

**KATE PHILLIPPO, PH.D.**  
Associate Professor, Cultural and Educational Policy Studies  
School of Education  
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#### EDUCATION

2009	Ph.D.	School of Education, Stanford University Sociology of Education Dissertation Advisor: Anthony S. Bryk
1992	A.M.	School of Social Service Administration University of Chicago
1990	B.A.	Northwestern University Major: Art History

#### ACADEMIC EMPLOYMENT

2015-Present	Associate Professor, Cultural and Educational Policy Studies School of Education, Loyola University Chicago Faculty Affiliate, Latin American and Latino Studies Program
2009-2015	Assistant Professor, Cultural and Educational Policy Studies School of Education, Loyola University Chicago

#### EXTERNAL RESEARCH GRANTS AND FELLOWSHIPS

2013-2015	Spencer Foundation: Small Grant (\$39,700). Principal Investigator, <i>Lessons Learned: Students' Civic Experiences of Selective Public High School Admissions</i>
2013-2014	U.S. Department of Education, Promise Neighborhood Planning Grant (\$499,997) <ul style="list-style-type: none"><li>• Contributed to grant submission by Renewal Unlimited (nonprofit organization) on behalf of the Adams County Promise Neighborhood</li><li>• Served on research team led by Principal Investigator Peter Miller (UW-Madison)</li><li>• Individual subcontract: \$12,758</li></ul>
2008	Spencer Foundation: Dissertation Fellowship (\$25,000)
2008	Spencer Foundation: Research Training Grant (\$5,000)

#### AWARDS

2017	W.T. Grant Foundation: Finalist, W.T. Grant Scholars Program
2016	Loyola University Chicago: School of Education Distinguished Faculty Award for Excellence in Teaching
2010	Spencer Foundation: Finalist, Exemplary Dissertation Award

## UNIVERSITY RESEARCH GRANTS AND AWARDS

2016	Loyola University Chicago, Semester-Long Research Leave (Competitive award)
2015	Loyola University Chicago, Summer Research Stipend (Competitive award) (\$7,000)
2011	Loyola University Chicago, Summer Research Stipend (Competitive award) (\$7,000)

## RESEARCH INTERESTS

Educator, student and parent understanding, experience and enactment of educational policy and practice; organizational, professional, socio-cultural, political and demographic influences on policy and practice enactment; school choice and student assignment policies in urban settings; student-teacher relationship policy, practice and assessment; school mental health policy and practice in K-12 school settings.

## REFEREED BOOKS

Phillippo, K. (2013). *Advisory in urban high schools: A study of expanded teacher roles*. New York, NY: Palgrave Macmillan, Series on Urban Education (A. Sadovnik & S. Semel, Eds.).

- Honorable Mention, Society of Professors of Education Book Award
- Reviewed by *Teachers College Record*, May 2014 and *Education Review*, November 2014

## REFEREED JOURNAL PUBLICATIONS

Phillippo, K., Conner, J., Davidson, S., & Pope, D. (In press). A systematic analysis of student-report survey instruments that assess student-teacher relationships. *Teachers College Record*.

Phillippo, K., Kelly, M., Shayman, E. & Frey, A. (In press). School social worker practice decisions: The impact of professional models, training, and school context. *Families in Society*.

Miller, P., Scanlan, M. & Phillippo, K. (2017). Rural cross-sector collaboration: A social frontier analysis. *American Educational Research Journal Centennial Issue*, 54(1\_suppl), 193S-215S.

Phillippo, K. & Blosser, A. (2017). Stable roles, changed skills: Teacher candidates respond to instruction about adolescent psychosocial support needs. *Advances in School Mental Health*, 10(1), 5-25 (lead article). Special issue: Preparing the Teaching Workforce for School Mental Health Promotion.

Phillippo, K. & Griffin, B. (2016). The social geography of choice: Neighborhoods' role in students' navigation of school choice policy in Chicago. *The Urban Review*, 48(5), 668-695.

Phillippo, K. & Griffin, B. (2016). "If you don't score high enough, then that's your fault": Student civic dispositions in the context of competitive school choice. *Journal of Critical Education Policy Studies*, 14(2), 67-95.

Phillippo, K. & Kelly, M. (2014). On the fault line: A qualitative exploration of high school teachers' involvement with student mental health issues. *School Mental Health*, 6(3), 184-200.

Phillippo, K. & Stone, S. (2013). Teacher role breadth and its relationship to student-reported teacher support. *High School Journal*, 96(4), 358-379.

Phillippo, K. & Blosser, A. (2013). Specialty practice or interstitial practice? A reconsideration of school social work's past and present. *Children & Schools*, 35(1), 19-31.

Phillippo, K. (2012). "You're trying to know me": Students from nondominant groups respond to teacher personalism. *The Urban Review*, 44(4), 441-467.

Phillippo, K. and Stone, S. (2011). Towards a broader view: A call to integrate knowledge about schools into school social work research. *Children & Schools*, 33(2) 71-81.

Phillippo, K. (2010). Teacher-advisors providing social and emotional support: A study of complex role enactment in small high schools. *Teachers College Record*, 112(8), 2258-2293.

Phillippo, K. and Stone, S. (2006). School-based collaborative teams: An exploratory case study of tasks and activities. *Children & Schools*, 28(4), 229-235.

#### REFEREED BOOK CHAPTERS

Phillippo, K. & Wright, B. (In press, 2017). Constructing entitlement: An analysis of print media coverage of Chicago's academically selective public high schools from 1980-2013. In R. Goldstein (Ed.), *Mining the crisis: New media discourses about education in the age of neoliberalism*. New York, NY: Peter Lang.

Phillippo, K. (2015). "Moving through a land of wonders wild and new": Grounding school social work practice in an organizational, ecosystemic understanding of the school. In C. Massatt & M. Kelly (Eds.), *School social work: Practice, policy and research* (8<sup>th</sup> Ed.) (45-59). Chicago, IL: Lyceum.

#### MANUSCRIPTS IN PREPARATION

Phillippo, K. (Under contract). *A contest without winners: Student experiences of competitive school choice policy*. Minneapolis, MN: University of Minnesota Press.

Phillippo, K., Brown, E.L., & Blosser, A. (Revise and resubmit, resubmitted March 2017). "They don't tell us what to do": Teacher educator and teacher candidate sensemaking about the relational practices of teaching.

Phillippo, K., Griffin, B., DelDotto, J., Castro, D. & Nagi, E. (Under review). School choice, youth voice: Student experiences of high school choice policy.

Wright, B. & Phillippo, K. Constrained consumers: Middle-class parent responses to a proposed school closure-relocation in Chicago.

Phillippo, K. (In preparation). Presumed inside: Racial positionality in research with white students, parents and teachers in 21<sup>st</sup> century Chicago.

#### OTHER PUBLICATIONS

Phillippo, K. & Griffin, B. (2015). Invited book review, *Choosing homes, choosing schools*, by Annette Lareau and Kimberly Goyette (Eds.), *American Journal of Sociology*.

Phillippo, K. (2013). Invited book review, *We don't need another hero: Struggle, hope, and possibility in the age of high-stakes schooling*, by Gregory Michie, *Teachers College Record*.

Huebner, T., Calisi, G. and Phillippo, K. (2007). *Rethinking High School: Inaugural Graduations at New York City's Small High Schools*. San Francisco, CA: WestEd.

## INVITED PRESENTATIONS

Phillippo, K. (2015). Competitive high school choice: An analysis of developmental stage-policy fit. Human Development and Social Policy Colloquium Series, Northwestern University, Evanston, IL, March 31, 2015.

Phillippo, K. (2015). Partnering with schools: Demanding work, worth the effort. Illinois Children's Health Care Foundation, Oak Brook, IL, April 22, 2015.

Phillippo, K. (2014). School-based mental health: The promise of access, the puzzle of the school setting. Michael M. Davis Lecture Series, University of Chicago School of Social Service Administration, Chicago, IL, October 21, 2014.

## REFEREED CONFERENCE PRESENTATIONS

Phillippo, K. (2017). A contest with no winners: Student experiences of competitive school choice policy. American Educational Research Association Annual Meeting, San Antonio, TX.

Phillippo, K. (2017). With the wind at their backs: How socioeconomic advantage shapes competitive high school admissions outcomes. American Educational Research Association Annual Meeting, San Antonio, TX.

Phillippo, K. (2016). Presumed inside: Racial positionality in research with white parents and students in 21<sup>st</sup> century Chicago. American Educational Studies Association Annual Meeting, Seattle, WA.

Weston, K., Brown, E., Phillippo, K. & Rodger, S. (2016). Working together for school mental health: Teacher education, voice and context. Advancing School Mental Health Conference, San Diego, CA.

Weston, K., Brown, E., Phillippo, K. & Rodger, S. (2016). Teacher stress and coping: Teacher preparation and professional development for students' mental health needs. American Educational Research Association Annual Meeting, Washington, D.C.

Phillippo, K., Griffin, B., & DelDotto, J. (2016). Youth experiences of competitive school choice policy: An analysis of developmental stage-policy fit. American Educational Research Association Annual Meeting, Washington, D.C.

Phillippo, K., Griffin, B. (2016). "Everything is not fair but you have to accept it": Student perspectives on educational opportunity distribution in a competitive choice district. American Educational Research Association Annual Meeting, Washington, D.C.

Phillippo, K., Griffin, B., & DelDotto, J. (2016). Comfortable contradictions? Student impressions of competitive school choice policy. Sociology of Education Association Annual Conference, Pacific Grove, CA.

Phillippo, K. (2015). "If you don't score high enough, then that's your fault": Students' civic regard for their peers in the context of competitive school choice. American Educational Studies Association Annual Meeting, San Antonio, TX.

Rodger, S., Weston, K., Brown, E. & Phillippo, K. (2015). United States and Canada teacher accreditation standards and preparation curriculums on student mental health: A comparative case study. Advancing School Mental Health Conference, New Orleans, LA.

Rodger, S., Weston, K., Brown, E. & Phillippo, K. (2015). United States and Canada teacher accreditation standards and preparation curriculums on student mental health: A comparative case study. 9th World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioural Disorders, Columbia, SC.

Phillippo, K., Griffin, B., DelDotto, J. & Kamal, Z. (2015). Informed choice or formed choice? An analysis of media coverage of high school options in Chicago. American Educational Research Association Annual Meeting, Chicago, IL.

Phillippo, K. & Griffin, B. (2015). Conflating space, race, safety and school quality: Chicago youth navigating school choice policy in a stratified system. International Conference on the Geographies of Children, Youth and Families. San Diego, CA.

Phillippo, K., Scanlan, M., & Haringa, L. (2014). Collaborating at the frontier: Multi-sector, community-based wraparound services for youth and the role of school leadership and personnel. American Educational Research Association Annual Meeting, Philadelphia, PA.

Wright, B., Phillippo, K. & Yarbrough, T. (2014). Spending capital, consuming schools: Middle-class parents respond to a school merger in Chicago. Sociology of Education Association Annual Conference, Pacific Grove, CA.

Miller, P., Bourgeois, A. Barnicle, A., Haringa, L., Lac, V., Pavlakis, A., Scanlan, M. & Phillippo, K. (2013). Cross-sector education reform in a rural setting: A social frontier perspective. University Council for Educational Administration Annual Convention, Indianapolis, IN.

Wright, B., Phillippo, K. & Yarbrough, T. (2013). Struggling in solidarity, contributing capital or partitioning privilege? An analysis of parent responses to a cross-community school merger in Chicago Public Schools. American Educational Studies Association Annual Meeting, Baltimore, MD.

Phillippo, K. & Wright, B. (2013). Democratic tensions: A study of print media coverage of Chicago's selective enrollment high schools. American Educational Research Association Annual Meeting, San Francisco, CA.

Phillippo, K. & Blosser, A. (2012). Making sense of student-teacher relationships: One teacher education program's organizational approach to the teaching and learning of relational practices. American Educational Research Association Annual Meeting, Vancouver, Canada.

Phillippo, K. & Blosser, A. (2012). "We're starting to speak the language": How teacher candidates learn relational practices. American Educational Research Association Annual Meeting, Vancouver, Canada.

Phillippo, K. & Wright, B. (2012). Scant but telling evidence: A historical analysis of representations of teachers' social-emotional support responsibilities. American Educational Research Association Annual Meeting, Vancouver, Canada.

Phillippo, K. & Kelly, M.S. (2012). Confidentiality in school settings: An exploration of mental health provider and educator perspectives. Mental Health-Education Integration Consortium Annual Meeting, University Park, PA.

Phillippo, K. & Rose, R. (2012). Treatment fidelity in the CareerStart RCT: A mixed methods implementation study. Society for Social Work and Research Annual Conference, Washington, DC.

Phillippo, K. & Kelly, M.S. (2011). Shared language or distant dialects? Opportunities and challenges in connecting school-based mental health services to unique school environments. Conference on Advancing School Mental Health, Charleston, SC.

Phillippo, K. & Pope, D. (2011). What kind of care? Considering the relationship between context and students' perceived need for teacher caring. Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Miller, P., Scanlan, M. & Phillippo (2011). Multi-level insights into comprehensive community action planning. American Educational Research Association Annual Meeting, New Orleans, LA.

Phillippo, K. & Stone, S. (2011). Teachers and psychosocial support: The relationship between inclusive role definition and student-perceived academic press and caring. Society for Social Work and Research Annual Conference, Tampa, FL.

Phillippo, K. (2010). Redesigned schools, redesigned roles: Unanticipated consequences of the teacher-advisor role in small high schools. American Educational Research Association Annual Meeting, Denver, CO.

Phillippo, K. (2010). "You're trying to know me": Students respond to advisory programs' press for expanded student-teacher relationships. Sociology of Education Association Annual Conference, Monterey, CA.

Phillippo, K. (2010). Whose ethics? A comparative analysis of school social workers' and educators' codes of ethics regarding the confidentiality of student information. Society for Social Work and Research Annual Conference, San Francisco, CA.

Phillippo, K. (2009). Is it burnout, or just boundaries? An exploratory study of teacher responses to relationships with students in high-stress school settings. American Educational Research Association Annual Meeting, San Diego, CA.

Phillippo, K. (2009). Now it's their turn: How young people of color experience teacher support. Society for Social Work and Research Annual Conference, New Orleans, LA.

Phillippo, K. & Stone, S. (2009). Mapping the ecology of school social work practice: National, state and theoretical perspectives. Society for Social Work and Research Annual Conference, New Orleans, LA.

Phillippo, K. (2008). Teacher-advisors in small high schools: A study of role conceptualization and enactment. American Educational Research Association Annual Meeting, New York, NY.

Phillippo, K. (2008). Teacher support, student "At-Risk" status and academic performance. Society for Social Work and Research Annual Conference, Washington, D.C.

Phillippo, K. (2007). Can institutional theory help us to understand the challenges faced by the field of school social work? Society for Social Work and Research Annual Conference, San Francisco, CA.

## TEACHING EXPERIENCE

### School of Education, Loyola University Chicago

#### Graduate courses

*Sociology of Education* (2009, 2010, 2011, 2014 and 2015)

*Sociological Analysis of Urban Education and Policy* (2010, 2011, 2013, 2014, 2015 and 2016)

*Sociology of Teaching* (2010, 2013 and 2015)

*The School as an Organization* (2012)

*Qualitative Research Methods* (2011, 2014 and 2015)

*Seminar on Race and Schooling* (2017)

#### Undergraduate Courses

*American Education* (2009, 2010, 2011 and 2012)

*Urban Education: Policy and Practice* (2013 and 2014)

### School of Social Work, San José State University

*Policy Practice in Schools* (2007)

### School of Education, Stanford University

*"Good" Schools and Districts* (Teaching Assistant to Larry Cuban, 2009)

*Secondary Teaching Practicum* (Teaching Assistant to Rachel Lotan, 2005-2008)

## ACADEMIC SERVICE (INSTITUTIONAL)

- 2016-2018 Chairperson, Academic Council, Loyola University Chicago School of Education
- 2016 Graduate Program Director, Cultural and Educational Policy Studies, Loyola University Chicago School of Education
- 2016 Member, Curriculum Committee, Loyola University Chicago School of Education
- 2015-2016 Vice-Chairperson, Academic Council, Loyola University Chicago School of Education.
- 2014-2016 Director, Education Policy Studies Undergraduate Minor Program, Loyola University Chicago School of Education
- From 2014 Member, Wozniak Lecture Series Planning Committee
- From 2014 Member, Fulbright Fellowship Campus Review Committee, Loyola University Chicago
- 2014-2015 Facilitator, Faculty Learning Community (Social Justice Focus), Loyola University Chicago School of Education
- 2013 - 2016 Member, Academic Council, Loyola University Chicago School of Education (also served from 2009-2011)
- 2012-2014 Member, Campus Coalition for Alcohol Initiatives, Loyola University Chicago
- 2011-2014 Member, Faculty Development Review Committee, Loyola University Chicago
- 2011-2013 Member, Curriculum Committee, Loyola University Chicago School of Education
- 2011-2012 Member, Faculty Search Committee, Loyola University Chicago School of Education (Tenure-track position, Philosophy of Education)

2010-2011 Member, Faculty Search Committee, Loyola University Chicago School of Education (Tenure-track position, Comparative International Education)

#### ACADEMIC SERVICE (PROFESSIONAL)

2017-2019 Treasurer, Sociology of Education Association

2016-2017 Chairperson, Sociology of Education Association 2017 Conference

From 2016 Editorial board member, *Sociology of Education*

2015-2017 Co-Editor, *Advances in School Mental Health* Special issue on teacher preparation for student mental health promotion (Published January, 2017)

2014-2016 Board member, Sociology of Education Association

2014 Co-chairperson, Mental Health-Education Integration Consortium Spring Meeting, Chicago

From 2010 Consulting Editor, *Children and Schools*

2008 - 2009 Member, Alumni Board, University of Chicago, School of Social Service Administration

#### Invited Reviewer

*Academic Journals: Advances in School Mental Health, American Educational Research Journal, Educational Administration Quarterly, Educational Researcher, Educational Policy, Educational Studies, Exceptionality Education International, Family Relations, High School Journal, Journal of Teacher Education, Review of Educational Research, Social Problems, Sociology of Race and Ethnicity, Teacher Education Quarterly, Teachers College Record, Urban Education.*

*Academic Presses: Columbia University Press, Routledge*

#### ACADEMIC AND PROFESSIONAL MEMBERSHIPS

American Educational Research Association: Sociology of Education Special Interest Group, Division A (Administration, Organization and Supervision), Division G (Social Context of Education) and Division L (Educational Policy and Politics)

American Educational Studies Association

Mental Health-Education Integration Consortium

Society for Social Work and Research

Sociology of Education Association

#### COMMUNITY SERVICE

2014-2015 Student mentor, International Baccalaureate Projects, Senn High School, Chicago IL

2013-2014 Executive Committee member, Adams County Promise Neighborhood Initiative, Adams-Friendship, WI



From 2012            Member and Factsheet Contributor, Chicagoland Researchers and Advocates for Transformative Education, Chicago, IL

#### ADDITIONAL PROFESSIONAL EXPERIENCE

2003 – 2009            Manager of Research and Evaluation, School-Site Consultant  
Cleo Eulau Center, Palo Alto, CA

2002 – 2004            Social Worker, General Pediatrics (Inpatient and Outpatient)  
Lucile Packard Children’s Hospital, Palo Alto, CA

2002 – 2003            Learning Support Consultant  
San Francisco Unified School District, San Francisco, CA

2001 – 2002            Associate for Social Services  
Center for Urban School Improvement (since renamed Urban Education Institute), University of Chicago, Chicago, IL

1999 – 2001            School Social Worker  
Community Consolidated School District 15, Palatine, IL

1995 – 1999            Lead Child and Family Therapist  
Infant Welfare Society, Chicago, IL

1993 – 1995            Social Worker  
Developmental Center, Illinois Masonic Medical Center, Chicago, IL

1992 – 1993            Youth Crisis Counselor  
Demico Youth Services (Cabrini Green Public Housing Complex), Chicago, IL

#### PROFESSIONAL CREDENTIALS

Licensed Clinical Social Worker, Illinois Department of Financial and Professional Regulation  
Pupil Personnel Service Credential (Type 73, School Social Work), Illinois State Board of Education

#### LANGUAGE COMPETENCY AND ADDITIONAL SKILLS

Spanish, spoken and written  
Third-Degree Black Belt, World Seido Karate Organization