

**CURRICULUM VITAE**  
**Barbara L. Pazey**

**I. PERSONAL INFORMATION**

Barbara L. Pazey  
Associate Professor, Educational Leadership Department  
of Teacher Education and Administration University of  
North Texas  
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**II. AREAS OF EXPERTISE**

- Inclusive Education
- Empowerment of Student & Adult Voice
- Ethically Oriented Educational Leadership & Preparation Programs
- Educational Policy & Reform

**III. EDUCATION**

1996	PhD	<b>The University of Texas at Austin</b> Austin, TX Educational Administration Program: Special Education Administration Dissertation: <i>Understanding students' funds of knowledge: A study of high school special populations students</i>
1991	Certification	<b>University of South Carolina</b> Columbia, SC Special Education: Behavior/Emotional Dis/Ability
1989	Certification	<b>Francis Marion University</b> Florence, SC Special Education: Learning Dis/Ability
1975	MA	<b>The Ohio State University</b> Columbus, OH Music Program: Piano & Choral Music Thesis: <i>An approach to the keyboard problems of the intermediate student.</i>

1973	BM	<b>Muskingum University</b> New Concord, OH Music Program: Piano, Music Education
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**Professional Experience**

2019-2023	<b>Associate Chair,</b> Teacher Education & Administration Department & <b>Program Coordinator,</b> Educational Leadership Program
2017-Present	<b>Associate Professor.</b> Educational Leadership, Department of Teacher Education & Administration, University of North Texas, Denton, TX.
2010-2017	<b>Assistant Professor</b> (by Courtesy). Public School Executive Leadership, Principalship Program, Cooperative Superintendency Program, & Educational Policy and Planning Program, Department of Educational Administration, The University of Texas at Austin, Austin, TX.
2009-2017	<b>Assistant Professor.</b> Special Education Administration, Multicultural Special Education; Mild to Moderate Disabilities and Diversity; Department of Special Education, The University of Texas at Austin, Austin, TX.
2005-2009	<b>Instructor and Director of Accreditation and Assessment.</b> Education Department, Lake Erie College, Painesville, OH.
1999-2005	<b>Principal.</b> Thomas W. Harvey High School, Grades 9-12, Painesville City Local Schools, Painesville, OH.
1996-1999	<b>Assistant Principal</b> <b>Special Education and Gifted &amp; Talented Coordinator.</b> John H. Reagan High School, Grades 9-12, Austin Independent School District, Austin, TX.
1992-1996	<b>Graduate Research &amp; Teaching Assistant.</b> Department of Educational Administration, The University of Texas at Austin, Austin, TX.
1988-1991	<b>Inclusion Coordinator and Special Education Teacher.</b> Hartsville High School, Grades 9-12, Darlington County Schools, Darlington, SC.
1987-1988	<b>Special Education Teacher.</b> South Florence High School, Grades 9-12, Florence County Schools #1, Florence, SC.
1984-1986	<b>Music Teacher, Interventionist for Students with Learning</b> <b>Dis/abilities, Community Outreach Coordinator, and Youth</b> <b>Group Director.</b> Maranatha Christian Academy and Pymatuning Community Church, Andover, OH
1982-1984	<b>Music Teacher.</b> New Covenant Christian Academy, Grades K-6, Bedford, OH.

1980-1982	<b>Music Teacher, Physical Education Teacher Girls' Basketball &amp; Softball Coach.</b> Geauga Christian Academy, Grades K-12, Burton, OH.
1980-1985	<b>Music Director for Adult &amp; Young Adult Programs.</b> Faith Fellowship Church, Bedford, OH.
1979	<b>Music Director for the Salvation Army.</b> Central Youth Center & Northeast Ohio Youth Conference, Cleveland-Akron-Canton Areas, Cleveland, OH.
1976-1977	<b>Teacher, General Music and Choirs.</b> Painesville Township Schools, Grades 7-9, Painesville, OH.
1975-1976	<b>Teacher, General Music and Choirs, Girl's Track Coach.</b> Mentor Public Schools, Grades 7-9, Mentor, OH.

#### IV. SCHOLARLY PUBLICATION RECORD

Google Scholar i10 index = 26

Google Scholar h index = 20

Google Scholar Citations All = 1495

<b>Refereed, Peer-Reviewed Journal Publications</b>	<i>Published In Press</i>	<i>Under Review/In Revision</i>
Data Based: Qualitative	20	2
Data Based: Quantitative or Mixed Methods	8	1
Conceptual/Theoretical/Practitioner	7	0
<b>Total</b>	<b>35</b>	<b>3</b>

SJQ = Scimago Journal Quartile

SCImago H = Scimago H Index

SJR = Scimago Journal Rank

Cabell AR % = Cabell or Editor-Reported Acceptance Rate

JIF 5-yr = Journal Citation Reports 5-year Journal Impact Factor JIF

% = Journal Citation Reports Percentile

Google SC = Google Scholar Citations

AMPAJ = Affiliation with a Major Professional Association Journal

\*\* = Mentor/Publication with Doctoral Students

#### Refereed Manuscripts/Invited Article/Chapter

**Pazey, B. L.** (2024). Successes, challenges, and hopes of an educational leadership program coordinator: Balancing the self and others. In N. A. Paufler & E. H. Reames (Eds.), *Navigating the ubiquitous, misunderstood, and evolving role of the educational leadership program coordinator in higher education* (pp. 135-157). Information Age Publishing.

Qualitative-autoethnographic/chapter. Peer-reviewed, invited chapter by editors of the 2-volume book.

### Refereed, Peer-Reviewed Journal Publications

**Pazey, B. L.** (Forthcoming, in press). Student voice. In T. Gonzalez & A. Tefera (Eds.), *The Bodies and Abilities, Maisha and Lawrence Winn's Encyclopedia of Social Justice in Education*. Volume 8. Bloomsbury Press.

Conceptual & data-based article: Qualitative. Peer reviewed. Commissioned for encyclopedia entry by editors of the Bodies and Abilities Volume of the Encyclopedia of Social Justice.

Johnson, K., & **Pazey, B. L.** (Accepted). Lessons learned from the experiences of university students with autism prior to and during COVID-19: Implications for higher education. *Journal of Postsecondary Education and Disability*.

Qualitative

**Journal Impact Factor = 0.7**

**5-Year Impact Factor = 1.4**

**Ranking = Q4**

**AMPAJ = Association of Higher Education and Disability**

Frick, W. C., & **Pazey, B. L.** (2024). Approaching a substantive theory of moral reckoning in special education leadership: Innovative grounded theory methods using extant data on principals. *International Journal of Education Research Open*. <https://www.sciencedirect.com/science/article/pii/S2666374024000803>

Data-based article: Qualitative

**SJQ = Q1**

**SCImago H Index = 15**

**2023 SJR = 1.012**

**Cabell's AR = 20%**

**Impact Factor = 3.07**

**Google SC = 1**

**Pazey, B. L.**, Eddy, C. M., & \*\*Bump, K. W. (2024). Applying an equity framework to develop inclusive visions of STEM teaching and leading: Honoring the voices of students with dis/abilities. *Action in Teacher Education*, 46(1), 75-93. <https://doi.org/10.1080/01626620.2023.2290250>

Data-based article: Qualitative

**SJQ = Q2**

**SCImago H Index = 31**

**2023 SJR = 0.58**

**Cabell's AR = 7%**

**AMPAJ = Association of Teacher Educators**

**Pazey, B. L.**, King, K., van Tassell, F. (2023). Everybody is somebody at Johnston: The irony of integrated excellence in Austin, Texas. *American Educational History Journal*, 50(1/2), 153-170.

Data-based article: Qualitative

**AMPAJ = Organization of Educational Historians**

**\*\*Leader, J., A. & Pazey, B. L.** (2023). More than a test score: Toward a more balanced school accountability system. *School Leadership Review*, 17(2), Article 5. <https://scholarworks.sfasu.edu/slr/vol17/iss2/4/>

Data-based article: Qualitative.

**AMPAJ = Texas Council of Professors in Educational Administration**  
**Cabell's AR = 68%**  
**Google SC = 1**

Rice, M., & **Pazey, B. L.** (2022). Ensuring IDEA implementation for students with disabilities across instructional modalities. *Management in Education*, 1-9. <https://doi.org/10.1177/08920206221107102>

Conceptual article

**2022 SJQ = Q2**  
**SCImago H Index = 27**  
**2022 SJR = 0.43; 2023 SJR = 0.46**  
**AMPAJ = British Educational Leadership, Management & Administration Society (BELMAS)**  
**Impact Factor 1.42**  
**Google SC = 4**

Paufler, N., Ezzani, M., **\*\*Viamontes, J., Murakami, E. & Pazey, B. L.** (2022). Educational leadership doctoral program evaluation: Student voice as the litmus test. *Journal of Research on Leadership Education*, 17(3), 215-242.

High-quality data-based journal article: Mixed methods

**2020 SJQ = Q1; 2019 SJQ = Q1**  
**SCImago H Index = 15**  
**2020 SJR = 0.827; 2019 SJR = 0.898**  
**AMPAJ = University Council for Educational Administration**  
**Google SC = 11**  
**Impact Factor = 1.3**

**Pazey, B. L.** (2021). Incorporating the voices and insights of students with disabilities: Let's consider our approach. *International Journal of Student Voice*. <https://ijsv.psu.edu/volume-8/>

Data-based journal article: Qualitative.

**Google SC = 9**

**Pazey, B. L., & Combes, B.** (2020). Principals' and school leaders' roles in inclusive education. In *Oxford Research Encyclopedia of Education*. Oxford University Press.  
<https://doi.org/10.1093/acrefore/9780190264093.013.1215>

Conceptual article.

**Google SC = 13**

**Pazey, B. L.** (2020). !Ya basta! Countering the effects of neoliberal reforms on an urban turnaround high school. *American Educational Research Journal*, 57(4), 1868–1906.  
<https://journals.sagepub.com/doi/abs/10.3102/0002831219886530?journalCode=aera&>

Top-tier data-based article: Qualitative.

2020 SJQ = Q1; 2019 SJQ = Q1  
SCImago H Index = 121  
2020 SJR = 3.522; 2019 SJR = 3.223  
AMPAJ = American Educational Research Journal  
Cabell AR% = 4%  
2020 JIF 5-yr = 6.896; 2019 JIF 5-yr = 5.5  
2020 JIF% = 91.89; 2019 JIF% = 98.29  
Google SC = 23

**Pazey, B. L., & DeMatthews, D.** (2019). Student voice from a turnaround urban high school: An account of students with and without dis/abilities leading resistance against accountability reform. *Urban Education*, 54(7), 919-956. <https://journals.sagepub.com/doi/10.1177/0042085916666930>

High-quality data-based journal: Qualitative.

2020 SJQ = Q1; 2019 SJQ = Q1  
SCImago H Index = 56  
2020 SJR = 2.089; 2019 SJR = 2.075  
Cabell AR % = 27%  
2020 JIF 5-yr = 4.655; 2019 JIF 5-yr = 2.971  
2020 JIF% = 88.11; 2019 JIF% = 73.57  
Google SC = 37

**Decker, J. R., & Pazey, B. L.** (2017). Case-based instruction to teach educators about the legal parameters surrounding the discipline of students with disabilities. *Action in Teacher Education*, 39(3), 255-273. <https://www.tandfonline.com/doi/full/10.1080/01626620.2017.1292160>

Conceptual/theoretical/practitioner journal article.

2020 SJQ = Q2; 2019 SJQ = Q2  
SCImago H Index = 24  
2020 SJR = 0.486; 2019 SJR = 0.381  
Cabell AR% = 15-20%  
AMPAJ = Association of Teacher Educators  
Google SC = 26

**DeMatthews, D., & Pazey, B. L., & \*\*Gregory, B.** (2017). Are students with disabilities being denied special education in Texas? *Teachers College Record*. Retrieved from <https://www.tcrecord.org/content.asp?contentid=21804>

Top-tier data-based journal: Quantitative.

2018 SJQ = Q1; 2017 SJQ = Q1  
SCImago H Index = 78  
2018 SJR = 0.995; 2017 SJR = 0.953  
Cabell AR%= 8%  
2018 JIF 5-yr = 1.727; 2017 JIF 5-yr = 1.688  
2018 JIF% = 23.251; 2017 JIF% = 32.008

**Pazey, B. L., \*\*Cole, H. A., & \*\*Spikes, D.** (2017). A single voice in the crowd: A case study of one student's

determination to challenge top down school reform. *Teachers College Record*, 119(5), 1-37. Special issue focusing on the intersection of accountability practices and special education topics. Guest Editors: S. L. Nichols & F. Castro-Villarreal. [One of 8 articles selected from over 60 submissions]. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=22038>

Top-tier data-based journal: Qualitative.

2018 SJQ = Q1; 2017 SJQ = Q1  
SCImago H Index = 78  
2018 SJR = 0.995; 2017 SJR = 0.953  
Cabell AR% = 8%  
2018 JIF 5-yr = 1.727; 2017 JIF 5-yr = 1.688  
2018 JIF% = 23.251; 2017 JIF% = 32.008  
Google SC = 10

Guerra, P. L., **Pazey, B. L.** (2016). Transforming educational leadership preparation: Starting with ourselves. *The Qualitative Report*, 21(10), 1751-1784.. Retrieved from [http://nsuworks.nova.edu/tqr/vol21/iss10/2/?utm\\_source=nsuworks.nova.edu%2Ftqr%2Fvol21%2Fiss10%2F2&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](http://nsuworks.nova.edu/tqr/vol21/iss10/2/?utm_source=nsuworks.nova.edu%2Ftqr%2Fvol21%2Fiss10%2F2&utm_medium=PDF&utm_campaign=PDFCoverPages)

High-quality data-based journal: Qualitative.

2018 SJQ (Cultural Studies) = Q1 & (Education) = Q2  
SCImago H Index = 24  
2018 SJR = 0.41; 2017 SJR = 0.334  
Cabell AR% = 44%  
Google SC = 40

**Pazey, B. L.**, Schallock, R. L., Schaller, J., Burkett, J. (2016). Incorporating quality of life concepts into educational reform: Creating real opportunities for students with disabilities in the 21st century. *Journal of Disability Policy Studies*, 1-10. <https://doi.org/10.1177/1044207315604364>

Conceptual/theoretical/practitioner journal article.

2018 SJQ = Q2; 2017 SJQ = Q2  
SCImago H Index = 31  
2018 SJR = 0.428; 2017 SJR = 0.65  
Cabell AR% = 6-7%  
2018 JIF 5-yr = 1.179; 2017 JIF 5-yr = 1.588; 2016 JIF 5-yr = 1.495  
2018 JIF% = 19.565; 2017 JIF% = 32.609; 2016 JIF% = 50.714  
Google SC = 45

\*\*Sledge, A., & **Pazey, B. L.** (2016). Teacher evaluation in the special education setting: Voices from the field. *Texas Education Review*, 4(1), 17-46. [Independent, peer-reviewed, student-run scholarly publication, University of Texas at Austin College of Education]. <https://review.education.utexas.edu/volume-4-issue-1/>

Data-based journal article: Qualitative

Invited, peer-reviewed article for Themed Special Issue: Special Education Teacher Evaluation.

Google SC = 3

Waitoller, F., & **Pazey, B. L.** (2016). Examining competing notions of social justice at the intersections of high-stakes testing practices and parents' rights: An inclusive education perspective. *Teachers College Record*, 118(4). <https://www.tcrecord.org/content.asp?contentid=21543> ID Number: 21543.

Top-tier data-based journal: Qualitative.

**2018 SJQ = Q1; 2017 SJQ = Q1**  
**SCImago H Index = 78**  
**2018 SJR = 0.995; 2017 SJR = 0.953**  
**Cabell AR% = 8%**  
**2018 JIF 5-yr = 1.727; 2017 JIF 5-yr = 1.688; 2016 JIF 5-yr = 2.165**  
**2018 JIF% = 23.251; 2017 JIF% = 32.008; 2016 JIF% = 54.030**  
**Google SC = 17**

**\*\*Ji, E., Schaller, J., Pazey, B. L., & \*\*Glynn, K.** (2015). Education and employment outcomes from the RSA data file for transition-age African American, White, and Hispanic youth with learning disabilities. *Journal of Applied Rehabilitation Counseling*, 46(3), 15-24.  
<https://digital.library.unt.edu/ark:/67531/metadc799760/m1/16/?q=pazey>

Data-based journal article: Quantitative.

**Cabell AR% = 50%**  
**AMPAJ = National Rehabilitation Counseling Association**  
**Google SC = 29**

**Pazey, B. L., \*\*Cole, H.** (2015). Tensions and transformations: Using an ethical framework to teach a course on disability law to future educational leaders. *Journal of School Leadership*, 25(6), 1130- 1168.  
<https://journals.sagepub.com/doi/10.1177/105268461502500605>

Top-tier journal for Educational Administration. Data-based journal article: Qualitative.

**Cabell AR% = 6-10%**  
**Google SC = 9**

**Pazey, B. L., Vasquez Heilig, J., \*\*Cole, H. A., & \*\*Sumbera, M.** (2015). The more things change, the more they stay the same: Comparing special education students' experiences of accountability reform across two decades. *The Urban Review*, 47(3), 365-392.  
<https://link.springer.com/article/10.1007/s11256-014-0312-7>

High-quality data-based journal: Qualitative.

**2018 SJQ = Q1; 2017 SJQ = Q1**  
**SCImago H Index = 34**  
**2018 SJR = 0.945; 2017 SJR = 0.979**  
**Cabell AR% = 6-10%**  
**Google SC = 55**

Flower, A., **\*\*McKenna, J., \*\*Haring, C., & Pazey, B. L.** (2015). School-to-life transition: Perceptions of youth in behavior intervention programs. *Preventing School Failure: Alternative Education for Children at Risk*, 59(4), 217-226. <https://doi.org/10.1080/1045988X.2014.917602>



Data-based journal article: Qualitative.

**Cabell AR% = 40%**

**Google SC = 21**

**\*\*Williams, J. L., Pazey, B. L., Fall, A. M., Yates, J. R., & \*\*Roberts, G. J. (2015).** Avoiding the threat: An exploratory study into a theoretical understanding of the de facto segregation of students with disabilities. *NASSP Bulletin*, 99(3), 233-253. <https://doi.org/10.1177/0192636515601491>

High-quality data-based journal: Mixed methods.

**2018 SJQ = Q3; 2017 SJQ = Q3**

**SCImago H Index = 21**

**2018 SJR = 0.322; 2017 SJR = 0.232**

**Cabell AR% = 21-30%**

**AMPAJ = National Association for Secondary School Principals**

**Google SC = 19**

**Pazey, B. L., \*\*Gevarter, C., \*\*Hamrick, J., & \*\*Rojeski, L. (2014).** Administrator views and knowledge related to intervention and instructional practices for students with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 8(10), 1253-1268. <https://www.sciencedirect.com/science/article/abs/pii/S1750946714001482?via%3Dihub>

High-quality data-based journal article: Mixed methods.

**2018 SJQ (Clinical Psychology) = Q1 and (Developmental and Educational Psychology) = Q2; 2017 SJQ = (Clinical Psychology) = Q2 and (Developmental and Educational Psychology) = Q2**

**SCImago H Index = 59**

**2018 JIF 5-yr = 2.252; 2017 JIF 5-yr = 2.499; 2014 JIF 5-yr = 2.7**

**2018 JIF% = 59.072; 2017 JIF% = 52.556; 2014 JIF% = 80.776**

**Google SC = 42**

**\*\*Bineham, S., \*\*Shelby, L., Pazey, B. L., & Yates, J. R. (2014).** Response to intervention: Perspectives of general and special education professionals. *Journal of School Leadership*, 24(2), 230-252. <https://doi.org/10.1177%2F105268461402400201>

Top-tier journal for Educational Administration. Data-based journal article: Mixed methods.

**Cabell AR% = 6-10%**

**Google SC = 116**

**Hamilton, M, Vasquez Heilig, J., & Pazey, B. L. (2014).** A nostrum of school reform? Turning around reconstituted urban Texas high schools. *Urban Education*, 49(2), 182-215. <https://doi.org/10.1177/0042085913475636>

High-quality data-based journal: Mixed methods.

**2018 SJQ = Q1; 2017 SJQ = Q1**

**SCImago H Index = 48**

**2018 SJR = 1.917; 2017 SJR = 1.706**

**Cabell AR% = 27%**

2018 JIF 5-yr = 2.415; 2017 JIF 5-yr = 2.867; 2014 JIF 5-yr = 0.891  
2018 JIF% = 75.926; 2017 JIF% = 79.707; 2014 JIF% = 54.244  
Google SC = 71

\*\*Sumbera, M. J., Pazey, B. L., & Lashley, C. (2014). How building principals made sense of free and appropriate public education in the least restrictive environment. *Leadership and Policy in Schools*, 13(3), 297-333. <https://doi.org/10.1080/15700763.2014.922995>

High-quality data-based journal: Qualitative.

2018 SJQ = Q1; 2017 SJQ = Q1  
SCImago H Index = 13  
2018 SJR = 0.704 ; 2017 SJR = 0.983  
Google SC = 118

Pazey, B. L., & \*\*Cole, H. (2013). The role of special education training in the development of socially just leaders: Building an equity consciousness in educational leadership programs. *Educational Administration Quarterly*, 49(2), 243-271. <https://doi.org/10.1177/0013161X12463934>

**Classic article:** Curated by Wiley Publishers after article went online for publication in the 3rd edition of the *Jossey-Bass Reader on Educational Leadership* along with nationally and internationally recognized scholars, to “define and drive the field of educational leadership” [see <http://bit.ly/2LNuQwP>]

Top-tier journal for Educational Administration: Conceptual/theoretical/practitioner journal article.

2018 SJQ = Q1; 2017 SJQ = Q1  
SCImago H Index = 65  
2018 SJR = 1.993; 2017 SJR = 2.144  
Cabell AR% = 6-10%  
AMPAJ = University Council for Educational Administration 2018  
JIF 5-yr = 3.189; 2017 JIF 5-yr = 3.289; 2013 JIF 5-yr = 1.375  
2018 JIF% = 80.864; 2017 JIF% = 72.176; 2013 JIF% = 49.543  
Google SC = 369

\*\*Salazar, M. J., Pazey, B. L., \*\*Zembik, M K. (2013). What we’ve learned and how we’ve used it: Learning experiences from the cohort of a high-quality principalship program. *Journal of Research on Leadership Education*, 8(3), 304-329. <https://doi.org/10.1177/1942775113502021>

Data-based journal article: Qualitative.

AMPAJ = University Council for Educational Administration  
Google SC = 41

\*\*Sledge, A., & Pazey, B. L. (2013). Measuring teacher effectiveness through meaningful evaluation: Can reform models apply to general education and special education teachers? *Teacher Education and Special Education*, 36(3), 231-246. <https://doi.org/10.1177/0888406413489839>

Conceptual/theoretical/practitioner journal article.

Cabell AR% Rate = 11-20%  
2018 JIF 5-yr = 1.481; 2017 and 2013 JIF 5-yr = not available

2018 JIF% = 21.605; 2017 JIF% = 20.711; 2013 JIF% = not available  
AMPAJ = Council for Exceptional Children, Teacher Education Division  
Google SC = 98

\*\*Williams, J., **Pazey, B. L.**, \*\*Shelby, L., & Yates, J. R. (2013). The enemy among us: Do school administrators perceive students with disabilities as a threat? *NASSP Bulletin*, 97(2), 139-165.  
<https://doi.org/10.1177/0192636512473507>

High-quality data-based journal: Mixed methods.

2018 SJQ = Q3; 2017 SJQ = Q3  
SCImago H Index = 21  
2018 SJR = 0.322; 2017 SJR = 0.232  
Cabell AR% = 21-30%  
AMPAJ = National Association for Secondary School Principals  
Google SC = 59

**Pazey, B. L.** (1995). An essential link for the administration of special education: The ethic of care. *Journal for a Just and Caring Education*, 1(3), 296-310.

Conceptual/theoretical/practitioner journal article

Google SC = 28

#### **Refereed Manuscripts Submitted for Publication**

Johnson, K., & **Pazey, B. L.** (Accepted). Lessons learned from the experiences of university students with autism prior to and during COVID-19: Implications for higher education. *Journal of Postsecondary Education and Disability*.

Qualitative

Journal Impact Factor = 0.7  
5-Year Impact Factor = 1.4  
Ranking = Q4  
AMPAJ = Association of Higher Education and Disability

Brasswell, C.\*, **Pazey, B. L.**, Camp, B., George, R. J., & De Simmone, M.A. (Under review). The alignment of career and technical education programs of student to local labor markets in Texas. *Journal of Education Law and Finance*.

Quantitative

Wilshire II, J.\*, Voelkel, Jr., R. H., Pazey, B. L., & van Tassell, F. (Under review). Examining the effects of general education and special education teacher collaboration in professional learning communities. *Teacher Education and Special Education*.

Qualitative

SJQ = Q1  
SCImago H Index = 25

2023 SJR = 1.44  
 Impact Factor = 1.9  
 5 Year Impact Factor = 2.6  
 Acceptance Rate = 6.3%  
 AMPAJ = Teacher Education Division of the Council for Exceptional Children

### Works in Progress

\*\*Bineham, S., & **Pazey, B. L.** (In progress). Knowledge and skills essential for administrators to serve students with special needs.

\*\*Jokerst, T. M., & **Pazey, B. L.** (In progress). Intersectionality and overrepresentation in special education.

\*\*Kinder, S., & **Pazey, B. L.** (In progress). Ableism in the academy: Dis/ability oppression and resistance from high school to higher education.

**Pazey, B. L.** (In progress). Can a STEM-focused curriculum through a project-based learning model positively affect the learning outcomes of students with disabilities? Voices and perspectives of students.

**Pazey, B. L.** (In progress). High school students' voiced preferences and the least restrictive environment: Different strokes for different folks.

**Pazey, B. L.** (In progress). Tapping into the 'funds of knowledge' of culturally and linguistically diverse high school students as an instructional intervention strategy. Intend to submit to *Multiple Voices*.

**Pazey, B. L., & Boscardin, M. L.** (In progress). Advancing a dispositional framework to inform the professional learning, growth, and development of socially just leaders on behalf of students with disabilities. Intend to submit to *Professional Development in Education*.

Book Chapters & Other Scholarly Work	<i>Published</i>	<i>In Press/Under Review</i>
Book Chapters (Peer-Reviewed / Invited)	7	1
Conference Proceedings (Peer-Reviewed)	5	0
Scholarly Reports, Invited SIG Reports, Blog Posts	7	0
<b>Total</b>	<b>19</b>	<b>1</b>

### Book Chapters

Okilwa, N. S. **Pazey, B. L., & Barnett, B. G.** (2024). The personal and professional reflections of three Texas high school administrators during the COVID-19 pandemic. In S. Hardie, H. Goode, & D. Gurr (Eds.), *Leading schools through the pandemic and beyond: Findings from principals in seven countries* (pp. 193-214). Information Age Publishing.

Data-based: Qualitative

**Pazey, B. L., & Yates, J. R.** (2019). Conceptual and historical foundations of special education administration. In J. Crockett, B. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership in special education* (2<sup>nd</sup> ed., pp. 18-38). Routledge. [Peer reviewed, invited chapter]

<https://www.taylorfrancis.com/chapters/conceptual-historical-foundations-special-education-administration-barbara-pazey-james-yates/e/10.4324/9781315226378-3>

Conceptual

**Google SC = 69**

**Pazey, B. L., & Lashley, C.** (2018). Supporting socially just, equitable, and inclusive schools. In L. Bass, W. C. Frick, & M. D. Young (Eds.), *Developing ethical principles for school leadership: PSEL standard two* (pp. 115-145). Routledge. [Peer reviewed, invited chapter].  
<https://www.taylorfrancis.com/chapters/supporting-socially-equitable-inclusive-schools-barbara-pazey-carl-lashley/e/10.4324/9781315688237-6?context=ubx&refId=6f9c0a75-e1e6-4f9c-aa1c-a7fac48219b9>

Conceptual

**Google SC = 3**

Sorrells, A. M., \*\*Cole, H. A., & **Pazey, B. L., \*\*Faith-Carter, J.** (2014). Working with learners with learning disabilities in STEM. In S. Green (Ed.), *S.T.E.M. education: Strategies for teaching learners with special needs* (pp. 53-65). Nova Science Publishers. [Peer reviewed, invited chapter].

Data-based

**Google SC = 3**

**Pazey, B. L., & \*\*Cole, H.** (2013). The role of special education training in the development of socially just leaders. In M. Grogan (Ed.), *The Jossey-Bass reader on educational leadership* (3<sup>rd</sup> ed.), pp. 166-193. Wiley. [Curated from online-first journal publication].

Conceptual

**Pazey, B. L., \*\*Cole, H. A., & Garcia, S. B.** (2012). Toward a framework for an inclusive model of social justice leadership preparation: Equity-oriented leadership for students with disabilities. In C. Boske & S. Diem (Eds.), *Global leadership for social justice: Taking it from the field to practice*, (pp. 193-216). Emerald. [Peer reviewed submission for special issue]

[Awarded the **Emerald Literati Network Award for Excellence** 2013 for the **Winning Book Series Chapter in Advances in Educational Administration** (see <http://bit.ly/1Iy2r53> and <http://bit.ly/1bLDPar>)]

Conceptual

**Google SC = 37**

Reyes, P., & **Pazey, B. L.** (1999). Creating student-centered classroom environments: The case of mathematics. In P. Reyes, J. D. Scribner, & A. Scribner (Eds.), *Lessons from high-performing Hispanic schools: Creating learning communities* (pp. 94-130). Teachers College Press.

Data-based: Qualitative

**Google SC = 20**

### **Book Chapters Submitted for Publication**

\*\*Knox, J., & Pazey, B. L. (Under review). Turnaround schools: Strategies principals use to improve school performance ratings under the Texas A-F accountability system. In A. Kho, Butler, & L. Pham (Eds.), *Contemporary perspectives on school turnaround and reform*.

### **Other Scholarly Work**

#### **Conference Proceedings**

French, K., Read, M., Price-Dennis, D., \*\*Yoon, H. J., Rodriguez, H., Hughes, J. & Pazey, B. L. (2012). Exploring tablet computing in teacher education: The UT COE iPad working group. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 2799-2801). AACE. [63 Reads: ResearchGate]

Google SC = 3

Pazey, B. L. (1994, October). *Testing the limits of politeness: Youth group talk in a community organization*. Paper presented at the University Council of Educational Administration (UCEA) National Convention, Philadelphia, PA (ERIC Document Reproduction Service No. ED 381 705).

Google SC = 1

Pazey, B. L. (1993, November). *Can regular and special education be integrated into one system? Political culture theory may have the answer*. Paper presented at the University Council of Educational Administration National Convention, Houston, TX (ERIC Document Reproduction Service No. ED 366 110).

Google SC = 4

Pazey, B. L. (1993, October). *The missing link for the administration of special education: The ethic of care*. Paper presented at the University Council of Educational Administration National Convention, Houston, TX (ERIC Document Reproduction Service No. ED 372-544).

Google SC = 12

Pazey, B. L., Buentello, N., Charney, C., Devanney, M., & Seay, A. (1993, April). *America 2000 and special education: Can the two be merged?* Paper presented at the Council for Exceptional Children National Conference, San Antonio, TX (ERIC Document Reproduction Service No. ED 360 773).

Google SC = 9

### **Dissertation, Scholarly Reports, Special Interest Group (SIG) Reports, Invited Commentary/Blog Posts**

Pazey, B. L. (2016). Research committee. In *CASE*, 57(4), 26, 27.

Pazey, B. L. (2015, September). Students with special needs in 21<sup>st</sup> century classrooms. Driving question: What do students with special needs say they want to learn in today's 21<sup>st</sup> century classrooms? *Connecting the Dots for 21<sup>st</sup> Century Learning: P21 Blogazine*. Available on <https://bitly/1Mgziel> [no longer linked to this web address].

Decker, J. R., Yell, M., **Pazey, B. L.**, Thomas, S. S., & Miller, M. L. (2015). Bullying of students with disabilities: School administrators' responsibilities. *In CASE*, 57(1), 9-10.

**Pazey, B. L.** (2014). Research committee. *In CASE*, 56(2), 12.

**Pazey, B. L.** (1996). *Understanding students' funds of knowledge: A study of high school special populations students* (Unpublished doctoral dissertation). University of Texas at Austin, Austin.

#### **Google SC = 7**

Reyes, P., & **Pazey, B. L.** (1996). *Research findings: Learning in mathematics for linguistically diverse students*. Effective Border Schools Research and Development Initiative. Edinburg, TX: Region One Education Service Center and University of Texas at Austin.

Reyes, P., & **Pazey, B. L.** (1995, October). *Learning in mathematics for linguistically diverse children: Challenges for Hispanic students in Texas borderland schools*. Effective Border Schools Research and Development Initiative. Edinburg, TX: Region One Education Service Center and The University of Texas at Austin.

**Pazey, B. L.** (1994). Introducing the ethic of care into special education administration. *CEC Today*, 1(6), 12. [Invited commentary].

#### **Google SC = 2**

### **V. GRANTS AND CONTRACTS**

#### **External Grants**

- |           |   |
|-----------|---|
| 2021-2023 | Spencer Foundation Grant. Small Grant Category<br>My Role: Co-Principal Investigator<br>Lead PI: Voelkel, Jr., R. H.; <b>Co-PI: Pazey, B. L.</b><br><i>District Leadership that Redefines Roles of Instructional Coaches to Guide Professional Learning Communities through Systemic Change</i><br>Requested: \$ 50,000<br>Not Funded   |
| 2020-2022 | Spencer Foundation Grant. Small Grant Category.<br>My Role: Co-Principal Investigator<br>Lead PI: Voelkel, Jr., R. H.; <b>Co-PI: Pazey, B. L.</b><br><i>Role of District Office Administration Support for Site Level Professional Learning Community Teams</i><br>Requested: \$ 50,000<br>Not Funded   |
| 2019-2021 | National Science Foundation; Advancing Informal STEM Learning (AISL) Science, Technology, Engineering and Mathematics (STEM) Education, NSF 17-573.<br>My Role: Lead Primary Investigator<br><b>Lead PI: Pazey, B. L.</b><br>PI/Co-PI: Harrell, P., Combes, B., Hull, D., & Long, C.<br><i>Cultivating Interest in Science through Inquiry-Based Learning and Positive Youth Development: An After-School Science Program for At-Risk Middle School Students</i><br>Requested: \$ 300,000<br>Not Funded |

- 2018-2020 Bill and Melinda Gates Foundation; Gates' Principal Preparation Transformation Center. Grant proposal organized by the American Institutes for Research, University of Illinois at Chicago, & University Council for Educational Administration. Instructional/Research Grant.  
**Pazey, B. L.**, Ezzani, M., Murakami, E., Paufler, N., Voelkel, R., & Stromberg, L. Sub-award \$ 50,000.  
Not funded
- 2015-2018 National Science Foundation; EHR Core Research (ECR); Fundamental Research in Science, Technology, Engineering and Mathematics (STEM) Education, NSF 15- 509.  
My Role: Co-PI  
PI: Petrosino, A., Co-PI: **Pazey, B. L.**, & Alexander, C. *Cognitive Instructional Strategies in STEM for Students with Disabilities* Requested: \$ 499,307.59  
Not funded
- 2015 National Science Foundation; EHR Core Research (ECR); Fundamental Research in Science, Technology, Engineering and Mathematics (STEM) Education, NSF 15- 509.  
My Role: Co-PI  
PI: Petrosino, A.; Co-PI: **Pazey, B. L.**, & Alexander, C. *PBI for All: A Research Agenda for Special Needs, Females, and Traditionally Underrepresented Secondary STEM Students.*  
Requested: \$ 2,285.558  
Not funded
- 2014 National Science Foundation; \$ 498,000 Research on Education and Learning (REAL).  
My Role: PI  
PI: **Pazey, B. L.**; Co-PI: \*\*Cole, H. *Merging Innovation with Inclusion by Facilitating Greater Representation of Students with Disabilities in STEM Education: Understanding the Role of School Leadership.*  
Requested: \$ 498,000  
Not funded
- 2011 U.S. Department of Education, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel; May 2011.  
My Role: PI  
PI: **Pazey, B. L.**; Co-PI: Yates, J. R. *Leadership Preparation Program for Special Education Administrators at the Doctorate Level.*  
Requested: \$ 249,972  
Not funded
- 2010 U.S. Department of Education, Personnel Development to Improve Services and Results for Children with Disabilities; July 2010.  
My Role: Co-PI  
PI: Yates, J. R.; Co-PI: **Pazey, B. L.** *Leadership Preparation Program for Special Education Administrators at the Doctorate Level.*  
Requested: \$ 299,957  
Not funded

### Internal Grants



- 2019-2020 The Charn Uswachoke International Development Fund, University of North Texas, September 1, 2019 to August 31, 2020.  
My Role: Co-PI  
PI: Murakami, E.; **Co-PI: Pazey, B. L.**  
*International Academic Educational Leadership Mini-Conferences*  
Awarded: \$ 3,000
- 2015-2016 *Restorative Discipline/Restorative Practices in Schools: A Whole-School, Student-Centered Approach Proposal*, The University of Texas at Austin, Collaborative Teaching Grant between the College of Education, Special Education and Educational Administration Departments, and the College of Social Work, The Institute for Restorative Justice and Restorative Dialogue.  
My Role: Co-PI  
**Co-PI: Pazey, B. L. & Armour, M.**  
Awarded: \$ 10,000
- 2015-2016 *Big XII Faculty Fellowship Program Grant*, The University of Texas at Austin, Office of Graduate Studies, with Dr. William C. Frick, Associate Professor of Educational Leadership and Policy, University of Oklahoma.  
Awarded: \$ 1,900
- 2013 Summer Research Award, The University of Texas at Austin, Austin, TX.  
Awarded: Salary equivalent = 2 months
- 2013 Research Award, The University of Texas at Austin, Austin, TX.  
Awarded: \$ 750
- 2013 Vision Award, College of Education, Department of Instructional Technology, The University of Texas at Austin, Austin, TX.  
Awarded: \$ 2,000  
Award distribution postponed due to reconfiguration in College of Education.

## VI. PAPERS PRESENTED

<b>Presentations</b>	<i>Presented</i>	<i>Accepted</i>	<i>Under Review</i>
International/Refereed	14		
National/Refereed	17		
State/Regional/Refereed	8		
University/Refereed	1		
International/National/Invited	1		
<b>Total</b>	<b>41</b>		

### International (Refereed)

**Pazey, B. L.** (2025, April). *Investigating principals' beliefs and efforts to foster and create an inclusive school*. Paper presented at the American Educational Research Association (AERA). Denver, CO.

**Pazey, B. L.** (2025, April). *A slice of history: Examining the de-tracking and re-tracking of students attending an urban minority high school over time*. Paper presented at the American Educational Research Association (AERA). Denver, CO.

- \*\*Fingers, A., & Pazey, B. L.** (2025, April). *Examining self-efficacy, grit and their relationship to the black-white achievement gap*. Paper presented at the American Educational Research Association (AERA). Denver, CO.
- Pazey, B. L., Eddy, C., & \*\*Bump, K.** (2022, April). *Applying an equity framework to develop inclusive visions of teaching: Honoring students with disabilities' voices*. Paper presented at the American Educational Research Association (AERA). San Diego, CA.
- Pazey, B. L., & \*\*Meyers, A.** (2022, April). *Doubly different: Experiences of students with autism in dual credit classes*. Paper presented at the American Educational Research Association (AERA). San Diego, CA.
- Pazey, B. L.** (2021, April). *Centering the narratives, perspectives, and voices of dis/abled students at their intersections as a citizen-scholar*. Paper presented at the American Educational Research Association (AERA). Virtual.
- Pazey, B. L.** (2020, April) *"It 'works', but will it work for me?": Teachers' perceptions of restorative practices*. Paper presented at the American Educational Research Association (AERA). Virtual.
- Paufler, N. A., Ezzani, M., \*\*Viamontes, J., \*\*Nadeem, F., \*\*Scalise, M., Pazey, B. L., & Murakami, E.** (2020, April). *Educational leadership doctoral program redesign: Perceptions of students as organizational leaders and key stakeholders*. Paper presented at the American Educational Research Association (AERA). Virtual.
- Paufler, N. A., Murakami, E., Ezzani, M., Pazey, B. L., & Voelkel, R.** (2020, April). *Mentoring practices through international collaborative research among faculty in educational leadership*. Paper presented at the American Educational Research Association (AERA). Virtual.
- Pazey, B. L.** (2019, April). *Countering the effects of neoliberal reforms on an urban turnaround high school*. Paper presented at the American Educational Research Association (AERA). Toronto, Canada.
- DeMatthews, D. E., Pazey, B. L., & \*\*Izquierdo, E.** (2019, April). *Principal narratives on including students with disabilities on the U.S./Mexico border*. Paper presented at the American Educational Research Association (AERA). Toronto, Canada.
- Pazey, B. L., & \*\*Davis, A.** (2018, November). *A different set of rules and laws? Addressing the needs of students with dis/abilities in Texas charter schools*. Paper presented at the Consortium for the Study of Leadership and Ethics in Education (CSLEE) Annual Conference, Houston, TX.
- Pazey, B. L.,** (2013, October). *Tensions and transformations: Using an ethical framework to teach a course on disability law to future educational leadership*. Paper presented at the Consortium for the Study of Leadership and Ethics in Education (CSLEE) Annual Conference, Oklahoma City, OK.
- Pazey, B. L.** (2013, October). *Making invisible borders visible to give voice to a marginalized student population: Bridging the theory-to-practice divide inherent in 21st century skills policy frameworks*. Paper presented at the Consortium for the Study of Leadership and Ethics in Education (CSLEE) Annual Conference, Oklahoma City, OK.
- French, K., Read, M., Price-Dennis, D., \*\*Yoon, H.J., Rodrigues, H., Hughes, J., & Pazey, B.** (2012, March). *Exploring tablet computing in teacher education: The UT COE iPad working group*. Roundtable discussion and paper presented at the 24<sup>th</sup> International Society for Information Technology and Teacher Education (ISITTE) Conference, Austin, TX.
- Pazey, B.,** (2010, September). *The quest for authentic educational leadership: Coming to grips with one's ethical position regarding individuals with disabilities*. Conversation and paper dialogue session presented at the

Consortium for the Study of Leadership and Ethics in Education (CSLEE) Annual Conference, Umeå, Sweden.

Gooden, M.A., **Pazey, B.**, & \*\*Cole, H. (2010, November). *Collaborative teaching of education law*. Paper presented at the Education Law Association Annual Conference, Vancouver, British Columbia, Canada.

### **National (Refereed)**

**Pazey, B. L.**, & Hardie, S. (2024, November). *School leaders' values, beliefs, and mindset about ability, capability, & inclusive education*. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Los Angeles, CA.

Hardie, S., & **Pazey, B. L.** (2024, November). *Incentivizing and developing school district and university partnerships: The role of educational leadership program coordinators*. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Los Angeles, CA.

Lashley, C., & **Pazey, B. L.** (2023, November). *Reconceptualizing special education and special educational leadership*. Paper and roundtable discussion presented at the University Council for Educational Administration (UCEA) National Convention, Minneapolis, MN.

\*\*Meyers, A., & **Pazey, B. L.** (2023, November). *Recruiting equity for autistic students: A missed opportunity in dual credit courses*. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Minneapolis, MN.

**Pazey, B. L.** (2023, November). *Imagining a hard reset of academic freedom in educational leadership*. Paper and critical conversation presented at the University Council for Educational Administration (UCEA) National Convention, Minneapolis, MN.

\*\*Leader, J., & **Pazey, B. L.** (2022, November). *More than just a test score: Designing and implementing a community-based accountability system*. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Seattle, WA.

**Pazey, B. L.** (2022, November). *Applying an equity framework to sustain an inclusive vision of leadership at a STEM HS*. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Seattle, WA.

**Pazey, B. L.** (2022, November). *From the "doormat of the district" to a "model of desegregation": A moment in time*. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Seattle, WA.

**Pazey, B. L.**, \*\*Farahmandpour, Z. (2022, November). *Framing equity-oriented leadership: Working with/for versus against remote learning for students with disabilities*. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Seattle, WA.

**Pazey, B. L.** (2022, September). *From the "doormat of the district" to a "model of desegregation": A moment in time*. Paper presented at the Organization of Educational Historians Virtual Conference.

**Pazey, B. L.**, \*\*Mori de Cedeno, D., & \*\*Hopkins, L. (2021, November). *Education obtained during a global pandemic: An educational leadership doctoral program evaluation*. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Columbus, OH.

- Pazey, B. L.,** & Reyes, P. R. (2021, November). Breaking from disciplinary and epistemological boundaries to combat researcher cliques and groupthink. Paper presented at the University Council for Educational Administration (UCEA) National Convention, Columbus, OH.
- Pazey, B. L.** (2020, November). *Leveraging partnerships to reimagine and re/build the school home: Who gets to decide?* Paper presented at the University Council for Educational Administration (UCEA) National Convention, Virtual.
- Paufler, N. A., Ezzani, M., \*\*Viamontes, J., \*\*Nadeem, F., \*\*Scalise, M., **Pazey, B. L.,** & Murakami, E. (2019, November). *Educational leadership doctoral program evaluation: Student voice as the litmus test.* Paper presented at the University Council for Educational Administration (UCEA) National Convention, New Orleans, LA.
- Pazey, B. L.,** King, K. (2019, November). *You don't know me: A historical analysis of an urban turnaround high school.* Paper presented at the University Council for Educational Administration (UCEA) National Convention, New Orleans, LA.
- Pazey, B. L.,** Brasof, M., & Mansfield, K. (2019, November). *Who's perspectives matter? Disrupting subaltern forms of leadership through student voice.* Papers presented at the University Council for Educational Administration, (UCEA) National Convention, New Orleans, LA.
- Voulgarides, C., & **Pazey, B. L.** (2019, November). *"He is a mystery kid" and "Did they just classify to classify?" Leadership at the intersection of language and dis/ability.* Paper presented at the University Council for Educational Administration, (UCEA) National Convention, New Orleans, LA.
- Pazey, B. L.,** Paufler, N., & \*\*Zazula, J. (2018, November). *Special education teacher evaluation: A comparative analysis of case studies conducted in Texas and Arizona.* Paper presented at the University Council for Educational Administration (UCEA) National Convention, Houston, TX.
- Beard, K. S., Faircloth, S. C., Frick, W. C., Pazey, B. L., & Bass, L. (2018, November). *Developing ethical educational leaders: A mini workshop featuring UCEA's new PSEL textbook.* Special session and paper presented at the University Council for Educational Administration (UCEA) National Convention, Houston, TX.

### **State/Regional (Refereed)**

- Murakami, E., Paufler, N., **Pazey, B. L.,** Ezzani, M., Voelkel, R. (2019, January). *Mentoring success among faculty in educational leadership.* Paper/Panel presentation at the Texas Council of Professors of Educational Administration Midwinter Conference, Austin, TX.
- Pazey, B. L.,** Murakami, E., & Waddell, S. (2019, January). *A conversation with superintendents: How to prepare future-focused leaders.* Paper/Panel presentation at the Texas Association of School Administrators Midwinter Conference, Austin, TX.
- Rose, R., Hall, G., **Pazey, B. L.,** Smith, A., & George, J. R. (2018, March). *Agents of change need to understand change theory.* Paper/Panel presentation for the Texas Distance Learning Association (TDLA) Conference, Dallas, TX.

- Pazey, B. L.,** Paufler, N. (2018, January). *Teacher evaluation in the special education setting: A comparative analysis of case studies conducted in Texas and Arizona*. Paper presented at the Texas Council for Professors of Educational Administration (TCPEA) Mid-Winter Conference, Austin, TX.
- Pazey, B.,** Estes, N., Swanson, S., Martinez, R., & \*\*Reynolds, C. (2012, January). *The community becomes the classroom: Doing more with what we have*. Paper and panel discussion presented at the Texas Association for School Administrators (TASA) Midwinter Conference, Austin, TX.
- Pazey, B.** (2011, June). *Do turn-around schools benefit high school special population students? Then, and now*. Research and Practice Roundtable presented at the Texas Council for Exceptional Children (TCEC) State Conference, San Antonio, TX.
- Laible, J., **Pazey, B.,** Young, M., Fusarelli, L., Kavanaugh, P., & Fuller, E. (1995, January). *Effective border schools research & development initiative*. Paper presented at the Southwest Educational Research Association Conference, Dallas, TX.
- Pazey, B.** (1985, October). *Techniques for teaching and performing choral music*. Workshop presented at the Association of Christian Schools International Mid-America Regional Conference, Columbus, OH.

#### **University/Local (Refereed)**

- Pazey, B.** (1994, April). *The missing link for the administration of special education: The ethic of care*. Paper presented at the Gender Studies Conference, University of Texas at Austin, Austin, TX.

#### **International/National (Invited)**

- Pazey, B. L.** (2016, July). *Students with dis/abilities and student voice in a turnaround school*. Roundtable paper discussion presented at the Student Voice International Seminar: Amplifying Student Voice & Partnership, Burlington, VT.

## **VII. EDITORIAL ACTIVITIES**

### **Editorial Review Boards**

2017-Present	Member, Editorial Review Board, <i>Journal of School Leadership</i> . Editor(s): Dr. Natalie Tran, California State University-Fullerton, Fullerton, CA & Ann Lopez, University of Toronto, Toronto, Canada.
2010-Present	Member, Editorial Review Board, <i>The Journal of Special Education Leadership</i> . Editor: Dr. Mary Lynn Boscardin, University of Massachusetts-Amherst, Amherst, MA.
1995-1996	Member, Editorial Review Board, <i>International Journal for Qualitative Research in Education</i> . Editors: James Joseph Scheurich & Doug Foley, The University of Texas at Austin, Austin, TX.

### **Reviewer for Books or Book Chapters**

2021	Reviewer for Book Proposal, <i>Becoming the writer you already are</i> . Ms. Kenzie Offey,
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Editorial Assistant for SAGE Publishing, Washington, DC.

- 2017 Reviewer for Book Proposal. *Special education leadership*. Dr. Heather Jarrow, Senior Editor for Taylor and Francis Group/Routledge, New York, NY.
- 2015 Reviewer for Book Chapter. *The school to prison pipeline: The role of culture and discipline in school*. Available, 2017. In N. Okilwa, M. Khalifa, & F. Briscoe (Eds.), *Advances in Race and Ethnicity in Education*, Volume 4. Bingley, UK: Emerald Group Publishing.
- 2014 Reviewer for Book Chapter. *How to prevent special education litigation: Eight legal lesson plans*. Available, 2015. In R. Umpstead, J. R. Decker, K. P. Brady, D. Schimmel, & M. Militello (Eds.). New York: Teachers College Press.

### Reviewer for Journals

- 2024-Present Reviewer, *Exceptional Children*, Kathleen King Thorius, Indiana University, Indianapolis, IN, Endia J. Lindo, Texas Christian University, Fort Worth, TX, Patricia Martinez-Álvarez, Teachers College/Columbia University, New York, NY, Amanda Sullivan, University of Minnesota, Twin Cities, MN, Editors.
- 2023-Present Reviewer, *AERA Open*, Kara S. Finnigan, Editor, University of Michigan, Ann Arbor, MI.
- 2023-Present Reviewer, *Review of Educational Research*, Mildred Boveda, Karly Sarita Ford, Erica Frankenberg, & Francesca López, Co-Editors, The Pennsylvania State University, University Park, PA.
- 2022-Present Reviewer, *International Journal of Inclusive Education*. Roger Slee, Editor, The University of South Australia, Adelaide, Australia.
- 2023-Present Reviewer, *Learning Environments Research*, Barry Fraser, Editor-in-Chief, Curtin University, Bentley, Perth, Western Australia.
- 2022-Present Reviewer, *Leadership and Policy in Schools*, Editors-in-Chief, Stephen Jacobson, University of Buffalo, State University of New York, Buffalo, NY, & Joseph Flessa, Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada
- 2020-Present Reviewer, *International Journal of Qualitative Studies in Education*. Editor: James Joseph Scheurich, Indiana University-Purdue University Indianapolis, Indianapolis, IN.
- 2018-Present Reviewer, *Journal of Research on Leadership Education*. Co-editors: Catherine Horn and April Peters-Hawkins, University of Houston, Houston, TX.
- 2014-Present Reviewer, *NAESP Bulletin*. Editor: Pamela Salazar, University of Nevada-Las Vegas, Las Vegas, NV.
- 2013-Present Reviewer, *Urban Education*. Senior Editor: H. Richard Milner, Vanderbilt University, Nashville, TN.
- 2017-Present Reviewer, *Journal of School Leadership*. Editor(s): Dr. Natalie Tran, California State University-Fullerton, Fullerton, CA & Ann Lopez, University of Toronto, Toronto, Canada.

2022-Present	Reviewer, <i>The Journal of Special Education Leadership</i> . Editor: Dr. Mary Lynn Boscardin, University of Massachusetts-Amherst, Amherst, MA.
2021	Reviewer, <i>Sustainability</i> . Editor: Marc A. Rosen, University of Ontario Institute of Technology, Oshawa, Ontario, Canada.
2020-2021	Reviewer, <i>Educational Policy</i> , Editor: Ana M. Martinex Alemán, Boston College, Boston, MA.
2020	Reviewer, <i>Educational Policy Analysis Archives</i> . Editor(s): Gene V. Glass & Audrey Amrein-Beardsley, Arizona State University, Phoenix, AZ.
2019	Reviewer, <i>Educational Studies</i> . Editor: Kevin Downing, University of Hong Kong, Hong Kong.  Reviewer, <i>Journal of Education for Students Placed at Risk</i> . Editor: Jerome D'Agostini, The Ohio State University, Columbus, OH.
2018-2020	Reviewer, <i>Educational Administration Quarterly</i> , Terah Venzant Chambers, Editor, Michigan State University, East Lansing, MI.
2018	Reviewer, <i>Journal of Interdisciplinary Education and Psychology</i> , Sarah K. Cowan, Managing Editor, Rivera Publications, Arcadia, FL.
2017	Reviewer, <i>Africa Education Review</i> , Moeketsi Letseka, Editor, University of South Africa, SA.  Reviewer, <i>Educational Research Review</i> , H. Gruber, Editor-in-Chief, University of Regensburg, Regensburg, Germany.  Reviewer, <i>Action in Teacher Education</i> . Thomas P. Crumpler, Lara. J. Handsfield, Thomas A. Lucey, Kyle E. Miller, & Elizabeth S. White, Illinois State University, Editors, Normal, IL.
2016	Reviewer, <i>Adult Education Quarterly</i> . Jeff Zacharakis, Editor, Kansas State University, Manhattan, KS.  Reviewer, <i>Child &amp; Youth Services</i> . Kiaras Gharabaghi, Ryerson University, Toronto, Canada & Ben Anderson-Nathe, Portland State University, Portland, OR, Editors.  Reviewer, <i>Assessment for Effective Intervention</i> . Tyler L. Renshaw, Editor, Utah State University.
2015	Reviewer, <i>Teachers College Record</i> . Gary Natriello, Executive Editor and Lyn Corno, Editor, Teachers College.  Reviewer, <i>Journal of Disability Policy Studies</i> . Editors: Mitchell Yell, University of South Carolina, and Antonis Katsiyannis, Clemson University.

Reviewer, *Journal of Cases in Educational Leadership*. Editors: Zorka Karanxha, William R. Black, and Vonzell Agosto, University of South Florida.

Reviewer, *Multiple Voices for Exceptionally Diverse Exceptional Learners*. Co- editors: Wanda K. Blanchett, Rutgers University, New Brunswick NJ; Monica Williams Shealey, Rowan University, Glassboro, NJ.

2014 Reviewer, *Review of Research in Education*. Co-Editors: Mariana Souto- Manning, Teachers College, Columbia University, New York, NY; Dr. Maisha T. Davis, University of California-Davis, Davis, CA.

Reviewer, *Equity and Excellence in Education*. Editor: Korina Jocson, University of Massachusetts-Amherst, Amherst, MA.

Reviewer, *Values and Ethics in Educational Administration*. Editor: William C. Frick, University of Oklahoma.

Reviewer, *Research in Autism Spectrum Disorder*. Editor-in-Chief: Dr. Johnny L. Matson, Louisiana State University, Baton Rouge, LA.

Reviewer, *Research in Developmental Disabilities*. Editor-in-Chief: Dr. Johnny L. Matson, Louisiana State University, Baton Rouge, LA.

Reviewer, *Canadian Society for the Study of Education/ Société Canadienne pour l'étude de l'éducation*. Editor: Rollande Deslandes, Université du Québec à Trois-Rivières, Canada.

2013-2015 Reviewer, *Educational Administration Quarterly*. Editor: Dr. Casey D. Cobb, University of Connecticut, Storrs, CT.

Reviewer, *Remedial and Special Education*. Co-Editors: Kathleen Lane and Karrie A. Shogren, University of Kansas, Lawrence, KS.

2012-2014 Reviewer, *International Journal of Leadership in Education* Editor: Duncan Waite, Texas State University, San Marcos, TX.

2011-2012 Reviewer, *Journal of Research on Leadership Education*. Co-editors: Gordon Gates and Sharon Cruse, Washington State University, Pullman, WA.

## VIII. HONORS AND AWARDS

### IX. International/National

2024 **Women Leaders in Educational Leadership, 2024.** Interviewed for Newsletter, Spring 2024, Learning and Teaching in Educational Leadership Special Interest Group (LTEL SIG), American Educational Research Association.

2013 **Recipient, Emerald Literati Network Awards for Excellence 2013,** Winning Book Series Chapters: Outstanding Author Contribution Award, Category-Advances in Educational Administration, Emerald Group Publishing Group, Bingley, West Yorkshire, UK. (International)



2000                      **Recipient, Outstanding Educator and Administrator** / National Community Outreach and Online Learning (COOL) Award, Media One, Washington, DC. (National)

1991-1996              **Fellowship Recipient, U.S. Department of Education / Office of Special Education and Rehabilitative Services** for Doctoral Studies, Special Education Administration-Educational Administration, The University of Texas at Austin, Austin, TX. (National)

**State**

1992-1996              **Fellowship Recipient, Public School Administration**, The Scottish Rite Educational and Fellowship Program of Texas for Doctoral Studies, Waco, TX. (State)

**Local**

2010                      **Services for Students with Disabilities (SSD) Award**, Division of Diversity and Community Engagement at The University of Texas at Austin, SSD Appreciation Award, Spring 2010, Austin, TX. (University/Local)

**X.    MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

- American Educational Research Association (AERA), 2012-Present
  - Division A, Administration, Organization, and Leadership, 2012-2015, 2017-Present
  - Division L, Educational Policy and Politics, 2013-2015, 2017-Present
  - SIG, Adolescent & Youth Development, 2023-Present
  - SIG, Leadership for Social Justice, 2012-2015, 2017-Present
  - SIG, Learning and Teaching in Educational Leadership, 2017-Present
  - SIG, Politics of Education, 2017-Present
  - SIG, Disability Studies in Education, 2012-2015, 2017-Present
  - SIG, Narrative Research, 2023-Present
  - SIG, School Effectiveness and School Improvement, 2023-Present
  - SIG, Special and Inclusive Education Research, 2023-Present
  - SIG, Spirituality and Education, 2023-Present
  - SIG, Tracking & De-tracking/School Turnaround and Reform, 2012, 2014-Present
  - SIG, Innovative School Transformation and Reform, 2022-2023
  - SIG, Accreditation, Assessment, & Program Evaluation in Education Preparation, 2023
  - SIG, Improvement Science, 2021-2023
  - Division E, Counseling and Human Development, 2013
  - Division G, Social Context of Education, 2012-2014
  - Division K, Teaching and Teacher Education, 2017-2018, 2013-2015
  - SIG, Qualitative Research, 2018-2022
  - SIG, Social & Emotional Learning, 2021
  - SIG, Online Teaching and Learning, 2018-2020
  - SIG, Organizational Theory, 2018-2019
  - SIG, Spirituality and Education, 2014
  - SIG, Law and Education, 2013
  - SIG, Motivation in Education, 2013

- SIG, Talent Development of Students Placed at Risk, 2013
- SIG, Problem-Based Education, 2012-2013
- SIG, Adolescence & Youth Development, 2012
- SIG, Sociology of Education, 2012
- SIG Special Education Research, 2012
- Council of Exceptional Children (CEC), 2010-Present
  - Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), 2012-2018
  - Teacher Education Division (TED), 2012-2018
  - Council of Administrators of Special Education (CASE), 2010-Present
- Association of Curriculum and Leadership Development (ASCD), 2016-2018

## **XI. CONSULTING**

- |           |  |
|-----------|--|
| 2018-2022 | Conduct research for the Texas State Board of Education (TSBOE) on issues related to special education and charter schools.  |
| 2014-2022 | Consultant for the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, Technical Assistance Center, University of Florida, Gainesville, FL [free]. |

## **XII. SPECIAL CREDENTIALS / CERTIFICATIONS**

- Texas Standard Superintendent Certification, Grades EC-12, Valid through 3/31/2030
- Texas Professional Mid-Management Certification, Grades PK-12, Life
- Texas Professional Supervisor Certification, Grades PK-12, Life
- Texas Provisional Generic Special Education Certification, Grades PK-12, Life
- South Carolina Special Education Certification, Grades K-12, LD/BD
- South Carolina Music Certification, Grades K-12
- Ohio High School Principal & Superintendent Certification, PK-12
- Ohio Music Certification, K-12

## **XIII. INSTRUCTIONAL ACTIVITIES**

### Areas of Expertise

- Inclusive Education
- Ethical Leadership
- Leadership & Administration of Special Programs
- Educational Policy & Reform
- Qualitative Research

### **Courses Taught**

- \* Indicates course substantially revised
- \*\* Indicates course created/newly developed

+ Indicates serving as Lead Instructor

### **University of North Texas**

\* +EDLE 6000, *Introduction to Scholarly Inquiry*, The University of North Texas Frisco Landing, Frisco, TX, Fall 2023 (10 students)

\*EDLE 5390, *Campus-Level School Law*, The University of North Texas, Denton, TX, Summer 2023 (19 students)

\*\* + EDLE 6910, *Special Topics: Introduction to Doctoral Studies*, The University of North Texas, Denton, TX. Fall 2021 (21 students), Fall 2022 (9 students)

\* EDLE 6280, *Qualitative Research in Education*, The University of North Texas, Denton, TX, Spring 2018 (6 students); Fall 2018 (10 students), Spring 2020 (25 students)

EDLE 5630, *Organizational Change & School Improvement*, The University of North Texas, Denton, TX, Spring 2018 (18 students); Spring 2019 (18 students), Summer 2021 (38 students), Spring 2022 (18 students), Spring 2023 (17 students)

\* + EDLE 6100, *Theories of Organizational Development and Education Reform*, The University of North Texas, Denton, TX. Fall 2017 (10 students); Summer 2019 (9 students); Fall 2019 (14 students); Fall 2020 (7 students)

\* \*\* + EDLE 5620, *Administration and Leadership of Educational Programs*, The University of North Texas, Denton, TX. Fall 2017 (13 students); Fall 2018 (17 students), Fall 2019 (18 students), Fall 2020 (18 students), Fall 2022 (17 students), Fall 2023 (17 students)

### **The University of Texas at Austin**

\* + SED 396C 5 / EDA 383, *Trends and Issues in Special Education Administration*, The University of Texas at Austin, Austin, TX. Fall 2014 (12 students)

\* + SED 389 4 / EDA 393D, *Law and Disabilities*, The University of Texas at Austin, Austin, TX. Spring 2013, 2014; Summer 2015, 2016 (12 to 20 students per semester/session)

ALD 322, *Individual Differences-Secondary*, The University of Texas at Austin, Austin, TX. Spring 2013, 2016, 2017; Fall 2013, 2014, 2015, 2016 (15 to 25 students per semester)

\* + SED 389 3, *Seminar in Special Education Administration: Current Issues*, The University of Texas at Austin, Austin, TX. Spring 2013, 2014 (10 to 15 students per semester)

\* SED 380, *Sociocultural Foundations in Multicultural Special Education*, The University of Texas at Austin, Austin, TX. Fall 2013 (6 students).

\*\* + SED 380, *Inclusion, Disability, and Diversity in Secondary School Settings*, The University of Texas at Austin, Austin, TX. Spring 2015, 2016, 2017 (10 to 15 students per semester).

ALD 322, *Individual Differences-SED Majors*, The University of Texas at Austin, Austin, TX. Spring 2015 (20 students).

#### **XIV. GRADUATE STUDENTS ADVISED**

##### **Completed Doctoral Dissertations Chaired or Co-Chaired**

- 2024 Catherine Gaschen, PhD, Educational Leadership  
Title: *Developing an Innovation Configuration Map for the Implementation of Competency-Based Learning*
- 2023 Ronald Bragg, EdD, Educational Leadership  
Title: *Teacher Preparation Programs: A Critical View*
- Tiffany Cunningham, PhD, Educational Leadership  
Title: *Exploring Principal Burnout*
- Andie Doty, EdD, Educational Leadership  
Title: *Student Perceptions of Advanced Academic Coursework and Its Impact on College and Career Readiness*
- Angelica Fountain, EdD, Educational Leadership  
Title: *The Impact of Kindergarten Classroom Assignment on Classroom Teachers and Student Achievement*
- Alex Fingers, EdD, Educational Leadership  
Title: *Self-efficacy, Grit, and their Impacts on the Black-White Academic Achievement Gap*
- Alicia McGowan, PhD, Educational Leadership  
Title: *The Impact of Culturally Relevant Pedagogy and Social and Emotional Learning Programs on Black Students*
- Amber Meyers, PhD, Educational Leadership  
Title: *Did Anyone Even Ask? Lessons for Leaders When Recruiting and Enrolling Autistic Students in Dual Credit Classes*
- Austin Shuffield, EdD, Educational Leadership  
Title: *Supporting and Retaining Beginning Teachers during COVID-19*
- Shelly Spaulding, EdD, Educational Leadership  
Title: *The Impact of Leadership on School Culture and Teacher Retention*
- 2022 Summayia Haq, PhD, Educational Leadership  
Title: *Secondary Programing for Students with Moderate to Severe Disabilities in Relation to Postsecondary Needs*
- Jessica Knox, PhD, Educational Leadership  
Title: *Strategies Effective Turnaround Principals Use to Improve School Performance Ratings under the Texas A-F Accountability System*
- Joel Leader, PhD, Educational Leadership  
Title: *More than Just a Test Score: Designing and Implementing a Community-Based Accountability System in One Texas School District*
- Misty Whitworth, PhD, Educational Leadership  
Title: *Through the Eyes of a Teacher: Reflections on Preparedness to Teach Special Population Students*

John Wilshire, EdD, Educational Leadership  
Title: *Including Special Education Teachers in High Functioning Professional Learning Communities: Implications for School Leaders*

Simone Dumas, PhD, Educational Leadership  
Title: *An Exploration of Imposter Phenomenon among Black Women in Educational Leadership Roles*

Sandy Larson, PhD, Educational Leadership  
Title: *The Relationship of Bullying and Cyberbullying to Social and Emotional Learning and the Impact on Student Engagement*

Jennifer Stephens, EdD, Educational Leadership  
Title: *Voices from the Field: What Special Education Teachers Want their Principals to Know*

Samantha White, EdD, Educational Leadership  
Title: *Leadership Style Factors that Contribute to African American Male Students' Discretionary Disciplinary Incidence Rates*

Caroline Henry-Packer, PhD, Curriculum & Instruction  
Title: *Inclusive Education: A Critical Narrative Inquiry into Secondary Students' Experiences in Grenada, W.I.*

2021 Tracy Hall, EdD, Educational Leadership  
Title: *Leveraging Instructional Leadership to Build Teacher Efficacy in Title I Elementary Schools*

Benjamin Hairgrove, EdD, Educational Leadership  
Title: *Speech Rights of Public Employees in the World of Social Media*

Shannon Cunningham, EdD, Educational Leadership  
Title: *Lived Experiences of Women Superintendents that Impact Promotion into the Superintendency in Texas Public School Districts*

Rose Neighbors, EdD, Educational Leadership  
Title: *It's Not Me, It's You: An Exploration of Why Teachers Leave*

Valerie Parsons, PhD, Educational Leadership  
Title: *Multi-Tier Systems of Support and Their Impact on a Title I School*

Lindsey McDaniel, PhD, Educational Leadership  
Title: *The Impact of Exclusionary Discipline on Students' Academic Performance in Title I Elementary Schools.*

2020 Katie Babb, EdD, Educational Leadership  
Title: *Cultural competency of district leaders: The influence on campus leaders.*

Lindsey Hopkins, EdD, Educational Leadership  
Title: *Student experiences, struggles and supports in an alternative school setting.*

Marcus Mince, PhD, Educational Leadership  
Title: *The impact of culturally proficient school leadership on LGBTQI students and staff.*

Angela Herron, EdD, Educational Leadership

- Title: *Board presidents' perception of their role and its relationship to effective board practices.*
- Lani Jurena Norman, EdD, Educational Leadership  
 Title: *The relationship between instructional coaches and principals.*
- Pam Voss, EdD, Educational Leadership  
 Title: *The effect of accelerated instruction on summer regression.*
- Daphne Moriel de Cedeño, PhD, Educational Leadership  
 Title: *The impostor phenomenon among female high school principals: A mixed-methods study*
- 2019 Bradley Hunt, EdD, Educational Leadership  
 Title: *Supportive conditions for the successful development of ninth-grade centers.*
- Deborah Millican, EdD, Educational Leadership  
 Title: *Perceptions of restorative practices by Black and Hispanic male middle school students.*
- Mary Webb, EdD, Educational Leadership  
 Title: *District systematic supports of an instructional coaching program.*
- Michael Minyard, PhD, Educational Leadership  
 Title: *Highly motivated, high-achieving, economically disadvantaged middle school students: A self-determination theory perspective.*
- Christopher Clark, EdD, Educational Leadership  
 Title: *Improving instruction through teacher evaluation: Principal and teacher perceptions of leadership practices and policy tools within the evaluation process.*
- Jason (Jay) Weidenbach, EdD, Educational Leadership  
 Title: *Educational involvement of nonresident parents in the decision-making process for students with disabilities receiving special education and related services.*
- Airemy Caudle, EdD, Educational Leadership  
 Title: *The relationship of five facets of teacher trust in the principal to teacher efficacy.*
- 2015 Tricia Jokerst, PhD, Special Education  
 Title: *Perceptions of urban secondary school administrators and general and special education teachers about the overrepresentation of African American males in special education.*
- Heather Cole, PhD, Special Education  
 Title: *Realizing inclusive social justice leadership: Two principals narrate their transformative journeys.*
- 2014 Susan Bineham, PhD, Special Education Administration  
 Title: *Knowledge and skills essential for secondary campus-based administrators to appropriately serve students with special needs.*
- 2013 Meagan Sumbera, PhD, Special Education Administration  
 Title: *How current school leaders make sense of inclusive education policies: A qualitative exploration of graduates of a high-quality principal preparation program.*
- Joan Altobelli, PhD, Special Education Administration

Title: *Educator knowledge and skills essential for accommodating students with learning disabilities in reading.*

Jacob Williams, PhD, Special Education Administration

Title: *Administrator perception of threat from students with disabilities and discipline decisions.*

2012 Katherine Fugate, PhD, Special Education Administration

Title: *Response to intervention viewed through the lens of adoption of innovation.*

### **Current Doctoral Dissertation Chair or Co-Chair**

Adil Kahn (Chair)	May 2025, Anticipated Graduation Date
Matthew Nelson (Chair)	May 2025, Anticipated Graduation Date
Apryl Baylor (Co-Chair)	August 2025, Anticipated Graduation Date
Tameca Ward (Chair)	May 2025, Anticipated Graduation Date
Richard Payne (Chair)	December 2025, Anticipated Graduation Date
Jodi Schlaud (Chair)	Undecided, No longer responding to emails

### **Doctoral Dissertation Committees Served On**

#### **University of North Texas**

2022	Brandon Kelley
	Mark Muller
	Fiaz Nadeem
2021	CyLynn Braswell
	Eneida Padro
2020	Kyla Prusak
	Linda Buckner
2019	Amy Weems
	Clinton Petty
	Kellie Rapp
2018	Regena Little

**The University of Texas at Austin**

2018	Jessica Carter
2017	Aaron Pena
2016	Devin Padavil
	Robert Sormani
2015	Zachary Ahonle
	Wendy Goodwin
	Saul Hinojosa Brent
	Brummett
2014	Ann Sledge
	Susanna Russell
2013	Amy Williams
	John McKenna
	Liz Shelby
	Mary Bach
	Melissa Todd
	Rey Garcia
	Robert Jaklich
2012	Arturo Cavazos
	Kim Won
	Dora Saucedo
	Reid Whitaker
2011	Xochitl, Rodriguez-Davila
	Bobbie Dorow
	Angie Miranda Adriana Tamez

**Current Doctoral Committees Serving On**

Karen Bump



Mary Robinson

Mitchell Vandenboom

Shari Rasnake

### **Completed Master's Committees Chaired or Co-Chaired**

#### **The University of Texas at Austin**

- 2016 Michael Ota, MEd, Special Education  
Title: *Deep pressure therapy intervention for off-task behavior in low-incidence disabilities.* (Co- Chair)
- Theresa Roeger, MEd, Applied Learning and Development  
Title: *Problem behavior in school: What works and what doesn't: School discipline in the United States.* (Chair)
- 2015 Melanie Roth, MEd, Special Education  
Title: *Barriers present in the culture of special education and their influence on family determination development.* (Co-Chair)

### **Master's Committees Served On**

#### **The University of Texas at Austin**

- 2013 Lisa Sigafos  
2011 Colleen Roundhill

## **XV. SERVICE TO UNIVERSITY**

### **University**

- 2017-2023 Committee on the Evaluation of University Administrators, Appointed
- 2018 Intentionally Designing Our Future Workshop, Visioning for New College Frisco, Invited Member
- 2017 Smart Thinking Task Force, Invited

### **College**

- 2018-2023 Delegate, Carnegie Project for the Educational Doctorate (CPED) for the COE, Appointed
- 2018-2022 Faculty Assembly Committee, Elected
- 2018-2020 Research & Scholarship Committee, Appointed

### **Department**

- 2020-Present Member of the Review, Promotion, & Tenure Committee, Teacher Education

	& Administration Department, Appointed
2020-Present	Member of the Merit Review Committee, Teacher Education & Administration Department, Appointed
2019-2023	Associate Department Chair, Educational Leadership Program, Teacher Education & Administration Department, Appointed
2022-2023	Member of the Search Committee for the Department Chair Position, Teacher Education & Administration Department, Appointed
2022-2023	Member of the Search Committee for the Meadows Endowed Chair Position, Teacher Education & Administration Department, Appointed
2019-2023	Member of Executive Committee, Teacher Education & Administration Department, Appointed
2018-Present	Liaison for the Teacher Education & Administration Department and the Office of Disability Access, Appointed
2018-2020	Member of the Scholarship Committee, Teacher Education & Administration Department, Elected
2017-2021	Diversity & Equity Committee, Volunteer Member

#### **Program**

2021-2022	Chair, Search Committee, Educational Leadership Program, Mike Moses Endowed Chair in EDLE Position, Appointed
2020-2021	Member, Search Committee, Educational Leadership Program, Assistant Professor in EDLE Position, Appointed
2020-2021	Committee Chair, North Texas Educational Leadership Consortium, Appointed
2019-2023	Co-Director of the Superintendent Advisory Council with Dr. Stephen Waddell, Facilitator of the Online Superintendent Certification Program
2019-2023	Program Coordinator for Educational Leadership Program, Appointed
2019-2020	Chair, Search Committee, Educational Leadership Program, Visiting Professor in EDLE Position, Appointed
2019-2020	Member, Search Committee, Educational Leadership Program, Three Open Rank Professor in EDLE Positions, Appointed
2019-2020	Member, Search Committee, Educational Leadership Program, Mike Moses Endowed Chair in Educational Leadership, Appointed
2018-Present	Advisor for Selected Doctoral Students in Universities Center-Dallas, Cohort 2  Advisor for Selected Doctoral Students at New College-Frisco, Cohorts 3, 4 and 5

2017-Present      Coordinator of EDLE Ed.D. & Ph.D. Doctoral Programs and Superintendent Certification Program

## **XV COMMUNITY SERVICE**

Not applicable at this time.

## **XVI. OTHER RELEVANT PROFESSIONAL / ACADEMIC INFORMATION**

<b>Presentations/Scholarly Work/Service</b>	<i>Sub-totals &amp; Total</i>
Invited Guest Lectures/Presentations	12
Conference Poster or IGNITE Presentations	8
Service: International/National	16
Service: Regional	1
Service: State	3
Service: University/Local	5
Service: Department	6
Service: Program	9
Service: Other	6
<b>Total</b>	<b>66</b>

### **Invited Guest Lectures / Presentations**

**Pazey, B. L.** (2020, October). *Developing equity-minded, socially just educational leaders: Where do we start & who do we include in our quest?* Invited lecture for Dr. Janelle Mathis' Class, EDUC 6040, Traditions of Inquiry, University of North Texas, Denton, TX.

**Pazey, B. L.** (2019, October). *Developing equity-minded, socially just educational leaders: Where do we start & who do we include in our quest?* Invited lecture for Dr. Kelley King's Class, EDUC 6040, Traditions of Inquiry, University of North Texas, Denton, TX.

**Pazey, B. L., & \*\*Davis, A.** (2018, August). *Becoming distinguished: Navigating the T-TESS rubric.* Invited lecture for UNT Teach Science and Mathematics Teachers Summer Workshop. University of North Texas, Denton, TX.

**Pazey, B. L.** (2018, April). *Qualitative research: Where does it fit, and how is it useful to me, as a future school leader?* Invited lecture for EDLE 6110, Advanced Theory and Research in Education. Region 10, Superintendent Program in Partnership with the University of North Texas, Richardson, TX.

**Pazey, B. L.** (2018, February). *An ethical framework for practice.* Invited lecture for EDLE 6150, Ethics, Social Justice, and Policy. University of North Texas, Frisco, TX.

**Pazey, B. L.** (2016, May). *Practical advice for future special education teachers: An administrator's perspective.* Invited lecture for Foundations and Issues in Special Education, The University of Texas at Austin, Austin, TX.

- Pazey, B. L.** (2016, May). *What do students with dis/abilities say they want to learn in today's 21<sup>st</sup> century classrooms?* Invited Speaker Series & Lecture, Dr. Julian Vasquez-Heilig, Director of the Doctorate in Educational Leadership, College of Education, California State University- Sacramento, Sacramento, CA.
- Pazey, B. L.** (2016, March). *What do students with dis/abilities say they want to learn in today's 21<sup>st</sup> century classrooms?* Invited Speaker Series & "Food for Thought" Lecture, Dr. Lawrence Baines, Dean, College of Education, The University of Oklahoma, Norman, OK.
- Pazey, B. L.** (2014, July). *How do ethics and law and disabilities work together?* Guest Lecture, Law and Disabilities, Dr. Brian Bryant, Professor, Department of Special Education, The University of Texas at Austin, Austin, TX.
- Pazey, B. L.** (2013, August). *Combining ethics and law and disabilities.* Guest Lecture, Law and Disabilities, Dr. Brian Bryant, Professor, Department of Special Education, The University of Texas at Austin, Austin, TX.
- Pazey, B.** (2012, April). *Aligning one's research agenda with purposeful inquiry and practice: A journey of hills and valleys.* Presentation to Professional Seminar A Doctoral Students, Department of Special Education, University of Texas at Austin, Austin, TX.
- Pazey, B.** (2011, April). *Aligning one's research agenda with God's purpose through prayerful inquiry: A journey of hills and valleys.* Presentation for the Christian Faculty Network (CFN), The University of Texas at Austin, Austin, TX.

#### **Conference / Poster Presentations / IGNITE Sessions**

- Pazey, B. L.** (2018, November). *Challenging dominant student voice narratives: Creating meaningful alliances with youth with dis/abilities--What say they?* IGNITE! Session presented at the University Council for Educational Administration National Convention, Houston, TX.
- Guerra, P., & **Pazey, B. L.** (2013, October). *Crossing the border from preparation to practice: Initial study.* Poster session presented at the 18<sup>th</sup> Annual Values and Leadership Conference, Oklahoma City, OK.
- Pazey, B. L.,** & Lashley, C. (2013, April). *Developing 21st-century skills of students with disabilities using project-based learning.* Poster session presented at the Council for Exceptional Children Annual Conference, San Antonio, TX.
- Pazey, B. L.,** & Lashley, C. (2013, April). *Framing an inclusive social justice leadership model for students with disabilities.* Poster session presented at the Council for Exceptional Children Annual Conference, San Antonio, TX.
- Pazey, B. L.,** & Guerra, P. (2012, November). *Creating the future from the past: The road not taken in educational leadership.* IGNITE! Session presented at the University Council for Educational Administrators Convention, Denver, CO.
- Pazey, B.,** Ok, M., & McSorley, J. (2011, November). *The utility of online learning for students with disabilities.* Poster Session presented at the Teacher Education Division National Conference, Austin, TX.
- Pazey, B.,** & Sumner, M. (2011, June). *Tapping into culturally and linguistically diverse high school student's funds of knowledge as an intervention strategy.* Poster session presented at the Texas Council for Exceptional Children State Conference, San Antonio, TX.

**Pazey, B.** (2011, April). *Administrators' and teacher educators' ethical positions regarding the provision of services for individuals with disabilities*. Poster session presented at the Council for Exceptional Children Annual Conference, Baltimore, MD.

### **Administrative, Committees, and Other Professional Service**

#### **International-National**

2020-Present	<b>Member, Leadership &amp; Social Justice (LSJ) Action Committee</b> for the LSJ Special Interest Group (SIG), American Educational Research Association [Work with the LSJ Officers to determine specific actions to promote the vision, goals, & purposes of the LSJ SIG & foster a LSJ culture for scholarship, scholars, and leaders to advance a social justice agenda in their leadership work and advocacy].
2019-2024	<b>Delegate, Carnegie Project for the Education Doctorate (CPED)</b> for the College of Education, University of North Texas [maintain all communication and reports required by CPED & attend all conferences related to CPED, keeping departments offering EdD degrees informed of conferences & other updates].
2016-2024	<b>Member, Research Committee for the Council of Administrators for Special Education (CASE) Professional Organization</b> , the largest Special Interest Group (SIG) for the Council of Exceptional Children International Organization [Conduct research relevant to the leadership and administration of special population students and special education programs. Advise the CASE Executive Committee on matters associated with the international/national members of CASE related to research, practice, and advocacy].
2017-2024	<b>Co-Chair, Special Populations Research and Development Taskforce</b> for the University Council of Educational Administration (UCEA) [Developing Instructional Modules to Be Used to Train School and District Administrators in Special Education Leadership and Leadership of Special Programs/Populations].
2016-2024	<b>Research Committee Member</b> for the Council of Administrators of Special Education (CASE) International, Special Interest Division of the Council for Exceptional Children (CEC), Atlanta, GA [Conduct Research in Response to Requests Made by CASE and CASE Members]
2016-Present	<b>Reviewer</b> for Proposal Submissions to the American Educational Research Association (AERA) Annual Conference, Leadership for Social Justice (LSJ) Special Interest Group.
2015-Present	<b>Reviewer</b> for Proposal Submissions to the American Educational Research Association (AERA) Annual Conference, Dis/ability Studies in Education (DSE) Special Interest Group.
2014-2022	<b>Special Education Representative for the University Council of Educational Administration (UCEA)</b> for the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center First Annual Partner's Meeting, Washington DC [Advise CEEDAR on Issues Related to Educational Leadership and Leadership Preparation Related to Special Education Administration Campus/District Leadership].

- 2019 **Elected Representative for Division L, Educational Policy & Politics** for the American Educational Research Association (AERA) and Spencer Foundation Pre-Conference Seminar and Mentoring Program for Early Career Scholars with Disabilities/Disabled Scholars. <http://bit.ly/2HzYOPR>
- 2019-2020 **Secretary/Treasurer, School Turnaround and Reform (STaR) Special Interest Group (SIG)** for the American Educational Research Association (AERA) [Assist with 2020 and 2021 Program, Maintain Records and Communication for STaR SIG to members].
- 2019-2020 **Member, Research Development Program (RDP) Mentorship Cohort**, University Council of Educational Administration/American Educational Research Association, Leadership for School Improvement (LSI) Special Interest Group [Worked with three doctoral students from three institutions in educational leadership and policy to provide input and guidance on situating doctoral students' research within a research agenda as well as networking opportunities to support mentee's scholarly development].
- 2015-2018 **Reviewer** for Proposal Submissions to the American Educational Research Association (AERA) Annual Conference, Administration, Organization, and Leadership, Division A.
- 2014-2016 **Research Liaison and Member of the Executive Committee** for the Council of Administrators of Special Education (CASE) International, Special Interest Division of the Council for Exceptional Children (CEC), Atlanta, GA [Led Research Efforts in Response to CASE Executive Committee and CASE Members' Needs].
- 2010-2016 **Reviewer** for Proposal Submissions to the Council for Exceptional Children Convention and Exposition, Special Interest Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), Teacher Education Division (TED), and Council for Administrators in Special Education (CASE).
- 2015 **Reviewer** for Proposal Submissions to the American Educational Research Association (AERA) Annual Conference, Teaching and Teacher Education, Division K.
- 2010 **Member of the Distinguished Seminar Faculty, David L. Clark National Graduate Student Research Seminar** sponsored by **Divisions A and L of the American Educational Research Association (AERA)** and the University Council of Educational Administration (UCEA), April 2010, Denver, CO [Served as Mentor for Ph.D. Students in Educational Administration Seeking to Obtain a Tenure-Track Assistant Professor Position in Educational Leadership and/or Educational Policy].

## Regional

- 2014-2016 **Member, Educator Effectiveness Research Alliance and Planning Team** for the Regional Educational Laboratory (REL) Southwest at SEDL/Affiliate of American Institutes for Research (AIR), Austin, TX [Serve on Research Team Examining Success and Areas for Improvement for T-TESS Pilot and Roll-out Efforts].

## State

- 2013-2015 **Member, Educator Evaluation System of Support Steering Committee** for the Texas Education Agency (TEA) and Texas Comprehensive Center (TXCC) at SEDL for the Texas Teacher Practice Standards and Teacher Evaluation Revision, Austin, TX [Advised & Participated in Development of Texas Teacher Education Practice Standards and Teacher Evaluation System (T-TESS)],
- 2008-2010 **Member, Ohio Core Stewardship Team, Transformational Dialogue for Public Education**, Governor Strickland's Education Advisory Team and KnowledgeWorks, Columbus, OH [Assisted in Development of Transformational Dialogue Network to Move Ohio to a 21<sup>st</sup> Century Skills State Model].
- Member, Ohio Public Education Advisory Group** for Governor Ted Strickland and State Superintendent of the Ohio Department of Education, Dr. Deborah Delisle, Columbus, OH [Served as Liaison for the Ohio Association of Colleges of Teacher Education to Advise Governor Strickland in Ohio's Educational Reform Efforts and Decision to Adopt the 21<sup>st</sup> Century Skills Framework as a Model for Student Learning].

## University/Local

- 2022-2023 **Leadership Fellow**, University of North Texas & Office of Faculty Success [Nominated by Dean and Associate Dean of the College of Education to serve as Leadership Fellow to represent the COE. Completed University-wide analysis of disability services and mental health services made available to students, faculty, staff, and UNT community to benefit and inform the COE and UNT in their efforts to provide a welcoming, inclusive environment for all parties and stakeholders, culminating in the following report: "Diversity in Terms of Ability/dis/Ability."
- 2017-2024 **Member, Committee on the Evaluation of University Administrators**, University of North Texas & Faculty Senate Committee Subgroup [Develop specific survey protocols for evaluation of university administrators across the UNT System. Meet with Dr. Michael McPherson to determine ways to improve the assessment instrument based on feedback from Faculty Senate].
- 2012-2013 **Conference Committee Member**, *Creative Pathways to Engaging Youth: Building Trauma-Informed Communities*, Juvenile Support Network Conference (February 4, 2013), The University of Texas at Austin, Austin, TX [Assisted in Conference Preparation and Presentation for University and Area School District Attendees].
- 2011-2013 **Member, Texas Center for Disability Studies Steering Committee**, School of Social Work, University of Texas at Austin, Austin, TX [Participated in Development of Disability Studies Program within the School of Social Work].
- 2010-2013 **Member, Juvenile Support Network Steering Committee**, Division of Diversity & Community Engagement, The University of Texas at Austin, Austin, TX.

2010-2011 **Conference Committee Member**, *Creative Pathways to Engaging Youth*, Juvenile Support Network Conference (October 17, 2011), The University of Texas at Austin, Austin, TX [Assisted in Conference Preparation and Presentation for University and Area School District Attendees].

## College

2023, 2024-Present **Member, Grievance Committee**, College of Education. Elected representative for the Teacher Education & Administration Department [Review grievances submitted by faculty within the College of Education at UNT regarding violation of policy, render decision regarding the grievance application, and submit decisions and recommendations for future action or changes to the Dean of the COE & forwarded to the Provost of the University].

2019-2024 **Delegate, Carnegie Program for the Educational Doctorate (CPED)**, College of Education. Appointed to serve as delegate for the COE, Teacher Education & Administration Department, and other Departments within the COE offering an Education Doctorate Degree (EDD) [Attend virtual and face-to-face meetings and conferences as needed submit information and updates on regular basis to the EDLE program and other department faculty when relevant. Maintain presence to represent UNT's COE in conjunction with the expectations of the College's CPED membership].

2018-2021 **Member, Faculty Advisory Council (FAC)**, College of Education. Elected representative for the Teacher Education & Administration Department to work on initiatives and policies advanced by the Dean of the College of Education, Dr. Randy Bomer. [Meet monthly with members of the FAC to review & provide specific input on matters important to the COE Dean and the COE Executive Committee; provide advice as needed concerning specific policies, procedures, and actions relevant to faculty within the COE].

2019-2020 **Member, Research and Scholarship Committee**, College of Education with Dr. Bertina Combes, Associate Dean of Graduate Education and Research [Worked collaboratively with representatives elected by the Dean of the College of Education to advise Dean Combes on specific initiatives for tenured/tenure-track faculty to advance their research and provide opportunities for internal funding and professional workshops designed to foster unique ways to pursue a strong research agenda & writing/submission of grants].

2009-2010 **Researcher/Data Analyst**, Redesigning Teacher Education for Digital-Age Learners Invitational Summit & Research Project, Learning Technology Center, University of Texas at Austin, Austin, TX [Conducted Data Analysis for National Summit to Draft Report to Present to U.S. Congress on Teacher Education and Digital-Age Learners].

## Department

2018-2024 **Liaison for the Department and the Office of Disability Access, UNT Division of Student Affairs** [Offer assistance to faculty, staff, and students within the TE&A Department for determining the types of services, accommodations, & resources necessary for them to be able to benefit to the greatest extent possible in their work and life within the University].



- 2018 **EDLE Leadership Conference Committee Member**, Teacher Education and Administration/Educational Leadership for November 7, 2018, Denton, TX [Assisting in Preparation for EDLE Leadership Conference: Politics in Educational Leadership, Doctoral Student Poster Session].
- 2013 **Master's Degree Redesign Committee Member**, Mild/Moderate Disabilities and Diversity Concentration, Department of Special Education, The University of Texas at Austin, Austin, TX [Assisted in Redevelopment of Mild-to-Moderate and Diversity Focused Master's Program].
- 2010-2014 **Reviewer for Specialization Papers** as Requirement for Ed.D. and Ph.D. Candidates in Public School Executive Leadership Program (PSEL), Department of Educational Administration, 14 Papers Reviewed and Provided Feedback via Anonymous Review, The University of Texas at Austin, Austin, TX.
- 2010-2011 **Assessor for University of Texas Cooperative Urban Leadership Project**, Public School Executive Leadership (PSEL) Principalship Program for the Austin and Houston Principal Cohorts, Department of Educational Administration, The University of Texas at Austin, Austin, TX [Served on Committee to Determine PSEL Master's Level Candidates]
- 2009-2010 **Committee Member for Restructuring of Principalship Program Curriculum**, Public School Executive Leadership (PSEL) Principal Preparation Program, Department of Educational Administration, The University of Texas at Austin, Austin, TX [Assisted Director of PSEL Principal Program in Aligning Courses in Response to Evaluation Results Conducted by External Consultants].

### **Program**

- 2020-2021 Member, Search Committee, Educational Leadership Program, Assistant Professor in EDLE Position [Assisted Committee Chair in screening and selecting potential candidates for online site visit and interview for position. Hired Dr. Lok-Sze Wong with potential for additional hire].
- 2019-2023 Co-Director of the Superintendent Advisory Council with Dr. Stephen Waddell, Facilitator of the Online Superintendent Certification Program [Work with Dr. Waddell to ensure superintendent preparation program aligns with the problems of practice in the field of educational leadership and district/campus-based leadership and state and national policy].
- 2019-2023 Program Coordinator for Educational Leadership Program [Handle all aspects of the Educational Leadership Program in concert with EDLE faculty, staff, and the Department Chair of TE&A].
- 2019-2020 Chair, Search Committee, Educational Leadership Program, Visiting Professor in EDLE Position [Worked with Search Committee Members to screen and select potential candidates for online site visit and interview for position. Hired one candidate, Dr. Karen Rue].
- 2019-2020 Member, Search Committee, Educational Leadership Program, Three Open Rank Professor in EDLE Positions [Assisted Committee Chair in screening and selecting potential candidates for online site visit and interview for position. Hired

	one candidate, Dr. Wesley Edwards. Search discontinued due to COVID].
2019-2020	Member, Search Committee, Educational Leadership Program, Mike Moses Endowed Chair in Educational Leadership [Assisted Committee Chair in screening potential candidates. Discontinued due to COVID].
2018-2023	<p>Advisor for Selected Doctoral Students in Universities Center-Dallas, Cohort 2. [Advise doctoral students in selection of courses each semester &amp; provide support in their efforts to make satisfactory through their doctoral degree program &amp; dissertation journey].</p> <p>Advisor for Selected Doctoral Students at New College-Frisco, Cohorts 3, 4 and 5 [Advise doctoral students in selection of courses each semester &amp; provide support in their efforts to make satisfactory through their doctoral degree program &amp; dissertation journey].</p> <p>Advisor for Selected Doctoral Students in Denton Cohort 1 [Advise doctoral students in selection of courses each semester &amp; provide support in their efforts to make satisfactory through their doctoral degree program &amp; dissertation journey].</p>
2017-2023	Coordinator of EDLE EdD & PhD Doctoral Programs and Superintendent Certification Program [Work with EDLE Program faculty to monitor and improve all aspects of the EdD & PhD doctoral programs and superintendent certification programs].
<b>Other</b>	
2013	<p><b>Focus Group Participant for IRIS Center, Vanderbilt University,</b> Development of Secondary Transition Module, <i>Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings</i>, via Phone Conference, Nashville, TN [Provided Input to IRIS Center on How to Improve Secondary Transition Training Modules].</p> <p><b>Field Test Advisor for Dissertation, Doctoral Student</b> at Capella University, Minneapolis, MN.</p>
2010	<b>Reviewer for David L. Clark National Graduate Research Seminar Proposals</b> to Select Graduate Student Participation in the Graduate Student Research Seminar sponsored by Divisions A and L of the American Educational Research Association (AERA) and the University Council of Educational Administration (UCEA).
2006-2009	<b>Representative, Ohio Association of Colleges of Teacher Education (OACTE)</b> for Lake Erie College Education Department, Columbus, OH.
1997-1999	<b>Creator and Director of Gifted and Talented Leadership Program and Director of Peer Assistance Leadership Program,</b> John H. Reagan High School, Austin, TX [Developed only GT Leadership Program in Austin ISD and Oversaw Student Testimony to Texas State Legislature Regarding Safe and Drug-Free Schools and Potential Policies].

1997-1998

**Committee Member, Gifted and Talented Redevelopment Project** for  
Austin Independent School District, Austin, TX [Reformulated GT Program,  
Services, and Identification Procedures for AISD]