UNCW Faculty Dropout Prevention Resource Booklet
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 them.
A Sample of UNCW Community Initiatives

Isaac Bear Early College High School

This is a collaborative effort between the New Hanover County Schools and UNCW. IBEC is now in its fifth year and is funded by New Schools Project of NC. The primary purpose of IBEC is to increase the high school graduation rate by serving first generation college and underrepresented groups. IBEC compresses the high school curriculum to two years, allowing students the chance to take UNCW courses in their junior and senior years of high school. UNCW faculty members assist with the implementation, research and dissemination about the school. Deron Fort is the UNCW-IBEC liaison; Robert Smith and John Fischetti lead the research efforts with other faculty, including Candace Thompson and Kennedy Ongaga.

Good Shepherd Homeless Shelter

In our efforts to identify settings in the community where our undergraduate and graduate students can develop an understanding of diverse populations and the diverse needs of students they will serve, we designed and implemented a collaborative Community-based Service Learning Project at the Good Shepherd Homeless Shelter. Students are engaged in a semester-long experience working with children and families who reside at the Shelter. They attend mandatory orientation meetings, watch an overview video, and meet with the Director and Case Worker who introduces them to specific families and children at the Shelter. Students then commit to working and/or volunteering at least three times during the semester. They arrive at 6:00 pm and have dinner with the children, and then from 6:30 – 8:30 they provide individual and small group assistance to the young people who are there for the night. They read aloud to and with students, help with homework, and invite parents to observe and engage in literacy-related activities and art projects with their children. They play games and work on puzzles, and oftentimes just listen as children tell their stories. The Watson School students come prepared with books, activities and materials for the children and leave the books so the children will always have reading materials available. We also encourage our students to imbed service-learning and community connections into their own classrooms as a way to teach about diversity and to learn about the special needs of students.
**Watson College of Education - Columbus County Schools Summer Enrichment Project**

The Watson College of Education in partnership with Columbus County Schools continues to provide a distinctive summer enrichment opportunity for Chadbourn Middle School students. The project includes eight, day-long sessions at UNCW, with students traveling by bus, engaging in morning enrichment experiences and spending the afternoons being tutored by UNCW students. Tutoring focuses on inquiry-based research and enhancing literacy skills, while the enrichment experiences focus on career and college preparation. Supported by a federal Race-to-the-Top grant award, 30 students from Chadbourn Middle School participated in the project during the summer of 2012. The project is projected to continue during the summer of 2013.

**Junior Seahawk**

The Junior Seahawk academy serves approximately 60+ middle school students (ages 11-14). The populations of middle school students targeted for this academy are from economically deprived and diverse communities. Some participants may have low literacy rates, perform poorly in science and math and rarely take advanced courses required to attend college. Other participants of the program may excel in these areas and need additional support to enhance their skills and interests in STEM, health and education careers. Benefits for participants include improved knowledge of these subjects, technology and reading competence, social skills and increased access of information regarding post-secondary education and opportunities offered by UNCW and Watson College of Education. This program assists in developing community connections in the region and furthers STEM, Health and Teacher Education recruitment initiatives. Students from neighboring county school systems are recruited to participate in this program which was held during the 3rd or 4th week in June, at the campus of the University of North Carolina Wilmington. Program Director: Angelia Reid-Griffin. For more information: http://uncw.edu/ed/jrseahawk/
Outreach Liaison – Deloris Rhodes

PK-12 Connections with the Watson College of Education

The Watson College of Education, Outreach Alliance Office continues to provide outreach connections for students in our Partnership school districts in Southeast North Carolina. During the past four years the outreach office has organized, developed and implemented campus visits for more than 3000 public school students from numerous school systems to the UNCW campus. These academically rich visits provide students from Pender, Onslow, Brunswick, New Hanover, Columbus and Duplin with college experiences and career guidance. Many Watson faculty and other UNCW, staff and students from around the campus assisted with these efforts. The partnership school district students were able to interact with the Watson College of Education Teaching Fellows, students from the Centro Hispano and African American Upperman Culture Centers and explored opportunities with the College of Nursing, College of Information Systems, College of Health and Human Services and Watson College of Education. The primary focus is to guide academically challenged and socio-disadvantaged students toward a pathway to college life. Thus, the long term benefit of outreach connections will certainly improve the academic quality of our region and the quality of life for many students who may have previously viewed college an unattainable.
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 pursing 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. Brophy can be reached at brophya@uncw.edu
Dr. Lisa Brown Buchanan is an Assistant Professor in the Department of Elementary, Middle Level, and Literacy 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. Her research explores elementary preservice teacher education, elementary social studies and literacy methods integration, and examining social issues with teacher education students. Buchanan 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. She currently partners with other elementary faculty to provide service learning experiences for elementary methods students at The Good Shepherd, and is passionate about bringing social issues, literacy, and the local community into the coursework she shares with students. Buchanan can be reached at buchananl@uncw.edu.

Cory Callahan is a first year Assistant Professor at UNCW. He taught students in Alabama and Georgia social studies for fourteen years before moving to Wilmington. He has been awarded many teaching excellence awards including a 2011 Jacobs Educator Award for exemplary use of technology in K-12 classrooms and the 2012 Gilder Lehrman Institute of American History and The History Channel’s Alabama History Teacher of the Year. His research interests include educative curriculum materials that help teachers develop their craft, employing historical photographs in a problem-centered approach to social studies instruction, and wise practice uses of technology to support student-learning. He can be reached at callahanc@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 caropresoe@uncw.edu.

Dr. Marsha Carr serves on the faculty of Educational Leadership at the University of North Carolina Wilmington. Carr previously served as a superintendent of schools in West Virginia for the past decade. Her other prior roles include serving as a Pre-K - 12 principal, Director of curriculum/instructional technology, and a reading specialist during her 35 years of service. In 1994, Carr received the Milken National Educator Award as a reading specialist, a Teacher of the Year award for Allegany County, Maryland and was recognized by the Maryland House of Delegates as well as received the Maryland Governor’s Citation for her contributions to the field of education. Carr authored a 20-book emergent level reading series called StoryMakers and is also author of Educational Leadership: From Hostile Takeover to a Sustainable-Successful System. She is co-author of The School Improvement Planning Guide: Focus on Turnaround to Transition (2013). Dr. Carr is a qualitative researcher in the field of educational leadership with a focus on organizational change from a cultural perspective as well as management sustainability including but not limited to school takeovers, turnaround, and interventions. She also developed Self-Mentoring, the invisible leader, a model for applying leadership skills to all school levels. This program is presently being piloted by Duplin County School District and will be a part of all new staff at the University of North Carolina at Wilmington as provided through the Center of Teaching Excellence. Carr can be reached at carrm@uncw.edu.
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. Howard Coleman is an Associate Professor in the Educational Leadership Department at University of North Carolina Wilmington. He received his doctorate in organizational development and institutional studies from UNC Chapel Hill. Coleman has served as a public school superintendent, a high school principal, a director of research, and a consultant for public schools, state agencies and corporations. As a high school principal, he consistently improved graduation rates and academic performance in lower SES inner-city schools with high minority populations. During his service as a superintendent, he reduced dropout rates in his school district by 20% and increased the average SAT scores among all high school students by 200 points. Coleman teaches graduate level courses in leadership, research, program evaluation, curriculum assessment, school law and educational policy. He has published numerous articles on leadership and technology, co-authored book chapters on professional standards, intervention programs, e-portfolio assessments and organizational health in public schools. Coleman currently serves as the Executive Director for the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) which sponsors the annual National Evaluation Institute for educators and school leaders. His webpage and curriculum vitae may be accessed via the following link: http://people.uncw.edu/colemanh/ and he can be reached at colemanh@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.
Florence Martin is an Associate Professor in Instructional Technology at the University of North Carolina Wilmington. She received her Doctorate and Master’s in Educational Technology from Arizona State University. She has worked on instructional design projects for Maricopa Community College District, University of Phoenix, Intel, and Arizona State University. She researches on the effective design of instruction and integration of digital technology to improve learning and performance.

She has extensively researched on online synchronous learning through virtual classrooms such as wimba, elluminate and webex. In this area, she has researched on faculty adoption factors for the synchronous learning tools, interaction capabilities of the virtual classroom, student perception of the virtual classroom features and challenges to teach using the virtual classroom. Another area of interest to her is designing mobile learning. She has conducted usability studies on designing mobile learning, proposing guidelines on the effective design of mobile based instruction. She has also conducted a number of evaluation and performance improvement studies that use real-time data to inform instructional improvement. She currently serves as the president of the Multimedia Production Division at Association for Educational Communication and Technology. She is an advocate for preparing students for life in the global digital world of the 21st century. She can be reached at martinf@uncw.edu.

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. Kennedy Ongaga is an Assistant Professor in the department of Educational Leadership in the Watson School of Education at the University of North Carolina Wilmington. His research interests include an examination of social justice issues in curriculum and instruction; small learning communities; organizational culture and its impact on historically marginalized groups; HIV and AIDS education programs in schools. He is a member of various professional organizations including American Educational Research Association (AERA) and Comparative and International Education Society (CIES). Ongaga can be reached at ongagak@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.
Ms. Deloris Rhodes is the Outreach Liaison for the Watson School of Education and the Host Coordinator for the NC Teach Program at the University of North Carolina Wilmington. She is a former Assistant Superintendent for Pender County Schools; School Administrator in Fairfax County Virginia; High School Guidance Counselor in Virginia, Massachusetts and California. Rhodes received her degrees and endorsements from Livingston College, California State University, Auburn University and University of Virginia. She has taught several courses at the University of Maryland- students making the transition into college after careers in the military or other businesses. Additionally, she has traveled extensively throughout Asia and worked for the Department of Defense Schools- Overseas. Rhodes has designed and implemented a variety of professional development seminars, workshops and training experiences for teachers and principals. She is actively involved in the Wilmington Community. Rhodes serves on the Bellamy Museum Board, where she serves as Chairman of the education committee and the Advisory Board for Cape Fear Literacy. She was recently appointed by the County Commissioners to the New Hanover County Advisory Board to the Public Library. Rhodes can be reached at rhodessd@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 30 years. She is currently an Associate Professor of Secondary Education at the University of North Carolina Wilmington since 2010. She graduated with a doctorate in Educational Psychology/Special Education from The University of California, Los Angeles, in 1992. Previously, she was area coordinator of special education at The University of Memphis since 1997, and an associate professor of special education at Eastern New Mexico University. Earlier in her career she was a school teacher and a school administrator. She has published over 40 manuscripts in peer reviewed national/international journals or book chapters. Robertson has conducted over a hundred presentations for local, state, regional, national, and international audiences. She has also been awarded hundreds of thousands of dollars in federal, state, and local grants. Her research focuses are in the areas of dropout prevention, at-risk students, instructional technology, program evaluation, teacher preparation, inclusion/transition, arts education, and diverse populations. She recently has been involved with co-coordinating the WCE Dropout Prevention Coalition with Dr. Robert Smith at UNCW. Robertson can be reached at robertsonj@uncw.edu.

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 L. Sterrett serves as Assistant Professor of Curriculum, Instruction, and Supervision in the Watson School of Education at the University of North Carolina Wilmington. Sterrett previously served as principal of a Title I elementary school in Charlottesville, Virginia from 2006-2010. His other prior roles include serving as an assistant principal, upper elementary teacher, and middle school science teacher. In 2008, Sterrett received the Milken National Educator Award as a principal and was recognized by a Virginia General Assembly joint resolution for his work in 2009. Sterrett has been published in educational journals and magazines including the Journal of Cases in Educational Leadership, the Kappa Delta Pi Record, Principal, and Educational Leadership. Sterrett's areas of research include instructional leadership, K-12 administrator preparation, and principal leadership. In related roles, Sterrett served as an Investment in Innovation (i3) grant reviewer for the US Department of Education and he chairs the Public Policy Committee for Kappa Delta Pi. Sterrett earned a B.S. in Middle Grades Education from Asbury College (KY) in 1999 and a Ph.D. in Educational Administration & Supervision from the University of Virginia in 2005. 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”; is co-editor of a volume in preparation entitled The School Reform Critics: The Struggle for Democratic Schooling; and served as an editorial board member of the Theory and Research in Social Education journal. 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
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