

LINDSEY J. KAISER

University of Maine
College of Education & Human Development
Orono, ME 04469

Lindsey.kaiser@maine.edu
(814) 573-3828

EDUCATION

University of Washington, Seattle, WA | 2024

PhD in Educational Policy, Organizations, & Leadership

Community-Based Approaches to Anti-Racist Leadership: Supporting White Principals' Learning Through Collaborative Education Research

Qualitative Methods – Participatory Action Research

Community Partner Doctoral Fellow | Technology Access Foundation

Doctoral Committee: Jessica G. Rigby (Chair), Dana Nickson, Niral Shah, and Kyle Crowder

University of Wisconsin – Madison, Madison, WI | 2014

Master of Science in Educational Leadership and Policy Analysis, GPA: 4.0

K–12 Principal and Director of Special Education License

Slippery Rock University, Slippery Rock, PA | 2008

Bachelor of Science in Elementary Education & Special Education, GPA: 3.8

K–6 Elementary and K-12 Special Education License

ACADEMIC APPOINTMENT

2024 - Present **Assistant Professor of Educational Leadership**, University of Maine
School of Educational Leadership, Higher Education, and Human Development

PUBLICATIONS

JOURNAL ARTICLES

⁺ indicates community partner

- Kaiser, L. J., ⁺Goldenkranz, D., ⁺Lechner, H. K., ⁺Burgess, P., & ⁺Millines Dziko, T. (2025). School-based racial equity collaborations: White Principals implementing an active anti-racist stance. *Education Policy Analysis Archives*, 33. <https://doi.org/10.14507/epaa.33.8531>

BOOK PROPOSAL

- Kaiser, L. J., & ⁺Millines Dziko, T. (Submitted December 2024). *Moving beyond ceremony*. In Milner, R. (Ed.) Race and Education Series. Harvard Education Press.

BOOK CHAPTER

- Kaiser, L. J., & Wegemer, C. (2025). Boundary-spanning roles that support anti-racist educational leadership. In Polly, D. & Zenkov, K. (Eds.) *Boundary-Spanning Roles and School-University Partnerships*. Information Age Publishing.

REPORTS

- *Farrell, C., *Malin, J. R., *Shewchuk, S. J., Farley Ripple, E., Wong, L., Neal, J.W., **Kaiser, L. J.**, Brutzman, B., Brooks, D. Abodunrin, A. (2024). A critical ecological perspective on the Wallace Foundation research production, diffusion, and use: Phase 2 memo (Knowledge Mobilization and Perceived Research Use). Report Submitted to The Wallace Foundation. *Alpha: Equal Contributions
- “The Collaborative Education Research Collective” (2023, January). Towards a field for collaborative education research: Developing a framework for the complexity of necessary learning. This project was supported by the William and Flora Hewlett Foundation.
- Farrell, C., Hashim, A., **Kaiser, L. J.**, Ceperich, R. (2021, December). Research directions for an equity-centered principal pipeline initiative and the role of research-practice partnerships. This project was funded by the Wallace Foundation.

OP-EDS

- Kaiser, L. J., & ⁺Lechner, H. (2023). Call to action: Restructuring traditional research conferences to promote dignity-affirming spaces. *NNERPP Extra*, 5(2), 28-35.

PEER-REVIEWED CONFERENCE PRESENTATIONS & CHAired AND DISCUSSANT SESSIONS

⁺ indicates community or practitioner partner

- Kaiser, L. J. (2025, April). Coaching the Intricate Dance of Stepping Up and Stepping Back. Paper to be presented at the American Educational Research Association (AERA) in Denver, Colorado.
- Kaiser, L. J. (2025, April). Building Trust and Challenging Power Structures: A Racially Diverse Research-Practice Partnership in Pursuit of Justice. Roundtable session to be presented at the American Educational Research Association (AERA) in Denver, Colorado.
- Kaiser, L. J. (2025, April). Chairing Paper Session: Leading and Supporting Equity-Oriented Practices in Schools and Districts at the American Educational Research Association (AERA) in Denver, Colorado.
- Kaiser, L. J. (2025, March). School-Based Racial Equity Collaborations: White Principals Implementing an Active Anti-Racist Stance. Paper to be presented at the New England Educational Research Organization (NEERO) in Portsmouth, New Hampshire.
- Kaiser, L. J. (2025, March). Discussant for Leadership, Policy, and Educational Reform at the New England Educational Research Organization (NEERO) in Portsmouth, New Hampshire.
- Kaiser, L. J. (2024, November). Coaching the Intricate Dance of Stepping Up and Stepping Back. Paper

presented at the University Council for Educational Administration (UCEA) in Los Angeles, California.

- Kaiser, L. J. (2024, April). Decoding Anti-Racism: A Journey into the Learning Process of White Principals for Racially Just Schools. Paper presented at the American Educational Research Association (AERA) in Philadelphia, Pennsylvania.
- Kaiser, L. J. (2024, April). The Politics and Privilege of Anti-Racist Leadership: How White Principals Navigate Resistance in Productive Ways. Paper presented at the American Educational Research Association (AERA) in Philadelphia, Pennsylvania.
- Clancey, S., Baldauf, B., & **Kaiser, L. J.** (2024, April). Disrupting White Supremacy in Education: Fostering Teacher Agency Towards Anti-Racist Organizational Change. Paper presented at the American Educational Research Association (AERA) in Philadelphia, Pennsylvania.
- Kaiser, L. J. (2024, February). Supporting White Principals in Taking Anti-Racist Educational Leadership Action. Paper presented at The Convening: Journey Towards Liberation presented by The Network for EdWork is powered by the Technology Access Foundation in Seattle, Washington.
- Members of the Collaborative Education Research Collective - Biag, M., Boldon, S., Gawlik, M., **Kaiser, L. J.**, Maissias, M., Miklaszewski, C., Oyewole, K., Peurach, D., Resnick, A., Rincones, R., Schiller, K., Shafer, A., ⁺Schwentor, A., Villavicencio, A., Wentworth, L., Wilcox, K., Woulfin, S., Yamashiro, K. (2023, November). Collaborative Efforts between Leaders and Researchers to Support the Hard Reset that Educational Systems Require. Critical conversation presented at the University Council for Educational Administration (UCEA) in Minneapolis, Minnesota.
- Kaiser, L. J. & ⁺Schwentor, A. (2023, November). Learning Anti-Racist Leadership: The Responsibility of White Principals in Recognizing Positionality and Advocating for Justice. Paper presented at the University Council for Educational Administration (UCEA) in Minneapolis, Minnesota.
- Kaiser, L. J. & ⁺Schwentor, A. (2023, November). Anti-Racist Educational Leadership: White Principals Navigating Internal Resistance in Meaningful & Productive Ways. Paper presented at University Council for Educational Administration (UCEA) in Minneapolis, Minnesota.
- Clancey, S., Baldauf, B., **Kaiser, L. J.** (2023, November). Disrupting White Supremacy in Education: Fostering Teacher Agency Towards Anti-Racist Organizational Change. Paper presented at the University Council for Educational Administration (UCEA) Graduate Student Summit in Minneapolis, Minnesota.
- Yan, S., **Kaiser, L. J.** & Ma, L., Esmonde, I., Narayanan, A., Southerton, E., Lane, E., Jeddah, C. (2023, June). Emerging Approaches to Collaborative Education Research: Learning, Unlearning, and Relearning Through Critical Attention to Tensions. The workshop was presented at the International Society of the Learning Sciences (ISLS) in Montréal, Canada.
- Kaiser, L. J. & ⁺Lechner, H. (2023, April). A Critical Qualitative Approach: Humanizing RPPs Supporting Justice-Driven Educational Leadership. Poster presented at the American Educational Research Association (AERA) in Chicago, Illinois.
- Kaiser, L. J. & Wegemer, C. (2023, April). Boundary Spanning Roles that Support Anti-Racist Educational Leadership. Paper presented at the American Educational Research Association (AERA) in Chicago, Illinois.
- Kaiser, L. J. & Shafer, A. (2023, April). Co-Chaired Rising Education Scholars Interrogating Research-Practice Partnerships in Pursuit of Truth and Justice at the American Educational Research Association (AERA) in Chicago, Illinois, with invited discussant Dr. William Penuel.
- Kaiser, L. J. & ⁺Lechner, H. (2023, March). Community Partnerships for Anti-Racist Leadership. The workshop was presented at South by Southwest Education (SXSW EDU) in Austin, Texas.
- Kaiser, L. J. & Wegemer, C. (2022, November). Supporting Boundary Spanning Roles: Anti-Racist

Leadership and Authentic Community Partnerships. Paper presented at the University Council for Educational Administration (UCEA) in Seattle, Washington.

- Kaiser, L. J. (2022, October). Multi-Racial Coalition Building & Everyday Acts of (micro)Resistance. The workshop was presented at The Convening by the Technology Access Foundation in Seattle, Washington.
- Farrell, C., Hashim, A., **Kaiser, L. J.**, Ceperich, R. (2022, April). The Demands of Equity-Centered Principal Pipelines and the Role for Research-Practice Partnerships. Paper presented at the American Educational Research Association (AERA) in San Diego, California.
- Campbell, C., Arviso, D., **Kaiser, L. J.**, Hock, A. (2021, April). Graduate Students Enacting Educational Responsibility within Community Contexts. Workshop presented at the American Educational Research Association (AERA) via Zoom.

GRANTS

- **2025 Spencer Racial Equity Grant Proposal:** In partnership with Portland Public Schools, we will submit a research proposal for the Spencer Racial Equity Grant, which focuses on partnering with White school leaders to cultivate an affirming and sustaining professional environment for Black and Brown educators.

INVITED SPEAKER PRESENTATIONS & SESSION FACILITATOR

⁺ *indicates community or practitioner partner*

- Kaiser, L. J. (2024, November). Invited speaker presentation for Dr. Jessica G. Rigby's advisees at the University of Washington, College of Education. Presentation topic: Detailed Data Collection Tracking Techniques.
- Kaiser, L. J. (2024, November). Rural Issues Symposium: Resilience and Revitalization. Session Facilitator for Health, Workforce, and Community – What's happening? Solution(s)? Next Steps? University of Maine.
- Kaiser, L. J. (2024, June). My Scholar Story – A Relational Journey from Collaborative Teaching to Collaborative Education Research at the University of Maine, College of Education and Human Development, EHD 676 Doctoral Proseminar, Dr. Catharine Biddle, Associate Professor.
- Kaiser, L. J. (2024, May). Creating Conditions for Metaphorical Composting: White Principals Navigating Resistance in Productive Ways at the University of Maine, College of Education and Human Development, EAD 567 Stakeholder Engagement, Dr. Esther Enright, Assistant Professor.
- Kaiser, L. J. & ⁺Lechner, H. (2023, April). A Critical Qualitative Approach: Humanizing RPPs Supporting Justice-Driven Educational Leadership. Poster presented at the Unit:Ed Partnerships Between Seattle-Area and UW's College of Education in Seattle, WA.
- ⁺Kamal, S. & **Kaiser, L. J.** (2023, March). Leadership for Liberation: Becoming Your Own Transformational Leader. Beyond Reclamation, presented by Technology Access Foundation in Bellingham, Washington. The workshop was presented at The Equity-Centered Leadership Network, presented by The Association of Washington School Principals (AWSP) in Seattle, Washington.
- ⁺Lechner, H. & **Kaiser, L. J.** (2023, March). Building Community Partnerships for Anti-Racist Educational Leadership. This workshop was presented at Seattle Pacific University's Advancing Toward Educational Justice: Cultivating Transformative Educational Spaces for All Conference in Seattle, Washington.

- Kaiser, L. J. & ⁺McDade, S. (2022, October). How to Recruit, Retain, and Sustain BIPOC Educators. Workshop presented at The Equity Centered Leadership Network presented by The Association of Washington School Principals (AWSP) in Seattle, Washington.

AWARDS & FUNDING

- Research-to-Policy Collaboration Award | Ed Leadership & Community Partnerships | Sept. 2023
- Doi Doctoral Research Award | \$550 | May 2023
- Robert J. Copland Fund for Educational Leadership | \$340 | April 2022
- Arthur R. Hall Endowed Student Support Fund | \$1,300 | April 2022
- UW Community Partner Fellowship | \$75,288 Scholarship | Four Years of Full Funding | 2019 - 2023

RESEARCH

RESEARCH-PRACTICE PARTNERSHIP | TECHNOLOGY ACCESS FOUNDATION ▪ SEATTLE, WA

DISSERTATION – UNIVERSITY OF WASHINGTON

JULY 2021 – JUNE 2024

Research Project – Community-Based Approaches to Anti-Racist Leadership: Supporting White Principals' Learning Through Collaborative Education Research

- Co-designed and co-facilitated anti-racist leadership learning cohorts for White educational leaders in RPP with Technology Access Foundation, a Black, women-led community-based organization
- Engage in participatory action research (PAR) to examine *how* White principals make sense of community-based approaches to anti-racist leadership, and *what* principals learn by collaborating with participants on justice-centered goals in their schools

LEADING RACIALLY JUST & AMBITIOUS MATHEMATICS ▪ SEATTLE, WA

RESEARCH ASSISTANT – UNIVERSITY OF WASHINGTON

AUGUST 2023 – JUNE 2024

- Graduate research assistant for Dr. Jessica G. Rigby in Leading Racially Just and Ambitious Mathematics research project funded by the National Science Foundation
- Supported research-practice partnership in Systems Leadership for Mathematics Improvement

NATIONAL CENTER FOR RESEARCH IN POLICY & PRACTICE ▪ BOULDER, CO

RESEARCH ASSISTANT, UNIVERSITY OF COLORADO BOULDER

JUNE 2023 – SEPTEMBER 2023

- Collaborated with an inter-institutional research team from the University of Delaware, CU Boulder, Michigan State University, Miami University, University of North Texas for a Wallace Foundation Study: "A Critical, Ecological Perspective on the Wallace Foundation Research Production, Diffusion, and Use"
- Co-developed interview protocols and built infrastructure to support interview processes.
- Conducted literature review on research production and diffusion practices of philanthropic foundations.
- Conducted semi-structured interviews with Wallace staff, intermediaries, and researchers.
- Co-wrote Wallace Foundation Phase II Analytic Memo

NORTHWEST EVALUATION ASSOCIATION, A DIVISION OF HOUGHTON MIFFLIN HARCOURT

RESEARCH INTERN, LEARNING SCIENCES AT NWEA

JUNE 2023 – AUGUST 2023

- A team member of Collaborative for Student Growth Division – Developed inductive and deductive

- codebook for qualitative coding of interviews and student focus groups
- Examined implementation of recovery program initiatives in Guilford County Schools
- Gathered, analyzed, and synthesized literature centered on high-dosage tutoring and recovery programs

NATIONAL CENTER FOR RESEARCH IN POLICY & PRACTICE ▪ BOULDER, CO

RESEARCH ASSISTANT, UNIVERSITY OF COLORADO BOULDER **JUNE 2021 – SEPTEMBER 2021**

- Analyzed self-reports and survey data to develop Research-Practice Partnership (RPP) Effectiveness Feedback Reports using the Henrick et al. (2017) RPP Effectiveness Framework
- Co-led RPP feedback workshops and shared findings of Feedback Reports to RPPs to foster reflection and growth among partners
- Supported Dr. Caitlin Farrell and Dr. Ayesha Hashim in conducting a systemic literature review centered on the demands of equity-centered principal pipelines and the role of RPPs

UNIVERSITY OF WASHINGTON ▪ SEATTLE, WA

COMPARATIVE CASE STUDY—LEADERSHIP FOR RACIAL EQUITY **SEPTEMBER 2020 – JUNE 2021**

- Conducted a qualitative comparative case study focused on examining leadership for racial equity and centering BIPOC student voices in decision-making processes
- Identified contending logics of equity and educational structures that posed a barrier to fully actualizing leadership for racial equity
- Developed a critical co-design approach to address contending logics of equity and to reimagine education for and with BIPOC students

TECHNOLOGY ACCESS FOUNDATION (TAF) ▪ SEATTLE, WA

COMMUNITY PARTNER FELLOW RESEARCH ASSISTANT **SEPTEMBER 2019 – JUNE 2021**

- Conducted community-based participatory research to identify high-leverage racial equity practices in the context of project-based learning and educational leadership
- Facilitated sessions where educational stakeholders co-created a rubric centered on racial equity
- Created a racial equity and inclusion survey for the Technology Access Foundation staff and educators
- Led focus groups centered on racial equity, project-based learning, and cultural identity
- Compiled literature centered on racial equity leadership, STEM, and project-based learning
- Analyzed and coded data from surveys and focus groups
- Presented emerging research findings to TAF Board of Directors and TAF staff members

NATIONAL CENTER FOR RESEARCH IN POLICY & PRACTICE ▪ BOULDER, CO

RESEARCH ASSISTANT, UNIVERSITY OF COLORADO BOULDER **JUNE 2020 – DECEMBER 2020**

- Conducted interviews with district stakeholders to identify high-leverage equity-based practices in the context of equity-centered principal pipeline initiatives for The Wallace Foundation
- Compiled and synthesized empirical equity-oriented leadership articles for a literature review
- Collectively wrote Executive Summary for Equity-Centered Principal Pipeline Initiatives

CAPACITY CATALYST ▪ AUSTIN, TX

RESEARCH EXTERN **JULY 2020 – AUGUST 2020**

- Partnered with African American Youth Harvest Foundation (AAYHF) to strengthen data management
- Attended Diversity, Equity, and Inclusion (DEI) workshops
- Designed data reports to advance equity through community partnerships

TEXAS EDUCATION AGENCY (TEA) ▪ AUSTIN, TX

RESEARCH INTERN **JUNE 2020 – JULY 2020**

- Compiled a bank of peer-reviewed culturally relevant pedagogy articles for educators
- Met with the Commissioner of Education, Mike Morath, to participate in racial equity listening sessions
- Collaborated with stakeholders and policymakers to create an ESSA equity plan for school districts

UNIVERSITY OF WASHINGTON ▪ SEATTLE, WA

CULTURALLY RESPONSIVE LEADERSHIP LITERATURE REVIEW

JULY 2019 – SEPTEMBER 2019

- Compiled peer-reviewed culturally responsive leadership literature for the Center for Educational Leadership (CEL)
- Synthesized articles and created an annotated bibliography for Dr. Jessica G. Rigby

CONSULTATION WORK

SCARBOROUGH PUBLIC SCHOOLS, MAINE

DISTRICT-WIDE PROFESSIONAL DEVELOPMENT

MARCH 2025

- Invited to lead and facilitate racial equity professional development centered on supporting racial equity in classrooms with community partner Kellie Hall.

TECHNOLOGY ACCESS FOUNDATION ▪ NETWORK FOR EDWORK

ALLY ENGAGEMENT PROGRAM FACILITATOR

NOVEMBER 2022 – MARCH 2023

- Designed and facilitated anti-racist leadership workshops for White educational leaders committed to Liberation Pedagogy

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS (AWSP)

RECRUIT, RETAIN, & SUSTAIN BIPOC EDUCATORS

OCTOBER 2022

- Co-designed and co-facilitated a workshop with Shameika McDade, Round Rock ISD, Texas, Instructional Coach on ways principals can recruit, retain, and sustain BIPOC educators

UNIVERSITY OF COLORADO BOULDER ▪ SCHOOL OF EDUCATION

ANTI-RACIST WORKSHOP

SEPTEMBER 2020 – MARCH 2021

- Co-designed and co-led antiracist workshops for establishing and enacting organizational community agreements in collaboration with Dr. William Penuel

TEACHING EXPERIENCE

UNIVERSITY OF MAINE, COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT ▪ ORONO, ME

INSTRUCTOR – EAD 647: ORGANIZATIONAL LEARNING & DEVELOPMENT

FALL 2024

- This EdD graduate course emphasizes the importance of deepening knowledge of organizational theory and applying it to educational settings, explicitly paying attention to systemic inequities – issues of race, class, gender, sexual/gender identity, ability, and their intersections – to promote educational justice and thereby guiding practices and scholarship toward enduring organizational change.
- Student comments:
 - “Thank you so much for this feedback [on my final assignment]; I’ve read it through three times now, and each time I read it, I find a new thing that is genuinely helpful moving forward.”
 - “I appreciate the level of energy you bring to class. It is obvious that you love what you do.”
 - “The opportunities to “think out loud” in our discussions have been excellent!”
 - “I really like the time to read the articles, learn about them in class, and then reflect on the theories.

These are not easy to pick up, so the reading, revisiting and time to extend my thinking is appreciated.”

- “I really like the readings we are doing. Sometimes, they are hard to digest the ones that are creating new theory, but I really like how they are paired with a research article that helps to illuminate the meaning.”
- “I love the topic and how you support us in the learning process.”
- “I thoroughly enjoyed our class with you. Your teaching approach and the pen pal activities brought us together as a cohort in ways that I don't think would have happened otherwise. I can't imagine not having you teach the rest of our courses; that would be AMAZING!!”

UNIVERSITY OF WASHINGTON, COLLEGE OF EDUCATION ▪ SEATTLE, WA

INSTRUCTOR – EDUC 472: INDIVIDUALS, GROUPS, ORG., & INSTITUTIONS JAN 2022 – JUNE 2023

- The course introduced undergraduate students to the key issues and approaches in the study of how individuals and groups both shape and are shaped by the organizations and institutions in which they participate in, with special attention to, K-12 schools/districts and educational organizations.
- The course was designed 1) to explore the organizational and institutional contexts and reforms of K-12 schools, 2) to be introduced to and investigate a series of core theoretical approaches to elucidate case-based problems of practice, and 3) to provide students with different ways of “seeing” and leading organizations from an anti-racist perspective.
- Student course evaluation comments:
 - “This class was one of the most stimulating, with Professor Kaiser facilitating and scaffolding discussions excellently. This class stretched my thinking about implicit bias and institutional issues.”
 - “This class stretched my thinking on how we can make organizational change! I didn’t realize organizational change could be so interesting and meaningful. Lindsey made the class extremely engaging.”
 - “Best education class I’ve taken so far! Thank you for an amazing quarter!”
 - “Lindsey is such an amazing instructor, and I learned so much from her. She really engaged herself with students and is so helpful in giving feedback for assignment revisions.”
 - “I really appreciate Lindsey’s approach to teaching and content; she holds a special place in my heart.”

BOARD MEMBER

VISIONING BOARD MEMBER | RESHAPE

SEPTEMBER 2019 – JUNE 2024

RIISING EDUCATION SCHOLARS HELPING ADVANCE PARTNERSHIPS & EQUITY

- Spearheaded online workshops for graduate students and professors across the nation to share equity centered research
- Participated in RPP Design Politics graduate student professional development at The International Conference of The Learning Sciences (ICLS) (2020)

RESEARCH PRACTICE PARTNERSHIPS

- Technology Access Foundation, 2019-2024
- Portland Public Schools, 2024-Present

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA) (2019-Present)
- University Council for Educational Administration (UCEA) (2019-Present)
- The International Society of the Learning Sciences (ISLS) (2019-Present)
- Community of Education Policy Professors (2024-Present) – Nominated to join the Community of Education Policy Professors, a national cohort of early-career K-12 education policy scholars. This group is dedicated to fostering collaboration and community, advancing education policy scholarship, and shaping the future of education policy reform.
- Research-to-Policy Collaboration, The Pennsylvania State University (2021-2024)
- Rising Education Scholars Helping Advance Partnerships & Equity (RESHAPE) (2019-2024)
- AERA Division A Graduate Student Committee-Communications Co-Chair (2020-2021)

UNIVERSITY OF WASHINGTON COURSES

September 2019 - 2023

POLICY IMPLEMENTATION

MEREDITH HONIG

RACE, EQUITY, & LEADING EDUCATIONAL CHANGE

ANN ISHIMARU

CULTURALLY SUSTAINING PEDAGOGIES

DJANGO PARIS

EDUCATIONAL POLICY

MIN SUN

SOCIOLOGY OF EDUCATION

JULIA DUNCHEON

EDUCATIONAL INQUIRY I & II

PHILLIP BELL & DEBORAH KERDEMAN

SCHOOL FINANCE

DAVID KNIGHT

STATISTICS

MIN LI

REVIEW OF STATISTICAL MATHEMATICS

AARON OSGOOD- ZIMMERMAN

QUALITATIVE METHODS I

MAGGIE BENEKE & KATIE LEWIS

APPLIED SOCIAL STATISTICS

ZACK ALMQUIST

ENCODING STRUCTURAL RACISM

KYLE CROWDER & KATE STOVEL

QUALITATIVE METHODS II

DATA COLLECTION

MAGGIE BENEKE & KATIE LEWIS

MULTIPLE REGRESSION

ELIZABETH SANDERS

CLIMATE &

ENVIRONMENTAL JUSTICE

PHILLIP BELL & NANCY PRICE

QUALITATIVE METHODS III

DATA COLLECTION

MOLLY SHEA & KATIE LEWIS

STRUCTURAL EQUATION

MODELING

OSCAR OLVERA ASTIVIA

DYNAMICS OF EDUCATIONAL

ORGANIZATIONS

JESSICA G. RIGBY

ORGANIZATIONAL THEORY & EDUCATIONAL CHANGE

MEREDITH HONIG

MULTILEVEL MODELING

ELIZABETH SANDERS

LEARNING RACISM, LEARNING ANTIRACISM

NIRAL SHAH

SITES OF RESISTANCE

INDEPENDENT STUDY

JESSICA G. RIGBY

DESIGN-BASED RESEARCH METHODS

NIRAL SHAH &

EMMA ELLIOTT-GROVES

ANTI-RACIST LEADERSHIP & COMMUNITY PARTNERSHIPS

INDEPENDENT STUDY

JESSICA G. RIGBY

RACE, THEORY, & DESIGN LAB

NIRAL SHAH

LEADERSHIP EXPERIENCE | K-12 PUBLIC SCHOOLS

ASSISTANT PRINCIPAL**JULY 2018 – JUNE 2019**

- Engaged in a root cause analysis with the district-wide Equity Task Force and created a plan of action to eliminate educational disparities among African-American students and students with diverse abilities
- Developed a strategic plan to support student social and emotional needs with the Equity Task Force
- Co-led a district-wide book study on *Culturally Responsive Teaching and the Brain*, cultivating conversations about race, the opportunity gap, and culturally responsive pedagogy
- Supported and cultivated restorative practices and fostered positive classroom communities
- Collaborated with educators to lead mindfulness practices in the classroom

ROUND ROCK INDEPENDENT SCHOOL DISTRICT ▪ ROUND ROCK, TX

INSTRUCTIONAL COACH**NOVEMBER 2016 – JUNE 2018**

- Selected to participate in Round Rock ISD's aspiring leaders' cohort, *RRock Star University*
- Led a book study on *Whistling Vivaldi* that cultivated discussions around stereotype threat
- Participated in the Equity Task Force committee dedicated to removing barriers to access
- Informed instructional coaches about the process and importance of reflective feedback
- Led *Learning Walks* that focused on student learning, classroom community, and pedagogy
- Assessed the needs of the campus and supported teachers' instructional growth
- Developed and led professional development in Balanced Literacy, Math, STEAM, and Co-Teaching
- Collaborated with administrators to identify areas of growth, create goals, and take action
- Effectively consulted with administrators to ensure alignment with coaching work and campus vision

DRIPPING SPRINGS ELEMENTARY ▪ DRIPPING SPRINGS, TX

SPECIAL EDUCATION TEAM LEAD**AUGUST 2015 – NOVEMBER 2016**

- Led school-wide book study featuring *Opening Minds, Using Language to Change Lives* by Peter Johnston
- Recognized by teachers as *Above and Beyond* recipient for facilitating discussions focused on research-based instructional practices for conceptual mathematics
- Served on the new school committee, providing insight on maximizing student learning
- Led Academic Action Team in analyzing and monitoring school-wide math and reading goals

LINCOLN ELEMENTARY ▪ MADISON, WI

INSTRUCTIONAL COACH**AUGUST 2014 – JUNE 2015**

- Supported teachers with ongoing professional development by utilizing student-centered coaching
- Led professional development focused on student learning and culturally responsive practices
- Collaborated with the principal and instructional coaches to foster a positive school community
- Assisted teachers in creating and monitoring professional goals

LAKE MILLS AREA SCHOOL DISTRICT ▪ LAKE MILLS, WI

SUMMER SCHOOL PRINCIPAL**JUNE 2014 – JULY 2014**

- Supported students who were in need of additional academic and behavioral support
- Collaborated with teachers, parents, and paraprofessionals to establish student success plans

LAKE MILLS ELEMENTARY ▪ LAKE MILLS, WI

INTERIM PRINCIPAL**MARCH 2014 - APRIL 2014**

- Coordinated spring concert schedule for teachers, students, and families
- Supported staff who needed additional assistance with student behavior

LAKE MILLS ELEMENTARY ▪ LAKE MILLS, WI

PRACTICUM PRINCIPAL

NOVEMBER 2013 – JUNE 2014

- Led staff meetings focused on responsive classroom practices, culturally and linguistically diverse practices, student data, and Reading and Writing Workshop
- Led New School Process and Procedure meetings to gain input and feedback from teachers
- Created interview questions that aligned with the school vision and focused on inclusive practices
- Assisted administration in selecting, interviewing, and hiring new teachers

LINCOLN ELEMENTARY ▪ MADISON, WI

PRACTICUM PRINCIPAL

NOVEMBER 2013 – JUNE 2014

- Collaborated with the School-Based Leadership Team to analyze student data
- Observed and evaluated teacher performance based on authentic intellectual work rubric
- Advocated for equity among all students to create an inclusive school environment

TEACHING EXPERIENCE | K-5 PUBLIC SCHOOLS

LINCOLN ELEMENTARY ▪ MADISON, WI

FOURTH & FIFTH GRADE TEACHER

AUGUST 2014 – JUNE 2015

- Team-taught a multi-age class that individualized instruction and personalized student learning
- Conducted Special Education re-evaluation assessments and analyzed data to determine eligibility

LAKE MILLS ELEMENTARY ▪ LAKE MILLS, WI

SECOND GRADE TEACHER

AUGUST 2013 – JUNE 2014

- Acted as the second-grade representative for the Principal's Advisory Council, a committee dedicated to analyzing and improving school-wide policies and procedures
- Used responsive classroom strategies and restorative practices to build positive classroom communities

LAKE MILLS ELEMENTARY ▪ LAKE MILLS, WI

SPECIAL EDUCATION TEACHER

AUGUST 2011– JUNE 2013

- Coached staff about restorative and responsive practices for students with IEPs
- Spearheaded weekly meetings to increase communication among the Special Education department
- Overhauled integrative RTI service delivery model to provide an inclusive setting
- Dismissed 6% of students with IEPs within two years

McKEAN ELEMENTARY ▪ McKEAN, PA

SPECIAL EDUCATION TEACHER

AUGUST 2009 – JUNE 2011

- Redesigned Math curriculum with a cohort of employees to focus on conceptual mathematics
- Coordinated and led K–4 after-school recreation program to offer extracurricular activities
- Obtained grant funds to implement an interactive technology-based learning environment

TECHNOLOGY & CODING SKILLS

- ATLAS.ti, Dedoose, NVivo, Otter.ai, & Zotero
- Coding Languages: R and SPSS
- Advanced Excel
- Squarespace & WordPress