

CURRICULUM VITAE

DIANE R. WOOD

Work: 3330 Washington Blvd., MS2A6
Truland Building, Suite 315
Arlington, VA 22201
(703) 993 8135
dwood7@gmu.edu

Home: 3943 Canterbury Road
Baltimore, MD 21218
(207) 939 1636 (c)
(410) 235 2106 (h)

Education:

Ed.D. Teachers College, Columbia University, 1996
Graduate hours (24), Educational Administration, University of Nebraska at Omaha, 1984-1987
M.A. English, University of Nebraska at Omaha, 1982
B.S. Secondary Education (cum laude), University of Nebraska at Omaha, 1973

Employment Record:

2009-present Associate Professor, Initiatives in Educational Transformation, College of Education and Human Development, George Mason University
2008-2009 Associate Professor, Leadership Studies, Lewiston-Auburn College, University of Southern Maine
2004-2008 Educational Leadership Program, College of Education and Human Development, University of Southern Maine
2006-2007 Head of the Upper School, Stone Ridge School of the Sacred Heart, Bethesda, MD (year's leave-of-absence from University of Southern Maine)
2001-2004 Assistant Professor, Educational Leadership Program, College of Education and Human Development, University of Southern Maine
1999-2000 Co-director, Initiatives in Educational Transformation, Graduate School of Education, George Mason University
1995-2000 Assistant Professor, Initiatives in Educational Transformation, Graduate School of Education, George Mason University. Cross-appointments in Cultural Studies Doctoral Program and Women's Studies
1994-1995 Adjunct, Institute for Educational Transformation, Prince William Institute, George Mason University
1992-1994 Research Assistant, Coalition of Essential Schools and NCREST, Teachers College, Columbia University
1987-1991 Dean of Studies (Co-Head of Upper School), Stone Ridge School of the Sacred Heart, Bethesda, MD
1984-1987 Assistant Principal (Academics), Duchesne Academy of the Sacred Heart, Omaha, NE
1982-1984 Dean of Students, English Teacher, Duchesne Academy of the Sacred Heart, Omaha, NE
1981-1982 Instructor, Department of English, University of Nebraska at Omaha
1973-1981 English Teacher, Omaha Public Schools, Omaha, NE

Professional Interests: Narrative inquiry; collaborative modes of inquiry; curriculum theory; critical multicultural theory and pedagogy; feminist theory and pedagogy; experienced teachers' professional development; teacher research; aesthetic education; moral education; democratic education.

Awards and Scholarships:

Nominated for 2010 Grawemeyer Award for co-edited book [with Betty Lou Whitford] *Teachers Learning in Community: Realities and Possibilities*, SUNY Press.

Faculty Senate Award for Scholarship, College of Education and Human Development, University of Southern Maine, 2008.

Diversity Scholar, College of Education and Human Development, 2004-2006.

Lead Investigator (2001-2007). Peer Collaboration Project. Lancaster Public Schools, Lancaster, PA. Funded by Lucent Foundation.

Nominated for American Association of Colleges of Teacher Education (AACTE) Outstanding Book Award for *Transforming Teacher Education: Lessons in Professional Development*, summer, 2002.

Joint residency at Rockefeller Foundation's Bellagio Study and Conference Center with Ann Lieberman. Project: *The Writing Project Connection: From Networks to Classrooms*, October 24 to November 22, 2000.

Nomination for Outstanding Dissertation, Department of Curriculum and Teaching, Teachers College, Columbia University, 1996.

Harry A. Passow Fellowship (for graduate student showing most promise in the field), Department of Curriculum and Teaching, Teachers College, Columbia University, 1993.

Departmental Scholarships, Department of Curriculum and Teaching, Teachers College, Columbia University, 1991-1993.

"Favorite Teacher," Technical High School, Omaha, Nebraska, 1980-81.

English Department Teaching Fellowship, University of Nebraska at Omaha, 1979-1981.

Regents Scholarship, University of Nebraska at Omaha, 1971-1973.

Publications:

Books

Whitford, B.L. & Wood, D.R. (2010). (Eds.) *Teachers learning in community: Realities and possibilities*. Albany, NY: SUNY Press.

Lieberman, A. & Wood, D.R. (2002). *Inside the National Writing Project: Connecting network learning and classroom teaching*. New York: Teachers College Press.

Sockett, H.T., Demulder, E.K., LePage, P.C., & Wood, D.R. (Eds.) (2001). *Transforming teacher education: Lessons in professional development*. Bergin & Garvey.

Refereed Articles

Wood, D.R. (accepted). And then the basals arrived: School leadership, learning communities, and professionalism. *International Journal of Educational Leadership*.

Wood, D.R. (2011.). Still desperately seeking identity: Narrative inquiry for schools. *Narrative Inquiry*. 20 (2), 381-386.

Wood, D.R., Demulder, E., & Stribling, S. (In press.). Teacher development as deliberative democratic practice: A precursor to educating for democratic citizenship. *In Factis Pax*. Special Issue: *Skills, Values, and Beliefs for Today's Democratic Citizenship*.

- Turesky, E. & Wood, D.R. (2010). Kolb's experiential learning as a critical frame for reflective practice. *Academic Leadership: The On-line Journal*. 8 (3), Retrieved at http://www.academicleadership.org/emprical_research/Kolb_s_experiential_learning_as_a_critical_frame_for_reflective_practice.shtml
- Hicks, M., Smith, D.R., Winton, S., & Wood, D.R. (2008). SEEDs of promise: Transformative learning communities for diverse schools. *Multicultural Perspectives*. 10 (1), 30-34.
- Wood, D.R. (2007). Professional learning communities: Teachers, knowledge, and knowing. Special Issue of *Theory into Practice: Research in the Service of Practice*. 46 (4), 281-290.
- Wood, D.R. (2007). Teachers' learning communities: Catalyst for change or infrastructure for the status quo? *Teachers College Record*. 109 (3), 699-739.
- Bernacchio, C., Ross, F., Washburn, K.R. Whitney, J; and Wood, D.R. (2007). Faculty collaboration to improve equity, access, and inclusion in higher education. *Equity and Excellence in Education*. 40 (1), 56-66.
- Hicks, M. & Wood, D.R. (2002). Loosening the bonds of conventionalism: Problems and possibilities of a transformative pedagogy. Special Issue of *Teacher Development: Teacher Activism in Education Reform*. 6 (1), 89-104.
- Lieberman, A. & Wood, D.R. (2002). Teacher development in a network context. *Educational Leadership*. March issue: *Redesigning Professional Development*. 59 (6), 40-43.
- Lieberman, A. & Wood, D.R. (2002). Untangling the threads: Networks, community and teacher learning in the National Writing Project. *Teachers and teaching: Theory and Practice*. 8 (3/4), 295-302.
- Lieberman, A. & Wood, D.R. (2002). From network learning to classroom teaching. *The Journal of Educational Change*. 3 (3/4), 315-337.
- Wood, D.R. (2000). Narrating professional development: Teaching stories as texts for improving practice. (2000). *Anthropology and Education Quarterly*. 31 (4), 426-448.
- Wood, D.R. & Lieberman, A. (2000). Teachers as authors: The National Writing Project's approach to professional development. In C. A. Mullen & J. S. Kaminsky. (Guest Editors). *Escapes from high theory: Theory-assisted practice*, special edition of *International Journal of Leadership in Education: Theory and Practice*. 3 (3), 255-273.
- Wood, D.R. (1996). An inquiry into North American dreams. *JCT: An Interdisciplinary Journal of Curriculum Studies*. 12 (2), 39-43.
- Bartunek, J., Lacey, C. & Wood, D.R. (1992). Social cognition in organizational change: An insider-outsider approach. *The Journal of Applied Behavioral Science*. 28 (2), 204-223.
- Wood, D.R. (1992). Teaching narratives: A source for faculty development and evaluation. *Harvard Educational Review*. 62 (4), 535-550.
- Wood, D.R. & Lacey, C. A tale of teachers. (1991). *National Women's Studies Association Journal*. 3 (3), 414-421.
- Bartunek, J., Lacey, C. & Wood, D.R. (1990). A committee of teachers for teachers: The first year. *Resources in Education*. 32, 362-377.

Book Chapters

- Lieberman, A. & Wood, D.R. (Forthcoming). Network learning to classroom teaching. In Sefton-Green, J.; Thomson, P.; Jones, K.; and Bresler, L. (Eds.). *The Routledge International Handbook of Creative Learning*.

- Wood, D.R. & Deprez, L. (Forthcoming). Re-imagining possibilities for democratic education: Generative pedagogies in service to the Capability Approach. In Watts, Michael *Higher education and the Capability Approach*. Symposium Press.
- Whitford, B.L & Wood, D.R. (2010). Professional learning communities for collaborative professional development. In Whitford, B.L. & Wood, D.R. (Eds.) *Teachers learning in community: Realities and possibilities* (pp. 1-20). New York: SUNY Press.
- Wood, D.R. (2010). Learning communities: Catalyst for change or new infrastructure for the status quo. In Whitford, B.L. & Wood, D.R. (Eds.) *Teachers learning in community: Realities and possibilities* (pp. 41-72). New York: bSUNY Press.
- Wood, D.R. (2010). Deepening the work: Promise and perils of collaborative inquiry. In Whitford, B.L. & Wood, D.R. (Eds.) *Teachers learning in community: Realities and possibilities* (pp. 119-148). New York: SUNY Press.
- Whitford, B.L. & Wood, D.R. (2010). A look to the future. In Whitford, B.L. & Wood, D.R. (Eds.) *Teachers learning in community: Realities and possibilities* (pp. 167-180). New York: SUNY Press.
- Lieberman, A. & Wood, D.R. (2004). The work of the National Writing Project: Social practices in a network context. In Hernandez, F. & Goodson, I.F. (Eds.). *The social geographies of educational change*. (pp. 47-64). Dordrecht, the Netherlands: Kluwer Publishing Co.
- Lieberman, A. & Wood, D.R. (2003). Sustaining the professional development of teachers: learning in networks. In Davies, B. & West-Burnham, J. (Eds.) *Handbook of Educational Leadership and Management* (pp. 478-90). New York: Pearson Press.
- Wood, D.R. (2003). The NFDC and Implications for Educational Policy. Chapter for Bartunek J., *The life of a change agent group: Empowering teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lieberman, A. & Wood, D.R. (2001). From network learning to classroom teaching. In Oelkers, J. (Ed.) *Futures of education: Essays from an interdisciplinary symposium* (pp. 241-265). New York: Peter Lang.
- Wood, D.R. (2001). Teacher as Citizen: Professional development and democratic responsibility. In H.T. Sockett, E.K. Demulde, P.C. LePage, & D.R. Wood (Eds.). *Transforming teacher education: Lessons in professional development* (pp. 33-47). Santa Barbara, CA: Greenwood Press.
- Lieberman, A. & Wood, D.R. (2001). When teachers write: Of networks and learning. In A. Lieberman & L. Miller (Eds.) *Teachers caught in the action: Professional development in practice* (pp. 174-187). New York: Teachers College Press.
- Lieberman, A., Falk, B. and Wood, D.R. Understanding the complexities of educational change. (1996). In Kagan, S. L. and Cohen, N. E. (Eds.). *Reinventing early care in education: A vision for a quality system* (pp. 267-289). San Francisco: Jossey Bass.
- Lieberman, A., Falk, B. and Wood, D.R. (1994). Toward democratic practice in schools: Key understandings about educational change. New Haven, CT: Quality 2000, Advancing Early Care and Education, sponsored by Carnegie Foundation.

Book Reviews

- In *Anthropology and Education Quarterly* 31 (3), Review of Madeleine Arnot's (2002) *Reproducing gender? Essays on educational theory and feminist politics*. Routledge Falmer.

- In *Teachers College Record* [online book reviews], 105 (1). Review of Talbert, J.E. & McLaughlin, M.W. *Professional communities and the work of high school teaching*. Available: <http://www.tcrecord.org> [November, 2001].
- In *Anthropology and Education Quarterly* [online book reviews] Review of Clandinin, J. & Connelly, M. *Narrative inquiry: Experience and story in qualitative research*. Available: <http://www.aaanet.org/cae/aeq/index.htm>. [September, 2000].
- In *Anthropology and Education Quarterly*, (1999) 30 (3), pp. 389-391, Review of Tierney, W. G. & Lincoln, Yvonna S. (1997). *Representation and the text: Re-framing the narrative voice* (Albany, NY: SUNY Press).

Other Publications

- Wood, D.R. (In press.). Commentary on Xu and Connelly's *Narrative inquiry for school-based research*. To be published in *Narrative Inquiry*.
- Wood, D.R. [with Smith, D. and Hicks M.]. (2006). Seeking educational equity and diversity in Elk Grove schools: A retrospective look at the impact of S.E.E.D. Monograph. University of Southern Maine.
- Wood, D.R. (2005). *Accountability reclaimed: Realities and possibilities of teachers learning in community*. Monograph. University of Southern Maine.
- Wood, D.R. (2002). What's gender got to do with it, anyway? In *Partnership, Journal of the Southern Maine Partnership*. 7 (1), 11-13.
- Lieberman, A. & Wood, D. (2002). The work of the National Writing Project: Social practices in a network context. Monograph. New York: College Entrance Examination Board.
- Wood, D.R. (1999). *The silence of teachers in public debates about education: A teacher educator's challenge*. *Matrix*, a publication of the Women's Studies Program and Women's Studies Research and Resource Center, George Mason University, 8 (1), 5.
- Einbender, L. & Wood, D.R. (1995). *An authentic journey: Emergent understandings about authentic assessment and authentic practice*. (1995). Monograph. New York: NCREST Publications, Teachers College, Columbia University.

Work in Progress:

Lead author of three collaborative proposals for AERA 2011 Annual Conference:

- *Collaborating toward better schools: Social practices and teachers' professional learning communities* [with K. Reilly]
- *Curricular implications for the Capability Approach to social justice: Teaching for human agency, freedom, and wellbeing* [with L. Deprez]
- *Teacher development as deliberative democratic practice* [with E. DeMulder & S. Stribling]

Ongoing research into the social practices of teacher learning communities in two Arlington, VA public schools. Research approved by Arlington Public Schools and GMU Human Subjects Review Board.

Book Proposal: *Portraits in Teacher Accountability: Social Practices in Critical Reflection, Dialogue, and Inquiry*. To be submitted to Teachers College Press.

Preparation for invited book chapter [with L. Deprez]. Integrating the Capability Approach with critical theory and deliberative democracy: Reflections on pedagogical transformations. In Boni, A. & Walker, M. (Eds.) *Universities, capabilities and human development. New ideas and practices for the University of the XXI Century*. Palgrave Press.

Ms preparation: Accountability without agency: Mission Impossible? Revision of 2009 AERA Paper for publication. To be submitted to *Phi Delta Kappan*.

Ms preparation: And then the basals arrived. To be submitted to *International Journal of Educational Leadership*.

Dissertation:

Electronic Storytelling: Generating Reflection, Inquiry, and Community through Online Stories of Teaching Practice, 1996.

Conference Papers

The Professional Teacher in a Democratic Society: A Cohort Delivered Masters Program.

Paper presented [with Lee Goldsberry, Associate Professor, USM) at National Network of Education Reform Conference, October, 2009, Seattle, WA.

Accountability without Agency: Mission Impossible? Paper for Paper Session, AERA, April, 2009, San Diego, CA.,

Weaving Democracy and Disciplined Inquiry Into Teacher Education and School Life. Paper for Paper Session, April 2009, San Diego, CA.

Are LLCs Making a Difference in Lancaster? Paper for Interactive Symposium: *Collaborative Relationships to Collective Inquiry: Can Teachers' Learning Communities Make a Difference?* AERA, 2004, San Diego, CA.

Lancaster learning communities: The challenges of creating an authentic collegial context for change. Paper for Interactive Symposium, American Educational Research Association, April, 2003, Chicago, IL.

Professional Development and Democratic Responsibility. Paper for Symposium, American Educational Research Association, April, 2001, Seattle, WA.

Teachers as Authors: Scripting Professional Development. Paper for Interactive Session, American Educational Research Association, April, 2001, Seattle, WA.

Teacher Research—Liberation or License? Confessions from a Teacher Educator. Paper for Symposium, American Association of Colleges for Teacher Education, March, 2001, Dallas, Texas.

[with M. Hicks] *Opening Aesthetic Gateways to Moral Practices in Teacher Education Programs.* Paper for Paper Session. American Educational Research Association Conference, April, 2000, New Orleans, LA.

[with A. Lieberman] *From Network Learning to Classroom Teaching.* The Futures of Education, The Pedagogical Institute of the University of Zurich, Zurich, Switzerland, March 28-30, 2000.

[with M. Hicks, M. Foster, & C. Williams]. *Awakening Moral Sensibilities through Aesthetic Experiences: Integrating the Arts in Teacher Education.* Paper for Paper Session, American Association of Colleges for Teacher Education, February, 2000, Chicago, IL.

Teacher As Citizen: Professional Development toward Democratic Participation. Paper for Paper Session, American Association of Colleges for Teacher Education, February, 2000, Chicago, IL.

[with M. Grumet] *Arts Education: Helping Teachers Improve Student Learning,* American Association of Colleges for Teacher Education, February, 1999, Washington, DC.
Teacher Research as Aesthetic Practice, Symposium Paper, American Educational Research Association, April, 1998, San Diego, CA.

- The Role of Narrative in Teachers' Electronic Conferencing: Moving from Tales of Woe to the Public Sphere*, Paper for Paper Session, American Educational Research Association, April, 1998, San Diego, CA.
- Teacher Researchers As Artists and Citizens: Reconceptualizing Teacher Researchers as Artists and Citizens*, Symposium Paper, American Educational Research Association, April, 1998, San Diego, CA.
- An American Dream: Re-imagining Teaching as Democratic Practice and Teachers as Public Intellectuals*, Paper for Paper Session, American Association of Colleges for Teacher Education, February, 1998, New Orleans, LA.
- Disrupting Schooling Practices through Autobiographical Accounts of Teaching and Learning: A Libratory Pedagogy for Teachers*. Paper for Pedagogy of the Oppressed Conference, April, 1997, University of Nebraska at Omaha.
- Interpreting Teaching Lives Through the American Dream: Teachers' Autobiographies and Democratic Schooling*, Symposium Paper, American Educational Research Association, March, 1997, Chicago, IL.
- Electronic Storytelling: Teachers Storying Change through Online Collaboration*, Paper Session American Educational Research Association, March, 1997, Chicago, IL.
- [with W. Atwell-Vasey] *Using Teacher Narratives as Preparation for Democratic Action in Politics, Curriculum, and School Life*, Roundtable, American Educational Research Association, April, 1996, New York, NY.
- Teachers Electronic Storytelling About School Change*. Conference on Qualitative Research on Education. Co-sponsored by The University of Georgia, College of Education, and Georgia Center for Continuing Education, January, 1995, Athens, GA.
- Teaching Narratives: Vehicles for Re-visioning, Reclaiming, and Renewing*, Symposium, "Teachers at Crossroads: Negotiating the Path through Collaborative Narrative Inquiry," American Educational Research Association Conference, April, 1992, San Francisco, CA.
- Teaching Narratives and Classroom Practice*, Faculty Conference, Brooklyn College, June, 1991, New York, NY.
- [with V. Koss and C. Lacey] *Working Toward a Moral Vision for Education: Sacred Heart and Transformational Pedagogy*. Associated Alumnae of the Sacred Heart Biennial Conference, April, 1991, New York, NY.
- [with J. Bartunek, J. Galosy, C. Lacey, and B. Lies], *Leadership Success in a Group Formed to Empower its Members* Eastern Academy of Management Conference, May, 1991, Hartford, CT.
- Using Autobiographical Narratives for Faculty Evaluation and Development*. Symposium: "The Politics of Self Representation: Using Autobiography in Teacher Development and Education," American Educational Research Association Conference, April, 1991, Chicago, IL.
- [with J. Bartunek and C. Lacey] *Empowerment Dilemmas and their Cognitive Implications in a Committee Formed to Empower Teachers: An Insider-Outsider Approach*. Symposium: "Women's Ways of Developing Organizations," Academy of Management Conference, August, 1990, San Francisco, CA.
- [with C. Lacey] *A Tale of Teachers: From Teachers' Stories to Institutional Change*. Symposium: "Bitter Milk: Feminist Analysis and Teacher Education," Pre-Conference:

Regendering Teacher Education, National Women's Studies Association, June, 1990, Akron, OH.

[with C. Lacey and J. Bartunek] *A Committee of Teachers for Teachers: The First Year*, American Educational Research Association, April, 1990, Boston, MA.

Grants and Contracts:

Co-wrote and received proposal for Urban Sites Grant from National Writing Project (January, 2009) to plan and implement a summer writing camp for middle school students in Lewiston, Maine.

Curriculum and course development for Center for Prevention of Hate/Violence. Course release fall, 2008 and spring, 2009.

Understanding Poverty (2005), a series of panels and roundtables, open to the USM Community and surrounding communities, focused on understanding poverty and its impact on schools in Maine. Funded by the Maine System's Vice Chancellor's Office, USM's Provost's Office, and the College of Education and Human Development Dean's Office.

Documenter for Seeking Educational Equity and Diversity Project in Oak Grove, CA (2003-2004). Funded by Lucent Technologies Foundation.

Lead Documenter of Peer Collaborative Groups in Lancaster, PA schools (2002 to the present). For Lucent Peer Collaborative Project Grant. Funded by Lucent Technologies Foundation.

Principle Investigator with A. Lieberman for OERI Study: Networks as Contexts for Teacher Learning Project of the National Partnership for Excellence and Accountability in Teaching (NPEAT), 1997 to 1999.

Celebration of Learning Grant (1999), *Teaching and Artistic Expression*, funded by Office of the Provost, George Mason University.

Professional Consulting:

Telephone Presentation and Consultation on Inclusive Schooling. Presented to Leadership Team. Great Valley School District, PA., March, 2006.

Curriculum development workshop for summer institute for teacher participants in Portland Art Museum's *Anchor Work Project*, funded by the National Endowment of the Arts to promote school curricula developed around a seminal artwork, July, 2005.

Invited participant to *Arts in the Rocks*, an initiative to incorporate the arts in teacher education curricula, Sedona, Arizona, October 7-9, 1999.

Presenter and participant at *Teacher Education in the Arts*, a focus group for American Association of Colleges of Teacher Education, January 22-23, 1999.

Service to Arlington Public Schools, Arlington, VA (1996 to 2000), including:

- Facilitation of teachers' study group on parent involvement, Glencarlyn Elementary, 1999 to 2000.
- Professional Development Seminars for Administrators, monthly, 1998-1999.
- Invited presentation to Strategic Planning Committee on the Future of the Arlington County Public Schools, fall, 1998.
- Setting Professional Goals in the Context of Reflective Practice, 2 workshops, Arlington County Public Schools, summer, 1998.

- Writing a Summer School Curriculum, Glencarlyn Elementary School, Arlington, VA, 2 workshops, 1997 and 1998.
- Teacher Leadership Workshop, Arlington Education Association, 1997.
- Parent Involvement Project for Urban Alternative, Glencarlyn Elementary School, 1996-2000.
- Citizens' Advisory Committee to the School Board for Selection Criteria for New Superintendent, 1996.

National Planning Committee, The Carnegie Foundation for the Advancement of Teaching, K-12 Teacher Education, 1998.

Developmental Studies Center, Oakland, CA. Reviewer and Consultant, 1995-2000.
Summer Institute Fellow, 1996

Spencer and MacArthur Foundations Collaborative Initiative on National Faculty Development Initiative, fall, 1994.

National Center for Restructuring Education, Schools, and Teaching (NCREST, Teachers College, Columbia Univ.) (1994-96)

Four Seasons National Faculty (1994-96); Facilitator and Documenter of Four Seasons Project, an affiliation of the national faculties of the Coalition of Essential Schools, Foxfire, and Project Zero to design, implement and disseminate authentic assessment practices, 1994 to 1996.

National Network of Sacred Heart Schools. Urban Schools Project (1995-96). National Network Faculty Development Committee, Co-chair, 1987-1990. Commission on Goals, Evaluator, 1983-1987.

Management Trainer: "Myers Briggs Type Theory and Implications for Managers," Group Health, Seattle, WA, April, 1990.

Other Professional Presentations and Workshops:

Book Talk on Whitford, B.L. & Wood, D.R. (2010) *Teachers Learning in Community: Realities and Possibilities*. Faculty Showcase 1, Fall for the Book. September 21, 2010.

Collaborating Toward Better Schools: Social Practices and Teachers' Professional Learning Communities. *A Culture of Scholarship: Faculty Research Symposium*, College of Education and Human Development, spring, 2009.

Panel Discussion: An Interdisciplinary Approach to Teaching Edith Wharton's *The Age of Innocence*. Sponsored by the Victoria Mansion, March, 2009.

Participant in Roundtable: *Teaching Writing as/for Research*. Presentation entitled *Agency, Writing, and Learning*. October 2008.

Chair for session, "Exploring Professional Development Schools and Innovations in Teacher Education," AERA Annual Meeting, 2008, New York, NY.

Telephone presentation to Educational Leadership class at University of Texas at El Paso on professional learning communities, spring, 2005.

Book Talk with Ann Lieberman on Lieberman A. & Wood, D.R. *Inside the National Writing Project: Connecting network learning and classroom teaching*. Teachers College Alumni Association. Teachers College, Columbia University, April, 2003.

Discussant, Paper Session. American Educational Research Association National Conference, April, 2003.

A Critique on Multiculturalism. Panel presentation for the Multicultural Exchange Forum. University of Southern Maine, Portland Campus, November 14, 2002.

Is USM failing Democracy? Russell Scholar Symposia on Higher Education and Democracy. University of Southern Maine, Portland Campus, November 8, 2002.

Who You Are Affects How You Teach for Setting Future Directions for the 21st Century, the 17th Annual Teachers College Winter Roundtable on Cross-Cultural Psychology and Education, February 25, 2000.

Teachers' Narratives as Qualitative Data: Vehicles for Professional Development and School Change,

Association of California School Administrators, July 8, 1999. *Integrating the Arts in Teacher Education* [with M. Grumet], American Association of Colleges of Teacher Education Conference, Washington, DC, February 26, 1999.

The American Dream Curriculum, University of North Carolina, Chapel Hill, NC. [presentation] 1998.

The American Dream and the Curriculum, Region IV Staff Development Session for Commonwealth of Virginia Department of Education, Graves Mountain Lodge, October 6, 1997.

Professional Development in the Context of Reflective Practice, Andros Island, Bahamas, in conjunction with a College of the Bahamas and Initiatives for Educational Transformation project to design a Masters Program for experienced teachers, December, 1997.

Common and Uncommon Themes in Teachers' Narratives about Authentic Assessment: Storytelling Practices in the Four Seasons Project, Western Region Conference of Four Seasons Project, sponsored by NCREST, Puyallup, WA., October, 1994.

From Teaching Narratives to Action Research Questions, Northeast Regional Conference of Four Seasons Project, sponsored by NCREST, Concord, MA., March, 1994.

Creating Critical Incident Narratives, Four Seasons Summer Institute, sponsored by NCREST, 1993.

Transforming Teaching Practice through Autobiographical Narratives [with C. Lacey], Duchesne Academy, Houston, Texas, January, 1992.

Professional Development: Telling Your Stories and Changing Your Practices--Together, Convent School of the Sacred Heart, New York, NY, October, 1991.

Keynote Address: *What Do Teachers Know, How Do They Know It, and What Should They Do with What They Know*," Sacred Heart Faculty Institute, Lake Forest, IL, July, 1991.

Faculty Institute: a six-day conference on mentoring, pedagogy, and novice teacher orientation (co-designed and chaired Steering Committee), Burlingame, CA, October, 1989.

Toward Building Inclusive Curriculum, a yearlong, monthly seminar for educators in Washington, D.C. area, sponsored by Wellesley Center for Research on Women SEED Project and Stone Ridge Country Day School, Bethesda, MD, September, 1988-May, 1989.

Faculty In-services: "Learning and Teaching Styles"

--Stuart Country Day School, Princeton, NY, spring, 1988

--Convent of the Sacred Heart High School, Greenwich, CT, fall, 1988.

An Educators' Think Tank [co-led with C. Lacey]: *From Practice to Theory*, Educational Design Center, Washington, DC, October, 1987.

Other Education and Training

Training in Spiral Dynamics Approach to Leadership. December 14-18. Sponsored by Dream Partners, University of Southern Maine, Portland, ME.

Training with the Center for Prevention of Hate/Violence in building respectful and inclusive peer relationships and school communities for educational institutions, kindergarten

through college.

Equity and Excellence in Higher Education, Universal Design Institute, CAST.
University of Massachusetts, Boston, May 27 and 28, 2003.

Scoring Institute for NBPTS Standards, pre-conference AACTE Annual Meeting,
Washington, DC, February, 1999.

New York School Quality Review Training, Teachers College, Columbia University,
New York, NY, 1994

Teacher-as-Researcher Conference, National SEED Project, Wellesley Center for
Research on Women, Palo Alto, CA, 1991.

Myers Briggs Indicator Workshop on Education, Association of Psychological Type,
Seattle, WA, 1989

Inclusive Curriculum Seminar, National SEED Project, Wellesley Center for Research on
Women, Colorado Springs, CO, 1988

Myers Briggs Type Indicator Training, Association for Psychological Type, Boulder, CO.
Training Workshop for School Evaluators, National Network of Sacred Heart Schools
Commission on Goals, Miami, FL, 1986

University and Professional Service:

Faculty Marshall, 2010 Commencement. George Mason University, Fairfax, VA.

Faculty Team Leader, IET/MNPS Cohort of Arlington, 2010 and 2012.

Consultant for Downtown Education Collaborative in Lewiston, Maine, 2008-2009.

Editorial Review Board, *Teachers College Record*, 2002 to the present.

Diversity committee member at Lewiston-Auburn College, University of Southern Maine.

Two presentation to Lewiston-Auburn College faculty on cognitive development of
undergraduate students and curriculum development, spring, 2005 and winter, 2006

Diversity Scholar [with Associate Professor Desi Larson], 2004-2006

College of Education and Human Development, University of Southern Maine

Libra Committee Chair

Co-chair Multicultural Learning Collaborative

Educational Leadership Program, College of Education and Human Development, USM:

Led re-design of teacher leadership strand of educational leadership masters program

Design and Piloted Diversity Course for Faculty and Staff, fall, 2001

Graduate School of Education, George Mason University

Program Coordinator for Initiatives in Educational Transformation, fall, 1999 to present.

Search Committee for Initiatives in Educational Transformation Visiting Professor

Position, spring, 1999

Search Committee for Secondary English position, spring, 1999

Design committee for new Masters Degree, Advanced Studies in Teaching and Learning,
1998-1999.

Educational Leadership Advisory Board Member, 1997-2000

Referee:

Anthropology and Education Quarterly, 2000, 2002.

Educational Researcher, 2002

Narratives of Professional Helping: A Journal for the Helping Professions

Special Issue: *Stories of Transformation, Teaching and Learning*, 1997

Division B and K, AERA Proposals, 1995-1998; 2002-2003, 2005, 2006, and 2008

Journal of Teacher Education, 1994
International Journal of Educational Leadership, 2002-2006
Teachers College Press, 2000
Teachers College Record, 1995, 1997, 2001-present.

Community Service

Consultation with principals at Kenmore Middle School and Carlin Springs Elementary,
Arlington, VA

Chair of Exhibits and Programs Committee of Children's Museum of Maine, Portland, ME

Member of the Board of Directors, Children's Museum of Portland, ME

Member of the Board of Directors, Center for Cultural Exchange, Portland, ME

Professional Memberships

American Association for Curriculum and Teaching

American Educational Research Association

Association of Supervision and Curriculum Development

National Staff Development Council

Phi Delta Kappa

Philosophy of Education Society