

**REBECCA A. GOLDSTEIN, Ph.D.**  
Associate Professor  
Montclair State University  
College of Education and Human Services  
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## EDUCATION

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Ph.D.	<i>University of Rochester</i> Margaret Warner Graduate School of Education and Human Development	2001	Education and Human Development, Program in Teaching, Curriculum, and Change
Ms.Ed.	<i>University of Rochester</i> Margaret Warner Graduate School of Education and Human Development	1998	Curriculum and Teaching
B.A.	<i>Bucknell University</i>	1993	Psychology, Spanish and minor in Education

Dissertation: *Intersections and cross-purposes: Contradictory discourses, power and identity construction at Urban High*, examining discourse production, identities, and difference in urban classrooms. David Hursh, Chair.

## PROFESSIONAL EXPERIENCE

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### Montclair State University

**September 2001-Present**

College of Education and Human Services

Department of Secondary and Special Education

Position: Associate Professor reappointed with tenure (effective 9/2007) and Doctoral Faculty member (2004-2012), On Special Assignment to the Graduate School (6 TCH, 2010-2011), Sabbatical awarded for 2014-2015 academic year

### Hunter College/City University of New York

**September 1999-July 2001**

School of Education

The Dean's Office

New York, NY

Position: Assistant Director of Clinical Experiences and Adjunct Instructor

- Develop and maintain relationships with New York City public schools
- Place and monitor students in field and student teaching placements in the Undergraduate and Graduate Secondary Education Programs
- Supervise, observe, evaluate, and provide feedback to social studies student teachers
- Develop handbooks for students, supervisors, cooperating teachers, and college faculty for field-related coursework
- Develop and implement workshops for pre-service teacher professional development
- Reviewed and developed new secondary education programs to meet NCATE standards and changing New York State standards for teacher education

**The Newark Education Partnership****September 1998-June 1999**

Project Graduation  
Malcolm X. Shabazz High School  
Newark, NJ

Position: Research Associate

- Recruit members of the Ninth Grade into program
- Work with Project GRAD counselors on program development
- Develop database to record student information and track student progress
- Document program for evaluation purposes

**Classroom, Inc.****December 1998-May 1999**

New York, NY

Position: Research Consultant

- Conduct literature review on relationship between technology and student performance
- Develop assessment report on teacher beliefs about student performance, school-to-work

**Rochester Educational Access Collaborative****June 1997-October 1998**

Margaret Warner Graduate School of Education and Human Development  
University of Rochester  
Rochester, NY

Position: Curriculum Writer

- Develop curriculum in “work-based curriculum” and “school to work” for pre-service teachers and high school students that critically examines the roles of teachers as workers

**The Teaching and Learning Institute****July 1995-August 1997**

East High School  
Rochester, NY

Position: Lead Instructor (April 1997-June 1997):

- Lead instructor for ninth grade seminar
- Develop and implement curriculum for Ford Foundation funded program
- Maintain communication between students, teachers, and parents concerning student issues.
- Organize and administer off-campus activities

Position: Doctoral Assistant (July 1995- August 1997)

- Develop and implement curriculum on issues in teaching and learning for Ford Foundation funded program
- Maintain communication between students, teachers, and parents concerning student issues.
- Collaborate with lead teacher to organize and administer off-campus activities

**Rochester City School District****September 1994-June 1998**

Rochester, NY

Position: Substitute Teacher (September 2004-June 2008)

- Develop and implement curriculum on a substitute basis for students in grades K-12

Position: Intern level Spanish Teacher, East High School (September 1996-June 1997)

- Develop and implement curriculum for Spanish IR, Spanish IL, Spanish IIL
- Maintain regular contact with parents/guardians of students, guidance counselors, and building administrators

Position: Instructor, School Without Wall (November 1995-May 1996)

- Entry Level Seminar. Develop, implement, and assess curriculum focusing on research and study skills for ninth grade students

Position: Student Teacher, School Without Walls (October 1994-July 1995)

- Develop and implement curriculum for a 10-week long class on the Bill of Rights
- Work with cooperating teaching in seminar entitled, "Reality 101," a course designed to engage students in exploring life after high school
- Collaborate with cooperating teacher to develop, implement, and assess curriculum on United States History for grades 9-12
- Maintain communication between students, teachers, and parents concerning student issues

Position: Teaching Intern, Monroe Middle School (October 1994-May 1995)

- Develop and implement curriculum as part of a 100 hour field internship
- Observe social studies teachers in grades 6-8
- Tutor students in social studies, grades 6-8.

## **Monroe BOCES**

**May 1996-July 1996**

Rochester, NY

Position: Curriculum Reviewer

- Review and assess New York State Social Studies curriculum for grades K-8
- Maintain regular contact with parents/guardians of students, guidance counselors, and building administrators

## **University of Rochester**

**January 1993-May 1998**

Margaret Warner Graduate School of Education and Human Development

Rochester, NY

Position: Adjunct Instructor; lecturer (1996-1998)

Position: Lecturer (September 1997-December 1997)

- Implement and assess curriculum on teacher work in a course on teaching in urban schools

Position: Student Teacher Supervisor, January 1996-May 1996

- Mentor student teachers in the Social Studies
- Supervise and assess student teachers in the social studies

Position: Research Assistant, The CHANGE Project (January 1994-May 1994)

- Collect and analyze data for a qualitative study examining the change process in a local middle school

Position: Research Assistant, Parent Research Project (September 1993-December 1993)

- Conduct Literature on parenting styles for research project conducted by university faculty.

## **UNIVERSITY TEACHING**

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### **Montclair State University**

- CURR 210: Public Purposes of Education in a Democracy
- EDFD 221: Historical Foundations of Education
- CURR 314: Assessment of Learning
- CURR 400: Teacher, School, and Society
- CURR 402: Seminar in Professional Education
- CURR 409: Teaching for Critical Thinking
- CURR 423: Teaching in Urban Schools
- CURR 435: Effective Teaching/Productive Learning
- CURR 450: Fieldwork
- CURR 451: Teaching for Learning I
- CURR 502: Graduate Seminar in Professional Education
- CURR 505: Teaching, Democracy, and Schooling
- CURR 509: Sociocultural Perspectives on Teaching and Learning

- CURR 518: Technology Integration in the Schools
- CURR 519: Assessment for Authentic Learning
- CURR 523: Education in the Inner City
- CURR 526: Teaching for Learning I
- CURR 527: Fieldwork in Education
- CURR 530: Principles of Curriculum Development
- CURR 534: Strategies for Curriculum Change
- CURR 543: Teaching for Learning II
- CURR 599: Curricular and Social Dynamics of Schooling
- CURR 610: Independent Study in Education
- CURR 670: Culminating Activity
- CURR 682: Leadership in Curriculum
- EDCO 801: Democracy and Education
- EDCO 802: Access to Knowledge
- EDCO 803: Pedagogy: The Art and Science of Teaching and Learning
- EDCO 830: Dissertation Proposal Seminar
- EDCO 900: Dissertation Advisement
- EDCO 901: Dissertation Extension

### **Dissertations:**

Berkowitz, D. How education journals frame fan fiction: An analysis. Chair, Defense TBD.

Chesky, N. STEM(ming) From Where? A Philosophical Analysis of U.S. Mathematics Education Policies, R. Goldstein, Committee Member, January, 2013

Lin, C. Centering English Language Learners in the Praxis of Dialogic Pedagogy. R. Goldstein, Chair, Defense March, 2011.

Pacillo, M. Community of Inquiry and the Intersection of Epistemology and Pedagogy: A Grounded Theory Analysis. R. Goldstein, Chair, Defense August 2010.

### **Doctoral Portfolios**

Berkowitz, D. (R. Goldstein, Chair)

Chesky, N.

Cleary, J.

Lajinian, A.

Lin, C. (R. Goldstein, Chair)

Miller, B.K.

Oyler, J. (R. Goldstein, Chair)

Yorshansky, M.

### **Hunter College/CUNY**

- EDFS 715: Diversity in American Education
- EDFS 701: Advanced Study of Social Issues for Teachers in Secondary Schools

### **University of Rochester**

- ED 204/404, Teaching, Curriculum, and Change

## PUBLICATIONS

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### Refereed Journal Articles

Ford, D., Porfilio, B., & Goldstein, R. (to be published 2015). The Media and the neoliberal privatization of education: An introductory essay. *Critical Education*.

Goldstein, R. A. & Chesky, N.Z. (2011). Educating Citizens for the Twenty-first Century: The Marketization and Mediatization of School Reform Discourses. *Educational Change: The Journal of the The New York State Foundations of Education Association*. 1(1). Available: <https://ojs.geneseo.edu/index.php/educationalchange/article/view/18>

Goldstein, R. A., Macrine, S.L., and Chesky, N.Z. (2011) (editor-solicited). Welcome to the new normal: The news media and neoliberalism reforming education. *The Journal of Inquiry and Action in Education*. 4(1), 6. Available: <http://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1036&context=jiae>

Goldstein, R. A. (2010) (Peer Reviewed). Imaging the frame: Media representations of teachers, their unions, NCLB, and education reform. *Educational Policy*, 25(4), 543-576. doi:10.1177/0895904810361720

Goldstein, R.A. & Beutel, A. (2009) (Peer Reviewed). "Soldier of "democracy" or "enemy of the state"? The rhetorical construction of teacher through *No Child Left Behind*. *Journal of Critical Education Policy Studies*, 7(1). [Available: <http://www.jceps.com/index.php?pageID=article&articleID=152>].

Goldstein, R. A. & Beutel, A. (2008) (Peer Reviewed). The Best Democracy Money Can Buy: NCLB in Bush's Neo-liberal Marketplace (a.k.a., Revisioning History: The Discourses of Equality, Justice and Democracy Surrounding NCLB). *Journal of Education Controversy*, 3(1). [Available: <http://www.wce.wvu.edu/Resources/CEP/ejournal/v003n001/a015.shtml>].

Goldstein, R. (2005) (Peer Reviewed). Symbolic and institutional violence and student identity construction: In the name of education. *Journal of Peace Education*, 2(1), 33-52.

Goldstein, R (2004) (Peer Reviewed). Who needs the government to police us when we can do it ourselves? The new Panopticon in teaching. *Cultural Studies <> Critical Methodologies*. 4(3), 320-328.

Goldstein, R. (Spring, 2003) (Peer Reviewed). Discourse Production, Normativity, and Hegemony in an Urban History Classroom. *Taboo: The Journal of Culture and Education*, 7(1), 109-122.

### Books and Monographs

Goldstein, R. (Ed.). (2007). *Useful Theory: Making Critical Education Practical*. New York, NY: Peter Lang.

Goldstein, R., Griffith, D., Ramdin, K., and Noble, D. (coordinator). (1998). *Teacher's World of Work: A Pre-service Curriculum for Teacher Education Programs*. Rochester: The Rochester Labor Council.

Griffith, D., Goldstein, R., & Noble, D. (1998). *Teachers and Their Work: A High School Curriculum Exploring the World of Teacher Work*. Rochester, NY: The Rochester Labor Council.

## Book Chapters

Goldstein, R., Macrine, S., Chesky, N. Z. (2014). The Obama education marketplace and the media: Common sense school reform for crisis management. In P. Carr & B. Porfilio (Eds.). *The phenomenon of Obama and the agenda for education: Can hope (still) audaciously trump neoliberalism? Second Edition* (pp. 69-90). Charlotte, NC: Information Age Press.

Goldstein, R., Macrine, S., Chesky, N. Z., & Perry, A. (2011). Competing Definitions of Hope in Obama's Education Marketplace: Media Representations of School Reform, Equality, and Social Justice. In P. Carr & B. Porfilio (Eds.). *The phenomenon of Obama and the agenda for education: Can hope audaciously trump neoliberalism?* (pp. 73-93). Charlotte, NC: Information Age Press.

Goldstein, R. (2007). Who you think I am, is not who I am: The multiple positionalities of urban student identities. In J.L. Kincheloe & K. Hayes (Eds.), *City kids: Understanding them, appreciating them, and teaching them* (pp. 97-107). New York: Peter Lang.

Goldstein, R.A. and Beutel, A. (2007). Introduction: Why another book about theory? In R. Goldstein (Ed.) *Useful Theory: Making Critical Education Practical* (pp. 1-13). New York, NY: Peter Lang.

Goldstein, R.A. (2007). The Perilous Pitfalls of Praxis: Critical Pedagogy as a new 'Regime of Truth.' In R. Goldstein (Ed.) *Useful Theory: Making Critical Education Practical* (pp. 15-30). New York, NY: Peter Lang.

Goldstein, R.A. (2007). It's a conceptual thing: Learning to Live Critical Pedagogy. In R. Goldstein (Ed.) *Useful Theory: Making Critical Education Practical* (pp. 211-236). New York, NY: Peter Lang.

Goldstein, R. (2006). Oh Puhleeze! Learning youth culture. In S. Steinberg, P. Parmar, & P. Datchile (Eds.), *Youth Culture: An International Encyclopedia*. Greenwood Press.

Goldstein, R. (2004). Who are our urban students and what makes them so "different?" In S. Steinberg and J. Kincheloe (Eds.), *Nineteen Questions about Urban Education* (pp. 41-51). New York: Peter Lang.

Hursh, D., Goldstein, R., & Griffith, D. (2000) (Invited). Social Struggles: Schools and Universities Collaborating for Social Justice in Conservative Times. In D. Hursh & W. Ross (Eds.), *Democratic social education: Social studies for social change*. Hamden, CT: Garland.

## Book Reviews

Goldstein, R. (2004). [Review of the book, *Critical Social Issues in American Education: Democracy and Meaning in a Globalizing World*, 3<sup>rd</sup>. edition]. *Anthropology of Education Quarterly*. 36(4). (Invited).

Goldstein, R. (2004). [Review of the book, *Listening to Urban Kids: School reform and the teachers they want*]. *Educational Studies*. 35(1), 90-93. (Invited).

Goldstein, R. (2004). [Review of the book, *Contextual teaching and learning*]. *Teachers College Record*. 106(2), 397-400. (Invited).

## Reprints

Goldstein, R. A. (2010). 'Who you think I am is not necessarily who I am': The multiple positionalities of urban student identities. In J. L. DeVitis, J. L. & L. Irwin-DeVitas, L. (Eds.). *Adolescent education: A reader* (pp. 25-34). New York, NY: Peter Lang.

## REFEREED SCHOLARLY PRESENTATIONS

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Goldstein, R. (2014). Neoliberal visions of shared sacrifice: School reform discourses for and by elite media. Presented at the 2014 American Educational Studies Association annual meeting, Toronto, Ontario, Canada.

Goldstein, R. (2014). Exporting the Imaginary of Teachers: Media as public pedagogy and Curriculum. Presented at the 2014 American Educational Research Association meeting, Philadelphia, PA.

Goldstein, R. A. (2014). School Reform and Economic Crisis in Elite Media: For and by the Elite. Presented at the 2014 American Educational Research Association meeting, Philadelphia, PA.

Goldstein, R. A. & Shibli, S. (2013). Waiting for Superman in Economic Crisis: School Reform Discourses in News Reporting. Presented at the American Educational Studies Association, Baltimore, MD.

Goldstein, R.A., Macrine, S. L., & Shibli, S. (2012). Bad Teachers Waiting for Superman: Educational Research and Media Exploitation of Public Education. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, B.C., Canada.

Macrine, S. L. Goldstein, R. A. (2011). Racing to the Top: Disaster Capitalism as Education Policy. Presented at the American Educational Research Association, New Orleans, LA.

Goldstein, R.A., Chesky, N.Z., & Perry, A. (2011). *It was there all along: The Obama Administration and the Persistence of Neoliberal Education Policy*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

Goldstein, R. A., Chesky, N. Z., & Perry, A. (October 28, 2010). *The Obama education marketplace: Media representations of school reform, equality and social justice*. Paper presented at the American Educational Studies Association Annual Meeting, Denver, CO.

Goldstein, R. & Macrine, S. (2010). *Reporting the facts, or collusion with the elite? Framing the public education debate in the mass media*. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.

Macrine, S. Goldstein, R., and Hill, D. (2009). *Going public with politics: Fighting back against the pedagogies of neoliberalism*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Goldstein, R. (2008). *Engaged citizen or economic contributor? NCLB and the redefinition of civic engagement*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.

Goldstein, R (2008). *The New Rhetoric of Justice: Unions, Teachers, and Framing the No Child Left Behind Debate*. Presented at the Midwestern Political Science Association Annual Conference, Chicago, IL.

Goldstein, R. A. & Eldridge, D. (2006). *Developing new partnerships in teacher leadership*. Presented at the Annual meeting of the National Network For Educational Renewal, Cincinnati, Ohio, October, 2006.

Robinson, J., Goldstein, R., Williamson, B., Quiñones, M., & Beutel, A. (2006). "Everything I get, I take back with me: *Urban Teacher Education Graduates, Program Betterment, and Simultaneous Renewal*. Presented at the Annual meeting of the National Network For Educational Renewal, Cincinnati, Ohio, October, 2006.

Goldstein, R. A. and Onore, C. (2006). *Preparing teachers for the inner city: Why is it important? How do we do it?* Presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Goldstein, R. (2005). *Preparing urban teachers to be multicultural and democratic: A teacher educator learns about candidate's assumptions and the inner city*. To be presented at the National Network for Educational Renewal 2005 Annual Meeting, Myrtle Beach, South Carolina.

Onore, C. & Goldstein, R. (2004). *What matters most in teacher education for the inner city*. Presented at the National Network for Educational Renewal 2004 Annual Meeting, St. Louis, Missouri.

Goldstein, R. (2004). *Social justice? According to whom? NCLB, issues of equity, and policy implications*. (Peer Reviewed). Presented at the American Educational Research Association Annual Conference, 2004, San Diego, CA.

Goldstein, R. (2004). *Toward a pedagogy of positionality: Learning to teach starting from the self*. Presented at the American Educational Research Association Annual Conference, 2004, San Diego, CA.

Goldstein, R. and Bontempo, B. (2004). *Conducting a Narrative Analysis on a Tentative Reconciliation between Opposing Camps: Qualitative versus Quantitative Research*. Presented at the American Educational Research Association Annual Conference, 2004, San Diego, CA.

Goldstein, R. and Onore, C. (2004). *Using multiple data sources to document the preparation of teachers for inner city teaching*. Presented at the American Educational Research Association Annual Conference, 2004, San Diego, CA.

Goldstein, R., Onore, C., Reed, J., Higley, L. (2004). *Empowerment Evaluation as Ethnography*. The 2004 University of Pennsylvania Urban Ethnography Conference (accepted but not presented).

Goldstein, R. (2003). *Teaching for Diversity and Social Justice in Reactionary Conservative Times*. Presented at the American Educational Research Association Annual Conference, 2003, Chicago, IL.



Goldstein, R. (2002). *Changing Times, Teacher Enculturation, and the Professional Development School*. Presented at the National Network for Educational Renewal Annual Meeting, 2002, Parsipanny, NJ.

Goldstein, R. (2002). *Conflicts in Value: Students and Teachers Struggling over Hegemony and Knowledge Construction in Urban Classrooms*. Presented at the American Educational Research Association Annual Conference, 2002, New Orleans, LA.

Goldstein, R. (2002). *Listening to Our Students: Lessons Learned about Diversity, Learning to Teach, and Professional Development Schools. Four Ethnographic Perspectives on Professional Development Schools Partnerships*. Presented at the 2002 Urban Ethnography Conference, University of Pennsylvania, Philadelphia, PA.

Goldstein, R. and Keiser, D. (2002). *Digging Deeper: Posing Questions about Professional Development Schools, Diversity, and Change*. Presented at the 2002 Southeast H.O.L.M.E.S. Group Annual Conference, Orlando, FL.

Keiser, D., Taylor, M., Greb, F, & Goldstein, R. (2002). *From flies on the wall to eggs in the batter: Four ethnographic perspectives on professional development school partnerships*. A paper presented at the 2002 annual meeting of The Penn Graduate School of Education Ethnography in Education Research Forum.

Goldstein, R. (2001). *From Cross-purposes to Intersections: Discourse, Knowledge, and Community in Multicultural Classrooms*. Presented at the American Educational Research Association Annual Conference, 2001, Seattle, WA.

Goldstein, R. (1999). *It's More than about History: Negotiating Identities and the Social Studies Curriculum*. Presented at the National Council for the Social Studies, 79th annual conference, Orlando, FL.

Goldstein, R. (1996). *High School Women and Identity: Towards a New Discourse of Adolescence*. Presented at the Third Annual Interdisciplinary Graduate Students Conference, the Susan B. Anthony Institute, The University of Rochester, Rochester, NY.

Goldstein, R. (1996). *Critical Moments- Safe Spaces: Some thoughts on exercising power in the classroom*. Presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

Hursh, D., Goldstein, R., & Griffith, D. (1995). *Social Struggles: Schools and Universities Collaborating for Social Justice in Conservative Times*. Presented at the National Council for the Social Studies, 75th annual conference, Chicago, IL, November .

Murphy, M. & Goldstein, R. (1995). *Feminist Theory Production Outside the University: A Study of Teen-Aged Women*. Co-presented at the Susan B. Anthony Institute for Women's Studies Second Annual Graduate Student Conference.

## **PANELS DISCUSSED**

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*Intimate practices: Civic engagement and the public purposes of education in a democracy*. The American Educational Research Association, 2008, New York City, NY.

*Constructions of Race in Diverse Elementary Classrooms.* The American Educational Research Association Annual Conference, 2006, San Francisco, CA.

*Teacher perceptions in reform-driven diverse contexts.* Session G1-24. (2002). The American Educational Research Association Annual Conference, 2002, New Orleans, LA.

*Administering social justice? Control, power, leadership, and policy.* (2002). Presented at the American Educational Research Association Annual Conference, 2002, New Orleans, LA.

## IN PREPARATION

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Nicosia, L. & Goldstein, R.A. (Eds.) (Under contract, Due March 1, 2015). *Through a Distorted Lens: Media as Curricula and Pedagogy in the 21<sup>st</sup> Century, Volume 1.* Sense Publishers.

Goldstein, R.A. (Under Contract, September 1, 2015 due date). Tentative title: *Teachers' Unions and School Reform in the News.* Peter Lang Publishers.

Goldstein, R.A. (Ed.). (Under Contract, May 1, 2015 due date). Tentative title: *Mining the Crisis: News Media Narratives about Education.* Peter Lang Publishers.

Goldstein, R. & Nicosia, L. (Eds.) (Under contract, October 1, 2015). *Through a Fractured Lens: Twenty-first Century Curricula, Pedagogies, and the Media.* Sense Publishers.

Goldstein, R. A. 30 years of market reforms and the media: Neoliberal discourses in the media. *Educational Policy Analysis Archives.*

Goldstein, R.A. Media Coverage of Education: Synthesizing a Field. For submission to *Review of Educational Research.*

Goldstein, R.A. Facts, fiction, and framing: The public education debate in the mass media. Journal TBD.

## GRANTS

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Goldstein, R. (2003). Student Faculty Undergraduate Research Grant, FY2003. *From Students of Teaching to Teachers of Students: Pre-Service Teachers' Identity Construction, Social Justice, and Urban Education*, \$2,000.00 to conduct qualitative research study on identity construction of a group of pre-service teachers preparing to work in urban centers.

Goldstein, R. (2003). Separately Budgeted Research, FY 2003. *From Students of Teaching to Teachers of Students: Pre-Service Teachers' Identity Construction, Social Justice, and Urban Education*, \$2,000.00 to conduct qualitative research study on identity construction of a group of pre-service teachers preparing to work in urban centers.

Goldstein, R. (2002). New Jersey Network for Educational Renewal Study Group Grant, FY2002. *On Democratic Practice*, \$500 to study democratic practice in higher education classrooms.

Goldstein, R. (1999). 1999 Presidential Staff Development Award, Hunter College, CUNY. Grant to complete the writing and presentation of a paper at the National Council for the Social Studies, 79th annual conference, Orlando, FL, November 1999.

## GRANT PROPOSALS

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Goldstein, R. (FY 2008) *Teacher Identities and the Enacted Curriculum*. Separately Budgeted Research Internal Grant Proposal. \$3500.00 to complete data analysis on urban teacher identity and the enacted curriculum (not funded).

Goldstein, R. (2003). *Reconciling Qualitative and Quantitative Research Epistemologies and Methodologies Through the Development of a Teacher Identity Scale*. Spencer Small Grants (\$35,000). The Spencer Foundation (Not funded).

## WORKSHOPS AND OTHER PRESENTATIONS

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Goldstein, R. (2003). *Differentiated Instruction for Authentic Learning and Assessment*. 2-hour workshop to address the ways in which teachers might revisit their practice to create effective learning experiences for a diverse group of students, with an eye on the new ESEA regulations. Presented to the English Department, Clifton High School, Clifton, NJ, 3/31/2003.

Goldstein, R. (2003). *Looking at the Self as Other: Teachers Interrogating their own Assumptions about Themselves, their Students, and the Learning Process*. A 2-hour roundtable workshop in which participants examine themselves as “cultured beings” and reflect on how this shapes their identities as teachers, shapes relationships with students, and influences the ways in which teachers view the teaching and learning process.

Goldstein, R. (2002). *Thinking Critically About Ourselves/Thinking Critically About Our Teaching*. 6-hour mini-course designed to engage teachers in an exploration of issues related who we are as teachers, forces that have shaped our teacher identities, and how those identities shape our classroom practices as we work with our students.

Goldstein, R. (2002). *Introduction to Culture and Diversity*. 6-hour mini-course designed to engage teachers in an exploration of issues related to culture and diversity, and how to create positive and reflective learning environments with a culturally diverse student body.

Goldstein, R. (2002). *Critical Thinking and Backward Design*. 6-hour mini-course presented at Paramus High School. Designed to engage teachers in learning basic concepts behind critical thinking (will substitute for NJNER course) within the larger context of Backward Design (also known as Understanding by Design)

Goldstein, R. and Taylor, M. (2002). *Literacy, Social Studies, and Teaching for Social Justice*. (Co-designed with Monica Taylor): 6-hour hands-on mini-course designed for language arts and social studies teachers who work with children of all ages. Teachers develop their own definitions of social justice and work with media and curriculum in literacy, language arts, and social studies to develop activities and units that engage students in thinking about and acting for social justice.

Goldstein, R. (2002). *Planning Backwards for Authentic Assessment*. Four-hour (two meetings) workshop series deigned to tap into teachers’ intuitive use of authentic assessment to explore ways in which such assessment can be used on a broader scale to understand student learning, growth, and

progress. Based on the notion that one must identify what one wants students to know and be able to do AT THE BEGINNING, teachers will learn to plan backwards to develop assessments that relate what was learned to what was taught.

Goldstein, R. (2002). *On Rubrics*. A two-hour workshop presented at the 2002 New Jersey Network for Educational Renewal Annual Conference.

Goldstein, R. (2001). *Teaching after 9/11*. 6-hour mini-course designed to engage teachers in working through their own emotions and reactions to 9/11, in order to better help their students address difficult issues surrounding the tragedy.

## **AWARDS AND RECOGNITION**

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Recipient, Scandling Dissertation Fellowship (\$10,000)	1998-1999
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## **UNIVERSITY-BASED SERVICE**

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### **University-Level**

Member, Graduate Council, Fall 2005-June 2010

- Secretary Of Graduate Council (elected, 2007-June 2010)
- Chair of the Curriculum Sub-committee (2008-June 2010)
- Standing Member, Curriculum Sub-committee (2007-June 2010)
- Standing Member, Policy Sub-committee (2005-2007)
- Standing Member, Doctoral subcommittee (2005-present)

Union Observer, University Undergraduate Curriculum Committee (2002-2006)

Alternate Delegate for AFT Local 1904 (2004-2005 Academic year)

Delegate for AFT Local, 2006-present

### **College-Level**

Department representative for the College Undergraduate Curriculum Committee (2012-2013)

Advisor, Urban Teaching Academy, 2005-2007

Member, Urban Teaching Academy Advisory Board (2005-2009)

Chair, College Research Committee, 2004- 2005 (Standing member 2004-2006)

- Review and recommend applications for internal funding sources including Separately Budgeted Research, Career Development Grants, Grant development funds, Undergraduate Student Faculty Research.
- Act as College liaison to University Research Committee
- Recommend applications for grants including fund allocation
- Review and recommend faculty for Montclair State University Distinguished Teacher Award

Member, Professional Sequence Task Force

Member, New Jersey Network for Educational Renewal Operations Committee (2001-2004)

Member, Montclair State University Professional Development Schools Executive Board (2001-2004)

Liaison to the Paramus Professional Development School, Paramus High School, Paramus, NJ (2001-2004)

Member, Leadership Associates, The Agenda for Education in a Democracy, The Center of Pedagogy

### **Department-Level**

Department Personnel Action Committee (2006-2009; 2013-2014), DPAC Chair, AY2014

Portrait of a Teacher Task Force, May 2013-2014

Summer Chair, July-August 2005 and July-August 2009

Mentor student teachers

Mentor students in the Masters of Education program during the culminating activity (graduation research project)

Faculty Search Committees

Mentor to new adjunct faculty

Interviewer of applicants to the Undergraduate Professional Sequence in Social Studies; Health and Physical Education; English

Interviewer of applicants to the Masters of Arts in Teaching, Content Areas, 2009-present

Coordinator, Masters in Education/Interdisciplinary Track, Spring 2003, Spring 2005-2013

### **Program Development**

EDD in Teacher Education and Teacher Development 2008-2010

Course development in Using Student Assessment Data to Improve Instruction

M.Ed. in Teacher Leadership Spring 2006 - 2009

32 credit Masters Degree program

Montclair State University, New Jersey

Doctoral Program in Teacher Leadership and school reform Summer 2004

Collaborate to develop prospectus (not adopted)

### **Course Development**

TETD 815: Using Student Assessment to Improve Classroom Instruction Summer 2010

CURR 505: Teaching, Democracy, and Schooling Summer 2008

CURR 682: Curriculum Leadership Summer 2006

CURR 692: Leadership for Impact: People, policy, and practice Summer 2006

### **NON-UNIVERSITY SERVICE (EXTERNAL)**

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#### **EXTERNAL REVIEWER FOR TENURE AND PROMOTION**

2014: Colgate University, Department of Educational Foundations

2008: State University of New York at New Paltz, Department of Secondary Education

2007: City University of New York/Brooklyn College, School of Education

#### **EDITORSHIPS**

2008-present: Editorial Board, *Journal of Critical Education Policy Studies*.

2002- 2008: Editorial Board, The Useful Theory Group. *Taboo: The Journal of Culture and Education*.

#### **JOURNAL MANUSCRIPT REVIEWER**

*Action in Teacher Education (ATE)*

*AERJ: American Educational Research Journal, Social and Institutional Analysis*

*Educational Policy*

*Educational Policy Analysis Archives*

*Educational Studies*

*Journal of Critical Education Policy Studies*

*Journal of Educational Policy*

*Qualitative Inquiry*  
*Taboo: The of Culture and Education*  
*Teachers College Record*  
*Urban Review*

#### **PROFESSIONAL ORGANIZATIONS AND SERVICE**

2007-2009: Midwestern Political Science Association  
2003- 2010: Association for Supervision and Curriculum Development  
2001- present: American Educational Studies Association  
1995- 2008: National Council of the Social Studies  
1994- present: American Educational Research Association

- Member of AERA Division G Affirmative Action Committee, 2000-2001
- Proposal Reviewer 1997-2008. Reviewer for the SIG Media, Culture, and Education, 2010.

1993-1995: American Association of University Women