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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

## **PROFESSIONAL EXPERIENCE**

Lynch School of Education, Boston College, Chestnut Hill, Massachusetts

- *Professor of Teacher Education, 1998-present*. Served as associate dean, 1998-2001 and department chair of teacher education, 2001-2004. Teach courses in the history, philosophy, and social contexts of education and conduct research in urban schools with K-12 teachers and administrators. Raised \$5 million from the Carnegie Corporation through a Teachers for a New Era grant (2003).

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

- *Principal Investigator*. Host seminars and lead and conduct teacher research with Boston Public School teachers. \$150,000 three-year grant awarded by the Boston Collaborative Fellows program. See [www.mindfulteacher.com](http://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 to improve the preparation, recruitment, and retention 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; and three business partners. It was funded by a grant of \$7.2 million over five years from the United States Department of Education.

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 and supported Project Zero initiatives in teacher education and school reform.

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 (kindergarden 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**

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

## **BOOKS**

The Long and Short of Educational Change, with Andy Hargreaves (Washington, DC: ASCD, forthcoming in 2009)

The Mindful Teacher, with Elizabeth MacDonald (New York: Teachers College Press, forthcoming in 2009)

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

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

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

## CHAPTERS AND ARTICLES

“The Persistence of Presentism,” with Andy Hargreaves, Teachers College Record (forthcoming)

“Rediscovering the Joy of Education: Lateral Lessons from a Small School in Germany” in Michael Fullan and Andy Hargreaves, eds., Change Wars (Indianapolis: Solution Tree, forthcoming)

“The Coming of Post-Standardization,” with Andy Hargreaves, Phi Delta Kappan, forthcoming

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

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

“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, 2008)

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

“The Development of Collective Moral Leadership of Parents through Education Organizing,” with Michael Evans, New Directions in Youth Development (forthcoming)

“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](http://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**

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

## **PAPERS PRESENTED**

"Community Organizing und Bildungswandel," 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,” 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,” 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

"Reactualizing 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; intermediate Spanish; elementary French

## **PERSONAL**

Married to Laura Shelley Cochran, with two children, Skye (b. 1988) and Gabriel (b. 1990).

Birthdate: February 28, 1955