

Jody Cohen

Bryn Mawr/Haverford Education Program
Bryn Mawr College
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EDUCATION

- 1993 **Ph.D. in Reading/Writing/Literacy, University of Pennsylvania**, Graduate School of Education, Philadelphia, PA
Honors: Merit Fellowship; graduated *with distinction*; Ralph Preston Memorial Book Award
- 1980 **Master of Arts in Writing, Brown University**, Providence, R.I.
- 1976 **Bachelor of Arts, George Washington University**, *with distinction*

PROFESSIONAL EXPERIENCE

Bryn Mawr College/Haverford College, Bryn Mawr, PA

- 1997-present **Senior Lecturer/Lecturer, Education Program**
2010-present **Undergraduate Admissions Committee**
2010-present **360 Interdisciplinary Program Faculty and Steering Committee**
2002-present **Praxis Steering Committee**
2002-2010 **Faculty Mentor, POSSE Program**
2000-2008 **Facilitator, Mellon Summer Program**
2002-2008 **Director, Writing for College**
2008-2010 **Researcher, Learning for Leadership and Change**
2007 **Teacher, Inside-Out Prison Exchange Program**
2004-2005 **Researcher, Peer teaching assessment project**
1999 - 2001 **Facilitator, HHMI Summer Institutes for K-12 Teachers**

University of Pennsylvania Graduate School of Education, Philadelphia, PA

- 1990-1997** **Instructor: Secondary English Methods**
 Co-Facilitator: Seminar in Teaching and Learning for high school teachers
 Research Associate, Center for Urban Ethnography
 Practitioner-Researcher, Adult Literacy Evaluation Project

George Washington University, Washington, DC

- 1977-1978 **Instructor: English Composition**
1976-1977 **Assistant Instructor: The Creative Process**

Research for Action, Philadelphia, PA

1993-1998 **Co-Founder and Director**

Principal Investigator and Project Team Leader on local and national qualitative research and evaluation projects. Highlights include:

- * Ms. Foundation Collaborative for Healthy Girls/Healthy Women, designed and implemented action research program with urban middle school girls
- * American Association of University Women, conducted qualitative research on strategies that support success for middle school girls
- * Philadelphia Education Fund, conducted qualitative research and evaluation of district wide school reform, including implementation of standards, local and national reform programs, and professional development initiatives
- * Philadelphia Urban Systemic Initiative, conducted research and evaluation of systemic math and science education reform funded by National Science Foundation

Supervised staff within the agency and contributed to staff development.

Developed long-term relationship with the Philadelphia School District, including program evaluation, professional development, and curriculum development.

K-12 Teaching Experience

1998-1999 **Jewish Children’s Folkshul**, Philadelphia, PA
Taught 9th grade

1987-1989 **Greene Street Friends School**, Philadelphia, PA
Taught 6th grade; served on Curriculum Committee

1986-1987 **Robert Louis Stevenson School**, New York, NY
Taught high school English; published newspaper;
developed State assessment criteria

1980-1985 **New Lincoln School**, New York, NY
Taught middle and high school English and Social Studies;
created Writing Program across the curriculum;
sponsored Model UN and Student Council

COMMUNITY AFFILIATIONS

2002 **Foundations, Inc.**
Consultant: Facilitated group conceptualizing and applying
to start charter school

1989-1993 **Philadelphia Schools Collaborative**
Ethnographer: Conducted research with staff and students
in urban high schools as part of school reform effort

1991 **Center for Literacy**
Project Evaluator: Conducted study for State grant on retention

1989-1990 in adult education
Germantown Women’s Educational Project
Teacher: Taught adult education and GED preparation
Member of Board of Directors

AWARDS AND NATIONAL GRANTS

- 2006 Roslyn R. Schwartz Teaching Award (May, 2004), given to Bryn Mawr College faculty members “who have made a distinctive difference in the teaching climate of the College in such areas as model classroom teaching, campus leadership, pioneering teaching methodology, creative course development and/or instructional support.”
- 1998 MacArthur/Spencer Foundations Professional Development Research and Documentation Program. Awarded grant for three-year study on teacher leadership
- 1997 Ms. Foundation Collaborative for Healthy Girls/Healthy Women.
Awarded grant for three-year action research project with middle school girls
- 1997 Council on Foundations and The Communications Network.
Gold Award for *Girls in the Middle*
- 1996 Multicultural Research Award for Scholarly Research Advancing Field of Multicultural Education. For body of research including *Girls in the Middle*
- 1995 American Association of University Women Educational Foundation. Awarded grant for one-year qualitative research study on girls in middle school

Selected Publications

- Cohen, J. and Lesnick, A. (under review). Beyond “Open-Mindedness”: Practices for Deepening Understandings of the Myth of Meritocracy in Teacher Education Classes. In Gorski, P. et. al (Eds.), *Overcoming Social Justice Bottlenecks: Strategies for Teaching Critical and Difficult Concepts in Teacher Education*, New York: Teachers College Press.
- Cook-Sather, A., Cohen, J., & Alter, Z. (2010). Students Leading the Way toward Social Justice Within and Beyond the Classroom. *Equity & Excellence in Education*. Vol. 43, Issue 2: 155-172.
- Cook-Sather, A., Lesnick, A., & Cohen, J. (2009). “Learning from the Tensions: Constructing Educational Studies within a Traditional Liberal Arts Context.” In *Liberal Arts Education and Teacher Education: A Lasting Relationship*. AILACTE.
- Cohen J., Lesnick, A., & Himeles, D (2007). Temporary Anchors, Impermanent Shelter: Can the Field of Education Model a New Approach to Academic Work? *Journal of Research Practice*, Vol. 3, Issue 2.
- Lesnick, A., Cohen, J., Cook-Sather, A. (2007). “Working the Tensions: Constructing Educational Studies within a Liberal Arts Context” In Bjork, C., Johnston, D.K., & Ross, H. (Eds.), *Taking Teaching*

Seriously: How Liberal Arts Colleges Prepare Teachers to Meet Today's Educational Challenges in School. Paradigm Publishers: Boulder, CO.

Cohen, J., Allen, C., Davis, H., Darling-Hammond, E., Bowers, B. and Lai, L. (2006). Learning from learners: Student voices and action research. In D. Alvermann, K. Hinchman, D. Moore, S. Phelps and D. Waff Al (Eds.), *Reconceptualizing the Literacies in Adolescents' Lives*, 2nd Edition. New York: Erlbaum Associates.

Cohen, J., Hayes, E., Inozil, N., Mendell, S. and Srivastava, P. (2005). Identity Matters in class: Conversations in mixed company. In N. Peters-Davis and J. Shultz (Eds.), *Challenges of Multicultural Education: Teaching and Taking Diversity Courses*. Boulder, CO: Paradigm Press.

Cook-Sather, A., Lesnick, A., and Cohen, J. (2003). "My body will remember even if my mind doesn't:" A new approach to evaluation. In C. Coriel (ED.), *Multiple Intelligences, Howard Gardner, and New Methods in College Teaching*. Jersey City, NJ: New Jersey City University.

Judon, Q., Cohen-Dan, J., Leonard, T., Stinson, S., Colson, T., Cohen, J., and Brown, D. (2001). Speaking out loud: "Every woman for herself." In Shultz, J. and Cook-Sather, A. (Eds.), *In Our Own Words: Students' Perspectives on School*. Maryland: Rowman and Littlefield.

Cohen, J., Christman, J., and Gold, E. (1998). Critical literacy and school reform: So much to do in so little time. In D. Alverman et. al (Eds.), *Reconceptualizing the Literacies in Adolescents' Lives*. New York: Erlbaum Associates.

Macpherson, P., Portnoy, D., and Cohen, J. (1997). *Homegrown Research: A Guide for School Communities*. Philadelphia: The Philadelphia Education Fund.

Cohen, J. and Blanc, S. (1996). *Girls in the Middle: Working to Succeed in School*. Washington, DC: American Association of University Women.

Christman, J., Cohen, J., and Macpherson, P. (1996). Growing smaller: Three tasks of high school restructuring. *Urban Education*, 32 (1), 146-165.

Campher, G., Cohen, J., DeBrady, P., Gold, L., Jones, L., Mason, B., and Perry, H. (1996). *Taking Stock/Making Change: Focusing on student voices at AMY Northwest*. Philadelphia: University of Pennsylvania and Research for Action, funded by the Knight Foundation.

Cohen, J. (1994). 'Now everybody wants to dance': Making change in an urban charter. In M. Fine (Ed.), *Chartering Urban School Reform: Reflections on Public High Schools in the Midst of Change*. New York: Teachers College Press.

Lytle, S., Christman, J., Cohen, J., Countryman, J., Fecho, R., Portnoy, D., and Sion, F. (1994). Learning in the afternoon: When teacher inquiry meets school reform. In M. Fine (Ed.), *Chartering Urban School Reform: Reflections on Public High Schools in the Midst of Change*. New York: Teachers College Press.

Cohen, J. (1993). *Restructuring instruction in an urban high school: An inquiry into texts, identities, and power*. Unpublished dissertation, University of Pennsylvania.

Cohen, J. (1993). Constructing race at an urban high school: 'In their minds, their mouths, their hearts.' In L. Weis and M. Fine (Eds.), *Beyond Silenced Voices: Class, Race, and Gender in United States Schools*. New York: State University of New York Press.

M. Fine with J. Cohen, J. Culbertson, M. Ortiz, and L. Powell. Biography of silencing: Or, prying open justice inside public education. In *Teaching for Tolerance*.

Selected Presentations

Identity and Access: College and High School Students Working Together (with Zanny Alter and Adrienne Webb). Presented at the Friends of Higher Education Conference. Bryn Mawr, PA, June 2011

Creating More Culturally Responsive Classrooms: Underrepresented Students as Pedagogical Consultants in Student-Directed Professional Development (with Alison Cook-Sather). Presented at the American Educational Research Association. San Diego, CA, April 2009.

“Culturally Responsive Teaching Has Been Redefined for Me”: What Happens When Underrepresented Students Work as Pedagogical Consultants to College Faculty (with Alison Cook-Sather and Tiffany Shumate). Presented at the Ethnography in Education Forum. Philadelphia, PA, February 2009.

“Integrating Academics and Seeking Community Change Through Community-Based Research: Stakeholder Perspectives” (with Alice Lesnick, Nell Anderson, Kenny Perry, and Pat Horton). Atlantic Region Service Learning Conference, Philadelphia, PA, October, 2004.

Teachers In and Out of Classrooms: Rethinking the Practice of Teacher Leadership. Symposium presented at the American Education Research Association, Chicago, IL, April 2001.

Teacher Leadership and School Reform. Symposium presented at the Ethnography in Education Forum. Philadelphia, PA, March 2001.

Girls in the Middle. Invited presentation at Middle School Conference, Lehigh University, PA, April 1998.

Gender and Critical Thinking. Invited presentation and participation in public forum of Philosophy Consortium, Haverford College, Haverford, PA, March 1998.

Girls in the Middle. Invited presentation and workshop at the Public Education Network Annual Conference, Washington, DC, November 1997.

Gender and Science Education. Invited presentation and workshop for teachers of science at Temple University, Philadelphia, PA, July 1997

Girls in the Middle. Symposium presentation at AAUW National Conference, Anaheim, CA, June 1997.

Gender and Education. Invited presentation and professional development workshop at public journalism forum, Valparaiso, IN, June 1997.

Middle Schoolers Informing Reform. Paper presented at the American Education Research Association, Chicago, IL, April 1997.

Girls as Geographers. Invited presentation and workshop for teachers of geography participating in national program, Temple University, Philadelphia, PA, July 1996.

Girls in the Middle. Invited workshop and panel presentations on gender and middle school. American Association of University Women's Summer Institute for Teacher Fellows Washington, DC, 1996 and 1995.

Inquiry and School Reform: Tryst or Enduring Partnership? Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA, March 1995.

Multi-Multicultural Realities and the Curriculum. Paper presented at the Meeting of the American Anthropological Society, December 1994.

Constructing Power in an Urban High School: Meanings of race, gender, and voodoo. Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA, February 1994.

Researchers Reading Classroom Readings of Texts: Making meaning in urban high schools. Invited symposium of American Educational Research Association, Chicago, IL, April 1993.

Talking Ethnography: Co-making Meaning among Critical Ethnographers and the Teachers/Parents Good Enough to Work with Us. Panel at the Ethnography in Education Research Forum, Philadelphia, PA, February 1993.

Restructuring Evaluation: Issues of Intent and Inquiry. Paper presented at the American Anthropological Association, December 1992.

Making Inquiry go the distance. Paper presented at the American Educational Research Association, San Francisco, CA, April 1992.

Making Knowledge from Partial Perspectives: Doing Race, Class, and Gender in an Urban Classroom. Paper presented at the American Educational Research Association, San Francisco, CA, April 1992.

Whose Knowledge Is It Anyway? Paper presented at the Ethnography in Education Research Forum, Philadelphia, PA, February 1992.

Reinventing Roles for Researchers and Researched. Facilitator in alternative format session at the National Reading Conference, December 1991.

Inside a Charter: Creating Critical Conversations. Paper presented at the American Educational Studies Association, Kansas City, MO, October 1991.

Selected technical reports

Cohen, J. (1997). Year I report on the Urban Systemic Initiative [A qualitative research and evaluation report on the system wide math and science reform effort, an arm of the overall Children Achieving reform agenda in Philadelphia]. Philadelphia, PA: Research for Action.

Cohen, J. (1997). Year I report on the Maryland CARES community-school collaboration [A participatory research and evaluation report on a pilot effort in two elementary schools to join community and school resources to improve children's education]. Philadelphia, PA: Research for Action.

Cohen, J. (1996, 1997). Progress reports on drafting the Philadelphia standards; professional development grant implementation; small learning community mini-grants; implementation of national and local reform strategies. Philadelphia, PA: Research for Action.

Cohen, J. (1994). Inquiry: A case study of charter development [A qualitative study conducted with teachers and students inside one of the first small learning communities in a Philadelphia secondary school]. Philadelphia, PA: Philadelphia Schools Collaborative.

Cohen, J. and Mulero, M. (1994). Walking the talk: Teacher work on the road to reform. [Formative research on teacher leadership development as part of the Coalition of Essential School model]. Philadelphia, PA: Research for Action.