

VITA

Ted Darid Mauro, Ph.D.

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EDUCATION

Ph.D. in Educational Leadership, Clemson University, Clemson, SC. Dissertation: *Leader-Member Exchange Theory in Administrator and Educator Perceptions of the Collaborative Nature of the School Environment Related to Special Educator Retention*. December, 2007.

Master of Education, Curriculum and Instruction, Clemson University, Clemson, SC. Research Proposal: *The Effects of Animal Assisted Therapy upon Discipline Referrals of Special Education Students*. May, 2001.

Bachelor of Arts, History; Elon University, Elon, NC. May, 1989.

PUBLICATIONS AND PATENTS

Mauro, T. (2003). *Wal-Mart's Ground Hog Job Day – Community-based Assessments in Cooperation with Corporate America*. Partnership of Academic and Career Education.

United States Copyright Office (1999). *Automated IEP Curriculum Coordinator Assessment System*. Washington, DC: U.S. Government Printing Office.

PRESENTATIONS

Mauro, T. (2009). *UNDP Action Plan: Training of National Accreditation Staff Related to Strategic Planning and System Change*. Training session presented to educational and administrative staff in Tbilisi, Republic of Georgia, per contracted assignment between UNDP and ED101, Inc.

Mauro, T. (2009). *UNDP Action Plan: Training of Accreditation Staff Related to School Management and Planning for the Ministry of Education and Science*. Training session presented to educational and administrative staff in Tbilisi, Republic of Georgia, per contracted assignment between UNDP and ED101, Inc.

Mauro, T. (2008). *UNDP Final Report: Post Evaluative Procedures to the National Education Accreditation Center*. Evaluative and assessment report presented to educational and administrative staff in Tbilisi, Republic of Georgia, per contracted assignment between UNDP and ED101, Inc.

Mauro, T. (2007). *Clemson University/South Carolina Department of Juvenile Justice Partnerships*. In-studio guest speaker for *Speaking of Schools*, an SCETV public radio program focusing on educational issues in South Carolina.

Mauro, T. (2004). *South Carolina History Program*. In-studio guest speaker for *Speaking of Schools*, a monthly SCETV public radio program focusing on educational issues in South Carolina.

Mauro, T. (2006). *Blessed are the Peacemakers: Creating Collaborative Schools through Guided Leadership Models*. Paper and program presented at the Council of Administrators of Special Education (CASE) annual conference, Savannah, GA.

Mauro, T. and Zang, D. (2005). *Providing Self-Determination Instruction in Career Centers: What Works?* Program presented at the Council for Exceptional Children (CEC) international conference, Baltimore, MD.

Mauro, T. (2003). *Providing Self-Determination Instruction in Career Centers: What Works?* Program presented at the Council for Exceptional Children (CEC) annual conference, Greenville, SC.

PROFESSIONAL DEVELOPMENT

Certifications

Non-Violent Crisis Intervention Trainer Certification, CPI Institute, 2009.

Conflict Analysis, U.S. Institute of Peace, 2009.

Weapons of Mass Destruction Trainer Certification, Department of Homeland Security, Center for Domestic Preparation Incident Command, 2006.

Certified Professionally Recognized Special Educator, Council for Exceptional Children, 2003.

SC Teaching Certificate (Secondary Social Studies/Special Ed – MR/LD), 1997.

SC Basic/Advanced Job Coach Training, 1996.

Service

Member, CIES Committee on Education in Former Soviet Republics, 2009-present.

Advisor, Emergency Preparation for Persons with Disabilities and Special Needs (ANSI-HSSP), 2009-present.

Member, Journal Content Review Committee, State Defense Force Publication Center, 2007-present.

Former president, vice president and state parliamentarian, SC National Education Association, 1998-2006.

University Community Coordinator, AmeriCorps, 2004.

Member, SC Special Education Social Studies Review Task Force, 2004.

Member, School Board Advisory Committee, 2001-2003.

Assessor, National Board for Professional Teaching Standards Assessor, 2003.

Member, Gifted and Talented State Instruction Program, 2000.

Affiliations

Council of Exceptional Children (CEC)

Council for International Exchange of Scholars (CIES)

American Educational Research Association

Omicron Delta Kappa National Honor Society

RELEVANT WORK EXPERIENCE

ED101, Inc., West Columbia, SC

Director of Education and Training, Co-founder, 2008-present.

ED101, Inc. is an educational consulting and program design NGO serving local, state, national and international clients with an emphasis on children in poverty, incarcerated or at-risk, or with special needs.

Duties include providing client acquisition through sales, marketing and direct participation in program design and implementation; developing company products and services; creating, coordinating and providing client evaluation or documentation, comprehensive reporting, curriculum and training for all levels of individuals, companies, communities and government, as well as research, expert witnessing, lobbying and client advocacy.

Clients include the U.S. Department of Education, American National Standards Institute, The United Way, Professional Crisis Management Association, Leading to Change Youth Advocacy Group, National Dropout Prevention Center, Clemson University, National Guard Youth Challenge Academy, America's Promise Alliance, SC Division of Emergency Management, United Nations Development Programme, Decentralization and Strategic Development Program for the Ministry of Education and Science in the Republic of Georgia.

Drexel University, Philadelphia, PA

Adjunct Professor, Fall 2009-present.

Duties include providing online instruction for undergraduate and graduate courses on Inclusionary Practices for Special Education Department. Previous and future affiliated presentations include the following:

International Developments in Vocational Education Projects, School to Work and Special Education Transition. National Dropout Prevention Conference, San Antonio, TX (November, 2009).

LMX Theory and the Development of Supportive Educator Environments for Educator Retention. 2010 CEC International Conference, Nashville, TN (2010).

Special Needs Community Support Model to Minority Conflict Zones in Rural Georgia. International Special Education Conference, Riga, Latvia (2010). Conference host partners include Division of International Special Education and Services (DISES), Center for Education Initiatives (CEI), and the International Step by Step Association (ISSA).

John de la Howe School, McCormick, SC

Director of Special Educational Services/Teacher, 2008-present.

Duties include modifying, updating and directing intake process; upgrading and bringing Excent computer system online; performing 504 and behavioral modification and staff professional development; directing Response to Intervention (RTI) processes; co-teaching and updating animal therapy program with assessment/research component and providing contractual supports.

U.S. Department of Education, Washington, D.C.
Intern and Program Assistant, Summer 2008.

Duties included performing several database modifications for the Office of Special Education Programming; modifying, updating and reviewing administrative policy letters as related to IDEA04; speaking at OSEP Leadership Conference on school-wide behavior supports; proposing special education programs for Africa; drafting several policies for the Federal Registry and reviewing APR/SPR questions related to Federal progress monitoring of state special education programs; participating in Global Summit on Individuals with Disabilities, the Aspen Center Conference on NCLB, America's Promise Alliance National Conference and providing support for the Congressional Hearing on Reform of Failing Schools.

Clemson University, Clemson, SC
Director of Educational Services, Clemson Youth Learning Institute, 2004-2007.

Duties included providing special education administration services for 4-H, Extension and SCDJJ residential treatment facilities that combined wilderness program instruction with incarcerated teenagers; developing programming and budgets; updating special education programs; assisting in grant writing, corporate fund development, human resources, and filing and inspection of the Moore School of Education for NCATE reaccreditation review process; and serving individual needs of faculty and staff including banquet, recruitment, state workshops, VIP and donor visits, research and article review, adjunct instructor, department staff coordination and website design.

Anderson District 4: Pendleton High School, Pendleton, SC
Special Education Instructor, Self-Contained EMD, 1997-2004.

Self-Contained MR/EBD teacher in Title 1 Appalachian school system: 60 percent African-American students with mental and physical disabilities, ages 13-21 years old. Led implementation of directed instruction reading and math recovery programs; documented one grade level climb for all students; implemented vocational programs with Wal-Mart and Bi-Lo grocery stores; conducted community-based assessments; instituted mainstreaming program, token economy, school fundraising and state championship special education team.

ADJUNCT INSTRUCTION

Areas of Interest

Transformational leadership; school/community relations; special education for administrators; NCLB/IDEA policy; alternative educational settings; strategic planning; WMD response; classroom management.

Courses Taught

Intro to Exceptional Child; Special Ed for Administrators; Development of School and Community Relations; International Educational Movements; Vocational Processes and Community Service; Inclusive Education Processes; Decentralization from National Models and Regional to Local; The Art of Educational Program Evaluation; Non-Traditional Educational Processes.

Teaching Innovations

Integration of corporate outreach with site-based educational programs; mainstreaming and integration of students with disabilities into school and community environments; Special Olympics head fundraiser and purchase agent; school management and decentralization; rewrite for national constitution and federal regulation concerning school evaluation.

PUBLIC SERVICE AND TRAVEL

Chairman, Board of Zoning Appeals, Pendleton, SC.

Member, American Red Cross Disaster Team with an emphasis on sheltering special populations.

Advisor and grant assistant, SCORE project to provide summer and afterschool programming to disadvantaged youth in Anderson, SC.

Study, research and work experience includes 173 cities in 20 countries.

PUBLICATION AND RESEARCH SAMPLES ATTACHED

REFERENCES AVAILABLE UPON REQUEST

Providing Self-Determination Instruction in Career Centers: What Works?

Presented at Council for Exceptional Children (CEC) Annual Conference,
Baltimore, MD, April 2005.

Abstract: A unique 15-lesson self-determination program was offered to high school students with disabilities at district level career centers. Students who participated in the program acquired essential self-determination skills and learned to implement these skills.

Over the past decade, there has been a growing recognition that self-determination and student involvement are of paramount importance for successful transitions to adulthood. Professionals have argued that self-determination skills are essential to the successful transition from school to work for individuals with disabilities (Field, 1996; Field, Martin, Miller, Ward, & Wehmeyer, 1998; Wehmeyer, 1997; Wehmeyer & Schwartz, 1997). Halloran (1993) referred to self-determination as education's ultimate goal. If students are to succeed after graduation, they must be better able to take control over their lives; in essence, they need to become more self-determined. Research findings have supported these arguments by establishing a strong relationship between one's self-determination skills and the successful transition from school to adult life. For example, Field and Hoffman (2002) pointed out that students who were involved in planning, decision-making, and implementation of their educational programs performed better than their peers who were not.

Because of this strong relationship, many researchers believe that school instruction must play a critical role in promoting student self-determination skills (Wehman, 1998). The problem, however, is that teachers and schools are overwhelmed by the new requirements on accountability, high standards, and IDEA 97's mandates for students with disabilities. Many find that it is almost impossible to add another curriculum to their current program, and there is no time to teach these skills on top of the required content standards. Even if teachers and schools are willing to incorporate self-determination curriculum into their educational programs, in-school instruction alone is not enough for students with developmental disabilities to master and exercise self-determination skills. Recent research has indicated that, in order for students with disabilities to acquire and exercise self-determination skills, students and their support circle, including parents, community members, and service providers need to make sustained efforts (Field, Martin, Miller, Ward & Wehmeyer, 1998).

Based on the above arguments, we believe there is a critical need to develop a self-determination program that enables school-age youth with developmental disabilities to acquire and exercise self-determination skills in career centers or community settings. With the support of a grant, we developed a program that focuses on teaching a structure for making choices and decisions, setting goals and planning for futures, problem-solving and applying skills into life situations. The program has been field-tested with high school students with disabilities at five district-level career centers. In this session, we will present the program, share field-test results and discuss future activities.

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GSE/RES: Examining the Motives, Expectancies, and Values of Southern Women Pursuing Careers in Engineering and Science

Presented to National Science Foundation, November 5, 2007

Project Summary

In 1983, Eccles et al. developed an expectancy-value theory model linking educational and vocational choices to two individual beliefs: 1) the expectation of success, and 2) the value (or importance) associated with each option. In the model, individual beliefs are tied to a broad array of social and cultural factors including parent and teacher expectations and values, self perception of ability, and the cultural environment in which the individual was brought up. Wigfield, Tonks, and Eccles (2004) indicated that differences in activity choices are more likely to exist in the presence of cultural differences associated with success expectations and subjective task values. To date, the primary source of data for the Eccles et al. studies was obtained from subjects in southern Michigan. **Given the strong presence of sociocultural forces in southern states (southern culture), researchers propose to examine the motives, expectancies, and values of southern women, who are either considering or pursuing careers in engineering and science, using the framework developed by Eccles et al. with specific focus on the costs and benefits related to this career choice.**

This research study will use a mixed methods approach focusing on both etic and emic questions of expectancy – value theory of achievement. The mixed methods research design and procedure will consist of three distinct phases following a top-down approach:

- **Phase one** will consist of an exploratory phase with key stakeholders at both land grant universities in the state of South Carolina and females engaged in Science, Technology, Engineering, and Mathematics (STEM) careers throughout the southeastern states serving as a focus group to identify and initially define perceptions of the problems (costs) southern women face in pursuing a career in the STEM field. The purpose of this phase is to clarify emic themes, identify key stakeholders and audiences, and prioritize issues.
- **Phase two** of this study will consist of theme development through personal interviews with female undergraduate STEM students conducted by female graduate assistants from both education and STEM fields. Their area of focus will be to further explore attitudes and behaviors related to specific costs associated with choosing the STEM field.
- **Phase three**, the final phase, will consist of a K-12 survey of students and educators in the southeast created based on prior gender-differences research and any new constructs identified during phase one and two research. This survey will be gender, culturally and setting specific gauging and providing quantitative validation of female student and K-12 educator's occupational perception and ranking of factors related to identified challenges for women with in STEM fields.

The research will be led by Dr. Jennifer Ogle, Assistant Professor of Civil Engineering at Clemson University. Ms. Serita Acker, Director of Women in Science and Engineering at Clemson, **Dr. Ted Mauro**, Director of Educational Services with Clemson University's Youth Learning Institute, and Dr. Ryan Fries, Postdoctoral Researcher and Lecturer in Civil Engineering at Clemson University, will support the research as Co-PI's. Additional support will be obtained from Ali Akbar Eliadorani, Assistant Professor and Academic Coordinator of the Civil Engineering Technology Program at South Carolina State University (a historically black university), and Ms. Elaine Davis Harper, Director of the Math and Sciences Institute/Chemistry Teacher in the Hamilton County School District in Tennessee.

Intellectual Merit

The proposed research will aid in identification of sub-cultural differences in motives, expectancies, and values of females in STEM career paths if they exist. The research will be conducted across two land-grant institutions in South Carolina (Clemson University and South Carolina State University) having extension services which directly serve K-12 students. The cross-sectional surveys will provide a benchmark scoping of gender issues related to educational and vocational choice in the southern region. Finally, the project will establish partnerships across the Colleges of Engineering and Science and Education within Clemson University, as well as with other minority universities in the state and K-12 schools throughout the region.

Broader Impacts

Female graduate students in STEM and Education programs will work together to conduct interviews of their peer group in undergraduate and K-12 programs. Involvement of South Carolina State University, a historically black university, will allow for significant numbers of minority students to be included in the interviews and surveys. The graduate students will be trained in qualitative and quantitative research methods using well defined train-the-trainer programs. Their involvement will strengthen mentoring partnerships between K-12 and higher education related to STEM programs. The PI, Co-PI's, and research partners span a range of academic disciplines within the southern region. The participation of directors from extension services programs, University Women in Science and Engineering Programs, and K-12 STEM Institutes will further the development and dissemination of research results. Finally, researchers will seek to publish and present the research in peer reviewed journals and at National Conferences such as National Council of Teachers of Mathematics, National Science Teachers Association, and Southern Regional Education Board events.

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Leader-Member Exchange Theory in Administrator and Educator Perceptions of the Collaborative Nature of the School Environment, Related to Special Educator Retention

by Theodore D. Mauro, Ph.D

ABSTRACT

The challenge of retaining qualified special educators has been a persistent concern for school districts nationwide. Given that research findings have identified the presence of a supportive principal as a vital factor in the retention of special educators, it is imperative that this pressing issue be further examined. The purpose of this research was to examine differences in the perceptions of principals (ADM), general educators (GET) and special educators (SET) across nine schools in a South Carolina school district regarding what constitutes a supportive and collaborative school environment. Specifically, (a) do administrators, educators and special educators have different perceptions of the collaborative nature of their schools; and (b) how do factors such as teaching assignment, years of teaching experience, and receiving educational leadership training influence perceptions of collaboration?

Data was collected from building level administrators (principals), general educators and special educators from elementary, middle and high schools in the Pickens County school district of South Carolina. The data collection instrument was a combination of the *Special Education Teacher Support Questionnaire* and the LMX-MDM survey instrument along with six additional questions regarding years of teaching experience, subject matter taught, level taught, certification type, educational leadership training and educational level. Results were analyzed using a Hierarchical Linear model (HLM) method of statistical measurement in light of the Leader-Member Exchange theory (LMX).

Results were non-conclusive regarding perceptions of the collaborative nature of their schools among special education teachers, general education teachers, and administrators. Responses from teachers, however, with the longest teaching experiences were more likely to agree with principal responses in support of other earlier research results. In contrast, responses from teachers who indicated educational leadership training were less likely to agree with principal responses.

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