

## About the Contributors

**John D. Bransford** is Shauna C. Larson University Professor of Education and Psychology at the University of Washington in Seattle. Bransford is also coprincipal investigator and codirector of the LIFE Center, a National Science Foundation Science of Learning Center that studies learning in informal and formal environments. Previously, Bransford was Centennial Professor of Psychology and Education and codirector of the Learning Technology Center at Vanderbilt University. He received the Sutherland Prize for Research at Vanderbilt, has been elected to the National Academy of Education, and was awarded the 2001 Edward L. Thorndike Award. He served as cochair of several National Academy of Science committees that authored *How Students Learn: History, Mathematics, and Science in the Classroom* (2005), *How People Learn: Brain, Mind, Experience and School* (1999, 2000), and *How People Learn, Bridging Research and Practice* (1999). He also coedited a National Academy of Education volume (with Linda Darling-Hammond) on *Preparing Teachers for a Changing World* (2005).

**Cynthia E. Coburn** is assistant professor in policy, organization, measurement, and evaluation at the Graduate School of Education, University of California at Berkeley. Her research uses the tools of organizational sociology to understand the relationship between instructional policy and teachers' classroom practices in urban schools. She has studied these issues in the context of state and national reading policy, attempts to scale-up innovative school reform programs, and districtwide professional development initiatives. Coburn was a core member of the MacArthur Network on Teaching and Learning and, in this capacity, codirected a study of innovative attempts to rethink the relationship between research and practice for school improvement. She received a BA in philosophy from Oberlin College and an MA in sociology and PhD in education from Stanford University.

**Thomas B. Corcoran** is codirector of the Consortium for Policy Research in Education at Teacher's College, Columbia University. His interests include strategies for improving instruction, the use of research findings and clinical expertise to inform instructional policy and practice, the effectiveness of different approaches to professional development, knowledge management systems for schools, and the impact of changes in work environments on the productivity of teachers and students. Corcoran is currently a principal investigator on four projects: a

Hewlett-funded project to promote continuous improvement of instruction and improve the quality and use of formative assessment tools; the evaluation of IN-STEP, a project to improve science teaching in Thailand; a study of instructional coaching in science and mathematics in nine Texas school districts; and a study of the Children's First inquiry process in New York City. He was a member of the National Research Council's K-8 Science Learning Study. He is a visiting professor of education policy at the Woodrow Wilson School of International and Public Affairs at Princeton University.

**Hidenori Fujita** is professor at the International Christian University (ICU) in comparative education. He received his PhD from Stanford University in 1978. Before moving to ICU, he had been professor at the University of Tokyo for seventeen years and served as dean of the Graduate School of Education there from 2000 to 2003. He is a member of the Science Council of Japan and was chief researcher of the Japan Society for the Promotion of Science (2004-07), president of the Japanese Association of Educational Sociology (2000-03), and a member of the National Commission on Education Reform (2000) and the Central Council for Education (2005). His major publications (in Japanese) include *Child, School and Society: Irony of an Affluent Society* (1991); *Education Reform* (1997; Chinese trans. 2001); *Culture and Society: Distinction, Structuration and Reproduction* (1993); *Sociology of Education* (1998); *Civic Society and Education* (2000); *Family and Gender* (2003); *Reappraisal of Compulsory Education* (2005); and *Destinations of Education Reform* (2006).

**Louis M. Gomez** is the Helen S. Fasion Chair in Urban Education at the University of Pittsburgh in the Learning Science and Policy Program within the School of Education. He is also senior scientist at the Learning Research and Development Center. Previously, he was Aon Professor of Learning Sciences and Professor of Computer Science at Northwestern University. Gomez's primary interest is in working with school communities to create social arrangements and curriculum that support school improvement. Along with his colleagues, he has been dedicated to collaborative research and development with urban schools to bring state-of-the-art instruction and support for community formation to traditionally underserved schools. He received a BA in psychology from the State University of New York at Stony Brook and a PhD in cognitive psychology from the University of California at Berkeley.

**Andy Hargreaves** is the Thomas More Brennan Chair in Education at Boston College. His research deals with teachers and leaders and their experiences of educational change. His most recent books are *Teaching In the Knowledge Society* (1983); *Sustainable Leadership*, with Dean Fink (2006); *Change Wars*, with Michael

Fullan (edited 2008); and *The Fourth Way*, with Dennis Shirley (2009). His current research is on organizations that perform above expectations in education, health, business, and sport.

**Guilbert C. Hentschke** is the Richard T. Cooper and Mary Catherine Cooper Chair in Public School Administration at the University of Southern California's Rossier School of Education. His most recent book is *New Players, Different Game: Understanding the Rise of For-profit Colleges and Universities*. Current board directorships include the National Center on Education and the Economy and WestEd Regional Educational Laboratory. Prior to USC Hentschke served at the University of Rochester, Columbia University, the Chicago Public Schools, and the East Side Union High School District. His undergraduate degree is from Princeton University and his graduate degrees are from Stanford University.

**Meredith I. Honig** is assistant professor of educational leadership and policy studies at the University of Washington, Seattle. Her research and teaching focus on policy implementation, decisionmaking, and organization change in urban educational systems. She is particularly interested in how public policymaking bureaucracies such as school district central offices innovate and collaborate to improve opportunities for all youth to learn. She examines these challenges using a variety of cases including school-community partnerships, new small autonomous schools initiatives, and initiatives to reinvent urban school district central offices to support districtwide teaching and learning improvement. Evidence-based decisionmaking has been a major focus of these projects—particularly how policymakers incorporate local or practitioner knowledge into their decisionmaking. Her research has appeared in various publications including *Educational Evaluation and Policy Analysis*, *Educational Researcher*, and *Educational Administration Quarterly*.

**Diana Lam** is currently vice president for global education and community outreach for Christel House International. Most recently, she was the deputy chancellor for teaching and learning at the New York City Department of Education, where she was responsible for joint implementation of Children First reforms, a multiyear effort aimed at dramatically improving New York City Public Schools. She has served as superintendent in various school districts. In San Antonio, Texas, Lam was the first female superintendent, and there she won national acclaim for her accomplishments, which included a dramatic increase in student achievement. In the communities where she has served as superintendent, she has envisioned the changes required, put in place the structures, and built relationships that allow educators and families to work together to reach new levels of achievement.

**Susan M. Kardos** is an independent researcher and a research affiliate at the Project on the Next Generation of Teachers at the Harvard Graduate School of Education. Kardos studies education policy, new teacher support and retention, workplace culture and school organization, and leadership and school improvement. Recent publications include *On Their Own and Presumed Expert: New Teachers' Experience with their Colleagues* (2007) and *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools* (2004). Kardos is also the director of strategy and education planning at the AVI CHAI Foundation in New York City.

**Frederic A. "Fritz" Mosher** is a senior consultant to the Consortium for Policy Research in Education (CPRE) based at Teachers College, Columbia, and a member of the MacArthur Research Network on Teaching and Learning. He has been an adviser to the Spencer Foundation, a RAND Corporation adjunct staff member, an adviser to the assistant secretary for research and improvement in the U.S. Department of Education, and a consultant to Achieve, Inc. In 1998 he retired from Carnegie Corporation of New York after thirty-six years as a program specialist and policy analyst. In recent years Mosher has focused on what it might take for the public education system to learn how to enable all students to reach high standards of achievement. He is a cognitive/social psychologist by training, with a PhD from Harvard University.

**Alan H. Schoenfeld** is the Elizabeth and Edward Conner Professor of Education and affiliated professor of mathematics at the University of California at Berkeley. He is a fellow of the American Association for the Advancement of Science and of the American Educational Research Association and a laureate of the education honor society Kappa Delta Pi. He has served as president of the American Educational Research Association and as the vice president of the National Academy of Education. In addition to his basic research on problem-solving, teaching, and issues of diversity in mathematics education, Schoenfeld has long been concerned with finding productive mechanisms for systemic change and for deepening the connections between educational research and practice.

**Robert B. Schwartz** has, since 1996, been a faculty member at Harvard Graduate School of Education, where he currently serves as academic dean and Bloomberg Professor of Practice. From 1997 to 2002 he also served as president of Achieve, Inc., a national nonprofit established by governors and corporate leaders to help states strengthen academic performance. Schwartz previously served in a variety of roles in education and government, including high school teacher in California and principal in Oregon; education adviser to Boston mayor Kevin White and Massachusetts governor Michael Dukakis; executive director of The Boston Compact; and education program director at The Pew Charitable Trusts. He currently

cochairs The Aspen Institute's Education Program and serves on the boards of The Education Trust, The Noyce Foundation, and The Rennie Center for Education Research and Policy.

**Corrie Stone-Johnson** is a doctoral candidate at Boston College. Her research focuses on the impact of mandated reform on teachers' careers and how teachers' generations influence their work and engagement with reform.

**Marshall S. Smith** is currently the education program director at the William and Flora Hewlett Foundation. He served in the government for fourteen years, including a stint in the National Institute of Education as head of the reading and mathematics program and as associate director for policy and planning. He also served in the Carter and Clinton administrations in high-level policy positions, including acting deputy secretary and undersecretary of the Department of Education under President Clinton. In between times in government, he was an associate professor at the Harvard Graduate School of Education; a professor at the University of Wisconsin and director of the Wisconsin Center for Education Research; and a professor and dean of education at Stanford University.

**Mark A. Smylie** is professor of education at the University of Illinois at Chicago. He received his PhD from Vanderbilt University and his BA and MEd degrees from Duke University. Smylie's research concerns school organization and organizational change, administrative and teacher leadership, teacher and teacher workforce development, and urban school improvement. He has served as secretary-treasurer of the National Society for the Study of Education and as a director of the Consortium on Chicago School Research at the University of Chicago. He was recently a residential fellow at the Spencer Foundation.

**Mary Kay Stein** holds a joint appointment at the University of Pittsburgh as professor of learning policy and senior scientist at the Learning Research and Development Center. Her research has focused on classroom-based teaching and learning, with the aim of understanding the nature of effective instructional practices in mathematics, and the school and district contexts of teacher learning and professional development. Most notably, she studied the connections between district policy and classroom practice in New York City's Community School District No. 2 under Anthony Alvarado as well as the districtwide instructional reforms in the San Diego City Schools initiated under Alan Bersin and Anthony Alvarado, which resulted in a number of widely read articles and a book, *Reform as Learning: School Reform, Organizational Culture, and Community Politics in San Diego* (2006). Currently she is investigating how the teacher learning demands of different curricula (*Everyday Mathematics* versus *Investigations*) influences teacher learning in

large-scale reforms in two urban districts. Stein has served on several national panels, including the National Academy of Education's Panel on Strengthening the Capacity of Research to Impact Policy and Practice, the National Institute for Science Education's Professional Development Project, and NCTM's Standards Impact Research Group. She is the founding director of the Learning Policy Center at the University of Pittsburgh.

**Deborah J. Stipek** is the James Quillen Dean and Professor of Education at Stanford University. Her doctorate from Yale University is in developmental psychology. Her scholarship concerns instructional effects on children's achievement motivation, early childhood, and elementary education. She served for five years on the Children, Youth, and Families board of the National Academy of Sciences and chaired the National Academy of Sciences Committee on Increasing High School Students' Engagement and Motivation to Learn. Stipek served ten of her twenty-three years at UCLA as director of the Corinne Seeds University Elementary School and the Urban Education Studies Center. She joined the Stanford School of Education as dean and professor of education in January 2001. She is a member of the National Academy of Education.

**Nancy J. Vye** is senior research scientist in the LIFE Center (Learning in Informal and Formal Learning Environments) at COE–University of Washington. Prior to joining the University of Washington, she was codirector, along with John Bransford, of the Learning Technology Center at Vanderbilt University. She has extensive experience in learning technology research and design in K–16 settings and has worked in private-sector healthcare training and development. She received her doctorate in cognitive psychology from Vanderbilt University.

**Janet A. Weiss** is vice provost and dean of the graduate school at the University of Michigan. She is a professor in the Stephen M. Ross School of Business and the Gerald R. Ford School of Public Policy at Michigan. Her research is focused on public management and public policy, with a special interest in the effective governance of education.