

Dr. Kathryn E. Wiley

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ACADEMIC APPOINTMENTS

Assistant Professor, Educational Leadership and Policy Studies 2022 - present
Howard University
School of Education

Assistant Teaching Professor and Faculty Fellow 2020-2022
University of Colorado Boulder
School of Education

RESEARCH INTERESTS

Education policy, k-12 school discipline, climate, and safety, racial segregation and desegregation, education leadership, governance, and funding; Critical, sociological theories of race, policy, and organizations; Ethnography, case study, community-based participatory action research, and historical methods.

EDUCATION

Ph.D., Educational Foundations, Policy, and Practice 2017
University of Colorado Boulder

M.A., Educational Foundations, Policy, and Practice 2011
University of Colorado Boulder

AWARDS, FELLOWSHIPS, AND HONORS

- National Academy of Education/Spencer Foundation Research Development Award 2023
- Pardee RAND Faculty Leader 2023
- PDK International Emerging Leader Fellow 2023
- Howard University Junior Faculty Scholar 2023
- National Education Policy Center Fellow
- Dissertation of the Year Award, Leadership for School Improvement SIG AERA 2017
- National Academy of Education/Spencer Foundation Dissertation Fellowship 2016
- CU Boulder Graduate School Dissertation Completion Fellowship 2015
- CU Boulder Outstanding Graduate Student Award 2011

GRANTS

Funded Grants and Programs

- National Academy of Education/Spencer Foundation Research Development Award (2023-2024) \$5,000
- Co-PI. Through Their Lens: Photo Journey Project for Affirming and Inclusive Learning Environments for Black Children. Denver Foundation. (2021-2022). \$2,500

- PI. School-based restorative practices to increase implementation uptake. The Barton Institute for Philanthropy and Social Enterprise, University of Denver. (2019-2020). \$15,000
- PI. Creating Schools Within Schools? A Mixed-Methods Study of In-School Discipline Strategies and Racial Stratification in Educational Opportunity. Spencer Foundation. (2018-2019). \$50,000
- Co-PI. Sankofic Journey to Inclusive and Affirming Early Care and Learning Environments For Black Children. Public Good Fund, Center for Community Engagement and Service Learning, University of Denver. (2018-2019). \$15,000

JOURNAL ARTICLES

* Publications co-written with graduate students mentored by Dr. Wiley

+ indicates community partner

- Zabala, C., *Somerville, K., & **Wiley, K.** (*in-press*). Challenging majoritarian “reform” narratives of school resource officers: A critical examination of policy recommendations. *Educational Evaluation and Policy Analysis*
- **Wiley, K.**, & Starr, J. P. (2023). The resolution passed, now what? A superintendent’s commitment to racial and social justice and the complexities of a police-free schools’ resolution. *Journal of Cases in Educational Leadership*. Advance online publication. [doi/10.1177/15554589231173872](https://doi.org/10.1177/15554589231173872)
- **Wiley, K.**, *Townsend, C., *Trujillo, M., & Anyon, Y. (2022). Deep punishment and internal colony: a critical analysis of in-school suspension rooms inside two racially “integrated” middle schools. *The Urban Review*. <https://doi.org/10.1007/s11256-021-00629-8>
- Anyon, Y., **Wiley, K.**, Samimi, C., & *Trujillo, M. (2021). Sent out or sent home: Understanding racial disparities across suspension types from Critical Race Theory and Quantcrit perspectives. *Race Ethnicity and Education*. <https://doi.org/10.1080/13613324.2021.2019000>
- **Wiley, K.** (2021). A tale of two logics: Racial disparities and school discipline in a mostly-white middle school. *American Journal of Education*, Vol. 127(2), p. 163-192. DOI: [10.1086/712084](https://doi.org/10.1086/712084)
- Moses, M. S., & **Wiley, K.** (2019). Social context matters: Bridging philosophy and sociology to strengthen conceptual foundations for college access research. *American Educational Research Journal*, Vol. 57(4), p. 1665-1687. DOI: [10.3102/0002831219883587](https://doi.org/10.3102/0002831219883587)
- Yang, J., Anyon, Y., Pauline*, M., **Wiley, K.**, Cash+, D., Downing+, B.,.... Lisa Pisciotto+ (2019): “We have to educate every single student, not just the ones that look like us”: Support service providers’ beliefs about the root causes of the school-to-prison pipeline for youth of color, *Equity & Excellence in Education*. Vol. 51(3-4), p. 316-331. DOI: [10.1080/10665684.2018.1539358](https://doi.org/10.1080/10665684.2018.1539358)
- **Wiley, K.**, Anyon, Y., Yang, J., Pauline*, M., Rosch, A., Valladares*, G., & Pisciotto+, L. (2018). Looking back, moving forward: Technical, normative, and political dimensions of school discipline reform. *Educational Administration Quarterly*, Vol. 54 (2), p. 275-302. DOI: [10.1177/0013161X17751179](https://doi.org/10.1177/0013161X17751179)
- Anyon, Y., Atteberry, B., Yang, J., Pauline*, M., **Wiley, K.**, Cash+, D., Downing+, B., Greer+, E., & Pisciotto+, L. (2018). ‘It’s all about the relationships’: Educators’ rationales and strategies for building

connections with students to prevent exclusionary school discipline outcomes. *Children and Schools*, Vol. 40, p. 221-230. DOI: [10.1093/cs/cdy017](https://doi.org/10.1093/cs/cdy017)

- Hopkins, M., **Wiley, K. E.**, Penuel, W. R., & Farrell, C. C. (2018). Brokering research in science education policy implementation: the case of a professional association. *Evidence & Policy: A Journal of Research, Debate and Practice*, Vol. 14 (3), p. 459-476. DOI:[10.1332/174426418X15299595170910](https://doi.org/10.1332/174426418X15299595170910)
- Baker, B. D., Libby, K., & **Wiley, K.** (2015). Charter School Expansion And Within District Equity: Confluence Or Conflict? *Education Finance and Policy*, Vol. 10(3), p. 423-465. DOI:[10.1162/EDFP_a_00169](https://doi.org/10.1162/EDFP_a_00169)

BOOK CHAPTERS

- **Wiley, K.**, & Garcia, L. (2023). Creating and maintaining a health school climate with attention to diversity and reassessing student discipline policies: The story of Revere High School. In York, A., Welner, K., & Kelley, L.M. (Eds). *Schools of opportunity: 10 research-based models of equity in action*. (pp. 35-48). NY: Teachers College Press.
- Anyon, Y., Yang, J., **Wiley, K.**, Greer⁺, E., Downing⁺, B., Kim, D., Martinez⁺, R. (2018). The Evolution of A Researcher-Practitioner Partnership On Equity In School Discipline. In B. Bevan & W. Penuel (Ed.) *Connecting Research and Practice for Educational Improvement: Ethical and Equitable Approaches*. (pp. 66-82). New York: Routledge.
- **Wiley, K.**, Shircliffe, B., & Morley, J. (2012). Conflicting Mandates Amid Suburban Change: Educational Opportunities in A Post-Desegregation District. In G. Orfield & E. Frankenberg (Eds.) *The Resegregation of Suburban Schools: A Hidden Crisis in American Education* (pp. 139-162). Cambridge, MA: Harvard Education Press.

POLICY REPORTS, RESEARCH REVIEWS, AND POLICY NEWSLETTERS

- **Wiley, K.** (2022, May 5). It's time to end corporal punishment. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.** (2021, June 29). One year into police-free schools: Three trends to know. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.**, & Somerville, K. (December 2021). *NEPC Review: "Suspended reality: The impact of suspension on student safety."* (Wisconsin Institute for Law and Liberty, October 2021). Boulder, CO: National Education Policy Center. [Available here.](#)
- **Wiley, K.**, & Welner, K.G. (2021, October 5). The Great Equalizer Myth. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.** (2021, June 29). One year into police-free schools: Three trends to know. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)

- **Wiley, K.** (2021, July 13). Where does funding for School Resource Officers come from? Three federal programs explained. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.** & Burris, M. (2020, December 10). Newsletter. The pandemic to prison pipeline: A timely Q&A. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- Anyon, Y., & **Wiley, K.** (2018 February). *NEPC Review: "The academic and behavioral consequences of discipline policy reform: Evidence from Philadelphia."* (Fordham Institute, December 2017). Boulder, CO: National Education Policy Center. [Available here.](#)
- Baker, B.D., Libby, K., & **Wiley, K.** (2012). Policy Brief. Spending by the major charter management organizations: comparing charter school and local public district financial resources in new York, Ohio, And Texas. Boulder, CO: National Education Policy Center. [Double-blind peer reviewed.]. [Available here.](#)
- Pflieger, R. & **Wiley, K.** (2012). Policy Brief. Colorado Disciplinary Practices, 2008-2010: Disciplinary Actions, Student Behaviors, Race, and Gender. National Education Policy Center: University of Colorado Boulder. [Available here.](#)

CONFERENCE PRESENTATIONS

- **Wiley, K. 2023.** Virginia School Discipline: Race and Special Education. Black Collective Advocacy Network Conference. Virtual presentation. Virginia Beach, VA.
- **Wiley, K. 2023.** Locating and Analyzing Your District's OCR Discipline Data. Black Collective Advocacy Network Conference. Virtual presentation. Virginia Beach, VA.
- Grant, T., & **Wiley, K.** 2023. Lost In Implementation: A Case Study of North Carolina's Inaction on Leandro. Southern Education Foundation. Charlotte, NC.
- **Wiley, K.,** & Middleton, J. 2023. Black-White Racial Disparities in Exclusionary School Discipline During the Era of School Desegregation: A Systematic Review. Roundtable Session. American Educational Research Association, Chicago, IL
- Somerville, K., **Wiley, K.,** & Zabala Eishofer, C. 2023. An Analysis of "First-Wave" Police-Free Schools' District Policy Resolutions: Applying an Equity-Oriented Framework. Roundtable Session. American Educational Research Association, Chicago, IL
- Swayer, J., Umpstead, R., Adamson, F., Grant, T., **Wiley, K.,** & Welner, K.G. 2023. Overcoming Obstacles on the Education Staircase: Transforming Education Beyond Adequacy to the Great Equalizer. Paper session. American Educational Research Association, Chicago, IL
- Adams, F., Deese, A., **Wiley, K.** 2021. The Price of Opportunity. Paper session. University Council for Educational Administration conference. Virtual Session.
- **Wiley, K.,** *Townsend, C., *Trujillo, M., & Anyon, Y. 2020. Deep Punishment and Internal Colony: A Critical Analysis of In-School Suspension Rooms Inside Two Racially "Integrated" Middle Schools. Roundtable. American Educational Research Association.

- Saldaña, C., **Wiley, K.**, Deese, A., Welner, K., & Valladares, M. 2020. The Price of Opportunity: A Costing-Out Method for Closing K-12 Educational Opportunity Gaps. Paper presented at the meeting of the American Educational Research Association.
- **Wiley, K.**, Anyon, Y., & Yang, J. 2017. The Technical, Normative, And Political Dimensions of School Discipline Policy Reform. Paper presented. Paper presented at the meeting of the American Educational Research Association, San Antonio, TX
- Hopkins, M. **Wiley, K.**, Weddle, H., Bjorklund, P. Umansky, L., & Dabach, D. 2017. Supporting Immigrant and Refugee Students In Complex Political Times. Paper presented. University Council for Educational Administration conference. Denver, CO.
- **Wiley, K.** 2016. For Learning's Sake? School Leaders, Learning, And Racial Disparities In School Discipline. Paper presented at the meeting of the American Educational Research Association. Washington, D.C.
- **Wiley, K.** 2015. Explaining The "Highflyers" And The "Good Kids": Social Context & Educators' Discourses Of Discipline Disparity. Roundtable presentation at the meeting of the American Educational Research Association, Chicago, IL.

PUBLIC SCHOLARSHIP AND PRESS

- ASCD (2023 October 19). A multipronged and equity-oriented approach to transforming school climate. ASCD Webinar Series: Schools of Opportunity. [Here](#).
- *Kappan Magazine* (2023 September). Emerging Leaders Spotlight: Kathryn Wiley. PDK International.
- Ethical Schools Podcast (2023 August 15). [Solving teacher shortages: It's not just pay](#). With Dr. Katherine Norris.
- Wiley, K. (2023 April 10). [White students need more information about race and racism, not less](#). *Chalkbeat*.
- Norris, K., & Wiley, K. (2023 March 15). [It will take more than \\$60K salaries to solve the teacher shortage](#). EdWeek.
- Gilbert, D. (2021, November 12). [A caring high school principal or a criminal? A situation in Salida may have national implications](#). *The Colorado Sun*.
- **Wiley, K.**, & Anyon, Y. (2020, October 6). [Changes to school police – more than symbolic?](#) *Medium*. Partnership for the Future of Learning.
- Evans, A. (2020, June 11). [A first step: BVSD updates its discipline policy and looks at ending its relationship to police departments](#). *Boulder Weekly*.
- Asmar, M. (2016, August 16). [What do schools with low student suspension rates have in common?](#) *Chalkbeat*.

- Asmar, M. (2016, December 20). How issues of race and equity played out in Colorado schools in 2016. *Chalkbeat*.

INVITED SPEAKER

- 2023 - Ohio Dean's Compact Quarterly Meeting with co-author Dr. Lourenço Garcia on their chapter for strategies to improve school climate, featured in the new book [*Schools of Opportunity*](#).

UNIVERSITY TEACHING

Howard University School of Education

Spring 2023 **ELPS 455: ETHICS:** This course investigates the relationship between philosophy, ethics, and administrative decisions and seeks to help you (1) identify your decision-making principles and understand what has influenced your principles and (2) to understand the ethical, legal, and values-based actions available to you in educational systems. This course endeavors to support you in taking principled action. It combines sociology and legal studies and uses a case study approach and class interview project to provide you with a range of scholarly ideas and real-life scenarios from which to discern ethical conduct for your everyday decision-making. This course is aligned with National Educational Leadership Preparation standards.

Spring 2023 **ELPS 382: Conceptual Cases in Administration and Supervision:** The purpose of this course to provide students using simulations, case studies, and vicarious experiences with the challenges, problems, and problem-solving opportunities in school administration and supervision, for the infusion of reality into their graduate coursework. It will expose students to approximations of the real world of the practitioner through the use of the case study method in the review of essential information in simulated situations. The course is also designed to wholly prepare students for the School Leaders Licensure Assessment, which is required for school leader certification in most states. This course is aligned with National Educational Leadership Preparation standards.

Fall 2023,
'22 **ELPS 514 Organizational Change:** This course explores theories and examples of organizational change in the context of education systems. Course content addresses decision-making, leadership, organizational theory and change, and the influence of internal and external actors and policies, and resistance to equity-oriented change. A case study approach is used to learn from real-world examples. The course culminates in a Change Issue Proposal. This course is aligned with National Educational Leadership Preparation standards.

Fall 2023,
'22 **ELPS 231 Current Issues in Multicultural Education:** This course explores multicultural education issues and trends to support policies and practices of particular relevance to Black students, teachers, and systems' leaders and to promote racial and social justice in schools. The course is structured semi-chronologically to provide an understanding of how "multicultural education" has evolved over time, and related concepts/ This course culminates in a Multicultural Education Action Plan. Candidates will create an Action Plan consisting of recommendations for strengthening the candidate's school/ workplace's approach to multiculturalism / multicultural education.