

PAMELA S. ANGELLE, PH.D.

323 Jane and David Bailey Education Complex
Educational Administration and Supervision Program
Department of Educational Leadership and Policy Studies
The University of Tennessee, Knoxville
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EDUCATION

Doctor of Philosophy, Educational Leadership
Louisiana State University, Baton Rouge, Louisiana
Dissertation: *Holding up and holding on: Socialization experiences of beginning teachers in differentially effective schools*
Dissertation Major Professor: Diane L. Taylor, Ph.D.

Master of Education, Guidance and Counseling, Psychology
University of Louisiana, Lafayette, Louisiana

ACADEMIC EXPERIENCE

The University of Tennessee, Knoxville
Department of Educational Leadership and Policy Studies (ELPS)
Professor, Educational Administration (Promoted 2018) 2018- Present

The University of Tennessee, Knoxville
Department of Educational Leadership and Policy Studies (ELPS)
Associate Professor, Educational Administration (Tenured 2011) 2011- 2018

The University of Tennessee, Knoxville
Department of Educational Leadership and Policy Studies (ELPS)
Department of Theory and Practice in Teacher Education (TPTE)
Assistant Professor, Educational Administration and Supervision 2005 - 2011

Louisiana Department of Education
Region IV Education Service Center, Lafayette, LA
School Improvement Coordinator 2001- 2005

University of Louisiana, Lafayette

Adjunct Instructor 2000- 2001

Louisiana State University
Baton Rouge, Louisiana
Graduate Research Assistant
Managing Editor, Volumes 17 and 18, *Readings on Equal Education*,
Book Review Assistant Editor, *School Effectiveness and School Improvement Journal*
Lab Instructor, Qualitative Research Methods 2000- 2001

Administrative

The University of Tennessee, Knoxville
Department of Educational Leadership & Policy Studies
Director of Graduate Studies 2019 -

The University of Tennessee, Knoxville
Department of Educational Leadership & Policy Studies
Program Coordinator, Educational Administration 2008 – 2019

TEACHING

The University of Tennessee Courses (2005 – present)

EDAM 516: Research for Administrators
EDAM 580: Internship in Educational Administration
EDAM 605: Advanced Seminar in Administration Theory
EDAM 515: Human Relations
TPTE 595: Special Topics: Principals of Teacher Leadership
TPTE 695: Special Topics: History and Philosophy of Education
EDAM 680: Administration of Complex Organizations
EDAM 608: Current Issues in Educational Administration
EDAM 606: Leadership Forum
EDAM 553: Strategic Planning
EDAM 513: Administrative and Organizational Theory
ELPS 600: Dissertation Research
EDAM 592: Field Problems
ELPS 612: Academic Writing
EDAM 629: Seminar in Policy Issues in Education
EDAM 562: Accountability and Evaluation of School Personnel, Programs, & Climate
ELPS 695: Special Topics: Writing for Publication
ELPS 595: Special Topics: Comparative Studies in Global Leadership
ELPS 695: Special Topics: Digital Tools for Research
EDAM 552: Educational Change for School Leaders
ELPS 207: Foundations and Theories of Leadership Studies
ELPS 616: Mixed Methods Research

ELPS 615: Research Design

University of Louisiana, Lafayette Course Summary

EDFL 201: Teaching, Learning, Growth
EDFL 456: Classroom Assessment
EDCI 476: Student Teaching: Early Child
EDCI 477: Student Teaching: Elementary
EDCI 478: Student Teaching: Middle

Louisiana State University, Baton Rouge Course Summary

ELRC 7243: Qualitative Methods in Education Research (Lab instructor)

Course Development

EDAM 608: Current Issues in Educational Admin
ELPS 612: Academic Writing
ELPS 695: Special Topics: Writing for Publication
ELPS 695: Special Topics: Comparative Studies in Global Leadership
ELPS 695: Special Topics: Digital Tools for Research

The University of Tennessee Advising (2005 – present)

Ph.D. Dissertation Chair: Completed Dissertations

Margaret Ritchie Ph.D. December 2020
Between and Between: Qualitative Examinations of Leaders' Internal Processes of Transition

Byron A. Booker Ph.D. May 2020
Principal Response to Title III: A Narrative Inquiry of the Agency and Support of English Learner Education

Susan B. Wallis Ph.D. May 2020
Principals' Roles in Supporting and Evaluating Teacher Use of Technology in Nonpublic Secondary Schools

Jesse Wood Ph.D. December 2019
Mindfulness and Principal Leadership in Rural Secondary Schools: An Explanatory, Mixed Methods Study

Matthew Gowen Ph.D. December 2019
Context and Decision Making: An Exploratory, Mixed Methods Study Examining the Mental Models of Rural and Urban Principals

- Alex N. Oldham Ph.D. May 2019
Practices for promoting socially just leadership in rural schools
- Lee D. Flood Ph.D. May 2019
Development and Validation of the Social Justice Behavior Scale
- L. Scott Calahan Ph.D. May 2019
Instructional Leader Support for Teachers Through Mastery Experiences: A Mixed Methods Study of Teacher Self-Efficacy
- Heather R. Casteel Ph.D. December 2018
Effective Art Education Practices: Evaluation, Policy, and Discourse
- Amy Maples Ph.D. December 2018
Parent Perceptions of Parental Involvement Contracts
- Cedelle A. Niles Ph.D. May 2018
The Intersection of Gender, Role and Identity: Rural Women Superintendents Redefine Work-life Balance
- Casey M. Cutter Ph.D. May 2017
The Principal's Role in the Implementation of a One-to-One Initiative: A Case Study of Two Schools
- Keith W. Cottrell Ph.D. May 2017
The Role of Fit in the Decision Making Process for Head Principal Recruitment, Hiring, and Placement
- Elizabeth A. Gotcher Ph.D. May 2017
Perceptions of Administrators in Facilitating Change and Establishing a Positive School Culture in a New School
- Jennifer L. Beavers Ph.D. May 2016
Teacher Attitudes toward Work: A Mixed Methods Case Study of Collaborative Work Group Influences
- Victoria L. Henley Ph.D. May 2016
Administrative Support in an East Tennessee Rural School District during the Change to Common Core State Standards
- David J. Lomascolo Ph.D. May 2016
Principals' Perceptions of the Tennessee Teacher Tenure Law: A Concurrent Mixed Methods Study
- Elizabeth Norton Ph.D. December 2015

2. **Angelle, P. S.** (Ed). (2017). *A Global Perspective of Social Justice Leadership for School Principals*. Charlotte, NC: Information Age Publishing.

Peer Reviewed Journal Articles

Student author names are underlined.

1. Forde, C. M., Torrance, D., & **Angelle, P.S.** (2021). Caring Practices and Social Justice Leadership: Case Studies of School Principals in Scotland and USA. *School Leadership and Management*.
2. Picariello, M., **Angelle, P. S.**, Trendafilova, S. A., Waller, S., & Vassilios Z. (2021). The Role of Mentoring in Leadership Development: A Qualitative Study of Upper Administration Women in the National Basketball Association. *Journal of Global Sports Management*
3. Flood, L. D., & **Angelle, P. S.** (*revise and resubmit*). Of School Boards and Superintendents. *Journal of Cases in Educational Leadership*.
4. Oldham, A. N., Flood, L. D., & **Angelle, P. S.** (2020). Support for Marginalized Children: Influences of Micro and Meso Contexts on Socially Just Principal Practices. *NASSP Bulletin*, 104(4), 292-313.
5. **Angelle, P.S.**, Derrington, M. L., & Oldham, A. N. (2020). Promoting Socially Just Schools through Professional Learning: Lessons from Four US Principals in Rural Contexts. *Professional Development in Education*, 45, 1-14.
10.1080/19415257.2020.1787195
6. **Angelle, P. S.**, & Lomascolo, D. J. (2020). Principal voice for successful policy implementation: Lessons learned from teacher tenure. *Research in Educational Administration and Leadership*, 5(1), 234-273.
7. Lomascolo, D. J., & **Angelle, P. S.** (2019). Teacher tenure in Tennessee: An examination of principal perceptions post-Race to the Top. *NASSP Bulletin*, 11(2), 21-31.
8. Lomascolo, D. J., & **Angelle, P. S.** (2018). A national study of common planning time activities: Examination of differences by state. *Middle Grades Research Journal*, 11(3), 21-31.
9. **Angelle, P. S.** (2017). Leading Beyond the Classroom. *International Studies in Educational Administration*, 45(3), 101-106.

10. Flood, L. D., & **Angelle, P. S.** (2017). Organizational influences of collective efficacy and trust on teacher leadership. *International Studies in Educational Administration*, 45(3), 86-100.
11. **Angelle, P. S.** (2017). Leading Authentically: A New Principal in Challenging Circumstances. *Research in Educational Administration and Leadership*, 2(1), 10-27.
12. **Angelle, P. S.** (2017). Equal Educational Opportunity and Accountability: A Review of U.S. Educational Policy since World War II. *Italian Journal of Sociology in Education*, 9(2), 126-153.
13. **Angelle, P. S.** (2017). Beliefs and behaviors of two high school principals in developing a sense of school community for students. *NASSP Bulletin*, 101(1), 5-22.
14. **Angelle, P. S.**, Arlestig, H., & Norberg, K. (2015). The Practice of Socially Just Leadership: Contextual Differences in US and Swedish Principals. *International Studies in Educational Administration*, 43(2), 21-37.
15. **Angelle, P. S.**, & DeHart, C. A. (2016). Four Models of Teacher Leadership: Comparison and Evaluation. *Research in Educational Administration and Leadership*, 1(1), 85-118.
16. Picariello, M., & **Angelle, P. S.** (2016). A woman? Really? Issues of diversity in hiring decisions. *Case Studies in Sports Management*, 5(1), 48-52.
17. **Angelle, P. S.**, & Teague, G. M. (2014). Teacher leadership and collective efficacy: Teacher perceptions in three US school districts. *Journal of Educational Administration*, 52(6), 738-753.
18. Norberg, K., Ärlestig, H., & **Angelle, P. S.** (2014). Global conversations for social justice: The Swedish-US connection. *Management in Education*, 28(3), 101-105.

Note: This article was selected 2015 Outstanding Paper Award for *Management in Education Journal* (Sage).
19. Derrington, M. L., & **Angelle, P. S.** (2013). Teacher leadership and collective efficacy: Connections and links. *International Journal of Teacher Leadership*, 4(1), 1-13.
20. **Angelle, P. S.**, & Dehart, C. A. (2011). Teacher perceptions of teacher leadership: Examining differences by experience, degree, and position. *NASSP Bulletin*, 95(2), 141 – 160.
21. **Angelle, P.S.**, Wilson, N. L., & Teague, G. M. (2011). Building bridges through school-university partnerships. *NCPEA Educational Leadership Review*, 12(1), 1-11.

22. **Angelle, P. S.** (2010). An organizational perspective of distributed leadership: A portrait of a middle school. *Research in Middle Level Education*, 33(5), 1-16.
23. **Angelle, P. S., & Bilton, L.** (2009). Confronting the Unknown: Principal Preparation Training in Issues Related to Special Education. *AASA Journal of Scholarship & Practice*, 5(4), 5-9.
24. **Angelle, P. S.** (2008). Communities of Practice Promote Shared Learning for Organizational Success. *Middle School Journal*, 39(5), 52-58.
25. **Angelle, P. S. & Beaumont, J. S.** (2007). School structure and the identity of teacher leaders: Perspectives of principals and teachers. *Journal of School Leadership*, 17(6), 771-799.
26. **Angelle, P. S.** (2007). Teachers as leaders: Collaborative leadership for learning communities. *Middle School Journal*, 38(3), 54-61.

Reprinted in:

Angelle, P. S. (2011). Teachers as leaders: Collaborative leadership for learning communities. In E. B. Hilty (Ed.). *Teacher leadership: The “new” foundations of education* (pp. 229-238). New York: Peter Lang. (Reprinted from **Angelle, P. S.** (2007). Teachers as leaders: Collaborative leadership for learning communities. *Middle School Journal*, 38(3), 54-61).

Angelle, P. S. (2016). Teachers as leaders: Collaborative leadership for learning communities. In E. Blair (Ed.). *Teacher leadership: A reader* (pp. 101-108). New York: Peter Lang. (Reprinted from **Angelle, P. S.** (2007). Teachers as leaders: Collaborative leadership for learning communities. *Middle School Journal*, 38(3), 54-61).

27. **Angelle, P. S., & Anfara, V. A.** (2006). Courageous, collaborative leaders confront the challenges and complexities of school improvement. *Middle School Journal*, 37(5), 48-59.
28. **Angelle, P. S.** (2006). Instructional leadership and monitoring: Increasing teacher intent to stay through socialization. *NASSP Bulletin*, 90(4), 318-334.
29. **Angelle, P. S.** (2002). Mentoring the beginning teacher: Providing assistance in differentially effective middle schools. *The High School Journal*, 86(1), 15-27.
30. Fossey, R., **Angelle, P. S., & McCoy, M. H.** (2001). Burnout: Steve Watson’s first year as an inner city teacher. *Journal of Cases in Educational Leadership*, 4(2), 1-13.

Guest Editor Journal Issues

1. **Angelle, P. S.** (Ed.). (2017). Special Issue Journal, Organizational Influences of Teacher Leadership. *International Studies in Educational Administration*, 45(3).

Book Chapters

1. Hayes, S. D., & **Angelle, P. S.** (2020). Relational mentoring for supporting school principals in social justice leadership. In C. Mullins (Ed.) *Handbook of Social Justice Interventions in Education*. Springer Nature.
2. Torrance, D., Potter, I., Forde, C., **Angelle, P. S.**, et al. (2020, *in press*). What factors help and hinder the work of social justice leaders? A summary of findings from the social justice leadership strand. In B. Barnett & P. Woods (Eds.). *Educational Leadership for Social Justice and Improving High-Needs Schools: Findings from 10 Years of International Collaboration*. Charlotte, NC: IAP.
3. **Angelle, P. S.** & M. Morrison. (2020, *in press*). Socially Just School Leadership: Ten Years of Learning From Each Other. In B. Barnett & P. Woods (Eds.). *Educational Leadership for Social Justice and Improving High-Needs Schools: Findings from 10 Years of International Collaboration*. Charlotte, NC: IAP.
4. Torrance, D., & **Angelle, P.** (2019). The Influence of Global Contexts in the Enactment of Social Justice. In **P. Angelle**, & D. Torrance (Eds.), *Cultures of Social Justice Leadership An Intercultural Context of Schools* (pp. 1-19). Palgrave McMillan.
5. Jones, K., **Angelle, P.**, & Lohmann-Hancock, C. (2019). Local Implementation of National Policy: Social Justice Perspectives from the USA, India, and Wales. In **P. Angelle**, & D. Torrance (Eds.), *Cultures of Social Justice Leadership An Intercultural Context of Schools* (pp. 169-194). Basingstoke UK: Palgrave McMillan.
6. **Angelle, P.**, & Torrance, D. (2019). The Significance of Context in the Enactment of Social Justice. In **P. Angelle**, & D. Torrance (Eds.), *Cultures of Social Justice Leadership An Intercultural Context of Schools* (pp. 195-207). Basingstoke UK: Palgrave McMillan.
7. **Angelle, P. S.** & Cooper, A. (2019). American principals of color: Leading from the collective We. In R. Papa (Ed.) *Handbook on Promoting Social Justice in Education*. Delhi, India: Springer Nature.
8. **Angelle, P. S.** (2017). The enactment of social justice: Examining alternative lens. In P. S. Angelle (Ed.) *A Global Perspective of Social Justice Leadership for School Principals* (pp. 65-84). Charlotte, NC: Information Age.
9. **Angelle, P. S.** (2017). Moving forward. In P. S. Angelle (Ed.) *A Global Perspective of Social Justice Leadership for School Principals* (pp. 303-319). Charlotte, NC: Information Age.

10. **Angelle, P. S.**, Morrison, M., & Stevenson, H. (2015). 'Doing' social justice leadership: Connecting the macro and micro contexts of schooling. In D. Anderson, & J. Ryan (Eds.). *Working (With/out) the System: Educational Leadership, Micropolitics and Social Justice* (pp. 95-116). Charlotte, NC: Information Age.
11. **Angelle, P. S.**, & **Gaines, C. B.** (2013). Structure and activities during common planning time: Portrait of two middle schools. In S. B. Mertens, V. A. Anfara, Jr., M. M. Caskey, & N. Flowers (Vol. Eds.). *Handbook of Research in Middle Level Education: Vol. 9. Common Planning time: Findings from the National Middle Grades Research Project*. Charlotte, NC: Information Age.
12. **Angelle, P. S.**, & Anfara, Jr., V. A. (2012). A new paradigm for leadership preparation: The Center for Educational Leadership. IN Cypres, A. T. & Breckner, J. (Eds.). *New leaders equal new schools: Alliances and discourse for educational reform* (pp. 3-21). Charlotte, NC: Information Age.
13. **Angelle, P. S.** (2010). Beginning the Journey. In R. L. Calabrese and P. Smith (Eds.). *The dissertation advisor & mentor: Sage advice for doctoral students* (pp. 31-36). Lanham, MD: Rowan & Littlefield Education.
14. **Angelle, P. S.**, & Kemper, E. A. (2002). The impact of access and equity in higher education: The enduring meaning of educational opportunity. In M.C. Brown II (Vol. Ed.). *Readings on Equal Education: Vol. 18. Equity and Access in Higher Education: Changing the Definition of Educational Opportunity* (pp. 195-202). New York: AMS Press.
15. **Angelle, P. S.** (2000). Title 1 pullout programs: Boon or boondoggle? In D. L. Taylor & E. Kemper (Vol. Eds.). *Readings on Equal Education: Vol. 17. Evaluating the Effects of Title I Schoolwide Programs: Evidence from the Field* (pp. 35-46). New York: AMS Press.

Book Series Editor

1. Gaines, C. B. (Ed.) (2019). *Leadership for School Improvement: Reflection and Renewal*. Volume in **P. S. Angelle** (Series Ed.). Leadership for School Improvement. Charlotte, NC: IAP.

Non-Refereed Publications

1. **Angelle, P. S.** (2017). Constructions, enactments, articulations: The work of the ISLDN social justice group. In P. S. Angelle (Ed.) *A Global Perspective of Social Justice Leadership for School Principals* (pp. xiii – xx). Charlotte, NC: Information Age Publishing.

2. **Angelle, P. S., & Barnett, B.** (2017). Meanings and Understandings: The Work of Schools Across New Zealand. In R. Notman, M. Morrison, & R. McNae. *Educational Leadership in Aotearoa New Zealand: Issues of Context and Social Justice*.
3. **Angelle, P. S.** (2010). The University of Tennessee and Knox County schools: Partnering to create the Center for Educational Leadership. *AERA Division A Newsletter*.
4. **Angelle, P. S.** (2009, Fall). The Niswonger Foundation and The University of Tennessee, Knoxville: A Partnership to Prepare Aspiring Leaders for Tennessee Schools. *Niswonger News*, 4(1), 5.
5. **Angelle, P. S.** (2004). Monitoring progress through feedback. *School Effectiveness and School Improvement Journal*, 15, 115 – 120.
6. **Angelle, P. S.** (2003). A conceptual and research approach to improving education for students placed at risk. *Journal of Education for Students Placed at Risk*, 8(2), 267–269.
7. **Angelle, P. S.** (2000). The view from down under: Practical guides for effective schooling. *School Effectiveness and School Improvement Journal*, 11(4), 531-538.

Technical Reports

1. **Angelle, P. S.** (2005). *Louisiana Department of Education Degree of Implementation Training Module*. Baton Rouge, LA: Louisiana Department of Education Press.
2. **Angelle, P. S., & DeHart, C. D.** (2015). *An Investigation into the Extent of Teacher Leadership: A research report presented to the Baldwinsville Central School District*, Baldwinsville, New York.

Grants

1. *Culturally Competent Leadership for Marginalized Children in New Zealand Schools: A Micro, Meso, and Macro Perspective*. (2019). Funded at \$27, 890.88. PI Professor Pamela Angelle and Co-PIs Nate Koerber and Margaret Ritchie.
2. The Leverhulme Trust. (2012). *International boundary crossing study of teachers' and students' participation in institutional processes and practices*. Not funded. Proposal submitted for £245,943 or \$384,526 US. Alison Taysum, PI. Co-PI Team: China, Dr Wei Zhang; England, Dr Alison Taysum; Finland, Professor Mikael Risku; Greece, Dr Michalis Kakos; Guyana, Dr Vadna Murrell-Abery; Russia, Professor Sergey Trapitsin; Kazakhstan, Professor Aigerim Mynbayeva; India, Dr Priti Chopra; Israel, Dr Khalid Arar; Israel, Rabbi Zvi Berger; Nigeria, Professor Hauwa Imam; Northern Ireland, Dr Sam McGuinness; Pakistan, Dr Saeeda Shah; Republic of Ireland, Dr Gerry McNamara; United States of America, Dr Pamela Angelle. (10%)

3. Advancing Science and Technology: The University of Tennessee Experience AST **UT** E). (2009). Not funded. Co-PI with Vice-Provost Sarah Gardial (PI) and Co-PIs Dr. Wanda Costen, and Dr. Lane Morris. Proposal for \$5,000,000.00 from the National Science Foundation for the Advancement of STEM women. (25%)
4. The Leadership Academy for High-Need LEAs. (2010). Not funded. Proposal for \$750,000 from the U.S. Department of Education School Leadership Grant Foundation for the support of principal preparation in UT partner high-need LEAs. (100%).

Referred Papers at Professional Meetings

Note: Student co-authors underlined>

International

1. **Angelle, P. S.**, Norberg, K., & Ärlestig, H. (2013, July). *Social Justice School Leadership: Sweden and US International Connections*. Paper presented at the annual meeting of the British Educational Leadership, Management, and Administration Society, Edinburgh, Scotland, UK.
2. **Angelle, P. S.**, Potter, I., & Robinson, K. K. (2014, July). *Learning from each other: Reflection and engagement with international school leaders*. Paper presented at the annual meeting of the British Educational Leadership, Management, and Administration Society, Stratford, England, UK.
3. Potter, I., Torrance, D., **Angelle, P.**, Ärlestig, H., Branson, C., Cheng, A., Forde, C., King, F., McNae, R., Miller, P., Morrison, M., Norberg, K., Szeto, E., Travers, J. (2015, July). *Voices of School Leaders across the World: To what extent are their voices heard, particularly when leading for Social Justice and schools in high need?* Paper presented at the annual meeting of the British Educational Leadership, Management, and Administration Society, Berkshire, England, UK.
4. Torrance, D., Forde, C., Potter, I., **Angelle, P.**, Norberg, K., Ärlestig, H., Branson, C., Cheng, A., King, F., McNae, R., Miller, P., Morrison, M., Norberg, K., Szeto, E., Travers, J. (2016, January). *Voices of School Leaders across the World: What factors help and hinder the work of social justice leaders?* Paper presented at the annual meeting of the International Congress of School Effectiveness and Improvement, Glasgow, Scotland, UK.
5. Redix, A., Russell, J., & **Angelle, P.S.** (2016, April). *Underrepresented populations in STEM majors: A US social justice concern*. Paper presented at the annual meeting of the New Zealand Educational Administration and Leadership Society, Dunedin, New Zealand.

6. **Angelle, P.S., Hicks, M., & Wood, J.** (2016, April). *Principal investigator reflections on conducting school leadership international research*. Paper presented at the annual meeting of the New Zealand Educational Administration and Leadership Society, Dunedin, New Zealand.
7. **Angelle, P. S., & Robinson, K. K.** (2016, April). *Socially just leaders in a culture of care: The US Perspective*. Paper presented at the annual meeting of the New Zealand Educational Administration and Leadership Society, Dunedin, New Zealand.
8. **Angelle, P. S.,** Torrance, D., & Potter, I. (2016, July). *Unlocking the Path to Social Justice Leadership: Leadership Stories from Head Teachers in Nine Countries*. Paper presented at the annual meeting of the British Educational Leadership, Management, and Administration Society, Chester, England, UK.
9. **Angelle, P. S.,** Torrance, D., & Potter, I. (2016, July). *Unlocking Social Justice in School Leadership: The Work of the ISLDN Social Justice Strand*. Paper presented at the annual meeting of the British Educational Leadership, Management, and Administration Society, Chester, England, UK.
10. **Angelle, P. S.,** King, F., Torrance, D., Gaines, C. B., & Murphy, D. (2018, July). *Models of teacher leadership: Perspectives from three countries*. Paper presented at the annual meeting of the British Educational Leadership, Management, and Administration Society, Windsor, England, UK.
11. **Angelle, P. S.** (2018, October). *Meeting the needs of students: The Influence of beliefs and behaviors in two US principals*. Paper presented at the annual meeting of Congreso Internacional de Organizacion de Instituciones Educativas, Lleida, Spain.

National

1. Taylor, D. L., **Angelle, P. S.,** Tashakkori, A., & Clark, M. (2001, November). *Set up to fail: How districts sabotage schools*. Paper presented at the meeting of the University Council of Educational Administration, Cincinnati, OH.
2. **Angelle, P. S.** (2002, April). *Socialization experiences of beginning teachers in differentially effective schools*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
3. **Angelle, P. S., & Taylor, D. L.** (2005, November). *Variations in principal leadership at low performing schools*. Paper presented at the meeting of the University Council of Educational Administration, Nashville, TN.
4. **Angelle, P. S.** (2006, April). *Time for school improvement*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

5. **Angelle, P. S., & Beaumont, J. B.** (2006, November). *Teacher leadership: A definitional perspective from principals and teachers*. Paper presented at the meeting of the University Council of Educational Administration, San Antonio, TX.
6. **Angelle, P. S., & Bilton, L.** (2007, April). *Confronting the Unknown: Principal Preparation Training in Issues Related to Special Education*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
7. Taylor, P. M., & **Angelle, P. S.** (2007, December). *Professional development via collegial interaction: A taxonomy of collegiality*. Paper presented at the meeting of the National Staff Development Council, Dallas, TX.
8. Taylor, P. M., & **Angelle, P. S.** (2008, January). *Measuring collegiality in "online" professional development of middle grades mathematics teachers: Processes, tools, and results from a study*. Paper presented at the annual meeting of the American Math Teacher Educators, Tulsa, OK.
9. **Angelle, P. S., & Taylor, P. M.** (2008, February). *Contextual Catalysts: Preparing principals to support teacher collegiality*. Paper presented at the meeting of American Association for Colleges of Teacher Education, New Orleans, LA.
10. **Angelle, P. S., Taylor, D. L., & Olivier, D.** (2008, March). *School improvement through increased leadership capacity: Preliminary construction of a measure of teacher leadership*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
11. **Angelle, P. S.** (2009, April). *Identifying teacher leaders: Role and role identity*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
12. **Angelle, P. S., & Lane, T. M.** (2009, April). *Principal collegiality and teacher leadership in high poverty elementary schools*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
13. **Angelle, P. S., & Anfara, V. A.** (2009, November). *Leadership for Lifelong Learning: The Center for Leadership Studies*. Paper presented at the meeting of the University Council of Educational Administration, Anaheim, CA.
14. **Angelle, P. S., & Dehart, C. A.** (2010, April). *Measuring the extent of teacher leadership: Construction, testing, and factors in the Teacher Leadership Inventory*. Paper presented at the meeting of the American Educational Research Association, Denver, CO.
15. **Dehart, C. A., & Angelle, P. S.** (2010, October). *Examining differences in teacher perceptions of teacher leadership*. Paper presented at the meeting of the University Council of Educational Administration, New Orleans, LA.

16. Teague, G. M., & **Angelle, P. S.** (2010, October). *Links to student achievement: Teacher leadership and teacher collective efficacy*. Paper presented at the meeting of the University Council of Educational Administration, New Orleans, LA.
17. Wilson, N. L., **Angelle, P. S.**, & Teague, G. M. (2010, October). *Building bridges and paving roads to leadership: The many forms of university-school district partnerships*. Paper presented at the meeting of the University Council of Educational Administration, New Orleans, LA.
18. **Angelle, P. S.**, & Teague, G. M. (2011, November). *Differences in the implementation of learning communities: A case study of two districts*. Paper presented at the meeting of the University Council of Educational Administration, Pittsburgh, PA.
19. **Angelle, P. S.**, Nixon, T. J., Norton, E., & Niles, C. (2011, November). *Increasing organizational effectiveness: An examination of teacher leadership, collective efficacy, and trust in schools*. Paper presented at the meeting of the University Council of Educational Administration, Pittsburgh, PA.
20. **Angelle, P. S.**, & Derrington, M. L. (2012, April). *Teacher perceptions of high school community viewed through the lens of the constructs of collegiality*. Paper presented at the meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
21. **Angelle, P. S.**, & Gaines, C. B. (2012, April). *Structure and activities during common planning time: Portrait of two middle schools*. Paper presented at the meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
22. DeHart, C. A., & **Angelle, P. S.** (2012, November). *A comparison of four models of teacher leadership*. Paper presented at the annual meeting of the University Council for Educational Administration, Denver, CO.
23. **Angelle, P. S.**, & Derrington, M. L. (2012, November). *Teacher leadership matters: Connections to collective efficacy*. Paper presented at the annual meeting of the University Council for Educational Administration, Denver, CO.
24. **Angelle, P. S.** (2012, November). *ISLDN project on social justice leadership: USA case study findings*. Paper presented at the annual convention of the University Council for Educational Administration, Denver, CO.
25. Arlestig, H., **Angelle, P. S.**, & Norberg, K. (2013, November). *Learning from each other: Making connections between High Needs Schools and Leadership for Social Justice Research*. Paper presented at the annual meeting of the University Council for Educational Administration, Indianapolis, IN.

26. **Angelle, P. S.** (2013, November). *Trust and school context: An examination of two urban and two rural schools*. Paper presented at the annual meeting of the University Council for Education Administration, Indianapolis, IN.
27. Ogden, S. B., & **Angelle, P. S.** (2014, November). *Social justice beliefs and behaviors: A Macro/Meso/Micro Look at One Urban and One Rural Principal*. Paper presented at the annual meeting of the University Council for Education Administration, Washington, D. C.
28. **Angelle, P. S.,** & DeHart, C. A. (2014, November). *A correlational study of trust and teacher leadership*. Paper presented at the annual meeting of the University Council for Education Administration, Washington, D. C.
29. Lomascolo, D. J., & **Angelle, P. S.** (2015, April). *A national study of common planning time: A study of differences by state*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
30. **Angelle, P. S.** (2016, November). *Weighing the issues that help and hinder the work of social justice in schools*. Paper presented at the annual meeting of the University Council for Education Administration, Detroit, MI.
31. **Angelle, P. S.,** Flood, L. D., & Oldham, A. N. (2017, April). *Supporting Marginalized Children: Challenges of Three US Principals*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
32. Cooper, A. R., & **Angelle, P. S.** (2018, April). *Principals of color: Leading from the collective we*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
33. Flood, L. D., & **Angelle, P. S.** (2018, April). *Organizational Influences of Collective Efficacy and Trust: Outcomes for Teacher Leadership*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
34. **Angelle, P. S.,** & McIntyre, J. P. (2018, November). *Aspiring leader internship experiences in a full time residency program and an online program*. Paper presented at the annual meeting of the University Council for Education Administration, Houston, TX.

Regional

1. **Angelle, P. S.** (2000, January). *The community's classroom*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX.
2. Taylor, D. L., & **Angelle, P. S.** (2000, January). *High reliability organizations and transformational leadership as lens for examining a school improvement effort*. Paper

presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX.

3. **Angelle, P. S.** (2000, January). *Retaining new teachers in the profession: A case for mentoring*. Paper presented at the annual regional meeting of the Diocese of Lafayette, Lafayette, LA.
4. **Angelle, P. S.** (2001, February). *Holding up and holding on*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
5. **Angelle, P. S.** (2002, February). *T.O.S.S. it to the new teacher: The principal's role in teacher induction*. Paper presented at the meeting of the Southwest Educational Research Association, Austin, TX.
6. **Angelle, P. S.** (2002, February). *Beginning teachers take flight: A qualitative study of socialization*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.
7. Taylor, D. L., & **Angelle, P. S.** (2005, February). *High reliability in schools: An application*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
8. **Angelle, P. S.** (2008, November). *Tapping teacher leaders: Structures for identification*. Paper presented at the meeting of the Mid-South Educational Research Association, Knoxville, TN.
9. **Angelle, P. S., Chamber, J. B., & Ogden, S. B.** (2008, November). *Electronic portfolios: Strengthening the principal preparation program intern experience*. Paper presented at the meeting of the Mid-South Educational Research Association, Knoxville, TN.

Invited Presentations

1. **Angelle, P. S.** (2009, October 1). *Sustainability and Transitional Leadership*. Workshop presented to Tennessee state government mid-level managers from The Tennessee Government Management Institute. Invited presentation for the Institute for Public Service, The University of Tennessee.
2. **Angelle, P. S.** (2009, October 30). *Sustainability and Transitional Leadership*. Workshop presented to Tennessee state government executives from The Tennessee Government Management Institute. Invited presentation for the Institute for Public Service, The University of Tennessee.
3. **Angelle, P. S.** (2009, June). *Organizational Culture*. Workshop presented to a select group from The Tennessee Department of Transportation. Invited presentation from the Institute for Public Service, The University of Tennessee.

4. **Angelle, P. S., & Potter, I.** (April, 2016). *Barriers and enablers to school leaders working for social justice*. Presentation at the Leadership Forum sponsored by The Centre for Educational Leadership Research, The University of Waikato, Hamilton, New Zealand.

SERVICE

Professional Service

Professional Organizations

UCEA Center for International Study of School Leadership Advisory Board	2017 -
Co-Convener, International School Leader Development Network Conference, Hamilton, New Zealand, April 12-15, 2016	2016
Co-Convener and Program Co-Chair, International School Leaders Development Network Conference Gosport, England, UK, Feb.3-8, 2015	2015
Co-Convener and Program Co-Chair, International School Leaders Development Network Conference Atlanta, GA, Feb.13-15, 2014	2014
UCEA Publications Committee	2013-2015
UCEA Barbara Jackson Scholars Advisory Board	2011-2015
UCEA Barbara Jackson Scholar Mentor	2010-2015
AERA Leadership for School Improvement SIG Dissertation of the Year Committee	2013-2015
<i>Leadership for School Improvement</i> Book Series Editor	2017-2021
Editor, <i>Leadership for School Improvement SIG Newsletter</i>	2013-2017
Editor, <i>Chronicle of Middle Level Education</i>	2012-2015
MLER SIG Executive Council	2012-2015
UCEA Plenary Session Representative	2007-2013

UCEA Diversity Committee	2005
AERA School Effectiveness SIG Treasurer	2001-2003
Editorial Board	
<i>Journal of School Leadership</i>	2017 -
<i>Management in Education Journal</i>	2016 –
<i>International Journal of Teacher Leadership</i>	2016 -
<i>Research in Educational Administration and Leadership</i>	2014 -
<i>Research in Middle Level Education</i>	2010 - 2015
Promotion and Tenure Outside Review	
The University of Mississippi	2016
The University of Wyoming	2017
Auburn University	2018
Iowa State University	2019
University of Georgia	2019
Program Reviewer	
University of North Texas, Dallas	2019
Scholarly Reviewer	
Content expert book proposal reviewer	2008-
<i>Solution Tree Publishers</i>	
<i>Peter Lang Publishers</i>	
<i>Routledge</i>	
<i>Rowman and Littlefield</i>	
<i>Oxford Press</i>	
Manuscript reviewer for peer-reviewed journals	2007-
<i>Journal of School Leadership</i>	
<i>Journal of Teacher Education</i>	
<i>NASSP Bulletin</i>	
<i>Journal of International Studies in Educational Administration</i>	
<i>Journal of Qualitative Research</i>	
<i>Research in Middle Level Education</i>	
<i>Asia-Pacific Review</i>	
<i>Management in Education</i>	
<i>Educational Management, Administration, and Leadership</i>	
<i>International Journal of Teacher Leadership</i>	
UCEA Annual Meeting	2000-
AERA Annual Meeting	2001-

Other Professional Service

Reader/scorer, School Leaders Licensure Assessment (national principal licensure testing exam, ETS, Princeton, NJ)	2006-2009
Subcommittee Leader, Louisiana Dept. of Education Statewide Committee for Revision of School Improvement Process	2004

Institutional Service

University

Residency Classification Committee University Faculty Senate	2015-
Faculty Affairs Committee University Faculty Senate	2011-2012
Graduate Council	2010-2013
Graduate Council Proxy	2008-2011

College

CEHHS Mentoring Council	2013-2019
College Curriculum Review Committee	2013-
NCATE Accreditation Visitation Assessment Committee	2013-2014
SACS Accreditation Assessment Committee	2013-2015
Associate Dean for CEHHS Search Committee	2010
Graduate School of Education Academic Programs Committee	2012-2015
Graduate School of Education Advisory Council	2009-2012

Implementation Committee	2007-2009
Outreach Subcommittee Chair	2007-2008
American Association of Colleges of Teacher Education CEHHS Representative	2007-2012
Tennessee Association of Colleges of Teacher Education CEHHS Representative	2007-2012
Council for the Improvement of Professional Education CEHHS Representative	2006-2011
State of Tennessee Professional Licensure and Certification Task Force, CEHHS Representative	2007-2009

Department

Director of Graduate Studies	2019-
Program Coordinator, Educational Administration Ph.D., Ed.S., M.S., and Certificate Programs	2008 - 2019
ELPS Promotion and Tenure Committee	2011 –
ELPS Promotion and Tenure Committee Chair	2018 -
Junior Faculty Mentor	2011 –
Educational Administration Admissions Committee Chair	2008 - 2019
Educational Administration Faculty Search Committee Search Committee Chair	2016, 2010 2010
Director of Center for Educational Leadership Search Committee	2015, 2010
Educational Leadership Program Steering Committee Bi-annual Meeting Chair	2010-2015
Department Bylaws Revision Committee	2009-2010
Department Faculty Evaluation Revision Committee	2008-2009
Educational Administration Program	

NCATE Assessment Work Group
TPTE Value-added Work Group

2006-2007
2004-2005

Professional Memberships

American Educational Research Association (AERA)
Division A: Administration, Organization, and Leadership
Learning and Teaching in Educational Leadership SIG (AERA)
Leadership for School Improvement SIG (AERA)
University Council for Educational Administration (UCEA)
British Educational Leadership, Management, and Administration Society (BELMAS)

Professional Honors

2019	Leadership Studies Excellence in Teaching Award
2017	Graduate Student Senate Graduate Research Mentor of the Year
2015	2015 Outstanding Paper Award for Management in Education Journal (Sage)
2014, 2016	Nominated for Chancellor's Award for Advising, The University of Tennessee
2007	Nominated for The University of Tennessee Angie Warren Perkins Award for probationary tenure track women faculty who show outstanding promise in research and teaching
2004	Innovative and Special Project Award, Presented by the Louisiana Department of Education and the Louisiana Board of Elementary and Secondary Education for Outstanding Work in Leadership for Changing Schools.
2004	Innovative and Special Project Award, Presented by the Louisiana Department of Education and the Louisiana Board of Elementary and Secondary Education for Outstanding Work in Instructional Collaboration.
2001	Invited participant: UCEA 22 nd Annual National Graduate Student Research Invitational Seminar in Educational Administration and Policy, Seattle, Washington, April, 2001

Professional Training

2003	Thinking Maps trainer certified to implement thinking maps at the local level in K-12 classrooms.
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- 2002 Professional Learning Communities trainers certified to implement professional learning communities at the local level
- 2002 Inter-rater Reader Reliability Training certified as Louisiana School Improvement Plan Reader and Reader Trainer for Statewide Reliability
- 2001 State of Louisiana School Accountability and Improvement District Assistance Team Trainer
- 1999 Southern Association of Colleges and Schools, State of Louisiana School Improvement Facilitator

Updated January 2021