

VIRGINIA W. SNODGRASS RANGEL

Vrangel3@uh.edu

Houston | Texas

EDUCATION

- The University of Texas at Austin 2012
- Ph.D. in Educational Policy and Planning
 - Chair: Jennifer Jellison Holme, Ph.D.
 - Dissertation: “Organizational stability and school performance”
- The University of Texas at Austin 2007
- M.A. in Government
- Middlebury College, Middlebury, Vermont 2002
- B.A. in International Studies, Magna Cum Laude

PROFESSIONAL EXPERIENCES (SELECTED)

- Assistant Professor, University of Houston 2015-present
- *Department of Educational Leadership and Policy Studies*
 - *Faculty Affiliate of the Elizabeth D. Rockwell Center on Ethics and Leadership*
- 2021-present
- Associate Director of Research, Rice University 2012-2014
- *Center for Digital Learning and Scholarship*

EDITORIAL BOARDS

1. Editorial Board member, NASSP The Bulletin 2020-present
2. Editorial Board member, American Journal of Education 2019-present
3. Editorial Board member, Education and Urban Society 2017-present
4. Editorial Board member, Journal of Research on Technology in Education 2015- 2018

HONORS AND AWARDS

1. University of Houston College of Education Teaching Excellence Award 2021
2. University of Houston College of Education Research Excellence Award 2020
3. University of Houston Grant Award 2017, 2018
4. AERA Division H award for Best Program Evaluation: 2014
Snodgrass Rangel, V., Bell, E., Monroy, C., & Whitaker, J. R. (2014).
Final STEMscopes Report to ISD: Years 1 and 2. Houston, TX:
Rice University.
5. UCEA Clark Seminar Scholar 2011
6. AERA Division H award for Best Planning, Policy, or Management Research: 2011
Wayman, J. C., Snodgrass Rangel, V. W., Jimerson, J. B., Cho, V., (2010).
Improving Data Use in District Three: Becoming a Data-Informed District.
Austin, TX: The University of Texas.
7. Professional Development Award, University of Texas at Austin 2011
8. Teacher of Promise, Sims Elementary School, Austin ISD 2007-2008

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RESEARCH

REFEREED ARTICLES

Published, In Press, or Accepted: [28]

STEM-focused Data and Leadership Practices

1. **Snodgrass Rangel, V.**, Suskavcevic, M., Kapral, A., & Dominey, W. (2020). Revalidating the school participant empowerment scale among science and mathematics teachers. *Educational Studies*. DOI:10.1080/03055698.2018.1541131
2. **Snodgrass Rangel, V.**, Bell, E. R., & Monroy, C. (2019). Teachers' sensemaking and data use implementation in science classrooms. *Education and Urban Society*, 51(4), 526-554. DOI: [10.1177/0013124517727053](https://doi.org/10.1177/0013124517727053)
3. **Snodgrass Rangel, V.** (2018). A review of the research on principal turnover. *Review of Educational Research*, 88(1), 87-124. DOI:10.3102/0034654317743197
4. **Snodgrass Rangel, V.**, Bell, E. R., & Monroy, C. (2017). A descriptive analysis of instructional coaches' data use in science. *School Effectiveness and School Improvement*, 28(2), 217-241. DOI: [10.1080/09243453.2016.1255232](https://doi.org/10.1080/09243453.2016.1255232)
5. **Snodgrass Rangel, V.**, Monroy, C., & Bell, E. R. (2016). Science teachers' data use practices: A descriptive analysis. *Education policy analysis archives*, 24(55).

School Structures that Enhance Learning

6. Henderson, J., **Snodgrass Rangel, V.**, Holly, J., Greer, R., & Manuel, M. (Accepted). Enhancing engineering identity among boys of color. *Journal of Pre-College Engineering Education Research*.
7. Ballysingh, T., **Snodgrass Rangel, V.**, Gonell, E., & Sáenz, V., (In Press). Mechanisms of matriculation: the role of professional counselors in the college choice processes of Latino men. *Professional School Counseling*.
8. **Snodgrass Rangel, V.** & Henderson, J. (In Press). An exploratory analysis of the impact of COVID-19 on engineering programs and undergraduate students. *International Journal of Engineering Education*.
9. **Snodgrass Rangel, V.**, Jones, S., Doan, V., Henderson, J., Greer, R., & Manuel, M. (2021 Online). The motivations of STEM mentors. *Mentoring and Tutoring: Partnership in Learning*. doi.org/10.1080/13611267.2021.1954461
10. **Snodgrass Rangel, V.**, Vaval, L., & Bowers, A. (2020). A typology of high school students' science and math motivational beliefs. *Science Education*, 104(6), 1041-1070. <https://doi.org/10.1002/sc.21593>
11. Sahin, A., Waxman, H., Demirci, E., & **Snodgrass Rangel, V.** (2020). An investigation of a charter school system students' college enrollment and STEM major selection rates and perception of factors in STEM major selection. *International Journal of Science and Mathematics Education*. Online: <https://doi.org/10.1007/s10763-019-10017-0>

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12. **Snodgrass Rangel, V.** & Ballysingh, T. (2019). Counseling opportunity structures: Explaining college-going using a typology of school-level opportunity structures. *Professional School Counseling*, 23(1). <https://doi.org/10.1177/2156759X20927428>
13. Henderson, J., **Snodgrass Rangel, V.**, Greer, R., Manuel, M., & Doan, V. (2019). STEM engagement through mentoring: The motivations of STEM mentors. In the *Proceedings of the American Society for Engineering Education*.
14. Vaval, L., Bowers, A., & **Snodgrass Rangel, V.** (2019). Identifying a typology of high schools based on their orientation toward STEM: A latent class analysis of HSLs:2009. *Science Education*, 103, 1151-1175. DOI: 10.1002/sce.21534
15. Holme, J. J., Carkhum, R., & **Snodgrass Rangel, V. W.** (2013). High pressure reform: Examining urban schools' response to multiple school choice policies. *The Urban Review*, 45, 167-196. <https://doi.org/10.1007/s11256-012-0216-3>
16. Holme, J. J. & **Snodgrass Rangel, V. W.** (2012). Putting school reform in its place: Social geography, organizational social capital, and school performance. *American Educational Research Journal*, 49(2), 257-283. <https://doi.org/10.3102/0002831211423316>
17. Palmer, D. & **Snodgrass Rangel, V. W.** (2011). High stakes accountability and policy implementation: Teacher decision-making in bilingual classrooms in Texas. *Educational Policy*, 25(54), 614-647. <https://doi.org/10.1177/0895904810374848>

School Re-entry for Justice-Involved Youth

18. **Snodgrass Rangel, V.**, Hein, S. D., Rotramel, C., & Marquez, B. (2020). A research-practitioner agenda for studying and supporting youth re-entering school after involvement in the juvenile justice system. *Educational Researcher*, 49(3), 212-219. <https://doi.org/10.3102/0013189X20909822>

Publications with Graduate Students

19. *Moreno, M., McKinney, L., Burrige, A., **Rangel, V.**, and Carales, V. D. (2021). Access for whom? The impact of dual enrollment on college matriculation among underserved student populations in Texas. *Community College Journal of Research and Practice*. <https://doi.org/10.1080/10668926.2019.1688734>
20. *Raymond, T. & **Snodgrass Rangel, V.** (2020). Teacher preparation and novice teachers' self-efficacy in literacy instruction. *Education and Urban Society*, 52(4), 534-560. Online: [DOI: 10.1177/0013124519879425](https://doi.org/10.1177/0013124519879425)
21. *Landa, L., **Snodgrass Rangel, V.**, & Coulson, H. (2020, Online). An examination of parent engagement in a primarily Latinx high school campus in a large urban school district. *Journal of Latinos and Education*. DOI:10.1080/15348431.2020.1794875
22. *Calhoun, Y., **Snodgrass Rangel, V.**, Coulson, H. (2019). Educational resilience at risk?: The challenges of attending an early college high school. *The Urban Review*, 51(2), 3-25. <http://link.springer.com/article/10.1007/s11256-018-0481-x>

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Other Publications

23. Cho, V. & **Snodgrass Rangel, V.** (2016). Twitter through the lens of structuration: The social and technological dimensions to school leaders' practices online. *Journal of School Leadership, 26*(5).
24. **Snodgrass Rangel, V.**, Bell, E. R., Monroy, C., & Whitaker, J. R. (2015). Toward a new approach to the evaluation of digital tools with learning analytics. *Journal of Research on Technology in Education, 47*(2), 89-104. DOI: [10.1080/15391523.2015.999639](https://doi.org/10.1080/15391523.2015.999639)
25. Monroy, C., **Snodgrass Rangel, V.**, Bell, E. R., & Whitaker, J. R. (2015). A learning analytics approach to characterize and analyze inquiry-based pedagogical processes. In *Proceedings of the Fourth International Conference on Learning Analytics and Knowledge* (pp. 398-399). ACM.
26. Palmer, D., **Snodgrass Rangel, V. W.**, Gonzales, R., & Morales, V. (2014). Activist teacher leadership: A case study of a *Programa CRIAR* bilingual teacher cohort. *Journal of School Leadership, 24*(5), 949-978. <https://doi.org/10.1177/105268461402400505>
27. Monroy, C., **Rangel, V. S.**, & Whitaker, R. (2014). A strategy for incorporating learning analytics into the design and evaluation of a K-12 science curriculum. *Journal of Learning Analytics*.
28. Monroy, C., **Rangel, V. S.**, & Whitaker, R. (2013). STEMscopes: Contextualizing learning analytics in a K-12 science curriculum. In *Proceedings of the Third International Conference on Learning Analytics and Knowledge* (pp. 210-219). ACM.

*Denotes collaboration with a graduate student

Under Review: [9]

STEM-focused Data and Leadership Practices

1. Cunningham, K., **Snodgrass Rangel, V.**, & Lochmiller, C. (Under Review). Developing educational leadership in mathematics and science. *Educational Administration Quarterly*.

School Structures that Enhance Learning

2. **Snodgrass Rangel, V.**, Jones, S., Henderson, J., Greer, R., & Manuel, M. (In Revision). Variability in mentoring relationships in an afterschool STEM mentoring program: a comparative case study. *Journal of Science Education and Technology*.
3. Sevilla, M. P., **Snodgrass Rangel, V.**, & Gonzalez, E. (In Revision). The motivational beliefs of women in postsecondary stem-related vocational technical education: an expectancy-value theory analysis. *International Journal for Educational and Vocational Guidance*.

VIRGINIA W. SNODGRASS RANGEL

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Houston | Texas

4. Sevilla, M. P. & **Snodgrass Rangel, V.** (Under Review). Career development in highly sex-typed postsecondary vocational technical education programs: testing the intersection of gender minority and socioeconomic status using SCCT. *Journal of Career Assessment*.
5. Sevilla, M. P. & **Snodgrass Rangel, V.** (Under Review). Gender differences in STEM career development in Postsecondary Vocational-Technical Education: An SCCT test. *Journal of Career Development*.
6. **Snodgrass Rangel, V.**, Henderson, J., Martinez, C., & Greer, R. (Under Review). Student engagement in an online STEM afterschool program during COVID. *Journal of Pre-College Engineering Education Research*, Special issue on engineering education during COVID.

Manuscripts with Graduate Students

7. *Moreno, M., McKinney, L., **Snodgrass Rangel, V.**, Burridge, A., & Carales, V. (In Revision). The impact of academic momentum on postsecondary matriculation among early college high school students. *Community College Journal of Research and Practice*.
8. *Franklin, D. & **Snodgrass Rangel, V.** (Under Review). The effect of attending a single-sex school on middle school girls' mathematics and science achievement. *Leadership and Policy in Schools*.
9. *Ogwumike, I., **Snodgrass Rangel, V.**, & Johnson, D. D. (Under Review). Examining one principal's actions: a case study of their impact on a school's culture and out of school suspension. *Urban Education*.

*Denotes collaboration with a graduate student

BOOK CHAPTERS

1. Cho, V., **Snodgrass Rangel, V.**, & Noble, A. (2019). The digital age: Exploring the relationship between technology and school organization. In M. Eugene, H. Connolly, C. James, S. Kruse, & D. Eddy-Spicer (Eds.) *The SAGE Handbook of School Organization*. Thousand Oaks, CA: Sage Publishing.
2. Wayman, J. C., Cho, V., Jimerson, J. B. & **Snodgrass Rangel, V. W.** (2015). A look into the workings of data use in a mid-sized district. In Sutherland, I., Sanzo, K. S., & Scribner, J. P. (Eds.) *Leading small and mid-sized urban school districts*. United Kingdom: Emerald Books.

TECHNICAL REPORTS

1. **Snodgrass Rangel, V.** (2017). *C-STEM Report of Survey Results from 2016-2017 Participants*. Houston, Texas.
2. **Snodgrass Rangel, V.** (2016). *C-STEM Report of Survey Results from 2015-2016 Participants*. Houston, Texas.

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3. **Snodgrass Rangel, V.** (2015). *C-STEM Report of Survey Results from 2014-2015 Participants*. Houston, Texas.
4. **Snodgrass Rangel, V.**, Bell, E.R., & Monroy, C. (2014). *Working with middle school science teachers to design and implement an interactive data dashboard: Year 1 Interim Report*. Houston, Texas: Rice University.
5. **Snodgrass Rangel, V.**, Bell, E. R., Monroy, C., & Whitaker, J. R. (2014). *STEMscopes Report: Year 3*. Houston, Texas: Rice University.
6. **Snodgrass Rangel, V.**, Jackson, K., Bell, E., Monroy, C. & Whitaker, J. R. (2014). *An evaluation of a private-public partnership to improve student science achievement*. Houston, Texas: Rice University.
7. **Snodgrass Rangel, V.**, Bell, E. R., Monroy, C., & Whitaker, J. R. (2013). *STEMscopes Report: Years 1 and 2*. Houston, Texas: Rice University.
8. **Snodgrass Rangel, V.**, Bell, E. R., Monroy, C., & Whitaker, J. R. (2013). *STEMscopes internal report: Year 1*. Houston, Texas: Rice University.
9. Wayman, J. C., **Snodgrass Rangel, V. W.**, Jimerson, J. B., Cho, V., (2010). *Improving data use in district three: becoming a data-informed district*. Austin: The University of Texas.
10. Wayman, J. C., Cho, V., **Snodgrass Rangel, V. W.**, & Jimerson, J. B. (2010). *Improving data use in district one: becoming a data-informed district*. Austin: The University of Texas.
11. Wayman, J. C., Jimerson, J. B., Cho, V., & **Snodgrass Rangel, V. W.** (2010). *Improving data use in district two: becoming a data-informed district*. Austin: The University of Texas.

WORK IN PROGRESS

STEM-focused Data and Leadership Practices

1. **Snodgrass Rangel, V.**, Lochmiller, C., & Cunningham, K. STEM Leadership. [Ongoing]
2. **Snodgrass Rangel, V.** & Butcher, K. The effects of participating in a principal residency program on aspiring school leaders. [Ongoing]

School Structures that Enhance Learning

3. **Snodgrass Rangel, V.**, Henderson, J., Martinez, C., & Greer, R. Student engagement in an online STEM afterschool program during COVID. [To be submitted fall 2021]
4. **Snodgrass Rangel, V.** & Ballysingh, T. The effect of college counselors on college match among a nationally-representative sample of Latino students. [To be submitted spring 2022]
5. Sevilla, P. & **Snodgrass Rangel, V.** Career development among male nurses in Chile. [To be submitted spring 2022]

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School Re-entry for Justice-Involved Youth

6. *Menon, S., **Snodgrass Rangel, V.**, Lea, C., & Hein, S. Self-perception among justice-involved girls in educational facilities: A qualitative study. [To be submitted in summer 2021]
7. **Snodgrass Rangel, V.**, Lea, C., & Barthelemy, J. An implementation evaluation of a school-based diversion program. [Submitted to AERA 2022; Ongoing]
8. **Snodgrass Rangel, V.** School re-entry for formerly incarcerated youth. [Ongoing]

Research with Graduate Students

9. *Khemakhem, A. & **Snodgrass Rangel, V.**, & Peters-Hawkins, A. The effect of principal preparation programs on students' cultural intelligence. [To be submitted in fall 2021]

*Denotes collaboration with a graduate student

GRANTS & FELLOWSHIPS

Funded: [9]

STEM-focused Data and Leadership Practices

1. National Science Foundation: DRK-12 Program, Grant No. 1417705. "Working with middle school science teachers to design and implement an interactive data dashboard." (Principal Investigator). \$374,000. (August 2014-December 2014).

School Structures that Enhance Learning

2. National Science Foundation (Engineering Research Center). "Planning grant: engineering research center for engineering student success initiatives." (Co-Principal Investigator). \$100,000. (Submitted February 2021).
3. National Science Foundation: ITEST Program, Grant No. 1760311. "Enhancing underrepresented boys' engagement in stem through mentoring and father involvement". (Senior Personnel). \$1,099,975. (February 2018-July 2022). (https://www.nsf.gov/awardsearch/showAward?AWD_ID=1760311)
4. Spencer Foundation: Small Research Grant. "Defining STEM schools and estimating their effects on secondary and postsecondary student outcomes". (Principal Investigator). \$49,767. (January 2017-December 2018). [1-year no-cost extension]

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School Re-entry for Justice-Involved Youth

5. University of Houston. “Addressing racism in the juvenile justice system through a hybrid diversion program.” (Co-Principal Investigator). \$64,000. (September 2020-December 2021).
6. University of Houston: Faculty Research Stimulus Grant Award. “Educating delinquent students in the Houston Independent School District: A mixed methods analysis of the educational landscape.” (Co-Principal Investigator). \$10,000. (June 2016-July 2017).

Other

7. Liberal Arts Graduate Research Fellowship, University of Texas at Austin. (2006)
8. Tinker Foundation Travel Grant (2006)
9. Tinker Foundation Travel Grant (2005)

Under Review [3]:

School Structures that Enhance Learning

1. National Science Foundation, ITEST Program. “Enhancing underrepresented boys' engagement in stem through mentoring and family involvement.” (Co-Principal Investigator). \$3,000,000. (Submitted August 13, 2021).

School Re-entry for Justice-Involved Youth

1. Spencer Foundation Large Research Grant. “School re-entry for formerly incarcerated youth.” (Principal Investigator). \$341,383. (Submitted February 2021).
2. W. T. Grant Foundation, Research Grants on Reducing Inequality. “Relationships Matter: Reducing Racial and Ethnic Disparities in Juvenile Carceral Systems and Promoting Resilience through Diversion Programming.” (Co-Principal Investigator). \$600,000. (LOI submitted August 4, 2021).

Not Funded:

STEM-focused Data and Leadership Practices

1. Department of Education. Supporting Effective Educators Development (SEED) grant. (Submitted June 2020). (Co-Principal Investigator). \$3,400,000.
2. Department of Education. Supporting Effective Educators Development (SEED) grant. (Submitted June 2018). (Co-Principal Investigator).

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School Structures that Enhance Learning

3. National Science Foundation, ITEST Program. (Submitted August 2020). “Enhancing underrepresented boys' engagement in stem through mentoring and family involvement”. (Co-Principal Investigator). \$3,000,000.
4. Department of Defense STEM Grant. (Submitted March 2020). “Expansion of STEM through mentoring and father involvement.” (Co-Principal Investigator). \$2,000,000.
5. National Science Foundation IUSE Grant. (Submitted Fall 2019). “Culturally responsive engineering peer-led team learning workshops.” (Co-Principal Investigator). (\$2,500,000).
6. AERA Research Grants Program. (Submitted May 2019). “The retention of engineering undergraduates at Hispanic-Serving Institutions.” (Principal Investigator).
7. University of Houston Grants to Enhance and Advance Research. “Examining predictors of student retention in engineering at a Tier I Hispanic-Serving Institution.” (Submitted Spring 2019). (Internal; Principal Investigator).
8. University of Houston Grants to Enhance and Advance Research. “Investigating attrition among undergraduates in Chemical and Biomolecular engineering.” (Submitted Spring 2018). (Internal; Principal Investigator).
9. National Science Foundation Noyce Grant. (Submitted 2017). (Evaluator).
10. National Science Foundation Research Experiences for Teachers Grant. (Submitted Summer 2016). (Evaluator).
11. National Science Foundation INCLUDES: Houston Launch. (Submitted 2016). Completed but not submitted. (Co-Principal Investigator).
12. American Educational Research Association Research Grant. “Defining STEM schools and estimating their effects on secondary and postsecondary student outcomes.” (Submitted Fall 2015). (Principal Investigator).
13. National Science Foundation Noyce Grant. “Houston Instruction, Learning and Leadership in STEM (HILLS) Project.” (Submitted 2015). (Evaluator).
14. Spencer Foundation. (Submitted 2015).
15. Institute for Education Sciences. (Submitted 2014).

School Re-entry for Justice-Involved Youth

16. Spencer Foundation Large Research Grant. (Finalist; Submitted February 2020). “School re-entry for formerly incarcerated youth.” (Principal Investigator). \$305,000.
17. Spencer Foundation Large Research Grant. (Submitted Summer 2019). “School re-entry for justice-involved youth.” (Principal Investigator). (\$400,000).

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Houston | Texas

18. Spencer Foundation Conference Grant. (Submitted Fall 2018). “The prison-to-school pipeline: Research, policy, and practice.” (Co-Principal Investigator). (\$50,000).
19. Greater Texas Foundation. (Finalist; Submitted Fall 2017). “Examining the re-entry process: How schools support persistently disciplined and justice-involved students.” (Principal Investigator).
20. University of Houston Grants to Enhance and Advance Research. “Examining the Impact of Schools-within-Schools on Segregation and Student Outcomes.” (Submitted 2016). (Internal; Principal Investigator).

Other

21. Spencer Foundation Dissertation Award. (Submitted 2011).

REFEREED CONFERENCE PAPERS AND PANELS [39]
STEM-focused Data and Leadership Practices

1. **Snodgrass Rangel, V.**, Butcher, K., & Farmer, M. “The Effects of Participating in a Principal Residency Program on Aspiring School Leaders.” To be presented at the 2021 annual meeting of the University Council for Educational Administration.
2. †**Snodgrass Rangel, V.**, Cunningham, K., & Lochmiller, C. (2020). “Developing educational leadership in mathematics and science.” Presented at the annual meeting of the University Council for Educational Administration.
3. **Snodgrass Rangel, V.** (2018). “Time use among principals with STEM instructional backgrounds.” Presented at the annual meeting of the University Council for Educational Administration.
4. **Snodgrass Rangel, V.** (2017). “STEM Leaders: An investigation of the instructional backgrounds of high school principals.” Presented at the annual meeting of the University Council for Educational Administration.
5. †**Snodgrass Rangel, V.**, Suskavcevic, M., Kapral, A., & Dominey, W. (2017). “Revalidating the school participant empowerment scale among science and mathematics teachers.” Presented at the annual Meeting of the American Educational Research Association.
6. †**Snodgrass Rangel, V.**, Bell, E. R., & Monroy, C. (2016). “Working with Middle School Science Teachers to Design and Implement an Interactive Data Dashboard.” Presented at the annual meeting of the American Educational Research Association.
7. †**Snodgrass Rangel, V.**, Bell, E. R., & Monroy, C. (2015). “How instructional coaches shape teachers’ sensemaking around data use.” Presented at the annual meeting of the University Council for Educational Administration.

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8. **Snodgrass Rangel, V.**, Monroy, C., Bell, E. R., & Whitaker, J.R. (2013). "Teacher-centered Design: Improving a K-12 Curriculum and its Dashboard." Presented at the annual Meeting of the National Association for Research on Science Teaching.

School Structures that Enhance Learning

9. †Henderson, J., **Snodgrass Rangel, V.**, Holly, J., Greer, R., & Manuel, M. (2021). "The development of engineering identity among elementary school boys." Presented at the annual meeting of the American Educational Research Association.
10. **Snodgrass Rangel, V.**, Vaval, L., Bowers, A., & Doan, V. (2020) "Investigating which STEM high schools serve which students best". Accepted for presentation at the Modern Modeling Methods Conference. (Conference canceled).
11. †**Snodgrass Rangel, V.** & Ballysingh, T. A. (2020). Replicating and extending Engberg and Gilbert's typology of counseling opportunity structures. Presented at the annual meeting of AERA Annual Meeting <http://tinyurl.com/slqyucx> (Conference Canceled).
12. †**Snodgrass Rangel, V.**, Henderson, J., Doan, V., Jones, S. J., Greer, R. & Manuel, M. (2020). Explaining variability in the implementation of an after-school STEM mentoring program. Accepted for presentation at the annual meeting of the American Educational Research Association <http://tinyurl.com/r9e4ldu> (Conference Canceled).
13. †Henderson, J., **Snodgrass Rangel, V.**, Holly, J., Greer, R., & Manuel, M. (2020). "The role of mentors in the development of engineering identity among elementary school boys." Accepted for presentation at American Society for Engineering Education. (Paper withdrawn).
14. Manuel, M., **Snodgrass Rangel, V.**, Henderson, J., & Greer, R. (2020). "Pre-service science teachers' self-efficacy embedding the engineering design process and culturally responsive practices." Accepted for presentation at American Society for Engineering Education. (Paper withdrawn).
15. †Ballysingh, T., **Snodgrass Rangel, V.**, Sáenz, V., Gonell, E. (2019). "Mechanisms of Matriculation: The Role of Professional Counselors in the College Choice Processes of Latino Men." Presented at the annual meeting of the Association for the Study of Higher Education.
16. †**Snodgrass Rangel, V.**, Doan, V., Vaval, L., & Bowers, A. (2019). "Identifying a typology of students' motivational beliefs in STEM." Presented at the annual meeting of the American Educational Research Association.
17. †**Snodgrass Rangel, V.**, Henderson, J., Greer, R., Manuel, M., & Rizvi, S. (2019). "The Motivations of STEM Mentors." Presented at the annual meeting of the American Educational Research Association.
18. Manuel, M., Henderson, J., & **Rangel, V.** (2018). "A Collaborative Effort at University of Houston to Integrate Engineering Design into the Step 1 Course". Presented at the annual UTeach Annual Conference.

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19. **Snodgrass Rangel, V.**, Bell, E. R., Monroy, C., & Whitaker, J. R. (2013) “A year in review: Year 1 results from an Evaluation of an online blended science curriculum model in an urban district.” Presented at the annual Meeting of the American Educational Research Association.
20. †Monroy, C., **Snodgrass Rangel, V.**, Whitaker, J. R. (2013). “STEMscopes: Contextualizing learning analytics in a K-12 science curriculum.” Presented at the annual Meeting of the Learning Analytics and Knowledge Conference.
21. †Holme, J. J. & **Snodgrass Rangel, V.** (2013). “Organizational (dis)advantage: How a school’s social context affects organizational social capital and school performance.” Presented at the annual Meeting of the University Council for Educational Administration.

†Denotes paper has been published or submitted for publication

Presentations with Graduate Students

22. *Khemakhem, A. & **Snodgrass Rangel, V.**, & Peters-Hawkins, A. “The effect of principal preparation programs on students’ cultural intelligence.” To be presented at the 2021 annual meeting of the University Council for Educational Administration.
23. *†Franklin, D. & **Snodgrass Rangel, V.** (2021) “A comparison of middle school girls’ mathematics and science achievement at a single sex school and two co-educational schools.” Presented at the 2021 annual meeting of the American Educational Research Association.
24. *†Ogwumike, I., **Snodgrass Rangel, V.**, & Johnson, D. D. (2020). “Examining one principal’s actions: a case study of their impact on a school’s culture and out of school suspension.” Presented at the annual meeting of the University Council for Educational Administration.
25. *Clark, D. & **Snodgrass Rangel, V.** (2018). “Implementation of college and career readiness in Texas: A case study of how stakeholders make sense of House Bill 5.” Presented at the annual meeting of the University Council for Educational Administration.
26. *†Landa, L. & **Snodgrass Rangel, V.** (2018). “An examination of parent engagement in primarily Hispanic high school campuses in a large urban school district.” Presented at the annual meeting of the University Council for Educational Administration.
27. *†Raymond, T. & **Snodgrass Rangel, V.** (2018). “Teacher Preparation and Novice Teachers’ Self-Efficacy in Literacy Instruction.” Presented at the annual Meeting of the American Educational Research Association.
28. *Taylor, A. & **Snodgrass Rangel, V.** (2018). “An investigation of the relationship between teacher turnover and teacher engagement.” Presented at the annual Meeting of the American Educational Research Association.

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29. *†Calhoun, Y. & **Snodgrass Rangel, V.** (2017). “A case study of students’ perceptions of the benefits and challenges of attending an early college high school.” Presented at the annual meeting of the University Council for Educational Administration.

Other

30. **Snodgrass Rangel, V.**, Urick, A., Bowers, A., & Tabron, L. (2018). “Improving how we teach quantitative methods to aspiring educational leaders.” Critical Conversation Session organized for the annual meeting of the University Council for Educational Administration.
31. **Snodgrass Rangel, V.**, Bell, E. R., Monroy, C., & Whitaker, J. R. (2014). “Investigating blended learning: What matters for implementing a digital science curriculum in an urban district.” Presented at the annual meeting of the American Educational Research Association.
32. †**Snodgrass Rangel, V.**, Bell, E. R., Monroy, C., & Whitaker, J. R. (2014). “The potential of learning analytics data in implementation research.” Presented at the annual meeting of the American Educational Research Association.
33. **Snodgrass, Rangel, V.** & Brown, J. (2011). “Building Bridges: Closing the Gap Between the Academic and Policy Worlds.” Policy Panel Discussion. Presented at the annual Meeting of the University Council for Educational Administration.
34. †Holme, J. J., Carkhum, R., & **Snodgrass Rangel, V.** (2011). “High pressure reform: Examining urban schools’ response to multiple school choice policies.” Presented at the annual Meeting of the American Educational Research Association.
35. †Palmer, D., **Snodgrass Rangel, V.**, Gonzales, R., & Morales, V. (2010). “Teacher leadership through advocacy in bilingual classrooms.” Presented at the annual Meeting of the University Council for Educational Administration.
36. Wayman, J. C., Cho, V., Jimerson, J., & **Snodgrass Rangel, V. W.** (2010). “The Data-Informed District: A Systemic Approach to Educational Data Use.” Presented at the annual Meeting of the American Educational Research Association.
37. †Holme, J. J. & **Snodgrass Rangel, V. W.** (2009). “Putting school reform in its place: The social geography of policy implementation.” Presented at the annual Meeting of the University Council for Educational Administration.
38. †Palmer, D. & **Snodgrass Rangel, V. W.** (2009). “Bilingual teachers respond to TAKS: Access to curriculum for English learners in Texas.” Presented at the annual Meeting of the American Educational Research Association.
39. Gonzales, R., Dietz, L., Ramdoss, S., & **Snodgrass, V.** (2009). “A tale of two tests: English language proficiency and academic achievement assessments in Texas.” Presented at the annual CHASP Conference at the Lyndon B. Johnson School for Public Affairs, The University of Texas at Austin:

†Denotes paper has been published or submitted for publication

*Denotes collaboration with a graduate student

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TEACHING

DOCTORAL COURSES AND SUPERVISION

COURSES TAUGHT [Average overall teaching effectiveness: 4.2/5; average overall course quality 4.2/5]

- Master's of Education Courses:
 1. Research for Educational Leaders
 2. Data-Informed Decision-Making
- Doctor of Education Courses:
 1. *Program Evaluation
 2. *Introduction to Research Design
 3. *Introduction to Statistics
- Ph.D. Courses:
 1. Policy & Politics (The University of Texas at Austin)
 2. Research Design (The University of Texas at Austin)

*New prep/syllabus I created for the K-12 Professional Leadership Program

ED.D. THESES CHAIRED

Completed [21]:

1. Eiland, Deanna. (May 2016). Whiteness in a hidden space-unspoken but still there, in a private space, the classroom.
2. Ferdinand, Michele. (December 2016). Examining the relationship between first-year teacher perceptions, new teacher induction and teacher retention in the 21st century
3. *†Calhoun, Yolanda. (December 2016). A case study of an early college high school: students' perceptions of the benefits and challenges experienced while attending an early college high school and factors influencing program completion
4. *†Raymond-West, Trenice. (December 2016). A case study of an early college high school: students' perceptions of the benefits and challenges experienced while attending an early college high school and factors influencing program completion
5. Ghorbanian, Sara. (December 2016). An examination of the perceptions of human resource managers and principals regarding human resource practices in a fast-growing suburban school district
6. †Taylor, Ariel. (May 2017). Examining the relationship between teacher turnover and teacher engagement
7. Orduña, Armando. (December 2017). An Investigation into the Connection between Out-of-School Time S.T.E.M. Learning and Student English Acquisition
8. Sneed, Yolonda. (May 2018). Confronting challenges and engaging success: Ninth grade academies.

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9. *†Landa, Luis. (May 2018). An examination of parent engagement in primarily Hispanic high school campuses in a large urban school district.
10. Hall, Michelle. (December 2018). How much does teacher turnover matter? The mediating impact of teacher turnover upon student socioeconomic status and student achievement.
11. †Clark, Donna. (May 2019). [Implementation of College and Career Readiness in Texas: A Case Study of How Stakeholders Make Sense of House Bill 5](#)
12. Meyers, Gregory. (May 2019). [Texas School Accountability: A Blueprint for Literacy?](#)
13. †Ogwumike, Ify. (December 2019). Examining one principal's actions: Their impact on a school's culture and out of school suspension (OSS)
14. †Franklin, Delesa. (December 2019). A comparative analysis of mathematics and science achievement in an all-girls school
15. Sanchez, David. (December 2020). Voices from the trenches: the relationship between teachers' grit, resilience and the intention to leave their current job among teachers and military veteran teachers.
16. †Khemakhem, Aysha. (December 2020). Towards culturally competent educational leaders: An examination of the development of educational leaders' cultural intelligence in educational leadership preparation programs.
17. Fritzenschaft, Mark. (May 2021). Estimating the impact of professional development on novice alternatively-certified teachers' self-efficacy.
18. Brown, Sarah. (May 2021). Employee engagement and predictors of potential teacher turnover: does covid-19 play a role?
19. Ortiz, Michael. (May 2021). The effect of political affiliation and political ideology match/mismatch between high school teachers and students on student academic outcomes.
20. Maddocks, Andrew. (July 2021). Recapture and the performing arts: investigating the relationship between the Texas educational finance system and the opportunity gap in performing arts programs in public school districts.
21. Hayes, Felicia. (July 2021). Examining the impact of first-year mentoring and self-efficacy on novice teachers' turnover intentions.

*Denotes thesis has been published

†Denotes thesis has been accepted for presentation or presented at a national or international conference

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In Progress:

1. Guzmán, Elizabeth. (Expected December 2021).
2. Berry, Damian. (Expected December 2021).
3. Bennett, Tracey.
4. Wilkins, Jeanine.
5. Tovar, John.
6. Hill-Kennedy, Toni.
7. Treviño, Migdalia.
8. Giddings, Clarissa.
9. Kargbo, Kathryn.
10. Perkins, Heather. (Co-Chair).
11. Oresanya, Lateef. (Co-Chair).

COMMITTEES SERVED ON

Completed:

1. Hubert, Bonnie. (December 2015).
2. Rodriguez, Victoria. (December 2015).
3. Busby, Courtney. (December 2016).
4. Crook, Dameion. (December 2016).
5. Hill, Trenice. (May 2017).
6. Garrett, Latoya. (May 2017).
7. Guzman, Leticia. (May 2019).
8. Moreno, Marissa. (Ph.D., May 2019).
9. López, José. (May 2021).
10. Peery, Madeleine. (August 2021).

In Progress:

1. Medina, Gerardo.
2. Doan, Victoria. (Higher Education Ph.D. program; Methodologist).
3. Constant, Leslie.
4. Quintero, Monica.
5. Esat, Gulden. (Psychological Health and Learning Sciences Ph.D. program).
6. Kapral, Andrew. (Higher Education Ph.D. program).
7. Punch-Brown, Cynae.

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SERVICE

NATIONAL SERVICE

American Educational Research Association

1. Program Committee Chair (Division A) 2021-2022
2. Program Committee Chair (Division H) 2020-2021
 - a. Organized and moderated 2021 Presidential Session: “The School-to-Prison Pipeline and Back”
3. Program Committee Assistant Chair (Division A) 2020-2021
4. Reviewer (Politics of Education Association SIG Outstanding Dissertation) 2021
5. Co-Chair (Section 1, Division A Program Committee) 2019-2020
6. Assistant Program Chair (Division H) 2019-2020
7. Chair (Section 4, Division H Program Committee) 2018-2019
8. Chair (Section 1, Division H) 2016-2018
9. Graduate Student Mentor (Division H) 2013, 2016, 2018, 2019
10. Outstanding Publications Reviewer (Division H) 2015, 2017
11. Mentor Graduate Student Committee Dialogic Forum (Division) 2016
12. Graduate Student Junior Representative (Division A) 2011-2012
13. Submission reviewer, session chair, session discussant 2008-present
14. Member since 2008 (Divisions A, H, J & L)

University Council for Educational Administration

1. Plenary Session Representative 2018-2020
2. Research Mentor, Researcher Development Program 2019-2020
3. Mentor for Graduate Student Council 2018
4. Submission reviewer 2008-present
5. UCEA member (since 2009)

Ad hoc Reviewer for:

1. AERA Open (Impact factor 1.89)
2. Urban Education (Impact factor 2.58)
3. Educational Researcher (Impact factor 3.48)
4. Review of Educational Research (Impact factor 8.327)
5. Educational Policy (Impact factor 2.46)
6. Educational Administration Quarterly (Impact factor 2.14)
7. Teachers College Record (Impact factor 0.97)
8. Science Education (Impact factor 3.5)
9. School Effectiveness and School Improvement (Impact factor 1.37)

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10. European Journal of Psychology in Education (Impact factor 1.78)
11. International Journal of Mentoring and Coaching (Impact factor 2.089)

Panel Reviewer for the National Science Foundation

2014, 2015, 2018

COLLEGE SERVICE

1. Co-Chair, Search Committee (3 open-rank faculty positions). (2020-2021).
2. Member, K-12 Student Evaluation Committee (2021-)
3. Secretary, Faculty Development Committee, Faculty Executive Committee (2016-2017), (2020-2021).
4. Member, Departmental Adjunct Faculty Support Committee. (2020-).
5. Member, Ending Inequities Committee, College of Education. (Summer-Fall 2020).
6. Member, COVID-19 Ad hoc Budget Committee, College of Education. (Summer 2020).
7. Chair, K-12 Search Committee, Department of Educational Leadership and Policy Studies (1 associate faculty position). (2019-2020).
8. Member, Research Committee, Faculty Executive Committee (2018-2019, 2019-2020).
9. Organizer, Research brown bag series for K-12 program (Fall 2018)
10. Member, K-12 Search Committee (2 tenure track positions, 1 clinical position). (2017-2018).
11. Member, Strategic Planning Committee, Research Subcommittee (2017-2018).
12. Member, Strategic Planning Committee, Community Engagement. (2017-2018).
13. Secretary, Institutional Assessment Committee, Faculty Executive Committee (2017-2018).
14. Member, K-12 Leadership Program: M.Ed. Visioning Subcommittee (Fall 2017)
15. Member, K-12 Leadership Program Class Policies Task Force (Fall 2016).
16. Member, Promotion and Tenure Task Force (Fall 2016).
17. Member, K-12 Search Committee (4 tenure track faculty positions). (2015-2016).
18. Member, K-12 Search Committee (2 clinical faculty positions). (2015-2016).
19. Member, Strategic Planning Committee (2015-2016).

UNIVERSITY SERVICE

1. Member, University of Houston IRB Board (2021-present).
2. Faculty guest speaker for Dr. Jerrod Henderson's undergraduate research group (College of Engineering) (Spring, 2019).
3. Faculty Speaker for Houston Scholars Discussion Session (Spring, 2016).
4. Faculty Reviewer for Graduate Research and Scholarship Projects (GRaSP) (Fall, 2015).

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SERVICE TO THE COMMUNITY

1. Board member, Urban Enrichment Institute (2021-present).
(<https://www.ueinstitute.org/board-of-directors>)
2. Advisory Board member, Rice University School Mathematics Project (2019-present).
(<https://rusmp.rice.edu/about/rusmp-advisory-board>)
3. Research Mentor, Katy ISD AP course (2019-2020).
4. Harris County Juvenile Justice School Re-entry Policy Committee (2018-2019).
5. Advisor for research and evaluation, iEducate (2018-2019).
6. Second grade representative, Harvard Elementary School PTA (2018-2019).