

NEWARK BOARD OF EDUCATION

Research and Data-Sharing Agreement

REQUIRED FOR DISCLOSURE OF INFORMATION PERTAINING TO INDIVIDUAL STUDENTS TO BONA FIDE RESEARCHERS AND ORGANIZATIONS CONDUCTING RESEARCH PROJECTS AND STUDIES

Organization Conducting Project/Study: ___Creed Strategies_____

Principal Researcher ___Dr. Lauren Wells_____

Faculty Advisor/Supervisor _____
(if Principal Researcher is a student)

Name of Project/Study: Global Studies High School Diagnostic Review

Educational Records requested and/or On-site Research Planned (be specific):

Focus groups with the following stakeholders:

- Parents-targeted recruitment of 25 in groups of 6-8
- Staff -targeted recruitment of all staff members in groups of 6-8
- Students-targeted recruitment of 25-50 in groups of 6-8 with a duration of 45 minutes
- Board members-targeted recruitment of all members

Observations of Collaborative Meetings:

At least one observations of the following collaborative meetings:

- Collaborative team planning meeting,
- Grade-level meeting,
- PLC meeting

Informal classroom observations:

- Each teacher would be observed at least once for a duration of 15 minutes
- Collection of lesson plans for each class observed

Observation of school common spaces

- Hallways
- Cafeteria
- Arrival
- Dismissal

Individual Interviews

- Students who have been victims of racial/cultural/religious incidents
- Parent of students who have been victims of racial/cultural/religious incidents
- Staff who have been victims of racial/cultural/religious incidents

School-level metrics related to the following items below disaggregated by subgroup for Newark Global Studies and similar schools, specifically other magnet and new schools (i.e. School of Fashion and Design, Newark School of Data and Information, etc.):

- School descriptive data (enrollment, gender, FRPL, zip code, etc.)
- Scores on state and local assessments (NJSLA, NWEA MAP)
- Scores on annual English language proficiency tests (ACCESS)
- Attendance
- Grades in content courses (ELA, Math, Science, Social Studies, Mandarin, Arabic)
- Retention in grade
- Reclassification from Special Education and English Language Learner
- Graduation and dropout rates
- Participation rates in gifted and advanced courses (e.g., honors, Advanced Placement (AP), gifted and talented, and International Baccalaureate (IB) courses)
- Enrollment rates in magnet, and other choice programs
- Enrollment rates in special education and related services
- Mobility rates
- Participation in extracurricular programs
- Suspension rates
- Percent applying to college
- PSAT Scores
- SAT Scores
- Credit accumulation of 10th and 11th graders
- Annual application rates by race, gender, FRPL, race/gender, race/gender/FRPL, and zip code
- Annual acceptance rate by race, gender, FRPL, race/gender, race/gender/FRPL, and zip code

Relevance of the requested Education Records and/or On-Site Research to the project or study:

The purpose of this study is to conduct a diagnostic review of Global Studies High School (GSHS) and to develop recommendations to promote positive racial, ethnic, cultural, and religious dynamics in the school culture and learning environment. In order to cultivate a thorough understanding of the school culture at Global Studies, a number of quantitative and qualitative data points will be collected to ensure that this topic is examined from diverse perspectives.

Organization, Principal Researcher and their agents agree to maintain all client information confidentially in accordance with all New Jersey state and federal laws and regulations, including but not limited to, the federal Children’s Online Privacy Protection Act of 1998 (“COPPA”)(15 U.S.C. Sec. 6501 et seq.), the federal Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), the Family Educational Rights and Privacy Act (“FERPA”), Federal Regulations (42 CFR-Part 2 and 42 CFR-Parts 160 & 164), and the N.J. Children of Substance Abusers Legislation of 1999 (N.J.S.A. 18A:40A-7.1) It is specifically acknowledged and agreed upon by that parties that willful or negligent unauthorized disclosure of personal information in Education Records by Organization and the Principal Researcher to any unauthorized person or third party shall entitle the Newark Board of Education (the “Board” or “NBOE”) to seek any remedies available to NBOE at law or in equity and to terminate any services or agreement for services immediately.

The Principal Researcher named above (“Principal Researcher”) will be provided access to and/or disclosure of Education Records of current and/or former NBOE students, including personally identifiable information (as that term is defined in FERPA) relating to such students, for the purposes described in the proposal attached hereto and subject to the terms and conditions set forth below.

A. Specific terms and conditions of access/disclosure of Education Records, if any:

__Student interviews will be conducted only with written parental consent.____

B. Confidentiality of Education Records and Conditions of Access/Disclosure.

1. The project or study will be conducted in a manner that does not permit personal identification of students or parents (through the use of names, addresses, student identification numbers, photographs, electronic images or any other personally identifiable information) by individuals other than representatives of the organization named above that have legitimate interests in the information.
2. Personally identifiable information will be used only to meet the purpose or purposes of the project or study as stated in the proposal attached.
3. Within no more than thirty (30) days of the completion of the project or study, all personally identifiable information shall be returned to the Newark Public Schools, or the Principal Researcher and/or his/her supervisor/advisor shall certify in writing that all of the personally identifiable information has been destroyed.
4. All data relating to, arising out of or in connection with the project or study will be maintained on a secure computer network or system.
5. Any report or other work product derived from or produced as part of the project or study shall not contain any personally identifiable information.
6. The Principal Researcher and/or his/her supervisor/advisor shall immediately advise the Newark Public Schools in writing if he or she learns of any unauthorized use or disclosure of any personally identifiable information.

C. Reports, Publications, Press Releases, or Statements.

7. The Organization Conducting the Project/Study (“Organization”) and the Principal Researcher shall ensure that any and all reports and other publications, press releases or written or electronic statements (“Reports”) issued by it or by any individual or entity working in cooperation with it or under its auspices that describe, discuss or relate in any way to NBOE, its schools, students or employees, or to data maintained or kept on file by NBOE, shall be provided to NBOE in draft form (plainly marked “DRAFT – NOT FOR PUBLICATION” on the cover) not less than ten days in advance of publication, in order to afford NBOE an opportunity to review the draft, provide comments, suggest changes and respond to stated conclusions. If the Organization, the Principal Researcher or any such individual or entity decides not to make any changes suggested by NBOE, the Organization or Principal Researcher shall so inform NBOE in writing, with a statement of the reasons for its decision. In such event, NBOE may publish electronically or in print any comment it chooses to make about the Report, including a statement of its disagreement and the reasons therefor, and the Organization and the Principal Researcher shall ensure that reference to NBOE’ comment is included in any and all printed and electronic copies of the Report.
8. The Organization and the Principal Researcher shall ensure that all Reports issued by the Organization or the Principal Researcher or any individual or entity working in cooperation with them, or either of them, that describe, discuss or relate in any way to NBOE, its schools, students or employees, or to data maintained or kept on file with NBOE, shall include a statement acknowledging the support and cooperation of NBOE and its administration, in a form approved in advance by NBOE. In addition, the Organization and the Principal Researcher shall ensure that all such Reports shall state that the findings, conclusions and recommendations stated therein (except for any comment by NBOE included pursuant to paragraph (a) above) belong to the Organization and/or the Principal Researcher, and that the Organization and/or Principal Researcher take sole responsibility for everything contained therein.

D. Criminal History Record Checks.

9. The Organization shall ensure that each worker(s), subcontractor(s), agent(s) and representative(s) assigned to a project involving contact with children has had a criminal history background check, and that said check indicates that no criminal history record information exists on file in either the Identification Division of the Federal Bureau of Investigation or the State Bureau of Identification which would disqualify said employee from employment pursuant to N.J.S.A. 18A:6-7.1 et seq or from coming into contact with school children. Failure to ensure that a criminal history background check is performed for any Organization employee, worker, subcontractor, agent and/or representative at a contract school location will be deemed to be a breach by the Organization which may result in immediate termination of this agreement. The Organization shall not employ or utilize at any school location any person who is, or becomes, disqualified from coming into contact with children, or from employment or service, as a result of his or her criminal history record. The Organization shall notify NBOE immediately of any notice of disqualification Organization receives with respect to any employee, consultant or volunteer it is utilizing as part of its contract with NBOE.

E. Indemnification.

10. In consideration for execution of this Research and Data-Sharing Agreement and the benefits of collaboration with NBOE to be received by the Organization and the Principal Researcher (which are acknowledged to be good and valuable consideration), the Organization and Principal Researcher hereby agree to fully indemnify, release, protect, save and hold harmless NBOE, its Board of Education and members thereof, the Superintendent, and NBOE' officers, employees, agents and representatives as well as the respective heirs, personal representatives, successors and assigns, of any and all of them from and against any and all losses, damages, costs, expenses, claims and liabilities (including all attorneys' fees and costs), which NBOE or any of the parties listed in this paragraph may suffer or be subject to or be caused to incur by virtue of or as a result of any third party settlement approved by the Organization and the Principal Researcher or of an adverse determination of any third party claim, demand, suit, proceeding, action or cause of action for any matter or claim that arises as a result of this Data-Sharing Agreement and the work performed under it by the Organization and Principal Researcher, including but not limited to, the unauthorized disclosure of personally identifiable information in Education Records, as defined by FERPA.

F. New Jersey Law.

11. The Data-Sharing Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey. Any and all proceedings relating to the subject matter hereof shall be maintained in the courts sitting in New Jersey, which courts shall have exclusive jurisdiction for each purpose. The parties hereto hereby consent to submit themselves to the jurisdiction of such courts with respect to any proceedings arising out of, under or related to the Data-Sharing Agreement.

G. Independent Contractor.

12. None of the provisions of this Data-Sharing Agreement is intended to create nor shall be deemed or construed to create any relationship between the parties hereto other than that of independent entities contracting with each other solely for the purposes of effecting the provisions of this Data-Sharing Agreement. Organization, Principal Researcher, their employees, agents, and subcontractors are not employees of the NBOE and are not entitled to any benefits provided by NBOE, including but not limited to, pension plan, withholding of federal, state and local income taxes, FICA, Workers' Compensation, Unemployment Compensation or other insurance.

H. Term/Termination.

13. This Data-Sharing Agreement shall commence on the date of its approval by NBOE and shall terminate 12 months from the date of approval. Either Party may terminate this Data-Sharing Agreement at any time for any reason,

by written notice to the other Party. Termination of the Data-Sharing Agreement shall not abrogate any remedy provided for in the Data-Sharing Agreement.

I. Insurance.

14. If the Organization and Principal Researcher’s work is performed at an NBOE location or using NBOE equipment, Organization and Principal Researcher’s shall procure and maintain for the duration of the Data-Sharing Agreement commercial insurance against claims for injuries to persons and/or damages to property which may arise from or in connection with the performance of work hereunder by the Organization, Principal Researcher, their agents representatives, employees or subcontractors. The NBOE is to be added as an **additional insured** but only as our interest may appear on all Certificates of Insurance.

By signing this Research and Data-Sharing Agreement, I agree to be bound by these terms and conditions, both on my own behalf and on behalf of the Organization named above, and I represent that I am authorized to do so on behalf of the Organization. I further agree that any and all individuals to whom Education Records are disclosed in the course of the project or study will be bound by these terms and conditions.

I understand and acknowledge that any breach of these terms and conditions may result in future denial of access to or disclosure of Education Records by NBOE to me and/or the Organization, and that NBOE also shall be entitled to any other remedies for such breach allowable by this Agreement or applicable State and Federal law.

The Newark Board of Education shall not incur any financial obligation in connection with the performance of the Data-Sharing Agreement.

Date

Principal Researcher

Date

Faculty Advisor/Supervisor
(if Principal Researcher is a student)

Date of NBOE Approval:
(NBOE Only – Do not fill out)

NBOE Signature:
(NBOE Only – Do not fill out)



Working alongside educators and communities to ignite learning conditions where genius is ablaze.

**Global Studies High School
School Diagnostic Review
On-Site Data Gathering
AY 2022-2023**

Contact:

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973-861-3183

About Creed Strategies

Creed Strategies, LLC was founded by Dr. Lauren Wells. Dr. Wells began her career in education in 2000 as a high school English teacher at Theodore Roosevelt High School in the Bronx. This experience led her to pursue policy, research, and school transformation work. In 2009 she joined the Metropolitan Center for Urban Education at New York University's (NYU) Steinhardt School of Education as the Director of the Broader Bolder Approach to Education (BBA). In this role, Dr. Wells, along with NYU colleagues Drs. Pedro Noguera and Edward Fergus provided technical assistance to school districts across the nation, including North Forest High School in Houston Texas, Denver, CO, Greensboro, NC, and Newark, NJ. From 2009 to 2012, Dr. Wells led the design and implementation of the Newark School Global Village School Zone (NGVSZ), a transformation strategy built upon the pillars of BBA that included technical assistance, support, and professional development for the redesign of seven Newark Public Schools in the Central Ward. This work resulted in the alignment of curricula, resources, student supports, community engagement, and professional development among the six K-8 schools and Central High School and unprecedented gains in student achievement at Central High School. The NGVSZ is recognized across the state as well as nationally as a model for how to create schools where integrated student supports, increased rigor, and inclusiveness work together to propel student achievement collaboratively and intentionally. Consultants in the Creed community have unique experience working with district and school leadership to create coherence and alignment within leadership teams to design, implement, and support equity-centered and culturally responsive-sustaining educational transformation.

Creed is a strategic partner for schools. Culturally Responsive Education Equity Design (CREED), our educational planning and transformation work is designed to support the development of collaborative, strength-based, and culturally responsive learning environments that yield high intellectual performances and student achievement in schools and districts. CREED supports our collaborative partners to reimagine learning environments that affirm students, deeply engage communities, and empower student learning.

BACKGROUND

Proposed Rationale and Overview of Methods

Creed Strategies has prepared this proposal to conduct a diagnostic review of Global Studies High School (GSHS) and to develop recommendations to promote positive racial, ethnic, cultural, and religious dynamics in the school culture and learning environment. Addressing the relational dynamics presenting at GSHS will be successful if all stakeholders have strategically collected information about the school's culture and environment and are clear on the purpose, if there is a transparent and engaging process, and if everyone understands their roles and accountabilities in that process. This proposal identifies the process, data, participants, and methods necessary to support these understandings.

Working in Partnership

A project of this nature must engage representative stakeholder groups to develop a clear understanding of the needs and to make recommendations germane to the context of GSHS. Therefore, one of our key aims from the outset will be to gather information from multiple sources about the school, the experiences, and previous incidents that have precipitated the need for this process, and the hopes and aspirations of the school community and stakeholders.

Project Initiation

Our work will begin with an administrative meeting to establish a shared understanding of all aspects of the proposed scope of work and will provide clarification and confirmation around the following:

- A shared understanding of the scope of work, its deliverables, and limitations
- Roles of Creed Strategies team members and GSHS staff
- Project activities, deliverables, timelines, and logistics

Our approach to this work rests on transparency, relationship building, and “no surprises.” We understand that successful engagement with schools and school districts is starting from a shared understanding of what, when, and how the work will be accomplished, regular check-ins, and acknowledging and responding to needs as they arise.

ONSITE DATA GATHERING

Our School Diagnostic Review process begins with data gathering to engage GSHS in a process of reflection and review. The purpose of data gathering is to understand the specific context of GSHS in order to develop recommendations to build the school’s ‘intersectional competence,’ the “understanding of diversity and how students, families, and colleagues have multiple sociocultural markers that intersect in nuanced and unique ways” in educational communities (Boveda, 2019). Working onsite for two days, the team proposes to gather data through interviews, focus group meetings, direct observation, and administrative data sources. Once the team has analyzed the data, the onsite data-gathering process will close with a feedback session providing GSHS leadership with an overview and recommendations for next steps. This on-site feedback session will be followed by a report to the school and district leadership (and other stakeholders) of findings and recommendations to address the identified problems and build a school culture and climate.

Stakeholder data

Prior to the School Diagnostic Review visit, the Principal and stakeholders will agree to a schedule for the collection of stakeholder data. Questions for all meetings will focus on understanding the

experiences, incidents, and problems leading to this investigation, identifying patterns in racial/cultural/religious beliefs, knowledge and perceptions across groups, and eliciting the hopes and aspirations of the school. The types of groups/meetings we schedule include:

- With Parents - Meetings with parents, usually with around 10 parents at each meeting, will be held without members of the school staff or administration being present so that they can freely express their views.
- With Staff - Meetings with a staff focus group will be held without members of the school administration being present so that there can be a free exchange of views.
- With Students - Reviewers will talk with students in classrooms, when appropriate, around the school, and in a focus group to assess their understanding and knowledge of the pathways, their experiences and attitudes towards their school, and their general feelings about how well the school helps them achieve. Discussion with students will also focus on understanding the experiences, incidents, and problems leading to this investigation, identifying patterns in racial/cultural/religious beliefs, knowledge, and perceptions across groups, and eliciting hopes and aspirations for the school. These meetings will include between 8 to 12 students and will last approximately 45 minutes, and are not normally attended by staff members.
- With Newark Board of Education Members - The team will meet with available members of the Board to discuss their involvement in the governance of the school district. This meeting will be held without members of the school staff or administration being present so that Board members can freely express their views.
- With Collaborative Teams -The reviewers will, where appropriate, observe a collaborative meeting. This might be a collaborative team planning meeting, grade-level meeting, PLC, or similar meeting.

In conducting the focus interviews, our coaches and consultants will use a protocol that engages all stakeholders in reflective dialogue. This way, all stakeholders are put at ease and are generally more open with their responses, which enables our team to gain a significant amount of relevant and informative qualitative and quantitative data.

Administrative data and policy

As part of the data-gathering, the team will examine administrative data about school demographics, enrollment patterns, attendance, referrals, and incident reports on the education of GSHS, including but not limited to the following.

GSHS policy and implementation questions:

- What is the demographic breakdown of GSHS students and staff by race, ethnicity, multilingual, gender/gender identity/sexual orientation, religion, zip code, and SES?
- What is the demographic breakdown of student enrollment in each career pathway?
- What is the demographic breakdown of the students that have been victims of racial/religious/ethnic incidents?
- What is the demographic breakdown of the students that have been perpetrators of

racial/religious/ethnic incidents?

- Are all GSHS students making progress toward achieving language proficiency in their language of choice within a reasonable period of time, as evidenced by multiple performance indicators?
- To what extent do longitudinal data compare performance in the core content areas (e.g., via valid and reliable standardized tests), credit accumulation, and retention data among current GSHS students?
- To what extent are all GSHS students meeting grade-level criteria and credit accumulation?

Staffing and professional learning questions:

- What knowledge does GSHS staff have of race, culture, language, and ethnicity, and how they interact with education?
- What capacity does school staff have to teach students with diverse abilities and recognize diversity among stakeholders as an asset to learning and collaboration?
- How does GSHS school staff understand the relationship between personal and institutional beliefs and their impact on their practice and student outcomes?
- What does family and community engagement mean to the GSHS staff? What policies, practices, and strategies are in place?
- How are high expectations and a belief in all students, and Black students in particular, evident in the GSHS school community?
- Do classroom teachers have the resources, skills, and knowledge to address the needs of Black students in their classroom?
- Are content teachers trained in specific methodologies to provide culturally responsive-sustaining education that affords meaningful access to the content?
- What professional development and follow-up training has been provided in order to prepare GSHS teachers and administrators to provide culturally responsive-sustaining education?
- Are administrators who evaluate GSHS staff adequately trained to meaningfully evaluate whether GSHS teachers are appropriately employing their training in the classroom?
- What partnerships exist that support the implementation of culturally responsive-sustaining education?

Student Questions

- How do GSHS students describe their learning experiences?
- What significant relationships do GSHS students develop with staff? Peers?
- How do GSHS students perceive and interact with each other?
- What racial/cultural/religious incidents have students experienced at GSHS? How do they understand these incidents?
- What knowledge do GSHS students have of race, culture, language, and ethnicity and how they influence their education?
- What does family and community engagement mean to the GSHS community? What

have students experienced?

- How are high expectations and a belief in all students, and Black students in particular, evident in the GSHS school community?

Data for Evaluating and Monitoring Programs for GSHS students (by demographics groups):

- Scores on state and local assessments
- Scores on annual English language proficiency tests
- Attendance
- Grades in content courses
- Retention in grade
- Reclassification/exit rates
- Graduation and dropout rates
- Participation rates in gifted and advanced courses (e.g., honors, Advanced Placement (AP), gifted and talented, and International Baccalaureate (IB) courses)
- Enrollment rates in pre-kindergarten, magnet, and other choice programs
- Enrollment rates in special education and related services
- Mobility and attendance rates
- Participation in extracurricular programs
- Suspension rates
- Other indicators of college and career readiness

LAUREN WELLS

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EDUCATION

- Ph.D.** Graduate School of Education and Information Sciences, University of California, Los Angeles, Division of Urban Schooling *January 2009*
- M.A.** Teachers College, Columbia University, New York, New York
Master of Arts in Education Leadership, Policy, and Politics *May 2004*
- B.A.** Temple University, Philadelphia, Pennsylvania
Bachelor of Arts in English Literature, Magna Cum Laude *May 1998*

PROFESSIONAL EXPERIENCE

August 2021 – Present, **Presidential Post-Doctoral Fellow**, Kean University, Union, NJ.

August 2016 – Present, **Founder & President**, Creed Strategies, LLC, Newark, New Jersey.

August 2016 – August 2017, **Professorial Lecturer**, School of Education, American University, Washington, DC.

July 2014 – June 2016, **Chief Education Officer**, Mayor’s Office, City of Newark, Newark, NJ.

June 2009 – June 2012, **Director**, Metropolitan Center for Urban Education, New York University, New York, NY.

June 2009 – June 2011, **Post-Doctoral Fellow**, City University of New York, NY.

September 2009 – June 2010, **Adjunct Professor**, School of Education, Master of Arts Program, University of Southern California, CA.

September 2008 – June 2009, **Adjunct Professor**, School of Education, Educational Foundations, Montclair State University, NJ.

May 2006 to June 2009, **Director**, New Jersey Education Organizing Collaborative, NJ.

September 2000 – June 2002, **Teacher/English Language Arts**, Theodore Roosevelt High School, Bronx, NY

OTHER RELEVANT EXPERIENCE

2013-2014, Consultant, National Urban Alliance for Excellent Education (NUA), Syosset, NY

2008-2009, Consultant, The Ford Foundation, New York, NY.

2006-07, Graduate Student Researcher, Bunche Center for African American Studies, University of California, Los Angeles, Los Angeles, CA.

2005-2008, Graduate Student Researcher, Institute for Democracy Education and Access, University of California, Los Angeles, Los Angeles, Los Angeles, CA.

2003-2004, Research Assistant, Department of International and Transcultural Studies, Teachers College, Columbia University, New York, NY.

2003-2004, Research Assistant, National Center for the Study of Privatization in Education Teachers College, Columbia University, New York, NY.

2001-2005, Program Director, Governor's Committee on Scholastic Achievement, New York. NY.

PUBLICATIONS

Books

Wells, L. (August 2023). *Organizing Your Ecosystem for Equity and Justice in Education*. Under peer-review. Corwin Press.

Refereed Journals

Noguera, P. and L. Wells. (2011). The Politics of School Reform: A Broader and Bolder Approach for Newark. *Berkeley Review of Education*, 2(1).

Wells, L. and Noguera, P. (2010). Comprehensive Urban School Reform for Newark: A Bolder and Broader Approach. In *Complimentary Education*. Edited by E. Gordon and E. Reed.

Book Chapters

Wells, L and P. Noguera. (2012). A Broader and Bolder Approach for Newark. In *Thinking Comprehensively About Education: Spaces of Educative Possibility*. Ezekiel Dixon-Román and Edmund W. Gordon, (Eds.) New York Routledge, Taylor & Francis Group

Wells, L., J. Anyon, and J. Oakes. (2010). Broad-Based Public Engagement: Alliances and Social Movements in *Public Engagement for Public Education* M. Orr and J. Rogers (Eds.). Palo Alto, Stanford University Press.

Book Reviews

Wells, L. (2010). Review of Maisha T. Fischer, *Black Literate Lives: Historical and Contemporary Perspectives*. *The Journal of Negro Education*, v.95, no.1, 2010 Winter, p.128(3).

Wells, L. (2007). Review of Alex Molnar, *School Commercialism: From Democratic Ideal to Market Commodity*, *Interactions: UCLA Journal of Education and Information Studies*, 3(2), Article 12.

Technical Reports

Wells, L. and Wells, S. (2020). *The Next Decade: 2020-30 Strategic*. Written for the Newark Public Schools. Newark, NJ. Creed Strategies.

Wells, L. (2020). *Report of Grantee Demographics, Important Issues, Strategic Learning and Stakeholder Insights*. Written for Victoria Foundation. Newark, NJ. Creed Strategies.

Wells, L. and Wells, S. (2019). *NPS Clarity 2020: A One-Year Strategic Plan*. Newark, NJ. Creed Strategies.

Wells, L. (2018). *Culturally Responsive Education: On Purpose and By Design*. Newark, NJ, Creed Strategies.

Ali, A., Wells, L., Medina, D., Valladares, S., Oakes, J. & Rogers, J. (2007). *African American Educational Opportunity Report 2007*. Los Angeles: UCLA Institute for Democracy, Education and Access.

Ali, A., Wells, L., Oakes, J. & Rogers, J. (2007). *Roadblocks to College for African American Students: A Report on California's Educational Opportunities*. Los Angeles: Bunche Center for African American Studies & University of California All Campus Consortium for Research on Diversity.

Mayida Zaal, Ph.D.

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EDUCATION

Ph.D.	City University of New York, Graduate Center	Urban Education	2009
M.S. Ed.	Bank Street College of Education	Educational Leadership	2002
B.A.	Rutgers University, Douglass College	Biology & Spanish	1993

PROFESSIONAL EXPERIENCE

Associate Professor, Teaching and Learning	2014 – present
Doctoral Faculty, Teacher Education and Teacher Development	2014 – present
Co-Director, Red Hawks Rising Teacher Academy	2019 – present
Lead Faculty, Newark-Montclair Urban Teacher Residency	2016 – 2019
Faculty, Woodrow Wilson Teaching Fellowship Program	2014 – 2016
Assistant Professor <i>Montclair State University</i>	2009 – 2014
Pre-Doctoral Research Fellow <i>Institute for Migration and Ethnic Studies (IMES) University of Amsterdam, Netherlands</i>	2006 – 2008
Research Coordinator <i>Muslim American Youth Project – The Graduate Center, NY</i>	2005 – 2007
Principal Investigator <i>Effects of Post-9/11 Government Policies on Muslim American Students, NY</i>	2005 – 2006
Director of Curriculum <i>American International School of Abuja, Nigeria (Nursery to Grade 9)</i>	2002 – 2004
English as a Second Language (ESL) Teacher <i>North Plainfield Adult High School, North Plainfield, NJ</i>	2001 – 2002
Curriculum Developer (Grades K-8) <i>New Jersey Urban Ecology Program – Rutgers University, New Brunswick, NJ</i>	2000 – 2001
Head Math & Science Teacher (Grades 5 to 8, multi-age classes) <i>Greater Brunswick Charter School, New Brunswick, NJ</i>	1998 – 2001
Science & English Language Arts Teacher (Grades 7 & 8) <i>Lord Stirling School, New Brunswick, NJ</i>	1996 – 1998
Outreach Program Coordinator <i>Douglass Project for Rutgers Women in Math, Science, & Engineering – Rutgers University</i>	1993 – 1996

RESEARCH EXPERIENCE (Selected)

Principal Investigator

<i>Red Hawks Rising Teacher Academy Longitudinal Study</i>	2019 - present
<i>Muslim American Teachers/Reclaiming ME Research Collaborative</i>	2018 – present
<i>Youth Participatory Action Research (YPAR) in the Classroom, NJ</i>	2009 – 2015
<i>Performance Assessment Project</i>	2010

SCHOLARSHIP (Selected Works)

Rubin, B. C., Ayala, J., & **Zaal, M.** (2017). Authenticity, aims and authority: Navigating youth participatory action research in the classroom, *Curriculum Inquiry*, 47:2, 175-194.

Ahmad, M. & **Zaal, M.** (2017). Shifting the locus of control: Five strategies for creating a twenty-first century student-centered classroom. In D. Schwarzer & J. Grinberg (Eds.), *Successful teaching: What every novice teacher needs to know* (pp.47-64). Lanham, MD: Rowman & Littlefield.

Ayala, J. & **Zaal, M.** (2016). Poetics of justice: Using art as action and analysis in participatory action research. *Networks: An On-line Journal for Teacher Research*, 18:1

Zaal, M. (2014). In the shadow of tolerance: The discursive context of Dutch-born Muslim youth. In M. Peters and T. Besley, Islam and the end of European multiculturalism [Special issue]. *Policy Futures in Education*, 12(1), 111-123.

Zaal, M., & Terry, J. (2013). Knowing what I can do and who I can be: Youth identify transformational benefits of participatory action research. *Journal of Ethnographic and Qualitative Research*, 8(1), 42-55.

Zaal, M. & Ayala, J. (2013). “Why don’t we learn like this in school?” One participatory action research collective’s framework for developing policy thinking. *Journal of Curriculum Theorizing*, 29(2), 159-173.

Zaal, M. (2012). Islamophobia in classrooms, media and politics. *Journal of Adolescent and Adult Literacy*, 55(6), 555-558.

Fine, M., Ayala, J., & **Zaal, M.** (2012). Public science and participatory policy development: Reclaiming policy as a democratic project. In B. Martin and M. Mills (Eds.). What would a socially-just education system look like?. *Journal of Education Policy*, 27(5), 1-8.

Crul, M., Holdaway, J., de Valk, H., Fuentes, N., & **Zaal, M.** (2013). Educating the children of immigrants in Old and New Amsterdam. In R. Alba & J. Holdaway (Eds.), *The Children of immigrants at school: A comparative look at integration in the United States and Western Europe* (pp. 39-83). New York: New York University Press.

Zaal, M., & Bikmen, N. (2010). Muslim American youth. In C.S. Clauss-Ehlers (Ed.), *Encyclopedia of cross-cultural school psychology* (pp. 645-652). New York, NY: Springer.

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Refereed Conference Presentations (Selected)

Hussein, M., Ahmad, M., Bedir, N., **Zaal, M.**, Ayari, C., Billups, A., Hoque, N. (2021, November). Epistemic disobedience: Storytelling, and radical dreams of Muslim American educators. Paper presented at the American Educational Studies Association (AESA) 2021 Conference, Portland, OR.

Zaal, M., & Hussein, M. (2020, April). Reclaiming ME (Muslim Educator): Examining the experiences of Muslim American teachers. Roundtable presentation accepted by the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.

Zaal, M., & Hussein, M. (2020, February). Staying committed to the profession: Muslim American teachers enact resilience and face challenges. Roundtable presentation at the Association of Teacher Educators (ATE), 100th Annual Meeting, Atlantic City, NJ

Zaal, M. (2019, November). Community as method: Working with community members to develop future teachers. Paper presented at the 9th International Conference on Education & Social Justice, Honolulu, HI.

Zaal, M. (2015, November). Mentoring programs for Arab American young people. Paper presented at the Arab American Summit, Dearborn, MI.

Zaal, M. (2015, April). "Just" mentoring: Interrupting the reproduction of social and educational inequities affecting marginalized youth. In E. Meiners and T. Quinn (Chairs), *A Call for Critical Education Policy: Examining Injustice and Advancing Justice in Education*. Symposium presented at the American Education Research Association (AERA), Chicago, IL.

Zaal, M. (2014, April). Complicit practices, entangled supports: How education policies miss the mark at critical junctures. In K. Nolan (Chair), *Reclaiming the methodological grounds of neo-liberal education policy research*. Panel presented at the American Education Research Association (AERA), Philadelphia, PA.

Zaal, M. & Ayala, J. (2013, October). Teachers influencing sustainable curricular change: Professional learning communities and PAR. Paper presented at the American Educational Studies Association (AESA) 2013 Conference, Baltimore, MD.

Zaal, M. (2013, October). Developing a critical stance in the classroom: Examining anti-Muslim stereotypes and discourses in the media. In R. Goldstein (Chair), *Education in the media: Making 'sense' of explicit and implicit messages*. Paper presented at the American Educational Studies Association (AESA) 2013 Conference, Baltimore, MD.