

Joseph Bennett Gardner (Joby)

Education	2003	Stanford University
	Ph.D.,	Curriculum Studies & Teacher Education
	1994	Louisiana State University
	M.A.,	Curriculum & Instruction
	1991	Hamilton College
	B.A.,	Creative Writing

Academic Experience

Associate Professor (with tenure), DePaul University College of Education, 2010-present

- Design and teach classes in human and community development, positive youth development, curriculum design, and urban teacher leadership at undergraduate, master's and doctoral level (courses range from introductory to doctoral seminars, research & writing intensive to field-based courses).
- Maintain active research and publishing agenda focused on youth participatory action research (YPAR), positive youth development in juvenile justice and alternative schools, and on student and teacher leadership, voice, and civic agency. Serve on and lead committees at university, college, and department levels focused on program development and oversight, personnel decisions and policies, and public outreach and dissemination of promising research and practice.
- Advise students on issues ranging from course scheduling to career planning to research design.

Previous Academic Experience

- *Assistant Professor*, DePaul University School of Education, 2003-2010
- *Full-Time Visiting Instructor*, DePaul University School of Education, 2002-2003
- *Adjunct Professor*, DePaul University School of Education, 2001

School & University Leadership Experience

Director, Program in Curriculum Studies, DePaul University College of Education, 2011-present
Responsible for growth and wellbeing of program serving approximately 70 students with 7 affiliated faculty. Develop new programs and courses including writing proposals and overseeing approval at department, college, university and state levels, screen and interview applicants at master's and doctoral level, oversee scheduling and staffing, promote program at public events, hire adjunct instructors, mediate student and professor concerns, assist with budgeting and strategic planning for department and college, work with college Dean, Department Chairs, and other Program Directors to ensure program quality and align program offerings with COE mission.

Director, Howard Area Leadership Academy, 2001-2008

Director of school (125 students, 12 full-time staff) for youth aged 16-21 who returned to school after leaving other Chicago Public Schools. Responsible for all aspects of school leadership—curricular, programmatic, personnel, budgeting, compliance, student and parent relations and outreach, and for establishing and maintaining positive school culture. Duties included curriculum and program development and assessment, teacher coaching and performance evaluation, teacher

professional development, recruiting and hiring teachers, overseeing school accreditation by independent accreditation agency. Reported to Executive Director and Board of Directors of parent agency (Howard Area Community Center), to directors of chartering agency (Youth Connection Charter School) and funders. Expanded student enrollment, led new faculty and staff hires and greatly expanded physical plant. Developed positive working relationships with community partners to address significant needs around childcare, health care, job training, food assistance, and restorative justice for HALA students and their families. (Director, 2001-2003; Education Director, 2003-2008).

Additional Relevant Experience

Consultant, Chicago Public Schools, Office of Educational Options (formerly Network of Alternative Schools), September 2013-October 2015.

Worked with Network Chief, senior Network staff, school leaders, teachers, and reengagement counselors to guide CPS' efforts to increase re-enrollment of formerly incarcerated youth. Conducted interviews and focus groups with youth, faculty and staff at Nancy B. Jefferson School in Cook County Juvenile Hall. Co-developed and co-led year-long youth participatory action research project with young people at Peace and Education Coalition Alternative High School featuring youth-led interviews of parents, local school leaders, probation officers, police, and formerly incarcerated peers who did and did not return to school.

Co-founder, Teachers' Inquiry Project (<http://teachersinquiryproject.org/>), May 2010-present

Co-founded organization that trains teachers and community educators in child study and extended peer review of teaching practice using examples of students' work along with literature, poetry, and art focused on democracy, justice, and community. Plan and lead open-call workshops and public events with teachers at all stages of career from pre-service to veteran and from city and suburban public, charter, and independent schools and community agencies.

Planner & convener, 1st annual DePaul/Mikva Challenge Middle School Project Soapbox, 2012-2013

Worked with undergraduate students, teachers, leaders of 8 Chicago Public middle schools, and staff at the Mikva Challenge to bring 170 CPS students to DePaul for speeches and dialogue on issues of concern to youth across Chicago communities, February 28, 2013 (See <http://newsline.depaul.edu/Pages/Soapbox.aspx>).

Founding member, Board of Directors, Namaste Charter School, 2003-2005

Worked with founding principal and leaders in charter school authorization to establish a diverse and accomplished Board of Directors for newly authorized charter school. Helped to refine policies for principal and teacher review from broad plan to actionable procedures. Worked with principal and other educators on the Board to refine and develop curriculum and teacher professional development plan. (<http://www.namastecharterschool.org/>).

Co-organizer & co-convener, Emerging Leaders Serving Chicago's Youth Summit, 2001-2002

Worked with young leaders at CPS, Cook County Juvenile Court, Illinois Network of Charter Schools, Chicago Foundation for Education and others to bring together educators, juvenile justice, arts, health and mental health educators, child welfare, and youth organizers to discuss ways to streamline offerings and service delivery across organizations and avoid siloed approaches to youth development. Keynote addresses by Arne Duncan, then CEO of CPS and Jess McDonald, then Director of IL DCFS. Harris School for Public Policy, University of Chicago, April 2002

Executive Director, Peninsula Omega Youth Club, 1996-2000

Expanded Board of Directors beyond juvenile probation to include graduate students, funders, and community leaders. Assisted with incorporation and registration as a tax-exempt organization. Created and taught in program allowing incarcerated youth to receive concurrent high school and college credit for distance learning courses offered at San Mateo County Juvenile Hall and the

Camp Glenwood Boys' Ranch. Oversaw weekly programming at juvenile hall featuring community leaders and elders presenting their own stories of overcoming and engaging groups of 40-60 youth in extended discussion. Brought in volunteers and professionals from Stanford University and surrounding communities to offer semester-long arts, mock trial, and street law programs. (Board of Directors, 1996-2000; Executive Director 1998-2000).

Third Grade Teacher and Teach for America Corps Member, St. Philomena School, Labadieville, Louisiana, 1991-1993

Responsible for education and wellbeing of 15 students in small, integrated K-8 school in Assumption Parish, south Louisiana. Planned and taught all academic classes and physical education. Created French language program, extensive classroom library, and greatly expanded reading, theater, writing and science offerings. Maintained regular communication with parents, school principal and colleagues.

Peer-Reviewed Publications (Reprints upon Request)

- Elliott, S., Bradbury, J. & Gardner, J. (2014). Finding the cracks: Progressive, democratic education in an era of standardization. *Schools: Studies in Education*, 11(2), 180-209. DOI: 10.1086/678217
- Gardner, J., Tovar-Murray, D., & Wilkerson, S. (2014). The poverty of "poverty": Remapping conceptual terrain in education and counseling beyond a focus on economic output. In S. Haymes, M. V. deHaymes, and R. Miller (Eds.), *Routledge handbook of poverty in the United States* (503-511). New York: Routledge. ISBN: 978-0-415-67344-0
- Worthman, C., Gardner, J., & Thole, M. (2011). The three R's and high school writing instruction: Bridging in- and out-of-school writing to reach "struggling writers." *Pedagogies: An International Journal*, 6(4), 312-330. DOI: 10.1080/1554480X.2011.604903
- Gardner, J. (2011). Placed blame: Narratives of youth culpability. *Urban Education*, 46(4), 588-601. DOI: 10.1177/0042085911399792
- Gardner, J. (2011). Keeping faith: Faith talk by and for incarcerated youth, *The Urban Review*, 43(1), 22-42. DOI: 10.1007/s11256-009-0149-7
- Gardner, J. (2010). Democracy's orphans: Rights, responsibility, and the role of the state in the lives of incarcerated youth. *Youth & Society*, 42(1), 81-103. DOI: 10.1177/0044118X09336268
- Gardner, J. (2010). Beyond "making it" or not: Future talk by incarcerated young men. *Urban Education*, 45(1), 75-102. DOI: 10.1177/0042085909352150
- Gardner, J. (2009). "What are you representing?" Contesting identities of incarcerated youth. *The Urban Review*, 41(2), 174-197. DOI: 10.1007/s11256-008-0101-2.

Peer-Reviewed Conference Presentations

- Gardner, J. Klonsky, A., Clemens, I., Gallardo, S., Harris, R. Rosario, N., Suarez, A., & Torres, B. (4/18/2015). "Reversing the school-to-prison pipeline: Detention to education on Chicago's southwest side." Invited Presidential Session at American Educational Research Association's Annual Meeting, Chicago, IL.
- Gardner, J. (12/5-12/7/2014). "No research about us without us:" Re-enrolling young people after detention—youth participatory action research from Chicago. Education Research to Performance and Youth Apprentice Workshop [AERA Presidential Initiative]. American Educational Research Association. Chicago, IL.
- Gardner, J. (May 2010). "Faith, Community, and Struggle "Inside": Faith Talk by and for Incarcerated

Youth.” Paper accepted for presentation as part of session “Spirituality and Education: Selected papers,” American Educational Research Association, Denver, CO

Worthman, C., Gardner, J., & Thole, M. (2009, April). High school returners’ beliefs about in- and out-of-school writing. Paper presented at American Educational Research Association, San Diego, CA.

Gardner, J. (2008, February). “What are you representing?” Contesting identities of incarcerated youth.” Paper presented at 29th Annual Ethnography in Education Research Forum, Graduate School of Education, University of Pennsylvania, Philadelphia, PA.

Gardner, J. (2006, November). “Democracy’s orphans: Opportunity, responsibility, and the role of the state in the lives of incarcerated youth.” Paper presented at American Anthropological Association, San Jose, CA.

Gardner, J. (1993, October). Right to education: Jacques Derrida and pedagogical responsibility. Paper presented at *Journal of Curriculum Theorizing* Conference, Banff, Alberta, Canada.

Other Publications (Not Peer-Reviewed)

Torney-Purta, J., Damon, W., Casey-Canon, S., Gardner, J., Gonzalez, R., et al. (2000). Creating citizenship: Youth development for free and democratic society. Executive summary, Conference consensus document, International Conference on Youth Development and Citizenship, Stanford University. Published online, ERIC database (ERIC document # ED440914).

Creative Work

“School After Jail: A New Approach” 5-minute video documenting youth participatory action research by youth from Peace and Education Coalition High School, Chicago.

Awards

- Leadership for Educational Equity, Public Leaders Fellow. Selected from national applicant pool for a fellowship “designed for seasoned [leaders] who have a track record of making an impact for kids; are actively seeking senior leadership roles in advocacy, policy, politics or organizing, and have a strong commitment to social justice.” December 2016-June 2017
- Selected among national and international applicants as one of 10 to showcase work in Youth Participatory Action Research (YPAR) at special presidential sessions and workshops led by American Educational Research Association (AERA) president Joyce King and Michelle Fine. Led team of 6-15 youth researchers (ages 16-19) investigating ways to ensure more youth re-enroll in and complete high school post-incarceration. December, 2014 and March, 2015.
- Ford Foundation Seminar on Identities and Inequalities, Center for Comparative Studies in Race & Ethnicity, Stanford University, 1999-2000.
- David A. Hamburg Pre-Doctoral Fellowship, Center on Adolescence, Stanford University, 1997-2000

Professional Development

- Leadership For Educational Equity, National Organizing Workshop, Denver, CO. Workshop for educational and community leaders from across the country to, “learn proven skills and concepts of community organizing from some the best organizers in the country so that we can affect the changes we want to see in our communities.” June 23-25, 2017.

University Service

- University Faculty Council, University Council on Community Engagement, 2016-present, (elected by peers in College of Education)
- University Faculty Council, Committee on Learning and Teaching, 2016-present

- University Faculty Council, Committee on Academic Policy, 2009-2016
- University Faculty Council, Alternate, 2013-2015 (elected by peers in College of Education)
- Co-planner & convener, DePaul University symposium, "Progressive Education in an Era of Standardization," featuring leaders of independent, Catholic and public schools, presentation of the documentary "Good Morning Mission Hill" and keynote by Mission Hill Principal Ayala Gavins and filmmakers. April, 2014.
- Co-planner & convener, DePaul University's Alternative Schools Community Colloquium, March 1, 2012. Featured Chicago Public Schools Network Chiefs and Directors as well as principals, teachers and students from Chicago area alternative high schools. August 2011-April 2012.
- Co-planner & convener, DePaul University symposium, "Democratic & Civic Education: Developing Democratic Citizenship: K-12 Schools, Communities, and Universities." Keynote: Dr. Joel Westheimer, Tuesday June 8, 2010.
- Co-planner & convener, DePaul University and Illinois Network of Charter Schools, Regional Symposia on School Reform:
 - *Building Successful, Sustainable Learning Communities*, Keynote: Dr. Andy Hargreaves, December 2005
 - *Creating a Leadership Development Pipeline For Our Schools Now And In The Future*, Keynote: Dr. Andy Hargreaves, March 2006
 - *Choosing to Achieve with Charter Schools: Teaching to Reach All Children*, Keynote: Dr. Gloria Ladson-Billings, January 2005

College of Education (COE) Service

- Designed, drafted proposal, and working to create "intergenerational" academic mentoring program at College of Education, tentatively called "Lift as You Climb." Proposes that alumni mentor doctoral students, doctoral students mentor master's students, and master's students mentor undergrads. Goal is to create "pathways" into positions of leadership, especially for students from underrepresented groups. May 2017-present.
- Designed, drafted proposal, and working to create DePaul Center for Community-Based and Culturally-Relevant Education. Goal is establishment of a center, perhaps to work in conjunction with DePaul's Egan Office for School Community Partnerships, The Steans Center for Community-Based Service Learning, and DePaul's Center for Asset-Based Community Development. September 2016-present.
- COE Faculty Council, Department Representative: Compiled and distributed agendas and materials for quarterly COE faculty meetings; ran COE faculty meetings; worked with colleagues across the COE and with COE administration to address issues of concern to the College Faculty. Notable work in 2016-2017 included helping coordinate communication about revisions to COE *Policies and Procedures Manual* (sections on tenure and promotion) and helping to mediate planning for and discussions of COE departmental restructuring called for by budget cuts. 2016-2017 (filling in while colleague is on leave)
- Co-Chair, COE Personnel Committee, 2013-2015 (Elected by COE faculty to serve on College committee reviewing faculty for promotion and tenure)
- EdD Coordinating Committee, 2003-present
- DePaul COE International Baccalaureate (IB) Educator Certification development team. Designed program to lead to IB Certificate in Teaching and Learning, IB Advanced Certificate in Teaching and Learning, and IB Advanced Certificate in Leadership and Learning Research, August 2013-2015
- Co-developer, Teacher Leader MEd with Illinois endorsement. Designed program, wrote proposal, and moved proposal through approval process at department, college, university, and Illinois State Board of Education levels. 2012-2013
- Merit Review Task Force, COE Faculty Council, September 2011-2013 (Elected by COE faculty)
- Initiator, COE & Roosevelt High School partnership (resulting in ongoing field placements & Ed. Leadership cohort), December 2010-2013.
- Initiator, COE & Chicago High School for the Arts partnership, April 2011-2012.

- Local Review Board, 2007-2011 (Reviewing proposals for research involving human subjects)
- School of Education Diversity Committee, 2006-2009 (Elected by COE faculty)
- Professional Education Council, 2004-2008
- P-16 Professional Development Center Planning Committee, 2007-2008
- School of Education Faculty Council, 2004-2006 (Elected by COE faculty)

Department Service

- Director, Doctoral Program in Curriculum Studies (CS). Have overseen continued growth of CS Programs. August 2012-present
- Director, Master's Program in Curriculum Studies. Have overseen continued growth of CS Master's Program; worked to streamline course offerings to better serve students. August, 2011-present
- Educational Leadership faculty search committee (Appointed by Department Chair), November 2016-March 2017.
- Finalized planning of and inaugurated new EdS (Education Specialist) degree in Curriculum Studies, 2015-present
- Chair, Curriculum Studies Senior Lecturer Search Committee, March-May, 2015.
- Department Personnel Committee (Elected by department faculty), September 2012-2013
- Department Personnel Committee (Elected by department faculty), July 2010-December 2010
- Online Type 75 (Ed. Leadership) program development, 2007-2009
- Cultivating Young Leadership program development (Strategic partnership between DePaul COE and Teach For America, Chicago), 2009-2010
- Curriculum Studies Faculty Search Committee (Appointed by Department Chair), 2008-2009
- Department Retreat Planning & Facilitation (Appointed by Department Chair), 2008

Professional Service

- Panelist, School of the Art Institute of Chicago, "Effective Strategies for Student Engagement, Classroom Management, and Curriculum Design—Overcoming Challenges When Working With Students in Summer School," July 6th, 2017.
- Co-founder and director, Teachers' Inquiry Project (TIP). Co-founded organization that trains teachers and community educators in child study and extended peer review of teaching practice using examples of students' work along with literature, poetry, and art focused on democracy, justice, and community. Plan and lead open-call workshops and public events with teachers at all stages of career from pre-service to veteran and from city and suburban public, charter, and independent schools and community agencies. In 2016, planned and hosted open call workshop series for Chicago area educators, "Teachers as Civic Leaders." Workshop series began with a visit to Chicago by Dr. Joel Westheimer, University Research Chair in Democracy and Education at the University of Ottawa. May 2010-present
- Evaluator, Job Readiness Program, Precious Blood Ministry of Reconciliation. Planned and conducting a comprehensive program evaluation of the JRP at the request of the Executive Director and Board of Directors of Precious Blood Ministry. May 2016-present
- Planned and co-taught Job Readiness Program for 18-25 year old men previously involved in the justice system at Precious Blood Ministry of Reconciliation. Helped re-design the curriculum to include development of client-led janitorial service (as social fledgling enterprise and as applied "soft skills" training). May-July, 2016
- Planned and taught community action unit at Peace and Education Coalition Alternative High School, Second Chance Campus. Used Congressman John Lewis' autobiographical graphic novel *Move* and M. L. King, Jr.'s "Letter from a Birmingham Jail" as anchor texts. Worked with 2 teachers and Dean planning student presentation of work at Mikva Challenge Action Civics Fair. January 2016-May 2016.
- Reviewer, *Youth & Society*, 2009-present
- Co-planner and leader, public symposium on Paul Tough's book, *How Children Succeed: Grit,*

Curiosity, and the Hidden Power of Character. March 4th and 7th, 2014, Francis W. Parker School.

- Service learning collaborative with the Mikva Challenge, Center on Action Civics (<http://www.mikvachallenge.org/> and <http://www.centerforactioncivics.org/mikva-challenge/>) & The Chicago Grassroots Curriculum Taskforce (see: <http://www.grassrootscurriculum.org/>) involving teams of DePaul students developing and testing community action, social justice curriculum materials for use in schools across the Chicago region, June 2012-December 2012.
- Reviewer of proposals for alternative charter schools, Chicago Public Schools, Network of Alternative Schools, August-September, 2010 & April-May 2013.
- Member, planning team, "Reuniting Parker, Dewey, Makiguchi and Ikeda: Education for Community and Citizenship Across Language and Culture Symposium," (See http://education.depaul.edu/FacultyStaff/Symposium_%26_Speakers/parker_symposium.asp). Francis W. Parker School and DePaul University College of Education July 2009-March 2011
- Planning team, DePaul/Teach For America Panel: Inside Perspectives-Completing College in Chicago, October 13, 2009
- Advisor to Executive Directors, Teach for America, Chicago, 2001-2010
- Advisor to Executive Director and senior leadership, Youth Connection Charter School (serving youth aged 16-20 who have dropped out or been kicked out of other Chicago Public Schools), 2002-2009
- Advisory Board, Leadership For Educational Equity, Illinois, 2007-2008
- Research and Advisory Board, Illinois Network of Charter Schools, 2003-2005
- Advisory Board, Cook County Juvenile Court, Balanced & Restorative Justice Initiative, 2000-2002

Doctoral Dissertation Supervision

- Thomas, J. (2010). *African American males' perceptions of factors involved in their resilience and academic success*.
- Watson-Hill, D. (2013). *Outside the realm: The counter-narratives of African American parent involvement*.
- Devaud, J. (2014). *Being a gifted adolescent girl: Making sense of her world*.
- Garza, E. (2014). *Latinos and resiliency: A sociocultural framework for exploring cultural identity formation and behavior among resilient Latino students*. (Chair)
- Gregory, D. (2016). *The rise of neoliberalism: A transrational analysis towards a new future for urban education*.
- Niazov, A. (2016). *Preparation for the world: Translating and making applicable teaching and learning practices from abroad to benefit U.S. education*. (Chair)
- Berry, D. (forthcoming). *Exclusion of African American high school students from selective enrollment schools: Their views on academic and social success in the school environment and after high school graduation*.
- Farrell-Rottman, J. (forthcoming). *The role of positive student-teacher relationships in dropout prevention*. (Chair).
- Gobble, T. (forthcoming). *Standards-based grading implementation in comprehensive public high schools*. (Chair)
- Jones, S. (forthcoming). *Re-designing curriculum, re-imagining education: Preparing pre-service teachers for students of color in urban education*.

Smith, E. (forthcoming). *Reengaging African American girls through culturally relevant teacher care: Giving girls another chance to dream.* (Chair)

Courses Taught:

Doctoral

- CS 751: *Curriculum for Human and Community Development*
- CS 764: *Youth Development, Ideology, Culture & Society*

Master's

- CS 470: *Teachers as Leaders*
- CS 488: *Curriculum Design* (Face-to-face & online)
- CS 580: *Research Seminar in Curriculum Studies*
- T&L 613: *Negotiating Curriculum in the Classroom*
- T&L 611: *Induction into the Teaching Profession, Secondary*
- SCG 408: *Education and Society*
- T&L 610: *Induction into the Teaching Profession, Elementary*

Undergraduate

- TCH 320: *Exploring Teaching in the Urban High School* (includes field experience)
- SEC 363: *Secondary Teaching as a Profession* (includes field experience supervision)
- SEC 364: *Secondary Methods: Curriculum & Instruction* (includes field experience supervision)
- SCU 207: *Social & Historical Issues in American Education*

Supervisions/Independent Studies:

- CS 764 *Youth Development, Ideology, Culture & Society*
- *Supervision of student teaching, Secondary* (undergraduate & master's)
- *Supervision of student teaching, Elementary* (undergraduate & master's)
- *Review of Literature* (master's & doctoral)
- *Integrative Paper* (master's)
- *Student teaching seminar* (master's, undergraduate, & prof./continuing ed.)

New Courses Developed:

- CS 488: *Curriculum Design* (master's) (Service learning component)
- CS 608: *Capstone Seminar in Curriculum Studies*
- CS 488 (Online): *Curriculum Design* (master's)
- CS 492: *Creating & Sustaining Professional Learning Communities* (master's)