

October 2012

**Sandra Stotsky**  
**203 Graduate Education Building**  
**University of Arkansas**  
**Fayetteville, Arkansas 72701**  
**University Phone: 479 575 7282**

## **EDUCATION**

Harvard University Graduate School of Education, Cambridge, Massachusetts  
 Ed. D., June 1976, in Reading Research and Reading Education  
 Thesis committee: Jeanne Chall, Israel Scheffler, and Helen Popp  
 Thesis given a Distinction by all three readers; awarded a prize by the Committee on Degrees  
 Qualifying Paper for Ed. D. given a Distinction, March 1974. Advisor: Carol Chomsky

University of Michigan, Ann Arbor, Michigan  
 B.A. with Distinction; concentration in French Literature  
 Honors: Phi Beta Kappa, Phi Kappa Phi

## **PROFESSIONAL EXPERIENCE**

- 2007- Professor of Education Reform, 21st Century Chair in Teacher Quality, Department of Education Reform, University of Arkansas, Fayetteville.
- 1999-2006. Director, *We the People: The Citizen and the Constitution* National Institute for Secondary Teachers, summer institutes co-sponsored by the Center for Civic Education and the Lincoln and Therese Filene Foundation.
- 2004-2006. Visiting Research Scholar, Northeastern University.
- 1999-2003. Senior Associate Commissioner, Massachusetts Department of Education. In charge of revising state standards in mathematics, science, English/reading, history and the social sciences, technology, and preschool; teacher licensing regulations; and teacher tests in all subjects.
- 1984-2001. Research Associate, Harvard Graduate School of Education, affiliated with the Philosophy of Education Research Center (PERC), directed by Israel Scheffler.
- 1987-1999. Director, Summer Institute on *Writing, Reading, and Civic Education*, sponsored by the Lincoln and Therese Filene Foundation at the Harvard Graduate School of Education.
- 1996-1998. Senior Research Associate, Boston University School of Education.
- 1992-2000. Consultant for the United States Information Service to Polish, Latvian, Lithuanian, Romanian, and Ukrainian educators on the development of a civic education curriculum for their public schools.
- 1980-1992. Instructor, Harvard Summer School. Taught graduate course on writing pedagogy.
- 1977-1981. Assistant Professor at Curry College. Coordinator of elementary education and coordinator of the Chapter 636 Curry College-Trotter School Pairing.

## **GRANTS and SCHOLARSHIPS**

December, 2008: Chairman's Grant of \$30,000 from National Endowment for the Humanities for national survey of literary study in grades 9, 10, and 11 sponsored by the Association of Literary Scholars, Critics, and Writers.

1999-2007: yearly grants from the Lincoln and Therese Filene Foundation to the Center for Civic Education, California to direct *We the People: The Citizen and the Constitution* summer institutes.

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1998: contract from the National Aeronautics and Space Administration, in collaboration with a scientist, to produce criteria for NASA to use in evaluating the effectiveness of its education programs.

1986-1999: yearly grants from the Lincoln and Therese Filene Foundation to plan and direct a summer institute on civic education at Harvard Graduate School of Education for 50-70 participants.

1994: grant from Lynde and Harry Bradley Foundation to examine how K-12 reading and literature programs incorporate multiethnic and multicultural works, for the book *Losing Our Language*.

1984-1986: Mina Shaughnessy Scholarship from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education, for work on a book on civic writing.

1985-1986: two grants from the Lincoln and Therese Filene Foundation to complete a book on civic writing.

1977-1980: grant from Chapter 636 Program to develop a writing program for the Trotter School, Boston.

1979: grant from Chapter 636 Program to plan and direct one-week institute on teaching and assessing writing for 70 teachers, administrators, and parents in the Boston Public Schools.

### **RECENT PROFESSIONAL AND CIVIC ACTIVITIES**

Member, Professional Development and Governmental Affairs Committees, International Dyslexia Association, 2012-

Member, Board of Directors, American Council of Trustees and Alumni, 2011-

Evaluator of Quality Enhancement Plan for Troy University, 2010-2011.

Member, Validation Committee for the Common Core State Standards Initiative, 2009-2010.

Member, National Mathematics Advisory Panel, appointed by U.S. Secretary of Education Margaret Spellings, 2006-2008.

Lead Language Arts Consultant for a one-month UNESCO project in Jordan with members of Afghanistan Ministry of Education to revise secondary school curricula, November/December 2006.

Member, Massachusetts Board of Elementary and Secondary Education, appointed by Governor Mitt Romney, November 2006-July 2010.

Member, Planning Committee for the 2009 National Assessment of Educational Progress Reading Assessments, 2003-2004.

Editor, *Research in the Teaching of English*, journal of the National Council of Teachers of English, 1991-1996.

Member, Advisory Board, Center for School Reform, Pioneer Institute, 2005-.

Member, Editorial Advisory Board, Carus Publishing Company, 2004-.

Member, Content Expert Advisory Panel, Educational Resources Information Center (ERIC), 2004-.

Member, Board of Directors, National Association of Scholars, 1999-.

### **INVITED ORAL AND WRITTEN TESTIMONY**

2003: "How Should American Students Understand their Civic Culture? The Continuing Battle over the 2002 Massachusetts History and Social Science Curriculum Framework." Invited written statement and testimony for a Hearing of the U.S. Senate Education Committee on Health, Education, Labor and Pensions, Senator Judd Gregg, Chairman, September 24, 2003, on the quality of history books and state history standards and their influence on education.

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2007: "Viewpoints in California's English Materials." Expert witness report for a lawsuit, CV 05-06242, Association of Christian Schools International, et al., Plaintiffs v. Roman Stearns, et al., Defendants. U.S. District Court, Central District of California.

2009: "Why Ohio Needs World-Class Content Standards for K-12, and How to Get Them." Invited written statement and testimony for a Hearing of the Ohio Senate Education Committee on April 15, 2009. <http://edexcellence.net/ohio/Stotsky2.pdf>

2009: "Teacher Licensing Standards, Teacher Quality, and Student Achievement in Urban Schools." Invited written statement submitted to the New Jersey State Advisory Committee to the U.S. Commission on Civil Rights and entered into the Committee's written record on May 8, 2009.

2009: "How to Develop Internationally Benchmarked Mathematics Standards (as well as Standards for Other Subjects)." Invited written statement and testimony for a Hearing of the Joint Committee on the Public Schools, New Jersey State Legislature, June 3, 2009.

2011: "Testimony in Favor of Bill on State Sovereignty over Curriculum Standards, Assessments, and Student Information." Invited written statement and testimony for a Hearing on House Bill No. 2923, Texas State Legislature, April 14, 2011.

Written statement: [http://www.uark.edu/ua/der/People/Stotsky/Stotsky\\_Testimony\\_Texas\\_Sovereignty.pdf](http://www.uark.edu/ua/der/People/Stotsky/Stotsky_Testimony_Texas_Sovereignty.pdf).

Live Hearing begins at 23:41; I am at 1:01:00: <http://www.house.state.tx.us/video-audio/committee-broadcasts/committeearchives/player/?session=82&committee=460&ram=11041410460>.

Also at <http://bit.ly/ej1BPv>

2011: Expert witness in Tucson Unified School District v. Superintendent Huppenthal, Office of Administrative Hearings Case No. 11F-002-ADE. Hearing on October 17, 2011, Phoenix, Arizona, on whether the Mexican-American Studies program in the TUSD was in violation of state statutes.

2011: "Why Alabama Should Rescind its Adoption of Common Core's Standards." Invited speaker at Press Conference, State House, Montgomery, Alabama, November 8, 2011.

2011-2012. Unofficial consultant to Gregory Hill, Chairman of the Education Committee, New Hampshire State Legislature, on teacher licensure tests.

2008-2011. Unofficial consultant to the Minnesota Board of Teaching and several Minnesota legislators on a reading licensure test for prospective elementary teachers. Arranged by Susan Thomson on the Board of Teaching. MN adopted a licensure test in Reading modeled in part on the Massachusetts licensure test Foundations of Reading (90).

2112. "Testimony for a Hearing on Indiana Senate Bill No. 373," a bill to void any action taken by the state board of education to adopt the Common Core standards as the state's standards." Invited testimony by State Senator Scott Schneider and State Senator Dennis Kruse, January 25, 2012. [http://www.uark.edu/ua/der/People/Stotsky/Stotsky\\_Testimony\\_for\\_Indiana.pdf](http://www.uark.edu/ua/der/People/Stotsky/Stotsky_Testimony_for_Indiana.pdf)

2112. "Testimony submitted for a Hearing on South Carolina Senate Bill S 604," a bill amending Article 5, Chapter 5, Title 59 of the 1976 Code to enable South Carolina to withdraw from participation in the Common Core State Standards Initiative. Invited testimony by State Senator Michael Fair, member of the Senate Committee on Education. February 16, 2012.

2112. "Invited Testimony for a Hearing on Wisconsin Bill AB 558," an omnibus education bill that includes improving early literacy and educator effectiveness. Invited testimony by State Senator Luther Olsen, Chair of the Senate Education Committee, and State Representative Steven Kestell, Chair of the Assembly Education Committee. February 15, 2012.

2112. "Restoring local and state autonomy to strengthen public education." Testimony submitted to Utah's 2012 Education Interim Committee, August 15, 2012 <http://www.utahnsagaincommoncore.com/sandra-stotsky-offers-utah-the-best-ela-standards-in-the-nation/>

### PROFESSIONAL AWARDS

1995: Virginia Hamilton Essay Award for my article in the February 1994 issue of the *English Journal*; award given at the Eleventh Annual Virginia Hamilton Conference at Kent State University.

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1993: F. Andre Favat Award for Distinguished Contributions to the English Language Arts from the Massachusetts Council of Teachers of English at its annual spring conference.

1980: Model Program Award from Chapter 636 evaluators for the writing program I established at the Trotter School, Roxbury, Massachusetts, as part of the Trotter School/Curry College pairing.

1980: Model Program Award from Chapter 636 evaluators for the city-wide writing institute I planned and directed for the Boston Public Schools.

## **PUBLICATIONS**

### **Books**

*The Death and Resurrection of a Coherent Literature Curriculum.* MD: Rowman & Littlefield. June 2012.

*What's at stake in the K-12 standards wars: A primer for educational policy makers.* (2000). Editor of and contributor to a collection of essays. NY: Peter Lang Publishers.

*Losing our language.* (1999). NY: Free Press. Reprinted in paperback by Encounter Books (2002).

*Connecting civic education and language education: The contemporary challenge.* (1987). Editor of and contributor to a collection of essays. NY: Teachers College Press.

*Undoing sex stereotypes: Research and resources for educators.* (1976). Co-author with J. Amsler, V. Donovan, G. Legge, W.W. Legge, and R. Littenberg; senior authors, M. Guttentag & H. Bray. NY: McGraw Hill.

### **Monographs**

*FORUM 4: Literary Study in Grades 9, 10, and 11: A National Survey.* (Fall 2010). Boston: Association of Literary Scholars, Critics, and Writers. <http://www.alscw.org/Forum4.pdf>

*Literary Study in Grades 9, 10, and 11 in Arkansas.* (March 2010). With two co-authors. Unpublished monograph. [http://coehp.uark.edu/literary\\_study.pdf](http://coehp.uark.edu/literary_study.pdf)

*Foundations for success: Final report of the National Mathematics Advisory Panel.* (March 2008). Co-author. Washington, D.C.: U.S. Department of Education.

*Report of the task group on conceptual knowledge and skills for the National Mathematics Advisory Panel.* (March 2008). Co-author. Washington, D.C.: U.S. Department of Education.

*Report of the task group on assessment for the National Mathematics Advisory Panel.* (March 2008). Co-author. Washington, D.C.: U.S. Department of Education.

*Progress in Mathematics research base.* (2006). NY: Wm. H. Sadlier, Inc.

*The state of state English standards 2004.* (2005). Washington, D.C.: Thomas B. Fordham Institute.

*The stealth curriculum: Manipulating America's history teachers.* (2004). Washington, D.C.: Thomas B. Fordham Institute.

*State English standards: An appraisal of English language arts/reading standards in 28 states.* (1997). Washington, D.C.: Thomas B. Fordham Institute.

*Civic writing in the classroom.* (1987). Bloomington, IN: Social Studies Development Center, Indiana University, in association with ERIC Clearinghouse for Social Studies/Social Science Education and the ERIC Clearinghouse on Reading and Communication Skills.

### **Book Chapters**

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- How Common Core's reading standards may improve civic literacy in Arkansas. (March 2012). *Midsouth Political Science Review. Special Issue.*
- The stealth curriculum. (2011). In Sarah Stern (Ed.), *Saudi Arabia and the Global Islamic Terrorist Network.* New York: Palgrave Macmillan, 65-80.
- The case for broadening veteran teachers' education in the liberal arts and how we can do it. (2007). In C.E. Finn, Jr. & D. Ravitch (Eds.), *Beyond the basics: Achieving a liberal education for all children* (pp. 95-108). Washington, D.C.: Fordham Institute.
- Moral equivalence in education: The use of the Holocaust in discrediting American society. (2004). In P. Hollander (Ed.), *Understanding anti-Americanism: Its origins and impact at home and abroad* (pp. 322-345). Chicago: Ivan Dee.
- Can a state department of education increase teacher quality? Lessons learned in Massachusetts. With Lisa Haverty. (2004). In D. Ravitch (Ed.), *Brookings papers on education policy, 2004* (pp. 131-180). Washington, DC: Brookings Institution.
- How children learn science: Do we now know? Co-author with Paul R. Gross. (2000). In S. Stotsky (Ed.), *What's at stake in the K-12 standards wars: A primer for educational policy makers* (pp. 115-148). NY: Peter Lang Publishers.
- The state of literary study in national and state English language arts standards: Why it matters and what can be done about it. (2000). In S. Stotsky (Ed.), *What's at stake in the K-12 standards wars: A primer for educational policy makers* (pp. 237-258). NY: Peter Lang Publishers.
- The state of state standards in English language arts/reading. (2000). In C. E. Finn, Jr. & M. J. Petrilli (Eds.), *The state of state standards 2000.* Washington, D.C.: Thomas B. Fordham Institute.
- The uses of literature in education for democratic citizenship: Lessons and suggestions from the American experience. (1999). In C. F. Bahmueller & J.J. Patrick (Eds.), *Principles and practices of education for democratic citizenship: International perspectives and projects* (pp. 209-230). The ERIC Clearinghouse for Social Studies/Social Science Education and the ERIC Adjunct Clearinghouse for International Civic Education in Association with Civitas: An International Civic Education Exchange Program, Indiana University, Bloomington, Indiana.
- Academic and pedagogical issues in teaching the Holocaust. (1999). In Carol Danks & Leatrice B. Rabinsky (Eds.), *Teaching for a tolerant world: Essays and resources, Grades 9-12.* Urbana, IL: National Council of Teachers of English.
- From reading to writing: From elementary to graduate students. (1998). In H.T. McCracken & R.L. Larson, with Judith Entes (Eds.), *Teaching college English and English education* (pp. 163-173). Urbana, IL: NCTE.
- Issues in developing civic education programs in Eastern European schools: An American perspective. (1997). In G. Kviesskiene (Ed.), *Demokratijos Mokykla* (pp. 86-92). Vilnius, Lithuania: Lithuanian College of Democracy. In English and Lithuanian.
- Why today's basal readers may retard, not enhance, growth in reading. (1997). In L.R. Putnam (Ed.), *Readings on language and literacy: Essays in honor of Jeanne S. Chall* (pp. 259-286). Cambridge, MA: Brookline Books.
- Multicultural literature and civic education: A problematic relationship with possibilities. (1996). In R. Fullinwider (Ed.), *Public education in a multicultural society* (pp. 231-264). NY: Cambridge University Press.
- Reflections on the Education for Democratic Citizenship in Poland project: An American's perspective. (1996). In R. C. Remy & J. Strzemieczny (Eds.), *Civic education for democracy: Lessons from Poland* (pp. 169-179). ERIC Clearinghouse for Social Studies/Social Science Education and the National Council for the Social Studies, Indiana University, Bloomington, Indiana.
- Participatory writing: Literacy for civic purposes. (1996). In A.H. Duin & C. J. Hansen (Eds.), *Nonacademic writing: Social theory and technology* (pp. 227- 256). NJ: Lawrence Erlbaum Associates.
- Writing: The royal road to reading comprehension. (1994). In S. Brody (Ed.), *Teaching reading: language, letters, and thought.* Milford, NH: LARC Publications. Revised for 2001 edition.

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Ethical guidelines for writing assignments. (1992). In C.M. Hurlbert & S. Totten (Eds.), *Social issues in the English classroom* (pp. 283-303). NCTE: Urbana, IL.

Participatory writing: What citizens can write. (1991). In *CIVITAS: A framework for civic education*. Project of the Council for the Advancement of Citizenship and the Center for Civic Education, Calabasas, California.

Words move: The interwoven development of oral and written language in the school years. (2nd revised edition, 1989; 3rd revised edition, 1992). With D. Dickenson (senior author) & M. Wolf; in J. B. Gleason (Ed.), *The Development of Language*, Columbus, OH: Charles Merrill.

Understanding research on teaching the English language arts: An introduction for teachers. (1991). In J. Flood, J. Jensen, D. Lapp, & J. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 123-131). NY: Macmillan. Revised for 2003 edition.

A comparison of the two theories about development in written language: Implications for pedagogy and research. (1987). In R. Horowitz & S.J. Samuels (Eds.), *Comprehending oral and written language* (pp. 371-395). Orlando, FL: Academic Press.

A model of written language development for teachers. (1983). Reprinted 1988. In P. Stock (Ed.), *FFORUM: Essays on theory and practice in the teaching of writing* (pp. 194-200). NH: Boynton/Cook Publishers.

Teaching the vocabulary of academic discourse. (1987). In T. Enos (Ed.), *A sourcebook for basic writing teachers* (pp. 328-347). NY: Random House. Reprinted from *Journal of Basic Writing*, 2(3), Fall/Winter 1979, 15-39.

Research on reading/writing relationships: A synthesis and suggested directions. (1984). In J. Jensen (Ed.), *Composing and comprehending* (7-22). Urbana, IL: NCRE-ERIC. Reprinted from *Language Arts*, 60 (5), May 1983.

#### **Articles/Reports/Prepared papers**

How Common Core's ELA standards place college readiness at risk. With Mark Bauerlein. (September 2012). White Paper # 89. Boston: Pioneer Institute. [http://pioneerinstitute.org/pdf/120917\\_CommonCoreELAStandards.pdf](http://pioneerinstitute.org/pdf/120917_CommonCoreELAStandards.pdf)

To Upgrade K-12, We Need to Do More than Strengthen Teacher Preparation Programs. August 17, 2012. Invited Talk to the Board of Trustees of Indiana University. <http://www.indiana.edu/~trustees/docs/steiner-stotsky-remarks.pdf>; Audio recording of Panel discussion: <http://www.broadcast.iu.edu/>.

The promise of single-sex classes. (May 2012). *School Administrator*, 69 (5) pp. 32-35.  
<http://www.aasa.org/content.aspx?id=23124>

<http://newswire.uark.edu/article.aspx?id=19274>

What kids should be reading. (2012). In *What Kids Are Reading*. Wisconsin: Renaissance Learning. <http://www.renlearn.com/whatkidsarereading/> <http://doc.renlearn.com/KMNet/R004101202GH426A.pdf>. Reprinted in *Minding the Campus* (April 11, 2012). [http://www.mindingthecampus.com/originals/2012/04/what\\_should\\_kids\\_be\\_reading.html](http://www.mindingthecampus.com/originals/2012/04/what_should_kids_be_reading.html);

Education researcher says difficulty level of high school reading alarmingly low (April 2, 2012)  
<http://newswire.uark.edu/article.aspx?id=18084>

Shaky new standards for college readiness. (September 9, 2010). *Minding the Campus*  
[http://www.mindingthecampus.com/originals/2010/09/shaky\\_new\\_standards\\_for\\_colleg.html](http://www.mindingthecampus.com/originals/2010/09/shaky_new_standards_for_colleg.html)

Common Core's standards still don't make the grade. With Ze'ev Wurman. (July 2010). White Paper # 65. Boston: Pioneer Institute. [http://www.pioneerinstitute.org/pdf/common\\_core\\_standards.pdf](http://www.pioneerinstitute.org/pdf/common_core_standards.pdf)

National standards still don't make the grade. Review of four sets of English language arts standards. With Kathleen Madigan and Ze'ev Wurman. (July 2010). White Paper #63. Boston: Pioneer Institute.  
[http://www.pioneerinstitute.org/pdf/100719\\_national\\_standards\\_part\\_I.pdf](http://www.pioneerinstitute.org/pdf/100719_national_standards_part_I.pdf)

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The emperor's new clothes: National assessments based on weak "college and career readiness standards." With Ze'ev Wurman. (May 2010). White Paper #61. Boston: Pioneer Institute.  
[http://www.pioneerinstitute.org/pdf/100520\\_emperors\\_new\\_clothes.pdf](http://www.pioneerinstitute.org/pdf/100520_emperors_new_clothes.pdf)

Fair to middling: A national standards progress report . With R. James Milgram. (March 2010). White Paper #56. Boston: Pioneer Institute. [http://www.pioneerinstitute.org/pdf/100402\\_fair\\_to\\_middling.pdf](http://www.pioneerinstitute.org/pdf/100402_fair_to_middling.pdf)

Why race to the middle? First-class state standards are better than third-class national standards. With Ze'ev Wurman. (February 2010). White Paper #52. Boston: Pioneer Institute. [http://www.pioneerinstitute.org/pdf/100223\\_why\\_race\\_to\\_the\\_middle.pdf](http://www.pioneerinstitute.org/pdf/100223_why_race_to_the_middle.pdf)

College students who can't do math or read well. With Ze'ev Wurman. (December 4, 2009). *Minding the Campus*.  
[http://www.mindingthecampus.com/originals/2009/12/by\\_sandra\\_stotsky\\_and\\_zeev.html](http://www.mindingthecampus.com/originals/2009/12/by_sandra_stotsky_and_zeev.html)

Who needs mathematicians for math, anyway? The ed schools' pedagogy adds up to trouble. (November 13, 2009). *City Journal*.  
<http://www.city-journal.org/2009/eon1113ss.html>

Licensure tests for special education teachers: How well they assess knowledge of reading instruction and mathematics. (2009). *Journal of Learning Disabilities*. September/October, 42 (5), 464-474. <http://ldx.sagepub.com/cgi/content/abstract/42/5/464> or, for full version, see <http://www.uark.edu/ua/der/People/Stotsky/LicensureTestsForSpecialEducationTeachers.pdf>

New guidelines for teacher training: A needed attempt to reform the accreditation of teacher education schools lacks substance. (September 1, 2009). *Clarion Call*. Raleigh, NC: John Pope Center. [http://www.popecenter.org/clarion\\_call/article.html?pid=2225](http://www.popecenter.org/clarion_call/article.html?pid=2225)

Why MTEL, not PRAXIS, will maintain teacher quality in Massachusetts. (April, 2009). Policy Brief. Boston: Pioneer Institute.  
[http://www.pioneerinstitute.org/pdf/0904\\_csr\\_mtel.pdf](http://www.pioneerinstitute.org/pdf/0904_csr_mtel.pdf)

What boys are reading: Is the secondary English curriculum contributing to the decline in male reading skills? (January 15, 2009). In L. Sax (Ed.), *Gender Differences in Learning and School*.  
[http://www.education.com/reference/article/Ref\\_What\\_Boys\\_Reading/](http://www.education.com/reference/article/Ref_What_Boys_Reading/)

How to strengthen K-12 mathematics education in Massachusetts: Implications of the National Mathematics Advisory Panel report. (June 2008). Policy Brief. Boston: Pioneer Institute.

Content counts. In a Symposium: To Read or Not To Read: Responses to the New NEA Study. (Spring 2008). *Academic Questions*, 21 (2), 204-209.

The negative influence of education schools on the K-12 curriculum. (2008). National Association of Scholars website.  
[http://www.nas.org/polArticles.cfm?doc\\_id=229#top](http://www.nas.org/polArticles.cfm?doc_id=229#top)

Personal histories. (2007). *Prospects (UNESCO IBE)*, 37 (4), 515-518.  
<http://www.springerlink.com/content/t17m6231435v/?p=67e9c7ae46ba432b8761ccde67c776a0&pi=0>

The Massachusetts math wars. (2007). *Prospects (UNESCO IBE)*, 37 (4), 489-500.  
<http://www.springerlink.com/content/05274297232479u2/fulltext.pdf>

Teacher licensure tests: Their relationship to mathematics teachers' academic competence and student achievement in mathematics. (2007). *Education Working Paper Archive*. University of Arkansas, Department of Education Reform.

How state boards of education can upgrade math teaching in the elementary school. (2007). *National Association of State Boards of Education (NASBE) Newsletter*, February 2007, Volume 13, No. 2. <http://www.educationnews.org/articles/9142/1/How-State-Boards-of-Education-Can-Upgrade-Math-Teaching-in-the-Elementary-School/Page1.html>

Why American students do not learn to read very well: The unintended consequences of Title II and teacher testing. (2006). *Nonpartisan Education Review*, 2(1). <http://www.nonpartisaneducation.org/Review/Articles/v2n1.htm>

Ed schools: The real shame of the nation. (Summer 2005). *Academic Questions*, 18 (3), 44-53.

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Read it and weep: Why many reading educators advocate the opposite of what works. (March 2006). *Education Matters* (publication of the Association of American Educators), 1-3.

Who should be accountable for what beginning teachers need to know? (2006). *Journal of Teacher Education*, 57 (3), 256-268.  
<http://jte.sagepub.com/> and <http://JTE.sagepub.com/content/vol57/issue3>.

An open letter to the governors of the fifty states: Recommendations for reforming the American high school. Co-authors R. James Milgram and Elizabeth Carson. (2006). *Texas Lyceum's 20<sup>th</sup> Public Conference Journal*, 23-26.  
<http://www.texaslyceum.org/media/staticContent/journals/Journal - 2005 Pubcon.pdf>

High school size and the education of all students in 9-12: What the research suggests. (2006). Texas Lyceum's *20<sup>th</sup> Public Conference Journal*, 55-57. <http://www.texaslyceum.org/media/staticContent/journals/Journal - 2005 Pubcon.pdf>

"Why reading teachers are not trained to use a research-based pedagogy? Is institutional reform possible?" Paper presented at the Courant Institute of Mathematical Sciences, New York University, October 2, 2005. <http://www.google.com/search?ie=UTF-8&oe=UTF-8&site=search=www.nychold.com&q=sandra+stotsky&btnG=Search&domains=www.nychold.com>

It's academic: Teacher training in core subjects needs firm grounding in liberal arts. (2005). *CommonWealth*, 10 (3).  
<http://www.massinc.org/handler.cfm?type=1&target=2005-3/perspective.htm>

School-related influences on grade 8 mathematics performance in Massachusetts. (March 24, 2005). Co-authors R. Bradley & E. Warren. *Nonpartisan Education Review*, 1(1). Retrieved [date] from <http://www.npe.ednews.org/Review/Articles/v1n1.pdf>

Anti-civic uses of literary discourse. (2006). In Manuel Casado Velarde, Ramón González Ruiz, y Victoria Romero Gualda (eds.), *Análisis del discurso: lengua, cultura, valores. Actas del I Congreso Internacional* (Universidad de Navarra, Pamplona), Madrid, Arco/Libros. ISBN de toda la obra: 84-7635-632-3, vol. I, 65-89.

When history teachers forget the Founding. (Summer 2004). *Academic Questions*, 17 (2), 21-31.

How should American students understand their civic culture: The continuing battle over the 2002 Massachusetts History and Social Science Curriculum Framework. (2003). *Studies on Education. Estudios* (5), 7-15.

The anti-civic effects of popular culture on American teen-agers. With Anders Lewis and Melanie Winklosky. (2002). *Studies on Education (ESE: Estudios sobre educación)* (2), 53-65.  
[http://europa.sim.ucm.es/compludoc/GetSumario?r=/S/10605/15787001\\_5.htm&zfr=0](http://europa.sim.ucm.es/compludoc/GetSumario?r=/S/10605/15787001_5.htm&zfr=0)

Barriers to sound teaching. (Fall 2001). *Academic Questions*, 14 (3), 55-63.

Pedagogical advocacy. (Spring 2000). *Academic Questions*, 13 (2), 27-37.

Multicultural illiteracy. (1999). *The School Administrator*, May, 20-22.

More teachers, smaller classes: Are these our first priority? (1998). Commentary, *Education Week*, April 1, 72 ff.

Vague standards, no achievement. (1998). *Crisis in Education*, February, 26-27.

Citizenship education and the teaching of literature: Lessons and suggestions from the American experience. Paper presented at the International Seminar on Education and Citizenship, Complutense University of Madrid, October 1997. Published in Spanish in *Revista Espanola de Pedagogia* 209, Volume 56, March-April 1998.

Problems in qualitative manuscripts submitted to *Research in the Teaching of English*. (1996). *English International*, June, 4 (1), 11-14.

Is the Holocaust the chief contribution of the Jewish people to world civilization and history? A survey of leading literature anthologies and reading instructional textbooks. (1996). *English Journal*, February, 52-59.



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The uses and limitations of personal or personalized writing in writing theory, research, and instruction. (1995). Reading Research Quarterly, 30 (4), October/November/December, 758-776.

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### **Recent Op-Eds, Commentaries, or Invited Blogs**

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<http://www.bloomberg.com/news/2012-04-01/new-reading-teachers-should-pass-a-reading-test.html>. Reprinted in *Cap Times*, a Madison, Wisconsin paper (April 3, 2012) as "New Wisconsin law moves in right direction on teaching training" and in *Arkansas Democrat-Gazette* (May 6, 2012) as "Reading teachers should pass a phonics test."

In Finland, students win when teachers compete. (February 18, 2012). Heartlander.  
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Competition and choice bring reform, but there's a problem. (February 9, 2012). Minding the Campus.  
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Out of one, many. (June, 2008). Op-ed, *Arkansas Democrat-Gazette*.

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### **Curricular Materials**

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### **Encyclopedia Entries**

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### **Miscellaneous**

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Invited response to letters to the editor. (1991). *College English*, November, 83-85.

Exploring the links between civics and writing. (1989). *Alumnibulletin*, Harvard Graduate School of Education, Spring, 12.

### **UNPUBLISHED PAPERS**

How to Implement Common Core's Literacy Standards to Enhance Civic Literacy in Arkansas. Paper presented at the Arkansas Association of Educational Administrators, Little Rock, Arkansas, August 2, 2011  
[http://www.uaedreform.org/People/Stotsky/AAEA\\_Presentation\\_080211.pdf](http://www.uaedreform.org/People/Stotsky/AAEA_Presentation_080211.pdf)

Suggested indices of teacher quality for Arkansas: A position paper. (April 28, 2008). Paper presented at a conference on Preparing Highly Qualified Teachers for Arkansas Sponsored by the Office for Education Policy at the University of Arkansas.  
[http://www.uark.edu/ua/der/People/Stotsky/Indices\\_of\\_TQ\\_for\\_AR\\_20090508.pdf](http://www.uark.edu/ua/der/People/Stotsky/Indices_of_TQ_for_AR_20090508.pdf)

Why reading teachers are not trained to use a research-based pedagogy: Is institutional reform possible? (2005). Paper presented at the Courant Initiative for the Mathematical Sciences in Education, Courant Institute of Mathematical Sciences, New York University, October 2. [www.NYCHOLD.org](http://www.NYCHOLD.org)

Why American students know so little American history and what we can do about it. (2005). Paper presented at a meeting of the Commonwealth Education Organization, Pittsburgh, Pennsylvania, October 6. [www.ceopa.org](http://www.ceopa.org)

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The parent movement to restore quality history teaching in the Brookline Public Schools: Context, origins, and accomplishments. (1991). Paper presented at the Conference on Improving the Teaching of History and Civic Education, U.S. Department of Education, Washington, D. C. October 9. Co-author, Ronni Gordon Stillman, with James Dudley. ED 346 002.

Does a literary canon exist in our secondary schools? Or how many students need to read the same body of works before it can be called a literary canon? (1991). Paper presented at a conference of the American Educational Research Association, Chicago, Illinois. ED 326 877.

Evaluation of the writing program at the William M. Trotter School, Boston, Massachusetts, September 1978--January 1980. (1980). Milton, Massachusetts: Curry College. ED 196 011.

## **MAJOR LOCAL AND STATE CIVIC ACTIVITIES**

Member of the Massachusetts Board of Education. November 2006 to July 2010.

Founding member of the Brookline Civic Association and member of Steering Committee, February 1988 to 1990. 2005--.

Member of the Board of Trustees of the Brookline Public Library, 1984-1999. Chair of the Budget-Finance Committee, 1985-1986; Chair of the Board, 1986-1987; Vice-chair, 1995 to 1999. Chair of various other subcommittees.

Town Meeting Member, Precinct 12, Town of Brookline, 1984-1994.

Member of Search Committee for Headmaster of Brookline High School, 1993.

Chair of Town Government Study Committee, League of Women Voters of Brookline, 1983-1987.

Chair of Search Committee for K-12 English Director for Brookline Public Schools, 1978-1979.

President, League of Women Voters of Brookline, 1971-1973. Member of Executive Board, 1962-1971.