

CURRICULUM VITAE

ANN O'DOHERTY, Ed.D.

College of Education, University of Washington

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EDUCATION

The University of Texas at Austin, Austin, Texas

Degree: Ed.D., December, 2007

Specialization: Educational Administration, Cooperative Superintendency Program, Cycle XVI

Dissertation: District-Level success: A case study to determine how a Recognized Texas school district made progress in closing achievement gaps with all students

Degree: M.Ed., December, 1992

Specialization: Educational Administration, Principalship

Illinois State University, Normal, Illinois

Degree: B.S., December, 1981

Specialization: Special Education, Socially Emotionally Maladjusted and Learning Disabilities

UNIVERSITY OF WASHINGTON

Director, *Danforth Educational Leadership Program*,
University of Washington

2012 to present
Seattle, Washington

- Program Recognition: The University Council of Educational Administration awarded the Danforth Educational Leadership Program the 2019 Exemplary Educational Leadership Preparation Program Award with specific recognition of program focus, expected candidate knowledge/skills/practices/program curriculum, support structures (particularly faculty component), program faculty, and program evaluation/continuous improvement.
- Teaching and Learning: Design inclusive environment to support learner-centered, leadership development experiences that support productive struggle and authentic practice in the areas of *Advocating with Students, Families and*

Communities as a Culturally Responsive Leader, Driving Improvement through Inquiry and Shaping Culture and Leading Change.

- Curriculum Design: Lead curriculum and program redesign and ongoing refinement to prepare equity-driven, learning focused, highly collaborative school and district leaders. Engaged with national, state, district, school and university partners to identify six core competencies, align with national and state standards, develop exit performance standards, and integrate coursework and field-based learning to create the nation's first principal preparation program that supports its graduates with a performance guarantee.
- Program Coherence: Marshal the collective capacity of all Danforth instructors through an annual instructors retreat and quarterly meetings that have resulted in the development of the Danforth At-A-Glance – a matrix of topics by month by module that aides in integration of content; a program and course instructor survey to gather quarterly feedback that informs course and program improvement; and designation by course of when and how learning experiences are deployed and students are assessed for critical knowledge and application of skills through authentic products and practice.
- Recruitment & Selection: Designed marketing campaign, crafted targeted recruitment plans and deployed rigorous selection processes that have led to increased numbers of candidates applying to the program (33 in 2012 to at least 48 for the past five years), increased cohort size (23 in 2012 to an average of 28 over past five years), increased percentages of leaders of color graduating and serving in school and district leadership roles from 30% in 2012 to at least 42% for each of the past three cohorts.
- Fiscal and Resource Stewardship: Generate over \$600,000 in annual budget funds from student tuition and fees to support all instructional and operational costs of this self-sustaining program. Since 2012, have ended every year with positive revenue balance which is then shared with the College of Education to support fiscal needs.
- Talent Development: Enhance graduate student learning through the recruitment, selection, development and support of teaching associates, retreat facilitators and Danforth Internship Advocates. Quarterly meetings with advocates have resulted in development of Internship At-A-Glance – a monthly calendar of expectations associated with internship expectations; Internship Guide that details intern, Advocate and mentor responsibilities and a cohesive system of individual internship learning plans, mid-year formative and end-of-year summative internship evaluation aligned to state standards and the Danforth Core Competencies. 100% of past seven cohorts have completed all internship requirements.
- Partnership Development: Nurture and expand purposeful partnerships with area school districts with over 50 school and district partners contributing annually to recruitment, selection and ongoing cohort learning experiences.
- Community Engagement: Cultivate engagement and maintain connection with nearly 750 alumni. Engage alumni to support program improvement through focus groups and surveys. Support strong reputation of program by regularly highlighting alumni accomplishments through social media, College of Education communications and other avenues.

- Post Program Support: Instituted after-graduation coaching program to provide program supported, one-to-one coaches for graduates hired as principals or district directors within one year of program completion. Since 2014, 10 graduates have been served by Danforth Early Career Coaches and all 10 have been retained in their positions for two or more years.
- Program Outcomes: As a result of my focus on program redesign, exemplary candidate preparation and responsiveness to district partners, 100% of enrolled students have successfully completed all program requirements and been recommended for principal certification. The percentage of graduates selected for school and district leadership positions within one year of program completion has increased from 70% in 2012 to at least 90% for the past five cohorts.

Associate Dean of Professional Studies
University of Washington

2016 to 2018
Seattle, Washington

- Supported the Dean in enacting the mission and vision of the College of Education. Contributed to organizational leadership, management, design and deployment of systems and processes impacting fiscal resources, human resources, academic planning and evaluation of outcomes.
- Served as liaison for Teacher Education, School Psychology, Principal, and Superintendent professional certificate programs that collectively serve about 270 graduate students annually.
- Facilitated the collaborative development and pilot of the College of Education Innovative Support Team to streamline approval of innovative programs and professional development offered by the College of Education.
- Served as point of contact with University of Washington Continuum College to ensure effective and efficient use of revenue resources to support the fiscal health of eleven fee-based (not state-funded) degree and certificate programs serving 300 undergraduate, graduate and non-credit participants with estimated annual gross revenue of \$7,220,000.
- Provided ongoing support to thirteen full-time senior lecturers. Contributed to the refinement of the Senior Lecturer Re-Appointment Process, development of the COE Senior Lecturer mentoring process and conceptualization of the Principal Lecturer promotion process. All of these processes have been in place for a year or more and have positively impacted senior lecturers.
- Represented the College of Education with a variety of national and state-level organizations including Washington Association of School Administrators, Association of Washington Principals, Washington Association of Colleges of Teacher Education and China 1 Million Strong.

Principal Developer/Coach, *Center for Educational Leadership,*
University of Washington

2015 to 2016
Seattle, Washington

Contributed to *Building Instructional Leadership for the Impact Evaluation of Support for Principals, Mathematica Policy Research, Inc. IES Grant*, a national study designed to research the impact of professional development on in-service principals. Co-developed and presented curriculum for treatment group of 50 in-service building-level principals.

Delivered eight additional days of training and 50 hours of individualized coaching to five designated school leaders. Documented and submitted reports to track evidence of impact on principal practice, teaching practice and student learning outcomes.

Director, *International Leadership Institute*,
University of Washington,

2014 - 2017
Seattle, Washington

Developed and delivered an educational leadership program held in Seattle for two years, impacting 39 principal/teachers of the Comunidad de Madrid, Spain. Coordinated content development and delivery with ten UW COE instructors. Developed, directed and co-delivered instruction and school visits in Madrid, Spain. Oversaw the development and deployment of academic and cultural learning experiences designed to increase English language proficiency and deepen understanding of instructional leadership practices. In the year following each institute, conducted six interactive on-line classes/webinars with participants facilitating part of each session.

GRADUATE TEACHING: UNIVERSITY OF WASHINGTON

EDLPS 501 Introduction: Leadership Beyond the Classroom, College of Education, University of Washington (2013 to present). Co-design and deliver an opening weeklong, residential retreat and UW campus week to introduce students to educational leadership through identification of core values, approaches to conflict and examination of how culturally responsive leadership practices shape culture, support improved student learning and build instructional capacity.

EDLPS 502 Leadership Core, College of Education, University of Washington (2012 to present). Design and deliver three learning modules taught across three quarters that includes Culturally Responsive Leadership. Graduate students examine how systemic, institutional and individual racism impacts individual and group learning outcomes. Students complete a racial identity development essay, conduct a review of culturally responsive curriculum and pedagogy and create an entry plan to serve as evidence of their development as an equity-driven, learning focused, highly collaborative leader.

EDLPS 503 Leadership Core, College of Education, University of Washington (2013 to present). Design and deliver three learning modules taught across three quarters that includes Shaping Culture and Leading Change. Students analyze an organization's vision and mission and engage with school/district and community members to surface a variety of perspectives on the organization's culture. Students compose and present a Cultural Portrait to illustrate the culture of learning at their internship site.

EDLPS 504 Leadership Core, College of Education, University of Washington (2013 to present). Design and deliver three learning modules taught across three quarters that includes Driving Improvement through inquiry. Students learn how to lead collaborative inquiry and work with a team at their internship site to identify a learning centered problem, examine associated teacher and leader practices, and use research to locate evidence-based practices to design a theory of action and action plan. Students report progress on improved practices and their own learning outcomes in a public Leadership in Action forum.

EDLPS 505, Transition to Leadership, College of Education, University of Washington (Spring/Summer 2015). Co-developed and delivered revised masters seminar course. Revised course has been delivered for four years and supports Danforth master's students to conduct research and crafting a final research paper.

EDLPS 601, Internship, College of Education, University of Washington (2012 to present). Through weekly reflective seminar and individual advisement, support all Danforth students in selection of their internship site and on-site mentor, coordinate with UW Advocate to facilitate development and review of individual internship learning plans, documentation of required 1000 hour internship and successful completion of mandatory internship experiences.

EDLPS 801 Practice Doctorate Project/Capstone, College of Education, University of Washington (2017 to 2018). Special Interest Group doctorate seminar that explored Leadership for Culturally Sustaining Organizations. SIG members conducted an original qualitative research study to learn how system-level leaders who identify as women of color or white women narrate the relationship between their identity, their context and their leadership for equity. Through a blind peer review process, the University Council of Educational Administration (UCEA), accepted two sessions that SIG members submitted and later presented at the 2018 research conference held in Houston, Texas.

UNIVERSITY OF TEXAS AT AUSTIN

Clinical Assistant Professor 2008-2012
Principalship Program, The University of Texas at Austin *Austin, Texas*

Delivered innovative program coursework that included co-teaching initial twelve-credit summer sequence focused on anti-racist leadership and school-based inquiry through self-reflection and a student-directed collaborative study of an actual school site and delivery of a research report to campus and community members. Co-Authored and co-directed \$3.3 million dollar US Department of Education grant. Supported development of 84 aspiring leaders. Over 70 percent of graduates assumed campus or district level leadership roles within one year of graduation.

Interim Director 2008-2009
The University of Texas at Austin Principalship Program *Austin, Texas*

Led university masters of education principalship program. Recruited and selected candidates through portfolio and application review and site visit teams consisting of university faculty, school district leaders and current graduate students. Secured instructors for courses. Conducted evaluations to inform delivery improvements. Co-authored and awarded \$3,300,000 five-year US Department of Education grant to develop 120 secondary school leaders for Dallas, Houston and Austin-area districts.

Deputy Director, US Department of Education, School Leadership Project 2006-2008
Central Texas Leadership Development Alliance Grant, UT Austin *Austin, Texas*

Directed \$3.6 million three-year grant to improve principal preparation through collaboration between the university and selected district partners. Coordinated all grant

activities that included development and delivery of seminars for area superintendents, creation and delivery of professional development for in-service school leaders and preparation program experiences for pre-service school leaders.

GRADUATE TEACHING: UNIVERSITY OF TEXAS AT AUSTIN

EDA 682H, Public School Administration, Department of Educational Administration, The University of Texas at Austin. (2008 to 2012). Co-designed and co-taught course focused on identify development and anti-racist educational leadership through the role of the school principal. In addition to other products, students composed a racial autobiography that examined what impact being a member of a socially constructed and defined race had had on their life and how these experiences and beliefs might influence their decisions and behaviors as an educational leader.

EDA 683, Principalship, Department of Educational Administration, The University of Texas at Austin. (2008 to 2012). Co-designed and co-taught course for principalship students to collaboratively conduct an equity audit and organizational scan of an actual school site. Students analyzed and triangulated findings from interviews, analysis of learning and program outcomes and conducted community walks to identify strengths and areas of need. Students located research on evidence-based practices and delivered a live presentation and written report of findings and implications for practice to school and community members.

EDA 382T, Administration of Individual Schools, Department of Educational Administration, The University of Texas at Austin. (2008 to 2012). Designed and taught two-semester course sequence for principalship program students. Students learned about evidence based practices and participatory action research in the first semester.

EDA 383, Individual Projects, Department of Educational Administration, The University of Texas at Austin. (2008 to 2012). Designed and taught second part of two semester course sequence for principal students. Students practiced leading collaborative inquiry to address an area of student learning through improved teacher practice and 100% prepared and presented inquiry process, progress and outcomes at annual Leadership in Action conference.

EDA 395, Internship in Educational Administration, Department of Educational Administration, The University of Texas at Austin. (2008 to 2010). Served as university liaison to 12-20 principal interns each year, coordinated support with on-site mentor, observed intern practice and provided feedback. 100% of students successfully completed their internships and were recommended for principal certification.

EDA 195, Internship in Educational Administration, Department of Educational Administration, The University of Texas at Austin (2008 to 2011).

GRANTS AND FUNDING AWARDS

- 2016 through 2019 Principal Investigator, Wallace University Principal Preparation Initiative, \$200,000 Subaward.
 Serve as a program partner to San Diego State University. Selected through a nationally competitive process as one of seven national program partners, I design and facilitate professional learning opportunities for SDSU and their district partners to jointly create a theory of action, develop aligned logic models and strategic plans. Project deliverables include a full re-design of the SDSU program and alignment of syllabi, assessments, and field-based experiences to meet desired learning outcomes and California state requirements.
- 2010 Co-Principal Investigator, Fund for Improvement of Postsecondary Education (FIPSE US DOE) *Leaders Supporting Diverse Learners*, \$730,505
 Co-authored and co-directed grant to design open source learning modules to prepare principal candidates and principals to meet the needs of diverse learners. The grant also impacted university faculty development and institutional change through collaboration and partnership with six universities. Co-authored module, *Building a Community of Trust through Racial Awareness of Self* module. Partner universities included: Bank Street College, Duquesne University, Hofstra University, Lehigh University, University of Texas at Austin and Virginia Commonwealth University.
- 2008 Co-Principal Investigator, US Department of Education School Leadership Project Grant, *University of Texas at Austin Collaborative Urban Leadership Project*, \$3,300,000,
 Co-authored and co-directed grant to prepare 120 effective secondary school leaders in three high-need partner districts, Houston, Dallas and Austin. Developed partnerships with districts, conducted research, facilitated development of district-specific curriculum and coursework and co-developed over 100 Cognitive Certified Coaches to sustain ongoing leadership development after the conclusion of the grant.

RESEARCH AND SCHOLARSHIP

REFEREED JOURNAL PUBLICATIONS

- O'Doherty, A., (accepted with expected publication 2019). Mentoring and coaching: Educational leadership development. Routledge Encyclopedia of Education. Abingdon, United Kingdom
- Garza, R., Ovando, M., & **O'Doherty, A.** (2016). Aspiring school leaders' perceptions of walkthrough observations. *National Council of Professors of Educational Administration NCPEA International Journal of Educational Leadership Preparation*, 23 (1).
- Gooden, M. A. & **O'Doherty, A.** (2015). Do you see what I see? Fostering aspiring leaders' racial awareness. *Urban Education*, 50(2), 225-255.

- O'Doherty, A. & Ovando, M. N. (2013). Looking at the past, visualizing the future: First-year principals' reflections of instructional leadership. *Journal of School Leadership*, 23(3), 533-561.
- Young, M. D., **O'Doherty, A.**, Gooden, M. A., & Goodnow, E. J. (2011). Measuring change in leadership identify and problem-framing. *Journal of School Leadership*, 21(5), 704-734.
- O'Doherty, A., & Ovando, M. N. (2009). Drivers of success: One district's process for closing achievement gaps in a post-No Child Left Behind context. *Journal of School Leadership*, 19 (1), 6-32.

BOOK CHAPTERS AND OTHER PUBLICATIONS

- Fuller, E. J., Reynolds, A., & **O'Doherty, A.** (2017). Recruitment, selection, and placement of educational leadership students in Michelle D. Young & Gary Crow, *Handbook of Research on the Education of School Leaders*, Routledge, New York, NY.
- Young, M. D., Gooden, M. A., & **O'Doherty, A.**, (2015). Preparing leaders to support the education of diverse learners. In M. Khalifa, C. Grant, N. Witherspoon Arnold & A. F. Osanloo (Eds.), *Handbook of Urban Educational Leaders*. Lanham, MD, Rowman & Littlefield.
- O'Doherty, A., & Orr, M. T. (2012) Leadership preparation program evaluation: Experiences and Insights. In K. L. Sanzo, S. Myran & A. H. Noremore (Eds.), *Successful School Leadership Preparation and Development: Lessons Learned from US DoE School Leadership Program Grants*. London: Emerald Group Publishing Ltd.
- Orr, M. T., **O'Doherty, A.**, Barber, M. (2012). *Designing purposeful and coherent leadership preparation curriculum: A curriculum mapping guide*. University Council for Educational Administration, University of Virginia, Charlottesville, VA.
- O'Doherty, A. (2011). Incorporating coaching into a principal preparation program. *UCEA Review*, University Council for Educational Administration, Austin, TX. Winter, 18-22.
- O'Doherty, A. (2009). District-driven success: Research and implications for large-scale reform. In *University Council for Educational Administration (Ed.), Implications from UCEA* (Vol. October). Austin, TX.
- O'Doherty, A. (2007). District-level success: A case study to determine how a Recognized Texas school district made progress in closing achievement gaps with all students. *Ed.D. Dissertation*, The University of Texas at Austin.

WORKS IN PROGRESS

- Young, M. D., & **O'Doherty, A.**, Winn, K. (in progress, expected publication 2020). *Expanding the reach: How to design impactful preparation for school and district leadership*. Routledge, New York, NY.

REFEREED SCHOLARLY AND PROFESSIONAL PRESENTATIONS

- O'Doherty, A., Honsa, A., Williams, M., Campbell, M. (2018, November). *Radical nurturing: Supporting women of color and white women in system-level roles*. University Council of Educational Administration Convention, Houston, Texas. Facilitated L4L SIG Members to craft and lead a Critical Conversation Network Session with a panel discussion featuring research scholars Drs. April Peters-Hawkins and Margaret Grogan.
- O'Doherty, A., Honsa, A., Breuder, M. Clifford, B., (2018, November) *Slaying dragons and dancing out of step: Women leading for system-level equity*. University Council of Educational Administration Convention, Houston, Texas. Facilitated L4L SIG Members to submit paper and present findings from original research.
- Mullens, C., Malin, J. R., Tienken, C., Ovando, M. N., & **O'Doherty, A.** (2018, November) *Deep mentoring from successful dyads that live it: Insights for practitioners transitioning into the academy*. Invited panelist. University Council of Educational Administration Convention, Houston, Texas
- O'Doherty, A., (2018, June). *Hiring equity-focused teachers and leaders*. Presentation at WASA/AWSP Summer Conference, Spokane, WA.
- Gooden, M. A., **O'Doherty, A.**, (2014, June). *Disrupting the Discourse: Fostering Racial and Cultural Awareness to Unearth Privileges*. Invited workshop presentation at Equity, Diversity & Inclusion Conference, Munich, Germany.
- Gooden, M. A., **O'Doherty, A.**, (2013, July). *Do you see what I see? Exploring the impact of whiteness and invisibility on leadership practice*. Paper presented at Equity, Diversity & Inclusion Conference, Athens, Greece.
- O'Doherty, A., (2013, June). *Honing the hiring process: Recruiting and selecting effective principals and teachers*. Presentation at WASA/AWSP Summer Conference, Spokane, WA.
- O'Doherty, A., (2013, June). *Sustaining the work beyond the grant: Lessons from leadership preparation*. Panelist in UCEA and Wallace Foundation Webinar with Spiro, J., Sanzo, K., moderated by Young, M. D.
- Gooden, M. A., **O'Doherty, A.**, (2012, November). *Leadership, principal preparation and race*. Paper presented at University Council of Educational Administration Convention, Denver, CO.
- O'Doherty, A., (2012, November). *Leadership in Action: Evidence-based leadership development*. Ignite Session, University Council of Educational Administration Convention, Denver, CO.
- Gooden, M. A., **O'Doherty, A.**, (2012, August). *Building a community of trust through racial awareness*. Workshop conducted at Pflugerville Independent School District Conference for Equity and Social Justice in Education, Pflugerville, TX.
- O'Doherty, A., Gooden, M. A., & Orr, M. T. (2012, April). *Coach perspectives on changes in personal leadership*. In A. Danzig (Chair), *Coaching for administrator preparation and leadership development: Learnings, benefits, and challenges*. Symposium conducted at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

- O'Doherty, A., Gooden, M. A., & Orr, M. T. (2011, November). Leaders coaching leaders: Coaches perspectives on their first year as a cognitive coach. In A. Danzig (Chair), *The added value of coaching to administrator preparation and professional development: Learnings, satisfactions, and benefits*. Symposium conducted at the Annual Convention of the University Council of Educational Administration Convention, Pittsburgh, PA.
- Gooden, M. A., & **O'Doherty, A.** (2011, November). *Developing communities of trust through racial awareness*. Poster session presented at the Annual Convention of the University Council of Educational Administration Convention, Pittsburgh, PA.
- Young, M. D., **O'Doherty, A.**, Gooden, M. A., (2011, November). Purposeful pathways: Aligning leadership development with the job market. In F. Frankfort (Moderator) *Preparing students for the new marketplace*. Concurrent session delivered at the Annual FIPSE Program Directors' Meeting, Washington, DC.
- O'Doherty, A., & Ovando M. N. (2011, April). *Walkthrough observations potential: Aspiring instructional leaders voices*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, and LA.
- O'Doherty, A., Gooden, M. A., Padavil, D., Garza, L. A., & DeBelis, M. (2011, January). *Coaching for principals by principals: Impacting P-12 students*. Presentation at the Texas Association of School Administrators Midwinter Conference, Austin, TX.
- Ovando M. N., & **O'Doherty, A.** (2010, October). *Looking at the past, visualizing the future: First-year principals' reflections of instructional leadership*. Paper presented at the Annual Convention of the University Council for Educational Administration Convention, New Orleans, and LA.
- O'Doherty, A., Gooden, M. A., & Young, M. D. (2010, October). *Principal preparation program impact evaluation: One program, many lenses*. Poster session presented at the Annual Convention of the University Council for Educational Administration Convention, New Orleans, LA.
- O'Doherty, A., Goodnow, E. J., Gooden, M. A., & Young, M. D. (2010, October). *Shift happens: An exploration of aspiring leaders' perspectives*. Paper presented at the Annual Convention of the University Council for Educational Administration Convention, New Orleans, and LA.
- Ovando, M. N., & **O'Doherty, A.** (2010, October). *Walkthrough observations potential: Aspiring instructional leaders' voices*. Paper presentation at the Annual Conference of the Council of Professors of Instructional Supervision, Austin, TX.
- O'Doherty, A., & Young, M. D. (2010, June). *Leadership for student learning: Quality university preparation linked to leadership performance*. Presentation at the Summer Leadership Institute for the Texas Association of School Boards, Fort Worth, TX
- O'Doherty, A., Young, M. D., & Shoho, A. (2010, June). *Leadership for student learning: Quality university preparation linked to leadership performance*. Presentation at the Summer Leadership Institute for the Texas Association of School Boards, San Antonio, TX.

- Goodnow, E. J., Gooden, M. A., **O'Doherty, A.**, & Young, M. D. (2010, May). *Changing perspectives through purposeful immersion into collaborative processes*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Ovando, M. N., & **O'Doherty, A.** (2010, May). *Looking at the past, visualizing the future: First-year principals' reflections of instructional leadership*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- O'Doherty, A., Goodnow, E. J., Gooden, M. A., & Young, M. D. (2009, November). *Exploring leadership identity through collaborative learning in a preparation program*. Paper presented at the Annual Convention of the University Council for Educational Administration, Anaheim, CA.
- O'Doherty, A., Goodnow, E. J., & Gooden, M. A. (2009, November). Developing university-district partnerships and measuring outcomes. In T. Browne-Ferrigno (Chair) *University-district collaborations for leadership: Encouraging results, promising possibilities, questionable policies*. Symposium conducted at the Annual Convention of the University Council for Educational Administration, Anaheim, CA.
- Young, M. D., **O'Doherty, A.**, Goodnow, E. J., & Gooden, M. A. (2009, April). *Changing perspectives through purposeful immersion into collaborative processes*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- O'Doherty, A., & Ovando, M. N. (2008, April). *District-level success: How a recognized Texas school district made progress in closing achievement gaps with all students*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- O'Doherty, A., & Bloomquist, D. (2003). *Tiger City: School-within-a-school at-risk model*. Presentation delivered at Rick DuFour Professional Learning Communities Conference, Round Rock, TX.
- Stevenson, I., & **O'Doherty, A.** (1997). *Addressing school improvement*. Presentation delivered at the National Conference for the Texas Association of Secondary School Principals & Texas Elementary Principal and Supervisors Association of Texas, Austin, TX.
- Brooks, C., & **O'Doherty, A.** (1994). *GEM: A mentor program for at-risk students*. Presentation delivered at the Mentor Network Initiative Conference of the Region XIII Texas Education Service Center, Austin, TX.
- O'Doherty, A. (1993). *Teaching social skills to young children*. Workshop presentation delivered at the Summer Professional Development Conference, Round Rock Independent School District, Round Rock, TX.

INVITED PROFESSIONAL PRESENTATIONS

- Young, M. D., **O'Doherty, A.**, Greene, T., Toser, S. (2018). Invited panelist [Special Edition: ExtraOrdinary Districts Need Extraordinary School Leaders. How Do](#)

- [We Get More of Them?](#) Education Trust Podcast. Downloaded over 400 times as of 04/2018.
- O'Doherty, A., (2017). Invited presenter for Wallace UPPI Webinar, Program Sequencing and Theory of Action.
- Young, M.D., **O'Doherty, A.**, Cosner, S. (2016). Invited Webinar Panelist, UCEA Webinar, Questions Answered about the Exemplary Educational Leadership Preparation Award and Application Process. *University Council of Educational Administration*.
- Fuller, E., Reynolds, A., **O'Doherty, A.**, (2015). The Handbook of research on the education of school Leaders: Research of the features of leadership preparation. Ignite Session, UCEA Convention, San Diego, CA.
- O'Doherty, A., Scarlett, K., Roch, D. J., (2015). *Preparing Principals for Today's 21st Century Schools: Building Strong School Leaders Breakfast*. Invited panelist. National Council for State Legislatures Summit, Seattle, WA.
- McCarthy, M. M., Cosner, S., **O'Doherty, A.**, Peters-Hawkins, A. L., Korach, S., & Fusarelli, B. C. (2014). We know what effective leadership preparation looks like: Featuring the 2014 award winning programs. Invited panelist, Annual Convention, University Council of Educational Administration, Washington, DC.
- Young, M. D., **O'Doherty, A.**, Reed, C. (2014, March). *Improving principal preparation: Levers that work*. Panel and Interactive Presentation. American Association of Colleges of Teacher Education Annual Meeting, Indianapolis, IN.
- O'Doherty, A., (2014, February). *Writing letters of recommendation*. Teacher Education Program, University of Washington, Seattle, WA.
- O'Doherty, A., Barone, N. (2014, January). *Principal preparation and certification*. Teach for America Educators Conference, Seattle, WA.
- Canole, M., Morgan, R., Cole, A., **O'Doherty, A.** (2013, October). *Districts matter: Cultivating principals urban schools need*. Wallace Foundation Webinar Panel Moderator.
- Fink, S., **O'Doherty, A.** (2013, October). Developing an Impactful Post-Graduate Support Plan. Alliance to Reform Education Leadership (AREL) All-Network Convening, Dallas, Texas.
- O'Doherty, A. (2012, February). *Increasing your sphere of influence by securing a campus-level leadership position*. Webinar presented for The University of Texas at Austin Principalship Program, Austin, TX.
- Young, M. D., Gooden, M. A., & **O'Doherty, A.** (2011, November). *UCEA-FIPSE curriculum development project: Preparing leaders to support diverse learners*. Invited session presented at the Annual Convention of the University Council of Educational Administration, Pittsburgh, PA.
- O'Doherty, A. (2011, November). *Building a leadership pipeline: A Wallace Foundation town hall*. Invited panel moderator at the Annual Convention of the University Council of Educational Administration, Pittsburgh, PA. (Vimeo available at: <http://vimeo.com/34798944>)

- O'Doherty, A. (2011, November). *Leveraging program change with data*. Invited panel moderator at the Annual Convention of the University Council of Educational Administration, Pittsburgh, PA. (Vimeo available at: <http://vimeo.com/34799152>)
- O'Doherty, A. (2011, February). *Hearing you're hired: Preparing materials and you for the administrative interview*. Session presented for The University of Texas at Austin Principalship Program, Austin, TX.
- Gooden, M. A., & **O'Doherty, A.** (2011, May). *Transition camp and introductory seminar*. Session presented for The University of Texas at Principalship Program, Austin, TX.
- O'Doherty, A. (2010, December). *Preparation program evaluation made easy*. On-line session presented for The University Council for Educational Administration, Austin, TX. (vimeo available at: <http://vimeo.com/18063873>).
- O'Doherty, A., & Generett, G. G. (2010, October). *Using the powerful learning experience (PLE) model to develop leadership preparation curriculum modules*. Invited workshop presented at the Annual Convention of the University Council for Educational Administration, New Orleans, LA.
- O'Doherty, A. (2010, March). *Hearing you're hired: Preparing materials and you for the administrative interview*. Session presented for The University of Texas at Austin Principalship Program, Austin, TX.
- Gooden, M. A., & **O'Doherty, A.** (2010, May). *Transition camp and introductory seminar*. Session presented for The University of Texas at Principalship Program, Austin, TX.
- O'Doherty, A., & Generett, G. G. (2009, November). *UCEA-Wallace Foundation Workshop II: Preparing leaders to support school-wide student achievement*. Workshop presented at the Annual Convention of the University Council for Educational Administration, Anaheim, CA.
- O'Doherty, A. (2009, March). *Hearing you're hired: Preparing materials and you for the administrative interview*. Session presented for The University of Texas at Austin Principalship Program, Austin, TX.
- O'Doherty, A., & Gooden, M. A. (2009, May). *Transition Camp and introductory seminar*. Session presented for The University of Texas at Austin Principalship Program, Austin, TX.
- Young, M. D., & **O'Doherty, A.** (2008, May). *Transition Camp and introductory seminar*. Session presented for The University of Texas at Austin Principalship Program, Austin, TX.
- O'Doherty, A. (2007, October). *Professional Learning Communities in schools*. Guest lecture presented for EDA 382T Administration of Individual Schools for The University of Texas at Austin Principalship Program, Austin, TX.
- O'Doherty, A. (2007, July). *Professional Learning Communities leadership retreat*. Workshop presented for Westview Middle School, Pflugerville Independent School District, Pflugerville, TX.
- O'Doherty, A. (2007, June). *Collaborative inquiry at Westview Middle School*. Guest lecture and workshop presentation delivered for Foundations of Educational

- Administration, The University of Texas at Austin, Principalship Program, Austin, TX.
- O'Doherty, A. (2007). *Teachers leading teachers: Developing professional learning communities in schools*. Yearlong workshop series presentations for Allison Elementary Team Leaders, Austin Independent School District, Austin, TX.
- O'Doherty, A. (2006, January). *Vision, planning and change: One process to consider*, Guest lecturer for EDA 382T Administration of Individual Schools, University of Texas Principalship Program, Austin, TX.
- O'Doherty, A. (2007, March). *Building student ownership for learning*. Workshop presentation for Richardson West Junior High Art and Technology Magnet, Richardson Independent School District, Richardson, TX.
- O'Doherty, A. (2007, August). *Professional Learning Communities leadership retreat*. Workshop presentation for Westview Middle School, Pflugerville Independent School District, Pflugerville, TX.
- O'Doherty, A., & Coulter, N. (2007, April). *Transition Camp & introductory seminar*. Seminar presented for The University of Texas at Austin Principalship Program, Austin, TX.
- O'Doherty, A., & Hickey, P. (2006, April). *Transition Camp & introductory seminar*. Seminar presented for University of Texas Principalship Program, Austin, TX.
- O'Doherty, A. (2006, July). *TASBO Code of Ethics and Standards of Conduct: Can they keep school business officers from circling the drain or wearing stripes?* Guest Lecturer for School Business Management, The University of Texas at Austin Principalship Program, Austin, TX.
- O'Doherty, A. (2006). *Teachers leading teachers: Professional Learning Communities*. Yearlong Workshop series presented to Allison Elementary Team Leaders, Austin Independent School District, Austin, TX.
- O'Doherty, A. (2005). *Short cycle assessments*. Workshop presentation for Round Rock Independent School District, Round Rock, TX.
- O'Doherty, A. (2004). *Assistant principals: Architects for leading change*. Yearlong workshop series for Round Rock Independent School District, Round Rock, TX.
- O'Doherty, A. (2004, June). *M³ Math Curriculum Alignment Project*. Workshop presentation for the Telluride School District, Telluride, CO.
- O'Doherty, A. (2003, November). *Horizontal and vertical math alignment*. Workshop presentation for the Telluride School District, Telluride, CO.

AWARDS AND RECOGNITIONS

University Council of Educational Administration selected the Danforth Educational Leadership Program for the 2019 UCEA Exemplary Educational Leadership Preparation Program Award. Only five preparation programs have received this award since its introduction in 2013.

University Principal Preparation Initiative. Selected by The Wallace Foundation as one of 7 program partners nation-wide to serve as a pool of exemplary partners for a 4-year initiative to improve university principal preparation programs, 2016.

Nominated for the Distinguished Teaching Award, University of Washington, December, 2013

Selected for Best Paper in the Stream, Equity, Diversity & Inclusion Conference, Athens, Greece. Gooden, M. A., & O'Doherty, A., (2013, July). *Do you see what I see? Exploring the impact of whiteness and invisibility on leadership practice.*

Servant Leadership Award, The University of Texas at Austin Principalship Program, 2012

Nolan Estes Leadership Ascension Award, Cooperative Superintendency Program, The University of Texas at Austin, 2012

Inducted into Kappa Delta Pi Educational Honor Society, 2007

Just For the Kids Recognition for Closing Academic Achievement Gaps, Stony Point Ninth Grade Center, 2005

Level III Quality Award, Highest Honor, Laurel Mountain Elementary, Greater Austin Chamber of Commerce Baldrige Award, 2000

Level II Quality Award, Laurel Mountain Elementary, Greater Austin Chamber of Commerce Baldrige Award, 1999

State of Texas Exemplary Ratings for Laurel Mountain Elementary, Round Rock Independent School District, Round Rock, TX, 1998, 1999, 2000, 2001, 2002

DISSERTATION COMMITTEE MEMBER

Mark Wesley Kylar, Ph.D., Curriculum and Instruction, Department of Curriculum and Instruction, *The historical development of the public school system In Waxahachie, Texas: Surveying a local chronicle of schooling.* The University of Texas at Austin, graduated, May 2010.

Elizabeth J. Goodnow, Ph.D., Educational Policy & Planning, Department of Educational Administration, *The relationship between the theory of transformational leadership and data use in schools: An exploratory study.* The University of Texas at Austin. Graduated, December 2010.

Welton, Anjale Devawn, Ph.D., Educational Policy & Planning, Department of Educational Administration, *The complexities of school context: examining campus cultural, social, and political structures and their interactions with individual students and the community.* The University of Texas at Austin. Graduated, December 2010.

Gloria Cisneros Lenoir, Ph.D., Educational Policy & Planning, Department of Educational Administration, *Study and analysis of academic skills for newcomer high school students who are foreign-born in central Texas.* The University of Texas at Austin. Graduated, May 2011.

Zina Lynn Gonzales, Ph.D., Department of Educational Administration, *Mexican-American parental involvement in special education: Elementary students with an emotional disturbance*, The University of Texas at Austin. Graduated, August, 2012.

Bradley Walter Davis, Ph.D., Educational Policy & Planning, Department of Educational Administration, *A Quantitative analysis of the production, selection, and career paths of Texas Public School Administrators*, The University of Texas at Austin. Graduated, August, 2012.

Chopra, Cristine H., PhD., Educational Policy and Leadership, *New pathways for partnerships: An exploration of how partnering with students affects teachers and schooling*, The University of Washington. Graduated, May, 2014.

Judge, Douglas, PhD, Education, *Evaluating a Trauma-Informed Resilience Curriculum in a Public Alternative High School: Student Treatment Outcomes and Staff Perceptions of Implementation*, University of Washington, Graduated, May 2017.

Baeder, Justin, PhD, Education, *Managing the Work of Leadership: An Activity Theory Perspective*, University of Washington, Graduated, May 2018.

Huening, Maries, Ed.D., Education, *Mentor Teachers' Professional Practice: Shaped by Identity Tensions, Examined Through Collective Reflection and Inquiry*, University of Washington, Graduated, August 2018.

Donaldson, Emily, PhD candidate, *Leading Complex Organizational Change for Equitable Principal Quality: A Proposed Study of Principal Pipeline Leadership* University of Washington, expected graduation, May 2019.

SERVICE TO THE UNIVERSITY AND PROFESSION

2019 UW Leadership Consortium, Lead. Facilitate, plan, and host quarterly meetings with area school districts (Bellevue, Edmonds, Federal Way, Highline, Kent, Puyallup, Renton, and Seattle) and program directors from the University of Washington Bothell & UW Tacoma campuses to address common problems of practice faced by P-12 and higher education organizations in recruitment, selection, preparation, support and retention of leaders of color. As a result, consortium members have conducted focus groups with leaders of color, identified specific areas of need and instituted new professional development, mentoring/coaching and hiring practices in their school districts.

Co-Chair of COE Diversity and Equity Committee. Supported student leaders to present student focus group data and facilitate faculty to work in small groups to record ideas on how to improve a culture of inclusive learning for all.

2018 UCEA Program Design Networked Improvement Communities (PD-NIC), Host. Designed and facilitated two day session at UW Seattle for 7 principal preparation programs including Auburn University, Northern Illinois University, San Diego State University, Saint Louis University, University of Connecticut,

University of Illinois Chicago, University of Virginia. Shared Danforth's approach to mentoring and internship support and assisted the programs in developing a theory of action and plan of approach for their own program's internship support and mentoring.

President, Washington Council for Educational Administration Programs (WCEAP), Launched WCEAP's first Day on the Hill in Olympia. Members communicated with legislatures the priorities of our organization.

Youth Safety Committee, UW, College of Education Representative, supported review and revision of proposed policies and practices to ensure safety of minors participating in UW sponsored and vendor-based programs.

- 2017 President, Washington Council for Educational Administration Programs (WCEAP). Representing 18 Washington State approved university programs for the preparation of principals, program administrators and superintendents to promote collaboration with the Professional Educator Standards Board; promote partnerships with the Association of Washington School Principals and the Washington Association of School Administrators; promote public policy regarding schools and school; provide professional development to members regarding new education initiatives; and provide a forum for collaboration and sharing among member institutions.

Co-Chair, Search Committee for Director of Leadership for Learning educational doctorate program. Coordinated all aspects of the search with COE members, a current student and practitioner representing our Professional Educator Advisory Board.

Plenary Session Representative, University of Washington, *University Council of Educational Administration*.

Youth Safety Committee Member, UW, College of Education Representative, supported review and revision of proposed policies and practices to ensure safety of minors participating in UW sponsored and vendor-based programs.

- 2016 Co-Facilitator, Every Student Succeeds Act, Listening Tour. Co-hosted ESSA Listening tour for area state, district, school and higher education leaders to offer input to US Department of Education director, Libia Gil, Assistant Deputy Secretary and Director, Office of English Language Acquisition

Co-chair of Principal Preparation Indicator-Based System Work Group for the Washington Council for Educational Administration Programs (WCEAP). Co-led development of WCEAP Indicator-Based Evaluation System recommendations presented to the Professional Education Standards Board, January, Seattle, WA.

Member, Association of Washington School Principals Internship Grant Advisory Committee. Analyze application and internship survey data, review internship scholarship materials and make recommendations for improvement of process.

- Member, Florida Department of Education's (FDOE) School Leadership Implementation Committee. Made recommendations for revisions to Florida State Board Rule 6A-5.081, FAC, Approval of School Leadership Programs.
- Member, Safety of Minors Committee, University of Washington. Offer input on policy proposals and processes to support the safety of more than 24,000 minors who participate in over 100 University of Washington-sponsored programs.
- 2015 Member, Washington Council for Educational Administration Programs (WCEAP), co-chair of Principal Preparation Indicator-Based System Work Group.
- Member, Association of Washington School Principals Internship Grant Advisory Committee.
- Plenary Session Representative, University of Washington, *University Council of Educational Administration*
- Awards Moderator, Session Discussant, *University Council of Educational Administration Convention, San Diego, CA*
- 2014 Plenary Session Representative, University of Washington, *University Council of Educational Administration*
- Invited Panelist, We Know What Effective Leadership Preparation Looks Like: Featuring the 2014 Award Winning Programs, *University Council of Educational Administration*
- Awards Moderator, Session Discussant, and Chair, *University Council of Educational Administration Convention*
- Reviewer, University Council of Educational Administration, Exemplary Educational Leadership Preparation Program Award
- Member, Association of Washington School Principals Internship Grant Advisory Committee.
- 2013 Plenary Session Representative, University of Washington, *University Council of Educational Administration*
- Member, Association of Washington School Principals Internship Grant Advisory Committee.
- 2012 Plenary Session Representative, University of Washington, *University Council of Educational Administration*
- Manuscript Reviewer, *Journal of Research on Leadership Education*, serve as a reviewer of submitted manuscripts
- Invited Panel Moderator, Developing Sustainable and Effective Mentoring Programs: The Wallace Foundation Leadership Strand, *University Council of Educational Administration* annual convention, Denver, CO.
- Awards Moderator, Session Discussant, and Chair, *University Council of Educational Administration Convention, Denver, CO.*
- Member, Evaluation Research Taskforce, AERA/UCEA LTEL, SIG

- 2011 Member, Editorial Board, *Educational Administration Quarterly*, serve as a reviewer of submitted manuscripts
- Plenary Session Representative, The University of Texas at Austin, *University Council of Educational Administration*
- Member, Department of Educational Administration Budget Council
- Team Member, Convention Program and Planning Committee, Co-planned University Council of Educational Administration, Annual Convention, Pittsburgh, PA, attended by over 800 scholars, researchers, practitioners and graduate students.
- Facilitator, Focus Groups. Gathered, analyzed and reported input from participants. *University Council of Educational Administration*, Annual Convention, Pittsburgh, PA.
- Proposal Reviewer, *University Council of Educational Administration*, Pittsburgh, PA
- Proposal Reviewer, David L. Clark Graduate Student Seminar, *American Educational Research Association and University Council of Educational Administration*
- 2010 Member, Texas Teaching Fellows Advisory Board (ongoing)
- Member, Pflugerville Independent School District Alternative Certification Program Advisory Committee (ongoing)
- Member, Taskforce to Evaluate Educational Leadership Preparation, University Council of Educational Administration and American Educational Research Association Learning and Teaching in Educational Leadership Special Interest Group (ongoing)
- Proposal Reviewer and Discussant. University Council of Educational Administration, New Orleans, LA
- Reviewer, David L. Clark Graduate Student Seminar, American Educational Research Association and University Council of Educational Administration
- 2009 Facilitator, Principalship Program Curriculum Committee, Department of Educational Administration, The University of Texas at Austin (ongoing)
- Proposal Reviewer and Discussant. University Council of Educational Administration, Anaheim, CA
- Member, Dissertation of the Year Selection Committee, Division A, American Educational Research Association
- Proposal Reviewer, American Educational Research Association Annual Meeting, Denver, CO
- Member, Leveraging Program Change, University Council of Educational Administration
- 2008 Representative, College of Education Technology Committee (ongoing)

- Proposal Reviewer and Discussant. University Council of Educational Administration, Orlando, FL
- Proposal Reviewer, American Educational Research Association Annual Meeting, San Diego, CA
- Member, Principalship Program Director Search Committee, Department of Educational Administration, The University of Texas at Austin
- Member, Urban Leadership Development Project, University Council of Educational Administration
- Facilitator, Principalship Program Advisory Board, Department of Educational Administration, The University of Texas at Austin
- 2006 Proposal Reviewer, University Council of Educational Administration, San Antonio, TX
- 2004 Professional Development Facilitator, Round Rock Independent School District. Led eighty Assistant Principals in exploration and application of characteristics of professional learning communities (2004-2006).
- 1998 Mentor, Round Rock Independent School District. Mentored three assistant principals who each later served as principals in Round Rock Independent School District, Round Rock, Texas (1998-2006).

CONSULTING CONTRIBUTIONS

- Leading Meaningful Educational Change as a Peer: Building Trust, 2019
Overcoming Resistance and Supporting Adoption of New Practices,
Snohomish School District *Snohomish, Washington*
Developed and delivered professional learning sessions for about 20 Learning Support Specialists & Teaching & Learning Specialists. Participants refined coaching practices and practiced use of pre-mortem protocol.
- Standards and Evaluation Systems, Office of Educator Quality 2009-2011
Missouri Department of Education *Jefferson City, Missouri*
Disseminated research and consulted with Michelle D. Young, Ph.D., and state of Missouri education stakeholders to review both process and products to provide critical feedback during state-wide development of teacher and principal standards, rubrics, and assessment instruments
- Building Student Ownership for Learning 2007
West Junior High School, Richardson ISD *Richardson, Texas*
Conducted student and teacher interviews and designed targeted professional development to increase teacher inclusion of student voice in the design of individualized, interest-based instruction.
- Collaborative Math Curriculum Re-Design 2003-2004
Telluride School District, *Telluride, Colorado*

Facilitated process for horizontal and vertical alignment of math curriculum and assessment to prepare the district to offer algebra to all eighth grade students.

PROFESSIONAL EDUCATOR EXPERIENCE PREK-12

Principal 2004-2006
Ridgeview Middle School, Round Rock ISD *Round Rock, Texas*

Formed steering committee of African American families to work side-by-side with teachers and staff members to interrogate school culture of low expectations. In two years, mathematics achievement among African American students increased from 57% to 70% passing the state mathematics exam. Received \$50,000 State of Texas Capital Improvement Grant that enabled deployment of School-wide Enrichment Model. Ridgeview MS earned Recognized Rating in 2006 after three previous years of Academically Acceptable ratings.

Principal 2002-2004
Stony Point Ninth Grade Center, Round Rock ISD *Round Rock, Texas*

Created a culture of shared accountability and systems of support to develop distributed leadership among stakeholders. Increased the percentage of freshman earning promotion to sophomore status from 85 to 95 percent in just one year. Assisted with securing \$500,000 US Department of Education Smaller Learning Communities Grant.

Principal 1998-2002
Laurel Mountain Elementary, Round Rock ISD *Round Rock, Texas*

Deployed campus-wide vertical and horizontal curriculum alignment that resulted in adoption of school-wide enrichment model. School earned state Exemplary ratings every year for the next four years.

Assistant Principal 1994-1998
Gattis Elementary, Round Rock ISD *Round Rock, Texas*

Assistant Principal 1993-1994
Gattis Elementary and Fern Bluff Elementary, Round Rock ISD *Round Rock, Texas*

Assistant to the Principal and Fifth Grade Teacher 1992-1993
Forest North Elementary, Round Rock ISD *Round Rock, Texas*

Teacher, Primary Alternative Learning Center 1989-1993
Robertson Elementary, Round Rock ISD, *Round Rock, Texas*

Teacher, Self-Contained Emotionally Disturbed Unit 1984-1986
Lyndon Baines Johnson High School, Austin ISD *Austin, Texas*

OTHER WORK EXPERIENCE

Mortgage Loan Processor 1986-1989
Realty Mortgage Company *Austin, Texas*

Office Manager <i>J.H.H. Eccleston Johnston, Jr., AIA</i>	1983-1984 <i>Austin, Texas</i>
Mortgage Loan Processor <i>Capitol Mortgage Bankers</i>	1983 <i>Austin, Texas</i>
Counselor <i>Discovery Land Psychiatric Hospital</i>	1981-1982 <i>Bryan, Texas</i>

PROFESSIONAL CERTIFICATIONS

Superintendent Certificate, State of Texas
 Mid-Management Administrator (Grades PK-12), State of Texas
 Supervisor (Grades PK-12) Certificate, State of Texas
 Elementary Self-Contained (Grades 01-08), State of Texas
 Emotionally Disturbed (Grades PK-12), State of Texas
 Language and/or Learning Disabled (Grades PK-12), State of Texas
 Certified Cognitive Coach, The Center for Cognitive Coaching, Colorado
 Certified Mediator, The University of Oklahoma College of Continuing Education
 Baldrige Quality Award Examiner, Greater Austin Quality Council
 Talented and Gifted Education Endorsement
 Mayer-Salovey-Caruso Emotional Intelligence Test Certification, Yale University