

June 2009

Sandra Stotsky
203 Graduate Education Building
University of Arkansas
Fayetteville, Arkansas 72701
University Phone: 479 575 7282

EDUCATION

Harvard University Graduate School of Education, Cambridge, Massachusetts
 Ed. D., June 1976, in Reading Research and Reading Education
 Thesis committee: Jeanne Chall, Israel Scheffler, and Helen Popp
 Thesis given a Distinction by all three readers; awarded a prize by the Committee on Degrees
 Qualifying Paper for Ed. D. given a Distinction, March 1974. Advisor: Carol Chomsky

University of Michigan, Ann Arbor, Michigan
 B.A. with Distinction; concentration in French Literature
 Honors: Phi Beta Kappa, Phi Kappa Phi

PROFESSIONAL EXPERIENCE

- 2007- Professor of Education Reform, 21st Century Chair in Teacher Quality, Department of Education Reform,
 University of Arkansas, Fayetteville.
- 2006-2008. Member, National Mathematics Advisory Panel, appointed by U.S. Secretary of Education Margaret Spellings.
- 2006. Lead Consultant for a one-month UNESCO project with Afghanistan Ministry of Education to revise secondary
 school curricula (November/December 2006).
- 1999-2006. Director, *We the People: The Citizen and the Constitution* National Institute for Secondary Teachers, summer institutes
 co-sponsored by the Center for Civic Education and the Lincoln and Therese Filene Foundation.
- 2004-2006. Visiting Research Scholar, Northeastern University.
- 1999-2003. Senior Associate Commissioner, Massachusetts Department of Education. In charge of revising state standards in
 mathematics, science, English/reading, history and the social sciences, technology, and preschool; teacher licensing
 regulations; and teacher tests in all subjects. Also planned and directed a two-year middle school mathematics
 intervention project in low-performing middle schools in Massachusetts (2000-2002).
- 1984-2001. Research Associate, Harvard Graduate School of Education, affiliated with the Philosophy of Education Research
 Center (PERC), directed by Israel Scheffler.
- 1987-1999. Director, *Writing, Reading, and Civic Education* Summer Institute, sponsored by the Lincoln and Therese Filene
 Foundation at the Harvard Graduate School of Education.
- 1996-1998. Senior Research Associate, Boston University School of Education.
- 1991-1996. Editor, *Research in the Teaching of English*, journal of the National Council of Teachers of English.
- 1992-2000. Consultant for the United States Information Service to Polish, Latvian, Lithuanian, Romanian, and
 Ukrainian educators on the development of a civic education curriculum for their public schools.
- 1980-1992. Instructor, Harvard Summer School. Taught graduate course on writing pedagogy.
- 1977-1981. Assistant Professor at Curry College. Coordinator of elementary education and coordinator of the
 Chapter 636 Curry College-Trotter School Pairing.

June 2009

GRANTS and SCHOLARSHIPS

December, 2008: Chairman's Grant of \$30,000 from National Endowment for the Humanities for Association of Literary Scholars and Critics-sponsored national literature survey.

1999-2007: yearly grants from the Lincoln and Therese Filene Foundation to the Center for Civic Education, California to direct *We the People: The Citizen and the Constitution* summer institutes.

1998: contract from the National Aeronautics and Space Administration, in collaboration with a scientist, to produce criteria for NASA to use in evaluating the effectiveness of its education programs.

1986-1999: yearly grants from the Lincoln and Therese Filene Foundation to plan and direct a summer institute on civic education at Harvard Graduate School of Education for 50-70 participants.

1994: grant from Lynde and Harry Bradley Foundation to examine how K-12 reading and literature programs incorporate multiethnic and multicultural works for the book *Losing Our Language*.

1984-1986: Mina Shaughnessy Scholarship from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education, for work on a book on civic writing.

1985-1986: two grants from the Lincoln and Therese Filene Foundation to complete book on civic writing.

1977-1980: grant from Chapter 636 Program to develop a writing program for the Trotter School, Boston.

1979: grant from Chapter 636 Program to plan and direct one-week institute on teaching and assessing writing for 70 teachers, administrators, and parents in the Boston Public Schools.

INVITED ORAL and WRITTEN TESTIMONY

2003: How Should American Students Understand their Civic Culture? The Continuing Battle over the 2002 Massachusetts History and Social Science Curriculum Framework. Invited written statement and testimony for a Hearing of the U.S. Senate Education Committee on Health, Education, Labor and Pensions, Senator Judd Gregg, Chairman, on September 24, 2003, on the quality of history books and state history standards and their influence on education.

2007: Viewpoints in California's English Materials. Expert witness report for a lawsuit, CV 05-06242, Association of Christian Schools International, et al., Plaintiffs, v. Roman Stearns, et al., Defendants. U.S. District Court, Central District of California.

2009: Why Ohio Needs World-Class Content Standards for K-12, and How to Get Them. Invited written statement and testimony for a Hearing of the Ohio Senate Education Committee on April 15, 2009. <http://edexcellence.net/ohio/Stotsky2.pdf>

2009: Teacher Licensing Standards, Teacher Quality, and Student Achievement in Urban Schools. Invited written statement submitted to the New Jersey State Advisory Committee to the U.S. Commission on Civil Rights and entered into the Committee's written record on May 8, 2009.

2009: How to Develop Internationally Benchmarked Mathematics Standards (as well as Standards for Other Subjects). Invited Written Statement and Testimony for a Hearing of the Joint Committee on the Public Schools, New Jersey State Legislature, June 3, 2009.

PROFESSIONAL AWARDS

1995: Virginia Hamilton Essay Award for my article in the February 1994 issue of the English Journal; award given at the Eleventh Annual Virginia Hamilton Conference at Kent State University.

1993: F. Andre Favat Award for Distinguished Contributions to the English Language Arts from the Massachusetts Council of Teachers of English at its annual spring conference.

1980: Model Program Award from Chapter 636 evaluators for the writing program I established at the Trotter School, Roxbury, Massachusetts, as part of the Trotter School/Curry College pairing.

June 2009

1980: Model Program Award from Chapter 636 evaluators for the city-wide writing institute I planned and directed for the Boston Public Schools.

PUBLICATIONS

Books

What's at stake in the K-12 standards wars: A primer for educational policy makers. (2000). Editor of and contributor to a collection of essays. NY: Peter Lang Publishers.

Losing our language. (1999). NY: Free Press. Reprinted in paperback by Encounter Books (2002).

Connecting civic education and language education: The contemporary challenge. (1991). Editor of and contributor to a collection of essays. NY: Teachers College Press.

Undoing sex stereotypes: Research and resources for educators. (1976). Co-author with J. Amsler, V. Donovan, G. Legge, W.W. Legge, and R. Littenberg; senior authors, M. Guttentag & H. Bray. NY: McGraw Hill.

Monographs

How to strengthen K-12 mathematics education in Massachusetts: Implications of the National Mathematics Advisory Panel report. (June 2008). Policy Brief. Boston: Pioneer Institute.

Foundations for success: Final report of the National Mathematics Advisory Panel. (March 2008). Co-author. Washington, D.C.: U.S. Department of Education.

Report of the task group on conceptual knowledge and skills for the National Mathematics Advisory Panel. (March 2008). Co-author. Washington, D.C.: U.S. Department of Education.

Report of the task group on assessment for the National Mathematics Advisory Panel. (March 2008). Co-author. Washington, D.C.: U.S. Department of Education.

Progress in Mathematics research base. (2006). NY: Wm. H. Sadlier, Inc.

The state of state English standards 2004. (2005). Washington, D.C.: Thomas B. Fordham Institute.

The stealth curriculum: Manipulating America's history teachers. (2004). Washington, D.C.: Thomas B. Fordham Institute.

State English standards: An appraisal of English language arts/reading standards in 28 states. (1997). Washington, D.C.: Thomas B. Fordham Institute.

Civic writing in the classroom. (1987). Bloomington, IN: Social Studies Development Center, Indiana University, in association with ERIC Clearinghouse for Social Studies/Social Science Education and the ERIC Clearinghouse on Reading and Communication Skills.

Book Chapters

The case for broadening veteran teachers' education in the liberal arts and how we can do it. (2007). In C.E. Finn, Jr. & D. Ravitch (Eds.), Beyond the basics: Achieving a liberal education for all children (pp. 95-108). Washington, D.C.: Fordham Institute.

Moral equivalence in education: The use of the Holocaust in discrediting American society. (2004). In P. Hollander (Ed.), Understanding anti-Americanism: Its origins and impact at home and abroad (pp. 322-345). Chicago: Ivan Dee.

Can a state department of education increase teacher quality? Lessons learned in Massachusetts. With Lisa Haverty. (2004). In D. Ravitch (Ed.), Brookings papers on education policy, 2004 (pp. 131-180). Washington, DC: Brookings Institution.

How children learn science: Do we now know? Co-author with Paul R. Gross. (2000). In S. Stotsky (Ed.), What's at stake in the K-12 standards wars: A primer for educational policy makers (pp. 115-148). NY: Peter Lang Publishers.

June 2009

The state of literary study in national and state English language arts standards: Why it matters and what can be done about it. (2000). In S. Stotsky (Ed.), What's at stake in the K-12 standards wars: A primer for educational policy makers (pp. 237-258). NY: Peter Lang Publishers.

The state of state standards in English language arts/reading. (2000). In C. E. Finn, Jr. & M. J. Petrilli (Eds.), The state of state standards 2000. Washington, D.C.: Thomas B. Fordham Institute.

The uses of literature in education for democratic citizenship: Lessons and suggestions from the American experience. (1999). In C. F. Bahmueller & J.J. Patrick (Eds.), Principles and practices of education for democratic citizenship: International perspectives and projects (pp. 209-230). The ERIC Clearinghouse for Social Studies/Social Science Education and the ERIC Adjunct Clearinghouse for International Civic Education in Association with Civitas: An International Civic Education Exchange Program, Indiana University, Bloomington, Indiana.

Academic and pedagogical issues in teaching the Holocaust. (1999). In Carol Danks & Leatrice B. Rabinsky (Eds.), Teaching for a tolerant world: Essays and resources, Grades 9-12. Urbana, IL: National Council of Teachers of English.

From reading to writing: From elementary to graduate students. (1998). In H.T. McCracken & R.L. Larson, with Judith Entes (Eds.), Teaching college English and English education (pp. 163-173). Urbana, IL: NCTE.

Issues in developing civic education programs in Eastern European schools: An American perspective. (1997). In G. Kvieškiene (Ed.), Demokratijos Mokykla (pp. 86-92). Vilnius, Lithuania: Lithuanian College of Democracy. In English and Lithuanian.

Why today's basal readers may retard, not enhance, growth in reading. (1997). In L.R. Putnam (Ed.), Readings on language and literacy: Essays in honor of Jeanne S. Chall (pp. 259-286). Cambridge, MA: Brookline Books.

Multicultural literature and civic education: A problematic relationship with possibilities. (1996). In R. Fullinwider (Ed.), Public education in a multicultural society (pp. 231-264). NY: Cambridge University Press,

Reflections on the Education for Democratic Citizenship in Poland project: An American's perspective. (1996). In R. C. Remy & J. Strzemieczny (Eds.), Civic education for democracy: Lessons from Poland (pp. 169-179). ERIC Clearinghouse for Social Studies/Social Science Education and the National Council for the Social Studies, Indiana University, Bloomington, Indiana.

Participatory writing: Literacy for civic purposes. (1996). In A.H. Duin & C. J. Hansen (Eds.), Nonacademic writing: Social theory and technology (pp. 227- 256). NJ: Lawrence Erlbaum Associates.

Writing: The royal road to reading comprehension. (1994). In S. Brody (Ed.), Teaching reading: language, letters, and thought. Milford, NH: LARC Publications. Revised for 2001 edition.

Ethical guidelines for writing assignments. (1992). In C.M. Hurlbert & S. Totten (Eds.), Social issues in the English classroom (pp. 283-303). NCTE: Urbana, IL.

Participatory writing: What citizens can write. (1991). In CIVITAS: A framework for civic education. Project of the Council for the Advancement of Citizenship and the Center for Civic Education, Calabasas, California.

Words move: The interwoven development of oral and written language in the school years. (2nd revised edition, 1989; 3rd revised edition, 1992). With D. Dickenson (senior author) & M. Wolf; in J. B. Gleason (Ed.), The Development of Language, Columbus, OH: Charles Merrill.

Understanding research on teaching the English language arts: An introduction for teachers. (1991). In J. Flood, J. Jensen, D. Lapp, & J. Squire (Eds.), Handbook of research on teaching the English language arts (pp. 123-131). NY: Macmillan. Revised for 2003 edition.

A comparison of the two theories about development in written language: Implications for pedagogy and research. (1987). In R. Horowitz & S.J. Samuels (Eds.), Comprehending oral and written language (pp. 371-395). Orlando, FL: Academic Press.

June 2009

A model of written language development for teachers. (1983). Reprinted 1988. In P. Stock (Ed.), FFORUM: Essays on theory and practice in the teaching of writing (pp. 194-200). NH: Boynton/Cook Publishers.

Teaching the vocabulary of academic discourse. (1987). In T. Enos (Ed.), A sourcebook for basic writing teachers (pp. 328-347). NY: Random House. Reprinted from Journal of Basic Writing, 2(3), Fall/Winter 1979, 15-39.

Research on reading/writing relationships: A synthesis and suggested directions. (1984). In J. Jensen (Ed.), Composing and comprehending (7-22). Urbana, IL: NCRE-ERIC. Reprinted from Language Arts, 60(5), May 1983.

Articles

Licensure tests for special education teachers. (2009). Journal of Learning Disabilities. In press.

Mathematics educators: Insurmountable barriers to improving K-12 mathematics education. (2009). City Journal. Forthcoming.

What boys are reading: Is the secondary English curriculum contributing to the decline in male reading skills? (2009). In L. Sax (Ed.), Gender Differences in Learning and School, an Online Special Edition. Retrieved January 15, 2009 from http://www.education.com/reference/article/Ref_What_Boys_Reading/.

Content counts. In a Symposium: To Read or Not To Read: Responses to the New NEA Study. (Spring 2008). Academic Questions, 21 (2), 204-209.

The negative influence of education schools on the K-12 curriculum. (2008). National Association of Scholars Web site. http://www.nas.org/polArticles.cfm?doc_id=229#top

Personal histories. (2007). Prospects (UNESCO IBE), 37 (4), 515-518. <http://www.springerlink.com/content/t17m6231435v/?p=67e9c7ae46ba432b8761ccde67c776a0&pi=0>

The Massachusetts math wars. (2007). Prospects (UNESCO IBE), 37 (4), 489-500. <http://www.springerlink.com/content/05274297232479u2/fulltext.pdf>

Teacher licensure tests: Their relationship to mathematics teachers' academic competence and student achievement in mathematics. (2007). Education Working Paper Archive. University of Arkansas, Department of Education Reform.

How state boards of education can upgrade math teaching in the elementary school. (2007). National Association of State Boards of Education (NASBE) Newsletter, February 2007, Volume 13, No. 2

Why American students do not learn to read very well: The unintended consequences of Title II and teacher testing. (2006). Third Education Group Review, 2(2). Retrieved January 6, 2010 from <http://www.npe.ednews.org/Review/Articles/v2n1.htm>.

Ed schools: The real shame of the nation. (Summer 2005). Academic Questions, 18 (3), 44-53.

Read it and weep: Why many reading educators advocate the opposite of what works. (March 2006). Education Matters (publication of the Association of American Educators), 1-3.

Who should be accountable for what beginning teachers need to know? (2006). Journal of Teacher Education, 57 (3), 256-268. <http://jte.sagepub.com/> and <http://JTE.sagepub.com/content/vol57/issue3>.

An open letter to the governors of the fifty states: Recommendations for reforming the American high school. Co-authors R. James Milgram and Elizabeth Carson. (2006). Texas Lyceum's 20th Public Conference Journal, 23-26.

High school size and the education of all students in 9-12: What the research suggests. (2006). Texas Lyceum's 20th Public Conference Journal, 55-57.

It's academic: Teacher training in core subjects needs firm grounding in liberal arts. (2005). CommonWealth, 10 (3). <http://www.massinc.org/handler.cfm?type=1&target=2005-3/perspective.htm>

June 2009

School-based influences on grade 8 mathematics performance in Massachusetts. (March 24, 2005). Co-authors R. Bradley & E. Warren. Third Education Group Review, 1(1). <http://www.npe.ednews.org/Review/Articles/v1n1.htm> or <http://www.tegr.org/>

Anti-civic uses of literary discourse. (2006). In Manuel Casado Velarde, Ramón González Ruiz, y Victoria Romero Gualda (eds.), Análisis del discurso: lengua, cultura, valores. Actas del I Congreso Internacional (Universidad de Navarra, Pamplona), Madrid, Arco/Libros. ISBN de toda la obra: 84-7635-632-3, vol. I, 65-89.

When history teachers forget the Founding. (Summer 2004). Academic Questions, 17 (2), 21-31.

How should American students understand their civic culture: The continuing battle over the 2002 Massachusetts History and Social Science Curriculum Framework. (2003). Studies on Education. Estudios (5), pp. 7-15.

The anti-civic effects of popular culture on American teen-agers. With Anders Lewis and Melanie Winklosky. (2002). Studies on Education (ESE: Estudios sobre educación) (2), pp. 53-65.
http://europa.sim.ucm.es/compludoc/GetSumario?r=/S/10605/15787001_5.htm&zfr=0

Barriers to sound teaching. (Fall 2001). Academic Questions, 14 (3), 55-63.

Pedagogical advocacy. (Spring 2000). Academic Questions, 13 (2), 27-37.

Multicultural illiteracy. (1999). The School Administrator, May, 20-22.

More teachers, smaller classes: Are these our first priority? (1998). Commentary, Education Week, April 1, 72 ff.

Vague standards, no achievement. (1998). Crisis in Education, February, 26-27.

Citizenship education and the teaching of literature: Lessons and suggestions from the American experience. Paper presented at the International Seminar on Education and Citizenship, Complutense University of Madrid, October 1997. Published in Spanish in Revista Española de Pedagogía 209, Volume 56, March-April 1998.

Problems in qualitative manuscripts submitted to Research in the Teaching of English. (1996). English International, June, 4 (1), 11-14.

Is the Holocaust the chief contribution of the Jewish people to world civilization and history? A survey of leading literature anthologies and reading instructional textbooks. (1996). English Journal, February, 52-59.

The uses and limitations of personal or personalized writing in writing theory, research, and instruction. (1995). Reading Research Quarterly, 30 (4), October/November/December, 758-776.

The transformation of secondary school literature programs: Good news and bad. (1995). Phi Delta Kappan, April 76 (8), 605-612.

Guidelines for selecting European ethnic literature for interdisciplinary courses. (1995). English Leadership Quarterly, 17 (1), February, 1-7. Reprinted in Network News & Views, May 1995. Revised version printed under the title of "All of us have come to America: Broadening student understanding of the American ethnic experience" in American Educator, Fall 1995, 19 (3), 34-38.

Academic guidelines for selecting multiethnic and multicultural literature. (1994). English Journal, 83 (2), February, 27-34.

The changing literature curriculum in K-12. (Winter 1993-94). Academic Questions, 7 (1), 53-62.

Connecting writing and reading with a civic twist. (1994). Journal of Reading, October, 48 (2), 172-174.

Teaching academic writing as moral and civic thinking. (1992). College English, November, 54, 794-808.

The connections between language education and civic education. (1992). ERIC Digest EDO-92-4, June.

Whose curriculum? America's! (December 1991/January 1992). Educational Leadership, 49 (4), 53-57.

June 2009

On developing independent critical thinking: What we can learn from studies of the research process. (1991). Written Communication, 8, 193-212.

Variety and individualism in the English class: Teacher-generated reading lists for grades 7-12. (1990). With P. Anderson & D. Beierl. The Leaflet, Fall, 89, Pull-out section, 1-11.

On planning and writing plans, or beware of borrowed theories! (1990). College Composition and Communication, February, 41, 37-57.

Multiculturalism in the Brookline Public Schools: The deconstruction of an academic curriculum. October, 1991. Network News and Views, X(10), 29-34.

Connecting reading and writing to civic education. (1990). Educational Leadership, March, 47, 72-73.

Literature programs and the development of civic identity. (1989). The Leaflet, Winter, 88, 17-21.

Writing in a political context: The value of letters to legislators. (1987). Written Communication, October, 2, 394-410.

On learning to write about ideas. (1986). College Composition and Communication, October, 37, 276-293.

Asking questions about ideas: A critical component in critical thinking. (1986). The Leaflet, Fall, 85, 39-47.

Helping beginning writers develop writing plans: A process for teaching informational writing in the middle school and beyond. (1985). The Leaflet, Winter, 84, 2-17.

From egocentric to ideocentric discourse: The development of academic language. (1985). In J. Niles & R. Lalik (Eds.), Issues in Literacy: A Research Perspective, Thirty-fourth Yearbook of the National Reading Conference (pp. 24-29). Rochester, NY: National Reading Conference.

Imagination, writing, and the integration of knowledge in the middle grades. (1984). Journal of Teaching Writing, Fall, 3, 157-190.

A proposal for improving high school students' ability to read and write expository prose. (1984). Journal of Reading, October, 28 (1), 4-7.

No more dull reports. (1984). Learning, September, 82-83.

Types of lexical cohesion in expository writing: Implications for developing the vocabulary of academic discourse. (1983). College Composition and Communication, December, 34, 430-446.

Dictation: Building listening, reading, and writing skills together. (1983). The Leaflet, Spring, 82, 6-12.

The role of writing in developmental reading. (1982). Journal of Reading, January, 25 (4), 330-341.

The development and use of curriculum guides in New England: A survey by the New England Association of Teachers of English. (1982). The Leaflet, Spring, 81 (2), 3-11.

The vocabulary of essay writing: Can it be taught? (1981). College Composition and Communication, October, 32, 317-326.

Toward reassessment of the principles underlying choice of vocabulary and the teaching of word analysis in reading instructional material. (1981). In M. Kamil (Ed.), Directions in Reading: Research and Instruction, Thirtieth Yearbook of the National Reading Conference. Rochester, NY: National Reading Conference.

Reducing the confusion in the teaching of word analysis skills. (1979). Reading World, October, 19 (1), 72-79.

Teaching prefixes in the elementary school. (1978). The Elementary School Journal, March, 78, 278-283.

Teaching prefixes: Facts and fallacies. (1977). Language Arts, November/December, 54 (8), 887-890.

June 2009

Dictating literature in the language arts class. (1977). The Leaflet, Fall, 76 (3), 9-12.

Sentence-combining as a curricular activity: Its effect on written language development and reading comprehension. (1975). Research in the Teaching of English, Spring, 2 (1), 30-71.

Reviews

Essay review of The shame of the nation: The restoration of apartheid schooling in America, by Jonathan Kozol. (2005). Academic Questions, Fall, 18 (4), 74-79.

Essay review of Clueless in academe: How schooling obscures the life of the mind, by Gerald Graff. (2005). American Journal of Education, November, 149-152. Response by Gerald Graff (153-156), and Response to Gerald Graff (157-161).

Essay review of The language police: How pressure groups restrict what students learn, by Diane Ravitch. (2003). Academic Questions, Summer, 16 (3), 90-95.

The national standards for civics: Backbone for school curricula? Essay review of the National Standards for Civics and Government. (1996). Boston University Journal of Education, 176 (3), 29-38.

Essay review of Beyond communication: Reading comprehension and criticism, edited by D. Bogdan & S.B. Straw. (1991). College Composition and Communication, December, 42 (4).

On literacy anthologies and adult education: A critical perspective. (1990). Essay review of Perspectives on literacy, edited by E.R. Kintgen, B.M. Kroll, & M. Rose; Literacy, society, and schooling: A reader, edited by S. De Castell, A. Luke, & K. Egan; Literacy: Reading the word and the world, by P. Freire & D. Macedo; and Effective teaching and mentoring: Realizing the transformational power of adult learning experiences, by L. A. Daloz. College English, December, 52 (8), 916-923.

How to restore the professional status of English teachers: Three useful but troubling perspectives. (1989). Essay review of Consensus and dissent: Teaching English, past, present, and future, edited by M.N. Farmer; Effective English teaching: Concept, research, practice, edited by W.H. Peters, chair, and the CEE Commission on Research in Teacher Effectiveness; and Working together: A guide for teacher-researchers, by M.M. Mohr & M. S. MacLean. College English, November, 51 (7), 750-758.

Review of The dynamics of language learning, edited by J. Squire. (1988). College Composition and Communication, February, 39 (1), 91-93.

Essay review of Research on written composition, by G. Hillocks, Jr.. (1988). Research in the Teaching of English, February, 22 (1), 89-99.

Review of Writing: Teachers and children at work, by D. Graves. (1986). College Composition and Communication, December, 37, 492-493.

Review of A new perspective on cohesion in expository paragraphs, by R.B. Markels. (1986). College Composition and Communication, December, 37, 489-490.

Review of Educational myths I have known and loved by B. Whitlock. (1986) New York Times Book Review, Sunday, June 1.

Review of Mind and media: The effects of television, video games, and computers, by P. M. Greenfield. (1985). The Leaflet, Fall, 84, 30-31.

Review of vocabulary texts for developmental writing courses. (1985). Teaching English in the Two-Year College, May, 12, 154-163.

Review of Sometimes a shining moment: The Foxfire experience, by E. Wigginton. (1985). New York Times Book Review, Sunday, November 24.

Review of Becoming readers in a complex society: Volume I, 83rd Yearbook of the National Society for the Study of Education, co-edited by A. Purves & O. Niles. (1984). Christian Science Monitor, Friday, September 21, 21-22.

June 2009

Review of On literacy, by R. Pattison. (1984). Christian Science Monitor, Tuesday, May 15, 25-26.

The politics of literacy teaching in the 1980s: An essay review of Exploring speaking-writing relationships: Connections and contrasts, B. Kroll & R. Vann (Eds.). (1983). Harvard Educational Review, February, 53 (1), 60-67.

Review of Errors and expectations, by M.P. Shaughnessy. (1977). Harvard Educational Review, November, 47 (4), 594-597.

Recent Op-Eds or Commentaries

The bitter fruit of school 'reform.' (April 28, 2009). Invited commentary for Room for Debate, New York Times.
<http://roomfordebate.blogs.nytimes.com/2009/04/28/what-we-learn-from-school-tests/>

The global achievement muddle. (January 27, 2009). Op-ed, Northwest Arkansas Times.

Out of one, many. (June, 2008). Op-ed, Arkansas Democrat-Gazette.

The power of rigorous teacher tests. (April 12, 2007). Guest editorial, The Gadfly.

Why Johnny won't read. (January 25, 2005). Co-author Mark Bauerlein. Op-ed, Washington Post, p. A15.
www.washingtonpost.com/wp-dyn/articles/A33956-2005Jan24.html?sub=AR-

How to read Shakespeare or bus schedules: What should English teachers teach? (December 8, 2004). Commentary. Education Week, Vol. 24 (15), p. 30.

Curricular Materials

Expanding your vocabulary: Word-building. (1981). In W. Loban, senior author and editor, Grammar and Writing Series, Grade 9-12. NY: Macmillan.

Reading essentials--Vocabulary development (1977). With H. Popp, senior author. For Grades 5 and 6. Elizabethtown, PA: Continental Press.

Encyclopedia Entries

Language research policies. (1994). In A. Purves (Ed.). Encyclopedia of English Studies and Language Arts. Urbana, IL: National Council of Teachers of English, pp. 711-714.

Civic education in English. (1994). In A. Purves (Ed.). Encyclopedia of English Studies and Language Arts. Urbana, IL: National Council of Teachers of English.

Miscellaneous

Heroes and victims. In C.E. Finn, Jr. (Ed.). (2001). September 11: What our children need to know. Washington, D.C.: Thomas B. Fordham Foundation.

General editor of revised editions of The Immigrant Experience, 19 individual books for Chelsea House Publishers, 1996-1997.

Research, teaching, and public policy: Response to Sarah W. Freedman and Steven M. North. (1996). In L. Bloom, D. Daiker, & E. White (Eds.), Composition in the 21st century: Crisis and change. Carbondale, IL: Southern Illinois University Press.

Invited response to letters to the editor. (1995). Phi Delta Kappan, September, 95-96.

Invited response to letters to the editor. (1993). College English, November, 805-810.

Secular puritanism--an invited response to Carolyn Henly. (1993). English Journal, March, 20-21.

Invited response to letters to the editor. (1991). College English, November, 83-85.

Exploring the links between civics and writing. (1989). Alumnibulletin, Harvard Graduate School of Education, Spring, 12.

June 2009

UNPUBLISHED PAPERS

Why reading teachers are not trained to use a research-based pedagogy: Is institutional reform possible? (2005). Paper presented at the Courant Initiative for the Mathematical Sciences in Education, Courant Institute of Mathematical Sciences, New York University, October 2. www.NYCHOLD.org

Why American students know so little American history and what we can do about it. (2005). Paper presented at a meeting of the Commonwealth Education Organization, Pittsburgh, Pennsylvania, October 6. www.ccopa.org

The parent movement to restore quality history teaching in the Brookline Public Schools: Context, origins, and accomplishments. (1991). Paper presented at the Conference on Improving the Teaching of History and Civic Education, U.S. Department of Education, Washington, D. C. October 9. Co-author, Ronni Gordon Stillman, with James Dudley. ED 346 002.

Does a literary canon exist in our secondary schools? Or how many students need to read the same body of works before it can be called a literary canon? (1991). Paper presented at a conference of the American Educational Research Association, Chicago, Illinois. ED 326 877.

Evaluation of the writing program at the William M. Trotter School, Boston, Massachusetts, September 1978--January 1980. (1980). Milton, Massachusetts: Curry College. ED 196 011.

RECENT PROFESSIONAL AND CIVIC ACTIVITIES

Member, National Mathematics Advisory Panel. Appointed by U.S. Secretary of Education Margaret Spellings, 2006-2008.

Member, Massachusetts Board of Education. Appointed by Governor Mitt Romney, November 2006-.

Chair, Sadlier National Mathematics Advisory Board, Wm. H. Sadlier, Inc. 2004-.

Member, Advisory Board, Center for School Reform, Pioneer Institute. 2005-.

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