

Meredith Wronowski

Visiting Assistant Professor
Miami University, College of Education, Health, and Society
Department of Educational Leadership
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Relevant Education and Training

- 2014-Present Doctor of Philosophy, Educational Leadership and Policy Studies
Dissertation Title: *De-professionalized and Demoralized: A longitudinal Examination of Teachers' Perception of their Work and Teacher Turnover During the Accountability Policy Era*
Department of Educational Leadership and Policy Studies
The University of Oklahoma, Norman, OK
- 2004 Master's of Education, Cross-Cultural Teaching
Thesis Title: *A critical review of the effects of schoolwide and course-level tracking on educational opportunity in urban schools*
Department of Teacher Education
National University, San Diego, CA
- 2000 Bachelor's of Science, Microbiology, History Minor
Four-year Naval ROTC scholarship student, member of The University of Oklahoma Speech and Debate National Traveling Team
The University of Oklahoma, Norman, OK
- 2018 David L. Clark Graduate Student Research Seminar in K- 12 Educational Administration and Policy, AERA Annual Meeting, New York, NY
- 2017 William L. Boyd National Politics Seminar: AERA Annual Meeting, San Antonio, TX, Mentor: Michelle Young, UCEA Executive Director, Professor,, University of Virginia
- 2016 AERA Professional Development: An Introduction to Hierarchical Linear Modeling for Educational Researchers presented by Betsy McCoach and Ann A. O'Connell
- 2015 Questionnaire Design for Social Surveys presented by Frederick Conrad and Frauke Kreuter, Institute for Social Research, The University of Michigan

Methods and Software Platforms

Quantitative Methods and Software Platforms: Inferential statistics including univariate and multivariate analysis of variance and covariance; regression including linear, OLS estimation, logistic, and Poisson; hierarchical linear modeling (HLM); exploratory and confirmatory factor analysis; growth modeling including latent variable growth models; quantitative research design

including randomized control study and quasi-experimental causal inference designs; SPSS, MPlus, HLM

Qualitative Methods and Software Platforms: Grounded theory (multiple approaches), narrative inquiry, hermeneutic phenomenology; mixed methods outcomes-based program evaluation design; MaxQDA, NVivo

Employment History

- 2016-Present Director of Teacher Leadership and Mathematics and Science Instructor, Lighthouse Charter Academy (former), Santa Fe South Spero Elementary (current)- Oklahoma City, OK: Responsible for teacher development and curriculum, instruction, and assessment; developed a schoolwide data-driven early intervention program including benchmark and formative assessment development, assessment validation methods, and data analysis methods for determining student growth on identified academic outcomes.
- 2015-Present Graduate Research Assistant: Data analysis and manuscript preparation for two projects, goal attainment in secondary students and Tech Now program evaluation. Working under the supervision of Dr. Kendra Williams-Diehm.
- 2015-2016 Graduate Research Assistant: Method development, data collection and analysis, and manuscript preparation for the Educational Gaming project team under the supervision of Dr. Angela Urick.
- 2014-2016 Peer Assistance and Review Coach, Oklahoma City Public Schools- Oklahoma City, OK: Responsible for development of probationary teachers, schoolwide professional development, and facilitation of professional learning communities; provided instruction and guidance for effective data use to school administrators and faculty members.
- 2005-2014 Upper Secondary Science Teacher/Varsity Women's Sports Coach: taught AP Biology, AP Chemistry, and Biotechnology and coached Women's Volleyball and Golf; served as science department chair and Oklahoma State Department of Career and Technical Education New Teacher Trainer.
- 2000-2005 Research Associate, Analytical Biochemistry
Novazyme Pharmaceuticals, Oklahoma City, OK
Metabasis Therapeutics, La Jolla, CA

Relevant Peer-Reviewed Publications

- Wronowski, M.L.**, & Urick, A. (2018, under review). Examining the relationship of teacher perception of accountability and assessment policies on teacher turnover during NCLB. *Educational Policy Analysis Archives*.
- Wronowski, M.L.**, & Urick, A. (2018, awaiting final decision). Teacher and school predictors of teacher de-professionalization and demoralization through the height of the accountability movement in the United States. *Educational Policy*.
- Wronowski, M.L.** (2017). Filling the void: A grounded theory approach to addressing teacher recruitment and retention in urban schools. *Education and Urban Society*, published first online <https://doi.org/10.1177/0013124517713608>
- Wronowski, M.L.** (2017). Beacon Charter School needs a school. *Journal of Case Studies in Education Leadership*, 20(3), 56-64.
- Wronowski, M.L.** (under review). Teacher and school predictors of teacher de-professionalization and demoralization through the height of the accountability movement in the United States. *Educational Policy*
- Urick, A., **Wronowski, M.L.**, Wilson, A., Thompson, W., Thomas, D., Wilson, S., Elizondo, & Ralston, R. (2017, awaiting decision). The effect of a strategy game on academic and affective outcomes for statistics instruction. *Computers and Education*
- Urick, A., Ford, T., Wilson, A., Frick, W., & **Wronowski, M.L.** (2018). Testing a framework of math progress indicators for ESSA: How opportunity to learn and instructional leadership matter. *Educational Administration Quarterly*
- Williams-Diehm, K.L., Miller, C.R., Nash, M.M., & **Wronowski, M.L.** (2018). Technology based employability curriculum and culturally diverse learners with disabilities. *Journal of Special Education Technology*
- Williams-Diehm, K.L., **Wronowski, M.L.**, & Johnson, M.C. (awaiting revision decision). Postsecondary goal attainment: How do different student demographics differ? *Multiple Voices for Ethnically Diverse Exceptional Learners*

Relevant Peer-Reviewed Presentations

- Wronowski, M.L.** (2015). Filling the void: A grounded theory approach to addressing teacher recruitment and retention in urban schools. A paper accepted for presentation at the annual convention for University Council of Educational Administration. San Diego, CA: November 2015.
- Wronowski, M.L.** (2016). Teacher self-assessment of the attributes related to teaching effectiveness in urban schools. A paper accepted for presentation at the annual convention for University Council of Educational Administration. Detroit, MI: November 2016.
- Wronowski, M.L.** (2017). Teacher perception of factors related to teacher attrition and mobility in urban schools A paper presented at the annual convention of the American Educational Research Association. San Antonio, TX: April 2017.
- Urlick, A.M., **Wronowski, M.L.**, Wilson, A.S., Wilson, S.N., Thompson, W.M., & Ralston, R.L. (2017). The effect of a strategy game on academic and affective outcomes for statistics instruction. A poster accepted for presentation at the annual convention of the American Educational Research Association. San Antonio, TX: April 2017.
- Wronowski, M.L.** (2017). Predictors of teacher de-professionalization and demoralization before and after No Child Left Behind implementation. A paper accepted for presentation at the annual convention of the University Council of Educational Administration. Denver, CO: November 2017.
- Wronowski, M.L.** & Urlick, A. (2018). Examining the relationship of teacher perception of accountability and assessment policies on teacher turnover. A paper accepted for presentation at the annual convention of the American Educational Research Association. New York, NY: April 2018.
- VanGronigen, B.A., **Wronowski, M.L.** & Meyers, C. (2018). When the mighty fall: Schools going from great to good. A paper accepted for presentation at the annual convention of the American Educational Research Association. New York, NY: April 2018.
- De Voto, C., & **Wronowski, M.L.** (2018). The re-segregation of public schools?: Examining the PICS and Meredith decisions in practice. A paper accepted for presentation at the annual convention of the American Educational Research Association. New York, NY: April 2018.

Wronowski, M.L., & Urick, A. (2018). De-professionalized and demoralized: A multiple group multilevel model of teacher perceptions of their work through the height of the accountability movement in the United States. A paper accepted for presentation at the Annual Modern Modeling Methods Conference. Storrs, CT: May 2018.

Memberships and Service

AERA: Division A, Division D, Division L, Leadership for School Improvement SIG;
University Council for Educational Administration (Institution membership)

University Council for Educational Administration Graduate Student Council Member, Volunteer
Graduate Student Reviewer- AERA Leadership for School Improvement SIG

Awards and Grants

Outstanding Graduate Student- Educational Leadership and Policy Studies 2018
David L. Clark Seminar Travel Grant 2018
Dr. Glenn Snider Education Scholarship 2015, 2016, 2017
OU Student Research and Performance Day- First Place 2015, 2016; Second Place 2017
OU Graduate College Robberson Travel Grant 2016, 2017
OU College of Education Travel Grant 2016, 2017
Boeing Scholars Travel Grant 2012
Oklahoma State Teacher of the Year Finalist 2010 – 2011
Oklahoma City Public Schools District Teacher of the Year 2010 – 2011
Capitol Hill High School Teacher of the Year 2010 – 2011
South Oklahoma City Chamber of Commerce Teacher of the Year 2010
Oklahoma City Thunder Teacher of the Game 2010
Masonic Fraternity Teacher of Today 2008 and 2010
Oklahoma City Public Schools Foundation Competitive Edge Grant 2009, 2010, 2011, 2012
Oklahoma Educators Credit Union Grant 2008, 2009
National Education Association Student Achievement Grant 2007
Oklahoma Foundation for Excellence Professional Development Grant 2007