



THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF),
1991–2000.

Box
57

Folder
1

Field researcher recruitment, 1993, undated.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

POSITION ANNOUNCEMENT
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

EVALUATION RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is recruiting a full-time Researcher, based in Atlanta but able to travel, to aid in the evaluation of a large-scale effort to improve Jewish education in North America. Three Lead Communities -- Atlanta, Baltimore, and Milwaukee -- are serving as "local laboratories" for the enhancement of Jewish education, and are the sites of the evaluation research.

Responsibilities: The Researcher in Atlanta will work with the CIJE Evaluation team and members of participating communities to develop and implement procedures for creating "community profiles" and other survey studies of Lead Communities. S/he will be responsible for developing survey instruments, conducting quantitative analyses of survey data, and delivering oral and written reports on the survey results. The Researcher will also conduct interviews and observations on efforts to improve Jewish education in Atlanta, and offer feedback based on these activities.

Requirements: Strong academic background in sociology, community studies, education policy, evaluation research, or related field; experience in the preparation, administration, and quantitative analysis of surveys; interviewing experience; outstanding written and oral communication skills; ability to work as part of a team.

Salary and benefits: Competitive and commensurate with experience and ability.

Deadline for applications: August 27, 1993

To apply, send letter of application, resume (including names of references), and a writing sample to:

Professor Adam Gamoran
CIJE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, WI 53706

Questions may be directed to Professor Gamoran at (608) 263-4253.

Administration: Director. The University has 12 candidates for the International Center directing services, and staff regarding the Nationalization and Naturalization matters; providing the University research proposed United States and Naturalization and project of a multicultural university of Michigan. The candidates include a Mass-Valley combination experience in the education experience working with international able experience in communication and knowledge of regulating international education is deemed a exceptional staff benefit a letter of introduction of your résumé to: Mr. J. J. Smith, University News and Staff Planning Administrative Services, 1000 State Street, Ann Arbor, Michigan 48106.

International Programs/Communications: Senior Program Officer II/Chief of Africa Division. The Senior Program Officer II/Chief of Africa Division is responsible for the overall development, implementation, monitoring, and evaluation of country and regional projects and activities for a popu-

Library: Public
ant Professor of
extended. Respo
graphic and refe
six. 2. Teach lib
Education pro
assigned subject
Asheville. Grad
Qualifications
MS, additional
strong commun
skills. Desirabl
and general
fessional level, a
environment);
or social scienc
on 10-month
\$21,600-\$26,000
al leader in the
ublic liberal art
recognized for
cation program
North Carolina
Arts I university
beautiful Blue
recognized as
small cities in A
cations begins
and names of
Deborah Thom
tee, Ramsey Li
Carolina at Ne
Carolina 28804
portunity, affir

Annette,

In anticipation of introductory meetings in the lead communities, the field researchers are asking what they should say about reports. Ellen and I have decided we need to come up with something more definite than we've said so far. This would be part of an informal presentation that the field researchers will make when they are introduced by Shulamith to people in their own l.c.'s. These meetings will stress our collaborative spirit and show that we view them as clients as well as our subjects. It will provide opportunities for questions as well as for l.c. participants to say how monitoring and evaluation can help them, what types of information they would like, etc.

What follows is a draft of what we could say about reporting. I'd welcome any comments you may have.

Field Researcher reports in lead communities:
A Tentative Proposal

The tentative plan of work for field researchers calls for preparing three written reports, to be released in late January, early May, and early July. The first two reports will be primarily descriptive, while the third will be more analytic, and will address changes that occur over the course of the year.

The purpose of these reports is to provide feedback to both the national and local CIJEs on each community's progress toward planning and, ultimately, implementing programs that will substantially improve Jewish education and that can serve as a model for the rest of North America. It is not possible to say at this point what we mean by "improve"; indeed part of the field researchers' task will be to discover and articulate each community's visions of improvement. Based on A TIME TO ACT, we anticipate that progress will occur in mobilizing the community--lay and professional--in support of Jewish education, and in enhancing the profession of Jewish education, among other areas.

Written reports will be presented to the Director of the CIJE and to the local Chairs of the CIJE project. For the first two reports, community members will receive only the reports on their own communities, and will make their own decisions on wider distributions. In addition, the field researchers will be available to make oral reports to groups within the lead communities as mutually agreed upon by the field research team and the local CIJE organizers.

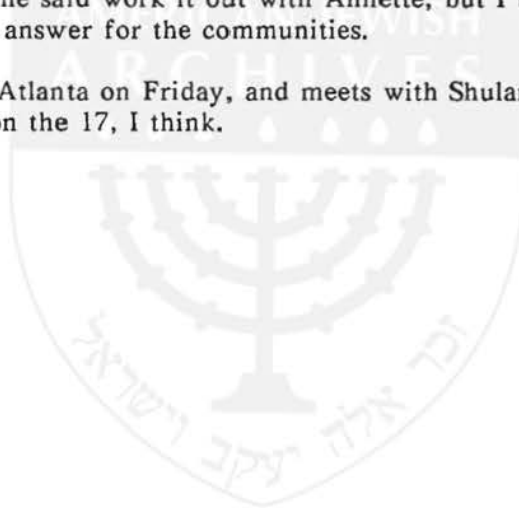
\$

speaking to the FR and get a sense from them an "agenda" for the initial meeting, I suggest that the community both professionals and lay leaders, each separately present to Claire the "community", institutions, constituencies, etc, major issues facing them today. Then Claire/Julie, Roberta can each give an informal presentation about the monitoring and evaluation project, a bit about the objectives, methods and our timeline for the first half of the year up until January and then I suggest that Shulamit "chair" a Q and A sessions as well as ask the communities what their needs are and how the monitoring and evaluation can help them, why types of info would they like, what questions would they like answered etc, I think this will show our collaborative spirit and show them we view them as a client as well.

THE FR's asked about the reports, and I think we need to have an answer for the communities because they will most likely ask, who will see the reports, should they draft different reports for different audiences, when will they be released, to whom first, etc. Art did not seem to especially care about these questions, as I tried to raise them with him in NY, he said work it out with Annette, but I think we should have a "standard" answer for the communities.

Claire leaves for Atlanta on Friday, and meets with Shulamit and the community on the 17, I think.

\$



POSITION DESCRIPTION FOR FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) intends to hire a team of two or three full-time Field Researchers to aid in the evaluation of a major new effort to improve Jewish education in North America.

Background

In late 1990, the Commission on Jewish Education in North America issued A Time to Act, a call for radical, systemic reform of Jewish education. A key element of the plan is to establish approximately three "lead communities," centers of innovation in Jewish education, which will incorporate the best of current knowledge and efforts for educating Jews in varied settings. At the same time, the CIJE will engage a team of field researchers to provide monitoring, feedback, and evaluation, both as an aid to ongoing efforts in the lead communities and to inform subsequent educational policy decisions.

Responsibilities

The Field Research team will be guided by the CIJE's director of monitoring, evaluation, and feedback, and by a national advisory board.

Preparation and training. Initially, the field researchers will work with the CIJE's director of evaluation and director of planning to design a detailed system of monitoring, evaluation, and feedback in lead communities. The system will address issues of what data will be collected, who will be interviewed, what activities will be observed, the scheduling and format of interviews and site visits, methods of analysis, reporting and feedback requirements for the project, and so on. This system may be modified as needed during the course of the evaluation process.

Field research in lead communities. The field researchers will reside in or travel to the lead communities to carry out the evaluation plan. This will involve extensive observations, interviews, and other data-gathering activities. The field researchers will meet regularly to coordinate their fieldwork efforts.

Reporting requirements. The evaluation plan will require regular written reports to the CIJE and to the lead communities themselves. This is a study of systemic educational reform, and its aim is to document and assess the conditions that contribute to short-term and long-term results, as well as to provide feedback to those attempting to make the reform successful.

At the outset, the main focus of study will be on the process of change in the lead communities. Early analyses will center on the enabling elements identified by the Commission as critical to the success of lead communities: Mobilization of support across the community, and building a profession of Jewish education. The analysis will also work to identify goals, both at the community level and those that vary across institutions within the communities. In later years, the analysis will address the outcomes of change--that is, the extent to which goals have been accomplished--and the specific mechanisms associated with the success or difficulty of accomplishing goals. Throughout the period of study, the field researchers will also serve as a source of feedback for those in the lead community who are trying to improve Jewish education.

Supervision of reflective practitioners. In each lead community, two or more reflective practitioners--local teachers or administrators--will be commissioned to reflect on and write about their own educational efforts. The field researchers will supervise and advise these reflective practitioners.

Performance appraisals. Field researchers will be subject to annual performance reviews as determined by the director of evaluation.

Duration of positions. Currently there is no fixed duration for the lead communities project, but it is envisioned as a long-term endeavor. The CIJE is hoping to hire field researchers who would be interested in multi-year employment (contingent on the satisfaction of both parties).



ELLEN B. GOLDRING

Associate Professor
Vanderbilt University
Peabody College
Department of Educational Leadership
Box 514
Nashville, Tennessee 37203
Phone: 615-322-8000
FAX: 615-343-7094
BITNET: Goldrieb @ VUCTRVAX

A. EDUCATION

1982-1985	University of Chicago Chicago, IL.	Education	Ph.D.	8/1985
-----------	---------------------------------------	-----------	-------	--------

Title of Doctoral Dissertation: The Relationship Between Organizations and their Indirect Clients: A Study of Elementary School Principals' Perceptions of Parents.

1979-1981	Tel-Aviv University Ramat Aviv, Israel	Education	M.A.	6/1982
-----------	---	-----------	------	--------

1975-1978	University of Wisconsin Madison, WI.	Education, Hebrew and Semitic Studies	B.S.	5/1978
-----------	---	--	------	--------

B. ACADEMIC EXPERIENCE

9/1991-Present	Vanderbilt University	Dept. of Ed. Leadership	Assoc. Professor
----------------	-----------------------	----------------------------	---------------------

11/1990- 9/1991	Tel Aviv University	Education	Senior Lecturer
--------------------	---------------------	-----------	--------------------

10/1988-9/1991	Tel Aviv University	Education	Program Chair Ed. Admin. & Org.
10-12/1990	Vanderbilt University	Center for the Advanced Study of Ed. Leadership	Visiting Scholar
10/1986-11/1990	Tel Aviv University	Education	Lecturer
1985-1986	Tel Aviv University	Education	Instructor
1980-1981	Tel Aviv University	Education	Research Assistant
Summer 1988	University of Maryland College Park, MD	Educational Policy, Planning & Administration	Visiting Scholar
11/1983-6/1984	University of Chicago Chicago, IL.	Education	Research Consultant
Summer, 1982	University of Chicago Chicago, IL.	Psychology	Research Assistant
9/1982-6/1983	Chicago State Univ. Chicago, IL.	Institutional Research	Faculty Assistant

C. PROFESSIONAL EXPERIENCE

4/1984-9/1985, Summer 1986	Chicago Bd. of Chicago, IL.	Research & Evaluation	Evaluation Consultant
9/1983-6/1985	Rodfei Zedek Religious School Chicago, IL.		Educational Director
9/1982-6/1983	K.A.M. Isaiah Israel Congregation Chicago, IL.		Teacher
9/1978-6/1981	Borochoy School Givatyim, Israel		Teacher
9/1977-6/1978	Beth Israel Synagogue Madison, WI.		Teacher

D. EDITORIAL BOARD POSITIONS

1990-Present	Member of Editorial Board	<u>Advances in Research & Theories of School Management & Educ. Policy</u> , JAI Press
1988-present	Consultant Editor	<u>International Journal of Educational Research</u>
1983-1984	Member of Editorial Board	<u>American Journal of Education</u>
1982-1983	Member of Editorial Board	<u>Administrator's Notebook</u>

E. ACADEMIC SERVICE

1992-	University Council of Educational Administration	Steering Committee on Knowledge and Research in Educational Administration
1992	Politics of Education Association	Conference Chair
1990-1991	Tel Aviv University	Dept. of In-Service and Professional Development Academic Advisor: In-Service 2 yr. Diploma Course in Ed. Adm.
1989	Tel Aviv University	Dept. of In-Service Academic Advisor: Course in Parental Involvement
1988-1990	Tel Aviv University	Elected to the Senate of the University as the Representative of the Lecturers - Humanities Faculty
1986-1991	Tel Aviv University	Thesis advisor for 11 students
1986-		Review for AERA, and major journals

F. ACADEMIC AWARDS

1983	University of Chicago	Preliminary Exams passed with honors
1982, 1983	University of Chicago	Scholarship
1982	Tel Aviv University	Graduated Magna Cum Laude
1981	Tel Aviv University	Scholarship

G. RESEARCH GRANTS

1990	Pollack Foundation
1989	Israel Ministry of Education
1989	Joint-Israel
1988	Basic Research Foundation
	Tel Aviv University, Israel
1988	Sapir Center for Development
	Tel Aviv, Israel
1987	Israeli Ministry of Education

H. MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Educational Research Association
 International Congress on School Effectiveness and Improvement
 Israeli Association for Educational Research
 American Sociological Association
 European Forum for Educational Administration

PUBLICATIONS

A. Articles

1. E. Goldring, L. Schutte (1986).
Evaluating preschool programs: A meta-analytic approach.
Educational Evaluation and Policy Analysis, 8, 179-188.
2. E. Goldring (1986).
The school community: Its effects on principals' perceptions
of parents.
Educational Administration Quarterly, 22, 115-132.

3. E. Goldring (1987).
The school of a loosely coupled system.
Studies in Educational Administration, 14, 27-40 (Hebrew).
4. E. Goldring (1988)
Evaluating principals using parental reactions: An incentive for principal-parent engagement?
Administrator's Notebook, 32(3), 1-5.
5. G. Tenenbaum, E. Goldring (1989).
A meta-analysis of enhanced instruction: Cues, participation, reinforcement and feedback and corrections on motor skill learning.
Journal of Research and Development in Education, 22(3), 53-64.
6. E. Goldring, D. Zisenwine (1989).
Developing Jewish identity: Parents and schools in Israel.
Jewish Education, 57(1), 28-34.
7. E. Goldring, A. Addi (1989).
Using meta-analysis to study policy issues: The ethnic composition of the classroom and achievement in Israel.
Studies in Educational Evaluation, 15, 231-246.
8. E. Goldring (1990).
The district context and principals' sentiments towards parents.
Urban Education, 24(4), 391-403.
9. E. Goldring (1990).
Elementary school principals as boundary spanners: Their engagement with parents.
Journal of Educational Administration. 28(1), 53-62.
10. E. Goldring (1990).
Assessing the status of information about classroom organizational frameworks for gifted education students.
Journal of Educational Research, 83, 313-326.
11. E. Goldring (1990).
Principals' relationships with parents: The homogeneity versus the social class of the parent clientele.
Urban Review, 22(1), 1-15.
12. E. Goldring (1991)
Organizational aspects of the difficulties of the relationship between parents and the school system.
Journal of Psychology and Counseling in Education (Hebrew).

13. E. Goldring (1991)
Parents: Participants in an organizational framework.
International Journal of Educational Research, 15, 215-227.
14. E. Goldring (1991)
Parents' motives for choosing a privatized public school system.
Educational Policy, 5, 412-426.
15. E. Goldring, R. Shapira (1991)
Principals' adaptation to parental involvement and the school community.
Studies in Education (Hebrew).
16. E. Goldring, M. Chen (1991)
Sense of job accomplishment and alienation in the female dominated work-place: The case of elementary school principals.
Journal of Curriculum and Teaching, 6, 23-30.
17. E. Goldring, R. Pasternack (1991)
Principals who emphasize interpersonal relations: Do they pay the price in school effectiveness. Studies in Educational Administration and Organization, 17, 175-189. (Hebrew).

Accepted

1. E. Goldring
System-wide diversity in Israel. Principals as transformational and environmental leaders. Journal of Educational Administration.
2. E. Goldring, M. Chen
Preparing empowered teachers for leadership positions in post-reformed schools. Planning and Changing.
3. S. Rallis, E. Goldring
Beyond individual assessment of principals: School-based accountability in dynamic schools. Peabody Journal of Education.
4. E. Goldring
Principals, parents and administrative superiors. Educational Administration Quarterly.
5. E. Goldring, R. Pasternack
Principals' coordination strategies and school effectiveness. School Effectiveness and School Improvement.

Submitted

1. M. Chen, E. Goldring
Aspiring Teacher-Leaders and School Change: Black Sheep or White Knights? Journal of Educational Research
2. E. Goldring, R. Shapira
Empowerment, Choice or Involvement: What Satisfies Parents? Educational Evaluation and Policy Analysis

B. Chapters in Books

1. E. Goldring, R. Milgram, M. Chen (1989).
Toward a coordinated educational policy for gifted children. In D. Pur et.al. (Eds.), Planning Educational Policy. Jerusalem: Ministry of Education and Culture. pp. 207-238. (Hebrew).
2. M. Chen, E. Goldring (1989).
Selection and career paths of candidates for educational administration. In Y. Balachinsky (Ed.), Book of Yitzhak: Essays in Education. Tel Aviv: Ministry of Education and Culture. pp. 131-153 (Hebrew).
3. E. Goldring, M. Chen. (1989).
The feminization of the school principalship: The effect of gender and social status on sense of job accomplishment and alienation. In M. Ben-Peretz, D. Kalekin-Fishman (Eds.), Proceedings from the International Conference on Private Women, Public Work, University of Haifa, pp. 216-230.
4. R. Milgram, E. Goldring (1991)
Delivery system of special education for gifted and talented children. In R. Milgram (Ed.), Counseling Gifted and Talented Learners in Regular Classrooms. Norwood, NJ: Ablex Publishing.
5. E. Goldring, R. Pasternack (1991)
Principals who emphasize interpersonal relations: Do they pay the price in school effectiveness. In J. Bashi and Z. Sass (eds.), School Effectiveness and Improvement. Jerusalem: Magnes Academic Press.

Accepted

1. E. Goldring, M. Chen
The feminization of the principalship in Israel: The trade-off between political power and cooperative leadership. In P. Zoghbiates and C. Marshall (Eds.), New Politics of Race and Gender, Falmer Press.

2. E. Goldring
Community and parents' participation in curriculum decisions.
The International Encyclopedia of Education.

In Preparation

1. E. Goldring
The school as an open system: The principal as boundary spanner.
In Sam Bacharach (Ed.), Organizational Behavior and School Management,
Boston: Allyn and Bacon.

C. Books

E. Goldring, S. Rallis (forthcoming)
Principals of Dynamic Schools: Charting New Directions in School Leadership Newbury Park: Corwin/Sage Publications

D. Editing

1. E. Goldring (1991)
Parental Involvement and Choice in Education. Special issue of
the International Journal of Educational Research. 15, (3/4).

E. Research Reports

1. E. Goldring
A Meta-Analysis of Classroom Organizational Frameworks for Gifted Education Students. The Unit for the Sociology of Education and the Community. Tel Aviv University, School of Education, Research Report 1-88, February, 1988.
2. E. Goldring
Principal-Parent Relationships: Domain Consensus and Response Strategies. The Unit for Sociology of Education and the Community, Tel Aviv University, School of Education. Research Report, 1-89, August, 1989 (Hebrew).
3. R. Shapira, E. Goldring.
Parental Involvement in Alternative Schools of Choice. The Ministry of Education, Jerusalem, 6-1990 (Hebrew).
4. E. Goldring
Principals' Leadership Strategies and School Outcomes. The Institute for Social Research. Tel Aviv University, No. 9, 1990.

F. Policy Reports

1. M. Chen. E. Goldring
A Survey of Ideas for a Centralized Educational Project for Disadvantaged Neighborhoods. The Unit for the Sociology of Education and the Community. Tel Aviv University, School of Education. Report No. 1-86, May, 1986 (Hebrew).
2. E. Goldring, R. Milgram, M. Chen
Directions for the Advancement of Gifted Education. Policy Paper Submitted to the Ministry of Education, Jerusalem. The Unit for the Sociology of Education and the Community, Report Number 4-88, August, 1988 (Hebrew).
3. E. Goldring
Parent Choice Programs in Education. Hebrew University, Jerusalem, 1991.
4. R. Shapira, E. Goldring (1991).
School Autonomy in Open Enrollment Areas: Controlled Parental Choice in Israel. Unit for the Sociology of Education and the Community. Tel Aviv University, School of Education. Report 1-91.

G. Occasional Papers:

1. E. Goldring, M. Chen.
Preparing Empowered Teachers for Leadership Positions in Post-Reformed Schools. National Center for Educational Leadership.
2. M. Chen, E. Goldring
Aspiring Teacher-Leaders and School Change. National Center for Educational Leadership.

H. Other Published Material

1. E. Goldring, D. Zisenwine
Developing Jewish Identity: Parents and the TALi Schools.
Et La'asot, 2, 105-115 (Hebrew).

I. Papers Presented at Scientific Meetings

1. E. Goldring and L. Schutte
A Meta-Analysis of the Effectiveness of Preschool Programs. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, 1984.
2. E. Goldring
Principals and Parents: Factors Influencing the Nature of the Relationship. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1985.

3. E. Goldring
The Influence of District's Management Control Styles on Principal's Attitudes Towards Parental Involvement. Paper presented at the 17th Annual meeting of the Israeli Sociological Association, Haifa, 1986 (Hebrew).
4. E. Goldring
Evaluating Principals using Parental Reactions: An Incentive to Promote Principals' Engagement with Parents? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1986.
5. E. Goldring, J. Borger, and N. Heistand
Teacher Re-education for Paideia: The Effects of a Liberal Arts In-Service Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1986.
6. E. Goldring, M. Chen
The Feminization of School Administration: How do Women Use Their Academic Studies to Legitimize their Authority. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., 1987.
7. M. Chen, E. Goldring
Attitude Toward Professional Studies and School Administration Among Prospective School Principals. Paper presented at the annual meeting of the Academic Faculties of School Administration Bar-Ilan University, Ramat Gan, Israel, 1987.
8. E. Goldring
A Meta-analysis of Classroom Organizational Strategies for Gifted Education Programs. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C. 1987.
9. E. Goldring, A. Addie
The Ethnic Composition of the Classroom and School Achievement of Students from Western and African-Asian Origins: A Meta-Analysis. Paper presented at the 18th annual meeting of the Israeli Sociological Association, Jerusalem, 1987 (Hebrew).
10. E. Goldring
Parents' Motives for Choosing an Alternative School System. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, 1988.
11. E. Goldring, D. Zisenwine
Schools, Values and Families' Jewish Identity. Paper presented at the annual meeting of the Israeli Educational Research Association, Tel Aviv, 1988 (Hebrew).

12. G. Tennenbaum, E. Goldring
The Relationship between the Quality of Instruction and Motor Learning Acquisition: A Meta-Analysis. Paper presented at the annual meeting of the Israeli Educational Research Association, Tel Aviv, 1988 (Hebrew).
13. E. Goldring
School Reform Policies in Israel. Comparative Education Center Lecture, University of Maryland, College of Education, August, 1988.
14. E. Goldring
The Socio-Cultural Background of Parents of Students in an Alternative School System. Paper presented at the annual meeting of the Israeli Sociological Association, Beer Sheba, Israel, 1988 (Hebrew).
15. E. Goldring
Principals' Relationships with Parents: The Homogeneity versus the Social Class of the Parent Clientele. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1989.
16. E. Goldring
Parents, Principals and Administrative Superiors: Interactions of Power and Influence. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1989.
17. E. Goldring, R. Shapira
How do Principals Survive with Parental Involvement? A Public Choice Theory Analysis. Paper presented at the annual meeting of the American Educational Research Association, Boston, 1990.
18. E. Goldring, R. Pasternack
Principals' Allocation of Work Time, Discretionary Latitude and School Effectiveness. Paper presented at the annual meeting of the American Educational Research Association, Boston, 1990.
19. R. Pasternack, E. Goldring
Principals Who Emphasize Interpersonal Relations: Do They Pay the Price in School Effectiveness? Paper presented at the Third International Congress on School Effectiveness, Jerusalem, 1990.
20. M. Chen, E. Goldring
Principals' Resources and Their Implementation of First Order Reform Efforts. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, 1990.

21. E. Goldring, R. Shapira
Empowerment, Choice or Involvement: What Satisfies Parents?
Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1991.
22. E. Goldring
Principals' Adaptation to Environmental Complexity. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1991.
23. E. Goldring, R. Shapira
Principals' Involvement with Parents in Schools of Choice.
Paper presented at the annual meeting of the Israeli Educational Research Association, Ramat Aviv, 1991 (Hebrew).
24. E. Goldring, M. Chen.
Preparing Empowered Teachers for Leadership Positions in Post-Reformed Schools. Paper presented at the annual meeting of the University Council for Educational Administration, Baltimore, 1991.
25. M. Chen, E. Goldring
Aspiring Teacher-Leaders and School Change: Black Sheep or White Knights. Paper presented at the International Congress on School Effectiveness and Improvement. Victoria, B.C. 1992.
26. E. Goldring, P. Hallinger
District Control Contexts and School Organizational Processes
Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1992.

J. Lectures and Workshops (selected)

Policy Decisions Using Meta-Analysis.
Institute for Research in the Behavioral Sciences,
Jerusalem, May, 1986.

Classroom Organizational Frameworks for Gifted Education Students.
Elementary School Principals' Forum,
Petach Tikvah, Israel, November, 1987.

Considerations in a Gifted Education Policy.
Pedagogical Secretariat, The Ministry of Education,
Jerusalem, January, 1988.

The Principal as Supervisor and Staff Developer.
Workshop for School Principals and Staff in the Autonomy
School Project, Tel Aviv, September, 1988.

Parental Involvement in School Affairs: A Report of Elementary
School Principals. Pedagogical Secretariat, The Ministry of
Education, Jerusalem, January, 1988.

Principles of Staff Development for Educational Leaders.
The Jewish Agency, Tel Aviv,
February, 1989.

Contemporary Organizational Theories: Their Relevance to
Educational Systems.
Nura Institute for Management Training, Tel Aviv, March, 1989.

Organization-Environment Relations. Their Implications for
Parental Involvement in Schools. Nura Institute for Management
Training, Tel Aviv, May, 1989.

School Effectiveness. In-service for Boarding School Administrators.
Association for the Development and Advancement of Manpower in
Social Sciences, May, 1989.

Models of Supervision. Nura Institute for Management Training.
Tel Aviv, December, 1989.

School Effectiveness: A Slogan or a Goal? In-service for
Supervisors. Association for the Development of Manpower in
the Social Sciences, Jerusalem, December, 1989.

Instructional Leadership Roles of Department Heads. Katzir High
School, June, 1989.

Parental Involvement: How to Make It Work. In-service for
Principals of Secondary Community Schools, Tel Aviv, February,
1990.

Centralization and Decentralization: The American Experience.
Seminar for Principals and Inspectors. The Pedagogical Secretariat,
Bar Ilan University, Ramat Gan, February, 1990.

Teachers' Professional Development: Teacher Supervision and
Evaluation, Levinsky College of Education, Tel Aviv, June, 1990.

Parental Involvement: Models for School-Home Partnership. The
Center for In-service Training, Tel Aviv, June, 1990.

Models of Practicums in Educational Administration Training
Programs. Meeting of the Faculties of Educational Administration
Programs, Jerusalem, July 1990.

Parental Choice Programs in Education. The Policy Forum, Pedagogical
Secretariat, Ministry of Education and Culture, Jerusalem, 1992.

Contributions of Organizational Studies to Advancing the Knowledge Base
in Educational Administration. Annual Meeting of the American
Educational Research Association, San Francisco, 1992.

ROBERTA LOUIS GOODMAN, R.J.E.
901 Waban Hill
Madison, Wisconsin 53711

Home: (608) 231-3533

Work: (608) 231-3534

EDUCATION

Ed.D. (in process) Teachers College, Columbia University, Adult Education.

Post Masters Studies with Dr. James Fowler in Theology and Personality specializing in Faith Development, Emory University, Atlanta, Georgia, 1984 - 1988.

M. A. Hebrew Union College, Los Angeles, California, Jewish Education, June, 1981.

M. S. University of Southern California, Los Angeles, California, Educational Psychology, June, 1981.

B. A. Northwestern University, Evanston, Illinois, American Culture with emphasis in Law and Judaism, June, 1978.

MASTERS THESIS

"Parental Attitudes and the Supplementary Religious School."

PROFESSIONAL EXPERIENCE

A. Supervisory and Administrative

Director, Camp Shalom Noar, Madison, Wisconsin, 1992.

Supervisor and Coordinator, Holy Blossom Temple, Toronto, Ontario, Canada, 1989 - 1991.

Education Director, Temple Adath Yeshurun, Syracuse, New York, 1988 - 1989.

Education Director, The Temple, Atlanta, Georgia, 1984 - 1988.

Education Director, Temple Beth-El, San Antonio, Texas, 1981 - 84.

B. Teaching and Teacher Training

- 1991 - Present, Instructor, Madison, Wisconsin
Eighth and Ninth Grades, Community Hebrew High;
Seventh Grade, Temple Beth El
- 1989 - 1991, Instructor and Coordinator, Toronto, Ontario,
Canada.
Pilot Project: A Teacher Training Course for the
Reform Movement to create a new supply of supplement-
ary Judaic studies teachers.
- 1988 Emory University, Atlanta, Georgia.
Co-Instructor for undergraduate class, "Theological
Responses to the Holocaust," Spring Semester, 1988.
- 1987 Candler School of Theology, Atlanta, Georgia.
Colloquy Leader for "Society, Personality, and
Ethics," A required course for Ministerial Students.
- 1986 Bureau of Jewish Education, Atlanta, Georgia.
"Faith Development: Making Meaning Out of Life," with
Dr. James Fowler, Professor, Emory University.
- 1983 Council of Churches, San Antonio, Texas.
"Creative Approaches to Religious Education of
Children," short course.

C. Major Conference and Workshop Presentations

- Educator-in-Residence, North Shore Congregation Israel,
September 1991.
- Educator-in-Residence, Reconstructionist Rabbinical College,
Philadelphia, Pennsylvania, Summer 1991.
- Guest Presenter, Teacher Training Session, Temple Beth El,
South Bend, Indiana, 1989.
- Conference on Alternatives in Jewish Education (CAJE).
1986 - Present Presenter, International Conference.
- National Association of Temple Educators (NATE).
1990 Presenter, North American Conference.
1988 Presenter, North American Conference.
- City Wide Professional Development Programs
1991 Presenter, Board of Jewish Education, Chicago, IL.
1990 - 1991 Presenter, Toronto, Ontario.
1989 Presenter, Syracuse, NY.
1984 - 1987 Presenter, Atlanta, GA.

RESEARCH PUBLICATIONS, PUBLISHED CURRICULUM, AND MAJOR PAPERS

"Facilitating the B'nai Mitzvah Experience through Family Education Programming," with Lois Zachary, for Handbook on B'nai Mitzvah, Helen Leneman, ed., Denver: Alternatives in Religious Education, Denver, 1993 (forthcoming).

"Faith Development," What We Know about Jewish Education, Stuart Kelman, ed., Los Angeles: Torah Aura Productions, Inc., 1992 (forthcoming).

God's Top Ten, Los Angeles: Torah Aura Productions, Inc., 1992 (forthcoming).

"A Learner-Centered Approach to Family Life Education Programming: The B'nai Mitzvah Experience," with Lois Zachary, Jewish Education, Fall 1991.

Head Start on Holidays: Jewish Programs for Preschoolers and Parents, co-authored with Andye Honigman-Zell, Denver: Alternatives in Religious Education, 1991.

"God and Prayer and Faith Development," The Jewish Pre-School Teachers Handbook (Revised Edition), Sandy Furfine Wolf and Nancy Cohen Nowak, Denver: Alternatives in Religious Education, 1991.

"Field Notes" co-edited with Dr. Ron Reynolds, unpublished document submitted to the Commission on Jewish Education in North America, January 1990.

"Lawrence Kohlberg's Theory of Moral Development: Implications for Jewish Education." Compass, Fall 1989.

"A Test of Faith," Los Angeles: Torah Aura Productions, Inc., 1985.

"A Matter of Principle: The Educator as Scholar-in-Residence." Compass, Spring, 1982.

WORK IN PROGRESS

Editor-in-Chief, "Portraits of Learning: Challenges and Solutions," Final Document, NATE. Expected publication 1992.

Editor-in-Chief, "Portraits of Learning." A Working Document for use by Congregations to examine their current educational program and to facilitate planning for an improved future, NATE. Expected publication 1992.

PROFESSIONAL ACTIVITIES

National Association of Temple Educators (NATE)
 1991-Date First Vice President.
 1986-1990 National Board Member.

Melton Adult Mini-School Advisory Board
 1991-Present

Religious Education Association (REA)
 1992-Present

Conference on Alternatives in Jewish Education (CAJE).
 1990 Mazkirut member, advisor to the Conference
 Chairperson and Program Committee.
 1987 Program Chair, International Conference,
 Atlanta.
 1983 Mazkirut, 1983 International Conference,
 San Antonio.

REFERENCES

Sara Lee
 HUC-JIR
 3077 University Avenue
 Los Angeles, CA 90007
 213-749-3424

Dr. Elizabeth Kasl
 Teachers College
 Columbia University
 15 Sturbridge Lane
 Woodbridge, CT 06525
 203-387-2717

Rabbi Alvin M. Sugarman
 The Temple
 1589 Peachtree Street
 Atlanta, GA 30367
 404-873-1731

Curriculum Vitae

Julie Tammivaara, Ph.D.

South 4319 Miami
Spokane, WA
99223
509 448 4730

Education

Stanford University
Stanford, CA

1971-1975

Ph.D.

Education
Sociology

Dissertation Title: *The Self-fulfilling Prophecy: Modifying the effects of a unidimensional perception of academic competence in small groups.*

Stanford University
Stanford, CA

1969-1970

M.A.

Education
Psychology

Northwestern University
Evanston, IL

1964-1966

B.A.

French
Italian
Math

Sorbonne University
Paris, France

1963-1964

French
Civilization

Northwestern University
Evanston, IL

1961-1963

Professional Experience

Gonzaga University
Spokane, WA

1985-present

Associate Professor
Doctoral Studies in
Education

University of Idaho
Moscow, ID

1987-1988

Affiliate Faculty

Georgia State University
Atlanta, GA

1981-1985

Associate Professor
Educational Foundations
Tenured 1983

Georgia State University	1977-1981	Assistant Professor Educational Foundations Promoted 1981
University of British Columbia Vancouver, B.C.	1981 (sum) 1974 (sum)	Visiting Professor Faculty of Education
Far West Laboratory for Educational Research and Development San Francisco, CA	1975-1977	Principal Investigator Field Studies in Urban Desegregated Schools
	1974-1975	Evaluation Specialist Project Follow Through
Stanford University Stanford, CA	1972 (sum)	Visiting Instructor School of Education
Stanford University Stanford, CA	1972 1971-1974	Teaching Assistant Research Assistant
Brentwood Elementary Garden Oaks Junior High School East Palo Alto, CA	1969-1970	Counselor
Crispus Attucks JHS Hollywood/Dania, FL	1968-1969	Teacher English and Social Studies
Roosevelt Elementary School Elkhart, IN	1966-1968	Teacher Grade Six

Teaching

Courses Offered 1985 - 1992

EDLD 715 Evaluation
 EDLD 720 Principles of Research
 EDLD 723 Ethnographic Methods of research: Introduction*
 EDLD 726 Ethnographic Methods of Research: Advanced*
 EDLD 730 Proposal Seminar
 EDLD 754 Leadership and Sociology*

Courses Offered 1977 - 1985

FED 210 Sociology of Education: Urban
 FED 601 Anthropology and Education
 FED 661 Ethnography in School and Community Settings*
 FED 896D Advanced Ethnography*
 FED 790 Introduction to Methods of Research in Education
 FED 991 Research Seminar in Educational Foundations

* Courses I developed.

Professional Communication

Publications and Research Reports

- Tammivaara, J.
1992 Making School Real: Leadership in the classroom. In E. Buker, M. Leiserson, and J. Rinehart (Eds.) *Leadership and Citizen Virtues*, forthcoming.
- Tammivaara, J. and K. Shepard
1990 Theory: The guide for clinical practice and research. *Physical Therapy* 70:9:578-582.
- Tammivaara, J., M.A. Danaher, and B. Coram
1987 Ministry Evaluation in a Faith Perspective. Holy Angels Province of the Congregation de Notre Dame. Montreal, Quebec.
- Tammivaara, J., J. Dixon, and M.A. Danaher
1987 The Selection Process in the Oregon Province of the S.N.J.M.: An evaluation. Portland, OR.
- Tammivaara, J., P. Yarbrough, and K. Shepard
1986 Assessing the Quality of Physical Therapy Education Programs. Alexandria, VA: American Physical Therapy Association.
- Tammivaara, J. and D.S. Enright
1986 On Eliciting Information: Dialogues with child informants. *Anthropology and Education Quarterly* 17:4:218-238.
- Tammivaara, J. and D.S. Enright
1986 But Where is the Hypothesis? A Guide to reading and evaluating ethnographic studies. *Educational Foundations* 1:1:106-126.
- Tammivaara, J.
1984 The Competent Physical Therapist: Toward a definition. Alexandria, VA: American Physical Therapy Association.
- Tammivaara, J.
1984 Cultures of Academe and the Accreditation Process. Report for the American Physical Therapy Association, Alexandria, VA.
- Tammivaara, J.
1983 The Collaborating School: Toward a definition of urban community education. Report for the Mott Foundation, Flint, MI.
- Tammivaara, J.
1983 An Urban Community Education Model. Report for the Mott Foundation, Flint, MI.

- Tammivaara, J.
1982 The Effects of Task Structure on Beliefs about Competence in Small Groups. *Sociology of Education* 55:4:212-222.
- Tammivaara, J.
1982 Training Strategies for Urban Community Educators. Report for the Mott Foundation, Flint, MI.
- Stulac, J. (now Tammivaara)
1982 Student Rights and Expectations. Pp. 124-132 in H. Walberg, (Ed.) **Improving Educational Standards and Procedures**. NSSE Series on Contemporary Issues. Berkeley, CA.: McCutcheon.
- Stulac, J.
1981 Interethnic Relations in Educational Settings. Final report submitted to the National Institute of Education, Washington, DC.
- Stulac, J. and D. Stanwyck
1980 The Revolution in Counseling: A sociological perspective. *The Personnel and Guidance Journal*, 58:7:490-495.
- Stulac, J.
1979 Student Rights and Expectations: A critique. Paper commissioned by the Georgia State Department of Education, Division of Standards and Practices, Atlanta, GA.
- Stulac, J.
1978 Field Studies in Urban Desegregated Schools. Final report submitted to the National Institute of Education, Washington, DC.
- Stulac, J. et al.
1976 The Responsive Education Program for Learners: A text. San Francisco, CA: The Far West Laboratory for Educational Research and Development.
- Stulac, J., et al.
1976 Connections in Learning: A film. San Francisco, CA: The Far West Laboratory for Research and Development.
- Stulac, J.
1976 Field Studies in Urban Desegregated Schools. Interim report submitted to the National Institute of Education, Washington, D.C.
- Stulac, J.
1976 Life in an Urban School: A study of friendship groups. Technical Report for the Far West Laboratory for Research and Development, San Francisco, CA.
- Stulac, J. and J. Wheeler
1974 The Effects of Residential and Educational Isolation on Affluent youth. Paper Commissioned by Project Simu-School, Santa Clara County, CA.

Stulac, J.

- 1973 The Intellectual Framework (pp. 135-152), Social Status as a Source of Information (pp. 155-182), and Summary, Conclusions, and Recommendations (pp. 267-274), in J. Johnson, (Ed.) **On the Interface between Low-Income, Urban Black Children and their Teachers during the Early School Years**. San Francisco, CA: Far West Laboratory for Educational Research and Development.

University Documents

- 1990 Dissertation Manual: A guide for students.
- 1988 A Place Called Spokane: A guide to the pleasures of the Inland Northwest.
- 1985 Guidelines for Preparing a Dissertation Proposal

Presentations

- 1991 Negotiating Entry and Establishing Rapport in an Alien Culture. Presented to 115 undergraduate teacher education students at Whitworth College, Spokane, WA.
- 1991 Depth Interviewing. Presented to Outcomes Assessment Task Force, Spokane Falls Community College, Spokane, WA.
- 1990 Negotiating Entry and Establishing Rapport in an Alien Culture. Presented to 120 undergraduate teacher education students at Whitworth College, Spokane, WA.
- 1990 In the Steps of Margaret Mead: Ethnography in clinical practice and research. One day workshop presented at the Annual Meetings of the American Physical Therapy Association, Anaheim, CA.
- 1989 Some Notes on Ethnographic Textualization. Presented at the Annual Meetings of the Washington Educational Research Association, Bellevue, WA.
- 1988 Power. Presented to the Company Grade Officers' Club, Fairchild Air Force Base, Fairchild, WA.
- 1985 (with D.S. Enright) Triangulation in Ethnographic Research. Presented at the Annual Meetings of the American Educational Research Association, Division G, Southeast Region, Tallahassee, FL.
- 1985 (with D.S. Enright) But Where is the Hypothesis? A Guide to Reading and Evaluating Ethnographic Research. Presented at the Annual Meetings of the American Educational Research Association, Chicago, IL.
- 1985 Qualitative Narratives and Accreditation Site Visit Reports. American Physical Therapy Association Conference, Savannah, GA.

- 1984 (with D.S. Enright) Tell Me More: The elicitation and utilization of interview data in the microethnographic study of multicultural classrooms. Presented at the Annual Meetings of the American Educational Research Association, New Orleans, LA.
- 1983 Concepts of Culture and the Study of Educational Environments. American Physical Therapy Association, Alexandria, VA.
- 1983 Issues in Accreditation. American Physical Therapy Association, Alexandria, VA.
- 1982 (with D. Stanwyck) Intercultural Relations in an Elementary School: A pre-theoretical study. Presented at the Annual Meetings of the American Educational Research Association, New York, NY.
- 1980 Research on Women: a critique. Presented at the Annual Meetings of the American Anthropological Association, Washington, DC.
- 1980 Sampling for Ethnography. Presented at the Southeastern Sampling Conference, Atlanta, GA.
- 1979 View from the Top: An analysis of the elementary school principal's role. Presented at the Annual Meetings of the American Anthropological Association, Cincinnati, OH.
- 1978 Side-by-Side: An examination of cultural orientation and development in a multi-ethnic school. Presented at the Annual Meetings of the American Educational Research Association, Toronto, Ont.
- 1976 Follow Through: A sociological reconsideration. Presented at the Annual Meetings of the Sociology of Education Association, Pacific Grove, CA.

Invitations to Review the Work of Others

Office for Educational Research and Improvement
 William C. Brown Publishers
 Educational Foundations
 Anthropologica

Service

Gonzaga University

1985-1991	Graduate Studies Council Chair, Faculty Development Committee
1987-1990	Gonzaga Research Council
1988-1991	School of Education N-CATE Evaluation Committee
1987-1989	Brown Bag Lunch Committee Chair, 1988-1989 (elected)
1985-1988	Travel Committee Chair, 1987-1988 (elected)
1986-1988	Departmental Reappointment Committee
1985-1991	Admissions Committee
1987, 1991	Faculty Search Committee

Georgia State University

1981	Review Committee for Faculty Research Grants Student Affairs Committee (elected)
1979-1981	Advisory Committee on Faculty Promotions (elected) Chair, 1980-1981 (elected)
1981-1982	Departmental Student Affairs Committee
1978-1979	Departmental Admissions Committee
1977-1978	Departmental Student Affairs Committee Search Committee for Department Chair (elected)

Service to the Professions

American Physical Therapy Association

On-site Accreditation Team Member, two visits per year (1986-1992)
Consultant (1981-present)

American Educational Research Association

(With G. Papagiannis) Coordinated professional meeting of Division G for Southeast Region,
Tallahassee, FL. 1985
(With D. Stanwyck) Coordinated professional meeting of Division G for Southeast Region (1980).
Atlanta, Georgia 1980

Professional Memberships

American Anthropological Association
American Educational Research Association
American Educational Studies Association
Sociology of Education Association
1972-1978 Board of Directors
1975-1976 Secretary-Treasurer
1976-1977 President

Consultations

Washington State Governor's Ethnic Heritage Award
Juror. 1989, 1991
Chair of Jury, 1990

Spokane Urban Indian Health Service
1989

Congregation de Notre Dame, Holy Angels Province
1986

Sacre Nom de Jesus et Marie, Oregon Province
1986

Educational Testing Service, Princeton, NJ
1981

Dayton Realty Company, Beverly Hills, CA
1980

Family and Community Studies Project
Southwest Educational Development Laboratory, Austin, TX
1979-1980

Metropolitan Cooperative Educational Services Agency, Atlanta, GA
1978-1979

Research and Development Utilization Project
Far West Laboratory for Educational Research and Development,
San Francisco, CA.
1977

Home-School Linkage Project
Far West Laboratory for Educational Research and Development
San Francisco, CA
1973

University of British Columbia Native American Project
1974

Palo Alto Unified School District, Multicultural Educ. Project
1972

Recognition

1983-1984 (teaching)	Faculty supplement for outstanding service
1980-1981 (research)	to the University awarded by the Georgia
1979-1980 (research)	State University Foundation.
1981	World Who's Who of Women, Distinguished Achievement International Biographical Centre, Cambridge, England.
1969-1970	Fellowship for Master of Arts Program in Counseling Psychology, Stanford University.
1964-1966	Institutional scholarship,
1961-1963	Northwestern University

Vita--Claire J Rottenberg

USL Box 44607
Lafayette, Louisiana 70504-4607
(318) 231-6406
(318) 231-6405

Home: 1400 East Bayou Parkway #2A
Lafayette, LA 70508
(318) 981-1193

Education

Ed.D., 1991, Elementary Education, Subspecialization Reading, Arizona State University

1976-1986, Reading Education, Arizona State University

M.Ed., 1971, Special Education, Subspecialization Deaf Education, University of Cincinnati

B.A., 1968, Early Childhood Education, Queens College of the City University of New York

Research Experience

1991- Collaborative research study, "Storybook Reading and Emergent Literacy of Preschool Deaf Children"

1991- Collaborative research study, "Preservice Teachers' Conceptualizations of Schooling"

1990-1992, Collaborative research project, "Great Readings in Educational Research" (with David C. Berliner, Ursula Casanova, National Education Association)

1990-1991, Dissertation, "Literacy Learning is Important Work: Emergent Literacy of Preschool Hearing-Impaired Children"

1990, Collaborative research project, "Using Literature with At-Risk Middle School Students"

1989-1991, "Relationships Between Student Purpose for Study and Academic Learning" (with Jay S. Blanchard)

1989-1991, Faculty Associate, Counseling Psychology, Arizona State University

1989, "Expert and Novice Conceptions of Everyday Classroom Activities"
(with David C. Berliner)

1988-1989, "The Role of Testing in Elementary Schools" (with Mary Lee
Smith)

Teaching Experience

1991- Assistant Professor, Language Arts (Graduate, Undergraduate)

1990, Internship, Arizona State University, Reading 550/556, "Diagnostic
Procedures in Reading" (with Lyndon Searfoss)

1988-1989, Graduate Teaching Assistant, Reading Education, Arizona State
University

1988, Internship, Arizona State University, EED 333, "Communication Arts
in the Elementary School" (with Carole Edelsky)

1986-1988, Teacher, Mathematics, Tempe Elementary School District

1976-1986, Teacher, Hearing Handicapped, Tempe Elementary School
District

1974-1976, Teacher, Hearing Handicapped, Memphis City Schools

1971-1974, Teacher, Language and Hearing Impaired, New York City
Schools

Memberships

past president: Graduate Students in Reading Education, 9/89-4/90

member:

A.G. Bell Association
American Educational Research Association
Association for Childhood Education International
International Reading Association
National Council of Teachers of English
National Reading Conference
National Society for the Study of Education
Southwest Educational Research Association

Certificates

Teaching Certificate, Arizona, Elementary, Hearing Handicapped K-12,
Learning Disabled, Reading Endorsement K-12

Publications

Rottenberg, C. J. (in press). Integration of the handicapped: A comparative review. *BC Journal of Special Education*.

Rottenberg, C. J. (in press). *Great readings in research: Language and learning*. Washington, DC: National Education Association.

Smith, M. L., & Rottenberg, C. (1991). Unintended consequences of external testing in elementary schools. *Educational Measurement: Issues and Practice*.

Rottenberg, C. J. (1991). Emergent literacy of hearing-impaired children. *LDYC Newsletter*, 10(1), 2.

Rottenberg, C. J. (1991). Literacy development of hearing-impaired children. *AERO Newsletter*, 4(3), 1-2.

Blanchard, J., Rottenberg, C., & Jones, J. (1991). Pedagogical knowledge and elementary reading methodology textbooks: In search of a shared paradigm. *Reading Psychology*, 12, 291-318.

Rottenberg, C. J. (1991). *Literacy learning is important work: Emergent literacy of preschool hearing-impaired children* (Doctoral dissertation, Arizona State University, 1991).

Blanchard, J. S., & Rottenberg, C. J. (1990). Hypertext and hypermedia: Discovering and creating meaningful learning environments. *The Reading Teacher*, 43, 656-661.

Smith, M. L., Edelsky, C., Draper, K., Rottenberg, C., & Cherland, M. (1990). *The role of testing in elementary schools*. Los Angeles: UCLA, Center for Research on Evaluation, Standards, and Student Testing.

Rottenberg, C. J. (1986). Software reviews. *School Science and Mathematics*, 86(5), (7), (8); 87(2).

Articles Submitted for Publication

Rottenberg, C. J., & Searfoss, L. W. (Revised and resubmitted, March, 1992). Becoming literate in a preschool class: Literacy development of hearing-impaired children. *Journal of Reading Behavior*.

Rottenberg, C. J., & Searfoss, L. W. (October, 1991). Literacy learning as a decision-making process for preschool hearing-impaired children. *The Journal of Special Education*.

Presentations

Rottenberg, C. J., & Chubrich, R. E. (1992, June). *Speech instruction in a social setting*. Paper to be presented at the biennial international meeting of the Alexander Graham Bell Association for the Deaf, San Diego.

Rottenberg, C. J. (1992, May). *Emergent literacy of preschool hearing-impaired children*. Invited presentation at the annual meeting of the International Reading Association, Orlando.

Rottenberg, C. J., & Searfoss, L. W. (1992, April). *A deaf child learns to read*. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco.

Rottenberg, C. J. (1991, May). *The importance of literacy for preschool hearing-impaired children in a classroom setting*. Paper presented at the annual meeting of the International Reading Association, Las Vegas, NV.

Rottenberg, C. J., & Searfoss, L. W. (1991, April). *Literacy as a decision-making process for preschool hearing-impaired children*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Blanchard, J. S., & Rottenberg, C. J. (1991, April). *Relationships between student purpose for study and academic learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rottenberg, C. J., & Searfoss, L. W. (1990, December). *Reading and writing as social events: Literacy development of preschool hearing-impaired children*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Rottenberg, C., & Smith, M. L. (1990, April). *Unintended effects of external tests on elementary schools*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Rottenberg, C., & Berliner, D. (1990, April). *Expert and novice conceptions of everyday classroom activities*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Awards

Finalist, 1991 IRA Outstanding Dissertation of the Year Award.

References

Dr. Lyndon W. Searfoss
Reading Education/Library Science
College of Education
Arizona State University
Tempe, Arizona 85287-0311
(602) 965-7766

Dr. David C. Berliner
Elementary Education
College of Education
Arizona State University
Tempe, Arizona 85287-0911
(602) 965-3921

Dr. Jay S. Blanchard
Reading Education/Library Science
College of Education
Arizona State University
Tempe, Arizona 85287-0311
(602) 965-1499

Dr. James Christie
Reading Education/Library Science
College of Education
Arizona State University
Tempe, Arizona 85287-0311
(602) 965-7766

Dr. Robert Chubrich
Department of Speech and Hearing
Arizona State University
Tempe, Arizona 85287-0102
(602) 965-7511

Dr. Lennie Rhys
Department of Curriculum and Instruction
University of Southwestern Louisiana
Lafayette, Louisiana 70504

Dr. Susanne Shafer
3021 S. Fairway Drive
Tempe, Arizona 85282
(602) 838-0450

Dr. Mary Lee Smith
Educational Leadership and Policy Studies
College of Education
Arizona State University
Tempe, Arizona 85287-2411
(602) 965-1684

Dr. Cheri L. Williams
Department of Curriculum and Instruction
University of Cincinnati
608 Teachers College Building
Cincinnati, Ohio 45221-0002

