

Kathleen Provinzano, PhD

State University of New York (SUNY) – Binghamton University

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Google Scholar: [Access Here](#) | Research Gate: [Access Here](#) | LinkedIn: [Access Here](#)

RESEARCH INTERESTS

Research Expertise: Education Policy; Community Schools; University-School-Community Partnerships

Methodological Expertise: Qualitative Research; Mixed Methods; Policy Analysis; Program Evaluation

EDUCATION / PROFESSIONAL DEVELOPMENT

Ph.D. Human Development, School of Education, Marywood University

- Dissertation: *Northeastern Pennsylvania Principals' Knowledge of the Constitutional Rights of Students as Determined by Select U.S. Supreme Court Decisions*
- Concentration: Educational Leadership and Administration

M.S. School Counseling, Leahy College of Health Sciences, The University of Scranton

- CACREP Accredited
- Concentration: Secondary School Counseling

B.A. History, College of Arts & Sciences, King's College

- Honors, *cum laude*
- Minor: Secondary education

National Science Foundation I-Corps Hub Interior Northeast I-Corps Regional Course

- Focus: Customer Discovery, Business Model Canvas, Lean Launch Pad Methodology, Market Validation, Communication
- Completed February 2026 (Team Archaine)

Education Policy Fellowship Program (EPFP), Institute for Educational Leadership

- Pennsylvania Class of 2011-2012

PROFESSIONAL EXPERIENCE

State University of New York – Binghamton University, Binghamton, NY

College of Community and Public Affairs

Executive Assistant Dean (Research)

2026-present

Associate Professor (with tenure), Community Schools Program

2023-present

Co-Director, Research and Evaluation (C-O Center for Community Schools)

2023-present

Program Director, Advanced Certificate for Community Schools

2023-present

Faculty Affiliate, Human Rights Institute

2023-present

Drexel University, Philadelphia, PA

School of Education

Associate Professor (with tenure), Educational Leadership (MS & EdD)

2023

Assistant Professor, Educational Leadership (MS & EdD)

2017-2023

Drexel University , Philadelphia, PA	
School of Education	
<i>Program Director, Educational Leadership MS Program</i>	2015-2017
<i>Program Director, Educational Improvement and Transformation MS Program</i>	2015-2017
Drexel University , Philadelphia, PA	
School of Education	
<i>Assistant Clinical Professor, Educational Leadership (MS & EdD)</i>	2013-2017
Wilkes University , Wilkes-Barre, PA	
School of Education	
<i>Assistant Professor, Educational Leadership (MS & EdD)</i>	2011-2013
Wilkes University , Wilkes-Barre, PA	
School of Education	
<i>Academic Coordinator for Leadership Programs (MS & EdD)</i>	2010-2013
Pocono Mountain School District , Mount Pocono, PA	
<i>Assistant Principal, Clear Run Elementary School (K-5)</i>	2007-2010
Pocono Mountain School District , Mount Pocono, PA	
<i>School Counselor, West High School (9-12)</i>	2005-2007
Wyoming Area School District , Wyoming, PA	
<i>School Counselor, Secondary Center (7-12)</i>	2004-2005
<i>Social Studies Teacher, Secondary Center (7-12)</i>	2002-2004
Pocono Mountain School District , Mount Pocono, PA	
<i>Social Studies Teacher, High School (9-12)</i>	1999-2002

RELATED WORK EXPERIENCE

MetriKs Amerique Consulting , Sylvania, OH	
<i>Senior Researcher</i>	2021-Present
○ Lead Context and Input Evaluations for two USDOE School-Based Mental Health grants (2023-2029). ○ Support Process and Product (Outcome) Evaluations. ○ Co-Lead Briefing meetings. ○ Serve as liaison between interested parties; coordinate research projects. ○ Develop qualitative evaluation plan and research protocols. ○ Collect and analyze qualitative data from program participants. ○ Write and present evaluation reports and research manuscripts.	
Paragon TEC , Cleveland, OH	
<i>Senior Evaluator</i>	2021-2022
○ Led qualitative component of NASA OSTEM Internship and Pathways Internship Program evaluation. ○ Developed qualitative evaluation plan and research protocols. ○ Collected and analyzed qualitative data from program participants. ○ Wrote and presented evaluation reports.	

Refereed Manuscripts

25. Rimkunas, N., Cook, K., **Provinzano, K.**, & May, T. (submitted). Expanding school mental health training and services in rural areas and small towns through university-assisted community schools: Development and evaluation of a service delivery model. *Frontiers in Education*.
24. Koskey, K. L. K., May, T. A., & **Provinzano, K.** (2026). Development and validation study of the Preschool Teaching Efficacy Belief Instruments. *Early Education and Development*. 1-22. <https://doi.org/10.1080/10409289.2025.2585295>
23. May, T., Koskey, K., & Provinzano, K. (2025). Development and validation study of the preschool mathematics education practices survey. *Journal of Applied Measurement*, 26(1/2), 21–44.
22. May, T.A., **Provinzano, K.**, Koskey, K.L.K., *Sondergeld, C.J., Stone, G.E., Archer, J.N., & Rimkunas, N. (2025). Expanding the team: Integrating generative artificial intelligence into the assessment development process. *Applied Sciences*, 15(18), 1-18. <https://doi.org/10.3390/app15189976>
21. Genovesi, J., Jovanovic, J., May, T., Koskey, K., DelDuca, K., **Provinzano, K.**, & *Hanna, C. (2025). Evaluation of a preschool nutrition gardening education program among teachers and their students. *Journal of Nutrition Education and Behavior*. <https://doi.org/10.1016/j.jneb.2025.06.013>
20. **Provinzano, K.**, May, T., Koskey, K., *Hanna, C., *Churchland, E.L., Fan, Y., Folger, T.D., Genovesi, J., & Jovanovic, J. (2025). Growing together: How a PreK gardening professional development program influences teaching practices. *International Journal for Cross-Disciplinary Subjects in Education*, 16(1), 5037-5042.
19. **Provinzano, K.**, May, T., Rimkunas, N., & Koskey, K. (2025). Overcoming the challenges in evaluating educational outcomes in community schools: A rigorous quasi-experimental approach. *Education Sciences*, 15(3), 278. <https://doi.org/10.3390/educsci15030278>
18. Mayger, L., & **Provinzano, K.** (2025). Mapping the community school policy network using Twitter data and Social Network Analysis. *Education Policy Analysis Archives*, 33. <https://doi.org/10.14507/epaa.33.8841>
17. May, T. A., Fan, Y. K., Stone, G. E., Koskey, K. L. K., *Sondergeld, C. J., Folger, T. D., Archer, J. N., **Provinzano, K.**, & Johnson, C. C. (2025). An effectiveness study of generative Artificial Intelligence tools used to develop multiple-choice test items. *Education Sciences*, 15(2), 144. <https://doi.org/10.3390/educsci15020144>
16. May, T. A., Koskey, K. L. K., & **Provinzano, K.** (2024). Development and validation of the PreK Nutrition Teacher Practices Survey. *Journal of Nutrition Education and Behavior*, 56(8), 545-555. <https://doi.org/10.1016/j.jneb.2024.03.009>
15. **Provinzano, K.**, & Mayger, L. (2024). Betwixt and between justice and inaction: Full-service community school principals and Community Equity Literacy. *Urban Education*, 59(4), 1252-1283. <https://doi.org/10.1177/00420859211073899>

14. Peters-Burton, E., **Provinzano, K.**, Koskey, K.L.K., & May, T. (2022). Integrating beyond content: A framework for infusing elementary STEM-focused schools' components into full-service community schools. *Education Sciences*, 12(511), 1-19. <https://www.mdpi.com/2227-7102/12/8/511>
13. Mayger, L., & **Provinzano, K.** (2022). Searching for equity-centered change agents: An investigation of family and community engagement in teacher evaluation frameworks. *Education Policy Analysis Archives*, 30(1), 1-27. <https://doi.org/10.14507/epaa.30.6983>
12. Tecce DeCarlo, M.J., Kemery, D., Sondergeld, T., Adams, J., **Provinzano, K.** (2022). It's a heavy lift: How university faculty and students experienced emergency remote teaching during COVID-19. *Journal of Educators Online*, 19(1), 1-12. https://www.thejeo.com/archive/2022_19_1/decarlo_et_al
11. **Provinzano, K.**, Koskey, K., Sondergeld, T., & Flowers, A. (2021). It's just the Wilson way: Investigating the extended impact of an elementary full-service community school initiative on middle school STEM-related outcomes. *Urban Education*, 59(3), 941-974. <https://www.doi.org/10.1177/00420859211058415>
10. Mayger, L., & **Provinzano, K.** (2021). Leadership for family and community engagement: A qualitative policy analysis of state principal evaluation processes. *Educational Administration Quarterly*, 58(1), 141-177. <https://doi.org/10.1177/0013161X211052501>
9. Knaggs, C. M., Sondergeld, T. A., **Provinzano, K.**, Fischer, J. M., & Griffith, J. (2021). Measuring college-going cultural capital of urban high school seniors in a voluntary college preparatory program. *The High School Journal*, 104(3), 155-180. <https://doi.org/10.1353/hsj.2021.0004>
8. *Ammar, A. A., Sondergeld, T. A., **Provinzano, K.**, & *Delaney, B. (2021). Exploring the impact of a community school reform initiative on the literacy achievement of middle level English Language Learners. *Research in Middle Level Education (RMLE Online)*, 44(4), 1-16. <https://www.doi.org/10.1080/19404476.2021.1893909>
7. **Provinzano, K.**, Sondergeld, T.A., *Ammar, A.A., *Meloche, A. (2020). A community school reform initiative for middle grades urban and newcomer students: Using mixed methods to examine student academic and non-academic outcomes over time and compared to a matched sample. *Journal of Education for Students Placed at Risk (JESPAR)*, 25(4), 293-318. <https://doi.org/10.1080/10824669.2020.1744441>
6. *Meloche, A., **Provinzano, K.**, Sondergeld, T., & *Moy, M. (2020). Examining academic, non-academic, and college readiness outcomes of urban Immigrant and Refugee Youth (IRY) in full-service community schools. *Children and Youth Services Review*, 109(December), 1-11. <https://doi.org/10.1016/j.childyouth.2020.105489>
5. Sondergeld, T. A., **Provinzano, K.**, & Johnson, C. C. (2020). Investigating the impact of an urban community school effort on middle school STEM-related student outcomes over time through propensity score matched methods. *School Science and Mathematics Journal*, 120(2), 90-103. <https://doi.org/10.1111/ssm.12387>
4. **Provinzano, K.**, Sondergeld, T. A., Knaggs, C. M. (2020). Community schools as a sustainable comprehensive school reform strategy: A transformative mixed methods perspective. *Mid-Western Educational Researcher*, 32(1), 3-30. <https://eric.ed.gov/?id=EJ1251330>

3. Mayger, L., & **Provinzano, K.** (2020). Community school leadership: Identifying qualities necessary for developing and supporting equity-centered principals. *Leadership and Policy in Schools*, 21(2), 281–302. <https://doi.org/10.1080/15700763.2020.1759652>
2. **Provinzano, K.**, Riley, R., Levine, B., & Grant, A. (2018). Community schools and the role of university-school-community collaboration. *Metropolitan Universities Journal*, 29(2), 91-104. <https://journals.iupui.edu/index.php/muj/article/view/21762>
1. McHenry-Sorber, E., & **Provinzano, K.** (2017). Confronting rapid change: Exploring the practices of educational leaders in a rural boomtown. *Leadership and Policy in Schools*, 16(4), 602-628. <https://doi.org/10.1080/15700763.2016.1232833>

Refereed Book Chapters

6. **Provinzano, K.**, & Mayger, L. (2025). School principals and school-university partnerships. In Dresden, J., Ferrara, J., Neapolitan, J. E., Yendol-Hoppey, D., Beck, J. S., Faison, M. Z., Janis, S., **Provinzano, K.**, & Rutten, L. (Eds.). *The Cambridge handbook of school-university partnerships*. Cambridge University Press.
5. Mayger, L., & **Provinzano, K.** (2023). Developing conditions of equity and cultures of innovation through the National Education Association’s (NEA) Community Schools Institute. In S. Hayes (Ed.), *Leadership for school improvement*, vol. X: *Continuous improvement: A leadership process for school improvement* (E.A. Anderson & S.D. Hayes (Eds). Section 3: Partnering for Improvement. Information Age Publishing. ISBN-979-8-88730-371-0.
4. **Provinzano, K.** (2023). The time is now: Advocating for contextually responsive policy to support full-service community schools. In T.S. Ransaw & B. Boggs (Eds.), *Emerging trends in education policy: Unapologetic progressive conversations*. Information Age Publishing. ISBN-13: 979-8887302287.
3. Tecce DeCarlo, M.J., Adams, J., Kemery, D., **Provinzano, K.**, & Sondergeld, T. (2022). We are all in this together: Remote teaching and learning self-efficacy during COVID-19. In Karpava, S. (Ed.), *Teacher and student perspectives on the digital turn in education*. IGI Education. <https://www.igi-global.com/chapter/we-are-all-in-this-together/307754>.
2. **Provinzano, K.**, & Sondergeld, T. A. (2021). A comprehensive and human-centric approach to school reform. In J. Fischer & G. Mazurkiewicz (Eds.), *The personal, place, and context in pedagogy: An activist stance for our uncertain educational future*. Chp. 5, pp. 103-132. Springer International. https://link.springer.com/chapter/10.1007/978-3-030-71423-9_5.
1. **Provinzano, K.**, Koskey, K., & Sondergeld, T.A. (2021). Examining how partnerships in a full-service community school influence the educational experiences of immigrant and refugee youth (IRY). In M. Reardon and J. Leonard (Eds.), *Current perspectives on school/university/community research*, vol. VI: *A place called home: School-university-community collaboration and the immigrant educational experience*. Chp 4, pp. 75-102. Information Age Publishing. <https://www.infoagepub.com/products/A-Place-Called-Home>

Published Book Reviews

1. **Provinzano, K.** (2015, March 30). *Teachers College Record*. Review of the book *Condition critical- Key principles for an equitable and inclusive education*. Available at: <http://www.tcrecord.org/Content.asp?ContentId=17913>

Conference Proceedings

1. **Provinzano, K.**, May, T., *Bright, D., *Hurst, T., & Genovisi, J. (2022). Developing a mathematics classroom tasks survey. Proceedings of the 45th Conference of the International Group for the Psychology of Mathematics Education. *Volume 4*, 391-392. <https://web.ua.es/en/pme45/documents/proceedings-pme45-vol4.pdf>

Technical Reports

2. Fargo, J.D., **Provinzano, K.**, Stone, G.E., & Cinowski, T. (2022). *NASA STEM Engagement: FY2022 Pathways Internships Evaluation Report*. Developed for NASA Glenn Office of STEM Engagement, Cleveland, OH.

1. May, T.A., Johnson, C.C., **Provinzano, K.**, Wuebker, M.P. (2022). *NASA STEM Engagement: FY2022 OSTEM Internship Outcome Evaluation Report*. Developed for NASA Glenn Office of STEM Engagement, Cleveland, OH.

Developed and Validated Instruments

5. May, T. A., **Provinzano, K.**, & Koskey, K. L. K. (2022). *PreK Mathematics Teaching Practices Survey*.

4. May, T. A., **Provinzano, K.**, & Koskey, K. L. K. (2022). *PreK Science Teaching Practices Survey*.

3. May, T. A., **Provinzano, K.**, & Koskey, K. L. K. (2022). *PreK Nutrition Teaching Practices Survey*.

2. May, T. A., **Provinzano, K.**, & Koskey, K. L. K. (2022). *PreK Literacy Teaching Practices Survey*.

1. May, T. A., **Provinzano, K.**, & Koskey, K. L. K. (2022). *PreK Teaching Efficacy Belief Instrument Suite (Mathematics, Science, Nutrition, Literacy)*.

Editorial Activities

3. **Lead Guest Editor** (Research Topic) Advancing evidence in community school research and evaluation. *Frontiers in Education*, 2026-2026 (invited).

2. **Associate Editor**, *The Cambridge handbook of school-university partnerships*. Cambridge University Press, 2023-2025 (selected).

1. **Editor**, *Pennsylvania Educational Leadership* (ASCD publication), 2013-2021 (selected).

Grants (Funded)

Funder: AI Infrastructure grant funded by SUNY & Google

Title: *Assessments of Problem Solving - A Human-Centered, AI-Powered Problem-Solving Generator*

Role: Co-PI

Collaborators: Toni May (PI)

Dates: 12/1/2025-3/1/2026

Amount Awarded: \$100,000

Funder: County of Bernalillo (New Mexico)
Title: *ABC-APS Community School Endorsement Practicum*
Role: PI
Collaborators: Toni May (Co-PI); Naorah Rimkunas (Co-PI)
Dates: 5/1/2025-4/30/26
Amount Awarded: \$50,000

Funder: National Institutes of Health SEPA grant
Title: *Seeds to STEM*
Role: Senior Researcher
Collaborators: Jacqueline Genovesi (PI); Toni May (Co-PI); Jennifer Jovanovic (Co-PI)
Dates: 4/1/2020-3/31/2026
Amount Awarded: \$1,250,000

Funder: Cornell University (Direct); United States Department of Education (Originating)
Title: *ED School Climate Surveys Subaward*
Role: Co-PI
Collaborators: Josh Felver (PI); Megan Garton (Co-PI)
Dates: 8/1/2023-8/1/2024
Amount Awarded: \$4,997

Funder: Pennsylvania Department of Education
Title: *Pennsylvania Principal Preparation PreK-4 Leadership Consortium*
Role: Co-PI
Collaborators: Bill Lynch (PI); Allen Grant (Co-PI); Michael Haslip (Co-PI)
Dates: 8/1/2016-8/1/2019
Amount Awarded: \$600,000

Funder: Drexel University School of Education
Title: *Virtual Network for Research and Action in Community Schools*
Role: PI
Collaborators: Bruce Levine (Co-PI); Allen Grant (Co-PI)
Dates: AY 2018-2019
Amount Awarded: \$7,000

Funder: Drexel University School of Education
Title: *The Community School in Context*
Role: PI
Collaborators: Bruce Levine (Co-PI); Allen Grant (Co-PI)
Dates: AY 2017-2018
Amount Awarded: \$2,716

Funder: Drexel University School of Education
Title: *Exploring the Community-School Phenomenon in Pennsylvania*
Role: PI
Collaborators: Bruce Levine (Co-PI); Allen Grant (Co-PI)
Dates: AY 2016-2017
Amount Awarded: \$3,100

Contracts (Funded)

Funder: Peaceful Schools (Syracuse, NY)

Title: *Community School Evaluation Initiative*

Role: PI

Collaborators: Toni May (Co-PI); Naorah Rimkunas (Consultant)

Dates: AY 2025-2026

Amount Awarded: \$11,850

Funder: United States Department of Education

Title: *Empowering Rural Communities (ERC): Promoting Mental Health, Equity, and Well-Being through University Assisted Community Schools*

Role: Lead Evaluator

Collaborators: Toni May (Evaluator)

Dates: 1/1/2025-12/31/2029

Amount Awarded: \$4,686,907 (grant); \$250,000 (evaluation contract)

Submitted Grants (Not Funded)

20. May, T. (PI), & **Provinzano, K. (CoPI)**. *DEAP H+AI: Developing and Evaluating Assessments of Problem-Solving – A Human-Centered, AI-Powered System for Better Assessment Design, Instructional Feedback, and Learning Insights*. United States Department of Education [**Fund for the Improvement of Postsecondary Education – Special Projects (FIPSE-SP) Program**]. Submitted December 2025. (\$3,753,916).

19. **Provinzano, K. (PI)**, May, T. (CoPI), & Jay, L. (CoPI). *Developing and validating civics and social studies assessments for middle school students (DEV-CSSA)*. Institute of Education Sciences [**Education Research Grants Program**]. Submitted September 2024. (\$1,986,566).

18. **Provinzano, K. (PI)**, May, T. (CoPI), & Huang, Y. (CoPI). *Linking state longitudinal data systems with local-level data to inform community school funding policy and practice in New York State*. Institute of Education Sciences [**Using Longitudinal Data to Support State Education Policymaking Program**]. Submitted August 2024. (\$999,890).

17. Knox, P. (PI), **Provinzano, K. (CoPI)**, Garnett, B. (CoPI), May, T. (CoPI), & Al-Aseer, J. (CoPI). *Developing and validating rural community schools implementation readiness tools*. Spencer Foundation [**Large Research Grant Program**]. Submitted February 2025. (\$335,450).

16. **Provinzano, K., (PI)** & Jay, L. (CoPI). *Teaching history, civics, and principles of democracy in an era of partisanship and polarization: Surveying the landscape of teachers' and policymakers' perceptions of the Educating for American Democracy (EAD) Roadmap*. Spencer Foundation [**Large Research Grant Program**]. Submitted February 2024. (\$468,287.00).

15. **Provinzano, K., (PI)**, & Peters-Burton, E. (CoPI). *Integrating critical components of inclusive elementary STEM-focused schools into Full-Service Community Schools (FSCS^{STEM})*. National Science Foundation [**DRK-12 Program**]. Submitted November 2023. (\$2,819,899).

14. Rimkunas, N., (PI), Bronstein, L. (Co-PI), **Provinzano, K. (Co-PI)**, Kuda, L. (Co-PI), Anderson, E. (Co-PI). *New York University-Assisted Community Schools (UACS) statewide initiative*. United States Department of Education Full-Service Community Schools Grant Competition. Submitted August 2023. (\$36,868,610).

13. **Provinzano, K. (PI- Drexel)**, & Mayger, L. (Co-PI- TCNJ). (2022, April). *An examination of the National Education Association (NEA) Community Schools Institute*. Drexel University School of Education Faculty Research Funding Initiative. (\$4245).
12. **Provinzano, K., (PI- Drexel)**, Peters-Burton, E. (PI- George Mason), Koskey, K. (CoPI- Drexel), & May, T. (Co-PI- Drexel). (2021, October). *Collaborative research: Integrating critical components of inclusive elementary STEM-focused schools into Full-Service Community Schools (FSCS^{eSTEM})*. National Science Foundation [DRK-12 Program]. (\$2,186,119).
11. Levy, B., (PI- George Mason), **Provinzano, K. (CoPI- Drexel)**, & Best, A. (CoPI- George Mason). (2021, August). *Can organizational interventions promote neighborhood vitality: A multi-site analysis of full-service community schools*. National Science Foundation [Sociology Program]. (\$498,934.).
10. **Provinzano, K. (PI)**, Koskey, K. (CoPI), Sondergeld, T. (CoPI), Conahan, E. (CoPI- SDL), & Hernandez, K. (CoPI- SDL). (2020, December). *Partnering to develop a research agenda for elementary full-service community schools in Lancaster, PA to reduce educational inequalities*. Spencer Foundation Research-Practice Partnership Grant Program. (\$389,276.21.).
9. Sondergeld, T. (PI), Koskey, K. (CoPI), **Provinzano, K. (CoPI)**. (2020, August). *Development and validation of the full-service community school climate survey suite*. Institute of Education Science [IES] Education Research Grant Program. CFDA Number 84.305A. (\$1,825,000.).
8. Sondergeld, T. (PI), **Provinzano, K. (CoPI)**, Koskey, K. (CoPI), & Flowers, A. (CoPI). (2020, August). *Reducing Inequality in underrepresented youth college readiness & enrollment: Impact of a full-service community school*. William T. Grant Foundation Reducing Inequality Major Research Grant. (\$250,000.).
7. **Provinzano, K. (PI)**, & Sondergeld, T. (Co-PI). (2019, November). *Studying the impact of a community school effort for immigrant and refugee middle grades students on student level outcomes*. Russell Sage Foundation. (\$50,000.).
6. Sondergeld, T. (PI), & **Provinzano, K. (Co-PI)**. (2019, November). *Evaluating the longitudinal impact of a sustained community school reform effort*. Brady Education Foundation. (\$257,691.).
5. **Provinzano, K. (PI)**, Lynch, W. (Co-PI), & Sondergeld, T. (Co-PI). (2019, April). *P5: Planning Philadelphia's principal pipeline program*. Pennsylvania Department of Education Innovative Principal Residency (PDE-3668) Planning Grant. (\$75,000.).
4. Mayger, L. (PI- TCNJ), & **Provinzano, K. (Co-PI)**. (2019, February). *Community school principals: Which attitudes, characteristics, and behaviors do they need to lead?* Spencer Foundation Small Research Grant Proposal. (\$48,893.14.).
3. **Provinzano, K. (PI)**, Lynch, W. (Co-PI), & Grant, A. (Co-PI). (2018, July). *Principal instructional leadership, learning, and administrative Residency*. Pennsylvania Department of Education Innovative Principal Residency (PDE-3668) Planning Grant. (\$75,000.).
2. Lynch, W. (PI), **Provinzano, K. (Co-PI)**, Ghosh, R. (Co-PI), Grant, A. (Co-PI). (2017, April). *Principal instructional leadership collaborative*. United States Department of Education and Innovation Research Program Early Phase Grant. (\$5,390,227.).

1. Castro, I. (PI-TCMC), **Provinzano, K. (PI-Drexel)**, Hammrich, P. (CoPI), & Grant, A. (CoPI) (2015, November). *Supporting and assessing the implementation of the Regional Education Academy for careers in STEM fields*. NSF Advancing Informal STEM Learning (AISL) Grant. (\$2,999,822.00).

Refereed Research Presentations (International and National)

43. **Provinzano, K.**, *Sondergeld, C., *Churchland, E., *Hanna, C., May, T., Rimkunas, N., & Cook, K. (2026, April). *Expanding mental health access in rural schools through school-university partnerships* [School, University, Community Collaborative Research SIG]. American Education Research Association Annual Meeting.

42. **Provinzano, K.**, May, T., Rimkunas, N., Swain, W., Naftzger, N., Covelli, L., Bass, N., Shiller, J., Leung-Gagné, M., Bradley, D., Saunders, M., Hunter Quartz, K., & Yang, D. (2026, April). *Evaluating the impact of community schooling: Comparing methodologies and findings across states* [Symposium – Division H]. American Education Research Association Annual Meeting.

41. *Hanna, C., **Provinzano, K.**, *Churchland, E. (2026, April). *How practitioners approach equity-focused leadership in a community school context* [School, University, Community Collaborative Research SIG]. American Education Research Association Annual Meeting.

40. May, T., **Provinzano, K.**, *Churchland, E., & *Hanna, C. (2026, April). *Examining preschool teacher nutrition teaching efficacy and practice changes: A mixed methods case study* [Early Education and Child Development SIG]. American Education Research Association Annual Meeting.

39. **Provinzano, K.**, May, T., Rimkunas, N., & Bronstein, L. (2025, November). *A human-centered approach to including generative AI into assessment development*. London International Conference on Education. Oxford, UK (November, 2025).

38. Rimkunas, N., **Provinzano, K.**, May, T., *Hanna, C., *Churchland, E., Koskey, K., & Cook, K. (2025, April). *Supporting rural school mental health and social work intern development through UACS: Preliminary pilot findings* [Roundtable Session- School, University, Community, Collaborative Research SIG]. American Educational Research Association (AERA) Annual Meeting. Denver, CO.

37. *Hanna, C., Koskey, K., **Provinzano, K.**, Fan, Y., *Churchland, E., & May, T. (2025, April). *Exploring the influence of a preschool nutrition education program on urban teacher efficacy and practices* [Roundtable Session- Early Education and Child Development SIG]. American Educational Research Association (AERA) Annual Meeting. Denver, CO.

36. Koskey, K. L. K., May, T. A., **Provinzano, K.**, Genovesi, J., & Jovanovic, J. (2025, April). *Development and validation study of the preschool teaching efficacy belief instrument* [Paper Session- Early Education and Child Development SIG]. American Educational Research Association (AERA) Annual Meeting Denver, CO.

35. May, T. A., Stone, G. E., Fan, Y., *Sondergeld, C. J., LaPlante, J. N., **Provinzano, K.**, Koskey, K. L., & Johnson, C. C. (2025, April). *Using generative artificial intelligence tools to develop multiple-choice assessment items: An effectiveness study* [Paper Session- Advanced Technologies for Learning SIG]. American Educational Research Association (AERA) Annual Meeting. Denver, CO.

34. **Provinzano, K.**, May, T., Koskey, K., & Genovesi, J. (2024, November). *Evaluating the impact of a PreK gardening professional development program on teachers' instructional use*. London International Conference on Education, Oxford, United Kingdom.

33. Mayger, L., & **Provinzano, K.** (2024, April). *Community schools scaled: Using Twitter data and social network analysis to map the policy ecosystem* [Roundtable Session- Politics of Education SIG]. American Educational Research Association (AERA) Annual Meeting. Philadelphia, PA.
32. Dresden, J., Ferrara, J., Neapolitan, J. E., Yendol-Hoppey, D., Beck, J. S., Faison, M. Z., Janis, S., **Provinzano, K.**, & Rutten, L. (2024, April). *Surveying the landscape of research on school-university partnerships* [Symposium- School, University, Community Collaborative Research SIG]. American Educational Research Association (AERA) Annual Meeting. Philadelphia, PA.
31. May, T. A., **Provinzano, K.**, Koskey, K. L. K., *Bright, D., & *Hurst, T. (2024, April). *Validating a PreK nutrition teacher practices survey: Using diverse perspectives and multiple data sources* [Roundtable Session- Early Education and Child Development SIG]. American Educational Research Association (AERA) Annual Meeting. Philadelphia, PA.
30. Mayger, L., & **Provinzano, K.** (2023, April). *The National Education Association Community Schools Institute: Equity and innovation in United States schools* [Paper Session- Leadership for School Improvement SIG]. American Educational Research Association (AERA) Annual Meeting. Chicago, IL.
29. May, T. A., **Provinzano, K.**, Koskey, K. L., *Bright, D., & *Hurst, T. (2023, April). *Using multiple perspectives and data sources to validate a pre-k mathematics teacher practices survey* [Poster Session]. American Educational Research Association (AERA) Annual Meeting. Chicago, IL.
28. **Provinzano, K.**, May, T., *Bright, D., *Hurst, T., & Genovisi, J. (2022, July). *Developing a mathematics classroom tasks survey* [Poster Session]. International Group for the Psychology of Mathematics Education (PME 45). Alicante, Spain.
27. **Provinzano, K.**, Koskey, K., May, T., & Flowers, A. (2022, April). *Elementary full-service community schools and college-career readiness: A quasi-experimental study on middle school performance* [Paper Session- Urban Learning, Teaching, and Research SIG]. American Educational Research Association (AERA) Annual Meeting. San Diego, CA.
26. Mayger, L., & **Provinzano, K.** (2022, April). *Searching for equity-centered partnerships in teacher evaluation frameworks* [Roundtable Session- Division K, Teaching and Teacher Education.] American Educational Research Association (AERA) Annual Meeting. San Diego, CA.
25. DeCarlo, M.J., Adams, J., Kemery, D., **Provinzano, K.**, & May, T. (2022, April). *We're all in this together: University faculty and student self-efficacy during emergency remote instruction* [Roundtable Session- Mixed Methods Research SIG]. American Educational Research Association (AERA) Annual Meeting. San Diego, CA.
24. Mayger, L., & **Provinzano, K.** (2021, November). *Systematizing equitable collaborations*. University Council for Educational Administration (UCEA) Annual Convention. Columbus, OH.
23. **Provinzano, K.**, Koskey, K.L., Sondergeld, T. (2021, April). *Community school partnerships and their influence on Immigrant and Refugee Youth (IRY) educational experiences* [Roundtable Session- School/University Collaborative Research SIG]. American Educational Research Association (AERA) Annual Meeting. Virtual.
22. Koskey, K.L., **Provinzano, K.**, Sondergeld, T., Flowers, A. (2021, April). *Sustained impact evaluation of an elementary community school on Middle school STEM outcomes* [Paper Session-

Division H, Research, Evaluation, and Assessment in Schools]. American Educational Research Association (AERA) Annual Meeting. Virtual.

21. Mayger, L., & **Provinzano, K.** (2021, April). *Using Green's Community Equity Literacy Framework to deconstruct principals' leadership practices in full-service community schools* [Paper Session- Family, School, Community Partnerships SIG]. American Educational Research Association (AERA) Annual Meeting. Virtual.

20. *Ammar, A.A., Sondergeld, T., **Provinzano, K.**, *Delaney, B. (2021, April). *Comparing middle grades literacy outcomes from English Language Learner and English Language Proficient students in a community school to a matched comparison* [Roundtable Session- Writing and Literacies SIG]. American Educational Research Association (AERA) Annual Meeting. Virtual.

19. **Provinzano, K.**, & Mayger, L. (2020, November). *Examining changing state principal evaluation regulations in response to Every Student Succeeds Act (ESSA)* [Paper Session]. University Council for Educational Administration (UCEA) Annual Convention. San Juan, Puerto Rico (conference moved to online).

18. **Provinzano, K.** & Sondergeld, T. A. (2020, April) *Cross-sector school reform: Evaluating implementation efforts of a full-service community school and refugee center* [Paper Session]. American Educational Research Association (AERA) Annual Meeting. San Francisco, CA: <http://tinyurl.com/rskcwn8> (Conference Canceled).

17. Mayger, L. K. & **Provinzano, K.** (2020, April) *Developing and supporting community school principals* [Roundtable Session]. American Educational Research Association (AERA) Annual Meeting. San Francisco, CA: <http://tinyurl.com/ut93hm8> (Conference Canceled).

16. Sondergeld, T. A. & **Provinzano, K.** (2020, April) *Evaluating a refugee community school's impact on student outcomes to a matched sample over time* [Poster Session]. American Educational Research Association (AERA) Annual Meeting. San Francisco, CA: <http://tinyurl.com/ss9zhuk> (Conference Canceled).

15. **Provinzano, K.**, Sondergeld, T.A., & Impellizeri, W. (2019, April). *Community schools: A promising new comprehensive reform strategy?* [Paper Session- Division H: Research, Evaluation, and Assessment in Schools]. American Educational Research Association (AERA) Annual Meeting. Toronto, Canada.

14. **Provinzano, K.**, Levine, B., Grant, A., & *Reinsburrow, A. (2019, April). *Implementing community schools: A district-wide initiative* [Roundtable Session- Educational Change SIG]. American Educational Research Association (AERA) Annual Meeting. Toronto, Canada.

13. Geller, K., Phillips, J., Lewis-Grant, K., & **Provinzano, K.** (2019, January). *When qualitative research is taught virtually: Drawing on experiential design to build deeper knowledge of qualitative approaches* [workshop presentation]. The Qualitative Report's 10th Annual Conference (TQR2019), Fort Lauderdale, FL.

12. **Provinzano, K.** (2018, November). *Alliances at work: Shared leadership and community school implementation across one Pennsylvania district* [Paper Session]. University Council for Educational Administration (UCEA) Annual Convention. Houston, TX.

11. **Provinzano, K.**, & Grant, A. (2018, November). *Community school implementation: Lessons from the field* [Paper Session]. International Conference on Urban Education (ICUE). Nassau, Bahamas.

10. **Provinzano, K.**, Wiercinski, K., & Perez, A. (2018, May). *An equity alliance: The shared leadership of school principals and community school directors* [Roundtable Session]. Community Schools National Forum. Baltimore, MD.
9. **Provinzano, K.**, & Riley, R. (2017, October). *Launching a community school model and the role of community collaboration* [Paper Session]. Coalition of Urban and Metropolitan Universities (CUMU) Annual Conference. Denver, CO.
8. Levine, B., **Provinzano, K.**, & Grant, A. (2016, November). *Rethinking antiquated models of schooling: An exploration of an urban community school in Pennsylvania* [Roundtable Session]. International Conference on Urban Education (ICUE). San Juan, Puerto Rico.
7. **Provinzano, K.**, & McHenry-Sorber, E. (2016, April). *A critical examination of the silencing of educational stakeholders in Pennsylvania's quest for energy dominance* [Roundtable Session- Politics of Education SIG]. American Educational Research Association (AERA) Annual Meeting. Washington, D.C.
6. McHenry-Sorber, E., & **Provinzano, K.** (2015, November). *Exploring the practices of rural school leaders in boomtown communities*. National Rural Education Association (NREA) Annual Research Symposium. St. Louis, MO.
5. **Provinzano, K.**, & McHenry-Sorber, E. (2015, April). *The human costs of fueling urban America: Youth homelessness in rural communities* [Paper Session- Rural Education SIG]. American Educational Research Association (AERA) Annual Meeting. Chicago, IL.
4. **Provinzano, K.**, & McHenry-Sorber, E. (2014, November). *Residential hypermobility patterns and local displacement in rural boomtowns*. National Rural Education Association (NREA) Annual Research Symposium. San Antonio, TX.
3. Arscott, K.E., **Provinzano, K.**, & Foote, E. (2014, June). *A required inter-professional clerkship for fourth year medical students at TCMC*. International Conference on Interprofessional Practice and Education. Pittsburgh, PA.
2. McHenry-Sorber, E., & **Provinzano, K.** (2014, April). *Millionaires, couch hoppers, and gas babies: Institutional and community change in Marcellus communities* [Paper Session- Rural Education SIG]. American Educational Research Association (AERA) Annual Conference. Philadelphia, PA.
1. McHenry-Sorber, E., & **Provinzano, K.** (2013, October). *The influence of Marcellus Shale on rural school-community relationships and youth*. National Rural Education Association (NREA) Annual Research Symposium. Branson, MO.

Invited Presentations

13. Harkavy, I., & **Provinzano, K.** (2025, December). *University-Assisted Community Schools (UACS) and implementation research*. Netter Center for Community Partnerships. University of Pennsylvania, Philadelphia, PA.
12. Rimkunas, N., **Provinzano, K.**, & May, T. (2024, November). *Shaping the future of community schools research and evaluation*. Community schools and University Assisted Community Schools (UACS): Partnerships that change schools, communities, and universities for the better. Netter Center for Community Partnerships. University of Pennsylvania, Philadelphia, PA.

11. **Provinzano, K.** (2022, June). *Middle school students' college and career readiness in the context of full-service community schools: A quasi-experimental study*. Drexel University School of Education Faculty Research Series (Online presentation).
10. **Provinzano, K.,** Flowers, A., May, T., & Ghosh, R. (2022, February). *Tips & tricks of the trade: Submitting your journal manuscript*. Presentation given on behalf of the Drexel University School of Education Office of Research (Online presentation).
9. **Provinzano, K.** (2021, May). *Leading full-service community school initiatives: What do we know?* Presentation given to Institute for Educational Leadership Community Schools Research Practice Network. Washington, D.C. (Online presentation).
8. **Provinzano, K.,** & Mayger, L. (2020, October). *Principal leadership in full-service community schools*. Presentation given to Drexel School Leadership Council. Philadelphia, PA
7. **Provinzano, K.** (2018, June). *Understanding community school implementation in Pennsylvania*. Presentation given to Netter Center for Community Partnerships Network for University Assisted Community Schools. Philadelphia, PA.
6. **Provinzano, K.,** & Lyttle, C. (2018, May). *Individualized Education Programs (IEP) 101*. Presentation given to Court Appointed Special Advocates (CASA) of Luzerne County. Wilkes-Barre, PA.
5. **Provinzano, K.** (2018, April). *Understanding school funding in Pennsylvania*. Presentation given to students at the Quaker Friends School. Philadelphia, PA.
4. **Provinzano, K.,** Pittman, J., & Betts, K. (2017, November). *Publishing panel: What you need to know about publishing*. Panel Presentation for Drexel University School of Education EdD cohorts. Philadelphia, PA.
3. **Provinzano, K.** (2017, April). *Pennsylvania Educational Leadership: Bridging research with practice*. Pennsylvania Association of School Administrators (PASA) Education Congress and Research Symposium. Harrisburg, PA.
2. **Provinzano, K.** (2016, October). *TAGG, an update*. Drexel University Online Learning Council Town Hall Meeting. Philadelphia, PA.
1. **Provinzano, K.,** & Grant, A. (2016, April). *Policy as a vehicle for school-community connectedness and outcomes*. Partners for Connections in Education National Conference. Cape May, NJ.

COURSES TAUGHT

Graduate Courses Taught (SUNY - Binghamton University)

- SW 504: Foundations of Scientific Inquiry with Social Systems (MSW program)
- CSC 501: Fundamentals of a Whole-Child Education (online program)
- CSC 502: Structural Elements of Community Schools (online program)
- CSC 503: Community School Programs (online program)
- CSC 504: Whole Child Strategies in Community Schools (online program)
- CSC 505: Capstone Research Project (online program)

Graduate Courses Taught (Drexel University)

- EDAM 700: Leading in Urban, Suburban, and Rural Settings (MS online program)
- EDAM 701: Resource Management, Allocation, and Entrepreneurship (MS online program)
- EDAM 702: School Leadership and Decision-Making (MS online program)
- EDAM 712: School and Community Relations (MS online program)
- EDAM 714: Instructional and Curriculum Leadership (MS online program)
- EDAM 726: Interpreting and Evaluating Research and Achievement Data (MS online program)
- EDAM 728: Action Research I (MS online program)
- EDAM 740: Action Research II (MS online program)
- EDPO 632: Ethics in Educational Policymaking (MS online program)
- EDUC 800: Educational Leadership and Change (EdD online and hybrid programs)
- EDUC 803: Research Design I (EdD online and hybrid programs)
- EDUC 810: Research Design II (EdD online and hybrid programs)
- EDUC 820: The School Superintendency (EdD online program)
- EDUC 824: Parents and Schools (EdD online program)
- EDUC 836: Qualitative Research I (EdD online and hybrid programs)
- EDUC 835: Quantitative Research Methods (EdD online program)
- EDUC 837: Advanced Qualitative Research (EdD online and hybrid programs)

Undergraduate and Graduate Courses Taught (Wilkes University)

- ED 625: Professional Development and Supervision (EdD online and hybrid programs)
- ED 626: Policy and Politics in Educational Leadership (EdD online and hybrid programs)
- ED 650: Curriculum, Instruction, and Assessment (EdD hybrid program)
- ED 673: Controversies in Curriculum, Instruction, and Assessment (EdD hybrid program)
- ED 681: Introduction to Educational Research (EdD online program)
- ED 517: The Principal as an Educational Leader (MS online program)
- ED 519: Issues, Laws, and Trends in Education (MS online program)
- ED 523: Administrative Leadership in Curriculum and Instruction (MS online program)
- ED 525: Research Methods (MS online program)
- ED 575: School Law for Principals (MS online program)
- ED 592: Administrative Internship and Research Project (MS online program)
- EDML 5005: Core Knowledge: Social Studies (MS online program)
- EDML 5044: Fundamentals of Economics in Middle School (MS online program)
- ED 190: Effective Teaching (in-person)

PROGRAMS AND COURSES DEVELOPED (MS & EdD)

Asynchronous Online Programs Developed

- Partnering for High Impact Professional Development for Middle School Teachers in Mathematics, Science, English/Language Arts, and Social Studies. Pennsylvania Department of Education Eligible Partners Postsecondary Grant: *Social Studies programming* (2010-2013)
- Wilkes University International School Leadership MS degree program (2011)

Asynchronous Online Courses Developed

- CSC 505: Capstone Research Project (SUNY Binghamton University)
- EDAM 700: Leading in Urban, Rural, and Suburban Settings (Drexel University)
- EDAM 712: School and Community Relations (Drexel University)
- ED 519: Issues, Laws, and Trends in Education (Wilkes University)
- ED 523: Administrative Leadership in Curriculum and Instruction (Wilkes University)
- ED 525: Educational Research (Wilkes University)
- ED 575: School Law (Wilkes University)

- ED 626: Educational Politics and Policy (Wilkes University)
- ED 681: Introduction to Educational Research (Wilkes University)

Asynchronous Online Courses Revised (Major Revision)

- CSC 501: Fundamentals of a Whole Child Education (SUNY Binghamton University)
- CSC 503: Community Schools Programs (SUNY Binghamton University)
- EDUC 835: Quantitative Research Methods (Drexel University)
- EDAM 714: Instructional and Curriculum Leadership (Drexel University)

STUDENT ADVISING AND MENTORING (EdD & PhD)

Dissertation Chair

Student	Institution	Dissertation Title	Status
Anderson, A.	Wilkes University	<i>A Quantitative Study of Pre-service Teachers' Preparation to Use Student Assessment Data to Inform Instruction</i>	Successfully defended August 2013
Azevedo, I.	Drexel University	<i>The Effects of Conflicting Messages on Project Support Staff in Matrix Structured Organizations: A Phenomenological Study</i>	Successfully defended July 2018
Baig, F.	Drexel University	<i>An Exploratory Case Study of Teachers' Enactment of an Anti-racist Professional Development Program</i>	Successfully defended June 2022
McDowell, E.	Drexel University	<i>Exploring Teachers Perceptions of and Decisions in Urban School Discipline</i>	Successfully defended May 2020
Muller, C.	Drexel University	<i>School Administrators Perceptions of Speech and Language Pathology Services via Tele-practice</i>	Successfully defended May 2016
Murphy-Kahn, M.	Wilkes University	<i>Teacher Influences on School Climate: Examining the Relationship between Emotional Intelligence and School Climate</i>	Successfully defended December 2013
Odeigah-Azonuche, I.	SUNY Binghamton University	In Progress	In Progress
Shaw, J.	Drexel University	<i>Retrospective Student Experiences: Living with Persistent Environmental Stress during High School</i>	Successfully defended April 2019
Struloeff, K.	Drexel University	<i>Defining Moments: An Exploration of Minoritized Women* Senior Leaders Pathways in P-20 Education in New Orleans, LA and Philadelphia, PA</i>	Successfully defended May 2023
Volpetti, D.	Drexel University	<i>The effects of Class Dojo on Motivation and Engagement in Elementary Schools: Understanding the Perceptions of Teachers and Parents</i>	Successfully defended September 2019

Wasson, D.	Drexel University	<i>The Underrepresentation of Women Pursuing the High School Principalship: A Collective Case Study of Perceived Barriers and Perceptions</i>	Successfully defended November 2015
Wenger, B.	Drexel University	<i>Rural Public-School Teachers' and Principals' Perceptions of the Instructional Leadership Capacity of the Shared Superintendent</i>	Successfully defended September 2017

Dissertation Committee Member

Student	Institution	Dissertation Title	Status
Azimi, H.	Drexel University	<i>Improving Adjunct Faculty Experiences: Implementing a Topics-Based Learning Community at a Community College</i>	Successfully defended May 2016
Balas, M.	West Virginia University	<i>Examining the Career Pathways for Women Administrators at a Land-Grant University</i>	Successfully defended October 2020
Bauermaster, Z.	Drexel University	<i>A Mixed Methods Study: Exploring School Administrators' Perceived Role in Preparing Teachers for Online Course Instruction</i>	Successfully defended November 2020
Blomain, D.	Drexel University	<i>Social Cognitive Theory and Nutrition Behavior: Effects of an Introductory Nutrition Intervention on College Students</i>	Successfully defended July 2016
Force, C.	Drexel University	<i>An Exploratory Case Study of Middle School Principals of Small and Rural Schools with Cyber-bullying</i>	Successfully defended September 2013
Hammersla-Quick, M.	Drexel University	<i>Perceptions of Parent Engagement in Rural Title I Schools</i>	Successfully defended May 2016
Hanna, C.	SUNY Binghamton University	In Progress	In Progress
Hardin, C.	Drexel University	<i>The Public-School Response to Cyber-Charter Programs: Fiscal Considerations, Retention and Recruitment Strategies, and Participant Experiences</i>	Successfully defended April 2015
Heidel, S.	Drexel University	<i>Examining the Effect of Occupational Socialization on Principals' Leadership of Physical Education Programs: A Phenomenological Study</i>	Successfully defended August 2020
Hurst, T.	Drexel University	<i>Education Interrupted: An Explanatory, Sequential, Mixed Methods, Multiple Case Study to Explore the Educational and Training Needs of Exonerated Individuals.</i>	Successfully defended June 2025
Kim, J.M.	Drexel University	<i>Effects of Family Literacy Workshops on Title I Students' Reading Performance: A Mixed-Methods Study</i>	Successfully defended September 2017

Koons, G.	Wilkes University	<i>Response to Intervention and Instruction: Teachers Perceptions as Measured by the Concerns-Based Adoption Model</i>	Successfully defended November 2013
McDaniel-Smith, N.	Drexel University	<i>Attitudes of Low-Income Nontraditional Students toward Financial Aid, Financial Counseling and Student Loan Borrowing: A Mixed-Methods Study</i>	Successfully defended January 2022
Parr, T.	Drexel University	<i>A Brain-targeted Teaching Framework: Modeling the Intended Change in Professional Development to Increase Knowledge of Learning Science Research and Influence Pedagogical Change in K-12 Public Classrooms</i>	Successfully defended November 2016
Perreira, L.	Drexel University	<i>Collaborative Recovery: A Participatory Case Study Examination of the Experience of Principal Turnover and Efforts to Reestablish Positive School Culture.</i>	Successfully defended May 2022
Place, D.	Wilkes University	<i>Female Superintendents and their School Boards: A Multi-Case Study of Perspectives</i>	Successfully defended April 2014
Ratti-Alleva, R.	Drexel University	<i>Exploring the Disconnect between the Teacher Idealized and Teacher Enacted Curriculum When Preparing Students for the Algebra I Keystone Exam</i>	Successfully defended May 2018
Sheth, B.	Drexel University	<i>A Qualitative Case Study on the Factors that Impact Teacher Attrition and Retention in a Head Start Pre-School Organization in New Jersey</i>	Successfully defended April 2019.
Shipe, I.	Drexel University	<i>School Community Perceptions of an Equity Team in a Suburban School: An Instrumental Case Study.</i>	Successfully defended September 2021
Sterin, K.	Drexel University	<i>“But they just do paperwork!”: How the Dispositions of School Business Administrators Influence Enactment of Racially Equitable Resource Management</i>	Successfully defended April 2023
Treese, M.	Wilkes University	<i>A Qualitative Case Study on the Qualities of Effective Teacher Research in Teacher Screening and Interviewing Processes in Four Central Pennsylvania Public School Districts</i>	Successfully defended April 2011

SERVICE

Service to the Academy

- AERA School, University, Community Collaborative Research SIG (Chair, 2023-2026)
- AERA Innovative School Transformation and Reform (ISTaR) SIG (Chair, 2024-2026)
- AERA Innovative School Transformation and Reform (ISTaR) SIG (Chair-Elect, 2023-2024)
- **Session Chair**, AERA Virtual Symposium [SUCCR SIG] (May 2023)

- **Manuscript Reviewer**, Upon Request
 - *Education Policy Analysis Archives*
 - *Education Sciences*
 - *Education Leadership Review*
 - *International Journal of Educational Leadership Preparation*
 - *Journal of Research in Rural Education*
- **Reviewer**, 2024 AERA Annual Meeting, Philadelphia, PA
 - Division G: Social Context of Education (Section 1: Education and Place, Space, Time)
 - Family, School, and Community Partnerships SIG
 - Innovative School Transformation and Reform SIG
- **Reviewer**, 2023 AERA Annual Meeting, Chicago, IL
 - Division G: Social Context of Education (Section 1: Education and Place, Space, Time)
 - Division L: Educational Policies and Politics (Section 7: Social Context and Structural Inequities)
 - Family, School, and Community Partnerships SIG
- **Reviewer**, 2022 National Community Schools and Family Engagement Conference (CSxFE), Los Angeles, CA
 - 14 Workshop Proposals
- **Reviewer**, 2022 AERA Annual Meeting, San Diego, CA
 - Division L: Educational Policies and Politics
 - Family, School, Community Partnerships SIG
 - School Community, Culture, and Climate SIG
 - School, University and Community Collaborative Research SIG
- **Reviewer**, 2021 AERA Annual Meeting (Virtual)
 - Family, School, Community Partnerships SIG
 - School Community, Culture, and Climate SIG
 - School, University and Community Collaborative Research SIG
- **Reviewer**, AERA School Community, Climate, and Culture Special Interest Group Outstanding Dissertation Award in the Field of School Climate (March 2018)
- **Reviewer**, AERA Rural Superintendency Special Interest Group Outstanding Dissertation Award (2014, 2015)

University Service

- Research Working Group: Generative AI Strategy and Governance Committee (SUNY Binghamton- 2026-present)
- Advisory Committee on Scholarship and Research (SUNY Binghamton- 2026-present)
- SUNY Binghamton All University Personnel (Tenure & Promotion) Committee (2024-2026)
- Vice Provost for Workforce Development Search Committee (SUNY Binghamton- 2024)
- Graduate Student & TA Excellence Awards Committee: Teaching Assistant Excellence Awards Subcommittee Member (Drexel-2022)
- Faculty Senate Committee on Research, Scholarship, and Creative Activity (Drexel-2019-2021)
- Faculty Senate Ad Hoc Committee on Moving to Online Teaching (Drexel-2020-2021)
- Faculty Senate Alternate (Drexel-2018-2020)
- Faculty Senate Ad Hoc Committee on Gender Parity (Drexel-2018-2019)
- Teaching Across Geography Group (Drexel-Co-chair, 2015-2017)

Service to School/College

- IPC Tenure and Promotion Committee (SUNY Binghamton: 2026/2027)
 - Candidate J.F.
- IPC Renewal of Term Committee (**Chair**) (SUNY Binghamton: 2025/2026)
 - Candidate: N.R.

- IPC Tenure and Promotion Committee (SUNY Binghamton: 2024)
 - Candidate: J.M.
- IPC Tenure and Promotion Committee (SUNY Binghamton: 2024)
 - Candidate: D.Y.
- Assistant/Associate Professor, Science Education Search Committee (SUNY Binghamton – 2024-2025)
- Full Professor, Measurement & Evaluation Search Committee (SUNY Binghamton – 2024)
- Faculty Steering Committee (Drexel-2020-2022)
- PhD Comprehensive Exam Reviewer (Drexel-2021, 2022)
- EDAM PAR Committee (Drexel-2019-2021)
- Bylaws Committee (Drexel-2015-2017; 2019-2021)
- PhD Advisory Panel (Drexel-2019-2023)
- Urban Teacher Education Tenure-Track Faculty Search (Drexel-2020)
- Facilitator Writing Lab Weekly Meetings (Drexel-2020)
- CAEP Standard Review Group (Drexel-2020)
- Educational Administration Clinical Faculty Search (Drexel-2019)
- Creativity and Innovation Clinical Faculty Search (Drexel-2019)
- Global and International Education Program Capstone Reviewer (Drexel-2018, March)
- Facilitator: EDAM Annual Virtual Conference on K-12 Virtual Schooling (Drexel-2018)
- Research Committee (Drexel-2017- 2019) (2022-2024)
- Non-Tenure Track Promotion Committee (Drexel-2016)
- Space Committee (Drexel-2016)
- Common Capstone Committee (Drexel-2015-2017)
- Curriculum Committee (Drexel-2014-2018)
- FSC Subcommittee on Distance Faculty (Drexel-chair, 2014-2015)
- Ed.D. Comprehensive Exam Reviewer (Drexel-2014)

Professional and Community Service

- PASCD Executive Board Member (2013-2021)
- Institute for Public Policy and Economic Development Education Task Force (2012-2013)
- Regional Director, The Borgen Project (2014)
- Court Appointed Special Advocate, CASA of Luzerne County (2014-2019)
- United Way of Wyoming Valley Poverty to Possibilities Council (2019-2025)

AWARDS

- Drexel University School of Education Faculty Research Award (2020)
- Pennsylvania ASCD Robert V. Flynn Memorial Distinguished Service Award (2018)

PENNSYLVANIA CERTIFICATIONS (EXPIRED)

Letter of Eligibility for Superintendent of Schools
 Principal (K-12)
 School Counselor (7-12)
 Social Studies Teacher (7-12)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

- Division A: Administration, Organization, and Leadership
- Division D: Measurement and Research Methodologies
- Division H: Research, Evaluation, and Assessment in Schools
- Division L: Educational Policy and Politics
- Family, School, Community Partnerships SIG
- Innovative School Transformation and Reform SIG (**Chair:2024-2026**)
- Leadership for Social Justice SIG
- Politics of Education SIG
- School Turnaround and Reform SIG
- School, University, Community Collaborative Research SIG (**Chair:2023-2026**)
- Social Studies Research SIG
- Urban Learning, Teaching, and Research SIG