

Samantha Viano

sviano@gmu.edu | (703) 679-7672 | www.samanthaviano.com

ACADEMIC POSITION Assistant Professor of Education, 2018-present
School of Education
College of Education and Human Development
George Mason University

EDUCATION Vanderbilt University, Peabody College, Department of Leadership, Policy and Organizational Studies, Nashville, TN, August 2018.
PhD in Educational Leadership and Policy; Minor in Quantitative Methods

Northwestern University, School of Education and Social Policy, Evanston, IL, 2011.
MSEd in Secondary Mathematics Instruction

Haverford College, Haverford, PA, 2008.
BS in Mathematics, Minor in Education

RESEARCH INTERESTS Education Policy, Education Leadership, Program Evaluation, Mixed Methods, Evaluation of Policies and Programs that Predominately Affect Traditionally Marginalized & Minoritized Student Populations and Their Teachers

PEER-REVIEWED JOURNAL ARTICLES

(18) Fisher, B. W., Higgins, E. M., Kupchik, A., **Viano, S.**, Curran, F. C., Overstreet, S., Plumlee, B., & Coffey, B. (In Press). Protecting the flock or policing the sheep? Differences in school resource officers' perceptions of threats by school racial composition. *Social Problems*.

(17) **Viano, S.** (In Press). A choice between second chances: An analysis of how students address course failure. *American Journal of Education*.

(16) Gerlinger, J., **Viano, S.**, Gardella, J. H., Fisher, B. W., Curran, F. C., & Higgins, E.M. (2021). Exclusionary school discipline and delinquent outcomes: A meta-analysis. *Journal of Youth and Adolescence*, 50, 1493-1509.

(15) **Viano, S.**, Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (2021). What teachers want: School factors predicting teachers' decisions to work in low-performing schools. *American Educational Research Journal*, 58(1), 201-233.

(14) **Viano, S.**, Curran, F. C., & Fisher, B. W. (2021). Kindergarten cop: A case study of how a coalition between school districts and law enforcement led to school resource officers in elementary schools. *Educational Evaluation & Policy Analysis*. 43(2), 253-279.

(13) Curran, F. C., **Viano, S.**, Kupchik, A., & Fisher, B. W. (2021). Do interactions with school resource officers predict students' likelihood of being disciplined and feelings of safety? Mixed-methods evidence from two school districts. *Educational Evaluation & Policy Analysis*. 43(2), 200-232.

- (12) **Viano, S.**, & Baker, D. J. (2020). How administrative data collection and analysis can better reflect racial and ethnic identities. *Review of Research in Education, 44*(1), 301–331.
- (11) Fisher, B. W., Curran, F. C., **Viano, S.**, and Skinner, J. (2020). The influence of traditional police culture on the activities of school resource officers. *The Journal of Qualitative Criminal Justice and Criminology, 9*(1), 1-28.
- (10) Curran, F. C., Fisher, B. W., & **Viano, S.** (2020). Mass school shootings and the short-run impacts on use of school security measures and practices: National evidence from the Columbine tragedy. *Journal of School Violence, 19*(1), 6–19.
- (9) Kupchik, A., Curran, F. C., Fisher, B. W., & **Viano, S.** (2020). Police ambassadors: Student-police interactions in school and legal socialization. *Law & Society Review, 54*(2), 391–422.
- (8) Curran, F. C., **Viano, S.**, & Fisher, B. W. (2019). Teacher victimization, turnover, and contextual factors promoting resilience. *Journal of School Violence, 18*(1), 21–38.
- (7) Curran, F. C., Fisher, B. W., **Viano, S.**, & Kupchik, A. (2019). Why and when do school resource officers engage in school discipline? The role of context in shaping disciplinary involvement. *American Journal of Education, 126*, 33–63.
- (6) **Viano, S.** (2018). At-risk high school students recovering course credits online: What we know and need to know. *American Journal of Distance Education, 32*(1), 16–26.
- (5) Fisher, B. W., **Viano, S.**, Chris Curran, F., Pearman, F., & Gardella, J. H. (2018). Students' feelings of safety, exposure to violence and victimization, and authoritative school climate. *American Journal of Criminal Justice, 43*(1), 6–25.
- (4) Redding, C., & **Viano, S.** (2018). Co-creating school innovations: Should self-determination be a component of school improvement? *Teachers College Record, 120*(11), 1–32.
- (3) **Viano, S.**, & Hunter, S. B. (2017). Teacher-principal race and teacher satisfaction over time, region. *Journal of Educational Administration, 55*(6), 624–639.
- (2) Flores, S. M., Park, T. J., **Viano, S.**, & Coca, V. M. (2017). State policy and the educational outcomes of English learner and immigrant students: Three administrative data stories. *American Behavioral Scientist, 61*(14), 1824–1844.
- (1) Grissom, J. A., **Viano, S.**, & Selin, J. L. (2016). Understanding employee turnover in the public sector: Insights from research on teacher mobility. *Public Administration Review, 76*(2), 241–251.

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- UNDER REVIEW **Viano, S.**, Rodriguez, L., & Hunter, S. Supervisor and employee shared race and gender intersections: Towards a critical representative bureaucracy theory. *(Revise & Resubmit at Journal of Public Administration Research and Theory)*
- Viano, S.** & *Truong, N. Black, Indigenous, People of Color and feelings of safety in school: Understanding variation and longitudinal resilience. *(Revise & Resubmit at AERA Open)*
- Viano, S.** & Henry, G. T. An evaluation of credit recovery as an intervention for students who fail courses.
- Viano, S.**, Curran, F. C., Fisher, B. W., & Kupchik, A. The third administrator? Stakeholder perceptions of impacts of school resource officers in elementary schools.
- Viano, S.** Online credit recovery school-level enrollment: Intended and unintended consequences.
- Viano, S.** The fallacy of Black-White high school graduation gaps.
- *= Graduate student co-author.

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- MANUSCRIPTS **Viano, S.** & Henry, G. T. Measuring principal performance: A multitrait
IN multimethod approach.
PROGRESS
- Viano, S.** & Henry, G. T. Alternative principal preparation pathways: North Carolina's Regional Leadership Academies.
- Viano, S.**, Fisher, B. W., Curran, F. C., Pearman, F. A., & Gardella, J. The contribution of schools to student suspension: A value added approach.
- Baker, D., Ford, K., **Viano, S.**, & Guerrero, M. Racial and ethnic category usage in education research: Trends and methodological differences.
- Viano, S.**, Hunter, S. & Shahrokhi, F. Improvement science and school leadership: A case study of the journey to dynamic school improvement.

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- PUBLISHED **Viano, S.** & *Bowser, K. (2020). The changing profile of a Virginia graduate:
REPORTS Course taking and achievement of Virginia ninth graders. *EdPolicyForward*, the Center for Education Policy @ George Mason University.
- Zimmer, R., Kho, A., Henry, G. T., & **Viano, S.** (2015). *Evaluation of the effects of Tennessee's Achievement School District on student test scores*. Tennessee Consortium on Research, Evaluation, & Development.
- Henry, G. T., & **Viano, S.** (2015). *An evaluation of the North Carolina Educator Evaluation System for School Administrators: 2010-11 through 2013-14*. Consortium for Educational Research and Evaluation–North Carolina.

Henry, G. T., Zimmer, R., Attridge, J., Kho, A., & **Viano, S.** (2014). *Teacher and student migration in and out of Tennessee's Achievement School District*. Tennessee Consortium on Research, Evaluation, & Development.

REFEREED
PRESENTATIONS

Viano, S., Hunter, S., & Shahrokhi, F. (April 2022). *Improvement science and school leadership: A case study on the journey to dynamic school improvement*. American Educational Research Association Annual Meeting, San Diego, CA.

Baker, D., Ford, K., **Viano, S.**, & Guerrero, M. (April 2022). *Racial and ethnic category usage in education research: Trends and methodological differences*. American Educational Research Association Annual Meeting, San Diego, CA.

Viano, S. & *Truong, N. (April 2022). *Black, Indigenous, People of Color and feelings of safety in school: Understanding variation and longitudinal resilience*. American Educational Research Association Annual Meeting, San Diego, CA.

Viano, S., Curran, F. C., Fisher, B. W., & Kupchik, A. (March 2022). *School resource officers in White educational spaces: Stakeholder perceptions of impacts in suburban elementary schools*. Association for Public Policy Analysis & Management Spring Meeting, Austin, TX.

Viano, S. & Saunders, N. (November 2021). *Growing dynamic school improvement leaders through networked improvement and leadership preparation*. University Council for Educational Administration Annual Convention, Columbus, OH.

Viano, S. & Henry, G. T. (April 2021). *An evaluation of credit recovery as an intervention for students who fail courses*. American Education Research Association Annual Meeting, Virtual Meeting.

Viano, S. (November 2020). *A choice between second chances: An analysis of how students address course failure*. Association for Public Policy Analysis and Management, Virtual.

Viano, S., Curran, F. C., Kupchik, A., & Fisher, B. W. (April 2020). *When schooling and policing collide: Qualitative perceptions of the impacts of SROs on the elementary school education environment*. American Education Research Association Annual Meeting, San Francisco, CA (Conference Canceled).

Viano, S., Fisher, B. W., Curran, F. C., Pearman, F. A., & Gardella, J. (March 2020). *The contribution of schools to student suspension: A value added approach*. Association for Education Finance and Policy Annual Meeting, Virtual Meeting.

- Viano, S.**, Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (March 2020). *Push or pull: School-level factors that influence teacher mobility in low performing schools*. Society for Research on Educational Effectiveness Annual Meeting (Conference Cancelled).
- Viano, S.**, Curran, F. C., & Fisher, B. W. (November 2019). *Kindergarten cop: A case study of how a coalition between school districts and law enforcement led to school resource officers in elementary schools*. Association for Public Policy Analysis & Management Fall Meeting, Denver, CO.
- Viano, S.** (April 2019) *A choice between second chances: An analysis of how students address course failure*. American Educational Research Association Annual Meeting, Toronto, CA.
- Viano, S.**, Fisher, B. W., Curran, F. C., Pearman, F. A., & Gardella, J. (April 2019). *The contribution of schools to student suspension: A value added approach*. American Educational Research Association Annual Meeting, Toronto, CA.
- Curran, F. C., Fisher, B. W., & **Viano, S.** (April 2019). *Mass school shootings and the short-run impacts on use of school security measures and practices: National evidence from the Columbine tragedy*. American Educational Research Association Annual Meeting, Toronto, CA.
- Curran, F. C., Fisher, B. W., **Viano, S.**, & Kupchik, A. (April 2019). *How do interactions with school resource officers predict students' likelihood of being disciplined and feelings of safety? Mixed-methods evidence from two school districts*. American Educational Research Association Annual Meeting, Toronto, CA.
- Curran, F. C., Fisher, B. W., & **Viano, S.** (March 2019). *Mass school shootings and the short-run impacts on use of school security measures and practices: National evidence from the Columbine tragedy*. Association for Education Finance and Policy, Kansas City, MO.
- Fisher, B. W., Higgins, E. M., Kupchik, A., **Viano, S.**, Curran, F. C., Overstreet, S., Plumlee, B., & Coffey, B. (March 2019). *School resource officers' perceptions of threats*. Academy of Criminal Justice Sciences, Baltimore, MD.
- Viano, S.** & Henry, G. T. (November 2018). *An evaluation of credit recovery as an intervention for students who fail courses*. Association for Public Policy Analysis & Management Fall Meeting, Washington, D.C.
- Viano, S.**, Fisher, B. W., Curran, F. C., Kupchik, A., & Skinner, J. (November 2018). *Strategies that school resource officers use to build relationships with students*. American Society of Criminology, Atlanta, GA.
- Curran, F. C., Fisher, B. W., **Viano, S.**, & Skinner, J. (November 2018). *The roles and activities of school resource officers: A multi-informant mixed methods analysis*. American Society of Criminology, Atlanta, GA.

- Kupchik, A., Curran, F. C., Fisher, B. W., & **Viano, S.** (June 2018). *Colorblind policing in schools: Student-police interactions and legal socialization*. Law and Society Association Annual Meeting, Toronto, CA.
- Fisher, B. W., **Viano, S.**, Curran, F. C., & Skinner, J. (April 2018). *School resource officers in the early grades: Understanding the roles and activities of SROs in suburban elementary schools*. American Educational Research Association Annual Meeting, New York, NY.
- Henry, G. T. & **Viano, S.** (April 2018). *Alternative principal preparation pathways: North Carolina's Regional Leadership Academies*. American Educational Research Association Annual Meeting, New York, NY.
- Curran, F. C., Fisher, B. W., **Viano, S.**, & Kupchik, A. (March 2018). *How do interactions with school resource officers predict students' likelihood of being disciplined and feelings of safety? Mixed-methods evidence from two school districts*. Association for Education Finance and Policy, Portland, OR.
- Curran, F. C., Fisher, B. W., **Viano, S.**, & Hayden, E. (November 2017). *The roles of school resource officers in elementary schools*. American Society of Criminology Annual Meeting, Philadelphia, PA.
- Viano, S.** *Online learning as a remedy for course failure: An assessment of credit recovery as an intervention to earn credits and graduate from high school*. (November 2017) Association for Public Policy Analysis & Management Fall Meeting, Chicago, IL.
- Fisher, B. W., Curran, F. C., **Viano, S.**, & Hayden, E. (June 2017). *The expansion of police presence in elementary schools*. Society for Community Research and Action Biennial Meeting, Ottawa, CA.
- Viano, S.** (April 2017). *So much reform, so much change? Returns to secondary vocational education over time*. American Educational Research Association Annual Meeting, San Antonio, TX.
- Viano, S.**, Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (April 2017). *Dynamics of the teacher labor market in the 21st century: Theoretical underpinnings and an empirical investigation*. American Educational Research Association Annual Meeting, San Antonio, TX.
- Viano, S.** & Henry, G. T. (November 2016). *Measuring principal performance: A multitrait-multimethod approach*. Association for Public Policy Analysis & Management Fall Conference, Washington, D.C.
- Viano, S.** & Henry, G. T. (March 2016). *Regional Leadership Academies: Training effective leaders for high-needs schools?* Association for Education Finance and Policy Annual Meeting, Denver, CO.

- Henry, G. T. & **Viano, S.** (March 2016). *An evaluation of the North Carolina Educator Evaluation System for School Administrators: evidence on efficacy and validity*. Association for Education Finance and Policy Annual Meeting, Denver, CO.
- Henry, G.T., Zimmer, R., Block, E., Kho, A., & **Viano, S.** (November 2015). *The dynamics of school turnaround: Teacher mobility and quality in Tennessee's achievement school district*. Association for Public Policy Analysis & Management Fall Meeting, Miami, FL.
- Viano, S.** (November 2015) *So much reform, so much change? The returns to secondary vocational education over time*. Association for Public Policy Analysis & Management Fall Meeting, Miami, FL.
- Curran, F. C., **Viano, S.**, & Fisher, B. W. (November 2015). *Teacher victimization: Implications for teacher retention*. Association for Public Policy Analysis & Management Fall Meeting, Miami, FL.
- Viano, S.** & Hunter, S. (November 2015). *Teacher satisfaction and race: The impact of teacher-principal race matching*. University Council for Education Administration Annual Meeting, San Diego, CA.
- Viano, S.** (November 2015). *Longitudinal evidence on the long-term effects of school safety*. University Council for Education Administration Annual Meeting, San Diego, CA.
- Fisher, B. W., **Viano, S.**, Chris Curran, F., Alvin Pearman, F., & Gardella, J. H. (November 2015). *Authoritative school climate, victimization, and perceived safety: Results from two national surveys*. American Society of Criminology Annual Meeting, Washington, D.C.
- Viano, S.** & Hunter, S. (August 2015). *Race and gender in the workplace: The interplay of teacher and principal intersectionality in teacher turnover*. American Sociological Association Annual Meeting, Chicago, IL.
- Redding, C. & **Viano, S.** (April 2015). *How teachers make sense of reform: Does self-determination matter?* American Educational Research Association Annual Meeting, Chicago, IL.
- Viano, S.** (November 2014) *Major changes to secondary vocational policy, but what about changes to outcomes?*. University Council for Education Administration Annual Meeting, Washington, D.C.
- Viano, S.** (November 2014). *School level determinants of teacher safety: Why principals, colleagues, and parents matter*. University Council for Education Administration Annual Meeting, Washington, D.C.
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INVITED SCHOLARLY PRESENTATIONS	<p><i>Race & Equity in Education Research: Diversity, Equity, Accessibility, and Inclusion Panel.</i> (October 2021). NWEA Research Retreat, Virtual.</p> <p><i>Kindergarten Cop: A Case Study of How a Coalition between School Districts and Law Enforcement Led to School Resource Officers in Elementary Schools.</i> (June 2019). Center for Evidence-Based Crime Policy Annual Symposium, Arlington, VA.</p>
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OTHER INVITED PRESENTATIONS	<p>Whitlock, P. & Viano, S. (August 2021). <i>Plan, Do, Study, Act: Testing High Impact Strategies for Equitable Education for All.</i> School Improvement Summer Institute at the University of Maryland, Virtual.</p> <p>Viano, S. (July 2019). <i>School Resource Officers and School Discipline: How to Work with Law Enforcement to Protect Students from Inequitable Treatment.</i> Virginia Education Equity Summer Institute, Richmond, VA.</p> <p>Henry, G. T. & Viano, S. <i>Essential Skills and Competencies of School Leaders in Hamilton County.</i></p> <ul style="list-style-type: none"> • (July 2017) Benwood Foundation, Chattanooga, TN. • (May 2017) Hamilton County Department of Education, Chattanooga, TN. <p>Henry, G. T. & Viano, S. (July 2016). <i>Needs Assessment on Hamilton County Schools' Leadership Pipeline.</i> Benwood Foundation, Chattanooga, TN.</p> <p>Henry, G. T., Zimmer, R., Viano, S., & Kho, A. (May 2016). <i>Teacher Mobility and Teacher Preferences in Tennessee's Achievement School District</i> Tennessee Department of Education, Nashville, TN.</p> <p>Henry, G. T., Zimmer, R., Kho, A., & Viano, S. <i>The Effect of Tennessee's Achievement School District on Student Test Scores</i></p> <ul style="list-style-type: none"> • (December 2015) Tennessee Department of Education, Nashville, TN. • (October 2015) Tennessee Department of Education, Nashville, TN. • (August 2015) Walton Family Foundation, Virtual. • (May 2015) Achievement School District Operators, Memphis, TN. <p>Henry, G. T., Zimmer, R., Kho, A., & Viano, S. (September 2014). <i>Teacher and Student Migration in and out of Tennessee's Achievement School District.</i> Achievement School District Operators, Memphis, TN.</p>
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RESEARCH GRANTS & EXTERNAL FUNDING	<p><u>Grants Awarded</u></p> <p>Viano, S. (PI), <i>Improvement science in practice: Assessing implementation and proximal outcomes of teacher-implemented innovations</i>, George Mason University's College of Education and Human Development Seed Grants Program, Funded: 2019-20, \$6,835.</p>
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Curran, F.C. (Co-PI), Fisher, B. W. (Co-PI), & **Viano, S.** (Key Study Personnel). *Understanding the adoption, function, and consequences of school resource officer use in understudied settings*, National Institute of Justice Comprehensive School Safety Initiative Grant. **Funded:** 2017-2020, \$623,047.

Viano, S. (PI), *Online learning as a remedy for course failure: An assessment of credit recovery as an intervention to earn credits and graduate from high school*, National Academy of Education (NAEd)/ Spencer Dissertation Fellowship. **Funded:** 2017-18, \$27,500.

Unfunded Grant Applications

Viano, S. (PI) & Borup J. (co-PI). *Catch-as-catch-can course credits? A mixed methods study of online credit recovery enrollment, engagement, and outcomes*, Spencer Foundation. *Finalist (one of 19 out of over 300 applications):* \$249,960.

Grants Under Consideration

Viano, S. (PI). CAREER: Re-engaging STEM: Efficient, effective, culturally sustaining high school credit recovery for COVID-19 unfinished learning, National Science Foundation. **Submitted:** \$1,047,083.

Fisher, B. W. (PI), Mowen, T. (co-PI), **Viano, S.** (co-PI), Brown, A. (co-PI). *More than just safety: School security measures and academic, behavioral, and social outcomes*, Institute of Education Sciences. **Submitted:** \$1,698,516.

AWARDS & HONORS

George Mason University Teaching Excellence Award Nominee, 2021

Emerging Education Policy Scholar (EEPS), Thomas B. Fordham Institute and the American Enterprise Institute, 2018-19.

National Academy of Education (NAEd)/Spencer Dissertation Fellowship, 2017-18

David Clark National Graduate Student Research Seminar in K-12 Educational Administration and Policy, 2017

UNIVERSITY TEACHING EXPERIENCE

George Mason University

Using Research to Lead School Improvement (Master's Level; traditional in-person instruction, online asynchronous, online synchronous/asynchronous)

Contemporary Issues in Education Leadership (Master's Level; online asynchronous)

Social and Political Forces in Education (PhD Level; online synchronous/asynchronous)

Vanderbilt University

Education Policy and Program Evaluation (Master's Level; traditional in-person)

SERVICE

College & University Service

Professional Development Committee, *College of Education and Human Development, George Mason University, 2021-present*

Anti-racist and Inclusive Teaching Consulting Committee, *George Mason University, 2021-present*

CEHD Council, Education Leadership and Policy Division Representative, *College of Education and Human Development, George Mason University, 2020-21*

Search Committee Member, *College of Education and Human Development, George Mason University*

- Education Leadership Faculty Search (Term), 2021
- Education Leadership Faculty Search (Term and Tenure-Track), 2018-19

Crucial Conversations, Chair of the Peer Mentoring and Co-chair of Internal Operations, *Peabody College, Vanderbilt University, 2014-2017*

Professional Service

Expert Witness for the U.S. Department of Justice, *U.S. v Pasco County, FL Desegregation Case, 2021-present*

Conference Planning Committee for the Improving Data for School Discipline Research Conference, *American Educational Research Association Education Research Conference Program, 2020-21*

Summer Fellowship Selection Committee Member, *Society for Research on Educational Effectiveness, 2021*

Affiliations

American Education Research Association (AERA)
 Association for Education Finance and Policy (AEFP)
 Association for Public Policy and Management (APPAM)
 Society for Research on Education Effectiveness (SREE)
 University Council on Education Administration (UCEA)

External Review & Advising

American Enterprise Institute
 National Institute of Justice (NIJ)
 Thomas B. Fordham Institute

Journal & Conference Reviewer

AERA Open
 American Education Research Association (AERA) Annual Meeting
 American Educational Research Journal (AERJ)
 American Journal of Criminal Justice
 American Journal of Distance Education
 British Journal of Educational Psychology
 Criminal Justice Review

Education Policy Analysis Archives (epaa)
 Educational Policy
 Educational Researcher
 Journal of Research on Educational Effectiveness (JREE)
 Journal of School Violence
 Public Administration
 SN Social Sciences
 Social Problems
 Society for Research on Education Effectiveness (SREE) Conference
 Teachers College Record
 University Council of Education Administration (UCEA) Annual Meeting
 Victims & Offenders

STUDENT Dissertation Committee Chair
 MENTORING Sara Townsend, George Mason University, 2020-present

Dissertation Committee Member
 Anna Macedonia, George Mason University, 2020-2021
 Adam McGeehan, George Mason University, 2018-2020
 Amanda Wagner, George Mason University, 2018-2019

Qualifying Examination Committee Chair
 Marvana Bennett, George Mason University, 2021-present
 Fardousa Wardere, George Mason University 2021-present
 Natalie Truong, George Mason University, 2020-present
 Miguel Chacon, George Mason University, 2019-present
 David Walrod, George Mason University, 2018-present

Qualifying Examination Committee Member
 Moonhee Doan, George Mason University, 2021-present
 Jonathan D'Souza, George Mason University, 2020-present
 Katherine Bowser, George Mason University, 2019-present
 Michelle Wilbern, George Mason University, 2018-present

RELEVANT *Program Assistant*, Northwestern University, School of Education and Social Policy,
 PROFESSIONAL Office of Alumni Relations and Development, Evanston, IL, 2011-13
 EXPERIENCE
High School Mathematics Teacher, Chicago, IL, 2008-11

SELECT Bryan, C. (2021, August 6). Violence in schools often met with five-day suspensions.
 MEDIA *Albany Times Union*. Retrieved from
 MENTIONS/ <https://www.timesunion.com/news/article/Capital-Region-schools-report-less-violent-16358387.php>
 PUBLIC
 ENGAGEMENT Belsha, K. (2021, July 15). A surge in pandemic Fs raises old concerns about credit recovery. Here's how schools could make it better. *Chalkbeat*. Retrieved from
<https://www.chalkbeat.org/2021/7/15/22579393/pandemic-failing-grades-credit-recovery-high-school>

- Baker, J. (2021, May 26). More than 50% of new Memphis teachers quit. Here's what the district is doing to reverse the trend. *Chalkbeat Tennessee*. Retrieved from <https://tn.chalkbeat.org/2021/5/26/22447798/more-than-50-percent-new-memphis-teachers-quit-heres-what-district-to-reverse-the-trend>
- Sparks, S. D. (2021, April 21). 'High-Surveillance' schools lead to more suspensions, lower achievement. *Education Week*. Retrieved from <https://www.edweek.org/leadership/high-surveillance-schools-lead-to-more-suspensions-lower-achievement/2021/04>
- Vasudeva, A. (2020, August 17). Ensuring Equitable Voices During Covid-19: Improvement science in the time of Covid-19. *Carnegie Foundation for the Advancement of Teaching*. Retrieved from <https://www.carnegiefoundation.org/resources/videos/ensuring-equitable-voice-during-covid-19/>
- Northern, A. (2019, June 5). The research minute. *The Education Gadfly Show*. Retrieved from <https://fordhaminstitute.org/national/resources/education-gadfly-show-benefits-having-same-race-teacher>
- Barnum, M. (2019, January 23). How to get teachers to believe in a new school program? Ask them to help design it. *Chalkbeat*. Retrieved from <https://www.chalkbeat.org/2019/1/23/21106559/how-to-get-teachers-to-believe-in-a-new-school-program-ask-them-to-help-design-it>
- Petrilli, M., Griffith, D., & Tyner, A. (2018, December 5). The sad state of credit Recovery. *The Education Gadfly Show*. Retrieved from <https://fordhaminstitute.org/national/resources/education-gadfly-show-sad-state-credit-recovery>
- Viano, S.** (2018, November 30). From intellectual property to best practices: Extending accountability and transparency to online credit recovery. *Thomas B. Fordham Institute's Flypaper Blog*. Retrieved from <https://fordhaminstitute.org/national/commentary/intellectual-property-best-practices-extending-accountability-and-transparency>
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