M. Elizabeth Azukas Ed.D.

Associate Professor, Professional and Secondary Education & Instructional Design Technology
East Stroudsburg University of Pennsylvania
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RESEARCH INTERESTS

Change Leadership and Education Innovation; Systems Thinking; P-12 Education Leadership; Leadership and Teacher Preparation; Education Policy; Communities of Practice; Online and Blended Learning; Systems Thinking; Virtual Leadership; Mixed Reality; Virtual Simulations; Game-Based Learning

EDUCATION

Ed.D.	Leadership and Innovation Arizona State University	December 2018
Licensure	NJ Superintendent and Principal Certification NJEXCEL/Thomas Edison State University	June 2010
M.A.T.	Secondary Education Social Science The College Of New Jersey	May 1994
B.A.	Political Science The Pennsylvania State University	May 1991

CERTIFICATIONS

- School Administrator/School Superintendent NJ
- Principal Certification NJ
- Supervisor Certification NJ
- Teaching Certification: Social Studies 6-12 & Elementary Teaching NJ
- National Board Teaching Certification Social Studies

HIGHER EDUCATION EXPERIENCE

Associate Professor Professional & Secondary Education/Instructional Design Technology, (2023-present)
Assistant Professor, Professional & Secondary Education, (2018-2023)
East Stroudsburg University, East Stroudsburg, PA
- Instruct undergraduate, M.Ed. and Ed.D. program courses.
- Serve as Graduate Coordinator (Advise 67 students).
- Supervise teaching and educational leadership interns.
- Conduct research in topics of significance to the education profession.
- Chair Dissertation Committees.

- Completed CAEP Accreditation and PDE Major Review for the Principal Certification Program.
- Developed a new accelerated online principal preparation program.
- Developed a new online micro-credential certificate program in virtual leadership.
- Direct and implement digital badging programs across multiple programs.

Clinical Supervisor, University of Central Florida, Orlando, FL (2000-2003)
- Assisted interns with the development of lesson and unit plans in a variety of content areas including art, English, Math, Science, Social Studies, and Special Education.
- Acted as liaison between the off-campus participating school and the University.
- Conducted orientation sessions for supervising teachers and student teachers.
- Conducted student field observations, implementing the Clinical Supervision Model.
- Conferred regularly during the semester with student teachers and offered encouragement, evaluated the effectiveness of their work, provided suggestions and materials, and promoted student growth in self-concept and self-evaluation.

Instructor, University of Central Florida, Orlando, FL (2000-2003)
- Taught SSE 3312, Teaching Social Studies in the Elementary School, and SSE 4361, Social Science Instructional Analysis, to undergraduate pre-service teachers.
- Developed online learning modules for special education and ELL students.

EDUCATION LEADERSHIP EXPERIENCE

Education Consultant, **Azukas Consulting, Bethlehem, PA** (2008-Present)
- Review, evaluate, and provide strategic direction regarding curriculum, student assessment, instructional design, accessibility, technological delivery, design processes, and change leadership and management for K-12 schools, colleges and universities, non-profits, and corporations.
- Assist with the development of performance appraisal tools and professional development for teachers and school leaders.
- Develop and advise on the implementation of personalized, competency-based, standards-aligned curriculum.
- Develop, deliver and evaluate online course content for students and professional development for online and blended learning.

Assistant Superintendent, Cranford Public Schools, Cranford NJ (2015-2018)
- Served as the professional development coordinator for the district, developing two intensive teacher learning cohorts on personal and blended learning.
- Facilitated the implementation of all district testing.
- Provided leadership and oversight of the curriculum design and review process.
- Supervised the content area supervisors and instructional coaches.
- Lead the development and implementation of district services including P2E (gifted and talented) and Achieve (basic skills).
- Developed and implemented the district mentoring program and the New Faculty Collaborative.
- Coordinated the Professional Development School (PDS) with Seton Hall University.

- Oversaw the district technology department and initiatives.
- Lead curriculum council for all district administrators.
- Developed and directed the curriculum and instruction budget.
- Covered building principal leave of absence.
- Responsible for the coordination and submission of all district grants including NCLB/ESEA.
- Developed district partnerships with colleges and universities, non-profits, and business partners.

Director of Curriculum, Office of Innovation, New York City Department of Education, New York, NY (2011-2013)

- Participated in the design and implementation of the strategic plan for iLearnNYC, a 6-12 online and blended learning personalized learning initiative.
- Responsible and accountable for developing, improving, evaluating, and procuring online curriculum aligned to standards for content and accessibility.
- Made key policy decisions regarding blended/online learning to support program goals.
- Managed a $26,000,000 curriculum budget.
- Planned and facilitated visioning process and professional development for 100+ schools.
- Facilitated the implementation of competency-based programs utilizing online curriculum.
- Managed partnerships with 16+ different content vendors. Supported vendors with curriculum revisions to meet Common Core, accessibility, and interoperability requirements.
- Played a key role in the development of a customized LMS and analytics system for iLearnNYC.
- Conducted ongoing program evaluation, participating in an extensive research study.
- Participated in policy-making processes at the state level.

Director of Curriculum, The Florida Virtual School, Orlando, FL (2005-2008)

- Implementation curriculum/accessibility changes resulting in improvement of student learning.
- Provided oversight of the curriculum design and review process for over 100 courses.
- Oversaw the learning management system use, enhancement, and support.
- Coordinated delivery of FLVS courses in 12+ different learning management systems.
- Supervised ADL Co-Lab in the implementation of 508 and SCORM interoperability standards.
- Developed university partnerships to co-develop curriculum and develop standards for articulation to ensure smooth transitions from secondary to post-secondary online learning.
- Served as the District Special Education Coordinator.

Principal/Instructional Leader, The Florida Virtual School, Orlando, FL (2003-2005)

- Supervised 75-100 teachers across all content areas.
- Developed and implemented a new performance management evaluation tool.
- Coached and promoted professional growth of teachers, overseeing personal growth plans.
- Developed and piloted a peer coaching program for instructors.
- Educated faculty in the conceptual framework of online curriculum.
- Implemented student support programs, including tutoring and mentoring initiatives, resulting in a 10% increase in completion rates and a significant decrease in disciplinary incidents.

- Established strong relationships with parents and the local community through regular communication, events, and outreach programs, resulting in an increase in parental involvement.
- Effectively managed crises, including natural disasters and public health emergencies, implementing emergency response plans and ensuring the safety and well-being of students and staff.

Innovation Coordinator/Curriculum and Instruction Supervisor, Jefferson Township Public Schools, Oak Ridge, NJ (2012-2015)

- Served as the Innovation Coordinator for the District representing JTPS at the state level as a part of the NJ Innovation Community.
- Developed and implemented a blended learning initiative to personalize student learning.
- Oversaw the curriculum development and implementation for social studies, fine and related arts, technology, and other areas as assigned for grades K-12.
- Certified Danielson *Framework for Teaching* Evaluator; supervised 30 + instructors.
- Directed multiple departmental budgets, overseeing materials selection and purchasing.
- Served as the hiring authority for assigned district departments.
- Developed and deliver district-wide professional development.
- Covered building principal leaves of absence.

SUMMARY OF P-12 TEACHING EXPERIENCE

Early Childhood/Elementary School Teacher (3 years)

- Pre-K
- Kindergarten
- Multi-age Grade 3, 4, and 5

Middle School Teacher (3 years)

- Global Studies 7th Grade

High School Teacher (9 years)

- Global Studies – 9th Grade (online)
- Comparative World Studies - 11th Grade
- Contemporary American Problems – 12th Grade
- The Holocaust and Human Behavior – 12th Grade
- American Government and AP U.S. Government and Politics – 11th and 12th Grade (online)
- United States History and AP U.S. History – 9th and 10th Grade (online)

PEER REVIEWED PUBLICATIONS

Azukas, M.E., & Holben, D.M. (In Development). Cultivating confidence: The impact of a virtual classroom simulation on pre-service teachers' self-efficacy.

Azukas, M.E., & Tamim, S. (Eds.) (In Development). *Transformative inquiry: Integrating action research and systems thinking*, Contemporary Perspectives through Action Research Across Educational Disciplines. Information Age Publishing.

Azukas, M.E. (In Development). Catalysts for change: The integration of soft systems thinking and action research in a large-scale educational transformation.

Azukas, M.E. (In Development). Principal Perspectives on Personal Learning Pre and Post Pandemic: A Tale of Two Districts.

Azukas, M.E. & Francois, M. (In Development). Beam me in Scotty: A mobile robotic telepresence project in higher education.

Azukas, M.E., & Holben, D.M. (In Review). I've got this: Using simulations to develop pre-service teachers' internal locus of control. *Educational Technology and Society.*

Gibson, D., & Azukas, M.E. (In Review) Simulated personal interactions in digital gameplay. *Computers and Education.*

Azukas, M.E. & Kim, M. (Eds.) (2023) *Reimagining systems thinking in a post-pandemic world.* IGI Global.

Azukas, M.E. (2022) Leading Remotely: The Competencies required for Virtual School Leadership. *Tech Trends 66*, 327-337. https://doi.org/10.1007/s11528-022-00708-x

Azukas, M.E., & Kluk, J. (2022) Simulated teaching: An exploration of virtual classroom simulation for pre-service teachers during the COVID-19 pandemic. In V. Dennin, C. Dickson-Deane, X. Ge, D. Ifenthaler, S. Murthy, J. C. Richardson (Eds.) *Global Perspectives on Educational Innovations for Emergency Situations*, Springer.

Azukas, M.E. (2022) Implementing a personalized learning initiative in a large urban school district. In A. Bond, B. Rajan Sockman, S. J. Blevins, & S. Tamim (Eds). *Using Systems Thinking to Foster Continuous Improvement and Manage Change Efforts: Case Studies for the Everyday Practitioner*, Routledge.

Azukas, M.E. (2021) One district delves into design thinking: Challenges, successes, and implications for future practice. In K.L. Sanzo, & J.P. Scribner (Eds.) *Design Thinking: Research, Innovation, and Implementation*. Information Age Publishing.

Azukas, M. E., & Barbour, M. K. (2021). In-service teachers' perceptions of K-12 online learning: An action research project of a graduate course. *International Journal of Online Pedagogy and Course Design*, *11*(4), 62-72.

Azukas, M.E. (2020). Teaching in the time of COVID. *Journal of Applied Professional Studies*, 2, 1-11.

Azukas, M.E. & Gaudelli, W. (2020). Formative design as a framework for implementing teacher professional development in design thinking. *Journal of Formative Design in Learning*, *4*(1), 22-33. *https://doi.org/10.1007/s41686-020-00042-6*

Azukas, M.E. (2019). Cultivating blended communities of practice to promote personalized learning. *Journal of Online Learning Research, 5*(3), 249-283.

CONFERENCE PROCEEDINGS

Azukas, M.E. (2021). *The Professional Standards for Educational Leaders and Virtual School Leadership Competencies: Do They Align?* American Education Research Association Conference Proceedings: 2021 Annual Meeting (Virtual).

Azukas, M.E. (2020). *Principal Perceptions of Personal Learning*. American Education Research Association: Conference Proceedings: 2020 Annual Meeting San Francisco, CA http://tinyurl.com/yx7p4ele (Conference Canceled/Online Exhibit)

Azukas, M.E. (2019*). Cultivating communities of practice to promote personal Learning.* Paper presented at the International Society for Technology in Education, Philadelphia, PA. Published in Conference Proceedings.

Azukas, M.E. (2018). *Personal learning: A community perspective.* Paper presented at the American Educational Research Association, New York, NY. Published in Conference Proceedings.

Azukas, M.E. (2005). *The virtual observation: Assessing online instructors*. Paper presented at the Annual Conference on Distance Teaching and Learning, The University of Wisconsin, Madison.

Azukas, M.E. (2005). *Effective Instructional leadership in online schools.* Paper presented at the Canadian Association for Distance Learning, Vancouver, BC.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Azukas, M.E. (2023). *Playing Around: An Examination of Student and Faculty Experiences with a Virtual Classroom Simulation*. Association for Education Communications and Technology (AECT), Annual Conference, Orlando, FL.

Azukas, M.E. (2023). *Personalized Learning in Your Classroom.* The Pennsylvania Educational Technology Expo & Conference (PETE & C). Mount Pocono, PA.

Azukas, M.E. & Spero, K. (2023). *Using Simulations to Promote Active learning in Higher Education*. The Pennsylvania State System of Higher Education (PASSHE) Conference on Teaching and Learning Slippery Rock University, Slippery Rock, PA.

Azukas, M.E. (2022). *The Future of Learning Post-Pandemic: Soft Systems Thinking as an Approach to Educational Change*. Association for Education Communications and Technology (AECT), Annual Conference, Las Vegas, NV.

Azukas, M.E. (2022). *Playing in the Classroom: Exploring a Gamified Simulation as Field Experience During the Pandemic*. Association for Education Communications and Technology (AECT), Annual Conference, Las Vegas, NV.

Azukas, M.E. (2022) *Action Research and a Soft Systems Approach to Organizational Change: The Implementation of an Online and Blended Learning Initiative in a Large Urban School District*. American Education Research Association: 2022 Annual Meeting, San Diego, CA.

Azukas, M.E., & Holben, D.M. (2022) *Innovative Solutions for Pandemic Problems: Exploring Simulations as Field Experience During Lockdown.* American Education Research Association: Annual Meeting, San Diego, CA.

Barbour, M.K. & Azukas, M.E. (2022). *Teachers' Perceptions of K-12 Online Learning: An Action Research Project.* American Education Research Association: 2022 Annual Meeting, San Diego, CA.

Azukas, M.E. & Holben, D. M. (2022) *Using Virtual Simulations in Teacher Education to Develop Equitable Teaching Strategies.* Society for Information Technology in Teaching (SITE): Annual Meeting San Diego, CA.

Azukas, M. E. (2022) *Developing a Professional Community for Faculty and Staff in the Online Environment.* Digital Learning Collaborative: Annual Conference Atlanta, GA.

Azukas, M. E. (2022) *The Competencies Required for Effective Virtual Leadership.* Digital Learning Collaborative: Annual Conference Atlanta, GA.

Azukas, M.E. & Holben, D.M. (2022) *The Implementation of Game-Based Learning to Promote Cognitive, Behavioral, Affective, and Social/Cultural Engagement: simSchool a Case Study.* Pennsylvania State System of Higher Education (PASSHE) Virtual Conference on Teaching and Learning.

Azukas, M.E. (2021) *The Professional Standards for Educational Leaders and Virtual School Leadership Competencies: Do They Align?* American Education Research Association: 2021 Annual Meeting,)Virtual).

Azukas, M.E. (2020). *In-Service Teachers' Perceptions of Online Learning: An Action Research Study of Online Learning Curriculum in a Graduate Course*. Association for Education Communications and Technology (AECT), Annual Conference (Virtual).

Azukas, M.E. (2020). *Principal Perceptions of Personal Learning*. American Education Research Association: Conference Proceedings: 2020 Annual Meeting San Francisco. CA.

Azukas, M.E. (2019). *Virtual leadership and the Professional Standards for School Leadership*. University Council for Education Administration, New Orleans, LA.

Azukas, M.E. (2019). *A digital toolkit for teaching the sustainable development goals.* International Society for Technology in Education, Philadelphia, PA.

Azukas, M.E. (2019). *Competency-based math: How one district got started*. Mid-Atlantic Conference on Personal Learning, Atlantic City, NJ.

Azukas, M.E. (2019). *How can we prepare teachers to implement personal learning?* Mid-Atlantic Conference on Personal Learning, Atlantic City, NJ.

Azukas, M.E. (2019). *Cultivating communities of practice to promote personal Learning*. Paper presented at the International Society for Technology in Education, Philadelphia, PA.

Azukas, M.E. (2018). *Can communities of practice be leveraged to promote school change?* Arizona State Doctoral Research Conference, Tempe, AZ.

Azukas, M.E. (2018). *Change leadership and management*. Mid-Atlantic Conference on Personal Learning, Pittsburgh, PA.

Azukas, M.E. (2018). *Developing a community of practice to promote professional development on personal learning*. Mid-Atlantic Conference on Personal Learning, Pittsburgh, PA.

Azukas, M.E. (2018). *Unleashing your organization's potential through change leadership and management*. New Jersey School Boards Association, Atlantic City, NJ.

Azukas, M.E. (2017). *A personal professional learning cohort: Using a community of practice as a model for professional development.* Arizona State Doctoral Research Conference, Tempe, AZ.

Azukas, M.E. (2017). *Personal learning: Leading and managing change.* Mid-Atlantic Conference on Personal Learning, Baltimore, MD.

Azukas, M.E. (2013). *Evaluating teachers in blended learning environments*. Online and Blended Learning Symposium, Orlando, FL.

Azukas, M.E. (2012). *iLearnNYC: Using online and blended learning to personalize instruction.* International Association for Online Learning, Northeast Regional Conference, Baltimore. MD.

Azukas, M.E. (2012). *Evaluating Online Curriculum.* New York State Online Learning Summit, Albany, NY.

Azukas, M. E. (2009). *Visual texts and global studies*. New Jersey Council for the Social Studies, New Brunswick, NJ.

Azukas, M.E. (2007). *Motivating online students*. Florida Virtual School Symposium, Orlando, FL.

Azukas, M.E. (2007). *Collaborating online*. Florida Virtual School Symposium, Orlando, FL.

Azukas, M.E. (2006). Online curriculum and pedagogy. Florida Virtual School Symposium, Orlando, FL.

Azukas, M.E. (2005). *Motivating middle school students with mystery: The mystery of history.* Association for Supervision and Curriculum Development, Boston, MA.

Azukas, M.E. (2004). *Fostering diversity through distance learning.* National Council for the Social Studies, Baltimore, MD.

Azukas, M.E. (2004). *Course design showcase middle school U.S. history*. Annual Conference for Distance Teaching and Learning, University of Wisconsin, Madison, WI.

INVITED ADDRESSES/WORKSHOPS

Azukas, M.E. (2023). The Use of Simulations in Pre-Service Teacher Development: Learning Loss: a Case Study. Guest Lecture: University of Münster, Münster, Germany.

Azukas, M.E. (2020). *Cultivating Communities of Practice to Promote Teacher Self-Efficacy in Personalized Learning Implementation*. Invited Talk: University of North Florida.

Azukas, M.E. (2020) *Conducting Virtual Observations*. Invited Workshop New York City Department of Education.

Azukas, M.E. (2019). *Designing for student engagement.* Invited Workshop: Vidyagyan I, Bulandshahr, India. (Shiv Nadar Foundation).

Azukas M.E. (2019). *Design thinking to promote student engagement and critical thinking.* Invited Workshop: Vidyagyan II, Sitapur, India. (Shiv Nadar Foundation).

Azukas, M.E. (2019). *Using the Sustainable Development Goals as a framework for design.* Invited Workshop: Shiv Nadar School, Noida, India.

Azukas, M.E. (2019). *Strategies for Student Engagement*. Invited Workshop: Shiv Nadar School, Noida, India.

Azukas, M.E. (2018). *Developing social studies curriculum to support personal learning.* Invited Talk: Teachers College, Columbia University, New York, NY.

Azukas, M.E. (2015). *Depth of knowledge and the Common Core*. Keynote Address: Federal Administrators Conference, Monmouth, NJ.

Azukas, M.E. (2012). *Developing competency-based, Common Core aligned online curriculum*. Invited Workshop: Virtual School Symposium, New Orleans, LA.

GRANTS

Recipient and Grant PI: **Simulations for Principal Preparation (SiPPs)**. $99, 679.00 Prep2Practice Federal Grant Administered through the Pennsylvania Department of Education, Spring 2023.

Recipient: ***Robotic Telepresence: Just Like Bring There***. $2,500. East Stroudsburg University Out of the Box Grant, Fall 2022.

Recipient: ***Teaching with Simulations: What are the Students Learning and Experiencing?*** $2,000. East Stroudsburg University Summer Undergraduate Research Experience, Summer 2022.

Recipient and Grant PI: ***Developing the Virtual Leadership Program: Paving the Path for PSED and ESU to be Cutting Edge in the Higher Education Market.*** $9,984.00. East Stroudsburg University Faculty Development Research Grow It Grant, Spring 2022.

Recipient: ***Action Research and a Soft Systems Approach to Organizational Change: The Implementation of an Online and Blended Learning Initiative in a Large Urban School District***. $1,000. East Stroudsburg University Faculty Development Research Finish It Grant, Fall 2021.

Recipient: ***Innovative Solutions for Pandemic Problems: Exploring Simulations as Field Experience During Lockdown.*** $1000. East Stroudsburg University Faculty Development Research Finish It Grant, Fall 2021.

Recipient: ***simSchool for Pre-service Teachers: A Safe Space to Develop Pedagogical Practice.*** ESU Foundation Grant, $1,000. Fall 2021.

Recipient: ***Personal Learning: Are States Making it a Priority?*** $1,200. Faculty Development Research Mini-Grant Award, East Stroudsburg University, Spring 2019.

Grant Writer: ***Multi-Tiered System of Supports – Early Literacy Grant***, State of New Jersey and Rutgers University, Spring 2018, $6,000 and PD Services and Support: Partnership to develop a multi-tiered system of supports for early literacy in two K-2 schools.

Grant Writer and Principal Investigator: ***Flexible Seating Grant**, Cranford Fund for Educational Excellence, Spring 2017, $12,000*: To implement flexible seating to support the personal learning initiative across the district.

Grant Writer and Principal Investigator: ***Maker Space Grant**, Cranford Fund for Educational Excellence, $3,000*: To purchase materials and equipment to support the development of a high school maker space.

Grant Director/Principal Investigator: ***Race to the Top Grant** (Curriculum), U.S. Department of Education, New York City Department of Education, 2010-2012, $26,000,000:* To purchase curriculum and professional development to support the iLearnNYC blended learning initiative.

PROFESSIONAL SERVICE

Department
- Serve as Graduate Coordinator
- Serve as Coordinator of the National Board for Professional Teachers Support Program
- Chair Faculty Search Committee
- Member of the Evaluation Committee
- Member of the Student Screening Committee
- Student Advisor (Currently advise 67 M.Ed. students and 9 doctoral students)

College
- Member of the Teacher Education Committee
- Member Residential Experience Committee
- Program Designer/Developer: Virtual Leadership Certificate; Accelerated Online Principal Program
- Facilitated Freshman Orientation for PSED Students
- Classroom of the Future Redesign Committee

University
- Member of the Graduate Advisory Committee
- Co-Coordinator of the Igniting Innovation in Instruction: Blended and Online Learning Virtual Conference
- Member of the Faculty Development and Research Committee
- Member of the Entrepreneur Committee
- One Book One Campus Facilitator
- Member of the Author's Recognition and Reception Committee

External
- Chair, Action Research Special Interest Group, AERA

- Communications Coordinator, Systems Thinking Division, AECT
- External Reviewer Fairmont State University College of Education
- Member, Editorial Review Board, Journal of Online Learning Research, an international peer-reviewed journal an international peer-reviewed publication of the Association for the Advancement of Computing in Education (AACE).
- Consultant to the Shiv Nadar Foundation; Conducted 10 invited workshops for 200+ teachers across 5 schools in metropolitan and rural India, 2019
- Consultant to the New York City Department of Education: Virtual Leadership, Online and Blended Learning
- University Consultant: Doctoral Program Evaluation & Redesign
- Reviewer, American Education Research Association (AERA), Leadership Division, Educational Change SIG, Online Teaching and Learning SIG, Action Research SIG, 2019, 2020, 2021, 2022, 2023
- Reviewer, Association for Educational Communications and Technology, 2020, 2021, 2022, 2023
- Reviewer, International Society for Technology in Education (ISTE) Conference & Expo Research Presentation Proposals, 2019
- Newsletter Coordinator American Education Research Association (AERA) Action Research SIG
- Session Moderator, International Society for Technology in Education (ISTE), Personal Learning, 2019
- Member, Conference Planning Committee; Chair, Speaker Selection Committee; Reviewer, Conference Submission Proposals, Mid-Atlantic Conference (MACPL) on Personal Learning, 2019
- 2021 AERA Invited Discussant Online Learning SIG

THESIS AND DISSERTATION ADVISEMENT

- Committee Chair, East Stroudsburg University of Pennsylvania, Loretta Erdo, *Emergency Remote Learning: Teaching in the Time of COVID-19*, May 2022
- Committee Chair, James Gonzales, *The Impact of Instructional Conversations about Peer Observations on Middle School Teachers.* The College of Education, East Stroudsburg University, Fall, 2020
- Committee Member, Drew University, Daniel Papa, *Action-Inspired Learning*, March 2022
- Committee Chair, East Stroudsburg University of Pennsylvania, Christina McDonald, Topic: Innovations in a Higher Education System (In Progress)
- Committee Chair, East Stroudsburg University of Pennsylvania, David Hoffman, Topic: Personalized Learning (In Progress)
- Committee Chair, East Stroudsburg University of Pennsylvania, Helen Sclama Zaleski, Topic: Students with Limited or Interrupted Formal Education (In Progress)
- Committee Chair, East Stroudsburg University of Pennsylvania, Michele Connors, Topic: Professional Learning Communities (In Progress)
- Doctoral Committee Chair, East Stroudsburg University of Pennsylvania, Robert Feltmann, Topic: Peer Observation (In Progress)
- Committee Chair, East Stroudsburg University of Pennsylvania, Amanda Hinkel, Crisis Leadership (In Progress)
- Committee Chair, East Stroudsburg University of Pennsylvania, Jennifer Nonnemacher, Topic: Flexible Seating and Student Engagement (In Progress)

- Committee Chair, East Stroudsburg University of Pennsylvania, Jennifer Campbell, Topic: Play Pedagogy (In Progress)
- Doctoral Committee Member, East Stroudsburg University of Pennsylvania, Jolly Ramakrishan, Topic: Mental Health Stigma in Higher Education (In Progress)

PROFESSIONAL AFFILIATIONS

- Association for Educational Communications and Technology (AECT)
- American Educational Research Association (AERA)
- Digital Learning Collaborative (DLC)
- Society for Information Technology and Teacher Education (SITE)

COURSES TAUGHT

Undergraduate Level

PSED 161 Education Foundations
This course presents education as a unique field of academic study and also as a professional vocation with varied career opportunities. Consideration is given to the American educational enterprise in terms of the social, historical, and philosophical context, with the persistent issues being treated as they relate to the contemporary scene.

PSED 421 Seminar in Secondary Education II: Teaching Secondary Students in Diverse, Inclusive Classrooms
Students will examine the knowledge, skills, attitudes, and behaviors that are necessary to teach in a culturally and linguistically diverse and inclusive setting. Students will learn to respond to secondary students' individual needs and apply appropriate evidence-based instructional and non-academic recommendations and interventions. The course requires a 30-hour field component in an inclusive classroom and also incorporates experiences with ELLs.

PSED 430 Student Teaching Middle Level
This course is part of a guided teaching experience in the secondary schools which typically consists of PSED 430 and 431 for a full semester. This field experience is designed to provide the opportunity to demonstrate the competencies and understandings of the teaching/learning process in the middle/junior high school.

PSED 431 Student Teaching High School Level
This course is part of a guided teaching experience in the secondary schools which typically consists of PSED 430 and 431 for a full semester. This field experience is designed to provide the opportunity to

demonstrate the competencies and understandings of the teaching/learning process in the senior high school.

Masters Level

PSED 510 Teacher, School, and Community
This course analyzes a wide spectrum of human relations within the broad area of basic education. Common professional problems are discussed. It also includes an examination of the values and beliefs of the community as related to the public school.

PSED 516 The Learner and the Learning Process
A review of various views (humanistic, behavioral, cognitive) of the learner and learning theorists (Skinner, Rogers, Bruner, Piaget). Case studies of actual teaching learning problems are brought to the class by the participants for examination and discussion by the group.

PSED 521 Seminar in Secondary Education II Graduate Level
Students will examine the knowledge, skills, attitudes and behaviors that are necessary to teach in a culturally diverse and linguistically diverse and inclusive setting. Students will learn to respond to secondary student individual needs and apply appropriate evidence-based instructional and non-academic recommendations and interventions. This course requires a 30-hour field component in an inclusive classroom and incorporates experiences with English Language Learners.

PSED 590 Supervision of Instruction
This course is an introduction to the theory and function of supervision in the modern public school system, K-12. Application of emerging concepts and principles of modern school supervision to practical situations in which administrators, supervisors, coordinators, and teachers are working are presented.

PSED 595 Elementary and Secondary Education Leadership
An overview of the elementary and secondary school principalship. This course addresses the philosophical, social, and educational context in which the school and the principal function. The role of the principal, position responsibilities, professional trends, and opportunities for professional growth are examined.

PSED 573 Field Experience in Educational Leadership
PSED 574 Field Experience in School Organization and Management
PSED 575 Field Experience in Curriculum and Student Achievement
The professional field experience in educational leadership is designed to provide administration certification candidates with advanced level theory seminars and 120 hours of practical experience in a school setting during which the candidate will develop administrative leadership competencies based on the standards recommended by the Interstate School Leaders License Consortium and the NJ/PA Departments of Education. The candidate will be supervised by an ESU faculty person and a field-based administrator. A portfolio is required at the completion of the course.

Doctoral Level

PSED 703 Leadership Application

This course is designed to prepare doctoral students in leadership studies to develop and implement a field project that incorporates leadership and policy theories learned in previous courses. Various approaches and issues associated with design and implementation of a field project will be examined. Through and exploration of the literature, critique of theories, and direct hands-on exercises, students will be able to build competency in integrating leadership theories and research methods into their own field project.

PSED 725 Critical Analysis of Issues and Innovations in Education

This course examines leading change, innovations and reform in education. Specific innovations and reforms will be examined and relationships between research, policy making, and implementation will be emphasized.

PSED 783 Qualitative Analysis in Leadership Studies

This course is designed to prepare doctoral students in leadership studies to conduct qualitative data analysis in dissertation research.

PSED 797/798 Internship I and II

This course is designed for the advanced graduate student who wishes to do independent research in special areas. Activities and projects are designed to meet the requirements for school leader certification.