**AUBURN UNIVERSITY**

**Standard Biographical Data**

**for Submission with Promotion/Tenure Review**

**Name Ellen H. Reames**

**Department Educational Foundations, Leadership & Technology College Education**

**Present Rank Associate Professor Years Completed in Present Rank 6 at Auburn;**

**Associate Rank at Auburn University in 2012.**

**Years in Faculty Service at AU 11 years Years in Faculty Service Elsewhere 0**

**Type of Current Appointment: xTenured Untenured Non-Tenure Track (NTTF) Pay Basis: x 9 mo. 12 mo.**

**Graduate Faculty Status: x Member None Date Awarded: 2008**

**Education: Institution Degree Major Date Awarded**

**List most recent first.**

Auburn University Ed.D. Educational Administration 1997

Columbus State University Ed.S. Secondary Social Science 1988

University of Georgia M.Ed. Secondary Social Science 1979

University of Georgia B.S. Secondary Social Science 1977

**Professional Experience: Institution Rank Period of Appointment**

**Include AU Experience. List most**

**recent first.**

Auburn University Associate Professor August, 2012 to present

Auburn University Assistant Professor August 2007- October. 2012

Auburn University Adjunct Professor January 1997- August, 2007

Muscogee County School District Coordinator Student Services August, 2004 – August, 2007

Muscogee County School District Teacher August, 1977 – August, 2004

**I have reviewed (except letters) the contents submitted in the attached dossier:**

**Signature: Date:**

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| Ellen H. Reames | |
| *Detailed Summary of Candidate’s Work for Consideration of Promotion and Tenure - 2018* | |
| Allocation of Time: 48% Instruction - 32% Research - 10% Outreach - 10% Service | |
| Teaching | Courses: Currently taught: 6 Ph.D. level classes; 3 Master’s & RHO classes. For example: Action Research; Curriculum and Instruction; Curriculum Theory for School Leaders; Ethics for Leaders; Doctoral Seminar I; Directed Studies |
| Graduates: **19 Ph.D**. students completed (CHAIR); **45 Ph.D.** students completed (COMMITTEE MEMBER); **31 M.Ed.** students completed (CHAIR); **32 M.Ed**. students completed (COMMITTEE MEMBER). |
| Current students: 20 Ph.D. students (CHAIR); 15 Ph.D. students (COMMITTEE MEMBER); 19 M.Ed. students (CHAIR); 16 M.Ed. students (COMMITTEE MEMBER) |
| Grants related to teaching: **$510,000** Rural Turnaround School Leadership Pipeline US Department of Education; **$2,000** College of Education Seed Grant for Systems Thinking Tools; **$2,000** College of Education National Advisory Council Grant for a Clustered Cohort Model. |
| Student evaluations: Consistent excellent evaluations.  Honors: **2015** CoE Outstanding Outreach Award |
| Research | Publications: 1 Book Series; 1 Book in print; 2 books under development; (2 single author, 2 first author); **8** Refereed Book Chapters (3 first author); **21** Refereed Journal Articles (2 single author, 9 first author); **5** Articles Under Review (2 first author); **5** Articles under development (3 first author); **4** Other or Non-Referred Publications (1 single author, 2 first author). |
| Presentations: **46** Refereed Scholarly Papers and Talks at Professional Meetings; **7** Presentations at Regional Conferences; **6** Other Research/Creative Contributions. |
| Grants: **funded** - **$510,000** Rural Turnaround School Leadership Preparation Grant from the US Department of Education; **$2,000** College of Education Seed Grant for Systems Thinking Tools; **$2,000** College of Education National Advisory Council Grant for a Clustered Cohort Model. **Not funded** – A ‘Triad’ Approach: Mentoring Aspiring and Newly Appointed Assistant Principals, Applied through IES, August 2018; A ‘Triad’ Approach: Mentoring Aspiring and Newly Appointed Assistant Principals, Applied through IES, Not Awarded, August, 2016; Breeden Grant: Systems Thinking Tools Professional Development, Not Awarded. |
| Outreach | Programs: **Australia Leadership Experience Director; Rural Turnaround School Leadership Preparation Grant; Action Research for the School Practitioner; Mentoring undergraduate students: First year students at HBCUs; Building Individual Capacity for Success; Systems Thinking Tools for Improving Data Informed Decisions; Educational Leadership Summer Institute; The Leadership in Action Network; Ethics Module – Segment 1 and Segment 2; University/LEA Research Consortium founding member.** |
| Service | Professional: **Alabama Association of Professors of Educational Leadership President and Vice-President; Reviewer –** Alabama Association of Professors of Educational Leadership Journal; **Southern Regional Council of Educational Administration** – Board Member; **SRCEA** – yearbook editor; **Educational Research and Evaluation (ERE)** – refereed national journal reviewer; **Professional Educator** – refereed national journal reviewer. |
| Auburn University: **Program Coordinator for K-12 AES and ASC Programs 2007- December, 2016; Faculty Senate Representative; Senate Administrator Evaluation Committee; UCEA Professional Development Network (PDN) Auburn Representative; EFLT Promotion and Tenure Committee; Educational Leadership Faculty Search Committee x3; College of Education Awards Committee (2011-2017); Diversity Work Group – Retaining Faculty; Educational Leadership Advisory Council Meetings; Global Studies in Education –** faculty representative Seoul South Korea; **Australia Leadership Experience Director; Rural Turnaround School Leadership Preparation Grant Auburn PI.** |

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| **2.** | **Percentage Breakdown of Allocation of Time** | | | | |
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|  | Instruction | Research | Outreach | Service |
| 2007-2008 | 60% | 20% | 0% | 20% |
| 2008-2009 | 60% | 20% | 10% | 10% |
| 2009-2010 | 60% | 20% | 10% | 10% |
| 2010-2011 | 60% | 20% | 10% | 10% |
| 2011-2012 | 60% | 20% | 10% | 10% |
| 2012-2013 | 60% | 20% | 10% | 10% |
| 2013-2014 | 60% | 20% | 10% | 10% |
| 2014-2015 | 60% | 20% | 10% | 10% |
| 2015-2016 | 60% | 20% | 10% | 10% |
| 2016-2017 | 48% | 32% | 10% | 10% |
| 2017-2018 | 48% | 32% | 10% | 10% |

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| **3.** | **Honors and Awards** | |
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| **Teaching Awards** | | |
|  |  | |
|  | | * 2016 Southeastern Conference (SEC) **Travel Grant Award** – Brenda Mediola (UA) and Ellen H. Reames (AU) – Topic: Rural High Needs School Leadership * 2015 College of Education **Outstanding Outreach Award** * 2011, Nominated by the Educational Foundations, Leadership, and Technology (EFLT) Department for the College of Education’s **Graduate Teaching Award**. * 2010, Kensler, L., **Reames, E.H.**, & Patrick, L. (2010). College of Education Seed Grant: Systems thinking Tools. Funded $2000.00 [also listed with grants]. * 2010, **Reames, E.H.**, Kensler, L., Andrzejewski, C., & Patrick, L. (2010). College of Education National Advisory Council Grant: A Clustered Cohort Model (CCM) Study: The Auburn College of Education Instructional Leadership Programs as Perceived by Leadership Students and Partner Local Education Agency (LEA) Field Based Coaches. Funded $2000.00 [also listed with grants] |
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| **Honors – Elected Positions** | | |
|  |  | |
|  | | * 2013-2014, Learning and Teaching in Educational Leadership (LTEL) SIG Program Chair * 2012-2013, President, Alabama Association of Professors of Educational Leadership (AAPEL). * 2010-2012, Vice President of Alabama Association of Professors of Educational Leadership (AAPEL); Two-year term. |
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| **Honors – Appointed Positions** | | |
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|  | | * Appointed Summer 2018, **Auburn University Faculty Senator** * January 2017 – present, **UCEA Plenum Representative** * 2008-2013, **Editor** of Southern Regional Council of Educational Administration (SRCEA) *Yearbook.* * Selected as **Co-Editor** of a special issue in the *Journal of Research on Leadership Education (JRLE).* Brooks, J.S., **Reames, E.H.**, & Reed, C.J. Preparing action-oriented, learner-focused democratic leaders: A conceptual and empirical exploration of a principal preparation program’s redesign. *Journal of Research on Educational Leadership (JRLE).* * 2009, Selected as **UCEA Podcast Interview Participant**. The selection was based on recently authored contributions to the field of Educational Administration. * 2007-2008, Selected and completed the Auburn University **New Faculty Scholars Program**. * 1996, Auburn University Educational Foundations, Leadership, and Technology Department (EFLT) **Outstanding Doctoral Student.** * 1996, Selected as **National Outstanding Doctoral Student** by the University Council of Education Administration (UCEA) out of 40 participants. * 1996, Chosen as one of 40 **nationally recognized education leaders** to participate in the UCEA annual conference concerning research, problems and issues of education in New York. * 1996, Selected as the **UCEA Clark Graduate Scholar**. * 1994-1996, **Phi Delta Kappa Newsletter Editor** (local chapter) * 1996, Phi Delta Kappa National Award for **Outstanding Newsletter** * 1995, **Outstanding Kappan Award**, Chattahoochee Valley Phi Delta Kappa Chapter * 1996, Auburn University Phi Delta Kappa Chapter **Outstanding Auburn University Graduate Student.** |

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| **4.** | **Scholarly Contributions** | | | | |
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|  | 1. **Teaching** | | | | |
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| 1. **Courses Taught as Faculty** | | | | | |
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| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2018 | EDLD 8950/6 | Doctoral Seminar I Sec 1 | 3 |  |
| EDLD 8950/6 | Doctoral Seminar I Sec 2 | 3 |  |
| EDLD 7510/6 | Action Research | 3 |  |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2017 | EDLD 8950/6 | Doctoral Seminar I Sec 1 | 3 | 8 |
| EDLD 8950/6 | Doctoral Seminar I Sec 2 | 3 | 5 |
| EDLD 7510/6 | Action Research | 3 | 15 |
| Spring 2018 | EDLD 8300/6 | Curriculum Theory for Leaders | 3 | 6 |
| Summer 2018 | EDLD 7510/6 | Action Research | 3 | 8 |
| EDLD 7540/6 | Curriculum and Instructional Leadership | 3 | 7 |
| EDLD 8240/6 | Trends and Issues in Educational Admin | 3 | 6 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2016 | EDLD 8950 | Doctoral Seminar | 3 | 16 |
| EDLD 7510 | Action Research | 3 | 8 |
| Spring 2017 | EDLD 8300/6 | Curriculum Theory for Leaders | 3 | 7 |
| Summer 2017 | EDLD8240/6 | Trends and Issues | 3 | 5 |
| EDLD 7510/6 | Action Research | 3 | 20 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2015 | EDLD8950 | Doctoral Seminar I | 3 | 12 |
| EDLD7510 | Action Research | 3 | 16 |
| EDLD8300 | Curriculum Theory for Leaders | 3 | 9 |
| Spring 2016 | EDLD 8400/6 | Ethics for Leaders | 3 | 12 |
| EDLD7930 | Internship/Residency | 3 | 8 |
| EDLD 7930 | Internship/Residency | 3 | 8 |
| Summer 2016 | EDLD7510 | Action Research | 3 | 15 |
| EDLD 8400/6 | Ethics for Leaders | 3 | 10 |
| EDLD7560 | Global Systems and Communities | 3 | 8 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2014 | EDLD8400 | Ethics for Leaders | 3 | 22 |
| EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| EDLD8950 | Doctoral Seminar | 3 | 8 |
| EDLD7970 | Internship/Residency | 3 | 8 |
| Spring 2015 | EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| EDLD 8400/6 | Ethics for Leaders | 3 | 15 |
| Summer 2015 | EDLD 7510/6 | Action Research | 3 | 14 |
| EDLD 8240/6 | Trends and Issues in Educational Administration | 3 | 20 |
| EDLD8400/6 | Ethics for Leaders | 3 | 10 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2013 | EDLD8400 | Ethics for Leadership | 3 | 22 |
| EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| Spring 2014 | EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| EDLD 8400/6 | Ethics for Leaders | 3 | 22 |
| Summer 2014 | EDLD 8240/6 | Trends and Issues in Educational Administration | 3 | 20 |
| EDLD8400/6 | Ethics for Leaders | 3 | 10 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2012 | EDLD8400 | Ethics for Leadership | 3 | 22 |
| EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| Spring 2013 | EDLD8400 | Ethics for Leadership | 3 | 22 |
| EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| Summer 2013 | EDLD 8240/6 | Trends and Issues in Educational Admin | 3 | 20 |
| EDLD8400 | Ethics for Leadership | 3 | 10 |
| EDLD | Educational Systems and Communities | 3 | 14 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2011 | EDLD8300 | Curriculum Theory and Practice | 3 | 15 |
| EDLD8940 | Directed Studies | 3 | 13 |
| Spring 2012 | EDLD8400 | Ethics for Leadership | 3 | 22 |
| EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| Summer 2012 | EDLD7500 | Principal Leadership | 3 | 10 |
| ELDL8240 | Trends and Issues in Educational Admin | 3 | 20 |
| EDLD7560 | Educational Systems and Communities | 3 | 11 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2010 | EDLD8300 | Curriculum Theory and Practice | 3 | 26 |
| EDLD8220 | Personal and Professional Development | 3 | 13 |
| Spring 2011 | EDLD8400 | Ethics for Leadership | 3 | 22 |
| EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| EDLD7970 | Special Problems: Coaching and Mentoring Leaders | 3 | 1 |
| Summer 2011 | EDLD7500 | Principal Leadership | 3 | 10 |
| ELDL8240 | Trends and Issues in Educational Admin | 3 | 20 |
| EDLD7560 | Educational Systems and Communities | 3 | 11 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2009 | EDLD8300 | Curriculum Theory and Practice | 3 | 26 |
| EDLD8400 | Ethics for Leaders | 3 | 26 |
| EDLD8240 | Trends and Issues in Educational Admin | 3 | 1 |
| Spring 2010 | EDLD8400 | Ethics for Leadership | 3 | 22 |
| EDLD8310 | Leadership in the Development and Application of Curriculum Theory and Design | 3 | 12 |
| EDLD7970 | Special Problems: Coaching and Mentoring Leaders | 3 | 1 |
| Summer 2010 | EDLD7500 | Principal Leadership | 3 | 20 |
| ELDL8240 | Trends and Issues in Educational Admin | 3 | 20 |
| EDLD8950 | Doctoral Seminar II | 3 | 6 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2008 | EDLD8400 | Ethics for Leaders | 3 | 16 |
|  | EDLD8220 | Personal and Professional Development | 3 | 7 |
| Spring 2009 | EDLD8220 | Personal and Professional Development | 3 | 13 |
| EDLD8400 | Ethics for Leaders | 3 | 12 |
| Summer 2009 | EDLD7330 | Introduction to Curriculum and Instructional Leadership | 3 | 15 |
| EDLD7500 | Principal Leadership | 3 | 11 |
| EDLD7930 | Administrative Internship/Residency | 3 | 13 |
| **Semester** | **Course #** | **Course Name** | **Lecture/ Lab Hours** | **Enrollment** |
| Fall 2007 | EDLD7210 | Multi-Professional Leadership | 3 | 18 |
| EDLD7920 | Administrative Internship | (VC 1-6) | 5 |
| Spring 2008 | EDLD7330 | Introduction to Curriculum and Instructional Leadership | 3 | 9 |
| EDLD7240 | Leadership in Legal Issues | 3 | 2 |
| EDLD8400 | Ethics for Leaders | 3 | 8 |
| EDLD7920 | Administrative Internship | (VC 1-6) | 2 |
| Summer 2008 | EDLD7500 | Principal Leadership | 3 | 16 |
| EDLD7920 | Administrative Internship | (VC 1-6) | 7 |
| EDLD7210 | Multi-Professional Leadership | 3 | 13 |
| EDLD7330 | Introduction to Curriculum and Instructional Leadership | 3 | 1 |

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| 1. **Courses Taught as Adjunct at Auburn University** | |
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| **Year** | **Course** |
| 1996-1997 | Organization and Support of Public Education |
|  |  |
| 1998-1999 | EDLD7330 Principals of Curriculum and Instructional Leadership |
|  |  |
| 2000-2001 | Doctoral Seminar in Educational Leadership II/Alternative Residency Seminar |
| EDLD7330 Principals of Curriculum and Instructional Leadership |
|  |  |
| 2001-2002 | Doctoral Seminar in Educational Leadership II/Alternative Residency Seminar |
| EDLD7330 Principals of Curriculum and Instructional Leadership |
|  |  |
| 2002-2003 | Doctoral Seminar in Educational Leadership II/Alternative Residency Seminar |
| EDLD7330 Principals of Curriculum and Instructional Leadership |
| EDLD7210 Multi-Professional Leadership |
| EDLD8200 Assessment and Evaluation |
| EDLD8300 Curriculum Theory and Practice |
| EDLD7200 Supervision and Personnel Management |
|  |  |
| 2003-2004 | Doctoral Seminar in Educational Leadership II/Alternative Residency Seminar |
|  | EDLD7330 Principals of Curriculum and Instructional Leadership |
|  | EDLD7210 Multi-Professional Leadership |
|  | EDLD8200 Assessment and Evaluation |
|  | EDLD8300 Curriculum Theory and Practice |
|  | EDLD8310 Leadership in Development and Application of Curriculum |
|  | EDLD7200 Supervision and Personnel Management |
|  |  |
| 2005-2006 | Doctoral Seminar in Educational Leadership II/Alternative Residency Seminar |
|  | EDLD7330 Principals of Curriculum and Instructional Leadership |
|  | EDLD7210 Multi-Professional Leadership |
|  | EDLD8200 Assessment and Evaluation |
|  | EDLD8300 Curriculum Theory and Practice |
|  | EDLD8310 Leadership in Development and Application of Curriculum |
|  | EDLD8220 Personal and Professional Development |
|  | EDLD8400 Ethics for Leaders |
|  | EDLD7200 Supervision and Personnel Management |
|  |  |
| 2006-2007 | Doctoral Seminar in Educational Leadership II/Alternative Residency Seminar |
|  | EDLD7330 Principals of Curriculum and Instructional Leadership |
|  | EDLD7210 Multi-Professional Leadership |
|  | EDLD8400 Ethics for Leaders |
|  | EDLD8220 Personal and Professional Development |

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| 1. **Dissertation Record** | |
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| Student Name | Dissertation Title | Year of Graduation | Chair | Committee Member |
| STUDENTS BELOW ARE FROM AUBURN UNIVERSITY SINCE I STARTED IN JANUARY, 2012 | | | | |
|  |  |  |  |  |
| Anekwe, Obiora | Satisfaction Matters: A Comparative Study of African American Students in Education Programs within the Academy | Graduated  Spring, 2007 |  | X |
| Johnson, Shakela | An examination of the social characteristics and beliefs of delinquent and non-delinquent youth | Graduated  Spring, 2007 |  | X |
| Ledbetter, Charles | An Analysis of Leadership Capacity Development in Alabama | Graduated December, 2007 |  | X |
| McDaniel, Rachel | Implications and Perceptions of Students and Teachers Participating in Two Ninth Grade Success Academies During the Year of Implementation | Graduated Summer, 2008 |  | X |
| Duggan, Mauna Sue | A Critical Examination of the Effects of Colored Paper on the Academic Achievement of Fourth Graders in Reading Comprehension and Vocabulary | Graduated Spring, 2009 |  | X |
| Obleton, Eddie | A Study of the Relationship Between Indicators of Georgia Alternative School Effectiveness and Measures of Student Success as Perceived by Alternative School Administrators | Graduated Spring, 2010 |  | X |
| Jackson-Dean, Milanda | Principals’ Perceptions of the Effectiveness of Reading Coaches and the Necessity of Reading Coaches within Elementary Schools | Graduated Spring, 2010 |  | X |
| Moore, Sheila | The Relationship of Principals Perceptions of Professional Development Practices and Student Achievement in High Poverty Schools | Graduated Spring, 2010 |  | X |
| Swinney, Addie | Teachers’ and Administrators’ Perceptions About A Leadership Capacity Building Program | Graduated Summer, 2010 |  | X |
| Ashmon, Rosa | Administrator’s Perceptions of the Impact of No Child Left Behind Compliance in High Poverty, Rural School Systems | Graduated Summer, 2010 |  | X |
| Arrington, Cassidy | The Relationship Between Transformational Leadership and Instructional Coaching | Graduated Fall, 2010 |  | X |
| Johnson, Marcia | Using Student Voice to Improve Tutoring Services in Middle School | Graduated Fall, 2010 |  | X |
| Pignato, Shannon | Exploring School Specific Context and Bullying Data: Informing Practice with Evidence | Graduated Fall, 2011 | X |  |
| Seymore, Farrell | An Examination of Teacher Working Conditions in Alabama Middle Schools | Graduated Spring, 2011 |  | X |
| Thomas, Richard | Military Deployments: Evaluating Teacher Knowledge | Graduated Summer, 2011 | X |  |
| Pruett, Karen | The Impact of Freshman Year Learning Community Participation on Students’ Self-reporting Academic Self-Efficacy, Sense of Meaning in Life and Commitment to Academic Major | Graduated Summer, 2011 |  | X |
| Barton, Mary | The Relationships Between Needs Assessment Measures, Productivity Measures, and Ethics in Developing a Budget Allocation Model for Higher Education | Graduated Summer, 2011 |  | X |
| Addison, Hosea | An Examination of Personality Type Preferences of Male and Female Juvenile Delingquents | Graduated Summer, 2011 |  | X |
| Anderson, Karen | Examining Relationships between Enabling Structures, Academic Optimism and Student Achievement | Graduated Spring, 2012 |  | X |
| Brackins, Lakesha | Examining Principals Espoused Beliefs and Actions | Graduated, Spring, 2012 | X |  |
| Messick, Penelope | Examining Relationships Among Enabling School Structures, Academic Optimism, and Organizational Citizenship Behavior | Graduated Spring, 2012 |  | X |
| Hampton, Jenise | An Analysis of a High School Dropout Reduction Program: Student and Teacher Perception of its Effectiveness | Graduated Summer, 2012 |  | X |
| Slater, Robert | Examining Expoused Beliefs and Actions of Assistant Principals in Alabama | Graduated Summer, 2012 | X |  |
| Holloway, Jacob | Teachers’ Concerns, Attitudes, Beliefs, and Pedagogical Practices as it Relates to Technology Integrations | Graduated Summer, 2012 |  | X |
| Veronese, Dennis | School Leaders and Sustainability: An Exploratory Study | Graduated Summer, 2012 |  | X |
| Tatum, Karen | Lessons Learned About the Implementation and Sustainability of the Redesigned Principal Preparation Program in Alabama | Graduated  Summer, 2012 |  | X |
| Carter, Donnella | The Effective Use of and Support for Instructional Strategies to Improve Literacy in the Middle Grades | Graduated Summer, 2012 |  | X |
| Howell, Marcus | Teachers as Technology Leaders: A Case Study of a One-to-One Laptop Initiative | Graduated  Fall, 2012 | X |  |
| Wang, Ting | Chinese School Principals’ Behavioral Intentions in Relation to Green School Practices | Graduated Spring, 2013 |  |  |
| Deramus-Coleman, Brenda | An Examination of Teachers’ Perceptions of the Implementation of Democratic Principles in Alabama’s High-Poverty Schools | Graduated Fall, 2013 |  | X |
| Barlow, Duriel | Benefits, Barriers, and Facilitative Factors in Implementing a Response to Intervention Program | Graduated Fall, 2013 |  | X |
| Townsend, Carolyn | An Analysis of Alabama School Systems’ Policy on Student Bullying | Graduated  Fall, 2013 | X |  |
| Mehaffey, John | Educational Leadership, Sustainability and Independent Schools | Graduated  Summer, 2014 |  | X |
| Barakat, Maysaa | Preparing Culturally Competent Educational Leaders | Graduated  Summer, 2014 | X |  |
| Irwin, Lynn | Implementation of Professional Learning Community Practices and Their Relationship t0 Student Outcomes | Graduated  Fall, 2014 | X |  |
| Finch, Jonathan | Veteran Teacher Commitment: Veteran Teachers in Their Own Words | Graduated Fall, 2014 |  | X |
| Griggs, Dana | A Case Study of a Career Academy: Toward a Conceptual Framework of School-Industry Partnerships | Graduated  Spring, 2015 |  | X |
| Wise, Amy | Factors that Successful and Unsuccessful Community College Students Perceive as Fostering and Hindering Their Success in Online Learning | Graduated  Spring, 2015 |  | X |
| Parham, Alfred | Data Driven Decision Making for School Improvement Planning: Toward a Model and Process for Distributive Leadership and Shared Decision Making | Graduated  Spring, 2015 |  | X |
| Herring, Cristen | School Desegregation: Participant Perceptions of a Freedom of Choice Initiative in the South | Graduated Summer, 2015 |  | X |
| Cole, Latryce | Closing the Gap: Culturally Competent Principals and African American Students’ Success | Graduated Summer, 2015 |  | X |
| Bryant, Jason | Student Perspectives of Supporting and Hindering Factors in School Integration and the Role of Racial Identity in the Process | Graduated Fall, 2015 |  | X |
| Cox, Chris | Hybrid Grouping: The Relationship to Student Learning Outcomes, School Leadership and School Climate | Graduated  Spring, 2016 | X |  |
| Hancock, Jacob | An Examination of the Characteristics of Effective Higher Education and Service Learning Partnerships | Graduated Spring, 2016 |  | X |
| Maples, Nancy | Examining Educator Perceptions of a Response to Intervention Initiative: Facilitating Factors, Barriers and Benefits | Graduated  Spring, 2016 |  | X |
| Coleman, Lisa | University Educational Leadership Program Coordinators’ Perceptions of University-School District Partnership Development | Graduated Spring, 2016 | X |  |
| Hudson, Robert | Creating University/K-12 Partnerships for the Enhancement of Educational Leadership Preparation and Increasing Student Achievement: Sustainability Factors, Barriers, and Benefits | Graduated Spring, 2016 |  | X |
| Walker, Aneta | Leading School Change Through Innovation: The Hybrid Schedule | Graduated Summer, 2016 | X |  |
| Enloe, Vohn | Secondary Assistant Principals as Instructional Leaders: Characteristics and Experiences that Contribute to Their Perceptions of Readiness for the Role | Graduated Summer, 2016 |  | X |
| McKey, Tania | U.S. Department of Education Green Ribbon Schools Award | Graduated Summer, 2016 |  | X |
| Grace, Emily | Social Network Analysis of Turnaround Schools | Graduated Fall, 2016 | X |  |
| Weldon, Sharon | The Role of Hope in School Leadership | Graduated Fall, 2016 | X |  |
| Patton, Mary | The Five Modes of Caring Student Index | Graduated Fall, 2016 | X |  |
| Bodiford, Sandra | Perceptions of Ninth through Twelfth Grade Administrators Toward the Inclusion of Students with Disabilities in Alabama Public Schools | Graduated Spring, 2017 | X |  |
| Armstrong, Christie | Female Assistant Superintendents in Middle Space Leadership: A Multiple Case Study | Graduated Spring, 2017 |  | X |
| Hendon, Kelli | Using Polling to Understand High School Students’ Perspectives on Internet Learning and Peer Support | Graduated Spring, 2017 |  | X |
| Holloway, Mary | Understanding the Distributed Leadership Experiences of Principals, Assistant Principals, and Teacher Leaders in High Schools | Graduated Spring, 2017 |  | X |
| Millican, Tony | Virtual Reality in Higher Education: A Case Study at the Air University’s Squadron Officer College | Graduated Spring, 2017 |  | X |
| Sullivan, Bonnie | A Descriptive Case Study of Rural Turnaround Superintendents: What Matters Most in Sustaining Turnaround? | Graduated  Fall, 2017 | X |  |
| McCurdy, Shannon | Learning Partnerships in a Sustained Turnaround School: A Social Network Approach | Graduated Fall, 2017 | X |  |
| Duncan, Brittney | Assistant Principals: Facilitating Factors and Barriers in Fulfilling the Role of Instructional Leader | Graduate, Summer, 2017 |  | X |
| Williams, Emily | Faculty Perceptions of Academic Dishonesty: A Cross-Campus Comparison of Three Institutions in the Southeast | Graduate Summer, 2017 |  | X |
| Thompson, Barbara | The Impact of a Structured Mentoring Program on New African-American Superintendents in Alabama | Graduated  Spring, 2018 |  | X |
| Lucy, Tyaunnaka | An Investigation of Factors that Affect Teacher Retention in East Alabama Rural Schools | Graduated, Summer, 2018 | X |  |
| Caffey, Art |  | Candidate Completing Dissertation |  |  |
| Hunter, Petrina |  | Candidate Completing Dissertation |  |  |
| Mitten, Chris |  | Pending General Oral Examination |  |  |
| Washington, Kimberly |  | Pending General Oral Examination |  |  |
| Slear, Susan |  | Completing Coursework |  |  |
| Hadden, Jason |  | Candidate Completing Dissertation |  |  |
| Kiser, Brandon |  | Pending General Oral Examination |  |  |
| Ward, Tamara |  | Pending General Oral Examination |  |  |
| Jones, Tanika |  | Pending General Oral Examination |  |  |
| Davis, Nicholas |  | Pending General Oral Examination |  |  |
| LeBlaza, Renae |  | Pending General Oral Examination |  |  |
| Williams, Tessie |  | Completing Coursework |  |  |
| Davis, Kimberly |  | Pending General Oral Examination |  |  |
| Smith, Kimberly |  | Pending General Oral Examination |  |  |
| Eller, Michelle |  | Completing Coursework |  |  |
| Lester, Bridget |  | Pending General Oral Examination |  |  |
| Mosely, Lindsey |  | Completing Coursework |  |  |
| Hutchins, Erin |  | Completing Coursework |  |  |
| Felton, Hope |  | Pending General Oral Examination |  |  |
| Monson, Matthew |  | Completing Coursework |  |  |

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| 1. **Master’s Graduate Students Whose Work Has Been Completed** | | | | | | | | | |
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| **Name** | | **Degree** | | **Year** | **Service** | | | **Current Position** |
| Allen, Charma | | M.Ed. Ed. Leadership | | Summer 2011 | Member | | | Teacher |
| Baugh, Shay | | M.Ed. Ed. Leadership | | Summer 2011 | Member | | | Teacher |
| Goertzen, Heidi | | M.Ed. Ed. Leadership | | Summer 2011 | Member | | | Teacher |
| Myers, Kendrick | | M.Ed. Ed. Leadership | | Summer 2011 | Member | | | Teacher |
| Schnuelle, Deana | | M.Ed. Ed. Leadership | | Summer 2011 | Member | | | Teacher |
| Walker, Chrystapher | | M.Ed. Ed. Leadership | | Summer 2011 | Member | | | Teacher |
| Williams, Karen | | M.Ed. Ed. Leadership | | Summer 2011 | Member | | | Teacher |
| Davis, Christie | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Holloway, Mary | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Kirby, Barry | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Asst. Principal |
| Martin, Elisha | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Nunley, Jeanetta | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Prestridge, John | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Richardson, Tammy | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Smith, William | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Thomas, Lavarius | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Barakat, Maysaa | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Ph.D. Student |
| Yarbrough, Clay | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Higher Ed. Admin. |
| Caffey, Authur | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Pattillo, Michael | | M.Ed. Ed. Leadership | | Summer 2010 | Chair | | | Teacher |
| Rice, Debbie | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Director Tech ACS |
| Baughman, Robert | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Teacher |
| Carr, Karen | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Teacher |
| Evans, Lauren | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Asst. Principal |
| Ford, Fred | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Asst. Principal |
| Fountain, Kristy | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Teacher |
| Mask, Julie | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Instructional Coach |
| Sanders, Taryn | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Teacher |
| Waites, Brett | | M.Ed. Ed. Leadership | | Spring 2010 | Chair | | | Asst. Principal |
| Milam, Robert | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Mosley, Jay | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Chambley, Casey | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Harte, Michelle | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Tidwell, Casey | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Scott, Frankie | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Johnson, Shana | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Johnson, Charles | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Blue, Russ | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Carr, Cynthia | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Player, Marilyn | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Stewart, Karen | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Ward, Ben | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Waters, Calvin | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Jones, Tanika | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Holley, Amy | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Fowler, Amanda | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Davis, Nicholas | | M.Ed. Ed. Leadership | | Summer 2009 | Member | | | Teacher |
| Lovvorn, Jennifer | | M.Ed. Ed. Leadership | | Fall 2008 | Member | | | Auburn City |
| McCutheon, April | | M.Ed. Ed. Leadership | | Fall 2008 | Chair | | | Teacher |
| Folmar, Andrea | | M.Ed. Ed. Leadership | | Spring 2008 | Chair | | | Asst. Principal |
| Zito, Stephanie | | M.Ed. Ed. Leadership | | Spring 2008 | Chair | | | Teacher |
| Henthorne, Shelley | | M.Ed. Ed. Leadership | | Spring 2008 | Chair | | | Teacher |
| Metsinger, Jackie | | M.Ed. Ed. Leadership | | Summer 2008 | Chair | | | Asst. Principal |
| Klinkinborg, Ann | | M.Ed. Ed. Leadership | | Summer 2008 | Chair | | | CSU Faculty |
| Sparks, Emily | | M.Ed. Higher Ed. | | Summer 2008 | Member | | | Samford Univ. |
| McWilliams, Hilary | | M.Ed. Ed. Leadership | | Summer 2008 | Chair | | | Teacher |
| McAlister, Jenny | | M.Ed. Ed. Leadership | | Summer 2008 | Member | | | Teacher |
| Kenemer, Elizabeth | | M.Ed. Ed. Leadership | | Summer 2008 | Member | | | Asst. Principal |
| Dunn, Tonya | | M.Ed. Ed. Leadership | | Summer 2008 | Member | | | Asst. Principal |
| Williams, Alyssa | | M.Ed. Ed. Leadership | | Summer 2008 | Member | | | Asst. Principal |
| Thomas, Charlene | | M.Ed. Ed. Leadership | | Summer 2008 | Member | | | Teacher |

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| 1. **Graduate Students at Auburn University for Whom Candidate has Served on a Panel of Specialists to Validate Dissertation Research Instruments** | | |
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| **Student** | | **Dissertation Topic** |
| Emily Grace | | Rural school learning partnerships: A comparative case study using social network analysis |
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| Mary Patton | | The Five Modes of Caring Index |
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| Karen Pruitt | | The Impact of Freshman Year Learning Community Participation on Students’ Self-Reported Sense of Meaning in Life, Academic Self-efficacy and Commitment to Academic Major at the Beginning of the Second Academic Year |
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| Eddie V. Obleton | | Alternative School Principal’s Perceptions of the Relationship of Effective School Elements and Student Performance Outcomes |
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| Jenny Pate-Barton | | Higher Education Business Officers Perceptions of Ethical Financial Decision Making |
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| Kenneth Burton | | The Relationship of Alternative School Teachers Pedagogical Practices to Alternative School Climate |
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| Shannon Pignato | | Informing Practice with Evidence: The Use of School Specific Bullying Data and Professional Learning Communities |
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| Richard Thomas | | Military Deployments: Evaluating Teacher Knowledge |
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| Lakesha Brackins | | Examining Principals’ Espoused Beliefs and Actions |
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| Robert Slater | | Examining Assistant Principals’ Espoused Beliefs and Actions |
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| Lorri Valentini | | The Principal’s Perception of Data and the Effective Use of Data |

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| 1. **Courses and Curricula Developed** | |
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| Program Coordinator for Educational Leadership | |
| I served as program coordinator for the Auburn University Educational Leadership Program from August 2007 until January, 2015. After 8.5 years in this capacity we were able to build our program to exceed 100 actively enrolled students. During this time we redesigned our Master’s, Ed.S., Ph.D. and RHO programs. We moved from all face to face programs to distance education formats. We utilized resources needed to build our online capacity to reach every region of the state. We Skype and Zoom guest speakers into our classes and have utilized Panopto and Canvas to assist us instructionally as we implement our leadership curriculum. Regional cohorts were begun during my time as coordinator and we continue to use this format today.  I am extremely proud of what we were able to accomplish during my time as coordinator and I am so pleased with our progress since stepping down. We are an accomplished program. So much so that we are applying for the UCEA Exemplary Program Award in 2019.  Even today I consider this role to be my major accomplishment at Auburn. After more than 10 years, my team now sees the impact we are having on the state of Alabama and we feel confident that we will be able to continue to influence education for our state and the children and families that are served by K-12 school leaders. We know that our capacity has not only been in our state but has reached across the United States and beyond to foreign lands such as China, Viet Nam, Australia and Egypt. We look forward to this type of leadership development internationally, nationally, regionally and within our state. | |
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| Online Course Development | |
| In an effort to make our Educational Leadership courses more accessible to distance education students, we have re-designed traditional courses to be appropriate for online delivery. We are moving our Ph.D.; Ed.S. and Master’s programs to online delivery. Towards this effort I have submitted EDLD 8300/8306 Curriculum Theory for Leaders and EDLD 8950/8956 Doctoral Seminar I to the university/CIM process.  As Educational Leadership Program Coordinator this candidate, along with members of the Educational Leadership Team, led the approval process of the Ed.S./Ph.D. Administration of Elementary and Secondary Education (AES) (Fall, 2011) through the curriculum approval process in the College of Education and the Alabama State Department of Education (ALSDE). This process included: 1) determining the content for the new courses, 2) involving LEA partners in the process of redesigning the curriculum and 3) formatting and conversion of all 11 courses using Auburn University Syllabus format template. The Ed.S. Program was approved in 2012 by the Alabama State Department of Education (ALSDE).  The candidate was responsible for writing the following syllabi for the Ed.S./ Ph.D. Program:  EDLD 8270/8276 Leadership in Finance and Management  EDLD 8310/8316 Curriculum and Instructional Leadership for Organizations  EDLD 8400/8406 Ethics for Leaders  EDLD 8220/8226 Personal and Professional Development  EDLD 8940/8946 Directed Field Experiences in Educational Leadership  EDLD 7910/7916 Practicum in Instructional Leadership  \*\*\*[See supplemental notebook i.e. Ed.S/AA Program Redesign Notebook] | |
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| Distance Education/Redesign of Ed.S./AA Instructional Leadership | |
| We redesigned the Ed.S./AA Instructional Leadership Program and aligned these courses with our Administration of Elementary and Secondary Education and Administration and Supervision of Curriculum Ph. D programs. The candidate moved this program process forward to completion and continued to develop distance versions of courses related to the Ed. S./AA Instructional Leadership Program. This has been approved. | |
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| **International Partnership: Australia Leadership Experience Study Abroad Graduate Program** | |
| **Phase 1:** I co-developed this program with James Kaminsky and Sherida Downer, Department Head, beginning in 2010. We began this by embedding our students in Sydney, New South Wales public schools.  **Phase 2:** We soon expanded the program to include partnerships developed with Macquarie University to provide leadership experiences for higher education administration and adult education students. With the assistance of Dr. Roy Rickers Cook, VP for Outreach, Auburn signed a Memorandum of Understanding (MOU) with Macquarie senior administration in 2011.  **Phase 3:** Our department head and faculty sponsors added an additional layer to our program in 2012. Up until now, embedded students had received a rich experience in urban Sydney schools. Knowing the challenges many of our school administrators face in Alabama’s rural context, we wanted to expand the depth of our program by providing a rural international setting for our graduate students. Thus, we established a strong partnership with the Tasmanian Educational System. Basing our operations in Hobart, Tasmania, students have been able to see firsthand the rural nature of schools in Australia. By most, it is considered one of the most important aspects of our program.  **Phase 4:** One of the improvements we have made most recently is the Booderie National Park Aboriginal Cultural Immersion Experience. This began Summer, 2018. Led by Dr. Reuben Bolt, Director of the Nura Gili Aboriginal Center at the University of New South Wales, students are let through customs, folklore and aboriginal context over a 3-day experience in the Booderie National Park. Summer, 2018 was the inaugural program and was considered by faculty and students to be one of the most outstanding parts of the three week Australian Leadership Experience. We have strived for years to be able to provide our students with an experience which would exemplify the rich, diverse nature of the Australian people. | |
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| **Wiregrass Cohort/Expansion of Program** | |
| The candidate worked with other faculty members, the department head and the dean of the College of Education from 2009-2011to attract Ph.D. and Ed.S./AA students to the educational leadership program. This involved extensive planning and meetings with Wiregrass area superintendents and members of the Wiregrass Foundation, a private, non-profit corporation which does extensive leadership capacity building. | |
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| **Additional Distance Education/Redesign** | |
| As program coordinator the candidate was also responsible for approval process of 3 additional Educational Leadership courses which were written by other educational leadership faculty:  EDLD 8210 Leadership Theory (approved Spring, 2009)  EDLD 8260 Organizational Theory (approved Spring, 2009)  EDLD 8280 The Superintendency (approved Fall, 2010)  As Educational Leadership Program Coordinator this candidate led the approval of the Master’s Instructional Leadership Program (ILP) through the curriculum approval process in the College of Education (Fall, 2007) and the Auburn University Graduate Curriculum Committee (Spring, 2008). This process included the formatting and conversion of all 10 courses using Auburn University Syllabus format template.  As program coordinator the candidate redesigned and restructured the Doctoral Seminar in Educational Leadership to align to current student and programmatic needs.  Old: EDLD 8810 Doctoral Seminar in Ed. Leadership 1  EDLD 8820 Doctoral Seminar in Ed. Leadership 2  EDLD 8830 Doctoral Seminar in Ed. Leadership 3  New: EDLD 8950 Doctoral Seminar in Ed. Leadership 1  EDLD 8950 Doctoral Seminar in Ed. Leadership 2  Responsible for approval process through the College of Education Curriculum Committee and University and Graduate Council (approved Spring, 2008). | |
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| **Member, Auburn University Principal Preparation Redesign Initiative, Fall 2005-present** | |
| Auburn University’s ILP is considered the premier educational leadership program in Alabama and has received outstanding marks from SREB. Bottoms and O’Neal consider Auburn’s ILP to be the “model” for partnership development.  Member and Chair of Curriculum Committee: Curriculum mapping which led to Instructional Leadership Program (ILP) Course design. As a result of this development I designed the following courses:  EDLD 7500 Principal Leadership  EDLD 7510 Action Research and Analysis  EDLD 7520 Leadership and the Learning Organization  EDLD 7540 Instructional and Curricular Leadership  EDLD 7550 Educational Finance Resource Management  EDLD 7570 Legal and Ethical Issues | |
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| **Reduced Hour Option Program (RHO) Online Program** | |
| As program coordinator the candidate was also responsible for approval process of the online RHO.  The candidate developed the following courses for the online RHO:  EDLD 7510/7516 Action Research- Reames  EDLD 7520/7526 Leadership and the Learning Organization- Kensler  EDLD 7530/7536 Continuous Improvement- Reames  EDLD 7540/7546 Curriculum Leadership- Reames  EDLD 7550/7556 Law and Finance- Reames  EDLD 7580/7586 Supervision- Searby | |
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| 1. **Grants Received Related to Teaching** | |
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| **Reames, E.H.** Rural Turnaround School Leadership Preparation (TSLP) Grant (2015-2017). Sponsored by the U.S. Department of Education. P.I’s for the grant included the Alabama State Department of Education (ALSDE), Auburn University, University of Alabama and Samford University. Auburn Educational Leadership sub-award: $510,000. This was a teaching grant designed to prepare aspiring leaders for the master’s degree in educational leadership. It was specifically targeted in curriculum content for rural school leadership.  **\*\*\*This is the largest grant educational leadership has ever received in the history of the Auburn University Educational Leadership Program.** | |
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| Kensler, L., **Reames, E. H.,** & Patrick, L. (2010). College of Education Seed Grant: Systems Thinking Tools. Funded: $2000.00 [also listed on grants] | |
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| **Reames, E.** **H.,** Kensler, L., Andrejewski, C. & Patrick, L. (2010). College of Education National Advisory Council Grant: A Clustered Cohort Model (CCM) Study: The Auburn College of Education (COE) Instructional Leadership Programs as Perceived by Leadership Students and Partner Local Educational Agency (LEA) Field Based Coaches. Funded: $2000.00 [also listed on grants] | |
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| **Reames, E.** **H.,** Kensler, L., & Patrick, L. Breeden Grant: Systems Thinking Tools Professional Development (STTPD). Not accepted. | |
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| Auburn University Travel Grant for $1000.00 to participate in an international conference to present research on teaching in learning communities (2008) [also listed on grants] | |

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| 1. **Publications Related to Teaching** | |
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| **Book Series** | |
| **Reames, E. H. (Ed.).** Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships. The theme of this book series is leadership. The series will focus on issues related to leadership preparation and development and how leadership fosters success in a wide variety of contexts such as K-12 schools, universities, business, health professions and professional schools. Sub-themes will include scholarly treatment and practical implications of the role of collaborations, partnerships and ways of connecting to build relationships and leadership capacity.  **Reames, E. H. (Ed.).** (release Fall, 2018). *Rural Turnaround Leadership Development: The Power of Partnerships*. Charlotte, N.C.: IAP Publishing.  **Reames, E.H.,** Kochan, F.K. & Griggs, D. (release, Fall, 2019). *Partnerships for Student Success and Leadership Preparation and Development: Models and Strategies for Change.* Charlotte, N.C.: IAP Publishing.  \*Barakat, M., **Reames, E.H.** & Kensler, L.A. (2012). Education leadership preparation programs: Preparing culturally competent leaders. In Aiken, J. A. & Gerstl-Pepin, C. *Defining Social Justice in a Global Context: The Changing Face of Leadership*. Charlotte, NC: Information Age Publishing, Inc. (IAP).  **\*Reames, E. H.,** Anekwe, O., Wang, C. & Witte, J. E. (June, 2011). Honors Program Learning Community Outcomes Among First-Year University Students. *Research in Higher Education Journal.* 11, 1–16. New York, NY: Springer. (Acceptance rate: less than 20%). (**Reames, E.H. 25%**, Anekwe, 25%, Wang, C. 25%, Witte, J. 25%).  **\*Reames, E. H.** (2010). Shifting paradigms: Redesigning a principal preparation program’s curriculum. In Reed, C. J., Reames, E. H., & Brooks, J. S. Preparing action-oriented, learner-focused democratic leaders: A conceptual and empirical exploration of a principal preparation program’s redesign. *Journal of Research on Educational Leadership (JRLE).* (**Reames, E. H. 100%**).  **\*Reames, E. H.,** & Havard, T. (2010). Redesigning an Instructional Leadership Preparation Program Using Research on Best Practices. *Southern Regional Council on Educational Leadership Yearbook.* (**Reames, E. H. 50%;** Havard, T. 50%).  *\*These publications are also listed in category 2 - Article length publications; Articles in refereed journals.*  **\*\*Reames, E.H.** (2015-2018) Auburn PI. Turnaround School Leadership Preparation Grant (TSLP). AlSDE, Auburn University, University of Alabama & Samford University. Total Award: $2.2 million; Auburn Award: $510,000.  **\*\*Reames, E. H.** (2009, Summer). ***Ethics Module: Segment One & Segment Two*.** On-line Series: Alabama State Department of Education, Distance Education Professional Learning Units, Auburn University, College of Education: Truman Pierce Institute.  \*\*Kensler, L., **Reames, E. H.,** & Patrick, L. (2010). College of Education Seed Grant: Systems Thinking Tools. Funded: $2000.00  **\*\*Reames, E.** **H.,** Kensler, L., Andrejewski, C., & Patrick, L. (2010). College of Education National Advisory Council Grant: A Clustered Cohort Model (CCM) Study: The Auburn College of Education (COE) Instructional Leadership Programs as Perceived by Leadership Students and Partner Local Educational Agency (LEA) Field Based Coaches. Funded: $2000.00  ***\*\*****Grants related to teaching* | |

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| 1. **Other Contributions to Teaching** |
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| **Australia Leadership Experience** |
| (Summer, 2011- Summer, 2018 and planning for 2017). Associate Professor Ellen H. Reames and Professor James Kaminsky, first organized and led a group of Ph.D. educational leadership students to Australia in Summer, 2011. This was a research and teaching activity. Students were embedded in Sydney public schools for 3 weeks and shadowed administrators and teachers at various school sites. Students were exposed to elementary, middle and high schools as well as specialty schools such as aboriginal, career-technical, discipline alternative, private schools and distance education schools. This is a first for the Educational Leadership Program.  The Australia Leadership Experience has grown in content and has become a stable study abroad program for graduate students at Auburn University. Under the direction of Dr. Reames and Dr. Kaminsky and with the support of our department head, Sheri Downer, the program now spends one week in Hobart, Tasmania and two weeks in Sydney, New South Wales schools. Students are embedded in rural Tasmanian schools where they shadow teachers and administrators in K-12 settings. It has become the most popular part of the 3-week experience because of the rural similarities between Alabama and Tasmanian school culture. After one week in Tasmania, we then move our students to Sydney, New South Wales for 2 weeks of work in schools. Schools in the Sydney area are urban and this provides a stark contrast of educational context for our Auburn participants. |
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| **Cuba International Leadership Experience** |
| In March, 2018 Dr. Reames, along with colleagues Lisa Kensler and Sheri Downer, visited Havana, Cuba with 15 other professors of educational leadership to participate in an in-depth look at K-12 schools. The U.S. group of professors visited elementary, middle and high school sites as well as special boarding schools and vocational institutions. We also toured the University of Havana to experience higher education as implemented by the Cuban government. International perspectives such as this give us direction and ideas for program improvement. |
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| **Mentoring Professional Development Network (PDN)** |
| In January, 2018 Dr. Reames, Kensler, Bryant and Department Head Sheri Downer participated in the Mentoring PDN at the University of Washington, Seattle, Washington. The purpose of the visit was to share program improvements and developments in the area of mentoring. Very few leadership programs across the U.S. have developed formal mentoring components as part of their instructional leadership programs. It is a needed area for improvement and is supported by UCEA through this network. Funding from UCEA and supplemented by the EFLT department made the experience possible. |
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| **Turnaround School Leadership Preparation Grant (TSLP)** |
| Dr. Reames was responsible for eliciting the Turnaround School Leadership Preparation Grant (TSLP) (2015-2018) at Auburn University. This is a teaching grant awarded to Auburn University by the U.S. Department of Education. It was designed to foster the development of aspiring school leaders in rural high needs contexts. In 2015, Auburn admitted a special master’s cohort to study rural high needs school leadership. These students were invited to participate in a four-semester master’s program specifically designed to meet the challenges faced by rural school administrators. All students graduated in 2016 and 90% have been placed in leadership positions in high needs Alabama K-12 school systems. The award of $510,000 was the largest grant award ever received by Auburn’s Educational Leadership Program.  As Educational Leadership Program Coordinator Dr. Reames, along with other members of our leadership team, led the approval process of the Ed.S./Ph.D. Administration of Elementary and Secondary Education (AES) (Fall, 2011) through the curriculum approval process in the College of Education and the Alabama State Department of Education (ALSDE). This process included the creation, updating, formatting and conversion of all 11 courses using Auburn University Syllabus format template. The program was approved Fall, 2012. [See Supplemental Binder in Promotion Materials]. |
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| **\*\*\* Dr. Reames is also responsible for writing the following syllabi for the Ed.S./Ph.D. Program:** |
| EDLD 8270/8276 Leadership in Finance and Management  EDLD 8310/8316 Curriculum and Instructional Leadership for Organizations  EDLD 8400/8406 Ethics for Leaders  EDLD 8220/8226 Personal and Professional Development  EDLD 8940/8946 Directed Field Experiences in Educational Leadership  EDLD 7910/7916 Practicum in Instructional Leadership[See Supplemental Binder in Promotion Materials.  See also distance education courses Section 4 Courses and Curricular Developed]. |
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| **Conversion of Ed.S./Ph.D. to a Distance Program** |
| Dr. Reames also was responsible for the conversion of the Ed.S./Ph.D. to a distance program. Dr. Reames submitted the Distance Education Packet and submitted this information Fall, 2011 to the College of Education Curriculum Committee. It was approved by the university during the 2012 school year. |
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| **Teacher Leadership Proposal** |
| The Educational Leadership Team submitted a Teacher Leadership Proposal (binder of evidence) to the Dean and Associate Dean during 2010. If EFLT is selected to house the Teacher Leadership Program, additional students seeking advanced degrees will be brought to our department. [See Supplemental Binder in Promotion Materials].  As program coordinator, Dr. Reames developed formats which suit the needs of our graduate educational leadership students such as weekend courses, distance, hybrid, mini-mesters and block scheduling used in learning communities. This was done so that access to a quality educational leadership program could be reached by a larger constituency. |
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| **Reduced Hour Option** |
| In 2014 Dr. Reames led the team in designing the Reduced Hour Option (RHO) certification program for educational leadership as a distance program. There were six courses as part of this distance program. They are:    EDLD 7510/7516 Action Research- Reames  EDLD 7520/7526 Leadership and the Learning Organization- Kensler  EDLD 7530/7536 Continuous Improvement- Reames  EDLD 7540/7546 Curriculum Leadership- Reames  EDLD 7550/7556 Law and Finance- Reames  EDLD 7580/7586 Supervision- Searby  **\*\*\*\*Of the six courses, Dr. Reames** designed four and prepared the entire RHO for the university curriculum process and submission to the ALSDE for approval as state approve certification courses. The program was approved Fall, 2014 and candidates for the RHO began the program Spring, 2015. |

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| 1. **Statement of Candidate’s Teaching Philosophy** | |
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| Dewey suggested that children and adult citizens must be educated to be productive members of a democratic society. In his travels around the world he became very aware of the importance of U.S. schools to serve the needs of the individual learner, the community, and society. As a college faculty member I see our educational institutions as organizations which are responsible in educating future generations. As educators we should engage our students and encourage them to become active participants in their communities. My philosophy of teaching and learning is based on constructivist pedagogy. I point to my attention to problem based learning and field experiences throughout all of my courses.  Dewey never thought schools should be seen as the only holders of knowledge or learning. He envisioned different paths for different people based on the individual’s interests, talents, ability to learn and their experiences. I too see schooling and education in this way.  My experiences helped define my philosophy of education, teaching and learning. I learn from my students. Every year my knowledge base and pedagogical practices have become stronger because I have been willing to learn from my students. To me the classroom interaction is meaningful because of the interchange of content and knowledge but also because of the relationships I build with my students. I have always felt this way and have become particularly fond of this aspect of working with adult students in higher education.  As a university faculty member I want my students to become deeply involved in research, problem solving and making K–12 schools a better place for children. Most of the educational leadership students who receive advanced degrees will return to their schools and will be expected to lead with a skill set that includes positive communication skills, decision making based on data and school improvement, involving stakeholders and the community in school processes, advocating for diverse student and adult populations, and leading in an ethical and moral way. Other students wish to transition to higher education where they can reach larger adult audiences and focus on in-depth research. In either regard, I consider enabling students to develop their research skills as one of my primary duties because it empowers them to think critically, collect and analyze data, and make wise decisions.  In closing, teaching is an important act but it also involves creating the vital programmatic structures which support the act. I strongly believe these structures are just as important and must be in place for outstanding teaching to take place. As a faculty member in higher education my focus has been on developing educational leadership program structures which will sustain and grow our program at Auburn University. These have always been based on the literature of “best practices” in educational leadership preparation. I will continue to develop these structures because I believe so strongly in them and because I see the direct connection to our K–12 schools and the students they serve. The better our program, the better the students are prepared to lead in schools or in higher education settings. The better the leaders are prepared the more likely K–12 students will have successful school outcomes. There is nothing more important than providing the best possible teachers, school leaders and higher education faculty for our children. It is their wellbeing that drives me every day. My goal will always be to assist graduate students and faculty professionally, spiritually and personally to do this great work. | |

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| 1. **Teaching Evaluations** | |
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| * **Student Evaluations** | |
| * **Peer Evaluations** | |
| * **Annual Evaluations** | |
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| **4.** | **Scholarly Contributions (cont’d)** | | | | |
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|  | 1. **Research and Creative Work** | | | | |
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| 1. **Books and Book Series** | | | | | |
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| **Reames, E.H.** (2016). (Book Series Editor) Dimensions of leadership and institutional success: Exploring connections and partnerships. Selected by IAP Publishers as a book series editor, Charlotte, NC: IAP Publishers.  **Reames, E.H.** *(release, Fall, 2018) Rural turnaround leadership development: The power of partnerships*. The first book in the Dimensions of Leadership and Institutional Success: Exploring connections and Partnerships. Charlotte, NC: IAP Publishers. ISBN Paperback: 978-1-64113-291-6 ISBN Hardcover: 978-1-64113-292-3  **Reames, E. H.**, Kochan, F. K., & Griggs, D. (accepted, expected release, Summer, 2019). Partnerships for student success and leadership preparation and development: Models and strategies for change.  **Reames, E. H.** & Searby, L. J. (accepted, expected release, Summer, 2019). The Art and science of mentoring: A Festschrift in honor of Dr. Frances Kochan | | | | | |
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| 1. **Refereed Book Chapters** |
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| **Reames, E. H.** (2018). Alabama’s Rural Turnaround: Growing Partnerships for School Success. In Reames, E. H. *Rural Turnaround Leadership Development: The Power of Partnerships*. Charlotte, NC: Information Age Publishing. [**Reames, E.H.,** 100%]  Bergeron, W. A., Kochan, F. & **Reames, E. H.** (2018). Alabama: Successful Rural School Context and Turnaround. In Reames, E. H. *Rural Turnaround Leadership Development: The Power of Partnerships*. Charlotte, NC: Information Age Publishing. [**Reames, E.H.,** 40%]    **Reames, E. H.** & Slear, S. (2018). Partnership: The Heart of Leadership Preparation. In Reames, E. H. *Rural Turnaround Leadership Development: The Power of Partnerships*. Charlotte, NC: Information Age Publishing. [**Reames, E.H.,** 90%]  Irwin, L. & **Reames, E. H.** (2018). Towards partnerships for student success: Teacher collaboration in data analysis and common formative assessment systems. In Mense, E. G. & Crain-Dorough, M. *Data Leadership for K-12 Schools in a Time of Accountability,* Ch 8, Hershey, PA: IGI Global. [**Reames, E.H.,** 50%] \*\*\*There’s a flyer that advertises the book but no specific mention of this chapter and its authors.  Howell, M.P. & **Reames, E. H.** (2016). Strategic leadership: The Windham elementary Chromebook initiative. In Wang, V.C.X., *Encyclopedia of strategic leadership and management,* Ch 87, Hershey, PA: IGI Global. **[Reames, E.H. 50%]**  Howell, M. P., & Reames, E. H. (2014). Teacher Technology Leadership. In *Handbook of Research on Education and Technology in a Changing Society* (pp. 518-527). IGI Global. [**Reames, E.H.,** 50%]  Barakat, M., **Reames, E. H.,** & Kensler, L. A. (2012). Education leadership preparation programs: Preparing culturally competent leaders. In J. A. Aiken & C. Gerstl-Pepin (Eds.), *Defining Social Justice in a Global Context: The Changing Face of Leadership*. Charlotte, NC: Information Age Publishing, Inc. (IAP) [**Reames, E. H.,** 45%]  **Reames, E. H.,** Witte, M. M., & **\***Howell, M. (August, 2011). Engaging the adult learner through graduate learning communities. In V. Wang (Ed.), *Encyclopedia of e-leadership, counseling and training.* Hershey, PA: IGI Global. [**Reames, E. H., 70%**] |
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| 1. **Articles in Refereed Journals** |
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| Coleman, L.B. & **Reames, E.H.** (accepted). The role of the educational leadership program coordinator (PC) in University—K-12 school district partnership development. *Journal of Research on Leadership Education (JRLE)*, JRLE-18-0031. [**Reames, E.H.,** 50%] |
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| Anderson, K., Kochan, F., Kensler, L.A.K., **Reames, E. H.** (*in press*). Academic optimism, enabling structures and student achievement: Delving into relationships. *Journal of School Leadership (JSL).*  [**Reames, E.H**., 20%]  Barakat, M., **Reames, E. H.** & Kensler, L. A. K. (2018). Leadership preparation programs: Preparing culturally competent educational leaders. *Journal of Research on Leadership Education (JRLE),* 1942775118759070. [**Reames, E.H.,** 30%]  Griggs, D. M., Kochan, F. K., & **Reames, E. H.** (2017). Investigating the benefits of a school/industry partnership focused on overcoming the skills gap and fostering student success. *SRCEA Journal, 17*(2), 1-20. [**Reames, E.H.** 20%]  Bergeron, W.A., Kochan, F., & **Reames, E. H.** (2018). Barriers to fostering student success in high-poverty, high minority, high achieving rural schools. SRCEA Journal, 18(1), 1-24. [**Reames, E.H.** 20%]  **Reames, E. H.** (2016). From coordination to compliance: The program coordinator’s changing role during redesign. *Planning and Changing*, *47*(3/4), 263. [**Reames, E.H.,** 100%]  Slear, J., Slear, S., **Reames, E.H**. Connelly, D.A. (2016). Creating equivalent learning outcomes in a distance education leadership course: An action research partnership. *Quarterly Review of Distance* Education 17(2), 1-14. [**Reames, E.H.,** 30%]  **Reames, E. H.** & Kochan, F. (2015). Examining the status of partnerships in university educational leadership doctoral programs*. International Journal of Educational Research (IJER) Vol 24-N3*, 233. [**Reames, E.H.,** 75%]  Jimerson, J. B. & **Reames, E. H**. (2015) Student-involved data use: Establishing the evidence base. *Journal of Educational Change*, *16*(3), 281-304. [**Reames, E.H.,** 30%]  Kochan, F. and **Reames, E.H.** (*2014*). Experiencing educational leadership preparation program redesign in Alabama: One university’s perspective. *Journal of Research in Leadership Education (JRLE).* [**Reames, E.H.,** 40%]  Howell, M. P., Reames, E. H., & Andrzejewski, C. E. (2014). Educational leadership program faculty as technology leaders: What support will they need? *New Waves*, *17*(1), 31-65. [**Reames, E.H.,** 40%]  **Reames, E. H.,** Kochan, F.K. & Zhu, L. (2014). Influences affecting the retention of principals: A southern perspective. *Educational Administration & Management.* [**Reames, E.H. 50%**]  **Reames, E.H.,** Kaminsky, J., Downer, S. H. Barakat, M. (2013). Examining cultural competence of U.S. school leaders: Intercultural Immersion in Australia. *NCPEA Yearbook:* Ypsilanti, MI: NCPEA Publications. [**Reames, E.H.,** 80%]  Kensler, L. A., **Reames, E. H.**, Murray, J., & Patrick, R. L. (Fall, Spring, 2011/2012) Systems thinking tools for improving evidence-based conversations: A cross-case analysis of two high school leadership teams. *High School Journal*. [**Reames, E. H., 40%]**  **\*Reames, E. H.,** Anekwe, O., Wang, C., & Witte, J. E. (June, 2011). Honors program learning community outcomes among first-year university students. *Research in Higher Education Journal, 11*, 1–16. New York, NY: Springer. [**Reames, E. H., 70%**]  Moore, S., Kochan, F. K., Kraska, M., & **Reames, E. H.** (Fall, 2011). Professional development and student achievement in high poverty schools: Making the connection. *International Studies in Educational Administration.* Southampton, UK: Commonwealth Council for Educational Administration and Management (CCEAM). [**Reames, E.H.,** 20%]  Brooks, J. S., **Reames**, **E. H.**, & Reed, C. J. (2010). Preparing action-oriented, learner-focused democratic leaders: A conceptual and empirical exploration of a principal preparation program’s redesign. In Reed, C. J., Reames, E.H. & Brooks, J.S. (Eds.), Preparing action-oriented, learner-focused democratic leaders: A conceptual and empirical exploration of a principal preparation program’s redesign. *Journal of Research on Educational Leadership (JRLE).* [**Ellen H. Reames, 33%**]  **Reames, E. H.** (2010). Shifting paradigms: Redesigning a principal preparation program’s curriculum. In Brooks, J. S., **Reames**, **E. H.**, & Reed, C. J. (Eds.), Preparing action-oriented, learner-focused democratic leaders: A conceptual and empirical exploration of a principal preparation program’s redesign. *Journal of Research on Educational Leadership (JRLE).* [**Reames, E. H.** 100%]  **Reames, E. H.,** & Havard, T. (2010). Redesigning an instructional leadership preparation program using research on best practices. *Southern Regional Council on Educational Leadership Yearbook (SRCEA).* [**Reames, E. H. 75%**]  **Reames, E. H.,** & Bradshaw, C. (2009). Block scheduling effectiveness: A ten-year longitudinal study of one Georgia school system’s test score indicators. *Georgia Educational Researcher,* 7(1). [**Reames, E. H. 90%**]  **Reames, E. H.** and Bradshaw, C. (2008). Magnet school programs: Meaningful assessment. *Southern Regional Council on Educational Administration (SRCEA) 2007 Yearbook: Stop the Tinkering: Real Reform*, 37-48.[**Reames, E. 90%**]  Bentley, T., Zhao, F., **Reames, E.**, and Reed, C. (2004, Spring). “Frames we live by: Metaphors for the cohort.” *Professional Educator,* 26(2), 39-44. [**Reames, E. 20%]** |
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| ***Articles under review*** |
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| **Reames, E. H.** & Irwin, L. (*under review*). Improving learning partnerships in professional learning communities: The role of collaboration. *Education and Urban Society,* EUS-18-072. [**Reames, E.H.,** 60%]  Bergeron, W. A., Kochan F. & **Reames E.H.** (*under review*). Stakeholders Perspectives of Factors that facilitate and hinder student success in high achieving, high poverty, high minority rural high schools in Alabama.  Barakat, M., Lakin, J, **Reames, E.H.** & Kochan, F.K. (*under review*). Cultural competence of educational leaders: Developing a conceptual framework and assessment tool for leadership development. *Educational Management Administration and Leadership (EMAL),* EMAL-2018-081. [**Reames, E.H.,** 20%]  **Barakat, M.**, Lakin, J. M., Reames, E. & Kochan, F. (under review, JSL MS #18-015). The cultural competence of educational leaders: Developing a conceptual framework and assessment tool for leadership development. *Journal of School Leadership (JSL)* (35 pages). |
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| ***Articles under development*** |
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| **Reames, E. H.** & Grace, E. (under development). Rural school learning partnerships: An investigation of collaboration using social network analysis.  McCurdy, S. & Reames, E.H. (under development). Learning partnerships in a sustained turnaround elementary school: An examination of collaboration using social network analysis.  Weldon, S. S. & **Reames, E.H.** (under development). The role of hope in school leadership.  **Reames, E.H.** & Kochan, F. K. (under development). Developing school district partnerships with advisory councils.  **Reames, E. H.**; Hackmann, D. G. & Phillips, Joy C. (under development) The educational leadership program coordinator after redesign: A cross-case analysis of three states. |
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| ***Other Refereed Contributions*** |
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| **Reames, E. H.** (2010). Design and use mental models to guide your supervisory practices. In K. Henson, *Curriculum planning: Integrating multiculturalism, constructivism, and education reform (4th ed.).* Longrove, IL: Waveland Press. |
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| ***Non-refereed Articles*** |
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| **Reames, E.**, & Spencer, W. (1998). Teacher efficacy and commitment: Relationships to middle school culture. ERIC Document: ED41979.3 (**Reames, E., 50%;** Spencer, W., 50%)  **Reames, E.,** & Spencer, W. (1999). Relationship between middle school culture: Teacher efficacy and commitment. ERIC Document: ED428441. (**Reames, E., 50%;** Spencer, W. 50%)  Zhao, F., Bentley, T., **Reames, E.**, & Reed, C. (2002). Theory, research, and practice: Bridging the gap in a doctoral candidate seminar. ERIC Document: ED470842 (Zhao, S., 50%; Bentley, T. 20%; **Reames, E., 20%**; Reed, C. 10%) |
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| 1. **Refereed Scholarly Papers and Talks at Professional Meetings** |
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| **Reames, E.H.,** McCurdy, S., & Searby, L.J. (2018). *Rural Turnaround Aspiring Leadership Preparation: A Collaborative Internal Partnership.* Paper Session: American Educational Research Association (AERA), April 13-17, 2018, New York, NY.  **Reames, E.H.** (2018). *Organizational Change, Relationships, and Partnerships: Keys to Creating Effective Learning Partnerships.* Roundtable: Collaboration in Low Performing Turnaround Schools: A Case Study Comparison. American Educational Research Association (AERA), April 13-17, 2018, New York, NY.  Barakat, M., **Reames, E.H.,** & Kochan, F.K. (2018). *Do We Either Have It or We Don’t? Variables Correlated to Educational Leaders’ Cultural Competence.* Paper Session: Developing Leaders Capacity and Consciousness for Social Justice. American Educational Research Association (AERA), April 13-17, 2018, New York, NY.  Bergeron, W.A., **Reames, E.H.** & Kochan, F.K. (2017). *Fostering Student Success in Rural School Settings.* University Council of Educational Administration (UCEA), November 15-19, 2017, Denver, CO.  Coleman, L.B., **Reames, E.H.,** Bryant, J.C. & Kochan, F.K. (2017). *Educational Leadership Program Coordinator in University–School District Partnership Development: Roles, Facilitators and Hindrances.* University Council of Educational Administration (UCEA), November 15-19, 2017, Denver, CO.  Hudson, R., Kochan, F.K., **Reames, E.H.** (2017). *Fostering and Sustaining School/University Partnerships in Educational Leadership Preparation Programs.* Annual Meeting of American Educational Research Association (AERA), San Antonio, TX.  Bergeron, W.A., Kochan, F.K. & **Reames, E.H.** (2017). *Factors That Foster Student Achievement in High-Poverty, High-Minority, High-Achieving Rural High Schools.* Annual Meeting of American Educational Research Association (AERA), San Antonio, TX.  **Reames, E.H.,** Murphy, D., Davenport, L. Carrington, S. & Quattlebaum, D. (April 15-18, 2016). Mentoring aspiring principals for Turnaround school leadership. Auburn, AL: International Mentoring Association, 28th Annual Conference.  Reames, E.H. (November, 2015). Leadership in Preparation for High-Need Schools: An International Perspective. University Council of Educational Administration (UCEA). San Diego, CA.  Phillips, J.C., Reames, E.H. & Hackman, D.G. (April, 2015). The Principal Preparation Program Coordinator’s Changing Role: A Multistate Cross-Case Analysis. American Educational Research Association (AERA). Chicago: IL.  Reames, E. H. (April, 2015). From Coordination to Compliance: the Principal Preparation Program Coordinator’s Changing Role. American Educational Research Association (AERA). Chicago: IL.  Barakat, M.Y. & Reames, E.H. (April, 2015). Leadership Preparation Programs: Preparing Culturally Competent Educational Leaders. American Educational Research Association (AERA). Chicago: IL.  Howell, M. & **Reames, E.H.** (February, 2015). Google Chromebook Initiative. AAPEL Conference, Montgomery, AL.  Searby, L.J.; Greer, J., Kensler, L., Mehaffey, J., Kochan, F.; Freeman, S.; **Reames, E.H.**; Howell, M. and Barakat, M. (February, 2014). Scholars together: The value of EDLD faculty and students. AAPEL Conference, Montgomery, AL.  Reames, E.H. & Kochan, F. (2012). Role of Partnerships and Practitioners. University Council of Educational Administration (UCEA). Denver, CO.  Anderson, K., Kochan, F., **Reames, E.H.** & Kensler, L.A.W. (2012). Examining Academic Optimism as a Mediator between Enabling Structures and Student Achievement. University Council of Educational Administration (UCEA). Denver, CO.  Salisbury-Glennon, J. D., **Reames, E.,** Wyckoff, C., Payne, R., and McDaniel, N. (2011, February). *The effects of learning community participation on peer attachment and self-regulated learning*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.  Howell, M., & **Reames, E. H.** (2011, November). *E-leaders: What support will they need?* Paper presentation to the University Council of Educational Administration (UCEA). Pittsburg, PA. (accepted).  Kochan, F. K., & **Reames, E. H.** (2011, November). *Furthering discussion among the professoriate: Promoting active agency in educational leadership preparation policymaking.* Paper presentation at the Southeastern Regional Conference for Educational Administration (SRCEA) Annual Conference. St. Louis, MO. (accepted)  Thomas, R., & **Reames, E. H.** (2012, April). *Military deployments: Evaluating teacher knowledge*. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia. (under review).  **Reames, E. H.,** Kaminsky, J., & Downer, S. (2012, April). *Culturally competent educational leaders: Expanding their horizons with the “Study Australian Schools Experience”*. Paper presentation at the annual meeting of the American Educational Research Association (AERA). Vancouver, British Columbia. (under review).  Kochan, F. K., & **Reames, E. H.** (April, 2012). *Promoting active agency in educational leadership preparation policymaking: Furthering discussion among the professoriate.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Vancouver, British Columbia. (under review)  **Reames, E.H.** & Kaminsky, J.S. (2012). Using the CQ to capture leaders cultural Intelligence. Lessons learned from the Australia Schools Experience. In Van Dyne, L. & Ang, S. (2012). Advancing Cultural Intelligence (CQ) Research: Interventions for CQ Development. Society for Industrial & Organizational Psychology Conference San Diego, CA). (under review)  Kensler, L. A. W., **Reames, E. H.,** Murray, J. M., & Patrick, L. (2010, October). *Leading evidence-based conversations: The foundations for continuous improvement.* Symposium at the University Council of Educational Administration (UCEA). New Orleans, LA. (accepted).  Valentini, L., & **Reames, E. H.** (2010, October). *Building school leadership capacity: Transforming teaching, learning and leading through the perceptions of data informed decision making.* Poster presentation at the University Council of Educational Administration (UCEA). New Orleans, LA. (accepted)  Reed, C. J., Kensler, L. A. W., Gaines, T., & **Reames, E. H.** (2010, October). *Re-connecting with students: Lessons for leaders about trust, high expectations, and opportunities to excel*. Paper presentation to the meeting of the University Council of Educational Administration (UCEA). New Orleans, LA. (accepted)  Obleton, E. V., **Reames, E. H.**, & Kochan, F. K. (2010, October). *Bridging the dropout gap: Principals’ perceptions of the relationship between student success factors and the essential elements of effective alternative schools.* Paper presentation to the meeting of University Council of Educational Administration (UCEA). New Orleans, LA. (accepted).  Barakat, M., **Reames, E. H.,** & Kensler, L. A. W. (2010, October). *Preparing ethical, diverse and culturally competent instructional leaders.* Paper presentation to the University Council of Educational Administration (UCEA). New Orleans, LA. (accepted).  **Reames, E. H.**, & Pignato, S. E. (2011, April). *Exploring school specific data and bullying data: Informing practice with evidence.* Poster presentation at the meeting of the American Educational Research Association (AERA). New Orleans, LA. (accepted)  Kensler, L. A. W., **Reames, E. H.**, Murray, J., & Patrick, R. L. (2011, April). *Systems thinking tools for improving evidence-based practice: A cross-case analysis of two high school leadership teams.* Roundtable presentation at the annual meeting of the American Educational Research Association (AERA) New Orleans, LA. (accepted)  **Reames, E. H.**, & Reed, C. J. (2010, April). *Influences affecting the retention of highly qualified and diverse principals.* Paper presentation at the annual meeting of the American Educational Research Association (AERA). Denver, CO. (accepted).  Reed, C. J. & **Reames, E. H.**, (2010, April). Trends and issues related to the superintendency: Diversity, attrition and increasing standards and mandates. Roundtable at the American Educational Research Association (AERA). Denver, CO. (accepted).  **Reames, E.,** (2009, October). Using action research to build and strengthen K–12 professional learning communities (PLC’s). Symposium/Paper presentation at the Southeastern Regional Conference for Educational Administration (SRCEA) Annual Conference. Atlanta, GA.  Mays, R., & **Reames, E.** (2009, October). *Professional publications: Perceptions of online versus print formats.* Paper presentation at the Southeastern Regional Conference for Educational Administration (SRCEA) Annual Conference. Atlanta, GA.  **Reames, E.** & Havard, T. (2008, October). *Redesigning an instructional leadership preparation program: Using research on best practices.* Paper presentation at the Southeastern Regional Conference for Educational Administration (SRCEA) Annual Conference. Charleston, WV.  **Reames, E.** (2008, Oct. 30–Nov. 2). *Preparing action-oriented, learner-focused democratic leaders: A conceptual and empirical exploration of a principal preparation program’s redesign.* Symposium participant and paper presentation at the University Council for Educational Administration (UCEA). Orlando, FL.  **Reames E.,** & Anekwe, O. (2009, January 4–7). *Honors program learning community outcomes among first-year university students.* Paper presentation at the Hawaii International Conference on Education, Honolulu, HI.  Pate, J., & **Reames, E.** (2009, January 4–7). *Public funds, public trust: Ethics in budget allocation.* Paper presentation at the Hawaii International Conference on Education, Honolulu, HI.  **Reames, E.**, & Bradshaw, C. (2008, February). *A longitudinal study of the effectiveness of high school block scheduling in an urban school system.* Paper presentation at the Eastern Educational Research Association (EERA) Annual Conference. Hilton Head, SC.  Havard, T., **Reames, E.**, Reed, C. & Ross, M. (2008, February). *Redesigning educational leadership programs using university-school district partnerships.* Paper presentation at the Eastern Educational Research Association (EERA) Annual Conference. Hilton Head, SC.  **Reames, E.** (2007, September). *An investigation of curriculum change: Faculty beliefs and school culture.* Paper presentation at the Georgia Educational Research Association (GERA) Annual Meeting. Savannah, GA.  **Reames, E.,** & Bradshaw, C. (2006, November). *Evaluating the effectiveness of high school magnet programs.* Paper presentation at the Southern Regional Council on Educational Administration Annual Conference. Jacksonville/Atlantic Beach, Florida.  Reed, C., **Reames, E.,** & Petrie, P. (2003, April). *Mentoring adjunct and junior faculty.* Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting. Chicago, IL  **Reames, E.** (1999). *Middle school culture: A review of the literature.* Paper presentation at the University Council of Educational Administration (UCEA) Annual Meeting. New Orleans, LA.  **Reames, E.** (1998). *A study of the relationships between school work culture and teacher beliefs of efficacy and commitment in middle schools.* Paper presentation at the American Educational Research Association (AERA) Annual Meeting. San Diego, CA.  **Reames, E.**, & Kochan, F. (1996, October). *Changing educational practice: The struggle between theory and reality.* Paper presentation at the Mid-South Educational Research Association Annual Meeting. Tuscaloosa, Alabama. |
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| 1. **Regional Presentations** |
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| Mendiola, B. & Reames, E.H. (2017) *Lessons Learned in Rural Turnaround Leadership Development.* Alabama Association of Professors of Educational Leadership (AAPEL), February 16-17, 2017, Montgomery, AL.    **Reames, E. H.,** Knight, C. & Lee, B. (February, 2017). The Auburn University Master’s Capstone: Action Research for Leaders. Alabama Association for Professors of Educational Leadership (AAPEL). Montgomery, AL.  **Reames, E. H.** & Grace, E. (February, 2017). Collaboration: A core element of internal and external learning partnerships. Alabama Association for Professors of Educational Leadership (AAPEL). Montgomery, AL.  **Reames, E. H.** & Walker, A. (February, 2017). The role of collaboration in strengthening school learning partnerships. Alabama Association for Professors of Educational Leadership (AAPEL). Montgomery, AL.    **Reames, E.H.** & Searby, L.J. (October, 2016). Building partnerships: Rural turnaround leadership. Southern Regional Council on Educational Leadership (SRCEA). Charleston: WV.    Irwin, L. & **Reames, E.H.** (October, 2016). Improving learning partnerships in PLC’s: The role of collaboration. Southern Regional Council on Educational Leadership (SRCEA). Charleston: WV.  Kochan, F., Reames, E.H., Searby, L.J. (October, 2016). Balancing the responsibilities of the position to meet publication requirements. Southern Regional Council on Educational Leadership (SRCEA). Charleston: WV. |
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| 1. **Other Research/Creative Contributions** |
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| **Reames, E.H.** (2016). **TSLP Capstone Project: The O.W.L Project & Mathletes Project.** Yarbrough Elementary, Auburn, AL: June 28, 2016.  Kensler, L. A., **Reames, E. H.,** & Patrick, L. (2010, May 7–8). Systems thinking in schools. Presentation: *School-university partnership: Using systems thinking tools to improve evidence-based conversations and decisions.* St. Louis, MO: Waters Foundation.  **Reames, E.** **H.,** Alabama State Department: Technology Alabama Competitive Grant Awards 2009–2010. Selected as reader for Round 1 and Round 2.  **Reames, E. H.** (2009). Introduction: Leading and learning in the 21st Century: The call for democratic leadership. In E. H. Reames (Ed.), *SRCEA Yearbook* (p. 1–6).  **Reames, E. H**. (2008). A quality education for all students: Imagination to implementation. In E. H. Reames (Ed.), *SRCEA Yearbook* (p. 1–4).  **\*\*\*Reames, E. H.** (2009, Summer). ***Ethics Module: Segment One & Segment Two*.** On-line Series: Alabama State Department of Education, Distance Education Professional Learning Units, Auburn University, College of Education: Truman Pierce Institute. |
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| 1. **Contracts and Grants** |
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| **Reames, E.H.** & Mendiola, B. (2018). A ‘Triad’ Approach: Mentoring Aspiring and Newly Appointed Assistant Principals (MANAAP). Institute of Education Sciences (IES). Applied August, 2018.  Searby, L.J., **Reames, E.H.,** Mendiola, B., Cobia, J. & Anderson, K. (2016).*A‘Triad’ Approach: Mentoring Aspiring and Newly Appointed Assistant Principals (MANAAP).* Institute of Education Sciences (IES). Applied August, 2016; Award announced July 7, 2017.  **[Not Awarded]**  **\*\*\*Reames, E.H.** Rural Turnaround School Leadership Preparation (TSLP) Grant (2015-2017). Sponsored by the U.S. Department of Education. P.I’s for the grant included the Alabama State Department of Education (ALSDE), Auburn University, University of Alabama and Samford University. Auburn Educational Leadership sub-award: $510,000. This was a teaching grant designed to prepare aspiring leaders for the master’s degree in educational leadership. It was specifically targeted in curriculum content for rural school leadership.  \*\*\*Kensler, L., **Reames, E. H.,** & Patrick, L. (2010). College of Education Seed Grant: Systems Thinking Tools. Funded: $2000.00  \*\*\***Reames, E.** **H.,** Kensler, L., Andrejewski, C. & Patrick, L. (2010). College of Education National Advisory Council Grant: A Clustered Cohort Model (CCM) Study: The Auburn College of Education (COE) Instructional Leadership Programs as Perceived by Leadership Students and Partner Local Educational Agency (LEA) Field Based Coaches. Funded: $2000.00  **Reames, E.** **H.,** Kensler, L., & Patrick, L. (2011) Breeden Grant: Systems Thinking Tools Professional Development (STTPD). Not accepted.  **\*\*\*Awarded grant.**  **Reames, E.** **H.,** Alabama State Department: Technology Alabama Competitive Grant Awards 2009–2010. Selected as reader for Round 1 and Round 2. |
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| 1. **Description of Candidate’s Scholarly Program** |
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| My research and writings have concentrated on educational leadership preparation program design and improvement. This work can be subdivided into two strands i.e. *theory* of leadership preparation and *practice* of leadership preparation. I believe that what theory has to offer for educational leadership is best realized through the actual practice of the theory in the field. I have acted purposefully to include these ideas of theory and practice across my teaching, research, service and outreach.  My early research focused on cohort models, block scheduling, Professional Learning Communities (PLC’s) and continuous improvement cycles as important structures in leadership preparation programs. My work in higher education began with a focus on the use of cohort models (Bentley, Zhao, Reames & Reed, 2002) and promoted additional concepts such as Professional Learning Communities (PLC’s) as they apply to higher education settings. While working on this line of PLC inquiry, I became a member of the Auburn University Learning Communities Undergraduate Program and chaired the evaluation committee in 2007 and 2008. I pursued a line of research with two Historically Black Colleges and Universities (HBCU’s) and their use of cohorts and learning communities with their Freshman Honors Program. One of my early publications, “Honors Program Learning Community Outcomes Among First-Year University Students”, was accepted by *Research in Higher Education Journal,* a Tier 1 journal with an acceptance rate of less than 20%.  The use of continuous improvement cycles area of my early work. It first appeared in K-12 focused publications and later in higher education leadership preparation. My work in K-12 magnet schools and block scheduling was purposefully crafted to encourage school systems to use data to make important decisions in regards to school programming i.e. magnet schools and the continuation of block scheduling. Two publications, “Magnet School Programs: Meaningful Assessment” and “Block Scheduling Effectiveness: A Ten-Year Longitudinal Study of One Georgia School System’s Test Score Indicators” focused on the assumption that schools should use data to inform their decisions. Continuous improvement cycles have been important to program improvement for the educational leadership program since the 2007 redesign. A 2010, Special Issue of the *Journal of Research in Leadership Education (JRLE)* documented best practices as described above. In the special issue, each of the structures mentioned (i.e. cohorts, block scheduling, PLC’s and continuous improvement cycles) were examined in relationship to leadership preparation program design. One such special issue manuscript, *Shifting Paradigms: Redesigning a principal preparation program’s curriculum,* (Reames) outlined the use of these structures as “best practices” in newly designed leadership preparation programs.  During this time period, I also received funding to conduct a study of cohort models in our Educational Leadership Programs from the College of Education National Advisory Council in 2010. Students, graduates and partner school district stakeholders were asked to evaluate components of our program. Two of those components included the use of cohort models and a form of higher education block scheduling called the “cluster” model. This work was presented at the Southern Regional Council of Educational Administration (SRCEA) Fall, 2011 i.e. *Furthering Discussion among the Professoriate: Promoting Active Agency in Educational Leadership Preparation Policymaking* (Kochan, F. K., **Reames, E. H.,** & Patrick, R. L.).  I have always looked for ways to improve leadership preparation programs and have worked to promote such practices within UCEA and AERA as part of my service to my profession. As a member of the AERA Learning and Teaching in Educational Leadership (LTEL) SIG I worked on the *School Leadership Preparation Practices Survey* (*SLPPS*) committee from 2012-2014*. SLPPS* was a program evaluation instrument which was later formalized into the present day *UCEA Inspire Instrument*. Among other functions, the instrument is used to track program design and improvement and information garnered from the survey is used as a guide for continuous improvement in leadership preparation programs.  In recent years, I have focused my research in the areas of program coordinators of educational leadership and partnerships. Little is known about either of these in regards to educational leadership programs. In fact, until the Reames (2016) article, “From coordination to compliance: The program coordinator’s changing role during redesign,” was published in *Planning and Changing*, there was only one other scholarly treatment of educational leadership program coordinators. A second article, (Coleman & Reames) “The Role of the Educational Leadership Program Coordinator (PC) in University-School Based Partnership Development” is currently under review by the *Journal of Research in Leadership Education (JRLE).*  Partnerships between educational leadership preparation programs and K-12 schools is an unknown and fertile ground for research. We know very little about how to develop these partnerships through educational leadership programs and models are desperately needed. To that end, I have worked to develop this line of research and align it with my outreach, service and teaching. Highlights of this coordinated alignment include the Australia Leadership Experience, the Turnaround School Leadership Preparation Grant (TSLP) and my book series: Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships. The release of the first volume, which I edited, *Rural turnaround leadership development: The power of partnerships* is in press and due for release in August, 2018.  In regards to the Australia Leadership Experience, we have been able to strengthen placements of our students in the program by including rural and urban schools. We now spend time in rural Tasmania and then urban Sydney. By blending research interests to globalize educational leadership preparation and prepare culturally competent school leaders with outreach and service, we have begun a formal partnership with Reuben Bolt, Director of the Nura Gili Center at the University of New South Wales (UNSW). This partnership between Dr. Bolt and the EFLT department will guarantee faculty and student exposure to aboriginal culture and diversity for many years in the future. K-12 school leaders, higher education and adult education students as well as departmental faculty are invited to participate in research and outreach projects. Formal research projects during these years resulted in publications related to diversity and cultural competence such as “Education leadership preparation programs: Preparing culturally competent leaders” (Reames, Kensler & Barakat, 2012) and “Examining Cultural Competence of U.S. School Leaders: Intercultural Immersion in Australia” (Reames, Kaminsky & Downer, 2013). All of this relates back to my central research focus of improving educational leadership preparation.  The Turnaround School Leadership Preparation Grant (TSLP) awarded the Auburn educational leadership program with $510,000 to improve our preparation of school leaders. That grant allowed us to strengthen our partnerships with the Alabama State Department of Education (ALSDE), the University of Alabama and Samford University. It also enabled us to enhance and improve our preparation program. One of the more important outcomes is the 2018 release of the *Rural turnaround leadership development: The power of partnerships* book, previously mentioned. In this volume, the ALSDE, and the three universities tell the story of their role in educational program design. An important feature to all three programs was the development of mentoring programs specific to the higher education institution’s context. We note that while the three universities developed their own unique aspiring school leader preparation program, mentoring of these future leaders was a critical, yet missing component, which has enhanced leadership preparation and which has been an important area for research.  As we bring new junior faculty to our educational leadership program, we have intentionally recruited and will support the efforts of one faculty member in their scholarly program of aspiring leader mentoring. Through our years of working with our students, from the “best practices” literature and from the results of our TSLP rural leadership preparation grant, we know that mentoring is critical to the success of newly appointed and developing school leaders. Exemplary educational leadership preparation programs will include a focus on mentoring and Auburn intends to be in this mix.  In closing, I think it is important that any candidate who wishes to pursue the distinguished title of full professor be able to succinctly articulate their scholarly program. As noted, my research program is focused on educational leadership preparation program design and improvement. Specifically, this means researching practices that are “cutting edge” and show promise for the future development of school leaders. I have attempted to provide a taste of what I see this to be. I also think that any faculty member who wishes to be recognized as a full professor have an eye on the future as they blend their research, teaching, outreach and service. Hopefully, this statement has given you a glimpse of how I imagine this to be. As for the future, I intend to continue examining the role of coordinators and various aspects of their function in the higher education arena. I also intend to continue the line of research in the role of partnerships in educational leadership programs. |

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| **4.** | **Scholarly Contributions (cont’d)** | | | | |
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|  | 1. **Outreach** | | | | |
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| 1. **Commentary** | | | | | |
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| Below is a culmination of the major outreach activities that I have participated, developed and/or lead during the last 11 years at Auburn University. Not all activities are listed but this gives the reviewers of my dossier a view of what I am about and how my outreach has blended with my teaching and research agendas.  **Australia Leadership Experience: (Summer, 2011- Summer, 2018).** Associate Professor Ellen H. Reames and Professor James Kaminsky, first organized and led a group of Ph.D. educational leadership students to Australia in Summer, 2011. This was a research and teaching activity. Students were embedded in Sydney public schools for 3 weeks and shadowed administrators and teachers at various school sites. Students were exposed to elementary, middle and high schools as well as specialty schools such as aboriginal, career-technical, discipline alternative, private schools and distance education schools. This is a first for the Educational Leadership Program.  The Australia Leadership Experience has grown in content and has become a stable study abroad program for graduate students at Auburn University. Under the direction of Dr. Reames and Dr. Kaminsky and with the support of our department head, Sheri Downer, the program now spends one week in Hobart, Tasmania and two weeks in Sydney, New South Wales schools. Students are embedded in rural Tasmanian schools where they shadow teachers and administrators in K-12 settings. It has become the most popular part of the 3-week experience because of the rural similarities between Alabama and Tasmanian school culture. After one week in Tasmania, we then move our students to Sydney, New South Wales for 2 weeks of work in schools. Schools in the Sydney area are urban and this provides a stark contrast of educational context for our Auburn participants.  For 2018 we have included an aboriginal cultural immersion experience for the faculty and students. Participants will spend 2 nights at the Booderee National Forest and Wreck Bay led by Koori tribal leaders. Aboriginal food, dance, customs, and medicines will be studied while visiting the parks Botanical Gardens, Koori sacred grounds and other sites at Booderee.  **Rural Turnaround School Leadership Preparation Grant (TSLP) (2014-2018).**  Dr. Reames was responsible for eliciting the Turnaround School Leadership Preparation Grant (TSLP) at Auburn University. This is a teaching grant awarded to Auburn University by the U.S. Department of Education. It was designed to foster the development of aspiring school leaders in rural high needs contexts. In 2015, Auburn admitted a special master’s cohort to study rural high needs school leadership. These students were invited to participate in a four semester master’s program specifically designed to meet the challenges faced by rural school administrators. All students graduated in 2016 and 90% have been placed in leadership positions in high needs Alabama K-12 school systems. The award of $510,000 was the largest grant award ever received by Auburn’s Educational Leadership Program.  **TSLP Capstone Project: The O.W.L Project & Mathletes Project.** Directed by: Ellen H. Reames, June 28, 2016. Yarbrough Elementary, Auburn, AL.  **Action Research for the School Practitioner.** (Fall, 2016)Outreach performed at Foley Intermediate School during Fall, 2016 by Dr. Ellen H. Reames. The professional development session was designed to expose teachers and school administrators to the benefits of using action research to solve complex school gaps in knowledge and pedagogy.  **Mentoring undergraduate students: First year students at HBCU’s***.* Another thrust of my outreach agenda focuses on combining expertise and research on mentoring with undergraduate learning community opportunities and initiatives. As part of the Outreach mission of the College of Education and Auburn University faculty are dedicated to improving quality of life in our communities and helping people fulfill their educational goals. By reaching out to university freshman concerning mentoring and developing relationships with faculty and staff at Tuskegee University I have been able to share my research interests in creating environments which can support and sustain minorities in college and university settings. This mentoring activity was created by the candidate in conjunction with a colleague at Tuskegee University. I continue to be involved with this outreach project. (2007, 2008, 2009, 2010, 2011)  **Building Individual Capacity for Success (BICS).** BICS is designed to provide mentoring services and training in, and opportunities to apply service learning, global awareness curriculum, and action research focused on improving learning for highly at-risk students in five high schools. The candidate served as the internal evaluator for the program for two years (2009-2011). **Reames, E. H.** Evaluator: Building Individual Capacity for Success (BICS). The grant was funded by AT & T and the Principal Investigator was the Director of Truman Pierce Institute.  **Systems Thinking Tools for Improving Data Informed Decisions: A Pilot Study (STIDID).** This outreach was funded by a **College of Education Seed Grant.** The overall goal of this pilot was to test the effectiveness of a new intervention for teachers and administrators and to provide this as an outreach activity for a partner school district. The funding allowed us to provide professional development for two schools.  **Diversity Research Initiative Conference.**  Barakat, M., & **Reames, E. H.** (2010, March 11–12). Poster presentation: *A case study: Diversity or coexistence.*  Kensler, L. A., **Reames, E. H.,** & Patrick, L. (2010, May 7–8). Systems thinking in schools. *School-university partnership: Using systems thinking tools to improve evidence-based conversations and decisions.* St. Louis, MO: Waters Foundation.  **Reames, E.H.** (Feb. 22, 2010). Professional Learning Communities. In Andrzewski, C. E., Kensler, L.A.W. & Murray, J. Leadership Theory Structured Poster Session. Pinson Elementary School. The candidate created and implemented a poster session.  **Reames, E. H.** (April 12, 2010). Professional Learning Communities and Action Research. Professional Development provided to Pinson Elementary, Pinson, AL. The candidate was responsible for creating the professional development session. Other contributors: Lorri Valentini and Shannon Pignato.  **Educational Leadership Summer Institute (2008, 2009, 2010).** The candidate was a presenter and assisted with planning and implementing the 2 day conference. The Leadership Institute is an outreach project designed to bring LEA’s, partner school districts, university faculty and students as well as other stakeholders together for professional development and collaborative activities.  **The Leadership in Action Network (LAN)** **Presentation.** The LAN mission was to address the need for on-going and sustainable professional development for school administrators and teacher leaders. It was separated from the LEARN initiative in 2008 to provide more concentrated professional development for district member administrators and teachers. This network was created by the Truman Pierce Institute. This candidate was a presenter and participant.  **LAN/LEARN Conference Presentation.** I worked with the Truman Pierce Institute LAN/LEARN Conference as a presenter during my initial year (2007) at Auburn University. The mission of the Leadership in Action Network (LAN) is to create sustainable leadership capacity building and research networks among 9 school districts in rural Alabama. The Leadership for Effective Academic Reform Now (LEARN) addresses the need for ongoing and sustainable professional development for school administrators and teacher leaders through developing or supporting leadership academies in nine Alabama rural school systems. The LEARN Conference was created by the Truman Pierce Institute. This candidate was a presenter and participant.  **Ethics Module: Segment One & Segment Two.** The mission of land grant universities and outreach in particular at Auburn University is to give expertise openly and willingly to the larger surrounding community. The initiative to create the Ethics modules was contracted through Truman Pierce Institute. My role was in creating Ethics Module 1 and Module 2. By developing the on-line Ethics Series my colleagues and I have provided administrative and teacher leaders with a means of maintaining certification through this PLU development. Teachers and administrators throughout the state of Alabama will have access to these on-line modules. (2009)  **University/LEA Research Consortium founding member.** The mission of the consortium was to discuss research projects, make connections with other universities and formulate partnerships with those universities and interested school systems. Members supported each other in research activities and partner with each other on research projects that are specifically designed to improve K–12 schools and colleges and universities. It became a learning community and has fostered several partner writing projects amongst members from these regional colleges and universities. (2007, 2008, 2009)  **Reames, E. H.** Evaluator: Building Individual Capacity for Success (BICS). The grant was funded by AT & T and the Principal Investigator was the Director of Truman Pierce Institute. | | | | | |
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| 1. **Activities and Products** |
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| 1. **Instructional Activities** |
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| **Reames, E.** **H.** (Spring, 2010). Symposium: Using action research to build and strengthen K–12 professional learning communities. Pinson Elementary In-service. April 12, 2010.  **Reames, E.** **H.** (Spring, 2010). Poster session: Professional Learning Communities. Pinson Elementary In-service. February 22, 2010.  **Reames, E.** **H.** (Spring, 2010). MARS presentation and training: What faculty mentors can do. Auburn University, College of Education.  **Reames, E.** **H.** (Fall, 2010). Booker T. Washington: A transformational leader. Tuskegee University, Freshman Orientation class.  **Reames, E.** (Spring, 2009). MARS presentation and training: What faculty mentors can do. Auburn University, College of Education.  **Reames, E.** **H.** (Summer, 2009). Educational Leadership Summer Institute. June 8-10. Certificate of Attendance and presentation: Alternative school students: How do we make a difference with marginalized students?  **Reames, E.** **H.** (Fall, 2009). Reaching out: What it means to have a mentor. Tuskegee University, Freshman Orientation class.  Student Project Judge: Phenix City Intermediate Science Fair (Spring, 2009). |
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| 1. **Technical Assistance** |
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| Not Applicable |
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| 1. **Outreach Publications** |
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| Not Applicable |
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| 1. **Electronic Products: computer programs, web sites, etc.** |
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| Not Applicable |
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| 1. **Other Outreach Products** |
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| **Reames, E. H.** (2009, Summer). ***Ethics Module: Segment One & Segment Two*.** On-line Series: Alabama State Department of Education, Distance Education Professional Learning Units, Auburn University, College of Education: Truman Pierce Institute [listed on page 12].  **Reames, E. H.** (2008-2009) Science Fair Judge Phenix City, AL. |
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| 1. **Contracts, grants, and gifts** |
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| Not Applicable |

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| **4.** | **Scholarly Contributions (cont’d)** | | | | |
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|  | 1. **Service** | | | | |
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| 1. **Department, College, and University Service** | | | | | |
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| * **Senate Administrator Evaluation Committee** 2017-present * **EFLT Promotion and Tenure Committee** 2017-2018 * **College of Education Faculty Research Committee** 2017-2018 * **Educational Leadership Faculty Search Committee Co-Chair** (Spring, 2018) [Serafini] * **Educational Leadership Faculty Search Committee Co-Chair** (Spring, 2018) [Pendola] * **College of Education Awards Committee—**Educational Foundations, Leadership and Technology (EFLT) representative. (2011-2017). * **Departmental faculty meetings:** Fall, 2016- attended all meetings (11 hrs for 3 meetings) * **Diversity Work Group- Retaining Faculty (**2016-present). EFLT workgroups for Strategic Goal: Diversity * **Educational Leadership Advisory Council Meetings**- 2007-2018 * **Global Studies in Education-** Faculty Representative (2015). Seoul, South Korea. * **Australia Leadership Experience** (2011-2018). * Assisted with Auburn Educational Leadership program recruitment meetings in Eufaula and Elmore County, Spring 2013. * Co-Coordinator of 2013 Educational Leadership Spring Institute, “Celebrating Our Partnerships,” April 20, 2013. * Assisted with Auburn master’s, educational specialist and doctoral admissions interviews yearly. * Assisted with Auburn doctoral General Oral Exams as needed. * **Rural Turnaround School Leadership Preparation Grant (TSLP) (2014-2018).** Dr. Reames was responsible for eliciting the Turnaround School Leadership Preparation Grant (TSLP) at Auburn University. Grants require a service component and it should be recognized as such. There are many activities related to this grant that go beyond research and teaching. These include: recruiting students for grant participation, monthly meetings related to administration of the grant with the ALSDE, Samford, University of Alabama and Auburn University, recruiting and training mentors, superintendent grant orientations and progress visits, ALSDE mid-term visit and progress presentation and state board member visit and presentation to Auburn. Budget meetings have been scheduled throughout and include Auburn grant personnel and administrators. TSLP team meetings have been held throughout the three-year award. * **Program Coordinator** for K–12 Educational Leadership (AES) and (ASC) Programs; **EFLT Department:** (August, 2007–January, 2015). * **Educational Leadership Faculty Search Committee Co-Chair** (Fall, 2015). * **Educational Leadership Faculty Search Committee Member** (Fall, 2014). * **Educational Leadership Faculty Search Committee Member** (2010-2011). * **Educational Leadership Program RHO Redesign Committee Chair** (2013-2014). * **Educational Leadership Program Ed.S./Ph.D. Redesign Committee Chair** (2010-2011). * **College of Education Graduate Committee-** Educational Foundations, Leadership and Technology (EFLT) representative. (2007-2008). * **College of Education Graduate Teacher Leadership Committee** (2009-2010).   + Member, Auburn University, **College of Education, EFLT Department** Principal Preparation Redesign Initiative. Fall, 2005–present     - **Chair, Curriculum Committee:** Curriculum mapping; Course design Fall, 2007 * Participant: Workshop—**College of Education; EFLT Department:** Principal Preparation Redesign Initiative. Fall, 2005   + Participant: Workshop—**College of Education; EFLT Department:** Southern Regional Education Board (SREB). Fall, 2006   + Presenter: Workshop—**College of Education; EFLT Department:** Principal Preparation Redesign Initiative. October, 2006   + Presenter: Workshop—**EFLT Department:** Alabama Association of Professors of Educational Leadership (AAPEL). Fall, 2006   + **EFLT Department** Workload/Distance Ed. Committee member (2010-2011) * **College of Education Teacher Leadership Committee-** 2010-2011. * **Minority Achievement Retention and Success (MARS)** program. Seminar: Mentoring undergraduates for academic success: Tips to foster the relationship, Spring, 2009, Spring, 2010. Auburn University, **College of Education; EFLT Department.** * **Chairman of Assessment and Evaluation Committee for Living/Learning Communities,** Auburn University (Fall, 2007–2008). After co-developing a survey instrument with a second committee member, the committee surveyed Auburn University incoming freshman learning community participants during 2008 Camp War Eagle sessions. We surveyed the group in Srping, 2009 and conducted several focus groups to develop an analysis of the learning communities effectiveness. | | | | | |
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| 1. **Professional Service** |
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| * Alabama Association of Professors of Educational Leadership (AAPEL) **member** 2007-2016. * Reviewer, *Alabama Association of Professors of Educational Leadership Journal*, 2015 to present. * Alabama Association of Professors of Educational Leadership (AAPEL) **President** (2012-2013). * Alabama Association of Professors of Educational Leadership (AAPEL) **Vice President and Program Chair** (2010-2012). * Alabama State Department: Technology Alabama Competitive Grant Award, 2009–2010. Selected as **reader** for Round 1 and Round 2. * Alabama State Department: Technology Alabama Competitive Grant Award, 2010–2011. Selected as **reader** for Round 1 and Round 2. * Southern Regional Council of Educational Administration (SRCEA) **Board Member;** appointed October, 2007-present. * Southern Regional Council of Educational Administration (SRCEA) **Yearbook Editor;** appointed Fall, 2008-present. * Southern Regional Council on Educational Administration (SRCEA): conference proposal **reviewer.** (2007–2008; 2008–2009; 2010-2011; 2011-2012). * Paper Session: **Convener and Discussant**: Southern Regional Council on Educational Administration (SRCEA), “Leading and Learning in the 21st Century”. Charleston, WV. October 23–26, 2008. * University/LEA Research Consortium—**Charter member** of regional research consortium group: Auburn University, Troy State University, Columbus State University and West Georgia State University. (2007–2009). * Educational Research and Evaluation (ERE) refereed national journal **reviewer**. 2007–present. * Paper Session: **Chair and Discussant**: “Gender and Leadership Development.” October 30–November 2, 2008. University Council for Educational Administration (UCEA) * Journal of School Leadership refereed national journal reviewer 2010-2012. * Professional Educator refereed national journal **reviewer**.1997– present. * American Educational Research Association (AERA), Division A: proposal **reviewer** (2009–2011). * American Educational Research Association (AERA), **Action Research SIG Discussant** (2011) * American Educational Research Association (AERA), **Mentor and Mentoring SIG member:** International Interdisciplinary Mentoring Research Team (2011). * American Educational Research Association (AERA), **LTEL SIG** **member** (2010; 2011). Presently serving on the task force. * American Educational Research Association (AERA), **Rural Education SIG member** |