

**Rebecca J. Lowenhaupt**  
Assistant Professor, Lynch School of Education  
Boston College  
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Chestnut Hill, MA 02467  
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## EDUCATION

- University of Wisconsin-Madison, School of Education** 2010  
Ph.D., Educational Leadership and Policy Analysis
- Harvard University, Graduate School of Education** 2003  
Ed.M., School Leadership, School Development
- Harvard University, Harvard College** 1999  
A.B., English

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## PROFESSIONAL EXPERIENCE

- Boston College, Lynch School of Education** 2012 - present  
Assistant Professor, Educational Leadership and Higher Education
- Northwestern University, School of Education and Social Policy** 2010-2012  
Postdoctoral Fellow, Distributed Leadership Study
- Mayatan School, Copan Ruinas, Honduras** 2004-2005  
English Teacher, grades 6-8
- Excel Academy Charter School, East Boston, MA** 2003-2004  
Founding English teacher, grade 6
- Nativity Preparatory School, Roxbury, MA** 1999-2002  
English and Social Studies teacher, grades 6-8

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## HONORS & AWARDS

- ELL Policy Fellow, Working Group on Education and Immigration Policy** 2017  
Funded by Spencer & WT Grant Foundations, facilitated by Kenji Hakuta, Stanford University.
- Outstanding Paper Award, Journal of Educational Administration** 2015  
For Lowenhaupt, R. (2014). The language of leadership: Principal rhetoric in everyday practice.  
*Journal of Educational Administration*, 52(4), 446-468.
- Spencer Dissertation Fellow, Spencer Foundation** 2009-2010

<b>Avril S. Barr Fellow</b> , <i>University of Wisconsin-Madison, School of Education</i>	2008-2009
<b>Graduate Scholar</b> , <i>University of Wisconsin-System Institute on Race &amp; Ethnicity</i>	2008-2009
<b>Netzer-Eye Scholar</b> , <i>University of Wisconsin-Madison, Educational Leadership</i>	2008-2009
<b>Fellow</b> , <i>Doctoral Research Program, Spencer Foundation &amp; University of Wisconsin</i>	2006-2008

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## PUBLICATIONS

### PEER REVIEWED JOURNAL ARTICLES

- Lowenhaupt, R. & Montgomery, N.\* (In press). Family engagement practices as sites of possibility: Supporting immigrant families through a district-university partnership. *Theory into Practice*.
- Lowenhaupt, R. & McNeill, K. (In press). Making the case for K8 science supervision: Subject-specific instructional leadership in an era of reform. *Leadership and Policy in Schools*.
- McNeill, K., Lowenhaupt, R., & Katsh-Singer, R. (Accepted). Instructional leadership and the implementation of the NGSS: Principals' understandings of science practices. *Science Education*.
- Lowenhaupt, R. & Reeves, T.\* (2017). Changing demographics, changing practices: Teacher learning in new immigrant destinations. *Journal of Professional Capital and Community*, 2(1), 50-71.
- Lowenhaupt, R. (2016). Immigrant acculturation in suburban schools serving the New Latino Diaspora. *Peabody Journal of Education*, 91 (3), 348-365.
- Lowenhaupt, R., Spillane, J., & Hallett, T. (2016). Accountability talk: Pulling down institutional logics in organizational practice. *Journal of School Leadership*, 26(5), 783-810.
- Reeves, T.\* & Lowenhaupt, R. (2016). Teachers as leaders: Pre-service teachers' aspirations and motivations. *Teaching and Teacher Education*, 57, 176-187.
- Hopkins, M., Lowenhaupt, R., & Sweet, T. (2015). Organizing instruction in new immigrant destinations: District infrastructure and subject-specific school practice. *American Educational Research Journal--Social and Institutional Analysis*, 52(3), 408-439.
- Lowenhaupt, R. & Reeves, T.\* (2015). Toward a theory of school capacity in new immigrant destinations: Instructional and organizational considerations. *Leadership & Policy in Schools*. 14(3), 308-340.
- Halverson, E., Lowenhaupt, R., & Kalaitzidis, T. (2015). Towards a theory of distributed instruction in creative arts education. *Journal of Technology and Teacher Education*, 23(3), 357-385.

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\*Student or former student.

- Lowenhaupt, R. (2014). The language of leadership: Principal rhetoric in everyday practice. *Journal of Educational Administration*, 52(4), 446-468.
- Lowenhaupt, R. (2014). School access and participation: Family engagement practices in the New Latino Diaspora. *Education and Urban Society*, 46 (5), 522-547.
- Lowenhaupt, R., McKinney, S., & Reeves, T.\* (2014). Coaching in context: The role of relationships in the work of three literacy coaches. *Professional Development in Education*, 40(5), 740-757.
- Halverson, E., Lowenhaupt, R., Gibbons, D., & Bass, M. (2009). Conceptualizing identity in youth media arts organizations: A comparative case study. *E-learning*, 6(1), 23-42.  
[http://www.wwwords.co.uk/elea/content/pdfs/6/issue6\\_1.asp](http://www.wwwords.co.uk/elea/content/pdfs/6/issue6_1.asp)

### BOOK

- Spillane, J. & Lowenhaupt, R. (Under contract, 2018). *City principaling: Woes, ways, and means*. Alexandria, VA: ASCD.

### BOOK CHAPTERS

- Hargreaves, A. & Lowenhaupt, R. (2017). Leading with consistency: How the ends don't always justify the means (and vice versa). In Waite, D. (Ed.), *The International Handbook of Education and Leadership*. (pp.63-78). Oxford, UK: Wiley Blackwell.
- Hopkins, M. & Lowenhaupt, R. (2016). Structuring integration and marginalization: Schools as contexts of reception in New Immigrant Destinations. In E. Frankenberg, L. Garces, & M. Hopkins. (Eds.), *Education and civil rights: Obstacles and opportunities for supporting integration and equity across the educational pipeline*. (pp. 105-120). New York, NY: Teachers College Press.
- Scanlan, M. & Lowenhaupt, R. (2015). Educational leadership in medium and small urban districts serving the New Mainstream. In I. Sutherland, K. Sanzo, and J. Scribner (Eds.), *Leading small and mid-sized urban school districts*. (pp. 223-240). Bingley, UK: Emerald Group Publishing.
- Lowenhaupt, R. (2015). State policy and school capacity in Wisconsin's New Latino Diaspora. In E. Hamann, E. Murillo, & S. Wortham (Eds), *Revisiting Education in the New Latino Diaspora*. (pp. 245-261). Westport, CT: Ablex.
- Lowenhaupt, R. (2015). Navigating porous boundaries. In G. Theoharis & S. Dotger (Eds.), *On the high wire: Education professors walk between work and parenting*. Charlotte, NC: Information Age Publishing.
- McKinney, S. & Lowenhaupt, R. (2013). New directions for socially just educational leadership: Lessons from disability studies. In L. Tillman & J. Scheurich (Eds.), *Handbook of Research on Educational Leadership for Diversity and Equity*. (pp.309-327). New York, NY: Routledge.

Camburn, E., Kimball, S. & Lowenhaupt, R. (2008). Going to scale with teacher leadership: Lessons learned from a district-wide Literacy Coach Initiative. In M. Mangin & S. Stoelinga (Eds.), *Effective Teacher Leadership: Using Research to Inform and Reform* (pp.120-143). New York, NY: Teachers College Press.

### *IN PROCESS*

Cherbow, K.\*, McNeill, K., Lowenhaupt, R., McKinley, M.\*, Lowell, B.\* (Revise and Resubmit). NGSS Lesson Adaptations: A resource for integrating the science practices into your instruction. *Science and Children*.

Scanlan, M., Lopez, F., & Lowenhaupt, R. (In review). Educational Equity for Refugee Populations: A Review of Literature.

Lowenhaupt, R., Turner, E.O., & Long, C.\* (In preparation). Implementing the WIDA Way: Moving beyond standards and assessments for English Language Learners. *Language Policy*.

Lowenhaupt, R., Bradley, S.\*, & Dallas, J.\* (In preparation). The double bind of labeling English Language Learners: Providing students resources without stigma. To be submitted to the *American Journal of Education*.

### *POPULAR PRESS & OTHER PUBLICATIONS*

Lowenhaupt, R. (May, 2016). *Progressive school leadership in the era of accountability*. Teachers College Record. Commentary at: <http://www.tcrecord.org/Content.asp?ContentID=20273>

Lowenhaupt, R. & Cho, V. (2015). Case study response. In L. Sadeghi & K. Callahan (Eds.), *Educational Leadership in Action*. New York, NY: Routledge/Taylor & Francis.

Lowenhaupt, R. (2014). *In schools in the 'New Latino Diaspora' Spanish speaking families now have access to school practices but still have difficulty actively engaging with them*. Retrieved on June 26, 2014 from <http://blogs.lse.ac.uk/usappblog/> [Guest blog for the London School of Economic's USA Blog]

Scanlan, M., & Lowenhaupt, R. (2014). How to fix the achievement gaps, The Podium Editorial. *Boston Globe*. Retrieved on May 6, 2014 from <http://www.bostonglobe.com/opinion/2014/05/06/how-fix-achievement-gaps/cX7VmB1UYUrUSiHzqhD0OP/story.html>

Lowenhaupt, R. (2013). Book review of *Latinas in the workplace: An emerging leadership force* by Esther Elena Lopez-Mulnix, Mimi Wolverton, and Salwa A. Zaki: Sterling, VA: Stylus Publishing, 2011, 139 pages, \$22.50 (paperback). *Journal of Latinos and Education*, 12(2), 160-161.

## TECHNICAL REPORTS

- Lowenhaupt, R., Montgomery, N.\*, Bradley, S.\*, & Dallas, J.\* (2016). Watertown Public Schools & Boston College partnership: Districtwide needs assessment of family engagement. Prepared for the Watertown Public School Committee, 18 pgs.
- Weine, S. M., Ellis, B. H., Haddad, R., Miller, A. B., Lowenhaupt, R., & Polutnik, C. (2015). Lessons learned from mental health and education: Identifying best practices for addressing violent extremism. *Final Report to the Office of University Programs, Science and Technology Directorate, U.S. Department of Homeland Security*. College Park, MD: START, 2015. [http://www.start.umd.edu/pubs/START\\_LessonsLearnedfromMentalHealthAndEducation\\_FullReport\\_Oct2015.pdf](http://www.start.umd.edu/pubs/START_LessonsLearnedfromMentalHealthAndEducation_FullReport_Oct2015.pdf)
- Lowenhaupt, R., Fagan, K.\*, Hogue, C.\*, & Bradley, S.\* (2015). Perceptions of WIDA and ELL services in Watertown: Findings from the field. Prepared for the Watertown Public Schools, 8 pgs.
- Lowenhaupt, R., Saenz, L., & Hogue, C.\* (2014). Parental educational beliefs and values in a demographically shifting community: Results from the Changing Demographics Survey. Prepared for the Acton-Boxborough Regional School Committee, 22 pgs.
- Lowenhaupt, R. (2013). Participation in WIDA trainings: Analysis of MADESE-sponsored attendance records. Prepared for the Massachusetts Department of Elementary and Secondary Education, 12 pgs.
- Lowenhaupt, R., & Camburn, E. (2011). Changing demographics in the schools: Wisconsin's New Latino Diaspora (WCER Working Paper No. 2011-4). Retrieved from University of Wisconsin-Madison, Wisconsin Center for Education Research website: <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>

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## RESEARCH GRANTS

### FUNDED

WT Grant Foundation Officer's Award (Funded)

Lowenhaupt, R. (PI), Dabach, D. (Co-PI), Mangual Figueroa, A. (Co-PI), Gonzales, R. (Co-PI), 2017-2018.

*Putting Immigration and Education in Conversation Everyday: Practices to support immigrant students in a changing policy environment*. \$50,000. Given the inequality facing immigrant communities in the United States, we seek to understand the practices educators are using to support immigrant youth in the current context of anti-immigrant policies. Working as a multi-disciplinary research team and partnered with the Southern Poverty Law Center, we will administer a nationwide survey to set the stage for a larger project which will include longitudinal survey analysis, district-level case studies, and the development of resources to support educators.

Spencer Foundation Officer's Award (Funded)

Lowenhaupt, R. (PI), Dabach, D. (Co-PI), Mangual Figueroa, A. (Co-PI), Gonzales, R. (Co-PI), 2017-2018.

*Supplemental support for, "Putting Immigration and Education in Conversation Everyday: Practices to support immigrant students in a changing policy environment."* \$35,000. In support of the larger project, additional funds will support survey administration in 6 case study districts.

National Science Foundation DRK-12 Grant (Funded)

McNeill, K. (PI) & Lowenhaupt, R. (Co-PI), 2014-2018.

*Instructional Leadership for Scientific Practices: Resources for Principals in Evaluating and Supporting Teachers' Science Instruction.* \$449,839. National Science Foundation – DRL-1415541. This project consists of the research and development of a set of online materials and mobile application software to support principals' knowledge and instructional supervision of the scientific practices in the *Next Generation Science Standards (NGSS)*.

Lynch School of Education Collaborative Fellows Grant (Funded)

Lowenhaupt, R. (PI), 2015-2018.

*Increasing Family Engagement in Watertown Public Schools: A Research-Practice Partnership.* \$72,750. This grant supports a partnership to develop innovative family engagement practices in response to address the increasing 'family engagement gap' between longterm Watertown residents and emerging populations who bring cultural, religious and linguistic diversity to the community.

Boston College Academic Technology Innovation Grant (Funded)

Lowenhaupt, R. (PI), 2014.

*Using Technology to Prepare Instructional Leaders for K12 Schools.* \$17,900. This grant funded the integration of iPad technology into training for teacher observation and supervision. Related to the ongoing NSF grant to develop resources to support principal supervision of science, this grant focused on the use of technology to support principal supervision of all instruction.

Boston College Research Incentive Grant (Funded)

Lowenhaupt, R. (PI), 2013.

*Education policy in practice: State-level adoption and local implementation of ELL assessment and standards.* \$15,000. The goal of this project was to study of the implementation of the WIDA standards and assessment system in the state of Massachusetts through interviews across implementing stakeholders, including organizational leaders of WIDA, members of the Massachusetts Department of Elementary and Secondary Education, and district-level ELL coordinators tasked with implementation. A second stage of research focused on the influence of WIDA adoption on school-level practice.

## IN REVIEW

National Science Foundation DRK-12 Grant (In review)

McNeill, K. (PI) & Lowenhaupt, R. (Co-PI), 2018-2020.

*Distributed instructional leadership for science practices: Principals, teachers and specialists working together.* \$449,684. This project expands current work on the research and development of a set of online materials and mobile application software for science supervision to incorporate

collaborative routines related to implementing the science practices in the *Next Generation Science Standards (NGSS)*.

WT Grant Foundation Officer's Award (In review)

Lowenhaupt, R. (PI), Dabach, D. (Co-PI), Mangual Figueroa, A. (Co-PI), Gonzales, R. (Co-PI), 2018-2020.

*Educator Responses to Immigration Policies and Practices: Supporting Immigrant Students in a Changing Policy Environment*. \$600,000. In light of recent anti-immigrant policies and discourses, immigrant origin youth are facing additional challenges and uncertainty in their everyday life which threaten their academic and socioemotional wellbeing. Within schools, educators navigate these challenges as they seek to provide equitable educational opportunities to their students. Our project is guided by the following overarching research question: How are educators in schools across the U.S. responding to recent immigration policies and anti-immigrant discourses in varying contexts of reception? Given the inequalities faced by immigrant communities across the United States, we seek to understand which strategies educators draw on to support immigrant origin youth given the current and shifting policy context. Building on our current work, the proposed two-year mixed-methods study includes longitudinal survey administration, district-level qualitative case studies, and the development of resources to support educators.

## UNFUNDED

Institute of Education Sciences Researcher-Practitioner Partnership Grant (Unfunded)

Lowenhaupt, R. (PI), Proctor, P. (co-PI), Cancell, E. (co-PI), 2012-2014.

*Developing District Capacity to Support Instructional Reform for ELLs: A partnership between the Brockton Public Schools & Boston College*

This unfunded proposal sought support for a two-year \$400,000 grant bringing together Boston College and the Brockton Public Schools to build district capacity to evaluate the impact of district policies on school-level practice for English language Learners (ELLs), and to facilitate the improvement of ELL instruction and achievement across the district. Working together, the partnership planned to evaluate current practices and ELL achievement using existing data points, develop a system for ongoing evaluation, and identify processes by which the district might improve and expand instructional supports for ELLs.

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## EDITORIAL ACTIVITIES

**Assistant Editor**, *Educational Policy: An Interdisciplinary Journal of Policy & Practice*, 2013-ongoing

**Founding Editorial Board Member**, *Journal of Professional Capital & Community*, 2015-ongoing

**Article Editor**, *Sage Open*, 2017

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## PRESENTATIONS

## INVITED PRESENTATIONS

- Lowenhaupt, R. (2017, October). *Putting Immigration and Education in Conversation Everyday (PIECE): Supporting Immigrant Students in a Changing Policy Environment*. Invited webinar for a convening of the Council of Chief State Schools Officers (CCSSO).
- Lowenhaupt, R. (2016, November). *Instructional Leadership for Science Practices: Supporting supervisors' transition to new science standards*. Invited webinar for state science directors, organized by the Wisconsin Department of Public Instruction.
- Lowenhaupt, R. (2016, September). *Supervision of Instruction in the Nativity Context*. Invited webinar for the Nativity School Network. Boston, MA.
- Lowenhaupt, R. (2016, April). *Instructional Leadership for K-8 Science: Supervising Science in the Era of Reform*. Invited presentation at the Wisconsin Center for Education Research. Madison, WI.
- Lowenhaupt, R. (2015, May). *Immigrant Education: Context & Policy*. Invited presentation for the Reed Scholars Health Equity Symposium, 'Crossing the Line: An Interdisciplinary Conversation on Immigrant Children'. Harvard Medical School, MA.
- Lowenhaupt, R. & Hogue, C.\* (2014, May). *Opportunities and challenges of "the WIDA way" in Massachusetts*. Invited presentation for the Massachusetts Association of Teachers of Speakers of Other Languages. Framingham, MA.
- Lowenhaupt, R. & Fagan, K.\* (2014, May). *Leadership for ELLs: Shifting Administrator Roles in the Context of Demographic and Policy Change*. Invited presentation for the Massachusetts Association of Teachers of Speakers of Other Languages. Framingham, MA.
- Lowenhaupt, R. (2014, January). *Shaping education in new immigrant destinations*. Invited presentation for the 9<sup>th</sup> Annual Faculty Scholars Day, February 3<sup>rd</sup>, 2014, Boston College Lynch School of Education.
- Hopkins, M. & Lowenhaupt, R. (2013, September). *Organizing Language Instruction in New Immigrant Destinations: Structural Marginalization and Integration*. Paper presented at the "Segregation, Immigration, and Educational Inequality" Conference sponsored by the Civil Rights Project. Ghent, Belgium.
- Lowenhaupt, R. (2012, August). *Education & ELLs in Wisconsin*. Invited presentation for the Wisconsin Educational Leadership Academy.

## CONFERENCE PAPERS

- McNeill, K. L. & Lowenhaupt, R. (2018, March). *Instructional leaders' views of "good" science instruction: Moving from general pedagogy and hands on to the science practices*. Paper to be presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Atlanta, GA.



- Lowenhaupt, R., Bradley, S.\*, Dallas, J.\*, & Montgomery, N.\* (2017, April). *Teachers' Conceptualizations of Family Engagement: Brokers, Boundaries, and Professional Identity*. Paper presented at the annual conference of the American Educational Research Association. San Antonio, TX.
- Lowenhaupt, R. & McNeill, K. (2017, April). *Supervision in context: Instructional Leadership for K-8 Science*. Paper presented at the annual conference of the American Educational Research Association. San Antonio, TX.
- Jaffe-Walter, R. & Lowenhaupt, R. (2017, April). *Towards a Framework for School Leadership in the Context of Immigration*. Paper presented at the annual conference of the American Educational Research Association. San Antonio, TX.
- Scanlan, M., Lopez, F., & Lowenhaupt, R. (2017, April). *Educational Equity for Refugee Populations: A Review of Literature*. Paper presented at the annual conference of the American Educational Research Association. San Antonio, TX.
- Lowenhaupt, R. (2017, January). *Leveraging a School District-University Partnership to support Family Engagement*. Paper presented at the International Congress for School Effectiveness & Improvement. Ottawa, CA.
- Lowenhaupt R., Montgomery, N.\*, Bradley, S.\*, & Dallas, J.\* (2016, November). *Pursuing Equitable Family Engagement through a School District-University Partnership*. Paper presented at the University Council for Educational Administration Convention. Detroit, MI.
- Lowenhaupt, R., McNeill, K., Katsh-Singer, R.\*, & Fagan, K.\* (2016, November). *Instructional Leadership for K-8 Science: Measuring Leadership Content Knowledge for Science Practices (LCK-SP)*. Paper presented at the University Council for Educational Administration Convention. Detroit, MI.
- Katsh-Singer, R.\* McNeill, K., Fagan, K.\*, & Lowenhaupt, R. (2016, April). *Defining and Measuring Leadership Content Knowledge for Science Practices (LCK-SP)*. Poster presented at the annual conference of the National Association for Research in Science Teaching. Baltimore, MD.
- Lowenhaupt, R., Bradley, S.\*, & Dallas, J.\* (2016, April). *The Double Bind of Labeling English Language Learners: Classification Policies in Practice*. Paper presented at the annual conference of the American Educational Research Association. Washington D.C.
- Lowenhaupt, R., Fagan, K.\*, Katsh-Singer, R.\*, & McNeill, K. (2016, April). *The Need for K-8 Science Supervision: Instructional Leadership in the Era of Reform*. Paper presented at the annual conference of the American Educational Research Association. Washington D.C.
- McNeill, K., Katsh-Singer\*, R., Fagan, K.\*, & Lowenhaupt, R. (2016, April). *Principals' Views of "Good" Science Instruction: General Pedagogy, Hands-On Science, or Science Practices?* Paper

presented at the annual conference of the American Educational Research Association. Washington D.C.

- Hogue, C.\*, Lowenhaupt, R., Saenz, L., & Bradley, S.\* (2015, April). *What we want from our schools: Organizational identity in the context of demographic change*. Paper presented at the New England Educational Research Organization. Portsmouth, NH.
- Lowenhaupt, R. (2015, April). *Distributed Leadership in the New Latino Diaspora: Building Capacity to Support Newcomers*. Paper presented at the annual conference of the American Educational Research Association. Chicago, IL.
- Turner, E.O. & Lowenhaupt, R. (2015, April). *Private Actors and Trust in School District Implementation of English Learner Policy*. Paper presented at the annual conference of the American Educational Research Association. Chicago, IL.
- Lowenhaupt, R., Fagan, K.\*, & Hogue, C.\* (2015, April). *Leadership for English Language Learners: A Review of Research on Principal Roles in the Context of Shifting Demographics*. Paper presented at the annual conference of the American Educational Research Association. Chicago, IL.
- Scanlan, M. & Lowenhaupt, R. (2014, November). *Culturally & Linguistically Diverse Students: Intersectionality in inclusive leadership*. Ignite session presented at the University Council for Educational Administration Convention. Washington D.C.
- Lowenhaupt, R., Turner, E.O., Fagan, K.\*, & Hogue, C.\* (2014, May). *Educating English Language Learners “the WIDA way”: A Qualitative Case Study of ELL Policy Implementation in Massachusetts*. Paper presented at the New England Educational Research Organization. Mount Snow, VT.
- Lowenhaupt, R. & Turner, E.O. (2014, April). *Educating English Language Learners “the WIDA Way”: Implementing Language Standards and Assessments in Massachusetts*. Paper presented at the annual conference of the American Educational Research Association. Philadelphia, PA.
- Reeves, T.\* & Lowenhaupt, R. (2014, April). *Preservice Teachers’ Motivations, Career Expectations, and Goals*. Paper presented at the annual conference of the American Educational Research Association. Philadelphia, PA.
- Lowenhaupt, R. & Hopkins, M. (2013, November). *Leadership and infrastructure to support English Language Learners: Organizing instruction in new immigrant destinations*. Paper presented at the University Council for Educational Administration Convention. Indianapolis, IA.
- Lowenhaupt, R. & Reeves, T.\* (2013, May). *School Leadership in the Context of Demographic Change: Building Capacity to Support Wisconsin’s New Latino Diaspora*. Paper presented at the annual conference of the American Educational Research Association. San Francisco, CA.
- Hopkins, M. & Lowenhaupt, R. (2013, May). *Organizing for English language learner instruction in new immigrant destinations: District infrastructure and subject-specific school practice*. Paper

presented at the annual conference of the American Educational Research Association. San Francisco, CA.

- Miller, P., Lowenhaupt, R., & Kopish, M. (2012, November). *University-School-Community Partnerships and Social Network Development: Examining the Professional Development School Context*. Paper presented at the University Council for Educational Administration Convention. Denver, CO.
- Lowenhaupt, R. (2012, May). *School access and participation: Family engagement practices in the New Latino Diaspora*. Paper presented at the annual conference of the American Educational Research Association. Vancouver, BC.
- Lowenhaupt, R. (2012, May). *Language policy in practice: Wisconsin's "Bilingual-Bicultural Law" and the New Latino Diaspora*. Paper presented at the annual conference of the American Educational Research Association. Vancouver, BC.
- Lowenhaupt, R., Lee, L., & Kenney, A. (2012, May). *New Principals and Local School Councils: Walking the Line between Administrative, Professional, & Political Control*. Paper presented at the annual conference of the American Educational Research Association. Vancouver, BC.
- Mangan, M., Lowenhaupt, R., & Schwartz, D. (2012, May). *Learning Together: Collaborative Teacher Inquiry at Baker Demonstration School*. Paper presented at the annual conference of the American Educational Research Association. Vancouver, BC.
- Lowenhaupt, R., Lee, L., & Kenney, A. (2011, November). *Leading from Within: Progressive School Leadership in Traditional Contexts*. Workshop at the Progressive Education Network National Conference. Chicago, IL.
- Lowenhaupt, R., Schwartz, D., & Mangan, M. (2011, November). *Shared leadership and collaborative inquiry: Practicing progressive school leadership*. Workshop at the Progressive Education Network National Conference. Chicago, IL.
- Lowenhaupt, R. (2011, May). *State Education Policy and Teacher Capacity in Wisconsin's New Latino Diaspora*. Paper presented at the annual conference of the American Educational Research Association. New Orleans, LA.
- Kopish, M., Lowenhaupt, R., & Miller, P. (2011, May). *Rethinking Preservice Teacher Mentoring: Professional Development School (PDS) or Non-PDS?* Paper presented at the annual conference of the American Educational Research Association. New Orleans, LA.
- Miller, P., Kopish, M., & Lowenhaupt, R. (2011, May). *Developing Resourceful Social Networks Through University-School-Community Collaboration*. Paper presented at the annual conference of the American Educational Research Association. New Orleans, LA.

- Lowenhaupt, R. (2011, April). *Education in the New Latino Diaspora: Supporting Newcomers in Wisconsin's Schools*. Paper presented at the Learning Sciences Brownbag in the School of Education and Social Policy. Evanston, IL.
- Lowenhaupt, R. (2010, May). *The educational integration of the New Latino Diaspora*. Paper presented at the annual conference of the American Educational Research Association. Denver, CO.
- Lowenhaupt, R. & Turner, E.O. (2009, October). *State Policy Implementation and Immigrant Acculturation in Wisconsin's New Latino Diaspora*. Paper presented at the conference on Latino Education and Immigrant Integration at the Center for Latino Achievement and Success in Education. Athens, GA.
- Lowenhaupt, R. (2009, March). *Educating the New Latino Diaspora in Wisconsin*. Presentation for the Spencer-Wisconsin Doctoral Research Program lecture series. Madison, WI.
- Lowenhaupt, R. (2009, February). *Instructional design and teacher knowledge in a media arts organization*. Paper presented at the National Council for Teachers of English, Assembly of Research. Los Angeles, CA.
- McKinney, S., Lowenhaupt, R., Hoffman, D., & Caldwell, N. (2008, October). *Organizational socialization in the entry year for social justice leaders*. Paper presented at the University Council for Educational Administration Convention. Orlando, FL.
- Halverson, E., Gibbons, D., & Lowenhaupt, R. (2008, April). *Youth filmmaking as productive digital literacy*. Paper presented at the annual conference of the American Educational Research Association. New York, NY.
- McKinney, S., & Lowenhaupt, R. (2007, April). *Coaching in context: The role of relationships in the work of four literacy coaches*. Paper presented at the annual conference of the American Educational Research Association. Chicago, IL.
- Halverson, E., Gibbons, D., & Lowenhaupt, R. (2007, February). *Exploring filmmaking as a new media literacy practice through a meta-analysis of student-produced, autobiographical films*. Paper presented at the National Council for Teachers of English, Assembly of Research. Nashville, TN.
- Lowenhaupt, R. (2007, February). *Institutional adaptation to demographic shift*. Workshop at the annual meeting of the North Dakota Study Group. Rockford, IL.

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## TEACHING AND MENTORING

### Boston College Courses

- ELHE 4449. Human Resources
- ELHE 7708. Instructional Leadership
- ELHE 7712. SEI for Administrators: School Leadership for ELLs
- ELHE 8703. Capstone Seminar

ELHE 8704. Capstone Direction  
ELHE 8821. Research Design II  
ED 629. Ethics and Equity in Education  
ED 720. Curriculum Leadership for Diverse Learners  
ED 726. Organizational Theory and Learning  
ED 820. Research Methods I  
ED 821. Research Methods II  
ED 953. Instructional Supervision

### **Ed.D. Dissertations Chaired at Boston College**

Andrew Berrios, graduated 2016

*Organizational learning and curriculum reform: Principals' perceptions*

Tracy Curley, graduated 2016

*Organizational learning and curriculum reform: The role of the principal in organizational learning*

Bobbie Finocchio, graduated 2016

*Organizational learning and curriculum reform: The role of the superintendent and Chief Academic Officer*

Ian Kelly, graduated 2016

*Organizational learning and curriculum reform: Teacher learning and the efficacy of organizational learning mechanisms*

Marice Edourd Vincent, graduated 2016

*Organizational learning and curriculum reform: The role of central office boundary spanners*

Jamie Chisum, graduated 2014

*Turning around schools: A view from the teachers*

Anna Cross, graduated 2014

*Turning around schools: A view from school board members as policy implementers*

Jill Geiser, graduated 2014

*Turning around schools: A view from school leaders as policy implementers*

Charles Grandson IV, graduated 2014

*Turning around schools: A view from the superintendent and central office administrators as policy implementers*

### **Ph.D. Dissertation Committee Member at Boston College**

Kavita Venkatesh, graduated 2015

*Universal Design for Learning as a framework for social justice: A multi-core analysis of pre-service teachers*

Rebecca Katsh-Singer, graduated 2016

*District science leaders: Beliefs and pedagogical content knowledge for Scientific Argumentation*

Rebecca Stern, graduated 2016

*Not just common sense: Principled sensemaking and implementation of the Common Core at two middle schools*

Meredith Moore, proposal defended in 2017

*The complexity of teacher learning: Individual learning through collective professional development*

Kyle Fagan, proposal defended in 2017

*Social partnerships for educational and community change*

Juan Gabriel Sanchez, proposal defended in 2017

*An Institutional Analysis of High Tech High GSE: A Case Study of a New Graduate School of Education*

Brad Kershner, proposal defended in 2017

*Understanding Leadership in Urban Schools: Integrating Perspectives on Educational Change*

Chris Bacon, pre-proposal defended in 2017

*Monolingualism: Language Ideologies and the Massachusetts Sheltered English Immersion Endorsement Initiative*

## CONSULTING

**Program Reviewer**, *Partner School Network, University of Wisconsin-Madison* 2016

Conducted review of the partnership between the university and schools involved in teacher education. Reported results to the Dean of the School of Education and Partner School Network staff.

**Education Specialist**, *Countering Violent Extremism (CVE) Taskforce* 2015

Grant funded by the Department of Homeland Security to write a report and organize convening to explore ways to bridge education, mental health, and law enforcement in support of CVE.

**Consultant**, *Chicago Public Schools Taskforce, Leadership Workgroup* 2011

Facilitated strategic planning process for a workgroup on leadership in Chicago Public Schools. Drafted report for the Board of Education.

**Consultant**, *Appleton Area School District* 2010

Advised district on redesign of service delivery for English Language Learners.

**Peer Reviewer**, *Wisconsin Department of Public Instruction* 2008

Participated in state review process to assess two urban districts identified as “in need of improvement,” with a focus on service delivery for English Language Learners.

**Consultant, Lawrence O. Picus and Associates** 2006  
 Conducted school finance research for the Arkansas School Uses of Resources Study.

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## GRADUATE STUDENT RESEARCH

**Researcher, Professional Schools Network, UW-Madison** 2010-2012  
 Designed and conducted mixed-methods, longitudinal evaluation study of the formal partnership between the University of Wisconsin and the Madison Metropolitan School District.

**Research Associate, School Leadership for Student Achievement Study, UW-Madison** 2010  
 Survey designer for IES funded grant focused on building empirical connections between leadership practice and student achievement.

**Research Assistant, Games, Learning, and Society, UW-Madison** 2006 –2010  
 Participated in MacArthur Foundation Grant focused on media literacy and adolescent identity. Conducted semiotic analysis of youth-produced digital films and case studies of media arts organizations serving traditionally marginalized youth.

**Research Assistant, Value Added Research Center, UW-Madison** 2005 – 2007  
 Conducted evaluation research on literacy coaching in a large, urban school district. Designed study and conducted qualitative fieldwork, survey analysis, and presentations to district officials.

**Research Assistant, Consortium for Policy Research in Education, UW-Madison** 2005 – 2007  
 Conducted school finance research for the Wisconsin Adequacy Task Force through interviews, case studies, and state database analysis.

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## SERVICE

**Conference Planning Committee, Lynch School of Education** 2017-ongoing

**Faculty Awards Committee, Lynch School of Education** 2015-ongoing

**Academic Standards Committee, Lynch School of Education** 2013-2015

**Organization & Staffing Committee, Nativity Preparatory School** 2014-2015

**Professional Development Facilitator, Nativity Preparatory School** 2017

**Head Search Committee, Fayerweather Street School** 2017

**Research Partner, Watertown Public Schools** 2015-ongoing

**Research Partner, Acton Boxborough Regional School District** 2013-2014

**Guest Lecturer**  
 University of Illinois-Chicago 2016

University of Wisconsin-Madison 2016

**Ad-Hoc Reviewer**

*AERA Open Journal*  
*Leadership & Policy in Schools*  
*Equity & Excellence in Education*  
*American Journal of Education*  
*Educational Administration Quarterly*  
*American Education Research Journal - Social and Institutional Analysis*  
*Journal of Educational Administration*  
*Journal of Latinos and Education*  
*Education Research International*  
*Asia Pacific Education Review*  
*Journal of Technology & Teacher Education*  
 Routledge Taylor & Francis Group Publishers

**Conference Proposal Reviewer**

2011-ongoing

University Council of Educational Administration (UCEA)  
 American Educational Research Association (AERA), Division A & L

**Reviewer**, Program Accreditation, MA Department of Elementary & Secondary Education 2013-2014

**Member**, Meaning, Identity, Institutions Group at Boston College 2013-ongoing

**Education Strategy Advisor**, CoExist Learning 2013-ongoing

**Radcliffe Mentor**, Harvard College Women's Center 2012-2014

**Alumni interviewer**, Harvard College Admissions Office 2007-2010

**Principal Intern**, Lincoln Elementary, Madison Metropolitan School District 2007- 2008

**Licensed**, K-8 Initial Principal Certification, Massachusetts 2010