



AERA is pleased to announce continued support for the **AERA Grants Program** from the National Science Foundation (NSF), the National Center for Education Statistics (NCES), and the Office of Educational Research and Improvement (OERI). The program funds quantitative, education policy-related research using large-scale, nationally-representative data sets. All awards are competitive, with selection based on the excellence of the proposed research and the expertise of the awardees. The following outstanding researchers have recently been awarded funding through the AERA Grants Program.

POSTDOCTORAL FELLOWSHIP

Matthew Wawrzynski, University of Maryland

RESEARCH GRANTS

Motoko Akiba, Mills College

Corinne Alfeld, Frederick D. Patterson Research Institute

Albert Beaton and Laura O'Dwyer, Boston College

Marcia Bellas, University of Cincinnati

Karen Bradley, Western Washington University, and

Maria Charles, University of California, San Diego

Sophia Catsambis, Queens College, CUNY

Terry Ishitani, Indiana State University

Sharon Judge, University of Tennessee

Ariel Kalil and Thomas DeLeire, University of Chicago

David Mustard and Chris Cornwell, University of Georgia

Ann O'Connell, University of Connecticut

Therese Pigott, Loyola University Chicago

Brian Powell and Simon Cheng, Indiana University

DISSERTATION GRANTS

Lora Cohen-Vogel, Vanderbilt University

Ashlesha Datar, RAND Graduate School

Jessica Howell, University of Virginia

Dongbin Kim, University of California, Los Angeles

Betsy McCoach, University of Connecticut

Tatiana Melguizo, Stanford University

R. Sam Michalowski, City University of New York

Colin Ong-Dean, University of California, San Diego

Sarah Reber, Harvard University

Christina Sentovich, University of South Florida

Marjorie Wallace, Michigan State University

Sandra Way, University of Arizona

Ying Zhou, Pennsylvania State University

Further information about the AERA Grants Program is available on the web (<http://www.aera.net/grantsprogram>) or contact Jeanie Murdock, phone 805-964-5264 or email jmurdock@aera.net.

www.aera.net/grantsprogram

The AERA/Spencer Pre-Dissertation Fellowship

The American Educational Research Association, in partnership with the Spencer Foundation, is pleased to announce the recipients of the 2002-2003 AERA/Spencer Pre-Dissertation Fellowships.

Keena Natrice Arbuthnot, University of Illinois-Urbana/Champaign

Roland Sintos Coloma, Ohio State

Jennifer G. Cromley, University of Maryland

Nathalie Duval-Couetil, Purdue

John Warren Eagle, University of Nebraska-Lincoln

Lorraine Evans, University of Georgia

Emily Joan Klein, New York University

Colin Lasu, Ohio University

Douglas Lee Lauen, University of Chicago

Melinda M. Mangin, Rutgers

Laura Munoz, Arizona State University

Shira Peterson, University of Rochester

Victoria Pettis, University of Georgia

Catherine Richards, Syracuse

Troy Richardson, University of Utah

Ann C. Rivera, New York University

Michael Silverman, University of Southern California

Samuel Y. Song, University of Nebraska-Lincoln

Lynda G. Tisa, University of Delaware

Sandra Toro, University of Washington

For more information, please see our website at,

www.aera.net/aneWS/announce/application.rtf

A CALL FOR APPLICATIONS POST-DOCTORAL FELLOWSHIP CANDIDATES AND MENTORS FOR POST-DOCTORAL FELLOWS, RESEARCH AWARDS, AND DISSERTATION FELLOWSHIPS

AERA announces an awards program supported with funding from the U.S. Department of Education's Office of Educational Research and Improvement (OERI). The goals of the program are to stimulate research on fundamental educational issues, with priority for the education of poor, urban, or minority students and for mathematics and literacy education; attract a cadre of talented scholars and enhance their research preparation; build a network of scholars whose collaborations focus on high priority educational issues; and contribute to basic knowledge, the improvement of practice, and the informing of policy in educationally important contexts. Applications from under-represented and under-served populations in educational research and candidates whose research will provide information about the needs of under-represented and under-served groups are strongly encouraged to apply.

Priority will be given to research that addresses mathematics and literacy education and the education of poor, urban, or minority students. Additional topics may include cultural and linguistic diversity; alternative forms of educational assessment; school persistence; early childhood education; contextual factors (individual, curricular, and school related) in education; materials (curriculum) development; school reform; and the quality of educational institutions. Preference will be given to research that intersects theory and practice.

POST-DOCTORAL FELLOWSHIPS

This is a program of talent development, as well as talent discovery and identification. It enables researchers to engage in 2 or 3 years of post-doctoral research (subject to annual review) while working collaboratively with a qualified mentor at an institution of higher education. Candidates seeking to expand their research competencies either by moving into new areas or by obtaining preparation not obtained in their doctoral programs are strongly encouraged to apply. Applications from candidates working in institutions that do not presently have large concentrations of well-recognized educational researchers are also encouraged to apply. Applicants from fields other than education can propose research and study that will develop their capability for research relevant to education.

DESCRIPTION

Post-Doctoral Fellowships are available for researchers within 10 years of receiving a higher degree (PhD, EdD, or equivalent) who show potential or demonstrated capacity to perform educational research and who have teamed up with mentors who are established members of the educational research community. Fellows must be in residence at the home institution of the mentor.

Awards include an annual stipend for the fellow in the amount of \$40,000; up to \$3,000 per year for relocation (1st year) and professional travel for the fellow; up to \$4,000 for equipment (during the term of the award) for support of the fellow's research; tuition or fees that are required by the institution for all such research fellows; and up to \$5,000 per year for research expenses for the mentor's research program (e.g., travel, equipment, participant stipends) related to the fellow's work. Each year of the fellowship, fellows and their mentors will attend a 3-day conference intended to provide feedback on their work, provide information to help them develop as professionals, and develop a community among these researchers. Additionally, awardees will attend a 1-day mini-conference that overlaps with the AERA meeting.

APPLICATION DEADLINE

Applications for awards effective January 2003 are due October 15, 2002; applications for awards effective August/September 2003 are due April 15, 2003.

Send complete application packets to AERA/OERI Post-Doctoral Fellowships at the AERA Central Office, 1230 17th Street, NW, Washington, DC 20036-3078

RESEARCH GRANTS PROGRAM

Awards for Research Grants are up to \$15,000 for 1-year projects, or up to \$25,000 for 2-year projects. Successful applicants will be expected to submit for review an interim progress report and a final report. Research grantees' final reports should be of a quality and in a format suitable for publication in a scholarly journal. The final payment of the grant will be awarded upon receipt and review of the final report. It is anticipated that up to 10 research grants per year will be awarded. All awards are contingent upon AERA's receiving continued federal funding for the grants program.

APPLICATION DEADLINES

Applications for awards effective January 2003 are due October 15, 2002. Applications for awards effective August/September 2003 are due April 15, 2003.

Send the application package to AERA/OERI Research Grants at the AERA Central Office.

DISSERTATION GRANTS PROGRAM

The program's goals are to stimulate research on U.S. education policy and practice related issues, with a priority for the education of poor, urban, or minority students and for mathematics and literacy education; attract a cadre of talented scholars and enhance their research preparation; build a network of such scholars whose collaborations focus on high priority educational issues; and contribute to basic knowledge, the improvement of practice, and the informing of policy in educationally important contexts. AERA invites proposals for educational dissertations that address the goals of the program as described in this announcement.

Dissertation Grants are available for advanced graduate students and are intended to support the student while writing the dissertation. Awards for Dissertation Grants are up to \$15,000 for 1-year projects, or up to \$25,000 for 2-year projects. In accord with AERA's agreement with the funding agency, institutions may not charge indirect costs on these awards. Dissertation grantees' final reports may either be an article of a quality and in a format suitable for publication in a scholarly journal, or a copy of the dissertation.

APPLICATION DEADLINES

Applications for awards effective January 2003 are due October 15, 2002. Applications for awards effective August/September 2003 are due April 15, 2003.

Send the application package to AERA/OERI Dissertation Grants at the AERA Central Office.

APPLICATIONS FOR ALL PROGRAMS

Complete application materials are available at the AERA web site: www.aera.net/aneews/announce/af01-002.htm

Applications will be reviewed based on the following criteria: the potential for development as a specialist in contributing to fundamental knowledge and the improvement of education practice or policy, the extent to which the work reflects the research priorities of the grant program, the strength and appropriateness of the methods for the work proposed, and the relevant research records and experience of the applicant and mentor.

INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED.

Special Issue Call for Papers for *Educational Evaluation and Policy Analysis*

Topic: Education Leadership and Instructional Improvement

Submission Deadline: November 15, 2002

Leadership has become one of the central themes in the school reform rhetoric. Although volumes have been filled with discussions on education leadership, many scholars and practitioners have questioned the value of much of this scholarship. Increasingly, they are calling for a serious re-focusing of scholarship on leadership in education.

This special issue of *EEPA* will focus on education leadership for improving teaching and learning. The editor invites papers that address leadership in education and its relationship to instructional improvement. Education leadership can be orchestrated from and across different levels of the school system (e.g., state, district office) and from agencies beyond the formal system (e.g., university-school partnerships, professional associations such as National Council of Teachers in Mathematics). Articles in this special issue might address issues that include, but are not limited to the following:

- a. The nature of, and relations among, school and school district leadership;
- b. Leadership arrangements that show promise in improving school effectiveness and student achievement;
- c. Measuring leadership effectiveness;
- d. School leader development and recruitment;
- e. Education leadership and the involvement of for-profits and non-profits in public schools;
- f. Leadership in whole school reform initiatives;
- g. Charter schools and education leadership;
- h. Measuring the effects of leadership on teaching and learning;
- i. Teacher leadership;
- j. School leadership and organizational learning.

This special issue seeks original empirical pieces that take new perspectives on the issue of education leadership. One of the most important criteria in the review process will be that the article makes a clear and substantial contribution to the extant literature. The editor seeks papers that add significant value to the existing empirical knowledge base, and have clear implications to educational policy.

Note to Authors: Please include in your cover letter to the editor that you are responding to the call for papers on "Education Leadership and Instructional Improvement."

If you have any questions about this call for papers, please contact

Jim Spillane, Editor: j-spillane@northwestern.edu or 847-467-5577

Jennifer Hanis, Editorial Assistant: jhanis@uchicago.edu or 773-256-6332

New Editors for AERA Journals

AERA is pleased to announce new editors for two of its journals. These editors will serve for the volume years of 2003 through 2005.

Review of Educational Research

EDITOR: Margaret LeCompte

ASSOCIATE EDITOR: Janette Klingner

EDITORIAL ASSISTANT: Sally Campbell

Authors should now send manuscripts to

Review of Educational Research

Margaret LeCompte, Editor

249 Education Building

University of Colorado at Boulder

Boulder, CO 80309-0249

DO NOT send manuscripts electronically. However, queries may be sent to margaret.lecompte@colorado.edu

American Educational Research Journal (Social and Institutional Analysis Section)

EDITOR: Maenette Benham

ASSOCIATE EDITOR: Ronald H. Heck

EDITORIAL ASSISTANT: Regina O. Smith

Authors should now send manuscripts to

American Educational Research Journal/SIA

Maenette Benham, Editor

419A Erickson Hall

Michigan State University

East Lansing, MI 48824