

AMANDA TAGGART

2805 Old Main Hill
Logan, UT 84322-2805
(435) 797-1474 | amanda.taggart@usu.edu

RESEARCH EXPERTISE

Equity, access, and achievement for underrepresented students in P-20 educational settings, instructional and cultural leadership

EDUCATION

Ed.D. The University of Texas at San Antonio, San Antonio, TX. August, 2011.
Major: Educational Leadership

M.Ed. The University of Nevada, Las Vegas, Las Vegas, NV. May, 2008.
Major: Educational Leadership

Completed additional undergraduate major: Spanish. May, 2005.

B.A. Utah Valley State College, Orem, UT. December, 2002.
Major: English Education

B.A. The University of Utah, Salt Lake City, UT. August, 2001.
Major: English

EMPLOYMENT HISTORY

UTAH STATE UNIVERSITY | LOGAN, UT

2024-	Associate Professor	School of Teacher Education and Leadership
2018-2024	Assistant Professor	School of Teacher Education and Leadership
2019-2021	Coordinator – M.Ed., Inst. Leadership	School of Teacher Education and Leadership

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD | BAKERSFIELD, CA

2017-2018	Director/Department Chair	Doctoral Program in Educational Leadership
2017-2018	Assistant Professor	Doctoral Program in Educational Leadership
2015-2017	Coordinator – Educational Administration	Department of Advanced Educational Studies
2015-2017	Assistant Professor	Department of Advanced Educational Studies

UNIVERSITY OF UTAH | SALT LAKE CITY, UT

2013-2014	Research Associate	Utah Education Policy Center
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MISSISSIPPI STATE UNIVERSITY | STARKVILLE, MS

2011-2013	Assistant Professor	Department of Leadership and Foundations
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CLARK COUNTY SCHOOL DISTRICT | LAS VEGAS, NV

2003-2008	Teacher, Spanish and English	Grades 9-12
2005-2008	Principal Intern	
2014-2015	Teacher, Spanish	Grades 9-12

CASSIA COUNTY JOINT SCHOOL DISTRICT #151 | BURLEY, ID
2003 Teacher, English Grades 9 & 10

NEBO SCHOOL DISTRICT | SPRINGVILLE, UT
2001-2002 ESL Technician Grades 8 & 9

PUBLICATIONS

**Graduate student*

** *Shared first authorship*

REFEREED ARTICLES

Taggart, A. (2024). Cultural values as contributors to Latinx student grades. *International Journal on Studies in Education*, 6(1), 109-125. <https://doi.org/10.46328/ijonse.197>

Taggart, A. (2023). The influence of *educación* on Latinx students' academic expectations and achievement. *Journal of Latinos and Education*, 22(4), 1728-1743. <https://doi.org/10.1080/15348431.2022.2043864> (Acceptance rate = 35%)

Taggart, A. (2022). Postsecondary co-enrollment patterns among Latinx/a/o students. *Journal of Hispanic Higher Education*, 21(4), 469-485. <https://doi.org/10.1177/15381927221085671> (Impact factor = .719)

Taggart, A. (2022). Latinx community college student co-enrollment. *International Journal on Social and Education Sciences*, 4(3), 458-473. <https://doi.org/10.46328/ijonses.410>

Crisp, G., Potter, C., & **Taggart, A.** (2022). Characteristics and predictors of transfer and withdrawal among students who begin college at bachelor's granting institutions. *Research in Higher Education*, 63(3), 481-513. <https://doi.org/10.1007/s11162-021-09657-5> (Impact factor = 1.56)

*Nielsen, S., & ****Taggart, A.** (2021). Which principal is the right principal? Student achievement, school finances, and community stakeholders. *Journal of Cases in Educational Leadership*, 24(3), 63-74. <https://doi.org/10.1177/1555458921993177> (Acceptance rate = 11-20%)

*Paschal, J., & **Taggart, A.** (2021). An examination of the role of first-year college-level mathematics in STEM field major persistence at a Hispanic-Serving Institution. *Journal of Hispanic Higher Education*, 20(3), 297-312. <https://doi.org/10.1177/1538192719853464> (Impact factor = .719)

Taggart, A., & *Paschal, J. (2019). The influence of equitable treatment on Latina/o high school students' college aspirations. *Journal of Latinos and Education*, 18(4), 316-327. <https://doi.org/10.1080/15348431.2017.1390465> (Acceptance rate = 35%)

Taggart, A. (2018). Latina/o students in K-12 schools: A synthesis of empirical research on factors influencing academic achievement. *Hispanic Journal of Behavioral Sciences*, 40(4), 448-471. <https://doi.org/10.1177/0739986318793810> (Impact factor = .864)

Taggart, A. (2017). The role of cultural discontinuity in the academic outcomes of Latina/o high school students. *Education and Urban Society*, 49(8), 731-761.
<https://doi.org/10.1177/0013124516658522> (Acceptance rate = 21-30%)

Crisp, G., **Taggart, A.**, & Nora, A. (2015). Undergraduate Latina/o students: A systematic review of research identifying factors contributing to academic success outcomes. *Review of Educational Research*, 85(2), 249-274. <https://doi.org/10.3102/0034654314551064> (Acceptance rate = 0-10%)

Taggart, A., & Shoho, A. R. (2013). Attracting diverse students to a magnet school: Risking aspirations or swallowing one's beliefs. *Journal of Cases in Educational Leadership*, 16(2), 20-32.
<https://doi.org/10.1177/1555458913487032> (Acceptance rate = 11-20%)

Crisp, G., & **Taggart, A.** (2013). Community college student success programs: A synthesis, critique, and research agenda. *Community College Journal of Research and Practice*, 37, 114-130.
(Acceptance rate = 21-30%)

Taggart, A., & Crisp, G. (2011). Service learning at community colleges: Synthesis, critique, and recommendations for future research. *The Journal of College Reading and Learning*, 42(1), 24-44.

Taggart, A., & Crisp, G. (2011). The role of discriminatory experiences on Hispanic students' college choice decisions. *Hispanic Journal of Behavioral Sciences*, 33(1), 22-38.
doi:10.1177/0739986310386750 (Impact factor = .864)

Crisp, G., Nora, A., & **Taggart, A.** (2009). Student characteristics, pre-college, college, and environmental factors as predictors of persisting in and earning a STEM degree: An analysis of students attending a Hispanic Serving Institution. *American Educational Research Journal*, 46(4), 924-942. <https://doi.org/10.3102/0002831209349460> (Acceptance rate = 0-10%)

BOOK CHAPTERS

*Paschal, J., & **Taggart, A.** (2021). The role of college-level mathematics in STEM major persistence. In *New Perspectives in Science Education* (10th ed., pp. 244-248). Filodirrito Editore.

Taggart, A., & Crisp, G. (2014). Best practices in researching service-learning at community colleges. In Traver, A., & Katz, Z. P. (Eds.), *Service-learning at the American community college: Theoretical and empirical perspectives* (pp. 273-284). Palgrave Macmillan.

BOOK REVIEW

Taggart, A. (2021, November 29). [Review of the book *Crisis management: Effective school leadership to avoid early burnout* by L. Dake.] *Teachers College Record*. <https://tcrecord.org>

CONFERENCE PROCEEDINGS

Taggart, A. (October 28-November 1, 2024). *The relationship between secondary students' experiences with STEM teachers and their choice of postsecondary STEM major*. The Korean Conference on Education 2024, Incheon, South Korea. The International Academic Forum. ISSN: 2759-7563.
<https://www.iafor.org>

INVITED PUBLICATION

Taggart, A. (2011). UCEA Program Centers Graduate Student Fellowship. *UCEA Review*, 52(3), 7.

RESEARCH GRANTS AND FELLOWSHIPS

Tofel-Grehl, C. (PI), Searle, K. (Co-PI), McDonald, B. (Co-PI), & **Taggart, A.** (Senior Personnel). (2020). Utah State University. Exploring Science, Computing, and Project Engagement (ESCAPE). National Science Foundation, \$996,587.86 (not funded).

Taggart, A. (2011). UCEA Program Centers Graduate Student Fellowship. University Council for Educational Administration, \$5000. Fellowship served at the National Center for the Evaluation of Educational Leadership Preparation and Practice, housed at the University of Utah, Salt Lake City, UT.

Taggart, A. (2008-2010). Doctoral Fellowship, The University of Texas at San Antonio, \$42,365.40/academic year.

CONFERENCE PRESENTATIONS

**Graduate student*

*Stewart, C. K., & **Taggart, A.** (2026, April). *A comparison of principal motivational orientation and the orientation of principal actions to motivate teachers*. Poster to be presented at the Washington Conference on Education 2026 in Washington, D.C.

Taggart, A. (2024, October). *The relationship between secondary students' experiences with STEM teachers and their choice of postsecondary STEM major*. Poster presented at the Korean Conference on Education 2024 in Incheon, South Korea.

Taggart, A. (2023, October). *Cultural values as contributors to Latinx student grades*. Paper presented at the International Conference on Social and Education Sciences in Las Vegas, NV.

Taggart, A. (2023, May). *Building relationships of trust to effectively lead refugee students and their families*. Paper presented at the annual conference of the American Educational Research Association in Chicago, IL.

Taggart, A., *Nielsen, S., *Cochran, J., *Stewart, C., *Hansen, D., & *Kennett, D. (2022, November). *Leading educational organizations serving refugee students*. Paper presented at the annual conference of the University Council for Educational Administration in Seattle, WA.

Taggart, A. (2022, April). *Latinx community college student co-enrollment*. Paper presented at the International Conference on Humanities, Social and Education Sciences in Los Angeles, CA.

Taggart, A. (2022, April). *Postsecondary co-enrollment patterns among Latinx students*. Poster presented at the annual conference of the American Educational Research Association in San Diego, CA.

Paschal, J., & **Taggart, A.** (2021, March). *The role of college-level mathematics in STEM major persistence*. Paper presented at the 10th International Conference for New Perspectives in Science Education (held virtually due to COVID-19).

A. Taggart, Curriculum Vitae, December 2025

- Crisp, G., *Potter, C., & **Taggart, A.** (2020, April). *Characteristics and predictors of reverse and lateral transfer from bachelor's granting institutions*. Paper accepted for presentation at the annual conference of the American Educational Research Association in San Francisco, CA (conference canceled due to COVID-19).
- *Paschal, J., & **Taggart, A.** (2019, April). *An examination of the role of college-level mathematics on STEM major persistence*. Paper presented at the annual conference of the American Educational Research Association in Toronto, Ontario, Canada.
- Taggart, A.**, & *Paschal, J. (2017, April). *The influence of equitable treatment on Latina/o high school students' college aspirations*. Paper presented at the annual conference of the American Educational Research Association in San Antonio, TX.
- *Shears, O., & **Taggart, A.** (2017, January). *Developing an intensive mathematics intervention program in a Latina/o-serving middle school: An action research project*. Poster presented at the Hawaii International Conference on Education in Oahu, HI.
- Taggart, A.** (2016, November). *K-12 Latina/o students: A review of research identifying factors contributing to academic achievement*. Paper presented at the annual conference of the University Council for Educational Administration in Detroit, MI.
- Taggart, A.**, & Prince, D. (2013, April). *The effects of cultural discontinuity on the academic achievement of African American high school students*. Paper presented at the annual conference of the American Educational Research Association in San Francisco, CA.
- Crisp, G., **Taggart, A.**, & Nora, A. (2012, November). *Undergraduate Hispanic students: A systematic review of research identifying factors contributing to success outcomes*. Paper presented at the annual conference of the Association for the Study of Higher Education in Las Vegas, NV.
- Taggart, A.** (2012, April). *The influence of cultural discontinuity on academic bias against racially and ethnically diverse high school students*. Paper presented at the annual conference of the American Educational Research Association in Vancouver, British Columbia, Canada.
- Taggart, A.** (2011, November). *The role of cultural discontinuity in the academic outcomes of Latina/o secondary students*. Paper presented at the annual conference of the University Council for Educational Administration in Pittsburgh, PA.
- Taggart, A.** (2011, April). *The role of cultural discontinuity in the academic outcomes of racially and ethnically diverse high school students*. Poster presented at the American Educational Research Association Annual Conference, New Orleans, LA.
- Taggart, A.**, & Crisp, G. (2010, October). *The role of discriminatory experiences on Hispanic students' college choice decisions*. Paper presented at the annual conference of the University Council for Educational Administration in New Orleans, LA.
- Taggart, A.** (2010, October). *The role of perceived equitable treatment on Hispanic high school students' aspirations to attend college*. Poster presented at the annual conference of the University Council for Educational Administration in New Orleans, LA.

Crisp, G., & Taggart, A. (2010, April). *Community college student success programs: A synthesis, critique, and research agenda*. Poster presented at the annual meeting of the American Educational Research Association in Denver, CO.

INVITED PRESENTATIONS

Taggart, A. (2023). *Postsecondary co-enrollment patterns among Latinx students*. School of Teacher Education and Leadership Issues in Education Speaker Series, Utah State University, Logan, UT.

Hare, D., & Taggart, A. (2012, October). *The purpose of mentoring, relationships between mentor and mentee, and selecting a mentor*. Presentation to the College of Agriculture and Life Sciences, Mississippi State University, Mississippi State, MS.

Taggart, A. (2011, November). *UCEA Program Centers Graduate Student Fellowship*. Presentation at the annual conference of the University Council for Educational Administration in Pittsburgh, PA.

Taggart, A., & Shoho, A. R. (2011). *Attracting the right students to a magnet school: Risking aspirations or swallowing one's beliefs*. Paper presented at the Fourth Annual Duquesne Educational Leadership Symposium, Duquesne University, Pittsburgh, PA.

Taggart, A. (2011). *The role of cultural discontinuity in the academic outcomes of Latina/o secondary students*. Poster presented at the UTSA College of Education and Human Development Student Research Colloquium, San Antonio, TX.

Crisp, G., & Taggart, A. (2010). *Community college student success programs: A synthesis, critique, and research agenda*. Poster presented at the UTSA College of Education and Human Development Student Research Colloquium, San Antonio, TX.

Crisp, G., Nora, A., & Taggart, A. (2009, June). *Student characteristics, pre-college, college, and environmental factors as predictors of persisting in and earning a STEM degree: An analysis of students attending a Hispanic Serving Institution*. Presentation to the College of Science Dean's Executive Council Meeting, UTSA, San Antonio, TX.

UNIVERSITY TEACHING EXPERIENCE

COURSES TAUGHT AT UTAH STATE UNIVERSITY

Doctoral Level

TEAL 7820 **Special Topics in Teacher Education and Leadership**

This course focuses on dissertation writing.

TEAL 7325 **Instructional Leadership**

This course examines theoretical and practical approaches to educational leadership, research on educational leadership, and professional standards for educational leadership.

TEAL 7820 **Diversity for Educational Leaders**

This course centers on leadership for diverse student populations.

Master's Level

- TEAL 6090 **Theories of Organizational Leadership in Education**
This course introduces prospective school leaders to theories of organizational behavior and practices of managing and leading people within the context of the school organization.
- TEAL 6540 **Data-Based Decision Making for School Leaders**
This course prepares prospective school leaders to conduct research and to collect and analyze data for decision making and program evaluation in schools.
- TEAL 6945 **Supervision and Administrative Internship**
This course provides prospective school leaders with experience in supervision and administration in school systems.
- TEAL 6930 **Supervision and Administrative Internship with Seminar**
This course provides prospective school leaders with experience in supervision and administration in school systems and prepares them for obtaining administrative licensure with the Utah State Board of Education.

COURSES TAUGHT ELSEWHERE

California State University, Bakersfield

Doctoral Level

Educational Leadership
Writing for Publication

Master's Level

Instructional Leadership
Leadership Development I
Leadership Development II
Leadership Development III
Fieldwork I
Fieldwork II
Fieldwork III
Culminating Activity in Educational Administration

Mississippi State University

Doctoral Level

Seminar in Educational Leadership

Master's Level

Educational Leaders as Instructional Supervisors
Contexts of Educational Leadership
Internship I: Observation and Field Experiences
Internship II: Administrative Applications
Internship III: Instructional Applications

Undergraduate Level

Social Foundations of Education
Exploring Diversity through Writing
Writing for Thinking

The University of Nevada, Las Vegas

Undergraduate Level

Valuing Cultural Differences

The University of Texas at San Antonio

Undergraduate Level

Social Foundations of Education in a Diverse U.S. Society

SERVICE

DEPARTMENT, COLLEGE, AND UNIVERSITY

Utah State University

2024-2025 Member, College of Education and Human Services Curriculum Committee
2023-2024 Member, TEAL Dissertation of the Year Award Committee
2023 Chair, Instructional Leadership – Lecturer Search Committee
2023 TEAL Ed.D. Exploratory Committee
2021-2022 Member, Instructional Leadership Professional Practice Assistant Professor Search Committee
2020-2021 Member, Instructional Leadership Tenure Track Assistant/Associate Professor Search Committee
2020-2021 Member, Instructional Leadership Professional Practice Assistant Professor Search Committee
2019-2020 Coordinator, Instructional Leadership Master’s Degree Program
2019-2020 Chair, Instructional Leadership Clinical Assistant Professor Search Committee
2019-2020 Member, Instructional Leadership Tenure Track Assistant/Associate Professor Search Committee
2020 Member, Higher Education Associate/Full Professor Search Committee
2019-202 Member, TEAL Faculty Performance Appraisal Revisions Committee
2019 Member, USU Connections Panel
2018-19 Member, TEAL Dissertation of the Year Award Committee
2018 Member, TEAL Ed.D. Task Force

California State University, Bakersfield

2017-2018 Director/Department Chair, Doctoral Program in Educational Leadership
2017-2018 Member, Dean’s Advisory Council, School of Social Sciences and Education
2017-2018 Member, Research Council of the University
2015-2017 Coordinator, Educational Administration Program (Main Campus)
2015-2017 Member, Honors and Awards Committee, School of Social Sciences and Education
2015-2018 Member, Council of Graduate Coordinators

Mississippi State University

2011-2013 Member, Educational Leadership Program Area Committee
2011-2013 Member, Educational Leadership Master’s Degree Program Redesign Committee
2011-2013 Member, Educational Foundations Program Area Committee
2011-2013 Member, Educational Leadership Admissions Committee
2011-2013 Member, Department of Leadership and Foundations Diversity Committee
2011-2013 Member, College of Education Diversity Committee

STATE

2020-2018- Member, Educational Leadership Preparation Competencies Task Force, UT
Member, Utah Consortium for Educational Leadership, UT

NATIONAL

2020-2021-2023 Member, *Journal of School Leadership* Editorial Board
Reviewer, *Journal of School Leadership*
Ad-hoc reviewer, *Research in Higher Education*

2022, 2020, 2018, 2016, 2011 Proposal Reviewer, University Council for Educational Administration (UCEA) Annual Conference

2012-2021 Ad-hoc Reviewer, *Journal of Latinos and Education*
2020 Ad-hoc Reviewer, *International Journal of STEM Education*

2017-2019, 2012 Proposal Reviewer, American Educational Research Association (AERA) Annual Conference – SIG: Hispanic Research Issues

2018 Ad-hoc Reviewer, *Equity & Excellence in Education*
2018 Ad-hoc Reviewer, *Journal of Cross-Cultural Psychology*
2012 Reviewer, *School and District Leadership in an Era of Accountability* (IAP International Research on School Leadership Book Series – Volume 4)

2012 Proposal Reviewer, AERA Annual Conference –Division J Postsecondary Education
2011 Reviewer, *The Changing Nature of Instructional Leadership in the 21st Century* (IAP International Research on School Leadership Book Series – Volume 3)

2011 Proposal Reviewer, AERA Annual Conference – SIG: Critical Educators for Social Justice

2010 Reviewer, *Examining the Assistant Principalship: New Puzzles and Perennial Challenges in the 21st Century* (IAP International Research on School Leadership Book Series – Volume 2)

STUDENT ADVISING AND DISSERTATION SERVICE

DOCTORAL DISSERTATION COMMITTEE SERVICE

Utah State University

Chair, Doctoral Committee (Current)

Ryan Rarick
Dan Hansen
Shari Taylor

Chair, Doctoral Committee (Completed)

Daron Kennett, completed degree Summer 2023
Charles Stewart, completed degree Spring 2025

Member, Doctoral Committee (Current)

Nick Harris
 Don Mendenhall
 Mike Walker
 Lorissa Nelson
 Mark Lewis

Member, Doctoral Committee (Completed)

Paul Hill, completed degree Spring 2021
 Cory Smith, completed degree Summer 2021
 Sarah Nielsen, completed degree Summer 2021
 Kevin Thomas, completed degree Spring 2022
 Brad Dutson, completed degree Spring 2025
 Matt Dias, completed Spring 2025

2016-2017 **California State University, Bakersfield**
 Dissertation chairperson for Jaimi Paschal (completed degree in December 2017)

2011-2013 **Mississippi State University**
 Dissertation committee member for 14 doctoral students

STUDENT ADVISING**Utah State University**

2019-2022 Initial advisor to 7 students in the TEAL Ph.D. program

California State University, Bakersfield

2017-2018 Advisor to 44 students in the Doctoral Program in Educational Leadership
 2016-2017 Advisor to 21 graduate students in the Educational Administration master's degree and licensure programs
 2015-2016 Advisor to 12 graduate students in the Educational Administration master's degree and licensure programs

Mississippi State University

2012-2013 Advisor to 13 graduate students in the Educational Administration master's degree and licensure programs

SUPERVISION OF GRADUATE ASSISTANTS

2019-2021 **Utah State University**
 Supervised six graduate assistants

2011-2013 **Mississippi State University**
 Supervised two graduate assistants

AWARDS, HONORS, AND RECOGNITIONS

2011 UCEA Program Centers Graduate Student Fellowship. Fellowship served at the National Center for the Evaluation of Educational Leadership Preparation and Practice, housed at the University of Utah, Salt Lake City, UT.

2011 31st Annual David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, Graduate Presenter. University Council for Educational Administration, American Educational Research Association Annual Conference, New Orleans, LA.

2008 – 2010 Doctoral Fellowship, The University of Texas at San Antonio, Department of Educational Leadership and Policy Studies, College of Education and Human Development.

PROFESSIONAL LICENSES

School Administrator License
State of Nevada

Teaching License
State of Nevada