

BRIEF VITA

PERSONAL DATA

Steven M. Ross
224 Eagle Spring Cove
Cordova, TN 38018

Home (901) 755-6654
Office (901) 678-3413

EDUCATION

Institution

Pennsylvania State
University

Degree-Year

B.A. 1969
M.S. 1972
Ph.D. 1974

Undergraduate Major: Psychology
Graduate Major: Educational Psychology

PROFESSIONAL ASSOCIATIONS

American Psychological Association, Fellow
American Educational Research Association, Member
Mid-South Educational Research Association, Member
Association for Educational Communications & Technology, Member
International Congress for School Effectiveness and School Improvement, Member

EXPERIENCE

Instructor, Continuing Education, 1973-74, Pennsylvania State University
Instructor, Psychology, Spring Semester, 1974, Lock Haven State College, Lock Haven, Pennsylvania
Evaluator, Summer, 1974, Mitre Corporation, McLean, Virginia
Assistant Professor, Educational Psychology, 1974-79, University of Memphis
Associate Professor, Educational Psychology, 1980-1985
Professor, Educational Psychology, 1985 - Present
Senior Researcher, Center for Research in Education Policy, University of Memphis, 1995-2001
Director, Center for Research in Educational Policy, University of Memphis, 2001 - present

COURSES RECENTLY TAUGHT

Theories of Learning (undergraduate)
Individual Differences and Learning (Graduate)
Educational Statistics (Undergraduate and Graduate)
Educational Research (Graduate)
Computers in Education (Graduate and Undergraduate)
Thesis Writing (Graduate)
Educational Assessment (Graduate)

HONORS AND DISTINCTIONS

1. NDEA Fellowship for graduate study at the Pennsylvania State University, 1971-1973.
2. Graduate Student Associate, Southwest Regional Laboratory, Summer, 1971.
3. Distinguished Teaching Service Award, University of Memphis, 1980.
4. Phi Delta Kappa Professional Research Award, Memphis Chapter, 1983.
5. Elected Fellow, Division 15, American Psychological Association, 1986.
6. Visiting Scholar, National Center for Research on Improving Postsecondary Teaching and Learning. University of Michigan, Summer 1987.
7. Distinguished Research Award, University of Memphis, 1987.
8. Distinguished Teacher Service Award, University of Memphis, 1988.
(First eligibility since 1980; no longer eligible)
9. Memphis State University nominee, CASE Professor of the Year Award, 1989
10. Superior Performance in University Research (SPUR) Award, University of Memphis, 1990, 1991, 1992
11. Distinguished Research Award, University of Memphis, 1993.
12. Board of Visitors Eminent Faculty Award, University of Memphis (first recipient), 1993
13. Editor, *Educational Technology Research and Development*, 1993-present
14. Editorial Board, *Journal of Education for Students Placed At Risk*. 1995-present
15. Editorial Board, *Computers and Human Behavior*, 1994-present
16. Invited testimony, U.S. House of Representatives Subcommittee on Early Childhood, Youth, and Families, Committee on Education and the Workforce, June 26, 1998.
17. Invited panelist on comprehensive school reform, discussion with Secretary of Education Richard Riley, March 16. 1999.
18. Lillian and Morrie Moss Chair of Excellence in Urban Education, 2001

SCHOLARSHIP

Publications in Refereed Journals	122
Books	7
Book Chapters	28
Papers Presented at Professional Meetings	224

SELECTED RECENT PUBLICATIONS

Ross, S. M., Henry, D., Phillipsen, L., Evans, K., Smith L., & Buggie, T. (1997). Matching restructuring programs to schools: Selection, negotiation, and preparation. School Effectiveness and School Improvement, 8, 45-71.

Ross, S. M., Troutman, A., Horgan, D., Maxwell, S., Laitinen, R., & Lowther, D. (1997). The success of schools in implementing eight restructuring designs: A synthesis of first-year evaluation outcomes. School Effectiveness and School Improvement, 8, 95-124.

Ross, S.M., Smith, L. J., & Casey, J. (1997). Preventing early school failure: Impacts of Success For All on standardized test outcomes, minority group performance, and school effectiveness. Journal for Research on Students Placed At Risk, 2, 29-54.

Stringfield, S., & Ross, S. M. (1997). A "reflection" at mile three of marathon: The Memphis restructuring initiative in mid-stride. School Effectiveness and School Improvement, 8, 151-161.

Ross, S., & Smith, L. J. (1997). Improving the academic success of disadvantaged children: An examination of Success For All. Psychology in the Schools, 34, 171-180.

Jayasinghe, M. G., Morrison, G. R., & Ross, S. M. (1997). The effect of distance learning classroom design on student perceptions. Educational Technology Research and Development, 45, 5-20.

Ross, S. M., & Smith, L. J. (1998). Improving school achievement and inter-group relations for children placed at risk. European Journal of Intercultural education, 9(2), 141-154.

Smith, L. J., Ross, S. M., McNelis, M, Squires, M., and others (1998), The Memphis restructuring initiative: Analysis of activities and outcomes that impact implementation success. Education and Urban Society, 30(3), 296-325.

Stringfield, S., Datnow, A., Ross, S., & Snively, F. (1998). Scaling up school restructuring in multicultural multilingual contexts: Early observations from Sunland County. Education and Urban Society, 30(3), 326-357.

Ross, S. M., Smith, L. J., & Casey, J. P. (1999). "Bridging the gap": The effects of the Success For All Program on elementary school reading achievement as a function of student ethnicity and ability level. School Effectiveness and School Improvement, 10(2), 129-150.

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2000). Designing effective instruction (3rd ed.). New York, NY: Macmillan College Publishing.

Ross, S. M., Alberg, M., Smith, L., Anderson, R., Bol, L., Dietrich, A., Lowther, D., & Phillipsen, L. (2000). Using whole-school restructuring to improve educational outcomes: The Memphis story at year 3. Teaching and Change, 7(2), 111-126.

Ross, S. M., & Seidel, S. (2000). The introduction to the NEA Teacher Education Initiative. Teaching and Change, 8, 5-9.

Nath, L.R., & Ross, S.M. (2001). The influence of a peer tutoring training model for implementing cooperative groupings with elementary students. Educational Technology, Research and Development, 49(2), 41-56.

Ross, S. M., Sanders, W. L., Wright, S. P., Stringfield, S., Wang, L. W., & Alberg, M. (September 2001). Two- and three-year achievement results from the Memphis Restructuring Initiative. School Effectiveness and School Improvement, 12, 323-346.

Summary of Interests

During the past ten years, I have worked extensively with school districts, both regionally and locally, to develop and evaluate programs for improving student achievement. The primary focus of these studies has been schools predominantly serving disadvantaged inner-city minority children. Currently, I am working on the formative and summative evaluation of Comprehensive School Reform (CSR) projects at schools in various states. Additional ongoing research projects are studies of school restructuring designs as they are implemented in Memphis City Schools and other school districts and of professional development schools in seven national sites as part of the NEA Teacher Education Initiative (NEA-TEI).