

## Graduate School of Education

Annual Report for 2005-2006

Richard De Lisi, Dean

### *Introduction*

The 2005-06 academic year at Rutgers, The State University of New Jersey will long be remembered as the year in which: (1) a plan to re-organize the undergraduate colleges on the New Brunswick-Piscataway campuses was formally adopted by the Board of Governors; and (2) the university experienced an historic budget cut and shortfall of funding from the State of New Jersey. Each of these events has relevance for the faculty, staff, and students of the Graduate School of Education (GSE). For example, the newly formed School of Arts and Sciences has designated "Education" as an approved "minor area" of study. This will mean that students in the School of Arts and Sciences who are accepted into GSE's five-year teacher education programs will be able to "count" their undergraduate coursework in education as a minor area of study. In addition, the GSE faculty is currently developing alternative coursework for those undergraduate students who wish to minor in education but do not seek careers as PK-12 teachers. The draconian budget cuts have resulted in reductions in regular GSE staff either through attrition without replacement or through layoffs, a reduction in the numbers of courses covered by PTL's, cancellation and consolidation of courses with low enrollments, and a delay in implementing plans for hiring faculty, for supporting graduate students, and for service work in public schools. On a more positive note, there were many significant accomplishments and achievements by GSE faculty, staff, and students in 2005-06. These are documented in this report. In the year ahead, the challenge will be to build on these accomplishments despite a reduction in resources so as to advance the School's mission, and enhance the School's impact, reputation, and national standing.

### *Highlights*

- creation of the Rutgers Institute for Improving Student Achievement headed by Professor William Librera who joined GSE faculty in August 2005;
- the Center for Effective School Practices joined GSE in September 2005;
- GSE's National Institute for Early Education Research founded by Professor Steven Barnett continued to receive funding from the Pew Charitable Trust;
- GSE and 4 partners won the US DOE Institute for Education Science contract for the Mid-Atlantic Regional Laboratory in Education (2006-2011);
- the GSE Alumni Association helped the School create an endowed student scholarship that now has \$100,000 in its first full year of operation;
- two landmark books in educational research co-edited by GSE faculty members
- GSE doctoral student, Robert Goodman, voted New Jersey teacher of the year
- GSE faculty and staff receive over \$8 million in grants and contracts in 05-06

### *Faculty Snapshot*

Number of faculty = 57; 32 female (5 US minorities); 25 male (4 US minorities).

Joining the faculty: Professors Duncan, Librera, Rowsell.

Leaving the faculty on or before June 30, 2006: Professors Carlson, Cheville, Garner, Young.

Hired: Professors Chae, Kempler, Mayer, Sargent, Thanheiser.

### *Staff Snapshot*

Number of staff = 55; 42 female (10 US minorities); 13 male (4 US minorities).

Joining the staff: Bolla, Grundy, Maguire, Pereira, Vincent.

Leaving the staff on or before June 30, 2006: Carlson, Curry, Elwood, Harris, Hawkes, Pohorence, Polovsky, Steencken, Williams-Biddulph.



A major accomplishment during 2005-2006 has been the successful collaboration in obtaining the five-year contract to operate the Regional Educational Laboratory for the Middle-Atlantic region (REL M-A) funded by the US Department of Education's Institute of Education Science. Our collaborative includes: the Pennsylvania State University and Rutgers University Graduate Schools of Education; three private consulting firms, Caliber Associates, Inc., the Metiri Group, and Synergy Enterprises, Inc.; and the Association for Supervision and Curriculum Development. The contract for the regional lab runs from 2006-2011.

REL M-A will strengthen dialogue and collaboration between the research and practice communities. The Lab Extension Specialists will form an outreach network, bringing information about the lab's work to the practice community, and channeling information from the field back to the lab. The Regional Education Needs Analysis, Training and Technical Assistance Response Unit will develop the strategies, criteria and processes for outreach, training, and technical assistance; process requests for information, including referrals to other agencies and programs; maintain our databases; and develop and distribute lab products. REL M-A will also conduct four major research studies over the next five years.

CESP played the lead role in pursuing and obtaining this major federal contract. It is unlikely that this contract would have been awarded to Rutgers, however, had CESP not been part of the Rutgers Graduate School of Education. This venture is a prominent example of the positive synergy between CESP and the Graduate School over the past year.

## Awarded Grants and Contracts for FY 05-06

PI Last Name	Funding Agency	Title of the Proposal	Total Award	Awarded FY05/06	Effective Start Date	Effective End Date
<b>Department: CESP</b>						
Burzichelli	Fund for New Jersey	Public Education Institute	\$50,000.00	\$50,000.00	6/1/2005	5/31/2006
Burzichelli	Schumann Fund for NJ	Public Education Institute	\$15,000.00	\$15,000.00	6/3/2005	6/1/2006
Burzichelli	Prudential Foundation	Public Education Institute	\$15,000.00	\$15,000.00	10/1/1999	7/20/2006
Burzichelli	NJDOE	First Days of School Training Program for Alternate Route Teachers	\$250,000.00	\$250,000.00	9/1/2005	8/31/2006
Burzichelli	Johnson & Johnson	Public Education Institute	\$10,000.00	\$10,000.00	10/1/1999	9/19/2006
Burzichelli	Geraldine R. Dodge Foundation	Converging Research Into Effective School Practice	\$90,000.00	\$90,000.00	3/1/2006	2/28/2007
Burzichelli	NJDOE	Thurgood Marshall Charter School	\$30,000.00	\$30,000.00	4/1/2006	9/30/2006
Burzichelli	NJDOE	South Orange-Maplewood Experience CS	\$30,000.00	\$30,000.00	4/1/2006	9/30/2006
Burzichelli	NJDOE	Camden County Academy Regional Charter School	\$30,000.00	\$30,000.00	4/1/2006	9/30/2006
Burzichelli	NJDOE	New Century Charter Public School	\$30,000.00	\$30,000.00	4/1/2006	9/30/2006
Burzichelli	NJDOE	Mercer Arts Charter High School	\$29,900.00	\$29,900.00	4/1/2006	9/30/2006

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Burzichelli	NJDOE	World Languages and Technology Charter School	\$30,000.00	\$30,000.00	5/15/2006	9/30/2006
Burzichelli	Fund for New Jersey	Public Education Institute	\$50,000.00	\$50,000.00	6/15/2006	1/5/2007
<b>Summary for CESP (13 records)</b>						
<b>Department Total:</b>			<b>\$659,900.00</b>	<b>\$659,900.00</b>		

<b>PI Last Name</b>	<b>Funding Agency</b>	<b>Title of the Proposal</b>	<b>Total Award</b>	<b>Awarded FY05/06</b>	<b>Effective Start Date</b>	<b>Effective End Date</b>
<b>Department: Continuing Edu</b>						
Clarke	57 Main Street	South Africa Initiatives for July 05	\$2,100.00	\$2,100.00	7/1/2005	6/30/2006
<b>Summary for Continuing Edu (1 record)</b>						
<b>Department Total:</b>			<b>\$2,100.00</b>	<b>\$2,100.00</b>		

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<b>Department: Dean's Office</b>						
De Lisi	Pennsylvania State University for a USDOE Contract	Mid-Altantic Collaborative for Applied Research in Education (M-CARE)	\$6,137,950.00	\$882,120.00	3/23/2006	3/22/2011
<b>Summary for Dean's Office (1 record)</b>						
<b>Department Total:</b>			<b>\$6,137,950.00</b>	<b>\$882,120.00</b>		

<b>PI Last Name</b>	<b>Funding Agency</b>	<b>Title of the Proposal</b>	<b>Total Award</b>	<b>Awarded FY05/06</b>	<b>Effective Start Date</b>	<b>Effective End Date</b>
<b>Department: EDPSY</b>						
Chinn	National Science Foundation	Promoting Conceptual Change in Reasoning	\$888,953.00	\$264,805.00	10/1/2005	9/30/2008
Hmelo-Silver	National Science Foundation	Career: Representational Tools to Support Learning about Complex Biological Systems	\$452,527.00	\$132,197.00	5/1/2002	4/30/2006
Hmelo-Silver	Johnson & Johnson	Using the Science of Learning in the Teaching of Science	\$20,000.00	\$20,000.00	5/23/2005	6/30/2006
Hmelo-Silver	National Science Foundation	Supplement Representational Tools to Support Understanding of Complex Biological Systems ( To be Reported with 4-28449 - To pay Student Hrly Wages)	\$16,500.00	\$16,500.00	5/1/2006	4/30/2007
O'Donnell	National Science Foundation	The Influence of Gender, Unviersity Major, and Work Experience on the Perceptions and Choice of I	\$505,686.00	\$176,812.00	8/1/2003	6/30/2007
Tomlinson-Clarke	Department of Education	Rutgers-New Brunswick GEAR UP Partnership	\$437,974.00	\$74,914.00	9/15/2000	9/13/2006
<b>Summary for EDPSY (6 records)</b>						
<b>Department Total:</b>			<b>\$2,321,640.00</b>	<b>\$685,228.00</b>		



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<b>Department: ETPA</b>						
Beder	Harvard University	Adult Literacy Education/National Labsite for Adult Literacy Education	\$1,144,277.00	\$545,130.00	8/1/2005	7/31/2006
Firestone	National Science Foundation	Mathematics & Science Partnership	\$7,418,277.00	\$750,000.00	10/1/2004	7/31/2006
Firestone	NJDOE	Evaluation of School Leader Professional Development Standards	\$85,847.06	\$85,847.06	12/15/2005	12/1/2006
Justice	The Spencer Foundation/The National Academy of Education	Spencer Post Doctoral Fellowship	\$55,000.00	\$55,000.00	9/1/2005	5/31/2006
<b>Summary for ETPA (4 records)</b>						
<b>Department Total:</b>			<b>\$8,703,401.06</b>	<b>\$1,435,977.06</b>		

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<b>Department:</b>	<b>L&amp;T</b>					
Boling	Pascack Valley Regional High School Districts	Preparing Students for a Globalization Information Society	\$9,511.00	\$9,511.00	9/1/2005	12/31/2005
Boling	Johnson & Johnson	Disciplined Based Literacy in Urban High Schools: A School-Wide Approach to Improving Achievement	\$65,000.00	\$65,000.00	6/1/2006	8/21/2007
Etkina	National Science Foundation	Do Students transfer Scientific Abilities?	\$465,821.00	\$210,713.00	8/15/2005	7/31/2006
Kuhn	University of Georgia	The Development fo Fluent & Automatic Reading: Precursor to Learning from Text	\$197,744.00	\$73,282.00	2/1/2005	1/31/2006
Maher	NJ Department of Education	Improving Teacher Quality Partnerships (Year 3/3) - Lesson Study	\$229,133.00	\$229,133.00	9/1/2005	8/31/2006
Maher	UMDNJ	SUC2ES2 (Students Understanding Critical Connections between Environment, Society and Self)	\$109,778.00	\$19,770.00	9/20/2000	8/31/2007
Maher	National Science Foundation	IGERT: Integratively Engineered Biointerfaces	\$26,430.00	\$13,215.00	10/1/2004	9/30/2006
Maher	Roy R. and Marie S. Neuberger Foundation, Inc.	Robert B. Davis Collection	\$75,000.00	\$50,000.00	7/1/2005	
Maher	MetroMath Center for Americas Cities	Teacher as Researcher (Working with A. Alston)	\$11,500.00	\$11,500.00	2/1/2005	12/31/2005
Maher	MetroMath Center for Americas Cities	Early Algebra with Technology as a Tool	\$10,000.00	\$10,000.00	2/1/2005	12/31/2005
Maher	MetroMath Center for Americas Cities	Affect Study in Plainfield (Working with A. Alston)	\$25,000.00	\$25,000.00	2/1/2006	12/31/2006
Maher	NJ State Systemic Initiative	Rutgers Regional Center of NJSSI	\$85,000.00	\$85,000.00	7/1/2005	12/31/2006

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Maher	Elsevier Science	Journal of Mathematical Behavior	\$58,271.00	\$6,500.00	7/1/1998	
Maher	National Science Foundation	ROLE: Research on Informal Mathematics Learning	\$1,149,020.00	\$394,369.00	7/1/2003	6/30/2007
<b>Summary for L&amp;T (14 records)</b>						
<b>Department Total:</b>			<b>\$2,517,208.00</b>	<b>\$1,202,993.00</b>		

<b>PI Last Name</b>	<b>Funding Agency</b>	<b>Title of the Proposal</b>	<b>Total Award</b>	<b>Awarded FY05/06</b>	<b>Effective Start Date</b>	<b>Effective End Date</b>
<b>Department: NIEER/ETPA</b>						
Barnett	Annie E. Casey Foundation	Preschool Matters News Magazine	\$45,000.00	\$45,000.00	1/1/2005	12/31/2005
Barnett	The Geraldine R. Dodge Foundation	NIEER Facilities Planning and Professional Development Initiative	\$60,000.00	\$60,000.00	4/1/2006	3/31/2007
Barnett	The Pew Charitable Trusts	The National Institute for Early Education Research	\$3,150,000.00	\$3,150,000.00	4/1/2006	3/31/2007
Esposito-Lamy	NJDOE - OECE	Early Learning Improvement Consortium (ELIC) Year 4	\$386,388.00	\$386,388.00	7/1/2005	7/31/2006
Esposito-Lamy	State of Arkansas	Research and Evaluation of Arkansas Better Chance for School Success	\$266,147.98	\$266,147.98	7/1/2005	6/30/2006
Hustedt	New Mexico Dept	An Outcomes-Based Approach to Evaluating Pre-K Services, Costs & Children's Learning in New Mexico	\$188,412.37	\$188,412.37	10/7/2005	6/30/2006
<b>Summary for NIEER/ETPA (6 records)</b>						
<b>Department Total:</b>			<b>\$4,095,948.35</b>	<b>\$4,095,948.35</b>		

<b>PI Last Name</b>	<b>Funding Agency</b>	<b>Title of the Proposal</b>	<b>Total Award</b>	<b>Awarded FY05/06</b>	<b>Effective Start Date</b>	<b>Effective End Date</b>
<b>Department: Scholarships</b>						
	City Connections LLC	Proctor Chair	\$500.00	\$500.00		
	Educational Testing Service	Scholarships	\$15,000.00	\$15,000.00		
	Rutgers GSE Alumni Association	Endowed Scholarships	\$52,000.00	\$52,000.00		
<b>Summary for Scholarships (3 records)</b>						
<b>Department Total:</b>			<b>\$67,500.00</b>	<b>\$67,500.00</b>		
<b>Summary for All Awarded Departments: (48 records)</b>						
<b>GRAND TOTAL:</b>			<b>\$24,505,647.41</b>	<b>\$9,031,766.41</b>		

## *Faculty Publications*

### **Books, Reports, Textbooks**

Steven Barnett, J.T. Hustedt, K.B. Robin, & K.L. Schulman. (2006). *The state of preschool: 2005 state preschool yearbook*. New Brunswick, NJ: NIEER.

L.J. Schweinhart, J. Montie, Z. Xiang, Z., Steven Barnett, C.R. Belfield, & M. Nores. (2005). *Lifetime effects: The High/Scope Perry Preschool study through age 40* (Monographs of the High/Scope Educational Research Foundation, 14). Ypsilanti, MI: High/Scope Educational Research Foundation.

J.L. Green, Gregory Camilli, & P.B. Elmore. (Eds.), (2006). *Complementary methods for research in education* (3rd edition). Washington, D.C.: American Educational Research Association.

Caroline Clauss-Ehlers. (2006). *Diversity training for classroom teaching: A manual for students and educators*. New York: Springer.

Eugenia Etkina & A. Van Heuvelen, (2006). *The physics active learning guide*. San Francisco, CA: Pearson, Addison Wesley. (Student edition).

Eugenia Etkina & A. Van Heuvelen. (2006). *The physics active learning guide*. San Francisco, CA: Pearson, Addison Wesley. (Instructor edition).

C.M. Everston & Carol Weinstein (Eds.), (2006). *Handbook of classroom management. Research, practice, and contemporary issues*. Mahwah, NJ: Erlbaum.

William Firestone & C. Riehl. (Eds.). (2005). *A new agenda for research in educational leadership*. New York: Teachers College Press.

William Garner & R. Garner. (2006). (Textbook) - *Managing automotive businesses: Strategic planning, personnel, and finance*. Clifton Park, NY: Thomson Delmar Learning.

William Garner & R. Garner. (2005). *The service consultant: Working in an automotive facility*, Albany, NY: Thomson Delmar Learning.

Carrie Lobman, Sharon Ryan & J. McLaughlin. (2005). *Towards a unified system of early childhood teacher education and professional development: Conversations with stakeholders*. New York: Foundation for Child Development.

Lesley Morrow, S. Bredekamp & J.J. Pikulski. (2005). *Pre-K Professional Development Handbook*. Boston: Houghton, Mifflin.

Lesley Morrow & D. Tracey. (2006). *Lenses on reading: An introduction to theories and models*. NY: Guilford Publications.

Angela O'Donnell, J. Reeve & Jeffrey K. Smith. (January 2006). *Educational psychology: Reflection for action*. John Wiley & Sons (Textbook).

Angela O'Donnell, Cindy Hmelo-Silver & G. Erkens (Eds.). (2006). *Collaborative learning, reasoning, and technology*. Mahwah NJ. Erlbaum.

Jennifer Rowsell & K. Pahl (Eds.). (2006). *Travel Notes from the New Literacy Studies*. Clevedon, UK: Multilingual Matters.

Jennifer Rowsell. (2006). *Family Literacy Goes to School*. Markham: Pembroke Publishers.

Sharon Ryan & S. Grieshaber. (Eds.). (2005). *Practical transformations and transformational practices; Globalization, postmodernism, and early childhood education: Advances in early education and day care* Vol. 14. Stamford, CT: JAI/Elsevier Science.

Dorothy Strickland & S.R. Ayers. (2006) *Early literacy: Policy and practice in the preschool years*. New Brunswick, NJ: National Institute on Early Education Research.

### **Scholarly Publications – grouped by area of educational research**

(A) *Achievement gap, educational equity, ethnicity/race, social justice*

Thea Abu El-Haj. (2006). Race, politics and Arab American youth: Shifting frameworks for conceptualizing educational equity. *Educational Policy*, 20(1), 13-34.

Caroline Clauss-Ehlers, Y.T. Yang, & W.J. Chen. (2006). Resilience from childhood stressors: The role of cultural resilience, ethnic identity, and gender identity. *Journal of Infant, Child, and Adolescent Psychology*, 5(1), 124-138.

Caroline Clauss-Ehlers. (2006). Latinas and work-family conflict and balance. In M. Pitt-Catsouphes, E.E. Kossek, & P.M. Raskin (Eds.), *Work-Family Encyclopedia*, <http://wfnetwork.bc.edu>

Caroline Clauss-Ehlers & R.T. Carter. (2005). Current manifestations of racism: An exploratory study of social distance and White racial identity. *Journal of Social Distress and the Homeless*, XIV(3 & 4), 261-285.

Catherine Lugg, A.R. Shoho. (2006, June). Dare public school administrators build a new social order? Social justice and the possibly perilous politics of educational leadership. *Journal of Educational Administration*, 44(3), 196-208.

C.F. Karpinski, & Catherine Lugg. (2006, June). Social justice and educational administration: No longer mutually exclusive? *Journal of Educational Administration*, 44(3), 278-292.

Catherine Lugg. (2006, May). Why a *Journal of Research on Leadership Education*? *Journal of Research on Leadership Education*, 1(1).  
<http://www.ucea.org/JRLE/pdf/vol1/issue1/lugg.pdf>.

J.T. Slobodzian & Catherine Lugg,. (2006, May). "He's a nice man, but it doesn't help." Principal leadership, school culture and the status of deaf children. *Journal of School Leadership*, 16(3), 292-318.

C.A. Capper, J. Alston, C.P. Gause, J. Koschoreck, G. Lopez, Catherine Lugg, K.B. McKenzie. (2006, March). Integrating Gay/Lesbian/Bisexual/Transgender topics and their intersections with other areas of difference into the leadership preparation curriculum: Practical ideas and strategies. *Journal of School Leadership*, 16(2), 142-157.

A.K. Rorrer, Catherine Lugg. (2006, January & March). Introduction: Power, education and the politics of social justice. *Educational Policy*, 20(1-2), 5-7.

Catherine Lugg. (2006, January & March) Thinking about sodomy: Public schools, legal panopticons and queers. *Educational Policy*, 20(1-2), 35-58.

A.K. Rorrer, Catherine Lugg. (eds.). (2006, January & March). Power, education and the politics of social justice, Yearbook for the Politics of Education Association. *Education Policy*, 20(1)

Catherine Lugg. (2006). On politics and theory: Using an explicitly activist theory to frame educational research. V. Anfara & N. Mertz, (eds.). *Theoretical frameworks in qualitative research*. Thousand Oaks, CA: Sage Publications.

Catherine Lugg, Z. Tabbaa-Rida. (2006). Social justice, religion and public school leaders, in C. Marshall & M. Oliva (Eds.). *Leadership for social justice: Making revolutions happen*, (pp. 130-144). Boston: Allyn & Bacon.

Catherine Lugg. (2006, April). Bible as history, in *Sage Encyclopedia of Educational Administration and Leadership*. F. English (General Ed).

Catherine Lugg. (2006, April) Creationism, in *Sage Encyclopedia of Educational Administration and Leadership*. F. English (General Ed).

Catherine Lugg. (2006, April). Fundamentalism, in *Sage Encyclopedia of Educational Administration and Leadership*. F. English (General Ed).



Catherine Lugg.( 2006, April) Harry Hay, in *Sage Encyclopedia of Educational Administration and Leadership*. F. English (General Ed).

Catherine Lugg. (2006, April). Homophobia, in *Sage Encyclopedia of Educational Administration and Leadership*. F. English (General Ed).

Catherine Lugg. (2006, April). Religion in schools, in *Sage Encyclopedia of Educational Administration and Leadership*. F. English (General Ed).

Catherine Lugg. (2006, April). Ted Bell, in *Sage Encyclopedia of Educational Administration and Leadership*. F. English (General Ed).

Catherine Lugg. (2005, November). Administration, in *[Homo]Sexualities Education and Youth: An Encyclopedia*. Volume, 1. J. Sears (ed.). (pp. 9-12). Westport, CT: Greenwood Publishing Group.

Catherine Lugg. (2005, November). Educational Policy, in *[Homo]Sexualities Education and Youth: An Encyclopedia*. Volume 1. J. Sears (ed.). (pp. 293-296). Westport, CT: Greenwood Publishing Group.

Catherine Lugg. (2005, November). Licensure, in *[Homo]Sexualities Education and Youth: An Encyclopedia*. Volume 2. J. Sears (ed.). (pp. 525-527). Westport, CT: Greenwood Publishing Group.

Beth Rubin, J.Y. Wing, P.A. Noguera, E. Fuentes, D. Liou, A. Rodriguez & L. McCready. (2006). Structuring inequality. In P. Noguera & J. Y. Wing (Eds.), *Unfinished business: One school's struggle to close the achievement gap*. San Francisco: Jossey-Bass.

Beth Rubin. (Winter 2006). Guest editor: Detracking and heterogeneous grouping. *Theory Into Practice*.

Beth Rubin. (2006). Tracking and detracking: Debates, evidence and best practices for a heterogeneous world. *Theory Into Practice*. 45: 4-14.

Beth Rubin. (2006). This Issue. *Theory Into Practice*. 45: 1-3.

(B) *Early Education (PK)*

Steven Barnett, K.B. Robin, & E.C. Frede. (May, 2006). Is more better? The effects of full-day vs half-day preschool on early school achievement. *NIEER Working Paper*. Available at <http://nieer.org/resources/research/IsMoreBetter.pdf>.

Steven Barnett, D.J. Ackerman & K.B. Robin. (2006). California's Preschool for All Act (Proposition 82): A policy analysis. Available at <http://nieer.org/resources/files/CAProp82Analysis.pdf>

Steven Barnett, K.C. Brown, M. Finn-Stevenson, & C. Henrich. (2006). From visions to systems of universal preschool. In J. L. Aber, S. J. Bishop-Josef, S.M. Jones, K. T. McLearn, & D.A Phillips, (Eds.) *Child development and social policy* (pp.113-128). Washington, DC: American Psychological Association.

Steven Barnett, & P.J. Kelley. (2006). A framework for cost-benefit analysis of professional development in early care and education. In Martinez-Beck, I. & Zaslow, M. *Early Childhood Professional development and training and children's successful transition to elementary school* (pp 313- 337). Baltimore, MD: Brookes Publishing.

Steven Barnett, & D.J. Ackerman. (2006). Costs, benefits, and the long-term effects of early care and education programs: Cautions and recommendations for community developers. *Community Development: Journal of the Community Development Society*, 37(2), 86-100.

Steven Barnett. (2006). How well does the state-funded preschool garden grow? *Preschool Matters*, 4(2), 2.

C. Belfield, M. Nores, Steven Barnett, & L. Schweinhart. (2006). The High/Scope Perry Preschool Program: Cost- benefit analysis using data from the age 40. *Journal of Human Resources*, 16(1), 162-190.

Steven Barnett. (January 2006). Pre-K in 2005: Important progress in programs and research. *Preschool Matters*, 4(1), 2.

K.L. Schulman, & Steven Barnett. (2006). *What impact does preschool education have on personal responsibility and related social behavior?* New Brunswick, NJ: National Institute for Early Education Research.

Steven Barnett. & K.B. Robin. (2006). *How much does quality preschool cost?* New Brunswick, NJ: National Institute for Early Education Research.

Steven Barnett. (2006). What is the value of early childhood education for our society: Maximizing returns from prekindergarten education. In J.J van Kuyk (Ed.) *The quality of early childhood education: Report of a scientific conference, 2006* (pp. 57- 72). Arnhem, The Netherlands, Cito.

J. Boyd, Steven Barnett, E. Bodrova, D.J. Leong, D. Gomby, K. Robin, & J.T. Hustedt. (2005). *Promoting children's social and emotional development through preschool*. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University.

M. Nores, C. Belfield, Steven Barnett, & L. Schweinhart. (2005) Updating the benefit-cost analysis of the High/Scope Perry Preschool Program through age 40. *Educational Evaluation and Policy Analysis*, 27(3), 245-262.

K. Schulman & Steven Barnett. (2005). *The benefits of prekindergarten for middle income children*. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University.

D. Early, O. Barbarin, D. Bryant, M. Burchinal, F. Chang, R. Clifford, G. Crawford, W. Weaver, C. Howes, S. Ritchie, M. Kraft-Sayre, R. Pianta, & Steven Barnett. (2005). *Prekindergarten in eleven states: NCEDL's multi state study of pre-kindergarten & study of state wide early education programs (SWEEP)*. NCEDL Working Paper. Chapel Hill, NC: National Center for Early Development & Learning.

Steven Barnett, C.R. Belfield & M. Nores. (2005). Lifetime cost-benefit analysis. In Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. (2005). *Lifetime effects: The High/Scope Perry Preschool study through age 40* (Monographs of the High/Scope Educational Research Foundation, 14). Ypsilanti, MI: High/Scope Educational Research Foundation.

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*(D) Language & Literacy Development*

Harold Beder, P. Tomkins, P. Media, R. Riccioni, & W. Deng. (2006). *Learners' engagement in adult literacy education*. Harvard: National Center for the Study of Adult Learning and Literacy. [Monograph]

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*(E) Mathematical & Scientific Learning, Reasoning, & Teaching*

Clark Chinn. (2006). Learning to argue. In A. M. O'Donnell, C. Hmelo-Silver, & G. Erkens (Eds.), *Collaborative learning, reasoning, and technology* (pp. 355-383). Mahwah, NJ: Erlbaum.

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Cindy Hmelo-Silver, & H.S. Barrows. (2006). Goals and strategies of a problem-based learning facilitator. *Interdisciplinary Journal of Problem-based Learning*, 1, 21-39.

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Carolyn Maher & J. Francisco (2005). Conditions for promoting reasoning in problem solving: Insights from a longitudinal study, *Special Edition of Journal of Mathematical Behavior* 24(3-4), 361-372.

Angela O'Donnell. (2006). The role of peers and group learning. In P. Alexander & P. Winne (Eds.), *Handbook of educational psychology, 2nd edition*. (pp. 781-802). New York: Macmillan.

Angela O'Donnell. (2005). Learning with technology. In A. M. O'Donnell, C. Hmelo-Silver, and G. Erkens (Eds.), *Collaborative learning, reasoning, and technology* (pp. 1-12). Mahwah, NJ: Lawrence Erlbaum Associates.



Keith Weber, L. Alcock, & I. Radu (2005). Undergraduates' use of examples in a transition-to-proof course. In S. Wilson (Ed.) *Proceedings of the 28th conference of the PME-NA*. (Distributed electronically on a CD).

Keith Weber. (2005). On logical thinking in advanced mathematics classrooms. *For the Learning of Mathematics*, 25(3).

*Faculty Conference Presentations (listed alphabetically)*

- National and International Conferences - July 2005 - June 2006

Thea Abu El-Haj:

- “Power, education and the politics of social justice” annual meeting of the American Educational Research Association, San Francisco, April 7-11.
- “En-gendering citizens: Education, patriotism and Palestinian-American youth,”
- Discussant: "Multiculturalism and "Intellectual Diversity"? The hidden agenda of current calls for academic freedom," at the American Anthropological Association Annual Meeting, Washington, DC, November 30-December 4, 2005.

Steven Barnett:

- “Economics and outcomes of early education” National Conference of State Legislators Prekindergarten Leadership Institute, Denver, Colorado, June 2006.
- “Advancing quality pre-kindergarten in all states” The Council of Chief State School Officers meeting, Big Sky, Montana, June 2006.
- “Promoting social-emotional development through preschool education” Head Start’s 8th Annual Research Conference, Washington, DC, June 28, 2006.
- “What is the value of early childhood education for society and what is required for high returns?” The Conference On Early Childhood Education, Arnhem, The Netherlands, March 9, 2006.
- “The effects of state prekindergarten programs on young children’s school readiness in 5 states,” National Perspectives on Universal Preschool: A Forum on Research and Policy, Berkeley, CA, March 3, 2006.
- “Research on the benefits of preschool education: Securing high returns from preschool for all children” at Building the Economic Case for Investment in Preschool Conference, New York, NY, January 2006.
- “Pre-k assessment and accountability policy: Current status in the US” for the Early Years Conference, organized by the United Kingdom Department of Education and Skills, British Embassy, Institute for Public Policy Research, The Pew Charitable Trusts and Child Care Inc., in New York, NY, January 2006.
- “A policy research agenda for the 21st century: What is it, how will we get it, and who will pay for it? at the National Association for the Education of Young Children conference, Washington, DC, December 7, 2005.
- “Research opportunities and questions for 2006,” at the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) Meeting, Washington, DC. December 5, 2005.
- “Tracking State Prekindergarten Policy” at the Journalism Fellowships in Child and Family Policy Conference, Washington, DC, December 2005.
- “Development of a high quality preschool system in New Jersey” at the National Conference of State Legislators “Moving forward with pre-kindergarten: An institute for legislative leaders, Winston-Salem, NC, October 14.

- “Research on the benefits of preschool education: Securing high returns” at the Alliance for School Choice Pre-K Task Force Strategy Session, Phoenix, AZ, October 2005.
- Steven Barnett presented “Tracking state pre-kindergarten policy. Presentation at the Alliance for School Choice Pre-K Task Force Strategy Session, Phoenix, AZ, October 2005.
- “New research findings on the effects of pre- kindergarten education” at the Hechinger Institute’s seminar On the Coverage of Early Childhood Education, Chicago, IL, September.
- “Benefits of quality pre-k : Breakthroughs in early learning” at the National Conference of State Legislators, Seattle, WA, August 16, 2005.

Harold Beder:

- “How teachers’ role shapes adult learners’ engagement in instruction,”
- “Quantitative dimensions of engagement in adult literacy” at the Adult Education Research Conference, Minneapolis, May 19 (with T. Valentine, A. Lipnavich, & J. Milton).
- “Outcomes of engagement: How does adult literacy learners' engagement affect learning outcomes?” Commission on Adult Basic Education, Houston, April 29 (with T. Valentine, A. Lipnevich, & J. Milton).
- “Global and academic self-esteem: Considerations for adult literacy education,” annual meeting of the American Educational Research Association, San Francisco, April 9 (with A. Lipnevich).
- “Teachers’ Role in Fostering Learner Engagement in Adult Literacy Education,” American Association for Adult and Continuing Education, Pittsburg, November 10, 2005.

Alisa Belzer:

- “What can adult development theory tell us about the reading practices of adults participating in basic skills classes?” Adult Education Research Conference, Minneapolis, MN, May 2006.
- “I don’t hardly read ‘cause I got things I got to do’: The real life reading practices of adults participating in basic skills classes,” Division C, American Educational Research Association, San Francisco, CA, April 2006.

Erica Boling:

- “Embracing technology in the literacy classroom: What do blogs, wikis, and 3D chat rooms have to do with it?” at the 51st Annual Convention of the International Reading Association (IRA), Chicago, May 4, 2006.
- “Bridging “Traditional” and “New” literacies: How can we enhance literacy instruction through technology?” at the annual meeting of the American Educational Research Association, San Francisco, April 7-11, 2006.
- “Teaching Literacy in the 21st Century: How can we best prepare teachers for integrating technology?” a hands-on technology lab session presented as part of the “Technology Inspires Great Teachers -- Great Teachers Use Technology to Inspire

Their Students” institute held at the 51st Annual Convention of the International Reading Association (IRA). Chicago, IL, April 2006.

- “The transformation of teacher education through technology integration: Understanding tensions and confronting challenges” at the 55th Annual Meeting of the National Reading Conference (NRC). Miami, FL, December 1, 2006.

Gregory Camilli:

- “Methods for estimating annual improvement using Multilevel Rasch Models” at the annual meeting of the American Educational Research Association, San Francisco, April, 2006 (with A.N. Prowker, & T-W. Chiu).
- “Long-term stability of two common equating methods: What No Child Left Behind could mean for equating practices” at the annual meeting of the National Council on Measurement in Education, San Francisco, April, 2006 (with A.N. Prowker).

Clark Chinn:

- “Assessing the quality of group argumentation,” at the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN, June 29.
- “Deep epistemological differences between creationists and evolutionary scientists”
- Chaired a panel on “Research on epistemology: Bridging disciplinary boundaries and theoretical perspectives,” at the annual meeting of the American Educational Research Association, San Francisco, April 8-9.
- “Toward a broader conceptualization of epistemology in science education,” (with A. Samarapungavan)
- “Reasoning about conflicting evidence” at the biennial meeting of the International History, Philosophy, Sociology, and Science Teaching Conference, Leeds, United Kingdom, July 18, 2005 (with Carolina DaCosta (Ph.D. in Education student).

Caroline Clauss-Ehlers:

- “Whole school mental health/universal prevention planning: Outcomes for resilience promoting school mental health in a cultural context” for Creating Connections 2006: An International Update on School Mental Health, Alberta, Canada, April 7.

Mary Curran:

- “How sociocultural theory necessitates collaboration” at the annual meeting of the American Association of Applied Linguistics. Montreal, Canada, June 2006.
- Plenary address "Estandares en la UJED" at the Second InterInstitutional Forum of English Language Teaching at the La Universidad Juarez del Estado de Durango, May 24.
- “Assessing the intercultural sensitivity of a pre-service teacher cohort: Using the IDI in teacher education” at the American Educational Research Association annual meeting, San Francisco, April 9.
- “Opportunities for identity expansion through collaborative pedagogy” at the Fourteenth World Congress of Applied Linguistics, Madison, WI, July 2005.

Jimmy de la Torre:

- “Skills profile comparisons at the state level: An application and extension of cognitive diagnosis modeling in NAEP” at the Annual Meeting of the Psychometric Society, Montreal, Canada, June 14-17.
- “Correcting ability estimates and its corresponding reference distribution: Can it improve assessment of person fit?” at the annual meeting of the National Council on Measurement in Education, San Francisco, CA, April 6-10 (with Weiling Deng, Ph.D. in Education candidate, Educational Psychology).
- “Application of cognitive diagnosis modeling: From simple to data,” International Meeting of the Psychometric Society, Tilburg, Netherlands, July 7, 2005.

Ravit Golan Duncan:

- “The role of domain-specific knowledge in promoting generative reasoning in genetics”
- Poster session “Fostering generative understandings about complex phenomena in genetics” at the 7<sup>th</sup> International Conference for the Learning Sciences: Making a Difference. Bloomington, Indiana, June 27-July 1, 2006.

Richard Duschl:

- “Assessing science in 3-part harmony” at the annual conference of the NSF Center on Assessment and Evaluation of Science Learning (Berkeley, Stanford, UCLA, WestEd), Asilomar, CA, May 17.
- “Demarcation in science education: Toward an enhanced view of scientific method” at the annual meeting of the American Educational Research Association, San Francisco, April 9, 2006.
- “Research in argumentation in science classrooms: Theoretical perspectives and empirical approaches” (with S. Erduran, University of Bristol, UK and M.P. Jimenez-Aleixandre, University of Santiago de Compostela, Spain), National Association for Research in Science Teaching (NARST) Pre-Conference Workshop, San Francisco, April 3-6.
- “Reconsidering the character and role of inquiry in school science: Analysis of a conference” at the International History, Philosophy, Sociology, and Science Teaching Conference, Leeds, England, July 15-18, 2005 (with R. Grandy).

Eugenia Etkina:

- "Preparing physics teachers: challenges and achievements" at a conference organized by the American Physical Society and the American Institute of Physics, Washington, DC, June 9, 2006.
- “Two year study of student use of free-body diagrams” (co-authors D. Rosengrant and A. Van Heuvelen),
- “Taking first steps to understand the transfer of scientific abilities” (co-author S. Murty) at National Association of Research in Science Teaching (NARST) annual conference, San Francisco, CA, April, 2006.
- “Two year study on multiple representations in introductory physics” (with D. Rosengrant and A. Van Heuvelen),
- “Tricky calorimetry: connecting physics to real world (with A. Karelina)

- “Taking first steps towards understanding transfer of scientific abilities (with S. Murthy),
- “Linguistic representations in students’ reasoning about heat and thermodynamics” (with D. Brookes),
- “Scaffolding students’ experimental work with scientific abilities rubric” (with M. Ruibal Villasenor, S. Murthy and A. Karelina),
- “Students’ difficulties with force” (with D. Brookes)
- “An alternative view of conceptual change in a Physics Classroom” at the American Association of Physics Teachers National Meeting, Salt Lake City, August 2005.
- “Design labs: Student’s expectations and reality” (with Sahana Murthy),
- “Case study: students’ use of multiple representations in problem solving” (with D. Rosengrant and A. Van Heuvelen)
- “Do our words really matter? Case studies from quantum mechanics” (with D. Brookes) at the Physics Education Research Conference, Salt Lake City, Utah, August 2005.

William Firestone:

- “Cognition conflict and distributed leadership” at the annual meeting of the University Council for Educational Administration, Nashville, TN, November 10-13, 2005 (with Maria Martinez, Ph.D. in Education student, Education Policy).

Nydia Flores:

- “Narratives, verb tense variation, sociolinguistics aspects of family language transmission of Mexicans in New Brunswick” Spanish Sociolinguistics 16, U. of Limerick, Ireland, July 4-9, 2006.
- “Ethnolinguistic Vitality” at the U. Nacional del Rosario, Argentina, June 6-11.

James Giarelli:

- “Whitehead and Freire: Any difference? Yes?” at the Philosophy of Education Society annual meeting, Puerto Vallarta, April 24.

Cindy Hmelo-Silver:

- “Discussion of software environments that support new designs for collaborative learning and assessment”
- “Understanding complex systems: Some core challenges,” at the annual meeting of the American Educational Research Association, San Francisco, April 7-11, 2006 (with R.A. Azevedo).

Ronald Hyman:

- "Supervision of teachers: Guidelines for appropriate and accountable supervision, as derived from recent law cases," at the 51st Annual Conference of the Education Law Association (The Courts, the Congress, and Education: A New Look at Accountability and Responsibility), Memphis, TN, November 17-19, 2005.

Benjamin Justice:

- "The War that Wasn't" at the 2005 Annual Meeting of the History of Education Society, Baltimore, MD, October 22.

Bill Librera presented on behalf of RIISA in a number of conferences and meetings:

- A Garden States Coalition School Funding Conference in December, 2005
- Newark Rutgers Consortium Meeting in March, 2006
- Learning Sciences Conference sponsored by GSE in April, 2006
- Annual Conference of Strauss-Esmay Policy Districts in June, 2006
- Educational Writers Association Annual Meetings on "Should States Intervene More in Schools" held in New Orleans, June 2006

Carrie Lobman:

- "The performing art of human development in educational, therapeutic and theatrical settings" at the annual meeting of the Jean Piaget Society. Baltimore, MD, June 2006 (with L. Holzman & C. LaCerva).
- "Play and the improvisational creation of zones of proximal development" at the Annual Meeting of The Association for the Study of Play, May 2006.
- "The missing link: Using policy to create a coordinated system of early childhood teacher education and professional development" (with Sharon Ryan);
- "Would have, should have, couldn't have: Retooling while doing research" (with Sharon Ryan);
- "Improvising with (in) the system: An interactive panel with four urban teachers" at the annual meeting of the American Educational Research Association. San Francisco, CA, April 2006
- "Learning how to play together" at the International Society for Cultural Activity Research"
- "Improvisation: A tool for developing collaborative group work" at the International Society for Cultural Activity Research. Seville, Spain, September 2005.
- "Teaching and learning as imaginative activities" at the Engaging the Imagination in Teaching and Learning Conference. Vancouver, British Columbia, July 2005.

Catherine Lugg:

- "Thinking queerly: Queer legal theory and the politics of education," Ontario Institute for Studies in Education/University of Toronto, Toronto, ON, Canada, May 2006.
- "Politics of Education Yearbook Session -- Power, education and the Politics of Social Justice Thinking about sodomy: Public schools, legal panopticons and queers." Symposium. American Educational Research Association Annual Convention, April 2006.
- "Principal leadership, school culture and the status of deaf children" 27<sup>th</sup> Annual Ethnography in Education Conference. University of Pennsylvania, February 2006 (with J.T. Slobodzian).

- Discussant & Chair. “Unpacking the toolbox: Examining the use of new criteria to better assess social justice within educational leadership and administration” Symposium. University Council for Educational Administration Annual Convention, Nashville, TN, November 2005.
- “Integrating Gay/Lesbian/Bisexual/Transgender Topics and Their Intersections with Other Areas of Difference into the Leadership Preparation Curriculum: Practical Ideas and Strategies.” Conversation. University Council for Educational Administration Annual Convention, Nashville, TN, November 2005 (with C.A. Capper, J.A. Alston, K. Brown, C.P. Gause, J.W. Koschoreck, G. Lopez, K. McKenszie).
- “A cross-border dialogue on democracy, social justice and leadership” Conversation. University Council for Educational Administration Annual Convention, Nashville, TN, November 2005 (with L.D. Johnson, R. Joshee, J. Portelli, L. Robertson, J. Ryan, A.R. Shoho).
- “The Political Paradoxes of Scientific Research in Education. Symposium Session” at the University Council for Educational Administration Annual Convention, Nashville, TN, November 2005 (with C.F. Karpinski).
- “*The Encyclopedia of Educational Leadership*” A Conversation. University Council for Educational Administration Annual Convention, Nashville, TN, November 2005 (with J. Blount, F. English, K. Murtadha, C. Russo).

Carolyn Maher:

- “The development of reasoning among urban students” at the National Council of Teachers of Mathematics (NCTM) Meeting Research Pre-session, St. Louis, April 24-26, 2006.

Lorraine McCune:

- “Predicting the transition to language: Productive skills in a dynamic system” at the Early Language Acquisition Conference, Lyon, France, December 2005.

Lesley Morrow:

- “Differentiating instruction when organizing the language arts program”
- “Meet the researchers, Poster research session on grouping strategies used by classroom teachers”
- “Theory and philosophies that have influenced early literacy practice”
- “How do we create excellent teachers of reading in urban settings”
- “How to motivate language and literacy in pre-k and kindergarten.”
- Poster presentation “Fluency oriented literacy instruction” at the International Reading Association annual meeting, Chicago, May 1-4.
- “How research and policy are effecting preschool literacy instruction today” at the National Association for the Education of Young Children, Washington, D.C December 8, 2005.
- “What literacy leaders need to research concerning the preparation of teachers in urban Settings”



- “Historical overview of philosophies and theories effecting preschool literacy practice” at the National Reading Conference, Miami, FL, December 1-2, 2005.

Angela O'Donnell:

- “Did I hear what You Said or What I Thought?: Influences of Peers on Thinking” at the 7<sup>th</sup> International Conference on the Learning Sciences, Bloomington, Indiana, June 27, 2006.
- “Teaching online and in-class,” at E-Learn 2005, Vancouver, October 24-28 (with Nicole DiDonato (Ph.D. in Education candidate, Educational Psychology)).

Jennifer Rowsell:

- “Screen pedagogy: Incorporating the screen into literacy teaching” at the annual meeting of the International Reading Association, Chicago, April 29.
- “Teaching an old dog new tricks: Incorporating multiliteracies pedagogy into literacy teacher education” at the annual meeting of the American Educational Association, April 10.
- “Screen pedagogy: Publishing multiliteracies pedagogy” at the Learning Conference: Multiliteracies 12th Annual Learning Conference. University of Grenada, Grenada, Spain. July 12, 2005 (with Anne Burke).

Beth Rubin:

- “Laboratories of democracy: Teaching and learning social studies in detracked classrooms”
- “Differences in transition: Diverse students navigating the first year of high school”
- Chaired a symposium “Detracking and heterogeneous grouping: Translating research into usable knowledge for practice” at the annual meeting of the American Educational Research Association San Francisco, CA, April 7-11.
- “Detracking in context: How local constructions of ability complicate equity-gearred reform,” National Academy of Education Annual Meeting. Teachers College, Columbia University, October 2005, New York, NY.

Sharon Ryan:

- “The missing link: Using policy to create a coordinated system of preschool teacher preparation and professional development” (with Carrie Lobman);
- “Would have, should have, couldn't have: Retooling while doing research” at the American Educational Research Association annual meeting, San Francisco, April 7-11 (with Carrie Lobman).
- "Supporting preschool teachers to improve their qualifications and expertise: Research and advocacy stories from one state" at the annual meeting of the National Association for the Education of Young Children, Washington, DC, December 10, 2005 (with Carrie Lobman).

Dorothy Strickland:

- “Early literacy: Policy and practice during the preschool years,” Head Start’s 8th Annual Research Conference, Washington, DC, June 26, 2006.

- “Promoting oral and written language in preschool,” International Reading Association annual meeting, Chicago, IL, May 1, 2006.
- “Literacy coaching as an instrument for change,” Preconvention Institute, International Reading Association Convention, Chicago, April 30.
- “Working with families to foster literacy development: Research to practice,” Reach Out and Read National Conference: Pediatrics and Early Literacy, San Francisco, April 28.

Keith Weber:

- “Undergraduates' use of examples in a transition-to-proof course” at the 28th Conference for the North American Chapter of the Psychology of Mathematics Education (PME-NA), Roanoke, VA, October 20-23.

John Young:

- “Undergraduate admissions models incorporating socioeconomically-adjusted test scores” at the annual meeting of the National Council on Measurement in Education, San Francisco, April 7-11 (with P.M. Johnson).
- Roundtable “Beyond demographics: Who enters and completes alternative teacher credential programs in California” at the annual meeting of the American Educational Research Association, San Francisco, April 7-11 (with E. Chinn).

### *Faculty Awards & Recognitions*

Harold Beder was appointed to the NJ State Council for Adult Literacy Education Services by Acting Governor Cody.

Jimmy de la Torre was awarded a 2006 National Academy of Education/Spencer Postdoctoral Fellowship.

Benjamin Justice was awarded the Annual Award for Excellence in Using the Holdings of the New York State Archives, by the State Education Department/University of the State Of New York for his book, *The War That Wasn't*.

Benjamin Justice was awarded a 2005-06 National Academy of Education/Spencer Foundation Post-Doctoral Fellowship.

Catherine Lugg was appointed to the Editorial Review Board for the *Encyclopedia of Education Law*.

Catherine Lugg has been appointed to the Editorial Board of the *American Journal of Education*.

Catherine Lugg was appointed to the Editorial Review Board for the *Journal of Research on Leadership Education* (JRLE).

Catherine Lugg was reappointed to the editorial review board for the *Journal of School Leadership*.

Catherine Lugg was appointed as a reviewer to the Educational Policy Research Unit's (U. Arizona) policy web page. Kevin Welner (U of Colorado) is editor.

Lesley Morrow was inducted into the Reading Hall of Fame on May 2 at the annual conference of the International Reading Association, Chicago, IL.

Angela O'Donnell was invited to serve on the Editorial Advisory Board of a new journal entitled *The Teacher Educator*, published by Ball State University, Indiana.

Angela O'Donnell was elected President of Division 15 (Educational Psychology) of the American Psychological Association in August 2005.

Sharon Ryan was appointed the Editorial Board of the journal *Early Childhood Research and Practice*.

Dorothy Strickland was appointed to the Advisory Committee on Head Start Research and Evaluation by Health and Human Services Secretary Michael Leavitt.

Dorothy Strickland was appointed to the Advisory Committee on Head Start Accountability and Educational Performance Measures by the U.S. Secretary of Health and Human Services. She was appointed to the National Reading Conference Editorial Advisory Board.

Daniel Tanner received the American Educational Research Association's Division B's Lifetime Achievement Award for his lifelong commitment to the advancement of the study of curriculum theory and practice.

Keith Weber received the prestigious 2006 Early Career Publication Award from the American Educational Research Association's Special Interest Group for Research in Mathematics Education (SIG/RME), for his article "Semantic and Syntactic Proof Productions" published in the journal *Educational Studies in Mathematics*, 56 in 2004. The award was presented at the AERA annual meeting May 2006.

*Degrees and Certifications Awarded/Recommended*

	Ph.D.	Ed.D.	Ed.M.	Post-Bacc	5-year	Specialist	Total
Adult & Continuing Education			3				3
Counseling Psychology		2	21				23
Educational Administration & Supervision		5	32			2	39
Educational Policy	3						3
Educational Psychology	5						5
Educational Statistics & Measurement			2				2
Elementary/Early Childhood Education			5	20	43		68
English/Language Arts Education				15	6		21
Language Education			4	10	7		21
Learning , Cognition, & Development		2	5				7
Literacy	1	1	7				9
Mathematics Education	1	1	6	1	12		21
Reading Education			8				8
Science Education		1	5	12	2		20
Social & Philosophical Foundations		2	4			1	7
Social Studies Education			5	6	14		25
Special Education			12		24		36
(totals)	10	14	119	64	108	3	318

### Certification Recommendations

	<b>Total</b>
Bilingual/Bicultural Education	1
Biological Science	8
Chinese	1
Elementary	88
English	21
English as a Second Language	8
French	1
German	0
Italian	3
Learning Disabilities Teacher-Consultant	7
Mathematics	19
Music	13
Physical Science	7
Physics	3
Preschool-Grade 3	3
Principal	23
Reading Specialist	8
Social Studies	21
Spanish	9
Student Personnel Services	8
Supervisor	106
Teacher of the Handicapped	34
<b>Year Total</b>	<b>392</b>

*Field Placements for Teacher Education Coursework*

**Field Placements**

	Fall 05	Spring 06	
05:300:200 Exploring Teaching (elementary)	234	243	
05:300:200 Exploring Teaching (secondary)	234	243	
05:300:413 Practicum - Early Childhood (5-yr)	33	26	
05:300:414 Practicum - Upper Elementary (5-yr)	25	32	
15:251:671 Practicum - Early Childhood (PB)	19		
15:251:672 Practicum - Upper Elementary (PB)		19	
05:300:431 Teaching World Languages/ESL - elem	30		
05:300:432 Teaching World Languages/ESL - sec		19	
15:253:521 Intro to ESL	15		
05:300:422 Teaching Literature	26		
05:300:423 Teaching Writing		24	
05:300:444 Practicum - Secondary Mathematics		24	
15:256:552 Teaching Physical Science		5	
15:256:553 Teaching Life Science		16	
05:300:472 Materials & Methods in Social Studies		21	
15:255:535 Teaching Internship	176		
<b>Total</b>	<b>792</b>	<b>672</b>	<b>1464</b>

*Title 2 Pass Rates for Rutgers, GSE, and State of New Jersey*

**Title II Pass Rates 2004-2005**

		RU Combined	GSE	Statewide
<b>Taking Assessments</b>		336	200	4164
<b>Passing Assessments</b>		330	197	3956
<b>Elementary</b>		100%	100%	96%
<b>English</b>		100%	100%	92%
<b>French</b>			100%	100%
<b>Mathematics</b>		93%	100%	87%
<b>Music</b>		96%	95%	94%
<b>Science</b>				
	<b>Bio Content Part 2</b>	100%	100%	89%
	<b>Chem Content</b>	100%	100%	90%
	<b>Phys Content</b>	80%	71%	78%
	<b>General Sci Part 1</b>	100%	100%	94%
	<b>General Sci Part 2</b>	100%	100%	96%
<b>Social Studies</b>		98%	100%	91%
<b>Spanish</b>		100%	100%	97%
<b>Total</b>		<b>98%</b>	<b>98%</b>	<b>95%</b>

*Matriculation Decisions (mid-July 2006 University Report)*

**Matriculation Decisions**

		# of students	mean gpa	mean verbal gre	mean quantitative gre	
<b>Five-Year</b>						
<b>Elementary</b>	<b>ADMIT-COMING</b>					
	Total	26	3.29	440	540	
	Female	24	3.30	440	550	
	Minority	6	3.24	440	550	
	US Minority	6	3.24	440	550	
<b>English</b>	<b>ADMIT-COMING</b>					
	Total	12	3.46	510	570	
	Female	10	3.48	490	560	
	Minority	2	3.18	580	500	
	US Minority	2	3.18	580	500	
<b>Languages</b>	<b>ADMITTED</b>					
	Total	3	3.45	520	620	
	Female	3	3.45	520	620	
	<b>ADMIT-COMING</b>					
	Total	7	3.41	430	460	
	Female	5	3.26	420	430	
	Minority	1		330	470	
	US Minority	1		330	470	
	<b>Mathematics</b>	<b>ADMITTED</b>				
		Total	1	2.83	400	690
Minority		1	2.83	400	690	
US Minority		1	2.83	400	690	
<b>ADMIT-COMING</b>						
Total		13	3.48	480	710	
Female		7	3.47	440	660	
Minority		2	3.58	490	560	
US Minority		2	3.58	490	560	
<b>Science</b>		<b>ADMITTED</b>				
	Total	1	2.94			
	Female	1	2.94			
	<b>ADMIT-COMING</b>					
	Total	11	3.15	480	530	
	Female	7	3.38	480	530	
Minority	3	3.02	470	490		



		US Minority	3	3.02	470	490
<b>Social Studies</b>	<b>ADMITTED</b>					
	Total	2	3.38	390	530	
	Female	2	3.38	390	530	
	Minority	1		320	410	
	US Minority	1		320	410	
	<b>ADMIT-COMING</b>					
	Total	20	3.50	460	570	
	Female	9	3.62	480	590	
	Minority	4	3.40	410	500	
	US Minority	4	3.40	410	500	
<b>Special Education</b>	<b>ADMIT-COMING</b>					
	Total	32	3.44	450	580	
	Female	28	3.47	450	580	
	Minority	2		370	570	
	US Minority	2		370	570	
<b>Post-Baccalaureate</b>						
<b>Elementary</b>	<b>ADMITTED</b>					
	Total	4	3.58	550	590	
	Female	3	3.55	520	550	
	Minority	1	3.40	390	580	
	US Minority	1	3.40	390	580	
	<b>ADMIT-COMING</b>					
	Total	16	3.27	510	630	
	Female	14	3.27	500	620	
	Minority	7	3.14	500	630	
	US Minority	7	3.14	500	630	
<b>English</b>	<b>ADMIT-COMING</b>					
	Total	8	3.44	530	600	
	Female	7	3.50	530	610	
	Foreign	1		530	690	
	Minority	3	3.40	560	610	
	US Minority	2	3.40	580	570	
<b>Language</b>	<b>ADMITTED</b>					
	Total	2	3.52	650	740	
	Female	2	3.52	650	740	
	Foreign	1		570	760	
	Minority	1	3.52	720	710	
	US Minority	1	3.52	720	710	
	<b>ADMIT-COMING</b>					
	Total	12	3.31	500	540	
	Female	9	3.39	490	510	
	Minority	1	3.30	480	640	
US	1	3.30	480	640		

	Minority				
<b>Mathematics</b>	<b>ADMITTED</b>				
	Total	1	3.45	560	760
	<b>ADMIT-COMING</b>				
	Total	4	3.52	470	790
	Female	3	3.48	510	790
	Minority	1	3.62	340	800
	US Minority	1	3.62	340	800
<b>Science</b>	<b>ADMITTED</b>				
	Total	3	3.24	510	690
	Female	2	3.62	530	720
	<b>ADMIT-COMING</b>				
	Total	8	3.06	540	630
	Female	5	3.35	560	620
	Minority	1	3.20	540	580
US Minority	1	3.20	540	580	
<b>Social Studies</b>	<b>ADMITTED</b>				
	Total	2	3.56	490	620
	Female	2	3.56	490	620
	<b>ADMIT-COMING</b>				
	Total	6	3.30	550	590
	Female	2	3.41	570	610
	Minority	1	3.00	410	650
US Minority	1	3.00	410	650	
<b>Master's/Doctoral</b>					
<b>Ed. Admin. &amp; Supervision</b>	<b>ADMITTED</b>				
	Total	5	3.30	720	620
	Female	5	3.30	560	620
	Minority	1	2.99	380	560
	US Minority	1	2.99	380	560
	Master's	4	3.21	540	620
	Doctoral	1	3.65	640	620
	<b>ADMIT-COMING</b>				
	Total	25	3.32	550	630
	Female	13	3.25	530	610
	Minority	1	3.30	500	570
	US Minority	1	3.30	500	570
	Master's	23	3.37	540	630
Doctoral	2	2.72	570	550	
<b>Adult &amp; Continuing Ed.</b>	<b>ADMITTED</b>				
	Total	2	3.00	530	590
	Female	2	3.00	530	590
	Foreign	1	3.00	570	620
	Minority	2	3.00	530	590
	US Minority	1	3.00	490	510

		<b>ADMIT-COMING</b>				
		Total	2	3.45	540	530
		Female	1	3.49	540	460
		Minority	1	3.49	540	460
		US Minority	1	3.49	540	460
	<b>Elem./Early Childhood Ed.</b>	<b>ADMIT-COMING</b>				
		Total	9	3.37	450	520
		Female	8	3.41	440	500
		Minority	2	3.40	370	540
		US Minority	2	3.40	370	540
		Master's	5	3.39	400	480
		Doctoral	4	3.35	520	560
	<b>Language Education</b>	<b>ADMITTED</b>				
		Total	3	3.39	410	730
		Female	2	3.10	470	730
		Foreign	1		470	730
		Minority	3	3.39	410	730
		US Minority	2	3.39	340	510
		Master's	2	3.39	340	510
		Doctoral	1		470	730
		<b>ADMIT-COMING</b>				
		Total	7	3.43	470	510
		Female	7	3.43	470	510
		Foreign	1		390	590
		Minority	3	3.32	360	410
		US Minority	2	3.32	340	330
		Master's	6	3.43	470	510
		Doctoral	1			
	<b>Mathematics Education</b>	<b>ADMITTED</b>				
		Total	4	3.74	510	750
		Female	2	3.33	480	730
		Master's	1	4.00	570	780
		Doctoral	3	3.62	490	740
		<b>ADMIT-COMING</b>				
		Total	9	3.38	470	660
		Female	8	3.34	480	650
		Foreign	1		300	780
		Minority	6	3.20	430	630
		US Minority	5	3.20	460	600
		Master's	5	3.17	380	700
		Doctoral	4	3.65	590	610
	<b>Science Education</b>	<b>ADMITTED</b>				
		Total	4	3.34	550	710
		Female	2	3.57	570	710
		Minority	1	3.70	410	680

		US				
		Minority	1	3.70	410	680
		Master's	4	3.34	550	710
		<b>ADMIT-COMING</b>				
		Total	3	3.14	560	620
		Female	3	3.14	560	620
		Master's	1	3.03	700	750
		Doctoral	2	3.19	490	560
	<b>Social Studies Education</b>	<b>ADMIT-COMING</b>				
		Total	6	3.18	500	570
		Minority	2	3.08	460	470
		US				
		Minority	2	3.08	460	470
		Master's	5	3.19	520	560
		Doctoral	1	3.12	430	610
	<b>Statistics &amp; Measurement</b>	<b>ADMITTED</b>				
		Total	3	3.56	400	630
		Female	2	3.56	430	610
		Foreign	1		350	670
		Minority	3	3.56	400	630
		US				
		Minority	2	3.56	430	610
		<b>ADMIT-COMING</b>				
		Total	3	3.56	490	690
		Female	2	3.62	540	710
	<b>Special Education</b>	<b>ADMITTED</b>				
		Total	3	3.33	450	530
		Female	3	3.33	450	530
		Foreign	1		380	640
		Minority	2	3.29	400	600
		US				
		Minority	1	3.29	420	560
		Master's	3	3.33	450	530
		<b>ADMIT-COMING</b>				
		Total	10	3.46	420	530
		Female	7	3.62	430	540
		Minority	1	3.20	290	380
		US				
		Minority	1	3.20	290	380
		Master's	9	3.49	430	550
		Doctoral	1	3.20	290	380
	<b>Learning, Cognition, &amp; Dev.</b>	<b>ADMITTED</b>				
		Total	2	3.25	510	590
		Female	2	3.25	510	590
		Minority	2	3.25	510	590
		US				
		Minority	2	3.25	510	590
		<b>ADMIT-COMING</b>				
		Total	7	3.53	510	510
		Female	6	3.52	520	510

	Minority	1	3.39	570	710
	US Minority	1	3.39	570	710
Counseling Psychology	<b>ADMITTED</b>				
	Total	14	3.29	480	570
	Female	14	3.29	480	570
	Foreign	2		480	690
	Minority	3	2.91	380	540
	US Minority	2	2.91	400	450
	<b>ADMIT-COMING</b>				
	Total	21	3.14	480	520
	Female	15	3.14	450	520
	Minority	5	2.76	450	420
US Minority	5	2.76	450	420	
Reading	<b>ADMIT-COMING</b>				
	Total	1	3.10	530	540
	Female	1	3.10	530	540
Reading Certification	<b>ADMIT-COMING</b>				
	Total	11	3.47	480	550
	Female	11	3.47	480	550
Soc. & Phil. Foundations	<b>ADMITTED</b>				
	Total	3	3.36	610	570
	Female	1		660	580
	Master's	2	3.36	590	570
	Doctoral	1		660	580
	<b>ADMIT-COMING</b>				
	Total	5	3.36	550	550
	Female	5	3.36	550	550
	Minority	2	3.13	540	570
	US Minority	2	3.13	540	570
Master's	1	3.93	550	560	
Doctoral	4	3.22	550	550	
Literacy Education	<b>ADMIT-COMING</b>				
	Total	10	3.53	490	480
	Female	9	3.50	500	500
	Master's	4	3.28	430	490
	Doctoral	6	3.70	530	470
<b>Ph.D.</b>					
	<b>ADMITTED</b>				
	Total	3	3.60	580	780
	Female	1	3.56	580	520
	<b>ADMIT-COMING</b>				
	Total	13	3.37	590	690
	Female	11	3.35	570	700
	Foreign	5		610	740
	Minority	6	3.35	600	650
	US	2	3.35	640	470

		Minority			
<b>Non-Degree Endorsement</b>					
		<b>ADMITTED</b>			
Preschool-Grade 3	Total	7			
	Female	7			
Special Education	Total	69			
	Female	55			
Supervisor	Total	126			
	Female	121			

### *Conferences and Professional Development for Educational Practitioners*

A year-long series of workshops on data driven decision making was conducted by the New Jersey School Development Council in partnership with the Rutgers Institute for Improving Student Achievement. Ron Ferguson from the Harvard Initiative on the Achievement Gap presented a workshop on the achievement gap to the School Development Council in March, 2006.

The Reading Recovery Conference was held in December 2005, with 290 participants.

The annual Reading and Writing Conferences was held in April 2006 with 770 participants.

### **Public Education Institute at CESP**

#### Overview:

The mission of PEI is to expand and improve the quality of debate about public education in New Jersey. The Public Education Institute enjoyed an active year in 2006 holding since January, six forums with an average attendance of between 80-100 people at each event. The Roundtables provide a neutral forum where citizens, community leaders, scholars, and policymakers can debate local and state educational. Since 1985, PEI has provided this public forum for timely, balanced, and civil discussion of important issues facing the state's public schools. New Jersey educators and researchers, parents and policymakers, administrators and business leaders know that PEI Roundtables present and allow varying viewpoints. There is no other venue for education discourse in the state that is without a particular mindset or agenda. Roundtable participants have come to rely on this forum to learn about, analyze, and debate the merits of different educational proposals and the results of various reforms. Since PEI joined CESP in 2004, we have been fortunate to expand the numbers of forums that we have held annually. The value of our forum is often showcased by the quality of organizations who generously ask to co-sponsor forums.

One of our most important projects is the publication of the *New Jersey's Public Schools: Biennial Report for the People of New Jersey*. This year, a second edition will be released

in September with updated information in the same easy-to-use format. Inquiries have already been phoned in from people eager to have this next edition.

PEI currently maintains its own list-serv and mailing list. We approach with enthusiasm one of our newest projects which will debut an enhanced website to provide easy access to information on many of the topics found in our most current as well as past PEI forums. We aspire to continue to grow with the times and create a dynamic repository of information through our presence on the World Wide Web.

PEI has the privilege of on-going support from generous funders, whose support continues to help us keep our forums current and meaningful. Our funders have expressed their confidence in our efficacy by giving us their renewed support this year.

#### The PEI Roundtable:

The PEI Roundtable Series continues to be our core activity. Over the past decade, the number of Roundtables has increased, Roundtable attendance has expanded, as has the number and range of education and education-related organizations co-sponsoring the Roundtables. PEI is able to address important issues on a continuing basis – such as early childhood education, student assessment, school facilities, and school finance – and give these and other issues the in-depth attention they deserve.

#### Summary of PEI Roundtable Forums: June 2005-June 2006

**The Road to the Digital Schoolhouse: Answers to the Leadership Dilemma** was the subject of the June 9, 2005 PEI Roundtable. Keynote speaker Kyle Peck, of Penn State University College of Education, was joined by panelists Lawrence Cocco, of the NJ Department of Education, Pamela Morgan, of the Newark Public Schools, Rosemary Seitel of the Englewood Public Schools, and Barbara Mammen, of the Westfield Public Schools. This session was co-sponsored by PEI and the Academy of Teaching and Learning, both part of the Center for Effective School Practices at Rutgers University.

Two sessions in the continuing series on school facilities were held during June. The focus of the June 10, 2005 session was **Long-Range Facilities Planning to Accommodate Special Education Students**, co-sponsored with the Education Law Center, NJ Institute of Technology, NJ Protection and Advocacy, Inc., and UEF21 (the Council of Educational Facilities Planner International, Northeast Division, Urban Educational Facilities for the 21<sup>st</sup> Century). Sarah Woodhead of the Arlington, Virginia public schools was the keynote speaker; additional speakers included Susan Kutner of the NJ Department of Education, Ruth Lowenkron of the Education Law Center, and Richard Olsen of NJIT.

**Where Do Our Children Play? Why Schoolyards Matter and How Best to Design Them** was the subject of the June 29, 2005 session. Selim Litus of the City University of New York and Renee Steinhagen of the NJ Applesseed Public Interest Law Center were the keynote speakers. The Education Law Center, NJIT, and the NJ Applesseed Public Interest Law Center joined PEI in co-sponsoring this session.

On October 25, 2005, the first PEI Roundtable of the 2005-2006 school year focused on the timely topic, **Gender Differences in Mathematics and Science: Myth or Reality**. Dylan William, of the Educational Testing Service, and Melissa Terlicki, of Cabrini College, made presentations. Participating in the following panel discussion were: Gerald Goldin, director of Science and Mathematics Partnerships at Rutgers; Rebecca Goldin, of George Mason University; and Willa Spicer, of the NJ Performance Assessment Alliance. PEI was joined in co-sponsoring this session by the Rutgers University Statewide Systemic Initiative and the Educational Testing Service.

The PEI Roundtable held on November 7, 2005 was a **Day with the Commissioners of Education and Human Services**. Lucille Davy, of the NJ Department of Education, and Jim Davy, of the NJ Department of Human Services discussed the role played by their respective departments in enlarging the future of New Jersey's children. PEI co-sponsored this session with the Association for Children of NJ. Cecilia Zalkind, of ACNJ, moderated the panel that followed the presentations.

On November 16, 2005, PEI, the Education Law Center, the Center for Architectural and Building Science at New Jersey Institute of Technology, and the Association for Children of New Jersey co-sponsored a **School Facilities Conference** that addressed the questions: What have we designed and built so far? Where, how, and why have we succeeded? What do we need to do now? Presenters included: Joan Ponessa of the Education Law Center, Herb Simmens of NJIT, Ellen Brown of NJ Institute for Social Justice, Cynthia Rice, of ACNJ, and school leaders who reported on projects in their districts.

PEI was joined by the NJ Association for Supervision and Curriculum Development, the NJ Principals and Supervisors Association, the Foundation for Educational Administration, and the NJ Commission on Holocaust Education in sponsoring **Confronting Hatred in our Schools and Community**, the second annual conference for teachers, administrators, and supervisors, held on November 18, 2005.

**Getting Serious about Secondary Reform** was the subject of the January 27, 2006 PEI Roundtable, co-sponsored by the Education Law Center. Presentations were made by Penelope Lattimer, of the NJ Department of Education, Michelle Fine, of the Graduate Center of the City University of New York, and Stan Karp, of the Education Law Center.

Co-sponsored by the Educational Testing Service, the February, 15, 2006 PEI Roundtable addressed the subject of **Using Student Progress to Evaluate Teachers: Some Perspectives on Value-Added Models**. Guest speaker Henry Braun of the Educational Testing Service presented highlights of his recent report on this subject. Panelists included: JoAnn Bartoletti, of the NJ Principals and Supervisors Association; Dana Egreczky, of the NJ Chamber of Commerce; Robert Goodman, NJ Teacher of the Year; and Joyce Powell, of the NJ Education Association.

**Arts and Humanities Education: Beyond the Test Scores** was the subject of the March 10, 2006 Roundtable, rescheduled from December due to inclement weather. Presenters



and panelists included: Ross Danis, of the Geraldine R. Dodge Foundation; Robert Morrison, of the Music for All Foundation; Carol Rosevear, Superintendent of the South Bound Brook Public Schools; Alysia Souter, of the Playwrights Theatre of New Jersey; and Claudio Mir and Maureen Heffernan, of the Institute for Arts and Humanities. The Institute for Arts and Humanities joined PEI in co-sponsoring the session.

On May 12, 2006 there an enthusiastic response to the session on **Tools of the Trade: Using the Law to Address Sex Segregation in High School Career and Technical Education**. The presentation by Jocelyn Samuels of the National Women's Law Center was co-sponsored with the NJ Gender Equity Advisory Committee to the NJ Department of Education, the NJ Chapter of the American Association of University Women, the NJ Principals and Supervisors Association, the Rutgers Nontraditional Career Resource Center, and the Technology Education Association of NJ.

Nearly 30 years after the Gross Income Tax was enacted to support a better system of **financing public education**, the May 23, 2006 PEI Roundtable reconvened a panel of former legislative leaders and experts, including: former Governor Jim Florio, former Senators Raymond Bateman, John Ewing, and Stephen Wiley; former Assemblymen Albert Burstein and Gordon MacInnes; former State Treasurer Clifford Goldman; school finance expert Ernest Reock; education law expert Paul Tractenberg; and other invited guests including current Education Law Center Director David Sciarra. Rutgers Professor Henry Coleman facilitated the discussion. For a complete review of the session, please see the Appendix for the summary and copy of the article featuring this forum in the Sunday Star-Ledger.

The **June 6, 2006 PEI** Roundtable focused on the New Jersey School Construction Program, another in the continuing series on school facilities. Highlights of the event included Keynote Speakers: Scott Weiner, Transitional Chief Executive Officer, Schools Construction Corporation and additional speaker: Gordon MacInnes, Assistant Commissioner of Education who explained the DOE's current and prospective role in the planning and approval process.

#### New Jersey Public Schools Biennial Report

In the fall, PEI will publish the 2006-2007 edition of *New Jersey's Public Schools: A Biennial Report for the People of New Jersey*. This book is a guide for policymakers, educators, journalists, business leaders, parents and other citizens interested in the public schools. The report gathers key statistics on important issues into a single easy-to-use document. The report supports PEI's mission by making it possible for the larger public to know more about how their schools operate and compare them with neighboring districts and states.

Because the necessary feature was not set up beforehand, CESP is not able to report the number of hits the Biennial Report received on its Website. While, there is no direct evidence demonstrating that the report affects school practice, librarians, journalists, and legislative staff have reported that they find this publication to be very helpful (and a few swear they keep it at hand at all times). CESP will expand its marketing of this valuable

resource to businesses, community-based organizations, and foundations. But, more and more, information-seekers turn to the Internet. So, in addition to the print edition, the contents of the new edition will be available on the new PEI Website.

### **Coalition of Essential Schools- New Jersey at CESP**

The goal of the Coalition of Essential Schools - New Jersey (CES-NJ) is to advance high achievement and deep understanding for all students through supporting a school's efforts to put the Common Principles of the Coalition of Essential Schools into practice. The Coalition of Essential Schools is committed to the creation of schools where everyone experiences powerful teaching and learning. The primary focus is to increase **student achievement** for all young people. In order to support the work of our students, we must foster **teaching and learning** and a **school culture** that supports and encourages all students to reach high standards and to gain insight into their own unique gifts. The **school practices** that make this possible are designed to support teachers who are innovative, competent and engaging as well as open to input from the broader community. Strong **Community Connections** assumes that the vision and focus of the school is understood and shared by the community and that this understanding enables individuals from the community to take an active role in helping the school reach high standards. **Leadership** is a critical component and cuts across each of the CES Domains and is at the heart of the implementation of the 10 Common Principles:

1. Learning to use one's mind well.
2. Less is more, depth over coverage.
3. Goals apply to all students.
4. Personalization
5. Student as worker, teacher as coach.
6. Demonstration of mastery.
7. A tone of decency and trust.
8. Commitment to the entire school.
9. Resources are dedicated to teaching and learning.
10. Democracy and Equity

Coaching, CES-NJ and CES National membership, and a broad range of targeted assistance are among the programs and services we offer to help schools enhance teaching and learning, refashion organizational design, to support and mentor powerful and enlightened leadership, and develop meaningful community connections so that students are known, nurtured and challenged in their schools. Each school chooses its own programs suited to its unique students, faculty, and community.

In 1998, CES was identified as a choice for Abbott Schools in New Jersey to guide Whole School Reform. Although some 70 schools chose CES, the WSR mandate weakened over time and the local support for a reform model became a victim of the changing reform environment in which schools were no longer mandated to maintain a model and corresponding funding was reduced. CES as a rigorous process model would have required a longer period of time to adequately address the serious reform needs of the schools. No magic bullet exists.

Facing the changing political and fiscal environment, CES did not change its message as stated in its philosophy of Domains and Common Principals. Most schools chose to return to status quo due to budgetary constraints and in some cases an unwillingness to articulate the challenge of reform. The Coalition of Essential Schools- New Jersey faced major challenges to its very existence in NJ. Committed to its principle-based philosophy, CES-NJ collaborated with the Paterson School District to create a district wide program of service focused on training the newly established School Instructional Leadership Team in each of Paterson's 31 elementary schools. The teams made up of the Principal, Vice-principal, Literacy Coach, Math Coach, and Facilitator were trained in Team Building; Data collection, Analysis and Applications; Strategic Planning, Leadership, Strategies for effective teaching and learning; Developing Sound Community/Parental Connections; all for the purpose of continuous school improvement and student achievement. The training sessions were conducted on-site for school teams and off-site for like cohorts: principals, vice-principals, Literacy coaches, Math coaches and facilitators. The like cohort groups met monthly to deepen their knowledge and to share with colleagues, challenges and successes in relevant areas. CES was and remains the sole WSR provider for Paterson. Also, full-time coaches have worked with the three comprehensive high schools and the seven off site high school academies in the New Jersey Secondary Education Initiative.

In addition to Paterson, individual schools in Commercial Township, Pemberton, South Bound Brook, Vineland, Pleasantville, Trenton and Phillipsburg were served by CES coaches with customized programs created for each school by the school leadership and CES coaches. It is our commitment to the CES philosophy that drives our pursuit of other schools and opportunities to provide CES services in the new school year.

The daunting task of advancing CES when school districts, including some of those mentioned above, are faced with choosing between day to day operations and ongoing reform is distressing. CES has lost a host of schools compelled to choose the day to day operations. These schools have indicated that when funds are restored or increased, CES will be invited back to collaborate in their school improvement efforts.

**CES-NJ Events:**

Summer Trek: Historically, CES provided a week-long summer institute focusing on school design and strategic planning. Each school identified SMART goals and created Action Plans to implement the goals. The rigorous, relevant and doable Action Plan prepared by a school team and guided by a CES coach became the work of the school year. The designated CES school coach used the Plan as a guide for his/her service with the school and coach making adjustments when data or critical events warranted them.

The 2005 CES-NJ Paterson Treks - Elementary, Academies, and Comprehensive High Schools- provided 230 Paterson staff with training. This summer of 2006 will see 320 participants. The theme for these TREKs is "Process meets Content in Mathematics and Literacy". The theme supports the district's focus on Math and Literacy and CES' commitment to the Domains and Common Principles, a sound collaboration of content and process in the effort to advance student achievement.

Fall Forum: At the CES National Fall Forum, educators, students, parents, and other leading thinkers in educational reform come together to recognize the principles that we hold in common and focus on adding voices to a movement that works to transform schools into high-achieving and equitable places of learning that are connected to their communities. This year's Fall Forum in Boston proved to be a rich experience. Seven CES-NJ colleagues attended the Forum and gained a national perspective to enhance their NJ experience.

Swap n Share and Spring Forum: Opportunities for our schools across the state to share best practices will hopefully be reintroduced into our activity schedule in the coming school year. These victims of the financially tight district budgets this past school year will require creative planning and a funding source. The success of these programs in the past and the requests of School personnel, support the need for this kind of opportunity and we will respond.

### **Alternate Route Program at CESP**

#### **Regional Training Center**

As a partner in the New Jersey Provisional Teacher Program, Center for Effective School Practices works with the New Jersey Department of Education to offer 200 hours of formal instruction to provisional teachers in their first year of teaching. The training, held at regional training sites in Newark, Paterson and Bridgewater, focuses on the essential pedagogy required for the preparation of a novice teacher. Classes are conducted by practicing education professionals with a minimum of a Master's degree and five years teaching or administrative experience in public schools.

This 2005-2006 Alternate Route Program began on a very progressive note with the launch of our First Days of School Fellowship/Alternate Route Program website (<http://www.alernaterouteteachers.org>). Here you will find everything from form downloads and event listings to announcements and program information.

This year we have three regional sites: Paterson, Newark and Bridgewater. The number of participants in each site are as follows:

Bridgewater:	60
Newark:	30
Paterson:	30

### **Charter School Resource Center at CESP**

New Jersey currently hosts 59 charter schools, serving approximately 14,500 students. In January 2006, Commissioner Lucille E. Davy revoked the charter of one operational charter in Jersey City and approved 6 additional charters, all of which used the services of the Charter School Resource Center in preparing their applications.

The Charter School Resource Center (CSRC) plays a significant role in advancing the type of accountability in public education that charter schools represent. CSRC works to identify new founders of charter schools, supports their application development and offers training and assistance during the charter implementation and operation phases.

#### New Charter School Development

Two years ago, the state's charter school movement faced a growth and quality crisis. The number of charter schools had dropped from a high of 72 to 47. Leveraging support from foundations and the New Jersey Department of Education, the Charter School Resource Center initiated the Charter School Incubator Project, explicitly designed to expand the number of high-quality charter schools in New Jersey.

By November 2004, 52 schools had been awarded charters by the NJ Department of Education; this number increased to 55 in January 2005. More revealing, however, is the increased number of groups applying for charter school status. Only nine charter school applications were filed in 2003; the number of applications increased to 16 in 2004 and to an all-time high of 25 applications in 2005. The Charter School Incubator Project worked directly with 14 of these prospective charter school operators, encouraging them to pursue charters, providing direct technical assistance, and connecting them to resources, reviews, and consultation services. On January 23, 2006, the NJ Department of Education approved six new charter schools and renewed the charters of 12 operating schools.

The Charter School Incubator Project has evolved into the *Modern Education Ventures Program*, a service delivery program intended to strengthen and support the state's education entrepreneurs who seek an active stake in the movement by preparing charter school developers to address relevant educational and management topics critical to school design and operation. Modern Education Ventures features training in education program planning, school operations, governance and board relations, human resource management, financial planning and reporting, technology systems and data collection, families as customers, facilities acquisition, marketing and public relations.

Program facilitators are knowledgeable about charter schools and offer a wealth of expertise in their subject areas developed from professional experiences. The training design uses case studies, group discussion, and on-line exercises to ensure interactivity, practicality, charter school relevance and flexibility. Each session features useful reference materials, coordinated optional follow-up activities, and e-consultation with session facilitators. Professional development credit is available for all participants. Other credit options may come available as program develops.

#### Charter School Application Development Institute

This year the Charter School Resource Center launched its first-annual Charter School Application Development Institute, a 3-day workshop series is designed to help charter school developers submit competitive charter proposals to the NJ Department of Education. For charter school developers from Camden to Passaic Counties, the day-long workshop sessions not only provided "insider" information on developing quality applications, but offered complimentary follow-up technical assistance with charter

school professionals. The Institute drew about 35 potential applicants and addressed topics such as Governance, Goals & Objectives, Fiscal Planning and Education Program design. The feedback was overwhelmingly positive.

#### Choice Makers

As a strategy for stimulating interest in charter school development, the New Jersey Charter School Resource Center published *Choice Makers: Portraits in New Jersey's Charter Schools* to promote charter schools from the perspectives of all stakeholders, including parents, educators, students or alumni, higher education leaders, business leaders community-based organizations, faith-based organizations, and education or social visionaries. Disseminating the personal story of the unique value and characteristics of charter schools is vital to growing interest in charter school development and support. *Choice Makers: Portraits in New Jersey's Charter Schools* has captured the human dimension of the charter school movement. Choice Makers has been praised by state and national charter school figures such as Julie Jackson of North Star Academy, Kevin Chavous of the Center for Education Reform and Dr. Howard Fuller of the National Alliance for Public Charter Schools.

#### The Edge

The Edge is the quarterly newsletter published by the Charter School Resource Center to keep New Jersey Charter School operators and supporters informed about developments in the movement. Feature articles have covered accomplishments among charter school teachers and leaders, charter school expansions, promising charter school programs, and developments at the New Jersey department of Education.

#### Charter School Resource Center Website

The Charter School Resource Center Website at [www.njcharterschools.org](http://www.njcharterschools.org) has made the procurement of information and services easier for the New Jersey charter school community. The website features helpful statistics, a resource library, vendor information, school search functions, and much more. Monthly hits average 2000, with the majority of the site visits being from charter school developers and potential employees.

#### Second Annual Shared Insights Institute

The Second Annual Shared Institute, a professional development day for charter school teachers and leaders, was a rousing success. The event drew nearly 200 charter school directors, trustees and teachers (elementary and middle school) from New Jersey and Pennsylvania. Several schools sent their entire staff to the Institute, leveraging this event as part of their staff professional development program. Participants attended workshops on classroom management, concept curriculum, improving instruction and specialized topics such as math. Dr. Henry Levine—William Kilpatrick Professor of Economics and Education at Teachers College, Columbia University delivered the luncheon keynote address, encouraging participants to go for enrichment and acceleration instead of remediation.

### Charter School Job Fair

The New Jersey Charter School Resource Center along with the Charter Public School Association opened the doors of opportunity at the 7<sup>th</sup> Annual New Jersey Charter Schools Job Fair held in March. For the 450 jobseekers, it was an opportunity to explore a new beginning with one of the 25 participating charter schools.

The job fair drew aspiring teachers were on all levels, many with certification and experience. Participants who lacked certification joined NJ Department of Education officials for information sessions which addressed the state licensing process. CSRC has made it possible to continue the educator recruitment effort at the Charter School Resource Center Website, where career opportunities in charter schools may be posted year-round.

### New Jersey Department of Education Partnership

In June 2005, the Charter School Resource Center responded to a proposal to the New Jersey Department of Education to provide technical assistance to charter schools. Upon favorable review of the proposal, CSRC was notified that a \$400,000 contract would be awarded to the center to implement the technical assistance proposal. A series of challenges, including the state government transition ensued. To date, the proposed contract has not been executed although discussions and planning continue.

### Tenth Anniversary Charter Schools Summit

January 2006 marked the ten year anniversary of the charter school legislation. To commemorate this important milestone in New Jersey's charter school history, New Jersey's charter school community banded together in a two day summit to demonstrate Total Commitment to Quality. The Resource Center served as a planning advisor with this event which was coordinated by the Charter Public Schools Association and funded by the Robert Treat Academy Charter School.

### Academy for Teaching and Learning at CESP

The Academy for Teaching and Learning (ATL) is continuing to make huge strides in the professional development field since its launch in October 2004. We have stood apart as a leader for teacher growth and improvement with classroom, as well as interpersonal skills.

In addition to offering centrally located open-enrollment workshops, which ranged from one to five days in length, we spent a great deal of time customizing many of these workshops to specific needs of school districts by offering them on site. The ATL work done on-site at various school districts brought in approximately \$148,450.00. According to our contracted school districts, we have provided in-services to staff in the following districts:

Belleville, Burlington, Carteret, East Windsor, Eastampton, Edison, Fort Lee, Frenchtown, Hanover Park Regional HS District, Jackson, Linden, Little Silver, Marlboro, Middlesex, North Warren, Paterson, Plainfield, Prospect Park, South Bound Brook and Verona.

Topics that were presented in the above districts included:

Using Technology to Improve Teaching & Testing in Math, Differentiated Instruction, Problem Based Learning (PBL), Secondary Math Pedagogy, Reading/Writing Across Curriculum, Collaborative Teaching, English Language Learners, Classroom Management, Flexible Grouping, Guided Reading, Literacy Centers, Critical Friends Group Training (CFG), SMARTBoard for Interactive Learning, Auditory Processing, Middle School Writing, Related Arts Writing Across Curriculum, Primary Writing Coaching, Brain-Based Workshop, Everyday Math and Web Wizard Workshop.

This past year, we have also branched out as we have offered workshops in both Northern and Southern New Jersey, in addition to our Somerset site. This enabled the academy to reach many more educators across the state at more convenient locations for them.

In addition, we have also traveled outside New Jersey to provide professional development in Ohio, Washington, DC, Philadelphia, and New York. Our contracts continue as we have already scheduled services for the upcoming school year in these locations.

The Academy for Teaching and Learning ran 70 workshops during the 2005-2006 academic school year (not including work on-site at school districts). Of the 124 offered, 70 ran. There were a total of 1,632 paid participants. Based on numbers enrolled, the most popular workshops were in the areas of Guided Reading, Differentiated Instruction, Autism, and the Day with Harry Wong. The ATL's course offerings generated approximately \$228,480.00 for the 05-06 school year.

The workshops numbers in specific areas are as follows:

▪ Technology	78
▪ Literacy	15
▪ Special Education	12
▪ Math	11
▪ Classroom Management	4
▪ Differentiated Instruction	4

The Academy for Teaching and Learning, under new direction, has a clear vision of its goals for the upcoming year. As research indicates, professional development is most effective when it is offered in a series of classes. We are pleased to offer a number of tiered workshops for the upcoming year. In addition, we are creating a subscription series that would tie in work from the GSE thus connecting ATL and the GSE to form a stronger force in the professional development arena. We anticipate an increase in revenue for the upcoming year as we look to offer workshop series, after school hours, and larger events throughout the year.



### **Small Schools Resource Center at CESP**

The Small Schools Resource Center was just a vision of CESP in the fall of 2005. With research and planning the SSRC became a reality in January 2006 with in-depth focus group meetings in New Jersey and Philadelphia. These meetings helped uncover regional needs, challenges and opportunities. It also set in place our vision.

A school works best when:

- Students are regularly challenged to use their minds well,
- The school's goals apply to all students,
- Each student receives instruction and support that meet his/her unique learning needs,
- Each student is known well and advocated for by several adults who collaborate regularly,
- All stakeholders share important decisions about the school.

To better achieve those ideals, each school should be a small learning community (no more than 400 students) with enough autonomy to determine its own budget, staffing, curriculum, schedule and other policies within broad state and district guidelines.

Currently, the Small Schools Resource Center has two long-term contracts with Gloucester City School District and Lakewood High School. Our services provided through these contracts will assist each school in assessing their goal to create smaller learning communities and realizing that goal with our guidance. The contracts include planning sessions, on-site coaching and professional development opportunities. In New Jersey, we are exploring a possible collaboration with Red Bank School District. We are also exploring additional prospects with the Philadelphia Education Fund, representatives of two student groups, Youth United for Change and the Philadelphia Student Union as well as Kensington, Edison and West Philadelphia High Schools who have requested meetings to explore a relationship with us similar to Lakewood's and Gloucester's. The two contracts now in place have produced an estimated \$45,000 in income. We set a goal to secure at least two more long-term contracts for this fiscal year.

In addition to providing services on-site to schools and their districts, the SSRC hosted a two-day Small Schools Institute in April 2006. The Institute featured 40 experienced presenters ranging from teachers demonstrating best practices to leaders of the national Small Schools Initiative discussing broader issues. Some of the workshop topics included facility size and space planning, increasing rigor and relationships in the classroom, scheduling for smaller learning communities and creating a vision and planning for a SLC. This wide array of presenters and topics attracted nearly 200 participants from New Jersey, Pennsylvania, New York and Ohio. With the tremendous response received from the April Institute, the SSRC plans to offer a professional development series which includes at least one other large-scale institute for the 2006/07 school year. The professional development series would offer workshop topics geared towards schools planning or in the process of creating smaller learning communities. The institute produced an income of \$30,800. We project that the professional development series will produce additional income and contracted services.

The SSRC is building its reputation and gaining recognition. We have worked closely with the Small Schools Workshop based out of Chicago, IL. We are also working on relationships with other community based programs in NJ and PA. In the past, we have been invited to present at national SSW events. And just recently, we received an invitation to speak at the NJEA convention this November. The SSRC meets semi-annually with a regional focus group to fine tune our vision and mission and to get critical feedback on our effectiveness.

## GSE Continuing Education and Global Programs (CEGP)

### AY 05 - 06 Summary of GSE South Africa Initiative (SAI)

The **GSE South Africa Initiative**, under the direction of Darren Clarke & James Giarelli is thriving. Dr. Clarke led a GSE delegation including Dean Richard De Lisi to South Africa in November for the inauguration of the Southern Africa Large Telescope (SALT) and organized an awards ceremony honoring corporate partners and the three adopted schools in Paarl, South Africa. In Fall 2005, we welcomed three South African school leaders to Rutgers for visits to schools, talks to University classes, and sharing of ideas with New Jersey educators. In Fall 2006, we will welcome three South African teachers to Rutgers to continue this interchange. While celebrating its 5th anniversary, many programs were conducted in New Jersey schools through the efforts of over 70 SAI alums. The New Jersey School Boards Association recognized the *Three-Strand Curriculum for South African Study* developed by Patricia Emerson and Christin Collins '04 teachers in the Brielle school district; "for outstanding educational programs" to receive its 21st annual School Leader Awards. A New Jersey Network Classroom Close-Up segment based on a curriculum developed by another of our participants, Muneerah Higgs, teacher in Lawnside, New Jersey, received a Mid-Atlantic Emmy nomination in 2006.

In partnership with the My Story foundation, the Literacy Through Photography project continued this year and a darkroom was built in Amstelhof Primary School in Paarl, South Africa for use in science education. These and other outstanding educational projects are a testament to the hard work of our diverse and imaginative participants and to the impact of the South African experience on their professional and educational experience.

The SAI website [www.gse.rutgers.edu/southafrica](http://www.gse.rutgers.edu/southafrica) continues to be a resource for communication about events, programs and showcasing activities in New Jersey schools and our partner schools in South Africa. Development efforts for SAI have benefited GSE students and South African Educators (SAEs). Each Fall there is a culminating event "An Evening of Reflections" which showcases reflections of study tour participants and SAEs who visit GSE as part of the Vision 57 Teacher Exchange program.

#### DEVELOPMENT/ FUNDRAISING for SAI

	<u>2005</u>	<u>2006</u>
Individual Gifts.	16,500	19,650
GSE/Rutgers University Support	14,700	8,500
In-kind Support - School Supplies/ Participant Travel Support	14,500	18,250

*Scholarship Support for Students*

**Nancy Higginson Dorr Award** (\$250) check presented at 2005 GSE Convocation

Lindsey Bowser  
Lisa Gergasko  
Kara Ingling  
Randi Kahn  
Christine Osborne  
Jenny Roca  
John Ruskuski  
Scott Rutherford

**GSE Alumni and Friends**

Sarah Blessing (\$4,000)  
Ellina Chernobilsky (\$4,000)  
Kristine Lockwood (\$4,000)  
Sarah Madden (\$4,000)  
Paula Aguruso (\$3,000)  
Jassie Fahnbulleh (\$3,000)  
Kyung Mo Nam (\$3,000)  
Miten Shah (\$3,000)  
Douglas Aiello (\$2,244)  
Marcella DiBenedetto (\$2,244)  
Devon Higgins (\$2,244)  
Timothy Margiotta (\$2,244)  
Amy Paretchan (\$2,244)

**Martin Luther King, Jr. Scholarship** (\$2,500)

Radhika Buch  
Evelyn Hanna  
Melissa Ruttanai  
Ting-Wei Chiu

**Hand to Hand Scholarship** (\$500)

Tara Adamek  
Caitlin Cuffe  
Alexis Feibelman  
Michelle Mika

**Madelyn McCarthy Miller Scholarship** (\$2,799)

Libre Katzman

**Clarence E. Partch Memorial Scholarship** (\$896)

Lei Liu

**Charles Sumner Crow Scholarship** (\$2,783)

Franklin Lai

**Norma Nevola Sutera Scholarship** (\$2,071)

Nadia Ansari

**Samuel Proctor Fellowship** (\$3,076)

Wanda Swiggett

**GSE Law Fellowship** (\$2,000 plus tuition remission)

Caitlin Cuffe

**Edward Fry Endowed Graduate Fellowship** (\$9,376)

Kim Lanza

*Dean's Support for Student Conference Participation*

Name	Program	Conference	Presentation
Alan Bitterman	Ph.D. in Education, Educational Psychology	American Psychological Association (APA), August 9-11, 2006	The impact of source credibility on belief change
Heather Casey	Ph.D. in Education, Literacy	University of Pennsylvania, February 24&25, 2006	Considering context understanding effective middle school teachers and their work with struggling readers and writers
Maris Cutting	Ph.D. in Education, Educational Psychology	American Psychological Association (APA), August 11-13, 2006	Perspective taking as mental model construction
Weiling Deng	Ph.D. in Education, Educational Psychology	National Council on Measurement Education (NCME), April 6-10, 2006	Correcting ability estimates and its corresponding reference distribution: Can it improve assessment of person fit?
Nicole DiDonato	Ph.D. in Education, Educational Psychology	Self-concept, Motivation, Social and Personal Identity for the 21st Century	Factors that influence students' choices of technology Majors and Careers

		4th International Biennial SELF Research Conference / Ann Arbor	
Evelyn Hanna	Ph.D. in Education, Mathematics	Northeastern Educational Research Association, October 19-21, 2005	Do real-life problems afford or constrain mathematical understanding?
Ellen Herr-Israel	Ph.D. in Education, Educational Psychology	Early Language Acquisition, December 8-10, 2005	Single words to combinations: Longitudinal analysis reveals constructive processes
Surabi Kavathekar (Marathe)	Ph.D. in Education, Educational Psychology	International Conference of the Learning Sciences (ICLS 2006), June 27-31, 2006	Effects of conceptual representation on learning from hypermedia
Carol King	Ph.D. in Education, Literacy	Humanities Conference, Cambridge, UK, Aug. 2-5, 2005	The impact of race, gender and class on identity in Toni Morrison's fiction
Frank Lai	Ed.D., Math Ed	Northeastern Educational Research Association, October 19-21, 2005	Inter-student questioning in students' investigations into algebra: A dialogue between Kianja and Jerel
Anastasiya Lipnevich	Ph.D. in Education, Educational Psychology	American Psychological Association (APA), August 10, 2006	Division 15 Doctoral Research Seminar
Lei Liu	Ph.D. in Education, Educational Psychology	International Conference of the Learning Sciences (ICLS 2006), June 27-July 2, 2006	Effects of conceptual representation on learning from hypermedia
Allison McCulloch	Ph.D. in Education, Math	Psychology of Mathematics Education - North America	Building on understanding of students' use of graphing calculators

		(PME-NA), October 20-23, 2005	
Julie Monet	Ed.D. Science Education	National Association of Research in Science Teaching (NARST), April 3-6, 2006	Examining topic-specific PCK as a conceptual framework for in-service teacher professional development in earth science
Randi Ostrove	Ed.D., Early Childhood Ed	American Educational Research Association (AERA), April 2006	Describing teacher-child interactions in a high quality early childhood program
Iuliana Radu	Ph.D., Math	Psychology of Mathematics Education (PME), July 16- 21, 2006	Developing mathematical initiative in urban middle school students
David Rosengrant	Ed.D., Science Education	American Association of Physics Teachers (AAPT), July 24- 27, 2006	Multiple representations and problem solving (II): Do student do what they say?
Hao Song	Ph.D. in Education, Educational Psychology	American Educational Research Association (AERA), April 7- 11, 2006	Improving estimation of school effects: Using bootstrap, Jackknife methods in regression analysis of multilevel data
Aubrie Swan	Ph.D. in Education, Educational Psychology	American Psychological Association (APA), August 10-13, 2006	An evaluation of a listening- while-reading technology program
Maria Ruibal Villasenor	E.D., Science Education	American Association of Physics Teachers (AAPT), July 22- 26, 2006	Students' responses to innovation in introductory university physics

## *Student Awards/Recognitions*

### *New Jersey Education Commissioner's Distinguished Teacher Candidate Award*

Lisa-Marie Batelli (Social Studies Education)

Cathy Cirrotti (Science Education)

Michelle Mika (Mathematics Education)

Shannon Smith (English Education)

Robert Goodman (Ed.D. candidate in Science Education) a physics teacher at Bergen County Technical High School was named *New Jersey State Teacher of the Year*.

Karen Hwang, a recent Counseling Psychology Ed.D. graduate, has received two awards for her dissertation: "Attachment, Disability, and Romantic Relationships." She won the *International Society for Quality of Life Studies (ISQOLS) Dissertation Competition* as well as the *Outstanding Dissertation Award from the New Jersey Psychological Association*.

Anicel Perez (Five-year Social Studies Education program) was awarded a prestigious *James Madison Fellowship* for teachers. When she completes her studies she will hold an Ed.M. with initial certification in Social Studies Education (K-12). The fellowship pays for her masters degree and sends her to Georgetown University to study over the summer with other fellowship recipients.

Julie Traxler (Ed.D. candidate in Social and Philosophical Foundations in Education) was recently selected as a recipient of a 2006 *National Academic Advising Association (NACADA) Research Support Grant*. The grant will fund her doctoral research project, entitled "Major Choosing Among South Asian American Women: Toward a New Theory of Advising." She is working with Professors Sharon Ryan (dissertation chair), James Giarelli, and Thea Abu El-Haj.

### *GSE Alumni Association Awards: 2006*

#### *Dissertation Awards*

Dr. Karen Hwang

Evelyn Headley Award for Outstanding  
Dissertation  
(Dissertation Chairperson: Professor Jeffrey Smith)

Dr. Justine Hernandez Levine

Angelo L. Tomaso Award for Excellence in  
Dissertation  
(Dissertation Chair: Professor James Giarelli)

Dr. Deborah Woo

Excellence in Dissertation (Dissertation Chair:  
Professor Lesley Morrow)



*Faculty Awards*

Dr. Benjamin Justice	Outstanding Faculty Teaching Award
Dr. Melanie Kuhn	Outstanding Faculty Research Award
Dr. James Giarelli	Outstanding Faculty Service Award

*GSE Commencement Convocations*

2006

Keynote Speaker: Gene I. Maeroff (Senior Fellow, Hechinger Institute on Education and the Media, Teachers College, Columbia University)

Distinguished Leader Awards

Milton Schwebel (Professor Emeritus, Rutgers University)

Earl Vann Farrow (Professor Emeritus, Rutgers University)

2005

Keynote Speaker: Pedro Antonio Noguera (Professor, Steinhardt School of Education, New York University)

Distinguished Leader Awards

Dennis Bone (President, Verizon New Jersey)

Michelle Fine (Distinguished Professor, The Graduate Center, The City University of New York)

Herbert T. Green (Director, Public Education Institute)

2004

Keynote Speaker: Roscoe C. Brown, Jr. (Director of Center for Urban Education Policy at the Graduate School and University Center, The City University of New York)

Distinguished Leader Awards

Kurt M. Landgraf (President and CEO, Educational Testing Service)

Ronald F. Larkin (Chief School Administrator, New Brunswick Schools)

Nel Noddings (Lee L. Jacks Professor of Education, Emerita, Stanford University)

## *Gifts to the GSE by Individuals*

During our 2005-2006 academic year, The Graduate School of Education (GSE) received remarkable support from our alumni and friends. The list below includes gifts from individuals made to support the faculty and programs at GSE.

A total of 922 individuals made gifts in support of GSE from July 1, 2005 through June 30, 2006.

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