

CURRICULUM VITAE

ROBERT G. CRONINGER

Associate Chair, Department of Teaching and Learning, Policy and Leadership
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Educational History

Ph.D.	University of Michigan, Ann Arbor, MI Educational Studies	1997
M.A.	College of William and Mary, Williamsburg, VA Sociology	1976
B.A.	Valparaiso University, Valparaiso, IN Humanities and Sociology (graduated <i>magna cum laude</i> , <i>Christ College Scholar</i>)	1973

Employment History

2011-present	<i>Associate Professor and Associate Chair</i> , Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park, MD.
2011-present	<i>Affiliate Associate Professor</i> , Department of Human Development and Quantitative Methods, University of Maryland, College Park, MD.
2007-2011	<i>Associate Professor and Associate Chair</i> , Department of Education Policy Studies, University of Maryland, College Park, MD.
2004-present	<i>Affiliate Associate Professor</i> , Joint Program in Survey Methodology, University of Maryland, College Park, MD.
2004-2011	<i>Affiliate Associate Professor</i> , Department of Measurement, Statistics and Evaluation, University of Maryland, College Park, MD.
2004-2007	<i>Associate Professor</i> , Department of Education Policy and Leadership, University of Maryland, College Park, MD.
1997-present	<i>Faculty</i> , Summer Institute in Survey Research Techniques, Survey Research Center, Institute for Social Research, Ann Arbor, MI.
1997-2004	<i>Assistant Professor</i> , Department of Education Policy and Leadership, University of Maryland, College Park, MD.

1988-1996	<i>Associate Director, Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.</i>
1979-1988	<i>Senior Research Associate, Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.</i>
1978 - 1979	<i>Research Associate, Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.</i>
1977 - 1978	<i>Research Assistant, Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.</i>

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

Publications

Books:

Valli, L., Croninger, R.G., Chambliss, M.H., Graeber, A.O., & Buese, D. (2008). *Test driven. High-stakes accountability in elementary schools*. New York: Teachers College Press.

Chapters in Books:

Croninger, R.G., & Hoyer, K.M. (2013). Equitable education: Getting 'lost in the shuffle'. In G. Sunderman (Ed.), *Charting reform, achieving equity in a diverse nation* (pp. 55-76). Charlotte, NC: Information Age Publishing.

Croninger, R.G., & Malen, B. (2002). The role of school governance in the creation of school community. In K. Leithwood & P. Hallinger (Eds.), *The second international handbook of educational leadership and administration, Part one* (pp. 281-320). Dordrecht, Netherlands: Kluwer Academic.

Croninger, R.G., & Finkelstein, B. (2002). Listening to communities: An ecological perspective on education and human services. In G. Furman, G. (Ed.), *School as community: From promise to practice* (pp. 257-276). Albany, NY: SUNY Press.

Lee, V.E., & Croninger, R.G. (1996). The social organization of safe high schools. In K.M. Borman, P.W. Cookson, A.R. Sadovnik, & J.Z. Spade (Eds.), *Implementing educational reform: Sociological perspectives on educational policy* (pp. 359-392). Norwood, NJ: Ablex Press.

Lee, V.E., Croninger, R.G., & Smith, J.B. (1996). Equity and choice in Detroit. In B. Fuller & R.F. Elmore (Eds.), *Who chooses? Who loses? Culture, institutions, and the unequal effects of school choice* (pp. 70-94). New York: Teachers College Press.

Journal Articles (designates refereed, + designates invited):*

- *Malen, B., *Dayhoff, J., *Egan, L. & Croninger, R. C. (Forthcoming). “ The challenges of advancing fiscal equity in a resource-strained context,” *Educational Policy*.
- *Brown, N.J.S., Afflerbach, P.P., & Croninger, R.G. (2014). Assessment of critical-analytic thinking. *Educational Psychology Review*, 26(4), 543-560
- *De La Paz, S., Felton, M., Monte-Santo, C., Croninger, R., Jackson, C., Deogracias, J, & Hoffman, B. (in press). Developing historical reading and writing with adolescent readers: Effects on student learning. *Theory and Research in Social Education*.
- *Croninger, R.G., Buese, D., & Larson, J. (2012). A mixed-methods look at teaching quality: Challenges *Teachers College Record, Special Issue, 114 (2)*, 1-36. (<http://www.tcrecord.org>. ID # 16649).
- *Croninger, R.G., Valli, L., & Chambliss, M. (2012). Researching quality in teaching: Enduring and emerging challenges. *Teachers College Record, Special Issue, 114 (2)*, 1-15. (<http://www.tcrecord.org>. ID # 16652).
- *Valli, L., Croninger, R.G., & Buese, D. (2012). Study teaching quality in a high-stakes policy environment. *Teachers College Record, Special Issue, 114 (2)*, 1-33. (<http://www.tcrecord.org>. ID # 16651).
- *Browne, C.W., Olson, H.C., & Croninger, R.G. (2010). Maternal alcohol assumption during pregnancy and infant social, mental, and motor development. *Journal of Early Intervention*, 32, 110-126.
- *Croninger, R.G., & Valli, L. (2009). “Where is the action?” Challenges to studying the teaching of reading in elementary schools. *Educational Researcher*, 38, 100-108.
- *Croninger, R.G., & Valli, L. (2009). Mixing it up about methods. *Educational Researcher*, 38, 541-545.
- *Achilles, G.M., McLaughlin, M., & Croninger, R. (2007). Socio-cultural correlates of disciplinary exclusion among students with emotional, behavioral and learning disabilities in the SEELS national dataset. *Journal of Emotional and Behavioral Disorders*, 15 (1), 33-45.
- *Croninger, R.G., Rice, J.K., Rathbun, A., & Nishio, M. (2007). Teacher qualifications and early learning: Effects of certification, degree, and experience on first-grade student achievement. *Economics of Education Review*, 26 (3), 312-324.
- *Valli, L., Croninger, R.G., & Walters, K. (2007). Who [else] is the teacher? Cautionary notes on teacher accountability systems. *Journal of Education*, 113 (4), 635-662.
- +Croninger, R.G., & Douglas, K. (2005). Missing data and institutional research. *New directions for institutional research*, 127(Fall), 33-49.
- *Rice, J.K., & Croninger, R.G. (2005). Resource generation, reallocation, or depletion. An

analysis of the impact of reconstitution on school capacity. *Leadership and Policy in Schools*, 4, 73-103.

*Malen, B, Croninger, R.G., Muncey, D., & Redmond Jones, D. (2002). Reconstituting schools: 'Testing' the 'Theory of Action'. *Educational Evaluation and Policy Analysis*, 24, 113-132.

*Rice, J.K., Croninger, R.G., & Roellke, C. (2002). The effect of block scheduling high school mathematics courses on student achievement and teachers' use of time: Implications for educational productivity. *Economics of Education Review*, 21, 599-607.

*Croninger, R.G., & Lee, V.E. (2001). Social capital and dropping out of high school. Benefits to at-risk student of teachers' support and guidance. *Teachers College Record*, 103, 548-581.

+Lee, V.E., & Croninger, R.G. (2001). The elements of social capital in the context of six high schools. *Journal of Socio-Economics*, 30, 165-167.

*Lee, V. E., Croninger, R.G., & Smith, J.B. (1997). Coursetaking, equity, and mathematics learning: Testing the constrained curriculum hypothesis in U.S. secondary schools. *Educational Evaluation and Policy Analysis*, 19, 99-122.

*Lee, V.E., Smith, J.B., & Croninger, R.G. (1997). How high school organization influences the equitable distribution of learning in mathematics and science. *Sociology of Education*, 70, 128-150.

*Lee, V.E., Croninger, R.G., Linn, E., & Chen, X. (1996). The culture of sexual harassment in secondary schools. *American Educational Research Journal*, 33, 383-418.

*Lee, V.E., & Croninger, R.G. (1994). The relative importance of home and school in the development of literacy skills for middle-grade students. *American Journal of Education*, 102, 286-329.

*Lee, V.E., & Croninger, R.G. (1994). The relative importance of home and school in the development of literacy skills for middle-grade students. *American Journal of Education*, 102, 286-329.

*Lee, V. E., Croninger, R. G., & Smith, J. B. (1994). Parent choice of schools and social stratification in education: The paradox of Detroit. *Educational Evaluation and Policy Analysis*, 16, 434-457.

+Kozma, R., & Croninger, R.G. (1992). Technology and the fate of at-risk students. *Education and Urban Society*, 24, 440-453.

Review Essays:

+Croninger, R.G. (2012 January 2). [Review essay of the book, *Dropping out: Why students drop out of high school and what can be done about it.*] *Teachers College Record*. (<http://www.tcrecord.org>. ID # 16646).

+Croninger, R.G., & Lee, V.E. (1995). [Review essay of the book, *School Choice: The Struggle for the Soul of American Education*]. *Educational Policy*, 9, 315-319.

Monographs, Reports, and Other Publications

Moody, C. D., Vergon, C., Wilson, D., & Croninger, R.G. (1978 August) *A comprehensive needs assessment of Cass Technical High School, Detroit Public Schools*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Moody, C. D., Vergon, C., Wilson, D., & Croninger, R.G. (1979 August). *A comprehensive needs assessment of Dowagiac Public Schools*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Moody, C.D., Vergon, C., & Croninger, R.G. (1980 October). *Multicultural education in four Flint Community High Schools. Phase II in a comprehensive assessment plan*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Vergon, C., Croninger, R.G., & the Ferndale Integration Advisory Committee. (1982 November). *Ferndale Public Schools: Desegregation and integration monitoring report*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Vergon, C., Croninger, R.G., & the Ferndale Integration Advisory Committee. (1983 September). *Ferndale Public Schools: Desegregation and integration monitoring report*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Morris, B., Terpstra, J., Croninger, R.G., & Linn, E. (1985). *Tune in to your rights ... A guide for teenagers about turning off sexual harassment*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Moody, C.D., Vergon, C., Croninger, R.G., Larson, M., & Smith, I. (1985 August). *Pontiac Public Schools' Vocare Center: An assessment of its educational and working climate*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G., & Dugger, D.G. (1985 December). *Predicting and preventing juvenile delinquency. A feasibility study for Detroit Public Schools*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G. (1986). The challenge of at-risk students. *Breakthrough*, 14, (Summer), 3-27. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G. (1988). Who needs to be test wise? *Breakthrough*, 15, (Summer), 15-18. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Bates, P., Barquet, N., Croninger, R.G., Linn, E., Dugger, D. G., & Wilson, T. Y. (1988 December). *Equity profiles of public education: Education indicators and expressed needs for Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin*. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G. (1989). Working together: A race equity perspective. *Equity Coalition, 1* (Fall), 3-4. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G. (1990). African-American parents ... Colleagues, neighbors, and friends. *Equity Coalition, 1* (Spring), 8-9. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G., & Barquet, N. (1990 October). *Mount Clemens High School. A comprehensive race equity assessment.* Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Bates, P., & Croninger, R.G. (1990 December). *Contract-end desegregation technical assistance center report (1987-90).* Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G., & Adler, M. (1990 December). *An analysis of magnet school enrollments for Dayton Public Schools. Patterns of compliance.* Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G., Adler, M., & Dugger, D.G. (1991 February). *Compliance review of the student rights and discipline components of the Cleveland Public Schools Desegregation Order.* Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G. (1991). Resilient children. *Equity Coalition, 2* (Summer), 16-17. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Croninger, R.G. (1991). The social context of schooling: What research and theory can tell us. *Equity Coalition, 2* (Winter), 3-7. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Lee, V.E., Smith, J.B., & Croninger, R.G. (1995). Another look at high school restructuring. More evidence that it improves student achievement, and more insight into why. *Issues in Restructuring Schools, 9* (Fall), 1-10. Center on Organization and Restructuring of Schools, Wisconsin Center for Education Research, University of Wisconsin, Madison, WI.

Croninger, R.G., & Lee, V.E. (1996). *Social capital and children's development: The case of education.* Madison, WI: Center on Organization and Restructuring of Schools, Wisconsin Center for Education Research, University of Wisconsin, Madison, WI.

Croninger, R.G. (1996). Racial harassment in education. *Equity Coalition, 4* (Winter), 6-8. Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI.

Cibulka, J., Croninger, R.G., Rice, J., Price, J., Valli, L., Mintrop, H., Coursey, S., & Stewart, S. (1998 March) *Creation of high-performance schools through organizational and individual learning: Interim report.* Report prepared as part of the National Partnership for Excellence and Accountability in Teaching. College Park, MD: University of Maryland.

Cibulka, J., Croninger, R.G., Rice, J., Price, J., Valli, L., & Mintrop, H. (1998 July) *Research and data analysis design and methodology.* Report prepared as part of the National Partnership for Excellence and Accountability in Teaching. College Park, MD: University of

Maryland.

Cibulka, J., Croninger, R.G., Rice, J., Price, J., Valli, L., & Mintrop, H. (1998 July) *Creation of high-performance schools through organizational and individual learning: Prospective case study profiles*. Report prepared as part of the National Partnership for Excellence and Accountability in Teaching. College Park, MD: University of Maryland.

Finkelstein, B., Malen, B., Croninger, R.G., Rice, J., Mourad, R.F., Snell, J., & Thrasher, K. (1998 September). *In the early stages of reform: A composite profile of three reconstituted schools*. College Park, MD: University of Maryland.

Finkelstein, B., Malen, B., Muncey, D.E., Rice, J., Croninger, R.G., Briggs, L., Redmond-Jones, D., & Thrasher, K. (2000 July). *Caught in contradictions: The first two years of a reconstitution initiative*. College Park, MD: University of Maryland.

Valli, L., Croninger, R., Alexander, P., Chambliss, M., Graeber, A., Price, J., & Larson, J. (2002 September). *High-quality teaching of foundational skills in mathematics and reading: Annual report for award #0115389*. College Park, MD: University of Maryland.

Valli, L., Croninger, R., Alexander, P., Chambliss, M., Graeber, A., Price, J., & Larson, J. (2003 September). *High-quality teaching of foundational skills in mathematics and reading: Annual report for award #0115389*. College Park, MD: University of Maryland.

Valli, L., Croninger, R., Alexander, P., Chambliss, M., Graeber, A., Price, J., & Larson, J. (2004 September). *High-quality teaching of foundational skills in mathematics and reading: Annual report for award #0115389*. College Park, MD: University of Maryland.

Valli, L., Croninger, R., Alexander, P., Chambliss, M., Graeber, A., Price, J., & Larson, J. (2005 September). *High-quality teaching of foundational skills in mathematics and reading: Annual report for award #0115389*. College Park, MD: University of Maryland.

Valli, L., Croninger, R., Alexander, P., Chambliss, M., Graeber, A., Price, J., & Larson, J. (2006 September). *High-quality teaching of foundational skills in mathematics and reading: Annual report for award #0115389*. College Park, MD: University of Maryland.

Malen, B., Curtis, K., Sinclair, K., Croninger, R. G., Garcia, A., & Egan, L. (2013). *In pursuit of equity, autonomy and improvement: A study of the student-based budgeting initiative in the Prince George's County Public Schools*. College Park, MD: University of Maryland.

Croninger, R. G., Rice, J. K. & Checovich, L. (2015). *Evaluation of the use of free and reduced-price meal eligibility as a proxy for identifying economically disadvantaged students. Alternative measures and recommendations*. Denver, CO: Augenblick, Palaich & Associates. Report for

Professional Presentations and Papers

Invited Addresses:

What research tells us about students at risk of school failures. Michigan Department of Education's To Catch a Falling Star Conference, Flint, MI, April 1987.

Who needs to be test wise? Annual Michigan School Testing Service Conference, Ann Arbor, MI, February 1989.

Evaluating equity programs: Examples, methods, and considerations. Magnet Schools Assistance/ Title IV Desegregation Program National Conference, Washington, DC, December 1989 (with N. Barquet).

What is test wiseness? Answers from research and practice. Annual Michigan School Testing Service Conference, Ann Arbor, MI, February 1991 (with E. Mimms).

Effects of poverty on school achievement and behaviors. National Coalition for Sex Equity in Schools Conference, Ann Arbor, MI, August 1993.

High school organization and the development of social capital. Midwest Sociology of Education Conference, National Opinion Research Corporation [NORC] and the University of Chicago, Chicago, IL, November 1995 (with V.E. Lee).

What is the connection between school integration and quality? Looking outside the boundaries: Good schools, integrated schools – What does it take? Regional Meeting of the Education Writers Association, Hartford, CN, March 1997.

Organizational learning and schools as learning communities: Research findings. Presentation for the University of Maryland College of Education Annual Leadership Dinner. College Park, MD, January 1999. (with J. Rice).

Creating high performance learning communities. Annual Meeting of the American Educational Research Association, Montreal, Canada, April 1999.

The high-quality teaching study. What's high quality about high quality teaching? Interdisciplinary perspectives on a national debate. Symposium conducted by the Center for Education Policy and Leadership and the International Center for Transcultural Education. College Park, MD, September 2004. (with L. Valli).

Musings about critical analytic thinking in learning and development, Seeking Common Ground: A Multidisciplinary Examination of Critical Analytic Thinking. Symposium conducted by the University of Maryland and the American Educational Research Association. College Park, MD, October 2013.

Introduction to multilevel modeling, Harvard Strategic Data Project, Cohort 6 Fellows Workshop 5, Baltimore, MD, September 2015.

International Conference Papers (designates refereed, + designates invited):*

+ Teacher qualifications and first-grade achievement: A multilevel analysis. In 2nd International Symposium, Education Attainment and School Reform: Policy, Evaluation and Classroom Practice, Center for Research on Core Academic Competence, The University of Tokyo, Tokyo, Japan, December 2003 (first author with J.K. Rice, A. Rathbun, and M. Nishio).

National Conference Papers (designates refereed, + designates invited):*

*Microcomputer applications for monitoring, planning, and achieving just schools. International Association for Computing in Education, New Orleans, LA, April 1987 (first author with P. Stemmer).

*Social mobility and schooling: Considerations for an historical perspective. Midwest History of Education Society, Chicago, IL, October 1991.

*Groping for understanding: Looking at student disengagement from different methodological perspectives. American Educational Studies Association, Chicago, IL, November 1993 (fourth author with E. Enomoto, M. Antony, & P. Appelbaum).

*Parental choice of schools and social stratification in education: The case of Detroit American Sociological Association, Miami, FL, August 1993 (second author with V.E. Lee & J.B. Smith).

*Skipping school: Social deviance, alienation, and absenteeism in high school. American Sociological Association, Los Angeles, CA, August 1994 (first author with V.E. Lee).

*Coursetaking, equity, and mathematics learning: Testing the constrained curriculum hypothesis in U.S. secondary schools. American Educational Research Association, San Francisco, CA, April 1995 (second author with V.E. Lee & J.B. Smith).

*Organizational influences on high school absenteeism. American Educational Research Association, San Francisco, CA, April 1995 (first author with V.E. Lee).

+The social organization of safe schools. Implementing Recent Federal Legislation Conference, St. Pete Beach, FL, January 1995 (second author with V.E. Lee).

*Social capital and its effects on the academic development of high school students. American Sociological Association, New York, NY, August 1996 (first author with V.E. Lee).

*Student-teacher relations and students' feelings about safety: The high school as a protective environment. American Educational Research Association, New York, NY, April 1996 (first author with V. E. Lee, & R. Astor).

*Listening to communities: A perspective on the design and evaluation of human service delivery. Research Conference of the Association for Public Policy Analysis and Management, Washington, DC, November 1997 (second author with B. Finkelstein).

+Elements of social capital in the context of six high schools. Social capital: An international conference bridging disciplines, policies, and communities, Michigan State University, Lansing, MI, April 1998 (second author with V.E. Lee).

*Social capital, risk status, and dropping out of high school. American Sociological Association, San Francisco, CA, August 1998 (first author with V.E. Lee).

*The impetus for creating social capital in American high schools. American Educational Research Association, Montreal, Canada, April 1999.

*Uncovering the potential contradictions in reconstitution reforms. A working paper. University Council for Educational Administration, Minneapolis, MN, October 1999 (second author with B. Malen, D. Redmond, & D. Muncey).

*Considerations for entry level students in schools-within-schools: The interplay of social capital and student identity formation. American Educational Research Association, New Orleans, LA, April 2000 (second author with D. Oxley & E. De Groot).

*Schools-within-schools. A high school reform for what and for whom? American Educational Research Association, New Orleans, LA, April 2000 (first author with D.J. Johnson & F. Bodone).

*Resource generation, reallocation, or depletion: The impact of school reconstitution on local capacity. American Educational Research Association, New Orleans, LA, April 2000 (second author with J.K. Rice)

*Creating school failure: A case study of the effects of reconstitution on pedagogical knowledge and practice. American Educational Research Association, New Orleans, LA, April 2000 (third author with D.E. Muncey & D.R. Jones).

*Career academies and the reform of American high schools. American Sociological Association, Washington DC, August 2000 (first author with D.J. Johnson).

*Resource generation, reallocation, or depletion: A multi-disciplinary analysis of the impact of school reconstitution on local capacity. American Education Finance Association, Cincinnati, OH, March 2001 (second author with J.K. Rice)

+The prevalence of high-stakes testing in U.S. public elementary and secondary schools: Consequences for children of color. National Academy of Science/U.S. Office of Civil Rights Meeting, Woods Hole, MA, August 2002 (first author with K. Douglas).

*Teacher qualifications and early learning: Effects of certification status, degree, and experience on first-grade achievement. American Education Finance Association, Orlando, FL, March 2003 (first author with Jennifer Rice).

*Holding schools and teachers accountable: A comparison of analytic approaches and their implications for policy. American Educational Research Association, Chicago, IL, April 2003 (third author with T.R. Alban and R.W. Lissitz).

- +Rethinking scaling up educational practices across organizational levels. Paper included in a Presidential Invited Session, American Educational Research Association, Chicago, IL, April 2003 (first author with J.C. Larson).
- +Mapping the policy environment for high-quality teaching. Can we get there from here? Paper included in a Presidential Invited Session, American Educational Research Association, Chicago, IL, April 2003 (first author with L. Valli and J. Price).
- *Teacher qualifications and early learning. Effects of certification status, degree, and experience on first-grade students' achievement. Association for Public Policy Analysis and Management, Washington, DC, November 2003 (first author with J. Rice).
- + The high quality teaching study. Paper included in a Presidential Invited Session, American Educational Research Association, Chicago, IL, April 2003 (second author with L. Valli, M. Chambliss, A. Graeber and J. Price).
- +A study of high quality teaching. Paper included in a Presidential Invited Session, American Educational Research Association, San Diego, CA, April 2004 (second author with L. Valli, M. Chambliss, A. Graeber and J. Price).
- *One project's tale: Problems inherent in studying teaching. American Educational Research Association, San Diego, CA, April 2004 (second author with L. Valli, M. Chambliss, A. Graeber, J. Price, P. Alexander, J. Larson, and C. VonSecker).
- *Who is the teacher? A cautionary note on accountability systems. American Educational Research Association, Montreal, Canada, April 2005 (third author with L. Valli and K. Walters).
- *Representing teaching through comparative analyses. American Educational Research Association, Montreal, Canada, April 2005 (first author with L. Larson and C. VonSecker).
- *Studying high-quality teaching in a highly charged policy environment. American Educational Research Association, San Francisco, CA, April 2006 (second author with L. Valli and D. Buese).
- *A multi-method look at teaching and quality: Insights and quandaries from one study of teaching. American Educational Research Association, San Francisco, CA, April 2006 (first author with D. Buese and J. Larson).
- *Effects of teacher qualifications, practices, and content on 4th and 5th grade mathematics achievement in high- and low-poverty classes. American Educational Research Association, San Francisco, CA, April 2006 (first author with J. Larson and C. VonSecker).
- *Effects of teacher quality on 4th and 5th grade reading achievement. American Educational Research Association, Chicago IL, April 2007 (third author with Nat Malkus and Jane Hall).
- +Where is the action in teaching reading? Some challenges of examining teaching reading in elementary classrooms. American Educational Research Association, Chicago IL, March 2008 (first author with Linda Valli).

*Equal educational opportunity. Can we get there from here? American Educational Research Association, Vancouver, Canada, April 2012 (first author with Kathleen Hoyer).

*Developing historical reading and writing: Relationships among professional development, fidelity, implementation, and student learning. American Educational Research Association, Vancouver, Canada, April 2012 (third author with Susan DeLaPaz, Mark Felton, and Chauncey Monte-Sano).

*College admission test score gap in Chile: A piece-wise linear growth model. American Educational Research Association, Vancouver, Canada, April 2012 (second author with Paulina Perez Mejias).

*In pursuit of fiscal equity: The case of weighted-student funding in a metropolitan district. Paper prepared for the annual UCEA conference, Washington, DC, November, 2014 (Fourth author with Justin Dayhoff, Laura Eagan and Betty Malen).

*Facing realities: The challenge of fiscal equity in resource-strapped contexts. Paper prepared for the annual meeting of the American Education Research Association, Chicago, Illinois, April, 2015 (Fourth author with Justin Dayhoff, Laura Eagan and Betty Malen).

Grants and Contracts

Awarded:

Proposal to Operate a Desegregation Assistance Center Under Civil Rights Technical Assistance and Training Programs. Funded by U.S. Department of Education, 1990-1993 (Associate Director with P. Bates, \$2,600,000).

Proposal to Operate a Desegregation Assistance Center Under Civil Rights Technical Assistance and Training Programs. Funded by U.S. Department of Education, 1993-1996 (Associate Director with P. Bates, \$2,300,000).

Social Capital and Its Effects on the Academic Development of Adolescents At Risk of Educational Failure. Funded by Office of Educational Research and Improvement, U.S. Department of Education, 1996-1999 (Co-principal Investigator with V.E. Lee, \$225,000).

Proposal to Operate a Desegregation Assistance Center Under Civil Rights Technical Assistance and Training Programs. Funded by U.S. Department of Education, 1996-2000 (Associate Director with P. Bates, \$2,100,000).

National Partnership for Excellence and Accountability in Teaching, sub-contract for a study of the development of schools as learning communities. Funded by Office of Educational Research and Improvement, U.S. Department of Education, 1997-1999 (Co-principal Investigator with J. Cibulka & J. Rice, originally \$1,245,161 over 5 years; completed \$333,460).

Study of “Metropolitan District’s” Reconstitution Initiative. Funded through a partnership between “Metropolitan School District” and the University of Maryland, College Park, 1998-

2000 (Barbara Finkelstein, Principal Investigator, \$70,000).

Researcher, High Quality Teaching of Foundational Skills in Mathematics and Reading, Planning Grant. Funded by Interagency Education Research Initiative, National Science Foundation, Office of Education Science, and Institute for Mental Health, 2000-2001 (L. Valli, Principal Investigator, \$50,000).

High Quality Teaching of Foundational Skills in Mathematics and Reading. Funded by Interagency Education Research Initiative, National Science Foundation, Office of Education Science, and Institute for Mental Health, 2001-2006 (Co-principal Investigator with L. Valli, \$4,250,000).

Interdisciplinary Training in the Analysis of Large-Scale Databases. Funded by U.S. Department of Education, 2006-2011 (Faculty Associate with M. McLaughlin, Principal Investigator, \$2,499,576).

Disciplinary Writing Instruction for the Social Studies Classroom. Funded by U.S. Department of Education, Institute for Education Sciences, 2009-2012 (Senior Researcher with S. De La Paz and C. Monte-Sano, Co-principal Investigators, \$1,498,632).

Study of the Adequacy of Funding for Education in the State of Maryland. Funded by Maryland State Department of Education, 2014-2016 (Principal Investigator with Gail Sunderman, Augenblik, Palaich and Associates and Picus, Odden and Associates, \$961,000).

Solicited:

Proposal to Operate a Comprehensive Technical Assistance Center, Center for School Improvement and Equity. Solicited from U. S. Department of Education, 1996-2000 (Associate Director with P. Bates).

Improving High Schools through High-Stakes Standards: Tracking Principals' and Teachers' Responses in Maryland. Solicited from Office of Educational Research and Improvement, U.S. Department of Education, 1997-2000 (Co-principal Investigator with J. Cibulka).

Fellowships, Honors, and Award

Best Dissertation Award, Education Studies, School of Education, University of Michigan, Ann Arbor, MI, 1998.

Lester W. Anderson Memorial Award, for outstanding research in the area of secondary education, School of Education, University of Michigan, Ann Arbor, MI, 1998

Burke Aaron Hinsdale Scholar, for outstanding promise as a scholar, School of Education, University of Michigan, Ann Arbor, MI, 1998.

Advisor of the Year Award, University of Maryland Parents' Association, College Park, MD, 2000

Faculty Mentor of the Year Award, Graduate Student Government, University of Maryland, College Park, MD, 2001.

Outstanding Teaching Award, College of Education, University of Maryland, College Park, MD, 2011.

Outstanding Director of Graduate Education, University of Maryland, College Park, MD, 2013.

Editorships, Editorial Boards, and Reviewing Activities

Editorships:

American Educational Research Journal – Teaching, Learning & Human Development (co-editor with Alan Wigfield, Patricia Alexander, Linda Valli, Bruce Vansledright & Debra Speece), 2007- 2010.

Editorial Boards:

Teachers College Record, 2006 - present
Child Development, 2004 - 2006
Exceptional Children, 2003 – 2010

Reviewer:

American Educational Research Journal, 2000 – present
Child Development, 2004 - 2006
Contemporary Educational Psychology, 2003
Educational Evaluation and Policy Analysis, 1998 – present
Educational Researcher, 2003 - present
Exceptional Children, 2003 – 2012
Journal of Educational Psychology, 2000
Journal of Policy Analysis and Management, 2003
Sociological Inquiry, 1999 – 2000
Sociology of Education, 1997 – present
Social Problems, 2012
Teachers College Record, 2002 – present

American Educational Research Association, annual conference proposals, 1998-2001.

American Educational Research Association, Sociology of Education SIG, annual conference proposals, 1997-1999.

TEACHING AND ADVISING

Courses Developed and Taught

EDPL 613: Educational Sociology
EDPL 690: Research in Education Policy, Planning, and Administration

EDPL 701	Applied Research/Data Bases Decision Making
EDPL 703:	Quantitative Applications for Education Policy Analysis
EDPL 740:	Managing Educational Organizations in a Diverse Society
EDPL 751:	Law, Diversity, and Equity in Education
EDPL 788J:	Education and Society
EDPL 788U:	Quantitative Applications for Education Policy Studies
EDPA 788X:	Educational Policy Studies II
EDCI 775:	Seminar in Mixed Methods: Analysis of Teaching Quality (with Linda Valli)
EDPS 788B	Professional Seminar in Education Policy Studies
EDPS 788G	Education, Society & Democracy: Critical Perspectives
EDMS 769M:	Introduction to Multi-level Modeling
SURV 699K:	Multi-level Analysis of Survey Data

Professional Workshops Developed and Taught

EDMS Short Course:	Introduction to Multi-level Analysis Methods: Hierarchical Linear Models
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Graduate Academic Advising

Completed Masters Theses and Seminar Papers (designates chair, + designates committee member):*

- *Aparakakanange, Erika, Department of Teaching and Learning, Policy and Leadership (2015). Employing diversity response measures as a strategy for retaining underrepresented minorities in undergraduate STEM degrees.
- *Barnes, Claude, Department of Teaching and Learning, Policy and Leadership (2015). Competing visions of school equity in Philadelphia.
- *Dennis, Afua, Department of Teaching and Learning, Policy and Leadership (2015). Spoken word performance programming as an intervention for black undergraduate student successful social and academic adjustment at predominantly white institutions: A case study.
- *Lim, Jongsoo, Department of Teaching and Learning, Policy and Leadership (2015). A review of performance-based compensation plans for teachers in the United States.
- *D'Souza, Katherine, Department of Teaching and Learning, Policy and Leadership (2014). Failing the poor. The persistent income achievement gap in American schools.
- *Hollis, Emily, Department of Teaching and Learning, Policy and Leadership (2014). Playground politics: An institutional analysis of Maryland's push for universal preschool.
- *Miller, Jeff, Department of Teaching and Learning, Policy and Leadership (2014). Preventing the Free Application for Federal Student Aid (FAFSA) from posing barriers to college access: Exploring current support strategies.

- *Bunuan, Edgardo (Don), Department of Teaching and Learning, Policy and Leadership (2013). Divided: The evolution of public single-sex education in the United States.
- *Giuffree, Katherine, Department of Teaching and Learning, Policy and Leadership (2013). The impact of the 1944 G.I. Bill on Access to Higher Education.
- *Goheen, Sydney, Department of Teaching and Learning, Policy and Leadership (2013). Universal pre-kindergarten, universal equality? The promises and limitations of universal pre-kindergarten as evidenced by Oklahoma and Georgia.
- *Khan, Omar, Department of Teaching and Learning, Policy and Leadership (2013). The Americanization of the Muslim community. An exploration of the struggles, challenges, and opportunities of an immigrant community.
- *Iloh, Jackie, Department of Teaching and Learning, Policy and Leadership (2012). Lacking cultural capital and college knowledge: A descriptive study of how a college access program supported an urban high school.
- *Prell, Vanessa, Department of Teaching and Learning, Policy and Leadership. (2012). Multicultural pedagogies: Teacher perspectives on implementing multicultural education.
- *Susskind, Danielle, Department of Teaching and Learning, Policy and leadership. (2012). The rise of accountability in U.S. schools.
- *Ellner, Sadie, Department of Education Policy Studies. (2010). Community schools in practice: An evidence-based review of student outcomes.
- *Hurst, Thomas, Department of Education Policy Studies. (2010). The district office policy shop and special education policy implementation in the District of Columbia.
- *Sterkel, Courtney, Department of Education Policy Studies. (2009). Teacher quality and student learning: A review of the literature.
- *Bass, Stacey, Department of Education Policy and Leadership. (2006). How college students become college teachers: A case study of the undergraduate teaching assistant program at the University of Maryland.
- *McArthur, Sherell, Department of Education Policy and Leadership. (2006). Critical consciousness: Liberating the minds of today's youth.
- *Grayson Nicolle, Department of Education Policy and Leadership (2005). Surviving the storm: How school communications strategies did not increase public confidence in America's schools.
- *Cawdery, Michael, Department of Education Policy and Leadership. (2004). Contextual analysis of education in Native American and indigenous populations. Emerging global framework for authentic exploration, understanding and reform.

- *Cornell-DeMoss, Janice, Department of Education Policy and Leadership. (2004). Historical and current legislative action regarding the treatment of linguistic minorities in public schools in the U.S.
- *Moehlmann, Gretchen, Department of Education Policy and Leadership. (2004). Educating English-Language Learners under the constraints of the No Child Left Behind Act: An exploratory case study of one elementary school's response.
- +Benson, James G., Department of Sociology. (2001). The connection between high-stakes minimum competency graduation testing and dropping out of high school.
- +Snell, Jean L., Department of Education Policy and Leadership. (1998). The 'See Forever Way': Transforming educational possibilities for juvenile delinquents.

Defended Doctoral Dissertations (designates chair, + designates committee member):*

- +Beck, Ji-Ann H., Department of Counseling, Higher Education, and Special Education (2015). The initial academic major decision making process: An application of Azjen's theory of planned behavior.
- +Bowsher, Amanda Nicole, Department of Teaching and Learning, Policy and Leadership (2015). Recruiting the "best and brightest": Factors influence academically talented undergraduate decisions teaching related career decisions.
- +Constantinescu, Carmen, Department of Counseling, Higher Education, and Special Education (2015). An investigation into the use of assistive technology (AT) by special education teachers in select secondary content domain and reported barriers to use.
- +Dibinga, Omekongo, Department of Counseling, Higher Education, and Special Education (2015). The life and rhymes of Jay-Z. An historical biography: 1969-2004.
- +Einhorn, Helga, Department of Teaching and Learning, Policy and Leadership (2015). School business managers: A study of leadership orientations and power.
- *Godbole, Pargati Avinash, Department of Teaching and Learning, Policy and Leadership (2015). Girls' education in India: A multilevel examination from a capability perspective.
- *Jacobson, Claire, Department of Teaching and Learning, Policy and Leadership (2015). A qualitative study of Qatari women: From the classroom to the boardroom.
- +Kim, Sangmin, Department of Teaching and Learning, Policy and Leadership (2015). A multilevel analysis of the relationship between physical education requirements and student academic achievement in high school.
- +Li, Ming, Department of Human Development and Quantitative Methods (2015). Investigating methods of incorporating covariates in growth mixing modeling: A

simulation study.

- +Maslak, Kristi, Department of Counseling, Higher Education, and Special Education (2015). Predictors of student referrals to problem-solving teams: Child study teams and instructional consultation teams.
- +Sattarzadeh, Sahar, Department of Counseling, Higher Education, and Special Education (2015). Reading between the lines of rights. A critical analysis of international and national discourses (de)marginalizing indigenous and minority rights to higher education.
- +Smith, Margaret, Department of Sociology (2015). Who cares? Student-faculty interaction at a research university.
- +Yekaterina, Narozhnaya, Department of Counseling, Higher Education, and Special Education (2015). Exploring the relationships between institutional revenue patterns, student financial aid packages, and degree completion from a multilevel perspective.
- +Grossman, Julie A., Department of Counseling, Higher Education, and Special Education (2014). Individual and school characteristics as predictors of parental involvement.
- +Hall, Lavinia Jane, Department of Teaching and Learning, Policy and Leadership (2014). Supporting community-based summer interventions to narrow the achievement gap: An analysis of the challenges of securing and sustaining funding.
- +McKnight, Monifa Bellinger, Department of Counseling, Higher Education, and Special Education (2014). Examining the self efficacy belief and leadership practices of middle school principals with high success rates of minority students in Algebra I.
- *Harris, Damon, Department of Teaching and Learning, Policy and Leadership (2014). Exploring the connections between parent involvement priorities, policies, programs, and practices.
- *Jackson, Cara, Department of Teaching and Learning, Policy and Leadership (2014). Three essays on the role of teacher working conditions in shaping human capital.
- +Kang, Yoonjeong, Department of Human Development and Quantitative Methods (2014). Sensitivity analysis of structural parameters to measurement noninvariance: A Bayesian approach.
- +Lope, Marjorie, Department of Counseling, Higher Education, and Special Education (2014). Perception of global mindedness in the international baccalaureate middle years programme. The relationship to student academic performance and teacher characteristics.
- +Merry, Darlene, Department of Counseling, Higher Education, and Special Education (2014). The changing role of human resources in urban schools: Perceptions of human resources leaders in the recruitment and retention of quality teachers and principals.

- +Robinson, Jill, Department of Counseling, Higher Education, and Special Education (2014). The learning coupon: The effect of peer and supervisor participation on individual participation in an employer-sponsored professional development initiative.
- +Wolf, Rebecca, Department of Teaching and Learning, Policy and Leadership (2014). Who gets what: A within-school equity analysis of resource allocation.
- +Cantrell, David, Department of Counseling, Higher Education, and Special Education (2013). Individual characteristics of students with and without disabilities who received a waiver for the requirements necessary to earn a standard diploma: A study of one system.
- +Chen, Ying-Fang, Department of Human Development and Quantitative Methods (2013). A mixed-strategies Rasch testlet model for low-stakes testlet-based assessments.
- +Cho, Youngmi, Department of Human Development and Quantitative Methods (2013). The mixture distribution polytomous Rasch model used to account for response styles on rating scales: A simulation of parameter recovery and classification accuracy.
- +Conant, Darcy Lynn, Department of Teaching and Learning, Policy and Leadership (2013). The impact of an instructional intervention designed to support development of stochastic understanding of probability distribution.
- +Dragoo, Kyrie Elizabeth, Department of Counseling, Higher Education, and Special Education (2013). Characteristics, predictors, and growth trajectories of children who exit special education and their general and special education peers.
- +Eacho, Thomas Christopher, Department of Counseling, Higher Education, and Special Education (2013). Violence and disorder, school climate, and PBIS: The relationship among school climate, student outcomes and the issue of positive behavioral interventions and supports.
- +Garvey, Jason, Department of Counseling, Higher Education, and Special Education (2013). Identity and philanthropy: Designing a survey instrument to operationalize lesbian, gay, bisexual, transgender, and queer alumni giving.
- +Kennel, Timothy, Joint Program in Survey Methods (2013). Topics in model-assisted point and variance estimation in clustered samples.
- +Knap, Amanda, Department of Teaching and Learning, Policy and Leadership (2013). The relationship between best online instructional practices and undergraduate student perceptions of instructional credibility at a large four-year, public, open university.
- +Lou, Yong, Department of Human Development and Quantitative Methods (2013). A comparison of different methods that deal with construct shift in value added modeling: Is vertical scaling necessary?
- +Moody, Erin, Department of Economics (2013). Essays in the economics of education.

- +Zhu, Xiaoshu, Department of Human Development and Quantitative Methods (2013). Distinguishing continuous and discrete approaches to multilevel mixture IRT models: A model comparison perspective.
- +Bibo, Erin Ward, Department of Education Leadership, High Education, and International Education (2012). Before it's too late: An analysis of the impact of parental involvement and middle school culture on eighth graders' academic preparedness for college by the twelfth grade.
- +Buhl, Sara J., Department of Counseling and Personnel Services (2012). Teachers' ratings of relationships with students: Links to student and teacher characteristics.
- *Deogracias, Jeehye Shim, Department of Teaching and Learning, Policy and Leadership (2012). The organizational effect of collective teacher efficacy: A study of student test scores and high schools with large concentrations of minority students.
- *Gonzalez, Raquel Leonor, Department of Teaching and Learning, Policy and Leadership (2012). Exploring parents crossings into schools: Understanding a critical step in the development of home-school relationships.
- +Gushta, Matthew Michael, Department of Measurement, Statistics, and Evaluation (2012). A unified evaluation of global and local fit performance under differing test construction conditions and model specifications.
- +Lasseter, Austin, Department of Teaching and Learning, Policy and Leadership (2012). The effects of classroom autonomy, staff collegiality, and administrative support on teachers' job satisfaction.
- +Malkus, Nathaniel, Department of Teaching and Learning, Policy and Leadership (2012). Beneath the district average: Intradistrict differences in teacher compensation expenditures.
- +Perez Mejias, Paulina, Department of Education Leadership, High Education, and International Education (2012). School and individual factors that contribute to the achievement gap in college admissions tests in Chile.
- +Sparks, Dinah, Department of Teaching and Learning, Policy and Leadership (2012). The relationship between teacher perceptions of autonomy in the classroom and standards based accountability reform.
- +Talley, Gregory Keith, Department of Education Policy Studies (2012). Testing the digital divide. Does access to high-quality use of technology in schools affect student achievement?
- +Vu, Phong Anna, Department of Counseling and Personnel Services (2012). The longitudinal effects of behavioral problems on academic performance.
- +Wilkinson, Tracy Gail, Department of Counseling, Higher Education, and Special

- Education (2012). Examining the effects of state high school exit exam policies on selected outcomes of students with disabilities.
- +Wilmes, David, Department of Education Leadership, High Education, and International Education (2012). An examination of the impact of learning communities on job/major congruence in a single institution.
 - +Benning, Kelly S., Department of Special Education. (2011). An investigation of middle school reading performance based on the 6th grade reading instruction setting.
 - +Carlis, Lydia Janeva, Department of Special Education (2011). Evaluating which classroom and student variables in an early childhood program best predict student language and literacy achievement.
 - +Curtis, Kimberley Anne, Department of Education Policy Studies. (2011) The politics of non-incremental school finance reform: A case study analysis of Vermont's Act 60 as a test of Mazzoni's Arena Model.
 - +Duncan Grand, DeAnna, Department of Special Education (2011). Examining teacher beliefs about diverse students through transformative learning: The Common Beliefs Survey and the disorienting dilemma.
 - *Hildreth, Jeanine Leticia, Department of Education Policy, and Leadership. (2011). Exploring the relationship between middle-grade school configuration, school characteristics, and student academic outcomes.
 - +Hubbard, Anne Judith, Department of Special Education. (2011). An investigation of the effects of Read 180® on fourth grade reading achievement and how selected teachers implement the program.
 - *Hutchins, Darcy, Department of Education Policy, and Leadership. (2011). Parent involvement in middle school: Cultivating comprehensive and inclusive programs of partnership.
 - +Michael, Shannon Lynn, Department of Human Development. (2011). Parental and school influences associated with fifth graders healthy eating and physical activity behaviors.
 - +Rust, Amber Heller, Department of Curriculum and Instruction. (2011). The impact of instruction incorporating content area reading strategies on student mathematical achievement in a community college developmental mathematics course.
 - +Warner, Catharine H, Department of Sociology. (2011). Children's schooling and maternal well-being: Evaluating the role of elementary schools as social institutions in mothers' lives.
 - +Williams, Darry L, Department of Educational Policy and Leadership. (2011). The high school principal's perceptions of the demands, constraints, and choices in their work

as instructional leaders.

- +Zhang, Ying, Department of Curriculum and Instruction. (2011). Organizational changes in state education agencies: Responses to standards-based accountability.
- +Bauman, Paul, Department of Education Policy Studies. (2010). In search of teacher signature pedagogies: The critical case of Kodaly-inspired teacher education.
- +DiPietro, Stephanie, Department of Criminology. (2010). Immigration and assimilation, family influences, and delinquency: A test of mediating and moderating influences.
- +Kroopnick, Marc Howard, Department of Measurement, Statistics, & Evaluation. (2010). Exploring unidimensional proficiency classification accuracy from multidimensional in vertical scaling context.
- +Lu, Ru, Department of Measurement, Statistics, & Evaluation. (2010). Impacts of local item dependence of testlet items with multistage tests for pass-fail decisions.
- +Smith, Amy Falk, Department of Special Education. (2010). An investigation of the characteristics and school-readiness of children with disabilities who attend Head Start programs.
- +Wang, Hsiu-Fei, Department of Measurement, Statistics, & Evaluation. (2010). The impact of preliminary model selection on latent growth model parameter estimates.
- +Weiss, Brandi A., Department of Measurement, Statistics, & Evaluation. (2010). A comparison of methods for testing for interactional effects in structural equation modeling.
- +Worthington, Kelly, Department of Special Education. (2010). An investigation of early literacy outcomes by socio-economic status and race/ethnicity.
- +Choti, Truphena Moraa, Department of Education Leadership, Higher Education, and International Education. (2009). University going in context: A case study of Gusii students of southwestern Kenya.
- +Hamilton, Jennifer (2009). Department of Measurement, Statistics, and Evaluation. (2009). An investigation of growth-mixture models when data are collected with unequal selection probabilities: A Monte Carlo Study.
- *Homana, Gary, Department of Education Policy Studies. (2009). Communities of practice for the development of adolescent civic engagement. Correlates in Australia and the United States.
- +Feifei Li, Department of Measurement, Statistics, and Evaluation. (2009). An information correction method for testlet-based test analysis: From the perspectives of item response theory and generalizability theory.
- +Simone, Sean Anthony, Department of Education Leadership, Higher Education, and

- International Education. (2009). Examining the influence of prestige on alumni giving at public universities: A dynamic modeling approach.
- *Walters, Jonathan Kirk, Department of Education Policy Studies. (2009). Understanding and teaching rational numbers: A critical case study of middle school professional development.
- +Wasko, John Andrew, Department of Measurement, Statistics, and Evaluation. (2009). Finite mixture model specifications accommodating treatment nonresponse in experimental research.
- +Wilkenfeld, Britt, Department of Human Development. (2009). A Multilevel Analysis of Context Effects on Adolescent Civic Engagement: The Role of Family, Peers, School and Neighborhood.
- +Zablocki, Mark, Department of Special Education. (2009). Predicting dropouts among youth with disabilities: The role of youth characteristics, academic experiences and emotional engagement.
- +Zhang, Jijun, Education Policy Studies (2009). The relationship between teacher unions and teacher quality in large urban and suburban school districts
- *Angelis, Kris, Department of Education Leadership, Higher Education, and International Education. (2008). Home Schooling: Are Partnerships Possible?
- +Gonzalez, Darryl, Department of Education Policy Studies. (2008). The Children Who Ran For Congress and the School Up On The Hill: An Oral-Institutional History of Capitol Page School, 1926-1983.
- +Hoffman, Amanda, Department of Special Education. (2008). Examining the Plans of Youth with Disabilities to Enroll in a 2- or 4-year College or University.
- +Kubric, Kathy, Department of Education Leadership, Higher Education, and International Education/ (2008). A Case Study: Change Facilitator Activity to Support the Implementation of a District's Pre-K-12 Aligned Mathematics Program.
- +Miceli, Meredith Anne, Department of Special Education. (2008). The Associations Among Youth Characteristics, Secondary School Experiences, and Enrollment in Two- and Four-Year Colleges Among Youth with Disabilities.
- +Schugar, Heather, Department of Curriculum and Instruction. (2008). Fourth-graders Fourth graders' expository text comprehension: Indicators from NAEP on the role of income, out-of-school reading experiences, and in-school reading experiences.
- +Wilson, Michael, Department of Special Education. (2008). Math course taking and achievement among secondary students with disabilities: Exploring the gap in achievement between students with and without disabilities.
- +Zhang, Dongquan, Department of Measurement, Statistics, and Evaluation. (2008). Effects

of model selection on the coverage probability of confidence intervals in binary-response logistic regression.

- +Barber, Carolyn, Department of Human Development. (2007). Recognizing high achievement in context: A multilevel analysis of the effects of social relationships, motivation, and individual background on the identification of talented tenth-grade students.
- +Ikemoto, Gina Schuyler, Department of Education Policy and Leadership. (2007). Supporting principal's sensemaking: Lessons from the Institute for Learning's Instructional Leadership Program.
- *Nishio, Masako, Department of Education Policy and Leadership. (2007). Use of private supplemental instruction (private tutoring) by U.S. high school students – Why they use it and the consequences of its use.
- +Newman, Terry H., Department of Curriculum and Instruction. (2007). Factors that motivate fifth-grade students to read during sustained silent reading (SSR).
- *Rathbun, Amy, Department of Education Policy and Leadership. (2007). Making the most of extra time: The role of classroom factors and family socioeconomic status on full-day kindergarteners' reading achievement and academic engagement.
- +Riconscente, Michelle M, Department of Human Development. (2007). School-related apathy in 8th and 10th grade students: A mixed-method exploration of definitions, construct independence, correlates, and grade-level differences.
- +Silva, Arlene S., Department of Human Development. (2007). A quasi-experimental investigation of reading and special education outcome for English language learners in Instructional Consultation Teams schools.
- *Thomas, Rebecca, Department of Education Policy and Leadership. (2007). Pathways to the baccalaureate: A longitudinal study of sequence differences by parents' educational level.
- *Castagnoli, Jean M., Department of Education Policy, and Leadership (2006). Predicting proficiency on a state assessment using prior performance for racial and economic subgroups.
- + Choi, Jaehwa, Department of Measurement, Statistics, and Evaluation. (2006). Effect of categorization on type I error and power in ordinal indicator latent means models for between-subject designs.
- +Douglas, Karen Mallory, Department of Measurement, Statistics, and Evaluation. (2006). A general method for estimating the classification reliability of complex decisions based on configural combinations of multiple assessment scores.
- +Embler, Sandra Dee, Department of Special Education. (2006). Evaluating schools based on performance of students with disabilities: A comparison of status and value-added

approaches.

- +Faber, Alice B., Department of Education Policy, and Leadership. (2006). A narrative inquiry into perceptions and development of self-determination by community college students with learning disabilities.
- +Jones, Kristie K., Department of Human Development. (2006). Beyond a relational understanding of fractions: Elements of instruction that contribute to preservice teachers' knowledge and motivation.
- +Levy, Roy, Department of Measurement, Statistics, and Evaluation. (2006). Posterior predictive model checking for multidimensionality in item response theory and Bayesian networks.
- +Murray, Michele, Department of Education Policy and Leadership. (2006). A Matter of Shared Responsibility: A Causal Model for Measuring the Relative Impact of Student Agency and Institutional Environment on Academic Success in the First Year of College.
- +Boyles, Patti Elise, Department of Special Education. (2005). The regression and recoupment in reading and mathematics of nonreferred students and students with learning disabilities.
- *Cohen, Benjamin Alexander, Department of Education Policy and Leadership. (2005). Enhancing the 'learning profession': Improving new teacher retention with teacher induction.
- +Eick, Caroline Marie, Department of Education Policy and Leadership. (2005). Learning to divide in the world: Youth experiences in a mid-Atlantic comprehensive high school (1950-2000).
- *Nyankori, Richard, Department of Education Policy and Leadership. (2005). Does certification of elementary school teachers matter? The effects of certification status on instructional practices and on the mathematics and reading achievement of first grade public school students.
- +Ruff, Lauren, Department of Education Policy and Leadership. (2005). The development of critical thinking skills and dispositions in first-year college students: Infusing critical thinking instruction into a first-year transition course.
- +Teodorovic Jelena, Education Policy Program, The George Washington University. (2005). Factors related to student achievement: What works in Serbia?
- +Deshotels, Judy Marie, Department of Education Policy and Leadership. (2004). Faculty members responses to multiple organizational identities: Jesuit, Catholic, and university.
- +Marrone, Jennifer, School of Business. (2004). Cutting across team boundaries. Antecedents and implications of individual boundary spanning behavior within

individual teams.

- *Thomas, David W., Department of Education Policy and Leadership. (2004). Perceived challenges of high-stakes assessments to high school career and technology education programs in Maryland.
- +Looney, Lisa, Department of Human Development. (2003). Understanding teachers' efficacy beliefs: the role of professional community.
- *Schultz, Jill, Department of Education Policy and Leadership. (2003). Schooling, structured inequality, and individual experience: A qualitative study.
- +Titus, Marvin, Department of Education Policy and Leadership. (2003). An examination of the influence of institutional context on persistence at four-year colleges and universities: A multilevel analysis.
- +Alban, Terry, Department of Measurement, Statistics, and Evaluation. (2002). Evaluating school and teacher effectiveness: A comparison of models.
- +Bishop, Tana, Department of Education Policy and Leadership. (2002). The distribution of teacher quality across schools and classrooms in one district: A multi-level equity analysis.
- +Shushock, Frank, Department of Education Policy and Leadership. (2002). Educating the best and brightest: Collegiate honors programs and the psychological, intellectual, and social development of students.
- +Tower, Barbara, Department of Education Policy and Leadership. (2002). Internet students: Characteristics, academic backgrounds, learning styles and success.
- +Umbach, Paul, Department of Education Policy and Leadership. (2002). Who wants to be a college president? Forms of capital and the career aspirations of senior college administrators.
- *Baytop, Phyllis, Department of Education Policy and Leadership. (2001). The influence of personal attributes, school (workplace) characteristics and the incidents of personal violence on teacher job satisfaction.
- +MacKellan, Ann, Department of Education Policy and Leadership. (2001). Academic preparedness and community college persistence.
- +Nzinga-Johnson, Shekile, Department of Human Development. (2001). African American mothering: Cultural and contextual contributions to parenting and infant socio-emotional functioning.
- +Booth, Brad, Department of Sociology. (2000). The impact of military presence in local labor markets on unemployment rates, individual earnings, and returns to education.
- +Fein, Melissa Dawn, Department of Measurement, Statistics, and Evaluation. (2000).

Comparison of ML3 and HLM multilevel analysis software packages: A Monte Carlo investigation into the quality of the estimates.

+Mason, Geri, Department of Education Policy and Leadership. (1999). Effectiveness of two alternative models of learning on rural minority adult participants: Independent student versus learner-centered groups.

+Von Secker, Clare E., Department of Measurement, Statistics, and Evaluation. (1998). Using hierarchical linear growth models to examine factors related to academic resilience.

Current Advising and Committees

Academic Advisor: Erika Aparakakankanange
Katherine Beckett
Alisha Butler
Kenyatta Crenshaw
Leslie Dowe
Molly Dunn
Laura Egan
Jessica Gitlis
Reuben Jacobson
Nicole Lennon
Jennifer Lynch
Joy Medley
Jessica Sutter
Hetal Thukral
Megan Tempel-Milner
Mateus Vasco
Katherine Unger

Dissertation Chair: Erika Aparakakankanange
Kenyata Crenshaw
Molly Dunn
Reuben Jacobson
Jessica Sutter
Megan Tempel-Milner
Hetal Thukral

Committee Member: Tiago Alexandre Calico
Matthew Griffin
Laura Hyde
Yoon Jeong Kang
Jennifer Hayes Klosteridis
Jonathan Ferrarl
Fayez Maajeeny
Kristi Maslak
Danielle Rivera
John Seelke

SERVICE

National Service

Organization Offices and Memberships:

American Educational Research Association, Division L, 2011 Student Dissertation Award Committee, 2010-2011.

American Educational Research Association, Division L, Chair, 2010 Student Dissertation Award Committee, 2009-2010.

American Educational Research Association, Division L, Section 2, Program Committee Chair, 2000-2001.

American Educational Research Association, 1993 – present, member.

American Sociological Association, 1987 – present, member.

Service to U.S. Department of Education and Other National Organizations:

Harvard Strategic Data Project, Faculty Advisor, 2013-present.

Institute for Education Sciences, Post-doctoral Training Program on Interdisciplinary Methods for Field-Based Research in Education, University of Pennsylvania, Invited Presenter, 2011.

American Educational Research Association-Classroom observation and measurement, Invited Panelist, 2010.

American Educational Research Association-Spencer Research Fellows in Education and Adolescent Health, Invited Panelist, 2009.

National Science Foundation, Discovery Research K-12, Peer Review Panel, 2009

University Council for Educational Administration, American Educational Research Association, and Sage Publications, David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, Faculty Mentor, 2008.

International Reading Association, Advisory Board, 2007-2010

National Science Foundation, National Institute of Health, and Institute of Education Sciences, U.S. Department of Education, Interagency Education Research Initiative Peer Review Panel, 2003.

American Institutes of Research, Bill and Melinda Gates' Small Schools Initiative, external reviewer and consultant on multilevel analyses, 2003.

Institute of Education Sciences, U.S. Department of Education, High-quality Teaching Research Advisory Panel, 2002.

National Academy of Science and the Office of Civil Rights, U.S. Department of Education, commissioned research for Advisory Panel on the Secondary Analysis of Elementary and Secondary School Civil Rights Compliance Report Data, 2001-2002.

Office of Educational Research and Improvement, U.S. Department of Education, Comprehensive School Reform Research Program Peer Review Panel, 2001-2002.

RAND Corporation, New American Schools Project, External Review Panel, 2001.

State Service

Member of the Maryland Governors' Summit on Small Schools, 1997.

Member Council of Educational Administrative and Supervisory Organizations of Maryland (CEASOM), 1997.

Prepared Testimony for MD SB 572 and HB 925: Maryland Early Learning Challenge and School Readiness Legislation (with Gail Sunderman), 2013

Campus Service

College:

Member, Search Committee, Department of Human Development and Quantitative Methods, 2012.

Member, Search Committee, Department of Human Development and Quantitative Methods, 2013.

Chair, College Graduate Education Committee, 2011 - present

Member, College Senate Summer Reorganization Committee, 2010

Member, College Graduate Education Committee, 2010

Member, College Senate Steering Committee, 2009-2011

Member, College Senate, 2009-2011

Member, Dean's Committee on Reorganization, 2008-2009

Member, Chair Search Committee, Department of Measurement, Statistics and Evaluation, 2008.

Member, Support Program for Research and Collaboration (SPARC) Committee, 2008-present

Member, Programs Curriculum and Courses Committee, 2007- present; Co-chair, 2008-2009

Member, Chair Search Committee, Department of Measurement, Statistics and Evaluation, 2004

Member, Institute for Minority Achievement and Urban Education, 2000 – present.

Member, Advisory Board, Policy Leadership Training in Conducting Large-Scale Special Education Program, Department of Special Education, 2002 – present

Member, Planning Team, Large-Scale Assessment Certificate Program, Department of Measurement, Statistics and Evaluation, 2002.

Department:

Chair, Ad Hoc Committee on the Development of the Core Curriculum, 2013-present

Associate Chair, Department Teaching and Learning, Policy and Leadership, 2011-present

Graduate Education Director, Department Teaching and Learning, Policy and Leadership, 2011-present

Chair, Graduate Research and Education Committee, Department Teaching and Learning, Policy and Leadership, 2011-present

Member, Leadership Advisory Council, Department Teaching and Learning, Policy and Leadership, 2011-present

Member, Doctoral Program Review Committee, Department Teaching and Learning, Policy and Leadership, 2011-present

Member of Ad Hoc Reorganization Committee for the Departments of Curriculum and Instruction, Education Policy Studies, and Organizational Leadership and Policy Studies, 2011

Co-chair Ad Hoc Reorganization Committee for the Departments of Curriculum and Instruction, Special Education, and Education Policy Studies, 2009-2010

Member, Faculty Search Committee, 2008

Member, Chair Search Committee, 2007

Associate Chair, Department Education Policy Studies, 2007-2011
Graduate Education Director, Department Education Policy Studies, 2007-2011t
Coordinator, Unit A (Proposed Department Education Policy Studies), 2007
Director, Center for Education Policy and Leadership (CEPAL), 2006 – present
Member, Ad hoc committee on departmental reorganization, 2006
Co-chair, Ad hoc committee on departmental review, 2005 - 2006
Member, Admissions committee, 1997- present
Chair, Departmental human subjects review committee, 2000 - 2005
Member, Committee on Ed.D admission standards, 2002 - 2003
Member, Committee on methodology requirements, 2002 - 2003
Chair, Committee on comprehensive examinations, 1999 - 2001
Member, Faculty search committee, 1999 - 2000
Chair, Committee on student recruitment, 1998
Member, Committee on student retention, 1997
Chair, Ad hoc committee on departmental technology network and support, 1997 - 1998
CEASOM representative, 1997