

ABOUT THE CONTRIBUTORS

EDITOR

Antonio L. Ellis, Ed.D., is currently an adjunct professor at the Howard University School of Education. His scholarly work is included in several books and academic journals, including the *Journal of Negro Education*, *Columbia University Teachers College Record*, *Studies on Asia*, and the *Journal of African American Males in Education*. He is widely known for his advocacy for persons with disabilities, particularly those who are speech and language impaired. In addition to teaching at Howard University, Dr. Ellis also serves as the Manager of Specialized Instruction at Stanton Elementary School in Washington, DC.

CONTRIBUTORS

Carlette C. Bethea, Ed.D., is a special educator at Alexandria City Public Schools. As a National Board Certified Teacher in the field of Exceptional Needs Students – Early Childhood to Young Adulthood, Dr. Bethea possesses an extensive background in working with multicultural, exceptional needs, at-risk students, and their families to meet the academic, behavioral, social, and emotional needs of these students. Dr. Bethea has served as the inclusion coordinator at the school-based level and the exceptional needs reading contact at the school-based and district-levels. Dr. Bethea’s research interests include the use of Social Constructions of Target Populations theory in education policy involving Marginalized Groups and the Intersections of Disability and Race, Bilingual Special Education, and State Assessment Reporting Policies. Dr. Bethea earned the Ed.D. with a specialization in Special Education Law & Related Services from Howard University.

Janeula M. Burt, Ph.D., is an Assistant Professor in the Department of Educational Leadership, in the College of Education at Bowie State University, where she teaches Masters and Doctoral level courses. From 2014–2019, Dr. Burt is currently serving as Co-Principal Investigator of the *Culturally Responsive Educational Leaders in Special Education* (CRELSE) grant, a \$1.2 grant from the U.S. Department of Education, Office of Special Education Programs. She also serves as the Bowie State University Holmes Scholars advisor, and serves on the Board of the National Holmes Scholars Alumni (NAHSA). Dr. Burt also is an educational consultant with professional expertise in quantitative, mixed methods, and qualitative research and evaluation methods, educational psychology (teaching, learning, assessment, measurement, and evaluation), higher education administration and policy, student development, education reform, program development and implementation, and survey design and analysis.

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Ramona Burton, M.S.A., is a doctoral student at Bowie State University. She is the recipient of a Culturally Responsive Educational Leader in Special Education (CRELSE) scholarship funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). Ms. Burton has worked in the field of Special Education for 19 years where she has held several positions including Special Education Teacher, Transition Specialist, and Instructional Specialist prior to her current role as Special Education Compliance Officer. She has extensive experience in developing and providing professional learning opportunities for teachers and administrators on instructional strategies, best practices, and federal, state and local policies as it relates to ensuring the provision of a free and appropriate public education (FAPE) to students with disabilities. Ms. Burton played an integral role in redesigning the instructional programs in 24 high schools in Prince George's County Public Schools which now offer 12 different career academy programs with more than 40 career pathways for students with and without disabilities. Ms. Burton received her Master of Science in Administration (M.S.A.) from Trinity University in Washington, DC and her B.S. in Mental Health from Morgan State University in Baltimore, MD. She holds a certification in Special Education (K-adult) as well as an Administrator I & II Certification in the state of Maryland.

Debbie Cate is a technical assistance (TA) specialist with the Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina (UNC) with the Early Childhood Technical Assistance Center (ECTA) and the IDEA Data Center (IDC). Her current work supports states in their provision of early childhood special education services in accordance with the Individuals with Disabilities Education Act, (IDEA), for children ages birth through grade three and their families. She has extensive experience evaluating and monitoring state and local systems leading to improved results, defining and using state data to inform practice and process, and in strategic state planning to enhance comprehensive early childhood systems, all to support positive outcomes for young children and their families.

Morris Council III, Ph.D., is an Assistant Professor at the University of West Georgia in the Department of Literacy and Special Education. His research interests include academic and social interventions for culturally and linguistically diverse (CLD) learners considered at-risk for academic failure and/or diagnosed with high incidence disabilities. His research also explores the intersections between evidence-based intervention and sociocultural approaches to education. Dr. Council is a certified K-12 intervention specialist and holds a P-12 physical education teaching license. In 2015, he won the "Must Read" Award at the 37th Annual International Conference on Learning Disabilities, and he has received numerous scholarships, fellowships, and grants throughout his career.

Jennifer Coyle, Ed.D., is a specialist for Pepnet 2 (pn2), a national federally funded grant to improve the postsecondary outcomes for students who are deaf and hard

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of hearing. Prior to working with pn2, Jennifer served as a Project Coordinator on the National Secondary Transition Technical Assistance Center (NSTTAC) grant at WMU. Her responsibilities at with both federal grants include building the capacity of states and local education agencies to improve implementation of transition education and services for students with disabilities. Jennifer has also taught students with learning disabilities, emotional impairments, autism, mild and moderate cognitive impairments, traumatic brain injuries and other health impairments in an inclusive middle school setting and in a post-school transition center.

Jaquial Durham is a graduate student at Howard University in the Educational Leadership and Policy Studies Program (ELPS). He holds a bachelor degree in African and African American Studies from Winston-Salem State University. Mr. Durham specialization in African and African American Studies was centered and focused on the Occupation of Palestine. He has also traveled abroad to Bahia, Brasil where he studied the education system and had the luxury to physically visit a prison in Brasil to study and work with prisoners for two weeks. Mr. Durham believes that his community work and leadership experience have provided fuel for his purpose and he is committed to ensuring that people/students have freedom of expression, freedom to love candidly, freedom to dream, and other basic provisions of life; from the seas of Palestine to the oppressed communities of the United States.

Courtney Forbes, M.Ed., is a doctoral student at Bowie State University. She is the recipient of a Culturally Responsive Educational Leader in Special Education (CRELSE) scholarship – a specially designed, grant funded project intended to prepare leaders with an Ed.D. in Educational Leadership with an emphasis in Special Education Leadership. Ms. Forbes received her Masters of Education and Human Development from The George Washington University in Washington, DC and her B.A. in Communication-Public Relations from Bowie State University. She completed coursework at Bowie State University to earn her Administration I certification which she holds in the State of Maryland. Ms. Forbes is a trained special educator with expertise teaching students with emotional and behavioral disabilities. She has held several positions in both urban and suburban school districts. She currently serves as the Assistant Principal at the International High School at Largo in Prince George’s County Maryland, where she cultivates learning, sustains positive school climate, develops and facilitates professional learning opportunities for faculty and family engagement opportunities for her school community. Ms. Forbes’ research agenda includes the underrepresentation of Latino Language Learners in gifted and talented programs and the perceived barriers to Higher Education.

Ralph Gardner III, Ph.D. is a Professor of Special Education/Applied Behavior Analysis at The Ohio State University in the Department of Educational Studies. Dr. Gardner’s research focuses on instructional interventions for improving academic outcomes for urban children who are at risk for school failure and children with

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mild/moderate disabilities. Dr. Gardner's research has appeared in some of the field's leading peer-reviewed journals. Dr. Gardner has received several awards for teaching excellence from The Ohio State University, including the Alumni Distinguished Teaching Award (highest teaching award at the university). He has been invited to present at U.S. and international universities on academic instructional practices, special education, and multicultural issues.

Renee L. Garraway, LCSW-C, has over 25 years of diverse work experience in clinical social work, special education, and school based administration. Ms. Garraway earned her bachelor of arts degree in psychology from Oakland University; a master's degree in social work administration from The University of Michigan; and a second master's degree in special education from The George Washington University. She is a doctoral student at Bowie State University and the recipient of the Culturally Responsive Educational Leaders in Special Education (CRELSE) Grant, which is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). Ms. Garraway believes that her teaching, social work, and leadership experiences have provided fuel for her purpose and she is committed to ensuring that all students, regardless of race, socioeconomic status, or exceptional abilities receive rigorous, engaging and relevant instruction in a safe and nurturing learning environment.

June Gothberg, Ph.D., is a Principal Research Associate at Western Michigan University for the National Technical Assistance Center on Transition (NTACT). Previously, Dr. Gothberg served as the Director of Transition Projects for the Michigan Department of Education, Office of Special Education. She oversaw two Mandated Activities Projects (MAPs): the Michigan Transition Outcomes Project (MI-TOP) and Reaching and Teaching Struggling Learners (RTSL) funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). In addition, Dr. Gothberg was a State Technical Assistance Coordinator for the National Secondary Transition Technical Assistance Center (NSTTAC) (OSEP Award #H326J050004, #H326J110001). She provided statistical support for Creating Career Connections (OSEP Award # H324C030014, NSF # 0306092). Dr. Gothberg spent 10 years working in the classroom, teaching at-risk students, court-involved youth, and students with special needs. Her research activities include multi-site evaluation, federal compliance initiatives, evidence-based practice identification, implementation research, universal design for evaluation, disability research, school community research, family involvement, youth gang prevention and intervention, interagency collaboration, workforce development, vocational placement and evaluation, and prisoner release initiatives. Dr. Gothberg's research has been presented at national and international conferences.

Lisa Grillo, Ed.D., currently serves as assistant professor in the Department of Educational Leadership and Policy Studies in the Howard University School of

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Education, where she conducts research in the areas of special education leadership; culturally responsive leadership; and strategic human capital management. She currently coordinates the department's Ed.D. programs, which prepare students for senior-level roles as district leaders. Prior to this position, Lisa was a teacher, school administrator, and district leader for 23 years, where she successfully led district and school level initiatives to improve student outcomes for diverse student populations in large urban and suburban school districts. As principal in the District of Columbia Public Schools, Lisa led her school community in earning Autonomous School Status, an award given to a select cohort of high-performing schools that allows for greater school-based autonomy in the areas of budgeting, instructional programming, and professional development. As assistant superintendent for special education services in the Wake County Public School System in North Carolina, Lisa led a district-wide strategic planning effort to significantly improve the quality of special education services and programs for 20 thousand students with disabilities. In both roles, as chief human resources officer in Baltimore County Public Schools and Baltimore City Public Schools, Lisa led the design and implementation of a contemporary human capital effectiveness framework which incorporated organizational and professional development for district staff, with special emphasis on principals and teachers. Lisa consistently mentors and coaches new special education teachers and administrators, principals, and aspiring district leaders.

Paul C. Harris, Ph.D., is an Assistant Professor in the School Counseling program at the University of Virginia. His research, teaching, and service are conducted through a paradigm shaped by equity and access. His research agenda includes two foci: (1) Improving the college and career readiness of underrepresented students and the role of school counselors in this process; and (2) The identity development of student athletes, with emphasis given to Black males.

Lavetta B. Henderson, Ed.D., is an Assistant Professor in the Department of Educational Leadership and Counseling, in the College of Education at Florida Agricultural and Mechanical University. Dr. Henderson teaches graduate courses in the Ph.D., Masters, and Modified Certification Programs. She has previously served as the Program Coordinator for the M.Ed., M.S., and Modified Certification Programs, and served as the lead coordinator for the redesign of these programs. Dr. Henderson serves on dissertation committees. Dr. Henderson has served on several Florida Department of Education committees for the revision of the Florida Educational Leadership Examination. Dr. Henderson is the recipient of a Florida Agricultural and Mechanical University Faculty Research Award (FRAP) 2013. Dr. Henderson has extensive PK-12 school experience including teacher and administrative positions.

Erik M. Hines, Ph.D., is an Assistant Professor in the Department of Educational Psychology at the University of Connecticut. Dr. Hines's research agenda centers

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around: (a) African American male academic achievement and college readiness; (b) parental involvement and its impact on academic achievement for students of color; and (c) improving and increasing postsecondary opportunities for first generation, low-income, and students of color (particularly African American males). Additionally, his research interests include career exploration in the fields of Science, Technology, Engineering, and Mathematics (STEM) for students of color in K-16.

Kimberley E. Jones is a doctoral student in Leadership and Policy Studies in the College of Education at the University of Memphis in Memphis, Tennessee. She earned an Ed.S degree in Administration and Supervision and a M.Ed. from Union University at Germantown, Memphis, Tennessee. Ms. Jones also earned a B.S. in Special Education from the University of Memphis. She has served in several educational capacities including Assistant Principal, Special Education Teacher, Special Education Liaison, Community-Based Job Coach, Transition Specialist, Special Education Coordinator, Professional Development Assistant Coordinator, New Teacher Mentor Coordinator and Administrative Assistant. She also was a member of the 2010 Urban Executive Leadership Cohort, Memphis City Schools. Ms. Jones holds an Administrative license in Tennessee and Arkansas and served as a member of three school transition teams that successfully transformed low performing middle and high schools. Currently, Ms. Jones has served the community as a special educator and advocate for middle and high school students with exceptionalities for over nineteen years in Shelby County Schools, formerly Memphis City Schools. Her research interests include The Tennessee Diploma Project, and Special Education Reform as a Method of Educational Equity. Ms. Jones believes that all students deserve a world-class education, enriched with real life experiences, taught by servant educators with high expectations and legendary customer service.

Paula D. Kohler, Ph.D., is Executive Director of the Florida Center for Students with Unique Abilities and Professor of Exceptional Student Education at the University of Central Florida. She also serves as co-director of the National Technical Assistance Center on Transition (NTACT) funded by the U.S. Department of Education, and is an Emeritus Professor at Western Michigan University from where she retired as Associate Vice President for Research. Dr. Kohler conducts research regarding effective transition education and services for youth with disabilities across a range of topics, including college and career readiness. She has accomplished this work with support from the U.S. Department of Education, the National Science Foundation, and state departments of education. Her *Taxonomy for Transition Programming and Taxonomy 2.0* are recognized as an effective model for planning, implementing, and evaluating transition-focused education, and has influenced the implementation of transition education across the U.S. The Taxonomy provides a heuristic for organizing the evidence-based and promising practices at the core of NTACT's work. Dr. Kohler has a background in business administration, educational

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leadership, career and technical education, and special education. In 2001, 2006, and 2016, Kohler was recognized for her work by the Council for Exceptional Children's Division on Career Development and Transition, WMU College of Education, and the Association on Career and Technical Education Research.

Rena D. Mayes, Ph.D., NCC, is a licensed professional school counselor, assistant professor, and director of the School Counseling Program in the Department of Educational Psychology at Ball State University. Mayes' line of research focuses on the intersections of identities for students in P-12 schools. More specifically, Mayes focuses on the intersections of race, gender, and ability status in urban education.

Kia Myrick McDaniel has dedicated her career to supporting equitable educational opportunities for culturally and linguistically diverse students. In District of Columbia and Maryland schools, she has served as classroom teacher, reading specialist, ESOL specialist and ESOL Instructional Supervisor. Kia also serves as associate faculty at University of Maryland, College Park (UMCP), Loyola University of Maryland, and Trinity University (DC). As a consultant, she conducts professional development workshops, designs and evaluates curriculum, and assists school districts and organizations to implement strategies and develop resources to effectively meet the needs of English Learners (ELs). She is currently pursuing her doctorate in Culturally Responsive Educational Leadership as a recipient of the Culturally Responsive Educational Leaders in Special Education (CRELSE) Grant, which is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). Her research interests include identification of twice exceptional students and evidence-based practices for supporting ELs with disabilities during instruction.

Alexcia J. Moore, M.Ed., is a doctoral student in the Department of Special Education, Rehabilitation, and Counseling, in the College of Education at Auburn University. Ms. Moore currently serves in the role of Special Education Teacher at Enterprise High School in Enterprise, Alabama, where she teaches courses such: Transition Services II, Community Based Instruction, and Workforce Essentials. Ms. Moore also serves as the team leader and member of the Transition Leadership Team for Enterprise City Schools. Ms. Moore has several years of experience in preparing students with disabilities in transitioning from high school to post-secondary life. Ms. Moore has provided several professional developments to special educators in her school district to assist in improving transition skills for students with disabilities. She is the recipient of three Foundation for Auburn's Continuing Enrichment in Schools (F.A.C.E.S) grants which provided individualized transition services for youth with moderate to severe disabilities in the 10th–12th grades.

Sheila D. Moore, Ph.D., is an Assistant Professor in the Department of Educational Leadership, in the College of Education at Florida Agriculture and Mechanical

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University. Dr. Moore teaches graduate courses in the Ph.D., Masters, and Modified Certification Programs. Dr. Moore's research interests include School Leaders Practices, Dispositions and Beliefs, High-Poverty Schools and Student Achievement, Leadership Preparation Programs and Doctoral Student Development. She also serves as the Florida A&M University Holmes Scholars Coordinator, serves on the Board of the National Holmes Scholars Alumni (NAHSA) and is the co-founder of the FAMU-UCF Holmes Scholars Dissertation Retreat and Research Symposium. Dr. Moore is the recipient of the Florida Agricultural and Mechanical University Innovative Teacher of the Year Junior Faculty (2014), FAMU Faculty Research Award (FRAP), SCREA Junior Paper of the Year 2013, Holmes Scholar Mentor of the Year and Holmes Scholars Program of the Year. Dr. Moore's research can be found in *International Journal of Educational Reform*, *International Studies in Educational Administration*, *Southern Regional Council on Educational Administration Journal*.

Steven L. Nelson, Ph.D., is an Assistant Professor of Leadership & Policy Studies at the University of Memphis. He earned his Ph.D in Educational Leadership from the Pennsylvania State University's Department of Education Policy Studies. He also earned a J.D from the University of Iowa's College of Law. Dr. Nelson has experience as a high school teacher, administrator, and as a legal advocate in the areas of special education, charter schools, and juvenile justice. Dr. Nelson's work is published in a wide assortment of law journals, education journals, and edited volumes. His research considers the manners in which education reform policies contributed to the continued racial subjugation of Black peoples in the United States.

Katherine Reedy, Ed.D., is Director of Learning Support at Saint Mary's School in North Carolina. She earned her Ed.D. in Educational Leadership from Lynn University. Dr. Reedy has worked in independent boarding schools and has focused her interests on helping those with learning differences. She also supports faculty and other key stakeholders at the schools she works in their understanding of learning differences. Additionally, she helps with the accreditation process of independent schools, specifically focusing on boarding and those schools that have learning support services. Her research interests are in equity and cultural responsiveness, optimization psychology and mentoring relationships within schools. She holds a Bachelor's in Psychology and Philosophy and a Master's in Special Education.

Consuela Robinson is a central office administrator in the Prince George's County Public School system in Maryland. She is also a licensed clinical social worker in the state of Maryland and the District of Columbia. In her capacity as an administrator, Ms. Robinson specializes in research of school system policies and procedures and interventions to improve home and school partnerships. She has also worked in the areas of student services, special education, homeless education, and education of international students in school systems in Montgomery County, Maryland and Oakland, California. Ms. Robinson has published in the journal, *Reclaiming*

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Children and Youth, on the subject of implementing training programs for school staff working with students with emotional disabilities. Ms. Robinson received her Master's in Social Welfare (MSW) from the University of California, Berkeley and her B.A. in Ethnic Studies from the University of California, San Diego. She has also studied educational administration and leadership at Bowie State University.

Sondra Stegenga, MS, OTR/L, M.Ed. is a Ph.D. student and Graduate Teaching Fellow for the University of Oregon Special Education – Early Intervention program. She holds a Bachelor of Science in behavioral science, Master of Science in occupational therapy, and a Master of Education in educational leadership – special education administration. Sondra has over 20 years' experience working as a provider, program administrator, and special education supervisor in various settings including early intervention, schools, and hospitals. She has been involved with local, state, and collegiate advisory boards to improve practices, supports, and outcomes for infants and toddlers with disabilities and their families. Her research interests include early social emotional assessment and intervention, research to practice – implementation science and policy in family-based systems, and interventions in natural environments and interagency systems. Overall, Ms. Stegenga's diverse experiences are what fuel her passion for research and improving outcomes for our most valuable resource, children and families!

Zollie Stevenson Jr., Ph.D., is the Acting Vice President for Academic Affairs at Philander Smith College in Little Rock, Arkansas. He also holds a faculty appointment as an Associate Professor in the Psychology Department at Philander Smith and as a Graduate Faculty member in Educational Leadership at the University of Arkansas at Little Rock. He retired in 2010 as the Director of Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education, where he administered the federal Title I, Title III, Homeless Education and School Improvement Grants. Dr. Stevenson's research interests include the efficacy of federal programs and school district/university partnerships for leadership preparation. He earned the Ph.D. from the University of North Carolina at Chapel Hill.

Desireé Vega, Ph.D., is an Assistant Professor in the School Psychology program at the University of Arizona. Her research and teaching interests focuses on the assessment of culturally and linguistically diverse students, including utilizing best practices and training culturally competent school psychologists; the identification of the significant factors, which contribute to the academic success of African American and Latino youth in the K-12 pipeline (i.e., culturally responsive intervention and instructional practices); and access to higher education among urban youth.

Bryce Walker, Ed.D., is an Instructional Designer for the National Institute for School Leadership in Washington DC. He also teaches research methods courses for

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the Department of Educational Leadership at The George Washington University. Dr. Walker's research interest includes the use of Instructional Technologies to informed Instruction and Learning, Assistive Technologies as effective learning devices for Students with Learning Differences, Technology and its use in Racially and Ethically Diverse Urban Classrooms, and Effective Program Evaluation for School Leadership Training. His dissertation is entitled *Dimensions Related to the Role of a Technology Coordinator in Schools that Serve Students with Language-Based Learning Differences (LBLDs)*. Dr. Walker lives in Northeast Washington DC with his wife, two kids, and dog.

Christine “Queen” Washington is a native of Charleston, South Carolina. She is graduate of Burke High School. Thereafter, she obtained an associate's degree in medical assisting. Christine has worked in the medical profession for over fifteen years. She loves caring for people, however, writing is her ultimate passion. Christine is a writer, poet, and spoken word artist. Her poetry books are entitled *Brainstorming* and *Unfairly Tales*. Christine is currently writing her third book, which will be entitled *Chains*. She is a community activist, who is affiliated with groups including Black Life Matters Charleston, Something 2 Say Poetry Family, Women Impacting Society Every Day, Quality Education Projects, among other organizations that enrich and improve the lives of all persons, with a special emphasis on African Americans. Christine's work has been featured in the *So Exquisite Charleston* and *Syllabus Magazines*. Her award-winning artistry led her to receiving the prestigious Geechie Poet of The Year Award in 2014. Christine is the founder of Dream Ink, which a creative writing program for youth. She's the proud mother of Pvt. Tarayah Allen.

Martreece Watson is an Assistant Professor at Gallaudet University in the Department of English. Her research interests include d/Deaf education, language and literacy development, with a focus on Black d/Deaf and hard-of-hearing youth, and disability studies. Dr. Watson is a certified special educator and holds a K-12 teaching licensure.