

James Henderson, Ed.D.

Professor
TLC
jhenders@kent.edu

Education

Ed.D., Curriculum & Teaching Studies
Stanford University

M.S., Philosophical Foundations of Education
University of Wisconsin-Milwaukee

B.A., History
Dartmouth College

Higher Education Work Experience

Coordinator EHHS <i>Co-coordinator of the EHHS Teacher Leader Endorsement Program (TLEP).</i>	1/2010 -
Coordinator, Curriculum and Instruction, Masters (M.Ed.), Educational Specialist (Ed.S.), and Doctoral (Ph.D.) Programs Kent State University	0/2003 - p
Professor Kent State University <i>Graduate Faculty Status</i>	1996 - p
Coordinator, College and Graduate School of Education's Core Curriculum Program Kent State University	0/1995 -
Associate Professor Kent State University <i>Graduate Faculty Status</i>	1990
Associate Professor Roosevelt University <i>Graduate Faculty Status</i>	1986
Director of Teacher Education Roosevelt University	1984
Assistant Professor Roosevelt University	1980
Curriculum Assistant to the Menlo College Dean of Students Menlo College, Menlo Park, CA	1979
United Nations Diplomat and Educational Consultant for two International Year of the Child Projects	1978
Elementary Physical Education Specialist and High School Swim Coach Palo Alto School District and Trinity Day School in Menlo Park, CA	1974
Coach and Aquatics Director Brookfield Parks and Recreation, Brookfield, WI	1970

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2013

History and French Teacher, Grades 10-12 Milwaukee Independent School	1970
Teacher Intern Milwaukee Public School System	1968

Other Professional Experience

Elected Factotum (President) of Professors of Curriculum	2007
Graduate Studentsâ€™™ Applause: Certificate of Achievement, University Teaching Council Kent State University	2006
Graduate Studentsâ€™™ Applause: Certificate of Achievement, University Teaching Council Kent State University	2004
Selected to the Conference Advisory Board of the International Association for the Advancement of Curriculum Studies	2004
Certificate of Appreciation, Association of International Students Kent State University	2003
Elected Co-Editor of the Journal of Curriculum and Pedagogy	2003 - ¶
Elected Treasurer of the American Association for the Advancement of Curriculum Studies	2001 - ¶
Elected to the International Board of the John Dewey Project on Progressive Education University of Vermont	1997
University of Vermont <i>Elected to the International Board of the John Dewey Project on Progressive Education</i>	8/1997 - ¶
Deakin Center for Education and Change	1996
<i>Elected to Board of Editors, Deakin Center for Education</i>	8/1996 - ¶
Elected to Board of Editors, Teaching Education	1995
<i>Elected to Board of Editors, Teaching Education</i>	8/1995 - ¶
Elected to Professors of Curriculum	1992
<i>Elected to Professors of Curriculum</i>	8/1992 - ¶
Fourth Annual MacDonald Prize for an Original Curriculum Theory Essay that Reflects and Extends James B. Macdonaldâ€™™s Work, Bergamo Conference, Journal of Curriculum Theorizing	1987
<i>Fourth Annual MacDonald Prize for Curriculum Theory and Practice</i>	8/1987 - ¶

Publications

Henderson, J. G. (2014). The common core state standards initiative: A lead professional invitation? *Journal of Curriculum and Pedagogy*.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2013). Educator's professional freedom for students' democratic liberation. In D. Adair Breault and R. Breault, (Eds.), *Experiencing Dewey* (2nd ed.). West Lafayette, IN: Kappa Delta Pi.

Publication: *Book Chapters*

Henderson, J. G. (2012). C&P problem solving informed by Elliot Eisner's scholarship. *Journal of Curriculum and Pedagogy*, 9(1), 23-26

Publication: *Journal Articles, Refereed*

Henderson, J. G. (2011). Thanks for your support, modeling and scholarship. In R. Lake (Ed.), *Dear Nel: Letters from caring educators* (pp. 109-110). New York, NY: Teacher College Press.

Publication: *Book Chapters*

Kesson, K. R., & Henderson, J. G. (2010). Reconceptualizing professional development for curriculum leadership: Inspired by John Dewey and informed by Alain Badiou. In K. den Heyer, (Ed.), *Thinking education through Alain Badiou* (pp. 62-77). West Sussex, UK: Wiley-Blackwell.

Publication: *Book Chapters*

Henderson, J. G. (2010). Thanks, Maxine: From critical awareness to wide-awakeness. In R. Lake (Ed.), *Dear Maxine: Letters from the unfinished conversation*(pp. 132-133). New York: Teacher College Press.

Publication: *Book Chapters*

Henderson, J. G. (2010). Curriculum leadership. In C. Kridel, (Ed.), *The encyclopedia of curriculum studies* (Vol. 1, pp. 220-224). Thousand Oaks, CA: Sage Publications.

Publication: *Book Chapters*

Henderson, J. G. (2010). Transformative curriculum leadership. In C. Kridel, (Ed.), *The encyclopedia of curriculum studies* (Vol. 2, pp. 891-892). Thousand Oaks, CA: Sage Publications.

Publication: *Book Chapters*

Henderson, J. G. (2010). *The path less taken: Immanent critique in curriculum and pedagogy*. (Schneider, J. L., Ed.). Troy, NY: Educator's International Press

Publication: *Books Authored*

Henderson, J. G. (2010). Learning through a disciplined curriculum study approach: Implications for educational leadership. *Scholar-Practitioner Quarterly*, 4(4), 312-315.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2010). Reconceptualizing professional development for curriculum leadership: Inspired by John Dewey and informed by Alain Badiou. *Educational Philosophy and Theory*, 42(2), 312-315.

Publication: *Journal Articles, Refereed*

Kent State University's Proposed Teacher Leader Endorsment Program. (Submitted to the Ohio Department of Education; Approved by the Ohio Board of Regents). 2010.

Publication: *Other*

Henderson, J. G., & Rosemary, G. (2010). *Curriculum Leadership Institute (CLI) Website at Kent State University*. Retrieved from www.ehhs.kent.edu/cli.

Publication: *Websites*

Ambrose, R., & Henderson, J. G. (2009). Foreword. In S. L. Leafgren, *Reuben's fall: A rhizomatic analysis of disobedience in kindergarten* (pp. 9-12). Walnut Creek, CA: Left Coast Press.

Publication: *Book Chapters*

Henderson, J. G. (2009). Sustaining artistry and leadership in democratic curriculum work. In E. L. Malewski, (Ed.). *Curriculum studies handbook: The next moment*(pp. 259-262). New York: Routledge.

Publication: *Book Chapters*

Henderson, J. G., & Slattery, P. (2009). Foreword. In J. Burdick, J. A. Sandlin, & T. Daspit, (Eds.), *Complicated conversations and confirmed commitments: Revitalizing education for democracy* (pp. ix-xix). Troy, NY: Educator's International Press.

Publication: *Book Chapters*

Henderson, J. G., & Slattery, P. (2009). Curriculum in a time of transition. *Journal of Curriculum and Pedagogy*, 6(2), 1-5.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2009). A brief response to William H. Schubert's "Reflecting on William F. Pinar's *Intellectual advancement through disciplinarity: Verticality and horizontality in curriculum studies*." *Educational Researcher*, 38(2), 141.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2009). Curriculum work at the intersection of pragmatic inquiry, deliberation, and fidelity. *Educational Researcher*, 38(2), 132-136.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2009). What is the curriculum studies field? *Journal of Curriculum and Pedagogy*, 6(1), 1-9..

Publication: *Journal Articles, Refereed*

Report of the Second-Year Activities on the Creation of a Curriculum Leadership Website. (Submitted to the Martha Holden Jennings Foundation; Co-authored with Rosemary Gornik). 2009.

Publication: *Other*

Henderson, J. G., & Slattery, P. (2008). Identifying and advancing three key disciplinary dimensions of curriculum-based pedagogy: A useful leadership strategy *Journal of Curriculum and Pedagogy*, 5(1), 1-10.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2008). Practicing the discipline of curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, 5(2), 1-9.

Publication: *Journal Articles, Refereed*

Report on the Educational Leadership Programs at Miami (Ohio) University. (Co-authored with Gary Crow and Kathleen Manning). 2008.

Publication: *Other*

Report of the first-year pilot activities for the Curriculum Leadership Institute to the Martha Holden Jennings Foundation (Co-authored with Rosemary Gornik). 2008.

Publication: *Other*

Henderson, J. G., & Gornik, R. (2007). *Transformative curriculum leadership* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Publication: *Books Authored*

Henderson, J. G., & Slattery, P. (2007). Ethical challenges immanent to curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, 4(1), 1-8.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (2007, Spring). Transformative curriculum leadership: Challenging the dominant problem solving approach. *American Educational Research Association Division B Curriculum Studies Newsletter*, 5-7.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2007). Understanding curriculum and pedagogy in relation to concepts of curriculum leadership. *Journal of Curriculum and Pedagogy*, 4(2), 1-5.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2006). Epistemological challenges and the process of becoming. *Journal of Curriculum and Pedagogy*, 3(2), 1-9.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2006). Democracy, artistry, improvisation, and transformation: Curriculum and pedagogy in a new key. *Journal of Curriculum and Pedagogy*, 3(1), 1-9.

Publication: *Journal Articles, Refereed*

Kent State University: Annual Report on Academic Quality Improvement for Curriculum & Instruction Master's Degree, Educational Specialist, and Ph.D. Programs. 2006-Present.

Publication: *Other*

Kesson, K. R., & Henderson, J. G. (2005). Cultivating wise judgments in reflective teaching: Toward a mature profession. In K. R. Kesson and E. W. Ross, (Eds.), *Defending public schools: Teaching for a democratic society* (Vol. 2, pp. 3-16). Westport, CT: Greenwood Publishing.

Publication: *Book Chapters*

Henderson, J. G. (2005). Standing on Elliot Eisner's shoulders. In B. Uhrmacher & J. Matthews (Eds.), *Intricate palette: Working the ideas of Elliot Eisner* (pp. 53-62). Upper Saddle River, NJ: Merrill/Prentice Hall.

Publication: *Book Chapters*

Henderson, J. G. (2005). Educators' genuine freedom. In D. Adair Breault and R. Breault, (Eds.), *Experiencing Dewey: Insights for today's classroom* (pp. 67-70). West Lafayette, IN: Kappa Delta Pi.

Publication: *Book Chapters*

Henderson, J. G., & Slattery, P. (2005). Democracy, culture, and spirituality in the international arena. *Journal of Curriculum and Pedagogy*, 2(2), 1-7.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2005). A disciplined understanding of curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, 2(1), 1-5.

Publication: *Journal Articles, Refereed*

Henderson, J. G., Gornik, R., & Thomas, M. (2004). Transformative Curriculum Leadership: Inspiring Democratic Inquiry Artistry. In J. T. Sears & R. A. Gaztambide-Fernandez (Eds.), *Curriculum work as a public moral enterprise: After the "renaissance"* (pp. 59-72). Boulder, CO: Rowan & Littlefield Publishers.

Publication: *Book Chapters*

Henderson, J. G. (2004). Foreword. In L. Coia, N. J. Brooks, S. J. Mayer, P. Pritchard, E. Heilman, M. L. Birch, & A. Mountain (Eds.), *Democratic responses in an era of standardization* (pp. ix-xiv). Troy, NY: Educator's International Press.

Publication: *Book Chapters*

Henderson, J. G., & Kesson, K. R. (2004). *Curriculum wisdom: Educational decisions in democratic societies*. Upper Saddle River, NJ: Merrill/Prentice Hall.
Publication: *Books Authored*

Buckley, E. G., DeBenedictis, D., Henderson, J. G., Hyun, E., Krasney, K., Leafgren, S., Reuthinger, G. R., Slattery, P., Sloan, K., & Smith, A. (2004). The mission of the Journal of Curriculum and Pedagogy. *Journal of Curriculum and Pedagogy*, 1(1), 5-8.
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2004). The artistry of curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, 1(1), 1-4.
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Slattery, P. (2004). The arts create synergy for curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, 1(2), 1-8.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2003). Review of Elliot Eisner's *The arts and the creation of mind*. *International Journal of Education and the Arts*, 4. Retrieved from <http://jiea.asu.edu/>
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2001). Curriculum work as public intellectual leadership. In K. Sloan & J. Sears (Eds.), *Democratic curriculum theory and practice: Retrieving public spaces* (pp. 1-23). Troy, NY: Educator's International Press.
Publication: *Book Chapters*

Henderson, J. G. (2001). *Reflective teaching: Professional artistry through inquiry* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
Publication: *Books Authored*

Henderson, J. G. (2001). From critical hermeneutics in curriculum studies to the mythopoetics of curriculum praxis. ♦ *JCT: Journal of Curriculum Theorizing*, 17(1), 131-134.
Publication: *Journal Articles, Refereed*

Henderson, J. G., & Kesson, K. R. (2001). Celebration and critical assessment: A review of *The lure of the transcendent: Collected essays by Dwayne E. Huebner*. *Curriculum Inquiry*, 31(3), 367-377.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2001). The curriculum word in postmodern times. *JCT: Journal of Curriculum Theorizing*, 17(3), 123-124.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2001). Deepening democratic curriculum work. *Educational Researcher*, 30(9), 18-21.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2000). Postmodernism as an invitation to pedagogical and curricular transformation. In J. Glanz & L. Behar-Horenstein (Eds.), *Paradigm debates in curriculum and supervision: Modern and postmodern perspectives* (pp. 152-168). Westport, CT: Greenwood Press.
Publication: *Book Chapters*

Henderson, J. G., & Hawthorne, R. D. (2000). *Transformative curriculum leadership* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
Publication: *Books Authored*

Henderson, J. G. (2000). An existential query: What should this section be called? Should it even exist? *JCT: Journal of Curriculum Theorizing*, 16(1), 89-91.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2000). Metonymic moments in curriculum practice. *JCT: Journal of Curriculum Theorizing*, 16(2), 63-65.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (2000). Linking inquiry authenticity and deliberative knowing: A fundamental challenge in curriculum studies. *JCT: Journal of Curriculum Theorizing*, 16(3).
Publication: *Journal Articles, Refereed*

Kent State University's Masters of Liberal Studies Graduate Program Review. (Co-authored with Larry Andrews and Deborah Barnbaum), 2000.
Publication: *Other*

Kent State University's Masters of Liberal Studies Graduate Program Review. (Co-authored with Larry Andrews and Deborah Barnbaum), 2000.
Publication: *Reviews*

Henderson, J. G., & Kesson, K. R. (Eds.). (1999). *Understanding democratic curriculum leadership*. New York: Teachers College Press.
Publication: *Books Edited*

Hackney, C. E., & Henderson, J. G. (1999). Educating school leaders for inquiry-based democratic learning communities. *Educational Horizons*, 77(2), 67-73.
Publication: *Journal Articles, Refereed*

Henderson, J. G. (1999). Critical hermeneutics in curriculum studies. *JCT: Journal of Curriculum Theorizing*, Volume 15(1), 23-25.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1999). Fostering the American genius for strong democracy. *Journal of Curriculum Studies*, 31.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1999). The interplay of phronesis, praxis, and a rhetorics of silence: A challenge to curriculum studies. *JCT: Journal of Curriculum Theorizing*, 15(3), 67-72.

Publication: *Journal Articles, Refereed*

Henderson, J. G., Hutchison, J., & Newman, C. (1998). Maxine Greene and the current/future democratization of curriculum studies. In W. F. Pinar (Ed.), *The passionate mind of Maxine Greene* (pp. 189-211). London: Falmer Press.

Publication: *Book Chapters*

Henderson, J. G. (1998). Transformative curriculum leadership. *Teaching Education*, 9(2), 69-70.

Publication: *Journal Articles, Refereed*

Ohio Department of Education Teacher Education Licensure Standards: Program Overview, 1998.

Publication: *Other*

Ohio Department of Education Teacher Education Licensure Standards: Program Overview, 1998.

Publication: *Reviews*

Henderson, J. G., & Dees, D. (1997). Teaching the process of aesthetic knowing and representation. In A. L. Costa & R. M. Liebmann (Eds.), *When process is content: Sustaining the spirit of learning* (pp. 107-119). Newbury Park, CA: Corwin Press.

Publication: *Book Chapters*

Henderson, J. G. (1997). Inquiry into transformative curriculum leadership. *Teaching Education*, 9(1), 39-40.

Publication: *Journal Articles, Refereed*

Statement of Philosophy and Transition, Substitution/Waiver, and Curriculum Policies for the Revised Universal Professional Requirement Program for the College and Graduate School of Education at Kent State University. (Lead author.) Kent, OH: Kent State University, 1997.

Publication: *Other*

Statement of Philosophy and Transition, Substitution/Waiver, and Curriculum Policies for the Revised Universal Professional Requirement Program for the College and Graduate School of Education at Kent State University (Lead author.) Kent, OH: Kent State University, 1997.

Publication: *Reviews*

Henderson, J. G., & Melnick, C. (1996). Two stories of caring in teaching. In S. Gordon, P. Benner, & N. Noddings (Eds.), *Caregiving: Readings in knowledge, practice, ethics, and politics* (pp. 189-202). Philadelphia, PA: University of Pennsylvania Press.

Publication: *Book Chapters*

Henderson, J. G. (1996). *Reflective teaching: The study of your constructivist practices* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Publication: *Books Authored*

Continuing Accreditation NCATE Report for the College and Graduate School of Education (Primary author.) Kent, OH: Kent State University, 1996.

Publication: *Other*

Continuing Accreditation NCATE Report for the College and Graduate School of Education (Primary author.) Kent, OH: Kent State University, 1996.

Publication: *Reviews*

Continuing Accreditation NCATE Report for the College and Graduate School of Education (Primary author.) Kent, OH: Kent State University, 1996.

Publication: *Reviews*

The Revised Universal Professional Requirement Program for the College and Graduate School of Education at Kent State University, Kent, OH: Kent State University, 1996.

Publication: *Reviews*

Henderson, J. G., & Hawthorne, R. D. (1995). Dialectics of professional development school reform. In H. G. Petrie (Ed.), *Professionalization, partnerships, and power: Building professional development schools* (pp. 61-76). Albany, NY: SUNY Press.

Publication: *Book Chapters*

Henderson, J. G., & Hawthorne, R. D. (1995). *Transformative curriculum leadership*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Publication: *Books Authored*

Henderson, J. G., & Hutchison, J. (1994). A critical strategy for cultivating spirituality in education. *Holistic Education Review*, 7(3), 35-40.

Publication: *Journal Articles, Refereed*

Extending the tradition of curriculum reconceptualization: Critically informed curriculum practice. Chapter in *The Society of the Study of Curriculum History Monograph*, ERIC Document, 1994.

Publication: *Monographs*

Why must there be a modernist (post-modern) criticism of the practical: Implications for curriculum leadership. Chapter in *The Society for the Study of Curriculum History Monograph*, ERIC Document, 1993.

Publication: *Monographs*

Henderson, J. G. (1992). *Reflective teaching: Becoming an inquiring educator*. New York, NY: Macmillan.

Publication: *Books Authored*

Henderson, J. G. (1992). Curriculum discourse and the question of empowerment. *Theory Into Practice*, 31, 204-209.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1992). A thematic analysis of preservice praxis: The problem of curriculum text and university context. *JCT: Journal of Curriculum Theorizing*, 10(1).

Publication: *Journal Articles, Refereed*

Bruneau, B. J., Henderson, J. G., McCracken, N., Kimble, P., & Hawthorne, R. (1992). Collaborative reflections of teacher educators. *Teaching Education*, 4(2), 11-19.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1992). The question of culture and dialogue in reflective teacher education programs. *Journal of General Education*, 41, 40-50.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1991). Native experience: An inspiration for curriculum leadership. In W. Schubert & G. Willis (Eds.), *The arts, curriculum, and teaching: Reflections from the heart of educational inquiry* (pp.133-139). Albany, NY: SUNY Press.

Publication: *Book Chapters*

Henderson, J. G. (1991). What we should be talking about at Holmes Group Conferences. *The Holmes Group Forum*, 6(1), 30-32.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1991). A personal reflection on the transformative leadership town meeting. In J. I. Erdman & J. G. Henderson, (Eds.), *Critical Discourse on Current Curriculum Issues*, Chicago: Midwest Center for Curriculum Studies.

Publication: *Monographs*

Policies and practices for fostering the pedagogical mind. In R. Hawthorne & J. Henderson (Eds.), *Collaborative reflections: Colleges of education as professional development schools*, Kent, OH: Kent State University, 1991.

Publication: *Monographs*

Training Manual for Chicago Public Schools' Local School Councils. (Co-authored with nine other people). Chicago, IL: Roosevelt University/Joyce Foundation.

Publication: *Books Authored*

Henderson, J. G. (1990). Three personal challenges associated with contingent pragmatism. *Journal of Curriculum and Supervision*, 5(2), 171-180.

Publication: *Journal Articles, Refereed*

Chicago Local School Council Leadership Development Program. (Co-authored with Mari Koerner.) Chicago: Roosevelt University/Joyce Foundation, 1990.

Publication: *Monographs*

Henderson, J. G. (1989). Positioned reflective practice: A curriculum discussion. *Journal of Teacher Education*, 40(2), 10-14.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). Pretext: Reflections on an important but unfinished post-structural essay. *JCT: Journal of Curriculum Theorizing*, 8(4), 135-141.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). A comprehensive hermeneutic of professional growth: Normative referent and reflective interplay. *JCT: Journal of Curriculum Theorizing*, 8(3).

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). A curriculum response to the knowledge base reform movement. *Journal of Teacher Education*, 39(5), 13-17.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). Commentary on Peterson and Eisner. *Educational Researcher*, 17(7), 26-27.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1988). An ethic of caring applied to reflective professional development. *Teaching Education*, 2(1), 91-95.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1987). The development of informal reasoning: A seminar on secondary school teaching. *Teaching Education*, 1(1), 25-28.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1985). The critical service in education. *Journal of Education*, 5(1).

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1983). Supporting a mainstreamed program with positive game experiences. *Education Journal*, 16(2) 20-22.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1982). New directions in teacher education: A problem of constructive faculty dialogues and solid rationales. *Illinois School Research and Development*, 18(3), 26-30.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1982). Five ways to combine work with play. *Illinois Schools Journal*, 62.

Publication: *Journal Articles, Refereed*

Henderson, J. G. (1977) Synchronized swimming for men. *Journal of Physical Education and Recreation*, 48(8), 24.

Publication: *Journal Articles, Refereed*

Henderson, J. G., & Colleagues. (in press). *Reconceptualizing curriculum development: Inspiring and informing action*. New York, NY: Routledge.

Publication: *Books Authored*

Presentations

Theorizing a new curriculum development: Inspiring and informing educational action (with Daniel Castner, Thomas Kelly, William Pinar, and Jennifer Schneider). April, 2014, Philadelphia. American Association for the Advancement of Curriculum Studies.

Type: *National Refereed*

Critical commentary on Dewey, democracy, and school reform. April, 2014, Philadelphia. American Educational Research Association.

Type: *National Refereed*

Blurring academic boundaries: Seeing possibilities for a curriculum study project within teacher education and self-study (with Daniel Castner, Christine Fishman, and Jennifer Schneider). April, 2014, Philadelphia. American Educational Research Association.

Type: *National Refereed*

Introducing a collegial curriculum leadership project: Rethinking curriculum development (with Daniel Castner, Thomas Kelly, and Jennifer Schneider). October, 2013, Dayton. JCT: Conference on Curriculum Theory and Classroom Practice.

Type: *National Refereed*

Collegial study for a holistic pedagogy: Why, what, and how a future in Finnish education? Practitioner session at the University of Helsinki Conference, Helsinki, Finland, May, 2013.

Type: *International Invited*

Theorizing the paramount public art in freedom-loving societies: A conceptual bricolage. Keynote address for a two-day conference organized around the text, *Reconceptualizing curriculum development: Inspiring and informing action*. University of Helsinki, Helsinki, Finland, May, 2013.

Type: *International Invited*

Teacher leaders in a democracy (with Catherine Hackney). Ohio-Ontario Symposium, Kent State University, Kent, OH, October, 2012.

Type: *National Refereed*

Teacher leadership in democratic societies: A curriculum study approach. 19th Annual Celebrating College Teaching Conference, Kent State University, Kent, OH, October, 2012.

Type: *State Refereed*

Critiquing, working with, and working beyond the common core state standards initiative. Professors of Curriculum. Vancouver, Canada.

Type: *National Refereed*

Inquiry into curriculum studies relevance: A complicated conversation (with Adam Howard and Jennifer Milam). October, 2012. Dayton. JCT: Conference on Curriculum Theory and Classroom Practice.

Type: *National Refereed*

Engaging in the hermeneutics of suspicion and trust as lead learners (with Jennifer Schneider). October, 2012. Dayton. JCT: Conference on Curriculum Theory and Classroom Practice.

Type: *National Refereed*

Collegial reflective inquiry: A study & practice agenda. American Association for the Advancement of Curriculum Studies. Vancouver, Canada.

Type: *National Refereed*

An Alain Badiou back story (Panel with Kent den Heyer and Jennifer L. Schneider). American Association for the Advancement of Curriculum Studies. Vancouver, Canada.

Type: *National Refereed*

Curriculum study as development: Implications for professional leadership. Curriculum & Pedagogy. Akron, OH.

Type: *National Refereed*

Can educators be/come democratic problem solvers? University Council for Educational Administration. Pittsburgh, PA.

Type: *National Refereed*

Curriculum Leadership: Advancing problem solving for deep democracy. Long Island University, Brooklyn, NY.

Type: *National Invited*

A crisis within: Three interrelated curriculum conversations. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH

Type: *National Refereed*

Curriculum studies: A conversation on theoretical and practical relevance (Panel with Erik Malewski and Donna Breault). Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH

Type: *National Invited*

Complex practicalities in curriculum & pedagogy (with Kathleen Kesson). American Association for the Advancement of Curriculum Studies Conference, Denver, CO.

Type: *National Refereed*

Practicing immanent critique in curriculum and pedagogy. Kent State University's College of Education, Health and Human Services Doctoral Student Forum. Kent, OH.

Type: *Local Invited*

Book talk (with Jennifer L. Schneider): *The path less taken: Immanent critique in curriculum and pedagogy*. Curriculum & Pedagogy Conference, Akron, OH.

Type: *National Invited*

Report: Task force on the advancement of curriculum studies (with Louise Allen). American Association for the Advancement of Curriculum Studies Conference, Denver, CO.

Type: *National Refereed*

Interpreting the curriculum and pedagogy mission: From an essay book to a teacher leader endorsement program (with Rosemary Gornik, Sheri Leafgren & Jennifer L. Schneider). Curriculum & Pedagogy Conference, Akron.

Type: *National Refereed*

Where angels fear to tread: Proposing a constructive alternative to the Tyler rationale (with Kathleen Kesson). Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

Interpreting curriculum leadership: Implications for the future of the C&P Association. 10th Anniversary Celebration. Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Invited*

Where angels fear to tread: Proposing a constructive alternative to the Tyler rationale (with Kathleen Kesson). Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

The artistry of transformative curriculum leadership: Implications for graduate programs. Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

Clarifying an interpretation of professional development through Alain Badiou's ethics. American Educational Research Association Conference, New York, NY.

Type: *National Refereed*

A canonical interpretation of curriculum work: Disciplined professional development supporting disciplined problem solving. American Educational Research Association Conference, New York, NY.

Type: *National Refereed*

Introducing and sustaining transformative curriculum leadership, Keynote Address, 19th Forum on Curriculum and Instruction, Taichung University, Taichung, Taiwan.

Type: *International Invited*

Professional development for curriculum leadership: A research trajectory. Kent State University's College of Education Ph.D. Student Association, Kent, OH.

Type: *Local Invited*

A canonical interpretation of curriculum work: Disciplined professional development supporting disciplined problem solving. American Educational Research Association Conference, New York, NY.

Type: *National Refereed*

Clarifying an interpretation of professional development through Alain Badiou's ethics. American Educational Research Association Conference, New York, NY.

Type: *National Refereed*

The artistry of transformative curriculum leadership: Implications for graduate programs. Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

Being responsible for what matters: A progress report on the curriculum leadership institute project (with Rosemary Gornik). Curriculum & Pedagogy Conference, Marble Falls, TX.

Type: *National Refereed*

Working the intersection of curriculum studies and professional development (with Kathleen Kesson). Curriculum & Pedagogy Conference, Marble Falls, TX.

Type: *National Refereed*

Curriculum problem solving. Superintendent's Instructional Leadership Academy, Milwaukee Public Schools, Milwaukee, WI.

Type: *National Invited*

Standards and stories for understanding and problem solving: The journey toward curriculum wisdom. University of Wisconsin-Milwaukee Educational Leadership Forum, Milwaukee, WI.

Type: *National Invited*

A curriculum leadership response to standardized testing. Curriculum Summit. Bowling Green State University, Bowling Green, OH.

Type: *State Invited*

Working the intersection of curriculum studies and professional development (with Kathleen Kesson). Curriculum & Pedagogy Conference, Marble Falls, TX.

Type: *National Refereed*

Being responsible for what matters: A progress report on the curriculum leadership institute project (with Rosemary Gornik). Curriculum & Pedagogy Conference, Marble Falls, TX.

Type: *National Refereed*

The current and future status of the curriculum field: The integration of three trends. American Educational Research Association Conference, San Francisco, CA.

Type: *National Refereed*

Advancing a disciplinary understanding of curriculum leadership. American Educational Research Association Conference, San Francisco, CA.

Type: *National Refereed*

Curriculum as a journey of understanding (with Rosemary Gornik). Joint Educational Symposium. Painesville, OH.

Type: *State Invited*

A Vision of curriculum leadership in professional development schools, Keynote Address, Annual Conference for the Holmes Partnership, Chicago, IL.

Type: *National Invited*

Curriculum wisdom: Investigating curriculum problems via multiple modes of inquiry (with Kathleen Kesson). Curriculum & Pedagogy Conference, Oxford, OH.

Type: *National Refereed*

Educators' genuine freedom. Professors of Curriculum at the American Educational Research Association Conference, Montreal, Canada.

Type: *National Refereed*

Curriculum wisdom reader: A paradigmatic interpretation of the field. American Educational Research Association Conference, Montreal, Canada.

Type: *National Refereed*

The importance of curriculum problem solving in education. WCPN, Cleveland's National Public Radio (NPR) Station.

Type: *State Invited*

Dancing with modes of inquiry: Introducing a curriculum wisdom reader (with Kathleen Kesson). Curriculum & Pedagogy Conference, Oxford, OH.

Type: *National Refereed*

Commentary on a second wave of educational reform: Integrating curriculum and teaching (with Janet Miller). Bergamo Conference on Curriculum Theory and Practice, Dayton, OH.

Type: *National Refereed*

Theorizing curriculum leadership. American Educational Research Association Conference, San Diego, CA.

Type: *National Refereed*

Curriculum leadership: A conversation between Division A and B. American Educational Research Association Conference, San Diego, CA.

Type: *National Refereed*

Intricate palette: Working the ideas of Elliot Eisner in the curriculum field. American Educational Research Association Conference, San Diego, CA.

Type: *National Refereed*

Curriculum wisdom: An inquiry approach to public moral leadership (with Kathleen Kesson and Tom Kelly). Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

A moral discourse for curriculum leadership: Four developmental dimensions. American Educational Research Association Conference, Chicago, IL.

Type: *National Refereed*

Educational leadership through inspired curriculum judgment. Leadership Cleveland. Cleveland, OH.

Type: *State Invited*

Curriculum wisdom: Theory, art and practice (with Rosemary Gornick Brickman). Curriculum & Pedagogy Conference, Atlanta, GA.

Type: *National Refereed*

Transformative curriculum leadership: Inspiring a democratic inquiry artistry. American Educational Research Association Conference, New Orleans, LA.

Type: *National Refereed*

The call to democratic pragmatism: Undertaking a curriculum wisdom challenge. American Educational Research Association Conference, New Orleans, LA.

Type: *National Refereed*

The rationale for transformative curriculum leadership. Seton Hall University. South Orange, NJ.

Type: *National Invited*

Transformative curriculum leadership: A collaborative reform process. Phi Delta Kappa. Kent, OH.

Type: *Local Invited*

Curriculum study for democratic living: A question of inquiry artistry. American Educational Research Association, New Orleans, LA.

Type: *National Refereed*

The curriculum field from a distance: Seeing ourselves as others see us (with Tony Whitson). Professors of Curriculum Meeting, New Orleans, LA.

Type: *National Refereed*

Symposium on Schwab: What is the historic place of Schwab's work in the curriculum field? (with Ed Short, Ian Westbury, O. L. Davis, Peter Hlebowitsh, and William Reid). Society for the Study of Curriculum History, New Orleans, LA.

Type: *National Refereed*

Curriculum Wisdom: Educational Judgment for Democratic Living. (with Kathleen Kesson). Curriculum & Pedagogy Conference, Austin, Texas.

Type: *National Refereed*

Curriculum wisdom: Educational judgment for democratic living. March, 2001, Seattle. American Educational Research Association.

Type: *National Refereed*

Curriculum wisdom: A calling for democratic education. Bergamo Conference on Curriculum Theory and Practice, Dayton, OH.

Type: *National Refereed*

Transformative leadership in education: Arts of inquiry. Ursuline College. Pepper Pike, OH.

Type: *State Invited*

What is the historic place of Schwab's work in the curriculum field? Society for the Study of Curriculum History, New Orleans, LA.

Type: *National Refereed*

Curriculum wisdom and the quality of democratic life (with Kathleen Kesson). Curriculum & Pedagogy, Marble Falls, Texas.

Type: *National Refereed*

Curriculum wisdom and the quality of democratic Life (with Kathleen Kesson). Curriculum & Pedagogy Conference, Austin, TX.

Type: *National Refereed*

Symposium on Schwab: What is the historic place of Schwab's work in the curriculum field? (with Ed Short, Ian Westbury, O. L. Davis, Peter Hlebowitsh, and William Reid). Society for the Study of Curriculum History, New Orleans, LA.

Type: *National Refereed*

Curriculum study for democratic living: A question of inquiry artistry. American Educational Research Association, New Orleans, LA.

Type: *National Refereed*

The curriculum field from a distance: Seeing ourselves as others see us (with Tony Whitson). Professors of Curriculum Meeting, New Orleans, LA.

Type: *National Refereed*

Critically informed teaching: The heart of transformative curriculum reform. American Educational Research Association, Montreal, Canada.

Type: *National Refereed*

Reconceptualizing leadership for establishing and maintaining inquiry learning communities (with Catherine Hackney). American Educational Research Association, Montreal, Canada.

Type: *National Refereed*

Reconstructing Dewey: Implications for curriculum studies. (with Kathleen Kesson). Bergamo Conference on Curriculum Theory and Practice, Dayton, OH.

Type: *National Refereed*

The problems of confounding critical and curriculum theorizing. American Educational Research Association, San Diego, CA.

Type: *National Refereed*

Maxine Greene and the current/future democratization of curriculum studies. American Educational Research Association, San Diego, CA.

Type: *National Refereed*

Fostering dialogue between theorists and practitioners. Professors of Curriculum Meeting, San Diego, CA.

Type: *National Refereed*

Transformative curriculum leadership and reflective pedagogy (with Mary Styslinger and Elizabeth Brooks). Conference on Curriculum Theory and Practice, Bloomington, IN.

Type: *National Refereed*

Postmodern criticism: Implications for curriculum and teaching studies (with Kathleen Kesson). Conference on Curriculum Theory and Practice, Bloomington, IN

Type: *National Refereed*

Understanding Maxine Green in the context of John Dewey's intellectual heritage. University of Vermont, Burlington, VT.

Type: *State Invited*

Understanding Maxine Greene in the context of John Dewey's intellectual heritage. University of Vermont, Burlington, VT.

Type: *National Invited*

Informing constructivist practices through curriculum theorizing. American Educational Research Association, New York, NY.

Type: *National Refereed*

A model for constructivist curriculum leadership. Association for Supervision and Curriculum Development, New Orleans, LA.

Type: *National Refereed*

Educational praxis for a strong democracy. American Educational Studies Association, Montreal, Canada.

Type: *National Refereed*

The question of quality research in the context of critical diversity. American Educational Studies Association, Montreal, Canada.

Type: *National Refereed*

Service

Speaker, Teacher Leader Endorsement Program

2013

We are the change: Promoting teachers as lead learners (with Catherine Hackney, Joffrey Jones, & Jennifer Schneider). January, 2013. Teacher Leader Endorsement Program: Administrative Su Kent, OH.

Type: *Regional*

Member, Kent State University's Promotion Advisory Board

2011 - p

Type: *University*

Ohio Board of Regent's Office of Academic Quality <i>Evaluator for Ohio Teacher Education and Teacher Leader Endorsment Programs.</i> Type: <i>State</i>	2011
Chair, Ohio Board of Regents' Conference on Teacher Quality <i>Planning Committee Chair. Session D: Two Teacher Leadership Endorsement Programs. June 22, 2010.</i> Type: <i>State</i>	2010
Member, College Research Advisory Council Type: <i>University</i>	2010 - f
Co-chair, American Association for the Advancement of Curriculum Studies Task Force on Curriculum Study Exemplars Type: <i>National</i>	2009
Member, Kent State University's Promotion Review Board Type: <i>University</i>	2006
Member, Teaching, Curriculum and Leadership Studies (TCLS) Doctoral Studies Department Review Type: <i>University</i>	2006
Member, Mission Statement Committee for Division B of the American Educational Research Association Type: <i>National</i>	2006 - f
Coordinator, Curriculum and Instruction (C&I) Program Review, Kent State University's Assessment Management System Type: <i>University</i>	2005 - f
American Educational Research Association <i>Teacher and Facilitator, New Faculty Seminar, Division B (Curriculum Studies)</i> Type: <i>National</i>	2004
Member, Kent State University Distinguished Scholar Awards Type: <i>University</i>	2003
Co-editor, Journal of Curriculum and Pedagogy Type: <i>National</i>	2003
Member, Board of Directors of the Curriculum and Pedagogy Group Type: <i>National</i>	2003 - f
Member, Kent State University Summer Research Awards Committee Type: <i>University</i>	2002
Chair, Nominating Committee for Division B of the American Educational Research Association Type: <i>National</i>	2002
Committee, American Association for the Advancement of Curriculum Studies <i>Treasurer and Executive Committee Member</i> Type: <i>National</i>	2001
Consultant, Ohio School Distric <i>Consultant, Canfield, Ohio School District, Inquiry-Based Professional Portfolio Assessment, 2000</i> Type: <i>Professional Service</i>	2000 - f
Co-Organizer, First Annual Conference on Curriculum and Pedagogy Type: <i>Professional Service</i>	2000 - f
Co-Chair, American Association for the Advancement of Curriculum Studies Type: <i>Professional Service</i>	2000 - f
Member, Kent State University Distinguished Scholar Awards Type: <i>University</i>	2000
Consulting, Canfield, Ohio School District, Inquiry-Based Professional Portfolio Assessment	2000

Type: *Regional*

Co-chair, Conference on Curriculum and Pedagogy <i>Co-organizer, First Annual Conference in Austin, Texas</i> Type: <i>National</i>	2000
Departmental Representative, Teaching, Leadership and Curriculum Studies on Scholarship of Teaching Type: <i>University</i>	1999
Member, Teaching, Leadership and Curriculum Studies Faculty Advisory Committee Type: <i>Department</i>	1999
Consultant, Ashtabula Civic Development Corporation and Perry, Ohio School District, Transformative Administrative and Teacher Leadership Type: <i>Professional Service</i>	1999
Chair, Selection Committee for Professors of Curriculum Type: <i>Professional Service</i>	1999
Section Editor, JCT: Journal of Curriculum Theorizing Type: <i>Editorships</i>	1999 - p
Program Chair, American Educational Research Association <i>Curriculum Theory Section of Division B</i> Type: <i>Professional Service</i>	1999
Steering Committee Member, Conference on Curriculum & Pedagogy Type: <i>Professional Memberships</i>	1999 - p
Member, Teaching, Leadership & Curriculum Studies Faculty Advisory Committee Type: <i>University</i>	1999
Editorial Board, JCT: Journal of Curriculum Theorizing <i>Section Editor</i> Type: <i>National</i>	1999
Chair, Curriculum Theory Section of Division B, American Educational Research Association <i>Program Chair</i> Type: <i>National</i>	1999
Chair, Selection Committee for Professors of Curriculum Type: <i>National</i>	1999
Consulting, Ashtabula Civic Development Corporation and Perry, Ohio School District <i>Transformative Administrative and Teacher Leadership</i> Type: <i>Regional</i>	1999
Member, Evaluation Team to Review Kent State University Type: <i>University</i>	1998
Member, Evaluation Team to Review Kent State University's Masters of Liberal Studies Graduate Program Type: <i>University</i>	1998
Elected, International Board of the John Dewey Project on Progressive Education, University of Vermont Type: <i>Awards & Honors</i>	1997
Co-organizer and instructor, Summit County Superintendents Type: <i>Professional Service</i>	1997
Guest Editor, Teaching Education <i>Two Thematic Issues on Transformative Curriculum Leadership, <u>Teaching Education</u>, (Volume 8, Nos. 1-2)</i> Type: <i>Editorships</i>	1997
Co-chair, Alternatives in Educational Leadership, Summit County Superintendents' Consortium and Kent City Schools <i>Co-organizer and Instructor</i>	1997

Type: *Regional*

Guest Editor, Teaching Education (Journal) <i>Two Thematic Issues on Transformative Curriculum Leadership, Teaching Education, 8(1-2).</i> Type: <i>National</i>	1997
College of Education Representative, University's Educational Policies Council Type: <i>University</i>	1996
Member, Kent State University Graduate Faculty Council Type: <i>University</i>	1996 - p
Chair, Teacher Education Foundations Subcommittee, Teaching, Leadership & Curriculum Studies Department Type: <i>University</i>	1996
Consultant, Curriculum and Teaching Reform, Wellsville, Ohio City Schools Type: <i>Professional Service</i>	1996
Peer Reviewer, Educational Journals <i>Journal of Teacher Education, Journal of Curriculum and Supervision, Action in Teacher Education, American Education Research Journal, QSE: International Journal of Qualitative Studies in Education, Educational Researcher, and Review of Research in Education.</i> Type: <i>Professional Service</i>	1996
Member, College and Graduate School of Education's Graduate Faculty Council Type: <i>University</i>	1996
Consulting, Curriculum and Teaching Reform, Wellsville, Ohio City Schools Type: <i>Regional</i>	1996
Member, Graduate Council for Curriculum and Academic Affairs Type: <i>University</i>	1995 - p
Chair, Universal Professional Requirement Committee Type: <i>University</i>	1995
Consulting, Curriculum Leadership, Stow City Schools Type: <i>Regional</i>	1995
Chair, Teaching, Leadership & Curriculum Studies Curriculum Committee Type: <i>Department</i>	1994
Chair, Teaching, Leadership & Curriculum Studies Curriculum Committee Type: <i>University</i>	1994
Consulting, Summit County Curriculum Leadership Project Type: <i>Regional</i>	1994
Consulting, Venture Capital Grant, Kent and Solon City Schools Type: <i>Regional</i>	1994
Consulting, Medical School Curriculum Reform, Northeastern Ohio Universities College of Medicine Type: <i>Regional</i>	1993
Member, Graduate Council Committee <i>In charge of redesigning the Graduate School of Education's UPR Curriculum</i> Type: <i>College</i>	1992
Member, Graduate Council Committee in Charge of Redesigning the Graduate School of Education's UPR Curriculum Type: <i>University</i>	1992
Member, Teacher Education Foundations Subcommittee, Teaching, Leadership & Curriculum Studies Department Type: <i>University</i>	1992

Chair, Kent State University Professional Development School Consortium	1990
Type: <i>University</i>	
Chair, Faculty Development Committee for the College and Graduate School of Education	1990
Type: <i>University</i>	
Member, Dean's Holmes Group Advisory Committee	1990
Type: <i>University</i>	
Chair, Critical Issues in Curriculum Special Interest Group, American Educational Research Association	1989
<i>Chair or Vice Chair</i>	
Type: <i>National</i>	
Consulting, Local School Council Reform, Chicago Public Schools	1988
Type: <i>National</i>	
Consulting, Professional Reflective Practice, Cook County Hospitals	1988
Type: <i>National</i>	
Consulting, School-based management at the Cooper Elementary School, Chicago Public Schools	1982
Type: <i>National</i>	
Consulting, IBM Education Center	1982
<i>Curriculum Consultant and Instructor</i>	
Type: <i>National</i>	
Chair, Social Studies Fast-Paced Program, Chicago Public Schools	1982
<i>Director</i>	
Type: <i>National</i>	
Consulting, Social Studies Curriculum Revision, Chicago Public Schools	1980
Type: <i>National</i>	
Co-chair, Membership Committee of the Illinois Training and Development Association	1980
<i>Research Director</i>	
Type: <i>National</i>	
Teacher Leader Endorsement Program	
<i>Program Report: Renewal of Kent State University's Teacher Leader Endorsement Program. (Submitted to and Approved by the Ohio Board of Regents). June, 2013.</i>	
Type: <i>College</i>	
Reviewer,	- F
<i>Peer Reviewer: Journal of Teacher Education, Journal of Curriculum and Supervision, Action in Teacher Education, American Education Research Journal, QSE: International Journal of Qualitative Studies in Education, Educational Researcher, Review of Research in Education, International Journal of Leadership in Education, and Curriculum Inquiry.</i>	
Type: <i>National</i>	

Grants

Co PI, Kent State University's Teacher Leadership Endorsement Program.	2011
<i>Ohio Department of Education (ODE) provided funding for a Teacher Leader Pilot Program to be conducted between January and December, 2010.</i>	
Collaboration with: Anita Varrati and James Henderson	
Submitted: \$100,000.00	Status: A
Awarded: \$100,000.00 (12 2009)	
Ohio Department of Education - Applied Research	
PI, Web-Based Curriculum Leadership Institute: The Journey and Judgment Continue.	2008
Collaboration with: James Henderson	
Submitted: \$70,000.00	Status: A
Awarded: \$70,000.00 (12 2008)	
Martha Holden Jennings Foundation	
PI, Developing an Online Curriculum Leadership Institute	2007
Collaboration with: J. Henderson and R. Gornik	
Submitted: \$75,000.00	Status: A
Awarded: \$75,000.00 (4 2008)	
Matha Holden Jennings Foundation - Applied Research	

