

Biographical Sketches

Barbara Schneider is the John A. Hannah University Distinguished Chair in the College of Education and the Department of Sociology at Michigan University. Her work focuses on the study of adolescent transitions and the social contexts, primarily the family and the school, which influence the path to adulthood. She is also the principal investigator of the Data Research and Development Center, which is devoted to studying how to bring promising educational interventions to scale. Her publications include *The Ambitious Generation: America's Teenagers Motivated but Directionless* (co-authored with David Stevenson; Yale University Press, 2000), *Trust in Schools: A Core Resource for Improvement* (co-authored with Anthony S. Bryk; Russell Sage, 2002), and *Being Together, Working Apart: Dual Career Families and the Work-Life Balance* (co-edited with Linda Waite; Cambridge University Press, 2005).

Martin Carnoy is Vida Jacks Professor of Education at Stanford University. His research focuses on the economic value of education, the underlying political economy of educational policy, and the financing and resource allocation aspects of educational production. Much of his work is comparative and international and investigates the impact of

global economic and social change on the value of education and the way educational systems are organized. An example of this is his book *Sustaining the New Economy: Work, Family and Community in the Information Age* (Harvard University Press, 2000). He is currently researching the impact on educational quality of large-scale interventions such as the privatization of education, administrative decentralization, and education accountability reforms both in the United States and in developing countries. He has published a number of articles and books based on this research, including *Cuba's Academic Advantage*, forthcoming from Stanford University Press in 2007, which compares the effectiveness of educational systems in various Latin American countries. His policy work is currently focused on the labor market for teachers across countries and how teachers' relative remuneration and status are related to students' performance on international tests.

Jeremy Kilpatrick is Regents Professor of Mathematics Education at the University of Georgia. His research interests include teachers' proficiency in teaching mathematics, mathematics curriculum change and its history, mathematics assessment, and the history of research in mathematics education. His edited publications include *A Research Companion to Principles and Standards for School Mathematics* (with W. Gary Martin and Deborah Schifter) and *A History of School Mathematics* (with George Stanic), both published by the National Council of Teachers of Mathematics in 2003. Kilpatrick chaired the Committee on Mathematics Learning of the National Research Council, whose report *Adding It Up: Helping Children Learn Mathematics* was published by the National Academies Press in 2001. He also served on the RAND Mathematics Study Panel, whose report *Mathematical Proficiency for All Students: Toward a Strategic Research and Development Program in Mathematics Education*, published by the RAND Corporation, appeared in 2002. Both reports address the development of proficiency in teaching mathematics

by improving teachers' knowledge, skill, and practice. Strengthening the professional education of mathematics teachers is the aim of the NSF-funded Center for Proficiency in Teaching Mathematics, in which Kilpatrick serves as a principal investigator.

William H. Schmidt is the University Distinguished Professor at Michigan State University in the College of Education and is currently co-director of the Education Policy Center, co-director of the U.S. China Center for Research, and co-director of the NSF PROM/SE project and holds faculty appointments in the Departments of Educational Psychology and Statistics. Previously he served as National Research Coordinator and Executive Director of the U.S. National Center which oversaw participation of the United States in the IEA-sponsored Third International Mathematics and Science Study (TIMSS). In 2006, Schmidt was elected to the National Academy of Education. His current writing and research concerns issues of academic content in K–12 schooling, assessment theory, and the effects of curriculum on academic achievement. He is also concerned with educational policy related to mathematics, science, and testing in general. He has published in numerous journals, including the *Journal of the American Statistical Association*, the *Journal of Educational Statistics*, and the *Journal of Educational Measurement*. He has co-authored seven books, including *Why Schools Matter* (2001, John Wiley & Sons).

Richard J. Shavelson is the Margaret Jack Professor of Education, a professor of psychology (courtesy), and a senior fellow in the Woods Institute for the Environment at Stanford University. His current work includes the assessment of science achievement and the study of inquiry-based science teaching and its impact on students' knowledge structures and performance. Other work includes studies of computer cognitive training on working memory, fluid intelligence and science achievement, assessment of undergraduates' learning with the Collegiate Learning Assessment, accountability in higher

education, the scientific basis of education research, and new standards for measuring students' science achievement in the National Assessment of Educational Progress. His publications include *Statistical Reasoning for the Behavioral Sciences* (Allyn & Bacon, 1996), *Generalizability Theory: A Primer*, with Noreen Webb (Sage, 1991), and *Scientific Research in Education*, edited with Lisa Towne (National Academies Press, 2002). He is currently working on a book tentatively titled, *The Quest to Assess Learning and Hold Higher Education Accountable*.

