



**CENTER FOR  
URBAN  
EDUCATION  
LEADERSHIP**

## **Research Dissemination by Year**

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*.

### **Journal Articles**

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#### [Forthcoming](#)

**Cosner, S., & Whalen, S.** (under review). Supporting leadership preparation program improvement: Taking a deeper look at the design of improvement-oriented preparation program data systems.

**Cosner, S. & Richard, M.** (in progress 2022). School leader development in India: Design and investment considerations for developing contexts throughout the world. *School Leadership and Management*.

**Cosner, S., Allen, L., & Richard, M.** (in progress 2022). Transforming the clinical experience for equity-oriented aims: Insights from the field. Leadership preparation for equity-oriented leadership. *Journal of Educational Administration*.

**Cosner, S., & De Voto, C.** (in progress 2022). The interaction of structures and routines: Considerations for assistive relationship learning designers. *American Journal of Education*.

**De Voto, C., & Wronowski, M. L. Admondson, H., & Marcus, O.** (in progress). K-12 resegregation in a post-PICS era: A systematic analysis of literature. *Review of Educational Research*.

**De Voto, C., & Gottlieb, J.** (in progress). Mid-level leaders as P-20 policy brokers: The case of edTPA coordinators. *American Educational Research Journal*.

**Richard, M.** (Forthcoming). To achieve an equity-oriented vision, promote equity-oriented leadership. *School Administrator*.

**Richard, M., Cosner, S., & Allen, L.** (In progress). An integrative review of the preparation of equity-oriented school leaders. *Journal of Research on Leadership Education*.

**Richard, M.** (In progress). Social justice leadership: A practice-grounded framework. *Educational Administration Quarterly*.

**Salisbury, S., & Richard, M.** (In progress). Activist school leadership. *Journal of Educational Change*.

**Superfine, B. M., De Voto, C.,** Siciliano, M., & Castro Superfine, A. (in progress). Research-practice partnerships and network effectiveness. *American Educational Research Journal*.

Thessin, R., **Cosner, S., & De Voto, C.** (in progress 2022). Examining the research on the coaching of teachers and leaders: Malleable factors of consideration in coaching designs and interventions. *American Educational Research Journal*.

## 2023

**Cosner, S., & De Voto, C.** (2023). Strengthening the developmental opportunity of the clinical experience in principal preparation: Leadership coach as broker and third-party influencer. *Educational Administration Quarterly*. Online first at:  
<https://journals.sagepub.com/doi/10.1177/0013161X231153812>

**De Voto, C., Superfine, B. M., & DeWit, M.** (2023). Navigating policy and local context in times of crisis: District and school administrator responses to the COVID-19 pandemic. *Educational Administration Quarterly*.

**De Voto, C., & Superfine, B. M.** (2023). The crisis you can't plan for: K-12 leader responses and organisational preparedness during COVID-19. *School Leadership & Management*, 1-21.

**Salisbury, J. D.,** Sheth, M. J., Spikes, D., & Graeber, A. (2023). "We have to empower ourselves to make changes!": Developing collective capacity for transformative change through an urban student voice experience. *Urban Education*, 58(2), 221-249.

## 2022

**Irby, D. J.,** Green, T., & Ishimaru, A. M. (2022). PK–12 District Leadership for Equity: An Exploration of Director Role Configurations and Vulnerabilities. *American Journal of Education*, 128(3), 417-453.

**Richard, M.** (2022). Taking local policy into account in leadership preparation [Invited Fall 2022 newsletter article]. *Learning and Teaching in Educational Leadership*.  
<https://www.aera.net/SIG129/Newsletters>

Sheth, M. J., & **Salisbury, J. D.** (2022). "School'sa Lie": Toward Critical Race Intersectional Pedagogy for Youth Intellectual Activism in Policy Partnerships. *Educational Policy*, 36(1), 100-141.

**Salisbury, J.** (2022). "It'll make my brother's education better than mine. We need that.": Youth of Color Activating Their Community Cultural Wealth for Transformative Change. *Leadership and Policy in Schools*, 21(3), 522-542.

Welton, A. D., Mansfield, K. C., & **Salisbury, J. D.** (2022). The Politics of Student Voice: The Power and Potential of Students as Policy Actors. *Educational Policy*, 36(1), 3-18.

## 2021

Cummings, A., Strunk, K. O., & **De Voto, C.** (2021). "A lot of states were doing it": The development of Michigan's Read by Grade Three Law. *Journal of Educational Change*, 1-26.

Cummings, A., **De Voto, C.,** & Strunk, K. O. (2021). Working to understand the policy process in the development of Michigan's Read by Grade Three Law. *Inside IES Research* (blog).  
<https://ies.ed.gov/blogs/research>

- De Voto, C., & Gottlieb, J. J.** (2021). The struggle to professionalize teaching: Examining edTPA as a professionalization and deprofessionalization tool. *Teachers College Record*, 123(9).
- De Voto, C., Olson, J., & Gottlieb, J. J.** (2021). Examining diverse perspectives of edTPA policy implementation across states: The good, the bad, and the ugly. *Journal of Teacher Education*, 72(1), 42-55.
- De Voto, C., & Reedy, M. A.** (2021). Are states under ESSA prioritizing education leadership to improve schools?. *Journal of Research on Leadership Education*, 16(3), 175-199.
- Irby, D. J., & Coney, K.** (2021). The 1994 Gun-Free Schools Act: Its Effects 25 Years Later and How to Undo Them. *Peabody Journal of Education*, 96(5), 494-507.
- Richard, M.** (2021). Socially just school leadership: Putting theory into practice. *Principal Leadership*, 22(10).  
<https://www.nassp.org/publication/principal-leadership/volume-22-2021-2022/principle-leadership-october-2021/role-call-october-2021/>
- Richard, M., Salisbury, J. & Cosner, S.** (2021) The school-community connection: Socially-just school leaders' motivations for community activism. *International Journal of Leadership in Education*. doi.org/10.1080/13603124.2020.1842506.
- Salisbury, J.** (2021). Relinquishing power: Creating space for youth of color leaders. *Journal of Educational Administration*, 59(6), 759-775.
- Salisbury, J.** (2021). Creating diverging opportunities in spite of equity work: Educational opportunity and whiteness as property. *Whiteness & Education*, 6(2) 200-219.
- 2020**
- Cosner, S.** (2020). A deeper look into next generation active learning designs for educational leader preparation. *Journal of Research on Leadership Education*, 15(3), 167-173.
- De Voto, C., Olson, J. D., & Gottlieb, J. J.** (2021). Examining diverse perspectives of edTPA policy implementation across states: The good, the bad, and the ugly. *Journal of Teacher Education*, 72(1), 42-55.
- De Voto, C., & Thomas, M. K.** (2020). Cultural sensemaking and the implementation of edTPA technological tools: Lessons for the field. *Educational Technology Research & Development*, 68(5), 2729-2751.
- Irby, D. J., Meyers, C. V., & Salisbury, J. D.** (2020). Improving schools by strategically connecting equity leadership and organizational improvement perspectives: Introduction to special issue. *Journal of Education for Students Placed at Risk (JESPAR)*, 25(2), 101-106.
- Richard, M. S\*, Salisbury, J., & Cosner, S.** (2020). The school-community connection: Social justice leaders' community activism to promote justice for students. *International Journal of Leadership in Education*, 1-21.
- Salisbury, J.** (2020). "It'll make my brother's education better than mine. We need that.": Youth of Color Activating Their Community Cultural Wealth for Transformative Change. *Leadership and Policy in Schools*, 1-21
- Salisbury, J. D., & Irby, D. J.** (2020). Leveraging active learning pedagogy in a scaffolded

approach: Reconceptualizing instructional leadership learning. *Journal of Research on Leadership Education*, 15(3), 210-226.

**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.

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**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.

## 2019

**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*, 19(2), 252-270.

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

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**De Voto, C.\***, & Wronowski, M. L. (2019). The resegregation of public schools?: Examining *Parents Involved* in practice. *Education Policy Analysis Archives*, 27(4).

**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.

**Salisbury, J. D., Sheth, M. J., Spikes, D., & Graeber, A.** (2019). "We have to empower ourselves to make changes!": Developing collective capacity for transformative change through an urban student voice experience. *Urban Education*, 0042085919857806.

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**Irby, D., & Clark, S.\*** (2018). Talk it (racism) out: Race talk and organizational learning. *Journal of Educational Administration*, 56(12), 504-518.

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**Tozer, S.** (2018) Social foundations of education as an unwelcome counter-narrative and as educational praxis. *Educational Studies*, 54:1, 89-98.

## 2017

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## **2015**

**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.

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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.

**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.

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**Irby, D.** & Clough, C\*. (2014). Consistency rules: A critical exploration of a universal principle of school discipline. *Pedagogy, Culture, and Society*, 23(2), 153-173.

**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.

## **2013**

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**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.

**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.

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**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.

## **Monographs, Book Chapters, Books, and Briefs**

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### Forthcoming

**Cosner, S. & Alfadala, A.** (in press). *Integrating school leadership development into multifaceted education recovery strategies: Lessons from Qatar*. Qatar: WISE Policy Brief, Qatar Foundation.

**De Voto, C., Pitvorec, K., & Castro Superfine, A.** (in press). Building a scalable model for effective networked improvement across schools: The case of district math leadership teams. In J. Eckert & B. Carpenter (Eds.), *Catalytic improvement communities*. Information Age.

**Richard, M.\* & Cosner, S.** (Forthcoming). Improving equity-oriented school leaders: One program's improvement work towards preparation for equity. In D. Fowler, J. Vasquez, S. Lougantos, & A. Johnson (Eds.), *Equity & access: An analysis of educational leadership preparation, policy & practice*.

**Salisbury, J. & Richard, M.\*** (Forthcoming). (Re)connecting schools and communities: Leader activism disrupting racism. In Welton, A. & Diem, S. (Eds.). *Developing Anti-Racist Leaders*. Bloomsbury Publishing.

**Superfine, B. M., De Voto, C., Castro Superfine, A., & Han, A.** (in press). How research practice partnerships learn to develop goals for math and identify local problems of practice. In E. Reynolds & S. Hayes (Eds.), *Continuous improvement: A leadership process for school improvement*. Information Age.

## 2023

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## 2022

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Darling-Hammond, L., Wechsler, M. E., Levin, S., Leung-Gagné, M., & **Tozer, S.** (2022). *Developing effective principals: What kind of learning matters?* [Report]. Learning Policy Institute. <https://doi.org/10.54300/641.201> [Forthcoming also on Routledge,2023]

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**Zavitkovsky, P.** (December, 2022). *A question district leaders need to ask more often: What parts of formative assessment can't be outsourced?* Chicago, IL: Center for Urban Education Leadership.

## 2021

**Cosner, S., Whalen, S., Richard, M\*, & Hebert, M.** (2021). *Exploring educational ecosystems through the lens of intermediary organizations: Insights for policy and practice*. 2021 WISE Research Report. Qatar Foundation.

**Irby, D.**, Green, T., Ishimaru A., Clark, S. P., & Han, A. (March, 2021). *K-12 equity directors: Configuring the role for impact*. Chicago, IL: Center for Urban Education Leadership.

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**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.

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## **2014**

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**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.

**Tozer, S.** (2014). Essentialism, perennialism, and the "isms" approach to philosophy of education. In D.C. Phillips (Ed.), *Encyclopedia of Philosophy of Education* (pp. 294-297). Sage.

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