

KATE PHILLIPPO, PH.D.
Loyola University Chicago
(312) 915 6910
kphillippo@luc.edu

EDUCATION

2009 Ph.D. Graduate School of Education, Stanford University
Social Sciences, Policy and Educational Practice Program
Sociology of Education Specialization

1992 A.M. School of Social Service Administration, University of Chicago

1990 B.A. Northwestern University
Major: Art History

ACADEMIC EMPLOYMENT

2024- Associate Dean of Graduate Studies, Graduate School, Loyola University Chicago
Professor, School of Social Work, Loyola University Chicago
Professor, School of Education, Loyola University Chicago
Faculty Affiliate, Institute for Racial Justice

2021-2024 Professor, School of Social Work, Loyola University Chicago
Professor, School of Education, Loyola University Chicago
Faculty Affiliate, Institute for Racial Justice

2015-2021 Associate Professor, Cultural and Educational Policy Studies
School of Education, Loyola University Chicago

2009-2015 Associate Professor, School of Social Work
Assistant Professor, Cultural and Educational Policy Studies
School of Education, Loyola University Chicago

EXTERNAL RESEARCH GRANTS AND FELLOWSHIPS (AWARDED)

2023-2025 National Science Foundation, Sociology Program Grant (\$256,252). Co-Principal Investigator, *When Merit Shifts: The Impact of Changes to Admissions Policies in Selective Public Schools*

2019-2022 Spencer Foundation: Small Grant (\$40,900). Co-Principal Investigator, *Re-centering Youth in the Development and Validation of Student-Teacher Relationship Measures*

2018-2019 Spencer Foundation: Small Grant (\$50,000). Principal Investigator, *Front and Center: A Study of Students' and Teachers' Experiences of the Jenner-Ogden School Merger*

2013-2015 Spencer Foundation: Small Grant (\$39,700). Principal Investigator, *Lessons Learned: Students' Civic Experiences of Selective Public High School Admissions*

2013-2014 U.S. Department of Education, Promise Neighborhood Planning Grant (\$499,997)
Contributed to grant submission by Renewal Unlimited (nonprofit organization) on behalf of the Adams County Promise Neighborhood. Served on research team led by Principal Investigator Peter Miller (UW-Madison). Individual subcontract: \$12,758

2008 Spencer Foundation: Dissertation Fellowship (\$25,000)

2008 Spencer Foundation: Research Training Grant (\$5,000)

AWARDS

2025 School Social Work Association of America: Gary Lee Shaffer Award
Recognizes faculty who have made significant contributions to the field of school social work.

- 2022 Loyola University Chicago: Hayes Award
Recognizes faculty who demonstrate a commitment to advising and mentoring students within and outside the classroom.
- 2019 Loyola University Chicago: School of Education Distinguished Faculty Award for Excellence in Research
- 2017 W.T. Grant Foundation: Finalist, W.T. Grant Scholars Award
- 2016 Loyola University Chicago: School of Education Distinguished Faculty Award for Excellence in Teaching
- 2010 Spencer Foundation: Finalist, Exemplary Dissertation Award

UNIVERSITY RESEARCH GRANTS AND AWARDS

- 2022 Loyola University Chicago, Semester-Long Research Leave (Competitive award)
- 2016 Loyola University Chicago, Semester-Long Research Leave (Competitive award)
- 2015 Loyola University Chicago, Summer Research Stipend (Competitive award) (\$7,000)
- 2011 Loyola University Chicago, Summer Research Stipend (Competitive award) (\$7,000)

RESEARCH INTERESTS

Student and educator enactment of educational policy and practice; socio-cultural, political, geographic, organizational, professional and intersectional identity influences on educational policy and practice enactment; equity-oriented urban education policy; student wellness policy and practice in P-12 schools; societal demands upon schools; school choice and student assignment policies in urban settings; the social and professional positioning of teachers and school social workers.

REFEREED BOOKS

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice policy*. University of Minnesota Press.

- Reviewed by *American Journal of Sociology* (November 2021), *Contemporary Sociology* (April, 2020), *Choice* (November 2019), and national education blogs [deutsch29](#) (August 2019) and [Diane Ravitch](#) (August 2019)

Phillippo, K. (2013). *Advisory in urban high schools: A study of expanded teacher roles*. Palgrave Macmillan, Series on Urban Education (A. Sadovnik & S. Semel, Eds.).

- Honorable Mention, Society of Professors of Education Book Award
- Reviewed by *Teachers College Record*, May 2014 and *Education Review*, November 2014

REFEREED JOURNAL PUBLICATIONS

Phillippo, K., Donnelley-Power, C., Piazza, P., and Leo, M. (2025, available online). [Mismatch: How policy positionality helps explain policy that doesn't fit students](#). *American Journal of Education*, 131(3), 303-330 (Lead article).

Selçuk, O. & Phillippo, K. (2025, available online). [Research on Turkish and U.S. Teachers as Mandated Reporters of Child Abuse and Neglect: A Comparative Scoping Review](#). *Trauma, Violence and Abuse*.

Phillippo, K., Brown, E.L., Galib, L., Fujimoto, K., Iachini, A., Brown, N., Israel, C.L., Parker, A., Childs, T. (2024). [Equity intersections: Teachers' experiences with student wellness support during the COVID-19 pandemic](#). *AERA Open*, 10.

Phillippo, K. & Nolan, J. (2024). [White on white research: A study of white qualitative researcher positionality among white participants](#). *International Journal of Qualitative Studies in Education*, 37(2), 545-563.

Friedman, I. D., & Phillippo, K. (2024). "You can be whatever you want to be" except for on Shabbat: Challenging the traditional shabbat party. *Journal of Jewish Education*, 90(3), 221-245.

Conner, J.O., Goldstein, M., Mammen, J., Hernandez, J., Phillippo, K., Pope, D.C., Davidson, S. (2023). What students and teachers do to build positive reciprocal relationships: A study co-led by youth and adult researchers. *American Journal of Education*, 129(4), 449-479.

Shifrer, D., Phillippo, K., Tilbrook, N. Morton, K. (2023). The relationship between ninth graders' perceptions of equitable teachers and their math identity: Differences by student race and school racial composition. *Sociology of Education*, 96(2), 129-148.

Phillippo, K., Lucio, R., Shamyman, E. & Kelly, M. (2023). "Why wasn't I doing this before?": Changed school social work practice in response to the COVID-19 pandemic. *Qualitative Social Work*, 22(3), 431-447.

Ferrare, J. & Phillippo, K. (2023). Conflict theory, extended: A framework for understanding contemporary struggles over education policy. *Educational Policy*, 37(3), 587-623.

Crutchfield, J., Phillippo, K. & Ball, A. (2022). School mental health in charter schools: A glimpse of practitioners from a national sample. *International Journal of School Social Work*, 7(1).

Childs, T., Brown, E.L., Brown, N., Iachini, A., Phillippo, K., Galib, L., Parker, A. & Fujimoto, K. (2022). A mixed method study of teachers' appraisals of student wellness services and supports during COVID-19. *Journal of School Health*, 92(7), 637-645.

Phillippo, K. & Crutchfield, J. (2021). Racial injustice in schools: Underscoring social work's obligation to promote anti-racist practice. *Social Work*, 42(3), 187-193.

Phillippo, K., Griffin, B., DelDotto, J., Lennix, C.G. & Ha, T. (2021). Seeing merit as a vehicle for opportunity and equity: Youth respond to school choice policy. *The Urban Review*, 53(4), 591-616.

- New research feature writeup in School Diversity Notebook (blog), December 2020.

Phillippo, K., Griffin, B., DelDotto, J., Castro, D. & Nagi, E. (2021). School choice, youth voice: Student experiences of high school choice policy. *Educational Policy*, 35(6) 949-984.

Crutchfield, J., Phillippo, K., Frey, A. (2020). Structural racism in schools: A view through the lens of the National School Social Work Practice Model. *Children & Schools*, 42(3), 187-193.

Wright-Costello, B. & Phillippo, K. (2020). Constrained consumers: Middle-class parent responses to a proposed school closure-consolidation in Chicago. *Education and Urban Society*, 52(9),1372-1396.

Brown, E., Phillippo, K., Weston, K. & Rodger, S. (2019). United States and Canada pre-service teacher certification standards for student mental health: A comparative case study. *Teaching and Teacher Education*, 80, 71-82.

Phillippo, K., Brown, E.L., & Blosser, A. (2018). Making sense of student-teacher relationships: Teacher educator and candidate engagement with the relational practices of teaching. *Action in Teacher Education*, 40(2), 169-185.

Phillippo, K., Kelly, M., Shayman, E. & Frey, A. (2017). School social worker practice decisions: The impact of professional models, training, and school context. *Families in Society: The Journal of Contemporary Social Services*, 98(4), 275-283.

Phillippo, K., Conner, J., Davidson, S., & Pope, D. (2017). A systematic analysis of student-report survey instruments that assess student-teacher relationships. *Teachers College Record*, 119(8).

Miller, P., Scanlan, M. & Phillippo, K. (2017). Rural cross-sector collaboration: A social frontier analysis. *American Educational Research Journal Centennial Issue*, 54(1_suppl), 193S-215S.

Phillippo, K. & Blosser, A. (2017). Stable roles, changed skills: Teacher candidates respond to instruction about adolescent psychosocial support needs. *Advances in School Mental Health*, 10(1), 5-25 (lead article). Special issue: Preparing the Teaching Workforce for School Mental Health Promotion.

Phillippo, K. & Griffin, B. (2016). The social geography of choice: Neighborhoods' role in students' navigation of school choice policy in Chicago. *The Urban Review*, 48(5), 668–695.

Phillippo, K. & Griffin, B. (2016). “If you don’t score high enough, then that’s your fault”: Student civic dispositions in the context of competitive school choice. *Journal of Critical Education Policy Studies*, 14(2), 67-95.

Phillippo, K. & Kelly, M. (2014). On the fault line: A qualitative exploration of high school teachers' involvement with student mental health issues. *School Mental Health*, 6(3), 184-200.

Phillippo, K. & Stone, S. (2013). Teacher role breadth and its relationship to student-reported teacher support. *High School Journal*, 96(4), 358-379.

Phillippo, K. & Blosser, A. (2013). Specialty practice or interstitial practice? A reconsideration of school social work's past and present. *Children & Schools*, 35(1), 19-31.

Phillippo, K. (2012). “You’re trying to know me”: Students from nondominant groups respond to teacher personalism. *The Urban Review*, 44(4), 441-467.

Phillippo, K. and Stone, S. (2011). Towards a broader view: A call to integrate knowledge about schools into school social work research. *Children & Schools*, 33(2) 71-81.

Phillippo, K. (2010). Teacher-advisors providing social and emotional support: A study of complex role enactment in small high schools. *Teachers College Record*, 112(8), 2258-2293.

Phillippo, K. and Stone, S. (2006). School-based collaborative teams: An exploratory case study of tasks and activities. *Children & Schools*, 28(4), 229-235.

REFEREED BOOK CHAPTERS

Gherardi, S., Montes, J., Nina, N., Hydon, S., & Phillippo, K. (In press). Beyond Self-Care: Sustaining school social workers and creating healthy school ecosystems. In T. Cox, M.A. Clayton, S. Caliboso-Soto and L. Wobble-Veit (Eds.), *Emerging trends in School Social Work: Responding to rapid change in educational ecosystems*. Oxford University Press.

Phillippo, K., Fisher, M., Ferrare, J. & Stromberg, P. (2022). A new era in conflict over education policy: The 2012 Chicago Teachers Union strike. In D. D’Amico-Pawlewicz (Volume Editor), *Walkout: Teacher Militancy, Activism, and School Reform*. In *Research in Education Policy: Local, National, and Global Perspectives Series* (K. Wong, Series Editor). Information Age Press.

Phillippo, K. (2021). “Moving through a land of wonders wild and new”: Grounding school social work practice in a multi-systemic understanding of the school. M. Kelly, C. Massatt & R. Constable (Eds.), *School social work: Practice, policy and research* (9th Ed.) (28-45). Oxford Press.

Phillippo, K. (2015). "Moving through a land of wonders wild and new": Grounding school social work practice in an organizational, ecosystemic understanding of the school. In C. Massatt & M. Kelly (Eds.), *School social work: Practice, policy and research* (8th Ed.) (45-59). Lyceum.

MANUSCRIPTS IN PREPARATION

Martinez Williams, A. & Phillippo, K. (Revise and resubmit, Resubmitted). P-12 Educators and Teachers. In *National School Social Work Model Implementation Guide*. Oxford University Press.

INVITED PRESENTATIONS

Lewis, A., Golann, J., Tyson, K., Diamond, J. & Phillippo, K. (2023). Book Forum for *Scripting the Moves: Culture and Control in a "No-Excuses" Charter School*. American Sociological Association Annual Meeting, Philadelphia, PA.

Phillippo, K. (2022). Panelist, Changing education systems through grant writing. Invited Vice-Presidential Session (Division G, Context of Education). American Educational Research Association Annual meeting, San Diego, CA, April 21, 2022.

Phillippo, K., Lucio, R., Shamyam, E. & Kelly, M. (2021). "Why wasn't I doing this before?": Changed school social work practice in response to the COVID-19 pandemic. Social Work: Overcoming Today's Challenges webinar, hosted by Oxford University Press, November 3, 2021.

Phillippo, K. (2021). Urban school district socioeconomic integration policies and their results. Part of Spencer Foundation-curated panel (Enrollment mechanisms, integration and racial politics: Research and Legal Perspectives) at Century Foundation Bridges Collaborative National Convening (virtual), June 4, 2021.

Phillippo, K. (2021). The sculptors and the sculptures: The reciprocal influences of urban neighborhoods and student choicemaking under competitive school choice policy. Doctoral student proseminar, Vanderbilt University, Peabody College of Education and Human Development, Nashville TN, March 23, 2021.

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. Center for Ethics and Education Graduate Institute in the Philosophy of Education, Chicago, IL, Summer 2020. Cancelled due to COVID-19 pandemic.

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. Helix Café Community Book Club, Chicago, IL, May 6, 2020. Postponed due to COVID-19 pandemic.

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. Franklin Fine Arts Center (Chicago Public Schools), Chicago, IL, March 19, 2020. Postponed due to COVID-19 pandemic.

Phillippo, K. (2020). *A contest without winners: How students experience competitive school choice*. Blaine Elementary School Bilingual Advisory Committee, Chicago, March 18, 2020. Postponed due to COVID-19 pandemic.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. University of Pennsylvania Graduate School of Education, Philadelphia, PA, October 21, 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. Temple University College of Education, Philadelphia, PA, October 21, 2019.

Phillippo, K. (2019). School integration learning exchange. New York University Metropolitan Center for Research on Equity and the Transformation of Schools and Alliance for School Integration and Desegregation, New York, NY, October 18, 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. Teens Take Charge, New York NY, October 17, 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. Education Pioneers Summer Fellowship Program, Chicago, IL, June 21, 2019.

Phillippo, K. (2019). *A contest without winners: How students experience competitive school choice*. Education Policy, Foundations and Practice Program, Colorado University-Boulder, Boulder, CO, May 1, 2019.

Phillippo, K. (2018). *CPS high school choice policy: Student experiences*. Chicago Public Schools Leadership Team, Chicago, IL, September 26, 2018.

Phillippo, K. (2015). *Competitive high school choice: An analysis of developmental stage-policy fit*. Human Development and Social Policy Colloquium Series, Northwestern University, Evanston, IL, March 31, 2015.

Phillippo, K. (2015). *Partnering with schools: Demanding work, worth the effort*. Illinois Children's Health Care Foundation, Oak Brook, IL, April 22, 2015.

Phillippo, K. (2014). *School-based mental health: The promise of access, the puzzle of the school setting*. Michael M. Davis Lecture Series, University of Chicago School of Social Service Administration, Chicago, IL, October 21, 2014.

INVITED PUBLIC READINGS AND ENGAGEMENTS:

Public Readings: Bank Street Bookstore (New York City), CityLit Books (Chicago), McNally Jackson (New York City), Penn Book Center (Philadelphia), Roscoebooks (Chicago), Seminary Co-Op Bookstore (Chicago), Uncle Bobbie's Books and Coffee (Philadelphia), Women and Children First (Chicago).

Theater Wit (Chicago): Talkback respondent, *Admissions* theatrical production, May 9, 2019.

MEDIA PUBLICATIONS, CITATIONS AND FEATURES

Koumpilova, M. (2023, March 17). Chicago mayoral candidates offer divergent paths on declining enrollment and small schools. *Chalkbeat*.

NVivo Qualitative Data Analysis Podcast (2022, June 10). School Choice and Youth Voice for Policy Change: Interview (with Dr. Stacy Penna) about qualitative research projects and methods. Between the Data podcast series.

Ferrare, J. & Phillippo, K. (2022, Jan. 10). Watch for these conflicts over education in 2022. *The Conversation*.

Koumpilova, M. (2021, April 14). Will the pandemic reshape Chicago's high-stress high school applications? *Chalkbeat*.

WGN Radio, Chicago (2020, October 26). "Is it more dangerous to keep kids out of school?" Interview with Steve Bertrand.

Johnson, C. (2020, October 23). "My students are struggling": Joint pain, migraines, vision impairment and mental health are impacting student wellness during remote learning. *Chicago Tribune*.

WBBM Newsradio, Chicago (2020, October 14). Interview (Jennifer Keiper) about national teacher survey.

ABC 7 News Chicago (2020, February 11). Are active shooter drills in schools a good idea? Teacher unions question if they do more harm than good.

Phillippo, K. (2019, December). Interview about *A contest without winners: How students experience competitive school choice*. National Education Policy Center, Education Interview of the Month.

Kelly, M. (2019, Oct. 7). Is Chicago making urban school choice work, or is it creating a version of an academic hunger games for eighth graders? *SSWN Book Club* (commentary and book excerpt), SchoolSocialWork.net.

Burke, C. (2019, Oct. 1). Seven things families should know about high school admissions in Chicago. *Chalkbeat*.

Phillippo, K. (2019, Sept. 16). Competitive high school admissions policies are sending students strong messages about their worth. Students are listening. *Chalkbeat*.

Phillippo, K. & Bass, J. (2019, July 16). Admissions gap is the “Tip of the iceberg.” *Edweek*.

Coleman, N. (2019, June 21). A play dissected white privilege in education. Then the college admissions scandal broke. *New York Times*.

Phillippo, K. (2019, May 8). Interview about *A contest without winners: How students experience competitive school choice*. (S. Kolhatkar, Interviewer) *Rising up with Sonali* radio/internet news program.

Walker, C. (2019, Apr. 8). What one sociologist learned following 36 students through the high-stakes admissions process. *Chalkbeat*. Full-length story on book, *A contest without winners*, including book excerpt.

Klonsky, M. & Klonsky, F. (2019, Apr. 5). Hitting Left with the Klonsky Brothers: Kate Phillippo. *Hitting Left* radio/internet news program. Lumpen Radio.

Brown, S. (2018, Jan. 22). Students in Chicago Public Schools learning faster than their peers. *BlackpressUSA*.

Phillippo, K. & Kelly, M. (2018, Feb. 23). Calling B.S. on current school safety efforts: Legislators, not educators, must act to protect schools from mass murderers. *School Social Work.net*.

OTHER PUBLICATIONS AND PUBLIC DOCUMENTS

Coalition for TJ v. Fairfax County School Board, No. 22-1280 (U.S. District Court, Appeal, 2022) (Co-signer to Brief of Amici Curiae, Professors of Social Science and Education Policy Supporting Defendant-Appellant Seeking Reversal)

Phillippo, K. (2022). Invited book review, *Scripting the moves: Culture and control in a “no-excuses” charter school*, by Joanne Golann, *Schools: Studies in Education*.

Brown, E., Phillippo, K., Parker, A., Fujimoto, K., Iachini, A., Maras, M., Heineke, A., & Lennix, C. (2020). Teaching in 2020: Supporting teacher and student wellness. Preliminary survey report. George Mason University College of Education and Human Development.

Phillippo, K. & Griffin, B. (2015). Invited book review, *Choosing homes, choosing schools*, by Annette Lareau and Kimberly Goyette (Eds.), *American Journal of Sociology*.

Phillippo, K. (2013). Invited book review, *We don’t need another hero: Struggle, hope, and possibility in the age of high-stakes schooling*, by Gregory Michie, *Teachers College Record*.

Huebner, T., Calisi, G. and Phillippo, K. (2007). *Rethinking High School: Inaugural Graduations at New York City's Small High Schools*. San Francisco, CA: WestEd.

SELECT REFEREED CONFERENCE PRESENTATIONS

Murphy, J., Crutchfield, J., & Phillippo (2025). Race, Racism and School Social Work: Exploring Perspectives and Experiences from School Social Work Practitioners. School Social Work Association of America Annual Conference, Atlanta, GA.

Phillippo, K., Dominguez, V., & Colindres, M. (2024). "A war between stories": Competing racialized merit narratives' role in policy formation. Sociology of Education Association Annual Conference, Pacific Grove, CA.

Mueller, A.S., Abrutyn, S., Diefendorf, S., Phillippo, K., Singer, J. & Zhang, J. (2023). Schooling amidst rising youth suicide: How supporting vulnerable students impacts school staff's work and wellbeing. American Sociological Association Annual Meeting, Philadelphia, PA.

Phillippo, K., Donnelley Power, C., Leo, M., Colindres, M. & Jacobs, H. (2023). Mismatch: How policy positionality helps explain education policy that doesn't fit students. American Educational Research Annual Meeting, Chicago IL.

Phillippo, K. & Parker, A. (2023). How Teachers understand their wellness work, role, and responsibilities. American Educational Research Annual Meeting, Chicago IL.

Phillippo, K., Gore, S.M., Thorngate, S. & Donnelley Power, C. (2023). Not so fast: Race-neutral policies' (constrained) ability to promote racial equity. Sociology of Education Association Annual Conference, Pacific Grove, CA.

Gherardi, S., Gergerich, E., Shayman, E., Knox, K. Phillippo, K. (2023). Addressing the School Mental Health Crisis: Interprofessional Collaboration and Integrated Solutions (Roundtable discussion session). Society for Social Work and Research Annual Conference, Phoenix, AZ.

Phillippo, K., Donnelley Power, C., Thorngate, S., Nelson, M., Dominguez, V., Piazza, P., Leo, M., Gore, S., Colindres, M., Jacobs, H., Maddox, S. & Leung, C. (2022). Bureaucracy in the service of racial equity? An analysis of contested selective schools policy change. American Sociological Association Annual Meeting, Los Angeles, CA.

Brown, N., Galib, L., Brown, E.L., Iachini, A., Childs, T., Phillippo, K., Parker, A., Fujimoto, K. (2022). Exploring Teacher Well-Being During the Pandemic Through Teacher Mental Health Competency. *Advancing School Mental Health (Virtual)*.

Conner, J., Epstein, M., Hernandez, J., Mammen, J., Phillippo, K., Pope, D. & Davidson, S. (2022). Intergenerational qualitative research: Challenges and successes along the path to amplifying youth voice. American Educational Research Association Annual Meeting, San Diego, CA.

Brown, N., Galib, L., Brown, E.L., Iachini, A., Childs, T., Phillippo, K., Parker, A., Fujimoto, K. (2022). Supporting student mental health and wellness: A mixed-methods analysis of teacher competency and well-being. American Educational Research Association Annual Meeting, San Diego, CA.

Shifrer, D., Phillippo, K., Tilbrook, N. Morton, K. (2022). The relationship between ninth graders' perceptions of equitable teachers and their math identity: Differences by student race and school racial composition. Sociology of Education Association Annual Conference (Virtual).

Phillippo, K. (2021) Panelist, Current struggles for educational equity and justice in Chicago. Regional Spotlight Session. American Sociological Association Annual Meeting (Virtual).

Shifrer, D., Phillippo, K., Tilbrook, N. & Morton, K. (2021). Student and school race differentiating how perceptions of math teacher relate to math identity. American Sociological Association Annual Meeting (Virtual).

Shifrer, D., Phillippo, K., Tilbrook, N., & Morton, K. (2021). Differences by Student Race/Ethnicity and School Racial/Ethnic Composition in How Perceiving Math Teacher as Equitable Relates to Ninth Grader's Math Identity. Society for the Study of Social Problems Annual Meeting (Virtual).

Brown, N., Iachini, A., Brown, B.L., Childs, T., Phillippo, K., Galib, L., Parker, A., Fujimoto, K. (2021). "We are struggling too!": Teachers' Well-Being during COVID. Annual Conference on Advancing School Mental Health (Virtual).

Childs, T., Brown, E.L., Phillippo, K., Brown, N., Iachini, A., Galib, L. (2021). Where is the Equity? Teacher Perspectives on Student Wellness in COVID-19. Annual Conference on Advancing School Mental Health (Virtual).

Lucio, R., Phillippo, K., Shayman, E., & Kelly, M. (2021). School social work practice during the pandemic and beyond: Back to our social work roots. Saint Leo University Social Work Conference (Virtual).

Conner, J., Pope, D., Goldstein, M., Mammen, J. & Hernandez, J. & Phillippo, K. (2021). Research with rather than on youth: Centering youth in student-teacher relationship research. American Educational Research Association Annual Meeting (Virtual).

Stromberg, P., Bethea, C., Brown, E. & Phillippo, K. (2020). Mental health content in teacher education programs. Advancing School Mental Health Conference (Virtual).

Phillippo, K., Fisher, M., & Ferrare, J., Stromberg, P. (2020). The 2012 Chicago Teachers Union strike: A theory-driven analysis of policy actors and networks. American Educational Research Association Annual Meeting, San Francisco, CA. Meeting cancelled due to COVID-19 pandemic.

Griffin, B., Phillippo, K., Castro, D. & Grace, W. (2020). Re-centering race in student-teacher relationships: A systematic analysis of research evidence. Sociology of Education Association Annual Conference, Pacific Grove, CA.

Phillippo, K., & Ferrare, J. (2019). *Educational conflict: A relational theory of contemporary struggles over education policy*. Sociology of Education Association Annual Conference, Pacific Grove, CA.

Phillippo, K. (2019). Positionality from Start to Finish: Lessons from Chicago about Youth-Centered Policy Inquiry. American Educational Research Association Annual Meeting, Toronto.

Phillippo, K. (2017). A contest with no winners: Student experiences of competitive school choice policy. American Educational Research Association Annual Meeting, San Antonio, TX.

Phillippo, K. (2017). With the wind at their backs: How socioeconomic advantage shapes competitive high school admissions outcomes. American Educational Research Association Annual Meeting, San Antonio, TX.

Phillippo, K. (2016). Presumed inside: Racial positionality in research with white parents and students in 21st century Chicago. American Educational Studies Association Annual Meeting, Seattle, WA.

Weston, K., Brown, E., Phillippo, K. & Rodger, S. (2016). Working together for school mental health: Teacher education, voice and context. Advancing School Mental Health Conference, San Diego, CA.

- Weston, K., Brown, E., Phillippo, K. & Rodger, S. (2016). Teacher stress and coping: Teacher preparation and professional development for students' mental health needs. American Educational Research Association Annual Meeting, Washington, D.C.
- Phillippo, K., Griffin, B., & DelDotto, J. (2016). Youth experiences of competitive school choice policy: An analysis of developmental stage-policy fit. American Educational Research Association Annual Meeting, Washington, D.C.
- Phillippo, K., Griffin, B. (2016). "Everything is not fair but you have to accept it": Student perspectives on educational opportunity distribution in a competitive choice district. American Educational Research Association Annual Meeting, Washington, D.C.
- Phillippo, K., Griffin, B., & DelDotto, J. (2016). Comfortable contradictions? Student impressions of competitive school choice policy. Sociology of Education Association Annual Conference, Pacific Grove, CA.
- Phillippo, K. (2015). "If you don't score high enough, then that's your fault": Students' civic regard for their peers in the context of competitive school choice. American Educational Studies Association Annual Meeting, San Antonio, TX.
- Phillippo, K., Griffin, B., DelDotto, J. & Kamal, Z. (2015). Informed choice or formed choice? An analysis of media coverage of high school options in Chicago. American Educational Research Association Annual Meeting, Chicago, IL.
- Phillippo, K. & Griffin, B. (2015). Conflating space, race, safety and school quality: Chicago youth navigating school choice policy in a stratified system. International Conference on the Geographies of Children, Youth and Families. San Diego, CA.
- Wright, B., Phillippo, K. & Yarbrough, T. (2014). Spending capital, consuming schools: Middle-class parents respond to a school merger in Chicago. Sociology of Education Association Annual Conference, Pacific Grove, CA.
- Wright, B., Phillippo, K. & Yarbrough, T. (2013). Struggling in solidarity, contributing capital or partitioning privilege? An analysis of parent responses to a cross-community school merger in Chicago Public Schools. American Educational Studies Association Annual Meeting, Baltimore, MD.
- Phillippo, K. & Wright, B. (2013). Democratic tensions: A study of print media coverage of Chicago's selective enrollment high schools. American Educational Research Association Annual Meeting, San Francisco, CA.
- Phillippo, K. & Blosser, A. (2012). Making sense of student-teacher relationships: One teacher education program's organizational approach to the teaching and learning of relational practices. American Educational Research Association Annual Meeting, Vancouver, Canada.
- Phillippo, K. & Wright, B. (2012). Scant but telling evidence: A historical analysis of representations of teachers' social-emotional support responsibilities. American Educational Research Association Annual Meeting, Vancouver, Canada.
- Phillippo, K. & Kelly, M.S. (2012). Confidentiality in school settings: An exploration of mental health provider and educator perspectives. Mental Health-Education Integration Consortium Annual Meeting, University Park, PA.
- Phillippo, K. & Kelly, M.S. (2011). Shared language or distant dialects? Opportunities and challenges in connecting school-based mental health services to unique school environments. Conference on Advancing School Mental Health, Charleston, SC.

Phillippo, K. & Pope, D. (2011). What kind of care? Considering the relationship between context and students' perceived need for teacher caring. Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Miller, P., Scanlan, M. & Phillippo (2011). Multi-level insights into comprehensive community action planning. American Educational Research Association Annual Meeting, New Orleans, LA.

Phillippo, K. (2010). Redesigned schools, redesigned roles: Unanticipated consequences of the teacher-advisor role in small high schools. American Educational Research Association Annual Meeting, Denver, CO.

Phillippo, K. (2010). "You're trying to know me": Students respond to advisory programs' press for expanded student-teacher relationships. Sociology of Education Association Annual Conference, Monterey, CA.

Phillippo, K. (2009). Is it burnout, or just boundaries? An exploratory study of teacher responses to relationships with students in high-stress school settings. American Educational Research Association Annual Meeting, San Diego, CA.

Phillippo, K. (2009). Now it's their turn: How young people of color experience teacher support. Society for Social Work and Research Annual Conference, New Orleans, LA.

Phillippo, K. (2008). Teacher-advisors in small high schools: A study of role conceptualization and enactment. American Educational Research Association Annual Meeting, New York, NY.

Phillippo, K. (2007). Can institutional theory help us to understand the challenges faced by the field of school social work? Society for Social Work and Research Annual Conference, San Francisco, CA.

ACADEMIC SERVICE (PROFESSIONAL)

From 2022 Book Series Co-Editor (Urban Education), Palgrave Macmillan.

From 2020 Associate Editor, *The Urban Review* (Interim Editor in Chief, August-December 2020)
2019-2021 President, Sociology of Education Association

From 2019 Editorial board member, *Journal of School Mental Health*

2016-2019 Editorial board member, *Sociology of Education*

2018-2021 Editorial board member, *The Urban Review*

2017-2019 Treasurer, Sociology of Education Association

2016-2017 Chairperson, Sociology of Education Association 2017 Conference

2015-2017 Guest Co-Editor, *Advances in School Mental Health* Special issue on teacher preparation for student mental health promotion (Published January 2017)

2014-2016 Board member, Sociology of Education Association

2014 Co-chairperson, Mental Health-Education Integration Consortium Spring Meeting, Chicago

2010-2017 Consulting editor, *Children and Schools*

Invited Reviewer

Academic Journals: Advances in School Mental Health, Advances in Social Work, American Educational Research Association Open, American Educational Research Journal, Educational Administration Quarterly, Educational Researcher, Education Policy, Educational Policy, Educational Studies, Exceptionality Education International, Family Relations, High School Journal, International Journal of School Social Work, Journal of Cross-Cultural Psychology, Journal of Educational Change, Journal of the Society for Social Work and Research, Journal of Teacher Education, Peabody Journal of Education, Politics of Education Association Yearbook, Review of Educational Research, Social Problems, Sociology of Education, Sociology of Race and Ethnicity, Teacher Education Quarterly, Teachers College Record, Teaching and Teacher Education, Teaching Education, Urban Education.

Academic Presses: Columbia University Press, Harvard Education Press, New York University Press, Peter Lang, Routledge, Taylor and Francis, University of Minnesota Press, University of Chicago Press.

Other: National Education Policy Center, Spencer Foundation, Israel Science Foundation, Tenure and promotion portfolio reviews for multiple R1 and R2 university faculty members in both social work and education.

ACADEMIC ASSOCIATION MEMBERSHIPS

American Educational Research Association
American Sociological Association
Council for Social Work Education
Society for Social Work and Research
Sociology of Education Association

ACADEMIC SERVICE (INSTITUTIONAL)

2025-2027	Promotion and Tenure Committee, Loyola University Chicago School of Social Work
2023-2024	Faculty Fellow in Assessment, Loyola University Chicago Office of Academic Programs and Planning
2023-2025	Member, Faculty Development and Mentoring Committee, Loyola University Chicago School of Social Work
2022-2024	Promotion and Tenure Committee, Loyola University Chicago School of Social Work
2022-2024	Executive Committee, Loyola University Chicago School of Social Work (Vice Chairperson, 2022-2023; Chairperson, 2023-2024)
2022-2024	Co-Chairperson, Online Masters of Social Work Program Committee, Loyola University Chicago School of Social Work
2022-2024	Advanced Curriculum Committee, Loyola University Chicago School of Social Work
2021-2023	Committee for Student Affairs, Loyola University Chicago School of Social Work
2021	Member, School of Education Restructure Taskforce, Loyola University Chicago School of Education
2018-2021	Program Chairperson/Co-chairperson, Cultural and Educational Policy Studies, Loyola University Chicago School of Education
2020-2021	Member, Curriculum Committee, Loyola University Chicago School of Education

- 2019-2020 Member, Council of Graduate School Programs Curriculum Committee, Loyola University Chicago
- 2018-2019 Member, School of Education Dean Search Committee, Loyola University Chicago
- 2018-2019 Member, Curriculum Committee, Loyola University Chicago School of Education
- 2018 Member, Academic Council, Loyola University Chicago School of Education (also 2009-2011, 2013-2016)
- 2016-2018 Chairperson, Academic Council, Loyola University Chicago School of Education
- 2016 Interim Program Chairperson, Cultural and Educational Policy Studies, Loyola University Chicago School of Education
- 2016 Member, Curriculum Committee, Loyola University Chicago School of Education
- 2015-2016 Vice-Chairperson, Academic Council, Loyola University Chicago School of Education
- 2014-2018 Member, Wozniak Lecture Series Planning Committee, Loyola University Chicago School of Education
- 2014-2016 Director, Education Policy Studies Undergraduate Minor Program, Loyola University Chicago School of Education
- 2014-2015 Member, Fulbright Fellowship Campus Review Committee, Loyola University Chicago
- 2014-2015 Facilitator, Faculty Learning Community (Social Justice Focus), Loyola University Chicago School of Education
- 2012-2014 Member, Campus Coalition for Alcohol Initiatives, Loyola University Chicago
- 2011-2014 Member, Faculty Development Review Committee, Loyola University Chicago
- 2011-2013 Member, Curriculum Committee, Loyola University Chicago School of Education
- 2011-2012 Member, Faculty Search Committee, Loyola University Chicago School of Education (Tenure-track position, Philosophy of Education)
- 2010-2011 Member, Faculty Search Committee, Loyola University Chicago School of Education (Tenure-track position, Comparative International Education)

TEACHING EXPERIENCE

School of Social Work, Loyola University Chicago

Social Work in Schools (Two-semester sequence)

Qualitative Research Methods

School of Education, Loyola University Chicago

Graduate Courses

Qualitative Research Methods

Race and Schooling in the United States

Sociology of Education

Sociology of Teaching

The School as an Organization

Urban Education Policy

Undergraduate Courses
American Education
Urban Education: Policy and Practice

School of Social Work, San José State University
Policy and Practice in Schools

Graduate School of Education, Stanford University
“Good” Schools and Districts (Teaching Assistant to Larry Cuban)
Secondary Teaching Practicum (Teaching Assistant to Rachel Lotan)

COMMUNITY SERVICE

- 2020-2024 McPolin Elementary School Promise Partnership Team, Park City, UT
- 2020 Member, Improving Teachers’ Knowledge & Practice of Social-Emotional Learning Committee, organized by Teach Plus Illinois
- 2020 Instructor, “Studying your own school” course, Youth Remote Learning (Organization formed by academics to offer online learning experiences for youth during COVID-19 pandemic school closures)
- 2014-2015 Student mentor, International Baccalaureate Projects, Senn High School, Chicago IL
- 2013-2014 Executive Committee member, Adams County Promise Neighborhood Initiative, Adams-Friendship, WI
- 1994-1997 Volunteer Crisis Counselor and Trainer, Rape Victim Advocates, Chicago IL
- 1993-1999 Self Defense and Personal Safety Instructor, Chimera Inc., Chicago IL

ADDITIONAL PROFESSIONAL EXPERIENCE

- 2003 – 2009 Manager of Research and Evaluation, School-Site Consultant
Cleo Eulau Center (since renamed Acknowledge Alliance), Palo Alto, CA
- 2002 – 2004 Social Worker, General Pediatric Division (Inpatient and Outpatient)
Lucile Packard Children’s Hospital, Palo Alto, CA
- 2002 – 2003 Learning Support Consultant/Social Worker
San Francisco Unified School District, San Francisco, CA
- 2001 – 2002 Associate for Social Services
Center for Urban School Improvement (since renamed Urban Education Institute), University of Chicago, Chicago, IL
- 1999 – 2001 School Social Worker
Community Consolidated School District 15, Palatine, IL
- 1995 – 1999 Lead Child and Family Therapist
Infant Welfare Society, Chicago, IL

1993 – 1995 Social Worker
Developmental Center, Illinois Masonic Medical Center, Chicago, IL

1992 – 1993 Youth Crisis Counselor
Demicco Youth Services (Cabrini-Green Public Housing Community), Chicago,
IL

PROFESSIONAL CREDENTIALS

Licensed Clinical Social Worker, Illinois Department of Financial and Professional Regulation
Professional Educator License (School Social Work), Illinois State Board of Education

LANGUAGE COMPETENCY AND ADDITIONAL SKILLS

Spanish, spoken and written
Fourth-Degree Black Belt, World Seido Karate Organization