



2012

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Recommended Citation

(2012) "About the Authors," *Journal of Educational Controversy*. Vol. 6 : No. 1 , Article 33.

Available at: <https://cedar.wvu.edu/jec/vol6/iss1/33>

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ABOUT THE AUTHORS

Ellen Brantlinger is Professor Emeritus from the Curriculum and Instruction Department at Indiana University-Bloomington. Her research interests include social class and schooling and disability studies in education. She is author of five books: *The Politics of Social Class in Secondary School* (1993); *Fighting for Darla* (1994); *Sterilization of People with Mental Disabilities: Issues, Perspective, and Cases* (1995); *Dividing Classes: How the Middle Class Negotiates and Rationalizes School Advantage* (2003); and *Who Benefits from Special Education?* (2006).

David M. Carroll, Ph.D., is an Associate Professor in Woodring College of Education at Western Washington University. He has taught in the Elementary Teacher Education Program there since 2001. Before that, he worked as a teacher educator at Michigan State University and at the Prospect Center, formerly in Bennington Vermont. He started his career as an educator as a pre-school and kindergarten teacher in the School District of Philadelphia. His research interests focus around dispositions for teaching, teacher education reform, mentoring, and the recruitment of underrepresented students to teacher education. He was recently invited to join the American Association of Colleges of Teacher Education (AACTE) Task Force on Teacher Education as a Moral Community (Team-C).

Josh Corngold is Assistant Professor of Education at the University of Tulsa, where he teaches courses in the history and philosophy of education, as well as educational policy. A former high school English teacher, he has worked with diverse students in New England, California, Utah, and Oklahoma. Corngold is co-author (with Anne Colby, Elizabeth Beaumont, and Thomas Ehrlich) of *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement* (Jossey-Bass, 2007). His current work centers around questions of how to balance the educational interests of children, parents, and the liberal democratic state.

John F. Covalesskie is an Associate Professor of Educational Studies at the University of Oklahoma. Before that, he taught at Northern Michigan University's School of Education for fourteen years and is a Professor Emeritus there. Prior to that, he taught at multiple levels of the public school system and served as a principal and curriculum specialist. His research interests include the nature, meaning, and practice of democratic education, particularly questions related to public speech, the meaning of a public, and the formation of the democratic character. He has recently been interested in the relation between moral commitments, religious belief, and public policy as a particular question of education for democratic citizenry.

Katie Davis is an advanced doctoral student in Human Development and Education at Harvard Graduate School of Education and a Project Specialist at Harvard Project Zero. Her research focuses on the psychosocial development of adolescents and emerging adults. In particular, she studies adolescents' developing sense of self and factors affecting this process, such as the new digital media and close interpersonal relationships. Katie holds two Master's degrees from Harvard, one in Mind, Brain, and Education and one in Risk and Prevention. Before beginning her doctoral work, she taught second grade in Framingham, MA, and fourth grade in Bermuda, her native country.

Susan Donnelly began what has become a lifelong passion when she graduated with honors from high school in the 70's in Canada and was convinced that there must be a better way to educate people than what she had experienced through most of her schooling. She embarked on an inquiry into how children learn by enrolling in an Early Childhood Education program and working with 2 to 5 year olds. She later became the Director of the demonstration child care center at the college where she took her training, which gave her an appreciation of the important role that administration plays in creating an environment conducive to learning. She later worked in a variety of positions at The Prospect Archive and Center for Education and Research in North Bennington, Vermont, where she studied educational philosophy and children's learning with Patricia Carini. Prior to her current position as Head of School at Whatcom Day Academy in Bellingham, WA, she worked in the teacher education program at Michigan State University; a chapter about her work there as a student coordinator was published in *Transforming Teacher Education: Reflections from the Field* (Harvard Education Press, 2007) edited by David Carroll et al.

Mary E. Finn is the retired Director of the Urban Education Institute at the State University of New York at Buffalo where she organized Urban Education Month. The papers presented there have been collected in *Urban Education with an Attitude* (SUNY Press, 2005), which she co-edited. The volume includes "Parent Workshops with Attitude," which she co-authored. She is also co-author of "Parent Organizing for Collective Action" (in C. Hands & L. Hubbard [Eds.] *Including Families and Communities in Urban Education*, IAP, 2011), which describes the parent organizing activities she incorporated into the Urban Education Institute during her tenure. She co-edited *Teacher Education with an Attitude* (SUNY Press, 2007) with Patrick Finn, and she and Patrick developed and co-taught "Grassroots Organizing for Social Justice" in the Education Department at Antioch University, Los Angeles. She is also author of "Grassroots Organizing and

Teacher Education” (in R. Linne, et al. [Eds.] *Organizing the Curriculum*, Sense Publishers, 2009) and is a founding member of the Education and Labor Collaborative at Adelphi University. Her current research interests focus on the historical relationship between Quaker education and progressive education.

Howard Gardner is Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. He is a founding member of Harvard Project Zero, an organization that conducts social science research on a wide range of educational issues. The author of many books in psychology and education, his most recent book is *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-First Century* (Basic Books, 2011).

Geneva Gay is Professor of Education at the University of Washington-Seattle, where she teaches multicultural education and general curriculum theory. She is the recipient of the Distinguished Scholar Award, presented by the Committee on the Role and Status of Minorities in Educational Research and Development of the American Educational Research Association; the first Multicultural Educator Award presented by the National Association of Multicultural Education; the 2004 W. E. B. Du Bois Distinguished Lecturer Award presented by the Special Interest Group on Research Focus on Black Education of the American Educational Research Association; and the 2006 Mary Anne Raywid Award for Distinguished Scholarship in the Field of Education, presented by the Society of Professors of Education. She is nationally and internationally known for her scholarship in multicultural education, particularly as it relates to curriculum design, staff development, classroom instruction, and intersections of culture, race, ethnicity, teaching, and learning. Her writings include numerous articles and book chapters; the co-editorship of *Expressively Black: The Cultural Basis of Ethnic Identity* (Praeger, 1987); author of *At the Essence of Learning: Multicultural Education* (Kappa Delta Pi, 1994), and *Culturally Responsive Teaching: Theory, Practice, & Research* (Teachers College Press, 2000; 2nd edition, 2010); and editor of *Becoming Multicultural Educators: Personal Journey Toward Professional Agency* (Jossey-Bass, 2003). *Culturally Responsive Teaching* received the 2001 Outstanding Writing Award from the American Association of Colleges for Teacher Education (AACTE). She also is a member of the authorship team of the Scott Foresman Elementary Social Studies Series. Her professional service includes membership on several national editorial review and advisory boards. International consultations on multicultural education have taken her to Canada, Brazil, Taiwan, Finland, Japan, England, Scotland, Australia, Benin, and Italy.

Alice E. Ginsberg, Ph.D. from the University of Pennsylvania in Education, Culture and Society, is an educational researcher, consultant and writer who specializes in issues of urban school reform and educational equity. She has written extensively about multicultural education, inquiry-based education, critical pedagogy, school-community partnerships, professional development, action research, and educational philanthropy. Her most recent book is *And Finally We Meet: Intersections and Intersectionality Among Feminist Activists, Academics and Students* (Institute for Teaching and Research on Women, 2011). Her next book, *Embracing Risk in Urban Education*, will be published in December 2011 by Rowman and Littlefield.

Vale Hartley has a Master in Teaching degree and is currently in her 9th year of teaching intermediate-level students at the [Whatcom Day Academy](#) in Bellingham, WA. Her first career was as a non-profit accountant in the field of mental health. She has volunteered with international students in Mississippi and with refugees in Georgia, and she has taught in Indonesia and Malaysia. These experiences have all contributed to her unique perspective about diversity and democracy. Ms. Hartley has taken on a leadership role at Whatcom Day Academy in developing citizenship skills for a democratic society using, for example, class meetings and Socratic seminars. She is also a certified Advanced Trainer in the Nurtured Heart Approach, a social emotional model for supporting children as they learn to make successful choices in their lives, and she teaches parenting classes in the community. Today she focuses on helping students see themselves as active, productive and responsible citizens in their classrooms, well equipped for their future role as adults in our complex democratic society

Cleveland Hayes, Ph.D., is an Associate Professor in the Department of Education and Teacher Development at the University of LaVerne in California. Dr. Hayes teaches elementary and secondary courses in science methods, as well as in research methods. His research interests include applying Critical Race Theory and Whiteness Theory to examine urban education, the preparation of Latino teachers, and historical and contemporary issues in Black education.

Brenda G. Juárez is an Assistant Professor in the School of Education’s Department of Student Development at the University of Massachusetts Amherst. Dr. Juárez teaches courses in social justice education. Her research interests include exploring notions of liberation, democratic participation, and citizenship within contexts of multicultural teacher education, urban education, and transracial adoption.

Alfie Kohn is the author of twelve books on education, parenting, and human behavior, including *Punished by Rewards*

(1993); *Beyond Discipline* (1996); *The Schools Our Children Deserve* (1999); *Unconditional Parenting* (2005); *The Homework Myth* (2006); and, most recently, *Feel-Bad Education* (2011). He has written for most of the leading education periodicals and has been described by *Time* magazine as “perhaps the country’s most outspoken critic of education’s fixation on grades [and] test scores.” Kohn works with educators and parents across the country and speaks regularly at national conferences. He lives (actually) in the Boston area and (virtually) at www.alfiekohn.org.

Molly Lawrence is a faculty member in the Secondary Education Department at Western Washington University. She is committed to living rich democracy in her work with teacher candidates, K-12 students, her colleagues, and others in her life. She has experienced the transformative nature of this work and loves the connection, presence, and willingness to take full responsibility for oneself this work creates and requires. Molly is committed to working with others from a place of deep love and trust in the wisdom and worth of all, rather than trying to fix or change those who hold the “wrong view.” Molly loves many things in life: the outdoors and the aliveness she feels while there; connections with friends, community, and family; dance and other forms of movement as a means of connecting with our essence --mind, body, and spirit; the transformative power of music; and learning to transform her life daily. In her work at Western Washington University, she is particularly committed to learning with others how to be in integrity within the culture of K-12 and higher education as a means of making education a more humanizing, connected endeavor --where our fullest power and potential is drawn out.

Deborah Meier spent nearly 60 years working daily in urban public schools, from pre-kindergarten through secondary school. Most of her classroom teaching was as a kindergarten teacher. She also initiated many new small urban schools in New York City and then in Boston, serving as full or part-time director/principal of largely parent/staff-governed schools that worked with diverse, largely low-income minority populations in East Harlem and Roxbury in Boston. These schools have been celebrated as models of what urban schooling could be like. She received a MacArthur “genius” grant at one time for this work. She has also written many books and articles, including *The Power of Their Ideas, Lessons to America from a Small School in Harlem* (Beacon, 1995), maintains a website, deborahmeier.com, and blogs weekly with Diane Ravitch on *Education Week's* site, Bridging Differences. Her own children and grandchildren have also been part of her education in the strengths and weaknesses of public education. She was active as a parent and a local elected school board member in New York City in the 1960s and 1970s. Currently she is affiliated with the Coalition of Essential Schools, FairTest, and the Forum for Education and Democracy. She is a senior scholar currently at NYU's Steinhardt School of Education.

Victor Nolet is a Professor in the Department of Secondary Education at Western Washington University. Nolet has been a teacher educator for over 20 years and was a public school teacher for seven years. He has written extensively on issues related to education for sustainability, assessment policy, indicators of teacher quality and various aspects of special education. Nolet is a delegate to the International Network of Teacher Education Institutions convened by the UNESCO Chair on Reorienting Teacher Education to Address Sustainable Development. He also is currently the Chair of the American Association of Colleges of Teacher Education Special Study Group on Education for Sustainability and is a member of the Steering Committee of the U.S. Partnership for the United Nations Decade on Education for Sustainability. His current work focuses on strategies for implementing education for sustainable development in teacher education, state and national policy pertaining to teacher education and sustainability, and the scholarship of education for sustainable development. He is co-editor with Rosalyn McKeown of the forthcoming book *Schooling for Education for Sustainable Development in Canada and the United States* to be published by Springer.

Chris Ohana is an associate professor in science education at Western Washington University. She served thirteen years as a classroom and science teacher in Oakland, CA and Des Moines, Iowa. Her research interests focus on preservice elementary teacher education in science and mathematics.

Annie L. Parker is an elementary school teacher in the Seattle Public School District. She is a graduate of Western Washington University's Woodring College of Education, where she studied Elementary Education and Human Development. Her interests include social justice, democratic teaching, and promoting equity and community within urban school environments.

Francisco Rios, Ph. D., is Dean of the Woodring College of Education at Western Washington University. He received his Ph.D. from the University of Wisconsin and worked at California State University San Marcos and the University of Wyoming before arriving in Washington. His research interests include teachers of color, Latinos in education, and pre-service teacher education with a multicultural focus. Francisco is the Senior Associate Editor of *Multicultural Perspectives, the Journal of the National Association for Multicultural Education*. He spent spring, 2005, as a Fulbright Fellow at the Pontificia Universidad Católica Valparaíso in Chile. Francisco served as program chair for Division K,

Teaching and Teacher Education, for the AERA Annual Program, 2007. Francisco served as the founding director of the University of Wyoming's Social Justice Research Center. In 2008, he received the Distinguished Scholar Mid-Career Award, from the Committee of Scholars of Color in Education from the American Educational Research Association.

Rosalie Romano. A former public school teacher and program coordinator, Dr. Romano has spent the last decade focusing on the roles of teacher leaders to meet needs for all students. A teacher educator who writes on inequities of school and classroom, she is a regular contributor to academic journals and serves in a variety of capacities in professional as well as community organizations. Her most recent book, *Perspectives of Social Justice in Education: Educational Foundations Re-examined*, focuses on questions of the purposes of education in the U.S. She has authored a number of chapters in books that examine the underlying tensions that exist between the rhetoric of democracy and the reality of an economic system that maintains inequity through schooling. Dr. Romano is currently on the editorial boards of the *International Journal of Moral Education*, *The Journal of Teacher Education and Practice*, and the *Journal of Educational Controversy*. In addition, Dr. Romano maintains links with researchers internationally in their efforts to expand preparation and support of critical teachers for all children on this planet. She is involved with Education for Sustainability as an emerging facet of social justice in education. In 2007, she joined the faculty in Secondary Education at Woodring College of Education, Western Washington University.

Augustine Romero, Ph. D., is Tucson Unified School District's (TUSD) Director of Student Equity and Co-Founder of the Social Justice Project. He also co-created the *Critical Compassionate Intellectualism Model of Transformative Education*. This model has led to extraordinarily higher levels of academic achievement, graduation rates, and college matriculation rates for its students. Dr. Romero has been a keynote speaker in over 70 U.S. and international conferences and lecture series, and his internationally recognized research has been featured in numerous academic and media publications. He has served on numerous advisory boards, including Arizona Governor Janet Napolitano Latino Advisory Board; Civil Rights Chair, The League of United Latin American Citizens; State of Arizona, City of Tucson's Public, Education and Government Task Force; the University of Arizona College of Education's Professional Preparation Board; and Pima County's Redistricting Commission. In 2010, Dr. Romero was awarded the League of United Latin American Citizens Presidential Citation; and in 2011 he was Hispanic Professional Action Committee's Man of the Year; and the recipient of the American Education Research Association Paulo Freire SIG's *National Recognition Award*. Dr. Romero has been married to his beautiful wife Eydie Soto for 16 years (they have been a couple since 1982), and they are the proud parents of two blossoming Organic Intellectuals: Raúl Edgardo Soto-Romero (11 years old) and Talisa Dian Soto-Romero (8 years old). Dr. Romero is committed to the teachings of Paulo Freire, Cesar Chávez, Robert F. Kennedy, Jesus Christ and his father, Raúl Lopez Romero: "All of whom were driven by love."

Paul Shaker, Ph.D., is a career educator who has served as teacher, teacher educator, and dean in five of the United States, in Asia, and in Canada at Simon Fraser University of British Columbia, where he is professor emeritus and immediate past dean. An alumnus of Ohio State University, Shaker has sought to advance the progressive legacy in education through scholarship, leadership, and media activism. He has developed independently funded projects such as *Friends of Simon*, an outreach to immigrant and aboriginal children that provides university students as after-school tutors. Shaker also hosts *Your Education Matters*, a British Columbia television program that is a venue for qualified educators to speak on their profession (see www.youreducationmatters.ca). Scholarly recognition includes his appointment in Kuwait as a Fulbright Senior Scholar for evaluation; the American Association of Colleges for Teacher Education Outstanding Writing Award for *Teachers and Mentors* (Garland); and in 2009, the American Educational Research Association Award for Exemplary Research in Teaching and Teacher Education for the coauthored book *Reclaiming Education for Democracy: Thinking Beyond No Child Left Behind* (Routledge). Paul Shaker's writing and speaking center on the application of contemporary theory to education politics and policy and to curriculum design. He has been particularly active in defending the professional integrity of educators and their institutions against abuses in accountability. He works toward education renewal that honors the democratic social contract at the heart of our public schools. www.paulshaker.com pshaker@sfu.ca

P. L. Thomas, Associate Professor of Education at Furman University, Greenville SC, taught high school English in rural South Carolina before moving to teacher education. He is a column editor for *English Journal* (National Council of Teachers of English) and series editor for *Critical Literacy Teaching Series: Challenging Authors and Genres* (Sense Publishers), in which he authored the first volume—*Challenging Genres: Comics and Graphic Novels* (2010). He has served on major committees with NCTE and co-edits *The South Carolina English Teacher* for SCCTE. Recent books include *Parental Choice?: A Critical Reconsideration of Choice and the Debate about Choice* (Information Age Publishing, 2010); and *21st Century Literacy: If We Are Scripted, Are We Literate?* (Springer, 2009), co-authored with Renita Schmidt. He has also published books on Barbara Kingsolver, Kurt Vonnegut, Margaret Atwood, and Ralph Ellison. His scholarly work includes dozens of works in major journals—*English Journal*, *English Education*, *Souls*, *Notes*

on *American Literature*, *Journal of Educational Controversy*, *Journal of Teaching Writing*, and others. His commentaries have been included in *The Guardian (UK)*, *truthout*, *Education Week*, *The Daily Censored*, *OpEdNews*, *The State* (Columbia, SC), and *The Greenville News* (Greenville, SC). His work can be followed at <http://wrestlingwithwriting.blogspot.com/> and @plthomasEdD on twitter.

Tracy Thorndike-Christ, PhD, is an educational psychologist and Associate Professor of Special Education at Western Washington University. Among her research interests are the development of identity, the mechanisms through which social factors shape a strength-based vs. deficit-based sense of self, the development of metacognitive awareness and self-regulation, and the intersection of beliefs about self and academic achievement motivation.