

Inclusive Education and Implications for Policy: The State of the Art and the Promise

SPEAKER BIOGRAPHIES

Selene Almazan, Esq., Maryland Coalition for Inclusive Education

Carolyn Tieglund, Superintendent, Cecil County Schools (MD)

Dr. Carolyn J. Tieglund is the Associate Superintendent for Education Services in the Cecil County Public School System in Elkton, Maryland. Dr. Tieglund has served in this capacity since 2006. Prior to this, she served in the positions of: Executive Director for Elementary Education (3 years), elementary school principal (5 years), elementary school assistant principal (1 year), local support teacher (2 years), and elementary teacher (3 years).

Dr. Tieglund received her bachelor's degree from Messiah College (PA), master of school administration and supervision degree from Johns Hopkins University (MD), and her doctor of education from Wilmington College (DE) in 2001.

Dr. Tieglund provides leadership and support to 30 schools (elementary, middle, high, school of technology, and alternative education program). She provides leadership, supervision, and professional staff development for all school administrators. She directs the development, evaluation, and revision of curriculum – prekindergarten through grade 12. She is responsible for the development and oversight of the education services budget (\$108,000,000+).

Dr. Tieglund's commitment to education and continuous improvement for everyone is displayed every way each and every day.

Wayne Sailor, PhD, University of Kansas

Dr. Wayne Sailor's focus of interests are the full integration of students with severe disabilities through school restructuring processes; and service integration strategies for health, social, and educational services for all children at the school site. He has done extensive research on school-wide applications of Positive Behavior Support and in particular, uses of response to intervention logic (RtI) in whole school reform. His most recent research is focused on a structural school reform model called the Schoolwide Applications Model (SAM) which is being field tested in the Ravenswood City School District, East Palo Alto, California, the Washington, DC School District and in the New Orleans, Louisiana Recovery School District. As one of the founders of the Association for Persons with Severe Disabilities (TASH) he has served as a member of its Board of Directors and was President of the organization over a four year span. He is a Professor in the Department of Special Education, School of Education, University of Kansas; a Senior Scientist with the Institute for Life Span Studies and Associate

Director of the Beach Center on Disability at the University of Kansas. He also holds a Courtesy Professorship with the Department of Applied Behavioral Science, University of Kansas.

Leonard Burrello, PhD, University of South Florida

Leonard C. Burrello, Professor of Educational Leadership and Policy Studies at the University of South Florida, has had a long career as a professor and organizational development specialist in the public schools. He has served as a professor at Michigan and Indiana and has consulted with fifteen states and over forty school districts in his career. He has directed over 145 dissertations, written five books, and authored over fifty articles and produced over 25 videos and DVD as the Executive Director of the Forum on Education at Indiana University where is a Professor Emeritus.

His research interests are in leadership studies, especially school-based leadership, organizational change in schools, inclusive practices, and community development and school success. He currently has submitted two new grants – one National State Consortium for Students of Color and a School Leadership grant with Hillsborough County Schools.

Elizabeth Kozleski, PhD, Arizona State University

Dr. Elizabeth Kozleski is a Professor in the Mary Lou Fulton College of Education at Arizona State University. Her expertise is in the area of systems change, inclusive education, and professional development in urban education. She holds the UNESCO Chair in Inclusive International Research. Her research interests include teacher learning in urban education, multicultural educational practices in the classroom, and the impact of professional development schools on student and teacher learning. She received an undergraduate degree in early childhood education and a master's degree in special education from George Mason University and then worked as a public school, special education teacher for seven years. She earned her doctoral degree from the University of Northern Colorado. Currently, she directs three national, technical assistance and dissemination centers: for principals, NIUSI-LEADSCAPE (www.niusileadscape.org); on disproportionality, NCCRESt, the National Center for Culturally Responsive Educational Systems (www.nccrest.org); and on building inclusive school systems, NIUSI, the National Institute for Urban School Improvement (www.urbanschools.org). Dr. Kozleski co-edits a book series for Teachers College Press on Disability, Culture, and Equity.

The author of more than 100 articles and books, Dr. Kozleski's expertise in teacher education and urban education supports her past work with the Council for Exceptional Children (CEC), the Teacher Education Division (TED), the American Association of Colleges of Teacher Education (AACTE), Harvard's Civil Rights Project, the Colorado Partnership for Educational Renewal, the National Center for Educational Outcomes (NCEO), the American Institutes for Research, the National Board for Professional Teaching Standards (NBPTS), TASH, and a variety of state Departments of Education.

Dr. Kozleski has received more than 25 million dollars in external funds from a variety of sources including the U.S. Department of Education (OSEP), the Rose Foundation, and the Spenser Foundation, the National Education Association, and the Colorado Dept. of Education. Dr. Kozleski has presented her work at scientific conferences in Africa, Asia, and Europe, as well as the United States.

Stephanie Yates, Nevada

Stephanie Yates is married with two children, an 18-year old daughter and a 17-year old son with Autism. Stephanie has participated in many education and advocacy projects and committees at the local, state, and national levels. Stephanie is a 2002 graduate of Project Leadership and a 2000 graduate of Partners in Policymaking. She is a current Advisory Committee Member for TACOMMUNITIES (LRE-Least Restricted Environment Community) and Board Member for the Autism Coalition of Nevada (ACON). Her involvement has included participation in the 2008 Global Summit on Education: Inclusive Practices for Students With Disabilities, the 2004 Office of Special Education Programs Leadership and Research Project Director's Conference, the 2003 Autism Summit Conference, and numerous other conferences and trainings. Stephanie is currently employed at the University of Nevada Reno in the Assistive Technology Lending Library.

Justin Valenti, Maryland:

Justin Valenti is an eighth grade student in Montgomery County Maryland. He enjoys producing and editing movies, hanging out with his friends, playing video games, reading, visiting museums in Washington DC, and playing with his sister Jessica and his Golden Retriever, Buddy.

When he was 15 months old, Justin began receiving early intervention services. At age 3, he was diagnosed with Cri du Chat Syndrome, and Autism. Justin attended a preschool for children with and without disabilities, and has been included with his peers in general education classrooms since kindergarten.

For the past several years, Justin has been sharing his experiences and perspectives with others through self-advocacy and as a presenter at conferences. He wants to share the opportunities (and challenges) his disability and inclusion have provided him with others. Additionally, Justin has become passionate about providing equal opportunities for individuals with and without disabilities.

Carol Quirk, PhD, President-Elect, TASH Board of Directors

Dr. Carol Quirk is the Co-Executive Director of the Maryland Coalition for Inclusive Education (MCIE) and the Director of MCIE's Professional Development Service. As a founder of MCIE, she is dedicated to increasing the capacity of schools to include students who have historically been served in separate settings. Dr. Quirk has served on several national and state task forces, commissions and work groups designed to

develop policy and practices for including people with developmental disabilities. She was a co-author of a U.S. Department of Education publication: *Rehabilitation of individuals with autism spectrum disorders*. Dr. Quirk received her Ed.D. from The Johns Hopkins University, and her Master's and Bachelor's degrees from the University of Connecticut. Previously, she has been a teacher of students with autism in Connecticut, a psychologist in a residential facility serving adults with developmental disabilities, a technical assistance director for early intervention programs in North Carolina, a consultant to the Philadelphia School System, and the Executive Director of East Baltimore Resources, Inc., providing supported employment services to adults with disabilities.