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## About the Authors

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## ABOUT THE AUTHORS

**Jerusha Beckerman** teaches 4th/5th grade at the Ella Baker School, a pre-K-8th grade public school in New York City. Over the last eight years she has worked in various capacities with children ranging in age from 3 months to 9 years old. Beckerman received her Master's Degree in Early Childhood and Elementary Education from the Art of Teaching Program at Sarah Lawrence College. She lives with her husband in New York City. Beckerman was a 2013 Practitioner Research Fellow, working with the archives of the Prospect School and Center at the University of Vermont Special Collections Department of the Bailey/Howe Library.

**Ann Chinnery** is Associate Professor and Director of Undergraduate Programs in the Faculty of Education at Simon Fraser University. Her research draws primarily on continental philosophy (especially the work of Emmanuel Levinas) to address issues in moral education and teacher education. Specific areas of interest include the cultivation of moral and social responsibility, educating for historical consciousness, the complexities of classroom dialogue in pluralist societies, and preparing teachers for work in increasingly diverse classrooms.

**Andrea Davis** was a classroom teacher in grades 6-12 and department coordinator of English for twenty plus years. Her experience includes teaching in rural New Hampshire, inner city Providence, RI, and suburban Connecticut. Currently, she is the K-12 district English-Language Arts Coordinator for Groton Public Schools in Connecticut. She is a doctoral student in English Education at Teachers College, Columbia University where she is also an adjunct instructor in the masters program in education. She can be reached at [avd2113@tc.columbia.edu](mailto:avd2113@tc.columbia.edu).

**Susan Donnelly** has over thirty years of experience as a teacher and an administrator in early childhood, elementary school, and university settings. She has specialized in early development, descriptive observation, identifying and working with individual strengths, and collaborative leadership. From 1984 – 1991, she studied and worked at the Prospect Center, VT, in a variety of positions including classroom teaching and administration. For more than a decade she was Head of a small independent school that was a member the National League of Democratic Schools created by John Goodlad. There, she developed a model of education that recognized the worth of individuals within a community of learners. Currently, Donnelly is Co-Coordinator of the Collaborative Schools for Innovation and Success (CSIS) partnership between the Elementary Education Department at Western Washington University and Washington School in Mount Vernon, WA.

**Elyse Hambacher** is an Assistant Professor of Education at the University of New Hampshire. Her research is located at the intersection of urban education, critical teacher education, and qualitative research in the pursuit of social justice.

**Roderick Jones** is a doctoral student in the Department of Leadership, Counseling, Adult, Career, and Higher Education with a concentration in education leadership and policy studies at the University of South Florida. He has worked as an elementary and secondary grades teacher for students with disabilities and as a behavior interventionist in a local school district. Roderick has also interned with local and state education agencies in the areas of policy development and implementation. His research interests include principal induction, leadership mentoring, disability, and administrator hiring policies in general and special education settings.

**Rolla E. Lewis, EdD, NCC**, is professor emeritus in Educational Psychology at California State University, East Bay (CSUEB). His current research and scholarly interests include action research practices using the participatory inquiry process as future forming in schools. He is most concerned with enhancing student learning power, wellness, and connectedness to the living environment and the communities where they live. He was School Counseling Coordinator at Portland State University (PSU), 1995-2006, and at CSUEB, 2006-2014. Dr. Lewis has published over 40 chapters, articles, and poems in books, peer-reviewed journals, and other professional publications. He is the recipient of the Oregon Counseling Association's Leona Tyler Award for outstanding contributions to professional counseling.

**Rebecca Mack** is a visual artist, performing musician, educator and mother, living and working in Burlington, Vermont. An active exciter of extra-institutional scholarship, her studies currently focus on themes of human development across the lifespan, the relationship of descriptive language to scientific inquiry in children, and the theory and history which support her practice as a performer of Eastern European and Jewish folk music. Turntablism and graffiti, two elements of hip-hop culture, are ever present in her work as a visual and sound artist. Mack feels that her work as an artist would be incomplete without her work as teacher; the creativity and vitality of the youth with whom she works is the main nutrient of her music and art. She was an early childhood teacher for 3 years at Burlington Children's Space, where she currently works as an artist-in residence. Mack explores sensory awareness and makes experimental sound and visual art with children aged 6 months through 5 years. Mack was a 2013 Practitioner Research Fellow, working with the archives of the

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**Angela Passero** is a doctoral candidate in the Department of Leadership, Counseling, Adult, Career, and Higher Education with a concentration in education leadership and policy studies at the University of South Florida. She has worked as a preschool teacher for students with disabilities and as a coach for prekindergarten teachers in a local school district. Angela has also interned with local, state, and federal education agencies in the areas of policy development and implementation. Her research agenda is situated at the intersection of early childhood education policy and special education policy. She is specifically interested in the effects of these education policies for historically marginalized groups and utilizes methods of narrative and arts-based inquiry to uncover perspectives of culturally, linguistically, and economically diverse families of young children with disabilities.

**Heidi Pitzer**, Ph.D., is a Visiting Assistant Professor in the Education Department at St. Lawrence University where she teaches courses in teacher preparation and educational studies. Her specialization is in sociology of education, although she takes an interdisciplinary approach in studying the practices, contexts and purposes of education. Her research interests include social justice education; inequality and urban education; critical and media literacies; and teacher labor. Pitzer earned a Ph.D. in Cultural Foundations of Education from Syracuse University, as well as an M.A. in Women's Studies from the University of Cincinnati.

**Tracey Pyscher** is a Ph.D candidate in literacy education within the Department of Curriculum & Instruction at the University of Minnesota. She also serves as an Assistant Professor at Metropolitan State University in St. Paul, MN in the School of Urban Education. Her research focuses on critical literacy and how youth with histories of domestic violence experience and navigate public schooling. She is recently published in the *Journal for Equity and Excellence in Education* along with a book chapter, "Critical sociocultural perspectives in English education" in *Reclaiming English language arts methods courses: Critical Issues and Challenges for Teacher Educators in Top-Down Times*.

**Lara Ramsey** is a 4<sup>th</sup> grade classroom teacher at the Smith College Laboratory School in Northampton, Massachusetts. She began teaching at Smith in 1999 as she was finishing her doctoral work at the Harvard Graduate School of Education. Ramsey's persistent question is: How does a practice of giving close attention to student thinking in the classroom transform the experience of teaching and learning for teachers? Ramsey leads the Teacher Roundtable, a monthly workshop in western Massachusetts that brings teachers together to focus on student work and student thinking. She lives with her wife, son, and menagerie.

**Ellen Schwartz** recently retired from nearly 30 years of teaching primary grades in the public schools of Vermont and Massachusetts. Prior to that she taught in a bilingual cluster program in Boston, directed a school-based youth center in England, taught English in the former Yugoslavia, and worked as a typesetter. She attended institutes and conferences at The Prospect Center for Education and Research from 1984 until it closed in 2010. She participates in an inquiry group that uses Prospect's Descriptive Processes and in summer institutes run by the Institute on Descriptive Inquiry. Ellen is co-editor, with Anne C. Martin, of *Making Space for Active Learning: The Art and Practice of Teaching*, a collection of stories and essays by teachers about building on children's interests, experiences, and questions, and incorporating inquiry into teaching practice. In her spare time, Ellen enjoys singing and gardening.

**Rachel L. Severson** is a Postdoctoral Research Fellow in the Knowledge, Imagination, and Development (K.I.D.) Studies Centre in the Department of Psychology at University of British Columbia. Her research examines children's understanding about others' minds, and how they use this understanding to reason socially and morally. She received a Ph.D. in Developmental Psychology from University of Washington and was a Fulbright Fellow at the Centre for the Study of Mind in Nature at University of Oslo, Norway. She will be joining the Department of Psychology at University of Montana as an Assistant Professor in 2016.

**Dr. Sarita Shukla** is an instructor in Woodring College of Education at Western Washington University. She teaches courses in educational psychology to pre-service teacher candidates in elementary, secondary and special education programs. Her research interests are in the area of motivation for education, academic engagement and parental involvement.

**Winston C. Thompson** is an Assistant Professor of Education at the University of New Hampshire. He works in philosophy of education with an emphasis on topics of ethics, social/political philosophy, and the relationship between education and justice within liberal contexts.

**Sue-Lin Toussaint** is a student at the University of Colorado at Denver. She is working toward her Ed.D in Executive

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**Sara Truebridge**, Ed.D. is a consultant and researcher specializing in the area of resilience, combining her experience and expertise in the areas of research, policy, and practice to promote success and equity for all. She is the 2011 recipient of the American Educational Research Association (AERA) “Excellence in Research to Practice Award,” awarded by the Special Interest Group (SIG): Research Use. She also is one of two international recipients of the 2005 Howard M. Soule Fellowship for Doctoral Studies: a Phi Delta Kappa Graduate Fellowship in Educational Leadership. Sara is the Education Consultant for the documentary, *Race To Nowhere*. Her book, *Resilience Begins with Beliefs: Building on Student Strengths for Success in School*, was recently published (2014) by Teachers College Press. Sara has over 20 years of classroom experience ranging from Pre-K to High School. Prior to becoming a teacher, she was the Legislative Analyst for Education in the New York State Senate and was later appointed by New York State Governor Mario Cuomo, to be the Special Assistant to the New York State Secretary of State. Sara earned her doctorate at Mills College, Oakland, CA. You can visit her TED Talk at [https://www.youtube.com/watch?v=5S\\_oBir47lk](https://www.youtube.com/watch?v=5S_oBir47lk) and she may be reached at [resilienceST@gmail.com](mailto:resilienceST@gmail.com).

### **Parents Action Team**

**John Korsmo** is an Associate Professor and Director of Human Services at Western Washington University.

**Miguel Camarena** is a parent of a Washington School student.

**Andrea Clancy** is Washington School CSIS co-coordinator and Reading Specialist.

**Ann Eco** is a parent of a Washington School student.

**Bill Nutting** is the Principal at Washington School.

**Basilia Quiroz** is a parent of two children at Washington School.

**Azucena Ramirez** is a Migrant Family Liaison at Washington School.

**Veronica Villa-Mondragon** is a parent of two children at Washington School.

**Stacy Youngquist**, is a parent of two children at Washington School.

**Ann Jones** is the ESL/Family Coordinator for Mt. Vernon School District.