

David B. Reid Curriculum Vitae

Seton Hall University, College of Education and Human Services
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ACADEMIC APPOINTMENTS

Seton Hall University - College of Education and Human Services

Assistant Professor, Education Leadership, Management & Policy 2017-present
Director, K-12 Doctoral Program 2019-present
Interim Department Chair, Education Leadership, Management & Policy 2021-present

RESEARCH INTERESTS/EXPERIENCE

School and teacher leadership, leadership preparation, policy implementation

PUBLICATIONS

Peer Reviewed Articles

Reid, D. B. (in press). Suppressing and sharing: How school principals manage stress and anxiety during COVID-19. *School Leadership and Management*.

Reid, D. B., & Creed, B. M. (2021). Visible at night: US school principals' non-traditional work hour activities and job satisfaction. *Education Management, Administration, & Leadership*.
<https://doi.org/10.1177/17411432211027645>

Lewis, J. M., Reid, D. B., Bell, C. A., Jones, N., & Qi, Y. (2020). The mantle of agency: Principals' use of teacher evaluation policy. *Leadership and Policy in Schools*.
<https://doi.org/10.1080/15700763.2020.1770802>

Reid, D. B. (2020). Teachers' perceptions of how principals use new teacher evaluation systems. *Teachers and Teaching*, 26(1), 129-144. <https://doi.org/10.1080/13540602.2020.1740199>

Reid, D. B. (2020). US principals' perceptions of the future roles and responsibilities of school principals. *Education Management, Administration, & Leadership*.
<https://doi.org/10.1177/1741143219896072>

Reid, D. B. (2020). Making sense of new teacher evaluation policies and systems based on principals' experience. *Leadership and Policy in Schools*, 19(2), 304-318.
<https://doi.org/10.1080/15700763.2018.1554158>

Reid, D. B. (2019). How school leaders enable instructional coaching: Evidence from New Jersey. *Education Leadership Review*, 20(1), 87-100.

Segraves, J. N. & Reid, D. B. (2019). Induction programs in independent schools: A qualitative study on new faculty members' experiences. *Education Leadership Review of Doctoral Research*, 7.

Reid, D. B. (2019). What information do principals consider when evaluating teachers? *School Leadership and Management*, 39(5), 457-477. <https://doi.org/10.1080/13632434.2019.1576167>

Reid, D. B. (2018). Principals acting as middle leaders implementing teacher evaluation systems. *School Leadership and Management*, 40(1), 88-104. <https://doi.org/10.1080/13632434.2018.1508013>

Reid, D. B. (2018). How schools train principals to use new teacher evaluation systems: A comparative case study of charter school and traditional public school principals. *Journal of School Choice*, 12(2), 237-253.

Reid, D. B. (2017). Shared leadership: A comparative case study of two first year U.S. principals' collective sensemaking around teacher evaluation policy. *Educational Management, Administration & Leadership*, 47(3), 369-382.

Reid, D. B. (2017). U.S. principals' interpretation and implementation of teacher evaluation policies. *The Qualitative Report*, 22(5), 1457-1470.

Book Chapters

Reid, D. B., Kim, J., & Galey, S. (2020). How ESSA influences the daily work of school principals. In P. Youngs, J. Kim & M. Mavrogordato (Eds). *Exploring Principal Development and Teacher Outcomes: How Principals Can Strengthen Instruction, Teacher Retention, and Student Achievement*. Routledge.

Reid, D. B. (2017). How charter school principals use teacher evaluation systems. In D. Bickmore & M. Gawlik (Eds). *The charter school principal: Inside perspectives*. Rowman & Littlefield Publishers, Inc.

AWARDS AND GRANTS

College of Education and Human Services, Faculty Researcher of the Year 2020-2021

Planning for the Unplannable: How K-12 School Principals Navigate the Unknown, University Research Council Grant. Seton Hall University, \$8,000.00. 2020.

How Principals' Cognitive Schemas Impact Their Implementation of Teacher Evaluation Policy, Conference Presentation Award. Association for Education Finance and Policy, \$250. 2017.

How Principals' Cognitive Schemas Impact Their Implementation of Teacher Evaluation Policy, Dissertation Completion Fellowship. College of Education, Michigan State University, \$7,000. 2017.

How Principals' Cognitive Schemas Impact Their Implementation of Teacher Evaluation Policy, Dissertation Development Fellowship. College of Education, Michigan State University, \$2,890. 2016.

How Principals Make Sense of Teacher Evaluation Policies, Summer Research Renewable Fellowship. College of Education, Michigan State University, \$12,000. 2015-2016.

ACADEMIC CONFERENCE PRESENTATIONS

Reid, D. B. (2021, November). *"Virtually Everything": Principal sensemaking of how COVID-19 will impact the future of the principalship*. Accepted to present at the annual meeting of the University Council for Education Administration.

Reid, D. B. (2021, April). *Navigating the unknown: Principals' leadership responses during COVID-19*. Presented at the annual meeting of the American Education Research Association. Virtual conference.

Reid, D. B. (2020, November). *Leveraging community partnerships: How K-12 school principals partner with local communities and stakeholders*. Presented at the annual meeting of the University Council for Educational Administration. Virtual Conference.

Reid, D. B. (2020, March). *U.S. traditional public school principals' perceptions of their role as school marketing and branding agents*. Presented at the annual meeting of the Association of Education Finance and Policy, Fort Worth, TX.

Kim, J. & Reid, D. B. (2020, March). *Principals' perceptions of how ESSA influences their daily practice*. Presented at the annual meeting of the Association of Education Finance and Policy, Fort Worth, TX.

Reid, D. B. (2019, November). *How and why school principals communicate with stakeholders in an era of social media*. Presented at the annual meeting of the University Council for Education Administration. New Orleans, LA.

Reid, D. B. (2019, March). *Visible at night: The growing expectations of U.S. public school principals*. Presented at the annual meeting of the Association for Education Finance and Policy, Kansas City, MO.

Reid, D. B. (2018, November). *How school leaders enable academic coaching: Evidence from New Jersey*. Presented at the annual meeting of the University Council for Education Administration, Houston, TX.

Reid, D. B. (2018, April). *Teachers' perceptions of how principals use teacher evaluation systems*. Presented at the annual meeting of the American Educational Research Association, New York, NY.

Reid, D. B. (2018, March). *Evaluating effort: Principals' collection of teacher performance data*. Presented at the annual meeting of the Association for Education Finance and Policy, Portland, OR.

Reid, D. B. (2017, November). *What information do principals consider when evaluating teachers?* Presented at the annual meeting of the University Council for Educational Administration, Denver, CO.

Reid, D. B. (2017, April). *How principal experience impacts teacher evaluation policy implementation*. Presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Reid, D. B. (2017, April). *How charter school principals use teacher evaluation systems*. Presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Reid, D. B. (2017, March). *How principals' cognitive schemas impact their implementation of teacher evaluation policy*. Presented at the annual meeting of the Association for Education Finance and Policy. Washington D.C.

Reid, D. B. (2016, November). *How principals in high-pressure environments navigate teacher evaluation policy implementation*. Presented at the annual meeting of the University Council for Educational Administration, Detroit, MI.

Reid, D. B. (2016, April). *How principals make sense of changing teacher evaluation policies: Evidence from Michigan*. Presented at the annual meeting of the American Educational Research Association, Washington D.C.

Reid, D. B. (2016, March). *Principals' interpretation and implementation of teacher evaluation policies*. Presented at the annual meeting of the Association for Education Finance and Policy, Denver, CO.

Reid, D. B. (2014, November). *How principals make sense of teacher evaluation policies: Evidence from Michigan*. Presented at the annual meeting of the Association for Public Policy Analysis and Management, Albuquerque, NM.

Invited Scholarship & Speaking

Petersheim Academic Exposition: University Faculty Research Symposium
Navigating the Unknown: Principals' Leadership Responses During COVID-19

2021

Michigan State University – College of Education
MSU Educational Policy Blog - Editorial Board Member/Senior Editor

2014-2016

<http://edwp.educ.msu.edu/green-and-write/2016/districts-continue-to-use-more-data-to-hire-teachers/>

<http://edwp.educ.msu.edu/green-and-write/2015/expanding-pre-k-opportunities-and-teacher-quality-are-both-possible/>

Reid, D. B. (2014). Book Review, Paul E. Peterson, Michael Henderson, Martin R. West, Teachers versus the public: What Americans think about schools and how to fix them. *Teachers College Record*, 177.

OTHER RESEARCH EXPERIENCE

National Council on Teacher Quality
Summer Graduate Fellow

Summer 2014

COURSES TAUGHT

Seton Hall University

Assistant Professor of Education Leadership, Management & Policy

ELMP6601: Organization and Administration

ELMP6666: Supervision of Instruction and Evaluation

ELMP7772: Leadership Dynamics: Analysis of Supervisory Behaviors

ELMP7773: Organizational Structures and Processes in Administration

ELMP7776: Curriculum Design and Engineering

ELMP8983: Leadership Management and Assessment

ELMP8986: Qualitative Research Seminar

ELMP8987: Dissertation Seminar I

ELMP8988: Dissertation Seminar II

ELMP9962: Advanced Qualitative Research

ELMP9999: Culminating Research Seminar

DISSERTATION MENTORING

Currently mentoring 12 students in various doctoral programs.

PROFESSIONAL AFFILIATIONS AND SERVICE

National

2020-present Reviewer, *School Leadership & Management*

2019-present Reviewer, *American Education Research Journal*

- 2019-present Reviewer, *Education Management Administration & Leadership*
- 2019-present Reviewer, *Leadership and Policy in Schools*
- 2019-present Reviewer, *Educational Administration Quarterly*
- 2018-present Reviewer, *American Educational Research Association Annual Conference, Division A: Administration, Organization, & Leadership*
- 2018-present Reviewer, International Council of Professors of Educational Leadership Journals
- 2018-present Member, International Council of Professors of Educational Leadership
- 2017 Invited Speaker, Education Policy Fellowship Program – Michigan State University, *The Role of Teacher Evaluation for Improving Teacher Effectiveness with Diverse Learners*
- 2016-present Reviewer, University Council for Educational Administration (UCEA) annual conference
- 2016-present Member, University Council for Educational Administration
- 2014-present Member, Association for Education Finance and Policy
- 2013-present Member, American Educational Research Association (Division A, Division K, and Division L)

Seton Hall University

- 2020-present Senate Library Committee
- 2020 K-12 Tenure-Track Search Committee Chair
- 2019-present FACE, Educational Policies Committee
- 2019-present CAEP Coordinator
- 2019 Higher Education Pre-IRB Reviewer
- 2019 Higher Education Tenure-Track Search Committee Member
- 2018-present Writer for Doctoral Student Comprehensive Exams
- 2017-2019 FACE, By-Laws Committee
- 2017-present Writer & Reader for Doctoral Student Qualifying and Comprehensive Exams

2017 Associate Dean for Assessment and Accreditation Search Committee

EDUCATION

Michigan State University - College of Education 2017
Ph.D., Educational Policy

Dissertation, How Principals' Cognitive Schemas Impact Their Implementation of Teacher Evaluation Policy

Dissertation Chairs: Dr. Joshua Cowen & Dr. Anne-Lise Halvorsen
Committee Members: Dr. Rebecca Jacobsen & Dr. Chris Torres

Arizona State University - College of Education and Leadership 2010
M.A., Special Education and Teacher Certification