
KRISTEN CAMPBELL WILCOX

ASSOCIATE PROFESSOR

DEPARTMENT OF EDUCATIONAL POLICY AND LEADERSHIP

UNIVERSITY AT ALBANY

INTERESTS/SPECIALIZATIONS

- Culturally responsive and asset-based approaches to closing opportunity gaps in K-12 schools
- Bridging and translational research for system-wide improvement
- Student, educator, and leader efficacy
- Development and use of writing as a cognitive, behavioral, and motivational driver particularly for ethnically and linguistically diverse youth
- Multilingual and multicultural identity and agency

EDUCATION

2005 Ph.D. in Curriculum and Instruction: Language in Education, University at Albany
Presidential Distinguished Dissertation: Cultural Dissonance in ESL Dialogue
(Chair – A.N. Applebee)

1991 M.A. in English/Specialization -TESOL, University at Albany
Magna Cum Laude

1989 B.A. in English/Sociology, University at Albany
Magna Cum Laude
Special Talent Scholarship- Japanese

HONORS AND AWARDS

2019 National School Development Council's Cooperative Leadership Award

2017 Full-Time Teaching Award, University at Albany, School of Education

2015 Community Engagement Award, University at Albany

2012 Early Career Award, Literacy Research Association: Committee on Ethnicity, Race & Multilingualism

ACADEMIC POSITIONS

2020- present Associate Professor, Department of Educational Policy and Leadership, School of Education, University at Albany

2019-2020 Associate Professor, Department of Educational Policy Studies, College of Arts, Sciences, and Education (CASE), Florida International University

Designed and taught new doctoral level courses in research around teacher retention for 11 Educational Doctorate students who are school leaders in Miami-Dade County Public Schools. Designed CASE leadership team improvement initiative including the use of improvement-science based tools and processes. Led research design for the Improvement Methods for Equity (IM4E) initiative (funded by the Gates Foundation) as part of a research-practice partnership with Broward County Public Schools to improve mathematics literacy among lower performing students and open pathways to STEM careers.

2017-2019 Associate Professor and Chair (2018-2019), Department of Educational Theory and Practice, School of Education, University at Albany.

Designed and taught new graduate level course in improvement science to diverse group of students in social welfare, curriculum and instruction, and educational leadership. Offered two workshops on the use of qualitative data analysis software to groups of doctoral students. As Chair, supervised 14 full time instructor, tenure-track, and tenured faculty; oversaw all department leadership functions including: tenure and promotion; accreditation and program evaluations for a dozen certificate, masters, and doctoral programs, scheduling for all programs including some undergraduate courses; instructor staffing for ~400 students in online, hybrid, and face to face classes; 14 graduate assistantships; supervision of one full time coordinator and one full time administrative assistant.

2005-present Research and Development Director, Principal Investigator, and Lead Field Researcher, Know Your Schools~for New York Kids (Funded by the State of New York)

Led efforts to design and conduct research and develop related school improvement efforts to address educational outcome disparities. Supervise one post-doctoral fellow and one graduate assistant.

2013-2015 Principal Investigator Race-to-the-Top Study (Funded by the State of New York)

Led design and implementation of research in elementary and secondary schools with regard to three Race-to-the-Top innovations: data-driven instruction; annual professional performance reviews; and Common Core Standards.

PRACTICE INNOVATIONS AND ACHIEVEMENTS

Led the development of an innovation called COMPASS: A continuous improvement process and set of tools using positive outlier research in conjunction with improvement science methods.

- ✓ Contracted 48 K-12 schools in COMPASS continuous improvement workshops and year-long improvement projects
- ✓ Published three articles on the innovation in *The Rural Educator*, *The Peabody Journal of Education*, and *Impact*.
- ✓ Presented 10 times on the innovation both invited and peer-reviewed.

Led the development of coursework for graduate students and designed and facilitated workshops for higher education leaders in the use of improvement science-based processes and tools (Florida Gulf Coast University and Florida International University)

RECENT PUBLICATIONS

(*denotes former or current student/mentee)

Leo, A.* & **Wilcox, K.C.** (in press). Beyond deficit and determinism to address the Latinx attainment gap. *Journal of Latinos and Education*

Leo, A.*, **Wilcox, K.C.**, Kramer, C.*, Lawson, H., & Min. M. (in press). Relationships between teacher and student agency: A multiple case study of schools that beat the odds for diverse student college and career readiness. *Teachers College Record*.

Kramer, C*, **Wilcox, K.C.**, & Lawson, H. (2020). Positive youth development as an improvement resource in odds-beating secondary schools. *Preventing School Failure*.

Leo, A.*, **Wilcox, K.C.**, & Lawson, H. (2019). Culturally-responsive and asset-based strategies for parent and family engagement in odds-beating secondary schools. *School Community Journal*. 29(2), 255-280.

Wilcox, K.C & Zuckerman, S.* (2019). Building will and capacity for improvement in a rural research-practice partnership. *The Rural Educator*. 40(1), 73-90.

Kurto, H.*, **Wilcox, K.C.**, & Saddler, K. (Winter, 2019). Accessibility of the Common Core for students with disabilities: Results from a multiple case study. *Journal of the American Academy of Special Education Professionals*. <http://aasep.org/aasep-publications/journal-of-the-american-academy-of-special-education-professionals-jaasep/jaasep-winter-2019/index.html>

Zuckerman, S.*, **Wilcox, K.C**, Schiller, K., & Durand, F. (2018). Absorptive capacity in rural schools: Bending not breaking during disruptive innovation implementation. *Journal of Research in Rural Education*. 34(3). doi: 10.1080/15700763.2017.1384500 <http://jrre.psu.edu/wp-content/uploads/2018/03/34-3.pdf>

Jeffery, J., Elf, N., Skar, G.B., & **Wilcox, K.C.** (2018). Writing development and education standards in crossnational perspective. *Writing & Pedagogy*. 10(3), 333-370.

Wilcox, K. C., & Lawson, H. A. (2018). Teachers' agency, efficacy, engagement, and emotional resilience during policy innovation implementation. *Journal of Educational Change*, 19(2), 181-204. doi: 10.1007/s10833-017-9313-0

Zuckerman, S.*, **Wilcox, K.C.**, Durand, F., Lawson, H.A., & Schiller, K. (2018). Drivers for change: A study of distributed leadership and performance adaptation during policy innovation implementation. *Leadership and Policy in Schools*. doi: 10.1080/15700763.2017.1384500

Wilcox, K. C., Gregory, K., Yu, F.*, & Leo, A.* (2017). Culturally and linguistically-adapted school systems: A study of promising practices in odds-beating elementary schools. *NYS TESOL Journal*. 4(2), 35-47.

Wilcox, K.C., Lawson, H.A., & Angelis, J. (2017). COMPASS-AIM: A university/P-12 organizational intervention for continuous improvement. *Peabody Journal of Education*. doi: 10.1080/0161956x.2017.1368654

Wilcox, K.C. & Gregory, K., & Yu, F.* (2017). Connecting the dots for English language learners: How odds-beating elementary school educators monitor and use student performance data. *Journal for Leadership and Instruction*, 16 (1) 37-43.

Lawson, H.A., Durand, F., **Wilcox, K.C.**, Gregory, K., Schiller, K., & Zuckerman, S.* (2017). The role of district and school leaders' trust and communications in the simultaneous implementation of policy innovations. *Journal of School Leadership*, 27(1), 31-67.

Jeffery, J. & **Wilcox, K.C.** (2016). L1 and L2 adolescents' perspectives on writing within and across academic disciplines: Examining the role of agency in writing development. *Writing & Pedagogy*, (8)2, 245-274.

Wilcox, K.C., Jeffery, J., & Gardner-Bixler, A*. (2016). Writing to the Common Core: Teachers' responses to changes in standards and assessments for writing in elementary schools. *Reading & Writing*, 29(5), 903-928.

Wilcox, K.C. & Jeffery, J. (2015). Adolescent English language learners' experiences with content-area writing. *English for Specific Purposes*, 38, 44-56.

Wilcox, K.C. (2015). "Not at the expense of their culture": Graduating Native American youth from high school. *The High School Journal*, 98(4), 337-352.

Wilcox, K.C., Lawson, H. A., & Angelis, J. I. (2015). Classroom, school and district impacts on minority student literacy achievement. *Teachers College Record*, 117(10). Retrieved from <http://www.tcrecord.org/content.asp?contentid=18049>

Durand, F., Lawson, H.A., **Wilcox, K.C.**, & Schiller, K. (2015). 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.

Wilcox, K.C., Yu, F.*, & Nachowitz, M. (2015). Epistemic complexity in adolescent writing. *Journal of Writing Research*, 7(1), 5-39.

BOOKS AND MONOGRAPHS

Nachowitz, M. & **Wilcox, K.C.** Eds. (2018). *High literacy in secondary ELA classrooms: Bridging to college and career*. Lexington Books.

De Oliveira, L. & **Wilcox, K.C.** Eds. (2017) *Teaching science to English language learners: Preparing pre-service and in-service teachers*. Palgrave Macmillan.

Wilcox, K.C., Lawson, H.A, & Angelis, J.I. with Durand, F., Schiller, K, Gregory, K., & Zuckerman, S* (2017). *Innovation in odds-beating schools: Exemplars of getting better at getting better*. Lanham, MD: Rowman & Littlefield.

Wilcox, K.C. & Angelis, J. (2010). *Best practices from high performing high schools*. New York: Teachers College Press.

RECENT REFEREED CONFERENCE PAPERS AND POSTERS

Wilcox, K.C., Lawson, H., & Durand, F. (2020, April). *Catalysts for improving diverse student high school graduation rates in odds-beating schools*. Presented at the Carnegie Foundation Summit for School Improvement, San Francisco, CA

Kramer, C.*, Lester, A.*, & **Wilcox, K.C** (2020, April). *Building school communities that prepare youth to thrive as 21st Century citizens*. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. (paper accepted; conference canceled).

Orr, M.T, **Wilcox, K.C.**, Crow, R., Perry, J.A., Eddy-Spicer, D., Lozano, M. & Biag, M. (2019, November). *Critical conversations and networking for the scholarship of improvement science: The scholarship of systematizing improvement*. University Council for Educational Administration Annual Meeting, New Orleans.

Biag, M., Anderson, E., Korach, S., Lochhead, S.J., **Wilcox, K.C.**, Lochmiller, C., Orr, M.T., Perry, J.A., Crow, R., & Zambo, D. (2019, November). *Examining improvement leadership at the individual, school, and setting levels: Sustaining improvement through research-practice partnerships*. University Council for Educational Administration Annual Meeting, New Orleans.

Wilcox, K.C., Crow, R., Perry, J.A., Eddy-Spicer, D., Lozano, M. & Biag, M. (2019, November). *Preparing school and system leaders for improvement science: An innovative, hands-on mini-workshop*. University Council for Educational Administration Annual Meeting, New Orleans.

Kramer, C.*, **Wilcox, K.C.**, & Lawson, H. (2019, April). *Positive youth development as an improvement resource in odds-beating high schools*. Presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Wilcox, K.C. & Oliver, G*, (2019, April). *Addressing the English language learner teacher capacity shortfall through improvement science in teacher preparation*. Presented at the Carnegie Foundation Summit for School Improvement, San Francisco, CA

Wilcox, K.C. Oliver, G*, Yu, F.*, & Gregory, K. (2019, March). Disciplinary and interdisciplinary practices for ESOL students. Presented at the Teaching English to Speakers of Other Languages (TESOL) annual convention, Atlanta, GA

RECENT COURSES TAUGHT

- Qualitative Research Seminar on Problems of Practice
- Ethics and Educational Leadership
- Continuous Improvement in Education and Human Services
- Research in Practice
- Seminar in Cultural and Linguistic Diversity in Schools: Current Issues, Theory, and Research
- Qualitative Research
- Theory and Practices of Interviewing in Interpretive Research (Doctoral elective)
- Qualitative Research Field Methods
- Advanced Methods in Social Science Research

RECENT SERVICE TO THE LOCAL COMMUNITY, STATE, NATION, AND WORLD

2019. Fulbright Scholar Reviewer. Institute of International Education. New York, NY.

2019. Participant in the Carnegie Foundation for the Advancement of Teaching Improvement Scholars Network national convening. Dallas, TX.

2018—Jan.- June. Advisor. Rockefeller Institute of Government. Albany, NY.

2016-2019. Capital Area School Development Association (CASDA), Executive Committee Member

2011-2016 Representative to President Obama's Advisory Commission on Educational Excellence for Hispanics

2010-2011. University representative on SUNY Chancellor's "Cradle to Career" Network

2010. New York State Governor's Summit for Drop-out Prevention and Student Engagement; Member of sub-committee for state-wide research.