

ABBREVIATED
Curriculum Vitae for
GARY D FENSTERMACHER

Program in Educational Studies
School of Education, University of Michigan
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I. ACADEMIC APPOINTMENTS

A. University of Michigan (1996-present)

Professor, Educational Studies, School of Education

B. Center for Educational Renewal, University of Washington

Institute for Educational Inquiry (1993-99)

Senior Associate, Center For Educational Renewal, University of Washington
Senior Fellow, Institute of Educational Inquiry, Seattle, Washington

C. University of Arizona, Tucson (1985-1996)

1985-96 Professor of Education, College of Education
1985-91 Dean, College of Education

D. Virginia Polytechnic Institute & State University (1977-85)

1977-85 Professor, College of Education
1983-85 Director, Northern Virginia Graduate Center, Falls Church, VA
1977-82 Chair of the Graduate Program in Educational Foundations

E. University of California, Los Angeles (1968-1977)

1969-75 Assistant & Associate Professor
1974-77 Head, Program in History and Philosophy of Education
1971-76 Director of Teacher Education and Head of Supervised Teaching

F. New York University, New York City (1966 - 67)

1966-67 Instructor, School of Education

II. ACADEMIC PREPARATION

- 1961 B.A. Cornell University, Ithaca, NY
 Major Field: Government
- 1969 Ph.D. Cornell University, Ithaca, NY
 Major: Philosophy of Education
 Minors: Philosophy and Psychology
- Awards: N. D. E. A. Title IV Fellowship (1963-67)
 Phi Kappa Phi Honorary Society (elected 1963)

III. PROFESSIONAL AND LEARNED SOCIETIES

- 1986-1997 American Association of Colleges for Teacher Education
 1988-93 Executive Committee of the Board
 1990-93 President-elect, President, Immediate Past President
- 1972-present American Educational Research Association
 1984-85 General Program Chair
 1981-87 Publications Committee
 1995-97 Member and Chair, Selection Committee for the
 Distinguished Contributions to Educ. Research Award
- 1966-present National Society for the Study of Education
- 1963-present Philosophy of Education Society
 1969 Elected a Fellow of the Society
 1978 Annual Meeting Program Chair
- 1973-present California Association for Philosophy of Education
 1976-77 President
- 1969-77&
 1995-98 California Council on the Education of Teachers

IV. RESEARCH AND SCHOLARSHIP

Grouped as follows: (A) publications, (B) papers presented,
(C) reports and commissioned papers.

A. Publications

- Fenstermacher, Gary D (in press). On the concept of manner and its visibility in teaching practice. *Journal of Curriculum Studies*.
- Richardson, Virginia & Fenstermacher, Gary D (in press). Manner in teaching: The study in four parts. *Journal of Curriculum Studies*.
- Fenstermacher, Gary D (2000). Must Dewey duel dualisms forever? In R. Curren (Ed.), *Philosophy of Education*, 1999 (pp. 239-241). Urbana, IL: Philosophy of Education Society.
- Fenstermacher, Gary D (1999). Teaching on both sides of the classroom door. In Kenneth A. Sirotnik & Roger Soder (Eds.), *The beat of a different drummer* (pp. 185-196). New York: Peter Lang.
- Fenstermacher, Gary D (1999). Agenda for education in a democracy. In Wilma Smith & Gary D Fenstermacher (Eds.), *Leadership for educational renewal* (pp. 3-27). San Francisco: Jossey-Bass.
- Fenstermacher, Gary D (1999). On knowledge and its place in the human conversation. In Wilma Smith and Gary D Fenstermacher (Eds.), *Leadership for educational renewal* (pp. 73-104). San Francisco: Jossey-Bass.
- Fenstermacher, Gary D (1999). On accountability and accreditation in teacher education: A plea for alternatives. In M. A. Oliker (Ed.), *Proceedings of the Midwest Philosophy of Education Society, 1997-1998* (pp. 16-22). Chicago, IL: Midwest Philosophy of Education Society.
- Fenstermacher, Gary D, & Soltis, Jonas (1998). *Approaches to teaching* (3rd ed.). New York: Teachers College Press. Previous editions published in 1986 and 1992.
Second edition translated into Chinese, 1995. Third edition translated into Spanish (*Enfoques de la enseñanza*, Buenos Aires, 1999). A Polish edition was published in early 2000.
- Fenstermacher, Gary D, & Sanger, Matthew (1998). What is the significance of John Dewey's approach to the problem of knowledge? *The Elementary School Journal*, *98*(5), 467-478.
- Fenstermacher, Gary D (1998). Democracy and education: Are the connections a myth. In D. R. Boyles (Ed.), *Philosophical studies in education – 1998* (pp. 12-26). Ohio Valley Philosophy of Education Society.
- Fenstermacher, Gary D (1997). Empowering teachers and teacher educators to teach the values of tolerance and peace. In C. Day, D. van Veen, & Wong-Kooi Sim (Eds.), *Teachers and teaching: International perspectives on school reform and teacher education* (pp. 163-176). Leuven, Belgium: Garant Publishers.
- Fenstermacher, Gary D (1997). On knowledge and its relation to the human conversation (Work in Progress Series, Paper No. 6). Seattle: Institute for Educational Inquiry.
- Fenstermacher, Gary D (1997). On restoring public and private life. In J. I. Goodlad & T. J. McMannon (Eds.), *The public purpose of education and schooling* (pp. 55-71). San Francisco: Jossey-Bass.

- Fenstermacher, Gary D (1997). Foreword. In J. Loughran & T. Russell (Eds.), *Teaching about teaching: Purpose, passion and pedagogy in teacher education* (pp. viii-xiii). London: Falmer.
- Fenstermacher, Gary D (1997). On narrative. *Teaching and Teacher Education*, 13(1), 119-124.
- Fenstermacher, Gary D, & Tochon, François V. (1996). Les arguments pratiques dans la transformation morale de l'enseignement d'une discipline. *Revue des Sciences de L'éducation*, 22, 3, 617-634.
- Fenstermacher, Gary D (1995). From Camelot to Chechnya: The journey of an education dean. In L. S. Bowen (Ed.), *The wizards of odds*. Washington, DC: American Association of Colleges for Teacher Education.
- Fenstermacher, Gary D. (1994). *The absence of democratic and educational ideals from contemporary educational reform initiatives* (The 1994 Elam Lecture of the Educational Press Association, Chicago, Illinois, 24 pages). Glassboro, NJ: EdPress.
 Reprinted in the *NJEA Review*, September, 1994, pp. 16-26, under the title, "Reform gone awry."
 Condensed in *Education Digest*, November, 1994, pp. 4-7, under the title, "What's missing from education reform?"
 Reprinted, with revision, in *educational HORIZONS*, Winter, 1995, 73, 70-80.
 Reprinted in *Community Education Journal*, Fall/Winter, 1994, 22(1), 22-30.
 Reprinted in *Record in Educational Leadership*, 1995, 15(2), 26-34
- Fenstermacher, G. D (1994). Controlling quality and creating community: Separate purposes for separate organizations. *Journal of Teacher Education*, 45(5), 329-336.
- Fenstermacher, G. D (1994). Response to Wisniewski. *Journal of Teacher Education*, 45(5), 338.
- Fenstermacher, G. D (1994). The knower and the known: The nature of knowledge in research on teaching. In L. Darling-Hammond (Ed.), *Review of Research in Education 20* (pp. 3-56). Washington, D. C.: American Educational Research Association.
- Fenstermacher, G. D. & Richardson, V. (1994). Promoting confusion in educational psychology: How is it done? *Educational Psychologist*, 29(1), 49-55.
- Fenstermacher, G. D (1994). The place of practical arguments in the education of teachers. In V. Richardson (Ed.), *Teacher change and the staff development process: A case in reading instruction* (pp. 23-42). NY: Teachers College Press.
- Fenstermacher, G. D (1994). On the virtues of van Manen's argument: A response to "Pedagogy, virtue and narrative identity in teaching." *Curriculum Inquiry*, 24(2), 215-220.
- Fenstermacher, G. D, & Richardson, V. (1993). The elicitation and reconstruction of practical arguments in teaching. *Journal of Curriculum Studies*, 25(2), 101-114.
 Reprinted in French in *Cahiers de la Recherche en Éducation*, 1994, 1(1), 157-180.
 Reprinted in Spanish in *Revista de Estudios del Currículum*, 1998, 1(3), 60-81.
- Fenstermacher, G. D. (1993). Book Note review of *Moral Education and the Liberal Arts*, edited by M. Mitias (NY: Greenwood Press, 1992). *Ethics*, 104(1), 218.
- Fenstermacher, G. D. (1992). The concepts of method and manner in teaching. In F. K. Oser, A. Dick & J.-L. Patry (Eds.), *Effective and Responsible Teaching: The New Synthesis* (pp. 95-108). San Francisco: Jossey-Bass.
- Fenstermacher, G. D. (1992). Where are we going? Who will lead us there? Presidential address to the American Association of Colleges for Teacher Education. Washington, D. C.: American Association of Colleges for Teacher Education.

- Fenstermacher, G. D. (1992). The place of alternative certification in the education of teachers. In W. D. Hawley (Ed.), *The alternative certification of teachers* (pp. 155-185). ERIC Teacher Education Monograph No. 14, Washington, DC: ERIC Clearinghouse on Teacher Education. This article also appears in the *Peabody Journal of Education*, 67(3), 155-185 (this issue of the journal was published in late 1992 but dated 1990 in order to retain postal mail permit.)
- Fenstermacher, G.D. (1990). Some moral considerations on teaching as a profession. In J.I. Goodlad, R. Soder, K. A. Sirotnik (Eds.), *The Moral Dimensions of Teaching* (pp. 130-151). San Francisco: Jossey-Bass.
- Richardson-Koehler, V. & Fenstermacher, G. D. (1989). Graduate programs of teacher education and the professionalization of teaching. In A.E. Woolfolk (Ed.) *Research perspectives on the graduate preparation of teachers* (pp. 153-168). Englewood Cliffs, New Jersey: Prentice-Hall.
- Fenstermacher, G. D. & Cuthbert, A. (1989). Education. In E. Barnouw, G. Gerbner, W. Schramm, T. L. Worth, L. Gross (Eds.), *International encyclopedia of communications* (vol. 2, pp. 80-84). New York: Oxford University Press.
- Fenstermacher, G.D. (1989). On the value of detached technique for becoming an expert. In J. Giarelli, C. J. B. Macmillan, K. Morgan, N. Noddings, M. S. Prakash (Eds.), *Philosophy of education: 1988* (Proceedings of the 44th Annual Meeting of the Philosophy of Education Society, pp. 62-65). Normal, Illinois: Philosophy of Education Society.
- Richardson-Koehler, V. & Fenstermacher, G. D. (1988). The use of practical arguments in staff development. *Resources in Education*; ERIC document reproduction no. SP 030 047. This ERIC document was a paper presented at the 1988 Annual Meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.
- Fenstermacher, G. D. (1988). The place of science and epistemology in Schön's conception of reflective practice. In P. Grimmett & G. Erickson (Eds.), *Reflection in Teacher Education* (pp. 39-46). New York: Teachers College, Columbia University.
- Fenstermacher, G. D. (1987). On understanding the connections between classroom research and teacher change. *Theory into Practice*, 26(1), 3-7.
- Fenstermacher, G.D. (1987). Prologue to my critics. *Educational Theory*, 37(4), 357-360.
- Fenstermacher, G D. (1987) A reply to my critics. *Educational Theory*, 37(4), 413-421.
- Fenstermacher, G.D. (1986). Philosophy of research on teaching: Three aspects. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (Third Edition) (pp. 37-49). New York: Macmillan.
- Fenstermacher, G.D. (1985). Time as the terminus for teaching. In C. Fisher and D.C. Berliner (Eds.), *Perspectives on instructional time* (pp. 97-108). New York: Longman.
- Fenstermacher, G. D & Berliner, D.C. (1985). Determining the value of staff development. *Elementary School Journal*, 85(3), 281-314.
- Fenstermacher, G.D. (1985). Who decides the worth of educational research? In Emily E. Robertson (Ed.), *Philosophy of Education: 1984* (Proceedings of the Fortieth Annual Meeting of the Philosophy of Education Society, pp. 295-298). Normal, Illinois: Philosophy of Education Society.
- Fenstermacher, G.D. (1984). The preservice improvement project in retrospect. *Journal of Teacher Education*, 35(4), 28-30.

- Fenstermacher, G.D. (1984). On getting from here (research) to there (practice). In R. L. Egbert & M. M. Kluender (Eds.), *Using research to improve teacher education* (pp. 22-27). Washington, D.C.: Clearinghouse on Teacher Education.
- Fenstermacher, G.D. (1984). What counts as research on teacher education? In S.M. Hord, S. F. O'Neal, & M. L. Smith (Eds.), *Beyond the looking glass: Papers from a national symposium on teacher education policies, practices & research* (27-33). Austin, Texas: The Research and Development Center for Teacher Education, University of Texas at Austin.
- Fenstermacher, G. D. (1984, January). Nineteen eighty-four: The latest educational reform proposal. *Phi Delta Kappan*, pp. 323-326.
- Fenstermacher, G.D. & Amarel, M. (1983). The interests of the student, the state and humanity in education. In L S. Shulman & G. Sykes (Eds.), *Handbook of Teaching and Policy* (pp. 392-407. New York: Longman.
- Fenstermacher, G.D. & Goodlad, J.I., Eds. (1983). *Individual Differences and the Common Curriculum (Part I of the Eighty-second Yearbook of the National Society for the Study of Education)*. Chicago: University of Chicago Press.
- Fenstermacher, G.D. (1983). How should implications of research on teaching be used? *Elementary School Journal*, 83(4), 496-499. Condensed in The Education Digest, October, 1983, 6-7.
- Wolcott, H. F. & Fenstermacher, G. D. (Summer, 1982) In search of an anthropologist. Practicing Anthropologist, 3(4), 22-24.
- Fenstermacher, G.D. (February, 1982). Three non-radical proposals for strengthening Ebel's argument. Phi Delta Kappan, 379-380.
- Fenstermacher, G.D. (1982). To be or not to be gifted: What is the question? Elementary School Journal, 82(3), 299-303.
- Fenstermacher, G.D. (1981). Manner as medium for morals. In T.C. Hunt & M.M. Maxson (Eds.), Religion and Morality in American Schooling (pp.). Washington, D.C.: University Press of America.
- Fenstermacher, G.D. (1981). How should teaching be studied? In C.J.B Macmillan (Ed.), *Philosophy of Education, 1980* (Proceedings of the thirty-sixth annual meeting of the Philosophy of Education Society, pp. 174-17). Normal, Illinois: Philosophy of Education Society.
- Fenstermacher, G.D. (1980). Learning about teaching from teachers. Journal of Teacher Education, 31(5), 63.
- Fenstermacher, G.D. (1980). On learning to teach effectively from research on teacher effectiveness. In C. Denham & A. Lieberman (Eds.), Time To Learn (pp. 127-138). Washington, D.C.: Government Printing Office. Reprinted in Journal of Classroom Interaction, 1982, 17(2), 7-12.
- Fenstermacher, G.D. (1980). What needs to be known about what teachers need to know. In G.E. Hall, S.M. Hord, & G. Brown (Eds.), *Exploring issues in teacher education: Questions for future research* (pp. 35-49). Austin, Texas: Research and Development Center for Teacher Education.
- Fenstermacher, G.D. (1980). The nature of science and its uses for education: Remarks on the philosophical import of Schwab's work. Curriculum Inquiry, 10(2), 191-197.

- Fenstermacher, G.D. (1979). A philosophical consideration of recent research on teacher effectiveness. In L. S. Shulman (Ed.), Review Of Research In Education (vol. 6, pp. 157-185). Itaska, Illinois: F.E. Peacock.
- Fenstermacher, G.D. (1979). Deciders and providers of schooling (Essay review of Education by Choice: The Case for Family Control by J.E. Coons & S.D. Sugarman). California Journal of Teacher Education, 6(1), 23-40.
- Fenstermacher, G.D. (1979). Educational accountability: Features of the concept. Theory into Practice, 18(5), 330-335.
- Keislar, E., Fenstermacher, G.D., & Thayer, G. (1977). The use of affective outcomes in evaluating a differentiated teacher education program. California Journal of Teacher Education, 3(4), 72-94.
- Fenstermacher, G.D. (1977). The question of quality in teacher education. California Journal of Teacher Education, 3(4), 125-139.
- Fenstermacher, G.D. (1975). Reconsidering "The reconstruction of teacher education". Texas Tech Journal of Education, 2(2), 107-117.
- Fenstermacher, G.D. (1975). Satisfaction: An alternative criterion for school success. In J.I. Goodlad, et al. (Eds.), The Conventional and the Alternative in Education (pp. 215-240). Berkeley, California: McCutchan Publishing Company
- Fenstermacher, G.D. (1974). When does classroom teaching occur? In M. J. Parsons (Ed.), Philosophy of Education 1974: Proceedings of the Thirtieth Annual Meeting of the Philosophy of Education Society (pp. 268-280). Edwardsville, Illinois: Studies in Philosophy and Education.
- Tyler, L. L. & Fenstermacher, G.D. (1974). Towards a psychoanalytic theory of learning. Teachers College Record, 75(3), 333-348.
- Fenstermacher, G.D. (1973). To what is alternative education an alternative? New Directions for Education, 1(4), 121-137. Reprinted in J.I. Goodlad, et al., Eds. (1975). The Conventional and the Alternative in Education. Berkeley, California: McCutchan Publishing Company.
- Fenstermacher, G.D. (1973). Teacher education program approvals: Some pressing concerns. California Journal of Teacher Education, 1(3), 1-5.
- Fenstermacher, G.D. (1973). Team building. In K. Tye & J. Novotney (Eds.), Facilitating Staff Communication (pp. 31-46). Los Angeles: Educational Resource Associates.
- Fenstermacher, G.D. (1973). The need for teachers to learn. Pacific Business, 63(1), 22-23.
- Fenstermacher, G.D. (1973). Are methodological questions rhetorical? Educational Theory, 23(2), 159-164.
- Fenstermacher, G.D. (1972). School adult social systems and teacher education. California Journal of Teacher Education, 1(1), 9-17.
- Fenstermacher, G.D. (1972). Explanation and human action. Studies In Philosophy and Education, 7(4), 324-334.
- Fenstermacher, G.D. (1970). New gaps for philosophers of education. In H.B. Dunkel (Ed.), Philosophy of Education, 1970: Proceedings of the twenty-sixth annual meeting of the Philosophy of Education Society (pp. 154-164). Edwardsville, Illinois: Studies in Philosophy and Education.

Fenstermacher, G.D. (1967). Need-achievement theory and educational practice: A transformation. In D. B. Gowin (Ed.), Philosophy of Education, 1967: Proceedings of the twenty-third annual meeting of the Philosophy of Education Society (pp. 76-83). Edwardsville, Illinois: Studies in Philosophy and Education.

B. Papers presented (sole author, unless otherwise noted)

April, 2000. Gary D. Fenstermacher & Richard Osguthorpe. The manner of teachers and the character of students: What distinguishes character education from the manner project? Presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

April, 2000. Matthew Sanger & Gary Fenstermacher. Aristotle's great, but is he enough? Expanding the theoretical grounds for inquiries into the moral dimensions of teaching. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

April, 1999. On making manner visible. Presented at the annual meeting of the American Educational Research Association, Session 2.54, Montreal, Canada.

April, 1999. Method, style, and manner in teaching. Presented at the annual meeting of the American Educational Research Association, Session 53.53, Montreal, Canada.

October, 1998. General Session Paper. Democracy and education: Is the connection a myth? Ohio Valley Philosophy of Education Society Annual Meeting; Lexington, Kentucky.

April, 1998. At the intersection of democracy and teaching. A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

February, 1998. On accountability and accreditation in teacher education: A plea for alternatives. Major symposium presentation to the annual conference of the American Association of Colleges for Teacher Education, New Orleans, LA.

November, 1997. The teacher as professional and NCATE as interloper: Why both are wrong. General session presentation to the annual conference of the Midwest Philosophy of Education Society, Chicago, IL.

March, 1997. Pondering the possibility of teaching as an oral culture. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

February, 1997 (with Virginia Richardson). Collaboration between schools and colleges of education and K-12 school organizations. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Phoenix, Arizona.

April, 1996. Practical inquiry in an educational foundations course. Paper presented at the Annual Meeting of the American Educational Research Association, New York City.

July, 1995. Empowering teachers and teacher educators to teach the values of tolerance and peace. Plenary Session Address to the 42nd World Assembly of the International Council on Education for Teaching, Brunei Darussalem.

February, 1995. When, where and how should teachers be prepared for teaching. (With Robert Egbert) Presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Washington, DC.

February, 1995. From Camelot to Chechnya: The journey of an education dean. Presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Washington, DC.

- April, 1994. Why, when and how professors of education should be teacher educators. Presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- April, 1994. Studenting: Promoting an institutional focus on improving college teaching. Presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- April, 1994. Practical knowledge and practical reasoning: What are the links? Presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- January, 1993. "Rethinking the improvement of teaching." Presented at the Annual Meeting of the American Council on Education, San Diego, California.
- April, 1992, "The Role of the Other in the Process of School Change" (with Virginia Richardson), American Educational Research Association.
- April, 1991. The elicitation and reconstruction of practical arguments in teaching (with Virginia Richardson). Presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- March, 1991. The place of alternative certification in the education of teachers. Presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, Georgia.
- March, 1991. The moral and ethical dimensions of teacher education. Invited address to the Southwestern Regional Conference on Best Practice in Teacher Education, Tucson, Arizona.
- September, 1990. The concepts of method and manner in pedagogy," an invited general session address: Symposium on Research on Effective and Responsible Teaching, Université de Fribourg, Fribourg, Switzerland.
- July, 1990. Leadership and Change in Colleges of Education. Paper presented at the annual meeting of the Education Commission of the States. Seattle, Washington.
- June, 1990. The study of teachers' practical knowledge (with Virginia Richardson). An invited address to the Canadian Society for the Study of Education, Victoria, British Columbia.
- April, 1990. The Reinvention of Teacher Education. Invited panel presentation at the Annual Meeting of the American Educational Research Association, Boston, MA.
- February, 1990. Beyond the conventional wisdom in teacher assessment: Moral and ethical considerations. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL.
- March, 1989. Teaching policy. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.
- April, 1988. Should teacher tests force or follow teacher education reform? Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.
- March, 1988. Theories of staff development. Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools. Chicago, Illinois.
- February, 1988. The use of practical arguments in staff development (with Virginia Richardson). Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, New Orleans, Louisiana.

- May, 1987. Graduate programs of teacher education: Some prior considerations (with Virginia Richardson). Paper presented at the Rutgers Invitational Symposium on Education, New Brunswick, New Jersey. ERIC document SP 029398.
- April, 1986. Approaches to teaching. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.
- April, 1986. An overview of "Philosophy of research on teaching: Three aspects." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.
- February, 1986. A critical look at extended college and university-based teacher preparation. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, Illinois.
- May, 1985. On understanding the connections between classroom research and teacher change. Paper presented at a conference on Building Understandings of Instruction, The Ohio State University, Columbus, Ohio.
- May, 1984. Some superficial thoughts on a profound problem. Paper presented at the Conference on the Curriculum in Graduate Education, College of Education, Michigan State University.
- November, 1983. On practical arguments and the manner of teaching. Invited paper for the Nebraska Consortium for the Improvement of Teacher Education, Lincoln, Nebraska.
- March, 1983. The philosophy of research on teaching. Paper presented at the Visiting Scholars Colloquium, College of Education, University of Delaware, Newark, Delaware.
- March, 1982. On the nature and uses of normative theory. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March, 1982.
- May, 1981. Time as the terminus for teaching. An invited paper presented at the Conference on Instructional Time and Student Achievement, Northwestern University, Evanston, Illinois.
- October, 1980. Education for liberation . . . without Marx. Paper presented to the Faculty-Student Colloquium, School of Education, University of Wisconsin, Madison.
- September, 1980. Teacher personnel policies: A case of inappropriate means to appropriate ends. Invited presentation at the Midwest Policy Seminar, sponsored by the National Institute of Education and CEMREL, St. Louis, Missouri.
- May, 1980. The educative value of research on teaching. An invited presentation to the Senior Research Staff of the Institute for Research on Teaching, Michigan State University, East Lansing, Michigan.
- April, 1980. The value of research on teaching for teaching skill and teaching manner. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, Massachusetts.
- November, 1978. Finding school personnel innocent of the charge of miseducation. Paper presented at the Annual Meeting of the American Educational Studies Association, Washington, D.C.
- November, 1976. The uses of philosophy for aim and change analysis (with V. Crockenberg). Paper presented at the Fall Conference of the California Association for Philosophy of Education, Stanford University.

- April, 1976. The possible irrelevance of epistemology for the study of teaching and learning. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.
- April, 1976. Policy and research in teacher education. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- April, 1975. Exploratory applications of teaching performance tests to evaluate individual teachers (with J. Popham & S. Hanelin). Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- April, 1975. Impact of attitudes on different approaches to teacher education (with E. Keislar & J. Johnson). Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- October, 1974. Free will and determinism as issues in behavioral science theory and practice. Paper presented at the Fall Conference of the California Association for Philosophy of Education, Los Angeles.

C. Reports and Commissioned Papers

- Fenstermacher, Gary D & Richardson, Virginia (August, 2000). On making determinations of quality in teaching. A paper commissioned by the Board for International Comparative Studies in Education, National Academy of Sciences.
- Fenstermacher, G. D (chair) and Members of the Academic Advisory Committee (1995). Academic plan for the New Campus in Pima County. Tucson, AZ: New Campus, University of Arizona.
- Fenstermacher, G. D. (1993). A report on graduate education and professional development. Prepared for the The Department of Higher Education, State of New Jersey.
- Fenstermacher, G.D. & Berliner, D.C. (1983). A conceptual framework for the analysis of staff development. Rand Note. Santa Monica, California: The Rand Corporation.
- Fenstermacher, G.D. et al. (1980). Baccalaureate Degree Programs in Education for the Northern Region of Louisiana (a field evaluation of current programs prepared for the Louisiana Board of Regents). Baton Rouge, Louisiana.

Editor

- Leadership for Educational Renewal* (co-edited with Wilma Smith). San Francisco: Jossey-Bass, 1999.
- American Educational Research Journal*, Associate Editor, 1986-1988
- Journal of Teacher Education* (with Robert L. Egbert), vol. 35, no. 4, on the theme, "How can we use research in teacher education?"
- Individual Differences and the Common Curriculum* (with J.I. Goodlad), Part I of the eighty-second Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1983.
- Philosophy of Education: 1978*. Champaign, Illinois: Philosophy of Education Society, 1979.
- California Journal of Teacher Education*, vol. 2, no. 2, on the topic of external assessment of teacher education programs.

V. AWARDS AND RECOGNITION

Teaching awards

- 1980 College of Education Certificate of Teaching Excellence, Virginia Tech
- 1981 William E. Wine Award for Excellence in Teaching
The Wine Award is presented annually to three members of the Virginia Tech faculty; it is the university's highest teaching award.
- 1981 Elected to University Academy of Teaching Excellence at Virginia Tech

Other awards

- 1984 Writing Award, American Association of Colleges for Teacher Education; presented to G. D Fenstermacher and David C. Berliner for "A Conceptual Approach to Staff Development," published by the Rand Corporation.

Recognition

- 1994 Noted Scholar Appointment for the 1994 Summer Session at the University of British Columbia
- 1994 Selected as the 1994 Elam Lecturer by the Educational Press Association of America (EdPress).
- 1994 Appointed Senior Fellow, Institute of Educational Inquiry, Seattle
- 1991 Elected president of the American Association of Colleges for Teacher Education, a national association of 720 colleges and universities involved in the preparation of teachers and other education professionals.
- 1974 Appointed by University of California President Charles Hitch and California Governor Ronald Reagan to represent the Regents of the University of California on the California Commission for Teacher Preparation and Licensing, 1974-77.

VI. FUNDED PROJECTS

(excludes services as a consultant)

- 1997-00 Spencer Foundation. A grant to study manner in teaching. Virginia Richardson, co-principal investigator. A three year study of the moral dimensions of classroom teaching, including the moral qualities of pedagogical practice. (\$384,000)
- 1988-91 Exxon Education Foundation: Two grants to study children at risk, and the design of schools to assist these children (with P. Heckman & V. Richardson; \$50,000).
- 1981-82 College of Education, V.P.I. & S.U.: Mini-grant to study relationships between user characteristics and computer anxiety (with E. McClellan & R. Rosenstock).
- 1980-81 Rand Corporation. To prepare analysis of teacher staff development.

- 1976-77 National Institute of Education and the U.C.L.A. Center for the Study of Evaluation: To study the application of philosophical methods of inquiry to evaluation policy and practice.
- 1975-77 National University for Teacher Education (Tehran, Iran) and the U.C.L.A. Office of International Programs: To develop and provide summer training programs for experienced teacher educators at the National University for Teacher Education.

VII. INVITED ADDRESSES, PUBLIC SERVICE, AND CONSULTING ACTIVITY

(selected list, previous 7 years)

- July, 2000. General session address: What is the difference between the North Star and Northfield? How educational goals and ideals become confused. Summer Institute for School Superintendents, Mackinac Island, MI.
- February, 2000. Dewey vs. Thorndike: A Rematch. James Popham as E. L. Thorndike and Gary Fenstermacher as John Dewey, at the annual meeting of the American Association of Colleges for Teacher Education, Chicago. Repeated at A.E.R.A., New Orleans, April, 2000.
- February, 2000. Campus reviews at Dominican College, San Rafael, and California State University, Sonoma, for the Well-Educated Teacher Project, Institute for Educational Inquiry, Seattle.
- March 18, 1999. Keynote address: On Gaining Equal Access to the Human Conversation. Provo-B.Y.U. School-University Partnership Associates Conference; Provo, Utah.
- January, 1999. External reviewer for Academic Program Review, Department of Teacher Education, Miami University, Ohio.
- November, 13, 1998. Keynote address and Workshop facilitator, California Central Coast School-University Partnership Associates Leadership Program; San Luis Obispo, California.
- August 6-10, 1998. Session presentation and facilitator, Cohort VI, Leadership Training Program of the Institute for Educational Inquiry; Seattle, Washington.
- February, 1998. Designed and facilitated a three day retreat for district and school administrators of the Seven Oaks School Division, Winnipeg, Canada, on the topic of collaboration and consultation in a democratic society; Hecla Island, Manitoba.
- March, 1997. Workshop on the Academic Plan for Arizona International Campus of the University of Arizona, Tucson.
- March, 1997. Invited addresses on educational reform in the United States to the Calgary City Teachers Convention Association, Calgary, Alberta.
- January, 1997. Workshop on the agenda for the National Network for Educational Renewal, to selected members of the Education and Arts and Sciences faculties of the University of Nebraska, Lincoln.
- November, 1996. National Advisory Committee on the Role of Arts in Teacher Education, at California State University, Monterey Bay.

- November, 1996. Keynote Address, "The Perils of Vouchers." Conference on Excellence in Education, Virginia Tech, Blacksburg, VA.
- September, 1996 - "Using Schools to Kill Democracy," opening address to the Faculty of Education, University of the Pacific, San Dimas, California.
- July, 1996 - Conference on Education and Democracy, invited participant in Aspen Seminar, Aspen, Colorado.
- April, 1996 - "The Moral Dimensions of Educational Leadership," Invited Lecture, California Lutheran University, Thousand Oaks, California.
- January, 1996 - Opening Address to the School-University Partnership Associates Program, California Polytechnic University, San Luis Obispo, California.
- November, 1995 - "On the fading connection between democracy and education," a discussion with Nassau County Superintendents sponsored by The Institute for Educational Dialogue, Board of Cooperative Educational Services of Nassau County, New York.
- November, 1995 - On Democracy and Public Education: A Symposium with Benjamin Barber, Gary Fenstermacher, John Goodlad, Donna Kerr, TheodoreSizer and Roger Soder. Coalition for Essential Schools and National Network for Educational Renewal conferences, New York City.
- August, 1995 - Coordinator of Academy for Experienced Deans of Education, sponsored by the American Association of Colleges for Teacher Education; Durham, NH.
- May, 1995 - Consultant to Teachers College, University of Nebraska, Lincoln, regarding the mission and principles of the National Network for Educational Renewal.
- April, 1995 - Campus Lecture, "Regaining the Moral Ground in Education," Maryville University, St. Louis.
- March, 1995 - Visiting Scholar, School of Education, University of Michigan.
- February, 1995 - External reviewer for graduate programs in elementary education, University of Alberta, Edmonton.
- October 27, 1994 - General Session Address, "Voices of National Reform: Teacher Education in a Democracy and the Goodlad Agenda," Fall Conference of the California Council on the Education of Teachers, Irvine, California.
- April, 1994 - Half-day Minicourse on Practical Argument and Staff Development, with Patricia Anders and Virginia Richardson, at the Annual Meeting of the American Educational Research Association, New Orleans.
- May, 1993 - Commencement speaker, College of Education, Michigan State University, East Lansing, Michigan.