods**#

Discourse Analysis in Educational Research*

Ed.D. Capstone Seminar*

Ed.D. Capstone Proposal Seminar*

Introduction to Inquiry**#

Introduction to Qualitative Research Methods**#

Leadership, Diversity, and Social Justice**

Professional Learning in K-12 School Reform*

MASTER'S COURSES (PROGRAM)

Leadership of Teaching and Learning [formerly titled Instructional Supervision]** (K-12 Admin Licensure)

Instructional Leadership**# (Teacher Leadership)

Leadership, Educational Equity, and Social Change [formerly titled Leadership, Diversity, and Social Justice in K-12 Schools]** (K-12 Admin Licensure; Teacher Leadership)

UNDERGRADUATE COURSES

Current Issues in Education** (College of Education, University of Washington Seattle)

DOCTORAL ADVISING

CHAIR OF COMMITTEE: COMPLETED

Kody Colvin (Ed.D. 2021), Queering professional learning: How professional learning impacts educators' capacity to support LGBTQ+ students with inclusive curricula

Sandra Leu Bonnano (Ph.D. 2020), Towards a democratic project of schooling: Exploring culturally sustaining leadership mindsets and practices in dual language immersion [2021 Winner of Social Justice Dissertation Award, Leadership for Social Justice SIG, AERA]

Daniel Harnsberger (Ed.D. 2020), How teachers conceptualize and operationalize trauma theory: Four guiding principles of trauma-informed teaching

Marni Davis (Ed.D. 2018), Learning-focused leadership in high schools: A pathway to closing achievement gaps

Mari Braithwaite (Ed.D. 2017), Communities of practice: A model for assistant principals developing instructional leadership skills

Allison Martin (Ed.D. 2016), A qualitative study of educational leaders enacting social justice for LGBTQ students

Raquel Chung-Parsons (Ed.D. 2016), Pre-service secondary science teachers' understanding of their science teacher identities (co-chair)

CHAIR OF COMMITTEE: IN PROGRESS

Amanda Jean Babcock (Ph.D. candidate), The work of academic accommodations: An institutional ethnographic research proposal

Annie Barton (Ph.D. candidate), The functions and influence of grading in the work of teaching

Dottie Alo (Ed.D. candidate), Hybrid identity of Samoan American youth: Seeking an experiential approach of self-authoring

Sean Edwards (Ed.D. candidate), Developing a measure of LGBTQ+ high school students' feelings of school connectedness

Britnee Eng (Ed.D. candidate), The role of Utah educational leaders in implementing critical professional learning

Josh Samson (Ph.D. student)

Jordan Sgro (Ph.D. student)

COMMITTEE MEMBER: COMPLETED

Younkyung Hong (Ph.D. 2021, University of Minnesota), A phenomenological examination of the hegemonic insider in teacher education

Tammy Thuy Nguyen (Ph.D. 2021), Community college students' perceptions of an Associate's degree

Joél Arvizo-Zavala (Ph.D. 2020), Collectivity and teacher professional learning: Understanding identities of agency and sovereignty in how teachers of color learn

Elizabeth Wilson (Ed.D., 2020), Utah Model Evaluation System and scaled reform: Approaches to and challenges in implementing a statewide teacher evaluation system

Edén Cortez (Ph.D. 2020), "They don't know what to do with us": A narrative inquiry methodology into Latinx transfer students' experiences with institutional departure

Andrea Kalvesmaki (Ph.D. 2019), Exploring policy connections of student discipline

Liliana Castrellón (Ph.D. 2019), A genealogy of Utah's H.B. 144 (2002): Understanding policy text malleability and interrogating racist nativism and legality blindness in policy enactment

Robert Hunsaker (Ph.D. 2019), Factors affecting the fundraising of academic deans

Kelly Dries (Ph.D. 2018), "I'm a Feminist But": Stories from Student Affairs Womxn

David Rockwood (Ed.D. 2018), Authentic leadership and trust-building: How principals foster teacher trust

Amber Roderick-Landward (Ph.D. 2017), What makes feedback actionable? An exploratory case study of the influence principals have on teachers

Rui Yan (Ph.D. 2016), Working conditions, principal instructional leadership practices, and principal turnover in K-12 public schools

Natalia Ralyk (Ph.D. 2016), Tuning elementary teacher education in Utah colleges and universities

Christine Marriott (Ed.D. 2016), Accountability and its impact on the turnover rates of more or less effective teachers

COMMITTEE MEMBER: IN PROGRESS

Rudy Medina (Ph.D. candidate), Nopaleras rising: Chicana/Latina students resisting harsh learning environments and nourishing each other through counter-spaces

Katherine Pagano (Ph.D. candidate, Dept. of Health Promotion), Examining the influence of appearance comparisons on actual-ideal body discrepancies in college men

Rachel Aho (Ph.D. program)

Willie Chen (Ph.D. program)

Lātū Kinikini (Ph.D. program)

PROGRAM & CURRICULUM DEVELOPMENT

Fall 2019 Curriculum Update, K-12 Master's in Administration program
Co-developed new and redesigned 4 courses on "Leadership for Educational Equity and Social Change," "Leadership for School Improvement and Organizational Change," "Systems Building and Organizational Change," and "Professional Learning"

2016-present UCEA Program Design Network, K-12 Master's in Administration (2016-17 team lead)

2014-2015 Drafted and Developed Ed.D. Capstone Guide and Capstone Seminars

RESEARCH APPRENTICESHIP COURSES & INDEPENDENT STUDIES

International students' experiences in independent parochial schools (Summer 2019)

Leadership of inclusion for students of color with emotional and behavioral disabilities (Summer-Fall 2017, Spring-Summer 2019; 3 students)

School leaders' readiness for change (Spring-Fall 2017; 3 students)

Frameworks of Critical Race Theory and Critical Whiteness Studies to study experiences of faculty of color (Summer 2016)

A system at work: A synthesis of literature on policies contributing to the incarceration of children and the school-to-prison pipeline (Fall 2015–Spring 2016)

Instructional leadership and principal working conditions (Spring 2015)

Decision-making in school racial conflict (Summer 2014-Fall 2015)

INVITED CLASS LECTURES

- 2021 University of Utah, College of Education, Educational Psychology Learning Sciences Research Seminar, "Humanizing learning environments" (upcoming October 2021)
Texas State University, College of Education, 20th Anniversary of School Improvement Program, "Leadership as an act of love" (April)
- 2019 University of Washington Seattle, College of Education, L4L Program, "Leadership as an act of love" (November)
Vanderbilt University, Peabody College of Education, Nashville, TN, "Researcher positionality and autoethnography" (October)
- 2017 Lewis & Clark, Graduate School of Education, Portland, OR, "Developing the Trading Stories Study" (July)
- 2015 Lewis & Clark, Graduate School of Education, Portland, OR, "Developing the Whiteness-at-work Study" (November)
University of Denver, Morgridge College of Education, "Perspectives on Qualitative Analysis Software" (November)
University of Utah, College of Education, "On Writing" (March)
University of Utah, College of Education, "Critical Discourse Analysis" (March)
- 2011 University of Utah, College of Education, "Interview Methods and Critical Ethnography" (September)
- 2010 Muskingum University, New Concord, OH, "Whiteness, White Privilege, and White Teachers' Racial Identities" (January)

NATIONAL SERVICE

EDITORIAL BOARDS

- 2018-present Associate Editor, Educational Administration Quarterly
- 2017-present Editorial Board, Frontiers in Education, Section on Leadership in Education
- 2014-2015 Editorial Board, American Educational Research Journal, Section on Social and Institutional Analysis

CONFERENCE PROGRAM COMMITTEES

- 2017 Annual Convention Rubrics Committee, University Council for Educational Administration
- 2014-2015 Annual Convention Program Planning Committee, University Council for Educational Administration

GOVERNANCE AND ADVISORY COMMITTEES

- 2021-present Award Committee, Critics' Choice Book Award, American Educational Studies Association
- 2019 Advisory Board, Supporting Instructional Growth in Mathematics (SIGMa): Enhancing Urban Secondary Teachers' Professional Learning through Formative Feedback (NSF-funded project, PI: Ilana S. Horn, Vanderbilt University)
- 2016-present Equity & Access Committee, University Council for Educational Administration
- 2015-present Barbara L. Jackson Scholars Network Advisory Committee, University Council for Educational Administration
- 2019-present; Plenum Session Representative, University Council for Educational Administration

2014-2017

MENTORING

- 2020-present Mentor, Barbara L. Jackson Scholars Network, University Council for Educational Administration
- 2019 Mentor, Division A Graduate Student Council Dialogic Forum, American Educational Research Association
- 2017-present Nomination Reviewer, David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy
- 2017 Faculty Mentor, David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy

ARTICLE REVIEWER

American Educational Research Journal
Equity & Excellence in Education
Frontiers in Education
International Journal of Qualitative Studies in Education
Journal of Cases in Educational Leadership
Journal of Critical Thought and Praxis
Journal of Educational Administration
Race Ethnicity and Education
Review of Educational Research

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
Critical Race Studies in Education Association
International Society of the Learning Sciences
University Council for Educational Administration (institutional membership)

INSTITUTIONAL SERVICE

DEPARTMENT OF EDUCATIONAL LEADERSHIP & POLICY

- 2021-present Chair, ELP Departmental Retention, Promotion, and Tenure (RPT) Committee
- 2021-2022 Member, Faculty Search Committee, K-12 Educational Leadership
- 2019-2020 Chair, Faculty Search Committee, K-12 Educational Leadership
- 2017-2019 Member, Faculty Search Committees (2), K-12 Educational Leadership
- 2015-2018 Admissions Committee, Ph.D. program
- 2014-present Admissions Committee, K-12 Ed.D. program
- 2013-present Admissions Committee, K-12 Master's in Administration program
- 2013-2016 Fellowships, Scholarships, & Awards Committee
- 2014-2015 Admissions Committee, K-12 Master's in Teacher Leadership program

COLLEGE OF EDUCATION

2021-present Member, College of Education Retention, Promotion, and Tenure (RPT) Committee
 2019 College of Education Commencement, Name Reader
 2018-2020 College Curriculum Committee
 2013-present Faculty Advisory Committee on Teacher Education
 Spring 2017 College of Education Flag-Bearer, University of Utah Commencement
 Spring 2016 Admissions Committee, Elementary Education, Urban Institute of Teacher Education
 Spring 2015 Community Engagement Committee (ad hoc)
 Spring 2015 College Research Grants Committee (ad hoc)
 Fall 2014 Undergraduate Degree Development Committee (ad hoc)

THE UNIVERSITY OF UTAH

2017-present Women of Color Academics (member and panelist)
 2018 Faculty of Color Think Tank (ad hoc)
 2015-2018 University Teaching Committee

PROFESSIONAL SERVICE TO THE COMMUNITY

2019-2020 Leadership Support (weekly), Backman Elementary School
 2019 Site Reviewer, Schools of Opportunity Program, National Education Policy Center
 2018-present Application Reviewer (annually), Utah Prison Education Program, The University of Utah
 2016-2018 Planning Team (quarterly), Leadership and Inquiry for Turnaround (LIFT), Utah Education Policy Center
 2016-2018 Planning Team, Bridgeworks Speaker Series (quarterly), Utah Education Policy Center
 2014 Planner and Lead Facilitator, What Can I Do? An action-oriented dialogue about Ferguson and beyond, co-sponsored by College of Social Work and College of Education (September)
 2012, 2014 Team Facilitator, Utah Afterschool Network Leadership Institute