

Joshua Bornstein

Curriculum Vitae

Educational Leadership Program
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Felician University
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EDUCATION

Ph.D., Cultural Foundations of Education, Syracuse University, 2014.

C.A.S., Disability Studies, Syracuse University, 2009.

C.A.S., School District Administration, State University of New York Cortland, 2001.

M.A., Curriculum and Instruction, University of Maryland College Park, 1998.

B.A., Education, Dartmouth College, 1984.

CERTIFICATION

School District Administrator, New York, 2001.

N-6 Teacher, New York, 1991.

K-8 Teacher, Maryland, 1988.

PROFESSIONAL EXPERIENCE

Felician College, Educational Leadership Program, Assistant Professor, 2015-present.

State University of New York Cortland, Foundations and Social Advocacy Department, Adjunct Faculty, 2014-2015.

Ithaca City School District, Consultant, 2014-present.

Syracuse City School District, Principal, 2013-2014.

Syracuse University, Department of Teaching and Leadership, Instructor and Field Supervisor, 2006-2009, 2011.

Syracuse University, Schools of Promise, Staff Developer, 2008-2010.

Ithaca College, Department of Education, Lecturer, 2007-2009.

Syracuse University and Syracuse City School District, Department of Teaching and Leadership, Staff Developer, 2005-2006.

Lansing Central School District, Principal, 2002-2004.

Candor Central School District, Principal, 1999-2002.

Ithaca City School District, Ithaca, NY, Elementary Teacher, 1991-1999.

Prince George's County Public Schools, Prince George's County, MD, Elementary Teacher, 1988-1991.

PUBLICATION

Bornstein, J. (2015) "If they're on Tier I, there are really no behavioral concerns that we can see." PBIS medicalizes compliant behavior. *Journal of Ethnographic and Qualitative Research*, 9, 247-267.

FELLOWSHIP AND HONORS

Syracuse University, Cultural Foundations of Education, Dissertation Defense with Distinction, 2014

Syracuse University, Department of Teaching and Leadership, Wallace Foundation Fellow, 2005

CONFERENCE PARTICIPATION

Papers presented

Bornstein, J. (2015) "*If they're on Tier I, there are really no behavioral concerns that we can see:*" *Positive Behavioral Interventions and Supports Medicalizes Compliant Behavior*. Paper presented at 27th Ethnographic and Qualitative Research Conference, Las Vegas, NV.

Bornstein, J. (2014) *"If you've seen the tool, it seems everything is 'at-risk:' Leadership Discourses of Data, Medicalization and Order for Inclusion."* Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Bornstein, J. (2014) *"We need to better understand the difference between systematic, systemic, and robotic:" Leadership Discourses of Normalcy Shifting from Disciplinary to Medicalized Order for Inclusion.* Paper presented at American Educational Research Association Annual Meeting, Philadelphia, PA.

Bornstein, J. (2012) *Medicalized Exclusion Replaces Disciplinary Exclusion via PBIS/RTI.* Paper presented at the American Educational Research Association Annual Meeting, Vancouver, BC.

Bornstein, J. (2011) *PBIS/RTI Paradoxically Supports Deficit Discourses by Inclusive School Leaders.* Paper presented at the 25th University Council for Educational Administration Convention, Pittsburgh, PA.

Bornstein, J. (2007) *Making Sound Confidentiality Decisions Regarding Students Identified with Mental Health Disabilities.* Paper presented at the 20th Disability Studies in Education Conference, Chicago, IL.

TEACHING EXPERIENCE

Graduate Courses

Felician University, Educational Leadership Program.

EDU 515 Current Trends in Special Education

EDU 670 Supervision and Organizational Administration

EDU 675 School Law and Administration

EDU 690 Current Trends in Curriculum and Instruction

State University of New York Cortland, Foundations and Social Advocacy Department.

FSA 683 Special Education Administration.

Ithaca College, Department of Education.

EDU 50300 The Exceptional Child in the Classroom.

Undergraduate Courses

Syracuse University, Department of Teaching and Leadership.

EED 226 Elementary Social Studies Methods and Curriculum.

SPE 338 Practicum Seminar in Elementary and Special Education.

Field Supervision

Felician University, Educational Leadership Program.
EDU 715 Internship in Administration I

Syracuse University, Department of Teaching and Leadership.
Dual Elementary/Special Education Certification Student Teaching.

SERVICE TO PROFESSION

Felician University, Redefining Scholarship Committee, 2015.

Duke Academy for Educational Leadership, Advisory Board Member, 2015.

American Educational Research Association, Leadership for Social Justice SIG Awards Committee, Reviewer, 2014.

Ithaca City School District, Board of Education, Elected Member, 2008-2011.

Ithaca Teachers Association, Cabinet Member and Negotiations Chair, 1997-2000.

MEDIA

Blogging at “By Us, with Us, for Us, or to Us? Reflections of a Former Turnaround Principal,” www.turnaroundprincipal.org, 2014-present.

PROFESSIONAL AFFILIATIONS

Association for Supervision and Curriculum Development, 2000-present

Society for Disability Studies, 2009-present.

American Educational Research Association, Leadership for Social Justice SIG, 2011-present.

American Educational Research Association, Disability Studies in Education SIG, 2011-present.

American Educational Research Association, Social and Emotional Learning SIG, 2012-present.

American Educational Research Association, Critical Educators for Social Justice SIG, 2012-present.

American Association of School Administrators, 2012-present.