CURRICULUM VITA

**Noreen B. Garman, Ph.D.**

**Professor**

**Administrative and Policy Studies Department**

**University of Pittsburgh**

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**GRADUATE TEACHING:**

Curriculum: Perspectives and Issues

Educational Reform

Education and Culture

Seminar in College Teaching

Doctoral Core I and II

Contemporary Philosophy of Education

Seminar in Interpretive Research

Seminar in Doctoral Dissertation Research

Ways of Knowing

Fundamentals of Instructional Supervision

Dissertation Study Group since 1980: see www.docs-r-us.com

**HONORS**

2012 Elizabeth Hurlock Beckman Mentorship Trust Award for $25,000.

2010 Distinguished Achievement Award in Supervision and Instructional Leadership, by the American Educational Research Association Special Interest Group in Supervision and Instructional Leadership.

2007 Provost’s Award for Excellence in Mentoring

2004 Extra Mile Award. Presented by the Council of Graduate Students in Education

Senior Research Fellowship, Flinders Institute for the Study of Teaching, Flinders University, Adelaide, South Australia, 1996.

American Educational Research Association Women Educators Award, 1994.

"For Mentoring Women and for Activism in Women's Issues."

**HONORS (CON’T)**

Fulbright Grant, 1989, Senior Lectureship to the Philippines.

Elected to the Professors of Curriculum, 1987

American Educational Research Association Special Interest Group Instructional Supervision Award, 1986: "In Recognition for Leadership and Scholarship in Supervision.

Elected to the Society for the Study of Curriculum History, April, 1983.

Outstanding Faculty Award, presented by the Council of Graduate Students in Education, March, 1977.

Elected to the Curriculum Photo-Archives (Ohio State University), November, 1983.

**CURRENT PUBLICATIONS**

**Books:**

Piantanida, M. & Garman, N. (2009). *The Qualitative Dissertation: A Guide for Students and Faculty.*  Thousand Oaks, CA. Corwin Press. 2nd Edition

Garman, N. & Piantanida, M. (2006). *The Authority to Imagine: Struggling Toward Representation in Dissertation Writing.* NY: Peter Lang, Publishers

Piantanida, M. & Garman, N. (1999). *The Qualitative Dissertation: A Guide for Students and Faculty.*  Thousand Oaks, CA. Corwin Press.

**Book Documents and Chapters:**

Garman, N. (2016). Getting to the new work of teaching, learning and supervision. In (ed) Glanz, J. & Zepeda, S. *Reexamining Supervision: Theory and Practice.* Lanham, MD. Rowman and Littlefield.

Garman, N. (2010). The field of curriculum in relation to the field of supervision. In (ed) Kridel, C. *The Encyclopedia of Curriculum Studies* C. Thousand Oaks, CA: Sage Publications.

Garman, N. (2010). Instruction as a field of study. In (ed) Kridel, C. *The Encyclopedia of Curriculum Studies,* Thousand Oaks, CA: Sage Publications.

Garman, N. (2010. Curriculum studies in relation to the field of supervision. In (ed) Kridel, C. *The Encyclopedia of Curriculum Studies.* Thousand Oaks,m CA: Sage Publications.

**Book Chapters (con’t)**

Garman, N. & Holland, P. (2010). The field of supervision. (In (ed) Kridel, C. *The Encyclopedia of Curriculum Studies.* Thousand Oaks, CA: Sage Publications.

Garman, N. (2011). The uncanny legend of Maxine Greene. In (ed) Lake, R. *Letters to Maxine Greene.* NY: Teachers College Press.

Garman, N. & Holland, P. (2005). MacDonald and the mythopoetic. In Willis, P & Carden, P. *Roads of transformation. Mythopoetic pedagogy in educational practice.*  Flaxton, Australia, Postpressed.

Piantanida, M., Garman, N., & McMahon. Crafting an arts-based educational research thesis:

Issues of tradition and solipsism. (2000). In P.Willis , et.al. (eds.) *Being, seeking, telling:*

*Expressive approaches to qualitative adult education research.* Flaxton, Australia:

Post Pressed.

Neville, R. & Garman, N. (1998). Philosophic approaches to school supervision. In J. Firth and E. Pajak (eds.), *The Handbook on Research in School Supervision*. Macmillan Library Reference USA.

Garman, N. (1998). Journey from exotic horror to bitter wisdom: Research and development in Bosnia & Herzegovina.” In J. Smyth and G. Shacklock (eds.), *Being Reflexive in Critical, Social and Educational* Research. Falmer Press.

Garman, N. (1997). Is clinical supervision a viable model for use in the public schools? No! In J. Glanz and R. Neville (eds.), *Educational Supervision: Perspectives; Issues; and Controversies.* Christopher-Gordon Publishers, Inc.

Garman, N. (1996). Qualitative inquiry: Meaning and menace for educational researchers. In P.Willis and B. Neville (eds.),*Qualitative Research Practice in Adult Education*. David Lovell Publishing.

Garman, N. & Holland, P. (1995).The rhetoric of school reform reports: Sacred, skeptical and cynical interpretations. In R. Ginsburg& D. Plank, *Commissioners, Reports Reforms and Educational Policy.* Praeger Publishers.

Garman, N. (1995). The schizophrenic rhetoric of school reform and the effects on teacher development. In J. Smyth (ed.), *Critical Discourses on Teacher Development*, London: Cassells Publishing.

Garman, N. & Hazi, H. (1995). Teachers ask, `Is there life after Madeline Hunter?’ In G. Taylor & R. Runte (eds.), *Thinking About Teaching: An Introduction*. Toronto: Harcourt Brace.

Garman, N. (1995). Mentoring as a discursive practice. In M. Zeldin & S. Lee (eds.), *Touching the Future: Mentoring and the Jewish Professional*. Los Angeles. Hebrew Union College Press,

Ceroni, K.& Garman, N. (1994). The empowerment movement: Genuine collegiality or yet another hierarchy? In P. Grimmet & J. Neufled (eds.), *The Struggle for Authenticity: Teacher Development in a Changing Educational Context*. Teachers College Press.

Garman, N. & Haggerson, N. (1993). Philosophic considerations in the practice of clinical

supervision. In R. Anderson & K. Snyder (eds.), *Clinical Supervision Landscapes: Coaching for Higher Levels of Performance*. Lancaster: Technomic Press.

Garman, N. (1991). The drama of the classroom: Dramaturgy as curriculum inquiry. In *Reflections from the Heart of Educational Inquiry: Understanding Curriculum and Teaching Through the Arts*, W. Schubert & G. Willis, (eds.), Suny Press.

Garman, N. (1985). Getting at the essence of practice in clinical supervision. In J. Smyth (ed.), *Learning About Teaching Through Clinical Supervision*, London, Croom Helm.

Garman, N. (1984). Reflection in action, the heart of clinical supervision: A modern rationale for professional development. In *Professional Development: A Book of Readings*. Deakin University Press, Victoria, Australia.

Garman, N. (1982). The clinical approach to supervision. In T. Sergiovanni (ed.),*Supervision of Teaching*, Association for Supervision and Curriculum Development, 1982 Yearbook, Alexandria, Va.

Garman, N. (1982). Naturalistic inquiry as andragogy. In R. Belock & N. Haggerson (eds.), *Naturalistic Research Paradigms*, Anu Prakasham, Meerut, India.

**Journal Articles:**

Garman, N. (2008). My weekend with Ann Lopez Schubert. *Journal of Curriculum and Pedagogy.* 5:1. 54-60.

Nicholson-Goodman, & Garman, N. (2007). Mapping practitioners perceptions of “It’s research-based”: Scientific discourse, speech acts and the use and abuse of research. *International Journal of Leadership in Education*.

Garman, N. (2006). Instructional leaders as public intellectuals in an impoverished landscape. *Journal of Curriculum and Pedagogy. 3:1, 73-78.*

Garman, N. (2006) Curriculum leaders as public intellectuals in an impoverished landscape. Essay prepared by invitation for the Perspectives Section of the *Journal of Curriculum and Pedagogy* (Vol.3, No.1) in response to,”What conditions are necessary to create a coherent democratic community that nurtures curriculum leaders as public intellectuals

**Journal Articles (con’t)**

Garman, N. & Goodman, J. (2005). It’s research-based: A truth claim or a rhetorical device for influencing teachers’ practice? *Journal of Curriculum and Pedagogy.* 2

# Piantanida, M., McMahon, P,. & Garman,. (April, 2003). Shaping the conversational contours

of arts-based research in education. *Qualitative Inquiry.9/2*

# Holland, P. & Garman, N. (2001). Toward a resolution of the crisis of legitimacy in the field of

supervision. *Journal of Curriculum and Supervision, 16:2, 95-111*

Garman, N. & Piantanida, M. (1996). Skola U zemljama sa procesom promjene (Schoolmaking in Nations in Crisis). *Edukacija*, 25.126.09.

Cohen, L. & Garman, N. (June,1996). Aktivno ucenje U sluzbi psihickog oporavka. (Active Learning in the Math Classroom). *Didakticki Putokazi*.

Garman, N. (1995). Beyond the reflective practitioner and toward discursive practice. *Teaching and Teachers Work*, 3 (1).

Holland, P. & Garman, N.(summer,1992). Macdonald and the mythopoetic. *Journal of Curriculum Theorizing*, 9 (4).

Garman, N. & Piantanida, M. (June, 1991). The academic/professional portfolio. *The Australian Administrator*, 12 (3).

Garman, Noreen. (December, 1990). The closed and open contract: Two irreconcilable structures in the curriculum. *WCCI Forum: Journal of the World Council for Curriculum and Instruction; 4 (2).*

Garman, N. (Spring, 1990). Theories embedded in the events of clinical supervision: A hermeneutic approach. *Journal of Curriculum and Supervision*, 5 (3).

Garman, N. (January, 1990). Values education in the Philippines and the living curriculum. *Education Quarterly*, 37 (1).

Smyth, J. & Garman, N. (Winter, 1989). Supervision as school reform: A critical pedagogy perspective. *Journal of Education Policy*.

Hazi, H. & Garman, N. (Fall, 1988). Legalizing scientism through teacher evaluation. *Journal of Personnel Evaluation* ; 2 (1).

Garman, N. & Hazi, H. (May, 1988). Teachers ask, `Is there life after Madeline Hunter?' *Phi Delta Kappan*; 69 (9).

Garman, N. (April, 1987). In-class supervision: Promise or pretense? *Focus: The Journal of the New Jersey Association for Supervision and Curriculum Development*.

Garman, N. (Fall, 1986). Reflection, the heart of clinical supervision: A modern rationale for professional practice. *The Journal of Curriculum and Supervision*, 2 (1).

Garman, N., Glickman, C., Hunter, M. Haggerson N. (1987). Conflicting conceptions of clinical supervision and the enhancement of professional growth and renewal: Point and counterpoint. *The Journal of Curriculum and Supervision*; 2 (2).

Garman, N. (December, 1985). Clinical supervision: Quackery or remedy for professional development. *The Journal of Curriculum and Supervision*, 1 (2).

Garman, N. (February, 1985). Andragogy and professional education: When adults come together to learn about practice. *The Australian Administrator,* 6 (1).

Garman, N. (1982). Naturalistic inquiry as andragogy. *Review Journal of Philosophy and Social Science, 7 (2).*

Garman, N. & Haggerson, N. (1981). Listen to the learning: Toward a pedagogy for philosophy of education. *Philosophy of Education*, G. T. Publishing, Bombay, Meerut, India,

Garman, N. (Summer, 1981). Curriculum theory: The educational language of time, space and knowledge*. Journal of Time, Space and Knowledge; 1 (1)*.

Garman, N. (September, 1981) Peopling: Inventing a new way to live. *Journeys Magazine*.

Jacko, C. & Garman, N. (March, 1979) A search through the curriculum maze. *NASSP Bulletin*

Schuck, R. & Garman, N. (Fall, 1979). The boyce middle school/medical study ten years later. *Middle School Journal*.

**Conference Audiocassette:**

"Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth and Renewal: Point/Counterpoint," (tape 612-20457) Madeline Hunter, Noreen Garman and Carl Glickman. Association for Supervision and Curriculum Development (ASCD) Annual Conference, Chicago, March 1985.

**Proceedings:**

"Qualitative Inquiry: Meaning and Menace for Educational Researchers." in Smyth, J. (ed.) *Qualitative Approaches in Educational Research*, Flinders Institute for the Study of Teaching Mini Conference on Quantitative Research. The Flinders University of South Australia (Adelaide, S.A. 1995).

"The Organic Metaphor for Supervision in the 80's," *Proceedings of the Second Annual Conference of the Council of Professors of Instructional Supervision* University of Georgia Press, 1981.

"Objectivity and Clinical Supervision," *Proceedings of the Second Annual Conference of Professors of Instructional Supervision*, University of Georgia Press, 1981.

**Other Publications:**

**“**The Dream of Clinical Supervision and the Nightmare of Political Accountability: What Happens When a Good Idea Gets Corrupted.” Invited speech at American Educational Research Association/SIG for the presentation of the 2010 Distinguished Research Award. *Fall 2010 Newsletter of the AERA/SIG* *Supervision and Instructional Leadership*.

**"**On Becoming a Study Group" and "Inviting Learning" in School Performance Network of Western PA monograph, 2002. Also on www.spn.collaboratives.org/studygroupcollection.htm

“Postcards from Bosnia” *School of Education Newsletter*, Spring, 1996.

“Becoming a Learning Professional” (co-authored with Maria Piantanida). Conference Proceedings for Conference on Becoming a Learning Professional, May 9-10, 1996. Flinders Institute for the Study of Teaching. The Flinders University, Adelaide, South Australia.

“Considering the Purposes of Education in the Renewal of Teacher Education in Bosnia & Herzegovina.” In S. Koziol & N. Garman (eds.), *Issue Papers from the Pittsburgh Symposium on Participatory Planning for Renewal of Teacher Education in Bosnia & Herzegovina.* Institute Monograph #1. Institute for International Studies in Education, University of Pittsburgh, November, 1996.

“Participatory Planning: An Introduction to the Efforts of the University of Pittsburgh/Bosnian Program for Educational Renewal.” In S. Koziol & N. Garman (eds.), *Issue Papers from the Pittsburgh Symposium on Participatory Planning for Renewal of Teacher Education in Bosnia & Herzegovina.* Institute Monograph #1.

**RESEARCH GRANTS**

(Principle Investigator)

“Pakistan Overseas Fellowship Project.” Partner with Socioeconomic Research Inc. Funded by the Asian Development Bank, 2001.

“Bosnian Children’s Art Exhibit for Local Western Pennsylvania Schools” Grable Foundation, 1999.

“Participatory Planning for the Renewal of Teacher Education in Bosnia & Herzegovina” Open Society/Soros Foundation, 1997.

“Participatory Planning for Renewal of Teacher Education in Bosnia & Herzegovina.” World Bank, 1996.

“Teacher Development Through Active Learning in Bosnia & Herzegovina”. UNICEF, 1996.

"Instructional Supervision As School Reform: Accommodation and Resistance in the Labor Process of Teachers and Supervisors." Co-director with Mark Ginsburg. Buhl Foundation Grant 1989/90.

"School Reform in the U.S. and the Effects on the Professional Lives of Teachers: An Australian/American Critique" funded by Deakin University, Victoria, Australia and the University of Pittsburgh, 1988.

"An Interpretive Analysis of the Madeline Hunter/Clinical Supervision Movement in Pennsylvania." School of Education Faculty Research Grant, 1987.

"A Study of Paradigm Shift in Educational Research." University of Pittsburgh Research Grant, 1982.

"Clinical Supervision and Objectivity: A Study of Supervisors' Use of Stable Data." (known as "The Mousetrap Study"). School of Education Research Grant, 1979.

**CONFERENCE PRESENTATIONS:**

“Being Politically Savvy and Diligent in the Throws of the Educational Lemming Effect.” Invited presentation for the Council of Professors of Instructional Supervision (COPIS) annual meeting, Georgia State University, Atlanta, GA. October 17-19, 2014.

“Where Goes Supervision as a Field of Study? A COPIS Generation Speaks:” Presentation at the Council of Professors of Instructional Supervision annual meeting, Georgia State University, Atlanta GA. October 17-19, 2014.

**CONFERENCE PRESENTATIONS (cont’d)**

“The Authority to Imagine: The Struggle toward Representation in Dissertation Writing.” Paper presentation at the American Educational Research Association Annual Meeting, San Francisco, April 7-11, 2006.

“Am I a Mentor or a Supervisor?” Egyptian Conference on Mentoring and Collaboration, San Francisco, April 1-11, 2006

Creating Space for Mentoring in the Egyptian Educational System.” Faculty of Education Reform Conference, Aswan, Egypt, March 5-7, 2006.

“The Invitational and Contractual Nature of Curriculum: Pedagogical Tropes as Curriculum Artifacts for Radical Transition.” Paper presentation at the Curriculum and Pedagogy Conference, Oxford, OH, October 5-8, 2005.

“Rhetorical Implications of Imposing a *Spectacle-Surveillance* Paradigm on Knowledge in the Public Interest :Views of *‘It's Research-Based’* in Practitioner Narratives” (co-authored with J.Goodman). Paper presentation at the Council of Professors of Instructional Supervision, Athens, GA. October 28-30, 2005.

“Are Democratic Classroom Principles Possible in the Academy? Studying a Pedagogical Crisis.” With A. Minnici, D. Hill, Eric Asongwed. American. Paper presentation at the American Educational Research Association Annual Meeting, Montreal, CA. April 11-15

“What Do We Mean by Discursive Curriculum and Why Is It So Hard for Faculty and Students to Enact?” American Association for the Advancement of Curriculum Studies Annual Conference. Montreal, CA. April 8-11.

“On the Use of “Pedagogical Tropes” for Curriculum Enactment: An Interactive Symposium.” Journal of Curriculum Theorizing Conference, Bergamo Conference Center, Dayton, OH. Miami University, Oxford, OH. October 22-24, 2004.

“’It’s Research-Based:’ A Truth Claim or a Rhetorical Device for Influencing Teachers’ Practice?” with J. Goodman. Paper presentation at the Curriculum and Pedagogy Conference, October 27-30, 2004

“The Authority to Imagine: The Struggle toward Method in Dissertation Writing.” Symposium

M. Llewellyn, P. McMahon & M. Piantanida. American Association for the Advancement of Curriculum Studies Annual Conference. San Diego, CA. April 12-15, 2005.

“Pedagogical Tropes as Curriculum Making.” Symposium presentation at the American Association for the Advancement of Curriculum Studies, San Diego, CA. April 12-15, 2004

**CONFERENCE PRESENTATIONS (cont’d)**

**“’**It’s Research-based:’ A Research Claim or a Rhetorical Device for Controlling Teacher’s Practice?” Paper presentation at the American Educational Research Association Annual Meeting, San Diego, CA. April, 15-19, 2004.

**"**The Creative Dissertation: Ontology or Oxymoron?" Symposium presented at the American Educational Research Association Annual Meeting, New Orleans, April 1-5, 2002.

"A Study Group on Study Groups." Panel discussion at the Conference on Study Groups, School Performance Network of Western PA, October 11, 2001.

"The Qualitative Dissertation in Education." Invited presentation at the Center for Interpretive Inquiry, Duquesne University, September 13, 2001.

# “New Issues in Instructional Supervision.” Paper presented at the American Educational Research Association Annual Meeting, Seattle, April 10-14, 2001

“Whose Minding the Gallery? Issues in Arts-Based Educational Research.” Think Piece for Town Meeting, American Educational Research Association Annual Meeting, Seattle, April 10-14, 2001.(with M. Piantanida & P. McMahon.)

“Studying One’s Practice through Qualitative Dissertation Research: Solipsism or Scholarship?”

(Symposium papers with Dissertation Study Group). American Educational Research Association Annual Meeting. Seattle, April 10-14, 2001

**“**Clinical Supervision: What Do We Know and Where Do We Go From Here?” Invited address at the American Educational Research Association Annual Meeting, Montreal, April 19-22, 1999.

“Shaping a Qualitative Dissertation in Education: Deliberations for Faculty Advisors and Students.” (With M. Piantanida). Workshop presentation at the American Educational Research Association Annual Meeting, San Diego, April 13-17, 1998. and Montreal, April 19-22, 1999.

“Educating Teachers in Bosnia & Herzegovina” Paper presentation (with S. Koziol) at the International Conference on the University in the Twenty-First Century: Challenges and Perspectives, University of Lodz, Poland. November 14-17, 1997.

“The Crisis of Legitimacy in Instructional Supervision.” Paper presentation (with P. Holland) Council of Professors of Instructional Supervision Conference, Pittsburgh, PA, October 31-November 2, 1997.

“Disturbing Our Universe: The Dissertation as Personal Narrative” (with K.Ceroni, P. McMahon, M. B. Spore, M. Piantanida). American Educational Research Association Annual Meeting, New York, April 8-12, 1996.

**CONFERENCE PRESENTATIONS (cont’d)**

"Shaping the Qualitative Dissertation: Menacing Traps for the Novice Researcher." (with M. Piantanida). American Educational Research Association Annual Meeting. San Francisco, April 18-22, 1995.

"The Learning Portfolio in Professions Education: Initiating the Process in Two Professional Schools." (with M. Piantanida) University of Pittsburgh Teaching Excellence Conference, *What Works In University Teaching*. March 31, 1995.

“Qualitative Inquiry: Meaning and Menace for Educational Researchers” (Invited Keynote Address). International Conference on Qualitative Research, Flinders University, Adelaide, South Australia, August 5, 1994.

"Portfolio Assessment: Promising Practice or Yet Another Fad?" The University of Pittsburgh's Principal's Academy. February 22, 1995.

"Beyond the Reflective Practitioner and Toward Discursive Practice." American Educational Research Association Annual Meeting, New Orleans, LA, April 4-8, 1994.

"Teacher Directed Evaluation of Teaching: An Interpretive Perspective." Invited presentation. American Educational Research Association Annual Meeting, Atlanta, GA, April 12-16, 1993.

"Is It Time to Bury Clinical Supervision?" Response paper. American Educational Research Association Annual Meeting, San Francisco, CA, April 20-24, 1992.

"The Portfolio Movement: Promises and Pitfalls," with H. Hazi. Association for Supervision and Curriculum Development, San Francisco, CA, March 16-19, 1991.

"The Portfolio: An Educative Process." Bergamo Curriculum Conference, Dayton, OH, October 16-19, 1991.

"Beyond the `Yes But' in Supervision: A Modernist and Postmodernist Conversation." (Co-authored with P. Holland). Council of Professors of Instructional Supervision, Fall Meeting, Houston, TX, November 8-10, 1991.

"Macdonald and the Mythopoetic" (with P. Holland.) Bergamo Curriculum Conference, Dayton, OH, October 17, 1989.

"The Closed and Open Contract: Two Irreconcilable Structures in Curriculum," World Council of Curriculum and Instruction Triennial Conference, Noordwijkerhout, The Netherlands, August 5-13, 1989.

**CONFERENCE PRESENTATIONS (cont’d)**

"Instructional Leadership and Teacher Empowerment as Conflicting Concepts for Supervisory Practice: Two Case Studies." American Educational Research Association (AERA) Annual Meeting, New Orleans, April 5-9, 1988.

"School Reform and The Madeline Hunter/Clinical Supervision Movement in Pennsylvania." Council of Professors of Instructional Supervision National Meeting, Philadelphia, November 6-8, 1987.

"The Teacher's Sacred Space." *Journal of Curriculum Theorizing*, Bergamo Conference, Dayton, Ohio, October 28-November 1, 1987.

"An Interpretive Analysis of the Madeline Hunter/Clinical Supervision Movement in Pennsylvania." American Educational Research Association Annual Meeting, Washington, DC, April 20, 1987.

"The Creative Dissertation: Oxymoron or Ontology?" *Journal of Curriculum Theorizing* Bergamo Conference (with doctoral graduates), Dayton, OH, October 22-26, 1986.

“Is There Life After Madeline Hunter? or Paddelin' Madeline Home." *Journal of Curriculum Theorizing* Bergamo Conference, Dayton, OH, October 22-26, 1987.

"From Technique to Practice in Supervision." American Educational Research Association Annual Meeting, San Francisco, April 15-19, 1986.

"Peer Clinical Supervision Fits Philosophically." American Educational Research Association Annual Meeting, San Francisco, April 15-19, 1986.

"The Conceptual Dissertation: Practitioners as Inquirers." Eleventh Annual Council of Graduate Students Colloquium, University of Pittsburgh, May 16, 1986.

"Conflicting Conceptions of Clinical Supervision." Pennsylvania Association of Elementary School Principals Conference, (invited presentation), Pittsburgh, October 9-11, 1986.

"Needed Research in Supervision" (Invited panelist), American Educational Research Association Annual Meeting, Chicago, March, 1985.

"Conceptual Research in Supervision: Commentaries and Queries." (Invitational with doctoral advisees.) American Educational Research Association Annual Meeting, Chicago, 1985.

"Conflicting Conceptions of Clinical Supervision and the Enhancement of Professional Growth

and Renewal: Point/ Counterpoint." (Invitational) Madeline Hunter, Noreen Garman and Carl

Glickman. Association for Supervision and Curriculum Development Annual Conference, Chicago, 1985.

**CONFERENCE PRESENTATIONS (cont’d)**

"Ritual and Myth in Supervision." Association of Teacher Educators Annual Conference, Las Vegas, February, 1985.

"Reflection in Action: The Heart of Clinical Supervision." American Educational Research Association Annual Meeting, New Orleans, April, 1984.

"Clinical Supervision: Quackery or Remedy for Professional Development." Association for Supervision and Curriculum Development Conference, New York, March, 1984.

"Stable Data and Clinical Supervision: Research on Supervisors Observational Judgment." Association of Teacher Educators Annual Conference, New Orleans, January, 1984.

"A Study of Educational Myth and Clinical Supervisory Practice." American Educational Research Association Annual Meeting, Montreal, April, 1983.

"A Study of the Supervisor's Use of Stable Data." Deakin University, Geelong, Victoria Australia, September, 1983.

"Toward a Theory of Homing: Implications for Curriculum." Journal of Curriculum Theorizing Conference, Dayton, October, 1983.

"Practitioners as Researchers" (with doctoral student graduates). Northeastern Educational Research Association, Ellenville, NY, October, 1983.

"The Mousetrap Study. A Three Paradigm Research Effort on Clinical Supervision." American Educational Research Association Annual Meeting, New York, March 1982.

"The Classroom is the Real World and Vice Versa: Toward a Theory of Andragogy." Journal of Curriculum Theorizing Conference, Airlie, VA, October, 1982.

"A Study of Paradigm Shift in Educational Research: Implications for Qualitative Research in Practice." Presented to the Midwest Regional Conference on Qualitative Research in Education. Kent State University, October 17, 1981.

"Curriculum Theorizing: The Method, The Metaphor and the Act." Conference on Curriculum Theorizing (co-author with Nelson Haggerson), Airlie, VA, October 1, 1981.

“Clinical Supervision and Objectivity: A Grounded Theory Inquiry." Second Annual Invitational Conference of the Council of Professors of Instructional Supervision, University of GA, Athens, GA, December 6, 1979.

"Modes of Learning: Implications for Instructional Planning." Allegheny General Hospital, Pittsburgh, PA, November 18, 1980.

"Clinical Supervision: A Promising Practice for Improving University Teaching." Fifth International Conference on Improving University Teaching, London, England, July 4, 1979.

"Clinical Supervision in Special Education." (Invitational), Twentieth Annual Convention, Pennsylvania Federation Council for Exceptional Children, Pittsburgh, PA, October 25, 1979.

"Legal Constraints are Determining the Emerging Practice of the Supervisor in Pennsylvania." (Invitational). Pennsylvania Association of Supervision and Curriculum Development, Harrisburg, PA, November 18, 1980.

"The Team Sabbatical: An Extraordinary Field Based Experience." Invited workshop presentation to Tri-State Area School Study Council (Public School Administrators in Ohio, Pennsylvania, and West Virginia) January, 1979.

**PROFESSIONAL SERVICE**

Curriculum work with MS & Med in High Performance Learning Program. Carlow University. 2013 to present.

Co-teach Street Law in Pitt Law School 2008/09

Curriculum work with Andy Warhol Museum 2007-09

Co-Chair: School Council, 2004/6

Editorial Board Member: *Teaching Education*

Consulting Editor: *Journal of Curriculum and Supervision*.

Co-Director: Social and Comparative Analysis Program. (1995-97).

Chair: School of Education Promotion and Tenure Committee: 1993.

President, Council of Professors of Instructional Supervision: 1988/89.

Co-chair of the SIG/ Instructional Supervision of the American Educational Research Association 1988 Program.

Member, Governor's National Panel on Instructional Supervision, 1986.

Editor:*The Researcher*: Journal of the Northeastern Educational Research Association, 1982.

Co-editor: *The NERA Researcher Newsletter*, 1982, 1983, 1984.

Chairperson: American Educational Research Association SIG/ Instructional Supervision,) 1981-1984.

**Active Member of:**

The American Educational Research Association (AERA).

International Association for the Advancement of Curriculum Studies

American Association for the Advancement of Curriculum Studies

Professors of Curriculum.

Society for the Study of Curriculum History

The Council of Professors of Instructional Supervision (COPIS).

John Dewey Society

**EDUCATION**

Ph.D.: University of Pittsburgh, 1971

Major: Curriculum and Supervision

M.A. Equiv.: University of Pittsburgh, 1976

Major: American Literature

B.A. : Baldwin Wallace College, Berea, Ohio, 1959

Major: English

Areas of Concentration in Graduate Study: Clinical Supervision; Curriculum Theory and Practice: Teacher Education; University Teaching; Teaching Composition; American Literature and Language.

**SUMMARY OF EMPLOYMENT**

1996 Professor, Administrative and Policy Studies

to Coordinator, Social and Comparative Analysis in Education

present: Program (SCAE)

.

* 1. Professor and Co-director, Institute for International Studies in

Education (IISE)

1990 Professor

1978 - 1989 Associate Professor, University of Pittsburgh School of Education

1971 - 1978 Assistant Professor, University of Pittsburgh, Education Graduate Faculty

1968 - 1972 Lecturer in English, University of Pittsburgh

1962 - 1963 English Master Teacher, Bethel Park High School, Bethel Park, PA

1959 - 1962 English Teacher, Cleveland Public Schools

**SUMMARY OF PAST PROFESSIONAL ACTIVITIES**

Director/Principal Investigator, Educational Renewal Projects, Bosnia& Herzegovina, 1994-1998

President, COPIS (Council of Professors of Instructional Supervision) 1989.

Educational consultant to several school districts and the Allegheny Intermediate Unit in the Tri-State area for supervision and curriculum development.

Chairperson, Faculty Council of the School of Education, 1979.

.Member, National Consortium for Appropriate Representation of Handicapped Persons in Educational Material, 1977-1980.

Papers presented each year at national conferences from 1971 to present. Organizations include ATE (Association of Teacher Educators); CEC (Council for Exceptional Children); ASCD (Association for Supervision and Curriculum Development); and AERA (American Educational Research Association); COPIS (Council of Professors of Instructional Supervision).

Workshop in Qualitative Dissertation Research, Supervision, and Curriculum Development each year, 1971 to present.

Co-director of the Co-operative Masters Program in Curriculum and Supervision (1974-1976) - (an external degree program with site emphasis.)

Instructional Coordinator of Interns, Master Teachers and Supervisors, University of Pittsburgh-Bethel Park MAT Program, 1970-1973.

**See;** [**www.docs-r-us.com**](http://www.docs-r-us.com) **for description of 30 years of dissertation study group activity and collaborative publications.**