Noelle A. Paufler, Ph.D.

Associate Professor – P-12
Educational and Organizational Leadership Development
College of Education | Clemson University
101 Gantt Circle, Room 328 | Clemson, South Carolina 29634
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Faculty Profile | Google Scholar Profile

ACADEMIC BACKGROUND

Areas of Expertise

- Educational Policy
- Systems Improvement

- Leadership Development
- Learning and Assessment
- Accountability

Education

Ph.D., Educational Policy and Evaluation (Emphasis in Research Methods)	Arizona State University	2014

Dissertation: *Investigating a Teacher Evaluation System: School Administrator and Teacher Perceptions of the System's Standards of Effectiveness*
Chair: Dr. Audrey Amrein-Beardsley; Committee Members: Drs. David Berliner and Gustavo Fischman

M.Ed., Curriculum and Instruction	Concordia University Wisconsin	2008
B.A., History and Political Science (Magna Cum Laude)	University of Wisconsin-Milwaukee	2004

Professional Experience

Assistant Department Chair Department of Educational and Organizational Leadership Development College of Education, Clemson University, Clemson, South Carolina	2024-Present
Associate Professor – P-12 and Doctor of Education (EdD) Program Coordinator Department of Educational and Organizational Leadership Development College of Education, Clemson University, Clemson, South Carolina	2023-Present
Assistant Professor – P-12 and Doctor of Education (EdD) Program Coordinator Department of Educational and Organizational Leadership Development College of Education, Clemson University, Clemson, South Carolina	2019-2023
Assistant Professor of Educational Leadership Department of Teacher Education and Administration	2015-2019

College of Education, University of North Texas, Denton, Texas

Research Evaluation Coordinator   2012-2015
Dysart Unified School District, Surprise, Arizona

Faculty Associate   2012
Arizona State University, Tempe, Arizona

Graduate Assistant   2010-2014
Arizona State University, Tempe, Arizona

Social Studies Teacher and Dual Enrollment Instructor   2008-2011
Apollo High School, Glendale Union High School District, Glendale, Arizona

Social Studies and Language Arts Teacher   2007-2008
Mission Charter School, Phoenix, Arizona

Credentials and Certifications

Certified Appraiser – Texas Teacher Evaluation and Support System (T-TESS), State of Texas
Valid thru 8/5/2016-6/30/2018

Standard Educator Certificate (Social Studies, History, and Political Science – Grades 6-12), State of
Arizona
Valid thru 7/1/2011-Present

Provisional Educator Licensure (Social Studies and Alternative/At-Risk Education – Grades 6-12),
State of Wisconsin
Valid thru 1/1/2008-Present

RESEARCH

PUBLICATIONS

Books

Reames, E. H., & **Paufler, N. A.** (Eds.). (in press). *Educational leadership program coordinators: Partnership creators through social connectedness.* Information Age Publishing.

Paufler, N. A., & Reames, E. H. (Eds.). (2023). *Navigating the ubiquitous, misunderstood, and evolving role of the educational leadership program coordinator in higher education.* Information Age Publishing.

Peer-Refereed Manuscripts   **Indicates doctoral students*

Klar, H. W., **Paufler, N. A.**, & Carter, A. D. (2024). Learning with and from each other: Creating safe spaces in a professional community for school leadership development. *Journal of Professional Capital and Community.* https://doi.org/10.1108/JPCC-02-2024-0017

Paufler, N. A. (2023). Preparing scholarly practitioners to use improvement science: A systematic, iterative, and reflective approach to teaching applied quantitative research methods. *Impacting Education: Journal on Transforming Professional Practice, 8*(2). https://doi.org/10.5195/ie.2023.336

Paufler, N. A., Ezzani, M. D., Murakami, E., *Viamontes, J., & Pazey, B. L. (2022). Educational leadership doctoral program evaluation: Student voice as the litmus test. *Journal of Research on Leadership Education*, *17*(3), 215-242. https://doi.org/10.1177/1942775120976705
Empirical article in an international, peer-reviewed journal; Journal Citation Indicator (JCI)[1] = 0.82; Quartile = 2; Scimago SJR = 0.629; Quartile = 2; Web of Science citations = 1; Google Scholar citations = 1; Authorship contribution: 30%

King, K. M., **Paufler, N. A.**, *Biritz, R, & *Smits, R. (2022). Shaping educator sense-making in complex systems? Policy-directed teacher evaluation models as boundary objects. *Journal of Educational Supervision, 5*(1), 88-115. https://doi.org/10.31045/jes.5.1.5
Empirical article in an international, peer-reviewed journal; Acceptance rate (as reported by JES) = 35%; Full-Text Downloads = 59 (since April 2022); Authorship contribution: 40%

Paufler, N. A., King, K. M., & *Zhu, P. (2020). Promoting professional growth in new teacher evaluation systems: Practitioners' lived experiences in changing policy contexts. *Studies in Educational Evaluation, 65,* 1-9. https://doi.org/10.1016/j.stueduc.2020.100873
Empirical article in an international, peer-reviewed journal; JCI = 1.12; Journal Citation Report (JCR) Impact Factor = 2.704; Quartile = 2; Cabell's Directory acceptance rate = 30%; Web of Science citations = 2; Google Scholar citations = 18; Authorship contribution: 40%

Paufler, N. A., King, K. M., & *Zhu, P. (2020). Delivering on the promise of support for growth? Evaluator perceptions of a new state teacher evaluation system. *Journal of Educational Supervision, 3*(2), 32-50. https://doi.org/10.31045/jes.3.2.3
Empirical article in an international, peer-reviewed journal; Acceptance rate (as reported by JES) = 35%; Google Scholar citations = 4; Full-Text Downloads = 228 (since June 2020); Authorship contribution: 40%

King, K. M., & **Paufler, N. A.** (2020). Excavating theory in teacher evaluation: Implementing evaluation frameworks as Wengerian boundary objects. *Education Policy Analysis Archives, 28*(57), 1-12. https://doi.org/10.14507/epaa.28.5020
Theoretical article in an international, peer-reviewed journal; JCI = 0.37; Quartile = 3; Scimago SJR = 0.471; Quartile = 2; Cabell's Directory acceptance rate = 12%; Web of Science citations = 1; Google Scholar citations = 3; Authorship contribution: 40%

Paufler, N. A., & Sloat, E. F. (2020). Using standards to evaluate accountability policy in context: School administrator and teacher perceptions of a teacher evaluation system. *Studies in Educational Evaluation, 64,* 1-15. https://doi.org/10.1016/j.stueduc.2019.07.007

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[1] The 2021 Journal Citation Indicator (JCI), 2021 Journal Citation Report (JCR) Impact Factor, 2021 Scimago Journal Rankings (SJRs) and Quartiles, and 2021 Cabell's Directory acceptance rates are the most recent available.

Empirical article in an international, peer-reviewed journal; JCI = 0.37; JCR Impact Factor = 1.953; Quartile = 2; Cabell's Directory acceptance rate = 30%; Web of Science citations = 11; Google Scholar citations = 32; Authorship contribution: 80%

Paufler, N. A., & *Clark, C. (2019). Reframing conversations about teacher quality: School and district administrators' perceptions of validity, reliability, and justifiability in a new teacher evaluation system. *Educational Assessment, Evaluation and Accountability, 31*(1), 33-60. https://doi.org/10.1007/s11092-019-09292-w
Empirical article in an international, peer-reviewed journal; JCI = 1.63; JCR Impact Factor = 3.479; Quartile = 2; Cabell's Directory acceptance rate = 35%; Web of Science citations = 4; Google Scholar citations = 12; Authorship contribution: 90%

Paufler, N. A. (2018). Declining morale, diminishing autonomy, and decreasing value: Principal reflections on a high-stakes teacher evaluation system. *International Journal of Education Policy & Leadership, 13*(8). 10.22230/ijepl.2018v13n8a831 http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/813/187
Empirical article in an international, peer-reviewed journal; Cabell's Directory acceptance rate = 16%; Google Scholar citations = 52

Ezzani, M. D., & **Paufler, N. A.** (2018). Doctoral program in educational leadership redesign: Using a multi-criteria framework. *Impacting Education: Journal on Transforming Professional Practice, 3*(2), 11-16. https://doi.org/10.5195/ie.2018.70
Theoretical article in an international, peer-reviewed journal; Official journal of the national Carnegie Project on the Education Doctorate (CPED); Google Scholar citations = 5; Authorship contribution: 50%

Paufler, N. A., & Amrein-Beardsley, A. (2018). Classics and contemporaries: The "Top Ten" books recommended by some of the finest in the education academy. *Critical Questions in Education, 9*(2), 100-116. https://academyedstudies.files.wordpress.com/2018/06/pauflerbeardsleyfinal.pdf
Empirical article in an international, peer-reviewed journal; Official journal of the Academy for Educational Studies (AES); Acceptance rate (reported by journal editor): 31%; Authorship contribution: 75%

Paufler, N. A., Brackett, D. A., & *Kim, S. (2017). Mentoring the next generation in the academy: Evaluating a new faculty mentoring program. In N. Dominguez, B. Berkeley, N. Barka, T. Chrisman, B. Kelley, & E. Westfall (Eds.). (2017). 10th annual mentoring conference proceedings: A decade of cultivating an inclusive mentoring community [Special Issue 10]. *The Chronicle of Mentoring and Coaching, 1*(10), 968-973. https://www.mentor-cmc.com/cmc/cmc2017/MobilePagedReplica.action?pm=2&folio=968#pg974
Peer-refereed, empirical article in a national journal special issue featuring conference proceedings from the University of New Mexico Mentoring Institute; Authorship contribution: 50%

Young, J. L., Young, J. R., & **Paufler, N. A.** (2017). Out of school and into STEM: Supporting girls of color through culturally relevant enrichment. *Journal of Interdisciplinary Teacher Leadership, 1(2),* 28-34. https://kenanfellows.org/journals/index.php/JOITL/article/view/31/18
Theoretical article in a national, peer-reviewed journal; Google Scholar citations = 25; Authorship contribution: 30%

Paufler, N. A., & Amrein-Beardsley, A. (2016). Preparing teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodlad's Twenty Postulates. *Journal of Teacher Education, 67*(4), 251-262. https://doi.org/10.1177/0022487116660154

Theoretical article in an international, peer-reviewed journal; Official journal of the American Association of Colleges for Teacher Education (AACTE); JCI = 2.44; JCR Impact Factor = 4.130; Quartile = 1; Scimago SJR = 2.748; Quartile = 1; Cabell's Directory acceptance rate = 5%; Web of Science citations = 1; Google Scholar citations = 14; Authorship contribution: 90%

Amrein-Beardsley, A., Collins, C., Holloway-Libell, J., & **Paufler, N. A.** (2016). Everything is bigger (and badder) in Texas: Houston's teacher value-added system [Commentary]. *Teachers College Record.* http://www.tcrecord.org/PrintContent.asp?ContentID=18983
Commentary in an international, peer-reviewed journal; JCI = 0.55; JCR Impact Factor = 1.134; Quartile = 4; Cabell's Directory acceptance rate = 8%; Google Scholar citations = 4; Authorship contribution: 20%

Paufler, N. A., & Amrein-Beardsley, A. (2015). In memoriam: Elliot Eisner from *Inside the Academy* [Commentary]. *Studies in Art Education: A Journal of Issues and Research, 56*(2), 183-186. https://doi.org/10.1080/00393541.2015.11518960
Commentary in an international, peer-reviewed journal; Official journal of the National Art Education Association; Internal Impact Factor calculated by Taylor & Francis, Ltd. (publisher) = 0.59; Cabell's Directory acceptance rate = 27%; Google Scholar citations = 3; Authorship contribution: 75%

Paufler, N. A., & Amrein-Beardsley, A. (2014). The random assignment of students into elementary classrooms: Implications for value-added analyses and interpretations. *American Educational Research Journal, 51*(2), 328-362. https://doi.org/10.3102/0002831213508299
Empirical article in an international, peer-reviewed journal; An official journal of the American Educational Research Association (AERA); JCI = 2.62; JCR Impact Factor = 4.503; Quartile = 1; Cabell's Directory acceptance rate = 9%; Web of Science citations = 24; Google Scholar citations = 93; Authorship contribution: 60%

Paufler, N. A., & Amrein-Beardsley, A. (2014). In memoriam: Teachers College's Maxine Greene from *Inside the Academy* [Commentary]. *Teachers College Record.* http://www.tcrecord.org/content.asp?contentid=17555
Commentary in an international, peer-reviewed journal; JCI = 0.55; JCR Impact Factor = 1.134; Quartile = 4; Cabell's Directory acceptance rate = 8%; Authorship contribution: 75%

Paufler, N. A., Holloway-Libell, J., & Amrein-Beardsley, A. (2014). Bridging research, policy, and practice: Voices from *Inside the Academy* [Commentary]. *Teachers College Record.* http://www.tcrecord.org/content.asp?contentid=17527
Empirical commentary in an international, peer-reviewed journal; JCI = 0.55; JCR Impact Factor = 1.134; Quartile = 4; Cabell's Directory acceptance rate = 8%; Authorship contribution: 75%

Peer-Refereed Manuscripts (Under Review/In Progress) *Indicates doctoral students*

Paufler, N. A., Klar, H. W., & Carter, A. D. (in progress). Using improvement science to increase teacher retention: Leadership development through coaching and community.

Paufler, N. A. (in progress). The role of the educational leadership doctoral program coordinator: Using the Johari Window as a framework for engaging stakeholders in continuous program improvement.

Paufler, N. A. (in progress). Educational leadership preparation: Modeling the use of improvement science in a doctoral program evaluation.

Carter, A. D., Klar, H. W., *Purser, S. E., **Paufler, N. A.**, *Bowers, N., *Delaney, M., & Bagley, B. (in progress). "It's changed how I lead": Developing leadership coaches in a leadership coaching community.

King, K. M., **Paufler, N. A.**, *Smits, R., & *Biritz, R. (in progress). Reconceptualizing teacher performance evaluation and professional growth for complex adaptive systems.

Klar, H. W., **Paufler, N. A.**, Roper, C. G., & Andreoli, P. M. (in progress). Contextually-relevant leadership in high-needs schools: A conceptual framework for advancing contextual literacy. *(Authorship/Order to be determined)*

Klar, H. W., Andreoli, P. M., **Paufler, N. A.**, & Roper, C. G. (in progress). Using improvement science to increase high needs school leaders' contextual literacy.

Editorially-Refereed Manuscripts

Paufler, N. A. (2018). Reclaiming space for democracy in teacher education: Preparing teachers in current contexts of neoliberal accountability [Commentary]. *Teacher Education & Practice, 31*(2), 288-292. https://tigerprints.clemson.edu/ed_org_ldrshp_pub/2/
Editorially-refereed commentary in an international, peer-reviewed journal; Cabell's Directory acceptance rate = 27%

Powers, J., Holloway-Libell, J., Gomez, L., **Paufler, N. A.**, & Symonds, S. (2013). Race to the Top. In J. Ainsworth (Ed.), *Sociology of education: An A-Z guide.* Sage. https://doi.org/10.4135/9781452276151.n328
Editorially-refereed encyclopedia article; Google Scholar citations = 1; Authorship contribution: 20%

Book Chapters

Reames, E. H., & **Paufler, N. A.** (in press). Educational leadership program coordinators: Using social connectedness as a lens for partnership development. In E. H. Reames and N. A. Paufler (Eds.), *Educational leadership program coordinators: Partnership creators through social connectedness.* Information Age Publishing.

Reames, E. H., & **Paufler, N. A.** (in press). The Australian educational leadership experience: Program coordinator partnerships in a sunburned country. In E. H. Reames and N. A. Paufler (Eds.), *Educational leadership program coordinators: Partnership creators through social connectedness.* Information Age Publishing.

Paufler, N. A. (2024). Where have all the teachers gone? A reflection on supervision in rural spaces. In H. M. Hazi and M. Piantanida (Eds.), *Snapshots of instructional supervision: Reflections of scholars in the field* (pp. 113-120). Learning Moments Press.
Editorially-refereed book chapter.

Paufler, N. A., & Reames, E. H. (2023). Ubiquitous, misunderstood, and evolving: The role of the educational leadership program coordinator. In N. A. Paufler and E. H. Reames (Eds.), *Navigating the ubiquitous, misunderstood, and evolving role of the educational leadership program coordinator in higher education* (pp. 3-13). Information Age Publishing.

Paufler, N. A. (2022). Setting the destination and charting the course: Higher education opportunities for K-12 leaders engaged in systems improvement. In L. A. Westberry (Ed.), *Learning opportunities for principals: Methods for meeting the needs of today's administrators.* Rowman and Littlefield.
Editorially-refereed book chapter.

Paufler, N. A., & Amrein-Beardsley, A. (2015). Jerome Bruner at the helm: Charting a new course in cultural psychology through narrative. In G. Marsico (Ed.), *Jerome S. Bruner beyond 100: Cultural psychology of education* (pp. 185-195). Springer International Publishing. https://doi.org/10.1007/978-3-319-25536-1_15
Editorially-refereed empirical book chapter in an international book; Google Scholar citations = 4; Total count of downloads = 542; Authorship contribution: 90%

Paufler, N. A. (2014). Myth 2: Private schools are better than public schools. In D. C. Berliner, G. V Glass and Associates, *50 Myths & Lies That Threaten America's Public Schools* (pp. 18-21). Teachers College Press.

Paufler, N. A. (2014). Myth 10: Teachers in the U.S. are well-paid. In D. C. Berliner, G. V Glass and Associates, *50 Myths & Lies That Threaten America's Public Schools* (pp. 54-57). Teachers College Press.

Paufler, N. A. (2014). Myth 44: The U.S. has had to create special passport guidelines to import scientists and engineers because our education system cannot produce enough of them. In D. C. Berliner, G. V Glass and Associates, *50 Myths & Lies That Threaten America's Public Schools* (pp. 215-218). Teachers College Press.
Three book chapters in a co-edited book (served as an associate editor); Book awards: 2015 Prose Award in Education Practice, Honorable Mention; 2014 Foreword Reviews' INDIEFAB Book of the Year Bronze Award for Education; Google Scholar total book citations = 467

Book Chapters (Under Review/In Progress)   *Indicates doctoral students*

Klar, H. W., **Paufler, N. A.**, & Carter, A. D. (under review). Filling the gap: Rural school leadership development for increased teacher retention in a university-district partnership.

Technical Reports (Non-Refereed)   *Indicates doctoral students*

Paufler, N. A., Brackett, D. A., & *Kim, S. (2017). *University of North Texas Faculty Mentoring Program Evaluation for the Division of Institutional Equity and Diversity: 2016-2017.* Denton, TX: University of North Texas.

Paufler, N. A., Brackett, D. A., & *Kim, S. (2017). *University of North Texas Faculty Mentoring Program Evaluation: 2016-2017.* Denton, TX: University of North Texas.

Paufler, N. A., & Brackett, D. A. (2016). *University of North Texas Faculty Mentoring Program Evaluation: 2015-2016.* Denton, TX: University of North Texas.

Paufler, N. A. (2014). *Teacher Evaluation System Program Evaluation: 2013-2014*. Surprise, AZ: Dysart Unified School District.

Media Features

PLI graduates attend inaugural President's Leadership Institute Reunion. (2023, August 28). *Clemson News.* https://news.clemson.edu/more-than-100-pli-graduates-attend-inaugural-presidents-leadership-institute-reunion/

President's Leadership Institute graduates its seventh cohort. (2023, May 10). *Clemson News.* https://news.clemson.edu/presidents-leadership-institute-graduates-its-seventh-cohort/

Boschult, C. (2023, March 14). $75M gift to Spartanburg targets educational inequity, college success. *The Post and Courier.* https://www.postandcourier.com/spartanburg/news/75m-gift-to-spartanburg-targets-educational-inequity-college-success/article_dfba983a-bf70-11ed-9932-53180481f578.html

Teaching innovators: Noelle Paufler. (2023, February 1). *Clemson News.* https://news.clemson.edu/teaching-innovators-noelle-paufler/

Education doctoral students find collaboration, support in 'DiPpy Friends.' (2022, August 8). *Clemson News.* https://news.clemson.edu/education-doctoral-students-find-collaboration-support-in-dippy-friends/

Clemson center of excellence aims leadership development at rural educators. (2022, April 19). *Clemson News.* https://news.clemson.edu/clemson-center-of-excellence-aims-leadership-development-at-rural-educators/

Clemson education doctorate program already proving impact across the state. (2020, August 3). *Clemson News.* https://news.clemson.edu/clemson-education-doctorate-program-already-proving-impact-across-the-state/

Paufler, N. A. (2018, August 15). UNT assistant professor weighs in on new school district ratings. *University of North Texas, College of Education News*. Retrieved from https://www.coe.unt.edu/news/unt-assistant-professor-weighs-new-school-district-ratings

Paufler, N. A. (2016, October 25). Preparing teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodlad's Twenty Postulates [Audio podcast]. *Journal of Teacher Education.* Retrieved from http://jte.sagepub.com/site/misc/index/Podcasts.xhtml

Paufler, N. A. (2015, June 8). Out with the old, in with the new: Proposed Ohio Budget Bill (HB64) would revise the Teacher Evaluation System (again) [Blog post]. *Vamboozled!: A Blog About Teacher Evaluation, Accountability, and Value-Added Models (VAMs).* Retrieved from http://vamboozled.com/out-with-the-old-in-with-the-new-proposed-ohio-budget-bill-to-revise-the-teacher-evaluation-system-again/

Paufler, N. A. (2015, February 22). Student learning objectives as a measure of teacher effectiveness: A survey of the policy landscape [Blog post]. *Vamboozled!: A Blog About Teacher Evaluation, Accountability, and Value-Added Models (VAMs).* Retrieved from http://vamboozled.com/student-learning-objectives-slos-as-a-measure-of-teacher-effectiveness-a-survey-of-the-policy-landscape/

PRESENTATIONS

Conference Papers (Refereed)   *Indicates doctoral students*

International

Amrein-Beardsley, A., **Paufler, N. A.**, & Holloway-Libell, J. (2016, August). *Inside the Academy: Bridging the gap between "the distinct contributions of educational research and researchers"* [Paper presentation]. Annual Conference of the European Educational Research Association (EERA), Dublin, Ireland.

Paufler, N. A. (2016, August). *The rest of the story: Teachers' use of self-narrative to construct their identities as participants in a teacher evaluation system* [Paper presentation]. Annual Conference of the European Educational Research Association (EERA), Dublin, Ireland.

Amrein-Beardsley, A., **Paufler, N. A.**, & Holloway-Libell, J. (2014, November). *Helping to bridge the gap between research, policy, and practice: Inside the Academy, its global presence, and its continuous potentials for impact* [Paper presentation]. Annual World Congress of the World Education Research Association (WERA), Edinburgh, Scotland.

National   *Indicates doctoral students*

Bonney, E. N., **Paufler, N. A.**, Yurkofsky, M., & Capello, S. (2024, October). *Accelerating success: Innovative advising strategies for EdD dissertation completion* [Conference session]. Annual Convening of the Carnegie Project on the Education Doctorate (CPED), Honolulu, HI.

Paufler, N. A., Klar, H. W., *Purser, S. E., Carter, A. D., *Bowers, N., *Delaney, M., & Bagley, B. (2024, April). *Beyond "fly by the seat of your pants improvement": Using improvement science to lead change* [Poster]. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Carter, A. D., Klar, H. W., *Purser, S. E., **Paufler, N. A.**, *Bowers, N., *Delaney, M., & Bagley, B. (2024, April). *"It's changed how I lead": Developing leadership coaches in a leadership coaching community* [Conference paper]. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Klar, H. W., **Paufler, N. A.**, Carter, A., Roper, C., *Purser, S., & Bagley, B. (2023, November). *Creating the conditions for increased teacher retention and student learning: A model for leadership development* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Minneapolis, MN.

Marshall, J., Evans, J. R., Liou, D. D., & **Paufler, N. A.** (2023, November). *Program coordinator critical conversations: Sharing strategies to support students and each other in a new normal* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Minneapolis, MN.

Paufler, N. A. (2023, October). *Where have all the teachers gone? A reflection on supervision in rural spaces* [Paper presentation]. Annual Meeting of the Council of Professors of Instructional Supervision (COPIS), Boise, ID.

Capello, S., Acton, K., Bonney, E. N., Cain, E., DeMartino, L., Dixon, T., Evert, K., Fair, K., Gillham, J., Handley, H., Hastings, N., Hooser, A., Lambrev, V., Lee-Johnson, Y. L., Marotta, J., Miller, V., Neumerski, C. M., Ono, J., **Paufler, N. A.**, … Yurkofsky, M. (2023, October). *A conversation with authors included in the themed issue of* Impacting Education *on reimagining research methods* [Conference session]. Annual Convening of the Carnegie Project on the Education Doctorate (CPED), Pensacola, FL.

Barnett, B., Flores, O. J., Goldman, P., Gonzalez, M. L., Kochan, F. K., **Paufler, N. A.**, Reyes, P., & Young, M. D. (2022, November). *Mentoring untenured educational leadership faculty members for equity and sustainability: Barriers and solutions* [Conference session]. Annual Convention of the University Council for Educational Administration (UCEA), Seattle, WA.

Paufler, N. A., *Biritz, R., & *Love, L. S. (2022, November). *Educational leadership doctoral program improvement: Preparing leaders to address systemic, complex challenges in high-needs settings* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Seattle, WA.

Paufler, N. A., Nesbitt, B., & *Biritz, R. (2022, October). *Supporting EdD student success in dual pandemics: Developing a new structured advising model for virtual spaces* [Conference session]. Annual Convening of the Carnegie Project on the Education Doctorate (CPED), Pittsburgh, PA.

Gordon, S., & **Paufler, N. A.** (2022, October). *Teacher-perceived qualities of an effective supervisor* [Paper presentation]. Annual Meeting of the Council of Professors of Instructional Supervision (COPIS), Indianapolis, IN.

King, K. M., **Paufler, N. A.**, *Smits, R., & *Biritz, R. (2022, April). *Reconceptualizing teacher performance evaluation and professional growth for complex adaptive systems* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

*Biritz, R., & **Paufler, N. A.** (2022, April). *An improvement science study on an improvement science doctoral program* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Paufler, N. A., & *Biritz, R. (2021, November). *Educational leadership doctoral program evaluation: Using research evidence to improve systemic, complex problems of practice in high-needs settings*

[Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Columbus, OH.

King, K. M., **Paufler, N. A.**, *Smits, R., & *Biritz, R. (2021, November). *Shaping educator sense-making in complex systems through policy? Clinical supervisor perspectives of a new teacher evaluation model* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Columbus, OH.

Paufler, N. A., *Biritz, R., Nesbitt, B., & Sutherland, D. (2021, October). *Supporting EdD students in a growing program: Improving the advising model and creatively using resources* [Conference session]. Annual Convening of the Carnegie Project on the Education Doctorate (CPED).

King, K. M., **Paufler, N. A.**, *****Biritz, R. L., & *****Smits, R. (2021, October). *Shaping educator sensemaking in complex systems? Policy-directed teacher evaluation models as boundary object* [Paper presentation]. Annual Meeting of the Council of Professors of Instructional Supervision (COPIS).

Paufler, N. A., King, K. M., & *Zhu, P. (2021, April). *Evidence, expertise, and accountability: Understanding the Texas Teacher Evaluation and Support System* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA).

King, K. M., **Paufler, N. A.**, & *Biritz, R. (2021, April). *Teacher evaluation models as boundary objects: Can policy create common understanding across educational communities?* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA).

Klar, H. W., *Andreoli, P. M., *Roper, C. G., & **Paufler, N. A.** (2021, April). *Contextually-relevant leadership in high-needs schools: A conceptual framework for advancing contextual literacy* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA).

Klar, H. W., *Andreoli, P. M., **Paufler, N. A.**, & *Roper, C. G. (2020, November). *Using improvement science to increase a high-needs school leader's contextual literacy* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA).

Paufler, N. A., King, K. M., & *Biritz, R. (2020, November). *Teacher evaluation and supervision in complex spaces* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA).

Sutherland, D., **Paufler, N. A.**, *Biritz, R., & *Williams, J. (2020, November). *Planning for the un/expected: A facilitated workshop on adapting dissertation and research plans in an unpredictable time* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA).

Paufler, N. A., Petersen, G. J., Lomotey, K., Sutherland, D., & *Biritz, R. (2020, October). *One EdD program's virtual summer summit: Design, planning, impact, and next steps* [Conference session]. Convening of the Carnegie Project on the Education Doctorate (CPED).

King, K. M., **Paufler, N. A.**, & *Clark, C. (2020, October). *Evaluation rubrics as policy tools: Shaping educators' sensemaking in complex systems?* [Paper presentation]. Annual Meeting of the Council of Professors of Instructional Supervision (COPIS).

Paufler, N. A., Ezzani, M. D., *Viamontes Quintero, J., *Scalise, M., *Nadeem, F., Murakami, E., & Pazey, B. L. (2020, April 17-21). *Educational leadership doctoral program redesign: Perceptions of students as organizational leaders and key stakeholders* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA. http://tinyurl.com/t95y89p (Conference Canceled)

Paufler, N. A., Ezzani, M. D., Murakami, E., Pazey, B. L., Voelkel, R., & *Viamontes Quintero, J. (2020, April 17-20). *Mentoring practices through international collaborative research among faculty in educational leadership* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA. http://tinyurl.com/rkjrv8z (Conference Canceled)

Paufler, N. A., King, K. M., & *Zhu, P. (2020, April 17-20). *Accountability, growth, or both? Practitioner lived experiences of a new teacher evaluation system in Texas* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA. http://tinyurl.com/rhlfayj (Conference Canceled)

King, K. M., **Paufler, N. A.**, & *Zhu, P. (2020, February). *Promises and pitfalls in using teacher evaluation to create a common lexicon for teaching* [Paper presentation]. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.

Paufler, N. A., Ezzani, M., *Viamontes, C. J., *Nadeem, F., *Scalise, M., Pazey, B. L., & Murakami, E. (2019, November). *Educational leadership doctoral program evaluation: Student voice as the litmus test* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), New Orleans, LA.

Paufler, N. A., King, K. M., & *Zhu, P. (2019, November). *Delivering on the promise of support? Evaluator perspectives on a new state teacher evaluation system* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), New Orleans, LA.

Paufler, N. A., Petersen, G. J., Klar, H. K., Lindle, J. C., & Hall, D. (2019, October). *Race, place, poverty, and improvement science: Implications of thematic EdD program design for the dissertation in practice* [Conference session]. Annual Convening of the Carnegie Project on the Education Doctorate (CPED), Columbia, SC.

Paufler, N. A., & King, K. M. (2019, October). *The role of teacher evaluation in the organizational learning of schools* [Paper presentation]. Annual Meeting of the Council of Professors of Instructional Supervision (COPIS), Augusta, GA.

Paufler, N. A. (2019, April). *The value a new teacher evaluation system adds in practice: Teacher perceptions of system effectiveness* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

Paufler, N. A., King, K. M., & *Zhu, P. (2019, April). *Promoting professional growth in new teacher evaluation systems: Teachers' lived experiences in changing policy contexts* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

King, K. M., **Paufler, N. A.**, & Leavell, A. (2019, February). *Adding value(s): Educators talk about impact* [Paper presentation]. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Louisville, KY.

Paufler, N. A., & *Clark, C. (2018, November). *Reframing conversations about teacher quality: School administrator perceptions of an evaluation system's standards of effectiveness* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Houston, TX.

Paufler, N. A., King, K. M., & *Zhu, P. (2018, November). *Creating spaces for growth: School administrator and teacher perceptions of a new teacher evaluation system* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Houston, TX.

Pazey, B. L., **Paufler, N. A.**, & *Zazula, J. (2018, November). *Special education teacher evaluation: A comparative analysis of case studies conducted in Texas and Arizona* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Houston, TX.

Ezzani, M., & **Paufler, N. A.** (2018, November). *Doctoral program in educational leadership redesign: Utilizing a multicriteria framework* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Houston, TX.

King, K. M., **Paufler, N. A.**, & Leavell, A. (2018, October). *Adding value(s) to program evaluation: A mixed-methods case study model* [Paper presentation]. Annual Conference of the American Association for Teaching & Curriculum (AATC), Dallas, TX.

Paufler, N. A. (2018, April). *Declining morale, diminishing autonomy, and decreasing value: Principal reflections on a high-stakes teacher evaluation system* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), New York, NY.

Brackett, D. A., **Paufler, N. A.**, & *Kim, S. (2018, April). *Meeting the needs of diverse faculty: Perceptions about mentoring at a public research intensive institution* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), New York, NY.

Paufler, N. A. (2017, November). *Principal voice within the current contexts of accountability: Examining a teacher evaluation system in practice* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Denver, CO.

Paufler, N. A., Brackett, D., & *Kim, S. (2017, November). *Voices from the academy: Evaluating a new faculty mentoring program at a research 1 institution* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Denver, CO.

Paufler, N. A., Brackett, D., & *Kim, S. (2017, October). *Mentoring the next generation in the academy: Evaluating a new faculty mentoring program* [Paper presentation]. University of New Mexico Mentoring Institute Conference, Albuquerque, NM.

Paufler, N. A. (2017, May). *Examining a teacher evaluation system in context: Elementary and high school teacher perceptions of effectiveness* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Paufler, N. A., & Amrein-Beardsley, A. (2017, April). *Scholars in the public forum: Increasing online access to research, informing policy, and improving practice* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Paufler, N. A., *Kim, S., & Brackett, D. (2017, April). *Evaluating a new faculty mentoring program: An application of the CIPP model* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Paufler, N. A., & Amrein-Beardsley, A. (2016, November). *Research to prepare teachers and school leaders for educational renewal: John Goodlad's Twenty Postulates* [Paper presentation]. Annual Convention of the University Council for Educational Administration (UCEA), Detroit, MI.

Paufler, N. A., & Amrein-Beardsley, A. (2016, October). *The research we need to prepare teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodlad's twenty postulates* [Paper presentation]. Annual Meeting of the National Network for Educational Renewal (NNER), Arlington, TX.

Paufler, N. A., & Amrein-Beardsley, A. (2016, March). *Classics and contemporaries: The "Top Ten" books recommended by some of the finest in the education academy* [Paper presentation]. Annual Conference of the Academy for Educational Studies (AES), San Antonio, TX.

Paufler, N. A. (2015, April). *Value-added models (VAMs): Applied research to inform educational policy and practice* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Paufler, N. A., & Amrein-Beardsley, A. (2014, March). *The random assignment of students into classrooms: Implications for value-added analyses and schools of education.* [Paper presentation]. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

Holloway-Libell, J., **Paufler, N. A.**, & Amrein-Beardsley, A. (2014, March). *Using technology to bridge research and practice: Implications for colleges of teacher education* [Paper presentation]. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

Paufler, N. A., Holloway-Libell, J., & Amrein-Beardsley, A. (2013, April). *Answering the call for education informatics: Connecting theory, research, and practice through an online educational historiography* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

Paufler, N. A., & Amrein-Beardsley, A. (2013, April). *The random assignment of students to classrooms: Implications for value-added analyses and interpretations* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

Conference Papers (Refereed) – Under Review   *Indicates doctoral students*

National

Paufler, N. A., Derrington, M. L., & Gordon, S. P. (under review). *Teacher perceptions of the importance of supervisor qualities displayed in the post-observation conference* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Paufler, N. A., & Andreoli, P. M. (under review). *Educational leadership Summer Summit: An innovative approach to leadership development using improvement science* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Klar, H. W., Carter, A. D., **Paufler, N. A.**, & Purser, S. (under review). *Enabling agents of change: Applying leadership coaching and improvement science to localized problems of practice* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Conference Papers and Presentations (Invited)

National

Paufler, N. A. (2016, March). *The public square* [Conference session panelist]. Annual Convention of the Academy for Educational Studies (AES), San Antonio, TX.

State and Regional Conference Papers (Refereed)   *Indicates doctoral students*

Klar, H. W., **Paufler, N. A.**, *Purser, S., Corley, L., & Johnson, K. (2024, February). *Learning to use improvement science to increase teacher retention: Leadership development through coaching and community* [Paper presentation]. Annual Conference of the South Carolina Educators for the Practical Use of Research (SCEPUR), Columbia, SC.

Paufler, N. A., Klar, H. W., Roper, C. G., Carter, A., *Purser, S., & *Bagley, B. (2023, February). *Coaching and improvement science in a professional community: Leadership development for retaining teachers and increasing achievement in rural schools* [Paper presentation]. Annual Conference of the South Carolina Educators for the Practical Use of Research (SCEPUR), Columbia, SC.

Murakami, E., **Paufler, N. A.**, Pazey, B. L., Ezzani, M., Voelkel, R., & *Viamontes, C. J. (2019, January). *Mentoring success among faculty in educational leadership* [Paper presentation]. Annual Conference of the Texas Council of Professors of Educational Administration (TCPEA), Austin, TX.

Pazey, B. L., **Paufler, N. A.**, & *Zazula, J. (2018, January). *Teacher evaluation in the special education setting: A comparative analysis of case studies conducted in Texas and Arizona* [Paper presentation]. Annual Conference of the Texas Council of Professors of Educational Administration (TCPEA), Austin, TX.

State and Regional Conference Papers (Invited)   *Indicates doctoral students*

Wagner, R., & **Paufler, N. A.** (2024, March). *Preparing conference proposals* [presentation]. Doctoral Student Development Session, College of Education, Clemson University, Clemson, SC.

Paufler, N. A., & Patin, N. (2023, August). *Navigating the IRB: Best practices* [Presentation]. Researchers, Educators, and Leaders (REAL) Lunch, College of Education, Clemson University, Clemson, SC.

Paufler, N. A., & *Biritz, R. L. (2022, March). *Evaluating to improve: Using research evidence to support leadership development in Clemson's EdD Program* [Presentation]. Researchers, Educators, and Leaders (REAL) Lunch, College of Education, Clemson University, Clemson, SC.

Paufler, N. A. (2021, July). *Understanding teacher evaluation models in complex systems: A multiple case study* [Presentation]. Doctor of Education (EdD) Annual Summer Summit, Clemson University, Clemson, SC.

Paufler, N. A., & *Biritz, R. (2020, February). *Looking forward, looking backward* [Poster presentation]. Department of Educational and Organizational Leadership Development Research Showcase, Clemson University, Clemson, SC.

Paufler, N. A. (2020, March). *My research journey* [Presentation]. Education (EDL) 9110: Systematic Inquiry in Educational Research, Clemson University, Clemson, SC.

Brackett, D. A., **Paufler, N. A.**, and Kim, S. (2018, February). *New faculty mentoring at the University of North Texas: A vehicle to explore inclusion* [Presentation]. Division of Institutional Equity and Diversity Annual Conference, University of North Texas, Denton, TX.

Paufler, N. A. (2017, October). *My research journey* [Presentation]. Education (EDUC) 6040: Traditions of Inquiry, University of North Texas, Denton, TX.

Paufler, N. A. (2016, October). *Strategies for successfully presenting and publishing your research* [Presentation]. College of Education Doctoral Student Association Annual Conference, University of North Texas, Denton, TX.

Benham, M., Castro, A., & **Paufler, N. A.** (2015, June). *Administering the computer-based AzMERIT: Lessons learned* [Paper presentation]. Arizona Department of Education Leading Change Conference: Lead the Change, Unleash Greatness!, Tucson, AZ.

Paufler, N. A. (2014, December). *Investigating a teacher evaluation system: School administrator and teacher perceptions of the system's standards of effectiveness* [Paper presentation]. Mary Lou Fulton Teachers College Annual Doctoral Research Forum, Arizona State University, Phoenix, AZ.

Benham, M., Castro, A., **Paufler, N. A.**, & Sloat, E. (2014, October). *Transitioning to online assessment: A school district program evaluation* [Paper presentation]. Annual Arizona CIO/CTO (Chief Information Officer/Chief Technology Officer) Forum, Phoenix, AZ.

Paufler, N. A. (2014, June). *A pilot study evaluating the administration of online reading benchmark tests to 5th grade students in the Dysart Unified School District* [Paper presentation]. Annual Yavapai County Educational Technology Consortium, Prescott, AZ.

Paufler, N. A. (2014, March). *50 myths and lies that threaten America's public schools* [Presentation]. Mary Lou Fulton Teachers College's edXchange. Arizona State University, Phoenix, AZ.

GRANTS AND CONTRACTS

External Grants

Submitted

Co-Principal Investigator
2024-2026
Title: Motivating Contexts for Teachers
Agency: Spencer Foundation, Small Research Grants Program
Total Funding: $49,733
Authors: J. Malloy and **N. A. Paufler**

Funded

Co-Principal Investigator/Co-Director
2021-2025
Title: Leading Educational Administrator Development for Excellent Rural Schools (LEADERS) Center of Excellence
Agency: South Carolina Commission on Higher Education
Total Funding: $515,346
Authors: H. W. Klar, **N. A. Paufler**, A. Carter, and D. H. Sutherland

Liaison/Coordinator, University of North Texas/Midwestern State University Joint Doctoral Program in Educational Leadership
2016 – 2020
Title: Doctoral Cohort Collaborative – Wichita Falls Independent School District, Midwestern State University, and the University of North Texas
Agency: The West Foundation
Total Funding: $330,000
Author: **N. A. Paufler** (Memorandum of Understanding)

Internal Co-Evaluator, Dysart Unified School District
2014-2015
Title: Improving Science Achievement Through Content Learning and Collaborative Inquiry

Agency: U.S. Department of Education, Mathematics and Science Partnership Grant
Total Funding: $253,708
Authors: E. F. Sloat, **N. A. Paufler**, and A. Castro

<u>Unfunded</u>

Principal Investigator
2021-2024
Title: Statewide Consortium for Innovative Educational Practice: Preparing Leaders to Address Systemic, Complex Challenges in High-Needs Settings
Agency: U.S. Department of Education, National Center for Educational Research, Institute of Education Sciences
Total Funding: $1,638,345
Author: **N. A. Paufler**

Principal Investigator
2021-2024
Title: Collaborative Research: The Role of Teacher Evaluation and Support in Social Learning Systems in Clinical Settings
Agency: National Science Foundation, Science of Organizations
Total Funding: $441,128 (Clemson University) and $328,488 (University of North Texas)
Author: **N. A. Paufler** and K. M. King

Principal Investigator
2020-2023
Title: Collaborative Research: The Role of Teacher Evaluation and Support in Social Learning Systems in Clinical Settings
Agency: National Science Foundation, Science of Organizations
Total Funding: $406,728 (Clemson University) and $306,483 (University of North Texas)
Author: **N. A. Paufler** and K. M. King

Principal Investigator
2020-2023
Title: Collaborative Research: The Role of Teacher Evaluation and Support in Social Learning Systems in Clinical Settings
Agency: National Science Foundation, Science of Organizations
Total Funding: $373,449 (Clemson University) and $294,900 (University of North Texas)
Author: **N. A. Paufler** and K. M. King

Principal Investigator *(no grants awarded due to discontinuation of funding by the sponsor)*
2019 – 2022
Title: Ensuring High-Quality Teachers for All Students: How Teachers and School Leaders Understand, Evaluate, and Improve Teacher Effectiveness to Impact Student Learning
Agency: The Greater Texas Foundation
Total Funding: $89,003
Author: **N. A. Paufler**

Internal Grants

<u>Funded</u>

Co-Principal Investigator
2022-2023
Title: Designing Contexts to Support Teacher Motivation
Agency: Clemson University, College of Education, Associate Dean of Research
Total Funding: $9,966
Author: J. A. Malloy (PI) and **N. A. Paufler** (Co-PI)

Principal Investigator
2020-2022
Title: Educational Leadership Doctoral Program Evaluation: Using Research Evidence to Improve Problems of Practice in Context
Agency: Clemson University, College of Education, Associate Dean of Research
Total Funding: $15,223
Author: **N. A. Paufler (PI)** and *R. Biritz (GA)

Co-Principal Investigator
2020-2021
Title: Advancing Contextually Relevant Leadership Practices in High Needs Schools: A Systemic and Equitable Approach to Improvement
Agency: Clemson University, College of Education, Associate Dean of Research
Total Funding: $21,761
Authors: H. W. Klar (PI), **N. A. Paufler** (Co-PI), *C. Roper (Co-PI), and *P. M. Andreoli (GA)

Principal Investigator
2018 – 2019
Title: International School Leadership Development Network (ISLDN)@UNT
Agency: University of North Texas, Office of Faculty Success
Total Funding: $5,000
Authors: **N. A. Paufler**, E. Murakami, M. Ezzani, B. Pazey, R. Voelkel, and *C. Viamontes

Co-Principal Investigator
2018 – 2019
Title: College of Education: Qualitative Researchers
Agency: University of North Texas, Office of Faculty Success
Total Funding: $5,000
Authors: K. M. King, M. Ezzani, and **N. A. Paufler**

Principal Investigator
2016 – 2018
Title: University of North Texas Faculty Mentoring Program Evaluation
Agency: University of North Texas, Division of Institutional Equity and Diversity
Total Funding: $10,000

Authors: **N. A. Paufler** and D. A. Brackett

Presenter, American Education Research Association Annual Conference
2017
Title: Evaluating a New Faculty Mentoring Program: An Application of the CIPP Model.
Agency: University of North Texas, Office of Faculty Success Conference Support Program
Total Funding: $1,000
Author: **N. A. Paufler**

Principal Investigator
2016 (Summer)
Title: Junior Faculty Summer Research Support
Agency: University of North Texas, Office of the Provost and Vice President for Academic Affairs
Total Funding: $5,000
Author: **N. A. Paufler**

Research Assistant
2011-2012
Title: The (Non)Random Assignment of Students to Classrooms in Arizona's Public Elementary Schools: Implications for Value-Added Analyses and Interpretations.
Agency: Arizona State University – Mary Lou Fulton Teachers College
Total Funding: $4,500
Authors: A. Amrein-Beardsley and **N. A. Paufler**

HONORS AND AWARDS

Award of Excellence in Doctoral Advising – Recipient, Clemson University, College of Education, 2024

David G. Imig Distinguished Service Award – Nominee, Carnegie Project on the Education Doctorate, 2022

President's Leadership Institute – Participant, Clemson University, 2022-2023 *(refereed selection process)*

Dean's Leadership Institute – Participant, Clemson University, College of Education, 2021-2022 *(refereed selection process)*

Award of Excellence in Service – Recipient, Clemson University, College of Education, 2020

Insight Award of Excellence – EdD in Education Systems Improvement Science, Program Coordinator, Clemson University, College of Education, 2020

Member, Council of Professors of Instructional Supervision, 2020 *(induction by nomination and election)*

Honored Faculty, University of North Texas, 2019 *(based on student nomination for teaching excellence)*

Greater Texas Foundation Fellow – Nominee, University of North Texas, College of Education, 2017

Division K Early Career Seminar – Participant, American Educational Research Association, 2017 *(refereed selection process)*

College of Education Junior Faculty Research Award – Nominee, University of North Texas, 2016-2017

University Graduate Fellowship Award, Arizona State University, 2012-2013, 2013-2014

Mary Lou Fulton Teachers College Tempe Alumni Association Scholarship, Arizona State University, 2012- 2013, 2013-2014

TEACHING AND ADVISING

TEACHING

Courses Taught#, Developed/Revised*, and/or Supervised†

<u>Clemson University</u>

EDF 9270/9271: Quantitative Research Designs and Statistics for Educational Contexts with Laboratory#*
EDIS 9100: Models for Whole School Reform#*
EDIS 9360: Advanced Program Evaluation#*
EDL 8850: Selected Topics#*
EDL 9800: Current Issues in Educational Leadership: Practical Improvement Science Investigations I#*
EDL 9880: Directed Research#*
EDL/EDIS 9910: Doctoral Dissertation Research#*

<u>University of North Texas</u>

EDAD/EDLE 5630: Organizational Change and School Improvement#
EDAD/EDLE 5650: Professional Development and Supervision#*†
EDAD/EDLE 5680: Administration of the K-12 Curriculum#*
EDAD/EDLE 6200/6600: Current Issues in Educational Administration/Writing and Research Design for Educational Leadership#*†
EDAD/EDLE 6400: Politics of Educational Administration†
EDAD/EDLE 6520: Personnel Administration in Public Schools#†
EDAD/EDLE 6580: Administration and Supervision of the Instructional Program#*
EDAD/EDLE 6900: Special Problems#
EDAD/EDLE 6950: Dissertation#

ADVISING

Doctoral Committees

<u>Chair/Co-Chair – Completed – Clemson University</u>

Alexander, P. (2022). *Pedagogical data literacy with a multi-tiered system of supports: A mixed methods study of teachers using data-driven reading instruction in a Title I school* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3194/

Anderson, J. R. (2022). *An exploratory study using improvement science to better understand how modeling the inverted pyramid fosters servant leadership characteristics in a rural public school district* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3141/

Davis, C. N. (2023). *The power of play: The role of children's museums in Kindergarten readiness* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3493.

Dyer, W. (2024). *How school leaders can increase teacher satisfaction in a rural fringe high school in South Carolina* [Doctoral dissertation, Clemson University]. TigerPrints. https://open.clemson.edu/all_dissertations/3725/

Graham, A. B. (2024). *Factors affecting teacher retention in a selected South Carolina school district: Perspectives of administrators and teachers* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3551/

Harvin-Wright, N. (2021). *Personalized professional development using improvement science: Induction teachers' sense of teacher self-efficacy* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/2900/

Howard, T. G. (2023). *Annotations of awareness: A framework for externalizing thinking to promote metacognitive discourse in high school English and social studies classrooms* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3288/

Hudson, J. A. (2023). *Intent versus reality: Examining implementation of the advisory period at the middle school level* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3445/

Lowe, K. J. (2022). *The impact of funds of knowledge on elementary multilingual learners' perceptions of their connection to their teacher and the classroom* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3195/

Lusk, L. S. (2024). *Students willing and ready to motivate to graduate: An alternative pathway to graduation* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3553/

McCarthy, J. (2024). *Using improvement science to increase the achievement of multilingual learners* [Doctoral dissertation, Clemson University]. TigerPrints. https://open.clemson.edu/all_dissertations/3746/

Peagler, S. (2023). *Managing teacher attrition: Improving teacher self-efficacy through the implementation of professional learning communities* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3424/

Scott, J. (2024). *Getting better faster: An examination of instructional specialist role clarity and efficacy* [Doctoral dissertation, Clemson University]. TigerPrints. https://open.clemson.edu/all_dissertations/3699/

Skirtich, L. R. (2022). *Building teachers' cultural capital in the classroom: Using funds of knowledge to support multilingual learners* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3199/

Vaughn, A. N. (2024). *Using improvement science and a co-teaching model to increase the effects of evidence-based reading intervention for high school students reading below grade level proficiency* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3655/

Woodward, T. S. (2023). *Leveraging professional learning to impact leadership of technology integration.* [Doctoral dissertation, Clemson University]. TigerPrints. https://tigerprints.clemson.edu/all_dissertations/3524

Chair/Co-Chair – Completed – University of North Texas

Bartram, T. (2019). *Perceptions of small rural district principals on their superintendent's effectiveness in principal leadership development* [Doctoral dissertation, University of North Texas]. UNT Digital Library. https://digital.library.unt.edu/ark:/67531/metadc1505268/?q=bartram

Clark, C. (2019). *Improving instruction through teacher evaluation: Principal and teacher perceptions of leadership practices and policy tools within the evaluation process* [Doctoral dissertation, University of North Texas]. UNT Digital Library. https://digital.library.unt.edu/ark:/67531/metadc1609065/m2/1/high_res_d/CLARK-DISSERTATION-2019.pdf

Clewell, K. S. (2019). *Learning management system facilitated blended learning in secondary schools* [Doctoral dissertation, University of North Texas]. UNT Digital Library. https://digital.library.unt.edu/ark:/67531/metadc1609139/m2/1/high_res_d/CLEWELL-DISSERTATION-2019.pdf

Norton, S. C. (2019). *Improving college readiness: An analysis of school-level factors* [Doctoral dissertation, University of North Texas]. UNT Digital Library. https://digital.library.unt.edu/ark:/67531/metadc1609060/m2/1/high_res_d/NORTON-DISSERTATION-2019.pdf

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https://digital.library.unt.edu/ark:/67531/metadc1538691/m2/1/high_res_d/SNEED-DISSERTATION-2019.pdf

Vineyard, T. (2018). *The use of an online readiness assessment to determine necessary skills, aptitude and propensities for successful completion in a secondary online credit course.* [Doctoral dissertation, University of North Texas]. UNT Digital Library. https://digital.library.unt.edu/ark:/67531/metadc1157556/m2/1/high_res_d/VINEYARD-DISSERTATION-2018.pdf

Whitaker, N. (2017). *Teacher perceptions of pay-for-performance: An investigation of four middle school pay-for-performance programs in a large urban school district* [Doctoral dissertation, University of North Texas]. UNT Digital Library. https://digital.library.unt.edu/ark:/67531/metadc984133/m2/1/high_res_d/WHITAKER-DISSERTATION-2017.pdf

Yoakum, C. M. (2019). *High school teachers and support staff's attitudes toward students with disabilities in the inclusive general education classroom* [Doctoral dissertation, University of North Texas]. UNT Digital Library. https://digital.library.unt.edu/ark:/67531/metadc1609119/m2/1/high_res_d/YOAKUM-DISSERTATION-2019.pdf

Chair – In Process – Clemson University
(*Anticipated completion date*)

Heather Bundy *(Fall 2025)*
Lynn Clegg *(Fall 2025)*
Conswlya J'vell DeCoteau (*Fall 2025*)
Jayma Diaz (*Fall 2025*)
Ginny Gast (*Fall 2024*)
Brittney Hailey (*Spring 2025*)
Dara Harrop (*Fall 2025*)
Wanda Hughes (*Spring 2025*)
Andrea Ingle (*Fall 2025*)
Tara Lannou (*Fall 2025*)
Francis MacDougal (*Fall 2025*)
Carrie McCain (*Fall 2024*)
Philip Price (*Spring 2025*)
Kevin Smith (*Fall 2025*)
Josh Young (*Fall 2023*)

Chair/Co-Chair – Previous Advising – University of North Texas

Jamie Flemmer (*2018-2019*)
Michelle Gabriel (*2018-2019*)
Cynthia Kohl (*2017-2019*)
Christy Nash (*2016-2019*)

Frankie Norris (*2016-2021*)
Jason Rainey (*2018-2019*)

Committee Member – Completed – Clemson University

Jamie Allen (*Fall 2022*)
Katrina Bigham (*Summer 2024*)
Charlotte Bruner (*Fall 2022*)
Marquice Clark (*Fall 2023*)
Matthew Ferguson (*Spring 2024*)
Roberto Flores *(Spring 2023)*
Kedralyn Folk (*Summer 2022*)
James Ford (*Summer 2023*)
Jennifer Gnann (*Fall 2023*)
Patricia Gosnell (*Summer 2023*)
Lavonia Johnson-Davis (*Summer 2023*)
Melissa LaBerge (*Spring 2021*)
Alex Kameen (*Fall 2023*)
Carlita King (*Summer 2024*)
Matthew Moore *(Spring 2023)*
Gary Rhoden (*Summer 2024*)
Rob Rhodes *(Spring 2023)*
Anjail Salahudin-Bolden (*Summer 2022*)
Grig Sawyer (*Summer 2024*)
Christie Shealy (*Fall 2022*)
Diane Sigmon (*Spring 2024*)
Jeremy Spielman (*Fall 2022*)
Meredith Strmac (*Spring 2024*)
Maureen Tiller (*Fall 2023*)
Michael Timko (*Summer 2023*)
Kyle Whitfield (*Summer 2022*)
DJ Wilson (*Summer 2024*)

Committee Member – Completed – University of North Texas

Jeff Bradley (*Fall 2017*)
Paula Kent (*Spring 2021*)
Linda Kimm (*Fall 2019*)
Michael Minyard (*Fall 2019*)
Gerald Muhammad (*Fall 2019*)
Lisa Palazzetti (*Fall 2019*)
Patty Parker (*Spring 2018*)
Dana Solomon (*Fall 2019*)
Mary Webb (*Fall 2019*)

Committee Member – In Process – Clemson University

Celeste Bearden
Michael Bender
Katie Britton
Jake Buchanan
Susan Chapman
Jacqueline Dimaggio
Jeff Duncan
David Fallaw
Stephanie Flock
Tara Grudzielanek
Jenny Hill
Lauren Merck
Patricia Moultrie-Goldsmith
Jessica Preisig
Rod Ruth
Rachael Smilowitz
Rebecca Stone-Danahy
Debra Wallace
Erica Walters
Na Zhang

Other Graduate Advising

Supervised Research – Completed – Clemson University

Parker Andreoli (*2022-2023*)
Rachel Biritz (*2019-2022*)
Laura Love (*2022*)

Supervised Research – In Process – Clemson University

Amanda Lockett (*2023-Present*)

Supervised Research – Completed – University of North Texas

Soo Jeong Kim (*2016-2018*)
Fiaz Nadeem (*2018-2019*)
Makenzi Scalise (*2018-2019*)

Doctoral Committee Member – Completed

Lihuan Chen, University of Hong Kong (*Spring 2024*)

Master's Committee Member – Completed – University of North Texas

SERVICE

SERVICE TO FIELD OF SCHOLARSHIP

Journal and Grant Reviewer Activities

Journal of School Leadership, Editorial Board and Reviewer, 2017-Present

Action in Teacher Education, Reviewer, 2017-Present
Educational Assessment, Evaluation and Accountability, Reviewer, 2020-Present
Education Policy Analysis Archives, Reviewer, 2015-Present
Educational Policy, Reviewer, 2015-Present
Frontiers in Education, Reviewer, 2024-Present
Journal of Cases in Educational Leadership, Reviewer, 2020-Present
Journal of Educational Supervision, Reviewer, 2020-Present
Journal of Research on Leadership Education, Reviewer, 2021-Present
Journal of Teacher Education, Reviewer, 2016-Present
Studies in Educational Evaluation, Reviewer, 2020-Present
Teachers College Record, Reviewer, 2023-Present
Teaching and Teacher Education, Reviewer, 2021-Present

William T. Grant Foundation, Reviewer, 2021-Present

Leadership Roles in Scholarly Organizations

American Educational Research Association (AERA)
Program Chair (Elected), Supervision and Instructional Leadership Special Interest Group, 2020-2024
Member, Nominating Committee, Supervision and Instructional Leadership Special Interest Group, 2020-2021
Program Chair (Elected), Systems Thinking in Education Special Interest Group, 2018-2020
Proposal Reviewer, Annual Conference, 2018-Present

Carnegie Project on the Education Doctorate (CPED)
Chair Elect, CPED Delegates Council, 2024-2026
Member, CPED Impact Strategic Working Group, 2021-2023
Proposal Reviewer, Annual Convening, 2021-Present
Delegate, Clemson University, 2019-Present
Principal Investigator, University of North Texas, 2017-2019

Council of Professors of Instructional Supervision (COPIS)
Treasurer (Elected), 2022-2024
Member (Elected), 2020-Present

SERVICE TO PROFESSION

Membership in Professional Organizations

National

American Association of Colleges for Teacher Education (AACTE), Institutional Member, 2013-Present
American Educational Research Association (AERA)
    Division A – Administration, Organization, and Leadership, 2017-Present
    Division K – Teaching and Teacher Education, 2016-Present
    Division H – Research, Evaluation, and Assessment in Schools, 2010-Present
    Division L – Educational Policy and Politics, 2010-Present
    SIG #129 – Teaching and Learning in Educational Leadership, 2022-Present
    SIG #183 – Improvement Science in Education, 2021-Present
    SIG #051 – Supervision and Instructional Leadership, 2017-Present
    SIG #168 – Graduate and Postdoctoral Education across the Disciplines, 2017-Present
    SIG #124 – Systems Thinking in Education, 2016-Present
    SIG #090 – Research on Evaluation, 2010-Present
    SIG #123 – Survey Research on Evaluation, 2010-2019
National Council for the Social Studies (NCSS), 2010-2013
National Education Association (NEA), 2008-2014
University Council for Educational Administration (UCEA), Institutional Member, 2015-Present
    Proposal Reviewer, Annual Convention, 2016-Present

State

Arizona Education Association (AEA), 2008-2014
Arizona Educational Research Organization (AERO), 2014-2015
South Carolina Association of School Administrators (SCASA), 2019-Present
Texas Association of School Administrators (TASA), 2015-2019
Texas Council of Professors of Educational Administration (TCPEA), 2015-2019

OTHER SERVICE

Reviewer, Awards Committee, Excellence in Undergraduate Research Mentoring by a Faculty Member, The Citadel - The Military College of South Carolina, 2021, 2024
Faculty/Research Partner, North Texas Education Leadership Collaborative (Partnership of the University of North Texas and District Superintendents), 2018-2019
Member, AdvancED Accreditation External Review Team, John H. Guyer High School, Denton Independent School District, 2016
Member, District of Innovation Committee, Keller Independent School District, 2016-2017

SERVICE TO COMMUNITY

President (Elected), Calhoun Forest Homeowners Association Board of Directors, 2021-2023

Secretary (Elected), Calhoun Forest Homeowners Association Board of Directors, 2020-2021

SERVICE TO UNIVERSITY

Clemson University

<u>University</u>

Member (Appointed), Graduate Advisory Committee, 2020-2021
Member (Appointed), Council on Graduate Studies, 2019-2020

<u>College of Education</u>

Member (Appointed), Tenure, Promotion, and Reappointment Working Group, 2024-Present
Member, HyFlex Working Group, 2024-Present
Member (Appointed), Doctoral Program Task Force, 2020-2021
Member (Appointed), Human Capital Education and Development Steering Committee, 2020-2021
Member (Elected), Research, Innovation, and Collaborative Efforts Committee, 2019-2022
Member (Invited), 3MT (3 Minute Thesis) Competition Judging Panel, 2019, 2021

<u>Department of Educational and Organizational Leadership Development</u>

Assistant Department Chair, 2024-Present
Co-Chair, P-12 Educational Leadership Curriculum Committee, 2024-Present
Co-Chair (Appointed), Assistant/Associate Professor Search Committee, 2023-2024
Member, Administrative Coordinator Search Committee, 2023-2024
Member, Ad Hoc Merit Guidelines Review Committee, 2023
Chair (Appointed), Assistant/Associate Professor Search Committee, 2022-2023
Chair (Appointed), Clinical Assistant Professor Search Committee, 2022-2023
Chair (Appointed), Associate Professor Search Committee, 2021-2022
Chair (Appointed), Professor of Practice Search Committee, 2020-2021
Member, Department Advisory Committee, 2019-Present
Member, PhD Doctoral Committee, 2019-Present

<u>Educational Leadership Program</u>

Program Coordinator, EdD in Education Systems Improvement Science, 2019-Present

University of North Texas

<u>University</u>

Trainer, Teaching Portfolio Team, Office of the Provost and Vice President for Academic Affairs, 2018-2019
Principal Investigator, Faculty Mentoring Program Evaluation, Office of Faculty Success, 2016-2018

College of Education

Member (Elected), Academic Affairs Committee, 2017-2019

Department of Teacher Education and Administration

Chair (Elected), Scholarship Committee, 2017-2018
Member (Elected), Program Assessment Committee, 2016-2018
Member (Elected), Scholarship Committee, 2015-2017

Educational Leadership Program

Member, Doctoral Program Sub-Committee, 2018-2019
Liaison/Program Coordinator, University of North Texas/Midwestern State University Joint Doctoral
    Program in Educational Leadership, 2016-2019
Member, Associate Professor Faculty Search Committee, 2016-2017
Member, Assistant Professor Faculty Search Committee, 2015-2016
Member, Admissions Committee, 2015-2019
Member, Recruitment Committee, 2015-2019
Lead Researcher, Doctoral Student Survey Project, 2015

CONSULTING

Inside the Academy* (https://ita.education.asu.edu/), 2010-Present, Research/Website Manager *(For fee)*

*Inside the Academy is an asynchronous, online, interview-based show that honors the personal and professional achievements
of exemplary educational researchers and scholars, most of whom are members of the National Academy of Education.

Vamboozled!: A Blog About Teacher Evaluation, Accountability, and Value-Added Models (VAMs)
(http://vamboozled.com/), 2014-Present, Guest Blogger *(Service)*