

Curriculum Vitae

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ACADEMIC RECORD

- 1979-1983 Temple University, Ph.D. in Educational Psychology
- 1975-1978 University of North Carolina, M.A.T. in English Education
- 1967-1971 University of North Carolina, B.A. in Psychology, Minor in English

PROFESSIONAL EXPERIENCE

- 2004-Present College of Education and Human Development, University of Louisville  
Professor and Distinguished University Scholar,  
Department of Teaching and Learning, and  
Department of Leadership, Foundations, and Human Resources Education  
2005-2007, Director, Grawemeyer Award in Education  
2005-2008, Acting Chair, Department of Educational and Counseling  
Psychology  
2004-2007, Co-Director, Nystrand Center of Excellence in Education
- 1989-2004 Center for Social Organization of Schools, Johns Hopkins University  
Co-Director (1994-2004), Program on Systemic Supports for School  
Improvement, Center for Research on the Education of Students Placed  
At Risk (CRESPAR)  
Co-Director (1996-2004), Program on Integrated Reform, Center for Research on  
Education, Diversity and Excellence (CREDE)  
Principal Research Scientist (1990-2004)  
Research Scientist (1989-1990)  
Professor of Education, School of Professional Studies in Business and Education  
(2003-2004)
- 1985-1988 Coordinator, Denver Field Office, Northwest Regional Educational Laboratory
- 1985 & 1987 Visiting Scholar, Institute for Research on Educational Finance & Governance,  
(Summers) Stanford University
- 1982-1985 Assistant Professor, Department of Education, Tulane University
- 1979-1982 Instructor (part-time), Department of Educational Psychology, Temple University
- 1977-1979 Research and Evaluation Coordinator, O.P.C. Mental Health Center,  
Chapel Hill, North Carolina

- 1971-1977 Research Assistant, Therapeutic Preschool,  
Biological Sciences Research Center and Child Development Institute,  
University of North Carolina
- 1972 Teacher, Therapeutic Preschool, Chapel Hill, North Carolina
- 1971-1972 Research Assistant and Computer Programmer, Action Research Project,  
Mysore State, India, Carolina Population Center, University of North Carolina

#### MANUSCRIPTS: IN PRESS

- Stringfield, S., Reynolds, D., & Schaffer, G. (in press). Improving secondary students' academic achievement through a focus on reform reliability: The first five years of The High Reliability Schools Project. *School Effectiveness and School Improvement*.
- Wayman, J., Midgley, S., & Stringfield, S. (in press). Leadership for data-based decision making: Collaborative educator teams. In A. Danzig, K. Borman, B. Jones & B. Wright (Eds.), *New models of professional development for learner-centered leadership*.

#### PUBLICATIONS: Refereed Journals and Handbooks:

- Stringfield, S. (2007). Improvements in academic achievement among African American students over time: National data and an urban case Study. *Journal of Negro Education*, 76 (3), 306-316. (Special 75<sup>th</sup> anniversary issue.)
- Teddle, C., & Stringfield, S. (2007). A quarter-century of U.S. research on school effectiveness and school improvement. In T. Townsend (ed.), *International Handbook of Research on School Effectiveness and Improvement* (pp.131-166). Dordrecht, NL: Springer.
- Lasky, Datnow, Stringfield, S., & Sundell, K. (2007). Diverse Populations and School Effectiveness and Improvement in the United States. In T. Townsend (ed.), *International Handbook of Research on School Effectiveness and Improvement*. (pp. 557-577). Dordrecht, NL: Springer.
- Schaffer, E., Devlin-Scherer, R., & Stringfield, S. (2007). The evolving role of teachers in effective schools. In T. Townsend (ed.), *International Handbook of Research on School Effectiveness and Improvement*. (pp. 727-750). Dordrecht, NL: Springer.
- Wayman, J., & Stringfield, S. (2006). Data use for school improvement: School practices and research perspectives. *American Journal of Education*, 112 (4), 463-468.
- Wayman, J., & Stringfield, S. (2006). Technology-supported involvement of entire faculties in examination of student data for instructional improvement. *American Journal of Education*, 112 (4), 572-588.

- Stringfield, S. (2006). It is time for research-based principal training. *Principal Matters*, 69, 24-26.
- Stringfield, S., & Yakimowski, M. (2005). The promise, progress, problems, and paradoxes of three phases of accountability: A longitudinal case study of the Baltimore City Public Schools. *American Educational Research Journal*, 42(1) 43-76.
- Castellano, M., Stone, J., & Stringfield, S. (2005). Earning industry-recognized credentials in high schools: Research and policy issues. *Journal of Career and Technical Education*, 21(2), 7-34.
- Datnow, A., Lasky, S., Stringfield, S., & Teddlie, C. (2005). Systemic integration for educational reform in racially and linguistically diverse contexts: A summary of evidence. *Journal of Education for Students Placed At Risk*, 10 (4), 441-453.
- Lasky, S., Stringfield, S., Teddlie, C., Kennedy, E., Schaffer, E., Chrispeels, J., Daly, A., & McDonald, D. (2005). Designing and conducting a gold standard effective schools study. *Journal for Effective Schools*, 4 (1), 27-46.
- Land, D., & Stringfield, S. (2005). Educational governance reforms: The uncertain role of local school boards in the United States. In N. Bascia, A. Cumming, A. Datnow, K. Leithwood, & D. Livingstone (Eds.), *International handbook of educational policy* (pp. 260-280). New York: Kluwer.
- Lasky, S., Datnow, A., & Stringfield, S. (2005). Linkages between federal, state and local levels in educational reform. In N. Bascia, A. Cumming, A. Datnow, K. Leithwood, & D. Livingstone (Eds.), *International handbook of educational policy* (pp.239-259). New York: Kluwer.
- Datnow, A., Foster, L., Kemper, E., Lasky, S., Rutherford, C., Schmidt, M., Stringfield, S., Sutherland, S., Thomas, J. (2005). Five key factors in supporting comprehensive school reform. In N. Bascia, A. Cumming, A. Datnow, K. Leithwood, & D. Livingstone (Eds.), *International handbook of educational policy* (pp. 195-215). New York: Kluwer.
- Stringfield, S., & Teddlie, C. (2004). The multiple roles of N. L. Gage in the creation of educational effectiveness fields. *Teaching and Teacher Education*, 20, 397-404.
- Stringfield, S. (2004). Joining the debate: An invitation to enjoy Larry Cuban's "Why is it so hard to get good schools?" *Journal of Educational Change*, 5(1), 95-97.
- Datnow, A., Borman, G., Stringfield, S., Rachuba, L., & Castellano, M. (2003). Comprehensive school reform in culturally and linguistically diverse contexts: Implementation and outcomes from a four-year study. *Educational Evaluation and Policy Analysis*, 25(2), 143-170.
- Castellano, M., Stringfield, S., & Stone III, J.R. (2003). Secondary vocational education and comprehensive school reform: Creating a truly comprehensive education. *Review of Educational Research*, 73(2), 231-272.

- Teddlie, C., Stringfield, S., & Burdett, J. (2003). International comparisons of the relationships among educational effectiveness, evaluation and improvement variables: An overview. *Journal of Personnel Evaluation in Education*, 17(1), 5-20.
- Ross, S., Stringfield, S., Sanders, W., & Wright, P. (2003). Inside systemic elementary school reform: Teacher effects and teacher mobility. *School Effectiveness and School Improvement*, 14(1), 73-110.
- Stringfield, S. (2002). Issues in conducting and studying large-scale educational reform. *Journal of Educational Change*, 3(1), 63-73.
- Stringfield, S. (2002). Science making a difference: Let's be realistic! *School Effectiveness and Improvement*, 13(1), 15-28.
- Ross, S., Sanders, W., Wright, P., Stringfield, S., Wang, L., & Alberg, M. (2001). Two- and three-year achievement results from the Memphis Restructuring Initiative. *School Effectiveness and School Improvement*, 12(3), 323-346.
- Stringfield, S. (2001). From Houston to America: A Review of Donald R. McAdams' "Fighting to save our urban schools . . . and winning." *Journal of Education for Students Placed At Risk*, 6(4), 445-446.
- MacIver, M., & Stringfield, S. (2000). Privatized delivery of instructional services for urban public school students placed at risk. *Educational Evaluation and Policy Analysis*, 22(4), 375-382.
- Datnow, A., Borman, G., & Stringfield, S. (2000). School reform through a highly specified curriculum: A study of the implementation and effects of the Core Knowledge sequence. *Elementary School Journal*, 101(2), 167-192.
- Stringfield, S. (2000). A response and a hope for a better day. *Phi Delta Kappan*, 82(4), 337-339.
- Stringfield, S. (2000). A synthesis and critique of four recent reviews of whole-school reform in the United States. *School Effectiveness and School Improvement*, 11(2), 259-269.
- Datnow, A., & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed At Risk*, 5(1&2), 183-204.
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- Teddlie, C., Stringfield, S., & Reynolds, D. (2000). Context issues within school effectiveness research. In C. Teddlie & D. Reynolds (Eds.), *The International handbook of school effectiveness research* (pp. 26-52). London: Falmer.
- Reynolds, D., Teddlie, C., Hopkins, D., & Stringfield, S. (2000). School effectiveness and school improvement. In C. Teddlie & D. Reynolds (Eds.), *The International handbook of school effectiveness research* (pp. 160-186). London: Falmer.

- Stringfield, S., Waxman, H., & Padron, Y. (2000). To be of lasting quality, school reform must include change in teaching. *Teaching and Change*, 7(2), 107-111.
- Waxman, H., Padron, Y., & Stringfield, S. (1999). Teaching and change in urban contexts. *Teaching and Change* 7(1), 3-16.
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- Stringfield, S., & Herman, R. (1996). Assessment of the state of school effectiveness research in the United States of America. *School Effectiveness and School Improvement*, 7(2) 159-180.
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- Rossi, R., & Stringfield, S. (1995). School reform and students placed at risk: Evidence supporting the need for high reliability organizations and strong school communities. *Phi Delta Kappan*, 77(1), 73-76.

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- Schaffer, E., Stringfield, S., & Wolfe, D. (1992). Two-year effects of a sustained beginning teacher induction program on classroom interactions. *Journal of Teacher Education*, 43(3), 203-214.
- Stringfield, S., & Kennedy, E. (1991). A practical look into an educational research breakthrough. [Review of the book *Schools, teachers, and students*]. *School Effectiveness and School Improvement*, 2(3), 252-255.
- Stringfield, S. (1991). Introduction to the special issue on Chapter 1 policy and evaluation. *Educational Evaluation and Policy Analysis*, 13(4), 325-327.
- Stringfield, S., Billig, S., & Davis, A. (1991). Chapter 1 program improvement: Cause for cautious optimism and a call for much more research. *Educational Evaluation and Policy Analysis*, 13(4), 399-406.
- Reprinted (1993). *Advances in Educational Research*, 1 (1), V-22-29. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.
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- Stringfield, S., & Teddlie, C. (1991). School, classroom, and student level indicators of rural school effectiveness. *Journal of Research in Rural Education*, 7(3), 15-28.
- Stringfield, S. (1991). The people of Chapter 1: Gilbert Martinez. *Phi Delta Kappan*, 72(8), 581.
- Stringfield, S., Billig, S., & Davis, A. (1991). A research-based program improvement process for Chapter 1 schools: A model and early results. *Phi Delta Kappan*, 72(8), 600-606.
- Stringfield, S. (1991). The people of Chapter 1: Karen Underwood. *Phi Delta Kappan*, 72(8), 606-607.
- Stringfield, S., & Teddlie, C. (1990). School improvement efforts: Qualitative and quantitative data from four naturally occurring experiments in Phases III and IV of the Louisiana School Effectiveness Study. *School Effectiveness and School Improvement*, 1(2), 139-161.

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- Teddlie, C., & Stringfield, S. (1989). Ethics and teachers: Implications of research on effective schools. *Ethics in Education*, 9(2), 12-14.
- Stringfield, S., & Teddlie, C. (1989). "Effectiveness" research as a component in defining ethical activities among educational administrators. *Ethics in Education*, 9(1), 8-10.
- Stringfield, S., & Teddlie, C. (1989). The ethical implications of "effectiveness" research in education. *Ethics in Education*, 8(5), 8-11.
- Teddlie, C., Kirby, P., & Stringfield, S. (1989). Effective versus ineffective schools: Observable differences in the classroom. *American Journal of Education*, 97(3), 221-236.
- Wimpelberg, R., Teddlie, C., & Stringfield, S. (1989). Sensitivity to context: The past and future of effective schools research. *Educational Administration Quarterly*, 25(1), 82-107.
- Stringfield, S., & Teddlie, C. (1988). A time to summarize: Six years and three phases of the Louisiana School Effectiveness Study. *Educational Leadership*, 46(2), 43-49.
- Reprinted in R. Brandt (Ed.). (1991). *Readings from Educational Leadership on Effective Schools and School Improvement*. Alexandria, VA: ASCD.
- Reprinted in B. Bloom & J. Arter. (1996). *A resource book for school based improvement* (pp. VIII 4, 1-3). Alexandria, VA: ASCD.
- Stringfield, S., Schaffer, E., & Devlin-Scherer, R. (1986). A study of the generalizability of findings from teacher effectiveness experiments. *Journal of Classroom Interaction*, 21(2), 9-15.
- Teddlie, C., Stringfield, S., & Wimpelberg, R. (1986). Equity in school effectiveness research: Examples from a study in Louisiana. *Journal of Educational Equity and Leadership*, 6(2), 171-176.
- Devlin-Scherer, R., Devlin-Scherer, W., Schaffer, E., & Stringfield, S. (1985). The effects of developing teacher commitment to behavioral change. *Journal of Classroom Interaction*, 21(1), 31-37.
- Stringfield, S., Teddlie, C., & Suarez, S. (1985). Classroom interaction in effective schools: Preliminary results from Phase III of the Louisiana School Effectiveness Study. *Journal of Classroom Interaction*, 20(2), 31-37.

- Teddlie, C., Stringfield, S., & Desselle, S. (1985). The methods and major findings of the Louisiana School Effectiveness Study. *Journal of Classroom Interaction, 20*(2), 22-30.
- Teddlie, C., & Stringfield, S. (1985). A differential analysis of effectiveness in middle and lower SES schools. *Journal of Classroom Interaction, 20*(2), 38-44.
- Teddlie, C., Stringfield, S., & Falkowski, C. (1985). A summary of results of the second phase of the Louisiana School Effectiveness Study. *Louisiana Educational Research Journal, 11*(2), 36-48.
- Teddlie, C., Stringfield, S., Falkowski, C., Desselle, S., & Garvue, R. (1984). Research summary: The Louisiana School Effectiveness Study, Phase Two. *Southeastern Regional Council for Educational Improvement, 1*(1), 1-9.
- Behar, L., & Stringfield, S. (1974). A behavior rating scale for the preschool child. *Developmental Psychology, 10*, 601-610.
- Faneuff, C., Rao, K., Kanth, S., & Stringfield, S. (1973). Population education action research: Knowledge and attitude gain from formal and informal classrooms, Mysore State, India. *Journal of Family Welfare, 19*(3), 42-54.

PUBLICATIONS: Books and Monographs:

- Datnow, A., Lasky, S., Stringfield, S., & Teddlie, C. (2006). *Systemic integration for effective reform in racially and linguistically diverse contexts*. New York: Cambridge University Press.
- Stringfield, S., & Land, D. (Eds.) (2002). *Educating At-Risk Students*. Chicago: National Society for the Study of Education.
- Reynolds, D., Creemers, B., Stringfield, S., Teddlie, C., & Schaffer, E. (2002). *World class schools: International perspectives on school effectiveness*. New York: Routledge/Falmer.
- Reprinted in Chinese by Routledge/Falmer, 2006.
- Borman, G., Stringfield, S., & Slavin, R. (Eds.). (2001). *Title I: Compensatory education at the crossroads*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Stringfield, S., Millsap, M., & Herman, R. (1997). *Special strategies for educating disadvantaged children: Results and policy implications*. Washington, DC: U.S. Department of Education.
- Stringfield, S., Millsap, M.A., Herman, R., Yoder, N., Brigham, N., Nesselrodt, P., Schaffer, E., Karweit, N., Levin, M., & Stevens, R. (with Gamse, B., Puma, M., Rosenblum, S., Beaumont, J., Randall, B., & Smith, L.). (1997). *Urban and suburban/rural special*

*strategies for educating disadvantaged children. Final report.* Washington, DC: U.S. Department of Education.

Stringfield, S., Millsap, M., Winfield, L., Brigham, N., Yoder, N., Moss, M., Nesselrodt, P., Schaffer, E., Bedinger, S., & Gamse, B. (1997). *Urban and suburban/rural special strategies for educating disadvantaged children. Second year report.* Washington, DC: U.S. Department of Education.

Stringfield, S., Ross, S., & Smith, L. (Eds.). (1996). *Bold plans for school restructuring: The New American Schools designs.* Mahwah, NJ: Lawrence Erlbaum Associates.

Stringfield, S., Winfield, L., Millsap, M., Puma, M., Gamse, B., & Randall, B. (1994). *Urban and suburban/rural special strategies for educating disadvantaged children. First year report.* Washington, DC: U.S. Department of Education.

Reynolds, D., Creemers, B., Nesselrodt, P., Schaffer, E., Stringfield, S., & Teddlie, C. (1994). *Advances in School Effectiveness Research.* Oxford, England: Pergamon.

Teddlie, C., & Stringfield, S. (1993). *Schools make a difference.* New York: Teachers College Press.

Creemers, B., Reynolds, D., Schaffer, G., Stringfield, S., & Teddlie, C. (1991). *International School Effects Research.* Kaohsiung, Taiwan, R.O.C.: National Kaohsiung Normal University.

#### PUBLICATIONS: Chapters:

Stringfield, S. (2008). School Boards and Raising Student Outcomes: Reflections (Confessions?) of a Former Urban School Board Member. In T. Alsbury (ed.) *The Future of School Board Governance: Relevancy and Revelation.* Lanham, MD: R&L Education.

Wayman, J., Conoly, K., Gasko, J., & Stringfield, S. (2008). Supporting equity inquiry with student data computer systems. In E. Mandinach & M. Honey (eds.), *Data-driven school improvement.* New York: Teachers College.

Teddlie, C., & Stringfield, S. (2006). A brief history of school improvement research in the USA (pp.23-38). In J. Chrispeels & A. Harris (Eds.), *School improvement: International perspectives.* London: Routledge.

Reynolds, D., Stringfield, S., & Schaffer, E. (2006). The High Reliability Schools Project: Some preliminary results and analyses (pp. 56-76). In J. Chrispeels & A. Harris (Eds.), *School improvement: International perspectives.* London: Routledge.

Stringfield, S., Wayman, J. C., & Yakimowski, M. (2005). Scaling up data use in classrooms, schools and districts. In C. Dede, J. Honan, & L. Peters (Eds.), *Scaling up success:*

*Lessons learned from technology-based educational innovation* (pp. 133-152.) San Francisco: Jossey-Bass.

- Datnow, A., Stringfield, S., & Castellano, M. (2005). School reform and the education of culturally and linguistically diverse students. In C. O'Donnell & L. Yamauchi (eds). *Culture & Context in human behavior change*. New York: Lang.
- Bol, L., & Stringfield, S. (2003). The KEYS Initiative in Memphis City Schools: A "Jump-start" on the journey to school restructuring. In B. Portin, L. Beck, M. Knapp, & J. Murphy (Eds.). *Self-reflective renewal in schools: Local lessons from a national initiative*. Westport, CT: Greenwood.
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- Reynolds, D., Creemers, B., Teddlie, C., & Stringfield, S. (2000). World Class Schools: Some preliminary findings from the International School Effectiveness Research Project (ISERP). In J. Peschar & M. Van der Wal (Eds.), *Education contested: Changing relations between state, market, and civil society in modern European education* (pp. 15-26). Lisse, The Netherlands: Swets & Zeitlinger.
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- Stringfield, S. (1998). An anatomy of ineffectiveness. In L. Stoll & K. Myers (Eds.), *No quick fixes: Perspectives on schools in difficulties* (pp. 209-221). London: Falmer.
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- Teddlie, C., Stringfield, S., Wimpelberg, R., & Kirby, P. (1989). Contextual differences in models for effective schooling in the U.S. In B. Creemers, T. Peters, & D. Reynolds (Eds.),

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Other Publications:

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Stringfield, S., Reynolds, D., & Schaffer, E. (2001). *The High Reliability Schools Project*. Jolimont, Victoria, Australia: IARTV.

Borman, G., Rachuba, L., Datnow, A., Alberg, M., Mac Iver, M., Stringfield, S., & Ross, S. (2000). *Successes and challenges in reforming low performing, high-poverty Title I schools*. Baltimore, MD: Johns Hopkins University Center for Research on the Education of Students Placed At Risk.

Stringfield, S., Datnow, A., Borman, G., & Rachuba, L. (2000). *National evaluation of Core Knowledge sequence implementation: Final report*. Baltimore, MD: Johns Hopkins University Center for Research on the Education of Students Placed At Risk.

McHugh, B., & Stringfield, S. (1999). *Core Knowledge Curriculum: Three-year analysis of implementation and effects in five schools* (Technical Report No. 40). Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk.

Bosker, R., Creemers, B., & Stringfield, S. (Eds.). (1999). *Enhancing educational excellence, equity, and efficiency*. Dordrecht, The Netherlands: Kluwer.

Ross, S., Wang, L., Sanders, W., Wright, P., & Stringfield, S. (1999). *Two- and three-year achievement results on the Tennessee Value-Added Assessment System for restructuring schools in Memphis*. Memphis, TN: University of Memphis Center for Research in Educational Policy.

Stringfield, S., Datnow, A., Borman, G., & Rachuba, L. (1999). *Evaluation of the Core Knowledge Sequence: Final Report*. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools.

Stringfield, S. (1998). Choosing success. *American Educator*, 22(3), 14-17, 46.

Stringfield, S., Datnow, A., & Ross, S. (1998). *Scaling up school restructuring in multicultural, multilingual contexts: Early observations from Sunland County* (Technical Report No. 2). Santa Cruz, CA: University of California, Santa Cruz, Center for Research on Education, Diversity and Excellence.

Stringfield, S. (1998). Science, cynicism, and Diogenes' double-edged lamp. *Education Week*, 17(43), 45, 48.

McHugh, B., & Stringfield, S. (1998). *Implementing a highly specified curricular, instructional, and organizational school design in a high-poverty, urban elementary school: Three year results* (Technical Report No. 20). Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk.

Ross, S., Sanders, W., Wright, P., & Stringfield, S. (1998). *The Memphis Restructuring Initiative: Achievement results from years 1 and 2 on the Tennessee Value-Added Assessment System (TVAAS)*. Memphis, TN: University of Memphis Center for Research in Educational Policy.

Borman, G., Stringfield, S., & Rachuba, L. (1998). *Advancing minority high achievement: National trends and promising programs and practices* (Report prepared for the National Task Force on Minority High Achievement for the College Board). Baltimore, MD: Johns Hopkins University.

Snow, S., Burns, S., & Griffin, P. (Eds.). (1998). *Starting out right*. Washington, DC: National Research Council. (The committee members/authors included Catherine Snow (Chair), Marilyn Jaeger Adams, Barbara Bowman, Barbara Foorman, Dorothy Fowler, Claude Goldenberg, Edward Kame'enui, William Labov, Richard Olson, Annemarie Palincsar, Charles Perfetti, Hollis Scarborough, Sally Shaywitz, Keith Stanovich, Dorothy Strickland, Sam Stringfield, and Elizabeth Sulzby.)

Stringfield, S., (1998). Being thankful for miracles: A review of "Waiting for a miracle" by J. Comer. *Journal of Education for Students Placed At Risk*, 3(1), 101-102.

- Snow, S., Burns, S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Research Council. (The committee included Catherine Snow (Chair), Marilyn Jaeger Adams, Barbara Bowman, Barbara Foorman, Dorothy Fowler, Claude Goldenberg, Edward Kame'enui, William Labov, Richard Olson, Annemarie Palincsar, Charles Perfetti, Hollis Scarborough, Sally Shaywitz, Keith Stanovich, Dorothy Strickland, Sam Stringfield, and Elizabeth Sulzby.)
- Rossi, R., & Stringfield, S. (1997). *Educational reform and students at risk*. Washington, DC: Government Printing Office.
- Rossi, R., & Stringfield, S. (1997). *Educational reform and students at risk: Case study descriptions* (Vol. 2). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. EA 027 938).
- Schaffer, E., Nesselrodt, P., & Stringfield, S. (1997). *Impediments to reform: An analysis of destabilizing issues in ten promising programs*. Arlington, VA: Educational Research Service.
- Herman, R., & Stringfield, S. (1997). *Ten promising programs for educating all students: Evidence of impact*. Arlington, VA: Educational Research Service.
- Stringfield, S. (1996). Implementing school based change: The need for High Reliability Organizational processes. In R. Bloom & J. Arter (Eds.), *A handbook for student performance assessment in an era of restructuring* (pp. VIII, 2, 1-6). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Stringfield, S. (1996). *School reforms that work: Successful strategies for educating at-risk youth*. Sacramento: California State University, Institute for Education Reform.
- Stringfield, S., & Teddlie, C. (1990). School, classroom, and student level indicators of rural school effectiveness. In K. Peterson & A. Smithmier (Eds.), *Rural and small school notebook*. Madison, WI: National Center for Effective Schools Research and Development.
- Hepler, N., Stringfield, S., Seltzer, D., Fortna, R., Stonehill, R., Yoder, N., & English, J. (1987). *Effective compensatory education programs for extremely disadvantaged students* (p. 87). Portland, OR: Northwest Regional Educational Laboratory.
- Teddlie, C., Falkowski, C., Stringfield, S., Desselle, S., & Garvue, R. (1984). *The Louisiana School Effectiveness Study*. Baton Rouge: Louisiana State Department of Education.
- Stringfield, S. (1983). *Effect and artifact in teacher effectiveness research*. Unpublished doctoral dissertation, Temple University, Philadelphia.

SELECTED PRESENTATIONS AT NATIONAL AND INTERNATIONAL CONFERENCES:  
(1990-Present)

Stringfield, S., Schaffer, E., & Reynolds, D. (2008, March). The High Reliability Schools project in three British LEAs: An 11 year retrospective. Paper presented at the annual meeting of the American Educational Research Association. New York City.

Stringfield, S. (2008, January). *Examining the scientific basis of the art of schooling: Reflections on the International Handbook of School Effectiveness and Improvement*. Plenary session of the International Congress for School Effectiveness and Improvement. Auckland, New Zealand.

Stringfield, S. (2008, January). *Creating "Effective Schools for the 21<sup>st</sup> Century (ES-21)" Design and implementation*. Paper presented as part of the symposium, Creating "Effective schools for the 21<sup>st</sup> Century (ES-21)": A longitudinal intervention/research randomized field trial. Symposium presented at the International Congress for School Effectiveness and Improvement. Auckland, New Zealand.

Schaffer, G. & Stringfield, S. (2008, January). *The co-construction of a school reform implementation*. Paper presented as part of the symposium, Creating "Effective schools for the 21<sup>st</sup> Century (ES-21)": A longitudinal intervention/research randomized field trial. Symposium presented at the International Congress for School Effectiveness and Improvement. Auckland, New Zealand.

Stringfield, S. (2007, September). *School Boards and Raising Student Outcomes: Reflections (Confessions?) of a Former Urban School Board Member*. National School Board Research Conference. Des Moines, Iowa.

Stringfield, S., Reynolds, D., & Schaffer, E. (2007, May). *Toward creating Highly Reliable schools*. Paper presented at the High Reliability Organization International Conference, Deauville, France.

Stringfield, S., Reynolds, D., & Schaffer, E. (2007, April). Four and nine-year effects of the High Reliability Schools project. Paper presented at the American Educational Research Association. Chicago.

Stringfield, S., Schaffer, E., & Reynolds (2007, January). Initial and follow-up processes and effects of the High Reliability Schools project in Wales. Paper presented at the International Congress for School Effects and Improvement. Portoroz, Slovenia.

Stringfield, S. (2006, July). Using national research and local data bases to co-create education for all. National Evaluation Institute. Dallas.

Stringfield, S. (2006, April). *Understanding the doctoral education process*. Keynote speech at the three-university Spring Research Conference. Louisville.

Stringfield, S., Lasky, S., Schaffer, G., McDonald, D. (2006, January). *Practical issues, systemic linkages, and co-constructing implementation of a multi-year randomized field trial of*

- school effects*. Symposium presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Fort Lauderdale.
- Bragg, D., MacAllum, K., Stringfield, S., & Castellano, M. (2005, December). CTE and High School Transitions: What Works? Symposium presented at the annual meeting of the Association of Career and Technical Education, Kansas City.
- Stringfield, S. (2005, April). *Successful implementation of career-based high school reform: Implications for policy and practice*. Paper presented at the American Educational Research Association, Montreal.
- Stringfield, S., Lasky, S., Datnow, A., & Teddlie, C. (2005, April). *Systemic mechanisms for creating and sustaining effective schools*. Paper presented at the American Educational Research Association, Montreal.
- Wayman, J., & Stringfield, S. (2005, April). *Teachers using data to improve instruction: Exemplary practices using data warehouse and reporting systems*. Paper presented at the American Educational Research Association, Montreal.
- Wayman, J., & Stringfield, S. (2005, April). *Collaborative teams to support data-based decision making and instructional improvement*. Paper presented at the American Educational Research Association, Montreal.
- Stringfield, S., Wayman, J., & Yakimowski, M. (2003, March). *Scaling up data use in classrooms, schools and districts*. Invitational conference on Scaling Up Success. Boston: Harvard Graduate School of Education.
- Stringfield, S. (2003, January). *Toward a model of systemic educational effects*. Keynote presentation at the International Congress for School Effectiveness and Improvement, Sydney.
- Stringfield, S., Tildon, T., Morris, P., & Russo, C. (2002, April). *Achievement gains resulting from the New Board of Commissioners of the Baltimore Public Schools*. Symposium presented at the National School Boards Association, New Orleans.
- Reynolds, D., Stringfield, S., & Schaffer, E. (2002, January). *The High Reliability Schools Programme—Preliminary results and new directions*. Symposium conducted at the International Congress for School Effectiveness and Improvement, Copenhagen.
- Stringfield, S. (2001, June). *Achieving “World Class” schooling for all students in the 21<sup>st</sup> Century*. Keynote presentation at the Fifth China-US Conference on Education, Beijing.
- Stringfield, S., Reynolds, D., & Schaffer, E. (2001, January). *Fifth-year results from the High Reliability Schools project*. Symposium presented at the meeting of the International Congress for School Effectiveness and Improvement, Toronto.

- Stringfield, S. (2000, September). *Toward more reliable, more sustainable school improvement*. Paper presented at the US Department of Education's Millennium Conference: Achieving High Educational Standards for All, Washington, DC.
- Stringfield, S. (2000, April). *Results from an eleven-year follow-up from the Louisiana School Effectiveness Study*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Stringfield, S. (2000, January). *Illustrative case studies and reflections from Phase 5 of the Louisiana School Effectiveness Study (LSES-V): Unfolding school, district, and state-level processes and effects*. Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Hong Kong.
- Stringfield, S. (2000, January). *Cross-national qualitative findings from the International School Effectiveness Research Programme*. Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Hong Kong.
- Stringfield, S. (1999, October). *Improving the reliability of schools, school districts, and school reform designs: The first educational challenge of the 21<sup>st</sup> century*. Invited keynote presentation, University of Houston Ninth Annual Scholarship and Community Conference, Houston, TX.
- Stringfield, S. (1999, July). *Scaling up school restructuring in multicultural, multilingual contexts*. Invited keynote presentation, the National Educational Research Policy and Priorities Board's "Improving the Education of English Language Learners: Best Practices" invitational conference, Washington, DC.
- Kalkoffen, D., Rawlings, H., Stringfield, S., & Ware, K. (1999, July). *Is comprehensive reform the answer for low-performing schools?* Symposium conducted at the national forum and annual meeting of the Education Commission of the States, Denver, CO.
- Stringfield, S., Paver, J., Hollie, H., Mitchell, B., Dalton, M., & Ceasor, M. (1999, July). *Making the case for paraprofessional classroom effectiveness*. Symposium presented at the American Federation of Teachers QuEST conference, Washington, DC.
- Stringfield, S. (1999, July). *Choosing success through use of research-based whole-school reforms*. American Federation of Teachers QuEST conference, Washington, DC.
- Stringfield, S., & Ceasor, M. (1999, July). *Research on paraprofessional effectiveness*. American Federation of Teachers Pre-QuEST conference, Washington, DC.
- Stringfield, S. (1999, April). *The phoenix rises from its ashes. . . doesn't it?* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Stringfield, S., & Yonezawa, S. (1999, April). *The Special Strategies Studies: Initial and six-year follow-up findings and reflections*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

- Stringfield, S. (1999, March). *Lessons for charter schools to take from previous education reforms*. The Improving America's Schools Act Charter School Conference, Denver, CO.
- Stringfield, S., & Reynolds, D. (1999, January). *The High Reliability Schools Project*. Symposium conducted at the meeting of the International Congress for School Effectiveness and Improvement, San Antonio, TX.
- Stringfield, S. (1998, July). *Designing the next generation of America's schools*. Keynote presentation, The Thomas Jefferson Center for Educational Design, University of Virginia, Charlottesville, VA.
- Stringfield, S., & Borman, G. (1998, June). *Best practices in poor schools*. Paper presented at the Poverty and Race Research Action Council's seminar, "Effective education for low-income minority students," Howard University Law School, Washington, DC.
- Stringfield, S. (1998, June). *Challenging images, relentless data gathering, and perpetual professional development: Core components of Highly Reliable Schools*. Keynote presentation at the second High Reliability Schools conference, Ashbourne, England.
- Stringfield, S. (1998, June). *Promising programs to improve the academic achievement of minority students*. Keynote presentation at the annual meeting of the National Council on Educating Black Children, Indianapolis, IN.
- Ross, S., Smith, L., Stringfield, S., & Nunnery, J. (1998, April). *The Memphis Restructuring Initiative in the context of national efforts to improve schooling*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stringfield, S., Borman, G., Yonezawa, S. (1998, April). *A "reflection" at mile nine of a marathon: The Memphis Restructuring Initiative in mid-stride*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Adams, M., Snow, C., Burns, S., Goldenberg, C., Griffin, P., Sulzby, E., & Stringfield, S. (1998, April). *National Academy of Science study on the prevention of reading difficulties in young children*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stringfield, S. (1998, February). *Systemic school change in the United States*. Invited presentation at the International Workshop for School Transformation, Max Planck Institute for Human Development and Education, Berlin, Germany.
- Stringfield, S., Datnow, A., Ross, S., & Toural, M. (1997, March). *Scaling up school restructuring in multicultural, multilingual context: Early observations from Dade County*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Datnow, A., Stringfield, S., & Ross, S. (1997, March). *Scaling up the Core Knowledge Sequence: The implications of specifying content but not process*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Nunnery, J., Stringfield, S., & Datnow, A. (1997, March). *The school change literature and "scaling up" effective school restructuring designs*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Tobias, S., Stringfield, S., Berliner, D., Kase, S., & Seidel, S. (1997, March). *Successful inner-city elementary schools*. Invited symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.
- Stringfield, S. (1997, February). *How to implement exemplary programs*. Invited session at the meeting of the American Association of School Administrators, Orlando, FL.
- Stringfield, S. (1997, January). *The case for high reliability schooling*. Keynote presentation at the High Reliability Schools Conference, London, England.
- Stringfield, S. (1997, January). *Understanding "ineffectiveness" and school failure*. Symposium conducted with L. Stoll, D. Hargreaves, D. Hopkins, K. Myers, D. Reynolds, & K. Wilson at the meeting of the International Congress for School Effectiveness and Improvement, Memphis, TN.
- Stringfield, S. (1996, April). "Scaling up" reforms that can benefit students placed at risk. *An introduction to the Center for Research on the Education of Students Placed At Risk* (chaired by R. Slavin). Symposium conducted at the annual meeting of the American Educational Research Association, New York, NY.
- Stringfield, S., Herman, R., Millsap, M., & Scott, E. (1996, April). *The three-year effects of ten "Promising Programs" on the academic achievements of students placed at risk*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Stringfield, S. (1996, April). Moving from finite observation to whole school day observations. In Y. Padron (Chair), *Lessons learned from classroom observation research*. Invited symposium conducted at the annual meeting of the American Educational Research Association, New York, NY.
- Stringfield, S., Herman, R., Smith, L., Butler, D., & Alberg, M. (1996, April). *The national restructuring agenda, and the Memphis 21st Century Schools Exposition*. In K. Seashore-Lewis (Chair), *Multi-dimensional support for bottom-up school reform*. Symposium conducted at the annual meeting of the American Educational Research Association, New York, NY.
- Stringfield, S. (1995, September). *High reliability schooling*. In D. Reynolds (Chair), *Discovering the mechanisms to enhance school effectiveness*. Symposium conducted at the meeting of the British Association for the Advancement of Science, Newcastle-Upon-Tyne, England.

- Stringfield, S. (1995, April). *Improving America's schools: New directions for Title I*. Keynote presentation at the meeting of the National Association of State Title I Directors, Anaheim, CA.
- Stringfield, S., Reynolds, D., Creemers, B., Teddlie, C. (1995, April). *Qualitative differentiations among schools within countries and among countries in the International School Effectiveness Research Programme*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Stringfield, S. (1995, April). *The urban and suburban/rural Special Strategies Studies: Questions asked, programs studied, methods employed, and initial findings*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Herman, R., & Stringfield, S. (1995, April). *Ten promising programs for educating disadvantaged students: Evidence of impact*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Stringfield, S. (1995, February). *Research on effective programs and practices designed to serve students placed at risk: Implications for teacher education*. Invited presentation at the meeting of the Urban Network to Improve Teacher Education (UNITE), Washington, DC.
- Stringfield, S. (1995, January). *Assessment of the state of school effects research in the United States of America*. Invited presentation at the meeting of the International Congress for School Effectiveness and Improvement, Leeuwarden, The Netherlands.
- Stringfield, S. & Herman, R. (1995, January). *The Barclay/Calvert experiment: At-risk students get a highly reliable implementation of a proven program, and respond with dramatically higher achievement*. Invited paper presented at the meeting of the International Congress for School Effectiveness and Improvement, Leeuwarden, The Netherlands.
- Stringfield, S. (1995, January). *Cross-national research issues in instructional effectiveness*. Invited paper presented at the meeting of the International Congress for School Effectiveness and Improvement, Leeuwarden, The Netherlands.
- Stringfield, S. (1994, September). *School effects, program effects, and the need for higher reliability schooling*. Invited lecture at the Institute of Education, University of Cambridge, England.
- Stringfield, S., & Epp, W. (1994, September). *Cross-national qualitative findings from the International School Effectiveness Research Programme*. In D. Reynolds, Chair, The International School Effectiveness Research Programme: British and comparative findings. Symposium conducted at the British Educational Research Association, Oxford, England.
- Stringfield, S. (1994, July). *The need for reliability enhancing organizational structures in school inspection and school improvement efforts*. Invited presentation at the Quality Assurance Conference on School Effectiveness. Sidney, Australia.

- Stringfield, S. (1994, April). *School Effectiveness, School Improvement, and the need for Highly Reliable Organizations*. Two day symposium presented in Tallinn, Estonia and again in Saint Petersburg, Russia at the request of the George Soros Foundation.
- Stringfield, S., & Herman, B. (1994, April). Observations of partial implementations of the Coalition of Essential Schools: The need for higher reliability organizational methods. In R. Wimpelberg, Chair, *The Coalition of Essential Schools/Re: Learning: Five studies of implementation and effects*. Symposium conducted at the meeting of the American Educational Research Association, New Orleans.
- Stringfield, S., & Bedinger, S. (1994, April). *Implementing a private school program in an inner city public school: Processes, effects, and implications from a three year evaluation*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Stringfield, S. (1994, January). *Underlying the chaos of factors explaining exemplary U.S. elementary schools: The case for High Reliability Organizations*. Paper presented at the meeting of the International Congress for School Effectiveness and Improvement. Melbourne, Australia.
- Reynolds, D., & Stringfield, S. (1994, January). *The International School Effectiveness Research Programme: Case studies from low socioeconomic status, positive outlier schools in eight nations*. Symposium presented at the meeting of the International Congress for School Effectiveness and Improvement. Melbourne, Australia.
- Stringfield, S. (1993, November). *Attempts to enhance students' learning: A search for valid programs and highly reliable implementation techniques*. Paper presented at the meeting of the American Evaluation Association, Dallas.
- Stringfield, S. (1993, April). Overview of and introduction to the Special Strategies studies. In E. Scott, *Results from the first two years of the Special Strategies studies: A nationwide, multi-method evaluation of innovative programs serving at-risk students*. Symposium conducted at the American Educational Research Association, Atlanta.
- Stringfield, S., Winfield, L., & Moss, M. (1993, April). Evidence of effects of differing types of Special Strategies. In E. Scott, *Results from the first two years of the Special Strategies studies: A nationwide, multi-method evaluation of innovative programs serving at-risk students*. Symposium conducted at the American Educational Research Association, Atlanta.
- Stringfield, S. (1993, January). *Lessons being learned from research on educational improvement programs in the United States*. Invited seminar presented at the International Movement Towards Educational Change (IMTEC), Oslo, Norway.
- Stringfield, S. (1992, November). The design and implementation of two national studies of promising programs serving disadvantaged students. In E. Scott, *The Urban and Suburban/Rural Special Strategies Studies for educating Disadvantaged Children: First year results from a national evaluation of promising programs*. Symposium conducted at the American Evaluation Association, Seattle.
- Stringfield, S., Brigham, N., Nesselrodt, P. (1992, November). School restructuring models: Program, school and student level case study analyses. In E. Scott, *The Urban and Suburban/Rural Special Strategies Studies for educating Disadvantaged Children: First year results from a national evaluation of promising programs*. Symposium conducted at the American Evaluation Association, Seattle.

- Stringfield, S. (1992, April). Chapter 1 in theory, in practice, and in context: Implications for reasonable accountability. In G. Ligon, *The book on educational evaluation: Chapter 1*. Invited symposium conducted at the American Educational Research Association, San Francisco.
- Stringfield, S., & Scheerens, J. (1992, April). *A model for understanding school effects*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Stringfield, S. (1992, April). The design of the Special Strategies studies and their relationships to Prospects: The Congressionally mandated study of educational growth and opportunity. In E. Scott, *Two national studies examining promising programs for increasing the effectiveness of compensatory education*. Symposium conducted at the American Educational Research Association, San Francisco.
- Stringfield, S., Slavin, R., & Winfield, L. (1992, April). A national perspective on schoolwide projects and a process evaluation in one district. In S. Austin, *Chapter 1 Schoolwide projects: Restructuring in Philadelphia and beyond*, symposium conducted at the American Educational Research Association, San Francisco.
- Slavin, R., Stringfield, S., & Millsap, M. (1992, April). Delivery of Chapter 1 services within schools. In E. Scott, *Prospects: The Congressionally mandated study of educational opportunity and growth--Results from the baseline 1991 survey*. Symposium conducted at the American Educational Research Association, San Francisco.
- Stringfield, S. (1992, January). *Research on high reliability organizations: Supporting data from and implications for school effects research*. Paper presented at the meeting of the International Congress for School Effectiveness and Improvement, Victoria, Canada.
- Stringfield, S., & Teddlie, C. (1992, January). Stability and change in contexts: *Five year case histories of urban, suburban, and rural schools in the Louisiana School Effectiveness Study*. Paper presented at the International Congress for School Effectiveness and Improvement, Victoria, Canada.
- Creemers, B., Stringfield, S., Schaffer, G., & Reynolds, D. (1992, January). *A review of achievements and limitations in national school effectiveness research -- the United States, the Netherlands, Taiwan, and the United Kingdom*. Paper presented at the International Congress for School Effectiveness and Improvement, Victoria, Canada.
- Stringfield, S. (1992, January). *A model for understanding school effects*. Paper presented at the International Congress for School Effectiveness and Improvement, Victoria, Canada.
- Stringfield, S., & Slavin, R. (1991, October). *School as a "High Reliability Organization": A necessary condition of school effectiveness*. Invited paper presented at the European Educational Research Association, Twente, The Netherlands.
- Stringfield, S., & Schaffer, E. (1991, September). *Results of school effectiveness studies in the United States of America*. Paper presented at the International Seminar on School Effects Research, Kaohsiung, Taiwan.
- Stringfield, S. (1991, September). *The analysis of large data bases in school effectiveness research*. Paper presented at the International Seminar on School Effects Research, Kaohsiung, Taiwan.

- Stringfield, S. (1991, September). *Outlier studies in school effectiveness research*. Paper presented at the International Seminar on School Effects Research, Kaohsiung, Taiwan.
- Durland, M., & Stringfield, S. (1991, April). *The role of compensatory education programs in more and less effective schools*. Paper presented at the meeting of the American Educational Research Association. Chicago.
- Stringfield, S., Kennedy, E., & Teddlie, C. (1991, April). *Evidence of stability and change in school's levels of effects on student achievement and attitudes over time*. Paper presented at the meeting of the American Educational Research Association. Chicago.
- Heroman, D., Stringfield, S., & Teddlie, C. (1991, April). *Individual and school-level stability and change in teacher behavior patterns over a five year pattern: relationships to school effects*. Paper presented at the meeting of the American Educational Research Association. Chicago.
- Stringfield, S. (1991, January). A model of elementary schooling effects: Evidence of support. Paper presented at the meeting of the *International Congress for School Effectiveness and Improvement*, Cardiff, Wales.
- Kennedy, E., Teddlie, C., & Stringfield, S. (1991, January). A multilevel analysis of Phase II of the Louisiana School Effectiveness Study. Paper presented at the meeting of the *International Congress for School Effectiveness and Improvement*, Cardiff, Wales.
- Stringfield, S., & Teddlie, C. (1990, April). *Observers as predictors of schools' multi-year outlier achievement status*. Paper presented at the meeting of the American Educational Research Association. Boston.
- Stringfield, S., & Teddlie, C. (1990, April). *School, classroom, and student level indicators of rural school effectiveness*. Paper presented at the meeting of the American Educational Research Association. Boston.
- Schaffer, G., Wolfe, D., & Stringfield, S. (1990, April). *Two year effects on classroom interactions of a sustained beginning teacher induction program*. Paper presented at the meeting of the American Educational Research Association. Boston.
- Stringfield, S., Teddlie, C., Wimpelberg, R., & Kirby, P. (1990, January). *Design and first analyses from a five year follow-up of more and less effective schools in the Louisiana School Effectiveness Study*. Paper presented at the International Congress for School Effectiveness. Jerusalem.
- Stringfield, S., & Teddlie, C. (1990, January). *Observers as predictors of schools' multi-year outlier status*. Paper presented at the International Congress for School Effectiveness. Jerusalem.

#### GRANTS, CONTRACTS, AND FELLOWSHIPS

- Stringfield, S. & Castellano, M. (2005). *What makes it work: Examining successful career and technical education efforts in schools and community colleges engaged in educational reforms*. \$165,698 University of Louisville subcontract from the National Research Center for Career and Technical Education, University of Minnesota.

Stringfield, S., Lasky, S., Teddlie, C., & Datnow, A. (2004-2008). *The Four Quartets: A multi-year, multi-site, mixed-method school improvement study*. \$1,535,000 grant from the Olin Foundation and the Excelsior! Foundation.

Stringfield (2002-2005). *Consideration of alternative methods for evaluating future federal grants for local Career and Technical Education programs*. \$200,000 subcontract under AED, from USDE/OVAE.

Stringfield, S., & Datnow, A. (2001-2003). *Two-year extension to the Center for Research on Excellence and Diversity in Education (CREDE)*. \$387,566 subcontract.

Stringfield, S. (2000-2002). *Two steps toward improving the quality and value of selected teaching and school improvement evaluations in Baltimore*. \$139,617 grant from the Abell Foundation.

Stringfield, S., Borman, G., & Castellano, M. (2000-2004). *What makes it work: Examining successful career and technical education efforts in schools and community colleges engaged in educational reforms*. \$1,291,617 JHU subcontract from the National Research Center for Career and Technical Education, University of Minnesota.

Stringfield, S., Datnow, A., Borman, G., & Mac Iver, M. (1999-2004). *Systemic Supports for School Improvement (Program 4) component of the renewal of the Center for Research on the Education of Students Placed At Risk (CRESPAR)*. \$4,298,370 for three projects plus the *Journal of Education for Students Placed At Risk (JESPAR)*.

Rossi, R., & Stringfield, S. (1998-1999). *Evaluation study of the effective elements promoting high achievement in districts and schools serving predominately low-income middle and high school students*. \$86,693 JHU subcontract.

Stringfield, S., & Datnow, A. (1996-2000). *The Baltimore Curriculum Project*. \$197,126 grant from the Abell Foundation.

Stringfield, S. (1996-2000). *The Dunbar-Hopkins Health Partnership*. \$129,085 grant from the Johns Hopkins Medical Institutions.

Stringfield, S., & Borman, G. (1997-1998). *Promoting high achievement among minority students: Which elementary school reforms make a difference?* \$28,000 grant from the College Board.

Stringfield, S., Datnow, A., & Ross, S. (1996-2001). *Scaling up school restructuring designs in multilingual, multicultural contexts*. \$860,613 subcontract as part of the Center for Research on Education, Diversity and Excellence (CREDE) from the U.S. Department of Education, Office of Educational Research and Improvement.

Stringfield, S., & Datnow, A. (1995-1998). *A longitudinal evaluation of the effects of the Core Knowledge Program*. \$225,000 grant from the Brown Foundation and the Walton Family Foundation.

Stringfield, S. & Datnow, A. (1995-1998). *Three-year evaluation of the effects of the Baltimore Educational Scholarship Trust*. Three year, \$39,550 grant from the Baltimore Educational Scholarship Trust.

Stringfield, S. (1990-1997). *Barclay/Woodson/Calvert and Sylvan Learning Systems evaluations*. \$200,000 grant from the Abell Foundation.

Stringfield, S. (1994-1999). *Twelve school Core Knowledge evaluation*. Five-year, \$60,000 continuing grant from the Abell Foundation.

Johns Hopkins University and Howard University. *Center for Research on the Education of Students Placed At Risk (CRESPAR)*. (1994-1999). Lead author of the Systemic and Policy-Related Studies section. Total five year grant value: \$27,000,000; Systemic/Policy section value: approximately \$2,000,000, from the USDOE, OERI.

Stringfield, S. (1993-1995). "*Common Lens*" observations of schools in the *International School Effectiveness Research Programme (ISERP)*. \$25,000 travel grant from the MacArthur Foundation.

Johns Hopkins University, Maryland State Department of Education, Saint Mary's County Schools. (1992-1997). *Roots & Wings. A multi-year New American Schools project*. R. Slavin is first author and principal investigator. S. Stringfield contributed to the proposal and led the project's technology team during years one and two. Total value: approximately \$8,000,000 from the New American School Development Corporation.

American Institutes for Research and Johns Hopkins University (1991-1995). *Evaluation of educational reform: Students at risk*. Total value: \$700,000. J. McPartland, J. Braddock, & S. Stringfield (subcontract manager), authors of the Hopkins components, with a value of \$165,000.

Abt Associates, Johns Hopkins University, Educational Testing Service, & WESTAT (1991-1997). *Prospects: The national longitudinal study of Chapter 1*. Six and a half-year study. Total value: approximately \$35,000,000. R. Slavin & S. Stringfield, authors of the Johns Hopkins University components. Initial value of Johns Hopkins University subcontract: \$1,000,000.

Stringfield, S., Slavin, R., & Millsap, M. (1990-1995). *Special strategies for educating disadvantaged suburban and rural children*. Total value: \$1,346,670.

Stringfield, S., Slavin, R., Millsap, M., & Winfield, L. (1990-1995). *Special strategies for educating disadvantaged urban children*. Total value: \$1,328,658.

Abt Associates, Johns Hopkins University, Educational Testing Service, & WESTAT. (1989-1991). *Design of the Chapter 1 longitudinal study*. Total value: approximately \$1,500,000.

Stringfield, S. (1984-1987). *Kellogg National Leadership Fellowship*. Total value: approximately \$100,000.

Wimpelberg, R., Abroms, K., Catardi, C., & Stringfield, S. (1983-1986). *The preparation of administrators-supervisors in early childhood-special education*. Total value: \$171,254.

### COURSES AND EXTENDED WORKSHOPS TAUGHT

Advanced Issues in Research Design  
 Doctoral Dissertation Seminar  
 Seminar in Teacher-, School-, and Systemic-effects  
 Research Methods; Introduction to Statistics  
 Program Evaluation; Advanced Issues in Program Evaluation  
 Educational Psychology (both undergraduate and graduate levels)  
 Human Development; Theories of Learning  
 Chapter 1/Title I Program Improvement (developed one and two-year workshop modules)  
 Multi-Level School Effectiveness and Improvement  
 High Reliability Schooling

### HONORS

American Educational Research Association Division H Outstanding Publication Award (2004)  
 for the technical report *Software enabling school improvement through the analysis of student data*.  
 Robert Wood Johnson Fellow, 2003-2005  
 Elected to the Board of Directors of the National Society for the Study of Education, 1998-2000  
 Kellogg National Leadership Fellow, 1984-1987  
 University Fellow, Temple University, 1980-1982

### SERVICE

Director, Grawemeyer Award in Education, 2005-2007  
 Editorial Board Member: *Education, Knowledge, & Economy*, 2006-present  
 College of Education and Human Development, University of Louisville committee memberships:  
 Acting Chair, Department of Educational and Counseling Psychology, 2005-present  
 Planning and Budget Committee 2004-2007  
 Personnel Committee, 2005-2006  
 Co-editor (with Charles Teddlie, Amanda Datnow, and Kirsten Sundell), North American Section,  
*International Handbook of School Effectiveness and improvement*.  
 Member, University of Louisville President's Distinguished Faculty Award Committee  
 In the area of Outstanding Scholarship, Research and Creative Activity  
 Member, Baltimore City New Board of School Commissioners, 1999-2004.  
 Vice-Chair, 2003-2004

Chair, Committee on Research and Evaluation.

Member, National Blue Ribbon Panel on Best Practices for Building Engineering and Science Talent (BEST), focusing on Pre-K through 12 Education, 2002-2003

Member, Editorial Board of the National Association for Bilingual Education's *Journal of Research and Practice*

Guest Co-Editor, *Teaching and Change*, 7(1&2), focus issue on "Urban Education," 2000.

Member, Annual Meeting Committee of the American Educational Research Association, 1997-2000.

Guest Co-Editor, *Education and Urban Society*, 30(3), focus issue on "Scaling Up School Restructuring Models," 1998.

Member, Committee on the Prevention of Reading Difficulties in Young Children, National Research Council, National Academy of Sciences, 1995-1998.

Guest Co-Editor, *School Effectiveness and School Improvement*, 8(1), special issue on the Memphis Restructuring Initiative, 1997.

"What Works in Public Schools" Testimony before the Committee on Economic and Educational Opportunities, U.S. House of Representatives, January 31, 1996.

Co-Founder and Editor, *Journal of Education for Students Placed At Risk (JESPAR)*, 1994-present.

Expert Witness:

1999 North Carolina school funding adequacy case (for the plaintiffs)

1997 Prince George's County (MD) desegregation case  
(for the NAACP on behalf of the children)

1996 Saint Louis desegregation case (for the NAACP on behalf of the children)

Founding Co-Editor, *The Contexts of Learning: Family, School, and Society* [an international monograph series]. Series published by Swets & Zeitlinger, Lisse, The Netherlands.

Guest Editor, *Phi Delta Kappan*, special issue on the status of educational reform in America, September 1995.

Keynote Speaker at National, State and Regional School Improvement and Title I Conferences. For example, Arizona and Maryland in 1994; National Association of State Title I Directors and Montana in 1995; Massachusetts and Wisconsin in 1996; Minnesota, Mississippi, Louisiana and California in 1997; Arkansas, Connecticut, Massachusetts, Arizona, Utah, Washington and the U.S. Department of Education's Improving America's Schools conference in Nashville, TN in 1998, Maryland in 2000; Iowa School Boards Association, 2004.

Speaker at diverse national and regional forums focusing on school improvement. For example, The Iowa School Board Association, July, 2004; Grantmakers for Education, Memphis, Tennessee, November 1997; the American Federation of Teachers' *Institute for Redesigning Low-Performing Schools*, January 1998; the Thomas Jefferson Institute on School Re-design, University of Virginia, June 1998; National School Board Association, 2004; Council of Great City Schools, 2004.

Program Chair, 1997, and Co-Chair, 1999, *International Congress for School Effectiveness and Improvement*.

Executive Committee Member at Large, *International Congress for School Effectiveness and Improvement*, 1993-1996.

Member, Research Advisory Council, Center for Research in Education Policy, University of Memphis, 1994-1997.

Co-Chair, Committee on Budget Making, Resource Allocation, Financial Management, and Financial Stability, Center for the Social Organization of Schools.

Member, several Maryland State Chapter 1/Title I committees. For example, the State Superintendent's Study Panel on Chapter 1 Services, and the exemplary program recognition committee.

Guest Editor, *Educational Evaluation and Policy Analysis*, 13(4), special issue on research, evaluation, and policy issues in Chapter 1, December 1991.

Guest Editor, *Phi Delta Kappan*, 72 (8), special issue on the 25th anniversary of Chapter 1, April 1991.

Chairperson, American delegation, *International Congress for School Effectiveness and Improvement*, 1990-1992.

Chairperson, School Effectiveness Special Interest Group, *American Educational Research Association*, 1987-1988.

Program Chairperson, School Effectiveness SIG, *American Educational Research Association*, 1986-1987.

Program Reader/Reviewer, School Effectiveness SIG, Divisions A, C, H, K, and L. American Educational Research Association, various dates-2000.

Tulane University representative to the Task Force to Examine the Current State of Public Education in New Orleans, 1983-1984. Co-author of two committee reports.

Co-founder, *New Orleans Computer Society* (now the *Louisiana Association of Computer Using Educators*), January 1984.

Program Co-Chairperson, Student Committee, and National Student Representative, Division H. *American Educational Research Association*, 1982.

#### MANUSCRIPT REVIEWER FOR THE FOLLOWING JOURNALS

*American Educational Research Journal, Educational Evaluation and Policy Analysis; Education, Knowledge & Economy; Educational Researcher; Elementary School Journal; Journal of Classroom Interaction* (Editorial Board member); *Journal of Research and Practice of the National Association for Bilingual Education; Journal of Teacher Education; Psychological Bulletin; Review of Educational Research; School Effectiveness and School Improvement* (Editorial Board member); *School Leadership and Management, Urban Education*.

#### MEMBERSHIPS AND AFFILIATIONS

American Association for the Advancement of Science; American Educational Research Association; American Evaluation Association; American Psychological Association; International Congress for School Effectiveness and Improvement; National Society for the Study of Education; Phi Delta Kappa; Minority Student Achievement Network

(Revised 8/08)