



Professional Development Leadership Academy

Prospectus for the 2021-2022 Academic Year

In the coming academic year, school leaders across the country are faced with moving their school communities beyond the pandemic. There are both opportunities and challenges that await. National surveys suggest that public recognition of the importance of schools has risen sharply while parents' appreciation of the work of teachers and school staff also seems to have increased. Yet, studies indicate that the wellbeing of students and staff is a considerable concern entering into the school year. School leaders are also reporting that students and staff are feeling disconnected and that there is a need to reinvigorate relationships, culture, and climate in schools. This fall the Professional Development Leadership Academy is leading research-to-practice professional learning sessions on health and wellness. In spring, sessions cover relationships, culture, and climate. For these sessions, the nation's foremost experts in these areas will guide interactive sessions with PDLA participants online (see speaker directory below) in both synchronous and asynchronous formats. Live sessions (20 participants/live session) are designed to allow participants to work with national experts and to consider ways of applying research-informed strategies to their schools

Schedule for the 2021-2022 Academic Year

Fall 2021. Health and wellness in post-post-pandemic schools

Date	Topics	Session Questions	Session Lead	Affiliation
Sept. 16	Trauma-informed supports	Can schools mitigate the effects of complex childhood trauma? School-based trauma teams	Amanda Nickerson	Univ. at Buffalo
Oct. 21	School nutrition	How can leaders promote healthy eating at school?	Wendi Gosliner	Univ. of California-Berkeley
Nov. 11	Teacher wellbeing	What school-level organizational factors support teacher wellbeing?	Tim Ford	Univ. of Oklahoma
Dec. 9	Socioemotional learning	Which concrete, teachable SEL skills work? Promoting alternative thinking strategies	Stephanie Jones	Harvard Univ.

Spring 2022. Relationships, culture, and climate

Date	Topics	Session Questions	Session Lead	Affiliation
Jan. 13	Home-school partnerships	Which leader-led strategies are most effective at engaging families?	Joyce Epstein	Johns Hopkins Univ.
Feb. 10	Preventing sexual misconduct	How can school leaders act to prevent sexual misconduct among students and staff?	Charol Shakeshaft	Virginia Commonwealth Univ.
March 10	Teacher-principal partnerships	How should principals talk to teachers?	Curt Adams	Univ. of Oklahoma
April 14	Student engagement & motivation	What can leaders do to keep students motivated? Just a nudge or a hard shove?	Philip Oreopolous	Univ. of Toronto

Session Format and Fees

What to expect

From mid-September to mid-April, PDLA participants cover one topic each month. Each of the 8 monthly-sessions is designed to be highly interactive. Each session has the following components: 1) Asynchronous content (1 hour) and short reflection questions tailored for PDLA participants by a national expert; 2) Interactive live session (1 hour) with a national expert that focuses on application to school sites; 3) cross-district partnering and networking (1 hour). To ensure quality interactions among session speakers and participants, interactive live sessions are divided into two groups of 20 participants. These sessions are held on Thursdays (session 1: 9:20-10:20 AM; session 2: 10:30-11:30 AM).

Participants can expect to:

- Interact with national experts in live sessions
- Gain access to rigorous research and knowledge on critical topics
- Apply research and expertise to school sites
- Network, partner, and exchange ideas with leaders in other school districts

Monthly-Session Format

1. Recorded talk with national expert (1 hour)

Participants will watch a recorded talk prepared for PDLA participants by the session speaker for that month. Talks will be one-hour and can be viewed at participants' convenience. Participants will also be asked to submit a brief reflection on the talk based on 2-3 questions. These participant reflections provide a foundation for interactive live sessions.

2. Interactive live session with national expert (1 hour)

After viewing the session speaker's recorded talk and submitting reflection questions, PDLA participants meet for a live session on Zoom that is entirely interactive. There are two sections for each live session (maximum of 20 participants/live session). The first will be held from **9:20-10:20 AM** and the second will be from **10:30-11:30 AM** on **Thursdays**. The overarching objective of these sessions is to provide PDLA participants with dedicated time to discuss the content for that month and consider how the content may apply in their respective school settings.

3. Peer networking and discussion (1 hour)

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PDLA participants will be matched with 2 peers from other school districts. These small groups meet virtually to consider the month's topic and strategies for applying session content to school sites.

Fees

The cost is **\$950 for the 2021-22 academic year** for each participant. We are also limiting participation to **20 participants** for live sessions. We are enrolling 40 participants in total. We would encourage you to contact us by email at **PDLA@ou.edu** if you are interested in enrolling.

Speaker Directory

Fall, 2021

Amanda Nickerson, University at Buffalo
Director of Alberti Center for Bullying Abuse Prevention
Professor of Counseling, School and Educational Psychology



Dr. Nickerson is an expert on school crisis prevention and intervention, with a particular focus on violence and bullying. On these topics, she has written five books and over 80 journal articles and book chapters. Since becoming the first director of UB's Alberti Center for Bullying Abuse Prevention, Nickerson has been consulted and quoted in a wide variety of media on bullying and school violence and their effect on victims. She also has spoken on current anti-bullying research to parents, young people, educators, and other scholars. Nickerson is a professor in UB's Department of Counseling, School, and Educational Psychology.

Wendi Gosliner, University of California-Berkeley
Project Scientist, Nutrition Policy Institute



Dr. Gosliner leads research projects at the Nutrition Policy Institute and teaches at UC Berkeley's School of Public Health. She has dedicated her career to understanding and working to improve policies and programs that affect population health and nutrition, with a focus on eliminating health disparities and improving federal food and nutrition programs. She has conducted and studied interventions in schools, childcare centers, WIC, SNAP, and SNAP-Ed, and is particularly interested in the nexus of

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research, public policy and community-based efforts to improve health. She has a doctorate in public health and is a registered dietitian.

Tim Ford, University of Oklahoma
Associate Professor, Educational Leadership and Policy Studies



Dr. Ford is an associate professor in the department of Educational Leadership and Policy Studies at the University of Oklahoma and Program Coordinator for Tulsa programs. His research interests are in: 1) the social organization of schools and school improvement; 2) teacher and principal psychological needs and 3) the effects of policy and school leadership practices on school working conditions and the effects these have on various aspects of teacher and leader well-being. His work has been published in *Review of Educational Research*, *Educational Administration Quarterly*, *Journal of Educational Administration* and *Educational Policy*. He currently serves on the editorial boards of the *American Educational Research Journal* and the *International Journal of Educational Policy and Leadership*.

Stephanie M. Jones, Harvard University
Professor in Early Childhood Development



Dr. Jones is the Gerald S. Lesser Professor in Child Development and Education and Director of the EASEL Lab at the Harvard Graduate School of Education. Her research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on social, emotional, and behavioral development from early childhood through early adolescence. Over the past fifteen years, her work has centered on evaluation research addressing the impact of preschool- and elementary-level social-emotional learning interventions on behavioral and academic outcomes and classroom practices, as well as new curriculum development, implementation, and testing. Jones is also co-Director (with Nonie Lesaux) of the Saul Zaentz Early Education Initiative and Co-PI of the Early Learning Study at Harvard (ELS@H). She serves on numerous national advisory boards and expert consultant groups related to social-emotional development, early childhood education, and child and family anti-poverty policies, including recently as a member of the Council of Distinguished Scientists for the Aspen National Commission on Social, Emotional, and Academic Development. Her research is published in academic and educational journals as well as in trade publications, and she regularly presents her work to national academic and practitioner audiences.

Spring, 2022

Joyce Epstein, Johns Hopkins University
Professor, Director, Center on School, Family, and Community Partnerships,

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Director, National Network of Partnership Schools (NNPS), Co-Director/Directorship Team-CSOS



Dr. Epstein is Director of the Center on School, Family, and Community Partnerships and Professor of Education in the Johns Hopkins University School of Education. In 1995, she established the National Network of Partnership Schools (NNPS), which provides professional development for leaders to develop research-based programs of family and community engagement. She has over one hundred fifty publications including *School, Family, and Community Partnerships: Your Handbook for Action*, 4th Edition (2019) and a textbook for college courses, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, 2nd Edition (2011). Dr. Epstein was named a Fellow of the American Educational Research Association in 2009 and received the Elizabeth Cohen Award for Applied Research (2009) from AERA's Sociology of Education Special Interest Group. In all of her work she is interested in the connections of research, policy, and practice.

Charol Shakeshaft, Virginia Commonwealth University
Professor, Educational Leadership



Dr. Shakeshaft has been studying equity in schools for more than three decades. She was elected an AERA fellow in 2015.. Shakeshaft is the author of three books and more than 200 referred articles and papers, many of which have received national and state awards. Her research focuses on three strands: gender and leadership, sexual abuse of students by adults employed in schools, and the effectiveness of technology for learning, particularly for students of color. Shakeshaft is the recipient of a \$5.2 million grant to develop state-of-the-art principal preparation, including the first immersive, interactive and Web-enabled computer simulation for school administrators. She previously completed a three-year national study of the relationships between a school-based risk prevention program and risk behaviors of sixth- to eighth-grade students. Shakeshaft was also the principal investigator on a three-year National Science Foundation project to promote interest in science careers among seventh- and eighth-grade girls, particularly girls of color from low-income families.

Curt Adams, University of Oklahoma
Director, Oklahoma Center for Education Policy
Professor, Educational Leadership and Policy Studies

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Dr. Adams is the Associate Dean for Research for the Jeannine Rainbolt College of Education at OU. He is co-founder and co-director of the Oklahoma Center for Education Policy where he conducts research on social-psychological conditions in school systems, accountability policy, improvement science, and performance measurement. In 2014, he was awarded the Linda Clarke Anderson Presidential Professorship for outstanding contribution to the University, field, and community through research, teaching, and service. He conducts research on the social-psychology of school systems, performance measurement, accountability, and improvement science. He is past founder and director of the San Miguel School of Tulsa, a nonprofit, gratuitous school based on the Lasallian charism of serving socially deprived students and families.

Philip Oreopolous, University of Toronto
Professor, Economics and Public Policy



Philip Oreopoulos is Professor of Economics and Public Policy at the University of Toronto. He received his Ph.D. from the University of California, at Berkeley and his M.A. from the University of British Columbia. He is a Research Associate of the National Bureau of Economic Research and Research Fellow at the Canadian Institute For Advanced Research. He has held a previous visiting appointment at Harvard and the Massachusetts Institute of Technology and is editor at the Journal of Labor Economics. Dr. Oreopoulos' current work focuses on education policy, especially the application of behavioral economics to education and child development. He often examines this field by initiating and implementing large-scale field experiments, with the goal of producing convincing evidence for public policy decisions.

PDLA's Guiding Principles

The demands on Oklahoma's school leaders are greater than ever before. We believe that high-quality professional learning that is responsive to local needs offers vital support to our state's school leaders. We bring together university scholars and national experts to deliver an 8-month professional learning series for leaders that is unlike any other in the nation.

Lessons from the pandemic have prompted us to reimagine the professional learning that we offer school leaders. During the past year, our team consulted with local school leaders, university researchers, and other national professional learning experts to determine how to deliver locally relevant and highly engaging content in an accessible format. As a result, our monthly sessions are delivered online in both synchronous and asynchronous formats that aim to provide ample opportunity for leaders to think through ways of applying research-informed strategies to their schools.

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Our approach to professional learning is guided by the following core objectives:

- To offer locally relevant professional learning that is customized to the needs of school leaders in Oklahoma
- To connect leaders to rigorous scholarly research that can inform district-level policy and practice
- To provide leaders with opportunities to link ground-level challenges to substantive approaches to addressing these challenges
- To foster ongoing support for leaders through collaborative partnerships among school districts, universities, and state government.

Our Team



Beverly Edwards-Poteet, Co-Director
Professor Educational Leadership and Policy Studies
University of Oklahoma

Dr. Edwards-Poteet received her Ph.D. in Educational Administration from The University of Tulsa. Her teaching interests include urban school reform, working with students and families affected by poverty, social and emotional learning, the science of hope, brain research and implications for teaching and learning, instructional leadership actions that build systems and cultures to transform academic learning, resiliency theory and applications to creating inclusive teaching and learning communities. She has been a classroom teacher, elementary principal, district level curriculum coordinator, and professional development leader. Dr. Edwards-Poteet also serves as co-director of the OU-Tulsa Professional Development and Leadership Academy.



Daniel Hamlin, Co-Director
Professor Educational Leadership and Policy Studies
University of Oklahoma

Daniel Hamlin is an assistant professor in the department of Educational Leadership and Policy Studies at the University of Oklahoma. His research examines the effects of school governance on non-tested measures of school performance with an emphasis on school climate, parental involvement and student safety. Hamlin's work appears in a number of scholarly journals, including the *American Educational Research Journal*, *Educational Policy*, and *Urban Education*. He has written research reports for organizations, such as *People for Education* and *Education Next*, that have received extensive coverage in the media. Hamlin has received grants from the National Science Foundation, the Ontario Ministry of Education, and the Mathematics of Information Technology and Complex

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Systems research organization. He has also served as a grant reviewer for the US Department of Justice. In the classroom, Hamlin has been recognized for instructional excellence, receiving the Derek Bok Award for Excellence in Teaching from Harvard University as well as six teaching awards from Sejong University. He was also awarded the University of Oklahoma's pre-tenure faculty of year award in the College of Education.

Advisory Committee



Lisa Yahola, Advisory Committee

Lisa Yahola has been an educator for 22 years. She was in the classroom for 19 years before moving into administration. She now serves as the Director of Secondary Curriculum and Indian Education at Muskogee Public Schools. Mrs. Yahola received her undergraduate degree from Northeastern State University and her master's degree from Arkansas State University. She is currently a doctoral candidate at the University of Oklahoma and plans to complete her degree in 2022.



Ryan Glaze, Advisory Committee

Ryan Glaze has spent the last 16 years serving as a teacher and leader in public schools in Oklahoma. He has served in various roles including teacher, instructional coach, assistant principal, and site principal. He has worked in Moore Public Schools, Bixby Public Schools, and Jenks Public Schools, and currently serves as the Site Principal of Jenks East Elementary. Ryan is pursuing his Doctorate through the University of Oklahoma, and highly values opportunities for learning and professional growth

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