

# AMANDA TAGGART

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## RESEARCH EXPERTISE

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

## EDUCATION

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**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

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### 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 – Educational 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 |
|-----------|--------------------|------------------------------|

### MISSISSIPPI STATE UNIVERSITY | STARKVILLE, MS

|           |                     |                                          |
|-----------|---------------------|------------------------------------------|
| 2011-2013 | Assistant Professor | Department of Leadership and Foundations |
|-----------|---------------------|------------------------------------------|

### 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**

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\**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> (Quartile 1, Cultural Studies)

**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> (Quartile 1, Education)

**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> (Quartile 1, Education)

\*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> (Quartile 1, Education)

**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> (Quartile 1, Cultural Studies)

**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> (Quartile 1, Anthropology)

**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> (Quartile 2, Education; 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> (Quartile 1, Education; 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. (Quartile 2, Education; 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. (Quartile 1, Linguistics and Language)

**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 (Quartile 1, Anthropology)

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> (Quartile 1, Education; 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* (10<sup>th</sup> 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.** (forthcoming). *The relationship between secondary students' experiences with STEM teachers and their choice of postsecondary STEM major*. Paper to be published in January 2025 in the conference proceedings of The Korean Conference on Education 2024.

## INVITED PUBLICATION

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

## RESEARCH GRANTS AND FELLOWSHIPS

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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).

Utah Education Policy Center. (2013). Statewide Evaluation of the Implementation of Utah's Core Standards (UCS). National Center for Education Statistics, \$3,197,455 (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

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\**Graduate student*

**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 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 10<sup>th</sup> International Conference for New Perspectives in Science Education (held virtually due to COVID-19).

- 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

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Taggart, A. (2023, December). *Postsecondary co-enrollment patterns among Latinx students*. Presentation at the 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

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### COURSES TAUGHT AT UTAH STATE UNIVERSITY

#### Doctoral Level

##### 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 6080 **Leadership and the School Principal**

This course provides an overview of the roles and responsibilities of the principal, with emphasis placed on understanding leadership and instructional leadership.

- 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**

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**DEPARTMENT, COLLEGE, AND UNIVERSITY****Utah State University**

|           |                                                                                              |
|-----------|----------------------------------------------------------------------------------------------|
| 2024-     | Emma Eccles Jones College of Education and Human Services Curriculum Committee               |
| 2023      | Member, TEAL Dissertation of the Year Award Committee                                        |
| 2023      | Chair, Secondary Education – Lecturer Search 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  |
| 2019-2021 | 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- Member, Educational Leadership Preparation Competencies Task Force, UT  
2018- Member, Utah Consortium for Educational Leadership, UT

## NATIONAL

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

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

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

2017-2019, Proposal Reviewer, American Educational Research Association (AERA) Annual  
2012 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 21<sup>st</sup> 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 21<sup>st</sup> Century* (IAP International Research on School Leadership Book Series –  
Volume 2)

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## STUDENT ADVISING AND DISSERTATION SERVICE

### DOCTORAL DISSERTATION COMMITTEE SERVICE

#### Chair, Doctoral Committee (Current)

Charles Stewart  
Ryan Rarick  
Dan Hansen  
Shari Taylor

#### Chair, Doctoral Committee (Completed)

Jaimi Paschal, completed degree Fall 2017  
Daron Kennett, completed degree Summer 2023

#### Member, Doctoral Committee (Current)

Nick Harris  
Matt Dias  
Mike Walker  
Brad Dutson  
Mark Lewis  
Doug Larsen  
Lorissa Nelson

#### 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  
Don Mendenhall, completed degree Fall 2023

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

## **STUDENT ADVISING**

### **Utah State University**

2019-            Initial advisor to 8 students in the TEAL Ph.D. program  
2019-2021      Advisor to all students in the Instructional Leadership master's degree 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

## **AWARDS, HONORS, AND RECOGNITIONS**

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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            31<sup>st</sup> 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 AND AFFILIATIONS**

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### **PROFESSIONAL LICENSES**

School Administrator License  
State of Nevada

Teaching License  
State of Nevada