

SHANYCE L. CAMPBELL, Ph.D.

University of Pittsburgh
School of Education | Educational Foundations, Organizations and Policy Department |
Center for Urban Education
shanycecampbell@pitt.edu
Twitter: @shanycecampbell

PROFESSIONAL EXPERIENCE

- 2020 - Present** *Assistant Professor of Urban Education and Quantitative Methods,*
University of Pittsburgh, School of Education
- 2017 - 2020** *Assistant Professor of Education,* University of California, Irvine,
School of Education
- 2014-2017** *Postdoctoral Research Fellow,* University of Michigan, School of
Education, Educational Studies

EDUCATION

DOCTOR OF PHILOSOPHY

2014 **University of North Carolina at Chapel Hill**
Department of Public Policy

BACHELOR OF SCIENCE

2004 **North Carolina Agricultural and Technical State University**
Accounting with a concentration in Economics

Duke University

American Economic Association Minority Program, *Foundations*
Level Coursework in Economic Theory, Mathematics,
Econometrics and Research Design

RESEARCH & TEACHING INTERESTS

Equitable Opportunities to Learn for Students of Color
Critical Quantitative Research Methods
Mixed Methods Research Methods
Transformative Education Policy
Program Evaluation

PUBLICATIONS

In Print

Campbell, S.L. (2021). Shifting Teacher Evaluation Systems to Community
Answerability Systems: (Re)Imagining How We Assess Black Women Teachers. *The*
Educational Forum, <https://doi.org/10.1080/00131725.2022.1997523>

Last Updated 05.25.21

Campbell, S. L. (2020). Ratings in Black and White: A Quantcrit Examination of Race and Gender in Teacher Evaluation Reform. *Race Ethnicity and Education*. DOI: <https://doi.org/10.1080/13613324.2020.1842345>

Sandoval Jr, C., van Es, E. A., **Campbell, S. L.**, & Santagata, R. (2020). Creating Coherence in Teacher Preparation: Examining Teacher Candidates' Conceptualizations and Practices for Equity. *Teacher Education Quarterly*, 47(4), 8-32.

Campbell, S. L. (2019). Capitalizing on achievement: A critical examination of school-based mentoring programs and student achievement. In Carrillo, J.F., Parker, D., Conder, T. (Eds). *Mentoring Students of Color: Naming the Politics of Race, Social Class, Gender, and Power*. Leiden, The Netherlands: Brill | Sense Publishers.

Campbell, S.L. (2018). Forgive Them Father: Understanding Acts of Violence Towards Black Women in Higher Education. In Sankofa Waters, M., Evans-Winters, V. E., & Love, B. L. (Eds.). *Celebrating Twenty Years of Black Girlhood: The Lauryn Hill Reader*. Bern, Switzerland: Peter Lang U.S.

Campbell, S. L., & Ronfeldt, M. (2018). Observational Evaluation of Teachers: Measuring More Than We Bargained for? *American Educational Research Journal*, 55(6), 1233–1267. **[Award-winning article]

Ronfeldt, M & Brockman, S., & **Campbell, S. L.** (2018). Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance? *Educational Researcher*, 47(7), 405-418.

Ronfeldt, M., & **Campbell, S. L.** (2016). Evaluating teacher preparation using graduates' observational ratings. *Educational Evaluation and Policy Analysis*, 38(4), 603-625.

Henry, G. T., Purtell, K. M., Bastian, K. C., Fortner, C. K., Thompson, C. L., **Campbell, S. L.**, & Patterson, K. M. (2014). The effects of teacher entry portals on student achievement. *Journal of Teacher Education*, 65(1), 7-23.

Henry, G. T., **Campbell, S. L.**, Thompson, C. L., Patriarca, L. A., Luterbach, K. J., Lys, D. B., & Covington, V. M. (2013). The predictive validity of measures of teacher candidate programs and performance toward an evidence-based approach to teacher preparation. *Journal of Teacher Education*, 64(5), 439-453.

Campbell, S. L. (2012) For colored girls? Factors that influence teacher recommendations in advanced math courses for Black girls. *The Review of Black Political Economy*, 39(4), 389-402.

OTHER MEDIA

Campbell, S.L. (2022). How the current teacher evaluation system could lead to a mass exodus of Black women teachers. Kappa Delta Pi (blog)

Campbell, S.L. (2022). Ways to advocate for an ambitious learning environment for

your child. *MommiNation* <https://mommination.com/ways-to-advocate-for-an-ambitious-learning-environment-for-your-child/>

POLICY REPORTS

Henry, G.T., **Campbell, S. L.**, Thompson, C.L., & Townsend, K. (2014). Evaluation of District and School Transformation school-level coaching and professional development activities. Consortium for Educational Research and Evaluation in North Carolina.

Thompson, C.L., Brown, K.M., Townsend, K., & **Campbell, S. L.** (2013). Productive connections: Interventions in low performing districts by the NCDPI District and School Transformation Division in 2011-12. Consortium for Educational Research and Evaluation in North Carolina.

Henry, G.T., Patterson, K.M., **Campbell, S. L.**, Yi, P. (2013). UNC teacher quality research: Teacher preparation program effectiveness report. Education Policy Initiative at Carolina.

Henry, G.T., Bastian, K.B., **Campbell, S.L.**, Patterson, K.M. (2012). UNC teacher quality research: Teacher portals effectiveness analysis. Education Policy Initiative at Carolina.

Noblit, G., Griffin, D., Carrillo, J.F., **Campbell, S. L.**, Parker, D. & Senta, A. (2012). An evaluation of Blue-Ribbon Mentor-Advocate. Chapel Hill-Carrboro Schools.

REFEREED CONFERENCES

Campbell, S.L. (2022) "Don't Rock the Boat": A Mixed Methods Study of How Education Programs Design for Equity. American Educational Research Association, San Diego, CA

Campbell, S.L. (2022) Using Self-love to Liberate Teacher Education Programs: An Autoethnography of *Returning Home*. In Division K - Teaching and Teacher Education Panel: *Before We Were Whole: (Re)membering Our Lives in Ghana, West Africa*. American Educational Research Association, San Diego, CA

Osai, E. & **Campbell, S.L.** (2022) "A Social Justice Anchored Partnership to Support College Access in Black Communities. American Educational Research Association, San Diego, CA

Campbell, S.L. (2021) Innovatively Flawed: The Unintended Consequences of Teacher Evaluations Systems on Students of Color, In Division K - Teaching and Teacher Education Panel: *Accepting our responsibilities as educators, scholars, and innovators: Reclaiming educational equity efforts in a color evasive world*. American Educational Research Association, Virtual

Campbell, S.L. (2020) Using Self-love to Liberate Teacher Education Programs: An Autoethnography of *Returning Home*. In Division K - Teaching and Teacher Education

Panel: *Before We Were Whole: (Re)membering Our Lives in Ghana, West Africa.*
American Educational Research Association, San Francisco, CA

Campbell, S.L. (2019) The X-Factor: Centering Equity in Teacher Preparation Programs. International Conference on Education and Social Justice, Honolulu, Hawai'i.

Campbell, S.L. (2019) Critical Race Approaches to Quantitatively Examining Teacher Evaluation Systems. In AERA Presidential Session: *The Power and Politics of Conducting Critical Research that Advances Educational Justice in the Age of Trump.* American Educational Research Association, Toronto, CA.

Gamez, D. & **Campbell, S.L.** (2018) Upward Bound: Supporting First-Generation and/or Low-Income Students of Color through Community Cultural Wealth. Annual Research Conference on Race, Inequality, and Language in Education (RILE), Palo Alto, CA.

Campbell, S.L. *Discussant* (2017). *Policy and Politics in the Standards and Accountability Landscape*, American Educational Research Association, New York, NY, Division L: Educational Policy and Politics

Discussant (2017). *Sensemaking in Tracked and Detracked Schools by Students and Stakeholders*, American Educational Research Association, New York, NY, Tracking & Detracking SIG

Ronfeldt, M., Brockman, S. & **Campbell, S. L** (2018). *Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance?* American Association of Colleges for Teacher Education, Baltimore, MD.

Ronfeldt, M., Brockman, S. & **Campbell, S. L** (2017). *Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance?* Association for Public Policy Analysis and Management, Chicago, IL.

Campbell, S.L. & Ronfeldt, M. (2016). *Observational evaluation of teachers: Measuring more than we bargained for?.* Association for Public Policy Analysis and Management, Washington, D.C.

Campbell, S.L. & Ronfeldt, M. (2016). *Observational evaluation of teachers: Measuring more than we bargained for?.* American Educational Research Association, Washington, DC.

Ronfeldt, M. & **Campbell, S. L.** (2015). *Evaluating teacher preparation in Tennessee.* Association for Public Policy Analysis and Management, Miami, FL.

Ronfeldt, M. & **Campbell, S. L.** (2015). *Evaluating teacher preparation in Tennessee.* American Association of Colleges for Teacher Education, Atlanta, GA.

Campbell, S. L. (2014). *Valid yet bias?: An examination of North Carolina's educator effectiveness system.* American Educational Research Association, Philadelphia, PA.

INVITED PRESENTATIONS

Campbell, S.L. (Visiting Speaker, 2021) Ratings in black and white: A Quantcrit examination of race and gender in teacher evaluation reform. Causal Inference in Education Research Seminar, University of Michigan

Campbell, S.L. (*Distinguished Speaker*, 2021). *Just Designs: The (Un)intended Consequences of Teacher Evaluation Policies*. Design@Large Speaker Series, UC San Diego.

Campbell, S.L. (*Keynote Speaker*, 2016). *The Stories We Tell: Who Will Cry For the Little Girl?*. GSCO Graduate Student Research Conference. University of Michigan, Ann Arbor, MI.

GRANTS

- 2022-2023 Co-Principal Investigator (with Dr. Heather McCambly). “Research for What?: Dreaming Toward Quantitative Paradigms for Anti-Racist Transformation.” Spencer Foundation Conference Grant (\$50,000)
- 2022-2024 Co-Principal Investigator (with Dr. Adriana Villavicencio). “Disrupting Racism in Schools: A Mixed Methods Study of Educators’ Racial Dispositions and Organizational Change.” Spencer Large Research Grant (\$249,990)
- 2021-2023 Co-Investigator (with Drs. Valorie Kinloch, T. Elon Dancy, & Esohe Osai). “Black Educators’ National Advisory Council,” The Heinz Endowments. (\$250,000)
- 2021-2023 Co-Principal Investigator (with Dr. Esohe Osai). “Improving Educational Opportunities for Black Youth in Pittsburgh: A Justice-Centered Intervention” University of Pittsburgh, Momentum Scaling Funds. (\$261,038)
- 2020 Co-Principal Investigator (with Shallegra Moye, Dakota Garilli & Dr. Dana Thompson Dorsey). Racial Equity Training Grant. Grow Sto-Rox C3 (\$5,000)
- 2019-2020 Principal Investigator. “A Mixed Methods Study of Teacher Education Programs’ Role in Fostering Candidates’ Equity Dispositions.” National Academy of Education/Spencer Postdoctoral Fellowship (\$70,000)
- 2019-2020 Principal Investigator. “Teacher Education Programs’ Role in Fostering Candidates’ Equity Dispositions.” California Teacher Education Research and Improvement Network (CTERIN) (\$25,000)

- 2018-2023 Co-Investigator, National Institutes of Health (NICHD R01). “Education and Transition to Adulthood” (PI: Andrew Penner). 2018-2023 (\$3,220,000)
- 2019 Council on Research, Computing and Libraries Faculty Research Grant, University of California, Irvine (\$5,000)
- 2018 Council on Research, Computing and Libraries Faculty Research Grant, University of California, Irvine (\$2,678)

Under Review

Co-Investigator (with Drs. Valorie Kinloch, T. Elon Dancy, Sabina Vaught, Esohe Osai & Lori Delale-O’Connor). “Black Knowledge Traditions for Global Educational Transformation: Multi-Institutional, Collectivist Approaches” W. K. Kellogg Foundation (\$20,000,000)

Unfunded

Co-Investigator (with Drs. Khirsten L. Scott, Jaime Booth, & Rosta Farzan).” Partnering with Black Girls: Developing The Black Girls Research CoLABborative (BGRL)” University of Pittsburgh, Momentum Teaming Funds. Unfunded Finalist (\$60,000)

Investigator (with Dr. Esohe Osai) The Justice Scholars Institute. Remake Learning Moonshot Grant. Unfunded (\$69,750)

FELLOWSHIPS/AWARDS/RECOGNITIONS

- 2019 AERA Palmer O. Johnson Memorial Award for the most outstanding article appearing in an American Educational Research Association-sponsored journal
- 2019-2020 National Academy of Education/Spencer Postdoctoral Fellowship
- 2014 University of North Carolina – Chapel Hill’s Department of Public Policy First Black Doctoral Graduate

MEDIA MENTIONS

KDKA In Your Neighborhood: Perry Traditional Academy (2021). Retrieved online from https://pittsburgh.cbslocal.com/video/6165249-kdka-in-your-neighborhood-perry-traditional-academy/?fbclid=IwAR1pCOZ1Zi_r2jRPy97kEsIVy2BDx5m7eoEQYkpDCg_SYMPS7_vOK_L3Dk

Barnum, M. (2018, July). Mentors matter: Good teaching really can be passed down to student teachers, new research finds Chalkbeat. Retrieved online from <https://www.chalkbeat.org/posts/us/2018/07/16/mentors-matter-good-teaching-really-can-be-passed-down-to-student-teachers-new-research-finds/>

Zhou, A. (2018, June). How bias happens: teaching struggling students can affect observation scores, study finds Chalkbeat. Retrieved online from <https://www.chalkbeat.org/posts/us/2018/06/20/race-and-gender-of-teacher-and-students-can-effect-teacher-evaluations-study-says/>

Barnum, M. (2017, August). A new study shows why it's so hard to improve teacher preparation. Chalkbeat. Retrieved online from <http://www.chalkbeat.org/posts/us/2017/08/09/a-new-study-shows-why-its-so-hard-to-improve-teacher-preparation/>

McCabe, K. (2016, June 14). Study Tests Using Teacher Observation Data for Evaluation of EPPs Study Tests Using Teacher Observation Data for Evaluation of EPPs. *Ed Prep Matters*. American Association of Colleges for Teacher Education. Retrieved online from <http://edprepmatters.net/2016/06/study-tests-using-teacher-observation-data-for-evaluation-of-epps/>

AERA Newsroom (2016, June 13). Highlighted Articles from AERA Journals. Retrieved online from <http://www.aera.net/Newsroom/tabid/10629/Default.aspx>.

TEACHING EXPERIENCE

University of Pittsburgh

Statistics I (Masters & Doctoral)
Quantitative Methods II (Doctoral)
Mixed Methods (Doctoral)
Urban Schools and Social Policy (Doctoral)

University of California, Irvine

Cultural Diversity and Equity (Masters)
Mixed Methods (Doctoral)

University of North Carolina, Chapel Hill

Policy Innovation and Analysis (Undergraduate)

SERVICE

PROFESSIONAL

Guest Editor (with Dr. Qiana Cutts), Special Issue: “(Re)membering How We Liberate: Black Women Educators’ Identities, Educational Praxis, and Influence,” *Education Sciences*

Guest Editor (with Dr. Dania Francis), Special Issue: “Critical Quantitative Approaches to Address Racism Educational Research,” *Journal of Research on Educational Effectiveness*

Reviewer, Spencer Foundation Review Panel

Reviewer, Peer Journals

- Equity & Excellence in Education
- Review of Educational Research

- Educational Researcher
- American Educational Research Journal
- Teachers College Record
- Journal of Teacher Education
- The Urban Review
- Sociology of Education
- Educational Policy

Co-Chair, Critical Educators for Social Justice SIG, AERA (2022-2024)

Co-Fiscal Representative, Critical Educators for Social Justice SIG, AERA (2020-2022)

Research Advisory Board, California Educator Diversity Project

Research Advisory Member, Hellman Fellowship Awardee on “Disrupting Racism in Schools: Studying the Outcomes of a Racial Justice Program”

UNIVERSITY

University of Pittsburgh

Co-Director, Justice Scholars Institute

Search Committee Member, Department of Teaching, Learning, and Leading

University of California, Irvine

Committee Member, Teacher Education Program Steering Committee

Council Member, Advisory Council on Campus Climate, Culture & Inclusion

Program Curriculum Committee, Diversity, Inclusion and Racial Healing Ambassador Program

COMMUNITY

Board of Directors - Treasurer, Blackgirl Gold Unapologetic, Incorporated (BGU)

Community Member Volunteer, Youth Mentoring Action Network (YMAN)

Grant Reviewer, Abolitionist Teacher Network (ATN)

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Mixed Methods International Research Association

Association for Public Policy Analysis and Management

Association for Education Finance and Policy

CERTIFICATIONS

Active Learning Institute - UCI, Division of Teaching Excellence and Innovation

Certificate in Mixed Methods Research – University of Michigan, School of Social Work