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## DEPARTMENT OF TEACHING AND LEARNING

### Associate or Full Professor, Tenured CHILDHOOD EDUCATION

The Department of Teaching and Learning includes undergraduate, graduate, and doctoral work in many fields of education, with programs in Special Education, Literacy, Early Childhood (birth-2nd grade), Childhood (1st-6th grade), English, Social Studies, Science, and Mathematics Education. The Department seeks an individual with scholarly interests and expertise in teacher education program development at the elementary level, with a focus on a disciplinary content area.

**Responsibilities:** Provide leadership to undergraduate and graduate Childhood Education programs; conduct research in the area of elementary teacher preparation; teach doctoral, masters, and undergraduate courses; advise students; and seek external funding.

**Qualifications:** Earned doctorate in education or related field; established record of research; experience with funded projects; commitment to excellence in teaching. Preference will be given to candidates with expertise in social studies, literacy, science, mathematics, or instructional technology; experience in teacher certification program design and management; a research focus in or related to teacher preparation programming.

Please send letter of interest, curriculum vitae, and five references to: **Professor Susan Kirch, Department of Teaching and Learning, NYU, Steinhardt School of Culture, Education and Human Development, 239 Greene Street, Suite 200, New York, NY 10003-4716.** Review of applications will begin **November 1, 2008**, and will continue until the search is completed.

# NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

NYU is an Equal Opportunity Employer and is committed to building a culturally diverse educational environment.

## graduate school in child development erikson institute

### OPENINGS IN APPLIED INFANT DEVELOPMENT, EARLY CHILDHOOD SPECIAL EDUCATION, AND CHILD DEVELOPMENT AND SOCIAL POLICY

Erikson Institute, an independent graduate school and research center located in Chicago, is seeking two tenure track assistant or associate professors as well as a non-tenure track research scientist in the following areas:

#### FACULTY POSITIONS

- **Applied Infant Development (Birth to Age 3)**
- **Early Childhood Special Education (Birth to Age 8)**

#### RESEARCH SCIENTIST POSITION

- **Research Scientist, Herr Research Center for Children and Social Policy**

For complete job descriptions, please go to [www.erikson.edu/jobs](http://www.erikson.edu/jobs).

**Erikson Institute**, founded in 1966 with a strong commitment to social justice, is one of the nation's preeminent graduate schools in child development. Its mission is to prepare committed professionals at the master's and doctoral level to work in classrooms, social service, policy, and research settings in order to increase our knowledge about and improve the lives of children and families. For more information about Erikson and our new campus, visit [www.erikson.edu](http://www.erikson.edu).

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## Vanderbilt University's Peabody College Science Education

The Department of Teaching and Learning of Peabody College at Vanderbilt University invites applications for an **open rank tenure-track position** in science education, beginning fall 2009.

The Department seeks individuals with strong research programs or the clear potential for one that focuses on the learning and teaching of science and/or engineering. The Department prefers individuals with research interests that focus on one or more of the following: development of disciplinary practices and concepts, the design of innovative learning environments, modeling and argumentation, epistemology and the nature of science. Applicants for the positions at a junior level should have an earned doctorate in science or engineering education, the learning sciences, or a related field; extensive experience in pre-college classrooms, either as a researcher or as a teacher; a demonstrated commitment to teaching; and the promise of a strong research program. Applicants for the positions at a senior level should also have an established record of external funding and mentoring of graduate students. Although applicants' research interests might be diverse, they should have the expertise and science/engineering background necessary to contribute to the conceptualization and development of an innovative teacher education program at either the elementary or secondary level. The Peabody environment is one in which collaboration is highly valued and in which there are many opportunities to work with faculty with interests in other program areas. The successful applicants will teach graduate and undergraduate courses and advise students. Applications will be reviewed beginning November 16, 2008, and will continue until the position is filled.

Please send a letter of interest, no more than two publications (or manuscripts in progress), current vita, and arrange for three referees to send letters of reference to: Rich Lehrer, Chair, Science Education Search Committee; Peabody College Box 330; Vanderbilt University; Nashville, TN 37203. Inquiries should be sent to [rich.lehrer@vanderbilt.edu](mailto:rich.lehrer@vanderbilt.edu). Prospective applicants are encouraged to visit the Vanderbilt Peabody College website at <http://peabody.vanderbilt.edu/>.

Vanderbilt University is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans and Disabilities Act.

## Vanderbilt University's Peabody College Elementary Education with Content Emphasis and Program Director

The Department of Teaching and Learning of Peabody College at Vanderbilt University invites applications for the position of professor of the practice of education and Director of Elementary Education. This is an open rank, multiyear, non-tenure line appointment beginning fall 2009.

The Department seeks to attract a candidate who can provide intellectual leadership for its master's and undergraduate elementary teacher education programs. Applicants should have an earned doctorate in elementary education, teacher education, or a related content field (especially mathematics or reading), as well as teaching experience at the elementary level and a demonstrated commitment to teaching and teacher education. The successful applicant will work with both practice and tenure-line faculty, as well as lecturers, instructors, and adjuncts, to ensure that elementary teacher education courses, seminars and field-based experiences build developmentally; are grounded in current research on student and teacher learning and curriculum; and are aligned with state and professional licensure requirements. Additional responsibilities include teaching content specific foundations and/or methods courses, developing a cadre of university supervisors and cooperating teachers who have a shared vision of high-quality elementary instruction, developing connections with school district administrators, overseeing field placements and supervision, and ongoing evaluation and improvement of the elementary teacher education program (documenting such work for accreditation). The successful applicant will be expected to engage in the scholarship of teaching practice, the products of which might include video-cases of elementary teaching and learning, a library of student work, resources to support the development of supervisors, and methods for documenting the effects of programs on prospective teachers' classroom practices. Applicants for the position at a senior level should have an established record of influencing teacher education practices and policies at the state or national levels. Applicants for the position at a junior level should have the promise of a strong program of scholarly work that is likely to be influential at the state or national levels.

Review of applications is ongoing and will continue until the position is filled. Please send a letter of interest, current vita, two products grounded in the scholarship of practice; and arrange for three referees to send letters of reference to: Dr. Marcy Singer-Gabella, Chair, Elementary Director Search Committee; Peabody College Box 330; Vanderbilt University; Nashville, TN 37203. Inquiries should be sent to [m.singer-gabella@vanderbilt.edu](mailto:m.singer-gabella@vanderbilt.edu). Prospective applicants are encouraged to visit the Vanderbilt Peabody College website at <http://peabody.vanderbilt.edu/>.

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## Vanderbilt University's Peabody College of Education and Human Development

The Department of Teaching and Learning of Peabody College at Vanderbilt University invites applications for a faculty position at the level of assistant or associate professor in diversity and urban studies, beginning fall 2009.

The Department seeks individuals with a strong research program that focuses on the teaching and learning of children from racially, linguistically and culturally diverse backgrounds in the context of urban education. Candidates at the Associate level must have a record of funded research and those at the assistant level must demonstrate evidence of potential for attracting funding. The candidate will be expected to contribute to a program in Diversity and Urban Education in the United States and to other graduate training efforts, with qualitative research methods being one area of special interest. We seek candidates with interest in schools, student learning, and ways to provide more equitable and effective instruction to students from non-dominant groups. Candidates whose research relates out-of-school learning environments and experiences to students' in-school experiences and learning will also be considered.

The Peabody environment is one in which collaboration is highly valued and in which there are many opportunities to work with faculty with interests in other program areas. The successful applicant will contribute to the development of a new Learning, Diversity, and Urban Studies Program, teach undergraduate and graduate courses, and advise students. Applicants should have an earned doctorate in a related field, such as Urban Education, Multicultural Education, Bilingual Education, Cultural Studies, Qualitative Research Methodology, or one of the subject matter areas represented within our department with a strong emphasis on diversity and urban education. Ideally applicants also will have engaged in field-based research or have classroom teaching or other instructional experiences in community-based organizations or learning communities.

The search committee will begin reviewing applications on December 1, 2008, and continue until the position is filled. Applicants should send an electronic copy of a letter of interest, curriculum vitae, and the names and contact information of three people who can provide references to Sandra L. Uti [sandra.uti@Vanderbilt.Edu]. In addition, applicants should mail a sample of two-to-three publications (or manuscripts in progress) to Sandra L. Uti, Department of Teaching and Learning, Vanderbilt University, Peabody College Box 230, Nashville, TN 37203. Inquiries should be directed to Professor Robert Jimenez at robert.jimenez@vanderbilt.edu.

Prospective applicants are encouraged to visit the Peabody College of Vanderbilt University website at <http://www.peabody.vanderbilt.edu/peabody/>.

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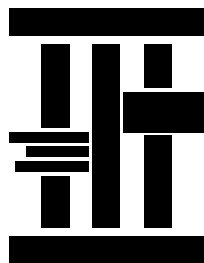
## Helen F. Ladd Delivers Spencer Foundation Lecture in Education Policy and Management

Association for Public Policy Analysis and Management (APPAM) congratulates Helen F. (Sunny) Ladd (Sanford Institute, Duke University) as the second biennial recipient of the Spencer Foundation Lecture in Education Policy and Management. On Thursday, November 8, 2007, Ladd delivered the lecture, "Holding Schools Accountable Revisited," at the 29<sup>th</sup> Annual APPAM Fall Research Conference in Washington, DC.

The complete text of Ladd's lecture is now available on the APPAM website at

**<http://www.appam.org/awards/spencer.asp>**

Funding for the award comes from the Spencer Foundation, created by Lyle M. Spencer in 1962 to "investigate ways in which education, broadly conceived, can be improved around the world." For more information on the Spencer Foundation, please visit <http://www.spencer.org>.



Founded in 1979, APPAM is a multidisciplinary research and educational association with 2000 individual members and 105 institutional members. APPAM sponsors the *Journal of Policy Analysis and Management*, an annual research conference, a dissertation award, and other special programs and activities.

**APPAM will be seeking nominations for the 2009 Spencer Lecture. Please visit our website for details.**


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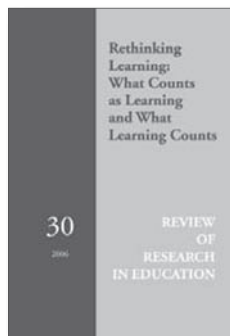
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## Review of Research in Education, Volume 30

Rethinking Learning:  
What Counts as Learning  
and What Learning Counts

Edited by  
Judith Green, University of  
California, Santa Barbara  
Allan Luke, Queensland University  
of Technology

This volume provides a rich and diverse body of scholarship that enables readers to explore what counts as learning and how definitions and understandings of learning are being shaped and reshaped by teachers, learners, and policymakers as well as researchers and educational theorists.



## Review of Research in Education, Volume 31

Difference, Diversity, and  
Distinctiveness in Education  
and Learning

Edited by  
Laurence Parker, University of  
Illinois at Urbana-Champaign

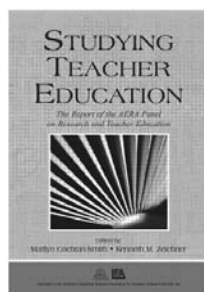
This volume digs into recent salient research that examines learning contexts within critical literacy, scientific literacy, and teacher education, and highlights the importance of leveraging current research to explore ways in which education institutions can structure positive learning environments for diverse students.

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## ***Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education***

Edited by Marilyn Cochran-Smith, *Boston College*, and  
Kenneth M. Zeichner, *University of Wisconsin, Madison*

*"A must-read for serious scholars, educators, and those who seek to improve the quality of teaching in American schools."*

—Lorrie A. Shepard, University of Colorado, Boulder



This 2005 volume, published by Lawrence Erlbaum Associates, Inc., on behalf of AERA, synthesizes and assesses existing research on teacher education, as well as providing a rigorous and even-handed analysis of the weight of the evidence about the impact of teacher education and pre-service education. For complete details and secure ordering, visit <http://www.routledge.com> or log in to the member portal at [www.aera.net](http://www.aera.net)



## What Counts as Knowledge in Educational Settings: Disciplinary Knowledge, Assessment, and Curriculum Review of Research in Education, Volume 32

Edited by

**Gregory J. Kelly**, *Pennsylvania State University*

**Allan Luke**, *Queensland University of Technology*

**Judith Green**, *University of California, Santa Barbara*

This volume provides readers with multiple interpretations of how changing views of knowledge across educational contexts shape curricular decisions, learning opportunities, and theories of teaching. The chapters situate various interpretations of knowledge in historical, political, and policy contexts and examine the relevance of these interpretations for education.

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