

Name: Elizabeth B. Kozleski

Position Title: Professor, Graduate School of Education

University: Stanford University

Orcid Number: 0000-0003-0290-935X

Undergraduate Institution(s)

Major Degree & Year

George Mason University

Early Childhood/Elementary Education: BS (1975)

Graduate Institution(s)

Major Degree & Year

George Mason University

Special Education-Emotional Disturbance: M.Ed. (1977)

University of Northern Colorado

Special Education Ed.D. (1985)

Personal Statement

Professor Elizabeth B. Kozleski, Graduate School of Education, Stanford engages in research and policy development concerned with educational systems change, equity, and justice issues particularly focused on the intersection of race, ability, and language. Her research includes examination of the design and implementation of inclusive teaching and learning, how teachers learn in practice in complex, diverse school settings, as well how educational practices afford and constrain student learning. She has published a number of articles on the design and development of teacher education programs that involve extensive clinical practice in general education settings, has led the development of such programs in three universities, and continues to do research, policy, and development work in teacher education.

Beginning in 1993, Professor Kozleski published a series of articles using ethnographic methods to look at the microanalysis of student experience in classrooms, of teachers in practice, and of school leaders. She led national TA & D projects from 1997 through 2012, all with a policy framework, convening agenda, and translational publications educating local, state, and national policy makers. She instituted the National Inclusive Schools Week that continues today, built from the National Institute for Urban School Improvement. Her heat mapping of disproportionality was a game changer for providing national, state, and local data for policy makers beginning in 2005.

From 2015 to 2019, she was the co-PI of an IES funded project studying the social validity of inclusively delivered reading curriculum including its impact on leadership in schools. Her research includes studies on the impact of technical assistance on individuals, local, state, and national systems in the U.S. and abroad. She has published 69 peer-reviewed articles, 35 chapters, 4 books, and 92 technical papers and briefs. She employs qualitative, quantitative, and single case design. Professor Kozleski currently is the PI for the Stanford/KU joint doctoral program. Her former doctoral students hold positions at universities, state departments, and in one case, at the White House on disability issues and have served in key Senate and House of Representative roles.

Positions

2020-current	Professor (Research), Graduate School of Education, Stanford University, Director, Learning Differences Initiative
2018-2020	Dean's Senior Scholar Learning Differences, Graduate School of Education, Stanford University
2017- 2020	Professor, Special Education, University of Kansas
2012-2017	Professor & Chair, Special Education, University of Kansas
2010-2012	Professor, Culture, Society, & Education. Arizona State University
2006- 2010	Professor, Special Education, Arizona State University
2004-2006	Professor, Special Education, University of Colorado - Denver
2001 - 2006	Associate Dean for Research, School of Education, CU- Denver
1994-2004	Associate Professor, Special Education, CU-Denver
1987 - 1994	Assistant Professor, Special Education, CU-Denver
1986-1987	Assistant Professor, Metropolitan State College, Teacher Education

Honors

2018	Budig Teaching Professorship in Special Education, University of Kansas
2017 – 2018:	Boeing – William M. Allen Endowed Chair, Seattle University
2016:	Woman of Distinction, University of Kansas
2013:	Invited Presentation: UNESCO and the French National Commission for UNESCO: <i>Inclusive Education: Towards an Innovative Training</i>
2013:	University of Northern Colorado, College of Education and Behavioral Sciences: Century of Scholars Award
2011:	Council for Exceptional Children: The Teacher Education Division Pearson-Merrill Award for Excellence in Teacher Education
2009:	Briefing to Congress on Inclusive Education and Implications for Policy: The State of the Art and Best Practices in Taking Inclusive Education to Scale
2006:	American Association of Colleges of Teacher Education: Dissertation of the Year Faculty Advisor
2005:	UNESCO Chair, International Inclusive Education Research

Pertinent Publications

These illustrate qualitative work or methods descriptions as in the article from 2017. Two articles were selected for reprint or recognition by professional organizations.

Handy, T., & Kozleski, E. B. (2021). Examining youth agency in post-conflict, Sri-Lankan school settings. *International Journal of Qualitative Studies in Education*, 1-17.

doi.org/10.1080/09518398.2021.2003892. **Highest ranked paper. AERA Peace Education SIG, 2018.**

Kozleski, E. B., Hunt, P., Mortier, K., Fleming, D., Stepaniuk, I., Balusubramanian, L., Leu, G., & Munandar, V. (2021). What peers, teachers, and principals say: Social validity in inclusive literacy instruction. *Exceptional Children*, (87), 3, 289-306. DOI: 10.1177/0014402920969184.

Hunt, P., Kozleski, E. B., Lee, J., Fleming, D., Hicks, T., Mortier, K., Stepaniuk, I., Balasubramian, L., Leu, G., Bross, L., Dunlap, K. & Oh, Y. (2020). Implementing comprehensive emergent literacy instruction for students with severe disabilities in general education classrooms. *Exceptional Children*, 86(3) 330-347. DOI: [10.1177/0014402919880156](https://doi.org/10.1177/0014402919880156)

Kozleski, E. B. (2020). Disrupting what passes as inclusive education: Predicating educational equity on schools designed for all. *Educational Forum*, 84(4) 340-355. DOI: 10.1080/00131725.2020.1801047

Kozleski, E. B., Stepaniuk, I., & Proffitt, W. (2020). In the eye of the storm: When retreat is an unacceptable option. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 20(1), 16-31. DOI: [10.5555/2158-396X-20.1.16](https://doi.org/10.5555/2158-396X-20.1.16)

Kozleski, E. B., Stepaniuk, I., & Proffitt, W. (2020). Leading through a critical lens: The application of DisCrit in framing, implementing, and improving equity-driven, educational systems for all students. *Journal of Educational Administration*, 58(5), 489-505. DOI: 10.1108/JEA-12-2019-0220

Kozleski, E. B. & Proffitt, W. (2020). A journey towards equity and diversity in the educator workforce. *Teacher Education and Special Education*, 43, 63 - 84. DOI: [10.1177/0888406419882671](https://doi.org/10.1177/0888406419882671)

Kozleski, E. B. & Choi, J. H. (2018). Leadership for equity and inclusivity in schools: The cultural work of inclusive schools. *Inclusion*, 6, 33-44.

Kozleski, E. B. & Handy, T. (2017). The cultural work of teacher education. *Theory into Practice*, 56 (3), 205-213.

Kozleski, E. B. (2017). The uses of qualitative research: Powerful methods to inform evidence-based practice in education. *Research & Practice for Persons with Severe Disabilities*, 1-14. **Cited 352 X.**

Skiba, R. J., Artiles, A. J., Kozleski, E. B., Losen, D. J., & Harry, E. G. (2016). Risks and consequences of oversimplifying educational inequities: A response to Morgan et al. (2015). *Educational Researcher*, 45(3), 221-225.

Waitoller, F., Kozleski, E. B., & Gonzalez, T. (2016). Professional inquiry for inclusive education: Learning across and within institutional and professional boundaries. *School Effectiveness and School Improvement*, 27, 62-79. DOI: 10.1080/09243453.2014.908929.

Artiles, A. J. & Kozleski, E. B. (2016). Inclusion's promises and trajectories: Critical notes about

- future research on a venerable idea. *Education Policy Analysis Archives*, 24 (3), DOI: <http://dx.doi.org/10.14507/epaa.24.1919>. **Reprinted 2019:** *Praxis Educativa*. Promessas e trajetórias da Educação Inclusiva: Notas críticas sobre pesquisas futuras voltadas a uma ideia venerável. <https://doi.org/10.5212/PraxEduc.v.14n3.001>
- Kozleski, E. B., Yu, T., Satter, A. L., Francis, G. L., & Haines, S. J. (2015). A never-ending journey: Inclusive education is a principle of practice, not an end game. *Research & Practice for Persons with Severe Disabilities*, 40(2), 211-226. DOI: 10.1177/1540796915600717.
- Waitoller, F. W. & Kozleski, E. B. (2015). No stone left unturned: Exploring the convergence of new capitalism in inclusive education in the U.S. *Education Policy Analysis Annuals*. 23 (18), <http://epaa.asu.edu/ojs/article/view/1779>
- Kurth, J. A., Morningstar, M. E., & Kozleski, E. (2014). The persistence of highly restrictive special education placements for students with low-incidence disabilities. *Research & Practice for Persons with Severe Disabilities*, 39(3) 227-239. DOI: 10.1177/1540796914555580
Cited 262x.
- Artiles, A. J., Kozleski, E. B., Trent, S. C., Osher, D., & Ortiz, A. (2010). Justifying and explaining disproportionality, 1968-2008: A critique of underlying views of culture. *Exceptional Children*, 76(3), 279-299. **Cited 749x.**
- Kozleski, E. B., & Smith, A. (2009). The complexities of systems change in creating equity for students with disabilities in urban schools. *Urban Education*, 44, 427-451. **Recognized:** (1) American Education Research Association, Special Interest Group, Systems Change: Best scholar-practitioner article on systemic change. (2) Sage Publications: *Urban Education* **Editor's Choice Publication.**
- Hess, R. S., Molina, A. M., & Kozleski, E. B. (2006). Until somebody hears me: Parent voice and advocacy in special educational decision making. *British Journal of Special Education*, 33(3), 148-157. **Cited 262x.**
- Klingner, J., Artiles, A. J., Kozleski, E., Harry, B., Zion, S., Tate, W., ... & Riley, D. (2005). Addressing the disproportionate representation of culturally and linguistically diverse students in special education through culturally responsive educational systems. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, 13, 1-40. **Cited 517x.**
- Artiles, A., Kozleski, E. B., Dorn, S., & Christensen, C. (2006). Learning in inclusive education research: Remediating theory and methods with a transformative agenda. *Review of Research in Education*, 30, 1-30. **Reprinted in:** In Hick, P., & Thomas, G. (Eds.). (2008). *Inclusion and diversity in education*. London: Sage. **Cited 306x.**

Research Support

The Spencer grant allowed me to examine the intersection of language and ability diversity. The IES level three grant used mixed methods to examine outcome data for students and the interlocking aspects of the distribution of human capital in schools.

Tochon, F., Kozleski, E. B., Spaëth, V. & Harrison, K. (2017). *Language Education Policy and Identities Inclusion: Cultivating Distinctiveness -- A Bi-Continental Conference Plan*. Chicago, IL: Spencer Foundation.

Hunt, P. & Kozleski, E. B. (2015). *Implementing a Comprehensive Curriculum and Systematic Instruction in General Education Classrooms to Teach Emergent Literacy Skills to Students with Moderate to Severe Disabilities in Integrated, Small Group Contexts*.