

**Andrene Jones Castro, Ph.D.**  
Virginia Commonwealth University  
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## EDUCATION

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- 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

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- 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

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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

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### 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

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### 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

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### 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

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### 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

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### 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**

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- 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**

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**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**

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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