

Samantha Viano

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ACADEMIC POSITION Assistant Professor of Education, 2018-present
School of Education
College of Education and Human Development
George Mason University

EDUCATION Vanderbilt University, Peabody College, Department of Leadership, Policy and Organizational Studies, Nashville, TN, August 2018.
PhD in Educational Leadership and Policy; Minor in Quantitative Methods

Northwestern University, School of Education and Social Policy, Evanston, IL, 2011.
MSEd in Secondary Mathematics Instruction

Haverford College, Haverford, PA, 2008.
BS in Mathematics, Minor in Education

RESEARCH INTERESTS Education Policy, Education Leadership, Program Evaluation, Mixed Methods, Evaluation of Policies and Programs that Predominately Affect Traditionally Marginalized & Minoritized Student Populations and Their Teachers

PEER-REVIEWED JOURNAL ARTICLES

(18) Fisher, B. W., Higgins, E. M., Kupchik, A., **Viano, S.**, Curran, F. C., Overstreet, S., Plumlee, B., & Coffey, B. (2022). Protecting the flock or policing the sheep? Differences in school resource officers' perceptions of threats by school racial composition. *Social Problems*, 69(2), 316-334.

(17) **Viano, S.** (2021). A choice between second chances: An analysis of how students address course failure. *American Journal of Education*, 128(1), 29-58.

(16) Gerlinger, J., **Viano, S.**, Gardella, J. H., Fisher, B. W., Curran, F. C., & Higgins, E.M. (2021). Exclusionary school discipline and delinquent outcomes: A meta-analysis. *Journal of Youth and Adolescence*, 50, 1493-1509.

(15) **Viano, S.**, Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (2021). What teachers want: School factors predicting teachers' decisions to work in low-performing schools. *American Educational Research Journal*, 58(1), 201-233.

(14) **Viano, S.**, Curran, F. C., & Fisher, B. W. (2021). Kindergarten cop: A case study of how a coalition between school districts and law enforcement led to school resource officers in elementary schools. *Educational Evaluation & Policy Analysis*. 43(2), 253-279.

(13) Curran, F. C., **Viano, S.**, Kupchik, A., & Fisher, B. W. (2021). Do interactions with school resource officers predict students' likelihood of being disciplined and feelings of safety? Mixed-methods evidence from two school districts. *Educational Evaluation & Policy Analysis*. 43(2), 200-232.

- (12) **Viano, S.**, & Baker, D. J. (2020). How administrative data collection and analysis can better reflect racial and ethnic identities. *Review of Research in Education, 44*(1), 301–331.
- (11) Fisher, B. W., Curran, F. C., **Viano, S.**, and Skinner, J. (2020). The influence of traditional police culture on the activities of school resource officers. *The Journal of Qualitative Criminal Justice and Criminology, 9*(1), 1-28.
- (10) Curran, F. C., Fisher, B. W., & **Viano, S.** (2020). Mass school shootings and the short-run impacts on use of school security measures and practices: National evidence from the Columbine tragedy. *Journal of School Violence, 19*(1), 6–19.
- (9) Kupchik, A., Curran, F. C., Fisher, B. W., & **Viano, S.** (2020). Police ambassadors: Student-police interactions in school and legal socialization. *Law & Society Review, 54*(2), 391–422.
- (8) Curran, F. C., **Viano, S.**, & Fisher, B. W. (2019). Teacher victimization, turnover, and contextual factors promoting resilience. *Journal of School Violence, 18*(1), 21–38.
- (7) Curran, F. C., Fisher, B. W., **Viano, S.**, & Kupchik, A. (2019). Why and when do school resource officers engage in school discipline? The role of context in shaping disciplinary involvement. *American Journal of Education, 126*, 33–63.
- (6) **Viano, S.** (2018). At-risk high school students recovering course credits online: What we know and need to know. *American Journal of Distance Education, 32*(1), 16–26.
- (5) Fisher, B. W., **Viano, S.**, Chris Curran, F., Pearman, F., & Gardella, J. H. (2018). Students' feelings of safety, exposure to violence and victimization, and authoritative school climate. *American Journal of Criminal Justice, 43*(1), 6–25.
- (4) Redding, C., & **Viano, S.** (2018). Co-creating school innovations: Should self-determination be a component of school improvement? *Teachers College Record, 120*(11), 1–32.
- (3) **Viano, S.**, & Hunter, S. B. (2017). Teacher-principal race and teacher satisfaction over time, region. *Journal of Educational Administration, 55*(6), 624–639.
- (2) Flores, S. M., Park, T. J., **Viano, S.**, & Coca, V. M. (2017). State policy and the educational outcomes of English learner and immigrant students: Three administrative data stories. *American Behavioral Scientist, 61*(14), 1824–1844.
- (1) Grissom, J. A., **Viano, S.**, & Selin, J. L. (2016). Understanding employee turnover in the public sector: Insights from research on teacher mobility. *Public Administration Review, 76*(2), 241–251.

UNDER REVIEW **Viano, S.** & *Truong, N. Black, Indigenous, People of Color and feelings of safety in school: Decomposing variation and ecological assets. (*Conditional Acceptance at AERA Open*)

Viano, S., Rodriguez, L., & Hunter, S. Principal and teacher shared race and gender intersections: Teacher turnover, workplace conditions, and monetary benefits. (*Conditional Acceptance at AERA Open*)

Viano, S. & Henry, G. T. An evaluation of credit recovery as an intervention for students who fail courses. (*Revise & Resubmit at Educational Policy*)

Viano, S. Online credit recovery school-level enrollment: Intended and unintended consequences. (*Revise & Resubmit at Online Learning*)

Viano, S., Curran, F. C., Fisher, B. W., & Kupchik, A. The third administrator? Stakeholder perceptions of impacts of school resource officers in elementary schools.

Viano, S. & Gray-Nicolas, N. The oversimplification of the Black-White high school graduation gap: Examining policy guidance and student outcomes through critical structural capital analysis.

Baker, D., Ford, K., **Viano, S.**, & Guerrero, M. Racial category usage in education research: Examining the publications from AERA journals.

*= Graduate student co-author.

MANUSCRIPTS **Viano, S.** & Henry, G. T. Measuring principal performance: A multitrait
IN multimethod approach.

PROGRESS

Viano, S. & Henry, G. T. Alternative principal preparation pathways: North Carolina's Regional Leadership Academies.

Viano, S., Fisher, B. W., Curran, F. C., Pearman, F. A., & Gardella, J. The contribution of schools to student suspension: A value added approach.

Viano, S., Hunter, S. & Shahrokhi, F. Improvement science and school leadership: A case study of the journey to dynamic school improvement.

PUBLISHED **Viano, S.** & *Bowser, K. (2020). *The changing profile of a Virginia graduate: Course taking and achievement of Virginia ninth graders*. EdPolicyForward, the Center for Education Policy @ George Mason University.

REPORTS

Zimmer, R., Kho, A., Henry, G. T., & **Viano, S.** (2015). *Evaluation of the effects of Tennessee's Achievement School District on student test scores*. Tennessee Consortium on Research, Evaluation, & Development.

Henry, G. T., & **Viano, S.** (2015). *An evaluation of the North Carolina Educator Evaluation System for School Administrators: 2010-11 through 2013-14*. Consortium for Educational Research and Evaluation–North Carolina.

Henry, G. T., Zimmer, R., Attridge, J., Kho, A., & **Viano, S.** (2014). *Teacher and student migration in and out of Tennessee's Achievement School District*. Tennessee Consortium on Research, Evaluation, & Development.

REFEREED
PRESENTATIONS

Viano, S., Hunter, S., & Shahrokhi, F. (April 2022). *Improvement science and school leadership: A case study on the journey to dynamic school improvement*. American Educational Research Association Annual Meeting, San Diego, CA.

Baker, D., Ford, K., **Viano, S.**, & Guerrero, M. (April 2022). *Racial and ethnic category usage in education research: Trends and methodological differences*. American Educational Research Association Annual Meeting, San Diego, CA.

Viano, S. & *Truong, N. (April 2022). *Black, Indigenous, People of Color and feelings of safety in school: Understanding variation and longitudinal resilience*. American Educational Research Association Annual Meeting, San Diego, CA.

Viano, S., Curran, F. C., Fisher, B. W., & Kupchik, A. (March 2022). *School resource officers in White educational spaces: Stakeholder perceptions of impacts in suburban elementary schools*. Association for Public Policy Analysis & Management Spring Meeting, Austin, TX.

Viano, S., Rodriguez, L., & Hunter, S. (March 2022). *Principal and teacher shared race and gender intersections: Teacher turnover, workplace conditions, and monetary benefits*. Association for Education Finance and Policy Annual Conference, Denver, CO.

Viano, S. & *Truong, N. (March 2022). *A quantitative exploration of the structures that lead to Black, Hispanic, and American Indian students feeling less safe at school than White Students*. Association for Education Finance and Policy Annual Conference, Denver, CO.

Viano, S. & Saunders, N. (November 2021). *Growing dynamic school improvement leaders through networked improvement and leadership preparation*. University Council for Educational Administration Annual Convention, Columbus, OH.

Viano, S. & Henry, G. T. (April 2021). *An evaluation of credit recovery as an intervention for students who fail courses*. American Education Research Association Annual Meeting, Virtual Meeting.

- Viano, S.** (November 2020). *A choice between second chances: An analysis of how students address course failure*. Association for Public Policy Analysis and Management, Virtual.
- Viano, S.,** Curran, F. C., Kupchik, A., & Fisher, B. W. (April 2020). *When schooling and policing collide: Qualitative perceptions of the impacts of SROs on the elementary school education environment*. American Education Research Association Annual Meeting, San Francisco, CA (Conference Canceled).
- Viano, S.,** Fisher, B. W., Curran, F. C., Pearman, F. A., & Gardella, J. (March 2020). *The contribution of schools to student suspension: A value added approach*. Association for Education Finance and Policy Annual Meeting, Virtual Meeting.
- Viano, S.,** Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (March 2020). *Push or pull: School-level factors that influence teacher mobility in low performing schools*. Society for Research on Educational Effectiveness Annual Meeting (Conference Cancelled).
- Viano, S.,** Curran, F. C., & Fisher, B. W. (November 2019). *Kindergarten cop: A case study of how a coalition between school districts and law enforcement led to school resource officers in elementary schools*. Association for Public Policy Analysis & Management Fall Meeting, Denver, CO.
- Viano, S.** (April 2019) *A choice between second chances: An analysis of how students address course failure*. American Educational Research Association Annual Meeting, Toronto, CA.
- Viano, S.,** Fisher, B. W., Curran, F. C., Pearman, F. A., & Gardella, J. (April 2019). *The contribution of schools to student suspension: A value added approach*. American Educational Research Association Annual Meeting, Toronto, CA.
- Curran, F. C., Fisher, B. W., & **Viano, S.** (April 2019). *Mass school shootings and the short-run impacts on use of school security measures and practices: National evidence from the Columbine tragedy*. American Educational Research Association Annual Meeting, Toronto, CA.
- Curran, F. C., Fisher, B. W., **Viano, S.,** & Kupchik, A. (April 2019). *How do interactions with school resource officers predict students' likelihood of being disciplined and feelings of safety? Mixed-methods evidence from two school districts*. American Educational Research Association Annual Meeting, Toronto, CA.
- Curran, F. C., Fisher, B. W., & **Viano, S.** (March 2019). *Mass school shootings and the short-run impacts on use of school security measures and practices: National evidence from the Columbine tragedy*. Association for Education Finance and Policy, Kansas City, MO.

- Fisher, B. W., Higgins, E. M., Kupchik, A., **Viano, S.**, Curran, F. C., Overstreet, S., Plumlee, B., & Coffey, B. (March 2019). *School resource officers' perceptions of threats*. Academy of Criminal Justice Sciences, Baltimore, MD.
- Viano, S.** & Henry, G. T. (November 2018). *An evaluation of credit recovery as an intervention for students who fail courses*. Association for Public Policy Analysis & Management Fall Meeting, Washington, D.C.
- Viano, S.**, Fisher, B. W., Curran, F. C., Kupchik, A., & Skinner, J. (November 2018). *Strategies that school resource officers use to build relationships with students*. American Society of Criminology, Atlanta, GA.
- Curran, F. C., Fisher, B. W., **Viano, S.**, & Skinner, J. (November 2018). *The roles and activities of school resource officers: A multi-informant mixed methods analysis*. American Society of Criminology, Atlanta, GA.
- Kupchik, A., Curran, F. C., Fisher, B. W., & **Viano, S.** (June 2018). *Colorblind policing in schools: Student-police interactions and legal socialization*. Law and Society Association Annual Meeting, Toronto, CA.
- Fisher, B. W., **Viano, S.**, Curran, F. C., & Skinner, J. (April 2018). *School resource officers in the early grades: Understanding the roles and activities of SROs in suburban elementary schools*. American Educational Research Association Annual Meeting, New York, NY.
- Henry, G. T. & **Viano, S.** (April 2018). *Alternative principal preparation pathways: North Carolina's Regional Leadership Academies*. American Educational Research Association Annual Meeting, New York, NY.
- Curran, F. C., Fisher, B. W., **Viano, S.**, & Kupchik, A. (March 2018). *How do interactions with school resource officers predict students' likelihood of being disciplined and feelings of safety? Mixed-methods evidence from two school districts*. Association for Education Finance and Policy, Portland, OR.
- Curran, F. C., Fisher, B. W., **Viano, S.**, & Hayden, E. (November 2017). *The roles of school resource officers in elementary schools*. American Society of Criminology Annual Meeting, Philadelphia, PA.
- Viano, S.** *Online learning as a remedy for course failure: An assessment of credit recovery as an intervention to earn credits and graduate from high school*. (November 2017) Association for Public Policy Analysis & Management Fall Meeting, Chicago, IL.
- Fisher, B. W., Curran, F. C., **Viano, S.**, & Hayden, E. (June 2017). *The expansion of police presence in elementary schools*. Society for Community Research and Action Biennial Meeting, Ottawa, CA

- Viano, S.** (April 2017). *So much reform, so much change? Returns to secondary vocational education over time*. American Educational Research Association Annual Meeting, San Antonio, TX.
- Viano, S.**, Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (April 2017). *Dynamics of the teacher labor market in the 21st century: Theoretical underpinnings and an empirical investigation*. American Educational Research Association Annual Meeting, San Antonio, TX.
- Viano, S.** & Henry, G. T. (November 2016). *Measuring principal performance: A multitrait-multimethod approach*. Association for Public Policy Analysis & Management Fall Conference, Washington, D.C.
- Viano, S.** & Henry, G. T. (March 2016). *Regional Leadership Academies: Training effective leaders for high-needs schools?* Association for Education Finance and Policy Annual Meeting, Denver, CO.
- Henry, G. T. & **Viano, S.** (March 2016). *An evaluation of the North Carolina Educator Evaluation System for School Administrators: evidence on efficacy and validity*. Association for Education Finance and Policy Annual Meeting, Denver, CO.
- Henry, G.T., Zimmer, R., Block, E., Kho, A., & **Viano, S.** (November 2015). *The dynamics of school turnaround: Teacher mobility and quality in Tennessee's achievement school district*. Association for Public Policy Analysis & Management Fall Meeting, Miami, FL.
- Viano, S.** (November 2015) *So much reform, so much change? The returns to secondary vocational education over time*. Association for Public Policy Analysis & Management Fall Meeting, Miami, FL.
- Curran, F. C., **Viano, S.**, & Fisher, B. W. (November 2015). *Teacher victimization: Implications for teacher retention*. Association for Public Policy Analysis & Management Fall Meeting, Miami, FL.
- Viano, S.** & Hunter, S. (November 2015). *Teacher satisfaction and race: The impact of teacher-principal race matching*. University Council for Educational Administration Annual Convention, San Diego, CA.
- Viano, S.** (November 2015). *Longitudinal evidence on the long-term effects of school safety*. University Council for Educational Administration Annual Convention, San Diego, CA.
- Fisher, B. W., **Viano, S.**, Chris Curran, F., Alvin Pearman, F., & Gardella, J. H. (November 2015). *Authoritative school climate, victimization, and perceived safety: Results from two national surveys*. American Society of Criminology Annual Meeting, Washington, D.C.

Viano, S. & Hunter, S. (August 2015). *Race and gender in the workplace: The interplay of teacher and principal intersectionality in teacher turnover*. American Sociological Association Annual Meeting, Chicago, IL.

Redding, C. & **Viano, S.** (April 2015). *How teachers make sense of reform: Does self-determination matter?* American Educational Research Association Annual Meeting, Chicago, IL.

Viano, S. (November 2014) *Major changes to secondary vocational policy, but what about changes to outcomes?*. University Council for Educational Administration Annual Convention, Washington, D.C.

Viano, S. (November 2014). *School level determinants of teacher safety: Why principals, colleagues, and parents matter*. University Council for Educational Administration Annual Convention, Washington, D.C.

INVITED
SCHOLARLY
PRESENTATIONS

Racial and Ethnic Identities and Administrative Data. (April 2022). Society for Research on Educational Effectiveness, Association for Education Finance and Policy, American Educational Research Association – Division L, Association for the Study of Higher Education: Critical Perspectives in Quantitative Methods Series, Virtual.

Racial and Ethnic Identities and Administrative Data. (January 2022). Strategic Data Project at Harvard University, Virtual.

Race & Equity in Education Research: Diversity, Equity, Accessibility, and Inclusion Panel. (October 2021). NWEA Research Retreat, Virtual.

Kindergarten Cop: A Case Study of How a Coalition between School Districts and Law Enforcement Led to School Resource Officers in Elementary Schools. (June 2019). Center for Evidence-Based Crime Policy Annual Symposium, Arlington, VA.

OTHER INVITED
PRESENTATIONS

Whitlock, P. & **Viano, S.** (August 2021). *Plan, Do, Study, Act: Testing High Impact Strategies for Equitable Education for All*. School Improvement Summer Institute at the University of Maryland, Virtual.

Viano, S. (July 2019). *School Resource Officers and School Discipline: How to Work with Law Enforcement to Protect Students from Inequitable Treatment*. Virginia Education Equity Summer Institute, Richmond, VA.

Henry, G. T. & **Viano, S.** *Essential Skills and Competencies of School Leaders in Hamilton County*.

- (July 2017) Benwood Foundation, Chattanooga, TN.
- (May 2017) Hamilton County Department of Education, Chattanooga, TN.

Henry, G. T. & **Viano, S.** (July 2016). *Needs Assessment on Hamilton County Schools' Leadership Pipeline*. Benwood Foundation, Chattanooga, TN.

Henry, G. T., Zimmer, R., **Viano, S.**, & Kho, A. (May 2016). *Teacher Mobility and Teacher Preferences in Tennessee's Achievement School District* Tennessee Department of Education, Nashville, TN.

Henry, G. T., Zimmer, R., Kho, A., & **Viano, S.** *The Effect of Tennessee's Achievement School District on Student Test Scores*

- (December 2015) Tennessee Department of Education, Nashville, TN.
- (October 2015) Tennessee Department of Education, Nashville, TN.
- (August 2015) Walton Family Foundation, Virtual.
- (May 2015) Achievement School District Operators, Memphis, TN.

Henry, G. T., Zimmer, R., Kho, A., & **Viano, S.** (September 2014). *Teacher and Student Migration in and out of Tennessee's Achievement School District.* Achievement School District Operators, Memphis, TN.

RESEARCH
GRANTS &
EXTERNAL
FUNDING

Grants Awarded

Fisher, B. W. (PI), **Viano, S.** (co-PI), Brown, A. (co-PI), Mowen, T. (co-PI). *More than just safety: School security measures and academic, behavioral, and social outcomes*, Institute of Education Sciences. **Funded:** 2022-25, \$1,698,516.

Viano, S. (PI), *Improvement science in practice: Assessing implementation and proximal outcomes of teacher-implemented innovations*, George Mason University's College of Education and Human Development Seed Grants Program, **Funded:** 2019-20, \$6,835.

Curran, F.C. (Co-PI), Fisher, B. W. (Co-PI), & **Viano, S.** (Key Study Personnel). *Understanding the adoption, function, and consequences of school resource officer use in understudied settings*, National Institute of Justice Comprehensive School Safety Initiative Grant. **Funded:** 2017-2020, \$623,047.

Viano, S. (PI), *Online learning as a remedy for course failure: An assessment of credit recovery as an intervention to earn credits and graduate from high school*, National Academy of Education (NAEd)/ Spencer Dissertation Fellowship. **Funded:** 2017-18, \$27,500.

Select Unfunded Grant Applications

Viano, S. (PI) & Borup J. (co-PI). *Catch-as-catch-can course credits? A mixed methods study of online credit recovery enrollment, engagement, and outcomes*, Spencer Foundation Large Grants Program. *Finalist (one of 19 out of over 300 applications):* \$249,960.

Grants Under Consideration

Viano, S. (PI). *CAREER: Second Chance STEM: Uncovering school policies structuring access to and engagement in high school STEM credit recovery*, National Science Foundation: \$1,044,599.

AWARDS

George Mason University Teaching Excellence Award Nominee, 2021

& HONORS

Emerging Education Policy Scholar (EEPS), Thomas B. Fordham Institute and the American Enterprise Institute, 2018-19.

National Academy of Education (NAEd)/Spencer Dissertation Fellowship, 2017-18

David Clark National Graduate Student Research Seminar in K-12 Educational Administration and Policy, 2017

UNIVERSITY
TEACHING
EXPERIENCE

George Mason University

Using Research to Lead School Improvement (Master's Level; traditional in-person instruction, online asynchronous, online synchronous/asynchronous)

Contemporary Issues in Education Leadership (Master's Level; online asynchronous)

Social and Political Forces in Education (PhD Level; traditional in-person, online synchronous/asynchronous)

Vanderbilt University

Education Policy and Program Evaluation (Master's Level; traditional in-person)

SERVICE

College & University Service

Professional Development Committee, *College of Education and Human Development, George Mason University, 2021-present*

Anti-racist and Inclusive Teaching Consulting Committee, *George Mason University, 2021-present*

CEHD Council, Education Leadership and Policy Division Representative, *College of Education and Human Development, George Mason University, 2020-21*

Search Committee Member, *College of Education and Human Development, George Mason University*

- Education Leadership Faculty Search (Term), 2021
- Education Leadership Faculty Search (Term and Tenure-Track), 2018-19

Crucial Conversations, Chair of the Peer Mentoring and Co-chair of Internal Operations, *Peabody College, Vanderbilt University, 2014-2017*

Professional Service

Editorial Board Member, *Education Policy Analysis Archives, 2022-present*

Advisor for Summer Fellow for Wallace Foundation, *Society for Research on Educational Effectiveness, 2022*

Dissertation Award Selection Committee, *Leadership for School Improvement Special Interest Group (LSI SIG), 2022*

Expert Witness to consult the U.S. Department of Justice on desegregation case, *U.S. v. Pasco County Schools*, 2021-present

Conference Planning Committee for the Improving Data for School Discipline Research Conference, *American Educational Research Association Education Research Conference Program*, 2020-21

Summer Fellowship Selection Committee Member, *Society for Research on Educational Effectiveness*, 2021, 2022

Affiliations

American Education Research Association (AERA)
 Association for Education Finance and Policy (AEFP)
 Association for Public Policy and Management (APPAM)
 Society for Research on Education Effectiveness (SREE)
 University Council on Educational Administration (UCEA)

External Review & Advising

American Enterprise Institute
 National Institute of Justice (NIJ)
 National Science Foundation (NSF)
 Thomas B. Fordham Institute

Journal & Conference Reviewer

AERA Open
 American Education Research Association (AERA) Annual Meeting
 American Educational Research Journal (AERJ)
 American Journal of Criminal Justice
 American Journal of Distance Education
 British Journal of Educational Psychology
 Clark Seminar (UCEA and AERA Division L)
 Criminal Justice Review
 Educational Evaluation & Policy Analysis (EEPA)
 Education Policy Analysis Archives (epaa)
 Educational Policy
 Educational Researcher
 Journal of Policy and Management (JPAM)
 Journal of Research on Educational Effectiveness (JREE)
 Journal of School Violence
 NASSP Bulletin
 Public Administration
 SN Social Sciences
 Social Problems
 Society for Research on Education Effectiveness (SREE) Conference
 Socius
 Teachers College Record
 University Council for Educational Administration (UCEA) Annual Convention
 Victims & Offenders

STUDENT MENTORING	<p><u>Dissertation Committee Chair</u> Miguel Chacon, George Mason University, 2022-present Sara Townsend, George Mason University, 2020-present</p> <p><u>Dissertation Committee Member</u> Anna Macedonia, George Mason University, 2020-2021 Adam McGeehan, George Mason University, 2018-2020 Amanda Wagner, George Mason University, 2018-2019</p> <p><u>Qualifying Examination Committee Chair</u> Marvana Bennett, George Mason University, 2021-present Fardousa Wardere, George Mason University 2021-present Natalie Truong, George Mason University, 2020-present Miguel Chacon, George Mason University, 2019-2022 David Walrod, George Mason University, 2018-present</p> <p><u>Qualifying Examination Committee Member</u> Ashley Nartey, George Mason University, 2022-present Jonathan D'Souza, George Mason University, 2020-present Katherine Bowser, George Mason University, 2019-present Michelle Wilbern, George Mason University, 2018-present</p>
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RELEVANT PROFESSIONAL EXPERIENCE	<p><i>Program Assistant</i>, Northwestern University, School of Education and Social Policy, Office of Alumni Relations and Development, Evanston, IL, 2011-13</p> <p><i>High School Mathematics Teacher</i>, Chicago, IL, 2008-11</p>
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SELECT MEDIA MENTIONS/ PUBLIC ENGAGEMENT	<p>Kupchik, A., Fisher, B.W., Viano, S., & Curran, F.C. (2022, June 6). <i>The 74 Million</i>. Retrieved from https://www.the74million.org/article/analysis-school-shootings-are-too-common-but-schools-are-still-relatively-safe/</p> <p>Hernandez, S. (2022, March 7). Iowa's 2021 high school graduation rate is down. Here's how to find your district's rates. <i>The Des Moines Register</i>. Retrieved from https://www.desmoinesregister.com/story/news/education/2022/03/07/iowa-high-school-graduation-rates-down-after-covid-pandemic-coronavirus-department-of-education/9411292002/</p> <p>Tyner, A. (2021, November 16). The research minute. <i>The Education Gadfly Show</i>. Retrieved from https://fordhaminstitute.org/national/resources/education-gadfly-show-796-what-glenn-youngkins-election-says-about-education</p> <p>Bryan, C. (2021, August 6). Violence in schools often met with five-day suspensions. <i>Albany Times Union</i>. Retrieved from https://www.timesunion.com/news/article/Capital-Region-schools-report-less-violent-16358387.php</p> <p>Belsha, K. (2021, July 15). A surge in pandemic Fs raises old concerns about credit recovery. Here's how schools could make it better. <i>Chalkbeat</i>. Retrieved from</p>
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<https://www.chalkbeat.org/2021/7/15/22579393/pandemic-failing-grades-credit-recovery-high-school>

Baker, J. (2021, May 26). More than 50% of new Memphis teachers quit. Here's what the district is doing to reverse the trend. *Chalkbeat Tennessee*. Retrieved from <https://tn.chalkbeat.org/2021/5/26/22447798/more-than-50-percent-new-memphis-teachers-quit-heres-what-district-to-reverse-the-trend>

Sparks, S. D. (2021, April 21). 'High-Surveillance' schools lead to more suspensions, lower achievement. *Education Week*. Retrieved from <https://www.edweek.org/leadership/high-surveillance-schools-lead-to-more-suspensions-lower-achievement/2021/04>

Vasudeva, A. (2020, August 17). Ensuring Equitable Voices During Covid-19: Improvement science in the time of Covid-19. *Carnegie Foundation for the Advancement of Teaching*. Retrieved from <https://www.carnegiefoundation.org/resources/videos/ensuring-equitable-voice-during-covid-19/>

Northern, A. (2019, June 5). The research minute. *The Education Gadfly Show*. Retrieved from <https://fordhaminstitute.org/national/resources/education-gadfly-show-benefits-having-same-race-teacher>

Barnum, M. (2019, January 23). How to get teachers to believe in a new school program? Ask them to help design it. *Chalkbeat*. Retrieved from <https://www.chalkbeat.org/2019/1/23/21106559/how-to-get-teachers-to-believe-in-a-new-school-program-ask-them-to-help-design-it>

Petrilli, M., Griffith, D., & Tyner, A. (2018, December 5). The sad state of credit recovery. *The Education Gadfly Show*. Retrieved from <https://fordhaminstitute.org/national/resources/education-gadfly-show-sad-state-credit-recovery>

Viano, S. (2018, November 30). From intellectual property to best practices: Extending accountability and transparency to online credit recovery. *Thomas B. Fordham Institute's Flypaper Blog*. Retrieved from <https://fordhaminstitute.org/national/commentary/intellectual-property-best-practices-extending-accountability-and-transparency>
