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## **Comments on Weiner, Resnick and Scientific Debate**

**Jonathan Goodman**  
**New York University**

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### **Abstract**

Lois Weiner (2003) and Lauren Resnick (2003) have advanced substantially different views of the success of the reforms undertaken by Community School District Two (CSD2) in New York city. Weiner's position *vis a vis* District Two has probably conferred a greater measure of objectivity to her views. Criticisms of scholarly work, even when sharply worded, are neither personal nor unscientific; indeed they are quite common in all the sciences.

Lois Weiner, Lauren Resnick, and the *Archives* are to be commended for initiating a public peer-reviewed debate on the studies used to support what is unfortunately called "reform" education, fuzzy math and whole language reading. As is becoming clear nationally, statistics about educational programs are not always what they seem. The scientific method includes the axiom that adversarial scrutiny of data is the only path to correct conclusions. Researchers challenging fuzzy math have often been denied access to education journals and their criticisms have gone unanswered and unrecognized in the education community (See the web site <http://mathematicallycorrect.com> for instances of this.)

Another axiom of scientific objectivity is that the most reliable evidence for a

particular reform is not likely to be from the proponents of that reform. In medical practice, for example, a new procedure must be tested in clinical trials by researchers other than those who propose it before it is accepted. Precisely because Weiner was not involved in implementing the District 2 reforms, her analysis of the results is less likely to be biased, though it might be biased for other reasons.

Anyone who actually lived in District 2 and had children in District 2 schools during the period in question—as I did—would be aware of the huge shift in demographics that Weiner pointed out. For one thing, at least two new schools serving well the "well-to-do" (PS 234 and PS 98/IS 89) began operations. Moreover, a number of magnet schools (Lab, Salk, School of the Future, etc.) began drawing top students from throughout the city. It would have been more informative to present results from individual schools whose student populations were more stable. Having seen such data but not having access to them now, I do not recall that it was nearly as positive as the overall numbers quoted by Resnick.

It is hard to agree with Resnick's complaints about the tone of Weiner's article. Criticism of the structure of a scientific study is not a personal attack on the ethics of the researchers. Scientific journals that engage in debate, such as *Physical Review Letters*, regularly use such language. The fact that scientific opinions are colored by personal factors does not make them wrong. Having interacted with officials of District 2 over the years, I can testify that it is difficult to describe their actions dispassionately. Weiner has done remarkably well, given her conclusions.

## Reference

Resnick, L. B. (2003, August 7). Reforms, research and variability: A reply to Lois Weiner. *Education Policy Analysis Archives*, 11(28). Retrieved August 14, 2003, from <http://epaa.asu.edu/epaa/v11n28/>.

Weiner, L. (2003, August 7). Research or "cheerleading"? Scholarship on Community School District 2, New York City. *Education Policy Analysis Archives*, 11(27). Retrieved August 14, 2003, from <http://epaa.asu.edu/epaa/v11n27/>.

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## Areas of Interest

- SOCIO-CULTURAL ASPECTS OF LANGUAGE, LITERACY AND LITERATURE
- ANTI-RACISM AND POSTCOLONIALISM
- CURRICULUM HISTORY AND THEORY
- POST-STRUCTURALIST THEORY
- TECHNOLOGY IN EDUCATION

## Research Activities

### Public Knowledge Project

The Public Knowledge Project, with funding from SSHRC, HRDC, and the Max Bell Foundation, employs a team of computer, information and social scientists, in its work with scholarly societies, professional organizations, and policymakers on developing and researching online systems that hold some promise of improving the scholarly and public quality of academic research.

## Recently Published Work

- For full-text access to recent publications, scroll down the [Public Knowledge Project's Publications and Presentations page](#).
- Willinsky, J. (2001). *After literacy: Essays*. New York: Peter Lang.
- Willinsky, J. (2000). *If only we knew: Increasing the public value of social science research*. New York: Routledge.
- Willinsky, J. (1999). *Technologies of Knowing: A Proposal for the Human Sciences*. Boston: Beacon.
- Willinsky, J. (1998). *Learning to divide the world: Education at Empire's end*. Minneapolis, MN: University of Minnesota Press.
- Gaskell, J. & Willinsky, J. (Eds.) (1995). *Gender in/forms curriculum: From enrichment to transformation*. New York: Teachers College Press.
- Willinsky, J. (1994). *Empire of words: The reign of the OED*. Princeton, NJ: Princeton University Press.
- Willinsky, J. (1991). *The triumph of literature/the fate of literacy: Teaching English in the high school*. New York:

Teachers College Press.

- Willinsky, J. (1990). *The new literacy: Redefining reading and writing in the schools*. New York: Routledge.

John Willinsky is currently the Pacific Press Professor of Literacy and Technology in the Department of Language and Literacy Education at the University of British Columbia and a Fellow of the Royal Society of Canada. He is the author of *Learning to Divide the World: Education at Empire's End*, which won Outstanding Book Awards from the American Educational Research Association and History of Education Society, as well as of the more recent titles, *Technologies of Knowing* and *If Only We Knew: Increasing the Public Value of Social Science Research*. He directs the Public Knowledge Project, which is dedicated to developing online conference, journal, and indexing systems that improve the scholarly and public quality of academic research, as well as playing at academic conferences with an international blues band of scholar-musicians.

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Kevin G. Welner is an associate professor at the University of Colorado, Boulder School of Education, specializing in educational policy, law, and program evaluation.. He is director of the [Education in the Public Interest Center \(EPIC\)](#). Welner's present research examines small school reforms, tuition tax credit voucher policies, and various issues concerning the intersection between education rights litigation and educational opportunity scholarship. His past research studied the change process associated with equity-minded reform efforts ? reforms aimed at benefiting those who hold less powerful school and community positions (primarily Latinos, African Americans, and the poor). Welner has received AERA's Early Career Award (in 2006) and Palmer O. Johnson Award (best article in 2004), the Rockefeller Foundation's Bellagio Residency, and the Post-Doctoral Fellowship awarded by the National Academy of Education and the Spencer Foundation.

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Lorrie Shepard is professor of education and chair of the Research and Evaluation Methodology program area. Dr. Shepard is currently dean of the School of Education. Her research focuses on psychometrics and the use and misuse of tests in educational settings. Technical topics include validity theory, standard setting, and statistical models for detecting test bias. Her studies evaluating test use include identification of learning disabilities, readiness screening for kindergarten, grade retention, teacher testing, effects of high-stakes testing, and classroom assessment. At the graduate level, Dr. Shepard teaches courses in statistics, research methods, and testing and assessment policy. In the teacher education program, she teaches assessment in collaboration with colleagues in content methods courses.

Dr. Shepard is a past president of the American Educational Research Association and past president of the National Council on Measurement in Education. She was elected to the National Academy of Education in 1992 and served as Vice President of the NAE. She has been editor of the *Journal of Educational Measurement* and the *American Educational Research Journal* and interim editor of *Educational Researcher*. In 1999 she won NCME's Award for Career Contributions to Educational Measurement. Dr. Shepard currently serves on the National Research Council's Board on Testing and Assessment.

**Education:**

PhD Research and Evaluation Methodology, University of Colorado at Boulder, 1972  
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Jay Paredes Scribner is Assistant Professor in the Department of Educational Leadership and Policy Analysis at the University of Missouri-Columbia. His research focuses on the professional learning of teachers and school administrators. Recently, he has been studying teacher leadership.



## **Gary Orfield Harvard University**

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Gary Orfield is interested in the study of civil rights, education policy, urban policy, and minority opportunity. He is the director of the Harvard Project on School Desegregation, and codirector of the [Harvard Civil Rights Project](#), which is developing and publishing a new generation of research on multiracial civil rights issues. Orfield's central interest has been the development and implementation of social policy, with a central focus on the impact of policy on equal opportunity for success in American society. Recent works include studies of changing patterns of school desegregation and the impact of diversity on the educational experiences of law students. In addition to his scholarly work, Orfield has been consistently involved in government and courts in issues related to his research. He has been a court-appointed expert in school desegregation cases in St. Louis, Los Angeles, San Francisco, and Little Rock and has been called to give testimony in civil rights suits by the U.S. Department of Justice and many civil rights, legal services, and educational organizations. In 1997, Orfield was awarded the American Political Science Association's Charles Merriam Award for his "contribution to the art of government through the application of social science research." Orfield is a native Minnesotan and a connoisseur of old musicals. He would appreciate help from Spanish-speaking students in upgrading his language skills for his annual trips to Latin America.

### DEGREE:

Ph.D., University of Chicago

### PRINCIPAL PUBLICATIONS:

- *Diversity Challenged: Evidence on the Impact of Affirmative Action* (with M. Kurlaender) (2001)
- *Raising Standards or Raising Barriers* (with M. Kornhaber) (2001)
- *Religion, Race and Justice in a Changing America* (with H. Lebowitz) (1999)
- *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives* (with E. Miller) (1998)
- *Dismantling Desegregation: The Quiet Repeal of Brown v. Board of Education* (with S. Eaton) (1996)

- *Who Chooses? Who Loses?* (with B. Fuller and R. Elmore) (1996)
- *The Closing Door: Conservative Policies and Black Opportunity* (with C. Ashkinaze) (1991)
- *Must We Bus? Segregated Schools and National Policy* (1978)

## AWARDS

- Charles Merriam Award, American Political Science Association (1997)
- Brookings Institution Fellowship
- Danforth Fellowship
- Falk Fellowship
- Senior Scholar Fellowship, Spencer Foundation
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Heinrich Mintrop was a teacher in both the United States and Germany before he entered into his academic career. He received an MA in Political Science and German Literature at the Freie Universität Berlin (1978) and a Ph.D. in Education from Stanford University (1996). As a researcher, he explores how educational policies form institutional structures that in turn shape teaching and learning in schools. He is particularly interested in the tension between student achievement and citizenship, accountability and democratization. He examined these relationships, first, in eastern German schools that underwent fundamental changes after the collapse of socialism. A number of articles and a book *Educational Change and Social Transformation* (Falmer 1996), published with Hans Weiler and Elisabeth Fuhrmann, resulted from this work. He co-authored (with Bruno Losito, CEDE, Italy) *The Teaching of Civic Education*, a chapter in the IEA Report on Civic Education (IEA 2001) that looks at the conditions of Civic Education teaching in 28 countries. In recent years, Dr. Mintrop has turned to the issue of school accountability and the "fixing" of "failing schools." This work has so far produced a number of articles and book chapters on the fate of school improvement in schools on probation in the states of Maryland and Kentucky. Dr. Mintrop's work has been supported by the U.S. Department of Education, the Pew Charitable Trust, the Spencer Foundation, and the August Thyssen Foundation, Germany. He was recently awarded a Carnegie Corporation scholarship to study school accountability systems comparatively in the United States and Germany. He is also currently undertaking a study of the California school accountability system. At UCLA, Dr. Mintrop is on the leadership team for the Principal Leadership Institute.

**Research Interests:** Educational policy, school accountability, school improvement,

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Dr. Mauhs-Pugh specializes in the history and philosophy of education. Trained in the cultural foundations of education at Syracuse University, he draws from a broad mix of social and political theory, analytical philosophy, and American history. His research emphasizes the history of educational policy within the context of an evolving, liberal, democratic society. Of particular interest is the central position education holds in developing and maintaining a civil society and the tension between the administrative requirements of managing an educational system and the goals of that system.

In addition to teaching standard courses within the education department and supervising student teachers, Dr. Mauhs-Pugh regularly teaches interdisciplinary and team-taught courses, such as *The Northern Forest and Renewing Civil Society: Social and Political Philosophy and Democratic Education*. Dr. Mauhs-Pugh also regularly contributes to the Environmental Liberal Arts program, teaching such courses as *Environmental Ethics*, *Images of Nature*, and *Simplicity and Sustainability*.

## **Education**

Ph.D. History and Philosophy of Education, Syracuse University. 1994. Degree awarded with distinction.

Dissertation: *Rural School Consolidation in New York State, 1795-1993*

M.A.T. English, Brown University. 1984

B.A. English, University of Massachusetts at Amherst. 1983

Dr. Mauhs-Pugh taught English in grades 6-12 in New Hampshire and Vermont.

## **Research Interests**

- Developing a defense of public schooling in light of its mission to provide a secular, democratic education.

- Producing a comprehensive history of schooling in New York State.
- Strengthening the role of historical research and philosophical analysis in educational practice and policy debates.

### **Selected Publications**

*"12,000 Little Republics, Civic Apprenticeship and Democratic Decline: The Creation of New York's School System, 1795-1995." (In process.)*

"Rural Education," in *The Encyclopedia of New York State*. Peter Eisenstadt, ed. Syracuse University Press, Fall 2002 expected publication date.

"Compulsory Education," in *The Encyclopedia of New York State*. Peter Eisenstadt, ed. Syracuse University Press, Fall 2002 expected publication date.

"Andrew Sloan Draper," in *The Encyclopedia of New York State*. Peter Eisenstadt, ed. Syracuse University Press, Fall 2002 expected publication date.

"Developing the Good Person: The Role of Local Publics," chapter 3 in *Educating Tomorrow's Valuable Citizens*. Joan M. Burstyn, ed. Albany, NY: SUNY Press, 1996.

## Daniel Kallós

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Daniel Kallós is Professor of Education at Umeå University, Sweden. He is chairman of the Board of Teacher Education and Research at Umeå university. He is coordinator of a [Thematic Network on Teacher Education](http://tntee.umu.se) sponsored by the European Commission (<http://tntee.umu.se>).

Among his recent publications are:

- (Together with Ingrid Nilsson) Defining and Re-defining the Teacher in the Swedish Comprehensive School. *Educational Review*, 1995, vol 47, nr 2, pp 173-188.
- (Together with Karl-Georg Ahlström) Contextualizing Quality. Recent Discussions on Teachers and Teacher Education in Sweden. *European Journal of Teacher Education*, 1995, vol 18, nr 1, pp 25-35.
- Research on Teacher Education in Finland, Germany and Sweden. (Edited by Daniel Kallós & Ingrid Nilsson) Monographs on Teacher Education and Research, Umeå University, nr 1. 1996.
- Teacher Education in Europe: Evaluation and Perspectives. Edited by Theodor Sander, Friedrich Buchberger, Anthony E Greaves & Daniel Kallós (Osnabrück, 1996).
- European Curriculum Research in a Twenty Year Perspective. (Edited by Daniel Kallós & Ingrid Nilsson) Monographs on Teacher Education and Research, Umeå University, nr 2. 1997.

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## Education

- B.A. in English, Kent State University 1969
- Ph.D. in Educational Psychology, Kent State University 1974

Bill Hunter is currently the dean of the School of Education in Canada's newest university: The University of Ontario Institute of Technology. He was previously at The University of Calgary where he served (at various times) as the Director of the Educational Technology Unit, the Head of the Department of Teacher Education and Supervision, the Academic Coordinator for the Distance Delivery Unit in the Graduate Division of Educational Research and the Coordinator of the Educational Technology graduate area. He is a past editor of the *Canadian Journal of Education*. Bill has diverse research interests, including educational telecommunications. For example, in the mid 90's he developed a practicum course for online teachers and studied the kind of learning that was required for success in online teaching environments. He is currently interested in issues surrounding online security and the implications these issues have for school curricula.

Bill was once a high school English teacher and has taught for university departments of mathematics, nursing, psychology and home economics. His career has included positions in Ohio, Rhode Island, Nova Scotia, Alberta and Ontario as well as sabbaticals in New York, Ireland and New Zealand. He has conducted research on moral reasoning, on the uses of computers in teaching and learning and on a variety of measurement issues and problems. He has also published a chapter on case-based teaching arising from his experience as the coach of a University of Calgary student team that took first place in an international competition held at the University of Virginia. Mainly, though, he is a proud grandfather—don't get him started.

**Aimee Howley**  
**Ohio University**

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Currently Professor in the College of Education at Ohio University, I am struggling with the practical ramifications of my commitment to an intellectually grounded teacher education. Funding this commitment and also providing respite from its dailiness are theoretical and aesthetic pursuits that help me make sense of the complexities and shortcomings of experience. This hardly constitutes a research agenda--more like a series of pointed encounters. Recent explorations of this sort have, for example, led to Foucauldian analyses of educational practices, outraged commentary on the manufactured benefits of educational technology, and some mucking about in large data sets.

And I still get a junior-high buzz from passing and receiving e-mail notes (without getting caught):  
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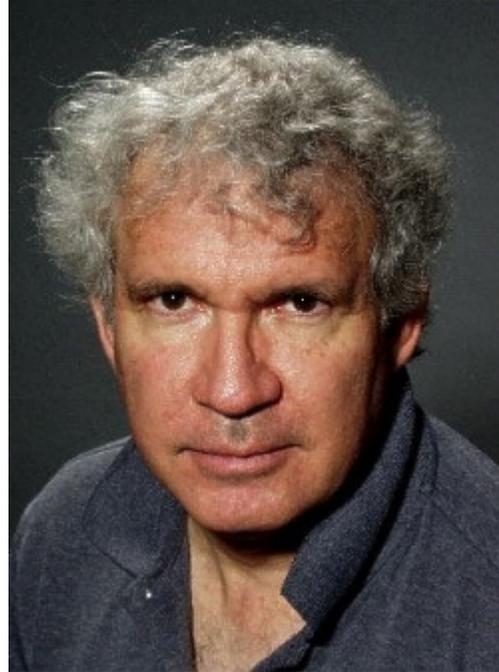
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Mark Fetler earned a doctorate in Psychology from the University of Colorado in 1978. He currently manages several statewide testing programs, including the California English Language Development Test (CELDT), at the California Department of Education. His interests include educational research, assessment, and accountability.

## Linda Darling-Hammond Stanford University

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Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University School of Education. She also served as executive director of the National Commission on Teaching and America's Future which produced the 1996 widely cited blueprint for education reform: *What Matters Most: Teaching for America's Future*. Darling-Hammond's research, teaching, and policy work focus on teaching and teacher education, school restructuring, and educational equity. She has been active in the development of standards for teaching, having served as a two-term member of the National Board for Professional Teaching Standards and as chair of the Interstate New Teacher Assessment and Support Consortium (INTASC) committee that drafted model standards for licensing beginning teachers. She is author of *The Right To Learn, A License to Teach*, and *Professional Development Schools: Schools for Developing a Profession*, along with six other books and more than 200 book chapters, journal articles, and monographs on education.

Dr. Darling-Hammond works on issues of education policy and practice, including school reform, authentic assessment, professional development schools and educational research. She serves as the faculty sponsor for Stanford's Teacher Education Program (STEP). As a leader in the charge for better teacher education and teacher preparedness, Dr. Darling-Hammond is instrumental in redesigning STEP to better prepare teachers to teach diverse learners in the context of challenging new subject matter standards. She also is helping to create a network of Bay Area schools of education and professional development schools (PDS) interested in working together on school reform, and learning communities for Bay Area practitioners through an ongoing series of workshops, institutes, peer coaching networks and study groups.

### Education:

BA, Yale University, 1973; EdD (Urban Education), Temple University, 1978

### Professional Experience:

Director and Senior Social Scientist, Education and Human Resources Program, RAND (1985-1989); Professor, Columbia University (1989-1998); Co-Director, National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia

University (1989-1998); William F. Russell Professor in the Foundations of Education, Columbia University (1993-1998); Executive Director, National Commission on Teaching and America's Future (1994- ).

**Stanford from 1998.** Charles E. Ducommun Professor of Teaching and Teacher Education; Faculty Sponsor, Stanford Teacher Education Program

**Current Research:**

Teacher training and education; professional development schools; instruction of diverse learners; education policy

**Recent Select Publications:**

Teaching as the Learning Profession: A Handbook of Policy and Practice (Editor, with Gary Sykes, 1999); "Educating Teachers: The Academy's Greatest Failure or It's Most Important Future?" in *Academe* (1999); "Learning to Teach in the 21st Century" in *Principal* (1998); "Investing in Teaching: The Dividend is Student Achievement" in *Education Week* (with Barnett Berry, 1998); *The Right to Learn: A Blueprint for Creating Schools that Work* (1997); *Authentic Assessment in Action: Studies of Schools and Students at Work* (with Jacqueline Ancess and Beverly Falk, 1995); *Professional Development Schools: Schools for Developing a Profession* (Editor, 1994).

**Current Activities:**

Member, International Advisory Council, San Francisco Exploratorium (1998 - ); Member, Technical Review Panel for the Schools and Staffing Survey (SASS), U.S. Department of Education (1997 - ); Member, Advisory Board, Center for Policy Research in Education (1996 - ); Member, Board of Directors, Recruiting New Teachers (1991 - ); Member, National Advisory Commission, The College Board, Equity 2000 (1993 - ); Member, Carnegie Corporation Task Force on Learning in the Primary Grades (1994 - ); Chair, Council of Chief State School Officers, Interstate New Teacher Assessment and Support Consortium, Standards Drafting Panel (1991 - ).

**David C. Berliner**  
**Regents' Professor of Education**

**Professor**  
**Educational Leadership & Policy**  
**Studies**

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## **Education and Degrees**

B. A. University of California at Los Angeles, July 1961.

M. A. Psychology and Education, Los Angeles State College, January, 1963.

Ph. D. Educational Psychology, Stanford University, August, 1968.

D. Humane Letters, Honoris Causa, University of Massachusetts at Amherst, November, 1989.

## **Employment**

Assistant Professor of Psychology, San Jose State University, 1967-68.

Assistant Professor of Education and Psychology, University of Massachusetts, 1968-70.

Associate Laboratory Director for Research, Far West Laboratory for Educational Research & Development (Now WestEd), 1970-77.

Head, Department of Educational Psychology, University of Arizona, 1977-81; Professor, 1977-1988.

Dean, College of Education, Arizona State University, 1997-2001.

Professor, Division of Educational Leadership and Policy Studies; Professor, Division of Psychology in Education, Arizona State University, 1988-present.

## **Honors**

Award from the Brock international award committee, University of Oklahoma & Oklahoma State University, for distinguished contributions to education, 2003.

Award from the College of Extended Education, Arizona State University, for Lifetime Achievement,

2001.

Elected to National Academy of Education, 1999.

Appointed Julius and Rosa Sachs lecturer, Teachers College, Columbia University, Autumn, 1998.

Award from the Horace Mann League for Distinguished Contributions to Public Education, 1996.

Award from the American Educational Research Association, for Distinguished Contributions to Education, 1996.

Award from the American Educational Research Association, for Outstanding Book, *The Manufactured Crisis* (With Bruce J. Biddle), 1996.

Award from the Division of Educational Psychology of the American Psychological Association: The E. L. Thorndike award for lifetime achievements, 1995.

Award from the National Education Association, Friend of Education Award, 1994.

Elected President, Division 15, the Division of Educational Psychology, American Psychological Association, 1993-1994.

Medal of Achievement, University of Helsinki, 1991.

Selected as Fellow, Center for Advanced Study in the Behavioral Sciences, 1987-88.

Elected President, American Educational Research Association, 1985-1986.

## **Editorial Service**

Editor, *Handbook of Educational Psychology*, 1996.

Editor, *Educational Researcher*, 1989-1992.

Associate Editor, *Teaching and Teacher Education*, 1986-1990.

Editor, Volumes 7-9, *Review of Research in Education*, 1979-1981.

## **Books**

Gage, N. L., & Berliner, D. C. *Educational psychology*. Boston, MA: Houghton Mifflin. Editions 1 through 6 from 1975 to 1998. Various editions translated into German by Prof. Dr. Gerhard Bach and published in Weinheim, Germany by Beltz/Psychologie Verlags Union under the title Pädagogische psychologie

Berliner, D. C., & Calfee, R. C. (Eds.)(1996). *The handbook of educational psychology*. New York: Macmillan.

Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis*. New York: Addison-Wesley. (Republished by Harper Collins)

Casanova, U., Berliner, D. C., Powell, J. H., Rottenberg, C., Placier, P. and Weiner, L. (Eds.) *Readings in educational research*. Washington, D. C.: National Education Association. A nine-volume series published between 1991 and 1994 on a range of topics in education.

Berliner, D. C., & Casanova, U. (1993). *Putting research to work*. New York: Scholastic Publishers.

(Reprinted 1996 by IRI/Skylight Publishers)

Berliner, D. C., & Rosenshine, B. (Eds.) (1987). *Talks to teachers*. New York: Random House.

## **Book Chapters and Articles**

Dr. Berliner has published hundreds of book chapters and articles in the scholarly literature. For a complete listing see [his bibliography at his faculty webpage](#).

**Terrence G. Wiley**  
**Arizona State University**

2003—

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## Education Background

Ph.D., Education: University of Southern California  
M.A., Linguistics: California State University Long Beach  
Doctoral studies in East Asian and European Social and Intellectual History: University of Hawaii  
M.A., Asian Studies: California State University Long Beach  
B.A., History: California State University Long Beach

## Previous Appointments

Associate Dean and Professor of Education and Integrative Studies, California Polytechnic University Pomona  
Professor of Education and Linguistics, Emeritus, California State University Long Beach  
Coordinator of Refugee Programs, City of Long Beach, Department of Public Health

## Current Teaching & Research

Educational language policies, politics, and history [www.language-policy.org](http://www.language-policy.org)  
Literacy, biliteracy, theory and policies  
History of education and educational reform for diverse groups  
Comparative educational equity and rights issues in global contexts  
Immigrant Education

## Editorial Service

Co-Editor. *Journal of Language, Identity, and Education*. (Mahwah, NJ: Lawrence Erlbaum Associates). <http://www.asu.edu/educ/eps/LPRU/JLIE/>

Editorial Board member or ad hoc reviewer for *Educational Analysis Policy Archives*

(2003-present), *International Journal of Bilingual Education and Bilingualism*(Multilingual Matters, Clevedon: England) (1997-present), *Current Issues in Language Planning* (Multilingual Matters, Clevedon: England) (1999-present), Series on Multilingualism and Linguistic Diversity, Board of Consulting Editors (2002-present Multilingual Matters, LTD), *Heritage Language Journal*(University of California at Los Angeles) (2002-present), *TESOL Quarterly*, Association of Teachers of English to Speakers of Other Languages (1996-99), *Bilingual Research Journal*, National Association for Bilingual Education (NABE) (1992-1998), *Multilingual Educator*, California Association for Bilingual Education (CABE) (1998-2001).

## **Publications**

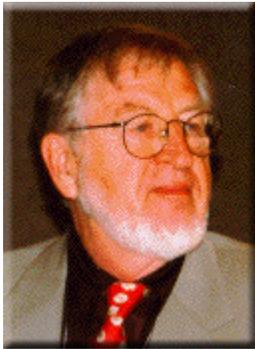
A partial list of published books, chapters and articles is available at Dr. Wiley's faculty website: <http://coe.asu.edu/elps/faculty/wiley.php>.

**Robert E. Stake**  
**University of Illinois—Urbana, Champaign**

1997—

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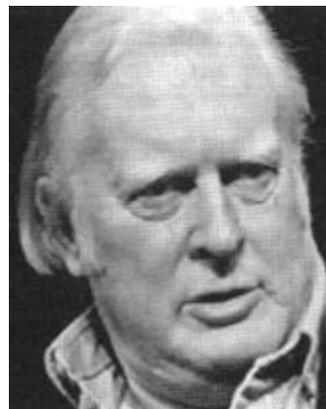
Robert Stake is professor of education and director of CIRCE at the University of Illinois. Since 1963 he has been a specialist in the evaluation of educational programs, moving from psychometric to qualitative inquiries. Among the evaluative studies he has directed are works in science and mathematics in elementary and secondary schools, model programs and conventional teaching of the arts in schools, development of teaching with sensitivity to gender equity; education of teachers for the deaf and for youth in transition from school to work settings, environmental education and special education programs for gifted students, and the reform of urban education. Stake has authored *Quieting Reform*, a book on Charles Murray's evaluation of Cities-in-Schools; two books on methodology, *Evaluating the Arts in Education* and *The Art of Case Study Research*; and *Custom and Cherishing*, a book with Liora Bresler and Linda Mabry on teaching the arts in ordinary elementary school classrooms in America. Recently he led a multi-year evaluation study of the Chicago Teachers Academy for Mathematics and Science. For his evaluation work, in 1988, he received the Lazarsfeld Award from the American Evaluation Association, and, in 1994, an honorary doctorate from the University of Uppsala.

**Michael Scriven**  
**Western Michigan University**

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Michael Scriven took honors degrees in mathematics and then in the philosophy of mathematical logic from the University of Melbourne, obtained his doctorate in philosophy at Oxford, and has taught in the US and Australia, in departments of mathematics, philosophy, psychology, the history & philosophy of science, and education, at Swarthmore College, Indiana University, the Universities of Minnesota, Western Australia, and San Francisco, and for twelve years at the University of California/Berkeley. He has also held fellowships at the Center for Advanced Study in the Behavioral Sciences (Palo Alto), the Center for Advanced Study in Theoretical Psychology (University of Alberta), the Educational Testing Service (Princeton), the Center for the Study of Democratic Institutions (Santa Barbara), and as a Whitehead Fellow at Harvard University.

His 300+ publications are mainly in the fields of his appointments and in the areas of critical thinking, technology studies, computer studies, and evaluation. He is or has been on the editorial boards of 42 journals in these fields and some others such as psychiatry, and has edited several of them, including *University MicroNews*. He is an ex-President of the American Educational Research Association and was the first president of one of the two associations that merged to become the American Evaluation Association. He was also the founding editor of its journal and the recipient of its President's Prize and the AEA's Lazarsfeld Medal. Recent positions include: Director of a federal project on teacher evaluation at the Evaluation Center at Western Michigan, Senior Evaluation Fellow (AERA) at the National Science Foundation, Professor at the Pacific Graduate School of Psychology and at the University of North Carolina/Greensboro.

He was Professor of Evaluation at the University of Auckland in New Zealand from 2001 to 2004, while on leave from a chair in psychology at Claremont Graduate University. Currently, he is Associate Director of The Evaluation Center at Western Michigan University and holds tenure in the Department of Philosophy.

## **Anthony G. Rud Jr.**

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Anthony Gordon Rud Jr. is associate professor in the Department of Educational Studies, School of Education at Purdue University. He came to Purdue in 1994 as associate dean, and served in that role until 2001. From 2001 to 2002, Rud served as interim head of the Department of Educational Studies. He received his A.B. with honors from Dartmouth College, and his M.A. and Ph.D. in philosophy from Northwestern University.

Rud's research and teaching interests center upon the philosophical and historical foundations of education, with particular emphasis upon the moral dimensions of teacher education, educational administration, and higher education. He is currently writing on Albert Schweitzer's legacy for educational thought and practice. Recent work includes research with Alan M. Beck of Purdue's Center for the Human-Animal Bond on the moral and cognitive aspects of human-animal interaction in schools; a book chapter on the moral dimensions of engineering education, co-authored with an engineering professor for Lawrence Erlbaum Associates publishers; and an essay on being an interim head in the *Chronicle of Higher Education*.

The author of a number of articles and reviews, Rud regularly makes presentations at major professional conferences. He serves on the editorial boards of several academic and professional journals, and was chair of the editorial board of Purdue University Press. Rud was senior editor and contributor to *A Place for Teacher Renewal: Challenging the Intellect, Creating Educational Reform* (foreword by Maxine Greene of Teachers College, Columbia University), published by Teachers College Press in 1992. He joined James W. Garrison as co-editor and contributor to a volume of essays entitled *The Educational Conversation: Closing the Gap* (foreword by Nel Noddings of Stanford University), published by the State University of New York Press in 1995.

He came to Purdue from The North Carolina Center for the Advancement of Teaching, a nationally recognized program Rud helped to establish, where he served as Senior

Fellow. Rud also worked at Dartmouth College as an administrator, adjunct faculty member in philosophy, and freshman advisor. Prior to graduate school, he taught humanities and social studies at a special needs high school in Pittsfield, Massachusetts.

Rud is a founding member and former officer of the Association for Philosophy of Education, a former member of the Committee on International Relations of the American Educational Research Association and the Committee on Pre-College Instruction of the American Philosophical Association, and served as a senior associate of the Council for Basic Education. He has served as an officer or on committees of the Philosophy of Education Society.

Rud has consulted for schools on leadership issues, critical thinking, moral education, and school reform, and for organizations as diverse as the National Paideia Center, the Boston University Center for the Advancement of Ethics and Character, the Department of Special Education at the University of South Florida, and the Liberty Fund Inc. He consults on a new master's program in e-learning, including a course in educational ethics, for Jones International University, the first fully online, accredited university.

Rud is chair of the Campus Advisory Board of the Harmony Institute of St. Cloud, Florida, heading this international team of scholars who are providing specialized advice on the establishment of the Albert Schweitzer Campus at the Institute, within the new, planned community of Harmony, Florida.

A native of the Berkshires of western Massachusetts, Rud lives in West Lafayette, Indiana with his wife Rita, daughter Rachel (Northwestern University Class of 2007), three cats, and a dog.

**Michele S. Moses**  
**University of Colorado at Boulder**

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Michele S. Moses is Associate Professor of Educational Foundations, Policy and Practice at the University of Colorado at Boulder and is affiliated with the Education and the Public Interest Center. She specializes in philosophy, education policy studies, higher education, and ethics. She teaches courses such as Education Policy Theory, School and Society, Gender Issues in Education, and Philosophy of Education.

Her research centers on issues of educational equality and social justice within education policies related to diversity and poverty, such as affirmative action and welfare-to-work policy. Recent articles have appeared in the *American Educational Research Journal*, *Educational Researcher*, the *Journal of Social Philosophy*, the *Journal of Philosophy of Education*, and *Educational Policy*.

In addition, she is the author of *Embracing Race: Why We Need Race-Conscious Education Policy* (Teachers College Press, 2002), winner of the American Educational Studies Association Critic's Choice Award. In an effort to gain a deeper understanding of the roots of the political debates over race-conscious policies like affirmative action that profoundly affect meaningful opportunities for higher education, she is currently examining the nature of persistent moral disagreement over controversial education policies in the United States, as well as the relationship between moral disagreement and theories of justice.

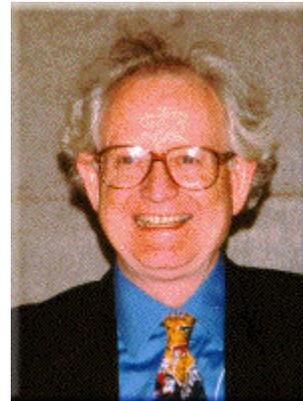
She is a 2007-2008 Fulbright New Century Scholar and was a recent recipient of a National Academy of Education/Spencer Foundation Postdoctoral Fellowship to study the moral disagreement about affirmative action.

**Les McLean**  
**University of Toronto**

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Les McLean is a Professor (Emeritus, as of July 1, 1996), Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). He received his doctorate in Educational Psychology from the University of Wisconsin in 1964, specializing in statistics and research methods. After teaching at Columbia University Teacher's College, Dr. McLean joined the OISE faculty in 1966, teaching courses in measurement, statistics, quantitative and qualitative research methods and program evaluation. He continues to teach on a contract basis, year-to-year.

Research and development projects have included a national study of the evaluation of student achievement for the Canadian Education Association, several province-wide surveys of student achievement, direction of Ontario's participation in the Second International Mathematics Study and research into mathematics/language relationships in curriculum and pedagogy. Les, Doris Ryan and Barbara Burnaby directed an evaluation of four projects in the Canada/China Human Resources Development programme for the Canadian International Development Agency.

Publications include, *The Craft of Student Evaluation in Canada* (Toronto:CEA, 1985), *Learning About Teaching from Comparative Studies* (Toronto:Min. of Educ., 1987, with Richard Wolfe and Merlin Wahlstrom), and "The U.S. national assessments in reading: reading too much into the findings" (*Phi Delta Kappan*, 69, 5, 1988, 369-372, with Harvey Goldstein). "Time to replace the classroom test with authentic measurement" (*Alberta Journal of Educational Research*, 36(1), 1990, 78-84), "Student evaluation in the ungraded primary school: The SCRP principle" (*Proceedings of the Second Canadian Conference on Classroom Testing*, D. Bateson, Ed., UBC, 1992) and "Pedagogical relevance in large-scale assessment" (*Advances in Program Evaluation*, R. Stake, Ed., 1991).

For recent publications, see <http://www.oise.utoronto.ca/~lmclean/>.

**Benjamin Levin**  
**University of Manitoba**

1993—

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Ben Levin is Professor at the Department of Educational Foundations, Administration and Psychology at the University of Manitoba. He is native of Winnipeg who holds a B.A. (Honours) from the University of Manitoba, an Ed.M from Harvard University and a Ph.D from the Ontario Institute of Advanced Studies in Education at the University of Toronto.

Ben's career in education extends over many years, starting with his efforts while in high school to organize a city-wide high school students' union and his election as a school trustee in Seven Oaks School Division at the age of 19. Since then he has worked with private research organizations, school divisions, provincial governments, and national and international agencies, as well as building an academic and research career, all in connection with education. He has held leadership positions in a wide variety of organizations in the public and non-profit sectors.

From 1999 until September, 2002, he was Deputy Minister of Advanced Education and Deputy Minister of Education, Training and Youth for Manitoba, with responsibility for public policy in all areas of education and training. Dr. Levin is widely known for his work in educational reform, educational change, educational policy and politics. His work has been international in scope, including projects in England, Iceland, Israel, east-central Europe and with OECD. His writings, described more fully elsewhere on this site, examine broad areas of education policy.

**Patrica F. Jarvis**  
**University of Washington**  
**and**  
**Seattle Pacific University**

**2002—**

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Email: [pfjarvis@hotmail.com](mailto:pfjarvis@hotmail.com)

Patricia Jarvis obtained her Ph.D. in Educational Leadership and Policy Studies from Arizona State University. She is currently a Faculty Associate at the University of Washington and Associate Director for Data Information Services and Research Analyst for the Washington School Research Center at Seattle Pacific University. Her research interests include the impact of high-stakes testing and assessment policies and their impact on economically disadvantaged and minority student groups, equity issues, and language policy. She also provides workshops and in-service training programs to teachers on assessment and testing methods and policy issues.

## Craig Howley

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Appalachian Collaborative Center for Learning,  
Assessment, and Instruction in Mathematics  
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I've written about, studied, and lived in rural places. We now farm 80 acres in Appalachian Ohio, where we raise a small variety of crops and animals. Culture, politics, economics, and history concern me. I wish schools were better at promoting "the life of the mind" (whatever that is; finding out is part of the adventure) among everyone. And I think there are reasons they don't, but these reasons constitute more than just inattention or foolishness. Culture, politics, economics, and history suggest reasons. Literature (fiction) may be a much better guide to true education in rural places than the sorts of poor studies we educationists sponsor. Check out Wallace Stegner's *Second Growth* (circa 1947) or Annie Proulx's *The Shipping News* (1993) and even E.M. Forster's *Howards End* (1910). These folks have preserved something we have tried desperately to abandon, but can't actually escape. The wonder is that, though these books (and many more) treat the dilemmas of rural life, they also deal with the idea of a true education more universally. Now, that's fun because it's not easy. In particular, novels don't lend themselves to translations as cookbooks.

Teaching well is the most difficult work in the world. We make a great mistake with attempts to make it easy or happy. Happiness is not a worthy aim for education, nor is getting and holding a good job.

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## Thomas F. Green

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Tom Green is Professor Emeritus, Philosophy and Education, Syracuse University.

From 1980 until his retirement in 1993 he was Margaret Slocum Professor of Education. He was a faculty member in the School of Education from 1964. He has earned degrees from the University of Nebraska and a PhD in philosophy from Cornell University.

He is author of six books--one more than Moses--and nearly a hundred articles on teaching, educational policy, school finance, moral and theological education and educational and social forecasting.

From 1967-73, he was founding Director or Co-Director of the Educational Policy Research Center at Syracuse, a federally funded center for the study of education policy and social forecasting.

He was President of the Philosophy of Education Society, 1975-76. Since, 1979, he has been officer or member of the National Academy of Education, an elected body of outstanding American scholars and educational leaders. He is and has been at various times, a John Simon Guggenheim Fellow, a Whitehead Fellow of Harvard University, Fellow of the National Institute of Education and Senior Research Fellow at Princeton Theological Seminary.

He was a Fulbright Lecturer in the American Studies Seminar, Kyoto Japan, July 1985, and has been guest lecturer or visiting Professor at more than a dozen American Universities. He was, for a time, a regular consultant to the Country Planning Program of the OECD in Paris, to the developers of a New-Town in Central New York, and joint author of a policy paper on the uses of computers in instruction for The World Bank..

His books include

- *Predicting the Behavior of the Educational System*, (Syracuse University Press, 1980)
- *Work, Leisure, and the American Schools*, (New York, Random House, 1970)



- *The Activities of Teaching*, (New York, McGraw Hill, 1971)

He is currently engaged in work on a companion volume in philosophy of education and pedagogy.

- *Walls: Education in Communities of Text and Liturgy*

Among his recent publications are the following:

- *Voices: The Educational Formation of Conscience* (Notre Dame University Press, 1999).
- "Needed: A Pedagogy Please!" in *The Condition of American Liberal Education: Pragmatism and a Changing Tradition*. Commentary on an essay by Bruce Kimball (The College Entrance Examination Board, New York, 1995)
- "Distributive Justice in Education," *The 1990 American Education Finance Association Yearbook: Spheres of Justice in Education*, eds., Deborah A. Verstegen and James G. Ward, (New York, Harper Business, 1991) Chapt. 9 pgs. 221-238.
- "Public Speech", the 1993 DeGarmo Lecture of the Society of the University Professoriate. *Teachers College Record*, vol. 95, Number 3, Spring 1994.

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**Gustavo E. Fischman**  
**Arizona State University**

2003—

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Associate Professor  
Mary Lou Fulton College of Education  
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Gustavo E. Fischman Ph.D. is an Associate Professor in the Divisions of Educational Leadership & Policy Studies and Curriculum & Instruction, at the Mary Lou Fulton College of Education, Arizona State University. His areas of specialization are comparative and international education, gender studies in education, and the development of participatory and action-oriented research programs. Dr. Fischman obtained his Ph.D. in social sciences and comparative education from the University of California, Los Angeles. His doctoral dissertation won the 1997 Gail P. Kelly outstanding dissertation of the year award of the Comparative and International Education Society. He is the author of several books and articles on critical education, teacher education, and gender issues in education. In addition to serving on several editorial boards, he is the editor of the Spanish and Portuguese section of [Education Review](#).



## Sherman Dorn

**EPAA Editor (2005— )**

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Sherman Dorn, Associate Professor in the Department of Psychological and Social Foundations at the University of South Florida, earned his B.A. from Haverford College (1987) and his Ph.D. from the University of Pennsylvania (1992). He has been a faculty member at the University of Delaware (1992-93) and Vanderbilt University (1993-96). His research interests include the school experiences of historically marginalized populations, the evolution and construction of education policy debates, academic freedom since 9/11, and the changing construction of computer literacy.

**Gregory Camilli**  
**Rutgers Graduate School of Education**

1993—

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Gregory Camilli is Professor in the Rutgers Graduate School of Education. His interests include measurement, program evaluation, and policy issues regarding student assessment. Dr. Camilli teaches courses in statistics and psychometrics, structural equation modeling, and meta-analysis. His current research projects include efficacy studies of phonics instruction, school factors in mathematics achievement, and differential item functioning.

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## **Education**

Ph.D., Columbia University, Curriculum Studies, 1970

M.A., Columbia University, Curriculum Studies and Philosophy, 1968

Professor Apple's scholarly interests center on education and power, cultural politics, curriculum theory and research, critical teaching, and democratic schools.

Among his recent publications are

- Apple, Michael W. (2003) *The State and the Politics of Education*. Routledge, New York.
- Apple, Michael W. (2001) *Educating the "Right" Way: Markets, Standards, God, and Inequality*. Routledge, New York.
- Apple, Michael W. (2000) *Official Knowledge*. New York: Routledge, 1993; 2nd edition 2000.
- Apple, Michael W. (1996) *Cultural Politics and Education*. Teachers College Press, New York
- Apple, Michael W. (1995) *Education and Power*. Routledge, New York.