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Academic Positions

- Jan. 2019-present Chair, Department of Educational Policy & Leadership, University at Albany, State University of New York.
- Sept. 2005-present Associate Professor, Department of Educational Policy & Leadership (formally Administration & Policy Studies), University at Albany, State University of New York.
- Fall 2002-Present Affiliate Faculty, Department of Sociology, University at Albany
- Spring 2002-Present Member, Public Policy Faculty, Nelson A. Rockefeller College of Public Affairs and Policy, University at Albany.
- Fall 2001-Present Associate, Center for Social and Demographic Analysis, University at Albany.
- June 2003-Aug. 2004 Visiting Scholar, Population Research Center, University of Texas at Austin.
- Fall 1998-Aug. 2005 Assistant Professor of Educational Administration & Policy Studies at the State University of New York, University at Albany.
- Fall 1997-Fall 1998 Postdoctoral Fellow at the Institute for Educational Initiatives, University of Notre Dame.
- Fall 1995-Fall 1997 Visiting Assistant Professor of Sociology, the University of Notre Dame.

Degrees & Certificates.

1995. University of Chicago, Ph.D. from the Department of Sociology. Dissertation title: “Organizations, Individuals and Uncertainty: The Transition to High School.” Committee members: Charles Bidwell (chair), Robert Dreeben, & Barbara Schneider. (James Coleman was a committee member prior to his death.)
1990. University of Chicago, Master of Arts in Sociology. Thesis title: “The Rise and Institutionalization of Medical Ethics Committees: A Study of a Dynamic System of Negotiation and Recycling.” Supervisor: Charles Bidwell.
1983. University of Southern California, Bachelor of Arts in Interdisciplinary Studies combining sociology and journalism. BA Thesis: “Pictures of Social Disorganization in Los Angeles Times Court Coverage: A Content Analysis.”
1983. University of Southern California, Certificate of Applied Social Research from the Department of Sociology.

Research Interests

My research focuses on understanding schools as complex organizations that shape individuals' academic trajectories by both increasing and constraining their educational choices and opportunities for learning. Prior research has explored how the relationship between families and schools contributes to inequity in achievement and attainment, especially when schools are held accountable for students' performance on external examinations. Related research also examined how curriculum exposure and social relationships shape students' academic trajectories, reflected in math course taking and grades, following the transition into high school. My current research focuses on the role of school leaders and adaptations by teachers when implementing high stakes systemic reforms such as Common Core Learning Standards and Annual Professional Performance Reviews.

Publications

Refereed Journals Articles

- 2018 Sarah Zuckerman, Kristen Campbell Wilcox, Francesca Durand, Hal Lawson, & Kathryn Schiller. "Drivers for Change: A Study of Distributed Leadership and Performance Adaptation during Policy Innovation Implementation." *Leadership and Policy in Schools* 1-29. [DOI: 10.1080/15700763.2017.13845000]
- 2018 Sarah J. Zuckerman, Kristen Campbell Wilcox, Kathryn S. Schiller, & Francesca T. Durand. "Absorptive Capacity in Rural Schools: Bending Not Breaking During Disruptive Innovation Implementation." *Journal of Research in Rural Education* 34(3): 1-27.
- 2018 April Sutton, Amy Langenkamp, Chandra Muller, & Kathryn Schiller. "Who Gets Ahead and Who Falls Behind During the Transition to High School? Academic Performance at the Intersection of Race/Ethnicity and Gender." *Social Problems* 65: 154-173. <https://doi.org/10.1093/socpro/spx044>.
- 2017 Hal. A. Lawson, Francesca T. Durand, Kristen Campbell Wilcox, Karen M. Gregory, Kathryn S. Schiller, & Sarah Zuckerman. "The Role of District and School Leaders' Trust and Communications in the Simultaneous Implementation of Innovative Policies." *Journal of School Leadership* 27: 31-67.
- 2016 Francesca T. Durand, Hal A. Lawson, Kristen Campbell Wilcox, & Kathryn Schiller. "The Role of District Office Leaders in the Adoption and Implementation of the Common Core State Standards in Elementary Schools." *Educational Administration Quarterly*. 52(1): 45-74 [DOI: 10.1177/0013161X15615391]
- 2014 Laura M. Hopson, Kathryn Schiller, & Hal Lawson, H. "Exploring Linkages between School Climate, Behavioral Norms, Social Supports, and Academic Success." *Social Work Research*. 38(4): 197-209. [DOI: 10.1093/swr/svu017]
- 2013 Melissa Humphries, Chandra Muller, & Kathryn Schiller. "The Political Socialization of the Children of Immigrants." *Social Science Quarterly* 94(5): 1261-1282. [DOI: 10.1111/ssqu.12025]
- 2011 Kathryn S. Schiller & Donald J. Hunt. "Secondary Mathematics Course Trajectories: Understanding Accumulated Disadvantages in Mathematics in Grades 9-12." *Journal of School Leadership* 21(1): 87-118.

- 2010 Kathryn S. Schiller, William Schmidt, Chandra Muller & Richard Houang. "Hidden Disparities: Underestimating Gaps in High School Learning Opportunities in Math." *Equity & Excellence in Education* 43(4): 414-433.
- 2010 Rebecca Callahan, Kathryn S. Schiller, & Chandra Muller. "Preparing the Next Generation for Electoral Engagement: Social Studies and the School Context." *American Journal of Education* 116(4): 525-256.
- 2010 Chandra Muller, Catherine Riegle-Crumb, Kathryn Schiller, Lindsey Wilkinson, & Kenneth Frank. "Race and Academic Achievement in Integrated High Schools: Opportunity and Stratification." *Teachers College Record* 112(4): 1038-1063. [PMID:20593006]
2008. Rebecca Callahan, Chandra Muller, & Kathryn S. Schiller. "Preparing for Citizenship: Immigrant High School Students' Curriculum and Socialization." *Theory and Research in Social Education* 36 (2): 6-31.
2008. Frank, K.A., C. Muller, K. Schiller, C. Riegle-Crumb, A. Mueller, R. Crosnoe, & J. Pearson. "The Social Dynamics of Mathematics Coursetaking in High School." *American Journal of Sociology* 113(6):1645-96. [PMID: 21031147]
2006. Shannon Cavanagh, Kathryn S. Schiller, & Catherine Riegle-Crumb. "Marital Transitions, Parenting, and Schooling: Exploring the Linkage between Family Structure History and Adolescents' Academic Achievement." *Sociology of Education*. 79(4): 329-354. [PMID: 20352021]
2006. *Field, S. *Frank, K.A., Schiller, K, Riegle-Crumb, C, and Muller, C. "Identifying Social Contexts in Affiliation Networks: Preserving the Duality of People and Events." (* co-first authors) *Social Networks* 28(2): 97-123. [PMID: 20354579]
2003. Kathryn S. Schiller & Chandra Muller. "Raising the Bar and Equity? State Policies and High School Students' Mathematics Course Taking," *Educational Evaluation and Policy Analysis*, vol. 25(3): 299-318.
2003. Kathryn S. Schiller, Joseph P. Dragone, & Annette Trapini. "Show Me the Numbers: Theory & Practice of Quantitative Data Analysis for Education Leaders," *Journal of Research in Education*, vol. 13(1): 95-102. (Coauthors were graduate students)
2002. Kathryn S. Schiller, Vladimir T. Khmelkov, & Xiao-qing Wang. "Economic Development and the Effects of Family Characteristics on Mathematics Achievement." *Journal of Marriage and Family*, vol. 64(August): 730-742. (Coauthors were graduate students)
2000. Chandra Muller & Kathryn S. Schiller. "Leveling the Playing Field? Students' Educational Attainment and States' Performance Testing." *Sociology of Education*, vol. 73(3):196-218.
2000. Kathryn S. Schiller & Chandra Muller. "External Examinations and Accountability, Educational Expectations, and High School Graduation." *American Journal of Education*, 2000 vol. 108 (2): 73-102.
1999. Kathryn S. Schiller "Effects of Feeder Patterns on Students' Transition to High School." *Sociology of Education*, vol. 72(4): 216-233.
1999. David Lee Stevenson & Kathryn S. Schiller. "State Education Policies and Changing School Practices: Evidence from the National Longitudinal Study of Schools, 1980-1993." *American Journal of Education*, vol. 107: 261-288.

1996. Barbara Schneider, Kathryn S. Schiller, & James Coleman. "Public School Choice: Some Evidence from the National Education Longitudinal Study of 1988." *Educational Evaluation and Policy Analysis*, vol. 18(1):19-29.
1994. David Lee Stevenson, Kathryn S. Schiller, & Barbara Schneider. "Sequences for Opportunities for Learning." *Sociology of Education*, vol. 67:184-198.
1993. Stephen Plank, Kathryn Schiller, & Barbara Schneider. "Are They Schools of Choice? A Response to Sosniak and Ethington." *Educational Evaluation and Policy Analysis*, vol. 15(1).
1992. John LaPuma, Cheryl M. Darling, Kathryn Schiller, and Carol B. Stocking. "A Perinatal Ethics Committee on Abortion: Process and Outcome in Thirty-One Cases." *The Journal of Clinical Ethics*, vol. 3(3):196-203. [PMID: 1449554]

Books

- 2016 Kristen Wilcox, Hal A. Lawson & Janet Angelis with Francesca Durand, Kathryn Schiller, Karen Gregory, & Sarah Zuckerman. *Innovation in Odds-Beating Schools: Exemplars of getting better at getting better*. Lanham, MD: Rowman & Littlefield.
- 1997 James S. Coleman, Barbara Schneider, Stephen Plank, Kathryn S. Schiller, Roger Shouse, and Haiyin Wang with Seh-Ahn Lee. *Redesigning American Schools*. Boulder, CO: Westview Press.

Research Reports

- 2018 Kathryn Schiller, Catherine Kramer, & Fang (Lisa) Yu. *Case Study: Maple Grove Junior/Senior High School*. Promising Practices: Preparing Critical Needs Students for College or Career. University at Albany, School of Education: NYKids.
- 2018 Kathryn Schiller, Francesca Durand, Catherine Kramer, & Eva Jones. *Case Study: Crown Point Central School*. Promising Practices: Preparing Critical Needs Students for College or Career. University at Albany, School of Education: NYKids.
- 2018 Kathryn Schiller, Catherine Kramer, & Aaron Leo. *Case Study: Freeport High School*. Promising Practices: Preparing Critical Needs Students for College or Career. University at Albany, School of Education: NYKids.
- 2016 The Center for Advanced Study in Education. (2016). *Identifying Best Practices for Implementing the Common Core Learning Standards: A Cross-Case Report* (Unpublished Evaluation Report). The Graduate Center of the City University of New York, New York, New York.
- 2013 Brown, J., Schiller, K., Roey, S., Perkins, R., Schmidt, W., & Houang, R., *Algebra I and Geometry Curricula*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: US Government Printing Office.
- 2013 Kathryn Schiller, Hal Lawson, & James Butterworth. *Final Evaluation Report for the Ohio Executive Principals Leadership Academy: An External Assessment of the Academy's Innovative Design, Measurable Achievements and Progress Markers*. Executive Principals Leadership

Academy, Executive Education Division, Fisher College of Business, The Ohio State University: Columbus, OH.

Book Chapters

- 2013 Heinz-Dieter Meyer & Kathryn S. Schiller. “Gauging the Role of Non-educational Effects in Large-scale Assessments: Socio-economics, Culture and PISA Outcomes” in *PISA, Power, and Policy: The Emergence of Global Educational Governance*, edited by Meyer & Benavot. Oxford: Symposium Books.
- 2008 Kathryn S. Schiller. “School Transitions,” in *Encyclopedia of the Life Course and Human Development*, edited by Deborah Carr. Farmington Hills, MI: Gale Publishing.
- 2007 Kathryn S. Schiller. “Tracking,” in *Blackwell Encyclopedia of Sociology*, edited by George Ritzer. Blackwell Publishing.
- 2005 Kathryn S. Schiller. “School Transition Programs in Organizational Context: Problems of Recruitment, Coordination, & Integration,” in *Reflections on the Social Organization of Schooling*, edited by B. Schneider & L. Hedges. SAGE.
- 2005 Chandra Muller & Kathryn S. Schiller. “Achievement and Equity,” in *Reflections on the Social Organization of Schooling*, edited by B. Schneider & L. Hedges. SAGE.
2002. Kathryn S. Schiller “Opening the Black Box: An Introduction to Longitudinal Studies,” an entry in *Education and Sociology: An Encyclopedia*, edited by Levinson, Sadovnik, and Cookson. New York: Routledge Falmer.
1997. Kathryn S. Schiller. “The Importance of External Examinations,” Chapter 6 in *Redesigning American Schools*, Coleman et al. Boulder, CO: Westview Press.
1997. Haiyin Wang, Kathryn S. Schiller & Stephen Plank. “A Comparison of 1980 and 1990 Sophomore Mathematics Achievement,” Chapter 3 in *Redesigning American Schools*, Coleman et al. Boulder, CO: Westview Press.
1993. James S. Coleman, Kathryn S. Schiller, & Barbara Schneider. “Parent Choice and Inequality,” in *Parents, Their Children and Schools*, edited by Schneider & Coleman. Boulder, CO: Westview Press.
1993. Stephen Plank, Kathryn S. Schiller, Barbara Schneider, and James Coleman, “Choice in Education: Some Effects,” in *Choice: What Role in American Education*. Washington, D.C.: Economic Policy Institute.
1992. James Coleman & Kathryn S. Schiller. “Functional and Value Communities in Public and Private Schools: A First Look at a National Sample of 8th Graders,” in *Independent Schools, Independent Thinkers*, edited by Pearl Rock Kane. San Francisco, CA: Jossey-Bass Publishers.

Technical Reports, Reviews and Editorials

- 2018 Kristen Wilcox, Kathryn Schiller, Francesca Durand, Hal Lawson, Catherine Kramer, & Aaron Leo. *College and Career Readiness} Promising Practices from Odds-Beating Secondary Schools: Methods & Procedures Report*. University at Albany, School of Education: NYKids.

- 2014 Kathryn Schiller, Francesca Durand, Kristen Wilcox & Hal Lawson. *Identification of “Odds-Beating” and “Typically Performing” Elementary and Middle Schools: Sampling Methodology Report*. University at Albany, School of Education: NYSED/UAlbany School Improvement Study.
2007. Kathryn S. Schiller, Chandra Muller, William H. Schmidt, Richard Houang, Jennifer Harris Requejo, Catherine Riegler-Crumb, Jennifer Pearson, & Kenneth Frank. *National Longitudinal Study of Adolescent Health (Add Health), Wave III Education Data, Student-level Curriculum Component: Math & Science Textbook Study*. North Carolina Population Center: University of North Carolina at Chapel Hill.
2007. Chandra Muller, Jennifer Pearson, Catherine Riegler-Crumb, Jennifer Harris Requejo, Kenneth Frank, Kathryn S. Schiller, R. Kelly Raley, Amy G. Langenkamp, Sarah Crissey, Anna Strassmann Mueller, Rebecca Callahan, Lindsey Wilkinson & Samuel Field. *National Longitudinal Study of Adolescent Health (Add Health), Wave III Education Data, Academic Courses Component*. North Carolina Population Center: University of North Carolina at Chapel Hill.
2005. Catherine Riegler Crumb, Chandra Muller, Kenneth Frank, & Kathryn S. Schiller. *National Longitudinal Study of Adolescent Health (Add Health), Wave III Education Data*. North Carolina Population Center: University of North Carolina at Chapel Hill
2005. Catherine Riegler Crumb, Chandra Muller, Kenneth Frank, & Kathryn S. Schiller. *National Longitudinal Study of Adolescent Health (Add Health), Wave III, 2001-2002, Public Use Education Data*. North Carolina Population Center: University of North Carolina at Chapel Hill
2000. Kathryn S. Schiller. “Beyond the ‘One Best System’: Using TIMSS to Explore Educational Policy and Practice.” *International Journal of Educational Policy, Research and Practice*, vol. 1(2): 129-132.
2000. Kathryn S. Schiller. Syllabus and reading list for Micro-Sociology of Education (EAPS605 & ESOC632) published in *Teaching Sociology of Education*, edited by Ballantine, Hammack, King, Persell and Wagenaar. American Sociological Association.
1994. Kathryn S. Schiller. Book review of *Persistent Inequality: Changing Educational Attainment in Thirteen Countries*, edited by Yossi Shavit and Hans-Peter Blossfeld, for *American Journal of Sociology*, vol. 100(2): 573-575.
1993. Kathryn S. Schiller. Book note on *The Changing Contract Across Generations*, edited by Vern L. Bengtson and W. Andrew Achenbaum, for *American Journal of Sociology*. vol. 99.
1991. James Coleman, Kathryn S. Schiller, & Barbara Schneider. “Parental Involvement and School Choice,” in *Resources and Actions: Parents, Their Children and Schools*. A report to: NSF and National Center for Education Statistics. Chicago: Ogburn-Stouffer Center, NORC.
1990. Jeroen Weesie, Barbara Schneider, Yun-Ji Qian, Kathryn S. Schiller, & Fanglu Wang. “NELS:88 Base Year SPSS-PC Ten Percent Sample User’s Reference Guide.” Chicago: NORC.

Selected Presentations of Scholarly Work

(* Invited Presentation, otherwise all are peer-reviewed.)

- 2018 Schiller, K., & Fong, J. "An evaluation of an introductory culture class: Developing culturally sensitive students." Presentation at the annual meeting of the Comparative and International Education Society annual meeting in Mexico City, Mexico.
- 2018 Schiller, K., Conant, N., & Kinser, K. "Team functioning and individual impact of a cross-border interdisciplinary NSF PIRE project." Presentation at the annual meeting of the Comparative and International Education Society annual meeting in Mexico City, Mexico.
- 2017 Kathryn Schiller, Sarah Zuckerman, Francesca Durand, Deborah Hecht, Dahlia Kaufman. "Professional Learning in a Top-Down Curriculum Reform: Districts as Mediators between States and Schools." Presented at the annual meeting of the American Education Research Association (AERA).
- 2017 Francesca Durand, Sarah Zuckerman, Kathryn Schiller, Deborah Hecht, Dahlia Kaufman. "Gatekeeping Roles of District and School Leaders in Implementing Common Core System-Wide." Presented at the annual meeting of AERA.
- 2017 Francesca Durand, Kathryn Schiller, Bill Haltermann & Pam Roberge. "Designing a Diagnostic Assessment of Accumulated English Language Arts Skill Deficits to Inform Instruction: A Pilot Project." Presented at the annual meeting of AERA.
- *2016 Kristen Wilcox & Kathryn Schiller. "Odds-beating Schools in the Common Core era" in *Schools Beating the Odds: Implications for Research and Practice*. Webinar sponsored by Regional Educational Laboratory Northeast & Islands.
- *2016 Kristen Wilcox, Kathryn Schiller, Karen Gregory, Francesca Durand & Sarah Zuckerman. "Odds-beating Schools in the Common Core era." Professional development workshop sponsored by the Capital Area School Development Association (CASDA).
- 2016 Kathryn Schiller, Sarah Zuckerman, Kristen Wilcox & Francesca Durand. "Crafting Coherence for Internal Accountability in the Age of Annual Professional Performance Review" Presented at the annual meeting of the University Council for Educational Administration (UCEA).
- 2016 Sarah Zuckerman, Kathryn Schiller, Hal Lawson & Kristen Wilcox. "Distributed Instructional Leadership in Middle School Implementation of Race to the Top: Absorptive Capacity and Performance Adaptation." Presented at the annual meeting of the University Council for Educational Administration (UCEA).
- 2015 Kathryn Schiller & Michelle Bianchi. "Identification and Selection of 'Odds-Beating' Elementary Schools: Comparisons of Relative School Performance on Common Core Assessments." Presented at the annual meeting of AERA.
- 2015 Kathryn Schiller, John Costello & Kristen Wilcox. "Adapting to Common Core Mathematics in Odds-Beating Elementary Schools." Presented at the annual meeting of AERA.
- 2014 Sue Hye Kim & Kathryn Schiller. "Does Culture Really Matter? Cross-national Comparisons of Students' Connection to School." Presented at the annual meeting of the American Sociological Association (ASA).
- 2013 Kathryn Schiller, Janis Brown, Robert Perkins & Stephen Roey. "Breaking Down the Achievement Gaps Among High School Graduates: Contributions of Geometry Content Rigor." Presented at the annual meeting of AERA.

- 2013 Kathryn Schiller, Sarah Zuckerman & Paul Wilner II. "Getting Ahead in Mathematics and Science: Algebra I and Advanced Course Offerings in Rural Schools." Presented at the annual meeting of AERA.
- 2013 Kathryn Schiller & Sarah Zuckerman. "Individualism, investments & inequality: Exploring spending as a pathway from culture to literacy using PISA." Presented at the annual meeting of the Comparative and International Education Society (CIES).
- 2012 Hopson, Laura M., Lawson, Hal A., & Schiller, Kathryn S. "A multi-level analysis of interactions between selected school climate conditions and social supports as they relate to academic success." Presented at the annual meeting of AERA.
- 2011 Kathryn S. Schiller & Paul Wilner II "Who has Access to Core Content? Implications of Common Core State Standards for Gaps in Mathematics Opportunities during High School." Presented at AERA.
- 2010 Gail Moon, Paul Wilner II, & Kathryn Schiller. "Completing Bridges Under Competing Demands: Principals Parents and Instructional Leadership." Presented at the annual meeting of UCEA.
- 2010 Kathryn S. Schiller & Paul Wilner II "Connecting to School: Tracking & Curricula as Predictors of Attachment to School and Persistence." Presented at the bi-annual meeting of the European Sociology of Education Research Network in Athens, Greece.
- 2010 Kathryn S. Schiller & Paul Wilner II "Hidden Disparities: How Courses & Curricula Contribute to Gaps in Mathematics Opportunities during High School; Findings from Adolescent Health & Academic Achievement" Presented at *Connecting Research, Policy & Practice: Fifth Annual IES Research Conference*.
2010. Kathryn S. Schiller & Paul Wilner II "Connecting to School: Courses & Curricula as Mediators of Attachment to School." Presented at the annual meeting of the Sociology of Education Association (SEA).
2009. Cornelius Riordan, Irene Flores & Kathryn S. Schiller "From High Risk to Above Average in Single-Sex Schools: The First 5 Years at Brighter Choice Charter School for Boys and Girls." Presented at the annual meetings of AERA.
2008. Chandra Muller, Kenneth Frank, & Kathryn Schiller. "Using Adolescent Health and Academic Achievement" Session at the Annual AddHealth Users' Conference.
2008. Kathryn S. Schiller, Chandra Muller, William Schmidt, Shep Roey, and Janis Brown. "Course Inflation: Measuring Mathematics Curriculum." Presentation at annual meeting of AERA.
2007. Kathryn S. Schiller, George Farkas, Lindsey Nicole Wilkinson, Chandra Muller, Kenneth Frank. "Influences of Group Behavior and Social Background on Grade Distributions within School Contexts." Presented at the annual meeting of ASA.
2007. Kathryn S. Schiller. "When Social Class Matters: Effects of Academic Structures and Parents' Education on Learning Opportunities." Accepted for presentation at annual meeting of AERA.
- *2005. Kathryn S. Schiller. "With a Little Help from My Classmates' Parents: Academic Stratification and Social Class in High School." Presented at the Eastern Sociological Association's annual meeting.

- *2005. Kathryn S. Schiller & Chandra Muller. “Getting Left Further Behind: Coursetaking, Curriculum and Increasing Disparities within Schools.” Conference on *No Child Left Behind* sponsored by the Sociology of Education Section of the ASA.
- 2005. Kathryn S. Schiller. Panelist for “Add Health: New Educational Data,” a research workshop held at the annual meeting of the ASA.
- *2005. Kathryn S. Schiller. “Transition to High School: Agency & Structure in Action.” Presented in April to the Carolina Consortium on Human Development, University of North Carolina Chapel Hill.
- 2005. Kathryn S. Schiller, William Schmidt, Richard Houang, & Catherine Riegle-Crumb. “Inside the Black Box: Disentangling the Effects of Socialization, Tracking and Curriculum.” Presented at the annual meeting of AERA.
- *2005. Chandra Muller, Catherine Riegle-Crumb, Kathryn S. Schiller, & Kenneth Frank. “The National Longitudinal Study of Adolescent Health (Add Health): The Education Component.” This was an invited session sponsored by the Advanced Studies of National Databases Special Interest Group (SIG) at the annual meetings of AERA.
- 2004. Schiller, Kathryn S. (organizer), Chandra Muller, Kenneth A. Frank, & William H. Schmidt. “Understanding Academic and Behavioral Effects of Schools' Complex Structures: Advantages of Add Health.” Symposium sponsored by Division A - Section 2 - School Organization and Effects Symposium at AERA annual meeting.
- 2003. Kathryn Schiller & Donald Hunt. “Disadvantaged Students' Mathematics Course Trajectories in High School.” Presented at AERA annual meeting.
- *2002. Kathryn S. Schiller. “School Transition Programs in Organizational Context: Problems of Recruitment, Coordination & Integration.” Presented at *Advancing the Institutional Research Agenda in Education* conference in September.
- *1998. Chandra Muller & Kathryn S. Schiller. “States’ Assessment Policies, High School Math Course Taking, and Achievement.” Invited presentation at *Comparative Studies of Educational Achievement*, the second annual conference sponsored by the Institute for Educational Initiatives at the University of Notre Dame.
- 1998. Kathryn S. Schiller, Vladimir Khmelkov, & Xiao-Qing Wang. “Beyond the ‘One Best System’: International Variation in Social Factors Influencing Academic Achievement.” Presented at ASA annual meeting.

Grants, Fellowships, and Contracts

- 1/1/18-12/31/20 Principal Investigator. *Empowering Early Career Educators for Racial Justice*. Funded by the National Education Association. Total costs (direct & indirect): \$165,505 (sub-award from a grant total of \$321,600 to New York State United Teachers). This project involves working with three school districts to develop, pilot and assess a new mentoring programs for early career teachers to deepen their understanding of racial justice principles and the impact of racial justice issues on students, educators, and community members.
- 8/1/15-7/31/18 Co-Investigator. *The Educational and Health Consequences of Parental Migration on Children*. Funded by the National Science Foundation (Zai Liang, PI). Total costs (direct &

- indirect): \$330,836. This study provides a comprehensive and systematic study of education, health, and behavior outcomes for elementary school children left behind in rural areas by migrant parents in China using newly collected institutional and survey data, existing longitudinal data, and spatial data.
- 10/1/15-9/30/20 Co-Principal Investigator. *Building Extreme Weather Resiliency through Improved Weather and Climate Prediction & Public Response Strategies*. Funded by the National Science Foundation (Everette Joseph PI). Total costs (direct & indirect): \$5,000,000. Role: To monitor and evaluate educational and collaboration-building activities as part of the grant funding creation of an international and interdisciplinary partnership between the University at Albany – SUNY, Howard University, and the National Central University (NCU) of the University System Taiwan.
- 2/1/15-3/31/16 Principal Investigator. *Identifying Best Practices for Implementing the CCLS in NYS: Observation Component*. Subcontract through Research Foundation of City University of New York from the New York State Department of Education. Total costs (direct & indirect): \$313,020. This study will examine classroom practices of teachers in districts whose students have exceeded expected levels of performance on the state's assessments that are aligned to the Common Core Learning Standards (CCLS). The purpose is to uncover best practices in implementing the new learning standards.
- 10/1/13 – 6/30/15 Co-Principal Investigator. *Phase 2: Diagnostic Tool for School and District Effectiveness 2.0*. Contract with the New York State Department of Education. Total costs (direct & indirect): \$602,945. The research component is to conduct comparative case studies of 18 elementary and middle schools whose students exceeded expected performance levels on the 2013 Common Core State Assessments for the populations of students that they serve.
- 5/15/13 – 9/31/13 Co-Principal Investigator. *Diagnostic Tool for School and District Effectiveness 2.0*. Contract with the New York State Department of Education. Total costs (direct & indirect): \$325,833. This project entails working collaboratively with State Education Department and Regents Fellows in a continuous improvement process related to the school and district evaluation system for lower-performing schools. Data analysis, instrument revision, reviewer training and web-based module development are within the scope of work.
- 9/1/12 – 9/1/13 Co-Principal Investigator. *Evaluation of The Ohio Executive Principal Leadership Academy*. Contract with the Ohio State University Research Foundation. Total costs (direct & indirect): \$79,860. This contract is to provide an external evaluation of the academy, which was designed to improve the leadership skills of principals of schools failing to meet state performance standards. The evaluation involves observations of academy sessions, interviews with designers and participants, and analysis of longitudinal survey data. The purpose of the evaluation is to assess the quality of design, fidelity of implementation, and impact on principals' skills and behaviors that have potential to improve their schools' academic outcomes.
- 4/1/12 – 6/30/12 Principal Investigator: *Differences in Mathematics and Science Course-Taking by Locale and Entry into STEM Careers in New York and Nationwide*. Subcontract from the New York State Department of Education through New York State Center for Rural Schools at Cornell University. Total costs (direct & indirect): \$10,000. This project will produce a series of policy briefs and databases to inform policy makers and educational practitioners about the role that differences in mathematics and science course offerings by school locale may play in the development of workforces skilled in science, technology, engineering and mathematics (STEM).
- 5/1/2011 – 4/30/2014 Principal Investigator: *Mapping Common Core State Standards to Trends in Math & Science Curriculum Frameworks*. University at Albany, State University of New York,

Faculty Research Awards Program (FRAP), Category B. Total costs: \$3,500. The purpose of this project is to provide a crosswalk between two major curriculum frameworks as a basis for future research examining trends in mathematics curriculum and students' access to high quality learning opportunities in mathematics.

- 12/01/07 – 8/31/08 (with no cost extension to 5/30/2011) Principal Investigator: *National Assessment of Education Progress (NAEP) High School Transcript Study (HSTS) 2005 Enhanced Curriculum Study*. Subcontract from the National Center for Education Statistics, US Dept. of Education, through Westat. Total costs (direct & indirect): \$105,000. This project will prepare a curriculum component linked to HSTS that will allow better measurement of the topic coverage and level of the materials used in the course. The goal is to determine whether courses are being 'watered down' and get a better handle on the intended curriculum.
- 8/01/2007-7/31/2008 Senior Research Associate: *A New Approach to Study Education of Migrant Children in China*. Funded by Spencer Foundation (Zai Liang, PI). Total costs (direct & indirect): \$39,925. The project will use a new approach, i.e. Origin-Destination Linked Approach (ODLP) to explore the issue of migrant children. The main feature of this approach is that we study issues of migrant children in both migrant origin and destination, thus eliminating the potential bias of studying either migrant origin or destination.
- 9/01/05 – 8/31/08 Co-investigator: *Gender Differences in Science and Math: Diversity and the Role of Social Context* funded by the National Science Foundation (NSF # 0523046, C.L. Muller, PI). Total costs (direct & indirect): \$338,640. Percent of effort working on grant: 25% in year 1-2; 5.42% in year 3. This study addresses how schools structure opportunities for adolescent girls and boys—of different races, ethnicities, social classes, and immigrant generational statuses—as they work toward preparation for careers in science and math. Specifically, we investigate the effects of social contexts—in the school and its community, and in the more immediate social settings within the school such as courses and friendships—on girls' and boys' choices of science and math courses, performance in those courses, and pursuit of science, technology, engineering, math, and teaching majors in college.
- 6/1/01 – 5/31/06 (with no-cost extension to 5/31/07) Co-investigator: *Adolescent Health and Academic Achievement* funded by the National Institute of Child Health and Human Development, National Science Foundation and National Center for Education Statistics (1 R01 HD40428/REC-0120282, C.L. Muller, PI). Total costs (direct & indirect): \$3,867,630. Percent of effort working on grant: 4% year one; 4% year two; 37.5% year three; 62.5% year four; 12.5% year five. This project will collect high school transcripts for the Wave III sample members of the National Longitudinal Study of Adolescent Health (Add Health) and develop a new data set that will be made part of the Add Health data set.
- 10/1/01 – 9/30/04 (with no-cost extensions to 9/30/06) Co-investigator: *Science Achievement and Health Behavior: High School Curriculum, Social Context, and Opportunity to Learn* funded by the National Science Foundation (REC-0126167, C.L. Muller, PI). Total costs (direct & indirect): \$1,652,756. Percent of effort working on grant: 16.7% year one; 54.2% year two; 16.7% year three. This project is analyzing the interrelationships among high school students exposure to science and mathematics curriculum and the effects on health behavior, understanding of health-related science, choice to major in science related fields, and social structure and background.
- 2002-2004. Consultant: *Single Sex and Coeducational Schooling in Public Schools: A Quasi-Experimental and Qualitative Study*. This is a two year study of single sex schooling funded by the Brighter Choice Foundation and directed by Cornelius Riordan (Providence College).

- 3/1/2000-2/28/2002 Principal Investigator: *Academic Effects of School Transitions: Opportunities, Choices, and Persistence* supported by a grant from the American Educational Research Association, which receives funds for its "AERA Grants Program" from the National Science Foundation and the U.S. Department of Education's National Center for Education Statistics and the Office of Educational Research and Improvement under NSF Grant #RED-9452861. Total direct costs: \$25,000. This project involved analyzing the National Education Longitudinal Study of 1988-94 to explore how school transitions impacted students' educational opportunities, which involved development of detailed indicators of adolescents' mathematics course enrollments and trajectories.
- 4/15/1999-4/14/2000 Principal Investigator: *State Assessment Policies, Students' Academic Potential, and Academic Attainment* supported by the Faculty Research Awards Program (FRAP), Category B. Total direct costs: \$4,000.
- 11/1998 Recipient: Campus Professional Development/Quality of Work Life (PD/QWL) grant in Fall 1998 to attend *Comparative Studies of Educational Achievement*, the second annual conference sponsored by the Institute for Educational Initiatives at the University of Notre Dame.
- 11/1997 Participant: National Center for Education Statistics' *Training Seminar on the Use of the Third International Math and Science Study (TIMSS) Data*.
- 6/1-7/31/1996 Fellow: *Summer Institute on Research in Urban Education: Transitions To and From School*, supported by the Mellon Foundation for 2 months at the Center for Advanced Study in Behavioral Sciences, Stanford, CA. The Center's 1996 summer institute was organized by institute co-directors Frank Furstenberg and Herbert Ginsburg.
- Summer 1995: Program Analyst for the U.S. Department of Education analyzing data from the National Longitudinal Study of Schools to produce a capsule report for the data and begin analysis for academic papers. I worked with David Stevenson, Assistant to the Under Secretary for Education.

Courses Taught

Courses at University at Albany [EEPL = EAPS]

*New courses developed.

+ Taught using video link to another campus.

^ Blended Learning Course.

~ Fully On-line Course

EAPS600: Introduction to Organizational Analysis.

EAPS604: Macro-Sociology of Education. +

EAPS605: Micro-Sociology of Education.

EAPS614: Quantitative Methods for Educational Administrators*

EAPS618: Family & Community Partnerships. ^

EAPS662: Survey Research Methods~

EAPS687: Data Analysis for School Improvement for School Leaders*

EAPS714: Introduction to Research Methods for Administration. +^

EAPS715: Research Practicum in Administration.^

EAPS762: Advanced Research Methods in Ed Admin: Applications of Hierarchical Linear Modeling.*

EAPS762: Advanced Research Methods in Ed Admin: Analysis of Complex Data Sets*

Courses at University of Notre Dame

*New courses developed.

SOC302: Introduction to Research Methods

SOC434: Education and Society

SOC572: The Social Organization of Schools and Schooling*

SOC589: Advanced Applied Regression Techniques*

Dissertation Supervision

Chaired or Co-chaired

- 2018 Lawrence Waite. *The Promotion of Teacher Agency in New York State's Teacher Evaluation Policies: A Critical Discourse Analysis.*
- 2017 Christopher Bott. *Faith, Education, and Choice: A Study of the Educational Choices of Catholic Parents in the Roman Catholic Diocese of Albany, N.Y.* Co-chair Sandra Vergari.
- 2017 Cynthia Gallagher. *Teacher Evaluation Designs in an External Accountability Environment.*
- 2017 Brian Bellair. *The Relationships between Parent Involvement and Reading and Mathematics Achievement for Students with Disabilities: An Analysis of ECLS 1998-99 Data.*
- 2017 Jason Toole. *Student Departure at West Point: An examination within a total institution.*
- 2016 Nisa Felicia. *Factors Associated With Cognitive Development of Eastern Indonesian Children.*
- 2016 Craig Lamb. *The Relationship between Delayed-Start Student Participation in Remedial Education and Postsecondary Degree Completion.*
- 2016 Sarah Zuckerman. *Organizing For Collective Impact in A Rural Cradle-To-Career Network.* Co-chair Hal Lawson. Recipient of the University Distinguished Dissertation Award.
- 2015 Paul Fallon. *Perceived Teacher Significance: Ninth Grade Student Reported Affinities for Teacher Traits, Interactions, and Outcomes.*
- 2014 Paul C. Berry. *Where are all of the Principals Going? An Analysis of Public School Principal Attrition, Mobility, and Turnover.*
- 2013 Kathleen Slezak. *Fraud Prevention and Employee Attitudes in New York State Public Schools*
- 2012 Donna Watson. *An Analysis of New York State Teacher Mentoring Programs: Identifying Components that Meet Teacher Needs and Change Practice.*

- 2012 Gail Moon. *A Theoretical and Empirical Investigation of Professional Development's Impact on Self- and Collective Efficacy by School Accountability Status.*
- 2011 Rene M. Wilson. *Taking on the Perspective of the Other: Understanding Parents' and Teachers' Perceptions of Parent Involvement in Students' Educational Experiences.* Recipient of an Outstanding Dissertation Award.
- 2010 Eileen Camasso. *The New York State Public School Superintendency: The Continuing Effects of Access Barriers to the Career Experiences of Women in Superintendent Positions.*
- 2008 Michael O'Neil. *Adolescent Behavior and Tracking.*
- 2007 Shelley Baldwin-Nye. *Job Demands & Leadership Role Perception Differences of Incumbent & Aspiring Women High School Principals.*
- 2006 Joseph P. Dragone. *The Achievement Gap: An Analysis of Building Level Trends and Contributing Factors among Middle Schools in New York State.*
- 2005 Jane Rose *Academically Capable Students Who Drop Out of Large Suburban High Schools.* Co-chaired with Ray O'Connell.
- 2003 Donald Hunt. *Social Capital and Teacher Perceptions of Curricular Control.*
- 2003 Doreen Kleinman. *An Analysis of The Psycho-Social Development among Select First Year Students At The University At Albany.* Co-chaired with Neal Robbins.
- 2002 Carlos Colley. *The Use of Computers in Elementary Classrooms: A Case Study.*
- 2001 Linda Morford. *Learning the Ropes or Being Hung: The Socialization of New Principals in Rural High Schools.* Recipient of an Outstanding Dissertation Award.
- 2001 Daniel McMahon. *What Factors Affect or Inhibit Candidates for Superintendent of School Searches.*
- 2000 Patricia Richards. *Shared Decision Making: Principals' Facilitative Leadership and Teacher Sense of Efficacy.*

Committee Member

- 2019 Barry Alex Finsel. *The Impact of Principal Leadership on Teacher Perception of the Annual Professional Performance Review (APPR).* Chaired by Gilbert Valverde.
- 2019 Michelle Mora. *Undergraduate Engineering Students' Agency in Professional Socialization: Evidence from a Capstone Design Lab.* Chaired by Hal Lawson.
- 2018 Kristyn Muller. *Examining the Efficacy of Reflection via E-portfolios for Learning and Assessment in Study Abroad.* Chaired by Mitch Leventhal.
- 2017 Treisy Romero-Celis. *Teachers Enacting The Mathematics Curriculum: A Cross-National Analysis Of OTL And Associated Factors In High And Low Performing Countries.* Chaired by Gilbert Valverde.
- 2017 Jennifer Wrage. *Understanding the Perceptual Divide between Students with Disabilities, Faculty and Administration in an Open Enrollment Environment.* Chaired by Heinz-Dieter

- Meyer.
- 2015 Bushra Rahim. *The Economics of Financing Education and Gender Composition of Schools: Retention and Learning Outcomes in Public Primary Schools Khyber Pakhtunkhwa (KP) Province, Pakistan*. Chaired by Aaron Benavot.
- 2014 Christina Luke. *Effects of State Induction Policies on Novice Teacher Attrition*. Chaired by Aaron Benavot.
- 2014 Jason Bryer. *A National Study Comparing Charter and Traditional Public Schools Using Propensity Score Analysis*. Department of Educational and Counseling Psychology.
- 2014 Candace White. *The Influence of Family Relationships and SES on Early Sexual Activity*. School of Social Welfare.
- 2014 Jody Schmidt. *Policy Feedback and No Child Left Behind*. School of Public Policy
- 2013 James DeViscio. *The Impact of School-to-School Transitions on Academic Achievement: An Analysis of Various Grade-Span Configurations Utilized by Public School Districts in New York State*. Chaired by Gilbert Valverde.
- 2013 Elizabeth vonWurmb. *Comparing Measures of Music Achievement and Achievement on Standardized Tests A Comparison of Performance on NYSSMA Ratings and Performance on New York State Standardized Tests in a Large Suburban School District*. Chaired by Alan Wagner.
- 2012 Bethany Ochal. *Exploring Growth Trajectories of Problem Behavior in a Nationally Representative Sample of Preschool Children With Disabilities*. Chaired by Kevin Quinn, Department of Educational & Counseling Psychology.
- 2011 Francesca T. Durand. *P-16 Initiatives: A Policy Discourse Analysis Approach to State Level Education Reform*. Chaired by Pamela Theroux.
- 2011 Adeline I. Basil. *Teacher Satisfaction with Professional Development in Rural Elementary Schools in New York State*. Chaired by Heinz-Dieter Meyer.
- 2011 Ancell Scheker. *Educational Reform and Teachers' Decision Making: Relationship between the intended and the implemented reading curriculum in Dominican primary schools*. Chaired by Gilbert Valverde.
- 2010 Karynn Zahedi. *Middle School Teacher Satisfaction with Response to Intervention (RtI): An Assessment between Inception and Implementation*. Chaired by Heinz-Dieter Meyer.
- 2010 Carla Mazzarelli. *Community College President's Attitudes Toward Remedial Education*. Chaired by Kevin Kinser.
- 2009 John Williams. *Organizational Slack in Public Education: Practices & Performance*. Chaired by Alan Wagner.
- 2009 Renzo Roncagliolo Jones. *Time to Learn Mathematics in Public and Private Schools: Understanding Differences in Opportunities to Learn in the Dominican Republic*. Chaired by Gilbert Valverde.
- 2009 Yoav Kaddar. *Leadership as a Performing Art*. Chaired by Heinz-Deiter Meyer.
- 2008 Georgia Kioukis. *Supplemental Educational Services: An Examination of Sensemaking and the Policy Implementation Process*. Chaired by Sandra Vergari.
- 2008 Benjamin Weaver. *Bringing the Colleges to the Communities: An Historical Analysis of the*

- Siting of the State University of New York Community Colleges.* Chaired by Kevin Kinser.
- 2008 Christine Smith. *The Universalification of Graduate Education.* Chaired by Kevin Kinser.
- 2008 Nina Esaki. *The Effect of Maternal Childhood Victimization on Parenting Attitude and Behavior.* Chaired by Carolyn Smith, School of Social Welfare.
- 2007 Crystal Rion. *Major Changes: Shifts in Academic Major from College Entry to Degree Completion.* Chaired by Kevin Kinser.
- 2007 Joseph Greco. *Rural Teacher Migration.* Chaired by Sandra Vergari.
- 2007 Brenda Shannon. *How School Principals Learn: The Role of Theoretical Knowledge, Experience, and Reflection-in-action in the Professional Growth of Education Leaders.* Chaired by Heinz Dieter-Meyer.
- 2007 Amy Langenkamp. *School Transitions: Opportunities and Disruption in Adolescents' Lives.* Chaired by Chandra Muller, Department of Sociology, University of Texas at Austin.
- 2007 Alida Crisafulli. *Attention Deficit Hyperactivity Disorder: Investigating Diagnostic Decisions in Complicated Symptom Presentations.* School of Social Welfare. Chaired by Carolyn Smith.
- 2006 Irene G. Flores. *From Public Policy to Classroom Practice: Mathematics Curriculum Decision-making in Public Secondary Education in El Salvador.* Chaired by Gilbert Valverde.
2000. Irungu Munene. *Equity Closet: Faculty Academic Values under Pressure for Equity In Higher Education.* Chaired by Sandra Vergari.
2000. Lisa DePaulo. *Building Teacher Capacity: Staff Development, Socialization, and Receptivity to Change.* Chaired by Anthony Cresswell.

Other Teaching Activities

Awards

2015 School of Education Excellence in Full-time Teaching Award.

Workshops, Seminars & Mentoring

- March 2016. "Educational Policy Implications of Measuring Learning Opportunities: Courses, Curriculum, Observations and Surveys." Invited talk for the Rockefeller College's Thursday Policy Lunch, University at Albany, SUNY.
- February 2016. "Data Analysis for Decision Making: A Review Basic Quantitative Analysis for School Leadership." Invited presentation for the Master Teacher Program participants.
- January 2016. "Exploring Growth & Value Added: A Primer in Longitudinal Analysis for School Leadership." Invited talk for EAPS898 School Leadership Interns.
- March 11-16, 2015. Invited workshop on applications of Hierarchical Linear Modeling at the University of Texas at Austin.
- Sept. 2014-2016. Barbara Jackson Scholars Mentor. Mentors for this two-year program provides formal networking, mentoring and professional development for graduate students of color who intend to become professors of educational leadership. The program is run by the University Council for Educational Administration.

May 3 & 5, 2011. “Hierarchical Linear Modeling (with examples from Sociology & Education),” a 6-hour advanced statistics workshop organized by the Center for Social and Demographic Analysis.

June 2001 & July 2002. “Information Technology and Data Driven Decisions – For School Administrators,” a workshop organized by QuestarIII and Capital Region Boards of Cooperative Educational Services (BOCES) and funded by a New York State Technology Literacy Challenge Fund grant.

Professional Development Related to Teaching.

- 2016 Teaching On-line Summer Academy, University at Albany. This Academy provided assistance on the basic design principles for teaching a fully on-line course.
- 2014 Team-based Learning Academy, University at Albany. The Academy focused on developing courses using a team-based instructional design in which students work in groups.
- 2012 Engage NY Principal Evaluator Network Team Training, funded through the US Dept. of Education's Race to the Top Initiative.
- 2011 Faculty Institute for the teaching of statistics with large-scale data sets, held June 14-17, 2011 at Stanford University. Sponsored by the American Education Research Association, this 4-day workshop explored approaches to using large-scale data sets in teaching introductory statistics courses. As a mentor, I worked with participants during scheduled lab sessions in developing a module on sampling distributions.
- 2010 Technology Leadership Academy on Blended Learning, University at Albany. The Academy focused on course design in the blended format, which involves significantly changing the structure of an existing class (traditional or online) in order to fit in a blended format. Some of the activities and discussions included: Creating a ‘Community of Inquiry’, Creating measurable and visible goals, Diversification of assessment / grading in the blended format, Reconceptualization of activities for blended courses (online discussions, application projects, etc), Designing a blended course, and Making a blended course manageable.
- 3/2002. Teacher Education Accreditation Council (TEAC) training (March 8) provided an opportunity to reflect on EAPS goals, curriculum, and how to measure its outcomes.
- 2/2001. Attended the Comprehensive District Education Planning (CDEP) Spring Workshop sponsored by the New York State Department of Education and the Herkimer BOCES. This workshop provided valuable insight into how schools are being encouraged to use data analysis to inform decision making for academic improvement.
- 9/2000. Participant: Center for Excellence in Teaching and Learning workshop on “Facilitating Discussion in the Classroom & Online.” This workshop provided an introduction to using WebCT, which I use for all my courses.

Professional Service

Journal Editor & Reviewer

Editorial Board member for *Sociology of Education* (2005-2007).

Guest editor for the “Implications of TIMSS Analysis for Educational Policy and Practice,” a special issue of the *International Journal of Educational Policy, Research and Practice*, 2000 vol. 1(2).

Paper reviewer for *Educational Evaluation and Policy Analysis*. Honored as an outstanding reviewer for AERA journals at AERA 2003 Annual Convention.

Paper reviewer for *American Educational Research Journal*, *Sociology of Education*, *Sociological Focus*, *American Journal of Sociology*, and *American Sociological Review*.

Chapter reviewer for *Handbook of Sociology of Education*.

Reviewer of conference paper proposals for the Sociology of Education Special Interest Group of AERA, UCEA, and the Sociology of Education Section of ASA.

Reviewer of prospectus submitted to Roxbury Publishing Company by Janet Ruane for a textbook to be titled *Mapping Methods*.

Grant Proposal Reviewer

Panel member reviewing grant proposals for a National Science Foundation research program.

Expert external reviewer of grant proposals for a National Science Foundation research program.

Professional Affiliations

American Sociological Association;

Sociology of Education Section, Family Section, and Rational Choice Section of ASA.

American Educational Research Association;

Charter member of the Sociology of Education and the School Choice special interest groups.

Longitudinal Studies special interest group of AERA.

Positions in Professional Associations

2017-current Executive Board Member. Collegiate Association for Developing Educational Administrators

2016-2017 Program Chair for the Sociology of Education Special Interest Group of the American Education Research Association.

2011-2013 Secretary for the Collegiate Association for Developing Educational Administrators

2008-2009 Membership Secretary for the Collegiate Association for Developing Educational Administrators

2001-2004. Council member for the Sociology of Education Section of the American Sociological Association. Elected by the section membership.

2000-2002. Secretary-Treasurer for the Sociology of Education Special Interest Group of the American Education Research Association. Elected by the SIG membership.

1999. Nominations Committee Chair for the Sociology of Education Section of the American Sociological Association, appointed by the section chair, Annette Lareau.

1998-2002. Plenary Representative to the University Consortium for Educational Administration (UCEA). Appointed by Dean of the School of Education.

Service to the University at Albany.

Leadership Positions in the Department of Educational Administration & Policy Studies

2019-current Chair

2017-2018 Associate Chair.

2015-2016. Member of Assistant Professor Search Committee.

2014-2015 Chair, Program Review Committee.

2013-current. Member of the Admissions & Academic Standing Committee.

2011-2012. Chair of Admissions & Academic Standing Committee

2005-2009 & 2012-2013. Chair of Curriculum & Instruction Committee.

1998-current. Organizer of EAPS Statistics Examination. Coordinated review of the quantitative methods requirements for the department and developed a new assessment procedure in 1998-99. Since then, coordinated administration of the examination based on materials for EAPS614.

Periodically. Coordinator of EAPS doctoral examinations, which involved assigning exam committees, obtaining proctors, and tallying results.

1998-2005 Member of Curriculum & Instruction Committee, Department of Educational Administration and Policy Studies (EAPS).

1999-2000. Member of EAPS search committee for open position.

1998-1999. Member of EAPS search committee for Director of School Administrative Services.

Other Positions at the University at Albany

Fall 2016 Co-convener, Government, Public Affairs & Policy Futuring Group for the University Strategic Planning Committee.

2004-2007; 2009-2011. Member of Institutional Review Board.

2000-2003. Member of the Governing Board of the Albany Institute for Research in Education.

2000-2003. Member of General Academic Council's Educational Policy & Procedures subcommittee.

1998-2000. Member of the School of Education's Diversity Committee.

Other Activities at University at Albany

2005-current. Principal investigator. CSDA AddHealth Restricted Use-License. Provides access to data for affiliates and their graduate students.

2002. Kathryn S. Schiller. "When Do Parents Make a Difference? Social Context and Parental Involvement in the Transition to High School." Presented at a Center for Social and Demographic Analysis colloquia in December.

2002. Kathryn S. Schiller & Donald Hunt. “Accumulated Disadvantages: Racial and Social Class Differences in High School Mathematics Course Trajectories.” Presented at Capital Area School District Association advisory board meeting in November.
2002. Kathryn S. Schiller. “Science Achievement & Health Behavior: High School Curriculum, Social Context, and Opportunity to Learn.” Presented as part of the Albany Institute for Research in Education (AIRE) brown bag series in October.
- 9/2002. Co-organizer with Dr. Heinz-Dieter Meyer of *Advancing the Institutional Research Agenda in Education*, supported by a small grant from the RGK Foundation.
2002. Kathryn S. Schiller. “Reshaping the Mathematics and Science Pipelines: Implications for Policy and Practice.” Presented to the Education Policy Workgroup, co-sponsored by the School of Public Administration and the Department of Educational Administration and Policy Studies, on March 21.
2001. Small group facilitator at *Rethinking the K-20 Science Education System in New York State A Summit* in Albany, NY. Held in October.
2001. Kathryn S. Schiller. “Science Achievement & Health Behavior: High School Curriculum, Social Context, and Opportunity to Learn.” Presented at the EAPS brown bag series in October.
2000. Participant: Capital District Urban Education Round Table, sponsored by the School of Education’s Diversity Committee in March.
1999. Participant: *Following in Their Footsteps: Outstanding African American, Latino and Native American Educators*, organized by SOE Diversity Committee and held on Feb. 5. The conference was designed to honor minority educators in the area and encourage minority high school students to pursue postsecondary education. At the conference I acted as facilitator for the small group discussion on higher education.
1999. Kathryn S. Schiller. “State Accountability Policies and High School Graduation.” Presented to the Educational Policy Workshop on Feb. 22.
1999. Kathryn S. Schiller. “International Differences in the Effects of Family Characteristics on Academic Achievement.” Presented to the Educational Policy Workshop on April 23.