



Watson College of Education
University of North Carolina Wilmington

UNCW Faculty Dropout Prevention Resource Booklet



**Dropout
Prevention
Coalition**

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About Us

The Dropout Prevention Coalition is bringing together a broad audience representing schools, colleges, PTAs, government agencies, community organizations, businesses, the faith-based community, parents and other interested individuals to find ways to help students stay and succeed in school.

Mission Statement

The Coalition's mission is to engage a broad audience in efforts to help students stay – and succeed – in school.

Goals and Objectives

The Dropout Prevention Coalition was created in 2011 to raise awareness of the magnitude of the high school dropout problem in our region, and collaborate on programs and initiatives to motivate students in Southeastern North Carolina to succeed in school. Priority initiatives included:

- Providing information and sharing evidence-based solutions with Coalition members. This information will include dropout prevention research, funding sources, and professional development opportunities available both regionally and nationally.
- Showcasing successful programs around the region, including those in your district.
- Identifying needs and matching needs to resources. Just one example might include matching a school with a need for student mentoring services with a community organization able to provide for them.

You can find a complete list of our community engagement projects at <http://www.uncw.edu/ed/community.html>.

Faculty Biographies



Dr. Jale Aldemir is an Assistant Professor in the Department of Early Childhood and Special Education. She received her M.Ed. and Ph.D. in Curriculum and Instruction with Early Childhood emphasis from the Pennsylvania State University. In the past, she worked as a school counselor at different school levels with children coming from socio-economically disadvantaged backgrounds. Her experience helped her shape her research interest. She is interested in democracy skills in early childhood education and technology integration, specifically videoconferencing mediated instruction, in teacher education. She can

be reached at aldemirj@uncw.edu



Dr. Alicia Brophy is an Assistant Professor within the Department of Early Childhood and Special Education. She joined the Watson College of Education at the University of North Carolina Wilmington in 2011, immediately following receipt of her Ph.D. in Special Education from the University of North Carolina Charlotte. She holds a M.Ed. in Special Education and B.S. in Speech-Language Pathology/Audiology; both from Auburn University. Prior to pursuing her doctorate, Brophy spent 10 years as a special education teacher in Montgomery County, MD and Cabarrus County, NC. She taught students within both general and adapted curriculums; and across grades K-12. Additionally, she served as the Mainstream Coordinator for a middle and high school self-contained

program expressly for students with severe emotional and behavioral disabilities. Her areas of research have developed in response to challenges she faced as a special educator in meeting the academic, social, and emotional needs of her students and their families. Her research is focused on parent-school collaboration, social skill instruction, assessment, crisis intervention/prevention, and academic/behavioral interventions for culturally and/or linguistically diverse students with or at-risk for mild to moderate disabilities. Dr. Brophy can be reached at brophya@uncw.edu



Dr. Lisa Brown Buchanan is an Assistant Professor in the Department of Early Childhood, Elementary, Middle Level, Literacy, and Special Education at The University of North Carolina at Wilmington. She received her Ph.D. in Teacher Education and Development from UNC Greensboro and holds her M.Ed. in Special Education from Elon University. Before joining the Watson College of Education Faculty in 2012, she taught methods and seminar courses in the Elementary Education Program at UNC Greensboro and was also an adjunct instructor at Elon University. Her public school classroom teaching experience spans multiple elementary grades and

special education inclusion. In the Watson College, Lisa teaches a wide variety of courses in social studies and literacy education, classroom management, and action research. Her research explores elementary pre-service teacher education, elementary social studies methods, and examining difficult topics with teacher education students. Lisa is published in a range of social studies and teacher education journals, and is enthusiastic about presenting her research and classroom practice to colleagues at both national and state teaching conferences and is passionate about bringing social issues, literacy, and the local community into her coursework. To learn more about her work at Watson and in the community and to access her current research, visit her website at www.lisabrownbuchanan.weebly.com She currently partners with the New Hanover County Farm Bureau and Ag in the Classroom to provide an extensive resource kit loan program to area teachers. To find out more about the kits and request kits to loan, visit the kit website at www.elementaryresourcekits.weebly.com. Lisa can be reached at buchananl@uncw.edu.



Dr. Edward Caropreso is an Associate Professor in the Department of Instructional Technology, Foundations, and Secondary Education Department at University of North Carolina Wilmington. His areas of expertise include gifted education; educational assessment and evaluation; cognitive development and learning; problem solving and thinking skills development. Over the course of his professional career, he taught early childhood, elementary, secondary, undergraduate and graduate students; also, he has designed,

implemented and/or evaluated a variety of group-based professional training experiences, including in-service workshops, undergraduate and graduate seminars, and focus group experiences. Caropreso has worked with education professionals, parent/community groups and students as a consultant in a variety of areas such as instructional assessment and evaluation. He has extensive experience organizing and coordinating such events, as well as in facilitating meetings. Caropreso can be reached at caropreso@uncw.edu.



Dr. Marsha Carr joined the faculty in Educational Leadership at the Watson College of Education Leadership at the University of North Carolina Wilmington after 35 years of service in private and public education. Carr, the first female school superintendent in her district as well as the youngest superintendent, served for over a decade as a superintendent of schools. Prior to this appointment, she served as a school principal, Director of Curriculum & Instructional Technology, and as a reading specialist. While a reading specialist in an inner city school, frustrated by the lack of available reading materials, Carr began to travel and study whole language in Australia and New Zealand educational systems. In 1993, Carr designed a 20-book emergent level reading series named StoryMakers, which became an international success and was later published in two languages.

Carr was named Teacher of the Year in Allegany County, Maryland and was recognized by the Maryland House of Delegates as well as received the Maryland Governor's Citation for her work. In 1994, Carr was honored with the National Milken Family Educator Award, the most coveted educator award, and joined a prestigious family of outstanding educators around the nation. More recently, Carr was honored as a Fulbright specialist. She has presented at over a hundred conferences and been published in numerous educational magazines and journals. She is the author of Educational Leadership: From Hostile Takeover to a Sustainable – Successful System and a co-author of The School Improvement Planning Handbook: Focusing on Transition to Turnaround.

Carr is owner of Edu-tell, a international consulting company partnered with the UNCW Center for Innovation and Entrepreneurship, that specializes in self-mentoring™, a leadership development program Carr designed and trademarked. She is the author of three self-mentoring manuals: The Invisible Teacher: A self-mentoring sustainability model workshop guide; The Invisible Leader: A self-mentoring sustainability model for higher education faculty; and The Invisible Student: A Self-mentoring Guide for Middle/High School Students, and a book, Self-mentoring: The Invisible Leader as well as the designer of a self-mentoring app for mobile devices. You can learn more about self-mentoring at the website: www.selfmentoring.net



Dr. Susan Catapano is an Associate Professor in Educational Leadership at the University of North Carolina Wilmington. Susan has a doctorate in higher education with concentrations in adult learning and early childhood education. She teaches both undergraduate and graduate courses in educational psychology, curriculum, and instruction. She has been the principle investigator on over \$4 million in federal, state, local, and private grants. Catapano's research focus is on developing cultural responsive new teachers to work with diverse learners. She has been the author or co-author on more than 30 publications on teacher education. She co-leads a group of preservice teachers to Belize, C.A., in the spring for six weeks. She is active in many professional organizations and serves as an editor for Childhood Education. Catapano can be reached at catapanos@uncw.edu.



Dr. James M. DeVita is an Assistant Professor of Higher Education, a newly developed graduate program in the Department of Educational Leadership in the Watson College of Education. James earned both his doctorate in Higher Education Administration and M.S. in College Student Personnel from the University of Tennessee in Knoxville, where his dissertation included three research projects on the experiences and development of gay male college students. Current research projects include a mixed methods study on the educational experiences of LGBTQ identified youth, and a qualitative project that examines ally identities. James currently serves on the editorial board of the Journal of Student Affairs and Research and Practice (JSARP). He has presented at numerous national and international conferences, and published several book chapters and research articles in journals such as the Journal of African American Studies and NASAP Journal. Dr. DeVita can be reached at devitaj@uncw.edu.



Dr. Jeff Ertzberger is a lifelong educator. During his career he has been a classroom teacher, technology trainer, and also worked for the North Carolina Department of Public Instruction. He is currently the Director of Technology for the Watson School of Education at the University of North Carolina Wilmington. One of his passions is creating technology tools that enhance learning and save teachers' time. He has developed a suite of games that teachers can edit to match any topic. In 2006 Ertzberger was awarded a Microsoft Innovative Teachers award for his editable games. His web site contains links to many of these games, and receives thousands of visits each month. He has presented at regional and international conferences on an array of educational topics including technology use and teacher training. He has recently authored the book entitled *Everyone Wins: A teacher's guide to customizing games for any curriculum*, which details theories and practical strategies for integrating digital games into teaching and training. Ertzberger can be reached at ertzbergerj@uncw.edu.



Dr. Fox teaches classes in all areas of literacy including children's literature, early reading, writing, assessment and tutoring. Her research interest is grounded in her background growing up in North Carolina. She is interested in families' funds of knowledge outside of the school setting, what learning experiences and opportunities are available in the child's home and community that can be brought into the classroom, and how the teacher can use these experiences to build a culturally responsive curriculum. She examines homework as a component of family literacy and loves to work with parents and teachers to make homework time be more productive. Dr. Fox's work has been published in journals of literacy, community education and multicultural issues. She presents at international, national, and state conferences, as well as local workshops and meetings showcasing her work on family literacy. She is an advocate of the Wilmington Residential Adolescent Achievement Program (W.R.A.A.P.) and the advisor to the campus Students in North Carolina Association of Education (S.N.C.A.E.). foxk@uncw.edu



Dr. Amy Garrett Dikkers is an Assistant Professor in Educational Leadership at the University of North Carolina Wilmington. She earned a Ph.D. in Comparative and International Development Education at the University of Minnesota in 2006, a M.Ed. in Secondary English Education from Wake Forest University in 1996, and a B.A. in English from the University of North Carolina at Greensboro in 1995. Before her doctoral study, she taught secondary school English domestically and abroad. The focus of her doctoral study was international development education, specifically the education of children in difficult circumstances, such as street children, ethnic minority children, refugee and immigrant children, and other groups often not served effectively in formal school settings around the world. She has expertise in qualitative research and program evaluation, with considerable experience in the development and delivery of surveys and interviews, and the conduction of focus groups. Garrett Dikkers can be reached at garrettdikkersa@uncw.edu.



Dr. Barbara Honchell, Director of Reading Recovery in the Watson School of Education, is well versed in early intervention in literacy education as a tool for Dropout Prevention. Reading Recovery, a short-term early intervention for the lowest-performing first graders, produces measureable results in weeks, not years. It is an essential safety net within the school's comprehensive literacy program. Reading Recovery is a responsible and effective use of funds. 75% of the lowest performing children reach grade level performance in 20 weeks or less, reducing retentions and unnecessary referrals to special education. Reading Recovery is not for schools looking for a "quick fix", a term coined by Dr.

Richard Allington. Over the long term, Reading Recovery reduces costs for school districts. Dr. Honchell can assist your school district in developing an intervention plan using the What Works Clearinghouse validated Reading Recovery intervention. Dr. Honchell currently supports 28 school districts using Reading Recovery and can assist you as well. She can be reached at honchellb@uncw.edu.



Dr. Scott Imig is an Associate Professor in Educational Leadership. Prior to UNCW, he served as an assistant professor at the University of Virginia and Director of the Teaching Assessment Initiative, a research effort focused on the development of teachers. Imig has taught at the elementary and middle school level and he holds a Ph.D. in Educational Policy and Evaluation from the University of Virginia. He currently teaches courses and conducts workshops on teacher evaluation, classroom observation, supervision and coaching. Imig has extensive experience with research design, program evaluation and grant writing. Imig can be reached at imigs@uncw.edu.



Dr. Martin Kozloff received his doctorate in sociology in 1971. Working at Boston University from 1971 to 1996, he developed education programs for children with autism and other disabilities, and training programs for families and teachers. He joined the faculty of the Watson School of Education at University of North Carolina Wilmington in 1997. Between 1999 and 2003, he assisted New Hanover County to institute new programs in reading and early language. In 2008, John Rice, and Eric Irizarry started an after-school reading program for disadvantaged children. Kozloff can be reached at kozloffm@uncw.edu.



Ms. Somer Lewis currently serves as the Teacher-in-Residence for the Watson School of Education at the University of North Carolina Wilmington where she coordinates both the First Years of Teaching Support Program and the National Board Certification Support Program. Her professional teaching background began in the fall of 2003 as an English educator at New Hanover High School in Wilmington, North Carolina. Ms. Lewis received her BA and MA from the University of North Carolina Wilmington and achieved her National Board Certification in 2008. Since 2008, she has also worked for North Carolina Virtual Public School as a teacher, course lead, and course developer in the Credit Recovery Program. Lewis can be reached at lewiss@uncw.edu.



Dr. Christine Liao is an Assistant Professor in the department of Elementary, Middle Level, and Literacy Education at University of North Carolina Wilmington, where she teaches Arts Integration in Elementary Classroom course. She received her Ph.D. in art education with a minor in science, technology, and society from The Pennsylvania State University in 2011. After receiving her Bachelors and Masters degrees from National Hsinchu University of Education she was an elementary school art teacher in Taiwan, where she originates. Her research interest focuses on new media pedagogy, identity, gender and technology, and STEAM education. Liao can be reached at liaoc@uncw.edu.



Dr. C. Allen Lynn is an assistant professor in the Department of Instructional Technology, Foundations, and Secondary Education. Having served in the U.S. Air Force and the Peace Corps (Honduras 99-01), Dr. Lynn brings a wealth of experience to the Watson School of Education. His work in the TESL program focuses on preparing pre and in-service teachers to work with English Language Learners in public schools. Dr. Lynn's research focuses on immigrant and refugee populations in the South.



Carol McNulty is Associate Dean for Academic and Student Affairs in the Watson College of Education, University of North Carolina Wilmington. Her research interests include helping teachers and teacher candidates navigate their own cultural identities to better serve the needs of students from backgrounds unlike their own. She is particularly interested in exploring the perceptions of marginalized students who are at-risk for delinquency and articulate their perceptions of “why school does not work.” She brings a critical theory perspective to her work by identifying school factors that prohibit student success and examines ways to modify the structure of schools to promote student achievement. She can be reached at

mcnultycp@uncw.edu.



Dr. Amelia Moody is an Assistant Professor of early childhood and special education and joined the Watson School of Education at the University of North Carolina Wilmington in 2008. She received her Ph.D. in Special Education from The University of Virginia in 2007. She holds a M.Ed. in Early Childhood Special Education from the University of Virginia and a M.S. in Counseling Psychology from Loyola College. Before coming to UNCW, she taught early childhood and special education courses at the University of Virginia and served as a research assistant on two federally funded grants in the Preschool Language and Literacy Lab. Moody started her teaching career as an Applied Behavior Analysis therapist at a school for autism. Eventually, she worked as a public school teacher for children with disabilities in preschool and elementary schools in Virginia. In the EYC

program at UNCW, she teaches courses in both the early childhood and special education departments. Her areas of research focus on the use of assistive technologies to enhance language and literacy skills in young children who are at-risk due to poverty and/or disability. Moody can be reached at moodya@uncw.edu.



Dr. Ann Potts is Associate Dean for Teacher Education and Outreach in the Watson College of Education at the University of North Carolina Wilmington. She has extensive experience traveling and teaching in a variety of cultures including the Europe, Middle East and Africa, and through this experience promotes culturally responsive practice in her work with both pre-service and in-service teachers. Research interests include the development of teachers understanding of language, literacy, and culture within school and community. As a result of this interest a recent, and ongoing community project with homeless children at the Good Shepherd Center in Wilmington, promotes pre-service teachers understanding of interacting and supporting children who are homeless.

She has published in National and International journals, for example, International Journal of Multicultural Education, International Journal of Learning, and International Journal of Teaching and Learning in Higher Education. Dr. Potts can be reached at pottsa@uncw.edu.



Dr. Angelia Reid-Griffin is an Associate Professor of Science Education in the Watson School of Education at the University of North Carolina Wilmington. She received her degrees from East Carolina University and NC State University in Biology and Science Education. She teaches general teacher education courses in curriculum design, educational technology and supervises science candidates during their internship. Reid-Griffin also serves as the program coordinator of the Junior Seahawk Academy, a STEM initiative for underrepresented and economically disadvantaged middle school students for one week during the summer. Her research interests include motivating middle school learners in STEM fields, using technology as a tool in science and mathematics classrooms and addressing minority

teacher shortages. Reid-Griffin can be reached at griffina@uncw.edu.



Dr. John S. Rice is Associate Professor of Sociology at the University of North Carolina Wilmington. Initially hired at UNCW by the Watson School of Education to teach in the Social Foundations of Education program, he coordinated the Master's in School Administration program for five years, before returning to his home discipline of sociology. During his time as the MSA Coordinator, he became involved with the causes of the achievement gap and ways to address that gap. He, and his colleagues, Martin Kozloff and Eric Irizarry (as well as graduate students in both

sociology and education), collaborated to create the Hillcrest Reading Program, which launched in September of 2008. Rice can be reached at ricej@uncw.edu.



Dr. Janna Siegel Robertson has worked in the field of education for over 30 years and received her doctorate from University of California in Los Angeles in Educational Psychology. She is currently a Professor of Secondary Education at the University of North Carolina, Wilmington. Her research and multiple publications focus in the areas of dropout prevention, at-risk students, instructional technology, teacher preparation, arts education, special education, gifted education and diverse populations. In the past, she was a general and special education teacher, a school administrator and a district administrator. Dr.

Robertson had numerous international collaborations and has been an educational consultant at the local, state, national and international levels. She is the co-coordinator of the Southeastern North Carolina Dropout Prevention Coalition. Recently, she has been interested in educational policy at the state and federal level and has been an advocate for public education. Additionally, she has been involved with the Safer School Task Force and working with local districts on preventing incarceration of student for non-violent offenses.



Dr. Andrew J. Ryder is an Assistant Professor of Higher Education in the Department of Educational Leadership. Andy earned both his Ph.D. and Master of Science degrees in higher education from Iowa State University. Andy's research and scholarly interests include community college access and completion, civic engagement and personal responsibility in higher education, and the history and practice of higher education and student affairs. Prior to earning his Ph.D., Andy worked for 12 year as a student affairs administrator in Iowa and Boston, MA. His publications have appeared in the *New Directions* sourcebooks for higher

education and institutional research, and the *Journal of Student Affairs Research and Practice*. He has made numerous presentations at national and international meetings, including the American Educational Research Association (AERA), the Association of American Colleges and Universities (AAC&U), and the National Association of Student Personnel Administrators (NASPA).



Dr. Kathleen Schlichting is an Associate Professor in the Language and Literacy Program at the University of North Carolina Wilmington. Her research interests include exploring ways to use children's and adolescent literature to inform, support and inspire children's language and literacy development, the use of multicultural literature to support cultural awareness and culturally responsive practices, and using authors and illustrators as literacy mentors. Schlichting has implemented a collaborative Community-based Service Project at the Good Shepherd Homeless Shelter where her undergraduate and graduate students engage in a semester long experience volunteering and tutoring homeless children and working with families. This experience promotes pre-service teachers understanding of diverse learners and provides students with experiences interacting and supporting children who have special needs. Schlichting has co-authored a book, from naturalistic, classroom-based reading assessment to informed, balanced instruction (2004). New York: Kendall/Hunt. This book looks closely at ways to meet the language and literacy needs of all students through a balanced literacy approach. She has also published in National and International journals. Schlichting can be reached at schlichtingk@uncw.edu.



Dr. Robert W. Smith is a Professor of Education at the University of North Carolina Wilmington. He is currently coordinating the undergraduate teacher licensure program. Dr. Smith received his doctorate in 1991 from the University of Massachusetts in Social Studies Education/Foundations of Education. His previous education was from The University of Manchester, United Kingdom where he received a master's degree in Sociology and a bachelor's degree and teaching licensure in secondary, sociology and economics. He has published in several national and international journals and books. Smith has been a school consultant on school reform and works with many local schools and agencies in North Carolina. He is the author of the book, *Time for Change: New Visions for High School (Understanding Education and Policy)*. His research interests include dropout prevention, high school reform and preparing effective teachers for diverse learners. He recently has been involved with co-coordinating the WCE North Carolina Dropout Prevention Coalition with Dr. Janna Robertson at UNCW. Smith can be reached at smithrw@uncw.edu.



Dr. William Sterrett serves as a faculty member and program coordinator in the Department of Educational Leadership at the Watson College. Prior to his work at UNCW, Sterrett served as a principal, assistant principal, and middle school science teacher. Sterrett is the author of the ASCD books *Insights into Action* (2011) and *Short on Time* (2013) as well as journal articles focused on topics related to instructional leadership and collaboration. Sterrett earned his B.S. in Middle Grades Education from Asbury College and his Ph.D. in Educational Administration & Supervision from the University of Virginia. Sterrett can be reached at sterrettw@uncw.edu.



Dr. Kenneth Teitelbaum worked as a high school social studies teacher in upstate New York for several years and then went on to earn a PhD in Curriculum Studies from the University of Wisconsin at Madison in 1985. He was a faculty member and program coordinator or department chair at Syracuse University, Binghamton University and Kent State University, and then served for four years as Dean and Professor of the College of Education and Human Services at Southern Illinois University Carbondale. Since July 1, 2011 he has served as Dean and Professor of the Donald R. Watson College of Education at the University of North Carolina Wilmington. His scholarly interests focus primarily on school knowledge (curriculum) in current and historical contexts, critical reflection in teacher education and teachers' work, and school reform as it relates to democracy, diversity and social justice. He has taught college courses in such fields as curriculum studies, multicultural education, social studies education, secondary education, and foundations of education. He is the author of over 50 publications, most recently a co-authored article on "Keep a focus on meaningful reform efforts instead of political agendas" and a book chapter on "Critical civic literacy in schools: Adolescents seeking to understand and improve the(ir) world"; and he is co-editor of a volume entitled *School Reform Critics: The Struggle for Democratic Schooling* (Peter Lang, 2014), for which he wrote a chapter on "Teacher Education in Volatile Times: Forward to the Basics." He can be reached at teitelbaumk@uncw.edu.



Dr. Candace Thompson is an Assistant Professor in the department of Instructional Technology, Foundations, and Secondary Education at the University of North Carolina Wilmington. She received her Ph.D. in Social Foundations from the University of South Carolina in 2008. Her research interests include critical multicultural education in teacher education, and developing cultural competency and critical consciousness in early pre-service teachers through community-based collaborations. She lives this work by immersing her beginning education students (and herself) in local urban elementary and middle schools and the communities they serve. Students link course content to their developing practice and engage in critical examinations of diversity, the role of the teacher, and equity and access in schools and communities. She has taught social foundations of education and multicultural education courses for undergraduate and graduate teacher education students. Thompson can be reached at thompsonc@uncw.edu



Dr. Tyndall is currently a professor in the Educational Leadership Program in the Watson School of Education and an Executive-in-Residence in the Cameron School of Business. In addition to his current roles, Dr. Tyndall has served in a wide range of leadership positions including principal, Deputy and Associate Superintendent and Superintendent, Dean of the UNCW Watson School of Education and UNCW Vice Chancellor/Associate Provost. Dr. Tyndall also has served as Special Advisor to the President of Duke University, Executive Director of the Research Triangle Education Consortium and Executive Director of the Consortium for the Advancement of Public Education. He earned undergraduate, masters and doctoral degrees from the University of North Carolina in Chapel Hill and completed advanced graduate studies at the University of California at Los Angeles. He has been appointed to numerous state committees and councils by North Carolina leaders, including former Presidents of the UNC system Bill Friday and Molly Broad and Governors Martin, Holshouser, Scott, Hunt and Perdue. He has served as senior advisor to three university presidents and several businesses and private organizations. Dr. Tyndall has received numerous state and national awards, among them the state's most distinguished service award, The Order of the Long Leaf Pine; the UNC President's Award for Innovation; The American Association of School Administrators' Award for Distinguished Service; the American Association of Colleges for Teacher Education- Distinguished Leadership Citation ; nine corporate leadership awards including Innovator of the Year from Bell South Corporation, the Northern Telecom Distinguished Leadership Award, Collegis Entrepreneur Award and many others. Most recently he was named to the State Standards Committee for School Executives; selected as a North Carolina Delegate to the World Health Congress; and was named a Kenan Institute of Asia Fellow. He has made more than 300 state, regional and national presentations and consulted with more than thirty school districts. Dr. Tyndall is a prolific grant writer who has authored or co-authored more than thirty million dollars in funded grants as well as numerous special appropriations. His research and development interests are in organizational leadership and transformation; NCSSE at the school level; the impact of group and societal norms on educational success; and the dynamics, behaviors and effectiveness of senior leadership teams in business and education. Dr. Tyndall can be reached at tyndallre@uncw.edu



Dr. Martin Wasserberg serves as an assistant professor in the Elementary Education program at the University of North Carolina – Wilmington. Dr. Wasserberg has several years of experience as an urban elementary school teacher, during which time he was distinguished as a Finalist for Teacher of the Year in Miami-Dade County Public Schools. His present research works to engage marginalized elementary school students in student voice initiatives aimed at improving academic engagement and performance. His recent writing specifically examines the influence of societal stereotyping on the academic performance of African American students. Dr. Wasserberg can be reached at wasserbergm@uncw.edu.