

# Division L Newsletter

A part of AERA

Fall, 2016

## Inside this issue:

Vice President's Message	1
Featured Article	2
2016 Award Winners	4
Call for Award Nominations	5
Affirmative Action Committee Update	6
Call for Congressional Fellow Applications	7
Graduate Student Update	8
Program Chair Update	9
Member News	9
Editor's Notes	12

## CALL FOR MENTORS

The William L. Boyd National Education Politics Workshop, co-sponsored by Division L, is looking for leading scholars in education politics and policy to work with emerging scholars during a 2.5 hour session to be held on the first afternoon of AERA's annual meeting in San Antonio.

Please sign up by visiting: [CALL FOR MENTORS: WILLIAM L. BOYD NATIONAL EDUCATIONAL POLITICS WORKSHOP \(http://bit.ly/2ft80cF\)](http://bit.ly/2ft80cF).

## Vice President's Message



**Lora Cohen-Vogel**  
University of North Carolina-Chapel Hill

I'm pleased to write my first message to you as the Division's new Vice President. In my candidate's statement, I said I would work to extend the Division's long-standing commitment to mentorship and dialogue across communities of researchers in an effort to help continue to build the field's capacity for rigorous inquiry. I'm pleased to report that we have already made progress in that domain.

First, we have continued to support the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, and have pledged \$6000 – our single largest annual expenditure – to the initiative. As many of you know, the Seminar, co-sponsored with Division A, UCEA and SAGE publications, brings outstanding doctoral students and noted education administration and policy scholars together for two days at the start of the AERA annual meeting. The majority of Clark Scholars go on to become professors at major research institutions around the world. In addition to our financial support, the Division is sending a representative to sit on the program's planning committee. Sonya Douglass Horsford (Teachers College, Columbia) has agreed to serve, having previously served the Clark program as a faculty mentor. This year, Division L has also committed 3 mentors to work with selected students. The mentors are Elizabeth Farley-Ripple (University of

Delaware), Morgan Polikoff (University of Southern California), and Stacey Rutledge (Florida State University). We thank them all for their service.

Second, we have joined the Politics of Education Association (PEA) and UCEA in sponsoring the William L. Boyd National Education Politics Workshop. Our financial commitment of \$1000 is perhaps less important than our contribution of mentors from among our Division members. We are still looking for mentors to serve. (Please see the sidebar on p. 1 to volunteer.) Once mentors are secured, students and recent graduates will be invited to sign up. Division L's graduate student representatives, Megan Austin (Notre Dame) and Nestor Ramirez (University of North Carolina, Chapel Hill), are working with the Workshop coordinator to plan the event.

Third, along with Division A, our Division co-sponsored a Graduate Student Forum held during UCEA. The topic of the forum, planned by the two Divisions' student representatives, was *Publish and Thrive: Steps to Jumpstart the Publishing Process*. Details can be found in the graduate student update on p. 8.

We have also been hard at work on the 2017 Annual Meeting. Led by Daphna Bassok (University of Virginia), the Program Committee met in Charlottesville in September. Both the Division's Affirmative Action Chair, La'Tara Osborne Lampkin (Florida State University) and I joined the committee as they considered some 1,500 reviews. We could not convene the Annual Meeting without the dedicated efforts of the program committee, submission authors, and volunteer reviewers. Thank you. Please visit p. 9 for Daphna's report.

In our work to build dialogue and a diversity of ideas, we have also begun to adopt and implement recommendations from the Division's Affirmative Action Committee. Among other initiatives, these include embedding the Affirmative Action Chair in the work of proposal review and program deliberations, especially

## Vice President's Message (continued)

the development of the Division's invited sessions for the Annual Meeting. I hope you will read La'Tara's report on these efforts on p. 6.

La'Tara was one of three of us representing the Division at the AERA Coordinated Committee and Executive Council meeting in Washington, DC in October. In my role as Division VP, I also serve on the Government Relations Committee of AERA

as a representative of the Executive Council. The committee provided feedback to AERA's government relations team on a host of issues, most notably a memo the Association is preparing for the Presidential transition team. We also heard from Jenna Sablan, AERA's first Congressional Fellow. The deadline to apply for the 2017-18 fellowship is December 15, 2016. Those interested can find more

information on p. 7. Megan Austin, the Division's Senior Graduate Student Representative, was also in attendance at the October meeting in Washington. Please see Megan's report on the Graduate Student Council meeting on p. 8.

Finally, I hope you will take a look at the Division's Call for Awards on page 5-6 of the newsletter, and consider

nominating outstanding students and colleagues.

Best regards,



Lora Cohen-Vogel  
Robena and Walter E. Hussman Distinguished  
Professor of Policy and  
Education Reform  
University of North Carolina at  
Chapel Hill

## Featured Article

### Independent Teacher Education Programs: Apocryphal Claims, Illusory Evidence<sup>1</sup> By Ken Zeichner, University of Washington

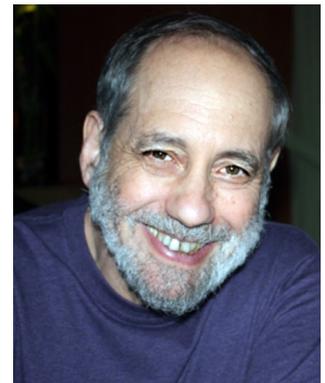
#### The Current Context for Teacher Education

Teacher education provided in U.S. colleges and universities has been routinely criticized since its inception in the early nineteenth century, sometimes deservedly. These programs are uneven in quality and can be improved. What makes today's situation different is an aggressive effort by advocacy groups and self-proclaimed social entrepreneurs to deregulate the preparation of teachers and to expand independent, alternative routes into teaching. This effort has gained considerable momentum and legitimacy, with venture capitalists, philanthropy, and the U. S. Department of Education all providing sponsorship and substantial funding. The strength of this effort is such that the U.S. may quickly proceed to dismantle its university system of teacher education and replace much of it with independent, private programs. The likely result will be teacher preparation that could differ dramatically in its governance, structure, content, and processes, as well as its current location alongside legal, medical, and other professional preparation that pairs academic degrees with professional training.

Given the enormity of this prospective shift, policymakers should consider carefully the extant evidence about the nature and impact of different pathways into teaching, including the entrepreneurial, stand-alone programs that advocates proclaim to be the future of teacher preparation. This consideration is particularly critical because, to date, these new alternatives focus not on public school teachers in advantaged communities; they focus almost exclusively on preparing teachers to teach "other people's children" in schools within high poverty communities. Therefore, their entry into the field raises important questions not only about effectiveness, but also about equity.

#### The Study

After surveying historical and contemporary trends in teacher preparation, this policy brief reviews what is known about the quality of five independent teacher education programs in the U.S., including their impact on teacher quality and student learning. Independent teacher education programs should be understood to be a subset of alternative routes to teaching, and they are included in this brief



<sup>1</sup>This article derives directly from the National Education Policy Center's peer-reviewed research brief, which can be found at <http://nepc.colorado.edu/publication/teacher-education>.

## Featured Article, by Ken Zeichner (continued)

if they (a) are not university-based, and (b) themselves provide most or all of the candidates' preparation. The five independent programs examined are: The Relay Graduate School of Education (Relay), Match Teacher Residency (MTR), High Tech High's Internship (HTH), iTeach, and TEACH-NOW. Excluded from this review are other alternative programs such as Teach for America (TFA) and TNTP (The New Teacher Project), because they differ significantly in that they have substantive partnerships either with universities or with other independent entities (such as the five listed above) that provide much of the candidates' preparation.

Two bodies of work are included in the analyses of what is known: 1) findings from syntheses of peer-reviewed research on alternative pathways into teaching, and 2) research and other sources of information about the five specific programs reviewed, including claims that enthusiasts make about program quality and internal evaluations of program impact.

### Conclusions

While many advocates assert that independent programs are bold, innovative, and successful in accomplishing their goals, the analysis here demonstrates that such claims are not substantiated by any independent, vetted research and program evaluations. This analysis indicates that the promotion and expansion of independent teacher preparation programs rests not on evidence, but largely on ideology. This lack of credible evidence supporting the claims of success is particularly problematic given the current emphasis on evidence-based policy and practice in federal policy and professional standards.

The analysis also concludes that two of the programs, Match and Relay, contribute to the inequitable distribution of professionally prepared teachers and the stratification of schools according to the social class and racial composition of the student body. These two programs prepare teachers to use highly controlling pedagogical and classroom management techniques (e.g., the extensive use of Doug Lemov's strategies by Relay that are primarily used in schools serving students whose communities are severely impacted by poverty). The teaching and management practices learned by the teachers in these two programs are based on a restricted definition of teaching and learning and would not be acceptable in more economically advantaged communities. Students in more economically advantaged areas however, have greater access to professionally trained teachers, less punitive and controlling management practices, and broader and richer curricula and teaching practices.

Findings from the analysis of research on alternative pathways into teaching and from the analysis of available evidence on the nature and impact of independent teacher education programs have several implications for teacher-education policy making.

“The promotion and expansion of independent teacher preparation programs rests not on evidence, but largely on ideology.”

### Policy Recommendations

The following four specific recommendations are based on those findings:

- State and federal policymakers should not implement policies and provide funding streams that promote the development and expansion of independent teacher education programs unless and until substantive credible evidence accrues to support them. There currently is minimal evidence.
- State policymakers should be very cautious in authorizing “teacher preparation academies” under the provision in the new federal education law (Every Student Succeeds Act, or ESSA). Such authorization would exempt those programs from the same high standards for teacher preparation that states typically enforce for other teacher education programs. Policies should hold all teacher preparation programs to clear, consistent, and high standards.
- Teacher education program quality should be determined by an analysis of the costs and benefits of multiple outcomes associated with the programs. Policymakers should thus reject the argument made by two of these five programs (MTR and Relay) that an increase in student standardized test scores is in and of itself an indicator of teacher and program quality.
- State and federal policies that are designed to support the development of independent teacher education programs should include provisions for monitoring them to ensure that they do not contribute to a stratified system, where teachers serving more economically advantaged communities complete programs in colleges and universities to become professional educators, while teachers serving low-income communities receive only more technical, narrow training on how to implement a defined set of curricular, instructional, and management guidelines.

## 2016 Division L Award Winners

### Outstanding Policy Report (Short)

The 2016 winners of the Outstanding Policy Report Award are Daniel Losen, Cheri Hodsen, Michael Keith, Katrina Morrison, and Shakti Belway (not pictured), for their report, *Are We Closing the School Discipline Gap?*



**Daniel Rosen**



**Cheri Hodsen**



**Michael Keith**



**Katrina Morrison**

### Outstanding Dissertation Award



**Daniela Torre**

The 2016 winner of the outstanding dissertation award is Daniela Torre (Ph.D., Vanderbilt), for her dissertation, *How Classroom Context Impacts the Academic Achievement of English Learners in a New Immigrant Destination*.

DeeAnn Grove (Ph.D., University of Iowa) received honorable mention for her dissertation, *An Issue of "Special Opportunity": The Politicalization of Education in Presidential Election Campaigns, 1968-2012*.



**DeeAnn Grove**

### Early Career Award



**Judith Scott-Clayton**

The recipient of the 2016 Early Career Award is Judith Scott-Clayton (Columbia University). Professor Scott-Clayton's research focuses on how to improve college access and success for socioeconomically disadvantaged students. Her work centers on understanding the relationship between education and future outcomes, the challenges students face in navigating the postsecondary system, and how policies can most effectively provide relief for those most in need. Specifically, she is interested in two major areas; financial aid and academic remediation at community colleges. Nominators wrote that she has a "nose for policy questions," is careful and cautious in how she analyzes data, thoughtful in her evaluations, and "has the ability to articulate real-world policy solutions that are practical, feasible and timely." Her work in the policy arena includes having served on prestigious committees, been extensively quoted in social media, commented frequently on NPR, testified before the U.S. Senate, and her New York Times Economix blog has received considerable attention. In her relatively short career she has already had a direct and substantial effect on the education millions of students receive.

## Division L Awards 2017—Seeking Nominations

Division L is seeking nominations for the following awards, which will be given at the Annual Meeting in April 2017 in San Antonio, TX:

### 1. OUTSTANDING DISSERTATION AWARD

*Rationale:* The purpose of the AERA Division L Outstanding Dissertation Award is to recognize the exceptional research accomplishments of recent doctoral graduates.

*Eligibility:* To be eligible, dissertations must have been completed and successfully defended between August 16, 2015 and August 31, 2016.

Dissertations employing any theoretical and methodological orientation may be nominated as long as they make an important contribution to education policy. At the time the dissertation is being considered, the author must be a member of Division L of AERA.

*Nomination Process:* Nominations must be submitted by a faculty member of the nominee's doctoral degree granting institution by **December 31, 2016**. The nomination package should include a nomination letter, a 3- to 4-page summary of the dissertation, a copy of the dissertation, and current contact information for the nominee.

The required information should be sent electronically to Division L Outstanding Dissertation Award Chair, Madeline Mavrogordato, at [mavro@msu.edu](mailto:mavro@msu.edu) by **December 31, 2016**, using the subject line "Division L Dissertation Award." Dissertations must be sent as an Adobe PDF file. Nomination packages will then be forwarded to the award selection committee.

### 2. OUTSTANDING POLICY REPORT (LONG)

*Rationale:* The Outstanding Policy Report Award recognizes an outstanding policy report that makes a contribution to education research and/or policy through its analysis, evaluation, and/or critique of education policy.

*Eligibility:* In 2017, the award will be given to a long policy report (more than 35 pages in length) that best reflects the following selection criteria:

1. Quality: Reflects highest standards of research quality and excellence appropriate to the methods and methodology used.
2. Relevance: Analyzes, evaluates, and/or critiques a timely and relevant education policy or policy issue.
3. Impact: Demonstrates evidence that the report has been used by policymakers, influenced a public or policy debate, and/or advanced a research field.

To be eligible, the report must have been completed after November 1, 2014, and at least one author must be a Division L member.

*Nomination Process:* Nominations must be submitted by the report author, user, or other reader of the work no later than December 31, 2016, and must include the following: (1) a nomination letter from a Division L member, (2) a PDF version of the report, and (3) evidence of the report's impact.

Please email materials to Nestor Ramirez at [naramire@live.unc.edu](mailto:naramire@live.unc.edu), by December 31 2016, using the subject line "DIVISION L OUTSTANDING POLICY REPORT."

## Division L Awards 2017—Seeking Nominations (continued)

### 3. LIFETIME ACHIEVEMENT AWARD

*Rationale:* The award will recognize a lifetime of achievement in educational policy research. The field of educational policy research has generated a number of excellent researchers who deserve broad recognition. This award alternates with the Early Career Award.

*Selection:* In selecting a winner, the criteria to be considered will be the quality and impact of the candidate's work over a lifetime.

*Nomination Process:* To nominate a candidate, please submit a nominating letter and two supporting letters. The letters should describe the candidate's contributions to the field of educational policy over the course of the candidate's career. They should describe the quality of the research, including (as appropriate) its rigor, insight, and/or contribution to policy and policy debates. Nominations should be sent by December 31, 2016, to Megan Austin at [maustin4@nd.edu](mailto:maustin4@nd.edu), with "DIVISION L LIFETIME ACHIEVEMENT AWARD" in the subject line.

*Review/Selection Process:* The committee chair and each member will review all nominations. By individual ballot, each committee member will make a global ranking of the nominated candidates. After reviewing and sharing the ranks with the committee members, the chair will schedule a conference call to discuss the rankings and reach a consensus on the awardee. Awards will only be made when at least one candidate is of sufficiently high quality as to deserve this recognition.

## Affirmative Action Committee Update—La'Tara Osborne-Lampkin, Chair



**La'Tara Osborne-Lampkin**  
Florida State University

As I begin my three year-term as Division L's Affirmative Action Committee Chair, I am pleased to report that the Affirmative Action Committee has engaged in a number of activities these past few months to support the Division as it "addresses equity and diversity within its program, recruitment and nominating processes, and reporting and communicating functions" (American Educational Research Association). First, as an invited member, I participated in the Fall Program Planning Committee where we recognized Division L's efforts to develop a program that reflects diverse perspectives, methodologies, and areas of research. To build upon those efforts, committee members were explicitly encouraged to consider diversity in presenters, chairs, discussants, and topics for invited sessions for AERA 2017. We are hopeful that Division L's 2017 program will reflect the committee's work.

Second, I represented Division L at the AERA Coordinated Chairs Meeting held in Washington D.C. October 21-22, 2016. As a member of the Affirmative Action Council, I contributed to discussions around four primary agenda items: (1) a proposal for a name change from Affirmative Action Council (Committee in the Division) to the Council on Equity and Inclusion (Equity and Inclusion Committee); (2) the roles and responsibilities of division representatives; (3) a review of the criteria for AERA program proposals; and (4) dissemination tools and activities to highlight affirmative action activities. To

support the ongoing work of the Affirmative Action Council, I will be serving on two council sub-committees. One is a committee charged with revisiting the Affirmative Action Council's charge, and the other will guide the development of the Affirmative Action Council's handbook and will support representatives as they develop division handbooks.

Third, the Affirmative Action Committee has been working to identify strategies to continue to increase participation and diversify the membership of Division L. Efforts in this area have largely centered around reaching out to scholars of color within Division L as well as outside of the Division to support our Junior Faculty Mentoring Initiatives. We believe that this is an opportunity to further support and expose our junior scholars to diverse perspectives and engage colleagues who focus on educational policy and politics but who are not members of our Division.

I look forward to working with Division L members and other committees as we continue to develop and advance our Division's equity and inclusion agenda.

**What**

The American Educational Research Association is pleased to offer a congressional fellowship opportunity for AERA members. This fellowship provides an exciting opportunity for researchers to come to Washington, DC and use education research, outside of the academic setting, to inform public policy while working on Capitol Hill. The fellowship pays a competitive salary.

The goals of the fellowship are: (1) to contribute to the effective use of scientific knowledge about education in the formation of public policy; (2) to educate the scientific community about the development of public policy; and (3) to establish a more effective liaison between education researchers and federal policymakers.

**When**

- AERA will be accepting fellowship applications for the 2017 - 2018 term starting October 1, 2016.
- The deadline to apply is December 15, 2016 at 11:59 PT.
- The fellowship term will start on September 1, 2017 and end on August 31, 2018.

**Who**

- Doctorate-level scholars in education research and related disciplines and fields are eligible.
- Researchers at all stages in their careers are encouraged to apply.

**How**

Following a two-week science policy orientation program, the AERA fellow will begin work as a resident scholar within a congressional office. AERA Congressional Fellows will benefit from ongoing professional development and networking opportunities.



## Graduate Student Update



**Nestor Ramirez**  
University of North  
Carolina-Chapel Hill

Division L welcomes our Junior Graduate Student Representative, Nestor Ramirez. Nestor is a PhD student in the School of Education at the University of North Carolina at Chapel Hill. His research focuses on issues around college access and student success, and how institutional policy and practice can support student growth while in college. He works primarily with underrepresented groups in college settings, such as Latino/a, low-income, and rural first-generation college students.

### **Upcoming Events and Opportunities**

Division L will soon begin accepting nominations for the 2017 Outstanding Dissertation Award. For more information, see the call for awards on p. 4 of this newsletter.

Division L once again collaborated with Division A and the UCEA Graduate Student Council to host a graduate student event at the University Council for Educational Administration (UCEA) Convention, November 17-20, 2016, in Detroit Michigan. The session, *Publish and Thrive: Steps to Jumpstart the Publishing Process*, featured panelists Alan J. Daly, University of California, San Diego; Joseph Murphy, Vanderbilt University; Ira Bogotch, Florida Atlantic University; Craig Peck, University of North Carolina at Greensboro; Karen L Sanzo, Old Dominion University. Thanks to the panelists for sharing their expertise!



**Megan Austin**  
University of Notre Dame

Division L graduate student representatives will co-host the AERA 2017 Division L Fireside Chat in San Antonio, TX. Our 2016 Fireside Chat was a huge success, with an outstanding panel of presenters and great turnout by graduate students. This year's theme is From Research to Practice: Partnering with Practitioners to Produce Research that Informs Policy. The session will bring together three researcher-practitioner pairs from major research-practitioner partnerships across the country to discuss how this model effectively produces research that informs policy and practice, what lessons from these partnerships can inform graduate students' approaches to their research, and how students can apply principles of research-practice partnerships to generate research that is more likely to be used by practitioners and policymakers.

### **Graduate Student Outreach and Opportunities**

The Division continues to expand its social media presence. Through social media the Division intends to connect policy makers, advocates, scholars, and researchers across the United States and the world on critical policy issues and burgeoning areas of interest. Follow Division L on Twitter @Division\_L and join Division L's Facebook page: "Educational Policy and Politics."

The Service Committee of the Graduate Student Council is encouraging each division's graduate students to sponsor and build a Little Free Library. If you are interested in helping create and sustain a library, or in getting involved with Division L in another capacity, please contact either Megan Austin (maustin4@nd.edu) or Nestor Ramirez (naramire@live.unc.edu). The Division's Executive Committee welcomes graduate student involvement from any Division L member.



Highlights from the 2016 Division L/Graduate Student Council Fireside Chat: A standing room only crowd of graduate students listened to panelists Janelle Scott, Chris Lubienski, Angela Valenzuela, Helen Ladd, Julian Vasquez-Heilig, and Patricia Gandara (not pictured: Gary Orfield).

## Program Committee Update — Daphna Bassock, Chair



**Daphna Bassock**  
University of Virginia

The 2017 AERA annual meeting in San Antonio is still months away, but the Division L Program Committee has been hard at work pulling together the conference program. The committee has been evaluating and organizing the more than 400 papers submitted to the division either individually or as part of a proposed symposium session. A very special thanks to all of the Division L members who invested time and energy into carefully reviewing each of those submissions and providing thoughtful recommendations related to their inclusion in this year's program.

This year's committee is comprised of Kara Finningan, University of Rochester (Governance, Finance, and Intergovernmental Relations); Dana Thompson Dorsey, University of North Carolina Chapel Hill (Legal and Judicial Issues for Underserved Populations); Mimi Engel, Vanderbilt University (Curriculum and Instructional Practice); Janelle Scott, University of California, Berkeley (School Choice and Market Reforms); Andrew McEachin, RAND (Testing, Accountability and Data Use); William Kyle Ingle, University of Louisville (Human Capital and School Finance); Rand Quinn, University of Pennsylvania (Social Context and Structural Inequalities); Megan Hopkins, University of California, San Diego (Social Policy in Education); Jennifer Russell, University of Pittsburgh (Policy Implementation and Going to Scale)

## Division L Member News

### Upcoming Conferences focused on Educational Policy and Politics

The International School Choice and Reform Conference will be held in Honolulu, Hawaii, January 3-6, 2017. Conducted in concert with the Hawaii International Conference on Education. See <http://hiceducation.org/school-choice/> or contact Robert Fox at [fox@hawaii.edu](mailto:fox@hawaii.edu) for details.

The 7th International Association for Evaluation of Achievement International Research Conference (IRC-2017) will be held on June 28–30, 2017 at Charles University in Prague, Czech Republic. The IEA IRC-2017 will provide an international forum for all those working with IEA study data to present their findings and exchange views on critical educational research issues in a comparative and global context. The conference will focus on 20 years of TIMSS trends. Keynote speakers include: Ina Mullis and Michael Martin (TIMSS & PIRLS Study Center, Boston College), David Greger (IRDE, Faculty of Education, Charles University), and Fons van de Vijver and Jia He (Department of Culture Studies, Tilburg University).

In conjunction with the conference, the IEA will also conduct four optional two-day workshops on secondary data analysis on 26–27 June 2017 for researchers interested in acquiring a more in-depth knowledge of large-scale assessment. Topics include: meeting specific national research interests, multilevel modeling procedures, the basics of structural equation modeling, and Bayesian techniques.

If you are interested in presenting a symposium, paper or poster at the IEA IRC-2017, please see the Call for Proposals at <http://www.iea.nl/>. Proposals may be submitted at <https://www.conftool.net/irc-2017/>. For more information, please contact the IRC-2017 organizing committee at [irc@iea.nl](mailto:irc@iea.nl). Proposals are due December 1, 2016.

In August 2017, there will be the 2<sup>nd</sup> annual meeting of the Education Policy Collaborative. This is a research group co-founded in 2016 by Michael Gottfried (UCSB) and Shaun Dougherty (U-Conn), with a founding committee of Ethan Hutt (U Maryland College Park), Anna Egalite (NC State U), Daniel Klasik (GW Univ), and Kevin Gee (UC Davis). This group has brought together quantitative and qualitative scholars in education policy to develop a research agenda around education policy and consider research funding opportunities. Our first meeting graciously received funding from the Fordham Foundation and Smith Richardson Foundation.

## Division L Member News

### Calls for Submissions/Editorships

The Journal of Transformative Leadership & Policy Studies -- a peer-reviewed journal published by the California State University and the Doctorate in Educational Leadership program at CSU, Sacramento -- has issued a call for a guest editor. The Journal is sponsored by the California State University's Chancellor's Office and the system's sixteen Education Doctorate programs. JTLPS publishes peer-reviewed studies for the educational leadership and policy community in California and beyond. The focus is to advance our understanding of solutions to the many problems faced by the nation's schools and colleges. Those interested in applying to be a guest editor should send a letter outlining the content of their proposed "special issue," including their strengths and commitment in serving as a guest editor, to [jtlps@csus.edu](mailto:jtlps@csus.edu). See all issues of the journal and the Call for Guest Editor at <http://www.csus.edu/coe/academics/doctorate/jtlps/index.html>.

AERA's Fiscal Issues, Policy & Education Finance SIG invites nominees for its inaugural Dissertation Award. This new award will be presented to the author of an outstanding dissertation in education finance or economics that holds promise for impact on PK-16 education policy. Individuals who defended their dissertation during the 2015 or 2016 academic years are eligible to receive the award. The award winner, as well as the nominating faculty member, will be recognized at the SIG's 2017 business meeting (occurring at the 2017 AERA annual meeting). In addition, the award recipient will receive a travel grant to the AERA annual meeting, a plaque, and will be invited to present the findings from their study at the SIG's business meeting.

**Submission Instructions:** Nominations for the Dissertation Award will be accepted from a member of a nominee's dissertation committee, ideally the nominee's faculty adviser. The nomination should include an electronic copy of the student's dissertation and a letter of recommendation that describes the dissertation's contribution(s) to the fields of education finance, economics, and policy. The letter also should attest that the dissertation was completed by the student during the award period specified above and the faculty member nominating or endorsing the nomination served on the dissertation committee. Nominations should be submitted (electronically, by email) no later than December 30, 2016 to Fiscal SIG Chair, Tammy Kolbe ([tkolbe@uvm.edu](mailto:tkolbe@uvm.edu)).

### Job Announcements

The College Board has a policy analyst position open: <https://careers.collegeboard.org/viewjob.html?erjob=33261>

The School of Public Policy at the University of Maryland, Baltimore County (UMBC) is searching for a Director to join the School beginning in fall of 2017. The UMBC School of Public Policy has tracks in education policy, health policy, urban studies, evaluation and analytic methods, and public administration. More information on the search can be found here: <http://publicpolicy.umbc.edu/search-director/>.

Northwestern University's School of Education and Social Policy (SESP) has two faculty/post-doc openings. The first is for a tenured faculty position as a STEM Scholar and Director of the Office of STEM Education Partnerships (OSEP). The second is for a Post-Doctoral Fellow for STEM Education and Computational Thinking Projects, working with Uri Wilensky and Mike Horn. Here is the link for both: <http://www.sesp.northwestern.edu/common/newsCenter/opportunities/>.

Northwestern University is also conducting an ongoing search for a new Dean of SESP. Information on that can be found here: <http://www.northwestern.edu/provost/committees/administrative-search/SESP-dean.html>.

Texas State University is hiring for a Full/Associate Professor of Educational Leadership & Director of Ph.D. in School Improvement: <https://jobs.hr.txstate.edu/postings/18428>

Texas State University is hiring for an Assistant Professor of Educational Leadership & School Improvement: <https://jobs.hr.txstate.edu/postings/18344>

## Division L Member News

### Recently Hired/Appointed

Matt Linick is now Executive Director of Research and Evaluation for the Cleveland Metropolitan School District in Cleveland, Ohio.

Christopher Lubienski is now professor of education policy at Indiana University, Bloomington

Adrian Neely was a Recipient of the Health Policy Research Scholars Fellowship funded by the Robert Wood Johnson Foundation.

Mariarena Rivera has taken a tenure track position as Assistant Professor of Education & Community Leadership at Texas State University and is also currently a Jose A. Cardenas School Finance Fellow at the Intercultural Development Research Association (IDRA).

Sarah A. Robert was tenured and promoted to associate professor at the University at Buffalo.

Russell W. Rumberger was elected to the National Academy of Education.

Dr Nicola Rollock is a finalist for the PRECIOUS Awards which recognize and celebrate the achievements of women of color.

### New Centers

A new Urban Education and Teacher Unionism Policy Project has been created at New Jersey City University, with Professor Lois Weiner named founding Director. The Project will encourage dialogue among scholars and activists about the intersection of urban education reform and teacher unionism, through publication and dissemination of research-based think pieces/policy briefs. Division L members are invited to contact Professor Weiner with ideas for the Project. More information about the Project can be found at <http://www.njcu.edu/academics/urban-education-and-teacher-unionism-policy-project>.

The University of the West Indies, Mona has established the **Caribbean Centre for Educational Planning**. The Centre, in addition to working with countries of the Caribbean to design, implement, monitor, and evaluate educational sector plans, the Centre will provide educational policy advice to governments of the region, among other strategic engagements with educational institutions.

### Recent Publications

Adamson, F., Astrand, B., & Darling-Hammond, L. (Eds.) (2016). *Global Education Reform: How Privatization and Public Investment Influence Education Outcomes*. London: Routledge.

Astiz, M. F. & Akiba, M. (Eds.) (2016). *The Global and the Local: Diverse Perspectives in Comparative Education*. Sense Publishers.

Coburn, C. E., Hill, H. C., & Spillane, J. P. (2016). Alignment and accountability in policy design and implementation: The Common Core State Standards and implementation research. *Educational Researcher*, 45(4), 243-251.

Curran, F. C., & Kellogg, A. T. (2016). Understanding Science Achievement Gaps by Race/Ethnicity and Gender in Kindergarten and First Grade. *Educational Researcher*, 45(5), 273-282.

Hodge, E., Salloum, S., & Benko, S. (2016). (Un)Commonly connected: A social network analysis of state standards resources for English/language arts. *AERA Open*, 2(4), 1-19.

Hurwitz, M., Mbekeani, P. P., Nipson, M. M. & Page, L. C (forthcoming). "Surprising ripple effects: How changing the SAT score sending policy for low-income students impacts college access and success." *Educational Evaluation and Policy Analysis*. September, 1, 2016.

Kornhaber, M.L., Barkauskas, N.J., and Griffith, K.M. (2016). Smart money? Philanthropic and federal funding for the Common Core. *Education Policy Analysis Archives*, 24.

Kraft, M.A., Marinell, W.H. & Yee, D. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal*, 53(5), 1411-1499.

Lenhoff, S. W., & Ulmer, J. B. (2016). Reforming for "all" or for "some": Misalignment in the discourses of education reformers and implementers. *Education Policy Analysis Archives*, 24(108).

Little, M. H. (2016). Measuring more: Schools, teachers, and the development of kindergartners executive function skills. *AERA Open*, 2(3).

Lubienski, C., Brewer, T.J., & Goel La Londe, P. (2016) Orchestrating Policy Ideas: Philanthropies and Think Tanks in US Education Policy Advocacy Networks. *Australian Education Researcher*, 43 (1) 55-73.

Lugg, Catherine. (2016). *US Public Schools and the Politics of Queer Erasure*. Palgrave/Macmillan.

Mathis, W.J., & Trujillo, T.M. (Eds.) (2016). *Learning from the federal market-based reforms: Lessons for ESSA*. Charlotte, NC: Information Age Publishing.

Mette, I. M., Biddle, C., Mackenzie, S. V., & Harris-Smedberg, K. (2016). Poverty, privilege, and political dynamics within rural school reform: Unraveling educational leadership in the invisible America. *Journal of Cases in Educational Leadership*, 19(3), 62-84.

Mitchell, R. E., Goodyear, R. K., Both Gragg, J., Mirci, P., & Morgan, R. (2016). School setting behavior that characterizes social justice: An empirical approach to illustrate the concept. *AERA Open*, 2(3), 1-16.

Moon, J.S. (in press) Median Middle School: striving to rise above average. *Journal of Cases in Educational Leadership*. 1-10. The University Council for Educational Administration *Journal of Cases in Educational Leadership* December 2016 vol. 19 no. 4 47-56

Moses, Michele S. (2016). *Living with moral disagreement: The enduring controversy about affirmative action*. (Chicago, IL: University of Chicago Press).

Nichols, S. L. (Ed.) (2016). *Educational policies and 21st century youth: problems, potential and progress*. Charlotte, NC: Information Age.

Olson Beal, H. K., & Beal, B. D. (2016). Assessing the impact of school-based marketing efforts: A case study of a foreign language immersion program in a school-choice environment. *Peabody Journal of Education*, 91(1), 81-99.

Papa, E. & Berka, S. (Forthcoming, January 2017). The roadmap to mainstreaming dual language immersion in Rhode Island. In J. Watzinger-Tharp & P. Urlaub (Eds.), *2016 AAUSC Volume, The Interconnected Language Curriculum: Critical Transitions and Interfaces in Articulated K-16 Contexts*. Boston, MA: Cengage Learning.

Penuel, W.R., Briggs, D.C., Davidson, K.L., Herlihy, C., Sherer, D., Hill, H.C., Farrell, C.C., & Allen, A-R. (2016). *Findings from a national survey of research use among school and district leaders (Technical Report No. 1)*. Boulder, CO: National Center for Research in Policy and Practice.

Peurach, D. J. (2016). Innovating at the nexus of impact and improvement: Leading educational improvement networks. *Educational Researcher*, 45 (7), 421-429.

Rice, J.K., Malen, B., Jackson, C & Hoyer, K.M. (2016). Administrator Responses to Financial Incentives: Insights from a TIF Program. *Leadership and Policy in Schools*, p. 1-27.

Saultz, A., McEachin, A., & Fusarelli, L. D. (2016). Waivering as governance: Federalism during the Obama administration. *Educational Researcher*, 45(6), 358-366.

Stewart, M. S., & Moon, J. S. (2016, October). *Follow the money: A comprehensive review of the funding mechanisms of voucher programs in six cases*. Research Brief. Bloomington, IN: Center for Evaluation & Education Policy.



**Tina Trujillo, University of California, Berkeley**

## Editor's Notes

I would like to thank everyone who contributed information or wrote for the newsletter this Fall. Thanks to Ken Zeichner for his contribution of a very timely feature article about the evidence on independent teacher education programs, their impacts, and their implications for teacher-education policy making. Also, thanks to Megan Austin, a doctoral candidate at the University of Notre Dame, for assistance in compiling this newsletter. Please watch for an email on the Division L listserv soliciting member news in early 2017 for our Spring newsletter, which will also include more information about the 2017 Annual Meeting Program. Finally, remember that you can follow Division L news on our Educational Policy and Politics Facebook page and on Twitter @Division\_L.