

CAROL ANNE SPREEN, Ph.D.

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SUMMARY OF PROFESSIONAL EXPERIENCE

Educational Planning, Research and Evaluation: Considerable academic research and professional work experience in design and implementation of systemic school reform initiatives, school improvement, curriculum planning, teacher development, alternative assessment, program monitoring and evaluation. Substantial experience in educational policy design, implementation and evaluation.

Teaching, Workshops and Student Advising: Developed courses and lectured in school reform/restructuring; curriculum, teaching and assessment; comparative and international education; context of teaching and learning; international education development/policy studies; qualitative and applied research methods; and evaluation and policy analysis. Advised masters and doctoral students on research thesis. Worked with numerous academic and area studies departments on building educational leadership, international education policy and foreign language programs.

International Development: Substantial field-level and management experience working with schools, academia, government officials, NGOs, donor agency representatives from the United States, Southern Africa, the Caribbean/Mexico, Eastern Europe and Central Asia.

EDUCATION

**Teachers College, Graduate School of Arts and Sciences, Columbia University, New York
Ph.D. (with distinction), Comparative and International Education, 2000**

Specialization in Sociology and Education Policy

Academy for Educational Development, Graduate International Fellowship 1998-1999

American Educational Research Association, Spencer Fellow 1996-1997

Dissertation topic: *Globalization and Educational Policy Borrowing:*

Mapping Outcomes-based Education in South Africa.

Teachers College, Columbia University, New York

M. Phil., Comparative and International Education, 1997

Emphasis: Educational Policy Studies

The University of Illinois, Chicago, Illinois

M.Ed., Instructional Leadership, 1992

Emphasis: Educational Research, Administration and Policy Analysis

The American University, Washington, District of Columbia

B.A., Interdisciplinary Studies: International Education Development, 1989

Emphasis: International development, education and anthropology

PROFESSIONAL AND RESEARCH EXPERIENCE

Stanford University, School of Education

Scholar-in-Residence, School Redesign Network, 2004-2005

Visiting Scholar, Comparative and International Education Program, 2003-2004

Presenting and editing several publications on education reform in South Africa including: *The Vanishing Origins of OBE: Internationalization and Indigenization of Ed Reform*; *Mapping OBE: a comparative topology of curriculum reform*; *Globalization and Policy Borrowing: Curriculum formulation in transitional democracies*; *The Periodization of Policy Borrowing: understanding structure and agency in the globalization of education reforms*.

University of the Witwatersrand, School of Education

Visiting Professor, Department of Education Policy, Planning and Management

July 2004 Co-taught policy institute on Education Policy in Developing Countries

Affiliate Senior Researcher, Education Policy Unit, 2002 - present

Department of Education Policy and Leadership, College of Education

University of Maryland, College Park, January 2002 - present

Assistant Professor of International Educational Policy and Leadership

Co-Director, International Center for Transcultural Education

Faculty Advisor, Africa-in-the-Schools

Teach courses in educational policy and leadership, school reform, comparative education and international development. Research interests: issues of policy and practice, including comparative studies of school reform, curriculum policy, authentic assessment, and teacher professional development; studies of globalization and international policy borrowing; studies of immigrant and minority groups and culturally relevant/equity pedagogy; examinations of indigenous knowledge and teaching; multicultural education and intergroup relations. Research frameworks center on socio-cultural studies of classrooms, teachers and curriculum; cultural contexts of teaching and learning; critical ethnographies of school communities. Regional areas of work have included (but are not limited to): Southern Africa, Latin America, and the United States. Faculty Advisor for *Africa in the Schools* a research-based curriculum development initiative for DC-area schools.

National Security Education Program (NSEP)

Assistant Director for Institutional Grants, March 1999 – December 2001

Managed and implemented grants program (\$2.5million per year) to enhance language and area studies in less-commonly taught languages (LCTLs) and to help internationalize colleges and universities. Conducted research and provided technical including: case study and survey research on technology and language learning, internationalizing professional programs, and involving under-represented students in international studies. Administrative responsibilities included coordination with US government contract and foundation grant authorities; coordinating preliminary and final national merit review panels; developing and disseminating annual guidelines and the application process; developing and disseminating information.

National Center for Restructuring Education, Schools, and Teaching (NCREST)

Teachers College, Columbia University, New York

Research Associate, January 1995 - December 1996

Created and facilitated collaborative school-based professional networks across schools, school districts, and community-based organizations to research and implement school restructuring initiatives. Conducted research on network activities, promising practices in schools and districts, and the school reform process. Coordinated “action-research” program with school staff. Compiled demographic and student achievement data within partner districts.

**Center for the Study of Evaluation, Standards, and Student Testing (CRESST)
Graduate School of Education, University of California, Los Angeles
Research Associate, October 1993 - October 1994**

Worked with school research sites to facilitate school reform plans, monitored and collected data and conducted focus groups. Wrote formative and summative evaluation reports including interviews, surveys, and classroom observations. Developed and field-tested a variety of performance-based assessment and affective measures. Conducted professional development sessions and retreats for teachers to develop and score performance assessments, helped teachers write student performance standards and portfolios.

**North Central Regional Educational Laboratory (NCREL), Oak Brook, Illinois
Evaluator, Planning and Evaluation, January 1992 - July 1993**

Coordinated internal evaluation of grant projects and evaluation of NCREL products and services. Designed and conducted program evaluations, focus group studies, and research interviews on Center programs and activities. Conducted research and literature reviews on policy trends and issues in educational restructuring. Wrote grants.

**Midwest Regional Center for Drug-free Schools and Communities (MRC), Oak Brook, Illinois
Evaluation Specialist, January 1992 - July 1993**

Developed and presented workshops on program evaluation. Responsible for collection, management, analysis and reporting on MRC programs. Developed, monitored and reported on MRC's regional activities in schools monthly, quarterly and annually.

**Early Childhood Research and Intervention Program (ECRIP)
Illinois Institute for the Study of Developmental Disabilities, University of Illinois
Research Specialist, November 1990 - January 1992**

Project Coordinator for assistive technology grant to work with infants with handicaps. Conducted workshops and designed curriculum for early intervention practitioners. Administered infant development assessments. Coordinated the parent-intervention and educational outreach initiative.

ADDITIONAL TEACHING AND ACADEMIC RESEARCH EXPERIENCE

**Teachers College, Columbia University, Department of Human Development,
Co-Lecturer, Policy Studies Program, Summer 1999**

Taught a seminar titled Policy Evaluation, Research and Analysis. The course focused on three key policy issues: privatization and school choice, standards and accountability, and tracking and ability grouping.

**University of the Witwatersrand, Department of Education, Johannesburg, South Africa
Visiting Research Fellow, Lecturer, 1998-1999**

Conducted a national study of the origins and history of outcomes-based education in South Africa. Lectured in educational policy studies, qualitative research methods, and curriculum, assessment and evaluation. Advised a cohort of mainly teachers and principal's in the master's degree program on their research thesis. Wrote the *Quarterly Review* for the Educational Policy Unit.

**Teachers College, Columbia University, Institute for International Studies
Founding Editor of CICE, Researcher and Grant Writer, September 1996 - December 1997**

Founded and launched an international electronic journal, *Current Issues in Comparative Education (CICE)*, an international on-line journal based at Teachers College that publishes scholarly work on international educational policies and comparative studies. CICE solicits contributions from scholars around the world, has an international advisory group and nearly 80 international peer reviewers. Wrote grants, planned educational workshops, provided training for overseas educational advisors.

Teachers College, Columbia University, New York
Teaching Assistant, Department of Comparative and International Education,
Evaluation of International Education Programs, Fall 1996, 1997
Comparative Education, Spring 1997

Lectured on various topics including comparative and evaluation research designs, methods and approaches. Assisted in the development of the syllabi and lecture presentations. Held discussion groups and office hours to oversee classroom assignments, evaluation plans and assisted graduate students in the development of evaluation research studies.

Adelphi University, College of Education, New York
Adjunct Assistant Professor, Fall 1996, Spring 1997

Created new graduate level course for New York City public school teachers in urban sociology and education: *The City: Past, Present and Future*. The course examined cultural, historical and economic developments in New York City and their relationship to education and schooling. Taught two additional graduate level courses: *Social, Historical and Moral Foundations of Education*, a foundations course in sociology and education, and *Cognition and Teaching: A cross-cultural framework*, an educational psychology course.

National Center for Restructuring Education, Schools and Teaching, New York, 1995-1996

▪ **Coordinator, Elementary and Middle School Assessment Group**

Established and facilitated a network of 30 teachers in 8 urban school districts around developing strategies for comprehensive performance based assessment and measuring diverse learners.

Organized meetings, presentations and gave lectures on assessment.

▪ **Coordinator, DEWEY School-based Research Group**

Developed and directed a program to prepare 18 teachers and administrators to conduct research studies on issues of diversity in school reform in their schools. Presented on levels and types of research analysis, coordinated research studies, and provided formative feedback for research design and reporting.

Center for Research on Evaluation, Standards, and Student Testing (CRESST) Los Angeles

▪ **Coordinator, NASDC Portfolio Assessment Group, November 1993-1994**

Developed and directed a program to help several interdisciplinary teams of teachers in South Central and East Los Angeles to develop portfolios and assessment instruments.

CONSULTANCIES, WORKSHOPS AND PRESENTATIONS

Organization of American States, Washington, DC

Evaluation Consultant, Knowledge Sharing Advisory Network (KSAN), Fall 2003

USAID, Leadership Institute for South African Educators (LISAE)

Leadership Institute Coordinator, Lecturer, Washington, DC, 2003 - 2006

Responsible for planning and organizing week-long leadership and curriculum development institutes for cohorts of 50 South African math and science educators.

American Councils for International Education, Washington, DC,

Presenter, Eastern Europe and Central Asian Scholars

International Leadership Exchange Programs, 2002, 2003

Presented overviews of American educational reform, school planning and management, standards and assessment to several groups of Eurasian and Central European scholars.

World Bank, International Fellows Program, Washington, DC

Fellowship Sponsor in Modern Teaching and Learning Methods for the American Councils for International Education, Spring 2003

Developed a program on teaching methodology, second language pedagogy, and school reform policy and hosted a visiting scholar from the National Teacher Training Institute in Azerbaijan for two months.

**Sacred Heart College, Research and Development Program, Johannesburg, South Africa
Researcher, School Development Program, 1998**

Conducted focus groups with 60 teachers and administrators implementing outcomes and performance-based curriculum.

**The SOROS Foundation, Transformation of Education Program, Riga, Latvia
Program Development and Workshop Coordinator, September 1997-June 1998**

Developing Skills for Experiential and Cooperative Learning in Latvian Teacher Training Institutions - developed teacher training program for 15 teacher educators, organized content for and coordinated workshops, and provided technical support for monthly meetings.

Soros Foundation, Karl Popper Debate Program

Workshop presenter, Evaluation and Fundraising Workshop, January 1997

Presented evaluation and fundraising strategies for 40 Eastern European educators and teacher trainers.

American Foundation for Global Education, New York

Presenter, NY Global Studies High School Teacher Workshops, February 1997

The Divided Island: Understanding Immigration, Race and Identity in the Dominican Republic and Haiti. Two half-day workshops for 60 urban public high school teachers about Caribbean immigration to New York and issues of identity for transnational students in American schools.

White Plains School District, New York

Instructor, Teacher Education Center, Fall 1995

Developmentally Appropriate Practice and Diverse Ways of Knowing, a full-day workshop presentation on alternative assessment for 90 educators in White Plains School District Staff Development.

The Banana Kelly Community Learning Center, Bronx, New York

Curriculum Development Advisory Panel, October 1996

Wrote the New Visions School Development Proposal to create an alternative high school based on community service learning in the South Bronx.

City College of New York, Center on School Reform, New York

Evaluation Consultant, February - November 1996

Japan in Focus: a New York City Teacher Education and International Exchange Program for New York City public school teachers.

Constitutional Rights Foundation (CRF), Los Angeles

Evaluation Consultant, October 1993- September 1994

CityYouth LA: an urban middle-school community service learning program in 10 schools in South-central Los Angeles.

University of Southern California, Center for the Advancement of

Pre-college Science Education (PRAXIS), Los Angeles

Evaluation Consultant, October 1994 - September 1994

Elementary Teacher Science Training and Curriculum Development Program for teachers in Los Angeles Unified School District.

Chicago Board of Education, Chicago, Illinois

Bilingual (Spanish) Kindergarten Teacher, September - November 1990

Full-time provisional teacher for class of 38 students in a full-day language immersion program.

PUBLICATIONS AND PRESENTATIONS

Spreen, CA (2004) Appropriating Borrowed Policies: Outcomes-Based Education in South Africa. Forthcoming in *The Global Politics of Education Borrowing and Lending*, Gita Steiner-Khamsi (ed.) New York, Teachers College Press.

Spreen, CA (2004) "The Vanishing Origins of OBE: Agency and Resistance to Educational Transfer in South Africa." In *Historical Perspectives on Policy Borrowing and Lending*, David Phillips and Kimberly Oches (Oxford Issues in Comparative Education, Oxford University Press).

Spreen, CA (2002) *New Technologies and Language Learning: Cases of the Less Commonly Taught Languages*. National Foreign Language Resource Center, University of Hawaii, University of Hawaii Press.

Spreen, CA (2001) *Globalization and Educational Policy Borrowing: Mapping Outcomes-Based Education in South Africa*. (Ph.D. Dissertation in Comparative and International Education. New York: Columbia University, Graduate School of Arts and Sciences).

Spreen, CA (2001) Book Review: *Western Education and Political Domination in Africa: A Study in Critical Dialogical Pedagogy* by Magnus O. Bassey, Bergen & Garvey (Pub.) Comparative Education Review, vol.45 (1). UofC Press.

Beck, C., Spreen, CA & Vally, S. (2000) "Do Trade Unions Matter? Education Policy Approaches Towards Consolidation: Conflicting Interests between Market and Equity in South Africa." (Education and Society, Sydney, Australia).

Spreen, CA. (1999) "Enablement and Empowerment: Defining the community in school decentralization in the US." In *Schulautonomie, Wohlfahrtsstaat und Chancengleichheit*. Radtke & Weiss (eds.) Frankfurt, Germany.

Vally, S. & Spreen, CA (1998) "Education Policy and Implementation Developments, February to May 1998: Quarterly Review of Education and Training in South Africa" Johannesburg: WITS Educational Policy Unit.

Marneweck, L. & Spreen, CA (1998) "Dancing with the Monster: Mastering the Steps of OBE in the Northern Province." A Report for the Sacred Heart Research and Development Group, Sacred Heart College, Johannesburg, South Africa.

Spreen, C.A. (1998) "Educational Reform and Teacher Education: A look at America's National Board for Professional Teaching Standards" presented at the Soros Foundation Transformation for Education Needs Assessment Workshop for teacher-training institutions in Riga, Latvia, January 1998.

Spreen, C.A. (1997) "Conditional Identity: How schools construct youth" presented at the Multicultural and Minority Issues in Education Conference, The Hebrew University, Jerusalem, Israel, June 1997.

Spreen, C.A. (1997) "Mapping Multicultural Education in South Africa" presented at the Comparative and International Education Society, Annual Conference, Mexico City, March 1997

Spreen, C.A. (1997) "Los Dominiyorks: Transnational Identity and Adolescent Youth" presented at the Comparative and International Education Society's doctoral student pre-conference workshop, Mexico City, March 1997.

Spreen, C.A. (1996) "Equity and Decentralization: A Comparison of School Reform in New York, Chicago and Los Angeles" presented at the Johann Wolfgang Goethe University Conference on Autonomy of Schools, Migration and Equality of Chances, Frankfurt am Main, Germany, June 12-14, 1996.

Spreen, C.A. (1996) "Immigration and Education: A look at Transnational Communities in New York". A paper presented at the New School for Social Research and Humboldt University, Summer Institute on European and American Immigration, New York, July 1996.

Steiner-Khamsi, G. & C.A. Spreen (1996) "Oppositional and Relational Identity: A Comparative Perspective." In A. Aluffi-Pentini & W. Lorenz (Eds.) *Anti-Racist Work With Young People in Europe*. London: Russell Pub. (Also translated into German and Italian.)

Lucas, T. & C.A. Spreen (1996) "Building Bridges and Building Credibility: First Steps Toward School Reform in a Multicultural High School." New York: National Center for Restructuring Education, Schools and Teaching.

"Teachers Research Their Practices for Equity" presentation of school-based research projects in the DEWEY Network and their use in developing strategies for improving equity in classroom practices. Co-presented with Dr. Maritza Macdonald, Yonkers Staff Development Center, February, 1996.

GRANTS AND AWARDS

David S. Boren Graduate International Fellowship

Academy for Educational Development, September 1997 - December 1998

Graduate international fellowship for one year of dissertation research, language and cultural studies in South Africa.

Spencer Pre-Doctoral Dissertation Award

American Educational Research Association, 1996-1997

Fellowship for dissertation proposal writing, completion of graduate coursework and attending national and international conferences.

Pre-Conference Doctoral Workshop Stipend and Travel Grant

Comparative and International Education Society

Annual Conference, Mexico City, March 1997

Graduate Student International Research Stipend

Institute for Latin American and Iberian Studies, Columbia University

School of International and Public Affairs, Fall 1997

Travel and research stipend for eight weeks of research in the Dominican Republic

Scholarship Recipient, Comparative and International Education Department

Teachers College, Columbia University, New York

September 1995 - June 1996

Scholarship Recipient, Educational Leadership Graduate Seminar

American University, Washington, DC, June - August 1989

"Education for Global Citizenship" an eight week graduate summer institute on peace education

Benjamin Franklin Scholarship Recipient, Schiller International University

For one year of study abroad in London, England and Madrid, Spain

September 1987 - May 1988

The American Legion Award, Hawthorne, New Jersey (1985)

University scholarship for community service and leadership.

INTERNSHIPS

HMVR Children's Clinic and Hospital Primero de Octubre

Madrid, Spain, January 1988 - May 1988

Tested and evaluated children with developmental delays. Created individual assessment programs.

Assisted Fulbright scholar with social work research at the clinic and in the hospital.

The Society for Research in Child Development (SRCD)

Capitol Hill, Washington, DC January 1987 - September 1987

Prepared government briefings and reports on public policy issues affecting children and families.

Complied and analyzed statistics on child development issues for national reports. Edited articles for national newsletter. Conducted interviews and collected data for the Congressional Science Fellows program. Organized bi-annual conference.

LANGUAGES

English, Spanish, elementary French, and beginning Zulu

PROFESSIONAL MEMBERSHIPS

American Association of University Women, American Educational Research Association, American Evaluation Association, American Sociological Association, Comparative and International Education Society, Institute for International Studies- Teachers College, Association of International Education Administrators