

Cynthia E. (Cyndy) Stephens, EdD, pHCLE

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EDUCATION

Post Graduate Study

Teachers College, Columbia University, New York, NY, 2006

Invited *Superintendents' Workshop*

Director, Thomas Sobol, PHD

New York Commissioner of Education, 1987 - 1995

Professor, Teachers College, Columbia University, 1996 - 2006

Doctor of Educational Leadership (EdD), 2002

University of Sarasota – Sarasota, Florida

Dissertation Topic

Factors of Teacher Retention: A Field Study of Educator Turnover

Chair: Nancy Hoover, Ed.D

Major Professor: Kathleen Malinsky, Ed.D

Committee Member: George Reid, PHD

Education Specialist, Educational Administration and Supervision (Ed. S), 1985

West Georgia College, University of West Georgia, Carrollton, Georgia

Committee Chair: Thomas Carreer, PHD

Ed.S Thesis

Short- and Long-Term Impact on Teacher Instruction and Instructional Leadership Effectiveness
Due State-level and National Budget Cuts for Educator Professional Development

Master of Education, K-12 School Counseling (M. Ed), 1973

University of North Carolina - Charlotte

Cohort Advisor: John Chase, PHD, Dean, College of Human Development and Learning

Major Professor: Mary Thomas Burke, PHD, Chair, Department of Counseling Education

Bachelor of Arts, Social Sciences and Psychology, 1969

Western Carolina University Cullowhee, North Carolina

PROFESSIONAL CREDENTIALS

American Association of School Personnel Administrators (AASPA)

pHCLE Professional Human Capital Leader in Education, 2018 – Current

Georgia Professional Standards Commission

RL Educational Leadership Tier II - (P-12) [FLD704], 2020 - 2050

RS School Counseling (P-12) [FLD709], 2020 – 2050

RESEARCH INTERESTS

- Equity Centered and Learner-Focused Schools
- Teacher, Leader and Student Support Personnel Capacity for Student Success Climates
- Emerging and Changing Student and Community Cultures
- Capacity Building and Practice Excellence for School Leaders
- Sustaining School Performance Improvement
- Shared Governance in Effective Schools and School Districts
- Informative Data-Based Performance Evaluation, Feedback and Coaching
- Teaching and Learning Excellence for Equitable Student Access to High Performing Teachers
- Impact of School Working Conditions on Teacher Performance and Retention
- Why Teachers Stay and Leave – Recruitment, Support and Retention
- Education and Budget Policies that Impact Teaching, Learning and School Improvement
- Partnerships in Teacher Preparation and Professional Development
- Impact of Induction and Professional Learning on Teacher Performance and Student Learning
- Educator Workforce Supply and Demand
- Impact of Leadership on Educator Workforce Stability
- Impact of Educator Vacancies on Student Performance and School Improvement
- Impact of Teacher Shortage on Student Achievement and School Improvement
- Defining Equity For All Students
- School Leadership Impact on Student Learning and Teacher Performance
- School Performance Improvement Teacher and Leader Capacity
- National, State and Local Policy for General and Special PreK – 12 and Post-Secondary Education
- Organizations: Principles, Purpose and Development
- Organizational Change and Improvement
- Special Education/General Education Inclusion and Collaboration
- Special Education Leadership and Administration
- Leadership Coaching In Education and Non-Education Organizations
- Student-Focused School Function Area Effectiveness
- Leadership Preparation and Professional Development

PROFESSIONAL WORK EXPERIENCE

Concordia University Irvine

2019 - Present

School of Education Doctoral Leadership Program Adjunct Professor 2019 – Present

Teach in-person and online policy, organization development and improvement and dissertation seminar courses. Chair and serve on dissertation committees, Support students at all levels of the doctoral

- talent resources to implement programs that improve school leadership, teaching and learning
- Represents organization in professional, community, policy, and business venues
- Manages, maintains, uses, and reports revenues and budgets to ensure resources are directed to achieve goals
- Communicates and promotes organization vision, purpose, strategies, and needs in a variety of education and education stakeholder settings
- Works with Board and staff members to realize organization vision; Organizes Board meetings agendas and reports; Serves Ex-officio on all LEEG Initiative Board and staff committees
- Uses two-way communication and listening for problem-solving, planning and working strategies designed to meet client needs
- Assists in raising capital and other assets to implement strategies and offer new high-value services, professional learning, support and materials options for clients
- Collaborates with others for product identification, development and production
- Reaches out to diverse education, community, policy, and business groups to create awareness and buy-in to support services and products for education leaders and teachers seeking to improve skills toward effective, equitable and opportunistic education for P – 12 students
- Seeks out and collaborates with website, print and social media branding, materials and marketing professionals for product and services development and user application.
- Originates, reviews and manages contracts and agreements made on behalf of organization

The Executive director is lead book author , *Thinking That Matters for Schools From Challenge to Change - School Function Areas*, Printings 1 and 2

Key Accomplishments

- *Thinking That Matters For Schools From Challenge to Change – School Function Areas* publication
- School Function Areas (SFAs) © The LEEG 2018
- E4 Model © The LEEG 2017
- LEEG State School function Area Focus and Beta Groups
- School Function Areas (SFAs) West Coast Symposiums
- School Function Areas (SFAs) crosswalk with all nationally recognized leadership and school performance standards
- LEEG Coaching model © The LEEG 2018
- Change and Improvement Capacity Building services for school and district leaders nationally
- USDOE Title IIA Survey Consultant - Westat, 2020 Present

Georgia Professional Standards Commission (GaPSC)

2000 – 2015

In the Official Code of Georgia Annotated (O.C.G.A., 2010), the Georgia Professional Standards Commission is a Georgia education agency given “Authority to create and implement standards and procedures for certifying educational personnel; recommending standards and procedures for certification; continuation of teaching certificates; restrictions.”

During 2000 – 2015 in the Georgia PSC, Dr. Cyndy Stephens performed the following leadership roles and responsibilities:

Director, Educator Workforce Development and Transition to Teaching Programs

2008 - 2015

- Led staff to compete, receive award and manage strategies for two multi-million dollars statewide Transition to Teaching (TTT) grants (2009 – 2015) awarded to the Georgia PSC by the United States Department of Education (USDOE)
 - In series of three TTT grants awarded the Georgia PSC (2002, 2006, 2009)), this Grant was the largest in scale, award and program reach. The five-year program met all federal and state – approved objectives and goals
 - Grant funds and strategies targeted recruitment, preparation, support and retention for non-traditional teacher prospects, candidates and employees for and in 127 high need/hard-to-staff Georgia school districts
 - Georgia PSC was the only recipient of three discretionary competitive Transition to Teaching five-year statewide grants during 2002 -2015.
- Planned, initiated and managed assigned Workforce Development federal and state program funds, budgets, expenditures and contracts
- Served as Project Director for the 2002, 2006, and 2009 large scale grants that overlapped during intermittent times over 15-year period
- Managed programs and ongoing statewide responsibilities for educator human capital development, recruitment, support, retention, supply and demand research and targeted educator workforce development professional learning
- Provided leadership for Troops to Teachers and Spouses to Teachers program managers, strategies and budget management
- Developed, supervised and supported personnel and activities for the TeachGeorgia Educator Recruitment and Job Posting (TeachGeorgi.org) website and related educator recruitment assistance to all Georgia school districts and schools

Division Director, Educator Workforce Recruitment, Research and Development

2002 – 2007

- Led five-state and federally funded program units designed to assist all 191 public and special school districts, traditional and non-traditional public and private educator preparation providers (EPPs), education agencies and organizations and education stakeholders
 - Focus to build, develop, support and sustain a diverse, well-prepared and high performing cadre of teachers, leaders and other school professionals for Pre-Kindergarten – Grade 12 (PK-12) public, charter and other schools
- Assumed all functions and activities of Georgia Teaching Force Center (GTFC); hired and supported program managers and staff members, led strategic planning and program implementation
- Planned and performed budget, human capital and program functions to expand the division with additions of the National Board-Certified Teacher (NBCT) program, Troops to Teachers and Spouses to Teachers programs, and TeachGeorgia.org website and educator recruitment programs
- Broadened Georgia PSC’s educator workforce research and reporting depth and emphasis with additional researchers, research agendas and reporting scale
- Competed for and was awarded the first two (2002 and 2006) of a total three statewide federal Transition to Teaching (TTT) five-year grants from the USDOE. Each multi-million dollars grant was awarded for five years.
 - Both grant programs exceeded objectives and attained all federal and state-approved approved goals.

- The large-scale grants assisted districts and schools in recruiting, preparing, employing, supporting and retaining (staffing) high quality and high performing teachers to ensure learning equity and opportunity for all students.
- Emphasis was assistance got high need, hard-to-staff schools and districts.

Director, Georgia Teaching Force Center

2000 – 2002

- Partnered with the University System of Georgia (USG), Georgia Department of Education (GaDOE), Georgia Technical College System (GTSG) and the Georgia Partnership for Excellence in Education to initiate the first Georgia Teaching Force Center (GTFC)
- Named first Director of Georgia Teaching Force Center (GTFC)
 - GTFC collaborated with school districts (districts), educator preparation and Arts and Sciences programs, out-of-state and non-traditional sources for teachers and with other state education agencies and stakeholders to develop and implement “Grow your Own” teacher development program
 - Built and implemented Teacher Candidate Clearinghouse for use by schools and districts when recruiting new hires
 - Initiated annual supply and demand reports of the Georgia educator workforce

Key Accomplishments, 2000 – 2015

- Georgia Teaching Force Center (GTFC), Founding Director
- Three large scale USDOE Transition to Teaching USDOE statewide program grants, Project Director
- 21 states’ Southern Consortium for Teacher Recruitment and Retention, Chairperson
- South Georgia Initiative for Diversity and Equity in Effective School Staffing, Director
 - 4 Regional Education Service Agencies (RESAs) and 50 school districts.
 - Addressed multiple, long-term challenges in employing, supporting, developing, and retaining a diverse representation of classroom, student services, district, regional and school leadership personnel
- Professional learning, strategic planning, teacher preparation, recruitment and support, and teacher retention training and capacity building across Georgia
- Targeted educator human capital supply and demand information, student needs-driven preparation and school staffing assistance to approved higher education and non-higher education-based Teacher Education Preparation Providers (EPPs)
- Education human capital needs identification and staffing strategic planning with school and district human resource/capital officers, principals and superintendents, policy makers, and education supporters at local, state, regional levels
- Exceeded objectives to increase the supply and active pool of teacher candidates and teachers-of-record
 - Georgia’s Transition to Teaching programs accounted for 28% of *all* teachers-of-record hired and prepared among all Transition to Teaching grantees nationally, 2002-2015
- Effective School Staffing Continuum, a demand and student-driven model to address statewide, regional, and local change and innovation needs, strategic school staffing requirements, educator shortage and use of staff to ensure equitable access to excellent teaching, learning opportunities and quality teaching and learning environments for all students
- Comprehensive electronic educator job bank and recruitment assistance center, *TeachGeorgia.org*.

- Annual average 6,000 certified Georgia school job postings and 15,000 active candidate applications on the site
- DART (Direct Assistance in Recruitment of Teachers) program to provide human resources/capital, principals and other hiring officials with assistance in matching most qualified candidates with student needs for school staffing and content excellence
 - Emphasis on building a pool of teachers with necessary skills, dispositions, and knowledge for settings where most needed for students to perform well over time.
 - Staffing data reported for each district, school and RESA area to inform school leaders, boards of education, and teachers about current staffing status and guide staffing interventions for using faculty and staff, revamping instructional time and focus, and applying strategic staffing to close achievement gaps
- SWOT analysis in over 60 districts to identify strengths, needs, threats, and opportunities for effective school staffing and staffing impact on teaching and learning
 - Project included business, government and civic communities
 - Used data to assist in developing community and region-wide strategic school and district plans for intervening in teacher and leaders staffing crisis
- *Leadership Support Initiative* (LSI) for principals, assistant principals and aspiring school leaders in districts and schools with substantial numbers of teachers from non-traditional routes in critical content areas and fields
 - Over 10-year period, LSI offered group and individual assessment, training and support to build capacity of new and struggling school leaders to implement research-based practices for organizational, instructional and relational leadership and management. The work fostered collaboration with faculty and staff to maximize use of instructional time, engage families and communities in school life and expectations, and to create and ensure a culture and climate for collegial teaching, learning and student achievement.
- 2000 - 2015 Georgia Report(s) and White Papers on the Georgia Educator Workforce: Supply and Demand
 - Used by policy makers, local and state school leaders, educator preparation providers, and the business, and economic communities. Produced numerous white papers and studies on achievement, culture and equity impact of educator workforce quality and performance needs.
- Annual Georgia School Staffing Survey (GS³)
- Georgia Instructional Capital Planner (ICP)
- Georgia National Board for Certified Teachers (NBCT) program
 - With NBCT State Teacher-in-Residence, expanded Georgia NBCTs from 12 to more than 2,500 teachers, 2001 – 2007
- Staff to Governors' Education Agency Heads Alliance, Joint Education Boards Liaison Committee, 2005 -2008
- Staff to Joint Education Boards Liaison Committee, 2006 – 2008
- Staff to Governor's Blue-Ribbon Reform Committee, 2001 - 2003
- Professional Learning, Education Leadership, Educator Certification Assessment, Non-Traditional and Traditional Teacher and Leader Preparation, Certification and Staffing, Federal Program Evaluation and other statewide, regional and national committees and task forces

GEORGIA DEPARTMENT OF EDUCATION (GaDOE)

1994 – 1999

Senior Staff Specialist, Research, Evaluation and Testing

1998 - 2000

Senior Staff Specialist, Accountability
Staff Specialist, School Improvement

1996 – 1998
1994 - 1996

Key Accomplishments

- **Georgia School Improvement Team Coordinator** - Supported school districts, monitored statewide effectiveness progress and reported results for Title II and Title IV funds allocated to improve schools
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- **Co-director** - statewide study to guide consolidated applications and use of federal/state funds managed by GaDOE
- **Co-manager** - School Improvement and Performance Accountability section of Malcolm Baldrige National Quality Award (MBNQA) application for GaDOE Performance Excellence
- **Co-Chair** - Student Assessment Preparation Accountability Statewide Task Force
- **Member** - Six-person State Accountability Team
 - Produced first Georgia Education State
 - Report Card
- **Administrator** - Scholastic Aptitude Test (SAT) and Preliminary Scholastic Aptitude Test (PSAT) assessment statewide programs
- **Project Director** - Planning, development and implementation of Revised Georgia Kindergarten Assessment Program (GKAP-R)
- **Executive Producer** - GKAP-R training film
 - Awarded 2nd place Honor, Training Films, '88th Annual New York International Film Festival
- **Co-chair** - GaDOE Goals 2000 Design and Implementation Committee

COBB COUNTY SCHOOL DISTRICT

1978 – 1994

Elementary Principal

1987 - 1994

Provided leadership in school of 750 students and nearly 100 faculty and staff members

- During tenure, school was first Cobb County school to develop and implement a site-based, School improvement Team management and shared governance design; instrumental in leading the district in school operations, curriculum and instructional redesign for utilizing School Improvement Team-based organizational planning, hiring, improvement and assessment
 - Redistricted in 1991 to include one-third students from low performing, high need school Student achievement increased annually for all students before and after redistricting
 - Staff recognized by GaDOE for leadership in collegial school shared governance and innovative site-based management focus on exemplary teaching and learning for all students

Key Accomplishments

- Named *National Distinguished Elementary Principal* by United States Department of Education, 1994
- School named United States National Blue Ribbon School of Excellence, 1994

- School named Georgia State School of Excellence, 1993
- School named Cobb County School District School of Excellence, 1993
- School named one of 24 Charter Members and Sustaining Member in the League Professional Schools
- Parent Teacher Association (PTA) named Most Outstanding Georgia PTA and Outstanding PTA National Honorable Mention, 1993.
- Named one of three Georgia State Board of Education *Schools of the Future* (precursor to Charter Schools in Georgia)

Elementary Assistant Principal

1986 – 1987

Appointed to largest elementary school in district; approximately 1,500 kindergarten – Grade 12 general and special education students and over 140 faculty and staff members

- Responsibilities were curriculum and instructional management, SST leadership, student personnel management, program budgets, and faculty staff hiring assistance to the principal
 - School was an inclusive special education hub representing multiple intellectual and physical disabilities
 - All special education students were mainstreamed for all or part of every school day

Key Accomplishments

- Successful inclusion of all special education students in targeted general education classrooms, curriculum and activities
- School designated an innovative (William) *Glasser Quality School (GQS)*

Kindergarten – Grade 12 District Coordinator, Student Support Teams (SST) 1978 – 1986

Developed and supervised SST program for all Pre-kindergarten through grade 12 (K-12) schools in large metro Atlanta suburban district. Designed K- 12 inclusive education models and facilitated professional development for all teachers and leaders. Hired first district SST School Contact Persons (later titled Learner Support Strategists)

- Cobb County Schools SST program was named “Program that Works” by the National Dissemination Network

Assisted Georgia State Superintendent of Schools Program and Georgia Department of Education to implement SSTs in every PK- 12 public and publicly funded charter Georgia district and school

ALEXANDER CHILDREN’S CENTER, Charlotte, North Carolina

1972 – 1976

Clinical Staff Coordinator for Educational Diagnostics – coordinated academic and behavior assessment; Served on Leadership Roundtable for data reporting and collaborative education intervention, treatment planning and progress monitoring for all residential and day treatment children and youth

Specialist Teacher for ages 5 – 14 students placed in a JCAH (Joint Commission for the Accreditation of Hospitals; Joint Commission) accredited residential and day treatment center for severely emotionally disturbed children and youth

CHARLOTTE-MECKLENBURG SCHOOLS, Charlotte, North Carolina 1970 – 1972

Itinerate Special Education Teacher for Grades 1 – 6 Learning Disabilities and Emotional Disturbance students; Served on first district-wide 94-142 Implementation Team

ADMINISTRATIVE EXPERIENCE

Executive Director – Leadership and Education Effectiveness Group (The LEEG), 2016 – Present

Managing Director - LEEG Initiative, 501c3 non-profit leadership development project, 2018 - Present

Director - Educator Workforce Development and Transition to Teaching Programs, Educator Preparation Division, Georgia Professional Standards Commission, Atlanta, Georgia, 2008 – 2015

Division Director - Educator Workforce Recruitment, Research and Development, Georgia Professional Standards Commission, Atlanta, Georgia, 2000-2007

Project Director - Georgia Transition to Teaching Programs, Georgia Professional Standards Commission, Atlanta, Georgia, 2002 – 2015

Director - Georgia Teaching Force Center, Georgia Professional Standards Commission, 2000 – 2002

Staff and Senior Staff Specialist, School Improvement, Accountability and Testing and Evaluation Divisions, Georgia Department of Education, 1995 - 2000

Elementary Principal - Cobb County School District, Marietta, Georgia, 1987 - 1994

Elementary Assistant Principal – Cobb County School District, Marietta, Georgia, 1986 - 1987

Kindergarten – Grade 12 Student Support Team Coordinator, Cobb County, Georgia School District central office, Marietta, Georgia, 1978 - 1986

Coordinator of Educational Diagnostics and Teacher - Alexander Children’s Center, Charlotte, North Carolina, 1972 – 1976

PK-12 TEACHING EXPERIENCE

In-residence and Day Treatment Teacher - severely emotionally disturbed students ages 5 - 14 Joint Commission for Accreditation of Hospitals (JCAH) - approved residential treatment facility, Alexander Children’s Center, Charlotte, North Carolina, 1972 – 1974

Kindergarten – grade 6 special education teacher - learning disabled and emotional disturbed children and youth, Charlotte-Mecklenburg Schools, Charlotte, North Carolina, 1969 – 1971

ACADEMIC FACULTY EXPERIENCE

Adjunct Professor, Doctoral Leadership Program, College of Education – Concordia University Irvine, California, 2019 – Present

Adjunct Professor of Graduate Educational Leadership Preparation - Kennesaw State University, Kennesaw, Georgia, 2006 - 2008

Adjunct Professor - Undergraduate and Graduate Teacher Education, Brenau University, Gainesville, Georgia, 1998 - 2003

Student Teacher Supervisor - Early Childhood Education, Georgia State University, 1995

Instructor of Psychology and Assessment - Central Piedmont Community College, Charlotte, North Carolina, 1971 -1973

CREATIVE WORKS AND REVIEWS

Reviewer - manuscripts for publication, National Association for Alternative Certification

International award-winner - Georgia Kindergarten Assessment Program Training Film

FUNDED GRANTS

Teacher Quality Enhancement Program (TQE): University District of Georgia partnership grant with Georgia Professional Standards Commission (PSC award **\$700,000+**) for Georgia Teaching Force Center (GTFC). Awarded 1999 – 2002

National Board for Professional Teaching Standards: Georgia’s National Board-Certified Teacher Program. Stipends a to offset the cost of application and assessment for National Board-Certified Teacher (NBCT) candidates (**\$900,000+**), Awarded 2001 – 2007

Transition to Teaching Project: Focus on Change in Staffing and Staffing Districts (FOCUS). Developed human resources and preparation strategies for *the Effective Staffing of Teachers in Science, Mathematics, Special Education, Early Childhood Education, and English Language Learners*. Provided stipends to offset the cost of educator preparation and mentors for career changers. Annual Average funding \$650,000 = **\$3,250,000 over five years**. Awarded October 2009 - 2015

Transition to Teaching Project Georgia Teaching Force Project (GTFP): Purpose to increase the Georgia educator supply in order to build and retain a Georgia cadre of high-quality teacher candidates and teachers-of-record for high-need schools and content areas. Funded educator preparation and mentor stipends for career changers. Annual average award \$600,000 = **\$3,000,000 for five years**). Statewide project. Awarded October 2006 - 2011

Transition to Teaching Project: Reach to Teach in Georgia (RTT). Focus: Recruiting, Preparing and Staffing Career Changers into Hard-to-Staff, High-Need Schools for Science, Mathematics, and Special Education. Funded educator preparation stipends and mentors for career changers. Average annual award \$550,000 = **\$2,750,000 for five years**). Statewide project. Statewide project. Awarded October 2002 - 2007

Troops to Teachers Program. Annual awards, Annual Average \$300,000 = **\$3,000,000** total allocation), Awarded 2002 - 2011

Spouses to Teachers Program. \$300,000, 2008-2011

PROFESSIONAL CONSULTING EXPERIENCE

- American Institutes for Research (AIR). Washington, DC, 2003 -2007
- Guidepoint Global Advisors, New York, NY, 2015
- Battelle For Kids, 2016 – 2017
- iTeachUS, 2016 – present
- Georgia Literacy Commission Advisory Board – 2017 – present

PROFESSIONAL PUBLICATIONS

Afolabi, C., Nweke, N., & Stephens, C. (2002). The role of paraprofessionals and teacher aides in Georgia classrooms. Atlanta, GA: Georgia Professional Standards Commission.

Afolabi, C., Nweke, N., & Stephens, C. (2003). Regional comparison of Georgia school principals. Atlanta, GA: Georgia Professional Standards Commission.

Bryant, K., Nweke, N., & Stephens, C. (2002). Benefits of mid-career changers to Georgia public school districts. Atlanta, GA: Georgia Professional Standards Commission.

Eads, G., Nweke, W., Afolabi, C., Stephens, C., Hall, T., & Potter, K. (2007). The impact of one state's class size reduction legislation on teacher staffing. Atlanta, GA: Georgia Professional Standards Commission.

Karge, B.D, Stephens, C.E. (2019). Learning about mentoring from professionals outside of education. *The Chronicle of Mentoring and Coaching*. 2(1), 123 = 126.

Karge, B.D., Stephens, C.E., Widener, M.K. & Poda, J. (March/April 2019). Elevated educators making LEEPS for school improvement. *Childhood Education Innovations*. 13-19, Washington DC: Association for Childhood Education International.

Kirkland, B., Nweke, W., & Stephens C. (2003). The Troops to Teachers Program in Georgia: Achieving the objectives – Numbers and stories from the classroom. Atlanta, GA: Georgia Professional Standards Commission.

Maxson, R. Nweke, W., & Stephens, C. (2003). The influx of teachers from out-of-state: A dependable source of teachers for Georgia. Atlanta, GA: Georgia Professional Standards Commission.

Maxson, R., Nweke, W., & Stephens, C. (2002). The Georgia collaborative to recruit out-of-state educators. Atlanta, GA: Georgia Professional Standards Commission.

Nweke, W., Afolabi, C., Stewart, E., & Stephens, C. (2002). Georgia's non-teaching workforce: The role of administrative and student Services personnel in Georgia's public-school districts. Atlanta, GA: Georgia Professional Standards Commission.

Nweke, W., Afolabi, C., Stewart, E., Stephens, C., & Toth, F.D. (2003). Recruitment and training of black professionals: The case of black males and alternative certification in teaching. Atlanta, GA: Georgia Professional Standards Commission.

Nweke, N., Eads, G., Afolabi, C., & Stephens, C. (2006). The impact of teacher workforce retirement and attrition on personnel replacement costs. Atlanta, GA: Georgia Professional Standards Commission.

Nweke, W. & Stephens, C. (2007). Statewide attrition analysis masks local and regional attrition outlook. Atlanta, GA: Georgia Professional Standards Commission.

Nweke, W., Sherer, G.G. & Stephens, C. (2002). Georgia's National Board-Certified Teacher program. Atlanta, GA: Georgia Professional Standards Commission.

Hollins, E., Lavadenz, M., Zeichner, K., Bier, M., Rust, F., Clift, M., Stephens, C, Haj-Broussard, M., Karge, B., McCabe, M., Husbands, J., McAlister, K., Omelan, J., Payne, P., Person, V., & Peterson, K. (2015). Rethinking field experiences in pre-service teacher preparation: Meeting new challenges for accountability. New York, NY & London, England: Routledge, Taylor & Francis Group. Hollins, E., Editor.

Stephens, C. & Board Members, NAAC. (2015). Response to the United States Department of Education: Proposed educator preparation rules. Washington, DC: National Association for Alternative Certification.

Stephens, C., Hall, T. & McCampbell, C. (2015). Georgia report of the educator workforce: Supply and demand. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C. & Hall, T. (2012). Observations on geographical considerations of Georgia's teacher preparation sources: Public and private colleges. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C. (1984). Nuts and bolts: A guide to interdisciplinary education teams Implementation. Cobb County Schools. Marietta, GA: Cobb County School District.

Stephens, C. (2001). Pre-K personnel survey: Georgia state lottery funded Pre-kindergarten programs. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C., Nweke, W., & Afolabi, C. (2006). Competition for teachers: Scan of teacher recruitment policy and programs in Georgia's border states. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C., Hall, T., & Mather, P. (2000). The Georgia educator workforce 2000: A report of the supply, demand, and utilization of teachers, administrative, and student services personnel in Georgia public schools. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C., Hall, T., Mather, P., & Stewart, E. (2001). The Georgia educator workforce 2001: A Report of the supply, demand and utilization of teachers, administrative, and student services personnel in Georgia public schools. Atlanta GA: Georgia Professional Standards Commission.

Stephens, C., Hall, T., Stewart, E., & Nweke, W. (2002). The Georgia educator workforce 2002: A report of the supply, demand and utilization of teachers, administrative, and student services personnel in Georgia public schools. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C., Hall, T., Nweke, W., & Afolabi, C. (2003). The Georgia educator workforce 2003: A report of the supply, demand and utilization of teachers, administrative, and student services personnel in Georgia public schools. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C., Hall, T., Nweke, W., & Afolabi, C. (2004). The Georgia Educator Workforce 2004: A Report of the supply, demand and utilization of teachers, administrative, and student services personnel in Georgia public schools. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C., Hall, T., Nweke, W., & Afolabi, C. (2005). The Georgia educator workforce 2005: A report of the supply, demand and utilization of teachers, administrative, and student services personnel in Georgia public schools. 2005. Georgia Professional Standards Commission.

Stephens, C., Nweke, W., Afolabi, T. Eads, G., & Hall, T. (2006). The Georgia educator workforce 2006: A report of the supply, demand and utilization of teachers, administrative, and student services personnel in Georgia public schools. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C., Nweke, W., Afolabi, T. Eads, G., & Hall, T. (2007). The Georgia educator workforce 2007: Report of the supply, demand and utilization of teachers, administrative, and student services personnel in Georgia public schools. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C., DNF. A Comparative study of Intermittent and continuous professional development for teachers in Georgia's high need schools. Atlanta, GA: Georgia Professional Standards Commission.

Stephens, C.E., Widener, M.K., & Karge, B.K. (2018). Thinking that matters for schools from challenge to change – School function areas. Vista: CA. The Discovery Source. Publisher.

PROFESSIONAL SERVICE

Professional service activities include and are not limited to:

- Member, Georgia Teacher Quality Committee, University District of Georgia, 2000-2004
- Member, Performing and Visual Arts Curriculum Committee, Georgia Department of Education, 2012 – 2013
- Member, Dual Enrollment Committee, Georgia Department of Education, 2014 – 2015
- Member of the Georgia Professional Learning Task Force, Professional Standards Commission, 2013 – 2015
- Chair, Career, Technical and Agriculture Education (CTAE) Teacher Supply and Demand Committee, Georgia Department of Education and Professional Standards Commission, 2014 – 2015

- Member, Education Improvement Planning Team for McDowell County, West Virginia, Hand for Hope, 2013 – present
- Member, Georgia Alternative Leadership Task Force, Georgia Professional Standards Commission, 2012 - 2014
- Member, Metro Regional Education Service Agency (RESA) iLEAD Advisory Committee, 2015
- Past President and Past President, National Association for Alternative Certification, 2008 -2012
- Southeastern Director, National Association for Alternative Certification, 2004 -2012
- Executive Board Policy Liaison, National Association for Alternative Certification, 2012 – 2017
- Chair, Planning Committee for the South Georgia Effective School Staffing Initiative, 2013 – 2015
- Staff, Georgia Joint Education Boards Liaison Committee, 2006 -2008
- Teacher Representative, District-wide 94-142 Implementation and Arbitration Committee, Charlotte Mecklenburg Schools, 1970 - 1971
- Staff, Georgia Alliance of Education Agency Heads, 2006-2008
- Member, United States Department of Education Program Evaluation Panel, Transition to Teaching Programs, 2003 - 2006
- Member, United States Department of Education Conference Planning Committee, 2008 - 2010
- Member, Professional Development Committee, American Association of School Personnel Administrators, 2012 - 2015
- Member, Minority Caucus, American Association of School Personnel Administrators, 2014 - present
- Co-Chair, National Alternative Certification Quality Indicators (QI) Recruitment Committee, 2010 - 2009
- Member, National Alternative Certification Quality Indicators (QI) National Implementation Steering Committee, 2010 – 2013
- Member, Advisory Board to the Georgia Literacy Commission, 2017 - 2020

PROFESSIONAL PRESENTATIONS

Frequent conference and symposium presenter on school improvement, educator supply and capacity and educator preparation

- Moderator and/or session speaker, panel participant and professional developer in committee, workshop, and meeting settings at local, state, regional and national levels of professional, governmental and civic and education stakeholder events
- Topics coincide with my research and practice interests: School working conditions on teacher performance and retention; Reasons that teachers stay and leave schools and the profession; Impact of education and budget policies that impact teaching, learning and school improvement; Partnerships in teacher preparation and professional development; Impact of induction and professional learning on teacher performance and student learning; Effective educator human capital policies and practice; Educator workforce supply and demand; Impact of leadership on educator workforce stability; Impact of educator vacancies on student performance and school improvement; and Teacher shortage effect on student achievement and school improvement.

Presentation venues include:

- School districts and Regional Educational Service Agencies across Georgia and nationally
- American Association of Colleges of Teacher Education (AACTE)
- American Association of Educational Research (AERA)
- American Association of School Personnel Administrators (AASPA)
- Association of Curriculum and Development (ASCD)
- American Association of School Administrators (AASA)
- California Teacher Center (CTC)
- Council of Chief State School Officers (CCSSO)
- Council of Great City Schools
- Council for Exceptional Education (CEC)
- Georgia Association of Curriculum and Instructional Supervisors (GACIS)
- Georgia Association of Educational Leaders (GAEL)
- Georgia Association of Educational Research (GERA)
- Georgia Board of Regents
- Georgia Council of Administrators of Special Education (G-CASE)
- Georgia Career, Technical and Agricultural Education (CTAE) Directors and Leaders Association
- Georgia Certification Officials
- Georgia Career, Technical and Agricultural (CTAE) Collaboration Committee
- CTAE Supply and Demand Task Force
- Georgia Counselors Association
- Georgia Department of Education
- Georgia's National Board-Certified Teachers (GNBCT)
- Georgia Parent Teacher Association
- Georgia Regional Education Service Agency (RESA) Association
- Georgia RESA Directors Annual Conference
- Georgia School Boards Association (GSBA)
- Georgia Association of School Personnel Administrators (GASPA)
- Georgia School Superintendents Association (GSSA)
- Georgia Title IIA Conferences
- Georgia Workforce Investment Act (WIA) Boards and Directors
- Georgia Economic Development Council
- Great City Schools
- International Reading Association (IRA)
- League of Professional Schools
- Learning Forward – formerly National Staff Development Council (NSDC)
- Metro Atlanta Chamber of Commerce (MACOC) Education Policy Committee
- National Association for Alternative Certification (NAAC)
- National Association for Education Information (NCEI)
- National Association of Professional Development Schools (NAPDS)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Board for Professional Teaching Standards (NBPTS)
- National Council for the Accreditation of Teacher Education (NCATE)
- National Commission on Teaching for America's Future (NCTAF)
- National Education Association (NEA)
- Professional Association of Georgia Educators (PAGE)
- Recruiting New Teachers (RNT)

- Southern Region Education Board (SREB)
- Southeastern Employment and Training Association (SETA)
- Southeastern Region of the National Association of State Directors of Teacher Education and Certification
- Ted Andrews Annual Winter Seminar on Educator Preparation and Certification
- The Education Trust
- Troops to Teachers National and State Conferences
- United States Department of Education (USDOE) National Transition to Teaching Conferences (TTT)
- University System of Georgia (USG)

AWARDS AND HONORS

- National Distinguished Elementary Principal, United States Department of Education
- National School of Excellence Principal, United States Department of Education
- Cobb County School of Excellence Principal, Cobb County Board of Education
- Georgia School of Excellence Principal, Georgia Department of Education
- Lieutenant Colonel, Aide de Camp, Governor's Staff, Georgia
- President, National Association for Alternative Certification (NAAC)
- Board Member, NAAC
- Policy Director, NAAC
- Founding Board Member, Mt. Bethel Academy (K-12)

PROFESSIONAL MEMBERSHIPS

National Association of State Directors of Teacher Education and Certification (NASDTEC)

American Association of School Personnel Administrators (AASPA)

National Association for Alternative Certification (NAAC)

Georgia Association of Educational Leaders (GAEL)

Georgia Association of School Personnel Administrators (GASPA)

Association of Teacher Educators (ATE)