W. Sean Kearney, Ed.D.
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EDUCATION

2007	Ed.D. Educational Leadership, University of Texas at San Antonio
	- GPA: 4.0
	- Doctoral Fellow
	- Dissertation Title: Principal Influence: A Study of Its Effect on School Change
2002	M.Ed. Educational Administration, Texas State University
	- GPA: 4.0
	- Mid-management/Principal Certification
1998	M.A. Theology, Dallas Theological Seminary
	- Teaching Assistant
	- Representative in Student Government
1994	B.A. History, University of Texas at Austin
	- Received two academic scholarships

EMPLOYMENT HISTORY

2019-   <u>Professor, Educational Leadership</u>
present   Texas A&M University - San Antonio

<u>Duties</u>: Research, Service, and Teaching. Courses taught include: EDAD 5301: Behavioral and Organizational Foundations of Education; EDAD 5342: Principalship; EDAD 5344 Supervision; EDAD 5341 School Administration; EDAD 5312 Supervision Advanced Studies; EDAD 5307 School Administration Advanced Studies; EDAD 5382 School Public Relations; EDAD 5383 Public School Law; EDAD 5312 Educational Research; EDAD 5345: Principal Internship; and EDAD 5385 Superintendency Internship.

2016-   <u>Interim Dean, College of Education and Human Development</u>
2018   Texas A&M University - San Antonio

<u>Duties</u>:
   1) Recruiting new students – Examples include:
      a) recruitment in targeted school districts;

b) establishment of CoEHD graduate scholarship opportunities;

c) hiring of a director of graduate enrollment management; and

d) collaboration with the University Communications Department to develop an online marketing campaign using Google key word searches, Google banner ads, and social media marketing.

2) Enhancing community partnerships – Examples include:

a) multiple partnerships with San Antonio ISD including Stewart Elementary, MLK Elementary, new literacy cohorts, and a new bilingual cohort;

b) a partnership with Communities in Schools to provide near peer tutoring;

c) a partnership with CAST-STEM high school to create a teacher preparation pipeline;

d) a partnership with Southwest ISD to develop special education leaders; and

e) a partnership with La Vernia ISD to develop aspiring school leaders.

3) Recommending and supporting high quality faculty – Examples include:

a) recruiting/hiring highly qualified faculty members; and

b) establishing a faculty recognition committee which presented awards to one faculty member per year in the following 3 categories: outstanding research, teaching, and service.

4) Supporting student success – Examples include:

a) aligning curriculum with state and national standards;

b) providing test review sessions and proctoring practice licensure exams;

c) identifying and supporting students in need of assistance in passing their professional certification examinations through individual tutoring.

5) Promoting and supporting faculty productivity – Examples include:

a) faculty seed grants – the CoEHD established a faculty committee which awarded a total of $40,000 in research seed grants to 16 faculty members over a 2 year period

b) graduate research assistants - the CoEHD budgeted funds for 10 graduate research assistants to support faculty in their research efforts;

c) faculty development – the CoEHD provided funding for 15 faculty members to participate in the National Center for Faculty Development and Diversity mentoring program over a two year period

2014-
2019

<u>Associate Professor, Educational Leadership</u>
Texas A&M University - San Antonio

2009-
2014

<u>Assistant Professor, Educational Leadership</u>
Texas A&M University - San Antonio

2012-
present

<u>Director, School Leadership Consortium</u>
Texas A&M University, San Antonio

Duties: the School Leadership Consortium (SLC) is a partnership between the principal program at Texas A&M University – San Antonio and local school district(s). Originally, the SLC had 3 main features: a) co-teach model. 6 courses are co-taught by a tenure track faculty member from the University and an in-district leader from the participating LEA; b) in-district location – the 6 co-teach classes are taught on-site at the participating LEA; c) open-cohort model – course sessions are offered free of charge as continuing education to any employee of the partner LEA. In 2022, the latest partnership was with 5 of the ASPIRE school districts. As director of the SLC, it was my responsibility to recruit students, ensure smooth delivery of curricula, and track outcome measures to identify strengths and challenges associated with this innovative model of principal preparation. In 2023, I was asked to expand the recruitment model so as to recruit for all graduate programs across the University, resulting in partnerships with 11 area school districts.

2007 –   Director, Cohort of Leadership Associates, Principal Certification Program
2009   Education Service Center, Region 20

Duties: Direct Region 20's principal certification program. Responsible for recruiting and supervising administrative interns as well as coordinating training experiences with their individual supervisors. An important component of this position is the successful preparation of interns to receive their State Board for Educational Certification (SBEC) principal certification. Over the past year, this process has been refined to include mandatory review sessions and minimum scoring requirements on a practice test before interns are allowed to sit for the Texas Examination of Educator Standards (TExES) examination. Interns in this program have a passing rate which exceeds the state average. Participation in this program has grown substantially such that the 2007-2009 cohort serves 14 interns from 11 districts and the 2008-2010 cohort now serves 25 interns from 13 districts.

2008 –   Director, Central Office Administrators Academy
2009   Education Service Center, Region 20

Duties: Responsible for recruiting and supporting central office participants throughout south-central Texas. Recruit experts from across the state to serve as speakers for the academy. The academy provides both informational and networking opportunities for central office administrators via conferences, topical sessions, and legislative updates. This program has grown from 8 participating districts in 2007 to 19 districts currently participating in 2008.

2007 –   Instructor, Instructional Leadership Development and PDAS

2009   Education Service Center, Region 20

 Duties: Serve as an instructor for both Instructional Leadership Development (ILD) and the Professional Development Appraisal System (PDAS). This training is a mandatory pre-requisite for administrators before they can begin to appraise teachers under the PDAS system, which is the appraisal model currently utilized by over 99% of the districts in Texas.

2008 – <u>Adjunct Professor, Educational Leadership</u>
2009   University of Texas, San Antonio

 Duties: Taught multiple sections of EDL 6023 Supervision: Tools and Techniques, which is a graduate level course in Supervision for students pursuing a Masters' degree in Educational Leadership. This course focuses on developing an understanding of the leadership tools and techniques necessary for successful preparation of future principals and assistant principals. Student evaluations are available upon request.

2005 – <u>Doctoral Fellow and Research Team Leader</u>
2007   University of Texas, San Antonio

 Duties: Responsible for the facilitation and coordination of research projects in public school systems throughout the San Antonio area. Served under the supervision of Dr. Page A. Smith, Associate Dean of Graduate Studies. Coordinated a team of seven researchers in conducting a large research study of social processes involving 154 schools and over 5,000 teacher participants.

2002 – <u>Assistant Principal</u>
2005   Judson Independent School District

 Duties: Responsible for teacher appraisals, evaluation of both certified and non-certified staff, school safety, instructional alignment, state and district testing coordination, staff development, student discipline, and parental involvement. Additionally, served as the chair of the district's site based decision making committee for parental involvement, and served on the district level committee for technology integration.

1997 – <u>Elementary Teacher</u>
2002   Dallas ISD; Southwest ISD; Del Valle ISD

 Duties: As a bilingual and self contained elementary teacher, taught all core content areas to 4th and 5th grade students in alternating years. Responsible for preparing and teaching daily lessons, maintaining a high level of student engagement, and meeting with students, parents and colleagues in order to collaboratively plan for student success.

TEACHING

Course	*Institution at which Course was Taught*
EDL 6023: Supervision	University of Texas at San Antonio
EDFR 4613: Elementary Clinical Teaching	Texas A&M University – San Antonio
EDAD 5301: Behavioral and Organizational Foundations of Education	Texas A&M University – San Antonio
EDAD 5307: School Administration: Advanced Studies	Texas A&M University – San Antonio
EDAD 5312: Supervision: Advanced Problems	Texas A&M University – San Antonio
EDAD 5313: Public School Finance	Texas A&M University – San Antonio
EDAD 5341: School Administration	Texas A&M University – San Antonio
EDAD 5342: Principalship	Texas A&M University – San Antonio
EDAD 5344: Supervision	Texas A&M University – San Antonio
EDAD 5345: Principal Internship	Texas A&M University – San Antonio
EDAD 5382: School Public Relations	Texas A&M University – San Antonio
EDAD 5383: Public School Law	Texas A&M University – San Antonio
EDAD 5385: Superintendent Internship	Texas A&M University – San Antonio

SCHOLARLY ACTIVITIES

National/International Refereed Journal Articles

Scott, L., **Kearney, W.S.,** Krimbill, E., & Hinojosa, N. (2023). Teacher-student race congruence: Does it matter, and what can principals do about it? *Urban Review* 55(1), 315-336.

Krimbill, E., **Kearney, W.S.,** & Scott, L. (2022).The impact of recruiting and retaining teachers with advanced degrees on student learning. *School Leadership Review,16*(2), 1-27.

Scott, L., **Kearney, W.S.,** Druery, D., & Pingue, A. (2022). Urban teen summit: A community and school collaboration for developing student leaders of color. *Education and Urban Society, 54*(2), 123-145.

Kearney, W.S., Murakami, E.T., & Entzi, T. (2021). District and university partnerships in support of a high needs urban elementary school. *Education and Urban Society, 53*(6), 659-681.

Murakami, E.T., & **Kearney, W.S.** (2020). Lessons from Principals of High-Performing Ethnically Diverse High-Poverty Schools. *School Leadership Review*, 15(1), 1-15.

Kearney, W.S., Jurica, J., & Entzi, T. (2020). Near peer video-based coaching: A useful activity for aspiring school leaders? *International Journal of Mentoring and Coaching in Education*, 9(4), 357-373.

Smith, P.A., Escobedo, P, & **Kearney, W.S.** (2020). Principal influence: A catalyst for positive school climate. *International Journal of Education Policy and Leadership*, *16*(7), 1-16.

Kearney, W.S., & Dorel, T. (2019). Student readiness to learn and teacher effectiveness: Two key factors in middle grades mathematics achievement. *Research in Middle Level Education Online, 42*(5), 1-12. DOI: 10.1080/19404476.2019.1607138

Kearney, W.S., & Smith, P. (2018). Student bullying, teacher protection and administrator role ambiguity: A multi-level analysis of elementary schools. *Journal of School Leadership, 28*(3), 374-400. DOI: 10.1177/105268461802800305

Kearney, W.S., Murakami, E. Bunch, K., Viamontes, C., & Campbell, A. (2018). Leadership advocacy towards teacher and student success: Addressing inequities and opportunities in a rural district. *Rural Society, 27*(2), 143-156. DOI: 10.1080/10371656.2018.1477512

Jurica, J., & **Kearney, W.S.** (2018). Reflections on classroom practice: Student insights into the use of video self-critique in an educator preparation program. *National Forum of Teacher Education Journal, 28*(3), 1-10.

Murakami, E.T., **Kearney, W.S.,** Scott, L. & Alfaro, P. (2018). Leadership
   for the improvement of a high poverty/high minority school.
   International Studies in Educational Administration, 46(1), 2-21.

Kearney, W.S., Okilwa, N., & Goldhorn, J. (2016). Who is preparing school
   leaders to transition into the job of urban school principal? Analyzing
   the impact of a regional principal readiness education program on
   principal self-efficacy. *School Leadership Review, 11(2),* 17-33.

Kearney, W.S., Smith, P.A. & Maika, S. (2016) Asking students their opinion of the
   learning environment: An empirical analysis of elementary classroom climate.
   Educational Psychology in Practice, 32(3), 310-320. DOI:
   10.1080/02667363.2016.1173015

Del Toro, J., Rabinovich, E., **Kearney, W.S.,** and Dorel, T. (2016). Teaching
   reading to students with special needs: A case study of one high
   performing high poverty urban elementary school. *Journal of the
   Effective Schools Project, 23*(1), 19-23.

Dorel, T., **Kearney, W.S.** & Garza, E. (2016). Ready from day one? The
   relationship between length of pre-service teacher field residency and
   teacher efficacy. *Critical Questions in Education, 7*(1). 38-52.

Kearney, W.S. & Valadez, A. (2015). Ready from day one: An examination
   of one principal preparation program's redesign in collaboration with
   local school districts. *Educational Leadership and Administration:
   Teaching and Program Development, 26*(1), 27-38.

Kearney, W.S., Smith, P.A. & Maika, S. (2014). Examining the impact of classroom
   relationships on student engagement: A multi-level analysis. *Journal of School
   Public Relations*, *35*(1), 80-102.

Kearney, W.S., Kelsey, C., & Sinkfield, C. (2014). Emotionally intelligent leadership:
   An analysis of targeted interventions for aspiring school leaders in Texas.
   Planning and Changing. 45(1&2), 31-47.

Rodriguez, J., Avila, M., & **Kearney, W.S**. (2014) Who's afraid of the big bad indeces?
   A case study of one high poverty high minority campus' success in the new Texas
   Accountability System. *Journal of the Effective Schools Project, 21*(1), 59-64.

Scarbrough, C., & **Kearney, W.S**. (2014). Trust Does Matter: A Case Study
   of the Effect of Implementing Trust Building Strategies. *Texas Study
   of Secondary Education, 24*(1), 33-36.

Smith, P.A., & **Kearney, W.S.** (2013). The Impact of achievement press on student
   success. *International Journal of Educational Management 27*(4), 387-401.

Kearney, W.S., Webb, M., Goldhorn, J., & Peters, M. (2013). Examining the impact of critical feedback on student engagement in secondary math classrooms: A multi-level analysis. *American Association of School Administrators Journal of Scholarship & Practice 10*(1), 23-38.

Kearney, W.S., & Herrington, D.E. (2013). The role of inquiry in closing the gap between university experience and assistant principal career transition through simulated realistic job preview. *Educational Leadership Review, 14*(1), 69-82.

Kearney, W.S., Kelsey, C., & Herrington, D.H., (2013). Mindful leaders in highly effective schools: A mixed-method application of Hoy's M-scale, *Educational Management, Administration & Leadership,* 41 (3), 316-335.

Kearney, W.S., & Peters, S. (2013). A comparison of teacher and student perceptions of elementary classroom climate. *National Forum of Educational Administration and Supervision, 31 (1),* 20-37.

Goldhorn, J., **Kearney, W.S.,** & Webb, M. (2013). Classroom walkthrough practices: Lessons learned from 10,000 observations. *National Forum of Educational Administration and Supervision*, 30 (3), 20-28.

Kearney, W. S., Herrington, D. E., & Aguilar, D. (2012). Beating the odds: Exploring the 90/90/90 phenomenon. *Equity and Excellence in Education*, 45 (2), 239-249.

Kearney, W.S., Valadez, A., and Garcia, L. (2012). Leadership for the long-haul: The impact of administrator longevity on student achievement. *School Leadership Review 7* (2), 24-33.

Herrington, D.H., & **Kearney, W. S.** (2012). Assistant principal career transition (part 1). *National Forum Journal of Journal of Educational Administration and Supervision, 29*(2), 80-94.

Sance, D., Hall, S., Mkubwa, N., & **Kearney, W.S.** (2011). Turning a School Around, *Texas Study, 21*(1), 1-11.

Kearney, W. S., & Herrington, D. (2010). High Performing Principals in Historically Low-Performing Minority-Serving Schools: A Glimpse into the Success of 90/90/90 Schools in South Central Texas. *National Forum Journal of Applied Educational Research, 24(1-2),* 63-72.

Kearney, W.S. & Smith, P.A. (2010). Principal influence and school change orientation in elementary schools: The importance of campus leadership. *John Ben Sheppard Journal of Leadership, 5*(1), 1-25.

Kearney, W.S. & Smith, P.A. (2010). Taps for the high stakes test. *Journal of Cases in Educational Leadership 12(3), 26-32.*

Herrington, D., Kelsey, C., Barker., K., & **Kearney, W.S.** (2010). Establishing an Educational Leadership Program in a recently created urban university. *John Ben Sheppard Journal of Leadership, 5*(1), 72-81.

Kearney, M. & **Kearney, W.S.** (1992). German influence on the development of Brownsville, TX. *Schatzkammer, der Deutschen Sprache, Dichtung und Geschichte, 18(1),* 31-42.

National/International Non-refereed Journal Articles

Kearney, W.S. (2010). Creating successful classrooms: What every principal should know. *Instructional Leader 23*(2), 6-10.

Books

Smith, P.A., and **Kearney, W. S.** (2017) *Bullying from streets to schools: Information for those who care.* Lanham, Maryland: Rowman and Littlefield.

Book Chapters

Garfield, T.A., **Kearney, W.S.** (2022). Middle level mathematics achievement from teacher and student perspectives: Reflections and new directions in middle level mathematics research. In D. Virtue (Ed.) *Dialogues in Middle Level Education Research Volume 1* (pp.17-28). Oxfordshire: Routledge. ISBN 9781032127118.

Murakami, E. & **Kearney, W.S.,** (2019). Principals in high-performing high-poverty minority-serving schools in Texas. In E. Murakami, D. Gurr, & R. Notman (Eds.) *Educational Leadership, Culture, and Success in High Need Schools.* (pp. 3-23). Charlotte, NC: Information Age Publishing.

Murakami, E., & **Kearney, W. S.** (2016). Developing successful and effective school leadership in North America: The sustainable preparation of principals. In P. Pashiardis & O. Johansson, *Successful school leadership: International perspectives* (pp. 53-66). London: Bloomsbury.

Kearney, W. S., & Gray, J. (2015). Trust and friction: A multi-level analysis of elementary math classrooms in Texas. In M. DiPaola, & W. Hoy (Eds.), *Leadership and School Quality* (12th Volume in Research and Theory in Educational Administration series, pp. 197-214). Charlotte, NC: Information Age Publishing.

Kearney, W.S. & Smith, P.A. (2009). A Theoretical and empirical analysis of change orientations in schools. In Hoy, W.K. and DiPaola, M. *Studies in School Improvement,* (pp. 23-43). Charlotte, N.C.: Information Age Publishing.

Kearney, W.S., & Smith, P.A. (2008). Dropped for a loss: Dilemma at Hansbrough High. In Hoy, W.K. and Tarter, C.J. *Administrators solving the problems of practice: Decision-making concepts, cases, and consequences*, (pp.118-120) (3rd ed.). Boston: Allyn and Bacon.

Kearney, M. & **Kearney, W.S.** (1991). A historical sketch of Brownsville's Franco-Americans. In M. Kearney (Ed)., *Still More Studies in Brownsville History,* (pp. 85-102). Brownsville: University of Texas at Brownsville.

Kearney, M. & **Kearney, W.S.** (1991). A historical sketch of Brownsville's German-Americans. In M. Kearney (Ed)., *Still More Studies in Brownsville History,* (pp. 103-128). Brownsville: University of Texas at Brownsville

Other: Manuscripts Under Review

Garfield, T.A., **Kearney, W. S.,** & Sattler, K. (in review). Learning together: A collaborative professional development model for special education leaders and teachers. *Improving Schools*. Received revise/resubmit decision and resubmit revised manuscript September 29, 2023.

Kearney, W.S. Kelley, M., & Garfield, T. (in review). Professor as recruiter: An innovative model for P-20 partnerships for graduate degree attainment. *College Teaching.* Submitted February 14, 2024.

Garfield, T.Z., **Kearney, W.S.,** & McCann, K. (in review). School leadership strategies in special education: Lessons learned from highly effective schools. *Journal of Special Education Leadership.* Submitted March 27, 2024.

Kearney, W.S., & Garfield, T., & Driggers, D. Taking the pulse of special education campus needs: An initial analysis of the Special Education Campus Needs Assessment (SECNA). *Educational Leadership Review*, an ICPEL publication. Submitted April 10, 2024.

Kearney, W.S., Garfield, T., Sattler, K., & Brown, T. (In submission). Education for all? Creation and validation of the Special Education District Needs Assessment (SEDNA). Submitted to the *International Journal of Inclusive Education* July 4, 2024.

Other: Manuscripts In Progress

Garfield, T. & **Kearney, W.S.** Creation of the Self Efficacy for Teachers working with Students with Exceptionalities (SE-TSE).

Garfield, T. & **Kearney, W.S.** Creation of the Collective Efficacy for Teachers working with Students with Exceptionalities (SE-TCE).

Kearney, W.S., Hurley, D., & Myers, L. What do principals of high performing High School campuses in South Central Texas do to maximize advanced/dual credit completion rates of economically disadvantaged students?

Kearney, W.S., Brown, T., & McCarron, C. Grow Your Own: What encourages local graduates to teach in the district they attended?

Scott, L., Perez, M., & **Kearney, W.S.** Creation of the African American Studies curriculum in Texas: Interviews with key leaders to explore how this curriculum initiative achieved success and recommendations for next steps in promoting its implementation by H.S. principals.

Kearney, W.S. 90/90/90 principals. This paper will be the 4th round of 90/90/90 schools. This study will examine the TAPR report to identify 90/90/90 schools in the area, invite principals to be part of a panel, video/audio record the panel, and write up the results.

Smith, P., & **Kearney, W.S.** (In Planning). Curbing the Chameleon. (Book proposal). (Next step: Sean will adjust table of contents and select first chapter he will write; Page will write the book proposal and the introduction).

Refereed Presentations

Garfield, T. A. & **Kearney, W. S.** (2023, March 2). *Measuring District Level Support for Students Receiving Special Education Services.* [Interactive Paper Session] at the Council for Exceptional Children Conference, Louisville, KY.

Scott, L., **Kearney, W.S.,** Krimbill, E., & Hinojosa, N. (2022, April). *Principal perspectives on teacher-student race congruence: A mixed-methods study of Texas schools.* A paper presented at the annual meeting of the American Education Research Association.

Kearney, W.S. & Garfield, T. (2022, April). *Special education leadership strategies learned from highly effective principals.* A paper presented at the annual meeting of the American Education Research Association.

Scott, S.L, **Kearney, W.S.,** & Krimbill, E. (2021, November). Race congruence: Examining equitable teacher recruitment and retention strategies and their impact on student attendance. A paper presented at the annual meeting of the University Council for Educational Administration.

Kearney, W.S., & Garfield, T. (2021, November). Breaking the bunker mentality: A collaborative professional development model for special education. A paper presented at the annual meeting of the University Council for Educational Administration.

Kearney, W.S., & Garfield, T. (2020, October). *Student Readiness to Learn and Teacher Effectiveness: Two Key Factors in Middle School Math Achievement.* A paper presented during the New Directions Roundtable Session at the annual meeting of the Association for Middle Level Education.

Smith, P.A., **& Kearney, W.S.** (2019, November). *The morality of safety: Moderating student bullying through collective efficacy and teacher protection.* A paper presented at the annual meeting of the University Council for Educational Administration.

Kearney, W.S., & Murakami, E. (2019, April). *District and university partnerships: Steps for teacher improvement in a low-performing elementary school.* A paper presented at the annual meeting of the American Education Research Association.

Murakami, E., & **Kearney, W.S.** (2019, April). *Leadership for the improvement of a high-poverty/high-minority school.* A paper presented at the annual meeting of the American Education Research Association.

Murakami, E., & **Kearney, W.S.** (2019, January). *The preparation of teachers through a district and university partnership.* A paper presented at the annual Texas Council for Professors of Educational Administration conference within a conference associated with the mid-winter meeting of the Texas Association of School Administrators.

Kearney, W.S., & Murakami, E. (2018, November). *Fostering a coalition between a university and a low-performing public school.* A paper presented at the annual meeting of the University Council for Educational Administration.

Smith, P.A., Escobedo, P., & **Kearney, W.S.** (2018, November). *Principal influence and campus climate: Four catalysts for changing schools.* A paper presented at the annual meeting of the University Council for Educational Administration.

Murakami, E., **Kearney, W.S.,** Bunch, K., & Viamontes, C. (2018, January). *Teacher and student advancement in a rural district: Addressing inequities and*

opportunities through leadership advocacy. A paper presented at the annual Texas Council for Professors of Educational Administration conference within a conference associated with the mid-winter meeting of the Texas Association of School Administrators.

Murakami, E., **Kearney, W.S,** & Bunch, K. (2017, November). *Leadership advocacy towards teacher and student success: Addressing inequities and opportunities in a rural district.* A paper presented at the annual meeting of the University Council for Educational Administration.

Murakami, E., **Kearney, W.S,** Scott, L., & Alfaro, P. (2017, November). *Improving high-need schools through university–district partnerships.* A paper presented at the annual meeting of the University Council for Educational Administration.

Kearney, W.S., Goldhorn, J., & Okilwa, N. (2017, April). *Principal preparation beyond graduation: A collaboration between universities, districts, and an educational service center.* A paper presented at the annual meeting of the American Education Research Association.

Murakami, E., & **Kearney, W.S.,** (2017, April). *The preparation of principals in ethnically diverse, high-poverty, high-performing schools.* A paper presented at the annual meeting of the American Education Research Association.

Smith, P.A., & **Kearney, W.S.,** (2016, November). *Takin' it to the streets: Leading organizational citizenship, curbing bullying, and ensuring safe campus communities.* A paper presented at the annual meeting of the University Council for Educational Administration.

Murakami, E., **Kearney, W.S.,** & Weiland, C. (2016, November). *Principals of success in high-performing high-poverty minority-serving schools.* A paper presented at the annual meeting of the University Council for Educational Administration.

Kearney, W.S., Okilwa, N., & Goldhorn, J. (2016, January). *Helping school leaders after they graduate: A multi-organizational collaboration to help individuals transition into the role of school principal.* A paper presented at the annual meeting of the Texas Council for Professors of Educational Administration.

Kearney, W.S., Smith, P., & Nava, R. (2015, April). *Exploring the relationship between administrator role clarity, teacher protection and student bullying: A multi-level analysis.* A paper presented at the annual meeting of the American Education Research Association.

Hyde, T. Smith, P., & **Kearney, W.S.** (2015, April). *The morality of safety: Leveraging collective efficacy, student bullying and teacher protection of students.* A paper presented at the annual meeting of the American Education Research Association.

Kearney, W.S., & Scarbrough, C. (2014, November). *Trust does matter: One urban middle school's efforts to implement trust building strategies.* A paper presented at the annual meeting of the University Council for Educational Administration.

Kearney, W.S., & Smith, P. (2014, November). *Clearing the decks: The impacts of teacher protection and administrator role clarity on student bullying.* A paper

accepted for presentation at the annual meeting of the University Council for Educational Administration.

Kearney, W.S., Smith, P.A., & Maika, S. (2013, November). *Student engagement, school relationships, and supportive teacher behavior: A hat trick for campus success.* A paper presented at the annual meeting of the University Council for Educational Administration.

Kearney, W.S., Gray, J., & Adams, C. (2013, November). *Enhanced trust and reduced friction: Critical components of high performing elementary math classrooms.* A paper presented at the annual meeting of the University Council for Educational Administration.

Kearney, W. S. & Herrington, D. E. (2013, August 8). *From inquiry to practice: Realistic job preview in assistant principal preparation.* A paper presented at the 67th annual conference of the National Council of Professors of Educational Administration. Meadowlands, NJ.

Maika, S., **Kearney, W.S.**, & Smith, P.A. (2012, November). *The classroom climate index: A conceptual and empirical analysis.* A paper presented at the annual meeting of The University Council for Educational Administration.

Kelsey, C., **Kearney, W.S.,** & Herrington, D.H. (2011) Mindful leadership: A principal panel, presented at the Southwest Teaching and Learning Conference.

Kearney, W.S., Kelsey, C., & Herrington, D.H. (2011). Principal mindfulness: Exploring the impact of school leadership on student success, presented at the Institute for Emotional Intelligence.

Kearney, W.S., Valadez, A., & Garcia, L. (2011), Principal tenure and student achievement: An examination of the impact of longevity on campus level student success, presented at the Southwest Teaching and Learning Conference.

Kearney, W. S., & Smith, P.A. (2010, October). *School climate and student success: An examination of the effect of climate on standardized tests.* A paper presented at the annual meeting of The University Council for Educational Administration.

Herrington, D., & **Kearney, W. S.** (2010, October). *Building Bridges to Success in High Poverty Minority-Serving Schools: An Examination of 90/90/90 Schools in South Central Texas* A paper presented at the annual meeting of The University Council for Educational Administration.

Kearney, W.S., & Smith, P.A. (2010, May). *Change orientations in schools.* A paper presented at the annual meeting of The American Education Research Association.

Goldhorn, J., **Kearney, W.S.,** & Webb, M. (2010, June). 360 Walkthrough tool's usefulness in designing meaningful professional development. A paper presented at the annual conference of the Texas Association of Secondary School Principals.

Kearney, W.S., Goldhorn, J., & Robinson, N. (2010, April) *Utilizing Campus Walkthrough Data to Design Powerful Professional Development.* A paper

presented at the annual meeting of the Southwest Teaching and Learning Conference.

Kearney, W. S., & Smith, P.A. (2008, October). *School change and principal influence: The impact of leadership.* A paper presented at the annual meeting of The University Council for Educational Administration.

Kearney, W.S., & Smith, P.A. (2008, January). *Principal influence: A study of its affects on three aspects of school change.* A paper presented at the annual meeting of The American Education Research Association.

Kearney, W.S., Maika, S., Flores, A., Steele, M., & Smith, P.A. (2007, November) *Conceptualizing doctoral research teaming: A collaborative model for students and supervising professors.* A paper presented at the annual meeting of The University Council for Educational Administration.

Kearney, L. K., **Kearney, W. S.**, & Gillian, D. (2004, May). *Counteracting gendered discourses of technology in elementary schools.* A paper presented at the annual meeting of The Texas Psychological Association.

Non-refereed Presentations

Kearney, W.S. (2019, July). 90/90/90 schools. A presentation for the Summer Leadership Institute at Texas A&M University, College Station.

Herrington, D., & **Kearney, W.S.** (2011, February). Lessons in leadership learned from high performing schools. A paper presented for the Faculty Lecture Series at Texas A&M University San Antonio.

Grants:

- Principal Investigator – Leyva, E., Co-Principal Investigators: Kim, Y.R., McCarron, C., & **Kearney, W.S.,** (2023). Robert Noyce Capacity Building Project: Development aNd Advancement (DNA) of STEM Leadership. Submitted to the National Science Foundation (NSF). ($100,000). Unfunded.

- Principal Investigator – Garfield, T.S., Co-Principal Investigator – **Kearney, W.S.** (2022). Interlocal Agreement with Education Service Center, Region 20 for the purpose of validating assessment instruments in support of the Texas Education Agency's grant entitled: Inclusive Services and Practices for Improved Student Outcomes. Submitted to the Education Service Center, Region 20 ($38,831). Funded.

- Principal Investigator - Garfield, T., & Hogan, A. (PIs). Espinoza, K., Katz, S., & de La Cruz, B. (co-PIs). Kearney, W. (Contributor). (2021). Learning Emotional Adaptation skills to Propel SWISDs Student Success: LEAPS3 . Proposed period (2022-2026). Research to Accelerate Pandemic Recovery in Special Education Assistance Listing

Number (ALN) 84.324X-2. Requested amount $2,817,480.03 (Submitted to Dept of Ed 9-7-2021). Unfunded.

- Principal Investigator – Garfield, T.S., Co-Principal Investigator – **Kearney, W.S.** (2020). Interlocal Agreement with Education Service Center, Region 20 for the purpose of validating assessment instruments in support of the Texas Education Agency's grant entitled: Inclusive Services and Practices for Improved Student Outcomes. Submitted to the Education Service Center, Region 20 ($33,296). Funded.

- Principal Investigator – Garfield, T.S., Co-Principal Investigator – **Kearney, W.S.** (2019). Interlocal Agreement with Education Service Center, Region 20 for the purpose of conducting action research in support of the Texas Education Agency's grant entitled: Inclusive Services and Practices for Improved Student Outcomes. Submitted to the Education Service Center, Region 20 ($46,369). Funded.

- Principal Investigator – **Kearney, W.S.,** Co-Principal Investigator – Harris, S., (2018). Texas A&M-San Antonio proposal to support Lytle ISD as a sub-award of the *Teacher and School Leader Incentive Grant* awarded to the Texas Center for Educator Excellence (TxCEE) ($607,740). Unfunded.

- Principal Investigator – **Kearney, W.S.,** Co-Principal Investigator – Harris, S., (2018). *Texas A&M University-San Antonio Jaguar Pipeline for Educator Preparation*. Submitted to the Center for Applied Science & Technology (CAST). ($120,000). Funded.

- Principal Investigator – Harris, S., Co-Principal Investigators – Janysek, M., and **Kearney, W.S.** (2018). Financing a "Grow Your Own" (GYO) initiative between Texas A&M University-San Antonio and Sabinal ISD, D'Hanis ISD, and Devine ISD submitted to the Texas Education Agency ($192,082). Unfunded.

- Principal Investigator – Massey, P., Co-Principal Investigator - **Kearney, W.S.** (2018). GEAR UP sub award to provide STEM Instruction and an Introduction to the Collegiate Environment to Middle School Students in San Antonio ISD. ($395,500). Unfunded.

- Principal Investigator – **Kearney, W.S.** Co-Principal Investigators –Esparza Young, E., Garcia, N., Garfield, T., Gerzel Short, L., Guerra, M., Harris, S., Janysek, M., Jozwiak, M., Jurica, J., Kim, Y.R., Kwon, E., Murakami, E., Piper, R. Pittman, R., Scott, L., Vera, D., Wilson, J., Wu, H.P. (2017). Teacher Residency – Training and Preparation Partnership RFP #17-027(AT) Proposal as a sub-award of U.S. Department of Education Teacher Incentive Fund (TIF) grant through the San Antonio Independent School District. ($740,000). Funded.

- Principal Investigator - **Kearney, W.S.,** and Massey, P. (2017). GEAR UP sub award to provide STEM Instruction and an Introduction to the Collegiate Environment to Middle School Students in San Antonio ISD. ($336,000). Unfunded.

- Principal Investigator – **Kearney, W.S.,** and Harris, S. (2017). University Peer Academic Student Support (U-PASS) proposal submitted to the San Antonio Area Foundation High School Completion Grant Competition ($50,000). Funded.

- Principal Investigator – Smith, P.A., Co-Principal Investigator **Kearney, W.S.** (Fall, 2016) submitted to the Department of Justice in coordination with UTSA, Harlandale ISD, Southwest ISD, and the San Antonio Police Department. Proposal title: Texas – Bullying Reduction through Site-based Interventions. Funding Opportunity # NIJ-2016-9306. Amount of funding requested: ($699,974.00). Unfunded.

- Principal Investigator – Dorel, T., Co-Principal Investigator **Kearney, W.S.** (Fall, 2014) submitted to the Office of Special Education Programs. CFDA 84.325D Combined Priority for Personnel Preparation: Focus Area D: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. Amount of funding requested: ($1,104,940.00) Unfunded.

- Principal Investigator **Kearney, W.S.** (Fall, 2010) - Southwest Teaching & Learning Conference Research Project Award - for research entitled, "Principal tenure and student achievement: An examination of the impact of longevity on campus level student success." ($1,000) Funded.

Dissertations (outside committee member)

Mr. Armando Tejeda (2023). *Teaching quality in South Texas: Examining the factor structures of the principles of adult learning scale for students by group at a four-year, Hispanic serving institution.* University of the Incarnate Word. Completed.

Ms. Michelle Kelley (2022). *Trust and Bullying: A Study of Social Processes in Elementary Schools.* University of Texas at San Antonio. Completed.

Dr. Paul Kienlen (2021). *Correlates and Actual Enrollment Status of Early, Middle, and Late Applicants for a Local Pre-Kindergarten Program.* University of Texas at San Antonio. Completed.

Dr. Mary Donat. (2019). *Parental involvement in a predominantly Hispanic school: An exploratory qualitative case study.* University of Phoenix. Completed.

Dr. Patricia Escobedo. (2016) *A study of principal influence and organizational climate in elementary schools.* University of Texas at San Antonio. Completed.

Dr. Don Goess. (2015). *The relationship between organizational citizenship and student bullying.* University of Texas at San Antonio. Completed.

Dr. Tonya Hyde. (2014). *Student bullying and collective efficacy of the faculty: An investigation of opposing forces.* University of Texas at San Antonio. Completed.

SERVICE

Service to the Department

- Currently serving on the Tenure and Promotion Committee for the Department of Educator and Leadership Preparation (2020-present)

- Coordinating TExES review sessions for Ed Admin students within the department (2009-present)

- Coordinating TExES practice exams with feedback for Ed Admin students within the department (2009-present)

- Coordinated the School Leadership Consortium, a collaborative principal preparation program featuring partnership with local school districts (2012-2022)
- Served on the Faculty Evaluation Committee for the Department of Educator and Leadership Preparation (2019-Spring, 2022)

- Coordinated NPR advertisements and various other joint dept marketing campaigns (2011)

- Served as the first author of Certification Application for Principal preparation to the State Board of Educator Certification (SBEC) (2009)

- Served as the first author of Certification Application for Superintendent preparation to the State Board of Educator Certification (SBEC) (2009)

Service to the College

- Currently serving as the Educational Leadership program representative for TEA Audit preparation (2023-present).

- Currently serving on the College of Education and Human Development Tenure and Promotion Committee (2021-present)

- Currently serving on the College of Education and Human Development Curriculum Committee (2021-present)

- Served on the Strategic Planning Committee (2021-2022)

- Served on the College of Education and Human Development Recruitment Committee (2019-2020)

- Served on the Tenure and Promotion Guidelines Review Task Force for the College of Education and Human Development (2020)

- Served as Interim Dean for the College of Education and Human Development (2016-2018

- Served on the College of Education's CAEP accreditation committee (2015-2016)

- Served as a member of the SACS-COC committee for the Department of Educator and Leadership Preparation (2012-2016)

- Served on the Texas A&M University – San Antonio's Committee for P-16 Initiatives (2009-2014)

- Served on the Texas A&M University System's Committee for P-20 Initiatives (2011 - 2014)

- Served on the MSI Think-tank Committee (2013-2014)

- Served as chair of the Search Committee for the Head of the School of Education (2011)

Service to the University

- Currently serving as lead recruiter for Partnership for Graduate Degree Attainment (2022-present). This initiative resulted in Memoranda of Understanding with 11 Local Education Agencies in the 2023 PGDA cycle, and culminated in the successful enrollment of 75 new graduate students across the University.

- Currently serving on the Carnegie Designation Committee (2021-present)

- Served on the University Resources Commission (URC) (2021-2023)

- Served as Chair of the Promotion to Full Professor Committee for the College of Business (2022-2023)

- Served on the Tenure and Promotion Committee for the College of Arts and Sciences (2020)

- Served on the Tenure and Promotion Committee for the College of Business (2020)

- Served on the SACS Assessment and Planning Council for Texas A&M University San Antonio (2010-2014)

- Served as a member of SACS Faculty and Academic Programs Committee (2011-2012)

- Served on the Graduation Committee for Texas A&M University San Antonio (2010-2012)

- Served on Catalog Committee for Texas A&M University San Antonio (2010-2012)

- Served on the Faculty Senate Creation Committee for Texas A&M University San Antonio (2010-2011)

- Served on the Bookstore Advisory Committee for Texas A&M University San Antonio (2010-2011)

- Served on the search committee for the Provost of Texas A&M University San Antonio (2010)

- Served as ad hoc committee chair of the University Academic Integrity Hearing Committee (2010)

Service to the Community

- Currently serving as the co-chair of the Educational Leadership Community of Practice group for the Texas A&M University system (2022-present).

- Served as Chair of the Dee Howard Foundation STEM Education Excellence Award (SEEA) Committee Chair. The purpose of this committee is to recognize outstanding STEM educators in Bexar County. (2018-2022)

- Served on Inclusion in Texas Advisory Committee with the Education Service Center, Region 20 (ESC-20) (2019-2021)

- Served on the Education Forum Planning Committee (2016-2018)

- Served on Advisory Panel for Bexar County P.R.E.P. (2013-2017) to help assistant principals transition into principal positions (a collaboration between UTSA/TAMU-SA/Region 20/ Northside ISD/Northeast ISD/Judson ISD/ and Southwest ISD)

- Served as panelists for Principal Candidate Assessment Center at Trinity University (2014)

- Served on Teacher of the Year selection committee for Harlandale ISD (2014)

- Served on the Teacher of the Year selection committee for Southwest ISD (2014, 2015, 2016)

- Served on Advisory Panel for Education Service Center Region 20 (2013)

- Served on Educational Leadership panel for LEAP program for future principals at Judson ISD (2012)

- Conducted peer observation training for Southwest ISD (2012)

- Conducted classroom climate assessment for Southside ISD (2012)

- Facilitated 90/90/90 panel principal presentation at Trinity Principal Center (2012)

- Provided training in supervision and appraisal for student teachers at Texas A&M University San Antonio (2010)

- Provided training in state and federal school accountability for counselors through the Leadership Associates of Counselors (2010)

- Co-created online learning module for principals entitled, "Grade Placement Committee and the Student Success Initiative," through the Education Service Center, Region 20 (2010)

- Conducted classroom climate assessment for Comal ISD (2010)

- Led Covey Leadership Training for school and business leaders in Bexar County (2009-2010)

- Provided training in classroom walkthroughs for school administrators within the Archdiocese of San Antonio (2009)

- Assessor for principals in compliance with Texas Education Code § 21.054 (2007-2008)

Service to the Profession

- Member of Host Committee for the International Conference for Professors of Educational Leadership (ICPEL). (2024-present).

- Advisory Board Member for the Education Leadership Research Center. The ELRC is a TAMU System Board of Regents-approved research center which is housed at Texas A&M University – College Station. (2024-present).

- Member of the editorial board for the *Journal of School Leadership* (2019-present)

- Reviewer for papers submitted to the *Journal of School Leadership* (2019-present).

- Reviewer for papers submitted to the *International Journal of Educational Management* (2010-present)

- Reviewer for proposals submitted to the *University Council for Educational Administration* annual conference (2007-present)

- Testified before the Texas House of Representatives Joint Committee on Higher Education and Public Education regarding University-District partnerships (2018)

- Reviewer for papers submitted to the *National Forum of Educational Administration and Supervision Journal* (2010-2014)

- Reviewer for proposals submitted to the *American Educational Research Association* annual conference (2008-2016)

- Reviewer for *The High School Journal* (2013)

- Reviewer for chapters submitted to *The Changing Nature of Instructional Leadership in the 21st Century,* an Information Age publication (2011)

- Member of the editorial board for the *John Ben Sheppard Journal of Leadership* (2009-2011)

- Reviewer for papers submitted to the *Southwest Teaching and Learning Journal* (2011-2013)

- Writer for National Association of Elementary School Principals Online Newsletter:
    Kearney, W.S. (2006). Will you be ready when adversity strikes? *Communicator(29),* 9, 2.

Honors and Awards

- Finalist for the Greater Texas Foundation Faculty Fellow (2014). Awarded by the Greater Texas Foundation, this award seeks to recognize and support assistant professors across the state of Texas. 15 individuals were selected as finalists from all disciplines across the state.

- Teaching Excellence Award Recipient (2012) Awarded by the Texas A&M University System, Office of the Chancellor.

- Teaching Excellence Award Recipient (2011) Awarded by the Texas A&M University System, Office of the Chancellor.

- Teaching Excellence Award Recipient (2010) Awarded by the Texas A&M University System, Office of the Chancellor.

- Teaching Excellence Award Recipient (2009) Awarded by the Texas A&M University System, Office of the Chancellor.

- Fellowship recipient – doctoral fellowship in Education Leadership – University of Texas at San Antonio (2005-2007)

Other: Professional Trainings and Certifications

- Texas Teacher Certification: Elementary self contained (Grades 1-6)
- Texas Teacher Certification: Bilingual/ESL-Spanish (Grades 1-6)
- Instructional Leadership Development (ILD) Certification
- Professional Development Appraisal System (PDAS) Certification
- ILD Trainer Certification
- PDAS Trainer Certification
- Advanced Educational Leadership (AEL) Certification
- AEL Trainer Certification
- Texas Teacher Evaluation and Support System (TTESS) Certification
- TTESS Trainer Certification
- Texas Mid-management (Principal) Certification
- Texas Superintendent Certification
- Completed training in Hierarchical Linear Modeling (HLM)