

Education Policy White Papers Released **Leadership Transitions**

Several white papers produced as part of the NAEd Education Policy White Papers Project have now been released and are available on the NAEd website (www.naeducation.org). These include the white papers produced by the working groups on standards, assessments, and accountability; time for learning; science and mathematics, and teacher quality; other project papers will be released on the website as they are finalized and approved by the NAEd Board of Directors.

The NAEd white papers project, which was initiated in early 2008, was developed to connect policymakers in the Administration and Congress with the best available evidence on selected education policy issues and to strengthen their ability to formulate evidence-based policies. Many of the nation's top education researchers served on the project working groups, which focused on the following areas in education policy: equity and excellence in American education (Robert Hauser, chair); reading and literacy (Richard Anderson, chair); science and mathematics education (Helen Quinn and Jeremy Kilpatrick, co-chairs); standards, assessments, and accountability (Eva Baker and Jane Hannaway, co-chairs); teacher quality (Suzanne Wilson, chair); and time for learning (Brian Rowan, chair).

The papers each present key findings regarding important education topics, and recommendations for action by policymakers. They reflect the careful deliberations of the expert members of the working groups and were each subjected to a rigorous peer review process before being approved by the NAEd Board of Directors. Key recommendations from the report are now being shared with policy makers and leaders in education policy.

In September, NAEd Past-President Lorrie Shepard presented the findings and recommendations from the standards, assessments, and accountability white paper with Secretary of Education Arne Duncan and his senior leadership team as part of a roundtable discussion on assessment to which she had been invited to exchange ideas and talk about research. "We are poised to make dramatic advances in assessment within a decade if we can make the commitment needed now," says Shepard, who co-edited the paper with Eva Baker and Jane Hannaway, "We need to marshal the resources of the federal government and our best researchers in a program of research and development to significantly improve our assessment tools." According to NAEd President Susan Fuhrman, "We believe that these recommendations provide important strategies for how the federal government—working together with states and others—can help build a coherent education system that features high quality instruction and that builds on developments in technology, assessment, and cognition. This is what we need to truly meet the education needs of all of our students." The white paper on standards, assessments, and accountability calls on the federal government to encourage the redesign and clear connection of content and performance standards—and the curricula, teacher training, and high-quality assessments to go with them—with the goal of developing clearly articulated statements of the expected progression of learning.

NAEd Education Policy White Papers can be downloaded on our website: www.naeducation.org

NAEd is fortunate to benefit from the sustained contribution of time and expertise of leading members of our education research community. This is evidenced by the fact board members and officers serve four year terms, allowing for strong stewardship and stability of the organization. In October 2009, the NAEd Board positions of President, Vice President and Secretary-Treasurer will transition to a new team of leadership.

NAEd welcomes the new Board Officers:

- Susan Fuhrman, President
- Edward Haertel,
Vice President-Programs
- Susan Moore Johnson,
Secretary-Treasurer

In addition, NAEd welcomes new board member, Jacquelynne Eccles.

NAEd would also like to thank and extend its sincere appreciation to Lorrie Shepard, Andrew Porter, and Robert Hauser for their leadership over the past four years. Lorrie Shepard will remain on the board as *Ex-officio* Past-President through October 2010. A special reception was held in Shepard's honor during the 2009 Annual Meeting.

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MESSAGE FROM THE PRESIDENT

Lorrie Shepard, President 2005-2009

After four years as president, I have a lot of people to thank. First and foremost, thanks are owed to presidents before me. In my first stint on the Board more than 15 years ago Carl Kaestle was an excellent role model as he immersed himself in the workings of the National Academy of Education NAEP Panel and our advice-giving to Congressional staff. Ellen Lagemann was the president who secured funding from the Spencer Foundation and led the strategic planning that envisioned our move to Washington, DC and a more active research and policy agenda. Nel Noddings effected the move to Washington and hired a new Executive Director, Greg White, who is the unsung hero behind all of our recent accomplishments.



NAED is indebted to the Spencer Foundation, especially President Mike McPherson and Senior Vice President Paul Goren, for their close friendship and support as well as their encouragement that we develop a broader portfolio. Thank you too to Bruce Alberts, who as President of the National Academy of Sciences made education one of his top priorities and supported the development of a series of highly influential NRC studies in which so many of our members have participated, and who made it possible for NAED to establish offices in the Keck Building. I am grateful also to Ralph Cicerone, who succeeded Bruce as President of the NAS and has graciously supported the continuation of collaborative efforts between our academies. Bill Colglazier, the Executive Officer of the NRC and the NAS, and Jim Hinchman, the General Counsel, have also been extremely helpful. Michael Feuer, in his role as Director of the Division of Behavioral and Social Sciences and Education at the NRC, has played a leading and responsive role in our efforts to develop closer working relationships and joint projects. Dick Atkinson, Bob Hauser, Carl Wieman, and Pat Suppes also deserve our greatest expressions of thanks for furthering our collaborations with the National Academies.

As our work has intensified, so too has the time commitment grown for the NAED Board of Directors. I want to acknowledge past Board members James Banks, Allan Collins, Edmund Gordon, Robert Hauser, Larry Hedges, and Nel Noddings, and current Board members David Berliner, Linda Darling-Hammond, Gloria Ladson-Billings, Stephen Raudenbush, Judith Warren Little, Edward Haertel, Susan Moore Johnson, and Jacquelynne Eccles. Susan Fuhrman deserves special thanks for her effective and efficient work as Secretary Treasurer for the past four years, and likewise Andy Porter's broad knowledge of the field has been particularly valuable in his role as Vice President for Programs. David Berliner has taken up special responsibilities as Chair of our new Development Committee. Working quietly behind the scenes, we should also recognize the important contribution of our Nominating Committees who recruited these Board candidates to stand for election; recent chairs have been Susan Moore Johnson (2007), Allan Collins (2008), and Richard Shavelson (2009).

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Susan Fuhrman, President 2009-2013

With the renewed interest in education in Washington, this is a very exciting moment to be taking on the presidency of the National Academy of Education. Our work in the future will build on Lorrie Shephard's transformational leadership. Because of her talent and dedication, the Academy has experienced continuous growth and is in a better position than ever to fulfill its mission to advance the highest quality education research for use in policy and practice.



Under her leadership, the Academy's fellowship programs have thrived: she bolstered the professional development programming offered to the NAED/Spencer Post-doctoral Fellows, which continues to provide unparalleled opportunities for emerging scholars. She also added to our portfolio the Adolescent Literacy Pre-doctoral Fellowship Program and helped to develop new fellowship prototypes.

Lorrie provided excellent leadership over NAED's research agenda, including the development of a report synthesizing the social science research relevant to the Supreme Court decision regarding race-conscious school assignment policies. She also procured funding from the National Science Foundation for a new study, to be completed jointly with AERA, to establish benchmarks and quality criteria to improve education research doctorate programs nationally. Of course, her guidance and participation on the Education Policy White Papers Project was also critical to its success.

Lorrie also worked throughout her presidency to strengthen collaborations between NAED and the National Research Council, which has resulted in two upcoming workshop reports, on high school dropout rates and on value-added methodology. She also orchestrated a major public forum at the National Academies, which provided an opportunity for NAED to share the findings from the White Papers Project with a wide variety of policy leaders and organizations in Washington.

Internally, too, Lorrie effected great change at the Academy. Her plan to grow the endowment while maintaining the value of our investments was particularly prescient during these economically challenging times. We are grateful that she will continue to serve on the development committee and, in doing so, help to oversee a new campaign for planned giving. Under her leadership, the Academy's budget has increased by almost half, which allows the Academy to have a broader impact in all of the areas in which it works. She led efforts to increase the number of new members, with particular attention to ensuring that areas that were traditionally underrepresented are now included.

I thank Lorrie for her remarkable stewardship and for the many contributions she has made as President, and look forward to her continued wisdom and support as I take on the challenging and important task of continuing her great work.

Message from President

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Asking impossibly busy people to take on even more work can be daunting, but the response from our membership has been extraordinarily generous. NAEd members consistently take up onerous but rewarding service on the NAEd/Spencer Postdoctoral Fellowship Committee. Special thanks to Chairs Judith Warren Little (2006), Bill Reese (2007), Paul Cobb (2008), and Annemarie Palincsar (2009). Catherine Snow helped to create and leads the Adolescent Literacy Predoctoral Fellowship Program sponsored by the Carnegie Corporation. Alan Schoenfeld launched the Research Advisory Committee, serving as its first chair, and was ably succeeded by Kenji Hakuta. Bob Linn chaired the NAEd Committee on Social Science Research Evidence on Racial Diversity in Schools. Bob Hauser chaired the NAEd/NRC Workshop on Accurate Measurement of High School Dropout Rates, and Henry Braun chaired the NAEd/NRC Workshop on Value-Added Methodology. Adam Gamoran and Gloria Ladson-Billings led the planning effort for the AERA/NAEd Assessment of Education Research Doctorate Programs; and special thanks are owed to Felice Levine, Executive Director at AERA, for her conceptual as well as administrative leadership of this project.

Most recently I want to acknowledge both the deep intellectual commitment and patience of all of the contributors to the White Papers project. Thanks to former Governor Roy Romer for turning to the Academy for advice about the bearing of research on educational policy and to Lauren Resnick for conceptualizing and leading the effort. Thank you to Steering Committee members, to members of each of the six Working Groups, and especially to the chairs: Richard Anderson (Reading

and Literacy Education), Eva Baker and Jane Hannaway (Standards and Assessment), Robert Hauser (Equity and Excellence), Jeremy Kilpatrick and Helen Quinn (Math and Science Education), Brian Rowan (Time for Learning), and Suzanne Wilson (Teacher Quality).

Of course none of the accomplishments of the Academy would be possible without our talented and dedicated staff. In addition to his grantsmanship and careful financial management, Greg White has assembled and directed a remarkably professional team. Jennifer Tinch has directed our fellowship programs, the annual meeting, and membership with great grace and efficiency. Andrea Solarz brought her policy expertise to bear in managing the White Papers project, with support from Program Officer Judie Ahn. We are grateful for Regan Ford's good cheer and are saddened by the untimely death of our Staff Accountant, Joe Hamner.



Incoming NAEd President Susan Fuhrman, right, expresses NAEd's gratitude to Lorrie Shepard for her accomplishments and dedication to the Academy at a reception held in Shepard's honor at the 2009 Annual Meeting in Washington, D.C.

I am especially gratified that in the past four years, 35 new members have been elected to the NAEd. Thanks are due to the ad hoc groups in various areas of specialization that met to answer the question, "Who's missing from our ranks?," and to the members who invested the time to put forward nominations. I also want to say a very personal thank you for their support to Pat Graham, Howard Gardner, Bob Glaser, and Maureen Hallinan, and to Ann Brown, whom I miss keenly.

I am delighted to welcome Susan Fuhrman as our new president. She is a prolific policy researcher with deep knowledge regarding the policies and politics affecting both education and education research. She has already provided tremendous service to NAEd and now as our leader and spokesperson can be relied upon to uphold the highest standards of scholarship while working to further the impact and reach of the Academy's programs.

2009-2010 National Academy of Education Board of Directors

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Stephen Raudenbush

University of Chicago

Ten New Members Elected to Academy Membership

The following scholars and leaders were elected to membership in the National Academy of Education for their exemplary work in educational research and policy development:



**Hyman Bass,
University of Michigan**
Hyman Bass is the Samuel Eilenberg Distinguished University Professor of Mathematics and Mathematics

Education at the University of Michigan. Prior to 1999 he was Adrain Professor of Mathematics at Columbia University. His mathematical research covers broad areas of algebra with connections to geometry, topology and number theory. He has received the Cole Prize for his work in algebraic K-theory from the American Mathematical Society, of which he was later president. In 2007, he received the US National Medal of Science. He has held visiting research and faculty positions at mathematical centers around the world, including Paris, Bombay, Rio, Cambridge, Stockholm, Mexico, Rome, Trieste, Hong Kong, Berkeley, and Jerusalem. He is a member of the U.S. National Academy of Sciences, the American Academy of Arts and Sciences, and the Third World Academy of Sciences. Bass was chair of the Mathematical Sciences Education Board at the NRC, and President of the International Commission on Mathematics Instruction. For more than a decade, he has been collaborating with Deborah Ball and her research groups at the University of Michigan on aspects of mathematical knowledge for the teaching of mathematics, mainly at the elementary level. In all of this work, a major challenge has been to build bridges between diverse professional communities, especially mathematicians, and stakeholders involved in mathematics education.



**Marilyn Cochran-Smith,
Boston College**
Marilyn Cochran-Smith earned her Ph.D. in Language and Education from the University of

Pennsylvania in 1982 where she was on the faculty of the Graduate School of Educa-

tion until coming to the Lynch School of Education (LSOE) at Boston College in 1996. Dr. Cochran-Smith is the Cawthorne Professor of Education and Director of the Doctoral Program in Curriculum and Instruction at LSOE, where she teaches, directs research projects and dissertations, and chaired the evidence work of BC's Teachers for a New Era project. An active researcher and participant in the national and international educational research communities, Cochran-Smith is a past president of the American Educational Research Association (AERA) and was co-chair of AERA's National Panel on Research and Teacher Education and co-editor of their report, *Studying Teacher Education* (2005). Cochran-Smith was also the Editor of the *Journal of Teacher Education* from 2000-2006. She is currently co-editor of the Teachers College Press series on Practitioner Inquiry, which has published more than three dozen books by practitioner research, including *Inquiry as Stance: Practitioner Research and Knowledge* (with Susan L. Lytle, 2009). In 2006, Cochran-Smith received AERA's Research to Practice Award for her book, *Policy, Practice and Politics in Teacher Education*, and in 2004, she received the National Association of Multicultural Education's research award. Cochran-Smith has also received numerous AACTE awards, including the Pomeroy Award for Outstanding Contributions to Teacher Education, the Margaret Lindsey Award for Distinguished Research in Teacher Education, and the Research and Writing Award in both 1995 and 2005. In 2006, she served as the inaugural C.J. Koh Endowed Professor at the National Institute of Education and Nanyang Technological University in Singapore. Cochran-Smith has written more than 150 many articles, chapters, editorials, and books.



**Greg Duncan,
University of California, Irvine**

Greg Duncan is Distinguished Professor in the Department of Education at the University of California, Irvine. With a 1974 Ph.D. in Economics, Duncan spent the first two decades of his career at the University

of Michigan working on, and ultimately directing, the Panel Study of Income Dynamics (PSID) data collection project, which, in 2001, was named by the National Science Foundation to be one of the 50 most significant NSF-funded projects in the organization's history. Beginning in the late 1980s, Duncan engaged in a number of interdisciplinary research networks and began to focus on the impacts of family and neighborhood conditions on children's cognitive and behavioral development. During his 1995-2008 tenure at Northwestern University, he was the Edwina S. Tarry Professor in the School of Education and Social Policy. He co-edited *Neighborhood Poverty* (1997), *Consequences of Growing Up Poor* (1997) and *For Better and for Worse: Welfare Reform and the Well-Being of Children and Families* (2001) and coauthored *Higher Ground: New Hope for the Working Poor and Their Children* (2007). Duncan was elected to the American Academy of Arts and Sciences in 2001. He was President of the Midwest Economics Association in 2004, the Population Association of America in 2008 and the Society for Research in Child Development (2009-11).



**Pamela Grossman,
Stanford University**
Pam Grossman is the Nomellini-Olivier Professor of Education at the Stanford University School of

Education. Her research interests include teacher education and professional education more broadly, teacher knowledge, and the teaching of English in secondary schools. She has been engaged with a five year study of pathways into teaching in New York City schools, focusing on the features of preparation that affect student achievement. She is currently investigating the classroom practices of middle-school English teachers that are associated with student achievement. She is the co-Principal Investigator of the Teachers for a New Era project at Stanford, and is the Faculty Director of the new Center to Support Excellence in Teaching. A former high school English teacher, Grossman also teaches the prospective English teachers in Stanford's teacher education program.



**Lorraine McDonnell,
University of California,
Santa Barbara**

Lorraine McDonnell is a professor of political science at the University of California, Santa Barbara. Prior to coming to UCSB, she was a senior political scientist at RAND. Her research has focused on the design and implementation of K-12 education policies and their effects on school practice. In recent studies, she examined the politics of student testing, particularly the curricular and political values underlying state assessment policies. Her publications have focused on various aspects of education policy and politics, including teacher unions, the education of immigrant students, and the role of citizen deliberation. She served for seven years on the National Research Council's Board on Testing and Assessment, and is currently a member of the NRC's advisory committee for the Division of Behavioral and Social Sciences and Education. She was the 2008-09 president of the American Educational Research Association.



**Robert Slavin,
Johns Hopkins
University**

Robert Slavin is currently Director of the Center for Research and Reform in Education at Johns Hopkins University, Director of the Institute for Effective Education at the University of York (England), and Chairman of the Success for All Foundation. He received his B.A. in Psychology from Reed College in 1972, and his Ph.D. in Social Relations in 1975 from Johns Hopkins University. Dr. Slavin has authored or co-authored more than 200 articles and 20 books, including *Educational Psychology: Theory into Practice* (Allyn & Bacon, 1986, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009), *Cooperative Learning: Theory, Research, and Practice* (Allyn & Bacon, 1990, 1995), *Show Me the Evidence: Proven and Promising Programs for America's Schools* (Corwin, 1998), *Effective Programs for Latino Students* (Erlbaum, 2000), *Two Million Children: Success for All* (Corwin, 2009). He received the American Educational Research Association's Raymond B. Cattell Early Career Award for Programmatic Research in 1986, the Palmer O.

Johnson award for the best article in an AERA journal in 1988 and in 2008, the Charles A. Dana award in 1994, the James Bryant Conant award from the Education Commission of the States in 1998, the Outstanding Leadership in Education Award from the Horace Mann League in 1999, the Distinguished Services Award from the Council of Chief State School Officers in 2000, and the AERA Review of Research Award in 2009.



**Margaret Beale
Spencer,
University of Chicago**

Margaret Beale Spencer received a PhD in Child and Developmental Psychology from the University of Chicago, Committee on Human Development. Her identity-focused cultural ecological theory-development activities (i.e., Phenomenological Variant of Ecological Systems Theory) and adolescent-focused developmental research efforts address resiliency, identity, and competence formation processes of ethnically diverse youth. The program of research and human development theorizing evolves from her initial early-, middle-childhood and youth-focused research efforts. Her cumulative human development research foundation, which supports all aspects of her current work and its application as programming, emanates from several decades of thematic research emphases. The programmatic research history includes: Processes of basic African American child development; varying levels of impoverished youth and their responsiveness to monetary incentive-based programming; resiliency enhancement and reactive coping processes of male youth; and the multi-strategy assessment of neighborhood settings as the context for youth development, more generally. Spencer's research and collaborative applications are based on the perspective that all humans are vulnerable (i.e., all possess both risks and protective factors). Its *resiliency emphasis* maintains an investigation of youths' emerging capacity for constructive coping and healthy outcomes while developing under varying types and levels of challenging conditions. She has published approximately 100 articles and chapters, completed three edited volumes (with one expected in 2010), and received funding from over three dozen federal and phil-

anthropic agencies. Spencer has presented major invited lectures (e.g., 2008 Clayton Lecture, University of Pennsylvania; 2008 Ridley Lecture, University of Virginia; the 2007th American Educational Research Association [AERA] Brown Lecture; and 2001 Lois Bloom Lecture, Pennsylvania State University). In addition, she has been the recipient of numerous honors: Elected (2009) Membership into the National Academy of Education; American Psychological Association [APA] Senior Career Award for Distinguished Contributions to Psychology in the Public Interest; APA Fellow Status of Divisions 1, 7, 15, and 45; Inaugural Fellow status of AERA; and the 2006 Fletcher Fellowship, which recognizes work that furthers the broad social goals of the U.S. Supreme Court's Brown v. Board of Education Decision of 1954. She joined the faculty of the University of Chicago, Department of Comparative Human Development and the College, and the Committee on Education (January 2009) as the Marshall Field IV Professor of Urban Education.



**Guadalupe Valdés,
Stanford University**

Dr. Valdes' research explores many of the issues of bilingualism relevant to teachers in training, including methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration. Specifically, she studies the sociolinguistic processes of linguistic acquisition by learners in different circumstances—those who set out to learn a second language in a formal school setting (elective bilingualism) and those who must learn two languages in order to adapt to immediate family-based or work-based communicative needs within an immigrant community (circumstantial bilingualism). Her research in these areas has made her one of the most eminent experts on Spanish-English bilingualism in the United States.



**J. Douglas Willms,
University of New
Brunswick**

J. Douglas Willms is a Professor and Director of the Canadian Research Institute for Social Policy at the University of New

Brunswick (UNB). He holds the Canada Research Chair in Human Development and is a Fellow of the Royal Society of Canada and the International Academy of Education. He is the editor of *Vulnerable Children: Findings from Canada's National Longitudinal Study of Children and Youth*, (University of Alberta Press, 2002) and the author of *Student engagement at school: A sense of belonging and participation* (Paris: Organization for Economic Cooperation and Development) and *Monitoring School Performance: A Guide for Educators* (Falmer Press, 1992). Dr. Willms played a lead role in developing the questionnaires for Canada's National Longitudinal Survey of Children and Youth (NLSCY) and the OECD's Programme for International Student Assessment (PISA). Recently, Willms and his colleagues designed the Early Years Evaluation (EYE), an instrument for the direct assessment of children's developmental skills at ages 3 to 6, and *Tell Them From Me*, an evaluation system for the continuous monitoring of school climate and student engagement and wellness. Dr. Willms is known for his train-

ing of new investigators in the analysis of complex multilevel data. Dr. Willms's current interests include the examination of family, school and community factors that contribute to the health and well-being of children and adolescents, and the use of continuous monitoring for evaluating school reforms.



Ken Zeichner, University of Washington, Seattle
Ken Zeichner is Boeing Professor of Teacher Education, University of Washington, Seattle.

From 1976 to 2009, he was a faculty member in the School of Education at the University of Wisconsin-Madison. He received his PhD in 1976 from Syracuse University specializing in School Organizational Behavior and Change. He held visiting appointments at Deakin University (Australia), Umea University (Sweden), Simon Fraser University (Canada), the University of Southern California, the University of Gothenburg (Sweden), and

the University of Minnesota. He received a Fulbright senior specialist award in 2004 which he spent in Australia. The American Association of Colleges for Teacher Education awarded him the Margaret B. Lindsay Award for Distinguished Contributions to Research on Teacher Education in 2002 and a Lifetime Achievement Award in 2009. He won the AACTE annual award for Excellence in Professional Writing in 1982, 1993, and 2002, the Association of Teacher Educators Distinguished Research Award in 1990 and was named Wisconsin Teacher Educator of the Year in 1992 by the Wisconsin Department of Public Instruction. His books include *Teacher education and the struggle for social justice*, *Studying teacher education* (with Marilyn Cochran-Smith), *Currents of reform in pre-service teacher education* (with Susan Melnick and Mary Gomez), *Issues and practices in inquiry-oriented education* (with Bob Tabachnick), *Teacher Education and the social conditions of schooling and Reflective teaching* (both with Dan Liston) and *Democratic teacher education reform in Africa* (with Lars Dahlstrom).

RESEARCH UPDATES

The NAEd Research Advisory Committee (RAC), currently chaired by Kenji Hakuta, met most recently on October 22, 2009, in Washington, DC, to discuss NAEd's research agenda and priorities and to consider possible future efforts.

Areas of focus for RAC include the following activities.

NAEd Process for Conducting Policy Studies

At its meeting in April, the Research Advisory Committee began to take a closer look at how NAEd conducts policy studies, and whether NAEd should establish enhanced protocols for committee procedures. This would include committee processes and details of the review process. Although studies currently undertaken in collaboration with the National Research Council already follow their established practices, the RAC focus would be to enhance the current procedural guidelines for studies conducted independently by NAEd. RAC will draft a proposed set of guidelines for committee procedures and the review of policy products for discussion by the NAEd Board of Directors.

Workshops Co-Sponsored with the National Research Council

The NAEd and the NRC continue to develop collaborative research activities and funding from the Carnegie Corporation of New York is currently supporting two such projects: a *Workshop on the Accurate Measurement of High School Dropout Rates* and a *Workshop on Value-Added Methodology: Implications for Educational Accountability and Practice*. Workshops for both studies were held in the fall of 2008 in Washington, DC.

The report from the Committee on Value-Added Methodology for Instructional Improvement, Program Evaluation, and Accountability (chaired by Henry Braun), which will present the committee's findings from the workshop, is expected to be released later this fall. The report of the Committee on Improved Measurement of High School Dropout and Completion Rates (chaired by Robert Hauser) will be released by early next year.

Developing New Projects

The primary research activity for NAEd during this period continued to be the Education Policy White Papers Project (*see page 1*), which is now nearing completion. A high priority now will be developing new research projects and identifying sources of funding. One of the ideas currently being pursued is a post-doctoral fellowship in science, technology, engineering, and mathematics (STEM) that would aim to increase the number of highly trained scholars engaged in STEM education research in both K-12 and higher education. A proposal has now been developed and NAEd is discussing ways to collaborate on the project with the National Research Council. NAEd is also developing additional fellowship program models (such as those focused on equity and policy issues) and discussing how NAEd might draw upon the findings of the white papers to develop new activities, such as workshops that bring the expertise of NAEd members to bear on current education policy issues. Possible funding opportunities are currently being pursued.

2009-2010 NAEd/Spencer Fellows Announced

Twenty emerging education research scholars were selected to receive the 2009 NAEd/Spencer Postdoctoral Fellowships. Each of the twenty fellows will receive \$55,000 for a period of up to two years to pursue critical research projects in education. Since 1986, NAEd has administered the postdoctoral fellowship program with generous funding from the Spencer Foundation. Since the program's inception, 660 current and former fellows, including many of today's strongest education researchers, have been awarded the prestigious fellowship.

In 2008, 155 individuals applied to the fellowship program. The fellowship selection committee, chaired by Annemarie Palincsar, met in January 2009 to narrow the pool to forty semifinalists. This year's committee also included Hilda Borko, Larry Cuban, Jacque Eccles, Margaret Eisenhart, Carl Kaestle, Gloria Ladson-Billings, Milbrey McLaughlin, John Meyer, P. David Pearson and Judy Singer.

51 NAEd members served as second round reviewers, and the committee met in April 2009 to finalize the selection of the twenty finalists. The 2009 Postdoctoral Fellows, their institutional affiliations, and project abstracts are:

Matthew Carlson, University of Chicago

The Role of Lexical and Phonological Complexity in Early Vocabulary Growth

From birth to school entry children lay a foundation of language development that will have important effects on their further development after school entry. Understanding variability between children at these crucial early stages is vital to understanding later development as well as to designing effective instruction. This study focuses on the development of phonological knowledge in the early lexicon, linking phonological structure to the particular contents of the lexicon as well as to vocabulary growth. Evidence suggests that while children favor words with frequent sound patterns, they may have difficulty acquiring highly similar words (e.g. cat/cap). The present research builds on these earlier experimental findings by tracking vocabulary growth in 1- to 5-year-olds using naturalistic speech samples. However, measures of phonological form have traditionally been based on sequences of individual phonemes, and similar words have been defined as differing in a single phoneme, such that all words differing in 2 or more phonemes as equally distant. These operational definitions are limited because they may not accurately reflect the structure of the child lexicon. Therefore, this project seeks to develop more sophisticated measures of phonological form and word similarity by incorporating higher-level phonological structures (e.g. the syllable) and by utilizing more continuous measures of similarity between words. By utilizing these innovations to analyze a large, longitudinal database, this project opens

significant possibilities for understanding differences between children in language development and, importantly, subsequent success in reading. For instance, some children may have a higher tolerance for similarity or complexity in their vocabularies, which in turn may influence their success in learning to read.

Elizabeth Ulrich Cascio, Dartmouth College

Beyond the Test: New Estimates of Long-Term Teacher Effectiveness

Reform of elementary and secondary education in the United States today rests heavily on the notion that teachers leave a lasting mark on their students. But do teachers have persistent impacts? Existing research on this question has focused exclusively on the effects of teachers on student test scores several years later. While findings from this research suggest that the effects of teachers "fade out," test performance measures knowledge imperfectly and may not at all reflect the "non-cognitive" skills – like motivation – that may be critical for well-being later in life. This project will help to fill this gap in our knowledge by estimating the effects of elementary school teachers on a truly long-term outcome – college attendance – using both experimental and observational data and tools already developed for estimating teacher effects on test scores. To the extent that there is such a finding, a supplemental analysis of great practical importance will illuminate which attributes observed today have the capacity to identify teachers with a lasting impact.

Michael Charles Clapper,

Saint Josephs University

Building Inequality: The Constructed World of Philadelphia Area Schools

This case study of Philadelphia area public and parochial schools describes how postwar school construction helped fundamentally transform American cities and suburbs. Faced with the rapid transformation of the old American metropolis – the surging growth of white suburbs and the relative economic decline of increasingly black central cities – planners had numerous opportunities to build new educational infrastructure. They might have employed new schools to integrate communities, to alleviate class or racial divisions within neighborhoods, even to revise the perception of education across metropolitan areas. As this project shows, however, even in the face of the daunting impersonal process of metropolitan change, the educational landscape of postwar America was not merely an expression of dynamics beyond policymakers' control. New schools emerged from the complicated interplay between multiple stakeholders including planners, politicians, parents, teachers and activists. Assessing the institutions and individuals involved reveals how postwar school construc-

tion obscured or even legitimized injustices, hardened housing segregation, and embedded inequality into the metropolitan landscape. To recover the stories of individual buildings and their evolving significance to surrounding communities, this project utilizes historical GIS to analyze the sites of new facilities as well as the alternatives. Investigating demographic information and enrollment records from school districts and the Archdiocese highlights the critical role of schools in the making (and re-making) of urban and suburban spaces. Alongside oral histories, community group archives, and local newspaper accounts, this method contextualizes the developing meanings of schools for neighborhoods as well as the conflicts that all too frequently emerged over new facilities. And by fleshing out the tales of actual buildings, from the initial planning phase of tentative drawings and community meetings until their completion, this methodology centers school architecture as one facet of a complicated design process and demonstrates the significance of small, seemingly insignificant choices made about schools. Neither natural nor inevitable, the construction of postwar, metropolitan schools remains supremely important, since the resulting buildings and the larger educational landscape continue to shape the possibilities available to students, parents, and reformers.

Hilary Gehlbach Conklin,

University of Georgia

To Specialize in Students or Specialize in Social Studies? A Comparative, Longitudinal Study of Two Pathways into Middle School Teaching

Despite the critical role that middle school teachers play in advancing young adolescents' higher order reasoning skills, their preparation is one of the most neglected areas of investigation in educational research. In this longitudinal, comparative case study, I examine the two different pathways that have been most strongly advocated for certifying middle school social studies teachers—the specialized middle school pathway and the subject-specific secondary pathway—and investigate what teachers learn from their teacher preparation programs about teaching intellectually demanding social studies in the middle grades. By studying these two pathways at one institution and following graduates into their first two years of teaching, this project will illuminate the relationship among the teacher education program opportunities, the graduates' teaching practices, and their students' learning. Through the use of surveys, interviews, classroom observations, document review, and student and teacher work sample analysis, this research will provide a critical analysis of the strengths and limitations of these two teacher education programs for shaping middle school social studies teachers' practice and their students' learning across time. In do-

ing so, this study will provide a more informed understanding of how to prepare middle school teachers who capitalize on and further all young adolescents' intellectual capacities.

Matthew Diemer, Michigan State University
Critical Consciousness and Political Engagement Among Marginalized Youth

Critical consciousness represents a critical analysis of and perceived empowerment to change social inequities. It is theorized to help marginalized youth overcome structural constraints on human agency and is predictive of their mental health, school engagement, and occupational attainment in adulthood. It is therefore important to identify educational practices and contexts that facilitate critical consciousness. The school, parents, and peers are salient contexts in youths' development and examined here as predictors of critical consciousness. This project will also address disparities in marginalized youths' political participation by examining the direct effects of critical consciousness and indirect effects of these contexts on youths' voting behavior. Applying structural equation modeling to large scale survey datasets will model the hypothesized "causal chain" among large samples that are followed longitudinally. This project will inform the educational and youth development literatures and may illuminate how teachers, peer networks, and parents engender engagement with social movements and electoral politics. By providing a "road map" of specific practices and emphases that predict desired outcomes, this project would inform teacher practice and youth development interventions. Finally, one broader implication of this project would be greater attention to marginalized youths' perceptions of and responses to marginalization in educational scholarship, policy, and practice.

Ruben Flores, University of Kansas
Forging an American Pluralism: The Mexican Revolution and American Civil Rights

This project analyzes the history of cultural diversity and civil rights in mid-20th century American society by tracing the intellectual path of American social scientists for whom postrevolutionary Mexico became the premier example of national integration in the Western Hemisphere. Using evidence from the United States and Mexico, it examines the reasons why the education experiments of the postrevolutionary Mexican state became institutional models in the 1930s and 1940s for American social scientists committed to eradicating segregation in the public schools of the American West and reconciling American racial diversity into a unified national culture. My project adds to a growing literature on U.S. civil rights that emphasizes events before 1954 and around the world as influences on the development of political opposition to American segregation. It also shows the ways in which American policy debates about the "melting pot" cannot

be understood apart from national integration projects in Latin America. Last, it examines the influence on American politics of alternative models of the role of government in lessening social conflict in the years before the American state began to play an increased role as a mediator of ethnic tension in American society.

Melissa Sommerfeld Gresalfi, Indiana University

Designing for Consequential Engagement: The Role of 'Push Back' on Student Thinking

Researchers have suggested that encouraging students to pursue mathematics in school and beyond should involve more than arguing about the best strategies for increasing achievement, and instead requires attending to the nature of students' engagement with mathematics. Beyond ensuring that students are able to answer mathematics questions accurately, there is a concern with the dispositions that students form in relation to a domain; the ways that students approach, engage, and feel about the subject matter. The study will examine how creating opportunities for students to engage consequentially with mathematics supports the dispositions they develop towards the domain. Engaging consequentially with information involves interrogating the usefulness, impact, or significance of particular tools on outcomes. One way to create opportunities for students to engage consequentially is to embed mathematics problems in authentic contexts. Beyond simply providing "relevance" for disciplinary work, contexts can serve as a resource for learning and reflection by pushing back on students' disciplinary reasoning. Thus, consequential reflection can support students' deep mathematical engagement because being asked to consider how and why a particular strategy or procedure impacted a solution actually shapes one's understanding of the strategy or procedure itself. The hypothesis tested in this study is that creating opportunities for students to engage consequentially with content will lead to productive dispositions towards mathematics by supporting practices of meaningful disciplinary engagement and the development of a notion of oneself as someone whose actions can have impact. I will investigate the role of consequentiality by comparing three units situated in two project-based mathematics curricula, and will document how aspects of curricular designs impact student engagement with mathematical ideas and the development of more enduring dispositions. This study will contribute to educational research by supporting a deeper understanding of which aspects of instructional methods are most effective for what purpose, under which circumstances, and for whom.

Andrew Dean Ho, Harvard University
Beyond the Bubble: A Cross-State Analysis of Test-Score Trends Under "Proficiency"-Based Incentives

The No Child Left Behind Act sets the goal of

100% student proficiency for all schools. Under this mandate, most state accountability models define school status and progress in terms of percentages of students above a "proficient" cut score. There is growing evidence that this limited definition of status and progress encourages targeted teaching and disproportionate gains for near-proficient students—students on the proficiency "bubble" (Booher-Jennings, 2005; Neal & Schanzenbach, 2007; Springer, 2008). I extend this hypothesis across states using "censored data" models that take advantage of the proficiency-based results widely reported by states. These models allow for the cross-state description, comparison, and aggregation of Unexpected Changes at the Proficiency cut score (UCPs). Beyond the existence and magnitude of UCPs across states, subjects, and grades, three hypotheses are of particular interest. First, UCPs may be more pronounced for low-income students whose schools likely face the more immediate threat of sanctions. Second, UCPs for state tests may not generalize to UCPs on "audit" tests like the National Assessment of Educational Progress. Third, UCPs in some states may be diminished by recent policy changes that smooth incentives below the proficiency cut score, including "growth models" and "index systems." Results have implications for the design of proficiency-based policies and encourage broader perspectives on the measurement and incentivization of large-scale educational progress.

Nancy Kendall, University of Wisconsin, Madison
Understanding and Comparing the Effects of Education for All on Vulnerable Children in Malawi and Mozambique

Children made vulnerable by HIV/AIDS are positioned at the center of two of the world's greatest development and humanitarian efforts: Education for all (EFA) and the global effort to fight AIDS. This project examines international efforts to improve the lives of vulnerable children through the provision of free primary education (FPE). Specifically, it examines how FPE, the cornerstone of Education for All and purported "social vaccine" against HIV (Vandermoortele and Delamonica 2000), has affected the lives and primary schooling opportunities and experiences of vulnerable children in Malawi and Mozambique. Malawi and Mozambique are two of the world's poorest and most AIDS-affected countries, and are estimated to have between 760,000 and 1,240,000 children orphaned by AIDS (UNAIDS 2008). The number of vulnerable children is estimated to be five times greater. Both countries implemented FPE initiatives and actively encourage international programming and funding aimed at getting and keeping vulnerable children in school. The widespread international faith that FPE will transform the lives of vulnerable children is largely based on a correlation between higher levels of schooling and decreased HIV

rates. This link is, however, a complex one (Glynn et al 2004, Kelly 2000, Vavrus 2006), and little systematic research exists on when and how vulnerable children interact with primary schools and what practical and symbolic roles, if any, schooling plays in improving their lives. This research aims to: better understand the strengths, weaknesses, and outcomes of centering FPE in international and state approaches to supporting vulnerable children and communities; explore the similarities and differences in vulnerable children's, communities', and states' experiences with FPE; examine how schooling and other labor demands interact in practice; and generate information that influences debates about how primary schools in resource-poor states might better meet vulnerable children's needs. It conceptualizes FPE as an increasingly important organizing force among communities, states, and international bodies (Shore and Wright 1997) and examines FPE as a political technology for categorizing people (for example "vulnerable children"), as a cultural agent (for example, in its labeling of schooling as appropriate and work as inappropriate spheres for children), and as power (for example, in the resources generated and distributed in its name). This approach challenges formulations of policy as a uniform, top-down technology (Ferguson 2006) and provides opportunities for examining education policy as practice (Sutton and Levinson 2000), in which official policies are one aspect of multivalent, non-linear processes shaped by differing constellations of forces (Hart 2002). The research will compare the effects of FPE on vulnerable children's and schools' daily practices in two rural and two urban schools and the communities they serve in Malawi and Mozambique. I will utilize multi-sited, or vertical (Bartlett and Vavrus 2006) ethnographic methods (participant observation, semi- and unstructured interviews, focus group discussions, classroom observations, participatory rural appraisal, document analysis) designed to examine the flows, relations, and linkages among community, district, state, regional, and international organizations, actors, and resources, to map and compare the effects of FPE on vulnerable children within and across communities, districts, provinces/regions, and states; and through flows of people, ideas, money, curricula, and other resources.

Michal Kurlaender,

University of California, Davis

Increasing College Readiness: An Investigation of California's Early Assessment Program

Today, over 25 percent of first-time college freshmen are enrolled in some remedial course. Why do so many college students appear to require remediation? Part of the explanation for the large share of remedial students in American colleges and universities may be a combination of the limited information students possess regarding what they need to

succeed in college and the (arguably) mistaken perception that everyone must at least attend, if not complete, college in order to succeed in the labor market. In recent years, many states have been questioning the role of remedial courses in their postsecondary institutions. California, where approximately two-thirds of all first-time freshmen across the California State University campuses are enrolled in a remedial math or English course, is no exception. The Early Assessment Program (EAP) is an academic preparation program developed jointly by the California Department of Education (CDE), the State Board of Education, and the California State University (CSU). The purpose of the program, now in its fourth year, is to bridge the gap between K-12 educational standards in English and mathematics and the requirements and expectations of postsecondary education at the California State University. As such, the explicit goal of EAP is to identify students before their senior year who need additional coursework or preparation in English and/or mathematics before entering CSU. My project focuses on three interrelated research questions: (1) Does providing high school juniors with early information regarding their academic preparedness for college-level work reduce their probability of requiring remediation in college?; (2) To what extent does this information reduce the likelihood that students apply to and matriculate at California State University?; and (3) Are there differences in program effects across California high schools and for different types of students? I utilize longitudinal student-level data for California public high school students who were in 11th grade between the fall of 2001 and the fall of 2004. The data come from two sources (California State University and the California Department of Education) and span several academic years, including two years prior to the implementation of EAP and two years following statewide implementation of EAP. The quasi-experimental nature of the data enables me to use multiple strategies to identify EAP program effects. In addition, my project also explores the mechanism by which EAP functions—is it to encourage students to become better prepared or to sort students in their application behavior?

Adam Laats, Binghamton University

Roots of the Culture Wars: Protestant Fundamentalists and American Education in the 1920s

During the 1920s, Protestant fundamentalists throughout the United States campaigned to ban the teaching of evolutionary theory from public and private schools. But they also did much more. Many fundamentalists promoted laws requiring daily Bible reading in public schools. These same fundamentalists also founded a network of schools and colleges dedicated to passing on their conservative theology and lifestyle. During these heated controversies, fundamentalists struggled to project an image of their movement as one dedicated to defending science and progressive values, in

spite of fundamentalism's growing reputation as a backward, isolated rural movement. I propose to expand and revise my dissertation research in this area into a book manuscript. Some of the key players and events, such as William Jennings Bryan and the famous Scopes "Monkey" Trial, have been thoroughly studied by historians. Others, such as the expansion of a network of independent fundamentalist schools, have received very little scholarly attention. This project uses archival material and 1920s-era publications to increase and synthesize our understanding of these formative educational battles. The activism and controversies of the 1920s determined the positions of educational conflicts throughout the twentieth century and into the twenty-first. My book will illuminate these educational crusades.

D. Michael Lindsay, Rice University

Structuring Elite Power: The Role of Formal and Informal Education

This study examines the importance of formal schooling and informal education in the lives of American elites—the few thousand Americans who make decisions that shape the lives of 300 million people. The project combines the collection of a quantitative dataset on the educational profiles of senior governmental, business, and nonprofit leaders with in-depth interviews where the roles of mentors, formal schooling, and continuing professional education will be examined more fully. Additional analyses will consider how formal and informal education have contributed to elite mobility and influence in various sectors of society. The proposed project will advance our understanding in three interrelated ways. First, it will collect and analyze the most current and extensive dataset yet of American elites (N≈3000), which will allow us to move beyond the current stand-off between the monolithic theory of social power, with its image of elites united by education for a cohesive agenda, and the pluralist theory, which regards elites as divided demographically and more open to aspirants because of an educational meritocracy. Second, it will improve the empirical measurement of elite mobility, activity, and influence by coupling information from this dataset with data from in-depth interviews conducted with a sample of the studied individuals (N=75). This will allow us to settle this debate using data—for the first time in a generation—that combines quantitative rigor with qualitative texture. Third, it will lay the groundwork for a larger inquiry on elite networks, upbringing, and motivations, which seeks to revitalize the scientific study of America's most powerful few.

Lorena M. Llosa, New York University

Assessing English Learners' Progress: A Longitudinal Examination of a Standards-Based Classroom Assessment Based on Teacher Judgements

Currently, many accountability systems not only focus on student achievement or mastery

of standards, but also on the amount of progress students make each year. Title III of the No Child Left Behind Act (2001), for example, requires states and school districts to show annual increases in the number and percentage of students who become proficient in English, as well as in the number and percentage of students who make progress toward that goal. Monitoring progress is also becoming increasingly important in classroom formative assessment, since a reliable assessment of progress can inform teacher instruction and appropriate interventions. But in order to interpret changes in assessment results from one year to the next as reflecting differences in underlying ability rather than as variations in the measurement, the assessments used should be measuring the same constructs over time. Gathering evidence of an assessment's longitudinal invariance is particularly important when the assessments used are based on teacher judgments since teacher judgments are often viewed as inconsistent, and different teachers may be involved each year. This study will determine the extent to which a standards-based classroom assessment based on teacher judgments measures English proficiency consistently over time by examining its longitudinal invariance using confirmatory factor analysis.

Ebony Omotola McGee,
University of Illinois at Chicago

Investigating Identity and Resilience in Mathematically High-Achieving African American Youth

My study will investigate identity formation among high-achieving African American middle and high school students to determine those factors that lead to their resilience, or success in the field. The goal this research is to confound the conceptual model of resilience I first articulated in my dissertation, *Race, Identity, and Resilience: Black College Students Negotiating Success in Mathematics and Engineering*. In my dissertation, I analyzed the experiences of 23 high-achieving African American mathematics and engineering college students and discovered that students succeeded because they wanted to prove racial stereotypes about their lack of ability were wrong; and because they wanted to serve as role models for other African Americans. Resilience in my work is the ability to persevere in the face of obstacles and adversity. I discovered that middle school mathematics students were most driven by a desire to prove deficiency stereotypes wrong, whereas in high school students succeeded for more purposeful and self-defined reasons. My study will test the validity of both my findings and model for the study of resilience with a larger, younger, and more diverse sample of high-achieving African American middle and high school students in honors mathematics classes. I also plan to study their beliefs about college-level math classes and their perspectives on succeeding in contexts where there are few African Americans. My previous and proposed research attempts to move the field beyond

explanations that normalize African American student failure and instead highlights those factors that account for student success, even in the face of significant life and school obstacles.

Anne Rebecca Newman,
Washington University in St. Louis

Collaborating to Realize Rights: Lawyers, Community Groups, and Education Reform

This project investigates possibilities for collaborative activism between lawyers and community groups advocating for students' right to a quality education in the context of a recently settled and landmark lawsuit, *Williams v. California*. Lawyers and community groups have achieved significant policy reform in communities across California, but face limitations that have prompted growing calls for collaborative activism. Yet little is known about how such partnerships might be forged, and why they are not easily created in many areas. This project addresses this gap through a timely study of the implementation of the *Williams* settlement across several communities, with two approaches. First, extensive qualitative inquiry into the beliefs and practices of community groups and litigators will yield new understanding of the factors that support and thwart collaboration, why some communities leverage their legal rights more than others, and what judicial remedies are amenable to community oversight. Second, philosophical analysis of these findings will then illuminate their civic implications, and how rights claims shape individuals' participation in education reform movements. By bringing together empirical and philosophical analysis, this study will shed light on conditions that enable community engagement with judicial remedies, and the role of rights claims in civic dialogue about education reform.

Angela Rosario Reyes, Hunter College
Asian American Cram Schools: Linguistic and Ethnic Boundaries in Immigrant Educational Sites

Due to recent educational policies in the United States, the increased importance of standardized testing has left an overwhelming number of minority students struggling in schools. In response to this national crisis, this research study will examine the experiences of immigrant students who are preparing for exams in Asian American cram schools. With the goal of writing a substantial portion of a book on cram schools, this study will analyze ethnographic and discourse data collected over the course of a year at an Asian American cram school in New York City. Preliminary analysis suggests that central to the educational experiences of students at the cram school are the identities and relationships produced through a particular cross-racial classroom dynamic between the Asian American students and their non-Asian teachers. This research study will investigate how students and teachers establish, sustain, or dismantle various types of linguistic and ethnic boundaries between one another in the classroom. Drawing on the linguistic

anthropology of education in the close analysis of classroom discourse, this research study will uniquely contribute to the study of language, identity, and education by examining a population, setting, and topic in need of more scholarly attention.

Sarah Frances Rose,
University of Texas at Arlington

No Right to Be Idle: The Invention of Disability, 1850-1930

My book project explores the meaning of citizenship for disabled workers in the United States between 1850 and 1930. During these decades, policymakers, employers, and the public created disability as a new policy problem. Policymakers also came to define people with disabilities as unproductive citizens: a concept that has been central to disability policy since the early twentieth century. By the end of World War I, disability had become synonymous with public dependency and the inability to be self-sufficient. This new category of disability incorporated populations that policymakers and the public had long considered distinct: people who worked in the mainstream labor market, impoverished people who could not work (and relied on public aid), and people with both acquired and congenital impairments. Policymakers' efforts to reeducate this diverse array of disabled people into productivity met with little success. This project traces why economic citizenship—the ability to be self-supporting and financially independent—proved increasingly elusive for disabled people between the 1850s and 1930s. During these decades, policymakers abandoned traditional views of dependent disabled people as members of the “deserving poor.” Educators and charity reformers began to argue that even people labeled as “idiots” could—and should—fulfill the civic obligation to be self-sufficient, and therefore developed work and training programs in state idiot asylums. At the same time, disabled people who could support themselves had difficulty finding work because of mechanization, employers' changing notions of what made a good worker, and the design of workmen's compensation policy. In response, policymakers pushed for the vocational re-education (or rehabilitation) of disabled people in state asylums and sheltered workshops such as Goodwill Industries. In theory, vocational rehabilitation would allow disabled people to become productive and thereby regain full citizenship status. In practice, however, the structure of rehabilitation programs, the changing labor market, and the complexity of disability ultimately relegated people with disabilities to economic dependency and second-class citizenship.

Constance Steinkuehler,
University of Wisconsin-Madison
Cognition and Learning in Online Games for Adolescents

Despite dismissals as “torpid” and inviting “inert reception” in popular books and press

outside of peer review, videogames (especially online games) have emerged as an important research topic in educational research; however, we have seen very little impact on the in-school performance of those who play. The goal of this project is to explore this contradiction by assessing the educational merit of games designed for and played by youth instead of adults (as typically studied) and by examining how games are situated in young people's everyday lives. I propose to conduct a cognitive ethnography of the game Runescape, the most popular online game with children (ages 10-16) that would include longitudinal study of 8-12 gaming youth from local schools in order to assess the impact of gameplay on their day-to-day lives, social relationships, and school work. Data analysis would focus on assessing what youth learn through online gameplay, how that learning aligns or conflicts with educational standards, and how such games fit into the fabric of their everyday experience. Results from this work would help us better understand the impact of online games on the social and cognitive development of young players.

**Sarah Caroline Thuesen,
Warren Wilson College**

Greater Than Equal: African American Struggles for School Equalization in North Carolina, 1919-1969

At a time when policymakers across the country are rehabilitating the notion of "separate but equal," this study looks at the men and women who understood first hand both the possibilities—and the profound limits—of school equalization as a strategy for black

liberation. *Greater Than Equal* explores how black North Carolinians pressed for educational equalization at the level of curricula, teacher salaries, and school facilities; how white officials co-opted the strategy as a means of forestalling integration; and, finally, how black activism for equalization evolved into a fight for something "greater than equal": integrated schools that served as models of both material equality and civic inclusion. This study foregrounds a neglected chapter in black educational history and offers essential context for ongoing policy debates about the merits and limitations of Brown. The postdoctoral phase of my research seeks to ground the larger equalization struggle within the context of three North Carolina communities that were sites of significant post-World War II equalization efforts. Using school records, board of education minutes, oral histories, and newspaper accounts, this project explores how and why each of these communities built new black schools on the eve of Brown and how those belated equalization efforts shaped the eventual process of desegregation. In considering this history from the vantage point of individual communities, this project disentangles the goals of material equality and desegregation in the evolution of black activism and unpacks the complex expectations that both whites and blacks held.

Florencia Torche, New York University
Is a College Degree still the Great Equalizer?: Intergenerational Mobility across Levels of Schooling in the U.S.

A college degree is claimed to provide the most important avenue for intergenerational

mobility in contemporary American society, but virtually no empirical research assesses this claim. A quarter-century ago, research demonstrated that there is a strong intergenerational class association among individuals without a college degree, but the association virtually disappears for college graduates. In other words, a college degree appeared to fulfill the promise of meritocracy – erasing the advantages of origin in the competition for economic success. This project comprehensively studies whether the "meritocratic power" of a college degree persists today, after substantial expansion and diversification of the post-secondary educational system. Drawing on several datasets – the National Longitudinal Survey of Youth 1979, the General Social Survey, the Panel Study of Income Dynamics, and the National Education Longitudinal Studies – I provide a comprehensive evaluation of intergenerational mobility in terms of social class, socioeconomic status, individual earnings, and total family income across levels of schooling, among men and women. Preliminary findings from the analysis suggest that, as a quarter-century ago, the intergenerational association is strong among those with less than a college degree, but it disappears or substantially weakens among college graduates. Surprisingly, the influence of social origins on economic position reemerges among advanced degree-holders, leading to a U-shaped pattern of parental influence across levels of schooling. This project systematically examines diverse mechanisms accounting for this U-shaped pattern of mobility.

2009-2010 Adolescent Literacy Scholars Announced

The Adolescent Literacy Predoctoral Fellowship was launched in the spring of 2007 with generous funding from Carnegie Corporation of New York to support doctoral research aimed at improving literacy outcomes for middle and secondary school students. The ten 2009 Adolescent Literacy Predoctoral Fellows will receive \$25,000 for a period of up to two years to support finalizing a dissertation proposal, data collection, data analysis, and dissertation writing. Fellows will also participate in ongoing training activities to interact with and learn from leading researchers in the field of adolescent literacy and in activities that promote building a community of emerging scholars.

The fellowship selection committee, chaired by Catherine Snow, met in February 2009 to select the finalists. This year's committee also included NAEed members Richard Anderson, Luis Moll and John Willinsky, as well as Mark Conley, Susan Goldman, and Elizabeth Moje.

The 2009 Predoctoral Fellows, their institutional affiliations, and project abstracts are:

Elaine Allard, University of Pennsylvania
Latecomer Literacies in the New Latino Diaspora

Dramatic demographic shifts due to increased immigration to the United States present challenges for US institutions, particularly schools, as they struggle to adapt to the changing needs of their student populations. Developing academic literacies in students who are learning English is one of the pressing challenges faced by many schools across the country, particularly secondary schools where the content and language demands are more complex and language minority students have less time to catch up to their English-dominant peers. Adolescent English learners are a heterogeneous group, however, and approaches to improving their educational outcomes are more or less successful depending on students' first language literacies, prior schooling experiences, proficiency in English, and other factors. Research that contributes to improved instruction for language minority adolescents must therefore identify the needs of particular subgroups of adolescent English learners

in order to develop appropriate instructional strategies and programs. The research proposed here will contribute to the knowledge base on adolescent literacy and language minority education by investigating the language and literacy needs of a particular group of adolescents who face the challenges of adolescent literacy development in particularly acute ways. This study will document the needs of latecomer students—language minority students who enter the US school system for the first time as teenagers, and matriculate late in the school year. Latecomer students find themselves behind not only their native English-speaking peers but also other English learners at their schools. Through the ethnographic study of a high school ESL program, I will identify the characteristics of latecomer students and the challenges they and their teachers face in the development of language and literacies in English. This will include participant observation, interviews, document collection, purposeful sampling of student work, and the selection of three to four latecomer students for focused

study. I will identify strategies that students and teachers use to cope with these challenges and the ways in which instructional strategies and practices at the school and classroom level help or hinder the successful acquisition of language and literacy for latecomers. In doing so, I hope to understand how best to meet these challenges and to suggest a repertoire of instructional strategies and policies at various levels that facilitate the development of academic literacies for latecomer adolescents and their integration into the social and academic life of the secondary school.

Byeong-Young Cho, University of Maryland
How New Are "New" Reading Strategies? An Examination of Adolescents' Internet Reading Activity

Research that describes and explains new literate activities can be a foundation of effective literacy instruction that helps adolescents become strategic and critical Internet readers. The goal of this proposed study is to examine adolescents' reading strategies on the Internet, and to compare these strategies with traditional, print-based strategies. It is situated at the nexus of traditional and new reading strategies. A major premise of this study is that the understanding of the strategies required in new reading environments should build upon the accumulated knowledge of reading strategies investigated in research on conventional print-based reading. Constructively responsive reading strategies in reading single print forms of texts (Pressley & Afflerbach, 1995) serve as a reference point to compare and contrast Internet strategies with conventional print reading strategies. Research on reading multiple texts; hypertext processing; reading comprehension online; reading multimodal texts; and reading with critical stance is informing the examination of Internet reading strategies. Data is collected with verbal reports, complemented by recorded computer screen interactions and participants' responses to Website evaluation scales. Data analysis uses a matrix that coordinates and triangulates all data sources in a temporal order over the course of reading. Identified strategies are then compared with those described in the compendium of reading strategies used with traditional texts. Results of this research will provide an account of adolescents' reading strategy use in an Internet reading task environment and a comparison of strategies used in Internet reading and traditional, print-based reading. Results will also serve as a prologue for consideration of reading strategy instruction for Internet environments.

Dennis Davis, Vanderbilt University
Comprehension Strategy Instruction for Upper Elementary and Middle School Students: A Critical Synthesis and Meta-Analysis

Comprehension strategy instruction is widely accepted among researchers as a crucial component of literacy pedagogy for upper elementary and middle grades students.

However, there is little evidence that effective and sustained strategy instruction has made its way into typical classroom practice. Part of the problem may be that researchers who study strategic reading instruction hold various understandings of how strategies should be selected, taught, practiced, and assessed. This variability makes it difficult to identify the critical elements of strategy instruction that should be translated into practice. What is needed is a nuanced—and critical—understanding of the various ways strategic reading pedagogy has been implemented and studied over the past three decades. The purpose of the proposed project is to synthesize what is known about strategic reading pedagogy through a statistical meta-analysis of research on comprehension strategies instruction for young adolescents in grades 4-8. The questions addressed in this study include: (1) What instructional frameworks for teaching strategic reading have been studied in these grades, and which ones are most effective? (2) Which instructional arrangements and contexts are associated with maximal effectiveness? (3) Which student populations have been included in these interventions, and who benefits most? and (4) Which outcomes are most affected by strategy instruction? This meta-analytic review will include intervention studies published between 1980 and 2009 in which students in grades 4-8 are taught to use two or more comprehension strategies. The collected studies will be coded using a systematic data extraction scheme developed to address the central questions of the review. Information related to the characteristics of the student sample and instructional and methodological characteristics of each study will be compiled in a database. In addition, numerical effect sizes for each study for each major outcome measure will be computed (e.g., reading comprehension, reading motivation/attitude, strategy knowledge, strategy use, and comprehension monitoring). The mean effect of comprehension strategy instruction on each of the targeted outcome constructs will be calculated to provide an overall summary of instructional effectiveness. Then, a series of moderator analyses will be conducted to explain the sources of between-study variability for each outcome. These moderator analyses will systematically compare the effect sizes of different groups of studies (e.g., studies of different instructional duration) to identify the characteristics of strategy instruction associated with maximal impact. By identifying questions and conceptual issues that need further examination, this review will provide strategic jumping-off points for researchers interested in text comprehension instruction. Also, this review will provide detailed understandings of the elements of strategic reading pedagogy associated with maximum impact, which can then be used to make specific recommendations for improving reading instruction in upper elementary and middle school settings.

Myrrh Domingo, New York University
Bridging In-School and Out-of-School Literacy Practices: Examining Digital Technologies and Multimodality to Promote Socially and Culturally Responsive Pedagogy

Globalization and digital technologies have come to transform the interactions between readers and texts, and among teachers and students. With this change, I argue for pedagogical approaches that adapt to the social and semiotic diversity of the 21st century. Rather than imposing standardized literacy instruction, this research aims to improve literacy outcomes by promoting socially and culturally responsive pedagogy that bridges school-based and out-of-school literacy practices. This two-part ethnographic study will examine the use of digital technologies and multimodality both within and beyond the school context. In the first part of this study, I theorize about how the "Pinoy"—a group of Filipino British youth—harness the power of digital technologies and multimodality to cultivate literacies in their daily lives. In the second part of this study, I investigate how a group of in-service teachers employs digital technologies and multimodality to carry out literacy instruction. As such, the following research questions guide this work: How are youth navigating across diverse cultural and linguistic communities given their distinct digital and multimodal practices? In what ways do teachers develop literacy instruction that integrates digital technologies and multimodality? Considering the varied digital and multimodal practices of youth and teachers, how might we bridge in-school and out-of-school literacy to promote socially and culturally responsive pedagogy? This study engages in three types of analyses. First, open-ended and focused thematic coding of all observational field notes, transcribed interviews, and participant reflective journals, will be analyzed and coded. Discourse analysis tools will be used to analyze characteristics of socially and culturally responsive literacy practices in-school and out-of-school contexts. Lastly, multimodal analysis will be applied to account for the layering of modes (e.g. image, gesture, sound, writing, speech) within the "Pinoy" and the teachers' multimodal designs and digital practices.

Chantal Francois, Harvard Graduate School of Education
"If I Had to Make a Symbol for Grant Street on a Map, I Would Draw a Book": A Study of an Urban School's Sociocultural Context of Reading

The proposed study aims to investigate how school context plays a role in the literacy experiences of students and the professional experiences of teachers and administrators. The sociocultural context of reading comprehension provides a useful framework for understanding how settings, instructional practices, and students' interactions with texts and activities all impact the process of reading comprehension (RAND, 2002). Psychologists, organizational

theorists, and other social scientists corroborate that contexts matter; their work has demonstrated how settings impact adults' orientation to the work they do in schools (Bronfenbrenner, 1970; Feldman & Pentland 2003; Wenger 1998). Yet seldom does empirical evidence combine our multiple understandings of contexts to portray how a setting might influence the beliefs, reading instructional and learning practices, and identities among all actors in a learning organization. Broadening our scope of context—to include both adult and student experiences in a school—can allow for a more accurate portrayal of how students' reading experiences and achievement are shaped by, and shape, the practices of all members in the organization. This approach is critical given that across urban schools nationwide, 80% of 8th graders fail to read at proficient levels, confirming that such settings are unable to help students develop the literacy skills they need the most—those related to reading comprehension (Biancarosa and Snow, 2004; NCES, 2007). In 2003, Grant Street Secondary School (a pseudonym), a 6th- through 12th- grade public school in the Northeast, implemented a school-wide literacy program for its students. This program had the dual goals of developing teachers' capacity to teach literacy and improving reading comprehension among its students, most of whom were struggling readers. Consequently, students' standardized reading test scores improved and teachers and administrators describe the school as exhibiting a "culture of reading". My dissertation intends to explore the context of Grant Street as it pertains to students' reading experiences and the staff's efforts to support those experiences. My research questions are: (1) How does the reading growth of individual Grant Street students change over time? Do students who are not meeting learning standards in reading follow a different trajectory than those who are just partially meeting learning standards? And (2) What are the current organizational practices designed to provide a sociocultural context conducive to growth in reading performance and motivation? How do various organizational members (i.e. students and staff) perceive and experience these practices? This study has the potential to describe how an urban school serves as a sociocultural context that nurtures the interaction among adolescent readers, the texts they read, and the activities through which they read texts.

Avishag Reisman, Stanford University

Reading like a Historian: A Literacy-Based History Curriculum Intervention with Adolescent Struggling Readers

In this mixed-methods study, public school teachers from five urban classrooms will be trained to implement a seven-month literacy-based history curriculum with eleventh-grade struggling readers. The study asks whether the findings on expert historical reading can be brought to bear in urban public school class-

rooms, where students read well below grade level. Two decades of research on historical reading have identified not only discipline-specific reading strategies used by historians, but also instructional scaffolds that prompt students to interpret historical documents. However, this work is almost exclusively small-scale, with small samples and brief interventions. This experimental study, with five treatment and five control classrooms, and over 200 eleventh grade students, represents the first large-scale curriculum intervention that centers on domain-specific historical reading. The curriculum features modified historical documents, vetted reading instruction methods, and innovative activity structures that provide the necessary supports for disciplined historical inquiry. The curriculum rests on three theoretical assumptions. First, the approach views historical reading as fundamentally intertextual. The intervention shifts the grammar of the history classroom, from one where a single document—the textbook—embodies all historical knowledge, to one where historical knowledge results from the interpretation and evaluation of multiple documents. The second theoretical assumption is that students must see cognitive strategies explicitly modeled before they understand how to use and practice them. Third, the curriculum radically modifies documents, both lexically and syntactically. Because no quantitative measures exist for historical reading, I have developed a 30-question multiple choice and constructed-response Historical Reading test, as well as a 20-question multiple choice Transfer of Historical Reading test, with items that ask students to apply historical reading skills to contemporary issues. Both measures have been piloted and validated. I have including pre-tests in the design under the assumption that groups will remain nonequivalent, and will also use school-based data, if necessary, as covariates. In addition to the general reading comprehension test (Gates-MacGinitie) and the two historical reading tests, I will administer a content test comprised of released multiple-choice items from California's state history assessment. Qualitative data, in the form of videotaped classroom observations, will afford me a closer look at student historical reasoning and understanding. Videotaped classroom observations will be transcribed and coded for evidence of disciplinary historical reading and interpretation. If successful, this study will show that literacy instruction need not be confined to the Language Arts classroom. This intervention will serve as a model that can be leveraged to address literacy demands across the curriculum.

Darrin Stockdill, University of Michigan

The TERRA Project, Teens Engaging with Reading, Research, and Action

The Teens Engaging with Reading, Research, and Action (TERRA) Project involves a design study on the implementation of an after-school reading intervention and action research pro-

gram for struggling readers in an urban school setting. As a design study, the project will be carried out with the goal of studying the initial effectiveness of the model and refining its design as an intervention model for future school-based research. Working from a sociocultural perspective on this project, I am interested in exploring the connection between everyday literacies and learning and academic learning. In this context though, I am also concerned with the linguistic and cognitive scaffolding necessary to bridge out-of-school literacies and knowledge to more disciplinary and academic inquiry-based learning, especially for students identified as struggling readers in school. The TERRA project will explore this area through an after-school project involving two groups of fifteen to twenty adolescents, one group in a middle school and the other in a high school, in an urban, primarily Latino community. Student research will address a social problem of interest to the students. The participants will be positioned as knowledgeable co-researchers bringing valuable prior knowledge to the research process. The investigation will involve the use of diverse resources and texts, and participants will receive explicit, targeted literacy instruction, including the use of social science heuristics and literacy practices, in the process. I will explore the question of whether or not participation in such a program has an impact on attitudes and practices with respect to literacy in general, social science disciplinary literacy, and school engagement. Desired proximal outcomes include increased understanding and application of reading comprehension strategies and social science heuristics and reading practices. Desired distal outcomes include increased engagement in social studies classes and school as well as improved self-concept as a reader and writer. Although not included as an outcome measure, it is also hoped that this process will help students develop identities as positive civic actors in the future. To measure the efficacy of the intervention on these outcomes, I will collect survey, interview, reading assessment, and observational data before and after the intervention. Detailed observational field notes informed by video of each session will be collected during the program together with artifacts of student production. These data will be analyzed using complementary methods, including but not limited to descriptive statistical analyses and comparisons of mean differences of survey and assessment data as well as constant comparative analysis of interview and other qualitative data.

Jennifer Teitle, University of Iowa

Subcultural Becomings: Adolescent Literacy in Affective Spaces

Subcultural memberships have long been understood as influential to the social lives of adolescents (Hall, & Jefferson, 1976/1993; Hebdige, 1979; Skelton, 1997), yet little research explores the connections between subcultural and

adolescent literacy. Recently, concurrent with developments in sociocultural theory, a reexamination of subcultures is serving to help unlock some of the “myths, motivations, and mysteries” (Moje et. al., 2008) behind adolescent literacy. Of particular interest to this research are the multimodal practices of adolescents (combining image, sound, gesture, writing, etc.), which have long been part of subcultural practices, but have only very recently been brought under the umbrella of “literacy.” Subcultures connect adolescents through multiple online and offline networks; such adolescents may spend hours critically reviewing images and sound files online, but refuse to read their evening homework. From an outsider’s perspective, subcultural participation can be read a variety of ways. Authority figures (teachers, administrators, counselors) may see the signs of subcultural participation—style, dress, and literacy choices of members—as rejections of legitimate values, activities, and institutions; this “moral panic” (Cohen, 1972) is often an intention of the subcultural practice itself. For insiders, subcultures provide the tools for self-invention—often in the form of multimodal consumption and composition—that help members distinguish themselves in opposition to each other, and to the mainstream. In this work, I will explore multiple moments of “subcultural becoming” where the literacy performances of youth offer insight into the possibilities of change rather than one or more fixed identities (Leander & Rowe, 2006). The literacy performances selected for analysis in this study show how emergences in unexpected directions, what Deleuze and Guattari (1987) call “lines of flight,” are an integral part of time spent by adolescent subculturalists. Rather than restricting literacy performances to linear temporality, this work moves horizontally in order to show how movement creates new spaces of emerging potential. From a broader sociocultural perspective, Deleuzoguattarian theory and methods offer the potential to unpack some of the broad implications of new literacies for youth. To this end, I argue for attention to the temporary “affective spaces” where youth gather through affective potential. Theorizing affective space revises several traditional assumptions about the relationship between bodies and texts, thus providing insight into the ways that social spaces and social identities are bounded and constrained. This mixed-methods qualitative inquiry will employ ethnographic and case study methods (Yin, 1994; Stake, 1995) to investigate adolescent literacy performances at United Action for Youth (UAY), a local non-profit youth center. UAY attracts adolescents whose practices, memberships, and motivations help reveal possibilities and restrictions on the further incorporation of multimodality into formal and informal literacy instruction. Further, as these literacies are interwoven with local and global social networks, this research sheds light on the increasingly important social role that literacy plays in shaping and reshaping the lived lives of adolescents.

Kallen Tsikalas, City University of New York
Effects of Computer-Based, Virtual Peer Modeling of Question Generation on Early Adolescents’ Reading Comprehension and Engagement

My dissertation research will investigate how computer-based, virtual peer modeling of question generation affects adolescents’ comprehension of expository texts and reading engagement. Additionally, it will explore the mechanisms through which virtual peer modeling may exert its influence on comprehension processes. Finally, it will examine the characteristics of virtual peer models and modeling sequences that are associated with the greatest gains in comprehension. This research addresses a persistent problem (adolescent literacy deficits) with a novel and highly age-appropriate solution (computer-based social modeling of comprehension strategies) that will fill theoretical gaps about how social processes may enable students to self-regulate their reading comprehension more effectively through choice of reading strategies, degree of engagement in text processing, and comprehension monitoring. Finally, it will inform the design of future reading interventions. The study will employ an experimental design in which adolescents (age 11-13 years) participate in a computer-based reading intervention over three sessions. Participants will be students who read at- or one-level-below their current grade level. Using a stratified random procedure, they will be assigned to one of three experimental conditions: Virtual Peer Modeling (treatment); Strategy Instruction Control; and Basic Control. During each of the experimental sessions, all participants will read aloud expository text passages within the computer-based environment and will be audio-taped. As they read, participants in the Virtual Peer Modeling condition will be exposed to “virtual peer models” – video-clips of adolescent models asking a variety of “thinking” questions of the text and explaining why they had this question. Participants in the Strategy Control condition will receive a verbal explanation of thinking questions, examples of such questions, and instructions to try to ask similar questions as they are reading. All participants will complete a short survey and a comprehension assessment after reading each text. Three types of data will be collected in the study: (1) self-report survey data of participants’ interest in the texts, affective reactions and judgments of comprehension; (2) behavioral data, captured through computer-based activity logs, that indicate use of vocabulary support (definitional links) by all students as well as use of modeling segments by students in the treatment condition; and (3) performance data from tests of reading comprehension and from audio-recordings of the miscues and questions that participants articulate while reading aloud. Quantitative data will be analyzed with descriptive statistics, ANCOVAs, correlations, chi-squared tests, and repeated-measures t-tests. Qualitative data on question types will be coded thematically and then analyzed statistically.

Amy Alexandra Wilson, University of Georgia
Teaching as Text Designing in the Content Areas: An Examination of Secondary Teachers’ Texts and Principles for Design

The goal of this nine-month multicase study is to examine how four middle school teachers use and combine texts in discipline-specific ways as they teach mathematics, language arts, science, and social studies. Informed by theories of social semiotics, this study is based on the assumption that discipline-specific content, norms, and practices are instantiated in texts, defined broadly to encompass multiple sign systems such as written words, gestures, the natural world, maps, photographs, spoken words, and numeric and symbolic combinations. Teachers draw from these available designs as they create new texts in the form of enacted lessons. Students, in turn, must “read” these enacted lessons, whose representational forms and purposes vary from content area to content area. When seen through this theoretical framework, content area literacy instruction becomes a matter of supporting students in developing overarching frameworks for thinking metadiscursively about how forms and uses of representation vary across content areas, rather than simply providing students with strategy instruction on how to comprehend individual texts in an individual discipline. Ultimately, by first documenting teachers’ discipline-specific conceptions and uses of texts, this study hopes to support teachers and adolescents in developing metadiscursive frameworks for thinking about texts across the content areas. In accordance with this goal, the study seeks to answer the following three research questions: (a) What available designs do the four teachers draw from as they design texts, in the form of enacted lessons, in their respective content areas?; (b) According to the teachers, what are the principles, considerations, perceptions, and values behind their text designs?; and (c) What discipline-specific patterns are indicated by the available designs that teachers use and the principles by which they use them? To answer these questions, four types of data will be collected from the four middle school teachers, each of whom will be selected based upon her or his reputation for excellence in teaching two disciplines. Field notes from observations of teachers’ classroom instruction and artifacts from their lessons will serve as a record of the available designs that teachers use in their instruction. An analysis of transcripts of monthly interviews will provide insights into the teachers’ principles for text designing, while three video-recorded lessons from each teacher in each content area will enable a fine-grained analysis of how specific forms of representation are integrated in the four disciplines. Written data will be coded and analyzed using constant comparative methods, while the video data will be analyzed using a multimodal concordance table.

ACADEMY NOTABLES

NAEd Member News

Academy Members report the following recent achievements:

John Brademas chaired a symposium on the book, *Adlai Stevenson's Lasting Legacy*, to which he contributed at Princeton University's Woodrow Wilson School of Public & International Affairs; received an honorary degree from Westfield State College, Massachusetts, at the convocation installing Evan Dobbelle, as new President; received Centennial Award, "Medal for Education Achievements" from St. John's University School of Education, Queens, New York; chaired the Third Annual Bernard and Irene Schwartz Lecture on Congress in Washington, D.C., sponsored by the John Brademas Center for the Study of Congress; received the Edwin Cudecki Award for Support of Foreign Language Education from the American Council on the Teaching of Foreign Languages; received an honorary degree from the University of Barcelona; chaired a symposium sponsored by NYU's John Brademas Center for the Study of Congress, on "American Arts and Artists in the Global Age"; participated in a conference at Ditchley Park, England, on "Universities: Securing the Future"; delivered the keynote address at the Rotary International conference of members of Rotary Clubs throughout Indiana; attended the University of Notre Dame's Commencement Ceremony with President Obama as principal speaker; attended the 60th reunion of his Harvard Class of 1949, in Cambridge, Massachusetts; received an honorary degree from The American College of Greece and attended Annual Ditchley Lecture at Ditchley Park, England, delivered by Javier Solana, a Spanish diplomat.

Marilyn Cochran-Smith published the book, *Inquiry as Stance: Practitioner Research for the Next Generation* (Teachers College Press) with co-author Susan L. Lytle. This book, which is the "sequel" to the previous best-selling volume, *Inside/Outside: Teacher Research and Knowledge*, theorizes the role of practitioner inquiry in practitioner development, knowledge generation and educational change. She also recently served as one of two U.S.

representatives to the OECD experts meeting on teacher education for diversity, held in Genoa, Italy.

The 2009 Sylvia Scribner Award of Division C of the American Educational Research Association was given to the Laboratory of Comparative Human Cognition whose current director is **Michael Cole**. The award recognizes a program of work by individuals and collectives that have significantly influenced thinking and research in the field of learning and instruction. The annual award honors research that represents a significant advancement in our understanding of learning and instruction. The award is named in honor of the late Sylvia Scribner whose work reflects a wide range of concerns within the field of cognition, particularly learning, instruction, and culture which entails the innovation of mixed methods, including experimental simulations of everyday cognitive tasks and ethnographic fieldwork. Such work inherently transcends disciplinary boundaries, addresses multiple sites for learning and development, and includes older as well as younger learners. Cole has also been chosen as the recipient of the 2010 Distinguished Contributions of Applications of Psychology to Education and Training Award by the American Psychological Association. The award acknowledges the significant contribution he has made "in application of psychological principles to the study of culture and cognition, and the profound influence of the work at all levels, from K-12 to the doctoral level.

Linda Darling-Hammond received the Distinguished Contributions to Research Award from AERA in April 2009 and honorary degrees from Manhattanville College in New York, as well as Nanyang University in Singapore. In addition, she recently published the following report with the National Staff Development Council: Linda Darling-Hammond, Ruth Chung Wei, Nikole Richardson, Alethea Andree, and Stelios Orphanos. *Professional Learning in the Learning Profession: A Status Report on Professional Development in the U.S. and Abroad*. Washington DC: National Staff Development Council and

Stanford, CA: School Redesign Network at Stanford University, 2009.

Jacquelynne Eccles has been awarded a distinguished University Professorship at University of Michigan.

Kieran Egan published *The future of education: Reimagining our schools from the ground up*. New Haven: Yale University Press, 2008. In addition, *The Educated Mind*, published in Hebrew translation, Tel Aviv: Sifriat Poalim, 2009; *An imaginative approach to teaching* published in Indonesian translation, Jakarta: Indeks, 2009, and in Korean, Seoul: Ulyuck, 2008; *Imagination in Teaching and learning* in Romanian translation, Bucharest: Didactica, 2008.

Ronald G. Ehrenberg was nominated to the Board of Trustees of the State University of New York by Governor Paterson in May 2009. He currently is serving as a member of the Cornell University Board of Trustees.

Adam Gamoran has been appointed as John D. MacArthur Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison. He recently completed a semester of service as interim dean of the UW-Madison School of Education, and has returned to his role as director of the Wisconsin Center for Education Research.

Howard Gardner has co-edited a new book, *Multiple Intelligences Around the World*. Recently, he received honorary degrees from two universities in Greece (Athens, Rhodes) and from Wheelock College. He has joined the board of Amherst College.

David Klahr will be honored with a symposium, *From Child to Scientist: Mechanisms of Learning and Development, a Festschrift in honor of the scientific and educational contributions of David Klahr*, to be held October 9-11, 2009 by the Department of Psychology, Carnegie Mellon University. The Fall 2009 Carnegie Symposium aims to connect leading researchers whose work bridging theory and practice advances understanding of developing

scientific and mathematical thinking and research regarding strategies for both formal and informal education. In addition, the symposium will honor the lifetime contributions of Klahr on the occasion of his 70th birthday and 40th year at Carnegie Mellon. In scores of publications over more than forty years, Klahr has pioneered information processing research to strengthen the reciprocal contributions of cognitive development, scientific discovery and reasoning, and education. Throughout his career, David has mentored and inspired undergraduates, graduate trainees, and post-doctoral fellows, many of whom will participate in the symposium.

Marcia Linn recently published a new book, *WISE Science: Web-based Inquiry in the Classroom* with James D. Slotta and **Carol Lee**.

George Madaus recently published a book on testing. "The Paradoxes of High Stakes Testing: How they affect students, their parents, teachers, principles, school and society" (George Madaus, Michael Russell and Jennifer Higgins), Information Age Publishing (IAP) Charlotte NC.

Lauren Resnick has the following publications; Resnick, L.B., Michaels, S., & O'Connor, C. (in press). How (well structured) talk builds the mind. In R. Sternberg & D. Preiss (Eds.), *From Genes to Context: New Discoveries about Learning from Educational Research and Their Applications*. New York: Springer. Resnick, L.B., Wiliam, D., Apodaca, R., & Rangel, E. (in press). The relationship between assessment and the organization and practice of teaching. In B. McGaw, P. Peterson, & E. Baker (Eds.), *International Encyclopedia of Education*, 3rd Edition. London: Elsevier. Sohmer, R., Michaels, S., O'Connor, M.C., & Resnick, L.B. (2009). *Guided construction of knowledge in the classroom: The Troika of well-structured talk, tasks, and tools*. In B. Schwarz & T. Dreyfus (Eds.), *Advances in Learning and Instruction*. London: Elsevier. Resnick, L.B., & Hampton, S. (2009). *Reading and Writing Grade by Grade*. International Reading Association. Resnick, L.B., & Snow, C.E. (2009). *Speaking And Listening for Preschool Through Third Grade*. International Reading Association. Resnick, L. B., Stein, M. K., & Coon, S. (2008). Standards-Based Reform: A Powerful Idea Unmoored. In R.D.

Kahlenberg (Ed.). *Improving On No Child Left Behind: Getting Education Reform Back on Track*. New York: The Century Foundation Press. Additionally, she has the following invited presentations; The Role of Talk and Dialogue on Students' Learning, European Association for Research on Learning and Instruction (EARLI) JURE 2008 Conference, Innovative and Creative Perspective: New Directions in Educational Research Leuven, Belgium July 2008, Standards-based Reform: A Powerful Idea Unmoored Presentation at the National Press Club, Washington, DC October 2008; Education in Transition: White Papers Project Presentation to members of House, Senate, U.S. Department of Education, Congressional staffers, National Academy of Sciences, Washington, DC November 2008. She was an invited participant at the American Education in the Digital Age and Beyond: A Discussion for the 21st Century The Library of Congress, Washington, DC March 2009 and a distinguished lecturer at the Nested Learning Systems for the Thinking Curriculum, The Wallace Foundation Distinguished Lecture American Educational Research Association in April 2009.

Sheldon Rothblatt gave the keynote address to a conference on privatization in higher education held at the Technion in Haifa, Israel. In Sweden he gave the Pufendorf Seminar at Lund University on "Why Today's Democracies Cannot Define Educational Merit," a similar lecture at the Swedish Collegium for Advanced Studies in the Social Sciences at Uppsala and an opening lecture on "The History and Reason D'être of Liberal Education" at Umea University. Additionally, he published an article on globalization for "Liberal Education," a publication of the Association of American Colleges and Universities, and contributed a chapter on Newman's idea of "integrity" in universities to a festschrift in honor of Tore Frangsmyr of Uppsala University.

Israel Scheffler published, in May 2009, "Worlds of Truth: A Philosophy of Knowledge", by Wiley. In addition, Routledge will re-issue his 1985 book, "Of Human Potential."

William Schmidt was named as a Fellow in the American Educational Research Association's newly established Fellows.

In addition, he participated in the following events and conferences: "The Preparation Gap: Teacher Education for Middle School Mathematics in Six Countries," invited opening session at AMTE in Orlando. February 5; "Leadership to change the Instructional Core," Invited panelist for Basic Education Think Tank, Harvard University, Cambridge, March 13; "Changing the Game: Curriculum, Teachers and Parents Working Together," Invited featured exhibitor on behalf of American Educational Research Association at the 15th Annual Exhibition of the Coalition for National Science Funding, Rayburn House Office Building, March 24, 2009; "State Standards and Curriculum: Bridging the Gap," invited speaker, Albert Shanker Institute, The Good Schools Seminars, Washington, D.C. April 21; Invited panelist and author of position paper, Thomas Fordham Institute, "International Lessons about National Standards." Washington, D.C. May 5; "Inequality for All: The Importance of Content Coverage," Invited Lecturer for Workshop on Education at University of Chicago, June 3; "Quality Standards: The Foundation for World-Class Mathematics and Science Education (Schmidt and Cogan) to be published by the Council of State Governments' Midwest Office; and "Content Coverage and the Role of Instructional Leadership," (Schmidt and Kher) Chapter to be published in a book entitled *Science Education Leadership for the 21st Century* through the collaboration of The National Science Teachers Association (NSTA) and the National Science Education Leadership Association.

Marcelo M. Suárez-Orozco has been elected a Fellow of the Institute for Advanced Study, Princeton.

Maris Vinovskis has published three essays: "A History of Efforts to Improve the Quality of Federal Education Research: From Gardner's Task Force to the Institute for Education Sciences," *Education Research on Trial: Policy Reform and the Call for Scientific Rigor*, eds. Pamela Barnhouse Walters, Annette Lareau, and Sheri H. Ranis (New York: Routledge, 2009), pp. 52-79; "Historians and Education Policy Research in the United States," *Handbook of Education Policy Research*, eds. Gary Sykes, Barbara Schneider, and David N. Plank (New York: Routledge, 2009), pp.17-26; and "No Child Left Behind and Highly

Qualified U.S. History Teachers: Some Historical and Policy Perspectives,” *Clio at the Table: Using History to Inform and Improve Education Policy*, eds. Kenneth K. Wong and Robert Rothman (New York: Peter Lang, 2009), pp. 221-47.

NAEd/Spencer Postdoctoral and Adolescent Literacy Fellows News

Current and former NAEd/Spencer Postdoctoral and Adolescent Literacy Fellows report the following recent achievements:

Dor Abrahamson (2005) recently published two articles; Abrahamson, D. (2009); Orchestrating semiotic leaps from tacit to cultural quantitative reasoning - the case of anticipating experimental outcomes of a quasi-binomial random generator and *Cognition and Instruction*, 27(3), 175-224 and Abrahamson, D. (2009), Embodied design: Constructing means for constructing meaning. *Educational Studies in Mathematics*, 70(1), 27-47.

Alfredo Artiles (1998) was appointed the 2009-2011 Vice President, American Educational Research Association's Division G, Social Contexts of Education, received the 2009 Distinguished Alumni Award from the University of Virginia's Curry School of Education Foundation and became the 2008-2009 Residential Fellow at the Center for Advanced Studies in the Behavioral Sciences; Stanford University. Additionally, he has the following publications: Arzubiaga, A., Artiles, A.J., King, K., & Harris-Murri, N. (2008), Beyond research on cultural minorities: Challenges and implications of research as situated cultural practice. *Exceptional Children*, 74, 309-327; Gadsden, V., Davis, J. E. & Artiles, A. J. (Eds.). (2009). Risk, schooling, and equity. *Review of Research in Education*, 33, 1-362. Artiles, A. J., & Bal, A. (Eds.). (2008). Dilemmas of difference: Research on minority groups in special education in four continents. *The Journal of Special Education*, 42, 4-64.

Ron Astor (1997) published the following; Astor, R.A. (in press), A light unto the nations and a nation like all nations: The contemporary exemplar of Jews and school violence. *Journal of Jewish Communal Service*; Stone, S., Astor, R.A. & Benbenishty, R. (in press) Teacher and principal perceptions of student victimization and

the schools' response to violence: The contributions of context on staff congruence and incongruence. *International Journal of Educational Research*; and Pitner, R.O., Astor, R.A., Benbenishty, R.A., Haj-Yahia, M., & Zeira, A., (in press), Children's reasoning about spousal violence. *Violence Against Women*.

Maren Aukerman (2008) was awarded the 2009 Albert J. Harris Award from the International Reading Association for her article, "When Reading it Wrong is Getting it Right: Shared Evaluation Pedagogy Among Struggling Fifth Grade Readers" in *Research in the Teaching of English*, 42(1), 2007, 56-103. She also recently published "Getting 'real' in virtual talk about text" with H. Weisse in *The Middle School Journal*, 40(4), 53-61.

David Baker (1986) published the following; Baker, D., Collins, J., and Leon, J. (2009), "Risk Factor or Social Vaccine? The Historical Progression of the Role of Education in HIV/AIDS Infection in Sub-Saharan Africa," *Prospects: Quarterly Review of Comparative Education*, UNESCO: Paris France.; Baker, D. (2009) "The Schooled Society and Beyond: The Modernizing Role of Formal Education as an Institution." For the Beyond Current Horizons Project, Ministry of Education, U.K. London: www.beyondcurrenthorizons.org.uk; Baker, D. senior author: Organization for Economic Co-operation and Development (April 2009). *Green at Fifteen? Environmental and Geoscience Literacy among 15-year olds in 57 nations*. OECD: Paris France.

Hilary Barth (2003) published three empirical articles reporting work that was partially supported by her NAEd/Spencer fellowship. "Children's multiplicative transformations of discrete and continuous quantities" (with A. Baron, E. Spelke, and S. Carey) was published in the *Journal of Experimental Child Psychology* in a special issue on the typical development of numerical cognition. "Judgments of discrete and continuous quantity: An illusory Stroop effect" was published in the *Journal of Cognitive Psychology*. "Nonsymbolic, approximate arithmetic in children: Evidence for abstract addition prior to instruction" (with L. Beckmann and E. Spelke) was published in the *Journal of Developmental Psychology*.

An additional empirical article, "Children's mappings of large number words to numerosities," (with A. Starr and J. Sullivan) is currently in press for the journal *Cognitive Development*. Barth also published a commentary in the journal *Behavioral & Brain Sciences* entitled, "Do mental magnitudes form part of the foundation for natural number concepts? Don't count them out yet."

Angela Calabrese Barton (1996) was the recipient of the 2009 AERA Division G Award for Research Leading to Transformations of Social Contexts. She is the incoming co-editor for the *Journal of Research in Science Teaching*, term begins Jan 2010 (with Joe Krajcik). She was promoted to Full Professor, June 2009. Received the 2009 Best Paper of the Year award for Cultural Studies in Science Education [Tan, E. & Calabrese Barton A. (2008). Unpacking science for all through the lens of identities-in-practice. *Cultural Studies of Science Education*, 3, 43-71]

Elizabeth Cooksey (1991) has reduced her appointment as Associate Professor in the Department of Sociology at the Ohio State University to 20 percent and increased her appointment at the Center for Human Resource Research to 80 percent where she is the Principal Investigator of the NLSY79 Child and Young Adult data.

Martha Bruner Burdette (1994), Dean of Studies at Ben Franklin Academy, has received a grant from the Betty and Davis Fitzgerald Foundation for the development and publication of curriculum and program materials to be made available online this winter through "Franklin's Toolkit and Professional Development Center: Sharing Educational Practices for Today's Youth." The site will include printed texts and videos on topics that address dropout prevention and school success. An article on Ben Franklin Academy's private school-public school partnership with Decatur High School will be available through Harvard Ed School's website this fall. This publication follows "The Story of a School," which described the school's innovative program and appeared in Harvard Graduate School of Education's *Ed Magazine* (2005).

Lindy Crawford (2003), Associate Dean in the College of Education at the University of Colorado at Colorado Springs, was

recently awarded an Institute of Education Sciences grant to develop an online mathematics intervention for middle school students. The project, titled *The Math Learning Companion: An Individualized Intervention for Students with Math Learning Disabilities*, was funded for three years at \$1.5 million.

Randall Curren (1991) was an invited plenary speaker at a conference on Sustainability Ethics at the Rochester Institute of Technology on May 1st and will deliver a keynote lecture on sustainability and the responsibilities of professional schools at an international ethics conference in Sapporo, Japan in November. He co-organized and will participate in a five-day philosophy of education workshop in the first week of August hosted by Syracuse University and funded by a Mellon humanities grant.

Michael David-Fox (1997) will be a visiting professor at the Centre russe of the Ecole des Hautes Etudes en Sciences Sociales (Paris) in fall 2009 and a Davis Fellow at the Davis Center for Historical Studies (Princeton University), in spring 2010.

Jimmy de la Torre (2006) was named by the White House as a recipient of the 2008 Presidential Early Career Award for Scientists and Engineers (PECASE). This award is the highest honor bestowed by the United States government on young professionals in the early stages of their independent research careers. He was nominated by the National Science Foundation, which is funding his five-year Faculty Early Career Development Program (CAREER) Award. He was also recently promoted to associate professor at Rutgers University.

Stefanie DeLuca (2005) was promoted to Associate Professor with tenure this spring, has a forthcoming article in the *Annual Review of Sociology* titled, "Switching Social Contexts: The Effects of Housing Mobility and School Choice Programs on Youth Outcomes," and received a major grant from the WT Grant Foundation, titled "Low-Income Youth, Neighborhoods, and Housing Mobility in Baltimore" (with Kathryn Edin and Susan Clampet-Lundquist). The project will follow young adults who were children in the Moving to Opportunity neighborhood experiment as they transition to adulthood.

Laura Desimone (2002) published "Improving impact studies of teachers' professional development: Toward better conceptualizations and measures". *Educational Researcher*, 38(3), 181-199. Additionally, she is the co-director of University of Pennsylvania's IES predoctoral training program, which just won a new 5 year award to continue.

Fabienne Doucet (2002) has published the following: Doucet, F. (in press). The reproduction of color and class in Haitian bilingual classrooms. In R. O. Jackson, (Ed.), *Out of one, many: The communities of the Haitian Diaspora*. Lanham, MD: Lexington Books; Tudge, J., Freitas, L. B. L., & Doucet, F. (in press). The transition to school: Reflections from a contextualist perspective. In H. Daniels, H. Lauder, & J. Porter (Eds.), *The Routledge companion to education*. London: Routledge and Doucet, F. (2008). How African American parents understand their and teachers' roles in children's schooling and what this means for preparing preservice teachers. *Journal of Early Childhood Teacher Education* [Special Issue on Multicultural Teacher Education in Honor of Leslie R. Williams], 29(2), 108-139.

Charles Aiden Downey (2008) will be at Emory University starting in 2010 as a two year visiting professor in educational studies.

Patricia Duff (1999) was recently appointed founding Director of the Centre for Research in Chinese Language and Literacy Education at the University of British Columbia. In 2008, she published *Case Study Research in Applied Linguistics* (Erlbaum/Routledge/Taylor & Francis) and co-edited the 24-chapter *Encyclopedia of Language and Education, Vol. 8: Language Socialization* (Springer, with N. Hornberger). She also published the following chapters (in various volumes): "Language Socialization in a Canadian Secondary School: Talking about Current Events" (in *Creating Communities of Learning in Schools*); "Issues in Chinese Heritage Language Education and Research at the Postsecondary Level" (with D. Li, in Chinese as *A Heritage Language: Fostering Rooted World Citizenry*); "Heritage Language Education in Canada" (in *Heritage Language Education: A New Field Emerging*); "Language Socialization, Higher Education, and Work" (in *Encyclopedia of Language and Education*,

Volume 8: Language Socialization), and "Language Socialization, Participation and Identity: Ethnographic Approaches" (in *Encyclopedia of Language and Education, Vol. 3: Discourse and Education*). She also gave invited lectures and keynotes in Costa Rica, the US, China, and Taiwan. She received funding (as P.I.) from the Social Sciences and Humanities Research Council of Canada for a new three-year grant on "Language Socialization across Sociopolitical Contexts: Changing Ideologies and Practices Surrounding English as an International Language in Hungary and China." Most recently, she co-edited a special issue of the *Canadian Modern Language Review* (Fall, 2009) on "Indigenous, Heritage and Minority Language Education in Canada".

Ravit Duncan (2007) has co-edited (as a guest editor with Cindy Hmelo-Silver, a former fellow herself) a special issue on Learning Progressions in the *Journal of Research in Science Teaching* (JRST). Ravit also has a paper in the issue and am first author on the introductory editorial for the issue.

Cynthia Feliciano (2007) has been promoted to Associate Professor with tenure in the Departments of Sociology and Chicano/Latino Studies at University of California, Irvine. She recently published several articles, including "Education and Ethnic Identity Formation among Children of Latin American and Caribbean Immigrants" (*Sociological Perspectives* 2009), "Gendered Racial Exclusion among White Internet Daters" (*Social Science Research* 2009, with Belinda Robnett and Golnaz Komaie), and "'Not Mexican-American, but Mexican': Shifting Ethnic Self-Identifications among Children of Mexican Immigrants" (*Latino Studies* 2009, with Jessica Tovar).

Rosalie Fink (1996) published a book, "Inspiring Reading Success: Interest and Motivation in an Age of High-Stakes Testing." The book was published by the International Reading Association with the foreword written by Catherine Snow. In addition, the book was chosen by the International Reading Association as an IRA Book Club selection.

Michael Ford (2007) was promoted to Associate Professor with tenure in the School of Education at the University of Pittsburgh.

Jennifer Fredricks (2003) received grants from the American Educational Research Association for a project entitled, "Participation in Structured and Unstructured Activities in the After School Hours: Self-Selection and Adolescent Adjustment" and a grant from the Institute for Educational Studies for a project entitled, "Measuring Student Engagement in Middle and High School". She has a paper in press at *Journal of Research on Adolescence* entitled, "Extracurricular involvement and adolescent development among African American and European American youth: Is more participation beneficial?" and a paper in press at *Gifted Child Quarterly* entitled, "Developing and fostering passion in academic and non-academic domains". She served as an expert witness in the case *McLeary, Venema, and Network for Excellence in Washington Schools V. State*, 2009. She was elected chair of the Human Development Department at Connecticut College.

Janice Gobert (1995) has the following Grant funded: ASSISTments Meets Science Learning (AMSL; R305A090170). Janice Gobert, Principal Investigator, Neil Heffernan, Ken Koedinger, & Joe Beck (Co-Principal Investigators). Awarded February 1, 2009 from the U.S. Dept of Education; \$1,187,432.00. Additionally, she has the following papers in press: Buckley, B.C. Gobert, J., Horwitz, P. & O'Dwyer, L. (accepted). Looking inside the black box: Assessments and decision-making in BioLogica. To appear in the *Int. Journal of Learning Technology*; Gobert, J.D., Pallant, A.R., Krach, N., & Daniels, J.T.M. (accepted). Unpacking inquiry skills from content knowledge in Geoscience: A research and development study with implications for assessment design. To appear in the *Int. Journal of Learning Technology*; Horwitz, P., Gobert, J., & Buckley, B. & O'Dwyer, L. (in press, 2009). Learning Genetics From Dragons: From Computer-Based Manipulatives to Hypermodels. In Jacobson, M. J., & Reimann, P. (Eds.). *Designs for learning environments of the future: International perspectives from the Learning Sciences*. Springer Publishers.

Sara Goldrick-Rab (2006) has published two papers; "Beyond Access: Explaining Social Class Differences in College Student Mobility" was published in *Sociology of Education* and "Transforming America's

Community Colleges: A Proposal to Expand Opportunity and Promote Economic Prosperity" was published by The Brookings Institution. In addition, she has joined the staff of "Brainstorm," at the *Chronicle of Higher Education*, as a blogger on sociology and education policy.

David Hansen (1992) recently completed his term of office as President of the Philosophy of Education Society. His Presidential Address at the annual meeting this past March in Montreal was entitled "Walking with Diogenes: Cosmopolitan Accents in Philosophy and Education." Hansen has published recent articles on cosmopolitanism and education in *The Journal of Curriculum Studies* (2008) and *Teachers College Record* (2008), and has a co-authored article on the topic in press (2009) in *Curriculum Inquiry*.

Guanglei Hong (2006) published "Reading instruction time and homogeneous grouping in kindergarten: An application of marginal mean weighting through stratification." *Educational Evaluation and Policy Analysis*, 31(1), 54-81. He also was awarded the William T. Grant Scholar, William T. Grant Foundation, 2009-2014 and moved from the Ontario Institute for Studies in Education of the University of Toronto to the Comparative Human Development Department in the University of Chicago.

Ilana Horn (2007) is moving to Vanderbilt starting fall 2009. She has an appointment as Associate Professor of Mathematics Education in the Department of Teaching and Learning at Peabody College.

Rosalind Horowitz (1985) of the University of Texas—San Antonio, organized, "Why has the Educational Establishment Consistently been Ineffective in Closing the Achievement Gap at a National Level—and What do We Do About It?" for the International Reading Association Conference, Minneapolis. The panel consisted of **Edmund Gordon**, S. Jay Samuels, Rosalind Horowitz, Richard Allington, Michael Harwell and John Guthrie. Horowitz addressed "Adolescents and the Achievement Gap" which was also the topic of her talk at the Immigration and Citizenship Conference and as part of the White House Initiative on Educational Excellence for Hispanic Americans dialogues with

community leaders and education professionals, sponsored by the UTSA Mexico Center. Horowitz has been appointed to the Editorial Board of the new journal, *Diaspora, Indigenous, and Minority Education: An International Journal, Researching Cultural Education—Cultural Sustainability*, edited by Zvi Bekerman, Hebrew University, Jerusalem, and Seonaigh MacPherson, University of British Columbia.

Yasmin Kafai (1996) published "The Computer Clubhouse: Constructionism and Creativity in Youth Communities" (edited together with K. Peppler & Robbin Chapman; Teachers College Press). She is also working on a national educational technology plan for the White House.

Grace Kao (1998) was promoted from Associate Professor to Full Professor at the University of Pennsylvania (effective July 1, 2009).

David Karen (1988), Professor of Sociology at Bryn Mawr College, will be a Member of the Institute for Advanced Study in Princeton in Academic Year 2009-10. He will be studying how different state arrangements of local school boards affect democratic participation and school performance. He also co-authored (with Katherine McClelland, also a Spencer Post-Doctoral Fellow) a final chapter of a new, third edition of *Ain't No Makin' It* by Jay MacLeod (Westview Press, 2009). The chapter is entitled "Reproduction, Redemption, and Respect."

Gerald LeTendre (1998) has a forthcoming book, co-authored with Motoko Akiba titled *Improving Teacher Quality, The U.S. Teaching Force in Global Context*.

Cynthia Lewis (2000) has published the following: Doering, A. Lewis, C. Veletsianos, G., & Nichols-Besel, K. (2008). Preservice teachers perceptions of instant messaging in two educational contexts. *Journal of Computing in Teacher Education*, 25, 45-52. refereed; Lewis, C. & Ketter, J. (2008). Encoding youth: Popular culture and multicultural literature in a rural context. *Reading and Writing Quarterly*, 24, 283-310. refereed; Lewis, C., & del Valle, A. (2008). Literacy and identity: Implications for research and practice. In Christenbury, L., Bomer, R., & Smagorinsky, P. (Eds.), *Handbook of adolescent literacy research*

(pp. 307-322). New York: Guilford Press.; Leander, K. & Lewis, C. (2008). Literacy and ICT. In B. Street (Ed.), *Encyclopedia of Language and Education* (pp. 53-70). New York: Springer Publisher. ; Lewis, C. (2008). Internet communication among youth: New practices and epistemologies. In J. Flood, D. Lapp, & S. B. Heath (Eds.), *Handbook on Teaching Literacy through the Communicative, Visual and Performing Arts*. Mahwah, NJ: Lawrence Erlbaum Associates.

Christopher Lubienski (2005) has two recent publications: Lubienski, C., Weitzel, P., & Lubienski, S.T. (2009). Is There a "Consensus" on School Choice and Achievement? Advocacy Research and the Emerging Political Economy of Knowledge Production. *Educational Policy*, 23 (1), 161-193 and Lubienski, C., & Weitzel, P. (2009). Choice, Integration, and Educational Opportunity: Evidence on Competitive Incentives for Student Sorting in Charter Schools. *The Journal of Gender, Race & Justice*, 12 (2) 351-375. In addition, he is guest editing (with Jack Dougherty) a special issue of the *American Journal of Education* on "Mapping Educational Opportunity: Spatial Analysis and School Choices," which will be published in August, 2009.

Kofi Marfo (1986) will be a residential fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford during the 2009-2010 academic year. Kofi plans to devote much of his time at CASBS to working on a book on science, social values and advocacy, and early childhood development. Kofi co-lead an invitational conference (held in Victoria, Canada, and sponsored by the Society for Research in Child Development) on Strengthening Africa's Contributions to Child Development Research. Additionally, Kofi has been invited as a member of the 56th class of residential fellows at the Center for Advanced Study in the Behavioral Sciences (CASBS), Stanford.

Joseph McDonald (1988) published "Going to Scale with New School Designs: Reinventing High School", Teachers College Press.

Raegen Miller (2007) is now Associate Director for Education Research at the Center for American Progress, where his portfolio includes an array of issues

around fiscal equity and teacher quality. In particular, he has become a fully certified Title I work, as evidenced by the forthcoming paper, Secret Recipes Revealed: Demystifying the Title I, Part A Funding Formulas.

Michele Moses (2004) received the Early Career Award from the American Educational Research Association. She has two forthcoming articles: Affirmative Action's Fate: Are 20 More Years Enough?, in *Education Policy Analysis Archives*. (with John T. Yun and Patricia Marin) and By the People, For the People: Interrogating the Education-Policy-by-Ballot-Initiative Phenomenon, in Deborah Kerdeman (Ed.) *Philosophy of Education* 2009.

Kristen Nawrotzki (2007) served as guest editor of *History of Education Quarterly*, vol. 49 no. 2 (May 2009). It was a themed issue on "New Perspectives on Preschooling: The Nation and the Transnational in Early Childhood Education". She authored a preface to the issue, as well as an article entitled "Greatly Changed for the Better": *Free Kindergartens as Transatlantic Reformance* (p 182-195).

Sharon Nelson-Barber (1986) published the book, *Culturally Responsive Mathematics Education* (Routledge 2009), co edited with B. Greer, S. Mukhopadhyay, and A. Powell. She also has a chapter in the book, "What Mathematics Teachers Need to Know about Culture and Language," co-authored with Judit Moschkovich. Her work continues as Principal Investigator for a number of NSF-funded projects focusing on mathematics, science and indigenous knowledge and ways of knowing.

Marjorie Faulstich Orellana (2000) published *Translating Childhoods: Immigrant Youth, Language and Culture* (New Brunswick, NJ: Rutgers University Press) and was promoted to Full Professor at UCLA.

Rob Reich (2002) is faculty co-director of Stanford's Center for Philanthropy and Civil Society. In 2009-10, he will be a Visiting Professor at the Institute for Advanced Study in Princeton, NJ, working in tandem with permanent faculty fellow Danielle Allen on an initiative called the Dewey Seminar. He also published, as co-editor with Debra Satz, *Toward a Humanist Justice: The Political Philosophy of Susan Moller Okin* (Oxford University Press, 2009).

Angela Reyes (2009) co-edited with Adrienne Lo (2003); Reyes, Angela and Adrienne Lo (eds) (2009) *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America*. New York: Oxford University Press.

Sarah Rose (2009) accepted a position at the University of Texas at Arlington as an Assistant Professor of History beginning Fall 2009.

Michael L. Rustad (1984) was chosen as the Hugh Culverhouse visiting distinguished chair at Stetson University College of Law for 2009-10. In addition, his book, "Internet Law in a Nutshell" was published by Thomson/Westlaw. This summer, he taught in Suffolk University Law School's international business LL.M in Budapest, Hungary.

Janelle Scott (2008) published the following: Scott, J. & Villavicencio, A. (2009). School context and charter school achievement: A framework for understanding the performance "black box." *Peabody Journal of Education*. 84 (2), 227-243; Scott, J. (2009). The politics of venture philanthropy in school choice policy and advocacy. *Educational Policy*. 23(1). 106-136; Scott, J., Lubienski, C. & DeBray-Pelot, E. (Eds.) (2009). The politics of advocacy in education. *Educational Policy*. 23 (1). 3-14; and Scott, J. & DiMartino, C. (2009). Partners, rivals, managers, and profiteers: A typology of educational privatization. *The Peabody Journal of Education*. 84 (3), 432-452.

Roger Shouse (1995) has two recent publications; Shouse, Roger. (2009). Beyond Legend: Stand and Deliver as a Study in School Organizational Culture. *Film and History: An Interdisciplinary Journal of Film and Television Studies*, 39, 1, 45-52; and, Lee, Soojeong, & Shouse, Roger. (2008). Is Education Fever Treatable? Case Studies of First Year Korean Students in an American University. *KEDI Journal of Educational Policy*, 5, 2.

Alexander Sidorkin (1997) published *Labor of Learning* (Sense Publishers) and has received the University Excellence in Academic Leadership Award in spring 2009.

Yasemin Soysal (1995), University of Essex and Suk-Ying Wong (1993),

Chinese University of Hong Kong, received new funding (£124,000) from a bilateral program of the UK's Economic and Social Research Council and Hong Kong's Research Grant Council. The project, titled "The Nation, Region and the World," is a comparative and longitudinal study of curricula and textbooks from Europe and the East Asia, with a particular focus on the transformations of the nation and citizenship since the 1950s in relation to regional and globalization processes.

Jonathan Tudge (1991) received a Fulbright Scholarship to Brazil, where he conducted research and taught from May to August 2009. In addition, he co-edited a volume in the *Routledge World Yearbook of Education* series, which appeared this year.

Ruth Lopez Turley (2004) recently published the following publications: "College Proximity: Mapping Access to Opportunity." *Sociology of Education*, 82(2):126-146 and Desmond, Matthew and Ruth N. López Turley. 2009. "The Role of Familism in Explaining the Hispanic-White College Application Gap." *Social Problems*, 56(2):311-334. In addition, she has received an award from the National Institute of Child Health and Human Development, R01 Grant for "Social Capital and Children's Development: An Experimental Study," Co-Principal Investigator with Adam Gamoran and has been appointed to the Editorial Board, *Sociology of Education*, starting January 2010.

Andrea Walton (1996) received the Trustees Teaching award for classroom excellence. She was also honored to be named the 2009 Outstanding Faculty Mentor by Indiana University's Graduate Professional Student Association. She continues to work on several projects in the history of education and the history of philanthropy. Her edited reader on Philanthropy, Volunteerism, and Fundraising (with Marybeth Gasman, Associate Professor, University of Pennsylvania) won the John Grenzbach Award for Outstanding Published Scholarship in the field of Philanthropy for Educational Advancement, given annually by the Council for Advancement and Support of Education (CASE). Most recently, Walton's article titled, "Building a Pipeline to College: A Study of the Rockefeller-Funded 'A Better Chance' Program, 1963-1969," appeared in volume 36 (2009) of the *American Journal of Educational History*.

Stephanie J. Waterman (2005) published a book review of *Building Multicultural Competency: Development, Training, and Practice*, edited by Joseph L. White and Sheila J. Henderson, (2008) in *Counseling Today*, April 2009, 51(10), 22, and won the 2009 Alan and Nirelle Galson Prize for Fiction for her short story "The Scribe" in the literary journal, *Stone Canoe*, no. 3.

Kevin Welner (2000) has been promoted to full professor at the University of Colorado at Boulder. He also published *Neo Vouchers: The emergence of tuition tax credits for private schooling* (Rowman & Littlefield).

Regina E. Werum (1999) has been awarded a year-long research fellowship at the Center for Humanistic Inquiry at Emory University. While on sabbatical there, she will continue to work on her new project on homeschooling policies. She also received Emory's highest teaching award, known as The Emory Williams Distinguished Teaching Award.

Sam Wineburg (1991) and colleagues have been awarded the James Harvey Robinson award from the American Historical Association for www.historicalthinkingmatters.org. In spring 2009, the Stanford History Education Group, which he directs, was awarded the West Coast Center for the Library of Congress's Teaching with Primary Sources program.

Stanton Wortham (1996) has been named a William T. Grant Foundation Distinguished Fellow and an American Educational Research Association Fellow.

Gad Yair (1996) published the following: Yair, Gad. "Vive la (Sexual) Révolution: The Political Roots of Bourdieu's Analysis of Gender." *The Sociological Review*, Vol. 56(3): 388-407, 2008.; Yair, Gad. "Gender, Discipline and Scientific Productivity: The Case of Israeli Doctoral Students." *Equal Opportunities International*, Vol. 28(1): 50-64, 2009.; Factor, Ronis, David Mahalel c and Gad Yair. "Inter-Group Differences in Road-Traffic Crash Involvement." *Accident Analysis & Prevention*, Vol. 40(6): 2000-2007, 2009.; Yair, Gad and Samira Alayanc. "Paralysis at the Top of a Roaring Volcano: Israel and the Schooling of Palestinians in East Jerusalem." *Comparative Education Review*, Vol. 53(2): 235-257, 2009.; Yair, Gad. "The Last Musketeer of the French

Revolution: Exploring the Republican Political Agenda of Pierre Bourdieu." *The Open Sociology Journal*, Vol. 1: 23-35, 2008.

Nozaki Yoshiko (2001) won a 2009 AERA Division B (Curriculum Studies) Outstanding Book Award for her volume *War Memory, Nationalism, and Education in Postwar Japan, 1945-2007: The Japanese History Textbook Controversy and Ienaga Saburo's Court Challenges* (Routledge, 2008). For 2009, she has published four journal articles and two book chapters, in addition to editing Vol. 3 and 4 of an in-house journal, *Comparative Minds, Critical Visions: Working Paper Series at the Center for Comparative and Global Studies in Education* (at the Graduate School of Education, the State University of New York at Buffalo).

Jonathan Zimmerman (1999) published "Small Wonder: The Little Red Schoolhouse in History and Memory," in June 2009 by Yale University Press.

In Memoriam

Joe Hamner

We are saddened to share the news of the passing of, Joe Hamner, NAEd's staff accountant, following a brief illness. Joe had been an integral part of NAEd for the past four years, and was instrumental in helping NAEd to transition to its new headquarters at the Keck Center in Washington, D.C. in 2005. Having unique training as both a lawyer and accountant, Joe provided much valued guidance as NAEd independently created new financial and administrative systems. Once established in our new home, Joe continued on as our staff accountant. Most important, he was a valued member of our staff community. Joe was also heavily involved in music programs in Washington, D.C., and a music fund is being established in his name. Joe is survived by his three sons, former wife, mother, and two granddaughters.

IN MEMORIAM

Jere Brophy

Jere Brophy made important contributions through research on teacher effectiveness, teacher expectations, classroom management, motivation, and social studies education. In research on teaching, he was an early leader in large-scale observational studies. He was a founding member, and long-term “dean” of the Invisible College of Research on Teaching,” which has been meeting just prior to AERA since 1976. He contributed chapters to research handbooks and edited a series of books on *Advances in Research on Teaching*. In addition to publishing for a scholarly audience, Brophy wrote books for teachers and prospective teachers. *Looking in Classrooms*, written with Tom Good, is now in its 10th edition. His work on the teaching of elementary social studies, done collaboration with Janet Alleman, combined analyses of instructional approaches with analyses of the development of children’s thinking about cultural universals.



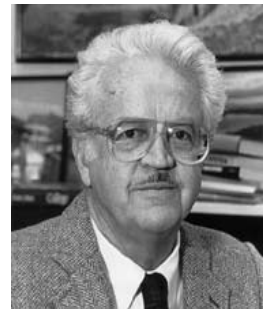
After completing his doctorate in Human Development and Clinical Psychology at the University of Chicago, Brophy joined the faculty at the University of Texas-Austin. He moved to Michigan State University in 1976 as Professor and Senior Researcher in the Institute for Research on Teaching (IRT). Among his academic honors were appointment as University Distinguished Professor at Michigan State, recipient of the 2007 E. L. Thorndike Award from Division 15 of the American Psychological Association, recipient of the Award for Exemplary Research in Social Studies from the National Council on Social Studies, and award of an honorary doctorate from the University of Liege, Belgium. In addition to membership in the National Academy of Education, Brophy was a Fellow in the American Psychological Association, the International Academy of Education, the American Psychological Society, and the American Educational Research Association.

I will remember Jere for his dedication to research and writing, for his gentle humor, and for his straightforward way of giving his analysis on any research topic. His productivity (over 300 books and articles) came in part from his consistent practice of dictating text for new pieces every working day. His friends and family remember him as a devoted husband, father, and grandfather, an enthusiastic hockey fan, and lover of books and music.

– Robert Floden, Michigan State University

Burton R. (Bob) Clark

Burton R. Clark, Allan M Cartter Professor Emeritus at UCLA, passed away on October 29, 2009 after a short illness. Bob Clark was foremost amongst the formative minds that have indelibly shaped and framed the study of higher education. He did so, not just in the United States. For Europe, too, his influence was seminal. Today, it would be difficult indeed to see just how the study of higher education would have fared in the highlands and islands of continental Europe had he not decided in the late 70s to hunt out new testing grounds for theories he had developed within the United States. Bob was one of the most eloquent and telling examples of the way American scholarship has come to shape the cross-national analysis of higher education systems, policy, structures and the behaviour of their constituent estates, which both generated and, in turn, shaped them.



For the latter part of his life, Clark’s personal saga saw him as one of the most respected and much sought-after Ambassadors of all that is excellent in grounded, multi-level research into higher education quâ organization. His honorary doctorates from Strathclyde in Scotland and Jyväskylä in Finland, his award of the Comenius Medal by Unesco in 1998, represent a small part of that international recognition and esteem.

Yet, the experience Bob garnered did not flow in one direction alone. For just as he was *de facto* Ambassador for American higher education scholarship abroad so he also brought “news from the front” back home to be injected into debates in the United States. This no member of the National Academy will dispute.

Bob shaped the conceptual framework for the cross-national study of higher education. To this, he brought with him a powerful analytic perspective, honed, tested and verified in such works as “The Distinctive College”, “The Open Door College”. To use his own terminology, these were to form ‘the basic building blocs’ on which his cross-national work was grounded. It was a solid foundation indeed.

From 1977 onward, beginning with what is perhaps one of the more opaque and very certainly original – in the Dickensian sense – of European systems the Italian, Clark embarked on a systematic dissection of key, strategic and abiding issues that higher education faced in Western Europe and later, Japan.

This Saga of three decades, drilled down and through the links between secondary and higher education (1985), the Academic Profession (1987), training research students (1994), and finally, drew to a close with two pioneering studies on the “entrepreneurial university” (1998, 2004) which, if Google scholar is to be believed, are amongst his most cited recent works.

Supremely methodical just as he was insightful, Clark provided us with two syntheses of his work. The first, *Higher Education Organization* (1983) marked the transition of Clark’s attention to systems beyond the US. The second, with the strangely Clausewitzian title “On Higher Education” appeared last year. Very few scholars have the time and still less, the inclination, to assess their own life’s work. With that personal integrity that was always his, Bob set his own stamp on his own saga, and in doing so, was faithful to the last to a method that unflinchingly characterised his major cross national projects: colleagues from far and near, under his inspiration, wrote the basic accounts. Bob then summed them up in a separate work and set his own stamp upon them. An amazing work and an amazing man. In truth, a Man for his Time.

– Guy Neave, Twente University, Netherlands

Torsten Husén

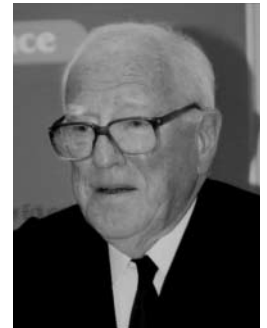
I became acquainted with Torsten as a consequence of my involvement in international research. His insights into the role that Opportunity To Learn plays in understanding academic performance and in particular in understanding cross-country differences and achievement have served as one of the foundations of my own research. Those insights as elucidated in his research and scholarly writings have made a major contribution to the field of educational research and especially helped to establish international research as an important field.

Like Ralph Tyler, Ben Bloom, Bob Thorndike, Lee Cronbach, Gilbert de Landsheere and a few others, Torsten was one of the pioneers of educational research whose work was especially important in developing and applying capabilities needed for large-scale evaluation of educational systems. He is perhaps the last of that generation to survive. Torsten got his start in the late 1930s at the University of Lund and went on as an educational psychologist to develop selection tests for the Swedish military. But his appearance on the world stage and the development of his worldwide reputation was primarily based on his being one of a few main founders of IEA, the International Association for the Evaluation of Educational Achievement. This got its start with a pilot study in 1958 organized by a few prominent European, British and American researchers to see if cross-national research on educational achievement was feasible. That pilot study suggested that it was, and led to the first major and widely reported IEA study—the First International Mathematics Study of the 1960s. This was published in two volumes edited by Husen in 1967. One of the prime motivations for the first mathematics study was to have some empirical evidence bearing on the question of whether newly implemented comprehensive schools systems in various European countries had had a negative effect on educational achievement, when compared with more traditional and selective systems of secondary education.

Fluent in English and German as well as Swedish, he was regarded as the great diplomat of educational research, traveling throughout the world to advance the cause of IEA and international education research. He was also very important in the internal history of Swedish education as one of the researchers who worked most closely with the Social Democratic government on a great educational reform which was one of the most far-reaching in Europe to change from a stratified selective system of basic education to one which was comprehensive without tracking pupils at an early age.

Over his long career, Torsten published more than 40 books, edited the first edition of the *International Encyclopedia of Education*, served on boards of various organizations such as the International Institute of Educational Planning in Paris, was awarded quite a number of honorary degrees, and was one of the founding members of the International Academy of Education.

– Bill Schmidt, Michigan State University



Theodore (Ted) Sizer

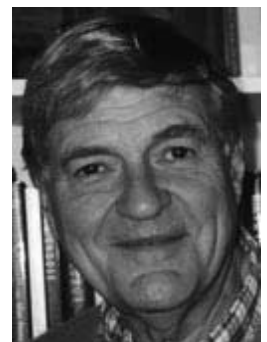
Theodore (Ted) Sizer died on October 21, 2009 of colon cancer. He left a great hole in the dialogue around what education reform is all about. An historian and educator, he was the youngest dean of the Harvard School of Education—and never seemed to age. When he left Harvard he went to Phillips Academy as headmaster, then headed a major study of American high schools, chairman of the education department at Brown University and initiated an ambitious reform movement in the mid 80s—the Coalition of Essential Schools. He continued to teach at Harvard and Brandeis with his wife Nancy; the two founded a charter pilot school in Massachusetts, and wrote books galore.

One of these books, *Horace's Compromise* came out in 1984 and launched the Coalition. The book—and its two follow up, *Horace's*—represented an approach that reaffirmed the democratic and progressive traditions of American education in a tone and manner that few have rivaled. His Horace series was not a critique of teacher Horace, but a sympathetic account of the kind of unconscionable compromises Horace has to make in the system we have mis-invented: seeing too many kids, covering too much material too fast, and with little professional time to think deeply about students, his colleagues or his own intellectual growth.

He represented in his spirit and person the qualities he pressed for in his reform agenda. Always a careful listener, slow to rebut an opponents views, always looking for the nugget to wisdom in all those he talked to and all those schools he visited. He came to schools to see and hear, usually shadowing a teacher or student for the day. He was to many thousands both our “best friend” and our treasured mentor, a colleague and a leader. As Chester Finn notes, “I didn’t always agree with Ted. He viewed education through the eyes of a teacher more than a policymaker”. But he was not averse to policy—but always with an eye on its impact on the community of the school, and of the risks and inefficiency of mandating from above. We must be able, he said over and over, to look parents in the eye when we make judgments about their children.

For almost 30 years I have read his work, listened to his words, and called him when I needed a lift, a new idea or another way of approaching the dilemmas facing me. Every school I “founded” was influenced by him—he had a good “kindergarten teacher’s” sense of how unique we all were and why that was both inconvenient and wonderful. He inspired a generation of educators mostly younger than me, and his mindfulness will remain to guide us.

– Deborah Meier, New York University



The Academy is saddened to learn of the deaths of these valued members and extends its sympathies to their families and colleagues.

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