

## **FRANK S. DEL FAVERO, PH.D**

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### **EDUCATION**

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- Ph.D. Education Administration and Policy Studies:  
UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK; Albany, NY  
Dissertation: The Influence of Professional Development Context, Process, and Content on the Academic Performance of Students in New York State Public High Schools
- Certificate of Advanced Study, Education Administration:  
STATE UNIVERSITY OF NEW YORK, COLLEGE AT CORTLAND; Cortland, NY
- Master of Science, Secondary Education, French  
STATE UNIVERSITY OF NEW YORK, COLLEGE AT CORTLAND; Cortland, NY
- Bachelor of Arts Secondary Education French  
STATE UNIVERSITY OF NEW YORK, COLLEGE AT CORTLAND; Cortland, NY
- Certificate Computer Technology:  
CAYUGA COMMUNITY COLLEGE; Auburn, NY
- Distance Education Certificate Program  
UNIVERSITY OF WEST GEORGIA; Carrollton, Georgia
- Online Course Design Practicum Certificate Program  
UNIVERSITY OF LOUISIANA AT LAFAYETTE; Lafayette, Louisiana

### **INTERNATIONAL EDUCATION**

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- 18 credit hours – French and German Language and Literature:  
UNIVERSITÄT WIEN; Vienna, Austria
- 18 credit hours – French Language and Literature  
L'UNIVERSITE DE NEUCHATEL; Neuchâtel, Switzerland

## LICENSES AND CERTIFICATIONS

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- Permanent Teacher Certification French 7-12, New York State Education Department
- Permanent Teacher Certification German 7-12, New York State Education Department
- Permanent School District Administrator Certification, New York State Education Department
- Distance Learning Certificate Program from the University of West Georgia for distance learning course and curriculum development and presentation
- University of Louisiana at Lafayette Office of Distance Learning Certified Course Designer

## HONORS & AWARDS

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- National Endowment for the Humanities (1982) Computer Aided Instruction in the Foreign Language Classroom
- German Federal Republic (1987) German Language Teacher Exchange Program
- Summer Research Grant (2009) University of Louisiana at Lafayette, College of Education
- Endowed Professorship: Joan D. & Alexander S. Haig/BORSF Professor in Education

## SUMMARY OF PROFESSIONAL WORK EXPERIENCE

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Dynamic leader with 18 years experience in secondary school administration and 9 years experience as an assistant professor teaching courses in educational foundations and leadership at the undergraduate, graduate, and doctoral levels. Recognized for proactive management / leadership, professional integrity and outstanding ability to build responsive teams focused on continued instructional improvement. Extensive experience designing educational strategies that improve student learning, while meeting academic performance standards. Strong organization, operation, and people management skills. Multi-lingual world traveler fluent in German, French, and Italian. Proven strengths in:

- Problem-solving
- Budgeting
- Construction
- Technology (hardware/software)
- Mentoring & Team Building
- Performance/Outcome Assessment
- Facilities / Building Management
- Written/Verbal Communications
- Strategic Planning
- Organizational Management

- Project Management
- Data-based Decision-Making Skills

## CONTRIBUTIONS & HIGHLIGHTS

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- Devised innovative staff training initiatives to support continuous improvement through the use of latest technologies, instructional methods, and standards.
- Created / conducted multi-pronged training program that drove integration of computer technology with instructional strategies.
- Developed / directed extensive staff development programs designed to prepare teachers for higher learning standards and more demanding statewide assessments.
- Played key leadership role in managing multi-million dollar school renovation project. Kept project on track at all times through keen oversight, scheduling, and decision-making.
- Hands-on construction experience proved instrumental in maintaining credibility with architect, trades supervisors, and construction crews.
- Prevented potential \$80,000 loss in time and money by identifying construction plans that would have resulted in building code violations.
- Modified project schedule to facilitate continuous use of school buildings and advanced construction timeline, which resulted in cost savings, a negligible impact on instruction, and timely project completion.
- Developed thriving school environments that embraced collaboration across subject areas and grade levels.
- Facilitated significant improvements in classroom management and instruction by optimizing clinical supervision skills for the evaluation and enhancement of teacher strategies.
- Improved curriculum and teaching strategies, which in turn enhanced student performance, based on extensive analysis and discussion of performance data and standardized assessments.
- Collaborated with programmer to design, develop, and implement a tool for tracking attendance. Conducted needs assessment and established

parameters. Trained teachers and administrators in the use of this database application.

- Designed and developed computer-aided software for instruction of German. This teaching tool was published by Gessler Publishing and is used at the high school level, throughout the United States
- Routinely created new and modified School Board Policies on a wide range of topics that included but were not limited to: student attendance, residency requirements, supplemental student support services, and grading policies

## PROFESSIONAL EXPERIENCE

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Associate Professor

2005 to Present

UNIVERSITY OF LOUISIANA AT LAFAYETTE,  
Lafayette, Louisiana

- Associate Professor in the department of Educational Foundations and Leadership. Interests in research include but are not limited to the effect of professional development on student performance and the collection and analysis of school, student, and community data for the purpose of developing “informed” decisions regarding strategies to improve schools.
- Instructional approach at the post-secondary level integrates academic theory with extensive background as a secondary education practitioner.
- Experience teaching foundations, assessment and measurement, and educational psychology at the undergraduate level.
- Experience teaching educational leadership classes at the graduate and doctoral levels whose content includes the use of data to affect change, the evaluation of the effectiveness of classroom assessments and instructional strategies, and supervision.
- Experience designing and teaching online courses at the Master and Doctoral levels

Interim High School Principal

2004 to 2005

UNION SPRINGS CENTRAL SCHOOL DISTRICT,  
Union Springs, New York

- Initiated and directed major changes in school procedures and policies as they relate to instruction

and student learning with a primary focus on improving student achievement on New York State assessments.

- Oversaw major revisions to the high school's Auxiliary Instructional Support (AIS) program.
- Involved in planning and implementing the school district's Comprehensive District Educational Plan.
- Worked closely with the Committee for Special Education and Student Support Team to plan, provide, and supervise appropriate educational interventions and programs for our learning disabled and at-risk students.
- Monitored and mentored newer, inexperienced teachers to help them grow professionally and become effective teachers.
- Used student performance data to educate teachers on the need to change/shift instructional approaches and to make, revise, and prioritize locally developed curricula so that they align with the New York State Learning Standards.

Interim Executive Principal

2003 to 2004

BYRON BERGEN CENTRAL SCHOOL DISTRICT,  
Bergen, New York

- Oversaw the district's middle and high schools with combined student population of 850.
- Directed two building principals and 80 staff members.
- Functioned in executive-level leadership role, which encompassed oversight of academic planning, student assessments, master scheduling, staffing, professional development, and performance evaluations.
- Mentored less experienced building principals with an emphasis on proactive leadership in the areas of rapport-building, student and parent relations, policy/procedure implementation, and teacher evaluations.
- Served as 504 Committee Chairperson.

Middle School Principal

1993 to 2003

ONEIDA CITY SCHOOL DISTRICT, Oneida, New  
York

- Directed 7th and 8th grade middle school with 485 students and teaching staff of 40.
- Accountable for curriculum planning / implementation / assessment, technology, scheduling, and staff development.

- Managed curriculum planning, implementation, and assessments, based on developmental benchmarks and standards for secondary education. Played key role in helping teachers develop student-centered learning units consistent with those standards.
- Facilitated improved curriculum and instructional changes based on comprehensive statistical analyses of state Regents Examinations and performance assessments in core subject areas.
- Fulfilled Project Management / Liaison roles during all phases of \$6.2 million building renovation, which encompassed design, needs assessment, communication, plan improvement recommendations, contractor oversight, scheduling, problem-resolution, purchasing, and budgeting.
- Served on district Technology Committee tasked with exploring and implementing emerging technologies into district's educational programs.
- Collaborated with EAP team members, building- and district-wide, to develop exit outcomes, benchmarks, and rubrics.
- Participated on District Writing Committee responsible for setting district-wide Language Arts curriculum and management of Annual Writing Project.

Assistant Principal

1990 to 1993

PINE PLAINS CENTRAL SCHOOL DISTRICT, Pine Plains, New York

- Supervised the middle and high school programs, which encompassed staff supervision, student discipline, scheduling, curriculum evaluation / planning, budgeting, and direction of Guidance Department and student mentoring program.
- Served on the Student Support Committee, which worked with “at-risk” students and their parents.
- Participated on several district committees examining issues relevant to technology, curriculum, and facilities.

Assistant Principal

1989 to 1990

MARCELLUS CENTRAL SCHOOL DISTRICT, Marcellus, New York

- Oversaw day-to-day operation of the high school. Accountable for student discipline, teacher/staff evaluations, supervision of teacher aides, examination / proctoring schedules, and driver education program.

- Chaired high school's Committee for Special Education.
- Served as a member of district's Curriculum Council and as an advisor to the Student Government Organization.
- Edited district's budget newsletter.

## PUBLICATIONS

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**Del Favero, F.**, (1983). Der Die Das: Deutsche Grammatik. Gessler Publishing Co., New York. (computer-aided instructional software)

**Del Favero, F.**, (2009). Using data to affect school change: A critical leadership skill serving as the keystone of the school improvement process. International Journal of Educational Leadership (IJELP), 4,

**Del Favero, F.**, (2011). Developing knowledge and skills for aspiring educational leaders that address best practices in classroom assessment and instruction. International Journal of Educational Leadership (IJELP), 6,

**Del Favero, F.**, Roberts, N., LeBlanc, R., (2011). Athletic zeal or criminal act: What is the risk of exposure for the student athlete and school personnel? NFHS Coaching Today, <http://www.nfhs.org/CoachingTodayFeature.aspx?id=5899>

**Del Favero, F.**, Slater R., (2011). The technology immersion classroom: the growing technology gap between teachers and the nation's youth and how to close it. Contemporary Issues in Education Research (Fall 2011)

**Del Favero, F.**, White, J., The four pillars of seminary education: Multi-Dimensionality in survey design. Contemporary Issues in Education Research (Fall 2011)

**Del Favero, F.**, Roberts, N., (2014). Technology in the classroom: Does the law shape our future educational policies and decisions? Book chapter.

Del Favero, F., The Principal's Guide for Developing an Effective School Improvement Plan. Submitted to Rowman & Littlefield, Education Division (under contract)

## **PUBLICATIONS IN PROGRESS**

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Trahan, M., Del Favero, F., Professional development in practice: How content, context, and process influence the effectiveness of continuing teacher education.

Olivier, D., Del Favero, F., Trahan, M., Case studies of school turn-around efforts.

## **CONFERENCE PRESENTATIONS**

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Del Favero, F., Growe, R., (2006). Beginning with the end in mind: Designing and evaluating educational leadership programs. Presented at the Louisiana Council of Professors of Educational Administration, Alexandria, Louisiana. (statewide presentation)

Montgomery, P., Growe, R., Del Favero, F., (2006). Mentoring for the aspiring principal: A new SREB leadership module. Presented at the Louisiana Council of Professors of Educational Administration, Alexandria, Louisiana. (statewide presentation)

Growe, R., Del Favero, F., Montgomery, P., Felise Williams, N., (2006), Challenge of developing quality field experiences in educational leadership programs. Presented at the Louisiana Council of Professors of Educational Administration, Alexandria, Louisiana. (statewide presentation)

Growe, R., Montgomery, P., Smothers, R., Del Favero, F., (2007). Teacher preparation and educational leadership training programs: Are they missing the mark in the education of African-american males? Presented at the Research Association of Minority Professors (RAMP), Washington, D.C. (national presentation)

Del Favero, F., (2007). Traditional and non-traditional data resources for school improvement. Presented at the Louisiana Council of Professors of Educational Administration,



Hammond, Louisiana. (statewide presentation)

Grey, S., Del Favero, F., (2009). Presentation of SREB Leadership Curriculum Module: Root cause analysis for the prevention of student failure. Presented at SREB Training Workshop, Atlanta Georgia. (national presentation)

Del Favero, F., (2010). The technology immersion classroom. Presented at the 2010 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana. (statewide presentation)

Del Favero, F., White, J, (2011). Dimensionality in seminary education. Paper presented at the 2011 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana. (statewide presentation)

Fegenbush, B., Olivier, D., Del Favero, F., (2011). Bullying, behavioral issues, emotional struggles, and other related challenges to the student learning environment Paper presented at AERA 2011 Annual Meeting. (national presentation)

Del Favero, F., Roberts, N., LeBlanc, R., (2011). Athletic zeal or criminal act: What is the risk of exposure for the student athlete and school personnel? Paper presented at Educators Law Association 2011 Annual Meeting. (national presentation)

Stokes, E., Del Favero, F., (2014). Teacher Evaluation: Value added or subtracted? Paper presented at the 2014 annual meeting of the Louisiana Educational Research Association, Lafayette, Louisiana. (statewide presentation)

Del Favero, F., (2014). The School Performance Score: How does it affect our children?. Featured Speaker at Public Forum by Power of Public Education Lafayette.

## GRANTS

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Sheppard, P., Del Favero, F., Co Principal Investigator in the action research project entitled: Value Added Assessment of Teacher Preparation in Louisiana, from the LA Board of Regents, \$40,000

Trahan, M., (Principal Investigator) Del Favero, F., Harchar, R., Olivier, D., action research project to investigate and determine effective measures of effective school turn-around programs, \$80,000

## ACTIVITIES

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- Currently Serving as Coordinator for the EDFL Master Degree Program in Educational Leadership. Responsibilities include but not limited to, general oversight of the EDFL Master Degree Program, organization, planning of program components, recruitment of students for the degree program as well as for students who participate in the Teacher Leader Endorsement Program, liaison between students in the degree program and department faculty.
- As a result of training from Distance Learning Certificate Program from the University of West Georgia for distance learning course and curriculum development, and training from the University of Louisiana at Lafayette, Office of Distance Learning, I have been sharing my knowledge and skills with colleagues so that we may develop, refine, and present effective doctoral and master level online courses.
- Trained as a Louisiana School Turnaround Specialist (LSTS) offered through the Training Program/Regional Provider (University of Virginia, Darden-Curry Partnership for Leaders in Education and the Louisiana Department of Education

## PROFESSIONAL DEVELOPMENT

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- Clinical Supervision – How to Observe and Evaluate Teachers
- Evaluation and Design of Computer-Aided Instruction Programs

- Creation of Integrated Learning Units
- Evaluation of student performance, curricula, and instructional strategies as they relate to the National and New York State Learning Standards and statewide standardized tests
- Southern Region Educational Board (SREB) training: Using Data to Lead Change
- SREB training: Numeracy
- SREB training: Increasing Academic Rigor
- SREB training: Building School-University Partnerships for Administrative Mentoring
- SREB training: Root Cause Analysis for the Prevention of Student Failure
- SREB Training: Developing Internship Programs for School Leaders
- Certified SREB trainer: Root Cause Analysis for the Prevention of Student Failure
- Louisiana University-District Partnerships training: Louisiana Mentoring Module
- Tech Tools for Administrators: Data Analysis
- Tech Tools for Administrators: Palms for Walk-Arounds
- LA Department of Education sponsored training as an instructor for the Louisiana School Turnaround Specialist program for principals of low performing schools
- Quality Matters, certified course reviewer
- Distance Learning certified online course designer

## **UNIVERSITY SERVICE**

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- SREB Certified Master Trainer: Root Cause Analysis for the Prevention of Student Failure
- Member of the Graduate Faculty
- Member Faculty Senate
- Member of the Conceptual Frameworks Committee
- Chairman of the College of Education Retention Committee
- Presenter at every College of Education Preview Day for potential student applicants to the Freshman class and their parents since 2006 to present
- Reviewer of Summer Research Grant Applications
- Committee member for the Foreign Language SPA
- Member of the EDFL Educational Leadership Committee

- Member of the Robinette Scholarship Selection Committee
- SPA Chairperson for the EDLD SPA
- Member of the faculty committee of the Ed.D. program in educational leadership
- Chair and Member of several faculty search committees
- Member of university search committee for dean of Graduate School
- Former mentor of students in the university student mentoring program for at-risk students
- Coordinator of the Master of Educational Leadership program
- Comprehensive Examination reader for students completing the Master Degree in Educational Leadership (old program)
- Serve as committee member or chairperson of all students (approximately 20 students/year) completing the Master Degree in Educational Leadership (restructured program) since 2006 to present
- Served as committee member on four completed dissertations in the COE Ed.D. program (1) The Changing Life-Cycle of America's Youth: A Test of Arnett's Theory of Emerging Adulthood, by Lauren Menard, (2) Comprehensive Anti-bullying Programs and Policies: Using Student Perceptions to Explore the Relationships Between School-based Proactive and Reactive Measures and Acts of Bullying on Louisiana High School Campuses, by Buffy Fegenbush, (3) An Examination of Kindergarten Through Grade Three Retention and Social Promotion Policies in Pupil Progression Plans in Louisiana School Districts, by Pamela Lemoine, (4) Stress and the Psychological Well-Being of Organizational Leaders: A Qualitative Inquiry into the Coping Strategies Utilized by School Administrators, by Roddy R. Melancon
- Currently serving as committee member of three dissertations now in progress
- Currently serving as a committee member of three doctoral program qualification papers now in progress
- Reviewer of the 11<sup>th</sup> edition of Educational Psychology by A. Woolfolk. Allyn and Bacon.