

THE SPENCER FOUNDATION Annual Report

for the year ended March 31,

1999

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NOTE: The current members of the Foundation's Board of Directors, review committees, and staff, as well as updates of the information in this Annual Report, can be found at the Spencer Foundation Web Site, <http://www.spencer.org>. Additionally, this site permits downloading of the Foundation's 25th Anniversary Annual Report (1996), the current year's Annual Report, and select updates to Spencer program information.

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Through March 31, 1999

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DOCUMENTATION
PROGRAM ADVISORY
COMMITTEE**

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Susan Moore Johnson
Harry Judge
Harold Richman

¹ through January 1999

⁴ through December 1998

² through June 1999

⁵ through August 1999

³ beginning July 1999

Lyle M. Spencer

1911-1968

✪ In 1938, while a graduate student in sociology at the University of Chicago, Lyle M. Spencer founded Science Research Associates, which eventually became one of the country's leading publishers of educational tests, guidance programs, and curriculum materials. Lyle Spencer served as president of SRA from its founding until his death in 1968.

✪ Lyle Spencer established the foundation that bears his name in 1962, with the mandate of investigating ways in which education, broadly conceived, might be improved around the world. The Foundation received its major endowment in 1968 following the founder's death. Since that time, it has authorized grants totaling approximately \$223.8 million. Its assets as of March 31, 1999, were \$541.6 million.

THE PRESIDENT'S COMMENTS

Patricia Albjerg Graham

The Spencer Foundation's assets continued their unprecedented increase again this year, reaching \$541.6 million at the close of our fiscal year on March 31, 1999. A recent survey undertaken by the national Foundation Financial Officers Group revealed that Spencer led twenty foundations of roughly comparable size in the increase of its assets (19.9 percent) during the calendar year 1998. The range for the other foundations was an increase of 14.3 percent to a decline of 4.3 percent. For any foundation whose assets are primarily invested in equities, as are the Spencer Foundation's, a flexible spending plan is essential since the stock market's volatility demands it. Even though the last several years have been ones of great growth in the stock market, inevitably there will be a decline, and Foundation programs must be organized to adjust to that change as well.

Last year in this report I wrote of the adjustments occurring in Foundation activities as a result of this growth, beginning in 1996 after nearly a decade of stable or modestly increasing assets in the vicinity of \$200 million. Growth of this scope requires considerable organizational change, from adapting a small, informal, closely integrated staff to one that is still small, but whose lines of responsibility now include not only direct grant making but also supervision and management of different grant programs.

Essentially, the Foundation's strategy has been to augment existing research grant and fellowship programs and to add some new activities (regionally based activities, conferences, grant competitions for research on school practice) in order to amass an accordion-like program that can expand when resources increase and contract when resources decline.

To help accomplish our goals, we continue to rely heavily on external peer review advisory committees for all our programs.

In making programmatic decisions, we also follow seven guiding principles. The Spencer Foundation:

1. supports research related to education of the highest quality we can identify;
2. develops a community of researchers committed to understanding and improving education;
3. focuses attention and support upon junior scholars;
4. seeks ways of learning from educational practice;
5. assists the public in recognizing what research about education reveals;
6. encourages scholars, researchers, and other knowledgeable individuals to propose research projects to us rather than issuing requests for proposals; and
7. looks for opportunities to provide assistance to worthy educational ventures in our home city of Chicago.

Historically the Spencer Foundation has attempted to support what it considered the best research about education as defined by traditional academic standards. During the past decade and a half the Foundation has also made a major commitment to identify and fund, through a variety of programs, beginning scholars so that they too could engage in such excellent research. While notions of "best" differ over time, the Foundation, through its Board of Directors—composed of roughly half distinguished educational researchers and half distinguished professionals outside the educational research community—and through its

The President's Comments

program staff and advisory committees, has attempted to (1) determine what constitutes excellence in educational research and (2) to support both the investigations themselves and to develop and sustain communities of researchers in doing such work. On the whole, we feel that our identification process for topics and investigators and our community-building efforts have worked reasonably well.

What we have not done is to tackle the broad mainstream of educational research, those studies conducted throughout the U.S. and elsewhere by persons often far removed both from good libraries and from supportive yet challenging colleagues. Many of these individuals are under enormous pressure to “produce,” generally understood to mean to get something published somewhere in order to augment a curriculum vita as evidence of “professionalism.” Frequently such authors-on-demand receive little institutional support either in terms of sabbatical leaves or in terms of a culture that supports intellectually rigorous and socially significant work. Too often publication itself, or receipt of a grant alone, is the measure of success, not what the publication contributes to knowledge, nor what the grant accomplishes to improvement of education. The Spencer Foundation has funded very little of this work, either because its authors did not apply to us or because when they did, our program staff, advisory committees, and Board found its quality lacking. As our assets grow, one vital question for us to consider is whether or not we wish to continue to fund only the exemplary work in which we have concentrated or whether we have an obligation to work in a broader area. If we do decide to engage in a less rarefied zone, then we must identify appropriate interventions.

Research in education, both domestically and internationally, has been seriously underfunded relative to other fields such as health, agriculture, or science and technology. For example, as a recent government report noted, the pharmaceutical industry spends 23 percent of its sales on research. Education, on the other hand, invests less than 0.1 percent of its expenditures on research. In part, this has been true because the goals of education have been so broad and so diffuse that research has not seemed a necessary or effective means of achieving them. Only recently have Americans become broadly concerned that all their children (both boys and girls, rich and poor, all races and ethnic backgrounds) become academically proficient. In the minds of some, at least, this is a measurable goal. Previously such educational accomplishment did not seem necessary for a successful adult life. Profound shifts in American attitudes on this question have occurred during the past fifteen years, and gradually researchers interested in education are beginning to find their voices to articulate the need for more and better research and how to achieve it.

During the past year three different voices have emerged to participate in the debate about improving educational research in both its quality and its funding: the National Academy of Education, through publication of *Issues in Educational Research*, edited by the current and a former president of the Academy, Ellen Condliffe Lagemann and Lee S. Shulman; the president of the American Educational Research Association, Alan H. Schoenfeld, in his presidential address and other writing; and the U. S. Department of Education, through its Office of Educational Research and Improvement, whose director, Kent McGuire,

*The President's
Comments*

and advisory council, the National Educational Research Policy and Priorities Board, have been conducting seminars on the future of educational research and gaining additional funding for the agency. Such thoughtful and potentially powerful forces as these could have a profound and beneficial effect upon increasing our knowledge about education and improving it. At no time in the Spencer Foundation's history has there been such a coalition of forces committed to expanding excellent educational research. We will do what we can to nurture these interests in the hope that educational research, as a field of study, will benefit.

In addition to the activities undertaken by the Foundation this year, outlined in the Report of the Vice President, I want to call particular attention to two international forays: one in Russia and one in South Africa. These profoundly different nations have both experienced a political transformation within the past several years. Similar to the experience of other nations whose political lives have been radically altered, these nations' educational systems are expected to modify their activities to make them consistent with the new governmental commitments. Historically in the United States, at the time of our revolution from England, we experienced great upheaval in our educational commentary and institutions. Thomas Jefferson, Benjamin Rush, and others wrote eloquently about the unique need for an educated citizenry for the new republic. No educational researchers of that era recorded the educational changes, although subsequent historians have earned tenure and promotion from their studies of this period, and their treatises have helped us understand the relation between politics and education. Today we have an unprecedented opportunity to study how these changes occur in two natural experi-

ments. Along with those national governments, their people, and the international philanthropic community we can participate in shaping how education is understood and has provided for a radically changing populace. Spencer's effort in each case is to support research about education and to assist individuals who will both investigate it and improve it.

Russia is a nation with a long, distinguished tradition of research in many fields, including psychology and education, and has a highly educated populace. Until the fall of the Communist government, all institutional support for research and education came from the government. Today that support is meager at best, and student access to distinguished institutes, formerly available on a merit-based examination system with some political considerations, is now frequently determined by family economic circumstances. Research is dramatically underfunded. The consequences of this profound change in educational opportunities for the society and in the intellectual life of the country are not understood nor is there national support for investigation of it. Spencer has joined with other foundations working in Russia, in our case to provide modest funding initially for conferences to assess what is known about these issues and for fellowships for junior Russian scholars to investigate these matters.

South Africa's apartheid policy denied the majority of the population significant education, and thus the circumstances in that nation are very different from Russia. With the rejection of apartheid and the emergence of the new government, the dilemma of how to provide basic education for the disenfranchised populace and how to deliver it well so that the entire population can flourish and participate in the society and enhance its economic growth

***The President's
Comments***

became a matter of great concern. Again in participation with other philanthropic groups, Spencer has looked to find a niche in which it can be helpful in improving education in South Africa. Our vice president, John Williams, spent several weeks there in 1998, and we hope to begin some grant making soon to build the capacity of South African universities to prepare leaders to improve education for all South Africans.

Finally, we continue to struggle with the problems of understanding and improving educational practice. The challenges are both analytical and political, finding the methodological means to organize the immense accumulations of data acquired in these studies of practice and gaining the support to identify

and implement innovations likely to enhance learning. The late Ann Brown spoke eloquently about the first of these dilemmas at a meeting of our Board discussing research on practice some months ago. On the same occasion Michael Cole explored the difficulty of sustaining beneficial innovations and making them part of ordinary practice, not simply novelties to be tried for a bit. These issues continue to challenge us as a Foundation as well as our grantees. They are important questions and worthy of energy to investigate.



Patricia Albjerg Graham
President

REPORT OF THE VICE PRESIDENT

John B. Williams, III

Important highlights of the work of the Foundation during fiscal year 1999 involve: (1) continuing to fund distinguished research contributing to increased knowledge about education; (2) providing fellowships for education researchers at various stages in the development of their careers; (3) funding and organizing conferences on topics of deep interest to researchers and other educators; and (4) organizing forums for discussion of important topics related to education research. Like last year, new activities in all four categories have been organized and inaugurated. Work of the Foundation has been enhanced through relocating the offices of the Foundation to a new facility which provides additional space for staff, directors, and members of the education research community to meet, conduct Foundation business, engage in training, and participate in conferences.

With the addition of several new staff members in fiscal year 1999, the Foundation is now fully staffed. Offers were made to a combination of five new and replacement program officers, undoubtedly a record for the Foundation. Eleni Makris, a recent University of Chicago Ph.D. in education psychology, joined the staff as an associate program officer in January 1999, and shortly after the 1999 fiscal year ended, John Rury, professor of history of education at DePaul University, joined the staff as senior program officer; Susan Dauber, a sociologist from the Opinion Research Center, accepted a position as program officer; and Margaret Jay Braatz, a former senior administrator for Outward Bound and Harvard Ed.D. degree holder, accepted the position of program officer for administration. Former Associate Program Officer Mark Rigdon competed and was chosen for the position of program officer

for the Research on School Reform program. Size expansion and replacement comes about through increases in Foundation resources and planned attrition of associate program officers.

Each year through its many programs, Foundation directors and staff encounter items of broad and compelling concern to the nation's education research community. Among the overarching education research policy issues which emerged over the past year were: (1) increased and improved research on practice; (2) expanded and improved training of researchers; (3) improving dissemination of education research and its contributions to education itself; (4) drawing a closer connection between education researchers and school reform policy makers and practitioners; and (5) improving geographic, gender, and race equity within the nation's education research enterprise. The Foundation continues to respond to these and similar issues from earlier years through its regular and expanding operations of fellowships, disseminating, and organizing forums for discussion and problem-solving.

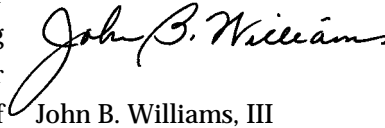
Examples of Foundation responses taking place during fiscal year 1999 include, but are not limited to, the following very successful events:

1. funding a meeting of the deans of several leading schools of education from the nation's research universities, initiated by them, discussing the status of research training at schools of education under current fiscal, social, and political conditions;
2. actively seeking advice from southern researchers and providing planning grants for programs aimed at accomplishing more active participation within the Foundation from southern scholars;

**Report of the
Vice President**

3. initiating a new Research on School Reform grant program to demonstrate ways in which the research community can re-mobilize itself to contribute valuable findings about improving K-12 schooling;
4. similarly, planning a new “Advanced Study” program to begin in fiscal year 2000, providing grants for training researchers at pivotal periods in their beginning careers after completion of their degrees.

Our accomplishments, which are measured for the most part by the kinds and quality of grants and fellowships we award, are recorded in subsequent sections of this annual report. None of the successful grant-making and fellowship awards would be possible without the continuing and deeply informed support of our Board of Directors.



John B. Williams, III
Vice President

APPLICATION AND REVIEW INFORMATION

GENERAL SCOPE OF SUPPORT

The Foundation has as its primary mission, by the intent of its founder, "to investigate ways in which education can be improved, around the world." To achieve this goal, the Foundation is committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through fellowship programs and related activities. The Foundation defines education broadly to include all of the situations and institutions in which education proceeds, across the entire life span. An important expectation of the Foundation is that the activities it supports, taken together over the years, will contribute significantly to the enhancement of educational opportunities for all people.

The research programs and grants support work that shows promise of contributing new knowledge, understanding, and improvement of educational thought and practice. The fellowship programs support educational researchers at different stages of their professional careers, providing resources to both beginning and senior researchers to pursue concentrated intellectual activity. The training and conference programs support initiatives that span and augment the research and fellowship programmatic objectives.

As a matter of policy, the Foundation is unable to support requests for capital funds, operating or ongoing program expenses, direct support for teacher or staff pre-service or in-service training, and funds for developing tests, curricula, or programs, or for program evaluation.

RESEARCH PROGRAMS

The Foundation encourages research that promises to yield new knowledge about education, in one or other of its forms, in the United States and abroad. It supports researchers from a wide range of disciplines and fields.

MAJOR RESEARCH GRANTS

The Foundation's Major Research Grants Program responds to research projects requiring more than \$35,000 in grant support. Spencer funds widely varied research projects, ranging from medium-sized studies that can be completed in a year by an individual researcher

to more extensive collaborative studies that last several years.

Funding Priorities. The Foundation does not establish funding priorities for subjects of research. Funded projects originate from research ideas initiated in the field by scholars. The Foundation believes that the best scholarly work is done by those who conceive or recognize an important research idea or problem, have the professional skill to examine it, and the energy and perseverance to bring the project to a successful conclusion.

Eligibility. Ordinarily, researchers applying for a major grant must be currently affiliated with a school district, a college or university, a research facility, or a cultural institution. Researchers must also have an earned doctorate in an academic discipline or professional field and/or experience in the teaching profession.

Restrictions. The Foundation does not grant funds to maintain organizations or the infrastructure of educational research. Grantees may not receive two research grants simultaneously from the Spencer Foundation. Please note that the Foundation does not pay government-approved overhead rates on research grants; overhead requests on Major Research Grants may not exceed 15 percent of the requested direct costs.

Application Procedure. Since the Foundation does not accept fully developed proposals unless it has requested them, applicants seeking research support from the Major Research Grants Program are asked to submit a brief preliminary proposal. Preliminary proposals should be no more than 1,500 words in length. Within those limits, we request the following information:

- a brief description of the project and the new knowledge expected to result from it;
- a concise summary of the research methodologies, modes of analysis, and/or instruments that the project will employ;
- a clear identification of the principal investigator(s) and a clear definition of the roles the principal investigator(s) and any supporting researcher(s) will play;
- an estimate of the time frame for the project and the approximate cost, including the approximate amount to be sought from the Spencer Foundation.

Attachments must include:

- phone number(s) and/or fax number(s)

Application Information

where principal investigator(s) may be reached;

- the curriculum vitae of the principal investigator(s).

Inquiries and preliminary proposals are welcome at any time and should be addressed to: **Major Research Grants Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.**

SMALL RESEARCH GRANTS

The Foundation's Small Research Grants Program supports short-term research projects (one year or less) that require no more than \$35,000 to complete. It offers a unique opportunity for researchers and teachers in a broad range of institutions who are interested in educational research to obtain support for their work. The program is appropriate for modest-sized research projects, exploratory studies, specific phases of larger investigations, and projects that arise in response to unusual opportunities. The Small Research Grants Program encourages researchers with diverse perspectives to develop ideas and approaches that extend the conventional boundaries of a research question, area, or method. The program supports individual efforts as well as collaborations.

Eligibility. Ordinarily, smallgrant researchers must be affiliated with a school district, a college or university, a research facility, or a cultural institution. They must also have an earned doctorate in an academic discipline or professional field and/or experience in the teaching profession.

Restrictions. Grants made under the program range from \$1,000 to an upper limit of \$35,000. Projects may not last longer than one year. Grantees are not permitted to receive two research grants simultaneously from the Spencer Foundation. Please note that the Foundation does not pay government-approved indirect cost rates on research grants, and it prefers not to pay indirect costs in the Small Research Grants Program. Researchers seeking support for their doctoral dissertation should apply to the Spencer Dissertation Fellowship Program.

Application Procedure. Unlike the Major Research Grants Program, a preliminary proposal is not required. Proposals for support from the Small Research Grants Program

should be in the form of a statement with attachments. The statement should not exceed 1,800 words in length (approximately five to seven double-spaced pages) and should provide clear information on the following:

- a concrete description of the proposed research project;
- a brief summary of the relevant literature and the proposed research's relationship to it;
- the methodologies and modes of analysis to be employed in the project;
- the role of the researcher(s);
- the new knowledge about education expected to result from the project;
- the potential contribution of that new knowledge to the improvement of education.

The attachments should include:

- a one-paragraph summary of the project, written for the interested informed lay person;
- a detailed budget for the project;
- approval of the budget from the appropriate financial officer of the institution;
- a full curriculum vitae of the principal investigator(s);
- phone number(s) and/or fax number(s) where the researcher(s) may be reached.

Three copies of the proposal and attachments are requested. Please note that proposals that exceed the prescribed limit of 1,800 words will not be reviewed.

Insofar as it is feasible, proposals that include all the information requested above will be acted upon within approximately three months of receipt by the Foundation. Proposals are welcome at any time and should be addressed to: **Small Research Grants Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.**

PRACTITIONER RESEARCH COMMUNICATION AND MENTORING GRANTS

The Practitioner Research Communication and Mentoring Grants are intended to:

- establish or strengthen channels for rigorous examination and discussion of the characteristics of, and knowledge produced by, well-constructed teacher-research, and

Application Information

- provide teacher-researchers with the opportunity to enhance their research skills through consultation with others in the teacher-research and/or traditional academic communities.

Eligibility. Educator-researchers (teachers, principals, and other school-based practitioners), groups or networks of educator-researchers, and collaborative partnerships between school-based teacher-researchers and university researchers are eligible to apply. Applicants must be affiliated with a not-for-profit agency through which funds will be distributed.

For Information. A brochure with more detailed information on funding priorities, eligibility, grant deadlines, and application procedures is available from the Foundation. Inquiries should be directed to: **Practitioner Research Communication and Mentoring Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.**

PROFESSIONAL DEVELOPMENT RESEARCH AND DOCUMENTATION PROGRAM

The Professional Development Research and Documentation Program, funded jointly by the John D. and Catherine T. MacArthur Foundation and the Spencer Foundation, completed its third and final year of grant making in December 1998. Final proposals were funded in September 1998. The program was created to support research on the professional development of adults working in elementary and secondary schools. Individuals or groups interested in pursuing grants for research on professional development can apply to the Small Research Grants or Major Research Grants programs at the following address: **The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.**

THE SPENCER SENIOR SCHOLAR PROGRAM

The Spencer Senior Scholar Program supports established scholars who are identified as being at the peak of their careers by their peers. The Scholars are invited by the Foundation to submit proposals for these awards.

FELLOWSHIP PROGRAMS

Through its Fellowship Programs, the Spencer Foundation supports scholars engaged in educational research at different stages of their professional lives. However, the only fellowship program administered directly by the Foundation is the Spencer Dissertation Fellowship Program. This and other Spencer-supported fellowship programs are described below.

DISSERTATION FELLOWSHIP PROGRAM FOR RESEARCH RELATED TO EDUCATION

The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. The Foundation believes that insights from many research traditions can contribute to an understanding of education as a fundamental human endeavor and advance our ability to address significant current issues in education. Therefore, the Spencer Dissertation Fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world.

Eligibility. Applicants must be candidates for the doctoral degree at a graduate school in the United States. These fellowships are not intended to finance data collection or the completion of doctoral course work, but rather to support the final analysis of the research topic and the writing of the dissertation. For this reason, all applicants must document that they will have completed all pre-dissertation requirements by June 1 of the year in which the fellowship is awarded, and must provide a clear and specific plan for completing the dissertation within a two-year time frame.

Funding Priorities. Although the dissertation topic must concern education, graduate study may be in any academic discipline or professional field. In the past, fellowships have been awarded to candidates in anthropology, architecture, art history, economics, education, history, linguistics, literature, philosophy, political science, public health, psychology, religion, and sociology, but eligibility is not restricted to these academic areas. Candidates should be interested in pursuing further research in education once the doctorate is attained.

Application Information

Awards and Conditions. Approximately 30 non-renewable fellowships are awarded each year. In fiscal year 1998-99, recipients received \$17,000 to support completion of their dissertation, an amount to be expended within two years and in accordance with the work plan provided by the candidate in the application. In addition, recipients participate in a series of forums designed to develop professional networks and support cross-disciplinary exchange. Fellows may not accept employment other than as described (if any) in the application nor may they accept other awards providing duplicate benefits without the written permission of the Program Officer.

Application Procedure. Fellowship applicants must request current application forms and instructions by October of the year prior to the year in which the fellowship is to take effect. Students must submit their completed applications by a mid-October date designated each year. Awards are announced in April.

Inquiries concerning the Dissertation Fellowship Program should be addressed to: **Dissertation Fellowship Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803. Application materials may be downloaded from the Spencer Web Site: www.spencer.org.**

NATIONAL ACADEMY OF EDUCATION/ SPENCER POSTDOCTORAL FELLOWSHIP

Administered by the National Academy of Education, the Postdoctoral Fellowships are designed to promote scholarship in the United States and abroad on matters relevant to the improvement of education in all its forms. Scholars anywhere in the world who have completed their doctorate within the last five years, and who wish to conduct research related to education, may apply.

Inquiries concerning the Postdoctoral Fellowship Program should be addressed to: **The National Academy of Education, School of Education, New York University, 726 Broadway, Suite 509, New York, New York 10003-6652.**

AERA/SPENCER PRE-DISSERTATION FELLOWSHIPS

The American Educational Research Association (AERA)/Spencer Pre-Dissertation

Fellowship Programs provide one-year fellowships for graduate students midway through their doctoral programs. Students at institutions receiving Spencer Research Training Grants are not eligible for these fellowships.

Inquiries should be addressed to: **AERA/Spencer Pre-Dissertation Fellowship Programs, The American Educational Research Association, 1230 17th Street, NW, Washington, District of Columbia 20036.**

SUPPORT FOR SCHOLARS AT THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES

Since 1971, the Foundation has contributed to the support of Spencer Fellows at the Center for Advanced Study in the Behavioral Sciences in Stanford, California. Three to five scholars with interests in issues of education, development, cognition, and the social contexts of learning are supported annually.

Inquiries should be addressed to: **Director, Center for Advanced Study in the Behavioral Sciences, 75 Alta Road, Stanford, California 94305-8090.**

TRAINING PROGRAMS

The newly established training division at the Foundation seeks to support initiatives that provide for innovative ways to address the systematic and creative training of scholars of educational research and to provide for a deeper understanding of educational practices during periods of strategic change. The programs in this division, two of which are invitational, are described below.

THE RESEARCH TRAINING GRANT PROGRAM

Through the Research Training Grants Program, at the invitation of the Foundation, a limited number of grants are made to schools of education to support the doctoral training of educational researchers. The program's goals are to enhance the research training of graduate students in education by providing financial aid to students so that they can study full time and to promote developing strong cohorts or communities of inquiry among graduate students and professors.

**RESEARCH ON
SCHOOL REFORM INITIATIVE**

The intent of the Research on School Reform Initiative is to gain deeper understanding of educational practices during a period of strategic change. The Foundation invites proposals for multi-year funding for research on educationally relevant changes associated with school reform. The research should attend to the significance of pertinent contexts and to both the intended and unintended consequences of school reform. The Foundation encourages research on reforms that have important implications for the schools and students that are involved and for future policies, both locally and nationally. The Foundation will not fund evaluations of reform efforts or evaluations of educational programs.

The Research on School Reform Grants Program provides support for teams of researchers. The teams should be multidisciplinary, involve senior and junior scholars, and include practitioners as full participants. Findings should be presented in forms and forums useful for those directly involved with the reform—educators, families, and community members—as well as for scholars, policy analysts, and policy makers. The Foundation will periodically convene funded teams to examine emerging themes and issues. Those invited to submit a proposal for funding must have first applied for, and been awarded, a planning grant. At this time all planning grants under this initiative have been awarded.

The planning grant supports activity associated with a Research on School Reform grant application, and may include identifying team members, forging relationships at study sites, and designing a research plan. Awards of up to \$50,000 are made for six to eighteen months. The product of the grant should be an analytic essay about educational change in the reform setting. Evaluations by the Foundation of analytic essays will result in invitations to apply for the Research on School Reform grant.

Inquiries about this program should be addressed to: **Research on School Reform Initiative, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.**

SPENCER MENTOR NETWORK AWARDS

The Foundation awards grants, by invitation, through its Mentor Program to individual

scholars with a strong record of mentoring doctoral students preparing for a career in educational research.

CONFERENCE PROGRAMS

Through its conference programs, the Foundation encourages discussion of relevant topics related to research on education through two initiatives.

SPENCER-SPONSORED CONFERENCES

The Foundation organizes three to four invitational conferences each year to encourage established scholars to focus more deeply on issues judged by the education research community to be of special importance and in need of scholarly attention. These conferences are intended to provide an opportunity for the nation's community of educational researchers to meet together to review existing research, discuss new pathways of inquiry, develop future research agendas, train and socialize beginning researchers, and conduct related community-building activities. Conference agendas, reports, and participant listings may be found on the Foundation's Web Site at www.spencer.org.

RESEARCH CONFERENCE GRANTS

The Spencer Foundation Research Conference Grants Program supports forums where researchers and other educators engage in discussions of on-going research projects, important new findings, areas for new research, improved methods for systematic inquiry into important education topics, and related subjects. Such forums are important for expanding and improving the content and contributions of education research and for sustaining the national and international research communities.

Funding Priorities. Conferences proposed for funding under the program should offer a unique opportunity to focus upon an area of inquiry, to define needed research, and to promote multi-disciplinary collaboration. Among the conference topics supported in the past by the Foundation are diversity in higher education; immigration and education; community colleges; apprenticeships and mentoring; school choice, law, and public policy; and school transformation. Conference organizers need not feel limited to a single conference

Application Information

structure. Examples of acceptable structures, in addition to the traditional paper presentation format, include a series of working meetings or seminars, discussions of new or innovative ways to think about existing research, and multimedia or video conferencing.

Eligibility. Ordinarily, conference organizers must be currently affiliated with a school district, a college or university, a research facility, or a cultural institution. Conference organizers must have an earned doctorate in an academic discipline or professional field and/or experience in the teaching profession. Researchers and other applicants may receive a conference grant and a research grant simultaneously from the Foundation. Prior experience organizing conferences is considered, but is not a prerequisite for funding.

Restrictions. Grants under the program may not exceed \$50,000. A report, a book of readings, or a research agenda should be disseminated following the conference.

Application Procedure. Insofar as feasible, proposals that include all the information requested below will be acted upon within approximately three months of receipt by the Foundation. Proposals for support should take the form of a statement not exceeding 1,500 words in length (approximately six double-spaced pages) and should include the following information:

- a one-paragraph summary of the project, including a clear description of the proposed conference objectives;
- the proposed organization, format, date(s), and schedule of all conference proceedings;
- a clear identification of the conference organizer(s);
- the names and titles of individuals who have agreed to participate as contributors through general discussion, presentation of papers, and other means;
- a description of planned reports, publications, and other concrete outcomes.

Attachments should include:

- a conference agenda;
- a detailed budget;
- approval of the budget from the appropriate financial officer of the institution agreeing to act as the fiscal agent of the grant;

- the full curriculum vitae of the conference organizer(s);
- mailing address, telephone and fax numbers, and e-mail addresses for conference organizer(s).

An original and three copies of the proposal and attachments are requested.

Inquiries and proposals are welcome at any time and should be addressed to: **Research Conference Grants Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.**

THE REVIEW PROCESS

Research proposals and fellowship applications submitted to the Spencer Foundation go through a rigorous review process. All proposals are reviewed by Spencer professional staff. Another dimension of expertise is added to the Foundation's programs by its review committees of external scholars, who assist the Major Research Grants Program, the Small Research Grants Program, the Professional Development Research and Documentation Program, the Practitioner Research Communication and Mentoring Program, the Dissertation Fellowship Program, the Research on School Reform Initiative, the Mentor Network Grants Program, and the Research Conference Grants Program.

The goal of the external review is not to achieve some threshold rating in points from reviewers; rather, it is to bring solid scholarly advice to bear on funding decisions. The Foundation receives many more well-conceived and worthwhile projects than it can possibly assist within its budget. It is therefore frequently necessary to forgo opportunities to support high quality projects in the research programs or in the fellowship competitions even though they are well within the Foundation's area of interest.

NOTE: The current members of the Foundation's Board of Directors, review committees and staff, as well as updates of the information in this Annual Report, can be found at the Spencer Foundation Web Site, <http://www.spencer.org>. Additionally, this site permits downloading of the Foundation's 25th Anniversary Annual Report (1996), the current year's Annual Report, and select updates to Spencer program information.

1999 GRANTS AUTHORIZED

✦ The Spencer Foundation supports research that gives promise of yielding new knowledge leading to the improvement of education. Grants authorized under the Research, Fellowship, and Training initiatives during this year are listed on pages 18 through 36 and ongoing grants appear on pages 37 through 40.

MAJOR RESEARCH GRANTS

Donna E. Alvermann

After-School Adolescent Book Clubs for "At-Risk" Readers: Critical Media Literacy and the Public Library
Department of Reading Education
University of Georgia
\$71,100 over 11 months

Isabel L. Beck and Margaret G. McKeown

Text Talk: Building Knowledge and Developing Thinking Through Read-Aloud Discussions
Learning Research and Development Center
University of Pittsburgh
\$307,800 over three years

Phyllis C. Blumenfeld, Joseph S. Krajcik, Ronald W. Marx, and Elliot Soloway

Technologies to Enable Inquiry: The Influences on Student Learning and Motivation
School of Education
University of Michigan
\$500,000 over four years

Jere E. Brophy and Janet E. Alleman

Developments Across the Primary Grades in Students' Social Studies Knowledge and Thinking
Institute for Research on Teaching
Michigan State University
\$168,950 over two years

David C. Brotherton and Luis Barrios

Marginalization, Education, and Empowerment: A Multiple Case Study Analysis of Street Organizations in New York City
Department of Sociology
John Jay College of Criminal Justice
City University of New York
\$347,200 over two years

Robert C. Calfee

Design Experiments on Efficient and Effective Decoding-Spelling Instruction in the Primary Grades
Graduate School of Education
University of California, Riverside
\$362,000 over three years

Eve V. Clark

Pragmatics, Metalanguage, and Addressee-Uptake in Language Acquisition
Department of Linguistics
Stanford University
\$58,650 over three years

Daniel R. Coquillette and Bruce A. Kimball

Modern Legal Pedagogy and Professional Education: 1870-2000
The James Barr Ames Foundation
\$414,100 over 39 months

Kieran Egan

Minds and Their Educational Development
Faculty of Education
Simon Fraser University, Canada
\$46,450 over 26 months

Parfait M. Eloundou-Enyegue and Julie DaVanzo

Population Growth, Economic Crisis, and the Future of Schooling in Sub-Saharan Africa
Department of Labor and Population
The RAND Corporation
Santa Monica, California
\$184,900 over two years

Jeremy D. Finn and Charles M. Achilles

A Study of Class Size and At-Risk Students
Graduate School of Education
State University of New York at Buffalo
\$374,400 over three years

Rene Galindo

A Comparative Study of Language and Educational Policy Debates over Bilingual Education
Division of Language, Literacy, and Culture
University of Colorado at Denver
\$470,450 over three years

Margaret A. Gibson

Student Identity, Peer Affiliations, and Academic Engagement: A Comparative Study of Immigrant and Nonimmigrant Youth
College of Education
University of California, Santa Cruz
\$459,500 over two years

Gerald Graff

A Book on the Problem of Academic Intellectual Discourse
Department of English Language and Literature
University of Chicago
\$92,000 over 10 months

Walter M. Haney and Lisa R. Jackson

Drawing on Education: Using Drawings to Study and Change Education and Schooling
Center for the Study of Testing, Evaluation, and Educational Policy
Boston College
\$530,500 over two years

Carl F. Kaestle

The Role of the Federal Government in Elementary and Secondary Education, From 1950 to the Present
Department of Education
Brown University
\$360,650 over three years

David Kaplan

Developing Longitudinal Statistical Models for Education Policy
Department of Educational Studies
University of Delaware
\$125,000 over three years

Sandra Katz

The Interactions That Produce Learning
Learning Research and Development Center
University of Pittsburgh
\$296,000 over three years

Valerie E. Lee

School Size and Social Capital in Secondary Schools: Implications for Students At Risk of Educational Failure
School of Education
University of Michigan
\$311,400 over two years

Luis C. Moll and Norma E. Gonzalez

Language Ideology and Bilingual Development: A Longitudinal Analysis of Learning Through Dual Language Schooling
Department of Language, Reading, and Culture
University of Arizona
\$347,950 over three years

Rebecca S. New and Susanna Mantovani

Italian Conceptions of Community, Participation, and Social Responsibility: Child Care as Metaphor
Department of Education
University of New Hampshire
\$182,900 over 16 months

Major Research Grants

Lauren M. Rich and

Jerry A. Jacobs

Later-Life Education Among Women in the U.S.
School of Social Work
University of Pennsylvania
\$193,450 over 18 months

Claire E. Smrekar

Schools at the Workplace: The New American Neighborhood?
Peabody College
Vanderbilt University
\$144,500 over two years

Kenneth A. Strike

Community, State and Market: An Alternative View of School Reform
Department of Education
Cornell University
\$153,800 over two years

Marcelo M. Suarez-Orozco and Carola Suarez-Orozco

The Longitudinal Immigrant Student Adaptation Study
Graduate School of Education
Harvard University
\$479,100 over three years

Ara S. Tekian

Paths to Diversity in Medical Education
Department of Medical Education
University of Illinois at Chicago
\$283,700 over three years

John R. Thelin

History of Research Universities in the South, circa 1890 to 1990
Department of Educational Policy Studies
University of Kentucky
\$95,950 over two years

Enrique T. Trueba and Yali Zou

Achievement Factors Among Best Latino, Asian and Anglo-American High School Students in Houston: An Ethnographic Study of Learning Environments and Strategies Across Languages and Cultures
Department of Curriculum and Instruction
University of Texas at Austin
\$247,300 over three years

Geoffrey Walford

Faith-Based Schools: A Comparative Study of England and The Netherlands
Department of Educational Studies
University of Oxford, United Kingdom
\$111,700 over three years

Kathleen Ann Weiler

Helen Heffernan and Corinne Seeds: Progressive Women in California Education
Department of Education
Tufts University
\$47,750 over 6 months

Amy Stuart Wells

Understanding Race and Education: A Study of Adult Graduates of Racially Mixed High Schools
Graduate School of Education and Information Studies
University of California, Los Angeles
\$345,750 over three years

James V. Wertsch

History as Equipment for Living: A Comparison of the Former Soviet Union and the U.S.
Department of Education
Washington University
\$388,150 over three years

Maurice Whitehead

From Suppression to Restoration: The Educational Work of the English Ex-Jesuits in Continental Europe and Britain, 1773-1814
Centre for Educational Studies
University of Hull, United Kingdom
\$153,000 over two years

Mark R. Wilson

Content-Flexible Developmental Stage Analysis for Large-Scale Assessments
Graduate School of Education
University of California, Berkeley
\$453,400 over three years

Hanh Cao Yu

From Intolerance to Understanding: A Study of Intergroup Relations
Social Policy Research Associates
Menlo Park, California
\$350,000 over 15 months

SMALL RESEARCH GRANTS

Carol Ascher

Charter Schools on the Listserv: An Electronic Education Reform Movement
Institute for Education and Social Policy
New York University

Arnetha F. Ball

A Cross-National Study of Development Teachers' Perspectives on Literacy in Urban Schools: Lessons Learned about Teacher Development from the United States and South Africa
School of Education
University of Michigan

Scott W. Bonham and Robert J. Beichner

A Comparison of Written & Computer-based Homework in an Introductory University Physics Course
Department of Physics
North Carolina State University

Margaret Zoller Booth

The Home Environment and School Achievement: A Longitudinal Study of Primary School Children in Swaziland
Department of Educational Foundations and Inquiry
Bowling Green State University

Geoffrey D. Borman

Title I and Student Achievement: A Reanalysis of the Prospects Data
Center for Social Organization of Schools
Johns Hopkins University

Michael Brunn and Gloria Delany-Barmann

America Reads in Many Languages: Changing Latinos' Access to Literacy in the New Millennium through Proactive Education
Department of Curriculum and Instruction
Western Illinois University

**Small
Research
Grants**

Jinfa Cai

Developmental Differences of U.S. and Chinese Students' Mathematical Thinking in Problem Solving and Problem Posing
Department of Mathematics
University of Delaware

Nauro F. Campos

Education in Transition Economies: The Magnitude of the Problem and The Costs of Ignoring It
The Economic Institute Academy of Sciences of the Czech Republic

Joanne F. Carlisle

Determinants of Incidental Word Learning in Content-Area Courses
Department of Communication Sciences and Disorders
Northwestern University

Judith A. Chafel

Ideas about Poverty Communicated by Young Children in their Verbal and Nonverbal Responses to Literature
School of Education
Indiana University

Jorge Chapa

The Faculty Classroom Diversity Study
Julian Samora Research Institute
Michigan State University

Eric C. Chen and Francine C. Blumberg

Relations of Ethnic Identity, Acculturation, Perceived Barriers, and Career Self-Efficacy among Asian American High School Students
Division of Psychological and Educational Services
Fordham University

Caroline Taylor Clark

Forging Identities of Success: Students Inquiring into Urban Communities
The School of Teaching and Learning
Ohio State University

Marilyn Cochran-Smith and Curt Dudley-Marling

Teacher Tests and Teacher Education Curriculum
School of Education
Boston College

Elizabeth R. Cole

Negotiating Identity and Achievement in Black Middle-Class Families: A Tale of Two Cities
Department of Psychology
Northeastern University

John F. Connelly

Higher Education in Eastern Europe 1945-56
Department of History
University of California, Berkeley

Jill M. Constantine

The Returns to Attending Historically Black Colleges and Universities: Differences by Gender
Department of Economics
Williams College

Larry Cuban

How Teachers and Students Use New Technologies in the Classroom
School of Education
Stanford University

Susanna Cumming and Margaret Field

Documenting Literacy-related Indigenous Learning Practices in a Navajo Community
Department of Linguistics
University of California, Santa Barbara

Sarah A. Curtis

Nuns or Teachers? The Careers of Catholic Teaching Sisters in Nineteenth-Century France
Department of History
San Francisco State University

Joan DeLattore

New Light on Free Speech in Academia
Department of English
University of Delaware

Concha Delgado-Gaitan

Latina Student Mentor Project
Chicana/Latina Research Center
University of California, Davis

Patricia A. Edwards

Understanding At-Riskness: A Longitudinal Study of Head Start Children
Department of Teacher Education
Michigan State University

Terrie L. Epstein

The Effects of Racial Identities and Instructional Strategies on Fifth Graders' Interpretations of United States History
Department of Curriculum and Teaching
Hunter College, City University of New York

Marcia Farr

Rancheros in Chicagoacan: Culture and Identity within a Mexican Transnational Community
Department of English
University of Illinois at Chicago

S. Shirley Feldman and Luba Botcheva

Can Stability in School Processes Offset the Negative Effects of Socio-Political Upheaval on Adolescents' Adaptation?
Program in Human Biology
Stanford University

Bette Ford

"Talkin' Proper": What Happens when Students Become Agents in Facilitating their own Linguistic Growth
Department of Language and Literature
William Carey College

Kassie Freeman

High-Achieving African Americans' Participation in Higher Education: Institutional Factors that Influence their Retention
Department of Educational Leadership
Vanderbilt University

Bryan-Paul Frost

The Promises and Problems of Civic Education: Aristotle's Rhetoric and the Nature of Civic Discourse
Department of Political Science
University of Southwestern Louisiana

Nathaniel L. Gage

A Theory of Teaching: Synthesizing Instructional Design and Research on Teaching
School of Education
Stanford University

R. Kenneth Godwin and Sandra L. Wood

The Effects of Diversity and of Public and Private Schools on the Development of Tolerance and Democratic Norms
Department of Political Science
University of North Texas

Patricia Goldberg

Increasing Learning through the Metacognitive Skills of Planning, Monitoring, and Evaluating
Campbellsburg Elementary School
Campbellsburg, Kentucky

Artin Göncü

Cultural Differences in the Play of Preschool Age Children
College of Education
University of Illinois at Chicago

Stephen Gorard and Neil Selwyn

Investigating the Role of Technology in Widening Participation in Lifelong Learning
School of Education
Cardiff University,
United Kingdom

Leslie Morrison Gutman and Vonnice C. McLoyd

Academic Success Despite the Odds: Factors Supporting the Academic Achievement of African American Adolescents Living in Poverty
Institute for Social Research
University of Michigan

Maureen T. Hallinan

Changing High School Class Schedules: Determinants and Consequences
Institute for Educational Initiatives
University of Notre Dame

Emily C. Hannum

A Pilot Study of Children and Families in China
Graduate School of Education
Harvard University

Jennifer Grant Haworth

A National Study of Doctoral Education in the Professions
School of Education
Loyola University of Chicago

Agnes Weiyun He

Language Socialization of Chinese American Children: Cases from Chinese Heritage Language Schools
Department of Linguistics
State University of New York
at Stony Brook

Jurgen Herbst

Antecedents of School Choice
Durango, Colorado

Eric Hirsch

Charter School Funding in Colorado
National Conference of State Legislatures
Denver, Colorado

Louise B. Jennings

Investigating Inquiry-based Pedagogical Practices Across the Elementary Curriculum
Department of Educational Psychology
University of South Carolina—Columbia

David A. Jepsen

Occupational Career Development from Rural Beginnings
College of Education
University of Iowa

Charles W. Kalish

Working at Thinking: Young Children's Ideas about Generating and Testing Hypothesis
Department of Educational Psychology
University of Wisconsin-Madison

Harvey A. Kantor

Sustainable Educational Programs?: Title I and the History of Federal Education Policy, 1965-1994
Department of Educational Studies
University of Utah

Vera Kempe and Patricia J. Brooks

The Role of Diminutives in Russian Gender and Case Learning: Can Child-Directed Speech Facilitate Second Language Learning of Inflectional Morphology?
Department of Psychology
State University of New York
College at Oswego

Michael S. Kimmel

Determinants of Success for Women in Military Educational Institutions: The Contemporary Context
Department of Sociology
State University of New York
at Stony Brook

Deanna Kuhn

Investing in the Metacurriculum
Department of Human Development
Teachers College,
Columbia University

Victoria-Maria MacDonald

Phase II: Exploring and Directing the Complex Historiography of Hispanic American Education
Department of Educational Foundations and Policy Studies
Florida State University

Jeffrey MacSwan

The "Non-Non" Crisis: Do Some School-Age Children Know No Language?
Center for Bilingual Education and Research
Arizona State University

Eugene Matusov

Using Discussion World Wide Webs to Develop an Academic Community of Learners
Department of Educational Studies
University of Delaware

Katherine E. McClelland

The Effects of Racial and Ethnic Diversity on White College Students
Department of Sociology
Franklin and Marshall College

Gigliana Melzi

Socio-Cultural Variations in Parent-Child Conversations
Department of Applied Psychology
New York University

Richard M. Merelman

The "Yale Approach" to American Politics, 1955-1970: A Study in Higher Education and Political Culture
Department of Political Science
University of Wisconsin-Madison

Suzanne B. Mettler

The G.I. Bill of Rights and American Citizenship: Data Entry and Analysis for Survey of World War II Veterans and College Graduates in the Class of 1949
Department of Political Science
Syracuse University

Richard A. Miech

Socioeconomic Status (SES) and the Adjustment to School: The Role of Externalizing Behavior Problems in Early Childhood
Department of Sociology
University of Wisconsin-Madison

**Small
Research
Grants**

Peggy J. Miller

The Meanings and Discourses of Self-Esteem: Ethnotheories across Time and Space
Department of Speech Communication
University of Illinois at Urbana-Champaign

Jayanthi J. Mistry and Calvin L. Gidney

Teachers' and Children's Negotiations between The Cultural Worlds of Home and School
Department of Child Study
Tufts University

David F. Noble

The Commercialization of University Instruction: A Documentary History and Critical Assessment
The Institute for Policy Studies
Washington, District of Columbia

Jana R. Noel

The Intelligence Testing of American Indians in the 1910s-1930s: Focus on the Blackfeet
Department of Education
Montana State University

Craig A. Olson

School Inputs and Labor Market Outcomes
School of Business
University of Wisconsin-Madison

Ghislaine G. Patthey-Chavez

Community College Student Pathways
Neuropsychiatric Institute
University of California, Los Angeles

Joel Perlmann

Women as Teachers, North and South: An Exploratory History
Levy Economic Institute
Bard College

Judith Rosenberg Raftery

Transporting the Common Schools: American Education Policy in the Phillipines, 1898-1914
Department of History
California State University, Chico

Lesley A. Rex

Informing Inclusion: Exploring Classroom Discourse Practices that Provide Students with Opportunities for Learning
School of Education
University of Michigan

Eileen de los Reyes

Pockets of Hope: How Students and Teachers Change the World
Department of Learning and Teaching
Harvard University

W. LaVome Robinson

The Predictive Function of Aggressive Behavior on Lower Academic Achievement
Department of Psychology
DePaul University

Mike Rose

Study of the Learning and Cognition of Skilled Work
Graduate School of Education and Information Studies
University of California, Los Angeles

Rosemary C. Salomone

Common Schools, Uncommon Values
School of Law
St. John's University

Mavis G. Sanders

Collaborating for Student Success: A Study of the Role of "Community" in Comprehensive Programs of School-Family-Community Partnership
Center for the Social Organization of Schools
Johns Hopkins University

Geoffrey B. Saxe

Using Graphics to Represent Fractions in Upper Elementary Mathematics
Graduate School of Education
University of California, Berkeley

Anat Scher and David Granot

Social Information-processing as a Mediator between Representations of Attachment Relationships and Social Adjustments in Middle Childhood
Faculty of Education
University of Haifa, Israel

Robert W. Schrauf

Immigrant Children's Inner Speech: How Does Thinking in Spanish Affect Problem Solving in English?
Department of Psychology
Duke University

Robert Selman

Toward a Study of an Integrated Approach to Teaching Literacy and Social Competence in the Elementary Grades
Graduate School of Education
Harvard University

Richard B. Sher

James Ferguson, William Buchan, and Popular Scientific and Medical Education in Eighteenth-Century Britain
Department of History
New Jersey Institute of Technology

Ellen Skilton-Sylvester

Why Chamran Can't Read: Understanding Biliteracy and Schooling
Center for Research in Education
Temple University

Stephen Samuel Smith

Implementing School Reform in Charlotte-Mecklenburg: The Effect of Regime Politics on Community Involvement and Educational Opportunities for African American Students
Department of Political Science
Winthrop University

Haboubacar J. Souleymane

Nigerian Rural Women and Education: the Case of Selected Non-formal Educational Programs
Institute for African Development
University of Ottawa, Canada

Joan S. Stark

Curriculum Leadership for Undergraduate Education
Center for the Study of Higher and Postsecondary Education
University of Michigan

Jacqueline A. Stefkovich

Policy, Practice & the Law: The Impact of the U.S. Supreme Court's Decision in New Jersey v. T.L.O.
Department of Educational Leadership and Policy Studies
Temple University

Sam Swope

Acquisition of Writing Skills—Third through Fifth Grades
New York, New York

Barbara J. Thayer-Bacon

Relational Epistemologies
Department of Educational Foundations and Inquiry
Bowling Green State University

Kenneth Tobin

Voices from the Inside: A Study of Secondary Teacher Education
Graduate School of Education
University of Pennsylvania

Small Research Grants

Deborah L. Tolman

Gender Equity and Adolescent Outcomes in a Middle School Environment
Center for Research on Women
Wellesley College

Megan Tschannen-Moran

Roles and Responsibilities of Educational Administration Professors: A Study of Highly Productive and Influential Scholars
College of Education
Ohio State University

Lucy Tse

Becoming Bilingual: Attaining Heritage Language Literacy in Native Bilinguals
School of Education
Loyola Marymount University

Jonathan R. H. Tudge

Preschoolers' Activities, their Parents' Values and Beliefs, and Perception of their Competence in School: A Longitudinal and Cross-Cultural Study
Department of Human Development and Family Studies
University of North Carolina at Greensboro

Sarah E. Turner

Teacher Training: Institutional Adaptations to State Licensure Requirements
Department of Education and Economics
University of Virginia

Bruce A. VanSledright

Combing Through History's Knots: Using Historical Investigations to Enhance the Thinking of Diverse Fifth Graders
Department of Curriculum and Instruction
University of Maryland at College Park

A. R. Vasavi

Research for Promoting Primary Education in India
Sociology and Social Anthropology Unit
National Institute of Advanced Studies,
India

Pamela Barnhouse Walters

The Power of the Purse: Private Organizations and the Development of Public Educational Policy, 1880 to 1920
Department of Sociology
Indiana University

Anna L. Waring

African-American Female College Presidents: A Study of Career Paths and Leadership Styles
Public Services Graduate Program
DePaul University

Noreen Webb, Ann Mastergeorge, and Eva Baker

Understanding Collaborative Learning Environments: A Study of the Development of Students' Mathematical Knowledge
Department of Education
University of California, Los Angeles

Geoffrey Williams

Young Children Learning to Talk about Seriously Playful Texts
Department of English
University of Sydney, Australia

Arlette Ingram Willis

A Vision for the Future: Critically Framed Reader Response Theory and an Approach to Teaching/Learning Multicultural Literature
Department of Curriculum and Instruction
University of Illinois at Urbana-Champaign

Jonathan L. Zimmerman

Storm over the Schoolhouse: Popular Curriculum Wars in America, 1890-1990
Department of Culture and Communication
New York University

THE JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION/SPENCER FOUNDATION PROFESSIONAL DEVELOPMENT RESEARCH AND DOCUMENTATION PROGRAM

Susan L. Lytle

How Teachers Lead: The Practices of Collegial Professional Development for Change in Urban Secondary Schools
Graduate School of Education
University of Pennsylvania
\$150,000 over three years

Fred M. Newmann and M. Bruce King

Professional Development to Build School Capacity: The Influence of Districts and States
Wisconsin Center for Education Research
University of Wisconsin-Madison
\$150,000 over two years

Katherine Schultz and Thea Abu El-Haj

Twenty Years of Reflection and Action: Lessons from a Collaborative Professional Development Group
Graduate School of Education
University of Pennsylvania
\$150,000 over three years

Aida Walqui

Exemplary Professional Development for Teachers of English Language Learners
Education Department
University of California, Santa Cruz
\$150,000 over three years

The John D. and Catherine T. MacArthur Foundation/Spencer Foundation Professional Development Research and Documentation Program is administered by the Spencer Foundation. The program completed its third and final year of grantmaking in December 1998. Requests for support on professional development topics can be made to the Spencer Foundation's Small Research Grants or Major Research Grants Programs, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611-1803.

**PRACTITIONER RESEARCH COMMUNICATION
AND MENTORING GRANTS**

**Jessie L. Auger,
Suzanne M. Pothier, and
Cassandra M. Reese**
*Mathematical Discourse in the
First and Second Grade Classroom*
Friends of King Open School, Inc.
Cambridge, Massachusetts
\$30,000 over two years

Robert Baroz
*A Study on the Assumptions
Students and Teacher Develop
Over Time about the Variety of
Contexts and Roles of Learning
in a Mandated Curriculum*
Write To Change, Inc.
Clemson, South Carolina
\$15,000 over one year

Terence A. Beck
*Building a Reflective Community
Through Practitioner Research: A
Practitioner Research Communication
and Mentoring Proposal*
Federal Way School District #210
Auburn, Washington
\$14,775 over one year

Chris Benson
*BLRTN Magazine Teacher Researcher
and Writing Community*
Write To Change, Inc.
Clemson, South Carolina
\$14,990 over one year

Robert E. Brooke
*Southeast Nebraska Study
Group on Teacher Research
for Public Engagement*
Department of English
University of Nebraska-Lincoln
\$30,000 over two years

**Carol Collins and
Debra P. Cox**
*Examining the Effects on Reading,
Writing and Learning Skills
Through a Creative Drama
Integrated Curriculum*
The School District of
Oconee County
Walhalla, South Carolina
\$30,000 over two years

Barbara M. Comber
*A Project Designed to Examine
the Work of the South Australian
Community of Teacher-Researchers*
Language and Literacy
Research Centre
University of South Australia
\$30,000 over two years

**Andrea S. Cunningham,
Sandra A. Brown, and
Leslie Franks**
*The Portland Teacher-Research
Writing Group*
School of Education
Lewis & Clark College
\$30,000 over two years

Martial Demeble
*Strengthening Research Mentoring
and Capacity-Building of Our
Network of Practitioner Researchers*
The Association for Quality
Control Circles of Burkina Faso
Burkina Faso, West Africa
\$13,470 over one year

**Alice Altfillsch Earle and
Carol B. Jenkins**
*Intertextuality In Children's
Nonfiction Writing*
School of Education
Boston University
\$30,000 over two years

Elyse Eidman-Aadahl
*Mongolia Reading/Writing
For Critical Thinking Teacher-
Research Effort*
National Writing Project
Berkeley, California
\$29,925 over two years

Sarah Warshauer Freedman
M-Class Project
School of Education
University of California, Berkeley
\$15,000 over one year

**Celia Genishi,
Susan Ellen Stires, and
Donna Yung-Chan**
*Learning the Words of Our
Language: Experience and
Expansion in Pre-Kindergarten*
Teachers College,
Columbia University
\$8,250 over one year

**Gail Gibson and
Martha H. LaPointe**
*The Teacher Research Group at
Mapleton Elementary School*
Mapleton Elementary School
Mapleton, Maine
\$30,000 over two years

**Keith Gilyard and
Nance Hahn**
*Freezing the Frame: Using Video
to Understand Our Teaching*
The Odyssey Project
Writing Program
Syracuse University
\$13,590 over one year

Marion Guerra
*Mentoring Teacher Research
Partnerships: Crossing Bridges,
Extending the Community and
Writing Our Story*
Worcester Public Schools
Worcester, Massachusetts
\$13,500 over one year

**Lorie Hammond and
Susan M. Heredia**
*Incorporating Community Voices in
School Curricula: A Collaboration
Between Teacher Researchers,
Preservice Teachers, University
Researchers and The Community
in Which They Teach*
Department of Teacher Education
California State University,
Sacramento
\$30,000 over two years

Allison Perry Holsten
*The Field Work Project: Teachers
Examine an Ethnographic Approach
to Student Research and Writing*
The Matanuska-Susitna Borough
School District
Palmer, Alaska
\$29,500 over two years

Elizabeth R. Howard
*Two-Way Immersion Teacher-
Research Collaborative*
Center for Applied Linguistics
Washington, District of Columbia
\$29,800 over two years

Nancy Jennings
*Ganado Intermediate School: ASite
for Inquiry and School Reform*
Ganado Intermediate Schools
Ganado, Arizona
\$14,900 over one year

**Rex Lee Jim and
Anna Lee Walters**
*Oral Navajo and Written English—
A Study*
Department of Educational
Philosophy
Dine College
\$30,000 over two years

**Debra LaFleur and
Jenny M. Denyer**
*How Do Conferences Assist Students
In Becoming Better Writers: An
Investigation of Talk About Text*
Williamston Middle School
Williamston, Michigan
\$15,000 over one year

**Practitioner
Research
Communication
and Mentoring
Grants**

Beatriz Manz

The Experience, Challenges and Results of Mentoring Rural Teacher Researchers in Guatemala
Department of Geography and Ethnic Studies
University of California, Berkeley
\$15,000 over one year

Daniel R. Meier

Promoting Practitioner Research in Early Childhood Education — A Collaborative Focus on Language, Development, and Diversity
Department of Elementary Education
San Francisco State University
\$27,830 over two years

Karen G. Mitchell

The Way That Matters Most: A Project Proposal for Changing Classroom Practice
The Breadloaf School of English
Middlebury College
\$30,000 over two years

Renee Moore

Culturally Engaged Instruction
The Breadloaf School of English
Middlebury College
\$15,000 over one year

Judith Murphy

Creating Educational Solutions In The Mexican Community: Building A Capacity for Research As Part of School Development
Cristo Rey Jesuit High School
Chicago, Illinois
\$30,000 over two years

Aida A. Nevarez-LaTorre

Bilingual Teacher Research Forum
Department of Curriculum
Temple University
\$15,000 over one year

Susan F. Proulx

Bringing the Classroom to the Table
Worcester Public Schools
Worcester, Massachusetts
\$29,980 over two years

Courtney Rogers

Teacher Research in Schools
Fairfax County Public Schools
Falls Church, Virginia
\$8,720 over one year

Steven B. Sachs

Examining and Facilitating Children's Talk About Their Educational and Vocational Goals: A Practitioner-Researcher's Model for Effective Decision Making Guidance
Education Department
Clark University
\$30,000 over two years

**David William Schaafsma,
Marcella Fleischman Pixley,
and Laura Schneider
VanDerPloeg**

Writing Across Cultures: Student Dialogue On-Line
Department of English
University of Illinois at Chicago
\$30,000 over two years

Sue Shore

A Project Designed to Develop a Visible Research Culture in Adult Literacy Education
Adult Literacy Research Network
University of South Australia
\$30,000 over two years

Gail J. Sklar

What Happens to Teacher Practice and Student Learning When Teachers in a Small Learning Community Take An Inquiry Approach and/or Problem-Based Approach in Their Classrooms?
Philadelphia Education Fund
Philadelphia, Pennsylvania
\$30,000 over two years

Stacy Smith and

Carnie Burns
Strengthening a Practitioner Research Community in Androscoggin County
College of Education
Bates College
\$12,950 over one year

Emily H. van Zee

Documentation and Interpretation of the Emerging Practices of the Science Inquiry Group
Science Teaching Center
University of Maryland at College Park
\$15,000 over one year

Angela Whitelaw

Re-Searching Insider Knowledge and Experience
Memphis City Schools
Memphis, Tennessee
\$30,000 over two years

Betsy W. Wice

What Happens for Children, Practice and Curriculum When Teachers Inquire Together?
The Prospect Archive and Center for Education and Research
North Bennington, Vermont
\$15,000 over one year

**Peter Williamson,
Betty Achinstein, and
Tom Meyer**

Learning Through Talk and Talking To Learn: Teacher Research About Student and Adult Learning Communities
San Lorenzo High School District
San Lorenzo, California
\$30,000 over two years

SENIOR SCHOLAR GRANTS

Ann L. Brown

(Deceased June 1999)
Psychological Theory and Educational Reform: From the Committee of Ten to the Bush Initiatives
 School of Education
 University of California, Berkeley
 \$345,100
 1992

Courtney B. Cazden

Writing Development and Instruction in the English-Writing World
 Graduate School of Education
 Harvard University
 \$300,000
 1991

Michael Cole

Creating and Sustaining New Forms of Educational Activity in Community Settings
 Department of Communication
 University of California, San Diego
 \$350,000
 1995

Linda Darling-Hammond

Developing Powerful Teaching
 Department of Curriculum and Teaching
 Teachers College,
 Columbia University
 \$350,000
 1998

Glen H. Elder

Human Development and the Life Course
 Department of Sociology
 University of North Carolina at Chapel Hill
 \$400,000
 1999

Amy Gutmann

Constructing Civic Education in a World of Conflicting Religious, National, and International Identities
 The University Center for Human Values
 Princeton University
 \$400,000
 1999

Kenji Hakuta

Testing Key Hypotheses About Educating Language Minority Students
 School of Education
 Stanford University
 \$350,000
 1998

Paul T. Hill

A Long-Term Inquiry into the Hidden Curricula of K-12 Schools
 Institute for Public Policy and Management
 University of Washington
 \$350,000
 1994

Sara Lawrence-Lightfoot

Crossing Boundaries and Forging Relationships: The Art and Science of Portraiture
 Graduate School of Education
 Harvard University
 \$350,000
 1995

James G. March

Organizational Learning
 Graduate School of Business
 Stanford University
 \$350,000
 1995

Milbrey W. McLaughlin

Joining Schools and Communities Around Opportunity to Learn and Opportunity to Teach
 School of Education
 Stanford University
 \$400,000
 1999

Richard J. Murnane

Economic Analyses to Improve Education
 Graduate School of Education
 Harvard University
 \$350,000
 1996

Alejandro Portes

Growing Up American: The Study of the New Second Generation
 Department of Sociology
 Princeton University
 \$365,600
 1997

Lee S. Shulman

Toward a Pedagogy of Substance
 School of Education
 Stanford University
 \$350,600
 1990

Catherine E. Snow

Studies in Language and Literacy
 Graduate School of Education
 Harvard University
 \$400,000
 1999

David Bruce Tyack

Purposes, Policies, and Politics in American Education
 School of Education
 Stanford University
 \$350,000
 1996

Multi-year Senior Scholar Grants are awarded to distinguished educational researchers at the invitation of the Foundation.

SPENCER DISSERTATION FELLOWS

Dorothea Anagnostopoulos

Setting Standards for Whom?: An Institutional Analysis of Chicago's Academic Promotion Policy
Department of Education
University of Chicago

Deborah Augsburger

Children's Negotiation of Language and Identity in Bilingual Juchitan
Department of Anthropology
University of Pennsylvania

Sharon Braslaw

Industrious In Their Stations: Young People At Work in Boston, Philadelphia and Charleston 1725-1775
Department of History
Harvard University

Tomiko Brown-Nagin

The Impact of Law, Culture, and Political Economy on the NAACP's Campaign for Educational Equality, Atlanta, Georgia, 1958-79
Department of History
Duke University

Alison Bryant

Adolescent Substance Use and School Apathy: Integrating Developmental, Motivational, and Contextual Perspectives
Combined Program in Education and Psychology
University of Michigan

Cynthia Coburn

Making Sense of Reading: Logics of Reading in the Institutional Environment and the Classroom
School of Education
Stanford University

Cynthia Cready

Black Population Concentration and the Impact of Desegregation on Public School Funding/Spending in the U.S. Nonmetropolitan South
Department of Sociology
Texas A & M University

Kneia DaCosta

Eyes on the Prize or Head in the Sand?: An Examination of Black Students' Attempts to Reconcile Dominant Ideology and Local Experience with Regard to Future Opportunity
Committee on Human Development
University of Chicago

Gregory Dorr

Segregation's Science: The American Eugenics Movement and Virginia, 1900-1980
Department of History
University of Virginia

Ines Dussel

School Uniforms in a Comparative Perspective: National Identities, Schooling, and Social Regulation in the U.S., France, and Argentina
School of Education
University of Wisconsin-Madison

Noel Enyedy

Trajectories of Representational Practices: An Analysis of Conceptual Change in the Probability Inquiry Environment
Graduate School of Education
University of California, Berkeley

Stuart Finkel

Scholarly Transgressions: The Deportations of Professors and the Politics of Culture in Soviet Russia, 1921-23
Department of History
Stanford University

Kevin Foster

Negotiating Success: Academic Achievement and Status Production among Black Students on a Predominately White Campus
Department of Anthropology
University of Texas at Austin

Debra Hawhee

Training the Body: Athletic and Rhetorical Education in Antiquity
Department of English
Pennsylvania State University

Jennifer Henderlong

Beneficial and Detrimental Effects of Praise on Children's Motivation: Performance Versus Person Feedback
Department of Psychology
Stanford University

Lori Diane Hill

Improving Educational Outcomes for Disadvantaged Students: The Effects of Community Context, School Capacity and Social Capital
Department of Sociology
University of Chicago

Clare Ignatowski

Modern Schooling and the Revitalization of Tradition in Cameroon
Department of Anthropology
University of Pennsylvania

Jennifer Imazeki

Teacher Mobility, Experience and Student Performance
Department of Economics
University of Wisconsin-Madison

Mori Insinger

Getting Ahead: Educational Engagement in an Inner-City High School
Department of Sociology
University of Pennsylvania

Barbara Jaffe

Women Returning to College: Catching Up or Getting Ahead?
Graduate School of Education
University of Pennsylvania

Jennifer Johnson-Kuhn

Catholic Schooling, Childbearing and Elite Aspirations in Contemporary Southern Cameroon
Department of Anthropology
Northwestern University

Agnes Kefeli

Kriashen Apostasy: Popular Religion, Education, and the Contest over Tatar Identity, 1854-1917
Department of History
Arizona State University

Hongming Liang

Education and Nationalism in Republican China, 1927-1949
Department of History
Washington University

Alejandra Lopez

Measuring Race/Ethnicity: Identification(s) for Mixed-Race Children in Schools
Graduate School of Education and Information Studies
University of California, Los Angeles

Carmen Martinez-Roldan

The Power of Children's Dialogues: The Discourse of Latino Students in Small Group Literature Discussions
School of Education
University of Arizona

**Spencer
Dissertation
Fellows**

Patrick McEwan

Do Vouchers Improve Schooling Efficiency? An Empirical Study of Chile
School of Education
Stanford University

Margaret Nash

Higher Education for Women in the U.S., 1780-1840
School of Education
University of Wisconsin-Madison

Ron Ritchhart

Developing Intellectual Character: Six Case Studies of Teachers' Enculturative Practice
Graduate School of Education
Harvard University

Alda Saute

The African-Mission Encounter and Education in Mozambique: The Anglican Mission of Santo Agostinho-Maciene, 1926/8-1974
Department of History
University of Minnesota

Parna Sengupta

The Molding of Native Character: Missionary Primary Education in India
Department of History
University of Michigan

Kyoung-Hye Seo

Children's Construction of Personal Meanings of Symbolism in a First-Grade Mathematics Classroom
Teachers College,
Columbia University

James Smith

The Moral Economy of Development in Taita, Kenya
Department of Anthropology
University of Chicago

John Smolenski

Friends and Strangers: Religion, Diversity, and the Ordering of Public Life in Colonial Pennsylvania, 1681-1776
Department of History
University of Pennsylvania

Elisabeth Soep

An Art in Itself: Critique as Learning and Assessment
School of Education
Stanford University

Marcus Stanley

Opening the Doors: A Quantitative Evaluation of the Effects of the Mid-Century GI Bills Program in Public Policy
Harvard University

Despina Stylianou

Expert and Novice Use of Visual Representations in Advanced Mathematical Problem Solving
School of Education
University of Pittsburgh

The Spencer Dissertation Fellowship Program is administered by the Spencer Foundation. Inquiries may be directed to Dissertation Fellowship Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL60611-1803.

**NATIONAL ACADEMY OF EDUCATION/
SPENCER POSTDOCTORAL FELLOWS**

Yvette M. Alex-Assensoh

Inequality, School Segregation and the Political Development of American Youth
Department of Political Science
Indiana University

Steven Z. Athanases

Aesthetics, Analysis, and Reflection on the Communal: The Promise of Poetry in the Education of Urban Youth
Division of Education
University of California, Davis

Lory J. Dance

At-Risk Students in Small Learning Communities (SLC's): Do SLC's Facilitate Smooth Transitions Between School and Non-School Milieus?
Department of Sociology
University of Maryland
at College Park

Patricia A. Duff

Language Socialization in High School Social Studies: The Construction of Knowledge in Multicultural Discourse Communities
Faculty of Language
University of British Columbia,
Canada

Kenneth A. Frank

The Emergence of School Community
College of Education
Michigan State University

Jeffrey A. Frykholm

Exploring Barriers to Mathematics Education Reform: Teachers' Tolerance for Discomfort
School of Education
Pacific University

Pamela C. Grundy

Learning to Win: Sport, Education and Social Change in Twentieth-Century North Carolina
Department of History
Davidson College

Agnes Weiyun He

Discourse and Socialization in Chinese Heritage Language Classes
Department of Linguistics
State University of New York
at Stony Brook

A'Lelia R. Henry

Keepers of the Vanguard or New Political Agendas? The Political Attitudes, Behavior and Knowledge of African American Female College Students
Department of Political Science
Hobart and William
Smith Colleges

Mary R. Hermes

Ojibwe Culture-Based Curriculum: Moments of Cultural Negotiation and Production
Department of
Educational Studies
Carleton College

Cindy E. Hmelo

Collaborative Ways of Knowing: Knowledge as a Tool for Thinking
Graduate School of Education
Rutgers, The State University
of New Jersey

NAE/Spencer Postdoctoral Fellows

Kathleen Hogan

Examining Community Participation as a Locus of Learning for High School Practitioners of Environmental Science
Educational Research and Development
Institute of Ecosystem Studies
Millbrook, New York

Cathy L. James

Education for Neighborhood and Nation: Toronto's Settlement Movement, 1900-1930
Ontario Institute for Studies in Education
University of Toronto, Canada

Tomás M. Kalmar

Hybrid Literacy: The Case of the Tarascan Project
Institute for Mathematical Sciences and Applications
California State University, Monterey Bay

George A. Kamberelis

Mapping the Topography of Teacher-Researcher Collaborations: An Interpretive Synthesis of Three Action Research Projects
School of Education
Purdue University

James Andrew LaSpina

Clio Restored?: California's Reform of the Social Studies Curriculum, 1987-1997. AHistory
Department of History
University of California, Los Angeles

Jaekyung Lee

Understanding Changes in the State Education Policies and Student Achievement Gaps
College of Education and Human Development
University of Maine, Orono

Heikki E. Lempa

The Education of the Body: The Ideology of Bildung and Bodily Practices in Germany, 1790-1850
Department of History
William Paterson University
of New Jersey

Aurolyn Luykx

Elaboration and Use of Andean Languages in Higher Education: Theoretical and Practical Challenges for Indigenous Educators
Facultad de Humanidades y Ciencias de la Educación
Universidad Mayor
de San Simón, Bolivia

Linda Mabry

Scoring State-Mandated Performance Assessments
Department of Counseling and Educational Psychology
Indiana University

Helen M. Marks

Learning to Care or to Comply? An Unanswered Question for Community Service Policy
College of Education
Ohio State University

Frances J. Riemer

Liberating the Uneducated: Literacy Practice and Development in Botswana
Center for Excellence in Education
Northern Arizona University

David L. Roberts

Professional Competition Over Mathematics Education in the "New Math" Era: A Historical Analysis of the School Mathematics Study Group, 1958-1973
National Museum of American History
Smithsonian Institution
Washington, District of Columbia

Beth Barton Schweiger

Neither Bottom Rail Nor Top: Yeoman Families in the Antebellum South
Journal of Southern Religion

Kimberlee A. Shauman

Gender Differences in Educational and Occupational Choice During the Early 1990s: The Influence of Individual Characteristics and Career Attributes
Department of Sociology
University of California, Davis

Robert C. Smith

Gendered Ethnicity at Three Strategic Sites: Explaining Variability in Second Generation Mexican American Men's and Women's Work and School Mobility
Department of Sociology
Barnard College,
Columbia University

Amy E. Stambach

Schooling and the Reconfiguring of Families: Lessons from Tanzania
School of Education
University of Wisconsin-Madison

Steven L. VanderStaay

Fostering Resilience: The Case of Law Related Education
Department of English
Western Washington University

John R. Warren

Rethinking the Relationship Between High School Students' Paid Employment and High School Dropout: Differences by Race/Ethnicity
Department of Sociology
University of Washington

Catherine J. Weinberger

Economics Benefits and Barriers to Women Who Choose Engineering College Majors
Department of Economics
University of California, Santa Barbara

Regina E. Werum

The Relationship Between Social Capital and Ethnic Tracking: A Comparative Analysis of Universities and German Schools
Department of Sociology
Emory University

Uri J. Wilensky

Developing Reasoning about Parallel Processes
Department of Education
Tufts University

Jonathan L. Zimmerman

Storm Over the Schoolhouse: Popular Curriculum Wars in America, 1890-1990
Department of Culture and Communication
New York University

The National Academy of Education/Spencer Postdoctoral Fellowship Program is Administered by the National Academy of Education through grants made in the 1998 and 1999 fiscal years by the Spencer Foundation for \$5,369,000 over three years. Inquiries may be directed to: National Academy of Education, School of Education, New York University, 726 Broadway, Suite 509, New York, NY 10003-6652.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION/ SPENCER PRE-DISSERTATION RESEARCH FELLOWS

Rosemary Blanchard

Indigenous Social Studies in a Community Setting—the Case of a Navajo Community School
College of Education
University of Illinois
at Urbana-Champaign

Heidi Carlone

The Cultural Production of Science and Scientist in High School Physics: Expanding Girls' Possibilities
School of Education
University of Colorado at Boulder

Maria Chavez Pringle

Latina/o Lawyers in Washington State: Civic Ideals and Community Engagement
Political Science Department
Washington State University

Catherine Good

Women's Underrepresentation in Mathematics
College of Education
University of Texas at Austin

Michael Jennings

Educational Anthropology/Sociology
School of Education
University of North Carolina
at Chapel Hill

Elizabeth Marshall

Children's Literature, Literacy Education, Literary, and Feminist Theory
College of Education
Ohio State University

Monette McIver

Writing and Teaching
School of Education
University of Colorado at Boulder

Manisha Modi

Family Choices in Rural Pakistan: Determinants of Girls' Primary Enrollment
Department of Education
University of Chicago

Jeanne Powers

From the Factory Model to the Market Model: Charter Schools and the Changing Landscape of American Education
Department of Sociology
University of California,
San Diego

Beth Raps

The Relationship of Higher Education to Contemporary Society
College of Education
Florida State University

Lisa Ann Scott

Fostering the Development of Independent Performance of Scientific Thinking Skills: A Practical and Effective Use of Computers
School of Education
University of Pittsburgh

Amy Thoreson

Trends in Group Differences in Educational Achievement, Expectations, and Attainment
Department of Education
University of Chicago

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION/ SPENCER PRE-DISSERTATION TRAVEL GRANTS

Andrew C. Kemp

Science Educators' Perceptions of the Goal of Scientific Literacy for All
College of Education
The University of Georgia

Eric J. Knuth

The Nature of Secondary School Mathematics Teachers' Conceptions of Proof
School of Education
University of Colorado at Boulder

Cindy O'Donnell-Allen

Teacher Research, Small-Group Discourse, Professional Development of Pre-service and In-service Teachers
College of Education
University of Oklahoma

The American Educational Research Association/Spencer Pre-Dissertation Fellowship Programs are administered by the American Educational Research Association (AERA) through a grant of \$1,250,000 made in the 1997 fiscal year by the Foundation. Inquiries may be directed to: AERA/Spencer Pre-Dissertation Fellowship Programs, The American Educational Research Association, 1230 17th Street NW, Washington, District of Columbia 20036.

SPENCER FELLOWS AT THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES

Frederick Erickson

Research Concerns: Linguistic anthropology, socio-linguistic micro-analysis of discourse in interaction in educational settings with special attention to classroom interaction as a learning environment
Graduate School of Education and Information Studies
University of California, Los Angeles

James G. Greeno

Research Concerns: Conceptual learning, understanding, and reasoning in discourse activity
School of Education
Stanford University

Thomas A. Romberg

Research Concerns: Teaching and learning of mathematics and assessment of mathematical performance
School of Education
University of Wisconsin-Madison

Gavriel Salomon

Research Concerns: Computing in education, design and study of novel learning settings, and research on peace education
Department of Education
University of Haifa, Israel

Fellowship awards are administered by the Center for Advanced Studies in the Behavioral Sciences through a grant made in the 1994 fiscal year by the Spencer Foundation of \$900,000 over five years for support of Fellows. Inquiries may be directed to: Director, Center for the Advanced Studies in the Behavioral Sciences, 75 Alta Road, Stanford, CA 94305-8090

RESEARCH TRAINING GRANTS

**Graduate School of Education
University of California, Berkeley**
Berkeley, California

**Graduate School of Education and Information Studies
University of California, Los Angeles**
Los Angeles, California

Teachers College, Columbia University
New York, New York

**Division of Educational Studies
Emory University**
Atlanta, Georgia

**Graduate School of Education
Harvard University**
Cambridge, Massachusetts

**College of Education
Michigan State University**
East Lansing, Michigan

**School of Education
University of Michigan**
Ann Arbor, Michigan

**School of Education and Social Policy
Northwestern University**
Evanston, Illinois

**Graduate School of Education
University of Pennsylvania**
Philadelphia, Pennsylvania

**School of Education
Stanford University**
Stanford, California

**School of Education
University of Wisconsin-Madison**
Madison, Wisconsin

The Research Training Grant Program supports research training in the field of education. In the 1997 fiscal year, the Spencer Foundation made grants to nine institutions. Grants to two additional institutions were made in fiscal years 1998 and 1999. Awards range from \$500,000 to \$2 million, bringing the total amount awarded to all eleven institutions to \$13 million.

CONFERENCE GRANTS RELATED TO RESEARCH TRAINING

Research Training Grant Working Conference on Methodology and Quality in Research Training
School of Education
Stanford University

The University of Pennsylvania/University of California, Los Angeles Doctoral Student Exchange Program
Graduate School of Education and Information Studies,
University of California,
Los Angeles and
Graduate School of Education,
University of Pennsylvania

Retreat for Research Training Grant Deans
School of Education
University of Michigan

In Pursuit of Educational Research Training in Recognition of Racial, Gender, and Ethnic Diversity
Graduate School of Education
University of California, Berkeley

Research Training Grant Working Conference on Apprenticeships and Mentoring
Graduate School of Education
Harvard University

The Spencer Foundation periodically supports conferences for the community of Research Training Grant institutions to explore topics related to the training of researchers in education. Awards range from \$40,000 to \$50,000. Applications are accepted annually from Research Training Grant institutions.

RESEARCH ON SCHOOL REFORM PLANNING GRANTS

**David Bensman,
Kathe Jervis, Robert Jervis,
Kemly A. McGregor, and
Jianzhong Xu**

*Middle School Involvement as an
Urban District Reform Strategy*
School of Management
and Labor Relations
Rutgers, The State University
of New Jersey
\$50,000

**Joanne T. Boaler,
James G. Greeno, and
Judy Strauss**

*Communities of Learners Within
Traditional and Reform Settings:
Social Relations, Understandings
and Equity*
School of Education
Stanford University
\$50,000

**Louis M. Gomez,
Carol D. Lee, and
Kimberley P. Williams**

*Building to the Schools' Vision of
Transformation: Supporting Reform
through Design*
School of Education and
Social Policy
Northwestern University
\$50,000

**Brian T. Lord,
Diane J. Briars, June Mark,
Barbara A. Miller, and
Deborah Bryant Spencer**

*Curriculum Implementation and
Changes in Teachers' Practice*
Education Development
Center, Inc.
Newton, Massachusetts
\$49,200

**Hugh B. Mehan and
Mary Kay Stein**

*Constructing San Diego's
Institute for Learning*
Department of Sociology
University of California,
San Diego
\$50,000

**Allan R. Odden,
Herbert G. Heneman, III,
Carolyn J. Kelley, and
Anthony T. Milanowski**

*A Study of Standards-Based
Education Reform and School-
Based Performance Awards*
School of Education
University of Wisconsin-Madison
\$50,000

**Annemarie S. Palincsar,
Shirley J. Magnusson, and
Carla O'Connor**

The Phoenix Project
School of Education
University of Michigan
\$50,000

**Lauren B. Resnick and
Alan Lesgold**

*Scaling Up Powerful Teaching
in Urban Schools: Cognitive
and Organizational Designs*
College of Education
University of Pittsburgh
\$50,000

S. Paul Reville

*Impact of Partnerships
on School Reform*
Graduate School of Education
Harvard University
\$50,000

**Marguerite Y. Roza, Nancy
Ames, Nancy Brigham, and
Linda Gerstle**

*The Interaction of Reform Strategies
and Site Context when Replicating a
Successful Comprehensive School
Reform Effort*
Education Development
Center, Inc.
Newton, Massachusetts
\$50,000

**Gary Sykes, Ann Borthwick,
Patricio G. Herbst,
Richard S. Prawat,
BetsAnn Smith,
Marc S. Tucker, and
Suzanne M. Wilson**

*Launching The America's Choice
Program at John J. Pershing
Intermediate School*
College of Education
Michigan State University
\$50,000

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Department of Psychology
University of Michigan

Adam Gamoran

Department of Sociology
University of Wisconsin-Madison

David F. Labaree

College of Education
Michigan State University

Carol D. Lee

School of Education
and Social Policy
Northwestern University

Rebecca Maynard

Graduate School of Education
University of Pennsylvania

Hugh B. Mehan

Department of Sociology
University of California,
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Francisco O. Ramirez

School of Education
Stanford University

Members of the Spencer Mentor
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June 10-11, 1998
Chicago, Illinois
Organizers:
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Richard Merelman,
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Mapping the Terrain: Economics and Educational Research

June 15-16, 1998
Chicago, Illinois
Organizers:
Michael McPherson,
Macalester College and
Richard Murnane,
Harvard University

Culture, Child Development, and Education

October 22-23, 1998
Cambridge, MA
Organizers:
Rebecca New,
University of New Hampshire and
Catherine Snow,
Harvard University

Conference on Collaborative Research for Practice

March 11-12, 1999
New Orleans, LA
Organizers:
Judy Buchanan,
Philadelphia Education Fund;
Elyse Eidman-Aadahl,
University of California, Berkeley;
Louis Gomez,
Northwestern University; and
Sarah Michaels,
Clark University

The Spencer Foundation periodically organizes conferences on specific topics pertaining to educational research. The purpose of these conferences is to identify and discuss topics that have not yet been explored or require further development and to develop agendas for research bearing on education that might be conducted. Conference agendas, reports, and participant listings may be found on the Foundation's Web Site at www.spencer.org.

RESEARCH CONFERENCE GRANTS

Walter R. Allen

Symposium on The Chicago School Tradition: Perspectives on Race, Education and Human Development
Department of Sociology
University of California,
Los Angeles
\$12,200

Richard C. Anderson and Wenling Li

Learning to Read Chinese
Center for the Study of Reading
University of Illinois
at Urbana-Champaign
\$50,000

Mary Burgan

Academic Values in the Transformation of American Medicine: Universities and the Academic Health Center
American Association of University Professors
Washington, District of Columbia
\$50,000

M. Susan Burns

Workshop on Early Childhood Pedagogy: Global Perspectives
Commission on Behavioral and Social Sciences and Education
National Academy of Sciences
Washington, District of Columbia
\$50,000

Roger W. Bybee

Understanding the Influence of Standards in K-12 Science, Mathematics and Technology Education Phase I: Developing a Framework
Center for Science, Mathematics and Engineering Education
National Academy of Sciences
Washington, District of Columbia
\$50,000

Christopher Edley and Gary Orfield

Rethinking Title I
Harvard Law School
Harvard University
\$50,000

James Paul Gee and Elisabeth R. Hayes

Literacies Amidst Global Transformation
Department of Curriculum and Instruction
University of Wisconsin-Madison
\$19,600

James G. Greeno

Discourse Analysis in Education
Center for Advanced Study in the Behavioral Sciences
Stanford, California
\$14,900

Stanley Ikenberry

Achieving Inclusion and Equity in Higher Education
American Council on Education
Washington, District of Columbia
\$50,000

Sylvia T. Johnson

Assessment in the Context of Culture and Pedagogy
School of Education
Howard University
\$45,000

Charles E. Jones and Lisa D. Delpit

Education for Critical Consciousness
Department of African-American Studies
Georgia State University
\$50,000

Mindy Kornhaber, Christopher Edley, and Gary Orfield

High Stakes Testing
Graduate School of Education
Harvard University
\$50,000

Anne Christine Kubisch

The Roundtable on Comprehensive Community Initiatives for Children & Families
The Aspen Institute
New York, New York
\$25,000

Research Conference Grants

Regina McGraw
*Partial Support of the Chicago
Successful Schools Project*
Community Media Workshop
Columbia College
\$10,000

Nick Rabkin
*Partial Support of Grantmakers
in the Arts Annual Conference*
Grantmakers in the Arts
Seattle, Washington
\$5,000

**Harold A. Richman and
Joan Wynn**
*School Connections with Other
Organizations: Their Implications
for Research and Action*
Chapin Hall Center for Children
University of Chicago
\$47,400

Lisa J. Walker
*Seminars on Research and
Research Methods*
Education Writers Association
Washington, District of Columbia
\$50,000

Linda P. Ware
Ideology and the Politics of Inclusion
Warner Graduate School
of Education
University of Rochester
\$49,725

Inquiries regarding the Research
Conference Grants Program
may be directed to: Research
Conference Grants Program, The
Spencer Foundation, 875 North
Michigan Avenue, Suite 3930,
Chicago, IL60611-1803.

OTHER GRANTS

**Carole Bloch and
Mastin Prinsloo**
*Home and School Influences
on Early Literacy Learning
by South Africa Children*
Project for the Study of Alternate
Education in South Africa
University of Cape Town,
South Africa
\$100,000

Phyllis Blumenfeld
*Technologies to Enable Inquiry: The
Influences on Student Learning and
Motivation*
School of Education
University of Michigan
\$255,150

**Dominic J. Brewer and
P. Michael Timpane**
*Education Vouchers: Rhetoric
Versus Reality*
The RAND Corporation
Santa Monica, California
\$100,000

M. Susan Burns
*Support for the Activities
of the Committee on Early
Childhood Pedagogy*
National Academy of Sciences
Washington, District of Columbia
\$50,000

**Jean Comaroff and
John L. Comaroff**
*Support of Research on
Education in South Africa*
Department of Anthropology
University of Chicago
\$15,000

Council on Foundations
Philanthropic Support
\$34,600

Donors Forum of Chicago
Philanthropic Support
\$17,820

Mary Maples Dunn
*Support of the Production of Volume
V of "Notable American Women"*
The Schlesinger Library
Radcliffe College
\$50,000

Marian Wright Edelman
*Support for the Children's
Defense Fund's Archival Project*
Children's Defense Fund
Washington, District of Columbia
\$25,000

Floyd M. Hammack
*Examination of the Current and
Future Status of the Comprehensive
High School*
School of Education
New York University
\$52,000

Independent Sector
Philanthropic Support
\$10,250

Bill Kovach
*Support of an Education
Writer Fellowship*
The Nieman Foundation
Harvard University
\$35,000

James H. Lewis
*Conference on the Intersection
of Race and Education*
Chicago Urban League
Chicago, Illinois
\$32,500

John Merrow
*Support for Radio Forums
on Education Research on
"The Merrow Report"*
Learning Matters, Inc.
New York, New York
\$323,900 over two years

**Sarah Mondale and
Sarah Patton**
Support of a PBS Series SCHOOL
Stone Lantern Films, Inc.
Glen Echo, Maryland
\$100,000

Helen Pate-Bain
Project STAR Follow-up Studies
Health & Education Research
Operative Services, Inc.
Lebanon, Tennessee
\$50,000

Peter R. Pouncey
Human Choices
Department of Classics
Amherst College
\$25,000

Melissa Roderick
*The Effects of the Chicago Public
School's Promotion Policy and
Summer Bridge Initiative on
Student Achievement and
Opportunity to Learn*
School of Social Service
Administration
University of Chicago
\$309,600

**Other
Grants**

Ken Rolling

*Support of an Evaluation
Advisory Committee*
Chicago Annenberg Challenge
Chicago, Illinois
\$30,000

Andre Schiffrin

*Dissemination and Popularization
of Educational Research*
The New Press
New York, New York
\$253,800 over three years

The Foundation Center

Philanthropic Support
\$55,000

**The Philanthropy
Roundtable**

Philanthropic Support
\$2,500

Southern Initiative

**Jacqueline Jordan Irvine,
Jeffrey E. Mirel and
Vanessa Siddle Walker**

*Establishment of the Southern
Consortium for Educational
Research in Urban Schools*
Division of Educational Studies
Emory University
\$70,000 over one year

**James L. Leloudis and
Madeline R. Grumet**

Race, Ethnicity, and Schooling
*The Center for the Study of the
American South*
Department of History
The University of North Carolina
at Chapel Hill
\$50,000 over one year

Charles L. Thompson

*Building North Carolina's Capacity
for Policy-Related Research: Planning
a Multi-Campus Center*
The University of North Carolina
General Administration
\$50,000 over one year

GRANTS IN PROGRESS

Karl L. Alexander and Doris Roberts Entwisle

The Transition to Adulthood Among Urban Youth
Department of Sociology
Johns Hopkins University
\$380,240 in 1998

Kathryn M. Anderson-Levitt

Constructing "Good Pedagogy" in Guinea: Global, National and Local Dialogues
Department of Behavioral Sciences
University of Michigan-Dearborn
\$118,860 in 1998

Kathryn H. Au

The Successful Education of Hawaiian Children: A Study of Preservice and Mentor Teachers
College of Education
University of Hawaii at Manoa
\$192,100 in 1997

Deborah Loewenberg Ball

Crossing Boundaries: Probing the Interplay of Mathematics and Pedagogy in Elementary Teaching
School of Education
University of Michigan
\$302,000 in 1998

Marjorie J. Beeghly and Edward Z. Tronick

Early Development of African-American Children: Factors Predicting Cognitive Competence and Adjustment
Child Development Unit
Children's Hospital, Boston
\$300,000 in 1997

Vern L. Bengtson

Generation X and Their Elders: Intergenerational Influences on Educational and Occupational Attainment Over Four Generations
Ethel Percy Andrus Gerontology Center
University of Southern California
\$257,900 in 1996

Mark Berends and Samuel R. Lucas

The Structure and Effects of Tracking in the United States: A Temporal Perspective
The RAND Corporation
Washington, District of Columbia
\$472,800 in 1997

Ruth A. Berman

Developing Literacy in Different Contexts and in Different Languages
Department of Linguistics
Tel Aviv University, Israel
\$520,000 in 1998

Peter Blatchford and Anthony D. Pelegrini

Playground Games: Their Social Context in Elementary/Junior School
Institute of Education
University of London, United Kingdom
\$170,600 in 1998

Paul Bloom

Syntactic Support in Word Learning
Department of Psychology
Yale University
\$321,700 in 1993

David M. Bloome and Susan R. Goldman

Using Multiple Texts for Academic Learning: Social and Cognitive Perspectives
Department of Teaching and Learning
Vanderbilt University
\$532,900 in 1997

Jeanne Brooks-Gunn

Storytimes: Language and Literacy in the Context of Home Visiting Programs
Center for Young Children and Families
Teachers College, Columbia University
\$238,900 in 1997

Jerome S. Bruner

Meaning Making in Context
School of Law
New York University
\$377,250 in 1995

Nicholas C. Burbules and Suzanne Rice

Virtue, Communication, and Education: The Debate About Virtue and Character in U.S. Schools
College of Education
University of Illinois at Urbana-Champaign
\$72,800 in 1998

Robert B. Cairns

Intergenerational Turning Points for School Success
Center for Developmental Science
University of North Carolina at Chapel Hill
\$258,750 in 1997

Sophia R. Cohen

When the Learners' Thinking Takes Center Stage: A Study of Teacher and Classroom Change
Center for the Development of Teaching
Education Development Center, Inc.
Newton, Massachusetts
\$81,740 in 1997

Mihaly Csikszentmihalyi, William Damon, and Howard E. Gardner

The Transmission of Excellence: A Study of Mentoring in Creative Work
Department of Psychology
University of Chicago
\$485,675 in 1998

Diana Dee-Lucas and Jill H. Larkin

Knowledge Effects in Learning from Interactive Electronic Texts
Department of Psychology
Carnegie Mellon University
\$202,300 in 1998

Mary Ann Dzuback

Women Social Science Scholars in the Academy, 1890-1940
Department of Education
Washington University
\$132,700 in 1995

Michael J. Feuer

Assessment Strategies for the Federal Title I Program
Commission on Behavioral and Social Sciences and Education
National Academy of Sciences
National Research Council
Washington, District of Columbia
\$100,000 in 1997

William A. Firestone

Learning in an Urban Professional Development School
Graduate School of Education
Rutgers, The State University of New Jersey
\$148,100 in 1998

Michael Fullan and Nancy Watson

The Role of the District: Alternate "Drivers" for Professional Development
Ontario Institute for Studies in Education
University of Toronto, Canada
\$149,400 in 1998

Grants in Progress

Bruce Fuller and Sharon L. Kagan

The Devolution of Welfare: Assessing Children's Changing Environments and Effects on School Readiness
School of Education
University of California, Berkeley
\$441,250 in 1998

Michael Fultz

African-American Teachers in the South, 1890-1960
Department of Educational Policy Studies
University of Wisconsin-Madison
\$182,100 in 1997

Karen C. Fuson

Supporting Urban Latino Children's Constructions of Arithmetical Understandings by Using Parent Tutors in the School
School of Education and Social Policy
Northwestern University
\$313,000 in 1994

Karen Gallas, Iris Feldman, Linda Goldman, and Anne Martin

Teacher-Initiated Professional Development: The Lawrence School Teacher Study Groups
Brookline Public Schools
Brookline, Massachusetts
\$94,620 in 1996

James Paul Gee and Sarah A. Michaels

Talk, Text, and Identity: Understanding Teaching and Learning in a Post-Progressive Science Program
Jacob Hiatt Center for Urban Education
Clark University
\$300,310 in 1996

Herbert P. Ginsburg

Understanding and Fostering Early Mathematics Competence in Low Income African-American and Latino Children
Department of Human Development
Teachers College,
Columbia University
\$391,000 in 1998

Merryl R. Goldberg

SUAVE: Examining the Role of Coaching as a Professional Development Model
College of Education
California State University,
San Marcos
\$150,000 in 1997

Claude N. Goldenberg, Ronald G. Gallimore, and William M. Saunders

Settings for Change: A Practical Model for Linking Rhetoric and Action to Improve Achievement of Diverse Students
Department of Teacher Education
California State University,
Long Beach
\$399,750 in 1998

Claudia Goldin

The Making of Educated Americans: The Rise of the American High School and its Economic Consequences, 1890-1970
National Bureau of Economic Research
Harvard University
\$102,725 in 1996

Susan Goldin-Meadow

Gesture-Speech Mismatch as an Educational Tool: Using the Hand to Read the Mind
Department of Psychology
University of Chicago
\$219,475 in 1994

Esther Newcomb Goody

Authority and Effective Learning in Northern Ghana
Department of Social Anthropology
University of Cambridge,
United Kingdom
\$232,900 in 1997

Judith L. Green and Carol N. Dixon

Constructing Access to Learning Across Content Areas in Bilingual Classrooms
Department of Education
University of California,
Santa Barbara
\$335,000 in 1998

Cynthia L. Greenleaf and Ruth Schoenbach

Close Readings: A Study of Key Issues in the Use of Literacy Learning Cases for the Professional Development of Secondary Teachers
The HERALD Project
WestEd Regional Education Laboratory
San Francisco, California
\$150,000 in 1998

James G. Greeno and Randi A. Engle

Learning to Use and Understand Concepts During Project-Based Activity
School of Education
Stanford University
\$450,500 in 1998

Stephen J. Griffin

Making the Transparent Visible: Teachers' Research on Classroom Discourse
Brookline Public Schools
Brookline, Massachusetts
\$249,700 in 1997

Pamela Grossman and Samuel S. Wineburg

Studying a Community of Learners: A Department-Based Model of Professional Development
School of Education
University of Washington
\$150,000 in 1998

David M. Hammer

Advancing Reforms in Science Education: Teachers' Conceptual Resources
Center for the Development of Teaching
Education Development Center, Inc.
Newton, Massachusetts
\$106,535 in 1997

Andrew Hargreaves and Ivor F. Goodson

Change Over Time? A Study of Culture, Structure, Time, and Change in Secondary Schooling
Ontario Institute for Studies in Education,
University of Toronto, Canada
and Warner Graduate School of Education,
University of Rochester
\$374,600 in 1998

George Hillocks

How State Assessments Influence Curricular Content and Classroom Practice: The Case of Writing
Department of Education
University of Chicago
\$278,200 in 1995

John F. Kain

Minority Suburbanization and the Achievement of Minority Students
Department of Economics
Harvard University
\$214,700 in 1997

Grants in Progress

Mary J. and Jerome L. Levitt

Social Networks and School Adaptation Across the Child to Adolescent Transition
Department of Psychology
Florida International University
\$293,350 in 1997

Catherine C. Lewis and Victor Battistich

Educational Change and the Role of Teacher Community: Understanding the Effects of the Child Development Project
The Developmental Studies Center
Oakland, California
\$149,700 in 1997

Judith Warren Little

Teachers' Professional Development in the Context of Secondary School Reform
Graduate School of Education
University of California, Berkeley
\$150,000 in 1998

Howard B. London and Kathleen M. Shaw

Cultures of Success: A Study of Community Colleges with High Transfer Rates
Department of Sociology
Bridgewater State College
\$130,300 in 1996

Tom J. Luster

Factors Related to Early School Success Among Children Born to Teenage Mothers
Department of Family and Child Ecology
Michigan State University
\$326,100 in 1998

Dan P. McAdams

Generativity in Black and White
School of Education and Social Policy
Northwestern University
\$367,200 in 1995

G. Williamson McDiarmid

Teachers in Charge: A Study of Kentucky Teachers' Professional Development Plans
National Center for Research on Teacher Learning
University of Alaska, Anchorage
\$150,000 in 1996

Milbrey W. McLaughlin

Learning for Anything Everyday: The Role of Neighborhood-Based Organizations for Youth
School of Education
Stanford University
\$441,400 in 1994

David McNeill

Children's Representation of Motion Events
Department of Psychology
University of Chicago
\$418,400 in 1996

Pamela A. Moss

Developing Coherence Between Assessment and Reform: A Role For Hermeneutics In Licensing and Professional Development of Teachers
School of Education
University of Michigan
\$459,650 in 1997

Michael T. Nettles and Catherine M. Millett

Understanding for Improvement: Finances, Experiences, and Achievements of Doctoral Students
School of Education
University of Michigan
\$390,300 in 1998

Anna Neumann

Professors' Learning and Scholarly Identity Development in the Early Post-Tenure Career
College of Education
Michigan State University
\$279,000 in 1998

Anat Ninio

The Acquisition of Dependency Grammar
Department of Psychology
Hebrew University of Jerusalem, Israel
\$218,775 in 1996

Douglas D. Noble

Work-Based Curriculum Professional Development
Cobblestone School
State University of New York at Geneseo
\$146,260 in 1998

Jody D. Nyquist, Philip Austin, Jo Sprague, and Donald H. Wulff

The Development of Graduate Students as Prospective Teaching Scholars: A Longitudinal Research Project
Center for Instructional Development and Research
University of Washington
\$254,450 in 1996

Mary Catherine O'Connor

Teacher Discourse in Middle School Mathematics Classrooms
School of Education
Boston University
\$212,500 in 1996

Elinor Ochs and Lisa Capps

Autistic Children's Narrative Interactions at School and Home
Department of TESLand Applied Linguistics
University of California, Los Angeles
\$394,700 in 1998

Patricia K. Phelan and Ann L. Davidson

Students' Multiple Worlds: The Role of School-Based Health Clinics in Mediating Transitions
Education Program
University of Washington
\$292,000 in 1998

David Nathan Plank and Gary Sykes

The Ecology of School Choice
College of Education
Michigan State University
\$315,350 in 1998

David M. Post, David G. Abler, Dennis P. Hogan, and Leif I. Jensen

Family Welfare and Children's Schooling: A Study of Chile, Peru, and Mexico
Department of Agricultural Economics and Rural Sociology
Pennsylvania State University
\$269,350 in 1995

Julie A. Reuben

Questioning the Academy: The Impact of the Protest Movements of the 1960s on American Higher Education
Graduate School of Education
Harvard University
\$268,000 in 1998

Grants in Progress

Virginia Richardson and Gary Fenstermacher

Manner in Teaching
School of Education
University of Michigan
\$380,900 in 1998

Joanne Erwick Roberts and Margaret R. Burchinal

A Longitudinal Study of the Role of Language in School Success for African-American Children
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
\$327,950 in 1997

Barbara Rogoff

Development in Individual, Group, and Cultural Activity: Transformations as New Members Participate in an Innovative School
Department of Psychology
University of California, Santa Cruz
\$93,100 in 1995

James E. Rosenbaum

Survey of the Long-Term Effects of Residential Mobility on Low-Income Black Youth
Center for Urban Affairs and Policy Research
Northwestern University
\$503,000 in 1996

Michael Rosenthal

Biography of Nicholas Murray Butler, President of Columbia from 1902-1945
Department of English and Comparative Literature
Columbia University in the City of New York
\$93,000 in 1996

Janet Schofield

The Internet in School: Problems and Possibilities
Learning Research and Development Center
University of Pittsburgh
\$149,900 in 1998

Peter Scott and David Smith

Transatlantic Influences: The Impact of American Ideas and Practices on the Development of British Higher Education 1945-1992
School of Education
University of Leeds,
United Kingdom
\$114,600 in 1998

Robert M. Sellers

Institutional and Programmatic Factors Associated with College Student-Athletes' Academic Success and Failure
Department of Psychology
University of Michigan
\$265,200 in 1995

Robert S. Siegler

Microgenetic Studies of Self-Explanations
Department of Psychology
Carnegie Mellon University
\$286,800 in 1998

Patricia A. Smiley

The Nature and Origins of Individual Differences in Achievement Motivation Among Preschoolers
Department of Psychology
Pomona College
\$130,250 in 1998

Michael S. Stinson and Barbara G. McKee

Speech Recognition as a Support Service for Deaf and Hard of Hearing Students: Adaptation and Evaluation
National Institute for the Deaf
Rochester Institute of Technology
\$113,200 in 1998

Alan Taylor and Kathleen Medina

Every Teacher An Historian
Area 3 History and Cultures Project
University of California, Davis
\$149,850 in 1998

Edward F. Tobia, M. Bruce Haslam, and Katrina Laguarda

School-Based Professional Development and Reform: The Work of San Antonio's Instructional Guides
San Antonio Independent School District and Policy Studies Associates
Washington, District of Columbia
\$147,300 in 1998

Vivian Troen, Katherine C. Boles, and Mieko Kamii

A Study to Analyze the Process, Conditions, and Policy Arrangements that Support Teacher Learning in a Successful Professional Development Site
Brookline Public Schools
Brookline, Massachusetts
\$149,550 in 1997

Julianne C. Turner and Carol Midgley

Avoidance Beliefs and Behaviors in Mathematics Before and After the Transition to Middle Level Schools: Classroom Influences
Department of Psychology
University of Notre Dame
\$362,650 in 1998

Beth Warren, Cynthia Ballenger, and Ann S. Rosebery

Understanding Learning in Teacher Researcher Communities
Technical Educational Research Center (TERC)
Cambridge, Massachusetts
\$240,000 in 1995

John B. Willett and Judith D. Singer

Bridging the Gap Between Methodology and Substance: Advances in Study Design and Statistical Analysis for Educational Research
Graduate School of Education
Harvard University
\$397,950 in 1997

J. Douglas Willms

School and Community Effects on Children's Educational and Health Outcomes
Atlantic Centre for Policy Research in Education
University of New Brunswick, Canada
\$271,350 in 1997

Samuel S. Wineburg

Historical Sense-Making: An Intergenerational Study
College of Education
University of Washington
\$156,800 in 1995

Dennis Palmer Wolf

Going for Broke: Sustained Professional Development for Mid-Career Teacher-Leaders
Harvard Graduate School of Education
Harvard University
\$122,010 in 1997

GRANTEE PUBLICATIONS RECEIVED

Malinda Carpenter, Katherine Nagell, and Michael Tomasello

Monographs of the Society For Research in Child Development: Social Cognition, Joint Attention, and Communicative Competence From 9 to 15 Months of Age
University of Chicago Press, Chicago, Illinois, Vol. 63, No. 4, 1998

Jie-Qi Chen, Mara Krechevsky, Julie Viens, and Emily Isberg

Project Zero Frameworks for Early Childhood Education Volume 1—Building on Children's Strengths: The Experience of Project Spectrum
Teachers College Press, Columbia University, New York, 1998

Jie-Qi Chen, Emily Isberg, and Mara Krechevsky

Project Zero Frameworks for Early Childhood Education Volume 2—Project Spectrum: Early Learning Activities
Teachers College Press, Columbia University, New York, 1998

Burton R. Clark

Creating Entrepreneurial Universities: Organizational Pathways of Transformation
International Association of Universities Press, Paris, France, 1998

Constance Ewing Cook

Lobbying For Higher Education: How Colleges and Universities Influence Federal Policy
Vanderbilt University Press, Nashville, Tennessee, 1998

Anne DiPardo

Teaching in Common: Challenges to Joint Work in Classrooms and Schools
Teachers College Press, Columbia University, New York, 1999

Michelle Fine and Lois Weis

The Unknown City: Lives of Poor and Working Class Young Adults
Beacon Press, Boston, Massachusetts, 1998

Ricki Goldman-Segall

Points of Viewing Children's Thinking: ADigital Ethnographer's Journey
Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, 1998

Gerald Grant and Christine E. Murray

Teaching In America: The Slow Revolution
Harvard University Press, Cambridge, Massachusetts, 1999

Stephen L. Harp

Learning to Be Loyal: Primary Schooling as Nation Building in Alsace & Lorraine, 1850-1940
Northern Illinois University Press, DeKalb, Illinois, 1998

Charles D. Harrington and Susan K. Boardman

Paths to Success: Beating the Odds in American Society
Harvard University Press, Cambridge, Massachusetts, 1997

Philip W. Jackson

John Dewey and the Lessons of Art
Yale University Press, New Haven, Connecticut, 1998

Mara Krechevsky

Project Zero Frameworks for Early Childhood Education Volume 3—Project Spectrum: Preschool Assessment Handbook
Teachers College Press, Columbia University, New York, 1998

Magdalene Lampert and Deborah Loewenberg Ball

Teaching, Multimedia, and Mathematics: Investigations of Real Practice
Teachers College Press, Columbia University, New York, 1998

Magdalene Lampert and Merrie L. Blunk

Talking Mathematics in School: Studies of Teaching and Learning
Cambridge University Press, Cambridge, United Kingdom, 1998

Tamar Liebes

Reporting the Arab-Israeli Conflict: How Hegemony Works
Routledge, New York, 1997

Gary Orfield and Edward Miller (eds.)

Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives
Harvard Education Publishing Group, Cambridge, Massachusetts, 1998

David B. Pillemer

Momentous Events, Vivid Memories: How the Unforgettable Moments Help Us Understand the Meaning of our Lives
Harvard University Press, Cambridge, Massachusetts, 1998

Marlene C. Pugach

On the Border of Opportunity: Education, Community, and Language at the U.S.-Mexico Line
Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, 1998

Michael Schudson

The Good Citizen: A History of American Civic Life
The Free Press, New York, 1998

Susan F. Semel and Alan R. Sadovnik

Schools of Tomorrow, Schools of Today: What Happened to Progressive Education
Peter Lang Publishing, Inc., New York, 1999

Nancy J. Smith-Hefner

Khmer American: Identity and Moral Education in a Diasporic Community
University of California Press, Berkeley, California, 1999

Nelly P. Stromquist

Literacy for Citizenship: Gender and Grassroots Dynamics in Brazil
State University of New York Press, Albany, New York, 1997

Joel Westheimer

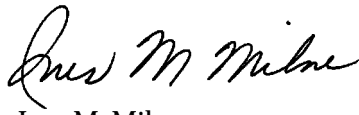
Among School Teachers: Community Autonomy and Ideology in Teacher's Work
Teachers College Press, Columbia University, New York, 1998

REPORT OF THE TREASURER

Ines M. Milne

On March 31, 1999, the assets of the Spencer Foundation totaled \$541.6 million. These assets are invested primarily in equities actively managed by Cedarpoint Capital Management, Inc., New York; and in S&P 500 and EAFE indexed equity funds managed by State Street Global Advisors, Boston. The Finance and Audit Committee of the Board of Directors, assisted by the Treasurer, oversees the performance of the Foundation's investments, convening regularly (at meetings to which all Directors are invited) to review investment results, to discuss investment policy, and to set the asset allocation policy. The Northern Trust Company is the custodian bank. A complete list of the Foundation's assets is available for inspection at the Foundation.

The Foundation made its first distributions in 1971 and through March 31, 1999 has authorized grants and fellowships of \$223.8 million, of which \$25.2 million remains payable in future fiscal years. During the 1999 fiscal year, the Foundation made payments on grants and fellowships totaling \$24.1 million, and the Board of Directors anticipates making grants at a slightly higher level through the 2000 fiscal year. The audited financial statements of the Spencer Foundation begin on page 44.



Ines M. Milne
Treasurer

INDEPENDENT AUDITORS' REPORT

Board of Directors
The Spencer Foundation
Chicago, Illinois

We have audited the accompanying statements of financial position of The Spencer Foundation (an Illinois not-for-profit corporation) as of March 31, 1999 and 1998, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes

examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of The Spencer Foundation as of March 31, 1999 and 1998, and the changes in its net assets and its cash flows for the years then ended in conformity with generally accepted accounting principles.

Deloitte & Touche LLP

May 24, 1999

STATEMENTS OF FINANCIAL POSITION
MARCH 31, 1999 AND 1998

(Thousands of Dollars)

	1999	1998
ASSETS:		
Investments , at quoted market value (cost: 1999-\$225,473; 1998-\$230,204) (Note 3)	\$ 538,993	\$ 492,591
Cash (including funds held by investment custodians: 1999 - \$713; 1998 - \$164)	1,459	1,008
Other assets:		
Accrued interest and dividends	206	126
Other	964	308
Total Assets	541,622	494,033
LIABILITIES:		
Grants payable (Note 5)	25,219	27,432
Payable to brokers	220	203
Accounts payable and accrued expenses	46	392
Total Liabilities	25,485	28,027
UNRESTRICTED NET ASSETS (Note 6)	\$ 516,137	\$ 466,006

See notes to financial statements.

STATEMENTS OF ACTIVITIES
YEARS ENDED MARCH 31, 1999 AND 1998

(Thousands of Dollars)

	1999	1998
REVENUE AND GAINS:		
Dividends	\$ 6,223	\$ 5,942
Interest	486	302
Realized gains, net	18,223	13,419
Increase in unrealized gains, net	51,133	133,374
Total revenue and gains	76,065	153,037
GRANTS AND OTHER EXPENSES:		
Grants authorized (Note 5)	22,018	19,682
Administrative expenses	2,802	2,503
Investment services	858	793
Excise taxes (Note 4)	256	624
Total grants and other expenses	25,934	23,602
INCREASE IN NET ASSETS	50,131	129,435
UNRESTRICTED NET ASSETS - Beginning of year	466,006	336,571
UNRESTRICTED NET ASSETS - End of year	\$ 516,137	\$ 466,006

See notes to financial statements.

STATEMENTS OF CASH FLOWS
YEARS ENDED MARCH 31, 1999 AND 1998

(Thousands of Dollars)

	1999	1998
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase in net assets	\$ 50,131	\$ 129,435
Adjustments to reconcile increase in net assets to net cash flows from operating activities:		
Gain on sale of investments, net	(18,223)	(13,419)
Unrealized gain on investments, net	(51,133)	(133,374)
Depreciation	120	123
Changes in assets and liabilities:		
Accrued interest and dividends	(80)	27
Other assets	(17)	(17)
Grants payable	(2,213)	5,553
Payable to brokers	17	30
Accounts payable and accrued expenses	(346)	42
Excise taxes payable	—	(38)
	<hr/>	<hr/>
Net cash flows from operating activities	(21,744)	(11,638)
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of investments	(26,620)	(26,253)
Proceeds from sales of investments	49,574	36,483
Capital expenditures	(759)	(21)
	<hr/>	<hr/>
Net cash flows from investing activities	22,195	10,209
<hr/>		
INCREASE (DECREASE) IN CASH	451	(1,429)
CASH - Beginning of year	1,008	2,437
CASH - End of year	\$ 1,459	\$ 1,008

See notes to financial statements.

NOTES TO FINANCIAL STATEMENTS

YEARS ENDED MARCH 31, 1999 AND 1998

(Thousands of Dollars)

1. NATURE OF OPERATIONS

The Spencer Foundation ("Foundation"), organized in 1962, is the residuary legatee under the will of Lyle M. Spencer, deceased. The Foundation was established to support research aimed at the improvement of education. Support is derived primarily from returns on the Foundation's investments.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Estimates - The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Investments - Investments are carried at fair market value, net of deferred excise tax on net unrealized gains.

Grants - Grants are recorded in the accounts when authorized by the Board of Directors and awarded by the Foundation. Unexpended funds awarded and subsequently returned are recorded when refunded by the grantees.

3. INVESTMENTS

Quoted market values are used to value investments other than index funds, which are carried based on fair values provided by the fund managers, and real estate, which is carried at market value provided by the real estate fund. Realized gains or losses are determined by comparison of cost, determined on a first-in, first-out basis, to proceeds from sales. Investment transactions are recorded in the accounts on the trade date. The cost of investment securities represents the amount paid for securities purchased, adjusted for accretion of discount or amortization of premium on bonds purchased. Dividends and interest income are recorded on the accrual basis.

The cost and fair market value of investments at March 31 were as follows:

	1999		1998	
	Cost	Market Value	Cost	Market Value
Index funds	\$ 135,481	\$ 313,939	\$ 137,298	\$ 288,872
Common stocks	86,838	228,094	88,469	205,420
Real estate funds	<u>3,154</u>	<u>2,728</u>	<u>4,437</u>	<u>3,654</u>
Total	<u>\$ 225,473</u>	544,761	<u>\$ 230,204</u>	497,946
Deferred federal excise tax		<u>(5,768)</u>		<u>(5,355)</u>
Total		<u>\$ 538,993</u>		<u>\$ 492,591</u>

4. TAXES

Excise Tax - The Foundation qualifies as a private foundation and, as a result, is subject to a federal excise tax of two percent on net investment income, as defined. If the average payout ratio for the past five years plus one percent of net investment income in the current year, as defined, is less than the current year's charitable distributions, federal excise tax is payable at one percent of net investment income, as defined. The Foundation paid federal excise tax of one percent in the year ended March 31, 1999 and two percent in the year ended March 31, 1998.

The quoted market value of investments was reduced by \$5,768 and \$5,355 at March 31, 1999 and 1998, respectively, representing the federal excise taxes which would become payable if the net unrealized gains were realized. The change in such deferred taxes is applied against the change in unrealized gains in the statements of activities.

A private foundation which does not distribute an amount equal to a minimum return on assets, as defined in the Internal Revenue Code, is subject to an excise tax of 15 percent on the income not so distributed. Distributions in any year in excess of the amount required may be carried forward to future years and be applied against the required distribution.

Income Tax - The Foundation is a not-for-profit organization in the State of Illinois and is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

5. COMMITMENTS

Grant

The Foundation has authorized but unpaid grants outstanding as of March 31, 1999, payable as follows:

Fiscal Year Ending March 31

2000	\$ 14,254
2001	7,462
2002	2,898
2003	366
2004	239
Total	\$ 25,219

Payments on authorized but unpaid grants may be accelerated upon mutual agreement between the Foundation and the grantees.

Rental

During the fiscal year ended March 31, 1999, The Foundation signed a sublease for a new office location. This new operating lease, commencing May 1, 1999, requires minimum annual rental payments plus certain common area maintenance charges. Rent expense on the old lease was approximately \$244 and \$241 for the years ended March 31, 1999 and 1998, respectively.

Future minimum annual rental commitments under the new lease are as follows:

Fiscal Year Ending March 31

2000	\$ 391
2001	435
2002	442
2003	450
2004	458
Thereafter	2,237
Total	\$ 4,413

6. UNRESTRICTED NET ASSETS

Unrestricted net assets are composed of the following amounts:

	1999	1998
Principal	\$ 82,203	\$ 82,203
Cumulative excess of grants and other expenses over revenue (cumulative grants authorized of \$223,760 at March 31, 1999)	(119,493)	(100,268)
Cumulative net realized gains on sales of investments	239,907	221,684
Unrealized gains in investment portfolio	313,520	262,387
Total	\$ 516,137	\$ 466,006

7. PROFESSIONAL DEVELOPMENT PROGRAM

During 1996, the Foundation established a joint venture Professional Development Research and Documentation Program (the "Program") with The John D. and Catherine T. MacArthur Foundation. The program provided grants for research in the area of professional development in schools and provided a total of \$3 million in grants over a four-year period which ended in 1999. Under the joint venture agreement, the Foundation administered the program and contributed 25 percent of the total awards and 50 percent of administration costs. MacArthur provided the remaining 75 percent of total awards and 50 percent of administration costs. At March 31, 1998, the cash balance of the Foundation included \$321 of funds advanced from The MacArthur Foundation not yet expended under the Program; the contra amount was included in accounts payable and accrued expenses.

8. RETIREMENT PLAN

The Foundation participates in a multiemployer contributory annuity retirement plan in conjunction with the Teachers Insurance and Annuity Association of America ("TIAA-CREF") for which substantially all employees are eligible. Expenses related to the retirement plan approximated \$178 and \$168 in 1999 and 1998, respectively. The Foundation funds its pension costs on a current basis in accordance with TIAA-CREF requirements.