

FACULTY “NEWS AND NOTES”
OCTOBER 21, 2010

FACULTY HONORS AND AWARDS:

W. Warner Burke received the Lifetime Achievement Award from the Linkage Organization for his “Leadership in the Field of Organization Development.”

Sharon Lynn Kagan was awarded the *Visionary Leadership award* and *McCormick Center for Early Childhood Leadership award* in TNationalT-TLouis UniversityT Campus Annex, Wheeling, IL. Additionally, she was appointed member of the First 5 L.A. Research Advisory Committee (RAC). Finally, she was appointed member of the National Council for the Accreditation of Teacher Education Panel on Increasing the Application of Child and Adolescent Development Knowledge in Educator Preparations Programs.

Lalitha Vasudevan was awarded the Strage Junior Faculty Prize for her paper, “Performing New Geographies of Literacy Teaching and Learning.”

RECENT FACULTY PUBLICATION OF BOOKS AND REFEREED JOURNAL ARTICLES:

Brooks-Gunn, J., Han, W.-J., Waldfogel, J. (2010). First-year maternal employment and child development in the first seven years. *Monographs of the Society for Research in Child Development*, 75(2).

Graber, J. A., Nichols, T. R., & **Brooks-Gunn, J.** (2010). Putting pubertal timing in developmental context: Implications for prevention. *Developmental Psychobiology*, 52, 254–262.

Dubin, S. (2010). What is African art? *Art in America*, 57-60.

Han, Z.-H., & Chen, C. L. (2010). Repeated-reading-based instructional strategy and vocabulary acquisition: A case study of a heritage speaker of Chinese. *Reading in a Foreign Language*, 22(2), 242-262.

Bulkley, K. E., **Henig, J. R.**, & **Levin, H. M.** (Eds.). (2010). *Between public and private: Politics, governance, and the new portfolio models for urban school reform*, Harvard Education Press.

Henig, J. R. (2010). Portfolio management and diverse provider models as contracting regimes. In K. E. Bulkley & **H. M. Levin** (Eds.), *Between public and private: Politics, governance, and the new portfolio models for urban school reform*, Harvard Education Press.

Gyurko, J. & **Henig, J. R.** (2010). NYC: Strong vision, learning by doing, or the politics of muddling through? In K. E. Bulkley & H. M. Levin (Eds.), *Between public and*

private: Politics, governance, and the new portfolio models for urban school reform, Harvard Education Press.

Henig, J. R. & Bulkley, K. (2010). Where public meets private: Looking forward. In K. E. Bulkley & H. M. Levin (Eds.), *Between public and private: Politics, governance, and the new portfolio models for urban school reform*, Harvard Education Press.

Henig, J. R. (2010). The contemporary context of public engagement: The new political grid." In M. Orr & J. Rogers (Eds.), *Public Engagement for Public Education*, Stanford University Press.

Henig, J. R., Bulkley, K., & Levin, H. M. (2010). "Saving Urban Schools through 'Portfolio Management Models'?" *Education Week*.

Gold, E., **Henig, J. R.**, Simon, E., Silander, M., & Good, D. (2010). *The campaign for better schools: Outcomes of the mayoral control debate—changes to NYC school governance legislation and long-term effects, May 2009-May 2010: Year 2 Report*. Research for Action, Philadelphia, PA.

Henig, J. R. (2010). The Charter School Idea. In C. Lubienski & P. Weitzel (Eds.), *The Charter school experiment: Expectations, advocacy and evidence*. Harvard Education Press.

Kagan, S.L., & Tarrant, K. (2010). Transitions for young children: Creating connections across early childhood systems. Baltimore: Paul H. Brookes Publishing.

Kagan, S.L. (2010). Seeing transition through a new prism: Pedagogical, programmatic, and policy alignment. In S.L. Kagan & K. Tarrant (Eds.), *Transitions for young children: Creating connections across early childhood systems* (pp. 3-17). Baltimore: Paul H. Brookes Publishing.

Kagan, S.L., & Britto, P. (2010). Global status of early learning and development standards. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education: Volume II* (pp. 138-143). Oxford: Elsevier.

Kagan, S.L., & Kauerz, K. (2010). Governance and transition. In S.L. Kagan & K. Tarrant (Eds.), *Transitions for young children: Creating connections across early childhood systems* (pp. 243-265). Baltimore: Paul H. Brookes Publishing.

Kagan, S.L., & Tarrant, K. (2010). Integrating pedagogy, practice, and policy: A transitions agenda. In S.L. Kagan & K. Tarrant (Eds.), *Transitions for young children: Creating connections across early childhood systems* (pp. 313-326). Baltimore: Paul H. Brookes Publishing.

- Kinzer, C. K.** (2010). Considering literacy and policy in the context of digital environments. *Language Arts*, 88, 51-61.
- Garcia, O. & **Kleifgen, J.** (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners*. New York: Teachers College Press.
- Miller, J. L.** (2010). Nostalgia for the future: Imagining histories of *JCT* and the Bergamo Curriculum Conferences. *JCT: The Journal of Curriculum Theorizing*, 26(2), 7-23.
- Miller, J. L.** (2010). Epilogue: Coming together to act on the possibility of repair. In R. Lake (Ed.), *Dear Maxine: Letters from the unfinished conversation with Maxine Greene* (pp. 158-163). New York: Teachers College Press.
- Vasudevan, L.,** Schultz, K., & Bateman, J. (2010). Rethinking Composing in a Digital Age: Authoring Literate Identities. *Written Communication*, 27(4), 442-468.
- Vasudevan, L.** (2010). Literacies in a participatory, multimodal world: The arts and aesthetics of Web 2.0. *Language Arts*, 88(1), 43-50.
- Vasudevan, L.,** Stageman, D., Rodriguez, K., Fernandez, E., Dattatreyan, E.G. (2010). Authoring new narratives with youth at the intersection of the arts and justice. *Perspectives on Urban Education*, 7(1), 54-65.
- Vasudevan, L.** (2010). Education remixed: New media, literacies, and emerging digital geographies. *Digital Culture and Education*. 2(1), 62-82.

FACULTY ACHIEVEMENTS IN NEW GRANT MONIES RECEIVED AS REPORTED BY THE OFFICE OF GRANTS AND CONTRACTS (SEPTEMBER):

Thomas Bailey	Promoting Research for Post Secondary Student Success, Spencer Foundation (\$7,500)
Jeanne Brooks-Gunn	Measuring the Effects of In-Place Subsidized Housing: A Randomized Experiment for NYC Children and Families, National Institutes of Health (\$421,681)
Jeanne Brooks-Gunn	The Health of Low-Income Adults in New York City Subsidized Housing: A Randomized Experiment, National Institutes of Health (\$450,008)
Charles Harrington	Ethnographic Perspectives on the Mental Health of Female Youth in Court-Ordered Residential Treatment, National Science Foundation (\$7,206)

Judith Scott-Clayton	Does Work Study Improve Student Outcomes? New Evidence from a Quasi-Experimental Analysis, Spencer Foundation (\$24,998)
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FACULTY ACHIEVEMENTS IN RENEWED GRANT MONIES AS REPORTED BY THE OFFICE OF GRANTS AND CONTRACTS (SEPTEMBER):

James Corter	Virtual Environments for Collaborative Learning, Stevens Institute (\$20,153)
Joanne Kleifgen	Steps to Literacy: An Integrated Digital Writing Space for English Language Learners, United States Department of Education (\$999,882)
Janice Robinson	African Diaspora Film Festival, New York Council on the Arts (\$10,700)
Randi Wolf	Bio-Behavioral Chronic Disease Management by Families of Young Minority Children, National Institutes (\$16,070)

FACULTY ACHIEVEMENTS IN SUPPLEMENT GRANT MONIES AS REPORTED BY THE OFFICE OF GRANTS AND CONTRACTS (SEPTEMBER):

Isobel Contento	Earth Friends Project, City Harvest (\$500)
Margaret Crocco	Let Freedom Swing, The Documentary Group (\$30,000)
Victoria Marsick/Martha Gephardt	Newmont Coaching Certification, Newmont Mining Corporation (\$23,000)
Ellen Meier	Center for Technology and School Change, City of Yonkers (\$54,000)