

Ian M. Mette Curriculum Vita

Educational Leadership & Policy
Graduate School of Education
University at Buffalo, Buffalo, NY 14260

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EDUCATION

Ph.D. PK-12 Educational Administration. University of Missouri, Columbia, MO. July, 2012.
Dissertation: *Turnaround schools as a u-turn for student achievement: The rotary of school reform efforts*
Chair: Dr. Jay Scribner

Ed.S. in Educational Administration. University of Missouri, Columbia, MO. December, 2008.

M.A. in Teaching. Columbia College, Columbia, MO. May, 2007.

B.S. in Resource Economics. University of New Hampshire, Durham, NH. May, 2003.

AWARDS AND HONORS

College of Education & Human Development Faculty Service Award, University of Maine, 2022

Teacher of the Year Nomination, Columbia Missouri State Teachers Association, 2010

Graduation Marshall, University of Missouri Graduate School, 2008

Cum Laude, College of Life Sciences and Agriculture, University of New Hampshire, 2003

PROFESSIONAL EXPERIENCE

University at Buffalo: Associate Professor, Educational Leadership & Policy, 2023 – present

University of Maine: School Director, School of Educational Leadership, Higher Education, and Human Development, 2022 – 2023

University of Maine: Program Coordinator, Educational Leadership, 2018 – 2021

University of Maine: Associate Professor, Educational Leadership, 2019 – 2023

University of Maine: Assistant Professor, Educational Leadership, 2015 – 2019

University of Arkansas: Visiting Assistant Professor, Educational Leadership, 2014 – 2015

University of Wyoming: Assistant Professor, Educational Leadership, 2013 – 2014

Columbia Public Schools, Columbia, MO: District Coordinator and Data Specialist, Part-time Principal, and Middle/Junior High School (6-9) Math Teacher, 2005-2013

PUBLICATIONS
(43 total, 27 first author | 16 total post tenure)

Edited Books

2024

Mette, I. M., Cormier, D. R., & Oliveras-Ortiz, Y. (forthcoming). *Culturally responsive instructional supervision: Instructional leadership for equitable and emancipatory outcomes*. Teachers College Press.

Books

2023

(43) **Mette, I. M.**, Cormier, D. R., & Oliveras-Ortiz, Y. (2023). *Making a difference: Instructional leadership that drives self-reflection and values the expertise of teachers*. Rowman & Littlefield. ISBN-13: 978-1-4758-7226-2

2020

(30) Glickman, C. D., & **Mette, I. M.** (2020). *The essential renewal of America's schools: A leadership guide to democratizing schools from the inside-out*. Teachers College Press. ISBN-13: 978-0807764022

Book Chapters

2024

(42) * **Mette, I. M.**, Cormier, D. R., & Oliveras-Ortiz, Y. (forthcoming). *Using cultural knowledge to develop a representative supervision team*. In I. M. Mette, D. R. Cormier, & Y. Oliveras-Ortiz (Ed.), *Culturally responsive instructional leadership: Feedback for equitable outcomes*. Teachers College Press.

(41) * Cormier, D. R., **Mette, I. M.**, & Oliveras-Ortiz, Y. (forthcoming). *Addressing cultural conflicts across supervision*. In I. M. Mette, D. R. Cormier, & Y. Oliveras-Ortiz (Ed.), *Culturally responsive instructional leadership: Feedback for equitable outcomes*. Teachers College Press.

2023

(40) *Haberlin, S., & **Mette, I. M.** (2023). Exploring inclusive leadership through embodied mindfulness and compassion: A contemplative racial justice supervision framework. In S. Cowart-Moss (Ed.), *Inclusion leadership: From theory to practice*. Information Age Publishing.

(39) ***Mette, I. M.**, Cormier, D. R., & Oliveras-Ortiz, Y. (2023). Culturally responsive instructional supervision: (Re)Envisioning feedback for equitable change. In A. Lavigne & M. L. Derrington (Eds.), *Actionable feedback for PK-12 teachers: Supervising within academic domains and program areas*. Rowman & Littlefield

2018

- (26) *Biddle, C., **Mette, I. M.**, Brown, L. M., Tappan, M., Ray, B., & Strickland, S. (2018). Addressing rural, wicked problems through collaboration: A critical reflection on a school-community-university design process. In M. Reardon & J. Leonard (Eds.), *Making a positive impact in rural places: Change agency in school-university-community collaboration in education*. Information Age Publishing.

2017

- (19) *Biddle, C., & **Mette, I. M.** (2017). Education and information. In J. Sherman, A. Tickamyer, & J. Warlick (Eds), *Rural poverty in the United States*. Columbia University Press.

Journal Articles

2023

- (39) ***Mette, I. M.** (under review). Culturally responsive instructional supervision: Challenging privilege in US education systems. *Journal of Cases in Educational Leadership*. (Cabell's acceptance rate: 11-20%).

2022

- (38) ***Mette, I. M.** (2022). (De)Centering whiteness at Summit High: Reflections of a racialized rural United States. *Journal of Cases in Educational Leadership*. (Cabell's acceptance rate: 11-20%).
- (37) ***Mette, I. M.** (2022). Developing equitable school leaders in a predominantly White rural educational leadership program in the US. *International Journal of Educational Leadership Preparation* (ICPEL acceptance rate: 17%).
- (36) *Wieczorek, D. W., Aguilar, I., & **Mette, I. M.** (2022). System-level leaders' local control of teacher supervision and evaluation under the Every Student Succeeds Act. *Journal of Scholarship and Practice* (JSP acceptance rate: 17%).

2021

- (35) ***Mette, I. M.** (2021). Book review of "Developing rural school leaders: Building capacity through transformative leadership coaching." *Journal of Research in Rural Education* (JRRE's acceptance rate: 18%)
- (34) **Mette, I. M.** (2021). Unpacking whiteness in one of the whitest states in America. *Maine Educator*, 81(4), 20.

2020

- (33) *Glickman, C. D., & **Mette, I. M.** (2020). Civic education and public purpose: The essential fork in the road. *The School Administrator*. (Cabell's acceptance rate: 21-30%)

- (32) ***Mette, I. M.** (2020). Toxic culture and a wounded leader. A foray into a dysfunctional educational community. *Journal of Cases in Educational Leadership*, 23(3), 16-31. <https://doi.org/10.1177/1555458920931543> (Cabell's acceptance rate: 11-20%)
- (31) ***Mette, I. M.**, Aguilar, I., & Wieczorek, D. (2020). A thirty state analysis of teacher supervision and evaluation systems in the ESSA era. *Journal of Educational Supervision*. <https://doi.org/10.31045/jes.3.2.7> (JES acceptance rate 35%)

2019

- (29) ***Biddle, C.**, & **Mette, I. M.** (2019). Using affinity networks to scaffold community collaboration: Methodological techniques to support the use of qualitative data in community-based research. *The Qualitative Report*, 24(6), 1361-1372. (Cabell's acceptance rate: 21-30%)
- (28) ***Mette, I. M.** (2019). The state of supervision discourse communities: A call for the future of supervision to shed its mask. *Journal of Educational Supervision*, 2(2), 1-10. <https://doi.org/10.31045/jes.2.2.1> (JES acceptance rate 35%)
- (27) †***Mette, I. M.**, Biddle, C., Congdon, M., & Mercado, A. (2019). Parochialism or pragmatic resistance? The role of community-engaged leadership, activist scholarship, and vulnerable rural ecologies within school reform. *Australian and International Journal of Rural Education*, 29(2), 78-98. (acceptance rate not published)

2018

- (25) ***Ackerman, R.**, **Mette, I. M.**, & Biddle, C. (2018). The adaptive challenges of leadership in Maine schools. *Maine Policy Review*, 27(1), 36-43. (acceptance rate not published)
- (24) †***Biddle, C.**, **Mette, I. M.**, & Mercado, A. (2018). Partnering with schools for community development: Power imbalances in rural community collaboratives addressing childhood adversity. *Community Development*, 49(2), 191-210. <https://doi.org/10.1080/15575330.2018.1429001> (Cabell's acceptance rate: 1-10%)
- (23) †***Mette, I. M.**, Biddle, C., Brown, M., L., Cirone, A., Mercado, A., Ray, B., Strickland, S., Tappan, M., & Thomas, L. (2018). The TREE project: How school community partnerships can drive rural reform efforts. *Journal of Maine Education*, 34(1), 55-67. (acceptance rate not published)
- (22) ***Mette, I. M.**, & Riegel, L. (2018). Supervision, systems thinking, and the impact of American school reform efforts on instructional leadership. *Journal of Cases in Educational Leadership*, 21(4), 34-51. <https://doi.org/10.1177/1555458918759696> (Cabell's acceptance rate: 11-20%)

* indicates peer reviewed publication

† indicates publication with graduate student

- (21) ***Mette, I. M.**, & Starrett, T. (2018). Creating laboratories of practice for scholarly-practitioners: How leaders learn through action research of clinical supervision. *Journal of Practitioner Research*, 3(2), 1-20. (acceptance rate not published)
- (20) ***Mette, I. M.**, & Webb, B. (2018). Developing leadership pipelines in Maine school districts: Lessons learned from a school-university partnership. *Maine Policy Review*, 27(1), 44-45. (acceptance rate not published)

2017

- (18) †**Congdon, M., Jr., Mette, I. M.**, & Mercado, A. (2017). ELL teachers' attitudes of Google Earth for inquiry-based instruction on ELL students' language development in a rural state. *Diversity, Social Justice and the Educational Leader*, 1(2), 55-65. (acceptance rate not published)
- (17) ***Mette, I. M.** & Mette, E. W. (2017). How teacher-parent supervision can inform learning during summer months: Connecting school and home through outdoor adventures and writing. *Journal of Maine Education*, 33(1), 76-85. (acceptance rate not published)
- (16) *†**Mette, I. M.**, Range, B. G., Anderson, J., Hvidston, D. J., Nieuwenhuizen, L., & Doty, J. (2017). The wicked problem of the intersection between supervision and evaluation. *International Electronic Journal of Elementary Education*, 9(3), 709-724. (Cabell's acceptance rate: 30%)

2016

- (15) *Hvidston, D. J., McKim, C. A., & **Mette, I. M.** (2016). Principals' supervision and evaluation cycles: Perspectives from principals. *Educational Leadership Review*, 17(1), 100-113. (NCPEA acceptance rate: 17%)
- (14) †***Mette, I. M.**, Biddle, C., Mackenzie, S. V., & Harris-Smedberg, K. (2016). Poverty, privilege, and political dynamics within rural school reform: Unraveling educational leadership in the invisible America. *The Journal of Cases in Educational Leadership*, 19(3), 62-84. <https://doi.org/10.1177/1555458916657126> (Cabell's acceptance rate: 11-20%)
- (13) ***Mette, I. M.**, & Davis, B. W. (2016). An excerpt from Walden and a plea to engage in civil disobedience: Meaningful reform and school improvement for innovative instruction. *The Journal of the Effective Schools Project*, 23(1), 6-10. (acceptance rate not published)
- (12) ***Mette, I. M.**, Nieuwenhuizen, L., & Hvidston, D. J. (2016). Teachers' perceptions of culturally responsive pedagogy and the impact on leadership preparation: Lessons for future reform efforts. *International Journal of Educational Leadership Preparation*, 11(1), 120-139. (NCPEA acceptance rate: 17%)

* indicates peer reviewed publication

† indicates publication with graduate student

- (11) †***Mette, I. M.**, Pacholski, C., Artesani, A. J., & Treworgy, J. (2016). Pre-service teacher and aspiring administrator preparation: Simulated real-world teaching and supervision. *Journal of Maine Education*, 32(1), 61-70. (acceptance rate not published)
- (10) ***Mette, I. M.**, & Stanoch, J. W. (2016). Turnaround school policy: A rural reflection of reform on the reservation and lessons for implementation. *The Rural Educator*, 37(2), 39-50. <https://doi.org/10.35608/ruraled.v37i2.270> (NREA acceptance rate: 24%)

2015

- (9) *Hvidston, D. J., Range, B. G., McKim, C. A., & **Mette, I. M.** (2015). The views of novice and late career principals concerning instructional leadership and organizational leadership within their evaluation. *Planning and Changing*, 46(1/2), 109-126. (Cabell's acceptance rate: 40%)
- (8) ***Mette, I. M.**, & Bengtson, E. (2015). Site-based management vs. systems-based thinking: The impact of data-driven accountability and reform. *Journal of Cases in Educational Leadership*, 18(1), 27-38. <https://doi.org/10.1177/1555458914568314> (Cabell's acceptance rate: 11-20%)
- (7) ***Mette, I. M.**, Range, B. G., Anderson, J., Hvidston, D. J., & Nieuwenhuizen, L. (2015). Teachers' perceptions of teacher supervision and evaluation: A reflection of school improvement practices in the age of reform. *Educational Leadership Review*, 16(1), 16-30. (NCPEA acceptance rate: 17%)
- (6) *Young, S., Range, B. G., Hvidston, D. J., & **Mette, I. M.** (2015). Teacher evaluation reform: Principals' beliefs of newly adopted teacher evaluation systems. *Planning and Changing*, 46(1/2), 158-174. (Cabell's acceptance rate: 40%)

2014

- (5) ***Mette, I. M.** (2014). Turnaround reform efforts in a rural context: How community and culture impart change. *The Rural Educator*, 35(3) 12-21. <https://doi.org/10.35608/ruraled.v35i3.345> (NREA acceptance rate: 24%)
- (4) ***Mette, I. M.**, & Scribner, J. P. (2014). Turnaround, transformational, or transactional leadership: An ethical dilemma in school reform. *Journal of Cases in Educational Leadership*, 17(4), 3-18. <https://doi.org/10.1177/1555458914549665> (Cabell's acceptance rate: 11-20%)
- (3) *Range, B. G., McKim, C., **Mette, I. M.**, & Hvidston, D. J. (2014). Aspiring principals' perspectives about teacher supervision and evaluation: Insights for educational leadership preparation programs. *Educational Leadership Review*, 15(1), 1-17. (NCPEA acceptance rate: 17%)
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2013

(2) ***Mette, I. M.** (2013). Turnaround as reform: Opportunity for meaningful change or neoliberal posturing? *Interchange*, 43(4), 317-342. <https://doi.org/10.1007/s10780-013-9181-3> (acceptance rate not published)

(1) *Range, B. G., Anderson, J., Hvidston, D. J., & **Mette, I. M.** (2013). How teachers' perceive principal supervision and evaluation in eight elementary schools. *Journal of Research in Education*, 23(2), 65-78. (Cabell's acceptance rate: 21-30%)

Submitted for Review

Mette, I. M., Buchanan, R., & Hakkola, L. (under review). Promises and pitfalls of research practice partnerships: The use of homegrown equity audits to develop equity-oriented leaders in a predominantly White US school system. *Educational Leadership Review*. (NCPEA acceptance rate: 17%)

Mette, I. M. Instructional leadership in a rural state: How position and spatiality influence supervision, professional growth, and evaluation. *Journal of Educational Supervision*. (JES acceptance rate: 35%)

Works in Progress

Schwartz-Mette, R. A., **Mette, I. M.** Analyzing changes in physiological responses of aspiring educational leaders. *Educational Administration Quarterly*.

Technical Reports

2022

Mette, I. M., & Fairman, J. C. (2022). *Study of Maine school principals*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

2021

Fairman, J. C., **Mette, I. M.**, & Frankland, M. C. (2021). *School leadership development programs in Maine: Building strengths and addressing challenges*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

2019

Mette, I. M., Fairman, J. C., Lech, P. L., & Frankland, M. (2019). *Principal and teacher perceptions of performance evaluation and professional growth (PE/PG) system implementation*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

2018

* indicates peer reviewed publication

† indicates publication with graduate student

Fairman, J., Johnson, A., **Mette, I. M.**, Wickerd, G., & LaBrie, S. (2018). *A review of standardized testing practices and perceptions in Maine*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

Fairman, J., & **Mette, I. M.** (2018). *Exploring innovative models for school leadership in Maine*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

2017

Fairman, J., & **Mette, I. M.** (2017). *Working toward implementation of performance evaluation and professional growth (PE/PG) systems in Maine school districts*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

Mette, I. M., Fairman, J., & Terzi, S. D. (2017). *Strategies, supports, and supervision of teacher leaders and development of future school leaders*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

2016

Biddle, C., & **Mette, I. M.** (2016). *Successful strategies for extended learning opportunities: A literature review of academic benefits and beyond*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

Mette, I. M., Biddle, C., & Fairman, J. (2016). *Successful strategies and challenges for extended learning time programs: Case studies of six Maine schools*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

Mette, I. M., & Fairman, J. (2016). *Piloting PE/PG systems in Maine school districts: Lessons learned*. A report of the Maine Education Policy Research Institute (MEPRI). Orono, ME: University of Maine.

2011

Bertrand, L. A., Brooks, J. F., Friend, J. I., Grissom, J. A., **Mette, I. M.**, Scribner, J. P. (2011). *The Missouri Turnaround Schools Project: An evaluation*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Non-refereed

2022

Mette, I. M. (2022). Why education cannot be ahistorical. *Bangor Daily News*.
<https://bangordailynews.com/2022/01/03/opinion/opinion-contributor/why-education-cannot-be-ahistorical/>

2021

Mette, I. M. (2021). Leadership is always local. *Bangor Daily News*.
<https://bangordailynews.com/2021/09/12/opinion/contributors/leadership-is-always-local/>

Mette, I. M. (2021). Education has focused too much on accountability and too little on equity. *Bangor Daily News*.
<https://bangordailynews.com/2021/04/12/opinion/contributors/education-has-focused-too-much-on-accountability-and-too-little-on-equity/>

Mette, I. M. (2021). Evolving our educational expectations for 2021. *Bangor Daily News*,
<https://bangordailynews.com/2021/01/05/opinion/contributors/evolving-our-educational-expectations-for-2021/>

2020

Mette, I. M. (2020). The importance of democracy in our society and our schools. *Bangor Daily News*, <https://bangordailynews.com/2020/10/04/opinion/contributors/the-importance-of-democracy-in-our-society-and-our-schools/>

Mette, I. M. & Glickman, C. D. (2020). A generation endured test-centric schooling. Did it help? *The Atlanta Journal-Constitution*, <https://www.ajc.com/education/get-schooled-blog/opinion-a-generation-endured-test-centric-schooling-did-it-help/ZM4RRLSCXFABPTKTX3ROKRW3Y/>

2019

Mette, I. M. (2019). Growing partnerships to develop educational leadership pipelines. *Maine Schools in Focus*, <https://umaine.edu/edhd/2019/04/16/maine-schools-in-focus-growing-partnerships-to-develop-educational-leadership-pipelines/>.

2017

Biddle, C., & **Mette, I. M.** (2017). Addressing adverse childhood experiences through community-engaged school leadership. *Maine Schools in Focus*, <https://umaine.edu/edhd/2017/06/05/maine-schools-focus-addressing-adverse-childhood-experiences-community-engaged-school-leadership/>.

CONFERENCE PRESENTATIONS

(59 total, 37 first author)

Refereed National/International Presentations and Papers

2024

Buchanan, R., **Mette, I. M.**, & Hakkola, L. (April 2024). *Building partnerships: Examining equity and supporting faculty development*. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Cormier, D. R., **Mette, I. M.**, & Oliveras, Y. (April 2024). *Culturally responsive instructional leadership: Disrupting traditional paradigms by centering race to construct new futures in P-20 education*. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

2023

Haberlin, S., & **Mette, I. M.** (October 2023). *Exploring inclusive leadership through Tonglen: A contemplative framework for supervision*. Paper accepted for presentation at the Annual Meeting of the Council of Professors of Instructional Supervision, Boise, ID.

Hazi, H., & **Mette, I. M.** (October 2023). *Reflections on the evolution of the field of instructional supervision: Whom does it serve and how does it function?* Paper accepted for presentation at the Annual Meeting of the Council of Professors of Instructional Supervision, Boise, ID.

Mette, I. M. (October 2023). *Examining the increase in critical literature within educational supervision*. Paper accepted for presentation at the Annual Meeting of the Council of Professors of Instructional Supervision, Boise, ID.

Mette, I. M., Buchanan, R., & Hakkola, L. (November 2023). *Homegrown equity audits for responsible educational leadership*. Paper accepted for presentation at the Annual Meeting of the University Council of Educational Administration, Minneapolis, MN.

Mette, I. M., Cormier, D. R., & Oliveras-Ortiz, Y. (October 2023). *Culturally responsive instructional supervision: A new and inclusive framework for liberating supervision practices*. Paper accepted for presentation at the Annual Meeting of the Council of Professors of Instructional Supervision, Boise, ID.

Mette, I. M., Cormier, D. R., & Oliveras-Ortiz, Y. (November 2023). *Culturally responsive instructional supervision: An instructional leadership framework for equitable and emancipatory outcomes*. Paper accepted for presentation at the Annual Meeting of the University Council of Educational Administration, Minneapolis, MN.

Mette, I. M., Cormier, D. R., & Oliveras-Ortiz, Y., (April 2023). *Culturally responsive instructional supervision as an emancipatory framework*. Roundtable presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Watson, T., **Mette, I. M.**, & Brewer, C. (October 2023). *Critical conversation: Live recording of the JCEL Jabber Podcast*. Critical conversation accepted for presentation at the Annual Meeting of the University Council of Educational Administration, Minneapolis, MN.

2022

Brewer, C., **Mette, I. M.**, & Watson, T. N. (November 2022). *Introducing the Journal of Cases in Educational Leadership JCEL Jabber Podcast*. Session presented at the Annual Meeting of the University Council of Educational Administration, Seattle, WA.

Cormier, D. R., **Mette, I. M.**, & Oliveras-Ortiz, Y. (April 2022). *A call to action: (Re)Imagining the field of educational supervision*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Derrington, M. L., Lavigne, A., Hazi, H., **Mette, I. M.**, Oliveras-Ortiz, Y., Cormier, D. R. (October 2022). *Effective feedback in K-12 classrooms: Linking theory to practice*. Panel presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Indianapolis, IN.

Mette, I. M. (October 2022). *Migrating the field of supervision for equity and sustainability*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Indianapolis, IN.

Mette, I. M., Cormier, D. R., & Oliveras-Ortiz, Y. (October 2022). *Culturally responsive instructional supervision: Rethinking and reimagining a school improvement paradigm*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Indianapolis, IN.

Mette, I. M., Cormier, D. R., & Oliveras-Ortiz, Y., Arnold, N. W., Gooden, M., Khalifa, M., Zepeda, S. J., & Rodríguez, M. (November 2022). *The ongoing development of culturally responsive instructional supervision: Pedagogy, praxis, and theory*. Panel presented at the Annual Meeting of the University Council of Educational Administration, Seattle, WA.

Mette, I. M. & Cormier, D. R. (November 2022). *The intersection of instructional leadership with equitable outcomes*. Roundtable presented at the Annual Meeting of the University Council of Educational Administration, Seattle, WA.

2021

Cormier, D. R., Oliveras-Ortiz, Y., & **Mette, I. M.**, Arnold, N. W., Gooden, M., Rodríguez, M. A., Wright, J., & Militello, M. (November 2021). *Supervision for guerilla pedagogists: Decentering whiteness and increasing representation within supervision*. Paper presented at the Annual Meeting of the University Council of Educational Administration, Columbus, OH.

Haberlin, S., & **Mette, I. M.** (October 2021). *Exploring inclusive leadership through Tonglen: A contemplative framework for supervision*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Indianapolis, IN.

Glickman, C. D., **Mette, I. M.**, Burns, R. W., Williams, S. M., Alridge, D., & Houck, E. A. (April 2021). *Democracy as the aim of education: Critical issues of leadership, voice, equity, and schooling*. Symposium presented at the Annual Meeting of the American Educational Research Association.

Mette, I. M. (October 2021). *Supervision as a Vehicle for Systemic Change*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Indianapolis, IN.

Mette, I. M., Cormier, D. R., & Oliveras-Ortiz, Y. (October 2021). *Confronting a lack of critical perspectives within supervision*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Indianapolis, IN.

2020

Mette, I. M. (October 2020). *Where do we go from here? Reflecting on how supervision scholarship can better merge theory and practice*. Paper session presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Indianapolis, IN.

Mette, I. M. (October 2020). *Towards a critical educational supervision theory*. Paper session presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Indianapolis, IN.

Mette, I. M., Aguilar, I., & Wieczorek, D. (April 2020). *A fifty state review of teacher supervision and evaluation systems: The influence of ESSA and implications for policy and practice*. Paper session at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

2019

Aguilar, I., **Mette, I. M.**, Wieczorek, D. (November 2019). *A thirty state analysis of teacher supervision and evaluation systems in the ESSA era*. Paper presented at the Annual Meeting of the University Council of Educational Administration, New Orleans, Louisiana.

Glickman, C., **Mette, I. M.**, & Burns, R. W. (October 2019). *Vim, vest, and perils of resuscitating Glickman's old books*. Panel session presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Augusta, GA.

Mette, I. M., Wieczorek, D., & Aguilar, I. (April 2019). *How state political culture and history influences teacher supervision and evaluation policy*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, ON, Canada.

Mette, I. M., Schwartz-Mette, R. A., & Lawrence, H. R. (October 2019). *Examining stressful supervision experiences through the lens of physiological response*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Augusta, GA.

Mette, I. M., & Zepeda, S. J. (October 2019). *From inception to fruition: An analysis of the Journal of Educational Supervision*. Panel session presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Augusta, GA.

Wieczorek, D., Aguilar, I., & **Mette, I. M.** (October 2019). *Teacher supervision and evaluation across thirty-six states: Policy implications since ESSA*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Augusta, GA.

2018

Aguilar, I., **Mette, I. M.**, & Wieczorek, D. (October 2018). *Conducting cross-state policy analysis to determine predominant political subcultures influencing teacher supervision and evaluation policy*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Orono, ME.

Biddle, C., & **Mette, I. M.** (April 2018). *Deconstructing policy implementation imaginaries: A comparison of school-community relationships across policy and rural practice*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Biddle, C., **Mette, I. M.**, & Mercado, A. (March 2018). *Partnering with schools for community development: Power imbalances in community collaboratives addressing rural poverty*. Paper presented at the Annual Meeting of the Rural Poverty Research Conference, Washington, DC.

Mette, I. M. (April 2018). *The conflation between supervision and evaluation in a state teacher evaluation and professional growth system*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Mette, I. M., & Biddle, C. (April 2018). *The relationship of school community partnerships in rural reform efforts*. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Wieczorek, D., Aguilar, I., & **Mette, I. M.** (November 2018). *By default or by design: State political culture and teacher evaluation policy*. Paper presented at the Annual Meeting of the University Council for Educational Administration, Houston, TX.

2017

Biddle, C., & **Mette, I. M.** (November 2017). *Leading in the margins: Rural school and community leadership for the 21st century*. Symposium accepted for presentation at the Annual Meeting of the University Council for Educational Administration, Denver, CO.

Biddle, C., **Mette, I. M.**, Ackerman, R., Maddaus, J., Brown, L., Tappan, M., & Furth, A. (April 2017). *Community groups as a catalyst for school reform*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Brown, L., Tappan, M., Biddle, C., & **Mette, I. M.** (November 2017). *From adversity to activism: Youth-fueled approaches to voice and engagement*. Paper accepted for presentation at the Annual Meeting of the University Council for Educational Administration, Denver, CO.

Mette, I. M., & Schwartz-Mette, R. A. (October 2017). *The intersection of clinical supervision in education and psychology: Practices to inform competency, knowledge, and reflective disposition*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Austin, TX.

Mette, I. M., & Wakkinen, H. (April 2017). *Rural school counselors' perceptions of job satisfaction and shared leadership: Mitigating factors in response to the pressures of school reform*. Poster presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Mette, I. M., Wieczorek, D., & Aguilar, I. (October 2017). *Square peg in a round hole: A cross-state comparison of teacher evaluation systems and the implications for teacher supervision*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Austin, TX.

Oliveras-Ortiz, Y., & **Mette, I. M.** (October 2017). *(Re)Defining supervision in the age of accountability and reform*. Film accepted for presentation at the Annual Meeting of the University Council for Educational Administration, Denver, CO.

2016

Biddle, C., & **Mette, I. M.** (October 2016). *School-community partnerships for reform: Lessons from rural and tribal schools*. Paper presented at the Annual Meeting of the National Rural Education Association, Columbus, OH.

Mette, I. M., Biddle, C., Ackerman, R., Maddaus, J., Brown, L., Tappan, M., Mercado, A., & Congdon, M. (November 2016). *Supporting sustainable and sociocultural approaches in community learning and school reform*. Paper presented at the Annual Meeting of the University Council for Educational Administration, Detroit, MI.

Mette, I. M., Nieuwenhuizen, L., & Silverman, B. (April 2016). *The positionality of instructional leaders: What do we do when all the leaders are White?* Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Mette, I. M. & Pacholski, C. (October 2016). *Real world and simulated efforts to improve instructional supervision*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Tampa, FL.

Mette, I. M., & Riegel, L. (October 2016). *Intellectual cleansing: The eradication of supervision and instructional leadership*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Tampa, FL.

2015

Hvidston, D. J., McKim, C., & **Mette, I. M.** (August 2015). *Principals' perceptions regarding their evaluation cycle*. Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration, Washington, DC.

Mette, I. M., & Allen, A. (October 2015). *A review of instructional supervision: Perceptions of the scholarly definition*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Ft. Worth, TX.

Mette, I. M., Beachner, M. C., Crow, T. C., & Hutchins, R. J. (October 2015). *Assessing educator preparation to target opportunities for improvement: An evaluation of preservice educators' perceptions*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Ft. Worth, TX.

Mette, I. M., & Stanoch, J. W. (April 2015). *Reform on the reservation: The struggle to implement school improvement grant efforts*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Mette, I. M., & Stanoch, J. W. (November 2015). *SIG efforts on the reservation: Reform or continuation of assimilation?* Paper presented at the Annual Meeting of the University Council for Educational Administration, San Diego, CA.

2014

Hvidston, D. J., Range, B. G., McKim, C., **Mette, I. M.** (August 2014). *Aspiring principals' perspectives about teacher supervision and evaluation: Insights for educational leadership preparation programs*. Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration, Camarillo, CA.

Hvidston, D. J., Range, B. G., McKim, C., & **Mette, I. M.** (August 2014). *Principals' perceptions regarding an ideal principal evaluation and supervisory feedback*. Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration, Camarillo, CA.

Mette, I. M., & Hvidston, D. J. (October 2014). *Data management systems, district leadership, and demands of reform and accountability policies: Impacts on instructional supervision*. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Atlanta, GA.

Mette, I. M., & Nieuwenhuizen, L. (November 2014). *Teachers' perceptions of culturally relevant professional development: Reform efforts leading to greater social justice?*

Paper presented at the Annual Meeting of the University Council for Educational Administration, Washington, DC.

Mette, I. M., & Nieuwenhuizen, L. (November 2014). *Restorative justice, administrative actions, and the navigation of school reform to create equitable discipline policies.* Paper presented at the Annual Meeting of the University Council for Educational Administration, Washington, DC.

Mette, I. M., Range, B. G., Anderson, J., & Hvidston, D. J. (April 2014). *Teachers' and principals' perceptions about differentiated supervision and evaluation: A lesson in supervisory reflective practice.* Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Mette, I. M., & Stanoch, J. W. (October 2014). *Teachers' perceptions of School Improvement Grant funding: Attempted reform efforts on instruction, supervision, and increased student achievement.* Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Atlanta, GA.

2013

Mette, I. M., & Range, B. G. (October 2013). *The needs of a turnaround school: How leadership, school culture, and collaboration transform policy into supervision practice.* Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, University Park, PA.

Mette, I. M., & Scribner, J. P. (April 2013). *Turnaround school policy: Moving beyond technical change to develop capacity built on communication, trust, and community involvement.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Range, B. G., Anderson, J., Hvidston, D. J., & **Mette, I. M.** (October 2013). *How teachers' perceive principals' supervision and evaluation in eight high performing elementary schools.* Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, University Park, PA.

2012

Mette, I. M., & Scribner, J. P. (November 2012). *Turnaround school policy: A lesson in the transformation of intentions.* Paper presented at the Annual Meeting of the University Council for Educational Administration, Denver, CO.

Mette, I. M., Scribner, J. P., Grissom, J. A., & Friend, J. (April 2012). *The Missouri Turnaround Schools Project: An evaluation.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

Refereed Regional/State Presentations

2022

Mette, I. M. (April 2022). *Intercommunalism: The need for education to fight assumptions about being seen as corporate property*. Panel presented at the Socialist and Marxist Studies Series, Orono, ME.

Mette, I. M. (April 2022). *Supervision in a rural state: Position, spatiality, and leadership lessons to drive instructional improvement efforts*. Paper presented at the Annual Conference of the New England Educational Research Organization, Portsmouth, NH.

2017

Congdon, M., Mercado, A., Biddle, C., & **Mette, I. M.** (April 2017). *Grassroots community partnerships for rural school reform: Recursive nature of tribal school exclusion*. Paper submitted for presentation at the Annual Conference of the New England Educational Research Organization, Portsmouth, NH.

2016

Blanchard, A., **Mette, I. M.**, Biddle, C., Ackerman, R., & Maddaus, J. (April 2016). *Transforming rural experience in education*. Paper accepted for presentation at the Annual Conference of the New England Educational Research Organization, Portsmouth, NH.

2014

Mette, I. M., Range, B. G., Anderson, J., Hvidston, D. J., & McKim, C. A. (March 2014). *Principal's self-reflection of differentiated supervision and evaluation: A metacognitive process for principals in light of reform efforts for educational leaders*. Paper presented at the Professional Studies Research Symposium, University of Wyoming, Laramie, WY.

Range, B. G., McKim, C., **Mette, I. M.**, & Hvidston, D. J. (March 2014). *What can educational leadership programs can learn about teacher supervision and evaluation from aspiring principals?* Paper presented at the Professional Studies Research Symposium, University of Wyoming, Laramie, WY.

Local Presentations

2022

Mette, I. M. (March 2022). *Reenvisioning supervision to address inequitable instruction*. Presented at the Penobscot River Educational Partnership Conference.

Mette, I. M. (September 2022). *Culturally responsive instructional supervision*. Presented at the Penobscot River Educational Partnership Leadership Series.

2021

Mette, I. M. (March 2021). *Teaching democratic principles and addressing whiteness in education*. Presented at the Penobscot River Educational Partnership Conference.

2016

Mette, I. M., & Angelosante, C. (November 2016). *The intersection of preservice teacher and aspiring administrator supervision: Using technology to support greater synergy in educator development*. Presented at the College of Education and Human Development Pecha Kucha Night, University of Maine, Orono, ME.

GRANT ACTIVITY

- Mette, I. M.** (March 2021). Enhanced Mentoring Program with Opportunities for Ways to Excel in Research: EMPOWER. University of Maine and University of Maine at Machias. *Physiological reactivity in educational supervision: Lessons for future leadership development*. Granted: \$10,000.
- Biddle, C., **Mette, I. M.**, Brown, L., Tappan, M., Strickland, S., Ray, B., & Furth, A. (August 2017). Sociological Initiatives Foundation Grant. *Communities and youth leading the creation of trauma-informed environments in rural America*. Applied: \$20,000.
- Mette, I. M.**, & Biddle, C. (February 2017). The Bangor Savings Bank Faculty Development Fund and The Lyndon Paul LoRusso Memorial Faculty Development Fund. Applied: \$1,500.
- Biddle, C., & **Mette, I. M.** (November 2016). The Bangor Savings Bank Faculty Development Fund and The Lyndon Paul LoRusso Memorial Faculty Development Fund. Granted: \$1,500.
- Mette, I. M.** (April 2016). The Bangor Savings Bank Faculty Development Fund and The Lyndon Paul LoRusso Memorial Faculty Development Fund. Granted: \$1,500.
- Mette, I. M.**, Biddle, C., Ackerman, R., Maddaus, J., Brown, L., Tappan, M., Eiben, V., & Furth, A. (2016). College of Education and Human Development. *Empowering a community to address issues of poverty and trauma: Innovative school reform and community engagement*. Granted: \$39,962.
- Biddle, C., & **Mette, I. M.** (2015). Spencer Conference Grant. *Transforming rural education experience through addressing poverty, trauma and race*. Applied: \$46,092.
- Mette, I. M.**, & Pijanowski, J. C. (2014). University of Arkansas Provost's Research Grant. *Turnaround leadership in Arkansas SIG funded schools: An evaluation*. Applied: \$1,500.
- Range, B. G., **Mette, I. M.**, & Hvidston, D. J. (2014). NEA Learning and Leadership Grant. *Principals' leadership and teacher supervision in a turnaround school: A case study to inform leadership professional development*. Applied: \$5,000
- Mette, I. M.** (2010). Links to Learning Grant. *An Integrative Approach to Teambuilding*. Granted: \$650
- Mette, I. M.** (2009). Links to Learning Grant. *Experiencing the History of Integration in America*. Granted: \$650
- Mette, I. M.** (2007). Links to Learning Grant. *Modeling Authentic Student Work*. Granted: \$650

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
2012-present

Council of Professors of Instructional Supervision (COPIS)
2013-present

SERVICE TO THE PROFESSION

National/International

American Educational Research Association

Chair, SIG Supervision and Instructional Leadership
2021-present

Secretary/Treasurer, SIG Supervision and Instructional Leadership
2020-2021

Program Chair, SIG Supervision and Instructional Leadership
2017-2020

Program Chair-Elect, SIG Supervision and Instructional Leadership
2016

Award Chair, SIG School Turnaround and Reform
2014-2016

Proposal Reviewer, Annual Meeting, Division A, Section 3
2022

Proposal Reviewer, Annual Meeting, Division A, Section 1
2022

Proposal Reviewer, Annual Meeting, Division A, Section 3
2021

Proposal Reviewer, Annual Meeting, Division A, Section 1
2021

Proposal Reviewer, Annual Meeting, Division A, Section 1
2020

Proposal Reviewer, Annual Meeting, Division A, Section 3
2019

Proposal Reviewer, Annual Meeting, Division A, Section 1

2019

Proposal Reviewer, Annual Meeting, SIG Rural Education
2019

Proposal Reviewer, Annual Meeting, SIG Rural Education
2018

Proposal Reviewer, Annual Meeting, Division A, Section 1: Leadership
2018

Proposal Reviewer, Annual Meeting, Division A, Section 3: School
Improvement
2018

Proposal Reviewer, Annual Meeting, SIG School Turnaround and Reform
2017

Proposal Reviewer, Annual Meeting, SIG Rural Education
2017

Proposal Reviewer, Annual Meeting, Division A, Section 1: Leadership
2017

Proposal Reviewer, Annual Meeting, Division A, Section 3: School
Improvement
2017

Proposal Reviewer, Annual Meeting, SIG School Turnaround and Reform
2017

Proposal Reviewer, Annual Meeting, SIG Rural Education
2017

Proposal Reviewer, Annual Meeting, Division A, Section 2
2016

Session Chair, Annual Meeting, SIG Rural Education, School Leadership Across
Diverse Ruralities
2017

Session Discussant, Annual Meeting, SIG Supervision and Instructional
Leadership, Developing Instructional Leadership Across a Continuum: Voices
from the Field
2017

Session Chair, Annual Meeting, SIG Supervision and Instructional Leadership,
Transformative Practices and Frameworks in Preservice and Inservice
Supervision
2016

Session Chair, Annual Meeting, SIG School Turnaround and Reform,
Approaches to Turnaround and Engagement in Learning
2016

Proposal Reviewer, Annual Meeting, SIG School Turnaround and Reform
2015

Leadership
Proposal Reviewer, Annual Meeting, SIG Supervision and Instructional
2015

Session Chair, Annual Meeting, SIG Supervision and Instructional Leadership,
Teacher Supervision and Instructional Leadership: Perspectives from the Field
2015

Session Chair, Annual Meeting, SIG School Turnaround and Reform
Roundtable, The Possibility of School Turnaround: Research Studies of
Turnaround Efforts at Different Levels
2014

Council of Professors of Instruction Supervision

President
2019-2020

Secretary
2018-2019

Membership Committee Member
2016-present

Publication Committee Chair
2016-present

Proposal Reviewer, Annual Meeting
2016-present

Session Facilitator, Annual Meeting, Principals as Instructional Leaders
2016

Site Selection Committee Chair

2016

Site Selection Committee Co-Chair

2015-present

Session Facilitator, Annual Meeting, COPIS Family Tree: Tracing Our
Connections and Supervisory History

2015

Publication Committee Member

2014-2016

Site Selection Committee Member

2013-2015

Graduate Student Support Committee Member

2013-present

University Council for Educational Administration

Proposal Reviewer, Annual Meeting

2021

Proposal Reviewer, Annual Meeting

2018

Proposal Reviewer, Annual Meeting

2017

Proposal Reviewer, Annual Meeting

2016

Proposal Reviewer, Annual Meeting

2015

Session Chair, Annual Meeting, Supervision and Instructional Leadership SIG

2016

Session Chair, Annual Meeting, Rectifying the Separation between Academia
and Schooling: A Critical Conversation about Scholarly Work and Service

2015

Proposal Reviewer, Annual Meeting

2014

Session Chair, Annual Meeting, Teacher Mobility and Effectiveness

2015

Session Chair, Annual Meeting, The Importance of Teacher Leadership in
Influencing School Change
2014

Editor

Journal of Educational Supervision

Board Member

Diversity, Social Justice and the Educational Leader

Manuscript Reviewer

Educational Administration Quarterly
2017-present

Educational Leadership Review of Doctoral Research
2016-present

Journal of the Effective Schools Project
2015-present

Journal of Research in Rural Education
2017-present

Mentoring and Tutoring
2016-present

The Rural Educator
2016-present

Regional

New England Education Research Organization
Reviewer, 2015

Advisory Board Member

Transforming Rural Education Experience (TREE)
2015-present

Wyoming Association of School Administrators
Executive Committee

2013-2014

University

University of Maine

College of Education and Human Development Dean Search Committee

University of Maine, College of Education and Human Development
AFUM Officer for the College of Education and Human Development
2019-present

University of Maine, College of Education and Human Development
Graduate Board Member
2015-2021

University of Maine, College of Education and Human Development
Graduate Board Executive Committee Member
2016 (Fall)

University of Arkansas, College of Education, Graduate Faculty Meeting
Committee Member
2014

University of Arkansas, College of Education, Scholarship Committee
Review Committee Member
2014

University of Wyoming, College of Educational, Department of Professional Studies
Research Symposium
Participant, 2014
Reviewer, 2014

University of Wyoming, College of Education
Diversity Committee
2013-2014

College and School

Faculty Advisory Committee Chair
2020-present

Faculty Advisory Committee Member
2019-2020

Graduate Affairs Committee Member
2019-present

School of Educational Leadership, Higher Education, and Human Development –
Educational Leadership Program Coordinator
2018-present

University of Maine Educational Leadership Master's Cohort Recruitment
2015-present

University of Maine Assessment
2015-2017

University of Maine CAEP Steering Committee
2015-2017

University of Maine PREP/EDL Search Committee Member
2016

University of Maine Educational Leadership Lecturer Search Committee Member
2018