

## **Shaping the Future of Teacher Preparation Through the Liberal Arts.**

...Many if not most of the nation's 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom. America's university-based teacher preparation programs need revolutionary change—not evolutionary tinkering. --- *Secretary of Education Arne Duncan at Columbia University's Teacher's College, October 2009.*

### **Proposal Description**

Recently, Secretary Duncan stated that despite the expansion of alternative routes to teacher licensure during the previous decade, over three-quarters of current and future teachers will be trained in college and university-based teacher preparation programs. He challenged higher education to revolutionize their practices in light of the many demands that teachers now face. This proposal seeks funding to bring together education faculty from Mellon 23 institutions with teacher preparation programs, during summer 2010, for the purpose of crafting a formal response to Secretary Duncan. Mellon 23 institutions with Education programs are: Barnard, Bryn Mawr, Carleton, Denison, DePauw, Furman, Grinnell, Haverford, Macalester, Middlebury, Oberlin, Rhodes, Smith, Swarthmore, Vassar, Wellesley, Williams (The Mellon 17).

Our intent is for the summer 2010 meeting to produce both a statement of principles and specific recommendations based on those principles. This statement would be published in written form and posted on the departmental websites of participating Mellon institutions. In addition, the Middlebury College Education Studies Program will establish a blog site to invite ongoing responses and critiques of this statement. The statement and summaries of blog postings would then serve as the centerpiece for a panel presentation at the spring 2011 annual conference of the American Educational Research Organization.

Three-day, two night workshop. Location: Middlebury College, Summer 2010.

Day One: Speaker #1 (Tentatively: Elizabeth Coleman, President of Bennington College on the meaning of a liberal arts education). Discussion questions for participants:

1. How should the intellectual tradition of the Liberal Arts shape the national discussion regarding “revolutionizing” teacher preparation?
2. Is it possible to define a set of common expectations regarding what constitutes a good teacher while simultaneously fostering dynamic and diverse models for achieving those expectations? How can Liberal Arts models of teacher preparation contribute to national discussions regarding good teaching and effective teacher preparation?
3. Secretary Duncan is calling for national standards linked to high stakes exams with an emphasis on “data driven instruction.” What kinds of data about student achievement and teacher effectiveness should guide instruction? What lessons from the Liberal Arts tradition should inform our thinking regarding notions of assessment and achievement?
4. Within the field of education, induction, mentoring and support towards mastery have been the responsibility of school districts rather than schools of education. Is it possible to define coherent paths that support intellectual growth from beginner to master teacher, while also fostering diverse means whereby such mastery might be achieved? What would be the role of preparation programs at Liberal Arts colleges in providing such ongoing intellectual and pedagogical growth for teachers? What current models show the greatest potential?

Day Two: Guest Speaker #2 (Tentatively: Marilyn Cochran Smith, John E. Cawthorne Millennium Professor of Teacher Education For Urban Schools, Boston College, to speak on essential principles for teacher preparation.) Further discussion and drafting of statement.

Day Three: Discussion of statement, plans for revision and publication. Briefing regarding participation in blog site.

Workshop Leaders (A six-college subset of the Mellon 17 is submitting this proposal.)

*Workshop Liaison:* Jonathan Miller-Lane, Assistant Professor of Education Studies, Middlebury College. Email: [jmillerl@middlebury.edu](mailto:jmillerl@middlebury.edu). Phone: 802 443-3459.

*Co-Liaison:* Tara Affolter, Visiting Assistant Professor of Education Studies, Middlebury College. Email: [taffoleter@middlebury.edu](mailto:taffoleter@middlebury.edu).

*Co-Planners*

1. Lee Anne Bell, Ph.D. Professor of Education and Barbara Silver Horowitz  
Director of Education, Barnard College.
2. Maria Hantzopolus, Ph.D. Assistant Professor of Education, Coordinator of  
Teacher Education, Vassar College.
3. Kenneth Hawes, Ph.D. Assistant Professor of Education, Wellesley College.
4. Alice Lesnick, Ph.D. Senior Lecturer in Education and Director, Bryn  
Mawr/Haverford Education Program.
5. Lisa Smulyan, Ph.D. Professor of Education Studies, Swarthmore College.

Preliminary Budget

*Stipend* to be shared by the two workshop organizers \$1,000.00.

*Travel & Accommodation Expenses Attendees:*

One member from each of the Mellon 17 institutions

16 participants x \$900/participant \$14,400.00

(Attendees from host institution will not require travel.

Should more than one participant from a member

institution want to attend, travel allotment is to be shared.)

*Travel & Accommodation Expenses for Two Speakers* \$1,400.00

*Honorarium* guest speakers (\$1000 x 2) \$2,000.00

*Staff Support* for Logistics \$ 800.00

*Administrative* Expenses: \$ 400.00

Total Request \$20,000.00

**JONATHAN MILLER-LANE, Ph.D.**  
Assistant Professor of Education  
Middlebury College, Middlebury, Vermont.  
Phone: (802) 443-3459 / Email: [jmillerl@middlebury.edu](mailto:jmillerl@middlebury.edu)

Professional Experience

**Middlebury College, Middlebury, VT.** July 2006 -- present  
**Assistant Professor of Education.** Courses taught: TEDU115 Education in America, TEDU318 Teaching & Learning in Secondary Methods. FYSE 1189 Balancing The Student Body Through The Liberal and Martial Arts (Fall 2006), Supervise pre-service teachers in local schools. Co-facilitate TEDU414 Student Teaching Seminar in the Fall & Spring semesters, TEDU327 Field Experience in Middle/Secondary Education, and TEDU0337 intensive internship in NYC Schools during Winter Term.

*Lecturer, Secondary Education.* July 2003 -- July 2006  
(See above description.)

**Blue Heron Aikido, Middlebury, VT.** January 2004 - ongoing  
*Founder and Chief Instructor.*

**University of Washington, Seattle, WA** September 2001 – July 2003  
*Teaching Assistant:* Teacher Preparation Program, Social Studies Methods.

**Bainbridge Island High School (BHS), Bainbridge Island, Washington**  
*Social Studies Teacher:* September 1995- June 2001. *Department Chair* 1998-2000.

**College of The Marshall Islands (Micronesia)** August 1993 - June 1995  
*Chair: Teacher Education Department / Instructor: Social Sciences Department*

**Vermont Council of Teacher Educators,** Elected Chair for two-year term, 2007-2009.

Education

**University of Washington, Seattle, WA** July 2003  
*Ph.D. Education.* Area of research specialization: Democratic education.  
Dissertation: "Facilitating Disagreement in Classroom Discussion." Faculty Advisor: Professor Walter C. Parker, Curriculum & Instruction.

Publications

Miller-Lane, J, Selover, G (2008). "Teaching Constructive Disagreement for a Loyal Opposition, Somatically." *Social Studies Research and Practice*, 3(3), 39-50.

Miller-Lane, J., Howard, T. & Halagao, P. E. (2007). "Civic Multicultural Competence: Searching for Common Ground for Democratic Education." *Theory & Research in Social Education*, 35(4), 551-573.

Miller-Lane, J. (2007). "The Loyal Opposition and the Practice of Aikido." *Journal of Asian Martial Arts* 16(1), 64-81.

Miller-Lane, J. (2006). "Constructive Disagreement, the Body, and Education for Democracy." *The Social Studies*, 97(1), 16-20.

Miller-Lane, J. (2006). "Social Studies Teachers' Views on Committed Impartiality and Discussion." *Social Studies Research & Practice*, 1(1), 30-44.

#### Selected Presentations

"In Pursuit of Educator Quality: Collaboration and Critical Decisions in the Development of Vermont's Level 1 Licensure Portfolio, 1991-2007." Chair, organizer and presenter of symposium at the annual conference of the *New England Educational Research Organization*, April 2008. Symposium involved five colleagues from the Vermont Council of Teacher Educators.

"Constructive Disagreement, The Loyal Opposition and Aikido: Towards a Theory of Embodied, Democratic Education." Paper presented at the 2007 annual meeting of The *College and University Faculty Association of The National Council for the Social Studies*, San Diego, CA. November 28, 2007.

"From Myopia to Mindfulness: Creating Time and Space for Teacher Induction." Roundtable with Doug Dagan, Middlebury College class of 2004 at the annual meeting of the *American Association of Colleges of Teacher Education (AACTE)*, New York, February 2007.

"Teaching Teachers to Lead Discussions: Reflective Inquiries." Discussant for Symposium with four paper presentations at the annual meeting of the *National Council for the Social Studies*, November 2002. Participants: Professors Walter C. Parker, University of Washington; Dianna Hess University of Wisconsin-Madison; Terry Beck, University of Puget Sound, Bruce Larson Western Washington University.

#### Relevant Grants

Summer 2006. Undergraduate Collaborative Research Fund: \$2,520.00 With the assistance of Middlebury students, conducted survey of Teacher Education (TE) alumni from the past fifteen years to determine who was still teaching and to assess the impact of Education program. Data collected, analysis ongoing.

August 3-6, 2006. "Twenty-first Century Liberal Education: A Contested Concept." A Faculty Seminar sponsored by Transylvania University and The Phi Beta Kappa Society. Transylvania University, Lexington Kentucky. Competitive application. Received full funding to attend.

**Tara L. Affolter, Ph.D**  
164 College Street  
Middlebury, VT 05753  
taffolter@middlebury.edu

***Education:***

Ph.D., Educational Policy Studies Minor Curriculum and Instruction University of Wisconsin-Madison, Madison, WI Dissertation: "Through the Fog: The Lives of Anti-Racist Teachers" Committee: Stacey J. Lee (Advisor) Gloria Ladson-Billings Mary Louise Gomez Michael Olneck Daniel Perkarisky	2006
M.A., Educational Policy Studies University of Wisconsin-Madison, Madison, WI	2000
Secondary English teaching credential University of Colorado-Boulder, Boulder, CO	1993
B.A., English Eastern Illinois University, Charleston, IL	1990

***Professional Experience:***

Visiting Assistant Professor of Education Studies Middlebury College, Middlebury VT	2009- present
Lecturer, "Social Issues and Education" Department of Educational Policy Studies University of Wisconsin-Madison, Madison WI	2009
Lecturer, "School and Society" Department of Educational Policy Studies University of Wisconsin, Madison WI	2009
Lecturer, "Race, Ethnicity, and Inequality in U.S Schools" Department of Educational Policy Studies University of Wisconsin-Madison, Madison WI	2008



Lecturer, "School and Society" 2008  
Department of Educational Policy Studies  
University of Wisconsin-Madison, Madison WI

English/Theatre Teacher 2001-2009  
Madison East High School, Madison, WI

***Presentations***

"Flip the Script: What Happens when Teachers and Administrators  
Lead Together for Social Justice," to be presented at the American  
Educational Research Association annual meeting 2010

"Teaching social justice/creating allies in the first-year  
college classroom" presented at the University of  
Wisconsin-Madison's Teaching and Learning conference. 2009

"They are crying too: The role of community in anti-racist  
teaching" presented at the American Educational  
Research Association annual meeting 2008

"This is how it is for me: The role of counter-story in the lives of  
anti-racist teachers" presented at the at the American  
Educational Research Association annual meeting 2007

"Reconstructing insider/outsider and the impossibility of research"  
presented at the Conference on Interdisciplinary  
Qualitative Studies, Athens, GA 2001

"Racial identities, privileges, and practices among students of  
color in the midwestern United States" panel presentation  
at the American Educational Research Association  
annual meeting 2001

"All the world's a stage or is it? A look at whiteness in a high school  
theatre program" presented at the American Alliance for  
Theatre Education annual conference. 2001

***Work under Review***

"This is how it is for me: The role of counter-story in the lives of  
anti-racist teachers"  
article

"Caught in the net: Creating deliberate anti-racist teaching communities"  
article



**Lee Anne Bell, Ed. D**  
***The Barbara Silver Horowitz Director of Education***  
**Barnard College, Columbia University**  
**3009 Broadway**  
**New York, New York 10027**  
**Ph: 212 -854-9237; Email: lbell@barnard.edu**

### **EDUCATION**

May 1982 University of Massachusetts/Amherst, Ed. D, Psychological Education  
May 1973 University of Hartford/Connecticut, M. Ed, Urban Education  
May 1971 Indiana University/Bloomington, B.A. History and Afro-American Studies

### **PROFESSIONAL EXPERIENCE**

Director of the Education Program and Professor, Barnard College, 2002-present  
Chairperson, Department of Educational Studies, SUNY-New Paltz 2000-2002  
Professor, Graduate Program in Humanistic/Multicultural Education; SUNY at New Paltz, 1998-present  
Director, Explorations Teacher Education Program, University of Massachusetts at Amherst, 1979-81  
Instructor, University of Massachusetts/Amherst, 1979-82  
Project Coordinator, Social Literacy Project, Hartford Public Schools, 1976-77  
Teacher, Hartford Public Schools, Reading and Social Studies Grades 7-9, 1973-77

### **TEACHING, RESEARCH AND OTHER AWARDS**

2008-2009 Visiting Research Faculty, Vassar College, Poughkeepsie, NY  
2008 Fulbright Senior Specialist Roster  
2005 Social Justice Award, Third Millennium Foundation, Aspen Institute, July 2005.  
2005 Outstanding Journal Reviewer Award, American Educational Research Journal  
2005 Endowed Chair, Barnard College, *Barbara Silver Horowitz Director of Education*  
1992 Fulbright Scholar, Merida Mexico  
1991 SUNY Chancellor's Award for Excellence in Teaching  
1990 Research Award, AERA SIG: Research on Women and Education  
1989 Distinguished Teaching Award, SUNY New Paltz Alumni Association

### **EDITORIAL BOARDS**

Editorial Board Member and Reviewer, *American Education Research Association Journal*, 2002-present  
Editorial Board: *Educational Policy*. 2005-present  
Guest Editor, AERJ Special Issue on Equity and Accountability 50 Years after Brown, 2004.  
Editorial Board Member and Reviewer, *Equity and Excellence in Education*, 2002-present  
Series Editor, Routledge, Taylor & Francis, Teaching/Learning Social Justice Series, 2001- present  
Series Editor, Temple University Press, Teaching/Learning Social Justice Series, 1999- 2001  
Editorial Board and Reviewer, *Youth and Society*, 1993-2004  
Chair, Editorial Board, SUNY Press, 1994-98  
Editorial Board, SUNY Press, 1991-98

### **FUNDED RESEARCH AND PROJECTS**

2009 Documentary Film Project: "40 years Later: Now Can We Talk?" Barnard College \$5000; Daphne Foundation \$5000  
2009-2014 Math Science Pipeline Project, \$250,000  
2005-2006 Storytelling Project: Teaching about Race and Racism through Story and the Arts, Third Millennium Foundation, \$100,000  
2004-2005 Storytelling Project: Teaching about Race and Racism through Story and the Arts, Third Millennium Foundation, \$100,000  
2004 Science in the City Curriculum Project, Howard Hughes (Barnard Biology Dept) \$50,000

2003 Science in the City Curriculum Project, Howard Hughes (Barnard Biology Dept) \$11,000  
1999 Conversations in the Disciplines, University Faculty Senate, \$10,000  
1993 Diversity Course Development Award, School of Education \$1000  
1991 Project REACH Seminar Series, SUNY Grants for Research and Creative Projects, \$3000  
1990 SUNY Women's Studies Council Curriculum Diversification Project \$500  
1990 Newburgh Public Schools, Project REACH: Follow Up Study \$5000  
1989 William T. Grant Foundation, Project REACH: Reducing Barriers to Achievement in Girls, \$200,000  
(Approved but not funded)  
1988 NOW Legal Defense and Education Fund Project on Equal Education Rights  
1988 African American Institute of New York, Project REACH, \$3000  
1987 Ford Foundation Grant, Project REACH, \$50,000  
1987 UUP Experienced Faculty Travel Award, for International Symposium on Girls, Women and Giftedness, Lethbridge, Alberta, CANADA, \$750  
1986 UUP Faculty Development Award, Course development in Organizational Change. \$1000  
1985-86 SUNY-New Paltz, Grant for Research and Creative Projects, \$1799  
1981 New England Equal Education Center, final report of Greenfield Equal Education Project  
1973 US Office of Education, to develop curriculum to teach reading through Black History, \$500

### SELECTED PUBLICATIONS

Bell, L.A. (forthcoming April 2010). *Storytelling for Social Justice: Connecting Narrative and the Arts in Antiracist Teaching*. NY: Routledge.

Bell, L.A. (forthcoming, Jan 2010). Learning through story types about race and racism: Preparing teachers for social justice. In *Social justice education: Inviting faculty to transform their institutions*. Sterling: VA: Stylus Publishers.

Bell, L.A. & Roberts, R.A. (2010). The Storytelling Project Model: A Theoretical Framework for Critical Examination of Racism through the Arts. *Teachers College Record*, Vol 112, (9), <http://www.tcrecord.org> ID Number 15787, accessed: 10/1/2009.

Bell, L.A. (2009) The Story of the Storytelling Project: An Arts-Based Race and Social Justice Curriculum, *Storytelling, Self, Society*, 5:2,107 -118.

Roberts, R.A. Bell, L.A. & Murphy, B. (2008). Flipping the Script: Analyzing Youth Talk about Race and Racism, *Anthropology and Education Quarterly*, 39 (3), pp. 334-354.

Bell, L.A. (2008). Step out of the Center: Notice how Racial Lenses Shape Readings of "Good Teaching" in Ways that Can Privilege White Teachers Unfairly. In M. Pollock, (Ed.) *Everyday antiracism*, NY: Free Press.

Adams, M., Bell, L.A. & Griffin, P. (Eds) (2007), *Teaching for Diversity and Social Justice*, 2<sup>nd</sup> edition. NY: Routledge.

Bell, L.A. (2003). Sincere fictions: The pedagogical challenges of preparing white teachers for multicultural classrooms. *Equity and excellence in education*, 35, (3), 236-245.

Bell, L.A. (2003). Telling Tales: What stories can teach us about racism. *Race, ethnicity and education*, 6, (1), 3-28.

Bell, L.A. (2001). A way with words: Engaging students in analyzing race talk as a vehicle for honest self-reflection and non-defensive dialogue about race and racism. *Conference Proceedings of the Institute for the Study and Promotion of Race and Culture: First Annual Diversity Challenge*. Boston: Boston College.

# MARIA HANTZOPOULOS

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Queens, NY 11103  
(718) 626-5132  
mhantz@yahoo.com

## EDUCATION

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**Teachers College, Columbia University**, New York, NY

*Doctor of Education* in International Educational Development, May 2008

Department of International and Transcultural Studies, Specialization in Peace Education

*Master of Arts* in Social Studies Education, October 1998

**Boston University**, Boston, MA

*Bachelor of Arts* in History, Minor in Spanish Literature and Language, *magna cum laude*, May 1994

## PROFESSIONAL TEACHING AND EDUCATIONAL EXPERIENCE

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January 2009-present	Assistant Professor, Education Department, Vassar College
May – August 2008	School Staff Developer, Academy of Educational Development,
September 2007-June 2008	Student Teacher Supervisor, Barnard College, Columbia University
September 2007-June 2008	National Benchmark Revision Committee Member, Coalition of Essential Schools
September 2004-June 2008	Student Teacher Supervisor, Teachers College, Columbia University, Social Studies Department
September 2005-May 2006	Teaching Assistant, Teachers College, Columbia University, International and Trans-cultural Studies Department
September 1998-January 2007	Social Studies and Spanish Teacher Humanities Preparatory Academy New York, NY
September 2006-August 2008	Planning Team Member, Global Neighborhood Secondary School New York, NY
September 2004-June 2007	Coordinator of Coalition of Essential Schools Mentor Project for Humanities Preparatory Academy, New York City
Summers 2002-2004	Co-Facilitator for Co-Existence sessions, Seeds of Peace International Camp, Otisfield, Maine
September 2002-June 2004	Planning Team Member, The High School for Global Citizenship Brooklyn, NY
July-August 2000	<i>Facilitator and Interpreter</i> , Corvorpa Youth Encuentro Oaxaca, Mexico
1996, 1997, 1998, 2000	Youth Trainer, New York State Puerto Rican/Hispanic Youth Leadership Institute, New York, NY
September 1997-June 1998	Professional Development School Fellow, The Beacon School, New York, NY
August 1995-June 1998	Coordinator, Leadership Development Program and Counselor, Project AWARE, ASPIRA of New York, New York, NY

## SELECT PUBLICATIONS

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Hantzopoulos, M. (in press). Encountering peace: The politics of participation in educating for co-existence. In. Deeply thinking critical issues in peace education.

Hantzopoulos, M. (2009). Transformative schooling in restrictive times: The critical small

- schools movement and standards-based reform in the United States. In F. Vavrus & L. Bartlett (Eds). *Comparatively Knowing: Vertical Case Study Research in Comparative and Development Education*. New York: Palgrave.
- Hantzopoulos, M. (2007) Deepening democracy: Rethinking discipline in schools. Reprinted with permission from *Rethinking Schools in Our Schools. Ourselves: Redefining the essentials: Challenging the limits on our school* (pp.93-98). Ottawa, Canada: The Canadian Center for Policy Alternatives . Spring 2007, Vol. 16(3).
- Hantzopoulos, M. (2006). Deepening democracy: Rethinking discipline in schools. *Rethinking Schools* (pp. 41-45). Milwaukee, WI: Rethinking Schools Publication. Fall 2006, Vol. 21(1).
- Hantzopoulos, M. (2005). English only? Greek language as currency in Queens, New York City. In T. Arnstein & Z. Zakharia (Eds.), *Languages, Communities and Education* (pp. 3-8). New York: Society for International Education, Teachers College.
- Hantzopoulos, M. (2005). Annual report on International Institute of Peace Education. Available at <http://www.tc.edu/peaceed>.
- Hantzopoulos, M. (2004). High stakes testing during a time of conflict: The case of a public high school in New York City since September 11. In T. Arnstein, C. Pagen & Z. Zakharia (Eds.), *Education in Emergencies: Problems, Responses and Possibilities* (pp. 119-130). New York: Society of International Education, Teachers College.
- Hantzopoulos, M. (1999). *Developing a community Action program*, New York: Center for School Success.

#### RECENT AND SELECT PRESENTATIONS

- Hantzopoulos, M. and Cann, C. (2009). Theory as Practice: Revitalizing Teacher Education through Community Collaborative Praxis. Unpublished paper presented at the 6th International Conference on Teacher Education and Social Justice: Reframing Race, Gender, and Teacher-Education Policy. University of Illinois, Chicago.
- Hantzopoulos, M. (2009). Sizing Up Small: AN Ethnographic case study of a small urban high school. Unpublished paper presented at the CES Fall Forum, New Orleans, LA. Invited speaker.
- Hantzopoulos, M. (2009). Transformative Teaching in Restrictive Times: Re-energizing the critical small schools movement in an era of standards-based reform. Unpublished paper presented at *The 52nd Annual National Conference for the Comparative and International Education Society*. Charleston, SC
- Hantzopoulos, M. (2008). Small Schools as Vehicles for Equity and Social Justice in NYC: Challenges, Realities, and Possibilities. Unpublished paper presented at *The 52nd Annual National Conference for the Comparative and International Education Society*. New York, NY
- Hantzopoulos, M. (2008). Mayoral Control and High-stakes Testing, *Invited speaker in Student Teaching Seminar of Dr. Sandy Grande*, Barnard College, New York, NY
- Hantzopoulos, M. (2007). Real Juvenile Justice: Restorative Practices and Alternatives to “Discipline” for Youth. *The 25th Anniversary of the International Institute on Peace Education at the United Nations*. New York, NY
- Hantzopoulos, M. (2007). Deconstructing dialogue in peace education and conflict resolution programs: A means to what (whose) end? Paper presented at *The 51st Annual National Conference for the Comparative and International Education Society*. Baltimore, MD
- Hantzopoulos, M. (2005). Media literacy, social justice and the construction of youth narratives. Workshop presented at *International Institute for Peace Education*. Rhodes, Greece
- Hantzopoulos, M., Weiner, P., Janka, L., And Salazar, C. (2004-07). Fairness: A restorative justice model. Workshop given at *Coalition of Essential Schools Fall Forums and Summer Institute*. San Francisco, November 2004; Tacoma, July 2005; Boston, November 2005; Denver, July 2006; Chicago, November 2006; New York, April 2007; Miami, July, 2007.

Kenneth S. Hawes  
Curriculum Vitae

Formal Education

Harvard Graduate School of Education, 1977-83

Ed.M., June 1978

Ed.D in Philosophy of Education, June 1983

Thesis advisor: Israel Scheffler (Other influential teachers included John Rawls, Hilary Putnam, Frederick Mosteller, Sheldon White, William G. Perry, and Mary Jo Bane)

Massachusetts Institute of Technology, 1964-68

S.B. in Electrical Engineering (mostly physics and math), June 1968. Other course work in economics, philosophy, literature, and history.

Teaching and Research

Assistant Professor of Education (non-tenure-track), then Senior Lecturer, 1986 to present.

Director of secondary teacher education programs.

Variety of committee and administrative service.

Wellesley College, Wellesley, MA

Summer school teaching, 1987-94

Institute on Critical and Creative Thinking, HGSE, 1987, 88, 89.

Philosophy of Education at Tufts University, 1989, 90, 92, 93, 94.

Philosophy of Education at Simmons College, 1990, 91, 92.

Research Fellow, Research Associate, Instructor, 1983-86

Harvard Graduate School of Education

Part-time work while a graduate student, 1977-83

Research Assistant and Teaching Fellow for Israel Scheffler at HGSE

Research Assistant for Mary Jo Bane at HGSE

Instructor in education at Wellesley College

Teacher of mathematics at Weston High School

Teacher of mathematics at Harvard University Extension

Teacher of science and mathematics, 1972-77.

Roxbury Latin School, Boston, MA

Other employment

U. S. Navy, Engineering Duty Officer, 1968-72

### Reports and Publications

"Education as a Science: Some Historical Views," research essay supported by the Ford Foundation. April 1981.

"Personal Autonomy," moral philosophy doctoral thesis at the Harvard Graduate School of Education, May 1983.

"The Education Reports: A Philosophical Examination," post-doctoral research report supported by the Spencer Foundation. October 1984.

"Probing the Education Reports," Harvard Graduate School of Education *Bulletin*, pp. 2-6, Fall 1984.

"Understanding Critical Thinking," in V. A. Howard (ed.), *Varieties of Thinking: Essays from Harvard's Philosophy of Education Research Center*, New York: Routledge, 1989.

"Time and Expertise: A Report of a One-Year Trial of a New Professional Arrangement for Experienced and First-Year Teachers," *ERIC Resources in Education*, #301564, April 1989.

Review of *National Standards in American Education*, by Diane Ravitch, in *Wellesley alumnae* magazine, Winter 1996.

### Professional Activities

Member of Philosophy of Education Society (1983-2000)

Member of American Educational Research Association.

Past President of New England Philosophy of Education Society.

Member of visiting team for teacher education program review at:

Brown University (vice-chair)

Smith College

Holy Cross College (chair)

Springfield College (chair)

Sole outside reviewer of documents for added teacher education programs at:

Bridgewater State College (biology, physics, general science)

Lesley University (English, history, political science)

Merrimack College (physics)

December, 2009



## CURRICULUM VITAE

**Alice Lesnick**  
105 Erdenheim Road  
Erdenheim, PA 19038  
(215) 233-1838  
alesnick@brynmawr.edu

Bryn Mawr College  
Bryn Mawr/Haverford Education Program  
101 N. Merion Avenue  
Bryn Mawr, PA 19010  
(610) 526-7944

### EDUCATION

**Ph.D. in Reading/Writing/Literacy**, University of Pennsylvania, Graduate School of Education, Philadelphia, PA, 1999.  
Dissertation: "Forms of Engagement: Toward a Language for the Ethical Significance of Classroom Literacy Practices."

**Graduate Certificate in Women's Studies**, University of Pennsylvania, Philadelphia, PA, 2003.

**Master of Arts in Liberal Education**, St. John's College Graduate Institute, Santa Fe, NM, 1987.

**Bachelor of Arts, Cum Laude**, Yale College, New Haven, CT, 1984.  
Major in English, with concentration in 18th century British literature.

### PROFESSIONAL EXPERIENCE

**Director**, 2006-present, Bryn Mawr/Haverford Education Program, Bryn Mawr College, Bryn Mawr, PA.

**Coordinator of Staff-Student Empowering Learners Partnerships**, 2006-present, Teaching and Learning Initiative, Bryn Mawr College, Bryn Mawr, PA.

**Senior Lecturer in Education**, 2003-present, Bryn Mawr College, Bryn Mawr/Haverford Program in Education, Bryn Mawr, PA.

**Lecturer in Education**, 1997-2003, Bryn Mawr College, Bryn Mawr/Haverford Program in Education, Bryn Mawr, PA.

**Faculty Associate**, 1993-present, Bard College, Institute for Writing and Thinking, Annandale-on-Hudson, New York.

**English Department Chair**, 1991-1994, **English Teacher**, 1989-1994, The Baldwin School, Bryn Mawr, PA.

**Head Teacher**, 1987-1988, **Associate Teacher**, 1984-1986, The Lenox School, New York, NY.

**Pre-School Teacher**, 1986-1987, The Meetinghouse Pre-School, Santa Fe, NM.

### COURSES TAUGHT

Bryn Mawr and Haverford Colleges, 1997-present:

Curriculum and Pedagogy (Education 301)

Practice Teaching Seminar (Education 302)

Empowering Learners: Theory and Practice of Extra-Classroom Teaching (Education 225)

Critical Issues in Education (Education 200)

Literacies and Education (Education 250)  
Defining Educational Practice (Education 310)  
Field Work Seminar (Education 311)  
Qualitative Research: Theories, Texts, and Practices (Education 240)  
College Seminars: American Identities; Finding the Bias; Critical Issues in Education  
First Year Writing Seminar, Haverford College

Institute for Writing and Thinking, Bard College, August, 1993-1995:  
Workshop in Language and Thinking (for incoming first year students)

## ACADEMIC PUBLICATIONS

Lesnick, A., & Cook-Sather, A. (Forthcoming). "Building Civic Capacity and Responsibility through a Radically Inclusive Teaching and Learning Initiative." *Innovative Higher Education*.

Lesnick, A. (2009). "Odd Questions, Strange Texts, and Other People: Collaborative Learning and New Knowledge Through Writing, Thinking, Talk, and Play." In Vilardi, T. & Chang, M. (Eds.), *Essential Practices, Enduring Questions: 25 Years of Writing to Learn from the Institute for Writing and Thinking*. SUNY Press, Albany, NY.

Cook-Sather, A., Lesnick, A., & Cohen, J. (2009). "Learning from the Tensions: Constructing Educational Studies within a Traditional Liberal Arts Context." *In Liberal Arts Education and Teacher Education: A Lasting Relationship*. AILACTE.

Cohen J., Lesnick, A., & Himeles, D (2007). "Temporary Anchors, Impermanent Shelter: Can the Field of Education Model a New Approach to Academic Work?" *Journal of Research Practice*, Vol. 3, Issue 2.

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### **Education**

Harvard Graduate School of Education, Cambridge, Massachusetts.  
Ed.D. Teaching, Curriculum, and Learning Environments, 1984.

Brown University, Providence, Rhode Island.  
M.A.T. in Social Studies, 1977.

Swarthmore College, Swarthmore, Pennsylvania.  
B.A. with high honors, 1976.

### **Honors and Awards**

Douty Foundation Grant for Philadelphia New Teacher Network. 2009-2010.  
Arthur Vining Davis Grant for Philadelphia New Teacher Network. 2008-2010.  
Rockefeller Brothers Fund Mentor. 1992-1995, 2003.  
Lang Faculty Fellowship, Swarthmore College. 1993-1994.  
Spencer Foundation Grant. June 1993-May 1994.  
Fulbright Fellowship, University of Warwick, Coventry, England. 1989.  
Joel Dean Grants for student-faculty research. Swarthmore College, Swarthmore, PA.  
Summers 1987, 1989, 1992-1994, 1996, 2002.  
Faculty research grants, Swarthmore College, Swarthmore, PA. 1986-present.  
Brown University Fellowship, Providence, Rhode Island. 1976.  
Phi Beta Kappa, Swarthmore College. 1976.

### **Professional Experience**

Associate Provost, Swarthmore College, Swarthmore, PA. 2008-present.

Professor of Education, Swarthmore College, Swarthmore, PA. 2000-present.  
*Associate Professor*, 1990-2000. *Assistant Professor*, 1985-1990.

Chair, Program in Education, Swarthmore College, Swarthmore, PA. 2002-2008, 1998-1999,  
Spring 1995, 1988-1993.

Social Science Division Chair, Swarthmore College, Swarthmore, PA. 2000-2001, 1996-1997.

Chair, Women's Studies Program, Swarthmore College, Swarthmore, PA. 1995-1996.

Fulbright Scholar, University of Warwick, Coventry, England. 1989.

Associate Director, Writing Program, Swarthmore College, Swarthmore, PA. 1985-2000.  
Acting Director, 1997, 1993, 1988-1989.

Lecturer, University of New Hampshire Department of Education, Durham, NH. 1983.

Adjunct Faculty, Lesley College, Cambridge, MA. 1983.

Teaching Fellow, Harvard Graduate School of Education, Cambridge, MA. 1982, 1983.

Methods Associate, Brown University M.A.T. Program, Providence, RI. 1979-1981, 1984.

Secondary English and Social Studies Teacher

Lincoln-Sudbury Regional High School, Sudbury, MA. 1984-1985.

Brookline Public Schools, Brookline, MA. 1977-1980, 1984.

### **Selected Publications**

Schultz, K. and Smulyan, L. (2007) Listening as translation: Reflections on professional development work in a cross-cultural setting. *Learning Inquiry*.

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