

CURRICULUM VITAE

ROBERT G. CRONINGER

Associate Professor
Department of Education Policy and Leadership
College of Education
University of Maryland
College Park, MD 20742

BACKGROUND INFORMATION

Contact Information

Office Address: 2110 Benjamin Building Phone: (310) 405-2927
University of Maryland Fax: (310) 405-3573
College Park, MD 20742 E-Mail: rc164@umail.umd.edu

Educational History

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

Employment History

2004-Present	Associate Professor, Department of Education Policy and Leadership, Affiliate Assistant Professor, Department of Measurement, Statistics and Evaluation (since 2004); Affiliate Assistant Professor, Joint Program in Survey Methodology (since 2004), University of Maryland, College Park, MD
1997-2004	Assistant Professor, Department of Education Policy and Leadership, Affiliate Assistant Professor, Department of Measurement, Statistics and Evaluation (since 2003); Affiliate Assistant Professor, Joint Program in Survey Methodology (since 2003), University of Maryland, College Park, MD
1997-Present	Faculty, Summer Institute in Survey Research Techniques,

	Survey Research Center, Institute for Social Research, Ann Arbor, MI
1988-1996	Associate Director, Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI
1979-1988	Senior Research Associate, Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI
1978 - 1979	Research Associate, Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI
1977 - 1978	Research Assistant, Programs for Educational Opportunity, University of Michigan, Ann Arbor, MI

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

Publications

Chapters:

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

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

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

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

Croninger, R.G., & Douglas, K. (in press). Missing data and institutional research. In P.D. Umbach (Ed.), *Emerging issues in survey research: Policies and analytical tools*.

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

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

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

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

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

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

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

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

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

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

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

Review Essays:

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

Monographs, Reports, and Other Publications

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cibulka, J., Croninger, R.G., Rice, J., Price, J., Valli, L., Mintrop, H., Coursey, S., & Stewart, S. (1998 March) *Creation of high-performance schools through organizational*

and individual learning: Interim report. Report prepared as part of the National Partnership for Excellence and Accountability in Teaching. College Park, MD: University of Maryland.

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

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

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

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

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

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

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

Professional Presentations and Papers

Invited Addresses:

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

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

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

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

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

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

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

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

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

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

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

+Teacher qualifications and first-grade achievement: A multilevel analysis. 2nd International Symposium, Education Attainment and School Reform: Policy, Evaluation and Classroom Practice, Center for Research on Core Academic Competence, The University of Tokyo, Tokyo, Japan, December 2003.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

+Rethinking scaling up educational practices across organizational levels. Paper included in a Presidential Invited Session, American Educational Research Association, Chicago, IL, April 2003 (first author with J.C. Larson).

+Mapping the policy environment for high-quality teaching. Can we get there from here? Paper included in a Presidential Invited Session, American Educational Research Association, Chicago, IL, April 2003 (first author with L. Valli and J. Price).

*Teacher qualifications and early learning. Effects of certification status, degree, and experience on first-grade students' achievement. Association for Public Policy Analysis and Management, Washington, DC, November 2003 (first author with J. Rice).

+ The high quality teaching study. Paper included in a Presidential Invited Session, American Educational Research Association, Chicago, IL, April 2003 (2nd author with L. Valli, M. Chambliss, A. Graeber and J. Price).

*One project's tale: Problems inherent in studying teaching. American Educational Research Association, Chicago, IL, April 2003 (2nd author with L. Valli, M. Chambliss, A. Graeber and J. Price).

Grants and Contracts

Awarded:

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

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

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

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

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

Study of “Metropolitan District’s” Reconstitution Initiative. Funded through a partnership between “Metropolitan School District” and the University of Maryland, College Park, 1998-2000 (Barbara Finkelstein, Principal Investigator, \$70,000).

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

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

Solicited:

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

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

Fellowships, Honors, and Award

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

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

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

Top 100 Successful Research Proposals, Office of Research and Graduate Studies, University of Maryland, College Park, MD, 2002.

Editorships, Editorial Boards, and Reviewing Activities

Editorial Boards:

Child Development, 2004 - present

Exceptional Children, 2003 – present

Reviewer:

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

American Educational Research Association, annual conference proposals, 1998-2001.
American Educational Research Association, Sociology of Education SIG, annual conference proposals, 1997-1999.

TEACHING AND ADVISING

Courses Developed and Taught

EDPL 613:	Educational Sociology
EDPL 690:	Research in Education Policy, Planning, and Administration
EDPL 701	Applied Research/Data Bases Decision Making
EDPL 740:	Managing Educational Organizations in a Diverse Society
EDPL 751:	Law, Diversity, and Equity in Education
EDPL 788J:	Education and Society
EDPL 788U:	Quantitative Applications for Education Policy Studies
EDPA 788X:	Educational Policy Studies II
EDMS 769M:	Introduction to Multi-level Modeling
SURV 699K:	Multi-level Analysis of Survey Data

Professional Workshops Developed and Taught

EDMS Short Course:	Introduction to Multi-level Analysis Methods: Hierarchical Linear Models
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Teaching and Advising Awards

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

Nominated for Outstanding Faculty Award, University of Maryland Parents' Association, College Park, MD, 2001.

Nominated for Outstanding Faculty Mentor Award, Graduate Student Association, Department of Education Policy and Leadership, University of Maryland, College Park, MD, 2001.

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

Nominated for Outstanding Faculty Mentor Award, Graduate Student Association, Department of Education Policy and Leadership, University of Maryland, College Park, MD, 2000.

Graduate Academic Advising

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

*Cawdery, Michael. (2004).

*Cornell-DeMoss, Janice. (2004). Historical and current legislative action regarding the treatment of linguistic minorities in public schools in the U.S.

*Moehlmann, Gretchen. (2004). Educating English-Language Learners under the constraints of the No Child Left Behind Act: An exploratory case study of one elementary school's response.

+Benson, James G., Department of Sociology. (2001). The connection between high-stakes minimum competency graduation testing and dropping out of high school.

+Snell, Jean L. (1998). The 'See Forever Way': Transforming educational possibilities for juvenile delinquents.

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

*Thomas, David W. (2004). Perceived challenges of high-stakes assessments to high school career and technology education programs in Maryland.

Marrone, Jennifer, School of Business. (2004).

Looney, Lisa, Department of Human Development. (2003). Understanding teachers' efficacy beliefs: the role of professional community.

*Schultz, Jill. (2003). Schooling, structured inequality, and individual experience: A qualitative study.

- +Titus, Marvin. (2003). An examination of the influence of institutional context on persistence at four-year colleges and universities: A multilevel analysis.
- +Alban, Terry, Department of Measurement, Statistics, and Evaluation. (2002). Evaluating school and teacher effectiveness: A comparison of models.
- +Bishop, Tana. (2002). The distribution of teacher quality across schools and classrooms in one district: A multi-level equity analysis.
- +Shushock, Frank. (2002). Educating the best and brightest: Collegiate honors programs and the psychological, intellectual, and social development of students.
- +Tower, Barbara. (2002). Internet students: Characteristics, academic backgrounds, learning styles and success.
- +Umbach, Paul. (2002). Who wants to be a college president? Forms of capital and the career aspirations of senior college administrators.
- *Baytop, Phyllis. (2001). The influence of personal attributes, school (workplace) characteristics and the incidents of personal violence on teacher job satisfaction.
- +MacKellan, Ann. (2001). Academic preparedness and community college persistence.
- +Nzinga-Johnson, Shekile, Department of Human Development. (2001). African American mothering: Cultural and contextual contributions to parenting and infant socio-emotional functioning.
- +Booth, Brad, Department of Sociology. (2000). The impact of military presence in local labor markets on unemployment rates, individual earnings, and returns to education.
- +Fein, Melissa Dawn, Department of Measurement, Statistics, and Evaluation. (2000). Comparison of ML3 and HLM multilevel analysis software packages: A Monte Carlo investigation into the quality of the estimates.
- +Mason, Geri. (1999). Effectiveness of two alternative models of learning on rural minority adult participants: Independent student versus learner-centered groups.
- +Van Secker, Clare E., Department of Measurement, Statistics, and Evaluation. (1998). Using hierarchical linear growth models to examine factors related to academic resilience.

Current Advising and Committees

Academic Advisor: Parisa Ahmadhi
 Courtney Adams
 Kris Angelis
 Stacey Bass

Benjamin Cohen
Shulamit Finkelstein
Brad Goldberg
Michele Gray
Nicolle Grayson
Jessica Majorca
Masako Nishio
Richard Nyankori
Amy Rathbun
Gina Schuyler
Courtney Sterkel
Robert Tomback
Kirk Walters
Timothy Whitney
Jean Wode

Dissertation Chair: Benjamin Cohen
Masako Nishio
Richard Nyankori

Committee Member: Patti Boyle, Department of Special Education.
Judy Deshotel
Caroline Eick
Sandra Emblar, Department of Special Education
Alice Faber
Jennifer Hayes-Klosteridis
Lauren Ruff

SERVICE

National Service

Organization Offices and Memberships:

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

American Educational Research Association, 1993 – present, member.
American Sociological Association, 1987 – present, member.

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

Economic Policy Institute, commissioned research on high-quality teachers and teaching in early elementary grades, 2002 - present.

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

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

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

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

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

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

State Service

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

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

Campus Service

College:

Member chair search committee, Department of Measurement, Statistics and Evaluation, 2004

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

Member of advisory board, Policy Leadership Training in Conducting Large-Scale Special Education Program, Department of Special Education, Professor Margaret McLaughlin, Project Director, 2002 – present.

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

Department:

Admissions committee, 1997 – present

Departmental human subjects review committee, Chair, 2000 – present
Committee on Ed.D. admission standards, 2002 – 2003
Committee on methodology requirements, 2002 – 2003
Committee on comprehensive examinations, Chair, 1999 – 2001
Faculty search committee, 1999 – 2000
Committee on student recruitment, Chair, 1998
Committee on student retention, 1997
Committee on departmental technology network and support, Chair, 1997 – 1998
CEASOM representative, 1997