

**KATE PHILLIPPO, PH.D.**  
Associate Professor, Cultural and Educational Policy Studies  
School of Education  
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#### EDUCATION

2009	Ph.D.	Graduate School of Education, Stanford University Social Sciences, Policy and Educational Practice Sociology of Education
1992	A.M.	School of Social Service Administration, University of Chicago Internships: Urban school change, foster care
1990	B.A.	Northwestern University Major: Art History

#### ACADEMIC EMPLOYMENT

2015-Present	Associate Professor, Cultural and Educational Policy Studies School of Education, Loyola University Chicago Joint Appointment, School of Social Work Faculty Affiliate, Latin American and Latino Studies Program
2009-2015	Assistant Professor, Cultural and Educational Policy Studies School of Education, Loyola University Chicago

#### EXTERNAL RESEARCH GRANTS AND FELLOWSHIPS (AWARDED)

2019-2020	Spencer Foundation: Small Grant (\$40,900). Co-Principal Investigator, <i>Re-centering Youth in the Development and Validation of Student-Teacher Relationship Measures</i>
2018-2019	Spencer Foundation: Small Grant (\$50,000). Principal Investigator, <i>Front and Center: A Study of Students' and Teachers' Experiences of the Jenner-Ogden School Merger</i>
2013-2015	Spencer Foundation: Small Grant (\$39,700). Principal Investigator, <i>Lessons Learned: Students' Civic Experiences of Selective Public High School Admissions</i>
2013-2014	U.S. Department of Education, Promise Neighborhood Planning Grant (\$499,997) Contributed to grant submission by Renewal Unlimited (nonprofit organization) on behalf of the Adams County Promise Neighborhood. Served on research team led by Principal Investigator Peter Miller (UW-Madison). Individual subcontract: \$12,758
2008	Spencer Foundation: Dissertation Fellowship (\$25,000)
2008	Spencer Foundation: Research Training Grant (\$5,000)

#### AWARDS

2019	Loyola University Chicago: School of Education Distinguished Faculty Award for Excellence in Research
2017	W.T. Grant Foundation: Finalist, W.T. Grant Scholars Award
2016	Loyola University Chicago: School of Education Distinguished Faculty Award for Excellence in Teaching

2010 Spencer Foundation: Finalist, Exemplary Dissertation Award

#### UNIVERSITY RESEARCH GRANTS AND AWARDS

2022 Loyola University Chicago, Semester-Long Research Leave (Competitive award)  
2016 Loyola University Chicago, Semester-Long Research Leave (Competitive award)  
2015 Loyola University Chicago, Summer Research Stipend (Competitive award) (\$7,000)  
2011 Loyola University Chicago, Summer Research Stipend (Competitive award) (\$7,000)

#### RESEARCH INTERESTS

Student, educator and parent enactment of educational policy and practice; socio-cultural, political, organizational, professional and intersectional identity influences on educational policy and practice enactment; equity-oriented urban education policy; societal demands upon schools; school choice and student assignment policies in urban settings; the social and professional positioning of teachers; student-teacher relationship policy, practice and assessment; student wellness policy and practice in K-12 schools.

#### REFEREED BOOKS

Phillippo, K. (2019). [\*A contest without winners: How students experience competitive school choice policy\*](#). Minneapolis, MN: University of Minnesota Press.

- Reviewed by *Choice* (November 2019) and national education blogs [deutsch29](#) (August 2019) and [Diane Ravitch](#) (August 2019)

Phillippo, K. (2013). *Advisory in urban high schools: A study of expanded teacher roles*. New York, NY: Palgrave Macmillan, Series on Urban Education (A. Sadovnik & S. Semel, Eds.).

- Honorable Mention, Society of Professors of Education Book Award
- Reviewed by *Teachers College Record*, May 2014 and *Education Review*, November 2014

#### REFEREED JOURNAL PUBLICATIONS

Phillippo, K. & Crutchfield, J. (In press). Racial injustice in schools: Underscoring social work's obligation to promote anti-racist practice. *Social Work*.

Phillippo, K., Griffin, B., DelDotto, J., Lennix, C.G. & Ha, T. (2020, available online). [Seeing merit as a vehicle for opportunity and equity: Youth respond to school choice policy](#). *The Urban Review*.

- New research feature writeup in [School Diversity Notebook](#) (blog), December 2020.

Crutchfield, J., Phillippo, K., Frey, A. (2020, available online). [Structural racism in schools: A view through the lens of the National School Social Work Practice Model](#). *Children & Schools*.

Phillippo, K., Griffin, B., DelDotto, J., Castro, D. & Nagi, E. (2020, available online). [School choice, youth voice: Student experiences of high school choice policy](#). *Educational Policy*.

Wright-Costello, B. & Phillippo, K. (2020, available online). [Constrained consumers: Middle-class parent responses to a proposed school closure-consolidation in Chicago](#). *Education and Urban Society*.

Brown, E., Phillippo, K., Weston, K. & Rodger, S. (2019). [United States and Canada pre-service teacher certification standards for student mental health: A comparative case study](#). *Teaching and Teacher Education*, 80, 71-82.

Phillippo, K., Brown, E.L., & Blosser, A. (2018). [Making sense of student-teacher relationships: Teacher educator and candidate engagement with the relational practices of teaching](#). *Action in Teacher Education*, 40(2), 169-185.

- Phillippo, K., Kelly, M., Shayman, E. & Frey, A. (2017). School social worker practice decisions: The impact of professional models, training, and school context. *Families in Society: The Journal of Contemporary Social Services*, 98(4), 275-283.
- Phillippo, K., Conner, J., Davidson, S., & Pope, D. (2017). A systematic analysis of student-report survey instruments that assess student-teacher relationships. *Teachers College Record*, 119(8).
- Miller, P., Scanlan, M. & Phillippo, K. (2017). Rural cross-sector collaboration: A social frontier analysis. *American Educational Research Journal Centennial Issue*, 54(1\_suppl), 193S-215S.
- Phillippo, K. & Blosser, A. (2017). Stable roles, changed skills: Teacher candidates respond to instruction about adolescent psychosocial support needs. *Advances in School Mental Health*, 10(1), 5-25 (lead article). Special issue: Preparing the Teaching Workforce for School Mental Health Promotion.
- Phillippo, K. & Griffin, B. (2016). The social geography of choice: Neighborhoods' role in students' navigation of school choice policy in Chicago. *The Urban Review*, 48(5), 668–695.
- Phillippo, K. & Griffin, B. (2016). "If you don't score high enough, then that's your fault": Student civic dispositions in the context of competitive school choice. *Journal of Critical Education Policy Studies*, 14(2), 67-95.
- Phillippo, K. & Kelly, M. (2014). On the fault line: A qualitative exploration of high school teachers' involvement with student mental health issues. *School Mental Health*, 6(3), 184-200.
- Phillippo, K. & Stone, S. (2013). Teacher role breadth and its relationship to student-reported teacher support. *High School Journal*, 96(4), 358-379.
- Phillippo, K. & Blosser, A. (2013). Specialty practice or interstitial practice? A reconsideration of school social work's past and present. *Children & Schools*, 35(1), 19-31.
- Phillippo, K. (2012). "You're trying to know me": Students from nondominant groups respond to teacher personalism. *The Urban Review*, 44(4), 441-467.
- Phillippo, K. and Stone, S. (2011). Towards a broader view: A call to integrate knowledge about schools into school social work research. *Children & Schools*, 33(2) 71-81.
- Phillippo, K. (2010). Teacher-advisors providing social and emotional support: A study of complex role enactment in small high schools. *Teachers College Record*, 112(8), 2258-2293.
- Phillippo, K. and Stone, S. (2006). School-based collaborative teams: An exploratory case study of tasks and activities. *Children & Schools*, 28(4), 229-235.

#### REFEREED BOOK CHAPTERS

Phillippo, K., Fisher, M., Ferrare, J. & Stromberg, P. (In press, publication anticipated 2021). A new era in conflict over education policy: The 2012 Chicago Teachers Union strike. In D. D'Amico-Pawlewicz (Volume Editor), *Walkout: Teacher Militancy, Activism, and School Reform*. In *Research in Education Policy: Local, National, and Global Perspectives Series* (K. Wong, Series Editor). Charlotte, NC: Information Age Press.

Phillippo, K. (In press, publication anticipated 2021). "Moving through a land of wonders wild and new": Grounding school social work practice in a multi-systemic understanding of the school. Submission requested for C. Massatt & M. Kelly (Eds.), *School social work: Practice, policy and research* (9th<sup>th</sup> Ed.). New York, NY: Oxford Press.

Phillippo, K. & Wright, B. (In press). Constructing entitlement: An analysis of print media coverage of Chicago's academically selective public high schools from 1980-2013. In R. Goldstein (Ed.), *Mining the crisis: New media discourses about education in the age of neoliberalism*. New York, NY: Peter Lang.

Phillippo, K. (2015). "Moving through a land of wonders wild and new": Grounding school social work practice in an organizational, ecosystemic understanding of the school. In C. Massatt & M. Kelly (Eds.), *School social work: Practice, policy and research* (8<sup>th</sup> Ed.) (45-59). Chicago, IL: Lyceum.

#### MANUSCRIPTS IN PREPARATION

Ferrare, J. & Phillippo, K. (Under review). Conflict Theory, Extended: A framework for understanding contemporary struggles over education policy.

Phillippo, K., Nolan, J. & Allison, J. (In preparation). White on white research: A study of white qualitative researcher positionality among white participants.

Griffin, B., Phillippo, K., Castro, D. & Grace, W. (In preparation). Re-centering race in student-teacher relationships: A systematic analysis of research evidence.

#### OTHER PUBLICATIONS

Brown, E., Phillippo, K., Parker, A., Fumimoto, K., Iachini, A., Maras, M., Heineke, A., & Lennix, C. (2020). [Teaching in 2020: Supporting teacher and student wellness](#). Preliminary survey report. George Mason University College of Education and Human Development.

Phillippo, K. & Griffin, B. (2015). Invited book review, *Choosing homes, choosing schools*, by Annette Lareau and Kimberly Goyette (Eds.), *American Journal of Sociology*.

Phillippo, K. (2013). Invited book review, *We don't need another hero: Struggle, hope, and possibility in the age of high-stakes schooling*, by Gregory Michie, *Teachers College Record*.

Huebner, T., Calisi, G. and Phillippo, K. (2007). *Rethinking High School: Inaugural Graduations at New York City's Small High Schools*. San Francisco, CA: WestEd.

#### INVITED PRESENTATIONS

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. Center for Ethics and Education Graduate Institute in the Philosophy of Education, Chicago, IL, Summer 2020. Cancelled due to COVID-19 pandemic.

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. Helix Café Community Book Club, Chicago, IL, May 6, 2020. Postponed due to COVID-19 pandemic.

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. Franklin Fine Arts Center (Chicago Public Schools), Chicago, IL, March 19, 2020. Postponed due to COVID-19 pandemic.

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. Blaine Elementary School Bilingual Advisory Committee, Chicago, March 18, 2020. Postponed due to COVID-19 pandemic.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. University of Pennsylvania Graduate School of Education, Philadelphia, PA, October 21, 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. Temple University College of Education, Philadelphia, PA, October 21, 2019.

Phillippo, K. (2019). School integration learning exchange. New York University Metropolitan Center for Research on Equity and the Transformation of Schools and Alliance for School Integration and Desegregation, New York, NY, October 18, 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. Teens Take Charge, New York NY, October 17, 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. Education Pioneers Summer Fellowship Program, Chicago, IL, June 21 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. Education Policy, Foundations and Practice Program, Colorado University-Boulder, Boulder, CO, May 1, 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. School of Education, University of Missouri Kansas City, Kansas City, MO, April 15, 2019.

Phillippo, K. (2019). *School choice, youth voice: Student experiences of high school choice policy*. Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ, March 28, 2019.

Phillippo, K. (2018). *School choice, youth voice: Student experiences of high school choice policy*. College of Education and Human Development, George Mason University, Fairfax, VA, December 6, 2018.

Phillippo, K. (2018). *CPS high school choice policy: Student experiences*. Chicago Public Schools Leadership Team, Chicago, IL, September 26, 2018.

Phillippo, K. (2015). *Competitive high school choice: An analysis of developmental stage-policy fit*. Human Development and Social Policy Colloquium Series, Northwestern University, Evanston, IL, March 31, 2015.

Phillippo, K. (2015). *Partnering with schools: Demanding work, worth the effort*. Illinois Children's Health Care Foundation, Oak Brook, IL, April 22, 2015.

Phillippo, K. (2014). *School-based mental health: The promise of access, the puzzle of the school setting*. Michael M. Davis Lecture Series, University of Chicago School of Social Service Administration, Chicago, IL, October 21, 2014.

#### INVITED PUBLIC READINGS AND ENGAGEMENTS:

Public Readings: Bank Street Bookstore (New York City), CityLit Books (Chicago), McNally Jackson (New York City), Penn Book Center (Philadelphia), Roscoebooks (Chicago), Seminary Co-Op Bookstore (Chicago), Uncle Bobbie's Books and Coffee (Philadelphia), Women and Children First (Chicago)

Theater Wit (Talkback respondent, *Admissions* theatrical production, May 9, 2019)

#### MEDIA PUBLICATIONS, CITATIONS AND FEATURES

WGN Radio, Chicago (2020, October 26). ["Is it more dangerous to keep kids out of school?" Interview with Steve Bertrand.](#)

Johnson, C. (2020, October 23). ["My students are struggling": Joint pain, migraines, vision impairment and mental health are impacting student wellness during remote learning.](#) *Chicago Tribune*.

WBBM Newsradio, Chicago (2020, October 14). Interview (Jennifer Keiper) about national teacher survey.

ABC 7 News Chicago (2020, February 11). [Are active shooter drills in schools a good idea? Teacher unions question if they do more harm than good.](#)

Phillippo, K. (Recorded; 2020 release anticipated). Interview about *A contest without winners: How students experience competitive school choice*. *Chicagoland* podcast.

Phillippo, K. (2019, December). [Interview about \*A contest without winners: How students experience competitive school choice\*](#). National Education Policy Center, Education Interview of the Month.

Kelly, M. (2019, Oct. 7). [Is Chicago making urban school choice work, or is it creating a version of an academic hunger games for eighth graders?](#) *SSWN Book Club* (commentary and book excerpt), SchoolSocialWork.net.

Burke, C. (2019, Oct. 1). [Seven things families should know about high school admissions in Chicago.](#) *Chalkbeat*.

Phillippo, K. (2019, Sept. 16). [Competitive high school admissions policies are sending students strong messages about their worth. Students are listening.](#) *Chalkbeat*.

Phillippo, K. & Bass, J. (2019, July 16). [Admissions gap is the “Tip of the iceberg.”](#) *Edweek*.

Coleman, N. (2019, June 21). [A play dissected white privilege in education. Then the college admissions scandal broke.](#) *New York Times*.

Phillippo, K. (2019, May 8). [Interview about \*A contest without winners: How students experience competitive school choice\*](#). (S. Kolhatkar, Interviewer) *Rising up with Sonali* radio/internet news program.

Walker, C. (2019, Apr. 8). [What one sociologist learned following 36 students through the high-stakes admissions process.](#) *Chalkbeat*. Full-length story on book, *A contest without winners*, including book excerpt.

Klonsky, M. & Klonsky, F. (2019, Apr. 5). [Hitting Left with the Klonsky Brothers: Kate Phillippo.](#) *Hitting Left* radio/internet news program. Lumpen Radio.

Brown, S. (2018, Jan. 22). [Students in Chicago Public Schools learning faster than their peers.](#) *BlackpressUSA*.

Phillippo, K. & Kelly, M. (2018, Feb. 23). [Calling B.S. on current school safety efforts: Legislators, not educators, must act to protect schools from mass murderers.](#) *School Social Work.net*.

#### SELECT REFEREED CONFERENCE PRESENTATIONS

Phillippo, K., Fisher, M., & Ferrare, J., Stromberg, P. (2020). The 2012 Chicago Teachers Union Strike: A Theory-Driven Analysis of Policy Actors and Networks. American Educational Research Association Annual Meeting, San Francisco, CA. Meeting cancelled due to COVID-19 pandemic.

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. American Educational Research Association Annual Meeting, San Francisco, CA. Meeting cancelled due to COVID-19 pandemic.

- Griffin, B., Phillippo, K., Castro, D. & Grace, W. (2020). Re-centering race in student-teacher relationships: A systematic analysis of research evidence. Sociology of Education Association Annual Conference, Pacific Grove, CA.
- Phillippo, K., & Ferrare, J. (2019). Educational conflict: A relational theory of contemporary struggles over education policy. Sociology of Education Association Annual Conference, Pacific Grove, CA.
- Phillippo, K. (2019). Positionality from Start to Finish: Lessons from Chicago about Youth-Centered Policy Inquiry. American Educational Research Association Annual Meeting, Toronto.
- Phillippo, K. (2017). A contest with no winners: Student experiences of competitive school choice policy. American Educational Research Association Annual Meeting, San Antonio, TX.
- Phillippo, K. (2017). With the wind at their backs: How socioeconomic advantage shapes competitive high school admissions outcomes. American Educational Research Association Annual Meeting, San Antonio, TX.
- Phillippo, K. (2016). Presumed inside: Racial positionality in research with white parents and students in 21<sup>st</sup> century Chicago. American Educational Studies Association Annual Meeting, Seattle, WA.
- Weston, K., Brown, E., Phillippo, K. & Rodger, S. (2016). Working together for school mental health: Teacher education, voice and context. Advancing School Mental Health Conference, San Diego, CA.
- Weston, K., Brown, E., Phillippo, K. & Rodger, S. (2016). Teacher stress and coping: Teacher preparation and professional development for students' mental health needs. American Educational Research Association Annual Meeting, Washington, D.C.
- Phillippo, K., Griffin, B., & DelDotto, J. (2016). Youth experiences of competitive school choice policy: An analysis of developmental stage-policy fit. American Educational Research Association Annual Meeting, Washington, D.C.
- Phillippo, K., Griffin, B. (2016). "Everything is not fair but you have to accept it": Student perspectives on educational opportunity distribution in a competitive choice district. American Educational Research Association Annual Meeting, Washington, D.C.
- Phillippo, K., Griffin, B., & DelDotto, J. (2016). Comfortable contradictions? Student impressions of competitive school choice policy. Sociology of Education Association Annual Conference, Pacific Grove, CA.
- Phillippo, K. (2015). "If you don't score high enough, then that's your fault": Students' civic regard for their peers in the context of competitive school choice. American Educational Studies Association Annual Meeting, San Antonio, TX.
- Phillippo, K., Griffin, B., DelDotto, J. & Kamal, Z. (2015). Informed choice or formed choice? An analysis of media coverage of high school options in Chicago. American Educational Research Association Annual Meeting, Chicago, IL.
- Phillippo, K. & Griffin, B. (2015). Conflating space, race, safety and school quality: Chicago youth navigating school choice policy in a stratified system. International Conference on the Geographies of Children, Youth and Families. San Diego, CA.
- Wright, B., Phillippo, K. & Yarbrough, T. (2014). Spending capital, consuming schools: Middle-class parents respond to a school merger in Chicago. Sociology of Education Association Annual Conference, Pacific Grove, CA.

Wright, B., Phillippo, K. & Yarbrough, T. (2013). Struggling in solidarity, contributing capital or partitioning privilege? An analysis of parent responses to a cross-community school merger in Chicago Public Schools. American Educational Studies Association Annual Meeting, Baltimore, MD.

Phillippo, K. & Wright, B. (2013). Democratic tensions: A study of print media coverage of Chicago's selective enrollment high schools. American Educational Research Association Annual Meeting, San Francisco, CA.

Phillippo, K. & Blosser, A. (2012). Making sense of student-teacher relationships: One teacher education program's organizational approach to the teaching and learning of relational practices. American Educational Research Association Annual Meeting, Vancouver, Canada.

Phillippo, K. & Wright, B. (2012). Scant but telling evidence: A historical analysis of representations of teachers' social-emotional support responsibilities. American Educational Research Association Annual Meeting, Vancouver, Canada.

Phillippo, K. & Kelly, M.S. (2012). Confidentiality in school settings: An exploration of mental health provider and educator perspectives. Mental Health-Education Integration Consortium Annual Meeting, University Park, PA.

Phillippo, K. & Kelly, M.S. (2011). Shared language or distant dialects? Opportunities and challenges in connecting school-based mental health services to unique school environments. Conference on Advancing School Mental Health, Charleston, SC.

Phillippo, K. & Pope, D. (2011). What kind of care? Considering the relationship between context and students' perceived need for teacher caring. Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Miller, P., Scanlan, M. & Phillippo (2011). Multi-level insights into comprehensive community action planning. American Educational Research Association Annual Meeting, New Orleans, LA.

Phillippo, K. (2010). Redesigned schools, redesigned roles: Unanticipated consequences of the teacher-advisor role in small high schools. American Educational Research Association Annual Meeting, Denver, CO.

Phillippo, K. (2010). "You're trying to know me": Students respond to advisory programs' press for expanded student-teacher relationships. Sociology of Education Association Annual Conference, Monterey, CA.

Phillippo, K. (2009). Is it burnout, or just boundaries? An exploratory study of teacher responses to relationships with students in high-stress school settings. American Educational Research Association Annual Meeting, San Diego, CA.

Phillippo, K. (2009). Now it's their turn: How young people of color experience teacher support. Society for Social Work and Research Annual Conference, New Orleans, LA.

Phillippo, K. (2008). Teacher-advisors in small high schools: A study of role conceptualization and enactment. American Educational Research Association Annual Meeting, New York, NY.

Phillippo, K. (2007). Can institutional theory help us to understand the challenges faced by the field of school social work? Society for Social Work and Research Annual Conference, San Francisco, CA.



#### ACADEMIC SERVICE (PROFESSIONAL)

- 2020-2022 Associate Editor, *The Urban Review* (Interim Editor in Chief, August 2020-December 2020)
- 2019-2021 President, Sociology of Education Association
- From 2019 Editorial board member, *Journal of School Mental Health*
- 2016-2020 Editorial board member, *Sociology of Education*
- 2018-2020 Editorial board member, *The Urban Review*
- 2017-2019 Treasurer, Sociology of Education Association
- 2016-2017 Chairperson, Sociology of Education Association 2017 Conference
- 2015-2017 Guest Co-Editor, *Advances in School Mental Health* Special issue on teacher preparation for student mental health promotion (Published January, 2017)
- 2014-2016 Board member, Sociology of Education Association
- 2014 Co-chairperson, Mental Health-Education Integration Consortium Spring Meeting, Chicago
- 2010-2017 Consulting editor, *Children and Schools*

#### Invited Reviewer

*Academic Journals: Advances in School Mental Health, American Educational Research Journal, Educational Administration Quarterly, Educational Researcher, Educational Policy, Educational Studies, Exceptionality Education International, Family Relations, High School Journal, International Journal of School Social Work, Journal of Cross-Cultural Psychology, Journal of Educational Change, Journal of the Society for Social Work and Research, Journal of Teacher Education, Peabody Journal of Education, Politics of Education Association Yearbook, Review of Educational Research, Social Problems, Sociology of Race and Ethnicity, Teacher Education Quarterly, Teachers College Record, Urban Education.*

*Academic Presses: Columbia University Press, New York University Press, Peter Lang, Routledge, Taylor and Francis, University of Minnesota Press.*

#### Other:

*National Education Policy Center, Spencer Foundation*

#### ACADEMIC ASSOCIATION MEMBERSHIPS

American Educational Research Association  
American Sociological Association  
Sociology of Education Association

#### ACADEMIC SERVICE (INSTITUTIONAL)

- From 2018 Program Chairperson/Co-chairperson, Cultural and Educational Policy Studies, Loyola University Chicago School of Education
- 2020-2021 Member, Curriculum Committee, Loyola University Chicago School of Education

- From 2019 Member, Council of Graduate School Programs Curriculum Committee, Loyola University Chicago
- 2018-2019 Member, School of Education Dean Search Committee, Loyola University Chicago
- 2018-2019 Member, Curriculum Committee, Loyola University Chicago School of Education
- 2018 Member, Academic Council, Loyola University Chicago School of Education (also 2009-2011, 2013-2016)
- 2016-2018 Chairperson, Academic Council, Loyola University Chicago School of Education
- 2016 Interim Program Chairperson, Cultural and Educational Policy Studies, Loyola University Chicago School of Education
- 2016 Member, Curriculum Committee, Loyola University Chicago School of Education
- 2015-2016 Vice-Chairperson, Academic Council, Loyola University Chicago School of Education.
- 2014-2018 Member, Wozniak Lecture Series Planning Committee
- 2014-2016 Director, Education Policy Studies Undergraduate Minor Program, Loyola University Chicago School of Education
- 2014-2015 Member, Fulbright Fellowship Campus Review Committee, Loyola University Chicago
- 2014-2015 Facilitator, Faculty Learning Community (Social Justice Focus), Loyola University Chicago School of Education
- 2012-2014 Member, Campus Coalition for Alcohol Initiatives, Loyola University Chicago
- 2011-2014 Member, Faculty Development Review Committee, Loyola University Chicago
- 2011-2013 Member, Curriculum Committee, Loyola University Chicago School of Education
- 2011-2012 Member, Faculty Search Committee, Loyola University Chicago School of Education (Tenure-track position, Philosophy of Education)
- 2010-1011 Member, Faculty Search Committee, Loyola University Chicago School of Education (Tenure-track position, Comparative International Education)

#### TEACHING EXPERIENCE

School of Education, Loyola University Chicago

Graduate courses

*Qualitative Research Methods*

*Race and Schooling in the United States*

*Sociology of Education*

*Sociology of Teaching*

*The School as an Organization*

*Urban Education Policy*

Undergraduate Courses

*American Education*

*Urban Education: Policy and Practice*

School of Social Work, Loyola University Chicago  
*Social Work in Schools*

School of Social Work, San José State University  
*Policy and Practice in Schools*

Graduate School of Education, Stanford University  
*“Good” Schools and Districts (Teaching Assistant to Larry Cuban)*  
*Secondary Teaching Practicum (Teaching Assistant to Rachel Lotan)*

#### COMMUNITY SERVICE

- 2020 Member, Improving Teachers’ Knowledge & Practice of Social-Emotional Learning Committee, organized by Teach Plus Illinois
- 2020 Instructor, “Studying your own school” course, Youth Remote Learning (Organization formed by academics to offer online learning experiences for youth during COVID-19 pandemic school closures)
- 2014-2015 Student mentor, International Baccalaureate Projects, Senn High School, Chicago IL
- 2013-2014 Executive Committee member, Adams County Promise Neighborhood Initiative, Adams-Friendship, WI

#### ADDITIONAL PROFESSIONAL EXPERIENCE

- 2003 – 2009 Manager of Research and Evaluation, School-Site Consultant  
Cleo Eulau Center (since renamed Acknowledge Alliance), Palo Alto, CA
- 2002 – 2004 Social Worker, General Pediatrics (Inpatient and Outpatient)  
Lucile Packard Children’s Hospital, Palo Alto, CA
- 2002 – 2003 Learning Support Consultant/Social Worker  
San Francisco Unified School District, San Francisco, CA
- 2001 – 2002 Associate for Social Services  
Center for Urban School Improvement (since renamed Urban Education Institute), University of Chicago, Chicago, IL
- 1999 – 2001 School Social Worker  
Community Consolidated School District 15, Palatine, IL
- 1995 – 1999 Lead Child and Family Therapist  
Infant Welfare Society, Chicago, IL
- 1993 – 1995 Social Worker  
Developmental Center, Illinois Masonic Medical Center, Chicago, IL
- 1992 – 1993 Youth Crisis Counselor  
Demicco Youth Services (Cabrini-Green Public Housing Community), Chicago, IL

PROFESSIONAL CREDENTIALS

Licensed Clinical Social Worker, Illinois Department of Financial and Professional Regulation  
Pupil Personnel Service Credential (Type 73, School Social Work), Illinois State Board of Education

LANGUAGE COMPETENCY AND ADDITIONAL SKILLS

Spanish, spoken and written  
Fourth-Degree Black Belt, World Seido Karate Organization