

# ETHAN AKE-LITTLE

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## TEACHING PHILOSOPHY

My teaching philosophy rests on the conviction that graduate programs in educational leadership should function as laboratories for scholar-practitioners, as spaces where theory, empirical research, and lived experience are synthesized rather than presented as parallel tracks. Three principles guide my course design: contextual grounding, simulation-based learning, and research literacy. Across all my graduate courses, I aim to present multiple political, social, and economic perspectives to equip future leaders to design evidence-based, defensible, and student/ community-centered solutions.

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## TECHNICAL SKILLS

**Statistical Analysis:** Regression (*Linear, Logistic*); Multilevel Modeling; Structural Equation Modeling; Time Dependent (*Longitudinal, Survival*)

**Data Visualization:** Tableau, Tableau Prep; MS Power BI

**Computer Programming:** C++/Visual Basic (*Intermediate*); R/ RStudio (*Intermediate*); Mplus (*Beginner*)

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## EDUCATION

J.D., Certificate in Business Law | *Temple University Beasley School of Law* (Expected: May 2028)

Ph.D., Urban Education and Policy (*Major*), Educational Leadership (*Minor*)  
*Temple University College of Education & Human Development*

Dissertation: To Leave or Not to Leave: A Population Study Investigating How Compensation & Auxiliary Spending Influence Teacher Turnover in the Commonwealth of Pennsylvania

Population study examining teacher retention across Pennsylvania's urban, suburban, and rural school districts from 2012 to 2017. Using multiple Cox Proportional Hazards survival models, the research determined how monetary investments influenced the likelihood of teacher turnover.

Committee Members: Will Jordan, Ph.D. (*Urban Education, Chair*); Christopher McGinley, Ed.D. (*Educational Leadership*); Joshua Klugman, Ph.D. (*Sociology*); Douglas Webber, Ph.D. (*Economics*)

M.Ed., Secondary Science Education | *Chestnut Hill College School of Graduate Studies*

B.A., History & Political Science (*Major*), Biological Sciences (*Minor*)  
*Drexel University College of Arts & Sciences*

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## CERTIFICATIONS

*Pennsylvania Department of Education*

Administrative I: Principal, PK-12

Instructional II: English, 7-12; Social Studies 7-12; General Science, 7-12;  
Biology 7-12; Chemistry, 7-12; Physics, 7-12

Senior Professional in Human Resources (SPHR), *Human Resources Certification Institute*

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## PROFESSIONAL EXPERIENCE

SENIOR EMPLOYEE & LABOR RELATIONS ANALYST, *City of Philadelphia* Mar 2026-Present  
27,000+ employees | 17 (represented) groups | \$6.8B budget | \$3.3B (represented) personnel budget

Serve as a centralized labor-management advisor within the nation's sixth-largest municipal employer, providing strategic counsel across 17 bargaining units, including public safety (FOP Lodge #5, IAFF Local #22) and operational units (AFSCME DC 13, 47), on contract administration, grievance strategy, employee relations, and arbitration preparation.

Labor Strategy & Contract Administration

- Analyze longitudinal bargaining history, interest arbitration awards, prior settlements, and labor-market data to develop management recommendations on compensation, benefits, working conditions, and dispute posture across a 17-unit labor environment.
- Partner with City Solicitors and agency leadership to prepare evidentiary exhibits, synthesize case history, and develop legally and operationally defensible management positions in grievance hearings and interest arbitration proceedings.

Workplace Investigations & Employment Compliance

- Conduct and support full-cycle workplace investigations involving misconduct, discrimination, ADA and FMLA matters, and contract-related disputes; develop factual timelines, organize witness evidence, and prepare narrative findings for legal and executive review.

Leadership Development & Training

- Design and deliver citywide training for agency supervisors and managers on contract administration, progressive discipline, employee relations best practices, and workforce-risk management, improving consistency in management response across a highly decentralized municipal structure.
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**DIRECTOR OF HUMAN RESOURCES, *Southern Lehigh School District* Aug 2023-Aug 2025**

425+ employees | 3 employee (1 represented) groups | \$74M budget | ~3,150 Students Enrolled

Served as chief human resources, labor relations, and compliance advisor to the Board of Directors and superintendent in a high-performing suburban district, with direct supervisory responsibility for a two-person HR team.

Board Governance & Policy Leadership

- Chaired the Board's Policy Committee, leading systematic review of 250+ board policies and annual review of ~50 policies; coordinated cross-functional review with programming and operational staff to ensure compliance with CBA obligations, and evolving legal and regulatory standards.
- Served as Title IX Coordinator and Open Records Officer; directed all employee-related investigations and vetted all public information requests in a politically visible public-school environment with zero external regulatory escalations during tenure.

Labor Relations & Employment Law

- Served on the Board's contract negotiation team, costing proposals, modeling multi-year salary schedules, and translating compensation and benefits scenarios into bargaining strategy; authored the Administrator and Support Staff Compensation Plans for non-represented employee groups.
- Resolved 100% of formal grievances during tenure without arbitration by combining early issue assessment, structured labor-management communication, contract-interpretation analysis, and systematic documentation of resolution options.
- Directed all EEO, ADA, and Title IX investigations as Compliance Officer across represented and non-represented populations; maintained zero external agency filings and zero arbitration escalations over a two-year period.

Data-Based Leadership & School Finance

- Built the district's first predictive position-control and workforce-planning framework, integrating assignment, credential, compensation, and benefits data across systems; reduced payroll and benefits discrepancies by 10% and cut manual reconciliation time by 20–25%.
- Prepared the district's personnel budget representing approximately 70% of the district's \$74M total operating budget using zero-based budgeting principles; co-led preparation of the district's Annual Financial Report.
- Compiled the district's Educator Effectiveness Annual Report and aligned the Educator Induction Plan with updated PDE Comprehensive Plan requirements; partnered with the Director of Curriculum & Instruction to monitor Act 48 compliance and Chapter 14 paraprofessional training requirements.

**DIRECTOR OF HUMAN RESOURCES, *Wallingford-Swarthmore School District* Jan 2022–Dec 2022**

525+ employees | 4 employee groups (3 represented) | \$92M budget | 3,750 Students Enrolled

Served as senior HR, labor relations, and governance leader for a nationally high-performing district, advising on contract administration, investigations, organizational design, employee benefits strategy, and compliance across represented and non-represented groups.

Board Governance & Organizational Design

- Chaired the Board's Policy Committee; developed Title IX compliance resources, including training materials, web content, and procedural guidance for the school community.
- Authored the district's Central Office Reorganization Report, proposing a new leadership structure with expanded academic and student-support capacity, including a Director of STEM Education, Supervisor of Counseling & Nursing, and the district's first Office of School Safety & Security.

Labor Relations & Contract Administration

- Resolved 100% of formal grievances during tenure without arbitration by using historical grievance data, workplace-risk patterns, and contract-interpretation trends to structure early resolution.
- Authored and negotiated a cost-stabilizing Memorandum of Understanding using expenditure modeling to stabilize substitute labor costs while creating professional-learning stipends for 25 teaching staff members at zero net budget impact.
- Served as Management Trustee for the Delaware Co. Public Schools Healthcare Trust, reviewing actuarial projections and investment data to support a multi-year medical and Rx rate-reduction strategy.

Finance & Compliance

- Developed the annual personnel budget using a total-rewards framework incorporating salary, healthcare, pension, and fringe benefits in alignment with PDE Chart of Accounts coding requirements.
- Led evaluation and transition of a new third-party benefits administrator; ensured compliance with plan documents, federal reporting, and IRS nondiscrimination testing under IRC §§125, 105(h), and 129

**EXECUTIVE DIRECTOR, *American Federation of Teachers Pennsylvania* Jan 2020–Dec 2021**

36,000 members | 60+ affiliates | 12-person staff | \$2.5M operating budget

Led statewide operations and governance for a multi-constituency labor organization serving K–12, higher education, and nonprofit affiliates across PA, functioning as chief executive with responsibility for labor-law strategy, organizational governance, affiliate development, and workforce management.

### Labor Leadership & Professional Development

- Created and co-led the Labor Leadership Program, a 40-hour executive training curriculum for affiliate leaders on grievance administration, contract enforcement, collective bargaining strategy, labor economics, school finance, and organizational governance.
- Advised affiliate leaders across 60+ locals on bargaining strategy, grievance handling, COVID-19 workplace-safety reopening negotiations, and member-facing communication during a period of significant institutional disruption.
- Navigated five unfair labor practice and representation proceedings before the National Labor Relations Board in coordination with affiliate leadership, state staff, and national stakeholders.

### Organizational Leadership & Data Systems

- Built a Power BI Affiliate Dashboard providing local leaders real-time visibility into membership trends, financial reporting obligations, and compliance data across 60+ affiliates, translating institutional complexity into actionable decision-support.
- Restructured the \$2.5M operating budget to generate approximately \$400,000 in annual savings, rebated to affiliates for COVID-19 member services relief.
- Delivered 10% membership growth (3,500+ new members) through coordinated organizing campaigns from election filing through first-contract readiness.

## **ADDITIONAL EXPERIENCE**

### **RESEARCH ASSISTANT,**

Aug 2016–May 2019

#### *Temple University, Office of the Vice Provost for Undergraduate Studies, General Education Program*

Conducted quantitative research and large-scale program evaluation for the university's core academic program, which serves 30,000+ undergraduates, producing institutional analyses on class size, grade inflation, pedagogy, and student outcomes to support decision-making by senior academic leadership.

- Applied advanced statistical methods, including cross-classified multilevel modeling and longitudinal analysis, to institutional datasets; research conducted in this role resulted in co-authored publications in *Educational Researcher* and in presentations at regional and national conferences.
- Developed reports and data visualizations translating complex institutional research findings into decision-support tools for the Office of the Vice Provost, modeling the scholar-practitioner approach to quantitative literacy that anchors the graduate statistics and research design course.

### **PRESIDENT,**

Jun 2016–May 2018

#### *Temple University Graduate Students Association (AFT Local #6290)*

Served as chief officer of a graduate employee union comprised of 800+ teaching and research assistants; chaired the 2018–2022 contract negotiation team in collective bargaining with administration.

- Led bargaining preparation through systematic fiscal analysis of university expenditures, peer-institution salary and benefits benchmarks, and healthcare cost modeling, establishing the data-driven approach to contract strategy that distinguishes the subsequent professional labor relations record.
- Restructured the local's finances and successfully restored its IRS nonprofit standing; modernized member communication systems to improve transparency and engagement across bargaining unit.

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## **TEACHING**

### **Higher Education**

#### **EDAD 5302: Contexts for School Reform,**

##### *Temple University College of Education & Human Development*

*M.Ed. & Ed.D. | Educational Leadership & Policy Program | Summer 2025*

Primary Text: *Alexander & Alexander, American Public School Law (8th ed.)*

A hybrid course examining the constitutional, statutory, and regulatory frameworks governing public school operations, with emphasis on applying foundational legal doctrine to district-level leadership decisions. Designed for practicing and aspiring school administrators, the course covers the structure of the American legal system; school board governance and fiscal transparency; student rights in speech, religion, privacy, discipline, and disability; district liability in negligence and defamation; and employee rights in certification, tenure, discrimination, and collective bargaining. The course incorporates structured simulations, and students produce three major analytical papers requiring them to trace landmark Supreme Court and appellate decisions directly to the policies, administrative regulations, and collective bargaining agreements of their own districts.

#### **EDAD 8635: Education Policy Analysis,**

##### *Temple University College of Education & Human Development*

*Executive Ed.D. | Policy, Organizational & Leadership Studies Program | Fall 2022*

Primary Text: *Cooper, Cibulka & Fusarelli (Eds.), Handbook of Education Politics and Policy*

A doctoral seminar examining the theoretical, ideological, and empirical dimensions of K-12 and post-secondary education policy for an audience of senior school administrators. The course is organized around four thematic units: federal, state, and local governance structures; organized labor; school finance, and school choice; staffing, teacher preparation, and educator evaluation; and curriculum, standardized testing, DEI, and critical race theory. Readings are drawn from peer-reviewed empirical research, policy analysis, and primary policy documents; both conservative and liberal perspectives are presented for each domain. Students produce post-session discussions, monthly thematic reflections, and two major policy analysis papers that require multi-level analysis of a chosen policy area, in which students trace its origins, ideological framing, effects on stakeholders, and implications for reform.

**URBE 5401: Policy & Practice in Urban Education,**  
*Temple University College of Education & Human Development*  
*M.Ed. | Educational Leadership & Policy Program | Summer 2023*

Primary Text: Rippner, *The American Education Policy Landscape*

An accelerated graduate seminar situating urban education policy within the political, economic, and demographic contexts shaping local school decision-making. The course examines early childhood, K-12, and higher education policy through the lens of the policymaking process, with sustained attention to school funding mechanisms, educator preparation and certification, standardized accountability systems, school choice and privatization, and teachers' unions and collective bargaining. With conservative and liberal policy perspectives presented. Assignments include weekly Canvas reflections, a local policy analysis paper requiring examination of two board-level policies (e.g., employee, student, or finance series) in the student's own district, and a final paper structured in three parts: policy origin and design; perspectives for and against; and a practitioner reflection on how the policy has shaped their professional work.

**EDUC 5325: Introduction to Statistics and Research,**

*Temple Univ. College of Education & Human Development*

*Executive Ed.D. | Policy, Organizational & Leadership Studies Program | Fall 2019*

Primary Text: Salkind, *Statistics for People Who (Think They) Hate Statistics: Using Microsoft Excel*

A foundational quantitative methods course for doctoral students, designed specifically for an audience of school administrators with limited prior exposure to statistical reasoning. The course integrates procedural and conceptual knowledge across five thematic units: descriptive statistics and data visualization; probability, hypothesis development, and sampling distributions; correlational analysis and effect size; variance testing through z-tests, t-tests, and ANOVAs; and chi-square and linear regression. All homework assignments require students to apply statistical concepts to published school district data to evaluate whether proposed programs or policy changes are associated with measurable changes in student outcomes. Structured group activities require students to deconstruct statistical claims made by public officials and education policymakers.

**Secondary Education**

**Biology Teacher, *The Agnes Irwin School***

**Jan 2014–Jun 2016**

Directed Honors and AP Biology instruction in an independent school setting. Redesigned the AP Biology course along the College Board's inquiry-based curricular framework; AP Biology exam performance increased by 20 percentage points across the 2013–2016 cohort.

**Biology Teacher, *Charter High School for Architecture & Design***

**Apr 2011–Dec 2013**

Implemented data-driven instruction and positive behavior interventions in a Title I urban charter school with a student population that was approximately 30% special education and English Language Learner identified. Redesigned the biology curriculum in alignment with the Pennsylvania Standards Aligned System; Keystone Biology proficiency increased by 16 percentage points.

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**ADVISORY ROLES**

**Academic**

**Reviewer, *Teachers College Record (Columbia University, Teachers College)***

**2019–2022**

**Reviewer, *Journal of College Science Teaching (National Science Teaching Association)***

**2014–2019**

**Profession**

**At-Large State Representative, *Pennsylvania Science Teachers Association***

**2021–2023**

Member of the Executive Board and the Horizons Committee, the organization's steering committee.

**STEM Teacher Diversity Mentor, *Smithsonian Science Education Center***

**2020–2021**

Advised the PDE on the STEM teacher of color shortage and created a multi-year K-12/IHE action plan.

**Consultancies**

**Consultant, *Gerson Lehrman Group***

**2020–Present**

**Consultant, *Third Bridge Associates***

**2020–Present**

Currently advise client firms regarding public sector finance and operations, including education technology, school finance regulations, insurance models, and pension/ retirement plans.

**Consultant, *Council on Education Innovation (PowerSchool Holdings, Inc.)***

**2022–2023**

Served on the Council on Education Innovation, an advisory board that supports PowerSchool's senior product development team and beta tests features before market release.

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**PUBLICATIONS**

**Peer-Reviewed Journals**

Ake-Little, E., von der Embse, N., Dawson D. (2020). Does Class Size Matter in the University Setting? Examining the Effects of Student Demographics on Student Achievement. *Educational Researcher*, 49(8), 595-605

von der Embse, N., Kligus, S., Ake, E., Ecklund, K., Levi-Neilsen, S. (2018) Training Teachers to Facilitate Early ID of Mental and Behavioral Health Risk. *School Psychology Review*, 47(4).

## Print Commentary

- Ake-Little, E. (2019, February 15). In Defense of Standardized Testing in College Admissions. *The Chronicle of Higher Education* (Print).
- Ake-Little, E. (2019, January 25). Fixing a Liberal Arts Education Requires Standardization. *James G. Martin Center for Academic Renewal Magazine* (Online).
- Ake-Little, E. (2018, September 19). Closing the Loop Between K-12 and Higher Education Teaching & Learning. *Education Week* (Online).
- Ake-Little, E. (2018, September 10). Why Graduate Student Unionization Matters Even More in the Age of Janus. *New Politics Magazine* (Online).
- Ake-Little, E. (2018, July 12). Why Asian-Americans in Teaching are Needed. *The Philadelphia Inquirer* (Print).
- Ake, E. (2017, January 27). School Choice and American Society in the Age of Trump. *Berkeley Review of Education* (Online).
- Ake, E. Letters to the Editor. (Print).  
(2019, December 3). Idea Laundering Portends the Future Thought Police. *The Wall Street Journal*.  
(2013, September 18). Teacher Questions Governor's Fiscal Plans for Philadelphia. *Education Week*.  
(2013, August 16). The Debate Over School Standards. *The New York Times*.  
(2013, June 20). Making the Grade on Teacher Pay. *The Philadelphia Inquirer*.  
(2013, May 2). Doomsday Impact on Learning. *The Philadelphia Inquirer*.  
(2013, February 23). Social Mobility in America. *The Economist*.
- Evans, R. (2021, April 22). The IR Guru Interview: Ethan Ake-Little, Executive Director of AFT Pennsylvania. IR Guru Newsletter. (Online).
- Flaherty, C. (2020, June 18). Much Ado About Class Size. Inside HigherEd (Online).

## Digital Media Commentary

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## PRESENTATIONS

### Academic Conferences

- Ake-Little, E. (2022, March). *Understanding School Improvement Through STEM Colored Glasses*. Keynote Address at the 2022 PA Department of Education Data Summit. Harrisburg, PA.
- Ake-Little, E. (2022, February). *Show Me the Money: A Deep Dive into Pay Transparency Across Generations*. Presentation to the Society for Human Resource Management Philadelphia Chapter: 2022 Quarterly Series. (Online Webinar).
- Ake-Little, E. (2021, May). *Issues of Diversity, Equity, and Inclusion in the (Science) Classroom*. Presentation for the Pennsylvania Science Teachers Association Focus on Diversity Series. (Virtual Series).
- Ake-Little, E. (2021, April). *Labor Monopsony in Rural Pennsylvania and Its Implications for Teacher Turnover*. Presentation at the 11th National Education Finance Conference. (National Education Finance Academy Virtual Conference).
- Ake-Little, E. (2020, November). *Labor Monopsony in Rural Pennsylvania and Its Implications for Teacher Turnover*. Presentation at the 112th National Forum to Advance Rural Education (National Rural Education Association Virtual Conference).
- Ake-Little, E. (2020, April). *Labor Monopsony in Rural Pennsylvania and Its Implications for Teacher Turnover*. Paper Presentation and Panel Discussion at AERA Annual Meeting Rural Education SIG. San Francisco, CA. (Conference Cancelled; Proceedings Available via AERA Open Gallery).
- Ake-Little, E. (2019, May). *Exploring the Relationship between Professional Development, Instructional Leadership, and Student Achievement Using District-wide Survey Data*. Presentation at the School District of Philadelphia Research, Policy, and Practice Conference. Philadelphia, PA.
- Ake-Little, E. (2019, January). *Do Pedagogical Techniques Influence Students' Perceptions of Their Courses?* Presentation at the Lilly Conference on Evidence-Based Teaching and Learning in Higher Education. Austin, TX.
- Ake-Little, E. (2019, January). *Demystifying STEM Education: The Link Between Curriculum, Instruction, and Assessment*. DKG Media: Education Admin Web Advisor. (Online Webinar).
- Ake-Little, E., Dawson, D. (2019, January). *Connecting Teaching & Learning: Measuring the Effects of Pedagogy on Course Evaluations*. Poster Presentation at the Temple University 17th Annual Center for the Advancement for Teaching Annual Faculty Conference on Teaching Excellence. Philadelphia, PA.
- Ake-Little, E., Dawson, D. (2018, September). *Connecting Teaching & Learning: Measuring the Effects of Pedagogy on Course Evaluations*. Presentation at the Drexel University Fifth Annual Conference on Teaching and Learning Assessment. Philadelphia, PA.

Ake-Little, E. (2018, April). *Engaging the Academy: The New Labor Landscape & Higher Education*. Presentation at the 20th Annual AFT Pennsylvania/ PSEA Higher Education Conference. Plymouth Meeting, PA.

Ake-Little, E., Dawson, D. (2018, February). *Does Class Size Matter in the University Setting?* Presentation at the American Association of Colleges & Universities General Education Conference. Philadelphia, PA.

Ake-Little, E., Dawson, D. (2017, September). *Does Class Size Matter in the University Setting?* Poster Presentation at the Drexel University Fourth Annual Conference on Teaching and Learning Assessment. Philadelphia, PA.

## Talks & Workshops

Ake-Little, E. (2023, April). *Collective Bargaining Simulation & Feedback for Higher Education Labor Leaders*. AFT-Cornell Institute of Labor Relations Collective Bargaining Institute. Philadelphia, PA.

Ake-Little, E. (2023, February). *Who Are We & Where Are We Going?* Strategic Planning Workshop for New Leaders Council Philadelphia Chapter. (Philadelphia, PA).

Ake-Little, E. (2021, February). *AFT Organizing Increases Due to COVID-19 Related Concerns*. BMA Media Group: America's Workforce Union Podcast. (Podcast Interview).

Ake-Little, E., Dawson D. (2020, September). *Using Data to Support Teaching & Learning: The Case of the Temple University General Education Program*. Pre-Conference Workshop at the Seventh Annual Drexel University Assessment Conference. Philadelphia, PA.

Ake-Little, E. (2019, December). *Full STEAM Ahead with Innovation in the Classroom*. North American Youth Technology & Education Association. (Podcast Interview).

Ake-Little, E. (2022, September). *Top District Priorities and Shifts in PK-12 Education*. Panel to Discuss Insights from the 2022 Education Focus Report: PowerSchool. (Virtual Discussion).

## Panelist Discussions

Ake-Little, E. (2022, August). *Where are the Teachers? Navigating Shallow Seas in Turbulent Times*. Take Five: District Impact Stories Panel Presentation & Roundtable Discussion: PowerSchool Council of Education Innovation 2022 Summit. San Diego, CA.

Ake-Little, E. (2021, July). *The New Deal for Higher Education: Taking Control of the Future of Campus Employment*. Panel to Discuss Federal & State Level Higher Education Policy: 2021 AAUP Summer Institute Online. (Virtual Discussion).

Ake-Little, E. (2020, September). *Racial Equity Solutions Tour*. Panelist to Discuss Educational Inequalities: Office of Pennsylvania State Senator Art Haywood. (Virtual Discussion).

Ake-Little, E. (2018, June). *Building a Union of Contingent Workers*. Panel to Discuss Organizing in Higher Education: AFT Contingent Faculty Symposium. Philadelphia, PA.

Ake-Little, E. (2017, September). *Testimony on Behalf of PSEA Regarding Graduate Student Unionization*. Pennsylvania Labor Relations Board Hearings: Coalition of Graduate Employees v. The Pennsylvania State University. State College, PA

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## AWARDS

### Academic

Outstanding Dissertation Finalist Award, *AERA Politics of Education Association* 2020

Maitland P. Simmons Memorial Award for New Teachers (\$1,000.00)  
*National Science Teaching Association* 2014

William A. Salamone Award for History (\$2,000.00)  
*Drexel University College of Arts & Sciences* 2005

Advanced Placement Scholar with Distinction Award, *The College Board* 2003

National Merit Scholarship Semifinalist, *The College Board* 2003

### Scholarships

Russell Conwell Scholarship (75% Tuition Award), *Temple Univ. Beasley School of Law* 2024–2028

Opportunity Scholarship (\$15,000.00), *GlaxoSmithKline Foundation* 2016–2019

Margaret Wang Scholarship (\$2,000.00),  
*Temple University College of Education & Human Development* 2016

Biology Educator Leadership Scholarship (\$5,000.00),  
*National Association of Biology Teachers* 2015

Congressional Medal of Honor Foundation STEM Teacher Scholarship (\$5,000.00)  
*AFCEA Educational Foundation* 2015

**Highly Qualified Regular & Special Educ. Teachers Scholarship (100% Tuition Award)** 2011–2013  
*Pennsylvania Department of Education*

**Anthony J. Drexel Scholarship (66% Tuition Award),** 2003–2006  
*Drexel University College of Arts & Sciences*

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**PROFESSIONAL  
DEVELOPMENT**

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**Urban Superintendents Academy, AASA-Howard University** 2022–2023  
Fellowship for senior school administrators to address the unique challenges of leading large, diverse urban school districts through intensive training in equity, governance, and strategic leadership.

**Collective Bargaining Certificate Program,** 2017–2019  
*AFT-Cornell University, School of Industrial & Labor Relations*  
Certificate program for labor leaders with advanced, practical training in collective bargaining, contract negotiations, and labor relations theory from leading experts in the field.

**Klingenstein Center for Independent Schools Summer Institute,** 2015  
*Columbia University, Teachers College*  
Summer institute for independent school educators focusing on developing leadership skills, innovative pedagogy, and a deeper understanding of the social and curricular dynamics of independent education.

**STEM Institute Fellow, Discovery Education-Siemens Foundation** 2014  
Fellowship to equip STEM educators with instructional strategies and digital tools to foster inquiry-based learning and student engagement in science, technology, engineering, and math.

**New Science Teacher Academy Fellow,** 2013–2014  
*National Science Teaching Association-DOW Chemical Company*  
Fellowship offering comprehensive professional development, mentorship, and resources to support early-career science teachers in enhancing their instructional practices and promoting long-term success.

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**PROFESSIONAL  
MEMBERSHIPS**

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**American/ Pennsylvania/ Philadelphia Bar Association** 2024–Present

**American/ Pennsylvania Association of School Administrators** 2017–Present

**American Educational Research Association** 2017–Present

**American/ Delaware Valley MENSA** 2016–Present

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