

LOK-SZE WONG, PH.D.

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Department of Teacher Education & Administration
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AREAS OF EXPERTISE

- Schools and School Districts as Complex Social Systems
- U.S. System Reforms
- Systems Leadership
- Professional Learning Opportunities
- Policy Implementation

EDUCATION

Ph.D.	Educational Administration and Policy, University of Michigan	2015
M.A.	Research Methods, University of Michigan	2011
M.A.	Educational Foundations, California State University, Los Angeles	2005
B.A.	Psychology, California State University, Los Angeles	1999

PROFESSIONAL APPOINTMENTS

Assistant Professor, Educational Leadership	Department of Teacher Education & Administration University of North Texas	2021 -Present
Research Associate	Principled Innovation in Educational Systems Arizona State University	2019 - 2021
Research Associate & Postdoctoral Fellow	National Center for Research in Policy and Practice Northwestern University	2015 - 2019
Team Leader & Research Associate	Program Evaluation and Research Branch Los Angeles Unified School District	2005 - 2007
Elementary Classroom Teacher	Grades 2-5 Norwalk-La Mirada Unified School District	2001 - 2005

PUBLICATIONS

* = Co-author is a student mentee; ** = Invited manuscripts

Publication Format	<i>Published since joining UNT in 2021</i>	<i>Published across my career</i>
Edited Journal Special Issue	1	1
Refereed Journal Articles	11	14
Refereed Handbook Chapters	2	3
Refereed Book Chapters and Book Prefaces	2	2
Refereed Encyclopedia Entry	1	1
Policy Briefs and Reports	7	13
Web-Based Publications	0	3
Total	24	37

Total citations = **216**; h-index = **8** ([Google Scholar](#), May 2026)

Edited Journal Special Issue Publications

1. **Wong, L.**, Roberts, L., Hollis, L. & Hernandez, F. (Eds.) (in progress, scheduled for August 2026). Special Issue for the International Journal of Mentoring and Coaching in Education. *Mentoring and Coaching as Pathways to Social Justice in Education*.
2. *Johnson, D. D., Roberts, L., **Wong, L.**, & Ebejer, M. (Eds.) (2023). Special Issue for the Journal of Cases in Educational Leadership. *Critical Cases for Antiracist Leadership*, 26(4).

Published Refereed Journal Articles

1. *Cowhy, J. R., **Wong, L.**, & Katzman, L. I. (Conditionally Accepted). A vulnerable role: The work of district special education leaders. *Educational Administration Quarterly*.

JIF = 3.7 (*JCR*, 2024) *SJR* = 1.90 (*Scimago*, 2025) *H-index* = 107 (*Scimago*, 2025)
JIF5 = 4.4 (*JCR*, 2024) *SJQ* = *Q1* (*Scimago*, 2025) *H5-Index* = 39 (*GoogleScholar*, 2025)
JIF%ile = 92.1 (*JCR*, 2024) *AR* = 10.5% (*Cabells*, 2025) *H5-Median* = 76 (*GoogleScholar*, 2025)
CiteScore = 6.4 (*Scopus*, 2024) *Authorship* = 35%

***A University Council of Educational Administration (UCEA) flagship journal
Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)***

2. * Kurochkina, T., **Wong, L.**, & Waddell, S. (2026). Superintendency preparation programs: Superintendents weigh in on needed changes. *Journal of Research on Leadership Education*. <https://doi.org/10.1177/19427751251413191>

JIF = 1.6 (*JCR*, 2024) *SJR* = 0.82 (*Scimago*, 2025) *H-index* = 29 (*Scimago*, 2025)
JIF5 = 1.9 (*JCR*, 2024) *SJQ* = *Q1* (*Scimago*, 2025)
JIF%ile = 63.3 (*JCR*, 2024) *AR* = 10.6% (*JRLE*, 2025)
CiteScore = 3.4 (*Scopus*, 2024) *Authorship* = 40%

A University Council of Educational Administration (UCEA) flagship journal
Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

3. *Farrell, C. C., **Wong, L.**, Cowhy, J. R., Ceperich, R., Hopkins, M., Coburn, C. E., & Beneke, A. (2025). Measuring organizational learning outcomes through big ideas. *American Educational Research Journal*. <https://doi.org/10.3102/00028312251393536>

<i>JIF</i> = 3.6 (<i>JCR</i> , 2024)	<i>SJR</i> = 2.15 (<i>Scimago</i> , 2025)	<i>H-index</i> = 159 (<i>Scimago</i> , 2025)
<i>JIF5</i> = 5.2 (<i>JCR</i> , 2024)	<i>SJQ</i> = <i>Q1</i> (<i>Scimago</i> , 2025)	<i>H5-Index</i> = 53 (<i>GoogleScholar</i> , 2025)
<i>JIF%ile</i> = 91.8 (<i>JCR</i> , 2024)	<i>AR</i> = no available data	<i>H5-Median</i> = 93 (<i>GoogleScholar</i> , 2025)
<i>CiteScore</i> = 8.1 (<i>Scopus</i> , 2024)	<i>Authorship</i> = 35%	Citations = 2

Top 10% of all Education Journals (Scopus, 2024)
An American Educational Research Association (AERA) flagship journal
Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

4. ***Wong, L.**, Bohannon, A. X., & Kurochkina, T. (2025). Searching for equity in the system reforms literature. *Review of Educational Research*.
<https://doi.org/10.3102/00346543251333774>

<i>JIF</i> = 7.4 (<i>JCR</i> , 2024)	<i>SJR</i> = 5.04 (<i>Scimago</i> , 2025)	<i>H-index</i> = 210 (<i>Scimago</i> , 2025)
<i>JIF5</i> = 15.4 (<i>JCR</i> , 2024)	<i>SJQ</i> = <i>Q1</i> (<i>Scimago</i> , 2025)	<i>H5-Index</i> = 57 (<i>GoogleScholar</i> , 2025)
<i>JIF%ile</i> = 98.9 (<i>JCR</i> , 2024)	<i>AR</i> = 7% (<i>Cabells</i> , 2023)	<i>H5-Median</i> = 130 (<i>GoogleScholar</i> , 2025)
<i>CiteScore</i> = 20.7 (<i>Scopus</i> , 2024)	<i>Authorship</i> = 50%	Citations = 1

Top 10% of all Education Journals (Scopus, 2024)
An American Educational Research Association (AERA) flagship journal
Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

5. ***Wong, L.**, Waddell, S., & Kurochkina, T. (2025). Superintendents' strategic leadership for just and equitable systemic change. *Journal of Educational Administration*, 63(4), 258-271. <https://doi.org/10.1108/JEA-06-2024-0195>

<i>JIF</i> = 2.0 (<i>JCR</i> , 2024)	<i>SJR</i> = 0.95 (<i>Scimago</i> , 2025)	<i>H-index</i> = 80 (<i>Scimago</i> , 2025)
<i>JIF5</i> = 2.9 (<i>JCR</i> , 2024)	<i>SJQ</i> = <i>Q1</i> (<i>Scimago</i> , 2025)	<i>H5-Index</i> = 36 (<i>GoogleScholar</i> , 2025)
<i>JIF%ile</i> = 74.2 (<i>JCR</i> , 2024)	<i>AR</i> = 13% (<i>JEA</i> , 2024)	<i>H5-Median</i> = 69 (<i>GoogleScholar</i> , 2025)
<i>CiteScore</i> = 3.4 (<i>Scopus</i> , 2024)	<i>Authorship</i> = 50%	Citations = 2

Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

6. *Roberts, L., **Wong, L.**, & Ebejer, M. (2024). Culturally responsive teaching and critical race theory: When is CRT not CRT? *Journal of Cases in Educational Leadership*.
<https://doi.org/10.1177/15554589241300975>

NOTE: This article was selected for reprint in a special collection for the *Journal of Cases in Educational Leadership* titled "Culturally Sustaining Practices."

No Journal Impact Factor, or Scimago, or Scopus Data Available

H5-Index = 16 (GoogleScholar, 2025)
H5-Median = 26 (GoogleScholar, 2025)

AR=27% (Cabells, 2023)
Authorship=30%
Citations = 12

A University Council of Educational Administration (UCEA) flagship

7. *Cowhy, J. R., **Wong, L.**, & Hopkins, M. (2024). Towards dissolving the institutionalization of “othering”: Organizational conditions that support shared responsibility. *AERA Open*, 10(1), 1-18. <https://doi.org/10.1177/23328584241298253>

JIF = 3.6 (JCR, 2024)

SJR = 1.66 (Scimago, 2024)

H-index = 56 (Scimago, 2025)

JIF5 = 4.0 (JCR, 2024)

SJQ = Q1 (Scimago, 2024)

H5-Index = 54 (GoogleScholar, 2025)

JIF%ile = 91.8 (JCR, 2024)

AR = 12% (Cabells, 2023)

H5-Median = 86 (GoogleScholar, 2025)

CiteScore = 6.2 (Scopus, 2024)

Authorship = 40%

Citations = 4

Outstanding Publication Award 2025 (Districts in Research and Reform SIG, AERA)

Top 10% of all Education Journals (Scopus, 2024)

An American Educational Research Association (AERA) flagship journal

Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

8. **Wong, L.** (2023). Accomplishing system reforms by minding the details: Developing understandings for collective practice. *American Journal of Education*, 129(3), 383-412, <https://doi.org/10.1086/724362>

JIF = 2.0 (JCR, 2023)

SJR = 1.08 (Scimago, 2023)

H-index = 74 (Scimago, 2025)

JIF5 = 3.1 (JCR, 2023)

SJQ = Q1 (Scimago, 2023)

H5-Index = 26 (GoogleScholar, 2025)

JIF%ile = 74.5 (JCR, 2023)

AR = 12% (Cabells, 2022)

H5-Median = 44 (GoogleScholar, 2025)

CiteScore = 2.9 (Scopus, 2023)

Authorship = 100%

Citations = 7

Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

9. *Roberts, L., Ebejer, M., **Wong, L.**, & Johnson, D. (2023). Critical cases for antiracist leadership: A contribution to the movement. *Journal of Cases in Educational Leadership*, 26(4), 3-9. <https://doi.org/10.1177/15554589231204062>

No Journal Impact Factor, Scimago, or Scopus Data Available

H5-Index = 16 (GoogleScholar, 2025)

AR = 27% (Cabells, 2023)

H5-Median = 26 (GoogleScholar, 2025)

Authorship = 30%

Citations = 1

A University Council of Educational Administration (UCEA) flagship journal

10. *Johnson, D. D., Roberts, L., **Wong, L.**, & Ebejer, M. (2023). Consequential issues of censoring curriculum: Who has the right to ban what’s read? *Journal of Cases in Educational Leadership*, 26(4), 62-74. <https://doi.org/10.1177/15554589231201845>

NOTE: This article was selected for reprint in two special collections for the *Journal of Cases in Educational Leadership*, the first titled “Culturally Sustaining Practices,” and the second titled “Political Pressure and Academic Freedom.”

No Journal Impact Factor, or Scimago, or Scopus Data Available

H5-Index = 16 (GoogleScholar, 2025)

H5-Median = 26 (GoogleScholar, 2025)

AR=27% (Cabells, 2023)

Authorship=30%

Citations = 11

A University Council of Educational Administration (UCEA) flagship journal

11. Powers, J. M., & **Wong, L.** (2022). Necessary risk: Addressing precarity by re-envisioning teaching and learning. *Journal of Educational Administration and History*, 54(1), 105-120. <https://doi.org/10.1080/00220620.2021.1960288>

NOTE: This article was selected for reprint in the book *Heffernan, A., & Wilkinson, J. (Eds.). (2023). Educational Leadership and Policy in a Time of Precarity. Taylor & Francis.*

JIF = 1.8 (JCR, 2022)

JIF5 = 1.6 (JCR, 2022)

JIF%ile = 68.6 (JCR, 2023)

CiteScore = 2.4 (Scopus, 2022)

SJR = 0.68 (Scimago, 2022)

SJQ = Q1 (Scimago, 2022)

AR = 46% (Cabells, 2022)

Authorship = 40%

H-index = 34 (Scimago, 2025)

H5-Index = 26 (GoogleScholar, 2025)

H5-Median = 48 (GoogleScholar, 2025)

Citations = 6

Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

12. **Wong, L.,** & Mishra, P. (2021). Reforming our school systems around a humanizing curriculum: Schooling during and after COVID-19. *ECNU Review of Education*, 4(4), 890-898. <https://doi.org/10.1177/2096531120980750>

JIF = 2.7 (JCR, 2023)

JIF5 = no five-year data yet

JIF%ile = 85.6% (JCR, 2023)

CiteScore = 2.4 (Scopus, 2021)

SJR = 0.36 (Scimago, 2021)

SJQ = Q3 (Scimago, 2021)

AR = no available data

Authorship = 70%

H-index = 27 (Scimago, 2025)

H5-Index = 33 (GoogleScholar, 2025)

H5-Median = 58 (GoogleScholar, 2025)

Citations = 17

Journal Ranking: High-Quality (TE&A Tenure & Promotion Policy, 2018)

13. ***Wong, L.,** Coburn, C. E., & Kamel, A. (2020). How central office leaders influence school leaders' decision making: Unpacking power dynamics in two school-based decision-making systems. *Peabody Journal of Education*, 95(4), 392-407. <https://doi.org/10.1080/0161956X.2020.1800175>

SJR = 0.80 (Scimago, 2020)

SJQ = Q1 (Scimago, 2020)

AR = no available data

H-index = 59 (Scimago, 2025)

H5-Index = 30 (GoogleScholar, 2025)

H5-Median = 37 (GoogleScholar, 2025)

CiteScore = 1.9 (Scopus, 2020)

Authorship = 70%

Citations = 65

Outstanding Publication Award 2022 (Districts in Research and Reform SIG, AERA)

Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

14. **Wong, L.** (2019). Administrators' unintentional sensegiving and system reform outcomes. *Education Policy Analysis Archives*, 27(3), 1-28. <http://dx.doi.org/10.14507/epaa.27.3854>

<i>JIF</i> = 0.6 (<i>JCR</i> , 2024)	<i>SJR</i> = 0.66 (<i>Scimago</i> , 2019)	<i>H-index</i> = 64 (<i>Scimago</i> , 2025)
<i>JIF5</i> = no five-year data yet	<i>SJQ</i> = Q2 (<i>Scimago</i> , 2019)	<i>H5-Index</i> = 35 (<i>GoogleScholar</i> , 2025)
<i>JIF%ile</i> = 26.7% (<i>JCR</i> , 2024)	<i>AR</i> = 12% (<i>Cabells</i> , 2022)	<i>H5-Median</i> = 51 (<i>GoogleScholar</i> , 2025)
<i>CiteScore</i> = 1.3 (<i>Scopus</i> , 2019)	<i>Authorship</i> = 100%	Citations = 29

Journal Ranking: High-Quality (TE&A Tenure & Promotion Policy, 2018)

15. Holmstrom, K., **Wong, L.**, & Krumm, A. (2015). No need to talk about teaching: Examining the effects that an instruction and assessment system has on collaborating teachers' discourse. *Leadership and Policy in Schools*, 14(1), 104-133. <https://doi.org/10.1080/15700763.2014.983130>

<i>JIF</i> = 1.3 (<i>JCR</i> , 2024)	<i>SJR</i> = 0.81 (<i>Scimago</i> , 2015)	<i>H-index</i> = 34 (<i>Scimago</i> , 2025)
<i>JIF5</i> = 1.5 (<i>JCR</i> , 2024)	<i>SJQ</i> = Q1 (<i>Scimago</i> , 2015)	<i>H5-Index</i> = 33 (<i>GoogleScholar</i> , 2025)
<i>JIF%ile</i> = 54.4 (<i>JCR</i> , 2024)	<i>AR</i> = 40% (<i>Cabells</i> , 2022)	<i>H5-Median</i> = 39 (<i>GoogleScholar</i> , 2025)
<i>CiteScore</i> = 1.2 (<i>Scopus</i> , 2015)	<i>Authorship</i> = 40%	Citations = 9

Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

Under Review Refereed Journal Articles

- ***Wong, L.**, Neal, J. W., Malin, J. R., Shewchuk, S. J., Farrell, C. C., Farley-Ripple, E. N., Brooks, D., Abodunrin, A., & Brutzman, B. (Revise & Resubmit). CAPTURE-ing power dynamics: A critical methodological approach for understanding attention to power in research documents. *Education Policy Analysis Archives*.

<i>JIF</i> = 0.9 (<i>JCR</i> , 2024)	<i>SJR</i> = 0.58 (<i>Scimago</i> , 2025)	<i>H-index</i> = 64 (<i>Scimago</i> , 2025)
<i>JIF5</i> = 1.0 (<i>JCR</i> , 2024)	<i>SJQ</i> = Q2 (<i>Scimago</i> , 2025)	<i>H5-Index</i> = 35 (<i>GoogleScholar</i> , 2025)
<i>JIF%ile</i> = 39.0 (<i>JCR</i> , 2024)	<i>AR</i> = 12% (<i>Cabells</i> , 2025)	<i>H5-Median</i> = 51 (<i>GoogleScholar</i> , 2025)
<i>CiteScore</i> = 1.6 (<i>Scopus</i> , 2024)	<i>Authorship</i> = 40%	

Journal Ranking: High-Quality (TE&A Tenure & Promotion Policy, 2018)

- *Farrell, C. C., Malin, J. R., **Wong, L.**, Farley-Ripple, E. N., Shewchuk, S. J., Neal, J. W., Brooks, D., Kaiser, L., & Brutzman, B. (Revise & Resubmit). Constellations of meaning: Interpreting research through a foundation's knowledge infrastructure. *Humanities and Social Sciences Communications*.

<i>JIF</i> = 3.6 (<i>JCR</i> , 2024)	<i>SJR</i> = 0.90 (<i>Scimago</i> , 2025)	<i>H-index</i> = 84 (<i>Scimago</i> , 2025)
<i>JIF5</i> = 3.9 (<i>JCR</i> , 2024)	<i>SJQ</i> = Q1 (<i>Scimago</i> , 2025)	<i>H5-Index</i> = 84 (<i>GoogleScholar</i> , 2025)
<i>JIF%ile</i> = 93.2 (<i>JCR</i> , 2024)	<i>AR</i> = no available data	<i>H5-Median</i> = 124 (<i>GoogleScholar</i> , 2025)
<i>CiteScore</i> = 4.2 (<i>Scopus</i> , 2024)	<i>Authorship</i> = 25%	

Top 10% of all General Arts and Humanities Journals (Scopus, 2024)

Journal Ranking: Top-Tier (TE&A Tenure & Promotion Policy, 2018)

Refereed Handbook Chapters

1. **Sampson, C., & **Wong, L.** (2023). Using qualitative data analysis software to help explore critical research questions: A tool, not a replacement. In M. D. Young & S. Diem (Eds.), *Handbook of Critical Education Research: Qualitative, Quantitative, and Emerging Approaches*. Routledge.

Authorship = 50%

Citations = 9

2. **Sampson, C., Cervantes-Soon, C., Demps, D. M., Estrella, A., & **Wong, L.** (2021). A call from Mothers of Color for true family engagement. In M. F. Ward, J. A. Sandlin, M. M. Vlahoulis, & C. L. Holman (Eds.), *The Pandemic Reader: Exposing Social (In)justice in the Time of COVID-19* (pp. 225-227). DIO Press.

Authorship = 30%

3. **Huguet, A., **Wong, L.**, Harrison, C. W., Coburn, C. E., & Spillane, J. P. (2018). Research use in schools: A framework for understanding research use in school-level decision making. In M. Connolly, D. H. Eddy-Spicer, C. James, & S. D. Kruse (Eds.), *The SAGE Handbook of School Organization* (pp. 618-631). SAGE Publications.

Authorship = 20%

Citations = 4

Refereed Book Chapters and Book Prefaces

1. **Mishra, P., & **Wong, L.** (2024) A Polyphonic Humanizing View of Pedagogy and Technology. In Y. Yondler, N. Avissar, & D. Weiss (Eds.), *Cultivating Future-Oriented Learners: Polyphonic Education in a Changing World*. Springer.

NOTE: Invited to co-author this book forward due to my expertise in education system reforms and conceptions of humanizing curricula.

Authorship = 30%

2. Warr, M., Mishra, P., Scragg, B., Powers, J. M., & **Wong, L.** (2022). Complicating design thinking in education: A university-school district partnership to design a school for the future. In K. L. Sanzo & J. P. Scribner (Eds.), *Design Thinking: Research, Innovation, and Implementation*. Information Age Publishing.

Authorship = 10%

Citations = 8

Refereed Encyclopedia Entry

1. ****Wong, L.**, Huguet, A., Harrison, C. W., Coburn, C. E., & Spillane, J. P. (2023). School leaders' use of research: Viewing research use in decision making through an

organizational lens. In R. Tierney, F. Rizvi, K. Ercikan, & G. Smith (Eds.), *International encyclopedia of education* (4th ed.). Elsevier.

Authorship = 20%

Citations = 1

Policy Briefs and Reports

1. Farley-Ripple, E. N., Farrell, C. C., Malin, J. R., **Wong, L.**, & Neal, J. W. (2026). *A framework for understanding the knowledge mobilization strategies of communication partners*. Report Submitted to The Wallace Foundation.
2. Shewchuk, S. J., Farrell, C. C., Farley-Ripple, E. N., Neal, J. W., **Wong, L.**, & Malin, J. R. (2025). *A critical ecological perspective on the Wallace Foundation research production, diffusion, and use: Phase 3 analytic memo (Uncovering the imprint of Wallace's research on state, territorial, and federal government websites)*. Report Submitted to The Wallace Foundation.
3. *Katzman, L. I., Wong, L., Cowhy, J. R., & Bowling, M. (2024). *Special education leadership study*. Urban Collaborative.
4. *Farrell, C. C., Shewchuk, S. J., Malin, J. R., Farley-Ripple, E. N., **Wong, L.**, Kaiser, L., Neal, J. W., Brutzman, B., Brooks, D., & Abodunrin, A. (2024). *A critical ecological perspective on the Wallace Foundation research production, diffusion, and use: Phase 2 analytic memo (Advice to The Wallace Foundation: Ideas from communication partners, researchers/authors, and current and prior Wallace staff)*. Report Submitted to The Wallace Foundation.
5. *Farrell, C. C., Malin, J. R., Shewchuk, S. J., Farley-Ripple, E. N., **Wong, L.**, Neal, J. W., Kaiser, L., Brutzman, B., Brooks, D., & Abodunrin, A. (2024). *A critical ecological perspective on the Wallace Foundation research production, diffusion, and use: Phase 2 memo (Knowledge mobilization and perceived research use)*. Report Submitted to The Wallace Foundation.
6. ***Wong, L.**, Neal, J. W., Brutzman, B., Shewchuk, S. J., Malin, J. R., Abodunrin, A., Brooks, D., Farley-Ripple, E., & Farrell, C. C. (2023). *A Critical Ecological Perspective on The Wallace Foundation Research Production, Diffusion, and Use: Phase 1 Analytic Memo*. Report submitted to The Wallace Foundation.
7. *Fossum, A., & **Wong, L.** (2021). *Principled innovation reflections report: Analysis from the Summer Lead Teachers Workshop*. Mary Lou Fulton Teachers College, Arizona State University.
8. Coburn, C. E., Spillane, J. P., Bohannon, A. X., Allen, A-R., Ceperich, R., Beneke, A., & **Wong, L.** (2020). *The role of organizational routines in research use in four large urban*

school districts (Technical Report No. 5). Boulder, CO: National Center for Research in Policy and Practice.

9. ***Wong, L.**, Piegrass, N., & Bertrand, M. (2020). *Student and alumni survey report: Program evaluation for the Educational Leadership Redesign Committee*. Mary Lou Fulton Teachers College, Arizona State University.
10. **Wong, L.** (2019). *How does central office guidance influence school-level decision-making in school districts that emphasize school-level autonomy?* Policy brief for Anonymous Public School District. The National Center for Research in Policy and Practice, Northwestern University.
11. **Wong, L.**, & Allen, A-R. (2018). *How external partners support instructional improvement in mathematics and literacy in (anonymous district)*. Policy brief for Anonymous Public School District and their External Partners. The National Center for Research in Policy and Practice, Northwestern University.
12. Neuhaus, R., Cure, M., Rivas, R., & **Wong, L.** (2007). *Academia Semillas del Pueblo Charter School: Charter renewal evaluation*. Los Angeles, CA: Los Angeles Unified School District, Program Evaluation and Research Branch. Planning, Assessment, and Research Division.
13. **Wong, L.**, & Neuhaus, R. (2006). *Synergy Charter Academy: Charter renewal evaluation*. Los Angeles, CA: Los Angeles Unified School District, Program Evaluation and Research Branch. Planning, Assessment, and Research Division.

Web-Based Publications

1. Sampson, C., **Wong, L.**, Estrella, A., Demps, D. M., & Cervantes-Soon, C. (2020, May 12). *A call from Black and Brown mothers for true family engagement*. Medium.
<https://medium.com/a-call-from-black-and-brown-mothers-for-true>
2. **Wong, L.**, Huguet, A, Harrison, W. C., Coburn, C. E. & Spillane, J. P. (2020, March 5). *Viewing educational decision making through an organizational lens*. The National Center for Research in Policy and Practice.
<https://www.colorado.edu/research/ncrpp/2020/03/05/viewing-educational-decision-making-through-organizational-lens>
3. **Wong, L.**, & Farrell, C. (2016, April 27). *Advancing the use of research evidence*. The National Center for Research in Policy and Practice.
<http://ncrpp.org/blog/2016/advancing-the-use-of-research-evidence>

EXTERNAL GRANTS

Principal Investigator	A Critical, Ecological Perspective on the Wallace Foundation Research Production, Diffusion, and Use Funder: The Wallace Foundation Dates: January 2023-December 2025	\$636,298
Principal Investigator	Study of District Leaders of Special Education Funder: Goalbook Dates: December 2022-August 2024	\$43,000

PRESENTATIONS

* = Co-author is a student mentee

Refereed Conference Presentations

1. ***Wong, L.**, Neal, J. W., Malin, J. R., Shewchuk, S. J., Farrell, C. C., Farley-Ripple, E. N., Brooks, D., Abodunrin, A., & Brutzman, B. (2026). CAPTURE-ing Power Dynamics: A Critical Methodological Tool for Understanding Equity in Research Use. Annual meeting for the American Educational Research Association (AERA), Los Angeles. (*national*)
2. *Shewchuk, S. J., Farrell, C. C., Farley-Ripple, E. N., **Wong, L.**, Malin, J. R., & Neal, J. W. (2026). Mapping the Imprint Foundation-Funded Research in Federal and State Education Policies. Annual meeting for the American Educational Research Association (AERA), Los Angeles. (*national*)
3. *Cowhy, J. R., **Wong, L.**, & Katzman, L. I. (2025) A Vulnerable Role: The Work of District Special Education Leaders. Annual meeting for the University Council for Educational Administration (UCEA), Puerto Rico. (*national*)
4. *Cowhy, J. R., **Wong, L.**, Katzman, L. I., & Bowling, M. (2025) Special Education District Administrators: Who Are They? What Do They Do? Annual meeting for the American Educational Research Association (AERA), Denver. (*national*)
5. *Malin, J. R., Farrell, C. C., **Wong, L.**, Brooks, D., Farley-Ripple, E., Neal, J. W., Shewchuk, S. J., & Brutzman, B. (2025). Developing a Knowledge Infrastructure to Support Equitable Research Production and Dissemination: A Case Study. Annual meeting for the American Educational Research Association (AERA), Denver. (*national*)
6. *Farrell, C. C., Malin, J. R., Brooks, D., Farley-Ripple, E., **Wong, L.**, Shewchuk, S. J., Brutzman, B., & Neal, J. W. (2025). The Contested Understandings of Research in a

- Knowledge Infrastructure: The Case of a Foundation. Annual meeting for the American Educational Research Association (AERA), Denver. (*national*)
7. *Kurochkina, T., **Wong, L.**, & Waddell, S. (2024). Superintendency Preparation Programs: Superintendents Weigh in on Needed Changes. Annual meeting for the University Council for Educational Administration (UCEA), Los Angeles. (*national*)
 8. *Brooks, D., & **Wong, L.** (2024). *Searching for Equity in Philanthropic-Funded Research*. University of North Texas Scholars Day, Denton, TX. (*local*)
 9. **Wong, L.** (2024). *Sensemaking as a racialized implementation process*. In symposium Predictable Patterns: An Approach to Bridging Policy Implementation Gaps in Service of Educational Equity. Annual meeting for the American Educational Research Association (AERA), Philadelphia. (*national*)
 10. ***Wong, L.**, Waddell, S., & Kurochkina, T. (2024). Superintendents' strategic leadership for just and equitable systemic change. Annual meeting for the American Educational Research Association (AERA), Philadelphia. (*national*)
 11. ***Wong, L.**, Cowhy, J. R., Katzman, L. I., Bowling, M., & Hernandez-Nieto, L. (2024). Dismantling racial injustice by helping special education central office leaders construct new systemic possibilities. Annual meeting for the American Educational Research Association (AERA), Philadelphia. (*national*)
 12. Kennedy, K., & **Wong, L.** (2024). *The art and science of educational change: The modern school district as a site for healing and equity*. In symposium At the Nexus of Continuous Improvement and School District Research: Possibilities, Dilemmas, and Provocations. Annual meeting for the American Educational Research Association (AERA), Philadelphia. (*national*)
 13. ***Wong, L.**, Waddell, S., & Kurochkina, T. (2023). Superintendents' strategic leadership for just and equitable systemic change. Annual meeting for the University Council for Educational Administration (UCEA), Minneapolis. (*national*)
 14. ***Wong, L.**, Cowhy, J. R., Katzman, L. I., Bowling, M., & Hernandez-Nieto, L. (2023). "Standing on an island" no more: Imagining a hard reset for special education central office leaders. Annual meeting for the University Council for Educational Administration (UCEA), Minneapolis. (*national*)
 15. Newsome, T. A., Mansfield, K. C., Martinez, M. A., Rubio, B., Welton, A., & **Wong, L.** (2023). Reimagining a "hard reset" for women educators living the gendered challenges of COVID-19. Annual meeting for the University Council for Educational Administration (UCEA), Minneapolis. (*national*)

16. *Bowling, M., & **Wong, L.** (2023). *“Standing on an island”*: The consequences of siloing special education. University of North Texas Scholars Day, Denton, TX. (local)
17. **Wong, L.**, & Mishra, P. (2023). *Reforming our school systems around a humanizing curriculum: Schooling during and after COVID-19*. In symposium Conceptualizing Efforts to Bring About More Humanizing Educational Institutions: Perspectives From Research + Practice. Annual meeting for the American Educational Research Association (AERA), Chicago. (national)
18. *Cowhy, J. R., **Wong, L.**, & Hopkins, M. (2022). Core or periphery?: Examining collaboration between content-area and “special” population leaders in district-level instructional decision making. Annual meeting for the University Council for Educational Administration (UCEA), Seattle. (national)
19. ***Wong, L.**, & Bohannon, A. X. (2022). *Searching for equity in the system reforms literature*. Annual meeting for the American Educational Research Association (AERA), San Diego. (national)
20. *Ikegwuonu, C., & **Wong, L.** (2022). *“What is that!?!?”: How students’ feelings about tuition and fees affect their success*. Annual meeting for the American Educational Research Association (AERA), San Diego. (national)
21. *Wright, K., & **Wong, L.** (2022). *Texas’s Precarious Education Policy Environment*. University of North Texas Scholars Day, Denton, TX. (local)
22. **Wong, L.**, & Powers, J. M. (2021). *Changing from within: The impact of a small-scale equity reform on the school system*. Annual meeting for the American Educational Research Association (AERA), Virtual Conference. (national)
23. *Farrell, C. C., **Wong, L.**, Hopkins, M., Cowhy, J. R., Ceperich, R., Beneke, A., & Wetoska, N. (2021). *What district conditions matter for productive partnering?* Annual meeting for the American Educational Research Association (AERA), Virtual Conference. (national)
24. **Wong, L.** (2020). *Accomplishing system reforms by minding the details: Developing understandings for coordinating practice*. Annual meeting for the University Council for Educational Administration (UCEA), San Juan, PR. (national). [Accepted but conference was canceled due to the COVID-19 pandemic]
25. Powers, J. M., & **Wong, L.** (2020). *Small-scale reform or shifting systems? A district’s effort to build and support an innovative school*. Annual meeting for the University Council for Educational Administration (UCEA), San Juan, PR. (national). [Accepted but conference was canceled due to the COVID-19 pandemic]
26. **Wong, L.**, Feldman, R., Harrison, C. W., Davidson, K. & Spillane, J. P. (2019). *Organizational routines and instructional decision-making in school systems*. Annual

- meeting for the American Educational Research Association (AERA), Toronto, Ontario, Canada. (*national*)
27. ***Wong, L.**, Kamel, A., & Coburn, C. E. (2019). *How central office-school relationships shape school leaders' instructional decision-making: Evidence from a site-based decision-making system*. Annual meeting for the American Educational Research Association (AERA), Toronto, Ontario, Canada. (*national*)
 28. Harrison, C., **Wong, L.**, & Spillane, J. P. (2018). *Prosthetic organizational routines: School districts' use of online platforms to facilitate joint work*. Annual meeting for the University Council for Educational Administration (UCEA), Houston, TX. (*national*)
 29. **Wong, L.** (2017). *Developing leadership capacity to build and maintain equitable instructional systems*. Annual meeting for the University Council for Educational Administration (UCEA), Denver, CO. (*national*)
 30. **Wong, L.** (2017). *Launching from lessons learned: Moving forward on system reform efforts*. Annual meeting for the University Council for Educational Administration (UCEA), Denver, CO. (*national*)
 31. **Wong, L.** (2017). *Actualizing system reforms: Using shared understandings, shared practice, and heedful interrelating to construct coherent instructional systems*. Current Research and Future Careers Symposium, Evanston, IL. (*local*)
 32. **Wong, L.** (2017). *The promise and fundamental challenge of systems reforms*. Annual meeting for the American Educational Research Association (AERA), San Antonio, TX. (*national*)
 33. **Wong, L.** (2017). *Preparing administrators to construct and lead systems of equal educational opportunity*. Annual meeting for the American Educational Research Association (AERA), San Antonio, TX. (*national*)
 34. **Wong, L.** (2016). *Unintentionally fragmenting instruction: Administrators' unintentional sensegiving and systems reform outcomes*. Annual meeting for the University Council for Educational Administration (UCEA), Detroit, MI. (*national*)
 35. **Wong, L.** (2016). *Preparing leaders to actualize systems reform*. Annual meeting for the University Council for Educational Administration (UCEA), Detroit, MI. (*national*)
 36. **Wong, L.** (2014). *Studying the coordination and continuous improvement of instruction through social-technical interactions*. Annual meeting for the American Educational Research Association (AERA), Philadelphia, PA. (*national*)
 37. **Wong, L.** (2012). *Instructional coordination and continuous improvement at scale: A case of state-wide implementation of Multi-tiered System of Supports*. Annual meeting for the

American Educational Research Association (AERA), Vancouver, British Columbia, Canada. (*national*)

38. **Wong, L.** (2010). *Variations in leadership practice amongst various organizational forms*. Annual meeting for the University Council for Educational Administration (UCEA), New Orleans, LA. (*national*)
39. **Wong, L.** & Byrd, C. M. (2009). *Closing an achievement gap: Can instruction moderate the relationship between socioeconomic status and kindergarten mathematics learning?* Annual meeting for the American Educational Research Association (AERA), San Diego, CA. (*national*)
40. Holmstrom, K., **Wong, L.**, & Krumm, A. (2009). *Improving learning without talking about teaching: A case of teachers' collaborative work to improve instruction*. Annual meeting for the American Educational Research Association (AERA), San Diego, CA. (*national*)
41. **Wong, L.** (2008). *Institutionalizing instructional leadership through small wins*. Annual meeting for the University Council for Educational Administration (UCEA), Orlando, FL. (*national*)
42. Huang, D. & **Wong, L.** (1999). *Vietnamese adolescents and parents: Family interdependence and intergenerational conflicts*. In symposium *Ethnic Families in Southern California: Change and Stability in Multicultural Settings* at the annual meeting for the Western Psychological Association (WPA), San Diego, CA. (*regional*)

Invited Presentations

1. **Wong, L.** (2025). *Teaching in Contentious Times*. National Academy of Education, Washington, DC. (*national*)
2. **Wong, L.** (2025). *The Publication Pipeline*. College of Education and Human Development Faculty Writing Retreat, Western Michigan University, Kalamazoo, MI. (*local*)
3. **Wong, L.** (2023). *The roles of sensemaking and sensegiving in policy implementation*. Mary Lou Fulton Teachers College, Arizona State University, Phoenix, AZ. (*national*)
4. **Wong, L.** (2020). *Capturing practical wisdom in decision making: The methodology in a study of an Ed Leadership program redesign*. The Kern Family Foundation Scholars in Character Convening, Virtual Conference. (*national*)
5. **Wong, L.** (2020). Perspectives from education and organizational theory. In B. Chorpita & K. Becker (Chairs), *Embedding research use in relationships and routines to improve service delivery* [Panel presentation]. William T. Grant Foundation Use of Research Evidence Meeting, Washington, DC. (Conference postponed) (*national*)

6. **Wong, L.** (2020). *Interactive policymaking, sensemaking, and sensegiving*. Mary Lou Fulton Teachers College, Arizona State University, Phoenix, AZ. (*local*)
7. Hopkins, M., & **Wong, L.** (2019). *The incorporation of English learners in subject-specific instructional policy: A social network examination of decision making among central office leaders*. William T. Grant Foundation Networks Workshop, Minneapolis, MN. (*national*)
8. **Wong, L.** (2019). *Interactive policymaking, sensemaking, and sensegiving*. Mary Lou Fulton Teachers College, Arizona State University, Phoenix, AZ. (*local*)
9. **Wong, L.**, & Hopkins, M. (2017). *Coding with confidence*. William T. Grant Foundation Mixed Method Research Meeting, Los Angeles, CA. (*national*)

School District and External Partner Feedback Presentations

1. **Wong, L.** (2019). *How does Central Office Guidance Influence School-Level Decision-Making in School Districts that Emphasize School-Level Autonomy?* Central Office Administrators Meeting, (Anonymous Public School District; masked to protect study participants' confidentiality). (*local*)
2. **Wong, L.**, & Allen, A-R. (2018). *How external partners support instructional improvement in mathematics and literacy in (anonymous district)*. Central Office Administrators Meeting, (Anonymous Public School District; masked to protect study participants' confidentiality). (*local*)
3. **Wong, L.** (2014). *The state of implementation at the end of Year 2: Feedback and discussion*. Project Team Meeting, Michigan's Integrated Behavior and Learning Support Initiative, Lansing, MI. (*local*)
4. **Wong, L.** (2013). *Studying the coordination and continuous improvement of instruction through social-technical interactions*. Higher Education Learning Partnership Research Meeting, Michigan's Integrated Behavior and Learning Support Initiative, Lansing, MI. (*local*)
5. **Wong, L.** (2013). *Current challenges and possible solutions to implementing Multi-tiered System of Supports*. District Administrators Meeting, (Anonymous Public School District). (*local*)

JOURNAL ACTIVITIES

Reviewer

International Journal of Mentoring and Coaching in Education

2025, 2026

Journal of Educational Administration	2024, 2025
Evidence & Policy	2024, 2025
American Journal of Education	2023, 2024
Review of Educational Research	2023, 2024
AERA Open	2023, 2024
American Educational Research Journal	2019, 2023
ECNU Review of Education	2021
Journal of Educational Change	2017
Journal of Research in Rural Education <i>Special Issue on Rural Educational Leadership</i>	2017

AWARDS, HONORS, AND FELLOWSHIPS

Junior Faculty Research Award, <i>nominated</i> College of Education, University of North Texas (<i>local</i>)	2026
Education Scholars Training Program Fellow Scholars Strategy Network (<i>national</i>)	2026
Outstanding Publication Award Districts in Research and Reform SIG, AERA (<i>national</i>)	2025
Outstanding Publication Award Districts in Research and Reform SIG, AERA (<i>national</i>)	2022
Graduate College Outstanding Faculty Mentor Award, <i>nominated</i> Arizona State University (<i>local</i>)	2021
Graduate College Outstanding Faculty Mentor Award, <i>nominated</i> Arizona State University (<i>local</i>)	2020
Postdoc Professional Development Travel Awards - \$500 Northwestern University (<i>local</i>)	2016

Dissertation Finishing Grant - \$5,443 University of Michigan, Rackham Graduate School, School of Education (<i>local</i>)	2015
Candidacy Tuition Fellowship - \$16,071 University of Michigan, Rackham Graduate School, School of Education (<i>local</i>)	2012 - 2015
Higher Education Learning Partnership Small Grant Program - \$5,000 Michigan's Integrated Behavior and Learning Support Initiative (<i>state</i>)	2013
School of Education Grants for Student Research - \$1,500 University of Michigan, School of Education (<i>local</i>)	2013
Rackham Graduate Student Research Grant - \$3,000 University of Michigan, Rackham Graduate School (<i>local</i>)	2012
David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy University Council for Educational Administration, Divisions A and L of the American Educational Research Association, and SAGE Publications (<i>national</i>)	2012
Training Fellowship, 4 th Annual Political Networks Conference and Workshops - \$250 National Science Foundation and the University of Michigan (<i>national</i>)	2011
Educational Policy and Politics – Division L Travel Award - \$500 American Educational Research Association (<i>national</i>)	2010
Barbara Jackson Scholar University Council for Educational Administration (<i>national</i>)	2008 - 2010
Social Science Methods Training Award - \$1,000 Institute for Social Research (<i>national</i>)	2008
Rackham Merit Fellowship – 5 years full tuition, full benefits, \$120,000+ salary/stipend University of Michigan, Rackham Graduate School (<i>national</i>)	2007 - 2012

LEADERSHIP & MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association	2009
<ul style="list-style-type: none"> ● Division L, Educational Policy & Politics <ul style="list-style-type: none"> ○ Program Committee (2022 & 2023) - Co-Section Chair for Section 9, Policy Implementation and Going to Scale 	- Present

- Outstanding Policy Report Award (2022), Committee Member
- Systems Thinking in Education Special Interest Group
 - Chair (2026-2028)
 - Chair-Elect (2025-2026)
 - Program Chair (2023-2025)
 - Program Chair-Elect (2021-2023)
 - Outstanding Article in Systems Thinking in Education Award (2022-2026), Committee Member
 - Systems Thinking Outstanding Dissertation Award (2022-2026), Committee Member
- Leadership for Social Justice Special Interest Group
 - Publications Chair (2019-2022)
 - Writing Workshop Organizer (2022)
 - Nominations Chair (2022-Present)
- Districts in Research and Reform Special Interest Group
 - Dissertation Award (2021), Committee Member
- Proposal Reviewer for Annual Conferences in Divisions A and L, along with multiple Special Interest Groups

University Council for Educational Administration	2008
● 2026 Convention Planning Committee, Member	- Present
● Proposal Reviewer for Annual Conferences	

CONSULTING

American Institutes for Research (AIR) Equity Initiative <i>Invited Reviewer for Draft of Call for Proposals (for fee)</i> <i>Invited Reviewer for Submitted Proposals (service)</i>	2021
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William T. Grant Foundation Use of Research Evidence Program <i>Invited Reviewer for Submitted Proposals (service)</i>	2020
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CREDENTIALS AND CERTIFICATIONS

Credential	Multiple Subject Teaching Credential with a Cross-cultural Language and Academic Development emphasis <i>California State University, Los Angeles</i>	2002
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INSTRUCTIONAL ACTIVITIES

Areas of Expertise

- System reforms
- Systems leadership
- Professional learning opportunities
- Policy implementation
- Sensemaking and sensegiving
- Instructional decision making
- Applied research projects
- Research methods (quantitative, qualitative, and mixed methods)

Courses Taught

University of North Texas

EDLE 5330 – Instructional Leadership

- Spr 2026
 - Section 482 (Enrolled = 14; Summative Rating = 4.8; Challenge & Engagement = 4.8)
 - Section 486 (Enrolled = 17; Summative Rating = 4.5; Challenge & Engagement = 4.4)
- Spr 2025
 - Section 482 (Enrolled = 20; Summative Rating = 4.7; Challenge & Engagement = 5.8)
 - Section 486 (Enrolled = 19; Summative Rating = 4.8; Challenge & Engagement = 5.9)
- Spr 2024 (Enrolled = 19; Summative Rating = 4.6; Challenge & Engagement = 5.8)
- Spr 2023 (Enrolled = 16; Summative Rating = 4.6; Challenge & Engagement = 5.7)
- Spr 2022 (Enrolled = 16; Summative Rating = 4.7; Challenge & Engagement = 6.3)

EDLE 5680 – Administration of the K-12 Curriculum

(Course Substantially Revised; Lead Instructor)

- Fall 2024 (Enrolled = 22; Summative Rating = 4.4; Challenge & Engagement = 5.2)
- Fall 2023 (Enrolled = 17; Summative Rating = 4.8; Challenge & Engagement = 4.5)
- Fall 2022 (Enrolled = 16; Summative Rating = 4.2; Challenge & Engagement = 5.4)
- Fall 2021 (Enrolled = 19; Summative Rating = 4.9; Challenge & Engagement =

5.9)

EDLE 6100 – Theories of Organizational Development and Reform
(*Course Substantially Revised; Lead Instructor*)

- Fall 2024 (Enrolled = 11; Summative Rating = 4.9; Challenge & Engagement = 6.8)
- Fall 2023 (Enrolled = 15; Summative Rating = 5.0; Challenge & Engagement = 6.1)
- Fall 2022 (Enrolled = 12; Summative Rating = 4.6; Challenge & Engagement = 5.4)
- Spr 2022 (Enrolled = 14; Summative Rating = 4.6; Challenge & Engagement = 5.4)

Other Institutions

Educational Leadership Applied Project, Arizona State University

- Fall 2020 (Enrolled = 19; Overall Mean on a 4-point scale = 3.8)

Educational Leadership, University of South Florida

- Fall 2019 (Enrolled = 3; Did not receive student evaluations)

System Reforms and School Improvement, Northwestern University

- 2017-2019, *Informal doctoral-level independent study*

Sensemaking and Instructional Decision Making, Arizona State University

- 2018, *Informal doctoral-level independent study*

Introduction to Statistical Analysis II, University of Michigan,
Inter-university Consortium for Political and Social Research (ICPSR)

- Summer 2012 (Enrollment ~ 40; Evaluations = 4's and 5's on a 5-point scale)

Introduction to Statistical Analysis I, University of Michigan,
Inter-university Consortium for Political and Social Research (ICPSR)

- Summer 2011 (Enrollment ~ 40; Evaluations = 4's and 5's on a 5-point scale)
- Summer 2010 (Enrollment ~ 40; Evaluations = 4's and 5's on a 5-point scale)

GRADUATE STUDENTS ADVISED

Completed Doctoral Committees Chaired

Student	Dissertation Title	Degree	Completed
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Mirna Yaneth Rivera	<i>Educators' Experiences and Perceptions of State Testing Accommodations</i>	Ph.D.	March 2026
Ty Hathorn	<i>Culturally Responsive School Leadership in Private, International Baccalaureate World Schools: A Qualitative Study</i>	Ed.D.	February 2026
Bridget Nevels	<i>Shaping Educational Outcomes: The Pygmalion Effect on Black Male Students in Texas Early College High Schools</i>	Ed.D.	December 2025
Tatiana Kurochkina	<i>Case Study of How Well Students of a Graduate Program were Prepared to Navigate Difficult Conversations</i>	Ph.D.	March 2025
Casey Helmick	<i>An In-Depth Analysis of Secondary Career and Technical Education Students' Perceptions of Readiness for Career, College and Trade School: Impacts on Leadership</i>	Ed.D.	March 2025

Completed Doctoral Committees Co-Chaired

Student	Dissertation Title	Degree	Completed
Susannah O'Bara	<i>A Leadership Framework to Raise Teacher Engagement</i>	Ed.D.	March 2023 <i>Promoted to Superintendent of Denton ISD</i>
Charlene Parham	<i>Professional Learning Communities and the Supportive Conditions for Improved Teacher Instructional Practices</i>	Ed.D.	March 2023
Colleen Grindle	<i>What School Leaders Need to Know: The Impact of Teacher Turnover on Student Achievement in Middle School Mathematics</i>	Ed.D.	February 2023

Completed Doctoral Committees Served On

Student	Dissertation Title	Degree	Completed
Misty Stern	<i>University Model Schools: An Exploration of the Choice Process and of Parent Perceptions and Experiences</i>	Ed.D.	December 2025
Pamela Tutt	<i>The Impact of Assistant Principals on Exclusionary Discipline: Exploring Intervention Approaches</i>	Ph.D.	September 2025
Denise Sudan	<i>Using Student Voice to Create Culturally Responsive</i>	Ph.D.	May 2025

Schools: A Study of Muslim High School Females in a U.S. Public School

Veronica Moreno Clack	<i>Transformative Professional Learning for Bilingual Education Leaders</i>	Ph.D.	October 2024
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Current Doctoral Committees Chairing

Student	Dissertation Title	Degree	Completed
Abigail Tennant	<i>Culturally Responsive School Leadership: A Qualitative Descriptive Exploration of School Leaders' Perceptions of the Impact of the CRSL Framework in Their Schools</i>	Ed.D.	In Progress
Alphonso Bates	<i>Principal Preparation Programs and Their Impact on Principals' Self-Efficacy</i>	Ed.D.	In Progress
Linzy Mathew	[TBD]	Ed.D.	In Progress
Hilary Velasquez	[TBD]	Ed.D.	In Progress
Stephen Roberts	[TBD]	Ed.D.	In Progress
David Gibbons	[TBD]	Ed.D.	In Progress
Tahira Saddiqa	[TBD]	Ph.D.	In Progress

Current Doctoral Committees Serving On

Student	Dissertation Title	Degree	Completed
Irene Aguilar	<i>Women Leaders of Color Testimonios: Cultural Experiences that Shape Their Educational Leadership in a K-12 School</i>	Ed.D.	In Progress
Jerretta Henderson	[TBD]	Ed.D.	In Progress

SERVICE TO UNIVERSITY

University

University Council for Educational Administration (UCEA), *Plenary Session Representative*
 2023
 - Present

UNT Scholars Day, <i>Faculty Moderator</i>	2024
UNT Undergraduate Research Fellowship Mentor (<i>3 mentees</i>)	2021 - 2024
<u>Department</u>	
First Flight Student Orientation, <i>Faculty Facilitator</i>	2024 - 2025
Department Admissions Subgroup	2024 - 2025
Mike Moses Endowed Chair in Educational Leadership Search Committee, <i>Member</i>	2022 - 2023
Senior Lecturer in Educational Leadership Search Committee, <i>Member</i>	2021 - 2022
Traditions of Inquiry (EDUC 6040), Doctoral Seminar, <i>Guest Speaker</i>	2021
<u>Program</u>	
Educational Leadership Doctoral Programs Admissions Committee	2022 - Present
Educational Leadership Collaborative Dissertation in Practice Subcommittee	2022 - 2024