



Curriculum Vita

July 2024

Instructor: Elsa Villarreal, Ph.D., Assistant Professor
Academic Department: Department of Educational Leadership

University Address: Educational Leadership
Education North Building
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429-3011

Office Phone: 281-773-8446

University Email Address: Elsa.Villarreal@tamuc.edu

Faculty Web Page Address:

<https://www.tamuc.edu/people/elsa-villarreal/>

EDUCATION

Doctor of Philosophy (May 2021)

TEXAS A&M UNIVERSITY, College Station, TX

Major: Educational Administration

Dissertation: “*Latina Secondary School Principals: A Phenomenological Case Study*”

Dissertation Co-Chair: Beverly J. Irby, Regents Professor and Senior Associate Dean for Academic Affairs, College of Education and Human Development

Dissertation Co-Chair: Mario S. Torres, Professor and Department Head Educational Administration and Human Resource Development (currently serves as Dean of the College of Education and Development at University of Texas at San Antonio)

Master of Educational Administration (2003)

UNIVERSITY OF HOUSTON-VICTORIA, Victoria, TX

Major: Educational Administration, Texas Principal (K-12)

Bachelor of Arts (1999)

TEXAS A&M UNIVERSITY-CORPUS CHRISTI, Corpus Christi, TX

Major: Spanish

TEACHING EXPERIENCE

09/2021-Present Texas A&M Commerce

College of Education and Human Services, Commerce, TX

Assistant Professor (tenure track)
Department of Educational Leadership

- 01/2018-08/2021 Texas A&M University
College of Education, College Station, TX
Accelerated Preparation of Leaders for Underserved Schools (APLUS)
Research Specialist III, Project Coordinator-Master's Program in
Educational Administration, Project Coordinator-Urban and Rural School
Turnaround with Artificial Intelligence (AI) to Inform and Enhance
Schools, Organization of Two National Think Tanks for principal
residencies and school enhancement (Department of Educational
Administration and Human Resource Development)
- 01/2017-01/2018 Texas A&M University
College of Education, College Station, TX
Empowering English Language Learners (ETELL) Project Coordinator,
Prepared Texas classroom teachers for Texas ESL Supplemental
Certification (Department of Educational Psychology)

PUBLICATIONS

REFEREED JOURNAL ARTICLES

- Irby, B. J., McIntush, K., Villarreal, E., Etchells, M., Leithwood, K., Meyers, C., Green, R., Reeves, P., Lara-Alecio, R., Tong, F., Johnson, A., Hurst, T., Musick, S., Ponce, G., Harville, J.C., Loyde, D., Maza, L., Gentry, B., & Costello, Y. (2024). School enhancement: An alternative to "school turnaround". *Education Law and Policy Briefs Journal*, 3, 9-23. <https://doi.org/10.21423/elpbj-v3.a13>
- Deaver, C., Arrambide, M., Farler, T., Dyer, J., & Villarreal, E. (2024). Disparity of representation and the pathway to the principalship: The phenomenological experience of female high school principals. *Journal of Texas Women School Executives*. 9(1), 64-85. <https://issuu.com/tasanet/docs/jtwse24>
- Critton, S., Farler, T., Villarreal, E., & Arrambide, M. (2023). Does incentive pay motivate teachers? A closer look at the teacher incentive allotment in Texas. *International Journal of Social Policy and Education*, 5(10), 1-11. <https://www.ijspe.com/vol-5-no-10-october-2023-1.pdf>
- Simmons, J., Farler, T., Arrambide, M., & Villarreal, E. (2023). Beating the odds: Discovering why novice teachers return to the campus after year one. *International Journal of Humanities and Social Science*, 13(5), 33-37. https://www.ijhssnet.com/view.php?u=https://www.ijhssnet.com/journals/Vol_13_No_5_October_2023/5.pdf
- Ready, Z., Arrambide, M., Farler, T., & Villarreal, E. (2023). A policy analysis: District tardy policies for schools from a 2019 Texas Education Agency Campus Comparison Group. *Journal of*

Education and Social Policy, 10(4), 10-18.

https://www.jespnet.com/journals/Vol_10_No_4_December_2023/2.pdf

Villarreal, E. (2023). The underrepresentation of Texas high school Latina principals: A qualitative metasynthesis literature critique. *Literature Reviews in Education and Human Services*. 2(1), 11-34. <https://www.tamuc.edu/wp-content/uploads/2023/06/The-Underrepresentation-of-Texas-High-School-Latina-Principals.pdf>

Villarreal, E. (2023). The historical growth of women in school leadership: Placement trends of Texas women principals. *Journal of Texas Women School Executives*. 8(1), 7-18. <https://issuu.com/tasanet/docs/jtwse23>

Elfargy, H., Irby, B. J., Abdelrahman, N., Carol, G., Abney, A., Holley, S., Villarreal, E., & Fahrenwald, C. (2022). Supporting a statewide policy consideration: Virtual Advancing Educational Leadership Training. *Frontiers in Education*. 7:958908. <https://doi.org/10.3389/feduc.2022.958908>

Lara-Alecio, R., Tang, S., Sutton-Jones, K. L., Irby, B. J., Tong, F., Jimenez, D. D., & Villarreal, E. (2021). Teachers' pedagogical and content knowledge after participation in virtual professional development. *International Journal of Virtual and Personal Learning Environments*. 11(1), 64-86. https://www.researchgate.net/profile/Shifang-Tang/publication/348126279_Teachers%27_Pedagogical_and_Content_Knowledge_After_Participation_in_Virtual_Professional_Development/links/603c64aba6fdcc37a85d6030/Teachers-Pedagogical-and-Content-Knowledge-After-Participation-in-Virtual-Professional-Development.pdf

Qin, L. & Villarreal, E. (2018). Chinese pre-service teachers' perceptions of teaching practicum under contrasting contexts: Implications for rural teacher preparation. *Australian and International Journal of Rural Education*. 28(2), 1-20. <https://journal.spera.asn.au/index.php/AIJRE/article/view/191>

BOOK CHAPTER PUBLICATIONS

Arrambide, M. & Villarreal, E. (2024). Diverse student populations. In J. A. Vornberg, N. Templeton, & G. J. Miller (Eds.), *Texas Public School Organization and Administration* (19th ed., pp. 165-192). Kendall Hunt.

Villarreal, E. (2023), Analyzing Teacher Burnout Through Principal Leadership Behaviors. In E. Singer, M. J. Etchells, and C. J. Craig (Eds.), *Drawn to the Flame: Advances in Research on Teaching*. (Vol. 45., pp. 149-168). Emerald Publishing Limited <https://doi.org/10.1108/S1479-368720230000045010>

Templeton, N. & Villarreal, E. (2022). Toward excellence: Perspectives and dispositions on Leadership in rural schools. In J. A. Vornberg, Y. Oliveras-Ortiz, & N. Templeton (Eds.), *Texas Public School Organization and Administration*. (18th ed., pp. 319-330). Kendall Hunt.

Villarreal, E. (2020). Lost in translation? In D. Ford, M. Trotman-Scott, N. McZeal Walters, & J. L. Young (Eds). *Gumbo for the Soul II: More Liberating Memoirs and Stories to Inspire Females of Color*. (pp. 221-224). Information Age Publishing.

FEDERAL GRANT PROJECT BRIEFS

Irby, B. J., McIntush, K., Gentry, B., Villarreal, E., Etchells, M., Costello, Y., Lara-Alecio, R., Tong, F., Green, R., Harville, J. C., Hurst, T., Johnson, A., Leithwood, K., Loyde, D., Maza, L., Meyers, C., Muzik, S., Ponce, G., & Reeves, P. (2023, January). School Enhancement: An Alternative to “School Turnaround.” Educational Leadership Center (ELRC), Texas A&M University. <http://elrc.tamu.edu/wp-content/uploads/2023/01/ELRC-APLUS-School-Enhancement.pdf>

Irby, B. J., McIntush, K., Feng, S., Villarreal, E., Abdelrahman, N., Costello, Y., Lara-Alecio, R., Tong, F., Etchells, M., Brooks, J., Gooden, M. A., Ladson-Billings, G., Ponce, G., Salazar-Zamora, M., & Zepeda, S. (2023, January). *The Principal Residency: Preparing Principals for Culturally and Linguistically Inclusive Schools*. Educational Leadership Research Center (ELRC), Texas A&M University. <http://elrc.tamu.edu/wp-content/uploads/2023/01/ELRC-APLUS-Principal-Residency.pdf>

Irby, B. J., Lara-Alecio, R., Tong, F., Lockhart, B., Villarreal, E., Etchells, M. J., Gaytan, R., Norouzian, R., Sutton-Jones, K., & Harris, H. (2021, September). *School Enhancement Programs*. Educational Leadership Research Center (ELRC), Texas A&M University. <https://elrc.tamu.edu/research/>

Irby, B. J., Lara-Alecio, R., Tong, F., Cajiao-Wingenbach, L., Villarreal, E., Geng, Z., & Spooner, M. (2021, September). *Component 1: Master's Degree in Educational Administration*. Educational Leadership Research Center (ELRC), Texas A&M University. <https://elrc.tamu.edu/research/>

EDITORIALS

Templeton, N. R., Jeong, S., Villarreal, E., & Kannan, S. (2022) Editorial overview: Mentoring in context [Editorial], *Mentoring & Tutoring: Partnership in Learning*, 30(5), 499-502, <https://doi.org/10.1080/13611267.2022.2138001>

- Templeton, N. R., Jeong, S., Villarreal, E., & Kannan, S. (2022) Editorial overview: Mentoring for equity and access [Editorial]. *Mentoring & Tutoring: Partnership in Learning*, 30(4), 377-380, <https://doi.org/10.1080/13611267.2022.2092995>
- Templeton, N. R., Jeong, S., & Villarreal, E. (2022) Editorial overview: Mentoring to support professional knowledge [Editorial]. *Mentoring & Tutoring: Partnership in Learning*, 30(3), 275-279, <https://doi.org/10.1080/13611267.2022.2086734>
- Templeton, N. R., Jeong, S., & Villarreal, E. (2022) Editorial overview: Supporting opportunities for learning in practice [Editorial]. *Mentoring & Tutoring: Partnership in Learning*, 30(2), 159-163, <https://doi.org/10.1080/13611267.2022.2061620>
- Templeton, N. R., Jeong, S., & Villarreal, E. (2022). Editorial overview: Contextualized mentoring models: from theory to practice [Editorial]. *Mentoring & Tutoring: Partnership in Learning*, 30(1), 1-5. <https://doi.org/10.1080/13611267.2022.2044705>
- Templeton, N. R., Jeong, S., Pugliese, E., & Villarreal, E. (2021). Editorial overview: becoming a good, effective mentor in academia [Editorial]. *Mentoring & Tutoring: Partnership in Learning*, 29(5), 495-499. <https://doi.org/10.1080/13611267.2021.1986798>