

Benjamin A. Tellie, MA

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CONSULTING EXPERIENCE

PRESIDENT AND PRINCIPAL CONSULTANT (Self-Employed)

Tellie Collaborative, LLC.

Baltimore, MD (Remote)

June 2024 – Present

- Lead consulting engagements with businesses, K–12 schools, educational institutions, and individuals, specializing in studio art, visual arts education, visual art portfolio development, and qualitative research.
- Deliver tailored art instruction to adults and high school students supporting college-ready portfolio development while strengthening visual arts vocabulary and technical skills; extensive experience working with students with autism, cognitive and developmental disabilities, and mental health challenges.
- Design and conduct qualitative research to inform strategic planning and evidence-based decision-making.

EDUCATION CONSULTANT

Dr. Valaida Wise Consulting, LLC

Washington, D.C. (Remote)

2021 – 2024

- Managed large client projects for US schools (elementary, middle, and secondary) and university settings working to provide school board leadership and school administrations contractual equity auditing for school curriculums and instructional and marketing materials to develop and enhance anti-bias education.
- Managed, conducted research for, and wrote an award winning 285-page equity education resource document and toolkit for the American Montessori Society to distribute to Montessori schools (Pre-K - High School) and teacher training centers nationwide (2023 Montessori Innovator Award - American Montessori Society)
- Developed and wrote an equity resource document for school board leadership teams to improve cultural competency in their school organizations.
- Facilitated research focus groups and individual interviews for various organizations and institutions to collect qualitative interview data.

CURRICULUM DEVELOPER, WRITER

Kid Power, Inc.

Washington, D.C. (Remote)

May 2019 – September 2019

- Developed Kid Power's *Art with Purpose* visual art curriculum for grades 2 - 5 to provide partnered Title I DC public elementary school students with year-long after-school art experiences tied to social-emotional learning.
- Integrated visual arts in subject areas including geography, music, English, history, math, language arts, and social studies to develop lesson plans and projects for DC public school elementary teachers.

TEACHING EXPERIENCE (K-12, UNIVERSITY, MUSEUM)

VISUAL ART AND GRAPHIC DESIGN TEACHER

Charles E. Smith Jewish Day School (CESJDS), Upper School Campus

Rockville, MD

2010 – Present

- Design and instruct a visual art and graphic design curriculum for high school students (grades 9-12), providing them with various foundational visual art and design experiences in mixed-grade level elective classes.
- Lead large-scale visual arts projects such as mural designs and arts integration projects throughout the school.

TEACHING ASSISTANT

The George Washington University, GSEHD

Washington, D.C.

August – December 2021

- Co-instructed *CPED 6608: Development and Diversity*, a graduate-level course, to increase students' knowledge of student diversity concerning theories of human growth and development.
- Created and instructed learning modules and curriculum that supported graduate students in developing Community-Engaged Teaching (CET) perspectives and practices, psychoanalytic theory, and critical theory.

LECTURER (ADJUNCT FACULTY)

Maryland Institute College of Art (MICA), Master of Arts in Teaching (MAT) Program

Baltimore, MD

October – January 2017

- Instructed *Foundations of Education ED5206* graduate-level course to increase students' knowledge of the history of art education, government influence, social issues, curriculum foundations, and reform movements in today's American public education.

GALLERY INSTRUCTOR

National Gallery of Art

Washington, D.C.

2013 – 2016

- Instructed senior-level high school art students in the National Gallery of Art's High School Seminar Program to increase their knowledge of historical artworks and how to conduct art historical research.
- Assisted in developing programming, syllabi, and publications to enhance students' museum and art education knowledge.

EDUCATION

THE GEORGE WASHINGTON UNIVERSITY **Washington, D.C.**
Doctor of Education (Ed.D.), Curriculum and Instruction *Expected May 2026*
Specializations: *Qualitative research; Atlas.ti; data analysis; curriculum theory; art education; psychoanalysis and education*

WASHINGTON-BALTIMORE CENTER FOR PSYCHOANALYSIS, INC. **Washington, D.C.**
Psychoanalytic Studies Certificate, Psychoanalytic Studies Program (PSP) *May 2022*

COLUMBIA UNIVERSITY **New York, NY**
Master of Arts (M.A.), Art and Art Education *May 2010*

TEMPLE UNIVERSITY **Philadelphia, PA**
Bachelor of Arts (B.A.), Studio Art *May 2008*
Specializations and notations: *Printmaking; Minor in Art History; Magna cum laude*

SCHOOL AND ORGANIZATIONAL LEADERSHIP

Charles E. Smith Jewish Day School, *Middle and High School Art Exhibit and Show Co-Coordinator*, August 2011 – Present
Charles E. Smith Jewish Day School, *High School Community Service Co-Coordinator*, June 2021 – April 2022
CaringMatters, Inc., *Family Night Workshop Instructor, Exploring grief through art*, September 2016 – April 2020
National Art Education Association (NAEA), *National Monthly Mentor Blog Writer*, August – September 2019
Kiser Permanente, *Art Therapy Workshop Co-Instructor*, June 2014 – June 2018
Maryland Art Education Association Executive Council, *Research Commission Director*, September 2014 – August 2017

RECENT PRESENTATIONS

3MT (Three-Minute Thesis) Competition, The George Washington University, Washington, D.C., February 2025.
Dissertation Topic Presentation: “Remembering curriculum together through art: A currere study of inner aesthetic response and memories of art creation about difficult knowledge with three former visual art students.”
Curriculum Camp, Louisiana State University, Baton Rouge, LA, February 2024. **Academic Paper**: Artful reflections in qualitative research: *Currere* and visual art making in the autobiographical interview.
Journal of Curriculum Theorizing (JCT) Bergamo Conference, Dayton, OH, October 2021. **Academic Paper**: Decolonization through artistic self-expression: Addressing racism in the secondary art and design classroom with Fanon and Pinar, by Benjamin Tellie and Dr. Elliott Schwebach.
National Professional Learning Webinar Presenter, National Art Education Association, April 14, 2021. **Webinar**: [Creating, presenting, responding, and connecting the middle school curriculum and the NCCAS standards](#). By Benjamin Tellie and Jessie Nathans.

SELECTED ACADEMIC PUBLICATIONS

Tellie, B., & Schwebach, E. (2025). [Decolonization through artistic self-expression: Addressing racism in the secondary art and design classroom with Fanon and Pinar](#). *Journal of the American Association for the Advancement of Curriculum Studies*, 16(2), 61–83.
Tellie, B. (2023). [Essay book review, Affect in Artistic Creativity: Painting to Feel](#). *Journal of Curriculum Theorizing*, 38(1), 46–50.
Tellie, B., & Dracup, J. (2016). [Exploring bullying through artmaking](#). *Art Education*, 69(1), 8–15.

TEACHING AND CONSULTING AWARDS

Fifteen-Year Teaching Service Award - Charles E. Smith Jewish Day School, 2025
Montessori Innovator Award - American Montessori Society, 2023 (Company award presented to Dr. Valaida. Wise Consulting)
National Middle-Level Art Educator Award, National Art Education Association, 2020
Eastern Region Middle-Level Art Educator Award, National Art Education Association, 2019
Middle School Level Career Art Educator Award, Maryland Art Education Association, 2017

SKILLS

Research and Consulting: Client, project, and research management; self-motivated; collaborative; work independently; adaptability; critical thinking; creativity; curriculum design, writing, and development; qualitative research; interviewing and focus group facilitation; data analysis.

Digital: Microsoft Office Suite; Google; Atlas.ti; Adobe Photoshop, Illustrator, InDesign; Virtual meeting platforms.