

Author Biographies

APRIL ADAMS has held the position as Building Principal at Liberty High School for two years. Prior to this role, she held the position as Assistant Principal assigned to Curriculum and Instruction. April entered education as a Special Education Teacher and her passion to make a positive impact on the learning of children was the driving force to enter administration.

LYNDSAY J. AGANS is an Assistant Professor of Educational Leadership & Policy Studies at the University of Denver in the Morgridge College of Education. Her scholarship focus is on technology, teaching, and learning with an emphasis on inclusive excellence. She teaches in the areas of higher education, educational leadership, and curriculum and instruction. Current research includes initiatives with Aurora County Public Schools, ColoradoFIRST Robotics Competitions related to motivation for college-going and STEM motivation, and the development of technology resources for school leadership. In addition, Dr. Agans works on postsecondary readiness, instructional technology, and data systems for P-20 innovation.

JUSTIN M. BATHON, J.D./Ph.D., is an Assistant Professor of Educational Leadership Studies at the University of Kentucky where he researches and teaches educational law, policy and technology. He is a Director of the UCEA Center for the Advanced Study of Technology Leadership in Education. He blogs at www.edjurist.com and tweets @edjurist.

JONATHAN D. BECKER is an Assistant Professor in the Department of Educational Leadership of the School of Education at Virginia Commonwealth University, Richmond, VA. Jonathan's teaching and scholarly endeavors occur at the intersection of educational technology, policy, law and leadership. Currently, Jonathan is serving as the evaluator of a multi-million dollar, multi-year grant program funded by the U.S. Department of Education to develop simulations and to support leadership preparation and is a co-investigator of an NSF-funded grant targeted at research and development of science curriculum modules for students in underserved areas.

YVETTE CANTÚ was born and raised in a rural town in South Texas. She moved to San Marcos to attend Texas State University where she earned a B.A. in Interdisciplinary Studies with a minor in Spanish. She recently received her M.A. in Elementary Education from Texas State University. Yvette is currently working as a 3rd

grade teacher in San Marcos and is in the process of earning a PK-12 Principal Certificate in the State of Texas.

GEORGE CURRY is currently the superintendent for the Smithville School District in Smithville, Missouri. He has over 20 years of experience in school or district leadership positions in Kansas and Missouri. He completed an Education Doctorate from the University of Missouri-Kansas City in 2008.

SARA DEXTER is an associate professor of technology leadership in the Curry School of Education at the University of Virginia. Her research focuses on the school-level conditions that facilitate teachers' integration efforts, including technology support and technology leadership. She developed case-based learning environments for both aspiring teachers and school administrators with funding from the U.S. Department of Education. She was the 2009 recipient of the University Council for Educational Administration's Jack A. Culbertson Award. Current work includes an IES-funded development project aimed at strengthening school leaders' instructional leadership practice through developing teachers' abilities to integrate technology to support student learning.

JENNIFER FRIEND is an Associate Professor in the Educational Leadership, Policy and Foundations program at the University of Missouri-Kansas City. Her prior experience includes work as a middle grades language arts teacher, associate principal, and principal. She has recently published research in *Middle School Journal*, *American Educational History Journal*, and *Educational Studies*. She served as the President of the Missouri Professors of Educational Administration and is currently Secretary for the Learning and Teaching in Educational Leadership (LTEL)-SIG. Her research agenda focuses on equity issues related to urban educational leadership, educational leadership preparation, middle-level education, and documentary film as research.

LA'VON FUDGE is a 10th grade student in Duval County Public Schools (DCPS) where he is a recognized leader in and out of the classroom. In addition to his studies, he participates in football and is a youth mentor through his school's GEAR UP program. His academic goals are to attend and graduate from college and is interested in studying mechanical engineering or business.

FRANCISCO GUAJARDO is associate professor in the Department of Educational Leadership at the University of Texas Pan American. He taught and administered place based pedagogy programs at Edcouch-Elsa High School in south Texas, is a co-founder of both the Llano Grande Center for Research and Developments and the Community Learning Exchange. Through his teaching at U.T. Pan American, he uses digital storytelling as a strategy for building public school leaders. He studied at the University of Texas at Austin, where he earned a Ph.D. in Educational Administration in 2003.

MIGUEL A. GUAJARDO is an Associate Professor in the Education and Community Leadership Program at Texas State University-San Marcos. His research includes community building and youth development, leadership development, race and ethnicity, university and community partnerships, and Latino youth and families. He was a Fellow with the Kellogg International Leadership Program and the Salzburg Seminar. He is co-founder and chairman of the board of directors of the Llano Grande Center for Research and Development. He is co-founder of the Community Learning Exchange, and a partner in the Engaging Communities in Education initiative hosted by the University of Hawaii-Manoa.

RYAN HURLEY is the founding English teacher at Warren Early College High School in Warrenton, NC. Named to the National School Boards Association (NSBA)'s "20 to Watch" list for 2010, he has turned his classroom into a paperless learning community using a wide variety of free online resources. Hurley has a BA from Malone University and is currently working towards his MSA as part of North Carolina State's Northeast Leadership Academy.

CHRISTOPHER JANSON is an assistant professor in the University of North Florida where he teaches school counseling and educational leadership courses. He has public school experience as a junior high school teacher and high school counselor. His research interests include inter-professional relationships in schools, school counselor leadership, the career and academic of students in urban school, and community-based learning. He has published in journals such as *Professional School Counselor*, *Journal of School Leadership*, and *Journal of Special Education Leadership*. He earned his PhD in Counselor Education from Kent State University.

SUSAN KORACH is an Assistant Professor of Educational Leadership & Policy Studies at the University of Denver in the Morgridge College of Education. She co-designed and is director of a district/university partnership principal preparation program that received a 2008 U.S. Department of Education School Leadership Program grant. She is a member of the UCEA/LTEL Taskforce on Evaluating Leadership Preparation Programs, Advisory Committee for the Utah Education Policy Center, and is a Research Associate with The National Center for the Evaluation of Educational Leadership Preparation and Practice. Her research focus is on leadership preparation, learning transfer, university/district partnerships and institutional change.

DALE MANN is a professor of practice at Virginia Commonwealth University and professor emeritus from Columbia University's School for International and Public Affairs and its Teachers College where he chaired the Department of Education Leadership. Dr. Mann founded his company, Interactive, Inc. in 1985 to produce computer simulations for social purposes. The firm has been identified by the US Department of Education as a 'gold standard' education program evaluator having completing 200+ evaluation projects nationwide.

SCOTT McLEOD, J.D., Ph.D., is an Associate Professor of Educational Leadership Studies at the University of Kentucky. He is the Director of the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), dedicated to the technology needs of school administrators, and co-creator of the video series, *Did You Know? (Shift Happens)*. He has received national awards for his technology leadership work, including recognitions from the cable industry, Phi Delta Kappa, and the National School Boards Association. Dr. McLeod blogs regularly about technology leadership issues at *Dangerously Irrelevant* and *Mind Dump* and occasionally at *The Huffington Post*.

MOLLY MEAD is the Instructional Designer for the University of Missouri-Kansas City. Her prior work experience includes 15 years as an assistive technology specialist for state of Missouri and 10 years as the technology coordinator in the UMKC School of Education. Her research agenda focuses on content specific teaching strategies and scaffolds that support the success of undergraduate students in online learning environments.

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

JOHN B. NASH is an associate professor in the Department of Educational Leadership Studies at the University of Kentucky. He teaches courses on school reform, program evaluation, design thinking and research methods. His current research agenda investigates how technology, innovation and policy interact and influence schools and educators in different contexts. Nash is the former associate director for evaluation at the Stanford Center for Innovations (SCIL), where he conducted applied research on improving program evaluation in grant-funded initiatives. Prior to his work at SCIL he served as the Associate Director of Assessment and Research at the Stanford Learning Laboratory.

JOHN A. OLIVER is an Assistant Professor of Educational and Community Leadership at Texas State University-San Marcos. His research explores intersections of effective partnerships between communities, schools, and institutions of higher education for community change. Dr. Oliver earned his doctorate from Michigan State University in the area of Educational Administration with a focus in School Leadership. John was a public school teacher and Assistant Principal in Michigan for over 8 years.

SEJAL B. PARIKH is an assistant professor of Counselor Education at North Carolina State University. She has experience as a professional school counselor working in elementary, high school, urban, and suburban school settings. She received her Ph.D. in Counseling from the University of North Carolina at Charlotte where she was the recipient of the Dean's Distinguished Dissertation Award for Social Sciences. Her primary research focus includes social justice and advocacy in school counseling, multicultural counseling, school counselor training development, and the use of technology in counselor training and supervision.

R. MARTIN REARDON is an Assistant Professor in the Department of Educational Leadership of the School of Education at Virginia Commonwealth University, Richmond, VA. His research interests include learning-centered leadership, educational quality and equality, and technology-infused learning. He is currently the Chair of the School-University Collaborative Research Special Interest Group (SUCR-SIG) of the American Educational Research Association (AERA).

JAYSON W. RICHARDSON is an assistant professor in the Department of Educational Leadership Studies at the University of Kentucky. He researches educational leadership, emerging technologies, technology leadership, and technology in less developed countries. Dr. Richardson is the Associate Director of the Center for the Advanced Study of Technology in Education.

GREG RODRÍGUEZ is a doctoral student at Texas State University-San Marcos in the College of Education. He currently serves as the program coordinator for the Teaching Residency Program for Critical Shortage Areas. His studies are focused on school improvement in K-12 public education. He has a bachelor's degree in English and Spanish from Southwest Texas State University and a master's in curriculum and instruction from Houston Baptist University with a specialization in Instructional Technology. He is a lifelong educator with research interests in online social networks for educator professional development, education policy, and urban education.

CHAROL SHAKESHAFT is Professor and Chairperson, Department of Educational Leadership of the School of Education at Virginia Commonwealth University, Richmond, VA. Her research focuses on leadership and gender, educator sexual misconduct, and technology and learning. She is currently PI of a \$5.2 million grant to develop simulations to support leadership preparation.

E. JOHN SHINSKY is an associate professor and chair of the Leadership and Learning Department in the College of Education at Grand Valley State University. He received his PhD from Michigan State University. Shinsky had a 27-year career in K-12 education as a special education teacher, school administrator, central office area director, and

director of special education and state and federal programs. His research interest is in the area of leadership and technology.

HANS A. STEVENS is director of elementary instruction and district technology for Alpena Public Schools, following a career as an elementary teacher, building principal, Title I director, and district-level administrator. He has led the Alpena district's efforts to implement Google Apps for Education as well as web-based student information and gradebook systems. Stevens holds a BS from Eastern Michigan University, an MA from Marygrove College, and an EdS from Grand Valley State University.

PAMELA D. TUCKER is a professor of education in the Curry School of Education at the University of Virginia. She serves as Coordinator of the Administration and Supervision Program Area. Her research on teacher effectiveness, school leadership and school improvement has been published in journals such as *Educational Administration Quarterly* and *Educational Leadership*. Books co-authored with others include: *Teachers' Guide to School Turnarounds*, *Linking Teacher Evaluation and Student Achievement* and *Educational Leadership in an Age of Accountability*. Recent grants include a three-year FIPSE-funded project to develop web-based, interactive cases for the development of pre-service administrators' decision-making skills.

MÓNICA M. VALADEZ is a doctoral candidate at Texas State University. Her research interests include the development, application, and sustenance of critical consciousness at individual, community, and societal levels; education and community leadership toward the preservation and promotion of human dignity and collective agency; and systemic change within educational environments to understand, acknowledge, validate, and embed alternate ways of knowing into the curriculum. Mónica served for almost ten years as a bilingual educator for first generation immigrants, as well as fourth and fifth generation students and families living and surviving within inequitable educational settings.

JAMES YOUNG is a high school principal in Duval County Public Schools (DCPS) in Jacksonville, FL. He has experience as a building principal in elementary, middle, and high school settings. He received his EdD in Educational Leadership at the University of North Florida where he examined the impact of family coaching on parental attitudes and behaviors. In addition to his leadership in DCPS, he has also served as an adjunct instructor in the College of Education and Human Services at the University of North Florida.

MICHELLE D. YOUNG is the Executive Director of the University Council for Educational Administration and a Professor at the University of Virginia. Dr. Young's scholarship focuses on how school leaders and school policies can ensure equitable and quality experiences for all students and adults learning and working in schools. She is

the recipient of the William J. Davis award for the most outstanding article published in a volume of the *Educational Administration Quarterly*. Her work has been published in the *Review of Educational Research*, the *Educational Researcher*, the *American Educational Research Journal*, and *Leadership and Policy in Schools*, among other publications.