

# Kristy Cooper Stein, Ed.D.

Michigan State University College of Education  
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## EDUCATION

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- 2011**     **Doctor of Education, Harvard University**  
Education Policy, Leadership, and Instructional Practice  
Dissertation: *Connective Teaching: Eliciting Engagement in the High School Classroom*
- 2007**     **Master of Education, Harvard University**  
Education Policy and Management
- 1999**     **Master of Education, University of California, Los Angeles**  
With Coursework for California Teaching Credential
- 1996**     **Bachelor of Arts, University of California, Los Angeles**  
English Literature and a Specialization in Business Administration

## ACADEMIC EXPERIENCE

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- July 2017 – Present**     **Associate Professor, K-12 Educational Administration**  
**Michigan State University, College of Education**  
Courses:   EAD 811: Inquiry & Analysis of Teaching & Learning  
              EAD 812: Inquiry & Analysis of School Organizations  
              EAD 882: Meeting the Needs of All Learners  
              EAD 923: Organizing for Learning
- Aug. 2011 – June 2017**   **Assistant Professor, K-12 Educational Administration**  
**Michigan State University, College of Education**
- Aug. 2009 – Jan. 2010**   **Instructor in Education**  
**Harvard Graduate School of Education**  
Course:    A111A: Dropping Out of High School: Where Education Policy  
              Meets Adolescent Psychology
- Aug. 2009 – Jan. 2010**   **Online Adjunct Instructor**  
**Teacher U, Hunter College, The City University of New York**  
Course:    Child Development

## ACHIEVEMENTS & AWARDS

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- Harvard Graduate School of Education Dissertation Fellowship, 2010-2011**  
**Award for Excellence in Advancing Knowledge**, National Association of Charter School Authorizers  
(with five co-authors for *Inside Urban Charter Schools*), 2009
- Harvard University Presidential Fellowship, 2005-2009**

**National Board Certification in Teaching**, Middle-Childhood Generalist, 2004  
**Most Inspirational Arts Cadre Chair Award**, Los Angeles Unified School District, 2004

## **GRANTS & FUNDED PROJECTS**

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**Principal Investigator. *Instructional Collaboration Among High School Math and Science Teachers – Prevalence & Outcomes.*** American Educational Research Association. (2015-2016) \$20,000.

**Co-Principal Investigator** (with Randi Stanulis), *Understanding the Teacher Leadership Process for Improving Teaching & Learning.* Spencer Foundation. (2013-2014) \$40,000.

**Co-Principal Investigator** (with Dorinda Carter Andrews & Terry Flenbaugh). *Research Partnership with the Covenant House Academies in Detroit.* Ford Foundation. Awarded by the Detroit Schools Higher Education Consortium. (2013) \$31,000.

**Principal Investigator. *Using Data to Increase School-Wide Student Engagement in High School.*** MSU College of Education Institute for Research on Teaching and Learning. (2011-2012) \$1,700.

## **PUBLICATIONS**

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### **Peer-Reviewed Journal Articles**

#### *Students' Names Italicized*

Cooper Stein, K. (under review). Academic Identity and Connective Instruction: Differences in Eliciting Engagement for School Kids and Street Kids. *Harvard Educational Review*.

Cooper Stein, K. & Auletto, A. (under review). Instructional Collaboration Among Ninth-Grade Math and Science Teachers: Insights from the High School Longitudinal Study. *School Effectiveness and School Improvement*.

Cooper Stein, K., Miness, A., & Kintz, T., (in press). Teachers' Cognitive Flexibility on Engagement and their Ability to Engage Students: A Theoretical and Empirical Exploration. *Teachers College Record*.

Flenbaugh, T., Cooper Stein, K., & Carter Andrews, D. (2017). Necessary But Insufficient: How Educators Enact Hope for Formerly Disconnected Youth. *Urban Education*, Available through Online First.

Cooper Stein, K., Wright, J., Gil, E., Miness, A., & Ginanto, D. (2017). Examining Latina/o Students' Experiences of Injustice: LatCrit Insights from a Texas High School. *Journal of Latinos and Education*, Available through Online First.

Cooper Stein, K., Macaluso, M., & Stanulis, R. (2016). The Interplay Between Principal Leadership and Teacher Leader Efficacy. *Journal of School Leadership*, 26(6), 1002-1032.

Cooper Stein, K., Kintz, T., & Miness, A. (2016). Reflectiveness, Adaptivity, and Support: How Teacher Agency Promotes Student Engagement. *American Journal of Education*, 123(1), 109-136.

Cooper, K. S. (2016). Using Affective Data in Urban High Schools: Can We Equalize the Graduation Rate? *International Journal of Leadership in Education*, Available through Online First.

Cooper, K. S., Stanulis R. N., Brondyk, S., Hamilton, E., Macaluso, M., & Meier, J. (2016). The Teacher Leadership Process: Attempting Change Within Embedded Systems. *Journal of Educational Change*, 17(1), 85-113.

Cooper, K. S. & Miness, A. (2014). The Co-Creation of Caring Student/Teacher Relationships: Does Teacher Understanding Matter? *The High School Journal*, 97(4), 264-290.

Cooper, K. S. (2014). Eliciting Engagement in the High School Classroom: A Mixed-Methods Examination of Teaching Practices. *American Educational Research Journal*, 51(4), 363-402.

Cooper, K. S. (2013). Safe, Affirming, and Productive Spaces: Classroom Engagement Among Latina High School Students. *Urban Education*, 48(4), 490-528.

### **Books**

Merseth, K., Cooper, K. S., Roberts, J., Tieken, M. C., Wynne, C., & Valant, J. (2009). *Inside Urban Charter Schools: Promising Practices and Strategies in Five High-Performing Schools*. Cambridge, MA: Harvard Education Press.

### **Book Chapters & Reports**

Cooper Stein, K. & Kim, T. (2017). Teacher Collaborative Inquiry and Democracy in Schools: Possibilities and Challenges (pp. 255-276). In Styron, R. A. & Styron, J. L. (Eds.) *Comprehensive Problem-Solving and Skill Development for Next-Generation Leaders*. Hershey, PA: IGI Global.

Cooper, K. S. & Rollert, K. (2015). Viable and Effective Alternatives: Preparing Leaders for Non-Traditional Schools (pp. 173-198). In Bowers, A., Barnett, B., & Shogo, A. R. (Eds.) *Challenges and Opportunities of Educational Leadership Research and Practice: The State of the Field and Its Multiple Futures*. International Research on School Leadership Book Series (Volume 6). Charlotte, NC: Information Age.

Cooper, K. S., Kelley, L., Boozer, L., & El-Amin, A. (2011). Getting to the Heart of the Work: One District's Struggle to Put the Focus on the Classroom. In Peterkin, R. S., Jewell-Sherman, D., Kelley, L., Boozer, L. (Eds.) *Every Child, Every Classroom, Every Day: School Leaders Who Are Making Equity a Reality*. San Francisco: Jossey-Bass.

Cooper, K. S., Dickstein, S., Hayden, J., Mira, M., & Nikundiwe, T. (2008). *Developing Alternatively Certified Teachers for Prince George's County Public Schools: A Report on Teacher Preparation in 5 Programs*. Commissioned by Prince George's County Public Schools, Department of Research and Evaluation. Available online at [www1.pgcps.org/researchandevaluation](http://www1.pgcps.org/researchandevaluation).

Diamond, J. B., & Cooper, K. S. (2007). The Uses of Testing Data in Urban Elementary Schools: Lessons from Chicago. In Moss, P. (Ed.) *Evidence and Decision Making, National Society for the Study of Education Yearbook*. Malden, MA: Blackwell Publications.

Smith-Maddox, R., Cooper, K. S. Davis, L., Manby, J., & Moore, H. (2001). Inquiry-Based Support for Social Justice Educators (pp. 225-240). In Rainer, J. D. & Guyton, E. M. (Eds.), *Research on the Effects of Teacher Education on Teacher Performance, Teacher Education Yearbook IX*. Dubuque, IA: Kendall/Hunt Publishing.

### **Teaching Cases & Practitioner-Oriented Articles**

Stanulis, R. N., Cooper, K. S., Dear, B., Johnston, A. M. & Richard-Todd, R. R. (2016). Teacher-Led Reforms Have a Big Advantage – Teachers. *Phi Delta Kappan*.

Cooper, K. S. (2014). Six Common Mistakes that Undermine Motivation. *Phi Delta Kappan*, 95(8), 11-17.

Cooper, K. S. (2008). *Getting Beyond Benchmark: Richmond Faces the School Improvement Plateau*. Case prepared for Programs in Professional Education, Harvard Graduate School of Education. Cambridge, MA: President and Fellows of Harvard College.

Cooper, K. S. (2007). *A Matter of Time: The Case of the Extended Learning Day in Malden Public Schools*. Case prepared for Programs in Professional Education, Harvard Graduate School of Education. Cambridge, MA: President and Fellows of Harvard College.

### **Edited Books & Journals**

Brion-Meisels, G., Cooper, K. S., Deckman, S., Dobbs, C., Francois, C., Nikundiwe, T., & Shalaby, C. (Eds.) (2010) *Humanizing Education: Critical Alternatives to Reform*. Cambridge, MA: Harvard Education Press.

Cooper, K. S. & Oh, S. (Eds.) (2009). Consejos: The Undergraduate Experiences of Latina/o Students [Special issue]. *Harvard Educational Review*, 79(4).

### **Book Reviews**

Cooper, K. S. (2010). Review of the book *Our Schools Suck: Students Talk Back to a Segregated Nation on the Failures of Urban Education*, by Gaston Alonso, Noel S. Anderson, Celina Su, and Jeanne Theoharis, *Harvard Educational Review*, 80(2), 284-286.

Cooper, K. S. (2009). Review of the book *Corridor Cultures: Mapping Student Resistance at an Urban High School*, by Maryann Dickar, *Harvard Educational Review*, 79(1), 161-163.

### **PRESENTATIONS & PANELS**

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#### **Research Conference Papers & Presentations**

Cooper, K. S. & Kim, T. (2016, November). *Building Teachers' Knowledge of Student Engagement in a High-Needs Context: Leadership for Collaborative Teacher Inquiry*. Paper accepted for the Annual Convention of the University Council on Educational Administration, Detroit, MI.

- Cooper, K. S. & Auletto, A. (2016, April). *Using the High School Longitudinal Study to Assess Trends and Outcomes of Teacher Collaboration*. Annual Meeting of the American Educational Research Association, Washington, DC.
- Cooper, K. S. & Auletto, A. (2016, April). *Instructional Collaboration Among High School Math and Science Teachers: Insights from the High School Longitudinal Study*. Annual Meeting of the American Educational Research Association, Washington, DC.
- Cooper, K. S. & Rollert, K. (2015, November). *Viable and Effective Alternatives: Preparing Leaders for Non-Traditional Schools*. Annual Convention of the University Council on Educational Administration, San Diego, CA.
- Cooper, K. S., Miness, A. & Kintz, T. (2015, August). *Increasing Student Engagement by Developing a Better Understanding of Low Engagement Teachers*. Annual Convention of the American Psychological Association, Toronto, Canada.
- Cooper, K. S., Stanulis, R., & Macaluso, M. (2015, April). *The Interplay Between Principal Leadership and Teacher Leader Efficacy*. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Printy, S., Cowen, J. & Cooper, K. S. (2015, April). *Classroom Observation and Professional Conversations: An Urban District's Strategy for Improvement*. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Cooper, K. S., Carter Andrews, D. & Flenbaugh, T. (2015, April). *Serving Disconnected Youth: How Educators Understand their Work in a High-Needs Context*. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Cooper, K. S., Gil, E., Ginanto, D., Miness, A., & Wright, J. (2014, November). *Re-Examining Latina/o Engagement at a Texas High School: Is there Evidence of Racial Injustice?* Annual Convention of the University Council on Educational Administration, Washington, DC.
- Cooper, K. S., Kintz, T. & Miness, A. (2014, July). *It's All Relative: Differences in Perspectives Among Teachers Rated High and Low on a Student Engagement Survey*. International Congress of Applied Psychology, Paris, France.
- Cooper, K. S., Macaluso, M. Stanulis, R. N., Hamilton, E. R., Brondyk, S. K., & Meier, J. (2014, April). *Understanding the Teacher Leadership Process for Improving Teaching and Learning*. Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Cooper, K. S. (2013, April). *Self-Concept as a Foundation for Personalization and Engagement in High School Classrooms*. Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Cooper, K. S. & Miness, A. (2013, April). *'Caring as Relation' vs. 'Caring as Virtue' – High School Students' Perceptions of Teacher Care*. Annual Meeting of the American Educational Research Association, San Francisco, CA.

- Cooper, K. S. (2012, November). *Using Data to Improve Students' Affective Experiences in Classrooms*. Annual Convention of the University Council on Educational Administration, Denver, CO.
- Cooper, K. S. (2012, April). *Self-Expression and Student Engagement: A Contextual Analysis of High School Classrooms*. Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Cooper, K. S. (2011, April). *The Classroom Engagement Framework: Strategizing for Engagement in the High School Classroom*. Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Merseth, K., Cooper, K. S., & Roberts, J. (2009, June). *Inside Urban Charter Schools: Findings from the Book*. National Charter School Conference, Washington, DC.
- Cooper, K. S. (2009, April). *Responding to Classroom Contexts: Understanding Engagement and Disengagement Among Latino High School Students*. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Merseth, K., Cooper, K. S., & Tieken, M. C. (2009, April). *Cultural Coherence in Five High-Performing, High-Poverty Charter Schools in Massachusetts*. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Cooper, K. S., Roberts, J., Tieken, M. C., & Wynne, C. (2008, June). *Human Resources and Charter Schools: Hiring, Turnover, and Retention*. National Charter School Conference, New Orleans, LA.
- Merseth, K., Cooper, K. S., Roberts, J., Tieken, M. C., Wynne, C., & Valant, J. (2008, March). *Case Studies of Five High-Performing, High-Poverty Charter Schools in Massachusetts*. Annual Meeting of the American Educational Research Association, New York, NY.
- Rogers, J., Cooper, K. S., and the UCLA Teacher Education Program (2001, April). *Inquiry and the Early Career Network for Urban Teachers*. Annual Meeting of the American Educational Research Association, Seattle, WA.
- Smith-Maddox, R., Cooper, K. S., Davis, L., Manby, J., & Moore, H. (2000, January). *Inquiry-Based Support for Social Justice Educators*. Keeping the Dream Alive: An Excellent Teacher for Every Child – Conference Sponsored by the New Teacher Center, University of California, Santa Cruz.
- Smith-Maddox, R., Cooper, K. S., Davis, L., Manby, J., & Moore, H. (1999, November). *Inquiry as Support for Beginning Teachers in Urban Schools*. Conference of the National Association for Multicultural Education, San Diego, CA.

### **Practitioner-Oriented Presentations**

- Cooper Stein, K. & Usiak, M. (2016, September). *Essential School-Wide and Center-Wide Practices in Literacy, Pre-Kindergarten and Elementary Grades*. Presentation for the Early Literacy Coaching Quarterly Meeting of the Michigan Association of Intermediate School Administrators, Ithaca, MI.

- Cooper, K. S. (2014, June). *Engaging Teachers Around Student Engagement*. Presentation for Professional Programs in Education at the Harvard Graduate School of Education, Cambridge, MA.
- Cooper, K. S. (2013, July). *Engaging Students for Effective Learning*. Presentation for the Fellowship for the Improvement of Educational Leadership, Hosted by the Illinois Association for Supervision and Curriculum Development. Green Bay, WI.
- Cooper, K. S. (2013, June). *Engaging Teachers Around Student Engagement*. Presentation for Professional Programs in Education at the Harvard Graduate School of Education, Cambridge, MA.
- Cooper, K. S. (2013, January). *Engaging Teachers Around Student Engagement*. Presentation for Professional Programs in Education at the Harvard Graduate School of Education, Houston, TX.
- Cooper, K. S. (2012, July). *Motivation and Engagement*. Presentation for Professional Programs in Education at the Harvard Graduate School of Education, Cambridge, MA.
- Cooper, K. S. (2012, June/July). *Increasing Student Engagement*. Presentations for the Michigan Fellowship for Instructional Leaders at Michigan State University, East Lansing, MI.
- Cooper, K. S. (2011, November). *The Classroom Engagement Framework: Understanding Engaging Teaching Practices*. Educational Strategies and Student Engagement Institute, hosted by the National Dropout Prevention Center/Network, St. Petersburg, FL.
- Cooper, K. S. (2011, June). *Strategizing for Increased Student Engagement*. Presentation for Professional Programs in Education at the Harvard Graduate School of Education, Cambridge, MA.
- Merseth, K., Cooper, K. S., Roberts, J., Tieken, M. C., & Wynne, C. (2008, July). *High-Performing, High-Poverty Charter Schools*. Presentation for Professional Programs in Education at the Harvard Graduate School of Education, Cambridge, MA.

### Discussion Panels

- Merseth, K., Cooper, K. S., Roberts, J., & Tieken, M. C. (2009, October). Authors' panel on the book *Inside Urban Charter Schools: Promising Practices and Strategies in Five High-Performing Schools*. Panel hosted by Phi Delta Kappan at Harvard University, Cambridge, MA.
- Johnson, S. M., Murnane, R., Koretz, D., & Cooper, K. S. (2006, November). *When Federal and State Standards Collide*. Panel Hosted by the Education Policy, Leadership, and Instructional Practice Concentration at the Harvard Graduate School of Education, Cambridge, MA.

### EDITORIAL REVIEWS

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- Associate Editor**, *Journal of Teacher Education* (2016 – Present)  
**Editor**, *Harvard Educational Review* (2008-2010)

**Reviewer***American Educational Research Journal**Teacher's College Record**Urban Education**Educational Administration Quarterly**Journal of School Leadership**Journal of Educational Change**International Journal of Leadership in Education**Journal of Educational Research and Studies**Educational Review***PROFESSIONAL EXPERIENCE IN EDUCATION**

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- Aug. 2010 – May 2011**    **Teacher Education Program Advisor**  
Harvard Graduate School of Education (Cambridge, MA)
- Nov. 2008 – Jul. 2009**    **School Development Consultant**  
Louisiana Resource Center for Educators (Baton Rouge, LA)
- Jul. 2002 – Jun. 2005**    **Classroom Teacher**, Grades 2, 4, & 5  
Weigand Avenue Elementary School (Los Angeles, CA)
- Jan. 2000 – Jul. 2001**    **Gifted & Talented Program Teacher**, Grades 3 – 8  
Torrance Unified School District Gifted & Talented Program (Torrance, CA)
- Sep. 1999 – Jun. 2001**    **Classroom Teacher**, Grades 4 & 5  
Fern Avenue Elementary School (Torrance, CA)
- Jul. 1998 – Jun. 1999**    **Classroom Teacher**, Grade 4  
Kelso Avenue Elementary School (Inglewood, CA)

**PROFESSIONAL MEMBERSHIPS**

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American Educational Research Association – since 2005