

AYANA KEE CAMPOLI

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EDUCATION

- Ed.D. Education Policy, Leadership & Practice, Harvard University, 2014
Dissertation: *Retaining Black Teachers in Public Schools: What Roles do Interpersonal Bonds and Racial Match Play?*
Committee: John B. Willett (advisor), Susan Moore Johnson, John B. Diamond
- Ed.M. Learning and Teaching, Harvard University, 2009
- M.S. Special Education, University of Oregon, 1998
- B.A. Cognitive Psychology, Duke University, 1994

ACADEMIC APPOINTMENTS

- July 2016 to present Postdoctoral Researcher and Adjunct Instructor, University of South Dakota
- 2008 - 2011 Teaching Fellow, Harvard University
- 2003 - 2004 Adjunct Instructor, Mercy College

PUBLICATIONS

Peer Reviewed Articles

- Campoli, A. K. (in press). Supportive principals and Black teacher turnover: ESSA as an opportunity to improve retention. *Journal of School Leadership*.
- Webner, S., De Jong, D., Campoli, A. K., & Baron, M. (resubmitted). Public school board presidents' and superintendents' perceptions of the characteristics of effective superintendents in a midwestern state. *Journal of School Leadership*.
- Kee, A. N. (2012). Feelings of preparedness among alternatively certified teachers: What is the role of program features? *Journal of Teacher Education*, 63(1), 23-38.

Book Chapter

- Campoli, A. K., & Popova, D. (in press). Connections matter: A quantitative analysis of working conditions, interpersonal relationships, and the career decisions of Black female teachers. In A. Farinde-Wu, A. Allen, and C. W. Lewis (Eds.), *Black Female Teachers: Diversifying the United States' Teacher Workforce*. Emerald Group Publishing.

Refereed Book Review

Kee, A. N. (2009). Review of *Standing on the Outside Looking In*, Eds. Mary F. Howard-Hamilton, Carla L. Morelon-Quainoo, Susan D. Johnson, Rachelle Winkle-Wagner, and Lilia Santiago]. *Harvard Educational Review*, 79(4), 776-777.

Manuscript in Submission

Campoli, A. K., & DeJong, D. A. The benefit of curricular coaches for teacher retention. *Journal of Urban Learning, Teaching, and Research*.

AWARDS AND GRANTS

2017	Faculty Travel Grant, Center for Teaching and Learning, The University of South Dakota
2016	"Statistical Computing for School Leaders," Mobile Computing Initiative, The University of South Dakota
2010	Doctoral Travel Grant, Harvard University
2005-2010	Presidential Fellowship, Harvard University

CONFERENCE PARTICIPATION

Session Facilitated

2015 Chair, "Marvelous Multilevel Modeling," Annual Meeting of the American Education Research Association, Chicago, IL. April 16-20.

Select Papers Presented

2017	Shudak, N. & Campoli, A. K. <i>The challenges of teaching teacher candidates to actively engage K12 students during a yearlong residency experience</i> . Annual Meeting of the American Education Research Association, San Antonio, TX. April 27-May 1.
2016	Campoli, A. K. <i>The roles of interpersonal bonds and racial match in black teacher career decisions</i> . Annual Meeting of the American Education Research Association, Washington, DC. April 8-12.
2014	Kee, A. N. <i>The retention of Black teachers in their schools: Does racial match matter?</i> 12th Annual Alumni of Color Conference, Cambridge, MA. February 28 – March 1.

Campoli CV

- 2011 Kee, A. N. *Becoming a critical researcher who uses quantitative methods*. 9th Annual Alumni of Color Conference, Cambridge, MA. March 4-5.
- 2010 Kee, A. N. *The program features of alternative certification routes*. Annual Meeting of the American Education Research Association, Denver, CO. April 30-May 4.

Panelist

- 2011 Bocala, C. & Kee, A. N. *Publishing work on race and education: A conversation with editors*. 9th Annual Alumni of Color Conference, Cambridge, MA. Mar 4-5.
- 2010 Kee, A. N. *A conversation with journal editors: Unearthing academic publishing*. Annual Meeting of the American Education Research Association, Denver, CO. April 30-May 4.

RESEARCH EXPERIENCE

- 2016 - present Bush Foundation Grant. Research Associate. *Confident candidates: Building teacher efficacy in a year-long residency program*.
- 2016 - present Sanford Harmony Grant. Research Associate. *Toward Harmony: Social skills and emotional learning in preschools*.
- Summer 2012 RAND corp. Research Assistant. *The impact of different approaches to higher education provision in increasing access, quality and completion for students in developing countries*.

POST-GRADUATE TEACHING AND ADVISING

Adjunct Instructor, University of South Dakota

Foundations of Statistics. (Spring 2017).

Dissertation Committee Member, University of South Dakota

Justin Zajic (Educational Leadership). *The effects of the extended school year on summer regression in math and reading for elementary-age low-SES students*.

Heather Bleecker (Curriculum and Instruction). *South Dakota middle school mathematics teachers' perceptions of teaching competencies*.

Directed Doctoral Research Analysis, University of South Dakota

Benjamin Schaap (Educational Leadership). *Fostering creativity in higher education: A study of college educators*.

Campoli CV

Rachel Diemer (EdD, Fall 2016, Curriculum and Instruction). *Reading achievement in a dual language setting: An examination of characteristics representative of proficient dual language learners.*

Teaching Fellow, Harvard Graduate School of Education

Sociology of Education – Dr. Sara Lawrence-Lightfoot. (Fall 2011).

Empirical Methods: Introduction to Statistics for Research – Dr. Terrence Tivnan. (Fall 2008, 2010, 2011).

Adjunct Instructor, Mercy College—New York City Teaching Fellows

Designs for Learning III. Long-term planning, assessment, protocol use, and teaching math and science, K-12. (Fall 2004).

Designs for Learning II. Unit design, differentiating instruction, and teaching literacy, K-12. (Summer 2004).

Hands-On/Minds-On: Exploring Numeracy and Science. Math and science teaching methods, K-12. (Fall 2003).

Advanced Literacy, K-12. Balanced literacy teaching strategies. (Summer 2003).

GUEST LECTURES

Harvard Graduate School of Education, Cambridge, MA.

2011 *Teacher effectiveness: Looking at quantitative research.* In Katherine Bole's Teaching and Learning: Links between Research and Practice class.

2010 *Are there separate and unequal tracks of teachers?* In Katherine Bole's Teacher Leadership class.

Cambridge College, Cambridge, MA.

2010 *How community psychology can be used to empower communities.* For J. Victor Milner's Community Psychology class.

ELEMENTARY SCHOOL TEACHING EXPERIENCE

2005 Academic Intervention Specialist, Grades K-2, Brooklyn, NY

1998-2004 General Education Classroom Teacher, Grades K-3, Brooklyn, NY

Campoli CV

1998-1999 General Education Classroom Teacher, Grade 1, Cottage Grove, OR

1994-1996 Special Education Classroom Teacher, Grades 4-6, Oakland, CA

SERVICE

Member. (2005-present). American Education Research Association.

Editorial Board Member. (2009-2011). *Harvard Educational Review*.

Small-Group Facilitator, Diversity Recruitment Program. (2005-2009). Harvard Graduate School of Education.

Communications and Publicity Tri-Chair, Alumni of Color Conference. (2007- 2008). Harvard Graduate School of Education.