
**Memorial Resolution of the Faculty of the University of Wisconsin-Madison
On the Death of Professor Emeritus Paul V. Bredeson**

Paul V. Bredeson, professor of Educational Leadership and Policy Analysis, exceptional teacher, prolific researcher, and keen mentor passed away on February 9, 2016 at the age of 69.

Born October 16, 1946 in Rockford, Illinois Paul spent his early life in Rockford and was married to his high school sweetheart Mary Rhoads and were together for 52 years. Their two children, Erica and Christian enjoyed their time together with Paul and Mary, spending summers in Green Lake, gardening, and traveling together as a family. Dear to Paul and Mary are their twin grandchildren, Maxwell and Kyra Schlicht of Middleton.

Paul enjoyed a long and distinguished career in education, from his beginning as a Spanish teacher in Connecticut and later southwestern Wisconsin. Later he served as a school principal. He was a graduate assistant at the University of Wisconsin-Madison and spent the major part of his career as a professor in several institutions. He completed his undergraduate degree at Northern Illinois University and received his Masters and Ph.D. degrees from the University of Wisconsin-Madison. Upon completion of his Ph.D. he served as a professor at Ohio University, Pennsylvania State University, and, finally, for his longest tenure at the University of Wisconsin-Madison as a professor of educational leadership. Following retirement, he continued to write and publish, corresponding with his students, and spent 2012-2013 as a Fulbright Scholar in Norway.

Paul's University of Wisconsin career leaves a legacy from nearly 40 years of pioneering achievements in developing alternative conceptions of school and principal leadership, extending knowledge in the field through his research and writing, and advancing education leaders' professional learning practices.

Emblematic of his contributions, Paul served as co-principal investigator for the Wallace Foundation Leadership for Learning initiative, during which he and several colleagues worked closely with principal and teacher-leader teams from six urban Wisconsin high schools. Collectively, they examined and fostered research on leadership practices associated with improved student learning and achievement with a primary focus on underserved and marginalized students.

He published dozens of articles, chapters, and two major books on school leadership and professional learning. His two books, *The Principalship: A Theory of Professional Learning and Practice* (1996), co-authored with Ann W. Hart, and *Designs for Learning: A New Architecture for Professional Development in Schools*, published in 2003, have been widely adopted for graduate instruction and frequently cited as seminal contributions to the field. His ideas and writing will endure for decades.

His research fueled a robust commitment to continuing education, public service, graduate teaching, and advising. In the mid-1990s he co-led the School of Education's participation in the community-wide Schools of Hope partnership. In 1997 Paul led the design, implementation, and presentation of a major survey examining the social relationships among Madison students, parents, teachers, and principals. He used deep and sustained local partnerships similar to the Schools of Hope to inform his work with national organizations.

Paul took on numerous leadership roles over his career. He has served as President of the National Council of Professors of Educational Administration (NCPEA), President of the University Council for Educational Administration (UCEA), as Member of the National Policy Board for Educational Administration, and as a Technical Advisor to the Interstate School Leaders Licensure Consortium for the development and assessment of national standards for school leaders. He provided significant leadership as chair of the Educational Leadership and Policy Analysis department from 2004-2010 and served on many local and national committees and task forces always providing carefully considered insights, suggestions, and ideas

He also received two of UCEA's most prestigious awards – the Jack A. Culbertson award for promising scholars, and the Jay D. Scribner Mentoring award in 2009. His public engagement contributions included extensive scholarly collaborations with Scandinavian colleagues. In 2012-13 as a Fulbright Roving Scholar, he assisted Norwegian educators and students develop a deeper understanding of American culture by speaking on U.S. high school reform initiatives across the country. In 2011, he received an honorary doctorate from Umea University in Sweden for his longstanding collaboration with Swedish school leaders and faculty. Most recently, he was a visiting scholar at the University of San Diego's School of Leadership and Education Sciences in spring semester 2015.

Paul's impact on the field derived from his research, but also from his teaching and mentoring. Considered one of the finest teachers in the department, Paul was able to engage students deeply in the research, theory, and practice of school and district leadership. On his retirement, students remembered the influence he had on the ways they understood and practiced leadership. Many of his Ph.D. students have assumed leadership positions at universities in the U.S. and globally, as professors in numerous departments, and in state education agencies and local school districts.

Paul is survived by his wife Mary, children Erica and Christian, their spouses Kurt and Amy, and grandchildren Maxwell and Kyra. His ever-present humor, smile, collaborative leadership, and engaging energy will be greatly missed by his colleagues in the Department of Educational Leadership and Policy Analysis and the education community worldwide.

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