

CURRICULUM VITAE

MEGAN TSCHANNEN-MORAN

William & Mary School of Education
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ACADEMIC DEGREES

Ph.D. in Educational Administration
The Ohio State University, Columbus, OH

M.Ed. in Educational Administration
The Ohio State University, Columbus, OH

B.S. in Education
Northwestern University, Evanston, IL

PROFESSIONAL EMPLOYMENT HISTORY

William and Mary School of Education	Williamsburg, VA
Professor	2011 - present
Associate Professor	2005 – 2011
Assistant Professor	2000 – 2005
The Ohio State University	Columbus, OH
Lecturer	1998 – 2000
Novice Fawcett Graduate Scholar	1995 – 1998
Good News Educational Workshop	Chicago, IL
Founder and Principal	1979 – 1993

HONORS AND AWARDS

<i>International Journal of Mentoring and Coaching in Education</i> Outstanding Paper Award	2017
The AERA Division A Award for Excellence in Research	2015
The Plumeri Award for Faculty Excellence at William & Mary	2015
Literati Award for a Highly Commended Paper published in the <i>Journal of Educational Administration</i>	2014
Thomas Ashley Graves, Jr. Award for Sustained Excellence in Teaching at William & Mary	2013
Nominated for the State Council of Higher Education for Virginia 2011 Virginia Outstanding Faculty Award, William & Mary	2011
Wakefield Distinguished Associate Professor William & Mary	2007 – 2010
<i>Teaching and Teacher Education</i> Award for the Top Ten Most Cited Articles	2007

RESEARCH

Books

Tschannen-Moran, M. & Tschannen-Moran, B. (2017). *Evoking greatness: Coaching to bring out the best in educational leaders*. Thousand Oaks, CA: Corwin.

Tschannen-Moran, M. (2014). *Trust Matters: Leadership for Successful Schools*. (2nd Edition), San Francisco: Jossey-Bass.

Tschannen-Moran, B. & Tschannen-Moran, M. (2010). *Evocative coaching: Transforming schools one conversation at a time*. San Francisco: Jossey-Bass.

Tschannen-Moran, M. (2004). *Trust Matters: Leadership for Successful Schools*. San Francisco: Jossey-Bass.

Refereed Publications

Mitchell, R. M., Kensler, L., & Tschannen-Moran, M. (2018). Student trust in teachers and student perceptions of safety: Positive predictors of student identification with school. *International Journal of Leadership in Education*, 21, 135-154. DOI: 10.1080/13603124.2016.1157211

Tschannen-Moran, M., & Carter, C. B. (2016). Can emotional intelligence be taught? The evidence from a coach training program. *International Journal of Mentoring and Coaching in Education*, 5 (4), 1-17. DOI 10.1108/IJMCE-02-2016-0008 [Awarded the IJMCE 2017 Outstanding Paper Award]

Pugh, P. & Tschannen-Moran, M. (2016). Influence of a School District's Advancement via Individual Determination (AVID) Program on Self-Efficacy and Other Indicators of Student Achievement. *NASSP Bulletin*, 100 (3), 141-158. DOI

10.1177/0192636516679261

- Tschannen-Moran, M. & Gareis, C. R. (2015). Principals, trust, and cultivating vibrant schools, *Societies*, 5, 256–276; doi:10.3390/soc5020256. [In K. Leithwood & J. Sun (Eds.), special issue: How school leadership influences student learning.]
- Tschannen-Moran, M. & Gareis, C. R. (2015). Faculty trust in the principal: An essential ingredient in high-performing schools, *Journal of Educational Administration*, 53, 66-92.
- Mitchell, R. M., Kensler, L. A. & Tschannen-Moran, M., (2015). Examining the effects of instructional leadership on school academic press and student achievement. *Journal of School Leadership*, 25, 223-251.
- Tschannen-Moran, M., Bankole, R., Mitchell, R. M., & Moore, D. (2013). Student academic optimism: A confirmatory factor analysis, *Journal of Educational Administration*, 50, 150 - 175. [Designated as a 2013 highly commended paper. Published in Chinese.]
- Tschannen-Moran, M. & Tschannen-Moran, B. (2011). Taking a strengths-based focus improves school climate. *Journal of School Leadership*, 21, 422-448.
- Tschannen-Moran, M. & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education*, 27, 751-761.
doi:10.1016/j.tate.2010.12.005
- Uline, C., Wolsey, T. D., Tschannen-Moran, M., Lin, C. J. (2010). Improving the physical and social environment of school: A question of equity, *Journal of School Leadership*, 20, 597 - 632.
- Tschannen-Moran, M. & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy, *Elementary School Journal*, 110, 228-248.
- Uline, C., Tschannen-Moran, M., Wolsey, T. D. (2009). The walls still speak: Stories occupants tell, *Journal of Educational Administration*, 47, 400-426. [This volume was awarded the Emerald Publishing Highly Commended Special Issue Award for 2009.]
- Tschannen-Moran, M. (2009). Fostering teacher professionalism: The role of professional orientation and trust, *Educational Administration Quarterly*, 45, 217-247. [Listed among the *Educational Administration Quarterly* Most Read articles.]
- Uline, C. & Tschannen-Moran, M. (2008). The walls speak: Facilities and school climate, *Journal of Educational Administration*, 46, 55-73.
- Tschannen-Moran, M. & Gareis, C. R. (2007). Cultivating principals' sense of efficacy: What supports matter? *Journal of School Leadership*, 17, 89 - 114.
- Tschannen-Moran, M. & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs

- of novice and experienced teachers, *Teaching and Teacher Education*, 23, 944-956.
[Awarded the Teaching and Teacher Education Top ten most cited articles designation.]
- Goddard, Y., Goddard, R. D. & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools, *Teachers College Record*, 109, 877-896.
- Tschannen-Moran, M., Parish, J., & DiPaola, M. F. (2006). School climate and state standards: How interpersonal relationships influence student achievement, *Journal of School Leadership*, 16, 386 - 415.
- Schechter, C. & Tschannen-Moran, M. (2006). Teachers' sense of collective efficacy: An international view, *International Journal of Educational Management*, 20, 480-489.
- DiPaola, M. F. & Tschannen-Moran, M. (2005). Bridging or Buffering: The Impact of Schools' Adaptive Strategies on Student Achievement. *Journal of Educational Administration*, 43, 60 - 71.
- Tschannen-Moran, M. & Nestor-Baker, N. (2004). The tacit knowledge of productive scholars in education. *Teachers College Record*, 106, 1484-1511.
- Tschannen-Moran, M. & Gareis, C. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42, 573-585.
- Tschannen-Moran, M. & Barr, M. (2004). Fostering student achievement: The relationship between collective teacher efficacy and student achievement. *Leadership and Policy in Schools*, 3, 187-207.
- Uline, C., Tschannen-Moran, M. & Perez, L. (2003). Constructive conflict: How controversy can contribute to school improvement, *Teachers College Record*, 105, 782-815.
- DiPaola, M. F. & Tschannen-Moran, M. (2003). The principalship at a crossroads: A study of the conditions and concerns of principals. *NASSP Bulletin*, 87 (634), 43-65.
- Tschannen-Moran, M. (2001). Collaboration and the need for trust. *Journal of Educational Administration*, 39, 308-331.
- Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Goddard, R. D., Tschannen-Moran, M. & Hoy, W. K. (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. *Elementary School Journal*, 102, 3-17.
- DiPaola, M. F. & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools

- and its relationship to school climate. *Journal of School Leadership*, 11, 424-447.
- Tschannen-Moran, M. (2001). The effects of a statewide conflict management initiative in schools. *American Secondary Education*, 29 (3) 2-32.
- Tschannen-Moran, M. & Hoy, W. K. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. *Review of Educational Research*, 71, 547-593.
- Tschannen-Moran, M., Uline, C., Hoy, A. W., & Mackley, T. (2000). Creating smarter schools through collaboration. *Journal of Educational Administration*, 38, 247-271.
- Tschannen-Moran, M., Firestone, W., Hoy, W. K., & Johnson, S. M. (2000). The write stuff: A study of productive scholars in educational administration. *Educational Administration Quarterly*, 36, 358-390.
- Tschannen-Moran, M. & Hoy, A. W. (2000). Collaborative learning: A memorable model. *The Teacher Educator*, 36(2), 148-165.
- Hoy, W.K. & Tschannen-Moran, M. (1999). The five faces of trust: An empirical confirmation in urban elementary schools. *Journal of School Leadership*, 9, 184-208.
- Tschannen-Moran, M. & Hoy, W. K. (1998). Trust in schools: A conceptual and empirical analysis. *Journal of Educational Administration*, 36, 334-352.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.
- Uline, C., Miller, D., & Tschannen-Moran, M. (1998). School effectiveness: The underlying dimensions. *Educational Administration Quarterly*, 34, 462-483.
- Hoy, W. K., Hannum, J., & Tschannen-Moran, M. (1998). Organizational climate and student achievement: A parsimonious and longitudinal view. *Journal of School Leadership*, 8, 336-359.
- Morris, D., Tschannen-Moran, M., & Weidemann, E. (1981). An inner-city LEA tutoring program. *Journal of Language Experience*, 3, 9-25.

Book Chapters

- Tschannen-Moran, M. (Forthcoming, 2020). Organizational trust in schools. In R. Papa (Ed.), [Oxford] *Encyclopedia of Educational Administration*. New York, New York: Oxford University Press.
- Tschannen-Moran, M. & Constantino, M. E. (2019, in press). Back from the brink: Leading when trust is damaged. In J. Brooks & A. Heffernan, *The school leadership survival guide: What to do when things go wrong, how to learn from mistakes, and why you should prepare for the worst*. Charlotte, NC: Information Age Publishing.

- Tschannen-Moran, M. & Hofer, M. (2019, in press). Appreciative Inquiry: Building on strengths for integrating technology in schools, In S. Dexter, *International Handbook of Information Technology in Primary and Secondary Education*, (2nd Edition). New York, NY: Routledge.
- Tschannen-Moran, M. (2019). Organizing in schools: A matter of trust. In M. Connolly, D. Eddy Spicer, C. James, & S. D. Kruse, *The Sage International Handbook on School Organization*. (pp. 361 – 375). Thousand Oaks, CA: Sage Publications.
- Tschannen-Moran, M., & Gareis, C. R. (2019). Discretion and Trust in Professional Practice. In S. Zepeda & J. Ponticell. *The Wiley Handbook of Educational Supervision*, (pp. 209-228). Hoboken, NJ: Wiley-Blackwell.
- Clement, D., Tschannen-Moran, M. & Erdogan, U. (2018). Vibrant schools: Measuring our highest aspirations for our students, In S. Cherkowski & K. Walker, *Perspectives on Flourishing in Schools*, (pp. 383-394), New York: Lexington Books.
- Tschannen-Moran, M., Johnson, D., & MacFarlane, B. (2017). Teacher Self-efficacy in the Language Arts Classroom. In D. Lapp & D. Fisher *Handbook of Research on Teaching the English Language Arts* (4th Ed.), (pp. 437-451), New York, NY: Routledge.
- Tschannen-Moran, M. (2017). Trust in Schools. In G. Noblit, *Oxford Encyclopedia of Research in Education*. New York, NY: Oxford University Press. DOI: 10.1080/13603124.2016.1157211
- Tschannen-Moran, M. & Gareis, C. R. (2015). Principals, trust, and cultivating vibrant schools, In K. Leithwood & J. Sun (Eds.), *How school leadership influences student learning*, New York: Springer.
- Tschannen-Moran, M., Salloum, S. J., & Goddard, R. D. (2014). Context matters: The influence of collective beliefs and norms. In H. Fives & M. G. Gill, (Eds.) *International Handbook of Research on Teachers' Beliefs*.
- Tschannen-Moran, M. & Chen J. (2014). Attention to beliefs about capability and knowledge in teachers' professional development. In L. E. Martin, S. Kragler, D. J. Quatroche, & K. L. Bauserman, (Eds.), *Handbook of Professional Development in PreK-12: Successful Models and Practices*, pp. 246-264. Oxford, UK: Guilford Publications.
- Tschannen-Moran, M. (2014). The interconnectivity of trust in schools, In D. Van Maele, P. B. Forsyth, & M. Van Houtte, (Eds), *Trust and school life: The role of trust for learning, teaching, leading, and bridging*, Springer Publisher, pp. 57 - 81. DOI 10.1007/978-94-017-8014-8_3
- Tschannen-Moran, M. (2013). Becoming a trustworthy leader. In M. Grogan, *The Jossey-Bass Reader on Educational Leadership* (3rd Edition). San Francisco: Jossey-Bass.
- Tschannen-Moran, M. (2011). In search of trust: Contributing to the understanding of a taken-for-granted construct. In M. F. DiPaola & P. B. Forsyth (Eds.), *Leading research in educational administration: A Festschrift for Wayne K. Hoy*, Greenwich, CT:

Information Age Publishing, pp. 1-16.

Tschannen-Moran, M. & MacFarlane, B. (2010). I Know I Can!: Teacher Self-efficacy in the English Language Arts Classroom. In D. Lapp & D. Fisher, *The handbook of research on teaching the English language arts* (3rd. Ed.), (pp. 218-223). Philadelphia, PA: Erlbaum/Taylor Francis.

Tschannen-Moran, M. (2010). Passion: Don't Embark Without It. In R. L. Calabrese and P. Smith, *The dissertation advisor & mentor: Sage advice from the experts*. Lanham, MD: Rowman & Littlefield Education.

Hoy, W. K. & Tschannen-Moran, M. (2007). The conceptualization and measurement of faculty trust in schools: The omnibus T-Scale. In W. K. Hoy & M. F. DiPaola, *Essential Ideas for Reform of American Schools* (pp. 87 - 114). Greenwich, CT: Information Age Publishing.

Goddard, R. D., Tschannen-Moran, M. & Hoy, W. K. (2007). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. In W. K. Hoy & M. F. DiPaola, *Essential Ideas for Reform of American Schools* (pp. 115 - 136). Greenwich, CT: Information Age Publishing.

Tschannen-Moran, M. (2007). Becoming a trustworthy leader. In *The Jossey-Bass Reader on Educational Leadership (2nd Edition)*. San Francisco: Jossey-Bass.

Tschannen-Moran, M. (2003). Fostering organizational citizenship: Transformational leadership and trust. In W. K. Hoy & C. G. Miskel, *Studies in Leading and Organizing Schools* (pp. 157-179). Greenwich, CT: Information Age Publishing.

Hoy, W. K. & Tschannen-Moran, M. (2003). The conceptualization and measurement of faculty trust in schools: The omnibus T-Scale. In W. K. Hoy & C. G. Miskel, *Studies in Leading and Organizing Schools* (pp. 181-208). Greenwich, CT: Information Age Publishing.

Hoy, A. W. & Tschannen-Moran (1999). Implications of cognitive approaches to peer learning for teacher education. In A.M. O'Donnell & A. King (Eds.) *Cognitive perspectives on peer learning*. Mahwah, NJ: Lawrence Erlbaum.

Unrefereed Articles

Tschannen-Moran, M. & Clement, D., (2018, March). Fostering more vibrant schools. *Educational Leadership*.

Tschannen-Moran, M. (2018). Afterword. In S. Cherkowski & K. Walker, *Teacher wellbeing: Noticing, nurturing, sustaining, and flourishing in schools* (pp. 148-150). Burlington, Ontario: Word & Deed Publishing, Inc.

Tschannen-Moran, M. (2017). Foreword. In B. Kutsyuruba, & K. Walker, *The bliss and blisters of early career teaching: A pan-Canadian perspective*, (pp. xvii – xxi). Burlington,

Ontario, Word & Deed Publishing, Inc.

Tschannen-Moran, M., Tschannen-Moran, B., & Lemmerman, C. (2015-2016, Fall). Using Appreciative Inquiry to foster intergenerational collaboration for positive change in a struggling school system. *Ohio ASCD Journal*, 5-12.

Tschannen-Moran, M. (2015, Summer). Appreciative inquiry: Taking a strengths-based approach to school change. *UCEA Review*.

Tschannen-Moran, M., Tschannen-Moran, B., & Lemmerman, C. (2015, April). Using Appreciative Inquiry to foster intergenerational collaboration for positive change in a struggling school system. *The Appreciative Inquiry Practitioner*.

Tschannen-Moran, M. (2014). Preparing Leaders for the “Soft” Side of Leadership, *Southeast Education Network Magazine*, 16 (3), 64-65.

Tschannen-Moran, M. & Tschannen-Moran, B. (2014). What to do when your school’s in a bad mood: Administrators can bolster school morale by expressing empathy and focusing on strengths. *Educational Leadership*, 71 (5), 36-41.

Tschannen-Moran, M. & Tschannen-Moran, B. Coaching educators to inspire positive change, *Southeast Education Network Magazine*, 16 (1), 40-41.

Ontario Ministry of Education, Canada (2013, Fall). Healthy Relationships: The Foundation of a Positive School Climate. An interview with Dr. Megan Tschannen-Moran. Featured as the Keynote Speaker at the 2013 Ontario Leadership Congress held in April 2013. *In Conversation*, Volume IV • Issue III.

Tschannen-Moran, B. & Tschannen-Moran, M. (2011). The Coach and the Evaluator. *Educational Leadership*, 69(2), 10-16. Article Link: <http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/The-Coach-and-the-Evaluator.aspx>

Tschannen-Moran, M. (2011). Fostering trust in a diverse society, *Wesleyan Graduate Review*, 8, 1-5.

Tschannen-Moran, M. & Tschannen-Moran, B. (2006, Nov.). Appreciating trust: Unleashing a culture of learning. *The Appreciative Inquiry Practitioner*, 47-50.

DiPaola, M., Tschannen-Moran, M., & Walter-Thomas, C. (2004). Principals and special education: The critical role of school leaders. *Focus on Exceptional Children*.

Tschannen-Moran, M. (2000). Ties that bind: the importance of trust in schools. *Essentially Yours: Coalition News for Ohio Schools*.

Research Reports from grant or contract work

Tucker, P. & Tschannen-Moran, M. (2002, October). *School Leadership in an Era of*

Accountability. Policy Brief for the State Action on Educational Leadership Project commissioned by the Commonwealth Educational Policy Institute.

DiPaola, M. F. & Tschannen-Moran, M. (2001). *Report of the 2001 Virginia Principals Study*. A project funded by the Virginia Department of Education, in collaboration with the William & Mary, the Virginia Association of Secondary School Principals, and the Virginia Association of Elementary School Principals.

Tschannen-Moran, M. (2000). *The Ohio Success Document*. An analysis documenting the progress made toward reform in schools affiliated with the Coalition of Essential Schools in Ohio. On-line at http://www.ohioces.org/documents/other_documents/ohiosd.pdf

Tschannen-Moran, M. (1999, August). *Seeds of Peace: Ohio's School Conflict Management Grant Program*. An Evaluation of the 1996 High School Conflict Management Grant Program of the Ohio Commission on Dispute Resolution and Conflict Management.

PRESENTATIONS

Refereed Scholarly Papers and Talks

Adams, C. M., Mitchell, D. E., Lisa S. Romero, L. S., & Tschannen-Moran, M. (2018). Matters of trust: Measurement dilemmas in the study of trust in schools. Critical conversation at the annual conference of the University Council for Educational Administration, Houston, TX.

Clement, D., & Tschannen-Moran, M. (2017). *Vibrant Schools: measuring our highest aspirations for our students*. Presented at the annual conference of the University Council for Educational Administration, Denver, CO.

Clement, D., Feldstein, L., Hockaday, M., & Tschannen-Moran, M. (2015). *Beyond School Climate: Preliminary Results of the Vibrant Schools Scale*. Presented at the annual conference of the University Council for Educational Administration, San Diego: CA.

Cherkowski, S. & Tschannen-Moran, M. (2015, Oct. 16). *What we appreciate appreciates: How taking a strengths-based approach to change aligns schools with their values*, Presented at the 20th Annual Values and Leadership Conference, Pennsylvania State University, College Station, PA.

Tschannen-Moran, M. (2015, Sept. 3). *Trustworthy principals, trustworthy schools*. Paper presented at the International Seminar and School Leadership Symposium, Zug, Switzerland.

Dexter, S., Drago-Severson, Tschannen-Moran, M., Seashore, K., Murphy, J., Halverson, R. Smylie, M. (2014, November 21). *Adult development, social capital, distributed leadership, and coaching in 21st Century professional learning environments: What's technology got to do with it?* Critical conversation at the annual conference at the University Council for Educational Administration, Washington, DC.

- Tschannen-Moran, M. (2013, Sept. 27). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Paper presented at the International Seminar and School Leadership Symposium, Zug, Switzerland.
- Tschannen-Moran, M. & Parson, K. (2013, April). *Urban students', parents, and teachers' perceptions of academic press and safety, student identification with school, and achievement in reading*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Tschannen-Moran, M. (2012, April). *Coaching for professionalism and growth*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Mitchell, R. M., Kensler, L., & Tschannen-Moran, M. (2012, April). *Instructional leadership and its relationship to academic press and student achievement*. Paper presented at the annual meeting of the American Educational Research Association Vancouver, British Columbia, Canada.
- Mitchell, R. M., Kensler, L., & Tschannen-Moran, M. (2010, Nov.). *The role of trust and school safety in fostering Identification with School*. Paper presented at the annual meeting of the University Council for Educational Administration, New Orleans, LA.
- Tschannen-Moran, M. & Tschannen-Moran, R. (2008, May). *Strengths-based focus improves school climate*. Presented at the Athens Institute for Education and Research, Athens, Greece.
- Tschannen-Moran, M. & Tschannen-Moran, R. (2007, Oct.). *Strengths-based focus improves school climate*. Presented at the Women in Educational Leadership Conference, Lincoln, Nebraska.
- Uline, C. & Tschannen-Moran, M. (2007, April). *The walls still speak: Stories that occupants tell*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Tschannen-Moran, M & McMaster, P. (2006, April). *Teachers' sense of efficacy in relation to four professional development models and implementation of a new teaching strategy*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Uline, C. & Tschannen-Moran, M. (2006, April). *The walls speak: Facilities and school climate*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Tschannen-Moran, M. (2006, April). *Professional culture within a bureaucratic structure: The role of trust*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

- Gareis, C. R. & Tschannen-Moran, M. (2005, Nov.). *Cultivating principals' sense of efficacy: Supports that matter*. Paper presented at the annual meeting of the University Council for Educational Administration, Nashville, TN.
- McDonald, J., Tschannen-Moran, M., & Parks, D. (2005, July). *Speaking Up in the Policy Arena: The Influences and Challenges of a State-wide Organization of Professors of Education Leadership*. Paper presented at the annual conference of the National Council of Professors of Educational Administration, Arlington, VA.
- Tschannen-Moran, M. (2005, April). *Cultivating a culture of trust in schools: Principals and teachers working together*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- DiPaola, M. F. & Tschannen-Moran, M. (2005, April). *Organizational Bridging or Buffering: The Impact of Schools' Responses to Parent/Community Involvement on Student Achievement*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Schechter, C. & Tschannen-Moran, M. (2005, April). *Teachers' Sense of Collective Efficacy: An International View*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Tschannen-Moran, M. (2004, Nov.). *What's trust got to do with it? The role of faculty and principal trust in fostering student achievement*. Paper presented at the annual meeting of the University Council for Educational Administration, Kansas City, MO.
- Tschannen-Moran, M., Tucker, P. & MacDonald, J. (2004, Nov.). *Pushing Back: Virginia Professors Engage with Policy Makers*. Paper presented at the annual meeting of the University Council for Educational Administration, Kansas City, MO.
- Johnson, D. & Tschannen-Moran, M. (2004, April). *Teachers' Sense of Efficacy for Literacy Instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Gareis, C. R. & Tschannen-Moran, M. (2004, April). *Principals' sense of efficacy and trust*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Tschannen-Moran, M., & McDonald, J. (2003, Nov.). *Refining our internships: Structured conversations using a tuning protocol*. Session presented at the annual meeting of the University Council for Educational Administration, Portland, OR.
- Tschannen-Moran, M., DiPaola, M. F., Gareis, C. R., Stronge, J., & Williams, B. (2003, Nov.). *Performance assessment in a standards-based preparation program: Translating standards into practice*. Paper presented at the annual meeting of the University Council for Educational Administration, Portland, OR.
- Uline, C., Tschannen-Moran, M., Hoffman, D., DiPaola, M., Gareis, C. R. & Stronge, J. (2003, Nov.). *Leveraging ELCC reviews for organizational learning*. Symposium presented at the annual meeting of the University Council for Educational Administration, Portland, OR.

- Barr, M. & Tschannen-Moran, M. (2002, Nov.). *Fostering student achievement: A study of the relationship between collective teacher efficacy and student achievement*. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, PA.
- DiPaola, M. & Tschannen-Moran, M. (2002, Nov.). *The changing face of the principalship: Leadership perspectives of Virginia's principals*. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, PA.
- Tschannen-Moran, M., DiPaola, M., Gareis, C., Stronge, J., & Williams, B. (2002, Nov.). *Performance assessment in a standards-based preparation program: Translating standards into practice*. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, PA.
- Nestor-Baker, N. & Tschannen-Moran, M. (2002, April). *The tacit knowledge of productive scholars in educational administration*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Hoy, A. W. & Tschannen-Moran, M. (2002, April). *Cultivating teacher efficacy: The effects of context*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Uline, C., Tschannen-Moran, M., & Perez, L. (2001, November). *Constructive controversy: How conflict can contribute to school effectiveness*. Paper presented at the annual meeting of the University Council for Educational Administration, Cincinnati, OH.
- Nestor-Baker, N. & Tschannen-Moran, M. (2001, November). *Tacit knowledge in trust development: First year efforts of two newly-hired superintendents*. Paper presented at the annual meeting of the University Council for Educational Administration, Cincinnati, OH.
- McLeod, S., Lopez, G., Murtadha-Watts, K., Quinn, D., Tschannen-Moran, M., & Tucker, P. (2001, November). *Now what? Making the transition from student to faculty member*. Presentation given at the Annual Convention of the University Council for Educational Administration, Cincinnati, OH.
- Tschannen-Moran, M. & Goddard, R. (2001, April). *Collective efficacy and trust: A multilevel analysis*. Paper presented to the annual meeting of the American Educational Research Association, Seattle.
- DiPaola, M. F. & Tschannen-Moran, M. (2000, November). *Organizational citizenship in public schools*. Paper presented at the annual meeting of the University Council for Educational Administration, Albuquerque, NM.
- Tschannen-Moran, M., Firestone, W., Hoy, W. K., & Johnson, S. M. (2000, April). *Learning from productive and influential scholars in educational administration*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Tschannen-Moran, M. (2000, April). *The development of a new measure of teacher efficacy*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

- Tschannen-Moran, M. (1998, November). *Collaboration and the need for trust*. Paper presented at the annual meeting of the University Council for Educational Administration, St. Louis, MO.
- Tschannen-Moran, M., Uline, C., & Hoy, A. W. (1998, April). *Creating smarter schools through collaboration*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Tschannen-Moran, M. (1998, April). *The measurement of efficacy*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Woolfolk Hoy, A. & Tschannen-Moran, M. (1997, August). *Teacher efficacy: Its meaning and measure*. Paper presented at the annual meeting of the American Psychological Association, Chicago.
- Tschannen-Moran, M. (1997, November). *Trust in schools*. Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, FL.
- Tschannen-Moran, M. & Hoy, W. K. (1997, April). *Trust in and around schools: A conceptual and empirical study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

FELLOWSHIPS, GRANTS, AND CONTRACTS

***LEADERSHIP PREPARATION FOR COLLABORATIVE SERVICE DELIVERY* 2003-2007**

Co-Principal Investigator with Brenda Williams in a Personnel Preparation Grant funded by the Office of Special Education Projects at the United States Department of Education for \$799,024 over four years. This grant supports full and part-time doctoral students studying special education administration.

***SOCIAL PROCESSES IN SCHOOLS STUDY III* 2001 – 2002**

Principal Investigator for a study of 85 middle schools in Virginia. This study examined the relationships between a number of variables (including faculty and principal trust, teacher and principal efficacy, collective efficacy, organizational citizenship, social capital, transformational and instructional leadership) and the relationship of these constructs to student achievement.

***A STUDY OF VIRGINIA PRINCIPALS* 2000 – 2001**

Collaboration with Michael DiPaola and the Virginia Association of Secondary School Principals and the Virginia Association of Elementary School Principals to conduct an extensive study of K-12 principals and assistant principals in Virginia. The study was funded by a \$50,000 grant from the Virginia Department of Education.

***DUPONT STUDY OF RURAL VIRGINIA SCHOOLS* 2000 – 2003**

Participated in the analysis of baseline and annual survey data of five rural school divisions in Virginia. Constructs under include school climate, organizational citizenship, trust, collaboration, collective efficacy and school effectiveness.

SOCIAL PROCESSES IN SCHOOLS STUDY II

2000

Spearheaded instrument development and supervision of data collection in a study of 100 high schools in Ohio. The constructs under study included: faculty and principal trust, teacher and principal efficacy, collective efficacy, organizational citizenship, social capital, formalization, standardization, enabling bureaucracy, coercive bureaucracy, principal spin, teacher spin, and powerlessness. The relationship of these constructs to student achievement was also examined. This principal investigator was Wayne Hoy and was funded through the Fawcett Chair in Educational Administration at The Ohio State University.

OHIO COALITION OF ESSENTIAL SCHOOLS

1999 – 2000

Conducted a study of 12 schools affiliated with the Coalition of Essential Schools in Ohio toward the development of The Ohio Success Document, documenting the progress made in schools affiliated with the Coalition of Essential Schools in Ohio. The Coalition of Essential Schools is a school reform movement centered on ten common principles that encourage school personnel to reconceptualize their work and create structures that foster positive interpersonal relationships.

PRODUCTIVE AND INFLUENTIAL SCHOLARS PROJECT

1999

Co-Principal Investigator of Productive and Influential Scholars Project of the Task Force on Research and Inquiry, Division A of the American Educational Research Association with funding from the Spencer Foundation. This study was conducted under the guidance of a sub-group consisting of Susan Moore Johnson, William Firestone, and Wayne Hoy. The study involved a survey of a sample of 50 highly productive and influential scholars, as well as a random sample of Division A members. This was followed by an examination of information gleaned from scholars' vitae and in-depth interviews with 18 of the influential scholars.

CONFLICT RESOLUTION PROGRAMS IN THE STATE OF OHIO

1999

An evaluation of conflict resolution programs in 50 high schools funded by The Ohio Commission on Dispute Resolution and Conflict Management in 1996 and 1997.

PROFESSIONAL SERVICE

William & Mary

Faculty Assembly Representative for the School of Education	2016 – 2019
Faculty Assembly Executive Committee	2016 – 2018
Faculty Assembly Faculty Affairs Committee, Chair 2016-18	2016 – 2019
Faculty Affairs Committee	2018 – 2019
Faculty Assembly Representative for the School of Education	2014 – 2015
Faculty Assembly Executive Committee	2014 – 2015

Faculty Assembly Faculty Affairs Committee	2014 – 2015
Faculty Research Committee	2013 – 2016
Search Committee for School of Education Dean, Co-chair	2012 – 2013
Panel member for Women’s Network Promotion and Tenure Workshop	2012
New Faculty Orientation Round table Discussion	2010
Honorary Degree Committee	2009 – 2012
Facilitated a Professional and Professional Faculty Assembly planning process	2010
Facilitated Swem Library in a visioning and planning process	2007
Conducted a climate study at Swem Library	2004

William & Mary School of Education

Faculty Executive Committee	2014 – 2015, 2016 – 2019
Faculty Affairs Committee	2002 – 2005, 2014 – 2015, 2016-2019
Faculty Affairs Committee, Chair	2004 – 2005, 2017 – 2018
Task Force on Ph.D. Research Preparation,	2016 – 2018
Academic Affairs Committee, Chair	2014 – 2015
Strategic Planning Climate Committee	2014 – 2015
Faculty Evaluation Committee	2011 – 2013
Search Committee for Educational Psychology Position	2011 – 2012
Educational Policy, Planning, and Leadership Area Coordinator	2006 – 2010
Task Force on Research Preparation, Chair	2007 – 2009
School of Education Executive Committee	2004 – 2010
Search Committee for Assistant to the Dean and Admissions Director Positions	2006
Task Force on Faculty Evaluation, Co-chair	2004 – 2005
Search Committee for Educational Technology Faculty Position	2004 – 2005
Search Committee for Educational Leadership Faculty Position	2001 – 2002
EPPL Task Force on research preparation of our students	2001 – 2002
School of Education Faculty Secretary	2001 – 2002
Brickell School Leaders Partnership Program	2000 – 2012

American Educational Research Association (AERA)

Division A Nominating Committee for Vice President	2016 – 2017
Division A Excellence in Research Award Review Committee Chair	2016

AERA Division A Secretary	2013 – 2015
Member of Supervision and Instructional Leadership SIG	2012– present
AERA 2012 Division A Career Scholar Award Committee	2012
AERA 2011 Division A Excellence in Research Award Chair	2010-2011
AERA 2005 Division A Program Chair	2004 – 2005
AERA 2004 Division A Section Chair	2003 – 2004
Division A Dissertation Award Committee	2001 – 2002
Division A Nominating Committee for Vice President and Secretary	2000 – 2001
Reviewer, Discussant, Chair for Annual Meeting	1998 – present
Member of Teaching in Educational Administration SIG	1999 – present
Member of Organizational Theory SIG	1998 – 2012
Division A New Member Session Panel Member	2000

University Council for Educational Administration (UCEA)

UCEA Executive Committee	2016 – 2019
Consultant, UCEA Executive Committee for Appreciative Inquiry Process	2013 to 2015
UCEA Ambassador	2015, 2016
William & Mary Plenum Representative	2013 to present
Membership Review Committee	2014
Clark Graduate Student Seminar Faculty	2015
Publications Committee	2011 – 2014
Clark Graduate Student Seminar Planning Committee and Faculty	2001 – 2002
Reviewer, Discussant, Chair for Annual Conference	2000 – present

Journal of Research on Organization in Education

Founding Editorial Board	2016 – 2019
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Journal of Research in Leadership Education (JRLE)

Editorial Board	2012 – 2018
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British Education Research Journal (BERJ)

International Advisory Board	2015 – 2018
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American Journal of Education (AJE)

Advisory Board	2015 – 2018
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Educational Administration Quarterly

Editorial Board	2002 – 2010
Acquisitions Editor	2004 – 2010
Guest Editor of a Special Issue devoted to research on Trust	2007 – 2009
Reviewer of the Year Award	2007

Manuscript Referee for the Following Journals:

American Educational Research Journal
American Journal of Education
Contemporary Educational Psychology
Educational Administration Quarterly
Educational and Psychological Measurement
Elementary School Journal
European Journal of the Psychology of Education
European Journal of Social Psychology
Journal of Applied Social Psychology
Journal of Educational Administration
Journal of Educational Psychology
Journal of School Leadership
Journal of Teacher Education
Psychological Reports
Review of Educational Research
Teaching and Teacher Education

Book Reviews

Sage Publications	2008
Allyn & Bacon	2005
McGraw-Hill Higher Education Group	2004

External Reviews

Provided an external promotion review for: University of Illinois	2017
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University of West Florida	2017
Old Dominion University	2016
Michigan State University	2016
University of California at San Diego	2011
University of Missouri	2009
Provided an external dissertation review for the University of Waikato	2015
Provided an external review for the Estonian Research Council	2014
Provided an external review for a doctoral candidate at the University of New England, Australia	2013
Provided an external review for a joint leadership preparation program at the University of Missouri at Columbia and the St. Louis Public Schools	2007
Virginia Professors of Educational Leadership (VPEL)	
Representative from the William & Mary	2000 – 2015
President	2003 – 2004
Subcommittee on the Alternative Certification of Administrators	2003 – 2005
Subcommittee on the Internship	2001 – 2004
Virginia Department of Education	
Advancing Virginia’s Leadership Agenda, Standards Task Force Chair	2008 – 2009
State Action for Educational Leadership Project	
Preparation of a policy brief for the Commonwealth Education Policy Initiative.	2002
School Leadership Institute	
Evaluation of an Achievable Dream School in Newport News	2001 – 2002
School Climate Data Analysis and Presentations for PLLRS.	2001 – 2002
Leadership Coach	
Provided coaching to a building-level leader team at a school in Virginia	2014
Provided coaching to a building-level leader in a turnaround school in Virginia	2010
Provided external coaching to district and building level leadership in a small city school district in Ohio.	2004 – 2005
Provided external coaching to an elementary school serving a low-income community in a small city in Ohio. This school aligned with the Coalition of Essential Schools with funding through a	

Comprehensive School Reform Development grant.

1999 – 2002

Coach Training

Provided in depth coach training to building-level leaders in a Virginia school system

2014 – 2015

INVITED ADDRESSES

Visiting Scholar

Tschannen-Moran, M. (2019, January 7-8). *Trust; The role of positive relationships in fostering joyful, vibrant schools*. Catholic University, Santiago, Chile.

Tschannen-Moran, M. (2018, Oct. 16). *Trust; The role of positive relationships in fostering joyful, vibrant schools*. Malmö University, Malmö Sweden.

Tschannen-Moran, M. (2018, Oct. 15). *Trust; The role of positive relationships in fostering joyful, vibrant schools*. The University of Gothenburg, Gothenburg, Sweden.

Tschannen-Moran, M. (2018, Oct. 11). *Trust; The role of positive relationships in fostering joyful, vibrant schools*. Uppsala University, Uppsala Sweden.

Tschannen-Moran, M. (2018, Oct. 9-10). *Trust; The role of positive relationships in fostering joyful, vibrant schools*. Umeå University, Umeå Sweden.

Tschannen-Moran, M. (2018, May 14-16). *Trust and teacher professionalism: Fostering teacher growth and development*. The University of Oslo, Oslo, Norway.

Tschannen-Moran, M. (2017, April 3). *Fostering vibrant schools: Celebrating strengths, building trust, and nurturing compassion*. Reykjavik University, Reykjavik Iceland.

Tschannen-Moran, M. (2017, March 30). *Coaching novice teachers: The implications of trust, empathy, and self-efficacy*. The University of Oslo, Oslo, Norway.

Tschannen-Moran, M. (2017, March 28-29). *Teacher professionalism: The role of trust and teacher self-efficacy*. The University of Oslo, Oslo, Norway.

Tschannen-Moran, M. (2016, Sept. 20). *Trust matters: Leadership for Successful Schools*. Queens University Educational Leadership Program, Ontario Canada.

Tschannen-Moran, M. (2015, December 7). *Trust breakdowns, leadership and professionalism*. OECD Ministry of Education, Culture and Science, Conference on Trust and Education, The Hague University of Applied Sciences The Hague, the Netherlands.

Tschannen-Moran, M. (2015, Oct. 17). *Fostering vitality in schools: Nurturing compassion, building trust, and celebrating strengths*, Keynote address at the CSLEE 20th Annual Values and Leadership Conference, Pennsylvania State University, College Station, PA.

Tschannen-Moran, M. (2015, Feb. 28). *Fostering vibrant schools: Celebrating strengths, building trust, and nurturing compassion*. University of Alabama Educational Leadership Program.

- Tschannen-Moran, M. (2011, Oct. 31 – Nov. 1). *Teacher professionalism: The role of trust and teacher self-efficacy*. The University of Oslo, Norway.
- Tschannen-Moran, M. (2011, May 29 – June 13). *Pedagogical Leadership: Coaching Teachers for Success*. The University of Haifa, Israel.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2011, June). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Presented at the Israel Coaches Gathering, Tel Aviv, Israel.
- Tschannen-Moran, M. (2011, June 1). *Trust Matters: Leadership for Successful Schools*. Bar-Ilan University, Israel.
- Tschannen-Moran, M. (2011, June 1). *Trust Matters: Leadership for Successful Schools*. The University of Haifa, Haifa, Israel.
- Tschannen-Moran, M. (2011, May 31). *Teacher self-efficacy beliefs: A simple idea with big consequences*. The University of Haifa, Haifa, Israel.
- Tschannen-Moran, M. (2011, May 31). *Trust Matters: Leadership for Successful Schools*. Tel Aviv University, Tel Aviv, Israel.
- Tschannen-Moran, M. (2002, March 25-28). *Teacher sense of efficacy: Exploring a powerful construct*. The University of Cyprus, Nicosia, Cyprus.
- Tschannen-Moran, M. (2016, Sept. 21). *Fostering vitality in schools: Nurturing compassion, building trust, and celebrating strengths*, Keynote address at the Queens University Teacher Induction and Mentoring Forum.
- Tschannen-Moran, M. & Tschannen-Moran, B. (2016, Sept. 22). *Evocative coaching: Transforming schools one conversation at a time*. Breakout session at the Queens University Mentoring and Coaching in Education Conference.

Practitioner Keynotes, Conferences, and Workshops

- Tschannen-Moran, M. (2018, Jan 10). *Creating School Cultures That Nurture Our Diverse Learners' Optimism and Engagement*, South Central Pennsylvania Consortium for Excellence & Equity, Enola, PA.
- Tschannen-Moran, M. (2017, Sept. 28). *Evoking Greatness: Coaching to Bring Out the Best in Educational Leaders*, Teaching, Learning, Coaching Conference, Indianapolis, IN.
- Tschannen-Moran, M. (2017, Sept. 27). *Fostering vitality in schools: Nurturing compassion, building trust, and celebrating strengths*, Teaching, Learning, Coaching Conference, Indianapolis, IN.
- Tschannen-Moran, M. (2017, Aug. 30). *Fostering Strong Relationships with Students: Trust Matters*, Keynote address at the White River School District, Buckley, WA.
- Tschannen-Moran, M. (2016, April 12). *Trust matters: Leadership for successful schools*. Rock Hill School District, Rock Hill, SC.

- Tschannen-Moran, M. (2016, April 11). *Fostering trust and self-efficacy to supporting the work Israeli mathematics and sciences teachers' professional learning communities*. Weizmann Institute of Science, at the American Educational Research Association meeting in Washington, DC.
- Tschannen-Moran, M. (2016, March 16). *Cultivating inviting conversational spaces for coaching*. Webinar for Vermont Literacy Coaches, Vermont Agency of Education.
- Tschannen-Moran, M. (2015, Sept. 22). *Cultivating inviting conversational spaces for coaching*. Webinar for Wisconsin Literacy Coaches, CESA 6 Literacy Center, Oshkosh, Wisconsin.
- Tschannen-Moran, M. (2015, June 17). *Fostering vibrant and collaborative learning environments through academic optimism*, Wisconsin Department of Public Instruction, Oshkosh, Wisconsin.
- Tschannen-Moran, M. (2015, March 22). *Mindful leadership: Taming the frenzy*. ASCD Annual Conference, Houston Texas.
- Tschannen-Moran, M. (2015, March 12). *Fostering vibrant schools: Celebrating strengths, building trust, and nurturing compassion*. Nassau BOCES, Long Island, NY.
- Tschannen-Moran, M. (2015, January 6). *Trust Matters: Using AI to Foster a High Trust School Culture*, Appreciative Education Conference, Myrtle Beach, SC.
- Tschannen-Moran, M. & Tschannen-Moran, B. (2015, January 5). *Cultivating a Coaching Culture in Schools with AI*, Appreciative Education Conference, Myrtle Beach, SC.
- Tschannen-Moran, M. (2014, Dec. 7). *Mindful leadership: Taming the Frenzy*. Learning Forward Annual Conference, Nashville, Tennessee.
- Tschannen-Moran, M. (2014, Dec. 4). *Evoking Greatness: Inspire Change with Strengths-Based Leadership Coaching*, Virginia ASCD, Williamsburg, VA.
- Tschannen-Moran, M. (2014, March 23). *Evoking greatness: Transforming schools one leader at a time*, New York Association for Women in Administration annual meeting, Albany, New York.
- Tschannen-Moran, M. & Tschannen-Moran, B., (2013, October). *Evoking greatness: Transforming schools one leader at a time*, Ohio Race to the Top Conference, Columbus, OH.
- Tschannen-Moran, B. & Tschannen-Moran, M., (2013, October). *Evocative Schools: Transforming schools one conversation at a time*, Ohio Race to the Top Conference, Columbus, OH.
- Tschannen-Moran, M. (2013, October). *Trust matters: A vital resource for Successful Schools*. Conversation Ohio Race to the Top Conference, Columbus, OH.
- Tschannen-Moran, M. (2013, August 5). Panel member, *Building Leaders in Education, Ensuring a culture of leadership in K-12 education*. The Governor's K-12 Education Reform Summit, Chantilly, Virginia.

- Tschannen-Moran, B. & Tschannen-Moran, M., (2013, August). *Evocative coaching: Transforming schools one conversation at a time*, Cuyahoga County ESC, Maumee, OH.
- Tschannen-Moran, B., Tschannen-Moran, M., & Piacentino, A. (2013, June 19). *Evocative Schools: From Eye-Rolling to Eye-Opening Conversations*, Ohio Educators Connect for Success Conference, Columbus, OH.
- Tschannen-Moran, M. (2013, April 10). *Focusing on Success: Transforming Schools One Conversation at a Time*. Keynote address presented the Ontario Ministry of Education Leadership Congress, Toronto, Canada.
- Tschannen-Moran, M. (2012, Nov. 2). *Beyond the deficit frame: changing conversations for school success*, New Jersey Network to Close the Achievement Gaps, Educational Information & Resource Center, Mullica Hill, NJ.
- Tschannen-Moran, M. (2012, Nov. 1). *Beyond the deficit frame: changing conversations for school success*. Delaware Valley Minority Student Achievement Consortium, Philadelphia, PA.
- Tschannen-Moran, M. (2012, April 5). *Building Self-efficacy: The Key to Successful Performance*. Keynote address presented at the International Coaching Conference, Kuala Lumpur, Malaysia.
- Tschannen-Moran, M. & Tschannen-Moran, B. (2012, March 22). *Evoking Teacher Professionalism Through Coaching*. Keynote address at the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), Columbus, Ohio.
- Tschannen-Moran, M. & Tschannen-Moran, B. (2012, March 22). *Observing Vitality: Building on Teacher Strengths*. Presented at the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), Columbus, Ohio.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2012, March 22). *Redesigning Classrooms for Learning: Innovation in Action*. Presented at the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), Columbus, Ohio.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2012, March 16). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Massachusetts Association of the Education of Young Children Conference, Boston, MA.
- Tschannen-Moran, M. (2012, Feb. 7). *Cultivating Trust Matters: A Key Resource for School Success*, Ohio Executive Principals Leadership Academy, Columbus, Ohio.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2011, Oct. 10-11). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Instructional Coaching Conference, Lawrence, Kansas.
- Tschannen-Moran, M. (2011, Oct. 6). *Trust Matters: Creating Conducive Spaces for Learning*. Keynote address at the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), Columbus, Ohio.

- Tschannen-Moran, M. (2011, Oct. 6). *Repairing Broken Trust: Communicating with Compassion*. Presented at the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), Columbus, Ohio.
- Tschannen-Moran, M. (2011, Oct. 6). *The Coach Approach: Calling Forth Motivation & Movement*. Presented at the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), Columbus, Ohio.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2011, July). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Presented at the Panhandle Area Educational Consortium, Florida.
- Tschannen-Moran, M. (2011, July 11). *Cultivating Trust Matters: A Key Resource for School Success*, Chula Vista School District, Chula Vista, CA.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2011, June, 28). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Presented at the Association of California School Administrators Principals' Institute, Los Angeles, CA.
- Tschannen-Moran, M. (2011, June 24). *Cultivating Trust Matters: A Key Resource for School Success*, Ohio Executive Principals Leadership Academy, Columbus, Ohio.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2011, June, 20). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Presented at the William & Mary School Leadership Institute, 14th Annual National Leadership Academy, Williamsburg, VA.
- Tschannen-Moran, M. (2011, March, Invited Address). *Fostering teacher professionalism: The role of leadership orientation and trust*. Presented at the ASCD Annual Convention, San Francisco.
- Tschannen-Moran, M. & Tschannen-Moran, B. (2011, March). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Presented at the ASCD Annual Convention, San Francisco.
- Tschannen-Moran, M. (2011, March 24, 25, 26). *Trust Matters: Creating Conducive Spaces for Learning, Observing Vitality: Building on Teacher Strengths, Expressing Empathy: Communication with Compassion*. Three workshops presented at the Annual East Asia Regional Council of Overseas Schools Teachers' Conference, Kota Kinabalu, Malaysia.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2011, March 19). *Bringing Coaching to Schools*. Presented at the International Association of Coaching Conference, Kaohsiung, Taiwan.
- Tschannen-Moran, B. & Tschannen-Moran, M. (2011, March 18). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Wenzao Ursuline College, Kaohsiung, Taiwan.
- Tschannen-Moran, M. (2011, March 16). *Trust Matters: Creating Conducive Spaces for Learning*. Hong Kong School Administrators' Association, Hong Kong.

- Tschannen-Moran, B. & Tschannen-Moran, M. (2011, March 15). *Redesigning Classrooms for Learning: Innovation in Action*, Living Knowledge Workshop for Hong Kong Teacher Educators and School Leaders, Hong Kong.
- Tschannen-Moran, M. & Tschannen-Moran, B. (2011, Feb.). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Presented at the American Association of School Administrators, Denver, CO.
- Tschannen-Moran, B., Tschannen-Moran, M., & Lemmerman, C. (2010, Dec. 7). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Workshop presented at the Learning Forward Annual Convention (formerly National Staff Development Council), Atlanta, GA.
- Tschannen-Moran, M. (2010, Sept. 24, Keynote Address). *Trust Matters: Leadership for Successful Schools*. Ohio Race to the Top Superintendents and Union Presidents, Columbus, OH.
- Tschannen-Moran, M. (2010, August 26). *Compassionate Communication and Trust*. Berkeley Middle School, Williamsburg, VA.
- Tschannen-Moran, M. (2010, June 25). *Evocative Coaching: Transforming Schools One Conversation at a Time*. Fort Worth Independent School District Administrative Retreat, Ft. Worth, Texas.
- Tschannen-Moran, M. (2010, June 24, Keynote Address). *Trust Matters: Leadership for Successful Schools*. June Leadership Seminar, Fort Worth Independent School District, Ft. Worth, Texas.
- Tschannen-Moran, M. (2010, June 22). *Relationships Matter and Research Shows It! William & Mary School Leadership Institute, 14th Annual National Leadership Academy*, Williamsburg, VA.
- Tschannen-Moran, M. (2009, Nov.). *Trust Matters: Leadership for Successful Schools, Building on Our Strengths: Using Appreciative Inquiry in Schools, Building Capacity for Change through Communicating with Compassion, and Fostering a Positive Climate at your School*. Four workshops presented at the 41st Annual East Asia Regional Council of Overseas Schools Administrators' Conference, Manila, Philippines.
- Tschannen-Moran, M. (2009, July 21). *The Third R: Relationships (and why they matter)*. Norfolk Public Schools Administrators Convocation, Norfolk, VA.
- Tschannen-Moran, M. (2009, May 7, Keynote Address). *Trust Matters: Leadership for Successful Schools*. National Center for Urban School Transformation Annual Symposium, San Diego, CA.
- Tschannen-Moran, M. (2009, March 4). *Trust Matters: Leadership for Successful Schools*. Toronto School Administrators Professional Development Series, Toronto, Canada.
- Tschannen-Moran, M. (2008, Nov. 11). *Communicating to Enhance Empathy, Trust, and Understanding*, 15th Annual Symposium on Collaboration and Inclusive Education, Williamsburg, VA.

- Tschannen-Moran, M. (2008, Oct. 1). *Trust Matters: Leadership for Successful Schools*. Lehigh University School Study Council, William & Mary School Leadership Institute, Williamsburg, VA.
- Tschannen-Moran, M. (2008, June 25). *Trust Matters: Leadership for Successful Schools*. Leadership Conference, Rock Hill, South Carolina.
- Tschannen-Moran, M. (2008, Feb. 25). *Building Capacity for Change Workshop*. William & Mary Training and Technical Assistance Center, Williamsburg, VA.
- Lemmerman, C., Tschannen-Moran, M., & Tschannen-Moran, R. K. (2007, December 4). *Celebrate What's Right with Schools: Revitalizing Schools through Appreciative Inquiry*. National Staff Development Council annual conference, Dallas, TX.
- Tschannen-Moran, M. (2007, Nov. 2). *Celebrating the Best in Schools: Appreciative Inquiry in Schools*. Virginia Association of Elementary School Principals, Williamsburg, VA.
- Lemmerman, C. & Tschannen-Moran, M. (2007, October 8). *Building Trust in Schools Through Appreciative Inquiry*. Women in Educational Leadership Conference, Lincoln, NE.
- Tschannen-Moran, M. (2007, July 26). *Building capacity for change: Celebrating strengths, cultivating trust, and enhancing communication skills*. Emerging Leadership Institute with the Virginia Association of Independent Schools, University of Richmond Jepson Center, Richmond, VA.
- Tschannen-Moran, M. (2007, June 27). *Trust Matters: Leadership for Successful Schools*. Principals' Center Institute, Cardinal Stritch University, Milwaukee, WI.
- Tschannen-Moran, M. (2007, June 26). *Trust Matters: Leadership for Successful Schools*. Cardinal Stritch University, Milwaukee, WI.
- Tschannen-Moran, M. (2007, June 24). *Building capacity for change: Celebrating strengths, cultivating trust, and enhancing communication skills*. William & Mary School Leadership Institute, Williamsburg, VA.
- Tschannen-Moran, M. (2007, March 27). *Trust Matters: Leadership for Successful Schools*. Leadership Breakfast, University of Richmond, Richmond, VA.
- Tschannen-Moran, M. (2007, March 21: Keynote Address). *Building capacity for change: Celebrating strengths, cultivating trust, and enhancing communication skills*. Women in Educational Leadership Conference, Charlottesville, VA.
- Tschannen-Moran, M. (2007, February 16). *Rejuvenating Communication*. District-wide Inservice. Fostoria, OH.
- Tschannen-Moran, M. (2007, January 12). Coaching leaders to greater trust. Richmond Area Coaches Association, Richmond, VA.
- Tschannen-Moran, M. (2006, Nov. 30). *Celebrating the Best in Schools: Appreciative Inquiry in Schools*. Virginia Association of Supervision and Curriculum Development, Williamsburg, VA.

- Lemmerman, C. Tschannen-Moran, M., & Tschannen-Moran, R. K. (2006, October 13). *Celebrating the Best in Schools: Appreciative Inquiry in Schools*. Ohio School Boards Association Capital Conference, Columbus, OH.
- Tschannen-Moran, M. (2006, September 9). *Trust Matters: Leadership for Successful Schools*. Learner-Centered Leadership Project, Phoenix, Arizona.
- Tschannen-Moran, M. (2006, August 24). *Untangling knotty situations: Resolving conflict constructively*. Poquoson City Schools professional development workshop.
- Tschannen-Moran, M. (2006, March 23). *Looking for the best: Appreciative Inquiry in Schools*. Women in Educational Leadership Conference, Charlottesville, VA.
- Tschannen-Moran, M. (2006, March 8). *Trust Matters: Leadership for Successful Schools*. Isle of Wight Aspiring Administrators, Smithfield, VA.
- Tschannen-Moran, M. (2006, February 17). *Trust Matters: Leadership for Successful Schools*. South Carolina Educators for the Practical Use of Research conference, Columbia, South Carolina.
- Lemmerman, C. & Tschannen-Moran, M. (2005, December 7). *Trust Matters: Leadership for Successful Schools – A Book Talk*. National Staff Development Council annual conference, Philadelphia, PA.
- Tschannen-Moran, M. (2005, September 14: Keynote Address). *Trust Matters: Leadership for Successful Schools*. CAPS: Career/Technical Administrators Partnering for Success, Mountain Lake Hotel, Pembroke, VA.
- Tschannen-Moran, M. (2005, September 10: Keynote Address). *Leaders in the emerging Colorful Female System*. Theta Nu Xi annual convention, Atlanta, GA.
- Tschannen-Moran, M. (2005, August 23). *Resolving Conflict Constructively*. Windsor HS, Isle of Wight County Schools, Smithfield, VA.
- Tschannen-Moran, M. (2005, August 9). *Trust Matters: Leadership for Successful Schools*. Isle of Wight County Schools, Smithfield, VA.
- Tschannen-Moran, M. (2005, June 28). *Trust Matters: Cultivating a Community of Learners*. William & Mary School Leadership Institute, Williamsburg, VA.
- Tschannen-Moran, M. (2005, June 23). *Trust Matters: Cultivating a Community of Learners*. Virginia Secondary School Principals Association Annual Conference, Williamsburg, VA.
- Tschannen-Moran, M. (2004, Dec. 2). *Building trust in schools*. Virginia Association of Supervision and Curriculum Development, Williamsburg, VA.
- Tschannen-Moran, M. (2004, Nov. 2). *Building trust in collaborative settings*. 15th Annual Symposium on Collaboration and Inclusive Education, Williamsburg, VA.
- Tschannen-Moran, M. (2004, June 29). *The coach approach: Supporting teachers' instructional practice*. William & Mary School Leadership Institute, Williamsburg, VA.

- Johnson, C. D. & Tschannen-Moran, M. (2004, March 19). *Teachers' Sense of Efficacy for Literacy Instruction*. Paper presented at the annual meeting of the Virginia State Reading Association, Richmond, VA.
- Tschannen-Moran, M. (2003, November 17). *Virginia Professors of Educational Leadership Response to the Task Force Recommendations*. Virginia Legislative Commission on School Leadership, Richmond, VA.
- DiPaola, M. F. & Tschannen-Moran, M. (2003, Nov. 3) *Creating a School Context that Supports Inclusive Practice: A Leadership Challenge*. 14th Annual Symposium on Collaboration and Inclusive Education, Williamsburg, VA.
- Tschannen-Moran, M. (2003, August 14). *Innovative preparation practices*. Ohio Principals' Academy. Columbus, OH.
- Tucker, P. and Tschannen-Moran, M. (2002, October 18). *School leadership in an era of accountability*. Virginia Legislative Commission on School Leadership, Richmond, VA.
- Tschannen-Moran, M. (2002, June 21). *Who to include? Shared Decision Making in Schools*. Aspiring Administrators Academy, Richmond City Schools 2002. School Leaders Institute.
- Tschannen-Moran, M. (2001, Oct. 26). *The Principalship in Virginia in 2001*. Presented to the Virginia Professors of Educational Leadership, Petersburg, VA.
- Tschannen-Moran, M. (2001, Dec. 13). *The use of portfolios in administration preparation*. Symposium sponsored by the Ohio Principal's Leadership Academy Entry-Year Program, the University Parke Hotel, Columbus, OH.
- Tschannen-Moran, M., Hoffman, D., & Levak, B. (1999, November). *Documenting success in Ohio*. Paper presented at the Fall Forum of the Coalition of Essential Schools, Atlanta, GA.

Initiatives in Schools

Led building-level workshops, planning processes, and interventions focused on restoring broken trust through Appreciative Inquiry and Nonviolent Communication with six schools in Virginia and a school district of five schools in Ohio.

Led a district-wide coaching and appreciative inquiry initiative in Virginia.

TEACHING

Courses Taught

EPPL 502 Educational Leadership: Concepts and Cases

EPPL 536 Instructional Leadership: Supervision and Professional Development

EPPL 586/587 Internship in Administration and Supervision

EPPL 604 Cross-Disciplinary Perspectives in Educational Theory, Research, and Practice

EPPL 790 Educational Policy, Planning, and Leadership Research Seminar

Dissertations Chaired

Juvenal Abrego-Meneses (December 2018) A program evaluation of the one-to-one Chromebook Initiative in a rural school district in Virginia

LaMarr Moses, (May, 2018). The role of trust in an urban turnaround school.

Laura Burton (March, 2018). An exploratory study of leadership, literacy assessments, and acceleration for closing the reading achievement gap by third grade.

Jason Allison (March, 2018). A program evaluation of the implementation of Problem-Based Learning.

Micah Smith (December 2017). Promoting student success: An evaluation of a ninth-grade transition program.

Paula Huffman (September, 2017). The implementation of a principal mentoring program and the corresponding impact on leadership practice.

Jennifer Vaughn (August, 2017). Novice educator perceptions of the influences of a new teacher mentoring program in a hard-to-staff school.

Auggy Kang (August 2017). The effects of teacher emotional intelligence and socioeconomic status of school on teacher self-efficacy in K-12 public schools.

Patricia Tilghman (August 2017). Evaluating Programming, Performance, and Perspectives in Pursuing Progress for English Language Learners.

Linda Feldstein (May 2017). Teacher Self-efficacy and Incremental Beliefs about Intelligence.

Sherry Joiner Harrell (May 2017). The Influence of a Theory-based US History Curriculum on Student Achievement, Student Historical Interpretations Skills and Student Self-efficacy for Historical Inquiry.

Bettina Staudt (May 2016). Developing Global Competency Skills in Grades 9-12: Implications for School Leadership.

Ruth Shannon Finnegan (February 2016). The Relationship of Teacher Evaluations on Teacher Effectiveness, Teacher Self-efficacy, and Student Progress.

Elondra Napper (December 2015). A Program Evaluation of Teacher Perceptions on the Fidelity of Implementation of Professional Learning Communities. Co-chair.

Jess Hench (July 2015). Understanding the Lived Experiences of Students in a Comprehensive Four-Year Undergraduate Leadership Development Program.

Philip M. Pugh Jr (April 2015). Program Evaluation of a School District's Advancement Via Individual Determination (AVID) Initiative: An Examination of its Influence on Motivation and Other Indicators of Student Achievement.

Michele Kissinger (December 2014). Coaching and teacher self-efficacy of teachers who have completed training in the Competent Learner Model (CLM).

Patrick McClintock-Comeaux (April 2014). Building Professionals: The intersection of trust and professional learning communities.

Antoine Hickman (April 2014). An Evaluation of a School-based Day Treatment Program.

Antonia Fox, (March 2014). The Self-efficacy Beliefs of Algebra Teachers Teaching in Middle and High School Settings.

Rosaline Cardarelli (March 2014). A Culture of Success in Blue Ribbon Schools of the Diocese of Arlington Catholic School System.

Joyce McDowell, (December 2013). The Impact of Parental Involvement in Three Rural Title 1 Elementary Schools.

Michelle Boyd, (May 2013). Co-teaching: Perceptions of Urban Secondary Co-teachers.

Michael Asip, (April 2012). Program Evaluation of a School Division's Multisensory Reading Initiative.

Kyleah Parsons, (April 2012). Student Identification with School and its Relationships to Students', Teachers' and Parents' Perceptions of Academic Press and Safety in an Urban School Division.

Carol Carter, (May 2012). Empathy as a Crucial Skill for Instructional Coaches: Can It Be Taught?

Sheila Carr, (May 2012). Relationship between Teacher Self-efficacy and Use of Evidence-based Practices in Managing Students with Challenging Behaviors (Co-Chair).

Michele Myers Hopkins, (2012). Institutional Theory and Its Relationship to Decisions Regarding Diploma Type for Students Identified with Special Needs.

Regina Bankole, (December, 2010). Student Trust and the Impact on Academic Press, Identification with School, and Achievement.

Wendy Ellis, (July 2010). Against the Odds: Academic Resilience among High-Ability African-American Adolescents Living in Rural Poverty.

- Anthony Copeland, (January 2010). The Professional Learning Community and Its Effect on African American Students' Achievement.
- Dennis Moore, (January 2010). Student and Faculty Perceptions of Trust and Their Relationships to School Success Measures in an Urban School District.
- Lisa Lee Pennycuff, (April, 2009). An Analysis of the Impact of the Academic Component of Response to Intervention on Collective Efficacy, Parents' Trust in Schools, and Referrals for Special Education, and Student Achievement.
- Sheila Ashley, (May 2009). Self-efficacy Beliefs of Elementary General Education Teachers in Inclusive Classrooms and the Role of Professional Development.
- Pamela Aerni, (January 2009). Teacher Self-Efficacy and Beliefs for Teaching Mathematics in Inclusive Settings. (Co-Chair).
- Loree Cobb Reid, (August 2008). Faculty Trust and Its Impact on Voluntary Teacher Turnover Intentions.
- Nicole Rummel, (May 2007). Teacher Self-Efficacy Beliefs and Their Impact on Recommendations for Student Retention at Grades K-2.
- Janine Lehane, (May 2006). Conceptions of Morality Held by Eminent People. (Co-Chair).
- Patricia McMahon, (December 2005). Special Education Assistive Technology: A Phenomenological Study of Building Administrator Knowledge and Practices.
- Peggy McMaster, (May 2005). The Development of Self-Efficacy in the Teaching of Reading.
- Marilyn Barr, (May 2002). Fostering Student Achievement: A Study of the Relationship of Collective Teacher Efficacy and Student Achievement.
- Thomas Beatty, (May 2002). The Relationship Between Teacher Sense of Efficacy and Pupil Control Ideology in Urban Middle Schools.
- Jennifer Parish, (May 2002). School Climate and State Standards: A Study of the Relationships between Middle School Organizational Climate and Student Achievement on the Virginia Standards of Learning Tests. (Co-Chair).