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EDUCATION

- Ph.D.** University of Texas at Austin (2019)
Educational Policy and Planning with concentration in Race and Gender Studies
Austin, Texas
- M.S.** Florida International University (2010)
Urban Education; African Diaspora Studies
Miami, Florida
- B.S.** University of South Florida (2005)
English Education
Tampa, Florida

PROFESSIONAL APPOINTMENTS

- March 2021 to present Faculty Research Fellow, Minority Educator Recruitment, Retention, and Equity Center, Virginia Commonwealth University
- January 2021 to present Research Affiliate, New York University
- August 2020 to present Assistant Professor, Virginia Commonwealth University, Department of Educational Leadership & Institute for Inclusion, Inquiry, and Innovation
- July 2019 to July 2020 Visiting Assistant Professor, Virginia Commonwealth University, Department of Educational Leadership & Institute for Inclusion, Inquiry, and Innovation
- Summer 2016 Policy Intern, The White House Initiative on Educational Excellence for African Americans, United States Department of Education, Washington, DC.

AREAS OF INTEREST

The cultural politics of race in education policy;
Teacher labor markets with an emphasis on policies and leadership practices impacting teachers of color;
Policies and leadership practices shaping school-community dynamics and partnerships.

SCHOLARSHIP

PEER-REVIEWED JOURNAL ARTICLES

* indicates graduate student co-author

Apugo, D., **Castro, A.**, & Dougherty, S.* (accepted at *Review of Educational Research*). A review of Black girls' urban schooling experiences: Power, policies, and practices.

Castro, A., Siegel-Hawley, G., Bridges, K., & Williams*, S. (in press). Narratives of school rezoning: How racial storylines shape belonging, leadership decisions, and school boundary lines. *AERA Open*.

Castro, A., & Jabbar, H., & Nunez*, S. (in press). School Choice, Teachers' Work, and Professional Identity. *Education Policy Analysis Archives*

Green, T. L., Latham Sikes, C., Horne, J., **Castro, A.**, Germain, E. (2022). Making Waves: Districts as Policy Mediators in the Flow of School Gentrification. *Education Policy*. DOI: 10.1177/08959048221087203

Castro, A., Parry, M.*, & Siegel-Hawley, G., (2022). "All schools are not created equal:" An Analysis of Public Comments on School Rezoning. *Education Policy Analysis Archives*, 30, (13). <https://doi.org/10.14507/epaa.30.6984>

Siegel-Hawley, G., **Castro, A.**, Bridges, K., (2021). Race and School Rezoning Criteria. *Contexts*, 20(3), <https://doi.org/10.1177/15365042211035348>

Castro, A. (2021). Hiring emergency certified teachers: A solution or dilemma for school leaders? *Journal of Education Human Resources*. Online Access. <https://doi.org/10.3138/jehr-2020-0032>

Castro, A., & Edwards, W. (2021). Innovation to what end? Exploring the dynamic landscape of Texas teacher preparation pathways. *Education Policy Analysis Archives*, 29(63). <https://doi.org/10.14507/epaa.29.6217>

Green, T., Germain, E., **Castro, A.**, Latham Sikes, C., Sanchez, J., & Horne, J., (2020). Changing neighborhoods, same schools? An emerging typology of school changes in a gentrifying district. *Urban Education*. DOI: 10.1177/0042085920974090

Castro, A. (2020). Tensions between what principals know and do: The role of labor market conditions on teacher recruitment and hiring. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2020.1833352>

Holme, J., **Castro, A.**, Barnes, M. Haynes, M., & Germain, E., & Sikes, C. (2020). Studying the implementation of the federal full-service community schools grant program. *Education Policy*. <https://doi.org/10.1177/0895904820901479>

Jabbar, H., Cannata, M. Germain, E., & **Castro, A.** (2019). It's who you know: How teachers use social networks to find jobs in decentralized labor markets. *American Educational Research Journal*, 57(4), 1485-1524.

Green, T. L., **Castro, A.**, Lowe, T., Gururaj, S., Sikes, C., & Mba, C. (2019). Gaining on-the-ground perspectives in developing the community equity literacy leadership assessment (CELLA) for principal. *International Journal of Educational Management*. 34(2), 417-431.

Jabbar, H., **Castro, A.**, & Germain, E. (2019). To switch or not to switch? The influence of school choice and labor market segmentation on teachers' job searches. *Educational Evaluation and Policy Analysis*. 41(3), 375-399.

Green, T. L., Sánchez, J. D., **Castro, A.** (2019). Closed schools, open markets: A critical geospatial analysis of school closures and charter openings in Detroit. *AERA Open*. 5(2), 1-14.

Green, T. L. & **Castro, A.** (2017). Doing counterwork in the age Trump: Resisting a Trump-DeVos education agenda. *International Journal of Qualitative Studies in Education*, 30(10), 912-919.

Jackson, K., Pukys, S., **Castro, A.**, Hermosura, L., Mendez, J., Vohra-Gupta, S. Padilla, Y., & Morales, G., (2017). Using the transformative paradigm to conduct a mixed-methods needs assessment of a marginalized community: Methodological lessons and implications. *Evaluation and Program Planning*, 66, 111-119.

Castro, A. (2016). Review of *Resisting reform: Reclaiming public education through grassroots activism*, by K. VanSlyke-Briggs, E. Bloom & D. Boudet (Eds.). *Education Review*, 23, 1-6.

Castro, A., Malinowska, A., & Serrata, L. (2015). An overview of immigration issues in education: A brief history and contemporary issues. *Texas Education Review*. 3(1), 1-11.

NON-PEER REVIEWED PUBLICATIONS

Bridges, K., **Castro, A.**, & Siegel- Hawley, G. (2022, January). [Public Comment Equity: Imbalance of Voices](#). *American School Board Journal*.

Castro, A., Hoffman, A., Becker, J., Naff, D., Willis, P., & Kane, A. (2022). *Teacher Retention Policy Coherence: An Analysis of Teacher Retention Policies and Practices Across Federal, State, and Division Levels*. Metropolitan Educational Research Consortium.

Castro, A., Hoffman, A., Carter, C., Keegan, B., Krewson, R., Burke, J., Scott, L., & Pierce, L., (2021). Virginia Teacher Licensure Policy: Biases and Barriers to Diversifying the Workforce (SJR 15). [Final report](#) submitted to Virginia Department of Education.

Siegel-Hawley, G., Taylor, K., Bridges, K., Frankenberg, E., **Castro, A.**, Williams, S. & Haden, S., (2020, November). [School Segregation by Boundary Line in Virginia: Scope, Significance and State Policy Solutions](#). Center for Education and Civil Rights.

Castro, A. Germain, E. Gooden, M. (2018). Policy Brief 2018-3: [Increasing diversity in K-12 school leadership](#). University Council for Educational Administration.

Castro, A., Quinn, D. J., Fuller, E., Barnes, M. (2018). Policy Brief 2018-1: [Addressing the importance and scale of the U.S. teacher shortage](#). University Council for Educational Administration.

Vohra-Gupta, S., Padilla, Y., Moran Jackson, K., Hermosura, L., **Castro, A.**, Mendez, J. Morales, G. (2015). [Southeast Georgetown needs assessment: Documenting resident stories and community conditions](#). Institute for Urban Policy Research & Analysis

BOOK CHAPTERS

Castro, A. (in press). Money Matters: A Review of Incentive Policies for Recruiting and Retaining Teachers of Color. *AERA Handbook for Research on Teachers of Color*.

Castro, A. (under review). Mapping Antiracism in Teacher Workforce Policy. *#BlackEducatorsMatter: Black Educators as Freedom Fighters Amidst Antiracism*. Harvard Education Press.

PUBLIC SCHOLARSHIP

Seneschal, J., Castro, A., Hoffman, H., Armstrong, A. (2022). [How Coherent are Policies about Teacher Retention](#). *Abstract* (podcast of the Metropolitan Educational Research Consortium).

Castro, A. (2017, October). [The activist work of K-12 educators](#). *Black Perspectives*.

Castro, A. (2016, October). [Editorial: What we can learn from a teacher on Netflix](#). *NBC News*.

Johns, D. & Castro, A. (2016, October). [Want to empower kids? Here's the one powerful question to ask](#). *Parent Toolkit*.

Johns, D. & Castro, A. (2016, August 2016). [Get LIT\(eracy\): Supporting a lifelong love of reading](#). *NBC News*.

Castro, A. & Johns, D. (2016, August). [Editorial: Ending the school-to-prison Pipeline is village work](#). *NBC News*.

Johns, D. & Castro, A. (2016, July). [Editorial: Education is the Civil Right](#). *NBC News*. Republished as 5 Reasons the Civil Rights Act of 1964 Is Just as Relevant Today. *Education Post*.

Castro, A. & Johns, D. (2016, June). [Here's how we can ensure educational opportunities to support Black women and girls](#). *Education Post*.

Castro, A. & Mims, L. (2016, June). [5 Ways schools can support African American LGBTQ youth](#). *Education Post*.

PROFESSIONAL PRESENTATIONS

REFEREED PROFESSIONAL PRESENTATIONS

Castro, A., Pointer*, A., & Gomez, R. (2022, *forthcoming*). Racialized Stress and Teacher Morale: Teachers of Color Navigating the Workplace. Forthcoming presentation at American Sociological Association.

Castro, A., Edwards, W., & Stanley, D. (2022, *forthcoming*). Racialized Teacher Tracking: The Systematic Exclusion of Black Teachers from Advanced- Level Coursework Across Districts. Forthcoming presentation at American Sociological Association.

Castro, A., Siegel-Hawley, G., Bridges, K., & Williams, S*. (2022). *Drawn into Policy: A Systematic Review of School Rezoning Inputs, Influences and Outcomes*. Paper presented at American Educational Research Association.

Siegel-Hawley, G., Castro, A., Frankenberg, E., Taylor-Beierl, A., * & Bridges, K., (2022). *When Public Meets Private: Private School Enrollment and Segregation in Virginia*. Paper presented at American Educational Research Association.

Castro, A., Parry, M.*, & Siegel-Hawley, G., (2021). Interrogating the “Value” of Rezoning: An Examination of Public Comments in Segregated School Districts. Paper presented for symposium session, *Will Equity Emerge Stronger (or Weaker) in Education? Critical Policy Analysis across Contexts* at University Council for Educational Administration.

Bridges, K. & Castro, A. (2021). Not By Accident: Redesigning Policy & Processes for More Equitable Outcomes. Presentation at Virginia School Boards Association.

Castro, A., Parry, M., * & Siegel-Hawley, G., (2021). “All Schools Are Not Created Equal:” An Analysis of Public Comments on School Rezoning. Paper presented at American Educational Research Association. Online conference.

Gomez, R., Cormier, D., & Castro, A. (2021). *Whiteness Semiotics as Southern Heritage: An Analysis of Colonial Symbolism in PreK-12 Schools within the Home of the Confederacy*. Paper presented at American Educational Research Association. Online conference.

Siegel-Hawley, G., Bridges, K., Castro, A., Frankenberg, E., & Taylor, K. (2021). “Race-neutral” Rezoning and Racially Inequitable Outcomes: A Look at Contemporary Policies, Processes, and Politics that Drive Myth and Reality. Paper presented at American Educational Research Association. Online conference.

McNeil, T., Cormier, D., Castro, A., & Young, C. (2021, January). Building Culturally Responsive Professional Development Practices Among Pre-Service Teachers and Aspiring Principals at an HBCU. Paper presented at American Association of Colleges for Teacher Education (AACTE). Online conference.

Castro, A., Siegel-Hawley, G., Bridges, K., Williams, S., * & Haden, S., * (2020, November). *Narratives of School Rezoning: How stories shape belonging, leadership decisions, and school boundary lines*. Paper presented at University Council for Educational Administration. Online conference.

Green, T., Castro, A., Germain, E., Latham Sikes, C., Horne, J. (2020, November). *An Emerging Typology of School Changes in a Gentrifying Urban School District*. Paper presented at University Council for Educational Administration. Online conference.

Castro, A. & Hoffman, A. (2020, December). *Finding Coherence in Teacher Induction Programs*. Poster presented at Virginia Association for Supervision and Curriculum Development Annual Conference. Online conference.

Robnolt, V., Edmondson, E., Becker, J., Castro, A., Senechal, J., (2020, October). *Teacher Workforce Experiences in 2020: Key Takeaways from the MERC Teacher Retention Team*. Paper presented at Metropolitan Educational Research Consortium Conference.

Castro, A. (2020, April). A review of incentive policies for recruiting and retaining Teachers of Color. 2020 AERA Presidential *Handbook for Research on Teachers of Color roundtable Session*. American Educational Research Association. San Francisco, CA. Conference Cancelled.

Green, T., Sanchez, J., & Castro, A., (2020, April). *Geography and GIS*. Accepted symposium for American Educational Research Association. San Francisco, CA. Conference Cancelled.

Jabbar, H., Castro, A., & Germain, E. (2020, January). *To switch or not to switch? The influence of school choice and labor market segmentation on teachers’ job searches*. Paper presented at International School Choice and Reform Conference. Fort Lauderdale, FL.

Green, T., Castro, A., Latham Sikes, C., Horne, J. & Jamerson, D. (2019, November). *A Content Analysis of K-12 School Districts' Racial Equity Policies*. Paper presented at University Council for Educational Administration. New Orleans, LA.

Castro, A. & Edwards, W. (2019, November). *Innovation to What End? Exploring the Growing Landscape of Texas Teacher Preparation Pathways*. Paper presented at University Council for Educational Administration. New Orleans, LA.

Castro, A. (2019, April). *Principals making sense of teacher labor market policies: Shortages, salaries, and strikes*. Paper presented at American Educational Research Association. Toronto, Canada.

Castro, A. (2019, April). *When principals can't find teachers: Organizing schools for teacher retention in a teacher shortage environment*. Paper presented at American Educational Research Association. Toronto, Canada.

Castro, A. (2018, November). *Exploring principals' hiring practices in teacher shortage environments*. Paper presented at University Council for Educational Administration. Houston, TX.

Jabbar, H., Cannata, M., Germain, E., & Castro, A. (2018, November). *It's who you know: The role of social networks in a changing labor market*. Paper presented at University Council for Educational Administration. Houston, TX.

Castro, A. (2018, April). *Beyond incentives: A review of teacher shortage policies in a changing market*. Paper presented at American Educational Research Association, New York City, NY.

Green, T. L., Castro, A., Lowe, T., Gururaj, S., Sikes, C., & MBA, C. (2018, April). *Beyond the Ivory Tower: Leveraging community perspectives in the development of the Community Equity Literacy Leadership Assessment (CELLA) for principals*. Paper presented at American Educational Research Association, New York City, NY.

Jabbar, H., Cannata, M. Germain, E. & Castro, A. (2018, April). *It's who you know: How teachers use social networks to find jobs in portfolio districts*. Paper presented at American Educational Research Association, New York City, NY

Green, T., Castro, A., Lowe, T., Gururaj, S., Sikes, C., & MBA, C. (2017, November). *Gaining on-the-ground perspectives in developing the community equity literacy leadership assessment (CELLA) for principals*. Paper presented at University Council for Educational Administration, Denver CO.

Scott, M., Wan, G., Castro, A. (2017, May). *CAEP as governmental oversight: A Foucauldian analysis of race and neoliberalism in U.S. teacher education*. Paper presented at Critical Race Studies in Education Association. Indianapolis, IN.

Green, T., Sanchez, J. & Castro, A. (2017, April). *Closed schools, open markets: Mapping the spatial distribution of closures and charters in Detroit*. Paper presented at American Educational Research Association, San Antonio, TX.

Castro, A. (2017, April). *Framing teacher equity to provide equitable access to excellent educators*. Paper presented at American Educational Research Association, San Antonio, TX.

Holme, J., Castro, A., Barnes, M. Haynes, M., & Germain, E., & Sikes, C. (2017, April). *Studying the implementation of the federal Full-Service Community Schools Grant Program*. Paper presented at American Educational Research Association, San Antonio, TX.

Vohra-Gupta, S., Padilla, Y. C., Mendez, J., Morales, G., Jackson, K. M., Hermosura, L., & Castro, A. (2017, January). *Social determinants of health in the context of changing demographics: Emerging Hispanic communities*. Poster presented at the annual meeting of the Society for Social Work and Research, Washington, DC.

Castro, A. (2016, November). *Performing equity: An analysis of the Equitable Access to Excellent Educators Initiative*. Paper presented at University Council for Educational Administration. Detroit, MI.

Holme, J., Castro, A., Barnes, M. Haynes, M., & Germain, E. (2016, November). *Studying the implementation of the Federal Full-Service Community Schools Grant Program*. Paper presented at University Council for Educational Administration. Detroit, MI.

Castro, A. (2015, November). *How “alternative” are alternative teacher certification programs? Towards an organizational analysis of alternate routes to teaching*. Paper presented at University Council for Educational Administration. San Diego, CA.

PROFESSIONAL PRESENTATIONS & INVITED TALKS

Invited Panelist: “Closing the Achievement Gap with Teacher Diversity.” (2022, June). Grace E. Harris Leadership Institute and the Minority Political Leadership Institute at Virginia Commonwealth University.

Invited Speaker: Career Interests: Potential Pathways and Possibilities. (2021, October). University of Texas at Austin.

Invited Panelist: Teachers of Color Conference: Beyond Envisioning Equity: Situating Teacher of Color Voices. Center for Intercultural & Multilingual Advocacy (CIMA). (2021, March). Kansas State University.

Invited Speaker: *Policy and Research in Education: A current state of education in policy*. (2021, March). VCU Holmes Scholars Professional Development Series. Virginia Commonwealth University.

Invited Panelist: Career Interests: Potential Pathways and Possibilities. (2020, October). University of Texas at Austin.

Invited Speaker: *Closing the Teacher Equity Gap: Hiring Practices in the Context of Shortages*. Virginia Education Equity Summer Institute. (2019, July). Richmond, VA.

Invited Panelist: *Publishing your first article as a graduate student*. (2017, November). University Council for Educational Administration, Denver, CO.

GRANTS & CONTRACTS

EXTERNAL GRANTS & CONTRACTS

- 2022 **Spencer Foundation.** *Racialized Experiences of Black Applicants in the Virginia Teacher Labor Market.* Co-Principal Investigator, (Awarded). Requested Amount: \$49,419.00
- 2021 **Virginia Department of Education.** *Study on the Teacher Licensure Process and any Inherent Biases Preventing Minority Candidates from Entering the Teaching Profession,* Co-Principal Investigator, Wilder School's Center for Public Policy and the VCU School of Education (Awarded), \$100,000.
- 2020 **William T. Grant Foundation.** *School Rezoning and Educational Inequality: Narratives, Processes, and Outcomes,* Principal Investigator, (Awarded), \$49,972.
- 2020 **Spencer Foundation.** *From Induction to Retention: A Longitudinal, Mixed Methods Study Examining Induction Supports for Retaining a Diverse Teacher Workforce,* Principal Investigator, (Unfunded).
- 2020 **Branch Ed Alliance.** *Developing Teachers' Cultural Consciousness and Competence,* Co-Principal Investigator, (Awarded), \$12,000.

INTERNAL GRANTS & CONTRACTS

- 2020 **Virginia Commonwealth University, COVID-19 Rapid Research Award.** *Mitigating K-12 English Language Learners Academic and English Language Regression during COVID-19: A Rapid Response Examination of a School-Community Partnership,* Co-Principal Investigator, (Awarded), \$20,000.

TEACHING

Virginia Commonwealth University

Special Topics: Implicit and Unconscious Racial Bias in Education (PhD) – Spring 2021

Principles of Academic Writing I (EdD) – Fall 2020; Fall 2021

U.S. Education Policy (PhD) – Spring 2020; Spring 2022

Miami Dade College, 2012 - 2014

Instructor at GEAR UP Summer Institute

Miami Southridge Senior High School, 2005 – 2013

English teacher grades 9-11

District mentor for new teachers, 2010 - 2013

English & Language Arts Department Chairperson, 2010 – 2013

GRADUATE STUDENT SUPERVISION

Ph.D. Dissertation Chair

Veronica Hurd (anticipated 2023), Department of Educational Leadership

Ph.D. Dissertation Committee Member

Catina Venning, Department of Foundations of Education

Mitchell Parry, Department of Educational Leadership

Co-Chair for EdD Capstone

Ellis, J., Hartley, M., O' Dea, T., Puschak, K., & Sturgis, E., (2021, October). Increasing Student Access to Mental Health Staffing & Services in Virginia.

Committee Member for EdD Capstone

Cooper, L., Kunkes, I., Frazier, L. & Adrienne Quarles-Smith, A., (2021, October). A Blueprint for the Charles City Public School's "Community Den"

LEADERSHIP & SERVICE

- Departmental-Level** Faculty Chairperson: Expanding Research Opportunities Subcommittee
Faculty Search Committee Member, Spring 2022, Spring 2021
Co-Developed Master's Concentration in Culturally Responsive Leadership
- School-Level** Member, Curriculum & Academic Resources Committee, 2020 - present
Member, School of Education Rubric Committee, 2020 - 2021
- University-Level** Faculty Search Committee Member, AVP Education and Health Equity & Executive Associate Director, Spring 2021
- State-Level** Teacher Retention Seminar, Featured Panelist, February 7, 2022

NATIONAL-LEVEL SERVICE

- Editorial Board** *Black Perspectives*, African American Intellectual History Society (AAIHS), Summer 2017
Texas Education Review, College of Education, 2015 - 2017
- Committees** VCU Plenum Representative, UCEA (2021- current)
Publications Committee, Politics of Education Association (2019 – 2020)
Conference Planning Committee (2018-2019), University Council for Educational Administration (UCEA)
Graduate Student Council, University Council for Educational Administration (UCEA) – 2017 to 2019
Teacher Education and Teacher Professionalization Special Interest Group, Comparative and International Education Society (CIES) – 2015 to 2016
- Ad Hoc Reviewer:** *Leadership and Policy in Schools*
Equity & Excellence in Education
Education Policy Analysis Archives
American Journal of Education
American Educational Research Journal
Journal of Education Human Resources
Educational Administration Quarterly
William T. Grant Foundation

MEMBERSHIP IN ORGANIZATIONS & SOCIETIES

Affiliations: American Educational Research Association (AERA)
 Critical Race Studies in Education Association (CRSEA)
 American Sociological Association (ASA)
 Sociology of Education Association (SEA)
 University Council for Educational Administration (UCEA)

HONORS & AWARDS

2021 Nominated by VCU for The Diverse Emerging Scholar, *Diverse: Issues in Higher Education*
 2020-2021 VCU Grant Academy, Selected Participant
 2020 AERA Workshop on Diversity, Equity, and Inclusion, Selected Participant
 2018-2019 College of Education Graduate Research Grant, University of Texas at Austin
 2017-2018 New York University Steinhardt: Faculty First-Look, Selected Participant
 2016-2017 David L. Clark Scholar and American Educational Research Association Division L
 2016-2018 Barbara Jackson Scholar, University Council for Educational Administration
 2016 Graduate Archer Fellow, Graduate Program in Public Policy at The Archer Center for University of Texas System