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A Message from VP Dorothy Espelage

Hello!

Hope this note finds everyone doing well this fall and looking forward to a family-oriented holiday season. I wanted to use my space here to send out well wishes to all of our members and others affected by **Hurricane Sandy**, including my family in New Jersey and my colleagues along the east coast. Keep thinking positive and focus on little steps toward progress!

I also wanted to thank the individuals in the military serving our country and those Division E members that are working to make life easier for military families and children.

Military-connected youth face a number of challenges, including frequent parental deployments, school changes, and greater responsibility at home. These challenges are not new to military families, but only recently have they been the focus of scholarship and outreach efforts. As an adult who spent most of my youth in military-connected schools in Virginia, I know too well what happens when adults in schools did not understand the unique experiences of being from a military family.

Like many military-connected youth in the 70s, I often relied on other military families to cope with life stressors, and rarely did adults in the school ask about how deployments created disruptions in academic work etc.

Thus, I am thrilled to be able to

highlight the great work of AERA Members Professor Ron Astor, Linda Jacobson and Dr. Rami Benbenishty and their colleagues from the University of Southern California (USC) School of Social Work. They have published four complementary guides in support of military-connected students. The informative books provide guidance on a host of education related issues of particular interest to military families.

I have reviewed these guides and there is no doubt that these guides will help educate adults about what military-connected youth are experiencing and how these adults can be helpful through evidence-based prevention and intervention.

If you know of anyone working with military families and/or military-connected youth, please share this link:

<http://www.militarychild.org/new-resources-ron-avi-astor>

Indeed, educational research and researchers can promote resilience in all children!

Please do enjoy this newsletter, several AERA officers have worked hard to make it happen! Have a great holiday season and talk to you in 2013.

Dorothy L. Espelage, VP

Funding Spotlight

I had the opportunity to talk with Vivian Tseng (vtseng@Wtgrantfdn.org), the Vice President of the grants program at the William T. Grant Foundation about funding opportunities relevant to Division E members. The following excerpts are from our conversation:

Your foundation supports research to improve the everyday settings of youth ages 8-25 in the U.S.

What are some of challenge to this kind of research? While many of us have been influenced by Bronfenbrenner, especially Division E members, there remains a strong focus on individual level analyses. The challenge is to theorize and measure beyond individuals' perceptions of settings, classrooms, programs, and families to better assess social processes within these settings. How do we conceptualize setting level constructs such as interactions, social norms, teaching practices, staff practices, and resources? The other big challenge is to support research that is relevant to improving practice and policy. Understanding how to do research that is relevant to practice and policy requires spending time interacting with practitioners and policy makers in order to better understand their information needs. There is no substitute for spending time with practitioners and policymakers, not to study them, but to understand what research would help them in their work. One of our funding criteria is that applicants specify a practice and policy relevant question. Researchers can study policy, programs, and practices directly, but they can also contribute to a body of knowledge that helps practitioners and policymakers understand the nature of educational problems or potential solutions.

What are some innovative ways to address those challenges? One great thing to do is to study practice. How do the adults in settings interact with kids? For example, Pianta's work on the Classroom Assessment Scoring System (CLASS) and the interventions built around the CLASS examine dynamic social processes. Likewise, Smith's work on the Youth Program Quality Assessment (PQA) focuses on the interactions staff have with kids in afterschool programs. What is nice about both of these efforts is that they focus on what practitioners do and how they interact with kids to inform improvement efforts. This research informed our understanding of settings by building and testing theory about meaningful youth-adult interactions—what I would call setting theory. Their work also involved developing strong measures of those interactions. And their intervention work focused on testing their intervention theory of whether particular strategies can effectively change practice.

Do you have any tips for junior folks? One tip for junior folks would be that it is O.K. to start small. We have Officers' Research Awards [http://www.wtgrantfoundation.org/funding_opportunities/research_grants]. If this is your first time getting a grant, this is an opportunity to build up a relationship with a funder. It also helps you develop some experience with grant seeking and with launching new studies. We also have a William T. Grant Scholars Program which is an early career program for researchers who are up to seven years post Ph.D [http://www.wtgrantfoundation.org/funding_opportunities/fellowships/william_t_grant_scholars]. The program requires the development of a five-year research and mentoring plan aimed at significantly expanding expertise in new and meaningful ways. Typically, folks about five or six years out are competitive for the award, but my advice would be to apply by your sixth year so that you have an opportunity to reapply. In all proposals, it is important to demonstrate that you understand the limitations of your proposed study, and not just the strengths. Be clear about those limitations in your proposal. This will assure reviewers that you understand what your research can accomplish and what it cannot—that you are not overclaiming. Demonstrate an understanding of challenges of recruitment and data collection and describe ways you will address such challenges. It also is very helpful to include ways to test the robustness of findings. Finally, find more experienced colleagues who can give you feedback on your proposals. If they have successfully obtained funding, they know the kinds of questions and concerns that reviewers will raise and can help you address them in your proposals.

Are there any emerging trends that you would encourage our division members to pay attention to over the next several years? We see an increasing interest and demand for education leaders to improve practice and policy through research. This presents an opportunity for researchers, but also creates a need to deliver. So for example, the implementation of the Common Core and the redesign of teacher evaluation systems are opportunities to understand what practitioners need to know to improve practice and student achievement.

Cont. on page 5

Beyond the United States: Conducting Research and Being a Professor in the UK

By Ann Y. Kim, Senior Graduate Student Representative

One of the wise things my advisor said that stuck with me is the following critique on US scholars: many are monolingual and tend to only consume research that has been published in the US. This is quite true. I have struggled reading the translated works of Vygotsky and Bhaktin (would it be easier if I read it in its original language?), and I rarely read research published outside of the US. What a loss! And, like many other young professionals (or professional-in-training?) one significant concern is unemployment. Will I get a job after I graduate? This fear coupled with a love for travel, I thought to look outside of the US and learn about their job opportunities and their research. Thanks to the help of the internet and email, I was able to get in touch with two scholars in the UK who answered my questions. They were Professor Erini Flouri, professor of Developmental Psychology at the Institute of Education, University of London, England and Dr. Simon Hunter, senior lecturer in the School of Psychological Sciences and Health, University of Strathclyde, Scotland.

I am currently a graduate student in the US. Would my PhD be valued as much as a PhD from a UK school? If I was looking to apply to teach and conduct research in England, what should I focus on (publications? teaching?) during my graduate career?

Flouri: A PhD from a good school is a PhD from a good school. For tenure track jobs, both teaching and publications are valued, but I would focus on publications, especially in good peer-reviewed journals.

Hunter: Some US programs have a more intensive research training, some do not. So I think it would depend on your specific program, but as a general rule degrees from US Universities are looked upon positively. To get a job at a good university here in the UK you would be best advised to focus on publications.

What does the career path to professorship look like in your country?

Flouri & Hunter: The general pattern is that once you have completed your degree you may either get post-doctoral position or start straight into a lectureship, making you a Lecturer. There is a probationary period (typically 3 years) where you have to show you are competent and can do all that is required: teaching, administrative work, and research (i.e. getting grants and publishing). After this, you have a permanent job, meaning you will remain employed unless you are not doing your job. Once you can demonstrate doing more than is expected, you can apply to become a Senior Lecturer, a procedure managed internally at the university. If successful, it means a pay rise and more responsibilities. If you can show that you are developing beyond that role, then you can also apply to become a Reader (more money, more responsibility). This requires you to have external colleagues who are willing to support your application. Only after all that would you apply to be a Professor. Some people can skip steps if their career is taking off very quickly. A Professor is the most senior member of academia here, and a title not used by lecturers, senior lecturers or readers (who use 'Dr' instead).

Do you see scholars in the UK look to publish in US journals and/or collaborate with US scholars?

Flouri: Yes, and it is an increasing trend, because of the emphasis on producing research with impact, both academic and non-academic.

Hunter: Yes, definitely. US journals are considered to be prestigious. Collaborations with scholars in the US are often also highly regarded because as a general rule academia in the US is considered to be of a high standard.

Lastly, how much collaborative work do you do with other scholars in Europe? Would you say this is the norm?

Flouri: Yes, I would, especially in my field of work. You do not see many single authored empirical papers in the top journals in psychology! Besides, collaborating with others is refreshing, can be great fun, and is efficient, especially if the team works well together or has complementary strengths. You can also learn a lot that way. As for me, I have published some single authored papers, but most of them were based on my doctoral research.

Hunter: I work with colleagues in Spain mainly. It varies from person to person, but international collaborations are looked upon very positively and can be a necessity if we want to access many European Community research funds.

Membership Committee Survey

A membership committee survey has been developed by the membership committee. The link to the survey will be sent out via the Division E listserv.

Please take a moment to complete the survey. We will be reporting results next newsletter.

Call for Graduate Student Representative

If you would like to get more involved with Division E and learn about the inner workings of AERA becoming a graduate student representative is a great opportunity. The position is for two years, one year as the junior representative and another year as the senior representative. As the graduate student representative you will have a chance to work with various people in Division E as well as the Graduate Student Council of AERA. Division E has traditionally had one graduate student in counseling and one in human development for the two graduate student representative positions. This year we are looking for a graduate student focusing on human development. If you would like to know more about the position, send questions to the senior representative Ann Kim akim@education.ucsb.edu. If you would like to apply, please send a letter of interest and your CV to Ann Kim akim@education.ucsb.edu and Patrick Mullen pmullen@knights.ucf.edu.

Division E Scholar Spotlight

This month, I talked with Sara Rimm-Kaufman, Associate Professor in the Curry School of Education at the University of Virginia (UVA) and the Center for Advanced Study of Teaching and Learning (CASTL).

You make a strong case for the role of psychological and developmental science in studying teachers as “developing people.” Can you share the backstory to this argument? When I worked on the Teacher for a New Era project here at UVA, funded by Carnegie Corporation of New York, I found that it is common to see different schools of thought in teacher education departments compared to other departments in education. At UVA, these divisions have been more permeable and I’ve observed more connections between people preparing teachers to teach and people who want to do research on teachers. It is really important to have fluid communication between these two groups in that both are focused on the same outcomes—we are striving to enhance teachers’ ability to support students’ development and learning. Aside from parents and family, teachers are one of the most important socializing mechanisms in children’s development, but yet our theories and research view teachers as static—characterized by surface attributes such as number of years of experience, level of education, etc. Teachers, like all adults, are variable from day to day; they have good times in life and bad times. Their personal lives change from when they are in their twenties, to thirties, to forties, for example. One thing we know, across the country there is tremendous variation in teachers—both from a value added perspective but also in terms of their uptake of new interventions. When we see this kind of variability and understand how important teachers are in children’s lives, we want to ask, “What are the causes underlying this variability?”

Many Division E members’ research focuses on child-adult or adolescent-adult interactions as a key concept. What are some necessary improvements to this kind of work? And, a related question, what are some critical future directions?

A couple of points come to mind—one about the development of teachers and another about the development of children. Pertaining to teachers’ development, I think there is a lot we can learn about teachers’ maturation and lifespan development that helps us understand teaching and teachers. As one simple example, Richard Ingersoll’s research on teacher attrition that shows a significant percentage of teachers leave within five years. There are a lot of discussions about who leaves and why—mostly focused on teacher quality, characteristics of the schools, etc. What I often think about is the fact that many teachers might be leaving the profession in their mid-twenties to thirties. Perhaps some of the departures occur for personal reasons that have not been well-described. For example, how many female teachers are leaving because they are having their first or second children and want a job that fits better with their child care needs? How many teachers are leaving because of other personal shifts and changes that are normative in their 20s? It seems important to think of teachers as complete people with full lives—perhaps they are the primary caregivers for young children or aging relatives or maybe they went into teaching with the idea that they could move easily to match the needs of a partner or spouse. Teachers, like all people, may go through very stressful periods and then less stressful periods. Teachers’ careers are just one part of a larger picture in understanding who they are, why they stay or go, and how effective they are with their students. My colleagues at Arizona State University are conducting a longitudinal study of pre-service teachers that will include personal experiences, age, details of their social lives, worries, concerns and uplifts and information about key stressors in their lives. These data will help us understand teachers’ lives in more complex ways and help us think of teachers as developing people. It would be wonderful to create a large, longitudinal study across 10 or so sites that follows teachers into the field and studies their developmental and psychological orientations. The work could gather teacher-student interaction measures in classrooms as well as value-added outcomes. When I look at recent work, I have noticed that children’s maturation **Cont. 5**

Funding Spotlight Cont.

We have just commissioned a paper due out later this year on research-practice partnerships. These partnerships are promising ways for districts and researchers to develop joint research agendas that address the challenges practitioners face. Lastly, the press for using research creates an opportunity to study when, how, and under what conditions practitioners and policymakers use research. Researchers often have hunches about how research is used, but we have not rigorously studied it. The Foundation has built an initiative to support these studies.

If people are interested in our funding opportunities, I encourage them to visit our website at www.wtgrantfoundation.org and check out our "Resources" sections on studying settings and studying the use of research evidence. They can also sign up for our newsletters by filling out our contact form at http://www.wtgrantfdn.org/about_us/contact_us.

-Tanner Wallace

Division E Awards

William Hanson (Counseling)
University of Alberta
Allison Ryan (Human Development)
University of Michigan

Division E seeks nominations for two types of awards in both Counseling and Human Development:

Outstanding Dissertation Award

Nominations for this category will be accepted for dissertations completed during the years 2010, 2011, and 2012. Nomination materials should include two electronic copies of an article-length manuscript from the dissertation with personal information removed from one of the copies. Full length dissertations will **not** be accepted. Nominations must also include a letter of nomination from the dissertation chair and verification that the nominee is currently a Division E Member. Manuscripts may or may not have been published.

Distinguished Research Award

Nominations for this category will be accepted for journal articles or book chapters published during 2010, 2011, and 2012.

Self-nominations for these awards are encouraged.

Nomination materials must include an electronic copy of the publication and a nominating letter indicating the unique and important contribution of the study to the literature along with verification that at least one of the authors is a current Division E member.

Each award recipient will receive a plaque and a monetary award, to be presented at the 2012 AERA Annual Meeting Division E business meeting. Nominations must be received no later than **January 15, 2013** to be considered for this competition.

Send nominations for the awards in the **Counseling** area to:
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Room 4111 School of Education
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aliryan@umich.edu

Scholar Spotlight Cont.

and development often gets lost in our research. There are a few studies that I often refer to with pre-service teachers, for instance, Richard's study of how stages of moral development correspond to the prevalence of behavior problems and Demorest's work on children's understanding of sarcasm. I would like to see more work that helps us conceptualize changes in maturation over time that would be helpful for teachers in schools. It is useful to think about benchmarks in development, but even more so, it is useful to think about schooling experience and how there are normative periods of equilibrium and disequilibrium that occur in approximately six months intervals. What would we learn by returning to traditional developmental measures that give information about developmental benchmarks and combine that work with all we have learned in the past decade about schools?

For additional reading, check out: Rimm-Kaufman, S. E., & Hamre, B. K. (2010). The role of psychological and developmental science in efforts to improve teacher quality. *Teachers College Record*, 112(12), 2988-3023.

Division E Officers

Division E of the American Educational Research Association (AERA) is concerned with encouraging research on human behavior, development, and interactions among individuals in educational settings, as well as judicious use of psychological and educational procedures in the school.

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