



**LOUDER
THAN
WORDS**



**HONORING FIVE YEARS
OF LEADERS TAKING ACTION
TO ENSURE EVERY
CHILD IS TAUGHT BY
A WELL-PREPARED TEACHER**



**DEANS
FOR IMPACT**

Table of Contents

Louder Than Words	3
Connecting Leaders: Our Impact Academy Fellowship	4
Transforming Programs: Our Impact Networks	7
Sustaining Change: Our Common Indicators System	11
Influencing Policy: Our Member Deans	15

Louder Than Words

As Deans for Impact prepares to celebrate its five-year anniversary as an organization, I've been reflecting on a question a colleague asked me recently: "What's been your biggest win?"

My first impulse, perhaps reflecting my legal background, was to deny the premise of the question. That's because the mission of Deans for Impact is to ensure every child is taught by a well-prepared teacher, and I believe it will take a generation (at least) to make meaningful progress toward our goal. As such, I worry that thinking in wins or losses may lead to short-term thinking that impedes the long-term transformational change we are pursuing.

And yet, as I reflect upon the journey of the past half-decade, I am struck by one remarkable and inspiring fact: We have helped foster a broad movement comprised of leaders who are taking action – real and tangible action – to improve the effectiveness of our future teachers.

Consider: When the future member deans of Deans for Impact formally gathered for the first time in December 2014, our meeting theme was "From Talk to Action." But as I can safely admit now, I was unsure of what actions we were truly prepared to take. My reading of the history of previous efforts to transform teacher preparation is that they were born of similarly noble intentions, only to fizzle out after an initial burst of energy. Would our effort be any different?

The past five years have definitely answered that question. What started as fewer than two dozen has grown to a broad-based movement involving hundreds of teacher-educators, administrative leaders, school partners, and policymakers. What's more, these leaders have spent less time making grand pronouncements and more time focusing on the hard but vital work of redesigning educator preparation to better prepare future teachers so that they meet the needs of students and communities.

Put simply, we believe that our actions speak louder than words.

The purpose of this short publication, then, is to honor and celebrate the many leaders who have undertaken this work with Deans for Impact's support. So many of the individuals you'll see listed in the pages that follow have participated in Deans for Impact-related projects without any expectation of acknowledgment. Yet, I believe the work they are doing is worth celebrating, not simply as a "win" for Deans for Impact – though we are proud to work alongside them – but as demonstrable evidence that leaders throughout the field of educator preparation are taking action each day to improve the way our nation prepares future teachers.

Here are just a few of their stories, told through the lens of the work we do together.



— **Benjamin Riley**
December 2019



CONNECTING LEADERS

Our Impact Academy Fellowship

Deans for Impact's year-long Impact Academy fellowship brings together leaders of educator-preparation programs who receive intensive in-person leadership development, along with ongoing support and coaching from veteran deans to foster fellows' ability to catalyze program improvements, solve complicated problems and lead systemic change. Fellows also leave with a deeper understanding of the type of data needed to improve their programs and strategies for strengthening partnerships and alliances.

When Anthony Graham was chosen as a fellow for the first-ever Impact Academy in 2016, his career trajectory at North Carolina A&T had been straight up. In the span of 12 years, he had advanced from adjunct professor to interim dean, with stops at associate professor, professor and department chair along the way.

But now he was poised to be NC A&T College of Education's eighth dean in seven years – a statistical indication that the odds were stacked against his success. In addition to high turnover rates, Graham saw the college struggling to articulate an identity and a common purpose. And organizational culture was at a distinct low point.

So, Graham arrived at Deans for Impact's four-day fellowship launch with an adaptive challenge already in mind: a wholesale makeover of the College, including redefining its vision, mission, and the role that educator preparation would play within it. He left the Impact Academy knowing that any transformation needed to start with him.

"I had planned a top-down approach with mandates, edicts and directives," Graham said. "The Academy made me take a step back and say 'this needs to be a much more inclusive process.' I went back and completely reworked that retreat overnight."

Looking back, Graham calls his Impact Academy experience the best professional leadership development of his career. “It was pertinent to what I was doing in my new role as dean—thinking through the complexities of what I was trying to achieve and the intended outcome. How do I know when I have met it? What assessments can I use to determine if I’m making progress?”

Many fellows report that having a veteran dean coaching them is profoundly helpful as they negotiate the complexities of leading their educator-preparation programs. Bill McDiarmid, the former dean of UNC Chapel Hill, is a founding Impact Academy coach and one who’s seen how the fellowship is strengthening the leadership capacity of numerous deans.



“Virtually all the deans I have worked with have mentioned that the Impact Academy makes them more conscious of their own thinking, of the assumptions that underlie their plans and decisions,” says McDiarmid. “That increased self-awareness has been identified in a variety of research as a key to successful leadership.”

Graham used lessons learned during his fellowship to revamp the college’s vision and mission statements and establish a new strategic plan that unified everyone around a single goal and identity. The college leveraged these very noticeable improvements to connect with foundations and other funding agencies. Over a three-year period, they brought in almost \$13 million in grants to launch teacher-residency and STEM scholar programs.

And Graham’s leadership continues to advance, as he now serves as provost and vice chancellor of academic affairs at Winston-Salem State University, where he is expanding student opportunities in research, internships and study abroad. Happily for us, his relationship with Deans for Impact continues as a member of our board of directors.

Impact Academy Fellows

Since 2016, nearly 60 leaders of educator-preparation programs have completed the Impact Academy fellowship. Institutional affiliations listed below are those at the time of participation.

Cohort	Name	Institution (IA Year)
4	Stephen Atwater	University of Alaska Southeast
4	Paula Summers Calderon	Southeastern Louisiana University
4	Prentice Chandler	Austin Peay State University
4	Stacey Edmonson	Sam Houston State University
4	Deborah Erickson	Point Loma Nazarene University
4	Beth Foley	Utah State University
4	Penny Garcia	Eastern New Mexico University
4	Kim Hawkins	Carson-Newman University
4	Laurie Henry	Salisbury University
4	Lisa Huffman	Texas Woman’s University
4	Vessela Ilieva	Utah Valley University

 Cohort	 Name	 Institution (IA Year)
4	Katie Cole Kinney	University of North Alabama
4	Peter Laipson	Woodrow Wilson Graduate School of Teaching & Learning
4	Nancy Marchand-Martella	Purdue University
4	Leah Nellis	Indiana University Kokomo
4	Jennifer Shewmaker	Abilene Christian University
4	Jabari Sims	Relay Graduate School of Education - Dallas-Fort Worth
4	Thea Williams-Black	Tougaloo College
4	Lisa Zagumny	Tennessee Technological University
3	Alaina Harper	Relay Graduate School of Education - Philadelphia & Camden
3	Alma Rodríguez	University of Texas Rio Grande Valley
3	Andrew Wall	University of Redlands
3	Anthony Rolle	University of Rhode Island
3	Deanna Icceman Sands	Seattle University
3	Jordan Barkley	Tarleton State University
3	Katharine Delavan	Lake Erie College
3	Kimberly Walker McAlister	Northwestern State University
3	Laurie Elish-Piper	Northern Illinois University
3	Rachel Abbott	Georgia Southwestern State University
3	Rob DeHaas	Dallas Teacher Residency
3	Virginia Padilla-Vigil	New Mexico Highlands University
2	Donna Adair Breault	Ashland University
2	Deborah Boyd	Lipscomb University
2	Kenith Britt	Marian University
2	Ann Bullock	Elon University
2	Parker Fawson	Utah Valley University
2	Kyle Finke	Louisiana Resource Center for Educators
2	John Gasko	University of North Texas at Dallas
2	Deirdre C. Greer	Columbus State University
2	Merrilou Harrison	Heritage University
2	Cheryl Holcomb-McCoy	American University
2	Gaetane Jean-Marie	University of Northern Iowa
2	Andrea Lewis	Spelman College
2	Shelly A. Meyers	Limestone College
2	Sara Quay	Endicott College
2	Kim Winter	Western Carolina University
1	Anthony Graham	North Carolina A&T State University
1	Damara Hightower	Benedict College
1	Edward Hill	Texas A&M University - Central Texas
1	Michael Hillis	California Lutheran University
1	Andrea Kent	University of South Alabama
1	Robert Muller	National Louis University
1	Tom Phillion	Roosevelt University
1	D. Ray Reutzell	University of Wyoming
1	Don Schillinger	Louisiana Tech University
1	Ann Taylor	University of Missouri - St. Louis
1	Paige Ware	Southern Methodist University



TRANSFORMING PROGRAMS

Our Impact Networks

Deans for Impact builds “Impact Networks,” which are intensive, multi-year, cross-institutional efforts to redesign educator preparation in order to improve instructional practice. Programs participating in an Impact Network receive ongoing and targeted support from Deans for Impact staff through network convenings, virtual coaching, and learning visits.

When Deans for Impact joined forces with state leaders in Louisiana in 2018 to support its teacher education programs, the state was four years into its Believe and Prepare initiative, an ambitious effort to improve instructional preparedness of beginning teachers. The partnership resulted in the Believe and Prepare Impact Collaborative, a network of six educator-preparation programs working together to improve the content readiness of future ELA and math teachers.

As a starting point for that work, Deans for Impact helped programs to collect and analyze assessment data related to future teachers’ preparedness. We believe this empirical approach can be a powerful motivator for change.

For example, when the team from McNeese State University reviewed its graduates’ data, they were stunned by the results. “I was really flabbergasted at how little my [teacher-candidates] knew in the area of basic math,” said Fara Seal, a math methods instructor at McNeese State.

The McNeese State team responded by gathering more information about their candidates’ understanding of math content, as well as their ability to effectively teach this content. They incorporated pre- and post-assessments for math and math methods courses, geared towards the curricular content for elementary learners. Next, they revamped their teacher-candidate observation



rubrics to incorporate specific Louisiana math teacher competencies as a metric for evaluation. By understanding gaps in candidates' content understanding, content and methods faculty could tailor instruction and work to address gaps over the course of a semester.

Further north at about the same time, Dean Tom Philion of Roosevelt University College of Education in Chicago (a 2016 Impact Academy fellow) convened leaders from four other institutions to form the Illinois Ed Prep Impact Network. Like participants in the Louisiana network, Illinois network members collaborate across institutions, following a step-by-step improvement cycle facilitated by Deans for Impact. Teams participating in the Illinois Impact Network are addressing a statewide

need for teachers who are prepared to engage and challenge all students, particularly as the state's K-12 student population becomes increasingly diverse.

For example, the team from Northern Illinois University (NIU), together with school partners from DeKalb Public Schools, developed an action plan after evidence gathered from teacher-candidates and employers revealed that NIU candidates were less prepared to work in DeKalb's culturally, racially, and linguistically diverse classrooms. A group of supervisors and faculty champions are now piloting a coaching model to help their candidates understand district instructional priorities, such as differentiation, restorative practices and social justice. Alongside their teacher-candidates, NIU faculty are completing professional development aligned to those instructional priorities.

"The changing demographics of the students, college, and university affirmed our focus on social justice, access, inclusion, and equity," says NIU Dean Laurie Elish-Piper (a 2018 Impact Academy fellow). "We want to enhance the quality of our preparation to be proactive and be as ready for today's diverse classrooms as possible. Regardless of where our candidates might do their clinical practice or end up working, they will have a diverse group of students in their classrooms."

Philion hopes that the Illinois Ed Prep Impact Network will be an incubator for tools and ideas that can be spread statewide, as well as provide a pathway to cultural change. "When we collaborate, that's a good thing for the program and this region," he says.

More Impact Networks are on the way. In Fall 2019, for example, Deans for Impact launched the Learning by Scientific Design Network, bringing together six educator-preparation programs committed to ensuring that beginning teachers understand basic principles of learning science and incorporate them into their instructional practice. We look forward to announcing additional networks in 2020 and beyond.



Impact Network Participants

Impact Networks have brought together nearly 100 faculty, staff, and partners involved in the preparation of beginning teachers. Institutional affiliations listed below are those at the time of participation.

 Name	 Institution
Traci Dennis	American University
Carolyn Parker	American University
Julie Calzini	Endicott College
Kristen DiGiovanni	Endicott College
Sara Quay	Endicott College
Bethany Rice	Endicott College
Aubry Threlkeld	Endicott College
William Minton	CanopyEd
Teryn Bryant	Louisiana Resource Center for Educators
Rebecca Campbell	Louisiana Resource Center for Educators
Kyle Finke	Louisiana Resource Center for Educators
Emily LeBeau	New Schools for Baton Rouge
Julie Booth	Temple University
Carol Brandt	Temple University
Meixia Ding	Temple University
Tamara Sniad	Temple University
Natalie Bolton	University of Missouri - St. Louis
Stephanie Koscielski	University of Missouri - St. Louis
Chanua Ross	University of Missouri - St. Louis
Nancy Singer	University of Missouri - St. Louis
Julie Smith Sodey	University of Missouri - St. Louis
Paul Fitchett	University of North Carolina at Charlotte
Hilary Dack	University of North Carolina at Charlotte
Tina Heafner	University of North Carolina at Charlotte
Sandy Rogelberg	University of North Carolina at Charlotte
Jenny Blalock	Louisiana Tech University
Laura Bostick	Louisiana Tech University
Carrice Cummins	Louisiana Tech University
Bryan McCoy	Louisiana Tech University
Traci Walker	Louisiana Tech University
Angee Burd	McNeese State University
Christine Eastman	McNeese State University
Angel Ogea	McNeese State University
Jan Robichaux	McNeese State University
Fara Seal	McNeese State University
Melanie Caughey	University of Louisiana at Lafayette
Rebecca O'Brien	University of Louisiana at Lafayette
Leigh Tolley	University of Louisiana at Lafayette
Molly Hill	University of Louisiana Monroe
Heather Kennedy	University of Louisiana Monroe
Myra Lovett	University of Louisiana Monroe
Kathie Smart	University of Louisiana Monroe

 Name	 Institution
Shalanda Stanley	University of Louisiana Monroe
Paul Bole	University of New Orleans
Ken Farizo	University of New Orleans
Kurt Ovella	University of New Orleans
Hazel Parker	University of New Orleans
Thomas Wright	University of New Orleans
Amonaquettenette Parker	DeKalb Community Unit School District 428
Tim Vincent	DeKalb Community Unit School District 428
Sean Potts	DeKalb Community Unit School District 428
Jennie Hueber	DeKalb Community Unit School District 428
Billy Hueramo	DeKalb Community Unit School District 428
Sherri Bressman	National Louis University
Eun Ko	National Louis University
Janet Lorch	National Louis University
Kavita Matsko	National Louis University
Lisa Mozer	National Louis University
Robert Muller	National Louis University
Aleksandra Veselovsky	National Louis University
Drea Whitley	National Louis University
Rachel Adeodu	Northeastern Illinois University
Sandra Beyda-Lorie	Northeastern Illinois University
J. Ruth Dawley-Carr	Northeastern Illinois University
Maria Teresa Garretton	Northeastern Illinois University
Kristi Madda	Northeastern Illinois University
Angie Maglaris	Northeastern Illinois University
Judy Boisen	Northern Illinois University
Sally Blake	Northern Illinois University
Greg Conderman	Northern Illinois University
Laurie Elish-Piper	Northern Illinois University
Jennifer Johnson	Northern Illinois University
Eric Junco	Northern Illinois University
Jenny Parker	Northern Illinois University
Kimberlyn Suedbeck	Northern Illinois University
Emily Ente	Relay Graduate School of Education - Chicago
Tiffany Ko	Relay Graduate School of Education - Chicago
Kate Nelson	Relay Graduate School of Education - Chicago
Mathew Rojas	Relay Graduate School of Education - Chicago
Mindy Sjoblom	Relay Graduate School of Education - Chicago
Jin-ah Kim	Roosevelt University
John MacDougall	Roosevelt University
Elizabeth Meadows	Roosevelt University
Kristina Peterson	Roosevelt University
Tom Phillion	Roosevelt University
Christine Ryan	Roosevelt University
Maria Stetter	Roosevelt University
Ryan Osborne	Teach For America
Chrissy Gratz	Teach For America



SUSTAINING CHANGE

Common Indicators System

Deans for Impact's Common Indicators System helps programs understand the preparedness of future teachers and sustain changes to the preparation experience.

The mission statement of the University of Texas Rio Grande Valley (UTRGV) College of Education and P-16 Integration (CEP) calls for leading “through evidence-based decision making and data literacy.”

But Dean Alma Rodriguez knows well the difficulty of gathering and comparing education data in any truly meaningful way. Currently, much of the data collected in educator preparation is intended for compliance, not improvement. And because different institutions tend to collect different data using different metrics, it can be hard to glean insight into what is effective and what’s not.

In 2016, Deans for Impact brought together leaders from schools of education to develop a Common Indicators System (CIS) – a sweeping effort to examine evidence of teacher-candidate knowledge and skill using common measures across a broad diversity of educator-preparation programs. Trailblazers from a dozen institutions identified categories of data, selected common instruments, and established protocols for meaningful data collection.

Evidence collected through the CIS allows faculty and program leaders to learn with and from one another as they seek to improve the preparation of future teachers. Now in its third year, the Network is looking at the experiences of more than 4,400 teacher candidates, 500 program graduates, and 100 employers across the four established indicators.

“Everybody who is a part of the CIS is using the same surveys so that when we get the data back, we can see the comparisons with other institutions,” says Rodriguez. “Looking at our data in conjunction with other institutions, it was eye-opening to realize the similarity of needs and challenges across institutions.”



Another institution committed to using CIS data for improvement is the University of Southern California's Rossier School of Education. Faculty at USC used this data to home in on improving the quality of feedback their candidates provide to K-12 students, and drafting an action plan for improvement.

Margo Pensavalle, USC CIS team lead and Professor of Clinical Education, used this data to restructure her own instruction, modifying her course syllabus to include more time and attention to the characteristics of high-quality student feedback. By the end of the course, her students' average observation scores had improved considerably, and one student earned the highest possible score on the rubric for Quality of Feedback on the edTPA performance assessment.

As the CIS project evolves, we expect programs to continue to gather cross-institutional, longitudinal data on candidate knowledge, skill and program performance. As a result, the data will become more powerful over time.



CIS Participants

Since 2016, over 75 faculty and staff have come together to build and make use of the Common Indicators System. Institutional affiliations listed below are those at the time of participation.

 Name	 Institution
Edith Gummer	Arizona State University
Patricia Marsh	Arizona State University
Cathryn Chappell	Ashland University
Donna Breault	Ashland University
Ed Liu	Boston Teacher Residency
Lorynn Selby	California Lutheran University
Katie Baker	Elon University
Ann Bullock	Elon University
Katrice Hawthorne	Elon University
Jeff Hunter	Glennville State University
Valerie Shinas	Lesley University
Se-ah Siegel	Lesley University
Meagan Parker Peters	Lipscomb University
Dawn Basinger	Louisiana Tech University
Carrice Cummins	Louisiana Tech University
Diane Fogarty	Loyola Marymount University
Kay Duenas	Loyola Marymount University
Liza Mastrippolito	Loyola Marymount University
Manny Aceves	Loyola Marymount University
Maryann Krikorian	Loyola Marymount University
Beth Kania-Gosche	Missouri University of Science & Technology
Anne Roycroft	Purdue University
Jennifer Ramos	Relay Graduate School of Education
Shelby Keefer	Relay Graduate School of Education
Anne-Marie Hoxie	Relay Graduate School of Education
Rebecca Abramson	Relay Graduate School of Education
Madhu Narayanan	Relay Graduate School of Education
John MacDougall	Roosevelt University
Frank Hernandez	Southern Methodist University
Amy Ferrell	Southern Methodist University
Margaret Mahoney	Southern Methodist University
Diane Carnahan	Teachers College of San Joaquin
Crescentia Thomas	Teachers College of San Joaquin
Annemarie Hindman	Temple University
Kristina Najera	Temple University

 Name	 Institution
Tamara Sniad	Temple University
Lori Bailey	Temple University
Doug Hamman	Texas Tech University
Ann Monroe	University of Mississippi
David Rock	University of Mississippi
Stephanie Koscielski	University of Missouri - St. Louis
April Regester	University of Missouri - St. Louis
Nancy Singer	University of Missouri - St. Louis
Melissa Burnham	University of Nevada, Reno
Jennifer Mahon	University of Nevada, Reno
Jennifer Mortensen	University of Nevada, Reno
Kristan Russell	University of Nevada, Reno
Xiaoxia Newton	University of North Carolina at Charlotte
Anne Cash	University of North Carolina at Charlotte
Laura Hart	University of North Carolina at Charlotte
Erica Moody	University of North Carolina at Charlotte
Teresa Petty	University of North Carolina at Charlotte
Tehia Starker Glass	University of North Carolina at Charlotte
Matt Binion	University of South Alabama
Kelly Byrd	University of South Alabama
Christopher Parrish	University of South Alabama
Jennifer Simpson	University of South Alabama
Scott Lyness	University of Southern California
Cathy Creasia	University of Southern California
John Pascarella	University of Southern California
Lindsay Hu	University of Southern California
Margo Pensavalle	University of Southern California
Luis Azpeitia	University of Texas Rio Grande Valley
Bobbette Morgan	University of Texas Rio Grande Valley
Luis Machuca	University of Texas Rio Grande Valley
Alma Rodriguez	University of Texas Rio Grande Valley
James Telese	University of Texas Rio Grande Valley
Amanda Turner	University of Virginia
Jillian McGraw	University of Virginia
Peter Youngs	University of Virginia
Colby Clinton Gull	University of Wyoming
Leslie Rush	University of Wyoming
Amber Glaros	Urban Teachers
Dara Murray	Urban Teachers
Kirsten Mackler	Urban Teachers
Marce Scarbrough	Urban Teachers



INFLUENCING POLICY

Our Member Deans

Member deans lead change on the front lines of educator preparation. Selected based on evidence of their work to transform educator preparation within the programs they lead, our member deans advise the work of Deans for Impact to help foster systemic change.

Kim Winter is in her third year as dean of the College of Education and Allied Professions at Western Carolina University (WCU), but her work to change state education policy began as an Impact Academy fellow two years earlier. As her “story of self” emerged, she explored two questions about herself as a professional: who am I and what do I value? “We don’t always do a good job of telling our stories and participating in the process,” Winter says. “I want to be that voice for talking about the things we’re doing and how it’s working.”

In 2019, Winter and deans at UNC Charlotte, UNC Pembroke, Elon University, and Winston-Salem State University worked with Deans for Impact to form an impact coalition to develop policy prescriptions around the teaching of literacy and action plans based on aligning their early and elementary programs with the science of early learning. “For me, this is where the rubber meets the road,” says Winter, now a member dean of Deans for Impact. “I will jump at any opportunity to have a voice. I want [legislators] to know that we care very much about this, are already working on this and that they should listen to what we have to say because it’s evidence-based.”

In early 2020, the state literacy commission of which Winter is a member will present its findings and recommendations to the State Board of Education task force, which will take its recommendations to the Professional Educator Preparation and Standards Commission. If all goes well, it will become state education policy.



Further south, Andrea Kent, dean at the college of education at the University of South Alabama, is working to get approval for certain program improvement requirements, while simultaneously eliminating old, burdensome mandates. As dean of the largest teacher preparation program on the Gulf Coast, Kent long ago recognized the need for improvement. But the Impact Academy is where she realized she could help shape what that looks like at her institution, statewide and across the country. “We have an opportunity to make an impact on the lives of children immediately, and there’s nothing like knowing you’re changing the education landscape for the better of children who are in school right this minute, today.”

As a member dean, Kent worked with Deans for Impact to convene a small group of Alabama deans to discuss where things stand in teacher prep, where they need to go, and the best route to get there. The group is currently drafting formal policy proposals to present to the state legislature by Spring 2020.

Both Winter and Kent are increasingly seen as experts in teacher preparation who help shape education policy and drive systemic change.

Member Deans

Over the past five years, 45 leaders have served as member deans of Deans for Impact. By design, our membership is limited in size so as to foster collaboration and nimble decision-making. Institutional affiliations listed below are those at the time of active membership.

CURRENT MEMBERS	
 Name	 Institution
Gregory Anderson	Temple University
Ann Bullock	Elon University
Laurie Elish-Piper	Northern Illinois University
Kyle Finke	Louisiana Resource Center for Educators
Michael Hillis	California Lutheran University
Cheryl Holcomb-McCoy	American University
Gaëtane Jean-Marie	Rowan University
Andi Kent	University of South Alabama
Ellen McIntyre	University of North Carolina at Charlotte
Robert Muller	National Louis University
Tom Phillion	Roosevelt University
Bob Pianta	University of Virginia
Sara Quay	Endicott College
D. Ray Reutzel	University of Wyoming
Alma Rodriguez	University of Texas Rio Grande Valley
Don Schillinger	Louisiana Tech University
Jesse Solomon	Boston Plan for Excellence
Karen Symms Gallagher	University of Southern California
Ann Taylor	University of Missouri - St. Louis
Kim Winter	Western Carolina University



FORMER MEMBERS

 Name	 Institution
Patricia Alvarez McHatton	University of Texas Rio Grande Valley
David Andrews	Johns Hopkins University
Jordan Barkley	Tarleton State University
Carole Basile	Arizona State University
David Chard	Southern Methodist University
Kenneth Coll	University of Nevada, Reno
John Gasko	University of North Texas at Dallas
Jack Gillette	Lesley University
Mark Girod	Western Oregon University
Anthony Graham	North Carolina A&T State University
Jennifer Green	Urban Teachers
Frank Hernandez	University of Texas Permian Basin
Cassandra Herring	Hampton University
Mayme Hostetter	Relay Graduate School of Education
Mari Koerner	Arizona State University
Alan Lesgold	University of Pittsburgh
Corinne Mantle-Bromley	University of Idaho
Shane Martin	Loyola Marymount University
Bill McDiarmid	University of North Carolina at Chapel Hill
Linda Patriarca	East Carolina University
Scott Ridley	Texas Tech University
Tom E.C. Smith	University of Arkansas
David Steiner	Hunter College
Sara Stoelinga	University of Chicago
Josh Thomases	Bank Street College of Education

Our Commitment



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I know first-hand that teacher-preparation programs make a difference in the practices of teachers who then make a difference in how students learn. I joined Deans for Impact to work with other deans who are willing to look hard at our profession and hold ourselves accountable for meaningful outcomes.

– Ellen McIntyre, University of North Carolina at Charlotte



I truly believe that fighting for access to high-quality educational opportunities for all students in the United States is the civil rights struggle of the 21st century. Preparing educators and empowering them with the knowledge and confidence to positively impact the life chances of children in the 21st century is one of the most exciting and important responsibilities I can think of as parent, an educator and a university leader.

– Gregory Anderson, Temple University



Joining Deans for Impact connects me to a network of educators and fellow deans with whom I can focus intently on determining what shifts we can make to teacher preparation to provide stronger teachers for our K-12 students. An organization like Deans for Impact, which is committed to evidence and coherence, and leaders who are asking big questions of themselves and each other can help us all do a better job.

Ann Taylor, University of Missouri - St. Louis





DEANS FOR IMPACT

