

Athens, Ohio.

1996 - 1999 **Instructor**, Department of Teacher Education, College of Education
Ohio University, Athens, Ohio.

Professional Development

1996 - 1999 **Consultant**, Kennedy Museum at Ohio University, Athens, Ohio.

1993 - 1996 **Museum of Fine Arts Program Liaison**, Buckingham Browne &
Nichols School, Cambridge, MA.

1992 - 1995 **Coordinator of Teacher Resources**, Museum of Fine Arts, Boston.

School Administration and Teaching

2001 - **Head of School**, Williamsburg Montessori School, Williamsburg, VA.

1992 - 1994 **English Teacher**, Buckingham Browne & Nichols School,
Cambridge, MA.

1991 - 1992 **Director of Studies**, Bernard Zell Anshe Emet Day School, Chicago, IL.

1989 **Co-director of Summer Institute**, Bernard Zell Anshe Emet Day School,
Chicago IL.

1988 - 1990 **Humanities Teacher**, Bernard Zell Anshe Emet Day School, Chicago, IL.

PUBLICATIONS

Books

Cossentino, Jacqueline (2004). *Talking about a Revolution: The Languages of Educational Reform*. Albany: State University of New York Press.

Cossentino, Jacqueline (in preparation). *Inside Montessori: Unexpected Lessons for Educational Reform*.

Refereed Articles

Cossentino, Jacqueline (forthcoming, 2005). "Ritualizing Expertise: A Non-Montessorian View of the Montessori Method." *American Journal of Education*.

Cossentino, Jacqueline (2004). Leading in Community: The Importance of Honoring the Former Head. *Montessori Life*, 16(2)

Cossentino, Jacqueline (2004). "Becoming a Coach: Reform, Identity and the Pedagogy of Negation." *Teachers and Teaching: Theory and Practice* 10(5), 463-488.

Cossentino, Jacqueline (2003). "Pedagogy of Love: Ritual as Window into Montessori Practice." *Montessori Life*, 15(4), 38-43.

Cossentino, Jacqueline (2003). "Curriculum under Construction: Confronting the Challenge of Engagement in an era of Reform." *Journal of Curriculum Studies*, 35(3), 281-302.

Cossentino, Jacqueline (2002). "Importing Artistry: Further Lessons from the Design Studio." *Reflective Practice*, 3(1), 39-52.

Cossentino, Jacqueline & David Williamson Shaffer (1999). "The Math Studio: Harnessing the Power of the Arts to Teach Across Disciplines" *Journal of Aesthetic Education*, 33(2), 99-109.

Cossentino, Jacqueline (under review). "Big Work: Goodness, Vocation, and Engagement in the Montessori Method." *Curriculum Inquiry*.

Cossentino, Jacqueline & Jennifer Whitcomb (in preparation). "Culture, Coherence, & Craft-Oriented Teacher Education: The Case of Montessori Teacher Training."

Cossentino, Jacqueline & Shannon Bramblett (in preparation). "Symbolic Action and the Practice of Teaching: Closer Looks at Cultural Activity."

Invited Articles and Book Chapters

Cossentino, Jacqueline (forthcoming, 2005). "Leadership as a Master Class: Joining Role and Task in the Practice of Educational Administration." In W. Hoy & C. Miskel (Eds.) *Theory and Research in Educational Administration*, 4. Greenwich, CT: Information Age Publishing.

Cossentino, Jacqueline (2001). "Who's the Boss: Ritual and Irony in the Principal's Office," *EDPL Dialogue* (Fall), p.5.

Cossentino, Jackie and Margaret Burchenal, (1995). "Partnerships in Reform," *School Arts*. (May/June) p. 22.

Monographs

Cossentino, Jacqueline. (1998). *Looking, Thinking, and Learning: A Teacher's Guide to Learning in Museums*. Athens, Ohio: Kennedy Museum of Art.

Cossentino, Jackie, Kevin Aspinwall, Jill Aspinwall (1995). *Looking and Learning Together*. Westbridge: Hamilton Communications (video).

Cossentino, Jackie (1995). *Making the Most of the Museum*. Boston: Museum of Fine Arts.

PRESENTATIONS

Refereed Papers

"Americanizing Montessori: Historical Perspectives on the Montessori Method in the United States" (with Keith Whitescarver). History of Education Society, Kansas City, November, 2004.

"Culture, Coherence, and Craft: Lessons from Montessori Teacher Education" (with Jennifer Whitcomb), American Montessori Society, Boston, April, 2004.

"Development as Work: Vocation and Engagement in the Montessori Method." Symposium entitled "Watching our Language: Peering at Reform, Teaching, and Learning" (with Helen Featherstone, Dirck Roosevelt, Eleanor Duckworth). Jean Piaget Society, Chicago, June, 2003.

"Culture, Coherence, and Craft-Oriented Teacher Education: The Case of Montessori Teacher Training," (with Jennifer Whitcomb). American Educational Research Association, April, Chicago, 2003.

"Making Sense of Collaboration as a Reform Idea: The Case of CPED." (with Shannon Bramblett and Maggie Grove). American Educational Research Association, Chicago, April, 2003.

"Implementing Systems of Accountability to Ensure That No Child is Left Behind: Questions Raised by the Maryland Experience in Standard's Based Educational Reform" (panel with Shannon Bramblett, Daria Buese, Letitia Williams, Meredith I. Honig, Hanne Mawhinney, Bud Rorison). UCEA Annual Meeting, October, 2002.

"Ritualizing Reform: How Teachers Transform Policy into Practice," American Educational Research Association, Seattle, April, 2001.

"Expertise: Changing Skills for Effective Instruction: Can we Afford not to Know?" (panel with Philbert Aaron, Shannon Bramblett, Carolyn Gough), American Association for Teaching and Curriculum, Alexandria, Virginia, October, 2000.

"Constructing Curricular Change," American Educational Research Association, New Orleans, April, 2000.

"Teacher-as-Theorist: The Practice of Exhibition and the Languages of Educational Reform," American Educational Research Association, Montreal, April, 1999.

"The Math Studio: Harnessing the Power of the Arts to Teach Across Disciplines" (with David Williamson Shaffer), American Educational Research Association, Chicago, March, 1997.

"Learning to Think Through Learning to See: Portraits of Understanding in (and out of) the Art Museum," American Educational Research Association, New York, April, 1996.

"Close Encounters of the Interdisciplinary Kind: A Revised View of the Arts and Disciplinary Understanding," (with David Williamson Shaffer and Dennie Palmer Wolf) Harvard Graduate School of Education Student Research Conference, Cambridge, March, 1996.

Invited Papers/Addresses

"Cultural Perspectives on Teacher Quality," Keynote Address for Virginia Association of Federal Educational Program Administrators (October, 2004).

"Quality, Coherence, and the Practice of Teaching: Reframing Teacher Quality," *What's "High Quality" about High Quality Teaching? Interdisciplinary Perspectives on a National Debate*. Center of Education Policy and Leadership, University of Maryland, College Park (September, 2004).

"Famous Fractures and Slippery Schisms: Politics in the Montessori World," (with Barbara Beatty). American Montessori Society, Boston (April, 2004).

"Culture, Coherence, and Craft: Results from the Study of Montessori Teacher Training, Center for Montessori Teacher Education, New York (July, 2003).

"Why You Should Care: The Importance of Early Childhood Education in Healthy Communities," Kiwanis Club, Williamsburg (January, 2003).

Teaching for Understanding: Historical and Cultural Perspectives," College of William & Mary Symposium on Technology, Learning, and Curriculum (November, 2002).

"Ritualizing Expertise: A Non-Montessorian view of the Montessori Method," Williamsburg Montessori School Professional Day (May, 2001).

"The Pedagogy of Negation: Constructing a Language of Coaching," American Educational Research Association, Seattle (April, 2001).

"Understanding in the Museum" (with Tina Blythe), Museum Educators Roundtable, Cambridge (May, 1994).

"Understanding in the Museum," Association of Independent Schools of New England, Worcester (April, 1994).

PROFESSIONAL PUBLIC SERVICE

Consultancies

Virginia Department of Education, *Consultant* on Comprehensive Needs Assessment for Migrant Education, 2004.

Prince George's County Public Schools/University of Maryland, *The Bladensburg Project*, Professional Development Consultant, 2003 - 2004.

Maryland State Department of Education, Program Evaluator for Professional Development School Project: *Preparing Instructional Partners*, 2001 - 2002.

City on a Hill Charter School, Boston, Massachusetts, Arts Advisor, 1995 - 1996.

Organization Memberships and Offices

American Educational Research Association, 1997 - .
Co-chair, Division K, Section, 4b, 2001- 2002.
Member (reviewer), Task Force on Developing Research on Educational Leadership, Division A, 2003.

International Study Association on Teachers and Teaching, since 2001.

North American Montessori Teachers Association, since 2001.

American Montessori Society, since 1999.

Scholarly Activity

Discussant, "Thinking about Teacher Thinking," Panel for American Educational Research Association Annual Meeting, New Orleans, April 2002.

Associate, Research Interest Group on Structure and Agency, University of Maryland, College Park, 2001 - 2003.

Research Assistant, Harvard PACE, Cambridge, MA, 1996 - 1997.

Teacher Researcher, "Teaching for Understanding Project", Harvard Project Zero, 1993-1995.

Editorial Boards

Journal of Teacher Education, 2005 -

Reviewer:

American Educational Research Association.

Divisions A, K & L conference proposals, 2001 - 2005.

University Council of Educational Administration conference proposals, 2003.

Journal of Curriculum Studies, 2004

Educational Evaluation and Policy Analysis, 2003.

Aspen Publishers, 2000.

UNIVERSITY SERVICE

University

Dean's Task Force on Redesign of Teacher Education, 2000 - 2001.

Departmental

Task Force on Redesign of Ed.D. In Educational Leadership, 2002 - 2003.

Committee on Qualitative Research Training, 2000 - 2001.

Search Committee for Professor of Practice, 2000 - 2001

Outstanding Dissertation Committee, 2000 - 2001, 2002 - 2003.

Admissions Committee, 1999 - 2002.

INSTRUCTION AND ADVISING

Courses Developed and Taught

EDPL 645	Managing Instructional Improvement
EDPL 646	Leading Excellent Instruction
EDLP 749	Advanced Seminar on Instructional Improvement
EDPL 700	Introduction to Qualitative Research Methods
EDPL 635	Curriculum: From Practice to Theory and Back (on-line)
EDPL 670	Schools and Districts as Learning Communities
EDPL 788	Teacher Leadership: Perspectives on School Culture,

Organization and Practice.

Graduate Advising

Completed Masters Theses/Seminar Papers

Chair:

Linda Campbell, August, 2003.

Lisa Noble, December, 2002.

Michelle Alfaro, December 2001

Konyka Dunson, June 2001

Carolyn Gough, June 2001.

Committee

Kara Myers, June 2001

Doctoral Dissertations:

Chair:

Shannon Bramblett, May, 2004.

Ben Cohen (co-chair with Robert C. Croninger)

Michelle McConnell Schmidt

Frances Beard

Committee:

Peter Rennert-Ariev, June, 2002

Cathy Castellan

Donna Redmond Jones, June, 2004

Marcia Leonard

Gregory Miller

Caroline Eick

Davina Pruitt-Mentle

Daria Buese

Philbert Aaron

Richard Nyankori