

Maya Kaul

University of Pennsylvania • Graduate School of Education

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ACADEMIC APPOINTMENTS

2024- **Collaboratory for Teaching and Teacher Education, University of Pennsylvania**
Postdoctoral Scholar

EDUCATION

2024 **University of Pennsylvania, Graduate School of Education**

Ph.D. in Education Policy

Certificate of Advanced Studies in Education Sciences

Dissertation (with distinction): *The Making of a Professional: Institutional Logics of Teacher Education and Teacher Professional Identity Formation*

Committee: Dr. Sarah Schneider Kavanagh (chair), Dr. Pam Grossman, Dr. Rand Quinn, Dr. Sharon Wolf

2017 **Pomona College**

B.A. in Philosophy, Politics, and Economics (PPE)

Distinction in Senior Exercise

AWARDS & HONORS

2024 Outstanding Graduate Paper Award, *AERA School Effectiveness and School Improvement SIG*

2023-2024 National Academy of Education (NAEd)/Spencer Dissertation Fellowship

2021-2023 Institute of Education Science (IES) Predoctoral Fellowship

2023 David L. Clark Scholar, *University Council for Education Administration (UCEA)*

2020-2023 William B. and Roberta V. Castetter Fellowship, *University of Pennsylvania*

2019-2023 Dean's Fellowship, *University of Pennsylvania*

2022 Selected attendee, William L. Boyd National Education Politics Workshop, *AERA*

2022 Invited attendee, Education Policy Academy, *American Enterprise Institute*

2021 Annual Meeting Paper Award, *AERA Organizational Theory SIG*

2017-2018 United States Student Fulbright Research Scholarship, *US Department of State*

2015-2017 Pomona College Scholar, *Pomona College*

2017 Distinction in Senior Exercise, *Pomona College*

RESEARCH & PUBLICATIONS

Interests & Expertise

K-12 education policy implementation; teacher education and development; school leadership; organizational theory; sociological theories of race

Peer-reviewed

Kaul, M., Comstock, M., Simon, N.S. (2022). Leading from the Middle: How Principals Rely on District Guidance and Organizational Conditions in Times of Crisis. *AERA Open*, 8(1), 1-17.

- Featured in CPRE Research Minutes Podcast [[link](#)]

- Awarded 2024 AERA Outstanding Graduate Student Paper Award by School Effectiveness and School Improvement SIG

Comstock, M., Supovitz, J., **Kaul, M.** (2021). Exchange Quality in Teacher Leadership Ties: Examining Relational Quality Using Social Network and Leader-Member Exchange Theories. *Journal of Professional Capital and Capacity*, 6(4), 395-409.

- Awarded 2021 AERA Best Annual Meeting Paper Award by Organizational Theory SIG

Kaul, M., Supovitz, J., Comstock, M. (2021). Investigating Instructional Influence in Teachers' Social Networks. *Journal of Professional Capital and Capacity*, 6(4), 378-394.

Herranen, J., Aksela, M., **Kaul, M.**, Lehto, S. (2021). Teachers' Expectations and Perceptions of the Relevance of Professional Development MOOCs. *Education Sciences*, 11(5), 240.

Kaul, M., Aksela, M., Wu, X. (2018). Dynamics of a Community of Inquiry (CoI) within a Massive Open Online Course (MOOC) for In-Service Educators in Environmental Education. *Education Sciences*, 8(2), 40.

Under Review

Kaul, M. (*Under review*). Mapping the Institutional Terrain of Teacher Education: Democratic Professionalism and the Corporate Marketplace.

Kaul, M. (*Under review*). The Reform Logics of Teaching: How Institutionalized Conceptions of Teaching Shape Teachers' Professional Identities.

Kaul, M. (*Under review*). Bridging "What Can Be" and "What Actually Is": Teacher Professional Identity Formation and Demoralization in Teacher Education.

In Preparation

Kaul, M., Donat, E., & Stafford, T. (2024). "Those who can do more, should": Integrity Violations in a Teacher Candidate's Professional Identity Formation.

Ingersoll, R.M. & **Kaul, M.** (2024). Retaining Teachers of Color: An Organizational Analysis.

Kavanagh, S.S. & **Kaul, M.** (2024). From Problem to Possibility: A Systematic Review of Teacher Education Research on Social Justice, 2012-2021.

*Comstock, M., Dym, A., & **Kaul, M.** (2024). License to Teach: Coalition Formation and Policy Learning in North Carolina Teacher Licensure Reform, 2021-2022. (**alphabetical order*)

Kaul, M. & Reikosky, N. (2024). Democracy as a Floating Signifier: Clarifying a Theory of Democracy and Democratization in Teacher Education.

Comstock, M. & **Kaul, M.** (2024). Framing, Institutional Logics, and Coupling: A Conceptual Review.

Kaul, M. (2024). Teacher Education Programs as Racialized Organizations.

Kaul, M. (2024). Teacher Demoralization across Diverse State Policy Contexts.

Book Chapter

Turkka, J., **Kaul, M.**, Aksela, M. (2023). 'Act-Like-A-Scientist-Test': What Does a Deductive Content Analysis Show? In McGregor & Anderson (Eds.) *Learning Science Through Drama: Exploring International Perspectives*. Springer Press.

Policy Briefs & Reports

Kaul, M., & Bodnar, M. (2020). A Nation State: The Context of California. In T.K. Odle, & J.E. Finney (Eds.), "Faultlines" Shaping Higher Education Policy and Opportunity in California (pp. 9-26). Philadelphia, PA: Institute for Research on Higher Education, University of Pennsylvania Graduate School of Education.

Dunens, E., & **Kaul, M.** (2020). Surveying Fragmentation in California's Higher Education Policy Landscape. In T.K. Odle, & J.E. Finney (Eds.), "Faultlines" Shaping Higher Education Policy and Opportunity in California (pp. 46-60). Philadelphia, PA: Institute for Research on Higher Education, University of Pennsylvania Graduate School of Education.

Kaul, M., VanGronigen, B., Simon, N.S. (2020). Calm During Crisis: Principal Approaches to Crisis Management during the COVID-19 Pandemic. CPRE Policy Briefs.

- Featured in *Education Week*, November 2020 [[link](#)]

Adams, J., & **Kaul, M.** (2020). *California Performance Assessment Collaborative: Pasadena Unified School District Case Study*. Palo Alto, CA: Learning Policy Institute.

Saunders, M., **Kaul, M.**, Thompson, C. (2020). *California Performance Assessment Collaborative: Los Angeles Unified School District Case Study*. Palo Alto, CA: Learning Policy Institute.

Maier, A., Adams, J., Burns, D., **Kaul, M.**, Saunders, M., Thompson, C. (2020). *District Initiatives to Meaningfully Assess Student Learning: Lessons from the California Performance Assessment Collaborative* (research brief). Palo Alto, CA: Learning Policy Institute.

Maier, A., Adams, J., Burns, D., **Kaul, M.**, Saunders, M., Thompson, C. (2020). *District Initiatives to Meaningfully Assess Student Learning: Lessons from the California Performance Assessment Collaborative*. Palo Alto, CA: Learning Policy Institute.

Practitioner Resources

Kaul, M. (2019). Keeping Students at the Center with Culturally Relevant Performance Assessments. *Education Week*. Next Gen Learning in Action Blog.

- Cross-published by *Next Gen Learning Challenges*, *Learning Policy Institute*, and *CompetencyWorks*

Kaul, M. (2019). Performance Assessment Profile: Pasadena Unified School District. Palo Alto, CA: Learning Policy Institute.

Kaul M., Thompson, C., Chase, K., Kessler, J., Wei, R. W. (2019). Best Practices for Designing Accessible Performance Assessments. Palo Alto, CA: Learning Policy Institute.

Kaul, M. (2018). Performance Assessment Profile: Los Angeles Unified School District. Palo Alto, CA: Learning Policy Institute.

PRESENTATIONS

Academic Conferences

- Kaul, M.** (2024). The Reform Logics of Teacher Education: How Conceptions of Teaching and Teacher Education Become Institutionalized. Paper accepted at the Annual Meeting of the American Education Research Association. Philadelphia, PA.
- Kaul, M.** (2024). Bridging “What Can Be” and “What Actually Is”: A Typology of Teacher Professional Identity Formation. Paper accepted at the Annual Meeting of the American Education Research Association. Philadelphia, PA.
- Kaul, M.** & Reikosky, N. (2024). Democracy as a Floating Signifier: Clarifying a Theory of Democracy and Democratization in Teacher Education. Paper accepted at the Annual Meeting of the American Education Research Association. Philadelphia, PA.
- Kavanagh, S.S. & **Kaul, M.** (2024) From Problem to Possibility: A Systematic Review of Teacher Education Research on Social Justice, 2012-2021. Paper accepted at the Annual Meeting of the American Education Research Association. Philadelphia, PA.
- Kaul, M.** (2023). Constellations of Logics in Teacher Education: Democratic Professionalism and the Corporate Marketplace. Paper presented at the Annual Convention of the University Council of Education Administration (UCEA). Minneapolis, MN.
- Kaul, M.** (2023). The Logics of “Effective” Teaching: Investigating the Relationship Between Teacher Education Program Missions and Observational Protocols and Practices. Paper presented at the Quality in Nordic Teaching (QUINT) Ph.D. Summer Institute and Conference. Helsinki, Finland.
- Kaul, M.** (2023). Becoming a Teacher: Examining the Relationship between Teacher Education Program Design and Teacher Candidate Professional Identity Formation. Paper presented at Annual Meeting of the American Educational Research Association. Chicago, IL.
- Comstock, M., Dym, A., **Kaul, M.** (2023). License to Teach: Coalition Formation and Policy Learning in North Carolina Teacher Licensure Reform, 2021-2022. Paper presented at Annual Meeting of the American Educational Research Association. Chicago, IL.
- Kaul, M.** (2023). Mapping the Institutional Terrain of Teacher Education: How Institutional Logics Shape Teacher Education Program Design. Paper presented at Annual Meeting of the American Educational Research Association. Chicago, IL.
- Kavanagh, S.S. & **Kaul, M.** (2023). The Logics of Justice: A Systematic Review of Teacher Education Research on Social Justice, 2012-2021. Paper presented at Annual Meeting of the American Educational Research Association. Chicago, IL.
- Kaul, M.**, Donat, E., Stafford, T. (2022). The Making of a Professional: Professional Identity Formation in Teacher Education. Paper presented at Annual Meeting of the American Educational Research Association. San Diego, CA.
- Herman, M., Simon, N.S., **Kaul, M.**, Medina, K., Roland, A., Cordova-Cobo, D. (2022). Transitioning to college during COVID-19: Voices of CUNY students and staff. Paper presented at Annual Meeting of the American Educational Research Association. San Diego, CA.

- Kaul, M.**, Comstock, M., Simon, N.S. (2021). How Schools Withstand Crisis: Organizational Conditions to Support Principal Leadership for Organizational Learning. Paper presented at Sociology of Education Association (SEA) Mini-Conference. Online.
- Kaul, M.**, Comstock, M., Simon, N.S. (2021). How Schools Withstand Crisis: Organizational Conditions to Support Principal Leadership for Organizational Learning. Paper presented at Annual meeting of the American Educational Research Association. Online.
- VanGronigen, B.A., **Kaul, M.**, Simon, N.S. (2021). Espoused vs. Enacted: Principals' Most Pressing Initial Issues in responding to the COVID-19 Pandemic. Paper presented at Annual meeting of the American Educational Research Association. Online.
- Maier, A., Adams, J., Burns, D., **Kaul, M.**, Saunders, M., Thompson, C. (2021). Findings from a District-Level Multiple Case Study of a Statewide Performance Assessment Collaborative in California. Paper presented at Annual meeting of the American Educational Research Association. Online.
- Comstock, M., Supovitz, J., **Kaul, M.** (2021). Exchange Quality in Teacher Leadership Ties: Examining Relationships Using Social Network and Leader-Member Exchange Theories. Paper presented at American Educational Research Association. Online.
- Patel, P.R., Bodnar, M., **Kaul, M.**, Odle, T.O., Finney, J., Dunens, E., Adams, L.J. (2020). Fault lines in the (Master) Plan: State Policy Influences on California Higher Education Performance. Paper presented at Annual Meeting for the Association for the Study of Higher Education. Online.
- Kaul, M.**, Thompson, C., Burns, D., Maier, A., Saunders, M., Adams, J. (2020). Findings from a District-Level Multiple Case Study of a Statewide Performance Assessment Collaborative in California. Paper accepted at Annual meeting of the American Educational Research Association. San Francisco, CA. (Conference canceled).
- Kaul, M.** (2020). Leveraging a Research-Practice Partnership to Support Meaningful Learning, Authentic Assessment, and Continuous Improvement. Paper accepted at Annual meeting of the American Educational Research Association. San Francisco, CA. (Conference canceled).
- Kaul, M.** (2020). No Tolerance for Zero Tolerance: Predicting the Influence of the Harshness of School Discipline Policies on Students' Educational Outcomes in Chicago Public Schools. Poster presented at Association for Education Finance and Policy. Online.
- Turkka, J., **Kaul, M.**, Aksela, M. (2018). Nature of Science in Students' Conceptions of Scientists: A pilot study of an "Act Like a Scientist Test." Paper Presented at International Science Education Conference. Singapore.

Invited Presentations

- Invited Presenter, Bridging "What Can Be" and "What Actually Is": Teacher Professional Identity Formation and Demoralization in Teacher Education. Panel at National Academy of Education (NAEd)/Spencer Foundation Spring Retreat. Washington, D.C. March 2024.
- Invited Presenter, What to do about and with AI in Education: Challenges and Opportunities for AI in Teaching and Learning. Plenary session at National Academy of Education (NAEd)/Spencer Foundation Fall Retreat and Annual Meeting. Washington, D.C. November 2023.
- Invited Presenter, The Competing Logics of Teacher Education Reform: How the Policy Environment

Shapes Teacher Professional Identity Formation. Poster presentation at the GAPSA-Provost Reception (University of Pennsylvania). Philadelphia, PA. April 2023.

Panel Moderator, Racialized Organizations: Integrating Critical and Organizational Theories to Address Pressing Issues in Education. Webinar hosted by American Educational Research Association Organizational Theory Special Interest Group. Virtual. January 2023.

Invited Presenter, Interviewing in Schools during COVID. Guest presentation for Interview Methods in Education at the University of Chicago, hosted by Dr. Karlyn Gorski. Virtual. October 2022.

Invited Presenter, Emerging Research Findings on Pasadena Unified School District (PUSD) Senior Defense System. Presentation to the Pasadena Unified School District (PUSD) School Board. Virtual. May 2019.

Invited Presenter, Research Findings on LUMA Finland Program Evaluation. Presentation to members of the Finnish Ministry of Education. Helsinki, Finland. April 2018.

Invited Presenter, Creating Supports for In-Service Educators. Presented on *STEM Education for the 21st Century: Finnish Policy and Classroom Innovation* panel at Fulbright Forum. Helsinki, Finland. March 2018.

Invited Presenter, Growing up in America: An Introduction to American Culture. Presentation at Karjaan Lukio Secondary School. Raseborg, Finland. October 2017.

Invited Presenter, Small Liberal Arts Colleges (SLACs) in the United States. Presentation for Fulbright Finland Foundation's *American Voices* conference. Turku, Finland. October 2017.

SELECTED RESEARCH ACTIVITIES

University of Pennsylvania Graduate School of Education **Philadelphia, PA**
Systematic Review of Research on Teacher Education and Social Justice 2022-

Principal Investigator: Dr. Sarah Schneider Kavanagh

- Manage large systematic review examining how research on teacher education (published from 2012-2021) has framed the issue of social justice, drawing on 17,000+ initial articles

Teachers of Color and Teacher Turnover 2020-2021

Principal Investigator: Dr. Richard Ingersoll

- Analyzed national survey data (NCES Schools and Staffing Survey/Teacher Follow-Up Survey) to study organizational predictors of turnover for teachers of color using STATA and SAS

American Institutes for Research **Remote**
COVID-19 and Equity in Education (CEE)

Principal Investigators: Drs. Michael Garet and Susan Therriault

September 2022-May 2023

- Led development of research projects using AIR's longitudinal dataset – e.g. descriptive analyses of K-12 enrollment, population shifts, and achievement after the onset of the COVID-19 pandemic

Hispanic Federation **Remote**
CREAR Futuros Program Evaluation May 2021-November 2021

Principal Investigators: Dr. Nicole Simon and Dr. Silvia Diazgranados Ferrás

- Co-designed program evaluation of CREAR Futuros college mentoring program – developed theory of change, concept note, and mapped out study design for mixed-methods program evaluation

Graduate NYC**Remote**Transitioning to college during COVID-19

May 2021-July 2021

Principal Investigators: Melissa Hermann and Dr. Nicole Simon

- Served as project manager – led qualitative analysis and write-up of qualitative report on CUNY first-year students' college decision-making processes during COVID-19

Consortium for Policy Research in Education**Philadelphia, PA**Leading in Crisis Study

2020-2021

Principal Investigator: Dr. Jon Supovitz

- Managed 20+ member team engaged in a large, national qualitative study of 120 school leaders' experiences during COVID-19 pandemic and co-lead associated qualitative analyses

Study of Teacher Leadership

2019-2021

Principal Investigator: Dr. Jon Supovitz

- Conducted mixed-methods analyses of teachers' social networks – analyzed survey, interview, and focus group data to examine the nature of teachers' instructional networks

Discipline in Context: Suspension, Climate, and PBIS in the School District of Philadelphia

2020-2021

Principal Investigator: Dr. Ryan Fink

- Supported qualitative data collection and analysis for implementation study of Positive Behavioral Interventions and Supports (PBIS) in the School District of Philadelphia, as part of a research-practice partnership with district – conducted interviews with teachers and school leaders

University of Helsinki/LUMA Centre Finland**Helsinki, Finland***Principal Investigator: Dr. Maija Aksela*

August 2017–May 2018

- Conducted independent research project funded through a Fulbright scholarship on teacher education and professional development in Finland —utilized existing data and constructed survey to measure regional influence of teacher training initiative; synthesized findings using interactive web-based ArcGIS maps; presented findings to Finnish Ministry of Education

Pomona College Economics Department**Claremont, CA**Response Times in Economic Choice Models

January–August 2015

Principal Investigator: Dr. John Clithero

- Conducted a literature review of research on the role of response times in economic choice models
- Designed independent experimental research project on the effect of response time on ethical choice— created a survey instrument to measure decision-making response times by various ethical theories; collected data using Amazon Mechanical Turk and Qualtrics

POLICY & PRACTICE EXPERIENCE

Collaboratory for Teaching & Teacher Education**Philadelphia, PA***Fellow*

June 2023-May 2024

- Support Dr. Sarah Schneider Kavanagh's strategic leadership in re-designing the Collaboratory for Teaching and Teacher Education, a national research center focused on teaching and teacher education hosted at the University of Pennsylvania Graduate School of Education

North Carolina Department of Public Instruction**Remote***IES Predoctoral Fellow*

September 2021-May 2022

- Supported statewide commission, Professional Educator Preparation and Standards Commission (PEPSC), dedicated to re-designing North Carolina's teacher licensure system

Learning Policy Institute

Consultant

Research and Policy Assistant

Palo Alto, CA

August 2019-October 2020

July 2018-August 2019

- Managed team conducting a year-long qualitative study of California Performance Assessment Collaborative—developed interview and focus group protocols; collected qualitative data; analyzed findings to support local policy engagement, external publications, and ongoing formative feedback to school/district partners
- Co-led a statewide professional learning community of teachers, school/district administrators, and technical assistance providers across California working to advance performance assessment systems

GRANTS

- \$6,000 *The Competing Logics of Teacher Education Reform: How the Policy Environment Shapes Teacher Professional Identity Formation*, GAPSA-Provost Fellowship for Interdisciplinary Innovation, University of Pennsylvania (2023, PI)
- \$6,000 *The Making of a Professional: Institutional Logics of Teacher Education and Pre-Service Teachers' Professional Identity Formation*, Collaboratory for Teaching and Teacher Education, University of Pennsylvania (2023, PI)
- \$4,000 *Reconsidering the Role of Response Time in Ethical Choice Models*, Pomona College Summer Undergraduate Research Program (2015, Faculty Advisor: John Clithero).

TEACHING EXPERIENCE

University of Pennsylvania

Teaching Assistant, Teaching and Learning in Student-Centered Classrooms Fall 2023 - Spring 2024

- Graduate-level year-long course for pre-service teachers in Urban Teaching Apprenticeship Program (UTAP)
- Instructor of Record: Dr. Sarah Schneider Kavanagh

Co-Instructor, Lenses for Understanding and Examining K-12 Policy Implementation Summer 2022

- Graduate-level course for M.A. and Ph.D. students
- Co-Instructor: Dr. Meghan Comstock

Teaching Assistant, Applied Research Methods to Inform Policy and Practice Fall 2020

- Graduate-level course for M.A. and Ph.D. students in Education Policy program
- Instructor of Record: Dr. Jon Supovitz

PROFESSIONAL SERVICE

To the University

2022-2023 Student Member, University of Pennsylvania Graduate School of Education Committee on Instruction

To the Field

2024- Webmaster, AERA Organizational Theory SIG
2022-2024 Graduate Student Chair, AERA Organizational Theory SIG
2022- Ad hoc Reviewer: *Journal of Educational Change*; *Leadership and Policy in Schools*; *Social Sciences & Humanities Open*; *American Journal of Education*

PROFESSIONAL ASSOCIATIONS

Association for Education Finance and Policy (AEFP)
American Educational Research Association (AERA)
Sociology of Education Association (SEA)
University Council for Educational Administration (UCEA)