

Robert H. Voelkel, Jr., Ed.D., N.B.C.T.

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Areas of Expertise

- Teacher leader and administration effectiveness
- Teacher and leader professional learning communities
- Self- and teacher collective efficacy
- Educational leadership for social justice and equity
- Organizational management
- Immersive simulations
- Teacher retention/turnover

Education

- 2011 Doctor of Education in Educational Leadership (Ed.D.), University of California, San Diego and California State University, San Marcos
Dissertation Title: *A Case Study of the Relationship between Collective Efficacy and Professional Learning Communities*
- 2001 Master of Arts in Education Degree (M.Ed.) {Elementary Curriculum & Instruction} with an emphasis in reading and writing, San Diego State University
Thesis Title: *Does Student Use of Rubrics Affect the Quality of Student Writing?*
- 1995 Bachelor of Arts in Applied Arts and Sciences-Liberal Studies Degree with an emphasis in Education (B.A.), San Diego State University

Additional Education and Training

- 2025 Collaborative Institutional Training Initiative (CITI) - Research Security Training (Combined) Course
- 2025 Collaborative Institutional Training Initiative (CITI) - Social & Behavioral Research - Refresher Course
- 2022 Collaborative Institutional Training Initiative (CITI) - Social & Behavioral Research - Refresher Course
- 2019 Collaborative Institutional Training Initiative (CITI) - Social & Behavioral Research - Refresher Course
- 2015 Quality Matters: Master Reviewer Resource Site
- 2014 Quality Matters: Higher Education Peer Reviewer Course
- 2014 Quality Matters: Higher Education Designing Your Online Course
- 2014 Quality Matters: Higher Education Applying the QM Rubric Course
- 2013 Implementing Common Core Literacy Standards in middle school History: Riverside County Office of Education

- 2013 Preparing for Common Core across Content Areas: Riverside County Office of Education
- 2012 Differentiating Instruction through Universal Design: Riverside County Office of Education
- 2011 Positive Behavior Intervention Supports workshops: Riverside County SELPA
- 2010 Building Common Assessments workshop: Solution Tree
- 2009 Balanced Leadership: McREL Institute
- 2009 Pyramid Response to Intervention workshop: Solution Tree
- 2007 Explicit Direct Instruction: DataWORKS Educational Research
- 2006 The Power of Professional Learning Communities: Solution Tree

Academic Appointments & Professional Experience

- 2023-present **Associate Co-Chair**, Teacher Education & Administration Department & **Program Coordinator**, Educational Leadership Program, University of North Texas, Denton, TX
- 2023-present Associate Professor. Educational Leadership, Department of Teacher Education & Administration, University of North Texas, Denton, TX
- 2016-2023 Assistant Professor. Educational Leadership, Department of Teacher Education & Administration, University of North Texas, Denton, TX
- 2014-2016 Assistant Professor of Educational Leadership & Instruction, University of West Georgia, GA
- 2013-2015 Online Instructor, Concordia University, OR
- 2012-2015 Online Associate Faculty, Ashford University, CA
- 2008-2014 Middle School Principal, Menifee Union School District, CA
- 2006-2008 Middle School Assistant Principal, Menifee Union School District, CA
- 2005-2006 Language Arts/ Social Studies Teacher (8th grade), Poway Unified School District, CA
- 1997- 2005 Language Arts/ Social Studies Teacher (6th grade), Poway Unified School District, CA
- 1996-1997 Self-Contained Transition Elementary Teacher (3/4th grade), Riverside County School District, CA
- 1990-1998 United States Marine Corps, Tank Unit, Miramar, CA

Scholarly Refereed Publications

Google Scholar Citations Updated 12/2025
Total Google Citations: 968
h-index 10; i10-index 11

**** = Mentor/Publication with Doctoral Student**

Published

- **Wilshire, J., Voelkel, R. H., Pazey, B., & van Tassell, F. (2025). Inclusive professional learning communities and special education collaboration: A qualitative case study in Texas. *Education Sciences, 15*(10). <https://doi.org/10.3390/educsci15101279>**

H Index = 68; SJR = .730; Q1; Impact Factor = 2.5

****Farahmandpour, Z., & Voelkel, R. H. (2025).** Unraveling the causes of teacher turnover: A meta-analysis of global literature. *Leadership and Policy in Schools*. DOI: 10.1080/15700763.2025.2458610

- *H Index = 29; SJR = .714; Q1; Impact Factor = 1.3*

****Farahmandpour, Z., & Voelkel, R. H. (2025).** Teacher turnover factors and school-level influences: A meta-analysis of the literature. *Education Sciences, 15*(2). <https://doi.org/10.3390/educsci15020219>

- *H Index = 68; SJR = .730; Q1; Impact Factor = 2.5*

Voelkel, R. H., **Prusak, K. J., & van Tassell, F. (2024). Effective principal leadership behaviors that enhance teacher collective efficacy. *Education Sciences, 14*(4). DOI: 10.3390/educsci14040431 (Special Issue: Educational Leadership in School Improvement)

- *H Index = 68; SJR = .730; Q1; Impact Factor = 2.5*

Voelkel, R. H., Johnson, C. W., & **Nadeem, F. (2023). District office leadership supporting site-level teacher collaborative teams. *Education Sciences, 13*(11). DOI: 10.3390/educsci13111092

- *H Index = 68; SJR = .730; Q1; Impact Factor = 2.5*

Voelkel, R. H., **Sommers, K., & van Tassell, F. (2022). Campus administrator actions in support of core-content professional learning communities. *Review of Education Studies, 2*(1), 15-28.

Voelkel, R. H., **Fiori, C., & van Tassell, F. (2021). District leadership in redefining roles of instructional coaches to guide professional learning communities through systemic change. *Leadership and Policy in Schools, 22*(1), 141-160. DOI: 10.1080/15700763.2021.1917622

- *H Index = 26; SJR = .88; Q2; Impact Factor = 1.29*

Voelkel, R. H. (2019). Causal relationship among transformational leadership, professional learning communities, and teacher collective efficacy. *International Journal of Leadership in Education*. DOI: 10.1080/13603124.2019.1690699

- *AR: 25% (Cabells, 2019), H Index = 46; SJR = .75; Q1; Impact Factor = 2.8*

Johnson, C. W., & Voelkel, R. H. (2019). Developing increased leader capacity to support effective professional learning community teams. *International Journal of Leadership in Education, 24*(3). DOI: 10.1080/13603124.2019.1600039

- *AR: 25% (Cabells, 2019), H Index = 46; SJR = .75; Q1; Impact Factor = 2.8*

Gilbert, K. A., Voelkel, R. H., Johnson, C. W. (2018). Increasing self-efficacy through immersive simulations: Leading professional learning communities. *Journal of Leadership Education, 17*(3), 154-174. DOI:10.12806.

- $AR = 32\%$ (Cabells, 2018); $JIF = 0.54$; $Impact\ Factor = 3.1$

Voelkel, R. H., & Chrispeels, J. H. (2017). Within school differences in professional learning community effectiveness: Implications for leadership. *Journal of School Leadership*, 27(3), 421-451.

- $AR = 8\%$ (Cabells, 2018); $Impact\ Factor = .6$

Voelkel, R. H., & Chrispeels, J. H. (2017). Understanding the link between collective efficacy and professional learning communities. *International Journal School Effectiveness and School Improvement*, 28(4). 505-526. DOI: 10.1080/09243453.2017.1299015.

- $AR = 15\%$ (Cabells, 2018); $H\ Index = 70$; $SJR = 1.62$; $Q1$; $Impact\ Factor = 3.0$

Voelkel, R. H., Johnson, C. W., & Gilbert, K. A. (2016). Use of immersive simulations to enhance graduate student learning: Implications for educational leadership programs. *Online Journal of Distance Learning Administration*, 19(2), 1-16.

- $AR = 25\%$

Refereed Manuscript Under Review

Refereed Manuscripts In Progress

Voelkel, R. H., & van Tassell, F. (2026). Understanding sustainability of PLCs through teacher voices in secondary schools. (In Progress, to be submitted to *Sustainability*).

- $H\ Index = 207$; $SJR = .688$; $Q1$; $Impact\ Factor = 3.3$

Voelkel, R. H. (2026) Strengthening schools through collaboration: A five-year systematic review of PLCs and teacher collective efficacy in the United States. (In Progress, to be submitted to *Teaching and Teacher Education*).

- $H\ Index = 170$; $SJR = 1.700$; $Q1$; $Impact\ Factor = 3.9$

Voelkel, R. H. (2026) Synthesizing the Evidence: A systematic review of PLCs and teacher collective efficacy in international K–12 education (2019–2025). (In Progress, to be submitted to *Educational Policy*).

- $H\ Index = 67$; $SJR = 1.455$; $Q1$; $Impact\ Factor = 2.6$

Voelkel, R. H. (2026) Shared/Supportive PLC leadership as a predictor of teacher collective efficacy: A school-level analysis. (In Progress, to be submitted to *Educational Management Administration & Leadership*).

- $H\ Index = 67$; $SJR = 1.711$; $Q1$; $Impact\ Factor = 2.569$

Voelkel, R. H. (2026) Assessing the extent to which PLC shared values and vision shape teacher collective efficacy. (In Progress, to be submitted to *Urban Review*).

- $H\ Index = 59$; $SJR = 1.223$; $Q1$; $Impact\ Factor = 2.95$

Voelkel, R. H. (2026) The influence of collective learning and application in PLCs on school-level teacher collective efficacy. (In Progress, to be submitted to *Journal of Education for Teaching*).

• *H Index* = 57; *SJR* = .818; *Q1*; *Impact Factor* = 1.7

Voelkel, R. H. (2026) Examining the impact of PLC shared personal practice on teacher collective efficacy. (In Progress, to be submitted to *American Journal of Education*).

• *H Index* = 70; *SJR* = 1.377; *Q1*; *Impact Factor* = 2.3

Voelkel, R. H. (2026) How trust within PLCs influences schoolwide teacher collective efficacy. (In Progress, to be submitted to *Teachers College Record*).

• *H Index* = 111; *SJR* = .810; *Q1*; *Impact Factor* = 1.9

Voelkel, R. H. (2026) Modeling the effects of PLC supportive structural conditions on schoolwide teacher collective efficacy. (In Progress, to be submitted to *Education and Urban Society*).

• *H Index* = 53; *SJR* = .593; *Q1*; *Impact Factor* = 1.5

****VandenBoom, M., Voelkel, R. H., & van Tassell, F.** (2026). Leadership for professional learning communities: Examining the work of high functioning PLC teams for emergent bilinguals. (In Progress, to be submitted to *Journal for Multicultural Education*).

• *H Index* = 10; *SJR* = .38; *Q1*; *Impact Factor* = 0.67

****Prince, C., & Voelkel, R. H.** (2026). The relevance of teacher self-efficacy as it relates to collaborative teams. (In Progress, to be submitted to *Professional Development in Education*).

• *H Index* = 39; *SJR* = 1.11; *Q1*; *Impact Factor* = 2.15

Reports

Voelkel, R. H. (2011). *The Relationship between PLCs, Collective Efficacy, and Transformational Leadership*. Research report for Sanger Unified School District.

Book Chapters

Van Tassell, F., ****Kent, P., & Voelkel, R. H.** (2022). Navigating a Sudden Move to an All Remote (Online and Virtual) Study during the COVID-19 Global Pandemic. In *SAGE Research Methods: Doing Research Online*. SAGE Publications, Ltd.

Frye, C., **Voelkel, R. H.**, Jodoin, M., Ladd, T., Munoz, S., Predmore, T., & Waller, L. (2014). Chapter 7: *Student Challenges and Academic Success*. In *Exemplary STEM Programs: Designs for Success* (pp. 105-124). Arlington, VA: NSTA Press.

Book Review

Voelkel, R. H. (2021). *Facing the challenges: How principals can survive and thrive in today's schools*. Rowman & Littlefield. Book reviewed for Teacher College Record.

Other Scholarly Works

Voelkel, R. H. (2011). *A Case Study of the Relationship between Collective Efficacy and Professional Learning Communities*. (Doctoral dissertation). University of California, San Diego and California State University-San Marcos.

Voelkel, R. H. (2011). *A Case Study of the Relationship between Collective Efficacy and Professional Learning Communities*. AllThingsPLC.
<https://www.allthingsplc.info/articles-research/page,2/filtered,0/categories>,

Voelkel, R. H. (2011, November 21). *Student achievement aided by higher-level PLC implementation*. EdCal, p. 6, 8.

Grants

External Under Review

Voelkel, Jr., R. H., & Farahmandpour, Z. (2025). Principal Investigator. Spencer Foundation. Transformational leadership and teacher retention: Strengthening leadership behaviors to support teacher commitment and retention in North Texas Schools. Small Grant. (\$50,000)

Internal/External Funded

Paufler, N., Murakami, E., Pazey, B., Ezzani, M., **Voelkel, R. H.**, Viamontes, C.J. (2018). University of North Texas, Office of Faculty Success. International School Leadership Development Network (ISLDN)@UNT. Research Grant Funded. (\$5,000)

Voelkel, R. H. (2015). Principal Investigator. California Educational Research Association. Travel grant. (\$1,000)

External Unfunded

Voelkel, Jr., R. H., & Pazey, B. (2021). Principal Investigator. Spencer Foundation. District Leadership that Redefines Roles of Instructional Coaches to Guide Professional Learning Communities through Systemic Change. Small Grant. (\$50,000)

Voelkel, Jr., R. H., & Pazey, B. (2020). Principal Investigator. Spencer Foundation. Role of District Office Administration Support for Site Level Professional Learning Community Teams. Small Grant. (\$50,000)

Pazey, B., Ezzani, M., Murakami, E., **Voelkel, R. H.**, Stromberg, L. (2018). Gates' Principal Preparation Transformation Center. Bill and Melinda Gates Foundation. Grant proposal organized

by The American Institutes for Research--University of Illinois at Chicago, and University Council for Educational Administration. Sub-award \$50,000. Instructional/Research Grant Unfunded.

Selected Refereed International and National Presentations

- Voelkel, R.H. & Pazey, B.** (2025, November). *Examining the Effects of General Education and Special Education Teacher Collaboration in Professional Learning Communities*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, San Juan, Puerto Rico. (International, Session Accepted)
- Voelkel, R.H.** (2025, November). *High Functioning and Less Well Functioning Professional Learning Community Teams: Leading Collaboration*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, San Juan, Puerto Rico. (International, Session Accepted)
- Voelkel, R.H.** (2025, April). *Leading Schools and Communities by Connecting Teacher Collective Efficacy and Professional Learning Communities*. Session presented at the AERA Annual Meeting, Denver, Colorado. (International, Session Accepted)
- **Farahmandpour, Z., & Voelkel, R.H.** (2025, April). *The Correlates of Teacher Retention and Attrition: Leadership Support*. Session presented at the AERA Annual Meeting, Denver, Colorado. (International, Session Accepted)
- Voelkel, R.H.** (2024, November). *Teacher Self-Efficacy and the Role of Professional Learning Communities Toward Justice for All*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, Los Angeles, California. (International, Session Accepted)
- **Farahmandpour, Z., & Voelkel, R.H.** (2024, November). *The Correlates of Teacher Retention and Attrition: Renewing Teacher Engagement*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, Los Angeles, California. (International, Session Accepted)
- Voelkel, R.H.** (2023, April). *Connecting Teacher Collective Efficacy and Professional Learning Communities Toward Teacher Sustainability*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H.** (2023, April). *District Office Leadership Supporting Sustainable Site-Level Teacher Collaborative Teams*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H.** (2022, November). *District Leadership in Redefining Roles of Instructional Coaches to Guide Sustainable Professional Learning Communities*. Session presented at the Annual University Council for Educational Administration (UCEA) Convention, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H.** (2022, November). *Connecting Teacher Collective Efficacy and Professional Learning Communities Toward Teacher Sustainability*. Session presented at the Annual University Council for Educational Administration (UCEA) Convention, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H.** (2022, April). *Supporting Effective Professional Learning Communities Through Developing Increased Principal Leadership Capacity*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)

- Voelkel, R.H. (2022, April). *High-Functioning and Less Well-Functioning Professional Learning Community Teams and Leadership*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2022, April). *Connections Among Leadership, Professional Learning Communities and Teacher Collective Efficacy*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2022, April). *Connecting Teacher Collective Efficacy and Professional Learning Communities*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2021, November). *High Functioning and Less Well Functioning Professional Learning Community Teams and the Role of Leadership*. Session presented at the Annual University Council for Educational Administration (UCEA) Convention, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2021, April). *Support for Effective Professional Learning Communities and Teacher Collective Efficacy*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2021, April). *Supporting Effective Professional Learning Community Teams by Developing Increased Leader Capacity*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2021, April). *Professional Learning Communities Impact on Teacher Self-Efficacy*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2021, April). *Increased Professional Learning Community Team Effectiveness Through the Use of Instructional Coaches*. Session presented at the AERA Annual Meeting, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2020, November). *Leadership Needed for High Functioning and Less Well Functioning Professional Learning Community Teams*. Session presented at the Annual University Council for Educational Administration (UCEA) Convention, Virtual due to COVID-19. (International, Session Accepted)
- Voelkel, R.H. (2020, April). *Leadership Implications for High Functioning and Less Well Functioning Professional Learning Community Teams*. Session presented at the AERA Annual Meeting, San Francisco, CA. (International, Session Accepted)
- Voelkel, R.H. (2020, April). *Mentoring Practices through International Collaborative Research among Faculty in Educational Leadership*. Session presented at the AERA Annual Meeting, San Francisco, CA. (International, Session Accepted)
- Voelkel, R.H. (2019, November). *Developing Increased Leader Capacity to Support Effective Professional Learning Community Teams*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, New Orleans, Louisiana. (International, Session Accepted)
- Voelkel, R.H. (2019, November). *Teacher Collective Efficacy Role in Supporting Effective Professional Learning Communities*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, New Orleans, Louisiana. (International, Session Accepted)
- Voelkel, R.H. (2019, April). *Using Immersive Simulations to Increase Leaders' Self-Efficacy in Leading Professional Learning Communities*. Session presented at the AERA Annual Meeting, Toronto, Canada. (International, Session Accepted)

- Voelkel, R.H. (2019, April). *High Functioning and Less Well Functioning, Professional Learning Community Teams: Implications for Leaders*. Session presented at the AERA Annual Meeting, Toronto, Canada. (International, Session Accepted)
- Voelkel, R.H. (2019, April). *Connecting Transformational Leadership, Professional Learning Communities, and Teacher Collective Efficacy*. Session presented at the AERA Annual Meeting, Toronto, Canada. (International, Session Accepted)
- **Fiori, C., & **Voelkel, R.H.** (2018, November). *Instructional Coaches and Professional Learning Communities: Leadership Implications*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, Houston, Texas. (International, Session Accepted)
- Voelkel, R.H. (2018, November). *Using Immersive Simulations to Increase Self-Efficacy in Leading Professional Learning Communities*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, Houston, Texas. (International, Session Accepted)
- Voelkel, R.H. (2018, November). *The Relationship among Teacher Collective Efficacy and Professional Learning Communities*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, Houston, Texas. (International, Session Accepted)
- Voelkel, R.H. (2018, November). *High Functioning and Less Well Functioning Professional Learning Community Teams: Leadership Implications*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, Houston, Texas. (International, Session Accepted)
- Voelkel, R.H. (2018, November). *High and Less Well-Functioning Professional Learning Community Teacher Teams*. Session accepted at the Kappa Delta Pi convocation, Indianapolis, Indiana. (National, Session Accepted)
- Voelkel, R.H. (2017, November). *Differences in Professional Learning Community Effectiveness: Implications for Leadership*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, Denver, Colorado. (International, Session Accepted)
- Voelkel, R.H. (2017, April). *The Link between Professional Learning Communities and Collective Efficacy*. Session presented at the AERA Annual Meeting, San Antonio, Texas. (International, Session Accepted)
- Voelkel, R.H. (2017, April). *Within School Differences in Professional Learning Community Effectiveness: Implications for Leadership*. Session presented at the AERA Annual Meeting, San Antonio, Texas. (International, Session Accepted)
- Voelkel, R.H. (2016, November). *Understanding the Link between Professional Learning Communities and Teacher Collective Efficacy*. Session presented at the annual University Council for Educational Administration (UCEA) Convention, Detroit, Michigan. (International, Session Accepted)
- Voelkel, R.H. (2016, July). *Within School Differences in Professional Learning Community Effectiveness: Implications for Leadership*. Session accepted at the 2nd annual Kappa Delta Pi Innovation and Leadership in Education International Conference, Calgary, Canada. (International, Session Accepted)
- Voelkel, R.H. (2016, July). *Collective Efficacy: The Missing Professional Learning Community Characteristic*. Session accepted at the 2nd annual Kappa Delta Pi

- Innovation and Leadership in Education International Conference, Calgary, Canada. (International, Session Accepted)
- Voelkel, R.H. (2015, October). *Design and Sustain Positive Behavioral Intervention & Supports (PBIS) Using a PLC Model*. Session presented at the Kappa Delta Pi convocation (National), Orlando, FL. (National, Session Accepted)
- Voelkel, R.H. (2015, October). *Relationship between Collective Efficacy and Professional Learning Community*. Poster presented at the Kappa Delta Pi convocation (National), Orlando, FL. (National, Session Accepted)

Selected Refereed Regional and Local Presentations

- Murakami, E., Paufler, N.A., Pazey, B., Ezzani, M., **Voelkel, R.H.**, & Viamontes, C. (2019, January). *Mentoring Success among Faculty in Educational Leadership*. Session presented at the TASA/TCPEA Conference, Austin, Texas. (Regional, Session Accepted)
- Johnson, C.W., **Voelkel, R.H.**, & Gilbert, K. (2016, August). *Using TeachLivE Technology*. Session presented at the 2nd annual Conference on Meaningful Living and Learning in a Digital World, Savannah, Georgia. (Regional, Session Accepted)
- Morris, R., Putney, D., & **Voelkel, R.H.** (2016, June). *Writing up Your Research for Professional Publication*. Session presented at the 1st Annual University of West Georgia School Improvement Symposium, Carrollton, GA. (Local, Session Accepted)
- Gilbert, K., Robbins, S., & **Voelkel, R.H.** (2016, June). *Using Technology to Support Pedagogy with Partner Schools*. Session presented at the 1st Annual University of West Georgia School Improvement Symposium, Carrollton, GA. (Local, Session Accepted)
- Voelkel, R.H. (2016, February). *Implement PBIS Through PLCs in a CCSS Era*. Session presented at the annual conference (North) of the California League of Middle and High Schools, Sacramento, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2016, February). *Response to Intervention Within a PLC Structure*. Session presented at the annual conference (North) of the California League of Middle and High Schools, Sacramento, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2015, December). *PLCs, Collective Efficacy, and Leadership*. Paper presented at the 94th annual conference of the California Educational Research Association, Anaheim, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2015, July). *Teaching Adult Learners*. Session presented at Touro University, Henderson, NV. (Local, Session Accepted)
- Voelkel, R.H. (2015, June). *Moving from Isolation to Collaboration: Success for All Students*. Session accepted at the 2015 Charleston Educators Symposium, Charleston, SC. (Local, Session Accepted)
- Voelkel, R.H. (2015, June). *Using a PLC Model to Implement PBIS*. Session accepted at the 2015 Charleston Educators Symposium, Charleston, SC. (Local, Session Accepted)
- Voelkel, R.H. (2015, May). *Professional Learning and Collaboration*. Session presented at University of West Georgia, Carrollton, GA. (Local, Session Accepted)
- Voelkel, R.H. (2015, February). *Sustaining a Response to Intervention Program in a PLC*.

- Session presented at the annual conference (North) of the California League of Middle and High Schools, Sacramento, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2015, February). *CCSS and Developing Professional Learning Community Teams*. Session presented at the annual conference (North) of the California League of Middle and High Schools, Sacramento, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2015, February). *Relationship between Collective Efficacy and Professional Learning Community*. Poster presented at the First Annual COE Research Symposium at the University of West Georgia, Carrollton, GA. (Local, Session Accepted)
- Voelkel, R.H. (2015, January). *Implementation and Sustaining a PBIS in a PLC Culture*. Session presented at the Winter Georgia Association of Educational Leaders Conference, Athens, GA. (Regional, Session Accepted)
- Voelkel, R.H. (2015, January). *Aligning Professional Learning Communities to Common Core*. Session presented at the Technology and Common Core conference of the California League of Middle and High Schools, Monterey, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2014, October). *Making a Connection between Professional Learning Communities, Collective Efficacy, and Transformational Leadership*. Session presented at the 10th annual summit on middle level education at Georgia College & State University, Milledgeville, GA. (Local, Session Accepted)
- Voelkel, R.H. (2014, October). *Professional Learning Communities and Collective Efficacy through a Transformational Leadership Lens*. Paper presented at the 39th annual conference of the Georgia Educational Research Association, Savannah, GA. (Regional, Session Accepted)
- Voelkel, R.H. (2012, February). *Moving from Isolation to Collaboration: A PLC Journey*. Session presented at the annual conference (North) of the California League of Middle and High Schools, Sacramento, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2012, January). *Moving from Isolation to Collaboration: A PLC Journey*. Session presented at the RTI and Technology conference of the California League of Middle and High Schools, Monterey, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2012, January). *Creating a Sustainable Response to Intervention Plan*. Session presented at the RTI and Technology conference of the California League of Middle and High Schools, Monterey, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2012, January). *The Human Side of School Change: Task of Transition*. Session presented at Menifee Union School District, Menifee, CA. (Local, Session Accepted)
- Voelkel, R.H. (2011, December). *Moving from Isolation to Collaboration: A PLC Journey*. Session presented at the annual conference (South) of the California League of Middle and High Schools, San Diego, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2011, December). *Creating a Sustainable Response to Intervention Plan*. Session presented at the annual conference (South) of the California League of Middle and High Schools, San Diego, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2010, December). *Relationship between Collective Efficacy and PLCs*. Session presented at the annual conference (South) of the California League of Middle and High Schools, San Diego, CA. (Regional, Session Accepted)
- Voelkel, R.H. (2010, November). *A Case Study of the Relationship between Collective*

Efficacy and Professional Learning Communities. Paper presented at the 89th annual conference of the California Educational Research Association, San Diego, CA. (Regional, Session Accepted)

Invited Addresses

Voelkel, R.H. (2018, September). *Working Together for Students*.
Keynote speaker at Kappa Delta Pi Ceremony, Denton, Texas. (Regional, Session Invited)

Selected Papers and Workshops Presented

- 2013 Common Core Preparation
- 2013 Using Content and Language Learning Objectives in the Classroom
- 2012 Response to Intervention
- 2012 Positive Behavior Intervention Support
- 2011 Action Research
- 2011 Supporting GATE Students in Language Arts and History
- 2010 Common Formative Assessment
- 2010 Differentiated Lesson Design
- 2010 Pedagogy for 21st Century Learners
- 2009 S.M.A.R.T. Goal Design, Team Norms Development, Data Analysis
- 2009 Districtwide Middle School Staff Development in Expository Writing
- 2009 Essential Standards Selection Process
- 2009 Reading and Writing Rubric Usage
- 2008 Professional Learning Community Staff Development
- 2008 Teaching Language Arts Through Reading

Journal Activities

- Editorial Board
 - School Effectiveness and School Improvement (2023-present)
 - Record (Kappa Delta Pi) (2018-present)
 - Journal of School Leadership (2017-present)
- Scholarly Journal Reviewer
 - Educational Policy (Reviewed one article, 2023)
 - Journal of Research on Leadership Education (Reviewed one article, 2023)
 - Journal of Educational Administration (Reviewed one article, 2022)
 - Educational Research for Policy and Practice (Reviewed one article, 2021)
 - Australian Journal of Education (Reviewed one article, 2019)
 - International Journal of Leadership in Education (Reviewed four articles, 2019; Reviewed one article, 2021; Reviewed one article, 2022)
 - Record (Kappa Delta Pi) (Reviewed two articles, 2017; Reviewed seven articles, 2018; Reviewed eight articles, 2019; Reviewed five articles, 2020; Reviewed five articles, 2021; Reviewed one article, 2022)

- School Effectiveness and School Improvement (Reviewed two articles, 2017)
- **Journal of School Leadership** (Reviewed three articles, 2017; Reviewed two articles, 2018; Reviewed two articles, 2020; Reviewed one article, 2021; Reviewed one article, 2023; Reviewed one article, 2024)
- Academy of Educational Leadership Journal (Reviewed one article, 2017)

Honors and Awards/Recognition

- Nominated for the Outstanding Online Course Award, UNT (Local, 2024)
- Received Outstanding Program Award for Institutional Effectiveness Award, UNT (Local, 2024)
- **Granted Tenure & Promotion to Associate Professor, UNT (Local, 2023)**
- Nominated for the College of Education Junior Faculty Research Award, UNT (Local, 2020)
- Nominated for CERA 2015 Outstanding Paper Award with one of the top rated abstracts (Regional, 2015)
- Nominated for the Hall of Excellence as a Quality Matters Reviewer (National, April, 2015)
- Named one of top five middle schools for 2012-2013 API increase in Riverside County (Local, 2013)
- Received Golden Bell Award for STEM Program (Local, 2013)
- NBCT-Principal committee {Selected from a nationwide pool of over 70 exemplary applicants to serve as part of this 13-person committee appointed by the Certification Council of the National Board for Professional Teaching Standards} (National, 2012)

Professional and Academic Association Memberships

Member, American Educational Research Association (2008-present)
 Member, University Council for Educational Administration (2016-present)
 Member, Kappa Delta Pi (1996-present)
 Member, Pi Lambda Theta (2005-present)
 Member, Phi Delta Kappa International (2005-present)

Professional Outreach

Regional

- **Conducting a qualitative study on sustaining professional learning communities in McKinney ISD (2024-present)**
- Facilitated Qualtrics surveys on leadership, professional learning communities, and teacher collective efficacy for teachers and administrators within the following school districts: Argyle ISD, Allen ISD, Community ISD, Denton ISD, Frisco ISD, Grapevine Colleyville ISD, Hurst Euleless Bedford ISD, Irving ISD, Keller ISD, Lewisville ISD, Life School, Little Elm ISD, McKinney ISD, Richardson ISD, Wichita Falls ISD (2017-2022)

Consulting

Professional development consultant, Riverside Unified School District, Sierra Middle School (2013)

Professional development consultant, Moreno Valley Unified School District, Sunnymead Middle School (2011)

Professional development consultant, Temecula Unified School District, Gardner Middle School (2010)

Professional Credentials/Certifications

2015 Quality Matters: Master Reviewer Certification

2014 Quality Matters: Higher Education Online and Blended Course Instructor Certification

2008 Clear Administrative Services Credential – Tier II, Point Loma Nazarene University

2005 National Board Certified Teacher, Early Adolescence/English Language Arts

2005 Administrative Services Credential – Tier I, School Leaders Licensure Assessment

1998 Professional Clear Multiple Subject Credential, San Diego State University

1996 Multiple Subject Teaching Credential with Cultural and Linguistic Diversity (CLAD) Emphasis, San Diego State University

Instructional Activities

Areas of Expertise: School reform and development with a focus on professional learning communities and teacher collective efficacy; leadership (transformational/instructional leadership for social justice and equity; organizational management; school culture); immersion simulations

Courses Taught

University of North Texas Graduate Courses (2016-present)

EDLE 5330 Instructional Leadership {Lead Professor} (Master's)

EDLE 5650 Professional Development and Supervision (Master's)

EDLE 5680 Administration of the EC-12 Curriculum (Master's)

EDLE 5700 Educational Leadership Applications (Master's)

EDLE 6100 Theories of Organizational Development and Reform (Ph.D./EdD.)

EDLE 6160 Professional Learning Communities: Research and Practice {Lead Professor} (Ph.D./EdD.)

EDLE 6400 Politics of Educational Administration {Lead Professor} (Ph.D.)

EDLE 6520 - Personnel Administration in the Public Schools (Ph.D./EdD.)

EDLE 6600 Writing and Research Design for Educational Leadership (Ph.D./EdD.)

EDLE 6950 Doctoral Dissertation (Ph.D./EdD.)

Student Mentoring
Doctoral Dissertation Committees
Doctoral committees at UNT

Title/Student	Role	Year
Nelson, Matthew <i>How Policy, Facility Design, and Educator Practice Impact Perceptions and School Safety Outcomes in a Rural Texas District</i>	Committee Member	Completed December 2025
Zohreh Farahmandpour <i>Transformational Leadership Practices and Correlate of Teacher Retention</i>	Committee Member	Completed August 2025
Burden, Kafarra <i>Sustainable and Equitable Access to Virtual Schools</i>	Committee Member	Completed May 2025
Gaschen, Catherine <i>Developing an Innovation Configuration Map for the Implementation of Competency-Based Learning: Guidance for School Leaders</i>	Committee Member	Completed March 2024
Corley, Marcy <i>The Role of District and Campus Leaders in Building Mathematics Teachers' Self-Efficacy</i>	Chair	Completed February 2024
Meyers, Amber <i>Did Anyone Ask? Lessons for Leaders when Recruiting & Enrolling Autistic Students in Dual Credit Classes</i>	Committee Member	Completed April 2023
Toy, Adam <i>The Effects of Dynamic Assessment to Identify Gifted, Emerging Bilingual Latinx Students: Lessons for School Leaders</i>	Chair	Completed March 2023
Leonardo, Melanie <i>Teacher Perceptions of Leadership Support for Classroom Management and Student Behavior Professional Learning</i>	Chair	Completed March 2023
VandenBoom, Mitch <i>Leadership for Professional Learning Communities: Examining the Work of High Functioning PLC Teams for Emergent Bilinguals</i>	Chair	In progress
Desperoux, Jacqueline <i>Schooling Black Girls: How School Leaders Shape Inclusive and Identify-Affirming Learning Environments</i>	Chair	In progress
Bassett, Brandi <i>Teacher Efficacy and its Impacts on Teacher Retention</i>	Chair	In progress
Hebert, Natalie	Chair	In progress
Nelson, Inetra	Chair	In progress
Nabors, Amanda	Chair	In

		progress
Shapiro, Lauren	Chair	In progress
Jackson, Aretha	Chair	In progress
Hathorn, Ty <i>Culturally Responsive School Leadership in Independent, International Baccalaureate World Schools: A Qualitative Study</i>	Committee Member	In progress
Riek, René <i>Multi-Tiered System of Support for Student Behavior and Principal Efficacy</i>	Committee Member	In progress
Nadeem, Fiaz <i>Community Participation for the Improvement of Educational Systems in Pakistan</i>	Chair	Completed December 2022
Wilshire, John <i>Including Special Education Teachers in Professional Learning Communities: Implications for School Leaders</i>	Chair	Completed December 2022
Whitworth, Misty <i>Through the eyes of a Teacher: Reflections on Preparedness to Teach Special Population Students</i>	Committee Member	Completed December 2022
Reynolds, Danielle <i>Program Evaluation of Districtwide Literacy Interventions: Implications for District Leaders</i>	Co-Chair	Completed March 2022
Tran, Tramy <i>Principal Professional Development: An Exploratory Study of Building Leadership Capacity</i>	Chair	Completed September 2021
Mira, Jose <i>A Systems Approach to Closing the Achievement Gap: Effects on Collective Teacher Efficacy and Student Performance</i>	Chair	Completed May 2021
Sommers, Kristen <i>Teacher Perceptions of Campus Administrator Actions Within Content-Specific Professional Learning Communities</i>	Chair	Completed April 2021
Kent, Paula <i>Teacher Perceptions of Supports that Promote Computer Self-Efficacy and Transformational Digital Pedagogy in One-To-One Learning Environments</i>	Co-Chair	Completed March 2021
Prusak, Kyla <i>A Case Study Examining Principal Leadership Behaviors That Affect Teacher Collective Efficacy</i>	Chair	Completed January 2020
Jones, Amber <i>A Case Study Describing the Role of Leadership Practices and Job-embedded Professional Development</i>	Chair	Completed December 2019
Muhammad, Gerald	Chair	Completed

<i>Pathways to Certifications: Preparation Programs Impact on Teacher Self-Efficacy</i>		December 2019
Hunt, Brad <i>Leadership Support for the Successful Development of Ninth-Grade Centers</i>	Committee Member	Completed December 2019
Rapp, Kellie <i>Principals Implementing and Sustaining Professional Learning Communities in a Fast-Growth District</i>	Committee Member	Completed December 2019
Solomon, Dana <i>Holding Mechanisms, Gendered Norms, and Gendered Filters Limiting Women's Access to School Superintendency Roles</i>	Committee Member	Completed December 2019
Palazzetti, Lisa <i>Leadership Structures for Effective Equitable Learning Environments: A Case Study of Opportunity Gaps in one School District in Texas</i>	Committee Member	Completed December 2019
Babb, Katie <i>Cultural Competency of District Leaders: The Influence on Campus Leaders</i>	Committee Member	Completed December 2019
Matthews, John <i>Student Perceptions of Teacher Credibility: A Predictor of Academic Success</i>	Chair	Completed May 2019
Agent, Renee <i>Instructional Personnel Perceptions on Integrating Instructional Technology in K-12 Classrooms</i>	Chair	Completed May 2019
Prince, Coryn <i>The Effect of Professional Learning Communities on Perceived Teacher Self-Efficacy (Ph.D.)</i>	Co-Chair	Completed December 2017
Fiori, Christy <i>Supportive Systems for Building Capacity of the Elementary Instructional Coach (Ed.D.)</i>	Committee Member	Completed September 2017
Arababi, Arya <i>Teacher's PLC Perception Measured Across Elementary, Middle School, and High School</i>	Chair	In progress

Other mentoring

Doctoral committee chair (2 completed at UWG)

Doctoral committee membership (4 completed at UWG and 6 completed at CU)

Student Advising

- EDLE Ed. S. 2015-2016 (Advised one-third of EDLE students)

Course Writer

- Revised EDLE 5330, *Instructional Leadership*, for the University of North Texas. CLEAR approved for three years (Fall, 2025)
- Revised EDLE 6160, *Leadership for Learning*, for the University of North Texas. CLEAR approved for three years (Fall, 2025)
- Revised EDLE 6520 - *Personnel Administration in the Public Schools*, for the University of North Texas. (Spring, 2024)
- Revised EDLE 6600, *Writing and Research Design for Educational Leadership*, for the University of North Texas. (Fall, 2023)
- Revised EDLE 5330, *Instructional Leadership*, for the University of North Texas. (Fall 2022)
- Revised EDLE 6400, *Politics of Educational Administration*, for the University of North Texas. (Fall, 2022)
- Revised EDLE 6160, *Leadership for Learning*, for the University of North Texas. CLEAR approved for three years (Fall, 2021)
- Wrote syllabi. EDLE 6110 How Schools Work (Fall, 2020)
- Wrote syllabi, created instructional materials, selected online tools ensured standards alignment, and wrote assessments, curriculum, and pedagogy for the course listed below. *EDLE 5330 Instructional Leadership* (Spring, 2018)
- Revised EDLE 6160, *Professional Learning Communities: Research and Practice*, for the University of North Texas (Spring and Summer, 2017)
- Revised EDLE 6100, *Theories of Organizational Development and Reform*, for the University of North Texas (Fall, 2016; Fall, 2019)
- Revised EDLE 8306, *Instructional Leadership for Improving Schools*, for the University of West Georgia (Spring, 2016)
- Revised EDLE 6316, *School Law and Ethics*, for the University of West Georgia (Spring, 2015)
- Revised EDLE 6327, *Professional Learning Communities*, for the University of West Georgia (Fall, 2014)
- Revised EDLE 8326 *Politics and Policy in Education*, for the University of West Georgia (Fall, 2014)
- Revised EDLE 8329 *School Leadership in a Pluralistic and Diverse Society*, for the University of West Georgia (Fall, 2014)
- Wrote syllabi, created instructional materials, selected online tools ensured standards alignment, and wrote assessments, curriculum, and pedagogy for the course listed below. This course is part of the newly re-designed Educational Leadership Ed.S. degree. EDLE 8304 *Leadership for Organizational Change* (Fall, 2014)
- Designed online Doctoral Course EDDA 628 – *Leading Across Cultures and Communities* for Concordia University (Summer, 2013)
- Designed online Master’s Course EDCI 554 – *CCSS Real World Standards* for Concordia University (Summer, 2012)

Seminars, Outside Lecturing, and Teaching

Guest lecturer, University of California (San Diego), *Writing a Successful Dissertation Proposal with an Emphasis on Methodology* (June 2010)

Guest lecturer, University of California (San Diego), *Quantitative Data: Giving Meaning to Numbers* (June 2010)

University Service (UWG)

- Departmental Participant (Program Assessment Leaders) Committee (2014-2016). Focus on student assessments.
- EDSI Dissertation of the Year Committee/Reviewer (2015).
- Doctoral Application Review Team (Cohorts 16 and 17). (Spring, 2015; Spring, 2016).
- Member (2015), Search Committee (Faculty), Department of Secondary Education – Science.
- Sponsor 2-day Leadership Conference (June, 2016).

College Service (UNT)

- Member (2022-2025), Faculty Advisory Committee (FAC)
- Member (2020-2023) COE Academic Affairs Committee.
- Member (2016-2019) COE Scholarship Committee.

Department Service (UNT)

- Member (2025), Personnel Affairs Committee (PAC)
- Member (2024-present), Faculty Grievance Committee.
- EDLE Program Coordinator. (2023-present)
- Department Executive Committee (2023-present), **Associate Co-Chair**, Teacher Education & Administration Department & **Program Coordinator**, Educational Leadership Program, Department of Teacher Education & Administration.
- Member (2023-present), Review, Promotion, and Tenure Committee (RPT).
- Member (2021-2022), Search Committee (Faculty), Mike Moses Endowed Professor of EDLE, Department of Teacher Education & Administration.
- Chair (2020-2021), Search Committee (Faculty), Assistant Professor, Department of Teacher Education & Administration.
- Chair (2019-2020), Search Committee (Faculty), Assistant Professor; Assistant/Associate Professor; Open Rank, Department of Teacher Education & Administration.
- Reviewed 14 doctoral applications (2019); Reviewed 24 doctoral applications (2020); Reviewed 28 doctoral applications (2021)
- Mentoring one Instructor (2018-present)
- Member (2018), Search Committee (Faculty), Visiting Professor in Educational Leadership, Department of Teacher Education & Administration.

- Reviewed 18 doctoral applications (2018)
- Member (2017-2019) Program Assessment Committee.
- Member (2016-2017), Search Committee (Faculty), Mike Moses Chair, Department of Teacher Education & Administration.

Department Service (UWG)

- Doctoral Student Orientation (Aug., 2016).

Program Service (UNT)

- Designed EDLE program letter outlining research productivity (2018)
- Created an EDLE journal list of significant journals in the field of EDLE (2018)
- Designed Matrix of Possible Journals for Publishing. Content Includes 33 Journals, Acceptance Rate, Impact Factor, Reviewed Information, and Brief Journal Focus (Fall, 2016)
- Designed Doctoral APA Formatting Dissertation Handbook (Fall, 2016)

Leadership

American Educational Research Association (AERA) Reviewer

- Chaired roundtable discussion at AERA titled: *Collaborative Team Building to Measure Effectiveness* (Invited, 2019)
- Reviewed ten paper proposals and one session proposal for the 2019 AERA Annual Meeting (2018)
- Reviewed six paper proposals and one session proposal for the 2018 AERA Annual Meeting (2017)

California Educational Research Association (CERA) Reviewer

- Classroom Innovation Grant reviewer (reviewed 4 grant applications) (2016).
- CERA abstract reviewer (reviewed 10 abstracts) (2016)
- CERA Research Partnerships Grant Award reviewer (reviewed 4 applications) (Sept., 2016)

Kappa Delta Pi (KDP) Committee Member

- Membership Committee (2018-2023)
- Budget Committee (2018-2023)

Kappa Delta Pi (KDP) Executive Council Elections

- Completed interview process to be on ballot as a member of the KDP Executive Council. Was not elected. (2018)

- Completed interview process to be on ballot as a member of the KDP Executive Council. Was not elected. (2016)

Kappa Delta Pi (KDP) Reviewer

- Classroom Teacher Grant reviewer (reviewed 5 grant applications) (2018)
- International Scholarship Program reviewer (reviewed 16 scholarship applications) (2018)
- Classroom Teacher Grant reviewer (reviewed 4 grant applications) (2018)
- Scholarship reviewer (reviewed 6 scholarship applications) (2017)
- Classroom Teacher Grant reviewer (reviewed 12 grant applications) (2015)

University Council for Educational Administration (UCEA) Reviewer

- Reviewed five proposals and one session submissions for the 2025 UCEA Convention (2025)
- Reviewed five proposals and one session submissions for the 2024 UCEA Convention (2024)
- Plenum Representative, 2019-2023
- Reviewed four proposals and one session submissions for the 2022 UCEA Convention (2022)
- Reviewed five proposals and one session submissions for the 2021 UCEA Convention (2021)
- Reviewed five proposals for the 2019 UCEA Convention (2019)
- Reviewed three proposals for the 2018 UCEA Convention (2018)
- Reviewed five proposals for the 2017 UCEA Convention (2017)
- Reviewed two proposals for the 2016 UCEA Convention (2016)

Quality Matters Reviewer

- Chair. *Astronomy*. Hillsborough Community College (April, 2016)
- Chair. *Microsoft Office Applications*. New River Community and Technical College (March, 2016)
- Chair. *Community Health Nursing*. Galen College of Nursing-Louisville (January, 2016)
- Subject Matter Expert. *School Law & Organizational Structure*. Minnesota State University - Moorhead (March, 2015)
- Subject Matter Expert. *Developing a Global Perspective*. Florida International University (February, 2015)