



Watson School of Education
University of North Carolina Wilmington

Sharing Successes: Effective Practices in Dropout Prevention

**UNCW Faculty Dropout Prevention
Resource Booklet**

March 2, 2011

Watson School of Education

Southeastern North Carolina Dropout Prevention Coalition

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Purpose

The SNC Dropout Prevention Coalition is a group of stakeholders interested in helping to increase graduation rates in the region.

Mission

- To give technical assistance to local organizations involved with dropout prevention.
- To collect and disseminate useful information on best practices, research, and resources on dropout prevention.

Members

Local university faculty and staff members, local education agency personnel, and area community agency practitioners.

Proposed Actions

- Maintain a resource website
- Send out updates or newsletters on dropout prevention activities
- Provide professional development from noted scholars and practitioners
- Conduct relevant research
- Grant writing assistance
- Program evaluation
- And whatever else you think we can accomplish!

Members needed

If you are interested in becoming a founding member of the Coalition and sharing your insights and expertise, then please let us know. All of the above items – the purpose, mission and actions - are in draft form and open to improvement. Currently, Dr. Robert Smith and Dr. Janna Siegel Robertson from UNCW have agreed to co-coordinate the coalition.

First Step: The enclosed booklet provides a list of UNCW faculty members and their expertise in the areas of professional development, research, program evaluation and consultation in topics concerning dropout prevention. We hope that this booklet serves as a valuable resource.

A Sample of UNCW Community Initiatives

Connecting Learning and Schools in Communities (CLASIC)

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This project is a collaboration between UNCW and the Community Boys & Girls Clubs of Wilmington. University students will work with 50 MS students (ages 11-14) during June and July of 2011 at the Boys & Girls Club Building on Nixon. The project will target 50 at-risk middle school (MS) students with intensive reading intervention, leading-edge technology training, and engaging opportunities to work with college and elementary students so their academic abilities and engagement in school will set them on a path to complete high school.

Funding source: North Carolina Drop-Out Prevention Grant

Project Engage

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This project is an intensive school support model that is being piloted in an elementary school in New Hanover County Schools. It has two processes that are being developed by Watson School of Education faculty. Process One Assessment Team: a group of faculty and school personnel are working together to develop an evaluation model that will include instruments to assess and identify strengths and challenges within the school. The assessment team will identify key areas to concentrate on for change and reform. Process Two Implementation Team: a group of faculty, along with university students, who are supporting the school's goals and work with school personnel to implement changes, modify programs, and assess progress. The implementation team takes the goals identified by the assessment team and works to document the progress to meet the goals. Programs might include tutoring struggling learners, engaging gifted students in in-depth projects, supporting classroom teachers to implement strategies in best practices, or offering a Saturday program for families and learners. The assessment team will continue to work with the school, throughout the process, to monitor progress on its goals and set new ones.

Funding source: UNCW Provost Grant

Reading Our Worlds: Utilizing Multidimensional Service Learning to Enrich Literacy Instruction and Learning

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Every week faculty and students from UNCW work with sixth grade students from one middle school in New Hanover County Schools. The sixth graders are identified as struggling readers. University students, completing the teacher education program use multicultural children's literature, poetry, and collaborate on technology-infused projects in which the middle school students develop and publish their own books and poems drawing from community resources (i.e. interviews with and/or

stories about community leaders, everyday heroes, personal experiences and perspectives). Each semester the project ends with a celebration where sixth graders read their books and poems to elementary students, university students, family members, and administrators.

Funding source: UNCW Cahill Grant

Ready Schools Initiative

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In collaboration with North Carolina Partnership for Children, UNCW faculty work with seven school districts across North Carolina to support the development and facilitation of a Community/School District Team to implement eight Pathways to creating a Ready Schools Community Initiative (<http://www.ncreadyschools.org/index.html>) . Ready Schools is a national effort, funded and supported by the Kellogg Foundation. The focus of the work in North Carolina is to connect the early childhood community to schools to foster smooth transitions for children and their families.

Funding source: North Carolina Partnership for Children

Isaac Bear Early College High School

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This is a collaborative effort between the New Hanover County Schools and UNCW. IBEC is now in its fifth year and is funded by New Schools Project of NC. The primary purpose of IBEC is to increase the high school graduation rate by serving first generation college and underrepresented groups. IBEC compresses the high school curriculum to two years, allowing students the chance to take UNCW courses in their junior and senior years of high school. UNCW faculty assist with the implementation, research and dissemination about the school. Deron Fort is the UNCW-IBEC liaison; Robert Smith and John Fischetti lead the research efforts with other faculty, including Candace Thompson and Kennedy Ongaga.

Snipes Elementary Saturday Parents' Academy

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Watson School students in the Teaching Fellows and Secondary Education program work with Snipes staff to provide monthly opportunities for Snipes parents to learn more about curriculum, instruction and assessment strategies for their children and other opportunities for connections between the school and families. This project meets once a month and includes Snipes' administrators, teachers, university faculty and students. Amy Rottmann and John Fischetti work with Snipes Principal, Laura Jennings on this effort.

Center for the Advanced Study of Education (CASE)

This center is currently under development. CASE will serve as a centralized research hub and clearinghouse for education issues affecting Southeastern North Carolina, the state and the nation. Working collaboratively, CASE fellows (university faculty members and public school partners) will identify outstanding teaching and learning practices in North Carolina and educate and advocate for the expansion of those practices. The central mission of CASE will be to conduct, support, and disseminate research on effective PreK-16 practices.

Funding source: UNCW Provost Grant (Initial funding)

Watson Online Professional Development Initiative

This is currently under development. Working with our public school partners, the Watson Professional Development Initiative will continually assess professional development needs of teachers and administrators in Southeastern North Carolina and create offerings targeted to those needs. These online offerings will be developed by Watson subject area experts in conjunction with faculty members from the Instructional Technology program. The mission of the Initiative will be to develop high-quality and affordable online PD offerings to support the instruction of pk-12 children across the state.

Funding source: UNCW Provost Grant

Good Shepherd Homeless Shelter

In our efforts to identify settings in the community where our undergraduate and graduate students can develop an understanding of diverse populations and the diverse needs of students they will serve, we designed and implemented a collaborative Community-based Service Learning Project at the Good Shepherd Homeless Shelter. Students are engaged in a semester-long experience working with children and families who reside at the Shelter. They attend mandatory orientation meetings, watch an overview video, and meet with the Director and Case Worker who introduces them to specific families and children at the Shelter. Students then commit to working and/or volunteering at least three times during the semester. They arrive at 6:00 pm and have dinner with the children, and then from 6:30 – 8:30 they provide individual and small group assistance to the young people who are there for the night. They read aloud to and with students, help with homework, and invite parents to observe and engage in literacy- related activities and art projects with their children. They play games and work on puzzles, and oftentimes just listen as children tell their stories. The Watson School students come prepared with books, activities and materials for the children and leave the books so the children will always have reading materials available. We also encourage our students to imbed service-learning and community connections into their own classrooms as a way to teach about diversity and to learn about the special needs of students.

Outreach Connections with Columbus County Schools

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This project is in collaboration with the Watson School of Education Outreach Alliances Office and the North Carolina Department of Public Instruction's Turn Around Teams. The Outreach Office will work with 200 middle school students from Tabor City, Hallsboro, and Nakina during the month of April 2011. The project will target at risk middle school students that need additional encouragement, and academic and career planning. The student tours will provide students with opportunities for interaction with UNCW Teaching Fellows, students from Centro Hispano and Upperman Centers. The middle school students will also explore career opportunities with faculty from the College of Nursing and College of Information Systems and tour the UNCW Student Housing and Sports Facilities. The focus is to guide and connect middle school students on a path to high school graduation and transition to college.

Southeast Area Health Education Center (SEHEC)

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This is a collaborative effort between Southeast Area Health Center (SEHEC), New Hanover County Public Schools, Watson School of Education Outreach Alliances Office and the Office of Centro Hispano. The primary purpose of this endeavor is to increase the awareness of 60 high school minority students as they plan for careers in education and the health fields. The students are enrolled in allied health classes or have expressed an interest in careers in education. College Days will consist of tours of the School of Nursing Simulation Laboratory, UNCW Allied Health and Applied Human Sciences and Watson School of Education.

College Ready Initiative with New Hanover County Pre-K Education Program

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In collaboration with faculty, parents and staff at the New Hanover County Pre-Kindergarten Education Center and the Watson School of Education Outreach Alliances Office, 126 students that will be graduating from the Class of 2024, will have a special day at UNCW on April 1, 2011. The Betty Stike Education Laboratory, Kathryn Batten, Literacy Live, UNCW Pre-school Program and students from the pre-school programs and UNCW Teaching Fellows will participate in live interactive connections. The focus of this collaborative effort is to connect the early childhood program and parents to the university.

Kappa Delta Pi

Students from Kappa Delta Pi have been volunteering one time per week at the Wilmington Boys and Girls Club to assist with homework help during the after school hours. Kappa Delta Pi is an International Honor Society in Education. To be initiated, students must have a 3.5 GPA and be admitted to the School of Education. Kappa Delta Pi develops professionals through professional development, service to others, and scholarship. The service project at the Boys and Girls Club is intended to benefit the children at the Club by offering assistance with homework, and also to allow pre-service teachers additional opportunities to interact with children from diverse backgrounds.

Dropout Prevention Resources



Dr. Edward Caropreso is an Associate Professor in the Department of Instructional Technology, Foundations, and Secondary Education Department at University of North Carolina Wilmington. His areas of expertise include gifted education; educational assessment and evaluation; cognitive development and learning; problem solving and thinking skills development. Over the course of his professional career, he taught early childhood, elementary, secondary, undergraduate and graduate students; also, he has designed, implemented and/or evaluated a variety of group-based professional training experiences, including in-service workshops, undergraduate and graduate seminars, and focus group experiences. Caropreso has worked with education professionals, parent/community groups and students as a consultant in a variety of areas such as instructional assessment and evaluation. He has extensive experience organizing and coordinating such events, as well as in facilitating meetings. Caropreso can be reached at caropresoe@uncw.edu.

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Dr. Marsha Carr serves on the faculty of Educational Leadership at the University of North Carolina Wilmington. Carr previously served as a superintendent of schools in West Virginia for the past decade. Her other prior roles include serving as a Pre-K - 12 principal, Director of curriculum/instructional technology, and a reading specialist during her 35 years of service. In 1994, Carr received the Milken National Educator Award as a reading specialist, a Teacher of the Year award for Allegany County, Maryland and was recognized by the Maryland House of Delegates as well as received the Maryland Governor's Citation for her contributions to the field of education. Carr has been published in educational magazines and journals including The Administrator and Virginia Educational Leadership as well as a 20-book emergent level reading series called StoryMakers. Carr can be reached at carrm@uncw.edu.

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Dr. Susan Catapano is an Associate Professor in Educational Leadership at the University of North Carolina Wilmington. Susan has a doctorate in higher education with concentrations in adult learning and early childhood education. She teaches both undergraduate and graduate courses in educational psychology, curriculum, and instruction. She has been the principle investigator on over \$4 million in federal, state, local, and private grants. Catapano's research focus is on developing cultural responsive new teachers to work with diverse learners. She

has been the author or co-author on more than 30 publications on teacher education. She co-leads a group of preservice teachers to Belize, C.A., in the spring for six weeks. She is active in many professional organizations and serves as an editor for Childhood Education. Catapano can be reached at catapanos@uncw.edu.

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Dr. Richard Chapman is a visiting faculty member in the Computer Science Department at University of North Carolina Wilmington. He is an Associate Professor of computer science and software engineering, and affiliate faculty of electrical and computer engineering, at Auburn University where he has served for eighteen years. He directed the Center for Innovation in Mobile, Pervasive, Agile Computing Technologies from 2002-2010, and was named Wireless Educator of the Year by the Global Wireless Education Consortium in 2005. He was recently commended by the Governor of Alabama for his work automating the KidCheck rural health care screening program. A North Carolina native, he holds degrees from the North Carolina School of Science and Mathematics, Wake Forest University, Oxford University, and Cornell University (Ph.D). Chapman can be reached at chapmanr@uncw.edu.

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Dr. Howard Coleman is an Associate Professor in the Educational Leadership Department at University of North Carolina Wilmington. He received his doctorate in organizational development and institutional studies from UNC Chapel Hill. Coleman has served as a public school superintendent, a high school principal, a director of research, and a consultant for public schools, state agencies and corporations. As a high school principal, he consistently improved graduation rates and academic performance in lower SES inner-city schools with high minority populations. During his service as a superintendent, he reduced dropout rates in his school district by 20% and increased the average SAT scores among all high school students by 200 points. Coleman teaches graduate level courses in leadership, research, program evaluation, curriculum assessment, school law and educational policy. He has published numerous articles on leadership and technology, co-authored book chapters on professional standards, intervention programs, e-portfolio assessments and organizational health in public schools. Coleman currently serves as the Executive Director for the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) which sponsors the annual National Evaluation Institute for educators and school leaders. His webpage and curriculum vitae may be accessed via the following the link: <http://people.uncw.edu/colemanh/> and he can be reached at colemanh@uncw.edu.

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Dr. Jeff Ertzberger is a lifelong educator. During his career he has been a classroom teacher, technology trainer, and also worked for the North Carolina Department of Public Instruction. He is currently the Director of Technology for the Watson School of Education at the University of North Carolina Wilmington. One of his passions is creating technology tools that enhance learning and save teachers' time. He has developed a suite of games that teachers can edit to match any topic. In 2006 Ertzberger was awarded a Microsoft Innovative Teachers award for his editable games. His web site contains links to many of these games, and receives thousands of visits each month. He has presented at regional and international conferences on an array of educational topics including technology use and teacher training. He has recently authored the book entitled *Everyone Wins: A teachers guide to customizing games for any curriculum*, which details theories and practical strategies for integrating digital games into teaching and training. Ertzberger can be reached at ertzbergerj@uncw.edu.

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Dr. Amy Garrett Dikkers is an Assistant Professor in Educational Leadership at the University of North Carolina Wilmington. She earned a Ph.D. in Comparative and International Development Education at the University of Minnesota in 2006, a M.Ed. in Secondary English Education from Wake Forest University in 1996, and a B.A. in English from the University of North Carolina at Greensboro in 1995. Before her doctoral study, she taught secondary school English domestically and abroad. The focus of her doctoral study was international development education, specifically the education of children in difficult circumstances, such as street children, ethnic minority children, refugee and immigrant children, and other groups often not served effectively in formal school settings around the world. She has expertise in qualitative research and program evaluation, with considerable experience in the development and delivery of surveys and interviews, and the conduction of focus groups. Garrett Dikkers can be reached at garrettdikkersa@uncw.edu.

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Dr. John Fischetti is a Professor of Education in the Watson School of Education at the University of North Carolina Wilmington. He teaches in the secondary education program, working with new and experienced high school teachers on curriculum, instruction and assessment strategies to meet the needs of all learners. His research is primarily in high school reform and in assessing the potential of small learning communities to increase high school completion and college readiness for first generation college and underrepresented populations. He also has recently worked with colleagues to identify the major characteristics of effective teachers in relation to the new teacher standards. He is an advocate for providing experiences for teachers

to developing their caring nature as well as their content and pedagogical competence as part of their professional development. Fischetti can be reached at fischettij@uncw.edu.

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Dr. Lathardus Goggins II has been an advocate for youth and education for more than twenty years. He advocates using the rites of passage model as a framework for educators to better understand where students are in their development and what services and activities would be appropriate. Additionally, he is the primary investigator of the First Person Research Projects (<http://Connect.to/Research>). Goggins has worked with “at-risk” youth as a Prevention Specialist and has worked more than 18 years in Higher Education. He has held positions where he recruited and advised minority students and outreached to minority communities; directed an Upward Bound program; directed a Black history gallery; and, as an Associate Dean for Multicultural Affairs, set policy and assess the campus diversity/multiculturalism and civility. Currently, he is an Assistant Professor jointly appointed to Watson School of Education’s Department of Educational Leadership and the School of Social Work at the University of North Carolina Wilmington. Goggins can be reached at gogginsl@uncw.edu.

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Dr. Scott Imig is an Associate Professor in Educational Leadership and is currently serving as Interim Associate Dean for Outreach Alliances at the University of North Carolina Wilmington. Prior to UNCW, he served as an assistant professor at the University of Virginia and Director of the Teaching Assessment Initiative, a research effort focused on the development of teachers. Imig has taught at the elementary and middle school level and he holds a Ph.D. in Educational Policy and Evaluation from the University of Virginia. He currently teaches courses and conducts workshops on teacher evaluation, classroom observation, supervision and coaching. Imig has extensive experience with research design, program evaluation and grant writing. Imig can be reached at imigs@uncw.edu.

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Dr. Martin Kozloff received his doctorate in sociology in 1971. Working at Boston University from 1971 to 1996, he developed education programs for children with autism and other disabilities, and training programs for families and teachers. He joined the faculty of the Watson School of Education at University of North Carolina Wilmington in 1997. Between 1999 and 2003, he assisted New Hanover County to institute new programs in reading and early language. In 2008, John Rice, and Eric Irizarry started an after-school reading program for disadvantaged children. Kozloff can be reached at kozloffm@uncw.edu.



Ms. Somer Lewis currently serves as the Teacher-in-Residence for the Watson School of Education at the University of North Carolina Wilmington where she coordinates both the First Years of Teaching Support Program and the National Board Certification Support Program. Her professional teaching background began in the fall of 2003 as an English educator at New Hanover High School in Wilmington, North Carolina. Ms. Lewis received her BA and MA from the University of North Carolina Wilmington and achieved her National Board Certification in 2008. Since 2008, she has also worked for North Carolina Virtual Public School as a teacher, course lead, and course developer in the Credit Recovery Program. Lewis can be reached at lewiss@uncw.edu.



Dr. Carol McNulty is an Associate Professor in the Watson School of Education at the University of North Carolina Wilmington. Her area of interest is in working with students for whom “school does not work” including alternative school students, detained juveniles, students in day treatment centers, and students who are placed at traditional schools but are considered at-risk for drop-out or push-out. Having worked as an elementary teacher in Atlanta, Georgia, she is interested in articulating ways to intervene in the lives of young, marginalized children by exploring ways that schools can alter their structures to better meet the needs of students at-risk for school failure and ways that teachers can interact with students to promote motivation and academic success. McNulty can be reached at mcnultycp@uncw.edu.

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Dr. Amelia Moody is an Assistant Professor of early childhood and special education and joined the Watson School of Education at the University of North Carolina Wilmington in 2008. She received her Ph.D. in Special Education from The University of Virginia in 2007. She holds a M.Ed. in Early Childhood Special Education from the University of Virginia and a M.S. in Counseling Psychology from Loyola College. Before coming to UNCW, she taught early childhood and special education courses at the University of Virginia and served as a research assistant on two federally funded grants in the Preschool Language and Literacy Lab. Moody started her teaching career as an Applied Behavior Analysis therapist at a school for autism. Eventually, she worked as a public school teacher for children with disabilities in preschool and elementary schools in Virginia. In the EYC program at UNCW, she teaches courses in both the early childhood and special education departments. Her areas of research focus on the use of assistive technologies to enhance language and literacy skills in young children who are at-risk due to poverty and/or disability. Moody can be reached at moodya@uncw.edu.

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Dr. Kennedy Ongaga is an Assistant Professor in the department of Educational Leadership in the Watson School of Education at the University of North Carolina Wilmington. His research interests include an examination of social justice issues in curriculum and instruction; small learning communities; organizational culture and its impact on historically marginalized groups; HIV and AIDS education programs in schools. He is a member of various professional organizations including American Educational Research Association (AERA) and Comparative and International Education Society (CIES). Ongaga can be reached at ongagak@uncw.edu.

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Dr. Ann Potts is Coordinator of the Undergraduate Elementary Education Program in the Department of Elementary, Middle Level & Literacy Education in the Watson School of Education at the University of North Carolina Wilmington, and teaches literacy courses at the undergraduate and graduate level. She has extensive experience traveling and teaching in a variety of cultures including the Middle East and Africa, and through this experience promotes culturally responsive practice in her work with both pre-service and in-service teachers. Research interests include the development of teachers understanding of language, literacy, and culture within school and community. As a result of this interest a recent, and ongoing community project with homeless children at the Good Shepherd Center in Wilmington, promotes pre-service teachers understanding of interacting and supporting children who are homeless. She has published in National and International journals, for example, International Journal of Multicultural Education, International Journal of Learning and International Journal of Teaching and Learning in Higher Education. Potts can be reached at pottsa@uncw.edu.

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Dr. Brianne L. Reck is an Associate Professor and Coordinator of the Master of School Administration Program in the Watson School of Education. A former middle school teacher and administrator, and a graduate of the University of Virginia, she joined our faculty after serving for eight years as Coordinator and Chair of the Educational Leadership Program at University of South Florida in St. Petersburg. In Virginia and in Florida, she worked extensively with local school districts to develop District/University partnerships to foster teacher leadership, engage families and communities to support student learning, and to prepare educational leaders who create safe and equitable learning environments for all students. Reck's teaching and scholarship address models of teacher interaction, equitable implementation of educational policy, and creating effective learning environments and opportunities for traditionally underrepresented populations. Reck can be reached at reckb@uncw.edu.

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Dr. Angelia Reid-Griffin is an Associate Professor of Science Education in the Watson School of Education at the University of North Carolina Wilmington. She received her degrees from East Carolina University and NC State University in Biology and Science Education. She teaches general teacher education courses in curriculum design, educational technology and supervises science candidates during their internship. Reid-Griffin also serves as the program coordinator of the Junior Seahawk Academy, a STEM initiative for underrepresented and economically disadvantaged middle school students for one week during the summer. Her research interests include motivating middle school learners in STEM fields, using technology as a tool in science and mathematics classrooms and addressing minority teacher shortages. Reid-Griffin can be reached at griffina@uncw.edu.



Ms. Deloris Rhodes is the Outreach Liaison for the Watson School of Education and the Host Coordinator for the NC Teach Program at the University of North Carolina Wilmington. She is a former Assistant Superintendent for Pender county Schools; School Administrator in Fairfax County Virginia; High School Guidance Counselor in Virginia, Massachusetts and California. Rhodes received her degrees and endorsements from Livingston College, California State University, Auburn University and University of Virginia. She has taught several courses at the University of Maryland- students making the transition into college after careers in the military or other businesses. Additionally, she has traveled extensively throughout Asia and worked for the Department of Defense Schools- Overseas. Rhodes has designed and implemented a variety of professional development seminars, workshops and training experiences for teachers and principals. She is actively involved in the Wilmington Community. Rhodes serves on the Bellamy Museum Board, where she serves as Chairman of the education committee and the Advisory Board for Cape Fear Literacy. She was recently appointed by the County Commissioners to the New Hanover County Advisory Board to the Public Library. Rhodes can be reached at rhodesd@uncw.edu.

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Dr. John S. Rice is Associate Professor of Sociology at the University of North Carolina Wilmington. Initially hired at UNCW by the Watson School of Education to teach in the Social Foundations of Education program, he coordinated the Master's in School Administration program for five years, before returning to his home discipline of sociology. During his time as the MSA Coordinator, he became involved with the causes of the achievement gap and ways to address that gap. He, and his colleagues, Martin Kozloff and Eric Irizarry (as well as graduate students in both sociology and education), collaborated to create the Hillcrest Reading Program, which launched in September of 2008. Rice can be reached at ricej@uncw.edu.

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Dr. Janna Siegel Robertson has worked in the field of education for 30 years. She is currently an Associate Professor of Secondary Education at the University of North Carolina Wilmington since 2010. She graduated with a doctorate in Educational Psychology/Special Education from The University of California, Los Angeles, in 1992. Previously, she was area coordinator of special education at The University of Memphis since 1997, and an associate professor of special education at Eastern New Mexico University. Earlier in her career she was a school teacher and a school administrator. She has published over 25 manuscripts in peer reviewed national/international journals or book chapters. Robertson has conducted over a hundred presentations for local, state, regional, national, and international audiences. She has also been awarded hundreds of thousands of dollars in federal, state, and local grants. Her research focuses are in the areas of dropout prevention, at-risk students, instructional technology, program evaluation, teacher preparation, inclusion/transition, arts education, and diverse populations. She recently has been involved with co-coordinating the South East North Carolina Dropout Prevention Coalition with Dr. Robert Smith at UNCW. Robertson can be reached at robertsonj@uncw.edu.

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Dr. Julie-Ann Scott holds a PhD in Communication Studies from the University of Maine with emphases in Performance and Narrative Studies and is currently an Assistant Professor in the Communication Studies Department at University of North Carolina Wilmington. Her research interest centers on personal narratives as cultural performance of identity. Scott's interest in retention stems from her involvement of a service-learning course entitled "Storytelling in the Community" in which she directs a troupe of college students that adapts children's stories into performances for local elementary schools in the surrounding area. She is interested in expanding the service-learning curriculum within her department to include an upper-level course in which students tell ethnographic narratives to middle school and high school students and is interested in how further relationships between her storytelling troupe and K-12 students could help foster interest in continuing education and aid in retention in the Wilmington area. Scott can be reached at scottj@uncw.edu.

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Dr. Kathleen Schlichting is an Associate Professor in the Language and Literacy Program at the University of North Carolina Wilmington. Her research interests include exploring ways to use children's and adolescent literature to inform, support and inspire children's language and literacy development, the use of multicultural literature to support cultural awareness and culturally responsive practices, and using authors and illustrators as literacy mentors. Schlichting has implemented a collaborative Community-based Service Project at the Good Shepherd Homeless Shelter where her undergraduate

and graduate students engage in a semester long experience volunteering and tutoring homeless children and working with families. This experience promotes pre-service teachers understanding of diverse learners and provides students with experiences interacting and supporting children who have special needs. Schlichting has co-authored a book, *From naturalistic, classroom-based reading assessment to informed, balanced instruction* (2004). New York: Kendall/Hunt. This book looks closely at ways to meet the language and literacy needs of all students through a balanced literacy approach. She has also published in National and International journals. Schlichting can be reached at schlichtingk@uncw.edu.

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Dr. Robert W. Smith is a Professor of Education at the University of North Carolina Wilmington. He is currently coordinating the undergraduate teacher licensure program. Dr. Smith received his doctorate in 1991 from the University of Massachusetts in Social Studies Education/Foundations of Education. His previous education was from The University of Manchester, United Kingdom where he received a master's degree in Sociology and a bachelor's degree and teaching licensure in secondary, sociology and economics. He has published in several national and international journals and books. Smith has been a school consultant on school reform and works with many local schools and agencies in North Carolina. He is the author of the book, *Time for Change: New Visions for High School* (Understanding Education and Policy). His research interests include dropout prevention, high school reform and preparing effective teachers for diverse learners. He recently has been involved with co-coordinating the South East North Carolina Dropout Prevention Coalition with Dr. Janna Robertson at UNCW. Smith can be reached at smithrw@uncw.edu.

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Dr. William L. Sterrett serves as Assistant Professor of Curriculum, Instruction, and Supervision in the Watson School of Education at the University of North Carolina Wilmington. Sterrett previously served as principal of a Title I elementary school in Charlottesville, Virginia from 2006-2010. His other prior roles include serving as an assistant principal, upper elementary teacher, and middle school science teacher. In 2008, Sterrett received the Milken National Educator Award as a principal and was recognized by a Virginia General Assembly joint resolution for his work in 2009. Sterrett has been published in educational journals and magazines including the *Journal of Cases in Educational Leadership*, the *Kappa Delta Pi Record*, *Principal*, and *Educational Leadership*. Sterrett's areas of research include instructional leadership, K-12 administrator preparation, and principal leadership. In

related roles, Sterrett served as an Investment in Innovation (i3) grant reviewer for the US Department of Education and he chairs the Public Policy Committee for Kappa Delta Pi. Sterrett earned a B.S. in Middle Grades Education from Asbury College (KY) in 1999 and a Ph.D. in Educational Administration & Supervision from the University of Virginia in 2005. Sterrett can be reached at sterrettw@uncw.edu.

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Dr. Candace Thompson is an Assistant Professor in the department of Instructional Technology, Foundations, and Secondary Education at the University of North Carolina Wilmington. She received her Ph.D. in Social Foundations from the University of South Carolina in 2008. Her research interests include critical multicultural education in teacher education, and developing cultural competency and critical consciousness in early pre-service teachers through community-based collaborations. She lives this work by immersing her beginning education students (and herself) in local urban elementary and middle schools and the communities they serve. Students link course content to their developing practice and engage in critical examinations of diversity, the role of the teacher, and equity and access in schools and communities. She has taught social foundations of education and multicultural education courses for undergraduate and graduate teacher education students. Thompson can be reached at thompsonc@uncw.edu.

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