

**POLICY,
ORGANIZATION,
MEASUREMENT,
AND
EVALUATION**

A HANDBOOK FOR
POME GRADUATE STUDENTS

UPDATED FALL 2009

GRADUATE SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA AT BERKELEY

<http://gse.berkeley.edu/program/pome/pome.html>



POME

O V E R V I E W

Program Mission POME faculty and students believe that improving educational policy and practice can promote the goals of a democratic society. Programs in Policy, Organization, Measurement, and Evaluation (POME) foster rigorous research to understand the complexity of the educational system and to shape practical applications that are morally sound, effective, and technically sophisticated. Central to our work is the commitment to help good schooling become a reality.

Program Options Within POME, students can base their work within one or across both of the following programs: (1) Policy and Organization (PO), emphasizing disciplinary coursework; and (2) Quantitative Methods and Evaluation (QME), emphasizing methods coursework.

Our programs offer students the tools to:

- Understand how history, social structure, organizations, and cultures shape actions in schools and school systems;
- Examine the goals and values that guide educational research, teaching, school improvement, and policy;
- Engage in studies and initiatives to improve educational policies and practices;
- Apply methods of gathering and analyzing evidence appropriate to the multiple levels and complex realities of schooling, and develop new methods as needed.

Policy & Organizations Research coursework is centered on three themes:

Thematic Areas 1) Policy: We view policy as a lever for change and as a powerful context that shapes educators' work at multiple levels of the system. We introduce students to the art and science of policy analysis, providing them with the capacities to analyze contemporary policy initiatives critically, and then to inform policy-makers about innovative directions. Students develop insight into the complex processes that shape what policy gets made and how that policy plays out in practice. Students also deepen their understanding of how wider contextual forces — from the values inherent in an economic system, to the political culture surrounding schools, to the preferences expressed by parents and other stakeholders — buffet educational policy as it responds to the needs of our multi-class, multi-racial, multilingual society.

2) School Improvement: Here, we investigate the influences on decisions and actions in schools and school systems. We draw from scholarship on school effectiveness and improvement, organizational behavior and innovation, and the conditions of teachers' work. We therefore view school improvement as a complex enterprise structured by policies, administrative systems, and matters of teaching and learning—propelled by the uniquely educational quest for human beings to develop their capacities beyond expectations.

3) Equity: Throughout our coursework, we maintain a focus on the enduring problem of equity and inequity in American schooling. Students explore the

Continuing PhD
Fellowships

multiple and often competing ways that educators and citizens have understood equity. They deepen their understanding of the ways schools have both promoted and impeded efforts to enhance equity. Students grapple with the dynamics of unequal and at times oppressive social relations in the wider society as well as in schools: class division; racial and ethnic differences; gender differences; differences of language, immigrant status, religious and political values, and all the other sources of variation that make this country rich and interesting but also embattled. Both coursework and research opportunities provide students with ways of exploring how schools and non-school policies exacerbate inequality, the mechanisms that might correct these problems, and the practices and proposals that lead to more equitable opportunities.

Across Policy's three thematic areas, students learn standards of evidence and methodological tools from qualitative and quantitative research to investigate policy processes and assess which policies and practices are truly effective.

POME aims to facilitate funding for doctoral students who are making steady progress toward completing the doctoral dissertation (see below). Every year, students can apply for Continuing Fellowships, and the POME faculty recommend support for each applicant. Final decisions and allocations are made by the GSE Fellowships Committee and the Dean's Office.

The POME faculty are aware that students place differing weight on the various elements of their professional pathways. They also recognize that employment, family, and life events can impact student progress. While considering individual circumstances, the faculty also use the following criteria in formulating their recommendations to the GSE Fellowships Committee:

* Priority for awards is given to students who are meeting the academic milestones described in Table 3 (p. 18), including completion of the first Position Paper by the 4th semester, the second Position Paper around the 5th semester, and the Qualifying Exam (Orals) followed by Advancement to Candidacy in the 7th semester.

NOTE: Students who maintain progress in Normative Time will qualify for the Dean's Normative Time Fellowship (DNTF) or the Doctoral Completion Fellowship (DCF). (See the *GSE Handbook* pp. 29–30 for more information.)

* Continuing Fellowships are typically awarded to second- and third-year students, while research posts and non-grant aid go to senior students who have acquired strong methodology skills and are prepared to contribute to funded research projects.

* Professional accomplishments are considered, such as presenting papers at conferences, contributing to journal articles, being recognized as an outstanding GSI, or making a significant service contribution to the GSE or the University.

The POME faculty endeavor to both reward academic progress and recognize financial need. They strive to make equitable recommendations that distribute scarce resources among students who are making steady progress. Therefore, students receiving other forms of financial aid and/or income may receive less support in the form of Continuing Doctoral Student Fellowships.

PROGRAM OF STUDY

COURSEWORK REQUIREMENTS

Students pursue the POME learning objectives by progressing through an interwoven set of courses inside and outside of POME and the Graduate School of Education (GSE). POME course requirements aim to blend a broad and deep knowledge of issues in education with a thorough understanding of how to conduct rigorous research that yields practical knowledge. There is no specific credit-hour requirement, but doctoral students typically complete between 48 and 60 course units. The expected time to complete the doctoral program is six years.

Required coursework should be completed within the first two years, to prepare students for subsequent study and research. Courses do not need to be taken in a particular semester, but students who must deviate from the recommended timeline should consult with their faculty advisor(s). Exceptions may be made where there are pressing reasons to postpone taking a required course due to scheduling problems or the timing of course offerings. All exceptions require prior approval by faculty advisor(s).

POME students enroll in three types of courses: (1) courses required by the POME faculty; (2) courses required by the Graduate School of Education; and (3) elective courses that further students' expertise in the disciplines and in their own specializations. POME students must successfully satisfy the GSE, POME area, and program-specific course requirements outlined below. If students enter with comparable graduate-level coursework, a required course may be waived at the discretion of faculty.

POME Area Requirements

POME Seminar. All first-year POME students must enroll in this yearlong course. The seminar provides an introduction the research and evaluation conducted by POME faculty from different disciplinary viewpoints. Students will develop, present, and critique empirically researchable ideas, some of which may form the basis for pre-qualifying papers or a dissertation topic. The seminar also serves as a setting for students to gain an understanding of the nuts and bolts process of obtaining an advanced degree.

Research Methods. POME students are required to complete at least two qualitative research methods courses and two quantitative methods or evaluation courses, preferably in the first two years of study. This expectation goes beyond the GSE methods requirement, as POME graduates are expected to develop strong competence in methodology and program evaluation. Methods courses include a wide array of quantitative and qualitative offerings in the areas of measurement, statistics, program evaluation, and qualitative field research.

Social Science Concentration. Policy students are expected to acquire in-depth understanding of one social science discipline (e.g., anthropology, economics, history, political science, policy analysis, sociology). This entails at least two courses in other UCB departments.

QME students are expected to take three thematically aligned social science courses---at least one within the POME area. Students with education-related interests outside these disciplines can take courses in other GSE areas and/or other UCB departments with advisor approval.

GSE Requirements

All doctoral candidates are expected to complete substantial graduate-level study in one or more disciplines related to their areas of specialization in education research. Toward this end, PhD students are required to take **at least** two courses (6 units) outside the GSE for a letter grade.

For more information on GSE course requirements, refer to “Required Courses” and “Academic Preparation” in the *GSE Handbook for Advanced Degree Students* at <http://gse.berkeley.edu/admin/sas/handbook/handbook.html>

PO Program Requirements

Students in Policy & Organizations Research (PO) enroll in a sequence of foundational, advanced, and specialized POME courses. The program is organized into three thematic areas: 1) Policy and Politics, 2) School Improvement, and 3) Equity (see Table 1). This framework enables students to develop breadth and depth in their understanding of education and ability to conduct original research.

Policy students are expected to complete the following course requirements:

- 2 foundational courses that bridge thematic areas
 - 2 advanced courses that bridge thematic areas
 - 1 special topics seminar in area of concentration
 - 2 qualitative and 2 quantitative/evaluation courses (see above)
 - 1 course in research design
- (15 courses total after 2.5 years of study)

QME Program Requirements

The Quantitative Methods and Evaluation (QME) program offers three areas of concentration: educational statistics, measurement, and evaluation. QME students are required to enroll in a series of courses in each of these areas (see p. 12). Course requirements vary, depending on the student’s degree goal and area. In some cases, it is possible for one course to satisfy requirements in two categories.

In addition to the required QME courses, students complete a minimum of four courses in their areas of concentration. These courses should provide a coherent focus, such as program evaluation, test construction, attitude measurement, individual differences, test bias, or item analysis. Up to two courses should be taken outside the GSE. (See p. 13 for a list of approved QME concentration courses.)

Master’s Program Requirements

POME master’s programs can be completed in one to two years of full-time study. Master’s candidates are expected to choose a research area that can be adequately covered in 2 semesters. An individualized course of study is crafted in consultation with one faculty advisor. Students pursuing the MA are required to complete 24 units of coursework, including the POME Seminar. The MA Comprehensive Examination is composed of an oral exam and a seminar paper with two readers. (See Table 2 for the MA in Policy and Organizations Research Course of Study.)

For more information on MA degree requirements, see the section entitled “Master of Arts Degree” in the *GSE Handbook for Advanced Degree Students* at <http://gse.berkeley.edu/admin/sas/handbook/handbook.html>

Table 1. COURSE SEQUENCES BY THEMATIC AREA

POLICY & POLITICS

Each of the three foundational courses introduces educational policies and policy-making from a different angle. **The Educational System of the United States** begins with the idea that the educational system is an encompassing institution with certain common features, all of which must be understood in the web of economic, political, and cultural. **Historical Perspectives on American Education** approaches the theme similarly, with more emphasis on historical struggles for equity. **Education Policy and School Reform** examines a variety of policies and their 'theories of action.'

In advanced courses, policy and politics are examined through the disciplinary angles of political science, economics and political economy (**The Economics of Education/Political Economy**), and the **Politics of Race in Education**, with the understanding that educational policies fundamentally spring from, and then influence, the distribution of resources, power, and opportunities in society. Advanced courses also enable students to explore the flow of policies from formation (**Politics of Education**) to implementation (**Policy Implementation: Relation of Policy to Practice**).

A variety of special topics seminars allow students to take a closer look at aspects of policy-making and implementation through specific issues.

THEME	COURSE #	COURSE NAME	INSTRUCTOR (may change)	LEVEL
POLICY & POLITICS	291A	The Educational System of the United States	GRUBB	FOUNDATIONAL
	283B	Historical Perspectives on American Education	PERLSTEIN	FOUNDATIONAL
	260A	Education Policy and School Reform	FULLER	FOUNDATIONAL
	265A	Economics of Education/Political Economy	GRUBB	ADVANCED
	TBD	Politics of Race in Education	PERLSTEIN	ADVANCED
	TBD	Politics of Education	SCOTT	ADVANCED
	TBD	Policy Implementation: Relation of Policy to Practice	COBURN	ADVANCED
	290A	What Works? Designing Research for Policy and Practice	FULLER	ADVANCED
	290A	Policy and Pluralism	FULLER	SPECIAL TOPIC
	TBD	Instructional Policy	TRUJILLO/COBURN	SPECIAL TOPIC
	290A	Research on School Choice	SCOTT	SPECIAL TOPIC
	TBD	Collective Action & Education Reform	PERLSTEIN	SPECIAL TOPIC

SCHOOL IMPROVEMENT

Each of the three introductory courses considers school reform and improvement through a different lens: **The Educational System of the United States** takes the concept of "institution" as its framework; **Good Schools for All Children** explores the quest for "good schools," and **Teachers' Work and Contexts of Teaching** examines the core task of schools: teachers' work in its various professional dimensions.

In the advanced courses, school and school district improvement is studied through the disciplinary angle of the sociology of organizations (**Organization Theory**) and a variety of research traditions in this field: research on effective schools, effective instruction, schools as professional organizations, school change and improvement, implementation of programs and interventions, social movements for equity and social justice (**The Study of School Improvement**), as well as **Policy Implementation: Relation of Policy to Practice**.

Advanced courses also enable students to explore the challenge of school and district improvement in the main crucible of bureaucratic, professional, and community structures: district and school politics (**Power and Politics in Urban District Reform**), administrative delivery systems, teacher education institutions (**Research on the Education of Teachers**), professional networks, entrepreneurial non-system actors, classroom instruction, along with the enduring unequal living circumstances of students and parents (**Sociology of Urban Schooling**).

Special Topics courses allow students to concentrate on focal problems in schools and districts serving large numbers of poor students and students of color.

THEME	COURSE #	COURSE NAME	INSTRUCTOR (may change)	LEVEL
SCHOOL IMPROVEMENT	291A	The Educational System of the United States	GRUBB	FOUNDATIONAL
	260E	Good Schools for All Children	MINTROP	FOUNDATIONAL
	262E	Teachers' Work and Contexts of Teaching	LITTLE/TBD	FOUNDATIONAL
	261A	Organization Theory	COBURN	ADVANCED
	262G	Research on the Education of Teachers	LITTLE/TBD	ADVANCED
	290A	Power and Politics in Urban District Reform	TRUJILLO	ADVANCED
	TBD	The Study of School Improvement	MINTROP	ADVANCED
	TBD	Policy Implementation: Relation of Policy to Practice	COBURN	ADVANCED
	TBD	Sociology of Urban Schooling	MINTROP	ADVANCED
	TBD	Leadership/Human & Instructional Resources in Orgs	GRUBB	SPECIAL TOPIC
	TBD	Teacher Unions	PERLSTEIN	SPECIAL TOPIC

EQUITY

Equity issues apply to different groups in the U.S. defined variously by race, ethnicity, class, gender, disability, sometimes location (rural versus urban), and sometimes sexual orientation. In addition, equity problems are often generated by various persistent practices and norms of the American educational system--such as tracking, resource allocation, testing and accountability, and approaches to instruction--that affect many groups in similar ways. Enhancing equity has been a dominant concern of educators and reformers at least since the 1960s, and state accountability and federal legislation have only increased the prominence of this issue.

The foundational courses examine the vast topic of equity from several different perspectives: **The Educational System of the United States** contrasts the institutional practices contributing to inequity with those enhancing equity; **Good Schools for All Children** examines how different ideas of good schools for *all* children have conceptualized equity; and **Historical Perspectives on American Education** covers the historical shifts in conceptions and practices related to equity.

In the advanced courses, **Research Advances in Race, Diversity, and Educational Policy** examines the particular issues related to race, politics, policy, culture, and learning. **Urban Education** examines the ways these different kinds of inequality manifest in urban schools. **The African-American Tradition of Critical Educational Thought and Practice** examines the issues of African American inequality and the writing of Black scholars about these issues. **Equity, Inequality, and Opportunity in Education** examines the potential causes of inequality in schooling, including causes that stem from school practices, families, communities, and the larger political economy, as well as potential solutions. **Power and Politics in Urban District Reform** examines the politics in urban school districts. **Inequality and Equity** (Summer LEEP course) examines conceptions of equity and the different practices in many educational institutions that generate inequity.

Different forms of inequality may also reinforce one another, an issue explored in **Issues in Education Research: Intersection of Race, Class, Gender, and Sexuality**. Other special topics courses under development will examine issues of equity and inequality, including reforms (actual and proposed), school choice and the implications for equity, and inequalities outside the school system.

THEME	COURSE #	COURSE NAME	INSTRUCTOR (may change)	LEVEL
EQUITY	260E	Good Schools for All Children	MINTROP	FOUNDATIONAL
	291A	The Educational System of the United States	GRUBB	FOUNDATIONAL
	283B	Historical Perspectives on American Education	PERLSTEIN	FOUNDATIONAL
	283F	Urban Education	SEYER-OCHI	ADVANCED
	278A	Inequality and Equity (* Summer LEEP Course *)	GRUBB	ADVANCED
	291E	Equity, Inequality, and Opportunity in Education	GRUBB/SEYER-OCHI	ADVANCED
	290A	African American Tradition of Critical Educational Thought & Practice	PERLSTEIN	ADVANCED

	290A	Research Advances in Race, Diversity and Educational Policy	SCOTT/NASIR	ADVANCED
	290A	Power and Politics in Urban District Reform	TRUJILLO	ADVANCED
	TBD	The Study of School Improvement	MINTROP	ADVANCED
	TBD	Politics of Race in Education	PERLSTEIN	ADVANCED
	290A	Violence, Punishment, and Discipline in Schools	PERLSTEIN	SPECIAL TOPIC
	290A	Policy & Pluralism	FULLER	SPECIAL TOPIC
	TBD	Power & Political Economy	FULLER	SPECIAL TOPIC
	290A	Research on School Choice	SCOTT	SPECIAL TOPIC
	TBD	Schools in the Context of Social & Economic Inequality	GRUBB	SPECIAL TOPIC
	TBD	Perspectives on Remedial Education	GRUBB	SPECIAL TOPIC
	TBD	Comparative Welfare State	PERLSTEIN	SPECIAL TOPIC
	290D	Issues in Education Research: Intersections of Race, Class, Gender and Sexuality	BEDOLLA	SPECIAL TOPIC

RESEARCH METHODS

POME students are expected to hone their intellectual core of research interests and methods in their first year. All POME graduates acquire strong competence in methodology and program evaluation. A minimum of two qualitative research methods courses and two quantitative methods or evaluation courses are required for completion in all POME programs. Methods courses include a wide array of quantitative and qualitative offerings in the areas of measurement, statistics, program evaluation, and qualitative field research.

THEME	COURSE #	COURSE NAME	INSTRUCTOR (may change)	LEVEL
METHODS	290A/001	POME Seminar	FULLER	METHODS
	270B	BEAR Seminar	WILSON	METHODS
	271B	Introduction to Qualitative Research Methods	COBURN	METHODS
	271C	Advanced Topics in Qualitative Research	TBD	METHODS
	274A	Measurement in Education and the Social Sciences I	WILSON	METHODS
	274B	Measurement in Education and the Social Sciences II	WILSON	METHODS
	274C	Research Seminar in Measurement	WILSON	METHODS
	274D	Multidimensional Measurement	WILSON	METHODS
	293A/L	Data Analysis in Educational Research I	RABE-HESKETH	METHODS
	275B/L	Data Analysis in Educational Research II	RABE-HESKETH	METHODS
	275G	Hierarchical & Longitudinal Modeling	RABE-HESKETH	METHODS
	276A	Introduction to Program Evaluation	NEWTON	METHODS

	276C	Practicum in Evaluation	NEWTON	METHODS
	276D	Theoretical Issues in Evaluation	NEWTON	METHODS
	276E	Research Design and Methods for Program and Policy Evaluation	NEWTON	METHODS
	290A	Introduction to Disciplined Inquiry	TRUJILLO	METHODS
	290A	What Works? Designing Research for Policy and Practice	FULLER	METHODS

RESEARCH GROUPS

Students are expected to affiliate with a POME research group every year, focused on their area of interest. The purpose of the group is to support students across cohorts, at all stages of their research projects. Together, members explore issues and theoretical perspectives, review and provide feedback on works-in-progress, and receive additional programmatic and faculty support. First-year students can learn from and critique the work of other members without presenting their own. Unless instructor permission is required, students self-select and enroll in the appropriate research groups in consultation with their faculty advisors.

THEME	COURSE #	COURSE NAME	INSTRUCTOR (may change)	LEVEL
RESEARCH GROUPS	262D	The Working Lives of Teachers	LITTLE	RESEARCH GROUP
	269B	Citizenship, Democracy, and Education	PERLSTEIN	RESEARCH GROUP
	273B	Policy Implementation	COBURN	RESEARCH GROUP
	275H	Multilevel Modeling	RABE-HESKETH	RESEARCH GROUP
	290A/002	Models of Assessment	WILSON	RESEARCH GROUP
	290A	CalTeach Research and Evaluation	NEWTON	RESEARCH GROUP
	290A	Neoliberalism and Education Policy	SCOTT	RESEARCH GROUP

**MA in Policy and Organizations Research
Organizing School Reform - Leadership and Analytic Skills**

The MA is designed for one year of full-time study. The program focuses on the ideological and empirical underpinnings of contemporary reform issues, ranging from charter schools to community organizing for change to the steady work required to enrich schools within districts. It is designed for students with a strong undergraduate record and experience in schools, reform organizations, or policy groups.

The program begins with a survey core course, designed to introduce MA students to macro/micro ideas within the three thematic areas of POME: Policy, School Reform, and Equity. Students will also choose from a variety of courses that address politics, motivating the work of teachers, historical and economic perspectives, and basic research methods.

Students complete required and elective coursework and take a comprehensive exam, consisting of an extended seminar paper and an oral examination on a topic in the student's area of specialization and interest. This program emphasizes theoretical knowledge and analytical skills for a variety of positions in fields such as educational research, public policy, advocacy, and organizational management.

**Table 2. POLICY MASTER'S PROGRAM
1 YEAR COURSE OF STUDY**

FALL SEMESTER			
Course#	Description	Instructor	Units
EDUC 290A/001	POME Seminar	Fuller	1
EDUC 290A/TBD	Thematic Survey Course	Scott	3
EDUC 276A	Introduction to Evaluation	Newton	3
ELECTIVE	* Theoretical foundations or tools	Faculty	3
ELECTIVE	* Theoretical foundations or tools	Faculty	3
			Total = 24 units
SPRING SEMESTER			
Course#	Description	Instructor	Units
EDUC 290A/001	POME Seminar	Fuller	2
EDUC 290A/TBD	Introduction to Disciplined Inquiry	Trujillo	3
ELECTIVE	* Theoretical foundations or tools	Faculty	3
ELECTIVE	* Theoretical foundations or tools	Faculty	3

MA COMPREHENSIVE EXAM (Complete by May):
Oral Exam + Seminar paper with two readers (usually instructor and advisor)

* Choose from POME foundational/advanced/special topics/methods courses in your area of interest. Course selections based on availability and in consultation with your advisor.

PROGRESS TO COMPLETION
(See Table 3 for milestone summary)

Performance requirements for the doctoral degree provide evidence of competence verifiable by the faculty and provide students with opportunities to gain and exercise that competence. Performance requirements consist of certain products and events associated with them. The normative time schedule, if adhered to, is based on students obtaining the PhD after 4–6 years of enrollment.

Students are notified throughout their graduate programs about the schedule for completion of their work and the deadlines that must be met. In an atmosphere of encouragement and support, POME students work closely with faculty advisors in planning their work and completing their requirements within the timeline set by the Program. (See Table 3 for a summary of milestones in a typical doctoral student’s progress.)

First Year Oral Examination

The POME First-Year Oral Examination takes place at the end of Spring semester, usually in the second week of May. This examination also satisfies one of the requirements for the master’s degree in Education.

Students are examined individually and are expected to be prepared in all areas regardless of their eventual specialization. Policy students are examined on topics from courses taken during their first year of study. QME students are examined in the three subjects most relevant to their work: statistics, measurement, and evaluation. Adequate performance on the exam, as well as in the first year of coursework, is required for continuation in the doctoral program.

Annual Review

Toward the end of Fall semester, POME students in the second year and beyond will be asked to complete an Annual Review packet and submit it via email to their advisors. The purpose of this written evaluation is to assess student progress and provide constructive feedback on how their focus is evolving for qualifying papers and areas of specialization.

The packet consists of 1) a cover page, 2) a description of research agenda, 3) a list of completed courses, and 4) an updated curriculum vitae. These materials are reviewed by faculty advisors, and student progress is discussed by faculty at the POME Annual Review meeting, held in the first week of December. Advisor(s) will contact students to discuss the Annual Review results between mid-December and mid-January of each year.

Outline of Program

At the end of the second year of study, each POME student completes the “Outline of Program” form (available from the Student Academic Services office) with the help and approval of his/her faculty advisor. This initial design of the student’s individualized course of study can be altered in subsequent semesters with advisor approval.

Research Groups

In addition to course work, POME students are encouraged to undertake research apprenticeships and participate in a research community with fellow students and faculty.

Prequalifying Papers

All POME students are required to write two prequalifying papers that are each reviewed and approved by two faculty members. **NOTE: the same two faculty readers cannot read both papers.** This requirement must be completed before the Oral Qualifying Examination. The papers are expected to adhere to high professional standards and be of publishable quality, following the format and

style guidelines of relevant professional journals.

Policy students often choose to revise and/or expand a course paper to fulfill this requirement. A second approach is to write a position paper in two of the three areas of specialization that are part of the prequalifying exam. This option allows students to master the important issues and literature in these areas. A third approach is to develop papers that lead toward the dissertation. For example, an analytic literature review followed either by an exploration of a theoretical or policy issue or an empirical approach that will be used in the dissertation itself. Other options include a pilot study with empirical data, a modest program evaluation, or a paper that articulates a clear position on a policy issue, backed by a thorough review of empirical evidence.

QME and Program Evaluation PhD students are expected to write the following two types of papers:

- 1) Empirical paper - a report of an empirical research study conducted by the student, usually under the direction of a faculty member. This paper should be based on work done in the first year, completed and approved during the third semester.
- 2) Position paper - a report that takes a position on a theoretical topic and advances arguments for or against that position, as appropriate. This paper is written under the supervision of a faculty member. This paper should be based on work done in the first two years, completed and approved during the fifth semester.

Program Evaluation PhD students are expected to write the following two types of papers:

- 1) Project proposal - a paper that details the design of a significant aspect of an educational research project, usually under the direction of a faculty member. The project proposal is written and approved in the summer following the first year.
- 2) Project report - a paper on the empirical results of an appropriate aspect or part of a real educational research project, written under the direction of a faculty member. The type of project could be (a) an evaluation of an educational program, (b) the development of an educational assessment, (c) a validity study of an educational assessment, or (d) an appropriate type of educational research study. The project is carried out in the second year, and the project report is written in the fourth semester.

Dissertation
Prospectus

Doctoral students develop a dissertation prospectus for the prequalifying review. The prospectus is a preliminary version of the dissertation proposal, and is usually shorter than the proposal. Inclusion of the prospectus as part of the prequalifying review provides students with an opportunity to discuss their dissertation plans with individual committee members before the oral exam. Students obtain their faculty counselors' approval signature for the prospectus on the form entitled, "report on prequalifying review for doctoral students."

Oral Qualifying Examination	The Oral Qualifying Examination for doctoral students is conducted by a committee of four faculty members, at least one of who must be a Berkeley senate faculty member outside of the Graduate School of Education. The examination is based on the three areas of specialization that flow from the student's coursework and intellectual interests and declared in the outline of program. Many students have found it convenient if the areas are related to the papers, as this gives the faculty and student common ground upon which to begin the questioning in each area. During the orals, the dissertation prospectus is usually discussed.
Advancement to Candidacy	After passing the qualifying exam, the student applies for advancement to candidacy and proceeds to completing the doctoral dissertation, which involves the following formal procedures.
Human Subjects	If the dissertation research involves human beings (for example, interviews, surveys, observation), the student must follow federal law and university policy regarding the protection of human subjects. A project conducted only to satisfy course requirements need not go through formal university review, although students are still expected to follow established policy regarding informed consent and protection against research risks. Any research that students intend to present or publish, or any research for a Plan I MA thesis or a doctoral dissertation, <i>must</i> receive formal review by the Committee for the Protection of Human Subjects (http://cphs.berkeley.edu/).
Dissertation Proposal	Moving from the dissertation prospectus, a complete proposal is developed in consultation with the three members of the student's dissertation committee. A proposal meeting takes place to discuss the proposal with the three members of the dissertation committee, one of who must be a senate faculty member outside the GSE. Typically, the proposal is about 20 pages in length.
Dissertation	After the three-person committee approves the proposal, the student carries out the research and submits a written dissertation. The three-person dissertation committee must approve the final dissertation. Further details can be found in the <i>GSE Handbook for Advanced Degree Students</i> .
<u>ADMINISTRATIVE ASSISTANCE</u>	The POME area assistant is in the POME Office, 3659 Tolman Hall, and may be reached at (510) 642-0709.

**Table 3. MILESTONES OF PROGRESS FOR DOCTORAL STUDENTS
(based on a 6-year program of study)**

YEAR	STAGES OF STUDY	MILESTONES
ONE	POME seminar and community building Solid performance in core courses	* MA Outline of Program (1 st sem) * First Year Oral Exam (2 nd sem) * MA Advancement to Candidacy
TWO	Begin identifying areas of specialization Begin developing individual program of study Complete required POME courses	* Report on MA Comprehensive Exam * Complete MA Degree (3 rd or 4 th sem) * PhD Outline of Program (4 th sem) * First Position Paper (4 th sem) (submit <i>copy</i> of form to area assistant)
THREE	Complete all course requirements (internal & external) Deepen methodological preparation Refine areas of specialization Complete reading lists for Prequalifying Examination Secure oral exam/dissertation committee members Schedule meeting(s) with advisor(s) to discuss areas of specialization (by end of year)	* Second Position Paper (5 th sem) (submit <i>copy</i> of form to area assistant) * Prequalifying Review (6 th sem) (completion of two Position Papers and Dissertation Prospectus)
FOUR	Transition to independent research Develop Dissertation Prospectus into Proposal	* Qualifying Examination (7 th sem) * Advancement to Candidacy (7 th sem)
FIVE	Report on Progress in Candidacy (progress meeting with dissertation committee chair and at least one other member) – 9 th sem Dissertation research and writing (10 th sem)	* Proposal Review Meeting (9 th sem)
SIX	Report on Progress in Candidacy (see above) Dissertation completion	* File Dissertation (12 th sem)

QUANTITATIVE METHODS & EVALUATION (QME)

ADDITIONAL INFORMATION

Program Description

The Quantitative Methods and Evaluation (QME) program is for students who want to apply quantitative and qualitative methods to the problems of research, assessment and evaluation in education. Students enter the program with a wide range of statistical, mathematical, methodological, measurement and assessment, evaluation and/or substantive backgrounds, and may even be well established in an area of educational research. We encourage students with any of these interests and backgrounds to apply.

Doctoral
Specializations

The QME program is located in the Policy, Organization, Measurement and Evaluation (POME) area. It offers two doctoral specializations: a PhD in quantitative methods and evaluation, and a PhD in program evaluation and assessment. To provide a context for the study of methods, all students are encouraged to include substantive educational topics in their coursework as well as courses on methodology. For example, students interested in psychometrics may want to take courses in educational and cognitive psychology — such students would find appropriate courses in the Cognition and Development Area, and hence would take courses from there.

The PhD specialization in quantitative methods and evaluation prepares graduates to teach courses in measurement, assessment, psychometrics, program evaluation, research methods and data analysis in college and university departments; direct research and evaluation projects for educational and research organizations at the national, state, and school district levels; serve as consultants on research methodology; and apply advanced quantitative methods to the study of educational problems.

The PhD specialization in program evaluation and assessment takes advantage of the many research and evaluation projects conducted in the School to provide apprenticeship experiences for the students. The core of the program is the study of rigorous methodologies appropriate for the real-world complexities of educational research and program development. This specialization prepares graduates to teach courses in evaluation and research methods in college and university departments; direct evaluation projects for educational and research organizations at the national, state, and school district levels; serve as consultants on evaluation methodology; and apply advanced evaluation methods to the study of educational problems.

QME PROGRAM OF STUDY

**COURSE
REQUIREMENTS**

The Quantitative Methods and Evaluation program offers three areas of concentration: educational statistics, measurement, and evaluation. Depending upon the degree goal and area, requirements will vary. Generally, we expect students to complete the requirements that are current when they are admitted to the program.

The Quantitative Methods and Evaluation program requires students to complete four QME courses with a grade of B or better, or to substitute other courses with faculty advisor and instructor approval. The following courses provide the foundation for quantitative methods in educational research and are the *minimum* a QME student is required to know in the areas listed below:

Educational Statistics

EDUC 293A/L Data Analysis in Educational Research I/Lab

EDUC 275B/L Data Analysis in Educational Research II/Lab

QME students are encouraged to waive the Educational Statistics courses, if possible, and to take 2 additional quantitative courses in other departments, with the approval of their advisor. If the waiver is approved, the student will also have completed the school-wide methodology and program requirements on quantitative methodology.

Measurement

EDUC 274A Measurement in Education and the Social Sciences I

Evaluation

EDUC 276A Introduction to Program Evaluation

Area
Concentration

In addition to the foundational QME courses, students also complete a **minimum of four courses in their area of concentration**: educational statistics, measurement or evaluation. These courses should form a coherent focus, such as program evaluation, test construction, attitude measurement, individual differences, test bias, or item analysis. Up to two of these courses should be taken in a UCB department outside the GSE.

Approved QME concentration courses are listed below. Students may take other courses, with the approval of their advisors.

Educational Statistics

EDUC 275G	Hierarchical and Longitudinal Modeling
PB HLTH 240A	Biostatistical Methods: Advanced Categorical Data Analysis
PB HLTH 242C	Longitudinal Data Analysis
STAT 200B	Introduction to Statistics
STAT 230A	Linear Models

Measurement

EDUC 274B	Measurement in Education and the Social Sciences II
EDUC 274C	Research Seminar in Measurement
EDUC 274D	Multidimensional Measurement
EDUC 270B	BEAR Seminar

Evaluation

EDUC 274B	Measurement in Education and the Social Sciences II
EDUC 275G	Hierarchical and Longitudinal Modeling
EDUC 276C	Introduction to Program Evaluation
EDUC 276E	Research Design & Methods for Program & Policy Evaluation

Research Groups

Students are expected to enroll in a POME research group each year after their first (and may find it valuable to do so even in their first year), focused on their area of interest for additional programmatic and faculty support. The following is a list of all ongoing research groups in POME:

EDUC 269B
Citizenship, Democracy, and Education
Daniel Perlstein
Fall – Spring

Class time: Friday, 12:30 – 1:30pm
Room: 5527 Tolman
Telephone: (510) 643-8042
Email: danperl@berkeley.edu
Office Hours: TBD

Research group for graduate students whose work focuses on the role of schools in impeding or promoting social, economic, cultural, and political democracy. Provides extensive feedback on all phases of research and its application to the democratization of education. Depending on students' interests, topics range from curriculum and pedagogy to the evolution of social movements for racial justice in education.

EDUC 290A
Models of Assessment
Mark Wilson
Fall – Spring

Class time: Every other Tuesday, 4:00–6:00 PM (usually following the BEAR Seminar, with schedule adjustments as needed.)
Room: 3507 Tolman
Telephone: (510) 642-7966
Email: markw@berkeley.edu
Office Hours: Tuesdays 1:00-2:00 PM (or by appt.)

The purpose of this group is to support the development of participants' research and development skills in the areas of measurement and assessment. We will devote group time to helping one another with papers, proposals, design problems, and analysis problems. We will keep up-to-date with current projects and issues in the area of measurement and assessment. All participants contribute to active discussion of topics, and undertake to lead discussion on a regular basis. A theme will be established for the semester to form a continuing topic of discussion, but this will not limit the interests of the group.

Note that this meeting will also constitute a seminar for the CAESL Fellows.

EDUC 275H
Multilevel Modeling
Sophia Rabe-Hesketh
Fall – Spring

Class time: Wednesdays 10 AM – noon, approx. every other week

Room: 5527 Tolman

Telephone: (510) 642-5287

Email: sophiarh@berkeley.edu

Office Hours: TBD

The purpose of the group is to support each other in our research projects involving hierarchical and/or longitudinal modeling and to educate ourselves further in these methods. Some days students will present their projects, so that others in the group can help with any problems they are facing. Other days, we will pick a methodological topic of mutual interest, read some relevant papers and discuss them in the group. Occasionally, we go to the computer lab to learn how to perform particular analyses.

EDUC 273B
Research Group on Policy Implementation
Cynthia Coburn
Fall – Spring

Class time: Friday, 12:00–3:00 PM

Room: 3507 Tolman

Telephone: (510) 643-2616

Email: cecoburn@berkeley.edu

The focus of this research group is to explore a range of issues related to the implementation of education policy. Together, we will investigate what happens from the time a policy is enacted until the policy is actually implemented in classrooms, schools, and districts. We take up such issues as: What happens to policy as it moves down through the system and into schools and classrooms? What are the organizational, cultural, and political conditions that shape how policy is enacted in practice? How do policies differentially impact children of different race, class, and language backgrounds? What is the role of the school district in reform efforts? What is the role of actors outside the formal policy system (community groups, commercial interests, universities, others) in policy implementation processes?

The centerpiece of the research group is reviewing and providing feedback to members on their works-in-progress related to policy implementation. We will supplement this activity by reading research together to help build a shared understanding of the different theoretical perspectives that can potentially inform the study of policy implementation, including institutional theory, social movements analysis, conflict perspectives, and organizational learning theory.

Open to students in ALL areas. Although my background is in implementation of instructional policy, students with interests in a range of policy issues are welcome to participate.

EDUC 290A
Cal Teach Research and Evaluation
Xiaoxia A. Newton
Fall – Spring

Class time: Thursdays from 10-11:30 every week

Room: 466 Evans

Telephone: (510) 643-8385

Email: xnewton@berkeley.edu

Office Hours: TBD

This research group focuses on research and evaluation issues in math and science teacher education. The purpose of the group is to support doctoral students from different academic units on campus and the Cal Teach program staff in on-going research and evaluation projects. Students, staff, and faculty meet weekly to present their on-going work (e.g., data analysis, instrument development, pilot study results, etc.) for discussion so that others in the group can provide feedback and support for the work.

EDUC 290A
Research Group on Neoliberalism and Education Policy
Janelle Scott
Fall – Spring

Class time: Monday, 10:00 – 12:00 PM

Room: 3635 Tolman

Telephone: (510) 642-4740

Email: jtscott@berkeley.edu

Against a backdrop of unprecedented inequality, policy makers and advocates are increasingly supporting and adopting market-based approaches to social policy. This year-long research and writing group is intended for graduate students who are interested in issues of neoliberalism and education policy. The course is geared toward developing and deepening students' substantive, theoretical, and methodological backgrounds in order to better support their research on topics as varied as vouchers, charter schools, privatization, contracting/outsourcing, merit pay, pay-for-performance for students, school discipline, and the links between education and incarceration.

The course will include: (1) intensive reading and discussion of key scholarship; (2) collective consultation and feedback on students' particular research projects, including the formulation of research questions, theory development, research design, data collection strategies and practices, analysis, and writing and publication. Our work will be especially attentive to issues of race, language, social class, and gender. Students may be at any stage in their graduate study and should expect to participate for the full year.

EDUC 262D
The Working Lives of Teachers
Judith Warren Little
Fall – Spring

Class time: Friday, 12:00 – 3:00 PM

Room: 1515 Tolman

Telephone: (510) 642-1471

Email: jwlittle@berkeley.edu

Office Hours: TBD

This year-long research and writing group is intended for graduate students who plan to specialize in research on teachers' work, teachers' careers, and the organizational and policy contexts of teaching and teacher development. This course is considered a practicum or forum for scholarly work in progress that will complement, but not substitute for, foundational coursework in research methods or in these substantive areas of specialization. Its purpose is to strengthen participants' preparation for research in these areas, principally through a combination of: (a) consultation and feedback on specific problems and stages of research practice, including the formulation of research questions, theory development, research design, data collection strategies and practices, analysis, and writing and publication; and (b) review and discussion of theoretical and empirical literature on substantive topics identified by the research group. Other class time will be devoted to selected readings or to special topics related to methodological, theoretical, ethical and/or policy issues. In addition, students occasionally request class time to rehearse conference presentations or job talks, or to take up topics related to academic careers in this area (publication, design of course syllabi, etc).

Students may be at any stage in their graduate study, and may be interested in teachers' work in K-12 education, higher education, or out-of-school settings. Students should expect to participate for the full year. Instructor permission is required to enroll.

Grading Criteria:

The course may be taken either for a letter grade or on a S/U basis.

Class participation. The group meets for three hours weekly and depends for its effectiveness on the active involvement of all students. Each person is expected to contribute to others' learning. Aspects of course participation include regular attendance, thorough preparation, in-class participation, and out-of-class support on projects and papers. Participants are expected to present their own work-in-progress for discussion at least every third week throughout the year, and to read in advance the materials circulated by other participants for use in class. (50%)

Course project(s): Each participant is expected to develop an agenda or project of research work no later than the 3rd week of class and to present work for consultation approximately every three weeks. For advanced graduate students, this is likely to involve work on prequalifying papers, a dissertation proposal, or the dissertation itself. Students in their first or second year will consult with the instructor on an appropriate independent project. (50%).

DISSERTATIONS BY POME STUDENTS

Huang, Xiaoting 2010	Differential Item Functioning: The Consequence of Language, Curriculum, or Culture? (Chair: Wilson)
Huynh, Kim Nga 2010	Motivations, Strategies, and Outcomes of Youths in Transition: Why Students Respond to Community College Environments in the Ways They Do (Chair: Grubb)
Jang, Heeju 2010	Measuring Teacher Beliefs about Mathematics Discourse: An Item Response Theory Approach (Chair: Newton)
McGuire, Leah 2010	Practical Formulations of the Latent Growth Item Response Model (Chair: Wilson)
Nicholson, Brandon 2010	Minor Leagues: The Commercialization of Youth Sports and Its Implications for Privatization (Chair: Fuller)
Mireles, Laurie 2009	<i>Upward Bound</i> Examined (Chair: Perlstein)
Yi, Suzanna 2009	Enhancing college access: Measuring perceived support for college-going (Chair: Stern)
Zheng, Xiaohui 2009	Multilevel item response modeling: Applications to large-scale assessment of academic achievement (Chair: Rabe-Hesketh)
Livas, Alejandra 2008	The role of culture in early childhood: An examination of diverse parents' beliefs and practices in relation to their preschool-aged children (Chair: Fuller)
Maul, Andrew 2008	Improving the measurement of emotional intelligence (Chair: Wilson)
Park, Sandra 2008	No longer the "forgotten player": Districts respond to institutional messages about accountability (Chair: Little)
Tan, Rachael 2008	A mixed-methods approach to test evaluation using explanatory item response modeling and think-alouds (Chair: Wilson)
Wilmot, Diana 2008	Assessing progress toward college readiness with psychometric and cognitive models of student learning in mathematics (Chair: Wilson)
Caspary, Kyra 2007	Reformulating Merit: Prediction and Representation in Undergraduate Admissions (Chair: Stern)
Poole, Sonja 2007	Degrees of Accountability: An Analysis of Charter Schools and Traditional Public Schools in America (Chair: Fuller)

Russell, Jennifer 2007	Not Kid Stuff Anymore? Institutional Change in Kindergarten Education (Chair: Little)
Sanchez, Juan 2007	Analyzing undergraduate admissions criteria (the SATs) and understanding students' academic growth using Hierarchical Linear Models, item response theory and differential item functioning analyses: A study of the University of California's EAOP students' academic growth and graduation from UC (Chair: Rabe-Hesketh)
Santelices, Veronica 2007	Differential Item Functioning in the SAT I: Reasoning Test (Chair: Wilson)
Schwab, Cheryl 2007	What can we learn from PISA?: Investigating PISA's approach to scientific literacy (Chair: Wilson)
Tokheim, Shirley 2007	A Promise of Partnership: Parental Involvement and Social Reproduction in One Middle School (Chair: Perlstein)
Young, Kathryn 2007	Social Constructions of Disability and Typicality in a Combined Credential Program (Chair: Perlstein)
Brill, Fred 2006	Taking off the Cape: Using Reflective Storytelling and Narrative Analysis to Understand and Promote Professional Development in Novice School Leaders (Chair: Grubb)
Clark, Sandra 2006	Women Faculty in Community Colleges: Career Success or Marginalization? (Chair: Little)
Duckor, Brent 2006	Measuring Measuring: An Item Response Theory Approach (Chair: Wilson)
Liu, Ou 2006	Evaluating Differential Gender Performance on Large-Scale Math Assessments: A multidimensional Rasch modeling and mixture approach (Chair: Wilson)
Morell, Linda 2006	Validity Evidence Based on Response Processes: A Proposal for Expansion (Chair: Wilson)
O'Brien, Bridget 2006	Learning in Practice and Learning to Practice (Chair: Stern)
Allen, Diane 2005	Validity, Reliability, and Responsiveness of the Movement Ability Measure, a New Instrument for Assessing Physical Therapist Competence (Chair: Wilson)
Gawlik, Marytza 2005	Cutting Loose: Autonomy and Education in Charter Schools (Chair: Fuller)
Kawai, Junko 2005	Academic Markets and Policy Arrangements: International Students in Japanese Higher Education (Chair: Grubb)

Nagle, James 2005	Prospective Teachers Navigating through a Teacher Education Program (Chair: Little)
Timms, Michael 2005	Predicting Students' Need for Help in Intelligent Tutoring Systems (Chair: Wilson)
Wu, Christopher 2005	Thinking through New Vocationalism: Examining Career Academy Students' Problem Solving and School Performance (Chair: Stern)
Xie, Yiyu 2005	Three studies of Person Item Interactions in International Assessment of Educational Achievement (Chair: Wilson)
Cox, Rebecca 2004	Navigating Community College Demands: Contradictory Goals, Expectations, and Outcomes in Composition (Chair: Grubb)
Goe, Laura 2004	An Evaluation of California's Immediate Intervention/Underperforming Schools Program (II/USP) in Middle Schools (Chair: Grubb)
Kafka, Judith 2004	From Discipline to Punishment: Race, Bureaucracy, and School Discipline Policy in Los Angeles (Chair: Perlstein)
Scalise, Kathleen 2004	BEAR CAT: Toward a Theoretical Basis for Dynamically Driven Content in Computer-Mediated Environments (Chair: Wilson)
The, Laik Woon 2004	Catholic/Christian Mission School Effect in Singapore (Chair: Wilson)
Caldwell, Allen 2003	Transnational Organizational Field Formation: The Case of Business and Human Rights (Chair: Wilson)
Curry, Marnie 2003	Critical Friends: A Case Study of Teachers' Professional Community in a Reforming High School (Chair: Little)
Dorn, Charles 2003	Education in a Time of War (Chair: Perlstein)
Flessa, Joseph 2003	What's Urban in the Urban School Principals: Case Studies of Four Middle School Principals in One City School District (Chair: Grubb)
Huang, Danny 2003	Individual and Contextual Determinants of Job Turnover: Evaluating the Effectiveness of Child-Care Retention Incentive Programs (Chair: Fuller)
Watanabe, Maika 2003	High-Stakes Accountability for Equity? A Study of Classroom Instruction across Tracks in North Carolina (Chair: Little)

EMPLOYERS OF POLICY GRADUATES

Baruch College/CUNY: School of Public Affairs

Boston College, Lynch School of Education

College of Marin

Columbia University, Teachers College

CSU Fullerton, Dept of Elementary, Bilingual and Reading Education

CSU Humboldt, School of Education

Educational Services, Woodland, CA

Graduate Theological Union, Office of Student Affairs, Berkeley, CA

HealthNet

Laney College, Oakland, CA

San Diego City College

San Francisco State University: Secondary Education Department

Saint Michael's College, Burlington, VT: Secondary Teacher Education

University of California Office of the President: Teacher Ed & Prof'l Devel

University of California, Berkeley: College of Environmental Design

University of California, Berkeley: Center for Underrep. Engineering Students

University of California, Berkeley, Haas Business School

University of California, Los Angeles

University of California, Santa Cruz

University of Colorado

University of Michigan

University of Pittsburgh: School of Education

University of Puget Sound, School of Education

University of San Francisco: School of Business

University of Wisconsin - Madison

Vassar College: Department of Education

EMPLOYERS OF QME GRADUATES

California Department of Education
Columbia University, New York
Educational Testing Service (ETS), Princeton, NJ
Harcourt Assessment, Inc.
Institute of Education - Hong Kong
Korean National Educational Research Institute
Ministry of Education, Singapore
National Chung-Cheng University, Taiwan
Pearson Assessments
San Francisco State University: Department of Education
San Francisco State University: Department of Nursing
San Jose State University
Schroeder Measurement Technologies, Inc.
Seoul National University, Korea
Sonoma State University: Office of Institutional Research
University of California, Berkeley: BEAR Center
University of California, Berkeley: Graduate School of Education
University of California, San Francisco: Medical Education
University of California, Santa Barbara: Department of Education
University of Colorado, Boulder
University of Hawaii at Manoa
University of Minnesota
University of Oregon
University of Oslo
University of Texas at Austin: Charles A. Dana Center
WestEd, Inc.

Appendix A. The POME Faculty

Cynthia E. Coburn, Associate Professor

cecoburn@berkeley.edu

Policy, Organization, Measurement, and Evaluation

PhD, Stanford University, Education

CYNTHIA COBURN brings the tools of organizational sociology to understand the relationship between instructional policy and teachers' classroom practices in urban schools. She has studied these issues in the context of state and national reading policy, attempts to scale-up innovative school reform programs, and district-wide data use initiatives. Coburn is also Senior Program Associate with the Spencer Foundation, helping to conceptualize their Data Use and Educational Improvement Initiative. She won the 2002 Award for Outstanding Dissertation from Division L (policy and politics) of the American Educational Research Association, the Palmer O. Johnson Award for outstanding article in an AERA journal in 2006, and the Albert J. Harris Award from the International Reading Association in 2008. Coburn has a B.A. in philosophy from Oberlin College, and a M.A. in Sociology and a PhD in Education from Stanford University.

Bruce Fuller, Professor

b_fuller@berkeley.edu

Policy, Organization, Measurement, and Evaluation

PhD, Stanford University; Policy, Organizational Behavior, and Institutions

BRUCE FULLER's work focuses on the tensions stemming from state activism, cultural diversity, and the de-centering of public aims and institutions. Fuller details how related conflicts are playing out – and with what consequences for children's development and families – in education and family policy arenas. He co-directs Policy Analysis for California Education (PACE), a research center based at Stanford and the University of California. Prior to becoming a teacher and scholar, Fuller worked for a state legislature, a governor, then as a sociologist at the World Bank. He taught at Harvard's graduate school of education before returning home to the San Francisco Bay Area. His most recent books are (with Susan D. Holloway), *Through My Own Eyes: Single Mothers and the Cultures of Poverty* (Harvard, 1997). *Inside Charter Schools: The Paradox of Radical Decentralization* (Harvard, 2000), and *Government Confronts Culture* (Taylor & Francis, 1999). Fuller co-edits, with Emily Hannum, the annual *Review of Research in Sociology of Education*. He is completing a book on the political and cultural dilemmas surrounding the universal preschool movement, as the central state meets a vastly decentralized array of community activists and organizations.

Bernard R. Gifford, Professor

bgifford@berkeley.edu

Development and Cognition; Education in Mathematics, Science, and Technology

Policy, Organization, Measurement, and Evaluation

PhD, University of Rochester, Biophysics

BERNARD R. GIFFORD is on the faculty of both POME and the Graduate Group in Science and Mathematics Education (SESAME) programs. Gifford served for six years as Dean of Berkeley's Graduate School of Education (GSE). He also served as the Founding Faculty Director of the UC Berkeley/California State University Joint Doctoral Program in Leadership for Educational Equity (JDP)

from 2003 to 2009. His recent energies have been devoted to identifying cost-effective strategies for using the most advanced computational and communications technologies to support the education of the nation's least advantaged public school students. His recent publications include: *The probability inquiry environment* (with P. Vahey and N. Enyedy, 1999); *The linguistic isolation of Hispanic students in California's public schools* (with G. Valdes, 2005), *Learning Conductor: Mathematics, A community source distributed learning environment* (2005); *Computer-based assessment in E-learning* (with K. Scalise, 2006); and *Representational fluency in HIV clinical practice* (with M. Banach & M. Holodniy, 2007). Gifford received his PhD in radiation biology and biophysics from the University of Rochester Medical School, where he was an Atomic Energy Commission Fellow in Nuclear Science and was elected to *Phi Beta Kappa*. He spent a postdoctoral year at Harvard University, where he was a Kennedy Fellow at the John F. Kennedy School of Government, as well as a Loeb Fellow at the Graduate School of Design (City and Regional Planning).

W. Norton Grubb, Professor

wngrubb@berkeley.edu

Policy, Organization, Measurement, and Evaluation

PhD, Harvard University, Economics

W. NORTON GRUBB is a professor and the David Gardner Chair in Higher Education at the School of Education, the University of California, Berkeley. He is also the Faculty Coordinator of the Principal Leadership Institute, an innovative program preparing leaders for urban schools. His interests include higher education, especially community colleges; the effects of resources in schools; the occupational roles of education; secondary schools and their reforms; and equity issues. His teaching includes courses on equity and inequality; finance and budgeting; the economics of education; and the historically persistent issues in education. His most recent books include *Leading from the Inside Out: New Roles for Teachers in Equitable Schools*, with Lynda Tredway, published by Paradigm Publishers in March 2010; *The Money Myth: School Resources, Outcomes, and Equity*, published in January 2009 by the Russell Sage Foundation, New York; and *The Education Gospel: The Economic Power of Schooling* (Harvard University Press, 2004, 2007), with Marvin Lazerson. He received his doctorate in economics from Harvard University in 1975.

Judith Warren Little, Professor & Dean

jwlittle@berkeley.edu

Policy, Organization, Measurement, and Evaluation

PhD, University of Colorado, Sociology

JUDITH WARREN LITTLE has recently been appointed Dean of the Graduate School of Education. Her research and teaching interests center on the school as a professional environment, with special attention to teachers' careers and collegial relationships, and on policies and practice of teachers' professional development. In pursuing these interests, she has attempted to balance micro-analytic attention to the daily life of schools-the search for locally situated meanings, identities, and relationships-with a macro-analytic view of the larger social, institutional, and policy environments in which the work of teaching resides. She is currently working on a book tentatively titled *Inside Teacher Community*, which focuses on uncovering the practices and conditions that equip some teacher work groups to foster professional learning and improvements in teaching. Judith has taught courses on aspects of teachers' work and teacher policy, as well as introductory and advanced courses in qualitative research methods. She was recipient of a Spencer Foundation Mentor award for 1996-1998, and was awarded the Carol Liu Chair in Education Policy in 2002. She is an elected member of the National Academy of Education.

Heinrich Mintrop, Associate Professor

mintrop@berkeley.edu

Policy, Organization, Measurement, and Evaluation

PhD, Stanford University, Education

HEINRICH MINTROP was a teacher in both the United States and Germany before entering his academic career. He received an MA in Political Science and German Literature at the Freie Universität Berlin (1978) and a PhD in Education from Stanford University (1996). As a researcher, he explores how educational policies form institutional structures that in turn shape teaching and learning in schools. He is particularly interested in the tension between student achievement and citizenship, accountability and democratization. He examined these relationships, first, in East German schools that underwent fundamental changes after the collapse of socialism. A number of articles and a book *Educational Change and Social Transformation* (Falmer 1996), published with Hans Weiler and Elisabeth Fuhrmann, resulted from this work. He co-authored (with Bruno Losito, CEDE, Italy) *The Teaching of Civic Education*, a chapter in the IEA Report on Civic Education that looks at the conditions of Civic Education teaching in 28 countries. In recent years, he has turned to the issue of school accountability, particularly in low performing schools. This work has resulted in the book *Schools on Probation. How Accountability Works (and Doesn't Work)*, at Teachers College Press. He was awarded a Carnegie Corporation scholarship to study school accountability systems comparatively in the United States and Germany.

Xiaoxia A. Newton, Assistant Professor

xnewton@berkeley.edu

Policy, Organization, Measurement, and Evaluation

PhD, University of California, Los Angeles (UCLA), Education

XIAOXIA A. NEWTON is an assistant professor in the division of Policy, Organization, Measurement, and Evaluation (POME), Graduate School of Education, University of California, Berkeley. Prior to Berkeley, she worked as a postdoctoral scholar for the Teachers for a New Era (TNE) research project at Stanford University. Her research focuses on using a variety of methodological tools to address educational and policy issues related to students' opportunities to learn mathematics, pipeline in Science, Technology, Engineering, and Mathematics (STEM) education, teacher preparation, professional development, and evaluation. Newton obtained her PhD in Education with an emphasis on quantitative research methodology and evaluation from UCLA.

Daniel H. Perlstein, Associate Professor

danperl@berkeley.edu

Policy, Organization, Measurement, and Evaluation

PhD, Stanford University, History of Education

DANIEL PERLSTEIN is an historian whose work focuses on the institutional and political influences on American education. He is particularly concerned with the ways schooling reflects both democratic aspirations in American life and diversity and inequality in American society. His interests include urban school reform, teacher organizing, and progressive education. His forthcoming book, *Justice, Justice: School Politics and the Eclipse of Liberalism*, explores the place of race and class conflicts in American schools. Recent publications include "Imagined Authority: Blackboard Jungle and the Crisis of American

Education Liberalism," in *Paedagogica Historica* (2000); "If Not Now, When? Social Justice and Teacher Unions in Historical Perspective," in *Transforming Teacher Unions* (1999); and "Community and Democracy in American Schools: Arthurdale and the Fate of Progressive Education," in *Teachers College Record* (1996).

Sophia Rabe-Hesketh, Professor
Sophiarh@berkeley.edu

Policy, Organization, Measurement, and Evaluation
PhD, King's College, University of London, Theoretical Physics

SOPHIA RABE-HESKETH is a statistician conducting methodological research in multilevel and latent variable modeling. She has developed a modeling framework called GLLAMM (Generalized linear latent and mixed modeling) and written a publicly available software package gllamm to estimate these models (see <http://www.gllamm.org>). She has published in *Psychometrika*, *Biometrics*, *Journal of Econometrics*, *Journal of Educational and Behavioral Statistics*, and *Journal of the Royal Statistical Society* (among others), with nearly 100 peer-reviewed papers in total. Key papers include "Maximum likelihood estimation of limited and discrete dependent variable models with nested random effects" in *Journal of Econometrics* (with Skrondal and Pickles, 2005) and "Generalized multilevel structural equation modeling" in *Psychometrika* (with Skrondal and Pickles, 2004). Her six books include "Generalized Latent Variable Modeling" (with Skrondal, 2004) and "Multilevel and Longitudinal Modeling Using Stata (2nd Edition)" (with Skrondal, 2008). Her editorial service includes being an editor of *Statistical Methods in Medical Research* and associate editor of *Psychometrika*. She has held over 20 research courses worldwide, including at the Joint Statistical Meetings, the International Psychometric Society, and International Biometric Society Meetings. Sophia is a member of technical advisory groups for the National Assessment of Educational Progress (NAEP) and Program for International Student Assessment (PISA). In addition to her methodological research, Rabe-Hesketh has several collaborations with education researchers.

Janelle Scott, Assistant Professor
jtscott@berkeley.edu

Policy, Organization, Measurement, and Evaluation
PhD, UCLA, Education Policy

JANELLE SCOTT is an Assistant Professor at the University of California at Berkeley in the Graduate School of Education and African American Studies Department. She earned a PhD 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. Prior to earning her doctorate, she taught elementary school in Oakland, California. Her research explores the relationship between education, policy, and equality of opportunity, and centers on three related policy strands: the racial politics of public education, the politics of school choice, marketization, and privatization, and the role of advocacy in shaping public education. Her work has appeared in several edited books and journals, including the *Peabody Journal of Education*, *Educational Policy*, *American Educational Research Journal*, and the *Harvard Educational Review*. She is also the editor of *School choice and diversity: What the evidence says* (2005 Teachers College Press). Her work on venture philanthropy was funded through a National Academy of Education/Spencer Foundation Postdoctoral Fellowship in 2008-2009.

Tina Trujillo Assistant Professor
trujiillo@berkeley.edu

Policy, Organization, Measurement, and Evaluation
PhD, UCLA, Urban Schooling

TINA TRUJILLO studies the potential of policy and administrative levers to help create more equitable educational systems for traditionally underserved student populations. Using concepts from the politics of education and sociology, she currently examines how high-stakes accountability policies have established state-determined performance goals for districts and schools, and the resultant expansion of centralized instructional regimes that prioritize program coherence and systemic alignment. She is interested in the political and organizational dynamics that shape educational leaders' responses to these policies, as well as the types of instruction that are advanced, suppressed, or overlooked under such regimes—particularly for low-income students of color. A former urban public school teacher, school reform coach, and educational evaluator, Tina builds on her practical experience as inspiration for and insight into research and teaching. At Berkeley, she teaches PhD students in POME and prepares educational leaders in the Leadership for Educational Equity Doctoral Program (LEEP) and Principal Leadership Institute (PLI).

Mark Wilson, Professor
markw@berkeley.edu

Policy, Organization, Measurement, and Evaluation
Cognition and Development
PhD, University of Chicago, Educational Measurement, Educational Statistics

MARK WILSON has just been elected as the President of the Psychological Association for 2011-2012. He is a Fellow of the American Psychological Association and founding Editor of the journal *Measurement: Interdisciplinary Research and Perspectives*. He recently gave both the *William Angoff Memorial Lecture* (Educational Testing Service) and the *Samuel J. Messick Memorial Lecture* (Learning Testing Research Colloquium, University of Melbourne). His interests in measurement range from (a) reforming the approach typically taken to measurement in education and, more broadly, across the social sciences, to (b) innovations in mathematical and statistical modeling for measurement, to (c) the policy and practical issues involved in educational and psychological assessment. These interests are founded upon the core professional practice of developing practical assessments and assessment systems—these focus on educational applications, but also reach out into a broader range of areas including psychological and health applications. In the last several years, he has published four books that illustrate the breadth of his interests. *Constructing measures: An item response modeling approach*¹ is an introduction to modern measurement; *Explanatory item response models: A generalized linear and nonlinear approach*², co-authored with Paul De Boeck of the University of Amsterdam, introduces an overarching framework for the statistical modeling of measurements. *Towards coherence between classroom assessment and accountability*³ is an edited volume exploring the relationships between large-scale assessment and classroom-level assessment. He has also recently co-chaired the National Research Council Committee on Assessment of Science Achievement—its report, the fourth book, is entitled *Systems for state science assessment*⁴.

¹<http://www.taylorandfrancis.com/books/details/9780805847857/>

² <http://www.springer.com/statistics/social/book/978-0-387-40275-8>

³ <http://www3.interscience.wiley.com/journal/118765558/issue>

⁴ <http://www.nap.edu/catalog/11312.html>