2009 Award Presentations and Presidential Address

Wednesday, April 15, 2009
4:05–6:05 p.m.

Ballroom 20BC
San Diego Convention Center
San Diego, California
Presidential Address

Repositioning Politics in Education’s Circle of Knowledge

Lorraine M. McDonnell
AERA President
2008–2009
Program

Welcoming Remarks
Michael J. Feuer, 2009 Annual Meeting Program Chair

Remembrances
Michael J. Feuer, 2009 Annual Meeting Program Chair

Introduction of the Award Recipients
Palmer O. Johnson Memorial Award—Stephen W. Raudenbush
Review of Research Award—Margaret E. Goertz
E. F. Lindquist Award—Barbara G. Dodd
Early Career Award—Henry T. Frierson
Outstanding Book Award—Jeffrey C. Shih
Committee on Scholars of Color in Education Awards—Stephen D. Hancock
Distinguished Contributions to Gender Equity in Education Research Award—Zenaida Aguirre-Munoz
Social Justice in Education Award—Kris D. Gutierrez
Special Recognition of Annual Meeting Program Chair—Lorraine M. McDonnell
Presidential Citations—Lorraine M. McDonnell
Distinguished Contributions to Research in Education Award—Fayneese Miller

Introduction of the 2009 President
Michael J. Feuer, 2009 Annual Meeting Program Chair

Presidential Address
Repositioning Politics in Education’s Circle of Knowledge
Lorraine M. McDonnell, 2008-2009 President

Introduction of the 2010 President
Lorraine M. McDonnell, 2008-2009 President

Closing Remarks
Michael J. Feuer, 2009 Annual Meeting Program Chair
Award Presentations

Palmer O. Johnson Memorial Award

In recognition of the contributions to education research by Palmer O. Johnson, this award represents the highest quality of academic scholarship published in one of the following AERA journals during the 2008 volume year: American Educational Research Journal, Educational Evaluation and Policy Analysis, Educational Researcher, or Journal of Educational and Behavioral Statistics.

2009 Award Recipients:

A central problem in higher education policy is determining the likely consequences of alternative college admissions policies for student diversity. Controversy about these effects underlies debate about affirmative action and the use of standardized testing in admissions. This article sets a new standard for methodological rigor in studying these effects and provides definitive new evidence about the Texas model, which has often been recommended to other states. More generally, the article’s approach to quantitative analysis and simulation has broad implications for the improvement of research in higher education.

Award Committee: Stephen W. Raudenbush (Chair), Stella M. Flores, Kathryn A. McDermott, Nallah Suad Nasir, William T. Trent

Review of Research Award

The Review of Research Award recognizes an outstanding review of research article appearing in one of the following AERA journals during the 2008 volume year: Review of Research in Education or Review of Educational Research.

2009 Award Recipients:

This article is a superb example of a meta-analysis on a topic of enormous importance to scholars, policy makers, and practitioners.
Examining studies of various programmatic attempts to improve elementary mathematics education, the authors found that instructional approaches such as cooperative learning, better classroom management and motivation, and additional tutoring programs can lead to improved outcomes. This finding is both insightful and compelling.

Award Committee: Jeffrey E. Mirel (Chair), Patricia F. Campbell, Margaret E. Goertz, Jerlando F. L. Jackson, Lori L. Taylor

**E. F. Lindquist Award**

The E. F. Lindquist Award honors a distinguished scholar and researcher in recognition of outstanding research in the field of testing and measurement. The award is co-sponsored by AERA and ACT, Inc.

**2009 Award Recipient:**
Wim J. van der Linden

Wim J. van der Linden’s contributions to the field of testing and measurement include optimal test design, adaptive testing, response-time models, equating, standard setting, and statistical decision theory. He has had a tremendous impact on theoretical developments and practical applications and on countless graduate students and colleagues he has mentored during his career. His cumulative achievements demonstrate the highest standards to which education research aspires and the spirit in which the E. F. Lindquist Award was established.

Award Committee: Barbara G. Dodd (Chair), Gregory J. Cizek, Judith A. Koenig, Nancy S. Petersen, James S. Roberts

**Early Career Award**

The Early Career Award recognizes a scholar’s distinguished portfolio of cumulative education research within the first decade following the receipt of a doctoral degree.

**2009 Award Recipients:**
Michele Moses
Nell K. Duke

At this early stage in her career, Michele S. Moses has established quite a productive and impressive record of scholarship and service. She is viewed as one of the leading philosophers of education. She has established a reputation as an educational policy scholar and philosopher of education that one typically sees in a much more senior
Further, Moses has demonstrated an unyielding commitment to advancing social justice. She has published an award-winning book and a number of articles in the top journals in her field. Moreover, she has already made exceedingly important contributions to scholarship in education and is positioned to do much more. Her body of work puts her on track to become one of our leading scholars on issues of education policy and their social and educational ramifications.

Nell K. Duke’s work was aptly described as effectively meeting four essential standards—quality, quantity, substance, and impact. Her publications in top-tier journals and the awards received speak to the quality of her work. Regarding quantity, Nell has published more than 30 journal articles, 17 book chapters, and 4 books and has generated $4 million in grant funding. Regarding substance, her research has provided critical insight into two pressing questions in literacy education: (1) how to develop sophisticated comprehenders of informational text and (2) how to close socioeconomic gaps in literacy outcomes. Nell’s impact is particularly impressive. Thousands of classrooms are different and better because of her work. Her book Reading and Writing Informational Text in the Primary Grades has sold over 30,000 copies and is used nationwide. The high quality of her work and her impact on research and practice in such a short period have been exceptional.

Award Committee: Henry T. Frierson (Chair), Janette K. Klingner, Okhee Lee, Milbrey W. McLaughlin, Fernando M. Reimers

**Outstanding Book Award**

The Outstanding Book Award is given for an outstanding book-length publication in education research and development.

**2009 Award Recipient:**


At a moment when expanding access to higher education has re-emerged in national policy debates, *Passing the Torch* provides extensive evidence regarding the impact of open-access admissions. Derived from three decades of data, Attewell and Lavin’s complex set of conclusions have tremendous implications both for understanding the meaning of success and for future higher education policy. Expanding and sometimes running contrary to conventional wisdom, the authors show that beneficiaries of open access secure better jobs at higher wages, and that these benefits transfer across
generations. Passing the Torch takes long-term measure of the cumulative, intergenerational value in expanding access to college.

Award Committee: Jeffrey C. Shih (Chair), Donald Blumenfeld-Jones, Linda H. Frazer, Patricia Morison, Robert K. Ream, Wilbur C. Rich, Keith Sawyer

Committee-Sponsored Awards

Committee on Scholars of Color in Education Awards

The Committee on Scholars of Color in Education Awards recognize scholars in various stages in their careers who have contributed significantly to the understanding of issues that disproportionately affect minority populations, and minority scholars who have made a significant contribution to education research and development.

2009 Distinguished Career Contribution Award Recipient:
Caroline Sotello Viernes Turner

2009 Distinguished Scholar Award Recipient:
Cynthia Hudley

2009 Early Career Contribution Award Recipient:
Bryan McKinley Jones Brayboy

The formal announcement of this award is scheduled during the Joint Social Justice Combined Reception, which follows the Social Justice in Education Award Lecture on Monday, April 13. The awards will be presented at the AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting scheduled for April 14.

Award Committee: Stephen D. Hancock (Chair), Leticia Alvarez, Tabbye Maria Chavous, Christopher Dunbar, Michele S. Moses, Juan S. Munoz, Alfred W. Tatum

Distinguished Contributions to Gender Equity in Education Research Award

This award is given in recognition of distinguished research, professional practice, and activities that advance public understanding
of gender and/or sexuality in the education community.

2009 Award Recipient:

Sandra Harding

The formal announcement of this award is scheduled during the Joint Social Justice Combined Reception, which follows the Social Justice in Education Award Lecture on April 13.

Award Committee (Scholars and Advocates for Gender Equity in Education Committee): Zenaida Aguirre-Munoz (Chair), Mary Ann Dzuback, Valerie J. Janesick, Korina M. Jocson, Nana Osei-Kof, Kathleen A. Weiler

Social Justice in Education Award

The Social Justice in Education Award is given in honor of an individual’s outstanding commitment to the advancement of social justice through education research.

2009 Award Recipient:

Christine E. Sleeter

The Social Justice in Education Award Lecture is scheduled for April 13 from 7:00 p.m. to 9:30 p.m. in the San Diego Marriott Hotel & Marina, Marina Ballroom Salon D.

Award Committee (Subcommittee of Social Justice Action Committee): William Watkins (Chair), David Connor, Reitumetse Mabokela

Special Recognition

The Association honors the 2009 Annual Meeting Program Chair:

Michael J. Feuer

Presidential Citations

2009 Recipients:

Richard J. Shavelson

This presidential citation is awarded to Richard J. Shavelson for his research contributions to the field of educational measurement; his commitment to teaching and mentoring early career scholars; and his many years of
service advancing education research. His career has been a model of the varied ways that education scholars can produce and communicate research as teachers, university administrators, organizational leaders, and above all, as engaged colleagues in diverse intellectual communities.

**Carol H. Weiss**

This presidential citation is awarded to Carol H. Weiss for her pioneering research on program evaluation methods and knowledge utilization. Her conceptualization of evidence-based policy has informed a range of fields in addition to education, leading to significantly increased understanding of how research can influence policy. Even as the policy and political terrain has shifted over the past forty years, her work continues to provide insights about the links among research, policy, and professional practice.

**Distinguished Contributions to Research in Education Award**

Honoring a meritorious contributor to education research, this award is intended to publicize, motivate, encourage, and suggest models of education research at its best.

**2009 Award Recipient:**

**Linda Darling-Hammond**

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education, the founding director of the School Redesign Network, and the founder and co-director of the Stanford Center for Opportunity Policy in Education at Stanford University. She is also a past president of AERA (1995–1996). Darling-Hammond has been cited as one of the 10 most influential scholars in the nation affecting educational policy. Her influence was acknowledged when she was selected to head President Barack Obama’s education transition team. She is being honored for her extraordinary contribution to knowledge generation on—and the application of that knowledge to—school restructuring, teacher quality, and educational equity. The underlying tenet of the work that she does is that all children and youth have a “right to learn” and that the overall survival of a nation...
is closely interconnected to the quality of its schools and equitable access to an educational experience that is of high quality. For that, we are all the beneficiaries.

Award Committee: Fayneese Miller (Chair), Deborah Loewenberg Ball, Beth Harry, David F. Labaree, Kenneth K. Wong, Robert L. Linn

**AERA Division Awards***

**Division A: Administration, Organization, and Leadership**
- Annual Dissertation Award: Victoria Parker
- Emerging Scholar Award: George Theoharis
- Excellence in Research Award: Joseph Murphy

**Division B: Curriculum Studies**
- Lifetime Achievement Award: Madeleine R. Grumet
- Outstanding Dissertation Award Winner: Omari Dyson

**Division C: Learning and Instruction**
- Graduate Student Research Award: Gita Taasoobshirazi
- Jan Hawkins Early Career Award: Susan A. Yoon
- Sylvia Scribner Award: Laboratory of Comparative Human Cognition

**Division D: Measurement and Research Methodology**
- Award for Significant Contribution to Educational Measurement and Research Methodology: Jacqueline Leighton and Mark Gierl
- Outstanding Quantitative Dissertation Award: Li Cai
- Robert L. Linn Distinguished Address Award: Robert J. Mislevy

**Division E: Counseling and Human Development**
- Outstanding Dissertation Award in Counseling: Sachin Jain
- Outstanding Dissertation Award in Human Development: Kathleen Moritz Rudasill
- Outstanding Research in Counseling Award: Christine Yeh
- Outstanding Research in Human Development Award: Juliana Raskauskas

**Division F: History and Historiography**
- Graduate Student Paper Award: Heidi Matiyow Rosenberg
- New Scholar’s Book Award: Jennifer Green
**Division G: Social Context of Education**
- Early Career Award: Bryan McKinley Jones Brayboy
- Lifetime Achievement Award: Etta Ruth Hollins and Frederick Erickson
- Mentoring Awards: No awards given in 2009
- Outstanding Dissertation Awards: Curtis Brewer
- Research Leading to the Transformation of the Social Contexts of Education Award: Angela Calabrese Barton

**Division H: Research, Evaluation, and Assessment in Schools**
- Outstanding Dissertation Award (2007): Steven Urdegar
- Outstanding Publication for Advances in Methodology: Marshall Garland
- Outstanding Educational Program Evaluation Study: Susan Voelkel and Kimberly Cowley
- Outstanding Assessment Training of Statistical Summary Publication: Bradley McMillen
- Outstanding Planning, Policy, or Management Research Study: Melissa Roderick, Jenny Nagaoka, Vanessa Coca, and Eliza Moeller

**Division I: Education in the Professions**
- Best Paper by a New Investigator Award: Frederick Scott White
- Best Paper by an Established Investigator Award: David Hollar

**Division J: Postsecondary Education**
- Dissertation Award: Tami Lea Moore
- Exemplary Publication Award: Saran Donahoo
- Exemplary Research Award: Barbara J. Townsend

**Division K: Teaching and Teacher Education**
- Kappa Delta Pi–Division K Early Career Research Award: Adrienne Dixson
- Legacy Awards: Andrew Habana Hafner and Maisha T. Fisher
- Outstanding Dissertation Award: Jennifer McCray
- Research in Teacher Education Awards: Paul Shaker and Elizabeth Heilman

**Division L: Educational Policy and Politics**
- Outstanding Dissertation Award: Michael Joseph Weiss