

SHELBY COSNER

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EDUCATION

- Ph.D.** Educational Leadership and Policy Analysis, with a Minor in Organizational Theory and Change, University of Wisconsin-Madison, 2005.
- M.S.** Educational Administration, Iowa State University, 1990.
- B.A.** Teaching and Business Administration, University of Northern Iowa, with distinction, 1987.

PROFESSIONAL EXPERIENCE

Director of UIC's Center for Urban Education Leadership (CUEL), College of Education, University of Illinois at Chicago, 2018 to present.

In 2018 the CUEL, in collaboration with UIC's Urban Education Leadership program received the *Spotlight on Quality in Continuous Improvement Award* from the Carnegie Foundation for the Advancement of Teaching.

Professor with Tenure, Ed. Organization & Leadership, Department of Educational Policy Studies, College of Education, University of Illinois at Chicago, 2018 to present.

Associate Professor with Tenure, Ed. Organization & Leadership, Department of Educational Policy Studies, College of Education, University of Illinois at Chicago, 2011-present.

Assistant Professor, Ed. Organization & Leadership, Department of Educational Policy Studies, College of Education, University of Illinois at Chicago, 2005-2011.

UIC Program Affiliations:

Ed.D. in Urban Education Leadership
Ph.D. in Educational Policy Studies

Additional UIC Leadership and Faculty Affiliate Roles 2005-2018:

Academic Program Director, Associate Program Coordinator (2008-2014), Ed.D. in Urban Education Leadership, Department of Educational Policy Studies, College of Education, University of Illinois at Chicago.

The Ed.D. in Urban Education Leadership (UEL), the college's principal preparation program, has earned national and state recognition for its quality. Each year since 2014, US News and World Report has identified this department/program among the top 25 in the US. It is currently ranked #22. In 2013, this program received the University Council for Educational Administration's first Exemplary Educational Leadership Preparation Program Award (only two educational leadership preparation programs were recognized in this inaugural competition and only 5 programs throughout the US have received this award to date). In 2012, this program received the Urban Impact Award from the Council of Great City Schools. It has been identified as a model educational leadership preparation program by the Illinois Board of Higher Education, and recognized by the George W. Bush Institute's Alliance to Reform Education Leaders as the first higher education program in the nation to receive Exemplary Affiliate status, its highest designation.

Key Leadership Responsibilities and Accomplishments: provided ongoing leadership in all facets of the program; designed and led formal 2-year process of program evaluation/continuous program improvement that culminated in the redesign of the academic and clinical programs and the design of a capstone research project that replaced a traditional dissertation research project; designed initial student recruitment, student job search, and general program marketing strategy and materials; designed and managed initial systems for student advising and enrollment management; co-planned the launch of the Center for Urban Education Leadership.

Faculty Affiliate, Center for Urban Education Leadership (CUEL), College of Education, University of Illinois at Chicago, 2012-2018.

The Center for Urban Education Leadership (CUEL) conducts research on principal practice and school leadership preparation/development and provides professional development to school and system leaders.

Director of Leadership Research and Development, Partnership READ.

College of Education, University of Illinois at Chicago, 2006-2009.

Key Responsibilities and Accomplishments: participated on an interdisciplinary research team where I collaborated with researchers from cognitive sciences, assessment, and literacy; designed and implemented a 3-year longitudinal study of grade-level collaborative data use and the administrative and teacher leadership supports of data use in three urban elementary schools; conducted design-based research to examine the learning needs of school leaders in these data-use contexts and the design of developmental experiences for these leaders; trained and supervised a team of graduate students for qualitative data collection and analysis; led professional development sessions for principals, assistant principals, teacher leaders, and school leadership teams.

OTHER RELEVANT EXPERIENCE

Senior Teaching Assistant, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison, 2001-2005.

District Director, Continuous Improvement of Student Learning, Elmbrook School District, Brookfield, WI, 2001-2003.

Founding Principal, Wisconsin Hills Middle School (6-8th grade student enrollment 1000), Elmbrook School District, Brookfield, WI, 1995-2001.

Associate Principal, Longfellow Middle School (6-8th grade student enrollment 1100), Wauwatosa School District, Wauwatosa, WI, 1991-1995.

High School Teacher/Program Director, Urbandale School District, Urbandale, IA, 1988-1991.

MANUSCRIPTS CURRENTLY UNDER REVIEW

Cosner, S., Walker, L., Swanson, J., & Hebert, L. (revise and resubmit). Elaborating learning-focused leadership coaching activities experienced by aspiring leaders during principal preparation. *Educational Administration Quarterly*.

Salisbury, J., Richard, M.,* & **Cosner, S.** (under review). Merging schools and communities: Engaging in activist leadership beyond your school walls. In J. Brooks, T. Watson, & A. Heffernan (Eds.), *The school leadership survival guide: What to do when things go wrong, how to learn from mistakes, and*

why you should prepare for the worst. Charlotte, NC: Information Age Publishing.

PUBLISHED/IN-PRESS PEER-REVIEWED JOURNAL ARTICLES

- Cosner, S.,** Leslie*, D., & Shyjka*, A., (2019). Supporting instructional transformation tied to standards-based reforms: Examining a learning focused approach to school-wide instructional improvement. *Leadership and Policy in Schools*. DOI: 10.1080/15700763.2018.1551550.
- Cosner, S.** (2019). What *makes* a leadership preparation program exemplary? *Journal of Research on Leadership Education*, 14(1), 98-115.
- Cosner, S.,** Walker, L., Swanson J., Hebert, M., & Whalen, S. (2018). Examining the architecture of leadership coaching: Considering developmental affordances from multifarious structuring. *Journal of Educational Administration*, 56(3), 364-380.
- Cosner, S.,** DeVoto*, C., & Andry Rah'man*, A. (2018). Harnessing the school context as a learning resource in school leader development. *Journal of Research on Leadership Education*, 13(3), 238-255.
- Cosner, S.,** & Jones*, M. F. (2016). Leading school-wide improvement in conditions of accountability: Key actions and considerations. *Journal of Educational Administration*, 54(1), 41-57.
- Cosner, S.,** & Tozer, S., Zavitkovsky, P., & Whalen, S. (2015). Cultivating exemplary school leadership preparation at a research intensive university. *Journal of Research on Leadership Education*, 10(1), 11-38.
- Cosner, S.** (2014). Advancing a phase-based model of school leadership for the support of collaborative data practices as a school-wide improvement strategy. *Journal of School Leadership*, 24, 692-724.
- Cosner, S.,** Tozer, S., & Smylie, M. (2012). The Ed.D. Program at UIC: Using cycles of inquiry and improvement to advance leadership preparation. *Planning and Changing*, 43(1-2), 127-148.
- Cosner, S.** (2012). Leading the on-going development of collaborative data practices: Advancing a schema for diagnosis and intervention. *Leadership and Policy in Schools*, 11(1), 26-65.

- Cosner, S.** (2011). Teacher learning, instructional considerations, and principal communication: Lessons from a longitudinal study of collaborative data use by teachers. *Educational Management Administration & Leadership*, 39(5), 568-589.
- Cosner, S.** (2011). Supporting the initiation and early development of evidence-based grade-level collaboration in urban elementary schools: Key roles and strategies of principals and literacy coordinators. *Urban Education*, 46(4), 786-827.
- Cosner, S.** (2010). Drawing on a knowledge-based trust perspective to examine and conceptualize within-school trust development by principals. *Journal of School Leadership*, 20(2), 117-144.
- Cosner, S.** (2009). Building organizational capacity through trust. *Educational Administration Quarterly*, 45(2), 248-291.

PUBLISHED PEER-REVIEWED BOOK CHAPTERS AND POLICY REPORTS

- Korach, S., & **Cosner, S.** (2017). Developing the school leadership pipeline: Comprehensive leadership development. In M. Young & G. Crow (Eds.), *Handbook of Research on the Education of School Leaders* (pp. 262-282). NY: Routledge.
- Cosner, S.,** Tozer, S., & Zavitkovky, P. (2016). Enacting a cycle of inquiry capstone research project in doctoral-level leadership preparation. In V. Storey and K. Hesbol (Eds.), *Contemporary approaches to dissertation development and research methods* (pp. 162-183). Hershey, PA: IGI Global.
- Cosner, S.** (2014). Strengthening collaborative data practices in schools: The need to cultivate developmental perspectives and diagnostic approaches. In A. Bowers, A. Shoho, & B. Barnett (Eds.), *Using data in schools to inform leadership and decision making* (pp. 67-93). Charlotte, NC: Information Age Publishing.
- Cosner, S.,** Kimball, S., Barkowski, E., Carl, B., & Jones, C. (2014). *The impact of new teacher evaluation systems on the work demands and learning and resource needs of principals*. Research on Urban Education Policy Initiative.

PUBLISHED BOOK CHAPTERS

- Cosner, S.** (2019). Assembling the right team for implementing a continuously improving principal preparation program: Lessons learned at the University

- of Illinois at Chicago. In E. Hunt, A. Haller, L. Hood, & M. Kincaid (Eds.), *Reforming Principal Preparation at the State Level: Perspectives on Policy Feform from Illinois* (pp. 205-206). NY: Routledge.
- Peterson, K., & **Cosner, S.** (2008). Teaching your principal: Top tips for the professional development of the school's chief. In V. von Frank (Ed.), *Professional learning for school leaders* (pp. 5-9). Oxford, OH: National Staff Development Council.
- Cosner, S.** (2006). School improvement models. In F. English (Ed.), *SAGE encyclopedia of educational leadership and administration* (pp. 904-906). Thousand Oaks, CA: SAGE Publications.
- Peterson, K., & **Cosner, S.** (2006). School culture. In F. English (Ed.), *SAGE encyclopedia of educational leadership and administration* (pp. 249-251). Thousand Oaks, CA: SAGE Publications.
- Cosner, S.** (2005). Towards a human capital development strategy: Uncovering the approaches used by a high school principal to support teacher learning. In W. Hoy & C. Miskel (Eds.), *Theory and research in educational administration: Educational leadership and reform* (pp. 233-264). Greenwich, CT: Information Age Publishing.

PUBLISHED JOURNAL ARTICLES

- Cosner, S.,** & Marshall, J. (2016). Rethinking preparation program leadership in improvement-oriented contexts: Identifying new work demands, university responses and persistent challenges. *UCEA Review*, 57(3), 29-33.
- Cosner, S.,** & Peterson, K. (2003). Building a learning community, *Leadership*, 32(5), 12-15.

WORK IN PROGRESS

- Cosner, S,** Andry Rah'man, A.*, & De Voto, C.* (in progress, Spring 2019). Strengthening the developmental utility of the principal preparation clinical experience: Leadership coach as clinical broker. *Journal of Educational Administration*.
- Cosner, S.,** De Voto, C.,* & Andry Rah'man, A* (in progress, Summer 2019). The interaction of structures and routines: Considerations for assistive relationship learning designers. *American Journal of Education*.

Richard, M., Salisbury, J., & **Cosner, S.** (in progress, Spring 2019). The school-community connection: School leaders' activist responses to political contexts.

* Graduate students

FUNDING

Principal Investigator. A community of practice: Leadership for literacy learning. Steans Family Foundation, **(\$85,000/under review)**, 2019-2020.

Co-Principal Investigator. *Developing Organizational Capacity to Improve K-8 Mathematics Instruction*. DRK-12 Discovery Grant Level III Implementation Teaching. National Science Foundation, **(\$ \$4,730,433, funded)**, 2019-2024. PI is Allison Castro and additional Co-PIs include Ben Superfine and Yue Yin, University of Illinois at Chicago.

Principal Investigator. Advancing school leadership development. Finnegan Family Foundation, **(\$35,000/funded)**, 2019-2020.

Co-principal Investigator. Continuous improvement of senior leadership practices in a major American urban school district. Fry Foundation, Crown Foundation, and Chicago Public Schools **(\$90,000/funded)**, 2019-2020. PI Sam Whalen, University of Illinois at Chicago.

Principal Investigator. *Exemplary Partner: University Principal Preparation Initiative*. The Wallace Foundation, **(\$300,000, funded)**, 2019-2020.

Principal Investigator. Examining school leader development in India and advancing international investment recommendations for developing countries, WISE Foundation, **(\$30,000 funded)**, 2019.

Principal Investigator. *Accelerating the Development of Leader Practice in Challenging Contexts (ALP-C2)*. Development and Innovation Grant for IES Education Research/Education Leadership CFDA 84.305A2017, (\$1,400,000/not funded), 2019-2023. Co-PIs include Sam Whalen and Lisa Walker, University of Illinois at Chicago.

Co-Principal Investigator. *Developing Organizational Capacity to Improve K-8 Mathematics Instruction*. DRK-12 Discovery Grant Level III Implementation Teaching. National Science Foundation, (\$4,455,644/not funded), 2018-2023. PI is Allison Castro and additional

Co-PIs include Ben Superfine and Yue Yin, University of Illinois at Chicago.

Principal Investigator. *Accelerating the Development of Leader Practice in Challenging Contexts (ALP-C2)*. Development and Innovation Grant for IES Education Research/Education Leadership CFDA 84.305A2017, (\$1,400,000/not funded), 2018-2022. Co-PIs include Sam Whalen and Lisa Walker, University of Illinois at Chicago.

Co-Principal Investigator. *Developing Organizational Capacity to Improve K-8 Mathematics Instruction*. Development and Innovation Grant for IES Educational Research/Effective Teachers and Teaching, (\$1,400,000/not funded), 2018-2022. PI is Allison Castro and additional Co-PIs include Ben Superfine and Yue Yin, University of Illinois at Chicago.

Principal Investigator. *Exemplary Partner: University Principal Preparation Initiative*. The Wallace Foundation, (**\$370,000/funded**), 2018.

Co-Principal Investigator. *Developing Organizational Capacity to Improve Elementary Mathematics Instruction*, The National Science Foundation, (\$1,209,040/not funded), 2017-2021. PI is Alison Castro-Superfine and Co-PIs include Ben Superfine and George Karabatsos, University of Illinois at Chicago.

Principal Investigator. *Accelerating the Development of Leader Practice in Challenging Contexts (ALP-C2)*. Development and Innovation Grant for IES Education Research/Education Leadership CFDA 84.305A2017, (\$1,400,000/not funded), 2017-2021. Other Co-PIs include Steve Tozer, Sam Whalen, and Lisa Walker, University of Illinois at Chicago.

Principal Investigator. *Improving Instruction Through Data Use on Teacher Quality*. The Lyle Spencer Foundation, (**\$28,666/funded**). 2017-2018.

Co-Principal Investigator. *Developing Organizational Capacity to Improve K-8 Mathematics Instruction*. Development and Innovation Grant for IES Educational Research/Effective Teachers and Teaching, (\$1,400,000/not funded), 2017-2021. PI is Allison Castro and additional Co-PIs include George Karabatsos and Ben Superfine, University of Illinois at Chicago.

Principal Investigator. *Exemplary Partner: University Principal Preparation Initiative*. The Wallace Foundation, (**\$400,000/funded**), 2016-2017.

Principal Investigator. *Developing Principal Practice for the Leadership of*

School-wide Cycles of Inquiry. Chicago Leadership Collaborative, Chicago Public Schools, **(\$6,000/funded)**, 2015-2016.

Co-Principal Investigator. *Systems Approach to Leader Pipeline Development*. US Department of Education, **(\$1,948,007/funded)**, 2014-2017. Principal investigator Steve Tozer, Center for Urban Educational Leadership, and additional Co-Principal Investigators Sam Whalen, Center for Urban Educational Leadership, College of Education, University of Illinois at Chicago.

Principal Investigator. *PK-5 Mathematics Instructional Improvement: Common Core for All Learners*. McCormick Foundation, **(\$450,000/funded)**, 2014-2017. Additional Principal Investigators David Mayrowetz, Department of Educational Policy Studies, Cathy Main, Department of Educational Psychology, and Kathleen Sheridan, Department of Educational Psychology. College of Education, University of Illinois at Chicago.

Principal Investigator. *The Improvement of Low-performing Schools: Examining and Developing Critical Leadership*. The Wallace Foundation and the Education Development Center, **(\$3,000/funded)**, 2014-2015.

Co-principal Investigator. *Cycles of Innovation and Continuous Improvement: A University/District Partnership to Produce Transformative Principals*. School Leadership Program Grant. U.S. Department of Education Office of Innovation and Improvement, **(\$1,000,330/funded)**, 2013-2017. Principal Investigator, Steve Tozer, Center for Urban Educational Leadership and additional Co-Principal Investigators Sam Whalen, Center for Urban Educational Leadership, Andrea Evans, Department of Educational Policy Studies, and David Mayrowetz, Department of Educational Policy Studies. College of Education, University of Illinois at Chicago.

Principal Investigator. *Collaborative Data Practices in Mathematics and Literacy from an Integrated Practice Perspective*. Spencer Foundation, (\$300,000/not funded), 2014-2015. Co-Principal investigators, Alison Castro Superfine, Department of Mathematics, Statistics, and Computer Sciences, Becca Woodard, Department of Curriculum and Instruction/Writing, and Jamie Puccioni, Department of Reading. University of Illinois at Chicago and University of Albany-SUNY.

Senior Researcher. *Examining Pre-service Preparation of School Leaders*. Finnegan Family Foundation, **(\$30,000/funded)**, 2013-2014.

Senior Researcher. *Examining the Principal Residency Experience and its Impact on Candidate Competency, Role, and Identity Development*. Lloyd A. Fry Foundation, **(\$200,000/funded)**, 2013-2015. Principal Investigator, Sam Whalen, Center for Urban Education Leadership. College of Education, University of Illinois at Chicago.

Principal Investigator. *Examining School Leader Identity and Competency Development*. The Wallace Foundation and the Education Development Center, **(\$6,200/funded)**, 2013.

Principal Investigator. *Engaging Urban Science Teachers Around Collaborative Instructional Alignment in a Network*. Chicago Community Trust, (\$300,000/not funded), 2013-2014. Additional Principal Investigators include Don Wink Learning Sciences and Chemistry, and David Mayrowetz, Educational Policy Studies. University of Illinois at Chicago.

Co-Principal Investigator. *Engaging Urban Science Teachers Around Collaborative Instructional Alignment*. National Science Foundation, Discovery Research K-12, (\$449,864/not funded), 2013-2016. Principal Investigator, Don Wink, Learning Sciences and Chemistry, and additional Co-Principal Investigator, David Mayrowetz, Educational Policy Studies. University of Illinois at Chicago.

Principal Investigator. *Exploring the Micro-processes of Elementary Grade-level Team Use of Mathematics Student Performance Data and the Affect of Accountability and Organizational Context Factors on Processes and Use*. The Spencer Foundation, (\$296,707/not funded), 2013-2014. Co-Principal Investigator, Alison Castro Superfine, Department of Mathematics, Statistics, and Computer Sciences. University of Illinois at Chicago.

Principal Investigator. *Performance Management Accountability Policy and Sanctions: Examining Productive Organizational and School Leadership Responses*. Faculty Scholarship Support Grant and Dean's Research Support, University of Illinois at Chicago, **(\$29,000/funded)**, 2012-2014.

Principal Investigator. *Investigating Processes of Collaborative Data-use and the Influence of School Leadership and Organizational Context on Process Development*. The Spencer Foundation, (\$419,512/not funded), 2012-2014.

Co-Principal Investigator. *Enhancing a University School District Partnership for Urban School Leadership Preparation*. School Leadership Program Grant. U.S. Department of Education Office of Innovation and Improvement, (\$4,100,000/not funded), 2010-2015. Principal Investigator, Steve Tozer,

Department of Educational Policy Studies. Additional Co-Principal Investigators Peter Martinez and Sam Whalen. College of Education, University of Illinois at Chicago.

Principal Investigator. *Examining the Enactment of Collaborative Data Practices in Urban Elementary Schools*. Faculty Scholarship Support Grant, University of Illinois at Chicago, **(\$3,000/funded)**, 2009-2011.

Co-Principal Investigator. *Urban School Leadership Preparation*, The Broad Foundation, **(\$2,100,000/funded)**, 2007-2011. Principal Investigator Steve Tozer, Department of Educational Policy Studies and additional Co-Principal Investigator, Peter Martinez. College of Education, University of Illinois at Chicago).

Senior Researcher/Director of Leadership Research. Partnership READ, College of Liberal Arts and Sciences and College of Education, University of Illinois at Chicago. *Examining Grade-level Collaborative Data Use and the Ways in Which School Leaders Support Collaborative Practice Enactment and Development*. Chicago Community Trust, **(\$1,500,000/funded)**, 2006-2009. Principal Investigators Susan Goldman, Psychology and Education, and Taffy Raphael, Department of Curriculum and Instruction, University of Illinois at Chicago.

REFEREED CONFERENCE PAPERS and INVITED CONFERENCE PRESENTATIONS

Cosner, S., Irby, D., Salisbury, J., Gonzalez, R., Woulfin, S., & Legget, S. (November, 2018). *Redesigning principal preparation for coherence*. An invited innovative session at the annual meeting of the University Council for Educational Administration Houston, TX.

Cosner, S. (November, 2018). *Powerful learning, powerful leading: Program coherence for equity-oriented leadership preparation through continuous improvement*. Invited critical conversation at the annual meeting of the University Council for Educational Administration, Houston, TX.

Cosner, S., Thessin, R., & Woulfin, S. (November, 2018). *A constellation of coaching: Examining the work of principal supervisors, aspiring leader coaches, and instructional coaches*. Invited critical conversation at the annual meeting of the University Council for Educational Administration, Houston, TX.

Cosner, S. (November, 2018). *Examining course-embedded and clinically enacted work tasks as an active learning pedagogy*. In search of signature pedagogies

- in 21st century educational administration. Invited presentation and panel discussion at the annual meeting of the University Council for Educational Administration, Houston, TX.
- Cosner, S., (November, 2018). *What makes leadership preparation exemplary?* Paper presented at the annual meeting of the American Educational Research Association, Houston, TX.
- Richard, M., Salisbury, J., & Cosner, S. (November, 2018). *The school community connection: School leaders' motivations for out-of-school activism in political contexts.* Paper presented at the annual meeting of the University Council for Educational Administration, Houston, TX.
- Cosner, S., & Salisbury, J. (November, 2017). *Unearthing key factors that catalyze principal activism in big city school districts.* Invited presentation at the annual meeting of the University Council for Educational Administration, Denver, CO.
- Cosner, S., & Korach, S., (November, 2017). Supporting principal preparation program redesign: *First year work of The Wallace Foundation UPPI project.* A Wallace Foundation sponsored and invited session presentation at the annual meeting of the University Council for Educational Administration, Denver, CO.
- Cosner, S., Bussey, L., Chiang, E., Korach, S., & Honig, M. (November, 2017). *Strategies for supporting district leader development: A Wallace Foundation sponsored and invited session at the annual meeting of the University Council for Educational Administration, Denver, CO.*
- Cosner, S. (April, 2017). *Strengthening the developmental utility of the principal preparation clinical experience: The importance of brokering.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Cosner, S., Whalen, S., Walker, L., Swanson, J., & Hebert, M. (November, 2016). *Examining the architecture of leadership coaching for aspiring principals.* Paper presented at the annual meeting of the University Council for Educational Administration, Detroit, MI.
- Cosner, S., & Tozer, S. (November, 2016). *Navigating the shift to intensive principal preparation in Illinois.* Invited presentation at the annual meeting of the University Council for Educational Administration Detroit, MI.

- Cosner, S., Hall, J., & Eddy Spicer, D. (November, 2016). *Developing a design-based school improvement mindset in school and system-level leaders: Ed.D. programs' intersection with system exigencies*. Panel discussion at the annual meeting of the University Council for Educational Administration, Detroit, MI.
- Cosner, S., Walker, L., Swanson, J., Hebert, M., Mayrowetz, D., & Whalen, S. (April, 2016). *The coaching of aspiring school leaders: Exploring the utilization of learning processes for standards-aligned competency development*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Cosner, S., Walker, L., Swanson, J., Hebert, M., Mayrowetz, D., Whalen, S., Hutchinson, A. & Shabaker, M., (November, 2015). *Examining the standards-aligned competency development of aspiring principals: The synergistic nature of exemplary program features*. Paper presented at the annual meeting of the University Council for Educational Administration, San Diego, CA.
- Mayrowetz, M., Hutchinson, A., & Michelle Shabaker, M., Cosner, S., Whalen, S., Walker, L., Hebert, M., & Swanson, J. (November, 2015). *Evolving role conceptions and leader identity: A longitudinal study of early career school leaders*. Paper presented at the annual meeting of the University Council for Educational Administration, San Diego, CA.
- Cosner, S., Walker, L., Swanson, J., Hebert, M., Mayrowetz, D., & Whalen, S. (April, 2015). *Examining the development of school leader competencies by aspiring principals during the principal preparation experience: An exploratory longitudinal study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Mayrowetz, D., Hutchinson, A., Shabaker, M., Cosner, S. Whalen, S. (April, 2015). *Tracing the evolution of role conceptualization and leader identity development among urban school principals in training, a longitudinal study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cosner, S. (2014, November). *We know what effective leadership preparation programs look like*. Invited presentation at the annual meeting of the University Council for Educational Administration, Washington, DC.
- Cosner, S. (2014, November). *Strengthening collaborative data practices in schools: The need to cultivate developmental perspectives and diagnostic*

- approaches*. Paper presented at the annual meeting of the University Council for Educational Administration, Washington, DC.
- Cosner, S., Jones, Mary F., & Trueheart, M. (2013, November). *Leading schools under accountability sanction: Key actions and considerations*. Paper presented at the annual meeting of the University Council for Educational Administration, Indianapolis, IN.
- Cosner, S., & Tozer, S. (2013, November). *Learning about UIC's doctorate in urban educational leadership: Program improvement approaches and strategy*. Paper presented at the annual meeting of the University Council for Educational Administration, Indianapolis, IN.
- Cosner, S. (2012, November). *Using cycles of inquiry for leadership preparation and development program improvement and evaluation*. Symposium presented at the annual meeting of the University Council for Educational Administration, Denver, CO.
- Cosner, S. (2012, November). *What counts as effective leadership preparation and how do we know*. Symposium presented at the annual meeting of the University Council for Educational Administration, Denver, CO.
- Cosner, S. (2012, April). *Developing school leaders to support collaborative data practices: The need to cultivate developmental perspectives and diagnostic approaches*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA.
- Cosner, S. (2011, November). *Collaborative data practices as a school-wide improvement strategy: Phases of developmental support by school leaders*. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, PA.
- Cosner, S., Tozer, S., Smylie, M., & Martinez, P. (2010, October). *Exploring the Ed.D. degree as a vehicle for innovative leadership preparation. A successful university/district partnership for preparing and developing leaders for preK-12 learning*. Symposium presented at the annual meeting of the University Council for Educational Administration, New Orleans, LA.
- Cosner, S. (2009, November). *Examining leadership for evidence-based teacher learning communities*. Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.

- Cosner, S. (2009, November). *Examining the early journey towards evidence-based teacher learning communities*. Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.
- Cosner, S. (2008, May). *Strengthening school-based professional community and instructional practice through 3x-a-year formative assessment and school-wide public reporting*. Presentation to the International Reading Association, Atlanta, GA.
- Raphael, T., Cosner, S., Weber, C., George, M., & McMahon, S. (2007, April). *Enhancing school's literacy communities: The Partnership READ experience*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cosner, S. (2006, November). *Elementary principals and standards-based change: Early work and next steps*. Presentation at the National Reading Conference, Los Angeles, CA.
- Cosner, S. (2006, November). *High school principals: Supporting collaboration, supporting the development of collegial trust*. Paper presented at the annual meeting of the University Council of Educational Administration, San Antonio, TX.
- Cosner, S. (2006, November). *Actuating teacher leadership as a form of social capital: Engaging teacher leaders with the challenge of collective action*. Paper presented at the annual meeting of the University Council of Educational Administration, San Antonio, TX.
- Cosner, S. (2005, November). *Cultivating cognitive and structural aspects of social capital: An initial exploration into the high school principal's contribution to the development of organizational capacity*. Paper presented at the annual meeting of the University Council for Educational Administration, Nashville, TN.

INVITED PROFESSIONAL TALKS, KEYNOTE ADDRESSES, EXPERT PANELS

- Cosner, S., (June, 2019). *Enhancing the clinical experience for aspiring leaders: Collaboration between preparation programs/mentors principals/districts*. Address for Texas Education Agency, Principal Pipeline Initiative, Austin TX.

- Cosner, S. (June, 2019). Enhancing the clinical experience for aspiring leaders: Strengthening mentor practice. Address for Texas Education Agency, Principal Pipeline Initiative, Austin TX.
- Cosner, S., (February, 2019). *Learning about leading cycles of inquiry for schoolwide improvement*. Statewide Every Student Succeeds Act (ESSA) Conference. Chicago IL.
- Cosner S., & Clifford, M. (December, 2018). *The principal residency experience: Benchmarking learning*. Webinar for the Texas Education Agency.
- Cosner, S. (August, 2018). *A deeper look into robust residency experiences*. Address to the Tennessee Transformational Leadership Alliance Program Summit, Nashville, TN.
- Cosner, S. (June, 2018). *Strengthening the developmental support role of the mentor principal for aspirant learning and development during the clinical experience*. Texas Education Agency's Principal Preparation Initiative, Houston, TX.
- Cosner, S. (June, 2018). *Designing robust clinical experiences for principal preparation*. Expert panel member. The Wallace Foundation 's UPPI Convening, New York, NY.
- Cosner, S., (May, 2018). *Developing strong leaders: A national perspective*. Expert panel member for Score Institute on School Leadership, Nashville, TN.
- Cosner, S., (April, 2018). *Examining the affordances and design of clinically-enacted course embedded work tasks in principal preparation*. The Wallace Foundation's UPPI Faculty PLC, Chicago, IL.
- Cosner, S., & Tozer, S. (March, 2018). *Building curricular coherence within the scope and sequence of leadership preparation: Lessons from UIC*. University Council for Educational Administration Professional Development Network site visit, Chicago, IL.
- Cosner, S., (March, 2018). *Beyond case-based learning: Developing practice through active learning routines*. University Council for Educational Administration Professional Development Networked Improvement Community site visit, Chicago, IL.

- Cosner, S. (October, 2017). *Transforming principal preparations: From vision to action*. Keynote speaker at the Connecticut State Department of Education Connecticut Principal Preparation Program Convening, East Hartford, CT.
- Cosner, S., (September, 2017). *University of Illinois Ed.D. in Urban Education Leadership doctoral program, logic model, program design and course sequencing and stranding*. National Webinar for The Wallace Foundation's UPPI Faculty PLC.
- Cosner, S., (June, 2017). *Examining logic models and their utility to principal preparation and program improvement*. Address to the Tennessee Transformational Leadership Alliance, Tennessee Department of Education, Nashville, TN.
- Cosner, S., (April, 2017). *Networked approaches to principal preparation program improvement*. Keynote address to The Wallace Foundation, Educational Development Center Principal Pipeline Initiative National Training Provider PLC. Boston, MA.
- Cosner, S., & Korach, S., Burg, C., Taylor, W., & Mayfield, F. (January, 2017). *Cultivating growth mindset in principal preparation programs*. Expert panel at The Wallace Foundation, Educational Development Center Principal Pipeline Initiative National Training Provider PLC. Boston, MA.
- Cosner, S., Korach, S., & O'Doherty, A. (December, 2016). *Principal preparation logic models and outcomes*. Expert panel at The Wallace Foundation's University Principal Preparation Initiative (UPPI) Professional Learning Community. New York, NY.
- Cosner, S., & Hunt E., (December, 2016). *Case in point: State principal preparation policy change in Illinois*. Invited talk to The Wallace Foundation's University Principal Preparation Initiative (UPPI) Professional Learning Community. New York, NY.
- Cosner, S. (July, 2016). *Harnessing the MTSS problem solving process for impact leadership*. Keynote address to all Chicago Public School (CPS) principals at the CPS Summer Principals' Institute. Chicago, IL.
- Cosner, S. (June, 2016). *Connecting system-level performance management to cycle of inquiry use for the improvement of student learning*. Keynote address to all Chicago Public Schools (CPS) Chief Academic Officers and Academic Leaders. Chicago, IL.

- Young, M., Cosner, S., & O'Doherty, A. (March, 2016). *Questions answered about the exemplary educational leadership preparation program award and application process*. Invited national webinar for the University Council for Educational Administration (UCEA).
- Cosner, S., Shellinger, M., & Dougal, J. (November, 2015). *Developing excellent school principals: Policy into practice*. Expert panel at the Joint Meeting of National Governors Association (NGA) and Council of Chief State School Officers (CCSSO). Washington, DC.
- Cosner, S. (October, 2015). *Harnessing cycles of inquiry for the improvement of student learning across a network of diverse schools*. Invited address to the Chicago Public Schools (CPS) Network Chiefs and Deputy Chiefs. Chicago, IL.
- Cosner, S., Barron, C., Pietrini, N., & Raichoudhuri, R., (September, 2015). *Rethinking pedagogy and projects in leadership development*. Invited presentation to the School Leadership Preparation Development Network Annual Convention. Chicago, IL.
- Cosner, S., LaCoste, B., Albani, L., & Green, L. (September, 2015). *Examining leadership coaching for principal preparation: Coaching for competency development*. Invited presentation to the School Leadership Preparation Development Network Annual Convention. Chicago, IL.
- Cosner, S. (August, 2015). *Using school-wide cycles of inquiry to improve teaching and student learning*. Keynote Address to the Grafton School District. Grafton, WI.
- Cosner, S. (February, 2015). *Considering measures and metrics for school leadership program evaluation and improvement*. Invited national webinar hosted by the School Leadership Program Development Network.
- Cosner, S. (January, 2015). *How principals build organizational capacity to improve student learning*. Keynote address to the Illinois School Leadership Advisory Council. Bloomington, IL.
- Young, M., Cosner, S., & Burnett, P. (December, 2014). *Filling the principal pipeline: University-district partnerships*. Invited nation videoconference sponsored by the University Council for Educational Administration (UCEA) and the National Association of Secondary School Principals (NASSP).

- Cosner, S., Tozer, S., & Whalen, S. (September, 2014). *Using data for school leadership preparation program improvement and evaluation*. Invited presentation to the School Leadership Preparation Development Network Annual Convention. Long Beach, CA.
- Cosner, S. (June, 2014). *Using a cycle of inquiry for system and school improvement*. Keynote address for the Association of Wisconsin School Administrators Institute for Transformational Leadership (SAIL) . Wisconsin Dells, WI.
- Cosner, S. (June, 2014). *Using a cycle of inquiry to diagnose and deliver on your greatest learning needs*. Keynote address for the Association of Wisconsin School Administrators and the Wisconsin Association of District Administrators Wisconsin's Annual State Quality Educator Convention. Madison, WI.
- Cosner, S. (April, 2014). *Distributed leadership: Advantages and challenges*. Expert panel at the U.S. Department of Education, School Leadership Program Project Director's Conference. Washington, DC.
- Cosner, S. (January, 2014). *Strengthening district and school implementation of the Common Core*. Invited address to the Illinois Governor's P-12 Education Council. Chicago, IL.
- Cosner, S. (October, 2013). *Key school leadership approaches that support Common Core enactment*. Keynote address to the Illinois Large Unit District Administrators (LUDA), Chicago, IL.
- Cosner, S. (September, 2013). *Cultivating system and school improvement in a context of multiple state policy initiatives: Rethinking the superintendent's role*. Keynote address at the Wisconsin Association of School District Administrators Annual Convention. Madison, WI.
- Cosner, S. (August, 2013). *Principal preparation: Leader dispositions and disposition development*. Expert panel member for The Wallace Foundation Principal Pipeline Initiative. Gwinnett, GA.
- Cosner, S. (May, 2013). *Principal evaluation processes and tools*. Keynote address for the Wisconsin Department of Public Instruction's Principal Supervisor Training for the Wisconsin Educator Effectiveness System. Wisconsin Dells, WI.

Cosner, S. (December, 2012). *Sustaining innovative educational leadership preparation programs*. Invited address for The Wallace Foundation, Educational Development Center Principal Pipeline Initiative National Training Provider PLC, New York, NY.

Cosner, S. (October, 2012). *Examining and assessing principal practice within the context of a state-wide principal evaluation system*. Keynote address for the Wisconsin Educator Effectiveness System Developmental Pilot for Principal Supervisors. Wausau, WI.

AWARDS AND HONORS

Master Professor, University Council for Educational Administration, (National Career Achievement Award in the field of Educational Leadership), 2018.

Outstanding Reviewer, Emerald Literati Award for Excellence, *Journal of Educational Administration*, 2018.

UIC Award for Teaching Excellence (10-Year Excellence in Teaching Career Achievement Award), University of Illinois at Chicago, 2016.

Reviewer of the Year, *Journal of Research on Leadership Education*, 2016.

Teaching Recognition Award, Council for Excellence in Teaching and Learning (3-Year Excellence in Teaching Award), University of Illinois at Chicago, 2009.

Vilas Fellow, University of Wisconsin-Madison, 2004-2005.

Netzer-Eye Scholar, University of Wisconsin-Madison, 2003-2004.

David. L. Clark Scholar, National Invitational Graduate Student Research Seminar in Educational Administration and Policy, University Council for Educational Administration, 2003

TEACHING

Doctoral Courses Taught at UIC

Instructional Leadership (EDPS 556).

The Urban School Principal (EDPS 552).

Seminar in Administrative Practice (EDPS 573).

Organizational Theory in Education (EDPS 579).

System Leadership for Urban Schools (EDPS 553).

School Improvement and Staff Development (CIE 535).
Developing Organizational and Leadership Capacity (EDPS 557).
Practitioner Inquiry for School Leaders (EDPS 586A and 586B/2-year)
Institutional and Practitioner Qualitative Research Methodology (EDPS 586).
Change in Individuals and Organizations: Implementing and
Institutionalizing Change for Learning (LRSC 413). (Co-taught in Learning
Sciences, College of Liberal Arts and Sciences with Susan Goldman and
Allison Castro Superfine).

STUDENT ADVISING

Doctoral/Graduate Advising at UIC, 2005-present.

Dissertation (Ph.D.) and Capstone (Ed.D.) Thesis, Chaired
Paul Riskus, (Ed.D., April 2019).
David Segura (Ph.D., July, 2018)
Seth Lavin (Ed.D., May 2018) co-chair with Jason Salisbury
Ari Frede (Ed.D., May 2017)
Romy DeCristofaro (Ph.D., May 2016), **Recipient of the Dissertation of
the Year Award from AERA's Special Interest Group: Leadership for
School Improvement**
Keisha Campbell (Ed.D., May 2015)

Dissertation (Ph.D.) and Capstone (Ed.D.) Thesis, Chair In Progress
Mary Francis (Frankie) Jones, (Ph.D., Graduation Anticipated, December
2019)

Laura Zaniola, (Ed.D., Capstone Proposal Anticipated, Fall 2019)
Greg Hanson (Ed.D., Capstone Proposal Anticipated, Fall 2019)

Debbie Leslie (Ph.D., Comprehensive Exams Anticipated, Summer 2019)
Meagan Richard (Ph.D., Comprehensive Exams Anticipated, Summer
2019)
Molly Watson (Ph.D., Comprehensive Exams Anticipated, Spring 2020)

Dissertation Thesis Committee Member
14 Ph.D. and Ed.D. students (10 Completed; 4 In Progress)

Ed.D. Capstone Thesis Committee Member
20 Ed.D. students (18 Completed; 3 In Progress).

Comprehensive Examination Committee Member
7 Ph.D. students.

109 Ed.D. students.

Principal and Superintendent Portfolio Review Committee Member
8 Ed.D. students.

Superintendent Endorsement Oral Hearing Committee Member
2 Ed.D. students.

Independent Research Project Advisor
1 Ph.D. student.
3 M.Ed. students.

Independent Study Advisor
6 Ed.D. students
5 M.Ed. students.

Program Advisor
6 Ph.D. students.
31 Ed.D. students.

SERVICE TO THE FIELD

Editorial and Editorial/Publications Boards

Special Issue Guest Editor, *Journal of Research on Leadership Education*,
forthcoming 2020.

Editorial Board Member, *Journal of Education*, 2015-present.

Editorial Board Member, *Educational Administration Quarterly*, 2015-present.

Publications Board Member, University Council for Educational Administration
(UCEA) Publications Board, 2015-present.

Editorial Board Member, *Journal of Research on Leadership Education*, 2015-2018.

National Boards and Work Groups

Member, Educator Preparatory Lab, National principal and teacher preparation
improvement community, 2019 to present.

Planning Team Member, AERA and UCEA joint national research agenda planning

conference on educational leadership preparation assessment and evaluation, 2019 to present.

Site Visit Leader, University Council for Educational Administration (UCEA) networked improvement community site visit to UIC, Spring 2018.

Advisory Board Member, Tennessee Transformational Leadership Alliance, state-wide incubator for Tennessee's principal pipeline policy strategy and programs, 2017-present.

Expert Consultant, Educational Leadership Preparation Program Evaluation, University Council of Educational Administration (UCEA), 2016 to present. Doctoral and Masters' Program Evaluator with Dr. Gerardo Lopez (University of Utah), University of Texas at El Paso, Spring 2017.

Member, The Wallace Foundation's University Principal Preparation Program Initiative (UPPI) Professional Learning Community, 2016-present.

National Work Group Co-Leader, The Wallace Foundation and Educational Development Center, National Project on the Impact of Leadership Preparation: Evaluating Leadership Preparation, 2014-2015.

Advisory Board Member, to University Council for Educational Administration (UCEA) and New Leaders/National Project on the Evaluation of School Leadership Preparation, 2014-2015.

Plenum Representative, for the University Council for Educational Administration (UCEA), 2012-present.

Member, The Wallace Foundation and Educational Development Center National Principal Pipeline Initiative National Training Provider PLC, 2012-2017.

Board Member (Roles as Treasurer, Secretary, Program Chair, Chair, Ex-Officio), American Educational Research Association SIG-Leadership for School Improvement, 2010-2015.

Member, Rainwater Leadership Alliance, 2008-2011. [Invitational national alliance of experts on school leadership preparation formed to influence federal policy makers on school leadership preparation policy.]

National Graduate Student and Early Career Faculty Support

Review Committee Member, American Educational Research Association, Learning and Teaching in Educational Leadership, Dissertation of the Year Award Review Committee, 2019.

Early Career Faculty Mentor, Division A, Annual Meeting of the American Education Research Association, Toronto, CA, April 2019, and New York, NY, April 2018.

Expert Panel Member/Innovative Teaching In Educational Leadership for Early Career Faculty, Division A, Annual Meeting of the American Educational Research Association, Toronto, CA, April 2019, and New York, NY, April, 2018.

Expert Panel Member/Grant Writing Guidance from Funded Faculty for Early Career Faculty, Annual Meeting of the University Council for Educational Administration, Denver, CO, November, 2017.

Expert Panel Member, Graduate student writing ignite: Tips for crafting your best work, graduate student session at the Annual Meeting of the University Council for Educational Administration, Denver, CO, November, 2017.

Junior Faculty Mentor, Rebecca Thessin, George Washington University, George Washington University, (development of research/writing strategy, review/feedback of grant proposals and manuscripts), 2016-present.

Graduate Student Research Mentor, Division A Dialogic Mentor Graduate Student Forum, Annual Meeting of the American Education Research Association, Spring 2016.

Review Committee Member, American Educational Research Association, SIG-Leadership for School Improvement, Dissertation of the Year Award, 2010-2015.

Review Committee Member, NSF Early Careers Review Team, Dr. Rich Halverson, University of Wisconsin-Madison, 2006.

Reviewer for Tenure/Promotion, National Awards, Grants, Conferences, Journals and Books

External Reviewer, Faculty Tenure and Promotion, Reviewer for individuals at the following institutions:

- University of Connecticut, 2018.

- University of Oklahoma, 2018.
- Clemson University, 2015.
- University of Houston - Clear Lake, 2013.

Review Committee Member, Educational Administration Quarterly's Davis Award, Outstanding Article for 2016, Spring 2017.

Chair (4 years) and Committee Member (1 year), University Council for Educational Administration, Exemplary Leadership Preparation Program Award, 2014-2018.

Grant Proposal Reviewer, Reviewer for the following grants and organizations:

- Social Sciences and Humanities Research Council of Canada, 2016. [Competition: Insights Grants on the practice of school principals.]
- Economic and Social Research Council, United Kingdom, 2009. [Competition: Relational Trust in English Secondary Schools: Outcomes, Meanings and Processes.]

Adhoc Reviewer, Reviewer for the following:

Journals

- *American Educational Research Journal*, 3 from 2007-present.
- *Journal of Educational Administration*, 14 from 2010-present.
- *Educational Administration Quarterly*, 7 2010-2014.
- *Journal of School Leadership*, 11 from 2010-present.
- *Journal of Educational Change*, 2 from 2011-present.
- *Urban Education*, 13 from 2011-present.
- *School Effectiveness and School Improvement*, 4 from 2012-present.
- *Journal of Research on Leadership Education*, 1 from 2013-2014.
- *School Leadership and Management*, 3 from 2014-present.
- *Educational Policy*, 4 from 2015-present.
- *Leadership and Policy in Schools*, 4 from 2016-present.

Book Prospectuses

- Routledge, 2019
- Corwin Press, multiple from 2005-2008.
- Jossey-Bass, multiple from 2005-2008.

Conference Paper Proposals

- University Council for Educational Administration, 2006-2018.
- American Educational Research Association, Division A--Educational Administration, 2008, 2009, 2012, 2013, 2014.

- American Educational Research Association, SIG--Leadership for School Improvement, 2011, 2014-2016.
- American Educational Research Association, SIG-Learning and Teaching in Educational Leadership, 2014.

Convention Session Chair/Discussant,

- Chair/Discussant, American Educational Research Association, 2012-2017.
- Chair/Discussant, University Council for Educational Administration, 2011-2018

UNIVERSITY, COLLEGE, DEPARTMENT SERVICE AT UIC

University

- Member, University of Illinois University System (UIUS) Institute of Government and Public Affairs Improving Education Affinity Group, Spring 2019.
- Member, Search Committee, Vice Chancellor for Research, University of Illinois at Chicago, Fall 2017 to Spring 2018.
- Chair, University Faculty Senate Research Committee, 2014-2018. Responsible for reviewing and making recommendations regarding university research-related policies and practices; reviewing and approving all research center applications for permanent status and continuing review; participating in interviews/selection of Vice Chancellor for Research.
- Member, Community Affairs Council, 2013-2014.
- Member, University Faculty Senate, 2011-2017.
- Member, University Faculty Senate Research Committee, 2011-2014.

College

- Assistant Clinical Professor Mentoring Committee Member, Dr. Lionel Allen, 2018 to present.
- Assistant Clinical Professor Mentoring Committee Member, Dr. Cynthia Barron, 2018 to present.
- Assistant Professor Mentoring Committee Chair, Dr. Jason Salisbury, 2017 to present.
- Assistant Clinical Professor Mentoring Committee Member, Dr. Jen Olsen, 2016-present.
- Assistant Professor Mentoring Committee Member, Dr. Decoteau Irby, 2015- 2018.
- Leadership Mentor, Associate Dean for Student Services, Dr. Aisha El-Amin, 2015-2017; promoted to Chief of Staff for Provost, March 2017.

- Assistant Professor Mentoring Committee: Dr. Megan Hopkins, 2015-2016.
- Designer and Co-facilitator, College of Education Elementary Education Retreat, Spring 2014.
- Member, Executive Committee, College of Education, 2013-2018.
- Member, Administrative Services Prioritization Task Force, College of Education, 2013.
- Member, Educational Programs and Policies Committee, College of Education, 2011-2013.
- Member, Honors and Teaching Excellence Awards Committee, College of Education, 2009-2011.
- Leader, Junior Faculty 3rd Year Review Seminar, College of Education, 2009.

Department

- 3rd Year Faculty Review Team Leader and Observation of Teaching, Dr. Jason Salisbury, Spring 2019.
- Doctoral DGS, Educational Policy Studies, 2018 to present.
- Paper Preparer, Dr. Decoteau Irby, Promotion and Tenure Consideration, Fall 2017.
- Chair, EDPS Tenure-line Faculty Search Committee, 2016-2017.
- Member, EDPS Clinical Faculty Search Committee, 2015.
- Member, Center for Urban Education Leadership Research Director and Research Scientists, Search Committees, 2015.
- Member, EDPS Tenure-track Faculty Search Committee, Department of Educational Policy Studies, 2015.
- Member, EDPS Executive Committee, 2013-2016.
- Co-chair, EDPS Faculty Search Committee, Department of Educational Policy Studies, 2012.
- Member, of Ed.D. Program Improvement Committees, Department of Educational Policy Studies (beyond scope of associate program chair/academic program director roles):
 - Program Evaluation and Metric Development Committee, 2008.
 - Principal Network Planning Committee, 2007-2008.
 - Thesis, Portfolio, and Comprehensive Examination Planning Committees, 2005-2008.
 - Course Scope and Sequence Planning Committees, 2005-2008.

PUBLIC SERVICE and CONSULTATIONS

Curriculum Developer, Trainer, Professional Development Provider, Executive Coach for State and Regional Education Associations, Schools Districts, Charter Organizations

Service and consultation topics include system-level and school-level leadership team development, administrative and teacher leadership development, developing school capacity for and leading cycles of inquiry for continuous school improvement.

Curriculum Developer and Trainer of Professional Developers, Leadership

Coaches, and District Leaders, Illinois State University's Center for the Study of Education Policy. Federally funded through \$16M multi-year federal grant programs including Supporting Effective Educator Development (SEED) and Education Innovation Research (EIR); project impacts roughly 150 principals in high needs urban, rural, and suburban schools in IL and related school districts; development being examined through randomized control trial. Normal, IL. 2017 to 2021.

Professional Development Provider, UIC's Center for Urban Education Leadership (CUEL). Summer institute provided to New Schools for Chicago Principals. Chicago, IL. Summer 2017.

Lead Curriculum Developer and Trainer of Training Team, Illinois State

University's Center for the Study of Education Policy. Year-long curriculum development and training of a team of professional developers who will be training school principals. Normal, IL. 2017-2018.

Executive Coach, Chicago Public Schools Academic Chiefs. Chicago, IL. 2017-2018.

Lead Developer and Professional Development Provider, Year-long development series for Chicago Public Schools senior leadership team/academic chiefs and department leaders. Chicago, IL. 2016-2018.

Co-Lead Developer and Professional Development Provider, Year-long development series for Chicago Public Schools network chiefs. Chicago, IL. 2016-2017.

Developer and Professional Development Provider, Grafton School District. Multi-year development of system- and school-level leadership teams. Grafton, WI. 2015-2017.

Lead Curriculum Developer and Trainer of Training Team, DuPage Regional Office of Education (ROE). Year-long principal development institute. DuPage, IL. 2015-2016.

Developer and Professional Development Provider, Green Bay School District, Multi-year redesign of central office administrative team, development of system-level leadership teams, and development of executive director/principal supervisors. Green Bay, WI. 2014-2016.

Lead Curriculum Developer and Trainer of State-wide Training Team, School Administrators' Institute for Transformational Leadership (SAIL), Association of Wisconsin School Administrator. Madison, WI. 2014.

Developer and Professional Development Provider, Evanston Skokie School District #6., Multi-year development of school leadership teams and principals. Evanston, IL. 2012-2017.

Lead Curriculum Developer and Trainer of State-wide Principal Evaluation Training Team, Educator Effectiveness/Principal Evaluation Pilot, Wisconsin Department of Public Instruction. Madison, WI. 2012-2013.

Superintendent and Principal Coach, Whitefish Bay School District. Year-long coaching of superintendent and early career principal. Whitefish Bay, WI. 2012-2013.

Developer and Professional Development Provider, Chicago Public Schools (CPS), Combination of multi-year, year-long and individual professional development sessions (**over 60 sessions total**) for an assortment of CPS networks and schools with sessions provided to network leadership teams, principals, assistant principals, teacher leaders, school leadership teams, and school faculties. Chicago, IL; 2011-present.

Developer, Professional Development Provider, CEO and Principal Coach, Civitas Schools. Multi-year coaching of CEO and all principals. Chicago, IL. 2011-2013.

AFFILIATIONS AND ASSOCIATIONS

American Educational Research Association
Division A--Administration, Organization and Leadership
Leadership for School Improvement (LSI SIG)
Learning and Teaching in Educational Leadership (LTEL SIG)

University Council for Educational Administration (institutional membership)

PROFESSIONAL CERTIFICATIONS through 2014

Superintendent (Wisconsin)

Director of Instruction K-12 (Wisconsin)

Principal PreK-12 (Wisconsin)