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 ***Dr. Barbara Cozza,***

***cozzab@stjohns.edu***

***cell 570 499 3429***

**Current/Past University Administration Positions**

* Country Director (Northeastern US), Higher Education Teaching and Learning (HETL) 2021-present
* Chairperson, Department of Administrative and Instructional Leadership, St. John’s University 2019 – July 1, 2021
* Tenured Rank: rank Full Professor (2017) (Administration, Instructional Leadership, Curriculum), St. John's University, New York, 2010 – present
* Assistant Chairperson, St. John’s University 2011 - 2019
* Program Director of Ed.D. Instructional Leadership, Department of Administrative and Instructional Leadership, St John’s University, New York 2011 - 2018
* Chairperson 2007-2009 and Associate Professor (Tenured) 1997-2010, Education Department, University of Scranton,
* New York City Board of Education – Teacher 1986-95 and Director of Multi-age Program 1993-95.

**Professional Preparation**

Ph.D. in Education Fordham University, New York, September 1996

 Curriculum and Instruction - Language, Literacy, Learning

MS in Education CUNY, Hunter College, New York, February 1988

 Early Childhood and Elementary

BFA CUNY, Hunter College, New York, February 1981

 Fine Arts (Magna cum Laude)

 Educational Leadership Dowling College, 2005 Professional Diploma

**Professional Licenses/Educational**

School District Administrator License

New York State Permanent 9/01/05

School Building Administrator License

New York State 9/01/05

Public School Teacher License

New York State Permanent N-6 2/01/88

Public School Teacher License

New York City Common Branch N-6 2/01/88

 New Jersey Elementary School Teacher 8/01/86

 New Jersey Teacher if Nursery School 8/01/86

**Courses Currently Teaching**

Edu 7990 Dissertation Seminar for Instructional Leadership

Edu 5990 Dissertation Seminar for Administration

Edu 7900 Qualitative Research

Edu 7902 Advance Qualitative Research

Edu 5701 Critique Review of Literature Review (Chapter 2)

Edu 5743 Educational Planning for Leaders: Professional Capital for Global Communities

University of Scranton Past Teaching

Field Experience for Student Teaching

Methods in Teaching Mathematics

Methods in Teaching Social Studies

**Webinars**

Cozza, B. & Parnther, C. (Feb.8, 2022). Invited to present a webinar on Voices of Women Leaders. National Education Association, Washington, D.C.

**Invitational**

Cozza, B. (2022, 23) Reviewer of Dissertations Ph.D. Invitation. Emerald Publishers.

**Scholarship**

**Books**

Cozza, B. (Jan. 2023). *The* *Inclusive World of Today’s Classroom: Integrating Multi-age Teaching, Technology, and International Perspectives*. Rowman and Littlefield.

Cozza, B. & Parnther, C, (Eds.) (May 2022*).* *Voices from Women Leaders on Success in Higher Education: Pipelines, Pathways, and Promotion.* Routledge.

Sengupta, E., Blessinger, P., Ssemwanga, A. and Cozza, B. (Eds.) (2021). *The Role of External Examining in Higher Education: Challenges and Best Practices.* Bingley, UK: Emerald Group Publishing.

Cozza, B. (2017). *Multi-age Learning Community in Action: A Caring School Environment for All Students*. Rowman and Littlefield. (Forward written by Carol A. Tomlinson).

Cozza, B. & Blessinger, P. (Eds.) (2017). *University Partnerships for Pre-service and Teacher Development*. Emerald Publishing.

Blessinger, P. & Cozza, B. (Eds.) (2016*). University Partnerships for Academic Programs and Professional Development.* Emerald Group Publishing

Blessinger, P. & Cozza, B. (Eds.) (2016). *University Partnerships for International Development.* Emerald Group Publishing.

Cozza, B.& Blessinger, P (Eds.) (2015). *University Partnerships for Community and School System Development*. Emerald Publishing.

**Book Chapters**

Cozza, B. (2022). Driving Theoretical Frameworks – Women Leaders in Higher Education Systems. Chapter in Cozza, B and Parnther, C. (Eds.) *Voices from Women Leaders on Success in Higher Education: Pipelines, Pathways, and Promotion.* Routledge

Cozza, B. & Hu, Rong, (2022). Case Studies of Three Women Leaders’ Voices in Higher Education: Understanding the Gender Gap.In Cozza, B and Parnther, C. *(Eds.)Voices from Women Leaders on Success in Higher Education: Pipelines, Pathways, and Promotion.* Routledge

Sengupta, E., Blessinger, P., Ssemwanga, A., and Cozza, B. (2021). Introduction to the Role of Internal Examining in Higher Education - Challenges and Best Practices. Chapter in Sengupta, E., Blessinger, P., Ssemwanga, A. and Cozza, B. (Eds) *The Role of External Examining in Higher Education: Challenges and Best Practices.* Bingley, UK: Emerald Group Publishing.

Cozza, B.& Blessinger*, P*. (2017). Novel approaches in university partnerships: An introduction to university partnerships for pre-service and teacher development. In P. Blessinger& B. Cozza (Eds.) *University Partnerships for Pre-service and Teacher Development*. Emerald Publishing.

Cozza, B**.** & Blessinger, P. (2016). Innovative approaches in university partnerships: An introduction to university partnerships for academic and professional development. In Blessinger, P. & B. Cozza (Eds.) *University Partnerships for Academic Programs and Professional Development*. Emerald Publishing.

Cozza, B.& Blessinger, P. (2016). Pioneering approaches in university partnerships: An introduction to university partnerships for international development. In Blessinger, P. & B. Cozza (Eds.) *University Partnerships for International Development*. Emerald Publishing.

Cozza, B.& *Blessinger, P*. (2015). Innovative approaches in university, partnerships: An introduction to university partnerships for community and school system development. In P. Blessinger & B. Cozza (Eds.) *University Partnerships for Community and School System Development*. Emerald Publishing*, 5*, 3-22.

Cozza, B. & Bonekemper, G. (2007). Fostering Collaboration through Professional Development Schools. *Professional Development School: Enhancing Teacher Quality*. Philadelphia, PA: *Research for Better Schools*.

Cozza, B, Mbugua, T., Guzzi, L., Noakes, P., Intoccia, M., & Kelly, M.L. (2001). Transforming roles during social studies learning - family-school- university collaboration in two schools in northeastern Pennsylvania. *National Council of Social Studies*. Tier I.

**Articles**

Cozza, B. (in press). An alternative review of Multi-age (Multi-grade) Teaching and

 Learning in Global Communities. World Education Research Association (WERA): *Global Perspectives on Education Research (Volume III) (GPERIII)* Routledge.

Cozza, B. (2022, in press). A Review of multi-age (MA) and Multi-grade (MG) Education in Global Communities for the 21st Century. Forum on Public Policy (Oxford University – Oxford Round Table) [www.forumonpublicpolicy.co.uk](http://www.forumonpublicpolicy.co.uk)

Cozza, B., Hu, R., Cuevas De Jesús, E. (under review). Perspectives on Teacher Leadership in Cross-Cultural Settings: Case Studies from Teacher Leaders in Multi-Age Schools. *Journal of Educational Change.* Springer*.*

Blessinger, P., Cozza, B**.** & Cox, M.(2015). Principles of Effective Learning Communities in Higher Education: A Qualitative Analysis of Faculty Participation. *Learning Communities Journal*, *7*, 117-152

Cozza, B., Blessinger, P., Mandracchia, M. (2014). Effectiveness of graduate programs in administration and instructional Leadership. *Journal of Applied Research in Higher Education, 6*(1), 2-21*.*

Cozza, B. & Oreshkina, M. (2013) Cross-cultural Study of Cognitive and Metacognitive Processes during Math Problem Solving. *School Science and Mathematics Journal, 113*(6). Tier I

Cozza, B., McDonough, P., Laboranti, C. (2011). An Interdisciplinary Connection: The Scarlet Letter Using a Geometric Perspective. *Kappa Delta Pi Record, 47*(4). Tier I

Cozza, B. (2010) Transforming Teaching: A Pilot Professional Development School Partnership.*The Educational Forum*, *74*(4). Tier I

Cozza, B., Foley, M., Laboranti, C. (2009). Curriculum Focal Points: A Framework for Teachers’ Professional Development Prek-8. *US – China Education Review Journal*, *6*(10).

Cozza, B. (2006). How do teachers and their students use math journals to gain proficiency in mathematics problem solving? *PCTM 2005-2006 Yearbook*.

Cozza, B., & Hobbs, T. (2004) Radical solutions to common problems in the preparation of professional educators*. International Journal of Learning, 10,* 232- 236.

Williams, J.R. & Cozza, B. (Fall, 2003) A team approach for teacher selection in one urban Pennsylvania school district*. Pennsylvania Administrator, 6*(9*)* 30-32, 35.

Goldsby, D. & Cozza, B. (2002). Writing samples to understand mathematical thinking.

*Mathematics Teaching in the Middle School. 7*(9) 517-520. Tier I

Cozza, B. and Fiascki, C (2002). Encouraging teachers and children to integrate purposeful talk and reflective thinking during lessons. *Dimensions of Early Childhood, 30*(1).

Goldsby, D.S., Fazal, M.B., Cozza B. (2001). Implementing Web-based Digital Portfolios in three Teacher Preparation Programs. *Academic Exchange Quarterly*.

Cozza, B., & Mbugua, T. (fall, 2000). Transforming the cultures of the family, school and university through collaboration. *Monograph Series: Pennsylvania Association Teacher Educators*.

Goldsby, D. & Cozza, B. (1998). Use of Journals in College Education Courses. *Kappa Delta Pi Record, 34*(3)112-113*.* Tier I

**Book Reviews**

Cozza, B. & Hu, R (2016), *Books Review: Dumb Ideas Won't Create Smart Kids: Straight Talk About Bad School Reform, Good Teaching, and Better Learning* by Haas, E., Fischman, G., and Brewer, J., *Teachers College Record* Tier I

Cozza, B., (2016)**,** *Books Review: Resisting Reform: Reclaiming Public Education through Grassroots Activism* by Vanslyke-Briggs, K., Bloom, E., and Boudet, D., Information Age Publishing, Inc**.**  *Teachers College Record*. Tier I

Cozza, B. (2000). E. Fennema & T.A. Romberg, (eds.) Mathematics Classrooms that Promote Understanding. *Childhood Education,* *77* (1) 52. Tier I

Cozza, B. (1999). W. G. Secada, L. Ortiz-Franco, N.G. Hernandes, Y. DeLaCruz, (eds.) Changing the Faces of Mathematics: Perspectives on Latinos, *Teaching Children Mathematics,* *51*(8) 168. Tier I

Cozza, B. (2000). S.G. Grant. Teachers’ Reforming Reading, Writing, and Mathematics: Teachers’ Responses and the Prospect for Systemic Reform. *Childhood Education, 76* (2) 114. Tier I

**Other Publications**

Patrick Blessinger & Barbara Cozza (October 2017). The case for internationalisation of higher education. University World, Issue 478.

Blessinger, P. & Cozza, B.(2016, September 16). How to make the most of international HE partnerships. 16 2016, *University World*, Issue 428. Retrieved from: http://www.universityworldnews.com/article.php ?story=20160913124749102. *IPR*

Cozza, B. (2015). Ode to Ed-u-cate. In K. J. Head & P. Blessinger (Eds.) *Teaching as a Human Experience: An Anthology of Contemporary Poems*, (pp.40) Cambridge, MA: Cambridge Scholars Publishing. Poem.

Cozza, B. (2015). *Forward in book. In Inquiry-based Learning for Multidisciplinary Programs: A Conceptual and Practical Resource for Educators, Volume 3.*Forward in book*.*

Cozza, B. (2015): *Democratizing Higher Education: International Comparative perspectives* edited by Patrick Blessinger and John P. Anchan, Routledge: Taylor & Francis Group. Book Review on Back Cover

Cozza, B. Published Book Review on Back Cover (2015): *Democratizing Higher Education: International Comparative perspectives* edited by Patrick Blessinger and John P. Anchan, Routledge: Taylor & Francis Group.

**Ph.D. Dissertation**

Cozza, B. (1996). Concept mapping through logs and metacognitive reflection during third graders’ scientific problem solving. (Doctoral Dissertation, Fordham University, 1996). *Dissertation Abstracts International*, *57* (10). (AATNo.9708248)

**Invited Master of Ceremonies, Keynote, Chairperson of Symposium or Participant**

Parnther, C., Cozza B., Marlier, A., Feldhaus, H., Rodriguez-Farrar, H., Nicklin, J. (Nov.,2022). American College of Personnel Association (ACPA)Webinar: Conversations of Women in Higher Education Leadership.

Cozza, B. (2022). Conversations of Women in Higher Education Leadership Roles: Considering Pipelines, Diversity, Opportunities, and Challenges. American Research Association Conference, San Diego, April 21, 2022. Symposium.

Cozza, B. (2021) Invited to be Master of Ceremonies for Woman Alumnae panel of top-tier executives in business, communications, education, health, and sciences who have successfully carried St. John’s mission and message into the business and professional community, March 30, 2021.

Cozza, B. (November,2019).Invited to be Master of Ceremonies for the National DC: Women in Leadership 2019 Conference for Senior Higher Education Administrators and Faculty held at Harvard University.

Cozza, B. (November 3, 2015). Greek Orthodox Archdiocese of American, Astoria, NY. Keynote speaker for Writing across the content areas. *invited keynote speaker.*

Co-Chairperson of the International Higher Education Teaching and Learning Conference Anchorage, Alaska, May 31-June 2nd, 2014.

Chair Conference at the Eighth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, May 16-19, 2012.

Chair Conference Session at the CIES Conference, Montreal, Canada, June 9-11, 2011.

Chair a Conference Session at the International Technology, Education and Development Conference, Valencia Spain, March 9-11, 2009.

Chair a Symposium at the University of Helsinki (European Early Childhood Education Research Association (ECERA) Conference, Helsinki, Finland, September 1, 1999.

Participant, Rockefeller Institute of Government and United Nations Academic Impact Forum. *MOOCs in the Developing World: Democratization of Knowledge of Academic Hype?* June 19th, 2014, United Nations.

Participant, *Carnegie Foundation Summit on Improving Education*, March 10th-12th, 2014, San Francisco, CA.

Chairperson of Northeastern Pennsylvania Council of Teaching Mathematics Conferences - 1998-2010.

**International/National Conferences**

Hu, R. and Cozza, B. (Sept.2022) HETL-Tuzder International Conference in Istanbul, Turkey from September 8 – 11, 2022. See <https://2022tuzder.hetl.org/> An exploration of characteristics of PLC in Multi-age school settings and the influence of teachers’ perceived knowledge.

Cozza, B., Parnther, C., Gil, L., Jack, L., Rodriguez, H. (2022). Conversations of Women in Higher Education Leadership Roles: Considering Pipelines, Diversity, Opportunities, and Challenges. American Research Association Conference, San Diego, April 21, 2022. Symposium.

Cozza, B. & Hu, R. (2021).Snapshot of the Successes and Challenges of Teaching and Learning in Multi-age Classrooms Across Global Communities. Society of Professors, American Research Association Conference, April 10, 2021.

Cozza, B. (August,2019).World Education Research Association (WERA) conference acceptance for August 2019 Conference, University of Tokyo, Japan. Paper title: *An International Review of Multi-age Teaching and Learning Education in Global Communities.*

Cozza, B. (2018). Women in Leadership Conference, Harvard University

Harvard Faculty Club October 2-3, 2018. *Cases Studies of three Women Leaders in Three Different Higher Education Institutions.*

Cozza B. (2018). Presented research paper at International Round Table Symposium, Oxford University, Educational Issues and Trends, July 15-18, 2018.

 Issues on how Educators Rethink Global Community School Initiatives to Promote Multi-Age/Multi-Grade Programs to Build Effective Learning Communities for all Elementary Students for the 21st Century Needs.

Cozza, B, Cuevas de Jesus, E*.,* Kelleher, J., Hu, R. (April 9-13, 2016). American Education Research Association (AERA) Conference, Washington, D.C. Teacher leader role: Re-culturing leadership in schools to improve teaching and learning.

Cozza, B (2015). Considering the tasks, issues, successes and challenges for the education professoriate in the 21st Century when collaborating in university/school partnerships. AERA Conference, Society of Professors, Chicago, Ill. April 16-19.

Cozza, B. (2015). Transforming school systems into multi-age school communities for the 21st century. XIII Congreso Puerto Rrizueno de Investiacion En La Education. Puerto Rican congress of Research in Education. University of Puerto Rico, March 11-13.

Cozza, B., Blessinger, P. & Mandracchia, M. (2014). Effectiveness of Graduate Programs in Administration and Instructional Leadership. AERA Conference Paper, April.

Cozza, B. & Gaynullina, E. (2013). Investigating 1st Grade Davydov Russian Mathematics Program – Can it applies to US 1st grade classrooms with Common core Standards? CIES, March 11-14.

Cozza, B. & Kelleher, J. (2012). Teacher’s Sense of Self-Efficacy during Mathematics Professional Development. Eighth International Congress of Qualitative Inquiry, May 16-18.

Cozza, B. & Oreshkina, M (2011).A study of cognitive and metacognitive behaviors during mathematics with children from Russia, Spain, Hungary, and the United States. Comparative and International Education Society (CIES).

Cozza, B. & Oreshkina, M (2010). Cognitive and metacognitive processes in young children during inquiry learning from a cross-cultural perspective. International Association for Cognitive Education and Psychology (IACEP) Conference, San Diego, CA, February 5-7.

Cozza, B. (2009). Curriculum Focal Points: A Framework for the Teachers’ Professional Development PreK-8. International Technology, Education, and Development Conference (INTED), Valencia, Spain, March 9-11.

Cozza, B. (2008). Changing Policy and Practices: A Pilot Professional Development School Partnership. American Educational Research Association (AERA) Conference, New York, March.

Cozza, B. & Mbugua, T. (2006). Snapshot of a Professional Development Partnership: Students’ High-level of Achievement through Research in Education. American Educational Research Association (AERA) Conference, San Francisco, April 7.

 Cozza, B. McDonough, P., & Laboranti, C. (2006). The Scarlet Letter Integrated with Plane and Solid Geometry Concepts. National Council of Teachers of Mathematics (NCTM) Conference, St. Louis, April 26-29.

Cozza, B., Foley, M., & Laboranti, C. (2006). Professional Development to improve student performance. PA/Title I Improving School Performance. Pittsburgh, PA, Jan.22-25.

Cozza, B., & Mbugua, T. (2006). University/School/Community Collaboration: The role of the college professor in making informed decisions through research. CCCJ Conference, Montego Bay, Jamaica, January 4 -6.

Cozza, B., & Williams, J.R. (2004). Educational leadership and management: How to create institutional change through school-university partnership – a professional development model. Learning Conference, Havana, Cuba, June 26 – 28.

Cozza, B. Hobbs T., & Mbugua T. (2003). Radical solutions to common problems in the preparation of professional educators. The Learning Conference, Institute of Education, University of London, July 15-18.

Cozza, B., Williams, J.R., Buzad, C., & Hawk, J. (2003). A collaborative model to improve teacher quality and math achievement. NCTM Conference, San Antonio, Texas, April 11.

Mbugua, T. & Cozza, B. (2001). Transforming the cultures of the family, school and university through collaboration, ACEI International Conference, Toronto, Ontario, Canada, April 6. (Pk-6).

Cozza, B. & Goldsby, D. (2000). Understanding young children's perceptions of early mathematics/science concepts through writing and drawing. European Early Childhood Research Conference University of London, August 30.

Sharpe, P. & Cozza, B. (2000). Features of parental support for the development of numeracy in young children: similarities and differences, east and west. European Early Childhood Research Conference, University of London, August 31.

Goldsby, D., Goethals, S., & Cozza, B. (2000). Implementing web-based digital portfolios in three teacher preparation programs. American Association for Higher Education Assessment Conference, Charlotte, North Carolina, June 10.

Cozza, B. (2000). Faculty-School-University Partnership to Encourage Math Literacy. ACEI Annual International Conference, April 17-20.

Cozza, B. & Fiascki, C. (1999) How does peer talk and reflective thinking during mathematics problem solving encourage lifelong learning for young children? European Early Childhood Education Research Association Annual International Conference (EECERA), University of Helsinki, Helsinki, Finland September 1 – 4.

**Guest Columnist**

*Scranton Times* (July 2003): Guest Columnist: Opinion Editorial Article published in July issue on Scranton School District Teacher Selection Policy titled: The Walton Model for Teacher Selection.

**Collaborative**

Women in Higher Education Empowered Leadership (WHEEL) Collaborative

Cozza, B., Parnther, C. & Doctoral Students (2019). Dr. Cozza, Dr. Parnther, Doctoral Fellows presented at the first conference held at St. John’s University on November 15th, 2019. The topic: An introduction to the WHEEL Collaborative. The conference was open to all local educational organizations*.*

**Grants (Funded (F), Unfunded (UF)**

Cozza, B. (50%) & Kascak, A. (50%) (2023). Erasmus+ project, Key Action 1 Mobilities of Individuals between Programme and Partner countries with a European Union Grant. Trnava University and St. John’s University. Funded

Cozza, B. (50%) & Kascak, A. (50%) (2020). Erasmus+ project, Key Action 1 Mobilities of Individuals between Programme and Partner countries with a European Union Grant. Trnava University and St. John’s University. UF

Cozza, B. Multi-age Professional Learning Communities and Principal Coaching for improving a school system in multi-age teaching and learning. Archdiocese of Paterson, New Jersey external $126,263 (2013-2016, 1st year: $33,236, 2nd year: $39,000; 3rd year: $54,027) F

Cozza, B. (100%) Multi-age Community Project: Research Investigation. Spencer Foundation external $499,971 (2014-18). UF

Parmar, R.(60%) & Cozza, B.(40%) The School of Education Leadership Alliance (SELA),New York State Education Department $3,630,797. (2013-2018). UF

Parmar, R.(60%) & Cozza, B. .(40%) Project SCALE (School and Community Advancement through Leadership Excellence), New York City Department of Education, $5,525,400 (2013). UF

Cozza, B. (100%) Davydov Russian Mathematics Translation, Seed Grant, internal SJU $5,000(2011-12) F

Cozza, B. (60%) & Oreshkina, M. colleague (40%) Cognitive and metacognitive processes during inquiry learning with young students from a cross-cultural perspective. Research data collected in school in Russia, Spain, Hungary, and the United States. Internal University of Scranton, $3000 (2008-09) F

Cozza, B. (100%) Students’ High Level of Achievement for Research in Education SHARE Professional Development Program. Scranton School District, external $351,311 (2006-2009, 1styear: $111,718, 2nd year: $116,395; 3rd year: $123,198). F

Cozza, B. (100%) University of Scranton Sustainability Grant – Improving course EDUC 348:Integrated Methods: teaching Mathematics and Science Elementary Methods. Sustainability Program for Students. Internal University of Scranton $3,000. (2007-08). F

Cozza, B. (100%) PDS Mentor Grant: Establishing a Pilot Professional Development School. external Pennsylvania Department of Education external $9,995 (2006-07) F

Cozza, B. (100%) Teacher Quality Enhancement – Students’ High Level of Achievement for Research in Education S.H.A.R.E. Summer Academy and Outreach Program for In-service and Pre-service teachers in Geometry and Measurement Pk-6 Pennsylvania Dept. of Education & US Dept. of Education Grant, external $113,306 (2003-06, 1st year: $33,636, 2nd year: $46,470, 3rdyear: $33,200). F

Cozza, B. (80%)Havarty, N. curriculum director (20%) Students’ High Level of Achievement for Research in Education (SHARE) Post-Secondary Professional Development Program for Improving Teacher Quality, Pennsylvania Department of Education external $708,030 (2004-2006, 1st term: $142,965, 2nd term: $263,029; 3rd term: $302,036) F

Cozza, B. (100%) Students’ High Level of Achievement for Research in Education S.H.A.R.E.Institute – Lesson Study. Mid-Atlantic Education Laboratory Consortium – Deans and Superintendents Network (MDSN). external $49,984 (2003-05) F

Cozza, B. (50%), Ferzola, A.(25%), Wiley, D. (25%) Mathematics in Cross Cultural Communities (MC3) Local Schools, Community Outreach and a Global School Community National Science Foundation external $1,226,174 (2002-2005) UF

Cozza B. (80%) & Wiley, D.A professor (20%) Scranton Partnership for Improvement of Student Achievement in Mathematics (SAM/S Partnership), Eisenhower Grant, external $195,080 (2002-03) F

Goldsby, D. professor (35%),Goethals, S. professor (35%), Cozza, B (30%). Collaborative grant received between Iona College, Bellarmine College and The University of Scranton for implementing a pilot program for Web-based Portfolios for Pre-service Teachers AT& T Learning Network Teaching and Technology Grant external $46,500 (2000-01). F

Cozza, B. (100%), Teacher Enhancement Grant: Calculators Used in the Classroom, Internal Grant, University of Scranton, $1,500. 2002-03). F

Cozza, B.(100%)A Problem-solving Approach to Teach Math Skills and Writing, Internal Research Grant University of Scranton.$3,000 (1997-98). F

**Merits:**

**Cozza B. Higher Education Teaching and Learning (HETL) Country Director of Mid-Atlantic Region, USA, 2021.**

Cozza, B. Outstanding Dissertation Faculty Mentor in Doctoral Education Award, International Higher Education Teaching and Learning Association, 2014.

Cozza, B. Northeastern Pennsylvania Teacher of Mathematics Award, 2013.

Cozza, B. Faculty Merit Award, St. John’s University, 2012

Cozza, B. Faculty Merit Award, St. John’s University, 2014

Cozza, B. NACTE ACEI/SPA Award, 5 year recognition award for outstanding service, 1999-2004.

**Affiliations**

2014-present Senior Editor, Journal of Applied Research in Higher Education, Emerald.

2015-present. Member of Research and Innovation Advisory Board for International Higher Education Teaching and Learning Association,

This Board consists of highly respected research scholars and I was selected by my

peers to serve on this board indefinitely.

July 1, 2014-June30, 2017. Chair of Editorial Advisory Board for the international book series titled, Innovations in Higher Education Teaching and Learning, Emerald Publishing. Elected as Board Chair.

The Board consists of highly respected scholars and educators in international

higher education.

2015-present. Reviewer of Journal of Meaning-Centered Education (JMCE) Board, International, Panel consists of highly respected distinguished scholars.

2014 –Present Mentor Reviewer of Judging Panel, Emerald Higher Education Teaching and Learning Research and Innovation International (HETL) Outstanding Doctoral Research Award Program, Panel consists of highly respected dissertation scholars and mentors in international doctoral education. Dr Cozza was selected by peers to serve on board for indefinite time.

2014 –present Reviewer of manuscripts for Emerald Publishing,

2015 Reviewer for Sage Publication for the book *Qualitative Research in Education* by Marilyn Lichtman.

2009-10 International Conference of Education, Research, and Innovation (ICERI) Advisory

2014 -Present AERA Mentor/Mentee Reviewer

2015 –Present Reviewer of World Education Research Association (WERA) Conference

2014 Present HETL Dissertation Mentor Reviewer

2013-Present School Science and Mathematics Journal Reviewer

2010 CIES Reviewer

1998-2015 Executive Board Member: Northeastern Pennsylvania Council of Mathematics

2005-06 Pennsylvania Department of Education. On-site Program Reviewer: Temple University and Villanova.

2003-10 Pennsylvania Department of Education Program Reviewer for new Teacher Certifications pk-4, gr. 4-8.

1996-97 New York State Program Reviewer

2000-08 NCATE SPA Reviewer for Performance-based 2000 Standards

2001-05 Board of Director, University of Scranton Laboratory School (multiage program)

2004 -09 Board of Director, Day Nursery, Scranton

2007 American Council of Education (ACE) Reviewer for the Foundation School Administration Programs, N.J. Association of Principals and Supervisors Association Reviewer, Thomas Edison University, May 16-18, 2007

2000-2009 NCATE Training for Performance-based 2000 Standards.

2008 AACTE Training for Department Chairperson

2005-07 Member of Strategic Planning Committee, Curriculum Committee, Professional Development Committee, Forest City School District, Forest

2007-09 Executive Board Member Pennsylvania ASCD (PASCD)

2002-2006 Scranton School District Hiring Panel,

**Collaborative School/University Partnerships**

Laboratory School at University of Puerto Rico, collaborating on improving multi-age schools

Diocese of Bridgeport, CT

multi-age classrooms and differentiate instructional practices.

Diocese of Paterson School District, New Jersey - Summer Academy and Outreach Program in Schools to transform schools into multi-age programs.

Diocese of Paterson School District, New Jersey – Principal workshops on transforming schools and the multi-age school concept

Diocese of Portland, Oregon – re-culture schools into multi-age communities

St. Joan of Arc, Jackson Heights, NY Professional Learning Community Workshops to staff

St. Joseph’s School , Brooklyn, NY Principal Coaching on Using Common Core Standards in Curriculum

St. Edmunds, Brooklyn, NY Disciplinary Literacy Workshop to staff

Epiphany Lutheran School, Brooklyn, NY Differentiated Learning Workshop to staff

St. John’s Lutheran, Staten Island, NY Writing and the Common Core Standards workshop to staff

St. Joseph’s School, Long Island City, NY Principal Coaching on Common Core Standards

St. Joseph’s School, Chicago, multi-age workshops

St. Peter/St Francis, Torrington CT, multi-age workshop

Queen of Rosary, Jackson Heights, NY Principal Coaching on Common Core Standards

Martin Luther High School, Maspeth, NY Effective Teaching and Strategies Workshop

Cathedral High School Professional Learning Community Workshop for staff[

Andalusia School, Yonkers, NY Differentiated Instruction Workshop for staff

People’s School, Brooklyn, Problem solving in mathematics Workshop for staff

Scranton School District, Dunmore School District, Riverside School District, Diocese of Scranton, North Pocono School District, Old Forge School District, Seminars on Mathematics Teaching and Learning (SHARE Grant)

Child School Public School, Roosevelt Island, NY – discussion of multi-age program

in the school environment.

PS 214, Brooklyn – Professional development to staff on Common Core Standards

Forest City School District – revise teacher induction plan, member of curriculum action plan team, collected data on professional development, teacher practice,

Special Education needs and principal survey.

Archdiocese of NY Principal Seminar (2 days) Presenter for walk-through, PLC,

 and Book talks.

Daejeon Summer Institute – Presenter to Korean Scholars Visiting US –

workshop on interdisciplinary planning for gifted students

Howard Gardner School Scranton, PA, – workshop on multi-age curriculum to staff

Westbury School District, Westbury, NY – evaluated curriculum programs for improvement