

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 Leadership, Foundations, and Human Resources Education,  
Department of Teaching and Learning, and  
Educational and Counseling Psychology Department  
2005-2008, Acting Chair, Department of Educational and Counseling  
Psychology  
2005-2007, Director, Grawemeyer Award in Education  
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., & Teddlie, C. (in press). School effectiveness research, 1932-2008, including a call for future research. In C. Day (Ed.) *International handbook on teacher and school development*. London: Routledge/Falmer.
- Sharp, J., Mobley, J., Hammond, C., Withington, C., Drew, S., Stringfield, S., & Stipanovic, N. (in press). A Mixed Methods Sampling Methodology For a Multi-Site Case Study. *Journal of Mixed Methods Research*.
- Hopkins, D., Stringfield, S. Harris, A., Stoll, L., & Mackay, T., (in press). School and system improvement: A state of the art review. *School Effectiveness and School Improvement*.
- Reynolds, D., Sammons, P. DeFraine, B., Townsend, T., Van Damme, J., & Stringfield, S. (in press). Educational effectiveness research: A state of the art review. *School Effectiveness and School Improvement*.
- Stipanovic, N., Lewis, M., & Stringfield, S. (in press). Situating Programs of Study within current and historical career and technical education reform efforts. *International Journal of Educational Reform*.
- Withington, C., Hammond, C., Mobley, C., Stipanovic, N., Sharp, J., Stringfield, S., & Drew, S. (in press). Implementing a statewide career pathways/programs of study school reform model: Select findings from a multi-site case study. *International Journal of Educational Reform*.
- Schaffer, E., Reynolds, D., & Stringfield, S. (in press). Sustaining Turn Around at the school and district Levels: The development of the High Reliability Schools Project at Sandfields Secondary School. *Journal of Education for Students Placed At Risk*.

#### PUBLICATIONS: Refereed Journals and Handbooks:

- Stringfield, S. & Nunnery, J. (2010). School improvement strategies and whole school designs for enhancing student achievement. In P. Peterson, E. Baker, & M. McGaw, (eds), *International Encyclopedia of Education* (3rd Ed., vol. 6, pp. 303-309). Amsterdam, NL: Elsevier.

- Stringfield, S., Reynolds, D., & Schaffer, E. (2008). Improving secondary students' academic achievement through a focus on reform reliability: 4- and 9-year findings from the High Reliability Schools project. *School Effectiveness and School Improvement, 19*(4), 409-428.
- 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.)
- Teddlie, 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* (pp131-166). Dordrecht, NL: Springer.
- Lasky, S. Datnow, A. 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.
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- 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.
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- 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.
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- 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.
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- Stringfield, S. (2002). Science making a difference: Let's be realistic! *School Effectiveness and Improvement*, 13(1), 15-28.
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- 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.
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- Stringfield, S. (2000). A response and a hope for a better day. *Phi Delta Kappan*, 82(4), 337-339.
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- 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.
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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.
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- 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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- Schaffer, E., Stringfield, S., & Devlin-Scherer, R. (1990). A two-year follow-up of a staff development program designed to change teacher behavior. *Journal of Classroom Interaction*, 25(1), 39-45.
- Teddlie, C., & Stringfield, S. (1989). Ethics and teachers: Implications of research on effective schools. *Ethics in Education*, 9(2), 12-14.

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- 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.
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- Reprinted in B. Bloom & J. Arter. (1996). *A resource book for school based improvement* (pp. VIII 4, 1-3). Alexandria, VA: ASCD.
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- 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.
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- 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.

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- 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.
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- Borman, G., Stringfield, S., & Slavin, R. (Eds.). (2001). *Title I: Compensatory education at the crossroads*. Mahwah, NJ: Lawrence Erlbaum Associates.
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- 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.

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PUBLICATIONS: Chapters:

- Stringfield, S. (2009). Application of program evaluation tools for large-scale research implementation. In S. Rosenfield and V. Berninger (eds), *Implementing evidence-based academic interventions in school settings* (pp 559-574). New York: Oxford.
- 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.
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- Stringfield, S., & Slavin, R. (1992). A hierarchical, longitudinal model for elementary school effects. In B. Creemers & G. Reezigt (Eds.), *Evaluation of Educational Effectiveness*. Groningen, The Netherlands: Interuniversity Center for Educational Research.
- Stringfield, S., & Yoder, N. (1992). Toward a model of elementary grades Chapter 1 effectiveness. In H. Waxman, J. deFelix, J. Anderson, & P. Baptiste (Eds.), *Students at risk in at-risk schools* (pp. 203-221). Newbury Park, CA: Sage.
- Stringfield, S., Teddlie, C., Wimpelberg, R., & Kirby, P. (1992). A five-year follow-up of more and less effective schools in the Louisiana School Effectiveness Study. In J. Bashi & Z. Sass (Eds.), *School effectiveness and improvement: Selected proceedings from the Third International Congress on School Effectiveness* (pp. 381-414). Jerusalem: Magnes.
- Stringfield, S., & Teddlie, C. (1991). Schools as affectors of teacher effects. In H. Waxman & H. Walberg (Eds.), *Effective teaching: Current research* (pp. 161-179). Berkeley, CA: McCutchan.

Stringfield, S., & Teddlie, C. (1989). The first three phases of the Louisiana School Effectiveness Study. In B. Creemers, T. Peters, & D. Reynolds (Eds.), *School effectiveness and school improvement*. Amsterdam: Swets and Zeitlinger.

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.), *School effectiveness and school improvement* (pp. 117-130). Amsterdam: Swets and Zeitlinger.

#### Other Publications:

Wayman, J., & Stringfield, S. (2004). Getting student data to the practical user. *American School Board Journal*, 191(9), 43-44.

Castellano, M., Stone, J., Stringfield, S., Farley, E., Wayman, J. (2004). *The effect of CTE-enhanced whole-school reform on student course taking and performance in English and science*. Columbus, OH: National Dissemination Center for Career and Technical Education.

Castellano, M., Stone, J., Stringfield, S., Farley, E., Wayman, J. (2004). *The effect of CTE-enhanced whole-school reform on student course taking and performance in English and science*. Columbus, OH: National Dissemination Center for Career and Technical Education.

Wayman, J., Stringfield, S., & Yakimowski, M. (2004). *Software enabling school improvement through analysis of student data* (CRESPAR Technical Report No. 67). Baltimore: Johns Hopkins University.

Castellano, M., Stringfield, S., & Stone, J. (2002). *Helping disadvantaged youth succeed in school: Second-year findings from a longitudinal study of CTE-based whole-school reforms*. Minneapolis: NRCTE, University of Minnesota.

Castellano, M., Stringfield, S., & Stone, J. (2001). *Career and technical education reforms and comprehensive school reforms in high schools and community colleges: Their impact on educational outcomes for at-risk youth*. Minneapolis: NRCTE, University of Minnesota.

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.

Teddle, 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)

Schaffer, E., Stringfield, S., & Reynolds, D. (2011, June). *Studies in effective schools research: The impact of high reliability on student achievement gains*. Invited presentation at the Graduate Leadership Program, Taipei City Municipal University, Taipei, Taiwan.

Schaffer, E., & Stringfield, S. (2011, January). *The private history of a campaign that failed: Possible lessons from a three-year school effectiveness randomized control trial*. Paper presented at the International Congress for School Effectiveness and Improvement. Limassol, Cyprus.

Shelton, Tom, & Stringfield, S. (2011, January). *The effects of school system superintendents, school boards, and their interactions on longitudinal measures of districts' students' mathematics achievements*. Paper presented at the International Congress for School Effectiveness and Improvement. Limassol, Cyprus.

Hopkins, D., Harris, A., Stoll, L., Mackay, T., & Stringfield, S. (2011, January). *School and system improvement: A state of the art review*. Invited paper presented at the International Congress for School Effectiveness and Improvement. Limassol, Cyprus.

Stringfield, S., Reynolds, D., & Schaffer, E. (2010, October). *Toward high reliability, high quality public schools*. Invited paper presented at the Best in the World Education Consortium. Denver: McREL.

Stringfield, S., Schaffer, E., & Reynolds, D. (2010, August). *Infusing high reliability organization processes into school improvement programs in the U.K. and USA*. Paper presented at the European Association for Research on Learning and Instruction Special Interest Group on Educational Effectiveness (EARLI EE), Leuven, Belgium.

Stringfield, S., Reynolds, D., & Schaffer, E. (2010, June). *Resilience and Sustainability: A longitudinal study of the High Reliability Schools model in a challenging Local Education Authority*. Paper presented at the Bulgarian Comparative Education Society. Plovdiv, Bulgaria.

Stringfield, S., Reynolds, D., & Schaffer, E. (2010, June). *A Cross-National Longitudinal Comparison: The Implementation and Performance of School Effectiveness Models in Challenging Schools*. Paper presented at the World Conference on Comparative Education Societies. Istanbul, Turkey.

Stringfield, S., Schaffer, E., & Reynolds, D. (2010, April). *The role of data in two successful, reliability-focused school district improvement efforts*. Paper presented at the American Educational Research Association. Denver, CO.

Stringfield, S., Reynolds, D. & Schaffer, E. (2010, April). The High Reliability Schools Project in three British local Authorities: 11-year effects. Paper presented at the American Educational Research Association. Denver, CO.

Stringfield, S., Schaffer, E. & Reynolds, D. (2010, March). Reform reliability: Data from three British local authorities. Paper presented at the Society for Research on Educational Effectiveness. Washington, D.C.

Stringfield, S. (2010, January). Zen and the art of turning schools around. Invited presentation, University of LaVerna symposium on school improvement. Pamona, CA: University of LaVerna.

Stringfield, S., Schaffer, E., & Reynolds, D. (2010, January). Toward the creation of Highly Reliable Education Systems in the U.S. and the U.K. Symposium presented at the High Reliability Organizing Third International Workshop, New Orleans, LA.

Stringfield, S. (2009, November). The role of students' achievement data in the creation and sustaining of High Reliability Schools. In J. Wayman (chair), *The learning leader: Leading 21<sup>st</sup> Century schools for effective data use*. Symposium conducted at the meeting of the University Council for Educational Administration.

Stringfield, S. (2009, November). The wrong end of the rainbow: Negative outlier schools and efforts to improve them. In C. Hochbein (chair), *Learning from mistakes: The promise and possibilities of understanding school decline*. Symposium conducted at the meeting of the University Council for Educational Administration.

Stringfield, S. (2009, April). *Twenty years of research on high poverty schools: Beating the odds on student outcomes*. Invited session at the National Writing Project 2009 Urban Sites Network Conference, Louisville, KY.

Schaffer, E., Stringfield, S., & Reynolds, D. (2009, April). *The High Reliability Schools Project's longitudinal effects on an English Districts' Student achievement gains*. Paper presented at the annual meeting of the American Educational Research Association. San Diego.

Castellano, M., Stone, J., Stringfield, S., Farley-Ripple, E., Overman, L., & Hussain, R. (2009). The effect of a middle school reform on high school and community college achievement. Paper presented at the annual meeting of the American Educational Research Association. San Diego.

Stringfield, S., Schaffer, E., & Reynolds, D. (2008, September). Current data and longitudinal reflections on the High Reliability Schools Project. Special conference sponsored by CFBT on the High Reliability Schools Project. London.

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., Lasky, S., Teddlie, C., & Datnow, A. (2004-2009). *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, 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 (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.

#### DISSERTATIONS CHAIRED OR CO-CHAIRED AT THE UNIVERSITY OF LOUISVILLE

2006: Jeffrey Hicks, *The prevalence of risk factors for complicated bereavement reactions among surviving spouses of hospice patients*.

2007: Gary Collins, *Encountering stereotype threat in the workplace: How lesbian, gay, bisexual and transgendered employees meet the challenges of negative stereotyping*.

2008: Robin Kramer-Adams, *The impact of preschool attendance on academic outcomes and social and emotional competencies*.

Lee Look, *Playwriting to increase self esteem and writing ability among middle school students*.

Manbeena Selchon, *Acculturation and school adaptation of Somali Bantu refugee children*.

Susan Britain, *The effect of primary language, linguistic background and cultural background on student measures of socioemotional adjustment*.

2009: Nathan Mitchell, *Contributions of adiposity, cardiovascular fitness, and temperament to psychological and social outcomes in late childhood*.

Erica Adams, *Living with inflammatory bowel disease (IBD): A test of the meaning making model of coping*.

Juan Michael Thompson, *Religiosity, beliefs about mental illness, and attitudes toward help seeking among protestant Christians*.

Amanda Leigh Hughes, *Criminal thinking and drug treatment entry among federal inmates*.

Robert Johnson, *The relationship between academic integration and student success in distance learning in the Kentucky community and technical college system*.

2010: Greg Nordloh, *The influence of marriage and other factors on early diagnosis seeking for Alzheimer's disease*.

Tom Shelton, *The effects of school system superintendents, school boards, and their interactions on longitudinal measures of districts' students' mathematics achievement*.

2011: Clare Wahl, *Evaluation of a dialectical behavior therapy skills group for female inmates who voluntarily seek treatment: A pilot study*.

Maggie Sergeant, *Efficacy of parent-child relationship therapy for parents of children with attachment problems*.

#### COURSES AND EXTENDED WORKSHOPS TAUGHT

Advanced Issues in Research Design (EDAP 789)  
 Doctoral Dissertation Seminar (EDAP 790 and ELFH 780-781)  
 Seminar in Teacher-, School-, and Systemic-effects (ELFH 694)  
 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

University of Louisville:

2009-present Member, Research Advisory Council (RAC) for the Vice President for Research, University of Louisville (appointed)

2006-present Member, Technical Advisory Group (TIG) for Northwest Regional Educational Laboratory

2006-present Member, Technical Advisory Group (TIG) Appalachian Educational Laboratory.

2008- 2910 Elected Member, Coordinating committee, School of Interdisciplinary and Graduate Studies (SIGS), University of Louisville (elected),  
 2009-2010, Member, Committee on Honors and Scholarship

2005-2007 Director, Grawemeyer Award in Education

College of Education and Human Development, University of Louisville committee memberships:

Acting Chair, Department of Educational and Counseling Psychology, 2005-1998

Co-Chair, Dean of Education and Human Development search 2009-2010

Chair or Co-Chair of 15 faculty searches, resulting in the hiring of 14 tenure-

track faculty members, one department chair, and several non-tenure-track faculty,

Planning and Budget Committee 2004-2005

Personnel Committee, 2005-2006  
 Diversity Committee, 2008-2010  
 Research Committee, 2009-present

Member, University of Louisville President's Distinguished Faculty Award Committee  
 In the area of Outstanding Scholarship, Research and Creative Activity

Other Service:

Member, Baltimore City New Board of School Commissioners, 1999-2004.  
 Vice-Chair, 2003-2004  
 Chair, Committee on Research and Evaluation.

Editorial Board Member: *Journal of Classroom Interaction*, 2000-present  
*Education, Knowledge, & Economy*, 2006-present  
*School Effectiveness and School Improvement*, 1995-present  
*Journal of Research and Practice* (official journal of the National  
 Association for Bilingual Education, 2009-present)

Co-editor (with Charles Teddlie, Amanda Datnow, and Kirsten Sundell), North American Section,  
*International Handbook of School Effectiveness and Improvement* (published, 2007)

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

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.

Speaker at diverse national and regional forums focusing on school improvement. For example, The Urban Sites Network of the National Writing Project, Louisville, 2009; 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, Johns Hopkins University, 2000-2004.

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, various dates, 1990-2004.

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; Teachers College Record; Urban Education.*

#### MEMBERSHIPS AND AFFILIATIONS

American Educational Research Association; American Evaluation Association; American Psychological Association; International Congress for School Effectiveness and Improvement; Phi Delta Kappa; Minority Student Achievement Network

(Revised 7/2011)