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EDUCATION

Harvard Graduate School of Education, Ed.D. in Teaching, Curricula, and Learning
Environments, Cambridge, Massachusetts, 1988

New School for Social Research, M.A. in Sociology, New York, New York, 1980

University of Virginia, B.A. in Political and Social Thought, Charlottesville, Virginia, 1977

CURRENT APPOINTMENT

Lynch School of Education and Human Development, Boston College, Chestnut Hill,
Massachusetts

- *Professor of Teaching, Curriculum and Society*, 1998-2021
- *Duganne Faculty Fellow*, 2020-2021
- *Associate Dean*, 1998-2001
- *Department Chair*, 2001-2004

INTERNAL AND EXTERNAL GRANTS

Korean Studies Grant, Academy of Korean Studies, 2021-2022

- Principal Investigator of a grant for \$14, 772 to interview policy makers on the future of educational change in Korea.

Hyukshin School Innovation Research Grant, Boston College, 2019-2021

- *Co-Principal Investigator*. Co-PI of a grant for \$225,488 from the Seoul Metropolitan Office of Education to study a democratic and student-centered change network in South Korea.

Institute for the Liberal Arts Grant, Boston College, Chestnut Hill, Massachusetts, 2020.

- Received \$20,000 to organize and lead a conference on “Formative Education: Mapping the Terrain.”
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Education Northwest Grant, Boston College, Chestnut Hill, Massachusetts, 2013-2019

- *Co-Principal Investigator.* Co-PI of a United States Department of Education grant of \$600,000 to develop, support, and disseminate the accomplishments a coalition of remote rural schools in the Pacific Northwest entitled the Northwest Rural Innovation and Student Engagement (RISE) network.

RADS Grant, Boston College, Chestnut Hill, Massachusetts, 2018-2019

- *Co-Principal Investigator.* Co-PI of a grant with Professor David Blustein of \$50,000 entitled “Educational Change and the Future of Work: Toward Meaning and Purpose.”

Council of Ontario Directors of Education Grant, Boston College, Chestnut Hill, Massachusetts, 2015-2017

- *Co-Principal Investigator.* Co-PI of a grant with Professor Andy Hargreaves of \$200,000 to study an innovative school improvement network of 10 Ontario school districts.

Academic Technology Innovation Grant, Boston College, Chestnut Hill, Massachusetts, 2012-2014

- \$80,000 technology grant to develop an iPhone application and affiliated digital tools based on research findings (www.mindfulteacher.com).

The Teachers Union Reform Network (TURN). Chestnut Hill, Massachusetts, 2010-2011

- *Principal Investigator.* Consult and conduct research with progressive teacher unions affiliated with the National Education Association and the American Federation of Teachers. Develop TURN’s technical capacity, national change strategy, and assessment metrics. \$100,000 one-year grant awarded by the Ford Foundation. See www.turnexchange.net.

The Mindful Teacher. Chestnut Hill, Massachusetts, 2004-2010

- *Principal Investigator.* Hosted seminars and lead and conduct teacher research with Boston Public School teachers. \$300,000 six-year grant awarded by the Boston Collaborative Fellows program, which resulted in the first and second editions of *The Mindful Teacher*. See www.mindfulteacher.com.

Raising Achievement, Transforming Learning. London, England, 2005-2006

- *Principal Investigator.* Conducted research and evaluation with Professor Andy Hargreaves and three Boston College doctoral students on a \$90,000 grant awarded from the Specialist Schools and Academies Trust to study an innovative secondary school reform network comprising over three hundred schools in England.

Massachusetts Coalition for Teacher Quality and Student Achievement, Chestnut Hill

- *Principal Investigator and Director, 1999-2005.* Led a state-wide Coalition with \$7.2 of federal funding to improve the preparation of teachers for urban schools through innovative collaborations with arts and sciences faculty, public school personnel and community-based organizations. The Coalition consisted of seven higher education institutions; eighteen urban schools in Boston, Springfield, and Worcester; three business partners; and five community organizations.

Project QUEST (Quality Urban Educators in Support of Teaching), Chestnut Hill

- *Principle Investigator and Director, 2002-2005.* Led a state-wide initiative to provide mentoring for beginning teachers in the eighteen urban schools affiliated with the Massachusetts Coalition for Teacher Quality and Student Achievement. QUEST was funded by a grant of \$450,000 over three years from the Massachusetts Department of Education.

Project Zero, Harvard University, Cambridge, Massachusetts

- *Visiting Scholar, 1997-1998.* Conducted and presented original research on community organizing and school reform to Harvard seminars. Supported Project Zero initiatives in teacher education and school improvement. Completed writing for the book entitled *Valley Interfaith and School Reform: Organizing for Power in South Texas.*

Annenberg Rural Challenge, Harvard University, Cambridge, Massachusetts

- *Research Associate, 1997-1998.* Conducted research on community activism and school reform in Texas and presented findings to Harvard's Research and Documentation Team.

Department of Education, Rice University, Houston, Texas

- *Professor, 1988-1998.* Taught courses on the history and philosophy of education, the teaching of history and the social sciences in schools, and educational psychology. Linked instruction with school reform efforts in Houston and Texas, and conducted research on community organizing and school improvement in low-income urban and rural schools.

The Rice School/La Escuela Rice, Houston, Texas

- *Executive Planning Committee, 1992-1994.* Planned the creation of a new public school (kindergarten through eighth grade) which was a joint effort between Rice University and the Houston Independent School District. Organized conferences and workshops with keynote speakers from leading contemporary school reform movements. Raised funds to support the planning and recruited and hired two clinical faculty with expertise in elementary education, writing across the curriculum, and multi-aged classrooms.

FELLOWSHIPS AND AWARDS

Fellow of the Royal Academy of Arts, Manufacturing, and Commerce, London, UK, 2021
 Visiting Professor, University of Stavanger, Norway, 2015-2021
 Professor, Education University of Hong Kong, People's Republic of China, 2018-2020
 Richard von Weizsäcker Fellowship, Bosch Foundation, Berlin, Germany, 2019-2021
 C.J. Koh Professor, National Institute of Education, Nanyang University, Singapore, 2014
 Traveling Scholar, Australian Council for Educational Leaders, 2011
 Visiting Professor, National Institute of Education, Nanyang University, Singapore, 2010
 Public Education Network Scholars' Forum, 2006-2007
 Renewal of Alexander von Humboldt Chancellors' Award, 2007
 Visiting Faculty Residency, University of Barcelona, 2007
 Residency, Rockefeller Study and Conference Center, Bellagio, Italy, 2004
 Mellon Faculty Award, 1995-1996

Alexander von Humboldt Chancellors' Award, 1991-1992
 Phi Beta Kappa Teaching Excellence Award, Rice University, 1991
 German Academic Exchange Services Award, 1985-1986

EDITOR-IN-CHIEF

Journal of Educational Change, 2013-2020

ACQUISITIONS EDITOR

Journal of Educational Change, 2021-present

EDITORIAL BOARD MEMBER

Eastern China Normal University Review of Education
Journal of School Leadership and Management
Journal of Educational Change

BOOKS

Well-being in School: Three Forces that Will Uplift Your Students in a Volatile World, with Andy Hargreaves (Alexandria, VA: ASCD, 2022)

Five Paths of Student Engagement: Blazing the Trail to Learning and Success, with Andy Hargreaves (Indianapolis, IN: Solution Tree, 2021)

The New Imperatives of Educational Change: Achievement with Integrity (New York, NY: Routledge, 2017)

The Mindful Teacher, with Elizabeth MacDonald, second edition (New York, NY: Teachers College Press, 2016)

The Global Fourth Way: The Quest for Educational Excellence, with Andy Hargreaves (Thousand Oaks, CA: Corwin, 2012)

The Fourth Way: The Inspiring Future for Educational Change, with Andy Hargreaves (Thousand Oaks, CA: Corwin, 2009)

The Mindful Teacher, with Elizabeth MacDonald, first edition (New York, NY: Teachers College Press, 2009)

Valley Interfaith and School Reform: Organizing for Power in South Texas (Austin, TX: University of Texas Press, 2002)

Community Organizing for Urban School Reform (Austin, TX: University of Texas Press, 1997)

The Politics of Progressive Education: The Odenwaldschule in Nazi Germany (Cambridge, MA: Harvard University Press, 1992)

ARTICLES AND CHAPTERS

“Leadership, Identity, and Intersectionality,” with Andy Hargreaves. In Netolicky, D. (Ed.) Future Alternatives for Educational Leadership: Diversity, Inclusion, Equity, and Democracy. New York: Routledge, 2021.

“The Quest for Meaning and Purpose in Education,” 2020, Educazione: Giornale di Pedagogica Critica 9(1), 61-80.

“An American education system with integrity.” In Soskil, M. (Ed) Flip the System US. New York, NY: Routledge, 2020, pp. 9-21.

“The Sustainability and Unsustainability of Educators’ Well-being,” 2020, with Andy Hargreaves and Shanee Wangia, Teaching and Teacher Education, 92, 1-12.

“Introduction to the Special Issue on ‘Beyond Well-being: Educating for Wholeness and Purpose,’” 2020, with Stanton Wortham and Deoksoon Kim, East China Normal University Review of Education, <https://journals.sagepub.com/doi/full/10.1177/2096531120938388>

“Beyond Wellbeing: The Quest for Meaning and Purpose in Education,” East China Normal University Review of Education, 2020, 1-14
<https://journals.sagepub.com/doi/pdf/10.1177/2096531120932579>

“Leading from the Middle: Its Nature, Origins, and Impact,” with Andy Hargreaves, 2020, Journal of Professional Capital and Community, 5(1), 92-114.

“Vectors of Educational Change: An Introduction to the Twentieth Anniversary Special Issue of the *Journal of Educational Change*,” Journal of Educational Change 21, 385-392.

“Well-being and Success: Two Opposites that Need to Attract,” with Andy Hargreaves, Education Canada, December 2018, 40-43.

“Rural Teachers Forging New Bonds—and New Solutions,” with Cynthia Johnson, Minjung Kim, Karen Martin, Mark Martin, and Chris Spriggs, Educational Leadership, 2018, 76(3), 56-62.

“What’s Wrong with Well-being?” with Andy Hargreaves, Educational Leadership, 2018, 76(2), 58-63.

“The Many Future Directions of Educational Change,” in Malone, H.J, Rincón-Gallardo, S., & Kew, K. (Eds.) Future Directions of Educational Change (New York: Routledge, 2018), 1-7.

“The Promise of the Present Moment,” Alberta Teachers’ Association Magazine, Summer 2018, pp. 5-6.

“Accelerating Educational Change,” Journal of Educational Change, 2017, 18(1), pp. 257-262.

“Unleashing Problem Solvers,” with Pak Tee Ng, Educational Leadership, 2017
<http://shop.ascd.org/Default.aspx?TabID=55&ProductId=201650471&Educational-Leadership-October-2017-Unleashing-Problem-Solvers>

“Three Forms of Professional Capital: Systemic, Social Movement, and Activist,” Journal of Professional Capital and Community, 2016, 1(4), pp. 302-320.

“Time to Shine: Advancing Teacher Self-Governance Would Benefit Future Albertans,” Alberta Teachers’ Association Magazine, Summer 2016, pp. 33-35.

“Vorwort: Das Gebot für eine Negestaltung von Bildung” [Foreword: The Imperative for a Re-creation of Education], Handbuch Gute Schule: Sechs Qualitätsbereiche für eine zukunftsweisende Praxis (Seelze: Klett/Kallmeyer, 2016), pp. 8-11.

“How to Lead Educational Change,” Journal of Educational Change, 2016, 17(3), pp. 281-285

“The Marathon of Educational Change,” with Anna Noble, Journal of Educational Change, 2016, 17(2), 141-145.

“Entrenched Enemies, Tactical Partners, or Steadfast Allies? Exploring the Fault Lines Between Teacher Unions and Community Organizing,” Leadership and Policy in Schools, 2016, 15(1), 45-66

“The Labyrinth of Teacher Leadership,” with Andrew Miller, Journal of Educational Change, 2015, 17(1), pp. 1-6

“Education for Voice: Challenges and Opportunities,” Journal of Educational Change, 2015, 16(2), pp. 1-4

“Dreaming with Determination,” co-authored Chapter 1 of Uplifting Leadership: How Organizations, Teams, and Communities Raise Performance by Andy Hargreaves, Alan Boyle, and Alma Harris (San Francisco: Jossey-Bass, 2014), pp. 17-43

“Uplift the Teaching Profession,” with Jim Parsons, Canadian Journal of Teacher Research, 1(1), 2014, 4-7

“Raising Achievement with Integrity: Alberta’s New Leadership Opportunity,” Alberta Teachers’ Association Magazine, 95(1), 2014, pp. 5-6

“Australia has its own Education Solution: Gonski,” with Pasi Sahlberg, The Drum, June 2014
http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?_r=0

“The Leadership Challenge for Canada’s Principals Today,” in The Future of the Principals in Canada: A National Research Study, in J-C Couture, ed. (Ottawa: Canadian Principals’ Association), 2014, pp. 81-84

“Overhaul of Schools is the Wrong Diagnosis,” with Andy Hargreaves and Pasi Sahlberg, Boston Globe, 27 March 2014

“Teacher Policy and High Quality Education: Towards Achievement with Integrity,” Worlds of Education, <http://worldsofeducation.org/en/magazines/articles/218#.VJRJSMADA>, March 2014

“Goals Gone Wild: The Canadian Principal and Assessing School Performance,” with J-C Couture, Alberta Teachers Association Magazine, 94(3), 2014

“The Fourth Way of Leadership and Change in Latin America: Prospects for Chile, Brazil, and Colombia,” with Maria Beatriz Fernandez, Marcela Ossa Parra, Ana Berger, and Gustavo Borba, Pensamiento Educativo, <http://pensamientoeducativo.uc.cl/index.php/pel>, 50(2), 2013, pp. 5-27

“What Finland, Alberta, and the World Can Learn from Educational Change,” Alberta Teachers’ Association Magazine, 94(1), 2013

“Redesigning Alberta’s Curriculum,” with Andy Hargreaves, Alberta Teachers’ Association Magazine, 93(4), 2013

“Mindful Teaching with Technology: Steps Towards Harmonization,” in Helen Janc Malone, ed., Leading Educational Change: International Perspectives on System-Wide Reform (New York: Teachers College Press, 2013), pp. 20-24

“Um caminho melhor para a educação no Brasil em 2013,” with Andy Hargreaves and Marcela Ossa Parra, in Patroio Ensino Fundamental, 65, February 2013 [Portuguese language article in Brazil’s largest magazine for educators entitled “A Better Way for Brazilian Education in 2013”]

“The International Quest for Educational Excellence: Understanding Canada’s High Performance,” with Andy Hargreaves Education Canada, 52(4), 2012, 10-13

“The Finland-Alberta Partnership: The Power of the Networks of School Leaders,” with Karen Lam, The Alberta Teachers’ Association Magazine, 93(1), 2012, 24-37

“Integrating Networks in the Fourth Way of Leadership and Change: The Contributions of the Finland-Alberta Partnership,” with Karen Lam, in Stephen Murgatroyd and J.C. Couture, eds., Rethinking School Leadership (New York: futureTHINK, 2012).

“Corporate Funding of Public Schools in Antebellum Massachusetts: The Waltham Exception,” with John Cox, The Massachusetts Historical Review, 13(1), 2011, 1-36

“A *Festschrift* for Andy Hargreaves,” Journal of Educational Change 12 (2), 2011, 131-139

“The Fourth Way of Technology and Change,” Journal of Educational Change 12 (2), 2011, 187-209

“A History of Public Engagement for Public Education,” in Marion Orr and John Rogers, eds., Public Engagement for Public Education (Palo Alto, CA: Stanford University Press, 2010), 27-51

“Community Organizing and Educational Change,” in Andy Hargreaves, Ann Lieberman, Michael Fullan, and David Hopkins, eds., Second International Handbook of Educational Change (Dordrecht, Holland: Springer, 2010), 169-186

“Collaborative Edge: How Helping Others Helps Yourself,” with Andy Hargreaves, Alma Harris, and Alan Boyle, Principal Magazine March-April 2010, 16-21

“The Persistence of Presentism,” with Andy Hargreaves, Teachers College Record 111(11) (fall 2009), 2505-2534

“A Smarter Education Strategy,” with Andy Hargreaves, The Boston Globe (7 September 2009)

“From Fear Factor to Peer Factor,” with Andy Hargreaves, Education Week, (September, 2009)

“Community Organizing and Educational Change: A Reconnaissance,” Journal of Educational Change, 10, pp. 229-237

“American Perspectives on German Educational Theory and Research: A Closer Look at Both the American Educational Context and the German *Didaktik* Tradition,” Allgemeine Didaktik und Lehr-Lernforschung: Kontroversen und Entwicklungsperspektiven einer Wissenschaft von Unterricht (Heilbrunn: Klinkhardt, 2009)

“The Music of Democracy: Emerging Strategies for a New Era of Post-Standardization” in Michael Fullan and Andy Hargreaves, eds., Change Wars (Indianapolis: Solution Tree, 2008), pp. 135-162

“The Fourth Way of Change,” with Andy Hargreaves, Educational Leadership (October 2008), pp. 56-60

“Beyond Standardization: Powerful New Principles for Improvement,” with Andy Hargreaves, Phi Delta Kappan (October, 2008)

“Successful Teacher Education in the United States: Contested Terrain,” Cuadernos de Pedagogía

“The Coming of Post-Standardization in Education: What Role for the German *Didaktik* Tradition?,” Zeitschrift für Erziehungswissenschaft (2008)

“The Moral Character of Learning: A Neglected Dimension in the Preparation of Teachers,” with Randall Lahann, in Cynthia Lassonde, Robert Michael, and Jerusalem Rivera-Wilson, eds., Current Issues in Teacher Education: History, Perspectives, and Implications (Springfield, IL: Charles Thomas, 2008), pp. 72-86.

“Community Organizing for Educational Change: Past Illusions, Future Prospects,” in Ciaran Sugrue, ed., The Future of Educational Change (New York: Routledge, 2008), 89-105

“The Development of Collective Moral Leadership of Parents through Education Organizing,” with Michael Evans, New Directions in Youth Development, 117, 2008, 77-91

“Promoting Participatory Democracy Through Community Organizing,” in Francine P. Peterman, ed., Partnering to Prepare Urban Teachers: A Call to Activism (New York: Peter Lang, 2008), pp. 59-76

“From Radical Visions to Messy Realities: Complexities of Urban Teacher Education and the Preparation of Teacher Educators,” in Francine P. Peterman, ed., Partnering to Prepare Urban Teachers: A Call to Activism (New York: Peter Lang, 2008), pp. 133-158

“Community Organizing and No Child Left Behind,” in Marion Orr, ed., Transforming the City: Community Organizing and the Challenge of Political Change (Manhattan, KS: University Press of Kansas, 2007), 109-133

“The Coming Age of Post-Standardization,” with Andy Hargreaves, Education Week, 21 December 2007, online version, www.edweek.org/ew/articles/2007/12/21/17hargreaves_web

“Community Organizing and Teacher Education,” in Mary E. Finn and Patrick Finn eds., Teacher Education with an Attitude (Albany, NY: State University of New York Press, 2007), 79-94

“Data-Driven to Distraction: Why American Educators Need a Reform Alternative—And Where they Might Look to Find It,” with Andy Hargreaves, Education Week, vol. 26, no. 4, October 4, 2006, 32-33

“The Massachusetts Coalition for Teacher Quality and Student Achievement: An Introduction,” Excellence and Equity in Education, vol. 39, no. 1, February 2006, 4-14

“Bringing the Community Back in: Change, Accommodation, and Contestation, in a School and University Partnership,” with Afra Hersi, Elizabeth MacDonald, Maria Teresa Sanchez, Connie Scandone, Charles Skidmore, and Patrick Tutwiler, Excellence and Equity in Education vol. 39, no. 1, February 2006, 27-36

“Boundary Spanning Urban Teacher Preparation: Complex Processes and Outcomes from the Massachusetts Coalition for Teacher Quality and Student Achievement,” in Kenneth Howey, ed., Boundary Spanners: A Key to Success in Urban P-16 University-School Partnerships (Washington, DC: American Association of State Colleges and Universities, 2006), 90-126

“Growing Teacher Leadership in the Urban Context: The Power of Partnerships,” with Elizabeth MacDonald, in Kenneth R. Howey, Linda M. Post, and Nancy L. Zimpher, eds., Recruiting, Preparing and Retaining Teachers for Urban Schools (Washington, DC: American Association of Colleges of Teacher Education, 2006), 125-144.

“Developing Culturally Responsive Teachers Through Community-Based Collaboratives,” Higher Education in the World 2006: The Financing of Universities (New York: Palgrave MacMillan, 2006), pp. 244-247.

“Street-Level Democrats: Realizing the Potential of School, University, and Community Coalitions,” in The Education Forum, vol. 70, no. 2, 2006, pp. 116-122.

“Transforming Urban Education through the Massachusetts Coalition for Teacher Quality and Student Achievement,” in Lauri Johnson, Mary E. Finn, and Rebecca Lewis, eds., Urban Education with an Attitude (Albany, NY: State University of New York Press, 2005)

“Excellence in Schools of Education: An Oxymoron?,” with Mary M. Brabeck, in Phi Delta Kappan, vol. 84, no. 5, January 2003, pp. 368-372.

“The Case That Won’t Go Away: Besieged Institutions and the Massachusetts Teacher Tests,” with Larry Ludlow and Camilia Rosca, in Educational Policy and Analysis Archives, vol. 10, no. 50, December 2002, <http://epaa.asu.edu/epaa/v10n50/>.

“Faith-Based Organizations, Community Development, and the Reform of Public Schools,” Peabody Journal of Education, vol. 76, no. 2, 2002, pp. 222-239.

“Faith-Based Organizations and the Reform of Public Education: Promises and Perils,” in E.J. Dionne, Jr., and Ming Hsu Chen, eds., Sacred Places, Civic Purposes: Should Government Help Faith-Based Charity? (Washington, DC: Brookings Institution Press, 2001), pp. 176-190.

“Linking Community Organizing and School Reform: A Comparative Analysis,” in Robert Crowson and William Boyd, eds., Community Development and School Reform (New York: Elsevier, 2001), pp. 139-170.

“Patience and Politics: Alliance Schools Develop Parental Leadership,” Shelterforce, July/August 2001, vol. 23, no. 4, pp. 8-24.

“Community Organizing for Parental Engagement: The Educational Collaboratives of the Texas Industrial Areas Foundation,” in Robert H. Wilson, ed., Public Policy and Community: Activism and Governance in Texas (Austin: University of Texas Press, 1997), pp. 166-228.

“La résistance pédagogique. Paul Geheeb et l'école de l'Odenwald sous le Nazisme,” in Daniel Hameline, Jürgen Helmchen, and Jürgen Oelkers, eds., L'Éducation Nouvelle et le'enjeux de son histoire. Actes du colloque international des Archives Institut Jean-Jacques Rousseau (Frankfurt: Peter Lang, 1995), pp. 105-116

“Radikaler Humanismus: Die Lebensarbeit von Paul und Edith Geheeb in der Odenwaldschule und in der Ecole d'Humanité,” Die Reformpädagogik auf den Kontinenten, Hermann Röhrs and Volker Lenhart, eds., (Frankfurt: Peter Lang, 1994), pp. 249-258

“Promising Practices in the Social Studies,” Promising Practices in Teaching Social Responsibility, Sheldon Berman and Phyllis LaFarge, eds., (Albany: State University of New York Press, 1993), pp. 163-181

"Impressions of a School Reform in the Year of German Unification: The Team/Small Group Model," From Two to One: Impressions of German Unification (Bonn: Alexander von Humboldt Foundation, 1992), pp.159-178

"When Did New England Women Acquire Literacy?" with Joel Perlmann, The William and Mary Quarterly, vol. 48, no. 3, 1991, pp. 50-67

"Teaching Freedom," Magazine of History, vol. 3, no. 3/4, 1988, pp. 3-4

"A Critical Review and Appropriation of Pierre Bourdieu's Analysis of Social and Cultural Reproduction," Journal of Education, vol. 168, no. 2, 1986, pp. 96-112

"Reproduction, Contestation, and Political Theater: Reflections on Three Productions," Journal of Education, vol. 168, no. 1, 1986, pp. 93-104

"Synergy and the Modalities of Power," Praxis: Perspectives on Development and Change, vol. 4, no. 1, 1985, pp. 41-51

REPORTS

Leading from the Middle: Spreading Learning, Well-being, and Identity across Ontario, with Andy Hargreaves (Toronto: Council of Ontario Directors of Education, 2018)

Labor-Management Collaboration in Education: The Process, the Impact, and the Prospects for Change, with Ken Futernick, Sara McClellan, and Scott Vince (San Francisco: WestEd, 2013)

The Far Side of Educational Reform, with Andy Hargreaves (Ottawa: Canadian Teachers' Federation, 2012)

Improving Lower Secondary Schools in Norway, with Beatriz Pont, Diana Toledo, Nancy Hoffman, Kirstie Klette and Pasi Sahlberg (Paris: Organization for Economic Cooperation and Development, 2011)

Professional Responsibility and Active Trust: Evaluative Commentary Concerning the Blueprint for Reform in Education: Bermuda Public School System Strategic Plan 2010-2015, with Andy Hargreaves and Maureen Hughes (author)

The Learning Mosaic: A Multiple Perspectives Review of the Alberta Initiative for School Improvement with Andy Hargreaves, Robert Crocker, Brent Davis, Dennis Sumara, Pasi Shalberg, Lori McEwen, and Maureen Hughes (Edmonton: Alberta Education, 2009)

The Alberta Initiative for School Improvement: A Qualitative Case Study with Lori McEwen (Edmonton: Alberta Education, 2009)

The Long and Short of School Improvement with Andy Hargreaves, Michael Evans, Corrie Stone-Johnson, and Deanna Riseman (London: Specialist Schools and Academies Trust, 2007)

BOOK REVIEWS

Judith Bueschel, “Edith Geheeb: Eine Reformpädagogin zwischen pädagogischem Ideal und praktischem Schulmanagement,” Paedagogica Historica

Catherine Cobb Morocco, Nancy Brigham, and Cynthia Mata Aguilar, “Visionary Middle Schools: Signature Practices and the Power of Local Invention,” Teachers College Review, online version, 31 August 2007

Jean Anyon, “Radical Possibilities: Public Policy, Urban Education, and a New Social Movement,” Urban Education, pp. 502-507

Edward T. Chambers, “Roots for Radicals: Organizing for Power, Action, and Justice,” Urban Affairs Review, March 2005, pp. 566-568

Clarence N. Stone, Jeffrey R. Henig, Bryan D. Jones, and Carol Pierannunzi, “Building Civic Capacity: The Politics of Reforming Urban Schools,” Urban Education, vol. 38, no. 2, March 2003, pp. 236-243

Anthony Bryk, “Charting Urban School Reform,” American Journal of Sociology, vol. 105, no. 1, July 1999, pp. 275-277

Hildegard Feidel-Merz, “Schulen im Exil: Die verdrängte Pädagogik nach 1933,” New German Critique, no. 32, 1988

RECENT OFFICE

Chair, Special Interest Group on Educational Change, American Educational Research Association (served from 2012 to 2015)

GUEST EDITOR

Journal of Educational Change (12)2, 2011

PRESENTATIONS

“Five Paths of Student Engagement” Webinar Series with the Australian Council for Educational Leaders, September-October 2021

“Five Paths of Student Engagement: Positive Ways Forward Beyond the Pandemic,” World Education Leadership Summit Webinar, September 2021

“The Leadership of Recovery: New Imperatives for Success in School,” Alberta Teachers’ Association Webinar, August 2021

“Kicking Open the Trap Door of Student Engagement,” National Center for Educational Research and Technology Summer Institute for School Superintendents, Canandaigua, New York, July 2021

“Designing School Futures for All: Leadership in Times of Recovery,” Ontario Institute for Studies in Education Webinar, July 2021

“Five Paths of Student Engagement,” Slate School Webinar, June 2021

“Five Paths of Student Engagement,” Trinity College Dublin Webinar, June 2021

“Five Paths of Student Engagement,” BTS Spark Webinar, June 2021

“Five Paths of Student Engagement,” University of Stavanger Webinar, April 2021

“Student Engagement: Beyond Relevance, Technology, and Fun,” University of Stavanger Webinar, December 2020

“Student Engagement: Beyond Relevance, Technology, and Fun,” Atlantic Rim Collaboratory Webinar, November 2020

“Leading from the Middle: Rethinking the Best Ways to Change,” International Congress for School Effectiveness and Improvement, Marrakesh, Morocco, January 2020

“Thinking through Leadership for Learning: Confronting the Challenge of Realpolitik,” International Congress for School Effectiveness and Improvement, Marrakesh, Morocco, January 2020

“The Quest for Meaning and Purpose: Evidence from Ontario Education Reform,” International Congress for School Effectiveness and Improvement, Marrakesh, Morocco, January 2020

“Beyond Well-being: New Directions for Educational Change,” International Congress for School Effectiveness and Improvement, Marrakesh, Morocco, January 2020

“Building a Professional Learning Network from Scratch: Tips, Tools, and Insights,” International Congress for School Effectiveness and Improvement, Marrakesh, Morocco, January 2020

“Learning to Be: Promoting Engagement, Identity, and Wellbeing,” Learning Forward Annual Conference, St. Louis, Missouri, December 2019

“Leading from the Middle,” Learning Forward Annual Conference, St. Louis, Missouri, December 2019

“A Next Way of Educational Change,” Seoul National University, Seoul, South Korea, October 2019

“A Next Way of Educational Change,” Seoul Metropolitan Office of Education, Seoul, South Korea, October 2019

“Dialektik der Digitalisierung: Neue Visionen für die Zukunft der Arbeit und Bildung,” [Dialectics of Digitalization: New Visions for the Future of Work and Education,” Robert Bosch Foundation, Stuttgart, Germany, June 2019

“Clusters, Partnerships, Curriculum, and Collaborative Professionalism,” University of Stavanger, Norway, June 2019

“The Human-Technology Frontier: Imagining the Future of Work and Education,” Robert Bosch Foundation, Berlin, Germany, May 2019

“From Testing with Fidelity to Meaning and Purpose in Education: New International Findings,” East China Normal University, Shanghai, China, May 2019

“Creating Trust, Nurturing Responsibility in Our Schools and Kindergartens: New Leadership Strategies for Coherence and Improvement,” National School Leaders’ Association, Oslo, Norway, May 2019

“The Quest for Meaning and Purpose in Education,” Annual Meeting of the American Educational Research Association, Toronto, Canada, April 2019

“The New Imperatives of Educational Change: How New Innovations are Transforming Teaching and Learning,” Global Educational Leadership Conference, Singapore, March 2019

“The Four Ways of Professional Learning Communities,” Global Educational Leadership Conference, Singapore, March 2019

“The Fourth Way of School Education and the Fourth Way of School Innovation,” Seoul, South Korea, August 2018

“The Fourth Way of School Education and the Fourth Way of School Innovation,” Chuncheon, South Korea, August 2018

“The New Imperatives of Educational Change: Achievement with Integrity,” ExSEL Conference, National Institute of Education, Singapore, July 2018

“Putting Well-being into Place: New Research Findings from Ontario and Germany,” American Educational Research Association Annual Meeting, New York, New York, April 2018

“The New Imperatives of Educational Change: Achievement with Integrity,” International Seminar on New Models of Learning in a Changing World, Mexico City, Mexico, March 2018

“Leading from the Middle: New Research Findings from Ontario Canada,” International Congress on School Effectiveness and Innovation, Singapore, January 2018

“The Existential Imperative of Educational Change,” Universidad Alberto Hurtado, Santiago, Chile, November 2017

“The New Imperatives of Educational Change: Towards Achievement with Integrity,” Pontificia Universidad Católica de Chile, Santiago, Chile, November 2017

“Do Standardized Tests Improve Education?,” Pontificia Universidad Católica de Chile, Santiago, Chile, November 2017

“The New Imperatives of Educational Change: Towards Achievement with Integrity,” World Educational Leadership Symposium and Network, Zug, Switzerland, September 2017

“Attaining Coherence: Five Practical Steps for Improving Student Learning,” Research Partnership Schools Conference, University of Calgary, Calgary, Alberta, Canada, August 2017

“Educating for Integrity: Leading our Profession as an Existential Imperative,” Unite for Quality Education and Leadership Conference, Rotterdam, the Netherlands, May 2017

“The Challenges of Education Today,” 400th Anniversary of Piarist Schools Conference, Santiago, Chile, April 2017

“Rousing the International Teaching Profession,” uLead Conference, Banff, Alberta, Canada, April 2017

“Educational Change: Re-Thinking How to Teach and Learn,” Tallinn University, Estonia, February 2017

“Educational Changes,” International Summit on PISA and its Meaning for Policy and Practice Around the Baltic Sea,” Tallinn, Estonia, February 2017

“Achievement with Integrity: The Quest for Meaning and Purpose in Education,” National Technical University, Scandic Hell, Norway, February 2017

“The New Imperatives of Educational Change,” Pädagogische Hochschule, Zürich, Switzerland, October 2016

“The New Imperatives of Educational Change,” Education International Conference of OECD Affiliates, Rome, Italy, March 2016

“The New Imperatives of Educational Change,” International Summit for the Teaching Profession, Berlin, Germany, March 2016

“Leading from the Middle: How Districts Take Collective Responsibility for Improvement,” International Congress of School Effectiveness and Improvement, Glasgow, Scotland, January 2016

“Voices from the Field: What Rural Educators are Gaining from School-to-School Collaboration,” International Congress of School Effectiveness and Improvement, Glasgow, Scotland, January 2016

“The New Imperatives of Educational Change,” GNIST Annual Conference, Vestfold, Norway, October 2015

“The Theory of Educational Change and Implementation: Putting Policies into Practice,” Bancolumbia Conference on Early Childhood Education, Medellín, Colombia, June 2015

“The Five Imperatives of Educational Change: Towards Achievement with Integrity,” Teachers’ Leadership Institute, Arizona K12 Center, Tucson, Arizona, June 2015

“The Five Catalysts of Educational Change,” Principals-in-Action Conference, Sandnes, Norway, April 2015

“The Five Catalysts of Educational Change,” Principals-in-Action Conference, Helsingborg, Sweden, April 2015

“Teacher Policy and High Quality Teaching in the 21st Century,” Union of Upper Secondary School Teachers, Copenhagen, Denmark, April 2015

“Mindful School Leadership: Towards Achievement with Integrity,” uLead Conference, Banff, Alberta, Canada, March 2015

“Mindful School Leadership: Towards Achievement with Integrity,” Washington Area Superintendents’ Association, Yakima, Washington, March 2015

“Engaging Networks: Stimulating and Supporting Educational Change in Remote Rural Schools,” International Conference of School Effectiveness and Innovation, Cincinnati, Ohio, January 2015

“School Leaders’ Impacts on Student Learning,” Union of Educators Norway National School Leaders’ Conference, Stavanger, Norway, November 2014

“Mindful Leadership,” Ontario Public Supervisory Officers’ Association, Toronto, Ontario, Canada, November 2014

“Achieving with Integrity: An Interpretation of New International Research Findings,” Research Council of Norway Annual Conference, Oslo, Norway, November 2014

“Mindful Teacher Leadership,” Fort McMurray Public Schools Professional Development Institute, Fort McMurray, Alberta, Canada, October 2014

“The Future of the Principalship in Canada,” Alberta Teachers’ Association Local 48, Fort McMurray, Alberta, Canada, October 2014

“Germany’s Improved Results on PISA: Implications for American Education,” Center for the Student of Testing, Evaluation, and Education Policy, Lynch School of Education, Boston College, Chestnut Hill, Massachusetts, October 2014

“Achieving with Integrity: Towards Mindful Educational Change,” Edmonton Catholic Schools Conference, Jasper, Alberta, Canada, October 2014

“The Global Fourth Way,” University of Mount Union, Alliance, Ohio, August, 2014

“The Global Fourth Way,” Western Australia Primary Principals’ Association, Perth, Australia, June 2014

“Mindful Teaching with Technology,” Western Australia Primary Principals’ Association, Perth, Australia, June 2014

“The Four Ways of Professional Learning Communities,” Western Australia Primary Principals’ Association, Perth, Australia, June 2014

“Mindful Teacher Leadership,” Ninth Annual Institute on Teacher Leadership, Arizona K12 Center, Tucson, Arizona, June 2014

“Teacher Policy and High Quality Teaching in the 21st Century,” Unite for Quality Education Conference, Montreal, Canada, May 2014

“Revolutionising 21st Century Education Through Best Practices,” Jamaica Teachers’ Association International Education Conference, Montego Bay, Jamaica, April, 2014

“The Global Fourth Way: The Quest for Educational Excellence,” International Summit on Education in Transformation, Hanoi, Vietnam, April 2014

“The Fourth Way of Leadership and Change,” Global Learning Alliance Conference, Teachers College, Columbia University, April 2014

“Convergence Pedagogy: The Challenge Ahead,” C.J. Koh Visiting Professor Seminar, National Institute of Education, Nanyang University, Singapore, March 2014

“Toward Mindful Educational Change: The Quest for Achievement and Integrity,” C.J. Koh Chair Public Lecture, Singapore, March 2014

“A Great School for All: Our Leadership Challenge,” Red Deer Teachers’ Association, Red Deer, Alberta, Canada, February 2014

“A Great School for All: Our Leadership Challenge,” Calgary Teachers’ Association, Calgary, Alberta, Canada, February 2014

“A Great School for All: Our Leadership Challenge,” School Trustees’ Conference, Edmonton, Alberta, Canada, February 2014

“Mindful Leadership in a Great School for All,” Northeast Teachers’ Convention, Edmonton, Alberta, Canada, February 2014

“Mindful Teaching with Technology,” Alberta Teachers’ Association Professional Development Day on New Technologies, Edmonton, Alberta, Canada, February 2014

“The Global Fourth Way: The Quest for Educational Excellence,” Union of Professional Educators Norway Professional Development Day, Oslo, Norway, February 2014

“One Square Kilometer of Education: A Critical Review,” One Square Kilometer of Education Annual Conference, Berlin, Germany, December 2013

“The Global Fourth Way,” Quest Annual Conference, York, Ontario, Canada, November 2013

“The Fourth Way of Leadership and Change,” Whole Education Annual Conference, London, England, November 2013

“Mindful Teaching with Technology,” Harvard Graduate School of Education Symposium on Large-Scale Change, Cambridge, Massachusetts, November 2013

“The Inspiring Future for Teacher Leadership,” National Staff Association for the Improvement of Instruction, Savannah, Georgia, November 2013

“Understanding the Rapidly Evolving Transformation of Digital Learning in Higher Education,” Alexander von Humboldt Foundation, Washington, DC, October 2013

“The Global Fourth Way: The Quest for Educational Excellence,” Helsingborg Public School System, Helsingborg, Sweden, October 2013

“The Global Fourth Way: The Quest for Educational Excellence,” Comenius-Regio School Development Conference, Helsingborg, Sweden, October 2013

“Optimizing Change and Development in Schools: The Global Fourth Way,” School Development Conference, Loen, Norway, October 2013

“The Finland-Alberta Partnership: A Fourth Way Network,” Canadian Embassy Education Forum, Helsinki, Finland, September 2013

“The Global Fourth Way,” Victorian Principals’ Association, Melbourne, Australia, September 2013

“The Mindful Teacher,” Singapore Principals’ Association, Singapore, September 2013

“The Fourth Way of Leadership,” Singapore Principals’ Association, Singapore, September 2013

“Improving Learning: The Four Ways of Professional Learning Communities,” Australian Council for Educational Research Institute, Sydney, Australia, August 2013

“Mindful Teacher Leadership,” Alberta Teachers’ Association Summer Leadership Institute, Banff, Alberta, Canada, August 2013

“La Cuarto Vía: El Inspiradora Porvenir por Cambio Docente,” Pontificia Universidad Católica de Chile,” Santiago, Chile, August 2013

“The Global Fourth Way: The Inspiring Future for Educational Change,” Arizona K12 Center Teacher Leadership Institute, Tucson, Arizona, June 2013

“The Global Fourth Way: The Inspiring Future for Educational Change,” Keynote Lecture, International Associate for Scholastic Excellence Conference, Singapore, April 2013

“Mindful Teaching with Technology,” Concurrent Session, International Associate for Scholastic Excellence Conference, Singapore, April 2013

“The Four Ways of Professional Learning Communities,” Concurrent Session, International Associate for Scholastic Excellence Conference, Singapore, April 2013

“La Cuarto Vía: El Inspiradora Porvenir por Cambio Docente,” Universidad Pedagógica Nacional, Mexico DF, Mexico, March 2013

“Creating a Great School for All,” Northeast Teachers’ Association Convention,” Edmonton, Alberta, February 2013

“Creating a Great School for All,” Calgary Public Educators Annual Conference, Calgary, Alberta, February 2013

“The Fourth Way: A Relevant Model for Latin America?” International Conference on School Effectiveness and Innovation, Santiago, Chile, January 2013

“Next Steps in Curriculum Design and Learning in Alberta,” Invitational Symposium on “Encountering Curriculum Redesign: Bringing Inspiring Education to Life,” Sponsored by Alberta Education and the Alberta Teachers’ Association, Edmonton, Alberta, Canada, December 2012

“The Mindful Teacher: A Systems Planning Approach,” Grande Yellowhead Public School District, Alberta, Canada, November 2012

“The Global Fourth Way: The Quest for Educational Excellence,” Union of Educators Norway Conference, Oslo, Norway, November, 2012

“The Global Fourth Way: The Quest for Educational Excellence,” National Center for Educational Research and Technology Conference, Berkeley, California, November, 2012

“The Global Fourth Way: The Quest for Educational Excellence,” Swedish Principals’ Association Conference,“ Halmstad, Sweden, September 2012

The Fourth Way of Leadership and Change,” Michigan Association of Intermediate School Administrators Annual Meeting, Lansing, Michigan, June 2012

“US Teacher Unions as Drivers of Innovation and Improvement: The Growth of Regional Networks of the Teacher Union Reform Network (TURN),” American Educational Research Association Annual Meeting, Vancouver, Canada, April 2012

“The Fourth Way of Leadership and Change,” Metropolitan Nashville Public Schools, Keynote Address, Nashville, Tennessee, January 2012

“Diversity and Assessment: Living it/Sharing it,” Keynote Address for the Calgary Public Teachers Association, Calgary, Alberta, October 2011

“Curriculum as Designing the Future: International Perspectives,” Keynote Address for the Invitational Symposium of the Alberta Teachers’ Association, Edmonton, Alberta, October 2011

“Norway’s Path to School Improvement,” European Educational Research Association Annual Conference, Berlin, Germany, September 2011

“Mindful Teaching and Leadership,” Australian Council for Educational Leaders Traveling Scholar Series in Brisbane, Canberra, Darwin, and Sydney, Australia, July-August 2011

“The Fourth Way in Finland and Alberta,” Ministry of Education, Helsinki, Finland, May, 2011

“The Inspiring Future of Mindful Leadership,” Lower Metro Coast Professional Development Day, Vancouver, British Columbia, Canada, April, 2011

“The Fourth Way of Leadership and Change,” Grande Yellowhead Public School District, Alberta, Canada, April, 2011

“Mindful Teaching and Leading,” Grande Yellowhead Public School District, Alberta, Canada, April 2011

“The Inspirational Future of Public Interest Organizing,” Public Interest Alberta Fifth Annual Symposium, Edmonton, Alberta, Canada, March 2011

“What is a Good School?” International Symposium, Edmonton, Alberta, Canada, February, 2011

“Mindful Leadership in the Fourth Way of Leadership and Change,” Lower Metro Coast Professional Development Day, Vancouver, British Columbia, Canada, January 2011

“The Fourth Way in Action: The New Challenge for Global Educational Leaders,” with Andy Hargreaves, National Staff Development Council Annual Meeting, Atlanta, Georgia, December 2010

“Mindful Teaching and Leading,” Lower Metro Coast Professional Development Day, Vancouver, British Columbia, Canada, November 2010

“Mindful Teaching and Leading,” College of Alberta School Superintendents Professional Development Day, Calgary, Alberta, Canada, November 2010

“Mindful Teaching and Leading,” College of Alberta School Superintendents Professional Development Day, Edmonton, Alberta, Canada, November 2010

“Mindful Teaching and Learning: A New Point of Departure for Multicultural Education,” Thirteenth Annual Conference and Curriculum Resource Fair, Rhode Island College, Providence, Rhode Island, November 2010

“The Mindful Teacher,” with Elizabeth MacDonald, Legacy Banks Lecture Series, Pittsfield, Massachusetts, October 2010

“The Mindful Teacher,” Hackney Headteachers’ Conference, London, England, October 2010

“The Mindful Teacher,” Commonwealth Council for Educational Administration and Management/Australian Council for Educational Leaders International Conference, Sydney, Australia, October, 2010

“The Inspirational Future of Educational Change,” Fifth Annual Teachers Conference, Principals’ Academy, Singapore, September, 2010

“The Mindful Teacher,” Principals’ Academy, Singapore, September 2010

“The Mindful Teacher” National Institute of Education, Nanyang Technological University, Singapore, August 2010

“The Fourth Way of Leadership and Change,” Nanyang Technological University, Singapore, August 2010

“The Fourth Way,” Trillium Lakelands School District, Halliburton, Ontario, Canada

“La Cuarto Vía: El Inspiradora Porvenir por Cambio Docente,” Universidad Pontificia Católica de Santiago, Chile, August 2010

“La Cuarto Vía: El Inspiradora Porvenir por Cambio Docente,” Universidad Católica del Maule, Talca, Chile, July 2010

“Mindful Teaching and Learning in the Fourth Way of Leadership and Change,” Bosch Foundation International Symposium, Stuttgart, Germany, July 2010

“Expert Testimony on the Reauthorization of the Elementary and Secondary Education Act,” Forum for Educational Accountability Public Hearing, Washington, DC, June 2010

“The Fourth Way of Leadership and Change,” Arizona K-12 Center Fifth Annual Teacher Leadership Institute, Tucson, Arizona, June 2010

“Paul Geheeb’s Enduring Educational Legacy,” Ecole d’Humanité, 100th Anniversary Celebration of Geheeb Schools, Goldern, Switzerland, June 2010

“The Best of British Urban Education,” British Consul General, Transatlantic School Innovation Alliance Symposium, Cambridge, Massachusetts, June 2010

“Mindful Teaching in the Fourth Way of Leadership and Change,” College of Alberta School Superintendents Summer Conference, Banff, Alberta, Canada, May 2010

“The Fourth Way: The Inspiring Future for Educational Change,” Edmonton Teachers’ Association, Annual Convention, Edmonton, Alberta, Canada, February 2010

“The Mindful Teacher,” Annual Meeting of the American Association of Colleges of Teacher Education, Atlanta, Georgia, February 2010

“The Fourth Way: The Inspiring Future for Educational Change,” Keynote Lecture, Annual Meeting of the American Association of Colleges of Teacher Education, Atlanta, Georgia, February 2010

“The Fourth Way: The Inspiring Future for Educational Change,” Calgary Teachers’ Federation, Calgary, Alberta, Canada, February 2010

“The Fourth Way: The Inspiring Future for Educational Change,” Northeast Teachers’ Convention, Edmonton, Alberta, Canada, February 2010

“The Fourth Way: The Inspiring Future for Educational Change,” National Staff Development Council, St. Louis, Missouri, December 2009

“The Fourth Way: The Inspiring Future for Educational Change,” Tower Hamlets Headteachers’ Conference, London, England, November 2009

“The Fourth Way: The Inspiring Future for Educational Change,” People for Education Annual Conference, Toronto, Canada, November 2009

“The Mindful Teacher,” with Elizabeth MacDonald, Excellence Forum, Academy of the German School Prize, Leipzig, Germany, October 2009

“The Fourth Way: The Inspiring Future for Educational Change,” International School Management Symposium, Zug, Switzerland, September 2009

“Community Organizing and Educational Change,” Teacher Development Summit, Johannesburg, Republic of South Africa, July 2009

“Schule von Außen Anregen,” [Changing Schools from Outside] 25th Anniversary Celebration, Freudenberg Foundation, Weinheim, Germany, June 2009

“The Fourth Way of Change and Leadership,” Alberta Initiative for School Improvement Annual Conference, Calgary, Canada, February 2009

“Parent and Community Relationships with Schools: Lessons from the United States,” International Symposium on School Management Supported by Active Participation of Parents and Local Residents, Tokyo, Japan, December 2008

“The Music of Democracy: Emerging Strategies for an Era of Post-Standardization,” Change Wars Summit, Toronto, Canada, October 2008

“Umwandlung und Krisen in Schulreform,” [Change and Crises in School Reform] Symposium on “One Square Kilometer of Education,” Berlin, October 2008

“All Communities Left Behind? How New School Accountability and Performance Regimes Undermine Sustainable Civic Capacity in Recent US Reforms,” American Educational Research Association Annual Meeting, New York, New York, March 2008

Community Organizing und Bildungswandel,” [Community Organizing and Educational Change] Schools in Societies of Immigration: International Perspectives in Research and Practice Conference, Freie Universität Berlin, February 2008

“Perspektiven der LehrerInnenausbildung in Hinblick auf die Anforderungen einer globalisierten Gesellschaft,” [Perspectives on Teacher Education in Light of the Challenges of a Globalizing Society] Symposium on the Future of University-based Teacher Education, University of Vienna, Austria, November 2007

“Excelencia in la Formación Docente en los Estados Unidos: Un Terreno Disputado,” [Excellence in Teacher Education in the United States: Contested Terrain] Research Seminar, University of Barcelona, Spain, June 2007

“Unintended Consequences of the Accountability Movement in the US and the UK,” Freudenberg Foundation, Weinheim, Germany, June 2007

“Recent Research Findings on Turning Around Struggling Schools in the United States,” International Symposium of the Interdisciplinary Dortmund Research Group on Youth, Schools, and Education, June 2007

“Teaching Parent Power: The Challenge of Integrating Community Organizing into Teacher Education,” American Educational Research Association, Annual Meeting, Chicago, Illinois, April 2007

“Changing Conceptions of Educational Quality in Community Organizing,” American Educational Research Association, Annual Meeting, Chicago, Illinois, April 2007

“American Perspectives on German Traditions of Educational Theory and Research,” German Society for Educational Science, Hildesheim, Germany, March 2007

“Mindful Innovation, Mindful Teaching,” International Education Summit, Boston, Massachusetts, November 2006

“Community Organizing for Educational Change: Past Illusions, Future Prospects,” International Invitational Symposium, St. Patrick’s College, Dublin City University, Dublin, Ireland, July 2006

“The Mindful Teacher: A Research Agenda,” American Educational Research Association, Annual Meeting, San Francisco, California, April 2006

“No Child Left Behind and Community Organizing,” American Educational Research Association, Annual Meeting, San Francisco, California, April 2006

“Community Organizing, Urban Education, and Social Change,” American Educational Research Association, Annual Meeting, San Francisco, California, April 2006

“Reinventing Teacher Education: Lessons from the ‘Teachers for a New Era’ Project at Boston College,” Holmes Partnership Annual Conference, February 2006

“Collaboration for Quality Teacher Preparation Through the Higher Education Act, Title II Grants Program,” American Association of Colleges for Teacher Education, February 2005

“Teacher Education and Community Organizing,” Second International Summit for Leadership in Education, Boston, Massachusetts, November 2004

“Involvement of Faith-Based Organizations in Community Development and Urban School Reform,” 2004 Urban Schools Conference: New Models for Urban Improvement, John Glenn Institute for Public Service and Public Policy, Ohio State University, April 2004

“Critical Appraisal of What We’ve Learned from Collaborative Practice: Massachusetts Coalition for Teacher Quality and Student Achievement,” American Educational Association Annual Meeting, San Diego, California, April 2004

“Transforming Urban Education Through the Massachusetts Coalition for Teacher Quality and Student Achievement,” American Educational Association Annual Meeting, San Diego, California, April 2004

“Successes and Challenges of Multifaceted Collaboration Within a School-University Partnership,” American Educational Association Annual Meeting, San Diego, California, April 2004

“Doing Dewey: The Practices of Deliberative Democracy for Improving Teacher Quality and Student Achievement,” American Association of Colleges of Teacher Educators Annual Meeting, Chicago, Illinois, February 2004

“Building Communities of Inquiry and Practice: Maximizing Learning in the Social Contexts of Education,” American Association of Colleges of Teacher Educators Annual Meeting, Chicago, Illinois, February 2004

“Transforming Teacher Education to Serve Culturally and Linguistically Diverse Students,” American Association of Colleges of Teacher Educators Annual Meeting, Chicago, Illinois, February 2004

“Organizing Communities of Practice and Inquiry in Diverse Urban Schools,” Association of Teacher Educators Summer Conference, Santa Fe, New Mexico, August 2003

“Requisite Variety and Collaboration in Teacher Education,” American Educational Research Association Annual Meeting, Chicago, Illinois, April 2003

“Street-Level Bureaucrats and the Massachusetts Teacher Tests: A Study in Unanticipated Consequences of State and Federal Policies,” American Educational Research Association Annual Meeting, Chicago, Illinois, April 2003

“Challenges of Community Engagement in Urban Teacher Preparation,” American Educational Research Association Annual Meeting, Chicago, Illinois, April 2003

“Promoting Participatory Democracy through Community Organizing,” American Educational Research Association Annual Meeting, Chicago, Illinois, April 2003

“Building Civic Capacity in Urban Schools and Communities,” Holmes Partnership Annual Conference, Washington, DC, February 2003

“K-16 Partnerships Link Staff Development and Student Achievement,” National Staff Development Council Annual Conference, Boston Massachusetts, December 2002

“Enhancing Quality Teaching and Learning through the Massachusetts Coalition K-16 Partnerships,” National Staff Development Council Annual Conference, Boston, Massachusetts, December 2002

“The Massachusetts Coalition for Teacher Quality and Student Achievement,” Holmes Partnership Annual Conference, San Antonio, Texas, January 2002

“From Parent Involvement to Parent Engagement: Lessons from Texas’ Alliance Schools,” Industrial Areas Foundation Conference on School Reform, Los Angeles, California, July 2001

“Building Communities of Inquiry and Practice in the Massachusetts Coalition for Teacher Quality and Student Achievement,” American Educational Research Association Annual Meeting, Seattle, Washington, April 2001

“Community Development and School Reform: A New Challenge to Site-Level Leadership,” American Educational Research Association Annual Meeting, Seattle, Washington, April 2001

“The New Private Universities in Germany,” Annual Meeting, German Chancellors Scholars, Alexander von Humboldt Foundation, Washington, DC, April 2001

“Nazi School Reform and Pedagogical Resistance: The Case of the Odenwaldschule,” Cornell University Chapter, Alexander von Humboldt Foundation, Ithaca, New York, April 2001

“Best Teaching Practices in Alliance Schools,” Alliance School Conference, Austin, Texas, March 2001

“Building Communities of Inquiry and Practice in the Massachusetts Coalition for Teacher Quality and Student Achievement,” American Association of Colleges for Teacher Education, Dallas, Texas, March 2001

“Standards and Diversity in Teacher Preparation,” American Association of Colleges for Teacher Education, Dallas, Texas, March 2001

“Accepting the Challenge of Partnerships for Teacher Quality Enhancement,” American Association of Colleges for Teacher Education, Dallas, Texas, March 2001

“From Community Organizing to Culturally Responsive Curricula,” American Educational Research Association, New Orleans, Louisiana, April 2000

“Wagenscheins Pädagogik und Staatsbürgerliche Erziehung,” Martin Wagenschein Gesellschaft, Odenwaldschule, Oberhambach, Germany, April 2000.

“Best Practices from the Alliance Schools,” Alliance School Conference, Dallas, Texas, February 2000.

“How Alliance Schools Change Teaching and Learning,” Alliance School Conference, Houston, Texas, January 2000.

“Developing Teachers and Principals into Community Organizers,” Alliance School Conference, San Antonio, Texas, November 1999

“Community Organizing and School Reform in the Rio Grande Valley,” American Educational Research Association, Montreal, Canada, April 1999

“Community Organizing for Urban School Reform: Lessons from the Alliance Schools in Texas,” Brookings Institution/Russell Sage Foundation, New York, New York, March 1996

“Community Organizing, Social Capital, and School Reform,” Conference on Social Capital and Education, University of Wisconsin, Madison, Wisconsin, May 1995

“Die Zersplitterung der Odenwaldschule in der NS-Zeit: Neue Perspektive aus der langen Sicht” Odenwaldschule, Oberhambach, Germany, October 1993

“Successful Models of Urban School Reform,” Alliance School Conference, Houston, Texas, August 1993

“Re-actualizing Progressive Education: Studies of School Change,” American Educational Research Association, Atlanta, Georgia, April 1993

"Restructuring Education Today: Three Strands of Reform," Rice University Seminar for High School Teachers, Rice University, Houston, Texas, November 1992

"Paul Geheeb's Resistance to National Socialism in the Odenwaldschule," Institute Jean-Jacques Rousseau, Geneva, Switzerland, April 1992

"American Progressive Education in Comparative and Historical Perspective," Institute Jean-Jacques Rousseau, Geneva, Switzerland, May 1991

"Recent American Innovations in Intercultural Education," Jahreskongress der Gemeinnützigen Gesellschaft Gesamtschulen, Hannover, Germany, May 1991

"Crisis and Reform in American Schools," Friedrich Ebert Foundation, Saarbrücken, Germany, March 1991

"Why the Team/Small Group Model is Important for American Educators," Landesverband der Gemeinnützigen Gesellschaft Gesamtschulen, Saarbrücken, Germany, January 1991

"German Reform Pedagogy," History of Education Society Annual Meeting, Chicago, Illinois, October 1989

"Nazi School Reform and Pedagogical Resistance: Paul Geheeb and the Odenwaldschule in the Era of National Socialism," American Educational Research Association Annual Meeting, San Francisco, California, March 1989

"From Hagiography to Critical Biography: The Case of Paul Geheeb," International Society for Educational Biography Annual Meeting, Scottsdale, Arizona, April 1989

LANGUAGES

German fluency; conversational Spanish; elementary French

PERSONAL

Married to Laura Shelley Cochran, with two children, Skye (b. 1988) and Gabriel (b. 1990).
Birth Date: February 28, 1955