

ACHIEVEMENTS & AWARDS

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

Principal Investigator. *ENGAGE: Case-Based Professional Learning to Enhance Educators' Knowledge for Generating Middle School Student Engagement.* Institute for Education Sciences. (Submitted August 2019; Waiting for Review). \$1,400,000.

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 Flennaugh). *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

Peer-Reviewed Journal Articles

Students' Names Italicized

Evert, K. & Cooper Stein, K. (under review). Networked Learning and Instructional Change: Teacher Communities around Professional Development. *Professional Development in Education.*

Auletto, A. & Cooper Stein, K. (2019, Online first). Observable Mathematical Teaching Expertise among Upper Elementary Teachers: Connections to Student Experiences and Professional Learning. *Journal of Mathematics Teacher Education.*

Cooper Stein, K., Miness, A., & Kintz, T., (2018). Teachers' Cognitive Flexibility on Engagement and their Ability to Engage Students: A Theoretical and Empirical Exploration. *Teachers College Record, 120*(6).

Flennaugh, T., Cooper Stein, K., & Carter Andrews, D. (2018). Necessary But Insufficient: How Educators Enact Hope for Formerly Disconnected Youth. *Urban Education, 53*(1), 113-138.

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*, 21(1), 104-121.
- 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.

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

Research Conference Papers & Presentations

- Cooper Stein, K., Usiak, M., & Oh, Y. (2020, April). *Developing Leadership for Literacy: The Learning Trajectories of Elementary Principals*. Accepted to the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Jansen, K. & Cooper Stein, K. (2018, April). *Networked Learning and Instructional Change: Teacher Communities around Change*. Annual Meeting of the American Educational Research Association, New York, NY.
- Cooper Stein, K. S. & Kim, T. (2016, November). *Building Teachers' Knowledge of Student Engagement in a High-Needs Context: Leadership for Collaborative Teacher Inquiry*. 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., Mines, 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. & Flennaugh, 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., Mines, 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. (2020, January). *Leadership Series: School & Center-Wide Practices in Literacy*. Workshop for the Michigan Association of Intermediate School Administrators, Howell, MI.

Cooper Stein, K. (2019, December). *Using Systems Thinking to Analyze the “System” of ISDs Across the State of Michigan*. Presentation to all Michigan ISD Superintendents and the General Education Leadership Network, Ithica, MI.

Cooper Stein, K. & Jackson, S. (2019, November, December; 2020, January). *Coaching for Effective Teaching*. 3-day workshop for K-8 turnaround principals in Detroit Public Schools Community District; partnership with MSU’s Office of K-12 Outreach, Detroit, MI.

Cooper Stein, K. & Usiak, M. (2019, October). *School Wide and Center Wide Practices in Literacy*. Keynote presentation and breakout session for the Michigan Association of State and Federal Program Specialists Conference, Traverse City, MI.

Cooper Stein, K. & Usiak, M. (2019, September). *Leadership Series: School & Center-Wide Practices in Literacy*. Workshop for the Michigan Association of Intermediate School Administrators, Mount Pleasant, MI.

Cooper Stein, K. (2019, June). *Digging into the Essential School-Wide Practices in Literacy*. Keynote presentation and 2 breakout sessions for principals in the Cleveland Metropolitan School District, Cleveland, OH.

Cooper Stein, K. & Usiak, M. (2019, June). *School-Wide and Center-Wide Essential Practices in Literacy*. Workshop for the MiExcel Coaches, hosted by the Michigan Association of Intermediate School Administrators, Lansing, MI.

Cooper Stein, K. (2019, January). *Digging into the School-Wide and Center-Wide Literacy Essentials*. Presentation to the Muskegon County Literacy Collaborative, Muskegon, MI.

Cooper Stein, K. & Usiak, M. (2018, June). *Essential School-Wide and Center-Wide Practices in Literacy*. General Session Keynote and 2 Breakout Sessions for Statewide Coaching Collaborative Event of the Michigan Association of Intermediate School Administrators, Lansing, MI.

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

Associate Editor, *Journal of Teacher Education* (2016 – 2018)**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**

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

American Educational Research Association – since 2005