

The Future of Education Research at the Institute of Education Sciences in the U.S. Department of Education

Committee

Adam Gamoran

Chair

Adam Gamoran is president of the William T. Grant Foundation, a charitable organization that supports research on programs, policies, and practices to reduce inequality in youth outcomes, and on ways to improve the use of research evidence in youth-related policies and practices. Previously, he held the John D. MacArthur Chair in Sociology and Educational Policy Studies at the University of Wisconsin-Madison where, among other roles, he chaired the department of sociology, directed the Wisconsin Center for Education Research, and spent three decades engaged in research on educational inequality and school reform. He is a past grantee of the Institute of Education Sciences, the National Science Foundation, the National Institute of Child Health and Human Development, and several private funders. His research contributions have been honored by the Association for Public Policy Analysis and Management, the American Educational Research Association, and the Sociology of Education Section of the American Sociological Association. He is an elected member of the American Academy of Arts and Sciences and of the National Academy of Education, which he currently serves as vice president. He was also twice appointed by President Barack Obama to serve on the National Board for Education Sciences. For the U.S. Department of Education, he chaired the Independent Advisory Panel of the National Assessment of Career and Technical Education from 2007-2011. For the National Academies of Science, Engineering, and Medicine (NASEM), he served on the Board on International Comparative Studies of Education (1998-2003) and the Board on Science Education (2006-2012), returning to the latter as chair from 2014-2020. He also chaired the NASEM committees on Highly Successful Schools and Programs in K-12 Education (2010-2011) and on the Evaluation Framework for Successful K-12 STEM Education (2012), and served as review coordinator for several reports. For the National Academy of Education, he chaired a committee to examine uses of the longitudinal surveys of the National Center for Education Statistics by the education research community, which yielded a series of essays on innovative uses of longitudinal education surveys. Dr. Gamoran received his Ph.D. in education from the University of Chicago.

Martha W. Alibali

Member

Martha W. Alibali is a Vilas Distinguished Achievement Professor of Psychology and Educational Psychology at the University of Wisconsin-Madison, and she is a principal investigator at the Wisconsin Center for Education Research. She received her Ph.D. in Developmental Psychology from the University of Chicago in 1994. Her research is situated at the interface of developmental psychology, cognitive psychology, and mathematics education. Her primary line of work investigates mathematical learning and development, with a special focus on the roles of gesture and action in mathematical cognition, learning, and instruction. She has published over 130 journal articles and book chapters, and she is the co-editor of two books, as well as the co-author of a widely-used textbook on cognitive development. Her research has been funded by the Institute of Education Sciences, the National Science Foundation, and the National Institutes of Health. She is a Fellow of the Cognitive Science Society and a past recipient of the Friedrich Wilhelm Bessel Research Prize from the Alexander von Humboldt Foundation.

Alfredo Artiles

Member

Alfredo J. Artiles is Lee L. Jacks Professor of Education at Stanford University. He is the director of the Stanford Center for Opportunity Policy in Education and the director of research at the Center for Comparative Studies in Race & Ethnicity. Dr. Artiles' scholarship examines cultural-historical dimensions of disability and inclusive education and their implications for policy and practice. He is the editor of the book series *Disability, Culture, & Equity* and his scholarship has been supported by federal and philanthropic organizations, such as the U.S. Department of Education, the Spencer Foundation, and the W.T. Grant Foundation. He has obtained multiple OSEP leadership preparation grants. Dr. Artiles is an elected member of the National Academy of Education, a fellow of AERA and was a CASBS resident fellow. He was elected AERA Vice-President to lead its Social Context of Education Division. Dr. Artiles has received numerous awards for his scholarly work and mentoring activities, including AERA's Palmer O. Johnson Award, the AERA Review of Research Award, Mentoring Award from AERA's Division on Social Contexts of Education, the Mentor Award from the Spencer Foundation and Distinguished Alumni from the University of Virginia School of Education. He served on NASEM's consensus study panels on English learners and the Opportunity Gap for Young Children from Birth to Eight. Dr. Artiles was a member of the White House Commission on Educational Excellence for Hispanics. He is Honorary Professor at the University of Birmingham (United Kingdom) and received an honorary doctorate from the University of Göteborgs (Sweden). Dr. Artiles holds a Ph.D. (special education) from the University of Virginia.

Cynthia Coburn

Member

Cynthia E. Coburn is a professor at the School of Education and Social Policy, Northwestern University. Coburn studies the relationship between instructional policy and teachers' classroom practices in urban schools, the dynamics of school district policy making, and the relationship between research and practice for school improvement. She has won numerous awards for her scholarship, including the American Educational Research Association Early Career Award (2011), election as a Fellow of the American Educational Research Association (2015), an honorary doctorate (Doctor Honoris Causa) from CU Louvain in Belgium (2019), election to the National Academy of Education (2020), and Northwestern University's Ver Steeg Distinguished Research Fellowship (2020) and McCormick Professorship of Teaching Excellence (2021). She currently serves on the National Academy of Sciences, Medicine and Engineering Standing Committee on Scientific Communication. Dr. Coburn has a BA in philosophy from Oberlin College, and a MA in Sociology and a Ph.D. in Education from Stanford University.

Lora A. Cohen-Vogel

Member

Lora A. Cohen-Vogel is the Frank A. Daniels Distinguished Professor in the School of Education at the University of North Carolina at Chapel Hill, where she is also Director of Interprofessional Education. With a Ph.D. in Education (2002) from Vanderbilt University, her teaching and research focus on education policy and politics, teacher quality, continuous improvement research and bringing to scale programs and processes for system-level improvement and equity. As Associate Director of the IES-funded National Center for Research and Development on Scaling Up Effective Schools, Lora helped lead research-practice partnerships that used the science of improvement to raise schooling outcomes for traditionally underserved students in two of the nation's largest school districts. She is currently Co-PI of a project looking to extend the early learning gains of students in the rural South as part of the IES-funded Early Learning Network, a consortium of scientists in research centers and universities across the country. Lora is immediate past Vice President of the American Educational Research Association and former President of the Politics of Education Association.

Nathan D. Jones

Member

Nathan D. Jones is an Associate Professor of Special Education and Education Policy in the Wheelock College of Education & Human Development at Boston University. In his research, Dr. Jones focuses on teacher quality, teacher development, and school improvement, with a specific emphasis on conceptualizing and measuring teaching effectiveness in preservice and inservice contexts. Recent research has focused on special education teacher evaluation; the measurement of teachers' time use and affect; the impact of special education policies and programs on student outcomes; and the development of curricular materials to support preservice general education teachers in teaching students with disabilities. Dr. Jones received his Ph.D. in Special Education and Education Policy from Michigan State University in 2009. Relevant to the current committee, Dr. Jones has led or co- led projects funded through the National Center for Education Research and the National Center for Special Education Research. In 2018, he served as Co-Chair of the Institute of Education Sciences Principal Investigators Meeting. Dr. Jones is Associate Editor of the Journal of Teacher Education and Co-Editor of The Elementary School Journal.

Bridget T. Long

Member

Bridget T. Long is Dean and Saris Professor of Education and Economics at the Harvard Graduate School of Education. Long is an economist who studies educational opportunity with a focus on college access and success, including the role of affordability, academic preparation, and information. Long is a Research Associate of the National Bureau of Economic Research (NBER), a member of the National Academy of Education, and an affiliate of the Abdul Latif Jameel Poverty Action Lab (J-PAL). Long served as Chair of National Board for Education Sciences, the advisory panel of the Institute of Education Sciences at the U.S. Department of Education, and has also testified multiple times before Federal Congressional Committees and state government bodies. Long earned her Ph.D. and M.A. from the Harvard University Department of Economics and her A.B. from Princeton University in Economics with a Certificate in Afro-American Studies.

Norma C. Ming

Member

Norma C. Ming is the Supervisor of Research and Evaluation in San Francisco Unified School District's Research, Planning, and Assessment Division, where she manages the district's research portfolio and leads internal evaluations. Her work focuses on establishing and studying the conditions and supports that enable integrating research and practice for continuous improvement in education. This includes developing learning agendas, drawing from existing evidence syntheses, coordinating research partnerships to generate relevant evidence, supporting improvement teams to innovate and iterate through disciplined inquiry, and facilitating the implementation of evidence-based policy and practice. Recent publications include applying text mining to disciplinary records and online discussion forums, using statistical process control to visualize trends and outliers in educational data, and proposing a framework for assessing research worth using in educational policymaking and practice. She is a Co-Principal Investigator on an institutional challenge grant awarded by the W.T. Grant Foundation, jointly-funded by the Spencer Foundation and Doris Duke Charitable Foundation, to address inequities in school attendance and engagement through youth-led inquiry. As a former K-12 and university educator and researcher, with a B.A. in chemistry from Harvard (1995) and Ph.D. in cognitive psychology from Carnegie Mellon University (2006), she is especially passionate about the opportunity and obligation to make research useful in solving real-life problems.

Mary C. Murphy

Member

Mary C. Murphy is the Herman B. Wells Professor of Psychological and Brain Sciences at Indiana University. In the area of education, her research illuminates the situational cues that influence students' academic motivation and achievement with an emphasis on understanding when those processes are similar and different for structurally advantaged and disadvantaged students. She develops, implements, and evaluates social psychological interventions that reduce identity threat and spur students' motivation, persistence, and performance. Mary is a co-founder of the College Transition Collaborative, a research-practice partnership housed at Stanford University aimed to increase student success through social psychological interventions. In the realm of organizations and tech, her research examines barriers and solutions for increasing gender and racial diversity in STEM fields. In particular, she examines the role of organizational mindset in companies' organizational culture, employee engagement and performance, and diversity, equity, and inclusion. Mary earned a Ph.D. from Stanford University and completed an NSF postdoctoral fellowship at Northwestern University. In 2012, she joined the faculty of Indiana University and, in 2013, was named a Rising Star by the Association for Psychological Science (APS). In 2019, she was awarded the Presidential Early Career Award for Scientists and Engineers (PECASE)—the highest honor bestowed on early career scientists by the United States Government. She is the recipient of over \$8 million in federal and foundation grants including a recent NSF CAREER award for her research on strategies to improve diversity in STEM. Her research has been profiled in The New York Times, Forbes, Harvard Business Review, Scientific American, and NPR, among other outlets.

Nicole S. Patton-Terry

Member

Nicole S. Patton-Terry is the Olive & Manuel Bordas Professor of Education in the School of Teacher Education, Director of the Florida Center for Reading Research, and Deputy Director of the Regional Education Lab—Southeast at Florida State University (FSU). Prior to joining FSU in 2018, she was an Associate Professor of Special Education and the founding Director of the Urban Child Study Center at Georgia State University. She founded The Village at FCRR, a division that takes a collective impact approach to creating and maintaining research partnerships with diverse community stakeholders to promote reading achievement, school readiness, and school success among vulnerable children and youth. She currently serves as an Associate Editor for the Journal of Learning Disabilities, a board member for the Society for the Scientific Study of Reading, and a fellow of the American Speech-Language-Hearing Association. Dr. Terry earned a Ph.D. from Northwestern University's School of Communication Sciences and Disorders, with a specialization in learning disabilities, in 2004. She was as a special education teacher in Evanston Public Schools in Evanston, IL. Dr. Terry's research, innovation, and engagement activities concern young learners who are vulnerable to experiencing poor language and literacy achievement in school, in particular, African American children, children growing up in poverty, and children with disabilities. Her research and scholarly activities have been supported by various organizations, including the National Institute of Child Health and Human Development, the Institute of Education Sciences, the Annie E. Casey Foundation, and the Spencer Foundation.

Jan L. Plass

Member

Jan L. Plass is a Full Professor in the Steinhardt School of Culture, Education, and Human Development at New York University, where he was appointed in 2000. He is the founding director of the CREATE Consortium for Research and Evaluation of Advanced Technology in Education and co-directs the Games for Learning Institute. Dr. Plass was named the inaugural holder of the Paulette Goddard Chair in Digital Media and Learning Sciences at New York University in 2011. Dr. Plass' work envisions, designs, and studies the future of learning with digital technologies, most recently involving simulations and games for desktops, mobile, and AR/VR/MR. He received his Ph.D. in Educational Technologies in 1994, and his MA in Mathematics and Physics Education in 1990, from Erfurt University in Erfurt, Germany. Dr. Plass is the author of over 120 journal articles, chapters, and conference proceedings, and has given more than 200 presentations at academic conferences. He is the lead editor of the 2011 book, *Cognitive Load Theory* (Cambridge University Press), and the lead editor of the 2020 *Handbook of Games for Learning* (MIT Press). He has also been the PI or Co-PI on over 30 research grants from the Institute of Education Sciences (IES) and other federal and private funders, totaling over \$20M. Dr. Plass has served on the editorial review boards of some of the most highly ranked journals in his field, including the *Journal of Educational Psychology*, *Educational Psychology Review*, *Computers in Human Behavior*, *Educational Technology Research and Development*, and *Journal of Computing in Higher Education*. He has been a reviewer for IES, NSF, Swiss NSF, SSHRC Canada, Austrian Science Fund, Deutsche Forschungsgemeinschaft, Fonds National de la Recherche Luxembourg, and the Hong Kong Research Grants Council, and has served, since 2019, as chair of IES panels on basic processes and math and science learning. Dr. Plass presented at an invited panel to the National Research Council's (NRC) Board on Science Education's Committee on Learning Science: Gaming, Simulation, and Education, on October 7, 2009.

Nathaniel Schwartz

Member

Nathaniel Schwartz is a professor of practice at Brown University's Annenberg Institute for School Reform. At Annenberg, Schwartz leads a set of research partnerships focused on improving educator pipelines and student well-being in Rhode Island. He also co-founded the EdResearch for Recovery project, which collects requests for pandemic-related research guidance from education leaders and identifies teams of researchers across the country to build out quick-response evidence synthesis. In 2020, Schwartz joined the National Academy of Sciences Committee on Guidance for K-12 Education on Covid-19. In his previous role, Schwartz served as the chief research and strategy officer for the Tennessee Department of Education. In this position, he led the department's research and strategic planning teams, contributing to the launch of Tennessee Succeeds, a strategic plan and vision aimed at increasing postsecondary and career readiness for Tennessee's one million students, and to the creation of the Tennessee Education Research Alliance, an innovative state-level research partnership with Vanderbilt University. Dr. Schwartz received his Ph.D. in educational studies from the University of Michigan.

Janelle Scott

Member

Janelle Scott is a Professor and the Robert C. and Mary Catherine Birgeneau Distinguished Chair in Educational Disparities at the University of California at Berkeley in the Graduate School of Education, African American Studies Department, and Goldman School of Public Policy. She earned a Ph.D. in Education Policy from the University of California at Los Angeles' Graduate School of Education and Information Studies, and a B.A. in Political Science from the University of California at Berkeley. Before earning her doctorate, she was a teacher in Oakland, California. Professor Scott's research investigates how market-based educational reforms affect democratic accountability and equity in public education. She has explored this research program across several policy strands: 1) the racial politics of public education, 2) the politics of school choice, marketization, and privatization, 3) the politics of research evidence on market-oriented reforms, and 4) the role of elite and community-based advocacy in shaping public education and research evidence utilization. Her work has appeared in several edited books and journals, including the Peabody Journal of Education, Educational Policy, Qualitative Inquiry, the American Educational Research Journal, and the Harvard Educational Review. She was awarded a Spencer Dissertation Year Fellowship, and a National Academy of Education/Spencer Foundation Postdoctoral Fellowship. In 2014, she was awarded the Distinguished Scholar Award from the American Educational Research Association's (AERA) Committee on Scholars of Color. She is an elected AERA Fellow and member of the National Academy of Education. She is Vice President for Division L (Policy and Politics) of AERA (2019-2022). She is the editor of *School choice and diversity: What the evidence says* (2005, Teachers College Press), and, with Sonya Horsford and Gary Anderson, author of *The Politics of Education in an Era of Inequality: Possibilities for democratic schooling* (2018 Routledge; Winner American Educational Studies Association Critic's Choice Book Award, 2020).

L. Elizabeth Tipton

Member

L. Elizabeth Tipton is an Associate Professor of Statistics, the Co-Director of the Statistics for Evidence-Based Policy and Practice (STEPP) Center, and a Faculty Fellow in the Institute for Policy Research at Northwestern University. Her research focuses on the design and analysis of field experiments, with a particular focus on issues of external validity and generalizability in experiments; meta-analysis, particularly of dependent effect sizes; and the use of (cluster) robust variance estimation. She is a Board Member of the Society for Research on Educational Effectiveness (SREE) and serves as an Associate Editor of the *Journal of Educational and Behavioral Statistics*. In 2020, she received the Frederick Mosteller Award from the Campbell Collaboration, and she previously received Early Career Awards from the American Psychological Association (2017, Division 5), the Society for Research Synthesis Methods (2017), and the American Education Research Association (2016, Division D). Tipton earned her Ph.D. in Statistics from Northwestern University in 2011, her M.A. in Sociology from the University of Chicago in 2005, and her B.A. in Mathematics from Transylvania University in 2001. Prior to returning to Northwestern University, she was a member of the faculty at Teachers College, Columbia University for seven years.

Sharon Vaughn

Member

Sharon Vaughn is the Manuel J. Justiz Endowed Chair in Education and the Executive Director of The Meadows Center for Preventing Educational Risk, an organized research unit that she founded with a “make a wish” gift from the Meadows Foundation family. She obtained her Ph.D. in Education and Child Development from the University of Arizona in 1982 after receiving her Master of Education from the same institution in 1976 and her Bachelor of Science degree in Education from the University of Missouri in 1973. She is the recipient of numerous awards including the first woman in the history of The University of Texas to receive the Distinguished Faculty and Research Award, the CEC research award, the AERA SIG distinguished researcher award, and the Jeannette E. Fleischner Award for Outstanding Contributions in the Field of LD from CEC. She is the author of more than 40 books and 350 research articles. Several of these research articles have won awards: one, the A.J. Harris International Literacy Association award for best article published and, another, the School Psychology award for best article. She is currently Principal Investigator on several Institute for Education Sciences, National Institute for Child Health and Human Development, and U.S. Department of Education research grants. She works as a senior adviser to the National Center on Intensive Interventions and has more than six articles that have met the What Works Clearing House Criteria for their intervention reports. She has conducted technical assistance in literacy to more than 10 countries and 30 State Departments of Education and has worked as a literacy consultant to more than 50 technical assistance projects.