ABSTRACT

This directory is an update of an earlier listing of the projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education that was issued in February 1988. 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, the National Education Longitudinal Study of 1988, and the National Diffusion Network (NDN) State Facilitators (a total of 49 entries). Also included are the OERI project officers monitoring the projects for the Federal Government. Updated information presented in this edition includes new titles for several projects, some staff changes, and the NDN information. (EW)
Institutional Projects

Funded by OERI

U.S. Department of Education
Office of Educational Research and Improvement
Information Services
April 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, the National Education Longitudinal Study of 1988, and the National Diffusion Network State Facilitators. 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 the Information Office, call toll free (800) 424-1616 (in the Washington Metropolitan Area call 626-9854) or write: Information Office, Room 300, 555 New Jersey Avenue, NW, Washington, D.C. 20208-1325.
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Educational Resources Information Center (ERIC)

Clearinghouse on Adult, Career, and Vocational Education
Clearinghouse on Counseling and Personnel Services
Clearinghouse on Educational Management
Clearinghouse on Elementary and Early Childhood Education
Clearinghouse on Handicapped and Gifted Children
Clearinghouse on Higher Education
Clearinghouse on Information Resources
Clearinghouse on Junior Colleges
Clearinghouse on Languages and Linguistics
Clearinghouse on Reading and Communication Skills
Clearinghouse on Rural Education and Small Schools
Clearinghouse on Science, Mathematics, and Environmental Education
Clearinghouse on Social Studies/Social Science Education
Clearinghouse on Teacher Education
Clearinghouse on Tests, Measurement, and Evaluation
Clearinghouse on Urban Education
ERIC Processing and Reference Facility
ERIC Document Reproduction Service (EDRS)

National Education Longitudinal Study of 1988
National Assessment of Educational Progress
National Diffusion Network State Facilitator Projects
State Facilitators
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 (202) 357-6000

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

Center for Education Statistics

Director
Emerson J. Elliott (202) 357-6828

Assistant Director
Nancy-Jane Stubbs (202) 357-6839

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
Information Services

Director
Ray Fields
Senior Program Manager
Ned Chalker
Director, Outreach Staff
and Senior Advisor to the Assistant Secretary
Mitchell B. Pearlstein
Director, Education Information Resources Division
Sharon K. Horn
Acting Director, Public Information Division
John B. Lyons

Library Programs

Director
Anne J. Mathews
Acting Senior Program Coordinator
Suellen Mauchamer
Director, Public Library Support Staff
Robert L. Klassen
Director, Library Development Staff
Frank A. Stevens

Office of Research

Director
Sally B. Kilgore
Senior Program Manager
Emmett Fleming
Senior Program Coordinator
Arthur D. Sheekey
Director, Learning and Instruction Division
John L. Taylor
Acting Director, Schools and School Professionals Division
Conrad G. Katzenmeyer
Director, Higher Education and Adult Learning Division
Salvatore Corrallo
Director, Education and Society Division
James Carper

Programs for the Improvement of Practice

Director
Milton Goldberg
Senior Program Manager
Ronald F. Myers
Programs for the Improvement of Practice

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
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.

<table>
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<th>Task</th>
<th>Key Staff</th>
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<tbody>
<tr>
<td>Task I: Governance</td>
<td>Terry L. Eidell</td>
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<tr>
<td>Task II: School Improvement</td>
<td>Jack Sanders</td>
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<tr>
<td>Task III: State Policy</td>
<td>Pamela B. Lutz</td>
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<tr>
<td>Task IV: R&amp;D Resources</td>
<td>Terry L. Eidell</td>
</tr>
<tr>
<td>Task V: Collaboration</td>
<td>Jack Sanders</td>
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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.

Task

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

Key Staff

Robert M. Peterson
Niko la N. Filby
Robert M. Peterson
C. Lynn Jenks
Stanley H. L. Chow

Major Activities

Teaching and Learning

Improving Organizational Effectiveness

Professional Preparation and Development

Students at Risk

Center for Educational Policy

Southern Service Center

Rural and Small Schools

Planning and Evaluation

Publication Services

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.

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<td>Task III: State Policy</td>
<td>David Lidstrom</td>
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<td>Task IV: R&amp;D Resources</td>
<td>Judson Hixson</td>
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<td>Task V: Collaboration</td>
<td>Beau Jones Davis</td>
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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

Key Staff
Gary Estes
Ethel Simon-McWilliams
Larry McClure
John Mahaffy
Steve Nelson
Bob Blum
Don Holznagel

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
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: Margaretta 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
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.

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<tr>
<td>Task I: Governance</td>
<td>Kathleen Lindenhofen</td>
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<td>Task II: School Improvement</td>
<td>Arnold Webb</td>
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<td>Task III: State Policy</td>
<td>Richard A. McCann</td>
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<td>Task IV: R&amp;D Resources</td>
<td>Ronald L. Houston</td>
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<tr>
<td>Task V: Collaboration</td>
<td>Barbara Z. Presseisen</td>
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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) 549-6216

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.

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<td>Peirce Hammond</td>
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<td>Joseph Haenn</td>
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<td>Task IV: R&amp;D Resources</td>
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<td>Charles J. Law, Jr.</td>
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<td>Peirce Hammond</td>
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Major Activities

Improving Writing Skills          Naida Bagenstos
Making Effective Use of Technology Doris Bethke
Improving Leadership Skills       Naida Bagenstos
State Policy and Educational Reform Joseph Haenn
The Teaching Profession           Joseph Haenn
Improving Math Skills             Frederick Smith
Dropout Prevention                Frederick Smith
Rural and Small Schools           Peirce Hammond

OERI Institutional Liaison: John Coulson
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6133
Southwest Educational Development Laboratory (SEDL)

211 East Seventh Street
Austin, Texas 78701
(512) 476-6861

Board President: Jodie Mahony
Executive Director: Preston C. Kronkosky
Director of Institutional Communication and Development: David A. Wilson
Co-Directors, OERI Program: Martha Smith
David L. Williams, Jr.

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

**Task** | **Key Staff**
---|---
Task I: Governance | Preston C. Kronkosky
Task II: School Improvement | Martha Smith
Task III: State Policy | Martha Smith
Task IV: R&D Resources | David L. Williams, Jr.
Task V: Collaboration | David Wilson

**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

OERI Institutional Liaison: Susan Talley
Programs for the Improvement of Practice Educational Networks Division
(202) 357-6129
National Research and Development Centers

Mission and Functions

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
The mission of the Center 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
- John Crandall, CAL
- 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: Jane Zuengler
Office of Research
Learning and Instruction Division
(202) 357-6032

Key Staff

Kathryn Lindholm, UCLA
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
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

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

Key Staff

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

- Clearinghouse on Academic Achievement
- Non-Instructional Influences on Adolescent Engagements and Achievement
- The Stratification of Learning Opportunities in Middle and High Schools
- Higher-Order Thinking in the High School Curriculum
- Programs and Policies to Serve At-Risk Students
- Alternative Structures and the Quality of Teacher Worklife

**Key Staff**

- Fred Newmann
- B. Bradford Brown
- Laurence Steinberg
- Adam Gamoran
- Martin Nystrand
- Fred Newmann
- Gary Wehlage
- Karen Seashore Louis

**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

Instructional Processes and Educational Outcomes
Curricular Influences and Impacts
Faculty As a Key Resource
Organizational Context for Teaching and Learning
Learning and Teaching and Technology
Research, Leadership, Design, and Integration

Key Staff

Wilbert J. McKeachie
Joan S. Stark
Robert Blackburn
Marvin Peterson
Robert Kozma
Wilbert J. McKeachie
Joan S. Stark

OERI Center Liaison: Joseph Conaty
Office of Research
Higher Education and Adult Learning Division
(202) 357-6031
Center for Postsecondary Governance and Finance

Room 4114 CSS Building
University of Maryland
College Park, Maryland 20742-2435
(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
Mission

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)

Systems for Evaluating and Improving Educational Quality (Evaluation)

Impact of Testing and Evaluation on Educational Standards, Policy and Practice (Impact)

Key Staff

Eva L. Baker
Robert Linn

Doris Redfield
Office of Research
Learning and Instruction Division
(202) 357-6621
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
Robert Floden
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

Key Staff
Lauren Resnick
Gaea Leinhardt
Sharon Nelson-LeGall
Stellan Ohlsson

Science Learning

Robert Glaser
Michelene Chi

Social Studies Learning

James Voss
Isabel Beck
John Levine

Learning Skills

Charles Perfetti

OERI Center Liaison: Judith Segal
Office of Research
Learning and Instruction Division
(202) 357-6040
Center for the Study of Writing

School of Education
University of California, Berkeley
Berkeley, California 94720
(415) 643-7022

Director: Sarah Freedman

Affiliated Institution: Carnegie-Mellon University

Mission

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.

Major Activities

Writing and the Writer

Writing and Instruction

Interactions: Writing and Reading; Writing and Speaking; Writing and Computers

Key Staff

Anne Haas Dyson, Berkeley
Linda Flower, CMU
J. R. Hayes, CMU

Sarah Freedman, Berkeley
Mary Sue Ammon, Berkeley
Paul Ammon, Berkeley
Donald McQuade, Berkeley
Nancy Sommers, Rutgers
Guadalupe Valdes, Berkeley
Jenny Cook-Gumperz, Berkeley

Richard Anderson, Center for the Study of Reading, Illinois
Wallace Chafe, University of California at Santa Barbara

OERI Center Liaison: Eleanor N. Chiogioji
Office of Research
Learning and Instruction Division
(202) 357-6021
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

Mathematics Program
Science Program
Computer Education Program
New Technologies Program

Key Staff

James Kaput
Susan Carey
David N. Perkins
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

Key Staff
William Brewer
Jana Mason
George McConkie
Linda Meyer
Stella Vosniadou
Major Activities

Instruction in Reading

Text Structure

Testing of Reading Proficiency and Evaluation of Instruction

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

OERI Center Liaison: Anne E. Sweet
Office of Research
Learning and Instruction Division
(202) 357-6032
Center for Research on the Context of Secondary School Teaching

Stanford University  
School of Education  
CERAS Building  
Stanford, California  94305  
(415) 723-4972

Director: Milbrey W. McLaughlin  
Associate Director: Joan E. Talbert

Affiliated Institution: Michigan State University

Mission

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  
Milbrey W. McLaughlin

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

Program Area 3: State Reform and Teacher Contexts  
Michael W. Kirst

Program Area 4: Special Studies  
Inner City, High Poverty Schools  
Alternative Schools  
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.

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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

Videotape Documentation of Successful Teaching in Arts Education

University of Illinois

Development and Validation of Secondary Achievement Test in the Area of Artistic Processes and Techniques in Art History

National Study of Literacy and Art Education

Role of Music in General Education

Surveys of Art, Visuals, Dance, and Drama in the Elementary and Secondary Schools

Drama/Theatre

Visuals

Dance

Influence of Cultural Condition on the Learning of Art

Development of Computer Assisted Testing (Music Education)

Design of Studies in Dance

Design of Studies in Theatre

Status Survey of Music Education in Elementary and Secondary Schools

Motivation in Music

Arts Education Field Work: Observational Studies

Key Staff

Jerrold E. Ross

Ellyn Berk

George Hardiman

Ralph Smith

Harry S. Broudy

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
Center for the Learning and Teaching of Elementary Subjects

Michigan State University
College of Education
East Lansing, Michigan 48824
(517) 353-6470

Co-Directors: Jere Brophy
Penelope L. Peterson

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

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

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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.
Center for the Learning and Teaching of Mathematics

Wisconsin Center for Education Research
University of Wisconsin at Madison
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-4285

Director: Thomas A. Romberg

Affiliated Institution: The Mathematical Sciences Education Board,
Washington, D.C.

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: Steven Kirsner
Office of Research
Learning and Instruction Division
(202) 357-6032
National Center for the Improvement of Science Education

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 National Center for the Improvement of Science Education 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 Liaison: Wanda D. Chambers
Office of Research
Learning and Instruction Division
(202) 357-6021
Educational Resources Information Center
Clearinghouses and System Components

Mission and Functions

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
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 casework; 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
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.
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
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
ERIC Clearinghouse on Information Resources

030 Huntington Hall
Syracuse University
Syracuse, New York 13244-2340
(315) 423-3640

After July 1, 1988: (315) 443-3640

Director: Donald P. Ely
Associate Director: Michael Eisenberg
User Services Coordinator: Pamela W. McLaughlin

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
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
ERIC Clearinghouse on Science, Mathematics, and Environmental Education

Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
(614) 292-6717

Director: Robert W. Howe
Senior Associate Director for Administration and User Services: Patricia E. Blosser
Associate Director for Science Education: Stanley L. Helgeson
Associate Director for Mathematics Education: Marilyn N. Suydam
Associate Director for Environmental Education: John F. Disinger

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
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
ERI 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:  

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

Director: Lawrence M. Rudner  
Associate Director: Lauress 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, coursetaking 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
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.

OERI Institutional Liaison: Eugene Owen
Center for Education Statistics
Elementary/Secondary Outcomes Division
(202) 357-6746
National Diffusion Network
State Facilitator Projects

Mission and Functions

The National Diffusion Network (NDN) is a system that promotes the adoption of proven education programs developed by public and private schools, colleges, and other institutions. NDN provides funds to "diffuse" or distribute information about exemplary programs to schools across the country. These programs, their sponsoring schools and organizations, and the NDN State Facilitators form a resource network that helps other schools adopt the programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective.

The Office of Educational Research and Improvement (OERI) funds a National Diffusion Network (NDN) State Facilitator in each State, the District of Columbia, Puerto Rico, and the Virgin Islands. OERI also funds a Private School Facilitator. The State Facilitators, through dissemination and training activities, serve as "matchmakers" between NDN programs and schools and organizations that could benefit from adopting these programs. Similarly, the Private School Facilitator supports the adoption of NDN projects by private schools throughout the Nation.

In addition to informing public and private education service providers about the availability of all exemplary education programs in the National Diffusion Network, Facilitators are also responsible for the following activities:

- assisting educators to assess needs and to match needs and interests with appropriate exemplary education programs.
- arranging for program developers to train educators that want to implement their programs.
- identifying and assisting other programs that have been developed to submit evidence to the Department of Education's Program Effectiveness Panel.
- providing information on ERIC, the OERI-supported Research and Development Centers and Regional Educational Laboratories, and the schools recognized by the Secretary's School Recognition Program.

OERI Team Leader for State Facilitator Projects:

Lee E. Wickline
Programs for the Improvement of Practice
Recognition Division
(202) 357-6134
State Facilitators

ALABAMA
Ms. Maureen Cassidy
Alabama Facilitator Project
Division of Professional Services
Room 866 - State Office Building
Montgomery, Alabama 36130
(205) 261-5065

ALASKA
Ms. Sandra Berry
State Facilitator
Alaska Department of Education
Pouch F - State Office/Education
Juneau, Alaska 99811
(907) 465-2884

ARIZONA
Dr. L. Leon Webb
Arizona State Facilitator
Educational Diffusion Systems, Inc.
161 East First Street
Mesa, Arizona 85201
(602) 969-4880

ARKANSAS
Mr. Clearence Lovell
Acting State Facilitator
Arkansas Department of Education
Arch Ford Education Building
State Capitol Mall
Little Rock, Arkansas 72201
(501) 682-4268

CALIFORNIA
Ms. Jane E. Zinner, Director
Ms. Joyce Lazzeri, State Facilitator
Association of California School Administrators
1575 Old Bayshore Highway
Burlingame, California 94010
(415) 692-2956
COLO*ADO

Mr. Herbert Wenger
Colorado State Facilitator Project
Northern Colorado Board of Cooperative Educational Services
830 South Lincoln
Longmont, Colorado 80501
(303) 772-4420

CONNECTICUT

Ms. Sally Harris
Connecticut Facilitator Project
Area Cooperative Educational Services
205 Skiff Street
Hamden, Connecticut 06517
(203) 248-9119

DELAWARE

Ms. Carole D. White
State Facilitator Project
Department of Public Instruction
John G. Townsend Building
Dover, Delaware 19901
(302) 736-4583

DISTRICT OF COLUMBIA

Ms. Susan Williams
District Facilitator Project
Eaton School
34th and Lowell Streets, NW
Washington, D.C. 20008
(202) 282-0056

FLORIDA

Ms. Sue Carpenter
State Facilitator
Florida Department of Education
Division of Public Schools
Knott Building
Tallahassee, Florida 32301
(904) 487-3496 or 487-1078
GEORGIA

Ms. Frances Hensley
Georgia Facilitator Center
607 Aderhold Hall
University of Georgia
Athens, Georgia 30602
(404) 542-3332 or 542-3810

HAWAII

Dr. Elaine Takenaka
Hawaii Educational Dissemination Diffusion System (HEDDS)
Office of Instructional Services
595 Pepeekeo Street, Building H
Honolulu, Hawaii 96825
(808) 396-6356

IDAHO

Mr. Ted L. Lindley
State Facilitator
Idaho State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720
(208) 334-2186

ILLINOIS

Dr. Shirley Menendez, Project Director
Statewide Facilitator Project
1105 East Fifth Street
Metropolis, Illinois 62960
(618) 524-2664

INDIANA

Dr. Lynwood Erb, Project Director
Indiana Facilitator Center
Logansport Community School Corporation
Logansport, Indiana 46947
(219) 722-1754
IOWA

Ms. Lyn Riggs
State Facilitator
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3111

KANSAS

Mr. James H. Connett
Kansas State Facilitator Project
3030 Osage Street
Wichita, Kansas 67217
(316) 833-3960

KENTUCKY

Mr. John C. Padgett
Kentucky State Facilitator
Kentucky Department of Education
Capitol Plaza Tower Office Building
Frankfort, Kentucky 40601
(502) 564-4394

LOUISIANA

Mr. Charles Jarreau
Facilitator Project Director
State Department of Education
ESEA Title IV Bureau Office
P.O. Box 44064
Baton Rouge, Louisiana 70804
(504) 342-3375

MAINE

Mr. Robert Shafto
or
Ms. Elaine Roberts
Maine Center for Educational Services
P.O. Box 620
Auburn, Maine 04210
(207) 783-0833
MARYLAND

Dr. Raymond H. Hartjen
Maryland Facilitator Project
Educational Alternatives, Inc.
P.O. Box 265
Simms Landing Road
Port Tobacco, Maryland 20677
(301) 934-2992 (D.C. line 870-3399)

MASSACHUSETTS

Ms. Denise Blumenthal
Ms. Nancy Love
THE NETWORK
290 South Main Street
Andover, Massachusetts 01810
(617) 470-1080

MICHIGAN

Mrs. Patricia Slocum
Michigan State Facilitator
Michigan Department of Education
Box 30008
Lansing, Michigan 48909
(517) 373-1806

MINNESOTA

Ms. Diane Lassman
150 Pillsbury Avenue
Pattee Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 624-0584

MISSISSIPPI

Dr. Bobby Stacy
Mississippi Facilitator Project
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 359-3498
MISSOURI
Ms. Jolene Schulz
Project Director
Columbia Public School System
310 North Providence Road
Columbia, Missouri 65201
(314) 449-8622

MONTANA
Mr. Ron Lukenbill
State Facilitator Project
Office of Public Instruction
State Capitol
Helena, Montana 59601
(406) 444-2080

NEBRASKA
Ms. Betty Alfred
State Facilitator Project Director
Nebraska Department of Education
301 Centennial Mall
P.O. Box 94987
Lincoln, Nebraska 68509
(402) 471-3503

NEVADA
Mr. Victor M. Hyden
State Facilitator
Nevada Department of Education
400 West King Street
Capitol Complex
Carson City, Nevada 89710
(702) 885-3136

NEW HAMPSHIRE
Mr. Jared Shady
New Hampshire Facilitator Center
80 South Main Street
Concord, New Hampshire 03301
(603) 224-9461
NEW JERSEY

Ms. Katherine Wallin
or
Ms. Elizabeth Ann Pagen
Education Information & Resource Center
New Jersey State Facilitator Project
700 Hollydell Court
Sewell, New Jersey 08080
(609) 582-7000

NEW MEXICO

Dr. Amy L. Atkins
New Mexico State Facilitator
Department of Educational Foundations
University of New Mexico - College of Education
Onate Hall, Room 223
Albuquerque, New Mexico 87131
(505) 277-5204

NEW YORK

Mr. Samuel Corsi, Jr.
State Facilitator
New York Education Department
Room 860 EBA
Albany, New York 12234
(518) 474-1280

NORTH CAROLINA

Ms. Alean Miller, Project Director
North Carolina Facilitator Project
North Carolina Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712
(919) 733-7037

NORTH DAKOTA

Charles DeRemer
State Facilitator
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505
(701) 224-2514
OHIO

Mr. C. William Phillips
Ohio Facilitation Center
The Ohio Department of Education
Division of Inservice Education
65 South Front Street, Room 1013
Columbus, Ohio 43215
(614) 466-2979

OKLAHOMA

Dr. Kenneth Smith
Statewide Facilitator
Edmond Public Schools
215 North Boulevard
Edmond, Oklahoma 73034
(405) 341-3457

OREGON

Dr. Ralph Nelsen
Columbia Education Center
11325 S. E. Lexington
Portland, Oregon 97266
(503) 760-2346

PENNSYLVANIA

Mr. Richard Brickley
or
Ms. Mary Miller
Facilitator Project, R.I.S.E.
725 Caley Road
King of Prussia, Pennsylvania 19406
(215) 265-6056

RHODE ISLAND

Ms. Faith Fogle
Rhode Island State Facilitator Center
Rhode Island Department of Education
Roger Williams Building
22 Hayes Street
Providence, Rhode Island 02908
(401) 277-2617
SOUTH CAROLINA

Mr. Leon F. Temples
State Facilitator
South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201
(803) 734-8116

SOUTH DAKOTA

Ms. Donlyna Rice
State Facilitator
Division of Elementary and Secondary Education
Richard F. Kneip Building
Pierre, South Dakota 57501
(605) 773-3782

TENNESSEE

Dr. Reginald High
and
Dr. Charles N. Achilles
Project Directors
Tennessee Statewide Facilitator Project
College of Education/BERS
University of Tennessee
Knoxville, Tennessee 37996-3504
(615) 974-1945 or 4165 or 2272

TEXAS

Ms. Bonnie Garrington
Texas State Facilitator
Texas Education Agency
William B. Travis Building
1701 N. Congress Avenue
Austin, Texas 78701
(512) 463-9661

UTAH

Dr. Lyle Wright
Utah State Facilitator Project
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801) 533-6040
VERMONT

Mr. Howard Verman
Trinity College
Colchester Avenue
Burlington, Vermont 05401
(802) 658-7429

VIRGINIA

Ms. Judy McKnight
The Knowledge Group
3421 Surrey Lane
Falls Church, Virginia 22042
(703) 698-0487

WASHINGTON

Mr. Keith Wright
Project Director
Washington State Facilitator
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166
(206) 433-2453

WEST VIRGINIA

Ms. Cornelia Toon
West Virginia State Facilitator
Building #6, Room B-252
State Department of Education
Charleston, West Virginia 25305
(304) 348-3579

WISCONSIN

Mr. William Ashmore
State Facilitator
Department of Public Instruction
125 South Webster
P.O. Box 7841
Madison, Wisconsin 53707
(608) 267-9179
WYOMING

Mr. Jack Prince
State Facilitator
Wyoming Innovation Network System
State Department of Education
Hathaway Building - Room 236
Cheyenne, Wyoming 82002
(307) 777-6252

PUERTO RICO

Mrs. Elba Encarnacion
Puerto Rico State Facilitator
Evaluation Division, 5th Floor
Department of Education
P.O. Box 759
Hato Rey, Puerto Rico 00919
(809) 753-1645

VIRGIN ISLANDS

Dr. Lois Habteyes
Virgin Islands State Facilitator
Virgin Islands Department of Education
P.O. Box 6640
St. Thomas, Virgin Islands 00801
(809) 774-0100 - Extension 211

Private School Facilitator

Mr. Frank X. Delany
Council for American Private Education
1625 Eye Street, NW
Suite 822
Washington, D.C. 20006
(202) 659-0016