LANCE D. FUSARELLI

***Professional Preparation***

 **The University of Texas at Austin**

 Department of Educational Administration

 Specialization: Educational Policy and Planning

 Ph.D., 1998

 M.A., 1994 (Department of Government, Specialization: Public Policy)

 **Case Western Reserve University** Double Major: History and American Studies

 B.A., 1988

*Professional Experience*

**Department of Educational Leadership, Policy and Human Development**

 **North Carolina State University**

Distinguished Professor 11/21-present

Professor 8/09-10/21

## Director of Graduate Programs 8/09-8/16, 7/17-present

Interim Department Head 7/15-6/17

Associate Department Head 8/13-7/15

##  Associate Professor 8/03-7/09

## Program Coordinator, Educational Leadership 8/03-7/08, 08/11-07/13

Administrative Responsibilities as Interim Department Head: Serve as lead administrator for the Department, including supervision of programs and faculty in Educational Leadership, Higher Education, Counselor Education, and Adult, Workforce, and Continuing Professional Education and managing an annual budget of $3.8 million. Responsible for conducting annual reviews, performance evaluations, and contract renewals for 35 full-time faculty, 18 part-time faculty, and 4 staff members. Responsible for leadership and daily administration of 3 doctoral programs, 6 master’s programs, 3 graduate certificate programs, and approximately 677 graduate students.

Administrative Responsibilities as Director of Graduate Programs: Oversee all graduate programs in the department. I am responsible for student admission; conducting the daily administration of departmental graduate programs; providing students with information and advice including but not limited to course selection and scheduling, faculty interests, procedural matters, and University resources; approving students' plans of work; assisting the Graduate School in conducting the 10-year review of graduate programs, by initiating and leading a self-study upon notification by Graduate Dean; handling student issues with faculty and with other university departments; conducting personnel appraisals of faculty and staff; hiring faculty and staff; developing enrollment projections; developing and implementing a departmental budget; and other duties as assigned.

Courses Taught: Planning, Management, and Evaluation (master’s); Leadership for School Improvement (master’s); Seminar in Leadership Studies (doctoral); Policy Research (doctoral); Politics of Education (doctoral); Qualitative Research Methods (doctoral – intro and advanced methods); Case Study Research Methods (doctoral)

University Service: University Standing Committee on O. Max Gardner Award (2005-2008, chair: 2007); University Faculty Scholars Committee (2013-2016, chair: 2016); Advisory Committee on the Faculty Center for Teaching and Learning (2005-2008); member, search committee – Assistant Director for Instructional Technology (FCTL, 2006); University Council on Teacher Education (2006-2009); Graduate Studies Committee (2006-2015, 2017-; chair: 2007, 2008, 2021); Administrative Board of the Graduate School (2008-2013); College Reappointment, Promotion, and Tenure Committee (2007-2009, 2019-2021; Chair: 2019, 2020); University Reappointment, Promotion, and Tenure Committee (2020-2022).

##### *Previous Teaching Experience*

**Visiting Professor** Spring and Fall 2014

**Department of Public Policy**

**University of North Carolina-Chapel Hill**

Taught a first-year seminar, “High School Reform,” in the Department of Public Policy. Presented a guest lecture titled “School Reform in a Vacuum” in Lora Cohen-Vogel’s Educational Policy class.

**Assistant Professor**  8/98-6/03

 **Division of Educational Leadership, Administration & Policy**

 **Graduate School of Education**

 **Fordham University**

 Duties: Responsible for teaching graduate-level courses in educational leadership and administration. Responsible for advising doctoral students, chairing doctoral dissertation committees, serving on university committees, and conducting research.

 **Policy Analyst** 8/97-8/98

**Staff Developer**

 **Charles A. Dana Center**

 **The University of Texas at Austin**

 Duties: Responsible for assisting in the development and implementation of secondary curriculum reforms in math and science, such as the AVID (Advancement Via Individual Determination) program, with particular emphasis on program implementation in urban schools. Also involved in the TEKS (Texas Essential Knowledge & Skills) for Leaders project – responsible for the development and implementation of a professional development program for administrators linking administrator preparation to recent curriculum reforms. Projects involved extensive consulting with teachers, administrators, and curriculum specialists at the secondary level as well as state-level specialists at the Texas Education Agency.

**Adjunct Instructor**  8/95-8/98

 **Department of Government**

 **Austin Community College**

 Duties: Responsible for teaching courses in Texas and U.S. Government. Responsible for creating and grading exams, preparing and teaching daily lessons, and maintaining regular office hours for students.

**Substitute Teacher** 8/93-5/95

**Middle & High School Social Studies**

 **Round Rock Independent School District**

 **Round Rock, Texas**

Duties: Responsible for teaching social studies at the middle school and high school level.

##### *Research Experience*

**Research Assistant** 8/94-8/95

 **Texas Border Schools Initiative**

 **Dept. of Educational Administration**

 **The University of Texas at Austin**

Duties: Responsible for assisting Principal Investigator with a research project on school governance and leadership in effective schools along the Texas border ("Texas Border Schools Initiative"). Project required extensive fieldwork in schools along the border consulting with administrators, teachers, curriculum specialists, parents, and students. Activities included conducting a pilot study, design of questionnaire, field research design, data collection & analysis, and preparation of the final report.

 **Research Assistant**  9/92-8/94 **Educational Productivity Council**

 **Dept. of Educational Administration**

 **The University of Texas at Austin**

 Duties: Responsible for assisting three professors with research projects on student performance, accountability, and evaluation. Duties included conducting policy analysis and writing research reports. Projects required consulting with campus principals and teachers in cooperative efforts to improve school performance.

***Grants* (Funded NCSU only – Total: $16,171,231)**

"NC State University’s Leadership Academies," NC Principal Fellows Commission **($4,500,000)** (2022-2027). Role: Co-PI

"NC State University’s NC Principal Fellows Program Grant Renewal (NCPFP/TP3),” NC Principal Fellows Commission **($2,369,767)** (2020-2022). Role: Co-PI

"NC State University’s Leadership Academies," NC Principal Fellows Commission **($3,750,000)** (2020-2026). Role: Co-PI

“Principal Preparation Redesign: Creating Excellent Leaders, Effective Schools, and Enriched Communities,” The Wallace Foundation **($5,600,000)** (2016-2021). Role: Co-PI

“The Innovation Project (TIP) Leadership Academy,” NC Alliance for School Leadership Development **($4,141,493**) (2016-2020). Role: Co-PI

“Durham Leadership Academy,” NC Alliance for School Leadership Development **($998,553)** (2016-2018). Role: Co-PI

“Waivering as Governance: A New Model of Federalism in Education,” Spencer Foundation **($20,440)** (April-December 2015); role: PI

“The Northeast Leadership Academy 2.0: Developing and Sustaining Effective Leaders for High-Need Rural Schools,” U.S. Department of Education **($4,737,900)** (2014-2018); role: Co-PI

“The Northeast Leadership Academy-District and School Transformation’s (NELA-DST) Pipeline for Developing, Incentivizing, and Sustaining Effective Turnaround Leaders for Rural High-Need Schools,” U.S. Department of Education **($1,996,725)** (2014-2018). Role: Co-PI

“Educational Leadership Graduate Student Recruitment Proposal,” North Carolina State University, **$1,000** (2006)

“Diverse Leaders for Diverse Schools,” North Carolina State University, **$8,000** (2005)

“Diverse Leaders for Diverse Schools,” North Carolina State University, **$2,000** (2004)

Grant Writer, P.S. 81 (Brooklyn-Bedford Stuyvesant) – responsible for obtaining **$250,000** grant to expand natural science, laboratory, and library facilities in an elementary school

 Awarded 2 Fordham University research grants totaling **$7,000**

***Grants* (Not Funded)**

Fusarelli, B. (PI), Co-PIs: Fusarelli, L., Alsbury, T., Militello, M. “Preparing and Retaining Outstanding Principals and Educational Leaders.” U.S. Department of Education Office of Innovation and Improvement. School Leadership Program. (2010). A five-year grant with Cumberland County Schools would have funded development of aspiring principals and principals. Amount requested: $1,524,397

Fusarelli, L. (Co-PI). U.S. Department of Education – “Examining the Relationship Between Leadership, Governance, and Organizational Accountability on Student Performance in Charter Schools” (2009). Amount requested: $1,355,222

Fusarelli, L. (Co-PI). William T. Grant Foundation – “How Do Educational Intermediary Organizations Influence the Use of Research in School Districts?” (2009). Amount requested: $199,133

Fusarelli, B. (PI), Co-PIs: Fusarelli, L., Alsbury, T., Militello, M. “From Isolation to Collaboration: Leadership for Transformational Learning in High-Need Schools.” U.S. Department of Education Office of Innovation and Improvement—School Leadership Program (2008). Proposal to develop a leadership academy for Cumberland County Schools. Amount requested: $1,348,585

Fusarelli, B. (PI), Co-PIs: Fusarelli, L., Alsbury, T. “Preparing and Retaining Outstanding Principals and Educational Leaders (PROPEL).” U.S. Department of Education Office of Innovation and Improvement. School Leadership Program. (2008). A five-year grant would have funded development of future school leaders as well as existing school leaders. Amount requested: $1,394,825

Pritchard, R. (PI), Co-PIs: Fusarelli, B. and Fusarelli, L. “Reinventing

Education Change Toolkit: R&D” (2005). The focus of the proposed research was school leadership development and the use of change management tools provided in the IBMChange Toolkit. U. S. Department of Education (IES). Amount requested: $1,441,104

##### *Service to Schools/Consulting*

 Regional Educational Lab Central Technical Working Group (Marzano Research)

Program Evaluator/Professional Developer, Passaic (NJ) Schools

 Program Evaluator, Valley Stream Central HS District (NY)

 Program Evaluator, Dobbs Ferry School District (NY)

***Media Relations/Interviews/Blogs/Op-eds***

Fusarelli, L. D. (2021, September 13). Principals bear the brunt of parental anger, staff fatigue as COVID drags on. *Education Week*. Available at: https://www.edweek.org/leadership/principals-bear-the-brunt-of-parental-anger-staff-fatigue-as-covid-drags-on/2021/09?utm\_source=nl&utm\_medium=eml&utm\_campaign=eu&M=63417023&U=1527550&UUID=0a587169e052b5d46fbe9f855298e6bd

Fusarelli, L. D. (2020, August 6). Seasoned faculty member reflects on what he wishes he’d known as a new professor. *Inside Higher Ed* (op-ed)*.* Available at: https://www.insidehighered.com/advice/2020/08/06/seasoned-faculty-member-reflects-what-he-wishes-hed-known-new-professor-opinion

Fusarelli, L. D. (2020, January 22). Provided background information on the unschooling movement to Brian Gordon, *Asheville Citizen Times*, “Unschooled Asheville: A day in the life of homeschooling’s boldest movement”.

Fusarelli, L. D., & Ayscue, J. B. (2019, October 4). Accountability requires oversight. *Phi Delta Kappan* (response to Michael Petrilli, “Stay the course on standards and accountability”). Available at: <https://www.kappanonline.org/education-standards-accountability-essa-petrilli/#post-76190>

Fusarelli, L. D. (August 19, 2019). Interviewed by Tara Garcia Mathewson, *The Hechinger Report*. Appeared in “States increasingly extend charter-like flexibility to district schools.” Available at: <https://hechingerreport.org/states-increasingly-extend-charter-like-flexibility-to-district-schools/>

Fusarelli, L. D. (March 14, 2019). Interviewed by Denisa Superville, *Education Week*. Appeared in “Superintendents under fire: The tricky calculus of when to quit.” Available at: <http://www.edweek.org/ew/articles/2019/03/14/superintendents-under-fire-the-tricky-calculus-of.html>

Fusarelli, L. D. (May 15, 2018). Interviewed by Richard Essex, CBS17 Raleigh. Topic: North Carolina teachers’ march on capitol.

Fusarelli, L. D. (December 20, 2017). Interviewed by Melissa Hogenboom. BBC. Appeared in “Educationism: The hidden bias we often ignore.” Available at: http://www.bbc.com/future/story/20171219-the-hidden-judgements-holding-people-back

Fusarelli, L. D. (August 15, 2017). Digital education: Opportunities and pitfalls. EdTalk podcast. Interviewed by Alex Granados. Available at: https://www.ednc.org/edtalk/2017/08/15/digital-education-opportunities-pitfalls/

Fusarelli, L. D. (August 4, 2017). Advice to state leaders: Be bold, not bureaucrats. *Education Week*. Available at: <http://blogs.edweek.org/edweek/rick_hess_straight_up/2017/08/advice_to_state_leaders_on_essa_be_bold_not_bureaucrats.html>

Fusarelli, L. D. (August 2, 2017). Education technology, personalized learning, and virtual schooling: Opportunities and dangers. *Education Week*. Available at: http://blogs.edweek.org/edweek/rick\_hess\_straight\_up/2017/08/education\_technology\_personalized\_learning\_and\_virtual\_schooling\_opportunities\_and\_dangers.html

Fusarelli, L. D. (August 1, 2017). School reform and social policy: A systemic approach to school improvement. *Education Week*. Available at: <http://blogs.edweek.org/edweek/rick_hess_straight_up/2017/08/school_reform_and_social_policy_a_systemic_approach_to_school_improvement.html?cmp=eml-enl-eu-news3>

Fusarelli, L. D. (July 31, 2017). Educational silos are hindering school-improvement efforts. *Education Week*. Available at: http://blogs.edweek.org/edweek/rick\_hess\_straight\_up/2017/07/educational\_silos\_are\_hindering\_school-improvement\_efforts.html

Fusarelli, L., & Saultz, A. (November 2016). The promise and perils of virtual schooling. Scholar’s Corner. Public Schools First NC newsletter. Readership: app. 90,000. Available at: http://www.publicschoolsfirstnc.org/wp-content/uploads/2016/11/The-Promise-and-Perils-of-Virtual-Schooling.Fusarelli\_Saultz.November2016.pdf?utm\_source=iContact&utm\_medium=email&utm\_campaign=Public%20Schools%20First%20NC&utm\_content=November+3%2C+2016

Interviewed March 11, 2014 – *The Hill: Chapel Hill Political Review* - “Measuring Merit” (April 2014, volume 13, issue 5, p. 7)

Interviewed August 14, 2013 – NC Newschannel 14 – topic: school choice in NC

Fusarelli, L. D. (2012, September 29). Superintendent search: What Wake schools need now. *The News & Observer*, p. A15 (op ed).

Fusarelli, L. D. (2012, November 14). The Edu-Capture of NCLB. Guest Blog. *Education Next*. Available at: http://educationnext.org/the-edu-capture-of-nclb/

***Invited Talks***

Fusarelli, L. D. (2017, June 28). *The Every Student Succeeds Act and the federal role in education: Opportunities and challenges*. Invited keynote. Montana State University. Bozeman, MT.

Fusarelli, L. D. (2017). Invited discussant. Colloquium at Duke University to discuss Steve Mim's 2016 documentary *Starving the Beast: The Battle to Disrupt and Reform America's Public Universities*. Sponsored by the John Hope Franklin Humanities Institute at Duke University.

Fusarelli, L. D. (2013). Invited discussant. *Moving beyond Plato versus plumbing: individualized education and career passways for all North Carolinians*. Pope Center for Higher Education Policy. Raleigh, NC.

*RESEARCH PUBLICATIONS*

***Books***

Cooper, B. S., Cibulka, J. G., & Fusarelli, L. D. (Eds.). (2015). *Handbook of education politics and policy* (2nd ed.). New York, NY: Routledge.

Cooper, B. S., Cibulka, J. G., & Fusarelli, L. D. (Eds.). (2008). *Handbook of education politics and policy*. New York, NY: Routledge.

Bulkley, K. E., & Fusarelli, L. D. (Eds.). (2007). *The politics of privatization*. Thousand Oaks, CA: Sage. (*2007 Politics of Education Association* *Yearbook* published as a special double issue of *Educational Policy, 21*(1), 1-307.)

Kowalski, T. J., Petersen, G. J., & Fusarelli, L. D. (2007). *Effective communication for school administrators: A necessity in an information age*. Lanham, MD: Rowman & Littlefield Education.

Petersen, G. J., & Fusarelli, L. D. (Eds.). (2005). *The politics of leadership: Superintendents and school boards in changing times.* Greenwich, CT: Information Age Publishing.

Cooper, B. S., Fusarelli, L. D., & Randall, E. V. (2004). *Better policies, better schools: Theories and applications*. Boston, MA: Allyn and Bacon.

Fusarelli, L. D. (2003). *The political dynamics of school choice: Negotiating contested terrain*. New York, NY: Palgrave Macmillan.

Cooper, B. S., & Fusarelli, L. D. (Eds.). (2002). *The promises and perils facing today’s school superintendent*. Lanham, MD: Scarecrow Press.

***Articles, Book Chapters & Monographs***

Egalite, A. J., Fusarelli, L. D., Barriga, M. D., Antoszyk, E., & Stallings, D. T. (2020). Out of pocket? Out of reach: How hidden costs affect participation in a means-tested school choice program. *Journal of School Choice, 14*(2), 159-189. <https://doi.org/10.1080/15582159.2020.1756720>

Egalite, A. J., Fusarelli, L. D., Seaton, L., & Stallings, D. T. (2020). Early adopters: Private school leaders respond to the introduction of targeted school vouchers. *International Journal of Educational Reform, 29*(2), 123-151.

Fusarelli, L. D., & Ayscue, J. B. (2019). Is ESSA a retreat from equity? *Phi Delta Kappan, 101*(2), 32-36.

Fusarelli, L. D., & Fusarelli, B. C. (2019). Instructional supervision in an era of high-stakes accountability. In S. J. Zepeda and J. A. Ponticell (Eds.)., *The Wiley handbook of educational supervision* (pp. 131-155). Hoboken, NJ: Wiley Blackwell.

Fusarelli, B. C., Fusarelli, L. D., VanGorder, A., & Seaton, L. (2019). Centralization, decentralization, and the preparation of school leaders: A case study of state policymaking. In A. B. Danzig and W. L. Black(Eds.), *Who controls the preparation of education administrators?* (pp. 107-134). Charlotte, NC: Information Age Publishing.

Fusarelli, B. C., Fusarelli, L. D., & Drake, T. A. (2018). NC State’s principal leadership academies: Context, challenges, and promising practices. *Journal of Research on Leadership Education*. <https://doi.org/10.1177/1942775118819678>

Barrow, J., Baker, S., & Fusarelli, L. D. (2018). Using grounded theory to examine the readiness of school counselors to serve gang members. *The Professional Counselor, 8*(4), 355-368.

Fusarelli, B. C., & Fusarelli, L. D. (2018). Leadership development in rural schools: An innovative training model. *Literacy Information and Computer Education Journal, 9*(1), 2842-2847.

Fusarelli, B. C., Fusarelli, L. D., & Riddick, F. (2018). Planning for the future: Leadership development and succession planning in education. *Journal of Research on Leadership Education*, 1-28.

Fusarelli, B. C., Fusarelli, L. D., & Wirt, L. G. (2018). Developing and sustaining school-university-community collaborative partnerships to develop school leaders in rural areas. In R. M. Reardon and J. Leonard (Eds.), *Innovation and implementation in rural places* (pp. 3-28). Charlotte, NC: Information Age Publishing.

Saultz, A., White, R. S., McEachin, A., Fusarelli, L. D., & Fusarelli, B. C. (2017). Teacher quality, distribution, and equity in ESSA. *Journal of School Leadership, 27(*5), 652-674.

Egalite, A. J., Fusarelli, L. D., & Fusarelli, B. C. (2017). Will decentralization affect educational inequity? The Every Student Succeeds Act. *Educational Administration Quarterly, 53*(5), 757-781.

Saultz, A., Fusarelli, L. D., & McEachin, A. (2017). The Every Student Succeeds Act, the decline of the federal role in education policy, and the curbing of executive authority. *Publius: The Journal of Federalism, 47*(3), 426-444.

Saultz, A., & Fusarelli, L. D. (2017). Online schooling: A cautionary tale. *Journal of School Choice, 11*(1), 29-41.

Fusarelli, B. C., & Fusarelli, L. D. (2017). Preparing school leaders for rural schools: An innovative training model. *World Congress on Education Proceedings, 2017,* 88-90.

Saultz, A., McEachin, A., & Fusarelli, L. D. (2016). Waivering as governance: Federalism during the Obama administration. *Educational Researcher, 45*(6), 358-366.

Fusarelli, L. D., Saultz, A., & McEachin, A. (2016). A growing trend: The cases of home schooling in North Carolina and Ohio. In B. S. Cooper, F. R. Spielhagen, and C. Ricci (Eds.), *Homeschooling in new view* (2nd ed., pp. 83-93). Charlotte, NC: Information Age Publishing.

Porter, R. C., Fusarelli, L. D., & Fusarelli, B. C. (2015). Implementing the common core: How educators interpret curriculum reform. *Educational Policy, 29*(1), 111-139.

Fusarelli, L. D. (2015). Child welfare, education, inequality, and social policy in comparative perspective. *Peabody Journal of Education, 90*(5), 677-690.

Fusarelli, L. D., & Bass, L. (2015). The politics of inequality, social policy, and educational change. *Peabody Journal of Education, 90*(5), 597-600.

Fusarelli, L. D., & Fusarelli, B. C. (2015). Federal education policy from Reagan to Obama: Convergence, divergence, and “control”. In B. S. Cooper, J. G. Cibulka, & L. D. Fusarelli (Eds.), *Handbook of education politics and policy* (2nd ed., 189-210). New York, NY: Routledge.

Fusarelli, L. D., & Petersen, G. J. (2014). The politics of district-level decision making. In J.C. Lindle (Ed), *Political contexts of educational leadership: ISLLC standard 6* (pp. 61-77). New York, NY: Routledge.

Cooper, B. S., Fusarelli, L. D., & Muth, R. (2012). School boards: Member roles, relationships, and changes. *UCEA Review, 53*(3), 9-11.

Fusarelli, L. D. (2011). Treading water: K-12 educational attainment in the South and North Carolina. In D. P. Gitterman and P. A. Coclanis (Eds.), *A way forward: Building a globally competitive South* (pp. 54-56). Chapel Hill: Global Research Institute, University of North Carolina at Chapel Hill.

Fusarelli, L. D. (2011). School reform in a vacuum: Demographic change, social policy, and the future of children. *Peabody Journal of Education, 86*(3), 215-235.

Fusarelli, L. D., Kowalski, T., & Petersen, G. J. (2011). Distributive leadership, civic engagement, and deliberative democracy as vehicles for school improvement. *Leadership and Policy in Schools, 10*(1), 43-62.

Fusarelli, L. D. (2011). Politics of education. In S. Tozer, B. P. Gallegos, A. M. Henry, M. B. Greiner, and P. G. Price (Eds.), *Handbook of research in the social foundations of education* (pp. 94-102). New York, NY: Routledge.

Lewis, W. D., & Fusarelli, L. D. (2010). Leading schools in an era of change: Toward a “new” culture of accountability? In S. D. Horsford (Ed.), *New perspectives in educational leadership: Exploring social, political, and community contexts and meaning* (pp. 111-125). New York, NY: Peter Lang.

Fusarelli, L. D. (2010). Dancing with elephants: Forming your dissertation committee. In R. Calabrese & P. Smith (Eds.), *The faculty mentor’s wisdom: Conceptualizing, writing, and defending the dissertation*. Rowman & Littlefield Education.

Fusarelli, B.C., Alsbury, T., Bitting, P., Brady, K., Brinson, K., Fusarelli, L., & Militello, M. (2010). Preparing transformational leaders for 21st century skills. *Academic Exchange Quarterly,* 14(3).

Fusarelli, L. D. (2009). Improvement or interference? Reenvisioning the “state” in education reform. In B. C. Fusarelli & B. S. Cooper (Eds.), *The rising state: How state power is transforming our nation’s schools* (pp. 243-270). Albany, NY: State University of New York Press.

Hess, F. M., & Fusarelli, L. D. (2009). School superintendents and the law: Cages of their own design? In J. M. Dunn and M. R. West (Eds.), *From schoolhouse to courthouse: The judiciary’s role in American education* (pp. 49-70). Washington, DC: Thomas B. Fordham Institute and Brookings Institution Press.

Kowalski, T. J., Petersen, G. J., & Fusarelli, L. D. (2009). Novice superintendents and the efficacy of professional preparation. *AASA Journal of Scholarship and Practice, 5*(4), 16-26.

Petersen, G. J., Fusarelli, L. D., & Kowalski, T. J. (2008). Novice superintendent perceptions of preparation adequacy and problems of practice. *Journal of Research on Leadership Education, 3*(2), 1-22*.*

Petersen, G. J., & Fusarelli, L. D. (2008). Systemic leadership amidst turbulence: Superintendent-school board relations under pressure. In T. L. Alsbury (Ed.), *The future of school board governance: Relevancy and revelation* (pp. 115-134). Lanham, MD: Rowman & Littlefield Education.

Cibulka, J. G., Fusarelli, L. D., & Cooper, B. S. (2008). Introduction: Researching toward a new politics of education. In B. S. Cooper, J. G. Cibulka, & L. D. Fusarelli (Eds.), *Handbook of education politics and policy* (pp. 1-15). New York: Routledge.

Opfer, V. D., Young, T. V., & Fusarelli, L. D. (2008). Politics of interest: Interest groups and advocacy coalitions in American education. In B. S. Cooper, L. D. Fusarelli, & J. G. Cibulka (Eds.), *Handbook of education politics and policy* (pp. 195-216). New York: Routledge.

Fusarelli, L. D. (2008). Flying (partially) blind: School leaders’ use of research in decisionmaking. In F. M. Hess (Ed.), *When research matters: How scholarship influences education policy* (pp. 177-196). Cambridge, MA: Harvard Education Press.

Fusarelli, L. D. (2008). Flying (partially) blind: School leaders’ use of research in decision making. *Phi Delta Kappan, 89*(5), 365-368.

Schoen, L., & Fusarelli, L. D. (2008). Innovation, NCLB, and the fear factor: The challenge of leading 21st-century schools in an era of accountability. *Educational Policy, 22*(1), 181-203.

Fusarelli, L. D. (2007). Restricted choice, limited options: Implementing choice and supplemental educational services in no child left behind. *Educational Policy, 21*(1), 132-154.

Bulkley, K. E., & Fusarelli, L. D. (2007). Introduction: The politics of privatization. *Educational Policy, 21*(1), 5-6.

Garn, G., & Fusarelli, L. D. (2006). Teaching educational politics: Advances in the field since 1989. *PEA Bulletin, 30*(3), 6-8.

Fusarelli, L. D., & Sanders, M. (2005). The importance of language games in school public relations. *Journal of School Public Relations, 26*(4), 281-303.

Fusarelli, L. D., & Petersen, G. J. (2005). The superintendent and school board relationship: Communication, conflict, and the community. *Journal of School Public Relations, 26*(4), 248-251.

Fusarelli, L. D. (2005). Future research directions and policy implications for superintendent-school board relations (pp. 181-195). In G. J. Petersen & L. D. Fusarelli (Eds.), *The politics of leadership: Superintendents and school boards in changing times.* Greenwich, CT: Information Age Publishing.

Fusarelli, B. C., & Fusarelli, L. D. (2005). Reconceptualizing the superintendency: Superintendents as applied social scientists and social activists. In L. G. Bjork and T. J. Kowalski (Eds.), *The contemporary superintendent: Preparation, practice, and development* (pp. 187-206). Thousand Oaks, CA: Corwin Press.

Fusarelli, L. D. (2005). Gubernatorial reactions to No Child Left Behind: Politics, pressure, and education reform. *Peabody Journal of Education, 80*(2), 120-136.

Fusarelli, L. D., & Johnson, B. (2004). Educational governance and the new public management. *Public Administration and Management: An Interactive Journal, 9*(2), 118-127.

Fusarelli, L. D. (2004). Will vouchers arrive in Colorado? *Education Next, 4*(4), 51-55.

Fusarelli, L. D., & Jackson, B. L. (2004). How do we find and retain superintendents? *The School Administrator, 61*(8), 56.

Fusarelli, L. D. (2004). The potential impact of the No Child Left Behind Act on equity and diversity in American education. *Educational Policy, 18*(1), 71-94.

Fusarelli, L. D. (2004, January 14). The new consumerism in educational leadership. *Education Week, 23*(18), 29.

Fusarelli, B. C., & Fusarelli, L. D. (2003). Systemic reform and organizational change. *Planning and Changing, 34*(3&4), 169-177.

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*Book Series*

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##### *Opinion Pieces and Blogs*

Fusarelli, L. D. (2012, September 29). Superintendent search: What Wake schools need now. *The News & Observer*, p. A15.

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##### *Book Reviews*

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##### *Professional Papers and Presentations*

Egalite, A., Fusarelli, L. D., Barriga, D., Antoszyk, E., & Stallings, T. (January 19, 2020). *Out of pocket? Out of reach: How hidden costs affect participation in a means-tested school choice program*. Paper presented at the Annual Meeting of the International School Choice and Reform Conference. Ft. Lauderdale, FL.

Fusarelli, L. D. (January 17, 2020). Invited Participant. National Education Academy. Ft. Lauderdale, FL.

Fusarelli, L. D. (July 12, 2019). *School choice, educational reform, and the politics of educational equity.* Paper presented at the Annual Meeting of the British Educational Leadership, Management & Administration Society. Leicestershire, United Kingdom.

Fusarelli, B. C., & Fusarelli, L. D. (July 12, 2019). *Models of leadership preparation for social change*. Paper presented at the Annual Meeting of the British Educational Leadership, Management & Administration Society. Leicestershire, United Kingdom.

Fusarelli, B. C., & Fusarelli, L. D. (July 9, 2019). *The African-American women in school leadership program: From isolation to networked strategic early career supports*. Paper presented at the Annual Meeting of the Women Leading Education Conference. University of Nottingham, Nottingham, England.

Egalite, A. J., Fusarelli, L. D., Seaton, L., & Stallings, D. T. (2019, January 12). *Early adopters: Private school leaders respond to the introduction of targeted school vouchers*. Paper presented at the International School Choice and Reform Conference. Lisbon, Portugal.

Fusarelli, L. D. (2017). Participant. *ESSA Roundtable: What is your state’s plan for school leadership? A cross-state analysis of ESSA*. University Council for Educational Administration. Denver, CO.

Fusarelli, B. C., & Fusarelli, L. D. (2017). *Preparing school leaders for rural schools:*

*An innovative training model.* Paper presented at the World Congress on Education. Dublin, Ireland.

Fusarelli, L. D. (2017). Invited Panelist. Women in Leadership Conference. North Carolina Association of Independent Schools. Raleigh, NC.

Fusarelli, L. D., & Fusarelli, B. C. (2017). *School choice in North Carolina: Trends, Competition, and projections.* Paper presented at the Annual Meeting of the International Conference on School Choice and Reform/Hawaii International Conference on Education. Honolulu, HI.

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Fusarelli, L. D. (2016). Mentor. *Division L junior faculty mentoring session: The long road to tenure: Navigating the academic terrain*. American Educational Research Association. Washington, DC.

Fusarelli, L. D. (2015). Mentor. *Division L junior faculty mentoring session*. American Educational Research Association. Chicago, IL.

Fusarelli, L. D. (2013). Invited discussant. *Moving beyond Plato versus plumbing: individualized education and career passways for all North Carolinians*. Pope Center for Higher Education Policy. Raleigh, NC.

Fusarelli, L. D. (2012). *Child welfare in comparative perspective*. Paper presented at the International Conference on Learning. London.

Fusarelli, L. D. (2008). *Handbook of research on the politics of education* (symposium chair). Annual Meeting of the American Educational Research Association. March 28, 2008. New York, NY.

Fusarelli, L. D. (2007). *Understanding and applying civic engagement in relation to school improvement* (with Theodore Kowalski and George Petersen). Paper presented at the Annual Meeting of the University Council for Educational Administration. Washington, DC. November 16, 2007.

Fusarelli, L. D. (2007). *Systemic leadership amidst turbulence: Superintendent-school board relations under pressure* (with George Petersen). Paper presented at the Iowa School Boards Foundation “School Board Research: Main Lines of Inquiry” conference. Des Moines, Iowa. September 15, 2007.

Fusarelli, L. D. (2007). *Competitive effects of school choice* (Discussant). School Choice in the Nation’s Capital. Georgetown University. July 19, 2007.

Fusarelli, L. D. (2007). *Why school leaders use (and don’t use) research in decision making*. Paper presented at the American Enterprise Institute. May 21, 2007. Washington, DC.

Fusarelli, L. D. (2006). *Reducing the achievement gap: Charter schools, vouchers, and No Child Left Behind*. Symposium presented at the 3rd Annual Youth & Race Conference. October 7, 2006. Duke University.

Fusarelli, L. D. (2006). *Teaching the politics of education: Past, present, and future*. Symposium accepted for presentation at the Annual Meeting of the University Council for Educational Administration. November, 2006. San Antonio, TX.

*Facing an uncertain future: An investigation of the preparation and readiness of first-time superintendents to lead in a democratic society* (with Ted Kowalski and George Petersen). Paper presented at the Annual Meeting of the University Council for Educational Administration. November 12, 2005. Nashville, TN.

*Gubernatorial reactions to NCLB: Politics, pressure, and education reform*. Paper presented at the Annual Meeting of the American Educational Research Association. April 15, 2005. Montreal, Canada.

Symposium: *Exploring research opportunities on the superintendency*. Annual Meeting of the American Educational Research Association. April 12, 2005. Montreal, Canada.

Symposium: *No Child Left Behind: A perspective from the states*. Presented at The Friday Institute for Educational Innovation conference, *No Child Left Behind and Leandro: Mandate and means*. Raleigh, NC, April 7, 2005.

*Superintendent as social scientist and social activist* (with Bonnie Fusarelli). Paper presented at the Annual Meeting of the University Council for Educational Administration. November 7, 2003. Portland, OR.

Symposium: *How can university educational leadership programs prepare superintendents to support the learning of all children? A national conversation*. Annual Meeting of the University Council for Educational Administration. November 7, 2003. Portland, OR.

*When generals (or colonels) become superintendents: Cultural conflict, community, and chaos* (with Bonnie C. Fusarelli)*.* Paper presented at the Annual Meeting of the University Council for Educational Administration. November 8, 2003. Portland, OR.

*Tricks of the trade: Legislative actions in school finance that disadvantage minorities in the post-Brown era* (with Bruce Baker and Preston Green). Paper presented at the Annual Meeting of the University Council for Educational Administration. November 8, 2003. Portland, OR.

Symposium: *Developing a research agenda and getting published*. Annual Meeting of the University Council for Educational Administration. November 8, 2003. Portland, OR.

*Superintendent as social scientist* (with Bonnie C. Johnson). Paper presented at the Annual Meeting of the American Educational Research Association. April 21, 2003. Chicago, IL.

*When generals (or colonels) become superintendents: Cultural conflict, community, and chaos* (with Bonnie C. Johnson). Paper presented at the Annual Meeting of the University Council for Educational Administration. November 2, 2002. Pittsburgh, PA.

*Is there a crisis in the superintendency? From the perspective of superintendents* (with Bruce Cooper and Vincent Carella). Paper presented at the Annual Meeting of the University Council for Educational Administration. November 1, 2002. Pittsburgh, PA.

*The politics of conducting qualitative research on policy elites* (with Darleen Opfer). Paper presented at the Annual Meeting of the American Educational Research Association. April 5, 2002. New Orleans, LA.

*Who will serve? An analysis of superintendent mobility, satisfaction, and perceptions of crisis* (with Bruce Cooper and Vincent Carella). Paper presented at the Annual Meeting of the American Educational Research Association. April 3, 2002. New Orleans, LA.

*The political economy of gubernatorial elections*. Paper presented at the Annual Meeting of the American Educational Research Association. April 1, 2002. New Orleans, LA.

*The political economy of gubernatorial elections: Implications for education policy*. Paper presented at the Annual Meeting of the University Council for Educational Administration. November 3, 2001. Cincinnati, OH.

*Changing times, changing relationships: An exploration of the relationship*

*between superintendents and boards of education* (with George Petersen). Paper presented at the Annual Meeting of the University Council for Educational Administration. November 3, 2001. Cincinnati, OH.

*State licensing and superintendent preparation programs* (with Bruce Cooper). Paper presented at the Annual Meeting of the University Council for Educational Administration. November 2, 2001. Cincinnati, OH

*What makes an award winning doctoral dissertation in the politics of education?* Participant in panel discussion. Annual Meeting of the University Council for Educational Administration. November 2, 2001. Cincinnati, OH.

*Using data and research to reduce the achievement gap* (with Ronald Valenti). Paper presented at the Annual Meeting of the New York State School Boards Association. October 20, 2001. Buffalo, NY.

*Institutional responses to the needs of at-risk students: District and campus perspectives* (with Andrea Rorrer). Paper presented at the Annual Meeting of the University Council for Educational Administration. November 3, 2000. Albuquerque, NM.

*The politics of conducting qualitative research on policy elites* (with Darleen Opfer). Roundtable presentation at the Annual Meeting of the University Council for Educational Administration. November 4, 2000. Albuquerque, NM.

*Texas: Charter schools and the struggle for equity.* Paper presented at the Annual Meeting of the American Educational Research Association. April 25, 2000, New Orleans, LA.

*Why is the superintendent pipeline clogging up?* (with B. S. Cooper and V. Carella). Paper presented at the Annual Meeting of the American Educational Research Association. April 27, 2000, New Orleans, LA.

*Time for change: School-wide research, capacity-building and leadership for improvement* (Chair). Symposium presented at the Annual Meeting of the American Educational Research Association. April 24, 2000, New Orleans, LA.

*Diversity, responsiveness, and school choice: Lessons from independent and Catholic schools* (Discussant). Symposium presented at the Annual Meeting of the American Educational Research Association. April 25, 2000, New Orleans, LA.

*Crisis in the future of the superintendency* (with B. S. Cooper, V. Carella, and R. H. Holster). Paper presented at the Annual Meeting of the American Association of School Administrators. March 3, 2000, San Francisco, CA.

*Teacher leadership* (Discussant). Symposium presented at the Annual Meeting of the University Council for Educational Administration. October 30, 1999, Minneapolis, MN.

*The leadership challenge of the new standards: What will it take to get the job done?* Workshop presented at the National Principals Leadership Institute, Winter Conference. January 23, 1999, Fordham University.

*Organizational development of charter schools: Seeking alternative forms of excellence.* Paper presented at the Annual Meeting of the University Council for Educational Administration. October 31, 1998, St. Louis, MO.

*What's to negotiate? Interaction in the absence of dialogue.* Paper presented at the Annual Meeting of the University Council of Educational Administration. October 31, 1997, Orlando, FL.

*Rethinking the nexus between religion and political culture: Implications for educational policymaking* (with Jay D. Scribner). Paper presented at the Annual Meeting of the American Educational Research Association. April 8-12, 1996, New York, NY.

Interactive Symposium on “How schools can be successful with students of color (based on research on low-SES, linguistically different, Mexican-American students: School governance)”(with Lonnie Wagstaff). Presented at the Annual Meeting of the American Educational Research Association. April 8-12, 1996, New York, NY.

*Re-inventing urban schools: New directions for educational policy.* Paper presented at the Annual Meeting of the American Association of School Administrators. March 8-10, 1996, San Diego, CA.

*The racial minority paradox: Leadership for learning in communities of diversity* (panel discussion). Presented at the Annual Meeting of the University Council of Educational Administration. October, 1995, Salt Lake City, UT.

*Educational politics: And the game goes on* (with Jay D. & Pedro Reyes). Paper presented at the Annual Meeting of the American Educational Research Association. April 18-22, 1995, San Francisco, CA.

*Governance structures in effective schools.* Paper presented at the Annual Meeting of the Southwest Educational Research Association. January 26-28, 1995, Dallas, TX.

*Future research directions in the politics of education* (with Jay D. Scribner). Paper presented at the Annual Meeting of the American Educational Research Association. Spring 1994, New Orleans, LA.

*Of princes and fiefdoms: Conflict in interagency partnerships* (with Julie Laible). Paper presented at the Annual Meeting of the University Council for Educational Administration. October 28-31, 1993, Houston, TX.

*Site-based management and critical democratic pluralism: An analysis of promises, problems, and possibilities.* Paper presented at the Annual Meeting of the University Council for Educational Administration. October 28-31, 1993, Houston, TX.

*The micropolitical dynamics of restructured schools* (with Jay D. Scribner). Paper presented at the Annual Meeting of the American Association of School Administrators. February 13, 1993, Orlando, FL.

## TEACHING/MENTORING

***Doctoral Dissertations (Completed Only, as Chair/Co-Chair)***

 ***North Carolina State University***

Mary Ann Earp. *Relationships among school leaders’ practices, teacher morale and efficacy, and teacher retention in Northeastern North Carolina* (2022)

Lacey Elizabeth Seaton. *Principals’ understanding of equity and social justice practices in education: A mixed methods study of the perceived barriers and supports necessary to achieve equitable outcomes* (2021)

Colleen Ramsden.*The impact of an executive function intervention on fifth-grade students* (2021)

Jamie Gustava Gillespie. *Framing strikes: A media analysis of two teacher strikes* (2021)

 Kimberly Snyder Pavlic. *A phoenix school: Accountability, change, and achievement* (2021)

Sharon Loza. *Children with social and behavioral disorders in early intervention: Secondary data analysis using the National Early Intervention Longitudinal Study* (2020)

Jennifer Preston. *Cooperation or coercion? A comparative case study of relationships between the Tennessee and Washington state education agencies and the federal department of education* (2019)

Michael Massey. *A qualitative study of first year teachers’ experiences with the use of the North Carolina teacher evaluation process as a tool for professional growth* (2019)

Steve Lassiter. *The perceptions and beliefs of high performing teachers who teach struggling readers in low performing schools* (2019)

John A. Tonissen. *But what do the teachers think? A multiple case study to understand teachers' perceptions of accountability policies* (2019)

Tracy Purvis. *A qualitative case study of educational leaders’ perceptions of the North Carolina educator evaluation system* (2018)

Tyrana Battle. *The relationship between the North Carolina standards for school executives and school outcomes: A multisite case study of principal behaviors in low-performing schools with accelerated achievement growth* (2018, co-chair)

Tara Aman. *The geographic achievement gap: A quantitative investigation into academic success in rural and non-rural public high schools in North Carolina* (2018, co-chair)

Mary Jones. *How the tiered fidelity inventory instrument (Tfi) impacted positive behavior interventions and supports (Pbis) team implementation in two rural middle schools: A comparative case study* (2018, co-chair)

Jonathan Dixon. *North Carolina school superintendents' perceptions of preparedness for the superintendency* (2018, co-chair)

Jennifer Bigelow. *Where did everyone go? Factors leading to attrition among Catholic school principals* (2017)

 Andrea Faulkner. *“Keeping it in the middle”: The lived, everyday school experiences of two high school students with emotional disturbance in a day treatment program* (2017)

 Chrishele Marshall. *Instructional change in the ear of No Child Left Behind: Perspectives from veteran teachers* (2017)

 Nicole Tate. *Competing for and receiving race to the top funding: Changes in North Carolina’s educational policy landscape* (2017)

 Denise Luper. *Leaders’ implementation of the AVID program at the high school level* (2017)

Timmy Harrell. *Historical role conceptualizations of the superintendent and their relationship to North Carolina low wealth public school district superintendents* (2017)

Alan Chase. *Educational policy formation: The closing and unclosing of The Governor Morehead School for the Blind* (2017)

William Chavis. *No turning back: A case study analysis of leadership practices of organizational turnaround at a North Carolina historically black high school* (2016)

William Shuler. *Superintendent succession in a rural school district: An historical case study* (2016, co-chair)

Portia Bradley-Lambright. *Examining school counselor influence on the placement of ninth-grade students into mathematics courses: An analysis of the high school longitudinal study of 2009* (2016)

 Janet Doffermyre. *Formative assessment in the classroom: Getting it right* (2016)

 Charles Fuller. *Rural principals and the North Carolina teacher evaluation process: How has the transition from the TPAI-R to the new evaluation process changed principals’ evaluative practices?* (2016)

 Judith Heffner. *The influence of spirituality, family, and self efficacy on teacher effectiveness* (2016)

 Shekina Moore. *Still endangered: perspectives of black male teachers answering the call to teach in NC public schools and a glance at college and LEA recruitment strategies* (2016)

 William Wynn. *A different kind of leader for a different kind of school? A study of two early college high schools in North Carolina* (2016)

Brandy Nelson. *Perceived experiences of induction and mentor programs by new teachers working in high-poverty schools: An exploration of views and teaching practices* (2016, co-chair)

Valerie Griffin Andrews. *A historical case study of P. W. Moore high school from 1960-1970* (2016, co-chair)

Katrenna Rich. *A case study of teacher experiences and perceptions of a freshman academy* (2015)

Brentela Daugherty. *An historical study of W. S. King school: Its story, its impact, and its legacy* (2015)

Lisa Brown. *Issue framing in print media coverage of the Wake County school board* (2015)

Andrea Carroll. *Novice principals’ perceptions on the utilization of support systems* (2015)

Justin Good. *A single-case study exploring teacher and administrator experience in a turnaround elementary school* (2015)

Paul Walker. *Supporting struggling learners: How high school principals’ understanding of response to intervention and special education eligibility influences their approach to addressing student learning needs* (2015)

Vanessa Smart. *A narrative inquiry: North Carolina veteran art teachers’ perspectives on resources and addressing race in the public secondary art classroom* (2015)

Nancy Barbour. *Principal leadership and standards: Lessons learned in three rural high schools that participated in North Carolina’s turnaround initiative* (2014)

Damesha Smith. *To the principal’s office: A case study of the challenges and experiences of first year school principals* (2014)

Dorwin Howard. *Perceptions of African American male public school superintendents in North Carolina on the impact of race on their superintendencies* (2014)

Randy Wynne Smith. *A case study of which beliefs and practices foster or inhibit the overidentification and overrepresentation of minority students in elementary special education* classes (2014, co-chair)

Helen T. Lovett. *Beginning high school teachers’ perceptions of involvement in professional learning communities and its impact on teacher retention* (2013)

Cory H. Hogans. *Learning to lead: principals’ perceptions of the principalship using Herzberg’s two-factor theory of motivation* (2013)

Latricia W. Townsend. An exploration of principal instructional technology leadership (2013, co-chair)

Marcia L. Toms. *A qualitative inquiry into the self-regulated learning of first-semester college students* (2013)

Kenneth M. Phelps. *School district superintendents’ and finance officers’ perceptions of equity and adequacy of educational capital facilities: Disparity and mitigation in North Carolina schools* (2013, co-chair)

Amanda L. Williams. *Mentoring in student affairs: An interpretive study of experiences and relationships* (2013, co-chair)

Tekeisha F. Mitchell. *An exploration of teachers’ perceptions of the influence of professional learning communities on their professional practices and on teacher retention* (2013)

Julie Crain. *Why do national board certified teachers from generation X leave the classroom?* (2013)

Robin Herridge. *A multiple case study of the literacy instructional leadership behaviors of elementary school principals in North Carolina* (2013)

 Robert Kradel. *High schools that have been restructured to smaller schools within schools in North Carolina: What have been the challenges and obstacles?* (2013)

 Kimberly Simms. *Secondary assistant principals’ perceptions of cyberbullying in a rural county in North Carolina* (2013 – co-chair)

 Nashett C. Garrett. *A study of the perceptions of school system personnel of the academic achievement gap and how their perceptions influence their educational practices* (2012)

Melody Wilson. *Using the technological pedagogical content knowledge (TPCK) framework to explore teachers’ perceptions of the role of technology in the implementation of mClass: Reading 3D* (2012)

Thomas Warren. *Early college high school philosophy and policy—How q-methodology reveals form, process, and leadership* (2012 – co-chair)

Sylvia Schmidt. *The promise of practice: An exploratory study of all male middle school classrooms* (2011)

William Cauley. *Beginning teachers that coach high school athletics: A case study* (2011)

Rodney Peterson. *Teacher perceptions of the importance of effective schools correlates to improving student achievement* (2011 – co-chair)

Constance Urbanski. *Identity at a crossroads: Mapping the future of Catholic schools* (2011 – co-chair)

 Michael Putney. *The phenomenology of teacher tenure in North Carolina: A study of teacher tenure from the perspective of teachers* (2011)

Norma Victoria Quinones. *Puerto Rican bilingual professional parents: Their expectations, motivations, and practices to support their children’s education and their perceptions of their children’s school* (2010)

Valerie Howard Bridges. *African American female high school principals: Their pathways and perceptions of the position* (2010)

Audrey Martin-McCoy. *Voices of promise: Understanding African American student academic and social experiences in military base schools* (2010)

Michael Todd Holmes. *Creating a positive school culture in newly opened schools* (2009 – co-chair)

Melissa B. Burns. *Balancing act: The professional and personal lives of female elementary school principals* (2009)

Jamee Lynch. *The leadership influence of national board certified teachers in elementary schools* (2009)

Francine P. Riddick. *What is your bench strength? An exploration of succession planning in three large school districts in a southeastern state* (2009)

Wayne D. Lewis. *Post-punctuation politics: The evolution of charter school policy in North Carolina* (2009 – co-chair)

David Ansbacher. *What we talk about when we talk about vision: A phenomenological study of principals’ understanding of vision* (2008)

Mark T. Duckworth. *Non-traditional public school superintendents: An exploratory case study* (2008)

Elizabeth M. Battle. *Keeping the exceptional teacher: The effects of principal support on lateral entry special programs’ teacher retention* (2008)

Lyle C. Shaw. *An analysis of elementary school size in North Carolina: When does a small school become too small?* (2008 – co-chair)

Paul B. Gainey. *Beyond the test scores: A retrospective study of one school’s efforts to promote teacher competence and confidence in fourth-grade writing* (2007)

Marla S. Sanders. *Pursuing the American dream: A case study of North Carolina’s House Bill 1183* (2006)

***Fordham University***

 Robert Hendrickson. *Greed, vested interests, and the big stick: Studying education policymaking in New York through charter schools* (2004)

Charles Boone. *Person-environment fit and college freshmen retention: Effects of congruence between the precollegiate and collegiate settings* (2003)

Janet Saraceno. *The role of teachers in the redesign of a large comprehensive high school: A case study* (2002)

Diane Fellows. *The integration of educational vision in the formation of charter schools in New Jersey* (2002)

Vincent Carella. *Crisis in the school superintendency: A national survey of mobility, satisfaction and career choices* (2000)

##### PROFESSIONAL ACTIVITIES

##### *Editorial Boards*

*Educational Researcher* (Editorial Board, term ended 2012)

*Journal of Cases in Educational Leadership* (Editorial Board, 2004-2009)

 *Journal of Research on Leadership Education* (Editorial Board, 2004-2008)

 *Journal of School Public Relations* (Editorial Board, 2005-present)

##### *Professional Activities: Reviewer*

* Book Series,Co-Editor, with Rick Hess and Martin West

Palgrave Macmillan – *Series in Education Policy*

* Reviewer, *American Educational Research Journal*
* Reviewer, *American Journal of Education*
* Reviewer, *Brookings Institution Press*
* Reviewer, *Educational Administration Quarterly*
* Reviewer, *Educational Evaluation and Policy Analysis*
* Reviewer, *Educational Policy*
* Reviewer, *Educational Researcher*
* Reviewer, *Equity and Excellence in Education*
* Reviewer*, International Journal of Qualitative Methods*
* Reviewer, International School Choice and Reform Conference
* Reviewer, *Journal of Curriculum & Supervision*
* Reviewer, *Journal of Education Policy*
* Reviewer, *Journal of Educational Administration and History*
* Reviewer, *Journal of Research in Rural Education*
* Reviewer, *Journal of Research on Christian Education*
* Reviewer, *Journal of School Choice*
* Reviewer*, Journal of School Leadership*
* Reviewer, *Leadership & Policy in Schools*
* Reviewer, *Policy Studies Journal*
* Reviewer, *Politics and Policy*
* Reviewer, *Public Administration Review*
* Reviewer, *Urban Education*
* Reviewer, Dr. Kathryn McDermott – promotion to Professor, University of Massachusetts, Amherst
* Reviewer, Dr. Benjamin Superfine – promotion to Professor, University of Illinois-Chicago
* Reviewer, Dr. W. Kyle Ingle – promotion to Professor, University of Louisville
* Reviewer, Dr. W. Kyle Ingle – promotion to Associate Professor with tenure, Bowling Green State University
* Reviewer, Dr. Sheneka Williams – promotion to Associate Professor with tenure, University of Georgia
* Reviewer, Dr. Linda Coats – promotion to Professor, Mississippi State University
* Reviewer, Dr. Frankie Williams – promotion to Professor, Mississippi State University
* Reviewer, Dr. Tricia Browne-Ferrigno - promotion to Professor, University of Kentucky
* Reviewer, *School and District Leadership in an Era of Accountability*, edited by Bruce Barnett, Alan Shoho, and Alex Bowers (Information Age Publishing)
* Reviewer, McREL
* Reviewer, National Society for the Study of Education

##### *Professional Associations* (Current and Former)

 American Educational Research Association, Division L – Educational Politics & Policy (chair, section on governance, 2013-2014)

Associates for Research on Private Education SIG

Co-editor, *Private School Monitor*

 Restructuring Public Education SIG

Politics of Education SIG

 Research on the Superintendency SIG

 National Society for the Study of Education

 University Council for Educational Administration

##### *Professional Service Activities*

Faculty Mentor, David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (2019) (University Council for Educational Administration, AERA Divisions A & L)

Faculty Mentor, William L. Boyd National Education Politics Workshop (2018-2019, AERA)

Member, Advisory Board, Department of Education Policy and Leadership, Southern Methodist University

Member, National Advisory Board, UCEA Center for Research on the Superintendency and School Governance

Member, Advisory Board, The Hill Center (2012-2017)

Member, Advisory Board, Our Lady of Lourdes Catholic School (2013-2014)

Member, Academic Excellence Strategic Planning Subcommittee, Our Lady of Lourdes Catholic School (2013-2014)

Member, K-12 At-Large, Home and School Association, Our Lady of Lourdes Catholic School (2011-2012)

Member, Paul Silver Award Committee for the Best Case in the *Journal of Cases in Educational Leadership* (2006)

Member, Editorial Review Board (2005-2009), *Journal of Research on Leadership Education*

Member, Editorial Review Board (2004-2007), *Journal of Cases in Educational Leadership*

Member, Editorial Review Board (2004-2009), *Journal of School Public Relations*

Member, Review Board, National Council of Professors of Educational Administration (2003)

Member, Division A (AERA) Dissertation Awards Committee (2004)

Member, Division L (AERA) Dissertation Awards Committee (2005)

Member, Friday Institute Leadership & Educational Effectiveness Collaboratory, 2003-present

Mentor, Barbara L. Jackson Scholars Program, University Council for Educational Administration (2014-2017; 2020-2023)

Member at Large, Politics of Education Association SIG, AERA

 Politics of Education Association (Treasurer and Membership Coordinator, 2001-2002)

Co-editor, Politics of Education Association *Bulletin* (2001-2002)

Chair, Division L Nominations Committee for Secretary (2003-2004)

Restructuring Public Education SIG (Treasurer, 2001-2002; Program Chair, 2002-2003)

University Council of Educational Administration, Plenum Representative (2001-2003)

Co-editor, *Private School Monitor* (ARPE, 2000-2001)

Associates for Research on Private Education SIG (Co-chair, 1999; Program Chair, 2000)

***Honors and Awards***

 College of Education nominee, Chancellor’s Creating Community Outstanding Faculty Award (2016)

College of Education recipient of the 2014 Board of Governors Award for Excellence in Teaching

North Carolina State University – Academy of Outstanding Teachers Award (2011)

Who’s Who Among America’s Teachers (2005)

Outstanding Dissertation Award – Politics of Education Association

 Phi Beta Kappa

University Fellow - University of Texas at Austin (highest honor)

 University of Texas Graduate Fellowship

 UCEA National Graduate Student Seminar Invitee

 Who's Who in Education

 Phi Kappa Phi

 Kappa Delta Pi, International Honor Society in Education