

Maya Kaul

University of Pennsylvania • Graduate School of Education

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EDUCATION

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

Interests & Expertise

K-12 education policy implementation; teacher education and development; school leadership; organizational theory

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

Ingersoll, R.M. & **Kaul, M.** (2022). Retaining Teachers of Color: An Organizational Analysis.

Kaul, M., Donat, E., & Stafford, T. (2022). "Those who can do more, should": Integrity Violations in a Teacher Candidate's Professional Identity Formation.

Kavanagh, S.S. & **Kaul, M.** (2022). The Logics of Justice: A Systematic Review of Teacher Education Research on Social Justice, 2012-2021.

Kaul, M. (2022). Mapping the Institutional Terrain of Teacher Education: How Institutional Logics Shape Teacher Education Program Design.

Kaul, M. (2022). Becoming a Teacher: Examining the Relationship between Teacher Education Program Design and Teacher Candidate Professional Identity Formation.

Kaul, M. (2022). How Institutions Shape Teacher Professional Identity.

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

Book Chapter

Turkka, J., **Kaul, M.**, Aksela, M. (*Under Contract*). '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

Herman, M., Simon, N.S., **Kaul, M.**, Medina, K., Roland, A., Cordova-Cobo, D. (*Forthcoming*). Transitioning to college during COVID-19: Voices of CUNY students and staff. GraduateNYC.

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

Academic Conferences

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

- Kaul, M.** & Simon, N.S. (2022). Interviewing in Schools during COVID. Guest presentation for Interview Methods in Education at the University of Chicago, hosted by Dr. Karlyn Gorski. Virtual.
- Kaul, M.** (2019). Emerging Research Findings on Pasadena Unified School District (PUSD) Senior Defense System. Presentation to the Pasadena Unified School District (PUSD) School Board. Virtual.
- Kaul, M.** (2018). 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.
- Kaul, M.** (2017). Growing up in America: An Introduction to American Culture. Presentation at Karjaan Lukio Secondary School. Raseborg, Finland.
- Holt, G., **Kaul, M.**, Matthews, P. (2017). Small Liberal Arts Colleges (SLACs) in the United States. Presentation for Fulbright Finland Foundation's *American Voices* conference. Turku, Finland.

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**
IES Predoctoral Fellow September 2022-

- 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 project using AIR's longitudinal dataset and ethnographic data

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

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

- Supported design of program evaluation of *CREAR Futuros* college mentoring program – developed theory of change, concept note, and mapped out study design for mixed-methods, quasi-experimental evaluation of program
- Worked alongside Hispanic Federation staff to develop internal data systems for data monitoring

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

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
- Organized statewide convenings for teachers and school/district administrators to support the development and implementation of high-quality performance assessments
- Disseminated research findings in local policy contexts to support policy and practice

TEACHING EXPERIENCE

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, AWARDS, & GRANTS

University of Pennsylvania

- Collaboratory for Teacher Education Research Grant (\$6,000) 2022
- Institute of Education Sciences (IES) Predoctoral Fellowship 2021-2023
- William B. and Roberta V. Castetter Fellowship 2020-2023
- Dean's Fellowship 2019-2023

American Enterprise Institute

- Education Policy Academy invited attendee 2022

American Educational Research Association

- AERA Organizational Theory SIG Annual Meeting Paper Award 2021

U.S. Department of State

- United States Student Fulbright Research Scholarship 2017-2018

Pomona College

- Distinction in Senior Exercise 2017
- Pomona College Scholar 2015, 2016, 2017
- Grant for Summer Undergraduate Program (SURP) 2015
- Grant for Pomona College Internship Program (PCIP) 2014

PROFESSIONAL SERVICE

To the University

Student Member, University of Pennsylvania GSE Committee on Instruction 2022–

To the Field

Graduate Student Chair, AERA Organizational Theory SIG 2022–

PROFESSIONAL ASSOCIATIONS

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
Organization Theory SIG
Sociology of Education Association (SEA)