

Carl R. Fahrenwald, Ed.D
Clinical Assistant Professor

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ACADEMIC BACKGROUND

University of South Dakota	Doctor of Education Degree	Educational Administration	1999
Northern State University	Master of Science Degree in Education	School Guidance and Counseling	1990
Northern State University	Bachelor of Science Degree in Education	General Science Biology	1984

PROFESSIONAL EXPERIENCE

Clinical Assistant Professor, Department of Educational Administration and Human Resource Development, Texas A&M University	09/01/2018-present
Science Teacher, Flandreau Indian School, Flandreau, SD	2015-2018
K-12 Superintendent , Rutland School District 39-4, Rutland, SD	1999-2015
Community Resource Specialist, Brookings School District, Brookings, SD	1997-1998
Adjunct Instructor, College of Nursing South Dakota State University	Fall Semester, 1998
Secondary Science Teacher, Baltic School District, Baltic, SD	1995-1999
Science Teacher, US Peace Corps, Malawi, Africa	1993-1995
Head Secondary Teacher, Lake Chelan School District, Chelan, WA	1990-1993
Science Teacher, Waubay School District, Waubay, SD	1984-1989

HONORS, AWARDS and PROFESSIONAL CERTIFICATIONS

- 2023 Outstanding Achievement Award- Climate. Texas A&M EAHR Department, CEHD
- Texas A&M, EAHR Department Mediator Certification, December 2023
- 2022-24 Executive board member, Texas Council of Professors of Educational Administration
- STaR (Service, Teaching, and Research) Program Mentor, 2022-2024
- Texas Educator Certificate, State Board for Educator Certification EC-12 Superintendent and Principal
- Texas Education Agency (TEA) Field Supervisor Coaching Training
- Texas Education Agency (TEA) Advancing Educational Leadership (AEL) Trainer Certification
- Texas Education Agency (TEA) Texas Teacher Evaluation and Support System (T-TESS) Trainer Certification 11/7/2018
- Texas Education Agency (TEA) Texas Principal Evaluation and Support System (T-PESS) Trainer Certification 11/29/2018

PUBLICATIONS

Kipp, A., Clark, J. S., Fahrenwald, C., & Perez, G. (2023). "I Just Feel Worn Out": Constraints to Teacher Agency throughout COVID-19. *School Leadership Review*, 18(1). <https://scholarworks.sfasu.edu/slr/vol18/iss1/5>

Elfarargy, H., Irby, J. B., Abdelrahman, N., Webb, G., Abney, A., Holley, S., Villarreal, E., & Fahrenwald, C. (2022). Supporting a statewide policy consideration: Virtual advancing educational leadership training during COVID-19. *Frontiers in Education*. (p. 584). *Frontiers*. <https://doi.org/10.3389/educ.2022.958908>

Wooldridge, T., Torres, M.S., Madsen, J.A., Fahrenwald, C., & Holley, S.P. (2019). Interplay between deficit ideologies and leaders' self-efficacy in dropout prevention: A case study of U.S. urban high school principals. *Revista Panamericana de Pedagogía* .

Holley, S., Fahrenwald, C., & Torres, M.S. (Spring 2019). School district-university partnerships: Promises and perils, *TASA Insight*, 34(1), 16-18.

Kant, Joanita M.; Burckhard, Suzette R.; and Meyers, Richard T., "STeAM Girls Activities: Flandreau Indian School, Flandreau, SD, 2016" (2016). Civil and Environmental Engineering Faculty Publications. 1. http://openprairie.sdstate.edu/cvlee_pubs/1
Science learning program grant administered by South Dakota State University. Served as teaching faculty liaison to engage high school girls in the project.

Shrinking pains: South Dakota rural schools grapple with change (April 24, 2008). *The Economist*. <http://www.economist.com/node/11089905> Interview by a national publication focused on keeping rural schools open with public funding.

Fahrenwald, Carl R. (1999). *Biology teachers' acceptance and understanding of evolution and the nature of science* . University of South Dakota. Dissertation Abstracts International, Publication Number: AAI9937374; ISBN: 9780599386075.

PRESENTATIONS

Irby, B., Abdelrahman, N., Fahrenwald, C., Elfarargy, H., and Webb, G. (July 27, 2023). *Advancing Educational Leadership: Principal Candidates' Perceptions of their Virtual Experience*. Proceedings of the The International Council of Professors of Educational Leadership (ICPEL) HyFlex Conference 2023. Orlando, FL

Fahrenwald, C., Elfarargy, H., Abdelrahman, N., Irby, B., Lara-Alecio, R., Tong, F., Holley, S., (May 4, 2023). *Using a Well-Structured Practicum Model in a University Principal Preparation Program to Advance Students' Learning Experience*. Proceedings of the Transformational Teaching and Learning (TTLC) Conference 2023, Texas A&M University. College Station, TX

Fahrenwald, C., Hwang, J. (March 25, 2022). Race, Identity and Social Equity (RISE) Conference presentation: *Integrating Equity and Inclusion into Education Policy While Maintaining Standardized Academic Achievement Accountability*. Texas A&M University Department of Multicultural Services, College Station, TX

Elfarargy, H., Abdelrahman, N., Irby, B. J., Webb, G., Villarreal, E., Holley, S., Fahrenwald, C., Abadi, M., & Abney, A. (November 11-14, 2021). *Responding to COVID-19 Pandemic: Principal Candidates' Perceptions of Advancing Educational Leadership Virtual Training*. Proceedings of the University Council for Educational Administration (UCEA) 2021. Columbus, OH

Fahrenwald, C. (March, 2021). Race, Identity and Social Equity (RISE) Conference presentation: *Creating Space for Indigenous Epistemologies*. Texas A&M University Department of Multicultural Services, College Station, TX

Fahrenwald, C., Irby, B.J., Lara-Alecio, R., Paz, E. (January 26, 2021). *Colonial Hegemony in Education: Awareness and Unique Needs of Under Identified Indigenous Students in Texas*. Proceedings of the Texas Association of School Administrators (TASA) Midwinter Conference, Austin, TX.

Fahrenwald, C. (November, 2020). Symposium Presenter: *Teachers Who Educate English Learners: Leading & Learning in Science Education*. Texas A & M College of Education and Human Development, College Station, TX.

Fahrenwald, C. (February, 2020). Voices of Impact presentation: *Humor and Humility Heals*. Texas A & M University College of Education and Human Development, College Station, TX

Fahrenwald, C. (November, 2019). Ignite session: *Picking the low hanging forbidden fruit from the dominant tree of Western science knowledge*. University Council for Educational Administration, New Orleans, LA

US Peace Corps, Malawi, Africa (1993-95)

- **Pre-service training consultant for education**
- **Teacher/Researcher**, “Improving Scientific Reasoning Skills in Malawian Pupils” project of Mathematics and Science Education Section of Curriculum and Teaching Studies Department, Chancellor College, University of Malawi.

FUNDED PROPOSALS

U.S. Department of Education 2023-2027 (14,999,990)

School of Education and Human Development, Texas A&M University

Co-Investigator “Project Research-based Strategies and Artificial Intelligence for School Enhancement: Turning Around Schools (RAISE)”

U.S. Department of Education 2017-2022 (\$13,692,601)

School of Education and Human Development, Texas A&M University

Program faculty role “Accelerated Preparation of Leaders for Underserved Schools (A-PLUS): Building Instructional Capacity to Impact Diverse Learners”

Catapult Triad+ Seed Grant Program 2019 (\$10,000)

School of Education and Human Development, Texas A&M University. Co-Investigator “Building Rural Teaching Acme in Secondary Science: Enhancing Science Teaching for High Needs Students”

TEACHING

EDAD 639 Foundations of Educational Administration

EDAD 624 Administration of Special Populations and Programs

EDAD 606 Instructional Leadership Development Training

EDAD 687 Principles of Professional Practice in Education

EDAD 609 Public School Law

EDAD 605 The Principalship

EDAD 637 Administration of Organizational Change in Education

EDAD 608 School Finance