

## NAEd/Spencer Fellows Meet With Policy and Funding Leaders at Spring Retreat

NAEd/Spencer Postdoctoral Fellows had the opportunity to build connections with policy and funding leaders based in Washington, DC, at the 2006 Spring Fellows Retreat held on March 23-25, 2006 at the Keck Center of the National Academies. Fellows participated in sessions organized around the topics: *Conceptualizing Research and Making One's Research Programmatic*; *Framing Your Work to Have Impact*; and *How to Get*



**Janice Earle, Senior Program Director, NSF, shares advice on grant funding at the 2006 Spring Fellows Retreat in DC.**

*Funding and Support.* Guest panelists representing the following organizations joined the fellows: Bella Rosenberg, *American Federation of Teachers*; Debra Viadero, *Education Week*; Valerie Maholmes, *National Institute for Child Health & Human Development*, Janice Earle, *National Science Foundation*, Elizabeth Albro, *US Department of Education*, and Wilsonia Cherry, *National Endowment for the Humanities*. The retreat also offered time for fellows to discuss their research in small groups,

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**The conversation continues with Elizabeth Albro, Education Research Analyst, IES, and Valerie Maholmes, Program Director, Social and Affective Development, NICHD.**

## Celebrating 20 Years 2006 Postdoc Fellows Named

The National Academy of Education/Spencer Postdoctoral Fellowship Program is celebrating its 20th Anniversary in 2006! Since 1986, the fellowship has nourished the early career development of more than 500 scholars working in critical areas of education. A special reception celebrating the program, and its fellows, will be held at the 2006 annual meeting in Boulder, CO.

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## Strengthening the Education Research Doctorate

We said we were moving to Washington so that NAEd could become more active and visible. I have space here to tell you about only one of several new initiatives that address this goal: A Pilot Assessment of Education Research Doctorate Programs.

This spring, at universities all over the country, work is beginning on the National Research Council's Assessment of Research Doctorate Programs. This assessment, like earlier studies in 1983 and 1995, is intended to "help universities improve their doctoral programs through benchmarking" and to "benefit the nation's research capacity by improving the quality of doctoral programs and their students." Doctoral programs in more than 50 fields in the life sciences, arts and humanities, physical sciences, mathematics and engineering, and the social and behavioral sciences will be evaluated. Education is not included.

In February, AERA and NAEd were invited to present our case to the NRC Taxonomy Committee as to why education research should be included as a research doctorate field. AERA's Executive Director, Felice Levine, Jerry Sroufe, Katherine Rosich, and I prepared a report documenting the strength of the education research infrastructure. We met NRC's quantitative criteria of 500 PhDs in 5 years and a minimum of 25 institutions. We also presented data showing federal research and development expenditures in education at AAU institutions, contributions of education researchers to NRC committees, and the journal infrastructure. We noted that educational researchers have made significant methodological contributions relied upon by the other social sciences: meta-analysis, hierarchical linear modeling, large-scale assessment, test validity, item-response theory, program evaluation, and, most recently, mixed methods.

Our arguments were rejected. Education was not included in the taxonomy primarily because the committee feared that institutions would not be able to tell which of their education PhD programs

were research programs. Currently medical schools and psychology departments self identify which are their research PhD programs versus their clinical programs, but somehow this was thought not to work for education. My argument was that misidentification would be self correcting, i.e., poor evaluations would likely result if Ed. schools tried to say that all their PhD programs were research programs. But, this might be a bit too flippant as the foundation for a serious investigation.



**Lorrie A. Shepard**

The AERA Council and NAEd Board have agreed to develop a proposal and seek funding to conduct a pilot NRC-like assessment of education research doctoral programs in a sample of 20-40 institutions. The NRC Committee has agreed to share instrumentation with us. Before taking this on, the Council and Board considered the possible negative consequences of seeking to be a part of the NRC assessment. Teaching to the test can be just as foolish in graduate school as in K-12. However, the NRC methodology is better than K-12 accountability systems and will be improved this time by eliminating reputational ratings and focusing less on institutional rankings.

We decided to go forward because we believe in the basic premise, that education research doctoral programs will be improved by a systematic effort to study them. We also believe that examining feasibility and eventually being included in the official NRC survey are part of taking our rightful place on campuses where Provosts look to the external NRC assessments to certify the talents and productivity of their departments and colleges. We know that accreditation reports are disdained with good reason, so we think we should have a say in developing more appropriate assessment tools. Your advice and participation are encouraged.

### *A Pilot Assessment of Education Research Doctorate Programs*

## National Academy of Education Board of Directors

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## Three Outstanding Scholars Elected to the National Academy of Education

Two new US members and one foreign associate were nominated and elected into the National Academy of Education in 2006 for their pioneering efforts in educational research and policy development:

**Eric A. Hanushek** is known for his expertise on educational policy, specializing in economics and education. Dr. Hanushek is the Paul and Jean Hanna Senior Fellow at the Hoover Institution of Stanford University. He is also chairman of the Executive Committee for the Texas Schools Project at the University of Texas at Dallas, a research associate of the National Bureau of Economic Research, and a member of the Koret Task Force on K-12 Education. He serves as a member of the National Board for Education Sciences. His on-going research spans a number of the most important areas of education policy including the impacts of high stakes accountability and of class size reduction and the importance of teacher quality. His books include *Courting Failure*, *Handbook on the Economics of Education*, *The Economics of Schooling and School Quality*, *Improving America's Schools*, *Making Schools Work*, *Educational Performance of the Poor*, *Improving Information for Social Policy Decisions*, *Statistical Methods for Social Scientists*, and *Education and Race*. He was awarded the Fordham Prize for Distinguished Scholarship in 2004. He is a Distinguished Graduate of the United States Air Force Academy, and completed his Ph.D. in Economics at the Massachusetts Institute of Technology.

**William H. Schmidt** has had significant impact on national and international education policy and research primarily through his work on international comparison of educational achievement. Dr. Schmidt earned his Ph.D. from the University of Chicago in psychometrics and applied statistics. He carries the title of University Distinguished Professor at Michigan State University and is currently Co-Director of the Education Policy Center, Co-Director of the US China Center for Research and Co-Director of the NSF PROM/SE project. Previously he served as National Research Coordinator and Executive Director of the US National Center which oversaw participation of the United States in the IEA sponsored Third International Mathematics and Science Study (TIMSS). He has published in numerous journals including the Journal of the American Statistical Association, Journal of Educational Statistics, and the Journal of Educational Measurement. He has co-authored seven books including *Why Schools Matter*. 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.

**Sidney Strauss'** contributions to education research are widely known, particularly in the area of cognitive psychology. Dr. Strauss is Branco Weiss Professor of Research in Child Development and Education and Chair of the Department of Education at Tel Aviv University. He has a doctorate in educational science from the University of California at Berkeley. Recent publications include: *Teaching as a natural cognitive ability: Implications for classroom practice and teacher education* and *The development of children's teaching*. His main research interests are the development of teaching skills among children; adults' mental models of learning; and the minds of children as reflected in how adults express themselves with respect to teaching. He has been the chief scientist of the Ministry of Education since September 2005. ■

## New Member Nominations

As we work to increase the contributions and visibility of the National Academy of Education, it is essential that we grow our membership. To ensure a broad representation of the most distinguished scholars and leaders in education, the NAE Board unanimously approved the formation of a standing committee to review and strengthen the new member

*“Encouraging nominations for missing leaders and areas of expertise currently underrepresented”*

nomination guidelines and to solicit stronger nominations from the NAE membership. The committee is also charged with encouraging nominations for missing leaders and for areas of expertise that are currently underrepresented among the organization's membership.

*To move the nomination process forward, each NAE member is asked to review the list of current NAE members (available at [www.naeducation.org](http://www.naeducation.org)), identify which leaders in their field are missing from our ranks, and to take the lead in nominating these missing colleagues for membership.*

Nomination materials, including criteria and procedures, were distributed to Academy members in early May. If you have not received your materials, please contact Jennifer Tinch at [jtinch@naeducation.org](mailto:jtinch@naeducation.org) or at 202-334-2341. To complete the nomination, you will need to provide a current CV, a nominating statement of 400 to 800 words, two letters of endorsement from other NAE members, and one article or book chapter that best exemplifies the nominee's work. A list of our membership is available at [www.naeducation.org](http://www.naeducation.org).

Please remember that this process is confidential. Election to the NAE is not guaranteed even when we have taken active steps to invite nominations.

## Special Thanks to 2005 Annual Fund Contributors

NAEd would like to extend its warm appreciation to the following members who have contributed a total of \$11,155.00 to the annual fund in 2005:

Bruce Alberts	Ellen Condliffe Lagemann
James A. Banks	Robert Linn
David Berliner	Judith Warren Little
Charles E. Bidwell	Wilbert J. McKeachie
John Brademas	Michael S. McPherson
Jere Brophy	Hugh Mehan
Burton R. Clark	Richard J. Murnane
Paul Cobb	Nel Noddings
K. Patricia Cross	Jeannie Oakes
Erik DeCorte	Michael Olivas
Andrea A. DiSessa	Roy D. Pea
John H. Fischer	David Pearson
Susan H. Fuhrman	Denis Phillips
Adam Gamoran	Andrew C. Porter
Howard E. Gardner	Thomas A. Romberg
Robert Glaser	Frederick Rudolph
Gene V. Glass	Manabu Sato
John Goodlad	Israel Scheffler
Patricia A. Graham	Alan Schoenfeld
Edward H. Haertel	Richard J. Shavelson
Kenju Hakuta	Catherine Snow
Maureen Hallinan	The Spencer Foundation Matching Gifts Program
Paul W. Holland	Julian C. Stanley (deceased)
H. Thomas James	Clifton R. Wharton, Jr.
Susan Moore Johnson	
Michael B. Katz	
James A. Kelly	

We hope that all members will consider a tax-deductible gift to the fund in 2006 to support the continuing activities and efforts of the Academy.

## Meier and Ravitch Discuss the Impact of *No Child Left Behind*

National Academy of Education members Deborah Meier and Diane Ravitch discussed the impact of *No Child Left Behind* at a special town hall forum hosted by the New York University Steinhardt School of Education on April 24, 2006. Pedro Nogueira served as moderator for this event jointly sponsored by the National Academy of Education, National Society for the Study of Education, Association of Teacher Educators and Kappa Delta Pi. In 2006, NCLB forums were also held at The Association for Teacher Educators Conference in Atlanta (2/18/06) and at the University of Missouri (3/4/06). It is hoped that these forums will gather additional information regarding the benefits and challenges of the NCLB law—both what is working and what needs improvement.

At the New York NCLB forum, and in a subsequent column appearing in the May 24th addition of *Education Week*, Meier and Ravitch found themselves agreeing on many problems that have been generated by local and state testing. Although often known for holding differing views on educational issues, both have been dismayed by how the culture of testing has narrowed and hampered good instruction in many urban districts such as New York City. They also shared a concern that the tactics used by schools to improve their testing results have led to bloated claims and misleading test data. In addition, Meier and Ravitch suggested that the public needs better information regarding student achievement outcomes.

Although they shared many similar goals such as high quality instruction for all students and preparing students for citizenship in a participatory democracy, Meier and Ravitch still differed on how curriculum and instruction should be developed and implemented. Ravitch preferred a national curriculum with national examinations, and Meier preferred smaller schools where curriculum decisions and assessments are controlled at the local level. They feared, however, that many urban students are getting the worst of both of these approaches. ■

## DC Spring Retreat

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and to present research findings. Fellow presentations were made by: Dor Abrahamson, University of California, Berkeley – *The Odds of Understanding the Law of Large Numbers: A Design for Grounding Intuitive Probability in Combinatorial Analysis*; Begoña Echeverria, University of California, Riverside – *Revitalizing Basque: Does Gender Make a Difference*; Amanda Godley, University of Pittsburgh – *Implementing Problem-posing Grammar Instruction in Urban High schools*; and Eric Grodsky, University of California, Davis – *Perverse Openness or Virtuous Cycle? The Future and Racial and Ethnic Education Stratification*. NAEd would like to thank the panelists and session leaders for their generous participation, including NAEd members Susan Moore Johnson, Judith Warren Little, Hugh Mehan, William Reese, Lorrie Shepard, Marcelo Suárez-Orozco, and former fellow Stanley Trent (1997). ■

# Celebrating Twenty Years

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The Academy is pleased to announce twenty new postdoctoral fellows who will begin their fellowships in September 2006. Their names, institutional affiliations at the time of award, and project titles are listed below:

**Eileen Anderson-Fye**, Case Western Reserve University  
*Cultural Change, Mental Health & Academic Achievement*

**Douglas Clark**, Arizona State University  
*International Analysis of Students' Knowledge Structure Coherence*

**Joseph Crespino**, Emory University  
*American Kulturkampf: Evangelical Christian Schools and Modern Conservatism*

**Jimmy de la Torre**, Rutgers, The State University of New Jersey  
*Designing Assessment to Support Learning: A New Approach to Test Construction and Analysis*

**Sara Goldrick-Rab**, University of Wisconsin-Madison  
*Investigating the Postsecondary Transitions of Urban Public School Students*

**Nora Gordon**, University of California at San Diego  
*Competition for Contracts with Public Schools and Districts: How Much is There, and Does It Matter for Students?*

**J. Matthew Hartley**, University of Pennsylvania  
*Advancing the Civic Purposes of Higher Education: An Examination of an Educational Reform Movement*

**Wendy Hogle**, New York University  
*Building Family-School Connections: Modeling Pathways to Children's Educational Outcomes*

**Guanglei Hong**, University of Toronto  
*Treatment Effect Estimation in Cluster Randomized Experiments in the Presence of Partial Implementation*

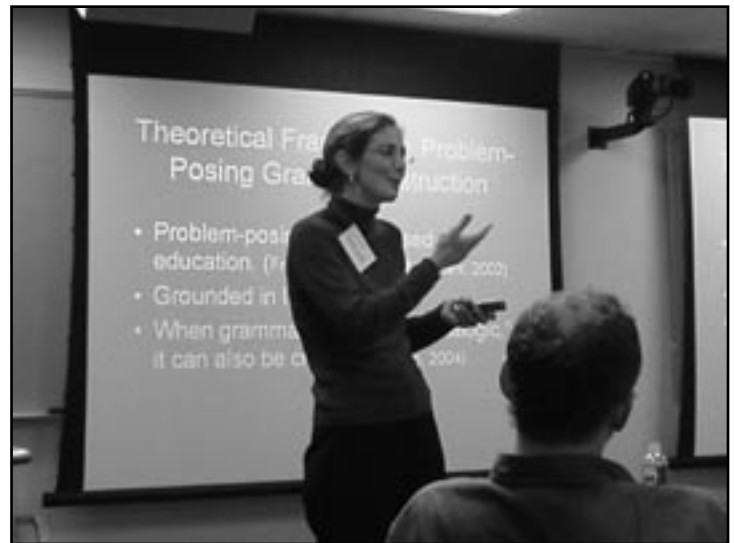
**Robert Kunzman**, Indiana University  
*Religion, Home Schooling, and Civic Education: Implications for American Democracy*

**WanShun Eva Lam**, Northwestern University  
*The Role of Transnational Digital Communication in Adolescent Immigrants' Language, Literacy and Identity Development*

**Katherine Magnuson**, University of Wisconsin - Madison  
*Going Back to School: Do Children Benefit When Mothers Obtain Additional Education?*

**Patrick McEwan**, Wellesley College  
*The Educational Impact of Large-Scale School Feeding Programs*

**Margaret Nash**, University of California, Riverside  
*Higher Education for Women and the Formation of Gender, Class and Race Identity in the US, 1840-1875*



**2005 Fellow Amanda Godley presents research findings at the Spring Fellows Retreat in Washington, DC.**

**Alina Reznitskaya**, Montclair State University  
*Student Thought and Classroom Language: Investigating the Connection*

**Aaron Saiger**, Fordham University School of Law  
*Reimagining Educational Localism: Periodic Redistricting of Public Schools*

**Beth Samuelson**, Central Michigan University  
*Narratives of Educational Reform in Rwandan Secondary Schools*

**Kim Warren**, University of Kansas  
*Education for Citizenship: African-Americans and Native Americans*

**Tonya Wolford**, University of Pennsylvania  
*The Effect of Spanish Fluency and Syntactic Processing on Reading In English*

**Xiaogang Wu**, Hong Kong University of Science and Technology  
*The Household Registration System and Educational Attainment in China: A Casual Analysis*

Thank you to the fellowship selection committee members for all of your hard work and dedication to the program. – **Judith Warren Little** (past chair), **William Reese** (chair), **Paul Cobb**, **Andrea diSessa**, **Jacquelynne Eccles**, **Adam Gamoran**, **Gloria Ladson-Billings**, **Roy Pea**, **P. David Pearson**, and **Judith Singer**.

NAEd encourages members and former fellows to help us to continue to build awareness for the NAEd/Spencer Postdoctoral Fellowship Program. Please visit our website for additional details—<http://www.naeducation.org>.

The deadline for the 2007-2008 academic year is November 10, 2006. ■

# ACADEMY NOTABLES

## NAEd Members News

Academy members report the following recent achievements.

**James A. Banks** is a Spencer Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford for the 2005-2006 academic year. His work at the Center is focusing on "Diversity and Citizenship Education in Multicultural Nation States." Routledge has recently published his book, *Race, Culture, and Education: The Selected Works of James A. Banks*. The book is published in the "World Library of Educationalists" series. Banks will receive an honorary doctorate from Grinnell College in Iowa in May 2006.

**Jere Brophy** wrote the chapter on the history of research on classroom management and edited the section on theory in *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*.

**Michael Cole** was selected as the recipient of the American Psychological Association (APA) 2006 Award for Distinguished Contributions to the International Advancement of Psychology. He received this award in recognition of his sustained and enduring contributions to international cooperation and advancement of knowledge in psychology.

**Allan Collins** will be featured in an upcoming book by Les Arènes Editions (Paris) that recounts the life and work of the most eminent living psychologists of the 20th century. The goal of the book is to present the public with the men and women whose great work and dedication have markedly influenced the field of psychology. Each chapter will introduce one eminent psychologist detailing the experience(s) that has played a role in the development of his/her research interests, a description of his/her research and how it has impacted the evolution of modern psychology, and an interview. Collins notes this is the greatest honor in his career.

**Gil Conchas** announces the publication of his book *The Color of Success: Race and High-Achieving Urban Youth*.

**Erik De Corte** co-authored (with L. Verschaffel) a chapter entitled "Mathematical Thinking and Learning" for the 6th edition of the *Handbook of Child Psychology. Volume 4: Child Psychology and Practice*.

**Kieran Egan** published a new book entitled *Teaching Literacy: Engaging the Imagination of New Readers and Writers*.

**Frederick Erickson's** recent book *Talk and Social Theory: Ecologies of Speaking and Listening in Everyday Life* won an American Educational Research Association (AERA) Outstanding Book Award for 2005, presented at the 2005 annual meeting of AERA. In 2006-2007 Erickson will return as a residential fellow to the Center for Advanced Study in the Behavioral Sciences at Stanford, where he was a fellow in 1998-1999.

**Susan Fuhrman** was named President of Teacher's College.

**Howard Gardner** has been elected as a member of the American Philosophical Society.

**Gene V. Glass** received AERA's Distinguished Contributions to Research in Education Award for his extraordinary scholarship in promoting powerful uses of research. A past AERA president, Glass was cited for providing the education research community "...with significant methodological tools for more than 40 years." He delivered his award speech at the 2006 AERA Annual Meeting in San Francisco almost thirty years to the day after his AERA Presidential Address in the same city.

**Pat Graham** has a new book entitled *Schooling America*, (NY: Oxford University Press, 2005), and will receive an honorary degree (LLD) this June from DePaul University in Chicago.

**Jurgen Herbst** published one essay "The Yale Report of 1828" in the *International Journal of the Classical Tradition*; and one book *School Choice and School Governance: A Historical Study of the United States and Germany* (New York: PalgraveMacmillan, 2006).

**George Hillocks, Jr.** received the 2004 Distinguished Service Award from the National Council of Teachers of English.

**Michael Katz** published "The New African American Inequality" in the *Journal of American History*, June 2005 (with M. J. Stern and J. J. Fader); "Women and the Paradox of Economic Inequality in Twentieth-Century America," in the *Journal of Social History*, Fall 2005; and "One Nation Divisible: What America Was and What It Is Becoming" (Russell Sage Foundation, 2006) (with

Stern). Katz also received the Binkeley-Stephenson Award from the Organization of American Historians for best article in *Journal of American History* in 2005, and is president of the Urban History Association.

**Nel Noddings** received two honorary doctorates: Doctor of Laws, Queen's University, Canada and Doctor of Letters, Montclair State University. She also published a new book *Critical Lessons: What Our Schools Should Teach* (Cambridge U. Press, 2006).

**Jeannie Oakes** published *Learning Power: Organizing for Education and Justice* (with J. Rogers) (Teachers College Press, April 2006). With a mix of social theory, compelling stories, and powerful images, *Learning Power* calls for radical change through radical democratic means. It begins with John Dewey's later work, arguing that democracy depends on public engagement, social inquiry, civic participation, and empowerment. Using data from a set of "social design experiments," it also documents how activist young people, teachers, parents and grassroots community organizations use inquiry and social movement organizing strategies as they fight for better schools in some of the nation's worst-off neighborhoods of color.

**Annemarie Sullivan Palinscar** received the Oscar Causey Award for Outstanding Contributions to Reading Research, from the National Reading Conference at their annual meeting in December 2005. She was also named an Arthur F. Thurnau professor at the University of Michigan in recognition for her contributions to undergraduate education at the University of Michigan.

**Roy Pea** received the 2005-2006 IBM Faculty Research Award. His recent publications include: *Video Research in the Learning Sciences* (with R. Goldman, B. Barron and S. Derry), (this volume containing 34 chapters is the first on this topic to be published); *Video Workflow in the Learning Sciences: Prospects of Emerging Technologies for Augmenting Work Practices* (with E. Hoffert) to appear in *Video Research in the Learning Sciences*; *WILD for Learning: Interacting Through New Computing Devices Anytime, Anywhere* (with H. Maldonado) and "Foundations and Opportunities for an Interdisciplinary Science of Learning" (with J.D. Bransford et al.) in *The Cambridge Handbook of the Learning Sciences*; "Learning Theories and Education: Toward a Decade of Synergy" (with Bransford et al.) in *Handbook of Educational Psychology, 2nd edition*; *Video-as-data and Digital Video Ma-*

nipulation Techniques for Transforming Learning Sciences Research, Education and Other Cultural Practices to appear in *International Handbook of Virtual Learning Environments*; and *Cyberinfrastructure for Education and Learning for the Future: A Vision and Research Agenda* (with S. Ainsworth et al.) Washington DC: Computing Research Association.

**P. David Pearson** received the University of Minnesota's (his doctoral alma mater) Outstanding Achievement Award in May of 2006.

**Alan Schoenfeld's** article in the March 2006 *Educational Researcher* documents federal attempts to suppress scholarship whose implications run counter to current federal policy directions. This parallels stories of federal attempts to suppress scientific research about global warming and sexually transmitted diseases. Is the phenomenon Schoenfeld describes in his article more general? That is, are there other researchers in education who have had their work suppressed? And, will they step forward?

**John Willinsky's** *The Open Access Principle: The Case for Open Access to Research and Scholarship* (MIT Press, 2006) has won the Blackwell's Scholarship Award for 2006 presented by the American Library Association.

## NAEd/Spencer Fellows News

Current and former NAEd/Spencer Postdoctoral Fellows report the following recent achievements.

**Dor Abrahamson** (2005) recently had two papers accepted, to the *International Journal of Computers for Mathematics Learning* and to the *Journal of Statistics Education*. These papers describe Dor's design-based research in mathematics education, including findings from implementations of computer-based interactive learning environments in middle-school classrooms.

**Corinne Alfeld** (2005) has accepted a position as director of research for the Duke University Talent Identification Program to begin in 2007.

**Barbara Applebaum** (1997) was awarded the Meredith Teaching Recognition Award at Syracuse University.

**Ron Astor** (1997) along with his co-authors (M. Khoury-Kassabri et al.) was awarded AERA's Division E's 2006 Distinguished Research Award for the article "The Contribution of Community, Family and School Variables on Student Victimization" in

*American Journal of Community Psychology*. He also published the following chapters: "An Overview of Best Violence Prevention Practices in Schools" (with M. Rosemond et al.) in *School Social Work and Mental Health Worker's Training and Resource Manual*; "The Social Context of Schools: Monitoring and Mapping Student Victimization in Schools;" "Making the Case for an International Perspective on School Violence: Implications for Theory, Research, Policy, and Assessment" and "A National Study of School Violence in Israel: Implications for Theory, Practice, and Policy" (with R. Benbenishty et al.) in the *Handbook of School Violence and School Safety: From Research to Practice*.

**Steven Athanases** (1999) associate professor at University of California, Davis, received the 2005 Award for Distinguished Research in Teacher Education from the Association of Teacher Educators. He and co-recipient Betty Achinstein were honored for their article "Focusing New Teachers on Individual and Low Performing Students: The Centrality of Formative Assessment in the Mentor's Repertoire of Practice" (published in *Teachers College Record*). His co-edited book (with Achinstein), *Mentors in the Making: Developing New Leaders for New Teachers*, was published by Teachers College Press in 2006. Athanases also co-authored "Focusing New Teachers on Diversity and Equity: Toward a Knowledge Base for Mentors" published in *Teaching and Teacher Education*, 2005.

**Hilary Barth** (2003) published "Nonsymbolic Arithmetic in Adults and Young Children" (with K. LaMont et al.) in *Cognition*.

**Katerine Bielaczyc** (2000) is now an associate professor at the National Institute of Education, Singapore. Her 2006 publications include "Designing Social Infrastructure: Critical Issues in Creating Learning Environments with Technology; Shifting Epistemologies: Examining Student Understanding of New Models of Knowledge and Learning" (with P. Blake); "Design Research: Foundational Perspectives, Critical Tensions, and Arenas for Action;" and "Implementation Paths: Supporting the Trajectory Teachers Traverse in Implementing Technology-based Learning Environments in Classroom Practice" (both with **Allan Collins**). Bielaczyc also gave an invited talk on "Schools in the Knowledge Age" at the Ministry of Education, Singapore.

**Mary Brinton** (1987) received a grant from the Spencer Foundation (in their "major grants" category) for the project "The High School-Work Transition in Japan: Its Transformation and Consequences."

**Yuko Goto Butler** (2004) published "Comparative Perspectives Towards Communicative Activities Among Elementary School Teachers in South Korea, Japan, and Taiwan" in *Language Teaching Research*; "Content-based Instruction in Foreign Language Contexts: Considerations for Effective Implementation" in *JALT Journal*; "English in Elementary Schools: Current English Language Education Policies in South Korea, Japan, and Taiwan" in *The Journal of Teaching for Young Learners of English*; "Cognitive Factors in Children's L1 and L2 Reading" (with **Kenji Hakuta**) in *Academic Exchange Quarterly*; and "Current Japanese Reforms in English Language Education: the 2003 'Action Plan'" (with Masakazu Iino) in *Language Planning*. Butler also published a book in Japanese titled "Nihon-no Shogakko Eigo-o Kangaeru- Ajia-no Shiten-karano Kensho-to Teigenn (English Language Education in Japanese Elementary Schools: Analyses and Suggestions Based on East Asian Perspectives).

**David E. Campbell** (2004), assistant professor of political science and fellow of the Institute for Educational Initiatives, delivered the keynote address at the Conference on Social Outcomes of Learning, sponsored by the Organization for Economic Cooperation and Development and held at the Danish University of Education (Copenhagen). Campbell also published "See Jane Run: Women Politicians as Role Models for Adolescents" (with C. Wolbrecht) in *Journal of Politics*.

**Prudence L. Carter** (2003) published the book *Keepin' It Real: School Success Beyond Black and White* (Oxford University Press, New York 2005).

**Mitchell Chang** (2001) was identified in the January 12, 2006 issue of *Diverse: Issues in Higher Education* (formerly *Black Issues in Higher Education*) as one of the year's "Top 10 Emerging Scholars." This is the fourth consecutive year that this publication has identified scholars, and the first year to recognize Asian Pacific Americans.

**Ming Ming Chiu** (1998) won the "Young Researcher" award in Hong Kong. He has invented "a new method for analyzing sequential processes: dynamic multi-level analysis," published in *Small Group Research*. He has also published "Effects of Resources, Inequality, and Privilege Bias on Achievement: Country, School, and Student Level Analyses;" and "Adapting Teacher Interventions to Student Needs During Cooperative Learning: How to Improve Student Problem Solving and Time-on-task," both in the *American Educational Research Journal*.

**Gil Conchas** (2001) published *The Color of Success: Race and High-Achieving Urban Youth*, and was promoted to associate professor with tenure at the University of California, Irvine.

**Michael David-Fox** (1997) received a Humboldt Research Fellowship to spend 2006-2007 in Berlin.

**Gedeon Deák** (1997) was promoted to associate professor in the Department of Cognitive Science and received a research grant from National Alliance for Autism Research (2003-2005), National Science Foundation (NSF) (2005-2008) and Kavli Center (2006-2007). He also published papers in the following: *Advances in Child Development and Behavior*, *Child Development*, *Cognitive Development*, *Cognitive Science Society*, *Developmental Science*, *Infant Behavior and Development*, *Journal of Experimental Child Psychology*, and *Neurocomputing*. In addition, Deák co-organized the International Conferences on Learning and Development 2004-2006 and edited the forthcoming special issue of *Neurocomputing* based on the 2004 meeting.

**Elizabeth DeBray-Pelot** (2005) published *Politics, Ideology, and Education: Federal Policy During the Clinton and Bush Administrations*. She examines the politics of federal education policy through the lens of the most recent reauthorization of the Elementary and Secondary Education Act. Using the epic battle that spanned two Congresses and two presidential administrations, this book illustrates the new dynamics of political interactions and policy formulation as they affect public education issues. To read more about the book or to order a copy, visit <http://store.tcpress.com/0807746673.shtml>.

**Fabienne Doucet** (2002) has two forthcoming papers: "Co-Constructing the Transition to School: Reframing the "Novice" Versus "Expert" Roles of Children, Parents, and Teachers from a Cultural Perspective" (with J. Tudge) in *Advances in Kindergarten Transition* (tentative title); and "A Window Into Different Cultural Worlds: Young Children's Everyday Activities in the United States, Brazil, and Kenya" (with Tudge et al.) in *Target Journal: Child Development* [Special Issue on Race, Ethnicity, and Culture in Child Development].

**E. Margaret Evans** (1998) is co-pi on a four-year NSF grant with the New York Hall of Science: "Life Changes." They will develop a new traveling exhibit and use it to test whether informal museum interventions prepare children to accept the scientific basis of evolution by targeting their intuitive concepts of biological change. Her recent publications include "Museum Visitors'

Understanding of Evolution" (with Spiegel, Gram, & Diamond) in *Museums & Social Issues*; "Teaching and Learning About Evolution" in Diamond, J. (Ed.) *The Virus and the Whale: Explore Evolution in Creatures Small and Large*; "Religious Belief, Scientific Expertise, and Folk Ecology" in *Journal of Cognition and Culture: Studies in the Cognitive Anthropology of Science*; and "Are Dinosaurs the Rule or the Exception? Developing Concepts of Death and Extinction" (both with Poling) in *Cognitive Development*.

**Rosalie Fink's** (1996) book *Why Jane and John Couldn't Read-And How They Learned: A New Look at Striving Readers (Pre-K to Adult)* was published by the International Reading Association (IRA) and was chosen as its April 2006 Book Club Selection. The book, which Fink wrote as part of her NAEed/Spencer postdoctoral project, documents findings from her study of 66 highly successful adults with dyslexia, and was also featured in a recent article in *Reading Today* and a chapter is posted on the IRA website: <http://www.reading.org>.

**Vanessa Fong's** (2004) book *Only Hope: Coming of Age Under China's One-Child Policy* (Stanford University Press 2004), won the 2005 Francis Hsu Book Prize from the Society for East Asian Anthropology.

**Jennifer Fredricks** (2003) was promoted to associate professor of Human Development at Connecticut College. She recently published an article, "Developmental Benefits of Extracurricular Involvement: Do Peer Characteristics Mediate the Link Between Activities and Youth Outcomes" in *Journal of Youth and Adolescence*. She also had an article, "Is Extracurricular Participation Associated with Beneficial Outcomes: Concurrent and Longitudinal Relations?" accepted to *Developmental Psychology*, and an article, "Extracurricular Involvement and Adolescent Adjustment: Impact of Duration, Number of Activities, and Breadth of Participation" accepted to *Applied Developmental Science*.

**Patricia J. Gumpert** (1989), professor of education at Stanford University, is the recipient of the 2006 Exemplary Research Award from Division J (Postsecondary Education) of AERA.

**Neil Heffernan's** (2002) educational software web site, funded by the US Department of Education, Office of Naval Research, and NSF CAREER awards, appeared in *US News and World Report*. The system tutors students while at the same time assesses them and provides feedback to teachers, tracking 100 skills used in 8th grade math. Heffernan has published results in multiple venues. For more information visit <http://www.assistment.org/portal/project/papers/>.

**Elizabeth Henning** (1995) is now distinguished professor of Qualitative Research Methodology at the University of Johannesburg (formerly Rand Afrikaans University). She leads four research projects, with the central focus, "Teacher Development in Ecologies of Practice". These projects are funded by the government of The Netherlands, The South African National Research Foundation, JET Education Services and UNESCO. Henning has also recently been appointed as chair in a UNESCO/UNITWIN project on Values Education. Participating countries are Australia, Brazil, Chile, Columbia, Ghana, Mozambique, Namibia, South Africa, USA and Vietnam. She is the series advisor and principal in the "Finding Your Way..." books in research methodology, published by Van Schaik's Publ in Pretoria. These books use the African context in research and have proved to fill a void for local researchers.

**Frederick M. Hess** (2000) director of education policy studies at the American Enterprise, recently published two new books *Tough Love for Schools: Essays on Competition, Accountability, and Excellence* (AEI 2006); and *No Child Left Behind: A Primer* (Peter Lang 2006). In March, Harvard University released his new policy analysis "A Better Bargain: Overhauling Teacher Collective Bargaining for the 21st Century" at an event keynoted by Massachusetts Governor Mitt Romney.

**Cindy Hmelo-Silver** (1999) published "Understanding Complex Systems: Some Core Challenges" (with R. Azevedo) in *Journal of the Learning Sciences*; and *Collaborative Learning, Reasoning, and Technology* (with A.M. O' Donnell, and G. Erkens).

**Rosalind Horowitz** (1985) received a Distinguished Alumni Award from the University of Minnesota-Twin Cities, College of Education and Human Development for international contributions to the study of children-adolescent's knowledge of oral and written language and literacy development, contributions to the positioning of The University of Texas-San Antonio (UT-SA) as fourth nationally in degrees granted to Hispanics, and was recognized for leadership in the design of UT-SA's research infrastructure. Horowitz was recognized among 100 of 50,000 graduates as part of the College's Centennial Celebration, "Inspiring Minds for a Century, 1905-2005".

**Louise Jennings** (2001) will publish "Toward a Theory of Critical Social Youth Empowerment: An Examination of Youth Empowerment Models" (with D.M Parra-Medina, et al.). in *Journal of Community Practice*.

**Ariel Kalil** (2002) is continuing her work on parental employment and child well-being. Her newest work focuses on children in immigrant families and is funded by a "Changing Faces of America's Children" Young Scholars Award from the Foundation for Child Development. In 2005, Kalil published two articles in the journal *Developmental Psychology*: "Developmental Psychology and Public Policy: Progress and Prospects" and "Maternal Working Conditions and Child Well-being in Welfare-leaving Families." Kalil will be a visiting scholar at the Institute for Policy Research at Northwestern University for the 2006-2007 academic year.

**Tami Katzir's** (2004) publications include "Reading Fluency: The Whole Is More Than the Parts" in *Annals of Dyslexia* (in press) (with M. Wolf et al.); "Bridging Neuroscience and Education: the Case of Reading" (with E.J. Pare-Balagov) in *Educational Psychologist*; and "Imaging Phonology Without Print: Assessing the Neural Correlates of Phonemic Awareness Using fMRI" (with M. Misra and R. Poldrack) in *Neuroimage*.

**Gregory Kelly** (1998), professor of science education at Pennsylvania State University, wrote a foundations chapter entitled, "Epistemology and Educational Research" for the forthcoming *Handbook of Complementary Methods in Education Research*, edited by J. Green, G. Camilli, & P. Elmore; Erlbaum. For more information visit <http://www.erlbaum.com/green>.

**Karina Korostelina** (2003) published the following: "National Identity Formation and Conflict Intensions of Ethnic Minorities" in *The Psychology of Resolving Global Conflicts* [Three Volumes], From War to Peace (Contemporary Psychology); "Interrelations Between National and Ethnic Identity and the Readiness for Conflict Behavior" in *Identity Matters*; and "The Impact of National Identity on Conflict Behavior: Comparative Analysis of Two Ethnic Minorities in Crimea" in *Ethnicity, Ethnic Conflicts, Peace Processes: Comparative Perspectives*. In addition, Korostelina presented "Dealing with Identity Conflicts: Early Warning and Identity Management" and "Interrelations Among Identities and Conflict Intensions of Muslim and Non-Muslim Minorities in Crimea" at the International Studies Association Annual Convention in San Diego. She also is the co-director of the project "Religion and Education in Tajikistan: Toward Tolerant Civic Society" supported by USAID, and "Policy Seminars on Conflicts in Eurasia" supported by the Title VIII Program of the US State Department.

**Matt Lassiter** (2001) recently published a book *The Silent Majority: Suburban Politics in the Sunbelt South* (Princeton, 2006), and an article "The Suburban Origins of 'Color-Blind' Conservatism: Middle-Class Conscientiousness in the Charlotte Busing Crisis," in the *Journal of Urban History*. In addition, he has been selected by the Organization of American Historians for inclusion in Best Articles in American History.

**Gerry LeTendre** (1998) has a new book coming out: *National Differences, Global Similarities World Culture and the Future of Schooling* (with **Dave Baker**, 1986 Fellow). For more information visit [http://www.sup.org/book.cgi?book\\_id=5020%205021](http://www.sup.org/book.cgi?book_id=5020%205021).

**Cynthia Lewis** (2000) published "What's Discourse Got to Do With It?: A Meditation on Critical Discourse Analysis in Literacy Research 'At Last'" in *Research in the Teaching of English*; and "Instant Messaging, Literacies, and Social Identities" (with B. Fabos) in *Reading Research Quarterly*.

**Vivian Louie** (2005) has published "Immigrant Student Populations and the Pipeline to College: Current Considerations and Future Lines of Inquiry" in *Review of Research in Education*. Forthcoming publications include, "Growing Up Ethnic in Transnational Worlds: Identities Among Second-Generation Chinese and Dominicans," in the summer 2006 issue of *Identities*; "Second Generation Pessimism and Optimism: How Chinese and Dominicans Understand Education and Mobility Through Ethnic and Transnational Orientations" in the fall 2006 issue of the *International Migration Review*; and "Who Makes the Transition to College? Why We Should Care, What We Know, and What We Need To Do" in *Teachers College Record*.

**Linda Mabry** (1999) was promoted to full professor this spring, and published a book published by Sage, *Real-World Evaluation* (with M. Bamberger and J. Rugh).

**Victoria-Maria MacDonald** (1993) has moved to the University of Maryland, College Park as visiting associate professor in Education Policy and Leadership.

**Kofi Marfo** (1986) gave the 10th Anniversary Keynote Address at the February 2006 Early Years Conference held in Vancouver, British Columbia. The title of the address was "Overcoming the Challenge of Bridging the Gap Between Advances in Research and the Status of Policy and Practice." In addition, Kofi published "Parental Ratings of Behavioral Adjustment in Two Samples of Adopted Chinese Girls: Age-Related Versus Socio-Emotional Correlated and Predic-

tors (with T. Tan) in the *Journal of Applied Developmental Psychology* (2006, Volume 27). Kofi edited a special issue of the journal, *Zero to Three* on the theme of "Separation and Continuity in the Lives of Infants and Toddlers" (with J. Goldman-Fraser and M. Fernandez). In addition to an introductory article and an epilogue for this special issue, Kofi also co-authored (with Fernandez) a paper titled "Enhancing Infant-Toddler Adjustment During Transitions to Child Care: A Screening and Intervention Tool for Practitioners." In addition, the Center for Research on Children's Development and Learning directed by Kofi at the University of South Florida, held an open house in March 2006 to showcase a new research lab with elaborate technology, a video-conferencing resource, and a cross-disciplinary center affiliated faculty framework following a \$100,000 renovation.

**Mairead MacSweeney** (2004) has a new publication "Lexical and Sentential Processing in British Sign Language" (with in R. Campbell, B. Woll et al.) in *Human Brain Mapping*.

**Heidi Anne Mesmer** (2003) recently received an Oklahoma State Regents of Higher Education, No Child Left Behind grant (\$129,000) with a co-PI. The project entitled, *Teach For Achievement: Data-driven Decision-making in Literacy Instruction* will provide intensive literacy, assessment, and data-based decision-making training to rural school personnel. The focus of the project is improving reading interventions for struggling learners.

**Jeffrey Ayala Milligan** (2000) has been awarded tenure and promotion to associate professor in the Department of Educational Leadership and Policy Studies at Florida State University, and has been awarded a Fulbright Fellowship to research Islamic educational philosophies and lecture on church-state relations in US education in Malaysia.

**Sharon Nelson-Barber** (1986) received further support from the National Science Foundation to extend her current study of context, culture and STEM education in indigenous settings to include communities in a range of island nations and territories of the Pacific.

**John Nieto-Phillips** (2003), associate professor of History and Latino Studies at Indiana University, has been appointed associate editor of the *Journal of American History*, effective August, 2006. He is also the recipient of a "New Frontiers in the Humanities" grant to study shifting representations of Latinos in US print media, 1890s-1940s.

**Laura Novick** (1990) will give the keynote address at the Fourth International Conference on the Theory and Application of Diagrams on her publication: *The Importance of Both Diagrammatic Conventions and Domain-specific Knowledge for Diagram Literacy in Science: The Hierarchy as an Illustrative Case*.

**Yoshiko Nozaki** (2001) will be a recipient of Dr. Nuala McGann Drescher Leave Program Award for the period of August 2006 through December 2006. Her co-edited book, *Struggles Over Difference: Curriculum, Texts, and Pedagogy in the Asia-Pacific* (with R. Openshaw and A. Luke) won an AERA Division B Outstanding Book Award (for books published in 2004 and 2005).

**Lourdes Ortega** (2003) has been appointed to a 6-year term as editor of the Language Learning Monograph Series (Blackwell). Her main publication this year is *Synthesizing Research on Language Learning and Teaching* (with J. Norris), and is the first collection of work on meta-analysis and systematic research synthesis in applied linguistics. The volume opens with a lengthy chapter by the co-editors on "The Value and Practice of Research Synthesis for Language Learning and Teaching." She also published two chapters: "Second Language Learning Explained? SLA Across Nine Contemporary Theories" in *Theories in SLA* (Erlbaum); and "Meaningful L2 Practice in Foreign Language Classrooms: A Cognitive-interactionist SLA Perspective" in *Practice in Second Language Learning: Perspectives From Applied Linguistics and Cognitive Psychology*.

**Frank Pajares** (1998) was promoted to full professor. He also received Emory University's highest teaching award, the Emory Williams Award for Excellence in Undergraduate Teaching, and his new book, *Self-Efficacy Beliefs of Adolescents* was released in 2006.

**Suet-ling Pong** (1991) was promoted to full professor, and received a Fulbright scholarship to conduct research in Hong Kong during 2006-2007. Pong also published "The Roles of Parenting Styles and Social Capital in the School Performance of Immigrant Asian and Hispanic Adolescents" (with L. Hao and E. Gardner) in *Social Science Quarterly*.

**David Lindsay Roberts** (1999) recently spoke on "A Peculiar Fascination': A Brief History of Linkages as Objects of Practice, Theory, and Pedagogy," at a meeting of the American Mathematical Society. He also published "Mathematical Topics in an Undergraduate History of Science Course," in *From Calculus to Computers: Using the Last 200 Years of Mathematical History in the Classroom*.

## National Academy of Education/Spencer 2007 Postdoctoral Fellowships

The National Academy of Education/Spencer Postdoctoral Fellowship Program promotes scholarship in the United States and abroad on matters relevant to the improvement of education in all its forms.

### Qualifications

PhD, EdD or equivalent research degree between January 1, 2001 and December 31, 2006. Non-US citizens are welcome to apply.

Applications from all disciplines encouraged, provided that they describe research relevant to education.

Applications will be judged on applicant's past research record, promise of early work, career trajectory and quality of the project described in the application.

### Fellowship Award

\$55,000 for one academic year of research or \$27,500 for each two contiguous years working half-time.

Fellows take the equivalent of 1 year's teaching leave during fellowship term.

Fellows will be included in professional development retreats with other fellows and NAEd members.

Awardees will be notified in May 2007.

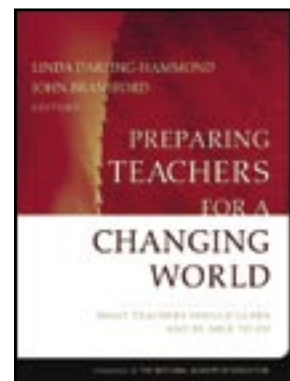
Visit the NAEd's website (<http://www.naeducation.org>) for the 2007 application form and guidelines

**Deadline – November 10, 2006**

NAEd Committee on Teacher Education Publications:

- *Preparing Teachers for a Changing World*
- *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve*
- *Knowledge to Support the Teaching of Reading*

Are available at: <http://www.josseybass.com>



## IN MEMORIAM

*The Academy is saddened to learn of the death of the following member and extends its sympathies to his family, colleagues and friends:*

**Giyoo Hatano** died in February of this year of pneumonia, a disease he had contracted some years before, but which entered a virulent phase in April of 2005 following an arduous visit to the United States where he attended SRCD, AERA, and gave several additional talks.

Giyoo's professional work contributed to a number of topics of central importance to our understanding of education and its role in development. His studies of expertise ranged from abacus experts to pianists. His studies of young children's problem solving and means of encouraging intellectual growth ranged from the effects of growing up in urban and rural areas, or in different countries on the understanding of biological processes, to means to encourage development through carefully orchestrated social interaction. In recent years he championed the view that theories of intellectual development must take seriously the evidence of domain-specific innate constraints, but that such constraints develop into mature theories only through participation in cultural practices.

Giyoo had an exceptional ability to bridge different perspectives and different cultures. He consistently rejected either/or thinking, seeking points of contact between cultural-historical, cognitive, and information-processing approaches to cognition and cognitive development. Whether it was a question of the relation of Piaget and Vygotsky or of domain-specific and general knowledge, he consistently argued for "both/and." He approached empirical research in equally open and reflective fashion, adopting experimental, observational and discourse analytic approaches to fit the scientific problem at hand allowing him to overcome that other false dichotomy between laboratory and everyday tasks.

Giyoo was a model international scientist and he is very much missed by his colleagues, so many of whom counted him among their close friends.

*-Michael Cole, University of California, San Diego*

**John L. Rury** (1986) was awarded a Keeler Family Intra-University Professorship, to spend the spring 2007 semester in residence in the Department of Sociology at the University of Kansas, studying and writing on urban issues, particularly as they relate to schools in Kansas City. Rury was also recently awarded a Kansas General Research Fund grant to study black-white differences in educational attainment in the postwar period.

**Michael L. Rustad** (1984) authored several articles, among them: "Happy No More: Federalism Derailed by the Court that Would Be King of Punitive Damages," published in 64 *Maryland Law Review*; "Heart of Stone: What is Revealed About the Attitude of Compassionate Conservatives Toward Nursing Home Practices, Tort Reform, and Noneconomic Damages," in 35 *New Mexico Law Review*; "The Closing of Punitive Damages' Iron Cage," in 38 *Loyola of Los Angeles Law Review*; and "Review Essay: Competing Visions of Angst Among Elite Lawyers," in 2006 *Illinois Law Review*.

**Naoko Saito** (2002) published "Growth and Perfectionism?: Dewey after Emerson and Cavell," in *John Dewey and Our Educational Project: A Critical Engagement with Democracy and Education*.

**Salvatore Saporito** (2003) published "Coloring Outside the Lines: Racial Segregation in Public Schools and their Attendance Boundaries" (with D. Sohoni) in *Sociology of Education*.

**Keith Sawyer** (2000) published three books, *Cambridge Handbook of the Learning Sciences*; *Explaining Creativity: The Science of Human Innovation*; and *Social Emergence: Societies as Complex Systems*. He also published "Educating for Innovation" in *Thinking Skills and Creativity*, and his research on creativity will be featured on CNN with Dr. Sanjay Gupta on June 18th.

**Jay Scribner** (2000) was awarded the 2006 Outstanding Recent Graduate Award, School of Education, University of Wisconsin-Madison, and published "Do-it-yourselfers or Engineers: Bricolage as a Metaphor for Teacher Work and Learning" in the *Alberta Journal of Education*, and "Teacher Teams and Distributed Leadership: A Study of Group Discourse and Collaboration" (with **Robert Sawyer**, 2000 Fellow et al.) in *Educational Administration*.

**Jianping Shen** (1998) was recently named as the John E. Sandberg Professor of Education at Western Michigan University. He and his colleagues just published a book entitled *School Principals*.

**Margaret Thomas** (1995) was promoted to professor at Boston College, and is spending a blissful sabbatical working on a new book about the history of linguistics, co-authored with Talbot J. Taylor of the College of William and Mary.

**Kevin G. Welner** (2000) was awarded AERA's 2006 Early Career Award. He also enjoyed a month-long residency at the Rockefeller Foundation's Center in Bellagio, Italy, working on a new book manuscript. His recent publications include "Alternative Approaches to the Politics of Detracking" (with C. Burris) in the journal *Theory Into Practice*. In addition, as director of the EPIC policy center at the University of Colorado at Boulder, Welner joined with a policy center at ASU to start up a new "Think Tank Review Project" at <http://www.thinktankreview.org>, which enlists scholars from around the nation, providing academically sound reviews of think-tank publications concerning education policy.

**Sam Wineburg** (1991) was named a "Distinguished Lecturer" by the Organization of American Historians, and notes "a bit

strange since he is not, nor pretends to be, a historian."

**J. Douglas Willms** (1987), director of the Canadian Research Institute for Social Policy, and professor in the faculty of Education at the University of New Brunswick, proudly became a Fellow of the Royal Society of Canada.

**Stanton Wortham** (1996) published *Learning Identity: The Joint Emergence of Social Identification and Academic Learning*.

**Gad Yair's** (1996) recent publications include: "Standards in Education: Milestones or Hindrances?" (with D. Inbar) in *Toward Educational Revolution? Van Leer Educational Conference on Dovrat's Report*; and "Israel and the Exile of Intellectual Caliber: Local Position and the Absence of Sociological Theory" (with N. Apeloigs) in *Sociology*.

**Jonathan Zimmerman's** (1999) new book, *Innocents Abroad: American Teachers in the American Century*, will be published in September 2006 by Harvard University Press.

# SAVE THE DATE!

## 2006 Annual Meeting

Friday and Saturday, October 20-21, 2006

(*Fellows Retreat begins Thursday, October 19, 2006*)

**Location:** University of Colorado at Boulder

Meeting highlights include:

- » *Reforming Undergraduate Teaching in the Sciences* with Bruce Alberts and fellow National Academy of Sciences' members Dick McCray (astrophysics); Carl Wieman (physics); and Bill Wood (molecular biology).
- » Panel discussion and reception celebrating the NAEd/Spencer Postdoctoral Fellowship Program's 20th Anniversary.
- » Panel discussions on *School Choice* organized by Andy Porter and *Women in Science* organized by Margaret Eisenhart.
- » NAEd Members Meeting

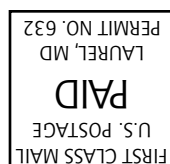
A detailed agenda will be sent with an annual meeting registration packet in the summer. We hope to see you there!

## 2007 Annual Meeting

Friday and Saturday, October 19-20, 2007

(*Fellows Retreat begins Thursday, October 18, 2007*)

**Location:** Washington, DC



500 Fifth Street, NW #1030  
Washington, DC 20001

