

AASHNA KHURANA

Ph.D. in Curriculum and Instruction (and Educational Leadership)
Lynch School of Education and Human Development, Boston College
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RESEARCH INTERESTS

Educational leadership for equity, inclusive education reform; Systems-thinking, Universal Design for Learning (UDL); special education policy and service delivery; research–practice partnerships; school improvement.

EDUCATION

Ph.D., Curriculum and Instruction (and Educational Leadership)	May 2026
Boston College, Lynch School of Education and Human Development, Chestnut Hill, MA	
<i>Dissertation: Realist Evaluation of Inclusive Education Reform in the Archdiocese of Milwaukee</i>	
M.Ed., Special Education	2018
Department of Special Education, S.N.D.T. Women's University, Mumbai, India	
B.Ed., Special Education	2015
Lady Irwin College, Delhi University, New Delhi, India	
B.Comm (Honours)	2014
Delhi University, New Delhi, India	

AWARDS & FELLOWSHIPS

David L. Clark Scholar (2026). Sponsored by UCEA and Divisions A and L, AERA.
Competitive national fellowship recognizing emerging scholars in educational leadership.

Roche Center Research Fellowship (2025–2026). \$5,000 fellowship with research travel support to conduct and publish scholarship on Catholic schools. Lynch School of Education, Boston College.

Jackson Scholar (2024–2026). University Council for Educational Administration (UCEA).
Recognizes doctoral students advancing equity-focused educational research.

UCEA Graduate Student Fellowship (2025). Collaborative fellowship with the UCEA Joint Program Center for the Study of the Superintendency & District Governance, under Drs. Meredith Mountford and Leigh Wallace.

ICSEI Junior Scholar Fellowship (2025). Prestigious fellowship recognizing emerging scholars in educational research from the International Congress for School Effectiveness and Improvement.

Lynch School of Education Doctoral Student Research Fund (2025). \$1,500 stipend for research and research-related travel.

Best Paper Nomination (2022). New England Educational Research Organization (NEERO) Annual Conference. Paper: "System Efforts to Reform Special Education Service Delivery in Boston Public Schools."

Researcher Development Program Fellow (2022–2023). UCEA-AERA Leadership for School Improvement SIG program.

Inclusive Learning Network Award (2021). International Society for Technology in Education (ISTE) PLN. Honored for contributions to inclusive learning practices.

PUBLICATIONS

Journal Articles

- Khurana, A.** (in press). From fragmentation to cohesion: A narrative review of system-level inclusive education reforms. *Journal of Special Education Leadership*.(Q3, SJR-0.284)
- Scanlan, M., **Khurana, A.**, Martin, T., & Mendenez, C. (in press). Mentoring coaches toward communities of practice advancing inclusion. *International Journal of Mentoring and Coaching in Education*.(Q2, IF-1.8)
- Khurana, A.** (2022, September). Converting physical spaces into learning spaces: Integrating universal design and universal design for learning. *Frontiers in Education*, 7, Article 965818. <https://doi.org/10.3389/feduc.2022.965818> .(Q2, IF-1.9)

Book Chapters

- Mountford, M., Wallace, L. E., & **Khurana, A.** (in press). Wicked problems: Conceptual foundations and contemporary significance. In M. Mountford & L. E. Wallace (Eds.), *School boards and superintendents: Navigating a wicked terrain* (Research on the superintendency series, Vol. 3).
- Mountford, M., Wallace, L. E., & **Khurana, A.** (in press). Wicked is as wicked does. In M. Mountford & L. E. Wallace (Eds.), *School boards and superintendents: Navigating a wicked terrain* (Research on the superintendency series, Vol. 3).
- Mountford, M., Wallace, L. E., & **Khurana, A.** (in press). No rest from the wicked. In M. Mountford & L. E. Wallace (Eds.), *School boards and superintendents: Navigating a wicked terrain* (Research on the superintendency series, Vol. 3).
- Khurana, A.**, & Scanlan, M. (2025). Reforming special education service delivery in Boston Public Schools with research-practice partnership. In K. Zenkov, D. Polly, & L. Rudder (Eds.), *Boundary-spanning in school-university partnerships*. Information Age Publishing.
- Khurana, A.**, Scanlan, M., Bott, J., & d'Ablemont Burnes, E. (2023). Research–practice partnership to reform special education service delivery in Boston Public Schools. In J. Barnes, M. J. Stevens, B. Z. Ekelund, & K. Perham-Lippman (Eds.), *Inclusive leadership: Equity and belonging in our communities* (pp. 107–120). Emerald.
- Dalton, E. M., Jackson, R. M., Bracken, S., Satar, A. A., Aabi, M., **Khurana, A.**, Nicholas, L., Power, O. K., & Plantin Ewe, L. (2023). Creating an international collaboratory for leadership in universally designed education: INCLUDE as a global community of practice. In K. Koreeda, M. Tsuge, S. Ikuta, E. M. Dalton, & L. Plantin Ewe (Eds.), *Building inclusive education in K-12 classrooms and higher education: Theories and principles* (pp. 1–20). IGI Global. <https://doi.org/10.4018/978-1-6684-7370-2.ch001>
- Khurana, A.** (2019). UDL practices in India: Paving a path from equality to equity in learning. In S. L. Gronseth & E. M. Dalton (Eds.), *Universal access through inclusive instructional design: International perspectives on UDL* (pp. 103–110). Routledge.

Conference Papers and Presentations

- Khurana, A.** (2026, April). *Transforming systems for inclusion: Advancing reform for students with disabilities* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA, USA.
- Khurana, A.** (2026, April). *Unpacking system-level conditions for sustained reform in Catholic schools* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA, USA.
- Khurana, A.** (2026, March). *Beyond isolated practices: A systemic four-part framework for inclusive education reform* [Poster presentation]. Council for Exceptional Children Annual Conference, Salt Lake City, UT, USA.
- Khurana, A.** (2026, January). *What makes inclusion "sticky"? Unpacking system-level conditions for sustained reform in Catholic schools* [Paper presentation]. International Congress for School Effectiveness and Improvement (ICSEI), Doha, Qatar.
- Khurana, A.** (2025, November). *Leading inclusive reform: Building resilience through collaboration and community* [Paper presentation]. Graduate Student Symposium (GSS), University Council for Educational Administration (UCEA) Annual Convention, San Juan, Puerto Rico.
- Khurana, A.** (2025, November). *Examining system-level variation in inclusive education across Catholic schools* [Symposium presentation]. Jackson Scholars Symposium, University Council for Educational Administration (UCEA) Annual Convention, San Juan, Puerto Rico.
- Khurana, A.** (2025, April). *Examining system-level variation in inclusive education across Catholic schools* [Symposium presentation]. Jackson Scholars Symposium, American Educational Research Association (AERA) Annual Meeting, Denver, CO, USA.
- Khurana, A.** (2025, March). *Advancing deep equity in education systems: A narrative review of school-research partnerships for systemic transformation* [Paper presentation]. New England Educational Research Organization (NEERO) Annual Conference, Newport, NH, USA.
- Khurana, A.** (2026, March). *Leading for lasting inclusion: System reform in Catholic school networks* [Poster presentation]. Council for Exceptional Children Annual Conference, Salt Lake City, UT, USA.
- Khurana, A.** (2025, January). *System-level inclusive reform: Advancing educational equity for students with disabilities through intersectional approaches* [Paper presentation]. International Conference on Education 3, Mumbai, India.
- Khurana, A., & Scanlan, M.** (2025, March). *Building equitable leadership through targeted coaching: Supporting systems change for inclusive education in Boston Public Schools* [Paper presentation]. New England Educational Research Organization (NEERO) Annual Conference, Newport, NH, USA.
- Khurana, A.** (2025, February). *Transforming education systems: A review of systems reform for equity and justice for children with disabilities* [Poster session]. International Congress for School Effectiveness and Improvement (ICSEI), Melbourne, Australia.
- Khurana, A.** (2025, February). *Systems change efforts for inclusive education: Lessons from effective districts* [Dialogic session]. International Congress for School Effectiveness and Improvement (ICSEI), Melbourne, Australia.
- Khurana, A., & Scanlan, M.** (2024, June). *Advancing educational equity: System-level inclusive reforms through Universal Design for Learning*. Lightning talk at the International Conference on Equity and Quality (ICEQ), Worcester, UK.

- Khurana, A.** (2024, June). Cross-pollination of Universal Design for Learning and neurodiversity frameworks to improve opportunities for expression of learning. Paper presented at ICEQ, Worcester, UK.
- Plantin Ewe, L., **Khurana, A.**, & Dalton, E. (2024, June). Universal Design for Learning: What is the research evidence? A systematic review. Poster at ICEQ, Worcester, UK.
- Scanlan, M., & **Khurana, A.** (2024, April). A research-practice partnership for dismantling social injustices and advancing organizational transformation for inclusive education. AERA Annual Meeting, Philadelphia, PA.
- Scanlan, M., & **Khurana, A.** (2024, January). A research-practice partnership advancing organizational transformation for inclusive education. ICSEI Annual Conference, Dublin, Ireland.
- Khurana, A.**, Richardson, J., & Choi, J. H. (2023, November). Facilitating school-wide inclusion: A continuous improvement framework for systemic educational reform. UCEA Annual Convention, Minneapolis, MN.
- Khurana, A.**, & Scanlan, M. (2023, May). System efforts to reform special education service delivery in Boston Public Schools. NEERO Annual Conference, Newport, NH.
- Khurana, A.**, & Scanlan, M. (2023, April). A systemic inquiry of how school-based inclusion planning teams reform special education service delivery: A case of Boston Public Schools. AERA Annual Meeting, Chicago, IL.
- Dyer, C., **Khurana, A.**, Sharma, G., Ramanujan, P., & Bhattacharjea, S. (2021). Pathways to numeracy: A comparative analysis of policy and curricular materials for early years' mathematics in three states of India. Comparative and International Education Society (CIES).
- Dalton, E., & **Khurana, A.** (2020). Making assessments inclusive. In D. Schmidt-Crawford (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1975–1979). AACE.
- Khurana, A.**, & Apoorva, P. (2019). Relearning of the teachers: Effect of training in Universal Design for Learning on teacher's knowledge and skills and learners' achievement. *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1471–1481). AACE.
- Dalton, E., Gronseth, S., Anderson, C., Anderson, K., & **Khurana, A.** (2019). Inclusive instructional design efforts around the world. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2579–2581). AACE.

Web posts and Blogposts

- Dyer, C., Bhattacharjea, S., Ramanujan, P., **Khurana, A.**, & Alcott, B. (2023). Continuity, discontinuity, and progression in the early years' numeracy curriculum in India. *Ideas for India*.
- Khurana, A.** (2020, June 1). E-learning challenges in India. *International Collaboratory for Leadership in Universally Designed Education (INCLUDE) Blog*.
<https://include.wp.worc.ac.uk/5-2-e-learning-challenges-in-india/>
- Khurana, A.** (2022, May 25). *Episode 9: Talking flexible learning spaces* (M. Flood, Host) [Audio podcast episode]. In *Talking about all things inclusion*.
<https://margaretfloodudl.com/2022/05/25/episode-9-talking-flexible-learning-spaces-with-aashna-khurana/>

RESEARCH EXPERIENCE

Dissertation Research – Boston College, Fall 2025 – Spring 2026

Conducted a realist evaluation of inclusive education reform in the Archdiocese of Milwaukee, examining why some Catholic schools more successfully enroll and include students with disabilities. Identified key system-level conditions, moral authorization and organizational capacity, that sustain inclusive practice.

Research–Practice Partnership with Boston Public Schools Administrators, 2022–2025

Collaborated with district administrators to refine a Theory of Action for inclusion of students with disabilities; co-developed a suite of practitioner tools (inclusion planning guidebook, evaluation tool, classroom observation instruments). Supported professional development for inclusion coaches and authored academic publications from the partnership.

Research (Assessment) Associate – ASER Center, Pratham Education Foundation, India , 2018–2021

Led design and development of the Assessment for All (AfA) Tool, grounded in UDL principles, for evaluating learning levels of children with disabilities across 16 regional languages. Conducted large-scale surveys and cognitive labs; developed national-level assessment instruments including the ASER 2019 Tool and the KIX+ assessment for use in 13 low- and middle-income countries.

TEACHING EXPERIENCE

University Teaching

1. *Teaching Fellow, EDUC7438: Educating Children with Disabilities, USA, Fall 2024 – Summer 2025*

Lynch School of Education and Human Development, Boston College

Facilitated seminars, developed course materials, mentored graduate students in special education theory and practice.

2. *Guest Lecturer, T560: Universal Design for Learning: Theory, Practice, and Innovation, Harvard University Graduate School of Education, USA. (Annual Invitation, 2025-present)*

3. *Guest Lecturer, Instructional Technology & Society, University of Houston College of Education, USA. (February 2020 & 2024)*

4. *Guest Lecturer, Developing Leadership Capacity Through Reflective Practice, Royal Roads University, Victoria, Canada. (2021)*

K–12 Teaching Experience

Special Educator, DAV Public School, New Delhi, India, 2015–2016

Elementary Educator, Kendriya Vidyalaya (Central School of India), New Delhi, India, 2014–2015

SERVICE & LEADERSHIP

Professional Organizations

Co-Chair, Generational Renewal, Inclusion and Diversity (GRID) Committee, ICSEI, 2025–Present

Co-Chair, Division A Connect Series, American Educational Research Association (AERA), 2025–Present

Consultant, Pratham Education Foundation, 2024–Present

Graduate Student Representative, Leadership for School Improvement SIG, AERA & Researcher Development Program, UCEA, 2023–2025

UDL Summer Intern, Center for Applied Special Technologies (CAST), (2022)

Steering Committee Member, InCLUDE (International Collaboratory for Leadership in Universally Designed Education), 2019–2025

Co-Chair, SITE Universal Design for Learning (UDL) Special Interest Group, 2021–2023

LANGUAGE PROFICIENCY

German, B2.1 Level

English (Second Language)

Hindi (Mother Tongue)

Punjabi (Mother Tongue)