U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

THE SCHOOL LEADERSHIP PROGRAM
CFDA # 84.363A
PR/Award # U363A080045
Grants.gov Tracking#: GRANT00456437

<u>Closing Date: MAY 02, 2008</u>

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Forms

Narratives

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424 — Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received: 05/01/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Virginia Commonwealth University

* b. Employer/Taxpayer Identification Number (EIN/TIN): 54-6001758

* c. Organizational DUNS: 105300446

d. Address:

* Street1:	800 East Leigh Street, Suite 113
Street2:	PO Box 980568
* City:	Richmond
County:	Richmond city
* State:	VA: Virginia
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	23298-0568

e. Organizational Unit:

Department Name:	Division Name:
Office of Sponsored Programs	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name: Susan
Middle Name:	E.
* Last Name:	Robb
Suffix:	

Title: Asst. VP for Research Administration

Organizational Affiliation:

* Telephone Number: 804-828-6772

Fax Number: 804-828-2521

* Email: dirospa@vcu.edu

Application for Federal Assistance SF-424
<div align="right">Version 02</div>

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.363

CFDA Title:

School Leadership

* 12. Funding Opportunity Number:

ED-GRANTS-030308-010

* Title:

School Leadership Grant Program CFDA 84.363A

13. Competition Identification Number:

84-363A2008-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Nationwide.

* 15. Descriptive Title of Applicant's Project:

Project ALL: Authentic Learning for Leaders

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424	Version 02

16. Congressional Districts Of:

* a. Applicant VA-3

* b. Program/Project US-all

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date: 10/01/2008

* b. End Date: 09/30/2013

18. Estimated Funding ($):

* a. Federal	956,183.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	956,183.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

○ a. This application was made available to the State under the Executive Order 12372 Process for review on [   ].

○ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

● c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

○ Yes   ● No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☑ **** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:		* First Name:	Susan

Middle Name: E.

* Last Name: Robb

Suffix:

* Title: Asst. VP for Research Administration

* Telephone Number: 804-828-6772	Fax Number: 804-828-2521

* Email: dirospa@vcu.edu

* Signature of Authorized Representative: Elizabeth Demro	* Date Signed: 05/01/2008

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424 | Version 02

* Applicant Federal Debt Delinquency Explanation

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

<u>Attachments</u>

AdditionalCongressionalDistricts

File Name   **Mime Type**

AdditionalProjectTitle

File Name   **Mime Type**

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005

Name of Institution/Organization: Virginia Commonwealth University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 384,766	$ 393,396	$ 426,132	$ 425,499	$ 393,970	$ 2,023,763
2. Fringe Benefits	$ 90,403	$ 95,785	$ 100,959	$ 103,601	$ 106,495	$ 497,243
3. Travel	$ 11,000	$ 14,000	$ 14,000	$ 14,000	$ 14,000	$ 67,000
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 5,500	$ 16,000	$ 13,000	$ 16,000	$ 4,500	$ 55,000
6. Contractual	$ 300,000	$ 435,285	$ 100,000	$ 383,564	$ 75,000	$ 1,293,849
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 24,200	$ 96,700	$ 33,700	$ 96,700	$ 29,200	$ 280,500
9. Total Direct Costs (lines 1-8)	$ 815,869	$ 1,051,166	$ 687,791	$ 1,039,364	$ 623,165	$ 4,217,355
10. Indirect Costs*	$ 140,314	$ 153,837	$ 172,014	$ 173,316	$ 161,711	$ 801,192
11. Training Stipends	$ 0	$ 15,000	$ 75,000	$ 75,000	$ 75,000	$ 240,000
12. Total Costs (lines 9-11)	$ 956,183	$ 1,220,003	$ 934,805	$ 1,287,680	$ 859,876	$ 5,258,547

***Indirect Cost Information** (*To Be Completed by Your Business Office*):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
    Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2011 (mm/dd/yyyy)

    Approving Federal agency: [ ] ED   [X] Other (please specify): DHHS
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

    [ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

Name of Institution/Organization: Virginia Commonwealth University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable   **Authorized for Local Reproroduction**   **Standard Form 424B (Rev. 7-97)**
Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Elizabeth Demro	* TITLE Asst. VP for Research Administration
* APPLICANT ORGANIZATION Virginia Commonwealth University	* DATE SUBMITTED 05-01-2008

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
_a. contract	_a. bid/offer/application	● a. initial filing
● b. grant	● b. initial award	_b. material change
_c. cooperative agreement	_c. post-award	For Material Change Only:
_d. loan		year quarter
_e. loan guarantee		date of last report
_f. loan insurance		

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
● Prime _SubAwardee Tier if known:	
* Name: Virginia Commonwealth University	
* Address: 800 East Leigh Street, Suite 113	
PO Box 980568	
Richmond	
VA: Virginia	
23298-0568	
Congressional District, if known: 3	

6. * Federal Department/Agency:	7. * Federal Program Name/Description: School Leadership
US Department of Education	CFDA Number, if applicable: 84.363

8. Federal Action Number, if known:	9. Award Amount, if known:

10. a. Name and Address of Lobbying Registrant (if individual, complete name):	b. Individual Performing Services (including address if different from No. 10a):
* Name: Susan E Robb	* Name: Susan E. Robb
* Address: 800 East Leight Street, Suite 113	* Address: 800 East Leight Street, Suite 113
Box 980568	Box 980568
Richmond	Richmond
VA: Virginia	VA: Virginia
23298-0568	23298-0568

11. Information requested through this form is authorized by title 31 U.S.C. sec-	* Signature: Elizabeth Demro

tion 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Name: Susan E. Robb Title: Asst. VP for Research Administration Telephone No.: 804-828-6772 Date: 05-01-2008
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name   Mime Type

892-RESPONSE_TO_SECTION_427_OF_GEPA042508.
pdf   application/pdf

RESPONSE TO SECTION 427 OF GEPA

Project ALL will provide open and equitable access to all who participate in the program and materials produced by the project. Virginia Commonwealth University (VCU) is an equal opportunity/affirmative action institution that does not discriminate on the basis of color, gender, age, religion, national origin, sexual orientation, veteran status, political affiliation, or disability. Located with a metropolitan multi-cultural community, the university is clearly dedicated to hiring individuals from underrepresented populations, including racial and ethnic minorities and individuals with disabilities, and providing training and advancement opportunities. As part of the Virginia State Personnel System, we carefully follow all rules and regulations for affirmative action and equal opportunity.

Richmond Public Schools is an equal opportunity urban school district which continually searches for qualified applications in accordance with its Affirmative Action Program. All placements of Richmond Public School employees are on a non-discriminatory basis as Richmond does not discriminate on the basis of color, gender, age, religion, national origin, sexual orientation, veteran status, political affiliation, or disability. Training and education programs are available to every eligible staff on an equal basis, as needed.

The combined effort of this school leadership partnership between VCU and RPS will follow these procedures to ensure equitable access to the program for all qualified teachers regardless of color, gender, age, religion, national origin, sexual orientation, veteran status, political affiliation, or disability. No barriers to participation are expected. Simulations and the learning environment will be developed so all can participate. If barriers do arise, efforts will be made to accommodate all participants.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
Virginia Commonwealth University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: * First Name: Susan   Middle Name: E.
* Last Name: Robb   Suffix: * Title: Asst. VP for Research Administration

* SIGNATURE: Elizabeth Demro   * DATE: 05/01/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Charol

Shakeshaft

PhD

* Address:

1015 West Main Street, Room 2118

PO Box 842020

VA: Virginia

23284-2020

USA: UNITED STATES

* Phone Number:

804-828-9892

Fax Number:

804-827-0771

Email:

cshakeshaft@vcu.edu

2. Applicant Experience:

_Yes _No ● Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

●Yes _No

Are ALL the research activities proposed designated to be exempt from the regulations?

● Yes Provide Exemption(s)#: Category 1

_No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName	MimeType
1711-Humansubjectsexempt.pdf	application/pdf

B. Exempt Research Narrative

Human Subjects Involvement and Applicable Exemption Category:

The overall goal of this project is to develop a school leadership program to recruit, train, mentor, and retain school leadership in Richmond Public Schools. The intent of this study is not to conduct research, but rather train teachers to become assistant principals and principals. Data will be collected on participants in the training program, as well as a control group in order to compare the effectiveness of this educational model.

The research and evaluation portion of this project will be submitted for approval through VCU's IRB as exempt, category 1:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

There are minimal risks associated with participating in this evaluation as either a Project ALL participant or control group.

Project Narrative

Abstract Narrative

<u>Attachment 1:</u>
Title: Pages: Uploaded File: **313-Abstractfinal.pdf**

PROJECT ALL ABSTRACT

Project ALL: Authentic Learning for Leaders brings together two universities, two school improvement centers, and the Richmond Public Schools (RPS) to increase student achievement by preparing and retaining assistant principals (APs) and principals to serve as instructional leaders in high-need secondary schools in RPS. Project ALL will (1) recruit 30 exemplary teachers into a compressed, innovative field-based instructional leadership program that includes a year-long simulation, followed by a summer internship and a year-long paid apprenticeship as an assistant principal in RPS; (2) prepare 15 instructional leaders to become full time mentors; (3) develop a strong induction program that includes intensive mentoring for project participants during their apprenticeship and two additional years; (4) incorporate newly designed training methods and materials into both university leadership preparation programs; (5) provide instructional leadership training to 28 RPS principals and assistant principals; and (5) develop a simulation built with RPS data, scenarios, cases, and experiences of the targeted schools. This simulation will allow participants to examine real situations in a safe environment and to be able to "hit the ground running" when they begin their apprenticeships .This simulation will be made available to the 496 administrator preparation programs in the U.S. The project will be evaluated using a quasi-experimental design which compares participants in the experiential, simulated program with students prepared in more traditional programs. Gains in student achievement in target schools will be compared with student achievement results in schools not in the project.

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Project Narrative

Project Narrative

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PROJECT ALL: AUTHENTIC LEARNING FOR LEADERS

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PROJECT ALL: PROPOSAL NARRATIVE

INTRODUCTION AND BACKGROUND TO THE PARTNERSHIP AND ITS WORK

Project ALL: Authentic Learning for Leaders brings together two universities, two school improvement centers, and the Richmond Public Schools (RPS)[1] to increase student achievement by preparing and retaining assistant principals (APs) and principals to serve as instructional leaders in high-need secondary schools in RPS. **The project meets both the invitational competitive preference priorities:** Of the 14 secondary schools in RPS, 10 are Title I schools, and only 3 of the 14 consistently made AYP over the past three years; 5 of the 6 schools that did not make AYP for the previous school year were secondary schools; 3 of 9 middle schools are labeled "in need of improvement" and 2 additional middle schools are "under sanctions" imposed by NCLB. Project ALL builds upon the successes of other funded projects among the partners and is part of a comprehensive initiative to increase achievement and learning in the RPS. Project ALL will create a **succession plan with the ultimate outcome of increasing student achievement by implementing the following objectives for RPS leadership** that will:

- Target exemplary teacher leaders who are already instructional leaders within their schools for participation in an innovative, field-based training program that leads to Virginia administrative endorsement (certification);

- Design and pilot an innovative, compressed, field-based instructional leader preparation program based on case studies, simulations, and an internship that will prepare APs to be instructional leaders in the highest-need secondary schools in RPS, with a preference for schools under sanctions for NCLB;

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[1] Partners are RPS; Virginia Commonwealth University (VCU) School of Education and Department of Educational Leadership; VCU Center for School Improvement; VCU Center for Teacher Leadership; EduLead, a partnership between the University of Richmond and VCU.

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- Develop a strong induction program that includes a year-long instructional AP apprenticeship under the guidance of a team of successful mentor leaders, followed by two years of additional mentoring; and

- Incorporate newly designed training methods and materials into both university leadership preparation programs and leadership professional development nationally.

History Between Virginia Commonwealth University and Richmond Public Schools

VCU and RPS have a long history of working together to improve outcomes for students. VCU received the Carnegie Foundation designation as a community engaged campus, in part due to a VCU-RPS collaboration that focuses on youth violence prevention and early childhood development. In addition to this overall university collaboration, the School of Education and RPS also have a rich history of working together in order to facilitate the educational success of students and the development of teachers and leaders. Established in 2001, the Metropolitan Educational Training Alliance (META), a partnership between local area school districts including RPS and VCU, enhances the professional development of teachers and administrators in the respective school districts. EduLead, a partnership between the University of Richmond and VCU, was created in response to requests for more programs on school leadership from the superintendents and staff development specialists of the public school systems. EduLead improves K-12 school leadership, instruction, and student achievement in greater Richmond. The School of Education's Office of Continuing Education and the Department of Educational Leadership also deliver master's, post-master's, and doctoral programs in RPS. Project ALL will leverage these multiple partnerships between VCU and RPS to build sufficient advocacy and support systems to sustain the project after the grant ends.

Need for Project ALL

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RPS: RPS serves nearly 25,000 students in 29 elementary, 9 middle, and 8 high schools. The ethnic and racial background of district students is 88% African descent, 4% Latina/o, 1% Asian, and 7% White. Three quarters of students are eligible for free and reduced lunch. Twenty-nine percent of the students in RPS live in households that are 100% below the federal poverty level, more than half of parents in Richmond are single parents, and the median incomes of families in RPS is less than 60% of the average in the greater Richmond area. RPS qualifies as a high-need district with 10% of RPS teachers on provisional licenses and 4% of special education teachers on conditional licenses.

Eighty-six percent of the Richmond schools are fully accredited by the Commonwealth of Virginia based on Standards of Learning (SOL) tests. More than half (58%) of the schools have achieved Adequate Yearly Progress (AYP) based on criteria specified in No Child Left Behind. Despite the significant gains made in student achievement in RPS schools in the last decade, we have chosen to focus Project ALL at the secondary level with a focus on middle schools because 5 of the 9 RPS middle schools continue to struggle with accreditation benchmarks and adequate yearly progress targets.[2]

Investment in school leadership quality and stability is one of the most neglected policy levers in addressing the educational challenges of the 21st century (Hess, 2003; Murphy, 2006). Quality leadership matters and is second only to teaching among the school related factors impacting student learning (Educational Research Service, 2000; Elmore, R., & Burney, D. , 1999; Hallinger, P., & Heck, R. H., 1998; Leithwood, Seashore-Louis, Anderson, Wahlstrom, 2004; Mazzo, 2003), especially in schools serving high needs students (Leithwood & Jantzi, 1999, 2000, 2005). All schools need good leadership, but for schools that serve low income families, good leadership and good instructional leadership are essential.

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[2] Full descriptions of these schools and their achievement history can be found in the Appendix.

Currently, the average tenure for principals in RPS is 4 years, with the tenure of secondary principals less than elementary principals; 60% of principals and 40% of the APs have been on the job for three or more years; 14 central office administrators and 12 principals and APs are currently slated for retirement. In their most recent revision of their Balanced Scorecard Needs and Planning Assessment, RPS has called for increased attention to building-level leadership, including succession and instructional leadership. (RPS, February, 2008)

VCU and National Leadership Preparation Programs: John Dewey observed, "We practically never teach anything by direct instruction but rather by the creation of settings." (1932) The settings in which children learn have changed since 1932 as have leadership preparation programs. However, several scholars who study leadership preparation programs note that a remaining area of weakness is the lack of robust authentic experiential learning (Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M., 2007; Hess & Kelly, 2005). Similarly, the Virginia Department of Education (VDOE) noted the lack of strong internships or other field experiences in Virginia preparatory programs (DeMary & Palmiero, 2003; Fiore, 2002). Along with many other leadership preparation programs in the United States, the VCU Department of Educational Leadership needs to respond to new state and national standards and provide authentic experiences for leadership that prepare them to lead 21st century schools. As the largest provider of school administrators in Virginia, VCU is a rich site for the development of more intense experiential learning. Mazzeo (2003) notes that "Few colleges and universities have shown a willingness to reallocate resources and rethink faculty performance incentives..." to revise their programs. This USDOE funding opportunity provides an alternative to this gap.

We propose to provide a model of authentic learning through a three pronged approach: A year-long simulation embedded in a preparation program developed around Virginia

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leadership competencies; a two-month, full time summer internship; and a year-long

apprenticeship as an assistant principal. Our focus on developing authentic, experiential

simulations serves not only VCU, but also the field of leadership preparation. While there are a

handful of leadership simulations available[3], the field needs many more.

SECTION A: AUTHENTIC LEARNING FOR LEADERS (ALL) PROJECT DESIGN

A.1. ALL Project Goals, Objectives, and Outcomes

The goal of ALL is to increase student achievement by preparing and retaining APs and

principals to serve as instructional leaders in high-need secondary schools in RPS. ALL will

create a comprehensive succession plan for RPS leadership by implementing the following

objectives:

Objective 1: Target exemplary teacher leaders who are already instructional leaders within

their schools for participation in an instructional field based program that leads to Virginia

administrative endorsement (certification).

Those most knowledgeable about instruction often do not seek administrative positions.

Therefore, many of the leadership candidates are people without strong instructional

backgrounds. To address this weakness, ALL will recruit two cohorts of exemplary secondary

teachers using the extensive network of teacher leaders that has been developed by the Center for

Teacher Leadership (CTL) at VCU School of Education. ALL will purchase a two-period

release from teaching each day for program participants so they can engage in an intensive

preparation program built around a year-long school simulation. Upon completion of the year-

long preparation program, which includes a two-month, full time summer internship, program

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[3] A recent addition to the field cost funders more than $11 million and is available for use by school districts, but not leadership preparation programs, for a substantial cost. Paper and pencil simulations developed in earlier decades are no longer easily available.

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participants will serve in paid instructional AP apprenticeships in high-need secondary schools in RPS to continue their real-world preparation and learning.

Outcomes: (1) Develop recruitment procedure that targets exemplary teachers.

(2) Provide released time, experience, and tuition incentives for participants.

(3) Engage 30 exemplary teachers in leadership preparation with at least 90% attaining Virginia administrative endorsement (certification).

Objective 2: Design and pilot an innovative, compressed, field-based leader preparation program based on case studies, simulations, and an internship that will prepare APs to be instructional leaders in the highest-need secondary schools in RPS, with a preference for schools under sanctions for NCLB.

Currently available leadership preparation does not provide robust opportunities for real time, real world experiences. Graduates of leadership preparation programs seldom have experienced authentic situations <u>before</u> they assume school leadership positions and are confronted with leadership challenges. This is true for programs across the nation (Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M., 2007; Hess & Kelly, 2005). Most graduates begin work as APs and this lack of authentic experiences in their preparation program requires school systems to provide extensive on-the-job training. Therefore, the proposed project will develop an intensive, innovative 12-month preparation program which simulates a school year in a composite RPS high-need secondary school. This simulation will be built with RPS data, scenarios, cases, and experiences of the targeted schools. This will allow participants to examine real situations in a safe environment under the leadership of successful veteran school leaders and to be able to "hit the ground running" when they begin their apprenticeships. The program will be based on the competencies and performance indicators outlined in the newly

revised Virginia performance standards for school leaders, aligned with the revised ISLLC

Standards. The program will be developed in modules that relate to the expected competencies.

Outcomes: (1) Instructional leadership program that has been designed and piloted and is available for use by other organizations.

(2) Simulation of a year in a middle school, built on Virginia and ISLLC competencies, available to other preparation programs.

(3) Case studies focused on RPS and urban leadership situations, available to other preparation programs.

Objective 3*: Develop a strong induction program that includes a year-log instructional AP apprenticeship under the guidance of a team of successful mentor leaders, followed by two years of additional mentoring.*

Retention of instructional leaders in the Richmond Public Schools is weak. The average tenure in a principalship is 4 years. Nearly 43% of the 28 secondary principals and APs will leave their positions at the end of this academic year. To address this need, the project will design mentor training and recruit and train 15 mentor leaders who will work intensively with program participants during their instructional AP apprenticeship and the first two years of their administrative service following their apprenticeship.

The benefits of assigning trained quality mentors to aspiring and novice principals are well documented in research and practice. Novice principals with mentors demonstrate increased confidence and competence. They relish the opportunity for a collegial support system and feel a sense of belonging in their new roles. Mentees also report higher levels of motivation and job satisfaction which lead to increased productivity and retention.

Outcomes: (1) Development, pilot, and availability of a mentor training program.

(2) Exemplary instructional leaders trained to mentor novice assistant principals and principals to work in high need secondary schools.

(3) 30 Instructional leaders for high need secondary schools receive intense, year-long mentored apprenticeship, followed by a two year mentor support system as they continue in AP or principal positions .

Objective 4: *Incorporate newly designed training methods and materials into both university leadership preparation programs and ongoing leadership professional development nationally.*

Project ALL will develop and pilot an innovative authentic way of preparing leaders to become instructional leaders in high-need secondary schools. Through piloting this approach with two cohorts in RPS' highest-need secondary schools and evaluating its results, Project ALL will contribute to the knowledge base on how to prepare instructional leaders for high-need schools. VCU's leadership preparation program will be revised based on the training methods and materials developed in Project ALL, and EduLead will help to disseminate this innovative way to prepare leaders through its ongoing professional development offerings for RPS and other school districts in Virginia. As evidenced by support letters from the Governor, State Superintendent, and State Council of Higher Education in Virginia, the project's focus on competencies will also serve as a prototype for other university preparation programs in Virginia and elsewhere. Moreover, the urban simulations and case studies will be produced for use nationwide in urban schools.

Outcome: (1) VCU and RPS incorporate these methods and materials into the formal leadership preparation programs offered to VCU students and in district sponsored professional development.

(2) Increased student achievement in the high need secondary school partners.

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A.2. Alignment of Project Design to Research and Effective Practice

Project ALL is modeled on a number of data-based evaluations and initiatives, most notably *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs* (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007) and *Innovative Pathways to School Leadership* (U.S. Department of Education, 2004). Project ALL is guided by the features that these studies identify as essential to effective leadership programs.

Begin with a base of support that includes partnerships: Project ALL extends existing partnerships between the VCU School of Education, RPS, the VCU Center for Teacher Leadership, and the VCU Center for School Improvement, and EduLead. These partnerships have previously resulted in development of a number of innovative projects. Two of them will be extended into this initiative: (1) The META Teacher Development and Retention, a five year project, funded in October 2004 by the USDOE to improve the preparation and retention of teachers in the metro-Richmond area and (2) EduLead, a partnership between the University of Richmond's Center for Leadership in Education and VCU's Center for School Improvement to provide training to help school leaders hone their leadership abilities, share their visions, and mentor other leaders in the field.

Build the program around a standards and research-based vision of what an effective principal does to lead instructional improvement and student achievement gains: Project ALL is based on the newly approved Virginia standards for school leaders and the documented abilities of effective principals to: (1) provide instructional leadership; (2) set high expectations and articulate a clear vision that reflects the beliefs, values, and commitments of school community; (3) demand content and instruction that ensures student learning; (4) create a culture

of continuous learning for adults tied to student learning; (5) use multiple sources of data as diagnostic tools; and (6) actively engage the community.

Select candidates that reflect the vision of the program: Project All's focus on recruiting and preparing exemplary teachers to become APs and principals is based on the following beliefs: (1) Principals need to be instructional leaders if they are to create conditions in which teachers in high-need schools are able to help students achieve to high standards; (2) RPS does not have the luxury of time to shape a candidate's belief system about student learning or to develop foundational leadership skills. It is more efficient and realistic to train someone who has been recognized for his/her instructional expertise to manage and lead a school than it is to train someone who does not understand instruction to become an instructional leader; and (3) Knowing instruction is not enough. Successful principals must know how to lead faculty in improving instruction. A survey in August 2007 of the members of the CTL Virginia Teacher Leaders Network[4] found that a critical mass desire the opportunity to be involved in leader preparation that focuses on instructional leadership. (The response rate was 94%).

Design instruction based on adult learning theory, authentic learning experiences, and personal sense-making: Bridges and Hallinger (1997) found that administrators who had participated in a problem-based experiential program were more likely to retain knowledge and to know how to apply it appropriately, to demonstrate mastery of leadership skills, to view their professional preparation as meaningful, and to make better decisions as educational leaders. Project ALL is built around authentic learning experiences that provide participants a safe space to learn the "why," "what if," and "why not" of school leadership. ALL will immerse adult learners in live-action vignettes exactly like those they will face daily as school leaders. Project

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[4] A network of more than 175 Teachers of the Year, Milken Educators, and National Board Certified Teachers

participants will make personal sense of their learning by being allowed to experiment, to reflect, to do it wrong, and then to understand what happened and why.

Structure participant groups into a continuing cohort: The VCU Department of Educational Leadership has a history of cohort structures. Students work together throughout their preparation programs within the school district in which they work. Our data on the value of these cohorts inform the inclusion of this structural delivery system. ALL will prepare two cohorts of exemplary teachers for AP/principalships in high-need secondary schools in RPS.

Include a residency or internship with an exemplary principal and the expectation that the resident will be accountable for instructional leadership responsibilities: At the conclusion of the year-long simulation, project participants will spend two months during the summer completing an instructional AP internship in one of the target schools. This will be followed by a year-long instructional AP apprenticeship (residency) in which participants will be coached and mentored by a team of successful school leaders who have been carefully selected and trained to work with program candidates. These leader mentors will not be practicing principals, ensuring that they have the time to provide intensive support for program candidates during their instructional AP apprenticeship and for two additional years following their apprenticeship.

Monitor and assess the program and candidates through feedback, performance in the program, and success on the job after the program: A thorough description of our formative evaluation for monitoring and assessing the program and candidates can be found in Section B.

A.3. Response to Needs

Project ALL's response to needs has been discussed in both the introduction and the explanation of each objective.

A.4. Contribution of Project to a Comprehensive Effort to Improve Teaching, Learning and Rigorous Academic Standards for Students.

Project ALL will leverage three efforts already underway in RPS to improve learning outcomes for students (1) Principal Preparation Academy (2) the META Teacher Development and Retention Project and (3) EduLead. In addition, Project ALL will continue and extend a two year grant secured by RPS in 2006-2007 for a leadership development preparation program to establish a Principal Preparation Academy. This academy is a one year leadership development program aligned with national and state standards, designed to develop 25 current APs seeking to advance to the role of principal. The purpose of the academy is to identify, develop, and provide ongoing support for current APs who exemplify the characteristics and demonstrate the capacity necessary to become strong, successful leaders in RPS. Project ALL will sustain and grow this Academy.

RPS has been a member of the META since 2001. In 2004, META received a five-year Teacher Quality Enhancement Partnership (TQE-P) grant to improve the preparation and retention of teachers in high-need schools. One goal of the TQE-P project is to increase teacher retention and improve student achievement in the most challenging schools in the META districts by implementing the Santa Cruz New Teacher Project full-release mentoring model. Positive results from the first pilot in teacher retention and student achievement (see Appendix) have led RPS to seek to align its training of principals with that of the full-release mentors in the pilot schools. In 2007, Santa Cruz trainers provided a two-day training, *Improving Student Achievement through Teacher Observation and Feedback*, for all RPS principals. Project ALL seeks to build on this initial work by providing the Santa Cruz training to project participants and current RPS APs and principals.

EduLead was created to develop school leadership resulting in improved student achievement. Selected APs in RPS participate in the Next Generation Leadership Academy, an EduLead program led by the University of Richmond. As a part of this training, participants analyze leadership theory and concepts while pragmatically having the APs receive hands-on experience. EduLead will not only serve as a delivery system for Project All content but can serve as a professional development venue after the grant is completed to both sustain the improvements and deliver the message to others.

SECTION B: PROJECT EVALUATION

Our summary evaluation questions are: Is there a relationship between involvement in Project ALL and increases in student achievement in RPS? Does learning with simulation increase leadership capabilities as compared to learning in traditional programs? Formative questions assess the fidelity and effectiveness of the program and provide direction to the Project ALL implementation team. We have developed a list of formative and summative evaluation questions specific to the activities in this project. (Appendix)

B.1.   Methods of Evaluation with Objective Performance

Several formative benchmarks will be documented and evaluated, allowing project directors to refine Project ALL activities throughout the life of the project.   Observations, surveys, and document analysis will all be used in the formative evaluations. Additionally, data stored in the computer simulations will be assessed to determine patterns of response, engagement, and learning outcomes. Important benchmark outcomes include:

Target exemplary teacher leaders who are already instructional leaders within their schools for participation in an innovative field based program that leads to Virginia administrative endorsement (certification).		
Effectiveness of recruitment procedure that targets exemplary teachers	Number of teachers reached; number who respond.	Surveys and interviews with teachers who are contacted, both those who become participants and those who

		don't. Analysis of participants based upon the recruitment rubric.
Provide released time, experience, and tuition incentives for participants	Implementation of program within school hours.	Observations and interviews with participants and district administrators
Engage 30 exemplary teachers in leadership preparation with at least 90% attaining Virginia administrative endorsement	Number of teachers who become certified.	Endorsement certificates, achievement on SLLA. Interviews with participants.
Design and pilot an innovative, compressed, field-based leader preparation program based on case studies, simulations, and an internship that will prepare APs to be instructional leaders in the highest-need secondary schools in RPS, with a preference for schools under sanctions for NCLB.		
Instructional leadership program that has been designed and piloted and is available for use by other organizations for use.	Program components documented.	Surveys of program participants and outside reviewers provide formative evaluation at two points: after year 2 and after year 4.
Simulation of a year in a middle school, built on Virginia and ISLLC Competencies, available to other preparation programs.	Simulation documented	Surveys of program participants and outside reviewers provide formative evaluation at two points: after year 2 and after year 4
Case studies focused on RPS and urban leadership situations, available to other preparation programs	Case Studies documented	Surveys of program participants and outside reviewers provide formative evaluation at two points: After year 2 and after year 4.
Develop a strong induction program that includes a year-long instructional AP apprenticeship under the guidance of a team of successful mentor leaders, followed by two years of additional mentoring.		
Development, pilot, and availability of a mentor training	Number of mentors recruited.	Surveys and interviews with mentors concerning recruitment and training.
Exemplary instructional leaders trained to mentor novice APs and principals to work in high need secondary schools.	Evaluation by mentors and by participants.	Surveys and interviews with mentors' and with participants on value of mentorship
30 Instructional leaders for high need secondary schools receive intense, year-long mentored apprenticeship	Evaluation by participants. Documentation of mentor activities.	Observations, interviews and surveys documenting experiences in the mentorship

Note: Outcomes for Objective 4 and overall goals of the program are addressed below.

Outcome measures for assessing impact on student learning: The causal pathway

between administrator preparation and student achievement is long and complex. The student's

family background, language of origin, the finances of the school, the characteristics of the

faculty, the curriculum, the assessment routines and a dozen other factors all mediate the relation

between leader behavior and student performance. Never-the-less, we propose to examine these relationships believing that we will learn useful things from the data. We will use student achievement on Virginia Standards of Learning (SOL) as a proxy for learning. We will compare student achievement over the five year span of this project in Project ALL participants to student achievement in schools without Project ALL participants. Schools will be matched by student, community, and pre-learning variables at the school level; these data are readily available for schools across Virginia.

Description of evaluator: Dr. Jonathan Becker is assistant professor of Educational Leadership at VCU. Dr. Becker directed and was involved in a number of federally funded research projects focused mostly on the achievement and equity effects of educational technology. Framed largely as mixed-methods evaluation research, these studies ranged from small-scale studies of school-based programs to federally funded statewide evaluations. As a principal investigator in a recent federally-funded study, Dr. Becker pioneered the use of novel data collection techniques including the use of desktop monitoring software to gauge file activity on classroom-based computers.

Summary evaluation design and types of data to be collected: In addition to student achievement data at the school level, we will use a quasi-experimental design to document instructional leadership growth and outcomes by comparing the outcomes of Project ALL graduates with graduates from a traditional leadership program. The sample for this evaluation will include the 30 participants receiving the Project ALL program and 30 students in VCU's traditional educational leadership program. The comparison group will be chosen randomly from students entering the traditional program at the same time as ALL cohorts begin. The long and short term study questions (see Appendix) lend themselves to data collection about

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knowledge, attitudes and behavior through questionnaires and observation protocols. In addition, we have an exactly parallel computer-recorded profile compiled from each learner/respondent's decisions in the simulated micro-world. We will use VAL-ED[5] to measure pre-post leader behaviors in their schools, as perceived by the leader/learners _and_ by their sub- and super-ordinates.

Our data collection will adapt or adopt items with empirically documented distributions for validity and reliability purposes. We will also use criterion-referenced items selected to measure particular aspects of the behavioral objective learning agenda of the simulations.

Data will be collected using surveys, interviews, observations, document analysis, and performance on leadership outcome measures (simulation decision-records; VAL-ED). In addition, performance on simulation activities will be recorded. Specific steps in the collection of data can be found in the Appendix. **We will develop surveys and observation protocols for use in formative assessments**. In addition, we will use existing instruments developed specifically to measure leadership capability, such as VAL-ED.

This is a mixed method, formative and summative evaluation with multiple types of data. **We will analyze the data** in a number of ways, depending upon type of data. For quantitative comparisons we will conduct tests of differences between participating administrator and control administrator outcomes and model variance in outcomes of secondary students under different conditions. One key issue is the analysis of the leadership behaviors and, within those, of the changes in knowledge (facts), attitudes (beliefs and opinions) and behaviors or skills especially in the world-of-practice.

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[5] Vanderbilt Assessment of Leadership in Education (VAL-ED), a tool developed by a team of leadership and testing experts at Vanderbilt University and the University of Pennsylvania to measure leadership behaviors that research associates with student achievement.

B.2.   Mechanism for Performance Feedback and Assessment of Progress toward Project Goals, Objectives, and Outcomes

An interim report on formative outcomes will be delivered in each year of the program by the end of June. A final report will be delivered in year 5 in time for internal and external review. Data will be provided 4 times a year in evaluation meetings with project coordinators. Data will be reviewed in relation to project goals and benchmark goals.

SECTION C: PROJECT SERVICES

C.1.   Description and Appropriateness of Project Services

This project will provide a number of services to include:

***Recruitment Strategies*:** Development of a recruitment plan which targets exemplary teacher leaders who are already instructional leaders within their schools. This initiative will include development of a recruitment brochure, targeted emails and mailings to exemplary teachers within the CTL Virginia Teacher Leaders Network, nominations from school leaders and university faculty, and informational meetings

***Simulation*:** Project ALL, in collaboration with Interactive, Inc., will develop, test and disseminate a series of simulations to grow school instructional leader capabilities in building level leader preparation settings. Once developed, these simulations can be used in district and state leadership academies, graduate preparation programs and self-study programs. All materials will be based on (1) research linking leader behaviors to improved student test scores (2) the Virginia administrative standards, and (3) the revised Interstate School Leaders Licensure Consortium (ISLLC) standards. We will create and test these leadership simulations for RPS high-need secondary schools, but, once developed, they will be available for use nationwide.

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The focus of the simulations and experiential activities will cluster around the Virginia leadership standards, which are aligned with the ISLLC standards. As a result of this five year initiative, RPS and its partners will have: (1) tested the contribution of simulation method for developing school leaders for the most challenging schools; (2) tested the effectiveness of simulations in diagnosing and developing school leader skills (i.e., were more skills developed more deeply when compared to other methods); (3) tested the efficiency of simulations (fidelity of message, cost, time and equitable availability from the perspectives of learning and of teaching); (4) created leader training methods connected to gains in student achievement and that bracket domains identified by the Interstate School Leadership Licensure Consortium; (5) provided an open architecture platform that can (a) reflect different schools of belief about leaders, (b) be extended to new training audiences and (c) be customized for new jurisdictions; and (6) disseminated the proven results.

The simulations will document, diagnose and develop leader skills by presenting school-based problem-vignettes that require administrative choices. Those decisions are then coupled to specific near-term outcomes (seen immediately) and also stored as data describing the learner's leadership profile for summary diagnosis, de-briefing and learning prescription.

We will develop, produce and evaluate a simulated year in the life of a school from the AP and principal perspective supported with full-motion video based on a computer model of the contingencies, priorities, crises and decision consequences that make school leadership so demanding. Near broadcast-quality full-motion video will increase the realism of the simulation with crisis-prompting interruptions about budget cuts, upset parents or school safety problems balanced with the satisfactions of developing teacher skills and overcoming obstacles. The vignettes will present a range of decisions, linked to school achievement, typical of school

leadership. Each vignette requires a choice: the moment an option is selected the user sees immediate video consequences. But, critically, the computer program also scores and compiles the user's performance in the background and, at the end of the experience, produces a profile of the user's strengths and development needs. The rubric for that scoring will be based on relevant research and may also be customized by particular jurisdictions to reflect particular priorities. A schematic is in the Appendix.

Authentic experiences and reflective exploration of instructional paradigms will also be strengthened using the *Let Me Learn* reflective program, *e-Tips* online decision-making activities, and *Santa Cruz Trainers* to help participants focus on the connection of student learn to instructional leadership. Finally, a library of podcasts will be developed that will offer commentary and direction on simulation situations from scholars and practitioners nationwide.

Development of Mentor training: Mentors selected to work with Project All participants will participate in a three day training session plus several additional sessions per year to assess what is and isn't working in the mentoring relationship and to provide mentors with an opportunity for additional learning. Mentors will be trained to facilitate the learning of novice principals through reflective questions based on the realities each face on the job. Mentors will be periodically observed interacting with their apprentice/novice principal and given feedback. Several briefings on goals and policies within RPS will be provided to keep them current.

A review of the need for the project provides substantial support for the appropriateness of project services. RPS encounters barriers to recruiting, selecting, and retaining high quality principals and APs. Student achievement suffers. Project All provides services that directly target the instructional leaders needed to address the academically struggling secondary schools. The sense of urgency is supported by targeted recruitment strategies and compressed and

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concentrated preparation. The level of support on the job is focused and unprecedented. Students can't wait.

C.2. Quality, Intensity, and Duration of Services

Facing new roles and challenges, APs and principals require different preparation and should be guided into these positions by highly competent, professional, and ethical mentors; Project All addresses both of these requirements. Using data to determine needed change and improvement in classroom practices, having the knowledge and application of research-based best practices and the opportunity to exercise professional judgment in a guided situation will improve the confidence of our aspiring principals as well as meet the needs of RPS.

C.3. Likelihood that Services Will Lead to Improved Student Achievement as Measured Against Rigorous Academic Standards

Increasingly state and federal accountability programs are placing responsibility for school and student success squarely on principals' shoulders. This comes at a time of rising academic standards and increasingly diverse student populations. Leadership is second only to the quality of the classroom teacher in school related factors impacting student achievement, especially in schools with high need populations. The services of All place a laser-like focus on leadership preparation by privileging what matters most -- instructional leadership and support.

C.4. Collaboration of Appropriate Partners

All project partners have been involved in the development of Project ALL and project services capitalize on the individual strengths of each partner. RPS has identified the need to prepare APs and principals as instructional leaders for high-need secondary schools as its most urgent leadership need. To this end, **RPS will** (1) assist in the recruitment and selection of two cohorts of teachers who are instructional leaders interested in becoming APs; (2) support a two-

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course release of these teachers to participate in the intensive preparation program, (3) provide a secondary school location for the simulations; (4) provide real RPS data and scenarios for the year-long simulations; and (4) assist in the recruitment and selection of 15 leader mentors. **CTL will** oversee the recruitment of exemplary teachers for the project and provide input into the instructional leadership component of the leadership preparation curriculum and training simulations. **The Department of Educational Leadership** will oversee the development of the project curriculum, including the case studies and real school simulation. **EduLead will** oversee the development of the mentoring component of the project and additional professional development training for current school leaders.

Provides equal access to groups traditionally under-represented: Project ALL partners are committed to an open recruitment policy for project participants and mentor selections. VCU, working with RPS, will utilize recruitment strategies that seek a broad pool of qualified and diverse applicants. The focus of the recruitment process will be on leadership capabilities, paying particular attention to attracting traditionally under-represented populations into ALL.

SECTION D: MANAGEMENT PLAN

D.1.   Adequacy of Management Plan to Achieve Project Goals and Objectives

The work plan and timeline of activities below represent a thorough and thoughtful plan to implement all project goals and objectives on time and within budget. Project outcomes and measures have already been described in A.1. and in the Project Evaluation.

Project Goal: To increase student achievement by preparing and retaining assistant princpals and principals to serve as instructional leaders in high-need secondary schools in RPS.		
Objective 1: Target exemplary teacher leaders who are already instructional leaders within their schools for participation in an instructional field based program that leads to Virginia administrative endorsement (certification).		
Activities	Timeline	Person(s) Responsible

1. Develop promotional materials.	Fall 2008	Dozier
2. Target CTL networks of teacher leaders (e.g., NBCTs, Teachers of the Year, VCU Clinical Faculty, Beginning Teacher Advisors, Milken Educators); seek nominations from other sources as well	Winter 2009	Dozier
3. Select first cohort of 10-15 teacher leaders	Spring 2009	Dozier
4. First cohort begins 12-month intensive preparation program; purchase two course release for project participants to ensure sufficient time and intensity to work together and complete program	Summer 2009-Summer 2010	Shakeshaft
5. First cohort begins instructional AP internship	2010-2011 school year	DeMary
6. Recruit and select second cohort of 10-15 teacher leaders.	Fall 2010/ Spring 2011	Dozier
7. First cohort accept positions as APs or principals in high-need schools	2011-2012 school year	DeMary
8. Second cohort begins 12-month preparation program with two-course release	2011-2012 school year	Shakeshaft
9. Second cohort begins instructional AP internship	2012-2013 school year	DeMary
10. First cohort continues to receive intensive mentoring as APs or principals	2012-2013 school year	DeMary

Objective 2: Design and pilot an innovative, compressed, field-based leader preparation program based on case studies, simulations, and an internship that will prepare assistant principals to be instructional leaders in the highest-need secondary schools in RPS, with a preference for schools under sanctions for NCLB.		
Activities	**Timeline**	**Person(s) Responsible**
1. Identify members of the design team that will include exemplary teachers, successful RPS school leaders, and VCU faculty.	Fall 2008	Shakeshaft, DeMary, Dozier
2. Hire Technology/Curriculum Specialist to oversee all aspects of designing and implementing the curriculum, case studies, and preparation program	Fall 2008	Shakeshaft/ Design team
4. Hire 2 Clinical Faculty to work with design team to design and deliver preparation program	Fall 2008	Shakeshaft/ Design team
3. Contract with Interactive, Inc. to develop year-long school simulation based on RPS data and scenarios. **A detailed scope of work and timeline are included in Appendix .**	Fall 2008	Shakeshaft
4. Pilot simulation with first cohort.	2009-2010 school year	Shakeshaft/Design team
5. Refine simulation.	Fall 2010	Shakeshaft/Design team

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6. Pilot revised simulation with second cohort.	2011-2012 school year	Shakeshaft/Design team

Objective 3: Develop a strong induction program that includes a year-log instructional AP apprenticeship under the guidance of a team of successful mentor leaders, followed by two years of additional mentoring.

Activities	Timeline	Person(s) Responsible
1. Hire Mentor Coordinator.	Fall 2008	DeMary
2. Design mentor training for school leaders who will serve as mentors to the program participants.	Winter/Spring 2009	Mentor Coordinator/ DeMary
3. Recruit and train 15 successful school leaders to serve as mentors for first cohort.	Fall 2009/ Spring 2010	Mentor Coordinator
4. Assign 15 mentors to first cohort of instructional AP interns; begin intensive mentoring	2010-2011 school year	Mentor Coordinator
5. Mentors continue to work with first cohort for 2 years for retention and success	2011-2012 and 2012-2013 school years	Mentor Coordinator
6. Assign mentors to second cohort of instructional AP interns	2012-2014 school year	Mentor Coordinator

Objective 4: Incorporate newly designed training methods and materials into both university leadership preparation programs and ongoing leadership professional development nationally.

Activities	Timeline	Person(s) Responsible
1. Review ed leadership program of studies to determine appropriate use of training materials and methods	2010-2011	Shakeshaft/EDLP faculty
2. Train faculty to use materials and methods to accelerate and enhance student learning	2010-2011	Shakeshaft/selected faculty
3. Showcase preparation materials through available venues	Ongoing	Program partners

The workplan is in **a timeline of activities** organized by project year in the Appendix.

D.2. Time Commitments of Key Project Personnel

The three principal investigators for Project ALL come with decades of experience in the preparation of leaders and have committed (b)(4) of their professional time for the next 5 years to this project. Principal Investigator, Dr. Charol Shakeshaft, Chairperson and Professor of Educational Leadership, began working to re-envision leadership preparation as one of 5

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members of the National Policy Board for Educational Administration (NCBEA) task force, whose 1989 report *Improving the Preparation of School Administrators: The Reform Agenda* called for "an extensive overhaul and strengthening of preparation programs" (Murphy, 2006, p. 45) and has been used as the blueprint for the improvement of the preparation of educational leadership. This report led to the development of the Interstate School Leaders Licensure Consortium (ISLLC). Dr. Shakeshaft led her faculty in the development of an administrator preparation program at Hofstra University which was named one of the outstanding preparation programs by the Danforth Foundation. Dr. Shakeshaft will oversee the development of the project curriculum, including the case studies and real school simulation.

Co-Principal Investigator, Dr. Jo Lynne DeMary, Director of VCU's Center for School Improvement and director of EduLead, reformed the preparation of school administrators during her tenure as Virginia State Superintendent of Schools. In that role, she oversaw a Wallace Foundation initiative to review leadership preparation in Virginia. As a result of these data, Dr. DeMary led a major revision of the regulations that specify the Virginia requirements for administrative endorsement, incorporating the research on professional practice. Dr. DeMary will oversee the mentoring component of ALL and ongoing professional development for leaders.

Co-Principal Investigator, Dr. Terry Dozier, was the 1985 National Teacher of the Year and served as Senior Advisor on Teaching to former U.S. Secretary of Education Richard W. Riley. She now directs CTL and will oversee the recruitment of exemplary teachers for the project and provide input into the instructional leadership component of the leadership preparation curriculum.

In addition to the expertise and time commitment of all PIs, Project ALL will hire the following individuals who will devote **100% of their time** to managing the project to ensure its success: (1) **Project Coordinator**, responsible for coordinating all activities under each of the project's objectives and ensuring efficient communication and cooperation across all project partners; (2) **Grants Administrator**, responsible for all fiscal aspects of the project; (3) **Technology/Curriculum Coordinator**, responsible for implementing all activities related to developing and implementing the curriculum, case studies, and real school simulation.

The following positions will devote **50% of their time** to ALL: (1) **Recruitment specialist** to implement all activities related to recruiting exemplary teachers for the project; (2) **two Clinical Faculty** who will work with the curriculum design team and educational leadership faculty to design and deliver the intensive 12-month training program; and (3) **Mentorship Program Coordinator** to implement all activities related to mentoring project participants. This includes recruiting mentors, designing and conducting training for mentors, and providing ongoing support, training, and coordination of mentors throughout the five years of the project.

D.3. Procedures for ensuring feedback and continuous improvement

In addition to the three project PIs, representatives from the following groups will serve as the ALL advisory board: (1) RPS, appointed by the Superintendent (2) VCU School of Education, appointed by the Dean; (3) the business community; (4)VCU's community partnership program; and (5) the State Higher Education Council of Virginia. The ALL advisory board will meet once a month to monitor progress toward the goals and objectives and to suggest mid-course corrections as needed.

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Project Narrative

Other Narrative

Attachment 1:
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Appendix

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Ph.D.: Texas A & M University, Department of Educational Administration (Research,
      Planning and Evaluation Specialization with supporting work in Sociology,1979.)
M.S.: Texas A & M University, Department of Educational Administration
      Organizational Behavior Specialization, 1978).
B.S.: University of Nebraska at Lincoln (English, 1972).

EMPLOYMENT EXPERIENCE

2007 to Present   **Department Chairperson**
      Department of Educational Leadership
      School of Education
      Virginia Commonwealth University

1979-2007   **Department of Foundations, Leadership, and Policy Studies
Hofstra University School of Education**

      Professor Plus, 2004 – 2007
      Professor, 1989 - 2004
      Chairperson, 1987- 1998
      Associate Professor, 1984 - 1989
      Director of Doctoral Program, 1981 - 1988
      Assistant Professor, 1979 – 1984

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Paper presented at the annual meeting of the University Council of Educational Administration, Louisville, Kentucky, October 1996.

How Far Have We Come?: Affirmative Action in the 1990s. Paper presented at the Annual Meeting of the American Educational Research Association, New York, April 1996.

Peer Harassment and the Culture of Caring. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1995.

Children's Attitudes Toward Families: An International Comparison. Fourth International Symposium. Tokyo, Japan, December 1994.

Conceptions of Community: Peer Harassment and the Culture of Caring in the Schools. University Council for Educational Administration Annual Meeting. Philadelphia, Pennsylvania, October 1994.

Equity in Personnel Evaluation. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, April 1994.

Faculty Evaluation and Equity. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, April 1994.

Tailhook in the Schools. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, April 1994.

Sexual Abuse in Schools. Paper presented at the annual meeting of the International Congress for School Effectiveness and School Improvement. Melbourne, Australia, January 1994.

A Curriculum of the Home. Paper presented at the annual meeting of the NAEYC, November 1993.

Tailhook in the Schools. Paper presented at the annual meeting of the SIG:RWE. Toledo, November 1993.

Protecting Students from Sexual Abuse. Paper presented at the annual meeting of UCEA. Houston, October 1993.

Sexual Abuse of Students by Educators. Paper presented at the annual meeting of the SIG:RWE of AERA. Penn State, November 1992.

Recasting the Preparation Agenda. Paper presented at the annual meeting of UCEA. Minneapolis, October 1992.

How Schools Shortchange Girls. Paper presented at the annual meeting of UCEA. Minneapolis, October 1992.

Sexual Abuse of Students by Educators. Paper presented at the Annual meeting of the Organization for the Study of Communication, Language and Gender. Hofstra University, October 1992.

Deconstructing the Erected Hierarchy: Sex and Power in Organizations. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, April 1992.

International Perspectives on Girls and Schooling. Paper presented at the annual

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meeting of the International Congress for School Effectiveness. Victoria, Canada, January 1992.

A Cup Half Full: The Knowledge Base in Educational Administration. Paper presented at the annual meeting of the American Education Research Association. Chicago, April 1991.

Early Childhood Education and the Preparation of School Administrators. Paper presented at the annual meeting of the National Association for the Education of Young Children. Washington, DC, November 1990.

Field Experiences in the Preparation of School Administrators. Paper presented at the annual meeting of the University Council for Educational Administration. Pittsburgh, October 1990.

In Loco-Parentis: Sexual Abuse in Schools. Paper presented at the annual meeting of the American Educational Research Association. Boston, April 1990.

You Never Told Me This Would Happen: Experiences of First Year Principals. Paper presented at the annual meeting of the University Council for Educational Administration. Phoenix, October 1989.

Sex, Sexism and the Preparation of Teachers and Administrators. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, March 1989.

Sex Abuse by Teachers and Administrators: What Happens to the Abuser? Paper presented at the annual meeting of the SIG, Research on Women, American Educational Research Association. Hofstra University, November 1988.

Research in Preparation Programs in Educational Administration, Paper presented at the annual meeting of the University Council of Educational Administration. Cincinnati, October 1988.

Styles of Leadership. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, April 1988.

The Woman in the Principal's Office. Paper presented at the 30th anniversary conference of UCEA. Charlottesville, Virginia, October 1987.

Training Women to be School Administrators. Paper presented at the annual conference of NCPEA. Chadron, Nebraska, August 1987.

Organizational Theory and Women: Where are We? Paper presented at the annual meeting of the American Educational Research Association. Washington, D.C., April 1987.

Theoretical Implications of Gender for Organizational Theory. Paper presented at the annual meeting of the SIG:RWE, American Educational Research Association. Washington, D.C., November 1986.

Race and Sex Bias in Research Methodology. Paper presented at the SIG:RWE, American Educational Research Association. Washington, D.C., November 1986.

Teaching as a Radical Profession. Paper presented at the annual meeting of the

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National Women's Studies Association. University of Illinois, June 1986.

Business as Usual: Exploring Private Sector Participation in American Public Schools. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, April 1986.

Reality in a Changing Theoretical Context. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, April 1986.

Teaching as a Radicalizing Experience. American Educational Research Association, SIG:RWE Mid-year Conference. Boston, October 1985.

Reality in a Changing Theoretical Context. American Educational Research Association, SIG:RWE Mid-year Conference. Boston, October 1985.

What is a Family: Alternative Conceptualizations of Families for Women. Paper presented at the annual meeting of the American Educational Research Association. Chicago, April 1985.

The Feminization of Educational Research: Causes and Effects. Paper presented at the annual meeting of the American Educational Research Association. Chicago, April 1985.

Methodological and Conceptual Bias in Selected Theories of Organizational Behavior. Paper presented at the annual meeting of the American Association of School Administrators. Dallas, March 1985.

The Relationship between Dissertation Quality and Residency Experiences. Paper presented at the National Conference of Professors of Educational Administration. University of Maine, August 1984.

Eliminating Race and Sex Bias in Educational Research. Paper presented at the annual meeting of the National Women's Studies Association Annual Conference. Rutgers University, June 1984.

Herland on the Frontier: A 19th Century Women's Community in Texas. Paper presented at the Berkshire Conference of Women Historians. Smith College, June 1984.

Training Women to be Educational Administrators. Paper presented at the Second International Women's Research Conference. Gronigen, Holland, April 1984.

The Feminist Professional. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, April 1984.

Are there Interpersonal Conflicts Between Male and Female Educational Researchers? Paper presented at the annual meeting of the American Educational Research Association. New Orleans, April 1984.

Does Dissertation Research Have Anything to do with Scholarship? Paper presented at the annual meeting of the American Educational Research Association. New Orleans, April 1984.

Toward a Reconstruction of Organizational Theory: Androcentric Bias in Selected Theories of Organizational Behavior. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada, April 1983.

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Androcentric Bias in Selected Leadership Theories. Paper Presented at the American Educational Research Association SIG: Research on Women in Education Midyear Conference. Philadelphia, November 1982 (with I. Tietze).

Herland on the Frontier: Community Among Women. Paper presented at the National Women's Studies Association Annual Meeting. U. of California at Humboldt, June 1982.

The Influence of Gender in the Selection of Secondary School Principals. Paper presented at the American Educational Research Association Annual Meeting. New York, March 1982.

Evaluation of a Training Program for Women in Educational Administration: Implications for Future Training. American Educational Research Association Annual Meeting. New York, March 1982.

Androcentric Bias in the Educational Administration Quarterly. American Educational Research Association Annual Meeting. New York, March 1982.

Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self Actualization. Paper presented at the annual meeting of the American Educational Research Association. New York, March 1982 (With I. Tietze).

A Research Framework for Studying Schools as Work Settings for Women Leaders. Paper presented at the annual meeting of the American Educational Research Association. New York, March 1982.

Race and Sex Bias in Social Science Research Methods: Problems and Issues. Paper presented at the annual meeting of the American Educational Research Association. Los Angeles, April 1981.

A Feminist Critique of Feminist Research in Educational Administration. Paper presented at the annual meeting of the American Educational Research Association. Los Angeles, April 1981.

A Feminist Approach to Research on Women: An Evaluation of Present Methodology in Education and a Paradigm for Future Research. National Paper presented at the annual meeting of the Women's Studies Association. Bloomington, Indiana, May 1980.

Educational Programs for the Gifted as Viewed by Female Participants. Paper presented at the annual meeting of the National Women's Studies Association. Bloomington, Indiana, May 1980.

Research on Women in Educational Administration: The Feminist is the Scholar. Paper presented at the annual meeting of the American Educational Research Association SIG: Research on Women and Education. Cleveland, Ohio, November 1979.

The Feminist is the Scholar. Paper presented at the annual meeting of the National Women's Studies Association. Lawrence, Kansas, June 1979.

Archetypes in Children's Fiction. Paper presented at the annual meeting of the South

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Central Modern Language Association. Houston, Texas, October 1978.

Introducing Women's Studies into the K-12 Curriculum: A Decision Model. Paper presented at the annual meeting of the South Central Women's Studies Association. Fort Worth, Texas, June 1978.

Enhanced Sex-Role Awareness: Experience in Simulated Role Reversal. Paper presented at the annual meeting of the American Personnel and Guidance Association. Washington, D.C., March 1978.

Toward a Divine Discontent: Counseling Gifted Women. Paper presented at the annual meeting of the National Association of Women Deans, Administrators, and Counselors Conference. Denver, April 1977.

INVITED TALKS

Preventing Educator Sexual Misconduct, Sexual Abuse Prevention Network, Minneapolis, December 2006.

Educator Sexual Misconduct, MICDS School, St. Louis, November 2006.

Educator Sexual Misconduct, CAPS, Long Island, October 2006.

Preventing Educator Sexual Misconduct. Greenburgh, New York School District Workshop to teaching faculty. June 2006.

Helping Student Teachers Understand Boundaries. Workshop given to Hofstra University teacher student teacher supervisors. May 2006

Women in School Administration, Pennsylvania Association of School Administrators, Hershey, PA, May 2005

Sexual Abuse by a Person in a Position of Trust, Garden City AAUW Chapter, March 2005.

Using Data to Make Decisions. Oceanside School District Administrators, February 2005.

Sexual Exploitation of Children within Organizations. U.S. Department of Justice Conference, February 2005.

Sexual Abuse of Children by an Authority Figure. U.S. Conference of Catholic Bishops Victim Assistance Meeting. Los Angeles, January 2005.

Developing a Common Data Vocabulary. Using Data for Informed Instruction, Hofstra University, January 2005.

Educator Sexual Misconduct. National Association of State Directors of Teacher Education and Certification, November 2004.

Sexual Abuse of Students in Schools. Persistently Safe Schools Conference, Hamilton Fish Foundation, Washington, D.C., October 2004.

Educator Sexual Misconduct. Educator Sexual Misconduct Conference. Hofstra University, September 2004.

Peer Sexual Harassment, Town of North Hempstead, Annual Committee Against

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Family Violence Conference, Keynote, October 2004.

Educator Sexual Abuse, CAPS, September 2003.

Educator Sexual Abuse, Keynote Address Presented at the Nevada Coalition Against Sexual Violence 2003 Annual Conference, February 2003

Superintendent's Guide to Technology Evaluation. Superintendents' Technology Summit. Fort Lauderdale, Florida, May 1, 2001.

Total Cost of Ownership Studies: How Much Does Your Technology System Really Cost? Superintendents' Technology Summit. Fort Lauderdale, Florida, 30 April, 2001.

Stopping Bullies. Syosset ISD Parents' Council. April, 2001.

Gender Issues in Parenting. Parents' Place. Mohegan Lake School District. April 2001.

Women's Life Stages: Developing Balance. American Association of University Women. Long Island Branch Annual Meeting. March 2001

Growth in Adolescent Girls. Sister to Sister Conference. Hofstra University, November 1999.

Stopping Peer Harassment. Great Neck Public Schools Professional Development Day, November 1999.

Gender and Communication: Getting the Message Across. Long Island Business and Professional Women Conference. October 1999.

Peer Harassment: The Educator's Response. New York State Counseling Association Annual meeting. Albany, New York: October 1999.

Keynote Address, West Islip Public Schools Professional Development Day, June 1997.

Women and Leadership, University of Nebraska Summer Leadership Symposium, June 1997.

Sexual Harassment in Schools, Great Neck Union Free School District, April 1997.

Sexual Harassment in Schools, Phi Delta Kappan Workshop, Brookline, MA, April 1997.

Gender Equity, My Sisters' Place Keynote. Benefit for battered women and children's shelter, March 1997.

Sexual Harassment Workshops, Horace Mann School, March and May 1997.

Diversity Workshop, Jefferson County Administrators Association, Jefferson, County, Colorado, February 1997.

Sexual Harassment Policy Development Workshops and Sexual Harassment Staff and Faculty Training, The Edwin Gould Academy and the Ramapo UFSD, January - August 1997.

Sexual Harassment Workshops, Berkeley Unified School District, Berkeley, California, August, September, November 1996.

Early Childhood Gender Issues, Greenwich Connecticut Early Childhood Conference, October 1996.

Keynote Speaker, *Sexual Harassment,* Superintendent's Day Conference, Rhinebeck, New York, October 1996.

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Keynote Address, *Gender and Schooling*, Colorado Association of School Executives, August 1996.

Sexual Harassment Workshops, Morristown-Beard School, Morristown, New Jersey, November 1996.

Stopping Sexual Harassment. Lakeview School District, Battle Creek, Michigan, April 1996.

Gender and Schooling. Port Jefferson, New York, March 1996.

Gender and Schooling. Chatham, New Jersey, March 1996.

Changing Peer Culture. Ryebrook School District, April 1996.

Gender and Schooling. Five workshop series. Ridgewood, New Jersey. 1995-1996.

Gender and Schooling. Jones Distinguished Lecture. Emporia State College, Emporia, Kansas, February 1996.

Women in Leadership. AASA, Minnesota, December 1995.

Gender and Schooling. Mount Olive School District. New Jersey, October 1995.

Gender and Schooling. Eastwoods School. New York, October 1995.

Gender and Leadership. Canadian School Administrators, September 1995.

Gender and Schooling, Robert Louis Stevenson School, Pebble Beach, California, August 1995.

Gender and Schooling, Leadership: An Evolving Vision, Harvard Principal's Center Summer Institute, July 1995.

Gender and Schooling, The Art and Craft of the Principalship, Harvard Principal's Center Summer Institute, July 1995.

Gender and Leadership, Department of Defense, Washington, DC, July 1995.

Gender and Leadership, AASA Institute, Burlingame, California, June 1995.

Gender and Schooling, Mountain Lakes Public Schools, New Jersey, May 1995.

Gender and Leadership, Bergen County New Jersey Region IV Directors of Special Services Annual Meeting, May 1995.

Gender and Schooling, River Dell Regional High School, New Jersey, May 1995.

Sexual Abuse in Schools, Westchester Planned Parenthood, April 1995.

Gender and Leadership, Kansas ASCD, Lawrence, April 1995.

Gender and Schooling, Rye City School District, April 1995.

Gender and Schooling, Manhasset Teachers' Center, Four session workshop, February-May 1995.

Gender and Schooling, Glen Rock School District, March 1995.

Gender Bias, Nassau County Council of School Superintendents, March 1995.

Peer Harassment, Mamaroneck-Larchmont PTA, March 1995.

Leadership Institute for Women, AASA, Seattle, March 1995.

Gender and Leadership, AASA Distinguished Lecture, New Orleans, February 1995.

Gender and Leadership, Denville, New Jersey School District, February 1995.

Sexual Harassment, Two Day Workshop, Central Montcalm Public Schools, Stanton, Michigan, January 1995.

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Gender and Schooling, R.C. Murphy Junior High School, Three Village School District, January 1995.
Gender and Schooling, Lloyd Harbor School, Cold Spring Harbor, New York, January 1995.
Peer Harassment, Institute for Educational Dialogue, Nassau BOCES, January 1995.
Gender and Schooling, West Side School, Cold Spring Harbor School District, November 1994.
Gender and Leadership, Federation of Women Teachers, Toronto, November 1994.
Sexual Harassment, AASA, Vermont, November 1994.
Sexual Harassment, Smithtown School District, November 1994.
Sexual Harassment, AASA, Atlanta, Georgia, November 1994.
Gender and Leadership, New Jersey School Administrators and School Board Annual Conference, October 1994.
Gender and Schooling, Stratford School District, Connecticut, October 1994.
Sexual Harassment, BOCES IV, October 1994.
Gender and Leadership, Rochester, September 1994.
Site Based Management, Comsewogue, September 1994.
Gender and Leadership, Long Island Business Professional Women, September 1994.
Gender and Schooling, Cold Spring Harbor School District, September 1994.
Sexual Harassment, Carle Place School District, September 1994.
Gender and Schooling, Manhasset, September 1994.
Gender and Schooling, Southern Regional District, New Jersey, August 1994.
Gender and Leadership, Missouri Department of Education Workshops, August 1994.
Gender and Schooling, Harvard Administrators Institute, August 1994.
Gender and Schooling, IDEA, July 1994.
Gender and Schooling, Harvard Principal's Center, July 1994.
Gender and Schooling, Central Regional High School District, New Jersey, June 1994.
Women and Leadership, AASA Training, Charlotte, NC, April 1994.
Gender and Schooling, North Bellmore, NY, April 1994.
Gender and Schooling, Edgemont PTA, April 1994.
Gender and Leadership, Virginia Tech. U., April 1994.
Gender and Schooling, Mount Olive, NJ, April 1994.
Stopping Sexual Abuse, Suffolk County School Superintendents Association, April 1994.
Gender and Leadership, New Jersey Southern Regional School District, March 1994.
Gender and Schooling, Middlesex, NJ, March 1994.
Gender and Schooling, Manhasset PTA, March 1994.
Gender and Schooling, Mamaroneck PTA, March 1994.
Women in Administration, New York Women in Administration Conference, Albany, March 1994.
Gender and Schooling, White Plains School District, March 1994.

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Sexual Abuse in Schools, BOCES I, February 1994.

Gender and Schooling, Port Jefferson PTA, February 1994.

Gender and Leadership, Annual Meeting of the American Association of School Administrators, February 1994.

Gender Interactions in the University Classroom, Hofstra University Law School, February 1994.

Sexual Harassment, Keio Academy, February 1994.

Gender and Schooling, Fairfield School District, January 1994.

Gender and Leadership, New Jersey Association of School Administrators, January 1994.

Tailhook in the Schools: Sexual Abuse of Students, Hofstra University Professional Day, January 1994.

Gender and Schooling, Scarsdale High School, January 1994.

Sexual Abuse in Schools, Katonah School District, December 1993.

Gender and Schooling, Huntington Unitarian Church, November 1993.

Gender and Schooling, Half Hollow Hills School District, October 1993.

Gender and Schooling, Scarsdale Teacher Center, October 1993.

Gender and Schooling, Scarsdale PTA, October 1993.

Gender and Schooling, Corning, New York School District, October 1993.

Gender and Schooling, New Jersey Administrative Institute, August 1993.

Gender and Schooling, 4-Day Workshop, Marymount College, June 1993.

Parenting a Girl, National Mother's Center Conference, June 1993.

Women and Leadership, North Dakota Leadership Conference, June 1993.

Gender and Schooling, Half Hollow Hills School District, April 1993.

Women and Leadership, California School Administrators, April 1993.

Graduate Student Fireside Chat, AERA, April 1993.

Women in Administration, Marquette University, March 1993.

Sexual Abuse in Schools, New York, Women in Administration Annual Conference, Rochester, March 1993.

Gender at Risk, Baldwin High School, Baldwin, New York, March 1993.

Deconstructing the Erected Hierarchy, Bowling Green State University, February 1993.

Women in Administration, Ohio Educational Leadership Association, Bowling Green, February 1993.

School University Partnerships, LIASCD, December 1992.

Listening to Schools: Qualitative Research, School Library Association, Baltimore, October 1992.

Women in Leadership, Kentucky Academy for School Executives, August 1992.

Women in Leadership, Volusha, Florida, County School District, August 1992.

Gender and Leadership, Kvinnor Kan Fair, Stockholm, May 1992.

Gender and Schooling, Swedish National Board for Universities and Colleges, Sweden, May 1992.

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Gender and Schooling, Dean's Distinguished Lecture, Baruch College, March 1992.
Gender and Leadership, University of Northern Colorado, Greeley, March 1992.
Learning to Say No: Women and Over commitment, New York State Association of Women Administrators, Westchester, March 1992.
Women in Leadership, Educational Leadership Association, Bowling Green, Ohio, January 1992.
Gender and Schools, Westchester Women's Studies, Marymount College, December 1991.
Gender and Schools, Calgary School District, November 1991.
Raising the Quality of the Culture in Schools, Mate M, Holland, June 1991.
Men as Leaders of an All Female Organization, National YWCA Conference, Atlanta, May 1991.
Gender and Leadership, Western New York Women in Administration, Buffalo, April 1991.
Women in School Administration, Michigan Institute for Educational Management, Lansing, April 1991.
Men and Women Working Together, St. Louis Principals' Association, St. Louis, March 1991.
A Gender at Risk, AAUW, Bryan, Texas, March 1991.
Gender and School Culture, Texas A & M University, March 1991.
Gender and Leadership, Westchester Women in Administration, Tarrytown, NY, February 1991.
Gender and Administration, Calgary Board of Education, Calgary Teachers' Association, Calgary, Canada, February 1991.
Gender and Administration, Conference for Missouri School Executives, Missouri, February 1991.
Research Methods in Educational Administration, Fordham University, January 1991.
Gender and Leadership, New York State Association for Women Administrators, Albany, NY, January 1991.
Gender and Leadership, School Board Institute, Albany, NY, January 1991.
Women and Educational Management, Women in Education Management Conference, Vienna, Austria, December 1990.
Gender and Schooling, Marquette University, December 1990.
Women Leaders, Western Hills Area Education Agency, Sioux City, Iowa, November 1990.
Review of Research on Gender and Administration, Northeast AERA, Ellenville, New York, November 1990.
Gender and Leadership, Midwest AERA, Chicago, October 1990.
Transforming Schools, School Administrators of Iowa, Des Moines, Iowa, August 1990.
Barriers to Women in School Administration, Fred Johnston Invitational Conference, University of Wisconsin, Superior, June 1990.

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Advancing in Administration, Vermont School Administrators, Burlington, VT, May 1990.

Gender and Leadership, New York ASCD, Ellenville, NY, May 1990.

Gender and Leadership, Red Clay Consolidated School District, Wilmington, DE, April 1990.

Promoting Women in School Administration, New York LEAD Conference, Albany, NY, March 1990.

Gender and Leadership, School Administrators of Iowa Annual Conference, Des Moines, August 1989.

Men and Women Working Together, AASA National Academy for School Executives, Colorado Springs, July 1989.

Women in Educational Administration, Oklahoma Women in Education Summer Conference, Oklahoma City, June 1989.

Agenda for Reform of the Pre-service Preparation of School Administrators: Issues of Implementation, Convocation of One Hundred, National Policy Board for Educational Administration, Charlottesville, VA, May 1989.

Gender and Leadership, 74th Convention of the National Council of Administrative Women in Education, Long Island, May 1989.

Challenging Androcentric Education, National Conference on Curriculum, Instruction and Leadership, Montreal, Quebec, May 1989.

Women in Administration, Florida Women Administrators, Tampa: April 1989.

Gender and Administrative Effectiveness, Delaware Center for Administrative Skill Development, Wilmington, April 1989.

Effecting Change, Images VI Conference, Ontario English Catholic Teachers Association, Toronto: April 1989.

Publishing in Scholarly Journals in Education, AERA Mini-Course, Annual Meeting of the American Educational Research Association, San Francisco, March 1989.

Engaging in Non-traditional, Non-mainstream Research, Fireside Chat, Annual Meeting of the American Educational Research Association, San Francisco, March 1989.

The Selection of School Managers, Study Conference, Hogeschool Interstudie, Utrecht, Holland, March 1989.

Sex and Supervision, Long Island ASCD, December 1988.

Equity and Schooling, Superintendent's Day, Lawrence School District, Lawrence, New York, November 1988.

Women in School Administration, University of Akron, Akron, Ohio, November 1988.

Gender Issues in Administration, Georgia State University, October 1988.

Gender and Teacher Preparation Programs, Cleveland State University, School of Education, September 1988.

Gender and Leadership, The Ohio State University Superintendent's Academy, July 1988.

Men and Women in Administration, Vermont Leadership Conference, May 1988.

Sexual Abuse and What To Do About It, Student conference on gender issues, Hofstra

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University, March 1988.

Women's Ways of Leading, Nassau/Suffolk Women in Educational Administration, Long Island, March 1988.

Women and Men in Administration, Harvard Graduate School of Education, The Principal's Center, Harvard University, February 1988.

Getting In and Staying In: Entrance to a Field Site, A New Window on the Classroom, Ethnography and the Study of Schools Conference, Hofstra University, January 1988.

Effective Administrative Styles, The Ohio State University, December 1987.

Gender and School Administration, Fordham University, October 1987.

A Gender at Risk, University of South Carolina, April 1987.

Student-Teacher Interaction Patterns, Lawrence Union Free School District, March 1987.

Women in Administration, State University of New York at Buffalo, January 1987.

Education Administration Theory, The Impact of Gender, Academy for Equity, Green Bay, Wisconsin, January 1987.

Organizational Theory and Gender, OISE, Toronto, Canada, February 1987.

Women in Educational Administration, Superintendent's Day Conference, Uniondale, New York, December 1986.

Wild Patience: Women in School Administration, Fall Clinic Conference for School Administrators, Wichita, Kansas, September 1986.

Women as leaders in Schools of Excellence, Maine Leadership Conference, Maine, May 1986.

Student-Teacher Interaction and Effective Schooling, Superintendent's Conference Day, William Floyd UFSD, April 1986.

Redefining Leadership: Bringing Women In, Women's Scholarship Conference, Lehman College, March 1986.

We Talk Different Because We Are Different, Northeast Coalition of Educational Leaders, Stowe, Vermont, October 1985.

Organizational Communication, Long Island Reading Association Annual Meeting, November 1985.

Classroom Strategies for Increasing Achievement of Minority and Women Students, Uniondale In-Service Day, November 1985.

Organizational Equity, Teachers College, Columbia University, Sex Equity Conference, June 1985.

Administering Effective Schools: Excellence and Equity, Los Angeles County School District Administrators' Association, Los Angeles, November 1984.

Ten Years of Research on Women: A Retrospective, AERA Special Interest Group on Research on Women, Long Beach, California, November 1984.

The Courts and the Rights of Students, Lynbrook High School, Lynbrook, New York, March 1984.

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Women as Educational Leaders, Association for Supervision and Curriculum Annual Meeting, New York, March 1984.

The Inadequacy for Women of Research on Organizations, Women on the Move Conference, Syracuse University: March 1984.

The Failure of Theory in Educational Administration for Women, CADEA Annual Meeting, Syracuse, New York, January 1984.

Participatory Management: What the Research Tells Us, International Association of Quality Circles, New York, November 1983.

The Regents Plan for Excellence: Will It Work? Half Hollows Hills School District, November 1983.

The Role of Equity in Federal Policy in Education, AERA SIG:RWE Midyear Conference, Tempe, Arizona, November 1983.

Leadership and Women, Fordham University, October 1983.

Leadership of Effective Schools: What We Can Learn from Women Administrators, New York Association for Supervision and Curriculum Development, New York State, May 1983.

Preparing Women Students for the Future, Francis Lewis High School, Queens, New York, April 1983.

Race and Sex Bias in Educational Research, Shoreham-Wading River School District, March 1983.

Women and Education: An Historical Perspective, Valley Stream Central High School District, March 1983.

Women in Higher Education Administration, CUNY Graduate School, New York City, February 1982.

Management of Decline, ASCD/Lebanon-Lancaster Pennsylvania Study Council, October 1981.

Workshop on Effective Schooling, Patchogue School District, Patchogue, New York, August 1981.

Selected Issues in Sampling, National Institute of Education, Washington, June 1981.

The Education of Women, The Commissioner of Education's Statewide Advisory Council on Equal Opportunity for Women, Albany, New York, May 1981.

Needs Assessment: Why and How To, Teacher Leader Training at NYSUT/Hofstra Teacher Center, May 1981.

Techniques of Research Synthesis, Gallaudet College, February 1981.

Research on Women in Educational Administration: Issues and Problems, Queens College of the City University of New York, February 1981.

Male and Female Role Expectations, The Lowell School, January 1981.

Women and Administration, Superintendent's Day, Great Neck School System, Great Neck, New York, January 1981.

The Role of Schools of Education and Departments of Educational Administration in Increasing Female Leadership in Education, Metropolitan Council of Education

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Administration, Yeshiva University, November 1980.

Teacher - Student Interaction in the Classroom: Where Boys are Boys and Girls are Girls, Presidential Commission on Employment Policy, Washington, D.C., May 1980.

Administering Gifted Programs, NYSUT/Hofstra Teacher Center Conference, Hofstra University, February 1980.

Seneca Falls South: Historical Perspectives of Women Educators, National Women's Conference, Houston, 1977.

TECHNICAL REPORTS (Since 2000)

With Dale Mann

Documenting Outcomes from EETT Grants to Selected Schools of the Cleveland Municipal School District: AY 2005-06, Final Report, 9.26.06

Documenting Student Achievement from CompassLearning Odyssey in the Camden, NJ Public Schools, 8.14.06

The Kyoto College of Graduate Studies for Informatics: A Report of Student Outcomes 2005-06, 7.17.06

Documenting Outcomes from EETT Grants to Selected Schools of the Cleveland Municipal School District: AY 2004-05, 7.01.05

Student and Program Results from *educate, inc.* After-school e-tutoring Program, 10.3.05

Documenting Outcomes from EETT Grants to Selected Schools of the Cleveland Municipal School District: AY 2003-04, 10.25.04

Analysis of Achievement and Other Outcomes from Connections Academy in Wisconsin and Colorado: Year One 2002-03, 3.1.04

Teacher Professional Development and Elementary School Science Achievement Outcomes from TeachNet/New York City, 5.20.04

Educator Sexual Misconduct: A Synthesis of Existing Literature -- 2004, 6.30.04

Documenting Outcomes: Bronx Zoo Distance Learning Expeditions, 9.26.05

Girls for Planet Earth: Three-Year Final Report, 7.06.05 (plus annual reports for three years)

The Online Reading Center of the Key Instructional Design Strategy Consortium: An Evaluation of 1st and 2nd grade Student Achievements, 4.23.04

The Barksdale Reading Institute's Mississippi Reading Reform Model: Student Achievement Outcomes, Spring 2003, 12.15.03

Adult Learning Outcomes from the Family Literacy Center, 4.22.04 and 8.20.03

Pocatello School District: An Analysis of CompassLearning Student Achievement Outcomes in Pocatello, Idaho, 2002-03, 1.13.04, 3.05.04

Evaluating outcomes from the Curriculum Management Consortium: A Report of the First Year, 8.12.03

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Evaluating the outcomes from the Curriculum Management System of the Prince George's County Public Schools: A Report of Year One, 8.04.03

The Waterford Early Math Curriculum in selected Prince George's County Public Schools Kindergartens: 2002-03, 3.04.04

Teacher Technology Training: A New Delivery Method from The Teachers Network, 9.09.03

A Field Evaluation of Middle Grades Use of Selected Materials from the National Library of Virtual Manipulatives, 10.20.03

Relationships between School Facilities, School Characteristics and Student Outcomes, 7.21.03

The East St. Louis School District 189 Computer Lab Implementation Of Classworks Gold For Third To Fifth Grade Reading Improvement: An Evaluation Of Pupil Progress, 2002.

eSylvan Online: Documentation And Analysis Of Achievement Outcomes From Carlisle, PA, 10.31.02

Strengthening General Education In Yeshivas And Jewish Day Schools With Computer-Related Teaching And Learning, 11.08.02

Student Achievement And Homeroom.Com: An Evaluation Report, 1.24.03

The LeapFrog SchoolHouse Literacy Center and LAUSD's School Readiness Language Development Program, Final Report, 7.23.02

Independent documentation of 'EasyTech' in the Jefferson County Public Schools, Louisville, KY, 7.16.02

Documenting the effect of Lightspan *AchieveNow* in the Hempstead Union Free School District, 10.12.02

READ 180 Validation Study: Final Report, 1.30.02

Student Achieving Standards: Three-Year Final Report. Prepared for the Pennsylvania Department of Education, 7.12.04

Student Achievement Gains In The Cotswold Elementary School, Charlotte-Mecklenburg, NC: Individual laptops with LearningStation.com comprehensive teaching/learning support delivered on the Internet, 8.08.02

An Evaluation Of The Large-Scale Field Deployment Of The Life Skills Training Program: Final Report, 6.09.03

A Multi-Year Analysis Of The Outcomes Of Lightspan *AchieveNow* In The Cleveland Municipal School District, 11.07.02

Learning Technology and the Owen J. Roberts School District, 11.17.03

Bertelsmann Partnership for Education: State-of-the-Art Assessment, 12.16.02

Lehman College of CUNY: An Evaluation of the MBRS SCORE program, Sept. 1999-Aug.2002, 10.01.02

Assessing One Component Of A Summer School Literacy Program In Community School District 29, Queens, NY, Summer 2001, 4.11.02

School Facilities In Arizona: An Examination Of The Relationships Between And Among

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School Facilities Characteristics And Educational Outcomes, 5.30.00

GRANTS, CONTRACTS, AND OTHER FUNDING (Principal Investigator)
Planned Parenthood of Nassau County, 2006-2007, Saturday Technology and
   Music Mentoring Program for Girls of Color, $(b)(4),(
Long Island Fund for Women and Girls, 2005, Get a Voice, Rapping Project for
   Girls, $(b)(4),(
US Department of Education, 2003-04, Synthesis of Research on Educator
   Sexual Misconduct, $30,000
National Science Foundation/Utah State University, 2002-03, Evaluation of the Efficacy
   of Virtual Math Manipulatives, $40,000
National Science Foundation, 1998-2001, The Green Project: Math, Science and
   Technology Camp for Girls of Color, $900,000
U.S. Department of Education, WEAA, 1994-1995, Three Year Study of Middle
   School Peer Interactions, $100,000
U.S. Department of Education, Field Initiated Grant, 1992-1993, Study of Sexual
   Abuse of Students by Teachers, $100,000.
National YWCA, Study of Effects of Single Sex Programs, 1989 – 1991,
   $(b)(4),(b)
   (6)
Hofstra University Faculty Small Grants -- various years

Co-principal Investigator with Dale Mann – 2000 to present
Alabama State Department of Education, STI Assessment, current, $100,000
DELL/Henrico County Public Schools, Evaluation of Laptop Use in Schools,
   Current, $375,000
New York State Education Department, Evaluation of EETT Title IID Outcomes,
   current, $262,000
Cleveland Municipal School Dist., Evaluation EETT, 2005-06, $190,000
Compass Learning, Online Learning Evaluation, 2005-06, $(b)(4),
Kyoto Computer Gakuin, Online Learning Evaluation 2005-06, $(b)(6)
West Virginia EETT Evaluation, Evaluation of EETT Model School Project, 2003
   -2006, $981,000
NYC DOHMH, 2005, Centers for Disease Control, Youth Risk Behavior Survey,
   $100,000
OneEconomy/eSylvan, Evaluation of Online After-School Tutoring Program,
   2003-05, $(b)(4),(b)
Barksdale Reading Institute (BRI), Evaluation of Mississippi Reads, 2003-04,
   $(b)(4),(
Connections Academy, EdVision Achievement Outcomes, 2003-04, $(b)(4),(
Teacher Network, TeachNet, Teacher Technology Training in New York City

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Schools, 2003-04, $(b)(4),

World Conservation Society/Bronx Zoo, Evaluation Girls for Planet Earth, 2002-05, $(b)(4),(

Allen ISD, TX, Evaluation Family Literacy Center and Kids Online, 2002-04, $141,000

Compass Learning, Evaluation of Online Learning, 2002-03, $(b)(4),

Prince George County, MD., Evaluation Curriculum Management Consortium, 2002-03, $35,000

Arizona School Facilities Board, Study of School Facilities and Student Achievement, 2001-03, $100,000

NYC DOE/DOHMH, 2003, Centers for Disease Control, Youth Risk Behavior Survey, $69,000

CERI, 2001-02, Development of Interactive CD Simulation, $156,000

Classwell, East St. Louis Online Achievement, 2001-02, $(b)(4),(

eSylvan, Online Learning, PA, 2001-02, $(b)(4),(

Gruss Life Monument Funds, Technology to Strengthen Secular Education, 2001-02, $(b)(4),(b

Homeroom.com, Homeroom.com Contributions to Student Learning, 2001-02, $(b)(4),(b

LeapFrog, Schoolhouse Literacy Center Evaluation Plan, 2001-02, $(b)(4)

Learning.com, EasyTech Evaluation, Jefferson County Public Schools, 2001-02, $(b)(4),(

Lightspan, Evaluation of the Relationship Between Online Learning Through Lightspan and Student Achievement, 2000-2003, (b)(4),(b)

Scholastic, Read 180 Validation Study in 6 Urban School Districts, 2000-2001, $(b)(4),(b)(

Pennsylvania Department of Education, Multi-year Outcomes, Students Achieving Standards Program, 2000-03, $450,000

Learning Station, Achievement Outcomes Study, 2000-02, $(b)(4),(

Sun Microsystems, Instructional Technology White Paper, 2000-01, $(b)(4),(

Philip Morris, 1999-2002, Nationwide Field Study of Life Skills Training Program to Reduce Youth Risk, $(b)(4),(b)(6)

Lightspan, Evaluation of the Relationship between Online Learning Through Lightspan and Student Achievement 1998-2002, (b)(4),(

Owen J. Roberts School District, Instructional Technology Program Review, 2003, $4,250

Bertelsmann Foundation, Partnership for Education, 2002, $(b)(4),(

Lehman College, 2002, MBRS SCORE Program, $(b)(4),(

Metropolitan Teaching & Learning, Summer School Literacy Program, 2001, $(b)(4),(

Arizona School Facilities Board, Evaluation of School Facilities and Student

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Outcomes, 2000, $ <mark>(b)(4),(b)(6)</mark>

EXPERT WITNESS REPORTS AND WORK

John Doe # 1-6, et al. v. Beaufort County School District, et al., A. Parker Barnes & Associates, Case Review and Consultation, South Carolina, 2005-2007.

Zachariah Braley v. Midland County Educational Service Agency, et al. Dilley, Haney P.C., Case Review, Michigan, 2007.

James McArthur & Cindy Starr v. Academy School District 20, Weeks & Luchetta, Report, Colorado, 2006-6007.

John Doe, a minor, by his next best friend, Jane Doe v. Putnam County Board of Education & Brent P. McGucken, Joseph Bronosky, Campbell Woods,   Case Review and Consultation, West Virginia, 2006.

John and Jane Doe Individually and on Behalf of Their Minor Children, James Doe and Richard Doe v. Sacred Heart Catholic School, Brian Matherne, and The Archdiocese of New Orleans, Moore, Walters, Thompson, Hoover, Inquiry and Case Review, Louisiana, 2006.

John Doe and Jane Doe, individually and the Parents and Next Friends of Minor Doe vs. Johnson County Park & Recreation District etc., Walters, Bender, Strohbehn & Vaughan, Report, Missouri, 2006.

Jay Ward v. Federal Way School District, William Hogan, Rebecca Roe, Report and Deposition, Washington, 2006.

Francesca Camarata v. Lutheran High School , Marlin & Saltzman, Deposition, California, 2006.

WJW, et al. v. Hickman Mills Consolidated School District # 1, et al. Attorney Rebecca Randles, Report and Deposition, Missouri, 2006.

John & Jane Doe 1 (on behalf of their minor child) v. Robert Sutton and Richland County S.D. # 2, South Carolina; and John & Jane Doe 2 (on behalf of their minor child) v. Cassius Rojas and Richland County S.D. # 2, South Carolina, John E. Schmidt, III, Nelson Mullins, Report and Deposition, South Carolina, 2006.

Colorado Catholic Conference, Christopher Rose, Associate Director for Public Policy, Report and Testimony, State Legislative Hearing, Colorado, 2006.

The Board of Education of the Three Village Central School District v. Dennis Bates, Guercio & Guercio, Case Review, Consultation, and Expert Witness Appearance, New York, 2005.

Melanie H. v. Doe 1 & Does 2 through 1000, , Hennigan, Bennett & Dorman, LLP, Declaration in support of motion for summary judgment, California, December 2004.

Jane Doe 43 v. Lane Lohr & Mary Institute & Saint Louis Country Day School (St. Louis, MO), Report and Deposition, Missouri, 2005.

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Jane Doe v. North Tonawanda City School District, Report, Jeff Anderson & Associates, New York, 2004.

Homrich v. Schumaker, et al., Anne Buckleitner, Smietanka Law Office, Report, Michigan, 2004

Brannum, et al. v. Overton County Schools, et al , Mark Chalos, Leiff, Cabraser, Heimann & Bernstein, Report, Tennessee, 2004-2005.

Cloud v. Seattle Public Schools , Law Offices of T.J. Keane, PLLC, Case Review, Consultation and Deposition, Washington, 2004.

R.G. and G.G. on behalf of their minor child A.G. v. Charles O'Neil, et al., Tracey Rannals, Gainsburgh, Benjamin, David, Meunier & Warshauer, Case Review, Deposition and Report, Louisiana, 2004.

Brice v. Van Buren School & M. MacGuinness, E. Robert Blaske, Blaske & Blaske, Report, Michigan, 2004.

United States v. Jairo Zapata. Peter Tomao, Esq., Report, New York, 2003.

United States v. Lonnie Lake et al. Peter Tomao, Esq., Report, New York, 2003.

Roe v Monongalia County Board of Education, Allan N. Karlin, Attorney-at-Law, Report and Deposition, West Virginia, 2002.

Doe v. University of Chicago, Kinoy, Taren & Geraghty P.C.. Deposition, Illinois, 2002.

Angell v P. Christensen, Pardeeville Area School District, et al., Gingras, Cates & Luebke, Report, Illinois, 2001.

Whittaker v. Holyoke, Colorado Board. of Ed., Steven Taffet, Report, Colorado, 2001.

Jane Doe 1-4, v. Boulder Valley School District, Dean Damon, Lydia Swize, Holly Hultgren, David White, and Jane Doe 5 v. Boulder Valley School District, Dean Damon, Holly Hultgren, and David White, Richard Werner, Law Offices of Richard Werner, Report, Colorado, 2001.

Collin Lowey, Terry Lowey, and James Lowey v. The Roman Catholic Bishop of Las Vegas and Its Successors, a Nevada Corporation; Bishop Gorman High School; Clerics of Stant Viator; The Roman Catholic Dioceses of Nevada: Jack David Patton; Roes I through X, and Does I through X, Ivy Gage, Esq., Gage and Gage, Report, Nevada, 2001.

Angell v P. Christensen, Pardeesville Area School District, et al., Gingras, Cates & Luebke, Report, Wisconsin, 2001.

Javonne Brooks, individually, and Mathes and Rita Guice, on behalf of Saran Guice, minor daughter, vs. The School Board of Broward County, FL, Keith/Mack Attorneys-at-Law, Report, Florida, 2000.

Joshua Massey, Donna Massey et al. vs. Akron Board of Education and William Bennett; Joseph Labay and Patrica Labay vs. Akron Board of Education and William Bennett; Brian Devericks vs. Akron Board of Education and William Bennett, Landskroner Law Firm, Ltd., Report, Ohio, 1999.

William P. Caffrey, Amityville Teachers' Association, Aphrodite Abney, Venus Abney, Malik Lewis, Raisa Stevenson, Bernard Milligan, Enid DePass, Elizabeth

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DePass, Joshua Tyson, New York State Conference of National Association for the Advancement of Colored People Branches, Long Island Region National Association for the Advancement of Colored People vs Stephanie A. Andrews, Marietta Fuentes Mee, Martha L. Peterson, Richard W. Anderson, Jeannette Santos, Edward Scott, Samuel Williams, Board of Education of the Amityville Union Free School District, Dean F. Bettker, Frederick K. Brewington, Esq. and the law firm of Hamburger, Maxson & Yaffe, co-counsels, Report, Deposition, and Court Testimony, New York, 1999.

Brian O'Rourke v. Linda Baisi, Saint Frances de Chantal Roman Catholic Church, Saint Frances de Chantal Parish School, Rev. Daniel J. Keenan, Rev. Joseph Devlin, Sister M. Claire, Rev. Paul Waddell, Louis Barbutto, John Doe and Jane Doe, Richard Roe and Jane Roe, and The Archdiocese of New York, Michael Dowd, Esq. Report, New York, 1999.

Ana L. and Rudy L. , Individually and as Next Friends and Parents of Sarah L., a minor child, v. Alamogordo Municipal School District, Alamogordo Municipal Board of Education, and Horace Cordova, Margaret Cordova, Mary Scott, and Stan Rounds in their Individual and Official Capacities. Philip Gaddy, Esq., Report, New Mexico, 1998.

John Doe v. Anthony Pilla et al., John Duda Co., LPA, Report, Ohio, 1997.

Jane Doe v. The School Board of Dade County, Florida, George Crear III, Octavio Visiedo, Angeline Welty, and Leonard Glazer, Alan Goldfarb, Jonathan Wald , Report, Deposition, and Trial Testimony, Florida, 1996.

Hanna E. Steere v Albion Public Schools, Judyth L. Dobbert, Superintendent, et al, Robert Blaske, Blaske & Blaske, Report, Michigan, 1996.

Connie Kolb, et al v. Bridgeport Independent School District, et al, Carmen Mitchell, Esq., Wilson, Williams, Molberg, & Mitchell, Report, Texas, 1996.

EDITORIAL/ADVISORY BOARDS

Handbook of Research on the Education of School Leaders, Consulting editor, 2006-2007.

Sexual Abuse Advisory Board, 2007 to present

Controlling Sexual Harassment, Thompson Publishing, 2005 to present.

American Association of University Women, Advisory Board, *Drawing the Line on Sexual Harassment on Campus.* 2005-2006

Long Island School Leadership Center, 2003 to present.

Advancing Women In Leadership. Editorial Board. 2001 to present.

AERA, reviewer for annual meeting papers, 1979 to present.

UCEA, reviewer for annual meeting papers, 1982 to present.

Psychological Reports, reviewer, 2004.

Perceptual and Motor Skills, reviewer, 2004.

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Long Island Children's Museum. Board of Trustees, 2000 to present.
Erase Racism, Education Committee, 2002 to present
Erase Racism, Housing Research, 2004- to present
Long Island Fund for Women and Girls, Education Committee, 2000-2004
Journal of Educational Research, 1996 - 2002
Journal of a Just and Caring Education, 1996-1999
Urban Education (1991 - 2001)
The Journal of Educational Administration, Editorial Board (1986 - 1999)
Educational Administration Quarterly, Editorial Board (1987 - 1993), reviewer to
       present.
National Forum of Applied Educational Research Journal, Editorial Board (1987 -
       1990)
NWSA Journal, Editorial Board (1988 - 1992)
Silver Center for Reflective Principals, Board of Directors, 1988-1992.
Teaching Education (1990 - 1996)
Journal of Research for School Executives (1990 - 1993)
Project on Gender and Education, National Board (1989 - 1995)
Long Island Women on the Job, Board (1991 - 2001)
New York State Association for Women in Administration, Advisory Board (1990 to
       1993)

PROFESSIONAL ORGANIZATION ACTIVITIES
American Educational Research Association
       Chair, Division A Program Committee (1995 - 1996).
       Executive Committee, AERA Council (1991-1992)
       Vice President, Division A (1990-1992)
       Chair, Committee on Guidelines for Eliminating Sex and Race Bias in
              Educational Research (1982 - 1985)
       Committee on the Role and Status of Women in Educational R and D (1982 - 85;
              Chair (1983-85) Treasurer, SIG/RWE (1982 - 83)
       Finance Committee (1981 - 82)
       Paper reviewer: Division A , Division D, Division G, SIG/RWE, Division H
       Reviewer: *Educational Researcher, Review of Educational Research,*
              Educational Evaluation and Policy Analysis
       Program Committee, Division A
       Chair, Affirmative Action Committee, Division A
       Chair, Division A By-Laws Committee
       Nomination Committee, Division A
University Council for Education Administration
       Chair, Diversity Committee

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1987 Graduate Student Seminar Committee
Mentor, Mentorship Program
National Study Group for the Development of Professional Preparation of School Administrators
Advisory Board, Silver Center for Reflective Principals
American Council on Education
National Identification Program for the Advancement of Women in Higher Education Administration, Planning Committee
Metropolitan Council for Educational Administration Programs
Executive Committee
National Women's Studies Association
Coordinating Council Member
Editorial Board <u>National Women's Studies Association Journal</u> Editor, <u>South Central Women's Studies Newsletter</u>
Women Educators
Chair
Coordinator of Fourth Annual Research on Women in Education Award (

AWARDS
Women on the Job Award for Contributions to Women's Employment
Outstanding Alum Award, College of Education, Texas A & M University
Jack A. Culbertson Award for Outstanding Achievement as Junior Professor, University Council for Educational Administration
Distinguished Achievement Award for Writing, Educational Press Association of America
Women Educators, Best Research on Women Award.
Willystine Goodsell Award, American Educational Research Association
Sex Equity Award. New York State Education Department.
National Academy of Education/Spencer Foundation, Alternate for Spencer Fellowship.
Robert S. Guttchen Memorial Faculty Distinguished Service Award, Hofstra University

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Jo Lynne S. DeMary, Ed.D

CONTACT

School of Education
Oliver Hall
1015 West Main Street
Richmond, VA 23284
(804) 828-1788
jldemary@vcu.edu

EDUCATION

College of William and Mary   **Ed.D.**
Educational Planning and Administration, May 1982

DISSERTATION
A Study of the Relationship between Chronological Age at the Time of Entrance to Kindergarten and Academic Achievement

Virginia Commonwealth University   **M.Ed.**
Special Education, May 1972
Externship: Woodville Elementary School, Richmond, Virginia

College of William and Mary   **B.A.**
Elementary Education/Psychology, May 1968

LICENSURE/CERTIFICATION

Division Superintendent, Administration and Supervision PREK-12, Elementary Grades 1-7, Elementary School Principal, Elementary School Supervisor, Mental Retardation K-12, Supervisor of Special Education (July 1, 2003 to June 30, 2008)

PROFESSIONAL EXPERIENCE

Director of Center for School Improvement   August 2006   present
Virginia Commonwealth University

Work at the national, state and local levels to bring best practices to low performing schools and districts. Specialize in capacity building and organizational improvement.

Professor
Department of Educational Leadership   August 2006 - present

Superintendent of Public Instruction
Virginia Department of Education   2000-2006

Served as the first female chief executive officer of the Virginia Department of Education, the administrative agency for Virginia's public school system. Designed and implemented educational initiatives, regulations and laws for the Governor, Board of Education and General Assembly of Virginia. Facilitated policy development for the Commonwealth's public education system to comply with NCLB, IDEA, and other federal laws and programs.

Acting Superintendent of Public Instruction
Virginia Department of Education   1999-2000
Assumed leadership of the Department of Education upon the sudden resignation of the Superintendent of Public Instruction.   Worked closely with the Governor and the State Board president to glean legislative support for Virginia's standards based educational reforms and listened to concerns of professional organizations regarding the changes they were seeking.

Assistant Superintendent of Instruction
Virginia Department of Education   1994-1999
Provided instructional leadership in the development and implementation of Virginia's standards-based accountability and support system, including the Standards of Learning, Standards of Accreditation and supporting initiatives in career and technical education, compensatory programs, gifted, and special education programs.

Assistant Superintendent of Instruction
Henrico County Public Schools   1988-1994
Provided leadership to the day-to-day operations of the Department of Instruction in a large suburban school district of 45,000 students and 52 schools. Served as the superintendent's designee when he was away from the district.

Director of Special Education
Henrico County Public Schools   1981-1988
Provided leadership to the Office of Special Education Services. Streamlined the eligibility and IEP processes and improved the quality of instruction provided to 3,000 students with disabilities. Provided opportunities for parents to be more actively engaged in their young person's education.

Elementary Supervisor
Henrico County Public Schools   1978-1981
Worked with the leadership of five Title I elementary schools to observe teachers, provide feedback and conduct needed professional development. Monitored classroom performance and student achievement on a 9 weeks basis.

Teacher of the Gifted
Henrico County Public Schools   1975-1977
Worked with the district leadership to establish a center-based gifted program in the county. Worked with approximately 250 children and their home-based teachers.

Principal
Henrico County Public Schools   1972-1974
Served as the instructional leader of a new and innovative elementary school that was implementing kindergarten and housing school based special education classes for the first time.

School served as a show place for district visitors to see innovative instructional strategies at work.

Assistant Principal
Henrico County Public Schools   1971-1972
Served as the on-site assistant principal, instructional leader, and teacher evaluator for a school annex housed away from the main school. I was assistant principal at the primary school and worked closely with teachers to implement a continuous primary program K-2.

Teacher
Henrico County Public Schools   1969-1971
Taught second and third grades

Teacher
Fairfax County Public Schools   1968-1969
Taught third grade at Ravensworth Elementary School

Teacher
Richmond City Public Schools   Summer '68
Taught Headstart at Chimborazo Elementary School

PUBLICATIONS
Virginia Tech, *Virginia Issues & Answers*, Fall 2003
"Colleges and K-12 Schools Working Together: A Winning Combination"

School Administrator, November, 2005
"Aspiring to Level 5 Leadership"

Opening chapter in book entitled *Be a Teacher: Make a Difference. Published July, 2007.*

PRESENTATIONS

Keynote address: Teachers Changing the World, 2008 Teachers of Promise Institute, February 29, 2008, James Madison University, Harrisonburg, VA.

Panel discussion and presentation to Chesterfield County Committee on the Future, Global Picture 2030 and Education, January 14, 2008, Chesterfield County, Virginia.

Keynote address: Essential Practices for Leading the Expedition, Principals Institute of the NativityMiguel Network of Schools, June 25, 2006, Notre Dame University, South Bend, IN

Keynote Address, LEAP into Teaching, J. Sargeant Reynolds Community College Center for Teacher Education, 4th Annual Education Conference, October 30, 2007, Science Museum of Virginia.

Plenary Panelist at the 2007 Wallace Foundation's National Conference, What Does It take to create high-quality leadership? October 23, 2007, New York City, NY

Panelist for breakout session, 2007 Wallace Foundation's National Conference: Turnaround Specialist for Failing Schools: Are they working? October 23, 2007, New York, New York.

Keynote Address: *Maximizing Student Achievement Through the Power of Data,* Metropolitan Educational Research Consortium Conference, School of Education, VCU, March 15, 2007, Richmond, VA,

Presentation to the Governor's Commission on High School Redesign, December 15, 2006, Baton Rouge, LA.

Keynote address, *Commitment to Collaboration: Maximizing Student Learning,"* 17th Annual Symposium on Professional Collaboration and Inclusive Education, November 6, 2006, Williamsburg, VA.

As state superintendent, I spoke on over 700 occasions including presentations to the Education Commission of the States, the National Governor's Association, and the Council of Chief State School Officers. I also presented at the International Forum of Educational Leaders in Beijing.

BOARDS/TASK FORCES/COMMITTEES
Advancing Virginia's Leadership Agenda Task Force, Virginia Department of Education
Contingency and Restructuring Work Group, Virginia Department of Education
Superintendent Search Committee for the Richmond Public Schools
The Broad Prize Review Board, 2006, 2007, 2008
K-12 External Advisory Board
National Comprehensive Center for Teacher Quality Board

GRANTS/AWARDS
Breaking the Glass Ceiling Award,   Virginia Women Educators,   2000

Pathfinders Award, Va. Association of Elementary School Principals, 2000

Outstanding Educational Leadership Alumni Award, W&M School of Education, 2001

2001 Alumni Star Award, Virginia Commonwealth University, 2001

State Leadership Award, National Assn of Federal Education Program Administrators, 2002

Distinguished Service Award, Virginia Art Education Association, 2003

Excellence in Assessment Award, Virginia Association of Test Directors, 2003

Elwood R. Pace Humanitarian Award, National Assn of State Directors of Special Edu, 2004

Distinguished Alumnus Award, Henrico Educational Foundation,   2005

Alumni Achievement Award, Virginia Commonwealth University Alumni Assn, 2005

Jo Lynne DeMary Day, Governor of Virginia, 2005

Outstanding Woman Award in Education, YWCA, 2006

Outstanding Service to Children Award, Virginia Association of Early Childhood Educators, 2006

Friend of Literacy Award, Virginia State Reading Association, 2006

Policy Maker Award, Virginia Association of Colleges for Teacher Education, 2006

Distinguished Service Award, Virginia School Counselors Association, 2006

Leadership Award, Virginia Division of Career Development and Transition, 2006

Established Jo Lynne DeMary Leadership Award, William & Mary School of Education, 2006

Virginia Congress of Parents and Teachers Lifetime Membership Award, 2006

UNCF Flame Bearer of Education Award, 2007

UNIVERSITY SERVICE
Member, Department Chair Search Committee, Department of Educational Leadership, 2006-2007 (filled)
Member, Assistant/Associate Professor Search Committee, Department of Educational Leadership, 2006-2007 (filled)
Member, Assistant Vice President for University Advancement Search Committee, VCU, 2007. (filled)
Member, SOE Research Initiation Award Ad Hoc Review Committee, 2007
Member, SOE Carnegie Initiative 2007, 2008
Member, Task Force on the Ed.D in Educational Leadership 2007, 2008

EDUCATIONAL TRAVEL
Leadership Delegation to China   2005   CCSSO
Delegation of Educators and students to Japan   1994   Henrico County Public Schools

PROFESSIONAL AFFILIATIONS
International Reading Association
American Association of University Women
Association of Supervision and Curriculum Development

COMMUNITY INVOLVEMENT/VOLUNTEER WORK
VCU Alumni Association   Past President, lifetime member
William & Mary Alumni Association- Member
May L. Keller Alumnae Society of Pi Beta Phi Fraternity - Member
Central Baptist Church   Deacon, Personnel Committee
Leadership Metro Richmond   Member
Virginia Council on Economic Education   Board of Directors
Write column, Parent Power, in Richmond Parent Monthly

TERRY KNECHT DOZIER

CONTACT

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tadozier@vcu.edu

Dr. Terry Dozier is the Director of the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education where she also serves as National Teacher in Residence and Associate Professor in the School of Education. The Center for Teacher Leadership works with accomplished teachers throughout Virginia and the nation to:

- □ promote the concept of teachers as leaders of change;
- □ develop more effective teacher leaders through access to information and high-quality training; and
- □ share the knowledge, experience, and insight of teachers with policymakers and others.

Dozier also chairs the Metropolitan Educational Training Alliance (META), a partnership among Chesterfield County Public Schools, Hanover County Public Schools, Henrico County Public Schools, Richmond City Public Schools, and VCU and conducts the META National Board Certification Candidate Support Program. She serves as principal investigator for the META Teacher Development and Retention Project, a $5.9 million federally funded effort to improve the preparation and retention of teachers in the metro-Richmond area.

Prior to joining VCU, Dozier served as Senior Advisor on Teaching to former U.S. Secretary of Education Richard W. Riley. In this capacity she served as the Clinton Administration's top policy advisor on all teaching issues. Dozier also led the Department's teaching initiative with primary responsibility for the development and implementation of a strategic plan to improve teacher recruitment, preparation, and ongoing professional development, including overall leadership in research, evaluation, and data collection on teacher quality.

While teaching world history at Irmo High School in Columbia, South Carolina, Dozier was named the 1985 National Teacher of the Year and has nineteen years of classroom teaching experience in settings as diverse as inner-city Miami, suburban South Carolina, and the Singapore American School.

Dozier earned an Ed.D. in Curriculum and Instruction from the University of South Carolina and an M.Ed. and a B.A. in social studies education from the University of Florida.

Dr. Dozier speaks extensively on issues related to teacher quality and teacher leadership.

JONATHAN D. BECKER, J.D., PH.D.

CONTACT

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SCHOOL OF EDUCATION
VIRGINIA COMMONWEALTH UNIVERSITY
2103 OLIVER HALL
1015 WEST MAIN STREET, P.O. BOX 842020
RICHMOND, VA 23284-2020
(804) 827-2655
JBECKER@VCU.EDU

EDUCATION

Teachers College, Columbia University   **Ph.D.**
Politics and Education, May 2003

DISSERTATION
State-level education technology policies and digital equity in schools: A multi-level analysis
Dissertation Committee: Dr. Aaron Pallas (Sponsor), Dr. Dale Mann (Chair), Dr. Lawrence DeCarlo,
Dr. Gary Natriello, Dr. Christopher Weiss

Boston College Law School   **J.D.**
May 1997

Boston College, Lynch School of Education   **M.Ed.**
Curriculum and Instruction, May 1997

Duke University   **B.A.**
Public Policy Studies, *Cum Laude*, May 1994

BAR AFFILIATIONS

State of New Jersey Bar
Admitted November 1998

U.S. District Court for the District of New Jersey
Admitted November 1998

PROFESSIONAL EXPERIENCE

Assistant Professor   September 2007   present
    Virginia Commonwealth University
    Department of Educational Leadership
    School of Education

    Classes Taught:
- ADMS 611   School Law

    Department and University Service:
- Member, Research & Professional Development
      Committee   September 2007 - present
      School of Education

Assistant Professor   September 2002   August 2007
    Hofstra University
    Department of Foundations, Leadership and Policy Studies
    School of Education and Allied Human Services

    Director of Doctoral Program   September 2003   present
    Educational Leadership & Policy Studies

    Classes Taught:
- EADM 244   School Law
- EADM 262A   Understanding External Environments: Social, Political, Economic and Legal Contexts of Schools
- EADM 280P / FDED 285P   The Politics of Education (graduate elective)
- FDED 111/112   The Politics of Education (undergraduate Ed. Studies course)
- EADM 281L   Web-based Surveys for Data-Driven Decision Makers
- EADM 357/358   Applied Research in Educational Settings
- EADM 300   Doctoral Seminar
- EADM 320/321   Exploring the Field of Educational Administration: Introduction to Doctoral Studies

    Advising:
- Dissertation advisor
- Dissertation committee member

    Department and University Service:
- Chair, Technology and Facilities Committee   September 2005 - present
      School of Education and Allied Human Servies
- Plenum Session Representative   September 2002   present
      University Council for Educational Administration

Research Director

> **Interactive, Inc.,** October 1997-present
> Direct large-scale research and evaluation projects focused on education, equity and learning technology.

Graduate Assistant

> **Boston College** September 1996-May 1997
> Worked in office and conducted research for Dr. Diana Pullin.

Graduate Student Intern

> **Massachusetts Advocacy Center** Spring 1996-Summer 1996
> Worked on many advocacy projects related to educational policy and the law. Assisted attorney in litigation representing student claiming expulsion in violation of constitutional rights. Aided legal director in all advocacy projects regarding student discipline and alternative education legislation.

Domestic Violence Advocate & Research Assistant

> **Merrimack Valley Legal Services, Inc.** Summer 1995
> Each morning, served as an advocate for women in Lowell District Court seeking civill restraining orders. Helped the women through the entire legal process that included filling out forms and representing them at ex-parte and ten-day return hearings. Each afternoon, researched and worked on cases with attorneys in the elder, housing and benefits units of the organization.

CONSULTANCIES AND ADVISORY BOARD MEMBERSHIPS

Center for Secondary School Administrators and Supervisors
Hofstra University
School of Education and Allied Human Services
Advisory Board Member September 2003 August 2007

Eastern Suffolk BOCES
Strategic Planning Council Member September 2004 August 2007

University of Minnesota
Statewide data-driven decision-making readiness study.
Research Consultant September 2005 - August 2007

PUBLICATIONS

Becker, J.D., & McLeod, S. (Forthcoming). *Online School Law Guide* (working title). Authors under contract to develop this web-based, multimedia resource for the National Association of Secondary School Principals (NASSP).

Becker, J.D, & McLeod, S. (Pending). FOIA, FERPA and Other Acronyms Not Necessarily Beginning

with 'F': A Review of Information Privacy Issues in Public Education in the Information Age. [submitted Fall 2006 to Brigham Young University *Education Law Journal*]

Becker, J.D. (2007). Mind the Gaps: Exploring the use of technology to facilitate parental involvement, particularly for historically underserved populations. *Journal of School Public Relations, 28(2)*, pp. 57-82.

Becker, J. D. (2006). Digital equity in education: A Multilevel examination of differences in and relationships between computer access, computer use and state-level technology policies. *Education Policy Analysis Archives, 15*(3). Retrieved [date] from http://epaa.asu.edu/epaa/v15n3/.

Becker, J.D. (2006). Mission Impossible. *Newsday*, May 21, 2006.

Becker, J.D. (2005). Misplaced credit for Cleveland's grad-rate boost. *Clevealnd Plain Dealer,* Letter to the Editor, April 12, 2005.

Becker, J.D. (2004). Thinking outside the (bricks-and-mortar) box(es): Using cyberspace technology to reconceptualize schooling and community in the face of resegregation. *Journal of School Public Relations, 25(2)*, pp. 177-202.

Becker, J.D. (2004). The lesson to learn in this corruption. *Newsday*, 64(302), p. A49.

Shakeshaft, C., Mann, D., Becker, J. & Sweeney, K. *Choosing the Right Technology.* The School Administrator, Vol. 59, n. 1, p34-37 (January 2002)

Mann D., Shakeshaft C., Kottkamp R., & Becker, J. *Playing to Learn.*
American School Board Journal, Vol. 187, n. 9, p34-36 Supp. September 2000.

Becker, J. *The Cyberspace Regionalization Project: Simultaneously Bridging the Digital and Racial Divide.* Paper submitted for the Secretary's Conference on Educational Technology, July 12-13, 1999.
http://www.ed.gov/Technology/TechConf/1999/whitepapers/paper7.html

Mann, D., Shakeshaft, C., Becker, J. & Kottkamp, R. *West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.* Santa Monica, CA: A Milken Family Foundation Monograph. (ED429575)
http://www.mff.org/publications/publications.taf?page=155

PRESENTATIONS

Beyond Self-Report: Using Technology to Evaluate the Use of Technology in Schools and Classrooms.
American Educational Research Association (AERA)
Annual Conference   April 9-13, 2007, Chicago, IL

The Evaluation of West Virginia's Enhancing Education Through Technology (EETT) Model School Project (symposium presentation).
American Educational Research Association (AERA)
Annual Conference   April 9-13, 2007, Chicago, IL

FOIA, FERPA and Other Acronyms Not Necessarily Beginning with 'F': A Review of Information Privacy Issues in Public Education in the Information Age.
University Council on Educational Administration (UCEA)
Annual Convention   November 10 2006 San Antonio, TX.

Are you Ready for Data Driven Decision Making?: The School Information Support System Questionnaire (SISSQ)
University Council on Educational Administration (UCEA)
Annual Convention   November 11, 2005, Nashville, TN.

Building capacity for technology leadership in educational administration preparation programs
(participant in presentation)
American Educational Research Association (AERA)
Annual Conference - April 13, 2005, Montreal, Canada

FOIA, FERPA and other acronyms not necessarily beginning with "F": Balancing information privacy and access to public information in education
Hofstra University conference "*Using Data for Informed Instruction*", January 14, 2005

Exploring social justice in leadership preparation programs
(participant in "conversation" session)
University Council on Educational Administration (UCEA)
Annual Convention   November 13, 2004, Kansas City, MO.

Digital Equity in Education: A Multilevel Examination of Differences in and Relationships Between Computer Access and Computer Use.
University Council on Educational Administration (UCEA)
Annual Convention   November 12, 2004, Kansas City, MO.

The Overrepresentation of Students of Color as a Next Generation , Within-School Racial Segregation Problem.
Brown v. Board of Education: The Unfinished Agenda - March 29, 2004 (a Long Island conference sponsored by ERASE Racism, an initiative of the Long Island Community Foundation, and 15 institutions of higher education based on Long Island, including Hofstra University).

State-level education technology policies and digital equity in schools: A multi-level analysis.

American Educational Research Association (AERA)
Annual Conference   April 21-25, 2003, Chicago, IL

Web-based Surveys: Are Educators Ready for Next-Generation Research Methods? American
Educational Research Association (AERA)
Annual Conference   April 1-5, 2002, New Orleans, LA

*Race, Sex and SES Issues in Assessment Methods of Technology on
Student Learning.*
American Educational Research Association (AERA)
Annual Conference   April 10-14, 2001, Seattle, WA

At Daubert's Gate: Educational Research and Expert Witness Testimony.
American Educational Research Association (AERA)
Annual Conference   April 10-14, 2001, Seattle, WA

*Student Racial Attitudes: Measuring the Effects of Interracial Contact in
Cyberspace.* American Educational Research Association (AERA)
Annual Conference   April 24-28, 2000, New Orleans, LA

Guidelines for Assessing Technology: Implementation and Outcomes
American Association of School Administrators (AASA)
Annual Conference   February 19-22, 1999, New Orleans, LA

Guidelines for Assessing Technology: Implementation and Outcomes
Association for Supervision and Curriculum Development (ASCD)
Annual Conference   March 6-8, 1999, San Francisco, CA

The Equity Effects of Technology: A Discussion Between Researchers and Political Leaders. American
Educational Research Association (AERA)
Annual Conference   April 19-23, 1999, Montreal, Canada

*The Digital Divide: The Relationships of Technology to Student Achievement, Equity Outcomes, and
School Reform.*
American Educational Research Association (AERA)
Annual Conference   April 19-23, 1999, Montreal, Canada

MEDIA APPEARANCES

Appeared on *News 12* show *At Issue* as panelist on topic of school district superintendent salaries and
school budgets (Fall 2005)

Interviewed for and appeared on WLIW show *Learning Curve* on October 19, 2004 on racial
segregation of schools on Long Island

Appeared on *News 12* story on May 17, 2005 on the politics of school budget votes on Long Island

SELECTED RESEARCH EXPERIENCE

The Evaluation of West Virginia's Enhancing Education Through Technology Model School Project
January 2004-present
Co-principal investigator in study funded by the United States Department of Education. As sub-contractor to the West Virginia Department of Education's Office of Technology and Information Support, this study assesses the outcomes for teachers and students of West Virginia's ESEA Title II, Part D school-based teacher trainer initiative.

Students Achieving Standards,
November 2000-August 2003
Directed a three-year evaluation of a statewide learning technology grant program administered by the Pennsylvania Department of Education, Office of Education Technology. Worked as part of research team to collect data from hundreds of teachers, administrators, and thousands of students across the Commonwealth.

Lightspan *Achieve Now!* and the Cleveland Municipal School District
September 2000-August 2003
Directed a three-year investigation of the effects on student achievement of an interactive, CD-Rom based curriculum as implemented in one of the most progressive and visible urban school districts in the nation. Worked with CMSD Office of Educational Research and Evaluation and Metis Associates.

***READ 180* (Scholastic Inc.) Validation Study**
Directed a validation study of the implementation of a middle-school literacy intervention in seven major urban school districts as part of a partnership between the program developer (Scholastic Inc.) and the Council of Great City Schools. Involved in all phases of the mixed-method evaluation, including site visits and observations of classrooms in six of the seven urban school districts.

Cyberspace Regionalization Project
September 1998-September 2000
Directed and conducted a study intended to document the impact on racial attitudes and student achievement associated with an audio-visual telecommunications connection between two socio-economically different high schools in New Jersey. Researched, developed, piloted and administered a racial attitude assessment instrument for high school-age students.

Lightspan *Achieve Now!* and the Adams 50 School District,
September 1998-August 2000
Directed a three-year investigation of the effects on student achievement and home-school connections associated with the implementation in a school district in Westminster, CO of an interactive, CD-Rom based curriculum produced by the largest start-up software development company in the US.

West Virginia BS/CE
February 1998-February 1999
Worked extensively on an impact study of the student achievement gains associated with multi-million

dollar, comprehensive statewide instructional technology program. Coordinated and conducted field visits, and assisted in research design development, data analysis and reporting.

PROFESSIONAL ASSOCIATIONS

American Educational Research Association

American Bar Association

Politics of Education Association

CONTINUING EDUCATION

Introduction to Multilevel Analysis Methods: Hierarchical Linear Models
A Short Course for Statistics and Research Professionals
offered by the Department of Measurement, Statistics & Evaluation
University of Maryland College Park
January 16-17, 2003
College Park, MD

Hierarchical Data Analysis with HLM 5
March 8-9, 2001
Chicago, IL

21st Annual David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy
August 28-29, 2000
New Orleans, LA

Continuing Legal Education Skills and Methods Courses (in satisfaction of CLE requirements of State of New Jersey Bar)
New Jersey Institute for Continuing Legal Education
Ongoing

LIST OF PARTNERS

Richmond Public Schools: A high-needs school district, serving nearly 25,000 students within 29 elementary schools, 9 middle schools, and 8 high schools. Approximately 88% of the students are African-American and another 5% are comprised of other minority groups. Approximately 71% of the student population receives free or reduced lunch.

Virginia Commonwealth University, School of Education: Virginia Commonwealth University's (VCU) School of Education, located in a culturally-rich and diverse metropolitan environment, is a national leader in the preparation of students for meaningful careers in education and health-related fields. The Department of Educational Leadership will oversee the development of the project curriculum, including the case studies and real school simulation

Center for School Improvement -CSI (at VCU): The VCU School of Education Center for School Improvement partners with school, district, state, and national leaders to build organizational instructional capacity to increase student achievement and school accountability based on rigorous research and best practices. CSI will oversee the recruitment of exemplary teachers for the project and provide input into the instructional leadership component of the leadership preparation curriculum and training simulations.

Center for Teacher Leadership (at VCU): CTL is a nonpartisan, nonprofit organization established to promote and support teacher leadership in order to improve teaching and learning.

EduLead: A partnership between University of Richmond and Virginia Commonwealth University who offer expanded leadership programs to public school leaders, aspiring principals, principals of academically struggling schools, first-year principals and principals of highly successful schools. EduLead will oversee the development of the mentoring component of the project and additional professional development training for current school leaders.

RICHMOND CITY PUBLIC SCHOOLS

DEBORAH JEWELL-SHERMAN, ED.D.
SUPERINTENDENT

April 23, 2008

Dr. Charol Shakeshaft
Department Chair, Educational Leadership
Virginia Commonwealth University
School of Education
1015 West Main Street
Richmond, VA 23284-2020

Dear Dr. Shakeshaft:

On behalf of Richmond Public Schools, I am extremely pleased to write this letter of support as a critical partner with Virginia Commonwealth University in the development and implementation of Project All (Authentic Learning for Leaders). Higher academic standards and high stakes accountability systems have placed new expectations on building principals and the programs that prepare them. We need those 21st Century leaders in place now.

As superintendent of Richmond Public Schools for the past six years, I am extremely proud of the accomplishments of our teachers, students and staff. This is a result of hard work, commitment, focus and leadership. However, our secondary schools, especially our middle schools, continue to struggle with academic achievement, higher than desired drop-out rates, and low graduation rates. Our ability to attract and retain highly competent and confident leaders at the secondary level is a constant challenge and concern. The ability to sustain the progress we have made and to assure that high expectations and academic achievement for all students becomes a part of each school culture depends directly on our ability to attract and retain leaders with a vision and passion for instructional excellence. I am in full support of the project's goals that address focused recruitment strategies, real internship experiences and trained mentors who provide the ongoing support these instructional leaders need to make a difference in student success.

The funding of this proposal will bring new and improved educational leadership preparation to our community and ultimately improve student achievement in our division. We will assist in the recruitment of two cohorts of teachers who are instructional leaders interested in becoming assistant principals. The need for intense internships in our secondary schools will be supported. We will embrace mentors who provide support to new assistant principals and novice principals within our secondary schools. We will also work together to ensure we have developed an appropriate succession plan in order to maintain quality leadership in our schools.

We believe our participation in this school leadership program will improve and strengthen the leadership in our schools and in turn will lead to improved academic success for our students. We are excited to partner with the Educational Leadership department at VCU to design a meaningful, relevant program that includes real school experiences to create confident, successful 21st century leaders within our school district and beyond.
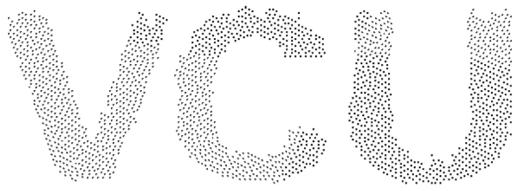
Sincerely,

Deborah Jewell-Sherman, Ed.D.
Superintendent

"The Capital Choice in Public Education"

301 North Ninth Street • Richmond VA 23219-1927 • tel: 804.780.7700
fax: 804.780.4122 • e-mail: djewell@richmond.k12.va.us

April 23, 2008

Dr. Charol Shakeshaft
Department Chair, Educational Leadership
Virginia Commonwealth University
School of Education
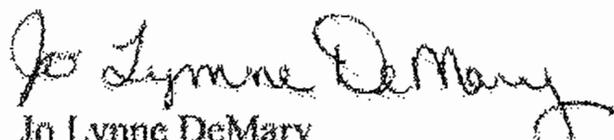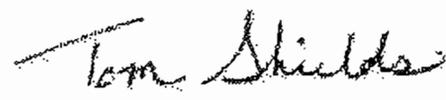1015 West Main Street
Richmond, VA 23284-2020

Dear Dr. Shakeshaft:

On behalf of Virginia Commonwealth University School of Education, I am pleased to express our commitment to the proposal entitled "Project ALL: Authentic Learning for Leaders." We look forward to extending our partnership with Richmond Public Schools to strengthen school leadership in the surrounding urban community. The primary goals of this innovative proposal are to recruit, train, mentor, and retain high quality leaders within Richmond Public Schools.

Ranked among the top 40 graduate programs in the nation, the VCU School of Education has a strong commitment to improving the quality of teacher and leader preparation. As a member of the Carnegie Project on the Education Doctorate, a task force has just completed the development of an innovative Ed.D program that focuses on the next generation of school and college leaders. This school leadership grant aligns itself with our focus as we constantly improve the education of school leaders.

The School of Education is currently involved in numerous successful partnerships within Richmond City Public Schools including Metropolitan Educational Training Alliance (META), Edulead, Early Reading First, a Partnership for Excellence in Early Language and Literacy Skills, Training Teachers of Students with Emotional Disturbance and Behavior Problems, and a Youth Violence Prevention Project. Currently the Educational Leadership department works with 24 cohorts of aspiring school and district leaders through our master's, certificate and doctoral programs in educational leadership. We constantly strive to not only improve the quality of leadership in our schools and central offices but to add to the body of knowledge related to best practices and what works in this critical area of programming.

As Dean of the School of Education, I pledge my full support toward the accomplishment of the proposed objectives of the project. Specifically, the VCU School of Education will support the re-allocation of faculty effort to complete the project objectives. This support will accommodate re-assigned time for Drs. Shakeshaft, Dozier, DeMary, and others as

necessary. In addition, we will endorse Dr. Becker's effort as the evaluator on the proposed project, and provide other support related to faculty effort to successfully complete the project as needed.

I am pleased to support this five-year project that will lead toward the improvement in the methods by which leadership personnel are currently prepared by utilizing a model that incorporates mentorship and rich, practical experiences in actual school settings. We are excited about Project ALL and the potential to re-shape the future of leadership preparation by continuing our partnership with Richmond Public Schools.

Sincerely,
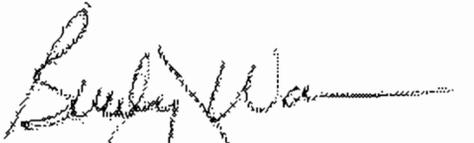
Beverly J. Warren, Ed.D.,
Dean, School of Education

::EDULEAD

April 23, 2008

Dr. Charol Shakeshaft
Department Chair, Educational Leadership
Virginia Commonwealth University
School of Education
1015 West Main Street
Richmond, VA 23284-2020

Dear Dr. Shakeshaft:

As a regional partnership in educational leadership, EduLead is pleased to be a collaborator in the proposed project "Authentic Learning: Preparing Instructional Leaders for the Richmond City Public Schools." This partnership between Virginia Commonwealth University and Richmond Public Schools will serve to enhance and improve educational leadership in an urban school district.

EduLead was developed as a partnership between school divisions, the Center for Leadership in Education at the University of Richmond and the Center for School Improvement at Virginia Commonwealth University. Through our work with school divisions throughout Central Virginia, including Richmond City, we are seeking to establish a continuum of professional development opportunities and school-based supports to assist in succession planning. Our involvement lends itself to the project's long term sustainability as our association with Richmond City extends well beyond the life of the grant. We also look forward to disseminating the information gleaned from our involvement with this project to other school divisions with whom we work, through our Web site, and with our Advisory Board, which is composed of corporate funders in the Richmond area.

The current proposal will ensure that aspiring instructional leaders are a part of a meaningful, relevant program that includes real school experiences in order to meet the challenging needs currently facing schools. We are excited to be part of such an opportunity to influence leadership development within the local community and to increase student achievement which ultimately is at the heart of this project.

Sincerely,

Jo Lynne DeMary
EduLead Co-Director

Tom Shields
EduLead Co-Director

Daniel J LaVista
Executive Director

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

(804) 225-2600
FAX (804) 225-2604
www schev edu

April 23, 2008

Dr. Charol Shakeshaft
Department Chair, Educational Leadership
Virginia Commonwealth University
School of Education
1015 West Main Street
Richmond, VA 23284-2020

Dear Dr. Shakeshaft:

On behalf of the State Council of Higher Education for Virginia (SCHEV), I enthusiastically support the goals of the proposal "Project ALL: Authentic Learning for Leaders" submitted by Virginia Commonwealth Education and Richmond City Public Schools. Through this proposed project, a partnership will be created to train, mentor, and retain strong leadership in a high-need school district.

In particular, the proposal goal which addresses the creation of an intense instructional leadership preparation experience that is built around a year long school simulation is especially relevant. Ensuring that aspiring instructional leaders are a part of a meaningful, relevant program that includes real school experiences is important to create confident, successful leaders. Too often school leadership programs equip students with theoretical knowledge but are lacking adequate resources to provide rich, practical experiences in actual school settings. As proposed in this grant, leaders will be exposed to real life situations which will ready them to assume the many responsibilities of an assistant principal. The use of simulations in this program preparation will add value to delivery systems already being impacted by technology.

Personnel at the State Council of Higher Education and I wish for the success of this proposal, and are excited to see how this innovative program impacts school leadership and student achievement. We are confident that the proposed project will contribute significantly to the preparation and retention of school leaders where they are needed the most.

Sincerely,

Daniel J. LaVista
Executive Director

DJL/dma

COMMONWEALTH *of* VIRGINIA

DEPARTMENT OF EDUCATION
P.O. Box 2120
Richmond. Virginia 23218-2120

BILLY K. CANNADAY, JR., Ed.D.
Superintendent of Public Instruction

April 28, 2008

Office: (804) 225-2023
Fax: (804) 371-2099

Dr. Charol Shakeshaft
Department Chair, Educational Leadership
Virginia Commonwealth University
School of Education
1015 West Main Street
Richmond, Virginia 23284-2020

Dear Dr. Shakeshaft:

I am pleased to offer this letter of support for the "Project ALL: Authentic Learning for Leaders" proposal. Funding this proposal will serve to enhance and improve leadership preparation not only in Richmond City Public Schools, but also throughout the Commonwealth of Virginia.

The strong connection between quality school leaders and increased student achievement requires an intense focus on the effective preparation of school leaders especially in high-need schools. This school year, as State Superintendent, I established a task force to advance Virginia's leadership agenda. From the task force came revised performance standards for school leaders, with accompanying performance indicators and a guidance document on induction, professional development, and district support systems for school leaders. This proposed project addresses all of the recommendations of the task force and provides an opportunity to pilot a new innovative approach to preparing school leaders through an intensive 12-month instructional leadership preparation program based on competencies, not graduate courses, and on real data, scenarios, cases, and experiences of high-need schools. Further, it includes a strong induction program through an instructional assistant principal internship and two additional years of intensive mentoring. The real school simulation, cases, and mentor training program that will be developed as part of this project can serve as prototypes for other preparation programs throughout the state.

Dr. Charol Shakeshaft
April 28, 2008
Page 2

      I am very committed to the vision and goals of this leadership preparation project and believe that the project will serve as a model of how K-16 partnerships can improve the quality and effectiveness of leaders in Virginia's highest-need secondary schools.

      I am confident that the project will benefit students and will contribute significantly to leadership preparation in Virginia. I look forward to hearing that this proposal has been funded.

                          Sincerely,

                          Billy K. Cannaday, Jr.
                          Superintendent of Public Instruction

BKCJr/eh

COMMONWEALTH of VIRGINIA

BOARD OF EDUCATION

413 Stuart Circle, Suite 130
Richmond, VA 23220
(804) 237-8909
(804) 237-8901 (FAX)

Mark E. Emblidge, Ph.D.
President

April 28, 2008

Dr. Charol Shakeshaft
Department Chair, Educational Leadership
Virginia Commonwealth University
School of Education
1015 West Main Street
Richmond, Virginia 23284-2020

Dear Dr. Shakeshaft:

I am pleased to offer this letter of support for the proposal entitled "Project ALL: Authentic Learning for Leaders" which is a collaborative effort between Virginia Commonwealth University and Richmond City Public Schools (RPS). Funding this proposal will serve to improve the preparation and retention of quality leaders in a high-needs school division.

As President of the Virginia Board of Education, and previous Chair of the Richmond School Board, as well as a parent, I fully understand the overwhelming task that Richmond and similar urban districts face each year with high turnover rates of administrators and a lack of high-quality candidates to fill these critical positions. I strongly support the goals of this project to recruit, train, mentor, and retain quality leaders in the highest-need secondary schools in Richmond.

The innovative nature of the proposed preparation program which simulates a school year in a composite RPS high-need secondary school and is based on real RPS data, scenarios, cases, and experiences, will serve as a model for others. Such an innovative program will prepare school leaders to face the challenges of high-need schools by providing real time and real world authentic experiences before they become assistant principals and principals. The instructional assistant principal internship and mentoring components of the program are also crucial to the retention of strong leaders who can lead efforts to improve student achievement in high-need schools.

For all of these reasons, I am confident that the proposed project will contribute significantly to leadership preparation and retention in hard-to-staff schools, and will complement efforts already under way in Richmond. Funding such a leadership proposal will strengthen the recruitment, training, support, and retention of qualified assistant principals and principals in our most challenging schools and provide a system for succession planning to ensure that strong principals and assistant principals exist in all schools. I offer my full support of this proposal and am excited about its potential to reshape the future of leadership preparation in both Richmond Public Schools and the Commonwealth of Virginia.

Sincerely,
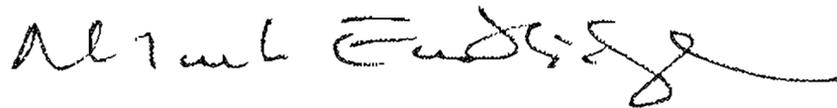
Mark E. Emblidge
President, State Board of Education

MEE/eh

COMMONWEALTH of VIRGINIA

Office of the Governor

Timothy M. Kaine
Governor

April 28, 2008

Dr. Charol Shakeshaft
Department Chair and Professor
Educational Leadership
School of Education
Virginia Commonwealth University
1015 West Main Street
Richmond, Virginia 23284-2020

Dear Dr. Shakeshaft:

I am pleased to submit this letter of support for the proposal "Project ALL: Authentic Learning for Leaders" submitted by Virginia Commonwealth University in collaboration with Richmond City Public Schools. The goal of this proposal is to increase student achievement by preparing and retaining assistant principals and principals to serve in high-need secondary schools in Richmond City. The program will recruit exemplary teachers into an intensive, innovative leadership preparation program that will develop their knowledge, skills, and experiences to lead instructional improvement in the highest-need schools in Richmond City. The program will also increase retention of newly prepared assistant principals and principals through a year-long internship and ongoing support for two additional years.

One of the challenges facing Virginia's urban school districts is an increased demand for high-quality school leaders. Turnover rates are high and there is a lack of quality candidates to fill leadership positions. Adding to this difficulty is the impeding retirement of many current school leaders in urban centers like Richmond. The strong connection between quality school leaders and increased student achievement requires an intense focus on the effective preparation of school leaders, especially in high-need schools, and a system for succession planning to ensure strong principals and assistant principals exist in all schools.

Funding of this leadership proposal will enable Richmond Public Schools and others to benefit from an innovative program to train secondary school leaders. The innovative nature of this project which is based on competencies, not university courses, and uses a year-long school simulation based on real data, scenarios, cases, and actual experiences of high-need schools, will be a model for improved leadership preparation across the Commonwealth of Virginia.

Patrick Henry Building ● 1111 East Broad Street ● Richmond, Virginia 23219
(804) 786-2211 ● TTY (800) 828-1120
www.governor.virginia.gov

Project ALL   Authentic Learning for Leaders   A56

PR/Award # U363A080045   e56

I would like to reiterate my support for Project ALL. The combined effort of Virginia Commonwealth University and Richmond City Public Schools will benefit students and will contribute significantly to leadership preparation in Virginia. I look forward to hearing that the proposal is successful.

Sincerely,

Timothy M. Kaine

Data Confirming High-Need LEA Eligibility

Name of the LEA		Poverty Rate 2005 (A2)				Percent of Teachers 2006-07 (B2)
LEA		Children in District	Children in Poverty	% in Poverty	AND	Teachers with Provisional License
Richmond Public Schools		28,891	8,392	29%		10%

Data Source for A1:   Census Data - 2005
http://www.census.gov/hhes/www/saipe/district.html

Data Source for B2:   Virginia Department of Education Report Card
https://p1pe.doe.virginia.gov/reportcard

Description of Target Middle Schools

Chandler Middle School is a Title I school in year 5 of school improvement. The school has been reconstituted and is conditionally accredited as a result of that action by the Board. The student population has decreased from 507 in 2005-2006 to 355 this school year. The school did make AYP last year.

Elkhart Middle School is a Title I school in year 5 of school improvement. The school is accredited with warning and did not make AYP for 2007-2008. The student population has decreased from 555 to 492.

Lucille M. Brown Middle School is a Title I school in year 3 of school improvement. The school is accredited with warning and did not make AYP. The school has seen a slight drop in enrollment even though the district's middle school IB program is housed at Lucille Brown.

Martin Luther King, Jr. is a Title I middle school in year 3 of school improvement. The school is accredited with warning but did make AYP. In 2004-05 two middle schools were combined to createe Martin Luther King, Jr. The school has seen a significant drop in enrollment since 2005-2006 (from 797-612).

Boushall Middle School is a Title I middle school in year 3 of school improvement. The school is conditionally accredited and did make AYP for 2007-2008. The population has decreased significantly since 2005-2006 (711-473).

META Teacher Development and Retention Project

Results of First Pilot of Santa Cruz New Teacher Project Mentoring Model

In October 2004, META received a five-year TQE-P grant to improve the preparation and retention of teachers in high-need schools. One goal of the TQE-P project is to increase teacher retention and improve student achievement in the most challenging schools in the META divisions by implementing the Santa Cruz New Teacher Project (SCNTP) full-release mentoring model. Unlike the "buddy system" currently used in most Virginia mentoring programs that simply help a beginning teacher to <u>survive</u> the first year, the Santa Cruz model helps beginning teachers <u>thrive</u> through an intensive focus on improving their knowledge and skills. It is based on the belief that learning to teach is a career-long developmental process that involves a continuous cycle of planning, teaching, and reflecting. The work is centered on responding to each teacher's individual and contextual needs through ongoing examination of classroom practice for the purpose of promoting high achievement for all students.

In the first two-year pilot (2005-2007), four full-time mentors served 52 beginning teachers in fourteen RPS high-need schools using the Santa Cruz mentoring model that provides intensive, weekly support focused on improving instruction. Thirty-one beginning teachers in eleven RPS schools are currently involved in the second two-year pilot that seeks to replicate the model in additional high-need schools and carefully study the results. Strong research supports the SCNTP model:

- Teacher retention data showed a 94% retention rate of beginning teachers in districts using the Santa Cruz model, as compared to 50% in other districts over a seven-year period (Strong and St. John, 2000).

- A study examined test scores of elementary students of new teachers from three California school districts. In the district implementing the Santa Cruz model, 74% of new teachers had students who made test score gains in reading over the year, compared with 47% and 41% in the other districts (Strong, Fletcher, & Villar, 2003a).

- Students of beginning teachers involved with the Santa Cruz model showed achievement gains comparable to those of veteran teachers in the same district, despite being assigned larger proportions of low-achieving students. This finding held over a three-year period.

In addition to these promising SCNTP results, preliminary findings from the evaluation of the first two-year pilot has shown a similar positive impact on teacher retention and student achievement at the elementary level.

Impact on Achievement: *Greater Gains among Elementary Pilot School Teachers*
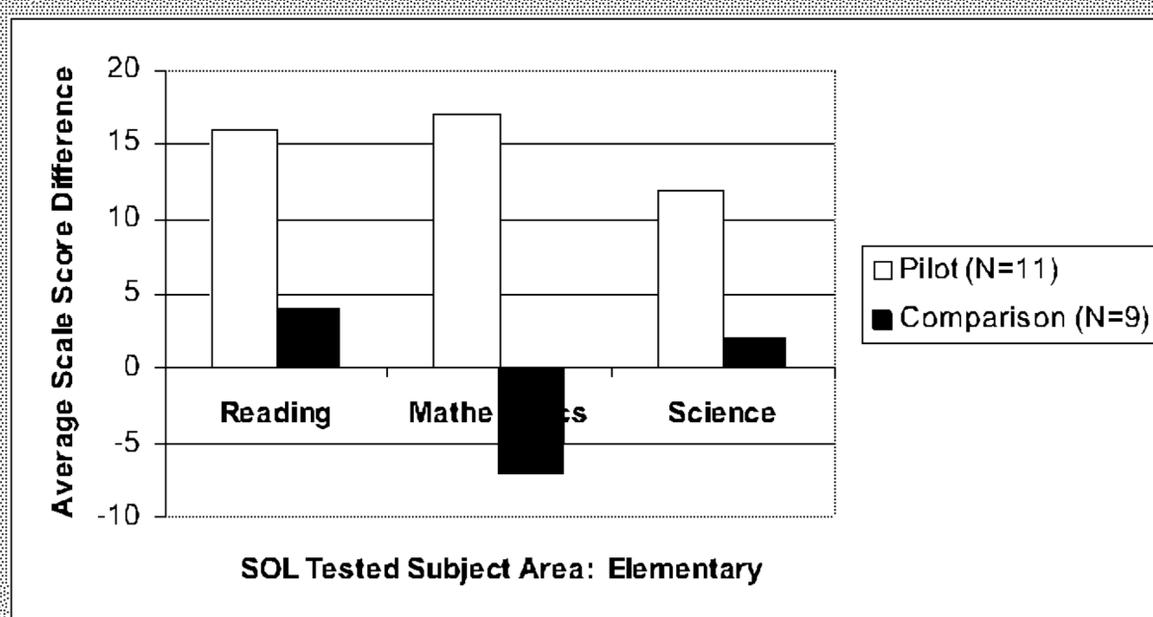
Difference between 2006 and 2007 test scores among pilot and comparison school Elementary teachers is statistically significant at p < .05 for Mathematics.

2006 and 2007 SOL Pilot School Results at the Elementary Grades
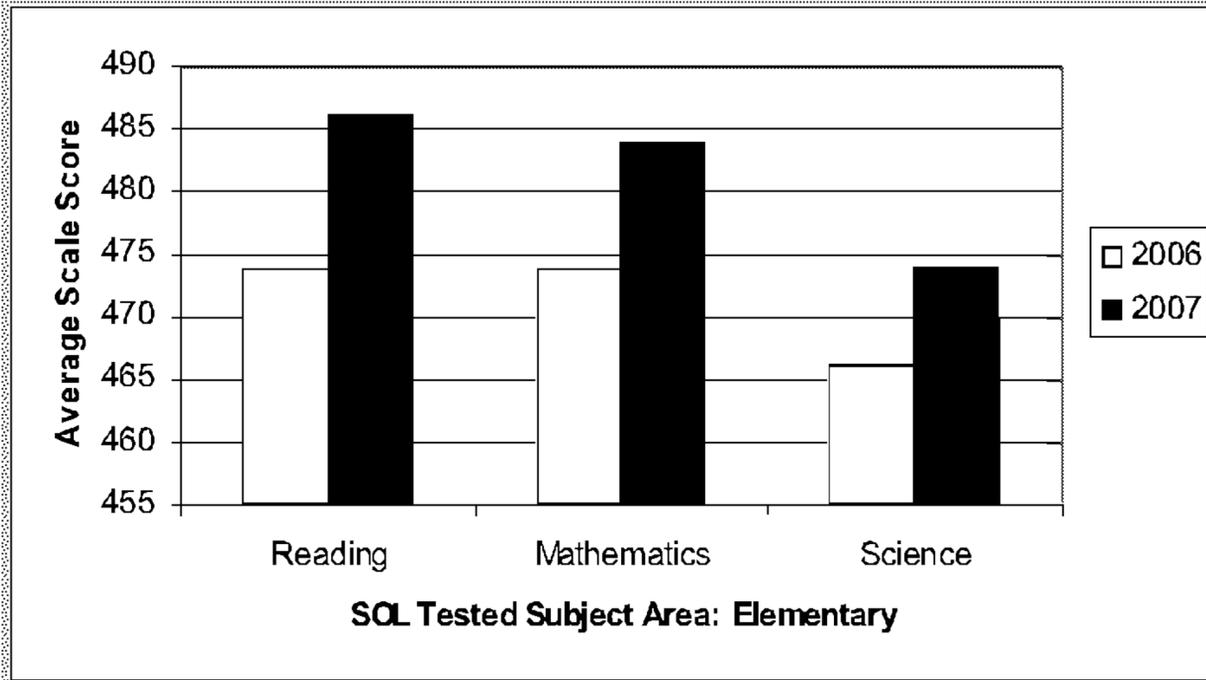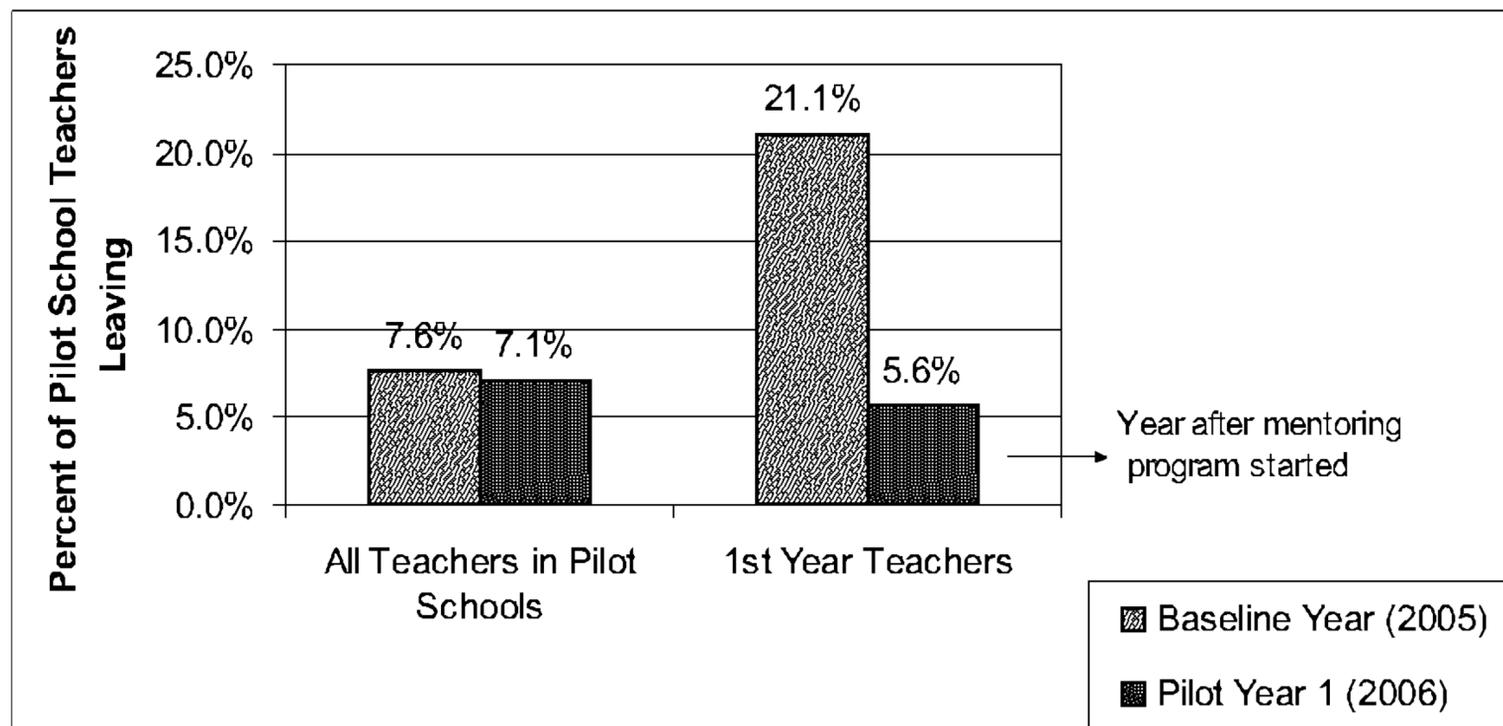
Figure 1. Study of Attrition Rates: District B

These positive results have led the Richmond Public Schools to seek to align their training of principals with that of the full-release mentors in the pilot schools. In October 2007, Santa Cruz trainers provided a two-day training, *Improving Student Achievement through Observation and Feedback*, for all RPS principals. Project ALL seeks to build on this initial work by providing the Santa Cruz training to identified assistant principals who aspire to lead high-need secondary schools current RPS assistant principals and principals who had not had the training.

Project ALL Study Questions	
What are the differences between the outcomes of those who experience learning through simulation and those in traditional preparation programs?	
Simulation Goal Area	*Leader Behavior Domain*
Effectiveness/efficacy of what simulation users learn about dimensions of school instructional leadership	Compared to conventional preparation, leaders who work with the interactive computer simulation series will…
	1. understand curriculum and assessment
	2. act to provide, support or guarantee quality curriculum and assessment
	3. model D3M
	4. communicate professional beliefs
	5. be accessible to and communicate with teachers and students
	6. understand and act on local resource allocation
	7. be entrepreneurs for the school
	8. be pro-active about school problems
	9. use organization and management routines to advance school purposes
	10. communicate and pursue goals that are high but attainable
	11. manage adults consistently and transparently
Efficiency of delivery of teaching/learning from the perspective of the IHE faculty or academy trainer	Compared to conventional delivery (print, teacher-talk, etc.) computer simulations will…
	12. Be less costly to replicate (trainer costs, venue costs, registration management, etc.)
	13. Preserve message fidelity across differing instructional settings
	14. Preserve message fidelity across different instructors
	15. Preserve message fidelity longer, through more iterations
	16. Be less costly to revise
Efficiency of acquisition of teaching/learning from the point of view of the administrator in training	Compared to conventional delivery (print, teacher-talk, etc.) computer simulations will…
	17. Be more geographically accessible
	18. Be more temporally accessible
	19. Be available with fewer personal barriers (embarrassment, public loss of status)

	20. Be less costly to complete (travel, elapsed training time, fees)
21. With what fidelity has Project ALL been implemented?	
22. Who was recruited to the program and are those people different in any way than those who self select into programs?	
23. Why did people decide to participate in Project ALL?	
24. What recruitment incentives worked?	
25 With what fidelity is the mentor training program delivered?	
26. How do participants evaluate the mentor training program?	
27. How do participants evaluate simulations, internships, apprenticeships, mentors?	
28. What are the outcomes of this program? Are there different outcomes for graduates in this program vs those in traditional programs in terms of job selection, salary, SLLA success, satisfaction, leadership abilities?	
29. Are there differences in student achievement by school in schools where graduates of Project ALL serve in leadership positions vs similar schools led by non Project ALL administrators?	

TIME LINE OF PROJECT ALL ACTIVITIES

Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011	Year 4 2011-2012	Year 5 2012-2113
Recruit first cohort of 10-15 teacher leaders.	Purchase two course release for project participants so they can begin intensive preparation program	1. Begin Instructional AP internship for first cohort. 2. Recruit second cohort of 10-15 teacher leaders	1. Mentor first cohort intensively in their new AP or Principal position 2. Purchase two course release for second cohort so they can begin intensive preparation program.	1. Continue to mentor first cohort intensively to increase retention of APs/ Principals in RPS 2. Begin Instructional AP internship for second cohort.
Develop curriculum for intensive 12-month preparation program aligned with new state leadership standards.	1. Continue to refine and develop curriculum 2. Schedule Santa Cruz 2-day training for project participants and current APs and principals.	1. Continue to refine and develop curriculum 2. Schedule Santa Cruz 2-day training 3. Seek feedback from first cohort on appropriateness of the training	1. Schedule Santa Cruz training. 2. Seek feedback on curriculum. 3. Evaluate the program.	1. Schedule Santa Cruz training. 2. Offer curriculum to others in state. 3. Evaluate the program.
Develop simulation.	Continue to refine simulation.	1. Seek feedback from first cohort on appropriate-ness of the simulation. 2. Make changes based on feedback.	1. Seek feedback from first cohort on appropriate-ness of the simulation. 2. Make changes based on feedback.	Offer simulation to others in state.
Design mentor training.	Recruit and train 15 mentors to serve as mentors for first cohort.	Assign 15 mentors to first cohort APs	Continue to work with first cohort for retention and success.	1. Continue to mentor first cohort for retention and success. 2. Assign mentors to second cohort.

Project ALL: Authentic Learning for Leaders

Evaluation Tasks
Year One
General evaluation research management:
Develop survey and observation protocols.
Pilot survey and observation protocols
Full-cost assumption cost estimates from conventional instruction (teacher-talk + print + other experiences as appropriate)
Document recruitment process
Interview and survey those recruited
Select comparison group
Document development of simulation
Draft items for data collection from learners, 360° sub- and super-ordinates and IHE and academy faculty
Analyze data
Interpret data per study questions
Circulate draft report for comments, corrections
Revise year one report
Final year one report
Year Two
General evaluation research management
Draft and pilot items for data collection from learners, sub-and super-ordinates and IHE and academy faculty
Interview and survey leadership candidates
Interview and survey comparison group
Administer VAL-ED to treatment and comparison groups
Field measures of simulation delivery
Reduce qualitative data as appropriate and necessary
Receive simulation-generated, learner self-report and 360° sub- and super-ordinate data
Year 2 General Beta-site evaluation analysis and reporting (Efficacy and efficiency data)
Merge data from all conditions, all learner characteristics
Collect data on summer internship, mentor interactions
Collect data on completion of program, skills achieved, SLLA results for both treatment and comparison groups
Analyze data
Interpret data by study questions
Circulate draft reports for comments, corrections
Revise Year Two report
Final year two report
Final revisions to Year 1 and Year 2 interactive simulations
Year Three
General evaluation research management
Experimental evaluation, learning efficiency
Field data collection for apprenticeships

Field data collection comparison groups
Collect Student Achievement data reports by school for comparison and treatment schools
Merge data from all conditions, all learner characteristics
Analyze data
Interpret data by study questions
Circulate draft reports for comments, corrections
Revise
Final Year Three Report
Year Four
General evaluation research management
Experimental evaluation, learning efficiency
Draft items for data collection from learners, 360° sub- and super-ordinates and IHE and academy faculty
Field data collection all sites
Liaison and incentives for IHE and academy sites
Receive simulation-generated, learner self-report and sub- and super-ordinate data
Interview and survey leadership candidates
Interview and survey comparison group
Administer VAL-ED to treatment and comparison groups
Field measures of simulation delivery
Reduce qualitative data as appropriate and necessary
Receive simulation-generated, learner self-report and 360° sub- and super-ordinate data
Year 4 General Beta-site evaluation analysis and reporting (Efficacy and efficiency data)
Collect data on summer internship, mentor interactions
Collect data on completion of program, skills achieved, SLLA results for both treatment and comparison groups
Merge data from all conditions, all learner characteristics
Analyze data
Interpret data by study questions
Circulate draft reports for comments, corrections
Revise
Final Year Four Report
Year Five
General evaluation research management
Experimental evaluation, learning efficiency
Field data collection for apprenticeships
Field data collection comparison groups
Field data collection administrative positions for both treatment and control
Collect Student Achievement data reports by school for comparison and treatment schools
Merge data from all conditions, all learner characteristics
Analyze data

Interpret data by study questions
Circulate draft reports for comments, corrections
Revise
Final Report

Description of Interactive Inc

<u>Dale Mann, Ph.D.</u>, is Managing Director, Interactive, Inc. and Professor Emeritus, Teachers College, Columbia University.

He has produced computer simulations for (1) municipal decision makers, (2) parents of at-risk students, (3) school dropouts and (4) basic math skills and personal financial decision-making. He also authored the budget simulation in the University Council for Educational Administration's early, *Wilson Elementary .School.* series.

For 33 years, Mr. Mann was a professor of educational administration at Teachers College, Columbia University and, for ten years, chair of that department. Mr. Mann wrote the first text and edited the first book series devoted to policy analysis in education (<u>Policy Decision-Making in Education: An Introduction to Calculation and Control</u>, NY, Teachers College Press, 1975). He is the author of more than one hundred articles on school improvement and <u>Making Change Happen?</u> (Teachers College Press 1978) and "In God We Trust: All Others Bring Data", *School Business Affairs*. January 2003.

Since 1985, the firm which he founded, Interactive, Inc. has concentrated in developing and evaluating the gains from e-learning, a field in which Mr. Mann has been identified as one of America's ten most influential leaders. The firm's 200+ past and present R&E sites and clients include:

Sun Microsystems	NYC Department of Education
Texas Instruments	NYC Department of Health
Bertelsmann	Homeroom.com
Benesse	World Conservation Society
Scholastic	Milken Family Foundations
LearningStation	U.S. Department of Education
Learning.com	States of Pennsylvania, West Virginia, Maine
e-Sylvan	and Arizona
Classwell Learning Group	

In 2003, the USDE's Institute for Education Sciences awarded a three-year research contract for Interactive, Inc. to study the outcomes of professional development in connection with the State of West Virginia's school-based technology integration teams.

Dr. Mann has worked on school reform since the 1960's when his Washington service included responsibility as Special Analyst for Education in the Executive Office of President Lyndon Johnson and work implementing the Elementary and Secondary Education Act.

He is the founding chair of the International Congress for School Effectiveness, an organization with members from 65 countries focused on improving schools for the most needy children. With the Soros Foundations and the World Bank, Dr. Mann has created networks of reform-oriented school administrators in 8 countries of the former Soviet Union.

Issue and Audience Analysis

Research-validated leadership factor issue analysis: identify world-of-practice vignettes

Leadership training factor (ISLLC) issue analysis: identify world-of-practice vignettes

Focus group reactions to issues and initial vignettes (paper-and-pencil mock-up)

Simulation Initial Planning

Learning objectives identified, knowledge

Learning objectives identified, attitudes

Learning objectives, identified, skills and behaviors

Identify variations (if any) in learning objectives per setting (academies, IHEs, self-study)

High Level Design

Initial specification of vignettes, choices and consequences across domains

Initial configuration of vignettes balanced to reflect world-of-practice demands and research-based leadership behavior factors

Fly-over map of decision flow across functions, across time and over both DVD simulations

Initial specification of full-motion video, computer graphics, balance

Initial specification of scoring algorithm, summary de-brief and summary prescription for learner-user

Print mock-up for review by partner organizations, beta-site test organizations and USDE

Specify look-and-feel---determine desired level of near or at-broadcast quality, consistent screen and video style, character and story-line continuity within simulation and across two-DVD set, reading index for collateral material

Story-line/Character Development

Vignette descriptions, draft problems with options, choices and consequences

Draft character 'bible', i.e., which characters play what roles across two-DVD simulation, continuity, appropriateness, etc.

Balance cast roles among teachers, administrators, parents, school board members, students, etc.

Populate Simulated School with Data

Student bio-social characteristics

Student assessment data

Student achievement data (multiple sources and types)

Teacher salaries and other costs

Collective bargaining and/or other labor agreements (multiple)

Administrator salaries and costs

Non-certified staff salaries and costs

Transportation, nutrition and other expenses

Physical plant characteristics and costs

Class schedules

Transportation schedules

Curriculum texts, required courses, minimum performance

Instructional technology
Lesson plans, SOP archives
Curriculum-as-taught
State standards and content standards
Promotion/retention standards
Vignette Development
List of problem vignettes balanced by domain of origin, leader factors, ISLLC standards
Vignettes organized by temporal sequence, diurnal business of schooling
Vignettes sequenced in logical, contingent relation with respect to each other, e.g., multi-functional consequences of budget allocation decisions or union relations
Identify alternate trajectories through simulation linked to choices
Determine use of random interruptions (e.g., "fire-fighting" incidents typical of school daily crises)
Choice option scoring estimated for each vignette-choice-consequence sequence
Simulated school data sets linked as necessary or appropriate per vignette
February - March 2009   **SIMULATION SCRIPTING AND CONTROL SPECIFICATION**
Vignette Flow Boards and Story Boards
Specify front-matter, introduction, orientation (talking heads, simulation fly-over)
Specify full-motion video, video-graphics, text screens, animation, talking heads, etc.
Specify audio
Specify links to school data and or other contextual material
Specify end-matter, interpretation, link to further resources, invitation to re-play
Scoring Algorithms
Specify computer programming to score *each* action (including delay, defer, decline to act) and to compile user/learner action summaries
Allocate importance points across groups of vignettes by leader behavior factor
Allocate importance points within vignettes per component choice
Link performance levels to summary simulation outcomes (e.g., learner/user is promoted, transferred, separated)
Link performance levels within domains to prescription for different, follow-on learning experiences
Point learner, as indicated by performance, to re-play, to additional training
April-May 2009   **VIDEO AND COMPUTER PROGRAMMING PRODUCTION AND POST-PRODUCTION**
Pre-Production
Location scout and permissions
Property specifications and management
Audition and cast talent (industrial, non-SAG rates)
Permissions from all talent, paid and volunteers
Rehearsal
Production
Transportation, support and field logistics
Full-motion location shoot

| Still shot production, location |
|---|
| Full-motion studio shoot |
| Still shot production, studio |
| Video-graphics, computer graphics |
| Audio-tracks, voice-overs, music |
| Mix elements |
| Programming to control simulation (hot spots, conditional triggers, vignettes and consequences on adjacent real estate, trajectories, score compilation, custom de-brief triggers, etc.) |
| **Post Production** |
| QA testing, debug (all paths, all tracks, all consequences, all scoring combinations, etc.) |
| Confirm open architecture accessibility |
| Point to print resources, web resources |
| Revise |
| Master and replicates |
| Distribute for beta-testing |
| June – August 2008
BETA TESTING |
| **Beta Site Testing** |
| Negotiate cooperative study agreement |
| Negotiate study protocol acceptability |
| Recruit self-study individual participants |
| IRB review and human subjects permissions as appropriate |
| Develop embedded unit objectives for self-report data collection linked to simulation |
| Adapt and/or adopt items from empirically-documented school leader behavior instruments and add to self-report data collection |
| Pilot test self-report data collection with non-participating administrators-in-training (practicing and aspiring) from parallel settings |
| Revise self-report data collection |
| Field pre-simulation (or pre-conventional training) data collection in all settings |
| Receive pre- self-report data |
| Data ETL (extract, transform and load) |
| Clean and merge data |
| September 2009-June 2010
YEAR ONE BETA EVALUATION REPORTING AND SIMULATION REVISION |
| Field post-simulation (or post-conventional training) data collection in all settings |
| Receive post- self-report data |
| Data ETL |
| Clean and merge data |
| Analyze data---distribution and strength of relationships |
| Interpret data---conclusions and recommendations |
| Circulate Year 1 beta test outcomes in draft for comments and criticism |
| Receive and reflect as appropriate Year 1 draft comments from all partner organizations |
| Revise Year 1 DVD simulation as indicated from beta test results |
| Reflect Year 1 lessons in planning for all production, post-production and testing for |

Year 2
Accelerated production and post-production steps (as above) for refined Year 1 DVD simulation
Distribute Year 1 refined simulation
July 2010-August 2011 **REVISIONS BASED UPON SECOND LEARNING COMMUNITY**
Revisions
Substantive program and learning revisions as indicated
Computer programming
Post-production (QA testing, de-bug paths, confirm open architecture, revise, produce master and replicates)
July-August 2010 REVISIONS TO INTERACTIVE COMPUTER SIMULATIONS
Revisions
Substantive program and learning revisions as indicated
Computer programming
Post-production (QA testing, de-bug paths, confirm open architecture, revise, produce master and replicates)

A SERIES OF COMPUTER SIMULATIONS USING THE RESEARCH-BASED LEADERSHIP FACTORS AND VIRGINIA AND ISLLC STANDARDS TO ADVANCE PUBLIC SCHOOL LEADERSHIP
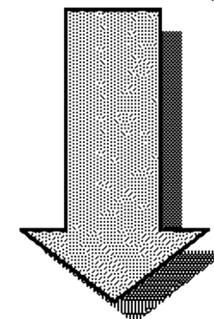
RPS Participants in Project ALL

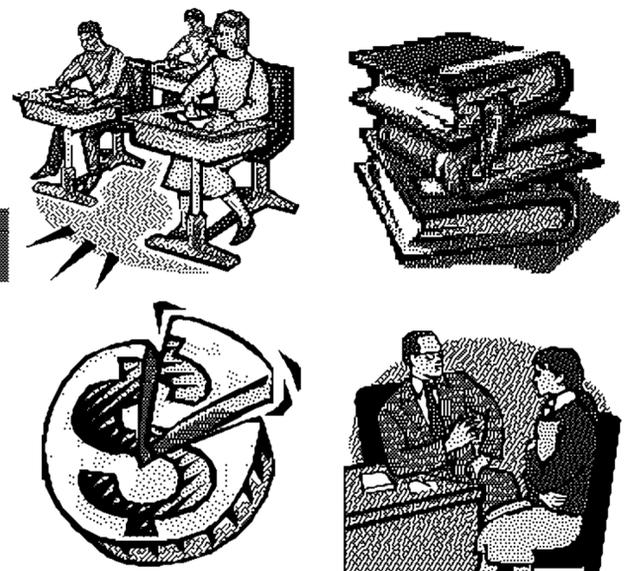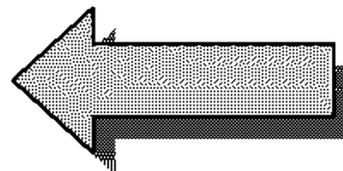**Use a Simulation of a Year in the Life of a School Administrator**
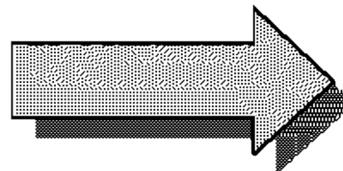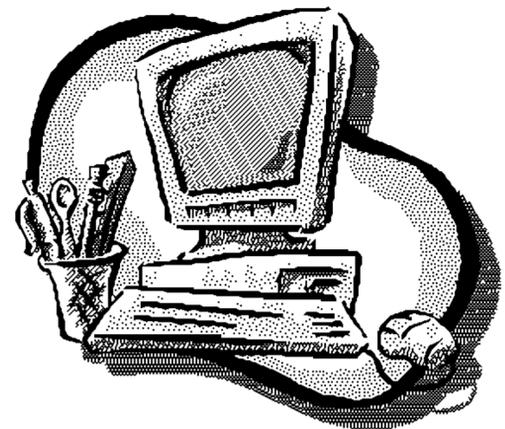
Provided by Project ALL

And See Immediate and Long-Term Consequences

To Practice Decisions that School Administrators Make On a Daily Basis

Description of CTL Activities

The Center for Teacher Leadership at VCU School of Education works with exemplary teachers throughout Virginia and the nation to promote and support teacher leadership in order to improve teaching and learning. CTL works with accomplished teachers to (1) promote the concept of teachers as leaders of change; (2) develop more effective teacher leaders through access to information and high-quality training; and (3) share the knowledge, experience, and insight of teachers with policymakers and others. Major programs include:

- The Virginia Teacher Leaders Network (VA-TLN), a network of more than 175 Teachers of the Year, Milken Educators, and National Board Certified Teachers who are willing to serve as resources to others. Through a database of these recognized teachers, CTL identifies professionals with the right knowledge and skills to meet the needs of those seeking the expertise of accomplished teachers.

- The VA-Forum, an on-line discussion group dedicated to connecting teacher leaders throughout Virginia.

- A National Board Certification Candidate Support Program for teachers in the metro-Richmond area who are seeking National Board Certification. Prior to the program's inception in September 2001, there was only one National Board Certified Teacher (NBCTs) in the entire metro-Richmond area. There are now 193 NBCTs and 47 candidates seeking certification in the 2007-2008 cohort. In partnership with the Virginia Department of Education (VDOE) and the Virginia Education Association, CTL also hosts a listserv for teachers throughout Virginia who are seeking National Board Certification and a statewide Advanced Candidate Retreat for teachers who have to retake portions of the assessment.

- The META Teacher Development and Retention Project, a S5.9 million five-year project funded in October 2004 by the U.S. Department of Education to improve the preparation and retention of teachers in the metro-Richmond area.

CTL has earned a reputation for providing extensive, high quality professional development opportunities for teacher leaders that include:

- Clinical Faculty training for exemplary teachers who wish to work with VCU preservice teachers.

- Mentor teacher training based on the Santa Cruz New Teacher Center model.

- An on-line course, *Teacher as Change Agent*, designed to help teacher leaders become more effective in the policy arena.

- Coaching opportunities for NBCTs to work with current candidates, as well as opportunities to co-present and facilitate the monthly National Board support workshops.

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Budget Narrative

Budget Narrative

<u>Attachment 1:</u>
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BUDGET NARRATIVE

Personnel

This section describes all positions for which partial or full salary support is requested. All salaries are inflation adjusted at the rate of 4% during each year of the project.

Principal Investigator – Dr. Charol Shakeshaft (12 month appointment) will serve as the Principal Investigator (PI) and devote (b)(4) of her time to the project during each project year. As PI, Dr. Shakeshaft will be responsible for ensuring that all project activities are developed and implemented according to the prescribed timeline, directing the efforts of all project staff, ensuring that all funds are expended in a timely manner, and representing the project at the Project Director's meeting. In addition, Dr. Shakeshaft will oversee the development of the project curriculum, including the case studies and real school simulation. (Year 1 requested (b)(4), (b)(6) adjusted for inflation in Years 2, 3, 4, and 5.)

Project Co-Principal Investigators Dr. Terry Dozier will serve as a Co-PI and devote (b)(4) (AY) and (b)(4) (Summer) of her time to the project during each project year. As Co-PI, Dr. Dozier will (1) oversee the recruitment of exemplary teachers for the project; (2) provide input into the instructional leadership component of the leadership preparation curriculum and training cases and simulation; and (3) serve as the liaison with META. (Year 1 requested (b)(4), (b)(6) AY and (b)(4),(Summer; adjusted for inflation in Years 2, 3, 4, and 5.)

Dr. Jo Lynne DeMary will also serve as a Co-PI and devote (b)(4), (AY) and (b)(4), (Summer) of her time to the project during each project year (9 months and summer). As Co-PI, Dr. DeMary will (1) oversee the development of the mentoring component of the project; (2) serve as the

liaison with EduLead to ensure the project continues to build on leadership work already underway in RPS; and (3) serve as a liaison with RPS and other school systems seeking assistance in preparing principals for high-need secondary schools. (Year 1 requested (b)(4), (b)(6) AY and (b)(4), (b)(6) Summer; adjusted for inflation in Years 2, 3, 4, and 5.)

Project Coordinator We are requesting funds to support a Project Coordinator (to be hired) who will devote 100% of his/her time during Years 1, 2, 3, 4, and 5 of the project. The Project Coordinator will be responsible for (1) coordinating all activities under each of the project's objectives; and (2) ensuring efficient communication and cooperation across all project partners. (Year 1 requested $55,000; adjusted for inflation in Years 2, 3, 4, and 5)

Grant Administrator – We are requesting funds to support a Grant Administrator (to be hired) who will devote 100% of his/her time to project activities during each year of the project. The Grant Administrator will be responsible for assisting the PI and Project Coordinator in the development of project reports and will ensure compliance and accountability of all financial operations/processes for the project. Tasks include monitoring and reconciling fiscal actions, maintaining records, analyzing budget data, preparing financial reports, developing budget forecasts, technical report writing, effort reporting, purchasing, travel, and data entry and verification for various databases. The grants administrator also provides logistical support for all project meetings and trainings and technical support for the director and project staff. (Year 1 requested $40,000; adjusted for inflation in Years 2, 3, 4, and 5.)

Recruitment Specialist – We are requesting funds to support the efforts of a Recruitment Specialist who will devote 50% of his/her time to implement all activities related to recruiting exemplary teachers for the project. (Year 1 requested $15,000; Year 3 requested $17,000)

Technology/Curriculum Coordinator – We are requesting funds to support a Technology/Curriculum Coordinator (to be hired) who will devote 100% of his/her time to implement all activities related to developing and implementing the curriculum, case studies, and real school simulation. In particular, the coordinator will ensure that all products are available online and all technology works appropriately. (Year 1 requested in $50,000; adjusted for inflation in Years 2, 3, 4, and 5.)

Clinical Faculty – We are requesting funds to support two Clinical Faculty members who will devote 50% of their time to work with the curriculum design team to design and deliver the intensive 12-month training program. (Year 1 requested $50,000 [$25,000 per person]; adjusted for inflation in Years 2, 3, and 4.)

Mentorship Program Coordinator – We are requesting funds to support a Mentor Coordinator who will devote 50% of his/her time to implement all activities related to mentoring project participants. This includes recruiting mentors, designing and conducting training for mentors, and providing ongoing support, training, and coordination of mentors throughout the five years of the project. (Year 1 requested $25,000; adjusted for inflation for Years 2, 3, 4, and 5.)

Project Evaluator Dr. Jonathan Becker will serve as the Project Evaluator and will devote (b)(4)(b) of his time in Years 2, 3, and 4, and (b)(4) of time of his time in Year 5, as well as 100% of his summer effort for all 5 years, to oversee the project evaluation. Dr. Becker will be responsible for designing and implementing the comprehensive project evaluation plan. (Year 2 requested amount (b)(4)(b), Year 3 amount (b)(4)(b), and Year 4 amount (b)(4)(b) Year 5 request is (b)(4),(b)(6) which represents (b)(4) of the evaluator's time to complete the final report. For the summer months, Year 1 requested amount is (b)(4),(b)(6) S22,644, increasing by 4% for Years 2, 3, 4, and 5.)

Fringe Benefits -- Fringe benefits are requested at the current Virginia Commonwealth University rate of 33.9% for full-time faculty and classified staff, and 7.9% for part-time faculty and summer salary.

Non-Personnel

Consultants Project ALL will be working with three consultants representing:
Let Me Learn Workshops at S3,000 for Year 1, S4,500 for Years 2-4, project total of S16,500;
Santa Cruz trainers (2) at S4000 each for Years 2-5, project total of S32,000;
EduLead trainers at S15,000 each year, project total of S75,000.

Let The Let Me Learn is an advanced learning system through which individuals learn how to recognize and express who they are as learners. When they understand what kinds of learning come most naturally to them, learners can approach any learning task with more conscious intention and self-awareness. They also come to recognize learning situations in which

a learning pattern they are *not* naturally inclined to employ would be useful--and, with the help of a teacher, develop greater facility with this pattern. For Project ALL, Let Me Learn will be used with both faculty and students to facilitate graduate faculty in becoming learner-centered teachers of their students and with students to facilitate learner-centered leaders of schools. Funds will be used for an Awareness In-Service for faculty in Year One and for Student On-line in years 2, 3, and 4.

Santa Cruz Trainers will be hired to deliver a two-day principal's training in Years 2, 3, 4 and 5 for program participants and other Richmond Public School's (RPS) school leaders that build on work already underway in RPS to train all of their principals in Improving Student Achievement through Teacher Observation and Feedback.

EduLead Trainers will provide a curriculum in effective mentoring to the leader mentors for the project. Being a good administrator and being a good mentor are two different sets of skills. This training will help develop support and mentoring skills. EduLead mentor trainers will develop and oversee instruction of the mentoring curriculum. EduLead trainers will be used each year of the project.

Travel We are requesting a total of S11,000 in Year 1 and S14,000 in Years 2, 3, 4, and 5 to support the cost of project travel. S6,000 per year is requested to cover travel for 3 people to professional conferences. S5,000 per year is requested to send the PI and Co-Pi to the Project Director's Meeting for all years of the grant. An additional S3,000 in Years 2, 3, 4, and 5 is requested for travel expenses for the trainers from Santa Cruz. See table below.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Conference Travel	S6,000	S6,000	S6,000	S6,000	S6,000

Project Director's Meetings	$5,000	$5,000	$5,000	$5,000	$5,000
Santa Cruz Trainers	0	$3,000	$3,000	$3,000	$3,000
Total	$11,000	$14,000	$14,000	$14,000	$14,000

Supplies We are requesting $1,500 each year for general project supplies. Additionally, we are requesting $8,500 in project supplies for Years 2, 3, and 4 simulation materials, case study materials, and other products for building portfolios and undertaking action research student projects. Curriculum materials will costs $3,000 per year and will include funding for the development of a mentor training program. We have also built in funds to cover iPods for participants, mentors, and program instructors. The budget covers mid-range quality ipods which will be used to store a series of podcasts that Project ALL will produce and distribute through the program. We will build a library of 8 podcasts a year for each of 4 years on specific topics and issues in the preparation program. Experts both field and academic from around the country will record these podcasts to respond to simulation issues. The podcasts and ipods for all participants will cost $1,000 Year 1, $3,000 Year 2, and $3,000 Year 4. We estimate ipods to be $200 each and we will need 35 over the length of the project.

Other Non-Personnel

Tuition for program participants – Tuition will be paid through VCU's off-campus program at their rate of (b)(4) per class per student. We will be paying tuition for 15 teachers to complete this program in Year 2 and Year 4, a total of (b)(4) each year. Tuition is excluded from indirect cost calculations.

Meeting/Training Costs – We are requesting $5,000 per year for meeting expenses in order to have regular meetings with all teachers in the leadership program and mentors throughout the year, as well as expenses associated with hosting planning and development sessions, as needed. These funds will also cover advisory board meeting costs

Rent Rent is included in this grant. Rent will allow us to have off-campus space, as well as allow us to qualify for the lower indirect rate. This is budgeted at $1,200 per year.

Training Stipends

We are requesting $75,000 for stipends for mentors ($5,000 per mentor x 15 mentors) to provide intensive support for 1-2 project participants as they begin their internships and accept positions as secondary APs and principals in Years 3, 4, and 5 and to participate in program evaluation activities. In Year 2 we are requesting $15,000 ($1,000 per mentor x 15) to participate in a variety of training activities integral to the success of the project.

Contractual Services

We are requesting two subawards to Richmond Public Schools and Interactive, Inc. Detailed descriptions of these subawards occur at the end of the budget narrative below.

Richmond Public Schools will receive $285,285 in Year 2 and $308,564 in Year 4 to cover cost of two period release for program participants. These amounts were calculated using the average salary of a Richmond Public Schools teacher with 8-10 years and a Master's Degree. The average salary is currently $50,000 (Year 2). We adjusted each year by 4% resulting in the

average salary of S54,080 for Year 4. Fringe for RPS is 33%. Fifteen teachers are participating. We are reimbursing 2 of the 7 courses taught by these teachers to enable them to participate in this project. Therefore we are buying out of 28.6% of their time.

Interactive, Inc - In Year 1, S300,000 will be paid to Interactive Inc for production of the computer simulation aspect of this Project to include (b)(4) for personnel costs, (b)(4) for fringe benefits, (b)(4) for travel, (b)(4) for equipment and supplies to develop the simulations, and (b)(4) for training stipends. Year 2 will include (b)(4) for Production of computer simulations with (b)(4) for personnel to develop and test, (b)(4) for fringe, (b)(4) for travel, (b)(4) for supplies, and (b)(4) for stipends. Year 3, Interactive Inc will be paid S100,000 to include (b)(4) for personnel, (b)(4) for fringe, (b)(4) for travel, (b)(4) for supplies, and (b)(4) for training stipends. S75,000 is requested in Year 4 and 5 to include (b)(4) for personnel, (b)(4) for fringe, (b)(4) for travel, (b)(4) for supplies, and (b)(4) for training stipends.

Indirect Costs

Indirect costs are requested at the rate of 26% of allowable direct costs. Indirect costs are not requested on tuition or rent. VCU requests indirect costs on the first S25,000 of subcontracts.