This directory is a revised listing of projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. It includes the addresses, telephone numbers, mission statements, major activities, key staff, and OERI liaison of the 9 regional educational laboratories, the 19 national research and development centers, the 16 Educational Resources Information Center (ERIC) clearinghouses, the ERIC Processing and Reference Facility, the ERIC Document Reproduction Service, the National Education Longitudinal Study of 1988, and the National Assessment of Educational Progress. (MES)
Institutional Projects

Funded by OERI

U.S. Department of Education
Office of Educational Research and Improvement
Information Services
February 1988
Preface

Originally issued in December 1986, this directory is a revised listing of projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. It includes the addresses, telephone numbers, mission statements, major activities, and key staff of the regional educational laboratories, the national research and development centers, the ERIC clearinghouses, the National Assessment of Educational Progress, and the National Education Longitudinal Study of 1988. Also included are the OERI project officers monitoring the projects for the Federal Government.

This directory was prepared by Elizabeth T. Payer, Information Services.

Information Office

The Information Office is staffed with statisticians and education information specialists who can answer questions about education statistics, research, technology, and practice, particularly as they relate to programs in the Office of Educational Research and Improvement.

To contact our Information Office, call toll free (800) 424-1616 (in the Washington Metropolitan Area call 526-9854) or write: Information Office, Room 300, 555 New Jersey Avenue, NW, Washington, D.C. 20208-1325.
# Table of Contents

- Preface iii
- Information Office iii
- Directory of OERI Senior Staff 1

## Regional Educational Laboratories

- Appalachia Educational Laboratory 5
- Far West Laboratory for Educational Research and Development 6
- Mid-Continent Regional Educational Laboratory 7
- North Central Regional Educational Laboratory 9
- Northwest Regional Educational Laboratory 10
- Regional Laboratory for Educational Improvement of the Northeast and Islands 12
- Research for Better Schools 13
- Southeastern Educational Improvement Laboratory 14
- Southwest Educational Development Laboratory 15

## National Research and Development Centers

- Center for Bilingual Research and Second Language Education 17
- National Center on Education and Employment 19
- Center for Research on Elementary and Middle Schools 20
- National Center on Effective Secondary Schools 21
- National Center for Research to Improve Postsecondary Teaching and Learning 22
- Center for Postsecondary Governance and Finance 23
- Center for Policy Research in Education 24
- Center for Research on Evaluation, Standards, and Student Testing 25
- National Center for Research on Teacher Education 26
- Center for the Study of Learning 27
- Center for the Study of Writing 28
- Educational Technology Center 29
- Reading Research and Education Center 30
- Center for Research on the Context of Secondary School Teaching 32
- Arts Education Research Center 33
- Center for the Learning and Teaching of Elementary Subjects 36
- Center for the Learning and Teaching of Literature 37
- Center for the Learning and Teaching of Mathematics 38
- Research Synthesis Center for the Teaching, Learning, and Assessment of Science 39
| Clearinghouse on Adult, Career, and Vocational Education | 41 |
| Clearinghouse on Counseling and Personnel Services | 42 |
| Clearinghouse on Educational Management | 43 |
| Clearinghouse on Elementary and Early Childhood Education | 44 |
| Clearinghouse on Handicapped and Gifted Children | 45 |
| Clearinghouse on Higher Education | 46 |
| Clearinghouse on Information Resources | 47 |
| Clearinghouse on Junior Colleges | 48 |
| Clearinghouse on Languages and Linguistics | 49 |
| Clearinghouse on Reading and Communication Skills | 50 |
| Clearinghouse on Rural Education and Small Schools | 51 |
| Clearinghouse on Science, Mathematics, and Environmental Education | 52 |
| Clearinghouse on Social Studies/Social Science Education | 53 |
| Clearinghouse on Teacher Education | 54 |
| Clearinghouse on Tests, Measurement, and Evaluation | 55 |
| Clearinghouse on Urban Education | 56 |
| ERIC Processing and Reference Facility | 57 |
| ERIC Document Reproduction Service (EDRS) | 58 |

National Education Longitudinal Study of 1988 | 59
National Assessment of Educational Progress | 60
Directory of OERI Senior Staff

Office of the Assistant Secretary

Assistant Secretary
and Counselor to the Secretary
Chester E. Finn, Jr. .................................................... (202) 732-3032

Chief of Staff
Bruno V. Manno ....................................................... (202) 357-6050

Deputy Assistant Secretary for Policy and Planning
Ronald P. Preston ...................................................(202) 357-6050

Deputy Assistant Secretary for Operations
Vacant

Special Advisor
Henry L. Curry .......................................................... (202) 732-3032

Special Assistant
Patricia A. Hobbs .......................................................... (202) 732-3032

Executive Assistant
Thomas E. Brown ......................................................... (202) 357-6000

Director, Secretary's Discretionary Fund
William A. Wooten .................................................... (202) 732-3566

Acting Director of Operations
Bruno V. Manno .......................................................... (202) 357-6050

Senior Program Analyst
Robert M. Mulligan ..................................................... (202) 357-6000

Executive Officer
Thomas R. Hill ........................................................... (202) 357-6000

Information Services

Director
Ray Fields ................................................................. (202) 357-6556

Senior Program Manager
Ned Chalker ............................................................... (202) 357-6560

Director, Education Library Division
Sharon K. Horn ........................................................... (202) 357-6935

Director, Special Services Division
John B. Lyons ............................................................. (202) 357-6558

Director, Public Information Division
Suellen Mauchamer ...................................................... (202) 357-6651

Director, Outreach Staff
and Senior Advisor to the Assistant Secretary
Mitchell B. Pearlstein .................................................. (202) 357-6560
Office of Research

Director
Sally B. Kilgore (202) 357-6079
Senior Program Manager
Emmett Fleming (202) 357-6239
Senior Program Coordinator
Arthur D. Sheekey (202) 357-6079
Director, Learning and Instruction Division
John L. Taylor (202) 357-6079
Acting Director, Schools and School Professionals Division
Conrad G. Katzenmeyer (202) 357-6207
Director, Higher Education and Adult Learning Division
Salvatore Corrallo (202) 357-6243
Director, Education and Society Division
James Carper (202) 357-6223

Programs for the Improvement of Practice

Director
Milton Goldberg (202) 357-6185
Senior Program Manager
Ronald F. Myers (202) 357-6164
Director, Recognition Division
Shirley B. Curry (202) 357-6134
Acting Director, Research Applications Division
Nelson C. Smith (202) 357-6187
Director, Educational Networks Division
David P. Mack (202) 357-6116

Library Programs

Director
Anne J. Mathews (202) 357-6293
Senior Program Coordinator
Vacant
Director, Public Library Support Staff
Robert L. Klassen (202) 357-6303
Director, Library Development Staff
Frank A. Stevens (202) 357-6315

Center for Education Statistics

Director
Emerson J. Elliott (202) 357-6828
Assistant Director
Nancy-Jane Stubbs (202) 357-6839
Center for Education Statistics

Director, Crosscutting Education Statistics and Analysis Division
Paul R. Hall (202) 357-6395

Director, Elementary & Secondary Education Statistics Division
Paul D. Planchon (202) 357-6614

Director, Postsecondary Education Statistics Division
Samuel S. Peng (202) 357-6354

Director, Elementary/Secondary Outcomes Division
David A. Sweet (202) 357-6761
Regional Educational Laboratories:  
Mission and Functions

OERI funds nine regional laboratories which carry out applied research, development, and technical assistance for educators, parents, and decisionmakers in the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific Basin Region. Each laboratory serves a geographic region and is governed by an independent board of directors.

Laboratories plan programs through an ongoing assessment of regional needs, a knowledge of the current trends in research and practice, and interaction with the many other agencies and institutions that assist communities and schools with educational improvement. Improving schools and classrooms is the goal of the laboratories, a goal they carry out through a common set of five tasks or functions:

- Working with other regional organizations to apply research and improve schools. Partner organizations include State departments of education, intermediate school districts and intradistrict collaboratives, universities, colleges, and State associations of educators and parents.

- Assisting State-level policymakers on the implications of educational research and practice for policies and programs.

- Conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement.

- Collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development.

- Developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

OERI Team Leader for the Regional Educational Laboratory Program:

Barbara Lieb-Brilhart  
Programs for the Improvement of Practice  
Educational Networks Division  
(202) 357-6186
Appalachia Educational Laboratory, Inc. (AEL)

1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325
(304) 347-0400

Board President: Henry Marockie
Executive Director: Terry L. Eidell
Deputy Executive Director: Jack Sanders

States Served: Kentucky, Tennessee, Virginia, and West Virginia.

Task                                  Key Staff
Task I: Governance                     Terry L. Eidell
Task II: School Improvement           Jack Sanders
Task III: State Policy                Pamela B. Lutz
Task IV: R&D Resources                Terry L. Eidell
Task V: Collaboration                 Jack Sanders

Major Activities
Classroom Instruction                 Jane Hange
School Governance and Administration  Sandra R. Orletsky
Policy and Planning Center            Pamela B. Lutz
Professional Preparation and Research Terry L. Eidell
Regional Liaison Center               Betty Harris James
School Service Center                 Jack Sanders
Rural and Small Schools               Todd Strohmenger

OERI Institutional Liaison: Richard Lallmang
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6274
Far West Laboratory for Educational Research and Development (FWL)

1855 Folsom Street
San Francisco, California 94103
(415) 565-3000/3125/3115

Board President: Gerald J. Dadey
Executive Director: Dean H. Nafziger
Director of Regional Programs: Robert M. Peterson

States Served: Arizona, California, Nevada, and Utah.

<table>
<thead>
<tr>
<th>Task</th>
<th>Key Staff</th>
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</thead>
<tbody>
<tr>
<td>Task I: Governance</td>
<td>Robert M. Peterson</td>
</tr>
<tr>
<td>Task II: School Improvement</td>
<td>Nikola N. Filby</td>
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<tr>
<td>Task III: State Policy</td>
<td>Robert M. Peterson</td>
</tr>
<tr>
<td>Task IV: R&amp;D Resources</td>
<td>C. Lynn Jenks</td>
</tr>
<tr>
<td>Task V: Collaboration</td>
<td>Stanley H. L. Chow</td>
</tr>
</tbody>
</table>

Major Activities

Teaching and Learning: John R. Mergendoller
Improving Organizational Effectiveness: C. Lynn Jenks
Professional Preparation and Development: Carolyn S. Cates
Students at Risk: Larry F. Guthrie
Center for Educational Policy: Robert M. Peterson
Southern Service Center: Roger Dash
Rural and Small Schools: Stanley H. L. Chow
Planning and Evaluation: Paul D. Hood
Publication Services: Donna Bellorado

OERI Institutional Liaison: Cheryl Garnette
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6116
Mid-Continent Regional Educational Laboratory (McREL)

Denver Office

12500 East Iliff, Suite 201
Aurora, Colorado 80014
(303) 337-0990

Kansas City Office

4709 Belleview Avenue
Kansas City, Missouri 64112
(816) 756-2401

Board Chairman: John Prasch
Executive Director: Larry Hutchins (Denver Office)
Principal Investigator: Toni Haas (Denver Office)

States Served: Colorado, Kansas, Nebraska, Missouri, Wyoming, North Dakota, and South Dakota.

Task

Task I: Governance
Task II: School Improvement
Task III: State Policy
Task IV: R&D Resources
Task V: Collaboration

Key Staff

Toni Haas (Denver)
Susan Everson (Kansas City)
Shirley McCune (Denver)
Robert Ewy (Denver)
Toni Haas (Denver)

Major Activities

Foster regional communication

Toni Haas

Disseminate information, foster networks, and provide technical assistance to improve educational practice

Susan Everson

Strengthen the region's capacity to design and implement policies that support school improvement

Shirley McCune

Develop databases on economic, social political, and educational trends in the region

Shirley McCune
Major Activities

Develop new resources aimed at improving education for students most in need

Rural and Small Schools

Key Staff

Robert Ewy

Paul Nachtigal

OERI Institutional Liaison: Carol Mitchell
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6128
North Central Regional Educational Laboratory (NCREL)

295 Emroy Avenue
Elmhurst, Illinois 60126
(312) 941-7677

Board President: Ted Sanders
Executive Director: Jane Arends
Director, Office of Regional Programs: David Lidstrom
Director, Office of R&D Resources: Judson Hixson
Director, Institutional Collaboration & Development: Beau Jones Davis
Director, Rural Education: Larry Friedman

States Served: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

Task

Task I: Governance
Task II: School Improvement
Task III: State Policy
Task IV: R&D Resources
Task V: Collaboration

Key Staff

Jane Arends
David Lidstrom
David Lidstrom
Judson Hixson
Beau Jones Davis

Major Activities

Improving Student Performance

Strengthening the Quality of Instruction

Developing the Education Professions

Rural and Small Schools

OERI Institutional Liaison: Haroldie Spriggs
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6143
Northwest Regional Educational Laboratory (NWREL)

101 S.W. Main Street, Suite 500
Portland, Oregon 97204
(503) 275-9500

Board President: Barney C. Parker
Executive Director: Robert R. Rath
Associate Director: Ethel Simon-McWilliams


Major Activities

Assessment and Evaluation
Cultural Understanding and Equity
Business and Human Resource Agencies
Professional Development
Rural and Small Schools
School Improvement
Technology

Laboratory Program Areas

Education and Work
Evaluation and Assessment
Institutional Development and Communication
Literacy and Language
Planning and Service Coordination
R&D for Indian Education
School Improvement Program

Key Staff

Gary Estes
Ethel Simon-McWilliams
Larry McClure
John Mahaffy
Steve Nelson
Bob Blum
Don Holznagel
Larry McClure
Gary Estes
Jerry Kirkpatrick
Steve Reder
Rex Hagans
Joe Coburn
Bob Blum
Laboratory Program Areas

Technology Program

Western Center for Drug-Free Schools and Communities

Key Staff

Don Holznagel

Judy Johnson

For information about specific OERI sponsored tasks or projects, please contact the Office of the Executive Director.

OERI Institutional Liaison: Marshall Sashkin
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6120
Regional Laboratory for Educational Improvement of the Northeast and Islands

290 South Main Street
Andover, Massachusetts 01810
(617) 470-0098

Board Chair: Margareta Edwards
Executive Director: David P. Crandall


Task

Task I: Governance
Task II: School Improvement
Task III: State Policy
Task IV: R&D Resources
Task V: Collaboration

Key Staff

David P. Crandall
Leslie F. Hergert
Richard E. Basom, Jr.
Susan Loucks-Horsley
David P. Crandall

Major Activities

Leadership for School Improvement
Teacher Development
Public Policy for School Improvement
At-Risk Youth
Rural and Small Schools
Program Governance and Support

OERI Institutional Liaison: John C. Egermeier
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6119

Michael Mayo
Glen Harvey
Research for Better Schools (RBS)

444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300

Board President: Fred E. Means
Executive Director: John E. Hopkins
Associate Director: John A. Connolly

Areas Served: Delaware, District of Columbia, Maryland, Pennsylvania, and New Jersey.

Task

Task I: Governance
Task II: School Improvement
Task III: State Policy
Task IV: R&D Resources
Task V: Collaboration

Key Staff

Kathleen Lindenhofen
Arnold Webb
Richard A. McCann
Ronald L. Houston
Barbara Z. Presseisen

Major Activities

Institutional Development
Joan L. Buttram

Cooperative School Improvement
Arnold Webb

State Leadership Assistance
Richard A. McCann

Applied Research
Bruce Wilson

Products for Special Populations
Ronald L. Houston

National Networking
Barbara Z. Presseisen

Rural and Small Schools
Joseph J. D'Amico

OERI Institutional Liaison: Carter H. Collins
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6121
Southeastern Educational Improvement Laboratory (SEIL)

P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, North Carolina 27709-2746
(919) 549-8216

Board President: Richard A. Boyd
Executive Director: Charles J. Law, Jr.
Deputy Executive Director: Peirce Hammond

States Served: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

Task

Task I: Governance
Task II: School Improvement
Task III: State Policy
Task IV: R&D Resources
Task V: Collaboration

Key Staff
Charles J. Law, Jr.
Peirce Hammond
Joseph Haenn
Peirce Hammond
Charles J. Law, Jr.
Peirce Hammond

Major Activities

Improving Writing Skills
Making Effective Use of Technology
Improving Leadership Skills
State Policy and Educational Reform
The Teaching Profession
Improving Math Skills
Dropout Prevention
Rural and Small Schools

OERI Institutional Liaison:
John Coulson
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6133
States Served: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

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<tr>
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<tbody>
<tr>
<td>Task I: Governance</td>
<td>Preston C. Kronkosky</td>
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<td>Task II: School Improvement</td>
<td>Martha Smith</td>
</tr>
<tr>
<td>Task III: State Policy</td>
<td>Martha Smith</td>
</tr>
<tr>
<td>Task IV: R&amp;D Resources</td>
<td>David L. Williams, Jr.</td>
</tr>
<tr>
<td>Task V: Collaboration</td>
<td>David Wilson</td>
</tr>
</tbody>
</table>

Major Activities

- Improving Teacher and Administrator Performance: David L. Williams, Jr.
- Improving School and Classroom Productivity: Martha Smith
- Facilitating Student Achievement: David L. Williams, Jr.
- Information Services for Education Decisionmakers: Martha Smith
- Rural and Small Schools: Martha Smith, David L. Williams, Jr.

OERI Institutional Liaison: Susan Talley
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6129
The National Research and Development Centers are university-based projects that focus research on topics of national significance to educational policy and practice. Each center works in a defined field on a multi-year (and usually multi-disciplinary) program of research and development. Each center’s role is to:

- Exercise leadership in its mission area.
- Conduct programmatic research and development.
- Attract the sustained attention of the best researchers to education problems.
- Create a long-term interaction between researchers and educators.
- Participate in a network for collaborative exchange in the education community.
- Engage in a dissemination program.

OERI Coordinator for the National Research and Development Center Program:

James Fox
Office of Research
Office of the Director
(202) 357-6079
Center for Bilingual Research and Second Language Education

University of California
1100 Glendon Avenue, Suite 1740
Los Angeles, California 90024
(213) 825-8886

Director: Amado M. Padilla

Affiliated Institution: Center for Applied Linguistics (CAL)

Mission

This Center is also known as the Center for Language Education and Research (CLEAR). Its mission is to assist in developing a language-competent American society. Its primary goals are to develop the English language competence and academic skills of language minority students and to develop the second/foreign language experience and competence of English-speaking, monolingual students. In pursuit of these goals, CLEAR’s staff of social science and education researchers are involved in research, development, and dissemination activities which will improve knowledge, instruction, curriculum and materials in bilingual and foreign language education.

Major Activities

Orientation Study
Academic and Cognitive Skills Development
Professional Development for Practitioners
Materials Development and Evaluation
Transfer of Skills Across Languages
Foreign Language Instruction Program Assessment
Foreign Language and Mother Tongue Loss

Key Staff

Amado Padilla, UCLA
Evelyn Hatch, UCLA
Conception Valadez, UCLA
Conception Valadez, UCLA
Donna Christian, CAL
Evelyn Hatch, UCLA
Rebecca Oxford, UCLA
John Clark, CAL
Major Activities

Programs that Jointly Meet the Needs of Language Minority and Majority Students

OERI Center Liaison: John Taylor
Office of Research
Learning and Instruction Division
(202) 357-6021
National Center on Education and Employment

Teachers College
Columbia University
Box 174
New York, New York 10027
(212) 678-3091

Director: Sue E. Berryman
Associate Director for Communication: Erwin Flaxman

Affiliated Institutions: The RAND Corporation and City University of New York, Graduate Center.

Mission

The Center's research program seeks to improve the knowledge base for deciding who should teach what work-related skills to whom, when, how, and for what purposes. Toward this objective, it supports research by economists, sociologists, psychologists, and policy analysts. The Center also has an active program to communicate this knowledge to those who can use it, and, in conjunction with policymakers, to explicate and synthesize its implications for work-related education in this country.

Major Activities

Trends in the Nature and Structure of Work
Cognitive Skills in the Workplace
Education and the Labor Market
Community-Based Planning for Work-Related Education: Implications for Research and Policy

Key Staff

Thomas Bailey
Thierry Noyelle
Sylvia Scribner
Jacob Mincer
Joseph Altonji
Thomas Glennan, Jr.
James Harvey
Anthony Pascal
Arthur Wise
Peter Morrison

OERI Center Liaison: Nabeel Alsalam
Office of Research
Higher Education and Adult Learning Division
(202) 357-6243
Center for Research on Elementary and Middle Schools

Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
(301) 338-7570

Co-Directors: James McPartland
Edward McDill

Mission

The mission of the Center for Research on Elementary and Middle Schools is to produce useful knowledge about how elementary and middle schools can foster growth in students’ learning and development. The work of the Center is designed to produce: (a) better scientific understanding of how elementary and middle schools can foster student learning of academic knowledge and skills and student development of valued personal characteristics such as strong self-concept, civic values, and independence; (b) research-based practical methods for improving the effectiveness of elementary and middle schools; and (c) specific strategies for implementing effective research-based school and classroom practices.

Major Activities

Program on Effective Elementary Schools
Program on Effective Middle Schools
Program on School Improvement

Key Staff

Robert Slavin
Nancy Karweit
Joyce Epstein
James McPartland
Gary Gottfredson
Denise Gottfredson

OERI Center Liaison: René Gonzalez
Office of Research
Schools and School Professionals Division
(202) 357-6220
Mission

The Center seeks to learn how to improve student achievement in secondary schools. Special attention is directed to the needs of disadvantaged and less successful students. Research on improving academic achievement is guided by three central assumptions: (1) since the concept and measurement of achievement are problematic, the mission should not be simply to increase student scores on tests currently in use; (2) to improve academic achievement, we must first understand how to increase student engagement in academic work; and (3) although policies and conditions originating beyond the school have substantial impact on student achievement, more attention must be given to the strategies that teachers and administrators can use to alter conditions in schools to increase students' engagement and achievement.

Major Activities

Academic Achievement Clearinghouse

Higher-Order Thinking in the High School Humanities

The Stratification of Learning Opportunities in Middle and High Schools

Programs and Policies to Serve At-Risk Students

Alternative Structures and the Quality of Teacher Worklife

Non-Instructional Influences on Adolescent Engagements and Achievement

Key Staff

Fred Newmann

Fred Newmann

Adam Gamoran

Martin Nystrand

Gary Wehlage

Karen Seashore Trivellato

B. Bradford Brown

Laurence Steinberg

OERI Center Liaison: Oliver Moles

Office of Research

Schools and School Professionals Division

(202) 357-6207
National Center for Research to Improve Postsecondary Teaching and Learning

School of Education
University of Michigan
Ann Arbor, Michigan 48109-1259
(313) 936-2741

Director: Joan S. Stark
Associate Director: Wilbert J. McKeachie

Mission

The Center focuses research, development, and dissemination activities on college classroom learning and teaching strategies, curricular structure and integration, faculty attitudes and teaching behaviors, organizational practices, and use of emerging information technology. It emphasizes cognitive development of undergraduate students in colleges that concentrate on teaching as their primary mission. This emphasis was chosen because recent research in cognition holds great promise for improving learning and teaching in higher education.

Major Activities

Key Staff

Instructional Processes
  and Educational Outcomes
  Wilbert J. McKeachie

Curricular Influences and Impacts
  Joan S. Stark

Faculty As a Key Resource
  Robert Blackburn

Organizational Context
  for Teaching and Learning
  Marvin Peterson

Learning and Teaching and Technology
  Robert Kozma

Research, Leadership, Design,
  and Integration
  Wilbert J. McKeachie
  Joan S. Stark

OERI Center Liaison: Clifford Adelman
Office of Research
Higher Education and Adult Learning Division
(202) 357-6253
Center for Postsecondary Governance and Finance

Executive Office
University of Maryland - College Park
College of Education
6525 Belcrest Road, Suite 430
Hyattsville, Maryland 20782
(301) 454-1568

Executive Director: Richard P. Chait
Associate Director for Research: Frank Schmidtlein
Associate Director for Communication and Administration: Kathryn Theus
Director of Collaborative Activities: Robert Berdahl

Affiliated Institutions: Arizona State University; Teachers College, Columbia University; and University of Wisconsin - Madison.

Mission

The mission of the Center is to improve the effectiveness, efficiency, and equity of teaching, research, and public service in postsecondary education. This mission is carried out through policy research and dissemination of information designed to improve governance, management, and finance practices. The Center is pursuing the concerns of postsecondary education at the institutional, inter-institutional, State, and Federal levels. This includes: 1) promoting learning through teaching, 2) creating knowledge through research and scholarship, and 3) disseminating knowledge and providing assistance through public service activities.

Major Activities

Examining postsecondary education finance

Lee Hansen
Jacob Stampen
Gregory Jackson
John Lee
Richard Anderson

Examining postsecondary education governance

Robert Birnbaum
Robert Berdahl
Marvin Peterson
Richard Chait
Frank Schmidtlein
Richard Richardson
Monique Clague
Michael Nettles

OERI Center Liaison: Salvatore Corrallo
Office of Research
Higher Education and Adult Learning Division
(202) 357-6243
The Center produces research that: (1) is useful to policymakers and their constituents; (2) focuses on the relationships between policy and teaching, learning, school organization, and student performance; (3) strengthens the connections among policy, practice, and performance; (4) provides information about a range of policy approaches to influence education practice; (5) contributes to theory and knowledge about which policies work best under which circumstances; and (6) fosters a continuing and strengthened dialogue between the producers and consumers of research.

Major Activities

Curriculum and Student Standards
Teacher Policies
Indicators and Monitoring
New Roles and Responsibilities
Evolution of Reform

Key Staff
Bill Clune
Gary Sykes
Craig Richards
Dick Elmore
Susan Fuhrman

OERI Center Liaison: James Fox
Office of Research
Office of the Director
(202) 357-6079
Center for Research on Evaluation, Standards, and Student Testing

Regents of the University of California
Center for the Study of Evaluation
University of California at Los Angeles
Los Angeles, California  90024
(213) 825-4711

Co-Directors:
Eva Baker (UCLA)
Graduate School of Education
145 Moore Hall, UCLA
Los Angeles, California  90024

Robert Linn (University of Colorado)
School of Education
Campus Box 249
Boulder, Colorado  80309

Affiliated Institutions:  University of Chicago; University of Colorado;
Educational Testing Service; University of Illinois; National Opinion Research
Center; Arizona State University; and the University of California at
Santa Barbara.

Mission

The Center's mission is to conduct research and development in the areas of testing
and evaluation to assess and improve its impact on education quality.

Major Activities

| Testing for the Improvement of Learning (Testing) | Eva L. Baker |
| Systems for Evaluating and Improving Educational Quality (Evaluation) | Eva L. Baker |

OERI Center Liaison: Doris Redfield
Office of Research
Learning and Instruction Division
(202) 357-6021
National Center for Research on Teacher Education

College of Education
Michigan State University
Erickson Hall
East Lansing, Michigan 48824-1034
(517) 355-9302

Director: Mary Kennedy
Associate Directors: Sharon Feiman-Nemser
Robert Floden
G. Williamson McDiarmid

Affiliated Institutions: University of Wisconsin - Madison; Education Matters, Inc., Cambridge, Massachusetts; Teachers College, Columbia University.

Mission

The National Center for Research on Teacher Education seeks to produce useful knowledge to improve the quality of teacher education. The Center views teacher education as one of many influences on teachers and examines the purpose and role of programs relative to these other influences. It asks what impact various approaches or alternatives to teacher education have on teachers and how particular kinds of learning opportunities influence teachers. These questions are examined as they relate to the teaching of two academic subjects: writing and mathematics. To date, there has been more argument than inquiry about these questions, and rarely have the issues been defined in a way that allowed careful investigation. Therefore, the Center's work consists as much of conceptual development as it does of gathering empirical data. The goal is to improve and expand conceptual and empirical studies of teacher education and teacher learning and, in so doing, to help focus debates about teacher education and inform teacher education policy and practice.

Major Activities

A Study of Program Purposes
A Study of Program Character and Quality
A Study of Teacher Learning
Instrument Development
Dissemination

Key Staff

Robert Floden
Mary Kennedy
Mary Kennedy
G. Williamson McDiarmid
Sharon Feiman-Nemser

OERI Center Liaison: Elizabeth A. Ashburn
Office of Research
Schools and School Professionals Division
(202) 357-6207
Center for the Study of Learning

Learning, Research and Development Center (LRDC)
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260
(412) 624-4895

Co-Directors: Lauren Resnick, LRDC
Robert Glaser, LRDC
Associate Director: James Voss, Center for the Study of Learning

Mission

The Center seeks to create new knowledge that will be useful in teaching students how to become competent thinkers, learners, and problem solvers. The Center's research focuses on understanding the skills underlying successful thinking and learning in three areas of the school curriculum: mathematics, science, and social studies. The research is directed at children of all ability levels, from the hardest to teach to the most talented.

Major Activities

Mathematics Learning

Science Learning

Social Studies Learning

Learning Skills

Key Staff

Lauren Resnick
Gaea Leinhardt
Sharon Nelson-LeGall
Stellan Ohisson

Robert Glaser
Michelene Chi

James Voss
Isabel Beck
John Levine

Charles Perfetti

OERI Center Liaison: Judith Segal
Office of Research
Learning and Instruction Division
(202) 357-6040
The primary mission of the Center for the Study of Writing is to improve the teaching and learning of writing. Focusing on writing as a means of communication, a skill to be developed, and a way to help students learn across the disciplines, the Center encourages research that places emphasis on learning and on the teacher's interaction with the learner. The Center's major goal is to engage in "practice-sensitive" research that will create "research-sensitive" teachers. Its major objective is to develop workable theories that will increase the number of successful writers as well as stimulate further research.
Educational Technology Center

Harvard Graduate School of Education
337 Gutman Library
6 Appian Way
Cambridge, Massachusetts 02138
(617) 495-9373

Co-Directors: Judah L. Schwartz
Martha Stone Wiske

Affiliated Institutions: Cambridge, Newton, Ware, and Watertown, Massachusetts school systems; Education Collaborative for Greater Boston; Education Development Center; and Educational Testing Service.

Mission

The Center’s goal is to find ways of using the computer and other information technologies to teach science, mathematics, and computing more effectively. Research focuses on "targets of difficulty" that were identified by subject matter experts, researchers, and teachers. Mathematics work focuses on word problems, algebra, and geometry. Projects in all three areas use the computer's capacity to provide concrete representation of difficult-to-grasp concepts. Two science projects examine the use of simulations to teach concepts of weight and density, and heat and temperature, while a third science project focuses on teaching the process skills involved in scientific inquiry and the nature of science as an enterprise. Also underway are computer education projects aimed at clarifying students' difficulties in learning to program and at exploring the classroom usefulness of software applications. Two additional projects explore the educational potential of emerging technologies.

Major Activities

Key Staff

Mathematics Program
James Kaput

Science Program
Susan Carey

Computer Education Program
David N. Perkins

New Technologies Program
Judah L. Schwartz

OERI Center Liaison: Ram Singh
Office of Research
Learning and Instruction Division
(202) 357-6032
Reading Research and Education Center (RREC)

University of Illinois
174 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820
(217) 333-2552

Co-Directors: Richard C. Anderson
P. David Pearson
Associate Director: Jean Osborn
Sub-Contractor: Bolt, Beranek and Newman, Inc.

Mission

The primary mission of the Center is to conduct research that will help us to become "a nation of readers" through applied and basic research activities in teaching and learning. RREC's aim is to produce knowledge that will benefit practitioners and others. Focusing on higher-order literacy skills and on the reading of content texts, the Center's research program addresses the following:

- Acquisition of Knowledge and Skills: How can students learn the skills that will enable them to acquire knowledge from textbooks in different academic subjects?
- Instruction in Reading: How can teachers become more effective in helping students learn to read?
- Text Structure: How can textbooks be improved to optimize student learning?
- Testing of Reading Proficiency and Evaluation of Instruction: How can reading proficiency be better measured and how can various instructional approaches be validated?

The Center also has three major institutional activities that are designed to ensure that knowledge about reading becomes infused into practice: (1) improving school textbooks, (2) improving teacher education, and (3) raising the level of literacy about literacy.

Major Activities

Acquisition of Knowledge and Skills

- William Brewer
- Jana Mason
- George McConkie
- Linda Meyer
- Stella Vosniadou

Key Staff
Major Activities

Instruction in Reading

Text Structure

Testing of Reading Proficiency
and Evaluation of Instruction

OERI Center Liaison:

Anne E. Sweet
Office of Research
Learning and Instruction Division
(202) 357-6032

Key Staff

Dolores Durkin
Bertram Bruce
William Nagy
Jean Osborn
Andee Rubin

Richard C. Anderson
Thomas Anderson
Bonnie Armbruster
Rand Spiro

Joseph Campione
Robert Linn
David Pearson
The "School Context" Center mission is to discover how working conditions and other circumstances in schools affect teachers, promote or hinder effective teaching and, ultimately, affect student outcomes. An important objective of the Center is to provide policymakers and practitioners with information about how school policies and practices, especially those associated with recent reforms, relate to the school context, teachers, and teaching.

Major Activities

Program Area 1: Conceptualization and Development

Program Area 2: The Relationship of Context to School Workplace Conditions, Teaching, and Student Outcomes

Program Area 3: State Reform and Teacher Contexts

Program Area 4: Special Studies

Key Staff

Milbrey W. McLaughlin

Joan E. Talbert

Michael W. Kirst

Milbrey W. McLaughlin

OERI Center Liaison: Elizabeth J. Demarest
Office of Research
Schools and School Professionals Division
(202) 357-6207
Arts Education Research Center

New York University
School of Education, Health, Nursing, and Arts Professions
32 Washington Place, #31
New York, New York 10003
(212) 998-5050

University of Illinois
at Urbana - Champaign
College of Applied and Fine Arts
105 Davenport House
809 South Wright Street
Champaign, Illinois 61820-6219
(217) 333-2186

Directors: Jerrold E. Ross (New York University)
Theodore Zernich (University of Illinois)

The Arts Education Research Center is jointly funded by the National Endowment for the Arts (NEA) and the Office of Educational Research and Improvement (OERI). The NEA administers and monitors the Center. The Arts Education Research Center has two locations: New York University and the University of Illinois, Urbana - Champaign.

Mission

The New York University (NYU) Arts Education Research Center's mission is to conduct research that uses both qualitative and quantitative methodologies to study the following three areas that have direct impact on the teaching of art and music at the secondary level: (1) the nature of aesthetic response; (2) strategies for teaching; and (3) curriculum development designed to elicit such response. Second year research activities involve teachers in rural and suburban areas. In the third year of research, a third art discipline (dance or literature) will be added to the plan of work. The NYU Arts Center's primary objective is to identify and/or create models of excellence in teaching the arts, demonstrate how and why these models work, and disseminate the results of such research so that the models can be replicated in public and private schools across the nation.

The University of Illinois (UI) Arts Education Research Center is dedicated to developing a deeper understanding of the complex issues surrounding teaching, learning, and evaluation in the arts at the elementary and secondary levels. The principal mission is to provide national leadership in three related areas: (1) conducting research that is germane to schools and schooling and that assesses the acquisition of knowledge and skills in the arts; (2) conducting research related to teaching and learning in the arts in elementary and secondary school settings; and (3) providing leadership for the arts teaching profession by disseminating information and organizing collaborative exchanges.
These institutions coordinate their research agendas and collaborate on research activities and findings. The activities of the Center are overseen by a single National Advisory Panel.

**Major Activities**

**New York University**

- Processes of Successful Teaching in Arts Education
  - Jerrold E. Ross
  - Ellyn Burke
- Videotape Documentation of Successful Teaching in Arts Education
  - Jerrold E. Ross
  - Ellyn Burke

**University of Illinois**

- Development and Validation of Secondary Achievement Test in the Area of Artistic Processes and Techniques in Art History
  - George Hardiman
- National Study of Literacy and Art Education
  - Ralph Smith
- Role of Music in General Education
  - Harry S. Droudy
- Surveys of Art, Visuals, Dance, and Drama in the Elementary and Secondary Schools
  - Burnet Hobgood
  - George Hardiman
  - Patricia Knowles
- Influence of Cultural Condition on the Learning of Art
  - Brent Wilson
- Development of Computer Assisted Testing (Music Education)
  - David Peters
- Design of Studies in Dance
  - Patricia Knowles
- Design of Studies in Theatre
  - Burnet Hobgood
- Status Survey of Music Education in Elementary and Secondary Schools
  - Richard Caldwell
- Motivation in Music
  - Martin Maehr
- Arts Education Field Work: Observational Studies
  - Robert Stake

**Key Staff**

- Jerrold E. Ross
- Ellyn Burke
- George Hardiman
- Ralph Smith
- Harry S. Droudy
- Burnet Hobgood
- George Hardiman
- Patricia Knowles
- Brent Wilson
- David Peters
- Patricia Knowles
- Burnet Hobgood
- Richard Caldwell
- Martin Maehr
- Robert Stake
Center Liaisons:

NEA Center Liaison: Warren B. Newman
National Endowment for the Arts
(202) 682-5400

OERI Center Liaisons: Eleanor N. Chiogioji
Rita R. Foy
Office of Research
Learning and Instruction Division
(202) 357-6021
Mission

The Center for the Learning and Teaching of Elementary Subjects has prepared a plan to: identify exemplary practices, particularly for teaching and learning problem-solving and higher-order thinking; develop and test hypotheses through school-based research; and make specific recommendations for improvement of school policies, instructional materials, assessment procedures, and teaching practices. The Center focuses on the issues of: (1) what content should be taught, (2) how teachers frame and focus their teaching to best utilize their resources, and (3) in what ways good teaching is subject-matter specific. The Center addresses these issues as they relate to the elementary education subject areas of arts education, literature, math, science, and social studies.

Major Activities

Ideal Curriculum, Instruction, and Assessment Practices in Elementary Content Areas

Integrated Studies of Current Practice

Improvement of Existing Practice

Key Staff

Jere Brophy

Penelope L. Peterson

John L. Taylor

OERI Center Liaison: John L. Taylor
Office of Research
Learning and Instruction Division
(202) 357-6021
Mission

The mission of the Center for the Learning and Teaching of Literature is: to provide an intellectual focus for literature research and practice; to conduct research that contributes to the improvement of teaching and learning; and to act as a clearinghouse that promotes good practice in the teaching of literature. The goal of the Center is to explore fundamental issues in the literature curriculum which have potential for improving classroom practice. To achieve this goal, the Center is examining the amounts and types of literature to which students are exposed, the objectives of the literature curricula, and the assessment of student performance. The programmatic research concerns are organized in three broad areas: (1) Current Emphases in Instruction, which examine the major alternatives to current emphases in the curriculum, primarily through systematic study of the content and the organization of literature instruction in unusual programs across the United States and in other nations; (2) Teaching and Learning Processes, which examine the ways in which individual readers approach individual texts and the interactions between classroom approaches and what readers learn to do; and (3) Assessment, which examines the ways in which literature is assessed and the relationships among the different kinds of literary knowledge represented. The research findings will be applicable to grades K-12 in both public and private schools.

Major Activities

Current Emphases in Curriculum and Instruction

Teaching and Learning Processes

Assessment

Key Staff

Arthur Applebee
Sean Walsmley
Judith Langer
Eugene Garber
James Marshall
Alan Purves
Peter Johnston

OERI Center Liaisons:
Eleanor N. Chiogioji
Rita R. Foy
Office of Research Learning and Instruction Division
(202) 357-6021
Mission

The Center for the Learning and Teaching of Mathematics has a research program that seeks to provide a research base for the reform movement in school mathematics. The Center has contracted with the Mathematical Sciences Education Board to assist with its research, development, and dissemination activities. The Mathematics Center is addressing effective instructional strategies and processes specific to mathematics content matter, the relationship between mathematics content matter and the curriculum, and mathematics assessment. The activities focus on two areas: Instruction/Learning and Curriculum/Assessment. The programmatic research design addresses: (1) how to build relationships between research on students' cognition and problem-solving ability and research on instruction in the content specific areas of Early Arithmetic, Algebra, Geometry, and Rational Numbers; and (2) how to build a relationship between current efforts to reform the school mathematics curriculum and the procedures and techniques of assessing student achievement in mathematics as a result of studying the curriculum. The latter relationship examines the nature of the current curriculum reform movement; the state of current practice and the problem of curriculum alignment, and the influence of assessment in the curriculum.

Major Activities

Cognitively Guided Instruction in Mathematics Education
Learning and Instruction of Algebra, Early Arithmetic, Geometry, and Rational Numbers
Mathematics Curriculum Study
Assessment of Mathematics

Key Staff

Elizabeth Fennema
Thomas Carpenter
Elizabeth Fennema
Thomas Carpenter

Thomas Romberg

OERI Center Liaison

John L. Taylor
Office of Research
Learning and Instruction Division
(202) 357-6021
Research Synthesis Center for the Teaching, Learning, and Assessment of Science

The Network, Inc.
290 South Main Street
Andover, Massachusetts 01810
(617) 470-1080

Director: Senta Raizen

Affiliated Institution: Biological Sciences Curriculum Study (BSCS)

Mission

The Research Synthesis Center for the Teaching, Learning, and Assessment of Science provides conceptual and practical leadership across areas of major interest in science education, by promoting changes in state and local education agency policies that affect science assessment, curriculum, and instruction. In doing so, the Center is serving as a mechanism to bridge gaps between research and practice in science education by synthesizing what is known from current research and practice. The Center's research agenda is comprised of a series of integrative studies that enable it to: (1) understand the current status of assessment, curriculum, and instruction in science; (2) enhance, link, and integrate current efforts to establish what ought to be the future state of science education; and (3) create products and processes that help science education progress toward its stated goals. The Biological Sciences Curriculum Study (BSCS) assists in carrying out the mission and activities of this Center.

Major Activities

Assessment of Science

Science Curriculum Study

Science Instruction Study

Key Staff

Senta Raizen

Roger Bybee

Susan Loucks-Horsley

OERI Center Liaisons:

John L. Taylor
Wanda D. Chambers
Office of Research
Learning and Instruction Division
(202) 357-6021
The Educational Resources Information Center (ERIC) is a national education information system responsible for developing, maintaining, and providing access to the world's largest education research database.

The ERIC system includes a network of clearinghouses, each of which acquires and reviews documents and prepares indexes and abstracts. With the assistance of the ERIC Processing and Reference Facility, these document abstracts are entered into the ERIC database. The database, which contains over 650,000 abstracts, is made available to a wide variety of users through multiple means, including microfiche collections (available in over 700 libraries around the world) and through vendor-provided online and compact disk-read only memory (CD-ROM) searching. Users may gain entry to the ERIC database in libraries, in schools or in their homes through periodical catalogs of current documents, or computer terminals with CD-ROM capability or online access to the ERIC database.

Periodic reports, digests, and other documents are prepared by the clearinghouses, each of which covers education research and practice in an assigned topic area. Each clearinghouse also provides a variety of user services, including training, and responds to numerous individual requests for information.

OERI Director of the Educational Resources Information Center Program:

Robert M. Stonehill
Information Services
Education Library Division
(202) 357-6088
ERIC Clearinghouse on Adult, Career, and Vocational Education

Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090
(614) 486-3655
(800) 848-4815

Director: M. Susan Imel
Associate Director: Wesley E. Budke
User Services Coordinator: Judy O. Wagner

Subject Areas:

All levels of adult and continuing education from basic literacy training through professional skill upgrading; vocational and technical education covering all service areas for secondary, postsecondary, and adult populations; career education and career development programs for all ages and populations in educational, institutional, business, and industrial settings.

OERI Project Officer: Sam Pisaro
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6378
ERIC Clearinghouse on Counseling and Personnel Services

University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
(313) 764-9492

Director: Garry R. Walz
Assistant Director for Processing: Nancy Beekman
Assistant Director for Acquisitions: Kathy Bidelman
User Services Coordinator: Debbie Herbert

Subject Areas:

Preparation, practice, and supervision of counselors at all education levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

OERI Project Officer: Sam Pisaro
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6378
ERIC Clearinghouse on Educational Management

University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
(503) 686-5043

Director: Philip K. Piele
Associate Director: Keith Acheson
Assistant Director: Stuart C. Smith
User Services Coordinator: Mary Lou Finne

Subject Areas:

All aspects of the administration, leadership, finance, governance, and structure of public and private education organizations at the elementary, middle, and secondary levels, including facility planning, design, construction, equipment and furnishing, and maintenance; preservice and inservice preparation of administrators. Topics covered include: the social, technological, political, and legal contexts of education organizations, and of State and Federal programs and policies, and traditional and alternative schools.

OERI Project Officer: Dorothy Myers
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6849
Subject Areas:

All aspects of the cognitive, emotional, social and physical development and education of children from birth through early adolescence, excluding specific elementary school curriculum areas. Among the topics covered are: prenatal and infant development and care; child care programs and community services for children at local, state, and federal levels; parent, child, and family relationships; home and school relationships; technology and children; preparation of early childhood teachers and caregivers; foster care and adoption; theoretical and philosophical issues related to children's development and education.

OERI Project Officer: Susan Klein
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6089
ERIC Clearinghouse on Handicapped and Gifted Children

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
(703) 620-3660

Director: Donald K. Erickson
Associate Director for Dissemination and Products: Jean Nazzaro
Associate Director for Technical Operations: Judi Conrad
Associate Director for OSERS/SEP Project: Kathleen McLane
User Services Specialist: Crystel Kurtzberg

Subject Areas:

All aspects of the education and development of handicapped persons, including prevention of handicaps, identification and assessment of handicaps, and intervention and enrichment programs for the handicapped both in special settings and within the mainstream. All aspects of the education and development of gifted persons.

OERI Project Officer: Kevin Arundel
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6289
Subject Areas:

Education beyond the secondary level that leads to a four-year, masters, doctoral, or professional degree and that includes courses and programs designed to enhance or update skills obtained in these degree programs. Covers student programs, conditions, or problems at colleges and universities. Areas include: academic advising; university and college faculty; graduate and professional education; professional continuing education; governance and management of higher education institutions; legal issues and legislation; financing; planning and evaluation; facilities - their structural design, management implications, curriculum and instructional problems, programs, and development; and business or industry education programs leading to a degree.

OERI Project Officer: Nancy Krekeler
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6289
Subject Areas:

Educational technology and library and information science at all levels. Instructional design, development, and evaluation with emphases on educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science, the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within this scope.

OERI Project Officer: Kevin Arundel
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6846
ERIC Clearinghouse on Junior Colleges

University of California at Los Angeles
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
(213) 825-3931

Director: Arthur M. Cohen
Associate Director for Processing: Anita Y. Colby
User Services Coordinator: Mary Hardy

Subject Areas:

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Organization, administration, finance, governance, role and mission, and futures of such institutions; staff preparation, development, and evaluation; curricula and program; teaching methods; student services; libraries and learning resource centers; methodologies of research applied to two-year colleges.

OERI Project Officer: Sam Pisaro
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6378
Subject Areas:

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

OERI Project Officer:  Robert Thomas
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6925
ERIC Clearinghouse on Reading and Communication Skills

Indiana University
Smith Research Center
Suite 150
2805 East 10th Street
Bloomington, Indiana 47405
(812) 335-1236

Director: Carl B. Smith
Associate Director: Roger Farr
Assistant Director: Eleanor Macfarlane
User Services Coordinator: Eleanor Macfarlane

Subject Areas:

Reading, English, and communication skills (verbal and nonverbal) preschool through college; education research and development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instructional development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

OERI Project Officer: Robert Thomas
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6925
ERIC Clearinghouse on Rural Education and Small Schools

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325
(304) 347-0400
(800) 624-9120

Director: C. Todd Strohmenger
Associate Director: Craig B. Howley
User Services Specialist: Vacant

Subject Areas:

Covers economic, cultural, social, or other factors related to education programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; education practices and programs in all small schools; outdoor education. Includes programs, practices, and materials that provide learning experiences designed to meet the special needs of rural populations and schools where conditions of smallness are a factor.

OERI Project Officer: Patricia Coulter
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6286
Subject Areas:

Science, mathematics, environmental, and engineering education at all levels, and within these broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of factors such as interest level, intelligence, values, and concept development upon learning in these fields); education programs; research and evaluative studies; media applications; computer applications.

OERI Project Officer: Susan Klein
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6089
ERIC Clearinghouse on Social Studies/Social Science Education

Social Studies Development Center
Indiana University
Smith Research Center
2805 East Tenth Street, Suite 120
Bloomington, Indiana 47405-2373
(812) 335-3838

Director: John J. Patrick
Associate Director: C. Frederick Risinger
Assistant Director for Processing: Jane Henson
Assistant Director for User Services: David Seiter

Subject Areas:

All levels of social science education (history, geography, anthropology, economics, sociology, social psychology, political science); applications of theory and research to social science education; values education, contributions of social science disciplines; comparative education (K-12); social studies content and curriculum materials on subjects such as law-related education, bias and discrimination, and aging. Also includes the humanities (music and art).

OERI Project Officer: Kevin Arundel
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6846
ERIC Clearinghouse on Teacher Education

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, D.C. 20036-2412
(202) 293-2450

Director: Mary E. Dilworth
Associate Director for Management: Margaret Mann
Associate Director for Health and Physical Education: Laurie Priest
User Services Coordinator: Dorothy K. Stewart

Subject Areas:

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses. Also includes all aspects of physical education, health, dance, and recreation education.

OERI Project Officer: Patricia Coulter
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6286
ERIC Clearinghouse on Tests, Measurement, and Evaluation

American Institutes for Research (AIR)
Washington Research Center
1055 Thomas Jefferson Street, NW
Washington, D.C. 20007
(202) 342-5060

Address after September 1, 1988:

3333 K Street, NW
Washington, D.C. 20007

Director: Lawrence M. Rudner
Associate Director: Laurress Wise
User Services Coordinator: Paula Hannaman

Subject Areas:

Assessment and evaluation of education projects or programs; tests and other measurement devices; methodology of measurement and evaluation; research design and methodology; human development; and learning theory in general.

OERI Project Officer: Robert Stonehill
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6088
ERIC Clearinghouse on Urban Education

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-9998
(212) 678-3433

Director: Erwin Flaxman
Assistant Director: Anane Olatunji
User Services Coordinator: Anane Olatunji

Subject Areas:

Programs and practices in schools in urban areas and the education of racial/ethnic minority children and youth in various settings -- local, national, and international; the theory and practice of education equity; urban and minority experiences; and urban and minority social institutions and services.

OERI Project Officer: Dorothy Myers
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6849
The ERIC Processing and Reference Facility is a centralized information processing unit serving all components that contribute to the ERIC system: Central ERIC, 16 Clearinghouses, the ERIC Document Reproduction Service, Oryx Press (publisher of the Current Index to Journals in Education), and the Government Printing Office (publisher of Resources in Education). Services include: facility management and support; facility operations; reference and user services; and technical support for systems maintenance. The Facility produces a variety of products and publications from the ERIC database, including Resources in Education and its semi-annual indexes, ERIC Thesaurus and other system publications, and copies of the ERIC database tape that it provides to subscribers around the world.

OERI Project Officer: James Prevel
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6847
The ERIC Document Reproduction Service (EDRS) is the ERIC system contractor responsible for microfilming the ERIC documents announced in Resources in Education (RIE). Once microfilmed the RIE documents can be purchased as either microfiche or paper reproductions by simply calling EDRS. Individuals can expect to receive their requests within 3-5 working days. EDRS supplies more than 1 million microfiche each month to over 750 locations around the world.

OERI Project Officer: James Prevel
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6847
National Education Longitudinal Study of 1988 (NELS:88)

National Opinion Research Center (NORC)
1155 East 60th Street
Chicago, Illinois 60637
(312) 702-8998

Project Director: Calvin Jones
Associate Project Director: Steven Ingels

Affiliated Institutions: Education Testing Service (ETS) and WESTAT.

Mission

NELS:88 is a longitudinal study that begins with a survey in 1988 of eighth grade students, their schools, teachers, and their parents. This study will track the critical transitions experienced by young adults as they progress through junior high school, high school, and postsecondary education into the world of work. This cohort will yield policy-relevant information about topics such as effective high schools, discipline, homework, course-taking patterns, cognitive ability, dropouts, private schools, vocational education, special education, instruction for limited-English-speaking students, postsecondary access and choice, student financial assistance, employment during high school and college, transfer behaviors, vocational training, on-the-job training, labor force participation, employment stability, family formation, and graduate/professional training.

Major Activities

Student Survey
Principal Survey
Parent Survey
Teacher Survey
Survey Sampling
Cognitive Test Development

Key Staff

Steven Ingels (NORC)
Rocco Russo (WESTAT)
Mary O'Brien (NORC)
Rocco Russo (WESTAT)
Martin Frankel (NORC)
Don Rock (ETS)

OERI Project Monitor: Jeffery Owings
Center for Education Statistics
Elementary/Secondary Outcomes Division
(202) 357-6777
National Assessment of Educational Progress (NAEP)

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Mission

NAEP surveys the educational attainment of 9-year-olds, 13-year-olds, 17-year-olds, and at grades 4, 8, and 12, and periodically, young adults. The surveys are conducted in areas such as art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. Different learning areas are assessed every two years, and all areas are periodically reassessed to measure changes in educational achievement. Since 1969, about 1 million young Americans have been assessed by NAEP in 10 different subject areas. NAEP is not intended to support or evaluate any specific education concept, program, or approach.

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