SHELBY COSNER

Dr. Morrill M. Hall Endowed Chair in Educational Administration
Mary Frances Early College of Education
Department of Lifelong Education, Administration and Policy
University of Georgia.
Rivers Crossing, Office 303
850 College Station Road
Athens GA, 30602
Shelby.Cosner@uga.edu
shcosner@gmail.com

EDUCATION

Ph.D. Educational Leadership and Policy Analysis, with a Minor in Organizational Theory and Change, University of Wisconsin-Madison, 2005.

CURRENT and PRIOR APPOINTMENT, ADMINISTRATIVE ROLES, AND AFFILIATIONS

University of Georgia (UGA), 2024 to present.

Dr. Morrill M. Hall Endowed Chair in Educational Administration, Mary Frances Early College of Education, University of Georgia, August 2024 to present.

Program Coordinator, Ph.D. in Educational Administration and Policy, Department of Lifelong Education, Administration, and Leadership, Mary Frances Early College of Education, University of Georgia, August 2025 to present.

Program Affiliations, Ed.D. and Ph.D. in Educational Administration and Policy.

University of Illinois Chicago (UIC), 2005 to 2024.

Director of the Center for Urban Education Leadership (CUEL), College of Education, University of Illinois Chicago, October 2018 to August 2024.

In 2018 the CUEL, in collaboration with UIC's Urban Education Leadership program received the *Spotlight on Quality in Continuous Improvement Award* from the Carnegie Foundation for the Advancement of Teaching. In 2019-20, CUEL catalyzed a formal research practice partnership (called C2) with the Chicago Public Schools (CPS) which has gained 1.7M in external

funding to support C2 projects. In 2019-2020, CUEL in collaboration with UICs' Learning Sciences Research Institute (LSRI), cultivated additional research practice partnerships with four Illinois Schools Districts and these partnerships have gained 4.7M in external funding to support partnership efforts.

Director of Graduate Studies, Department of Educational Policy Studies, College of Education, University of Illinois Chicago, 2018 to 2024.

Administrative Council, College of Education, University of Illinois Chicago, 2020-2023.

Professor with Tenure, Ed. Organization & Leadership, Department of Educational Policy Studies, College of Education, University of Illinois Chicago, 2018 to 2024.

Chair, University Faculty Senate Research Committee, 2014-2018. Responsible for reviewing and making recommendations regarding university research-related policies and practices; reviewing and approving all research center applications for permanent status and continuing review; participating in interviews/selection of Vice Chancellor for Research, University of Illinois Chicago, 2014-2018.

Faculty Affiliate, **Center for Urban Education Leadership (CUEL),** College of Education, University of Illinois Chicago, 2012-2018.

Associate Professor with Tenure, Ed. Organization & Leadership, Department of Educational Policy Studies, College of Education, University of Illinois Chicago, 2011-2018.

Academic Program Director, Associate Program Coordinator, Ed.D. in Urban Education Leadership, Department of Educational Policy Studies, College of Education, University of Illinois Chicago, 2008-2014.

The Ed.D. in Urban Education Leadership (UEL), the college's principal preparation program, has earned widespread national and state recognition for its quality. In 2013, this program received the University Council for Educational Administration's first Exemplary Educational Leadership Preparation Program Award (only 2 educational leadership preparation programs were recognized in this inaugural competition and only 7 programs throughout the US have received this award to date). In 2012, this program received the Urban Impact Award from the Council of Great City Schools. It has been identified as a model educational leadership

preparation program by the Illinois Board of Higher Education, and recognized by the George W. Bush Institute's Alliance to Reform Education Leaders as the first higher education program in the nation to receive Exemplary Affiliate status, its highest designation.

Director of Leadership Research and Development, Partnership READ.
College of Education, University of Illinois Chicago, 2006-2009.

Assistant Professor, Ed. Organization & Leadership, Department of Educational Policy Studies, College of Education, University of Illinois Chicago, 2005-2011.

Program Affiliations, Ed.D. in Urban Education Leadership and Ph.D. in Educational Policy Studies, University of Illinois Chicago, 2005-2024.

ELECTED NATIONAL ACADEMIC LEADERSHIP ROLES

President, University Council for Educational Administration (UCEA), 2025-2026.

SIG Past-Chair, AERA Learning and Teaching in Educational Leadership (LTEL), American Educational Research Association, 2025-2028.

President-Elect, University Council for Educational Administration (UCEA), 2024-2025.

SIG-Chair, AERA Learning and Teaching in Educational Leadership (LTEL), American Educational Research Association, 2022-2025.

Executive Committee Member, University Council for Educational Administration (UCEA), two terms from 2019-2024.

Executive Board Member/AERA Leadership for School Improvement SIG Treasurer, Secretary, Program Chair, Chair, American Education Research Association, 2010-2015.

INTERNATIONAL ROLES

United Nations Educational, Scientific and Cultural Organization (UNESCO), Inclusive Policy Lab/Leadership Development Expert, UNESCO Inclusive (Special Education Leadership) Policy Lab, 2023 to present.

Research Fellow, WISE, Qatar Foundation, Doha Qatar, 2020 to 2024.

WORK EXPERIENCE/PRIOR TO THE ACADEMY

Senior Teaching Assistant, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison.

School District Leader, Director-Continuous Improvement of Student Learning, Elmbrook School District, Brookfield, WI.

School Leader, Associate Principal & Founding Principal, Longfellow Middle School (6-8th grade student enrollment 1100), Wauwatosa School District, Wauwatosa, WI, 1991-1995 and Wisconsin Hills Middle School (first 6-8th grade middle school in district following passage of district referendum with a 1000 student enrollment), Elmbrook School District, Brookfield, WI.

High School Program Director, Urbandale School District, Urbandale, IA.

BOOKS

Cosner, S. (in press for 2026 publication). *Cultivating robust educational leader preparation: Sustaining organizational learning through continuous improvement.* Harvard Education Press.

ARTICLES
*non peer-reviewed; # with graduate student

De Voto, C., Pitvorec, K., **Cosner, S**., & Siciliano, M.D. (2025). Agents of change? How district leaders shape absorptive capacity within research–practice partnerships. *Journal of Educational Administration, 63*(4), 344-362. Access at: https://dio.org/10.1108/JEA-08-2024-0275

Richard, M., & **Cosner., S**. (2024). Centering equity within principal preparation and development: An integrative review of literature. *Education Sciences.* Access at: https://doi.org/10.3390/edusci14090944

Cosner, S., & De Voto, C. (2023). Strengthening the developmental opportunity of the clinical experience in principal preparation: Leadership coach as broker and third-party influencer. *Educational Administration Quarterly,* 59(1), 3-39. Access at: https://journals.sagepub.com/doi/10.1177/0013161X231153812

Superfine, B., De Voto, C., Castro-Superfine, A., **Cosner, S.,** & Han#, A**.** (2023). How research practice partnerships learn how to develop goals for math and

identify problems of practice. In S. Hayes & E. Anderson (Eds.), *Continuous improvement: A leadership process for school improvement* (pp. 315-335). Charlotte, NC: Information Age Publishing.

*Tozer, S., Martinez, P., Barron, C., **Cosner, S**., Hightower, Z., Jackson, J., Mayrowetz, D., Whalen, S., & Zavitkovsky, P. (2023). Preparing principals for urban schools: The challenge of equitable outcomes at scale. In L. Gomez & M. Biag (Eds.), *District-university partnerships for continuous improvement* (pp. 262-297). Lanham, MD: Rowman & Littlefield.

*Richard#, M., & **Cosner, S**. (2023). Using cycles of inquiry to drive equity-oriented curricular improvement within one leadership preparation program. In D. Fowler, J. Vasquez Heilig, S. Jouganatos, & A. Johnson (Eds.), *Equity & access: An analysis of educational leadership preparation, policy & practice* (pp. 17-40). Charlotte, NC: Information Age Publishing.

***Cosner, S**. & Alfadala, A. (2023). *Post-pandemic national educational investments: School leadership development through innovative learning designs*. Qatar: WISE Research Report, Qatar Foundation.

***Cosner, S.,** & Whalen, S. (2023) *Supporting leadership preparation program improvement: Taking a deeper look at the design of improvement-oriented preparation program data systems*. Chicago, IL: Center for Urban Education Leadership.

***Cosner, S.** (2022). Ongoing attention to teacher leadership and its development: Insights from the United States. In A. McKay, K. Redman, Z. Marzi, & A Miller (Eds.) *Education reimagined: Leadership for transformation* (pp. 40-43). Victoria: Center for Strategic Education. Access at: file:///Users/user/Desktop/cse-wise-education-reimagined-leadership-for-a-new-era.pdf

Cosner, S., Whalen, S., Richard#, M., & Hebert, M. (2021). *Exploring educational ecosystems through the lens of intermediary organizations: Insights for policy and practice*. 2021 WISE Research Report. Qatar Foundation.

*Richard#, M., **Cosner, S**., & Salisbury, J. (2021). Social justice leadership in market contexts. In C. Mullen (Ed.), *Handbook of social justice interventions in education* (pp. 415-439). Berlin, Switzerland. Springer Nature.

Cosner, S. (2020). A deeper look into next generation active learning designs for educational leader preparation. *Journal of Research on Leadership Education, 15*(3), 167-173. Access at: https://doi.org/10.1177/1942775120936301

Richard#, M., Salisbury, J., & **Cosner, S**. (2020). The school-community connection: Social justice leaders' community activism to promote justice for students. *International Journal of Leadership in Education.* Access at: *https://www.tandfonline.com/doi/abs/10.1080/13603124.2020.1842506*

Salisbury, J., Richard#, M., & **Cosner, S**. (2020). Merging schools and communities: Engaging in activist leadership beyond your school walls. In J. Brooks, T. Watson, & A. Heffernan (Eds.), *The school leadership survival guide: What to do when things go wrong, how to learn from mistakes, and why you should prepare for the worst* (pp. 131-153). Charlotte, NC: Information Age Publishing.

Cosner, S., Leslie#, D., & Shyjka#, A., (2020). Supporting instructional transformation tied to standards-based reforms: Examining a learning focused approach to school-wide instructional improvement. *Leadership and Policy in Schools, 19*(2), 252-270. Access at: https://www.researchgate.net/publication/330156557_Supporting_Instructio nal_Transformation_Tied_to_Standards-Based_Reforms_Examining_a_Learning-Focused_Approach_to_Supporting_School-Wide_Implementation

Cosner, S. (2019). What *makes* a leadership preparation program exemplary*? Journal of Research on Leadership Education, 14*(1), 98-115. Access at: https://journals.sagepub.com/doi/pdf/10.1177/1942775118819661.

*****Cosner, S.** (2019). Assembling the right team for implementing a continuously improving principal preparation program: Lessons learned at the University of Illinois Chicago. In E. Hunt, A. Haller, L. Hood, & M. Kincaid (Eds.)*, Reforming principal preparation at the state level: Perspectives on policy reform from Illinois* (pp. 205-206). NY: Routledge.

Cosner, S., Walker, L., Swanson J., Hebert, M., & Whalen, S. (2018). Examining the architecture of leadership coaching: Considering developmental affordances from multifarious structuring. *Journal of Educational Administ*ration, *56*(3), 364-380. Access at: https://www.emerald.com/insight/content/doi/10.1108/JEA-05-2017-0049/full/html

Cosner, S., De Voto#, C., & Andry Rah'man#, A. (2018). Harnessing the school context as a learning resource in school leader development. *Journal of Research on Leadership Education, 13*(3), 238-255. Access as: https://journals.sagepub.com/doi/full/10.1177/1942775118763872

Korach, S., & **Cosner, S.** (2017). Developing the school leadership pipeline: Comprehensive leadership development. In. M. Young & G. Crow (Eds.), *Handbook of research on the education of school leaders (*pp. 262-282*)*. NY: Routledge.

Cosner, S., Tozer, S., & Zavitkovky, P. (2016). Enacting a cycle of inquiry capstone research project in doctoral-level leadership preparation. In V. Storey & K. Hesbol (Eds.), *Contemporary approaches to dissertation development and research methods* (pp. 162-183*)***.** Hershey, PA: IGI Global.

Cosner, S., & Jones#, M. F. (2016). Leading school-wide improvement in conditions of accountability: Key actions and considerations. *Journal of Educational Administration*, 54(1), 41-57. Access at: https://www.emerald.com/insight/content/doi/10.1108/JEA-08-2014-0098/full/html

***Cosner, S**., & Marshall, J. (2016). Rethinking preparation program leadership in improvement-oriented contexts: Identifying new work demands, university responses and persistent challenges. *UCEA Review, 57*(3), 29-33.

Cosner, S., & Tozer, S., Zavitkovsky, P., & Whalen, S. (2015). Cultivating exemplary school leadership preparation at a research intensive university. *Journal of Research on Leadership Education*, 10(1), 11-38. Access at: https://journals.sagepub.com/doi/full/10.1177/1942775115569575

Cosner, S. (2014a). Cultivating collaborative data practices as a schoolwide improvement strategy: A Phase-Based model of school leadership supports. *Journal of School Leadership*, *24*(4), 692-724. Access at: https://journals.sagepub.com/doi/pdf/10.1177/105268461402400405

Cosner, S. (2014b). Strengthening collaborative data practices in schools: The need to cultivate developmental perspectives and diagnostic approaches. In A. Bowers, A. Shoho, & B. Barnett (Eds.), *Using data in schools to inform leadership and decision making* (pp. 67-93). Charlotte, NC: Information Age Publishing.

Cosner, S., Kimball, S., Barkowski, E., Carl, B., & Jones, C. (2014). *The impact of new teacher evaluation systems on the work demands and learning and resource needs of principals*. Research on Urban Education Policy Initiative.

Cosner, S., Tozer, S., & Smylie, M. (2012). The Ed.D. Program at UIC: Using cycles of inquiry and improvement to advance leadership preparation. *Planning*

and Changing, 43(1-2), 127-148. Access at:
https://files.eric.ed.gov/fulltext/EJ977551.pdf

Cosner, S. (2012). Leading the on-going development of collaborative data
practices: Advancing a schema for diagnosis and intervention. *Leadership
and Policy in Schools, 11*(1), 26-65. Access at:
https://www.researchgate.net/publication/233272545_Leading_the_Ongoing
_Development_of_Collaborative_Data_Practices_Advancing_a_Schema_for
_Diagnosis_and_Intervention

Cosner, S. (2011). Teacher learning, instructional considerations, and principal
communication: Lessons from a longitudinal study of collaborative date use
by teachers. *Educational Management Administration & Leadership, 39*(5),
568-589. Access at:
https://journals.sagepub.com/doi/pdf/10.1177/1741143211408453

Cosner, S. (2011). Supporting the initiation and early development of evidence-
based grade-level collaboration in urban elementary schools: Key roles and
strategies of principals and literacy coordinators. *Urban Education*, *46*(4),
786-827. Access at:
https://journals.sagepub.com/doi/pdf/10.1177/0042085911399932

Cosner, S. (2010). Drawing on a knowledge-based trust perspective to examine and
conceptualize within-school trust development by principals. *Journal of
School Leadership, 20*(2), 117-144. Access at:
https://journals.sagepub.com/doi/pdf/10.1177/105268461002000202

Cosner, S. (2009). Building organizational capacity through trust. *Educational
Administration Quarterly, 45*(2), 248-291. Access at:
https://journals.sagepub.com/doi/pdf/10.1177/0013161X08330502

*Peterson, K., & **Cosner, S**. (2008). Teaching your principal: Top tips for the
professional development of the school's chief. In V. von Frank (Ed.),
Professional learning for school leaders (pp. 5-9). Oxford, OH: National
Staff Development Council.

***Cosner, S**. (2006). School improvement models. In F. English (Ed.), *SAGE
encyclopedia of educational leadership and administration* (pp. 904-906).
Thousand Oaks, CA: SAGE Publications.

*Peterson, K., & **Cosner, S.** (2006). School culture. In F. English (Ed.), *SAGE
encyclopedia of educational leadership and administration* (pp. 249-251).
Thousand Oaks, CA: SAGE Publications.

Cosner, S. (2005). Towards a human capital development strategy: Uncovering the approaches used by a high school principal to support teacher learning. In W. Hoy & C. Miskel (Eds.), *Theory and research in educational administration: Educational leadership and reform* (pp. 233-264). Greenwich, CT: Information Age Publishing.

*Cosner, S., & Peterson, K. (2003). Building a learning community, *Leadership, 32*(5), 12-15.

ARTICLES IN PROGRESS

Cosner, S., & Richard, M., (in progress 2025). Transforming the clinical experiences of aspiring leaders for equity-oriented aims: Insights from the field. *Education Sciences.*

Cosner, S., Anderson, E., & Cunningham K. (in progress 2025). Emerging insights on educational leader preparation and development. *Education Sciences.*

Cosner, S. (in progress 2025). Growing university-district partnerships: Lessons learned and next steps for developing leaders in diverse contexts. *Journal of Educational Administration.*

De Voto, C., & Cosner, S. (in progress 2025). Beyond bouncing back: Organizational resilience and K-12 leadership adaptability during the COVID-19 crisis. *Journal of Educational Administration.*

De Voto, C., Superfine, A., Superfine, B., Cosner, S., & Yin, Y. (in progress 2025). Navigating the black box: Evaluating research-practice partnership effectiveness.

Cosner S., Shen, Z., & Kim, Y. (in progress 2025). The State of Chronic Absence in the United States. *American Educational Research Journal.*

Jackson, D., Flowers, J., & Cosner S. (November 2025). Uncovering school leadership challenges in implementing special education policies and practices. *Leadership and Policy in Schools.*

OTHER PRODUCTS: PODCAST EPISODES

Cosner, S. (November, 2023). *Mentoring educational leadership preparation programs for continuous improvement.* In the Lead with UCEA (University Council for Educational Administration), Podcast Series.

GUEST EDITOR SPECIAL ISSUE JOURNAL and JOURNAL ARTICLES

Special Issue for *Frontiers in Education* (2026): The Work and Development of Teacher Leaders, Principals and System-level Leaders for Organizational Diagnosis and Development (with Co-editor Elizabeth Stosich).

Special Issue of *Education Sciences* (2024-2025): Strengthening educational leadership preparation and development (with Co-editors Drs. Erin Anderson and Katie Winn Cunningham)

Azukas, M., Dexter, S., & Gibson, D. (2025). An exploratory study of simulations in the principal pipeline. *Education Sciences, 15*(6), 770: https://doi.org/10.3390/edusci15060770

De La Cruz Albizu, P. (2024). Towards an intersectional leadership identity development approach. *Education Sciences, 14*(*12)*. 1274; https://doi.org/10.3390/educsci14121274

Fusarelli B., & Fusarelli, L. (2024). Leadership for the future: Enhancing principal preparation through standards and innovation. *Education Sciences, 14*(10); 14; https://doi.org/10.3390/educsci14121403

Goldstein, J., Orange, T., & Sutton, S. (2025). You cannot change the system without looking inward first: Three California preparation programs with coaching that makes a difference. *Education Sciences, 15*(9), 1244; https://doi.org/10.3390/educsci15091244

Jimerson, J.B., & Myers, R.D. (2024). Scaffolding criticality: Iterations of theory in principal preparation. *Education Sciences, 14*(12), 129: https://doi.org/10.3390/educsci14121298

Kim, E., & Ishimaru, K. (2025). Centering identity and multilingualism in educational leadership preparation programs. *Education Sciences, 14*(11), 1435: https://doi.org/10.3390/edusci15111435

Lasater, K., & Pijanowski, J. (2025). Centering relationships in leadership preparation. *Education Sciences*, 15(5), 537; https://doi.org/10.3390/educsci15050537

Meyers, C., Abrams, L., Moon, T., & Hock, M. (2024). School leader preparation in the U.S. state of Virginia: Exploring the relationship between data use in

standards and program delivery. *Education Sciences, 14*(10), 1081; https://doi.org/10.3390/educsci14101081

Molle, D., Handsman, E., Peters-Hawkins, A., Jones, W., Diamond, J., Nott, E. Choi, Y., White, M., Greer, C., Mosby, J., & Halverson, R. (2024). Dynamics in district-university partnerships focused on leadership for equity. *Education Sciences, 14*(10); https://doi.org/10.3390/educsci14111221

Perry, J., Farley-Ripple, E., Leland, A., Shewchuk, S., & Firestone, W. (2025). Conceptualizing the education doctorate as a lever for improving education leaders' use of research evidence. *Education Sciences, 15*(6), 747; https://doi.org/10.3390/educsci15060747

Thessin, R., Abebayehu, A., Tekleselassie, L., Trimmer, S., Shepard, D., & Clayton, J. (2024). Leveraging a candidate assessment system to develop an equity-centered school leadership pipeline through a university–district partnership. *Education Sciences, 14*(12),1408; https://doi.org/10.3390/educsci14121408

Xia, J., Yongmeil, N. Rorrer, A., Xu, L, & Young, M. (2025). Understanding the relationship between educational leadership preparation program features and graduates' career intentions. *Education Sciences, 15*(5), 575; https://doi.org/10.3390/ educsci15050575

Special Issue of the *Journal of Research on Leadership Education (2020)*: Next generation active learning pedagogical designs for the preparation and development of educational leaders

Dexter, S., Clement, D., Moraguez, D., & Watson, G. (2020). (Inter)Active learning tools and pedagogical strategies in educational leadership preparation. *Journal of Research on Leadership Education, 15*(3), 173-191.

Honig, M., & Honsa, A. (2020). Active learning for systems-focused equity leadership: Shifting practice through practice. *Journal of Research on Leadership Education, 15*(3), 192-209.

Orr, M. T. (2020). Reflections on active learning in leadership development. *Journal of Research on Leadership Education, 15(3), 227-234.*

Salisbury, J., & Irby, D. (2020). Leveraging active-learning pedagogy in a scaffolded approach: Reconceptualizing instructional leadership learning. *Journal of Research on Leadership Education, 15*(3), 210-226.

PUBLISHED RESEARCH, POLICY, AND PRACTICE BRIEFS/CENTER FOR URBAN EDUCATION LEADERSHIP

Edited and Published

Zavitkovsky, P. (December, 2022). *A question district leaders need to ask more often: What parts of formative assessment can't be outsourced?* Chicago, IL: Center for Urban Education Leadership.

Tozer, S., & Walker, S. (December, 2021). *Reducing chronic absence: Making equity strategies specific, adaptive, and evidence-based. Chicago, IL*: Center for Urban Education Leadership.

Walker, L., & Tozer, S. (December, 2021). *Towards the continuous improvement of Chicago Public School's high-churn elementary schools*. Chicago, IL: Center for Urban Education Leadership.

Whalen, S. (September, 2020). *Transforming central office practices for equity, coherence, and continuous improvement: Chicago Public Schools under the leadership of Dr. Janice K. Jackson.* Chicago, IL: Center for Urban Education Leadership.

EXTERNAL FUNDING (18.9M)

Co-Principal Investigator. *Learning to Lead in Math (LTL-Math)*, **($4,338,911/funded).** U.S. Department of Education, Early-phase Education Innovation and Research (EIR), 2025- 2029; Principal Investigator Alison Castro Superfine and other Co-Principal Investigators Ben Superfine.

Principal Investigator. *Advancing Leadership Development,* **($35,000/funded).** Finnegan Family Foundation, 2024.

Principal Investigator. *Diagnosing and Addressing Network-level Leaders Learning Needs Through C2 Research Practice Partnership*, **($250,000/funded**). The Fry Foundation, 2024. Co-PI Cynthia Barron, University of Illinois Chicago.

Principal Investigator. *Lead IDEA,* (**$800,972 subaward of 15M/funded**). National Center for Supporting School Building and Early Intervention Program Administrators to Effectively Implement IDEA and Improve Systems Serving Children with Disabilities. Office of Special Education and Rehabilitation Services, US Department of Education, 2023-2028; Co-PI Jamon Flowers, University of Georgia; prime award to American Institutes for Research (AIR).

Principal Investigator. *Examining Equity-oriented Enhancements to the Clinical Experiences of Aspiring Principals: Work of the C2 Research Practice Partnership,* (**$650,000/funded**). William T. Grant Institutional Challenge Grant funded by William T. Grant Foundation, Lyle Spencer Foundation, and Bezos Family Foundation, 2023-2024. Co-PIs Yue Yin and Kathryn Chval, University of Illinois Chicago; Devin Swartley and Allison Tingwall, Chicago Public Schools.

Principal Investigator. *Diagnosing and Addressing Network-level Leaders Learning Needs Through C2 Research Practice Partnership,* (**$300,000/funded**). Anonymous Funder, 2023-2024.

Principal Investigator. *Strengthening School Leadership in High Churn Schools,* (**$250,000/funded**). The Chicago Public Education Fund, 2023-2024.

Principal Investigator. *Cultivating Equity-focused School Leadership Preparation: Equity-centered Principal Pipeline Initiative,* (**$309,000/funded**). The Wallace Foundation, 2021-2024.

Principal Investigator. *Examining and Cultivating Developmental Approaches to Strengthen Early Childhood Leadership in Urban Elementary Schools through Leadership Coaching,* (**$125,000/funded**). Chicago Children's First, 2021-2023. Co-PI Cynthia Barron, University of Illinois Chicago.

Principal Investigator. *Examining Educational Ecosystems,* (**$86,130/funded**). Qatar Foundation/WISE, 2020-2021.

Co-Principal Investigator. *Developing Organizational Capacity to Improve K-8 Mathematics Instruction,* (**$4,730,433/funded**). DRK-12 Discovery Grant Level III Implementation Teaching. National Science Foundation, 2019-2024. PI Allison Castro and additional Co-PIs include Ben Superfine and Yue Yin, University of Illinois Chicago.

Principal Investigator. *Diagnosing and Addressing CPS Network Chief Learning Needs Through C2 Research Practice Partnership,* (**$500,000/funded**). Lloyd A. Fry Foundation, 2019-2024. Co-PI Cynthia Barron, University of Illinois Chicago.

Principal Investigator. *Advancing Leadership Development,* (**$175,000/funded**). Finnegan Family Foundation, 2019-2023.

Principal Investigator. Diagnosing and Addressing *Network-level Leaders Learning Needs Through C2 Research Practice Partnership*, **($400,000/funded**). Anonymous Funder, 2019-2023.

Principal Investigator. *Forming a Research Practice Partnership (C2) to Explore the Improvement of High Churn Urban Schools,* **($45,000/funded)**. McCormick Foundation and Chicago Public Schools, 2019-2020. Co-PI Lisa Walker, University of Illinois Chicago.

Co-principal Investigator. *Continuous Improvement of Senior Leadership Practices in a Major American Urban School District*, **($90,000/funded**). Fry Foundation, Crown Foundation, and Chicago Public Schools, 2019-2020. PI Sam Whalen, University of Illinois Chicago.

Principal Investigator. *Examining School Leader Development in India and Advancing International Investment Recommendations for the Global East and South*, **($30,000 funded**). Qatar Foundation, 2019-2020.

Principal Investigator. *Improving Instruction Through Data Use on Teacher Quality,* (**$28,666/funded)**. The Lyle Spencer Foundation, 2017-2018.

Principal Investigator. *University Principal Preparation Initiative*. (**$1,028,900/funded)**. The Wallace Foundation, 2016-2020.

Principal Investigator. *Developing Principal Practice for the Leadership of School-wide Cycles of Inquiry*, **($6,000/funded**). Chicago Leadership Collaborative and Chicago Public Schools, 2015-2016.

Co-Principal Investigator. *Systems Approach to Leader Pipeline Development,* (**$1,948,007/funded).** US Department of Education, 2014-2017. PI Steve Tozer, Center for Urban Educational Leadership, and additional Co-Principal Investigators Sam Whalen, Center for Urban Educational Leadership, College of Education, University of Illinois Chicago.

Principal Investigator. *PK-5 Mathematics Instructional Improvement: Common Core for All Learners,* (**$450,000/funded**). McCormick Foundation, 2014-2017. Additional PIs David Mayrowetz, Cathy Main and Kathleen Sheridan, University of Illinois Chicago.

Co-principal Investigator. *Cycles of Innovation and Continuous Improvement: A University/District Partnership to Produce Transformative Principals,* **($1,000,330/funded).** School Leadership Program Grant. U.S. Department of Education Office of Innovation and Improvement, 2013-2017. PI, Steve

Tozer, Center for Urban Educational Leadership and additional Co-PIs Sam Whalen, Andrea Evans and David Mayrowetz, University of Illinois Chicago.

Senior Researcher. *Examining Pre-service Preparation of School Leaders,* (**$30,000/funded**). Finnegan Family Foundation, 2013-2014.

Senior Researcher. *Examining the Principal Residency Experience and its Impact on Candidate Competency, Role, and Identity Development,* (**$200,000/funded**). Lloyd A. Fry Foundation, 2013-2015. PI Sam Whalen, University of Illinois Chicago.

Principal Investigator. *Performance Management Accountability Policy and Sanctions: Examining Productive Organizational and School Leadership Responses,* (**$29,000/funded**). Faculty Scholarship Support Grant and Dean's Research Support, University of Illinois Chicago, 2012-2014.

Principal Investigator. *Examining the Enactment of Collaborative Data Practices in Urban Elementary Schools,* (**$3,000/funded**). Faculty Scholarship Support Grant, University of Illinois Chicago, 2009-2011.

Co-Principal Investigator. *Urban School Leadership Preparation*, (**$2,100,000/funded**). The Broad Foundation**,** 2007-2011. PI Steve Tozer and additional Co-PI Peter Martinez, University of Illinois Chicago.

Senior Researcher/Director of Leadership Research, Partnership READ. *Examining Grade-level Collaborative Data Use and the Ways in Which School Leaders Support Collaborative Practice Enactment and Development,* (**$1,500,000/funded**). Chicago Community Trust, 2006-2009. PIs include Susan Goldman and Taffy Raphael, University of Illinois Chicago.

ADDITIONAL FUNDING/CENTER FOR URBAN EDUCATION LEADERSHIP (2018 to Present)

The Center for Urban Education Leadership has secured additional external funding (gifts, grants, contracts) from multiple organizations to support the design, evaluation, testing of educational leader learning designs/interventions and leadership research (**$1,500,000/funded**), 2018-2024.

CONTENT EXPERT/LEAD DESIGN CONTRIBUTOR

Served as content expert and lead designer (educational leadership development and coaching intervention) for 4 federally funded school leadership development

projects (31M, U.S. Department of Education Supporting Effective Educator Development, Educational Innovations in Research, 2017 to 2024) supporting the creation of leadership coaching and professional development materials for use in 6 regions in the state of IL; interventions examined through quasi-experimental designs.

REFEREED/INVITED ACADEMIC CONFERENCE PAPERS and PRESENTATIONS

Cosner, S. & Richard, M. (November, 2025). *Strengthening the clinical experience of principal preparation for equity-oriented aims.* Paper presented at the annual meeting of the University Council for Educational Administration, San Juan, Puerto Rico.

Richard, M. & Cosner, S. (November, 2025). *In integrative review of principal preparation program redesign around the academic core.* Paper presented at the annual meeting of the University Council for Educational Administration, San Juan, Puerto Rico.

Jackson, D., Flowers, J., & Cosner S. (November 2025). *Uncovering leadership challenges in implementing special education policies and practices.* Paper presented at the annual meeting of the University Council for Educational Administration, San Juan, Puerto Rico.

De Voto, C., Superfine, A., Superfine, B., Cosner, S., & Yin, Y. (April, 2025). *Navigating the black box: Evaluating research-practice partnership effectiveness.* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Reyes-Guerra, D., Cosner, S., Richard, M., Rodriguez, M., Anderson, E., & Critelli, J. (April, 2025). *From theory to practice: Embedding equity into doctoral coursework.* Presentation at the annual meeting of the American Educational Research Association, Denver, CO.

Cosner, S., Van Gronigen, B., Bailes, L., Saures, N., Brezicka, K., & Rumbaugh, W. (November, 2023). *Building partnerships to support educational leadership preparation and development.* Presentation at the annual meeting of the University Council for Educational Administration, Minneapolis, MN.

Cosner, S., Allen, L., Richard, M. (April, 2023). *Enacting the principal preparation clinical experience for equity-oriented aims.* Roundtable presentation at the annual meeting of the American Education Research Association, Chicago, IL.

Cosner, S., & Richard, M. (January, 2023). *Examining school leader development in the Middle East and Global South: Key implications for policy and practice.* Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Vina del Mar, Chile.

Cosner, S., & Whalen, S. (January, 2023). *Taking a deeper look at the design of improvement-oriented educational leadership preparation/development program data systems.* Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Vina del Mar, Chile.

Cosner, S., & Whalen, S. (November, 2022). *Supporting leadership preparation program improvement: Taking a deeper look at the design of improvement-oriented preparation program data systems.* Paper presented at the annual meeting of the University Council for Educational Administration, Seattle, WA.

Cosner, S., Woulfin, S., & Roegman, R. (November, 2022). *Healing, learning, and leading: How leader preparation programs develop and sustain equity-centered leaders in the COVID-era.* Critical conversation at the annual meeting of the University Council for Educational Administration, Seattle, WA.

Cosner, S., O'Doherty, A., Candelarie, D., Drake, T., Garza, E., & Rumley, M. (November, 2022). *Learning about continuous program improvement from UCEA Exemplary Educational Leadership Preparation Program awardees.* Invited presentation at the annual meeting of the University Council for Educational Administration, Seattle, WA.

Cosner, S**.**, Whalen, S., Richard, M., & Hebert, M. (December, 2021). *Exploring educational ecosystems through the lens of intermediary organizations: Insights for policy and practice.* Invited presentation at the 2021 World Innovation Summit in Education (WISE), Doha, Qatar.

Cosner, S. (December, 2021). *Empowering leaders of learning: Addressing global school leader development needs.* Invited presentation at the 2021 World Innovation Summit in Education (WISE), Doha, Qatar.

Cosner, S., & Barron, C. (November, 2021). *Using cycles of inquiry within a research and development partnership to impact a district's equity-oriented 5-year vision*. Presentation at the annual convention of the University Council for Educational Administration, Columbus, OH.

Cosner, S. (June, 2021). *Continuously improving school leader preparation for equity-oriented ends.* Presentation at the virtual meeting of the EdPrepLab Elevating Exemplary Practices Convening.

Cosner, S., & De Voto, C., (January, 2020). *Enhancing the school leader preparation clinical experiences: The role of leadership coach as clinical broker.* Paper presented at the annual meeting of the International Congress of School Effectiveness and Improvement, Marrakech, Morocco.

Cosner, S. (January, 2020). *Examining leader development in India and extracting development considerations for investors and developers in the Global East.* Paper presented at the annual meeting of the International Congress of School Effectiveness and Improvement, Marrakech, Morocco.

Cosner, S., & De Voto, C. (January, 2020). *The importance of tools, routines and their interaction to assistive relationships that support the preparation of school leaders*. Paper presented at the annual meeting of the International Congress of School Effectiveness and Improvement, Marrakech, Morocco.

Cosner, S., Barron, S., Allen, L., Woulfin, S., Legget, S., & DeSaunder, M. (November, 2019). The Wallace Foundation special invited session: *Transforming the clinical experience in leadership preparation.* An invited session at the annual meeting of the University Council for Educational Administration, New Orleans, LA.

Cosner, S., & De Voto, C. (November, 2019). *The interaction of tools and routines: Illustrations for leadership coaching and other assistive relationship designers*. Paper presented at the annual meeting of the University Council for Educational Administration, New Orelans, LA.

Richard, M., Salisbury, J., & Cosner, S. (November, 2019). *Socially just school leader speech, district silencing, and the courts.* Paper presented at the annual meeting of the University Council of Educational Administration, New Orleans, LA.

Cosner, S., Irby, D., Salisbury, J., Gonzalez, R., Woulfin, S., & Legget, S. (November, 2018). *Redesigning principal preparation for coherence.* An invited innovative session at the annual meeting of the University Council for Educational Administration, Houston, TX.

Cosner, S. (November, 2018). *Powerful learning, powerful leading: Program coherence for equity-oriented leadership preparation through continuous*

improvement. Invited critical conversation at the annual meeting of the University Council for Educational Administration, Houston, TX.

Cosner, S., Thessin, R., & Woulfin, S. (November, 2018). *A constellation of coaching: Examining the work of principal supervisors, aspiring leader coaches, and instructional coaches*. Invited critical conversation at the annual meeting of the University Council for Educational Administration, Houston, TX.

Cosner, S. (November, 2018). *Examining course-embedded and clinically enacted work tasks as an active learning pedagogy*. In search of signature pedagogies in 21st century educational administration. Invited presentation and panel discussion at the annual meeting of the University Council for Educational Administration, Houston, TX.

Cosner, S. (November, 2018). *What makes leadership preparation exemplary?* Paper presented at the annual meeting of the American Educational Research Association, Houston, TX.

Richard, M., Salisbury, J., & Cosner, S. (November, 2018). *The school community connection: School leaders' motivations for out-of-school activism in political contexts*. Paper presented at the annual meeting of the University Council for Educational Administration, Houston, TX.

Cosner, S., & Salisbury, J. (November, 2017). *Unearthing key factors that catalyze principal activism in big city school districts*. Invited presentation at the annual meeting of the University Council for Educational Administration, Denver, CO.

Cosner,S., & Korach, S., (November, 2017). Supporting principal preparation program redesign*: First year work of The Wallace Foundation UPPI project.* A Wallace Foundation sponsored and invited session presentation at the annual meeting of the University Council for Educational Administration, Denver, CO.

Cosner, S., Bussey, L., Chiang, E., Korach, S., & Honig, M. (November, 2017). *Strategies for supporting district leader development*: A Wallace Foundation sponsored and invited session at the annual meeting of the University Council for Educational Administration, Denver, CO.

Cosner, S. (April, 2017). *Strengthening the developmental utility of the principal preparation clinical experience: The importance of brokering.* Paper

presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Cosner, S., Whalen, S., Walker, L., Swanson, J., & Hebert, M. (November, 2016). *Examining the architecture of leadership coaching for aspiring principals.* Paper presented at the annual meeting of the University Council for Educational Administration, Detroit, MI.

Cosner, S., & Tozer, S. (November, 2016). *Navigating the shift to intensive principal preparation in Illinois.* Invited presentation at the annual meeting of the University Council for Educational Administration Detroit, MI.

Cosner, S., Hall, J., & Eddy Spicer, D. (November, 2016). *Developing a design-based school improvement mindset in school and system-level leaders: Ed.D. programs' intersection with system exigencies.* Panel discussion at the annual meeting of the University Council for Educational Administration, Detroit, MI.

Cosner, S., Walker, L., Swanson, J., Hebert, M., Mayrowetz, D., & Whalen, S. (April, 2016). *The coaching of aspiring school leaders: Exploring the utilization of learning processes for standards-aligned competency development.* Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Cosner, S., Walker, L., Swanson, J., Hebert, M., Mayrowetz, D., Whalen, S., Hutchinson, A. & Shabaker, M., (November, 2015). *Examining the standards-aligned competency development of aspiring principals: The synergistic nature of exemplary program features.* Paper presented at the annual meeting of the University Council for Educational Administration, San Diego, CA.

Mayrowetz, M., Hutchinson, A., & Michelle Shabaker, M., Cosner, S., Whalen, S., Walker, L., Hebert, M., & Swanson, J. (November, 2015). *Evolving role conceptions and leader identity: A longitudinal study of early career school leaders.* Paper presented at the annual meeting of the University Council for Educational Administration, San Diego, CA.

Cosner, S., Walker, L., Swanson, J., Hebert, M., Mayrowetz, D., & Whalen, S. (April, 2015). *Examining the development of school leader competencies by aspiring principals during the principal preparation experience: An exploratory longitudinal study.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Mayrowetz, D., Hutchinson, A., Shabaker, M., Cosner, S. Whalen, S. (April, 2015). *Tracing the evolution of role conceptualization and leader identity development among urban school principals in training, a longitudinal study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Cosner, S. (November, 2014). *We know what effective leadership preparation programs look like.* Invited presentation at the annual meeting of the University Council for Educational Administration, Washington, DC.

Cosner, S. (November, 2014). *Strengthening collaborative data practices in schools: The need to cultivate developmental perspectives and diagnostic approaches.* Paper presented at the annual meeting of the University Council for Educational Administration, Washington, DC.

Cosner, S., Jones, Mary F., & Trueheart, M. (November, 2013). *Leading schools under accountability sanction: Key actions and considerations.* Paper presented at the annual meeting of the University Council for Educational Administration, Indianapolis, IN.

Cosner, S., & Tozer, S. (November, 2013). *Learning about UIC's doctorate in urban educational leadership: Program improvement approaches and strategy.* Paper presented at the annual meeting of the University Council for Educational Administration, Indianapolis, IN.

Cosner, S. (November, 2012). *Using cycles of inquiry for leadership preparation and development program improvement and evaluation.* Symposium presented at the annual meeting of the University Council for Educational Administration, Denver, CO.

Cosner, S. (November,2012). *What counts as effective leadership preparation and how do we know.* Symposium presented at the annual meeting of the University Council for Educational Administration, Denver, CO.

Cosner, S. (April, 2012). *Developing school leaders to support collaborative data practices: The need to cultivate developmental perspectives and diagnostic approaches.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA.

Cosner, S. (November, 2011). *Collaborative data practices as a school-wide improvement strategy: Phases of developmental support by school leaders.* Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, PA.

Cosner, S., Tozer, S., Smylie, M., & Martinez, P. (October, 2010). *Exploring the Ed.D. degree as a vehicle for innovative leadership preparation. A successful university/district partnership for preparing and developing leaders for preK-12 learning.* Symposium presented at the annual meeting of the University Council for Educational Administration, New Orleans, LA.

Cosner, S. (November, 2009). *Examining leadership for evidence-based teacher learning communities.* Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.

Cosner, S. (November, 2009*). Examining the early journey towards evidence-based teacher learning communities*. Paper presented at the annual meeting of the University Council for Educational Administration, Anaheim, CA.

Cosner, S. (May, 2008). *Strengthening school-based professional community and instructional practice through 3x-a-year formative assessment and school-wide public reporting*. Presentation to the International Reading Association, Atlanta, GA.

Raphael, T., Cosner, S., Weber, C., George, M., & McMahon, S. (April, 2007). *Enhancing school's literacy communities: The Partnership READ experience.* Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Cosner, S. (November, 2006). *Elementary principals and standards-based change: Early work and next steps.* Presentation at the National Reading Conference, Los Angeles, CA.

Cosner, S. (November, 2006). *High school principals: Supporting collaboration, supporting the development of collegial trust.* Paper presented at the annual meeting of the University Council of Educational Administration, San Antonio, TX.

Cosner, S. (November, 2006). *Actuating teacher leadership as a form of social capital: Engaging teacher leaders with the challenge of collective action.* Paper presented at the annual meeting of the University Council of Educational Administration, San Antonio, TX.

Cosner, S. (November, 2005). *Cultivating cognitive and structural aspects of social capital: An initial exploration into the high school principal's contribution to the development of organizational capacity.* Paper presented at the annual

meeting of the University Council for Educational Administration, Nashville, TN.

INVITED COLLOQUIUMS, KEYNOTE ADDRESSES, EXPERT PANELS, TALKS

Cosner, S., Foley, A., Slanda, D., & Jackson, D. (August, 2024). *Lifting up leaders to support children with disabilities*. US Department of Education OSEP Project Directors Conference, Arlington, VA.

Cosner, S., (November, 2023). *WISE Research Report. Post-pandemic national educational investments: School leadership development through innovative learning design.* Masterclass at the World Innovation Summit in Education (WISE), Doha, Qatar.

Cosner, S. (October, 2023). *Strengthening the developmental opportunity of the clinical experience: Key policy considerations for state education agencies.* Invited talk to the Council of Chief State School Officers, School Leadership and Support Collaborative, Jacksonville, Florida.

Cosner, S. (September, 2023). *Improving performance assessments in principal preparation: Course-embedded clinically enacted tools and tasks*. Invited virtual talk to the Texas Principal Preparation Program Improvement Network (Texas-PIN).

Cosner, S. (May, 2023). *The importance of attention to school leaders and their development by the 2024-2025 Global Education Monitoring (GEM) Report*. Talk given at the Agile Leaders for Learning Innovation Network (ALL-IN/WISE) convening, Medellin, Colombia.

Cosner, S. & Alfadala, A. (May, 2023). *WISE Research Report. Post-pandemic national educational investments: School leadership development through innovative learning design.* Masterclass at the Global Education Forum and World Innovation Summit in Education (WISE), Medellin, Colombia.

Cosner, S., Alfadala, A., Labra, D., Mackay, A., Regester, D., & Escobar, A. (May, 2023). *An international perspective on the educational leadership and leader develop* . Expert panel at the Global Education Form and Word Innovation Summit in Education (WISE), Medellin, Colombia.

Cosner, S., Anderson, E., Orr T., Tozer, S,. Biag, M., & Gomez, L. (April, 2023). *Improving America's schools together: How district-university partnerships and continuous improvement can transform education.* Carnegie Summit on Improvement in Education. San Diego, CA.

Cosner, S., Dickson, S., Barron, C., Swartley, D., & Main, C. (April 2023). *Examining the formation and sustainability of partnerships for city-wide impact.* Invited expert panel member at the convening of the EdPrepLab, Chicago, IL.

Cosner, S., & Irby, D., Lopez, G., & Williams, S. (April, 2023). *Defining academic success authentically*. Invited expert panel member at the David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, Chicago, IL.

Cosner, S. (March, 2023). *Designing and using data systems in leadership preparation program continuous improvement.* Invited talk at the Wallace Foundation Equity-centered Pipeline Initiative (ECPI) convening, Long Beach, CA.

Cosner, S., DeMatthews, D., & Clarida, K. (February 2023). *Teachers of color retention: Strengthening the principal and administrative pipeline as a key support system.* Invited talk at the American Association of Colleges of Teacher Education (AACTE) Educator Diversity Preconference, Indianapolis, IN.

Cosner, S. (February, 2023). *Examining coaching-focused educational leadership learning designs: Implications for practice and policy*. Invited colloquium, Robert F. Nicely and Donna C. Nicely Distinguished Scholar in Education Lecture, College of Education, Penn State.

Cosner, S. (January 2023). *What makes leadership preparation/development exemplary?* Invited talk at the Office of Special Education Programs (OSEP), US Department of Education, OSEP Leadership and Project Directors' Conference.

Cosner, S. (July, 2022). *Working to strengthen the principal pipeline at the University of Illinois Chicago.* Invited talk at Office of Special Education Programs (OSEP), US Department of Education, OSEP Leadership and Project Directors' Conference.

Cosner, S., & Barron, C. (June, 2022). *Equity-focused principal preparation program improvement. From admissions to selection to program logic models.* Invited talk at EdPrepLab Virtual Convening: Learning Policy Institute.

Cosner, S. (April, 2022). *Learning about the use of cycles of inquiry, impact logics and performance assessments for equity-oriented program improvement.* Invited talk to the Quality Measures (QM) Texas University-based Leadership Preparation Program Virtual PLC.

Cosner, S., & Rodriguez, C. (April, 2022). *Building relationships, networks, and collaborations.* Invited expert panel member at the David L. Clark Seminar, San Diego, CA.

Cosner, S., Lomotey, K., & White-Smith, K. (April, 2022). *Representation matters: Recruiting and retaining a diverse and culturally responsive educator workforce.* Invited expert panel member for the CEEDAR and UCEA webinar series on Supporting Systemic Leadership for all Learners.

Cosner, S. (March, 2022). *Supporting and catalyzing university-based equity-focused continuous program improvement.* Invited talk at The Wallace Foundation's virtual Equity-centered Pipeline Initiative PLC.

Cosner, S. (December, 2021). *Meet the author.* Invited research talk at the 2021 World Innovation Summit on Education (WISE), Doha, Qatar.

Cosner, S. (December, 2020). *From preparation to school leadership: Role enactment for impact.* Invited colloquium, Willower Family Lecture at the University of Buffalo.

Cosner, S. (September, 2020). *New relational models and dynamics in school leadership.* Invited moderator for the virtual global gathering, Education Disrupted, Education Reimagined-Part III.

Cosner, S. (August, 2020). *Principal leadership development as a key to improving educational systems.* Invited expert panel member at the virtual global gathering for Partners For Possibility School Leader Development for South Africa.

Cosner, S. (June 2020). *Helping leaders and schools respond and reimagine following remote learning.* Invited expert panel member at the virtual global gathering, Education Disrupted, Education Reimagined-Part II.

Cosner, S. (May, 2020). *Organizing school communities for remote learning.* Invited talk for Schools that Can Virtual Forum.

Cosner, S., & Abedin, M., (November, 2019). *Innovations in school leader development: Lessons from five global case studies beyond OECD.* Invited

research presentation at the World Innovation Summit in Education (WISE), Doha, Qatar.

Cosner, S. (November, 2019). *Examining school leader development in India.* Invited research talk at the annual meeting of the Agile Leaders of Learning Innovation Network (ALL-IN), Doha, Qatar.

Cosner, S., & Opfer, D. (November, 2019). *What do we know about and how might we advance the evaluation of school leader preparation and development?* Invited expert panel member at the annual meeting of the Agile Leaders of Learning Innovation Network (ALL-IN), Doha, Qatar.

Cosner, S., Fuller, E., & Pounder, D. (November, 2019). *What is the current state of research on educational leadership preparation and practice.* Invited expert panel Member For AERA/UCEA joint work group for Advancing Knowledge about University Contributions to Professional Learning in Educational Leadership, Washington, DC.

Cosner, S. (June, 2019). *Enhancing the clinical experience for aspiring leaders: Collaboration between preparation programs/mentors principals/districts.* Invited talk to the Principal Pipeline Initiative, Texas Education Agency, Austin TX.

Cosner, S. (June, 2019). *Enhancing the clinical experience for aspiring leaders: Strengthening mentor practice.* Invited talk to the Principal Pipeline Initiative, Texas Education Agency, Austin, TX.

Cosner, S. (February, 2019). *Learning about leading cycles of inquiry for schoolwide improvement.* Invited talk at the Statewide Every Student Succeeds Act (ESSA) Conference, Chicago IL.

Cosner S., & Clifford, M. (December, 2018). *The principal residency experience: Benchmarking learning.* Invited talk at the webinar for the Texas Education Agency.

Cosner, S. (August, 2018). *A deeper look into robust residency experiences.* Invited talk to the Tennessee Transformational Leadership Alliance Program Summit, Tennessee Department of Education, Nashville, TN.

Cosner, S. (June, 2018). *Strengthening the developmental support role of the mentor principal for aspirant learning and development during the clinical experience.* Invited talk to the Principal Preparation Initiative, Texas Education Agency, Houston, TX.

Cosner, S. (June, 2018). *Designing robust clinical experiences for principal preparation.* Invited expert panel member. The Wallace Foundation 's UPPI Convening, New York, NY.

Cosner, S., (May, 2018). *Developing strong leaders: A national perspective.* Invited expert panel member for Score Institute on School Leadership, Tennessee Department of Education, Nashville, TN.

Cosner, S., (April, 2018). Examining the *affordances and design of clinically-enacted course embedded work tasks in principal preparation.* Invited talk at The Wallace Foundation's UPPI Faculty PLC, Chicago, IL.

Cosner, S., & Tozer, S. (March, 2018). *Building curricular coherence within the scope and sequence of leadership preparation*: *Lessons from UIC.* Talk at the University Council for Educational Administration Professional Development Network site visit, Chicago, IL.

Cosner, S. (March, 2018). *Beyond case-based learning: Developing practice through active learning routines. Talk at the* University Council for Educational Administration Professional Development Networked Improvement Community site visit, Chicago, IL.

Cosner, S. (October, 2017). *Transforming principal preparations: From vision to action*. Invited keynote at the Connecticut Principal Preparation Program Convening, Connecticut State Department of Education, East Hartford, CT.

Cosner, S., (September, 2017). *University of Illinois Ed.D. in Urban Education Leadership doctoral program, logic model, program design and course sequencing and stranding.* Invited webinar for The Wallace Foundation's UPPI Faculty PLC.

Cosner, S. (June, 2017). *Examining logic models and their utility to principal preparation and program improvement.* Invited talk to the Tennessee Transformational Leadership Alliance, Tennessee Department of Education, Nashville, TN.

Cosner, S. (April, 2017). *Networked approaches to principal preparation program improvement.* Invited keynote to The Wallace Foundation, Educational Development Center Principal Pipeline Initiative National Training Provider PLC, Boston, MA.

Cosner, S., & Korach, S., Burg, C., Taylor, W., & Mayfield, F. (January, 2017). *Cultivating growth mindset in principal preparation programs.* Invited expert panel at The Wallace Foundation, Educational Development Center Principal Pipeline Initiative National Training Provider PLC, Boston, MA.

Cosner, S., Korach, S., & O'Doherty, A. (December, 2016). *Principal preparation logic models and outcomes.* Invited expert panel at The Wallace Foundation's University Principal Preparation Initiative (UPPI) Professional Learning Community, New York, NY.

Cosner, S., & Hunt E., (December, 2016). *Case in point: State principal preparation policy change in Illinois.* Invited talk to The Wallace Foundation's University Principal Preparation Initiative (UPPI) Professional Learning Community, New York, NY.

Cosner, S. (July, 2016). *Harnessing the MTSS problem solving process for impact leadership.* Invited keynote address to all Chicago Public School (CPS) principals at the CPS Summer Principals' Institute, Chicago, IL.

Cosner, S. (June, 2016). *Connecting system-level performance management to cycle of inquiry use for the improvement of student learning.* Invited keynote address to all Chicago Public Schools (CPS) Chief Academic Officers and Academic Leaders, Chicago, IL.

Young, M., Cosner, S., & O'Doherty, A. (March, 2016). *Questions answered about the exemplary educational leadership preparation program award and application process.* Invited national webinar for the University Council for Educational Administration (UCEA).

Cosner, S., Shellinger, M., & Dougal, J. (November, 2015). *Developing excellent school principals: Policy into practice.* Invited expert panel at the Joint Meeting of National Governors Association (NGA) and Council of Chief State School Officers (CCSSO), Washington, DC.

Cosner, S. (October, 2015). *Harnessing cycles of inquiry for the improvement of student learning across a network of diverse schools.* Invited talk to the Chicago Public Schools (CPS) Network Chiefs and Deputy Chiefs, Chicago, IL.

Cosner, S., Barron, C., Pietrini, N., & Raichoudhuri, R., (September, 2015). *Rethinking pedagogy and projects in leadership development.* Invited talk to the School Leadership Preparation Development Network Annual Convention, Chicago, IL.

Cosner, S., LaCoste, B., Albani, L., & Green, L. (September, 2015). *Examining leadership coaching for principal preparation: Coaching for competency development.* Invited talk to the School Leadership Preparation Development Network Annual Convention, Chicago, IL.

Cosner, S. (August, 2015). *Using school-wide cycles of inquiry to improve teaching and student learning.* Invited keynote to the Grafton School District, Grafton, WI.

Cosner, S. (February, 2015). *Considering measures and metrics for school leadership program evaluation and improvement.* Invited webinar hosted by the School Leadership Program Development Network.

Cosner, S. (January, 2015). *How principals build organizational capacity to improve student learning.* Keynote address to the Illinois School Leadership Advisory Council, Bloomington, IL.

Young, M., Cosner, S., & Burnett, P. (December, 2014). *Filling the principal pipeline: University-district partnerships.* Invited nation videoconference sponsored by the University Council for Educational Administration (UCEA) and the National Association of Secondary School Principals (NASSP).

Cosner, S., Tozer, S., & Whalen, S. (September, 2014). *Using data for school leadership preparation program improvement and evaluation.* Invited talk to the School Leadership Preparation Development Network Annual Convention, Long Beach, CA.

Cosner, S. (June, 2014). *Using a cycle of inquiry for system and school improvement.* Invited keynote for the Association of Wisconsin School Administrators Institute for Transformational Leadership (SAIL), Wisconsin Dells, WI.

Cosner, S. (June, 2014). *Using a cycle of inquiry to diagnose and deliver on your greatest learning needs.* Invited keynote for the Association of Wisconsin School Administrators and the Wisconsin Association of District Administrators Wisconsin's Annual State Quality Educator Convention, Madison, WI.

Cosner, S. (April, 2014). *Distributed leadership: Advantages and challenges.* Invited expert panel at the U.S. Department of Education, School Leadership Program Project Director's Conference, Washington, DC.

Cosner, S. (January, 2014). *Strengthening district and school implementation of the Common Core.* Invited keynote to the Illinois Governor's P-12 Education Council, Chicago, IL.

Cosner, S. (October, 2013). *Key school leadership approaches that support Common Core enactment. Invited* keynote to the Illinois Large Unit District Administrators (LUDA), Chicago, IL.

Cosner, S. (September, 2013). *Cultivating system and school improvement in a context of multiple state policy initiatives: Rethinking the superintendent's role.* Invited keynote at the Wisconsin Association of School District Administrators Annual Convention, Madison, WI.

Cosner, S. (August, 2013). *Principal preparation: Leader dispositions and disposition development.* Invited expert panel member for The Wallace Foundation Principal Pipeline Initiative, Gwinnett, GA.

Cosner, S. (May, 2013). *Principal evaluation processes and tools.* Invited keynote address for the Wisconsin Department of Public Instruction's Principal Supervisor Training for the Wisconsin Educator Effectiveness System, Wisconsin Dells, WI.

Cosner, S. (December, 2012). *Sustaining innovative educational leadership preparation programs*. Invited talk for The Wallace Foundation, Educational Development Center Principal Pipeline Initiative National Training Provider PLC, New York, NY.

Cosner, S. (October, 2012). *Examining and assessing principal practice within the context of a state-wide principal evaluation system.* Invited keynote for the Wisconsin Educator Effectiveness System Developmental Pilot for Principal Supervisors, Wausa, WI.

AWARDS AND HONORS

Outstanding Reviewer of the Year, Emerald Literati Award of Excellence, *Journal of Educational Administration*, 2021.

Outstanding Reviewer of the Year, Emerald Literati Award for Excellence, *Journal of Educational Administration*, 2019.

UCEA Master Professor, University Council for Educational Administration, (National Career Award in the field of Educational Leadership), 2018.

Outstanding Reviewer of the Year, Emerald Literati Award for Excellence, *Journal of Educational Administration*, 2018.

UIC Award for Teaching Excellence (10-Year Excellence in Teaching Career Achievement Award), University of Illinois Chicago, 2016.

Reviewer of the Year, *Journal of Research on Leadership Education*, 2016.

Teaching Recognition Award, Council for Excellence in Teaching and Learning (3-Year Excellence in Teaching Award), University of Illinois Chicago, 2009.

Vilas Fellow, University of Wisconsin-Madison, 2004-2005.

Netzer-Eye Scholar, University of Wisconsin-Madison, 2003-2004.

David. L. Clark Scholar, National Invitational Graduate Student Research Seminar in Educational Administration and Policy, University Council for Educational Administration, 2003.

TEACHING

Doctoral Courses Taught at UGA, 2025 to present.
> Organizational Leadership and Human Resources in School Administration (EDAP 8460).

Doctoral Courses Taught at UIC, 2005 to 2024.
> Instructional Leadership (EDPS 556).
> The Urban School Principal (EDPS 552).
> Seminar in Administrative Practice (EDPS 573).
> Organizational Theory in Education (EDPS 579).
> System Leadership for Urban Schools, Superintendent Licensure (EDPS 553).
> School Improvement and Staff Development (CIE 535).
> Developing Organizational and Leadership Capacity (EDPS 557).
> Practitioner Inquiry for School Leaders (EDPS 586A and 586B/2-year)
> Qualitative Research Methodology (EDPS 586).
> Change in Individuals and Organizations: Implementing and Institutionalizing Change for Learning (LRSC 413). (Co-taught in Learning Sciences, College of Liberal Arts and Sciences with Susan Goldman and Allison Castro Superfine).

STUDENT ADVISING

Doctoral/Graduate Advising at UGA, 2025 to present.

UGA Ed.D. Doctors of 2028 Dissertation Committee Chair
    Stacey Bernard James
    Katie Koo
    Gwenda Nimmo-Smith

UGA Ed.D. Doctors of 2027 Dissertation Committee Member
    Solomon Bazuaye, Jr.
    Tarsha Carroll
    Nicole Charloff
    Brandon Jackson
    Tamra King
    Wendy McDonald
    Pam Pajerski

Flinders University, Australia, Thesis Examination Committee Member, Fall 2025
    Brady Stallard

Doctoral/Graduate Advising at UIC, 2005-2024.

UIC Dissertation (Ph.D.) and Capstone (Ed.D.) Thesis, Chaired
    Debbie Leslie, Ph.D., August 2024; Co-chair with David Mayrowetz.
    Rashida Restiano-Daniels, Ed.D., May 2024.
    Claudinette Swartz, Ed.D. May 2023.
    Meagan Richard, Ph.D. May, 2023; Selected for UCEA's David L. Clark
        Seminar; Recipient of the Dissertation of the Year Award from AERA's
        Special Interest Group, Leadership for School Improvement and
        Honorable Mention Dissertation of the Year Award from AERA's Special
        Interest Group, Leadership for Social Justice; Hired as Assistant Professor
        at Old Dominion University.
    Jessica Chen, Ed.D., April 2022.
    Molly Watson, Ph.D. March, 2022.
    Mary Francis (Frankie) Jones, Ph.D., May 2021; Selected for UCEA's David
        L. Clark Seminar; Hired as Assistant Professor at University of Notre
        Dame
    Jake Stefan, Ed.D., May 2021.
    Paul Riskus, Ed.D., May 2019.
    David Segura, Ph.D., July 2018; Hired as Assistant Professor at Beloit
        College
    Seth Lavin, Ed.D., May 2018; Co-chair with Dr. Jason Salisbury.
    Ari Frede, Ed.D., May 2017.

Romy DeCristofaro, Ph.D., May 2016; Recipient of the Dissertation of the Year Award from AERA's Special Interest Group, Leadership for School Improvement.
Keisha Campbell, Ed.D., May 2015.

UIC Doctoral Advising (Pre-Dissertation)
Linda Shay, Ph.D.
Emily Feltes, Ph.D.

UIC Dissertation Thesis Committee Member
13 Ph.D. (13 Completed; 1 In Progress).

UIC Ed.D. Capstone Thesis Committee Member
24 Ed.D. students.

UIC Comprehensive Examination Committee Member
9 Ph.D. students.
137 Ed.D. students.

UIC Principal and Superintendent Portfolio Review Committee Member
8 Ed.D. students.

UIC Superintendent Endorsement Oral Hearing Committee Member
2 Ed.D. students.

UIC Independent Research Project Advisor
1 Ph.D. student.
3 M.Ed. students.

UIC Independent Study Advisor
6 Ed.D. students.
5 M.Ed. students.

UIC Program Advisor
6 Ph.D. students.
31 Ed.D. students.

SERVICE TO THE FIELD

Editorial/Publications Boards

Editorial Board Member, *Education Sciences*, 2025 to present.

Editorial and Advisory Board Member, *Journal of Educational Administration*, 2021-present.

Editorial Board Member, *Leadership and Policy in Schools*, 2019-present.

Editorial Board Member, *Educational Administration Quarterly*, 2015-present.

Editorial Board Member, *Journal of Education*, 2015-2021.

Publications Board Member, University Council for Educational Administration (UCEA) Publications Board, 2015-2019.

Editorial Board Member, *Journal of Research on Leadership Education*, 2015-2018.

International/National/State Advisory Boards, Work Groups, Networks

Planning Team Member, CEEDAR Topical Action Group, Strengthening Principal Preparation for Inclusive Leadership, 2024 to present.

Member, National Center for School-University Partnerships, 2023 to 2024.

Planning Team Member, Learning Policy Institute's Equity-centered Principal Preparation Program Curriculum, 2022.

Member, Education Counsel and Wallace Foundation's Educational Leaders Network (ELN), 2022-present.

State Advisory Board Member, Illinois State Board of Education Principal Preparation IEPP, 2022-2023.

Equity-Centered Principal Pipeline Initiative (ECPI)/Preparation Program Mentor or Consultant, Wallace Foundation's Equity-centered Pipeline Initiative, 2021-present.

Co-Facilitator Equity-self Study, Equity-focused Leadership Preparation Program Improvement, University Council for Educational Administration, 2021-present.

Steering Committee Member, Carnegie Foundation's I-LEAD for University-School District Partnerships in Educational Leadership, 2021-2023.

International School Leadership Development Network Member, Agile Leaders for

Learning Innovation Network (ALL-IN), international work group of thought leaders advancing a school leader research, development, and policy advocacy agenda for developing national contexts in the Global South and MENA regions, 2019-present.

National Network Member, Educator Preparatory Lab, National principal and teacher preparation program improvement community, organized by Learning Policy Institute, 2019 to present.

National Work Group Member, AERA and UCEA joint work group for Advancing Knowledge about University Contributions to Professional Learning in Educational Leadership, 2019.

National Site Visit Leader, University Council for Educational Administration (UCEA) networked improvement community site visit to the University of Illinois Chicago, Spring 2018.

State Advisory Board Member, Tennessee Transformational Leadership Alliance, state-wide incubator for Tennessee's principal pipeline policy strategy and programs, 2017-2018.

Expert Consultant, Educational Leadership Preparation Program Evaluation, University Council of Educational Administration (UCEA) Doctoral and Masters' Program Evaluator with Dr. Gerardo Lopez, University of Texas at El Paso, 2017.

University Principal Preparation Initiative (UPPI)/Preparation Program Mentor and Professional Learning Community Member, The Wallace Foundation's University Principal Preparation Program Initiative, 2016-2021.

National Work Group Co-Leader, The Wallace Foundation and Educational Development Center, National Project on the Impact of Leadership Preparation: Evaluating Leadership Preparation, 2014-2015.

National Advisory Board Member, to University Council for Educational Administration (UCEA) and New Leaders/National Project on the Evaluation of School Leadership Preparation, 2014-2015.

National Plenum Representative, for the University Council for Educational Administration (UCEA), 2012-2019.

National Professional Community Member, The Wallace Foundation and Educational Development Center National Principal Pipeline Initiative

National Training Provider PLC, 2012-2017.

National Network Member, Rainwater Leadership Alliance, 2008-2011.
[Invitational national alliance of experts on school leadership preparation formed to influence federal policy makers on school leadership preparation policy.]

International/National Graduate Student, Early Career Faculty, and Educational Leader Mentoring/Support

Panel Presenter, UCEA Graduate Student Council, Lunch and Learn Panel on Demystifying the Academic and Nonacademic Job Search, University Council for Educational Administration Annual Convention, November, 2025.

Seminar Faculty, David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, American Education Research Association (AERA) Annual Convention, April 2022, April 2023, April 2024, April 2025.

Early Career Scholar Forum Leader or Co-Leader, International Congress of School Effectiveness and School Improvement (ICSEI), 2024-2025, and 2025-2026.

UCEA Graduate Student Summit Facilitator/Discussant, University Council for Educational Administration (UCEA) Annual Convention, November 2021.

UCEA Early Career Networking Support for Grant Development, University Council for Educational Administration (UCEA) Annual Convention, November 2021.

UCEA Early Career Faculty Mentor, UCEA Faculty Mentoring Program, 2021.

WISE Emerging Leaders Fellow Mentor, World Innovation Summit in Education (WISE), year-long fellowship program that will provide mentor support for the creation of a leader learning design for Rio de Janeiro State Department of Education, Brazil, 2020-2021.

Early Career Faculty Mentor, Division A, Annual Meeting of the American Education Research Association, Toronto, CA, April 2019, and New York, NY, April 2018.

Expert Panel Member/Innovative Teaching in Educational Leadership for Early Career Faculty, Division A, Annual Meeting of the American Educational Research Association, Toronto, CA, April 2019, and New York, NY, April,

2018.

Expert Panel Member/Grant Writing Guidance from Funded Faculty for Early Career Faculty, Annual Meeting of the University Council for Educational Administration, Denver, CO, November, 2017.

Expert Panel Member, Graduate student writing ignite: Tips for crafting your best work, graduate student session at the Annual Meeting of the University Council for Educational Administration, Denver, CO, November, 2017.

Junior Faculty Mentor, Rebecca Thessin, George Washington University, George Washington University, **(**development of research/writing strategy, review/feedback of grant proposals and manuscripts and support for preparation of promotion and tenure materials, 2016-present.

Graduate Student Research Mentor, Division A Dialogic Mentor Graduate Student Forum, Annual Meeting of the American Education Research Association, Spring 2016.

<u>Reviewer for Tenure/Promotion, Technical Assistance Centers, National Awards, Research Grants, Conferences, Journals and Books, State Leadership Organization and School District Policies and Resources</u>

External Reviewer, Jr. Faculty Research Grant Awards, Ralph E. Powe Jr. Award, Oak Ridge Associated Universities, Spring 2025.

External Reviewer, Faculty Tenure and Promotion
- University of Illinois-Urbana Champaign, 2025.
- University of Nebraska 2025.
- Georgia State University, 2025.
- University of Virginia, 2024.
- University of Delaware, 2024.
- University of Connecticut, 2023.
- Boston College, 2023.
- University of Buffalo, 2022.
- Penn State, 2022.
- UCLA, 2022.
- University of Michigan, 2022.
- Denver University, 2021.
- Baylor University, 2021.
- North Carolina State University, 2021.
- University of Illinois Urbana-Champaign, 2020.

- Michigan State University, 2019
- University of Connecticut, 2019.
- University of Oklahoma, 2019.
- University of Virginia, 2019.
- University of Washington (2), 2019.
- University of Connecticut, 2018.
- University of Oklahoma, 2018.
- Clemson University, 2015.
- University of Houston - Clear Lake, 2013.

External Reviewer, CEEDAR Center's Innovation Configuration for Inclusive School Leadership, Spring 2023.

External Reviewer/Feedback Provider, Chicago Public Schools Culturally Responsive Education and Diversity Policy, Office of Equity, 2022.

Review Committee Member, University Council for Educational Administration, Master Professor Award, 2021.

External Reviewer/Feedback Provider, Association of Wisconsin School Administrator (AWSA) Mastering Leadership Academy (MLA), year-long development program to support school leaders in taking on equity-based problems of practice within their schools, 2021.

Review Committee Member, American Educational Research Association, Learning and Teaching in Educational Leadership, Dissertation of the Year Award Review Committee, 2019.

Review Committee Member, *Educational Administration Quarterly's* Davis Award, Outstanding Article for 2016, Spring 2017.

Chair (6 years) and Review Committee Member (1 year), University Council for Educational Administration, Exemplary Educational Leadership Preparation Program Award, 2014-2019; 2022.

Review Committee Member, American Educational Research Association, SIG-Leadership for School Improvement, Dissertation of the Year Award, 2010-2015.

Review Committee Member, NSF Early Careers Review Team, Dr. Rich Halverson, University of Wisconsin-Madison, 2006.

Grant Proposal Reviewer, Reviewer for the following grants and organizations:

- Social Sciences and Humanities Research Council of Canada, 2016. [Competition: Insights Grants on the practice of school principals.]
- Economic and Social Research Council, United Kingdom, 2009. [Competition: Relational Trust in English Secondary Schools: Outcomes, Meanings and Processes.]

Adhoc Reviewer, Journals
- AERA Open, 2023-present.
- Review of Educational Research, 2022-present.
- *International Journal of Leadership Education*, 2020-present.
- *International Journal of Qualitative Studies,* 2020.
- *Educational Researcher*, 2019-present.
- *Frontiers in Education, 2019-present*
- *Leadership and Policy in Schools,* 2016-2021 (joined Editorial Board).
- *Educational Policy,* 2015-present
- *School Leadership and Management,* 2014-present.
- *Journal of Research on Leadership Education,* 2013-2014; (prior to Editorial Board); 2019-present.
- *School Effectiveness and School Improvement*, 2012-present.
- *Journal of Educational Change*, 2011-present.
- *Urban Education,* 2011-present.
- *Journal of School Leadership,* 2010-present.
- *Journal of Educational Administration*, 2010-2021 (joined Editorial Board).
- *Educational Administration Quarterly,* 2010-2014 (joined Editorial Board).
- *American Educational Research Journal,* 2007-present.

Adhoc Reviewer, Book Prospectuses or Book Chapters
- Teachers College Press, multiple from 2022-present.
- Harvard Education Press, multiple from 2022-present.
- Information Age Publishing, multiple from 022-present
- Roman and Littlefield Publishers, multiple from 2022-present.
- Routledge, multiple from 2019-present.
- Corwin Press, multiple from 2005-2008.
- Jossey-Bass, multiple from 2005-2008.

Adhoc Reviewer, Conference Paper Proposals
- International Congress for School Effectiveness and Improvement, 2022-present.
- American Educational Research Association, SIG-Learning and Teaching in Educational Leadership, 2014.

- American Educational Research Association, SIG--Leadership for School Improvement, 2011, 2014-2016.
- American Educational Research Association, Division A--Educational Administration, 2008, 2009, 2012, 2013, 2014.
- University Council for Educational Administration, 2006-2018; 2021, 2022, 2024.

Convention Session Chair, Discussant, or Facilitator
- Chair or Discussant, American Educational Research Association, 2012-2017.
- Chair, Discussant, or Facilitator, University Council for Educational Administration, 2011-2019, 2024.

SERVICE TO UNIVERSITY OF GEORGIA, 2024 to present.

University
- University Review Committee Member (University committee for review of promotion and tenure cases), 2025-2028.
- Hutchinson-Crim Mentor, 2025-2026.

College
- Endowed Chair Review Team Member, Spring 2025.

Department (LEAP)
- EDAP Ph.D. Program Reimagining, Redesign Leader, Spring 2025 to present.
- Third Year Review Team, Dr. Giovanni Dazzo, EDAP Assistant Professor, Spring 2025.
- Review Team Leader, Dr. Gene Bottoms Fellowship, Review Team Leader 2025, Review Team Member, Fall 2024.
- Student Recruitment at Gwinnett County Public Schools, Fall 2024.

SERVICE TO UNIVERSITY OF ILLINOIS CHICAGO, 2005 to 2024.

University
- Member, University of Illinois University System (UIUS) Institute of Government and Public Affairs Improving Education Affinity Group, Spring 2019-2021.
- Member, Search Committee, Vice Chancellor for Research, University of Illinois Chicago, Fall 2017-Spring 2018.
- Member, Community Affairs Council, 2013-2014.
- Member, University Faculty Senate, 2011-2017.

- Member, University Faculty Senate Research Committee, 2011-2014.

College
- Promotion Review Committee-Dr. Dan Maggin, Fall 2022.
- Advancing Racial Equity, College Work Group, Fall 2021.
- "Call Me Mister" Undergraduate Student Mentor, Faculty Mentor to undergraduate of color in UIC's College of Education, Fall 2021 to Spring 2022.
- Administrative Council, College of Education, Spring 2020-present.
- UCEA Headquarters Application and Site Visit, Lead Planner/Facilitator, Summer/Fall 2019.
- Assistant Clinical Professor Mentoring Committee Chair, Dr. Lionel Allen, 2018-present.
- Assistant Clinical Professor Mentoring Committee Chair, Member, Dr. Cynthia Barron, 2018-present.
- Assistant Professor Mentoring Committee Chair, Dr. Jason Salisbury, 2017-2020; promoted to Associate Professor 2020.
- Assistant Clinical Professor Mentoring Committee Member, Dr. Jen Olsen, 2016-2020; promoted to Associate Clinical Professor 2020.
- Assistant Professor Mentoring Committee Member, Dr. Decoteau Irby, 2015- 2018; promoted to Associate Professor 2018.
- Leadership Mentor, Associate Dean for Student Services, Dr. Aisha El-Amin, 2015-2017; promoted to Chief of Staff for Provost, March 2017.
- Assistant Professor Mentoring Committee: Dr. Megan Hopkins, 2015-2016; accepted position at another university.
- Designer and Co-facilitator, College of Education Elementary Education Retreat, Spring 2014.
- Member, Executive Committee, College of Education, 2013-2018.
- Member, Administrative Services Prioritization Task Force, College of Education, 2013.
- Member, Educational Programs and Policies Committee, College of Education, 2011-2013.
- Member, Honors and Teaching Excellence Awards Committee, College of Education, 2009-2011.
- Leader, Junior Faculty 3rd Year Review Seminar, College of Education, 2009.

Department (EDPS)
- Advancing Racial Equity (ARE) Department Subcommittee, Fall 2021 to 2023.
- Assistant Clinical Professor Mentoring Committee Chair, Dr. Joe Shoffner, 2022-2024.

- Paper Preparer, Dr. Jason Salisbury, EDPS Promotion and Tenure Consideration, 2019-2020.
- 3rd Year Faculty Review Team Leader and Observation of Teaching, Dr. Jason Salisbury, Spring 2019.
- Paper Preparer, Dr. Decoteau Irby, EDPS Promotion and Tenure Consideration, 2017-2018.
- Chair, EDPS Tenure-line Faculty Search Committee, 2016-2017.
- Member, EDPS Clinical Faculty Search Committee, 2015.
- Member, Center for Urban Education Leadership Research Director and Research Scientists, Search Committees, 2015.
- Member, EDPS Tenure-track Faculty Search Committee, Department of Educational Policy Studies, 2015.
- Member, EDPS Executive Committee, 2013-2016.
- Co-chair, EDPS Faculty Search Committee, Department of Educational Policy Studies, 2012.
- Member, of Ed.D. Program Improvement Committees, Department of Educational Policy Studies (beyond scope of associate program chair/academic program director roles):
  - Program Evaluation and Metric Development Committee, 2008.
  - Principal Network Planning Committee, 2007-2008.
  - Thesis, Portfolio, and Comprehensive Examination Planning Committees, 2005-2008.
  - Course Scope and Sequence Planning Committees, 2005-2008.

RECENT EXPERT CONSULTATIONS and/or KEY LEADERSHIP LEARNING DESIGNS (Since 2011)

Promote public-private partnerships that support educational leader development investments, strategies, and learning designs; develop and deliver curriculum, programs, and materials for education leadership coaching and development.

Organizations served include international education organizations, national ministries of education, non-governmental/philanthropic organizations, state education agencies, state professional associations, regional education offices, schools districts, charter organizations, boards of education, and schools.

Learning Designer/Leadership Developer, Arab-language, yearlong, hybrid learning series including large group learning experiences and within-school learning experiences for Qatari school-based leadership teams; public-private partnership between Qatar Foundation and Qatar Ministry of Education and Higher Education, Doha, Qatar. 2023-2024.

Co-lead Learning Designer/Leadership Developer, multi-year learning experience including large group learning, small group learning communities, and leadership coaching for principals in CPS Priority and Progressive Schools, Chicago Public Schools, Chicago, IL. 2023-2024.

United Nations Educational, Scientific and Cultural Organization (UNESCO), Inclusive Policy Lab/Leadership Development Expert, 2023 to present.

Learning Designer/Leadership Developer, multi-year large group learning series for early childhood instructional support specialists (coaches of PK-8 principals), Chicago Public Schools, Chicago, IL. 2022-2023.

Learning Designer/Leadership Developer, multi-year large group learning series for principals and central office leaders, four Illinois school districts, 2022-2024.

Developer of Board of Education and Facilitator of District Strategic Planning Process, yearlong learning and facilitation series**,** Skokie District 73.5 board of education and superintendent, Skokie, IL. 2021-2023.

Lead Learning Designer/Leadership Developer and Coach, multi-year learning series including large group learning, small group learning communities, and small group leadership coaching for network chiefs (principal supervisors), Chicago Public Schools, Chicago, IL. 2020-2024.

Advisory Board Member, Global School Leaders (GSL), with educational leadership development programs in numerous countries throughout the world, 2020-2023.

Learning Designer/Leadership Developer, Arab language, yearlong, hybrid learning series including large group learning experiences and within-school learning experiences for Qatari school-based leadership teams; public-private partnership between Qatar Foundation and Qatar Ministry of Education and Higher Education, Doha, Qatar, 2020-2021.

Advisor, India School Leadership Academy (ISLI), Mumbai, India, 2019-2020.

Lead Learning Designer, Curriculum Developer, and Trainer of Leader Developers and Coaches, development of yearlong leadership development curriculum/curriculum materials and training of team of leadership developers and coaches that provide training to school principals, Illinois State University's Center for the Study of Education Policy and DuPage ROE, 2017-2025.

Executive Leadership Coach, yearlong leadership coaching of academic chiefs (senior/executive leaders), Chicago Public Schools, Chicago, IL. 2017-2018.

Learning Designer/Leadership Developer, summer learning series for principals, New Schools for Chicago, Chicago, IL. Summer 2017.

Learning Designer/Leadership Developer, Yearlong, large group learning series for academic chiefs and department leaders, Chicago Public Schools, Chicago, IL**.** 2016-2018.

Co-Lead Learning Designer/Leadership Developer, Yearlong, large group learning series for network chiefs, Chicago, IL. 2016-2017.

Learning Designer/Leadership Developer, Multi-year learning series for system- and school-level leadership teams, Grafton School District, Grafton, WI. 2015-2017.

Learning Designer, Curriculum Developer, and Trainer of Training Team, yearlong principal development institute, DuPage Regional Office of Education (ROE), DuPage, IL. 2015-2016.

Learning Designer/Leadership Developer, multi-year learning series including large group learning experiences for four school leadership teams within a Chicago Public School network, Chicago, IL. 2014-2017.

Learning Designer/Leadership Developer, multi-year redesign of central office administrative team, development of system-level leadership teams, and development of executive directors (principal supervisors), Green Bay School District, Green Bay, WI. 2014-2016.

Learning Designer, Curriculum Developer, Leadership Developer, development of institute curriculum and development of principals participating in the School Administrators' Institute for Transformational Leadership (SAIL), Association of Wisconsin School Administrator. Madison, WI. 2014.

Learning Designer/Leadership Developer, multi-year development of school leadership teams and principals, Evanston Skokie School District #6, Evanston, IL. 2012-2017.

Lead Learning Designer, Curriculum Developer, and Trainer of State-wide Principal Evaluation Training Team, yearlong development of principal evaluation framework and training materials and development of all

Wisconsin superintendents, Educator Effectiveness/Principal Evaluation Pilot, Wisconsin Department of Public Instruction. Madison, WI. 2012-2013.

Superintendent and Principal Leadership Coach, yearlong coaching of superintendent and early career principal, Whitefish Bay School District, Whitefish Bay, WI. 2012-2013.

Learning Designer and Developer, combination of multi-year, year-long and individual professional development sessions (**over 75 sessions total**) for an assortment of networks and schools with sessions provided to network leadership teams, principals, assistant principals, teacher leaders, school leadership teams, and school faculties, Chicago Public Schools, Chicago, IL. 2011-present.

Learning Designer, Developer, and CEO and Principal Leadership Coach, multi-year leadership coaching of CEO and all principals, Civitas Schools, Chicago, IL. 2011-2013.

AFFILIATIONS AND ASSOCIATIONS

American Educational Research Association
Division A--Administration, Organization and Leadership
Educational Change (AERA SIG)
Improvement Science in Education (AERA SIG)
Improvement Scholars Network
Leadership for School Improvement (AERA SIG)
Leadership for Social Justice (AERA SIG)
Learning and Teaching in Educational Leadership (AERA SIG)
International Congress for School Effectiveness and Improvement (ICSEI)
Educational Leaders Network (ICSEI SIG)
School University Partnership Research (AERA SIG)
School-University-Community Collaborative Research (AERA SIG)
University Council for Educational Administration (Institutional Membership)

PROFESSIONAL CERTIFICATIONS through 2014

Superintendent (Wisconsin)
Director of Instruction K-12 (Wisconsin)
Principal PreK-12 (Wisconsin)