
KRISTEN CAMPBELL WILCOX

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RESEARCH INTERESTS

Educational equity in P-12 schools; research-practice partnerships; school and district leadership; culturally responsive and sustaining pedagogy; disciplinary and multilingual writing; improvement science.

EDUCATION

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

M.A., English, University at Albany
Specialization-TESOL (Teaching English to Speakers of Other Languages)
University at Albany

B.A., English/Sociology, University at Albany

ACADEMIC POSITIONS AND PROFESSIONAL EXPERIENCE

FACULTY APPOINTMENTS

2024-present Professor, Educational Policy and Leadership
School of Education, University at Albany

Teaching and research in instructional leadership and continuous quality improvement, with emphasis on the development of systems to support ambitious and equity-oriented instruction. The work is supported through several ongoing multi-site direct continuous improvement initiatives in research-practice partner schools and field studies of exemplary schools that extend into new lines of inquiry focused on leaders' roles in school improvement with application to leader preparation courses and dissemination in a variety of leader-practitioner and peer-review publications.

2020-2024 Associate Professor, Educational Policy and Leadership
School of Education, University at Albany

Teaching and research in instructional leadership and continuous quality improvement, with emphasis on the development of systems to support ambitious and equity-oriented instruction. The work is supported through several ongoing multi-site direct continuous improvement initiatives in research-practice partner schools and field studies of

exemplary schools that extend into new lines of inquiry focused on leaders' roles in school improvement with application to leader preparation courses and dissemination in a variety of leader-practitioner and peer-review publications.

- 2019-2020 Associate Professor, Educational Policy Studies
College of Arts, Sciences, and Education (CASE), Florida International University
(while on leave from the University at Albany)
- Teaching and research in school leadership and school leadership team improvement, extending a research-practice partnership with Broward County Public Schools with a focus on improving mathematics literacy among lower performing students and opening pathways to STEM careers.
- 2008-2019 Associate Professor, Educational Theory and Practice, 2017-2020
Assistant Professor, 2011-2017; Visiting Assistant Professor, 2008-2011;
Postdoctoral Fellow, 2005-2007
School of Education, University at Albany
Chair, 2018-2019, Co-Chair, 2017-2018.
- Teaching and research in improvement science, research methods and curriculum and instruction, with special attention to closing opportunity gaps for ethnically, linguistically, and socioeconomically diverse children and youth. The work was supported through ongoing multi-site direct continuous improvement initiatives in research-practice partner schools and field studies of positive outlier schools including targeted focus on particular subgroups of students (English New Language), content areas (e.g. Science), and curriculum (College and Career Readiness).

OTHER TEACHING POSITIONS

- 2000-2001 Coordinator/Instructor (K-12), English as a Second Language (ESL)
Menomonee Falls School District, Menomonee Falls, WI
- 1999-2000 Curriculum Coordinator/Instructor (K-12), English as a Second Language
International School of Curitiba, Curitiba, Paraná, Brazil
- 1998-1999 English Professor, Centro de Ensino de Linguas
Universidade Estadual de Campinas, Campinas, Brazil
- 1997 Lecturer, Intensive English Program
University of Wisconsin-Milwaukee
- 1997 English Instructor
Gateway Technical College, Racine, WI
- 1996 English Instructor
Teikyo-Post University, Naugatuck, CT
- 1995-1996 English Instructor, Intensive Language Program
Naugatuck Valley Community-Technical College, Naugatuck, CT

1995 English Instructor
Colegio Universitario del Este, San Juan, Puerto Rico

1994 English Professor
Universidad Interamericana, San Juan, Puerto Rico

1991-1992 English Instructor
Fulton-Montgomery Community College, Johnstown, NY

GRANTS AND CONTRACTS

- 2023-2024 Micro-credential in Improvement Science for Organizations Tier 2
~\$15,000.00 for New York State Education Department
- Lead design and delivery of hybrid professional learning modules on improvement science for NYSED staff associates assisting identified schools.
- 2005-present *Know Your Schools~for New York Kids*
~\$4,000,000, State of New York, with additional seed funding from AT&T, State Farm, IBM, and The Broad Foundation
(Research and Development Director, Principal Investigator, and Lead Field Researcher)
- Lead design and conduct of research and developed related school improvement resources to address disparities in educational outcomes. Collaborate with other faculty and lead site teams in the collection of documentary evidence and the conduct of interviews, focus groups, and classroom observations. Lead analysis and writing of research reports and presentation of findings at local, state, national, and international conferences. Lead the facilitation of school improvement institutes based on research.
- 2021-2023 *Safer at Home? School Reopening Policies and Deepening Disparities in Adverse Childhood Events in Light of COVID-19*
\$8,000, The University at Albany President's COVID-19 Minority Health Disparities Engaged Researchers Seed Funding Program (Co-Principal Investigator)
- Lead design of a collaborative participatory inquiry with interdisciplinary research team to uncover disparities in educational opportunities related to COVID reopening policies. Lead the qualitative data collection through school leader interviews and educator focus groups.
- 2021-2023 *Research-Practice Partnership for Equity*
\$5,000, The American Institutes for Research (AIR): Equity in Education (Research Practice Partnership Hub Leader and Principal Investigator)
- Lead convenings and design of research-practice partnership using improvement science methods to uncover and address disparities in educational opportunities in the wake of COVID. Lead all convenings of the partnership and communications with AIR.
- 2013-2015 *Race-to-the-Top Evaluation Study*
\$602,000, New York State Education Department, with flow through funding from U.S. Department of Education (Principal Investigator)
- Led two studies of odds-beating positive outlier elementary and middle schools as they implemented Common Core State Standards, annual professional performance reviews, and data-driven instruction. Oriented site visit teams in focus group moderation, interviewing, document collection, classroom observation data organization, NVivo software use for data consolidation, and matrix analysis for intra- and cross-case analyses. Led analysis and writing of research reports and presentation of findings at local, state, national, and international conferences.

- 2012-2013 *Diagnostic Tool for School and District Effectiveness*
\$326,000, New York State Education Department, Office of Accountability (Co-Investigator)
- With PI, led literature reviews for and development of the diagnostic tool for school and district effectiveness (DTSDE) resource guide. Led a statewide professional development effort to support educators' use of the DTSDE.
- 2011 Faculty Diversity Grant
\$15,000, State University of New York

HONORS

- 2023 Leadership in Research Certificate, American Institutes for Research
Recognition of NYKids research and scholarly accomplishments in research-practice partnerships
- 2023 Provost's Leadership Academy Fellow- University at Albany
- 2019 Cooperative Leadership Award, National School Development Council
Recognition of leadership in the education field nominated by local educator study council
- 2017 Full-Time Teaching Award, School of Education, University at Albany
Recognition of excellence in teaching
- 2015 Community Engagement Award, University at Albany
Recognition of outstanding achievement in public engagement through scholarship, research, teaching, experiential and applied learning, creative activity and service.
- 2012 Early Career Award, Committee on Ethnicity, Race & Multilingualism, Literacy Research Association
Recognition of contributions to literacy scholarship focusing on ethnicity, race, and multilingualism

PUBLICATIONS

Note: current and former students*, NYKids staff members**, and NYKids research team member***

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.I.*** (2010). *Best practices from high performing high schools*. New York: Teachers College Press.

Wilcox, K.C. & Angelis, J.I.*** (2009). *Best practices from high performing middle schools*. New York: Teachers College Press.

Wilcox, K.C. (2009). *Cultural dissonance in the second language classroom*. Koln, Germany: Lambert Academic Publishing.

REFEREED JOURNAL ARTICLES

Wilcox, K. C., Durand, F.***, Lawson, H. A. ***, Schiller, K.***, Leo, A.**, Khan, M.**, & Mola-Avila, J.*** (in press). School leaders' communications and educators' job satisfaction during the COVID-19 pandemic. *Journal of School Leadership*.

Leo, A.**, Holdsworth, E., & **Wilcox, K.C.** (2023). The impact of job demands, control, and support on the stress levels of elementary school teachers during the COVID-19 pandemic. *Education 3-13*.
<https://doi.org/10.1080/03004279.2023.2261476>

Schiller, K.***, **Wilcox, K. C.**, Khan, M.**, Mola-Avila, J.*** & Leo. A. (2023). "I was on an Island": COVID-19 impacts on educator collegiality. *Journal of Educational Change*. 24, 1099-1110. <https://doi.org/10.1007/s10833-023-09489-3>

Leo, A.**, **Wilcox, K. C.**, Khan, M.** I., & Tobin, J.* (2023). Family engagement during the pandemic: Challenges, inequities, and opportunities for adaptation. *Child & Youth Services*, 1-28.
<https://doi.org/10.1080/0145935X.2023.2247855>

Wilcox, K.C. & Lawson, H. A.*** (2022). Advancing educational equity research, policy, and practice. *Education Sciences*. 12(12), 894. <https://doi.org/10.3390/educsci12120894>

Leo, A.**, **Wilcox, K.C.**, & Tobin, J.* (2022). From the classroom to the community: peer relationships in an ecological context. *American Journal of Qualitative Research*. 6(3), 74-98.
<https://doi.org/10.29333/ajqr/12453>

Leo, A.**, Holdsworth, E. A., **Wilcox, K.C.**, Khan, M.**, Mola-Avila, J.***A., & Tobin, J.* (2022). Gendered impacts of the COVID-19 pandemic: A mixed-method study of teacher stress and work-life balance. *Community, Work & Family 1-22[online first]* <https://doi.org/10.1080/13668803.2022.2124905>

Durand, F.***, **Wilcox, K.C.**, Lawson, H.A.***, & Schiller, K.*** (2022). Framing leaders' discourses on preparing diverse high school students for college and career. *American Journal of Education*. 128(2), 327-354.

Wilcox, K.C. (2021). A rural school's adaptations, improvements, and innovations during the COVID-19 pandemic. *Journal of Cases in Educational Leadership*. 25(2), 111-123.
<https://doi.org/10.1177/15554589211058103>

- Leo, A.** , **Wilcox, K.C.**, & Yu, F.* (2021). An ecological view of rural students' aspirations. *Rural Society*, 1-21. 30(2-3), 63-83. <https://doi.org/10.1080/10371656.2021.1995965>
- Kramer, C.** S., Lester, A.J.** , & **Wilcox, K. C.** (2021). College, career, and civic readiness: Building school communities that prepare youth to thrive as 21st century citizens. *Theory & Research in Social Education*. 49(4), 620-629. <https://doi.org/10.1080/00933104.2021.1968984>
- Leo, A.** , **Wilcox, K.C.**, Kramer, C.** , Lawson, H.A.*** , & Min. M. (2020). Teacher and student reciprocal agency in odds-beating schools. *Teachers College Record*. 122(12), 1-34. <https://www.tcrecord.org> ID Number: 23504
- Leo, A.** & **Wilcox, K.C.** (2020). Beyond deficit and determinism to address the Latinx attainment gap. *Journal of Latinos and Education*, 1-16, <https://doi.org/10.1080/15348431.2020.1815537>.
- Kramer, C.** , **Wilcox, K.C.**, & Lawson, H. (2020). Positive youth development as an improvement resource in odds-beating secondary schools. *Preventing School Failure: Alternative Education for Children and Youth*, 64(4), 301-315.
- 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). Meeting the needs of student with disabilities: characteristics of universal design of instruction in odds-beating middle schools. *Journal of the American Academy of Special Education Professionals*. Winter. (90-114) <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), 1-27.
- Jeffery, J., Elf, N., Skar, G.B., & **Wilcox, K.C.** (2018). Writing development and education standards in cross-national 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.
- 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*. 7(4), 618-646.
- 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.I.*** (2017). COMPASS-AIM: A university/P-12 organizational intervention for continuous improvement. *Peabody Journal of Education*. 2(5), 649-674.

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). 1-38. 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.

Graham, S., Early, J., & **Wilcox, K.C.** (2014). Adolescent writing and writing instruction: introduction to the special issue. *Reading & Writing*, 26(6), 969-972.

Lawson, H. A.***, Alameda-Lawson, T., Lawson, M.A., Briar-Lawson, K.H., & **Wilcox, K.C.** (2014). Three parent and family interventions for rural schools and communities. *Journal of Education and Human Development*, 3(3), 59-78.

Wilcox, K.C., Angelis, J.I.***, Baker, L., & Lawson, H.A.*** (2014). The value of people, place, and possibilities: A multiple case study of rural high school completion. *Journal of Research in Rural Education*. 29(9), 1-18.

Wilcox, K.C. (2014). An urban secondary school case study of disciplinary writing in tracked classrooms. *Education and Urban Society*, 47(2), 242-268.

Wilcox, K.C. & Jeffery, J. (2014). Adolescents' writing in the content areas: National study results. *Research in the Teaching of English*. 49(2) 168-176.

Jeffery, J. & **Wilcox, K.C.** (2014). How do I do it if I don't like writing?: Adolescents' stances toward disciplinary writing. *Reading & Writing*, 27(6) 1095-1117

Wilcox, K.C., Yagelski, R., & Yu, F.* (2014). The nature of error in adolescent writing. *Reading & Writing*, 27(6), 1073-1094. Retrieved from <http://link.springer.com/article/10.1007%2Fs11145-013-9492-x#page-1>

Wilcox, K.C. (2013). A socioecological view of higher-performing diverse elementary schools. *Journal of Education for Students Placed at Risk*, 11(2) 101-27.

Oliveira, A., **Wilcox, K.C.**, Applebee, A.N., Snyder, M., Amodeo, V.*, & Angelis, J,*** (2013). Best practices in middle school science. *Journal of Science Teacher Education*, 24(2), 297-322.

Freeman, M., Mathison, S., & **Wilcox, K.C.** (2012). 'Critical thinking' and state-mandated testing: The collision of state rhetoric and teacher beliefs. *Critical Education*, 3(5) 1-19.

Wilcox, K.C., & Angelis, J.I.*** (2012). From "muddle school" to middle school: Building capacity to collaborate for higher-performing middle schools. *The Middle School Journal*, 43(4) 40-48.

Wilcox, K.C., & Angelis, J. *** (2011). High school best practices: Results from cross-case comparisons. *The High School Journal*, 94(4) 138-153.

Wilcox K.C. (2011). Writing across the curriculum for secondary English language learners: A case study. *Writing & Pedagogy*, 3(1) 79-112.

Wilcox, K.C. (2010). The importance of civic responsibility in higher performing middle schools. *Education and Urban Society*. 43(1) 26-41.

Wilcox, K.C. (2009). The impact of student beliefs on the effectiveness of video in developing cross-cultural competence. *CALICO Journal* 27(1), 91-100.

Wilcox, K.C. (2007). Listening to dissonance in ESL classrooms. *Critical Inquiry in Language Studies*. 4(4) 265-282.

Freeman, M., Mathison, S., & **Wilcox, K.C.** (2006). Performing parent dialogues on high-stakes testing: Consent and resistance to the hegemony of accountability. *Cultural Studies: Critical Methodologies*, 6(4) 460-473.

Wilcox, K.C. (2003). Dewey, Bruner, and "seas of stories" in the high stakes testing debate. *Education and Culture*, 19(1) 4, 17-20.

Wilcox, K.C. & Ryder R. (2002). Standardized testing and improving educational opportunity in Brazil. *The Educational Forum*. 66(3) 214-219.

BOOK CHAPTERS

Wilcox, K.C. & Jeffery. (in press). Research on Writing in Schools: Continuing the Conversation. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.). *Handbook of Writing Research* (3rd edition). Guilford Publications.

- Zuckerman, S.* & **Wilcox, K.C.** (2023) A tale of two university-based improvement hubs: An ecologically nuanced view of hub development. In E. Anderson & S. D. Hayes (Eds.), *Leadership for School Improvement*. (pp. 373-394). Information Age Publishing.
- Wilcox, K. C.**, Schiller, K.***, Lawson, H. A.***, Durand, F.***, Leo, A.**, Yu, F.*, Tobin, J.*, & Mola-Avila, J.*** (2023). *Discovering differential impacts of the COVID-19 pandemic on the education workforce*. SUNY Press. <https://soar.suny.edu/handle/20.500.12648/8427>
- Wilcox, K.C.**, Dacus, L, Yu, F.* (2021). School writing in the US Pre- and Post- Implementation of the Common Core. In J.V. Jeffery & J. Parr (Eds.), *International Perspectives on Writing Curricula and Development: A Cross-Case Comparison* (pp. 78-100). New York: Routledge.
- Wilcox, K.C.** Oliver, G, Yu, F.*, & Gregory, K. (2019). Disciplinary and interdisciplinary practices for ESOL students. In L.C. de Oliveira (Ed.), *Handbook of TESOL in K-12* (pp.25-40). Hoboken, NJ: Wiley-Blackwell.
- Wilcox, K.C.**, Jeffery, J. & Yu, F.* (2018). College and career readiness standards and high literacy. In M. Nachowitz & K.C. Wilcox (Eds.). *High Literacy in Secondary ELA Classrooms: Bridging to College and Career* (pp.23-36). Lanham, MD: Lexington Books.
- Wilcox, K.C.**, & Jeffery, J. (2018). Adolescent writing development and authorial agency. In C. Bazerman (Ed.), *The Lifespan Development of Writing* (pp.181-209). Washington, D.C.: National Council of Teachers of English.
- Wilcox, K.C.**, & Yu, F.* (2016). Writing to achieve the Common Core State Standards in Science for English Language Learners. In L.C. de Oliveira (Ed.), *Book 5: The Common Core State Standards in Literacy in History/Social Studies, Science and Technical Subjects for English language learners: Grades 6-12* (pp. 75-90). Alexandria, VA: TESOL Press.
- Wilcox, K.C.** (2013). Adolescent English language learners and content area writing. In A.N. Applebee & J.A Langer, *Writing Instruction That Works* (pp. 130-144). New York: Teachers College Press.
- Wilcox, K.C.** (2012). Diversity as strength: How higher performing schools embrace diversity and thrive. In A. Cohan & A. Honigsfeld (Eds.), *Breaking the Mold of Education for Culturally and Linguistically Diverse Students: Innovative and Successful Practices for the 21st century* (pp. 47-51). New York: Rowman & Littlefield.
- Wilcox, K.C.** (2008). Re-authoring: Language learners and shifting identities. In M. Mantero, C. P. Miller & J. L. Watzke (Eds.), *Readings in Language Studies* (Vol. 1, pp. 25-43). St. Louis, MO: International Society for Language Studies, Inc.
- Wilcox, K.C.**, & Baker, L. (2006). "What works" in best practice research: Methodological approaches toward the study of best practices in elementary schools. In M. Firmin & P. Brewer (Eds.), *Ethnographic and Qualitative Research in Education* (Vol. 2, pp. 221-232). Newcastle, UK: Cambridge Scholars Press.
- MANUSCRIPTS UNDER REVIEW OR IN PROGRESS**
- Leo, A.** & **Wilcox, K.C.** (under review). The limits of positivity: Educators' stress and surge acting during the COVID-19 pandemic. *International Journal of Educational Research*.

Wilcox, K.C., Hawrylchak, A., Hower, L, Tobin, J.*, & Khan, M.** I. (under review). Lessons on closing the “Belongingness Gap” from a regional high school’s research-practice partnership. *Educators’ Voice* (a publication of the New York State United Teachers).

Durand, F.*** & **Wilcox, K. C.** (under review). Leaders’ balanced stakeholder engagement strategies during crisis.

Ellis-Robinson, T., **Wilcox, K. C.**, T., Dozier, C., & Baker, E. (in progress). Beyond nods to DEI in post-secondary education: A case of collective effort.

BOOK REVIEWS

Wilcox, K.C. (2013). Linguistic minority students go to college: Preparation, access, and persistence. *Teachers College Record*.

Wilcox, K.C. (2008). Pathways to multilingualism: Evolving perspectives on immersion education
Linguistic minority students go to college: Preparation, access, and persistence. *Teachers College Record*.

RESEARCH REPORTS

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Wilcox, K.C., Leo, A.** , & Yu, F.* (2020). *College and career readiness: Students’ perspectives on preparation for life beyond high school*. Albany, NY: State University of New York. https://ny-kids.org/wp-content/uploads/2021/01/NYkids_2020_web.pdf

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Wilcox, K.C. (2008). *What makes high schools work: Findings from the 2007-8 high school best practice study in New York State*. Albany, NY: State University of New York. http://www.albany.edu/nykids/report_high_school.php

Wilcox, K.C., & Angelis, J. (2007). *What makes middle schools work: Findings from the 2006-7 middle school best practice study in New York State*. Albany, NY: State University of New York. http://www.albany.edu/nykids/report_middle_schools.php

Wilcox, K.C. (2005). *What makes elementary schools work*. Albany, NY: State University of New York. http://www.albany.edu/nykids/results_elementary_school.php

PRACTITIONER/SERVICE PUBLICATIONS

Rhode, B.*, & **Wilcox, K.C.** (Spring 2021). Leading through risk. In *Vanguard* (School Administrators Association of New York State magazine), 47-49 <https://saanys.org/wp-content/uploads/2021/05/VAN-SPRINGonline2021.pdf>

Wilcox, K.C., & Leo, A.** (Spring, 2019). From “fake teams” to teacher collective efficacy via research-practice partnerships. In *Impact Journal* (New York State Association for Supervision and Curriculum Development) 44(1) 18-25. <http://publications.catstonepress.com/i/1136488-spring-2019-impact/26?>

Wilcox, K.C., & Angelis, J.I.*** (February, 2018). Three ways to connect the dots to support English language learners' performance. In *On Board* (New York State School Boards Association), 7.

Wilcox, K.C., Lawson, H.A.***, & Angelis, J.I.*** (September, 2015). In the Common Core era, schools need good organizational 'gardening'. In *On Board* (New York State School Boards Association), 11.

Angelis, J.***, **Wilcox, K.C.**, & Baker, L. (November, 2014). Poverty and performance in New York State: What can we learn from best practice research? In *Impact Journal* (New York State Association for Supervision and Curriculum Development), (40)1.

Angelis, J.*** & **Wilcox, K.C.** (January, 2014). An amazing thing happened on the way . . . : Best practices in staying ahead of new state mandates. In *Impact Journal* (New York State Association for Supervision and Curriculum Development) 39(2) 23-33.

Angelis, J.***, **Wilcox, K.C.** & Baker, L. (March, 2014). University at Albany researchers identify ways schools succeed in graduating at-risk students. In *On Board* (New York State School Boards Association), 9.

Angelis, J.***, **Wilcox, K.C.** & Andress, N. (2013). Staying focused in turbulent times. In *Update* (Newsletter of the New York State School Boards Association.)

Angelis, J.*** & **Wilcox, K.C.** (2012). Poverty, performance, and frog ponds: What best practice research tells us about their connections. In *Phi Delta Kappan*. 93(3) 26-31.

Angelis, J.***, **Wilcox, K.**, & Andress, N. Collect, analyze, act: Follow the data to success. In *Principal Leadership* 12(7) 32-36.

Angelis, J.*** & **Wilcox, K.C.** (May, 2012). UAlbany identifies factors explaining higher performance among 'critical needs' elementary students. In *On Board* (Newsletter of the New York State School Boards Association), 7.

Angelis, J.*** & **Wilcox, K.C.** (2011). Trust and respect at the middle level. In *Principal*, 91(1) 44-45.

Wilcox, K.C. (2009). Cognitive dimensions of writing across subject areas: A summary of ongoing research with ELLs. In *Idiom* (Newsletter of New York State TESOL), 39(1) 10-21.

REFEREED CONFERENCE PAPERS AND POSTERS

Wilcox, K.C. (2024, July). *Promising Practices from New York's Positive Outlier Rural Schools: A Report from NYKids*. New York State Rural Schools Association Summer Conference. Lake Placid, NY.

Tobin, J.* & **Wilcox, K.C.** (2024, April). *Centering Student and Educator Voice: A Regional High School's Improvement Journey to Belonging*. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Wilcox, K.C., Billington, T. (Associate Commissioner for the Office of Accountability- NYS Education Department) & Tobin, J.* (2024, April). *Bridging Accountability and Improvement: Building State Field*

Agent Improvement Capacity. Carnegie Foundation for the Advancement of Teaching Annual Summit on Improvement in Education, San Diego, CA.

Wilcox, K.C. (2024, January). *Backbone Organizations for Improvement Research and Continuous Improvement Utilization: Opportunities and Challenges from New York.*, International Congress for School Effectiveness and Improvement (ICSEI) Dublin, Ireland.

Wentworth, L., Woulfin, S., Biag, M., Oyewole, K., Resnick, A., Peurach, D., Schiller, K.***, **Wilcox, K.C.**, Villavicencio, A., (2023, November). *Collaborative Efforts between Leaders and Researchers to Support the Hard Reset that Educational Systems Require*. University Council of Educational Administrators Annual Conference. Columbus, OH.

Wilcox, K.C & Lawson, H.A.***, (2023, May). *Advancing Educational Equity Research, Policy, and Practice*. International Conference on Global Progressive Leadership, Athens, Greece.

Wilcox, K.C & Durand, F.***, (2023, April). *Diverse stakeholder empowerment: Adaptive leadership in K12 schools during crisis*. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Leo, A.**, Tobin, J.*, & **Wilcox, K.C.** (2023, April). *Family engagement during the pandemic: Challenges and opportunities*. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Zuckerman, S.* & **Wilcox, K.C.** (2023, April). *Developing university-school partnership improvement hubs: Conditions, opportunities, and barriers*. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Wilcox, K.C., Eddy-Spicer, D., Yurofsky, M., Silva, C., Zumpe, E., & Hammond, J. (2023, April). *Teaching Educational Leaders the Foundations of Improvement Science: An Interactive Workshop*. Carnegie Foundation for the Advancement of Teaching Annual Summit on Improvement in Education, San Diego, CA.

Wilcox, K.C., Khan, M.**, Tobin, J.* (2023, April). *Addressing Differential Impacts of COVID Via a National Research-Practice Partnership Network*. Carnegie Foundation for the Advancement of Teaching Annual Summit on Improvement in Education, San Diego, CA.

Wilcox, K.C. (2022, April). *A rural research-practice partnership's adaptations during the COVID-19 pandemic*. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Leo, A.**, **Wilcox, K.C.**, * Tobin, J.* (2022, April). *Fostering positive peer relationships: A qualitative study of two secondary schools*. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Wilcox, K.C. & Ellis-Robinson, T. (2022, March). *Improvement science in a university decolonizing syllabi initiative to meet diversity, equity, and inclusion aims*. Carnegie Foundation Annual Summit on Improvement in Education, San Diego, CA.

Wilcox, K.C. (2021, October). *School leaders' roles in addressing differential impacts of the pandemic*. University Council of Educational Administrators Annual Conference. Columbus, OH.

Wilcox, K.C. & Larrabee, D. (2021, April). *A rural school's adaptations, improvements, and innovations during the COVID-19 pandemic*. Carnegie Foundation Annual Summit on Improvement in Education, Virtual.

Leo, A.** & **Wilcox, K.C.** (2021, April). *Towards a culturally responsive education for rural schools: Insights from a multiple case study*. American Educational Research Association (AERA) Annual Meeting, Virtual.

Durand F., **Wilcox, K.C.**, Lawson, H., & Schiller K. (2021, April). *Disrupting inequities in diverse schools: A participatory performance of school and district leader discourses*. American Educational Research Association (AERA) Annual Meeting, Virtual.

Wilcox, K.C., Lawson, H., & Durand, F.*** (2020, April). *Catalysts for improving diverse student high school graduation rates in odds-beating schools*. Carnegie Foundation Annual Summit on Improvement in Education, 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.

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*. 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*. Carnegie Foundation Annual Summit on Improvement in Education, San Francisco, CA.

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

Wilcox, K.C. & Larabee, D. (2018, April). *Engaging in the ground war: Lessons about galvanizing improvement teams from a research-practice partnership*. Carnegie Foundation Annual Summit on Improvement in Education, San Francisco, CA.

Wilcox, K.C. (2017, November). *Teachers' perspectives and approaches toward writing instruction in odds-beating schools*. National Council of Teachers of English (NCTE) Annual Convention, St. Louis, MO.

Wilcox, K.C. (2017, April). *Adapting to ESL policy changes in New York: A study of odds-beating schools*. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

Wilcox, K.C., Nachowitz, M., & Ward, R. (2017, April). *High literacy in odds-beating middle schools implementing the Common Core*. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

Wilcox, K.C., Lawson, H., & Trapini, A. (2017, March). *Beating the odds with poverty-challenged youth: Schools getting better at getting better while implementing innovations*. Carnegie Foundation Annual Summit on Improvement in Education, San Francisco, CA.

Wilcox, K.C. (2017, March). *Promising practices for elementary English learners: A system-wide approach*. Teaching English to Speakers of Other Languages (TESOL) International Conference. Seattle, WA.

Wilcox, K.C. & Jeffery, J. (2016, December). *Arthur Applebee's promises and perils revisited: What is happening in the teaching of writing in schools implementing the Common Core State Standards?* Literacy Research Association (LRA) Annual Conference, Nashville, TN.

Wilcox, K.C. (2016, November). *Teachers in schools beating the odds for student achievement on Common Core assessments: A participatory performance*. National Council of Teachers of English (NCTE) Annual Convention, Atlanta, GA.

Wilcox, K.C. (2016, April). *Writing to the Common Core: Preparing teachers to differentiate writing instruction for English language learners*. American Association of Applied Linguistics (AAAL) Annual Convention, Orlando, FL.

Wilcox, K.C. & Benjamin, *. (2016, April). *Adaptations in odds-beating elementary and middle schools: Multiple case study findings*. American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

Durand, F.***, Lawson, H. & **Wilcox, K.C.** (2016, April). *The trust-communication connection in the implementation of Race to the Top policy innovations*. American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

Kurto, H. & **Wilcox, K.C.** (2016, April). *Accessibility of the Common Core for special education students: Results from a multiple case study*. American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

Wilcox, K.C. (2016, April) *The CCSS in content area literacy for ELLs: Grades 6-12*. Teaching English to Speakers of Other Languages (TESOL) Annual Convention, Baltimore, MD.

Wilcox, K.C. & Yu, F.* (2016, April) *Chinese adolescents' discourse socialization in American STEM classes*. Teaching English to Speakers of Other Languages (TESOL) Annual Convention, Baltimore, MD.

Wilcox, K.C., Lawson, H., & Ziskin, D. (2016, March). *COMPASS: A university-school*

partnership for continuous improvement. Carnegie Foundation Annual Summit on Improvement in Education, San Francisco, CA.

Wilcox, K.C., Angelis, J.I., & Lawson, H. A. (2015, October). *Developing capacities for evidence-guided continuous improvement*. The National Center for Scaling Up Research. Vanderbilt University, Nashville, TN.

Wilcox, K.C., Durand, F.***T., Schiller, K.***S., Gregory, K., Zuckerman, S.*J., & Lawson, H.A.*** (2014, April). *Defining characteristics and practices of "odds-beating" schools implementing the Common Core Learning Standards and the new Annual Professional Performance Review*. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Wilcox, K.C. (2015, March). *Writing to the Common Core: Teachers' perspectives on changes in standards and assessments for writing in elementary schools*. American Association of Applied Linguistics (AAAL) Annual Meeting. Toronto, Canada.

Wilcox, K.C. (2015, March). *Adolescent English learners' experiences with disciplinary writing*. Teaching English to Speakers of Other Languages (TESOL) International Conference. Toronto, Canada.

Wilcox, K.C., & Jeffery, J. (2014, November). *Engaging multilingual adolescents in disciplinary writing: Issues, theory, and research*. Symposium on Second Language Writing, Phoenix, AZ.

Yu, F.*, & **Wilcox, K.C.** (2014, November). *Successful cases of EL adolescents being socialized into scientific written discourse*. Symposium on Second Language Writing, Phoenix, AZ.

Wilcox, K.C. (2014, April). *"We enroll families:" Native American youth and high school graduation*. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Wilcox, K.C., Angelis, J., & Baker, L. (2014, April). *Beyond personalization: Contrasting approaches to policy changes in two rural schools*. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Wilcox, K.C., & Yu, F.* (2014, March) *Adolescent English learners' experiences with writing in science*. Teaching English to Speakers of Other Languages (TESOL) Annual Convention, Portland, OR.

Wilcox, K.C., & Jeffery, J. (2014, March). *Disciplinary writing engagement: A comparative discourse analysis of adolescent L1 and L2 writers' stances*. American Association of Applied Linguistics (AAAL) Annual Conference, Portland, OR.

Wilcox, K.C., & Jeffery, J. (2014, February). *Agentic engagement among adolescent L1 and L2 writers: Results from the National Study of Writing Instruction*. Writing Research across Borders (WRAB) Congress, Paris.

Wilcox, K.C., & Yu, F.* (2014, February). *Epistemic complexity in adolescent science writing*. Writing Research across Borders (WRAB) Congress, Paris.

Wilcox, K.C. (2013, December). *"Everything in our power:" Classroom, school and district impacts on minority student literacy achievement*. Literacy Research Association (LRA) Annual Conference, Dallas, TX.

Wilcox, K.C., & Jeffery, J. (2013, November). *Adolescent L1 and L2 writers' experiences with content-area writing: Results from the National Study of Writing Instruction*. National Council of Teachers of English (NCTE) Annual Convention, Boston, MA.

Wilcox, K.C. & Yu, F.* (2013, June). *Adolescents' opportunities to transform scientific knowledge: An investigation embedded in the National Study of Writing Instruction*. Ethnographic and Qualitative Research Conference (EQRC), Cedarville, OH.

Wilcox, K.C. (2013, April). *Diversity, poverty and resilience: Results from a multiple case study of higher-achieving elementary schools*. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.

Wilcox, K.C. (2012, November). *Agency in adolescent English language learners' stances toward content area writing*. Literacy Research Association (LRA) Annual Conference, San Diego, CA.

Wilcox, K.C. (2012, July). *The nature of error in high school student writing*. European Association of Research in Language and Instruction (EARLI), SIG Writing, Porto, Portugal.

Wilcox, K.C. (2012, July). *Authorial identity and agency in adolescent English language learners' stances toward content-area writing*. European Association of Research in Language and Instruction (EARLI), SIG Writing, Porto, Portugal.

Wilcox, K.C., Angelis, J.I.***, Andress, N. (2012, June). *Building adaptive and resilient high schools*. The National Center on Scaling Up Effective Schools. Vanderbilt University, Nashville, TN.

Wilcox, K.C. (2012, April). *The impacts of a university partnership on the use of research in school improvement efforts*. American Educational Research Association (AERA) Annual Meeting, Vancouver, BC.

Wilcox, K.C. (2012, March). *Rallying your leadership team*. National Association of Secondary School Principals (NASSP) Annual Conference, Tampa, FL.

Wilcox, K.C. (2011, December). *ELLs and writing across the disciplines*. Literacy Research Association (LRA) Annual Conference, Jacksonville, FL.

Wilcox, K.C. (2011, November). *English language learners and writing in the content areas*. National Council of Teachers of English (NCTE) Annual Convention, Chicago, IL.

Wilcox, K.C. (2010, April). *English language learners and writing across the disciplines: A report on the National Study of Writing Instruction*. American Educational Research Association Annual Meeting (AERA), Denver, CO.

Wilcox, K.C. (2010, April). *Affordances, error, and the nature of secondary school English language learners' writing across the disciplines*. American Educational Research Association Annual Meeting (AERA), Denver, CO.

Wilcox, K.C. (2009, November). *The National Study of Writing Instruction: ELL report*. National Council of Teachers of English Annual Convention (NCTE), Philadelphia, PA.

Wilcox, K.C. (2009). *Disrupting old patterns in new ESL teachers' beliefs about teaching and learning*. International Society of Language Studies (ISLS) International Conference, Orlando, FL.

Wilcox, K.C. (2009, April). *The National Study of Writing Instruction: ELL Report*. American Educational Research Association Annual Meeting (AERA), San Diego, CA.

Wilcox, K.C. (2009, April). *National Study of Writing Instruction: ELL report*. Annual International TESOL Convention, Denver, CO.

Wilcox, K.C. (2009, March). *What makes middle schools work*. National Association of Secondary School Principals (NASSP) Annual Conference, San Diego, CA.

INVITED NATIONAL PRESENTATIONS

Wilcox, K.C. (2019, October). *Secondary writing instruction*. International Literacy Association Annual Meeting, New Orleans.

Wilcox, K.C. & Schiller, K.*** (2016, December). *Schools beating the odds: Implications for research and practice*. Regional Educational Laboratory (REL): Institute of Education Sciences (IES), U.S. Department of Education, Webinar Bridge Event.

Wilcox, K.C. & Angelis, J.I.*** (2011, November). *Walking the talk: Putting research-based best practice into action*. American Middle Level Educators (AMLE) Annual Conference, Louisville, KY.

MEDIA PRESENTATIONS

Wilcox, K.C. (2023, December, 8) *Experts say teacher shortage further strained by Saint Rose closure*, WTEN TV. <https://www.news10.com/news/experts-say-saint-rose-closure-will-further-strain-education-workforce/>

Wilcox, K.C. (2023, June 6) *Local education recruitment efforts helping amid teacher shortages*, CBS TV. <https://cbs6albany.com/news/local/local-education-recruitment-efforts-helping-amid-teacher-shortages-continue>

Wilcox, K.C. & Leo, A.** (2023, April). *Gov. Hochul Reveals Budget Plan, NY Has a Teacher Shortage Problem*, WMHT. NY Now. https://www.youtube.com/watch?v=gbLV2_zV9aM

Wilcox, K.C. & Leo, A.** (2022, December,19). *The Engagement Ring*, Podcast. <https://the-engagement-ring.simplecast.com/episodes/nykids-learning-from-the-schools-that-beat-the-odds>

Kramer, C.**, Lester, A., & **Wilcox, K.C.** (2022, March,3). *Visions of Education*, Podcast. <https://visionsofed.com/2022/04/19/episode-179-building-21st-century-school-communities-with-catherine-kramer-amanda-lester-and-kristen-wilcox/>

Wilcox, K.C. (2022, January). *Lessons Learned 2 Years After First COVID Case in the US*, Al Araby TV. <https://we.tl/t-kVs7chQaMu>

Wilcox, K.C. (2021, June). *Lessons from the COVID-19 Pandemic: Three Priorities for Infrastructure Improvements in the Education Sector*. Invited presentation, panel discussion on “Developing Our Most

Precious Resource: Education in Intelligent Communities”, The Intelligent Community Forum (think tank that studies the economic and social development of the 21st Century community), Virtual.

INVITED LOCAL AND STATE PRESENTATIONS AND WORKSHOPS

Wilcox, K.C. (2024, March,10). Guest brief on the micro-credential in improvement science for the New York State Board of Regents. Albany, NY.

Wilcox, K.C. (2024, March, 2). Using Improvement Science and Positive Outlier Research to Inform Practice: A Master Teacher Workshop. Guest workshop for the New York State Master Teachers’ Program. Albany, NY.

Schiller, K.*** & **Wilcox, K.C.** (2023, November, 9). Upstate Town Hall: Diversifying the Leadership Pipeline. Albany, NY

Wilcox, K.C. (2023, November,9). Translational Research and Advancing Educational Equity. Guest lecture for School of Public Health (SPH) 713 class and Webinar for the UAlbany Maternal and Child Health Program. Albany, NY.

Wilcox, K.C., Bellair, B., & Russo, D. (2023, July). *Promoting Educator Well-being*. New York State School Boards Association (NYSSBA), Albany, NY.

Wilcox, K.C. and Durand, F.*** (2023, March). *Stakeholder Empowerment: Research Results on Adaptive Leadership During Change*. New York State Council of School Superintendents (NYSCOSS) Winter Summit, Albany, NY.

Wilcox, K.C. (2022, July & August). *COMPASS 1 and 2-day Introductory Institutes*. Voorheesville Central School District; Whitesboro Central School District; Questar III BOCES, Castleton, NY (Tamarac Central School District; Taconic Hills Central School District; Chatham Central School District).

Wilcox, K.C. (2022, January). *Critical Conversations in Preparing School Leaders for Regaining Traction in Spring 2022*. Questar III BOCES, Castleton, NY.

Wilcox, K.C. (2021, July & August). *Critical conversations in preparing school leaders for Fall 2021 reopening*. Questar III BOCES, Castleton, NY.

Wilcox, K.C. (2021, June). *Discovering differential impacts of the COVID-19 pandemic on the education workforce*. 2021 Summer Symposium: Addressing Differential Impacts of COVID-19 in New York State, Virtual.

Wilcox, K.C. (March 1, 2021; October 21, 2021). *Qualitative research approaches; qualitative research design; qualitative research analysis and writing*. Qualitative Research for Doctoral Students Series I

Wilcox, K.C. (2020, November). *Rural research-practice partnerships: Collaborating for continuous improvement*. Systems Center Inaugural Summit, Albany, NY.

Wilcox, K.C. (2019, February). *Introduction to improvement science: Lessons learned about engaging in continuous improvement from a research-practice partnership*. Systems Center Inaugural Summit, Albany, NY.

Wilcox, K.C. (2019, February). *College and career readiness in odds-beating schools*. Capital Region BOCES, Albany, NY.

Wilcox, K.C. (2018, July-August). *Building an odds-beating culturally responsive school system: A workshop for school improvers*. School Administrators Association of New York (SAANYS). Monroe County, Nassau County, and Capital Region, NY.

Wilcox, K.C. (2017, October). *Teaching throughout the career continuum*. New York Teachers Summit, Albany, NY.

Wilcox, K.C. (2017, February). *Supporting the achievement of English language learners*. New York State Association of Family and Consumer Science Educators (NYS AFCSE) Professional Leadership Team Meeting. Latham, NY.

Wilcox, K.C. & Lawson, H.A.*** (2017, February). *Beating the odds with poverty-challenged youth: Schools getting better at getting better*. Capital Area School Development Association (CASDA), Albany, NY.

Wilcox, K.C. (2016, October). *Supporting English language learners' achievement: A NY Kids multiple case study*. Capital Area School Development Association (CASDA) ELL Leadership Institute, Albany, NY.

Gregory, K. and **Wilcox, K.C.** (2016, October). *Part 154 policy changes for English language learners: How odds-beating schools are meeting the challenges*. Data Analysis and Technical Assistance Group (DATAG) Fall Meeting, Albany, NY.

Wilcox, K.C. and Gregory, K. (2016, September). *Leadership to support English learners*. New York State Council of School Superintendents (NYSCOSS) Fall Summit, Albany, NY.

Wilcox, K.C., Durand, F.*T., Schiller, K.***S., Gregory, K., Zuckerman, S.*J., Benjamin, R., & Lawson, H.A.***** (2016, February). *Odds-beating schools in the Common Core era*. Capital Area School Development Association (CASDA), Albany, NY.

Wilcox, K.C., Durand, F.*T., Schiller, K.***S., Gregory, K., Zuckerman, S.*J., Kurto,H, & Lawson, H.A.***** (2015, November). *Defining characteristics and practices of "Odds-Beating" schools implementing the Common Core Learning Standards and the new Annual Professional Performance Review*. Capital Area School Development Association (CASDA), Albany, NY.

Wilcox, K.C. (October 5, October 26, January 25; 2015). Action research as approach; action research design; action research analysis and writing. Action Research for Master Teachers Series

Wilcox, K.C. (2014, October). *The ABCs of graduating at-risk students on time*. Capital Area School Development Association (CASDA). Albany, NY.

Wilcox, K.C. & Angelis, J.I.*** (2010, April). *Introduction to a research-based tool-kit to guide middle and high school continuous improvement*. Capital Area School Development Association (CASDA), Albany, NY

TEACHING

RESEARCH PREPARATION

ETAP/ELTL 777	Qualitative Research (Doctoral: Required)
ETAP/ELTL 778	Qualitative Research Field Methods (Doctoral: Elective)
EDA 7905	Qualitative Research Seminar on Problems of Practice (Doctoral: Required)
ETAP 776	Theory and Practice of Interviewing in Interpretive Research (Doctoral: Elective)
ETAP 781	Research in Practice (Doctoral: Optional inquiry)
ETAP 681	Research in Practice (Masters: One of two optional inquiry requirements)
ETAP 887	Advanced Methods in Social Science Research (Doctoral: elective)
ETAP 687	Seminar in Cultural and Linguistic Diversity in Schools: Current Issues, Theory, and Research (Doctoral: Elective)

LEADER AND TEACHER PREPARATION

EEPL 619	Supervisory Leadership (Masters: Required School Building Leadership Program)
ETAP 501/652F	Second and Foreign Language Teaching Methods (Masters: Required TESOL Certification and Non-Certification Program)
ETAP 635	Advanced TESOL Methods (Masters: Required TESOL Certification Program)

LEADERSHIP AND ORGANIZATIONAL IMPROVEMENT

EEPL/ETAP 641	Continuous Quality Improvement in Education and Human Services (Micro-credential Required; Masters: Elective; Doctoral: Elective)
EDA 7233	Ethics and Educational Leadership (Doctoral: Required)
EEPL/ETAP 663	Network Improvement Communities (Masters and Doctoral: Elective)
EEPL 687/887/665	Capstone in Improvement Science (Micro-credential Required; Masters: Elective; Doctoral: Elective)
EDA 7937	Special Research Topics in Educational Policy and Leadership (Doctoral: Elective)
EDA 7905	Directed Study in Educational Administration and Supervision (Doctoral: Required)

Micro-credential in Improvement Science for Organizations

GRADUATE STUDENT RESEARCH/SUPERVISION

DOCTORAL DISSERTATION CHAIR/CO-CHAIR

Englehart, F. (Ph.D., 2023). Educational Policy and Leadership
Building trust during the COVID-19 pandemic

Hunter, T. (Ph.D., 2022). Educational Leadership and Policy Studies, Florida International University
Male teachers' exit decisions: A phenomenological study examining shared experiences

Bravo-San Pedro, J. (Ph.D. 2022). Educational Leadership and Policy Studies, Florida International University
How do minority single mothers characterize the influences that have led them to leave the teaching profession?

Guthrie, C. (Ph.D., 2021). Educational Policy and Leadership (Co-chair)
The role of high school and district leaders in discipline systems: A multiple case study of positive outliers

Leal, A. (Ph.D., 2021). Educational Leadership and Policy Studies, Florida International University
Tailored support and secondary school teacher retention: A phenomenological study

Cala-Ruud, L. (Ph.D., 2020). Educational Policy and Leadership (Co-chair)
Secondary school principals' orientations toward and uses of data for improvement

Rhode, B. (Ph.D., 2020). Educational Policy and Leadership (Co-chair)
Symbolic leadership and rational management in two kinds of high schools

Yu, F.* (Ph.D., 2018). Educational Theory and Practice
Language socialization of mainland Chinese adolescents in U.S. science classrooms.
Received the Distinguished Dissertation Award

Sider, K. (Ph.D., 2015). Educational Theory and Practice
White privilege in teacher education: A critical analysis of discourse.

Doctoral Dissertation Chair/Co-Chair in Progress

Zullo, A. (Ph.D. candidate). Educational Policy and Leadership
Teacher perspectives on student ability: A comparison of positive outlier schools

Springstead-Gonzales, D. (Ph.D. candidate). Educational Policy and Leadership
Differential impacts of COVID-related school closures and hybrid learning models on emergent readers of color and those from diverse socioeconomic backgrounds

Surprenant, C. (Ph.D. candidate). Educational Policy and Leadership
Urban school special education teachers' role expectations and reasons for staying in the profession

LaMastra, M. (PhD. Student). Educational Policy and Leadership
The experiences and perceived agency of novice business and marketing educators

DOCTORAL DISSERTATION COMMITTEE MEMBER

Mola-Avila (Ph.D. 2023). Educational Policy and Leadership. Review of the Use of Standardized Achievement Tests for Accountability Purposes in Education

Williams, L. (Ph.D.2022). Educational Policy and Leadership

Relationships of teacher perceptions and racially diverse third grade student achievement: An analysis of ECLS K: 2011 data

Yisrael HaLevi, D. (Ph.D.2022). Educational Policy and Leadership
Eco-pedagogies as networked improvement communities: Permaculture as a curricular eco-literacy manifestation of improvement science in East Africa

Akhmedjanova, D. (Ph.D., 2020). Educational and Counseling Psychology
Promoting self-regulated writing: The effects of an intervention on English learners' academic writing skills

Leo, A. (Ph.D., 2018). Anthropology
Aspirations, attainment, and assimilation: English language learners in an American school

Reed, F. (Ph.D., 2018). Educational Theory and Practice
Exploring the relationship between innovation in nursing education and clinical practice

Oliver, G. (Ph.D., 2016). Educational Theory and Practice
Taking it to heart: A case study of supporting English language learners through culturally responsive teaching, collaboration, and ESOL-focused leadership

Snyder, M. (Ph.D., 2016). Educational Theory and Practice
Revealing undergraduates' conceptual use of the nature of science when evaluating scientific information in the media

Zuckerman, S. (Ph.D., 2016). Educational Policy and Leadership
Organizing for collective impact in a rural cradle-to-career network

Conklin, S. (Ph.D., 2015). Educational Theory and Practice
Women's decision to study STEM fields

Anders, W. (Ph.D., 2014). Educational Theory and Practice
The impact of study circles on attitudes toward racial and ethnic inequity among adolescent student participants

Wizner, F. (Ph.D., 2014). Educational Theory and Practice
The use of humor in the science classroom

Gregory, K. (Ph.D., 2014). Educational Theory and Practice
When every teacher is a language teacher: A case study of high school math and science instructors' use of multimodal accommodations with ELs

Schettino, C. (Ph.D., 2013). Educational Theory and Practice
Investigating the relationship between adolescent girls' attitudes towards mathematics and learning mathematics in a relational problem-based learning environment

Rivera, S. (Ph.D., 2013). Educational Theory and Practice
How the nature of science is presented to elementary students in science read-alouds

Coryell, J. (Ph.D., 2012). Educational Theory and Practice
Etymological elaboration as a method of teaching idioms to preadolescent English language learners

Horne, D. (Ph.D., 2012). Educational Theory and Practice
The revelation of teacher identity in the process of the descriptive review of a child

Torcivia, P. (Ph.D., 2012). Educational Theory and Practice
Five women in science, technology, engineering and mathematics: A portraiture of their lived experience

Clark, T. (Ph.D., 2012). Educational Theory and Practice
Students contextualizing in the history classroom: What roles do the use of cognitive apprenticeship and the presence of teacher epistemology play?

Doctoral Dissertation Committee Member in Progress

Foisy, A. (Ph.D. candidate). Educational Policy and Leadership. Negotiating Quality: An Analysis of American Higher Education Accreditation Policy

Kramer, C.** (Ph.D. candidate). School of Social Welfare. Building Positive Peer Supports for Youth in Residential Care: Evidence from the Implementation of Family First Prevention Services Act in New York State

Moody, R. Educational Policy and Leadership. Career development and preparation experiences of Black undergraduate students

Stephens, J. (Ph.D. candidate). Literacy Teaching and Learning
Centering family perspectives: A community cultural wealth approach in a school in Belize

Swenson, V. (Ph.D. candidate). Educational Policy and Leadership
Employer impacts on adult women's choices to return to college

Ventura, D. (Ph.D. candidate). Educational Policy and Leadership
Roles of SES and school characteristics in English as a foreign language proficiency in Columbia: Implications for educational policy

Rodriguez, R. (Ph.D. candidate). Educational Leadership and Policy Studies, Florida International University
School administrators' perspective on person-environment and person-job fit as predictors of teacher retention

Martoni, M. (Ph.D. student). Educational Policy and Leadership
Title TBD

Wenger, J. (Ph.D. student). Educational Policy and Leadership
Title TBD

SERVICE

SERVICE TO THE PROFESSION

RESEARCH-PRACTICE PARTNERSHIPS

Lead designer and facilitator, COMPASS. A university-school partnership innovation which uses a continuous improvement process and set of tools to facilitate researchers, school and district leaders and educators, in identifying and addressing aims for improvement. COMPASS has been used in 52 schools, with intensive institutes and workshops offered throughout the school year. The COMPASS innovation, as a strategy for improvement, has been widely presented, undergone peer review (in three scholarly journals (e.g. Wilcox, Lawson and Angelis, 2017) and continues to be evaluated. School of Education, University at Albany, 2010 – present

Lead designer and facilitator, Workshops on improvement science-based processes and tools, in tandem with innovative coursework for graduate students. Florida International University and Florida Gulf Coast University, 2019-2020.

SERVICE TO THE ACADEMY

Member, Editorial Board, *Journal of Cases in Educational Leadership*, 2021-present.

Reviewer, WestEd Secondary Writing Toolkit Proposal to Institute of Education Sciences (IES), 2022.
Co-editor, Special issue on adolescent writing, *Reading & Writing: An Interdisciplinary Journal*, 2013.

Chair, Paper sessions, AERA Special Education SIG, 2016; Second Language SIG, 2011.

Ad hoc reviewer, *American Educational Research Journal*, *Education and Urban Society*, *Learning Disabilities Quarterly*, *Research in the Teaching of English*, *The Journal of Education of Students Placed at Risk*, *The Elementary School Journal*, *The Journal of Qualitative Studies in Education*, *Critical Inquiry in Language Studies*, *Reading & Writing*, *Urban Education*, *CALICO*, *The Elementary School Journal*, *The Journal of Research in Childhood Education*, *The Journal of Language, Identity, and Education*, *The Journal of Writing Research*, *National Association of Secondary School Principals Bulletin*, *The Educational Psychologist*, *The Journal of Research on Rural Education*, 2010-present

Manuscript Reviewer, University Council of Educational Administration (UCEA) Conference, 2019, 2021.

Professional Publications Committee, TESOL (Teaching English to Speakers of Other Languages) International, 2016-17

Manuscript Reviewer, American Educational Research Association (AERA) Annual Conference (Middle Level Education SIG; Second Language SIG; School Effectiveness and Improvement; Division C-Learning and Instruction), 2007-12, 2020

Reviewer, Book Proposals, Rowman & Littlefield (2022); Teachers' College Press (2013); Sage Books, 2011.

PROFESSIONAL SERVICE TO THE CAPITAL DISTRICT, NEW YORK STATE, AND THE NATION

Member, Teaching & Learning in Improvement Research in Education (T&L in IRE) Working Group, 2022-present

Member, Policy Board, Greater Capital Region Principals' Center (and its Principals' Collaborative), 2020 - present

Member, Advisory Board, College and Career for Every Student (CFES), 2020 - present

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

Member, Improvement Scholars Network, Carnegie Foundation for the Advancement of Teaching Improvement, Dallas, 2019

Reviewer, Fulbright Scholarship Committee, Institute of International Education, New York, NY, 2019

Member, President Obama's Advisory Commission on Educational Excellence for Hispanics, 2011-2016

Member, SUNY Chancellor's "Cradle to Career" Network, 2010-2011

Participant, New York State Governor's Summit for Drop-out Prevention and Student Engagement;
Member, sub-committee for statewide research, 2010

SERVICE TO THE UNIVERSITY

UNIVERSITY SERVICE

Vice-Chair, Institutional Review Board, University at Albany, 2021-present.

Member, Center for Minority Health Disparities Engaged Researcher Group, University at Albany, 2020-present

Member, Third Year Tenure and Promotion Review Committee, Florida International University, 2019-2020

Member, Sabbatical Committee, Florida International University, 2019-2020

SCHOOL OF EDUCATION SERVICE

Member, Campus Teacher Education Network (C-TEN), School of Education, University at Albany, 2020-present

Member, Equity and Diversity Task Force, School of Education, University at Albany, 2020-present

Member, Decolonizing Syllabi Working Group, School of Education, University at Albany, 2020-present

Member, Collaborative Program Assessment Committee (Accreditation), School of Education, University at Albany, 2018-2019

Member, Academic Council, School of Education, University at Albany 2016-2018

Member, Educational Assessment, Research Methods, and Data Analytics Task Force, School of Education, University at Albany, 2016

Member, Master Teacher Program Interview Committee, School of Education, University at Albany, 2016

DEPARTMENTAL SERVICE

Member, Ad Hoc Committee for Program Review, Educational Policy and Leadership, University at Albany, 2020 - present

Member, Ad-Hoc Research Alignment Task Force, Educational Policy Studies, Florida International University, 2019-2020.

Chair, Educational Theory and Practice, University at Albany, 2018-2019; Co-Chair, 2017-2018.

Co-chair, Student Committee, Educational Theory and Practice, University at Albany, 2016

Member, Program Committee, Educational Theory and Practice, University at Albany, 2007-2018; Chair, 2014, 2017.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA) (2003-present)

University Council of Educational Administration (UCEA) (2019-present)

Educational Leaders Without Borders (ELWB) (2018-present)

Comparative and International Education Society (CIES) (2022-present)

Literacy Research Association (LRA) (2011-2018)

National Council of Teachers of English (NCTE) (2011-2018)

Teachers of English to Speakers of Other Languages (TESOL) (2003-2018)