

DEBRA CANTÚ, PH. D.

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<https://drdebracantu.org/>

EDUCATION

Doctor of Philosophy, May 2013	The University of Texas at Austin College of Education, Educational Administration
Master of Educational Administration, May 2001	The University of Texas at Austin College of Education, Educational Administration
Bachelors, December 1992	The University of Texas at Austin College of Fine Arts, Music Education

PROFESSIONAL CERTIFICATIONS AND TRAININGS

2024	Executive Coaching, Harvard Division of Continuing Education
2024-present	Facilitator, Quality Measure, Education Development Center
2015-present	Coaching – Field Supervisor, Educational Region Service Center
2003-2024	Texas, <i>Principal</i> – (Early Childhood – 12)
1995-Life	Texas, <i>Elementary Self Contained</i> - (Grades 1-8)
1995-Life	Texas, <i>Elementary Music</i> – (Grades 1-8)

ACADEMIC APPOINTMENTS AND ADMINISTRATIVE ROLES

2021 – Present	<i>Associate Professor of Practice and Co-Director with Dr. Terrance Green,</i> Texas Principal Leadership Academy (TPLA) Department of Educational Leadership and Policy College of Education The University of Texas at Austin
2023 – Present	<i>Special Assistant for District Partnerships,</i> Dean’s Office College of Education The University of Texas at Austin
2023 – Present	<i>Chair, Texas Quality Measures Program Improvement Network,</i> Texas Education Agency and Education Development Center Partnership
2018-2021	<i>Assistant Professor of Practice</i> <i>Co-Director, Texas Principal Leadership Academy (TPLA)</i> Department of Educational Leadership and Policy College of Education The University of Texas at Austin
2017-2018	<i>Clinical Assistant Professor</i> <i>Interim Director, UT Austin Principal Program (UTAPP)</i> Department of Educational Leadership and Policy College of Education The University of Texas at Austin

2015-2017 *Clinical Assistant Professor*
Assistant Director, UT Austin Principal Program (UTAPP)
Department of Educational Leadership and Policy | College of Education
The University of Texas at Austin

K-12 SCHOOL LEADERSHIP AND ADMINSTRATIVE ROLES

2015 *Chief Academic Officer*
Manor Independent School District

2012-2014 *Director of Professional Services*
Agile Mind, Inc. in collaboration with UT’s Dana Center

2012 *Director of PK-8*
Austin Independent School District

2006-2012 *Director of Middle Schools*
Austin Independent School District

2002-2006 *Principal and Assistant Principal*
Round Rock Independent School District

2001-2002 *Associate Superintendent Assistant*
Austin Independent School District

2001-2002 *Assistant Principal*
Austin Independent School District

1993-1999 *Teacher*
Round Rock Independent School District
Diocese of Dallas

AWARDS & HONORS

2024-Present Maxine Foreman Zarrow Endowed Faculty Fellowship in Education (Holder)

2022-2023 Nominated for the President’s Associates Graduate Teaching Excellent
Award, University of Texas at Austin

2022-2023 Excellence in Education Award, Greater Southwest Optimist Club, Austin,
Texas

2021 University of Texas Principal Program Servant Leadership Award,
nominated and elected by University of Texas at Austin Faculty

2021-2022 College of Education, Dean’s Distinguished Early Career Faculty Award

2020 University of Texas Principal Program Servant Leadership Award,
nominated and elected by University of Texas at Austin Faculty

2018 University of Texas Principal Program Servant Leadership Award,
nominated and elected by University of Texas at Austin Faculty

GRANTS

Sponsor Name: Texas Education Agency

Grant Status: In-progress

Project Title: 2024-2025 Principal Preparation Grant

Project funding period: May 1, 2024 – June 30, 2025

The funds support full-time principal residencies in Austin ISD for a cohort of 8 graduate students enrolled in the Texas Principal Leadership Academy at the University of Texas at Austin.

Sponsor Name: Texas Education Agency

Grant Status: In-progress

Project Title: 2024-2025 Principal Preparation Grant

Project funding period: May 1, 2024 – June 30, 2025

The funds support full-time principal residencies in Harlingen ISD for a cohort of 2 graduate students enrolled in the Texas Principal Leadership Academy at the University of Texas at Austin.

Sponsor Name: The Wallace Foundation

Grant Status: In-progress

Project Title: Equity Centered Pipeline Initiative

Project funding period: 2021 – 2026

The grant funds support 1). The design, planning and implementation for developing an equity centered leadership pipeline in San Antonio ISD, and 2). The opportunity to conduct a university curriculum self-study to improve principal preparation curriculum and practices for recruiting, developing and retaining equity centered leaders.

Sponsor Name: Texas Education Agency

Grant Status: Completed

Project Title: 2023-2024 Principal Preparation Grant

Project funding period: February 1, 2022 – June 30, 2023

The funds support full-time principal residencies in Austin ISD for a cohort of 10 graduate students enrolled in the Texas Principal Leadership Academy at the University of Texas at Austin.

Sponsor Name: Texas Education Agency

Grant Status: Completed

Project Title: 2022-2023 Principal Preparation Grant

Project funding period: February 1, 2022 – June 30, 2023

The funds support full-time principal residencies in Austin ISD for a cohort of 10 graduate students enrolled in the Texas Principal Leadership Academy at the University of Texas at Austin.

Sponsor Name(s): Bill and Melinda Gates Foundation and Carnegie Corporation of New York

Grant Status: Completed

Project Title: 2021-2022 Curriculum Literacy Grant

Project funding period: 2021 – 2022

The grant allowed for university and district partners to explore the role of curriculum literacy in teacher preparation programs aligned to the three signature areas. The learning community studied national trends, emerging research and current Texas practices to chart a course for further study, testing of hypotheses, and provide recommendations for expanding best practices across Texas.

Sponsor Name: Texas Education Agency

Grant Status: Completed

Project Title: 2021-2022 Principal Preparation Grant

Project funding period: February 1, 2021 – June 30, 2022

The funds support full-time principal residencies in Austin ISD for a cohort of 10 graduate students enrolled in the Texas Principal Leadership Academy at the University of Texas at Austin.

Sponsor Name: Texas Education Agency

Grant Status: Completed

Project Title: 2019-2020 Principal Preparation Grant. 227-901

Project funding period: February 1, 2019 – June 30, 2020

The funds support full-time principal residencies in Austin ISD for a cohort of 10 graduate students enrolled in the Texas Principal Leadership Academy at the University of Texas at Austin.

PRESENTATIONS

Cantu, D. (2024, September 10). Equity and Self Awareness. San Antonio Independent School District. San Antonio, Texas.

Cantu, D. (2024, August 16). Principal Supervisor's Guide to School Improvement: Intersectionality Awareness. Austin Independent School District. Holdsworth Center Austin, Texas.

Cantu, D. (2024, June 25). Developing Educator Retention Plans for Central Office and Campus Leaders. Manor ISD Leadership Institute. Manor Independent School District. Austin, Texas.

Cantu, D. (2024, June 12). Texas Education Agency Policy Updates: Strategic Planning for Educator Preparation Programs. Texas Quality Measures Program Improvement Network Statewide Conference. Round Rock, Texas.

Cantu, D. (2024, June 13). Effective Practices for Principal Supervisors through an Equity Lens (Assistant Superintendents and Superintendents). Texas Elementary Principal Supervisor Association Statewide Conference. Round Rock, Texas.

Cantu, D. (2024, May 7). Power in Partnerships. Superintendents and Leadership Teams. College of Education, University of Texas at Austin. May 2024.

Cantu, D. (2024, March 28). Quality Measures Site Visit for University and District Partners. Texas Principal Academy. University of Texas. Austin, Texas.

- Cantu, D. (2024, March 28). Assistant Principal Leadership Summit. University of Texas at Austin. Statewide Session. Austin, Texas.*
- Cantu, D. (2024, February 28). Early Career Principal Learning Series. Texas Elementary Principal and Supervisor Association. University of Texas at Austin. Statewide Session. Austin, Texas.*
- Cantu, D. (2024, February 12-13). Power in Partnerships. Superintendents and Leadership Teams. College of Education, University of Texas. Austin, Texas.*
- Cantu, D. (2023, November 11). Tools and Strategies for Academic Success. Fulbright Scholar Seminar, University of Texas at Austin. National Conference. Austin, Texas.*
- Cantu, D. (2023, November 8). UT Quality Measures Site Visit for University and District Partners. Texas Principal Academy. Thompson Center, University of Texas. Austin, Texas.*
- Cantu, D. (2023, November 6). Nebraska Quality Measures Orientation for University of Nebraska-Lincoln and Lincoln Public Schools. Nebraska.*
- Cantu, D. (2023, November 3). Principal Supervisor Empathy Interviews and Strategic Planning for School Improvement. San Antonio ISD Assistant Superintendent Retreat. University of Texas. Austin, Texas.*
- Cantu, D. (2023, November 4). Principal Supervisor Service Delivery Models and Equity Focused School Improvement. Practices San Antonio ISD Assistant Superintendent Retreat. University of Texas at Austin. November 2023.*
- Cantu, D. (2023, November 1). Power in Partnerships: 17 Central Texas School Districts. College of Education, University of Texas. Austin, Texas.*
- Cantu, D. (2023, September 30). Addressing Problems of Practice in K-12 Schools. UT Virtual Leadership Summit. Texas Principal Academy. University of Texas at Austin. Statewide Session. Austin, Texas.*
- Cantu, D. (2023, September 26). Texas Program Improvement Network. Chair. Texas Principal Preparation Program. Statewide Session. Austin, Texas.*
- Cantu, D. (2023, September 28). Building District Partnerships to Advance Research. College of Education, University of Texas. Austin, Texas.*
- Cantu, D. (2023, July 12-13). Using Improvement Science Methodology to Address Problems of Practice. UT Executive Leadership Institute. University of Texas. Austin, Texas.*
- Cantu, D. (2023, June 1). Coaching Equity Centered Leadership: Competencies, Systems and Practices. Summer Mentor Institute. San Jacinto Hall. University of Texas. Austin, Texas.*

- Cantu, D. (2023, June 7). Texas Program Improvement Network. Chair. Texas Principal Preparation Program. Round Rock, Texas.*
- Cantu, D. (2023, June 7). Effective Practices for Principal Supervisors. Texas Elementary Principal Supervisor Association. Round Rock, Texas.*
- Cantu, D. (2023, June 16-16). Moving Theory to Practice: Equity Centered Leadership. San Antonio ISD Senior Leadership Retreat. University of Texas at Austin, College of Education. Austin, Texas.*
- Equity Centered Leadership Panel. AERA Conference. Chicago. April 2023.*
- Cantu, D. (2022, December). Addressing Problems of Practice in K-12 Schools. UT Virtual Leadership Summit. Texas Principal Academy. University of Texas. Austin, Texas.*
- Cantu, D. (2022, August 18). Defining Equity and Reflecting on Equitable Practices. Facilitator. Department of Educational Leadership and Policy Faculty Retreat. University of Texas at Austin, College of Education. Austin, Texas.*
- Cantu, D. (2022, June 28). Developing Effective Partnerships. Guest Speaker. Equity Centered Pipeline Initiative Planning Learning Community Session. Austin, Texas.*
- Cantu, D. (2022, June 22). Austin ISD Residency Program. Facilitator. University of Texas at Austin, College of Education. Austin, Texas.*
- Cantu, D. (2022, May 18). Leadership Fellows Presentation. Leadership Fellow. University of Texas at Austin, College of Education. Austin, Texas.*
- Cantu, D. (2022, May 16). Curriculum Literacy: College of Education Leadership Team Presentation. Leadership Fellow. University of Texas at Austin, College of Education. Austin, Texas.*
- Cantu, D. (2022, May 1-12). Curriculum Literacy Workshop. Co-Project Leader and Facilitator. University of Texas at Austin, College of Education. Austin, Texas.*
- Cantu, D. (2021, December 8-9). Curriculum Literacy Workshop. Co-Project Leader and Facilitator. University of Texas at Austin, College of Education. Austin, Texas.*
- Cantu, D. (2021, July 2). Early Career Teacher Fellowship Task Force Retreat #2. Project Manager and Facilitator. University of Texas at Austin, College of Education, Austin, Texas.*
- Cantu, D. (2021, June 9). President Jay Hartzell's Vision and Mission for the University of Texas at Austin. Moderator. Hispanic Faculty Staff Association. University of Texas at Austin. Austin, Texas.*

Cantu, D. (2021, April). Latinos in Leadership: Panel Discussion with Deans: Luis Zayas, Claudia Mora, Charles Martinez. Moderator. Hispanic Faculty Staff Association. University of Texas at Austin. Austin, Texas.

Cantu, D. (2021, March). Forging a Path Toward K-12 Students' Thriving. Group Facilitator. University of Texas at Austin, College of Education. Austin, Texas.

Cantu, D. (2021, February 2). Early Career Teacher Fellowship Task Force Retreat. Project Manager and Facilitator. University of Texas at Austin, College of Education. Austin, Texas.

Cantu, D. (2021, March). Principal Residency Model. Presentation given to Texas State University Principal Program Faculty. San Marcos, Texas.

Cantu, D. (2020, February 3-4). TLL Temple Foundation, Dean Martinez, College of Education and Deep East Texas Educational Leaders. Panel member on Pathway to Education Professions. University of Texas at Austin. Austin, Texas.

CONFERENCE PRESENTATIONS

Cantu, D. (2024). Building a Principal Supervisor Pipeline. Texas Elementary Principal Supervisor Association. Round Rock, Texas.

Cantu, D. (2023). Effective Practices for Principal Supervisors. Texas Elementary Principal Supervisor Association. Round Rock, Texas.

Cantu, D., Clayton, J., Finklestein C., Powers, D. (2023). Equity Centered Leadership Panel: Equity-Oriented Improvement Work. Learning and Teaching in Educational Leadership SIG. AERA Conference. Illinois, Chicago.

Cantu, D. C., Counihan, M., Dees, J., DeBaylo, P., Garcia, M., & Edson, S. (2020). Preparing Future Social Justice & Instructional Leaders: An Overview of the UT/AISD Principal Residency Program. University of Texas at Austin and Austin ISD Collaborative Research Forum. Austin, Texas.

Cantu, D. C. (2019). "Focusing on the "S" in TEPSA: Best Practices for Supervisors". Presented at 2019 Texas Elementary Principals and Supervisor Association. (TEPSA). Round Rock, Texas.

Cantu, D.C. (2016). Instructional Improvement Systems and Building School Partnerships. Agile Mind and Charles A. Dana Center Summer Conference. Austin, Texas.

Cantu, D.C. (2015). Instructional Improvement Systems. Agile Mind and Charles A. Dana Center Summer Conference. Austin, Texas.

TEACHING

Assistant and Associate Professor of Practice

The University of Texas at Austin

**Leading for Equity PK-12* (ELP 384Q): Fall 2023. This three-hour course is required for graduate course explores inclusive and equitable practices with a focus on Special Education and Multilingual Education service delivery models and instructional practices to lead to school improvement.

**Public School Administration Foundations* (EDA 682H): Summer 2015, Summer 2016, Summer 2017, Summer 2018, Summer 2019, Summer 2020. This six-credit hour required graduate course explores the foundations of the roles and responsibilities of the principal in public schools, explores social justice and equity in schools and conducts a case study of an urban school in Austin Independent School District.

**Principalship* (EDA 683/ELP 684D). Summer 2015, Summer 2016, Summer 2017, Summer 2018, Summer 2019, Summer 2020. This three-credit hour required graduate course expands social justice leadership skills and teaches school improvement research and frameworks to develop skills aligned to the Texas Principal Standards and National Principal Standards.

**School Improvement* (EDA 385C): Fall 2016, Fall 2017, Fall 2018. This three-credit hour required graduate course prepares principals to supervise instruction, collect and analyze data, develop tiered professional development to support teaching and learning in PK-12 classrooms through a social justice lens.

**Administration of Individual Schools*. (EDA 382T/ELP 384D). Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2019, Spring 2020. This three-credit hour required course for our principal interns to conduct a year-long participatory action research project to address an inequity at their school in collaboration with their community.

**Internship* (ELP 183N): Spring 2017, Fall 2017, Spring 2018, Fall 2019, Spring 2020. This one-credit hour required course supports principal interns, as I serve as their field supervisor to develop leadership skills aligned to the five Texas Principal Standards.

MENTORING ON EDUCATIONAL RESEARCH

Current Ed. D. Dissertation Committee Member

Tracie Washington, 2021

Sonja Howard, 2022

Jennifer Stephens, 2022

Gonzales, Amy, 2022

Gordon, Eliza, 2023

Flores, Reyna, 2023

Gongora, Alejandro, 2024

Thompson, Lizeth, 2024

Teacher Assistant

Gonzales, Amy, 2021-2022

Graduate Research Assistants

Clarida, Kimberly, 2022-2023

Hart, Torri, 2024-2025

M. Ed. Research Projects

Adame, Gabriel (2024). How can educational institutions design and implement rigorous learning structures that prepare students for higher education and equip them with a holistic foundation? Participatory Action Research Project. University of Texas at Austin Principal Program.

Logsdon, Hannah & Madkins, Brittany (2024). How can the allocation of resources and implementation of interventions be optimized to reduce the overrepresentation of students of color in resource and pull-out services while enhancing Tier 2 (T2) or Tier 3 (T3) interventions and support within the general education setting?

Moore, Matthew (2024). *What specific, high-impact practices can school leaders employ to significantly enhance the effectiveness and retention of teachers?*

Omick, Kendall (2024). *How does increased access to intervention and extension opportunities in the English Language Arts (ELA) classroom at the middle school level correlate with students' academic performance, engagement, and overall learning outcomes?*

Rodriguez, Gabriella (2024). *How do equity-centered leaders support teachers in establishing targeted multi-tiered systems of support in the classroom to ensure college readiness in math upon graduation for all students?*

Serrata, Stephanie (2024). *How do effective principals implement effective literacy strategies for all students in secondary schools to positively impact teacher growth via professional development, student achievement, and school culture?*

Salmeron, Jose Antonio Silva (2024). *How can school leaders and a multilingual team of emerging bilingual education stakeholders build collective capacity towards implementing effective multilingual instruction meant to support the academic, social, and emotional needs of emerging bilingual students in an urban high school environment?*

Ventura-Rubio, Lourde Beatriz (2024). *How can effective principals support vertical dual language professional learning communities that significantly impact professional development, instructional systems and student achievement in early literacy?*

Wilkerson, Sharice (2024). How do effective campus leaders implement evidence-based instructional practices for student achievement, teacher growth, and a positive culture for teaching and learning?

Yun, Shengshui (2024). How can educational leaders improve and effectively utilize Professional Learning Community (PLC) time to enhance the educational outcomes of emergent bilingual, economically disadvantaged, and special education students?

Arispe, Andrea (2023). How do equity-centered school leaders develop systems for effective collaboration and highly effective instructional practices to improve academic achievement? Participatory Action Research Project. University of Texas at Austin Principal Program.

Banda, Idalia (2023). How do equity-centered leaders effectively support teachers to positively impact student achievement in reading? Participatory Action Research Project. University of Texas at Austin Principal Program.

Baughman, Elise (2023). How do effective leaders develop a culture for teaching and learning to ensure every student receives access to core instruction and support required to be successful? Participatory Action Research Project. University of Texas at Austin Principal Program.

Castillo, Juliana (2023). How do equity driven leaders develop systems that allow teachers to routinely differentiate learning in classrooms to ensure academic success for all students? Participatory Action Research Project. University of Texas at Austin Principal Program.

Conoley, Meagan (2023). How do equity-centered leaders build systems which develop a culture of attendance and engagement in order to promote academic achievement for all students? Participatory Action Research Project. University of Texas at Austin Principal Program.

Esquivel, Manuel (2023). How do leaders of public choice schools develop an equitable and inclusive campus strategic plan to promote academic achievement, teacher professional growth and a positive school culture? Participatory Action Research Project. University of Texas at Austin Principal Program.

Hartsfield, Michael (2023). How do school leaders integrate writing across all contents to improve writing skill for all students in preparation for both college/career readiness and the new STAAR format? Participatory Action Research Project. University of Texas at Austin Principal Program.

Hollander, Lauren (2023). How do equity-focused leaders promote a culturally aware campus climate and implement tier 1 responsive practices to support students academically and emotionally? Participatory Action Research Project. University of Texas at Austin Principal Program.

Menera, Erik (2023). How do effective school leaders support the academic success of all students through professional development, community engagement, and differentiated

instruction? Participatory Action Research Project. University of Texas at Austin Principal Program.

Metcalf, Lindsay (2023). How do equity centered leaders implement discipline necessary for students while also supporting maximized instructional time? Participatory Action Research Project. University of Texas at Austin Principal Program.

Pena, Lorenzo (2023). How do equity centered leaders support teachers to establish systems to prepare and support students for entry-level college coursework? Participatory Action Research Project. University of Texas at Austin Principal Program.

Saenz, Veronica (2023). How do effective principals develop teacher capacity to differentiate instruction to significantly impact student growth in reading interventions? Participatory Action Research Project. University of Texas at Austin Principal Program.

Sarinana, Ruben (2023). How can differentiated curriculum affect student outcomes? Participatory Action Research Project. University of Texas at Austin Principal Program.

Smith, Ashley (2023). How do effective school leaders create systems that successfully support a positive culture of equity centered reading instruction? Participatory Action Research Project. University of Texas at Austin Principal Program.

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Syed, Amna (2023). How do school leaders develop sustainable systems and professional development to engage staff in consistent data based instruction and intervention to support student learning? Participatory Action Research Project. University of Texas at Austin Principal Program.

Tellez-Jack, Jacqueline (2023). How do school leaders develop and implement an effective, researched-based campus-wide plan for authentic English Language Acquisition and academic and social support for Emergent Bilingual students? Participatory Action Research Project. University of Texas at Austin Principal Program.

Syed, Amna (2023). How do school leaders develop sustainable systems and professional development to engage staff in consistent data based instruction and intervention to support student learning? Participatory Action Research Project. University of Texas at Austin Principal Program.

Wilson, Janee' (2023). How do equity minded school leaders improve their systemic approach to target students' individual instructional needs? Participatory Action Research Project. University of Texas at Austin Principal Program.

Bates, Cerrissa (2022). What research based practices build teacher capacity to utilize multiple strategies to engage students and promote growth in a standards based curriculum in fourth grade math, that are replicable in other settings? Participatory Action Research Project. University of Texas at Austin Principal Program.

Blevins-Dixon, Austin (2022). What is the nature of the relationship between student tardiness, academic achievement, and discipline at Northeast Early College High School? How can faculty and staff develop a culture of academic urgency? Participatory Action Research Project. University of Texas at Austin Principal Program.

Boyd, Mirshish (2022). How do we create data-driven instruction that improves the learning outcomes and closes the achievement gap for African American students? Participatory Action Research Project. University of Texas at Austin Principal Program.

Eyberg, Katy (2022). How can an intervention that combines relationship-building with academic support and teacher coaching impact marginalized English I and English II students experiencing course failure and credit deficiency? Participatory Action Research Project. University of Texas at Austin Principal Program.

Garza, Gabriela (2022). If school leaders implement a service delivery model for emergent bilinguals and increase teacher capacity in research-based literacy strategies by providing continuous PD on Seidlitz's Seven Steps to a Language-Rich Interactive Classroom, then the reading achievement of emergent bilinguals will increase as teachers incorporate content-based language instruction so students access the curriculum in English while leveraging their linguistic and cultural practices. Participatory Action Research Project. University of Texas at Austin Principal Program.

Lengnick-Hall, Amanda (2022). How can inquiry-based science activities improve outcomes for emergent bilingual students? Participatory Action Research Project. University of Texas at Austin Principal Program.

Hassett, Alex (2022). If teachers understand the learning objectives by unpacking the standards during planning, implementing leading instructional strategies that align with the standard, and providing students with regular opportunities to reflect on their learning, will student achievement increase for all students? Participatory Action Research Project. University of Texas at Austin Principal Program.

Hawkins, Andrea (2022). How do effective high school principals build capacity in teachers to address the needs of emergent bilinguals to support language acquisition through explicitly teaching academic language to promote student achievement and confidence in L2? Participatory Action Research Project. University of Texas at Austin Principal Program.

Knox, Anni (2022). How can the STARS model (e.g., curriculum and instruction) be reimaged in order to support the current needs of students as created and/or exacerbated by the pandemic? Participatory Action Research Project. University of Texas at Austin Principal Program.

Parker, Katie (2022). How do effective leaders implement research-based strategies that impact teacher efficacy in supporting emergent bilingual students with academic language to increase student achievement in mathematics? Participatory Action Research Project. University of Texas at Austin Principal Program.

Rodriguez, Jennifer (2022). How purposeful interventions and personalized instruction for students that are underperforming impact low student achievement to target performance early on? Participatory Action Research Project. University of Texas at Austin Principal Program.

Rosser, Marisol (2022). Which leadership actions contribute to building the capacity among teachers to collaboratively develop and implement rigorous instruction that results in an increase in student performance on district administered short cycle assessments in reading? Participatory Action Research Project. University of Texas at Austin Principal Program.

Sanchez, Areli Z. (2022). How can creating a team to support and coach a new teacher impact student academic achievement? Participatory Action Research Project. University of Texas at Austin Principal Program.

Smith, Sherman (2022). How, and in what ways, may PLCs be leveraged/transformed to shift teachers' equitable practices and improve student outcomes? Participatory Action Research Project. University of Texas at Austin Principal Program.

Wasson, Stephanie (2022). Will differentiation development and virtual planning lead to consistent differentiation and writing growth for students labeled for special education in our English I and English II classes? Participatory Action Research Project. University of Texas at Austin Principal Program.

Armstrong, Donnell (2021). How do effective leaders establish and maintain a college/career-centric culture by providing equitable opportunities to effectively equip students with the knowledge and skills needed for secondary and post-secondary success? Participatory Action Research Project. University of Texas at Austin Principal Program.

Coppinger, Cynthia (2021). How do effective leaders build capacity amongst the faculty to help them understand dyslexia and executive functioning skills, while supporting their toolkit for teaching strategies to implement in tier 1 classroom instruction? Participatory Action Research Project. University of Texas at Austin Principal Program.

Gee-Cordova, Jerry (2021). How do effective principals support fine arts teachers to address equity in their department? Participatory Action Research Project. University of Texas at Austin Principal Program.

Greene, Tiffany (2021). How do effective principals implement a hybrid model to ensure social, emotional, and academic success while ensuring equity and fostering meaningful collaboration between virtual and in person students during a pandemic? Participatory Action Research Project. University of Texas at Austin Principal Program.

Jones, Katlyn (2021). How do effective leaders facilitate an increase in student achievement by implementing Professional Learning Communities with fidelity, and significantly impacting professional development and instructional systems? Participatory Action Research Project. University of Texas at Austin Principal Program.

Lacy, Suzanne (2021). How do effective leaders impact student achievement and professional growth for teachers experiencing new models of teaching in the 2020-2021 school year to ensure school success? Participatory Action Research Project. University of Texas at Austin Principal Program.

Mansfield, Selene (2021). How can effective school leaders develop a Child Study Team to meet the physical, emotional and academic needs of students in a community schools' model to advance equity? Participatory Action Research Project. University of Texas at Austin Principal Program.

Markland, Raianna (2021). How do effective leaders advance equity for teachers so that every student experiences excellence in their learning and achieves at highest levels? Participatory Action Research Project. University of Texas at Austin Principal Program.

McKnight, Maddie (2021). How do effective leaders advance equity to impact professional growth, school culture and student achievement? Participatory Action Research Project. University of Texas at Austin Principal Program.

Perez, Milton (2021). How do effective leaders develop and support culturally responsive educators to reflect on their instructional practices through an equity lens to impact student achievement, school culture, and professional growth? Participatory Action Research Project. University of Texas at Austin Principal Program.

Ramos, Mamie (2021). How do effective school leaders implement professional learning communities to support teacher development and enhance Tier 1 instruction during a global pandemic? Participatory Action Research Project. University of Texas at Austin Principal Program.

Torres, Stefanie (2021). How do effective leaders advance equity to impact student achievement and professional growth in special education with a focus on writing? Participatory Action Research Project. University of Texas at Austin Principal Program.

Urrutia, Vanessa (2021). How do effective principals facilitate change in Dual Language models campus wide from Gomez and Gomez to Biliteracy to significantly impact professional development, instructional systems and student achievement? Participatory Action Research Project. University of Texas at Austin Principal Program.

Balic, Alison, Fuentes, Patricia and Lira, Mario (2020). Working with Students who Receive Special Education Services to Reduce At-Risk Profile. Participatory Action Research Project. University of Texas at Austin Principal Program.

Barrett, Darrielle & Sadev, Jessica (2020). Leveraging Data-Driven Practices to Provide Equitable. Participatory Action Research Project. University of Texas at Austin Principal Program.

Bowles, Emily (2020). How do effective leaders impact student achievement and professional growth for teachers by building capacity through professional development and using data to inform instructional practices to eliminate the achievement gap? Participatory Action Research Project. University of Texas at Austin Principal Program.

Campos, Gabriela (2020). How do effective leaders implement SEL during advisory to address the achievement gap? Participatory Action Research Project. University of Texas at Austin Principal Program.

Edson, Sachi (2020). A Comprehensive Plan for Supporting Literacy in the Primary Grades: Sheltered Instruction, Modeled Instructional Technology, and Celebrations. Participatory Action Research Project. University of Texas at Austin Principal Program.

Fierro, Amanda (2020). Applying a Coaching Model to Increase Assistive Technology Acquisition in Students with Visual Impairments. Participatory Action Research Project. University of Texas at Austin Principal Program.

Mota, Vanessa (2020). How do effective leaders promote equitable outcomes for Emergent Bilinguals through professional development and ongoing teacher support to create language-rich interactive classrooms? Participatory Action Research Project. University of Texas at Austin Principal Program.

Ghogomu, Chwinwi (2020). Achieving Equity through Positive Support Systems. Participatory Action Research Project. University of Texas at Austin Principal Program.

Juarez, Brianna (2020). Creating an inclusive educational environment making curriculum accessible for all. Participatory Action Research Project. University of Texas at Austin Principal Program.

Maxie, La'Dee (2020). The Real Cost of Lost Instructional Time. Participatory Action Research Project. University of Texas at Austin Principal Program.

Maymi-Malave, Miguel (2020). Systemized Communication Protocols for Inclusion and Content Teachers. Participatory Action Research Project. University of Texas at Austin Principal Program.

Merritt, Alexander (2020). Science Goes Viral: Vertical Teams & Nerve Centers in a Global Pandemic. Participatory Action Research Project. University of Texas at Austin Principal Program.

Rodriguez, Christina (2020). Systematic Social-Emotional Learning applications in High School. Participatory Action Research Project. University of Texas at Austin Principal Program.

Rosado, Alexandra (2020). A Whole School Reading Approach to Equitable Serve Students of Color. Participatory Action Research Project. University of Texas at Austin Principal Program.

Ross, Jennifer (2020). Creating a Climate of Inclusion for LGBTQ Students, Families and Staff. Participatory Action Research Project. University of Texas at Austin Principal Program.

Williams, Tonya (2020). Soaring in Math using Response to Intervention. Participatory Action Research Project. University of Texas at Austin Principal Program.

Zumberge, Paige (2020). Response to Intervention to Promote On-Track Graduation. Participatory Action Research Project. University of Texas at Austin Principal Program.

Aguado, Maria Alejandra (2019). Attendance Matters. Participatory Action Research Project. University of Texas at Austin Principal Program.

De Leon, Cesar (2019). Academic Growth Through Pioneering Practices. Participatory Action Research Project. University of Texas at Austin Principal Program.

Duebner, Thomas (2019). Using Culturally Relevant Leadership to Create Critical Self-Reflection and a Focus on Equity in order to Close the Achievement Gap. Participatory Action Research Project. University of Texas at Austin Principal Program.

Early, Rachael & Romero, Claire (2019). Together We Can Do So Much: Using strengths-based collaboration, data-driven analysis and continuous reflection to build teacher capacity, target individualized growth, and ensure content mastery for all students. Participatory Action Research Project. University of Texas at Austin Principal Program.

Farr, Bridget (2019). "Can I text this to my mom?" Increasing Family Engagement through Student-Led Communication. Participatory Action Research Project. University of Texas at Austin Principal Program.

Fernandez, Karla (2019). Educating the Whole Child Through the Integration of Social and Emotional Learning and Language Arts. Participatory Action Research Project. University of Texas at Austin Principal Program.

Gandomi, Mackenzi (2019). Increasing Teacher Capacity to Improve Student Achievement through the Coaching Cycle. Participatory Action Research Project. University of Texas at Austin Principal Program.

Kadura, John (2019). Building a Model School of Inclusivity through a Culture of Awareness. Participatory Action Research Project. University of Texas at Austin Principal Program.

Kenny, Matthew (2019). Spreading Success: Using walkthrough feedback to improve instruction. Participatory Action Research Project. University of Texas at Austin Principal Program.

King, Shana (2019). Increasing Achievement Through Inclusive and Rigorous Instruction for All. Participatory Action Research Project. University of Texas at Austin Principal Program.

Olano, Leyla (2019). Creating Systemic Equity to Establish Equitable Opportunities and Outcomes for ALL Students. Participatory Action Research Project. University of Texas at Austin Principal Program.

Orozco, Gloria (2019). Creating an inclusive educational environment making curriculum accessible for all students. Participatory Action Research Project. University of Texas at Austin Principal Program.

Powell, Tavares (2019). Increasing classroom and community engagement by providing peer-based mentoring to high school males. Participatory Action Research Project. University of Texas at Austin Principal Program.

Puga, Melissa (2019). Developing a Campus Culture of Writing. Participatory Action Research Project. University of Texas at Austin Principal Program.

Ratko, John (2019). Providing Equitable Access for Students Labeled as English Learners. Participatory Action Research Project. University of Texas at Austin Principal Program.

Rinehart, Jessica (2019). Professional Learning Communities: Shared Discovery and Improving Instruction. Participatory Action Research Project. University of Texas at Austin Principal Program.

Salinas, Patrick (2019). Building Relationships and Changing Behaviors by Strengthening Positive Behavior Interventions and Supports. Participatory Action Research Project. University of Texas at Austin Principal Program.

Scott, Rachel (2019). A Practical Guide to Building Teacher Capacity. Participatory Action Research Project. University of Texas at Austin Principal Program.

Wehrle, Megan (2019). Co-Planning to Co-Serve: Providing Intervention Support to Students within the General Education Classroom. Participatory Action Research Project. University of Texas at Austin Principal Program.

Adams, Natalie (2018). How can campuses utilize best practices in co-teaching to increase academic success for students in special education? Participatory Action Research Project. University of Texas at Austin Principal Program.

Castaneda, Matthew (2018). LBJ's Co-Teach Model: Implementing Strategies for the Academic Improvement of Inclusion Classes. Participatory Action Research Project. University of Texas at Austin Principal Program.

De La Torre, Dinorah (2018). Addressing Inequities in Reading Achievement in Early Literacy. Participatory Action Research Project. University of Texas at Austin Principal Program.

Horn, Amanda (2018). Guiding the Implementation of Educational Equity through

Courageous Conversations. Participatory Action Research Project. University of Texas at Austin Principal Program.

Hudson, Sedric (2018). How do lead mentors provide mentors with knowledge and skills to support, encourage, and guide new teachers in an effort to make their first year successful for them and their students? Participatory Action Research Project. University of Texas at Austin Principal Program.

Hudspeth, Kristie (2018). Building Language Rich Interactive Classrooms for ELLs Through Ongoing Systems of Teacher Support. Participatory Action Research Project. University of Texas at Austin Principal Program.

Paidi, Suma (2018). Guiding the Implementation of Educational Equity through Courageous Conversations. Participatory Action Research Project. University of Texas at Austin Principal Program.

Perez, Larry (2018). How do effective leaders support teacher mindsets to impact planning and delivery of high yield strategies to support growth for students that are linguistically diverse? Participatory Action Research Project. University of Texas at Austin Principal Program.

Vega, Nydia (2018). Improving Math Instruction for students who receive Special Education Services through PLCs. Participatory Action Research Project. University of Texas at Austin Principal Program.

Watts, Bethany (2018). Developing Methods for Closing the Achievement Gaps at NYOS Charter School. Participatory Action Research Project. University of Texas at Austin Principal Program.

Blakes, Bavu (2017). How do Assemblies Centering on Culture, Fine Arts, and Storytelling Impact Learning? Participatory Action Research Project. University of Texas at Austin Principal Program.

Bromberg, Anthony (2017). Planting the seeds for restorative and trauma-informed practices. Participatory Action Research Project. University of Texas at Austin Principal Program.

Cauman, Samuel (2017). Accountability and Systemization for Section 504 Services: Maximizing Benefits for Students Labeled with Disabilities. Participatory Action Research Project. University of Texas at Austin Principal Program.

Earhardt, Matthew (2017). Planting the seeds for restorative and trauma-informed practices. Participatory Action Research Project. University of Texas at Austin Principal Program.

Garza, AnneMarie (2017). Teacher Effectiveness and the Impact on Student Achievement of linguistically diverse students. Participatory Action Research Project. University of Texas at Austin Principal Program.

Gradney, Stephen (2017). How Can Data Impact Teacher Growth Mindset, Instructional Practices, and Systems Among Students That Receive Special Education Services? Participatory Action Research Project. University of Texas at Austin Principal Program.

Le, Desire (2017). What will IB? Participatory Action Research Project. University of Texas at Austin Principal Program.

Martinez, Melissa (2017). How do leaders effectively increase teacher capacity in writing by implementing the PLC model focusing on planning and delivery of writing instruction in order to equitably serve students of color? Participatory Action Research Project. University of Texas at Austin Principal Program.

Matheny, Cory (2017). The SEL Informed Gifted and Talented Nomination Model: How to Increase Campus Nominations by Changing Teacher Biases of Potential Gifted and Talented Students with SEL Deficits. Participatory Action Research Project. University of Texas at Austin Principal Program.

Miller, Adam (2017). Developing, Supporting and Retaining New Teachers in Cultural and Economically Diverse Learning Environments. Participatory Action Research Project. University of Texas at Austin Principal Program.

Petruzzini, Heather (2017). How will Growth Minded Professional Development Change Staff and Students Perspectives? Participatory Action Research Project. University of Texas at Austin Principal Program.

Powell, Akea (2017). Student-Centered Collaboration for Success. Participatory Action Research Project. University of Texas at Austin Principal Program.

Sileo, Caitlin (2017). A Whole School Approach to Serving Linguistically Diverse Scholars. Participatory Action Research Project. University of Texas at Austin Principal Program.

Terry, Laura (2017). Advocation Plan for addressing differentiated strategies. Participatory Action Research Project. University of Texas at Austin Principal Program.

Blankenship, Alonzo. (2016). Deeper Learning and Cultural Connectedness through Storytelling, Analogy and Music. Participatory Action Research Project. University of Texas at Austin Principal Program.

Brown, Tisha. (2016). Factors Influencing Elementary and Middle School Teachers' Implementation of Differentiation Strategies. Participatory Action Research Project. University of Texas at Austin Principal Program.

Delgado, Alejandro (2016). AP For All or AP For Some: School-wide Strategies to Support Special Education Students in Advanced Placement Course. Participatory Action Research Project. University of Texas at Austin Principal Program.

Dillawn, Amy (2016). College for All: Increasing Early College Program Participation. Participatory Action Research Project. University of Texas at Austin Principal Program.

Garcia, Shawna (2016). Teaching Children in Poverty: Changing Mindsets and Improving Performance. Participatory Action Research Project. University of Texas at Austin Principal Program.

Gordon, Eliza. (2016). The Impact of Vertical Alignment in Writing Instruction. Participatory Action Research Project. University of Texas at Austin Principal Program.

Greenleaf, Samantha (2016). Inequities in Gifted and Talented Education: Challenging the Status Quo. Participatory Action Research Project. University of Texas at Austin Principal Program.

Guerrero, Audrey (2016). How Can Explicit Instruction in Language Transference Benefit English Learners in Literacy? Participatory Action Research Project. University of Texas at Austin Principal Program.

Joseph, Kinnisha. (2016). Changing One Mind at a Time. Participatory Action Research Project. University of Texas at Austin Principal Program.

Jung, Michael (2016). Closing the Opportunity Gap. Participatory Action Research Project. University of Texas at Austin Principal Program.

Ortiz, Gerardo (2016). How will Growth Minded Professional Development change Staff and Students perspectives? Participatory Action Research Project. University of Texas at Austin Principal Program.

Lindbom, Megan (2016). Restorative Practices: Building Capacity to Positive Impact Student Engagement and Classroom Climates. Participatory Action Research Project. University of Texas at Austin Principal Program.

Powers, Hannah (2016). Changing the Spirit of Discipline: Who is with Me? Participatory Action Research Project. University of Texas at Austin Principal Program.

Smith, Susie. (2016). Building relationships and changing behaviors by implementing Tier 1 restorative practices in the classroom. Participatory Action Research Project. University of Texas at Austin Principal Program.

ADVISING ON PROGRAM REQUIREMENTS

Formal Advising - Current Students

2024-2025

Augilar-Garcia, Claudia

Carlson, Frank

Elder, Scott

Hardy, Logan

Hernandez, Alma

Hernandez, Paul
Kowshik, Manoj
Martinez, Alexis
Mendoza, Irashima
Morgart, Lynda
Scott, Tomekah
Tabasco, Guillermo
Torres, Susan
Tenorio-Rodriguez, Laura

Formal Advising - Graduated Students

2023-2024

Gabriel Adame
Logsdon, Hannah
Madkins, Brittany
Moore, Matthew
Omick, Kendall
Rodriguez, Gabriella
Schaeffer, Johnathan
Serrata, Stephanie
Silva, Antonio Jose
Ventura-Rubio, Lourde
Wilkerson, Sharice
Yun, Shengshi

2022-2023

Andrea Arispe
Idalia Nataly Banda
Elise Buaghman
Victoria Boykins
Juliana Castillo
Meagan Conoley
Manny Esquivel
Michael Hartsfield
Lauren Hollander
Erik Menera
Lindsay Metcalf
Lorenzo Pena
Veronica Saenz
Ruben Sarinana
Ashley Smith
Amna Syed
Jacqueline Tellez
Janee' Wilson

2021-2022

Cerrissa Bates

Robert Dixon
Katherine Eyberg
Marisol Galvan
Gabriela Garza Lozano
Alexandra Hassett
Andrea Hawkins
Anni Knox
Amanda Lengnick-Hall
Mirshish Massey
Katherine Parker
Jennifer Rodriguez
Sherman Smith
Stephanie Wasson
Areli Zarate

2020-2021
Donnell Armstrong
Cynthia Coppinger
Jerry Gee Cordova
Tiffany Greene
Katelyn Jones
Suzanne Lacey
Mamie Matassa
Selene Mansfield
Raianna Markland
Madeline McKnight
Milton Perez
Stefanie Torres
Vanessa Urrutia

Previous Rank
2019-2020
Alison Balic
Darrielle Barrett
Emily Bowles
Gabriela Campos
Elina Edson
Amanda Fierro
Patricia Fuentes
Chwinwi Ghogomu
Briana Juarez
Mario Lira
Vanessa Garcia Mota Martinez
LaDee Maxie
Miguel Maymi
Alex Merritt
Christina Rodriguez

Alexandra Rosado
Jennifer Ross
Jessica Sadev
Tonya Williams
Paige Zumberge

2018-2019
Maria Aguado
Claire Brown
Jessica Cagle Rinehart
Rachael Early
Matthew Kenny
Shana King
Leyla Olano
Rey Patrick Salinas
Bridget Farr
Cesar DeLeon
Karla Fernandez
Mackenzie Gandomi
Melissa Puga
Rachael Scott
John Ratko
Thomas Duebner
John Kadura
Gloria Orozco
Tavares Powell
Megan Wehrle

2017-2018
Anthony Bromberg
Bavu Blakes
Samuel Cauman
AnneMarie Garza
Steven Gradney
Deisree Le
Matt Earhart
Melissa Martinez
Cory Matheny
Akea Powell
Adam Miller
Laura Terry
Caitlin Sileo
Heather Petruzzini

2016-2017
Natalie Adams
Matthew Castaneda

Dinorah DeLaTorre
 Sedric Hudson
 Kristie Hudspeth
 Sumala Paidi
 Larry Perez
 Amanda Poriss
 Nydia Vega
 Bethany Watts

2015-2016
 Alonzo Blankenship
 Alejandro Delgado
 Amie Dillawn
 Shawna Garcia
 Eliza Gordon
 Samantha Greenleaf
 Audrey Guerrero
 Kinnisha Joseph
 Michal Jung
 Megan Lindbom
 Gerardo Ortiz
 Tisha Brown
 Hannah Powers
 Susie Smith

ADMINISTRATIVE & PROFESSIONAL SERVICE

Texas Principal Leadership Academy (Program Service)

2019-present	Co-Director, Texas Principal Leadership Academy
2015-present	Chair, TPLA Admissions Committee
2015-present	Member, Principal and Superintendent Advisory Committee
2015-present	Chair, Leadership in Action Event
2015-present	Faculty Advisor, Texas Principal Leadership Academy
2015-present	Chair, Principal Assessment Center
2015-present	Chair, Transition Camp Planning Committee
2015-present	Chair, Principal Information Session Planning Committee
2015-present	Chair, Master Schedule Committee
2015-present	Chair, Recruitment Planning Committee
2015-present	Liaison for District Partnerships
2015-present	Field Supervisor for Principal Internship, UT-Austin
2015-present	Lead writer for Texas Education Agency Grants and Applications
2015-2019	Assistant Director, UT Austin Principal Program
2015-2018	Member, Public School Executive Leadership Committee, Department of Educational Administration
2017-2018	Search Committee Member, assistant professor position (tenure track),
2017-2018	Interim Director, Principal Program
2016-2017	Search Committee Member, assistant professor position (tenure track), PSEL, Department of Educational Leadership and Policy

Department of Educational Leadership and Policy Service

2023-2024	Member, Faculty Search Committee (tenure track)
2023	Executive Leadership Institute for Alief, Corpus Christi, McAllen ISDs
2023	Member, Department Chair Consultative Committee
2021-Present	Member, Graduate Studies Committee, Educational Leadership & Policy
2021-2022	Member, Department Chair Consultative Committee
2022-Present	Coordinator, Curriculum Planning, Principal and Superintendent Program
2020-present	Member, CSP Faculty Search Committee Member (tenure track)
2017-present	Chair, Certification Records for Principal and Superintendency Programs
2017-present	Co-Chair, SACS Committee for Principal and Superintendent Programs
2019-2020	Conducted 2 Peer Teaching Observations of Adjunct Professors
2018-present	Member, Graduate Studies Committee
2018-2019	Member, ELP Faculty search Committee
2018-2019	Conducted 1 Peer Teaching Observations of Adjunct Professors
2018-2019	Member, CSP Assessment Center, UT-Austin
2017-2018	Co-Facilitator, Three Faculty Retreats to Redesign and Align Curriculum
2017-Present	Lead Writer for Curriculum Writing
2017-2018	Conducted 2 Peer Teaching Observations of Adjunct Professors
2016-2019	Facilitator, New Faculty Orientation for new hires
2016-2017	Conducted 2 Peer Teaching Observations of Adjunct Professors
2015-Present	Chair, Staffing and Scheduling Committee
2015-Present	Prepare Records for Texas Education Agency Audit for Principal Program
2015-2016	Conducted 2 Peer Teaching Observations of Adjunct Professors

College of Education Service

2024	Member, Dean's Promising Scholars Committee
2024	Affiliate, Texas Center for Equity Promotion
2024	Member, Professional Track College Advisory Committee (CAC)
2024	Chair, Subcommittee for Additional Contributions CAC, Professional Track
2024- Present	Member, Texas Education THRIVE Faculty Advisory Committee
2023- Present	Special Assistant for District Partnerships Appointment
2023- Present	Member, Social Justice, Equity, Diversity, and Inclusion Committee
2023- Present	Mentor, COE Faculty for building district partnerships
2023-2024	Member, Faculty Development Award Review Committee
2022	Marshal, COE Commencement Ceremony
2022	Marshal, President's Honors day
2021-2022	Leadership Fellow, College of Education
2021-2022	Project Leader, Curriculum Literacy Grant funded by Bill and Melinda Gates Foundation and Carnegie Corporation of New York
2021	Project Manager, UT Early Career Teacher Fellowship Task Force
2020-2021	Member, UT College of Education Covid-19 Committee
2017-2020	Member, Southern Association of Colleges and Schools Commission on Colleges Committee, UT-Austin
2016- Present	Member, UT-Austin Independent School District (AISD) Collaborative Committee Led by Dean Martinez and AISD Superintendent
2017- Present	Chair, UT-AISD Collaborative Principal Pipeline Committee

University of Texas at Austin Service

2022-2024	Chair, Advisory Board, University of Texas High School District
2024	Member, Superintendent Search Committee, University of Texas High School District
2022- present	Member, Advisory Board, University of Texas Elementary School
2022-2024	Member, Advisory Board, University of Texas High School District
2021-present	Member, Ethics Flag Committee, Texas Undergraduate Studies
2021-2022	Member, University Resource Group, Division of Diversity and Community Engagement
2021-2022	Co-Chair, Hispanic Faculty and Staff Association Executive Board Member
2021	Member, UT Strategic Planning Initiatives Ideation Session – Attracting and Developing Faculty
2020-2021	Co-Chair for Continuing Education Programs COVID-19 Committee Task Force
2019-2020	Recorder, Hispanic Faculty and Staff Association Executive Board Member,

Local Service

2022-present	Executive Coach, Leadership Development for Principal Supervisors, Austin ISD
2023-present	Executive Coaching, Power in Partnerships – Austin ISD, Del Valle ISD, Lockhart ISD, Manor ISD
2023-present	Presenter, Leadership Development for Assistant Principals, Principal, District Leaders in Central Texas
2015-present	Executive Coach, Mentor Alumni who Serve as Assistant Principals, Principal, District Leaders in Central Texas

State Service

2022-present	Chair, Steering Committee, Texas Quality Measures, Texas Education Agency
2022-Present	Member, Texas Quality Measures Improvement Network (Texas Principal Programs, Texas Education Agency
2023-present	Presenter, Principal Supervisor Leadership Series for Texas Elementary Principal Association

National Service (non-paid consulting)

2024-Present	Coach for Facilitators, Quality Measures
2024-Present	Facilitator, Equity Centered Pipeline Initiative Facilitator, University
2024	Curriculum Reviewer, University of Nebraska-Lincoln Principal Preparation Program
2024	External Letter, San Diego University for Professional Track
2024	External Reviewer, University of Arkansas for Promotion for Professional Track
2024	Curriculum Reviewer, University of Connecticut Principal Preparation Program
2023	External Reviewer, Texas A&M University for Professional Track

2022 External Reviewer, University of North Carolina at Chapel Hill for Professional Track
2023- Present Host, Principal Program Site Visits to UT Austin
2020-2024 Plenum Session Representative, University Council for Education Administration

International Service

2023 Presenter, Fulbright Scholar Pakistan Seminar
2016 Mentor, Fulbright Scholar from Pakistan

PROFESSIONAL AFFILIATIONS

University Council for Education Administration (UCEA)
American Educational Research Association (AERA)
Texas Quality Measures Program Improvement Network (Tx QM PIN)
Hispanic Staff and Faculty Association (HFSA)
Texas Association of School Administration (TASA)
Texas Elementary Principal and Supervisor Association (TEPSA)

VIDEOS

Texas Principal Leadership Academy Alumni: <https://youtu.be/YEK5TfflZo?feature=shared>
Principal Program District Partnerships: <https://youtu.be/dfZFauEtuFw?feature=shared>
Texas Quality Measures PIN: <https://www.youtube.com/watch?v=lCtskpAYb9E>

EVIDENCE OF IMPACT

Professional Video Library – COE and district partners
Equity Centered Leadership Development for university faculty state and nationally
Executive coaching district leaders - state
District partnerships for COE
Prepare principals to lead PK-12 school settings