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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 & EXPERIENCE

- Research Affiliate**, New York University, Steinhardt School of Culture, Education, and Human Development, 2021 – present
- Associate Professor**, Virginia Commonwealth University, Department of Educational Leadership, 2025 – present
- Assistant Professor**, Virginia Commonwealth University, Department of Educational Leadership & Convergence Labs @VCU - Thriving Communities (formerly Institute for Inclusion, Inquiry, and Innovation), 2020 – 2025
- Faculty Research Fellow**, Minority Educator Recruitment, Retention, and Equity Center, Virginia Commonwealth University, 2021 – 2023
- Visiting Assistant Professor**, Virginia Commonwealth University, Department of Educational Leadership & Convergence Labs @VCU - Thriving Communities (formerly Institute for Inclusion, Inquiry, and Innovation), 2019 – 2020
- Policy Intern**, The White House Initiative on Educational Excellence for African Americans, United States Department of Education, Washington, DC., Summer 2016
- Instructor**, GEAR UP Summer Institute, Miami Dade College, 2012 – 2014
- District Mentor & English & Language Arts Department Chairperson**, 2010 – 2013; **Teacher**, English teacher grades 9-11, 2005-2013; Miami Southridge Senior High School

AREAS OF INTEREST

Teacher labor markets; Policies and leadership practices shaping school-community dynamics;
The cultural politics of race in education policy; Critical policy analysis

SCHOLARSHIP

PEER-REVIEWED JOURNAL ARTICLES

* indicates graduate student co-author

Castro, A., & Wooten, J. (2026). Articulating Concerns in School Rezoning: Disrupted Expectations, Discursivity, and Voting Outcomes. *American Educational Research Journal*. DOI: 10.3102/00028312261457764

Clay, K.L., **Castro, A.,** Hewko, A.* (2025). “The right kind of leader”: Neoliberal antiracism and cultural straddling in the movement for educational DEI.” *Race Ethnicity and Education*. DOI: 10.1080/13613324.2025.2488749

Castro, A., Pointer, A.*, & Gomez, R. (2025). The impact of job stress on Teachers’ of Color Morale. *Equity & Excellence in Education*. 58(2), 125-141. DOI: 10.1080/10665684.2025.2473329

Castro, A., Hewko, A.*, Clay, K., Siegel-Hawley, G., Bridges, K. (2024). Not citizens in waiting: Student counter-narratives of equity resistance campaigns. *Educational Policy*. 38(7), 1638-1675. DOI: 10.1177/08959048241271391

Castro, A. & Traylor, T. (2024). Navigating racialized administrative burdens in teacher licensure and certification. *Teachers College Record*. 126(4-5), 114-146. DOI: 10.1177/01614681241269104.

Castro, A., Edwards, W., & Stanley, D. (2024). Racialized teacher tracking: The systematic exclusion of Black teachers from advanced-level coursework. *Race Ethnicity and Education*. 28(3), 398-421. DOI: 10.1080/13613324.2024.2370763

Siegel-Hawley, G., Hewko, A*, Taylor-Beierl, A.*, Frankenberg, E., **Castro, A.** (2024). When public meets private: Private school enrollment and segregation in Virginia. *Washington and Lee Journal of Civil Rights and Social Justice*. 30, 95. <https://scholarlycommons.law.wlu.edu/crsj/vol30/iss2/5>

Lozada, F. T., Wheeler, N. J., Green, M. N., **Castro, A.,** Gómez, R. F., & Gutierrez, D. (2024). An ecologically-informed transdisciplinary prevention model for Black and Latine family wellbeing. *Journal of Counseling & Development*. 102(2), 210-225. DOI: 10.1002/jcad.12506

Castro, A., Siegel-Hawley, G., Bridges, K., & Williams, S*. (2023). Drawn into policy: A systematic review of school rezoning rationales, processes, and outcomes. *Review of Educational Research*. 94(4), 539-583. DOI: 10.3102/00346543231195816

Castro, A., Edmondson, E., & Santoro, D. (2023) Shifting the gaze: Examining contextual factors influencing teacher morale in suburban schools. *American Journal of Education*. 130(1), 61-87. DOI: 10.1086/727008

Green, T. L. & **Castro, A.,** Germain, E., Latham Sikes, C., & Horne, J*. (2023). “They don’t feel like this is their place anymore:” School leaders’ understanding of the impacts of gentrification on schools. *American Education Research Journal*. 60(6), 1059-1094. DOI: 10.3102/00028312231191704

Apugo, D., **Castro, A.,** & Dougherty, S.* (2022). A review of Black girls’ urban schooling experiences: Power, policies, and practices. *Review of Educational Research*. 93(4), 559-593. DOI: 10.3102/00346543221125476

Castro, A. (2022). Managing competing demands in a teacher shortage context: The impact of teacher shortages on principal leadership practices. *Educational Administration Quarterly*. 59(1), 218-250. DOI: 10.1177/0013161X221140849

Castro, A. (2022). Teachers of color and precarious work: The inequality of job security. *Labor Studies Journal*. 47(4), 359-382. DOI: 10.1177/0160449X221128050

Castro, A., & Jabbar, H., & Nunez*, S. (2022). School choice, teachers' work, and professional identity. *Education Policy Analysis Archives*, 30 (104). DOI: 10.14507/epaa.30.6122

Castro, A., Siegel-Hawley, G., Bridges, K., & Williams*, S. (2022). Narratives of school rezoning: How racial storylines shape belonging, leadership decisions, and school boundary lines. *AERA Open*. 8(1), 1-14. DOI: 10.1177/23328584221091274

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*. 36(4), 849-878. 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). DOI: 10.14507/epaa.30.6984

Green, T., Germain, E., **Castro, A.,** Latham Sikes, C., Sanchez, J., & Horne, J., (2022). Gentrifying Neighborhoods, Gentrifying Schools? An Emerging Typology of School Changes in a Gentrifying Urban School District. *Urban Education*. 57(1), 3-31. DOI: 10.1177/0042085920974090

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

Castro, A. (2021). Hiring emergency certified teachers: A solution or dilemma for school leaders? *Journal of Education Human Resources*, 39(4), 452-478. DOI: [10.3138/jehr-2020-0032](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). DOI: 10.14507/epaa.29.6217

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*. 21(4), 756-779. DOI: 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*. 36(3), 520-549. DOI: 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. DOI: 10.3102/000283121987909

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. DOI: 10.1108/IJEM-03-2018-0097

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. DOI: 10.3102/0162373719857689

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. DOI: 10.1177/1098214020960798

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

Castro, A. (2023). NEPC Review: “Integrating Housing and Education Solutions to Reduce Segregation and Drive School Equity” and “When Good Parents Go to Jail: The Criminalization of Address Sharing in Public Education.” National Educational Policy Center. <http://nepc.colorado.edu/review/boundaries>

Siegel-Hawley, G., **Castro, A.**, Bridges, K., & Wilson, T. (2023). School Rezoning: Essential Practices to Promote Integration and Equity. [AIR Equity Initiative. Community Approaches and Perspectives Part 3](#).

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. [VCU Scholars Compass](#).

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., & Edwards, W. (2025). Teacher Preparation for Profit, or for the Public Good? *Research Handbook on Education Privatization and Marketization*. Fontdevila, C., Zancajo, A., Verger, A., & Jabbar, H. (Eds). Edward Elgar Publisher.

Castro, A. & Bennett, E. * (2024). Mapping Antiracism in Teacher Workforce Policy. *#BlackEducatorsMatter: Black Educators as Freedom Fighters Amidst Antiracism*. Harvard Education Press.

Castro, A. (2022). Money Matters: A Review of Incentive Policies for Recruiting and Retaining Teachers of Color. *AERA Handbook for Research on Teachers of Color and Indigenous Teachers*. Gist, C. D., & Bristol, T. J. (Eds.) American Educational Research Association. DOI: 10.2307/j.ctv2xqngb9

PUBLIC SCHOLARSHIP

Herelle, T., Castro, A.J., Moss, P. (2025). [Timeless Lessons from Civil Rights Teachers](#). ASCD.

D'Amico Pawlewicz, D., Guiden Pittman, A., Castro, A. Powell, M. (2024). [How Black teachers lost when civil rights won in Brown v. Board](#). *The Conversation*.

Castro, A. & Siegel-Hawley, G. (2022). [New research: School rezoning processes and outcomes](#). *School Diversity Notebook*.

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

Solis Rodriguez, J., Castro, A.J., D'Abreu, M.L., Kim, H.J., (2026, *forthcoming*). Leading Through Uncertainty: Crisis Preparedness, Decision-Making, and School Community Resilience. University Council for Educational Administration Pittsburgh, PA.

Herelle, T., Castro, A.J., Moss, P., Booker, T., Cole, K. (2026). Teaching in a Polycrisis: Pedagogical Strategies of Black Educators During the Civil Rights Movement. Paper presented at American Educational Research Association. Los Angeles, CA.

Burkholder, Z., Hines, M., Horwitz-Willis, R., Castro, A., Moss, P., & Holt, H. (2025). Teaching for Freedom: How Black Educators Fought for Racial Justice during School Desegregation. Providence, RI.

Moss, P., Castro, A.J., Herelle, T., Booker, T., Cole, K. (2025). Exploring the Experiences of Black School Leaders through the Lens of Equity, Justice, and Change. University Council for Educational Administration. San Juan, Puerto Rico. [Non-presenting author]

Castro, A. Pawlewicz, D., Guiden, A., & Powell, M. (2025). The Politics of Crossing State Lines to Secure a Teaching Position. American Educational Research Association. Denver, Colorado.

Castro, A., Hewko, A. *, Clay, K., Siegel-Hawley, G., Bridges, K. (2024). Journalism as Activism: Youth Counternarratives to Equity Resistance Campaigns.” American Educational Research Association. Philadelphia, PA.

Castro, A. (2024). One of Many Solutions: Reducing Racialized Administrative Burdens in Teacher. Critical Questions in Education Conference. Academy for Educational Studies. New Orleans, LA.

Castro, A., Hewko, A. *, Clay, K., Siegel-Hawley, G., Bridges, K. (2023) “This is a Bad Way of Thinking:” Youth Counternarratives of Equity Resistance Campaigns. University Council for Educational Administration. Minneapolis, MN.

Castro, A. & Oyefuga, E. (2023). Filling in the Shortage Gaps: A Descriptive Exploration of Emergency

Teacher Certification. Paper presented at American Educational Research Association. (Virtual).

Castro, A. & Wooten, J.* (2023). What is “Good” Enough? Examining Parents’ Notions of School Quality on their Rezoning Decisions. Paper presented at American Educational Research Association. (Virtual).

Pawlewicz, D., Castro, A., Frank, T., Guiden, A., Powell, M. (2023). Racialized Experiences of Black Applicants in the Virginia Teacher Labor Market. Paper presented at American Educational Research Association. Chicago, IL.

Castro, A. & Wooten, J.* (2022). Racialized Notions of School Quality and Its Impact on Parents’ Rezoning Decisions. Paper presented at University Council for Educational Administration. Los Angeles, CA.

Castro, A., Pointer*, A., & Gomez, R. (2022). Racialized Stress and Teacher Morale: Teachers of Color Navigating the Workplace. Paper presented at American Sociological Association. Los Angeles, CA.

Castro, A., Edwards, W., & Stanley, D. (2022). Racialized Teacher Tracking: The Systematic Exclusion of Black Teachers from Advanced- Level Coursework Across Districts. Paper presented at American Sociological Association. Los Angeles, CA.

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. San Diego, CA.

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. (Virtual).

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. (Virtual).

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

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. (Virtual).

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. (Virtual).

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. (Virtual).

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). (Virtual).

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. (Virtual).

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. (Virtual).

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

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. Richmond, VA.

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.

NON-REFEREED PROFESSIONAL PRESENTATIONS

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

Castro, A. (2021, March). Policy and Research in Education: A current state of education in policy. VCU Holmes Scholars Professional Development Series.

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

Castro, A. (2017, November). *Publishing your first article as a graduate student*. Invited panel participant at University Council for Educational Administration, Denver, CO.

INVITED PANELS, WORKSHOPS, LECTURES & SPEECHES

Annual Review Glow-Up. AERA Division A Early Career Mentoring. Panelist. 2025, October.

Protecting Your Time as An Underrepresented Scholar. REPAIR conference webinar. Panelist. 2024, May.

Tales from the Job Market: Chat with Faculty. Faculty First Look. NYU Steinhardt. Panelist. 2024, March

The Importance of Your Research Agenda and the Road to Tenure. Faculty First Look. NYU Steinhardt. Panelist. 2024, March

Closing the Achievement Gap with Teacher Diversity. Minority Political Leadership Institute Program. Panelist. 2022, June.

Career Interests: Potential Pathways and Possibilities. University of Texas at Austin. Panelist. 2023, 2022, 2021, 2020, October.

GRANTS & CONTRACTS

EXTERNAL GRANTS & CONTRACTS

2026 **Spencer Foundation.** “Relational Networks and Knowledge Brokerage: How School Leaders use Social Networks to Improve Instructional Leadership.” *Principal Investigator:* Castro, A. *Co-Principal Investigator:* Solis Rodriguez, J. Project Awarded: \$50,000.

2025 **Michigan Education Workforce Initiative.** Evaluating the Impact of Michigan Educator Workforce Initiative (MEWI). *Principal Investigator:* Torres, C. *Co-Principal Investigator:* Castro, A. (Unfunded)

2025 **William T. Grant Foundation.** Towards an Equitable and Strategic Approach to Teacher Assignment in Newcomer Schools: A Longitudinal Investigation of Teacher Assignment Policies, Practices, and Outcomes. *Principal Investigator:* Castro, A. (Unfunded)

- 2024 **William T. Grant Foundation.** Towards a Strategic Approach to Teacher Assignment in Newcomer Schools: A Longitudinal Investigation of Teacher Assignment Policies, Practices, and Outcomes. *Principal Investigator:* Castro, A. (Unfunded)
- 2023 **Institute of Education Sciences: Education Research Grants Program.** “Integrated BEST in CLASS (I-BiC).” *Principal Investigator:* Sutherland, K. S. *Co-Principal Investigators:* McLeod, B. D., Nese, R., Castro, A., Corona, R., & Broda, M. (Unfunded)
- 2022 **Young Scholars Program.** “Managing Competing Demands: A Study of Leadership Style and Time Use in Early Childhood Education Settings.” *Principal Investigator:* Castro, A. (Unfunded).
- 2022 **Spencer Foundation.** “Racialized Experiences of Black Applicants in the Virginia Teacher Labor Market.” *Principal Investigator:* Pawlewicz, D. *Co-Principal Investigators:* Castro, A. Guiden, A., Powell, M. Project Awarded: \$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.” Wilder School’s Center for Public Policy and the VCU School of Education. Project Awarded: \$100,000.
- 2020 **William T. Grant Foundation.** “School Rezoning and Educational Inequality: Narratives, Processes, and Outcomes.” *Principal Investigator:* Castro, A. *Co-Principal Investigators:* Siegel-Hawley, G., & Bridges, K. Project 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:* Castro, A. *Co-Principal Investigator:* Hoffman, A. (Unfunded).
- 2020 **Branch Ed Alliance.** “Developing Teachers’ Cultural Consciousness and Competence.” *Principal Investigators:* McNeil, T. & Cormier, D. *Co-Principal Investigator:* Castro, A. Project Awarded: \$12,000.

INTERNAL GRANTS & CONTRACTS

- 2022 **Virginia Commonwealth University, QUEST Grant.** “Centering Youth Voice Amidst Equity Resistance Campaigns.” *Principal Investigators:* Castro, A. & Clay, K. *Co-Principal Investigators:* Siegel-Hawley, G., & Bridges, K. Project Awarded: \$46,457.
- 2022 **Virginia Commonwealth University, Breakthrough Grant.** “The Effects of Same-Race Mentoring on Students Pursuing Professional Careers in Medicine and Teaching.” *Principal Investigator:* Scott, L. *Co-Principal Investigator:* Castro, A. (Unfunded).
- 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.” *Principal Investigator:* Gomez, R. *Co-Principal Investigators:* Castro, A. & Cormier, D. Project Awarded: \$20,000.

LEADERSHIP & SERVICE

Departmental	Program Coordinator, Ph.D. program in Education, Leadership, Policy & Justice (ELPJ), Fall 2024 – present Member of Equitable Admissions Subcommittee, 2022-2023
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Faculty Chairperson: Expanding Research Opportunities Subcommittee
Faculty Search Committee Member, Spring 2022, Spring 2021
Co-Developed Master's Concentration in Culturally Responsive Leadership

School

Proposal Reviewer, Commonwealth Health Research Board, 2025
Member, School of Education Promotion & Tenure Committee, 2025 - present
Member, School of Education PhD Policy Board, 2024 - present
Member, School of Education Scaled Rubric Committee, 2022 – 2023
Faculty Search Committee Member, Metropolitan Educational Research Consortium, Fall 2022
Member, Curriculum & Academic Resources Committee, 2020 – 2023
Member, School of Education Rubric Committee, 2020 – 2021

University

School of Education Representative, University Graduate Council, Fall 2023 – present
Faculty Search Committee Member, AVP Education and Health Equity & Executive Associate Director, Spring 2021

State

Teacher Retention Seminar, Featured Panelist, February 7, 2022

National Service Activities:

Mentorship

Jackson Scholars Network, Faculty Mentor, Fall 2023 – present

Editorial Board

Black Perspectives, African American Intellectual History Society (AAIHS), Summer 2017
Texas Education Review, College of Education, 2015 – 2017

Committees

VCU Plenum Representative, University Council for Educational Administration (UCEA), 2021 – present
Publications Committee, Politics of Education Association, 2019 – 2020
UCEA Conference Planning Committee, 2018 – 2019
UCEA Graduate Student Council, 2017 – 2019
Teacher Education and Teacher Professionalization Special Interest Group, Comparative and International Education Society (CIES), 2015 – 2016

Ad Hoc Reviewer:

AERA Open
American Educational Research Journal
American Journal of Education
Education Policy Analysis Archives
Educational Administration Quarterly
Educational Policy
Educational Researcher
Equity & Excellence in Education
Journal of Cases in Educational Leadership
Journal of Educational Administration
Journal of Educational Change
Journal of Education Human Resources

Journal of Research on Leadership Education
Labor Studies Journal
Leadership and Policy in Schools
Multicultural Perspectives
Review of Educational Research
Teachers College Record
Urban Affairs Review

Grant or Panel Reviewer:

American Association of University Women
George Mason University Anti-Racism and Inclusive Excellence Funding
National Science Foundation
UCEA Clark Seminar
William T. Grant Foundation

MEMBERSHIP IN ORGANIZATIONS & SOCIETIES

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

HONORS & AWARDS

2025	Recipient of VCU's National/International Recognition Awards (NIRA)
2025	AERA Review of Research Award, "Drawn Into Policy: A Systematic Review of School Rezoning Rationales, Processes, and Outcomes."
2025	Top Reviewer for <i>AERA Open</i>
2024	Nominated for VCU's University Outstanding Early Career Faculty Award
2022-2023	Award of Excellence Early Career Faculty, VCU School of Education
2021	Nominated by VCU for The Diverse Emerging Scholar, <i>Diverse: Issues in Higher Education</i>
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