



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. 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.**, & 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.***, & 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.
- 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. 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.
- 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.
- 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*. Available through Online First: DOI [10.1080/10824669.2019.1704628](https://doi.org/10.1080/10824669.2019.1704628).
- 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.**, & 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.** (2014). Revealing racial purity ideology: Fear of black–white intimacy as a framework for understanding school discipline in post-*Brown* schools. *Educational Administration Quarterly*. 50(5), 783-795.
- Irby, D.** (2014). Trouble at school: Understanding school discipline systems as nets of social control. *Equity and Excellence in Education*. 47(4), 513-530.
- 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.
- 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.
- 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*.
- Richard, M.***, & **Cosner, S.** (Forthcoming, 2022). 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.

- 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. 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. doi.org/10.1080/13603124.2020.1842506.
- Salisbury, S., & Richard, M.** (In progress). Activist school leadership. *Journal of Educational Change*.
- 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.
- 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.
- Salisbury, J. D.** (2021). Creating diverging opportunities in spite of equity work: educational opportunity and whiteness as property. *Whiteness and Education*, 6(2), 200-219.
- Salisbury, J.** (2021). Relinquishing power: Creating space for youth of color leaders. *Journal of Educational Administration*, 59(6), 759-775.
- 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.** (2020). Moving a school toward cultural relevance: Leveraging organizational structures, routines, and artifacts to shape social interactions. *Journal of Education for Students Placed at Risk (JESPAR)*, 25(2), 126-145.
- 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., 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. 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.
- 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).

- 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.
- 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.
- 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.
- Tozer, S.** (2014) Fractures and fields. In Sa'adah, J. (Ed.), *How many roads? Photographs of the sixties and early seventies* (pp. 107-108). Phoenicia Publishing.
- 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.

Leadership Preparation and Development

- 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*.
- 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>
- 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.
- 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.
- De Voto, C.* & Reedy, M. A.** (2019). Are states under ESSA prioritizing education leadership to improve schools? *Journal of Research on Leadership Education* (online).
- 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.
- 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.** (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>
- 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/>
- 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.
- 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*.

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*, 19(2), 252-270.

- 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.
- 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.**, & 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.**, & 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*.
- 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.**, 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.
- 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.
- 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.** (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*. Available through Online First: DOI 10.1080/15700763.2020.1797108.
- Salisbury, J. and Irby, D.** (2020). Leveraging active-learning pedagogy in a scaffolded

approach: Reconceptualizing instructional leadership learning. *Journal of Research on Leadership Education*. Available through Online First: DOI 10.1177/1942775120936300.

Salisbury, J., Sheth, M., Spikes, D., & Graeber, A. (2020). "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

Salisbury, J. (2019). Promoting culturally relevant educational practices: Leveraging locally designed instructional artifacts as change agents. *Journal of School Leadership*, 29(5), 361-388

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

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*, 48(8), 543-548.

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.

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.

Policy

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

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*.

Richard, M. (2022). Taking local policy into account in leadership preparation [Invited Fall 2022 newsletter article]. *Learning and Teaching in Educational Leadership*.
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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.

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.

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.** (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.
- 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. J.**, Anderson, C., Payne, C. M., Ayers, W., & Quinn, T. (Eds.). (2022). *Dignity-Affirming Education: Cultivating the Somebodiness of Students and Educators*. Teachers College Press.
- 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.
- Irby, D.** (2021). *Stuck Improving: Racial Equity and School Leadership*. Cambridge, MA: Harvard Education Press.
- 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). 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). Palgrave-MacMillan.
- Richard, M.* & Cosner, S.** (Forthcoming, 2022). 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*.
- Richard, M. S.*** (2020). Relationships as Assets, Relationships as Barriers: Social Justice Leaders' Use of Relationships in Their Work. *Handbook of Social Justice Interventions in Education*, 1-25.
- Richard, M.***, **Cosner, S.**, & **Salisbury, J.** (2020). Social justice leadership in educational market contexts. In Mullen, C. (Ed.), *Handbook of Social Justice Interventions in Education*. Springer International.
- 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.

Leadership Preparation and Development

- Cosner, S.** & Alfadala, A. (in press). *Integrating school leadership development into multifaceted education recovery strategies: Lessons from Qatar*. Qatar: WISE Policy Brief, Qatar Foundation.
- Cosner, S.** (2022). Ongoing attention to teacher leadership and its development: Insights from the United States. In A. McKay, K. Redman, Z. Marzi, & A Miller (Eds.) *Education reimagined: Leadership for transformation* (pp. 40-43). Victoria: Center for Strategic Education. Access at: <file:///Users/user/Desktop/cse-wise-education-reimagined-leadership-for-a-new-era.pdf>
- 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). 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.
- 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]
- De Voto, C.** (2020). *Leveraging the federal role in developing high quality principal preparation under Title II* (Policy Brief 2020-1). Charlottesville, VA: University Council for Education Administration.
- 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). Routledge.
- Richard, M., & Cosner, S.** (2022). Using cycles of inquiry to drive equity-oriented curricular improvement within one leadership preparation program. In D. Fowler, J. Vasquez Heilig, S. Jougantatos, & A. Johnson (Eds.), *Equity & access: An analysis of educational leadership preparation, policy & practice*. Charlotte, NC: Information Age Publishing.
- Richard, M.*** (2021) *The Ta'theer program: NGOs supporting school leadership development in Lebanon* [White paper]. The Qatar Foundation.
- Salisbury, J., Richard, M.*, & Cosner, S.** (2020). Merging schools and communities: Engaging in activist leadership beyond your school walls. In Brooks, J. Watson, T., & Herrernan, 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). 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

Bryk, A.S., Greenberg, S., Bertani, A., Sebring, P., **Tozer, S.**, & Knowles, T. (2023) *How a City Learned to Improve Its Schools*. Cambridge: Harvard Education Press.

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). Information Age.

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.

Strunk, K.O., Wright, T., Kilbride, T., Zhu, Q., Cummings, A., West, J., Turner, M., & **De Voto, C.** (2021). *Read by Grade Three: Year one report*. East Lansing, MI: Education Policy Innovation Collaborative.

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.

Superfine, B. M., De Voto, C., & Shyjka, A. (2021). 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.

Tozer, S., Martinez, P., Barron, C., Cosner, S., Hightower, Z., Jackson, J., Mayrowetz, D., Whalen, S., Zavitkovsky, P. (2023) Preparing principals for urban schools: The challenge of equitable outcomes at scale, in Gomez, L., Biag, M., Imig, D., Hitz, R., & Tozer, S. *Improving America's Schools Together: How District-University Partnerships and Continuous Improvement Can Transform Education*. Lanham, MD: Rowman & Littlefield.

Tozer, S., & Walker, L. (December 2021). *Reducing chronic absence: Making equity strategies specific, adaptive, and evidence-based*. Chicago, IL: Center for Urban Education Leadership.

Walker, L., & Tozer, S. (December 2021). *Towards the continuous improvement of Chicago Public School's high-churn elementary schools*. Chicago, IL: Center for Urban Education Leadership.

Whalen, S. (September 2020). *Transforming central office practices for equity, coherence, and continuous improvement: Chicago Public Schools under the leadership of Dr. Janice K. Jackson*. Chicago, IL: Center for Urban Education Leadership.

Policy

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). Routledge.