

**Curt Matthew Adams**  
*Linda Clarke Anderson Presidential Professor*  
The University of Oklahoma  
Department of Educational Leadership and Policy Studies

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**ACADEMIC PREPARATION**

- 2003            Doctoral Degree  
Concentration in Educational Administration and Policy Studies  
School of Educational Studies, Oklahoma State University  
Dissertation: “Toward an explanation of school structure and collective teacher efficacy”
- 1999            Master’s Degree  
School Psychology, School of Education  
College of Arts and Sciences, The University of Tulsa  
Thesis: “Developing a performance-based assessment”
- 1997            Bachelor’s Degree  
Major: History/Minor: Business  
College of Arts and Sciences/College of Business, The University of Tulsa

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**ACADEMIC APPOINTMENTS**

- 2013 – Present    Associate Professor of Educational Leadership and Policy Studies  
Linda Clarke Anderson Presidential Professor  
Department of Educational Leadership and Policy Studies  
The University of Oklahoma
- 2016 – 2018      Interim Department Chair  
Department of Educational Leadership and Policy Studies  
The University of Oklahoma
- 2007 – 2013      Assistant Professor  
Department of Educational Leadership and Policy Studies  
The University of Oklahoma
- 1997 – 2000      History Teacher  
Edison Preparatory School, Tulsa OK

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## ACADEMIC LEADERSHIP APPOINTMENTS

- 2019 – Present Associate Dean, Graduate Studies and Research  
Jeannine Rainbolt College of Education  
The University of Oklahoma
- 2019 – Present Director, Oklahoma Center for Education Policy  
The University of Oklahoma
- 2010 – 2018 Founder and Co- Director, Oklahoma Center for Education Policy  
The University of Oklahoma
- 2002 – 2007 Founder and Director  
San Miguel School Tulsa, Tulsa OK
- 2001 – 2004 Research Director  
The Trust Research Project in the Public Schools of Oklahoma  
Oklahoma State University
- 2000 – 2002 School Counselor  
Bishop Kelley High School, Tulsa OK

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## SCHOLARSHLY PUBLICATIONS

### ***Books***

Hoy, W. K., & **Adams, C. M.** (2015). Quantitative research in education: A primer (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Forsyth, P., **Adams, C. M.**, & Hoy, W. (2011). *Collective Trust: Why Schools Can't Improve Without it*. New York, NY: Teachers College Press.

### ***Journal Articles***

**Adams, C. M.** (first published online June, 2019). Teacher trust in district administration: An overlooked relational support for teachers. *Journal of School Leadership*. <https://doi.org/10.1177/1052684619852714>.

**Adams, C. M.**, & Olsen, J. J. (2019). Principal Support of Student Psychological Needs and a Functional Instructional Core. *Journal of Educational Administration*, 57(3), 243-260.

**Adams, C. M.** (2019). Sustaining full-service community schools: Lessons from the Tulsa area community schools initiative. *Journal of Education for Students Placed at Risk*, 24(3), 288-317.

**Adams, C. M., & Khojasteh, J.** (2018). Igniting students' inner determination: The role of a need-supportive climate. *Journal of Educational Administration*, 56(4), 382-397.

**Adams, C. M., Olsen, J.J., & Ware, J. K.** (2017). The school principal and student learning capacity. *Educational Administration Quarterly*, 53(4), 556-584

**Adams, C. M., Olsen, J.J.** (2017). Principal support for student psychological needs: A social-psychological pathway to a healthy learning environment. *Journal of Educational Administration*, 55(5), 510-525.

**Adams, C. M., & Palmer, A. H.** (2017). Toward a positive explanation of student differences in reading growth. *Teachers College Record*, 119(9), 1-24.

**Adams, C. M., & Miskell, R. C.** (2016). Trust in district administration: A promising line of inquiry. *Educational Administration Quarterly*, 52(4).

**Adams, C. M., Forsyth, P. B., Ware, J., & Mwavita, M.** (2016). The informational significance of A-F school accountability grades. *Teachers College Record*, 118, 1-31.

**Adams, C. M., Forsyth, P. B., Ware, J. K., Mwavita, M., Barnes, L., & Khojasteh, J.** (2016). An empirical test of Oklahoma's A-F grades. *Education Policy Analysis Archives*, 24(4), 1-25.

**Adams, C. M., Ware, J. K., Miskell, R. C., & Forsyth, P. B.,** (2016). Self-regulatory climate: A positive attribute of public schools. *Journal of Educational Research* 109(2), 169-180.

Curry, K. A., Jean-Marie, G., & **Adams, C. M.** (2016). Social networks and parent motivational beliefs: Evidence from an urban school district. *Educational Administration Quarterly*, doi:10.1177/0013161X16659345.

**Adams, C. M., Forsyth, P. B., Dollarhide, E. A., Miskell, R. C., & Ware, J. K.** (2015). Self-regulatory climate: A social resource for student regulation and achievement. *Teachers College Record* 117(2).

Curry, K. A., & **Adams, C. M.** (2014). Parent social networks and parent responsibility: Implications for school leadership. *Journal of School Leadership*, 24(5) 918-948.

**Adams, C. M.** (2014). Collective student trust: A social resource for urban elementary students. *Educational Administration Quarterly*, 50(1), 135-159.

**Adams, C. M., & Forsyth, P. B.** (2013). Revisiting the collective trust effect in urban elementary schools. *The Elementary School Journal*, 113(4), 1-36

**Adams, C. M.** (2013). Collective trust: A social indicator of instructional capacity. *Journal of Educational Administration*. 51(3), 1-36.

**Adams, C. M., & Jean-Marie, G.** (2011). A diffusion approach to study leadership reform. *Journal of Educational Administration*, 46(4), 354-377.

Mitchell, R., Ripley, J., **Adams, C. M.**, & Raju, D. (2011). Trust an essential ingredient in collaborative decision making. *Journal of School Public Relations*, 32, 145-170.

**Adams, C. M.** & Forsyth, P. B. (2009). The nature and function of trust in schools. *Journal of School Leadership*, 19(2), 126-153.

**Adams, C. M.**, & Forsyth, P. B., & Mitchell, R. (2009). The formation of parent-school trust: A multilevel analysis. *Educational Administration Quarterly*, 45(1), 4-33.

**Adams, C. M.**, & Forsyth, P. B. (2007). Promoting a culture of parent collaboration and trust: An Empirical study. *Journal of School Public Relations*, 28(winter), 32-56.

**Adams, C. M.**, & Forsyth, P. B. (2006). Proximate sources of collective teacher efficacy. *Journal of Educational Administration*, 44(6), 625-642.

Forsyth, P. B., Barnes, L. B., & **Adams, C. M.** (2006). Trust-effectiveness patterns in schools. *Journal of Educational Administration*, 44(2), 122-12.

### **Book Chapters**

**Adams, C. M.** (in press). The role of leadership in fostering a culture of trust in schools. *Routledge Encyclopedia of Education*.

Curry, K., Jean-Marie, G., & **Adams, C. M.** (2018). Parents' social networks, parental beliefs, and teacher outreach. A chapter in S. Sheldon and T. Turner-Vorbeck (Eds). *Handbook on Family, School, and Community Partnerships in Education*. Wiley.

Forsyth, P. B., & **Adams, C. M.** (2014). The school principal and organizational predictability. In D. Van Maele, P. Forsyth, and M. Van Houtte (Eds.), *Trust relationships and school life*, Springer.

**Adams, C. M.** (2012). Instructional capacity and student achievement: A look inside an urban district. In M. F. DiPaola and P. B. Forsyth (Eds.), *Contemporary challenges confronting school leaders*. Charlotte, NC: Information Age Publishing.

Curry K., & **Adams, C. M.** (2012). Parent social networks: A resource to shape parent responsibility. In M. F. DiPaola and P. B. Forsyth (Eds.), *Contemporary challenges confronting school leaders*. Charlotte, NC: Information Age Publishing.

Jean-Marie, G. & Garn, G., **Adams, C. M.**, & Kerner, M. (2013). *Fostering collaborative innovation in support of educational leadership*. In M. Young (Ed.), *Leveraging program change in higher education*. Charlotte, NC: Information Age Publishing.

**Adams, C. M., & Forsyth, P.B.** (2011). Student academic optimism: Confirming a Construct. In M. F. DiPaola and P. B. Forsyth (Eds.), *Leading Research in Educational Administration*, pp. 73-87. Charlotte, NC: Information Age Publishing.

**Adams, C. M.** (2010). Social determinants of student trust in high poverty elementary schools. In Wayne Hoy and Michael DiPaola (Eds). *Analyzing School Contexts: Influences of Principals and Teachers in the Service of Students*, Charlotte, NC: Information Age Publishing

Jean-Marie, G., **Adams, C. M.**, & Garn, G. (2010). Renewing the Ed.D: A University K-12 partnership to Prepare School Leaders. In G. Jean-Marie & A. H. Normore (Eds). *Educational leadership preparation: Innovative and interdisciplinary approaches to the Ed.D and graduate education*. New York, NY: Palgrave MacMillan.

**Adams, C. M., & Forsyth, P.** (2009). Conceptualizing and validating a measure of student trust. In Wayne Hoy and Michael DiPaola (Eds). *Studies in School Improvement*. Charlotte, NC: Information Age Publishing.

**Adams, C. M.** (2008). Building Trust in Schools: A Review of the Empirical Evidence. In Wayne Hoy and Michael DiPaola (Eds). *Improving Schools: Studies in Leadership and Culture*. Charlotte, NC: Information Age Publishing.

Forsyth, P. B., & **Adams, C. M.** (2004). Social capital in education: Taking stock of concept and measure. In W. Hoy & C. Miskel (Eds.). *Educational administration, policy, and reform: research and measurement*. Greenwich, CT: Information Age Publishing.

#### ***Journal Articles Under Review***

**Adams, C. M.** (under review). Principal support of student psychological needs: A conversational approach to greater trust. *Educational Administration Quarterly*.

**Adams, C. M.**, (under review). Conversational Pathways to a Need-Supportive School. *Theory and Research in Education*.

Gilbert, A., **Adams, C.M.**, & Adigun, O. (under review). Instructional Program Coherence and Teacher Need Satisfaction. *Elementary School Journal*.

#### ***Evaluation Reports and Policy Papers***

**Adams, C.M.**, Forsyth, P.B., Ford, T.G., Ware, J.K., Barnes, L.B., Khojasteh, J., Mwavita, M., Olsen, J.J., & Lepine, J.A. (2017). Next Generation School Accountability Under ESSA. Learning Policy Institute.

**Adams, C.M.**, Forsyth, P.B., Ford, T.G., Ware, J.K., Barnes, L.B., Khojasteh, J., Mwavita, M., Olsen, J.J., & Lepine, J.A. (2015). Next Generation School Accountability. A Report Commissioned by the Oklahoma State Department of Education. Oklahoma Center for

Education Policy (The University of Oklahoma) and The Center for Educational Research and Evaluation (Oklahoma State University).

**Adams, C. M.,** Ware, J. Olsen, J., Lepine, J. (2015). The poverty gap and what we can do about it. A Legislative Study Submitted to the Oklahoma House of Representatives.

**Adams, C. M.,** Forsyth, P. B., Barnes, L. B., Mwavita, M., Dollarhide, E., Miskell, R., Ware, J. Jean-Marie, G. Garland, P. (2013). Oklahoma school grades: Hiding “poor” achievement. A Report by the Oklahoma Center on Education Policy and the Oklahoma Center on Research and Evaluation in Education.

**Adams, C. M.,** Forsyth, P. B., Barnes, L. B., Mwavita, M., Dollarhide, E., Miskell, R., Ware, J. Jean-Marie, G. Garland, P. (2012). An examination of the Oklahoma state department of education’s A-F report card. Commissioned by OSSBA and CCOSA.

**Adams, C. M.** (2012). Revisiting the Community School Effect: A Research Brief. Prepared for the Community Service Council of Greater Tulsa.

**Adams, C. M.** (2010). The Community School Effect: Achievement Evidence from the Tulsa Area Community Schools Initiative. Prepared for the Tulsa Area Community Schools Initiative.

**Adams, C. M.,** & Jean-Marie, G. (2010). A Three Year Study of the FOCUS Program in Union Public Schools. Prepared for Union Public Schools.

**Adams, C. M.** (2010). Improving conditions for learning in high poverty elementary schools: Evidence from the Tulsa Area Community Schools Initiative.

**Adams, C. M.** (2009). Diffusion of the community school model: A profile of the Tulsa Area Community Schools Initiative. Prepared for the Tulsa Area Community Schools Initiative

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## **PRESENTATIONS AND TALKS**

### ***Refereed Conference Papers***

Gilbert, A., **Adams, C.M.,** & Adigun, O. (2018). Instructional program coherence and teacher need satisfaction. A paper presented at the Annual Meeting of the University Council of Education Administration, Houston, TX.

Adigun, O., **Adams, C.M.,** & Gilbert, A. (2018). An exploratory analysis of student need-frustration in schools: Implications for research and practice. A paper presented at the Annual Meeting of the University Council of Education Administration, Houston, TX.

**Adams, C. M., & Olsen, J. J.** (2018). The Latent Power of Leadership Conversation. A paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

**Adams, C. M., & Khojasteh, J.** (2018). Teacher Trust in District Administration and Teacher Well-being. A paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

**Adams, C. M., & Olsen, J. J.** (2017). Principal support of student psychological needs: A conversational approach to greater trust. A paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

**Adams, C. M., & Khojasteh, J.** (2017). Igniting students' inner determination: The role of a self-regulated climate. A paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Mwavita, M., & **Adams, C. M.** (2015). An empirical test of accountability policy: A-F school grades. A paper presented at the Annual Multilevel Modeling Methods Conference, University of Connecticut.

Forsyth, P. B., & **Adams, C. M.** (2015). Conceptualizing and measuring collective school climate constructs: The role of social influence. Paper Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Miskell, R. C., **Adams, C. M., & Forsyth, P. B.** (2014). An analysis of the effectiveness of Oklahoma's School Accountability System. Paper Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Jean-Marie, G., Curry, K. A., Dollarhide, E., **Adams, C. M.** (2014). The effect of positive teacher culture on self-regulatory climate in an urban district. Paper Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Van Maele, D., Forsyth, P. B., **Adams, C. M.** (2013). Elementary school contexts, teachers' collective organizational citizenship behavior, and math achievement. Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Forsyth, P. B., Dollarhide, E. A., **Adams, C. M., Miskell, T., Curry, K., Jean-Marie, G., & Ware, J.** (2013). A family-school study of academic emphasis and self-regulation in urban elementary schools. Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

**Adams, C. M., Ware, J., Dollarhide, E., Forsyth, P. B.** (2013). Self-regulatory climate: A positive attribute of urban schools. Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Dollarhide, E., Forsyth, P. B., **Adams, C. M.** (2013). The effects of a Self-regulatory climate on bullying behavior within schools. Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Jean-Marie, G., Dollarhide, E., Curry, K., **Adams, C. M.**, Forsyth, P. B., Miskell, R., & Ware, J. (2013). The relationship between academic optimism and self-regulatory climate: Enhancing student capacity in an urban school district. Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Curry K., **Adams, C. M.** (2012). Parent social networks and parent responsibility. Paper Presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Forsyth, P. B., & **Adams, C. M.** (2012). Collective trust in schools: Toward precise composition and measurement of collective perceptions. Paper Presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

**Adams, C. M.**, Forsyth, P. B., & Curry, K. (2012). The role of social networks in parent trust. Paper Presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

**Adams, C.M.** & Forsyth, P.B. (2011). Student Academic Optimism: Confirming a Construct. Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

**Adams, C.M.** & Forsyth, P.B. (2011). Collective Trust and Student Achievement in High Poverty Elementary Schools. Paper Presented at the American Educational Research Association, New Orleans, LA.

**Adams, C. M.** (2010). Exploring the relationship between reform diffusion and student achievement. Paper Presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

**Adams, C. M.**, & Jean-Marie, G. (2010). The nature and function of reform diffusion. Paper Presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Forsyth, P. B., & **Adams, C. M.** (2010). Organizational predictability: A Latent Construct. Paper Presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

**Adams, C. M.** (2009). Institutional control or school mindfulness: Implications for school reform. Paper Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.



**Adams, C., M., & Forsyth, P. B.** (2009). Student trust: Scale Development. Paper Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Forsyth, P. B., & **Adams, C. M.** (2009). Toward and interdisciplinary theory of collective trust. Paper Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

**Adams, C. M.** (2008). A theory-based research design for community schools. Paper Presented at the National Forum of the Coalition For Community Schools, Portland, OR.

**Adams, C. M., & Forsyth, P.** (2008). Social context and school performance: The importance of trust. Paper Presented at the Annual Meeting of the American Educational Research Association, New York.

Forsyth, P. & **Adams, C. M.** (2008). Control or trust: parents and teachers cooperating. Paper Presented at the Annual Meeting of the Educational Research Association, New York.

**Adams, C. M. & Forsyth, P. B.** (2007). Determinants of parent school trust: A multilevel analysis. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Forsyth, P. B., **Adams, C. M., & Hartzler, K. D.** (2007). Teacher-principal relational trust: A study of its formation. Paper Presented at the Annual Meeting of the American Educational Research Association. Chicago, IL

**Adams, C. M., & Forsyth, P. B.** (2006). Promoting a culture of parent collaboration and trust. Paper presented at the Annual Meeting of the American Research Association. San Francisco, CA

**Adams, C. M., & Forsyth, P.B.** (2006). An analysis of the formation of perceived collective efficacy. Poster presented at the Annual Meeting of the American Research Association. San Francisco, CA.

**Adams, C.M.** (2006). AGAPE: A framework for cultivating a lasallian identity. Paper presented at the National Conference of San Miguel Schools, Bellville, IL.

**Adams, C. M., Forsyth, P. B., & Hartzler, K.** (2005). Measuring the effect of collaborative processes on collective teacher efficacy. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.

**Adams, C. M.** (2005). Moving from parental deference to parental partnerships. A paper presented at the National Conference of San Miguel Schools. Bellville, IL.

Forsyth, P. B., Barnes, L. B., & **Adams, C. M.** (2005). Dilemmas in the measurement of social capital in education research. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.

**Adams, C. M.**, & Forsyth, P. B. (2004). The effects of proximate sources of efficacy information on collective teacher efficacy. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

Barnes, L. B., Mitchell, R. M., Forsyth, P. B., & **Adams, C. M.** (2005). The effects of parent trust on perceived collective influence and school involvement. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.

Forsyth, P. B., **Adams, C. M.**, & Barnes, L. B. (2004). Parent trust and school consequences. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

Barnes, L. B., **Adams, C. M.**, & Forsyth, P. B. (2004). Student trust of principal: Scale development. Poster presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

Forsyth, P. B., **Adams, C. M.**, & Barnes, L. B. (2002). Parent trust of school: Scale development. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Forsyth, P. B., **Adams, C. M.**, & Barnes, L. B. (2002). Parent trust of principal: Scale development. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

### *Invited Talks*

**Adams, C. M.**, Ware, J., & Olsen, J. (2017). Looking beneath observable outcomes. A presentation delivered to administrators in the Catholic Diocese of Dallas.

**Adams, C. M.**, Khojasteh, J., Forsyth, P. B., Barnes, L. B. (2015). Next Generation School Accountability. A presentation delivered to the advisory council of the Superintendent of Public Instruction, Oklahoma.

**Adams, C. M.**, Khojasteh, J., Forsyth, P. B., Barnes, L. B., Mwavita, M. (2015). A-F Accountability Report. A presentation delivered to the executive cabinet of the Superintendent of Public Instruction, Oklahoma.

**Adams, C. M.** (2015). Opportunity Gaps: A Grave Threat to Education in Oklahoma. Oklahoma Policy Institute Summer Institute, Tulsa, OK.

**Adams, C. M.,** Miskell, R., Ware, J. (2013). Oklahoma School Grades: Hiding Poor Achievement. Oklahoma Association of Secondary School Principals, Oklahoma City, OK, October 30, 2013.

**Adams, C. M.** (2012). Performance Evidence from the Tulsa Area Community Schools Initiative. Schools Uniting Communities, Tulsa, OK, July 26, 2012.

**Adams, C. M.** (2012). Effective measures for whole system improvement: Research that counts: Substantive research for practitioners, academicians, and policy makers. The University of Alabama, April 5<sup>th</sup> – 6<sup>th</sup>.

**Adams, C. M.** (2012). Making sense of social change. Union Public Schools, Carrera Retreat, February 1, 2011.

**Adams, C. M.** (2011). Achievement effects attributed to the community school model. Children's Aid Society, October 27, 2011.

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## **MAJOR INITIATIVES**

2019 – Scholarship for Social Transformation, Jeannine Rainbolt College of Education, University of Oklahoma.

Working toward a more just social order by:

- advancing knowledge and understanding of how systems – institutional, communities, and individuals - entrench inequities and infringe on basic human dignity.
- advancing scholarship and practice of how systems, structures, and conditions can and do inspire learning, promote justice, and facilitate human thriving.
- using knowing and learning processes to imagine and create humanizing educational systems.
- inspiring collective engagement in critical questions about systems that affect learning, growth, and life potential.

2019 – Direction Setting and Alignment Strategic Planning, Jeanine Rainbolt College of Education, University of Oklahoma.

- leading direction setting and alignment strategic process for the college.
- engaging faculty, staff, and students in coordinating committees and study groups to define principle-based transformative aspiration for the college.
- guiding college leadership team to re-organize structures to align with direction framework.

2018 – Indigenous Education, Jeannine Rainbolt College of Education and Department of Educational Leadership and Policy Studies, University of Oklahoma.

- College: with leadership team, developed first college Director of Indigenous Education, reporting to Office for Graduate Studies and Research

- Department: with leadership team:
  - established three tenure-track lines in Indigenous Education.
  - sponsored Indigenous Education Working Group to develop curriculum, scholarship and pedagogy based on Indigenous Knowledge traditions.

2018 – Brock Initiative for Transformative Leadership Conversation, Oklahoma Center for Education Policy, University of Oklahoma, **awarded \$500,000 for five years.**

- Conceptualized a theory and framework for Transformative Leadership Conversation.
- Lead workshops for school leaders on Transformative Leadership Conversation.
- Engaging 80 public school and district leaders in four districts in the praxis of Transformative Leadership Conversation.

2018 – Pre-Tenure Faculty Mentoring, Department of Educational Leadership and Policy Studies, University of Oklahoma.

- Department: worked with leadership team to:
  - establish a protected weekly scholarship day for pre-tenure faculty
  - engage scholarly development of pre-tenure faculty
- College: building infrastructure supportive of strategic investment in pre-tenure faculty growth and development.

2014 – 2017: Next Generation Accountability, Oklahoma Center for Education Policy, University of Oklahoma, Oklahoma State University, 2014-2017, **awarded \$108,000 by State Department of Education.**

- Engaged a longitudinal evaluation of the state A-F accountability policy.
- Conducted workshops and programing on accountability systems, informational significance, next generation accountability.
- Designed a next generation accountability system based on building school and district capacity.

2011 – School and District Capacity Work, Oklahoma Center for Education Policy, University of Oklahoma, 2012-present, **generates \$75,000/year.**

- Used theory and evidence to conceptualize a capacity framework on features of school and school system thriving.
- Measure and generate annually over 300 school, district, and leadership capacity reports.
- Engage school leaders in regular study of leadership capacity, instructional capacity, family and community capacity, learning capacity, and student psychological well-being.

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## **EXTERNAL FUNDING**

2018 – Ongoing: Brock Foundation, Transformative Leadership Conversation: **\$500,000 (five years).**

2018 – Present: Broken Arrow Public Schools Capacity Project, **\$99,000**.

2018: Union Public Schools: Strategic Plan: **\$37,000**.

2013 – Present: Union Public Schools Capacity Project: **\$120,000**.

2017 – Present: Dallas Catholic Schools: School and Leadership Capacity: **\$120,000**.

2015: Oklahoma State Department of Education:, Next Generation School Accountability: **\$108,000**.

2013 – 2016: Oklahoma City Public Schools: Edgemere Community School Evaluation: **\$45,000**.

2013: Carrera Adolescent Pregnancy Prevention Program, Union Public Schools, Program Capacity: **\$30,000**.

2011 – 2018: Tulsa Public Schools: School and District Capacity Project: **\$210,000**.

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## **PROGRAMMATIC AND CURRICULAR WORK**

2019 – Diversity Scholarship, Graduate Student Symposium, Jeannine Rainbolt College of Education, University of Oklahoma.

- Series of public, scholarly events addressing questions of diversity, equity, and justice.
- Graduate student workshops with scholars who engage research through a particular knowledge tradition and framework.

2019 – Transformative Scholarship in Motion: Connecting Knowledge, Knowing, and Knowers, Jeannine Rainbolt College of Education, University of Oklahoma.

- Series of scholarly conversations to engage faculty, students, and staff in thinking within and across respective knowledge traditions.

2014 – 2017: Master in Educational Leadership Redesign, Department of Educational Leadership and Policy Studies, University of Oklahoma.

- Sequenced and aligned the program of study to build conceptual theoretical knowledge in year one and scholarly leadership practice in year two.
- Developed a year-long capstone experienced based on the study of school organization and improvement science.

2008 – 2011: Carnegie Foundation, Study and Redesign of the Education Doctorate, Department of Educational Leadership and Policy Studies, University of Oklahoma.

- Engaged the study of the education doctorate with colleagues from peer institutions.
- Revised education doctoral program in Education Administration to be grounded in scholarship as applied to leading complex systems.

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## DOCTORAL STUDENTS COMPLETED

- Kartina McDaniel, Spring 2010, *The Relationship between National Board Certification and Student Achievement in Title One Elementary Schools.* (Director of Early Childhood Education, Mid/Del School District)
- Robbie Wahnee, December 2010, *The relationship between instructional supervision and principal trust.* (Human Resources, University of Oklahoma)
- Katherine Curry, Spring 2011, *Social networks and parent responsibility.* (Assistant Professor, Oklahoma State University)
- Tammie Strobel, Spring 2011, *The relationship between NBCT and student achievement in career tech.* (Associate Superintendent, TriCounty Technology Center)
- Marilyn Dewoody, Spring 2011, *A comparative evaluation of Reading Recovery and developmental first in a rural school district.* (Associate Superintendent, Ft. Gibson School District)
- Ebony Johnson, Fall 2011, *Resilience of African American Adults: What should school leaders know?* (Principal McClain High School, Tulsa OK.)
- David Casper, Spring 2012, *The Relationship Between Collective Student Trust and Student Achievement.* (School Improvement Director, Tulsa Public Schools)
- Patrina Singleton, Spring 2012, *The Engagement of Reflective Practice Among Instructional Leaders.* (Principal, Mark Twain Elementary School)
- Debbie Burchfield, Fall 2013, *Conceptualizing and Validating a Measure of Principal Trust in Central Administration.* (Associate Superintendent, Jenks Public Schools).
- Lyda Wilbur, Fall 2014, *Autonomy Support, Competence Support, and Relational Support can Foster Self-Efficacy for Self-Regulated Learning in Urban Schools.* (Principal, Jones Elementary School)
- Jordan Ware, Summer 2014, *Measuring the Effects of Poverty: Property Value as a Proxy of Socio-Economic Status,* (Research Associate, Oklahoma Center for Education Policy)
- Jay Ensley, Fall 2014, *Academic Optimism and Student Trust,* (Principal, Mulvain High School)

- Ryan Miskell, Fall 2014, *Using Capacity to Measure School Effectiveness*, (Research Associate, Oklahoma Center for Education Policy)
- Matt Vereecke, Spring 2015, *Leadership Succession through Social Identity Theory*, (Director, Monte Cassino School)
- Ellen Dollarhide, Spring 2015, *Turning Words into Action: A Case Study Exploring Context and Ideology*, (Research Associate, Oklahoma Center for Education Policy)
- Stacey Butterfield, Summer 2015, *The Relationship between Organizational Citizenship and Principal Efficacy*, (Superintendent, Jenks Public Schools)
- Elizabeth Brands Vereecke, Fall 2016, *An Examination of Formal School Structure and Teacher Evaluation*, (Executive Director, Reading Partners)
- Amy Fichtner, Spring 2016, *Choices: An exploratory study of the decision-making behaviors of school superintendents*, (Associate Superintendent, Owasso Public Schools)
- Terry Shipley, Spring 2017, *A Process Evaluation of Youth Philanthropy Initiative, A Leadership Development Program*, (Educational Planner and College Admissions Consultant)
- Joanna Lein, Fall 2017, *Building Teacher Competence through Modeling and Practice in an Instructional Coaching Session*, (Associate Superintendent, Cleveland Public Schools)
- Jacque Canady, Fall 2017, *An Evaluation of a Professional Development Program for Elementary Mathematics*, (Executive Director, Osage Cooperative).
- Aaron Espolt, Spring 2018, *Need-support, Rural Teachers, and Willingness to Stay*, (Superintendent, Cleveland Public Schools).
- Jody Parsons, Spring 2018, *Enhancing Transformational Leadership of Urban School Principals: The Role of District Administration*, (School Principal, Tulsa Public Schools)
- Jason Godfrey, Fall 2018, *Project Lead the Way and Deeper Learning: An Evaluation Study*, Director of Research and Performance, TriCounty Technology Center.
- Paige Lindeman, Spring 2019, *An Examination of Reading Growth for Students in Southern School District's pre-kindergarten program*, Education Consultant.
- Vicki Beard, Spring 2019, *The Relationship between Cynicism and Willingness to Change*, Education Consultant.

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## PROFESSIONAL AFFILIATIONS

American Educational Research Association, Division A and L  
American Psychological Association  
Phi Kappa Phi  
Academic Council, Foundation of Nativity and Miguel School

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## PROFESSIONAL ACTIVITIES AND SERVICE

- AERA Division A, Section 2 Program Chair (2009 meeting)
- AERA Division A Newsletter, Policy to Practice Editor (2008)
- AERA 2009 National Conference Discussant
- AERA 2009 National Conference Discussant
- Principal Council, NativityMiguel Schools (2006 – 2011)
- KIPP Tulsa, Board Member (2010 – present)
- Evaluation Council, Coalition for Community Schools (2010-present)
- Evaluator, Tulsa Area Community Schools Initiative (2007 – present)
- Journal of School Leadership, Reviewer
- Journal of Educational Administration, Reviewer
- Educational Administration Quarterly, Reviewer
- Sociology of Education, Reviewer
- American Educational Research Journal, Reviewer
- Editorial Board, Educational Administration Quarterly (2011 – Present)
- School of Community Medicine Academy
- Graduate College Advisory Council, OU-Tulsa (2008-2010)
- OU-Tulsa Research Day, (2010-2011)
- Carnegie Project on the Educational Doctorate (CPED) Representative (2007-2012)
- College of Education Diversity Committee (2008-2009)
- ELPS Awards Committee (2010-2012)
- EACS Search Committee (2007-2008, 2008, 2009, 2012-2013, 2016-2017)
- Aaron Stern Foundation, Board Member (2010 – present)
- Associate Editor, Journal of School Leadership (2013-present)
- Educational Administration Quarterly, Editorial Board (2012-present)
- Associate Editor, Journal of Organization of Education (present)
- Institutional Review Board, University of Oklahoma (2015-2017)
- Interim Department Chair, Educational Leadership and Policy Studies (2016-2018)
- EACS Program Coordinator, Tulsa (2011-2019)
- Committee A, Educational Leadership and Policy Studies, (2018-present)
- Co-Director, Oklahoma Center for Education Policy, (2010-present)



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## HONORS

- Henry Daniel Rinsland Memorial Award for Excellence in Educational Research, 2019
- LaSallian Founders Award – Dedication to Quality Education, 2018
- Faculty of the Year, ELPS 2016
- Friend of Education Award, Oklahoma Education Association, 2014
- Linda Clarke Anderson Presidential Professorship, 2014
- President’s Leadership Award for Distinguished Leadership, 2013
- Jeannine Rainbolt College of Education Teaching Award 2013
- ELPS Faculty of the Year Award, May 2012
- Junior Faculty Award, Jeannine Rainbolt College of Education, 2011
- ELPS Faculty of the Year Award, May 2010
- De La Salle Award, May 2007
- Phi Kappa Phi, 2003
- David L. Clark Graduate Student Research Seminar in Educational Leadership and Policy, April 2003
- Bishop Kelley Teacher of the Month, February 2003
- US Army Teacher of the Month, October 1999