



2006 Candidates for AERA Office Biographical Sketches and Personal Statements

Candidates for office in AERA's 2006 election have provided brief biographical sketches and personal statements, which are printed below. The purpose of these statements is to inform voting members of the Association about the candidates' experience and vision for the future if elected to the positions for which they have been nominated.

As approved by the AERA Council since the 2005 election, candidates' statements are being published in *Educational Researcher* and posted on the AERA website. This information will *not* appear in the form of a biographical booklet, which accompanied the mailed ballot in past years.

The following are biographical sketches and personal statements prepared by the 2006 candidates.

Candidates for the Office of President-Elect:

Barry M. Franklin (Ph.D., University of Wisconsin–Madison) is a Professor of Education and Adjunct Professor of History at Utah State University, where he teaches courses in curriculum, instructional leadership, and social foundations of education. He has published widely on his research in curriculum history and educational policy. His most recent book, *Educational Partnerships and the State: The Paradoxes of Governing Schools, Children, and Families* (Palgrave, 2003), was co-edited with Marianne Bloch and Thomas Popkewitz.

As a long-standing member of AERA, he has served as the Division B Program Chair, newsletter editor for Division B and Division F, and co-chair of the Division B Affirmative Action Committee. He currently serves on the editorial boards of *Curriculum Inquiry* and *History of Education*; he has also served as a member of the Board of Directors of the History of Education Society and is a member of the editorial board of the *History of Education Quarterly*. In 2001, he was a Visiting Fellow in the Policy Studies Group at the Institute of Education, University of London.

“As a research enterprise, education has a vital connection to the aspirations of ordinary citizens for bettering their lives and those of their families and communities. In the present environment, dominated by pressing demands for accountability and evidence-based research, it is important to remember these popular aspirations that have long shaped the progressive legacy of AERA. If elected AERA President, I will honor that legacy and affirm the role of educational research in advancing the larger common good.”

William F. Tate (Ph.D., University of Maryland) is the Edward Mallinckrodt Distinguished University Professor in Arts and Sciences at Washington University at St. Louis, where he holds appointments in Education, American Culture Studies, Applied Statistics and Computation, and the Audiology and Communication program of the medical school. Additional responsibilities include serving as the Principal Investigator/Director of the St. Louis Center for Inquiry in Science Teaching and Learning and as Chair, Department of Education. He has published extensively on mathematics and scientific education in urban communities and on race and social policy.

Within AERA he is the 2005 Annual Meeting Program Chair, was an elected divisional officer, was co-editor of the *American Educational Research Journal* (Section on Teaching, Learning, and

Human Development), and has served in advisory capacities with Association publications. He has served on the Publications Committee and several task forces and has contributed to programmatic efforts to support the research and human resource development mission of the organization. In addition, he is the AERA representative to American Association for the Advancement of Science. Externally, he has served on the Mathematical Sciences Education Board and the Committee on Equivalency and Linkage of Educational Tests of the National Research Council.

“AERA should be a transparent supporter of quality research on pressing and difficult social problems related to education and learning broadly defined. Additionally, the organization must continue to build and support appropriate learning pathways for consumers of research, including policymakers, media, advocacy groups, and educators. To this end, as AERA president, I will advocate for programming, partnerships, and publications that stimulate and highlight quality research and provide a forum for communicating new knowledge in the public interest.”

Guadalupe Valdés (Ph.D., Florida State University) is the Bonnie Katz Tenenbaum Professor of Education and Professor of Spanish and Portuguese at Stanford University. Her research focuses on analyzing how immigrant children residing in linguistically isolated communities become proficient in academic English and on understanding how the unique features of this language acquisition process can be developed in schools, classrooms, and other settings.

Her publications include *Expanding Definitions of Giftedness: The Case of Young Interpreters From Immigrant Communities* (Lawrence Erlbaum, 2003); *Learning and Not Learning English* (Teachers College Press, 2001); *Con Respeto: Bridging the Distance Between Culturally Diverse Families and Schools* (Teachers College Press, 1996); and *Bilingualism and Testing: A Special Case of Bias* (Ablex, 1994).

A member of Division K, Valdés has served on the AERA Nominating Committee and on the Committee on the Role and Status of Women. She also served on the National Research Council's Board of Testing and Assessment and on the National Academy of Education's Committee on Teacher Education.

“As President, I would champion initiatives to increase coherence among the variety of research traditions found within the AERA community, especially as these traditions affect our understanding of teaching practices and organizational arrangements that might

improve the educational prospects of public school students from poor, racial minority, and linguistically diverse households. Coherence does not require conformity. It does however require our community to assume greater responsibility for determining the qualities and attributes of good research, particularly areas where research findings can inform educational practices.”

Candidates for the Office of Member-At-Large:

Gilda M. Bloom-Leiva (Ph.D., Stanford University) is a tenured Professor and newly appointed Faculty Assistant to the Dean of the College of Education, Issues of Social Justice and Equity, at San Francisco State University. She is currently focusing on two research areas: the effects of socioeconomic factors on language patterns, and the behaviors of children raised in generational poverty. Her most important empirical research, considered seminal by many scholars in the field, is concerned with the effects of skin color, gender, and Spanish language dialects on the life chances of Latino children. Her writings include *Bilingual Education, Concepts of English Reading*, and *Concepts of Linguistics for the Educator*. Dr. Bloom-Leiva also was a contributor to the *Dictionary of Mexican American History*, edited by Matt S. Meier and Feliciano Rivera. At San Francisco State University, she has received the Cesar Chavez Research Award, two Presidential Performance Salary Increases, and a letter of commendation from the Academic Senate for her many years of service as Chair of the Committee for the Protection of Human Subjects. A former secondary school teacher, Bloom-Leiva has taught in New York, Ohio, and California. She possesses five teaching credentials from three states. She is the recent past President of the Sociology of Education Association.

Within AERA Bloom-Leiva has routinely served as a presenter, chair, and discussant since 1981. In 1995 she was elected Nominations Committee Chair for the Bilingual Education Research SIG. In 1996 she was appointed Chair of the Division G Membership Committee for AERA. For the 1999 AERA Annual Meeting, she was the Program Section Chair for Division G. In 2000 she was an invited member of Division C’s core group on affirmative action and social justice issues. In 2005 she was appointed to the Hispanic Research Issues SIG Research Awards Committee. Currently, she is the Chair-Elect of the Hispanic Research Issues SIG and is the Program Chair for that SIG. In the past she has reviewed manuscripts for the *American Educational Research Journal*.

“The future which I envision for AERA is one which returns to education as a fundamental right for all people. An organization that returns to the civil rights values of the 60’s 1960s and moves a public policy agenda of social justice and equity. With this said, AERA’s mission would be to promote a better understanding of, and more informed debate about, the nature of social justice in the United States, particularly in relation to the troubling effects of resegregation of this country by race and social class.”

Robert E. Floden (Ph.D., Stanford University) is a Professor of Teacher Education, Measurement and Quantitative Methods, and Educational Psychology at the Michigan State University College of Education, where he directs the Institute for Research on Teaching and Learning.

In AERA, Floden has served as Features Editor of *Educational Researcher* and Editor of *Review of Research in Education*. He has also been a member of the AERA Research Advisory Committee and Program Chair for Division K. His work has been published

in every AERA journal, in other AERA publications (e.g., *Handbook of Research on Teaching, Studying Teacher Education: The AERA Panel on Research and Teacher Education*), and in many other journals and books.

Floden has studied teacher education and other influences on teaching and learning, including work on the cultures of teaching, on teacher development, on the character and effects of teacher education, and on how policy is linked to classroom practice. His current research examines teacher preparation and teachers’ mathematical knowledge for teaching. He was a member of the National Research Council’s Committee on Research in Education and is Past-President of the Philosophy of Education Society.

“AERA has an important role to play in current national discussions about the conduct and use of education research. It is incumbent on AERA members to make clear which claims are grounded in scholarship, and what evidence and argument support those claims.”

William G. Tierney (Ph.D., Stanford University) is the Wilbur Kieffer Professor of Higher Education and Director of the Center for Higher Education Policy Analysis in the Rossier School of Education at the University of Southern California. His work pertains to access to higher education for low-income youth, and the changing nature of academic work. He has been involved with AERA for 20 years; he has served on numerous committees and as Division J’s Program Chair and Vice President.

“Roughly three-quarters of AERA’s members work in postsecondary institutions, but the Association has been virtually mum about the challenges higher education faces. Academic freedom is under attack. An academic “bill of rights” seeks to circumscribe faculty prerogatives in faculty hiring and curricular design. The Patriot Act redefines open access to research. Tenure is in decline. Part-time faculty increase and are consigned to the academic sidelines. Salaries continue to lag. International students increasingly cannot get visas to study here.

Such challenges ought not to be overlooked or shrugged off in an Association committed to access, equity, and the search for truth. At a time of significant change we have the obligation to speak truth to power. We must develop creative relationships with schools, non-profit and for-profit organizations, and community-based groups that will enhance the public sphere. We need to lessen our obsession with the seemingly never-ending battle about which methodology is a ‘gold standard’ and instead focus on solving real-world problems that improve practice and create the conditions for democratic engagement.”

Candidates for Offices in Division A— Administration, Organization, and Leadership:

Division A Vice President

Colleen A. Capper (Ed.D., Vanderbilt University) is a Professor of Educational Leadership and Policy Analysis at the University of Wisconsin–Madison. Professor Capper has conducted research and published extensively on the intersection of leadership and equity in schools. Her current research focuses on schools that have raised the achievement of traditionally marginalized students and included students with disabilities in the process; the role that the spirituality of school leaders plays in such efforts; how gay/lesbian/bisexual/transgender school leaders manage their identities; and the ways heteronormativity is maintained and dis-

rupted in schools. She is the co-author of the forthcoming books *Educational Leadership, Spirituality, and Social Justice* (with Michael Dantley); *Educational Leadership for Social Justice* (with Michelle Young); and *Leading Beyond Compliance: Transforming Service Delivery for Struggling Students* (with Elise Frattura). Prior to her academic position, Capper served as a special education teacher and administrator in the Appalachian mountain area of southeastern Kentucky. For Division A, she has served as Program Chair, twice served as a faculty member at the David Clark Seminar, served on the Dissertation Award Committee, and for many years has served as proposal reviewer, discussant, and chair of many sessions. Her goals for the Division are twofold: to establish and conduct an equity audit process within the Division that could be adopted by other divisions and SIGs in AERA, and to use the results of this audit to guide divisional committees and to focus the annual business meeting on faculty development in a way that models best practice in K–12 schools.

María Luisa González (Ph.D., New Mexico State University) is Regents Professor and Director of the Center for Border Indigenous Educational Leadership at New Mexico State University (NMSU). Prior to joining the faculty at NMSU she held various positions in the public schools.

González has been active in national and state organizations. She is Past President of the University Council of Educational Administration, has been a State of New Mexico Commissioner, Executive Director for the New Mexico Association of Supervision and Curriculum Development (ASCD), and Director of the New Mexico State University Principals' Center. She has served on the U.S. Department of Education Board for the Education of Homeless and Runaway Youth and the Board of Directors for ASCD International. She also served as a Board Examiner for the National Council for the Accreditation of Teacher Education and was a member of the editorial boards for the *Journal of School Leadership*, *Educational Administration Quarterly*, and the *Journal of Cases in Educational Administration*.

Her research has focused on the education of homeless children, children of undocumented workers, children for whom English is a second language, and administrators working with minority populations. Her work has been widely published in education journals, and she has written chapters and monographs for edited books in English and Spanish.

González's awards include the New Mexico State University Donald C. Roush Excellence in Teaching Award, the College of Education Dean's Service Award, and the Excellence in Education Award from New Mexico ASCD, as well as recognition as one of the Outstanding New Mexico Women by the Governor's Commission on the Status of Women.

Linda C. Tillman (Ph.D., The Ohio State University) is an Associate Professor of Educational Leadership, School of Education, University of North Carolina–Chapel Hill. She has also held academic positions at the University of New Orleans and Wayne State University. Her current research focuses on the role of the school principal in facilitating the professional competence of novice teachers and is funded by the DeWitt Wallace Foundation. She earned the AERA Scholars of Color in Education 2004 Early Career Contribution Award and was named a Stafford Faculty Fellow at the University of Vermont National Institute on Leadership,

Disability and Students Placed at Risk. She is Chair of the Division A Mentoring Committee and has served as a Division A Annual Meeting Section Chair and as Chair of the Publications Committee. She has also served on several AERA committees, including the Social Justice Action Committee and the Commission on Research in Black Education, and currently serves on the Annual Meeting Policies and Procedures Committee. Her work has been published in *Educational Administration Quarterly*, *Educational Researcher*, and *Review of Research in Education*. She serves on several editorial boards, including those of *Educational Administration Quarterly*, *Journal of School Leadership*, and the *American Educational Research Journal*.

“The work of Division A is critical to research, theory, and practice that leads to effective school leadership. As Vice President of Division A, I will encourage the active participation of faculty, students, and practitioners whose knowledge, talents, and skills can contribute to a more equitable and socially just educational system.”

Division A Secretary

Judy A. Alston (Ph.D., The Pennsylvania State University) is Associate Dean and Director of the Center for Education at Widener University in Chester, Pennsylvania. Her research focuses include gender and educational leadership, urban education and educational leadership, diversity and educational leadership, and spirituality and educational leadership. She is the author of *Multi-Leadership in Urban Schools* (2002, University Press of America). Her most recent article, in the October 2005 *Educational Administration Quarterly*, is entitled, “Tempered Radicals and Servant Leaders: Black Females Persevering in the Superintendency.” She has served as the Secretary/Treasurer for the Research Focus on Black Education SIG and is currently the Secretary/Treasurer for the Spirituality and Education SIG.

Colleen L. Larson (Ph.D., University of Wisconsin) is an Associate Professor at New York University. She has been an active participant in AERA, Division A, and the University Council of Educational Administration (UCEA) for the past 15 years. Larson has provided leadership for these organizations in a variety of capacities, including Co-Program Chair for Division A with William Foster, and University Plenum Representative for UCEA. Within her own institution, she currently serves as Chair of Faculty Senate for the Steinhardt School. Her research interests are rooted in the sociopolitical theories of equity underpinning social and institutional policy in industrialized and developing nations. She teaches courses in the politics of multiculturalism and is also a member of the Interdepartmental Research Studies Faculty in Humanities and Social Science, teaching courses in interpretive inquiry methodology. Larson also serves as research faculty for the New York University program for study abroad in South Africa, focusing on issues of institutional equity and access in post-Apartheid South Africa.

Michelle D. Young (Ph.D., University of Texas) is the Executive Director of the University Council of Educational Administration and faculty member in Educational Leadership and Policy Analysis at the University of Missouri. Her scholarship focuses on how school leaders, policies, and preparation can ensure equitable and quality educational experiences for all students. Young has been an active member of AERA for more than 10 years—serving as Divi-

sion A Graduate Student Representative, Program Section Chair, and working with other Division A members to facilitate the Clark Seminar and the Joint Research Taskforce on Educational Leadership Preparation, and publishing in AERA-sponsored journals, including the *Review of Educational Research*, *Educational Researcher*, and the *American Educational Research Journal*.

Candidates for Offices in Division C— Learning and Instruction:

Division C Vice President

Richard E. Mayer (Ph.D., University of Michigan) is a Professor of Psychology and Education at the University of California, Santa Barbara (UCSB), where he has served since 1975. His research examines instructional methods that promote problem-solving transfer, particularly in science and mathematics. He was President of the Division of Educational Psychology of the American Psychological Association, Editor of *Educational Psychologist* and Co-Editor of *Instructional Science*, and Chair of UCSB's Psychology Department. He has received the E. L. Thorndike Award for career achievement in educational psychology, and he is ranked number one as the most productive educational psychologist for 1991–2001 in *Contemporary Educational Psychology*. He serves on 10 journal editorial boards. He is the author of 18 books and more than 300 articles and chapters, including *Multimedia Learning* (2001), *Learning and Instruction* (2003), *E-Learning and the Science of Instruction* (with R. Clark, 2003), and the *Cambridge Handbook of Multimedia Learning* (Editor, 2005). In AERA's Division C, he has served as Secretary, Program Chair, and Executive Committee Member. He has chaired AERA standing committees and has attended and presented at every AERA convention since 1974.

“Division C should be a voice for sound scientific research and research-based practice within an AERA organization sometimes sidetracked by ideology. Division C should stand for promoting high-quality educational research (recognizing the contributions of diverse methodologies and perspectives), improving educational reform based on scientific research, fostering the effective training of educational researchers, and including and supporting all members as we work together to build our discipline.”

Gregory Schraw (Ph.D., M.S. Statistics, University of Utah) is a Professor of Educational Psychology and Barrick Distinguished Scholar at the University of Nevada, Las Vegas. Schraw has been an active member of AERA for 25 years as a presenter, including 3 years as a member of the Division C faculty and student mentoring program. He is Co-Director of the Center for Evaluation and Assessment at the university, where he teaches classes in learning, instruction, statistics, and research methodology. He is a recipient of the American Psychological Association's Richard Snow Early Career Achievement Award and is former Program Chair of APA Division 15. He currently serves on six editorial boards. He has published extensively in the areas of interest, personal beliefs, problem solving and expertise, and conceptual understanding of written texts. In addition, he works extensively in the area of large-scale assessment, focusing on test alignment and school improvement issues related to No Child Left Behind.

Division C Secretary

Paul A. Schutz (Ph.D., University of Texas–Austin) is an Associate Professor at the University of Georgia, Athens. His current

research focuses on teachers' beliefs and actions during emotional transactions in the classroom. He has served as the 2005 Division C Program Chair for the AERA Annual Meeting and is currently a Co-Editor of the *Educational Researcher's* Research News and Comment section. In addition, he has served as the Secretary for Division 15 of the American Psychological Association.

“My vision for Division C is to apply our knowledge of learning and instruction to creating a better national assessment system and to develop a comprehensive school improvement plan that enables teachers to teach more effectively and students to integrate knowledge into a conceptual understanding of a domain that promotes problem solving and critical thinking.”

M. Jo Worthy (Ph.D., University of Virginia) is an Associate Professor of Curriculum and Instruction at the University of Texas. Formerly an elementary and middle school teacher, her research focuses on examining and improving learning contexts and approaches for students who are not well served by schools. She was Associate Editor of *Educational Researcher* and is Co-Editor of the *NRC Yearbook*. Her research appears in journals such as *Reading Research Quarterly*, and she has contributed as author and column editor to many other highly regarded research and practitioner journals. A frequent reviewer and presenter for AERA, she is currently an Annual Meeting Program Section Chair for Division C.

Candidates for Offices in Division D— Measurement and Research Methodology:

Division D Vice President

Linda L. Cook (Ed.D., University of Massachusetts, Amherst) is a Principal Research Scientist in the Center for Validity Research at the Educational Testing Service. During her tenure at the Educational Testing Service she has served as the Director of the SAT, responsible for researching and implementing the 1994 changes to that test, and also as Vice President of the Assessment Division, responsible for implementing a reengineered Test Creation Process. She has published numerous articles on scaling, equating, test adaptation, and IRT applications. Her most recent research interest involves the development of large-scale reading assessments for students with disabilities and that provide fair and valid scores. She has been an active member of AERA's Division D since 1972 and has participated by frequently presenting her work at the Annual Meeting, serving on committees, reviewing proposals, offering training sessions, and co-chairing the Division D Annual Meeting Program. She has also been actively involved in the National Council on Measurement in Education (NCME) since 1972 and has been a frequent presenter of her research at the Annual Meetings. Her activities in NCME include chairing committees, reviewing proposals, and co-chairing the NCME Annual Meeting Program. She currently serves on the NCME Board of Directors.

“There has never been a time when rigorously carried out educational research has been more important to our nation's schools and children. If elected, I will be proud to lead AERA Division D in fulfilling the important role of providing the answers and the tools that can be used to respond to the critical issues that educators face today.”

Laurens L. Wise (Ph.D., University of California–Berkeley) is the President of the Human Resources Research Organization (HumRRO). Notwithstanding executive responsibilities, he remains active in educational research. He began his career directing Project

TALENT follow-ups in the mid-1970s. His current work at HumRRO includes directing a 6-year evaluation of the impact of the California High School Exit Exam. He has authored extensive publications of project results, providing critical data for policymakers (see www.cde.ca.gov/ta/tg/hs/evaluations.asp). He also directs a project on quality assurance for the National Assessment of Educational Progress (NAEP). Prior to joining HumRRO, he served as chief psychometrician for the Medical College Admissions Test and directed research and development for the Armed Services Vocational Aptitude Battery.

Wise served on several National Research Council committees. He currently chairs the Board on Testing and Assessment and recently chaired of the Committee on Research in Education. That committee's report, *Advancing Scientific Research in Education*, offers suggestions for improving the rigor of educational research while respecting the value of diverse methodologies. He previously served on committees to evaluate NAEP and the Voluntary National Tests. He also serves on technical advisory committees for state departments of education.

"In this time of intense focus on educational accountability, it is critical that we develop our human resources in educational measurement to meet rapidly expanding needs. We should work with undergraduate programs to build better bridges into our postgraduate programs in educational measurement and promote in-service training to keep current professionals up-to-date on emerging measurement issues and procedures."

Division D Secretary

André F. De Champlain (Ph.D., University of Ottawa) is a Senior Psychometrician at the National Board of Medical Examiners. His research has focused on assessing test dimensionality and issues related to professional examinations, computer-administered tests, and standard-setting. His publications have appeared in several journals including the *Journal of Educational Measurement*, *Educational Measurement: Issues and Practice*, and *Applied Measurement in Education*. He has been a Program Chair for NCME and the Northeastern Educational Research Association annual meetings. Within Division D, he has been a member of the Significant Contribution to Educational Measurement and Research Methodology Award Committee and a frequent discussant at the AERA Annual Meeting.

Gary E. Skaggs (Ph.D., University of Maryland-College Park) is an Associate Professor in the Department of Educational Leadership and Policy Studies, School of Education, at Virginia Polytechnic Institute and State University in Blacksburg, Virginia. Prior to joining the faculty at Virginia Tech, he was a test development specialist with the Fairfax County (Virginia) Public Schools and a measurement and evaluation consultant. His areas of specialization include psychometrics, item response theory, test equating and scaling, and standard setting. He is also working on developing a software exchange website to make psychometric software more widely available and easily accessible.

Candidates for Offices in Division E— Counseling and Human Development:

Division E Vice President

Cynthia A. Hudley (Ph.D., University of California-Los Angeles) is a Professor in the Gevirtz Graduate School of Education at the

University of California, Santa Barbara, where she leads the Doctoral Emphasis in Child and Adolescent Development. She served as the 2001–2003 Program Chair for Division E, the 1998–2001 Affirmative Action Council Representative, and a member of the membership committee 1994–1995. Her scholarship addresses children's social development, with a specific focus on social and cultural influence on achievement motivation and aggressive behavior. She has developed an aggression reduction curriculum, the BrainPower program, to improve peer relations in elementary school and is published widely on the topics of youth social and academic behavior in journals such as *Child Development*, *Journal of Educational Psychology*, and *Psychology in the Schools*. As well, she sits on the editorial boards of two major scholarly journals in child development and education: *Child Development* and *Educational Researcher*. In addition, she has sat on several national advisory committees relevant to youth violence, including an advisory committee for the investigation of disproportionate minority incarceration for the Centers for Disease Control and Prevention. She is the immediate Past President for the Association of Social and Behavioral Scientists and now chairs the publications committee for that association. Prior to her academic career, she spent 15 years as a professional educator, working as both a teacher and an administrator in special education programs for students with emotional disturbances at the middle school and high school levels, as well as for incarcerated juvenile populations.

Steven B. Sheldon (Ph.D., Michigan State University) is an Associate Research Scientist at the Center on School, Family, and Community Partnerships and Director of Research for the National Network of Partnership Schools at Johns Hopkins University. His professional interests focus on home-school relationships, as well as the influences on and effects of parental involvement. He has published and presented papers on how schools develop strong outreach programs to families and communities and the effects of these programs on family involvement and student outcomes. In addition, he has published articles about parents' social networks and relationships as an influence on parental involvement in schooling. He is currently conducting a study looking at the development and role of parents' social networks as an influence on parental involvement, children's achievement motivation, and academic achievement. Dr. Sheldon has spent the past 2 years serving as a Division Program Co-Chair.

"I believe that Division E is an important but hidden community within AERA. I would like to see the division reach out and collaborate more with other groups to help illuminate the diversity of research being conducted on developmental and psychological processes relevant to education. With these efforts, I see great potential for Division E to become a more prominent group within AERA, and for the wider membership to see the applicability of the work we value."

Division E Secretary

Becky Kochenderfer-Ladd (Ph.D., University of Illinois-Urbana-Champaign) is an Associate Professor in the Division of Psychology in Education, College of Education, Arizona State University. Ladd's research, currently supported by a National Science Foundation grant, focuses on childhood bullying with an emphasis on the identification of coping strategies that effectively

reduce victimization and its deleterious effects. She serves on the editorial board of *Developmental Psychology* and reviews for other professional journals, including *Child Development*, *Social Development*, the *Journal of Educational Psychology*, and *Educational Researcher*. She has been a member of AERA since 1996 and is currently Chair of the Division E Awards Committee, Human Development.

Kathy Nakagawa (Ph.D., Northwestern University) is an Associate Professor in Lifespan Development in the College of Education at Arizona State University. Her research includes work on family-school relationships and the social context of education. She has served as a Co-Chair for the Division E Annual Meeting Program Committee and is currently the Book Review Editor for *Educational Researcher*.

Candidates for Offices in Division J— Postsecondary Education:

Division J Vice President

J. Douglas Toma (Ph.D. and J.D., University of Michigan) is an Associate Professor at the Institute of Higher Education at the University of Georgia and has an appointment on the School of Law faculty there. He also serves as Dean of Franklin Residential College at the University of Georgia.

Toma writes about strategy and management, qualitative research, and law in higher education. He is the author of *Football U.: Spectator Sports in the Life of the American University* (Michigan, 2003). Toma has contributed to the leading scholarly journals in higher education, including the *Journal of Higher Education*, the *Review of Higher Education*, *Research in Higher Education*, the *Journal of College Student Development*, and the *Journal of College and University Law*. The National Association of College and University Business Officers, the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, and the Alfred P. Sloan Foundation have funded his recent work. In July 2005, the *Chronicle of Higher Education* profiled him as one of ten "up-and-coming thinkers who have already made a mark on debates about American higher education and who are poised to influence national policies."

Toma was Program Chair for Division J for the 2004 AERA Annual Meeting. He presently chairs the annual outstanding dissertation competition for AERA-J. He is soon to conclude a 5-year appointment as legal counsel for ASHE.

Toma came to Georgia in 2003 from the University of Pennsylvania, where he organized and directed the Executive Doctorate in Higher Education Management.

Susan B. Twombly (Ph.D., The Pennsylvania State University) is a Professor of Higher Education at the University of Kansas. She is author or co-author of four books and numerous journal articles and book chapters on community college faculty, administrator and faculty labor markets, women in higher education, and higher education in Latin America. She is co-author of *Reflecting Back, Looking Forward: Civil Rights and Student Affairs* (with Joy Gaston-Gayles, Lisa Wolf-Wendel, Kelly Ward, and Kathryn Nemeth Tuttle) and *The Two-Body Problem: Dual-Career-Couple Hiring Practices in Higher Education* (with Lisa Wolf-Wendel and

Suzanne Rice) published by Johns Hopkins University Press. Her current projects include a monograph on community college faculty with Barbara Townsend and a series of articles on the faculty labor market for teacher and administrator educators with her colleagues at the University of Kansas. Twombly has led four Fulbright-Hays Group Projects Abroad for K-12 teachers to various Latin American countries and recently completed a term as University and Faculty Council President at the University of Kansas. She serves as a consultant-evaluator for the Higher Learning Commission. Twombly has been an active member of both ASHE and AERA-J. She currently serves as a member of the Association for the Study of Higher Education Board. She has been a member of the AERA International Relations Committee, AERA Division J Council, Co-Chair of the Division J Program Committee, and Chair of Division J Nominating Committee.

Division J Secretary

Berta Vigil Laden (Ph.D., Stanford University) is an Associate Professor in Higher Education at the Ontario Institute for Studies in Education of the University of Toronto and director of the Community College Leadership Doctoral Program. She was a postdoctoral fellow at the Educational Testing Service and summer fellow at the Center for Advanced Studies in Behavioral Sciences. Her research focuses on issues of access, equity, educational opportunity, and transition for underrepresented students and faculty of color. She has recently served as Guest Editor of the *Community College Journal of Research and Practice* (on Hispanic-serving community colleges) and of *New Directions for Community Colleges* (on serving minority populations), and as an Associate Editor of the ASHE Reader Series *Racial and Ethnic Diversity in Higher Education* (2nd ed.) and of *Community Colleges* (3rd ed.). She has authored numerous journal articles and book chapters on students, faculty, and community college issues. A member of AERA for more than 15 years, she served as the 2005 Program Chair for Division J, as Program Section Chair several times, annually as a reviewer, chair, discussant, and presenter.

MaryBeth Walpole (Ph.D., University of California—Los Angeles) is an Associate Professor in the Educational Leadership Department at Rowan University. Her research focuses on the impact of socioeconomic status and race/ethnicity on college admission, experiences, and outcomes. Her most recent article, on African American and Latino high school students' perceptions of standardized college admission tests, was published in *Urban Education* in May 2005. She has been actively involved in AERA for the past decade and has been a member of the AERA Division J Program Committee for the past 2 years.

Candidates for Offices in Division K— Teaching and Teacher Education:

Division K Vice President

Arneha F. Ball (Ph.D., Stanford University) is an Associate Professor, Curriculum and Teacher Education, at Stanford University. Her research focuses on literacy studies and teacher preparation, providing insights on teacher development and successful pedagogies of teachers working with diverse students in the United States and South Africa. With more than 20 years of K-12 teaching experience in the United States, she also co-taught

courses in teacher education in South Africa. Widely published, she has two recent books—*Bakhtinian Perspectives on Language, Literacy and Learning*, with Sarah Freedman, and *Literacies Unleashed*, with Ted Lardner—and one forthcoming book, *Multicultural Strategies for Teacher Education and Social Change: Carriers of the Torch in the United States and South Africa* (TCP). She has received the Richard Braddock Award and Outstanding Teaching Award and has presented regularly at AERA since 1989. She has served as Secretary for Division K (2005–2006); as an Editorial Board member for the *American Educational Research Journal* and *Educational Researcher*; as a member of the Palmer O. Johnson Award, Telecommunications, and Publications Committees; as Nominating Committee Chair; and as an AERA-IES New Scholars Mentor. She is also a member of Division G and is currently the Vice President and Program Chair for the SIG on Writing and Literacies.

“There is a need for Division K to provide leadership in conducting, synthesizing, and publicizing research on excellence in teacher education. We should support research on preparing teachers who understand principles of teaching and learning and have the knowledge, skills, and dispositions to teach culturally and linguistically diverse students. Division K must also take its rightful place as the site where researchers come together to be a part of a community of scholars that is committed to preparing teachers for a global society—where technological advancement and the application of research to policy, practice, and school reform are a reality. As Vice President, I would strengthen the work of Division K in these areas and provide leadership in developing a more coherent research community.”

Elaine Chin (Ph.D., Stanford University) is the Associate Director for Teacher Education and a Professor of Education in the College of Education at the California Polytechnic State University, San Luis Obispo. Recently, she completed a 4-year longitudinal study of teachers prepared through California’s alternative certification program, a project funded by the U.S. Department of Education’s Institute of Education Science.

Chin’s background in literacy education, professional development, and teacher education has led her to pursue a broad range of research projects that cross a number of disciplines and professions. Examples of the breadth of her research projects include a study of the professional preparation of journalists, the uses of literacy in medical education, forms of representation used by professional chemists, the development of adult literacy in community colleges, and teacher credentialing policies in California. Her publications have appeared in the *International Handbook of Educational Policy*, *The Journal of Learning Sciences*, *Written Communication*, *Anthropology and Education Quarterly*, and *Conference Proceedings for the National Reading Conference*.

Chin was a visiting scholar at the Carnegie Foundation for the Advancement of Teaching, was a Carnegie Scholar in 2000–2001, and received the NCTE Promising Researcher of the Year Award in 1993. She is a former high school and middle school teacher of English and journalism. She reviews manuscripts for *Educational Research*, *Research in the Teaching of English*, *Teacher Education Quarterly*, and *Written Communication*, and sits on the Editorial Board for the on-line journal of the National Association for Alternative Certification.

Tom Russell (Ph.D., Ontario Institute for Studies in Education/University of Toronto) is a Professor of Education at Queen’s University in Kingston, Ontario, Canada. His research and teaching focus on the development of new teachers’ professional knowledge as they learn from experience. Individually and with others, he has received eight research grants from the Social Sciences and Humanities Research Council of Canada during his 28 years at Queen’s.

Russell is a Co-Editor of five teacher education books and the 2004 *International Handbook of Self-Study of Teaching and Teacher Education Practices*. He is also a founding Editor of the journal *Studying Teacher Education* (Taylor & Francis, 2005). He has been a member of Division K since its formation and he is a founding member of the Self-Study of Teacher Education Practices SIG. He has twice served as Section Chair for the Division K Annual Meeting Program.

Russell has been an invited visitor to the University of Technology Sydney and the University of Otago, and he has been a visiting scholar at Mills College, the University of York (UK), Monash University, and the University of Melbourne. In 1998 and again in 2005 he received the Education Students’ Society Golden Apple Teaching Award for outstanding commitment to the education of pre-service teachers. As an American resident in Canada since 1970, he is particularly interested in promoting the sharing of research perspectives and findings between American and international members of Division K.

Division K Secretary

Toni Griego-Jones (Ph.D., University of Colorado–Boulder) is an Associate Professor in Teaching and Teacher Education at the University of Arizona. She began her career as an elementary teacher in Denver, moved to the University of Wisconsin–Milwaukee, and then moved to Arizona, where she currently leads a graduate student research initiative on teacher preparation for Mexican American students. She is co-author of *Teaching Hispanic Children* with M. L. Fuller (2003, Allyn & Bacon) and researches minority parents’ perspectives on teacher preparation. She has served AERA as Program Chair of Section 3, Division K, and Chair of the Bilingual Education Research SIG.

Dirck Roosevelt (Ph.D., Michigan State University) is an Associate Professor and Director of the Master of Arts in Teaching Program at Brandeis University in Massachusetts. A former elementary school teacher, he has been involved in teaching in, designing, and directing pre-service teacher education programs for more than a decade. His current research focuses on “learning well from experience” and the construction of intellectual and moral authority for teaching in learning to teach. The underlying concern is making education fit for democracy. “Unsuspected Literatures” (1998, *Theory Into Practice*) addresses this theme from the classroom perspective.

Rosa Hernandez Sheets (Ph.D., University of Washington) is an Associate Professor in the College of Education at Texas Tech University. Her research examines cultural influences in teacher preparation and linkages among ethnic identity, human development, and culture. She is author of *Diversity Pedagogy: Examining the Role of Culture in the Teaching-Learning Process* (2005), and co-editor of *Racial and Ethnic Identity in School Practices: Aspects of Human*

Development (1999) and *Starting Small: Teaching Tolerance in Preschool and the Early Grades*. Rosa has been actively involved in AERA as a member of various divisions/SIGS and as a proposal/journal reviewer. She has served as Division G Program Chair, Section Chair, and Newsletter Editor; and currently serves as Division K, Section 2 Chair.

Candidates for Offices in Division L— Educational Policy and Politics:

Division L Vice President

Mark A. Berends (Ph.D., University of Wisconsin) is an Associate Professor of Leadership, Policy, and Organizations at Peabody College of Vanderbilt University and Director of the National Center on School Choice, Competition and Achievement. He was previously a Senior Social Scientist at RAND, where he led studies on educational reform and innovation, focusing on the effects of schools and classrooms on student achievement.

Berends's published books include *Examining Gaps in Mathematics Achievement Among Racial-Ethnic Groups* (2005), *Facing the Challenges of Whole-School Reform: New American Schools After a Decade* (2002), *Challenges of Conflicting School Reforms* (2002), and *Implementation and Performance in New American Schools* (2001), all published by RAND.

A former Division L Program Chair, Berends hopes to build on this experience.

“We live in a time when federal and state mandates are holding schools accountable for student achievement and for teaching to high standards. It is therefore critical that we apply a variety of rigorous methodological tools to some highly contested areas in order to move policy toward the possibilities and opportunities of scaling up effective practices. Such an endeavor will not be without missteps. However, understanding what works at scale and under what conditions is one of the most pressing issues in education today, particularly as it relates to students who have been historically disenfranchised by schools and schooling. Relying on our diversity, Division L is in a position to critically inform these ongoing debates with research from multiple perspectives.”

Amy Ellen Schwartz (Ph.D., Columbia University) is the Director of Research at the Institute for Education and Social Policy and a Professor of Public Policy, Education, and Economics at the Steinhardt School of Education and Wagner School of Public Service at New York University. Her current research reflects her interest in urban education policy and disadvantaged students, considering whole school reform, resource equity, accountability systems, and the creation of small schools. Her work has been published in *Educational Evaluation and Policy Analysis*, the *Journal of Human Resources*, and *Education Finance and Policy*, among other academic journals. The author of several book chapters, she co-edited the 2005 Yearbook of the American Education Finance Association, *Measuring School Performance and Efficiency*. Her current work examines the education of immigrant students (funded by the Spencer and Rockefeller Foundations), the organization of primary schooling (funded by the U.S. Department of Education's Institute of Education Sciences), and the cost of small schools (funded by the Carnegie Corporation).

She is proud to serve as a Director of the American Education Finance Association, a member of the editorial board of *Education Finance and Policy*, and a reviewer for AERA's Division L.

“With a tradition of high-quality research, evaluation and policy analysis aimed at identifying ‘what works’ in elementary, secondary, and post-secondary education, Division L has a unique ability to shape education policy at all levels of government. Doing so requires working from the ground up, expanding opportunities for graduate students, facilitating discussion about important issues and research findings, and engaging policymakers and funders in the debate. Division L can do all of these.”

Division L Secretary

Nicola A. Alexander (Ph.D., University at Albany) is an Assistant Professor in the Department of Educational Policy and Administration at the University of Minnesota. She is a former Board Member of the American Education Finance Association and co-chaired the 2002 convention of the University Council for Education Administration. She also serves on the Editorial Board of the *Educational Administration Quarterly*. She has published articles and presented on issues of adequacy, equity, and productivity as they relate to pre-K–12 education. She recently published “Race, Poverty, and the Student Curriculum: Implications for Standards Policy” in the *American Educational Research Journal*.

Lora A. Cohen-Vogel (Ph.D., Vanderbilt University) is an Assistant Professor of Educational Policy at Florida State University. She became interested in educational policy and politics while, during the Ebonics debate, she directed a music education program in Oakland, California. Published in *Educational Policy* and the *American Journal of Education*, among others, her research focuses on policymaking in education and the governance structures that facilitate policy adoption, implementation, and effectiveness. She is actively involved in Division L and its predecessor, the Politics of Education Association.

“As Division L Secretary, I will develop networks to support new and existing partnerships and to attract researchers to the field.”

Diane Massell (Ph.D., Stanford University) is a senior research associate of the Consortium for Policy Research in Education at the University of Michigan–Ann Arbor. Her research broadly centers on policy formation and the influence of federal, state, and district policies and governance on school and classroom change. She has conducted national studies in many areas, including agenda setting among national and state standards and assessment organizations; district and school responses to the standards and accountability movement; and, most recently, efforts to manage comprehensive school reforms.

Candidates for the Office of SIG Executive Committee Member:

Margaret E. Malloch (Ph.D., Monash University) is a current Chair of the Workplace Learning Special Interest Group, was Program Chair in 2004, and has been an executive member since 1999. She has encouraged an increase in membership and in the number of proposals submitted. She is also a member of Division B (Curriculum Studies) and the Research on Women and Education SIG, contributing as a reviewer. She regularly contributes to AERA Annual Meetings through the Workplace Learning SIG, as a reviewer, chair, discussant, and presenter of

papers. She welcomes the opportunity to contribute an active, committed, and international perspective to the AERA SIG Executive Committee.

Martha A. Montero-Sieburth (Ed.D., Boston University) is Associate Professor at the Department of Leadership in Education, University of Massachusetts–Boston. She has been an AERA member since 1981. In 2005 she received the Elementary, Secondary, and Postsecondary Education Research Award from the Hispanic Research Issues SIG; she has worked in the Hispanic Research Issues SIG in all leadership positions and is also a member of the Bilingual Education Research SIG. She has been a member of the Standing Committee on the Role and Status of Minorities in Educational Research, and Co-chair for Social Context of Education membership. She has co-edited *Making Invisible Latino Adolescents Visible: A Critical Approach Building Upon Latino Diversity* with Francisco A. Villarruel; *Educational Qualitative Research in Latin America: The Struggle for a New Paradigm*, with Gary L. Anderson; and *Latinos in a Changing Society* with Edwin Meléndez, in press.

Jane E. Neapolitan (Ed.D., Columbia University) is Chair of the Professional Development School Research SIG. As researcher and

teacher educator at Towson University, she knows PDS work from the “inside out.” She served as research liaison for NCATE’s PDS Standards Project and team leader for Maryland’s PDS Standards Project. Her scholarly work addresses “closing the PDS research gap” for ensuring best research practices within partnerships. In 2005, she directed an AERA Professional Development Workshop that introduced guidelines for designing research compatible with developmental stages of PDSs. Her most recent book is *Where Do We Go from Here? Issues in the Sustainability of Professional Development School Partnerships* (Peter Lang, 2006).

Lynne R. Schrum (Ph.D., University of Oregon) is a Professor and Chair of the Department of Teaching and Learning at the University of Utah. She is currently Secretary/Treasurer of the Technology as an Agent of Change for Teaching and Learning SIG. Her research and teaching focus on teacher preparation, appropriate uses of information technology, and online and distance learning. She has written three books and numerous articles on these subjects. Lynne is the Past-President of the International Society for Technology in Education and currently is the Editor of the *Journal of Research on Technology in Education* (2002–2008).