

Curriculum Vitae  
**JAIME G. A. GRINBERG, Ph.D.**  
Full Professor  
Department of Educational Foundations  
Montclair State University  
[Jaime Grinberg - Profile Pages](#)

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**ACADEMIC APPOINTMENTS**

***Montclair State University, College of Education and Human Services NJ, USA:***

2006-Present: Full Professor  
2016-2020: Chairperson  
2017 (July-December): Acting Associate Dean for Academic Affairs,  
2015-2016: Deputy Chair  
2001-2006: Associate Professor  
2001-2004: Director and Co-Director, University-Schools Partnership

***Kibbutzim College, Faculty of Humanities, Tel-Aviv, Israel:***

2010-2020: Visiting Professor (Summers)

***The University of New Mexico, Division of Language, Literacy, and Sociocultural Studies in Education, NM, USA:***

1994-2001: Assistant and Associate Professor

***Eastern Michigan University, Department of Teacher Education, MI, USA:***

1992-1994: Assistant Professor

***Michigan State University, National Center for Research on Teacher Learning, MI, USA:***

1990-1992: Research Assistant

**EDUCATION**

1996: **Philosophy Doctor (Ph.D.)** in Curriculum, Teaching, and Educational Policy, College of Education. Michigan State University, East Lansing, MI.

1989: **Master of Arts (MA)** in Education (Educational Psychology), School of Education. Eastern Michigan University, Ypsilanti, MI.

1987: **Graduate Studies in Social Theory**, Facultad Latino Americana de Ciencias Sociales (FLACSO), Buenos Aires, Argentina.

1986: **Bachelor of Arts (BA)** with "success" in Humanities. A dual major in Education (Educational Psychology) and Latin American Studies (historical, economic, social, and political). The Hebrew University of Jerusalem, Israel.

1977: **Program in Social Sciences Certificate**. Tel-Aviv University, Tel-Aviv, Israel.

1974: **Youth Leader Certificate**. Institute for Youth Leaders in the Diaspora (Machon

L'Madrichei H'ul). Kiryat Moriah, Jerusalem, Israel.

**Elementary and secondary education** in Buenos Aires, Argentina, and Montevideo, Uruguay.

**Military Service:**

1978-1983: Israel Defense Forces.

**SCHOLARSHIP**

**Journal Editor** (since Fall 2023)

*Inquiry: Critical Thinking Across the Disciplines*. An open access online refereed journal. Link: <https://www.pdcnet.org/inquiryct/Inquiry:-Critical-Thinking-Across-the-Disciplines#>

**Grants**

Institute for Educational Inquiry grant award for advancing Arts in Education, 2003-04.

- A teacher development program coordinated with the Newark Museum of Art, NJ, and the Lincoln Center, NYC.

National Science Foundation, Build and Broaden grant, Senior Personnel, 2021.

- Dissemination of interdisciplinary studies on the impact of the Covid pandemic in the case of the Hispanic populations in the tri-state area, including health, labor, and educational dimensions, led by scholars from numerous local universities and research centers.

Academic Engagement Network micro-grant award, 2016.

- Resources allocated to invite guest speakers to campus advancing a better understanding of academic freedom, freedom of speech, and the harmful impact of the BDS movement on campus climate.

Grants for teachers' and principals' professional development (2001-2007), including awards from the Dodge Foundation, the National Network for Educational Renewal, and the Victoria Foundation.

**Books**

- 1- **Grinberg, J.**, Rogers, D., & Gregory, M.R. (Eds.) (2022). *Philosophy of Education: Modern and Contemporary Ideas at Play (third edition)*. Dubuque, IA: Kendall-Hunt.
- 2- Schwarzer, D. & **Grinberg, J.** (Eds.) (2019). *Understanding glocal contexts of education: What every novice teacher needs to know*. IA: Kendall-Hunt.
- 3- Schwarzer, D. & **Grinberg, J.** (Eds.) (2017). *Successful teaching: What every novice teacher needs to know*. Lanham, MD: Rowman & Littlefield.
- 4- Price, J. & **Grinberg, J.** (2009). *A brief history of American public schools: Selected documents (second edition)*. Dubuque, IA: Kendall-Hunt.
- 5- Lewis, T., **Grinberg, J.** & Laverty, M (Eds.) (2009). *Philosophy of Education: Modern and Contemporary Ideas at Play (second edition)*. Dubuque, IA: Kendall & Hunt.
- 6- Price, J. & **Grinberg, J.** (Eds.) (2007). *Unpacking classrooms in the US: Selected historical sources*. Dubuque, IA: Kendall-Hunt.
- 7- **Grinberg, J.**, Lewis, T., & Laverty, M, (Eds.) (2007). *Playing with ideas: Modern and Contemporary philosophies of education*. Dubuque, IA: Kendall-Hunt.
- 8- Laverty, M., Demarzio, D., & **Grinberg, J.** (Eds.) (2006). *Common Questions and Disparate Voices: A Philosophical Conversation on Education*. Boston: Allyn & Bacon/Longman.
- 9- **Grinberg, J.** (2005). *Teaching like that: The beginnings of teacher education at Bank Street*. NY: Peter Lang Publishing.

### **Invited Keynote Presentations**

**Grinberg, J.** (2024). *The politics of communication in Higher Education in times of contested speech and the relationship between faculty and leadership*. To be presented at the January Academic Engagement Network regional meeting in Phoenix, AZ.

**Grinberg, J.** (2021). *Towards problem-based approaches*. Presented at the Build & Broaden conference on Latin(x) communities & the pandemic. Montclair State University, NJ, August.

**Grinberg, J.** (2019). *The Roots of Activist Pedagogies*. Presented at the "Activist Pedagogy for Shared Life and World Betterment International Seminar," Tel-Aviv, Israel. March 20.

**Grinberg, J.** (2016). *Lessons Learned: The Early Years of Bank Street and Contemporary Teacher Preparation*. Keynote Speaker for "The Centennial Niemeyer Lecture." Bank Street College of Education, NYC, September 26.

**Grinberg, J.** (2005). *The Progressive teacher: Reclaiming the legacy*. Keynote Speaker at the annual meeting of The Open Classroom Conference, Ann Arbor, MI. February 11.

### **Publications**

- 1- **Grinberg, J.**, with Forero, A. (2024, forthcoming). Secularidad y Religión en el Caso de las Escuelas Públicas en los Estados Unidos (EE. UU.). In Andrea Diaz et al (Eds.) *Laicidad comparada y educacion*. Montevideo: UDLR Press.
- 2- **Grinberg, J.** (2024). The Relationship Between Religion and Public Schools in the United States: An Introductory Brief. In *Advances in Social Sciences Research Journal*, 11 (3). <https://journals.scholarpublishing.org/index.php/ASSRJ/article/view/16734>
- 3- **Grinberg, J.** (2022). Towards educating teachers as advocates: A conceptual discussion and a historical example. In Itzhaki, D., Gallager, T., Aloni, N., & Gross, Z. (Eds.), *Activist pedagogy and shared education in divided societies: International perspectives and next practices (37-52)*. NL: Brill-Sense Publishers.
- 4- **Grinberg, J.** & Birnbaum, T. (2022). Understanding the Relationship Between Social Class and Schools in the USA: Introductory Notes. In *Pathways to Research*. MA: EBSCO. <https://www.pathways2research.com/print/pdf/node/20101>
- 5- **Grinberg, J.** (2022). Reflections About Learning Communities and Teaching. In Grinberg, J, Rogers, D, and Gregory, M.R. (Eds.), *Philosophy of education: Modern and contemporary ideas at play (3rd edition)* 381-402. Dubuque, IA: Kendall-Hunt.
- 6- **Grinberg, J.** & Weisz, J. (2019). Becoming American Through the Eyes of Public Education: Understanding the Context of Americanization in Public Schools. In Schwarzer, D. & Grinberg, J. (Eds.), *Understanding Glocal Contexts of Education: What Every Novice Teacher Needs to Know (75-94)*. IA: Kendall-Hunt.
- 7- **Grinberg, J.** & Wells, J. (2019). Progressive Education: The Student-Centered tradition. In Schwarzer, D. & Grinberg, J. (Eds.), *Understanding Glocal Contexts of Education: What Every Novice Teacher Needs to Know (121-149)*. IA: Kendall-Hunt.
- 8- **Grinberg, J.**, Schwarzer, D., & Molino, M. (2017). Creating a Dialogical Learning Community to promote dialogical teaching and learning. In D. Schwarzer & J. Grinberg, *Successful teaching: What every novice teacher needs to know (247-262)*. Lanham, MD: Rowman & Littlefield.
- 9- Goldfarb, K., **Grinberg, J.**, & Rana, S. (2017). It takes a village: Families, contexts, and diversity. In D. Schwarzer & J. Grinberg, *Successful teaching: What every novice teacher needs to know (27-45)*. Lanham, MD: Rowman & Littlefield.
- 10- **Grinberg, J.**, Price, J., & Naiditch, F. (2016). Escolarización y Clase Social en los Estados Unidos. *Educacao*, 39 (1), 46-55.
- 11- **Grinberg J.** (2015) Breve reseña histórica de la preparación de magisterio en los

- Estados Unidos. *Revista Fermentario*, 9 (2), December 21<sup>st</sup>.
- 12- **Grinberg**, J. & Goldfarb, K. (2015). Learning to Teach for Social Justice: Context and Progressivism at Bank Street in the 1930s. *Journal of Education and Human Development*, June, 4 (2), 50-59.
  - 13- **Grinberg**, J. (2009). Del margen al centro: Comentarios sobre precedentes históricos en relación al acceso e inclusión en las escuelas públicas de los Estados Unidos (From the margin to the center: Comments on historical precedents related to access and inclusion in American public schools). In *Educación*, 32 (1), 7-15.
  - 14- **Grinberg**, J., Price, J., & Naditch, F. (2009). Schooling and social class. In S. Steinberg (Ed.), *Diversity and Multiculturalism: A reader* (265-278). New York: Peter Lang.
  - 15- Lucas, T., & **Grinberg**, J. (2008). Responding to the Linguistic Reality of Mainstream Classrooms: Preparing All Teachers to Teach English Language Learners. In M. Cochran-Smith, S. Feiman Nemser, J. McIntyre, & J. Demmer (Eds.) *Handbook of research on teacher education: Enduring questions in changing contexts (Third Edition)* (606-636). NY: Routledge/Taylor & Francis with ATE.
  - 16- Calabrese-Burton, A., **Grinberg**, J., & Richardson, K. (2007). On pigs and packers. In *Cultural Studies of Science Education*, 2 (1), 61-71.
  - 17- Lemesianou, C, & **Grinberg**, J. (2006). Criticality in education research. In K. Tobin & J. Kincheloe (Eds.), *Doing educational research- A handbook* (211-233). Rotterdam: Sense Publishers.
  - 18- **Grinberg**, J., Goldfarb, K., & Saavedra, E. (2005). Con coraje y con pasión: The schooling of Latinas/os and their teachers' education. In Pedraza, Pedro & Rivera, Melissa (Eds.), *Latino Education: An Agenda for Community Action Research A Volume of the National Latino/a Education Research and Policy Projects* (227-254). Mahwah, N.J.: Lawrence Erlbaum Associates.
  - 19- **Grinberg**, J. (Reprinted, 2004). "I had never been exposed to teaching like that": Progressive teacher education at Bank Street during the 1930s. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentID=10976>
  - 20- **Grinberg**, J. (2004). Only the "Facts?" In Joe Kincheloe & Danny Weil (Eds.), *Critical thinking and learning* (254-258). New York: Greenwood.
  - 21- **Grinberg**, J. (2002). "I had never been exposed to teaching like that": Progressive teacher education at Bank Street during the 1930s. *Teachers College Record*, 104 (7), 1422-1460.
  - 22- **Grinberg**, J. (2002) Una introducción a los sistemas de educación en los Estados Unidos de Norteamérica. (An introduction to the American educational systems). In Narodowski, M., Nores, M. & Andrada, M. (Eds.) *Nuevas tendencias en políticas educativas: Estado, mercado y escuela* (Recent trends in educational policies: State, market & school, pp. 335-362). Buenos Aires: Garnica.
  - 23- Goldfarb, K. & **Grinberg**, J. (2002). Leadership for social justice: Authentic participation in the case of a community center in Caracas, Venezuela. *Journal of School Leadership*, 12 (March), 157-173.
  - 24- **Grinberg**, J. (2001). Clase y género: El caso de las mujeres docentes en el Bank Street (Class and gender: The case of the women practitioners at Bank Street). In *Electronic Memory of the First International Conference on Processes of Feminization of Teacher Education*. Mexico: El Colegio de San Luis de Potosí (ISBN 968-7727-58-6).
  - 25- **Grinberg**, J. & Saavedra, E. (2000). The Constitution of Bilingual/ESL Education as a Disciplinary Practice: Genealogical Explorations. *Review of Educational Research*, 70 (4), 419-441.
  - 26- **Grinberg**, J. (2000). Desafíos y posibilidades para el futuro de la educación: El papel del docente líder (Challenges and possibilities for the future of education: The role of the practitioner-leader). *EDUFORUM*, <http://www.utdt.edu/eduforum/ensayo4.htm>. (Web

- Publication).
- 27- **Grinberg, J.** & Goldfarb, K. (1998). Moving teacher education in/to the community. *Theory into Practice*, 37 (2), 131-139.
  - 28- Anderson, G., & **Grinberg, J.** (1998). Educational administration as a disciplinary practice: Appropriating Foucault's view of power, discourse, and method. *Educational Administration Quarterly*, 34 (3), 329-353. (Authorship in alphabetical order)
  - 29- **Grinberg, J.** (1998). Barbara Biber on learning to teach: The legacy of a developmental psychologist. *The Developmental Psychologist Letter*, Spring, 14-18.
  - 30- **Grinberg, J.**, Harris, D., & Parker, M. (1997). Dilemmas of a field instructor. In Feiman-Nemser and Rosen, C. (Eds.) *Guiding teacher learning: Insider studies of classroom work with prospective and practicing teachers* (73-88). Washington, DC: AACTE Publications.
  - 31- Pietig, J., McCormack, M., & **Grinberg, J.** (1996). Conversations in the field: Social Foundations and the student-teaching experience. *Educational Foundations*, 10 (2), 5-22.
  - 32- **Grinberg, J.**, Goldfarb, K., & Martusewicz, R. (1994). The legacy of Paulo Freire to democratic education. *Democracy and Education.*, 8 (4), 44-45.
  - 33- **Grinberg** et al. (Reprinted, 1994). *Hands-On*, Summer, 63-64.
  - 34- **Grinberg, J.** (1994). From the margins to the center: Teachers' emerging voices through inquiry. In R. Martusewicz & W. Reynolds (Eds.), *Inside/Out: Contemporary critical perspectives in education* (121-137). NY: St. Martin's Press.
  - 35- Pasch, M., Simmons, J., Sparks, G., Starko, A., Colton, A., & **Grinberg, J.** (1989). Cultural literacy, reflection, and teacher decision-making. *Teacher Thinking and Problem Solving* 11 (1), 1-6.

### **Book reviews**

- 36- **Grinberg, J.** (2001). Pedagogical contributions and limitations of a critical text: A review of Popkewitz and Fendler's Critical Theories in Education. *International Journal of Qualitative Studies in Education*, 14 (2), 275-277.

### **Other Book Chapters**

- 37- **Grinberg, J.** (2022). Greg Cajete: Introduction. In Grinberg, J., Rogers, D., & Gregory, M.R. (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play (third edition)* 323-4. Dubuque, IA: Kendall-Hunt.
- 38- **Grinberg, J. & Levanon, M.** (2022). Maya Levanon: Introduction. In Grinberg, J., Rogers, D., & Gregory, M.R. (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play (third edition)* 389-91. Dubuque, IA: Kendall-Hunt.
- 39- **Grinberg, J.** (2022). John Dewey: Introduction. In Grinberg, J., Rogers, D., & Gregory, M.R. (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play (third edition)* 1-3. Dubuque, IA: Kendall-Hunt.
- 40- **Grinberg, J.** (2022). Paulo Freire: Introduction. In Grinberg, J., Rogers, D., & Gregory, M.R. (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play (third edition)* 147-9. Dubuque, IA: Kendall-Hunt.
- 41- **Grinberg, J.** (2022). bell hooks: Introduction. In Grinberg, J., Rogers, D., & Gregory, M.R. (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play (third edition)* 193-5. Dubuque, IA: Kendall-Hunt.
- 42- **Grinberg, J.** (2009). Playing with ideas: Some notes about learning communities and connected teaching elements. In Tyson Lewis, Jaime Grinberg & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (807-817). Dubuque, IA: Kendall & Hunt.
- 43- **Grinberg, J.** (2009). Critical pedagogy and teacher education: Some notes on

- problematization. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (818-821). Dubuque, IA: Kendall & Hunt.
- 44- **Grinberg, J.** (2009). Problematizing teacher development from a critical perspective, an example. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (823-829). Dubuque, IA: Kendall & Hunt.
- 45- **Grinberg, J.** (2009). The foundations of a Public School System. In Jeremy Price and Jaime Grinberg (Eds.), *A brief history of American schools: Selected documents* (3-9). Dubuque, IA: Kendall-Hunt.
- 46- **Grinberg, J.** (2009). Progressive perspectives on school organization, system reform, educational purposes, and social responsibilities. In Jeremy Price and Jaime Grinberg (Eds.), *A brief history of American schools: Selected documents* (177-181). Dubuque, IA: Kendall-Hunt.
- 47- **Grinberg, J. & Price, J.** (2009). Teachers, the feminization of teaching and school systems in the 19<sup>th</sup> Century. In Jeremy Price and Jaime Grinberg (Eds.), *A brief history of American schools: Selected documents* (49-55). Dubuque, IA: Kendall-Hunt.
- 48- **Grinberg, J.** (2009). Mortimer Adler: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (279-281). Dubuque, IA: Kendall & Hunt.
- 49- **Grinberg, J.** (2009). Erich Fromm: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (311-312-60). Dubuque, IA: Kendall & Hunt.
- 50- **Grinberg, J.** (2009). Israel Scheffler: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (545-547). Dubuque, IA: Kendall & Hunt.
- 51- **Grinberg, J.** (2009). Cleo Cherryholmes: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (579-581). Dubuque, IA: Kendall & Hunt.
- 52- **Grinberg, J.** (2009). bell hooks: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (655-656). Dubuque, IA: Kendall & Hunt.
- 53- **Grinberg, J.** (2009). Philip Wexler: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (737-738). Dubuque, IA: Kendall & Hunt.
- 54- **Grinberg, J.** (2009). Antonio Gramsci: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (181-182). Dubuque, IA: Kendall & Hunt.
- 55- **Grinberg, J.** (2009). Leo Tolstoy: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (59-60). Dubuque, IA: Kendall & Hunt.
- 56- **Grinberg, J. & Lewis, T.** (2009). John Dewey: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (95-97). Dubuque, IA: Kendall & Hunt.
- 57- **Grinberg, J. & Lewis, T.** (2009). Michel Foucault: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (327-329). Dubuque, IA: Kendall & Hunt.
- 58- **Grinberg, J. & Lewis, T.** (2009). Paulo Freire: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (385-387). Dubuque, IA: Kendall & Hunt.
- 59- **Grinberg, J.** (2009). William Heard Kilpatrick: Introduction. In Tyson Lewis, Jaime

Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (269-271). Dubuque, IA: Kendall & Hunt.

- 60- Laverty, M. & **Grinberg**, J. (2009). Martin Buber: Introduction. In Tyson Lewis, Jaime Grinberg, & Megan Laverty (Eds.) *Philosophy of Education: Modern and Contemporary Ideas at Play* (363-365). Dubuque, IA: Kendall & Hunt.

### **Articles in Newsletters**

- 61- **Grinberg**, J. (2004). No Child Left behind: some Thoughts. In *Synergy: The newsletter of the New Jersey Network for Educational Renewal*. 11 (3) Spring, 17-20.
- 62- **Grinberg**, J. (1998). Book attempts to capture Jewish life in the Pampas: A book review. *Links*, June, 10.
- 63- **Grinberg**, J. (1992). What do you want to be when you grow up? *AERA GSC Newsletter*, Spring, 1-2.
- 64- **Grinberg**, J. (1991). The becoming of a teacher educator. *AERA Div. K Newsletter* 6 (1).

### **Expert Interview**

- 65- El transplante de ideas entre países no sirve (The transplantation of proposals between countries is a disservice): M. Narodowski dialogues with J. **Grinberg**. *Novedades Educativas*, 113 (52-53), May 2000.

### **Monograph**

- 66- **Grinberg**, J., Harris, D., & Parker, M. (1994). Dilemmas of a field instructor: A search for common ground. In *Guiding Teacher Learning* (20-30). East Lansing, MI. National Center for Research on Teacher Learning.

### **National and International Conferences**

- 1- (2022). *El caso de las Escuelas en los Estados Unidos (EEUU): Un retrato de la búsqueda de balance entre religión e ideología, ley, política, economía, y educación*. Presented at the First International Colloquium of Compared Laicity, University of the Republic of Uruguay. November, Montevideo, Uruguay.
- 2- (2022). *Implications of shared education and teacher activism for the USA context: A discussion*. Presented at the American Educational Research Association Annual Meeting, April, San Diego.
- 3- (2018). *Working With and For Students*. Paper presented at the National Workshop of the Academic Engagement Network, Washington D.C., May.
- 4- (2015). *Americanization in schools: Deculturalization, enculturation, and critical multiculturalism in the education of Hispanics*. Paper presented at the international conference "Education for the 21<sup>st</sup> Century: Multiculturalism, Children's Rights and Global Citizenship," Gordon College (Israel) and TEMPUS-DOIT (EU), Haifa, June-July.
- 5- (2015). *Internationalizing families and culture: A programmatic approach*. Paper presented at the international conference "Education for the 21<sup>st</sup> Century: Multiculturalism, Children's Rights and Global Citizenship," Gordon College (Israel) and TEMPUS-DOIT (EU), Haifa, June-July. (with Katia Goldfarb & David Schwarzer)
- 6- (2013). "Our Future, Our Teachers": A critical reading of the US department of education policy document from a socio-historical standpoint. Paper presented at Sixth International Conference in Teacher Education, Jerusalem, Israel, July.
- 7- (2013) *The possibilities of critical hybrid third spaces in teacher education*. Paper presented at Sixth International Conference in Teacher Education, Jerusalem, Israel, July.
- 8- (2010). *The role of context in progressive teacher education*. Paper presented to the American Educational Research Association annual meeting, Denver, CO, May.

- 9- (2007). *The evolution of teacher education from normal schools in/to universities: The case of Montclair Normal*. Paper presented at The Fifth International Conference on Teacher Education, MOFET Institute, Israel, June.
- 10- (2007). *Teacher Education and Professional Development in and with schools*. Paper presented at The Fifth International Conference on Teacher Education, MOFET Institute, Israel, June.
- 11- (2004). *Back to the future? Implications of progressive teacher education to contemporary policy*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, April.
- 12- (2003). *The politics of multicultural education in the US: The case of bilingual and ESL education*. Paper presented at the symposium on "The modern liberal state: Ethnic challenges," Department of Political Sciences, Tel-Aviv University, Israel, October.
- 13- (2003). *Con pasión y coraje: Latino/a students and their teachers' education*. Paper presented at the American Educational Research Association annual meeting, April, Chicago. (and Goldfarb, K. with Saavedra, E.).
- 14- (2002). *Questions about educational research*. Paper presented as moderator for panel on educational research at the 3rd National Network for Educational Renewal annual conference, New Jersey, October.
- 15- (2002). *Administration, policy, leadership, and power*. Paper presented at the American Educational Research Association (AERA) annual meeting, New Orleans, April.
- 16- (2001). *Practicing popular social justice: Authentic participation and democratic leadership in the case of a community center in Caracas, Venezuela*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, April.
- 17- (2001). *Clase y género: el caso de las mujeres docentes en el Bank Street (Class and gender: The case of the women practitioners at Bank Street)*. Paper presented at the First International Conference on Processes of Feminization of Teachers, San Luis, Potosi, Mexico, February.
- 18- (1999). *Una postura diferente: El docente como líder en comunidades de aprendizaje. (A different perspective: Practitioners as leaders in learning communities)*. Paper presented at the University Torcuato DiTella International Colloquium: The Education of Teachers for the New Millennium, Buenos Aires, Argentina, October.
- 19- (1999). *Desde los efectos de mercados hasta la patologización de la víctima: Temas en la preparación y desarrollo profesional de maestros. (From markets to pathologization: Themes in teachers' preparation and professional development)*. Paper presented at the University Torcuato Di Tella International Colloquium: The Education of Teachers for the New Millennium, Buenos Aires, Argentina, October.
- 20- (1999). *Una breve introducción a los sistemas de educación en los Estados Unidos de Norteamérica. (A short introduction to the American educational systems)*. Paper presented at the University Torcuato Di Tella International Colloquium: The Education of Teachers for the New Millennium, Buenos Aires, Argentina, October.
- 21- (1999). *Give me a for instance: Problematizing the discourse of teacher development*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, April.
- 22- (1999). *Problematizing the sacred in teacher education: Some conceptual propositions*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, April.
- 23- (1998). *Power, discourse, and method in educational administration*. Paper presented at the University Council For Educational Administration (UCEA) Convention, St. Louis, October.
- 24- (1998). *Mirando hacia el Norte: When bilingual education served for domestication and*



- domination. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, April.
- 25- (1998, Invited). *Working with communities and schools: A university "junior" faculty perspective.* Paper presented at the Urban Network for Improving Teacher Education (UNITE) semi-annual meeting, Holmes Partnership, Orlando, January.
  - 26- (1997). *Foucault and educational institutional research.* Paper presented at the annual meeting of the American Educational Studies Association, San Antonio, October.
  - 27- (1997). *How my historical research shapes my teaching and how my students shape my historical research.* Paper presented at the annual meeting of the American Educational Studies Association, San Antonio, October.
  - 28- (1997). *Post-colonial theory and the history of the education of language minorities.* Paper presented at the annual meeting of the American Educational Studies Association, San Antonio, October.
  - 29- (1997). *Back to the future? Pedagogical lessons I learned from my historical research.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, March.
  - 30- (1996). *Inside the classroom: The teacher, social justice, and the pedagogy of progressive teacher education at Bank Street in the 1930s.* Paper presented at the American Educational Studies Association annual meeting, Montreal, November.
  - 31- (1996). *The social and cultural impact of the world wide web in the classroom: The collaborative cases of the computer sciences department, medical school, music department, and public schools in Albuquerque.* Paper presented at the American Association of Curriculum and Teaching annual meeting, San Antonio, October.
  - 32- (1996). *We make the road by walking: From CIELO to PDS, and what is next?* Paper presented at the American Association of Curriculum and Teaching annual meeting, San Antonio, October.
  - 33- (1996). *Privilege, teaching, and commitment to social change: Emerging tensions at Bank Street in the 1930s.* Paper presented at the AERA (American Educational Research Association) annual conference, New York, April.
  - 34- (1996). *Looking in the mirror and seeing yourself: Explorations in pedagogy, language, culture, and diversity.* Paper presented at the AERA (American Educational Research Association) annual conference, New York, April. (with L. Ortiz & R. van Dongen)
  - 35- (1996). *Exploration in diversity and teaching: A case study of an undergraduate multicultural teacher education project.* Paper presented at the AACTE (American Association of Colleges of Teacher Education) annual meeting, Chicago, February. (with L. Ortiz & R. van Dongen)
  - 36- (1996). *Rethinking the preparation of novice teachers: The Teaching and Learning Communities Program (TLC) at the University of New Mexico.* Paper presented at the AACTE (American Association of Colleges of Teacher Education) annual meeting, Chicago, February.
  - 37- (1994). *The teacher as a critical inquirer: A working paper to further the meaning of the Foundations to practice.* Paper presented at the American Educational Studies Association annual meeting, Chapel Hill, November.
  - 38- (1993). *Make it up: Autobiography as voice and fiction in teacher education.* Paper presented at the annual meeting of the American Educational Studies Association. Chicago, November.
  - 39- (1993). *Above and beyond credentials, markets, and social mobility: The case of the Cooperative School for Student Teachers, New York 1931-1935.* Paper presented at the annual conference of the History of Education Society. Chicago, October.
  - 40- (1993). *Teachers and students as researchers in an open classroom.* Paper presented at the American Educational Research Association annual meeting, Atlanta, April.

- 41- (1992). *Caring and not caring: Two cases of student teachers struggling with identity and role expectations. Paper presented at the American Educational Studies Association annual meeting, Pittsburgh, November.*
- 42- (1992). *Teaching as research: Issues, tensions, and validation through collegial conversation. Paper presented at the American Educational Research Association annual meeting, San Francisco, April.*
- 43- (1992). *Dilemmas of a field instructor. Paper presented at the Association of Teacher Educators annual conference, February, Orlando.*
- 44- (1989). *Exploring the structure of reflective pedagogical thinking in novice and expert teachers: The birth of a developmental taxonomy. Paper presented at the American Educational Research Association annual meeting, San Francisco, April.*

### **Editor and Co-Editor**

2002-2004: *Food for Thought*. Occasional papers series, NJNER.

2001-2003: *Synergy*. Newsletter of the NJNER.

### **Journal Editorial Board Member**

1998-2004: Youth and Society

2001-2005: Taboo: The Journal of Culture and Education.

### **Journal and Book Proposal Reviewer**

Review of Educational Research (AERA Journal)

Urban Review

Education Policy Analysis Archives

International Journal of Leadership in Education

Gilui Daat (social sciences, humanities, and education journal in Hebrew from Israel)

Lawrence Erlbaum Associates (publisher)

Routledge (publisher)

### **Symposia Reviewer and Discussant**

AERA -American Educational Research Association

Division A- administration

Division G- social context

Division K-teaching and teacher education

Numerous SIGs

AESA- American Educational Research Association.

NNER- National Network for Educational Renewal,

NRJE- Network for Research in Jewish Education

### **International Grants Evaluator**

- German-Israeli Foundation for Scientific Research and Development (since 2012).
- Social Sciences and Humanities Research Council of Canada (since 2009).

## **ACADEMIC LEADERSHIP EXPERIENCE**

- 1- **Department Chair, Department of Educational Foundations, College of Education and Human Services, Montclair State University, Montclair State University, 2016-2020.**

The Chair is a peer-elected position appointed by the university president.

As the chair, I led the following accomplishments:

- Managed and supervised this core department of 16 tenured and tenure-track

- faculty members and 12 adjunct faculty members.
- Recruited five faculty members.
- Developed and implemented a highly successful university's fast-growing new interdisciplinary major for the department (see below).
  - Directed this new major in Educational Foundations for Elementary Teachers.
    - *This new program that I developed and implemented grew from 50 students in the first semester of existence into 200 students in the second academic year and 350 students in the third year under my leadership. Presently, it enrolls more than 600 students.*
    - Coordinated with the Center of Pedagogy and the Early Childhood and Elementary programs for methods classes, field experiences, and student-teacher placements.
- Led the development and implementation of partnerships and agreements with other colleges and departments across campus to emphasize the curricular strengths by expanding the course offering and the preparation of future teachers.
  - These efforts included,
    - Individual and team meetings with faculty and chairpersons of departments in the mathematics, sciences, humanities, and social sciences departments.
      - Included development, approval, and implementation of new coursework.
    - Coordination with Deans and Associate Deans of all colleges on campus, as well as coordination with the university's curriculum committee and the Provost's and President's office.
    - Aligned curriculum with state certification standards and praxis exams content analysis to better prepare the subject matter knowledge of future teachers.
- Led the articulation agreements with local community colleges for acceptance of credit transfers toward degree completion.
- Developed the new online program on Education Studies, for the Liberal Studies Program, serving program completion for returning adult students, and developed coursework for the Liberal Studies Program besides the education component.
- Led, supervised, and developed graduate curriculum and new MA initiatives.
  - Supported and supervised faculty graduate program coordinators.
  - Inquiry-Based Teaching and Learning Graduate Certificate (online and hybrid options).
  - Educational Assessment Graduate Certificate (hybrid and online).
  - Teacher Leadership Graduate Certificate, coordinated with the Teaching and Learning Department (Hybrid, in implementation stage).
  - Online Graduate Certificate in Gifted and Talented Education.
  - Led planning of a new MA program in community-based non-formal education (in development).
- Supported and supervised the work of The Institute for the Advancement of Philosophy for Children, housed in the department.
- Supported and supervised the work of the Holocaust, Genocide, and Human Rights Education Project, housed in the department.
- Scheduled undergraduate and graduate classes, including several general

education classes serving the college and the university and doctoral-level research classes.

- Led, managed and coordinated the General Education offerings of the department servicing the whole university.
  - Four undergraduate courses, averaging 35 sections per semester, with an enrollment of more than 1,000 students per semester.
  - Mentored the next generation of leaders, including the incoming chairperson and deputy chair.
  - Provided regular instructional and research duties as other faculty members.
  - Supported faculty grants and research projects.
  - Managed the budget and led strategic planning.
  - Evaluated program development and assessment.
  - Appointed and evaluated adjunct faculty and graduate assistants.
  - Managed and evaluated secretarial and support staff.
  - Served as a member of the College of Education and Human Services leadership team and as a member of the Teacher Education Policy Committee.
  - Coordinated advising of students with the Center of Pedagogy and Student Success Center.
- 2- **Acting Associate Dean for Academic Affairs, College of Education and Human Services, Montclair State University, July-December 2017.**  
The Associate Dean for Academic Affairs:
- a- Supported the curriculum and assessment efforts of the college and its faculty.
  - b- Assisted in faculty hiring, mentoring, orientation, and support.
  - c- Supervised the accreditation of several units and grants.
  - d- Guided and implemented all curriculum development.
  - e- Promoted the scholarship and overall development of the faculty, including mentoring and acculturation of new faculty
  - f- Served as liaison to the Graduate School and college committees, representing the Dean on appropriate committees at University and outside functions.
- 3- **Deputy Department Chair, Department of Educational Foundations, College of Education and Human Services, Montclair State University, 2015-2016.**
- a. Supervised adjunct faculty.
  - b. Scheduled classes.
  - c. Led curricular innovations.
  - d. Represented the department in numerous curriculum committees.
- 4- **Director, Codirector, and Faculty Advisor, New Jersey Network for Educational Renewal, Montclair State University, 2001-2007.**
- Led and further developed this partnership with 23 school districts in Northern New Jersey.
  - Led and supported the preparation and professional development of teachers, administrators, and school personnel.
  - o Included the support of more than 800 clinical faculty members in the partnership.
- 5- **Co-Founder and Co-Director, Jewish American Studies (Montclair State University, 2007-2012).** Tasks included curriculum development, student advising, scheduling classes, cooperation with the Dean's office, budgeting, hiring adjunct faculty,

larger community relationships, and program promotion.

- 6- **Program interim director and doctoral program advisor**, Educational Thought and Sociocultural Studies, The University of New Mexico, Spring and Summer 2001.

#### **Advising of Doctoral Students**

##### ***CHAIR- directed and completed doctoral dissertations:***

- 1- Edward Ruggieri (Montclair State University, defended Spring 2013, a study of art education, democratic pedagogies, and technocratic educational reforms).
- 2- Mor Yurshansky (Montclair State University, defended Spring 2013, a study of power in democratic classrooms).
- 3- Alexandra Perry (Montclair State University, defended Spring 2012, a study of epistemology and ethics in history textbooks).
- 4- Maya Levanon, Ed.D. (Montclair State University, defended Fall 2007, a study of spiritual and philosophical dialogue in the class and their implications for teacher education).
- 5- India Northrop-Pratt, Ph.D. (Un. of New Mexico, defended Spring 2002, a historical study of Little Red School House in NYC).
- 6- Hugo Chacon, Ph.D. (Un. of New Mexico, defended Spring 2002, a practitioner narrative on language, culture, and teaching).
- 7- Mirta Santillan, Ph.D. (Un. of New Mexico, defended Fall 2001, a study of teacher-research).
- 8- Monica Pini, Ph.D. (co-chair, Un. of New Mexico, defended Fall 2001, a study of the corporatization of public schools).
- 9- Carlotta Garcia, Ph.D. (Un. of New Mexico, defended Spring 2000, a phenomenology of youth on education after foster care).
- 10- Rachel Martin, Ph.D. (co-chair, Un. of New Mexico, defended with distinction Fall 1999, a critique of Freire's critical pedagogy from a practitioner perspective).
- 11- Allison Druin, Ph.D. (Un. of New Mexico, defended Spring 1998, a study of teachers' "interdisciplinary" and technology learning).

##### ***Doctoral dissertation committee member completed:***

- 1- James Weidenborner, Ph.D. (Seton Hall University, defended Spring 2018, a study of the relationship of student/administrator ratios and teacher summative evaluations).
- 2- Mehretu Yosef, Ph.D. (Tel-Aviv University, Faculty of Social Sciences, defended July 2016, a study of Boarding Schools for Ethiopian immigrants in Israel).
- 3- Kara Stern, Ph.D. (New York University, defended Spring 2005, a study of feminist school leadership in a progressive independent school).
- 4- Pam Perez, Ph.D. (Un. of New Mexico, defended Spring 2003, a study of immigrant women and their educational struggles).
- 5- Andre Marak, Ph.D. (Un. of New Mexico, History department, defended Fall 00, a history of policy centralization and the role of the State in Mexico during Calles' administration).
- 6- John Cornish, Ph.D. (Un. of New Mexico, defended Spring 2002, a study of transformational leadership).
- 7- Linda Pickett, Ph.D. (Un. of New Mexico, defended Fall 99, a study of play and literacy in young children).
- 8- Miguel Angel Navarro, Ph.D. (Un. of New Mexico, defended with distinction in Spring 97, a study of political discourses in Mexican universities).
- 9- Gladys Martinez, Ph.D. (Un. of New Mexico, defended Spring 97, a history of the UNM Taos campus).

## **FACULTY MEMBER**

### **Montclair State University** (since Fall 2001)

Since Fall 2006: **Tenured Full Professor**

2001-2006: Associate Professor

2001-2007: Director, Co-Director, and Faculty Advisor to the New Jersey Network for Educational Renewal, Center of Pedagogy, College of Education and Human Services.

#### ***Courses taught:***

- Historical Foundations of American Education (undergraduate, general education)
- Teacher, School, and Society (undergraduate, curriculum)
- Philosophical Orientations to Education (undergraduate, general education)
- Development of Educational Thought (graduate, foundations class)
- Social Forces in Education (graduate, foundations, curriculum, & leadership)
- Research Methods in Education (graduate, for all departments)
- Introduction to Jewish American Studies (undergraduate)
- Social Forces and Education (on-site for THISTLE, a special graduate program with Newark teachers)
- Pedagogy (doctoral seminar)
- Contemporary National Issues; Identity and Community in the 21st Century (undergraduate, general education)
- "Follow that brand: The web of globalization" (undergraduate, general education).

#### ***University-School collaboration***

- Coordination and direction of the partnership between Montclair State and 22 school districts, with more than 800 clinical faculty (2001-2004).
- Served in numerous committees, developed programs, coordinated professional development activities, and grants, supported the work of Professional Development Schools, and worked on policy issues relevant to the partnership objectives.

#### ***International Initiatives***

- Initiated and developed the partnership agreement for academic exchange between Montclair State U. and Kibbutzim College of Education, Technology, and the Arts, Israel.

#### ***Curriculum: Program and Class Development***

- Developed a New Minor in Education Studies.
- Led the development of a new Jewish-American Studies Minor (JAST) for the College of Humanities and Social Sciences.
- Developed numerous new courses for the JAST program.
  - o *Introduction to Jewish American Studies.*
  - o *Introduction to Israeli Hebrew Culture.*
  - o *Capstone Experience*
- Developed 2 classes for the General Education program: National issues: *Identity and community*; and Global Issues: *Follow that Brand: The Webs of Globalization.*
- Developed *Historical Foundations of American Education* that also serves general education requirements.
- Participated in redesigning the THISTLE program (Newark teachers, professional development).
- Developed, coordinated, implemented, and led the major in Educational Foundations for Elementary Teachers.
- Led the conceptualization and was a team member developing the doctoral program in Teacher Education and Teacher Development.

Doctoral program member

- Advised and directed dissertations
- Led the committee revising qualifying examinations

- Evaluated qualifying examinations
- Teach doctoral classes
- Admissions committee member

**Kibbutzim College of Education, Technology, and the Arts, Israel** (since 2010)  
**Visiting Professor** (Summers), College of Humanities. Teach classes on Culture, Judaism, Education, and Society.

**The University of New Mexico** (1994-2001)

2001: *Tenured Associate Professor*, Educational Thought and Sociocultural Studies (ETSCS), Division of Language, Literacy, and Sociocultural Studies.

1994-2000: Assistant Professor of Educational Thought, Sociocultural Studies, and Teacher Education

1996-2001: *Research Associate*, Latin American and Iberian Studies Institute.

**Courses Taught**

- Social Aspects of Teaching and Schooling (undergraduate)
- Introduction to Educational Research (graduate)
- Philosophy of Education (graduate)
- Social Analysis of Educational Reform (graduate).
- Dissertation Seminar (doctoral seminar).
- The History of Teacher Education (doctoral seminar).
- Advanced Seminar in Sociology of Education (doctoral seminar)
- Seminar in Curriculum Theory (graduate)
- Workshops and courses in Spanish for the Latin American Programs in Education.

**Course and program development**

- "Introduction to Education in New Mexico."
- Development of new graduate course: "the history of teacher education."
- Team member of the newly developed "Teacher Leader Institute."
- Introduction to working with children, youth, families, and communities (College of Arts and Sciences).

**University-School collaboration**

- Evaluation committee, Albuquerque Public Schools-University of New Mexico Partnership. 1997-2000.
- Rio Grande Human Services Collaborative, Albuquerque Public Schools, 1997-99.
- Teacher Enhancement Program (special on-site cohort MA program).
- Co-directed CIELO (a 1-year teacher certification pilot program), 1995-96.

**Eastern Michigan University** (1992-1994)

1992-1994: *Assistant Professor, Department of Teacher Education.*

**Courses Taught:**

- Social Foundations and Curriculum Methods (undergraduate)
- Curriculum Foundations (graduate)
- Practitioner Research (graduate)

**Michigan State University** (1989-1992)

1989-2002: *Research Assistant:*

- NCRTL (National Center for Research in Teacher Learning).
- Study of the context of secondary schools.

*Courses Taught:*

- Exploring Teaching 1991-1992.
- Heterogeneous Classroom Program, supervised student teachers. 1989-1990.

## **SERVICE**

### **Service to the Profession**

#### ***American Educational Research Association*** (member divisions A, F, & K)

- 2002 Program Section Chair, Division A (administration), section 3 (social justice).
- Program reviewer (1995-2004, divisions A, F, K, & L, and several SIGs).
- Graduate Students Committee (1991-1992).

#### ***Council of Educational Foundations in Education***

- Chair, National Standards Committee (1997-1999).

#### ***American Educational Studies Association***

- Program committee (1996 and 1998 annual meetings).
- Nominating Committee (1994, 2000).
- Critics' Choice Awards Committee (1998).

#### ***The Paulo and Nita Freire International Project for Critical Pedagogy, McGill University, Canada***

- Founding Scholars Advisory Board (2007)

#### ***Institute for Democracy in Education (1993-1998)***

- Member and coordinator, Michigan and New Mexico.

### **Service as a member of the faculty**

#### ***Montclair State University***

##### **Board member:**

- Institute for Sustainability Studies
- Jewish American Studies Curriculum Committee

##### **Personnel decisions:**

- Outside Chair evaluator for tenure, Psychology Department, 2008
- Outside member Personnel Committee (PAC), Communications Department, 2009.

##### **University Undergraduate Curriculum Committee (2005-2006 and 2018-on):**

- Member elected by peers
- Secretary elected by committee members (2005-06)

##### **University Senate**

- At-large member elected by peers (2012-13)
- Ad Hoc Calendar Committee (2006)
- Chair, Sabbatical Committee (2007-08)
- Research Allocations Committee member (2010)
- Committee on Assessment of Administrators.

##### **Campus Life**

- Faculty Adviser, Hillel, the Jewish Student Union, 2004-2008 and 2016-on.
- Bias Response Task Force, faculty representative 2008-2013.

#### ***Department of Educational Foundations***

- Educational Foundations Search Committee Chair (2002-03, 2004-05, 2005-06, and 2008-2009, 2021, and 2022)
- Chair, curriculum committee (2004-2005)
- Curriculum committee member (2008-09)
- Master of Arts in Education program development chair committee (2005-06)
- Member, Personnel Action Committee (2004-2008, 2009-12, 2013-2014, 2020-2022, peer-elected)
- Chair, Personnel Action Committee (2006-2008 and 2010-12)

#### ***College of Education and Human Services***



- Interim Chair, Undergraduate Curriculum Committee (college-wide peer-elected), 2004-2005.
- Doctoral students' portfolio reviewer since 2001.
- College faculty senate (peer-elected), 2003-2004.
- Graduate Curriculum Committee, 2008.
- Chair, Research Allocations Committee, 2009-2010.
- Doctoral Faculty Appointments Committee, 2009-2010.
- Education College Advisory Committee (2022-23)

**Center of Pedagogy**

- Teacher Education Policy Committee (2001-2004, 2015-present)
- Chair, Doctoral Faculty Appointments Committee (2003-2004)
- National Network for Educational Renewal, Meeting Planning Committee (2002-2003)
- Center of Pedagogy Leadership Committee (2001-2005)

**New Jersey Network for Educational Renewal (NJNER)**

- Executive Committee, Professional Development Schools. (2001-2003)
- Operations Committee, NJNER. (2001-2005)
- Executive Committee, NJNER. (2001-2005)
- Summer Conference Planning Committee Chair (2001-2003)
- Editor of the Occasional Papers Series "Food For Thought" (2002-2004)
- Teacher Study Groups grants' selection committee chair (2001-2005)
- Dodge Foundation-NJNER Action Research Projects, selection committee (2001-04)

**Advisory Board Member:**

- Montclair State University-Paterson School District Teaching Academy (2001-2004)
- Detectives in the Classroom (grant for curriculum in epidemiology) (2001-2004)

**The University of New Mexico**

- Faculty Senate member at large (elected by peers, two terms). 1996-2000.
- Faculty Senate subcommittee on part-time instructors.
- Faculty Senate Committee on International Affairs.
- Grant planning and writing, Title V, with University College and Student Affairs.

**College of Education:**

- Graduate Committee, College of Education (96-97) (elected by peers).
- Grievance Committee. (1995-2000)
- Committee for the study and proposal of a center for teacher education (1996).

**Division of Language, Literacy, and Sociocultural Studies:**

- Merit Committee, Division of LLSS (peer-elected), 1997-00.
- Faculty Search Committees: Literacy; Sociocultural Studies.
- Interim Chair Personnel Committee (Fall 1999).
- Member Personnel Committee (peer-elected), 1999-2001.

**Latin American and Iberian Studies Institute**

- Program committee, 2000-2001.
- Advisory committee for the Latin-American Programs in Education (1995-2001).

**AWARDS**

*The Hebrew University, Jerusalem*, Faculty of Humanities Fellowship Award. 1985-1986.

*Eastern Michigan University* Graduate School Fellowship Award. 1987-1988.

Finalist for The University of New Mexico Teaching Award, 2000.

Finalist for the UNM Alumni Teaching Award, 2000.

**Present professional affiliations**

Academic Engagement Network (AEN)  
History of Education Society (HES)  
American Educational Research Association (AERA)

**Languages**

- 1- Fluent/Literate (reading, writing, speaking) in *Spanish, English, and Hebrew.*
- 2- Reading: *Portuguese, French and Italian.*