

Resources

<http://cildsummerseminar.weebly.com>

Archived
Presentations



Presentations will be uploaded
following the seminar.

We rely on your feedback! You will be receiving an invitation to provide feedback via your registration email Tuesday afternoon.



CILD Summer Seminar



2015

“Leadership and learning are indispensable to each other.” -John F. Kennedy

Welcome

On behalf of the Center for Innovative Leadership Development, we welcome you to the 2015 CILD Summer Seminar. The Seminar serves a dual purpose of providing support for the research and dissertation process for doctoral candidates as well as a professional development component for both faculty and adjunct faculty within the School of Education. At the conclusion of the seminar on Tuesday, July 28, you will have the opportunity to provide feedback so that we can continue to make the summer experience most beneficial to both our candidates and our faculty members.

CILD Planning Team



GARDNER-WEBB
UNIVERSITY

CENTER *for* INNOVATIVE
LEADERSHIP DEVELOPMENT

About the Center for Innovative Leadership Development

The Center for Innovative Leadership Development (CILD) and the School of Education serve both as a catalyst for cultural transformation within the institution aimed at enhanced organizational performance as well as establishing the framework for centers of excellence within the organization. The focus of the Center is on distributed leadership promoting the idea that organizations need to unleash the leadership that exists throughout the organizational hierarchy, wherever expertise, vision, passion, new ideas, and commitment are found. Partnering with clients, the Center works with organizations on developing individual and collective efficacy driving toward creating and sustaining high performance teams.

NOTES

Candidate Schedule

Monday, July 27

12:00 P.M. **Check-in**
 1:00 P.M. **Welcome/Program Overview** Stewart Hall
 1:50 P.M. **An Introduction to Disciplined Inquiry**
Dr. Steve Bingham Stewart Hall
 2:45 P.M. **Methodology and Collecting Data**
Dr. A. Doug Eury Stewart Hall
 3:35 P.M. **Break**
 3:50 P.M. **Reporting Data for Research**
Dr. Jim Palermo Stewart Hall
 4:45 P.M. **Writing a Research Report**
Dr. Sydney Brown Stewart Hall
 5:40 P.M. **Getting Work Published**
Dr. Barbara Howard Stewart Hall
 6:40 P.M. **Dinner** *Music provided by Dancing Fleas Uke Club*
 7:30 P.M. **Gallery Walk** Atrium

Tuesday, July 28

8:00 A.M. **Coffee/Light Breakfast/Gallery Walk**
 8:30 A.M. **Presentations (Repeated at 9:15—See Below)**
 10:00 A.M. **Break**
 10:15 A.M. **Panel Discussion with Superintendent Alumni**
 11:15 A.M. **Panel Discussion with Graduates** Focus on the Process
 12:00 Noon **Lunch**

8:30—10:00 AM Presentation Sessions

Artifact Presentations Artifact Presentations Dissertation Presentations

Max Deaton	Katrisa Fisher	Sara Arndt
CNA-A	FCEP	Hope Hall
Room 141	Rm. 327	
Emily Robertson	Alison Syverson	Jennifer Condrey
CNA-B	PE	Faith Hall
Faith Hall	Rm. 363	
Danielle Grier	Nan Danehower	Donna Heavner
PE	CDP	Rm. 160
Rm. 246	Rm. 304	

Faculty Schedule

Monday, July 27

12:00 P.M.	Check-in
1:00 P.M.	Welcome/Program Overview Stewart Hall
1:50 P.M.	Standards through the Eyes of an Accreditor <i>Dr. Jeff Hamilton Rm. 139</i>
2:45 P.M.	CAEP & ISTE <i>Dr. Jeff Hamilton Rm. 139</i>
3:35 P.M.	Break
3:50 P.M.	Program Work Sessions w/ Program Coordinators TBA
5:40 P.M.	Getting Work Published <i>Dr. Barbara Howard Stewart Hall</i>
6:40 P.M.	Dinner <i>Music provided by Dancing Fleas Uke Club</i>
7:30 P.M.	Gallery Walk

Tuesday, July 28

8:00 A.M.	Coffee/Light Breakfast
8:30 A.M.	Teachscape 101 Rm. 139
9:15 A.M.	TaskStream Rm. 139
10:00 A.M.	Networking
11:30 A.M.	Lunch

Dr. Todd Martin is currently the superintendent of Yadkin County Schools. Prior to that he served as assistant superintendent, curriculum director, principal for over ten years, assistant principal and classroom teacher. He spent my career working for Stokes County Schools prior to being named as superintendent in Yadkin County. He is also the past president of NCASCSD and serves on the executive board. He is a proud graduate of Gardner-Webb University.

Elizabeth Mitcham is a Math and Intervention Facilitator for Charlotte Mecklenburg Schools. She recently defended a successful dissertation as a part of the EDCI program. She was a classroom teacher in special education and mathematics. She resides in Charlotte, NC with her husband Jason and 5-year-old son Drew.

Hannah Snow Moody is a candidate in the EDCI doctoral program at Gardner-Webb University. She currently teaches middle school children with special needs at a North Carolina charter

Dr. Lory Morrow is the first female superintendent for Davidson County School system and was appointed in January 2014. She has served as deputy superintendent, assistant superintendent, executive director, principal, assistant principal and teacher. Dr. Morrow has served in the Gaston County, Charlotte-Mecklenburg and Iredell-Statesville school districts before coming to Davidson County Schools. She received her and Master's degrees from Gardner-Webb University.

Dr. Jim Palermo comes to higher education after thirty years of experience working in public schools in Pennsylvania and North Carolina as a teacher, counselor, assistant principal, and principal. He served as principal of three Wake County schools, and was the founding principal of Lufkin Road Middle School, a school of excellence for seven years under his leadership. Dr. Palermo earned his Ed.D in Educational Leadership from NCSU.

Emily Robertson is currently completing her first year as a doctoral candidate in the EDCI program. She is an alumna of Gardner-Webb and has worked for the institution for the past thirteen years. A former sign language interpreter turned technologist, Emily now serves as the Educational Technology Coordinator, specifically working with faculty professional learning and online courses.

Alison Syverson, a master's degree in Mathematics Education (K-8) and National Board Certification. She has taught grades 2-6, served as a curriculum facilitator, and has taught mathematics methods courses at East Carolina University for Elementary Education and Special Education majors. She is currently serving as the math/science curriculum coach and RtI coach at Glendale-Keny Elementary School.

Jenny Blalock White, a twenty five year veteran of NC Public Education. I am currently an elementary school principal with the Hickory Public Schools. I am married and live in Kings

Apologies for omissions due to printing deadlines

Candidate Development Presentations

July 28 at 8:30 AM and repeated at 9:15 AM

Artifact Presentations

Dr. Doug Eury, Professor and Dean of School of Education at Gardner-Webb University, has led a ten-fold growth in enrollment in undergraduate and graduate programs during his tenure. Eury is responsible for the birth of the Center for Innovative Leadership Development and a new scholarly online periodical, *Journal of Organizational and Educational Leadership*.

Katrissa E. Fisher earned a BS degree in Elementary Education from East Carolina University and worked as a middle school teacher for fifteen years. She obtained an MA from Gardner-Webb University in Executive Leadership, and is currently a high school graduation coach and a doctoral candidate in curriculum and instruction.

Dr. Stephen Fisher has served the Cleveland County Schools for over 17 years as Assistant Superintendent, Director of Administrative Services, principal, assistant principal and teacher. He has a bachelor's, Educational Specialists', and doctoral degrees from Appalachian State University and master's from Gardner-Webb.

Danielle Grier is a Doctoral Student at Gardner-Webb, enrolled in the EDCI program. Her passion is education, and she truly believes that "All Children Can Learn!"

Dr. Jeff Hamilton serves in the Gardner-Webb University School of Education as the Director of Assessment after having served as a high school English teacher, assistant principal, principal, and Vice President of Instruction in a North Carolina Community College. He is currently engaged in transitioning the School of Education to new standards for accreditation in preparation for the new assessment cycle.

Donna J. Heavner is currently the principal at St. Stephens Elementary School in Hickory, NC. She has Bachelor and Master's degrees from Lenoir-Rhyne University and Master of Executive Leadership from Gardner-Webb. She will graduate from the doctoral program here at Gardner-Webb next month. She was the 1997 Burke County Teacher of the Year and the 2012 Catawba County Principal of the Year.

Dr. Marty T. Hemric is in his thirtieth year as an educator. He has served as teacher, school administrator, assistant superintendent and as superintendent in both Watauga and Wilkes County Schools. His undergraduate degree is from Guilford College and he holds 3 graduate degrees from Gardner-Webb. His research focus is in teacher efficacy.

Barbara B. Howard, Ed.D., Associate Professor and Program Director in School Administration at Appalachian State University, serves as Chair of the Joint Committee on Standards for Educational Evaluation. She has published widely in the areas of teacher evaluation and leadership. She regularly serves as a reviewer for publishers such as Sage and several academic journals.

Heather Lemmons graduated from UNC-Asheville with a degree in psychology and later attended NCSU where she obtained her Master's Degree. She has also been an educator of student with special needs for sixteen years. Currently, she is a Doctoral candidate in the area of Curriculum and Instruction and will graduate in August.

Max Deaton

Rm. 141

The CNA: Assessing Your Needs

Participants will gain an understanding of the process of developing a comprehensive needs assessment at the school and district level. The presenter will explain the process he used to conduct the needs assessment. The method of reporting the assessment will also be shared. A time for questions and answers will be provided.

Max Deaton has worked at Middle School of Pacolet in Spartanburg School District Three for the past fifteen years. He was a teacher for nine years, assistant principal for two, and principal for the past four years. Max obtained a Bachelor of Arts from University of South Carolina-Upstate, and a Masters in Administration from Converse College. He is married and has two sons.

Emily Robertson

Faith Hall

Learning from Data: An Analysis of Student Survey Data to Identify Professional Learning Needs

Traditionally, student end-of-semester evaluations are reviewed by the designated instructor, department chair/dean, and administration, on an individual basis. In an effort to identify professional learning needs of faculty instructors in online courses, student evaluations were reviewed as a group. Using coding techniques, several key needs were identified. The presenter will share her findings, and discuss the implications of how to use data to improve online courses, and the student learning experience at the institutional level. This presentation topic is applicable for both students and instructors.

Emily Robertson is currently completing her 3rd semester as a doctoral candidate in the Education Curriculum and Instruction program. She serves as the Educational Technology Coordinator at GWU, specifically working with faculty professional learning and online courses. She is a certified QM Peer Reviewer, and Blackboard administrator.

Nan Danehower

Rm. 304

Designing and Implementing Rigorous Curriculum Districtwide in K-12 Classrooms (CDP)

This presentation will follow the process of K-12 writers as they learned about the RCD process and then completed the process from prioritizing standards to creating Engaging Learning Experiences. The presentation will highlight specific strategies and processes needed for successful small- and large-scale implementation, and will include pitfalls and traps to avoid.

Nan Danehower is a Curriculum Specialist for Johnston County Schools. She taught students across grade spans from K to Graduate School for 19 years. One of her primary roles this year has been guiding teachers through the creation and implementation of Rigorous Curriculum Design.

Danielle Grier

Rm. 246

A Program Evaluation: One Community Working Together to Combat Summer Learning Loss

The Community Math Academy was developed by the Close the Gap Committee as a non-profit organization to help close the achievement gap for low-performing students in math. It was originally developed to target minority students. Since its inception seven years ago, the program has expanded to teach any low performing student in the district. The purpose of the evaluation was to provide the Math Academy staff insight into the nature of each site, to assess the success of the program implementation, to observe student interaction with program lessons and materials, and to provide feedback to the funding agencies, partner organizations, the project team (Close the Gap Committee), participants and stakeholders.

Danielle Grier is a life-long learner! She is passionate about education and truly believes that all children CAN learn. She has experience in the elementary classroom. However, she has served as a mentor to middle and high school students. Additionally, she has led professional development workshops at the district level and participated in the district accreditation process. Currently, she teaches fifth grade and is a Doctoral Student at Gardner Webb University in the EDCI Program.

Katrisa Fisher

Rm. 327

Using Data to Enhance Family/Community Engagement

Data was collected and analyzed from my school's Teacher Working Conditions Survey and parent responses from a climate survey. Using the information, my team and I identified areas of concern and devised plans of action and strategies for improvement. We began with structural changes to our building to create a more welcoming environment. Next, we targeted specific groups and enhanced the communication between the school and our families. We are currently working on ways to get parents and the community involved in decision-making processes.

Katrisa Fisher graduated from East Carolina with a BS in Elementary Education in 1994 and began teaching middle school in 1995. She taught for fifteen years and then became a graduation coach at a high school. After 5 years in that role, the school graduation rate increased from 72% to 88%, the number of course failures decreased, and the school has seen improvements in attendance. Katrisa earned her MS in Executive Leadership from GWU in 2014 and is currently working on her Ed.D in Curriculum and Instruction from GWU.

Hannah Snow Moody

Place-Based Education: A Program Evaluation

In a small rural town in the eastern United States, a small, public charter school is operating with place-based education as their foundation. Apex Charter School (a pseudonym) boosts successful student data and content, invested stakeholders. In order to validate claims by the school that place-based education plays a part in student success and the investment level of its stakeholders, an in-depth program evaluation is necessary.

About our presenters . . .

Sara Arndt is a high school English teacher in Upstate South Carolina and an avid advocate of female empowerment and educational reform. She is graduating in August with her Ed.D in Curriculum and Instruction from Gardner-Webb.

Dr. Steven Bingham, Associate Professor of Education at Gardner-Webb University, is Founder of Future-Ready Leaders Now©, LLC, and Executive Director Emeritus at Triangle Leadership Academy. Bingham was Program Director with SERVE, the Southeastern Federal Regional Educational Research & Development Laboratory and an award-winning public school teacher, principal, and assistant principal.

Dr. Sydney Brown has served as chair for approximately 25 dissertations at Gardner-Webb University. She coordinates graduate programs for Curriculum and Instruction and directs the doctoral program in Curriculum and Instruction. Her research interests are new teacher support, teacher leadership, educational equity, and social justice issues. She earned her PhD in Culture, Curriculum, and Change in the School of Education at UNC-Chapel Hill.

Dr. Jennifer Condrey, is a recent Gardner-Webb graduate, with an EdD in Curriculum & Instruction. Her concentration is in Special Education, with a focus on students with autism.

Nan Danehower is currently an English-Language Arts Curriculum Specialist for Johnston County Schools. She received her National Boards in 1999 and her Masters of Curriculum & Instruction from North Carolina State in 2003. After teaching high school English for nineteen years, she was hired to build the curricular capacity of K-12 ELA teachers in the district.

Max Deaton, has worked at the Middle School of Pacolet in Spartanburg School District Three for the past fifteen years as a teacher, assistant principal, and principal. He earned a Bachelor of Arts from University of South Carolina-Upstate, and a Masters in Administration from Converse College.

Elizabeth Mitcham

Teacher Capacity and Attitude: An Examination of the Association Between Teacher Beliefs and Student

Since the onset of NCLB legislation and federal funding for schools tied to summative assessment performance, educational leaders have sought to identify factors that are most influential on student learning outcomes. Research continues to link the use of formative data practices and teacher efficacy to improved student performance. The intent of this study was to explore associations between teacher capacity and attitude and student performance. In this embedded mixed methods study, qualitative data from focus groups comprised of survey participants was collected within a larger quantitative study that examined associations between teacher beliefs and student performance. The study examined the relationship between student proficiency and growth data generated from the Measures of Academic Progress Assessment (MAP) compared to teacher perceptions of their capacity to use the data obtained from the assessment to drive instructional practices and their attitude towards the data as a reflective measure of student learning. The study focused on the impact of teacher beliefs on learning outcomes.

Participants included teachers in Kindergarten through Fifth grade teaching math or reading at four elementary schools in a large, urban school district. Perceptual survey data was collected about teacher beliefs about their capacity to use MAP data and their attitude towards MAP data. This data was compared to student proficiency and growth scores obtained on MAP in both math and reading using Pearson product-moment correlation. Focus group data was collected from each site in order to explain trends in survey responses.

This study introduced teacher attitude as a new construct within teacher efficacy that was compared to both student proficiency and growth on the MAP assessment. Correlations for the relationships between teacher perceptions and student performance ranged from .24 to .46 (capacity) and .23 and .65 (attitude), with the highest correlational relationship between teacher attitude and student growth. Recommendations from the researcher include addition of teacher attitude as a separate construct within teacher efficacy and additional professional learning within the site of the study dedicated to teacher perceptions of formative assessment data and usage to inform instructional practices.

Alison Syverson

Rm. 363

Program Evaluation of RtI Framework in a School Setting

In this presentation, the process of planning and implementing a program evaluation of the RtI (Responsiveness to Instruction) framework within an elementary school will be explored. The presenter will share background information important to understanding how RtI works in the effected school district as well as pitfalls to avoid in the implementation phase of the action plan. Findings from the program evaluation will also be shared.

Alison Syverson holds a master's degree in Mathematics Education (K-8) and National Board Certification. She has taught grades 2-6, served as a curriculum facilitator, and has taught mathematics methods courses at East Carolina University for Elementary Education and Special Education majors. She is currently serving as the math/science curriculum coach and RtI coach at Glendale-Kenly Elementary School.

Dissertation Presentations

Sara Arndt

Hope Hall

The Perception of Gendered Participation in a Whole-Class English Discussion: a Mixed-Methods Case Study

This dissertation describes the phenomenon of skewed perception of gendered participation in five whole-classroom secondary English discussions in Upstate South Carolina. Adding to previous research on the prevalence of female silence in schools and the skewed understanding of that silence, this research looks to provide a case-study approach, informing on the factors impacting skewed perception and gendered participation in whole-class discussions.

The explanatory sequential mixed-methods approach utilized in this study fully explains the phenomenon. Quantitative data compiled via tracking whole-class discussions and questionnaire responses analyzed by gender are further explained by the qualitative data obtained via survey responses and student and teacher interviews. The qualitative data and quantitative data, analyzed by site, by school, and as a whole study, highlight the various themes concerning skewed perception in whole-class gendered participation.

Sites where students and teachers were more cognizant of the issues of gender inequity in society and in schools had a higher percentage of female participation in their discussions, and they had a higher instance of equity among students. Sites where students and teachers either overlooked or were not aware of the gender issues that lead to gender inequity had lower instances of female participation in their discussions and had lower percentages of gender equity. Through awareness and education about promoting gender equity and through transforming classroom discussions from teacher-led to student-led, whole-class discussions become more engaging and more equitable.

Sara Arndt is a high school English teacher in Upstate South Carolina and an avid advocate of female empowerment and educational reform. She is graduating in August with her Ed.D in Curriculum and Instruction from Gardner-Webb.

Jennifer Hutchins Condrey
General Education Teacher Perceptions of Self-Efficacy
Regarding Teaching Students with Autism in Inclusion Settings

Stewart Hall

With an increase in the number of children being diagnosed with Autism Spectrum Disorder comes an increase in students with autism being integrated into regular education classrooms. While general education teachers strongly support inclusion, they do not feel prepared to implement inclusion practices in their classrooms. This dissertation was designed to gauge perceptions of self-efficacy among K-5 general education teachers in regards to teaching students with autism in inclusion settings.

The researcher conducted digital surveys and personal interviews among K-5 regular education teachers who had inclusion experience with students with autism. Teacher perceptions were measured in the areas of preparedness, support, and overall attitude towards students in inclusion.

An analysis of the data revealed that teachers held positive views of inclusion overall, with the most positive area being the benefits of inclusion and the lowest area being lack of preparedness. While the literature review blamed lack of training for low perceptions of self-efficacy, participants never cited training as a source of preparedness. The three biggest factors which influenced teacher perceptions overall were (1) personal experiences with students with autism or other disabilities, (2) open communication with parents before and during inclusion, and (3) an established environment where all students are accepted and respected.

Dr. Jennifer Hutchins Condrey is a recent Gardner-Webb graduate, with an EdD in Curriculum & Instruction. Her concentration is in Special Education, with a focus on students with autism. She is married with two children, and works as a special education teacher at Pinnacle Elementary School in Rutherfordton, NC.

Donna Heavner
Impact of Transformational Leadership Behaviors on the Implementation of a Multi-Tiered System of Support with Emphasis on Cultural Leadership

Room 160

Multi-Tiered Systems of Support (MTSS) are frameworks used to assess individual needs of students and the supports needed to meet those needs. Multi-Tiered Systems of Support are complex with components which impact core instruction, curriculum, formative assessment, interventions, summative assessment, and problem solving. All of these components are a part of a school's culture, and the success of this framework is dependent on the leadership in a school. This study is important because it addresses the complexities of assessing individual student needs and the planning required to meet those needs. The purpose of this research is to study the implementation a Multi-Tiered System of Support with emphasis on school culture and leadership. A case study design was used within a quantitative and qualitative framework to study the essential character of a Multi-Tiered System of Support and its impact on school culture and leadership. Findings from this research indicate the importance of 4 mindset shifts relative to implementation of a MTSS including shared ownership, success for all, data-informed decisions, and collaboration. Transformational Leadership was found important during MTSS implementation.

Academic Poster Presentations
Gallery Walk – Monday, July 27 7:30-8:30 PM

Sabrina Fordham

An explanatory sequential mixed-method investigation of athletic training students' perceptions of preceptor mentorship and Board of Certification exam success.

As involvement in physical activity increases, so does the demand for competent healthcare professionals who can support safe and healthy participation. Because the American Medical Association and the Centers for Disease Control and Prevention recognize athletic trainers as healthcare professionals who are qualified to provide injury education, recognition, evaluation, and prevention to active individuals, athletic training programs must identify ways to prepare athletic training students to pass the Board of Certification exam on the first attempt and to enter the profession as competent practitioners. Mentoring has been associated with characteristics that facilitate healthcare profession competency such as increased student self-efficacy for clinical skills (Crosby, 2002; Hayes, 1998; Neal, 2008), socialization into the profession (Hayes, 1998; Hudson, 2002; Panseri, 2005; Pitney et al., 2006) and improved critical thinking (Pitney & Ehlers, 2004). These mentoring characteristics have been extracted from mentoring literature to develop the Athletic Training Preceptor Mentoring Traits Survey used in this study.

Jenny White and Anna Shook

An Investigation of the North Carolina Center for the Advancement of Teaching and its Possible Influence on Experienced Teacher Retention: A Companion Dissertation

This dissertation examines the North Carolina Center for the Advancement of Teaching as a professional development model. It further investigates participation in NCCAT programming as a possible treatment to the problem of teacher retention.

Heather Lemmons

A Study of the Social and Emotional Growth and Development of Students with Disabilities in an Inclusive Setting in an Inner-City Middle School

Students with special disabilities have regularly been served educationally in a variety of learning environments. This research focused on the the impact of the inclusive environment where students with disabilities were educated with their non-disabled peers. The main focus concerning this inclusive setting centered on the students' social and emotional growth and develop as measured through a mixed-methods approach. Through document analysis, analysis of the Social Emotional Assets Resilience Scale for Adolescents, and frequency coding of student interviews, students discipline rates decreased, the need for more targeted social and emotional interventions remained low, and students felt as if the inclusive setting was less stigmatizing while increased their academic, behavioral, social, and emotional skills.