James Henderson, Ed.D.

Professor
TLC
jhenders@kent.edu

Education

Ed.D., Curriculum & Teaching Studies
Stanford University

M.S., Philosophical Foundations of Education
University of Wisconsin-Milwaukee

B.A., History
Dartmouth College

Higher Education Work Experience

Coordinator **1/2010 -**
EHHS
Co-coordinator of the EHHS Teacher Leader Endorsement Program (TLEP).

Coordinator, Curriculum and Instruction, Masters (M.Ed.), Educational Specialist (Ed.S.), and Doctoral (Ph.D.) Programs **0/2003 - p**
Kent State University

Professor **1996 - p**
Kent State University
Graduate Faculty Status

Coordinator, College and Graduate School of Education's Core Curriculum Program **0/1995 -**
Kent State University

Associate Professor **1990**
Kent State University
Graduate Faculty Status

Associate Professor **1986**
Roosevelt University
Graduate Faculty Status

Director of Teacher Education **1984**
Roosevelt University

Assistant Professor **1980**
Roosevelt University

Curriculum Assistant to the Menlo College Dean of Students **1979**
Menlo College, Menlo Park, CA

United Nations **1978**
Diplomat and Educational Consultant for two International Year of the Child Projects

Elementary Physical Education Specialist and High School Swim Coach **1974**
Palo Alto School District and Trinity Day School in Menlo Park, CA

Coach and Aquatics Director **1970**
Brookfield Parks and Recreation, Brookfield, WI

- 1973

- 1969

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2013

History and French Teacher, Grades 10-12 **1970**
Milwaukee Independent School

Teacher Intern **1968**
Milwaukee Public School System

Other Professional Experience

Elected Factotum (President) of Professors of Curriculum **2007**

Graduate Studentsâ€™ Applause: Certificate of Achievement, University Teaching Council **2006**
Kent State University

Graduate Studentsâ€™ Applause: Certificate of Achievement, University Teaching Council **2004**
Kent State University

Selected to the Conference Advisory Board of the International Association for the Advancement of Curriculum Studies **2004**

Certificate of Appreciation, Association of International Students **2003**
Kent State University

Elected Co-Editor of the Journal of Curriculum and Pedagogy **2003 - p**

Elected Treasurer of the American Association for the Advancement of Curriculum Studies **2001 - p**

Elected to the International Board of the John Dewey Project on Progressive Education **1997**
University of Vermont

8/1997 - p
University of Vermont
Elected to the International Board of the John Dewey Project on Progressive Education

Deakin Center for Education and Change **1996**

8/1996 - p
Elected to Board of Editors, Deakin Center for Education

Elected to Board of Editors, Teaching Education **1995**

8/1995 - p
Elected to Board of Editors, Teaching Education

Elected to Professors of Curriculum **1992**

8/1992 - p
Elected to Professors of Curriculum

Fourth Annual MacDonald Prize for an Original Curriculum Theory Essay that Reflects and Extends James B. Macdonaldâ€™s Work, Bergamo Conference, Journal of Curriculum Theorizing **1987**

8/1987 - p
Fourth Annual MacDonald Prize for Curriculum Theory and Practice

Publications

Henderson, J. G. (2014). The common core state standards initiative: A lead professional invitation? *Journal of Curriculum and Pedagogy.*
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2013). Educator's professional freedom for students' democratic liberation. In D. Adair Breault and R. Breault, (Eds.), *Experiencing Dewey* (2nd ed.). West Lafayette, IN: Kappa Delta Pi.

Publication: *Book Chapters*

Henderson, J. G. (2012). C&P problem solving informed by Elliot Eisner's scholarship. *Journal of Curriculum and Pedagogy, 9*(1), 23-26

Publication: *Journal Articles, Refereed*

Henderson, J. G. (2011). Thanks for your support, modeling and scholarship. In R. Lake (Ed.), *Dear Nel: Letters from caring educators* (pp. 109-110). New York, NY: Teacher College Press.

Publication: *Book Chapters*

Kesson, K. R., & Henderson, J. G. (2010). Reconceptualizing professional development for curriculum leadership: Inspired by John Dewey and informed by Alain Badiou. In K. den Heyer, (Ed.), *Thinking education through Alain Badiou* (pp. 62-77). West Sussex, UK: Wiley-Blackwell.

Publication: *Book Chapters*

Henderson, J. G. (2010). Thanks, Maxine: From critical awareness to wide-awakeness. In R. Lake (Ed.), *Dear Maxine: Letters from the unfinished conversation*(pp. 132-133). New York: Teacher College Press.

Publication: *Book Chapters*

Henderson, J. G. (2010). Curriculum leadership. In C. Kridel, (Ed.), *The encyclopedia of curriculum studies* (Vol. 1, pp. 220-224). Thousand Oaks, CA: Sage Publications.

Publication: *Book Chapters*

Henderson, J. G. (2010). Transformative curriculum leadership. In C. Kridel, (Ed.), *The encyclopedia of curriculum studies* (Vol. 2, pp. 891-892). Thousand Oaks, CA: Sage Publications.

Publication: *Book Chapters*

Henderson, J. G. (2010). *The path less taken: Immanent critique in curriculum and pedagogy*. (Schneider, J. L., Ed.). Troy, NY: Educator's International Press

Publication: *Books Authored*

Henderson, J. G. (2010). Learning through a disciplined curriculum study approach: Implications for educational leadership. *Scholar-Practitioner Quarterly*, *4*(4), 312-315.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2010). Reconceptualizing professional development for curriculum leadership: Inspired by John Dewey and informed by Alain Badiou. *Educational Philosophy and Theory, 42*(2), 312-315.

Publication: *Journal Articles, Refereed*

Kent State University's Proposed Teacher Leader Endorsment Program. (Submitted to the Ohio Department of Education; Approved by the Ohio Board of Regents). 2010.

Publication: *Other*

Henderson, J. G., & Rosemary, G. (2010). *Curriculum Leadership Institute (CLI) Website at Kent State University.* Retrieved from www.ehhs.kent.edu/cli .

Publication: *Websites*

Ambrose, R., & Henderson, J. G. (2009). Foreword. In S. L. Leafgren, *Reuben's fall: A rhizomatic analysis of disobedience in kindergarten* (pp. 9-12). Walnut Creek, CA: Left Coast Press.

Publication: *Book Chapters*

Henderson, J. G. (2009). Sustaining artistry and leadership in democratic curriculum work. In E. L. Malewski, (Ed.). *Curriculum studies handbook: The next moment*(pp. 259-262). New York: Routledge.

Publication: *Book Chapters*

Henderson, J. G., & Slattery, P. (2009). Foreword. In J. Burdick, J. A. Sandlin, & T. Daspit, (Eds.), *Complicated conversations and confirmed commitments: Revitalizing education for democracy* (pp. ix-xix). Troy, NY: Educator's International Press.

Publication: *Book Chapters*

Henderson, J. G., & Slattery, P. (2009). Curriculum in a time of transition. *Journal of Curriculum and Pedagogy*, *6*(2), 1-5.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2009). A brief response to William H. Schubert's "Reflecting on William F. Pinar's *Intellectual advancement through disciplinarity: Verticality and horizontality in curriculum studies*." *Educational Researcher*, *38*(2), 141.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2009). Curriculum work at the intersection of pragmatic inquiry, deliberation, and fidelity. *Educational Researcher*, *38*(2), 132-136.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2009). What is the curriculum studies field? *Journal of Curriculum and Pedagogy, 6*(1), 1-9..

Publication: *Journal Articles, Refereed*

Report of the Second-Year Activities on the Creation of a Curriculum Leadership Website. (Submitted to the Martha Holden Jennings Foundation; Co-authored with Rosemary Gornik). 2009.

Publication: *Other*

Henderson, J. G., & Slattery, P. (2008). Identifying and advancing three key disciplinary dimensions of curriculum-based pedagogy: A useful leadership strategy*Journal of Curriculum and Pedagogy*, *5*(1), 1-10.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2008). Practicing the discipline of curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, *5*(2), 1-9.

Publication: *Journal Articles, Refereed*

Report on the Educational Leadership Programs at Miami (Ohio) University. (Co-authored with Gary Crow and Kathleen Manning). 2008.

Publication: *Other*

Report of the first-year pilot activities for the Curriculum Leadership Institute to the Martha Holden Jennings Foundation (Co-authored with Rosemary Gornik). 2008.

Publication: *Other*

Henderson, J. G., & Gornik, R. (2007). *Transformative curriculum leadership* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Publication: *Books Authored*

Henderson, J. G., & Slattery, P. (2007).Ethical challenges immanent to curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, *4*(1), 1-8.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (2007, Spring).Transformative curriculum leadership: Challenging the dominant problem solving approach. *American Educational Research Association Division B Curriculum Studies Newsletter*, 5-7.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2007). Understanding curriculum and pedagogy in relation to concepts of curriculum leadership. *Journal of Curriculum and Pedagogy, 4*(2), 1-5.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2006). Epistemological challenges and the process of becoming. *Journal of Curriculum and Pedagogy*, *3*(2), 1-9.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2006). Democracy, artistry, improvisation, and transformation: Curriculum and pedagogy in a new key. *Journal of Curriculum and Pedagogy, 3*(1), 1-9.

Publication: *Journal Articles, Refereed*

Kent State University: Annual Report on Academic Quality Improvement for Curriculum & Instruction Master's Degree, Educational Specialist, and Ph.D. Programs. 2006-Present.

Publication: *Other*

Kesson, K. R., & Henderson, J. G. (2005). Cultivating wise judgments in reflective teaching: Toward a mature profession. In K. R. Kesson and E. W. Ross, (Eds.), *Defending public schools: Teaching for a democratic society* (Vol. 2, pp. 3-16). Westport, CT: Greenwood Publishing.

Publication: *Book Chapters*

Henderson, J. G. (2005). Standing on Elliot Eisner's shoulders. In B. Uhrmacher & J. Matthews (Eds.), *Intricate palette: Working the ideas of Elliot Eisner* (pp. 53-62). Upper Saddle River, NJ: Merrill/Prentice Hall.

Publication: *Book Chapters*

Henderson, J. G. (2005). Educators' genuine freedom. In D. Adair Breault and R. Breault, (Eds.), *Experiencing Dewey: Insights for today's classroom* (pp. 67-70). West Lafayette, IN: Kappa Delta Pi.

Publication: *Book Chapters*

Henderson, J. G., & Slattery, P. (2005). Democracy, culture, and spirituality in the international arena. *Journal of Curriculum and Pedagogy*, *2*(2), 1-7.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2005). A disciplined understanding of curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, *2*(1), 1-5.

Publication: *Journal Articles, Refereed*

Henderson, J. G., Gornik, R., & Thomas, M. (2004).Transformative Curriculum Leadership: Inspiring Democratic Inquiry Artistry. In J. T. Sears & R. A. Gaztambide-Fernandez (Eds.), *Curriculum work as a public moral enterprise: After the "renaissance"* (pp. 59-72). Boulder, CO: Rowan & Littlefield Publishers.

Publication: *Book Chapters*

Henderson, J. G. (2004). Foreword. In L. Coia, N. J. Brooks, S. J. Mayer, P. Pritchard, E. Heilman, M. L. Birch, & A. Mountain (Eds.), *Democratic responses in an era of standardization* (pp. ix-xiv). Troy, NY: Educator's International Press.

Publication: *Book Chapters*

Henderson, J. G., & Kesson, K. R. (2004). *Curriculum wisdom: Educational decisions in democratic societies*. Upper Saddle River, NJ: Merrill/Prentice Hall.
Publication: *Books Authored*

Buckley, E. G., DeBenedictis, D., Henderson, J. G., Hyun, E., Krasney, K., Leafgren, S., Reuthinger, G. R., Slattery, P., Sloan, K., & Smith, A. (2004). The mission of the Journal of Curriculum and Pedagogy. *Journal of Curriculum and Pedagogy*, *1*(1), 5-8.
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2004). The artistry of curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, *1*(1), 1-4.
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2004). The arts create synergy for curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, *1*(2), 1-8.
Publication: *Journal Articles, Refereed*

Henderson, J. G.(2003). Review of Elliot Eisner's The arts and the creation of mind. *International Journal of Education and the Arts*, *4*. Retrieved from http://ijea.asu.edu/
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2001). Curriculum work as public intellectual leadership. In K. Sloan & J. Sears (Eds.), *Democratic curriculum theory and practice: Retrieving public spaces* (pp. 1-23). Troy, NY: Educator's International Press.
Publication: *Book Chapters*

Henderson, J. G. (2001). *Reflective teaching: Professional artistry through inquiry* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
Publication: *Books Authored*

Henderson, J. G. (2001). From critical hermeneutics in curriculum studies to the mythopoetics of curriculum praxis.* *JCT: Journal of Curriculum Theorizing, 17* (1), 131-134.
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2001). Celebration and critical assessment: A review of The lure of the transcendent: Collected essays by Dwayne E. Huebner. *Curriculum Inquiry Curriculum Inquiry*, *31*(3), 367-377.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2001). The curriculum word in postmodern times. *JCT: Journal of Curriculum Theorizing, 17*(3), 123-124.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2001). Deepening democratic curriculum work. *Educational Researcher*, *30*(9), 18-21.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2000). Postmodernism as an invitation to pedagogical and curricular transformation. In J. Glanz & L. Behar-Horenstein (Eds.), *Paradigm debates in curriculum and supervision: Modern and postmodern perspectives* (pp. 152-168). Westport, CT: Greenwood Press.
Publication: *Book Chapters*

Henderson, J. G., & Hawthorne, R. D. (2000). *Transformative curriculum leadership* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
Publication: *Books Authored*

Henderson, J. G. (2000). An existential query: What should this section be called? Should it even exist? *JCT: Journal of Curriculum Theorizing*, *16*(1), 89-91.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2000). Metonymic moments in curriculum practice. *JCT: Journal of Curriculum Theorizing, 16*(2), 63-65.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2000). Linking inquiry authenticity and deliberative knowing: A fundamental challenge in curriculum studies. *JCT: Journal of Curriculum Theorizing, 16*(3).
Publication: *Journal Articles, Refereed*

Kent State University's Masters of Liberal Studies Graduate Program Review. (Co-authored with Larry Andrews and Deborah Barnbaum), 2000.
Publication: *Other*

Kent State University's Masters of Liberal Studies Graduate Program Review. (Co-authored with Larry Andrews and Deborah Barnbaum), 2000.
Publication: *Reviews*

Henderson, J. G., & Kesson, K. R. (Eds.). (1999). *Understanding democratic curriculum leadership*. New York: Teachers College Press.
Publication: *Books Edited*

Hackney, C. E., & Henderson, J. G. (1999). Educating school leaders for inquiry-based democratic learning communities. *Educational Horizons*, *77*(2), 67-73.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1999). Critical hermeneutics in curriculum studies. *JCT: Journal of Curriculum Theorizing, Volume 15*(1), 23-25.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1999). Fostering the American genius for strong democracy. *Journal of Curriculum Studies, 31*.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1999). The interplay of phronesis, praxis, and a rhetorics of silence: A challenge to curriculum studies. *JCT: Journal of Curriculum Theorizing, 15*(3), 67-72.
Publication: *Journal Articles, Refereed*

Henderson, J. G., Hutchison, J., & Newman, C. (1998). Maxine Greene and the current/future democratization of curriculum studies. In W. F. Pinar (Ed.), *The passionate mind of Maxine Greene* (pp. 189-211). London: Falmer Press.
Publication: *Book Chapters*

Henderson, J. G. (1998). Transformative curriculum leadership. *Teaching Education, 9*(2), 69-70.
Publication: *Journal Articles, Refereed*

Ohio Department of Education Teacher Education Licensure Standards: Program Overview, 1998.
Publication: *Other*

Ohio Department of Education Teacher Education Licensure Standards: Program Overview, 1998.
Publication: *Reviews*

Henderson, J. G., & Dees, D. (1997). Teaching the process of aesthetic knowing and representation. In A. L. Costa & R. M. Liebmann (Eds.), *When process is content: Sustaining the spirit of learning* (pp. 107-119). Newbury Park, CA: Corwin Press.
Publication: *Book Chapters*

Henderson, J. G. (1997). Inquiry into transformative curriculum leadership. *Teaching Education, 9*(1), 39-40.
Publication: *Journal Articles, Refereed*

Statement of Philosophy and Transition, Substitution/Waiver, and Curriculum Policies for the Revised Universal Professional Requirement Program for the College and Graduate School of Education at Kent State University. (Lead author.) Kent, OH: Kent State University, 1997.
Publication: *Other*

Statement of Philosophy and Transition, Substitution/Waiver, and Curriculum Policies for the Revised Universal Professional Requirement Program for the College and Graduate School of Education at Kent State University (Lead author.) Kent, OH: Kent State University, 1997.
Publication: *Reviews*

Henderson, J. G., & Melnick, C. (1996).Two stories of caring in teaching. In S. Gordon, P. Benner, & N. Noddings (Eds.), *Caregiving: Readings in knowledge, practice, ethics, and politics* (pp. 189-202). Philadelphia, PA: University of Pennsylvania Press.
Publication: *Book Chapters*

Henderson, J. G. (1996). *Reflective teaching: The study of your constructivist practices* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
Publication: *Books Authored*

Continuing Accreditation NCATE Report for the College and Graduate School of Education (Primary author.) Kent, OH: Kent State University, 1996.
Publication: *Other*

Continuing Accreditation NCATE Report for the College and Graduate School of Education (Primary author.) Kent, OH: Kent State University, 1996.
Publication: *Reviews*

Continuing Accreditation NCATE Report for the College and Graduate School of Education (Primary author.) Kent, OH: Kent State University, 1996.
Publication: *Reviews*

The Revised Universal Professional Requirement Program for the College and Graduate School of Education at Kent State University. Kent, OH: Kent State University, 1996.
Publication: *Reviews*

Henderson, J. G., & Hawthorne, R. D. (1995). Dialectics of professional development school reform. In H. G. Petrie (Ed.), *Professionalization, partnerships, and power: Building professional development schools* (pp. 61-76). Albany, NY: SUNY Press.
Publication: *Book Chapters*

Henderson, J. G., & Hawthorne, R. D. (1995). *Transformative curriculum leadership*. Upper Saddle River, NJ: Merrill/Prentice Hall.
Publication: *Books Authored*

Henderson, J. G., & Hutchison, J. (1994). A critical strategy for cultivating spirituality in education. *Holistic Education Review*, *7*(3), 35-40.
Publication: *Journal Articles, Refereed*

Extending the tradition of curriculum reconceptualization: Critically informed curriculum practice. Chapter in *The Society of the Study of Curriculum History Monograph*, ERIC Document, 1994.
Publication: *Monographs*

Why must there be a modernist (post-modern) criticism of the practical: Implications for curriculum leadership. Chapter in *The Society for the Study of Curriculum History Monograph*, ERIC Document, 1993.
Publication: *Monographs*

Henderson, J. G. (1992). *Reflective teaching: Becoming an inquiring educator*. New York, NY: Macmillan.
Publication: *Books Authored*

Henderson, J. G. (1992). Curriculum discourse and the question of empowerment. *Theory Into Practice*, *31*, 204-209.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1992). A thematic analysis of preservice praxis: The problem of curriculum text and university context. *JCT: Journal of Curriculum Theorizing*, *10*(1).
Publication: *Journal Articles, Refereed*

Bruneau, B. J., Henderson, J. G., McCracken, N., Kimble, P., & Hawthorne, R. (1992). Collaborative reflections of teacher educators. *Teaching Education*, *4*(2), 11-19.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1992). The question of culture and dialogue in reflective teacher education programs. *Journal of General Education*, *41*, 40-50.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1991). Native experience: An inspiration for curriculum leadership. In W. Schubert & G. Willis (Eds.), *The arts, curriculum, and teaching: Reflections from the heart of educational inquiry* (pp.133-139). Albany, NY: SUNY Press.
Publication: *Book Chapters*

Henderosn, J. G. (1991). What we should be talking about at Holmes Group Conferences. *The Holmes Group Forum*, *6*(1), 30-32.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1991). A personal reflection on the transformative leadership town meeting. In J. I. Erdman & J. G. Henderson, (Eds.), *Critical Discourse on Current Curriculum Issues*, Chicago: Midwest Center for Curriculum Studies.
Publication: *Monographs*

Policies and practices for fostering the pedagogical mind. In R. Hawthorne & J. Henderson (Eds.), *Collaborative reflections: Colleges of education as professional development schools*, Kent, OH: Kent State University, 1991.
Publication: *Monographs*

Training Manual for Chicago Public Schools' Local School Councils. (Co-authored with nine other people). Chicago, IL: Roosevelt University/Joyce Foundation.
Publication: *Books Authored*

Henderson, J. G. (1990). Three personal challenges associated with contingent pragmatism. *Journal of Curriculum and Supervision*, *5*(2), 171-180.
Publication: *Journal Articles, Refereed*

Chicago Local School Council Leadership Development Program. (Co-authored with Mari Koerner.) Chicago: Roosevelt University/Joyce Foundation, 1990.
Publication: *Monographs*

Henderson, J. G. (1989). Positioned reflective practice: A curriculum discussion. *Journal of Teacher Education*, *40*(2), 10-14.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). Pretext: Reflections on an important but unfinished post-structural essay. *JCT: Journal of Curriculum Theorizing*, *8*(4), 135-141.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). A comprehensive hermeneutic of professional growth: Normative referent and reflective interplay. *JCT: Journal of Curriculum Theorizing*, *8*(3).
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). A curriculum response to the knowledge base reform movement. *Journal of Teacher Education*, *39*(5), 13-17.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). Commentary on Peterson and Eisner. *Educational Researcher*, *17*(7), 26-27.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). An ethic of caring applied to reflective professional development. *Teaching Education*, *2*(1), 91-95.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1987). The development of informal reasoning: A seminar on secondary school teaching. *Teaching Education*, *1*(1), 25-28.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1985). The critical service in education. *Journal of Education*, *5*(1).
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1983). Supporting a mainstreamed program with positive game experiences. *Education Journal*, *16*(2) 20-22.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1982). New directions in teacher education: A problem of constructive faculty dialogues and solid rationales. *Illinois School Research and Development*, *18*(3), 26-30.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1982). Five ways to combine work with play. *Illinois Schools Journal*, *62*.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1977) Synchronized swimming for men. *Journal of Physical Education and Recreation*, *48*(8), 24.
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Colleagues. (in press). *Reconceptualizing curriculum development: Inspiring and informing action.* New York, NY: Routledge.
Publication: *Books Authored*

Presentations

Theorizing a new curriculum development: Inspiring and informing educational action (with Daniel Castner, Thomas Kelly, William Pinar, and Jennifer Schneider). April, 2014, Philadelphia. American Association for the Advancement of Curriculum Studies.
Type: *National Refereed*

Critical commentary on Dewey, democracy, and school reform. April, 2014, Philadelphia. American Educational Research Association.
Type: *National Refereed*

Blurring academic boundaries: Seeing possibilities for a curriculum study project within teacher education and self-study (with Daniel Castner, Christine Fishman, and Jennifer Schneider). April, 2014, Philadelphia. American Educational Research Association.
Type: *National Refereed*

Introducing a collegial curriculum leadership project: Rethinking curriculum development (with Daniel Castner, Thomas Kelly, and Jennifer Schneider). October, 2013, Dayton. JCT: Conference on Curriculum Theory and Classroom Practice.
Type: *National Refereed*

Collegial study for a holistic pedagogy: Why, what, and how a future in Finnish education? Practitioner session at the University of Helsinki Conference, Helsinki, Finland, May, 2013.
Type: *International Invited*

Theorizing the paramount public art in freedom-loving societies: A conceptual bricolage. Keynote address for a two-day conference organized around the text, *Reconceptualizing curriculum development: Inspiring and informing action*. University of Helsinki, Helsinki, Finland, May, 2013.
Type: *International Invited*

Teacher leaders in a democracy (with Catherine Hackney). Ohio-Ontario Symposium, Kent State University, Kent, OH, October, 2012.
Type: *National Refereed*

Teacher leadership in democratic societies: A curriculum study approach. 19th Annual Celebrating College Teaching Conference, Kent State University, Kent, OH, October, 2012.
Type: *State Refereed*

Critiquing, working with, and working beyond the common core state standards initiative. Professors of Curriculum. Vancouver, Canada.
Type: *National Refereed*

Inquiry into curriculum studies relevance: A complicated conversation (with Adam Howard and Jennifer Milam). October, 2012. Dayton. *JCT: Conference on Curriculum Theory and Classroom Practice*.
Type: *National Refereed*

Engaging in the hermeneutics of suspicion and trust as lead learners (with Jennifer Schneider). October, 2012. Dayton. *JCT: Conference on Curriculum Theory and Classroom Practice*.
Type: *National Refereed*

Collegial reflective inquiry: A study & practice agenda. American Association for the Advancement of Curriculum Studies. Vancouver, Canada.

Type: *National Refereed*

An Alain Badiou back story (Panel with Kent den Heyer and Jennifer L. Schneider). American Association for the Advancement of Curriculum Studies. Vancouver, Canada.

Type: *National Refereed*

Curriculum study as development: Implications for professional leadership. Curriculum & Pedagogy. Akron, OH.

Type: *National Refereed*

Can educators be/come democratic problem solvers? University Council for Educational Administration. Pittsburgh, PA.

Type: *National Refereed*

Curriculum Leadership: Advancing problem solving for deep democracy. Long Island University, Brooklyn, NY.

Type: *National Invited*

A crisis within: Three interrelated curriculum conversations. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH

Type: *National Refereed*

Curriculum studies: A conversation on theoretical and practical relevance (Panel with Erik Malewski and Donna Breault). Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH

Type: *National Invited*

Complex practicalities in curriculum & pedagogy (with Kathleen Kesson). American Association for the Advancement of Curriculum Studies Conference, Denver, CO.

Type: *National Refereed*

Practicing immanent critique in curriculum and pedagogy. Kent State University's College of Education, Health and Human Services Doctoral Student Forum. Kent, OH.

Type: *Local Invited*

Book talk (with Jennifer L. Schneider): *The path less taken: Immanent critique in curriculum and pedagogy*. Curriculum & Pedagogy Conference, Akron, OH.

Type: *National Invited*

Report: Task force on the advancement of curriculum studies (with Louise Allen). American Association for the Advancement of Curriculum Studies Conference, Denver, CO.

Type: *National Refereed*

Interpreting the curriculum and pedagogy mission: From an essay book to a teacher leader endorsement program (with Rosemary Gornik, Sheri Leafgren & Jennifer L. Schneider). Curriculum & Pedagogy Conference, Akron.

Type: *National Refereed*

Where angels fear to tread: Proposing a constructive alternative to the Tyler rationale (with Kathleen Kesson). Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

Interpreting curriculum leadership: Implications for the future of the C&P Association. 10th Anniversary Celebration. Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Invited*

Where angels fear to tread: Proposing a constructive alternative to the Tyler rationale (with Kathleen Kesson). Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

The artistry of transformative curriculum leadership: Implications for graduate programs. Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

Clarifying an interpretation of professional development through Alain Badiou's ethics. American Educational Research Association Conference, New York, NY.

Type: *National Refereed*

A canonical interpretation of curriculum work: Disciplined professional development supporting disciplined problem solving. American Educational Research Association Conference, New York, NY.

Type: *National Refereed*

Introducing and sustaining transformative curriculum leadership, Keynote Address, 19th Forum on Curriculum and Instruction, Taichung University, Taichung, Taiwan.

Type: *International Invited*

Professional development for curriculum leadership: A research trajectory. Kent State University's College of Education Ph.D. Student Association, Kent, OH.

Type: *Local Invited*

A canonical interpretation of curriculum work: Disciplined professional development supporting disciplined problem solving. American Educational Research Association Conference, New York, NY.

Type: *National Refereed*

Clarifying an interpretation of professional development through Alain Badiou's ethics. American Educational Research Association Conference, New York. NY.

Type: *National Refereed*

The artistry of transformative curriculum leadership: Implications for graduate programs. Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

Being responsible for what matters: A progress report on the curriculum leadership institute project (with Rosemary Gornik). Curriculum & Pedagogy Conference, Marble Falls, TX.

Type: *National Refereed*

Working the intersection of curriculum studies and professional development (with Kathleen Kesson). Curriculum & Pedagogy Conference, Marble Falls, TX.

Type: *National Refereed*

Curriculum problem solving. Superintendent's Instructional Leadership Academy, Milwaukee Public Schools, Milwaukee, WI.

Type: *National Invited*

Standards and stories for understanding and problem solving: The journey toward curriculum wisdom. University of Wisconsin-Milwaukee Educational Leadership Forum, Milwaukee, WI.

Type: *National Invited*

A curriculum leadership response to standardized testing. Curriculum Summit. Bowling Green State University, Bowling Green, OH.

Type: *State Invited*

Working the intersection of curriculum studies and professional development (with Kathleen Kesson). Curriculum & Pedagogy Conference, Marble Falls, TX.

Type: *National Refereed*

Being responsible for what matters: A progress report on the curriculum leadership institute project (with Rosemary Gornik). Curriculum & Pedagogy Conference, Marble Falls, TX.

Type: *National Refereed*

The current and future status of the curriculum field: The integration of three trends. American Educational Research Association Conference, San Francisco, CA.

Type: *National Refereed*

Advancing a disciplinary understanding of curriculum leadership. American Educational Research Association Conference, San Francisco, CA.

Type: *National Refereed*

Curriculum as a journey of understanding (with Rosemary Gornik). Joint Educational Symposium. Painesville, OH.

Type: *State Invited*

A Vision of curriculum leadership in professional development schools, Keynote Address, Annual Conference for the Holmes Partnership, Chicago, IL.

Type: *National Invited*

Curriculum wisdom: Investigating curriculum problems via multiple modes of inquiry (with Kathleen Kesson). Curriculum & Pedagogy Conference, Oxford, OH.

Type: *National Refereed*

Educators' genuine freedom. Professors of Curriculum at the American Educational Research Association Conference, Montreal, Canada.

Type: *National Refereed*

Curriculum wisdom reader: A paradigmatic interpretation of the field. American Educational Research Association Conference, Montreal, Canada.

Type: *National Refereed*

The importance of curriculum problem solving in education. WCPN, Cleveland's National Public Radio (NPR) Station.

Type: *State Invited*

Dancing with modes of inquiry: Introducing a curriculum wisdom reader (with Kathleen Kesson). Curriculum & Pedagogy Conference, Oxford, OH.

Type: *National Refereed*

Commentary on a second wave of educational reform: Integrating curriculum and teaching (with Janet Miller). Bergamo Conference on Curriculum Theory and Practice, Dayton, OH.

Type: *National Refereed*

Theorizing curriculum leadership. American Educational Research Association Conference, San Diego, CA.
Type: *National Refereed*

Curriculum leadership: A conversation between Division A and B. American Educational Research Association Conference, San Diego, CA.
Type: *National Refereed*

Intricate palette: Working the ideas of Elliot Eisner in the curriculum field. American Educational Research Association Conference, San Diego, CA.
Type: *National Refereed*

Curriculum wisdom: An inquiry approach to public moral leadership (with Kathleen Kesson and Tom Kelly). Curriculum & Pedagogy Conference, Atlanta, GA.
Type: *National Refereed*

A moral discourse for curriculum leadership: Four developmental dimensions. American Educational Research Association Conference, Chicago, IL.
Type: *National Refereed*

Educational leadership through inspired curriculum judgment. Leadership Cleveland. Cleveland, OH.
Type: *State Invited*

Curriculum wisdom: Theory, art and practice (with Rosemary Gornick Brickman). Curriculum & Pedagogy Conference, Atlanta, GA.
Type: *National Refereed*

Transformative curriculum leadership: Inspiring a democratic inquiry artistry. American Educational Research Association Conference, New Orleans, LA.
Type: *National Refereed*

The call to democratic pragmatism: Undertaking a curriculum wisdom challenge. American Educational Research Association Conference, New Orleans, LA.
Type: *National Refereed*

The rationale for transformative curriculum leadership. Seton Hall University. South Orange, NJ.
Type: *National Invited*

Transformative curriculum leadership: A collaborative reform process. Phi Delta Kappa. Kent, OH.
Type: *Local Invited*

Curriculum study for democratic living: A question of inquiry artistry. American Educational Research Association, New Orleans, LA.
Type: *National Refereed*

The curriculum field from a distance: Seeing ourselves as others see us (with Tony Whitson). Professors of Curriculum Meeting, New Orleans, LA.
Type: *National Refereed*

Symposium on Schwab: What is the historic place of Schwabâ€™s work in the curriculum field? (with Ed Short, Ian Westbury, O. L. Davis, Peter Hlebowitsh, and William Reid). Society for the Study of Curriculum History, New Orleans, LA.
Type: *National Refereed*

Curriculum Wisdom: Educational Judgment for Democratic Living. (with Kathleen Kesson). Curriculum & Pedagogy Conference, Austin, Texas.
Type: *National Refereed*

Curriculum wisdom: Educational judgment for democratic living. March, 2001, Seattle. American Educational Research Association.
Type: *National Refereed*

Curriculum wisdom: A calling for democratic education. Bergamo Conference on Curriculum Theory and Practice, Dayton, OH.
Type: *National Refereed*

Transformative leadership in education: Arts of inquiry. Ursuline College. Pepper Pike, OH.
Type: *State Invited*

What is the historic place of Schwab's work in the curriculum field? Society for the Study of Curriculum History, New Orleans, LA.
Type: *National Refereed*

Curriculum wisdom and the quality of democratic life (with Kathleen Kesson). Curriculum & Pedagogy , Marble Fall, Texas.
Type: *National Refereed*

Curriculum wisdom and the quality of democratic Life (with Kathleen Kesson). Curriculum & Pedagogy Conference, Austin, TX.

Type: *National Refereed*

Symposium on Schwab: What is the historic place of Schwab's work in the curriculum field? (with Ed Short, Ian Westbury, O. L. Davis, Peter Hlebowitsh, and William Reid). Society for the Study of Curriculum History, New Orleans, LA.

Type: *National Refereed*

Curriculum study for democratic living: A question of inquiry artistry. American Educational Research Association, New Orleans, LA.

Type: *National Refereed*

The curriculum field from a distance: Seeing ourselves as others see us (with Tony Whitson). Professors of Curriculum Meeting, New Orleans, LA.

Type: *National Refereed*

Critically informed teaching: The heart of transformative curriculum reform. American Educational Research Association, Montreal, Canada.

Type: *National Refereed*

Reconceptualizing leadership for establishing and maintaining inquiry learning communities (with Catherine Hackney). American Educational Research Association, Montreal, Canada.

Type: *National Refereed*

Reconstructing Dewey: Implications for curriculum studies. (with Kathleen Kesson). Bergamo Conference on Curriculum Theory and Practice, Dayton, OH.

Type: *National Refereed*

The problems of confounding critical and curriculum theorizing. American Educational Research Association, San Diego, CA.

Type: *National Refereed*

Maxine Greene and the current/future democratization of curriculum studies. American Educational Research Association, San Diego, CA.

Type: *National Refereed*

Fostering dialogue between theorists and practitioners. Professors of Curriculum Meeting, San Diego, CA.

Type: *National Refereed*

Transformative curriculum leadership and reflective pedagogy (with Mary Styslinger and Elizabeth Brooks). Conference on Curriculum Theory and Practice, Bloomington, IN.

Type: *National Refereed*

Postmodern criticism: Implications for curriculum and teaching studies (with Kathleen Kesson). Conference on Curriculum Theory and Practice, Bloomington, IN

Type: *National Refereed*

Understanding Maxine Green in the context of John Dewey's intellectual heritage. University of Vermont, Burlington, VT.

Type: *State Invited*

Understanding Maxine Greene in the context of John Dewey's intellectual heritage. University of Vermont, Burlington, VT.

Type: *National Invited*

Informing constructivist practices through curriculum theorizing. American Educational Research Association, New York, NY.

Type: *National Refereed*

A model for constructivist curriculum leadership. Association for Supervision and Curriculum Development, New Orleans, LA.

Type: *National Refereed*

Educational praxis for a strong democracy. American Educational Studies Association, Montreal, Canada.

Type: *National Refereed*

The question of quality research in the context of critical diversity. American Educational Studies Association, Montreal, Canada.

Type: *National Refereed*

Service

Speaker, Teacher Leader Endorsement Program **2013**

We are the change: Promoting teachers as lead learners (with Catherine Hackney, Joffrey Jones, & Jennifer Schneider). January, 2013. Teacher Leader Endorsement Program: Administrative Su Kent, OH.

Type: *Regional*

Member, Kent State University's Promotion Advisory Board **2011 - p**

Type: *University*

Ohio Board of Regent's Office of Academic Quality **2011**
Evaluator for Ohio Teacher Education and Teacher Leader Endorsment Programs.
Type: *State*

Chair, Ohio Board of Regents' Conference on Teacher Quality **2010**
Planning Committee Chair. Session D: Two Teacher Leadership Endorsement Programs. June 22, 2010.
Type: *State*

Member, College Research Advisory Council **2010 - p**
Type: *University*

Co-chair, American Association for the Advancement of Curriculum Studies Task Force on Curriculum Study Exemplars **2009**
Type: *National*

Member, Kent State University's Promotion Review Board **2006**
Type: *University*

Member, Teaching, Curriculum and Leadership Studies (TCLS) Doctoral Studies Department Review **2006**
Type: *University*

Member, Mission Statement Committee for Division B of the American Educational Research Association **2006 - p**
Type: *National*

Coordinator, Curriculum and Instruction (C&I) Program Review, Kent State University's Assessment Management System **2005 - p**
Type: *University*

American Educational Research Association **2004**
Teacher and Facilitator, New Faculty Seminar, Division B (Curriculum Studies)
Type: *National*

Member, Kent State University Distinguished Scholar Awards **2003**
Type: *University*

Co-editor, Journal of Curriculum and Pedagogy **2003**
Type: *National*

Member, Board of Directors of the Curriculum and Pedagogy Group **2003 - p**
Type: *National*

Member, Kent State University Summer Research Awards Committee **2002**
Type: *University*

Chair, Nominating Committee for Division B of the American Educational Research Association **2002**
Type: *National*

Committee, American Association for the Advancement of Curriculum Studies **2001**
Treasurer and Executive Committee Member
Type: *National*

Consultant, Ohio School Distric **2000 - p**
Consultant, Canfield, Ohio School District, Inquiry-Based Professional Portfolio Assessment, 2000
Type: *Professional Service*

Co-Organizer, First Annual Conference on Curriculum and Pedagogy **2000 - p**
Type: *Professional Service*

Co-Chair, American Association for the Advancement of Curriculum Studies **2000 - p**
Type: *Professional Service*

Member, Kent State University Distinguished Scholar Awards **2000**
Type: *University*

Consulting, Canfield, Ohio School District, Inquiry-Based Professional Portfolio Assessment **2000**

Type: *Regional*

Co-chair, Conference on Curriculum and Pedagogy **2000**
Co-organizer, First Annual Conference in Austin, Texas
Type: *National*

Departmental Representative, Teaching, Leadership and Curriculum Studies on Scholarship of Teaching **1999**
Type: *University*

Member, Teaching, Leadership and Curriculum Studies Faculty Advisory Committee **1999**
Type: *Department*

Consultant, Ashtabula Civic Development Corporation and Perry, Ohio School District, Transformative Administrative and Teacher Leadership **1999**
Type: *Professional Service*

Chair, Selection Committee for Professors of Curriculum **1999**
Type: *Professional Service*

Sectin Editor, JCT: Journal of Curriculum Theorizing **1999 - p**
Type: *Editorships*

Program Chair, American Educational Research Association **1999**
Curriculum Theory Section of Division B
Type: *Professional Service*

Steering Committee Member, Conference on Curriculum &Pedagogy **1999 - p**
Type: *Professional Memberships*

Member, Teaching, Leadership & Curriculum Studies Faculty Advisory Committee **1999**
Type: *University*

Editorial Board, JCT: Journal of Curriculum Theorizing **1999**
Section Editor
Type: *National*

Chair, Curriculum Theory Section of Division B, American Educational Research Association **1999**
Program Chair
Type: *National*

Chair, Selection Committee for Professors of Curriculum **1999**
Type: *National*

Consulting, Ashtabula Civic Development Corporation and Perry, Ohio School District **1999**
Transformative Administrative and Teacher Leadership
Type: *Regional*

Member, Evaluation Team to Review Kent State University **1998**
Type: *University*

Member, Evaluation Team to Review Kent State University's Masters of Liberal Studies Graduate Program **1998**
Type: *University*

Elected, International Board of the John Dewey Project on Progressive Education,University of Vermont **1997**
Type: *Awards & Honors*

Co-organizer and instructor, Summit County Superintendents **1997**
Type: *Professional Service*

Guest Editor, Teaching Education **1997**
Two Thematic Issues on Transformative Curriculum Leadership, Teaching Education, (Volume 8, Nos. 1-2)
Type: *Editorships*

Co-chair, Alternatives in Educational Leadership, Summit County Superintendents' Consortium and Kent City Schools **1997**
Co-organizer and Instructor

Type: *Regional*

Guest Editor, Teaching Education (Journal) **1997**
Two Thematic Issues on Transformative Curriculum Leadership, Teaching Education, 8(1-2).
Type: *National*

College of Education Representative, University's Educational Policies Council **1996**
Type: *University*

Member, Kent State University Graduate Faculty Council **1996 - p**
Type: *University*

Chair, Teacher Education Foundations Subcommittee, Teaching, Leadership & Curriculum Studies Department **1996**
Type: *University*

Consultant, Curriculum and Teaching Reform,Wellsville, Ohio City Schools **1996**
Type: *Professional Service*

Peer Reviewer, Eduational Journals **1996**
Journal of Teacher Education, Journal of Curriculum and Supervision, Action in Teacher Education, American Education Research Journal, QSE: International Journal of Qualitative Studies in Education, Educational Researcher, and Review of Research in Education.
Type: *Professional Service*

Member, College and Graduate School of Education's Graduate Faculty Council **1996**
Type: *University*

Consulting, Curriculum and Teaching Reform, Wellsville, Ohio City Schools **1996**
Type: *Regional*

Member, Graduate Council for Curriculum and Academic Affairs **1995 - p**
Type: *University*

Chair, Universal Professional Requirement Committee **1995**
Type: *University*

Consulting, Curriculum Leadership, Stow City Schools **1995**
Type: *Regional*

Chair, Teaching, Leadership & Curriculum Studies Curriculum Committee **1994**
Type: *Department*

Chair, Teaching, Leadership & Curriculum Studies Curriculum Committee **1994**
Type: *University*

Consulting, Summit County Curriculum Leadership Project **1994**
Type: *Regional*

Consulting, Venture Capital Grant, Kent and Solon City Schools **1994**
Type: *Regional*

Consulting, Medical School Curriculum Reform, Northeastern Ohio Universities College of Medicine **1993**
Type: *Regional*

Member, Graduate Council Committee **1992**
In charge of redesigning the Graduate School of Education's UPR Curriculum
Type: *College*

Member, Graduate Council Committee in Charge of Redesigning the Graduate School of Education's UPR Curriculum **1992**
Type: *University*

Member, Teacher Education Foundations Subcommittee, Teaching, Leadership & Curriculum Studies Department **1992**
Type: *University*

Chair, Kent State University Professional Development School Consortium **1990**

Type: *University*

Chair, Faculty Development Committee for the College and Graduate School of Education **1990**

Type: *University*

Member, Dean's Holmes Group Advisory Committee **1990**

Type: *University*

Chair, Critical Issues in Curriculum Special Interest Group, American Educational Research Association **1989**

Chair or Vice Chair

Type: *National*

Consulting, Local School Council Reform, Chicago Public Schools **1988**

Type: *National*

Consulting, Professional Reflective Practice, Cook County Hospitals **1988**

Type: *National*

Consulting, School-based management at the Cooper Elementary School, Chicago Public Schools **1982**

Type: *National*

Consulting, IBM Education Center **1982**

Curriculum Consultant and Instructor

Type: *National*

Chair, Social Studies Fast-Paced Program, Chicago Public Schools **1982**

Director

Type: *National*

Consulting, Social Studies Curriculum Revision, Chicago Public Schools **1980**

Type: *National*

Co-chair, Membership Committee of the Illinois Training and Development Association **1980**

Research Director

Type: *National*

Teacher Leader Endorsement Program

Program Report: Renewal of Kent State University's Teacher Leader Endorsement Program. (Submitted to and Approved by the Ohio Board of Regents). June, 2013.

Type: *College*

Reviewer, **- p**

Peer Reviewer: Journal of Teacher Education, Journal of Curriculum and Supervision, Action in Teacher Education, American Education Research Journal, QSE: International Journal of Qualitativ Studies in Education, Educational Researcher, Review of Research in Education, International Journal of Leadership in Education, and Curriculum Inquiry.

Type: *National*

Grants

Co PI, Kent State University's Teacher Leadership Endorsement Program. **2010**

Ohio Department of Education (ODE) provided funding for a Teacher Leader Pilot Program to be conducted between January and December, 2010.

Collaboration with: Anita Varrati and James Henderson

Submitted: $100,000.00 Status: A

Awarded: $100,000.00 (12 2009)

Ohio Department of Education - Applied Research

PI, Web-Based Curriculum Leadership Institute: The Journey and Judgment Continue. **2008**

Collaboration with: James Henderson

Submitted: $70,000.00 Status: A

Awarded: $70,000.00 (12 2008)

Martha Holden Jennings Foundation

PI, Developing an Online Curriculum Leadership Institute **2007**

Collaboration with: J. Henderson and R. Gornik

Submitted: $75,000.00 Status: A

Awarded: $75,000.00 (4 2008)

Matha Holden Jennings Foundation - Applied Research

PI, Building a Center for Advancing Professional Leadership in Education: **2005**
: CAPLE (Co-authored with Michelle Thomas). Kent State University, College of Education, Health & Human Services Incentive Funding, 2005.
Collaboration with: James Henderson
Submitted: $10,000.00 Status: A
Awarded: $10,000.00 (11 2004)
EHHS - Applied Research

Consultant, Inquiry-Based Educational Reform. **2003**
Consultant to Superintendent Doug Hiscox. Ohio Board of Regents Community School Grant for the East Liverpool School District, 2003.
Training

Consultant, Transformative Curriculum Leadership: A Collaborative Reform Process. **2000**
Project Leader and Consultant to Superintendent Doug Hiscox and Professional Development Director Michelle Thomas. A Mahoning County Educational Service grant awarded to the Canfield L School District to Advance Inquiry-based Educational Reform. 2001.
Collaboration with: Doug Hiscox and Michelle Thomas
Submitted: $20,000.00 Status: A
Awarded: $20,000.00 (7 2000)
Mahoning County Educational Service Center - Training

Faculty Associate, Contemporary Educational Leadership: Building Communities for Improving Teaching and Learning **1997**
Ohio Board of Regents Research Challenge Grant
Collaboration with: James Henderson, Richard Ambrose, Beverly Bruneau, Catherine Hackney
Applied Research

Co PI, Contemporary Educational Leadership: Building Communities for Improving Teaching and Learning. **1997 - p**
(Co-authored with R. Ambrose, B. Bruneau, and C. Hackney.) Ohio Board of Regents Research Challenge Grant, 1997, (Submitted but not funded).
Collaboration with: J. Henderson, R. Ambrose, B. Bruneau, and C. Hackney
Applied Research

PI, Teacher Inquiry and Leadership **1996**
Kent State University Computer and Related Technologies (CART).
Collaboration with: Dr. James Henderson
Submitted: $5,000.00 Status: A
Awarded: $5,000.00 (6 1995)
EHHS - Applied Research

PI, Teacher Inquiry and Leadership. **1996**
Kent State University Computer and Related Technologies (CART), 1996.
Collaboration with: J. Henderson
Applied Research

Co PI, Classrooms of the Future: Renewal of Funding. **1992 - p**
Co-Pi with Richard Hawthorne. Ohio Department of Education, 1992-1993.
Collaboration with: R. Hawthorne and J. Henderson
Applied Research

Co PI, Mid-Career Teacher Training Program. **1991 - p**
(Co-authored with Jane Applegate.) Department of Education, 1991, (Submitted but not funded).
Training

Faculty Associate, Chicago Public School Reform: Local School Councils. **1985**
Submitted: $400,000.00 Status: A
Awarded: $400,000.00 (0 0)
Joyce Foundation - Training

PI, Inquiry into the Preparation of Reflective Teachers. **1986**
Roosevelt University R&D Grant, 1986. Supported by Joyce Foundation.
Collaboration with: J. Henderson
Submitted: $5,000.00 Status: A
Awarded: $5,000.00 (11 1986)
Roosevelt University - Applied Research

Co PI, The Preparation of Teacher Leaders for School Reform. **1985 - p**
Department of Education: F.I.P.S.E. 1985. (Submitted but not accepted).
Submitted: $50,000.00 Status: Not
Training

Co PI, Regional Teacher Training Program. **0 - p**
Co-authored with Ron Walker and James Hardy. Ohio Department of Education, 1992, (Submitted but not funded).
Collaboration with: James Henderson, Ron Walker and James Hardy
Training