
Connie M. Moss, Ed.D.
Associate Professor
Educational Foundations and Leadership
School of Education
moss@duq.edu

Academic Background

Ed.D. Duquesne University, Pittsburgh, Pennsylvania, Educational Leadership, 1996

MS Education Slippery Rock University, Slippery Rock, PA, Special Education, 1971

B.S.Ed. Indiana University of Pennsylvania, Indiana, PA, K-12 Education (Special Education minor), 1967

Professional Memberships

PASCD, 2012 to present

UCEA, 2006 to present

AERA, 1996 to present

ASCD, 1993 to present

WORK EXPERIENCE

2015-Present	Director, Ed.D. in Educational Leadership, Duquesne University
2012-2014	Co-Director ProDEL
2002-2012	Director, Center for Advancing the Study of Teaching and Learning (CASTL)
1996-Present	Associate Professor, Clinical
1992-1996	Curriculum/IST/Early Childhood Liaison, Midwestern Intermediate Unit IV
1978-1992	Special Education Teacher, Midwestern Intermediate Unit IV, PA
1971-1977	Special Education Teacher, State Operated Schools, Anchorage, AK

TEACHING

Courses Taught

PDEL 711: Ethics and Accountability Spring 2014, 2015

PDEL 720: Learning and Opportunity, Summer 2014, 2015

LTFL 208 Foundations of Assessment (Fall, 2014)

GADS 703 Administration and Practice (Fall, 2014)

LTFL 325-55 Formative Assessment 1 credit (online) Fall, 2014

GFDE 580-55 Action Research Seminar, 1 credit (online Trinidad, Summer 2012, 2013, 2014)

LTFL325 Formative Assessment 1 credit 15 students (Fall, 2012, 2013)

GFDE 703 Society and the Individual (Fall, 2009)

GFDE 580-55 Action Research Seminar (Summer, 2012)

GFDE 743-55 Comprehensive Assessment (Spring, 2013)

GFDE 816-55 Alternative Assessment Strategies (Fall, 2012)

GADS 574 Pupil Personnel (Fall, 2012)

GADS 513 Teaching as Intentional Learning (Fall, 2012)

GADS 513 Teaching as Intentional Learning (Fall, 2015)

PDEL 760 Dissertation of Practice Seminar 1 (Fall, 2015)

PDEL Dissertation of Practice Seminar 1 (Summer, 2015)

GADS 557 Supervision (Spring, 2012)

Independent Study 3 Credits Fall, 2013 Exploration and Analysis of Motivational Theory As It Applies to

Doctoral Research

EDDL 701, Stewardship of Practice (Summer, 2016, 2017, 2018)
EDDL 720, Learning and Learning Environments, (Spring 2017, 2019)
EDDL 740, Ethics and Educational Law (Fall, 2018)
EDDL 750 Assessing Learning and Achievement (Spring, 2018)
EDDL Qualifying Portfolio Seminar (Summer, 2018)
EDDL 811: Dissertation in Practice I (Fall, 2018)
EDDL 821: Dissertation in Practice II (Spring, 2019)
PDEL, 781 Dissertation of Practice III (Summer, 2016)
PDEL 760, Dissertation of Practice Seminar 1 (Fall, 2016)
PDEL, 771 Dissertation of Practice Seminar II (Spring, 2016)

Refereed Articles

Brookhart, S. M. & Moss, C. (2015). "Leading by Learning," targeted for SAGE Journal:National Ministry of Education of Colombia and the Externado University of Colombia School of Education.

Brookhart, S. M. & Moss, C. M. (2014). Learning targets on parade. *Educational Leadership*, 72 (2), 28-33.

Moss, C. M. & Brookhart, S. M. (2013). A New View of WalkThroughs. *Educational Leadership*, 70 (7), 42-45.

Moss, C. M., Brookhart, S. M., & Long, B. A. (2011). Knowing Your Learning Target. *Educational Leadership*, 68 (6), 66-69.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2008). Formative Assessment that Empowers. *Educational Leadership*, 66 (3), 52-57.

Moss, C. M. (2000). Teaching as Intentional Learning: Examining Our Assumptions. *Network News Notes of The International Network of Principals' Centers Harvard Graduate School of Education*.

Brookhart, S. M. & Moss, C. M. (2015). How to Give Professional Feedback. *Educational Leadership*, 72 (7), 24-30.

Brookhart, S. M. & Moss, C. M. (in press, 2014). Giving Professional Feedback. *Educational Leadership*.

Brookhart, S. M. & Moss, C. M. (2013). Leading by Learning. *Phi Delta Kappan*, 94 (8), 12-17.

Moss, C. M., Brookhart, S. M., & Long, B. A. (2013). Administrator's Roles in Helping Teachers Use Formative Assessment Information. *Applied Measurement in Education*, 26 (3), 205-218, doi: 10.1080/08957347.2013.793186.

Peterson, S., Schreiber, J. B., & Moss, C. M. (2011). Changing preservice teachers' beliefs about motivating students. *Teaching Educational Psychology*, 7 (1), 27-39.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2010). Teacher inquiry into formative assessment practices in remedial reading classrooms. *Assessment in Education*, 17 (1), 41-58.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2009). Promoting student ownership of learning through high-impact formative assessment practices. *Journal of MultiDisciplinary Evaluation*, 6 (12), 52-67.

Schreiber, J. B., Moss, C. M., & Staab, J. (2007). A preliminary examining of a theoretical model for researching educator beliefs. *Semiotica*, 164, 153-172.

Cunningham, D. J., Schreiber, J. B., & Moss, C. M. (2005). Belief, doubt, and reason: C.S. Peirce on education. *Educational Philosophy and Theory. The Philosophy of Education Society of Australasia*, 37 (2), 177-189.

Walsh, M. B., Moss, C. M., Johnson, B. G., Holder, D. A., & Madura, J. D. (2002). The impact of a cognitive modeling intelligent tutor system on student performance in balancing chemical equations. *The Chemical Educator*, 7 (6), 379-383.

Moss, C. (2002). Finding Balance: The vices of our "versus". *First Monday*, 7 (1).

Moss, C. & Shank, G. (2002). Using Qualitative Processes in Computer Technology Research on Online Learning: Lessons in Change from Teaching as Intentional Learning. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [On-line Journal]*, 3 (2).

Schreiber, J. B. & Moss, C. M. (2002). A Peircean view of teacher beliefs and genuine doubt. *Teaching and Learning*, 17 (1), 25-42.

Moss, C. (2002). Professional learning on the cyber sea: What is the point of contact? *CyberPsychology and Behavior*, 1 (13), 41-50.

Moss, C., Gosnell, K., Brookhart, S. M., & Haber, J. (2002). The role of rubrics in reflective practice: Moving pre-service teachers from 'goal seeking' to 'goal getting' dispositions. *Pennsylvania Teacher Educator*.

Moss, C. (2001). Beyond painting the roses red: Challenging the beliefs of pre-service teachers in an online community of inquiry. *Technology: Applications to Teacher Preparation. Monograph III*, 32-42.

Books, Monographs, Compilations, Manuals

Book

Moss, C. M. & Brookhart, S. M. (2016). *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders, Second Edition*.

Moss, C. & Brookhart, S. M. (2015). *Formative Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement*. Alexandria, VA 22311: ASCD.

Moss, C. & Brookhart, S. M. (2014). *Learning Targets: Helping Students Aim for Understanding in Today's Lesson (Arabic Translation)*. Riyadh 11481: Arab Bureau of Education for the Gulf States.

Moss, C. M. & Brookhart, S. M. (2012). *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, VA: ASCD.

Moss, C. M. & Brookhart, S. M. (2009). *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders* ASCD.

Manual/Guide

McCown, R. R., Moss, C. M., Peterson, S. E., Schreiber, J. B., & Grant-Overton, C. (2011). *Instructors Resource Manual for Psychology Applied to Teaching*. Boston, MA: Houghton Mifflin.

Chapters, Cases, Readings, Supplements

Chapter

Moss, C. M. (2018). Assessment for Social Justice: The Role of Educational Leadership in Confronting Inequities, Biased Practice, and a Pedagogy of Poverty. In Rosemary Papa (Ed.), *SPRINGER HANDBOOK FOR THE PROMOTION OF SOCIAL JUSTICE IN EDUCATION*.

Peterson, S. E. & Moss, C. M. (2016). Using Belief Formation as a Theoretical Framework for Teaching Educational Psychology. In M. Cecil Smith and Nancy DeFrates-Dench (Eds.), *Challenges and Innovations in Educational Psychology Teaching and Learning* (pp. 45-58). Information Age Publishing.

Moss, C. M. (2015). Achievement Gaps: Causes, False Promises and Bogus Reforms. In Fenwick W. English (Ed.), *Sage Guide Educational Leadership and Management* (pp. 169-184). SAGE Publications, Inc.

Moss, C. M. (2013). Research on Classroom Summative Assessment. In James H. McMillan (Ed.), *SAGE Handbook of Research on Classroom Assessment* (pp. 325-256). Thousand Oakes, CA 91320: SAGE Publications, Inc.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2009). Formative Assessment that Empowers. In Sherer, M. (Ed.), *Challenging the Whole Child: Reflections on Best Practices In Learning, Teaching, and Leadership* (pp. 235-245). Alexandria, VA: ASCD.

Supplement

Moss, C. M. & Brookhart, S. M. (2015). A Study Guide For Formative Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement. *Formative Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement*. Alexandria, VA: ASCD.

Moss, C. & Brookhart, S. M. (2012). A Study Guide for Learning Targets: Helping Students Aim for Understanding in Today's Lesson. *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, VA: ASCD.

Moss, C. M. & Brookhart, S. M. (2009). A Study Guide for Advancing Formative Assessment In Every Classroom. *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*. ASCD.

Presentations of Refereed Papers

International

Peterson, S. E. & Moss, C. (2015). *Using Belief Transformation as a Theoretical Framework for Teaching Educational Psychology*. American Educational Research Association, Chicago, Illinois.

Moss, C. M. & Brookhart, S. M. (2012). *Formative Walkthroughs*. ASCD Annual Conference, Chicago, Illinois.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2011). *Principals' and Supervisors' Roles in Helping Teachers Use Formative Assessment Information*. American Educational Research Association, New Orleans, Louisiana.

Moss, C. M. & Brookhart, S. M. (2011). *Increasing Student Achievement: Shared Learning Targets and Performances of Understanding*. ASCD Annual Conference, Philadelphia, Pennsylvania.

Moss, C. M., Brookhart, S. M., & Long, B. A. (2011, April). *School Administrators' Formative Assessment Leadership Practices*. American Educational Research Association, New Orleans, Louisiana.

McCown, R. R., Moss, C. M., Generett, G. G., & Miller, P. M. (2010). *Re-designing the Human Ecology of Educational Leadership: Changing the Preparers as well as the Prepared*. American Educational Research Association, Denver, Colorado.

Arter, J. A., Brookhart, S. M., Moss, C. M., Conrad, B., Larson, A., D. G. Snodgrass (2009). *Setting the Context for: Examination of Formative Assessment Uses of Day-to-Day Classroom and Common Assessments*. American Educational Research Association, San Diego, California.

Brookhart, S. M. & Moss, C. M. (2008). *Formative Assessment Strategies for Every Classroom*. ASCD Annual Conference, New Orleans, Louisiana.

Peterson, S. E., Schreiber, J. B., & Moss, C. M. (2008). *Changing Preservice Teachers Beliefs about Motivation: Promise or Peril?* American Educational Research Association, New York, New York.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2007). *Teacher Inquiry Into Formative Assessment Practices in Title 1 Reading Classrooms*. American Educational Research Association, Chicago, Illinois.

Moss, C., Peterson, S. E., & Wetzel, N. (2007). *Enhanced self-regulation and teacher quality: One teacher's journey of cognitive conflict and conceptual change*. American Educational Research Association, Chicago, Illinois.

Peterson, S. E. & Moss, C. M. (2007). *Acquiring, Abandoning, and Adapting Beliefs about Motivation: Inquiry into Teachers' Decisions of Teaching Practice*. American Educational Research Association, Chicago, Illinois.

Peterson, S. E. & Moss, C. M. (2006). *Changing Pre-service Teachers' Beliefs about Learning and Motivation: Are We Asking the Right Questions?* American Educational Research Association, San Francisco, California.

Schreiber, J. B. & Moss, C. M. (2005). *Theoretical Model for Researching Educator Beliefs*. American Educational Research Association, Montreal, Canada.

Moss, C. M. & Schreiber, J. B. (2004). *The palimpsest: A conceptual framework for understanding teacher beliefs*. American Educational Research Association, San Diego, California.

Shank, G. D., McCown, R. R., & Moss, C. M. (2004). *Signs of learning: Understanding naturally occurring internet learning communities*. American Educational Research Association, San Diego, California.

Schreiber, J. B. & Moss, C. M. (2003). *A Peircean View of Teacher Beliefs and Genuine Doubt*. American Educational Research Association, Chicago, Illinois.

McCown, R. R. & Moss, C. M. (2002). *The Value of and the obstacles to becoming a teacher researcher: Practicing teachers' understandings of action research*. American Educational Research Association, New Orleans, Louisiana.

Moss, C. (2002). *In the Eye of the Beholder: The Role of Educational Psychology in Teacher Inquiry*. American Educational Research Association, New Orleans, Louisiana.

Moss, C., McCown, R. R., & Driscoll, M. P. (1999). *Teaching as intentional learning: The glue for educational psychology*. American Educational Research Association, Montreal, Canada.

Moss, C. (1999). *Areas of Concern: Invitations for Understanding*. American Educational Research Association, Montreal, Canada.

Moss, C., McCown, R. R., & Driscoll, M. P. (1999). *Examining teacher discourse: Opinion or scholarship?* American Educational Research Association, Montreal, Canada.

Moss, C. & Nyiri, R. (1999). *Beyond collaboration: Forming a school-university partnership that honors the teacher as a professional learner.* American Educational Research Association, San Diego, California.

Moss, C. & McCown, R. R. (1999). *Establishing a Scholarship of Practice Through a Web-Based Intentional Learning Community.* Northman Centre of Leadership Studies, University of Oxford, United Kingdom.

Moss, C. & McCown, R. R. (1998). *Using principles of educational psychology to foster web-based collaboration among practicing and aspiring teachers.* American Educational Research Association, San Diego, California.

Moss, C. (1997). *Systematic Reflection: Professional development for the reflective practitioner.* American Educational Research Association, Chicago, Illinois.

Local

Moss, C. (2016). *Feedback that Feeds Learning Forward: Gathering Evidence of Impact.* Erie Public School Summer Institute, Erie, Pennsylvania.

National

Moss, C. (2011). *What are the students actually doing? Preparing Principals Who Can Gather Strong Evidence of Learning.* University Council of Educational Administrators (UCEA), Pittsburgh, Pennsylvania.

Moss, C. M., Brookhart, S. M., & Long, B. A. (2011). *What Are the Students Actually Doing?: Preparing Principals Who Gather Strong Evidence of Learning.* University Council of Educational Administrators (UCEA), Pittsburgh, Pennsylvania.

Arter, J. A., Brookhart, S. M., Moss, C. M., Conrad, B., Larson, A., Snodgrass, D. G. (2009). *Setting the Context for: Examination of Formative Assessment Uses of Day-to-Day Classroom and Common Assessments.* American Educational Research Association, San Diego, California.

Rezzetano, K., Moss, C. M., & McCown, R. R. (2009). *Argument Tracking: Methodological and Cultural Implications for a Signature Pedagogy.* University Council of Educational Administrators (UCEA), Anaheim, California.

Rezzetano, K., Moss, C. M., & McCown, R. R. (2009). *Argument Tracking: Methodological and Cultural Implications for a Signature Pedagogy.* University Council of Educational Administrators (UCEA), Anaheim, California.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2008). *Professional Development in Formative Assessment: Effects on Teacher and Student Learning.* National Council on Measurement in Education, New York, New York.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2008). *Professional Development in Formative Assessment: Effects on Teacher and Student Learning.* National Council on Measurement in Education, New York, New York.

Peterson, S. E., McCown, R. R., & Moss, C. M. (2008). *Evolutionary Course Design in Teacher Education: Toward Systematic and Intentional Inquiry.* American Association of Colleges for Teacher Education, New Orleans, Louisiana.

McCown, R. R., Miller, P. M., Moss, C. M., Henderson, J. E., & Hopson, R. K. (2007). *Preparing Stewards of Educational Leadership: Capstone Assessment for the Ed.D. Versus the Ph.D.* University Council of Educational Administrators (UCEA), New Orleans, Louisiana.

Moss, C. M. & McCown, R. R. (2007). *Toward a theory of signature pedagogy: The case of (and for) systematic and intentional inquiry.* American Association of Colleges for Teacher Education, New York, New York.

Moss, C., McCown, R. R., Brown, L. I., Miller, P. M., Hopson, R. K., Gibbs Y. Kanyongo (2007). *Inquiry without boundaries: Can a signature pedagogy promote educational leadership for a just and humane world?* University Council of Educational Administrators (UCEA), Alexandria, Virginia.

Moss, C., Brown, L. I., Miller, P. M., Hopson, R. K., & McCown, R. R. (2006). *A World of Difference: Can We Develop Leaders Who are Disposed Toward Strengthening the Struggle for Social Justice?* University Council of Educational Administrators (UCEA), San Antonio, Texas.

Moss, C., Furman, R. L., Goldbach, D. C., & Ragan, R. B. (2005). *Beliefs matter in matters of democracy: The pentimento effect versus intentional conceptual change*. University Council of Educational Administrators (UCEA), Nashville, Tennessee.

Moss, C., Furman, R. L., & Goldbach, D. C. (2004). *Beliefs matter in matters of democracy: The pentimento effect versus intentional conceptual change*. University Council of Educational Administrators (UCEA), Nashville, Tennessee.

Moss, C., Brookhart, S. M., Gosnell, K., & Haber, J. (1999). *Analytical Rubrics: Providing a Framework for Systematic Self-Assessment of Teaching Portfolios in Teacher Education*. American Association of Colleges for Teacher Education, Washington, District of Columbia.

Regional

Moss, C. & Kanyongo, G. Y. (2007). *The Statistical Concepts Web*. Midwest Educational Research Association, St. Louis, Missouri.

Moss, C. M. (1999). *Becoming Leaders of Learners and Learning: Using the Portfolio Process to Assess the Evolution of a Teaching Career*. Fredonia College Symposium, Fredonia, New York.

State

Moss, C. (2016). *Formative Classroom Walkthroughs: Looking for Evidence of Impact*. Michigan Association of Secondary School Principals Annual Secondary Education Conference (EDCON 2016), Traverse City, Michigan.

Moss, C. M. (2016). *A Learning Target Theory of Action: Moving Beyond*. Michigan Association of Secondary School Principals Annual Education Conference (EDCON 2106), Traverse City, Michigan.

Moss, C. M. (2013). *A Learning Target Theory of Action: Lessons Learned From the Student's-Eye-View*. Pennsylvania Association for Supervision and Curriculum Development Annual Conference, Hershey, Pennsylvania.

Moss, C. M. & Long, B. A. (2012). *Using Formative Assessment to Raise Student Achievement*. PA Department of Education Improving School Performance Conference, Pittsburgh, Pennsylvania.

Moss, C. M. & Long, B. A. (2012). *What Are The Students Actually Doing During Today's Lesson? Focusing on the Most Important Data-Driven Decision Makers in the School*. Pennsylvania Title 1 Assessment Conference, Pittsburgh, Pennsylvania.

Moss, C. (2001). *Beyond painting the roses red: Challenging the beliefs of pre-service teachers in an online community of inquiry*. Pennsylvania Association of Colleges and Teacher Educators' Annual Conference, Grantville, Pennsylvania.

Presentations of Non-Refereed Papers

International

Moss, C. M., McCown, R. R., & Goldbach, D. (2000). *Invited Presidential Session - Teaching as Intentional Learning: A Learning Environment that Learns*. Association for Educational Communications and Technology, Long Beach, California.

Moss, C. M. (2005). *Key Note Address: Teaching as Intentional Learning: The Power of Beliefs and Assumptions in the Learning Age*. International Conference on Improving University Teaching, Pittsburgh, Pennsylvania.

Moss, C. M. (2011). *The Power of Inquiry Learning*. Duquesne Educational Leadership Symposium (DELS), Pittsburgh, Pennsylvania.

Moss, C. M. (2012, May). *Assessment Myths, School Leadership, and Social Justice: Preparing Educational Leaders Who Can Advocate for Equity and Excellent in Today's Lesson and Beyond*. Duquesne Educational Leadership Symposium (DELS), Pittsburgh, Pennsylvania.

Moss, C. (2012, July). *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. ASCD International Webinar, Alexandria, Virtual.

Local

Moss, C. M. (2016). *TurnAround Leadership: Assessing Personal Impact*. New Castle Area School District, New Castle, Pennsylvania.

Regional

Moss, C. M. (2000). *Designing Organic Online Learning Environments*. Joint Session of the Center for Applied Semiotics and the Center for Research on Learning and Technology at Indiana University, Bloomington, Indiana.

Moss, C. M. (2012, August). *Formative Assessment, Learning Targets, and Leadership*. Los Angeles County Office of Education Administrators Conference, Los Angeles, Virtual.

State

Moss, C. M. (2013). *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Pennsylvania Association for Supervision and Curriculum Development Annual Conference, Hershey, Pennsylvania.

Moss, C. M. (2017). *Closing the Achievement Gap for Children and Youth: The Power of a Learning Target Theory of Action*. Delaware Department of Education, Department of Services for Children, Youth & Their Families (DSCYF), Dover, Delaware.

Grants

Research

2013: Evansek, J. D., Madura, J. D., Santau, A. O., Seybert, D. W., Wheeler, R. A., Senior Personnel: Ellen S. Gawalt Connie M. Moss Tomisalv Pintauer Laurel Willingham-McClain Scholarships for Academically Talented and Financially Disadvantaged Undergraduate and Graduate Students, Co-Investigator, GOV-National Science Foundation (NSF).

SERVICE

Service to the Institution

Faculty Advisor:

2014-2015: Master of Educational Studies Program Director

Department Assignments

Member:

2009-2010: Assistant Professor of Educational Leadership Search Committee

Department Assignments

Member:

2014-2015: Master of Science and Program Evaluation Merge

2013-2014: DEFL Committee to Design a Master's and Doctoral Program in Research, Evaluation, and Classroom Assessment

Department Assignments

2014-2015: Co-Director, ProDEL

Department Assignments

2002-2011: Director, Center for Advancing the Study of Teaching and Learning

College Assignments

Member:

2016-2017: Graduate Studies Council

2016-2017: Department of Educational Foundations and Leadership Tenure and Promotion Committee

College Assignments

Member:

2010-2011: Mentoring Committee: Laura Mahalingappa

College Assignments

Member:

2016-2017: Research Advisory Committee

2014-2015: School of Education Tenure and Promotion Committee: I represented the Department of Foundations and Leadership on the School of Education Tenure and Promotion Committee.

2013-2014: Tenure and Promotion Committee School of Education

University Assignments

Member:

2016-2017: CETR Advisory Committee

2014-2015: Advisory Committee, Center for Community-Engaged Teaching and Research

University Assignments

Member:

2012: President's Award for Faculty Excellence Committee:

2008-2009 – 2010-2011: Duquesne University Core Committee

University Assignments

Member:

2014-2015: President's Awards for Faculty Excellence Committee

2013-2014: Service Learning Advisory Council

University Assignments

Member:

2011 – 2012: University Core Committee

Mentoring Activities:

2012: Lina Dostilio Winner of the 2012 Dissertation Research Award for the International Association for Research on Service Learning and Community Engagement

2012-2013: Lina Dostilio Duquesne University Distinguished Dissertation Award and chosen as the top distinguished dissertation to be submitted for National Recognition

2016-2017: Dr. James E. Wortman for the Duquesne University 2017 Distinguished Dissertation Award

Dissertation Assignments

Chair:

2018-2019: Jessica Taylor

2017-2018: Shirley Spiegel

2017-2018: Erin Peterson

2016-2017: Huiwen Li

2016-2017: Deanna Fracul

2016-2017: Daniel Beck

2016-2017: Thomas Fleming

2016-2017: Zhe Ji

2016-2017: Stephanie McHugh

2016-2017: Sister Christine (Flora Mae Pinto)

2016-2017: James Wortman

2016-2017: Donald Accamando

2015-2016: Tracy Limegrover

2015-2016: Jessica Sapsara

2015-2016: Harry Li

2013-2014: Bryan O'Black

2013-2014: David Kristofic ProDEL

Member:

2016-2017: Evelyn Lengetti--School of Nursing

2016-2017: Marla Bradford

2016-2017: Robert Tarkowski

2016-2017: Ella Macklin
2016-2017: Shelly Brown
2016-2017: Rachel Kallem Whitman
2016-2017: Patricia Sprague
2016-2017: Dorry Altman
2015-2016: Jennifer Mann

Service to the Profession

Reviewer - Article / Manuscript

2012: UCEA Journal of Cases in Educational Leadership.

Reviewer - Book / Textbook

2015: Pearson Higher Education. Reviewed Manuscript for: Educational Assessment of Students (Brookhart and Nitko)

2010: McGraw Hill, Division of Educational Psychology.

Keynote Address

2015: Delaware State Literacy Coalition and Diamond State Reading Association, Dover, Delaware. Keynote and all day presentation on a Learning Target Theory of Action. Audience included teachers, administrators, college professors, members of the Delaware Department of Education.

2015: Pennsylvania Department of Education Bureau of Special Education, Harrisburg, Pennsylvania. Keynote for Day 2 of the 2015 Multi-Tiered Systems of Support (MTSS-RtII) Forum "Developing Clear, Student Friendly, and Measureable Learning Targets"

2013: Armstrong School District, Ford City, Pennsylvania.

2012: Laurel School District, New Castle, Pennsylvania.

2012: New Castle Area School District, New Castle, Pennsylvania.

2009 – 2011: Armstrong School District, Ford City, Pennsylvania.

2010: Karns City, Karns City, Pennsylvania.

2005: International Conference on Improving University Teaching.

Other Professional Service Activities

2010 – 2011: New Castle Area School District.

2010 – 2011: Midwestern Intermediate Unit IV. Seminar on Formative Assessment

Reviewer: Conference Paper

2012: University Council of Educational Administrators (UCEA).

2012: American Educational Research Association.

2011: American Educational Research Association. Conference proposal Reviewer

2010 – 2011: University Council on Educational Administration.

2010: American Educational Research Association. Review Conference Proposals

2009: American Educational Research Association.

Service to the Community

Speech / Presentation at a Community Meeting

2010: Karns City School District

Professional Development

Assurance of Learning - Professional Development

2013: Pennsylvania Department of Education Principal Academy for the New Teacher Effectiveness Model, West Kittanning, United States of America.

Consulting Experience

2017: St. Ursuline High School, A Learning Target Theory of Action

2016: New Castle Area School District, Formative Classroom Walkthroughs and a Learning Target Theory of Action,

2016: Monona Grove School District, WI, A Learning Target Theory of Action with Primary Teachers and Students

2016: Millcreek Township School District, Formative Classroom Walkthroughs and a Learning Target Theory of Action

2016: Erie Public Schools, Formative Classroom Walkthroughs and a Learning Target Theory of Action, I worked with the instructional coaches and leadership team and provided a summer seminar for all district teachers along with a follow-up in the fall.

2016: Delaware Department of Education, Formative Classroom Walkthroughs and a Learning Target Theory of Action

2015: Pennsylvania Department of Education, Multi-Tiered Systems of Support (MTSS)-RtII Implementers' Forum, "Developing Clear, Student Friendly & Measurable Learning Intentions"

2015: Millcreek Township School District, Formative Classroom Walkthroughs for District Leadership Team

2015: Erie Public Schools, Formative WalkThroughs for Principals, Assistant Principals, Curriculum Directors and Building Coaches

2015: Delaware Department of Education, Learning Leader Network

2014: Scituate School District, Scituate, MA Formative WalkThroughs, 2 day seminar for leadership group on Formative Walkthroughs and a Learning Target Theory of Action. Ongoing consultation.

2014: Quantum Simulations, Inc., NSF Grant-, We seek to test 5 instructional strategies and measure 4 learning and affective outcomes in chemistry

2014: Pfeiffer-Burleigh School--Erie Public Schools, Turn Around Project, School has been identified as a TurnAround School.

2014: New Jersey Department of Education, TurnAround Consultants, Formative WalkThroughs learning target theory of action.

2014: Neshannock Township Schools, Principal Effectiveness--Teacher Evaluation and Classroom Walkthroughs

2014: Lakeview School District, Formative and Summative Assessment

2014: Erie Public Schools, Learning Target Theory of Action,

2013: TurnAround for Children, New York City, NY. Formative Assessment Consultant

2013: Marshfield School District, MA--Formative WalkThroughs/Formative Assessment Consultant

2013: Laurel School District, PA--Formative Assessment/Formative Walkthroughs Consultant

2013: Lakeview School District, PA--Formative Assessment Consultant,

2013: Erie City School District, Formative Assessment Consultant

2012: Norwin School District, Homework and Formative Assessment for Leadership Cadre and the Middle School,

2012: New Castle Area School District, PA--Formative Assessment,

2012: Laurel Area School District Formative Assessment Consultant

2012: Downey Unified School District Formative Assessment Consultant

2011: New Castle Area School District Formative Assessment Consultant

2011: Midwestern Intermediate Unit (27 School Districts) Formative Assessment Consultant

2011: Los Angeles County Schools Formative Assessment Consultant

2011: Laurel Area School District Formative Assessment Consultant, Formative Assessment Project, Professional Development initiative on Formative Assessment with the District Leadership Team

2009-2011: Quantum Simulations, Inc.

2008: Quantum Simulations, Inc.

Honors/Awards

Award

2011: Teacher of the Year Award--Duquesne University School of Education, Kappa Delta Epsilon--Duquesne University School of Education.

2011: , Duquesne University Presidential Award for Excellence in Teaching.

2010: Superintendent's Award for Outstanding Contribution, Armstrong School District.

2007: , Duquesne University Creative Teaching Award.

2002: Teacher of the Year Award 2002, Duquesne University, Omicron Delta Kappa, The National Leadership Honor Society of Duquesne University.

Honor

2015: Phi Kappa Phi (PKP) Top 5 Duquesne University Books of 2015, Phi Kappa Phi.

2015: Outstanding Alumni Award, Union Area Academic Advocates, Union Area School District, New Castle, PA.

2015: Best ASCD Webinars of 2015: Formative Classroom Walkthroughs, ASCD Alexandria, VA.

2012: Inducted Member, Phi Kappa Phi Interdisciplinary Honor Society.

2008: , U.S. Professors of the Year: Honorable Mention.