

Curriculum Vitae

JOSEPH BLAKE SHEDD

Teaching and Leadership Programs
Syracuse University School of Education
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EDUCATION

Doctor of Philosophy - Cornell University, New York State School of Industrial and Labor Relations, Ithaca, New York - August 1989

Dissertation: "Power and Empowerment: Structures of Participation in Public Education"

Fields of Concentration:

Major: Collective Bargaining, Labor Law and Labor History
Minors: Organizational Behavior, Administrative Law

Master of Industrial and Labor Relations - Cornell University, New York State School of Industrial and Labor Relations, Ithaca, New York - 1970 to 1972

Bachelor of Arts in Political Science - University of North Carolina at Chapel Hill - 1966 to 1970

EMPLOYMENT

Associate Professor and Chair, Educational Leadership Programs - School of Education, Syracuse University, Syracuse, New York - August 1990 to present (promoted to Associate Professor, July 1995; program chair, 1994-1998, 2005-present)

Responsible for research, teaching, graduate advising and service in all areas of educational leadership, with emphasis on organizational change, group decision making, leadership, human resource management, collective bargaining, and methods of survey research; coordinated efforts to review and reconstruct the School's educational leadership doctoral and administrative preparation programs in 1994 and 2007 (pending); share responsibility for teaching the introductory courses in the School's undergraduate and masters-level secondary teacher preparation program.

Chair, Teaching and Leadership Programs - School of Education, Syracuse University, Syracuse, New York - August 1998 to August 2007

Responsible for the supervision, evaluation, planning and support of twenty-seven undergraduate, masters, and doctoral programs, that prepare students for positions as elementary, secondary, special subject and special education teachers, school and school district administrators, professional development specialists, and teacher educators and researchers at the college and university levels; supervise, evaluate, and support a faculty consisting of twenty-four full-time faculty members and roughly the same numbers of both adjunct faculty and graduate assistants,

and an administrative staff of seven.

Principal achievements included overseeing successful efforts to revise and secure re-registration of all teacher preparation programs with New York State Education Department; overseeing the initial development of a common set of outcome expectations for all teacher preparation programs, a comprehensive system for evaluating the performance of candidates in all our teacher preparation programs against a common set of proficiencies, and a system for aggregating the performance data on individual candidates for purposes of evaluating and planning overall programs, as part of Syracuse University's successful effort to secure accreditation from the National Council for Accreditation of Teacher Education; development of coursework, systems, and resources for the preparation of all teacher candidates to use instructional and assistive technologies in their teaching; developing systems to support the preparation, presentation, and review of electronic portfolios across all teacher preparation programs, as well as digital systems for submission and recording of field supervisors' assessments of candidates' performance in field placements; and strengthening the systems for supporting students' field placements and recognizing the contributions of classroom teachers who host and supervise candidates' efforts.

Senior Consultant - Organizational Analysis and Practice, Inc., Ithaca, New York - July 1984 to August 1990

Responsibilities included development and delivery of selected research, training and consulting services for public education clients in areas related to school improvement and cooperative change, human resource management, organization and job design, and collective bargaining.

From 1987 to 1990, served as senior consultant and OAP project director for the Cooperative Relationships Project, initiated by the New Jersey Department of Education to promote cooperative problem-solving and staff involvement in decision making in New Jersey's public schools.

Served as senior researcher on several projects for the National Education Association, exploring the strategic implications of education reform for educational administration. Studies included compensation and merit pay, career development systems, peer assistance and peer review, the decision-making responsibilities of teachers, the work environment of teaching, teacher shortages, the strategic implications of school management systems, and the overall strategic contexts of collective bargaining in professional settings.

Served as senior researcher on projects for the New York State Education Department and the New Jersey State Department of Education, identifying key factors in programs designed to enhance the participation of teachers in school and district decision making.

Advised the Bridgeport Connecticut and Hoboken New Jersey school systems in revising their performance evaluation systems for teachers, administrators, and other professional staff members. The Bridgeport system was designed to reflect recognized stages in teachers' professional growth.

Conducted audits of school district administrative structures and management processes.

Lecturer, Department of Collective Bargaining - New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York - Fall 1983 to Spring 1984

Designed and taught introductory undergraduate course in collective bargaining

Adjunct Instructor, School of Management - State University of New York at Binghamton - Fall 1982 to Spring 1983

Designed and taught introductory undergraduate course in collective bargaining

Research and Teaching Assistantships - Cornell University, New York State School of Industrial and Labor Relations, Ithaca, New York - Fall 1978 to Summer 1982

Responsibilities included (for Professor Samuel Bacharach) field research on labor-management relations in fifteen New York school districts; analysis and critique of theories of bargaining; edited two book manuscripts; (for Professors Thomas Kochan and Lois Gray) preparation of background paper for Ford Foundation/AFL-CIO/Cornell Conference on Labor Research, Boston, March 1980; (for Professors David Lipsky and Ronald Seeber) classroom teaching and grading for undergraduate courses on current issues in collective bargaining, introductory collective bargaining; and (for Professor Donald Cullen) coordination of student field work for courses on dispute settlement, introductory collective bargaining; preparation of paper on becoming a third-party neutral.

Labor-Management Relations Specialist - Labor Relations Branch, U.S. Internal Revenue Service, Washington, D.C. - January 1974 to August 1978

Served as principal staff assistant to two management bargaining teams and supervised grievance, arbitration, unfair labor practice and local negotiation cases in the 30,000-member bargaining unit covering the Service's twelve data processing centers.

Employee Development Specialist - Labor Relations Training Center, U.S. Civil Service Commission, Washington, D.C. - July 1972 to December 1973

Developed and taught in-service labor relations training courses for federal executives, personnel and labor relations specialists, and supervisors.

TEACHING AND DOCTORAL ADVISEMENT

Courses taught:

- Accountability in schools
- Advanced personnel management in schools
- Case studies in the technical management of schools
- Collective bargaining in public education
- Doctoral seminar in educational leadership
- Doctoral seminar in teaching and curriculum
- Educational leadership
- Foundations of Public School Administration

Courses taught (continued):

Group decision making in schools
Multi-method research in education
Personnel management in schools
Power and empowerment in education
Processes of organizational change in schools
School leadership for organizational development
Schools as organizations
Survey research methods
Teachers as advocates
The study of teaching (introductory course: undergraduate secondary and K12 teacher preparation programs)
Understanding teaching in a diverse society (introductory course: graduate secondary and K12 teacher preparation programs)
Common Core: Contexts, controversies, theories & applications
Career readiness and the Common Core
Curriculum and instructional leadership for excellence and equity
Mixed-methods research in education
Student assessment: Uses and Abuses
Issues and practices in district leadership

Dissertations supervised:

Eugene Dennis Hughes, Group Monetary Incentives as a School Improvement Strategy (1992)
Brenda M. Weaver, The Relationship between Collaboration and Curriculum Emphasis in Elementary Schools (1994)
Charles Read, Conditions that Facilitate the Use of Shared Decision Making in Schools (1994)
Naomi B. Erdman, Learning Assessment and Program Evaluation: Examining the Efficacy of Informal Reading Inventory Practices Using Running Reading Records and Retellings (1995)
Kathleen McSorley, Tension: A Frame for Understanding Facilitators' Perspectives in a Planned Change Process (1995)
George Hext Contreras, A Study of Possible Connections Between Teachers' Professional Development and The Performance Evaluation Process (1996)
Richard Timbs, Implications of Reorganization Aid (1997)
Vicki Cole, Teachers' Perceptions of the Ease and Difficulty of Their Job Responsibilities as a Function of Years of Experience (1997)
Robert Lynn Bradley, School Responses to The New York State Report Cards (1998)
Kathleen Esposito, The Leadership of Principals and Teacher Collaboration in Schools (1998)
Stacey Lane Tice, Preparing the Professoriate of the Future: An Assessment Case Study (1999)
Marilyn Trainor, Teacher Center Relationships (1999)
Cynthia Price Moriarty, The Role of the School Principal in Implementing a Pennsylvania State Education Policy Designed to Decrease School Retention and Special Education Placement for Elementary Students (1999)
Steven Szatko, School and Community Perspectives on the Role of the Rural School Superintendent in Negotiating Change in School Districts in Financial Crisis (2000)
Thomas Charles Zino II, Educational Paradigms for Meeting the Needs of Students Considered At-Risk: General Education, Pre-referral Intervention and Special Education Systems in an Urban School District (2000)

Dissertations supervised (continued):

- Gary Levandowski, A Study of Teacher Evaluation Policy and Procedures and Teachers' Perceptions of Their Supervisors' Behavior (2000)
- April Bender, Comprehensive Service Integration: Factors Influencing a Rural Context (2001)
- Gary W. Porcelli, Characterizing Change in the Public Sector Labor-Management Relationship: A Comparative Study (2001)
- Paul Vincent Fiacco, How Spirituality Affects the Lives of School Superintendents (2001)
- Joan Achen Brown, Elementary Teachers and Multicultural Education: Teachers of Color and White Teachers' Attitudes Toward Multicultural Education (2001)
- Bernard Tomasso, The Educational Computing Coordinator: Scope and Function (2003)
- Donna Gilberti DeSiato, Does Prekindergarten Experience Influence Children's Subsequent Educational Development? A Study of Kindergarten Teachers' Perceptions and Students' Performance (2004) (*Phi Delta Kappa award for most outstanding education dissertation in the Northeast United States, 2005*)
- Stephen Meador Pratt, Instructional Computer Use at the Secondary Level: A Comparison of Content Areas (2004)
- Kim Kirsch, Paraprofessional-to-Teacher Programs: Experience of the Participants (2005)
- Sharon Dunmore, Cultural Armors and Buffers: African American Families' Perspectives of the Special Education Process and Community Experiences (2005)
- Thomas Neveldine, The Influence of Mentoring: A Study of Perceptions of the Influence of Mentoring on Beginning General Education Teachers Providing Effective Instruction to Students with Disabilities (2006)
- Donald Wheeler, Curriculum Alignment: Using the Knowledge Dimension and the Cognitive Process Dimension of the Revised Bloom's Taxonomy to Improve Curriculum Development and Evaluation (2007)
- Stephen Moore, Assessing the Professional Development Needs of Principals and Leaders in PreK12 Educational Settings (2008)
- Jonathan Damiani, Unlocking Students' Perspectives of Leadership (2012)
- John Ramin, The Role Life Space Crisis Intervention Plays in Reducing Violence and Supporting Students' Continuation in Public Schools (2012)
- Ruzanna Topchyan, Factors Affecting Knowledge Sharing in Virtual Learning Teams (2013)
- Jeffrey Craig, Implementation of the Essential Elements of Standards-Focused Middle-Level Schools and Programs and Their Relationship to Student Achievement (2014)
- Tonia Thompson-Grubham, Home-Visitation and Parent Education: The Impact On Home-Based Shared Reading During Kindergarten (2014)
- Frederick Kirsch, The Decision to Pursue the Principalship: Perspectives of Certified Administrators in Upstate Central New York (2015)

RESEARCH

Principal investigator, Educational Leadership Program Enhancement project, a three-year \$750,000 project (following an earlier three-year \$900,000 project) funded by State and Federal TLQP monies to strengthen and expand the scope of Syracuse University's school leader preparation programs (2012-15). Project includes efforts to provide support for the development of teachers' leadership skills, to develop and integrate certain "signature pedagogies" throughout our leader preparation programs, to develop innovative delivery and funding models for administrative internships, to provide continuing professional

development to program alumni and other beginning administrators in our region, and to establish a methodology for documenting the impact of our graduates on the quality of teaching and learning in the schools where they serve as administrators.

Development and testing of the Cognitive Growth Model, based on Anderson and Krathwohl's Revised (Bloom's) Taxonomy, as a tool for improving curriculum and instruction, aligning local district instructional planning with state standards and assessments, and enhancing teachers' professional development. The model is currently being implemented in three school districts and several schools in upstate New York. Funds are being sought from various foundations for a multi-year controlled test of the model, in an expanded number of schools. Working with Dr. Donald Wheeler, one my former doctoral students, who serves Superintendent of the Bainbridge-Guilford Central School District.

Principal investigator, Using Technology to Transform Teaching, a three-year plus one-year extension (2003-07) project supported by a \$1.6 million federal grant to improve systems for supporting Syracuse University's pre-service teachers' effective use of technology in their field placements, especially in the high-needs and resource-strapped Syracuse City School District, as well to develop an interactive technology-based system for assessing pre-service teachers' professional development. Current project is a successor grant to a previous one, on which I served as co-principal investigator with Steven Bossert, Content in Action: Preparing Today's and Tomorrow's Teachers to Use Technology, \$1.4 million three-year (2000-03) grant to promote, document, and disseminate lessons from the integration of instructional and assistive technologies in SU's teacher preparation programs.

Other areas of research interest include:

The communication skills required of principals and other evaluators in the teacher evaluation process; the use of simulated evaluation conferences in the preparation and professional development of school administrators

The content (and pedagogical content) knowledge of special educators: the roles of special educators in helping regular classroom teachers clarify the pedagogical content knowledge required to teach their subjects to students with and without disabilities

The structure and processes of decision making in American public education, with particular attention to changing roles and power relationships among teachers, administrators, and boards of education and how those changes are related to and reflected in new conceptions of curriculum, instructional technology, instructional processes, and accountability in school settings.

The nature of teaching as a decision-making process, and its implications for the management, career development, compensation, evaluation, and supervision of teaching.

The strategic contexts of collective bargaining in craft, industrial, and professional/service sectors of the economy, and how they affect bargaining issues, power and overall strategies of labor and management, with an emphasis on the evolution of unions and bargaining in public education.

RECENT PRESENTATIONS

"Using a Goal-Aware Tool to Integrate the Elements of a Comprehensive Assessment System," (with Sean M. Keesler) Paper presented at the semi-annual meeting of the Sakai Network, Vancouver (June

2006)

“Being Accountable While Giving Students Choices in their Portfolios,” (with Harry Tuttle) Paper presented at the annual meeting of the Society for Information Technology in Education, Orlando (March 2006)

“Building a Digitally-Based Portfolio System for Assessing Teacher Development and Program Performance,” Paper presented at the annual National Educational Computing Conference, Philadelphia (June 2005)

“Can a common assessment system provide for institutional accountability and still respect differences in candidates’ professional development?” Paper presented at the annual meeting of the Society for Information Technology in Education, Phoenix (March 2005)

PUBLICATIONS

Books:

Tangled Hierarchies: Teachers as Professionals and the Management of Schools, San Francisco: Jossey-Bass, 1991 (with Samuel B. Bacharach)

Paying for Better Teaching: Merit Pay and Its Alternatives, OAP Monograph Series, Organizational Analysis and Practice, Inc., Ithaca, NY, 1984 (with Samuel B. Bacharach and David B. Lipsky)

Articles and Book Chapters:

"Emergent Power and Shifting Logics in the Institutionalization of Exchange Relationships," paper being prepared for submission to the *Administrative Science Quarterly* (with Samuel B. Bacharach).

"Factors Associated with the Effectiveness of Teacher Evaluation Systems," paper presented at the 1998 annual meeting of the American Education Research Association, San Diego, April 17, 1998 (with George Hext Contreras, Vicki M. Cole, Gary Levandowski, and others).

"Reconstructing Processes Inside and Outside the Classroom: Curriculum Emphasis and Adult Collaboration in Elementary Schools," paper presented at the 1995 annual meeting of the American Education Research Association, San Francisco, April 19, 1995 (with Brenda M. Weaver).

"School Committees and Shared Decision Making: Are We Reinventing Wheels?" *New York State Council of School Superintendents The Council Journal*, vol. 11, no. 1 (April 1994) (with Charles Read).

"Collective Bargaining Amidst Education Reform," in **The Economic Consequences of American Education**, J. R. Aronson, Robert Thornton and Tony O'Brien, eds., JAI Press, 1994 (with Samuel Bacharach and David Lipsky).

"School Management and Teacher Unions: The Capacity for Cooperation in an Age of Reform,"

Teachers College Record, Fall 1989 (with Samuel B. Bacharach and Sharon C. Conley) .

"Power and Empowerment: The Constraining Myths and Emerging Structures of Teacher Unionism in an Age of Reform," in the **1988 Politics of Education Association Yearbook**, Robert L. Crowson and Jane Hannaway, eds., London: Taylor and Francis, 1989; also **Journal of Education Policy**, Winter 1989

(with Samuel B. Bacharach)

"Collective Bargaining, School Reform and the Management of School Systems," **Educational Administration Quarterly**, November 1988

"Teacher Participation in the Management of School Systems," **Teachers College Record**, Winter 1988
(with Sharon C. Conley and Timothy Schmidle)

"A Career Developmental Framework for Evaluating Teachers as Decision-Makers," **Journal of Personnel Evaluation in Education**, September 1987 (with Samuel B. Bacharach and Sharon C. Conley)

"The Work Environment and School Reform," **Teachers College Record**, Winter 1987 (with Samuel B. Bacharach and Scott C. Bauer)

"Beyond Career Ladders: Structuring Teacher Career Development Systems," **Teachers College Record**, Summer 1986 (with Samuel B. Bacharach and Sharon C. Conley)

"Collective Bargaining and Merit Pay in Public Education," paper presented at the 1985 Florida State Conference on Merit Pay (with David B. Lipsky and Samuel B. Bacharach)

"Bargaining Theory," co-authored with Samuel B. Bacharach and Edward J. Lawler, in their volume, **Bargaining: Power, Tactics and Outcomes**, San Francisco, Jossey-Bass, 1981.

Research and Consultant Reports:

Leadership and School District Success: A Statewide Study of Rural School Districts, 2001 (with Steven Bossert, Frank Ambrosie, and Laura Payne-Bourcy) Study sponsored by the Rural Education Advisory Committee, the New York State Education Department, and the Syracuse University Office of Professional Development

Efficiency Study for the Cortland Enlarged City School District, April 1, 1998 (with William Whitehill and Ronald Krahl).

A Review of Shared Decision Making in the Niagara-Wheatfield School District, April 1996.

Administrative Audit: Flemington (NJ) School District, November 1995 (with Scott C. Bauer).

Improving Bridgeport's Evaluation Systems and Job Descriptions and their Integration with the District's Professional Development Systems, Report and recommendations developed for the Bridgeport (CT) Public Schools, 1994

Report and Recommendations on the Queensbury Schools' Administrative Compensation Program, Report developed for the Queensbury (NY) Central School District, 1991 (with Clifford Crooks and Ronald Krahl)

Implementation Study of the Queensbury Schools' Full Performance Compensation Plan, Report developed for the Queensbury (NY) Central School District, 1991 (with Clifford Crooks)

Involving Teachers in School and District Decision Making: A Review of Research and Summary of

Issues, OAP Research Report, Organizational Analysis and Practice, Inc., Ithaca, NY, 1987

The Strategic Implications of Teachers' Work, OAP Research Report, Organizational Analysis and Practice, Inc. Ithaca, NY, 1986

The Strategic Implications of School Management Systems, OAP Research Report, Organizational Analysis and Practice, Inc. Ithaca, NY, 1986

A Strategic Approach to Collective Bargaining, OAP Research Report, Organizational Analysis and Practice, Inc. Ithaca, NY, 1986

The Learning Workplace: The Conditions and Resources of Teaching, OAP Research Report, Organizational Analysis and Practice, Inc. Ithaca, NY, 1986

From the Front of the Classroom: A Study of the Work of Teachers, OAP Research Report, Organizational Analysis and Practice, Inc. Ithaca, NY, 1985 (with Rose M. Malanowski)

Foundations for a System of Career Development for Teachers: Criteria and Standards for Advancement, OAP Research Report, Organizational Analysis and Practice, Inc. Ithaca, NY, 1985 (with Sharon C. Conley and Rose M. Malanowski)

Teacher Compensation and The Quality of Education, OAP Research Report, Organizational Analysis and Practice, Inc. Ithaca, NY, 1986 (with Samuel B. Bacharach and David B. Lipsky)

SERVICE COMMITMENTS

Secretary and Executive Board member, Syracuse University Chapter K of Phi Beta Kappa (2006 – present)

Academic Integrity Hearing Officer, Syracuse University (2008 – present)

Chair, School of Education Policy, Standards, and Scholarships Committee (2008-2011)

Executive Director, The Study Council at Syracuse University (2012-present)

Member, School of Education Scholarships & Awards Committee (1990-94 and 2006-07), Research Committee (1994-1999), Technology Committee (2000-2007 and 2013) and Policy and Standards Committee (2008-2011)

Board Member and University representative, Syracuse University/Jamesville-DeWitt Teacher Center (2007-present), Syracuse University/West Genesee Teacher Center (2013-present), and Syracuse Teacher Center (2009-12)

Member, East Syracuse Minoa School District School to College and Career Advisory Board (2012-present)

Member, Board of Directors, Partners for Education and Business (2013-present) and recipient, PEB Education Leader of the Year, 2014

Member, State Education Department advisory panel for a Goals 2000 project to assess the training needs and provide training resources for shared decision making teams around the state. Co-chaired State Education Department conferences or workshops of researchers and practitioners on shared decision making, November 1996 and March 1999.

Member, Syracuse City School District advisory panel on revision of the district's Annual Professional Performance Review (2000-2005)

Member, Syracuse City School District Technology Planning Advisory Committee (2002-2005)

Member, Steering Committee, and licensed lay reader, Episcopal Church at Cornell (2002-2008)

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
Association for Supervision and Curriculum Development
Industrial Relations Research Association
Society for Information Technology in Education

