DAISY ARREDONDO RUCINSKI
Curriculum Vitae

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I. EDUCATIONAL HISTORY

A. Degrees

Ph.D.	University of Washington, 1983 Educational Administration with specializations in instructional leadership and curriculum and teaching. Dissertation Supervisor: Dale L. Bolton.
M.A.T.	University of Washington, 1973 Biology Education with specializations in ecology of freshwater invertebrates and in curriculum and instructional supervision, M.A.T. Supervisors (new program): Ingrith Deyrup Olsen and Kenneth Osterud.
B.A.	University of Washington, 1970 Biology Education with minors in chemistry and Spanish. (Fluent in Spanish.)

B. Certificates

Superintendent's Credential	University of Washington, WA, 1981; NE, 1986.
Principal's Credential	University of Washington, WA standard, 1982; WA provisional, 1977; NE, 1986.
Teacher's Credential	University of Washington, WA standard, 1973; WA provisional, 1970; MO life, 1973; NE, 1986.

C. Scholarly Honors

Distinguished Research Award, American Educational Research Association, (AERA) from Supervision and Instructional Leadership SIG, April 2007.

Fulbright Senior Scholar Award, Leadership for School Reform. Appointment for teaching and service at Pontificia Universidad Catolica de Chile (PUC); Santiago, Chile. August – October, 2004.

Visiting Associate Professor, University of Alabama, College of Education, February, 2005, Tuscaloosa, AL

University of Missouri, College of Education Excellence in Teaching Award, 1994; and Educational Administration Department Nomination for Isabelle Lyda Professorship, University of Missouri-Columbia (Winter, 1992).

Invited Lecturer on *Dimensions of Learning* and on research on the use of the *Dimensions of Learning* model at Pontificia Universidad Catolica de Chile, Santiago, Chile (May, 1994 and Nov, 1997; and via satellite, August, 1998); and on designing integrated instructional activities in ecology at the University of Panama, Panama City, Panama (August, 1993); and on Teaching Problem Solving

and Thinking for the USSR Academy of Sciences, Russia and Ukraine (December, 1991).

School District Award for <u>Outstanding Contribution to Program Evaluation</u>, Renton, WA, 1978.

School District Nomination for <u>Outstanding Secondary Science Teacher</u>, Washington State (1972-73] and for <u>Outstanding Biology Teacher</u> of the Year Award, Washington State (1971- 72.)

II. PROFESSIONAL EXPERIENCE

2006 – present	Professor, Educational Leadership, Policy and Technology Studies, The University of Alabama, Tuscaloosa. (Awarded tenure on hire.)
1996 - 05	Associate Professor and Director, Educational Leadership Program, Seattle University. (Awarded tenure -- April, 2001.) Associate Professor, Graduate and Doctoral Faculty Member, and Program Chair for Educational Leadership Studies at West Virginia University.
1992 - 96	Assistant Professor, Graduate and Doctoral Faculty Member and Associate Department Chair (1994-95 only), Educational Leadership and Policy Analysis at University of Missouri - Columbia.
1989 - 92	Assistant Professor of Educational Administration and Supervision and Graduate Faculty Member, Valdosta (GA) State University.
1987 - 89	Educational Consultant; self-employed (contracts with schools and/ or districts throughout the United States in 49 states, Canada, and in 13 other countries; see invited presentations and consultancies for detail.)
1982 - 87	Associate Superintendent for Instruction, Lincoln (NE) Public Schools, a 26,000 student district; and Assistant to the Superintendent for Curriculum and Instruction, Walla Walla (WA) School District, a 5000 student district.
1978 - 82	Assistant Principal, North Kitsap High School, Poulsbo, WA.
1970 - 78	Biology, Forestry, Spanish and Algebra Teacher, @ Lindbergh and Hazen High Schools, Renton, WA; and at Holy Names Academy, Seattle, WA.

III. PUBLICATION AND RESEARCH RECORD
A. Books and Book Chapter
<u>Book – Forthcoming, Summer 2016</u>

Daisy Arredondo Rucinski (Ed.) (In press, Forthcoming, Summer 2016). *Real Professional Learning Communities: Their Use and Effects* – This book will be published by Rowman and Littlefield, Boston. It presents multiple chapters reporting unpublished current research on Professional Learning Community use as a reform strategy in Pk-12 settings. Among the chapters I authored or co-authored are: Ch 1 An Introduction to Professional Learning Communities; Ch 2 The Conceptual Framework to Professional Learning Communities as a Reform Initiative; Ch 11 Professional Development in the States: How Statutes and Regulations Target Teacher Quality to Improve Student Learning (with Helen Hazi); Ch 12 Part II, A Meta-Analytic Review of the Use of PLCs and Student and Teacher Learning (with Susan Patrick and Sara Tomek); Ch 13 Conclusions, Limitations, and Implications for Future Research. The remainder of the book will consist of chapters based on dissertation research projects recently completed from nine Ph.D. and Ed.D. students. Seven of these students presented papers at AERA in 2012, 2013, or 2014.

<u>Book Chapters</u>

Hazi, H. M. & Arredondo Rucinski, D. (2015) Teacher Evaluation and Professional Development: How Regulations Detract from the Primary Functions of Supervision. In Glanz & Zepeda, Eds., *Re-examining Supervision: Theory and Practice.* Boston, MA: Rowman & Littlefield.

Book Chapter
Chapter 6: Standards for Reflective Practice. In Gordon, S. (Ed.) (2005) *Standards for Instructional Supervision: Enhancing Teaching and Learning, pp. 77-90*. West Larchmount, NY: Eye on Education.

Books - Teaching Models
Marzano, R.J., Pickering, D.J., Arredondo, D.E., Blackburn, G.J., Brandt, R.S., & Moffett, C.A. (1996). *Dimensiones del aprendizaje: Manual del profesor*. [Spanish edition of *Dimensions of Learning: Teachers Manual*.] Alexandria, VA: Association for Supervision and Curriculum Development, 276 pages.

Marzano, R.J., Pickering, D.J., Arredondo, D.E., Blackburn, G.J., Brandt, R.S., & Moffett, C.A. (1992, 1997-Second Edition). *Dimensions of learning: Teachers manual*, Alexandria, VA: Association for Supervision and Curriculum Development, 272 pages.

Marzano, R. J. & Arredondo, D. E. (1986). *Tactics for thinking: Teachers manual,* Alexandria, VA: Association for Supervision and Curriculum Development, 124 pages.

Books - Training Models
Marzano, R.J., Pickering, D.J., Arredondo, D.E., Blackburn, G.J., Brandt, R.S., & Moffett, C.A. (1992, 1997 - Second Edition). *Dimensions of learning: Training and implementation manual*, Alexandria, VA: Association for Supervision and Curriculum Development, 396 pages.

Marzano, R. J. & Arredondo, D. E. (1986). *Tactics for thinking: Trainers manual*, Alexandria, VA: Association for Supervision and Curriculum Development, 159 pages.

Book- Implementation Model
Marzano, R.J., Pickering, D.J., Arredondo, D.E., Blackburn, G.J., Brandt, R.S., & Moffett, C.A. (1992). *Implementing dimensions of learning: Guidelines for educational decision makers*, Alexandria, VA: Association for Supervision and Curriculum Development, 48 pages.

B. Refereed Journal Articles (Peer Reviewed; *=Data Based)

Arredondo-Rucinski, D., Poovey, R. R., Scott, B. A. & Donaldson, H. (In progress) Paper under development for submission for the Journal of Educational Administration. Assessing teacher reflection as a measure of teacher learning: A reanalysis of the REMAS instrument. Paper based on research data from three dissertations.

Arredondo Rucinski, D. E., Beas Franco, J., Gomex Nocetti, V., Thomsen Quierolo, J., Carranza Daniel, G. (2009) Conceptual changes among teachers involved in educational reform*. *International Journal of Educational Leadership,* 12(2): 155-169.

Hazi, H, M. & Arredondo Rucinski, D. (2009). Teacher evaluation as a policy target for improved student learning: A fifty state review of statute and regulatory action since NCLB. *Educational Policy Analysis Archives*,17(5). Retrieved: httpa://epaa.asu.edu/epaa.v17n5.

Arredondo Rucinski, D.E. & Bauch, P.A. (2006). Reflective, ethical and moral constructs in educational leadership preparation: Effects on graduates' practices.* *Journal of Educational Administration*, 4(5), 487-508.

Arredondo Rucinski, D. E., Bauch, P.A., & Peña, R. L. (2004) Evaluation of reflective thinking constructs in an educational leadership program.* *Boletin de Investigacion Educacional,* 19(2); 9-28.

Delany, J.C. & Arredondo, D.E. (2001). Collegial coaching and reflection as mechanisms for changing middle school cultures.* *Research in Middle Level Education Annual, 24(1), 143-158.*

Arredondo, D.E. & Rucinski, T.T. (1998). Using structured interactions in conferences and journals to promote cognitive development among mentors and mentees.* *Journal of Curriculum and Supervision,* 13(4), 300-327.

Arredondo, D.E. & Rucinski, T.T. (1998). Principal perceptions and beliefs about integrated curriculum.* *Journal of Educational Administration,* 38(3), 286-297.

Arredondo, D.E. & Rucinski, T.T. (1996). Integrated curriculum: Its use, initiation and support in midwestern schools.* *Mid-Western Educational Researcher*, 9(2), 37-41, 44.

Arredondo, D.E. & Rucinski, T.T. (1995). Using reflective journals and the workshop approach in university classes to develop students' self-regulated learning: A praxiological educology of teaching.* *International Journal of Educology, 9*(1), 54-76.

Arredondo, D.E. & Rucinski, T.T. (1995). The use of integrated curriculum in Missouri middle schools.* *Research in Middle Level Education Quarterly, 19*(1), 27-42.

Arredondo, D.E. (1994). Using cognitive learning principles to inform teacher decisions about curriculum and instruction. In R.R. Valdez (Ed.) *Revista Pensamiento Educativo*: *Enfoques Cognitivos, 15,* 29-42. [Review of Thinking Education: Focusing on Cognition], Santiago, Chile: Pontificia Universidad Catolica de Chile.

Arredondo, D.E. & Fueyo, J.A. (1994). Peer observation and coaching go to college.* *Teaching Education, 6(2),* 107-111.

Arredondo, D.E., Bearden, P., Harvey, D., & Jenkins, P. (1994). Using novels to involve students in thinking discussions and activities.* *Georgia Elementary Principal*, the Journal of the Georgia Association of Elementary School Principals, *2(*1), 8-12.

Arredondo, D.E. & Rucinski, T.T. (1994). Using the workshop approach in university classes to develop student metacognition.* *Innovative Higher Education, 18*(4), 273-288.

Rucinski, T.T. & Arredondo-Rucinski, D.E. (1992). Developing teacher skill in improving student thinking via interactive videodisc.* *Technology and Teacher Education Annual 1992*, 634-638. Society for Technology and Teacher Education, University of Houston, TX.

Arredondo, D. E. & Block, J. H. (1990). Recognizing the connections between thinking skills and mastery learning. *Educational Leadership, 47*(5), 4-10.

Marzano, R.J. & Arredondo, D.E. (1986). Restructuring schools through the teaching of thinking. *Educational Leadership, 43*(8), 20-26.

Arredondo, D.E. & Marzano, R.J. (1986). Implementing a comprehensive thinking skills program in a K-12 system. *Educational Leadership, 43*(8), 28-30.

Throm, Jr., S.H. & Arredondo, D.E. (1971). Teaching for attitude changes. *The American Biology Teacher, 33*(10), 401-404, & 418.

C. **Refereed Conference Proceedings** (*=Data Based)

Arredondo Rucinski, D. (2007). On the Horizon: Supervisor as "Reform Tender". *Supervision and Student Achievement: Can we make the connection?* Selected Papers from the Annual Meeting of the Council of Professors of Instructional Supervision. CUNY: Staten Island, NY.

Arredondo, D.E. & Rucinski, T.T. (1996). Epistemological beliefs of Chilean educators and school reform efforts.* *Enfoques cognitivos actuales en educacion* , 13-26. Selected papers from the Tercer Internacional Encuentro Sobre Enfoques Cognitivos, Santiago: Pontificia Universidad Catolica de Chile.

Rucinski, T.T. & Arredondo, D.E. (1995). Using the newer cognitive research in teacher education classes. *Proceedings from the 1994 Renaissance Group's National Conference, "Schools for the Future: An American Renaissance,"* Baltimore, MD: Towson State University.

Arredondo, D.E. & Rucinski, T.T. (1995). Using reflective journals in university classrooms to develop students' self-regulated learning.* *Proceedings from the 1994 American Educational Research Association: Teaching in Educational Administration Special Interest Group*.

Arredondo, D.E. (1993). Una introduccion a las *Dimensiones del Aprendizaje*: Una marco de trabajo en forma comprensiva y educacional. [An introduction to *Dimensions of Learning*: A comprehensive instructional framework.] This paper was submitted in English, translated into Spanish and published in the <u>Proceedings for the 6th Annual Meeting of the Central American Educational Researchers Association.</u>) Panama City, Panama: University of Panama, Central American Institute for Administration and Supervision of Education.

Arredondo, D.E. (1993). Diseno curricular integrado para instruccion en ecologia. [Designing integrated curriculum for teaching ecology]. This paper was submitted in English, translated into Spanish and published in the <u>Proceedings for the 6th Annual Meeting of the Central American Educational Researchers Association.</u> Panama City, Panama: University of Panama, Central American Institute for Administration and Supervision of Education.

D. Invited Articles (Reviewed by Editorial Boards or Editorial Committees, *=Data Based)

Arredondo Rucinski, D. (2015). How supervisors support teacher professional development. Comments presented to the invited joint PDS and Supervision and Instructional Leadership SIG Meeting, April 18, 2015, Chicago. Fall 2016 Newsletter for the Supervision and Instructional Leadership SIG.

Hazi, H. M. & Arredondo Rucinski, D. (2014). Policy meets practice: Districts feel the impact of state regulations. Paper invited for a themed issue on teacher evaluation. *Journal of Staff Development, 35:6 (44-47)*.

Arredondo Rucinski, D.E. Forward to book (2 pp). In McKinley, J. (2010). *Raising Black Students' Achievement Through Culturally Responsive Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (245 pp).

Hazi, H. M. & Arredondo Rucinski, D. E. (Summer 2009). Teacher evaluation as policy target: Viable reform venue or just another tap dance? *ERS Spectrum*, 27(3): 31-40. ASCD.

Arredondo, D.E. (1996). *Prefacio*. In *Dimensiones del aprendizaje: Manual del profesor*, pp ix-xi. [Introduction for the Spanish edition of the *Dimensions of Learning: Teachers Manual*.] Alexandria, VA: Association for Supervision and Curriculum Development.

Arredondo, D.E., Brody, J.L., Zimmerman, D.P. & Moffett, C.A. (1995). Pushing the envelope in supervision. *Educational Leadership, 53*(3), 74-78.

Arredondo, D.E. & Rucinski, T.T. (1995). In Spanish it's *Dimensiones del Aprendizaje*! The *Dimensions of Learning Newsletter*, Alexandria, VA: Association for Supervision and Curriculum Development.

Arredondo, D. E. (1990). Using principles of learning to transcend instructional models. *Outcomes, 9(3)*, 18-25. *The Journal of the Network for Outcome Based Schools*: Johnson City, NY.

Arredondo, D. E. (Spring, 1990). Tactics users are at the forefront in self-regulated learning. *Tactics for Thinking Newsletter,* Alexandria, VA: Association for Supervision and Curriculum Development.

Arredondo, D. E. (Fall/Winter, 1988). Integrating the research -- A new learner centered paradigm of instruction. *Curriculum in Context, 16*(2), 10-11. The Journal of the Washington State Association of Supervision and Curriculum Development, Spokane, WA.

Arredondo, D. E. (1986). The role of school administrators in implementing a thinking skills curriculum. *SAANYS Journal*, *17(2)*, 5-6, Journal of the School Administrators Association for New York State

Arredondo, D. E. (1986). Staff development for teaching thinking. *Cogitare, 1(*3), 5. Newsletter, Alexandria, VA: Association for Supervision and Curriculum Development.

Arredondo, D. E. (1986). Successful staff development practices. *SIRS Reports on Management Information*, Journal of the School Information and Research Services, *4(*2), 15-16.

Arredondo, D. E. & Rasp, A. F. (1984). Student and organizational characteristics that appear to be related to overall secondary school effectiveness.* *SIRS Reports on Management Information*, Journal of the School Information and Research Services, 3(5), 5-8.

Arredondo, D.E. (1974). Turning your students on to biology: An introductory exercise to stimulate interest in the biological sciences. *Puget Sound Science Teachers' Journal,* Seattle, WA.

Arredondo, D. E. & Throm, S. H. (1972). Using AV aids in teaching for attitude changes. *Audio Visual and Screen Guide*.

E. Non-refereed Journal Articles (*=Data Based, cont.)

Arredondo, D. E. (1994). Impressions of principal training in Russia and Ukraine.* *NASSP Bulletin*, 78(562), 37-42.

Barker, B. H., Penningroth, J. P., Rogers, J .R. & Arredondo, D. E. (1980). Arena or computer scheduling. *NASSP Bulletin*, *64(*434), 114-116.

F. Editorials

Arredondo-Rucinski, D. E. (September/November, 1990). Newspaper Articles on Teaching and Learning, *The Current Local,* Van Buren, MO.)
"The Winning Attitude", September 27; "Accepting Responsibility for Learning", October 4; "Remembering and Forgetting", November 1; "Managing the Information Overload", November 8; "Why Susan Can't Think", November 22.

Arredondo, D. E. (June, 1990). "National Standards -- A Boon or A Boondoggle?", Issue section of the newsletter, *Update,* Alexandria, VA: Association for Supervision and Curriculum Development.

Arredondo, D. E. (September 9, 1987). "School Reform, Yes, But of the Right Kind", Guest Editorial for *The Journal Star*, Lincoln, NE.

G. Book Reviews

Arredondo, D. E. (Spring, 1990). [Review of: Saxl, E. & Miles, M., (1990). *Assisting Change in Education: A Trainer's Manual,* Alexandria, VA: Association for Supervision and Curriculum Development.] *GASCD Reporter*.

Arredondo, D. E. (1989). [Review of: Bolles, E.B. (1988). *Remembering and Forgetting: Inquiries into the Nature of Memory,* New York: Walker and Co.] *Educational Leadership*, 46(4), 97

Arredondo, D. E. (1989). [Review of: Kearns, D.T. and D.P. Doyle. (1988). *Winning the Brain Race*, San Francisco: ICS Press.] *The School Administrator*, 1(46), 37.

Arredondo, D. E. (1986). [Review of: Ford, T.M. (1985). *Every Other Thursday*, New York: Carleton Press.] *The School Administrator*, 43(10), 32.

H. Videodiscs and Videotapes

Rucinski, T. T., Arredondo-Rucinski, D.E. & Ledford, B.R. (1991). "An Interactive Videodisc for Developing Teacher Skill in Improving Student Learning of Declarative and Procedural Knowledge", a level-three

interactive videodisc illustrating teaching strategies for declarative and procedural knowledge, Auburn University, Auburn, AL.

Marzano, R. J., Arredondo, D.E., & Brandt, R.S. (1987). "Tactics for Thinking", instructional videotape series, Alexandria, VA: Association for Supervision and Curriculum Development.

I. Technical Reports and Unpublished Papers

Arredondo, D.E. (1995). *The status of the Carthage R-IX School District curriculum: A curriculum audit report prepared for the Carthage 2000 Committee*.

Arredondo, D.E., Michael, R.O., & Bauer, R. (1991). *Peer observation and coaching -- A process for improving teaching in college and university classrooms?*   Unpublished manuscript.

Marzano, R.J., Arredondo, D.E., Pickering, D.J., Blackburn, G.J., Davis, D. & Ewy, R. (1988).*Creating a learner centered paradigm of instruction*. A technical report for Mid-continent Regional Educational Laboratory: Aurora, CO.

Arredondo, D. E. (1983). *Relationships between administrator emphasis on staff evaluation processes and secondary school effectiveness in Washington State*. Ph.D. Dissertation. (Ann Arbor, MI: Manuscript Publishing, University Microfilms International.)

IV. RESEARCH and WRITING IN PROGRESS

Arredondo Rucinski, D., Poovey, R. R., Scott, B. A. & Donaldson, H. (In progress.) Paper under development for submission for the Journal of Educational Administration. Elementary teacher reflection: A reanalysis of the REMAS instrument. Paper based on 3 students' dissertation research.

of teaching, enhanced development of   content knowledge, and on action research.

REFEREED PAPER PRESENTATIONS: International, National, and Regional (*=Data Based).

Arredondo Rucinski, D. (2014). The Future of Instructional Supervision: Comments about the Field. Paper accepted for presentation to the Council of Professors of Instructional Supervision, Annual Meeting, October 17-19, 2014, Atlanta GA.

Hazi, H, M, & Arredondo Rucinski, D. (2014). Supervision as Professional Development: A Review State Statutes. Paper presented at the Annual Meeting of the American Educational Research Association, April 3-7. Philadelphia.

Patrick, S. J. & Arredondo Rucinski, D. (2013). A Meta-Analysis of Dissertation Research Conducted between 1995 and 2011 about the Relationship between Perceptions of the Level of Implementation of Professional Learning Community and Student Achievement.

Boman, T. & Arredondo Rucinski, D. (Not accepted for AERA, 2013. Developing schools as professional learning communities: Does district level leadership matter?

Poovey, R. R. & Arredondo Rucinski, D. (Paper presented at AERA, April 2013.) Relationship Among Professional Learning Communities and Perceptions of Reflective Practices of Elementary School Teachers.

Rhyne, K. & Arredondo Rucinski, D. (Paper presented at AERA, April 2013.) Common planning across core subject departments: A strategy to improve teaching and learning in high schools?

Arredondo Rucinski, D. (2012). Professional Learning Communities: A Meta-Analysis of the Research. Paper presented at the 2012 Annual Meeting of the American Educational Research Association (AERA), Vancouver, BC,

Arredondo Rucinski, D. (2009). Highly qualified teachers and mandated professional development: Underlying assumptions, perceptions, and implications. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision (COPIS), State College, PA, October 23-26, 2009.

Arredondo Rucinski, D. (2009). Perceptions of gender impact of female professors in educational departments in research universities. Paper presented to the Oxford Roundtable, July 5-9, 2009, Oxford, UK.

Arredondo Rucinski, D. & Hazi, H. M. (2009). Professional Development Policy Initiatives, Supervision, and the Development of Highly Qualified Teachers. Paper presented at the Annual Meeting of the American Educational Research Association, April 13-17, 2009, San Diego, CA.

Arredondo Rucinski, D. & Hazi, H. M. (2008). Supervision as mandated help: A policy review of professional development initiatives in selected status. Paper presented at the 2008 Annual Meeting of the American Educational Research Association (AERA), March, New York, NY.

Silver, M. & Arredondo Rucinski, D. E. (2007). *Developing reflective practices with students in a principal preparation program using strategic teaching and assessment. Paper presented at the 2007 Annual Meeting of the American Educational Research Association (AERA), April, Chicago.

Arredondo Rucinski, D.E., Beas Franco, J., Gomex Nocetti, V., Thomsen Quierolo, J., Carranza Daniel, G. (2006). *Standards of reflection as indicators of conceptual change of teachers involved in educational reform. Paper presented at the 2006 Annual Meeting of the American Association of Educational Research (AERA), April, San Francisco.

Silver, M. & Arredondo Rucinski, D. E. (2006). *Using standards for reflective practice to assess development of reflection among principal preparation students. Paper presented at the 2006 Annual Meeting of the American Association of Educational Research (AERA), April, San Francisco.

Hazi, H.M. & Arredondo Rucinski, D.E. (2006). *Complicating the ritual of teacher evaluation: Implications for supervision. Paper presented at the 2006 Annual Meeting of the American Association of Educational Research (AERA), April, San Francisco.

Hazi, H.M. & Arredondo Rucinski, D.E. (2005). *Refocusing on the ritual of teacher evaluation: Implications for the future of supervision. Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision (COPIS), October, 2005, Athens, GA.

Hazi, H.M. & Arredondo Rucinski, D.E. (2005). *Trends, Promising Practices and Dilemmas in teacher Evaluation Statutes and Policies. Paper presented to the National Evalaution Institute, July, 2005, Memphis.

Kaufman, D. & Arredondo Rucinski, D.E. (2004). *Using structured dialogue to influence teachers' moral reasoning, reflection, and response to diverse students. Paper presented at the 2004 Annual Meeting of the Council of Professors of Instructional Supervision (COPIS), Seattle.

Arredondo Rucinski, D.E. & Bauch, P.A.. *Ethical, reflective, and social justice constructs in educational leadership preparation: Assessing relationships between instruction and practice – the sequel. Paper presented at the 2004 Annual Meeting of the American Association of Educational Research (AERA), San Diego.

Kaufman, D. & Arredondo Rucinski, D.E. *Structured dialogue: influencing teachers' moral reasoning, reflection, and response to diverse students. Paper presented at the 2004 Annual Meeting of the American Association of Educational Research (AERA), San Diego.

Arredondo Rucinski, D.E., Peña, R.A., & Bauch, P.A. (2003, April). *Ethical, reflective, and social justice constructs in educational leadership preparation: Assessing relationships between instruction and practice. Paper presented at the Annual Meeting of the American Association of Educational Research (AERA), Chicago.

Peña, R.A., Arredondo Rucinski, D.E., and Bauch, P.A. (2002, November). *Leadership, learning, equity, and social justice: Preparing effective leaders for an interdependent world. Paper presented at the Annual Meeting of the University Council of Educational Administration, Pittsburgh, PA.

Arredondo, D. E. (2000, April). *Teacher Perceptions of the effects of state board of education policy for teacher evaluation*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA) New Orleans.

Arredondo, D.E. (1999, April). *Principal perceptions of the effects of state board of education policy for teacher evaluation*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.

Rucinski, T.T., Arredondo, D.E., Beas, J., Dennison, R.S., Manterola, M., & Santa-Cruz, J. (April, 1999). *Cultural variations in epistemologies: A study of US and Chilean educators. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.

Arredondo, D.E. (1998, April). Enhancing cognitive complexity through collegial supervision. *Paper presented at the 1998 Annual Meeting of the American Educational Research Association, San Diego.

Delany, J.C. & Arredondo, D.E. (1998, October). *Using collegial coaching and reflection mechanisms for changing school cultures. Paper presented at the Annual Meeting of the University Council for Educational Administration (UCEA), St. Louis.

Arredondo, D.E., Hatley, R.V., & Rucinski, T.T. (1998, April). Fostering cognitive complexity among educational leadership students: An exploration of changes in students epistemological beliefs over time.* Paper presented at the 1998 Annual Meeting the American Educational Research Association, San Diego.

Dennison, R.S., Howard, B., Seyedomir, M., & Arredondo, D.E. (1998). Comparisons between epistemological beliefs of individuals with high and low metacognition.* Paper presented at the Annual Meeting of the Eastern Educational Research Association currently being rewritten for submission for publication.

Arredondo, D.E. & Rucinski, T.T. (1997, April). The use of reflection and structured journaling within complex helping relationships as a stimulus for cognitive structural growth.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Arredondo, D.E. & Rucinski, T.T. (1996, November). Epistemological beliefs of Chilean educators and school reform efforts.* Paper presented at the 3rd Internacional Encuentro: Enfoques Cognitivos, Santiago de Chile. ERIC Clearinghouse No: EA 028 137.

Arredondo, D.E. & Rucinski, T.T. (1996, October). Relationships between principals' epistemological beliefs and their support of integrated curriculum.* Paper presented at the Annual Convention of the University Council of Educational Administration (UCEA), Louisville, KY. ERIC Clearinghouse No: EA 028 138.

Hatley, R.V., Arredondo, D.E., Donaldson, J.F., Updike, L. & Short, P.M. (1996, October). Evaluating the design, implementation and impact of a non-traditional cohort Ed.D. program in educational leadership and policy analysis*. Paper presented at the Annual Convention of the University Council of Educational Administration, Louisville, KY.

Pearce, H.A. & Arredondo, D.E. (1996, October). Reforming schools through changed supervisory practices: One superintendent and one principal at a time*. Paper presented at the Annual Convention of the University Council of Educational Administration (UCEA), Louisville, KY.

Arredondo, D.E. & Rucinski, T.T. (1995, April). Integrated instruction: The extent of use and how it is initiated and supported in midwestern schools*. Paper presented at the 1995 Annual Meeting of the American Educational Research Association, San Francisco.

Rucinski, T.T., & Arredondo, D.E. (1994, October). Using the newer cognitive research in teacher education classes*. Paper presented at the 1994 National Conference of the Renaissance Group, San Antonio, TX.

Arredondo, D.E. (1994, May). The development of the *Dimensions of Learning* instructional model. <u>Paper</u> presented at the Second International Meeting for Teaching with a Cognitive Focus, Pontificia Universidad Catolica de Chile, in Santiago, Chile.

Arredondo, D.E. (1994, May). A summary of the research on the effects of use of the *Dimensions of Learning* instructional model.* <u>Paper</u> presented to the graduate faculty at the Pontificia Universidad Catolica de Chile, Santiago, Chile.

Arredondo, D.E. & Rucinski, T.T. (1994, April). Using reflective journals in university classes to develop students' self-regulated learning.* <u>Paper</u> presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Rucinski, T.T. & Arredondo, D.E. (1994, April). Using the workshop approach to develop student dispositions to think metacognitively and creatively.* <u>Paper</u> presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Arredondo, D.E. (1993, August). *Una introduccion a las Dimensiones del Aprendizaje: Una marco de trabajo en forma comprensiva y educacional*. [An introduction to *Dimensions of Learning*: A comprehensive educational framework.] <u>Paper</u> presented to the Primer Ciclo de Conferencias en Ecologia, Tecnologia y Educacion at the University of Panama's Central American Institute for Administration and Supervision of Education, Panama City, Panama.

Arredondo, D.E. (1993, August). *Diseno curricular integrado para instruccion en ecologia*. [Designing integrated curriculum for teaching ecology.] <u>Paper</u> presented to the Primer Ciclo de Conferencias en Ecologia, Tecnologia y Educacion at the University of Panama's Central American Institute for Administration and Supervision of Education, Panama City, Panama.

Rucinski, T.T., Arredondo-Rucinski, D.E. (1992, March). Developing teacher skill in improving student thinking via interactive videodisc.* <u>Paper</u> presented at the Conference for the Society for Technology and Teacher Education, Houston, TX.

VII. PRESENTATIONS
    A.   <u>Refereed Presentations: International and National</u>

Arredondo Rucinski, D.E., Goldsberry, L., Kelehear, Z., and Pajak, E. (March, 2005). What supervision professors think about standards for practice. Presentation scheduled for the Annual Meeting of the Association for Supervision and Curriculum Development.

Arredondo Rucinski, D.E. (Presentation of book chapter.) *Standards for reflective Practice*. Eye on Education book, edited by Steve Gordon. Presented as part of a panel presentation at the 2004 Annual Meeting of the Council of Professors of Instructional Supervision (COPIS), Seattle.

Arredondo, D.E. & Brody, J.L. (1998, March). Transforming supervision: A framework for collaborative leaders. <u>Presentation</u> for the Annual Conference of the Association for Supervision and Curriculum Development (ASCD), San Antonio, TX.

Arredondo, D.E., Brody, J.L., and Zimmerman, D. P. (1997, March). Transforming supervision: A Framework for collaborative leaders. <u>Presentation</u> for the Annual Conference of the Association for Supervision and Curriculum Development, Baltimore, MD.

Arredondo, D.E. and Brody, J.L. (1995, March). Transforming supervision: A framework for collaborative leaders based on *Dimensions of Learning*. <u>Presentation</u> for the Annual Conference of the Association for Supervision and Curriculum Development, New Orleans, LA.

Arredondo, D.E. (1992, August). Developing student dispositions to think critically within content classrooms using *Dimensions of Learning* strategies <u>presentation</u> for the International Conference on Critical Thinking and Educational Reform, Rohnert Park, CA.

Arredondo, D.E. (1989, April). Empowering employee excellence: A new way of thinking about school supervision. <u>Presentation</u> for the National Association of Elementary School Principals Annual Conference, Atlanta, GA.

Arredondo, D.E., Pickering, D.J., & Davis, D. (1989, March). *Dimensions of learning:* Developing a conceptual framework for teaching based on the newer cognitive research. A <u>presentation</u> for the Annual Conference of the Association for Supervision and Curriculum Development, Orlando, FL.

Arredondo, D.E. (1986, June). *Tactics for thinking.* A <u>presentation</u> for educators at the National Thinking Skills Conference, Cincinnati, OH.

Arredondo, D.E. (1986, March). Implementing a thinking skills curriculum: A <u>presentation</u> and panel discussion for the Annual Conference of the Association for Supervision and Curriculum Development, San Francisco, CA.

Throm, S.H. & Arredondo, D.E. (1973, October). Teaching for attitude changes. A <u>presentation</u> for the National Science Teachers Association Annual Conference, Portland, OR.

Throm, S.H. & Arredondo, D.E. (1972, March). Teaching for attitude changes. A <u>presentation</u> for the American Biology Teachers' Conference, Vancouver, British Columbia.

B. <u>Refereed Presentations: Regional and State</u>

Arredondo, D.E. (1995, February). Transforming supervision: A framework for collaborative leaders. A <u>presentation</u> for the Midwest Association for Supervision and Curriculum Development Biannual Conference, Omaha, NE.

Arredondo, D.E. (1991, April). *Dimensions of learning:* An integrated framework. A <u>presentation</u> for the Annual Conference of Georgia Association of Supervision and Curriculum Development, Savannah, GA.

Arredondo, D.E. Empowering employee excellence. <u>Presentations</u> for the Oregon and Washington States School Administrators Association Meetings:
(1989, April) Eugene, OR;
(1988, April) Yakima, WA; and
(1988, February) Yakima, WA.

Marzano, R.J. & Arredondo, D.E. (1985, December). Teaching for thinking: The Walla Walla model. A <u>presentation</u> for the Washington State Thinking Skills Conference, Seattle, WA.

Arredondo, D.E. Teaching for thinking. <u>Presentations</u> for the Washington Association of School Principals and Washington State Staff Development Conferences:
(1985, October) Ellensberg, WA; and
(1985, October) Tri Cities, WA.

Arredondo, D.E. Using the effective schools research to improve teaching and learning. <u>Presentations</u> for the Washington Association of School Principals and Washington State Association for Supervision and Curriculum Development Conferences: (1985, October) Port Townsend, WA; and (1985, February) Seattle, WA.

Arredondo, D.E. Upgrading principals' skills in clinical supervision. <u>Presentations</u> for principals for the Washington Association of School Principals' Conferences, (1985, October) Spokane, WA; and (1985, June) Yakima, WA.

Arredondo, D.E. (1985, May). Examining district test data by school without the complication of SES data. A <u>presentation</u> for the Washington Educational Research Association's Spring Conference, Seattle, WA.

Arredondo, D.E. & Martin, J. (1985, January). Are teaching for thinking and mastery learning compatible? The Walla Walla perspective. A <u>presentation</u> for the Regional Mastery Learning Conference, Billings, MT.

Arredondo, D.E. (1983, November). Using effective schools research to improve schools. A <u>presentation</u> for the Washington State Association for Supervision and Curriculum Development, Winter Drive-in Conference, Spokane, WA.

Marzano, R.J. & Arredondo, D.E. (1983, February). Using effective schools research to improve teaching and learning. A <u>presentation</u> for the Washington State Association for Supervision and Curriculum Development, Winter Conference, Seattle, WA.

Arredondo, D.E. (1982, August). Secondary school effectiveness. A <u>presentation</u> of the results of research on the principal's role as instructional leader and its relationship to overall school effectiveness for the Association of Washington School Principals, Summer Conference, Yakima, WA.

Arredondo, D.E., Rasp, A.F., & MacQuarrie, D. (1982, February). The instructional leadership role of the principal in overall school effectiveness. A <u>presentation</u> for the Washington State Association for Supervision and Curriculum Development's Annual Conference, Seattle, WA.

C. **Invited Papers and Presentations: International and National**

Arredondo Rucinski, D. E. (2011). Perceptions of the Effects of NCLB on Teacher Evaluation Procedures in the SE United States, Panel Discussion for Supervision and Instructional Leadership SIG Meeting at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2011.

Arredondo Rucinski, D. (2009). Gender impact on female professors in educational leadership departments in research universities. Oxford Round Table: Women's Careers, The Presumptions and Burdens of Proof, St. Anne's College, Oxford, UK, July 5-10, 2009.

Hazi, H. M. & Arredondo Rucinski, D. (2008). Teacher evaluation as a policy target: Viable reform venue or just another tap dance? Paper presented at the Annual Meeting of the Association of Supervision and Curriculum Development (ASCD), March, 2008, New Orleans, LA.

Arredondo Rucinski, D.E. (2004). The constructivist today. Colloquiam presented to the faculty and students in the College of Education at the Pontifical Catholic University, Santiago, Chile.

Arredondo Rucinski, D.E. (2004). Leadership for learning. Colloquiam presented to the faculty and students in the College of Education at the Pontifical Catholic University, Santiago, Chile.

Arredondo, D.E. (1999, March). Implications of constructivist thinking on supervisory practices. <u>Keynote address</u> for the Instructional Supervision Network, at the Annual Meeting of the Association for Supervision and Curriculum Development, San Francisco.

Arredondo, D.E. (1998, August). Students as habitual thinkers: Using *Dimensions of Learning* strategies to help foster the development of student minds. Interactive video teleconference <u>keynote address</u> for the fourth International Seminar on Educational Innovations (INACAP), Santiago, Chile. Broadcast from KOMO Studios, Seattle, WA.

Arredondo, D.E. (1997). Implications of constructivist thinking on supervisory practices. <u>Paper</u> presented at the 1997 Annual Fall Meeting of the Council of Professors of Instructional Supervision (COPIS), Pittsburgh.

Arredondo, D.E. & Brody, J.L. (1997, July). Transforming supervision: A guide for reframing practice. A <u>presentation</u> based on a manuscript under preparation for the 1997 Dimensions Users' Conference for the Association for Supervision and Curriculum Development, Philadelphia.

Arredondo, D.E. (1996, November). Transforming supervision: A framework for collaborative leaders based on the *Dimensions of Learning* model. A <u>presentation</u> for Chilean teachers, principals, professors, and graduate students at the Pontificia Universidad Catolica de Chile, Santiago, Chile.

Arredondo, D.E. and Rucinski, T.T. (1996, November). A comparison of epistemological beliefs of Chilean and US educators and techniques for assessing such beliefs. A <u>presentation</u> to educational psychology professors and doctoral students at the Pontificia Universidad Catolica de Chile, Santiago de Chile.

Arredondo, D.E. (1995, July). Transforming supervision: A framework for collaborative leaders based on the *Dimensions of Learning* model. A <u>presentation</u> based on the manuscript under preparation for the 1995 Dimensions Users' Conference for the Association for Supervision and Curriculum Development, Baltimore, MD.

Arredondo, D.E., Lechner-Brody, J. A., & Zimmerman, D.P. (1992, July). Helping teachers use *Dimensions of Learning* in their classrooms. <u>Presentation</u> for the Association for Supervision and Curriculum Development's *Dimension's of Learning* Research Consortium Meeting, Boulder, CO.

Arredondo, D.E. (1991). *Dimensions of learning*: A way to teach real thinking to students. A series of <u>presentations</u> to Russian teachers and teacher educators; December 11, Institute of the Young Technics, Kiev, Ukraine; December 13, at the Keldysh Institute of Applied Mathematics, Moscow, Russia; December 16, St. Petersburg City Council's Education Committee, St. Petersburg, Russia.

Arredondo, D.E. (1991). The administrator's role in helping students to be effective thinkers and learners. A series of <u>presentations</u> to Russian school directors and to the ministry of education's school administrators, December 17, Pedagogical Institute, St. Petersburg, Russia, and on December 11, at the Gluschkov Institute of Cybernetics, Kiev, Ukraine.

Rucinski, T.T., & Arredondo-Rucinski, D.E. (1991). Developing teacher skill in improving thinking via interactive videodisc. A series of <u>presentations</u> to Russian education researchers on the development of a level-three interactive videodisc, December 14, at the Research Computing Center, Academy of Sciences, Puschino, Russia, and at the Keldysh Institute of Applied Mathematics, Moscow, Russia.

Rucinski, T.T., & Arredondo-Rucinski, D.E. (1991, April). The interactive videodisc as way to teach declarative and procedural knowledge. <u>Presentation</u> for the Association for Supervision and Curriculum Development's *Dimension of Learning* Research Consortium Meeting, Boulder, CO.

Arredondo, D.E. (1988, August). *Tactics for thinking*. A <u>presentation</u> for educational, business, community, and political leaders at the international conference, Thinking for a Change, Edmonton, Alberta.

Arredondo, D.E. (1986, November). The consideration of a framework for teaching thinking. A <u>presentation for discussion rounds</u> at Wingspread, for the Association for Supervision and Curriculum Development, Racine, WI.

Arredondo, D.E. (1986, June). *Tactics for thinking*. A Mid-Continent Regional Educational Laboratory <u>presentation</u> for educators at the Arizona Thinking Skills Conference, Peoria, AZ.

D. **Invited Presentations: Regional and State**

Arredondo Rucinski, D.E. (2005, December). Using Inquiry and collaborative reflection in high school teaching. A presentation for Roosevelt High School teachers, Seattle, WA.

Arredondo, D.E. and Rucinski, T.T. (1996, November). Epistemological beliefs of Chilean educators and school reform efforts*. <u>Colloquium</u> for the College of Human Resources and Education faculty and graduate students at West Virginia University, Morgantown, WV.

Arredondo, D.E. (1995, April). Life beyond virtual reality. A <u>presentation</u> for students, faculty and parents at the academic awards banquet and ceremony. Van Buren R-1 Schools, Van Buren, MO.

Arredondo, D. E. Teaching with <u>*Dimensions of Learning*</u> and establishing a learning culture. <u>Presentations</u> for K-12 faculty:
(1995, August, April, & March) Pilot Grove, MO;
(1994, January) Linn, MO;
(1993, October) Hannibal, MO.

Arredondo, D.E. (1995, April). The status of the Carthage R-9 school district curriculum: A curriculum audit report. Presentations to the Carthage R-9 School Board and to the Carthage 2000 Strategic Planning Committee, Carthage, MO.

Arredondo, D.E. Involving students in thinking discussions in university and college classrooms and infusing the newer cognitive research into university teaching. Presentations for university and college faculty.
(1994, September) Columbia, MO;
(1994, March) Columbia, MO;
(1994, January) St. Cloud, MN;
(1993, March) Columbia, MO;
(1991, March) Auburn, AL; and
(1989, May, April, & March) Bremerton, WA.

Arredondo, D.E. (1993, August). Helping students become self-regulated learners. Grain Valley Middle School faculty presentation, Grain Valley, MO.

Arredondo, D.E. Using *Dimensions of Learning* to develop integrated curriculum. Presentations for K-12 faculty and administrators:
(1993, March) Columbia, MO.
(1991, April, March, & January) Leesburg, GA;

Arredondo, D.E. (1991, June). *The need for critical thinking skills*. Keynote speech and presentation for the Georgia Department of Education and Georgia Power -- Problem Solving Workshop, Noonan, GA.

Arredondo, D.E. (1990, May). Teaching for thinking. A presentation to the Coastal Plain Regional Educational Service Area curriculum directors, Valdosta, GA.

Arredondo, D.E. (1989, November). Teaching for student thinking in content classrooms. A presentation to the Okefenokee Regional Educational Service Area Educators' Fall Drive-in Conference, Waycross, GA.

Arredondo, D.E. (1989, June). *Dimensions of learning* and *Tactics for thinking*. A series of four drive-in conference presentations for the Oklahoma State Association for Supervision and Curriculum Development, at Tulsa, OK; Oklahoma City, OK; and Norman, OK.

Arredondo, D.E. (1987, June). Thinking critically about school censorship. A presentation to the Nebraska Bar Association, invited educators and members of the Masonic Lodge, Lincoln, NE.

Arredondo, D.E. An introduction to *Tactics for thinking*. Presentations for area educators:
(1987, May) Corning, IA;
(1987, April) Omaha, NE;
(1986, June) Phoenix, AZ;

Arredondo, D.E. Developing and implementing thinking skills curricula. Presentations for State Departments of Education and school district administrators and teachers:
(1987, April) Lincoln, NE;
(1986, August) North Platte, NE;
(1986, July) Seattle, WA;
(1986, April) Pasco, WA; and North Franklin, WA

Arredondo, D.E. (1986, February). Designing a district-wide staff development plan. A presentation for the Spokane School District, Spokane, WA.

Arredondo, D.E. (1986, January). The importance of teaching for thinking. A presentation for the American Association of University Women, Whitman College, Walla Walla, WA.

Arredondo, D.E. (1984, November). The new instructional supervisor. What skills are needed? A presentation for Phi Delta Kappa Lecture Series, Walla Walla Community College, Walla Walla, WA.

Arredondo, D.E. (1984, May). *Corporate Cultures*: A <u>presentation</u> for the Southeastern Washington Association of School Administrators Superintendents' monthly meeting, Pasco, WA.

Arredondo, D.E. (1983, September). Using the effective schools research to improve schools. An invitational seminar <u>presentation</u> for the Washington State School Improvement Network, Yakima, WA.

Arredondo, D.E. (1983, August). Teaching so that all children learn well. A keynote speech and <u>presentation</u> for the International Association for Mexican American Educators, Walla Walla, WA.

Arredondo, D.E. (1982, August). Secondary school effectiveness. A <u>presentation</u> of results of dissertation research on the principal's role as instructional leader and its relationship to overall school effectiveness, to the Association of Washington School Principals' Summer Conference, Yakima, WA.

Arredondo, D.E. (1983, November). *In Search of Excellence*: A <u>presentation</u> for the Southeastern Washington Association of School Administrators Superintendents' monthly meeting, Pasco, WA.

Invited Papers and Presentations (continued).

Arredondo, D.E. (1983, October). *Games mother never taught you!* A keynote speech and <u>presentation</u> for the Annual Meeting of the Washington Association of Office Employees Personnel, Richland, WA.

Rasp, A.F. & Arredondo, D.E. (1983, June). Using the high school and beyond follow-up study to measure school effectiveness. A <u>presentation</u> to the Washington State School Board, Olympia, WA.

Marzano, R.J. & Arredondo, D.E. (1983, February). Using the effective schools research to improve teaching and learning. A <u>presentation</u> for the Washington State Association for Supervision and Curriculum Development's Winter Conference, Seattle, WA.

Arredondo, D.E. & Rasp, A.F. (1983, February). Using results of a study based on the high school and beyond data to measure school effectiveness. A regional Office of the State Superintendent of Public Instruction (OSPI) <u>presentation</u> of dissertation research to school administrators, Pasco, WA.

Rasp, A.. F. & Arredondo, D.E. (1983, January). Using the high school and beyond follow-up study to measure school effectiveness. A <u>presentation</u> at the Washington State School Board and Washington State School Superintendents' joint meeting, Seattle, WA.

Arredondo, D. E. (1982, October). Evaluating the progress of the effective schools implementation. A <u>presentation</u> to the Southeastern Washington School Administrators Association meeting. Pasco, WA.

Arredondo, D.E. (1982, April). Northwest accreditation report to faculty. A <u>presentation</u> of the evaluation results to Tyee High School faculty and district administrators in the Highline School District, Seattle, WA.

Rasp, A. F. & Arredondo, D.E. (1981, September). Washington State's high school and beyond study. A <u>presentation</u> to the Washington State School Board, Bremerton, WA.

Arredondo, D.E. (1981, May). Northwest accreditation report to faculty. A <u>presentation</u> of the evaluation results to Central Kitsap High School faculty and district administrators, Silverdale, WA.

Arredondo, D.E. (1980, December). The role of the outside chairperson during accreditation studies. A <u>presentation</u> to the Northwest Association of Schools and Colleges Fall Conference, Portland, OR.

Arredondo, D.E. (1978, August). Lindbergh High Schools Accreditation Report. A <u>presentation</u> to the Renton Schools Board of Education and district administrators, Renton, WA.

Throm, S. & Arredondo, D.E. (1973, April). Teaching for attitude changes. A <u>presentation</u> for the Puget Sound Science Teachers Association Conference, Seattle, WA.

VIII. WORKSHOPS AND CONSULTANCIES: International and National

Andrews, R.L., Arredondo, D.E., & Morefield, J. (1995, July). Institute for Reflective Practice. A National
Association for Elementary School Principals' workshop for elementary principals, Newport, R.I.

Arredondo, D.E., Lechner-Brody, J., & Zimmerman, D.P. Helping teachers use *Dimensions of Learning* in their
classrooms. A professional development workshop for principals and instructional leaders for the
Association for Supervision and Curriculum Development:
(1995, June) Toronto, Ontario;
(1994, April) Aurora, CO; and
(1993, December) Baltimore, MD.

Andrews, R.L., Arredondo, D.E., Cockrell, K.S., Morefield, J., & Valentine, J.W. (1994, August). Institute for
Reflective Practice, a workshop for principals. National Association for Elementary School Principals,
Tuscon, AZ.

Andrews, R.L., Arredondo, D.E., Morefield, J., & Valentine, J.W. (1994, July). Institute for Reflective Practice, a
workshop for principals. National Association for Elementary School Principals, Osage Beach, MO.

Marzano, R.J., Pickering, D.J., Arredondo, D.E., Blackburn, G.J. & Moffett, C.A. *Dimensions of Learning*: A
training of trainers workshop. Association for Supervision and Curriculum Development:
(1994, February) Washington, DC;
(1992, November).Washington, DC;
(1991, September).Washington, DC; and
(1989, July) Alexandria, VA.

Marzano, R.J., Pickering, D. J., Arredondo, D.E., Blackburn, G.J., Brandt, R.S., & Moffett, C.A.. *Dimensions of
learning*. Developmental training workshops for the *Dimensions of Learning* Research Consortium teachers
for the Association for Supervision and Curriculum Development:
(1990, April) Denver, CO;
(1990, July) Vail, CO;
(1990, November) Boston, MA;
(1991, February) San Francisco, CA;
(1991, April) Alexandria, VA; and
(1991, July) Boulder, CO.

Arredondo, D.E. *Tactics for thinking*. Mid-Continent Regional Educational Laboratory workshops for teachers and
administrators,
(1991, July) Fayetteville, NC;
(1990, June) Terrace, British Columbia;
(1990, September) Presque Isle, ME;
(1989, March) St. Louis, MO;
(1989, February) Houston, TX;
(1989, February) Trumball, CT;
(1989, January) Dilly, TX;
(1989, January) Tuscon, AZ;
(1988, November) Greensboro, NC;
(1988, October) Trumball, CT;
(1988, October) Greensboro, NC;
(1988, October) Colorado Springs, CO;
(1988, October) St. Cloud, MN;
(1988, August) Easton, ME; and
(1987, September) Des Moines, IA

Arredondo, D.E. (1989, August). An introduction to *Dimensions of learning*. A Mid-Continent Regional Educational
Laboratory workshop for teachers and administrators, Easton, ME.

Arredondo, D.E. *Tactics for thinking*. <u>Workshop</u> series for teacher trainers in the Rural Schools Project for Southwestern Educational Development Laboratory: (1988, October) Dallas, TX; Little Rock, AR; & Dallas, TX.; (1987, July) Crete, NE.

Arredondo, D.E. *Tactics for thinking*. National <u>workshops</u> for teachers and administrators sponsored by Arredondo Associates:
(1988, September) Boise, ID; and
(1988, July) Irving, TX.

Perkins, D., Brandt, R.S., & Arredondo, D.E. (1987, January). Developing a thinking curriculum. A professional development <u>workshop</u> for the Association for Supervision and Curriculum Development, Charleston, SC.

Arredondo, D.E. (1986, October). *Tactics for thinking*: Developing differentiated curriculum for gifted programs. A National Association for the Gifted <u>workshop</u> for teachers and administrators, Omaha, NE

Marzano, R.J., Arredondo, D.E. & Brandt, R.S. (1986, June). *Tactics for thinking*: Teaching so that all children learn. A thinking skills <u>workshop</u> for educators for the Association for Supervision and Curriculum Development, Crete, NE.

Marzano, R.J. & Arredondo, D.E. (1986, June). *Tactics for thinking*: A training for trainers <u>workshop</u> for Mid-Continent Regional Educational Laboratory, Colorado Springs, CO.

Workshops and Consultancies: Regional and State

Arredondo, D.E. (1998, September). Constructing supervisory practices for reforming schools. A <u>workshop</u> for Community High School District 99 Administrators, Downer's Grove, IL

Arredondo, D.E. (1996, February). Using what we know about learning to improve teaching. A <u>workshop</u> for the Conroe Independent School District faculty, Conroe, TX.

Arredondo, D.E. (1996, February). Integrating university curriculum around essential concepts and themes. A <u>workshop</u> for Central Missouri State University Faculty sponsored by the Association for Supervision and Curriculum Development, Warrensburg, MO.

Arredondo, D.E. (August, 1995). Developing an integrated school curriculum with a focus on complex reasoning processes. A <u>workshop</u> for teachers and principals in the Wilbur D. Mills Educational Service Cooperative sponsored by the Association for Supervision and Curriculum Development, Searcy, AR.

Arredondo, D.E. *Dimensions of Learning*: An overview. <u>Workshops</u> for K-12 school faculty and administrators: (1995, March) Springfield, MO; (1994, April) Jefferson City, MO; (1994, March) Fulton, MO; (1993, August) Columbia, MO; and (1989, January) Corvallis, OR.

Arredondo, D.E. & Valentine, J.W. Transforming supervision: A framework for collaborative leaders. <u>Workshops</u> for the Missouri Leadership Academy, NE MO Satellite Academy and Continuing Education at the University of Missouri:
       (1995, February) Columbia, Mo & Hannibal, MO;
       (1995, January) Columbia, MO;
       (1994, February) Columbia, MO; and
       (1993, November) Columbia, MO.

Arredondo, D.E. (1994, August). Using *Dimensions of Learning* to restructure high schools as learning organizations. Institute for Teacher Renewal, a <u>workshop</u> for teachers. North Carolina Center for the Advancement of Teaching, Cullowhee, N.C.

Arredondo, D.E. (1994, June). Learning theory and its implications for curriculum development. A Curriculum frameworks <u>workshop</u> for the Department of Elementary and Secondary Education, Central Missouri State University, Warrensburg, MO.

Arredondo, D.E. (1994, May). Restructuring teaching through the use of the *Dimensions of Learning* model. A workshop for teachers. Chilliwack Senior Secondary School, Chilliwack, British Columbia.

Arredondo, D.E. (1993, October). *Dimensions of Learning*: A framework for instruction. A Preconference Institute (a workshop) for the Missouri Association for Supervision and Curriculum Development, Osage Beach, MO.

Arredondo, D.E. (1993, February). *Dimensions of learning*: An instructional framework for schools as learning organizations. A workshop for teachers and administrators. Southwest Florida Teacher Education Center, Ft. Myers, FL.

Arredondo, D.E. *Dimensions of learning*: Training the trainer workshops, for the Central Savannah River Area Regional Educational Service Agency and the Griffin Regional Educational Service Agency:
(1992, February) Thompson, GA.
(1992, May) Griffin, GA; and
(1992, September & October), Griffin, GA.

Arredondo, D.E. (1992, August). Designing thinking skills curriculum units. A workshop for Georgia State Department of Education curriculum specialists, Atlanta, GA.

Arredondo, D.E. (1992, April & May). Workshops on developing technical-preparation curriculum for math and science. Ware County Schools, Waycross, GA.

Arredondo, D.E. *Dimensions of learning*. Two workshop series for the Griffin Regional Educational Service Agency teachers: (1991, June & July) and (1992, April & May), Griffin, GA;
and
four workshop series (1991, May, August, and September) for the Central Savannah River Area Regional Educational Service Agency teachers, Dearing, GA.

Arredondo, D.E. *Tactics for thinking*. Workshops for K-12 teachers and administrators:
(1991, March) Bayville, NJ;
(1990, November) Bayville, NJ;
(1988, October) Seattle, WA;
(1988, September) Killeen, TX;
(1988, August) Houston, TX;
(1988, August) Olympia, WA;
(1988, August) Easton, ME;
(1988, July) Corpus Cristi, TX;
(1988, July and June) Ben Salem, PA;
(1988, June) Kilgore, TX;
(1988, May) Kansas City, MO;
(1988, May) Tukwila, WA;
(1988, April) Talequah, OK;
(1988, March) St. Cloud, MN;
(1987, December) Norfolk, NE;
(1987, September) Bloomington, IN;
(1987, August) Miami, OK;
(1987, August) Wichita, KS;
(1987, July) Johnston, IA;
(1987, June) Ashland, OR;
(1987, June) Monticello, IN;
(1987, April) Omaha, NE;
(1987, March) Lacey, WA;
(1987, January) Fremont, NE;
(1987, January) Olympia, WA;
(1986, November) Olympia, WA;
(1986, October) Olympia, WA;
(1986, October) Spanaway, WA;

(1986, September) Grand Island, NE;
(1986, May) Seattle, WA; and
(1986, June) Yakima, WA.

Arredondo, D.E. (1991, December & 1992, March). Developing curriculum for improved SAT scores. Workshops for Bremen School District, Bremen, GA.

Arredondo, D.E. (1991, January, February, March, & May). Learning to collaborate: A series of workshops on group process skills. Lee County Schools, Leesburg, GA.

Arredondo, D.E. (1991, October). Reasoning skills for improving SAT scores. A workshop for high school teachers. Bremen School District, Bremen, GA.

Arredondo, D.E. (1989, July). Developing and implementing a thinking skills curriculum. A workshop for teachers and administrators for Heartland Education Agency, Des Moines, IA.

Arredondo, D.E. Empowering employee excellence. Workshops for eastern Oregon school administrators:
(1989, March; 1989, January; 1988, November) Hermiston, OR.

Arredondo, D.E. (1988, June). *Vision building*. A workshop on facilitating the development of school district strategic plans for eastern Oregon school superintendents. Hermiston, OR.

Marzano, R.J. & Arredondo, D.E. *Tactics for thinking*. Workshops for teachers and administrators:
(1986, April) Omaha, NE; and
(1985, September) Kansas City, MO.

Arredondo, D.E. (1986, August; 1985, August; 1984, August, & 1983, August). Planning chair and workshop leader for the Walla Walla Leadership Academy, for a series of workshops on instructional leadership for eastern Washington school principals, Umatilla, OR & Walla Walla, WA.

Marzano, R.J. & Arredondo, D.E. (1986, April). *Tactics for thinking*. A Mid-Continent Regional Educational Laboratory trainer of trainers workshop for teachers and administrators:
(1986, April) Kennewick, WA; and
(1986, March) Mt. Vernon, WA.

Arredondo, D.E. (1985, July). Upgrading the principal's skills in clinical supervision. A series of workshops for principals for Walla Walla College, College Place, WA.

Arredondo, D.E. *Teacher expectations and student achievement* (TESA). A series of staff development workshops for K-12 teachers and administrators,
(1985, February & January) Kennewick, WA;
(1984, November, December) Kennewick, WA;
(1984, March) Tri-Cities, WA;
(1984, October) Spokane, WA;
(1983, October) Tri-Cities, WA;
(1983, April) Tri Cities, Wa; and
(1983, April) Walla Walla, WA.

Arredondo, D.E. (1984, August). *Teaching thinking with the Walla Walla model*. A workshop for educators in Educational Service District #118, Vancouver, WA.

Blum, R. & Arredondo, D.E. (1983, October). Using the effective schools research to improve teaching and learning. A workshop for Northwest Regional Educational Laboratory, Edmonds, WA.

Arredondo, D.E. Using the effective schools research to improve schools. A series of staff development workshops for K-12 teachers and administrators.
(1983, September) College Place, WA;

(1983, June) College Place, WA;
(1983, March) Richland, WA; and
(1983, January) Prescott, WA.

IX. SERVICE TO THE PROFESSION

A. <u>Membership and Offices Held in Professional Organizations</u>

Council of Professors of Instructional Supervision, 1996-present, past president, past secretary/treasurer and member.

American Educational Research Association, 1989-present; SIG Chair, past secretary-treasurer, past awards chair, and member of the Instructional Supervision and Leadership SIG; WA Educational Research Association, board member and member, 1982-86.

American Association of University Professors, 1989-present.

Citizens Education Center Northwest, Seattle, WA, 1987-1989.

Chamber of Commerce, Bellevue, WA, 1988-1989; Walla Walla, WA, 1984-86.

American Society for Training and Development, 1988-90.

NE Council for Excellence in Education, 1986-87.

American Association for School Administrators, NE, WA, & GA State Associations, 1982-1992.

Association for Supervision and Curriculum Development, WA, NE, GA, MO, &WV State Associations, 1976-2000. Washington State Conference <u>Program Committee</u>, member and co-chair, 1982-84.

Northwest Association of Schools and Colleges, Washington State <u>Steering Committee</u>, 1979-82.

Washington Association of School Program Administrators, Southeast <u>Region Chair</u>, 1980-82.

The World Future Society, 1978-89.

National Association of Elementary School Principals, WV State Association, 1996-98.

National Association of Secondary School Principals, WA State Association, 1978-82.

National Education Association, WA State Association, 1970-78.

Phi Delta Kappa, 1978-present.

American Biology Teachers Association, 1969-78.

National Science Teachers Association, 1969-78.

B. <u>Services to Professional Organizations</u>

Member, board member and secretary (2003-2004) to the Washington Colleges of Educational Administration Program (WCEAP) committee

Member of the Ohio Board of Regents University Approval/Review Team, Xavier University, February, 2002; Ohio Dominican University, December, 2002; Marymore College, 2004; .

Director of the Missouri Council for Excellence in Critical Thinking, University of Missouri-Columbia, 1992 -1996.

Association for Supervision and Curriculum Development, International Polling Panel Member, 1989-present; and National Trainer (1986 - present) for: *Tactics for Thinking*, *Dimensions of Learning*, *Helping Teachers Use Dimensions of Learning, Developing Integrated Curricula, and Transforming Supervision: A Framework for Collaborative Leaders*.

Georgia Association for Supervisors and Curriculum Developers, State Trainer for ACE (Accelerating Change in Education), and District II Representative and Board Member, 1990-92.

Curriculum Development Consultant for Georgia State Department of Education's Critical Thinking Skills Program, 1992-93.

Subject Specialty Consultant in thinking skills and in dropout prevention for Georgia State Department of Education's Innovative Grant Program, 1990-1993; Georgia State Grant Evaluation Committees, 1990-1992.

Steering Committee Member, Washington State School Improvement Network, 1983-86.

Washington State's Innovative Grant Evaluation Committees, 1983-86.

Planning Committee Member and/or Program Chair for WASA Conferences, 1984-85; Educational Excellence Conferences, 1983-85; and Washington State Thinking Skills Conferences, 1985-86.

Outside Chairperson for Northwest Association of Schools and Colleges for area high schools, 1978-83.

C. <u>Reviewer, Editorial Board, etc.</u>

Member of the Editorial Board – Leadership Series, Christopher Gordon Books, Norwood, MA, 2006-present.

American Educational Research Association, Reviewer of papers for the Annual Meetings,1994 - present.

Reviewer for National Society for the Study of Education yearbooks (NSSE) and for the International Journal of Leadership in Education (IJLE), 2006-present.

Reviewer for the *American Journal of Education*, 2012-present.

Reviewer for the *Journal of Research on Leadership Education*, 2012-present.

University Council of Educational Administration, Reviewer of papers for the Annual Meetings, 1997-99.
Journal of Curriculum and Supervision, Article Reviewer, 1998-2004.
PeerNet, Article Reviewer, 1997-present.
Longman Publishing, Book Proposal Reviewer, 1994, 1995, 1996.
Journal of School Leadership, Reviewer for issue on teaching in educational administration, 1993.
Longman Publishing, Book Proposal Reviewer, 1993.
McGraw Hill, Book Proposal Reviewer, 1993.
MacMillan, Book Proposal Reviewer, 1993.
Longman Publishing, Book Proposal Reviewer, 1992.
Educational Leadership, Occasional Reviewer, 1987-present.
Journal of Research in Middle Level Education, 1995 – present, occasional reviewer.

X. SERVICE TO THE UNIVERSITY

A. The University of Alabama
   Chair, ELPTS Department Tenure and Promotion Committee, 2011
   Program Coordinator, or Co-Coordinator 2008-2011
   Member University of Alabama Faculty Research Grant Committee
   Chair COE Tenure and Promotion Committee (2009, 2010); Member, 2008
   Chair, ELPTS Dissertation Task Force (2009-2010)
   Chair, Co-Chair Search Committees for Clinical and Tenure Track faculty (2009-2011)
   "Chief Worrier" – NCATE preparation for AEL programs review (2008-2009).
   Member, Design Team for ILP, Instructional Leadership Program (Level A certification, 2007-2009).
   Member, Search Committee, AEL program (2007-08).
   Member, Design Committee, for Ed.D. to be delivered at UNA.
   Co-Chair, Educational Specialists Program Review Team, 2009.

B. Seattle University
   Director, Educational Leadership Program, 1998-2006.
   Chair, Educational Leadership Program Advisory Committee (ELPAC), 1998-2006.
   Chair, EDLR Faculty Search Committee, 2000-2001; Member of EDAD Search Committee: 2001-2002, 2002-2003, 2003-2004.
   Member, Curriculum and Planning Committee (CAP), 1998-2006; Chair, Curriculum and Planning Committee, 2002-present.
   Facilitator, Dean's Diversity Summit, 1998
   Designer, developing revisions for the EDLR Program Web Site
   Member, Seattle University Archbishop Desmond Tutu Honorary Degree Committee (Summer, 1999-2000); Member, Subcommittees on Community Constituents and on Program
   Member, Faculty Summer Fellowship Committee
   Member, Exchange Forum, a joint committee of the UW Institute for Reinventing Public Education and area educational leaders to examine WA State policies on school reform.

B. West Virginia University
   EDLS Program Chair, 1997-98
   Developed EDLS Program Web Site, 1997 {URL: http://www.wvu.edu/~edulead}
   Academic Affairs Committee, 1997-98
   Student Affairs Committee, department representative, 1996-97.
   HR & E Liason and Mentor for Fairmont Senior H. S., a Benedum Collaborative School, 1996- 98.
   President's Task Force to Improve University and Public School Relations, member, 1996-97.
   Department representative and task force facilitator to develop a cohort doctoral program for school site leaders.
   WVU, MU, and WV Grad College task force to cooperativly develop standards for leadership certification programs, department representative and task force facilitator, 1996-98.
   EdLS Department Faculty Selection Committee, 1996-97.

C. University of Missouri-Columbia
   Curriculum Committee, member, 1992- 95, Chair 1995- 1996.
   Presented teaching strategies for the University Teacher Renewal Conference, 1993 and 1994.
   Presented teaching strategies for the School of Nursing conference, 1994.

Educational Leadership and Policy Analysis Chair Search Committee, co-chair, 1993-94.
Committee to design and deliver a new interdisciplinary <u>cooperative doctoral program</u>,
 member, 1993- 96.
Committee to design a new masters degree program for learning specialists, member, 1993-95.
Discussant, at the Missouri Symposium on Research and Educational Policy: Race, ethnicity, and multiculturalism,
3/94.
Faculty Retreat Process Planning Committee, member and retreat facilitator, 1994.
Educational Leadership and Policy Analysis, <u>Associate Chair</u>, 1994-95.
Developed two completely new courses and revised three others.

   D. <u>Valdosta State University</u>

School of Education Faculty Development Committee, member, 1990-1992.
School of Education "Goodlad Group", a committee to study and recommend revisions for the teacher education
 program, member, 1990-1992.
Department Committee to revise the administrative practicum experience.
Reviewed and suggested revisions of papers being prepared by department colleagues for possible publication.
Presented empowering supervision model to colleague's classes.
Presented ideas for teaching thinking at an Early Childhood Education department meeting, 9/89.
Initiated and coordinated a peer observation and coaching project in response to an expressed need for increased
 collaboration (from the NCATE report) within the School of Education, 1990-1992.
Assisted with planning and conducting a departmentally sponsored "At-Risk" conference, 3/91.

XI. TEACHING RESPONSIBILITIES

   A. <u>Graduate Courses Taught at the University of Alabama</u>

AEL 612 Instructional Leadership and Mentoring – sections in Gadsden and Tuscaloosa (Fall 2006)
AEL 624 Practicum, Gadsden sections (Fall and Spring, 2006-07)
AEL 699 Dissertation Research (Fall and Spring 2006-07) – currently serve as dissertation chair for nine students.
AEL 602 Foundations of Curriculum for Administrators, Gadsden section (Spring 2007)
AEL 633 Adult Development and Mentoring – on-going.
AEL 671 Seminar in Instructional Supervision, Tuscaloosa and Gadsden sections, on-going.
AEL 611 The Superintendency and the Leadership Team, Gadsden section (Interim 2007, 2010)
AEL 661/645 Interpersonal Communications and Collaboration

   B. <u>Graduate Courses Taught at Seattle University</u>

EDLR 600 Workshop in Educational Leadership (9 credits); (Su98, Su99, Su00, Su01 – 1/3 of course, team taught)
EDLR 601 Seminar in Educational Leadership I (1998-99, 1/6th of course, team taught)
EDLR 602 Seminar in Educational Leadership II (1998-99, 1/6th of course, team taught)
EDLR 603 Seminar in Educational Leadership III (5 credits); (1998-1999 only)
EDLR 601 Seminar in Educational Leadership I (5 credits); (1999-2000), and revised as
EDLR 621, 622, &623 Seminar in Educational Leadership I (6 credits); (2000-present)
EDLR 617 Quantitative Research Methods (3 credits), (1998-1999 only)
EDLR 619 Dissertation Proposal Seminar (3 credits); (F99, F00, F01, F02, F03, F05)
EDLR 644 Superintendent Seminar (4 credits); F,W,& Sp 2001-present.

   C. <u>Graduate Courses Taught at West Virginia University</u>

EdLS 403 Theory in Educational Administration (Regular program doctoral seminar)
EdLS 400 Theory in Educational Administration (Cohort program doctoral Seminar)
EdLS 459 Adult Learning and Continuing Education
EdLS 485 CEO Cohort: Developing Personal Mastery and Effective Team Learning
EdLS 395 School Site Leadership, taught both as regular on-campus class and as an <u>interactive video class</u>
 broadcast to four sites around WV
EdLS 388 Research, Evaluation and Assessment
EdLS 320 Personnel Administration
EdLS 331 Principles of Supervision

   D. <u>Graduate Courses Taught at University of Missouri</u>

C404 Elementary and Secondary School Supervision

C401 Foundations of Educational Administration (Theory)
C426 Interpersonal Communications and Conflict Resolution
C410 Seminar in Curriculum Leadership (now C439)
C411 Educational Policy Analysis
C439 Curriculum Leadership (formerly C410)
C448/T448 Analysis and Coaching of Teaching
C460/K460/R410: Seminar: Creating Personal Mastery and Productive Team Learning,
Theme I of the Kansas City Cooperative Doctoral Program (Team Taught).
C410 Seminar on Using *Dimensions of Learning* to Implement Outcome Based
    Education (for continuing education)

E. Graduate Courses Taught at Valdosta State University
    EAS 708 Leadership and the Administrative Process
    EAS 709 Theory and Issues of Supervision
    EAS 710 Instructional Supervision
    EAS 711 Supervision of Instruction in (Subject Area), for Early Childhood, Elementary
        School, Middle School, or Secondary School
    EAS 795 Curriculum and Supervision for Administrators and Supervisors
    EAS 895 Recent Trends in Curriculum
    EAS 897 Recent Trends in Supervision
    FED 700 Educational Foundations
    FED 701 Educational Research

F. Courses Taught at Other Colleges and Universities (as Visiting or Adjunct Professor)
    ED 357 Math and Science Instruction for Elementary and Middle School Teachers, Whitman College
    EDU 5078 Elementary Science Teaching Methods, Seattle Pacific University
    EDAdm 463 Clinical Supervision, Eastern Washington University, 1983-86
    EDC&I 431 Teaching Thinking, Eastern Washington University
    EDC&I 420 Teacher Expectations for Student Achievement, Eastern Washington University
    ED 409 *Tactics for Thinking*, Seattle University
    EDU 5080 *Tactics for Teaching Thinking*, Seattle Pacific University
    EDUC 400 *Tactics for Thinking*, City University, Seattle

XII. STUDENT ADVISEMENT
The University of Alabama (2006-present)
    Doctoral Advisees, from 30 varies by semester
    Dissertation Committee Chair, 7-19, varies
    Educational Specialists, 10
    Masters, 3

Selected Exemplary Doctoral Dissertations Completed:
    • Fiene, Jeanne. *Metaphorical exemplars of chaos theory in educational settings and the implications for educational leader behaviors*. August, 1995.

    • Pearce, Harriet. *Effects of reflective practice on the supervisory process and professional growth of principals*. December, 1995.

    • Kaewkeeyoon, Punya. *Elementary district-level supervisors as curriculum leaders in Thailand: Their roles, functions, and training needs*. December, 1995.

    • Fish, Elizabeth. *Effects of state mandated funds on staff development programs and teachers' perceptions of the quality of professional growth opportunities*. August, 1996.

    • Delany, Judith. *Relationships among peer coaching, reflective practice and teacher professional growth*. December, 1996.

• Shippy, Tanya. *Relationships among teachers' pupil control ideology, teachers' pupil control behavior, student achievement, and self-regulating behaviors*. December, 1997.

• Mead, Jean S. *An investigation of the supervisory experience among licensed speech-language pathology assistants and their supervisors in the Louisiana Public School System*. December, 1998.

• Gore, James L. *Effects of film images of leadership on self perceptions of African Americans*, June, 2001.

• Casey, Barbara Lynn. *Resiliency factors and performance on the Washington State Essential Learning exam: Psychosocial issues and academic achievement of students at risk*, May, 2002.

• Finney, Derryl Lendon. *An investigation of the perceptions Washington State Educators of leadership, service learning, and citizenship as components in the core curriculum*, December, 2002.

° Holland, Carole. *A meta analysis of worker health and productivity*. June, 2003

° Choruma, Tsitsi. *An examination of the policies governimg provision of inclusive education and service to handicapped students at the University of Zimbabwe*. June, 2003.

° Smith, Anthony. *An evaluation of the standards for school district public relations programs*. June, 2003.

° McKinley, Johnnie. *Enhanced pedagogy: Effective teaching strategies for high performing African American students in an urban school district*, June, 2004.

• Carr, Kathleen, *Reflective practice as a support for student success in Washington State private parochial schools*. June, 2004.

• Rowland, Leon, *Courageous conversations: An ethnographic examination of a cultural group of Seattle School District administrators*. June, 2004.

• Sprigg, Kathryn, *A Comparison of results of Washington State Assessment of Student Learning and National Assessment of Educational Progress*. June 2004.

• Callahan, K., *University Services for Students Involved in Self-Injury: A Policy Study*, expected August 2005.

• Cowin, K., *Storytelling as caring: Creating a supportive environment for beginning teachers*, expected June 2006.

• Garcia, J., *Teacher epistemological beliefs and student performance on the Washington Assessment of Student Learning examination*, June 2005.

• Hai-Jew, S., *Examining the trust factor in online instruction-led college courses*, June 2005.

• Harris, J., *Political leadership practices of United States Ambassadors serving in underdevleoping nations*, June 2005.

• Heikkila, K., *The first principalship: Job choice theory in principal candidate decision making*, June 2005.

• Kaufman, D., *Structured dialogue: Influencing teacher reflection, judgment, and responses to diverse students*, June 2005.

• Rasmussen, L.M., *Relationships between students' reading achievement and the use of literacy coach for teachers' instructional practices in reading*, August 2005.

*Moody, R. *Peace education curricula in selected schools of Hiroshima and Nagasaki*, June 2006.

*Boushey, D., *The impact of opportunity to learn on student achievement in mathematics*, October 2006.

*Maynor, M., *Ninth Grade Academies as School Reform: Perceptions of Administrators, Teachers, and Students in Georgia*, December, 2007.

*Murkerson, L., *Leadership of Georgia Career and Technical Programs: Perceptions of Roles and Tasks*, August, 2008.

*Salazar, E., *Leadership Development: Perceptions of Gays and Lesbian Students in Jesuit Universities*, August 2008.

Hutchins, James.

See FAR Report for University listing of dissertations completed.