About the Contributors

Valerie A. Storey is associate professor and faculty program leader of Lifelong Learning tracks in education in the School of Teaching, Learning & Leadership in the College of Education, at the University of Central Florida. She received her undergraduate degree from Leeds University (UK); her master’s from Manchester University (UK) and earned her Ph.D. in Educational Leadership, Policy and Organizations from Peabody College, Vanderbilt University. In the public schools she has served as an administrator at the school and district level. Dr. Storey’s research focuses on leadership preparation, innovative andragogy, EdD program design, and dissertation models. She is Chair of the Outstanding Dissertation in Practice Award for the American Education Research Association (AERA), Special Interest Group 168: Graduate and Postdoctoral Education across the Disciplines, CoChair of AERA Division A: Educational Leadership Outstanding Dissertation Award, past Chair of the Dissertation in Practice Award Committee for the Carnegie Project on the Education Doctorate (CPED), and President of the Florida Association of Professors of Educational Leadership. Dr. Storey is the editor of *International Perspective on Designing Professional Practice Doctorates: Applying the Critical Friends Approach to the EdD and Beyond* (2016) and *Redesigning Professional Education Doctorates: Applications of Critical Friendship Theory to the EdD* (2013).

Kristina A. Hesbol is Assistant Professor in the Department of Educational Leadership and Policy Studies at the Morgridge College of Education, University of Denver. She has taught preK-graduate school, has served as a principal of three multilingual, multi-cultural schools, coordinated school improvement for a diverse school district, and served as the Assistant Superintendent for Human Resources of DeKalb (IL) School District 428. Hesbol earned her Ph.D. at Loyola University (Chicago), and serves as a Senior Research Fellow for the Carnegie Project on the Education Doctorate.

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Doug Archbald is an Associate Professor in Educational Leadership and Policy at the University of Delaware in the College of Education and Human Development. Archbald has taught courses in education policy, school law, curriculum design and evaluation, quantitative research, management applications of research, organizational communications, and data-based decision making. His scholarly interests include leadership education and data-based decision making.

Ahlam Bazzi-Moughania initially began her career in education in the 1990s as a parent advocate on policy making for bilingual and multi-cultural students. The volunteer that couldn’t walk away, Ahlam soon found herself leaving her career as a financial analyst to join the teaching profession, specifically
serving ESL student populations in Title I schools. Ms. Moughania earned an MPA endorsed in school administration from the University of Michigan and subsequently secured here K-12 Principal Licensure from the Michigan Department of Education. During her rigorous track to principalship and subsequently serving as Assistant Superintendent, Ahlam also secured post-graduate certification in HPI and Instructional Design as well as administrator certification in the International Baccalaureate PYP and MYP programs. Among her recognitions were her K-12 school being selected as the 2010 Distinguished Title I school across the State of Michigan, the invitation to present at the Michigan Department of Education School Improvement Conference in 2011 and the award of American Arab of the Year in Education by the American Arab Chamber of Commerce in 2012. Ahlam credits her achievements to her two daughters and two sons as they are her tireless inspiration to challenge the status quo for equity in education. Currently a doctoral candidate in Curriculum and Instruction, Ahlam was drawn to Loyola University Chicago’s mission for social justice and aims to contribute to its groundbreaking programs designed to prepare teachers and principals through globalized learning environments.

**Joan L. Buttram** is the Director of the Delaware Education Research & Development Center and the Coordinator of the EdD Educational Program at the University of Delaware. Her research interests focus on leadership, program evaluation, and professional development.


**Robert Crow** is an Assistant Professor of Educational Research at Western Carolina University. He joined the faculty when WCU’s EdD program in Educational Leadership was re-engineered to align with contemporary thought on the EdD degree as a practice-based degree and the principles put forth by the Carnegie Project on the Education Doctorate. Crow’s research and publications focus on scholar-practitioner identity development and the curricular revision needed for developing the perspective.

**Katherine Curry** is an Assistant Professor in School Administration in the Graduate College of Education at Oklahoma State University. Her research interests include school/family/community collaboration, educational leadership, international education, and school choice. Katherine also has previous experience as teacher, Middle School Principal, Headmaster, and Director of Curriculum and Instruction.

**Kara Dawson** is a Professor of Educational Technology in the School of Teaching and Learning at the University of Florida. Her scholarship focuses on the ways educational technologies influence teaching and learning within the contexts of K-12 education and online post-secondary environments.

**Elizabeth Farley-Ripple** is an Assistant Professor at the University of Delaware. Her research focuses on issues of leadership, organizational improvement, and capacity building at the school and district levels. She is an experienced mixed methodologist, with expertise using large administrative data sets, multi-level models, survey research, and social network analysis as well as engaging in large-scale
qualitative data collection and analysis. Dr. Farley-Ripple has published research in respected journals such as Educational Researcher, Educational Policy, the American Journal of Education, Educational Management, Administration, and Leadership, and Urban Education.

Jennifer Fellabaum is an Assistant Teaching Professor and Associate Director of the Statewide Cooperative EdD Program at the University of Missouri. Jennifer began her career at the University of Missouri as a student affairs professional. As a practitioner scholar, she focuses on teaching and research related to identities in higher education, college teaching and learning, and the preparation of scholarly practitioners.

John Fulton has a career pathway spanning 25 years in education. He has extensively worked in the context of undergraduate and postgraduate healthcare and his research interests reflect a commitment to social theoretical perspectives. He is currently a Principal Lecturer in Public Health in the Faculty of Applied Sciences, University of Sunderland, working predominantly with professionals undertaking doctoral level study.

Edward L. Harris is Professor and Williams Chair of Educational Leadership and Administrator for the Brock International Prize in Education. He earned a PhD in educational administration from Texas A&M University, and his research, teaching, and service activities focus on qualitative research, school culture and leadership.

Marla Susman Israel holds an Ed.D. in Educational Administration and Supervision. For the past eight years, Dr. Israel has been the primary investigator for the Department of Education’s Title III Professional Development Grant – Chicagoland Partners for English Language Learners housed within Loyola University Chicago’s School of Education. In this role, she has been responsible for the program’s on-going administration and communication including: recruitment, program admission, course development, course implementation and delivery, candidate assessment and program evaluation. Dr. Israel has been a faculty member in the School of Education for 12 years. Dr. Israel is the certification advisor and CAEP program writer for the Administration and Supervision program area. As a faculty member at Loyola University Chicago, she has directed more than 40 dissertations to completion. She has been the department chair since January of 2015. Prior to coming to Loyola University Chicago, Dr. Israel was a building-level and district-level leader in Skokie, Waukegan and Evanston, Illinois serving English Language Learners and Minority Populations. Within these districts, she served as the ELL Coordinator and Title VII Director, Director of Curriculum and Instruction, and Early Childhood Center Principal and School Age Childcare/Family Focus Coordinator.

Barbara A. Klocko is an Associate Professor of Educational Leadership at Central Michigan University (CMU). She also directs the Educational Specialist and Master’s in Teacher Leadership at the same institution. She teaches in the doctoral, specialist and master’s programs at CMU.

Carol Anne Kochhar-Bryant is a Professor and Senior Associate Dean of the Graduate School of Education and Human Development at the George Washington University, Washington, D.C. For 27 years she has developed and directed advanced graduate and doctoral leadership preparation programs in education, and guided the introduction of PhD programs. She has served on standards boards such as
the NEA Great Schools Indicators Project and the National Board of Professional Teaching Standards Exceptional Learners Panel. She consults with public school districts, state departments of education and federal agencies, and non-profit organizations that seek to improve services and supports for children and youth with disabilities in education, employment and independent living. She has been invited to collaborate in special education research with the World Bank, and by the U.S. Department of Education to lead evaluation teams for the six Federal Resource Centers. She has assisted states to develop and evaluate their State Improvement Grants authorized under the Individuals with Disabilities Education Act. Dr. Kochhar-Bryant is widely published in areas of disability policy and practice; leadership development, interagency service coordination, transition to post-secondary and employment for special learners. Dr. Kochhar-Bryant is past President of the Division on Career Development and Transition of the International Council for Exceptional Children. She was born in the UK and has traveled to Israel, India, the UK, Austria in her work.

**Bernita Krumm** is Associate Professor of Educational Leadership at Oklahoma State University, Stillwater, OK. She completed her Ph.D. at the University of Nebraska-Lincoln and has served education as a teacher, counselor, administrator, and school board member. Her research interests include leadership, Indian education, and gender issues.

**Swapna Kumar** is a Clinical Associate Professor of Educational Technology at the School of Teaching and Learning, University of Florida, USA. She coordinates the online Ed.D program in Educational Technology at the College of Education and teaches courses on distance learning, blended learning, the design and development of online environments, and educational technology research. Her research interests include online education (design, development, facilitation and assessment), blended learning, and the integration of new technologies in higher education.

**Stan Lester** has worked since 1993 with professions, public agencies and universities as a consultant and developer of systems and processes concerned with qualifications, accreditation and professional self-regulation. He is an occasional visiting academic at Middlesex University in London, where he completed his DProf in 2002. His publications focus on professional competence and capability, accreditation and regulation, and qualification systems and frameworks.

**Kofi Lomotey** is the Bardo Distinguished Professor of Educational Leadership at Western Carolina University. His research and publications focus on urban education, African American principals, independent African-centered schools and African Americans in higher education. He has published more than 10 books and several journal articles and book chapters.

**Susan L. Lytle** began her career in education as an English teacher in public secondary schools in Massachusetts and California and as a Peace Corps volunteer in Manila, Philippines. At Penn since the early 1970s, she began as a supervisor of secondary English interns and later, as a faculty member, was co-holder of the Joseph L. Calihan Term Chair in Education, awarded for her collaborative research on teacher inquiry. Dr. Lytle is also the founding director of the Philadelphia Writing Project (PhilWP), a teacher collaborative project with the School District of Philadelphia. PhilWP has been the primary site of her research, for which she has received a number of major grants, including one from the Spencer Foundation on teacher inquiry and the epistemology of teaching and another from the Spencer and Ma-
Arthur Foundations for professional development and teacher leadership in urban secondary schools. Committed to improving the quality of teaching and learning at all levels of education, including colleges and universities, Dr. Lytle has published widely on literacy and urban teacher education. She has worked closely with urban K–12 teachers, community college/university faculty, and adult educators to design and implement a variety of inquiry-based collaborative field-university projects focused on issues of literacy, culture, pedagogy, and social justice. Her co-authored book, Inside/Outside: Teacher Research and Knowledge (Teachers College Press, 1993), received the AACTE Outstanding Professional Writing Award in 1995. Dr. Lytle is a past president of the National Conference on Research in Language and Literacy and of the NCTE Assembly on Research. In 2011, she and Marilyn Cochran-Smith received the David Imig Award for Distinguished Research in Teacher Education from AACTE.

**Cynthia J. MacGregor**, EdD, is a professor in the Counseling, Leadership, and Special Education department at Missouri State University and serves as the site coordinator for the regional portion of a statewide EdD program in educational leadership offered through the University of Missouri. She helped design a new dissertation format for this EdD program that aligns with the working principles of CPED. With a background in psychology and adult education she brings a non-native perspective to the challenges of PK-20 education. From this perspective she sees a problematic divide between PK-12 and higher education as well as the divide between practitioner and scholar which plagues many disciplines. She teaches and advises students in one of the only PK-20 EdD programs affiliated with CPED. Her unique vantage point, combined with her pragmatic worldview, allows her to see vexing problems within education and propose novel and systemic solutions.

**Sarah Marie Marshall** is an Associate Professor of Educational Leadership at Central Michigan University. She directs the Doctor of Education and Graduate Certificate in College Teaching programs. Her research interests pertain to doctoral education; work/life management; and higher education administration.

**Kimberly Nehls** is a Visiting Professor and Executive Associate Director for the Association of the Study of Higher Education.

**Elan Paulson** is Director of the EdD Program in Educational Leadership and instructor at the rank of Assistant Professor (limited duties) at Western University in London, Ontario, Canada. Her research interests include educational technology planning and management in higher education, social fiction reading and educational leadership, and digital identities in women’s cultural production. She currently teaches in the areas of gender theory and education as well as educational technologies in global contexts. Recently, she led a provincially-funded online module development project, entitled Student2Scholar: Academic Literacies and Research Skills for Social Science Graduate Students.

**Jill Alexa Perry** is the Executive Director for the Carnegie Project on the Education Doctorate (CPED), an international consortium of universities collaborating to improve the Education Doctorate. She began the consortium as a doctoral student working with Dr. David Imig and Dr. Lee Shulman of the Carnegie Foundation for the Advancement of Teaching. Dr. Perry’s research focuses on professional doctoral preparation in education, organizational change in higher education, and faculty leadership in higher education. Dr. Perry received a Bachelors of Arts in Spanish and International Studies and a
Masters of Arts in Higher Education Administration from Boston College. She holds Ph.D. in International Educational Policy from the University of Maryland. She is a Fulbright Scholar (Germany) and a returned US Peace Corps Volunteer (Paraguay).

**Stanley Pogrow** is currently professor of Educational Leadership and Equity at San Francisco State University, professor Emeritus of education at the University of Arizona, and former program manager of innovation at the National Science Foundation and coordinator of the joint EdD program with UC Berkeley. He was designated by UCEA as one of the top 20 national scholars in educational leadership. He is currently working on reforming how quantitative research methods is taught and applied in EdD programs and his new alternative methods textbook is: *Authentic Quantitative Analysis for Educational Leadership Decision-Making and EdD Dissertations: A Practical, Intuitive, and Intelligible Approach* published by NCPEA Press, http://www.ncpeapublications.org. Dr. Pogrow can be contacted at: stanpogrow@att.net. His blog on educational research as applied to educational leadership and EdD programs is: leadership-quantmethods.blogspot.com.

**Sharon M. Ravitch**, Ph.D., is a Senior Lecturer at the University of Pennsylvania’s Graduate School of Education where she is Research Co-Director at the Center for the Study of Boys’ and Girls’ Lives and a Founding Co-Director of Penn’s Inter-American Educational Leadership Network. She serves as the Principal Investigator of Semillas Digitales (Digital Seeds) a multi-year applied development research initiative in Nicaragua (http://www2.gse.upenn.edu/nicaragua/). Ravitch’s research integrates across the fields of qualitative research, education, applied development, cultural anthropology, and human development and has four main strands: (1) Practitioner Research as a means to engendering sustainable professional and institutional development and innovation; (2) International applied development research that works from participatory and action research approaches (projects currently in the US, Nicaragua, and India); (3) Ethnographic and participatory evaluation research; and (4) Leader education and professional development. Ravitch has published three books: Reason and Rigor: How Conceptual Frameworks Guide Research (with Matthew Riggan, Sage Publications, 2012); School Counseling Principles: Diversity and Multiculturalism (American School Counselor Association Press, 2006) and Matters of Interpretation: Reciprocal Transformation in Therapeutic and Developmental Relationships with Youth (with Michael Nakkula, Jossey-Bass, 1998). Her fourth book, Qualitative Research in Context: Bridging the Conceptual, Theoretical, and Methodological, will be published in late 2015 (with Nicole Mittenfelner Carl, Sage Publications). Ravitch earned two master’s degrees from Harvard University in Human Development and Psychology and in Education and a doctorate from the University of Pennsylvania in an interdisciplinary program that combined anthropology, sociology, and education.

**Lou L. Sabina** (Ph.D. University of Pittsburgh) is an assistant professor at Oklahoma State University. His primary research focuses on PK-12 organizational issues in education including staffing, human resources development, succession planning for school administrators, and school finance issues. He currently serves with Dr. Sharon Kruse (University of Washington - Vancouver), Dr. David Brazer (Stanford University), and Dr. Scott Bauer (George Mason University) as an Editor-in-Chief for the Journal of Organizational Theory in Education. His most recent work includes Planning for Principal Succession: A Conceptual Framework for Research and Practice (with Jennifer Lin Russell) (Journal of School Leadership, 2014), and A Comparison of 2010 and 2014 A.P. U.S. History Frameworks: A Document Analysis (with Kathy Curry and Jon Loffi) (submitted, 2015).
**Susan Sostak** holds an Ed.D. in Educational Administration and Supervision. From 2009 – 2011, Dr. Sostak was the Superintendent of Norridge School District 80 in Norridge, Illinois. In this role she facilitated the education of 908 students in Prek-8; supervised 70 certified staff and 30 support staff; and developed, managed and administered all aspects of the $9.5 million school district budget. Before joining the School of Education full time in 2012, Dr. Sostak had been an adjunct faculty member in the School of Education for 3 years. Her teaching experience has been in the areas of the administration of special education, human resources, and the superintendent’s practicum. She is the Principal Investigator for the current CPS/CLC principal preparation grant and the Fry Foundation evaluation grant. From July 2014 – December 2014 she will serve as the interim Graduate Program Director for the Administration and Supervision Program Area. Before joining the faculty at Loyola University Chicago, Dr. Sostak served as a Superintendent in Norridge Illinois, Assistant Superintendent for Student Learning and Instructional Leadership at Oak Lawn-Hometown School District 123, Principal at The Lane Elementary School in Hinsdale District 181, and Assistant Principal at Clarendon Hills Middle School also in Hinsdale District 181.

**Felicia Stewart** holds an Ed.D. in Educational Administration and Supervision from Northern Illinois University. She began her career at Chicago Public Schools in 1976. During her career at Chicago Public Schools she was a general education teacher and special education teacher, a manager in school instruction and support services, a transformative principal at George Rogers Clark Fine Arts & Technology School and the Acting Principal at Moses Montefiore Special School. She has also served as a New Principal Coach with New Teachers’ Center. Dr. Stewart joined Loyola University Chicago in October of 2013 as the Full-Time Coordinator of Coaches of the CPS/CLC Principal Preparation Program. In this role she is responsible for the recruitment and selection processes of the program. She is the direct supervisor for all coaches within the CPS/CLC program and also coaches 4 candidates each semester.

**Tricia J. Stewart** has a Ph. D. in Educational Policy and Theory. Her teaching background in higher education has specialized in educational policy and research methods at the doctoral level. Her research interests include Educational Policy Studies: Accountability and Choice; High Need School Districts: Urban and Rural; and Social Class and Inequality in Education. She has published in the International Journal of Educational Leadership Preparation, Education Research International, and The Journal of School Leadership.

**Kathleen Topinka-Jorissen** (Ph.D. – University of Minnesota) is an Associate Professor of Educational Leadership and Director of the Executive EdD in Educational Leadership at Western Carolina University. Her research and publications focus on policies and practices that improve educator effectiveness and build leadership capacity. Current projects focus on doctoral level leadership preparation.

**Steve Tozer** is Professor and University Scholar in Educational Policy Studies at the University of Illinois Chicago and founding Director of the UIC Center for Urban Education Leadership. He is Associate Editor of Educational Theory and lead author of a textbook, School and Society, Historical and Contemporary Perspectives, 7th Ed. He recently co-authored with UIC colleagues a chapter on change agency in higher education in the Handbook of Urban Education Leadership (Khalifa, et al. eds., 2015).
About the Contributors

Valory Vencill has been the International and Off-Campus Programs coordinator for College of Education programs at Oklahoma State University since 2008 and was uniquely blessed to get to facilitate the Belize cohort examined in this chapter.

Doris L. Watson is Associate Dean for Academic and Professional Programs for the College of Education at University of Nevada Las Vegas.

Debby Zambo is a Professor Emerita from Arizona State University and is currently working as the Associate Director of the Carnegie Foundation on the Education Doctorate (CPED). Debby received her Ph.D. from Arizona State University and prior to her retirement worked there for 10 years as an associate professor in the Division of Educational Leadership and Innovation in Mary Lou Fulton Teachers College. While at ASU Debby served as Coordinator of their EdD program for two and a half years. Debby’s research interests include newly designed EdD programs and the application of educational psychology to educational practice. Since 2012 she has worked closely with Dr. Jill Perry, Director of CPED helping with various aspects of the organization including grant writing, Convenings, and committees. She also helped with many aspects of the FIPSE grant CPED received including designing protocols, collecting and analyzing data, writing of cases, and working on the cross-case analysis. In 2014 she became the Associate Director of CPED and is continuing to work in this capacity.

Ron Zambo began his career as an elementary and then a high school mathematics teacher. After receiving a PhD in Mathematics Education from the University of South Florida, he went to work at Arizona State University. In addition to working with mathematics educators, he became involved with working in, and conducting evaluations of the College of Educations EdD program.

Paul Zavitkovsky is a former Chicago Public Schools principal. His work as a leadership coach and assessment specialist at the Urban Education Leadership Program of the University of Illinois-Chicago is supported by a continuing grant from the W. Clement and Jessie V. Stone Foundation.

Shaoan Zhang is an associate professor of teacher education at the Department of Teaching and Learning, University of Nevada, Las Vegas. His research has focused on preservice and inservice teacher development.