Greetings:

On behalf of my colleagues in the School of Education and the School’s UCEA Center for Educational Leadership and Social Justice, I am once again pleased to welcome you to our 5th Annual Duquesne Educational Leadership Symposium (DELS): “Connecting Assessment and Social Justice: Navigating the Politics of Accountability.”

Every year we have been able to assemble a stellar group of university scholars, school district and community leaders to address the critical issue of urban education. Indeed, as a UCEA Center, we are committed to scholarship, teaching and service initiatives that meet the goal of advancing equity and excellence.

At Duquesne University, we proudly serve a tradition of providing educational experiences that change lives—an education for the Mind, Heart and Spirit. It is in that Spiritan Tradition of Caring, with emphasis on both scholarship for schools, and commitment to preparing educational leaders, that the School of Education welcomes you to Duquesne University.

Accept my warmest best wishes for a productive and engaging symposium.

Sincerely,

Olga M. Welch, Ed.D.
Dean and Professor
Vonzell Agosto, Ph.D.
University of South Florida
Assistant professor in the Department of Educational Leadership and Policy Studies
vagosto@usf.edu

Dr. Vonzell Agosto is an assistant professor in the Department of Educational Leadership and Policy Studies at the University of South Florida. Her research interests include curriculum leadership, preparation, and policy with an emphasis on anti-oppressive education. Dr. Agosto holds a Ph.D. from the School of Education at the University of Wisconsin - Madison.

Tawannah Allen, Ed.D.
Fayetteville State University
Associate Professor
tawannah40@yahoo.com

Dr. Tawannah G. Allen is Director of the Doctoral Degree Program in Educational Leadership and Associate Professor at Fayetteville State University (FSU). Prior to her role at FSU, she served as Senior Administrator in Human Resources with Wake County Public Schools, in Cary, North Carolina, where she provided guidance in human resource actions to thirty-six elementary principals and their staff and 140 speech-language pathologists. Before serving as Senior Administrator, Dr. Allen served as Executive Director of Human Resources and Professional Development with Bertie County Schools. Earlier she served as Director of Elementary Education and Professional Development with Chapel Hill-Carrboro City Schools. Her teaching career began with Durham Public Schools, in addition to, working for many years as a speech-language pathologist in both public and private sectors. She has served as an adjunct professor for many years, while having designed and evaluated online courses for school systems and community colleges.

Dr. Allen earned a Bachelor of Science degree in Psychology, K-5 Teaching Certificate and Master of Education in Communication Disorders from North Carolina Central University, while also earning a Master of School Administration from Fayetteville State University. Her Doctorate in Education degree was earned from The University of North Carolina at Chapel Hill.

Dr. Allen has facilitated trainings and presented at many conferences and lecture series pertaining to the challenges African-American and Latino male students face while being educated within the public school sector. Many of these discussions focused on understanding how theoretical perspectives such as Resiliency, Critical Race and Successful Pathway Theories are imperative when educating students of color.
Judy Alston, Ph.D.
Ashland University
Professor & Chair Department of Leadership Studies
jalston@ashland.edu

Judy A. Alston, Ph.D. is Chair/Professor of the Department of Leadership Studies at Ashland University. Her research foci include Black female school superintendents; the exploration of how the intersections of class, race, ethnicity, gender, sexuality, and ability affect leaders; tempered radicals; and servant leadership. She holds a Ph.D. in Educational Administration from Penn State and is currently a M. Div. student at United Theological Seminary. She is author of numerous articles and six books including School Leadership and Administration: Important Concepts, Case Studies, & Simulations and Herstories: Leading with the Lessons of the Lives of Black Women Activists.

Mary Kay Babyak
Consortium for Public Ed
Director of Initiatives
mbabyak@tcfpe.org

Mary Kay Babyak joined The Consortium for Public Education in January of 2007 as Director of Initiatives. In that role, she oversees the major initiatives of The Consortium, with an intense focus in The Forum for Collaborative Leadership. The Forum focuses on developing and engaging collaborative leadership to personalize the school environment for students and adults leading to greater student success. This past year, through The Forum, Ms. Babyak has led the development of the MAPS Initiative (My Action Plan for Success) to support student development in four domains of learning: Vision for the Future; 21st Century Skills and Knowledge; School and Community Activities; and Academic Effort and Achievements. MAPS is designed to increase the number of high school graduates who have a comprehensive post-secondary plan, along with the desire, skills and knowledge and adult support necessary to achieve that plan. Prior to joining the Consortium, Ms. Babyak was co-director of the APEX Consortium, located at Duquesne University, where for 15 years she oversaw all aspects of that organization. She also worked for 12 years with the Council for Basic Education in Washington, D.C., directing the national program of Fellowships for Independent Study in the Humanities.
Swati Bandi is a Visiting Instructor of Film Studies at Edinboro University of Pennsylvania where she teaches courses on issues of gender in film, film aesthetics, film history and Bollywood Film. She is an advanced Doctoral student earning her PhD in American Studies at the University at Buffalo currently writing her dissertation entitled: "Of Rights and Representation: Transnational Feminism, Human Rights and the Documentary Film." She has an MFA in Media Study, also from the University at Buffalo, and a Masters in Communication from the University of Hyderabad. Her research interests include transnational human rights media, documentary film, globalization, gender and sexuality. She is a documentary filmmaker whose films have screened in India and the United States.

Lisa Bass is an Assistant Professor of Educational Leadership and Policy Studies at the University of Oklahoma. Before coming to the University of Oklahoma, she completed a post-doc at the University of Vermont; and a dual major Ph.D. at the Pennsylvania State University. Her joint doctorate is in Educational Leadership and Policy, and Comparative and International Education. Bass enjoys comparing educational systems internationally, and has traveled to Mexico, Ghana, Brazil, Hong Kong, and South Africa. Her primary research interests, however, are urban school reform through alternative approaches to schooling; leadership and the impact of leadership on learning; gender in education; poverty and education; and education and students of color. Her goal is to positively impact urban education and the perceptions of urban youth.

Bass is a regular presenter at national conferences, including American Education Research Association (AERA), University Council of Education Administration (UCEA), Comparative and International Education Society (CIES), the Hawaii International Conference of Education (HICE), and the New DEEL conference. Bass has several scholarly publications and has published both book chapters and scholarly articles in research journals. Her most immediate goal is to complete her book on educational leadership in high poverty contexts this year.
Ira Bogotch, Ed.D.
Florida Atlantic University
Professor
ibogotch@fau.edu

Ira Bogotch is a professor of school leadership at Florida Atlantic University. In the 1970s, Ira worked with migrant farm workers and Native Americans in promoting their legal and political rights. In the 1980s, he served as a secular principal for a Yeshiva on Miami Beach. In 1990s, he studied urban schools in New Orleans and facilitated the development of state leadership standards in Louisiana. For the past ten years, he has written on the intersections of social justice and public school leadership, which will culminate in the 2013 publication of the International Handbook on Educational Leadership and Social (In) Justice, co-edited with Carolyn Shields. Ira serves as the Associate Editor for the International Journal of Leadership and Education. His most recent publications include journal articles on critical multicultural research and teaching democratic leadership. He is currently working with a group of doctoral students on studying the politics of administrative fit in urban schools. Immediately following the DELS conference, Ira will be taking a small group of FAU doctoral students on a Study Abroad trip to Scotland, joining with colleagues Townsend, John Pisapia, and Gert Biesta in visiting universities and schools. This coming September, he will be traveling with Greer Johnson and Neil Dempster who have been studying leadership for literacy with indigenous populations in Australia.

Melissa Boston, Ed.D.
Duquesne University
Associate Professor
bostonm@duq.edu

Dr. Melissa Boston is an associate professor in the School of Education at Duquesne University (Pittsburgh, PA), where she teaches mathematics content and pedagogy courses for pre-service secondary mathematics and elementary teachers. Melissa is the lead developer of the Instructional Quality Assessment (IQA) Mathematics Toolkit, a set of rubrics for analyzing mathematics teachers' instructional practices via classroom observations and collections of students' work. Melissa was awarded the Association of Teacher Educators' 2008 Distinguished Dissertation Award for her dissertation research on teachers' learning and instructional change following their participation in a professional development workshop. Melissa has published articles in Journal for Research in Mathematics Education, Journal of Mathematics Teacher Education, ZDM: International Journal of Mathematics Teacher Education, Educational Assessment, Mathematics Teaching in the Middle School, and NCTM Yearbooks, and she assisted in the publication of materials to be used in professional development settings, entitled Improving Instruction in Mathematics: Using Cases to Transform Mathematics Teaching and Learning. Melissa has served on the NTCM "Student Explorations in Mathematics" committee (member, 2007-2008;
Co-Chair, 2009) and currently serves as the Associate Editor of the new AMTE/NCTM on-line journal *Mathematics Teacher Education*.

**Shauna Braun-Zukowski, Ph.D.**
Armstrong School District
Coordinator of Curriculum,
Instruction and Assessment and Accountability
SBraun@asd.k12.pa.us

**Launce Brown, Ph.D.**
Duquesne University
Department Chair, Associate Professor
brownli@duq.edu

Launcelot I. Brown, Ph.D. is Associate Professor and Chair of the Department of Educational Foundations and Leadership at Duquesne University. He earned his Ph.D. in Educational Research, Evaluation and Policy Studies from Virginia Tech. Dr. Brown is a former teacher, special educator and principal of a school for students with emotional and behavioral difficulties, and a school for deaf and hearing-impaired children. He has served on many national educational boards in Trinidad and Tobago, including the National Advisory Committee on Special Education. He was also a Member of the Board of Studies of Sheffield University - Distance Learning Diploma and Master of Education in Special Education for the Caribbean. His research interests are in the area of school leadership, student achievement and school effectiveness. In conducting his research, he utilizes both quantitative and qualitative methodologies. Dr. Brown has been invited speaker and presented his work at several international, national, and regional conferences. He served as an Associate Editor for the journal, Educational Measurement: Issues and Practice from 2006 to 2009 and is an active member of AERA where he serves on the executive of the Caribbean and African Studies in Education SIG.

**Kimberly Carter**
York Region District School Board
Course Director
kcarter@edu.yorku.ca

**Stan J. Chapp, Ed.D.**
Armstrong School District
Superintendent
schapp@asd.k12.pa.us
With support from the Heinz Endowments and the Allegheny Conference on Community Development, Dr. Croushore founded The Consortium in 1985 to serve a single school district and has since presided over its growth into an organization serving districts across southwestern Pennsylvania. She began her career in McKeesport Area School District where she served first as a teacher and later as an instructional leader and administrator. She earned her undergraduate degree at Grove City College and a Master’s and Doctorate in Education at the University of Pittsburgh. She sits on numerous committees and boards, including the Board of Directors of the Public Education Network, based in Washington, D.C., and the Advisory Board of Penn State Greater Allegheny. She has been honored in many ways for her work, including as one of Carlow University’s Women of Spirit; one of the Tri-State Area School Study Council’s Distinguished Woman in Education; and one of the Girl Scouts of Western Pennsylvania’s Women of Distinction.

Greg Crowley, Ph.D.
Coro Center for Civic Leadership, Pittsburgh
President and CEO
gcrowley@coropittsburgh.org

Greg is President and CEO of the Coro Center for Civic Leadership, Pittsburgh, a non-profit organization devoted to building diverse, inclusive and thriving communities through leadership. Coro supports the formation of leadership to improve education, health, transportation, housing, and other regional quality of life assets. Greg provides leadership for the organization, raising awareness about Coro in the community, managing relationships with funders, providing guidance in the design of programs, and overseeing a staff of twelve full-time employees. Prior to his appointment as president, Greg served five years as vice president and two years as Coro’s director of research. Greg has been instrumental in helping to launch several successful, regional multi-year leadership initiatives, including collaborative
Greg currently serves as vice president of the board of the Waldorf School of Pittsburgh, which seeks to develop in students a balance of intellectual achievement, spiritual growth, physical health and personal responsibility. Greg formerly served as co-director of the Program for Deliberative Democracy, a Carnegie Mellon-based applied research initiative to incorporate the informed voice of citizens into local policy and program decisions. In 2008 the program was awarded the League of Women Voters Good Government Award for its innovations in citizen engagement around issues ranging from climate change and health policy to public art and neighborhood revitalization. In 2010 the program worked in partnership with the Pittsburgh Foundation and the University of Pittsburgh, Institute of Politics to conduct the first-ever Deliberative Poll in Allegheny County devoted to gathering citizen opinion on local government improvement.

Greg has held research and teaching positions at Oberlin College, the University of Pittsburgh and Columbia University. He is a frequent speaker and author of *The Politics of Place: Contentious Urban Redevelopment in Pittsburgh* (University of Pittsburgh Press, 2005) as well as numerous articles and reports on urban politics, deliberative democracy and civic engagement. Greg holds a PhD in sociology from the University of Pittsburgh, an M.A. from Teachers College Columbia University, and a bachelor’s degree from Harvard University.
Identity in Education; African American Perspectives on Leadership in Schools: Building a Culture of Empowerment; Integrated but Unequal: Black Faculty in Predominately White Space; Turnaround Leadership: Deans of Color as Change Agents, and Transformative Leadership: A Reader (Counterpoints: Studies in Postmodern Theory of Education). Dr. Dantley lectures at universities throughout the United States, Canada and the United Kingdom on current issues in urban school leadership and is a frequent presenter at the University Council for Educational Administration and the American Education Research Association’s annual conferences.

Tom Dinga
Armstrong School District
Lenape Elementary School
Principal
TDinga@asd.k12.pa.us

Laura Elliott
Thames Valley District School Board
Executive Superintendent, Program Services
Laura.Elliott@tvdsb.on.ca

Laura Elliott is the Executive Superintendent, Program Services, with the Thames Valley District School Board, in London (and area), Ontario. Laura leads a very large team of educators and professional staff in curriculum, special education and information technology. She is also the Chair of the Board’s Equity and Inclusive Education Committee. Prior to her moving to Thames Valley in 2007, she worked in the capacity of Superintendent of Education with the Durham District School Board in Whitby, Ontario, and held multiple portfolios including information technology, safe schools, as well as school improvement. Provincial roles, which she has held, include working with the Ontario College of Teachers in the area of teacher certification and assisting internationally educated teachers in the certification process, as well as with the Ontario Ministry of Education in the Student Success/Learning to 18 Branch. In September 2012, Laura will be the President of the Ontario Public Supervisory Officials’ Association, which is the professional organization representing 300 Directors of Education and Superintendents from the thirty-one English language public school boards in Ontario.

Fen English, Ph.D.
University of North Carolina at Chapel Hill
R. Wendell Eaves Senior Distinguished Professor
fenglish@email.unc.edu

Fenwick W. English is the R. Wendell Eaves Senior Distinguished Professor of Educational Leadership in the School of Education at the University of North Carolina at Chapel Hill, a position he has held since 2001. He has served at five other universities in the capacities of department chair, dean, and vice-chancellor of academic affairs. As a practitioner he has served as a middle school principal in California;
Robert Furman, Ed.D.
Duquesne University
Executive Faculty
furman@duq.edu

Dr. Robert Furman is a forty-four year veteran in the field of education. Currently he is the Director of the Educational Administration and Supervision Program and Executive Faculty in Duquesne University’s School of Education, where he teaches educational administration and management courses.

His wealth of experience is derived from his five years as a teacher at the elementary school level, his twenty-two years as a building principal, and his five years as Deputy Superintendent. The majority of his public school experience took place in the Upper St. Clair School District in the South Hills of Pittsburgh, Pennsylvania. His area of professional interest is focused primarily on middle level education as he worked along side of Dr. Donald Eichhorn, the founding father of the middle school, throughout the early years of the middle school movement. In recent years, his research interest includes the plight of low SES parents and their lack of involvement in the school life of their children. Dr. Furman makes numerous presentations annually at state and national conferences as well as in school districts across the United States and Canada.
Gretchen Givens Generett, Ph.D.
Duquesne University
Associate Professor
Co-Director of the UCEA Center for Educational Leadership and Social Justice
generettg@duq.edu

Gretchen Givens Generett, Ph.D. has spent the last fifteen years in academia researching and teaching on issues of teacher professional development, educational leadership, and cultural diversity. An associate professor in the School of Education at Duquesne University, Dr. Generett is in the Foundations and Educational Leadership Department and is Co-director of the University Council for Educational Administration Center for Educational Leadership and Social Justice. Her teaching and research are designed to enhance the skills and habits of mind necessary for educators to effectively teach students from diverse populations. Dr. Generett’s has published extensively in peer-reviewed journals and edited volumes in the field of education. She is the co-editor of the book *Black Women in the Field: Experiences Understanding Ourselves and Others through Qualitative Research* published by Hampton Press and has served as the guest editor for the journals *Educational Foundations, Educational Studies, and Journal of Cases in Educational Leadership*. Dr. Generett earned her doctorate at the University of North Carolina at Chapel Hill.

David Goldbach
Duquesne University
Associate Director, Learning Environments and Multimedia
Center for Advancing the Study of Teaching and Learning (CASTL)
goldbach@castl.duq.edu

In his role as Associate Director of CASTL Learning Environments and Multimedia, David Goldbach works to research and develop rich learning environments that support the work and design-based research agendas of the faculty in the Department of Foundations and Leadership in the Duquesne University School of Education. Using a framework of learning design rather than instructional design, he develops environments that promote evidence-based practice in education.
Sandra M. Gonzales is an Assistant Professor of Bilingual/Bicultural Education at Wayne State University in Detroit, Michigan. She received her doctorate in International Educational Development from Columbia University, Teachers College. Her research interests include the intersection of Bilingual/Bicultural Education with Indigenous epistemologies and Chicano Studies. Also of significance to her work is the use of Autohistoria-teoría, or personal narrative as a critical pedagogy to inspire social justice, dialogue and cross-cultural understanding. Her essay, “Atzáín in the Midwest and Other Counternarratives Revealed” was recently published in *Latinos in the Midwest*, Michigan State University Press, 2011. And a second article, “Colonial Borders, Native Fences: Building Bridges between Indigenous Communities through the Decolonization of the American Landscape” is forthcoming in *Comparative Indigeneities of the Américas: Towards a Hemispheric Approach*, which will be published by the University of Arizona Press this year.

Mark Gooden, Ph.D.
The University of Texas at Austin
Associate Professor
gooden@austin.utexas.edu

Mark A. Gooden, Ph.D., serves as an Associate Professor in the Educational Administration Department. He is also Director of The University of Texas at Austin Principalship Program (UTAPP). His research interests include the principalship, anti-racist leadership, urban educational leadership and legal issues in education. His research has appeared in *Brigham Young University Education and Law Journal, Education and Urban Society, The Journal of Negro Education, Educational Administration Quarterly, The Sage Handbook of African-American Education* and *The Principal’s Legal Handbook*. He currently serves on the Executive Committee for UCEA, and has served on various committees for the American Educational Research Association.
Terrance Green, M.Ed.
University of Wisconsin-Madison
Doctoral Student
tlgreen3@wisc.edu

Terrance L. Green is a doctoral student at the University of Wisconsin-Madison in the Educational Leadership & Policy Analysis Department. His research interests include the nexus of urban high school reform and community development, urban educational leadership, and community organizing for school reform. Terrance is a former high school biology teacher.

Jim Henderson, Ed.D.
Duquesne University
Professor
Co-Director of the UCEA Center for Educational Leadership and Social Justice
henderson@duq.edu

Dr. James E. Henderson is Professor of Educational Leadership in the Duquesne University School of Education. Jim served as Dean of the School of Education from 1995 until 2003. During that time, the School of Education experienced unprecedented growth in student enrollment, in faculty scholarly productivity, and in the number of new degree and certification programs. From 1992 through 1999, he also was the founding Director of Duquesne's Interdisciplinary Doctoral Program for Educational Leaders (IDPEL), the School of Education's first doctoral program. Jim reassumed the position of IDPEL Director in July 2004 and continued in that role through 2011. In 2009 he was also named as the Founding Director of the UCEA Center for Educational Leadership and Social Justice. In addition to his work with Duquesne, Jim was named a Distinguished Visiting Scholar at Union Institute & University in Cincinnati in 2007 and is assisting Union in their development of an on-line hybrid Ed.D. program. Prior to his most recent posts, Jim served twenty-two years as a schoolteacher and administrator, the last thirteen of which were in the school superintendency. Jim is a Senior Associate with Hazard, Young, Attea & Associates, Ltd., one of the premier educational executive search and consulting firms in the United States. Jim’s recognitions include selection as Rutgers University Distinguished Service Award recipient, as a Kellogg National Fellow, as a member of the Executive Educator 100, Outstanding Research and Publications Award from the PA Association for Supervision and Curriculum Development, as Superintendent of the Year by the PA Music Educators Association, as PA Jaycees Outstanding Educator of the Year, and as a Pennsylvania Friend of Home Economics Award recipient. Jim took his Bachelors degree in Social Psychology from Princeton University, and his Masters and Doctoral degrees in Educational Administration from Rutgers University.
Dr. L. Theresa Henderson is Vice President of Education and Workforce Development at the Boys & Girls Clubs of Western Pennsylvania (BGCWPA). Since 2004 Terri has worked for the Boys & Girls Clubs providing award winning, academic and workforce development after-school, club-based programming for over 7,000 K-12 youth at 13 sites throughout Allegheny County. Her many regional and statewide leadership activities include service on: the 21stCCLC State Advisory Board for the PA Department of Education; United Way Agency APOST Advisory Committee Member and state/national presenter; the American Red Cross PA Women’s State Advisory Board; the Allegheny County Medical Society Task Force; the PA Statewide Afterschool/Youth Development Network; the UPMC Executive Council Committee Member for Center of Inclusion for K-12 and Workforce Development; the Pathways to Careers Advisory Committee for United Way and the Jewish Healthcare Foundation; and the Pittsburgh Job Corps Community Relations Council. Prior to her work with the BGCWPA, Terri held a number of leadership positions in both K-12 and higher education, and worked for five years as a National Training Institute Manager for Bridges.com, Inc. – Careerware, Information Systems Management, Inc., an IBM Company in the United States and Canada. Terri took her Bachelors degree from Chatham College in Education, German, and Russian; her Masters degree in Education and Language Communications; and her Doctoral degree in Elementary and Secondary Administration from the University of Pittsburgh.

Dr. Linda B. Hippert is the executive director of the Allegheny Intermediate Unit, a position she has held since 2009. She began her career in education as a high school mathematics teacher and later served as a high school principal. Dr. Hippert was the superintendent of schools for the South Fayette School District for 13 years.

In addition to her duties in public education, Dr. Hippert is an adjunct faculty member at Duquesne University in the Department of Leadership and Professional Development, and in the Superintendents’ Letter of Eligibility program at California University of Pennsylvania.

Dr. Hippert is a graduate of Leadership Pittsburgh and served on the Grable Foundation Community Cabinet. She is on the Executive Committees of the Arts Education Collaborative and Western PA Forum
for Superintendents, the Allegheny Conference Workforce group, the Three Rivers Workforce Investment Board, and the Youth Policy Council. In 2011, she received the University of Pittsburgh, Tri-State Area School Study Council’s Distinguished Educator Award.

Dr. Hippert received her doctorate degree from Duquesne University, where her dissertation focused on strategic planning.

Patricia Hobbs, Ed.D.
Assistant Superintendent for At-Risk Programs and Student Services Harnett County Schools
phobbs@harnett.k12.nc.us

After graduating from Erwin High School, she enrolled in Winston-Salem State University majoring in Intermediate Education with a minor in Reading. Upon graduation from WSSU, Patricia was hired by the Harnett County Public School System as a 6th grade math and science teacher.

While teaching, Patricia earned a Masters in Intermediate Education from Fayetteville State University in 1985, Masters in School Administration from North Carolina State University in 2007, and Sixth Year Certificate and Curriculum and Instruction Specialist licensure from North Carolina State University in 2005. On December 17, 2011 she received her Doctor of Education degree in Educational Administration and Supervision from North Carolina State University.

She served 21 years in the classroom before going to Central Office and serving one year as Gifted Support Specialist for Grades 6-12, six years as Middle School Director, and currently in her 6th year as Assistant Superintendent.

Patricia has achieved additional certifications in the following areas: AIG (Academically and Intellectually Gifted) State Certification, State Certified Mentor, Principal Certification, and Superintendent Certification-Advanced Level II Education. In her position as Assistant Superintendent, she implemented the district’s first short-term suspension program and 21-credit program to assist at-risk students from dropping out of school and graduating from high school.

Patricia is married to William Hobbs, Jr. and resides in Dunn, N.C. They have four children and five grandchildren. Her personal favorite manta is, “Our destiny is not a matter of chance, but a matter of choice – a thing to be achieved.”
Dr. Rodney Hopson is a professor in the Department of Educational Foundations and Leadership in the School of Education and a faculty member in the Center for Interpretive and Qualitative Research (CIQR) at Duquesne University. Hopson teaches and conducts research in the areas of Ethnographic Evaluation, Sociolinguistics, Social Politics and Policy, and Foundations of Education. For the last several years (with a host of great colleagues in AEA, with Torres Consulting Group and OMG Center for Collaborative Learning and with the support of the National Science Foundation and the Robert Wood Johnson Foundation, Dr. Hopson has been developing internship and fellowship programs to support graduate and post-graduate students of color and from traditionally underrepresented communities to embed in their practice an the understanding and development of Culturally Responsive Evaluation (CRE) approaches and practices in these same communities. His numerous books and research publications reflect his varied research interests, and raise questions that 1) analyze and address the differential impact of education and schooling that affect marginalized and underrepresented groups in the United States, southern Africa, and other nation states that attempt to come to terms with democracy, social change, and equity and 2) seek solutions to social and educational conditions that address these same groups and communities in the promotion of alternative paradigms, epistemologies, and methods for the way the oppressed and marginalized succeed in global societies.

Kimberly Hough is an assistant superintendent with Berkeley County Schools, a district of over 18,000 students. She has responsibility for the offices of human resources, research and technology, federal programs, and pupil services. She is in her tenth year of district administration and has previously worked in the areas of federal programs, instruction, and special education. She is most proud of working with talented teachers and administrators to create the district’s first leadership academy, implement universal Pre-K, create more inclusive classroom settings, and begin a culturally responsive teaching initiative. Kimberly also served as an administrator at the West Virginia State Department of Education where she supervised certification and professional practices and taught at a high poverty middle school. She completed her Ed.D. in education administration and policy at The George Washington University in
2011. She has presented research at regional and national conferences, and her work was reviewed in the American Association of School Administrators’ *The School Administrator*.

**Gaëtane Jean-Marie, Ph.D.**
University of Oklahoma
Associate Professor and Program Coordinator
gjeanmarie@ou.edu

Gaëtane Jean-Marie, is an associate professor and program coordinator of educational leadership at the University of Oklahoma. She has a Ph.D. in Educational Leadership/Cultural Studies and Post-Baccalaureate Certificate in Women’s Studies (2002) from the University of North Carolina-Greensboro. She obtained her M.A. in Criminal Justice (1998) and B.A. in Political Science from Rutgers-Newark (1994). Her research focuses on leadership development and preparation, effective leadership for educational equity in K-12 schools, women and leadership in K-12 and higher education context, and urban school reform. In 2011, she published two co-edited books, *Women of Color in Higher Education: Turbulent Past, Promising Future* and *Women of Color in Higher Education: Contemporary Perspectives and New Directions*. She is also co-editor of *Educational Leadership Preparation: Innovation and Interdisciplinary Approaches to the Ed.D. and Graduate Education*. To date, she has over 50 publications, which include books, book chapters, and academic articles in numerous journals including *Journal of Educational Administration, Journal of School Leadership, Journal of Research on Leadership and Education, Advancing Women in Leadership Online journal* etc. She is the recipient of the College’s Research/Scholarship Award (2012) and ELPS Department’s Researcher of the Year Award (2011). She is an associate editor of the *Journal of School Leadership*, book review editor of the *Journal of Educational Administration*, and chair of Leadership for Social Justice AERA/SIG. She is co-founder of Women’s Work Foundation and Chief Information Officer, a national advocacy group that provides support and works with organizations in underserved communities to enhance the lives of women and girls.

**Vikas John**
University at Buffalo
Doctoral Student
vjohn@buffalo.edu

Vikas John is an advanced doctoral student in the Educational Culture, Policy and Society program at the Department of Educational Leadership and Policy, University at Buffalo. His dissertation titled *Engineering Identity: American domestic and Indian international students at the intersections of local and global*, examines Science, Technology, Engineering and Mathematics (STEM) related experiences of Indian and American engineering students at the intersections of local policy and popular discourse and global realities of transnational mobility. His area of research and practice broadly covers social and philosophical foundations in education, including in areas of educational leadership, social dynamics of race, class and gender in education, and comparative and international education. He served on the student editorial committee of the Social and Institutional Analysis section of the *American Educational Research Journal* and is a cinema enthusiast.
Lauri Johnson, Ph.D.
Boston College
Associate Professor
lauri.johnson@bc.edu

Lauri Johnson is an Associate Professor in the Department of Educational Leadership and Higher Education at Boston College where she coordinates the Ed.D. program for practicing administrators from throughout Massachusetts. Before joining Boston College in September 2009 she was an Associate Professor in the Department of Educational Leadership and Policy at the University at Buffalo.

Her research interests include how White educators conceptualize race, school district policies to promote educational equity, historical and contemporary studies of urban school reform, and culturally responsive leadership in international contexts.

Dr. Johnson’s writings in these areas have appeared in several journals and three books: Dealing With Diversity Through Multicultural Fiction: Library-Classroom Partnerships (Johnson & Smith, American Library Association, 1993), Urban Education With an Attitude (Johnson, Finn, & Lewis, SUNY Press, 2005), and Multicultural Policies in Canada and the United States (Joshee & Johnson, University of British Columbia Press, 2007) which received the 2008 American Educational Studies Association Critics’ Choice Award.

Current research projects include conducting Boston area case studies of successful school leaders as part of the International Successful School Principalship Project (ISSPP) and investigating the role of parent, community, and teacher activism on the historical development (1968-2008) of school district policies to promote educational equity in three urban sites – New York City (USA), Toronto (Canada), and London (UK).

Roderick Jones
University of South Florida
Doctoral Student
rjjones2@mail.usf.edu

Roderick Jones is a doctoral student in the Department of Educational Leadership and Policy Studies at the University of South Florida. He holds a M.Ed in Educational Leadership and a B.S. in Special Education, both from the University of South Florida. His research interests are in the areas of administrator development and special education policy implementation.
Beverly A. Long, Ed.D.
Duquesne University
Department of Foundations and Leadership
Senior Researcher
Center for Advancing the Study of Teaching and Learning (CASTL)
long@castl.duq.edu

Ann Lopez, Ph.D.
University of Toronto
Lecturer
ann.lopez@utoronto.ca

Ann E. Lopez is a Lecturer in the department of Initial Teacher Education and Educational Administration. Her research interests focus on challenging inequities in schools, supporting both teachers and administrators in creating more inclusive learning environments, particularly for equity-seeking groups. She teaches courses in social foundations of teaching and school leadership and improvement. She has published on student engagement and culturally responsive pedagogy in Inquiry Into Practice. Her most recent work is entitled Re-conceptualizing Teacher Leadership Through Curriculum Inquiry in Pursuit of Social Justice In I. Bogotch & C. Shields (Eds.), International Handbook on Educational Leadership and Social (In) Justice (Forthcoming). She collaborated with the Centre for Leadership and Diversity on the Leading for Equity Program aimed at the retention and advancement of global majority educators into positions of leadership. She is currently a co-investigator on a major research project examining diversity in leadership.

Kirk Lorigan
Armstrong School District
West Shamokin High School
Principal
KLorigan@asd.k12.pa.us
Temple S. Lovelace, Ph.D.
Duquesne University
Assistant Professor
lovelacet@duq.edu

Temple S. Lovelace, Ph.D., BCBA-D is an assistant professor of special education at Duquesne University in Pittsburgh, PA. Temple is currently working in the areas racial/ethnic and ability equity, prevention of reading failure for students in at risk situations and the community-based relational approach to supporting urban schools. She is the director of Center of Life's Fusion program that provides an innovative after school program for Hazelwood area youth and their families. This program seeks to strengthen the educational system through parental advocacy and engagement, teacher leadership, and academic interventions for families and teachers in urban areas. She has published in the areas of early childhood special education, teacher education and culturally relevant pedagogy. Temple is also an inaugural Dr. Barbara A. Sizemore Research Fellow through the Duquesne University School of Education and is working on TRAK & TRACE, a framework and assessment tool aimed at culturally responsive referrals and eligibility decisions for special education services.

Hollie Mackey, Ph.D.
University of Oklahoma
Department of Educational Leadership and Policy Studies
hmackey@ou.edu

Hollie Mackey is an Assistant Professor of Education at the University of Oklahoma. She is an enrolled member of the Northern Cheyenne Nation in southeastern Montana. Her research includes educational leadership, school discipline reform, education law and ethics, translational research, and multicultural education and equity. Publications include: Identity and research: Exploring themes of scholarship of an American Indian scholar in the academy, in G. Jean-Marie, & B. Lloyd-Jones (Eds.), Women of color in higher education: Turbulent past, promising future, Volume 9, Diversity in Higher Education Series, Youth detention facilities and restorative justice: Lessons for public education, in A. Normore, & B. Fitch (Eds.), Leadership in education, corrections and law enforcement: A commitment to ethics, equity, and excellence, Volume 12, Advances in Educational Administration Series, Zero-tolerance policies and administrative decision-making: The case for restorative justice-based school discipline reform, in A. Normore (Ed.), Global perspectives on educational leadership reform: The development and preparation of leaders of learning and learners of leadership, Volume 11, Advances in Educational Administration, and Privacy vs. security, in J. P. Shapiro and J.A. Stefkovich (Eds.), Ethical leadership and decision-
making in education: Applying theoretical perspectives to complex dilemmas (3rd edition). She has nine years experience teaching, both in public schools and higher education, as well as working closely with school administrators and policy-makers in both the U.S. and abroad as a consultant for systemic educational improvement and reform.

Duquesne University
Assistant Dean for Student Formation
mccool@duq.edu

Born in Dublin in 1944, the eldest of four children. Ordained a priest in 1973 and joined the staff of Rockwell College in Ireland. Taught Geography and Irish and served as Dean of Discipline from 1982-84. Appointed Dean of Studies in 1984 and served until 2001. Invited by Jim Henderson to join the staff of the School of Education where he is the Assistant Dean for Student Formation.

Rick McCown, Ph.D.
Duquesne University
Professor
mccown@duq.edu

Rick McCown is Professor of Education at Duquesne University where he has served as Department Chair and Interim Dean. He serves currently as Director of the Professional Doctorate in Educational Leadership and as Duquesne’s Principal Investigator for the Carnegie Project on the Education Doctorate. He earned a Ph.D. in educational psychology at Indiana University where he received the Maris and Mary Higgins Proffitt Award for the Outstanding Dissertation and, more recently, an Outstanding Alumni Award. He has published eight books focused on the teaching-learning process in schools as well as numerous articles, papers, technical reports, curriculum materials and teaching manuals. His study of the teaching-learning process in schools, design research and development, collaboration across the boundaries of school, academy and community, and policy informs his more recent work in educational leadership. He is contributing to the Leaders Supporting Diverse Learners project of the University Council for Educational Administration (UCEA) in partnership with the Southern Poverty Law Center. He sits on the Professional Development and Training Committee of the American Educational Research Association (AERA) and is coordinating, with AERA’s President and Program Chair, a thematic essay project in connection with the theme AERA’s annual meeting. He was elected, as a faculty member, to Phi Kappa Phi Honor Society and to the Pennsylvania Society of Teaching Scholars. At his university, he was selected for membership in the Office of Research Hall of Fame and has received Creative Teaching Awards as well as his university’s highest teaching award: the President’s Award for Excellence in Teaching.
Carlos McCray, Ed.D.
Fordham University
Associate Professor
cmccray2@fordham.edu

Carlos McCray received his Ed.D. in Leadership Studies/Educational Administration from Bowling Green State University. He currently holds the position of Associate Professor in the Division of Educational Leadership, Administration and Policy in the Graduate School of Education at the Lincoln Center Campus in Manhattan, New York at Fordham University. He has taught courses dealing with qualitative research, ethics in education, strategic thinking and planning as well as urban sociology. Dr. McCray was the Program Chair for Leadership for Social Justice (SIG), AERA 2007 and, he is a member of the University Council of Education Administration and the American Educational Research Association. Dr. McCray recently served as a Section Chair for American Educational Research Association Division A, Section 2 (School Organizations and Effects). He is also working with the University Council of Educational Administration’s Urban Curriculum Leadership Development team in effort to come up with strategies to improve the quality of instruction and training for urban school leaders. Dr. McCray has co-authored a book with Dr. Floyd D. Beachum titled, Cultural collision and collusion: Reflections on hip-hop culture, values, and schools. Also, his most recent research appears in the Journal of Negro Education and the Journal of Making Connections.

Paul McKenzie
Thames Valley District School Board
Learning Supervisor
p.mckenzie@tvdsb.on.ca

Paul McKenzie is presently a Learning Supervisor in Program Services with the Thames Valley District School Board. Paul's portfolio includes K-12 supervision of programming for Arts Education, Social Sciences and Health and Physical Education, and co-curricular athletics. Additionally, Paul provides system program support to teachers and administrators in collaborative instructional and assessment practices to the twenty-eight secondary schools in the Thames Valley District School Board.

Paul also took a leadership role in the development and implementation of a new assessment policy for the system, based on the Province of Ontario's "Growing Success" document, released in 2010.

Prior to his tenure in Program Services, Paul served as a Secondary Principal with the Thames Valley District School Board. He has served as an instructor for the Ontario Principal's Council 'Principal's Qualifications Course', and has provided facilitation and mentoring support New Administrators.
Matt Militello, Ph.D.
North Carolina State University
Associate Professor
matt_militello@ncsu.edu

Matthew Militello (PhD Michigan State University) is an associate professor in the Leadership, Policy, and Adult and Higher Education Department at North Carolina State University. He previously held a similar position at the University of Massachusetts at Amherst (2005-2008). Prior to his academic career, Militello was a middle and high public school teacher, assistant principal, and principal in Michigan. His research focuses on developing principals’ knowledge and skills in the areas of school law, school data, and collective leadership. Militello has more than 30 publications and has co-authored two books: “Leading with inquiry and action: How principals improve teaching and learning” (2009, Corwin Press) and “Principals teaching the law: 10 legal lessons your teachers must know” (2010, Corwin Press).

Militello has received funding to conduct research from the College Board (national study of effective high poverty high schools), the Commonwealth of Massachusetts (statewide study on school data use), the W.K. Kellogg Foundation (community leadership initiative) and Xian Normal University (study of school principals in Northwest China). He is currently a PI on a multi-million dollar Race to the Top grant to train school leaders in Northeast North Carolina (http://go.ncsu.edu/nela).

Darlene Miller
Duquesne University
Assistant to the Directors of IDPEL, ProDEL and the UCEA Center
millerd@duq.edu

Darlene has served in the School of Education, Department of Foundations and Leadership for the last 10 years as the Assistant to the Director of the Interdisciplinary Doctoral Program for Educational Leaders (IDPEL). She has also provided support to the UCEA Center for Educational Leadership and Social Justice (CELSJ) and has organized the logistical planning of the Duquesne Educational Leadership Symposium (DELS) for the last five years. Darlene helped with the planning and logistics of creating the new doctoral program, the Professional Doctorate in Educational Leadership (ProDEL), the replacement for the IDPEL program. Darlene very much enjoys her work and interaction with the doctoral students and the planning of the annual DELS.
Jeffrey A. Miller, Ph.D., ABPP, is Associate Provost/Associate Academic Vice President for Administration at Duquesne University, Professor of School Psychology in the School of Education, Board Certified School Psychologist by the American Board of Professional Psychology, licensed psychologist, and certified school psychologist. He is a Fellow and Past-President of the American Academy of School Psychology. Dr. Miller also serves on the Board of the American Board of School Psychology, is Vice-President of the Council of Specialties in Professional Psychology, and is the current chair of the School Psychology Specialty Council. He has published over 30 books, book chapters, and refereed journal articles. His most recent book is entitled *Specialty Competencies in School Psychology* published by Oxford University Press. Dr. Miller is on the editorial board the *Journal of Applied School Psychology* and past-associate editor of the *Journal of Psychoeducational Assessment*. Dr. Miller is recipient of the 2010 Eugene P. Beard Award for Leadership in Ethics and is a Fellow of the American Psychological Association. His research focuses on the translation of neuropsychological knowledge to improve teaching and learning and professional issues in school psychology.

Wendy Mills  
University of Texas Principalship/Austin  
Independent School District  
misswendymills@gmail.com

Connie Moss, Ed.D.  
Duquesne University  
Associate Professor  
Director, Center for Advancing the Study of Teaching and Learning (CASTL)  
moss@castl.duq.edu

Connie M. Moss, Ed.D., is an Associate Professor in the Department of Educational Foundations and Leadership in the School of Education at Duquesne University and Director of the Center for Advancing the Study of Teaching and Learning (CASTL). She studies the impacts of the formative assessment process on student learning, achievement, and motivation to learn. Her latest book on formative assessment was chosen as one of ASCD’s top 5 publications for 2012 and will be distributed in July to its 170,000+ membership world-wide as a member benefit. She brings a social justice lens to her work on classroom assessment and educational leadership and promotes effective classroom assessment as a
pathway to equity and excellence for all students. Her chapter on Summative Assessment will appear in the upcoming SAGE Handbook on Classroom Assessment. She has won numerous awards for her university teaching and most recently the 2012 Duquesne University President’s Award for Excellence in Teaching and was chosen as Teacher of the Year by the student body in the School of Education.

Ann O’Doherty, Ed.D.
The University of Texas at Austin
Clinical Assistant Professor
aodoherty@mail.utexas.edu

Ann O’Doherty, Ed.D., currently serves as a Clinical Assistant Professor at The University of Texas at Austin. In this role, she prepares graduate students for school leadership roles and supervises structured internship experiences. She also directs two US Department of Education grants, *University of Texas Collaborative Urban Leadership Project* (UTCULP) a $3.3 million dollar five-year School Leadership Program grant to prepare 120 leaders for secondary urban schools, and *Preparing Leaders to Support the Education of Diverse Learners*, a Fund for Improvement of Postsecondary Education $730,505 three-year grant. As part of this grant effort, she has joined with Dr. Mark A. Gooden to develop anti-racist leadership curriculum modules that are provided free of charge through the University Council of Educational Administration website (UCEA.org).

Prior to joining The University of Texas in 2006, Dr. O’Doherty served eighteen years in PreK-12 public schools and has twelve years of experience as a school administrator at elementary, middle, and high school levels. She received her undergraduate degree from Illinois State University, and master in education and doctor of education degrees from The University of Texas at Austin.

Her research interests include district-level change, characteristics and impact of effective principal preparation programs, anti-racist leadership development, and the outcomes of coaching on pre-service and in-service school leaders.

Rosemary Papa, Ph.D.
Northern Arizona University
Professor
Rosemary.Papa@NAU.edu

*Dr. Rosemary Papa* currently serves as The Del and Jewel Lewis Endowed Chair in Learning Centered Leadership and Professor of Educational Leadership in the College of Education at Northern Arizona University- a position she has held since 2007. She has been an active member of NCPEA since her first summer conference Chadron Nebraska in 1987. In 1991-92, she served as the first female President of (NCPEA) and was the 2003 recipient of the NCPEA Living Legend Award. As well, she was honored to give the Walter Cocking lecture both in 1999 and in 2011. She currently serves as the NCPEA Publication Committee Chair and in 2000 she founded and serves as Editor of the eJEP: Journal of
Education Policy, one of the first open access, free, blind-peer reviewed journals in the world. In 2004, she was the recipient of the Outstanding Teacher Award from the College of Education at California State University, Sacramento.

Her record of publications includes eleven books, numerous book chapters, monographs and over eighty referred journal articles. She has served as a Principal and Chief School Administrator for two districts in Nebraska, California State University system level Assistant Vice Chancellor for Academic Affairs, Vice President for Sylvan Learning, Inc., Faculty Director of a University-based Center for Teaching and Learning in California and founded two joint doctoral programs in Educational Leadership with University of California universities. She has worked internationally in China, Korea, and West Africa bringing adult learning practices and multi-media technology training to their university classrooms. She is a noted educator with expertise in leadership characteristics known as accoutrements, social justice leadership, adult learning and multi-media technology. Her most recent books include: 2011 book co-authored is titled, Turnaround Principals for Underperforming Schools; 2012 books, associate editor of NCPEA Handbook of Online Instruction and Programs in Educational Leadership; and, Educational Leadership at 2050 with three co-authors.

Elizabeth Pask
Duquesne University
School Psychology Doctoral Student
UCEA Center for Educational Leadership and Social Justice Graduate Assistant
paske@duq.edu

Liza is the Duquesne University UCEA Center for Educational Leadership and Social Justice graduate assistant. Her work for the UCEA Center has included assisting with the editing of a special issue of the Journal for Cases in Educational Leadership entitled “Children in Poverty: Preparing Educational Leaders to Assure Student Success.” She has also helped with organizing the 2011 National UCEA Convention held in Pittsburgh, PA as well as helped to plan and organize this year’s DELS. She is a doctoral student in Duquesne’s School Psychology program and her research interests focus on children and adolescents with Autism Spectrum Disorders and their involvement with the juvenile justice system.

Ralph Pearson, Ph.D.
Duquesne University
Provost and Academic Vice President
pearsonrl@duq.edu

Ralph L. Pearson, Ph.D., was appointed provost and academic vice president at Duquesne University in 2001. As the university’s chief academic affairs officer, he chairs the Academic Council, the University Promotion and Tenure committee, the Core Curriculum Committee and the Outcomes Assessment Committee. Prior to his appointment at Duquesne, Pearson served as vice president for academic affairs at the University of St. Thomas in St. Paul, Minnesota.
Pearson graduated from Gettysburg College and then earned a master’s degree in history at New York University. He earned his Ph.D. from The Johns Hopkins University in history. In addition, Pearson attended the Institute for Educational Management at Harvard University.

Pearson’s administrative experience spans 25 years and includes administrative appointments at Northern Kentucky University, Loyola University of Chicago and Otterbein College, as well as the University of St. Thomas.

Jill Perry, Ph.D.
Duquesne University
Research Faculty & Director for the Carnegie Project on the Education Doctorate
perryj@duq.edu

Jill A. Perry is a Research Faculty member in the Department of Foundations and Leadership at Duquesne University. She is also the Director for the Carnegie Project on the Education Doctorate. A graduate of the University of Maryland, she received her Ph.D. in International Educational Policy. Dr. Perry’s research focuses on professional doctorate preparation in education, organizational change in higher education, and faculty leadership in higher education. She has over 20 years of experience in leadership and program development in education and teaching experience at the elementary, secondary, undergraduate, and graduate levels in the US and abroad. She is a Fulbright Scholar (Germany) and a returned Peace Corps Volunteer (Paraguay).

Katina Pollock, Ph.D.
University of Western Ontario
Assistant Professor
kpolloc7@uwo.ca

Katina Pollock is an Assistant Professor in the Faculty of Education at Western University, London, and Ontario. She is also co-director of the Knowledge Network for Applied Educational Research (KNAER) for Ontario and Faculty Director of the Joint Master’s Leadership Program with the Thames Valley District School Board. Her research interests include educational leadership and policy and contingent teacher workforces. Recent publications include Disrupting myths of poverty in the face of resistance (2013) and School improvement: A case of competing priorities! (2012).
Lynda Pressey
Thames Valley District School Board
Learning Supervisor
l.pressey@tvdsb.on.ca

Lynda Pressey is currently a Learning Supervisor with responsibilities for Languages within the Thames Valley District School Board (TVDSB) in Ontario. Her role includes the support of literacy from Early Years to Grade Twelve as well as English as a Second Language, French as a Second Language and Native Languages. Her work also involves the support of Equity and Inclusive Education within the district. She has been instrumental in the development of the Assessment and Evaluation Policy and Guidelines for TVDSB as part of the implementation of the ministry document *Growing Success*. As a Learning Supervisor, Lynda is responsible for leading the work of a team of Learning Coordinators and Literacy Coaches as they support school administrators and strive to enhance the instructional practices of classroom teachers. Prior to her current role, Lynda was an Elementary School Principal for thirteen years.

Darius Prier, Ph.D.
Duquesne University
Assistant Professor
darius_prier@yahoo.com

Darius Prier is an Assistant Professor in the Department of Educational Foundations and Leadership, School of Education, Duquesne University. He received his Ph.D. in Educational Leadership from Miami University, Oxford, Ohio. As a critical educator, Prier has a decade of experience in building leverage and capacity between higher education, urban public schools, and community based settings for underrepresented students of color. Much of Prier’s research agenda focuses on the cultural intersections between youth, popular culture, and social justice education in schools and communities. His recent work has been published in international, edited collection, book volumes entitled, *Youth Culture, Education and Resistance: Subverting the Commercial Ordering of Life* (2010), Sense Publishers; and *Hip-Hop(e): The Cultural Practice and Critical Pedagogy of International Hip-Hop* (2012), Peter Lang Publishing Inc. In addition, Prier recently published a book projected entitled, *Culturally Relevant Teaching: Hip-Hop Pedagogy in Urban Schools* (2012), Peter Lang Publishing Inc. He has also published in the International Journal of Qualitative Studies in Education, Encounter: Education for Meaning and Social Justice, and a forthcoming project in preparation for submission to Education and Urban Society. Prier has taught courses in Sociocultural Studies in Education; School and Community Relations; Introduction to the Teaching Profession; Multicultural Education; Ethics, Education, and the Teaching Profession; Social Justice in Educational Settings; and Introduction to Doctoral Studies in Educational Leadership. He frequently gives presentations at the American Educational Research Association (AERA), American Educational Studies Association (AES), and the University Council of Educational Administration (UCEA).
Dr. Michael A. Raffanti teaches qualitative research methods and education law in Union Institute & University’s Doctor of Education in Educational Leadership Program. He has a varied professional background in social justice. He has practiced law in non-profit organizations serving low-income clients, directed volunteer and educational services for an HIV/AIDS service organization, and taught in urban elementary schools. His research focuses on diversity and leadership. One of Michael's favorite pastimes is animal rescue (dogs and cats).

Dr. Reyes-Guerra is an Assistant Professor in the Department of Educational Leadership and Research Methodology at Florida Atlantic University. He is the Principal Investigator and Director of the Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) program, a project funded through a $3.5 million Race to the Top grant. His research interests include district-university partnerships and internships, strategic leadership actions and thinking, and the promotion of social justice and democracy in public schools.

Dr. Terri L. Rodriguez is an Associate Professor of Literacy at Duquesne University where she teaches courses in middle (grades 4-8) and secondary (grades 7-12) English language arts and directs the
Leading Teacher Program (LTP) in Middle Level Education. She is a former high school English teacher and director of an alternative teacher certification program for returning adult college students. She earned her Ph.D. in Curriculum and Instruction from the University of Wisconsin-Madison in 2007. Her research there focused on the life and educational experiences of Latino/a pre-service teachers. This work is forthcoming in several journals, including The Women in Literature and Life Assembly Journal (WILLA) and The New Educator. Other recent publications are featured in Teaching Education (2011), Teacher Education Quarterly (2011), Teaching and Teacher Education (2011), Brock Education Journal (2010), Teachers College Record (2008) and Race, Ethnicity, and Education (2008). At Duquesne University she has been named a Barbara A. Sizemore Urban Education Research Fellow and has won a professional development fund grant to pursue a life history study of linguistically and culturally diverse pre-service teachers. This research considers pre-service teachers’ life experiences and their constructions of professional identities in relation to their beliefs about teaching English language learners in K-12 public schools. Dr. Rodriguez also serves on the Northeast Regional Board of the National Latino Education Research Agenda Project (NLERAP) and as the secretary for Division K: Teaching and Teacher Education of the American Educational Research Association (AERA).

Jim Schreiber, Ph.D.
Duquesne University
Professor
schreiberj@duq.edu

James B. Schreiber, Ph.D. is a Professor of Foundations and Leadership at Duquesne University where he teaches courses in learning theory, research methods, and statistical modeling. His research includes believes about learning, multilevel and structural equation modeling, and issues surrounding educating homeless children. He is currently the Executive Editor of The Journal of Educational Research along sitting on several editorial boards. Finally, he is an Advisory Board Member for the Collaborative Pediatric Critical Care Research Network for the National Institute of Health.

Debby Scigliano, Ed.D.
Duquesne University
Assistant Professor
sciglianod@duq.edu

Deborah A. Scigliano, Ed.D. is a visiting assistant professor at Duquesne University in the School of Education. Deborah has over 30 years of teaching experience in the K-12 setting. Her research interests include self-efficacy, peer coaching, and telementoring. She is the recipient of the 2010 Duquesne University Creative Teaching Award and the Henderson Prize for Educational Leadership. Deborah is the
Dr. Carolyn Shields is dean of the College of Education at Wayne State University, Detroit. Previously she was a professor of leadership in the Department of Educational Organization and Leadership at the University of Illinois at Urbana Champaign, past president of the Canadian Association for Studies in Educational Administration, and former Canadian representative to the Board of the Commonwealth Council for Educational Administration and Management. Her teaching is in the area of transformative leadership, deep democracy, equitable policy, social justice, and research methodology. Her research focuses on how educational leaders can create learning environments that are deeply democratic, socially just, inclusive of all students' lived experiences, and that prepare students for excellence and citizenship in our global society. These interests are reflected in her presentations and publications—over 100 articles, hundreds of conference and keynote presentations, and nine books. She has received recognition for both her teaching and her career contributions to the field of educational leadership.

Sherri Smith is completing her 9th year as Superintendent of Schools in the Lower Dauphin School District. First certificated as a Special Education Teacher, she taught 7 years before becoming a building administrator. Her next career steps include Director Curriculum and Instruction for both the Capital Area Intermediate Unit and Halifax Area School District, and Assistant Superintendent at Lower Dauphin School District.
School District, prior to moving into the Superintendency in her 19th year of educational service. During this time, she obtained her doctorate at Duquesne University in 2007.

In addition to her position as Superintendent, Dr. Smith serves on the following Boards: Pennsylvania Association of School Administrators, Dauphin County Mental Health/Intellectual Disabilities Advisory Committee (Board President), Dauphin County Children’s MH/ID Committee, Penn State Educational Outreach Advisory Committee, and three local community foundations. She has also taught several administrative graduate courses at Wilkes University, Shippensburg University, and Penn State University.

**Pastor Tim Smith**
Keystone Church of Hazelwood
Executive Director of Center of Life and Pastor
smithcol@verizon.net

Tim is the Executive Director of Center of Life and pastor of the Keystone Church of Hazelwood. He has been working with children and youth for over 25 years. Tim was born and raised in Pittsburgh and educated in the Pittsburgh Public Schools. He is a graduate of Westinghouse high school and holds degrees from Triangle Tech, The University of Pittsburgh, the Leadership Training Institute, the American Institute of Banking as well as a diploma from the Reformed Theological Seminary. Tim has dedicated his life to empowering families and youth everywhere.

**Cheryl A. Soloski, Ed.D.**
Armstrong School District
Coordinator of Curriculum, Instruction and Assessment (K-6)
cas@asd.k12.pa.us

**Donna Swapp**
Western University
Graduate Student
dswapp@uwo.ca

Donna Swapp is currently a graduate student at Western University, Canada. She taught at the secondary level in her native Grenada for 11 years before coming to Western to complete graduate
studies. Her research interests are broadly located in the areas of school administration and leadership, neo-liberalism and education, critical education policy analysis and equity and social justice in education.

Christopher Thomas, Ph.D.
University of San Francisco
Assistant Professor & Department Chair
cthtomas@usfca.edu

Dr. Christopher N. Thomas is an Assistant Professor and Chair in the Department of Leadership Studies at the University of San Francisco and was recently named Professor of the Year by the Association of California School Administrators. His primary responsibility is training and preparing educators to become instructional and social justice leaders both locally and internationally. He collaborates with schools and outside agencies to better understand current demands on those in the field of educational leadership. This has led him to his current research focusing on the understanding and implementation of principal evaluation systems.

Jan Tyler, Ed.D.
Union Institute & University
janmarietyler@gmail.com

Jan Marie Tyler is an affiliate faculty in the Union Institute & University Online M.Ed. Program and an administrator in a public K-8 charter school in Indiana. Her experience in education includes two years in the charter school, 17 years in higher education administration in universities and community colleges, and seven years as an undergraduate adjunct faculty member. Additionally, Jan has consulted with individuals, student groups, and organizations/businesses on a variety of topics including career counseling, job search, business etiquette and professionalism, effective communication, customer service, and diversity. A lifelong resident of Indiana, Jan has a bachelor’s degree in Sociology from Miami University (Ohio), a master’s degree in Student Personnel Administration in Higher Education from Ball State University, and a doctor of education from Union Institute & University. Her research interests include teacher preparation programs and social justice dispositions and teaching underprepared learners in elementary/secondary and postsecondary education.
Michelle Ungurait, Ph.D.
Sumner County Schools in Tennessee
Chief Academic Officer
michelleungurait@gmail.com

Dr. Michelle Davidson Ungurait is the Chief Academic Officer for Sumner County Schools in Tennessee. Ungurait has served as an associate superintendent, magnet/choice school director, secondary curriculum director, principal, college lecturer, coach, and teacher. Ungurait worked as the Social Studies Director for both the Tennessee Department of Education and the Texas Education Agency. Ungurait holds a Doctorate of Education from the University of Texas at Austin from the Cooperative Superintendent Program, a Master of Education from Peabody College at Vanderbilt University, a Master of the Arts in History from the University of Arkansas, and a Bachelor of the Arts from Miami University.

Njoki Wane, Ph.D.
University of Toronto
Full Professor
njoki.wane@utoronto.ca

Olga Welch, Ed.D.
Duquesne University
Dean of the School of Education
welcho@duq.edu

Dr. Olga M. Welch, a Phi Beta Kappa graduate of Howard University and the University of Tennessee, is Dean of the School of Education at Duquesne University. Before coming to Duquesne, she was Professor Emerita in the College of Education, Health and Human Services, at the University of Tennessee. Dr. Welch has authored/co-authored several publications, chapters and books, and serves on many journal editorial boards. Most recently, she completed an edited volume entitled *Turnaround Leadership: Deans of Color as Change Agents* (Peter Lang Publishing) that applied Fullan and Scott’s *theory of turnaround leadership* to the change initiatives of nine deans of color. Additionally, with Dr. Diane S. Pollard, she examined the construction of research epistemologies by women of color in their edited volume, *From Center to Margins: The Importance of Self-Definition in Research* (SUNY Press).

Since arriving in Pittsburgh, Dr. Welch has been invited to serve on multiple Pittsburgh community and professional boards including The Pittsburgh Promise, Pittsburgh Public Schools High School Reform Board, the Founding Advisory Board of Entrepreneuring Youth, and the Board of “Communities in Schools.” She also is the Vice Chair of the Board of Directors of the Greater Pittsburgh YWCA, as well as a member of the Hill House Association Advisory Board.

In May 2009, she was the recipient of the Greater Pittsburgh YWCA Tribute to Women Leadership in Education Award, and the Recipient of the 50 Women of Excellence Award, The New Pittsburgh Courier, September 2009.

Sue Winton, Ph.D.
York University in Toronto
Assistant Professor
SWinton@edu.yorku.ca

Sue Winton is an Assistant Professor at York University in Toronto, Ontario, Canada. Her research examines implications of education policy and policy processes for critical democracy.
Bill joined HCEF as the Executive Director in November 2009. Bill served on the Homeless Children’s Education Fund’s Board of Trustees from 2002 through 2008. During his time as a Trustee Bill learned about the plight and promise of children experiencing homelessness. When the opportunity to join HCEF was offered to him in 2009 he resigned from his job as Vice President for a property and casualty insurance broker.

The Homeless Children’s Education Fund (HCEF) is the premier agency in Allegheny County dedicated to serving as a voice for children and youth experiencing homelessness and ensuring that they have equal access to the same educational opportunities and experiences as their peers. Founded in 1999 by Dr. Joseph Lagana to provide Learning Centers in homeless housing agencies across the county, HCEF has grown to encompass a wide range of educational programs as well as advocacy efforts at the local, state, and national level.

Children experiencing homelessness are the most educationally at risk of all student populations. According to the Education Law Center, the profile of homeless students is:

- 12% are not enrolled in school
- 45% do not attend school regularly
- 43% repeat a grade - only one-third read at grade level
- 50% are failing academically.

The failure to educate children experiencing homelessness is a serious threat to Pennsylvania’s and the nation’s economy because of their potential to become involved in the juvenile justice system and to be unemployed or incarcerated as adults. Studies show that for every 1 dollar spent on the education of children experiencing homelessness that society with save 6 dollars in future costs.
Fr. Peter Asantebwana
Duquesne University
ProDEL Cohort 1
asantebwanaf@duq.edu

Fr. Peter Asantebwana is Catholic Priest from Moshi Diocese in Tanzania. He was ordained Priest in 2001 after completing his Philosophical and Theological studies. For three years he worked as Associate Pastor at Karmeli Parish while attending Mwenge University for an associate degree in Education. After those studies, he was appointed teacher at St. James Seminary, a High School in Kilimanjaro region, as a teacher, Dean of Students, and Vice Rector. During his time at St. James he cooperated with neighboring school teachers on searching the means for improving teaching, especially in science subjects. Improvisation was the major theme of their efforts, as they were trying to help each other to use the locally available materials to improve teaching and learning. Fr. Peter completed his Master's at Walsh University where he also served as the Chaplain to the Brothers of Christian Instruction. Upon completion of the ProDEL program, Fr. Peter anticipates returning to the Diocese of Moshi to continue his work to improve the quality of teaching and the futures of the children of Tanzania.

David Ryan Bunting
Duquesne University
ProDEL Cohort 1
buntingd@duq.edu

Ryan Bunting has recently completed his second year as a Teacher of 5th grade students at Washington Park Elementary in Washington, Pa. He has also served as an assistant coach for the 9th grade basketball team at Washington High School for the past two years. In addition to teaching, Ryan serves the youth of his community at the LeMoyne Community Center. He works with students in first through sixth grades in an after-school program, facilitating their learning in math, reading, science, and social studies four days a week throughout the year. He also spends his summers as a Sports Camp Director at the LeMoyne Community Center. For three years, Ryan has been an adjunct professor at Washington and Jefferson College, contributing to the professional learning of aspiring teachers as a course instructor and advising student teachers. Ryan earned his undergraduate degree in Child Development/Education at Washington and Jefferson College. While an undergraduate, he served as a camp counselor for the Johns Hopkins University: Center for Talented Youth Program. Ryan earned his master’s in Education at
Christian Brothers University and is pursuing his doctorate in educational leadership at Duquesne University.

Francine Endler
Duquesne University
ProDEL Cohort 1
endlerf@duq.edu

Francine has worked for 23 years with children, families and communities in social service and public education settings in Pennsylvania. For ten years, she worked with youth who are at-risk in specialized foster care placements. Francine also worked as a substance abuse counselor. Within public education, she has held positions as a High School Guidance Counselor, Elementary Guidance Counselor/Guidance Department Chairperson, and for the last eight years as an Elementary School Principal/Guidance Department Chairperson in the Hollidaysburg Area School District. In addition to her building level responsibilities, Francine contributes to district-wide professional development. Francine earned a bachelor’s degree in Sociology from the University of Pittsburgh; a master’s in Counseling and certifications in Elementary and Secondary Guidance from Indiana University of Pennsylvania; Principal certification from St. Francis University, and a Superintendent Letter of Eligibility from Shippensburg University. She is a Licensed Professional Counselor and a National Certified Counselor. In addition to involvement with district and county-wide committees, Francine is on the Executive Board of the Women’s Caucus of the Pennsylvania Association of School Administrators. She has been published in state and national professional journals, writing on topics relating to educational leadership and student achievement.

Karen Ferrick-Roman
Duquesne University
ProDEL Cohort 1
ferrickromank@duq.edu

Karen Ferrick-Roman has spent her career in communications. Media relations manager at Duquesne University since 2006, she places more than 2,000 stories a year in local, regional, national and international online, print, radio and TV outlets, oversees the in-house weekly employee publication and writes for the Duquesne University Magazine. For more than 25 years, she championed fairness in daily newspapers as projects editor, copy editor, feature writer, assistant editorial page editor and news reporter. As part of that career, she covered more than 30 school boards in Pennsylvania and Ohio,
encouraging her interest in educational issues beyond her two sons and stepchildren. Her journalistic perspective on the politics of school and community relations informs and is informed by her colleagues in Duquesne’s ProDEL program. In her problem of practice, The New Endangered Species: Community-Centered Public Schools, she is examining the status of community-centered public schools as they compete for students and dollars as well as the interplay of neighborhoods and schools, which serve often as social and cultural anchors. As a doctoral student, she continues to freelance; she has written 100+ articles for 30 different books, publications and websites.

Stacie Fitzpatrick
Duquesne University
ProDEL Cohort 1
fitzpatricks@duq.edu

Stacie Fitzpatrick is the Principal at Centennial Elementary School in the McKeesport Area School District. She was born and raised in McKeesport and educated in the McKeese Area School District. Stacie’s mission has always been to create an educational environment that supports open dialogue with action oriented ideas committed to the highest standard of enrichment and educational success for students, parents, community and staff. Stacie received her BA degree from Point Park in Elementary Education. She then continued her education, earning her master’s degree in Educational Leadership and her Principal Certification from Carlow University. She is currently seeking to achieve her Ed.D. in Educational Leadership and the Superintendent’s Letter of Eligibility at Duquesne University. As a professional educator, Stacie has held the following positions: Title 1 Math Specialist, Assistant Principal, and Principal over the past 15 years of her career. She has been happily married for the past 12 years and is the mother of one daughter and son. Stacie’s impetus as an educator reflects her steadfast commitment not only to her own personal and professional growth, but to those students who attend and walk the halls of the same school building that she herself once walked as a student.

Daniel Gittens
Duquesne University
ProDEL Cohort 1
gittinsd@duq.edu

Dan currently works as the Coordinator of DU CARES (Alcohol & Other Drug Awareness Program) at Duquesne University. Prior to working in the University setting, he worked in the field of behavioral health in a variety of roles. The consistent pattern in those roles was in working with disadvantaged and often
underserved youth and their families—the “invisible” members of the community. He was the Chief Operating Officer of a large behavioral health agency in Washington County (PA), overseeing programs dealing with substance abuse, sexual and child abuse, rape crisis, mental health, alternative educational placements. Gittins has consulted with school districts on student behavioral issues identified as barriers to a student’s success (including the impact of “bullying” to the bully, bullied and bystander). In the course of his work, he has developed a model of understanding behavior entitled “B=MC²” (Behavior is a product of one’s Motivation, Circumstances and perceived Consequences for that behavior). Dan’s current Problem of Practice is: “A Student's Perception of Safety Will Impact His or Her Academic Success”; his focus in this program is creating “intentional and purposeful cultures” that allow students to “feel safe” physically, academically, and emotionally, which he believes is a pre-requisite for success.

David Kristofic
Duquesne University
ProDEL Cohort 1
kristoficd@duq.edu

Dave Kristofic graduated from the University of Pittsburgh in 1993 with a Bachelors of Arts in Liberal Studies. He earned both his K-8 Elementary Education Certification and Masters of Education from the University of Pittsburgh. In 2000, Dave received his Administration Certification (K-12) from Western Maryland College and in 2006 he earned his Superintendent Letter of Eligibility from Westminster College. He has also been a part of the University of Pittsburgh’s Principal Academy since 2008. In 2010, Dave Kristofic was named Principal of Pine-Richland Middle School, which has been re-designated a ‘School to Watch’ school. From 2004 to 2010 Kristofic served as a Principal for Elderton High School and West Shamokin High School, both part of the Armstrong School District. While in the Armstrong School District, Kristofic was an active member of the school district’s wellness committee, safe schools committee, professional development committee and he was a member of the Armstrong School District’s Foundation.

During the 2011-12 school year, Dave has focused his research around the following Problem of Practice: Schools have not been effective in overcoming the obstacles presented by conditions of poverty. Educational systems fail to produce enough workers for science, technology, engineering and mathematics (STEM) career fields and they have failed at an even greater rate to create an interest in STEM for those students in poverty, especially minorities and female students.
Ida Mansourian joined Chatham University to develop and implement programs that enhance the global perspectives among students, faculty and staff. Her background and expertise are in cross-cultural programming and professional development opportunities in different parts of world. Ida has developed such learning opportunities in China, Spain, the Netherlands, the UK, the Czech Republic, Slovakia, Mexico, and the Fulbright-Hays Group Projects Abroad to Morocco. She believes strongly that our society is becoming increasingly multicultural and that nations are becoming interdependent and that it is imperative for higher education institutions to acknowledge this fact and empower and enable students to be globally competent and socially purposeful. Consequently, her community involvements have concentrated on programs and projects that enhance the cross-cultural understanding. Prior to arriving in Pittsburgh, she worked in Arizona as Director of International Program at Mesa Community College, developed a Farsi Language program, organized cultural programs, and identified community organizations for service learning projects. Ida was attracted to Duquesne for doctoral study by the match between the University’s reputation in educational leadership and her personal mission as an educator.

Shana Nelson is a graduate of the Pittsburgh Public Schools, the same district in which she is currently employed. She attended the University of Pittsburgh where she earned a Bachelor of Science in Psychology and Sociology, a Master degree in teaching, and certification as a K-12 administrator and supervisor of curriculum and instruction. Her first teaching experience came as an employee of the Allegheny Intermediate Unit where she taught children of preschool age in various homeless shelters throughout Pittsburgh. Recognizing the joy and power in the field of teaching, Shana began her professional teaching career at Helen S. Faison Arts Academy, later teaching at Pittsburgh Whittier K-5. Desiring to strengthen her role as an educational leader, Shana became a resident of Pittsburgh’s Emerging Leadership Academy (PELA) where she learned and practiced the knowledge, skills, and
dispositions that helped her to become a transformational school leader. Since completing her PELA residency, Shana has served as the principal of Pittsburgh King Pre K-8, The Teaching Institute. Shana is also a member of Mt. Ararat Baptist Church where she serves as an interpreter, signing for those who are deaf and hard of hearing.

Bryan O’Black
Duquesne University
ProDEL Cohort 1
oblack@duq.edu

Bryan O’Black is Director of Curriculum, Assessment & Technology for Shaler Area School District. He is also a professional studies facilitator at Waynesburg University and Part Time Faculty Member in the Department of Instruction & Leadership at Duquesne University. In his current role, Bryan is responsible for K-12 curriculum, system wide infrastructure, web development, online learning, strategic planning, telecommunications, instructional technology, technology staff development and district-wide assessment. Bryan serves as the president for the International Society for Technology in Education Special Interest Group for Technology Coordinators (ISTE SIGTC), and is the 2013 State Conference Chair for the Pennsylvania Association of Supervision & Curriculum (PASCD). Additionally, he was appointed by Secretary of Education Arne Duncan to serve on the US Department of Education Regional Advisory Committee. Bryan is a graduate of the educational administration and supervision program at Duquesne University, where he also received his BSEd in Elementary Education/Instructional Technology and is currently pursuing a Professional Doctorate in Educational Leadership. Bryan was awarded the Pennsylvania Association for Supervision & Curriculum Development 2010 Outstanding Young Educator Award and has been named as a member of Association for Supervision & Curriculum Development (ASCD) 2011 Emerging Leaders Class.

Jacqueline Roebuck-Sakho
Duquesne University
ProDEL Cohort 1
roebucksakhoj@duq.edu

Jacqueline Roebuck Sakho is a member of the Professional Doctorate in Educational Leadership inaugural Cohort in the School of Education at Duquesne University. She is examining racially disparate discipline practices that disproportionately exclude African American students from accessing equitable education opportunities. Jacqueline seeks to understand how race is involved with disparate discipline practices and how educational research, policy and interests become “racialized.” Currently, Jacqueline
is the Regional Coordinator in West Tennessee for STEP, Inc. STEP is a statewide Parent Training and Information Center, serving families of children with disabilities to understand their rights. Her specialized areas for the organization are assisting students with disabilities and their families who are at high risk or currently in contact with the Juvenile Justice system and those students experiencing behaviors manifesting from disabilities that result in discipline referrals. Jacqueline serves on the Memphis Shelby County DMC (Disproportionate Minority Contact) Taskforce, the Special Education Juvenile Justice TALS (Tennessee Alliance for Legal Services) taskforce and the Community Advisory Council for the Boling Center for Developmental Disabilities in the Health and Science Center at the University of Tennessee.

Nina Sacco
Duquesne University
ProDEL Cohort 1
saccon1@duq.edu

Nina M. Sacco is a lifelong resident of the City of Pittsburgh. She obtained her Bachelor of Arts degree in Communications from the University of Pittsburgh in 1995, a certificate in Secondary Education in English from the School of Education in 1997, and the Masters of Education Degree in 1998. Nina has been employed with the Pittsburgh Board of Public Education for fifteen years. She has taught high school English, worked as a literacy coach, been assistant principal at Columbus, Oliver, Allderdice, and Schenley, and is now Principal of Perry High School. During her tenure as principal, Ms. Sacco has focused extensively on high school reform, implementing a teacher to student mentoring program (PRAISE), grade-level teaming, and daily professional development for all teachers on staff, focusing on literacy across content areas. Currently, she is leading the transition team for the incorporation of Oliver High School students into Perry High School in the fall of 2012. Nina is completing her doctoral studies at Duquesne University. The urban setting is where she is able to cultivate her passion for educating young adults.

Rick Vaccarelli
Duquesne University
ProDEL Cohort 1
vaccarellia@duq.edu

Rick received his Bachelor of Science in Business and Human Resource from Geneva College and his Master of Science in Educational Studies from Duquesne University. As a graduate of the prestigious Leadership Pittsburgh, he is part of a rich network of more than 1,800 influential civic leaders working to maximize the potential of the Pittsburgh regional community. Presently the Advertising Director for
Pittsburgh Business Times, Rick has also served as Vice President of WQED Multimedia and General Manager of Pittsburgh Quarterly.

His professional accomplishments tell only part of his story. Rick has been involved in leadership and social justice both regionally and nationally throughout his life. In 1999 Pittsburgh Magazine named him one of the Top 100 Pittsburghers of the Century for his national leadership role in lowering the voting age in the United States to eighteen. His impact on the nation was again recognized by the Three Rivers Community Foundation who both commissioned and published the influential Pittsburgh 250 Edition article “Progressive Pittsburgh—An Impressive 250+ Years of Social Justice”, a publication dedicated to the history of social, racial, and economic justice in southwestern Pennsylvania.

Throughout his life Rick has worked tirelessly to impact the social conditions of unequal housing and job opportunities as well as opportunities for excellence in education. He is serving or has served on the boards of Junior Achievement of Western Pennsylvania, Penn State Beaver Campus, Monaca Borough Zoning/Community Advisory, Moon Township Zoning, Housing Opportunities of Beaver County, and Southwest Regional Workforce Development. He is an adjunct professor at Geneva College, Waynesburg University, and Duquesne University. In 2010, Rick launched a pro bono advertising consulting network to help small business owners benefit from becoming more effective in their advertising.

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Tia Wanzo
Duquesne University
ProDEL Cohort 1
wanzot@duq.edu

Tia Wanzo was born and raised in McKeesport, PA and is a 1997 graduate of McKeensport High School. After graduation, she attended Clarion University and earned a degree in Elementary Education. She returned to her community in 2001 as a teacher in the McKeensport Area School District. As a teacher in the district, she taught 2nd, 4th, and 5th grade. She received her Master’s in Educational Leadership from Carlow University in 2005. In 2010, Tia was appointed to her current position: Assistant Principal at McKeensport High School. As evidenced by her return to McKeensport after college—to practice her profession—she is committed not only to her school, but to her community. Tia recently organized a “teen summit” focusing on bullying, dating violence, gang violence, and HIV awareness. Currently, she is a doctoral student at Duquesne University. Her problem of practice emerges from an earlier research interest is in gifted education. Tia enjoys spending time with her husband and two children.
Professionally, Ronald W. Whitaker II is the Program Coordinator for the Trio program at Montgomery County Community College and a Research Evaluator at the University of Pennsylvania. His work in these roles includes providing educational and clinical leadership for at-risk students. In addition, he serves as the national co-chair for student growth and recruitment for the National Association of Chief Diversity Officers in Higher Education (NADOHE). Educationally, Ron earned undergraduate degrees in Leadership and Biblical Studies from Geneva College, where he graduated Magna Cum Laude. He also earned a Master’s degree in Education from the University of Pennsylvania, and a Masters Degree in Business Administration (M.B.A.) from Eastern University. He graduated both programs with distinction. Known as a mentor and role model, Ron is committed to providing premier leadership in a higher educational milieu. He endeavors to motivate and facilitate change with a blend of boldness and humility.

Tiffany Wilkins earned her undergraduate degree in English at the Indiana University of Pennsylvania, and her master’s degree in English Education at Teacher’s College Columbia University in New York City where she went on to teach secondary school English for 10 years. After leaving public school teaching she was a Writing Assistant at the Borough of Manhattan Community College and an adjunct English instructor at the College of New Rochelle. She went on to be a Program Manager at Sponsors for Educational Opportunity for 6 years, assisting public school students of color with preparing for and applying to selective colleges and universities across the country. Tiffany is a doctoral student in the inaugural cohort of the Professional Doctorate in Educational Leadership (ProDEL) program at Duquesne University and was awarded a Graduate Assistantship under Dr. Teri Rodriguez in the Department of Instruction and Leadership. Her research surrounds higher education access for lesbian, gay, bisexual, transgendered and questioning kids of color and barriers found in their racial and ethnic communities and cultural institutions. Currently Tiffany is an Education Associate with the Human Services Center Corporation in Turtle Creek assigned to Dickson Elementary School in Swissvale.
Sr. Agnes Africanas  
Duquesne University  
ProDEL Cohort 2  
africanasa@duq.edu

Sister Agnes Africanus is Doctoral student at Duquesne University. She received BS/MS degree Cum Laude Graduate in Accounting and international Business from D’Youville College Buffalo, New York. She worked as a part time Coordinator, D’Youville College Tutorials Services before she moved to Duquesne University. She received two Awards of Honor from the New York State Society of Certified Public Accountants for Outstanding Achievement in Accounting as a member of the class of 2010 & 2011. She also received a Business Graduate award, Research Award, and the award for Excellence in Poetry all from D’Youville College. She was elected twice to Who’s Who Among Students in American Universities & Colleges. She has nine years of work experience in accounting from the Catholic Diocese of Musoma-Tanzania where she served as a Treasurer. She is seeking a doctoral degree not for reverence, but to join a society of educational professionals who work determinedly to improve the education system. She likes to write, and read articles. She anticipates to becoming a writer in the near future. Her dream is to work diligently together with her community to ensure that that many deprived children have opportunity for the education they want.

Benjamin Davis  
Duquesne University  
ProDEL Cohort 2  
davisb1@duq.edu

Ben Davis was born and raised in Denver, CO. He is currently living in Pittsburgh, PA and working in the Student Activities Office at Carnegie Mellon University. Prior to his time in Pittsburgh, Ben worked for twelve years in the music business. The majority of his work in music revolved around ownership and management of live music venues as well as a concert promotions company, but he also spent time as a live sound engineer both in Colorado and around the country.
Ben has a Bachelor's degree in Journalism from the University of Colorado- Boulder and recently finished his Master’s degree in Higher Education – College Student Development at the University of Denver. While working on his Master’s degree, Ben became very interested in working on issues of both access to and persistence in higher education. Ben is hoping that his work and time in the ProDEL program will prepare and equip him to make impactful change within the education system that will lead to more students, particularly those of underrepresented populations, having the ability to gain acceptance to and be successful at the post-secondary level.

**Kelly Gustafson**  
Duquesne University  
ProDEL Cohort 2  
gustafsonk@duq.edu

Mrs. Kelly Gustafson is the Principal of Bower Hill Elementary School, a 2008 National School of Character, in the Peters Township School District. Kelly received her M.S.Ed. from the University of Pittsburgh and her B.S.Ed. from Indiana University of Pennsylvania. Her 13 years of experience as a principal were preceded as a special education teacher for 8 years for students with learning disabilities.

As part of her efforts to promote parental involvement and advocate for children, she received the Dr. Walter Kealey Leadership Award from the Pennsylvania PTA in 2010 as well as the 2010 Champion Creatively Alive Children Award and the 2009 PAESSP-Hershey Mini-Grant. Additionally, she has published an article for the School Library Media Monthly as a result of advocating for collaboration between classroom teachers and librarians.

Kelly is pursuing a doctoral degree at Duquesne University to further advocate for children beyond the realm of a school building. She hopes to give all children the ability to learn in an environment where excellence is celebrated and expected.

**Thomas Kaminski**  
Duquesne University  
ProDEL Cohort 2  
kaminskit@duq.edu
Tom Kaminski currently serves as the Assistant Principal at the South Fayette Township Middle School. Prior to arriving at South Fayette in August 2011, Mr. Kaminski taught 7th grade Social Studies for 6 years at Fort Couch Middle School in the Upper St. Clair School District. He also coached the football, basketball, and track and field teams at Fort Couch. Tom holds a Bachelor of Arts in History from the University of Pittsburgh and a Masters of Science in Secondary Education from Duquesne University, where he was recognized as a Dean's Teaching Fellow. He also earned his K-12 Principal certification from the University of Pittsburgh, where he maintained a 4.0 GPA in his program of studies. By enrolling in Duquesne’s ProDEL program, Mr. Kaminski seeks to improve his skills as a school leader and better meet the needs of the staff, students, and community, with the goal of one day leading a school district as a superintendent. Mr. Kaminski is excited to be a part of the second ProDEL cohort at Duquesne University and looks forward to growing as both a professional and as an individual.

Benjamin Keller  
Duquesne University  
ProDEL Cohort 2  
kellerb1@duq.edu

My name is Benjamin Keller, and I currently work as an 11th grade American Literature teacher at Commonwealth Connections Academy, a cyber charter school based out of Harrisburg, Pennsylvania. I have a Masters Degree in Education with a specialization in Secondary English Education from Carlow University, and I earned my Bachelors degree from Pitt. I have been teaching full time for the past several years, but have been aware and passionate about the improvement of education for many more. Growing up as I did, I was able to see how it felt to be one of the students that statistically should not have experienced academic successes, and I know that this “insiders” view has driven me toward a career and passion for education first as a teacher, and now as a Doctoral student at Duquesne University. My experiences have taught me that there is worth, value, and dignity to everyone that I encounter whether they are a fellow professional, or a quiet 16 year old student. I am excited to find an academic haven where this belief will be not just tolerated, but truly encouraged.

Renee Knox  
Duquesne University  
ProDEL Cohort 2  
knoxr@duq.edu

Even though Renee Knox has many years of educational program experience, her work has been
primarily social work with marginalized populations rather than direct educational service delivery. Therefore, one might say that her area has been social work, in the education area. Renee would say that is this because of her consistent goal of improving the quality of life of the individuals under her tutelage.

- She has worked with Upward Bound students
- Developmental studies students
- As well as individuals pursuing workforce development skills

In all these areas the students enrolled in the program due to some academic limitations. In most cases she was successful in helping students to overcome their disadvantages. At this time she volunteers much of her time and service to programs that connect people to supports that help to improve their skill sets. Renee’s strength in this area is her continuing commitment to social justice. This dedication to social justice is also a feature that has attracted her to the Educational Leadership doctoral program. In keeping with this commitment to social justice, her goal, which mirrors one of the program goals, is “to advocate effectively for and drive efforts to achieve educational equity and excellence.”

Huiwen Li
Duquesne University
ProDEL Cohort 2
ih1@duq.edu

Huiwen Li has been a leader in school education for over 20 years with a particular emphasis in student management. A dedicated educator, he completed his Masters of Education in Education Administration at Shandong Normal University (China) in 2004, and Masters of Arts in Psychology in Education at the University of Pittsburgh in 2009. From these two universities he received academic and professional training on educational management and research methods.

From 1990 – 2007, Huiwen Li worked at Weifang Health School (China) while holding such positions as student affairs director, campus principal, psychological counselor, and ESL instructor. Starting in 2009, he began teaching and researching Chinese language at Carnegie Mellon University, where he applies his research methodology to educational program evaluation as well. He is an American Evaluation Association member and 2012-evaluation proposal reviewer.

Inspired by the values of social justice held by Duquesne University, Huiwen Li will be pursuing his doctoral studies in educational leadership in the ProDEL program. This program will enable him to enhance his impact on students’ well-being improvement.
Tracy Scanlon Limegrover is a professional development in leadership doctoral student at Pittsburgh’s Duquesne University. She received B.S. in psychology and human resources from Geneva College and received an M.S. from Chatham University in counseling psychology in 2001. She is a licensed professional psychotherapist, a professor of psychology at several area colleges and a certified thanatologist. She is an activist, member of multiple non-profit boards, and has a long history of volunteerism within her community. Although her academic interests are relatively broad, she has spent much of her career centered on service to the culturally, social-economically disenfranchised. She has spent over 20 years as an advocate to these populations examining how negative life experiences, such as early life trauma, poverty and grief and loss can impact mental health as well as possible areas of resiliency, which can mitigate adverse outcomes. She is especially interested in working with leaders to investigate protective factors, within systems, that will ultimately serve to strengthen the whole family system, build resilience, eliminate silos, and broaden opportunities for inclusiveness. Her return to Duquesne University fulfills both a personal family aspiration as well as a career long desire to be surrounded by a spirit of service, within a belief system, like her own, that is built around humility and dignity and faith. Her greatest teacher, her most devout guardian and role-model, her beloved mother, raised her up to be dutiful and firm to beliefs like that of Mother Teresa who beckons: “Let us touch the dying, the poor, the lonely and the unwanted according to the graces we have received and let us not be ashamed or slow to do the humble work.” There can be no justice, after all, until we strive beyond entitlements for only a few, a certain group or groups, beyond mandated rectitude. “Loneliness and the feeling of being unwanted is the most terrible poverty” and the most offensive of all injustice(s).

Ella M. Macklin is the Special Education Services Coordinator & Teacher at the Urban League of Greater Pittsburgh Charter School. She received a Master of Education in Early Education of Disabled Students.
at the University of Pittsburgh with a Pennsylvania Teacher Certification in Special Education (Mental & Physical Disabilities). She also received a Master of Social Work from the University of Pittsburgh with a Specialization in Community Organizing & Planning. In addition, Ms. Macklin is a Pennsylvania Licensed Social Worker. Her bachelor’s degree is in Psychology/Speech Pathology-Audiology from Carlow College. She has served as a Practicum Supervisor for the University of Pittsburgh (Social Work) and currently, Duquesne University (Education).

Since 2002, Ms. Macklin has been responsible for adapting general education tests and providing specially designed instruction for students (grades K-5) with learning and/or behavioral disabilities requiring learning support. She teaches gifted and talented students. She supervises the special education department staff. Plus, she has implemented school wide programs to support student education throughout the building.

Ms. Macklin wants to earn an Ed. D in the program because she believes it would expand her knowledge of solutions to address issues in education to further improve educational programming for all students.

Jennifer Mann:
Duquesne University
ProDEL Cohort 2
mannj1@duq.edu

Jennifer Mann was born on an Air Force base in California, the fourth child to a career Air Force Master Sergeant father and a microbiologist/lab technologist mother. After graduating from a small Catholic high school, she attended Penn State University and majored in theater arts. After a year and a half, unable to afford to continue, she enrolled in a nursing program through Center County Vo-Tech and obtained her LPN. For the next several years, she worked in a variety of medical settings and became involved in patient rights for the elderly. Realizing that her opportunities were limited without at least a Bachelor's degree, she returned to school at the University of Pittsburgh and majored in Secondary Education English. Over the next 25 years, she worked in a variety of private and public schools and most recently obtained her Masters in Reading and Language Arts and her Reading Specialist Certificate from Duquesne University.

Married for 26 years, she considers her family to be her greatest achievement and credits them with giving her the strength, courage, and support to pursue her doctorate at Duquesne University.
Peter Mathis grew up in upstate New York and knew early on in his high school career that he wanted to become a Physical Education teacher. In the summer of 2001, he enrolled at Kent State University and took the first steps towards becoming a Physical Educator. During his time at Kent he also played on the volleyball team and really grew an interest in coaching. Upon graduating from Kent, Peter moved to the Washington DC area, where he found a high school Health and Physical Education job as well as a volleyball coaching position. In 2009 he enrolled at George Mason University to study Educational Leadership. Peter immediately grew a very strong passion for educational leadership through some of the very unique experiences that the program had to offer. In 2011 he moved to the Pittsburgh area. Peter’s goal while in Pittsburgh is to build a strong network and to pursue a job as a school administrator. He also has a goal to one day do some international work for countries that need assistance setting up schools and/or programs in order to provide quality education to children who currently struggle to receive proper educational opportunities.

Stephanie Perry received her BS from Carlow University, in Information Science with a Minor in Business Administration. She obtained dual MS degrees in Business Administration and Management of Information Systems from Duquesne University located in Pittsburgh, PA. Stephanie has worked in the field of technology for 20+ years of service as a Computer Technician to a Software Engineer/Program Analyst for Westinghouse Electric Corp. She has experience in teaching F2F and online business and computer information technology courses from undergraduate to graduate levels at various educational institutions, i.e., Community College and PSU, DeVry and AIP; plus a consultant/trainer for Apple, EUO, UMUC.
Stephanie enjoys teaching and believes that she is a wealth of expertise, from both the teaching and particular business fields, which will help in her life-long learning endeavors. Stephanie wants to make a contribution and a difference in the educational arena, because someone did it for her!

Stephanie also enjoys being a grandmother and she has two wonderful grandchildren. Other than enjoying her grandchildren, she enjoys traveling, decorating and reading autobiographies when she has time.

**Amed Sheriff**  
Duquesne University  
ProDEL Cohort 2  
sheriffa@duq.edu

Ahmed Sheriff was born in Freetown, Sierra Leone in West Africa. He attended both primary and secondary school in Sierra Leone, before moving to Pittsburgh in December of 1982. While still living in Sierra Leone he was a leader in starting a church in 1979. Ahmed’s first job was at the Cheese Cellar Restaurant where he was a dishwasher. He was admitted to the University of Pittsburgh in January 1984 graduated 1987 with a BA in Economics. From 1988 to 2002 he was employed by Mercy Hospital of Pittsburgh as an Accounting Associate/Accounts Payable Representative. Then from June 2003 to the present, he has been employed by the Allegheny County Court of Common Pleas as a Domestic Relations Officer. In January 2007 he was admitted to Duquesne University and in December 2008 he obtained his Masters degree in Leadership and Business Ethics. In 1996 he founded and was elected president of “The Cotton Tree Association of Sierra Leone, Pittsburgh,” a local non-profit organization and whose work continues today. An Ed.D in Educational Leadership will give Ahmed the credentials to pursue a national conversation about the grim state of education in Sierra Leone and to inspire creative and innovative solutions.

**Michelle Talbert-Horsey**  
Duquesne University  
ProDEL Cohort 2  
talberthorseym@duq.edu
Michelle Talbert-Horsey is a Certified and Licensed Professional Counselor. She has worked in higher education in the areas of academic advising, career counseling, student success, and retention for traditional and non-traditional students. She developed and implemented a number of programs for the University of Pittsburgh including an Academic Retention Program for the College of Arts and Sciences and a Diversity Program for the Department of Career Services.

After earning a Bachelor of Arts degree in Sociology from the University of Maryland Baltimore County, Michelle received a Master of Education degree in Cross-Cultural Community Counseling from the University of Pittsburgh. Currently, she is the Director of Job Placement and Career Services at the Community College of Allegheny County.

Michelle is pursuing doctoral studies to further her understanding of multiculturalism as it pertains to student retention and faculty diversity initiatives in a collegiate environment.

Shamira Underwood
Duquesne University
ProDEL Cohort 2
underwo2@duq.edu

Shamir Underwood has worked within the Pittsburgh District in several different capacities since 2005. She has done work as a substitute teacher in second grade and early childhood classrooms. She currently works as a teacher for the Early Childhood/Head Start Programs, and has done so since 2007. Within this program, she has been instrumental in revamping the Pittsburgh Early Childhood/Head Start curriculum to an updated, online version that is aligned with the most current Early Learning Standards. She has also been a presenter at professional development seminars, and has had the honor of being featured in a professional development video demonstrating how teacher expectations impact the classroom environment and children.

Shamira would like to pursue her doctorate in order to become eligible for administrative positions where she can use knowledge and experience to speak for at risk families, design an early learning center that is less standards based and includes a parent education component, and obtain a position with a university where she can give real and honest guidance to aspiring teachers and community leaders based on the documented successes and shortcoming of her endeavors.
Jessica Wenner began her career in education early as a high school junior. Her love for education has driven her throughout her undergraduate and graduate degrees. Jessica obtained her undergraduate degree from Indiana University of Pennsylvania in Elementary and Urban Education. She returned to IUP, then, to pursue my graduate degree in Elementary and Middle School Mathematics. After spending several years in the classroom, she decided to continue her education at California University of Pennsylvania in order to obtain her principal certification. Jessica currently works at Career Connections Charter High School; a small charter school located in the Lawrenceville section of the city. She splits her time between the classroom and administrative duties. Her work focuses on curriculum development and teacher support. Her goal is to support teachers through training and coaching that allow them to implement the most effective curriculum for all students. Her passion for teaching has now led her to pursue her doctoral degree. The ProDEL program is a catalyst to refine her facilitation of education and administration. Jessica wants to make changes to the way curriculum is developed, implemented and practiced. She believes that through the lenses of social justice, she can gain a perspective that will support learning for all.
COL Jazz is a God inspired, relevant musical mix of the past, present, and future. The band integrates contemporary and standard songs with the history-rich tradition of jazz. Since 2000 COL Jazz has provided young gifted instrumentalists with the opportunity to play at a professional level around the city, state and country. As part of a larger program known as the KRUNK Movement, students in COL Jazz seek to use their talents to bring knowledge about music, health and business to youth everywhere.

Along with his sons Tim Jr. and Isaiah, Executive Director Tim Smith Sr. started COL Jazz band in 2000. The band was given a jump-start with the help of friends Cornelius Martin and Doug Ransaw who supported the group with their time, talent, and equipment. Since then the band has expanded to include many musically talented students from middle school through college.

In April 2011 COL Jazz took 2nd place at the Next Generation Jazz Festival in Monterey California! It was a tremendous honor to participate in such a prestigious festival. In the summer of 2009, COL Jazz was honored to participate in Warhol Live, an exhibition that examined Warhol’s work through the lens of music and the performing arts. Along with the KRUNK Movement, COL Jazz performed live at the Andy Warhol Museum as a featured Youth Performance.