

Meredith Wronowski

Assistant Professor

University of Dayton, School of Education and Health Sciences, Department of Educational Administration

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Education

- 2018 **Doctor of Philosophy, Educational Leadership and Policy Studies**
Department of Educational Leadership and Policy Studies
The University of Oklahoma, Norman, OK
- 2004 **Master's of Education, Cross-Cultural Teaching**
Department of Teacher Education
National University, San Diego, CA
- 2000 **Bachelor's of Science, Microbiology, History Minor**
The University of Oklahoma, Norman, OK

Academic Appointments

- 2019-Present **Assistant Professor, University of Dayton-** Dayton, OH, Education Administration
Department
- 2018-2019 **Visiting Assistant Professor, Miami University-** Oxford, OH, Education
Leadership Department

Peer-Reviewed Publications

- Christopher, A., Gortemiller, T., Zemmer, J., **Wronowski, M.L.** (2020, under review).
Interprofessional healthcare student perceptions of clinical experience effectiveness after
participation in local underserved health clinics. *Advances in Health Sciences Education*.
- Aronson, B., Reyes, G., Batchelor, K., Rothrock, R., Radina, R., **Wronowski, M.L.** (2020, in press).
The Social Justice Teaching Collaborative: A collective turn towards critical teacher education.
Journal of Curriculum Studies Research.
- Houston, D., Brewer, T.J., & **Wronowski, M.L.** (2020, in press). Planning and executing policy-
relevant research for maximum impact. In A. Urick, D. DeMatthews, & T. Ford (Eds.), *Maximizing
the Policy-Relevance of Research for School Improvement*. Charlotte, NC: Information Age.
- Wronowski, M.L.**, Thornton, M., Duarte, B., Ravi-Malecki, B., Stovall, A. (2020, under review).
Beyond Tracking: The Relationship of Opportunity to Learn and Diminished Math Outcomes for
U.S. High School Students. *The High School Journal*.
- Wronowski, M.L.**, Aronson, B., Reyes, G., Coffey, R., Batchelor, K., Rothrock, R., & Rind, G.
(2020, under review). Moving towards a comprehensive program of critical social justice teacher
education: A QuantCrit analysis of pre-service teachers' perceptions of social justice education.
Race and Ethnicity in Education.
- Meyers, C., **Wronowski, M.L.**, & VanGronigen, B. (2019, under review). Preparing for the Worst:
Identifying Predictors of School Decline as an Improvement Initiative. *Educational Assessment,
Evaluation, and Accountability*.
- Wronowski, M.L.** (2020, published online first). De-professionalized and demoralized: A
framework for understanding teacher turnover in the accountability policy era. *Journal of
Leadership and Policy Studies*.

- Wronowski, M.L.**, & Urick, A. (2019, online first). Teacher and school predictors of teacher de-professionalization and demoralization through the height of the accountability movement in the United States. *Educational Policy*. <https://doi.org/10.1177/0895904819843598>.
- De Voto, C. & **Wronowski, M.L.** (2019). The resegregation of public schools: Examining Parents Involved in practice. *Educational Policy Analysis Archives*, 27(4), 1-34.
- Wronowski, M.L.**, & Urick, A. (2019). Examining the relationship of teacher perception of accountability and assessment policies on teacher turnover during NCLB. *Educational Policy Analysis Archives*, 27, 86.
<https://doi.org/10.14507/epaa.27.3858>
- Wronowski, M.L.**, Urick, A., Wilson, A., Thompson, W., Thomas, D., Wilson, S., Elizondo, & Ralston, R. (2019, online first). The effect of a strategy game on academic and affective outcomes for statistics instruction. *Journal of Educational Computing Research*.
<https://doi.org/10.1177/0735633118824693>
- Urick, A., Ford, T., Wilson, A., Frick, W., & **Wronowski, M.L.** (2018). Testing a framework of math progress indicators for ESSA: How opportunity to learn and instructional leadership matter. *Educational Administration Quarterly*, 54(3), 396–438.
- Williams-Diehm, K.L., Miller, C.R., Nash, M.M., & **Wronowski, M.L.** (2018). Technology based employability curriculum and culturally diverse learners with disabilities. *Journal of Special Education Technology*
- Wronowski, M.L.** (2017). Filling the void: A grounded theory approach to addressing teacher recruitment and retention in urban schools. *Education and Urban Society*, published first online <https://doi.org/10.1177/0013124517713608>
- Wronowski, M.L.** (2017). Beacon Charter School needs a school. *Journal of Case Studies in Education Leadership*, 20(3), 56-64.

Selected Peer-Reviewed Presentations

- DeVoto, C.W., **Wronowski, M.L.**, Marcus, O.G., & Edmondson, O. (2020). K–12 Resegregation in a Post–Parents Involved in Community Schools Era: A Systematic Analysis of Literature. A paper presented virtually at the 2020 American Educational Research Association Annual Meeting.
- Wronowski, M.L.**, Thornton, M., Duarte, B., Stovall, A.W., & Razavi-Malecki, B. (2020). How Opportunity to Learn Math Differs Among Students in Remedial, Grade-Level, and Advanced Courses. A paper presented virtually at the 2020 American Educational Research Association Annual Meeting.
- Mansfield, K.C., Grant, A.A., Ward-Seidel, A., Gregory, A., Lustick, H., Lopez, S.R., Norton, C., Greene-Rooks, J., Lightfoot, E., Morrison, K., **Wronowski, M.L.** (2020). "It 'Works,' but Will It Work for Me?" Supporting Teachers' Restorative Practice. A symposium presented virtually at the 2020 American Educational Research Association Annual Meeting.
- Wronowski, M.L.** (2019). Critical community focus in school improvement plans: The absent imperative. A paper presented at the University Council for Educational Administration Annual Conference. New Orleans, LA: November 2019.
- Wronowski, M.L.**, Thornton, M., & Duarte, B. (2019). How opportunity to learn math differs among students in remedial, grade level, and advanced courses. A paper submitted for presentation

at the annual convention of the American Educational Research Association. San Francisco, CA: April 2020.

Wronowski, M.L. (2018). De-professionalized and demoralized: A framework for understanding teacher turnover in the accountability policy era. A paper presented at the University Council for Educational Administration Annual Conference. Houston, TX: November 2018.

Wronowski, M.L. & Urick, A. (2018). Examining the relationship of teacher perception of accountability and assessment policies on teacher turnover. A paper accepted for presentation at the annual convention of the American Educational Research Association. New York, NY: April 2018.

De Voto, C., & **Wronowski, M.L.** (2018). The re-segregation of public schools?: Examining the PICS and Meredith decisions in practice. A paper presented at the annual convention of the American Educational Research Association. New York, NY: April 2018.

Wronowski, M.L. (2017). Teacher perception of factors related to teacher attrition and mobility in urban schools A paper presented at the annual convention of the American Educational Research Association. San Antonio, TX: April 2017.

Wronowski, M.L. (2016). Teacher self-assessment of the attributes related to teaching effectiveness in urban schools. A paper accepted for presentation at the annual convention for University Council of Educational Administration. Detroit, MI: November 2016.

Wronowski, M.L. (2015). Filling the void: A grounded theory approach to addressing teacher recruitment and retention in urban schools. A paper accepted for presentation at the annual convention for University Council of Educational Administration. San Diego, CA: November 2015.

Awards and Grants

Miami University Education, Health, and Society Interdisciplinary Seed Grant 2018

AERA Division A Outstanding Dissertation Award First Runner-up 2018

Outstanding Graduate Student- Educational Leadership and Policy Studies 2018

David L. Clark Seminar Travel Grant 2018