

# Maya Kaul

University of Pennsylvania • Graduate School of Education

[mayakaul@upenn.edu](mailto:mayakaul@upenn.edu) • (408)-750-4314

## EDUCATION

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University of Pennsylvania, Graduate School of Education

Expected May 2024

Ph.D. in Education Policy

*William B. and Roberta V. Castetter Fellow • Institute of Education Sciences (IES) Predoctoral Fellow*

- Dissertation: The Making of a Professional: Institutional Logics of Teacher Education and Pre-Service Teachers' Professional Identity Formation
- Dissertation Committee: Dr. Sarah Schneider Kavanagh (chair), Dr. Pam Grossman, Dr. Rand Quinn, Dr. Sharon Wolf

Pomona College

May 2017

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

*Distinction in Senior Exercise*

## RESEARCH & PUBLICATIONS

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### 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 [\[link\]](#)

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 Best 2021 AERA 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.

### In Preparation

**Kaul, M.**, Donat, E., & Stafford, T. (2023). "Those who can do more, should": Integrity Violations in a Teacher Candidate's Professional Identity Formation.

Ingersoll, R.M. & **Kaul, M.** (2023). Retaining Teachers of Color: An Organizational Analysis.

Kavanagh, S.S. & **Kaul, M.** (2023). The Logics of Justice: A Systematic Review of Teacher Education Research on Social Justice, 2012-2021.

**Kaul, M.** (2023). Mapping the Institutional Terrain of Teacher Education: How Institutional Logics Shape Teacher Education Program Design.

**Kaul, M.** (2023). Becoming a Teacher: Examining the Relationship between Teacher Education Program Design and Teacher Candidate Professional Identity Formation.

**Kaul, M.** (2023). How Institutions Shape Teachers Professional Identities.

\*Comstock, M., Dym, A., & **Kaul, M.** (2023). License to Teach: Coalition Formation and Policy Learning in North Carolina Teacher Licensure Reform, 2021-2022. (\**alphabetical order*)

**Kaul, M.** (2023). Measuring Teacher Professional Identity: A Systematic Review of Teacher Professional Identity.

### 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). 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.

## Editorial

- 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*

## PRESENTATIONS

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### Academic Conferences

- Kaul, M.** (2023). The Logics of “Effective” Teaching: Investigating the Relationship Between Teacher Education Program Missions and Observational Protocols and Practices. Paper accepted 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, 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, Creating Supports for In-Service Educators. Presented on *STEM Education for the 21<sup>st</sup> 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.

## **RESEARCH EXPERIENCE**

**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 systematic review examining how research on teacher education (published from 2012-2021) has framed the issue of social justice
- Train and calibrate large research team of graduate and undergraduate students in systematic review methods

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**

*Principal Investigators: Drs. Michael Garet and Susan Thériault*

September 2022-May 2023

- Support COVID-19 and Equity in Education (CEE) project - a five-year \$100+ million commitment to generating and using research that addresses systemic inequity
- Lead 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

**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 of team – set project timelines, managed team roles, and 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 school leaders' experiences during COVID-19 pandemic and co-lead associated qualitative analyses
- Trained and calibrated large research team to code and analyze transcripts
- Mentored and oversaw graduate and undergraduate research assistants

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
- Provided feedback on a range of other related studies on teachers' social networks and the influence of teacher leadership on teacher practice

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 on PBIS implementation in their school

**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; applied research to advise Finnish Ministry of Education
- Studied community formation in a MOOC designed for the professional development of in-service educators using qualitative methods (content/transcript analysis)

**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 from hundreds of respondents using Amazon Mechanical Turk and Qualtrics; analyzed and reported the findings

## **POLICY & PRACTICE EXPERIENCE**

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**North Carolina Department of Public Instruction**

**Remote**

*IES Predoctoral Fellow*

September 2021-May 2022

- Co-led subcommittees focused on developing a new statewide licensure system – e.g., attend monthly meetings of K-12 teachers/district leaders, researchers, and educator preparation program deans; prioritize subcommittee tasks; prepare subcommittee materials; and contribute to planning for statewide licensure reforms
- Provided research assistance on teacher education/licensure to support subcommittee work

**Learning Policy Institute**

**Palo Alto, CA**

*Research and Policy Assistant*

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
- Disseminated research findings in local policy contexts to support policy and practice

## TEACHING EXPERIENCE

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### University of Pennsylvania

*Co-Instructor*, Lenses for Understanding and Examining K-12 Policy Implementation Summer 2022  
*Teaching Assistant*, Applied Research Methods to Inform Policy and Practice Fall 2020

## FELLOWSHIPS & GRANTS

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### External

2023-2024 National Academy of Education/Spencer Dissertation Fellowship; **\$27,500**  
2017-2018 United States Student Fulbright Research Scholarship, *US Department of State*; **\$14,000**

### Internal

2023 GAPSA-Provost Fellowship for Interdisciplinary Innovation, *University of Pennsylvania*; **\$6,000**  
2022 Collaboratory for Teacher Education Research Grant, *University of Pennsylvania*; **\$6,000**  
2021-2023 Institute of Education Sciences (IES) Predoctoral Fellowship, *University of Pennsylvania*  
2020-2023 William B. and Roberta V. Castetter Fellowship, *University of Pennsylvania*  
2019-2023 Dean's Fellowship, *University of Pennsylvania*  
2015 Grant for Summer Undergraduate Program, *Pomona College*; **\$4,000**  
2014 Grant for Pomona College Internship Program, *Pomona College*; **\$1,400**

## HONORS & AWARDS

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2023 David L. Clark Scholar, *University Council for Education Administration (UCEA)*  
2022 Education Policy Academy invited attendee, *American Enterprise Institute*  
2021 Annual Meeting Paper Award, *AERA Organizational Theory SIG*  
2017 Distinction in Senior Exercise, *Pomona College*  
2015-2017 Pomona College Scholar, *Pomona College*

## PROFESSIONAL SERVICE

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### To the University

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

### To the Field

2022- Reviewer: *Journal of Educational Change, Leadership and Policy in Schools*  
2022- Graduate Student Chair, AERA Organizational Theory SIG

## PROFESSIONAL ASSOCIATIONS

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Association for Education Finance and Policy (AEFP)  
American Educational Research Association (AERA)  
    Division A (Administration, Organization, & Leadership)  
    Division K (Teaching and Teacher Education)  
    Division L (Educational Policy and Politics)  
    Districts in Research and Reform SIG  
    Organizational Theory SIG  
Sociology of Education Association (SEA)