

Robert Shockley, PhD

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Education:

Miami University
Oxford , Ohio
Bachelor of Science 1968
Comprehensive Social Studies

Miami University
Oxford, Ohio
Masters of Education 1970
Elementary Education

The Pennsylvania State University
University Park, Pennsylvania
PhD 1976
Curriculum and Instruction

Marshall University
Huntington, West Virginia
Post Doctoral 1981
Educational Administration

Certification:

West Virginia and Connecticut
Teacher- Elementary 1-8
Teacher- Secondary 7-12 Social Studies
Superintendent

Employment:

Chair and Professor
Department of Educational Leadership and Research Methodology
Florida Atlantic University
2007 – Present

Interim Chair and Professor
Department of Educational Leadership
Florida Atlantic University
2006-07

Professor
Department of Educational Leadership
Florida Atlantic University
2003 – 2006

Founding Executive Director
Florida Association for Colleges of Teacher Education (FACTE)
2004 - 2013

Senior Associate Dean and Professor
Florida Atlantic University
College of Education
2002 - 2003

Associate Dean and Professor

Florida Atlantic University
College of Education
1994 - 2002

Interim Director of the Genesis Project
College of Education
Florida Atlantic University
1998- 1999

Interim Chair – Department of Educational Leadership
College of Education
Florida Atlantic University
1997-98

Chair/ Associate Professor - Department of Teacher Education
College of Education
Florida Atlantic University
1989- 1994

Chair/ Professor – Department of Teaching
College of Education
University of Wisconsin-Platteville
1982-89
(Promoted to Full Professor Spring-
1989; Selected Chair 1985; Tenure
granted Spring 1988)

Director, Center of Education for the Young Adolescent
College of Education
University of Wisconsin-Platteville
1986-89

Assistant Superintendent of Schools for Learning and Program Development
New Britain, Connecticut City Schools
1981-82

Coordinator for Early and Middle Childhood Education
West Virginia Department of Education
1976-81

Instructor / Graduate Assistant
The Pennsylvania State University
1973-76

Teacher
Grades 5, 6 and 8
Southwestern City Schools
Columbus, Ohio
1968-73

Leadership and Honors:

Leadership Award – Presented by Dean of the College of Education for
Outstanding Leadership and Service During CAEP Review and Preparation
2015

Leadership Award – Presented by the Florida Association of Colleges for Teacher Education in Recognition of Outstanding Service as the Founding Executive Director
2013

Leadership Award of Excellence – Presented by the College of Educational Faculty for Leadership During NCATE Review and Preparation
2007

Leadership Award – Presented by the Dean of the College of Education for Leadership During the NCATE Review and Preparation
2007

President – Florida Association for Colleges of Teacher Education (FACTE)
2000 - 2002

President-Elect - Florida Association for Colleges of Teacher Education (FACTE)
1998 – 2000

Secretary / Treasurer – Florida Association for Colleges of Teacher Education (FACTE)
1996-98

President – Phi Delta Kappa (Florida Atlantic University Chapter)
1997-98

Lifetime Membership - National Middle School Association - Awarded by National Middle School Association for Leadership in Middle Level Education
1992

President's Award - National Middle School Association
1989

President's Award - Wisconsin Association for Middle Level Education
1989

Award for Outstanding Leadership - Association of Wisconsin School Administrators
1987

Award of Excellence- State of Wisconsin Department of Public Instruction
1987

President's Award -National Middle School Association
1987

President- National Middle School Association
1986-87

Teacher Educator of the Year – University of Wisconsin- Platteville
1987

Kentucky Colonel Award- Presented by Governor of Kentucky for National Leadership in Middle School Education
1986

Leadership Award- Wisconsin Association for Middle Level Education
1986

Founding President- Wisconsin Association for Middle Level Education
1981-83

Leadership Award- West Virginia North Central Association
1981

President- National Council of State Consultants in Elementary Education
1979

Award of Excellence- Southwestern Education Association
1971

President- Southwestern Education Association (an 800 member teacher
association)
1971

Phi Kappa Phi Honor Society
1971

Research Agenda

My current and recent research falls into four related areas: teacher retention; costs of teacher attrition; teacher induction; and teacher motivation. A summary of each of these areas follows:

Multi-Year Teacher Retention Study

This multi-year study tracks 2,129 new teachers hired in four South Florida school districts (Broward, Palm Beach, St. Lucie and Okeechobee) during the 200-01 academic year. The study profiles teachers that are at risk of attrition through a series of planned contrasts, both qualitative and quantitative.

Findings

This study assesses the degree of relationship between teacher retention and various demographic variables such as age, gender, race, preparation, and assignment with the intention of producing a model for predicting teacher retention based upon these variables.

At the end of year one, only 4% of the 2,129 teachers hired in the four school districts were not retained. Only in the cases of gender ($\chi^2 = 6.14, p < .05$), whether the teachers were assigned infield ($\chi^2 = 21.90, p < .01$), or came from in- or out-of-state ($\chi^2 = 7.91, p < .01$) were there significant associations with retention. Males were slightly less likely to be retained as were teachers who were assigned out-of-field or came from out-of-state. In the case of age, the retained teachers were significantly younger, $t(2110) = 2.959, p < .01$.

At the end of year two, the retention rate dropped to 79.8%. Significant associations with retention occurred in the cases of gender ($\chi^2 = 12.254, p < .001$), preparation ($\chi^2 = 23.928, p < .001$), and whether teachers were placed in- or out-of-field ($\chi^2 = 13.633, p < .01$), or came from in- or out-of-state ($\chi^2 = 15.573, p < .001$). Out-of-state hires and out-of-field hires were less likely to be retained. Males were less likely to be retained than females. Teachers with alternative preparation were more likely to be retained than those with an approved program or no preparation.

Year three results reflected a steady and consistent drop in teacher retention to 72.8%. Significant associations of variables remained the same as Year Two in the areas of gender ($\chi^2 (1) = 13.03, p < .001$),

preparation ($\chi^2 (2) = 9.93, p < .01$), in- or out-of-state ($\chi^2 (1) = 15.17, p < .001$) and in- or out-of-field ($\chi^2 (1) = 7.807, p < .01$).

The fourth year of the study saw the trends from year three become more pronounced. The same variables that were significant during year three maintained their significance during year four. Retention losses appeared to have tapered off for most of the school districts and one district actually experienced a gain in retention. The Okeechobee school district had teachers from the original cohort return and consequently the retention rate for year four inched back up to 62%. Broward continued experiencing the highest retention rate at 74%, Palm Beach retained 61% of its new teachers and St. Lucie's retention rate dropped to 54%.

Retention losses between year four and five had a couple of surprise findings. Okeechobee School District saw a 20% decline in teacher retention, ending the study with the lowest retention rate of all districts at 43%. St. Lucie County experienced a slight decrease to end the study at 50% retention. Broward had a retention rate of 67% by the end of the study and Palm Beach retained 59% of its original study cohort. Variables identified as significant in years 3 and 4 remained the same during year 5.

For all four school districts, the retention rate decreased significantly from year one to year two and three. Four variables remained significant from year one to year two and three. Preparation emerged as a significant variable in year two and remained in year three. Considerable differences existed in the retention rates among the four districts. Broward's second and third year retention rates (88% and 81%) were significantly higher than the other three districts combined (66% and 60%).

Sample Publications/Papers

Watlington, E., Shockley, R., Lieberman, M., Morris, J., Huie, K., & Earley, D. (2004). Variables associated with teacher retention: A multi-year study. *The Teacher Educator*, 40(1), 56-66.

Huie, K, Earley, D., Lieberman, M., Morris, J., Shockley, R., & Watlington, E.(2003). District self-reporting and teacher retention. *Academic Exchange Quarterly*, 7(1), 179-182.

Shockley, R., Watlington, E., Huie, K., Carlstrom, D., Morris, J., & Lieberman, M. (2007, February). *Teacher attrition and retention: A longitudinal study*. Paper presented at the American Association for Colleges of Teacher Education, New York, NY.

Shockley, R., Morris, J., Watlington, E., Lieberman, M., Carlstrom, D., & Huie, K.(2006, April). *Demographic variables associated with teacher retention: A longitudinal study*. Paper presented at the American Educational Research Association (AERA). San Francisco, CA.

Costs of Teacher Attrition Study

The cost of teacher turnover on school finance has only just begun to be studied and understood. Quality teacher turnover has been shown to have a deleterious effect on student performance. The implications for further study in this area, therefore, not only includes potential policy reform to increase the efficiency of school district finance and operations, but the planning of teacher induction programs that can improve both teacher retention and student achievement as well. In this study, two fiscal measurement instruments are discussed, the School Turnover Analysis and the Teacher Turnover Cost Calculator, including a summary of the results of pilot studies used to test their validity in measuring the cost of teacher retention to school districts around the nation.

Sample Publications/Papers

Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22-37.

Shockley, R., Guglielmino, P., Watlington, E. (2006). A National Crisis in Teacher Retention: What are the Costs? In *Teacher recruitment and retention* (pp.109-114) Amerst, MA: National Evaluation Systems, Inc.

Shockley, R., Watlington, E., & Felsher, R. (2011, February). *The high cost of teacher attrition: Balancing the cost of teacher turnover with the investment in teacher induction*. Paper presented at the American Association of Colleges for Teacher Education (AACTE) Annual Meeting, San Diego, CA.

Teacher Induction Study

The authors conducted a qualitative meta-analysis study of the research and literature on the efficacy of teacher induction on the retention of high-quality secondary school teachers and challenges current assumptions about the efficacy of induction despite the proliferation of induction programs nationwide. A theoretical model for the design of future teacher induction programs that emerged from the research is presented. Recommendations for secondary school leadership, policy, and future research are included.

Sample Publications/Papers

Shockley, R., Watlington, E., & Felsher, R. (2011). Lost at sea: Summary results of a meta-analysis of the efficacy of teacher induction with implications for administrative practice. *AASA Journal of Scholarship and Practice* 8(3), 12-25.

Shockley, R., Watlington, E., & Felsher, R. (2013). Out on a limb: The efficacy of teacher induction in secondary schools. *NASSP Bulletin* 97(4), 350-377. doi:10.1177/0192636513510595

Predictors of Teacher's Job Satisfaction

The purpose of the study is to determine if there is a correlation between selected independent variables and overall job satisfaction. The researchers are using the IES Teacher Questionnaire – Schools and Staffing Survey (SASS) for 2011-12. The population for the study include 37,497 participants who answered the survey. This study is designed to further clarify teacher satisfiers and dissatisfiers in the workplace. The study will also provide additional clarification on the assumptions embedded in the Weighted Balance Satisfier Model.

In an effort to close the gap between theory and practice with regard to induction, the researchers created a theoretical model, the Weighted Balance Satisfier Model. This model is adapted from Herzberg's two-factor theory of motivation; a needs-based behavioral theory for understanding job satisfaction, to challenge schools' approaches to teacher induction programs. The model suggests that school leadership must emphasize motivational factors and invest resources in areas that increase teacher job satisfaction to increase teacher retention, and potentially enhance quality of instruction and realize higher levels of student achievement.

Contextual variables included were autonomy, school stress, student behavior, leadership and administrative support, and salary. Findings indicated small relationships between job satisfaction and contextual variables, but with but with minor exception those effects were not moderated by level of instruction. Recommendations for policymakers and practitioners are tendered.

Sample Publications/Papers

Shockley, R., Morris, J, Watlington, E.. & Hidrowoh, J., (In Review). Teachers job satisfaction relationships between satisfiers and dissatisfiers in the workplace. The Professional Educator Journal.

Shockley, R., Morris, J, Watlington, E.. & Hidrowoh, J. (2017, April). Predicting teacher's job satisfaction.. Paper presented at the American Educational Research Association (AERA). San Antonio, Texas

Job Satisfaction Among Millennial teachers: A Predictive Model

The purpose of the study was to identify job satisfiers and job dissatisfiers that millennial teachers are experiencing in the workplace, using the lens of the Weighted Balance Satisfier Model. Contextual variables included school stress, student behavior, administrative behavior, teacher autonomy, and salary.

The researchers are using the IES Teacher Questionnaire – Schools and Staffing Survey (SASS) for 2011 - 12. The population for the study include 37,497 participants who answered the survey. The study will also provide additional clarification on the assumptions embedded in the Weighted Balance Satisfier Model.

For the study, teachers who were born 1982 or later were considered millennials. The researchers were interested in the differences of how non-millennials and millenials teachers respond to contextual variables. Since the 2012 IES Teacher questionnaire was used, 18% of the sample were considered millenials.

Significant levels of difference were found related to overall job satisfaction, autonomy, administrative support, student behavior and stress. School leaders continue to struggle with challenges of providing a positive and supportive work environment for teachers. By, 2020 millennials will be the majority of the global workforce. It is important that school leaders adapt to the changing demographic. This study revealed significant differences between millennials and non-millennials on teacher satisfaction issues. These findings have significant impact on teacher retention and induction policy and practice.

Sample Publications/Papers

Shockley, R., Morris, J, Watlington, E.. & Hidrowoh, J. (2017,November). Job satisfaction among millennial teachers in US classrooms. Paper presented at the Florida Educational Research Association (FERA). Coca Beach, Florida

Shockley, R., Morris, J, Watlington, E.. & Hidrowoh, J. (In Review). Millenials in US classrooms: A comparision to non-millenials in job satisfaction. Education Forum.

The Weighted Balance Satisfier Model -Teacher Job Satisfaction Research

Built upon the work of Herzberg's motivation-hygiene theory and Maslow's needs hierarchy theory, a conceptual model was developed for purposes of understanding the dynamics surrounding job satisfaction among teachers. Given a growing national crisis related to teacher shortages, combined with high rates of teacher turnover fueled by low morale and teacher dissatisfaction, it is imperative for the professional community to have a better understanding this pressing problem in order to successfully address a long standing issue in K-12 education. Based upon a conceptual framework referenced as The Weighted Balance Satisfier Theory, my research team has developed the Weighted Balance Satisfaction (WebS) instrument. This instrument has now been translated into 6 languages. A research team has collected data from over 2,000 teachers from K-12 teachers in Malaysia, China, Indonesia and Twain. Additional studies are planned for US and Iraq. Data are currently under analysis. The researchers are examining the influence of culture, environment, individual differences and extrinsic/intrinsic motivation on variables demonstrated in the

literature to influence teacher satisfaction, such as autonomy, leadership and support, stress, and school culture and climate,

Sample publications/papers:

Shockley, R., Yan-Li, S., DeDonno, M., Na, J., & Sriyanto, J., (In Review). Weighted Balance Satisfaction Instrument: Assessing Teacher Job Satisfaction. *Journal of Applied Psychology*.

Shockley, R., & Yan-Li, S. (2018). *Weighted Balance Satisfier Assessment (WeBS): An instrument to assess teacher job satisfaction using the Weighted Balance Satisfaction Model*. Unpublished manuscript. Department of Educational Leadership and Research Methodology, Florida Atlantic University, Boca Raton, Florida.

Shockley, R., Morris, J., Watlington, E., & Hidrowoh, J., (In Review). Job satisfaction among millennial teachers in US classrooms. *The Clearing House*.

Shockley, R., Morris, J., Watlington, E., & Hidrowoh, J., (In Review). Predictors of Teacher Job Satisfaction. *Alberta Journal of Educational Research*.

Shockley, R., Watlington, E., & Felsher, R. (2013). Out on a limb: The efficacy of teacher induction in secondary schools. *NASSP Bulletin* 97(4), 350-377. doi:10.1177/0192636513510595

Shockley, R., Watlington, E., & Felsher, R. (2011). Lost at sea: Summary results of a meta-analysis of the efficacy of teacher induction with implications for administrative practice. *AASA Journal of Scholarship and Practice* 8(3), 12-25.

Impact of the Student Teaching Internship on Beginning Teacher Perceived Effectiveness

The purpose of the student was to determine the impact of time in the student teaching internship on beginning teacher perceived effectiveness as well as to determine if teacher job satisfaction is a contextual variable. The researchers are using the IES Teacher Questionnaire – Schools and Staffing Survey (SASS) for 2011 -12. The population for the study is 4000+ participants who answered the survey. Given that Teacher Preparation programs offer a variety of models for the student teaching internship, where there is a great difference in the time required, this study should provide some guidance for teacher preparation requirements for the internship. Significant differences were identified, where more time spent in student teaching was related to the level of teachers' perceived preparation in areas of classroom management, teaching in standards and assessment, with small effect sizes.

Sample publications/papers:

Dassa, L., Shockley, R. & Morris, J. (In Review). Practice makes perfect...or does it? The relationship of time spent in the student teaching experience to teachers' perceptions of preparation to teach. *Issues in Teacher Education*.

Publications:

Books

Shockley, R., Sevier, L. (1992). Success with Discipline: Managing Behavior in The Middle Level Classroom, In *The Trails of Jenny Tippitt: Success with Discipline. A Training Guide for A Video Supported Staff Development Series*. Columbus, OH: National Middle School Association.

Textbook Chapters

Shockley, R., Guglielmino, P., Watlington, E. (2006). A National Crisis in Teacher Retention: What are the Costs? In *Teacher recruitment and retention* (pp.109-114) Amerst, MA: National Evaluation Systems, Inc.

Shockley, R.. (1991). Developing a Sense of Mission in Middle Schools. In J.Irvin (Ed.) *Transforming Middle Level Schools: Perspectives and Priorities*, Allyn and Bacon.

Journal Articles

Shockley, R., Yan-Li, S., DeDonno, M., Na, J., & Sriyanto, J., (In Review). Weighted Balance Satisfaction Instrument: Assessing Teacher Job Satisfaction. *Journal of Applied Psychology*.

Dassa, L., Shockley, R. & Morris, J., (In Review). Practice makes perfect....or does it? The relationship of time in student teaching internship to teacher's perceptions of preparation to teach. *Issues in Teacher Education*.

Shockley, R., Morris, J, Watlington, E., & Hidrowoh, J., (In Review). Job satisfaction among millennial teachers in US classrooms. *The Clearing House*.

Shockley, R., Morris, J, Watlington, E., & Hidrowoh, J., (In Review). Predictors of Teacher's Job Satisfaction. *Alberta Journal of Educational Research*.

Shockley, R., Watlington, E., & Felsher, R. (2013). Out on a limb: The efficacy of teacher induction in secondary schools. *NASSP Bulletin* 97(4), 350-377. doi:10.1177/0192636513510595

Shockley, R., Watlington, E., & Felsher, R. (2011). Lost at sea: Summary results of a meta-analysis of the efficacy of teacher induction with implications for administrative practice. *AASA Journal of Scholarship and Practice* 8(3), 12-25.

Shockley, R., Hardman, J., Watlington, E., & Heydet-Kirsch, P. (2011). From compliance to engagement: Lessons learned from applying a transformational approach to addressing NCATE Standard 4 – Diversity. *Educational Considerations*, 38(2), 43-48.

Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22-37.

Watlington, E., Shockley, R., Lieberman, M., Morris, J., Huie, K., & Earley, D. (2004). Variables associated with teacher retention: A multi-year study. *The Teacher Educator*, 40(1), 56-66.

Huie, K, Earley, D., Lieberman, M., Morris, J., Shockley, R., & Watlington, E.(2003). District self-reporting and teacher retention. *Academic Exchange Quarterly*, 7(1), 179-182.

Shockley, R., & Irvin, J. (1995). Deregulating middle school programs while slashing budgets: The Florida story. *Middle School Journal*, 26(4), 57-60.

Irvin, J. & Shockley, R., (1993). Reform efforts in Florida's middle level schools: Shifting from mandate to accountability through deregulation. *Research in Middle level Education*, National Middle School Association. Fall '93.

Shockley, R., & Sevier, L. (1991). Behavioral management in the middle school classroom. *Middle Level Schools: From Theory Into Practice*, National Association of Secondary School Principals. Winter, 1991, pp. 14-18.

Shockley, R. & Rekstad, J. (1986). Instructional practices that you can trust. *Middle School Journal*, National Middle School Association,. August 1986, pp. 18-20.

Shockley, R., Holt, L., & Meightry, Y., (1985, June). Leadership in the Middle School: An Imperative for Excellence *Schools in the Middle : A Report On Trends and Practices*, 1-4. Columbus: OH: National Middle School Association.

Shockley, R., Schumacher, R., & Smith, D. (1984). Teacher advisory programs: Strategies for successful implementation. *NASSP Bulletin*, 68(473), 69-74.

Shockley, R., & Johnston, H. (1983). Time on task: implications for middle level instruction " *Schools in the Middle: A Report On Trends and Practices*. The National Association of Secondary School Principals. December 1983, pp 1-6.

Shockley, R., (1983) Middle school staff development: A systematic approach. *Middle Level Education : Selected Readings*, The National Association of Secondary School Principals. Summer 1983.

Shockley, R., Smith, D., & McCrum, G. (1981). The Co-principal concept: An innovative approach to middle school administration. *Journal of the North Carolina League of Middle Schools*, 20-23.

Shockley, R., & Smith, D. (1981). The Co-principal : Looking at realities. *The Clearing House*, 55(2), 90-93.

Nelson, M., & Shockley, R. , (1980). The gifted student in the middle school . *Educational Comment*, The University of Toledo.

Shockley, R., (1980). Curriculum articulation : What does it mean to the middle school ? *Transescence* .

Shockley, R., Mehan, M., & Canonico, A. (1977). Middle school conference gets results. *Inservice* .

Dissertation

Shockley, R. (1976). *The development of an instrument which may be used to measure a public's attitudes toward a school system*. (Doctoral dissertation). The Pennsylvania State University, University Park, PA.

Refereed Papers Presented

Shockley, R., Morris, J, Watlington, E.. & Hidrowoh, J. (2017, November). Job satisfaction among millennial teachers in US classrooms. Paper presented at the Florida Educational Research Association (FERA). Coca Beach, Florida.

Shockley, R., Morris, J, Watlington, E.. & Hidrowoh, J. (2017, April). Predicting teacher's job satisfaction.. Paper presented at the American Educational Research Association (AERA). San Antonio, Texas

Shockley, R., Morris, D, Watlington, E.. & Hidrowoh, J.(2016, November). Predictors of teacher's job satisfaction. Paper presented at the Florida Educational Research Association (FERA). Lakeland, Florida

Shockley, R., Watlington, E., & Felsher, R. (2011, February). *The high cost of teacher attrition: Balancing the cost of teacher turnover with the investment in teacher induction*. Paper presented at the American Association of Colleges for Teacher Education (AACTE) Annual Meeting, San Diego, CA.

Watlington, E., Shockley, R., & Guglielmino P. (2008, July). *The high cost of leaving: An in-depth look at the high cost of teacher turnover*. Paper presented at the International Conference on Education, Economy and Society, Paris, France

Shockley, R., Watlington, E., Morris, J., Lieberman, M., Carlstrom, D. & Huie, K. (2008, July). *A longitudinal study on teacher retention in South Florida: Teachers leaving paradise* . Paper presented at the International Conference on Education, Economy and Society. Paris, France.

- Shockley, R., Guglielmino, P., & Watlington, E. (2007, February). *Costs associated with teacher attrition*. Paper presented at the American Association for Colleges of Teacher Education, New York, NY.
- Shockley, R., Watlington, E., Huie, K., Carlstrom, D., Morris, J., & Lieberman, M. (2007, February). *Teacher attrition and retention: A longitudinal study*. Paper presented at the American Association for Colleges of Teacher Education, New York, NY.
- Shockley, R., Morris, J., Watlington, E., Lieberman, M., Carlstrom, D., & Huie, K. (2006, November). *Teacher retention in four South Florida school districts: A longitudinal analysis*. Paper presented at the Florida Educational Research Association (FERA), Jacksonville, FL.
- Shockley, R., Guglielmino, P., & Watlington, E. (2006, November). *An analysis of costs associated with teacher attrition*. Paper presented at the Florida Educational Research Association (FERA). Jacksonville, FL.
- Shockley, R., Morris, J., Watlington, E., Lieberman, M., Carlstrom, D., & Huie, K. (2006, April). *Demographic variables associated with teacher retention: A longitudinal study*. Paper presented at the American Educational Research Association (AERA). San Francisco, CA.
- Shockley, R., Morris, J., Watlington, E., Lieberman, M., Carlstrom, D. & Huie, K. (2006, November). *The relationships in demographic variables and teacher retention: A longitudinal study*. Paper presented at the Florida Educational Research Association (FERA). Miami, FL.
- Wright, D. & Shockley, R. (2006). *Were the Critics Right? An Implementation Analysis of the K-20 Reform Effort in Florida*. Paper presented at the American Educational Research Association (AERA). Montreal, Canada.
- Shockley, R., Lieberman, M., Morris, J., Earley, D., Huie, K., & Watlington, E. (2004, November). *Teacher retention and demographic variables: A longitudinal study*. Paper presented at the Florida Educational Research Association (FERA). Nominated for Most Distinguished Research Paper Award. Tampa, FL
- Shockley, R., Watlington, E., Huie, K., Lieberman, M., Morris, J., & Earley, D. (2004, February). *Variables related to retention in four South Florida school districts: A longitudinal study*. Paper presented at the American Association for Colleges of Teacher Education (AACTE). Chicago, IL.
- Shockley, R., Lieberman, M., Morris, J., Watlington, E., Huie, K., & Earley, D. (2003, November). *Variables associated with teacher retention in four South Florida school districts: A longitudinal study*. Paper presented at the Florida Educational Research Association (FERA). Nominated for Most Distinguished Research Paper Award. Orlando, FL.
- Shockley, R., Watlington, E., Lieberman, M., Huie, K., Early, D., & Morris, J. (2003, January). *Variables impacting teacher retention and recruitment: A multi-year study*. Paper presented at the American Association for Colleges of Teacher Education (AACTE). New Orleans, LA.
- Shockley, R., Watlington, E., Lieberman, M., and Huie, K., Abdo, D., & Morris, J. (2002, April). *Variables and Perceptions Impacting Teacher Retention and Recruitment: A Two Phase Study*. Paper presented at the American Educational Research Association (AERA). New Orleans, LA.
- Shockley, R., Watlington, E., Lieberman, M., Huie, K., Earley, D., & Morris, J., (2002, November). *Variables impacting teacher retention: A multi-year study*. Paper presented at the Florida Educational Research Association (FERA). Nominated for Most Distinguished Research Paper. Gainesville, FL.

Dissertations Chaired

- Hidrowoh, J. (2018). *Shaping the leaders of tomorrow: An assessment of intergenerational perceptions of leadership traits*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.

- Fulton, A. (2018). *Examining the effectiveness of turnaround models in Florida public schools*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.
- Shaw, C. (2018). *The relationships among the behavioral agility of school leadership teams, culture, and performance*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.
- Ballard, W. (2018). *Student perception of online instructors at a Florida public university*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.
- Sacks, E.A. (2017). *Communicative leadership during organizational change: A case study of a new university president's change initiative team*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.
- Benjamin, D. (2014). *Perceptions of roles and leadership competencies in 12 public higher education institutions in Florida*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.
- King, T. (2014). *Resegregation: The impact on education*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.
- Nicoll, M. (2013). *The Development of Emotional Intelligence in at-risk female adolescents*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.
- Serra, F. (2013). *Florida career and technology education: A comparative analysis of CTE program participants as a percentage of total high school population for the State of Florida*. (Doctoral Dissertation). Florida Atlantic University, Boca Raton, FL.
- Barrett-Johnson, D. (2012). *How Jamaican administrators in a large school district in Florida perceive ethnicity, gender, and mentoring have impacted their career experiences*. (Doctoral dissertation). Florida Atlantic University, Boca Raton, FL.
- Meles, O. (2011). *A multi-site case study of a professional learning community model: The impact of learning team meetings on teacher practice and student achievement from the perspective of teachers and instructional leaders*. (Doctoral dissertation). Florida Atlantic University, Boca Raton, FL.
- Rodriguez, F. (2009). *The impact of teacher retention on student achievement in high school mathematics*. (Doctoral dissertation). Florida Atlantic University, Boca Raton, FL.
- Shanfeld, R. (2009). *The President of the United States as charismatic leader: Analysis of the Presidents' role and success in influencing education policy between 1981-2009*. (Doctoral dissertation). Florida Atlantic University, Boca Raton, FL.
- Jackson, L. (2009). *Effect of National Board Certification on retention of teachers in the classroom*. (Doctoral dissertation). Florida Atlantic University, Boca Raton, FL.
- Comarcho, C. (2009). *African American and Hispanic male perceptions of effective and ineffective retention strategies, and the implications for undergraduate persistence in a for-profit commuter university*. (Doctoral dissertation). Florida Atlantic University, Boca Raton, FL.
- Dangerfield, L. (2006). *Beginning teachers' perceptions of support provided by mentors, school administrators and district personnel*. (Doctoral dissertation). Florida Atlantic University, Boca Raton, FL.

Service 2000 to Present:

International Service

Represented Florida Atlantic University in a news conference in Cairo, Egypt to celebrate a partnerships between Balance Ed, Micro-Soft amd Florida Atlantic University as an academic partner for the opening of Asten College, a private K-12 school in Cairo. 2018

Represented the Department of Educational Leadership and Research Methodology in accepting an award for Outstanding Leadership in Education from the Ministry of Education. Cairo, Egypt. 1018

Initiated MOU between the Department of Educational Leadership and Research Methodology with BalancEd in Cairo Egypt to offer professional devlopment modules to over 10,000 teachers and school leaders through Egypt. 2017

Editorial Board, International Educational Leadership Journal (IEL). University of Malaya. 2018 – present.

Visiting Scholar, University of Malaya. Kuala Lumpur, Malaysia 2017 and 2018.

Co-Host Florida Atlantic University visitation of 44 school principals from Guangzhou, China in partnership with South China Normal University 2015

Chair, Middle States Association of Colleges and Schools Accreditation visit to QSI International School of Chengdu. Chengdu, China 2014

Visiting Scholar, South China Normal University. Guangzhou, China 2014

Visiting Scholar, Chinese University of Hong Kong. Hong Kong, China 2014

Visiting Scholar, University of Malaya Institute for Educational Leadership. Kaula Lumpur, Malaysia 2014

Chair, Middle States Association of Colleges and Schools Accreditation visit to Colegio Ponceno. Ponce, Puerto Rico 2013

Member, Middle States Association of Colleges and Schools Accreditation visit to QSI International School of El Tigre. El Tigre, Venezuela 2013

Chair of Middle States Association of Colleges and Schools Accreditation visit to Freewill Baptist Christain School. American Virgin Islands 2011

Chair of Middle States Association of Colleges and Schools Accreditation visit to American International School of Tunis. Tunis, Tunisia 2009

Chair of Middle States Association of Colleges and Schools Interim Accreditation Visit to Cayman International School. Grand Cayman Islands 2008

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Cedar International School. Brittish Virgin Islands 2007

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Phuket International School. Phuket, Thialand 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Shekou International School. Shekou, China 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Zhuhai International School. Zhuhai, China 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Kyiv International School. Kyiv, Ukraine 2006

Middle School Conference for American Schools in Colombia, "Assessing Your Middle Grades Programs"
Medellin, Colombia
September, 2005

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Cayman International School. Grand Cayman Islands 2005

Member of SACS Accreditation Visit to Karl C. Parrish American International School. Barranquilla, Colombia 2005

Chair of Middle States Association of Colleges and Schools Accreditation Visit to American College of Sofia. Sofia, Bulgaria 2004

Member of SACS Accreditation Visit to American International School of La Lima. La Lima, Honduras 2003

Chair of Middle States Accreditation Visit to American International School of Luxenberg. Luxenberg 2003

Chair of SACS Accreditation Visit to Escola Maria Imaculada School. Sao Paulo, Brazil 2003

Chair of Middle States Accreditation Visit to American International School of Nice. Nice, France 2002

Co-Chair of SACS Accreditation Visit to International School of Georgetown. Georgetown, Guyana 2001

Co-Chair of SACS Accreditation Visit to American International School of Port-of-Spain. Trinidad, West Indies 2001

Chair of Middle States Accreditation Visit to American International School of Lusaka. Lusaka, Zambia April, 2000

Consultation Visit to American International School of London. Office of Overseas Schools, United States Department of State April, 2000

Consultant. Workshop for International Schools School Board Members, Sponsored by the Inter-Regional Center for Curriculum and Materials Development (IRC). Miami, FL 2000

Consultant. Conference for the Association of American Schools of Central America, Colombia, Caribbean and Mexico. Santo Domingo 2000

Tri-Association Annual Conference for American International Schools from Mexico, Caribbean, Central America and South America – Santo Domingo, Dominican Republic "The Middle School of the Future" and "Classroom Management and Discipline in the Middle School"
October, 2000

National Service – 2000 to Present

Invited Consultant to Wingspread Conference on Teacher Retention Sponsored by the National Commission on Teaching and America's Future. – Racine, WI 2006

Co-Chair of Middle States Association of Colleges and Schools Accreditation Visit to Washington International School – Washington D.C. 2008

Serve on the Advisory Council of State Representatives (Representing Florida) on AACTE Sponsored Committee – 2004 - 2013

Chair of Middle States Association School Accreditation Visit to Roslyn High School, Long Island, NY 2004

State Level Service – 2000 to Present

Commissioner's Task Force on Educational Leadership (SELECT). 2018 – present.

Testimony – Hearings of Florida House Education Appropriations Committee on Topic of Teacher Retention Research 2006

Requested to Testify – Hearings of House Appropriations Committee on Topic of Teacher Retention Research 2005

Consultant and Speaker – Florida Department of Education Workshop on Program Assessment – Tampa, FL 2004

Speaker – Commissioner's Task Force on Holocaust Education 2004

Chair of Strategic Planning Committee for the Florida Association for Colleges of Teacher Education (FACTE) 2003 - 2004

Florida Title II, Section 207 National Report Card Reporting Committee – Florida Department of Education 2000 – 2001

Commissioner's Task Force on Holocaust Education 2002 - Current

Chair of Teacher Education Committee – Commissioner's Task Force on Holocaust Education 2003 - 2004

Advisory Group – Florida Association of District School Superintendents 2002

Consultant – Florida Memorial College – Assistance in Preparing for NCATE Accreditation Visit 2001

Consultant – Florida International University Conference on Professional Development Schools 2000

Planning Committee – Florida Board of Regents First Annual Statewide Symposium for Educator Preparation 2000

Local School District Service – 2000 to Present (Florida Only)

Consultant to SUS Deans – Coordination and leadership for Strategic Listening Day in Tallahassee. 2018

Palm Beach County School Teacher Education Association/ School District Teacher Retention Committee 2007 - 2011

Broward County School District/ FAU Advisory Committee 2007 - Current

St. Lucie County School District Educational Leadership Advisory Committee 2008 - 2012

Featured Speaker – South Florida Education Summit 2005

Presentations to Joint Meeting of Palm Beach County Board of Education and Legislative Delegation on Teacher Retention Research 2005

Presentation to Broward County School Board on Teacher Retention Research 2005

Presentation to Broward County Consortium Policy Council on Policy Initiatives 2006

Professional Development Advisory Council – Palm Beach County School District 2003 - 2004

Keynote Speaker – Delray Beach, FL Chamber of Commerce Welcome Breakfast for New Teachers in Palm Beach County 2000, 2003

Palm Beach County Literacy Performance Expectations Committee 1998 - 2001

School Advisory Committee, Loggers Run Middle School, Palm Beach County 1992 - 2001

University Service (University of Wisconsin- Platteville)

Chair, University Academic Planning Council 1988 - 1989

University Academic Planning Council 1985 - 1986

University Graduate Council 1985 - 1989

College of Education Curriculum Committee 1985 - 1989

College of Education Teacher Education Committee (Chair) 1985 - 1989

University Service; 2000 to Present (Florida Atlantic University)

Co-PI, Wallace Grant – University Principal Preparation Initiative 2016- Present

College of Education CAEP Co-Chair of College Working Group 2007 – Present

College of Education NCATE Co-Chair of College Working Group 2004 - 2007

University Academic Program Institutional Effectiveness Committee 2002 - 2003

Co-Chair NCATE Steering Committee 2002- 2003

Chair of College of Education Strategic Planning Committee 2002 - 2003

College of Education Coordinator for International Programs 2002 - 2003

University International Education Coordinating Committee 2002 - 2003

Coordinator for Secondary Education Partnership Program with Indian River, Palm Beach and Broward Community Colleges 2002 - 2003

University Academic Coordinating Council 1997- 2003

College of Education NCATE/ BOR/DOE On-site Visit Co-Chair 2000

College of Education SACS Co-Coordinator 2000 - 2003

Service to Community; 2000 to Present (Florida)

Consultant to Lynn University – College of Education 2005 - 2006

Consultant to Florida Memorial College – Teacher Education Accreditation (NCATE) 2004

Dwyer Teacher Awards Selection Committee, Palm Beach County Economic Council 1994 - 2004

Keynote Speaker, Delray Beach Chamber of Commerce Welcome Breakfast for New Teachers in Palm Beach County
2000 and 2002