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E D U C A T I O N

- Cleveland State University**, Cleveland Ohio 1994 to 1998
DOCTORATE IN URBAN EDUCATION PH.D.
Dissertation Title: Constructing Understandings of Race: Tales from an Urban Professional Schools' Foundations Course.
- University of San Francisco**, San Francisco, California Summer 1993
INSTITUTE OF CATHOLIC EDUCATIONAL LEADERSHIP
- Eastern Michigan University**, Ypsilanti, Michigan 1987 - 1990
MA - EDUCATIONAL LEADERSHIP
- Syracuse University**, Syracuse, New York 1983 - 1985
MS - READING EDUCATION
- Manhattan College**, Bronx, New York 1976 - 1978
BA - SOCIAL STUDIES
- Wayne State University**, Detroit, Michigan 1974 - 1976
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P R O F E S S I O N A L E X P E R I E N C E

- John Carroll University** *September 1998 to Present*
University Heights, Ohio
ASSOCIATE PROFESSOR, DEPARTMENT OF EDUCATION AND ALLIED STUDIES. Associate Department Chair with responsibility for coordinating graduate programs and co-coordinating NCATE Accreditation. Teach undergraduate courses in middle childhood philosophy and instruction, social studies methods, student teaching seminar; and graduate courses in research methods, urban education, and teaching and learning. Coordinate the middle childhood licensure program, including program development, accreditation reporting, student teacher supervision, and student advising. Serve on various department and university committees including minority retention, scholarships, faculty search, center for math and science teaching, North Central Accreditation; NCATE accreditation, consultant for the Institute for Educational Renewal.
- Cleveland State University** *1994-1998*
Cleveland, Ohio
GRADUATE TEACHING ASSISTANT, INSTRUCTOR, DEPARTMENT OF CURRICULUM AND FOUNDATIONS, COLLEGE OF EDUCATION. Taught Sociological Concepts of Education and Curriculum, Assessment, Management/Discipline, Teaching Strategies for preservice teachers, which included the supervision of preservice teachers in the field. Taught Introduction to Curriculum Theory and Development and Human Relations to graduate in-service teachers. Served as a member of the Semester Conversion Committee, the Ad Hoc Committee for Teacher Preparation Model Development, the Doctoral Studies Committee, the

Cleveland Collaborators for Positive Education, and the Urban-based Teacher Education Program, a pilot urban education program.

Ursuline College/University School

Summer, 1997
Cleveland, Ohio

INSTRUCTOR. Research Methods, a graduate course for school staff.

DuKette School

July, 1987 to July, 1994

Flint, Michigan

PRINCIPAL. Principal of a Pre-K through grade 8 building. Responsible for all academic, disciplinary, personnel, and fiscal aspects of the program including teacher supervision and evaluation, the creation and management of the annual budget and the organization of a development program. Worked with interested parents in creating a Parent Advisory Council, acted as Executive Secretary of the School Board, implemented a drama and arts department and a computer science program. Taught 8th grade Literature.

Christian Brothers Academy

September 1980 to September 1987

Syracuse, New York

ASSOCIATE PRINCIPAL. JULY 1986 to July 1987. Primarily responsible for all academic areas encompassing curriculum and staff development and evaluation, student placement, admission screening and final acceptance. Coordinated all testing including Regents, Competency tests, and admission exams. Regularly conducted formal teacher evaluations and provided professional staff guidance. Oversaw textbook selection, inventory and ordering. Taught 11th grade American History.

ACTING PRINCIPAL. November 1986 to June 1987.

SUMMER SCHOOL PRINCIPAL. SUMMER, 1986

MIDDLE SCHOOL PRINCIPAL. September 1981 to June 1986. Established the autonomy of the Middle School within a program structure including grades 7 - 12. Coordinated all staff, student, and curriculum development and evaluation. Counseled students in areas of academic and disciplinary concern. Worked closely with staff and parents to facilitate students' transition to middle school. Administered standardized testing program. Taught 7th and 8th grade Social Studies and Reading.

TEACHER. September 1980 to June 1981. Functioned as 7th grade moderator and taught 7th grade guidance, 7th and 8th grade Social Studies, 9th grade Afro-Asian Studies and 10th grade Religion.

St. John Bosco Home For Boys

June to September, 1980

Kingston, Jamaica

TEACHER. Remedial reading and math.

Christian Brothers Novitiate

September 1979 to June 1980

Skaneateles, New York

STUDENT. Completed a year of directed and independent study on spirituality and religious life.

Christian Brothers Academy

September 1978 to August 1979

Albany, New York

TEACHER. Taught 7th grade social studies, 8th grade religion, social studies, and reading; and 9th grade Afro-Asian studies.

C E R T I F I C A T I O N S

Michigan Administration (Secondary) Certification	1992
New York State Permanent Certification	1985
Michigan Provisional Teaching Certification	1987

P R O F E S S I O N A L M E M B E R S H I P S

American Association of Colleges of Teacher Education
American Educational Research Association
Association of Supervision and Curriculum Development
National Council for the Social Studies
National Middle School Association
Ohio Middle School Association

P U B L I C A T I O N S

Sabik, C., & Storz, M. (accepted for publication, November 2003). Laying the foundations for foundation courses. Educational Foundations.

Storz, M. (2003). Students advice to prospective middle school teachers: Learning from the experiences of future students. Teacher Education and Practice, 16(1), 71-83.

Storz, M., & Nestor, K. (2003). Middle school students' perspectives on developmentally responsive curriculum. Middle School Journal, 34(4), 11-19.

Storz, M. (2002). Talking about race in teacher education: Engaging students in collaborative conversations. The Michigan and Ohio Journal of Teacher Education, 15(1), 13-21.

White, C. J., Andino-Demeyan, D., Primer, D., & Storz, M. (1996). Constructing a scholarly community of jazz freedom fighters. Planning and Changing: An Educational Leadership and Policy Journal, 27, 58-73.

Andino-Demyan, D., Drain, S., Primer, D., Storz, M., & Zawislan, D. (1995). Pedagogy from the surreal: You don't really mean it, do you? Philosophical Studies in Education. Proceedings from the Annual Meeting of the Ohio Philosophy of Education Society, pp. 170-182.

P R E S E N T A T I O N S

Educational Inequity from the Perspectives of Those Who Live It: Listening to the Voices of Urban Middle School Students, May 2004. Wingspread Conference: Reforming Urban Science Teacher Preparation, Racine, WI.

Listening to the Voices of Urban Middle School Students: Including students in on-going school improvement, April 2003. National Catholic Education Association Conference, Boston, MA.

Integrating Student Voice into School Reform Efforts, November 2003, The National Middle School Annual Meeting, Atlanta, GA.

The Middle School Concept, August 2003, Jamison Computech Educational Center, Cleveland, OH

It's All About Relationships: Urban Middle School Students Speak Out on Effective Schooling Practices, April 2003, American Educational Research Association Annual Meeting, Chicago, IL.

Integrated Thematic Units, April 2002, Ohio Middle School Association Annual Meeting, Akron, OH.

Developmentally Responsive Practices for Urban Middle Schools, October 2002, Garrett Morgan School of Science, Cleveland, OH.

Talking to Middle School Students about a Good Education, April 2002, Ohio Middle School Association Annual Meeting, Cincinnati, OH.

What are Urban Middle School Students Saying About What Constitutes a Good Education, April 2002, American Educational Research Association Annual Meeting, New Orleans, LA.

Action Research in the Classroom, November 2001, Mary B. Martin Academy, Cleveland, Ohio.

Culturally Responsive Teaching, October 2001, DuKette Catholic School, Faculty Professional Development Day. Flint, Michigan.

Critical Democratic Classrooms. April 2001, American Educational Research Association Annual Meeting, Seattle, Washington.

Understanding Critical Pedagogy in Pre-service Teacher Education and in the Urban Classroom, March 2001, 7th International Pedagogy and Theater of the Oppressed Conference, Omaha, Nebraska.

Critical Democratic Classrooms: From the University to the Field, November 2000, Conference on Curriculum and Pedagogy, Austin, Texas.

Critical Democratic Classrooms: From the University to the Field, October 2000, Bergamo 2000 Conference on Curriculum Theory and Classroom Practice, Dayton, Ohio.

New Teachers' Perceptions of their Experiences with Critical Pedagogy in their Teacher Education Program and in their Professional Practice. April, 2000, American Educational Research Association Annual Meeting, New Orleans, Louisiana.

The Urban School-based Teacher Education Program: Preparing 21st Century Educators, November, 1998, National Alliance of Black School Educators 26th Conference, San Diego, California.

(Re)Reading and (Re)Writing the University Foundations Classroom. November, 1998, American Educational Studies Association Annual Meeting, Philadelphia, Pennsylvania.

Epistemologies of Color: At Play in the Fields of the Lord, October, 1997, American Educational Studies Association Annual Meeting, San Antonio, Texas

A Conversation about Dewey, School Choice, and Research Anxiety, March, 1997, American Educational Research Association Annual Meeting, Chicago, Illinois.

Cleveland's Jazz Freedom Fighters: Sustaining Hope and Commitment within a Landscape of Warranted Desperation, National Coalition of Educational Activists, July, 1996, Cleveland, Ohio.

Transgressing Structural Racism:(Re)-writing the University Classroom, Take II, May 1996, Cleveland State University, Cleveland, Ohio.

Interrupting the Violence of Whiteness: Autoethnography, Jazz Freedom Fighters, and the University Classroom, December, 1995, Cleveland Collaborators for Positive Education Network, Cleveland, Ohio.

Whiteness Inflected, Racism Localized: Ourstory Writing Insurgent Ethnic Mystories, November, 1995, Educational Studies Association National Conference, Cleveland, Ohio.

Pedagogy from the Surreal: You Don't Really Mean It, Do You? October 1995, Ohio Valley Philosophy of Education Society, 1995 Annual Conference, Dayton, Ohio.