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 6th Annual Duquesne Educational Leadership Symposium (DELS): “Action, Advocacy, Research: Challenging Educational Inequities with Students, Schools, and Communities.”

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
Tawannah Allen, Ed.D.
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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.
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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.
Kendrick Alston  
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Kendrick Alston is a former 5th grade mathematics teacher in the Nash-Rocky Mount School System. During his tenure at Baskerville Elementary fifth grade End of Grade mathematics scores grew from 26.1% to 94.7% in a span of four years. Mr. Alston was named as Baskerville’s Teacher of the Year for the 2011-2012 school year and Nash-Rocky Mount’s recipient of the Outstanding Elementary School Mathematics Teacher for the 2011 sponsored by the North Carolina Council of Teachers of Mathematics. Mr. Alston received his Bachelor of Science degree from Fayetteville State University and a Master of Science degree from Walden University. Mr. Alston is currently pursuing his M.A. degree in School Administration through N.C. State University as a part of the Northeast Leadership Academy. He is also currently serving the role as an administrative intern at Coopers Elementary under the leadership of Larry Catalano.

Erin Anderson  
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Erin Anderson is a graduate assistant at the UCEA and a doctoral student in Administration and Supervision in the Curry School at the University of Virginia. She worked as a teacher, a team leader, and the Dean of School Culture and Discipline. Her research interests include urban school reform and the role of school leaders in school turnarounds.
Lisa Bass, Ph.D.
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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.

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Ira Bogotch, Ed.D.
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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. In press are a number of works on turnaround school leadership, a critique of educational effectiveness research methods (with Tony Townsend and John MacBeath, and the politics of administrative fit in urban schools. He is currently working on a study of leadership for literacy with indigenous populations in Australia with Professor Greer Johnson from Griffith University in Brisbane, Australia – where Ira served as a Research Fellow in early 2013.

Launce Brown, Ph.D.
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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.

Monica Byrne-Jiminez
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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 Advisory Board of Penn State Greater Allegheny, UCEA Center Advisory Board, Nurse Family Partnership Advisory Board, Institute of Politics Education Committee and the Arts Education Collaborative Advisory Board. She has been honored in many ways for her work, including as one of Carlow University’s Women of Spirit; Stanford Graduate School of Business—Center for Social Innovation Fellowship; one of the Tri-State Area School Study Council’s Distinguished Woman in Education; one of the Girl Scouts of Western Pennsylvania’s Women of Distinction and the Women’s Press Club of Pittsburgh.

Gary Crow
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Gary M. Crow is Professor and Department Chair in the Department of Educational Leadership and Policy Studies at Indiana University (USA). His research interests include school leadership and school reform, leadership development and professional identities. Crow is currently conducting research on successful school principals and professional identities of urban school leaders in reform contexts. His most recent book is The principalship: New roles in a professional learning community (w/Matthews, published by Allyn and Bacon). He is also a co-editor of the International Handbook on the Preparation and Development of School Leaders (2008) and the Handbook of Research on the Education of School Leaders (2009). Crow is a past president of the University Council for Educational Administration and founding editor of the UCEA Journal of Cases in Educational Leadership.
Dr. Michael E. Dantley is professor and chair of the Department of Educational Leadership at Miami University, Oxford, Ohio. Prior to his position as department chair, Dr. Dantley served as the Associate Provost and Associate Vice President for Academic Affairs and prior to that position, Dr. Dantley served as the Associate Dean for Academic Affairs in the School of Education, Health and Society at Miami. When not serving in his administrative capacity at the university Dr. Dantley teaches courses in organizational and leadership theory, ethics and leadership, critical spirituality, leadership and social justice, the principalship, educational leadership theory and philosophy and change in the department of Educational Leadership. Dr. Dantley’s research focuses on leadership, spirituality and social justice. He is currently, however pursuing research that explores what he calls prophetic justice, which is designed to deepen notions of social justice laced with spirituality. Dr. Dantley’s scholarship has been published in the Educational Administration Quarterly, the Journal of School Leadership, the International Journal of Leadership in Education: Theory and Practice, the International Journal of Qualitative Studies in Education, Education and Urban Society, Urban Education and the Journal of Negro Education. He has written chapters in edited texts including the new Sage Handbook of Educational Leadership, the new American Education Research Association’s Handbook on Educational Leadership, Leadership for Social Justice: Making It Happen; Inspiring Practice: Spirituality and Educational Leadership; Keeping the Promise: Educational Leadership and the Promise of Democracy in Our Time; Culture, Curriculum and 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.

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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; assistant superintendent in Florida, and as superintendent in New York State. He also has experience in the private sector where he worked as a manager/partner for three years at Peat, Marwick, Mitchell (now KPMG Peat Marwick) in Washington, D.C., and as an executive in a national educational association (The American Association of School Administrators) in Arlington, Virginia.

His record of publications includes twenty-six books, numerous book chapters, monographs, and referred journal articles. In addition he has served as General Editor for the 2005 SAGE Handbook of Educational Leadership; the 2006 SAGE Encyclopedia of Educational Leadership and Administration (2 volumes); and the 2009 SAGE Major Works Series in Educational Leadership and Administration (4 volumes). He is also the author of recent texts including The Art of Educational Leadership (2008) released by SAGE; The Anatomy of Professional Practice (2009) released by Rowman and Littlefield Education; and with Rosemary Papa, Restoring Human Agency to Educational Administration (2010) published by ProActive of Lancaster, Pennsylvania. He also published a book (2010) with Jacky Lumby of the University of Southampton entitled “Leadership as Lunacy: And Other Educational Metaphors” which was released by Corwin Press, and that I am President-Elect of NCPEA (National Council of Professors of Educational Administration).

Dr. English has presented his research at the University of Council for Educational Administration (UCEA); AERA (American Education Research Association) Divisions A and L; NCPEA (National Council of Professors of Educational Administration) and BELMAS (British Educational Leadership Management Association Society). He was a member of the Executive Committee of UCEA for seven years and served as President, 2006-07 and is currently a member of the Executive Board of NCPEA.

He received his B.S. and M.S. from the University of Southern California and his Ph.D. from Arizona State University.

Eric Eshbach, Ed.D.
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Eric Eshbach is the superintendent of the Northern York County School District in Dillsburg, Pennsylvania. Dr. Eshbach has been involved in public education in South Central Pennsylvania for 24 years. Upon graduating from Elizabethtown College with a major in elementary education, he began his career teaching fifth grade at Rheems Elementary in the Elizabethtown School District (Lancaster County). When he and his wife, Kathy, decided to start a family, he began to seek a teaching position closer to their home in Dover, Pennsylvania. In August 1990, Eric was hired to teach fourth grade in the Bermudian Springs School District (Adams County). During his time at Bermudian Springs, he obtained his M.S. in Education Administration and his principal certification from Western Maryland College (now McDaniel College).

Eric started his career in public school administration as the assistant principal of Bermudian Springs Elementary School, where he had taught for four years. In 1997, he was selected as the principal of Biglerville Elementary in the Upper Adams School District (Adams County). In 2001, Eric was promoted to the position of Assistant Superintendent and in 2004 he was commissioned as the Superintendent.

Three months after he took over as Superintendent, Eric entered the Interdisciplinary Doctoral Program for Educational Leaders through Duquesne University. He graduated in May 2008 after successfully defending his dissertation, The Symbiotic Relationship between New Principals and the Climate of the Schools In Which They Lead.

On August 1, 2012, Dr. Eshbach began his commission as superintendent of “Northern.” Eric and Kathy have been married for 24 years and now live in Carroll Township. Their son, Ethan, is a junior at Messiah College majoring in communications and public relations. Their daughter, Alaina, is in her first year at Messiah, majoring in elementary education.

Anne Marie FitzGerald, Ed.D.
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Anne Marie FitzGerald received her Ed.D. in Educational Leadership from Lehigh University where she currently assists in the Center for Developing Urban Educational Leaders and teaches in the International and Overseas Educational Leadership program. Her practitioner experience includes K-8 second-language teaching in diverse public schools in Canada and serving as a PreK-5 principal in a number of settings, including the US, Colombia, and Kuwait. Her dissertation Why and How do Latino Parents get Involved in their Children’s Education? A Test of Hoover-Dempsey and Sandler’s Model with Middle School Parents in a Community School was chosen by the educational leadership faculty to be nominated for the E. Stout Dissertation Award. Anne Marie’s research interests include culturally relevant Latino parental engagement and urban school reform initiatives such as the community school model. Her goal is to use a social justice lens to foster strengths-based thinking and effective action in aspiring school leaders in service of diverse families.
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Gretchen Givens Generett, Ph.D.
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Seeking to change the mind set necessary to effectively teach diverse student populations, Gretchen Givens Generett Ph.D. has journeyed from Virginia to Georgia to North Carolina to Japan to Washington, DC to Pittsburgh and to Texas researching, writing and teaching. A qualitative researcher, her scholarly publications, stories and lessons demonstrate her passion for breaking down barriers to successfully teach diverse student populations, along with evaluating and developing tools for effectively serving students of color. Associate Dean for Graduate Studies and Research in the School of Education at Duquesne University, Dr. Generett also serves as the co-director of the University Council for Educational Administration Center for Educational Leadership and Social Justice. Dr. Generett’s professional journey includes writing and editing books and journals in the field of education. She had the honor of being a visiting professor at the University of Texas at Austin, where she shared her expertise in teaching aspiring principals from diverse backgrounds.

Dr. Generett is a graduate of Spelman College and the University of North Carolina at Chapel Hill. She began her academic career at Virginia Tech. In addition to Virginia Tech, she has served on the faculties of Shimabara Agricultural High School in Shimabara, Nagasaki, Japan, George Mason University, Robert Morris University and now Duquesne University.

Dee Harris
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Dr. James E. Henderson has served since 1992 as Professor of Educational Leadership and Director of the Interdisciplinary Doctoral Program for Educational Leaders in the Duquesne University School of Education. Jim also served as Dean of the School from 1995 until 2003. In 2009 he was named as the Founding Director of the UCEA Center for Educational Leadership and Social Justice and currently serves as Co-Director. In addition to his work with Duquesne, Jim was named a Distinguished Visiting Scholar at Union Institute & University in Cincinnati in 2007. 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 in Hazard, Young, Attea & Associates, Ltd., one of the premier educational consulting firms in the U.S. His recognitions include selection as the recipient of the Award of Achievement for Service to the Profession by the Pennsylvania Association of School Administrators; the Junior Achievement National Silver Leadership Award; for the Rutgers University Distinguished Service Award; as a Kellogg National Fellow; and as a member of the Executive Educator 100 jointly sponsored by AASA and NSBA. 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.

**Linda Hippert, Ed.D.**  
Allegheny Intermediate Unit  
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Dr. Linda B. Hippert began her career in education by serving as a high school mathematics teacher for 14 years. She then became a high school principal for five years and was the superintendent of schools in the South Fayette School District for 13 years prior to accepting her position as Executive Director on July 1, 2009. Dr. Hippert received her bachelor’s degree from Indiana University of Pennsylvania, her master’s degree from the University of Pittsburgh and a doctorate degree from Duquesne University, where her dissertation focused on strategic planning.

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’s many accomplishments include the 2007 Jean Winsand Outstanding Educator Award from the University of Pittsburgh, Tri-State Study Council, the 2007 “Mind, Heart and Spirit Award for Academic Excellence” from Duquesne University, and the National Award from the University Council for Educational Administration for Excellence in Leadership. In 2008, Dr. Hippert received the distinguished Century Club Alumni Award from Duquesne University, which, since 1978, has honored just over 300 alumni for remarkable professional and societal contributions. She also received the Phi Delta Kappa, Three Rivers Chapter, Paul Varnum, Leadership Award. In addition Dr. Hippert received the Finis Engleman Award from the American Association of School Administrators, the Pennsylvania School Public Relations Communications Award, and was voted the faculty recipient of the Excellence in Leadership Award by the Adult Student Association in the School of Leadership and Professional Development. In 2011, she received the University of Pittsburgh, Tri-State Area School Study Council's Distinguished Educator Award.

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 Three Rivers Workforce Investment Board and Youth Policy Council, and the US Attorney’s Crime Prevention Task Force. Dr. Hippert serves on the Labor-Management Board, the Board of the Carnegie Science Center, and the Executive Committee of the University of Pittsburgh Tri-State Study Council. She also is a member of the Duquesne University School of Education Advisory Board and served as a member of Governor Corbett's Education Transition Team.

Dr. Hippert’s vision is for the Allegheny Intermediate Unit to be the premier resource for educational services for the region with an emphasis on continually striving to achieve excellence in meeting the educational needs of children and adults and those who serve children and adults.
Rodney Hopson, Ph.D.
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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.

Lauri Johnson, Ph.D.
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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).

**Reva Joshee**
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**Gibbs Kanyongo , Ph.D.**
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Gibbs Kanyongo is Associate Professor of Educational Statistics and Research and Co-Director of the Master of Science in Program Evaluation. He earned his PhD in Educational Research and Evaluation (with focus in Statistical Analysis & Design) from Ohio University. His research interests are in the areas of statistics education, multivariate analyses of large-scale datasets, and international mathematics education. He has numerous articles published in peer-reviewed journals and has presented his work at several international, national, and regional conferences. Dr. Kanyongo served as an Associate Editor for the journal, *Educational Measurement: Issues and Practice* from 2006 to 2009. He is the previous chair of the Research and Methodology division of the Mid-Western Educational Research Association. Dr. Kanyongo has been a co-principal investigator on several grant-funded evaluation projects. At Duquesne University, he teaches univariate and multivariate graduate statistics courses as well as research methods courses. He won the Creative Teaching Award (with Dr. Moss) in 2007.
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.

Gerardo R. López is Professor of Political Science at Loyola University New Orleans. His research intersects parental involvement, migrant education, and social science epistemology. His most recent book, "Persistent Inequality: Contemporary Realities in the Education of Undocumented Latina/Latino Students," provides a critical analysis of the U.S. educational system and how immigration laws and educational policies and practices systematically work against Latino undocumented students.

Duquesne University
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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.
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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 Profitt 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.

Dionne McLaughlin, Ed.D.
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Dr. McLaughlin is a British-born Jamaican educator who is an experienced bilingual high school and elementary school principal. Dr. McLaughlin has 13 years experience as a principal/assistant principal, five years experience as a K-12 Director and four years experience as a program director for a Latino community-based organization. Additionally Dr. McLaughlin has nine years experience teaching. Dr.
McLaughlin has a Doctorate in Educational Leadership from the University of North Carolina - Chapel Hill and a Master’s in Education from the Harvard Graduate School of Education. Areas of Research Interest include: Blacks in Latin America, The principalship, Effective teachers of African American and Latino high school students, and utilizing Critical Race Theory to examine the racial context of schools. Publications include: the Cultural Symphony in Schools: Effectively Teaching African American and Latino High School Students was published in the Teacher Education Journal of South Carolina in September 2012. In May 2013, Inside Our World: How Administrators can Improve Schools by Learning from the Experiences of African American and Latino High School Students will be published in the NCPEA Education Leadership Review Special Issue. Dr. McLaughlin is also working on a manuscript for a book on the decision making practices of expert principals and she has another manuscript for a Sage book chapter for a Guide on Educational Leadership and Management in progress that will be published in 2015. Dr. McLaughlin has also served as an ad hoc reviewer for Sage Open (March 2013).

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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 ProDel, IDPEL and the UCEA Center
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Darlene has served in the School of Education, Department of Foundations and Leadership for the last 11
years as an assistant to the directors of the Ed.D. in Educational Leadership. 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 six years. Darlene is currently the assistant to the doctoral program, the Professional Doctorate in Educational Leadership (ProDEL) but also works with the students completing their work in the former doctoral program, the Interdisciplinary Doctoral Program for Educational Leadership (IDPEL). Darlene very much enjoys her work and interaction with the doctoral students and the planning of the annual DELS.

Connie Moss, Ed.D.
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Director, Center for Advancing the Study of Teaching and Learning (CASTL)
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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.

Rosemary Papa, Ph.D.
Northern Arizona University
Professor
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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.

In 2013 she was named the first NCPEA International Ambassador, in recognition of her global work. Her record of publications includes thirteen 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 esteemed colleagues. Her most recent coauthored book is, Contours of Great Leadership: The art, science, and wisdom of educational leadership.

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**Elizabeth Pask, M.S. Ed.**  
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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.
Jill Perry, Ph.D.
Duquesne University
Research Faculty & Director for the Carnegie Project on the Education Doctorate
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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).

Katie Paterson

Paul J. Rach, Ed.D.
Duquesne City School District
Acting Superintendent
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Dr. Paul J. Rach is a veteran educator with more than 40 years of experience in the public education field. He began his career in 1969 as a classroom teacher and coach at the Yough School District. Throughout the next 34 years, Dr. Rach held several positions in the district including athletic director, high school principal and assistant superintendent. He served as Yough’s superintendent from 1996 to 2003, during which time the district received several awards for academic achievement. He also served as the superintendent of the Bentworth School District in 2005 and 2006. Since 2011, he has served as the acting superintendent of the Duquesne City School District.

In 2006, Dr. Rach was named as a Distinguished Educator by the Pennsylvania Department of Education and has served the state in the Clairton City, Penn Hills and Washington School Districts. As a Distinguished Educator, he facilitated student academic growth and led professional development sessions on a variety of topics including eMetrics and PVAAS.
Since 2003, Dr. Rach has served as a board member and consultant to The Consortium for Public Education, a non-profit educational agency based in McKeesport. In this capacity, Dr. Rach has partnered with local and regional organizations to support school districts through program evaluation, professional development and leadership/school improvement. He is currently Chairman of the Board of Directors.

Dr. Rach received his bachelor’s and master’s degrees from California University of Pennsylvania. He received his Superintendent’s Letter of Eligibility and Doctorate of Education from West Virginia University, where he majored in education administration and minored in curriculum and instruction. He lives in Monongahela with his wife, Jan. They have two children and two grandchildren.

Michael Raffanti, Ed.D.
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Faculty
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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).

Amy L. Reynolds, M.Ed.
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Amy L. Reynolds is a doctoral student at the University of Virginia in the Educational Administration and Supervision Department and a graduate assistant for the UCEA Headquarters Office. Her research interests include selection processes for school level leaders, how collective efficacy operates to influence student outcomes, and the development of research with immediate practical meaningfulness for urban schools. Prior to her work at UVa, Amy was a high school biology and chemistry teacher in Chicago Public Schools and Charlottesville City Schools, wrote curriculum and served as the Division Advisory Moderator for a Chicago charter school, and served as a Fellow Adviser for the Chicago Teaching Fellows.
Debby Scigliano, Ed.D.
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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 editor of Telementoring in the K-12 Classroom: Online Communication Technologies for Learning and she has recently presented a webinar for Kappa Delta Pi International on Differentiated Instruction Strategies for Language and Literacy for the Elementary Teacher.

Hugh Scott
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Hugh Scott is currently serving as an Assistant Principal at Southern Nash High School in the Nash-Rocky Mount Schools District in North Carolina. Prior to this position, Hugh served as an Interim Assistant Principal at Nash Central High School in Rocky Mount for the spring 2012 semester. Hugh has also served as a Professional Development Facilitator for Nash-Rocky Mount Schools, where he provided professional development related to the Common Core State Standards for teachers and staff in the district. Hugh served as the Secondary Math and Science Instructional Facilitator for the district with the purpose of developing more effective Professional Learning Communities, interpreting student data, and assisting teacher with the concept of the formative assessment process at the high school level. Prior to this position, he taught all levels of science at Nash Central High for 4 years through his opportunity to join the Teach for America Eastern North Carolina corps in 2006. He joined this teaching corps after receiving his Bachelor of the Arts degree in Public Health from the Johns Hopkins University. Currently, he is pursuing his Master’s in School Administration from NC State University as a Northeast Leadership Academy fellow.
Fran Serenka, Ed.D.
Montour School district
Director of Special Education
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Formerly a teacher, principal, central office administrator, and superintendent, Dr. Fran Serenka currently serves the Montour School District (PA) as the Director of Special Education and Pupil Services. Fran is celebrating her 33rd year as an education practitioner. Thirty-one of those years were devoted to urban education settings in the Northeastern United States. From Duquesne, Fran holds a Bachelor of Arts in Psychology and Political Science, completed extensive graduate work in Political Science, holds a Master of Science Degree in Education Administration, and an Interdisciplinary Doctorate in Educational Leadership. Dr. Serenka’s dissertation was a phenomenological analysis of student perceptions as related to resiliency. Her research, writing, and practice center around educating resilient students, building resilient school communities, and identifying mitigating factors to inequities facing students and education systems today.

Carolyn Shields, Ph.D.
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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.
Alan R. Shoho is a Professor of Educational Leadership and Policy Studies at the University of Texas at San Antonio where he has been for the past 19 years. He is an American Council of Education (ACE) Fellow this year at the University of North Carolina at Charlotte serving under Chancellor Phil Dubois. His research focuses on aspiring principals and assistant principals, high school social processes, and organizational cultures. Dr. Shoho has published in a variety of venues including *Leadership and Policy in Schools, Educational Administration Quarterly, Journal of School Leadership, Journal of Educational Administration, The High School Journal,* and *The International Journal of Educational Management*. Recently, Dr. Shoho co-authored with Bruce Barnett and Ashley Oleszewski a journal article providing a comprehensive literature review on assistant principals. He also co-authored several articles with Bruce Barnett on the challenges and experiences of new principals. In 2010, he served as the President for the University Council for Educational Administration. Dr. Shoho earned his Ed.D. at Arizona State University, M.Ed. at the University of Hawaii, and his B.S.E.E. in Electrical Engineering at California State University at Fullerton, whereupon he worked as an Electrical Engineer at Rockwell International designing gyroscope guidance systems for Intercontinental Ballistic Missiles (ICBMs). He subsequently taught high school mathematics in Hawaii before moving into higher education. He teaches graduate courses in educational leadership including introduction to school administration, instructional supervision, principal internship, principles of ethical leadership, and a doctoral proseminar. He has served as the Graduate Advisor of Record during two different stints as well as the College Council Chair twice. He was selected to the inaugural class of UTSA’s Provost Fellows class in 2009 as well as selected to Leadership San Antonio sponsored by the Greater San Antonio Chamber of Commerce and the Hispanic Chamber of Commerce and Leadership North East Independent School District.

Pastor Tim Smith
Keystone Church of Hazelwood
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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.

Lynda Tredway, M.A.
Catholic University
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Lynda Tredway is currently a Senior Program Associate for the Institute for Educational Leadership (IEL) in Washington, DC, where she has been instrumental in founding a social justice network for universities, districts and nonprofits, Leaders for Today and Tomorrow. She concurrently is consultant in universities, school districts and schools with particular emphasis on facilitating conversations of race and equity and is active in the Community Learning Exchange (CLE). From 2000-2011 she was the founding coordinator of the Principal Leadership Institute (PLI) and the Leadership Connection for Justice in Education at U.C Berkeley’s Graduate School of Education. The PLI, instituted in 2000, prepared over 400 leaders for Bay Area schools and had a 92% retention rate in the roles of urban leadership during her tenure. Tredway was instrumental in developing the processes, structures and securing the funding for the Leadership Connection for Justice in Education at U.C. Berkeley which included a three year induction program for novice leaders (Leadership Support Program), a Griot Project for veteran leaders, and contract work for coaching leaders and equity-centered professional development in Bay Area urban districts. She began her career as a teacher, project coordinator, teacher-educator, and leader-educator in 1969 in D.C. Public Schools as a secondary classroom teacher and served as Socratic Seminar Coordinator for DC Schools, Project Coordinator for National History Day at DC Historical Society, and for six years coordinated urban teacher education programs for graduate students at The George Washington University. During her work as a teacher, project coordinator, and university coordinator and faculty, she has written articles and books, including the 2012 Leadership Connection Leadership Rubric, a working paper on leadership evaluation, A Tripartite Approach to Leadership Evaluation (http://principals.berkeley.edu/pli_pub.html), and the 2010 book co-authored with Norton Grubb, Leading from the Inside Out: Expanded Roles of Teachers in Equitable Schools. Her most recent work in schools and districts is the subject of her current research: asset observations and conversations for teachers and leaders. As the subject indicates, she has worked from the inside out to develop a process for teachers and leaders investigating their work and building capacity in ways that are unique in school reform efforts.

Melissa Wagner
Pittsburgh Minadeo PreK-5
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Melissa Wagner is a 3rd year Principal at Pittsburgh Minadeo. Pittsburgh Minadeo is a PreK-5 Elementary School in the Pittsburgh Public School System which services students and families in the Hazelwood, Squirrel Hill, and Homewood communities. She has serviced students in PPS for the last 21 years through the roles of Teacher, Reading Specialist, Science Resource Coach, and Curriculum Coach. She
received a Master’s in Education and Administration Certification from Duquesne University. Melissa is a Pittsburgh Emerging Leadership Academy (PELA) graduate of 2010.

Njoki Nathani Wane, Ph.D.
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Olga Welch, Ed.D.
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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. In 2012, Dr. Welch was inducted into the Duquesne University, Office of Research, Hall of Fame. She received this award for her outstanding scholarly achievements and professional commitment to seek and receive external funding to support scholarship. In this, Dr. Welch exemplifies Duquesne University’s “Teacher-Scholar” model.

Julia Williams, Ed.D.
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Dr. Julia Ann Williams is the Director of the Leading Teacher PreK-4 program. She has over 30 years of experience working with children, teachers and families. Her particular areas of expertise are: child development, early language and literacy development, curriculum and instruction for young children, spirituality and young children, teacher/family and community partnerships and urban education

Camille M. Wilson, Ph.D.
Wayne State University
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Camille M. Wilson, Ph.D. is an Associate Professor at Wayne State University in Educational Leadership and Policy Studies. She earned her doctorate in Urban Schooling from the University of California, Los Angeles in 2001. Her scholarship links issues of racial equity, cultural relevancy, and gender to transformative educational leadership and school-family-community relations. Specifically, her research explores how various school community members—from school administrators to marginalized parents—
engage in political resistance, advocacy and/or activism to improve school communities. She employs various critical, qualitative methodologies to explore leadership in a holistic way.

Currently, Dr. Wilson is developing a multiple case study of community-based leadership and learning in Detroit that encourages the persistence and empowerment of youth and families experiencing poverty. Dr. Wilson’s publications have appeared in journals such as Teachers College Record, the International Journal of Qualitative Studies in Education, Educational Administration Quarterly, Excellence and Equity in Education, and the Journal of Negro Education. In addition, she has written a variety of scholarly book chapters related to school choice, mothering, and African American families. Dr. Wilson has presented her work throughout the U.S. and at international academic venues in Canada, England, Portugal, and Barbados. She is an active member of the American Educational Research Association, University Council for Educational Administration, American Educational Studies Association, and the Motherhood Initiative for Research & Community Involvement. Dr. Wilson’s co-edited book Advancing Equity and Achievement in America’s Diverse Schools: Inclusive Theories, Policies, and Practices, will be published by Routledge in September 2013.

William Wolfe
Homeless Children’s Education Fund
Executive Director
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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.
Michelle D. Young, Ph.D., is the Executive Director of the University Council for Educational Administration (UCEA), a Professor in Educational Leadership at the University of Virginia.

Dr. Young’s scholarship focuses on how school leaders and school policies can support equitable and quality experiences for all students and adults who learn and work in schools. She is the recipient of the William J. Davis award for the most outstanding article published in a volume of the *Educational Administration Quarterly*. Her work has also been published in the *Review of Educational Research*, the *Educational Researcher*, the *American Educational Research Journal*, the *Journal of School Leadership*, the *International Journal of Qualitative Studies in Education*, the *Journal of Educational Administration and Leadership and Policy in Schools*, among other publications. She recently edited, with Joseph Murphy, Gary Crow and Rod Ogawa, the first *Handbook of Research on the Education of School Leaders*.

The organization she leads, UCEA, is an international consortium of research institutions with master and doctoral level programs in educational leadership and administration. As Executive Director of UCEA, Young works with universities, practitioners, professional organizations and state and national leaders to improve the preparation and practice of school and school system leaders and to develop a dynamic base of knowledge on excellence in educational leadership. Young has been instrumental in increasing the focus of research in educational leadership on leadership preparation and to bring research to bear on the work of policy makers. She worked with several national organizations to develop the Joint Research Taskforce on Educational Leadership Preparation, developed and supported the work of the National Commission for the Advancement of Educational Leadership Preparation. She established the *Journal of Research on Leadership Education* for UCEA and was chief editor for the *Handbook of Research on Leadership Education*. Dr. Young serves on the Editorial Board of the *Educational Administration Quarterly*, *Journal of Cases in Educational Leadership*, *Journal of Research on Leadership Education*, *Journal of School Public Relations*, and *Education and Urban Society*. She recently completed a three-year term as the Chair of the National Policy Board for Educational Administration and a two-year term as Secretary for the American Educational Research Association’s – Division A.
Fr. Peter Asantebwana
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Fr. Peter Asantebwana is Catholic Priest ordained in 2001 for the Diocese of Moshi Tanzania. For three years he worked as Associate Pastor at Karmeli Parish while attending Mwenge University for an associate degree in Education. He was appointed to offer services at St. James Seminary, a High School in Kilimanjaro region, as a teacher, Dean of Students, and Vice Rector. He taught Math, Physics and social studies. During his time at St. James he cooperated with neighboring school teachers in 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, he anticipates returning to the Diocese of Moshi to continue the work of improving the quality of teaching and the futures of the children of Tanzania.

David Ryan Bunting
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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
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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
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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, news reporter and assistant editorial page editor. 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. As a doctoral student, she continues to freelance, adding to the +100 articles authored for 30 different books, publications and websites. 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, focusing on the threat of closure facing schools in distressed communities, where the schools often serve as social and cultural anchors. This issue is rising across the nation, but especially in western Pennsylvania, where population shifts have created an imbalance between buildings and students.

Daniel Gittens
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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=MC”² (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
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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: Science, technology, engineering and mathematics (STEM) education does not reflect the nations diversity. Educational systems fail to produce enough workers for 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.

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Shana Nelson  
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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 is Director of Curriculum and 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 on the Executive Board and as 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.

Nina 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.
Tia Wanzo was born and raised in McKeesport, PA and is a 1997 graduate of McKeesport 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 McKeesport 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 McKeesport High School. As evidenced by her return to McKeesport 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.

Tiffany Wilkins is a doctoral candidate in the Professional Doctorate in Educational Leadership (ProDEL) program at Duquesne University. She was awarded a Graduate Assistantship under Dr. Teri Rodriguez in the Department of Instruction and Leadership and a Teaching Assistantship under Dr. Gretchen Givens Generett in the Department of Foundations and Leadership. Her research surrounds the academic achievement and 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; with a specific focus on predominantly black secondary schools, historically black colleges and universities and the black church. Her passion about creating “safe” classroom spaces for all students began as a secondary school English teacher in New York City. Ms. Wilkins has also served as a Writing Assistant at the Borough of Manhattan Community college, adjunct instructor at the College of New Rochelle, and instructor at Sponsors for Educational Opportunity as well as Program Manager. Sharing her experience, she's done best practices and curriculum trainings for Harlem Children’s Zone and recently for pre-service teachers at Duquesne University for the Pittsburgh Gay, Lesbian and Straight Education Network of Pittsburgh. Her 16 years of experience as an educator has brought her to the pursuit of the professoriate as a 2012-2013 Barbara L. Jackson Scholar.