

Michael R. Scott

October 2019

The University of Texas at Austin
1912 Speedway, Mail Stop D5400
Austin, TX 78712-1604
michael.scott@utexas.edu
(804) 543-6203

EDUCATION

Ph.D., Educational Leadership and Policy (Educational Policy and Planning)
Graduate Portfolio in Applied Statistical Modeling
The University of Texas at Austin

Dissertation: *Gentrification's Effects on Adolescents: Experiences of Displacement* (tentative)
Supervisor: Jennifer Jellison Holme
Committee: Caroline Faria (Geography); Huriya Jabbar; Chandra Muller (Sociology); Pedro Reyes

2012 M.A., Spanish Language and Linguistics
Middlebury College

2009 M.T., Foreign Language Education

2009 B.A., Spanish and History
University of Virginia

SELECTED HONORS AND AWARDS

2019 College of Education Graduate Student Research Small Grant, The University of Texas at Austin
2018 University Graduate Continuing Fellowship, The University of Texas at Austin
2018 Scholarship for Education Research, Inter-university Consortium for Political and Social Research
2017 Bill Archer Graduate Fellow in Public Policy, The University of Texas System

PUBLICATIONS

Peer-Reviewed Publications

2019 Nxumalo, F., Cook, C., Rubin, J., Hendrix-Soto, A., Cedillo, S., & Scott, M. R. (2019). Staying with the trouble: Grapplings with the more-than-human in a qualitative inquiry course. *Qualitative Inquiry*. Advanced online publication.

Scott, M. R. (2019). 'Now they're coming after our schools': Interrogating urban intimacies of children and displacement. *Children's Geographies*, 17(6), 748-754.

Scott, M. R., & Marshall, D. T. (2019). Public transit and school choice in Philadelphia: Exploring spatial equity and social exclusion. *Journal of School Choice*, 13(2), 177-197.

2016 Dabney, K. P., Tai, R. H., & Scott, M. R. (2016). Informal science: Family education, experiences, and initial interest in science. *International Journal of Science Education, Part B*, 6(3), 263-282.

- 2015 Marshall, D. T., & Scott, M. R. (2015). Urban teacher residencies: Indicators of successful recruitment. *New Waves—Educational Research and Development*, 18(2), 29-39.

Book Chapters

- 2019 Reyes, P. & Scott, M. R. (In press). Quantitative research design and education policy evaluation. In A. Urick, D. DeMatthews, & T. G. Ford (Eds.), *Maximizing the policy-relevance of research for school improvement*. Charlotte, NC: Information Age Publishing.

- 2016 Wan, G., & Scott, M. R. (2016). Start them early and right: Creating a culture of academic integrity in elementary schools. In T. A. Bretag (ed.) *Handbook of academic integrity* (pp. 413-427). New York: Springer.

Milby, T. M., Rhodes, J. A., & Scott, M. R. (2016). Innovative study abroad: Embedding international experiences in curricular development. In J. A. Rhodes & T. M. Milby (eds.) *Advancing teacher education and curriculum development through study abroad programs* (pp. 22-35). Hershey, PA: IGI Global.

Book Reviews

- 2017 Scott, M. R. (2017). A book review of *Language, Immigration, and Labor: Negotiating Work in the U.S.-Mexico Borderlands* by E. M. DuBord. *Discourse and Society*, 28(2), pp. 226-227.

Manuscripts in Submission

Marshall, D. T., Scott, M. R., & Wan, G. Through failure and reflection: Conceptualizations of success in an urban teacher residency program. Revise and resubmit.

Creed, B., Scott, M. R., & Jabbar, H. Choosing amongst what? Using public school mission statements to test market differentiation in Arizona. Revise and resubmit.

Creed, B., Jabbar, H., & Scott, M. R. Understanding charter school leaders' perceptions of competition in Arizona. Revise and resubmit.

Manuscripts in Preparation

Scott, M. R. The effects of involuntary residential mobility on the student achievement of historically marginalized children.

Scott, M. R., & Marshall, D. T. Role of public transit commute time in student high school choice-making in Philadelphia.

Pulte, G. B., & Scott, M. R. School Under Enrollment in East Austin.

REFERRED PRESENTATIONS

- 2019 Scott, M. R. (2019, April). 'Now they're coming after our schools': Interrogating urban intimacies of children and displacement. American Educational Research Association, Toronto, Ontario, Canada.

- Jabbar, H., Wilson, T. S., Scott, M. R., & Mommandi, W. (2019, April). Gentrification and intentionally diverse charter schools: Mapping locational decision and neighborhood change. American Educational Research Association, Toronto, Ontario, Canada.
- Scott, M. R. (2019, April). 'Now they're coming after our schools': Interrogating urban intimacies of children and displacement. American Educational Research Association, Toronto, Ontario, Canada.
- 2018 Pulte, G. B. & Scott, M. R. (2018, November). Parental Decision Making and School Under-Enrollment in Gentrifying Contexts. University Council of Educational Administration, Houston, TX.
- Scott, M. R. & Marshall, D. T. (2018, August). *Estimating student high school choice-making in Philadelphia*. American Sociological Association, Philadelphia, PA.
- Scott, M. R. (2018, May). *The effects of involuntary residential mobility on the student achievement of historically marginalized children*. International Sociological Association Research Committee 28 on Social Stratification and Mobility, Seoul, South Korea.
- Scott, M. R. & Pudrovska, T. (2018, April). *Do individual psychosocial factors mediate critical period cohort effects on educational attainment?* Population Association of America, Denver, CO.
- Creed, B., Jabbar, H., & Scott, M. R. (2018, March). *Understanding charter school leaders' perceptions of competition in Arizona* Association for Education Finance and Policy, Portland, OR.
- Scott, M. R. & Marshall, D. T. (2018, January). *Transit and school choice: Describing commute-time centered Philadelphia choice sets*. International School Choice and Reform Conference, Ft. Lauderdale, FL.
- 2017 Scott, M. R. (2017, November). *Education, advocacy, and activism in an age of urban neighborhood transformation*. A critical conversation facilitated at the annual conference of the University Council of Educational Administration, Denver, CO.
- Scott, M. R. (2017, August). *School choice and Latina/o students: Breaking the diversity dichotomy*. American Sociological Association, Montréal, Québec, Canada.
- Scott, M. R., Wan, G., & Castro, A. (2017, June). *CAEP as governmental oversight: A Foucauldian analysis of race and neoliberalism in U.S. teacher education*. Critical Race Studies in Education Association, Indianapolis, IN.
- Wan, G., Scott, M. R., & Yeh, E. (2017, April). *Breaking the unequal cycle: English language learners in American schools*. American Educational Research Association, San Antonio, TX.
- Nxumalo, F., Hendrix, A. E., Scott, M. R., Rubin, J. C., Cedillo, S., & Lyu, S. (2017, April). *Grappling*. American Educational Research Association, San Antonio, TX.
- 2016 Scott, M. R. (2016, November). *Colonizing/decolonizing policies in Native American education: Rhetoric vs. reality in ESSA Title VI*. University Council of Educational Administration, Detroit, MI.
- Scott, M. R. (2016, November). *Mexican indigenous education and neoliberal reforms: Incommensurabilities and inequities*. University Council of Educational Administration, Detroit, MI.

Scott, M. R. (2016, May). *School choice and Latina/o students: Breaking the diversity dichotomy*. Bloustein School Convening on School Reform, Communities, and Social Justice, New Brunswick, NJ.

Scott, M. R., & Dabney, K. P. (2016, April). *Identity development of pre-service elementary teachers as teachers of culturally diverse students*. American Educational Research Association, Washington, DC.

Marshall, D. T., Scott, M. R., & Wan, G. (2016, April). *Toward a framework for teacher resident success*. American Educational Research Association, Washington, DC.

2015 Marshall, D. T., & Scott, M. R. (2015, April). *Urban teacher residencies: Indicators of successful recruitment*. American Educational Research Association, Chicago, IL.

RELEVANT POLICY EXPERIENCE

2017 Institute for Education Sciences, U.S. Department of Education, Washington, D.C.

TEACHING EXPERIENCE

American University (Adjunct Instructor of Record)

Quantitative Research in Education [M.Ed., education policy and leadership online] (Summer 2019, Fall 2019)

The University of Texas at Austin (Teaching Assistant)

Educational Politics and Policymaking [Ed.D., superintendency program] (Fall 2016, Fall 2017)

Program Evaluation/Decision Making [Ed.D., superintendency program] (Spring 2017, Spring 2018, Fall 2019)

Qualitative Research Methods [Ph.D.] (Fall 2016)

Educational Research Methods II [M.Ed.] (Spring 2017, Spring 2018)

Multidisciplinary Research Methods for Exploring Organizations [Undergraduate] (Fall 2017)

Virginia Commonwealth University (Adjunct Instructor)

Social Foundations of Education [Undergraduate] (Fall 2013)

Beginning Spanish 1 (Spring 2013)

Beginning Spanish 2 (Fall 2013)

J. Sargeant Reynolds Community College (Adjunct Instructor)

Various sections of Beginning Spanish 1, Beginning Spanish 2, and Intermediate Spanish 1 [both online and face-to-face] (Fall 2012, Spring 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014)

K-12 TEACHING EXPERIENCE

Spanish Teacher, Albemarle County Public Schools, Charlottesville, Virginia, Aug. 2012 – June 2013

Spanish Teacher, Charlottesville City Schools, Charlottesville, Virginia, Aug. 2009 – June 2011

RESEARCH EXPERIENCE

Child and Family Research Partnership. Director: Cynthia Osborne, UT Austin. 2019.

School Choice and Competition in Arizona. PIs: Benjamin Creed, Northern Illinois University, and Huriya Jabbar, UT Austin. 2016–2018.

Native American and Indigenous Studies. Director: Luis Cárcamo-Huechante, UT Austin. 2015–2018.

SERVICE TO PROFESSION

Reviewer

Journal of School Choice, 2019

The Teacher Educator, 2018

American Educational Research Journal, 2017–2018

Multicultural Perspectives, 2016–2017

Annual Meeting for the University Council for Educational Administration, 2016–2019

Annual Meeting for the American Educational Research Association, 2015–2019

Committee Membership

University of Texas College of Education Graduate Student Executive Council, 2018-2019

Chair 2019

American Sociological Association Inequality, Poverty and Mobility Newsletter Committee, 2017–2018

VCU School of Education Doctoral Studies Policy Board (Student Member), 2014–2015

VCU School of Education Graduate Student Council, 2013–2015

Vice President 2013–2014; President 2014–2015

GRANTS AND FELLOWSHIPS

2019 College of Education Graduate Student Research Grant, The University of Texas at Austin

2018 University Graduate Continuing Fellowship, The University of Texas at Austin

2018 Scholarship for Education Research, ICPSR

2017 Travel Grant for the International Conference on School Choice and Reform, EdChoice

2017 Joe and Teresa Long Continuing Fellowship, The University of Texas at Austin

2016 Centennial Endowed Presidential Scholarship, The University of Texas at Austin

2016 Research Grant, Native American & Indigenous Studies, The University of Texas at Austin

2015 Texas New Scholar Fellowship, The University of Texas at Austin

METHODOLOGICAL TRAINING

ICPSR Summer Program in Quantitative Methods, University of Michigan, June 25 – July 20, 2018.

RELATED PROFESSIONAL SKILLS

R, Stata, SAS, QSR nVivo, ESRI ArcGIS

LANGUAGES

English (native); Spanish (full professional proficiency)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association, 2013–present

American Sociological Association, 2017–present

Population Association of America, 2017–present

University Council for Educational Administration, 2015–present