

Curriculum Vitae

Jennie M. Weiner
Department of Educational Leadership
 Neag School of Education
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EDUCATION

Edd in Educational Policy, Leadership, and Instructional Practice
 Harvard Graduate School of Education
 Dissertation: *Investigating Instructional Leadership Teams in Action*
 Doctoral Committee: Drs. Monica Higgins (Chair), Susan Moore Johnson, Richard Elmore
 May 2012

Masters of Education
 Harvard Graduate School of Education
 May 2003

Bachelor of Arts in American Studies (*Magna cum Laude*)
 Amherst College
 May 2000

PROFESIONAL EXPERIENCE

Fall 2020 Visiting Associate Professor of Educational Leadership
 Harvard Graduate School of Education, Cambridge, MA

2019-current Associate Professor of Educational Leadership
 Neag School of Education, University of Connecticut, Storrs, CT

2013-2019 Assistant Professor of Educational Leadership
 Neag School of Education, University of Connecticut, Storrs, CT

2012-2013 Postdoctoral Fellow
 Harvard Graduate School of Education, Cambridge, MA

Spring 2013 Adjunct Professor (Introduction to Quantitative Methods)
 Boston University School of Education, Boston, MA

Summer 2010 Summer Fellow

Massachusetts Department of Education, Malden, MA

2003 – 2006 Senior Research Associate
Teacher Advancement Program Foundation (TAP), Santa Monica, CA

2000 – 2002 Seventh and Eleventh Grade History Teacher
Chadwick School, Palos Verdes, CA

PUBLICATIONS AND RESEARCH

*Journal Articles (*denotes student publications)*

1. **Weiner, J.**, Garrett-Walker, W., Strickland, T., & Burton, L. (2022). Reifying discrimination on the path to school leadership: Black female principals' experiences of district hiring/promotion practices. *Frontiers in Education* (7).
2. Francois, C. & **Weiner, J.** (2022). A counternarrative of urban school leadership: Internal, moral, and market accountability during the Covid-19 pandemic. *Urban Education*. Online First.
3. Stone-Johnson, C. & **Weiner, J.** (2022). Theorizing school leadership as a profession: A qualitative exploration of the work of school leaders. *Journal of Educational Administration*. Online First.
4. Kim, T. & **Weiner, J.** (2022). Negotiating incomplete autonomy: Portraits from three school principals. *Education Administration Quarterly*. Online First.
5. *Cyr, D., **Weiner, J.** & Woulfin, S. (2022). Logics and the orbit of parent engagement. *The School Community Journal*.
6. *Golden, M., Holder, S., Anagnostopoulos, D., & **Weiner, J.** (2022). Who's missing from school choice research? *Journal of African American Women and Girls in Education*.
7. **Weiner, J.**, Cyr, D., & Burton, L. (2021). Black female principals leading twin pandemics. *Journal of Education Human Resources*. Online First.
8. *Lamb, A & **Weiner, J.** (2021). Technology as infrastructure for change: District leader understandings of 1:1 educational technology initiatives and educational change. *Journal of Educational Administration*. Online First
9. *Cyr, D., **Weiner, J.** & Burton, L. (2021). "I want to speak to a white person": Daily microaggressions and resilient leadership. *Journal of Cases in Educational Leadership*. Online First.

10. **Weiner, J.**, Francois, C. Stone-Johnson, & Childs, J. (2021) Keep safe, keep learning: principals' role in creating psychological safety and organizational learning during the COVID-19 pandemic. *Frontiers in Education* (7).
<https://doi.org/10.3389/feduc.2020.618483>
11. Elliot Major, L. & **Weiner, J.** (2020). Rethinking social mobility in education: Looking through the lens of professional capital. *Journal of Professional Capital and Community*. Online First.
12. Higgins, M., Riza, S., **Weiner, J.** & Liu, H. (2020). When is psychological safety helpful? A longitudinal study. *Academy of Management Discoveries*. Online First.
13. *Connery, C. & **Weiner, J.** (2020). Teachers making sense of undocumented students' lived experiences and pertinent policy: A critical perspective. *Teaching and Teacher Education*.
14. *Virella, P. & **Weiner, J.** (2020). "The network runs the schools": From a loose to tightly coupled school district. *Journal of Cases in Educational Leadership*.
15. Stone-Johnson, C. & **Weiner, J.M.**, (2020). Principal Professionalism in the Time of COVID-19. *Journal of Professional Capital and Community*.
16. Burton L., Cyr D., & **Weiner, J.** (2020). "Unbroken, but bent": Gendered racism in school leadership. *Frontiers in Education*.
17. **Weiner, J.** & Lamb A. (2020). Exploring the possibilities and limits to transfer and learning: Examining a teacher leadership initiative using the theory of action framework. *Journal of Educational Change*. 21 (2), pp. 267-297.
18. **Weiner, J.** (2020). From new to nuanced: (Re)Considering educator professionalism and its impacts. *Journal of Educational Change*. 21 (3), 443-454.
19. Montrosse-Moorhead, B., Dougherty, S. M., La Salle, T. P., **Weiner, J. M.**, & Dostal, H. M. (2020). Datasets from an impact evaluation of a targeted prekindergarten program. *Data in brief*, 28, 104881.
20. **Weiner, J.**, Cyr, D. & Burton, L. (2019). Microaggressions in administrator preparation programs: how Black female participants experienced discussions of identity, discrimination, and leadership. *Journal of Research on Leadership Education*. 16 (1), 3-29
21. Montrosse-Moorhead, B., Dougherty, S. M., La Salle, T. P., **Weiner, J. M.**, & Dostal, H. M. (2019). The overall and differential effects of a targeted prekindergarten program: Evidence from Connecticut. *Early Childhood Research Quarterly*, 48, 134-145.

22. Kershen, J., **Weiner, J.** & Torres, A.C. (2019). Control as care: How teachers in “No Excuses” charter schools position their students and themselves. *Excellence and Equity in Education*. 51 (3-4), 265-283.
23. **Weiner, J.** & Holder, S. (2018). Why lead?: Using narrative to explore the motivations of those aspiring to be principals in high needs schools. *International Journal of Leadership in Education*, 22(5), 555-572.
24. **Weiner, J.** & Woulfin, S. (2018). Sailing across the divide: Challenges to the transfer of teacher leadership. *Journal of Research on Leadership Education*. 1-25.
<https://doi.org/10.1177/1942775118766319>.
25. *Lamb, A. & **Weiner, J.** (2018) Extending the research on 1:1 technology integration in middle schools: A call for using institutional theory in educational technology research. *Middle Grades Review*, 4(1), <https://scholarworks.uvm.edu/mgreview/vol4/iss1/3>.
26. *Lamb, A. & **Weiner, J.** (2018). Institutional factors in iPad rollout, adoption, and implementation: Isomorphism and the case of the Los Angeles Unified School District’s iPad initiative. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 6(2), 136-154. DOI:10.18404/ijemst.408936
27. *Brigandi, C. B., **Weiner, J.**, Siegle, D., Gubbins, E. J., & Little, C. A. (2018). Environmental perceptions of gifted secondary school students engaged in an evidence-based enrichment practice. *Gifted Child Quarterly*.
<https://doi.org/10.1177/0016986218758441>
28. Torres, A. C., & **Weiner, J.** (2018). The new professionalism? Charter teachers’ experiences and qualities of the teaching profession. *Education Policy Analysis Archives*, 26, 19.
29. Fernandez, E., LeChasseur, K. & **Weiner, J.** (2017). Introduction to the EAQ special issue: Implications and consequences of ESSA: Exploring the changing landscape of federal policy and educational administration. *Educational Administration Quarterly*, 53(5), 699-704.
30. *Connery, C. & **Weiner, J.** (2017). Direct democracy’s threat to democratic schools: Ron Unz and the case of bilingual education. *Education in a Democracy: A Journal of the NNER (National Network for Educational Renewal)*. 9, 6-29.
31. Dougherty, S. & **Weiner, J.** (2017). The Rhode to school turnaround: Estimating the impact of being just labeled as low-performing in the era of Race to the Top. *Educational Policy*. 33(4), 555-586.

32. Donaldson, M. & **Weiner, J.** (2017). The science of improvement: Responding to external and internal threats in a complex school environment. *Journal of Cases in Educational Leadership*. 20(3), 65-75.
33. Woulfin, S. L. & **Weiner, J.** (2017). Triggering change: An investigation of the multiple logics of turnaround. *Education and Urban Society*. 1-25.
34. **Weiner J.** & Woulfin, S. (2017). Controlled autonomy: novice principals' schema for district control and school autonomy. *Journal of Educational Administration*. 55(3), 334-350.
35. **Weiner J.** & Higgins, M. (2017). Where the two shall meet: Exploring the relationship between teacher professional culture and student learning culture. *Journal of Educational Change*. 18 (1), 21-48.
36. *Brigandi, C. Siegel, D, **Weiner, J.**, Gubbins, J. & Little, C. (2016). Gifted secondary school students: The perceived relationship between enrichment and goal valuation. *Journal for the Education of the Gifted*. 39(4), 263-287.
37. **Weiner, J.** (2016). Paradoxes or possibilities?: How aspiring "turnaround" principals conceptualize reform and their role within it. *School Leadership and Management*, 36(5), 471-492.
38. **Weiner, J.** & Dougherty, S. (2016). Is the federal government in the business of improving charter schools?: An investigation of the unintended consequences of ESEA Waivers. *Planning and Changing Journal*. 47(1/2), 101-117.
39. **Weiner, J.** & Burton, L., (2016). The double bind for women: Exploring the gendered nature of turnaround leadership. *Harvard Educational Review*. 86(3), 339-365.
40. **Weiner, J.**, Donaldson, M. & Dougherty S. (2016). Missing the boat--Impact of just missing identification as a high performing school. *Leadership and Policy in Schools*. 16(1), 80-105.
41. Burton, L. & **Weiner, J.** (2016). "They were really looking for a male leader for the building": Gender, identity and principal preparation, a comparative case study. *Frontiers in Psychology*. 7.
42. Edmondson, A.C.,** Higgins, M.C., Singer, S.J. and **Weiner, J.** (2016). Understanding psychological safety in healthcare and education organizations: A comparative perspective. *Research in Human Development*. 13(1), p. 65-83. [** Authorship alphabetical]
43. **Weiner, J.** (2016). Under my thumb: Principals' difficulty releasing decision-

making to their Instructional Leadership Team. *Journal of School Leadership*, 26(2), 149-180.

44. **Weiner J.** & Torres, C. (2016). Different location or different map?: Investigating charter school teachers' professional identities. *Teaching and Teacher Education*, 53, 75-86.
45. **Weiner, J.** (2014). Disabling Conditions: Investigating instructional leadership teams in action. *Journal of Educational Change*, 15(3), 253-280.
46. Higgins, M., **Weiner, J.**, & Young, L (2012). Implementation teams: A new lever for change. *Journal of Organizational Behavior*, 33(3), 366-388.
47. **Weiner, J.** (2011). Finding common ground: Teacher leaders and principals speak out about teacher leadership. *Journal of School Leadership*. 21(1), 7-41.
48. Higgins, M., Hess, F., **Weiner, J.**, & Robison, W. (2011). Creating a corps of change agents. *Education Next*, 11(3), 18-25.
49. Higgins, M., Young, L., **Weiner, J.**, & Wlodarczyk, S. (2009). Leading teams of leaders: What helps team member learning? *The Phi Delta Kappan*. 91(4). 41-45.

Books

Weiner, J. & Higgins, M. C. (In Press). *Lead(h)ership: Women in K-12 Education Leadership*. Harvard Education Press.

Stevenson, I & **Weiner, J.** (2020). *The Strategy Playbook for Educational Leaders*. Routledge.

Edited Book Chapters

Montrosse-Moorhead, B., & Weiner, J. M. (In Press). Negotiating the Complexity of Context in Evaluation. In K. Linfield (Ed). *Extended Case Studies in Program Evaluation*. Routledge.

Weiner, J. (2021). For Everything There is a Season. In R. Lowenhaupt & G. Theoharis (Eds.) *Parenting in a Pandemic: The Collision of School, Work and Life at Home*. Information Age Publishing.

Donaldson, M., **Weiner, J.** & Kershen, J.K. (2022). Who Speaks for Teachers? Teachers' Voice and Teacher Unions in a New Era. In D. D'Amico Pawlewicz (Ed.) *Walkout: Teacher Militancy, Activism, and School Reform*. Information Age Publishing.

*Virella, P. & **Weiner, J.** (2020). Ley de Reforma Educativa de Puerto Rico: A Freirean Perspective. In J. Kirylo (Ed.). *Reinventing Pedagogy of the Oppressed*. Bloomsbury Publishing.

Weiner, J. & Burton, L. (2017). Enduring myth: Turnaround leadership is identity neutral. In C. Meyers & M. Darwin (Eds.). *Enduring Myths that Inhabit School Turnaround*, pp. 233-253. Information Age Publishing.

Cobb, C., **Weiner, J.** & Gonzales, R. (2017). Historical trends and patterns in the scholarship on leadership preparation. In G. Crow, & Young, M. (Eds.), *Handbook on the Education of School Leaders*, pp. 15-39. New York, NY: Routledge/Taylor & Francis.

Weiner, J. (2015). Response 2: The censorship crisis. In L. Sadeghi, & K. Callahan (Eds.), *Educational Leadership in Action: A Casebook for Aspiring Educational Leaders*, pp. 101- 102. New York, NY: Routledge/Taylor & Francis.

Under Review

Anderson, E. & **Weiner, J.** Managing up, down, and outwards: Principals as boundary spanners during the COVID-19 crisis. *School Leadership and Management*.

Popular Press and Media

Anderson, J. (2021, April 1). Gender Matters: The Unique Challenges Facing Women in Education [Audio Podcast Episode]. In the *Harvard EdCast*
<https://www.gse.harvard.edu/news/21/04/harvard-edcast-unique-challenges-facing-women-education>

Stevens, D. (2021, March 19). Is education leadership a “rigged game?”. Philips Exeter Academy. <https://www.exeter.edu/news/education-leadership-rigged-game>

[*How the Pandemic has Tipped the Balance Between Work and Motherhood*](#). Radio Boston, WBUR

[*Skipped Classes, Teacher Shortages, Mental Health Concerns: How Schools Are Taking On Pandemic Challenges*](#). New England News Collaborative

I Refuse to Run a Coronavirus Homeschool

<https://www.nytimes.com/2020/03/19/opinion/coronavirus-home-school.html>

Q&A with Dr. Jennie Weiner in the [Lead the Change Series](#)

“[Rhode Island Partners with Low-Performing Schools to Help them Improve](#).” US Department of Education Progress Blog

[With Schools to Close for Remainder of Academic Year, How Are Educators And Parents Coping?](#) Radio Boston, WBUR

[The Challenges of Online Learning](#). Where We Live, Connecticut Public Radio.

Rosen, M. (2020, April 7). To Homeschool, or Not to Homeschool? That is the Question. [Audio podcast]. In Rediscovering Play

<https://anchor.fm/rediscovering-play/episodes/To-Homeschool--or-Not-to-Homeschool--That-is-the-Question---with-Dr--Jennie-Weiner--PhD-UConn--Parenting-During-COVID-19-ecfma8>

Srouf, K. (2020, April 8). Engaged Compassion Through the Uncertainty of COVID-19. [Audio podcast]. In The Illuminate Podcast.
<https://www.theilluminatepodcast.com/episode-33-jennie-weiner-engaged-compassion-through-t-he-uncertainty-of-covid-19/>

Weiner, J. (2020, April 28.). How to Run a Home School that Works for You. [Audio podcast episode]. In *Good Kids: How Not to Raise an A**hole*.
<https://www.lemonadamedia.com/podcast/good-kids-jennie-weiner/>

Technical Reports and Guidance Documents

Francois, C., & **Weiner, J.** (2020). Accountability during school closures: moving from external to internal. CPRE Brief https://repository.upenn.edu/cpre_policybriefs/91/

Weiner, J., Cyr, D. & Donaldson, M. (September, 2019). Final Report Evaluating Implementation of the Advanced Leadership Program. *Queen Rania Teaching Academy (Jordan)*

Weiner, J., Cyr, D. & Donaldson, M. (May, 2018). Evaluation of Second Year of Implementation of the Advanced Leadership Program. *Queen Rania Teaching Academy (Jordan)*

Weiner, J., Woulfin, S., Donaldson, M., Cyr, D., Davis, S., Holder, S., & Lamb, A., (March, 2017). *How long-term planning processes can improve state led turnaround in Connecticut*. Connecticut Council on Educational Reform, New Haven, CT.

Weiner, J., Cyr, D. & Donaldson, M. (May, 2017). Evaluation of First Year of Implementation of the Advanced Leadership Program. *Queen Rania Teaching Academy (Jordan)*

Weiner, J., Woulfin, S., & Donaldson, M. (April, 2016). Round 2 Report on Hartford Public Schools' Acceleration Reform. Interim report. *UConn Center for Education Policy Analysis*.

Weiner, J., Woulfin, S., & Donaldson, M. (February, 2016). Round 1 Report on Hartford Public Schools' Acceleration Reform. Interim report. *UConn Center for Education Policy Analysis*.

Montrosse-Moorhead, B., Dougherty, S., La Salle, T., Freeman, J., **Weiner, J.**, & Dostal, H. (July, 2015). *Connecticut pre-kindergarten impact evaluation study: Sample selection based on feeder analyses*. Storrs, CT: University of Connecticut.

Montrosse-Moorhead, B., Dougherty, S., La Salle, T., Freeman, J., **Weiner, J.**, & Dostal, H.

(2014, September). *CASE early childhood regression discontinuity study: Revision of study scope and methodology*. Storrs, CT: Collaborative on Strategic Education Reform, University of Connecticut.

Montrosse-Moorhead, B., Dougherty, S., La Salle, T., Freeman, J., **Weiner, J.**, & Dostal, H. (2014, July). *CASE early childhood regression discontinuity study: Overview of study scope and methodology*. Storrs, CT: Collaborative on Strategic Education Reform, University of Connecticut.

Weiner, J., & Anderson, S. (2013). *Facilitation Guide for School Reform Plan Monitoring Meeting*. Rhode Island Department of Education, Providence, RI.

Weiner, J., & Anderson, S. (2013). *Developing an Effective School Reform Plan*. Rhode Island Department of education, Providence, RI.

Weiner, J., & Casteneda, A. (2012). *Diagnostic Screen for Identified Schools*, Rhode Island Department of Education, Providence, RI.

Weiner, J., & Anderson, S. (2012). *Effectively utilizing the Rhode Island Diagnostic Screen: A User's Guide*. Rhode Island Department of Education, Providence, RI.

Presented Papers (Refereed Professional Conferences) – 2013 onwards

Francois, C. & Weiner, J. (April, 2022). *A counternarrative of urban school leadership: Internal, moral, and market accountability during the Covid-19 Pandemic*. [Paper Session]. American Educational Research Association, San Diego California.

Weiner, J. & Stevenson, I. (November, 2021) *Reimagining strategic planning: A new framework for continuous improvement*. [Paper Session]. UCEA Annual Meeting, Columbus, Ohio.

Stone-Johnson, C. & Weiner, J. (November, 2021). *Principal professionalism in crisis: A qualitative exploration of leadership and autonomy during COVID-19* [Paper Session]. UCEA Annual Meeting, Columbus, Ohio.

Weiner, J., Francois, C. Stone-Johnson, C. & Childs, J. (2021, April) *Keep safe, keep learning: principals' role in creating psychological safety and organizational learning during the COVID-19 pandemic*. [Paper Session]. AERA Annual Meeting Virtual

Kim, T. & Weiner, J. (2020, April) *Understanding Principal Autonomy: Narratives From the Field* [Paper Session]. AERA Annual Meeting San Francisco, CA
<http://tinyurl.com/vhxwh9c> (Conference Canceled)

Stone-Johnson, C. & Weiner, J. (2020, April) *Navigating the Tensions of Professional Obligation: An Exploration of School Principals' Professionalism and Work* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/sd54ulh> (Conference Canceled)

- Weiner, J., Kamin, S. & Lamb, A. (2019, November). *The "Glass Cliff" phenomenon in NYC public schools*. University Council for Educational Administration, New Orleans, LA.
- Stone-Johnson, C. & Weiner, J. (2019, November). *All bound up: Investigating school principals' views of the profession*, University Council for Educational Administration, New Orleans, LA.
- Weiner, J., Kamin, S. & Lamb, A. (2019, April). *More than a ceiling: Implications of the "Glass Cliff" phenomenon in public school leadership*. American Educational Research Association, Toronto, CDN.
- Burton, L., Weiner, J., & Cyr, D. (2019, April) "I'm not broken, but i'm bent": Black women in school leadership coping with gendered racism. American Educational Research Association, Toronto, CDN.
- Weiner, J. Cyr, D & Burton, L. (2019, April). *Microaggressions in administrator preparation programs: How black women leaders experienced discussions of identity and leadership*. American Educational Research Association, Toronto, CDN.
- Weiner, J. Cyr, D & Burton, L. (2018, November). *Microaggressions in administrator preparation programs: How black female participants experienced discussions of identity, discrimination and leadership*. University Council for Educational Administration, Houston, TX.
- Connery, C. & Weiner, J. (2018, November). *Teachers making sense of undocumented students' lived experiences and pertinent policy: A critical perspective*. University Council for Educational Administration, Houston, TX.
- Lamb, A. & Weiner, J. (2018, November). *Institutional factors in iPad rollout, adoption, and implementation: Isomorphism and LAUSD's iPad program*. University Council for Educational Administration, Houston, TX.
- Weiner, J. Cyr, D & Burton, L. (2018, April). *Microaggressions and the experiences of black women in educational leadership*. American Educational Research Association, New York, NY.
- Weiner, J. & Lamb, A. (2018, April). *Shifting to shared leadership: How principals and teacher leaders conceptualize their changing roles*. American Educational Research Association, New York, NY.
- Weiner, J., Woulfin, S., Donaldson, M. & Lamb, A. (2018, April). *Dollars and sense? An analysis of district improvement plans' budget allocations*. American Educational Research Association, New York, NY.
- Weiner, J & Connery, C. (2018, April). *Teachers making sense of undocumented students' lived*

- experiences and pertinent policy: A critical perspective.* American Educational Research Association, New York, NY.
- Weiner, J. Cyr, D & Burton, L. (2017, November). *Leading through a thousand cuts: Microaggressions and the experiences of Black women in educational leadership.* University Council for Educational Administration, Denver, CO.
- Weiner, J., Burton, L. & Robinson, K. (2017, November). *Nevertheless she persisted: Women in educational leadership.* University Council for Educational Administration, Denver, CO.
- Weiner, J. & Lamb, A. (2017, November). *All together now: A path forward in fostering shared leadership in schools.* University Council for Educational Administration, Denver, CO.
- Weiner, J. & Burton L. (2017, April). *Shedding light, activating voice, and building community: Experiences of African American women in educational leadership.* American Educational Research Association, San Antonio, TX.
- Torres, A.C. & Weiner, J. (2017, April). *The new professionalism? Examining charter teacher's views of the teaching profession.* American Educational Research Association, San Antonio, TX.
- Weiner, J. & Squires, T. (2016, November). *Encouraging the heart: Care as a key element of school leadership.* University Council for Educational Administration, Detroit, MI.
- Holder, S & Weiner, J. (2016, November) *Why lead?: Exploring the motivations of aspiring principals.* University Council for Educational Administration, Detroit, MI.
- Woulfin, S., Donaldson, M. & Weiner, J. (2016, November). *Partnering for improvement: How district and school leaders conceptualize district reform.* University Council for Educational Administration, Detroit, MI.
- Weiner, J. & Burton L. (2016, November). *Intersecting identities: Experiences of female school leaders.* University Council for Educational Administration, Detroit, MI.
- Burton, L.J & Weiner, J. (2016, May). *Best practices to support leadership development for women.* UConn Women's Advance Conference, Storrs, CT.
- Saultz, A. & Weiner, J. (2016, April). *Circumventing districts: how accountability policies influence state education agencies' relationships with districts and schools.* American Educational Research Association, Washington D.C.
- Kershen, J. & Weiner, J. (2016, April) *Examining the impact of a "no excuses" discipline approach in charter schools.* American Educational Research Association, Washington D.C.

- Weiner, J & Woulfin, S. (2016, April). *School leaders' sense making of turnaround policy*. American Educational Research Association, Washington D.C.
- Woulfin, S. & Weiner, J. (2015, November) *Triggering change: An investigation of the multiple logics of turnaround*. University Council for Educational Administration, San Diego CA.
- Cobb, C., Weiner, J., & Gonzalez, R. (2015, November). *Historical trends and patterns in the scholarship on leadership preparation*. University Council for Educational Administration, San Diego CA.
- Weiner, J. & Woulfin, S. (2015, November). *Diagnosing the district: How first year principals frame the district*. University Council for Educational Administration, San Diego CA.
- Weiner, J. & Burton, L. (2015, November). *The double bind for women: Exploring the gendered nature of turnaround leadership*. University Council for Educational Administration, San Diego CA.
- Weiner, J. & Torres, C. (2015, April). *Different location or different map: Exploring charter school teachers' professional identities*. American Educational Research Association, Chicago IL.
- Montrosse-Moorhead, B., Dougherty, S., LaSalle, T., Weiner, J., Freeman, J. & Dostal, H. (2015, April). *Improving state-sponsored prekindergarten evaluations through the analysis of student enrollment feeder patterns*. American Educational Research Association, Chicago IL.
- Dougherty S. & Weiner, J. (2015, April). *The Rhode to turnaround? The impact of being just labeled as low-performing Under No Child Left Behind waivers*. American Educational Research Association, Chicago IL.
- Dougherty S. & Weiner, J. (2015, March). *Islands of Improvement?: The Impact of being just labeled as low-performing under No Child Left Behind Waivers*. Society for Research on Educational Effectiveness, Spring Conference, Washington D.C.
- Dougherty S. & Weiner, J. (2015, February). *The Rhode to turnaround?: The Impact of being just labeled as low-performing under No Child Left Behind Waivers*. Association for Education Finance & Policy Annual Conference. Washington D.C.
- Weiner, J. Donaldson, M., & Dougherty, S. (2015, February). *Studying Up: Regression discontinuity evidence of the effects of receiving commended status under a Waiver from No Child Left Behind waivers*. Association for Education Finance & Policy Annual Conference. Washington D.C.
- Dougherty, S.M., & Weiner, J. (2014, November). *Waivering performance?: Understanding the impact of mandated interventions on student outcomes under ESEA Waivers*. Association for Public Policy Analysis and Management (APPAM) Fall Conference, Albuquerque.

- Weiner, J. (2014, November) *Where do I begin?: How aspiring “turnaround” principals conceptualize reform and their role within it.* University Council on Educational Administration, Washington D.C.
- Weiner, J. & Higgins, M. (2014, August). *Weathering the storm: Effects of psychological safety and accountability on performance.* Academy of Management, Philadelphia, PA.
- Dougherty, S.M., & Weiner, J. (2014, May). *The Rhode to turnaround?: Modeling the impact of being just labeled as low-performing in the era of waivers.* Modern Modeling Methods Conference, Storrs, CT.
- Weiner, J. (2014, April). *Under my thumb: principals’ difficulty releasing authority to their instructional leadership team.* American Educational Research Association, Philadelphia, PA.
- Dougherty, S.M., & Weiner, J. (2014, March). *On the Rhode to school turnaround?: Estimating the impact of being just labeled as low-performing in the era of Race to the Top.* Association for Education Finance & Policy Annual Conference, San Antonio, TX.
- Higgins, M., & Weiner, J. (2013, April). *Creating a cohort of entrepreneurs in education: Teach for America’s influence on alumni’s career trajectories.* American Educational Research Association, San Francisco, CA.
- Weiner, J. (2013, April). *A team of rivals: The many challenges and potentially negative consequences facing principals selecting members of their instructional leadership team.* American Educational Research Association, San Francisco, CA.

GRANT AWARDS

Research Grant (PI), US DOE Teacher and School Leader Incentive Program, 2021-2024 (\$360,000). *Project:* Evaluating the Implementation of Empowering Educators to Excel (E3)

Research Grant (PI), Insight Education, 2021-2022 (\$45,261.82). *Project:* BIPOC Teacher Retention Study.

Development Grant (PI), Connecticut Association of Public School Superintendents, 2020-2021 (\$5,000). *Project:* Empowering Women Leaders: Year 3.

Research Grant (PI), Dean’s Incentive Fund, 2019-2020 (\$9,960). *Project:* Investigating the Relationship between Organizational Conditions and Technology Use.

Development Grant (PI), Connecticut Association of Public School Superintendents, 2019-2020 (\$5,000). *Project:* Empowering Women Leaders: Year 2.

Evaluation Grant (PI), Insight Education Group, 2019-2020 (\$51,600) *Project*: Evaluating the STEP process.

Research Grant (PI), Spencer Foundation, 2019-2020 (\$49,811) *Project*: Leading while Black (and Female): Exploring Microaggressions in the Lived Experiences of Black, Female School Leaders.

Professional Development Grant (PI), Connecticut Association of Public School Superintendents, 2018-2019 (\$5,000). *Project*: Empowering Women Leaders.

Research Grant (PI), Connecticut Center for Educational Reform, 2016-2017 (\$84,116) *Project*: Evaluating Alliance District Plans for Improvement.

Research Grant (Co-PI), White House Initiative on Women and Girls of Color (\$5,000), 2016-2017. *Project*: Investigating the experience of women of color serving as school leaders.

Evaluation Grant (PI), National Academy of Advanced Teacher Education, 2015-2016 (\$87,989) *Project*: Evaluating the impact of NAATE.

Evaluation Grant (PI), Hartford Public Schools 2015-2016 (\$3,500). *Project*: HPS-CEPA District Improvement Study

Evaluation Grant (PI), Queen Raina Teaching Academy (Jordan), 2016-2019 (\$630,000) *Project*: Evaluation of Advanced Leadership Academy Development Grant

Evaluation Grant (Co-PI), Connecticut Office of Early Childhood Education, 2015-2018 (\$850,000) *Project*: Evaluation of the Connecticut Federal Preschool Development Expansion Grant

Evaluation Grant (Co-PI), Connecticut Academy of Science and Engineering, 2014-2016 (\$376,377) *Project*: Evaluating the Connecticut Pre-K Program

Evaluation Grant (PI), National Academy of Advanced Teacher Education, 2013 (\$25,200) *Project*: Evaluating the intermediary impact of NAATE.

Dean's Summer Fellowship (PI), Harvard Graduate School of Education, 2011 (\$3,000) *Project*: Investigating Instructional Leadership Teams in Action

Small Research Grant (Co-PI), Ann E. Casey Foundation, 2010 (\$50,000) *Project*: Thinking About Influence in K-12 Education: The Role of Teach for America

Small Research Grant (Co-PI) (AEI), 2009 (\$25,000) *Project*: TFA Alumni Project on Entrepreneurial Spawning

AWARDS AND HONORS

Jurist, Brock Prize in Educational Innovation, 2019
Zirkel Teaching Award, Neag School of Education, 2019
Emerging Scholar Award, Educational Change SIG, AERA, 2017
Emerging Education Policy Scholar, Fordham Foundation, 2012
Doctoral Marshal, Harvard Graduate School of Education, 2012
Dissertation Fellowship Finalist, Spencer Foundation, 2011
Education Pioneers Graduate School Fellowship, Education Pioneers, 2010
Qualifying paper passed with Distinction, Harvard Graduate School of Education, 2009

HIGHER EDUCATION TEACHING

2013-Present **UConn Department of Educational Leadership**

Concepts of Educators in Policy and Practice (Ph.D)	EDCI 6094
Doctoral Research Practicum (Ph. D.)	EDLR 6092
Educational Policy and Politics (Ph.D.)	EDLR 6313
Qualitative Methods of Education Research II (Ph.D.)	EDLR 6052
Writing for Publication (Ph.D.)	EDLR 6950
Proposal Development (Ed.D.)	EDLR 6050
Policies for Improvement: Mobilizing School and Community (Ed.D.)	EDLR 6466
Leadership and School Organizations (Ed.D.)	EDLR 6464
Program Evaluation for School Improvement (Principal Preparation)	EDLR 5302
Leadership and Organizational Improvement (Principal Preparation)	EDLR 5304
Teacher Leadership and Organizations (Masters)	EDLR 5015

STUDENT ADVISING

Doctoral Advisees, University of Connecticut

Major Advising:

- **PhD students**
 - Taylor Strickland, Anticipated Graduation Spring 2026
 - Daron Cyr, Anticipated Graduation Spring 2023
 - Alexandra Lamb, Graduated Fall 2022
 - Shannon Holder, Graduated Spring 2022
 - Monique Golden, Graduated Spring 2021
 - Brandon Murray, Graduated Spring 2021

- **Edd Students**

- Heather McDonald, Anticipated Graduation Spring 2022
- Whitney Lopasio, Anticipated Graduation Spring 2022
- Jeffrey Wihbey, Anticipated Graduation Spring 2022
- Malik Champlain, Anticipated Graduation Spring 2022
- Elsie Torres, Anticipated Graduation Spring 2022
- Melissa Sieffert, Anticipated Graduation Spring 2022
- Tricia George, Graduated Winter 2021
- Kimberly Culkin, Graduated Winter 2021
- Carly Imhoff, Graduated Fall 2021
- Omar Andujar, Graduated Spring 2021
- Angella Manhertz, Graduated Spring 2021
- Uyi Osunde, Graduated Spring 2021
- Alison Burdick, Graduated Spring 2015
- Tayarisha Stone, Graduated Summer 2017
- Ann Traynor, Graduated Spring 2017

Associate Advising:

- **PhD students**
 - Chelsea Connery, Anticipated Graduation Spring 2023
 - Samuel Kamin, Graduated Spring 2022
 - Ngozi Taffe, Graduated Fall 2020
 - Carla Brigandi, Graduated Spring 2015
 - Kelly Kearny, Graduated Spring 2015
- **Edd Students**
 - Danielle DeRosa, Anticipated Graduation Spring 2022
 - Micah Heumann, Anticipated Graduation Spring 2022
 - David Colberg, Anticipated Graduation Spring 2022
 - Sandra Faios, Anticipated Graduation Spring 2022
 - Katherine Yandrow, Anticipated Graduation Spring 2022
 - Rebecca Bissonette, Anticipated Graduation Spring 2022
 - Christopher Roche, Anticipated Graduation Spring 2022
 - Patricia King, Anticipated Graduation Spring 2022
 - Christina Irizarry, Graduated Spring 2021
 - Timothy Van Tassel, Graduated Spring 2021
 - Aaron Puzarne, Graduated Spring 2021
 - Meghann Burr, Graduated Spring 2021
 - Noemi Picardi, Graduated Spring 2021
 - Michael Litke, Graduated Spring 2019
 - Gail Lanza, Graduated Spring 2019
 - Dana Ziter, Graduated Spring 2019
 - Anthony Mangiafico, Graduated Winter 2018
 - Christina Saccoccio, Graduated Spring 2018
- **Masters Students**
 - Jennifer Gobin (Sports Management), Graduated Spring 2020

External Reader on Dissertation Committee

Sarah Odell, University of Wisconsin, Graduated Spring 2022

Sana Shaikh, Brandeis University, Graduated Spring 2020

Tiffany Squires, Syracuse University, Graduated Spring 2016

PROFESSIONAL AFFILIATIONS AND SERVICE

PROFESSIONAL SERVICE

Journals

Editorial Board Member

2021-Present Frontiers in Education

2020-Present Journal of Educational Change

2020-Present Academy of Management Discoveries

2020-Present Journal of Leadership and Policy in Schools

2018-2020 American Educational Research Journal

Associate Editor

2013-2018 Educational Administration Quarterly

Ad-hoc Reviewer

2021-Present Sociology of Education

2019-Present Frontiers in Education

2019-Present Urban Education

2019-Present Journal of African American Women and Girls in Education

2018-Present Teachers and Teacher Education

2018-Present Public Administration Quarterly

2018-Present Impact

2017-Present Journal of Research on Leadership Education

2017-Present International Journal of Leadership in Education

2016-Present American Educational Research Journal

2016-Present Educational Evaluation and Policy Analysis

2016-Present Teachers College Record

2015-Present Research in Human Development

2013-Present Journal of Educational Change

2013-Present Journal of School Leadership

Professional Organizations

University Council for Education Administration (UCEA)

- Women Leading Education (SIG Co-Chair)
- Clark Scholar Mentor
- Jackson Scholar Mentor
- UCEA Tenure-Line Faculty Mentor
- University of Connecticut Plenum Representative (2020-ongoing)

American Education Research Association (AERA)

- Division A Program Co-Chair (2021 Conference)

- Proposal Reviewer
- SIG Member School Turnaround, Districts in Research and Reform, Organizational Theory, Research on Women and Education, School Effectiveness and Reform
 - Researcher Development Program Mentor
- SIG Leadership Team: Educational Change
 - Chair (2021-current)
 - Editor – *Lead the Change* (2018-2021)

Community Outreach and Engagement

Connecticut Association of Public School Superintendents, Hartford, CT 2018-Current
 Co-facilitating women’s group focused on naming and addressing gender bias and other forms of discrimination in the superintendency while simultaneously connecting and empowering women in these roles.

Connecticut Center for School Change, Hartford, CT 2018-2019
 Supporting Nellie Mae foundation grant work on portrait of a graduate with five Connecticut districts.

Western Pennsylvania Assistant Superintendents’ Group, Lancaster, PA October, 2018
 Facilitated retreat session focused gender bias and other forms of discrimination in school leadership while simultaneously connecting and empowering women in these roles.

New Jersey Association of Independent Schools, Saddle River, NJ October, 2018
 Facilitated session focused gender bias in school leadership while simultaneously connecting and empowering women in these roles.

Western Pennsylvania Superintendents’ Group, Lancaster, PA October, 2017
 Facilitated retreat session focused gender bias and other forms of discrimination in school leadership while simultaneously connecting and empowering women in these roles.

Region 10 School District, CT August, 2017
 Facilitated start of year retreat. Led case discussion on organization change, leadership and professional culture.

Connecticut Department of Education, Hartford, CT May, 2015
 Reviewed and provided feedback on school leader competency rubric.

Connecticut Center for School Change, Hartford, CT 2013 -2014
 Developed a district level performance rubric to be used by Superintendent network members. Provided professional development workshop to Superintendents.

Rhode Island Department of Education, Providence, RI 2010-2014

Supported the creation of a rubric to evaluate school improvement grants. Co-created a diagnostic screen to identify areas of need among the state's lowest performing schools. Helped to build a planning and monitoring system to support interventions at the school level associated with the ESEA waivers. Working to produce a district level self-audit tool aligned with state standards of effective performance.

Farmington Public Schools, CT August, 2014
Facilitated start of year retreat. Led case discussion on organization change and development and supported audit and next steps regarding existing organizational routines.

Center for Educational Policy Research, Cambridge, MA 2011-2012
Worked on initial startup of a multi-million dollar grant focused on utilizing videotaping as a means of observing and providing feedback on their instructional practice.

Center for Collaborative Education, Boston, MA 2008-2009
Provided statistical support and guidance to understand the impact of Pilot schools on student achievement relative to that of other schools in the district.

Boston Plan for Excellence, Boston, MA 2007-2008
Conducted qualitative research on initiative aimed at increased teacher leadership within the district.

UNIVERSITY SERVICE

Graduate Faculty Advisory (Fall 2021-Spring 2022)

Serve as the school representative on the graduate school advisory committee.

Deans Review Committee (Spring 2020- Winter 2021)

Nominated by colleagues to serve on the Dean's Review committee.

COLLEGE SERVICE – Neag School of Education

Faculty Advisor Neag School of Education Journal (Spring 2022-present). Support students editors in all journal operations and publishing.

Doctoral Coordinator (Fall 2020-Current). Engage faculty in designing sustainable doctoral degree programs in the Neag School by clarifying and documenting the role of core courses, independent study, special topic, and seminar courses as part of a Neag School doctoral degree programs.

Zirkel Teaching Award Selection Committee (2019-current). Serve as juror on selection committee for school-based teaching excellence award.

Deans Doctoral Scholar Committee member (2014-Current). Worked to identify, recruit and select applicants to the Dean's Doctoral Scholar program. Supported programmatic development and ongoing needs.

Faculty Governance Council Representative (2018-2021). Elected to serve as at-large pre-tenure representative to inaugural year of council functioning. Worked to build by-laws and infrastructure for faculty governance processes.

Strategic Planning Committee (Spring 2020-Spring 2021). Work on a small planning committee to build a meaningful process for creating the school's strategic plan.

Neag School of Education Doctoral Orientation Chair (2015 –2018). Planned doctoral orientation for fall 2015 to support community and scholarship.

Instructional Support Group Chair (2014-2017). Initiated cross departmental group to facilitate instructional support and improvement.

Teacher Leadership Committee Co-Chair (2015 – 2017). Planning committee to develop a summer training program for teacher leaders from across Connecticut.

Learning Exchange Chair (2014-2017). Initiated cross departmental, critical friends group to support scholarship and engage in research collaboration.

Assessment Committee member (2013-2015). Served on assessment committee to inform the focus of internal assessment goals and procedures.

DEPARTMENT SERVICE

Department of Educational Leadership, Neag School of Education

Merit Review Committee (Spring 2022): Review colleagues' merit materials and make recommendations to department chair

Promotion, Tenure and Review Committee (Fall 2020-Current): Review colleagues' tenure and promotion materials and make recommendations to department chair.

New Faculty Mentor (Fall 2021-Current): Serve as mentor meeting twice-monthly with new faculty mentor for support.

Hiring Committee Assistant Professor (Spring 2021): Served on committee to hire new assistant professor for department.

Co-Director of Educational Doctorate Program (2016-2019): Direct all activities related to the Educational Doctorate at Neag.

Department Doctoral Review Committee Member (2015- current): collaboration to revamp current doctoral offerings and ensure coherence and quality across the course structure.

Chair of Scholarship Committee (2013-15). Reviewed EDLR scholarship applications and selected recipients.

CPED representative (Spring 2014). Attended the CPED meeting in Denver. As a result, proposed modifications to Ed.D. offerings particularly as they pertain to methods classes.