

1. EDUCATION:

<u>Degree</u>	<u>Institution</u>	<u>Field</u>	<u>Dates</u>
Ph.D.	New York University	English Education	2003
M.A.	Hunter College	English Literature	1993
B.A.	Kenyon College	English Literature	1989

2. FULL-TIME ACADEMIC EXPERIENCE:

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
Baruch College	Lecturer	Educational Leadership	90/06-present
Baruch College	Substitute Assistant Prof.	Educational Leadership	02/04-08/06
Hunter College High School	Teacher	English	1990-2004
Middle College High School	Teacher	English	2000

3. PART-TIME ACADEMIC EXPERIENCE:

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
Baruch College	Adjunct Assistant Professor	Educational Leadership	2003-2004
Brooklyn College	Adjunct Instructor	Education	2002-2003
New York University	Adjunct Instructor	Education	1996-1977

4. NON ACADEMIC EXPERIENCE:

<u>Place of Employment</u>	<u>Title</u>	<u>Dates</u>
Center for Social and Emotional Education (CSEE)	Visiting Faculty	2004-2006
<i>School for Democracy and Leadership</i>	Member of Advisory Board	2004-2006
First-year New Visions New Century High School Crown Heights, Brooklyn		
Brooklyn New Century High Schools Initiative, New Visions for Public Schools	Member of Planning Team	2003
Teacher's Network Policy Institute	MetLife Fellow	2001-2002

5. EMPLOYMENT RECORD AT BARUCH:

<u>Rank</u>	<u>Dates</u>
Lecturer	09/06-present
Substitute Assistant Prof.	02/04-08/06
Adjunct Assistant Professor	2003-2004

6. PUBLICATIONS IN FIELD OF EXPERTISE:

A. Books: None

B. Papers in Professional Journals:

H. Scharff. "Answering the Call to Re-Imagine Collaboration in Schools: A Systems View."

Schools: Studies in Education. May 2005, Chicago. Vol 2, Issue 1, pp. 185-193.

6. PUBLICATIONS IN FIELD OF EXPERTISE: (continued)

B. Papers in Professional Journals:

(2) Proceedings: None

C. Chapters in Books:

H. Scharff. "Applications to Education," in Tuning the Therapeutic Instrument: The Affective Learning of Psychotherapy, 2000. Jason Aronson Inc., pp. 10-15.

D. Government Reports or Monographs: None

E. Book Reviews: None

7. OTHER PUBLICATIONS:

H. A. Scharff. "Working Against the Splits: A Group Lens on Teaching and Learning in the Semester of 9/11/2001." Doctoral dissertation, published 2003.

H. Scharff & R. Slavin. "Understanding Groups in Classrooms and Schools," The Group Circle, October/November 2002. American Group Psychological Association.

8. PRESENTED PAPERS, LECTURES, AND EXHIBITIONS AND PERFORMANCES:

"The Scaffolded Apprenticeship Model (SAM)—An Experiment in School Leadership Preparation." Presented with L. Gewirtzman, R. Chaluisan, & M. Soguero, Southern Regional Education Board (SREB) annual High Schools that Work Conference, Nashville, July 16, 2005.

"Working Against the Splits: Using a Group Lens to Help Students See Each Other in the Semester of 9/11/2001." Paper presented at 26th Annual Ethnography in Education Research Forum, Philadelphia, February 25, 2005.

"Working with Parents: Obstacles and Opportunities: Symposium for Educators and Psychoanalysts." Panel presentation with J. Cohen & K. Novick, American Psychoanalytic Association, New York City, January 22, 2005.

"Breaking the Conflict Cycle: How Can We Help Teachers to Help Students with Anger Management?" Workshop conducted for region 8 guidance counselors, New York City Department of Education, Brooklyn, New York, March 14, 2005.

"Emily Dickinson through Sound and Movement." Workshop conducted at New York City Writing Project Teacher to Teacher Conference, Lehman College, Bronx, New York, March 20, 2004.

“Safe Schools through Groups and Group Relations.” Workshop conducted with H. Friedman at annual School Psychology Conference, “Safe and Effective Schools: What Works.” New York City, January 24, 2003.

8. PRESENTED PAPERS, LECTURES, AND EXHIBITIONS AND PERFORMANCES: (continued)

“Understanding Groups in Classrooms and Schools.” Workshop conducted with R. Slavin at the annual conference of the American Group Psychological Association, New Orleans, March 1, 2002.

9. WORK IN PROGRESS

A. Papers accepted by journals for publication: None

B. Other completed papers:

C. Research in progress:

- ◆ Case study documentation and evaluation (in partnership with an external program evaluator) of SAM’s theory of change, including descriptions of program elements and facilitator competencies associated with school improvement.

10. PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS:

Sabbatical Fellowship, Hunter College High School, 2001
Educators Forum to Japan, Fellowship, 1998
Phi Beta Kappa, 1989

11. GRANTS-IN-AID: None

12. INSTITUTIONAL SERVICE

A. Service to the Department: N/A

B. Service to the School: None

C. Service to the College: None

D. Service to the Graduate Center: None

E. Service to the University:

Consultation to Brooklyn College’s Educational Leadership Program. June – September 2004

13. OFFICES HELD IN PROFESSIONAL SOCIETIES

American Educational Research Association, 2004-present

A. K. Rice Institute, New York Center, 2000-Present

14. OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE: None

15. TEACHING ACTIVITIES AT BARUCH

A. Courses Taught:

Co-designer and instructor in SAM III Facilitator Training (see below)
Lead Facilitator, SAM—Scaffolded Apprenticeship Model (see below)
Facilitator, High School Leadership Development Program (see below)
PAF 9309 - Instructional Leadership in Educational Organizations
PAF 9320 – Internship and Seminar

B. New programs/courses Developed:

SAM III—Facilitator Training Curriculum for 16 facilitators—some of whom will implement SAM for credit, others of whom will support school inquiry teams—a streamlined process, adapted from SAM, to support school-based teams in expanding their school’s sphere of student success. This training is a two-year sequence, every Monday from 9am – 5pm.

SAM II—Scaffolded Apprenticeship Model of School Improvement through Leadership Development. Participants are school teams conducting site-based improvement. Curriculum is co-constructed and co-instructed by participating principals and is organized around improving outcomes for an underperforming population and embedding the capacity for data-based continuous improvement in the schools. (Four cohorts from fifteen NYC public high schools, January 2006 – July 2007)

High School Leadership Development Program (SAM I)—first iteration of what became known as *SAM*.). One cohort comprised of four high school teams—two from small high schools, two from large high schools. (2004-2005)