

Taylor N. Allbright

Curriculum Vitae

October 26, 2023

EDUCATION

- 2019 **Ph.D., Urban Education Policy**
University of Southern California, Rossier School of Education
Dissertation Title: *Tough Conversations and Missed Opportunities: Implementing District Policies for Racial Equity*
Dissertation Committee: Julie Marsh (chair), Shaun Harper, Julie Posselt, Lanita Jacobs
- 2014 **M.A., Education with an Emphasis on Teaching**
Mills College
- 2010 **Single Subject Teaching Credential, English Language Arts**
Mills College
- 2008 **B.A., Political Science and Gender Studies**
University of California Berkeley

SELECTED WORK EXPERIENCE

- 2019-2022 **Assistant Professor**
California State Polytechnic University Pomona, Department of Educational Leadership
- 2009-2015 **Teacher, English Language Arts**
Leadership Public Schools, Hayward

PUBLICATIONS

Refereed Journal Articles

- Allbright, T.N.**, Dhaliwal, T.K., Alonso, J., Bridgeforth, J., Santander, M., & Kennedy, K. Schools as solutions, students as problems: A critical discourse analysis of institutional scripts in high school websites. (2023). *Educational Administration Quarterly*.
- Daramola, E.J., **Allbright, T.N.**, & Marsh, J.A. “Are You Saying That We’re Racist?”: Comparing Normative, Political, and Technical Dimensions of Instructional and Disciplinary Policies. *Teachers College Record*.

- Daramola E.J., Allbright, T.N., Marsh, J.A., Jabbar, H., & Kennedy, K.E. Durability and debate: How state-level policy actors frame school choice (2023). *Educational Policy Analysis Archives*.
- Daramola, E.J., Marsh, J.A. & **Allbright, T.N.** (2022). Advancing or inhibiting equity: The role of racism in the implementation of a community engagement policy. *Leadership and Policy in Schools*.
- Jabbar, H., Daramola, E.J., Marsh, J.A., Alonso, J., Enoch-Stevens, T., & **Allbright, T.N.** (2022). Social construction is racial construction: Examining the target populations in school-choice policies. *American Journal of Education*.
- Allbright, T.N.** & Marsh, J.A. (2020). Policy narratives of accountability and social-emotional learning. *Educational Policy*.
- Marsh, J. A., **Allbright, T. N.**, Brown, D. R., Bulkley, K. E., Strunk, K. O., & Harris, D. N. (2020). The Process and Politics of Educational Governance Change in New Orleans, Los Angeles, and Denver. *American Educational Research Journal*.
- Marsh, J.A., **Allbright, T.N.**, Bulkley, K.E., & Kennedy, K. (2020). Institutional Logics in Los Angeles Schools: Do Multiple Models Disrupt the Grammar of Schooling? *American Journal of Education*.
- Allbright, T.N.**, Marsh, J.A., Kennedy, K.E., Hough, H.J., & McKibben, S. (2019). Social-emotional learning practices: Insights from outlier schools. *Journal of Research in Innovative Teaching and Learning*, 12(1), 35-52.
- Allbright, T. N.**, Marsh, J. A., Hall, M., Tobben, L., Picus, L. O., & Lavadenz, M. (2019). Conceptualizing equity in the implementation of California education finance reform. *American Journal of Education*, 125(2), 173–200.
- Sinatra, G. M., Mukhopadhyay, A., **Allbright, T. N.**, Marsh, J. A., & Polikoff, M. S. (2017). Speedometry: A vehicle for promoting interest and engagement through integrated STEM instruction. *The Journal of Educational Research*, 110(3), 308–316.

Refereed Reports

- Marsh, J.A., Koppich, J.E., Humphrey, D.C., Kimner, H., Mulfinger, L.S., **Allbright, T.N.**, Alonso, J.D., Bridgeforth, J., Daramola, E.J., Enoch-Stevens, T., Kennedy, K., Nkansah-Amakra, A. (2022). Crisis Response in California School Districts: Leadership, Partnership, and Community. Stanford, CA: Policy Analysis for California Education.
- Allbright, T.N.**, Marsh, J.A., Daramola, E.J., & Kennedy, K. (2019). California positive outliers: Hawthorne school district. Stanford, CA: Learning Policy Institute.

- Marsh, J.A., Hall, M., **Allbright, T.N.**, Tobben, L., Mulfinger, L., Kennedy, K., Daramola, E.J. (2018). Taking stock of stakeholder engagement in California's Local Control Funding Formula: What can we learn from the past four years to guide next steps? Stanford, CA: Policy Analysis for California Education.
- Marsh, J.A., McKibben, S., Hough, H., Hall, M., **Allbright, T.N.**, Matewos, A.M., & Siqueira, C. (2018). Enacting social-emotional learning practices and supports employed in CORE districts and schools. Stanford, CA: Policy Analysis for California Education.
- Marsh, J.,A. Bush-Mecenas, S., Hough, H.J., Park, V., **Allbright, T.N.**, Hall, M., & Glover, H. (2016). At the forefront of the new accountability era: Early implementation findings from the CORE waiver districts. Stanford, CA: Policy Analysis for California Education.

Additional Publications

- Marsh, J.A., Brown, D.R., Mulfinger, L.S., Dhaliwal, T.K., Enoch-Stevens, T., **Allbright, T.N.**, Bulkley, K.E., Strunk, K.O., Harris, D.N., & Hashim, A.K. (2020). System transformation in three cities. In *Challenging the One Best System: The portfolio management model and urban school governance*. Harvard Education Press.
- Harris, D.N., Marsh, J.A., Dhaliwal, T.K., **Allbright, T.N.**, Brown, D.R., Kennedy, K.E., Daramola, E.J., and Balfe, C. (2020). School choice: Expanded options, increased competition. In K.E. Bulkley, J.A. Marsh, K.O. Strunk, D.N. Harris, & A. K. Hashim, *Challenging the One Best System: The portfolio management model and urban school governance*. Harvard Education Press.
- Allbright, T. N.**, & Hough, H. (2020). Measures of SEL and school climate in California. *The State Education Standard*, 20(2).
- Allbright, T.N.**, & Marsh, J.M. (2019). Voter Awareness, Support, and Participation in California's Local Control Funding Formula: Evidence from the PACE/USC Rossier Poll.
- Marsh, J., Polikoff, M., Sinatra, G., Dhanatya, C., McKibben, S., **Allbright, T.**, Danielson, R., Gasparian, H., Le, Q. T., Mukhopadhyay, A., & Young, T. (2015). Promoting STEM interest, enjoyment, and learning through standards-aligned curriculum and play: Speedometry evaluation final technical report. Los Angeles, CA: University of Southern California Rossier School of Education.

RESEARCH EXPERIENCE

- 2020-2022 Co-principal investigator with Betty Alford, Richard Navarro, and Liane Hypolite. *Becoming Leaders for Equity: Actions and Beliefs for Antiracist School Leadership*.
- 2020-2021 Research consultant. *Crisis Response and Resilience: The Role of Local Governance and Civic Capacity*. A project of Policy Analysis for California Education (PACE). Principal Investigators: Julie Marsh, Hayin Kimner, Daniel Humphrey, and Julie Koppich.
- 2018-2019 Research Assistant. *The National Center for Research on Education, Access, and Choice*. Principal Investigators: Douglas Harris, Katrina Bulkley, Joshua Cowen, Jane Lincove, Julie Marsh, Andrew McEachin, Amy Ellen Schwartz, Marc Stein, Katharine Strunk, and Jon Valant.
- 2017-2019 Research Assistant. *California Positive Outliers Study*. Principal Investigators: Linda Darling-Hammond and Julie Marsh.
- 2015-2019 Research Assistant. *The New "One Best System?": Urban Governance and Educational Practice in the Portfolio Management Model*. Principal Investigators: Katrina Bulkley, Douglas Harris, Julie Marsh, and Katharine Strunk.
- 2015-2019 Research Assistant. *PACE-CORE Research Partnership*. Principal Investigators: Heather Hough and Julie Marsh.
- 2015-2018 Research Assistant. *Implementation of the Local Control Funding Formula*. Principal Investigators: Daniel Humphrey, Julie Koppich, Julie Marsh, and the Local Control Funding Formula Research Collaborative.
- 2015-2016 Research Assistant. *Speedometry: Randomized Control Trial of a Hot Wheels STEM Curriculum*. Mattel Children's Foundation. Principal Investigators: Julie Marsh, Morgan Polikoff and Gale Sinatra.

AWARDS AND HONORS

- 2021 **Outstanding Dissertation Award, AERA Districts in Research and Reform SIG.**
- 2019 **Best Paper Award, AERA Organizational Theory SIG.** For Marsh, J.A., Allbright, T.N., Bulkley, K.E., & Kennedy, K. (2019, April). Kaleidoscope of school options: Differentiating school missions, values, and practices in Los Angeles.

- 2019 **David L. Clark National Graduate Research Seminar in Educational Administration and Policy.** University Council for Educational Administration (UCEA), American Educational Research Association (AERA) Divisions A and L, and SAGE Publications.
- 2017 **Award for Excellence in Teaching.** Rossier School of Education, University of Southern California.

GRANTS AND FELLOWSHIPS

- 2018 **USC Rossier School of Education Internal Research Funds Award.** *Implementing District Policies for Racial Equity.* Principal Investigator.
- 2015-2019 **USC Rossier School of Education Dean's Fellowship.**
- 2015-2019 **USC Rossier School of Education Travel and Research Stipend.**

REFEREED NATIONAL CONFERENCE PRESENTATIONS

*presenting author(s)

- Allbright, T.N.***, Dhaliwal, T.K., Alonso, J., Bridgeforth, J., Santander, M., & Kennedy, K. (2021, April). Selling the savior narrative: A critical discourse analysis of institutional scripts in high school websites. Annual meeting of the American Educational Research Association (AERA), virtual conference.
- Allbright, T.N.***, Marsh, J.A., Nelson, H., Kennedy, K., Daramola, E.J., & Jabbar, H. (2021, April). All things to all people: How state-level policy actors frame school choice. In symposium, *Equity, Race, and Access Within the School Choice Landscape: The Next Wave of Research*. Annual meeting of the American Educational Research Association (AERA), virtual conference.
- Alonso, J.* & **Allbright, T.N.*** (2021, April). Investigating Stakeholder Relationships and Crisis Response in California Districts' Responses to COVID-19. In roundtable, *Coping With Crisis: District Responses to COVID-19*. Roundtable presentation at the annual meeting of the American Educational Research Association (AERA), virtual conference.
- Allbright, T.N.*** (2020, November) Distributed leadership for racial equity: How challenging colorblindness matters for leadership practice. University Council for Educational Administration (UCEA), virtual conference.
- Allbright, T.N.*** (2020, April). Tough conversations and missed opportunities: The challenges of implementing district policies for racial equity. In symposium, *Problems of Practice in Research on Educational Inequalities: Lessons from the Los Angeles Region*. American

Educational Research Association (AERA) Annual Meeting San Francisco, CA.
(Conference canceled)

Kennedy, K.*, Marsh, J.A., & **Allbright T. N.** (2020, April). Principal sensemaking of social-emotional learning reforms: A collectivist approach. American Educational Research Association (AERA) Annual Meeting San Francisco, CA. (Conference canceled)

Daramola, E.J.*, **Allbright T.N.**, & Marsh, J.A. (2020, April). Behavior elicits a different reaction: Comparing the framing processes of an instructional and a discipline policy. In symposium, *A Cross-Institutional Examination of Discipline Policy Implementation Processes in K-12 Schools*. American Educational Research Association (AERA) Annual Meeting San Francisco, CA. (Conference canceled)

Daramola, E.J.*, Marsh, J.A., & **Allbright T.N.** (2019, November). An apartheid of knowledge in community engagement: A critical race theory examination of the implementation of a community engagement policy. Annual meeting of the University Council for Educational Administration (UCEA), New Orleans, LA.

Allbright, T.N.*, Marsh, J.A. & Tobben, L. (2019, April). Reciprocal relationships: Advancing equity through democratic engagement and finance reform. In symposium, *Examining Efforts to Achieve More Inclusive and Equitable Engagement in District Decision-Making*. Symposium conducted at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

Marsh, J.A.*, **Allbright, T.N.**, Bulkley, K.E., & Kennedy, K. (2019, April). Kaleidoscope of school options: Differentiating school missions, values, and practices in Los Angeles. In symposium, *Institutional Perspectives in Education Policy: New Directions in Theory and Research* (chair & session organizer). Symposium conducted at the annual meeting of the American Educational Research Association, Toronto, Canada.

Allbright, T.N.* (2018, November). School district policy for racial equity: A review of the literature. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Houston, TX.

Allbright, T. N.*, Marsh, J. A., Hall, M., Tobben, L., Picus, L. O., & Lavadenz, M. (2018, April). Conceptualizing equity in the implementation of California education finance reform. In symposium, *Towards a Civil Rights Education Finance Research Agenda* (Session Organizer). Symposium conducted at the annual meeting of AERA, New York, NY.

Marsh, J.A., McKibben, S., Hough, H., Hall, M., **Allbright, T.N.***, Matewos, A.M., & Siqueira, C. (2018, April). enacting social-emotional learning practices and supports employed in CORE districts and schools. In symposium, *Improving Social-Emotional Skills at Scale: Measurement and Innovation in the CORE Districts*. Symposium conducted at the annual meeting of AERA, New York, NY.

Marsh, J.A.*, **Allbright, T.N.**, Bulkley, K.E., Brown, D., Strunk, K.O., & Harris, D.N. The process and politics of educational governance change in New Orleans, Los Angeles, and Denver. In symposium, *Redesigning Educational Systems: Influences and Practices Around Structural Changes in U.S. Education*. Symposium conducted at the annual meeting of AERA, New York, NY.

Allbright, T.N.* & Marsh, J.A. (2017, April). Policy narratives in school accountability: Designing systems to include measures of social-emotional learning. In symposium, *Rethinking Accountability: Early Research on California's CORE Waiver Districts*. Symposium conducted at the annual Meeting of AERA, San Antonio, TX.

PRESENTATIONS FOR PRACTITIONERS AND POLICYMAKERS

- 2019 Allbright, T.N. (2019, September) Stakeholder engagement in the implementation of the Local Control Funding Formula. Invited speaker at the California Legislative Staff Education Institute's K-12 Education Cohort Briefing. Researcher panel organized by Policy Analysis for California Education. Sacramento, CA.
- 2019 Allbright, T.N. (2019, September) Approaches for supporting social-emotional learning. Invited speaker at the California Legislative Staff Education Institute's K-12 Education Cohort Briefing. Researcher panel organized by Policy Analysis for California Education. Sacramento, CA.
- 2019 Allbright, T.N. (2019, July). Social emotional learning practices: Insights from outlier schools. In session *Serving the Whole Learner: Identifying Challenges and Uncovering Solutions*. Pre-conference session at the California MTSS Professional Learning Institute, organized by the Orange County Department of Education. Long Beach, CA.
- 2019 Allbright, T.N. (2019, May). Building stakeholder engagement. *Getting Down to Facts II Conference*. Conference organized by Policy Analysis for California Education and San Diego State University. San Diego, CA.
- 2018 Allbright, T.N. (2018, September). Enacting social-emotional learning: Insights for relationship-centered schools. Keynote speaker at *Relationship Centered Schools Convening*. Professional development day organized by Californians for Justice and Long Beach Unified School District. Signal Hill, CA.
- 2018 Allbright, T.N. (2018, September). Enacting social-emotional learning: Practices and supports employed in CORE districts and schools. At *Supporting the Whole Child: Practice, Policy, and Measurement*. Conference organized by Policy Analysis for California Education and Learning Policy Institute. Sacramento, CA.

- 2018 Allbright, T.N. (2018, May). Enacting social-emotional learning: Practices and supports employed in CORE districts and schools. In *Advancing Social-Emotional Learning Measurement and Practice: Lessons from the CORE Districts*. Webinar organized by Policy Analysis for California Education.

HIGHER EDUCATION TEACHING

- 2020 Instructor. **Literature Review** (EdD course). California State Polytechnic University, Pomona. Fall 2020.
- 2020 Instructor. **Introduction to Doctoral Studies and Dissertation Research** (EdD course). California State Polytechnic University, Pomona. Summer 2020.
- 2020-2022 Instructor. **Education Policy, Systemic Reform, and Social Justice** (EdD course). California State Polytechnic University, Pomona. Spring 2020, Spring 2021, Spring 2022.
- 2020-2022 Instructor. **Developing a Dissertation Proposal** (EdD course). California State Polytechnic University, Pomona. Spring 2020, Spring 2022.
- 2019 Instructor. **Leadership for Equity and Advocacy** (EdD course). California State Polytechnic University, Pomona. Fall 2019.
- 2019-2020 Instructor. **Advanced Qualitative Methods** (EdD course). California State Polytechnic University, Pomona. Fall 2019, Fall 2020.

DISSERTATION AND THESIS SUPERVISION

Doctoral Dissertation Chair

Narcisa Navarro, 2023
Eunice Miranda, 2023
Joshua Bilbrew, 2023
Aileen Gendrano Adao, 2023
Heather Povinelli, 2022
Thomas Anthony Marino, 2021
Chenyue Sidney Lin, 2021
Joanna Schiestl, 2021

Doctoral Dissertation Committee Member

Cecilia Chavez, 2023

Gonzalo Avila, 2020

Nogol Andishehjoo, 2020

Master's Thesis Committee Member

Felicia Sandoval, 2021

K-12 TEACHING AND LEADERSHIP EXPERIENCE

Instructional Coach	Beginning Teacher Support and Assessment (new teacher induction) program. Leadership Public Schools Hayward. 2014-2015.
Team Facilitator	Facilitated student participatory action research team in evaluating school policies (e.g., school schedule, access to Advanced Placement courses) and advising school administration. 2013-2015.
Lead Teacher	Facilitated 9 th grade English teachers across charter network in transitioning to the Common Core State Standards. Leadership Public Schools. 2013-2015.
Teacher	Courses taught: 9 th grade English, 12 th grade English, and 11 th /12 th Ethnic Studies. Leadership Public Schools Hayward. 2010-2015.

SERVICE TO PROFESSION

Peer Reviewer	<i>Educational Administration Quarterly</i> <i>Urban Education</i> <i>Educational Policy</i> <i>Educational Evaluation and Policy Analysis</i> Learning Policy Institute
Proposal Reviewer	American Educational Research Association (AERA) District Research and Reform SIG (2021). University Council of Educational Administration (UCEA) Graduate Student Symposium (2018).
Discussant	<i>Can National & State Policies Ameliorate Systemic Inequities?</i> (2022). Paper session at the annual meeting of the American Educational Research Association, San Diego, CA.

District-level reforms for equity: Politics and implementation challenges (2021). Annual meeting of the American Educational Research Association, virtual conference.

District Leadership for Equity and Inclusion: Structures and Practices that Sustain Equitable Leadership Practice (2020). Session accepted for the annual meeting of the American Educational Research Association, San Francisco, CA. Conference canceled.

Chair & Organizer *Institutional Perspectives in Education Policy: New Directions in Theory and Research* (2019). Symposium at the annual meeting of the American Educational Research Association, Toronto, Canada.

Session Organizer *Towards a Civil Rights Education Finance Research Agenda*. (2018). Symposium conducted at the annual meeting of the American Educational Research Association, New York, NY.

SERVICE TO UNIVERSITY, COLLEGE AND DEPARTMENT

University Service

- 2022 Member, Undergraduate Research Faculty Advisory Council
- 2021 Member, Inclusive Excellence Council Subcommittee on Faculty Experience
- 2021 Reviewer, President's Scholarship Applications
- 2019 Quantitative Reasoning Task Force member

Service to the College of Education and Integrative Studies

- 2020-2022 College Assessment Committee, Educational Leadership Department representative
- 2019-2020 College Curriculum Committee, Educational Leadership Department representative

Service to the Educational Leadership Department

- 2021 Reviewer, Doctoral Scholarship Applications
- 2021 Member, Department Chair Evaluation Committee
- 2020-2021 Contributor, Application for Institutional UCEA Membership

- 2020-2022 Department Assessment Lead & Chair of Department Assessment Committee
- 2020-2021 Facilitator, Antiracist Leadership Book Discussion Group
- 2020-2022 EdD student advisor
- 2020-2022 Qualifying exam reader
- 2019-2022 Doctoral Council member
- 2019-2020 Search Committee member
- 2019-2020 Chair, Department Curriculum Committee

PROFESSIONAL AFFILIATIONS

University Council for Educational Administration (UCEA)
American Educational Research Association (AERA)
 Division A (Administration, Organization & Leadership)
 Division L (Educational Policy and Politics)
 Districts in Research and Reform SIG
 Organizational Theory SIG
 Critical Educators for Social Justice SIG
 Leadership for Social Justice SIG
 Politics of Education Association