

Enhancements Made to NAEd Research Review Process

The Research Advisory Committee and the Board of Directors are working to enhance NAEd's report review guidelines, adding more structure and clarity to the overall governance of the process and further specifying differentiated review procedures for different categories of reports and published material. The board approved the establishment of a standing review committee composed of NAEd members that will be responsible for monitoring and managing the review process for NAEd studies. This approach would also more closely model the review process used by the National Research Council of the National Academies. This standing review committee would approve the appointment of reviewers for each study report and would advise the NAEd Board whether revisions in response to review were adequate. Based on the recommendations of the standing review committee, the Board would then vote on whether or not to approve a study report or other published material.

2010–2011 NAEd/Spencer Postdoc Fellows Announced

Karen Benjamin,
Saint Xavier University

Rebecca Black,
University of California, Irvine

George Bunch,
University of California, Santa Cruz

Amita Chudgar,
Michigan State University

Stella Flores,
Vanderbilt University

Hunter Gehlbach,
Harvard University

Tsafrir Goldberg,
Haifa University

Scott Imberman,
University of Houston

Kara Jackson,
Vanderbilt University

Jennifer Lee,
Indiana University

Jane Lincove,
University of Texas at Austin

Ian MacMullen,
Washington University in St. Louis

Isaac Mbiti,
Southern Methodist University

Thomas Philip,
University of California, Los Angeles

Rosemary Russ,
Northwestern University

Jessaca Spybrook,
Western Michigan University

Tracy Steffes,
Brown University

Andrew Stull,
University of California, Santa Barbara

David Suarez,
University of Southern California

Marc VanOverbeke,
Northern Illinois University

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:

W. Steven Barnett, Rutgers University

Miriam Ben-Peretz, University of Haifa

Paul Black, Kings College London

Micheline Chi, Arizona State University

Kris Gutiérrez, University of Colorado at Boulder

James Heckman, University of Chicago

Jeremy Kilpatrick, University of Georgia

Valerie Lee, University of Michigan

Cecilia Rouse, Princeton University

Robert Siegler, Carnegie Mellon University

In depth profiles of the new members and postdoctoral fellows that were announced on May 4, 2010 will be listed in the Fall 2010 edition of *Academy Notes*.

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Online Membership Directory

We are pleased to announce an enhanced National Academy of Education Online Directory. The directory is housed on a secure server, and will include general contact information for all members as well as postdoctoral and predoctoral fellows. The password protected searchable directory will allow Members to also edit their own profiles and upload copies of their vitas if desired. Members, fellows and former fellows may access the directory using an Academy Portal ID and password. For those who do not yet have, or may have forgotten their login, Jennifer Tinch will send an email in the coming weeks.

MESSAGE FROM THE PRESIDENT

With the Obama administration's unprecedented stimulus spending and grants for education reform, the focus on education policy in Washington, D.C. and in state and local governments has never been stronger. Our commitment to "advance the highest quality education research and its use in policy formation and practice," then, is of particular importance at this moment. Recent activities and policy reports of the National Academy of Education (and those conducted jointly with NRC) have allowed NAEd to have a timely and noticeable voice. We have, in the past year, focused on ensuring that policymakers are well informed about research-based practices. Through report recommendations, public briefings, and other activities involving public comment, the Academy and its members are actively engaging key policy leaders, helping to provide research relevant to emerging ideas on the policy agenda and urging caution on proposals that may not yet rest on a strong research foundation.

There are two particular examples of our impact that I would like to highlight here. First, one of the main recommendations from the Standards, Assessments, and Accountability whitepaper (edited by Lorrie Shepard, Jane Hannaway, and Eva Baker) has contributed to the inclusion of "curriculum" in discussions about assessment and accountability systems at the Department of Education, as well as informally among other key stakeholders such as the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). Secondly, we think that our recommendations encouraged the competition for new assessment development to be pitched to consortia of states (rather than individual states). Hopefully, results will be better as a consequence.

NAEd has also voiced caution for policy makers with respect to certain emerging issues. Recently, we released a joint report with the National Research Council on value-added approaches for research and for accountability, based on the findings of a Carnegie Corporation-funded workshop co-sponsored in November of 2008. The workshop explored the advantages and disadvantages of value-added methods and responsible and defensible uses in education settings. In order to ensure widespread influence, I authored an op-ed following the report's release, encouraging policymakers to understand that, while value-added methods offer great promise, they should be used with caution – especially with respect to high-stakes decisions about individual teachers.

Moving ahead, we look forward to continuing to have an influence on current debates and developments as they happen. A soon-to-be-released report from NAEd and NRC on improved measurement of high school dropout and completion rates can contribute to the ESEA reauthorization deliberations, for example. As NAEd embarks on new and exciting projects, we will continue to do everything we can to ensure that research is brought to bear on important issues facing policy makers.



Susan Fuhrman

NAEd Professional Development Program Highlights

Spencer Evaluation of Capacity Building Programs

The Spencer Foundation has undertaken a project to evaluate its investments related to building research capacity in education. Part of this project includes a thorough review of Spencer's current fellowship programs, including both the Dissertation Fellowship Program and the National Academy of Education/Spencer Postdoctoral Fellowship Program, along with an investigation of potential modifications and alternatives.

This announcement could affect the future of the NAEd/Spencer Postdoctoral Fellowship Program. NAEd leadership has been in contact with Mike McPherson who has made us aware of this evaluation initiative prior to the release of the announcement, and NAEd is committed to assisting Spencer in its review of the postdoctoral fellowship program. NAEd has also been invited by the Spencer Foundation to apply for one year of additional funding while this evaluation takes place, and which will also allow NAEd to continue to accept applications this fall. Mike McPherson has acknowledged that while no determinations could be made either way at this time on how the NAEd postdoctoral program could be affected, Spencer remains committed to the well-being and mission of the NAEd. The membership as well as fellowship alumni received

an email notice from both the Spencer Foundation and NAEd regarding the announcement, and helpful feedback (particularly from former fellows) has already been received. The Board also met with Mike McPherson at its meeting on May 4, 2010 to discuss what additional information or support might be useful as Spencer conducts its review.

We are hopeful that this evaluation will reflect the enormous value that the fellowship program has on the research training and careers of its recipients. We are fortunate to have the results of an evaluation conducted by Larry Hedges in 2004 which reveals that the fellowship program, which has now funded 660 researchers over 20 years, has had positive effects—over and above the advantage of selecting highly accomplished candidates—on three dimensions of long-term academic career success: research productivity (as measured by total publications as well as the number of books, edited volumes, book chapters, and journal articles); influence of individuals on the work of others (as measured indirectly by appointments to editorial positions and directly by citation counts); and individuals' ability to garner resources to support their research (as measured by number of research grants obtained).

NAEd/Spencer Postdoctoral Fellowship Program Update

The NAEd/Spencer Postdoctoral Fellowship Program continues its strong tradition of supporting early-career scholars working in critical areas of education research and scholarship. Fellows receive \$55,000 for one academic year of research, or \$27,500 for each of two contiguous years, working half time. Fellows also participate in ongoing training activities to interact with and learn from leading researchers and in activities that promote building a community of scholars.

Annemarie Sullivan Palincsar serves as Selection Committee Chair. Additional committee members include: Richard Anderson, Hilda Borko, Larry Cuban, Margaret Eisenhart, James Greeno, Carl Kaestle, Milbrey McLaughlin, John Meyer, and Geoffrey Saxe. For the 2010 application cycle, 162 individuals applied for the postdoctoral fellowship program. The fellowship selection committee met in January 2010 to narrow the pool to forty semifinalists. The committee met on Tuesday, May 4, 2010 to finalize the selection of twenty finalists—which are announced on page 1.

2010 Spring Fellows Retreat for Postdoctoral Fellows

A retreat for the 2009 NAEd/Spencer Postdoctoral Fellows was held on February 18-19, 2010 at the Keck Center of the National Academies in Washington, DC. The retreat featured small and large group discussions as well as one-on-one mentoring with NAEd members and guests. Organized retreat sessions included: *The Preparation of Aspiring Educational Researchers*, *How to Get Funding and Support*, and

Communicating Your Work with the Media. Fellows also had an opportunity to discuss their research in small groups and present their project findings thus far.

Guest panelists represented the following organizations: Janice Earle, *National Science Foundation*; Valerie Maholmes, *National Institute for Child Health and Human Development*; Wilsonia Cherry, *National Endowment for the Humanities*; Elizabeth Albro, *Institute for Education Sciences*; and Richard Colvin, *Hechinger Institute on Education and the Media at Teachers College*.

Session leaders and guests included the following NAEd Members: William Reese, Margaret Beale Spencer, Richard Anderson, Susan Fuhrman, Eric Hanushek, Robert Hauser, Lorraine McDonnell, Luis Moll, and Maris Vinovskis. Elizabeth Moje, *University of Michigan*, and Stephen Silverman, *Teachers College*, also participated in the *Preparation of Aspiring Education Researchers session*.

Adolescent Literacy Predoctoral Fellowship Program

The Adolescent Literacy Predoctoral Fellowship program supports doctoral research aimed at improving literacy outcomes for middle and secondary school students. Fellows receive a stipend of \$25,000 and participate in ongoing training activities to interact with and learn from leading researchers in the field of adolescent literacy as well as in activities that promote building a community of scholars.

The Adolescent Literacy Predoctoral Fellowship program was launched in the Spring of 2007 with the goal to strengthen and stimulate the field of adolescent literacy by infusing it with high-

ly talented, well-trained, and motivated new teacher educators and researchers. NAEd learned the Carnegie Corporation of New York has changed course and scaled down its focus on adolescent literacy, and therefore, decided to discontinue funding for the predoctoral fellowship program. The program will officially end when the 2009 cohort finishes their fellowships in 2011. Applications will not be accepted for future programs.

The selection committee is chaired by Catherine Snow, and committee members include: Richard Anderson, Mark Conley, Susan Goldman, Elizabeth Moje, Luis Moll and John Willinsky

2010 Spring Fellows Retreat for Predoctoral Fellows

A retreat for the Carnegie Adolescent Literacy Predoctoral Fellows was also held on February 18-19, 2010 at the Keck Center of the National Academies in Washington, DC. The retreat featured small and large group discussions as well as one-on-one mentoring with NAEd members and guests. Organized retreat sessions included: *Publishing*, *How to Get Funding and Support*, and *How to Write Grants*. Fellows also had an opportunity to discuss their research in small groups and present their project findings thus far. Guest panelists represented the following organizations: National Science Foundation, National Institute for Child Health and Human Development, National Endowment for the Humanities, and Institute for Education Sciences. Session leaders and guests included the following: Richard Anderson, Mark Conley, Susan Goldman, Elizabeth Moje, Luis Moll, Judith Langer, Carol Lee, and Martin Nystrand.

2011 New Members Nominations

Having just completed the year long process resulting in the election of ten new NAEd Members, it's time to begin the 2011 new member nomination process. Detailed nomination information will be sent to voting NAEd members via email. The nomination deadline is August 1, 2010. If you have any questions regarding the nomination process you may contact **Jennifer Tinch** at jtinch@naeducation.org.

New Member Nomination Deadline is August 1, 2010

SAVE THE DATE!

**2010 Annual Meeting
National Academy of Education**

November 5-6, 2010

**The Keck Center of the National
Academies in Washington, DC.**

**The Fellows Retreat will take
place on November 4, 2010.**

Research Advisory Committee Update:

Several new members have been appointed to serve on the Research Advisory Committee (RAC) for a three-year term from October, 2009 to October, 2012, including a new Chair, Robert Floden, and members: Larry Hedges, Lorraine McDonnell, Roy Pea, and Brian Rowan. Continuing members also include: Michael Feuer (NRC Liaison), Susan Fuhrman (Ex-Officio), James Greeno (10/07 – 10/10), Carol Lee (10/07 – 10/10), Barbara Rogoff (10/07 – 10/10), and NAEd Executive Director, Greg White (Ex-Officio).

March 2010 Research Advisory Committee Meeting

On March 25-26, 2010, the RAC held a two day planning meeting at the Keck Center of the National Academies in Washington, DC. The purpose of the meeting was: (1) to review current report review procedures and develop recommendations for report review, and (2) to identify new project ideas that could be pursued for funding. In sum, the committee drafted recommendations for revised report review procedures to be presented to the NAEd Board, and discussed further developing NAEd's research agenda, fleshing out action steps for several project ideas.

Briefing on Performance Assessment

On April 13, 2010, NAEd co-sponsored a briefing with the Stanford Center on Opportunity Policy in Education (SCOPE) entitled: *What Do We Know About High Quality Performance Assessment?*

The briefing was an opportunity for NAEd to highlight its white paper on Standards, Assessment, and Accountability. The workshop was also an organized briefing for a SCOPE volume on the subject. Speakers included NAEd member and SCOPE Co-Director Linda Darling-Hammond, along with Christopher Cross, President, Cross & Jofus, and Former U.S. Assistant Secretary for Educational Research and Improvement; Jamie Fasteau, Senior Education Policy Advisor to Congressman George Miller; Michael Feuer, Executive Director, Division of Behavioral and Social Sciences and Education, National Research Council; Susan Fuhrman, President, NAEd, and President, Teachers College, Columbia University; Jack Jennings, President and CEO, Center on Education Policy; Lorrie Shepard, Dean and Professor, School of Education, University of Colorado at Boulder and Past President

Future Research Agenda and Emerging Project Proposals

At the March 2010 RAC meeting, committee members identified and expressed interest in developing the following potential projects:

- Workshop to assess advancements in our understanding of learning with a more socio-cultural focus. This project could also lead to a possible next generation edition of *How People Learn* in collaboration with the National Research Council.
- Workshop on building education research capacity and agenda setting, for the next 10 years
- Project on the research use of adaptive tutoring system development data
- Project on funding cliff issues and States' responses
- Workshop to examine current and potential uses of NCES longitudinal surveys by the education research community

NAEd is hopeful that funding can be secured to further develop each of these new project ideas.

Collaborations with the National Research Council:

Two workshops in collaboration with the NRC have resulted in a recent release of a report on the use of value added methodology, and a second workshop report on the accurate measurement of dropout rates is near completion and has entered final review.

Getting Value Out of Value-Added Report Released

The recently released report, *Getting Value Out of Value-Added*, documents discussions of a workshop jointly held by National Research Council and National Academy of Education in 2008 to help policy makers understand the current strengths and limitations of value-added approaches as well as responsible and defensible uses in education settings. Sponsored with generous support from the Carnegie Corporation of New York, the workshop brought together experts in educational testing and accountability, value-added methodology from both the economics and statistical traditions, and state and local data systems to help identify areas of emerging consensus as well as areas of disagreement regarding appropriate uses of value-added methods.

NAEd, Thomas Toch, Executive Director, Association of Independent Schools of Greater Washington; Brenda Welburn, Executive Director, National Association of State Boards of Education; Governor Bob Wise, Former Governor of West Virginia, and President, Alliance for Excellent Education.

The well-attended briefing examined:

- How best to develop valid and reliable assessments;
- How performance assessments are used at scale in high-achieving nations;
- How to evaluate the costs and benefits of such assessments used in different contexts;
- What is needed in an educational system that could support successful implementation; and
- What the policy implications and challenges are of moving to more performance-oriented assessments as part of a testing system.

ORGANIZATIONAL UPDATES

Expanded Board Member Roles

The NAEd Board discussed how each board member could become more engaged in further improving NAEd's core activities. In addition to the Secretary-Treasurer and Vice President-Program positions, which already have a defined portfolio of responsibilities, it was decided that at-large board members could provide stewardship

over other key areas that could benefit from more board member involvement.

These new roles would entail working with NAEd staff in reviewing current activities and providing guidance to staff and the board with the goal of moving the organization through a process of continuous improvement.

Going forward, board member responsibilities now include the continuing Board officer positions:

■ Vice President-Programs: Edward Haertel

This role will now include oversight of RAC in addition to programming for NASd's Annual Meeting and other events.

■ Secretary-Treasurer: Susan Moore Johnson

This role will continue to be responsible for working with the Executive Director in overseeing NAEd's financial operations, documenting governance activities, and overseeing member elections.

As well as the following new positions held by at-large board members:

■ Development: David Berliner

This area includes oversight of the development committee, as well as NAEd's endowment/planned giving feasibility study.

■ Membership Relations: Gloria Ladson-Billings

Member relations would comprise the areas of member communications, member orientation and recognition, members' experience of /contributions to the organization's culture, member dues, and identifying missed opportunities for further involving inactive members in NAEd activities.

■ Nominations: Stephen Raudenbush

The area of nominations would involve assessing our current membership base, and identifying scholars, or groups of scholars and leaders, who may be missing from our ranks. This area would also include identifying potential nominators for these identified individuals. This role would not involve oversight of the nominations and elections process which would still be under the purview of the Secretary-Treasurer.

■ Fellowship Programs: Judith Warren Little

This role will involve helping to identify individuals, including the chair, to serve on fellowship selection committees as positions become vacant, reviewing reports developed by staff of fellowship programs' progress, and helping staff to improve the quality of professional development activities (e.g., making sure that there is a strong subcommittee in place to plan retreats from year to year).

■ Government Relations: Linda Darling-Hammond

The area of government relations would involve NAEd's continuing work in securing a Congressional Charter, and would also include identifying how the organization could capitalize on current and future legislative and policy opportunities.

■ Publication Review: Jacquelynne Eccles

This role will involve reviewing NAEd's current review processes and establishing revised guidelines for the board to review in collaboration with RAC. The role will also include serving as a liaison between the board and review committee appointed by the board for review of publications as they are developed.

Planning for Endowment / Major Gifts Campaign:

NAEd's Development Committee and staff have worked with a consulting firm, Development Resources, Inc. (DRi), to conduct a feasibility study to determine the potential success of establishing an endowment campaign. DRi has now completed a draft feasibility study and draft campaign plan, timeline, and case statement for the board and development committee's review. Planning for the launch of the endowment / major gifts campaign will also be discussed at the November 2010 Members Business Meeting.

2009-2010 National Academy of Education Board of Directors

Susan Fuhrman, President

Teachers College, Columbia University

Lorrie Shepard, Past-President

University of Colorado at Boulder

Edward Haertel, Vice President

Stanford University

Susan Moore Johnson, Secretary-Treasurer

Harvard Graduate School of Education

David Berliner

Arizona State University

Linda Darling-Hammond

Stanford University

Jacquelynne Eccles

University of Michigan

Gloria Ladson-Billings

University of Wisconsin, Madison

Judith Warren Little

University of California, Berkeley

Stephen Raudenbush

University of Chicago

NAEd Member News

Academy Members report the following recent achievements:

Richard Anderson reports an international conference on *Research in Reading Chinese and Related Asian Languages* will be held at the Ontario Institute for Studies in Education, University of Toronto, Canada, on July 2-3, 2010, in recognition of his “distinguished research career and his pioneering role in Chinese reading research.” Conference information can be found at <http://ocs.library.utoronto.ca/index.php/RRC/RRC>

John Brademas delivered remarks at a dinner at Sotheby’s in New York City for the celebration of the 500th anniversary of Brasenose College, his college at Oxford. Later he attended, in Oxford, with his wife, Dr. Mary Ellen Brademas, festivities celebrating Brasenose’s 500th anniversary. In Washington, DC, Dr. Brademas hosted a reception, under the sponsorship of the John Brademas Center for the Study of Congress at NYU, for Bob Kaiser’s book, *So Damn Much Money*. He participated in two symposia in 2009, in September at Hunter College, and in November at the United Nations, on the book, *Adlai Stevenson’s Lasting Legacy*, to which he contributed a chapter. In addition, he delivered a lecture in November 2009 at Ryerson University, Toronto, Canada. In December 2009 the John Brademas Center for the Study of Congress produced a report, *Moving Forward: A Renewed Role for American Arts and Artists in the Global Age*, which can be found on the NYU Brademas Center website.

David K. Cohen’s book on policy and practice in education, *The Ordeal of Equality: Did Federal Regulation Fix The Schools?*, (with Susan L. Moffitt) was published in October 2009, by the Harvard University Press.

Linda Darling-Hammond has recently published two books: *The Flat World and Education: How America’s Commitment to Equity will Determine Our Future* (Teach-

ers College Press, 2010) and, with colleagues Debra Meyerson, Michelle LaPointe, and Terry Orr, *Preparing Principals for a Changing World: Lessons from Exemplary School Leadership Programs* (Jossey-Bass, 2009). Last fall, she was awarded the McGraw Hill Prize for Innovation in Education, the Arne Duncan Award for Educational Equity from the Associated Colleges of Illinois, and the James T. Kelly Award from the National Board for Professional Teaching Standards for her work on improving teaching and teacher education. She joined the board of directors of the Wallace Foundation in January.

Erik De Corte co-edited (with Hajime Yoshida, Ritsumeikan University, Kyoto, Japan) *How to make lessons based on children’s logic. The psychology of educational practice based on design experiments* (in Japanese, Kyoto, Japan: Kitaohji Shobo, 2009). He co-authored (with Lieven Verschaffel and Fien Depaepe) a chapter “Enhancing mathematical problem solving in upper primary school children: Lessons from design experiments” in O. A. Barbarin & B.H. Wasik (Eds.), (2009). *Handbook of developmental science and early education* (pp. 521-543). New York: The Guilford Press. He was chair of the Organizing Committee of a conference on “From information to knowledge; from knowledge to wisdom. Challenges and changes facing higher education in the digital age” organized in November 2009 under the auspices of the Academia Europaea (AE) with the support of the Wenner-Gren Foundations. In the margin of this conference he was elected for a three-year period as coordinator of the HERCULES Group (Higher Education, Research, and Culture in European Society), an expert group of the Academia Europaea, that plans and organizes under the auspices of the Council of the AE activities and conferences about issues and problems of higher education in Europe.

Kieran Egan published *An Imaginative Approach to Teaching* (first published in 2005 by Jossey-Bass) in Japanese translation with Kitaoji Shobo, Kyoto. A book

first published in 1979, *Ethics and Educational Policy*, which he co-edited with **Kenneth Strike**, has just been republished by Routledge. His new book, *Learning in Depth: A simple innovation that can transform schooling*, is to be published soon by University of Chicago Press. He was recently appointed as an AERA Fellow.

Patricia Albjerg Graham was elected in November 2009 as chair of the Board of the Carnegie Foundation for the Advancement of Teaching in Stanford, CA.

Carl Kaestle has received an Andrew W. Mellon Foundation Emeritus Fellowship to continue his work on the history of the federal role in education, 1940-1980. On February 9 he participated as a discussant at a conference on “The Stimulus and Equity” at Teachers College, Columbia, along with NAEd members **Maris Vinovskis** and **Susan Fuhrman**; on February 19 he gave a talk on “The Federal Role in Education: From FDR to Obama” at the new Roosevelt House Public Policy Institute of Hunter College in New York.

Walter Kintsch received the Distinguished Scholar Lifetime Achievement Award of the National Reading Conference in 2009 at its annual conference in Albuquerque, NM. He gave a talk on “Implications of the theory of comprehension for assessment”.

Michael Kirst received “Outstanding Public Educator Award” from the Horace Mann League. Published: *The Political Dynamics of American Education*, Richmond, Ca: McCutchan, 2009.

Marvin Lazerson, Emeritus Professor at the University of Pennsylvania, has joined the Department of Public Policy at Central European University in Budapest, Hungary, where he oversees the Higher Education Policy and Management stream. His new book, *Higher Education and the American Dream: Success and its Discontents*, is published by Central European University Press. He

recently was the recipient of the President's Award for Distinguished Service to Central European University.

Judith Warren Little, the Carol Liu Chair in Educational Policy at the University of California, Berkeley's Graduate School of Education, has been appointed the school's dean, effective July 1. The press release can be found at http://www.berkeley.edu/news/media/releases/2010/04/26_little.shtml.

Michael A. Olivas has been elected to serve as President of the Association of American Law Schools, beginning January, 2011, after a year as President-elect, begun in January 2010.

Roy Pea is co-author of the US Department of Education's National Education Technology Plan, released in February 2010. He has the following publications: Derry, S., Pea, R., Barron, B., Engle, R.A., Erickson, F., Goldman, R., Hall, R., Lemke, J., Sherin, M.G., Sherin, B.L., & Koschmann, T. (2010, in press). Guidelines for conducting video research in the learning sciences, *J. Learning Sciences*, 19(1); Lewis, S., Pea, R., & Rosen, J. (2010). Collaboration with Mobile Media – Shifting from 'Participation' to 'Co-creation'. *Proceedings of the Sixth International IEEE Conference on Wireless, Mobile, and Ubiquitous Technologies in Education (WMUTE)*, Taipei, Taiwan; Maldonado, H., Pea, R.D. (2010). LET'S GO! To the Creek: Co-design of Water Quality Inquiry using Mobile Science Collaboratories. *Proc. Sixth International IEEE WMUTE Conference, Taiwan*; Alexander, A., Blair, K.P., Goldman, S., Jimenez, O., Nakae, M., Pea, R., & Russell, A. (2010). Go Math! How research anchors new mobile learning environments. *Proc. Sixth International IEEE WMUTE Conference, Taiwan*; Zahn, C., Pea, R., Hesse, F. W., & Rosen, J. (2010, in press). Comparing simple and advanced video tools as supports for collaborative design processes. *J. Learning Sciences*; Pea, R., & Martin, L. (2010, to appear). Values that occasion and guide mathematics in the family. In W. R. Penuel & K. O'Connor (Eds.), *Learning Research as a Human Science*, National Society for the Study of Education Yearbook, 109(1); Zahn, C., Krauskopf, K., Hesse, F.W., & Pea, R. (2010, in press). Digital video tools in the classroom: how to support meaningful collaboration and critical advanced thinking of students? In M. S. Khine & I. M. Saleh (Eds.), *New*

Science of Learning: Computers, Cognition and Collaboration in Education. New York: Springer-Verlag; Milrad, M., Spikol, D., Pea, R., & Maldonado, H. (2009, June 8-13) Mobile Science Collaboratories to Support Open Inquiry. Presented in Anastopoulou, S., and O'Malley, C. Issues in Collaborative Inquiry Science Learning Symposia. *Proceedings of CSCL-09 (Computer-Supported Collaborative Learning)*, Rhodes, Greece; Maldonado, H., Klemmer, S.R., & Pea, R.D. (2009, June 8-13). When Is Collaborating With Friends A Good Idea? Insights From Design Education. *Proceedings of CSCL-09* Rhodes, Greece; Back, A.L., Arnold, R.M., Baile, W.F., Tulsy, J.A., Barley, G., Pea, R.D., & Fryer-Edwards, K.A. (2009, March). Faculty development to change the paradigm of communication skills teaching in oncology. *Journal of Clinical Oncology*; Pea, R., & Lindgren, R. (2008, Oct-Dec). Video collaboratories for research and education: an analysis of collaboration design patterns. *IEEE Transactions on Learning Technologies*, 1(4), 235-247. Roy also co-chaired a July 2009 research seminar funded by the NSF and Spencer Foundation which produced a recent report on "The impacts of media multitasking on children's learning and development" <http://multitasking.stanford.edu>. He provided invited presentations on: "Fostering learning in a networked world: Trends, opportunities and challenges", Redesigning pedagogy: *International Conference 2009 – Designing New Learning Contexts for a Globalising World*, June 1-3, 2009, National Institute of Education, Singapore; "The social turn in the learning sciences." April 20th, 2009 opening keynote address for WissenschaftsCampus Tübingen, Germany (a multidisciplinary network center for empirical educational research). Roy is also Co-PI of the NSF Science of Learning Center known as LIFE (Learning in Informal and Formal Learning Environments: <http://life-slc.org>), a collaborative center with U. Washington, Stanford University and SRI International, which has been awarded a new phase of funding through 2011. He has also been awarded a new two-year grant funded by the Wallenberg Foundation of Sweden for Project LETS GO (Learning Ecology with Technology from Science for Global Outcomes), with Co-PI Marcelo Milrad of Linnaeus University.

Denis Phillips participated in a Task Force representing eleven schools/colleges of edu-

cation that have been recipients of Spencer Foundation Research Training Grants, and recently completed—after more than eighteen months of work—a lengthy report on strengthening the training of doctoral students to do rigorous and relevant empirically-oriented research in the various contexts or "universes" that face education in the 21st century. The Task Force was chaired by Denis Phillips, and other NAEd members who served were **Bob Floden**, **Carol Lee**, and **Judith Warren Little**. The report, "The Preparation of Aspiring Educational Researchers in the Empirical Qualitative and Quantitative Traditions of Social Science" is accessible from the Stanford School of Education website; plans are afoot for it to be vigorously discussed at the various Spencer RTG institutions.

Robert Slavin has published a series of reviews of research on effective programs in elementary math (RER, 2008), secondary math (RER, 2009), elementary reading (RER, 2009), and secondary reading (RRQ, 2008). Extended versions of these, as well as practitioner-oriented summaries, appear on the Best Evidence Encyclopedia (www.bestevidence.org), a web site intended to disseminate information in an accessible form to educators and policy makers. The elementary math review won the AERA Review of Research Award in 2009. Also, he and colleagues have launched a magazine, *Better: Evidence-Based Education*, also intended to communicate the findings of research to educators and policy makers.

NAEd/Spencer Postdoctoral and Adolescent Literacy Fellows News

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

Ron Avi Astor (1997) with Rami Benbenishty, and Jose Nunez Estrada, has won AERA's Distinguished Research Award (Division E) for his article, School violence and theoretically atypical schools: The principal's centrality in orchestrating safe schools, *American Educational Research Journal* (2009, v.46, 423-461). He also published an article (with Nancy Guerra and Rick Van Acker) in the January/February issue of *Educational Researcher* special issue on School Safety titled, How Can We Improve School Safety Research? (2010, v. 39, 69-79).

Robert Bayley (1997) has several new publications including “Variationist Linguistics and Second Language Acquisition” (with D. R. Preston in W. Ritchie and T. Bhatia, eds., *The New Handbook of Second Language Acquisition*, 2009), “Recent Research on Latinos in the USA and Canada, Part I: Language Maintenance and Shift and English Varieties” (with L. M. Bonnici, in *Language and Linguistics Compass*, 2009), “Variation in ASL” (with C. Lucas, in D. Brentari, ed., *Sign Languages: A Cambridge Language Survey*, 2010), and “Final (z)-Devoicing in Chicano English,” (in the *Proceedings of the Thirty-eighth Western Conference on Linguistics*). In Fall 2009, Bayley travelled to Italy to collaborate with colleagues working on variation in Italian Sign Language and lectured and presented workshops on sociolinguistic methodology at the University of Venice and the University of Rome—La Sapienza.

Betsy Jane Becker (1986) was named chair of the Department of Educational Psychology and Learning Systems Synthesis Research Group (SynRG) at Florida State University.

Daniel Chazan (1993) directs the Center for Mathematics Education at the University of Maryland (<http://education.umd.edu/EDCI/MathEd/>). He published the following: Herbst, P. & D. Chazan (2009). Methodologies for the study of instruction in mathematics classrooms *Recherches en Didactique des Mathématiques*, 29(1), 11-33. Clark, L., Johnson, W. & Chazan, D. (2009) Researching African American Mathematics Teachers of African American Students: Conceptual and Methodological Considerations. *Mathematics Teaching, Learning, and Liberation in the Lives of Black Children*. Routledge: New York. Chazan, D. and H. M. Lueke. (2009). Exploring tensions between disciplinary knowledge and school mathematics: Implications for reasoning and proof in school mathematics. In D. Stylianou, E. Knuth, & M. Blanton (eds.), *Teaching and Learning Mathematics Proof Across the Grades* (pp. 21-39). New York: Routledge. Chazan, D., Yerushalmy, M. & R. Leikin. (2008) An Analytic Conception of Equation and Teachers’ Views of School Algebra. *The Journal of Mathematical Behavior*, 27(2), 87-100. Chazan, D. (2008). The shifting landscape of school algebra in the United States: No Child Left Behind, High School Graduation Requirements, Principles and Standards, and

Technology. In Rubenstein, R. & C. Greenes (eds.) *Algebra and Algebraic Thinking in School Mathematics*. 70th Yearbook of the National Council of Teachers of Mathematics. NCTM: Reston, VA. Chazan, D., Callis, S., & M. Lehman, (2008), *Embracing reason: Egalitarian ideals and high school mathematics teaching*. New York: Routledge.

Wade Cole (2009) signed a contract with Stanford University Press for his book, *Uncommon Schools: The Global Rise of Postsecondary Institutions for Indigenous Peoples*.

Jennifer Henderlong Corpus (2005) was recently awarded a grant from the Spencer Foundation for her project, “*Profiles of Intrinsic and Extrinsic Motivations: A Developmental Approach*.” She also published an empirical article reporting work that was supported by her NAEd/Spencer Fellowship: Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (2009). Within-year changes in children’s intrinsic and extrinsic motivational orientations: Contextual predictors and academic outcomes. *Contemporary Educational Psychology*, 34, 154-166.

Victoria Costa (2007) has recently published two articles: “Citizenship and the State” in *Philosophy Compass* 4, 6, 2009, 987-997; and “Rawls on Liberty and Domination” in *Res Publica* 15, 4, 2009, 397-413. Her book on Rawls, Citizenship, and Education is currently in press with Routledge and is scheduled to appear in 2010. Research on this book was funded by the NAEd/Spencer Postdoctoral Fellowship.

Randall Curren (1992) gave the inaugural *GEICO Lecture in Ethics*, entitled “Academic Integrity,” at Marymount University, February 5, 2010. His other recent talks include a keynote lecture, “Sustainability in the Education of Professionals,” at the Fourth International Conference on Applied Ethics, Hokkaido University, Sapporo, Japan, November 15, 2009. His recent publications include “Pragmatist Philosophy of Education,” in *The Oxford Handbook of Philosophy of Education* (OUP, 2009), “Education for Global Citizenship and Survival,” in *Philosophy of Education in the Era of Globalization* (Routledge, 2010), and “Academic Freedom and Integrity: The Firestorm over ‘Salvage Logging’ at Oregon State,” in *The Ethical Chal-*

lenges of Academic Administration (Springer, 2010). “Cardinal Virtues of Academic Administration,” first published in 2008, was reprinted in the same Springer volume. He began a third 3-year term as Chair of the Department of Philosophy at the University of Rochester in July 2009 and continues to hold a secondary professorship in education

Zoubeida R. Dagher (1994) recently published the following co-edited book: Bou-Jaoude, S. & Dagher, Z. (Eds). (2009). *The world of science education: Arab states*. Rotterdam, The Netherlands: Sense Publishers. This book provides a detailed account of the current state of science education in the Arab region and discusses challenges and opportunities facing science educators and researchers.

Gedeon Deák (1997) and his colleagues received awards from NSF to investigate: retention intervals in children’s word and fact learning; rapid auditory processing in toddlers and subsequent language development; longitudinal effects of caregiver sensitivity on infants’ affect, cortisol levels, and social attention; and the temporal dynamics of infant facial expression during naturalistic social interactions. He also is PI on a 3-year NSF grant to study dyadic EEG and motion patterns in toddlers and parents during turn-taking interactions. Finally, he received a UCSD academic senate award to study how children’s cognitive flexibility predicts understanding of ambiguous sentences and stories. His recent co-authored peer-reviewed papers include “How social agents develop: New trends in integrative theory-building,” “Emergence of mirror neurons in a model of gaze following,” “Driven from distraction: How infants respond to parents’ attempts to elicit and re-direct their attention,” “To model or not to model? A dialogue on the role of computational modeling in developmental science,” “The law of large numbers in children’s diversity-based reasoning,” and “Children’s misunderstanding of uncertain belief after passing the false belief task.” He is has been an investigator in the Temporal Dynamics Learning Center (NSF Science of Learning Center) since its inception in 2006.

Fabienne Doucet (2002) recently won two awards: the Outstanding Article of 2008 in the *Journal of Early Childhood Teacher Education* for her manuscript, “How Afri-

can American parents understand their and teachers' roles in children's schooling and what this means for preparing preservice teachers", and the School of Human Environmental Sciences Young Alumna Award from the University of North Carolina at Greensboro. In light of Haiti's recent earthquake, colleagues might be interested to know that Doucet recently published "Treading contradictions and ambiguity," an essay on the aftermath of the earthquake, in the January 2010 issue of *Periscope*, the peer-reviewed web forum of the journal *Social Text*. In addition, she contributed a slideshow commentary on rebuilding Haiti's education system following the earthquake on the NYU Steinhart *At a Glance* blog, and was a guest on WGBH Boston's *The Callie Crossley Show*, discussing social class divisions in Haiti pre- and post-earthquake, on January 26, 2010.

Terrie Epstein (1995) has co-edited with Robby Cohen, Rachel Mattson and Diana Turk (2009), *Teaching U. S. history: Dialogs among social studies teachers and historians* by Routledge Press. Chapters include interviews with historians discussing recent themes and debates in historical scholarship and demonstrations by urban teachers and teacher educators who converted the historical themes and debates into innovative classroom lessons. The volume also situates the project within the research literature on teaching and learning history and includes key documents and other resources for use in secondary classrooms.

Vanessa L. Fong (2004) received an NSF CAREER award, entitled "Teaching Mixed Methods, International Research, and Comparative Perspectives through a Study of Childbearing and Childrearing under China's Fertility Limitation Policies." She was also promoted to Associate Professor at the Harvard University Graduate School of Education. She co-authored an article with Ying Wang, entitled "Little Emperors and the 4:2:1 Generation: China's Single Child Policy." *Journal of the American Academy of Child and Adolescent Psychiatry* 48, no. 12 (2009).

Ricki Goldman (1995), after a sabbatical year in Santa Fe, NM and Israel, was appointed (Full) *Professor of Educational Communication and Technology* at New York University. In 2009, she co-edited the book that Goldman spearheaded—R. Goldman, R.

Pea, B. Barron & S. J. Derry (Eds.), (2007). *Video research in the learning sciences*. Mahwah, NJ: Lawrence Erlbaum Associates— was translated into Italian by editors, Raffaello Cortina Editore, Milano, Italy, with an additional Prefazione all' edizione italiana by Chiara Bove, under the title, *Videoricerca nei contesti di apprendimento: Teorie e metodi* (2009). Her recent publications include: a collaboratively constructed article—Derry, S., Pea, R., Barron, B., Engle, R., Erickson, F., Goldman, R., Hall, R., Koschmann, T., Lemke, J., Sherin, M., Sherin, B. (2010). Conducting video research in the learning sciences: Guidance on selection, analysis, technology, and ethics. *Journal of the Learning Sciences*, 19, 1-51; and, two proceedings papers, one that that took first prize in the tech category—Plass, J. L., Goldman, R., Flanagan, M., Pelin, K. (2009). RAPUNSEL: Improving self-efficacy and self-esteem with an educational computer game. In *The Proceedings of the 17th International Conference on Computers in Education*. Hong Kong: Asia-Pacific Society for Computers in Education. Another highlight was when Goldman was invited as keynote for the first qualitative research congress at the Technion Israel Institute of Technology in June of 2009.

Sara Goldrick-Rab (2006) was recently awarded the William T. Grant Scholars Award, a major fellowship for early-career scholars. "The Education Optimists," which she co-authors with her husband, was named one of the top education blogs of 2010 by the Washington Post. On January 2, Sara gave birth to her second child, daughter Annie.

Kimberly Goyette (2001) is on study leave from Temple University this year and is a visiting research fellow in the Sociology Department at Nanyang Technological University in Singapore. This past year she published two articles, one with John Iceland, Kyle Anne Nelson, and Chaowen Chan titled "Racial and Ethnic Residential Segregation and Household Structure: A Research Note" *Social Science Research* 39(1):39-47. The other is titled "Socioeconomic Attainments of Asian Americans" in the *Annual Review of Sociology* 35:255-76 with Arthur Sakamoto and ChangHwan Kim.

Pamela Grundy (1999) recently used her Spencer Foundation-honed analytical skills to publicly skewer consultant Educational

Resource Strategies when the firm used egregiously irrelevant data to justify a policy change recommendation to Charlotte-Mecklenburg Schools, where her son is in third grade at a high-poverty school. For more information on the controversy, and on her work at Shamrock Gardens Elementary, please refer to her blog: <http://seen-fromtherock.blogspot.com/>.

Rochelle Gutiérrez (1998) recently published: Gutierrez, R. (2009). Framing equity: Helping students "play the game" and "change the game." *Teaching for Excellence and Equity in Mathematics*, 1(1), 4-8; Gutierrez, R. (2009). Embracing the inherent tensions in teaching mathematics from an equity stance. *Democracy and Education*, 18(3), 9-16; Gutiérrez, R. (2008). A "gap gazing" fetish in mathematics education? Problematizing research on the achievement gap. *Journal for Research in Mathematics Education*. 39(4), 357-364. She also recently received an NSF Noyce grant to prepare exemplary secondary mathematics teachers for marginalized students. She serves as the editor of the special issue (Identity and Power) of *Journal for Research in Mathematics Education* that will appear later this year.

Elizabeth Henning (1995) has been nominated as a Fellow in the AERA Fellows Program. The induction is on May 1st during the Annual Meeting.

Susan D. Holloway (1988) published *Women and Family in Contemporary Japan* with Cambridge University Press in 2010. Recent journal articles include one published in 2009 with Sawako Suzuki and others called *Parenting self-efficacy and social support in Japan and the United States in the Journal of Family Issues*. She is also co-author, with Yoko Yamamoto, of an article to be published in 2010 in the *Educational Psychology Review* entitled *Parental expectations and children's academic performance in socio-cultural context*.

Rosalind Horowitz (1985) was invited to speak about "The Border Literacy Project: Cognitive Conflict and Realignment" with faculty from Ben Gurion University and Kaye Academic College of Education in Beersheva, Israel in December. She was honored with *My Negev*, a volume that gives an account of the desert peoples, institutions,

factories, and landscapes, presented by the Head of Research Development at Kaye. Kaye College is a teacher training institution designed to develop the training of teachers who serve immigrants and Bedouin children of the Negev, the Israeli desert near Gaza. She met with Gavriel Solomon, former Dean of the College of Education, University of Haifa to discuss Peace Education. Horowitz is also examining pre-writing strategies of pre-service teachers' writing about security measures with Ely Kozminsky, Ben Gurion University, a former student of Walter Kintsch. Horowitz will be a speaker at the 14th World Congress of the World Council of Comparative Education Societies (WCCES) in Turkey this summer and addresses "The Border Literacy Project: How do border crossings and binationalism affect adolescent reading practices on the United States-Mexico border?"

Hiroshi Ishida (1987), Professor of Sociology at the University of Tokyo, edited a volume with David Slater, *Social Class in Contemporary Japan*, which was published by Routledge in November, 2009.

Jill Jeffery (2008) recently published the following co-authored article: Beck, S. W. and Jeffery, J. V. (2009); "Genre and Thinking in Academic Writing Tasks," *Journal of Literacy Research*, 41, 2, 228-272.

Louise Jennings (2001), accepted an appointment as Associate Professor at Colorado State University in 2009 and is looking forward to the spring publication of: Jennings, L. B., Jewett, P., Laman, T. T., Souto-Manning, M., & Wilson, J. (Eds.) *Sites of possibility: Critical dialogue across educational settings* (Hampton Press) and an article in *Prospects: Quarterly Review of Comparative Education* entitled "Challenges and possibilities of Holocaust education and critical citizenship: An ethnographic study of a fifth grade bilingual class revisited." She published the following 2 articles: Jennings, L. B., & Mills, H (2009), Living a discourse of Inquiry: Findings from a 5-Year Ethnographic Study. *Teachers College Record*, 111(7), 1583-1618; and Jennings, L. B., & Da Matta, G. B. (2009), Rooted in resistance: Women teachers constructing counter-pedagogies in post-authoritarian Brazil. *Teaching Education*, 20(3), 215-228.

Deborah Kerdeman (1996) edited *Philosophy of Education 2009*, forthcoming Spring

2010. Her article, Why the Best Isn't So Bad: Moderation and Ideals in Education Reform, was published in *Educational Theory* 59(5), 511-531. In September 2009, Kerdeman was the inaugural William H. Cutter Scholar-in-Residence at Hebrew Union College in Los Angeles.

Michael Kieffer (2008) has published the following articles related to his research on adolescent literacy: Kieffer, M.J. & Lesaux, N.K. (in press). Morphing into adolescents: Active word learning for English language learners and their classmates in middle school. *Journal of Adolescent & Adult Literacy*; Lesaux, N.K. & Kieffer, M.J. (in press). Exploring sources of reading comprehension difficulties among language minority learners and their classmates in early adolescence. *American Educational Research Journal*; Lesaux, N.K., Kieffer, M.J., Faller, E., & Kelley, J. (in press). The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly*; and Kieffer, M.J., Lesaux, N.K., Rivera, M., & Francis, D.J. (2009). Accommodations for English Language learners on large-scale assessments: A meta-analysis on effectiveness and validity. *Review of Educational Research*, 79, 1168-1201.

Deborah Kozdras (2008) has published an article "What we can learn about what kids know from immersing in virtual worlds" in *Journal of Reading Education*, 34(3), 38-4; and, a book chapter "Multimedia, Oral History, and Teacher Education: From Community Space to Cyberspace" In D. Pullen, C. Gitsaki, & M. Baguley, (Eds.) *Technoliteracy, Discourse, and Social Practice: Frameworks and Applications in the Digital Age*. Hershey, NY: Information Science Reference. (with Jenifer Schneider, James R. King, James Welsh, and Vanessa Minick). She plans to defend her doctoral dissertation Spring 2010.

D. Michael Lindsay (2009) recently spoke at the White House about his current research on leadership education and the White House Fellowship. Lindsay briefed the President's Commission on White House Fellowships, which annually selects Fellows for this highly competitive program, and he also spoke at the program's annual alumni meeting. His presentations were based on a 2008 survey Lindsay conducted with the former White House Fellows and on 100 interviews

he has conducted with the Fellowship's most famous alumni, which has been supported by the NAEd/Spencer Postdoctoral Fellowship.

Christopher Lubienski (2005) completed a report for the Organisation for Economic Co-operation and Development (OECD): "Do Quasi-Markets Foster Innovation in Education? A Comparative Perspective." He also published "School Choice and Competitive Incentives: Mapping the Distribution of Educational Opportunities across Local Education Markets" in the *American Journal of Education*, 115(4), 601-647 (with C. Gulosino and P. Weitzel). He was recently named a Fulbright scholar to study local education markets in New Zealand.

Nona Lyons (1987) recently published the *Handbook of Reflection and Reflective Inquiry: Mapping a Way of Knowing for Professional Reflective Inquiry* (2010) which she edited with some 40 international contributors for Springer Publishers. In addition, she contributed an article in the special issue on narrative inquiry for the *Journal of Educational Research*(2010), titled, Seeing into Suspicion: Weighing the Probabilities of Conflicting Narratives, Developing as a Narrative Inquiry. Lyons was very pleased to attend the National Academy of Education's annual meeting this past fall in Washington, DC, where she acted as a facilitator for the presentations of several very impressive new Fellows.

Paul Morgan (2008), George Farkas, and Marianne Hillemeier were recently awarded a two-year R21 Exploratory and Development Grant from the National Institutes of Health, in which they will use the ECLS-B dataset to identify gestational, birth, and socio-demographic risk factors of cognitive delay in preschool-aged children. Paul also has published the several articles. These include: Morgan, P. L., Frisco, M., Farkas, G., and Hibbel, J. (2010). A propensity score matching analysis of the effects of special education. *Journal of Special Education*, and Morgan, P. L., Farkas, G., and Wu, Q. (2009). Five-year growth trajectories of kindergarten children with learning difficulties in mathematics. *Journal of Learning Disabilities*.

Judit Moschkovich (1995) has published a chapter titled "How language and graphs support conversation in a bilingual mathematics classroom" in the book *Multilingualism in Mathematics Classrooms: Global Perspec-*

tives, edited by R. Barwell and published by Multilingual Matters Press. She also has a chapter in press, "Ecological perspectives on mathematical reasoning practices in Latino/a communities in the borderlands," to appear in the volume *Transnational and Borderland Studies in Mathematics Education*, edited by R. Kitchen and M. Civil, to be published by Routledge, Taylor & Francis Group. Also in press is an edited book "Language and mathematics education: Multiple perspectives and directions for research," to appear as a volume in the Research in Mathematics Education Series (Barbara J. Dougherty, Editor), to be published by Information Age Publishing. The book includes two chapters by J. Moschkovich, "Language(s) and Learning Mathematics: Resources, Challenges, and Issues for Research," and "Recommendations for Research on Language and Mathematics Education." Other chapters in the book include "Developing a Mathematical Vision: Mathematics as a Discursive and Embodied Practice," by Kris D. Gutiérrez, Tesha Sengupta-Irving, and Jack Dieckmann; "Language in Mathematics Teaching and Learning: A Research Review," by Mary Schleppegrell, and "Function and Form in Research on Language and Mathematics Education," by Guillermo Solano-Flores. Judit is currently serving as a member on the Editorial Board for the Journal of the Learning Sciences (2010-2013).

Lourdes Ortega (2003) edited a six-volume anthology titled *Second Language Acquisition* for Routledge, Critical Concepts in Linguistics Series, which will appear later this year. She also published several articles and book chapters. Last fall she gave plenary addresses in the UK and New Zealand and this year she will be a plenary speaker at the Annual American Association for Applied Linguistics Conference and the 9th Symposium of Second Language Writing. She has been appointed editor of *Language Learning* (a Wiley journal) for the five-year term of 2010-2015.

Angela Reyes (2009) published with Adrienne Lo: Language and Asian Americans. In *Asian American History and Culture: An Encyclopedia*, vol. 1, pp. 61-62. Armonk, NY: M. E. Sharpe, 2009.

David Lindsay Roberts (1999) spoke on "Simon Newcomb and the Institutional Hierarchy of Mathematics Education," at the Annual Meeting of the History of Educa-

tion Society in Philadelphia in October 2009. In November he spoke on "WFF 'N PROOF and other Mathematical Recreations from the 1960s," at the Annual Meeting of the History of Science Society in Phoenix. In December he published an interview with Jeremy Kilpatrick in the *International Journal for the History of Mathematics Education*.

Elizabeth Rose (1997) recently published her second book, *The Promise of Preschool: From Head Start to Universal Pre-kindergarten*, with Oxford University Press as well as related articles in the *History of Education Quarterly*, the edited volume *Clio at the Table: The Uses of History for Education Policymaking* (Peter Lang, 2009), and a forthcoming volume, *The Preschool Education Debates*, edited by Edward Zigler. She is the director of American Voices, a Teaching American History grant project, at Central Connecticut State University.

Janelle Scott (2008) published "Community resistance to school privatization: The case of New York City," with Norm Fruchter in Fisher, R. (Ed). *The people shall rule: ACORN, community organizing, and the struggle for economic justice* (2009, Vanderbilt University Press), and two entries (Charter Schools & School Choice) in the *Encyclopedia of African American Education (Volumes 1 & 2)*, Lomotey, K. (Ed) (2010, SAGE Publications). She also joined the editorial boards of *Educational Evaluation and Policy Analysis* and *Education Policy Analysis Archives*.

Florencia Torche (2009) published the article "Intergenerational Influences of Wealth in Mexico" (with Seymour Spilerman) *Latin American Research Review* (44: 75-101, 2009) and the chapter Social Status and Cultural Consumption: The Chilean Case in Comparative Perspective" in T.W. Chan and J. Goldthorpe eds. *Social Status, Lifestyle and Cultural Consumption*. Cambridge University Press (2010). She has the following articles in press or forthcoming: "Educational Assortative Mating and Economic Inequality: A Comparative Analysis of Three Latin American Countries" in press *Demography*; "Economic Crisis and Inequality of Educational Opportunity" forthcoming *Sociology of Education*, and "Pathways of Change in Social Mobility: Industrialization, Education and Growing Fluidity in Brazil" (with Carlos C. Ribeiro) forthcoming *Research in Social Stratification and Mobility*.

Carlos Alberto Torres (1990), Professor of Social Sciences and Comparative Education at the Graduate School of Education and Information Studies, UCLA, and Director of the Paulo Freire Institute has been appointed for five years as Adjunct Professor at the Danish School of Education, Copenhagen, Denmark (2009-2014). His recent publications include: Richard Van Heertum, Liliana Esther Olmos and Carlos Alberto Torres (Editors). *In the Shadows of Neoliberal Globalization: Educational Reform in the Last 25 years in Comparative Perspective*. E-Book, Benthan Books (In press). Torres, Carlos Alberto, *Globalizations and Education. Collected Essays on Class, Race, Gender, and the State*. (Introduction by Michael W. Apple, Afterword by Pedro Demo.) New York and London: Columbia University Teachers College Press, 2009. Torres, Carlos Alberto, *Education and Neoliberal Globalization*. (Introduction by Pedro Noguera.) New York and London: Routledge, 2009. Torres, Carlos Alberto and Noguera, Pedro (Editors) *Social Justice for Teachers. Paulo Freire and Education as a Possible Dream*. The Hague, Holland: Sense Publishers, 2009.

Greg Walton (2007) recently published an article: Walton, G. M. & Spencer, S. J. (2009); Latent ability: Grades and test scores systematically underestimate the intellectual ability of negatively stereotyped students. *Psychological Science*, 20, 1132-1139.

Kim Warren (2006) is now the Director of Undergraduate Studies in the Department of History at the University of Kansas, as well as Assistant Professor of United States and women's history. Her book, *A Quest for Citizenship: African American and Native American Education in Kansas, 1880-1935*, is in press with the University of North Carolina Press for release in Fall 2010. She has also co-authored an article, "How Much for Kunta Kinte?!: Sites of Memory, Diasporan Encounters, and West African Identities," that has been accepted to into a forthcoming anthology, *African Hosts and Their Guests: Cultural Dynamics of Tourism in Africa*.

Regina E. Werum (1999) has received a Spencer Foundation Small Research Grant to continue qualitative data collection related to her project on homeschooling policies.

Suzanne M. Wilson (1990), Chair of the Department of Teacher Education at Michigan State University, has been named University Distinguished Professor. She also

recently chaired the National Academy of Education Working Group on Teacher Quality, and edited the *Teacher Quality Education Policy White Paper* produced by that group. She also served on the National Research Council's Committee of the Study of Teacher Preparation Programs in the United States.

Sam Wineburg (1991) has been named an "Outstanding Lecturer" by the Organization of American Historians for 2009-2010, and the website for the Stanford History Education Group that he directs has gone live, <http://sheg.stanford.edu>.

Gad Yair (1996) published a new book, titled: *Pierre Bourdieu: The Last Musketeer of the French Revolution* (Lanham, MD: Lexington, 2009). Also appeared in jour-

nal outlets "Key Educational Experiences in Israeli Families: Adventures, Trust and Self-Discovery" in the *Journal of Comparative Family Studies*, 40 (5): 809-825, 2009. With Samira Alayan he published "Paralysis at the Top of a Roaring Volcano: Israel and the Schooling of Palestinians in East Jerusalem" in *Comparative Education Review*, 53 (2): 235-257, 2009; and also "The Cultural Inertia of the Habitus: Gendered Narrations of Agency amongst Educated Female Palestinians in Israel" in the *British Educational Research Journal*, 1-20, 2009.

Jonathan Zimmerman (1999) published *Small Wonder: The Little Red Schoolhouse in History and Memory* (Yale University Press) and "Where the Customer is King: The Textbook in American Culture," in *A*

History of the Book in America, vol. 5 (University of North Carolina Press). He became co-editor (with Brian Balogh, University of Virginia) of a new book series for Cornell University Press, *American Institutions and Society*. Zimmerman was appointed chair of the Department of Humanities and Social Sciences in the Professions at the Steinhardt School of Culture, Education, and Human Development at New York University. He was also elected President of the History of Education Society for 2010-2011.



IN MEMORIAM

Alexander Heard

The Academy is saddened to learn of the death of Alexander Heard and extends its sympathy to his family and colleagues. Heard was a member of NAEed since 1970. Although he was not an active member in recent years, this tribute provides us an opportunity to reflect on his significant contribution to education and education policy.

Highly respected in his field, Heard was the recipient of 27 honorary degrees from various colleges and universities. His publications include: *A Two-Party South?* (1952), *The Costs of Democracy* (1960), *The Lost Years in Graduate Education* (1963), *Presidential Selection* (1987), *Made in America – Improving the Nomination and Election of Presidents* (1991), and *Speaking of the University: Two Decades at Vanderbilt* (1995).

Alexander Heard served as the fifth chancellor of Vanderbilt University. During his tenure in that position, he helped the university and campus grow – constructing or enlarging three dozen buildings, conducting successful fundraising campaigns, doubling enrollment, dramatically increasing its annual budget, and recruiting distinguished faculty.

He served on committees and commissions appointed by Presidents Kennedy, Johnson, and Nixon. In 1961 and 1962, Dr. Heard served as chairman of President Kennedy's bipartisan Commission on Presidential Campaign Costs, followed by an appointment by President Johnson to the National Citizens' Committee for Community Relations in 1964, the Task Force on Education in 1966, and the Advisory Commission on Intergovernmental Relations in 1967. In addition, he served on the Commission on White House Fellows from 1969 to 1971 under President Nixon's administration, as well as the Task Force on Priorities in Higher Education in 1969.

Dr. Heard earned his B.A. from the University of North Carolina in 1938 and received both his M.A. in 1948 and Ph.D. in 1951 from Columbia University. Prior to his appointment at Vanderbilt in 1963, Heard was dean of the Graduate School at the University of North Carolina.

Dr. Heard is survived by his wife and four children. A memorial service to honor his life was held on Vanderbilt's campus.

-Susan Moore Johnson, Harvard Graduate School of Education

