

# FACULTY NOTES

## Curriculum, Instruction and Technology in Education (CITE)

**Annemarie Hindman, PhD**, assistant professor in Curriculum, Instruction & Technology, was awarded the Outstanding Dissertation Award from the AERA Family-School-Community Partnership SIG.

**Diane Jass Ketelhut, EdD**, assistant professor of science education, has been named secretary/treasurer of the AERA SIG Applied Research in Virtual Environments for Learning. She gave an invited opening keynote, "Making Learning Real: Turning Sim City into 'Sim Science!'" at the Educause Learning Initiative online Spring Focus Session in March 2008.

**Kristie Jones Newton, PhD**, assistant professor of mathematics education, is a co-investigator (with Bethany Rittle-Johnson from Vanderbilt University and principal investigator Jon R. Star from Harvard University) on a five-year study funded by a \$2 million National Science Foundation grant. The title of the study is "Helping teachers to use and students to learn

*Journal*, 45(4), 1080-1110.: The Abstract. This study was undertaken in order to better understand prospective elementary school teachers' motivations for working with fractions before and after taking a course designed to deepen their understanding of mathematics, as well as what instructional practices might be related to any changes detected in their motivations. Eighty-five education students were given a motivation questionnaire at the beginning and end of the semester, and observations were made of the nine days when fractions were taught. Three levels of teacher data were collected to understand instructional practices. Students' ratings of the importance and usefulness of fractions (value), self-concept of ability, and anxiety were near the center of the scale at pre-test, with only value in the desired direction. At post-test, value and self-concept of ability increased while anxiety decreased, but these changes differed somewhat by instructor. In particular, reform-oriented practices, such as engaging students in high-level discourse, seemed to be associated with lowered anxiety.



from contrasting examples: A scale-up study in Algebra I." The study builds on some work the investigators have done to promote flexibility in solving algebra problems. This study extends the work to training teachers to promote flexibility with their students, using instructional practices that prior research has shown to be effective.

Newton also published an article: Newton, K.J. (2008). An extensive analysis of pre-service elementary teachers' knowledge of fractions. *American Educational Research*

**Jacqueline Leonard, PhD**, associate professor of mathematics education, spoke at the 2008-2009 Colloquium Series at Arcadia University in November.

Leonard and **Brian Evans, BS '99, MEd '01, EdD '05**, co-authored a paper entitled, "Math Links: Building Learning Communities in Urban Settings" that appeared in the inaugural issue of the *Journal of Urban Mathematics Education* in December 2008.

**Aneta Pavlenko, PhD**, associate professor, TESOL program, has published an article, "I'm very not about the law part": Non-native speakers of English and the Miranda Warnings" in *TESOL Quarterly*, 42, 1, 1-30.

Pavlenko also published a new book, *Multilingualism in post-Soviet countries* (Multilingual Matters, 2008), dedicated to recent language and education reforms in the post-Soviet space, the area of her most recent research.

**Joseph S. Schmuckler**, professor of chemistry and science education, has had a number of recent publications in the field of science education. He has collaborated with colleagues, some of which are former doctoral students in the College of Education, on the projects, journal articles and textbooks that appear below:

Schmuckler, Frank Sutman (formerly of Temple University) and Joyce Woodward co-authored the textbook, *The Science Quest: Using Inquiry/Discovery to Enhance Student Learning* (Jossey-Bass Publishers). This book is based on eight companion doctoral dissertation studies completed over an eight-year period here in the College of Education's Science Education section of the CITE Department.

Schmuckler and **David M. Majerich, EdD '04**, continue with the analysis of their six-year study of the efficacy of using demonstrations in the teaching of chemistry (qua science). Their research shows that the chemistry learned and applied is significantly greater for students who were taught with the science lecture demonstration (SLD) method they developed versus a traditional lecture demonstration (TLD) method. The results of two years of their study, "Improving Students' Perceptions of Benefits of Science Demonstrations and Content Mastery in a Large-Enrollment Chemistry Lecture Demonstration Course for Non-science Majors," appeared in the *Journal of College Science Teaching*, May/June 2007, pp. 60-67. The paper was presented before the national meeting of the American Chemical Society in Salt Lake City in March 2008.

Schmuckler and Majerich also have published a research-based article, "Demonstrating Indigo Carmine Oxidation-Reduction Reactions: A Choreography for



Chemical Reactions," based on their SLD method. The reaction has been widely recognized as one that can demonstrate the many characteristics of chemical reactions. Their research and demonstration was presented in August at the National Conference of the American Chemical Society. The Indigo-Carmine demonstration was published in the *Journal of College Teaching*, March/April 2008, pp. 14-16.

The Gordon Research Conference, one of the American Chemistry Society's most prestigious conferences, provides an international forum for the presentation and discussion of frontier research. Schmuckler and Majerich were invited to present their research on "The Effects of a Science Lecture Demonstration Method: A Compensation for Students' Inattention Blindness" at the conference. It was held in June 2009 at Colby College, Waterville, Maine.

Schmuckler and Majerich presented a summary of their research entitled "Effects of a Research-based Science Lecture Demonstration Method: A Four-year Review" in August 2009 at the Research in Chemical Education—Active Learning Division of the 238th ACS National Meeting & Exposition in Washington, D.C.

Schmuckler, Majerich and **Kathleen Fadigan, BS '93, EdM '96, EdD '03**, co-authored a textbook, *Compendium of Science Demonstration-related Research From 1918 to 2008* (Xlibris publishing). The book highlights the empirical research focused on high school, college and university classroom demonstration use from 1918 to 2008, including a summary of the research-based SLD method. This research team also delivered a presentation entitled "What is Past is Prologue: Four New Research-based

# FACULTY PROFILE

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## Stephen Jay Gross: A New “DEEL” for Turbulent Educational Times

The past quarter century has been a turbulent time for public education thanks to a political tug of war over the true meaning of school reform. Steven Jay Gross, EdD, professor of education administration, thinks that the turbulence schools are encountering is similar to the turbulence airplanes experience.

That concept has resulted in Gross’ turbulence theory, a widely accepted theory featured in four books Gross has published during the past 11 years: *Ethical Educational Leadership in Turbulent Times* (2007, co-authored with professor Joan P. Shapiro, EdD), *Leadership Mentoring: Maintaining School Improvement in Turbulent Times* (2006), *Staying Centered: Curriculum Leadership in a Turbulent Era* (1998) and *Promises Kept: Sustaining School and District Leadership in a Turbulent Era* (2004).

“There is no innovation without turbulence,” says Gross. “The key is how you handle it. It gives people a way to gauge how hard the problem is compared to others so that you’re not always reaching

for the panic button.” For example, the appropriate response of teachers, parents and the community at large to the replacement of a school principal should vary greatly depending on whether it’s a well-run school with an obvious heir apparent or the principal of a struggling school is abruptly fired and the school has been put on probation due to poor test results.

Gross is also a leading figure in a movement called the New DEEL (Democratic-Ethical Educational Leadership), which seeks to lift education beyond the top-down accountability movement toward the values of democracy, social justice and authentic learning. The New DEEL, which held its annual conference at Temple in late February, includes representatives of about 20 universities, public school systems throughout the country, and educators in Canada, the United Kingdom and Australia.

“To raise the next generation of citizens who can handle a democracy we need to have leaders who can reach out beyond the schools’ walls to focus on conditions,



Steven Jay Gross, EdD

such as no health care and poor housing and job prospects, that can impact a child’s performance in school,” says Gross. “We need to reach out to community leaders such as church leaders, physicians and activists to build a community of people who come together to work on solving these problems. Just newer tests are not going to solve the problem.”

Considerations for Preparing Students to Perceive and Learn from Science Demonstrations” in 2008 at the Sixth Annual Hawaii International Conference in Education.

**Catherine Schifter, PhD**, associate professor, authored a book, *Infusing Technology into the Classroom: Continuous Practice Improvement*, about the CPI project in Philadelphia schools. The book was published in May 2009 by IGI Global, the leading publisher of technology-related books.

**Elvis Wagner, EdD**, assistant professor of TESOL, published an article, “Video Listening Tests: What Are They Measuring?” in the fall 2008 issue of *Language Assessment Quarterly*. The article investigated the extent to which ESL learners attend to and utilize the nonverbal information found in a video text-based test of L2 listening ability.

Wagner presented a paper entitled “Correlating Performance on an L2 Video Listening Test with the Rate of Eye Contact with the Video Monitor” at the American Association for Applied Linguistics annual conference in March. Wagner also presented a “Work in Progress” at the Language Testing Research Colloquium in March, also in Denver. He discussed his project, “Using Video to Test L2 Pragmatic Competence.”

**Christine Woysner, EdD**, associate professor of elementary education/K-12 social studies, is the author of *The PTA, Race, and Civic Engagement, 1897–1970* (Ohio State University Press, 2009). The book is a study of the racial policies and practices of the PTA, which was a segregated organization from 1897 to 1970. She argues that despite PTA leaders’ attempts to be inclusive, the



Christine Woysner

organization remained segregated for many decades. In 2008 the organization named its first African-American female CEO (the first African-American female president led the organization about 10 years ago).

In February 2009, Woysner was an invited speaker at Indiana University where she spoke of trends

in the history of social studies. She also gave a talk on teaching women’s history at Waynesburg University, and gave a talk, titled “Using Images in Teaching Social Studies, or What I Learned from Museum Educators,” at the annual meeting of the Middle States Council for the Social Studies at Salisbury University in Maryland. Woysner was awarded \$15,000 by the Library of Congress to complete her project, “Picturing women: Gender, images and representation in teaching history with primary sources;” hosted a weekend planning meeting at Temple in October 2008 as the program chair for Division F, History and Historiography, of the American Educational Research Association; and discussed her research on bringing women’s history into the secondary school curriculum at the Women’s Day event held at Central High School in March 2008.



Erin Horvat

### Educational Leadership and Policy Studies (ELPS)

**Marc Lamont Hill, PhD**, assistant professor of urban education, in January 2009 published an article in *Teachers College Record* entitled “Wounded Healers: Forming a Community through Storytelling in Hip-Hop Lit.” He also published an article in the *Journal of Education, Pedagogy, and Cultural Studies* entitled “(Homo) Thuggin’ It: Hip-Hop, Outing, and the Pedagogy of Queerness.”

**Erin McNamara Horvat, PhD**, associate professor of urban education and principal investigator, and **Maia Cucchiara, PhD**, assistant professor and co-principal investigator, have received a \$40,000 grant from The Spencer Foundation for the study “Can Middle-Class Parents Save Urban Schools?: Understanding the Motivations of Middle-Class Parental Involvement in Urban Schools.” The study, which will continue into 2010, is looking at how middle-class parents decide to send their children to public schools and how their involvement within these schools differs from parents with lower socio-economic statuses. The study is being conducted at three public schools in different Philadelphia neighborhoods.

Horvat is working with Barbara Ferman, professor of political science in the College of Liberal Arts and director of the University Community Collaborative of Philadelphia on a project based in Chester, Pa., that is funded by a Provost Research Incentive grant. They are working with Janet Ford of the Chester Youth Collaborative to help create a more child- and youth-friendly environment. The investigators are working with and

interviewing leaders in religious and educational organizations to identify resources that can be leveraged in order to create new spaces that are more welcoming to youth.

Horvat and Cucchiara, along with **Laura Porterfield**, an urban education doctoral student, are interviewing parents, teachers and administrators. Unique to this project is an advisory board that is made up of faculty and scholars from various fields and universities. Some of the board members are: Annette Lareau (University of Pennsylvania), Ruth Neild (Johns Hopkins University), Will Jordan (College of Education), Susan DeJarnatt (Beasley School of Law), Joshua Klugman (CLA, Department of Sociology) and Kimberly Goyette (CLA, Department of Sociology).

**Michelle Chaplin Partlow, PhD**, clinical assistant professor, and Carolyn S. Ridenour, professor of educational leadership at the University of Dayton, co-authored an article, “Frequency of Principal Turnover in Ohio’s Elementary Schools,” published in the spring 2008 *Mid-Western Educational Researcher*, 21, 2, pp. 15-23.



Barbara Nelson Pavan

**Dr. Barbara Nelson Pavan** was the first recipient of an award named in her honor, the Barbara Nelson Pavan Award for Women’s Leadership in Education presented by Temple University Educational Leadership and Policy Studies department sponsored 2008 New DEEL Conference. After spending 24 years at Temple University, Pavan retired as professor of educational leadership emerita. Of the 70 doctoral dissertations which she chaired, 15 received recognition. Many of her students were present at the ceremony. Barbara L. Jackson, professor of Educational Leadership at Fordham University, gave the invited lecture.

**C. Kent McGuire, PhD**, dean, College of Education, and **Vivian W. Ikpa, PhD**, associate professor of educational administration, co-authored a paper entitled “Ethical Decision Making and Governance in Urban Communities.” Their research was presented at the November 2008 One Voice Institute of Elemental Ethics and Education Conference in Tarrytown, N.Y. They discussed structural features in funding systems that severely affect one’s ability to meet students’ needs. They asserted that politicians, community leaders and other stakeholders are frequently engaged in political battles that give rise to disjointed decisions that do little to eradicate these structural obstacles. The authors’ research focused on cultural forces, institutional features, policy network activities and how interest groups influence ethical decision making in governmental arenas and K-16 learning communities.

The two also published a book in the series they edit, “The Achievement Gap: Research, Policy and Practice.” The volume is entitled: *Policy Leadership and Student Achievement: Implications for Urban Communities* (Information Age Publishing, 2008).

**Joan Shapiro, EdD**, professor of educational administration, received the Lindback Award for Distinguished Teaching. She and her achievements were featured in the April 24, 2008, edition of Temple Times. She also had a chapter published in the anthology, “The Evolution of American Women’s Studies,” edited by Alice E. Ginsberg. The book is comprised of reflections by women’s studies scholars that focus on how the field has evolved. Citation: Shapiro, J.P. (2008). Gender

at the center: The making of an educator. In Ginsberg, A.E., *The evolution of American women’s studies: Reflections on triumphs, controversies, and change*. (pp.55-65) New York: Palgrave Macmillan.

Shapiro and **Steven Jay Gross, EdD**, associate professor of educational administration, were very active at the 2008 University Council for Education Administration Convention in Orlando, Fla. She presented a paper entitled “Beyond Value-Added: The Development of Moral Literacy in a Research University,” co-authored with **Temple University President Ann Weaver Hart**, Laurinda B. Harman, PhD, associate professor and chair, Health Information Management, College of Health Professions, and **Provost Lisa Staiano-Coico**. This action research study focused on values in President Hart’s inaugural address, in the provost’s academic planning process and in a new applied ethics certificate for undergraduates at Temple. Gross presented a paper with Dana Mitra, assistant professor of education at Pennsylvania State University, entitled “Increasing Student Voice in High School Reform: Building Partnerships, Improving Outcomes.” He also shared his research and teaching experiences with graduate students from AERA divisions A & L in a session entitled “An Evening with the Scholars.”

Shapiro and Gross also co-chaired a New DEEL (Democratic Ethical Educational Leadership) Town Hall entitled “Leadership for Learning/ Democratic Ethical Educational Leadership—Are these Two Educational Movements Compatible?” as well as a New DEEL workshop on the future of this educational movement.

Shapiro also spoke during a session on papers about ethics and morality in education, and she chaired the UCEA Ethics Committee that is designing an ethical code for educational leadership faculty. Gross is also a contributor to this effort. This committee is also working on a blog that will contain ethical dilemmas from faculty in the field.

Gross presented a lecture in October 2008 entitled “Using Turbulence Theory to Inform School Leadership in a Time of Flux,” to more than 80 educational leaders from eastern Pennsylvania who belong to the Lehigh University School Study Council.

## Psychological Studies in Education (PSE)

**Jean Boyer, PhD**, clinical assistant professor, is part of the ASPP/Pennsylvania training team for PREPaRE: Crisis Prevention, Preparation and Response. The team continued the statewide rollout of the curriculum with a presentation of the second and third training modules at the Carbon-Lehigh IU for psychologists, counselors and school administrators in the region as well as for the Bucks County Intermediate Unit in Doylestown, as part of the Association of School Psychologists of Pennsylvania PREPaRE training team. The PREPaRE curriculum involves three full-day modules created by the National Association of School Psychologists in collaboration with the U.S. Department of Education. The training focuses on school and district-wide preparation and prevention measures for a variety of crisis situations, along with a multitiered response model once non-preventable crisis have occurred.



Glenn E. Snelbecker

**Jennifer Cromley, PhD**, assistant professor of educational psychology, is the principal investigator on a three-year, \$10,000 study funded by the National Science Foundation aimed at increasing retention for minority students in gateway science, technology, engineering and mathematics (STEM) courses. The interdisciplinary team of researchers will conduct a mixed-methods study using three cohorts of first-year STEM students as participants. The team will use Dweck's 1999 entity/incremental theory of achievement motivation and look at cognitive and motivational predictors contributing to students' persistence in the program.

Cromley and **Yasuko Kanno, PhD**, associate professor of TESOL, have been awarded a research grant from the Association for Institutional Research (AIR) for their proposed project on "English language learners' access to and attainment in postsecondary education."

**Gordon Hart, PhD**, professor of counseling psychology, has published the article, "Effects of Video Games on Adolescents and Adults," in the journal *CyberPsychology and Behavior* with a team of master's degree students and one doctoral student, **Tara Lally**. The article can be viewed online at: <http://www.liebertonline.com/doi/pdf/10.1089/cpb.2008.0117>.

**Janice Laurence, PhD**, associate professor in adult organization and development program, presented at the West Point Global Leadership Conference: Understanding the Human Dimension in an Era of Persistent Volatility, in March 2009. She sat on a panel discussing "Resilience: What Is It?—Why We Need It—How We Get It."

**Glenn E. Snelbecker, PhD**, professor of educational psychology, and **Frank Farley, PhD**, Laura H. Carnell professor of educational psychology, were each inducted into the inaugural Fellows Program by the American Educational Research Association. The goal of the AERA Fellows Program is to honor education researchers with substantial research accomplishments and to emphasize to new scholars the importance of sustained research of excellence in the field. The program recognizes AERA members who have made exceptional scientific or scholarly contributions to education research or significant contributions to the field through the development of research opportunities and settings.

## Institute on Disabilities (IOD)

**Jenn Seale**, augmentative communication service coordinator, presented a poster session entitled "Quantitative Differences in Aphasia Interactions with Visual Scenes AAC Displays" at the Pennsylvania Speech-Language-Hearing Association in Pittsburgh in April 2008. **Amy Goldman**, associate director, who serves as chair of the Pennsylvania Board of Examiners in Speech-Language-Hearing, presented "Your PA License" at the same conference.

**Mary Segal, PhD**, research scientist at the Institute on Disabilities, in November presented findings from her research on health promotion for persons with developmental disabilities at the annual conference of the Association for University Centers on Disabilities in Washington, D.C. Her two presentations were "Implementing healthy nutrition choices for obesity prevention in persons with intellectual disabilities" and "A new participatory action research model for the disability community."

## Urban Education Collaborative (UEC)

**Heidi A. Ramirez, PhD**, director of the Urban Education Collaborative, served on a panel at the Pennsylvania Latina Women Symposium. The panel also included **Sara Manzano-Diaz**, member of the College of Education Board of Visitors and deputy secretary, Pennsylvania Department of State. The symposium was part of Gov. Edward G. Rendell's Advisory Commission on Latino Affairs in recognition of National Women's History Month and the contributions of Latina women. Ramirez also served as a panelist for the AERA Special Interest Group (SIG) on Education and Philanthropy in March 2008 in New York City. Other panelists, for the discussion "Traditional versus Venture Philanthropy: Respective Strengths and Challenges," included Robert Schwartz, Harvard Graduate School of Education, and Candace Bell, William Penn Foundation and chair of the Urban Education Collaborative Advisory Board.

Ramirez made several presentations at a National Comprehensive Center for Teacher Quality (NCCTQ) forum held in March 2008 in Arlington, Va. It was



Heidi A. Ramirez

attended by state education agency, technical assistance center and district representatives from throughout the country. Ramirez presented "From Planning to Action: Effectively Using Your Professional Development Resources." In other sessions, "Professional Development in Practice—Addressing the Needs of Special Student Populations," and "K-12-Higher Education Collaboration Opportunities for Improving Teaching Quality," Ramirez highlighted the work of the College of Education and Urban Education Collaborative.

Ramirez, **Lynne Steuerle Schofield** and **Melissa Black, EdM '07**, also have authored a research brief, "Principals' Hiring of Teachers in Philadelphia." Published by the Urban Education Collaborative, the brief—synopsizing a forthcoming full report—examines efforts by the School District of Philadelphia (SDP) to inform principals about strategies for attracting and hiring teachers and how principals respond to that information. The research study focuses on the district's school-based selection of teachers, as well as pay incentives offered for teaching in hard-to-staff schools or teaching hard-to-staff subjects. National Board of Professional Teaching Standards' certification or new district hires. Generally, the study finds that although SDP has made good progress in informing principals about site-based selection policies, principals were often predisposed against implementing the innovations and incentives in teacher hiring, a predisposition complicated by overlapping roles of principals and the district, some confusion in hiring schedules and a need to customize information according to a principal's length of tenure in the job. The brief is available online at <http://www.temple.edu/education/uec/HiringBrief.pdf>.

**Chris Sadjian-Peacock**, project coordinator for the Center for Teaching Excellence (CTE), represented CTE at the Annual Health and Welfare Conference of the Philadelphia Federation of Teachers. Sadjian-Peacock presented information on the National Board of Professional Teaching Standards' (NBPTS) certification process.

**Marilyn Murphy, EdD**, deputy director of the Urban Education Collaborative and communications director of the Center on Innovation and Improvement (CII), led an orientation session on "Strengthening the Statewide System of Support."

### The Center on Innovation and Improvement

The Center on Innovation and Improvement (CII), a national content center funded by the U.S. Department of Education in partnership with Temple University College of Education and the Academic Development Institute in Illinois, presented a webinar for the Pacific Regional Comprehensive Center in November 2008. **Marilyn Murphy and Sam Redding**, director, co-presented on "Effective Implementation of a Web-based School Support System."

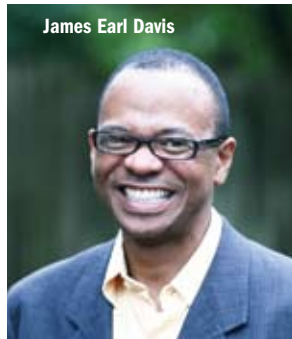
### OTHER

**James P. Byrnes, PhD**, associate dean, and **Barbara Wasik, PhD**, PNC Professor of Early Childhood Education, authored a book entitled *Language and Literacy Development: What Educators Need to Know*, published by Guilford Press.

### AERA PRESENTATIONS

The American Educational Research Association is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.

AERA is the most prominent international professional organization of its kind. Its more than 25,000 members are educators; administrators; directors of research; persons working with testing or evaluation in federal, state and local agencies; counselors; evaluators; graduate students; and behavioral scientists.



The theme of the 2009 AERA annual meeting in San Diego, Calif., was "Disciplined Inquiry: Education Research in the Circle of Knowledge." Temple University participants and presenters included:

**Elizabeth Allen:** Tutor Development in the Academy and Out: Experience and Education in the Writing Center

**Julie L. Booth, PhD:** Facilitating the Diagrammatic Advantage for Algebraic Word Problems

**Isabelle Chang:** Pre-Academic Achievement and Teacher Effects on Children's Reading Growth

**Jennifer G. Cromley, PhD:** Individual Differences in Effects of Motivation on Reading Comprehension Predicting Science Achievement From Science Media Use and Science Enjoyment Across 57 Countries Using PISA-2006

**Maia B. Cucchiara, PhD:** Can Middle-Class Parents Save Urban Schools? Economic Integration and Parental Involvement in an Urban Setting; The Final Piece of the Revitalization Puzzle? Public Schools and Urban Revitalization

**James Earl Davis, PhD:** Manhood, Masculinity and the Education of African American Males Parental Influence on Black Boys' School Readiness and Academic Achievement; Is a Postdoctoral Fellowship/Training Program Right for You? If So, Then When? Where? How? Why?; African American Leadership in Urban Schools: Implications for Organizational Structure and Improved Educational Outcomes

**Daniel Ellis:** Tutor Development in the Academy and Out: Experience and Education in the Writing Center

**Claudia Smarkola:** Anywhere Anytime Learning in Higher Education Honors Students: Measures on Student Achievement, Student Satisfaction and Constructivist Teaching

**Daniel Gallagher:** Tutor Development in the Academy and Out: Experience and Education in the Writing Center

**Josephine Ann Gasiewski:** Dropout Re-entry into the Educational Pipeline via an Urban GED Program

**David Gates:** A Research-Based Profession is Needed to Meet the Challenge of Urban Schools

**Adele M. L. Gonzaga:** Examining the Experience of Mentorship in the Development of Urban Principals; Incentive-based Reforms in Urban Schools: Lessons from the Field

**Steven Jay Gross, EdD:** Democratizing School Leadership and Organization for Improved Student Outcomes: Perspectives, Challenges and Prospects; The New DEEL (Democratic Ethical Educational Leadership): Contributing to the Circle of Knowledge

**H. Bernard Hall II:** Schooling Teachers, Schooling Ourselves: What K-12 School Teachers Want to Know about Using Hip-Hop in Their Classrooms

**Marc Lamont Hill, PhD:** Manhood, Masculinity, and the Education of African-American Males Beyond Beats and Rhymes: Street Fiction as Hip-Hop Cultural Text

**Annemarie H. Hindman, PhD:** School-Family Partnership and Early Literacy in Head Start Parenting Preschoolers: Multiple Dimensions and Their Long-term Contributions to Literacy and Social Skills

**Erin McNamara Horvat:** Can Middle-Class Parents Save Urban Schools? Economic Integration and Parental Involvement in an Urban Setting

**Vivian W. Ikpa, PhD:** Urban Challenges: Leadership Structures and Governance

**Dominique E. Johnson:** Investigating the Gender Divide in Academic Course-Taking: Relationships between School Engagement and Achievement in High School Math and Science Courses among Students of Color; Investigating Gender and Single-Sex Schooling in the Education Longitudinal Study of 2002

**Will J. Jordan, PhD:** What Do Principals Need to Know to Support Mathematics Reform in Their Schools?; Incentive-based Reforms in Urban Schools: Lessons from the Field

**Girija Kaimal, PhD:** Examining the Experience of Mentorship in the Development of Urban Principals; Perspectives of Emerging Adult Children from Families with Depression: Examining Changes Through Narratives; Incentive-based Reforms in Urban Schools: Lessons from the Field

**Yasuko Kanno, PhD:** Immigrant English Language Learners' Access to Higher Education and Individual Agency

**Diane Jass Ketelhut, EdD:** Situated Assessment Using Virtual Environments for Science Content and Inquiry (SAVE Science): Exploring Cognitive Load in Immersive Educational Games

**Jacqueline Leonard, PhD:** Pedagogical Practices for Teacher Education

**C. Kent McGuire, PhD:** Meeting the Challenges of Urban Communities: Funding School Districts

**Anthony C. Perez:** Predicting Science Achievement from Science Media Use and Science Enjoyment Across 57 Countries Using PISA-2006

**Camika Royal:** Living Double: Reflections of Three Black Philadelphia Educators: An Oral History

**Lori Salem:** Tutor Development in the Academy and Out: Experience and Education in the Writing Center

**Jayminn S. Sanford-Deshields, EdD:** Global Perspectives on Intercultural Exchanges and Intercultural Education

**Catherine C. Schifter, PhD:** Situated Assessment Using Virtual Environments for Science Content and Inquiry (SAVE Science): Exploring Cognitive Load in Immersive Educational Games

**Joan P. Shapiro, EdD:** The New DEEL (Democratic Ethical Educational Leadership): Contributing to the Circle of Knowledge