



Research Dissemination by Topic

CUEL faculty, faculty affiliates, and researchers within the Center have produced an extensive list of national publications on school leadership and leadership development, including in such prestigious outlets as *Educational Administration Quarterly*, *Journal of Educational Administration*, and *Urban Education*.

Peer Reviewed Journals

Assessment

Blitz, M.H., **Salisbury, J.**, & Kelley, C. (2014). The role of cognitive validity testing to understand leadership practice in the development of CALL, the Comprehensive Assessment of Leadership for Learning. *Journal of Educational Administration*, 52(3), 358-378.

Bowers, A., Blitz, M.H., Modeste, M., **Salisbury, J.**, & Halverson, R. (2017). Is there a typology of teacher and leader responders to CALL and do they cluster in different types of schools? A two-level latent class analysis of CALL survey data. *Teachers College Record*, 119(1).

De Voto, C., Olson, J., & Gottlieb, J. (in press). Examining diverse perspectives of edTPA policy implementation across states: The good, the bad, and the ugly. *Journal of Teacher Education*.

De Voto, C., & Thomas, M. K. (2020). Cultural sensemaking and the implementation of edTPA technological tools: Lessons for the field. *Educational Technology Research & Development (online)*.

Lenhoff, S. W., Pogodzinski, B., **Mayrowetz, D.**, Umpstead, R. R., & **Superfine, B. M.** (2018). District stressors and teacher evaluation ratings. *Journal of Educational Administration*, 56(2), 146-160.

Min, S., Modeste, M., **Salisbury, J.**, & Goff, P. (2016). Heeding the CALL: An inquiry into instructional collaboration among school professionals. *Journal of Educational Administration*, 54(2), 135-151.

Salisbury, J., Goff, P., & Blitz, M. (2019). Making sense of the noise: Developing a decision matrix for selecting a leadership assessment tool. *Journal of School Leadership* 29(1), 84-112.

Equity/Social Justice

De Voto, C., & Wronowski, M. L. (2019). The resegregation of public schools?: Examining

Parents Involved in practice. Education Policy Analysis Archives, 27(4).

- Drame, E.R., & **Irby, D.** (2015). Positionality and racialization in a PAR project: Reflections and insights from a school reform collaboration. *The Qualitative Report, 20(8)*, 1164-1181.
- Irby, D.**, Drame, L., Clough, C., & Croom, M. (2019). Sometimes things get worse before they get better: A counter-narrative of white suburban school leadership for racial equity. *Leadership and Policy in Schools, 18 (2)*: 195-209.
- Irby, D.**, Meyers, C., & **Salisbury, J.** (2020). Improving schools by strategically connecting equity leadership and organizational improvement perspectives: Introduction to special issue. *Journal of Education for Students Placed at Risk*. <https://doi.org/10.1080/10824669.2019.1704628>.
- Irby, D.**, & Clark, S. (2018). Talk it (Racism) Out: Race talk and organizational learning. *Journal of Educational Administration, 56(12)*, 504-518.
- Irby, D.** (2018). Mo' data, mo' problems: Making sense of racial discipline disparities at a large diversifying suburban high school. *Educational Administration Quarterly, 54(5)*, 693-722.
- Irby, D.** (2015). Urban is floating face down in the mainstream: Using hip-hop based education research to resurrect "The Urban" in Urban Education. *Urban Education, 50(1)*, 7-30.
- Irby, D.** (2015). Urban is Floating Face Down in the Mainstream: Using Hip-Hop Based Education Research to Resurrect "The Urban" in Urban Education. *Urban Education, 50(1)*, 7-30. doi:10.1177/0042085914563183
- Irby, D.** (2014). Revealing Racial Purity Ideology: Fear of Black–White Intimacy as a Framework for Understanding School Discipline in Post-Brown Schools. *Educational Administration Quarterly (Special Issue on 6th Anniversary of Brown v. Board), 50(5)*, 783-795. doi: 10.1177/0013161X14549958
- Irby, D.** (2014). Trouble at School: Understanding School Discipline Systems as Nets of Social Control. *Equity and Excellence in Education (Special Issue on Understanding and Disrupting the School-to-Prison Pipeline), 47(4)*, 513 - 530. doi: 10.1080/10665684.2014.958963
- Irby, D.** & *Clough, C. (2014). Consistency Rules: A critical exploration of a universal principle of school discipline (Published Online 5 July 2014). *Pedagogy, Culture, and Society*. doi:10.1080/14681366.2014.932300
- Mawhinney, L., **Irby, D.J.**, & Roberts, E. (2016). Passed along: Black women reflect on the long-term effects of social promotion and retention in schools. *International Journal of Educational Reform, 52(2)*, 154-169.
- Salisbury, J.** (2020). A tale of racial fortuity: Interrogating the silent covenants of a high school's definition of success for youth of color. *American Journal of Education 126(2)* 265-291.
- Salisbury, J.** (2020). Moving a School Towards Cultural Relevance: Leveraging Organizational Routines and Locally Developed Artifacts to Shape Social Interactions. *Journal of Education for Students Placed at Risk*. <https://doi.org/10.1080/10824669.2019.1705161>.
- Salisbury, J.**, Sheth, M. J., & Angton, A. (2020) "They didn't even talk about oppression": School leadership resistance practices to a youth voice initiative to protect the Whiteness of

leadership. *Journal of Education Human Resources* 38(1) 57-81.

Salisbury, J., Rollins, K., Lang, E., & Spikes, D. (2019). Creating Spaces for Youth through Student Voice and Critical Pedagogy: The Case of RunDSM. *International Journal of Student Voice* 4(1).

Salisbury, J., Spikes, D., & Graeber, A. (2018). Amplifying the voices of youth of color: A social justice youth development approach to school leadership. *Journal of Ethical Educational Leadership*, 117(1).

Slaten, C., **Irby, D.**, Tate, K., & Rivera, R. (2015). Towards a critically conscious approach to social and emotional learning in alternative education: school staff members' perspectives. *Journal for Social Action in Counseling and Psychology*, 7(1), 41-62.

Superfine, B. M., Umpstead, R. R. **Mayrowetz, D.**, Lenhoff, S. W., & Pogodzinski, B. (2018). Science and politics in *Friedrichs v. California Teachers Association*. *Educational Policy*, 32(2), 211-233.

Tozer, S. (2018) Social Foundations of Education as an Unwelcome Counter-Narrative and as Educational Praxis, *Educational Studies*, 54:1, 89-98, DOI: 10.1080/00131946.2017.1397518. To link to this A article: <https://doi.org/10.1080/00131946.2017.1397518> (published in Ed Studies on-line in November 2017 and then as a 2018 hard-copy journal publication).

Tozer, S. (2014). Essentialism, perennialism, and the "Isms" approach to philosophy of education. In DC Phillips, *Encyclopedia of Philosophy of Education*. Sage. 294-297.

Tozer, S. (2014) Fractures and fields, in Sa'adah, J., *How many roads? Photographs of the sixties and early seventies*. Montreal: Phoenicia Publishing pp. 107-08.

Leadership Preparation and Development

Cosner, S. (2019). What makes a leadership preparation program exemplary? *Journal of Research on Leadership Education*, 14(1), 98-115.

Cosner, S., De Voto, C., & Andry Rah'man, A. (2018). Harnessing the school context as a learning resource in school leader development. *Journal of Research on Leadership Education*, 13(3), 238-255.

Cosner, S., Walker, L., Swanson J., Hebert, M., & Whalen, S. (2018). Examining the architecture of leadership coaching: Considering developmental affordances from multifarious structuring. *Journal of Educational Administration*, 56(3), 364-380.

Cosner, S., & Marshall, J. (2016). Rethinking preparation program leadership in improvement-oriented contexts: Identifying new work demands, university responses and persistent challenges. *UCEA Review*, 57(3), 29-33.

Cosner, S., Tozer, S., Zavitkovsky, P., & Whalen, S. (2015). Cultivating exemplary school leadership preparation at a research intensive university. *Journal of Research on Leadership Education*, 10(1), 11-38.

Cosner, S., Tozer, S., & Smylie, M. (2012). The Ed.D. program at UIC: Using cycles of inquiry

and improvement to advance leadership preparation. *Planning and Changing*, 42(1-2), 127-148.

De Voto, C. (2019). Spotlight on research by The Wallace Foundation: Launching a redesign of university principal preparation programs. *UCEA Review*, 60(1), 22-23.

Louis, K. S., **Mayrowetz, D.**, Smylie, M. A. & Murphy, J. (2013). Making sense of distributed leadership: How secondary school educators look at job redesign. *International Journal of Educational Leadership and Management*, 1(1), 33-67.

Salisbury, J., Sheth, M., Spikes, D., & Graeber, A. (In Press) "We have to empower ourselves to make changes!": Developing collective capacity for transformative change through an urban student voice experience. *Urban Education*. Available through Online First: DOI 10.1177/0042085919857806

Whalen, S. P., Horsley, H. L., Parkinson, K. P., & Pacchiano, D. (2016). A development evaluation of a professional development initiative to strengthen organizational conditions in early education settings. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 7(2), Article 9.

School Instructional Improvement

Cosner, S., Leslie, D., & Shyjka, A., (2019). Supporting instructional transformation tied to standards-based reforms: Examining a learning focused approach to school-wide instructional improvement. *Leadership and Policy in Schools*, 1-19.

Cosner, S., & Jones, M.F. (2016). Leading school-wide improvement in conditions of accountability: Key actions and considerations. *Journal of Educational Administration*, 54(1), 41-57.

Cosner, S. (2014). Advancing a phase-based model of school leadership for the support of collaborative data practices as a school-wide improvement strategy. *Journal of School Leadership*, 24,692-724.

Cosner, S. (2012). Leading the on-going development of collaborative data practices: Advancing a schema for diagnosis and intervention. *Leadership and Policy in Schools*, 11(1), 26-65.

Cosner, S. (2011). Teacher learning, instructional considerations, and principal communication: Lessons from a longitudinal study of collaborate data use by teachers. *Educational Management Administration & Leadership* 39(5), 568-589.

Cosner, S. (2011). Supporting the initiation and early development of evidence-based grade-level collaboration in urban elementary schools: Key roles and strategies of principals and literacy coordinators. *Urban Education*, 46(4), 786-827.

Irby, D. & Mawhinney, L. (2014). Strategies for Dropout Prevention: Partnering with formerly incarcerated adult non-completers. *Preventing School Failure: Alternative Education for Children and Youth*. 58(2), 2 – 10. doi: 10.1080/1045988X.2013.785923

Kelley, C., & **Salisbury, J.** (2013). Defining and activating the role of department chair as instructional leader. *Journal of School Leadership*, 23(2), 287-323.

Salisbury, J. (2019). Promoting culturally relevant educational practices: Leveraging locally designed instructional artifacts as change agents. *Journal of School Leadership* 29(3).

Superfine, B., Goldman, S., & Richard, M. (2019). Toward a synergistic model for improving the use of research in court-driven educational reform: Examining *Gary B. v. Snyder* and literacy improvement in Detroit. *Educational Researcher*.
<https://doi.org/10.3102%2F0013189X19874067>

Superfine, B. M., & De Voto, C. (2016). The ESEA and teacher workforce management systems. *Education Law & Policy Review*, 3, 241-272.

Talbott, E., **Mayrowetz, D.**, Maggin, D., & **Tozer, S.** (2016). A distributed model of special education leadership for individualized education program (IEP) teams. *Journal of Special Education Leadership*, 29(1), 23-31.

Monographs and Book Chapters

Assessment

Cosner, S., Kimball, S., Barkowski, E., Carl, B., & Jones, C. (2014). *The impact of new teacher evaluation systems on the work demands and learning and resource needs of principals* (policy brief). Chicago: Research on Urban Education Policy Initiative, University of Illinois at Chicago.

Zavitkovsky, P., Roarty, D., & **Swanson, J.** (2016). *Taking stock: Achievement growth in Illinois under No Child Left Behind* (policy brief). Chicago: Center for Urban Education Leadership, University Illinois at Chicago.

Equity/Social Justice

Irby, D. (2017). The indignities on which the school-to-prison pipeline is built: Life stories of two formerly incarcerated black male school-leavers. In N. Okilwa, K. Muhammad, & F. Briscoe (Eds.) *The school-to-prison pipeline: The role of culture & discipline in school* (pp.15-40). Bengly, United Kingdom: Emerald.

Irby, D. (2016). Working with adult non-completers to address the dropout problem. In E. Drame & **D. Irby** (Eds.), *Black participatory research: Power, identity, and the struggle for justice in education* (pp. 71-85). New York, NY: Palgrave-MacMillan.

Leadership Preparation and Development

Cosner, S. (2019). Assembling the right team for implementing a continuously improving principal preparation program: Lessons learned at the University of Illinois at Chicago. In E. Hunt, A. Haller, L. Hood, & M. Kincaid (Eds.), *Reforming principal preparation at the state level: Perspectives on policy reform from Illinois* (pp. 205-206). New York, NY: Routledge.

Cosner, S., Tozer, S., & Zavitkovky, P.(2016). Enacting a cycle of inquiry capstone research project in doctoral-level leadership preparation. In V. Storey & K.

Hesbol (Eds.), *Contemporary approaches to dissertation development and research methods* (pp. 163-184). Hershey, PA: IGI.

Korach, S., & **Cosner, S.** (2017). Developing the school leadership pipeline: Comprehensive leadership development. In M. Young & G. Crow (Eds.), *Handbook of research on the education of school leaders* (pp. 262-282). New York, NY: Routledge.

Rutledge, D. & **Tozer, S.** (2019). Policy transfer from local to statewide: Scaling evidence-based principal preparation practices in Illinois. In E. Hunt, A. Haller, L. Hood, & M. Kincaid (Eds.), *Reforming principal preparation at the state level: Perspective on policy reform from Illinois* (pp. 62-88). New York, NY: Routledge.

Salisbury, J., Richard, M., & Cosner, S. (2020). Merging schools and communities: Engaging in activist leadership beyond your school walls. In Brooks, J. Watson, T., & Herrerman, A. (Eds.) *The school leadership survival guide: What to do when things go wrong, how to learn from mistakes, and why you should prepare for the worst*. Charlotte, NC: Information Age Publishing.

Tozer, S.E., Zavitkovsky, P., Whalen, S., & Martinez, P. (2015). Change agency in our own backyards: Meeting the challenges of next generation programs in school leader preparation. In M. Khalifa, N. Witherspoon Arnold, A.F. Osanloo, & C.M. Grant (Eds.), *Handbook for urban educational leadership* (pp. 480-495). New York, NY: Rowman & Littlefield.

Walker, L., Tozer, S., Webb, K., Parkinson, K.K., & Whalen, S. (June, 2018). *Selection of school leadership candidates for UIC's Ed.D. urban education leadership program (Part II)* (policy brief). Chicago: Center for Urban Education Leadership, University Illinois at Chicago.

School Instructional Improvement

Cosner, S. (2014). Strengthening collaborative data practices in schools: The need to cultivate developmental perspectives and diagnostic approaches. In A. Bowers, A. Shoho, & B. Barnett (Eds.), *Using data in schools to inform leadership and decision making* (pp.67-93). Charlotte, NC: Information Age. Illinois School Leadership Advisory Council. (2016). *ISLAC final report*. Normal: Center for the Study of Educational Policy, Illinois State University. **Tozer, S.** & Rutledge, D., Advisory Council Chairs.

Superfine, B. M., De Voto, C., & Shyjka, A. (in press). Standards-based reform and accountability law: History, implementation, and outcomes. In K. L. Bowman (Ed.), *Oxford handbook of U.S. education law*. Oxford, United Kingdom: Oxford University Press.