DAVID C. BERLINER

REGENTS PROFESSOR OF EDUCATION,
ARIZONA STATE UNIVERSITY
May 25, 2002

Dr. Trent E. Gabert
Associate Dean, College of Liberal Studies
Chair, Executive Committee Brock International Prize in Education
Room 226 Administration Building
University of Oklahoma, 1700 Asp
Norman, Oklahoma 73072–6400

Dear Dr. Gabert:

Enclosed please find materials relating to my nomination of Dr. David Berliner for the Brock International Prize in Education. As directed, I have kept my submissions under the 50-page limit.

However, upon review of his credentials and letters of support, you will see that Dr. Berliner has enjoyed a most outstanding career in the field of education. Perhaps a better term for his contributions would be profound. Certainly, it is for these reasons that I take great pleasure in authoring his nomination.

The deadline for your receipt of these materials is June 1, 2002. You indicated to me that I might repeat some of these materials in my one-half hour presentation this July or add additional information, such as samples of books, use of video, etc.

Please let me know if there is any further action I must take in order to advance this process. It is my intention to complete any and all procedures to secure this award for Dr. Berliner. I know of no individual more deserving of this honor than he.

Sincerely,

[Signature]

James H. VanSciver, Ed.D.
Director of Secondary Education

JHV:pjt

Enclosures
May 25, 2002

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Associate Dean, College of Liberal Studies
Chair, Executive Committee Brock International Prize in Education
Room 226 Administration Building
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Short Biography

David C. Berliner is Regents’ Professor of Education at Arizona State University. His Ph. D, from Stanford in 1968, was where he began research on teaching through studies of microteaching and teacher education. Teaching and related policies have been the subject of his interest throughout his career. In the 1970s he headed the influential Beginning Teacher Evaluation Study at WestEd, where he was director of research. In that study various aspects of time-on-task and opportunity-to-learn were found to be of profound importance in school learning. In the 1980s he headed the research team that explored expertise in teaching, demonstrating how the skills and abilities of expert teachers resemble those of experts in other fields. His model of how one develops from novice to expert has influenced teacher education programs world-wide. Work in school settings led him to believe that American education was actually quite successful, overall, and that criticisms of the nation’s schools were too broad, perhaps even malevolent. During the 1990s (in the best-selling book “The manufactured crisis,” written with Bruce Biddle) he documented how misinformation about schools was hurting public education and endangering American democracy. Currently he studies educational policy as it affects teaching and learning in public schools.
Dear James,

On the page that follows is a listing of my awards and honors. The ones that you might highlight are:

1999-Elected to membership in the National Academy of Education. Only 125 scholars from across the nation are elected to this most prestigious organization. The members include Linda Darling-Hammond, Jerome Bruner, James Banks, John Goodlad, Eliot Eisner, Howard Gardner, and so forth. Peer reviewed for membership.

1996-Elected Regents' Professor of Education at Arizona State University. This designation awarded by the Regents of the State of Arizona to no more than three percent of the tenured faculty. Voted on by peers.

1996-Award from the American Educational Research Association, for Outstanding Book,

The Manufactured Crisis (Co-authored with Bruce J. Biddle). This book was published in 1995 and has now sold over 50,000 copies. At the end of December, 1999, the book was named by Education Week as one of the most significant ideas or scholarly works of the twentieth century.

1994-Award from the National Education Association, Friend of Education Award. This is the highest honor given by the NEA. It was previously awarded to Linden Johnson, Hubert Humphrey and other presidents and politicians.

Berliner also won the life-time distinguished contributions award from both the American Educational Research Association (in 1996) and from the American Psychological Association/Division of educational Psychology (in 1995). Not many people have won both awards.
AWARDS AND HONORS

2001-Award from the College of Extended Education, Arizona State University, for Lifetime Achievement to Education and to the University.

1998-Appointed Julius and Rosa Sachs lecturer, Teachers College, Columbia University (taught and provided three public lectures during the fall semester)

1997-Elected to Laureate Chapter, Kappa Delta Pi Honorary Society in Education.

1996-Award from the Horace Mann League for Distinguished Contributions to Public Education.

1996-Elected Regents’ Professor of Educational Leadership and Policy Studies and of Psychology in Education, Arizona State University. This designation awarded by the Regents to no more than three percent of the tenured faculty.

1996-Award from the American Educational Research Association, for Distinguished Contributions to Education. This is the Association’s lifetime achievement award.

1996-Award from the American Educational Research Association, for Outstanding Book,

*The Manufactured Crisis* (Co-authored with Bruce J. Biddle). This book was published in 1995 and has now sold over 50,000 copies. At the end of December, 1999, the book was named by *Education Week* as one of the most significant ideas or scholarly works of the twentieth century.

1995-Award from the Division of Educational Psychology of the American Psychological Association: The E. L. Thorndike award for lifetime achievements. This is the Association’s highest award.

1994-Award from the National Education Association, Friend of Education Award. This is the highest honor given by the NEA, often given to presidents and politicians.

1994-Award from the Texas State Education Association, Friend of Education Award.

1994-Award from the Educational Press of America. Best Learned Article of 1993, appearing in the *Journal of the New Jersey Education Association*.

1993-1994-Elected President, Division 15, the Division of Educational Psychology, American Psychological Association.

1993-Award from the National Association of Secondary School Principals for Distinguished Service to Education.

1993-Award from the Arizona Association for Supervision and Curriculum Development, Achievement Award for Excellence in Teacher Education.

1991-Medal of Achievement, University of Helsinki. Previous winners include the Dalai Lama.

1990-Award from the Association of Teacher Educators for Contributions to Educational Research.


1989-Award from the American Educational Research Association, for contributions in
relating research to practice (with Ursula Casanova, my wife and co-author).

1987-1988--Selected as Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, CA.

1987-Award from the faculty of the University of Arizona for career contributions to scholarship and teaching.


1985-Award from the American Association of Colleges for Teacher Education, distinguished writing award for 1984 (with Gary D. Fenstemacher), "A conceptual framework for the analysis of staff development."

1984- Award from Educational Press of America to Instructor for best scholarly article of 1983, "The executive functions of teaching."

1983-Award from Educational Press of America to Educational Leadership for best interview of 1982, "Interview with David C. Berliner."


1966-1967-Stanford University award, traineeship in educational research, Committee on Psychological Studies.

**Honorary degrees:**
Awarded an honorary doctorate, Doctor of Humane Letters, Honoris Causa, from the University of Massachusetts at Amherst, November, 1989.

**Organizational Memberships:**
Elected as Fellow, American Psychological Association, Division 15.
Member, American Educational Research Association.
Member, Horace Mann League.
Member, Phi Delta Kappa.
Honorary Life Member, National Organization of Parents and Teachers.

**Visiting Scholar:**
Monash University, Melbourne, Australia, Summer 1980;
National Institute of Education, 1981-82;
Western Australian Institute of Technology (now Curtin Univ.), Perth, Australia, Summer, 1983;
Autonomous University of Barcelona, Spain, Summer, 1987;
University of Tasmania, Launceston, Australia, Winter, 1995 and Spring 2002;
Ministry of Education and Science, Vilnius, Lithuania, Summer, 1995;
Teachers College, Columbia University, Fall 1998.
David Charles Berliner  
Regents' Professor of Education  
College of Education, Arizona State University, Tempe, AZ 85287-0211  
Voice (602) 965-1329; Fax (602) 965-6231  
e-mail: <berliner@asu.edu>

Education and Degrees

B. A. University of California at Los Angeles, July 1961.  
Ph. D. Educational Psychology, Stanford University, August, 1968.  
D. Humane Letters, Honoris Causa, University of Massachusetts at Amherst, November, 1989.

Employment (* indicates employment while attending school)

*Educational Researcher, American Institutes for Research, 1963-64.  
*Research Assistant, Stanford Center for Research and Development in Teaching, 1965-68.  
*Assistant Professor of Psychology, San Jose State University, 1967-68.  
Assistant Professor of Education and Psychology, University of Massachusetts, 1968-70.  
Lecturer in Educational Psychology, Stanford University, 1971-75.  
Associate Laboratory Director for Research, Far West Laboratory for Educational Research & Development (Now WestEd), 1970-77.  
Head, Department of Educational Psychology, University of Arizona, 1977-81; Professor, 1977-1988.  
Professor, Division of Educational Leadership and Policy Studies; Professor, Division of Psychology in Education, Arizona State University, 1988-present.

Honors

Award from the College of Extended Education, Arizona State University, for Lifetime Achievement, 2001.  
Elected to Laureate Chapter, Kappa Delta Pi, 1997.  
Award from the Horace Mann League for Distinguished Contributions to Public Education, 1996.  
Elected Regents' Professor of Education, Arizona State University, 1996.  
Award from the American Educational Research Association, for Distinguished Contributions to Education, 1996.  
Award from the American Educational Research Association, for Outstanding Book, The
Manufactured Crisis (With Bruce J. Biddle), 1996.
Award from the Division of Educational Psychology of the American Psychological Association: The E. L. Thorndike award for lifetime achievements, 1995.
Award from the National Education Association, Friend of Education Award, 1994.
Award from the Texas State Education Association, Friend of Education Award, 1994.
Award from the National Association of Secondary School Principals for Distinguished Service to Education, 1993.
Elected President, Division 15, the Division of Educational Psychology, American Psychological Association, 1993-1994.
Award from the Arizona Association for Supervision and Curriculum Development, Achievement Award for Excellence in Teacher Education, 1993.
Medal of Achievement, University of Helsinki, 1991.
Award from the Association of Teacher Educators for Contributions to Educational Research, 1990.
Award from the American Educational Research Association, for contributions made in relating research to practice (with U. Casanova), 1989.
Selected as Fellow, Center for Advanced Study in the Behavioral Sciences, 1987-88.
Award from the faculty of the University of Arizona for career contributions to scholarship and teaching, 1987.
Elected member of the Executive Board, Federation of Behavioral, Psychological, and Cognitive Sciences, 1986-87.
Elected President, Special Interest Group on Individual Differences, Learning and Instruction, American Educational Research Association, 1973-75.
Award from Educational Press of America to Educational Leadership for best interview of 1982, "Interview with David C. Berliner," 1983.
Stanford University award, traineeship in educational research, Committee on Psychological Studies, 1966-67.
Elected as Fellow, American Psychological Association, Division 15.
Member, American Educational Research Association.
Member, Horace Mann League.
Member, Phi Delta Kappa.
Honorary Life Member, National Organization of Parents and Teachers.
Visiting Scholar: Monash University, Melbourne, Australia, Summer 1980; National Institute of Education, 1981-82; Western Australian Institute of Technology (now Curtin Univ.), Perth, Australia, Summer, 1983; Autonomous University of Barcelona, Spain, Summer, 1987; University of Tasmania, Launceston, Australia, Winter, 1995; Ministry of Education and Science, Vilnius, Lithuania, Summer, 1995; Teachers College, Columbia University, Fall 1998.

Research Interests

Classroom teaching and learning, teacher education, and educational policy.

Selected Professional Activities

Editorial Delegate, Oxford University Press, 2001-present.
Board Member, WestEd, 1999-present.
Board Member, Americans United for Separation of Church and State, 1997-present.
Editor, Handbook of Educational Psychology, 1996.
Associate Editor, Teaching and Teacher Education, 1986-1990.
Consulting Editor at various times for The Educational Researcher, Educational Policy; Educational Psychologist; Contemporary Educational Psychology; Instructional Science; The Journal of Classroom Interaction; The American Journal of Education; Social Psychology of Education; Handbook of Research on Teaching 3rd ed.; Review of Research in Education; Instructor; and the monograph series of the Institute for Research on Teaching, published by Longman.
Reviewer for: Review of Educational Research; American Educational Research Journal; Journal of Educational Measurement; Journal of Educational Psychology; Cognition and Instruction; European Journal for Research on Learning and Instruction; Teaching and Teacher Education.

Books


Chapters in Reference Works and Other Books


Berliner, D. C., & Biddle, B. J. (1998). The lamentable alliance between the media and


Chapters in Reference Works and Other Books


Berliner, D. C., & Biddle, B. J. (1998). The lamentable alliance between the media and


Berliner, D. C. (1990). What's all the fuss about instructional time? In M. Ben-Perez and
R. Bromme (Eds.), The nature of time in schools. New York: Teachers College
Press.
Stickney (Eds.), Politics and policy in the age of education. Springfield, IL: Charles C.
Thomas.
Berliner, D. C. (1989). The place of process-product research in developing the agenda for
research on teacher thinking. In J. Lowyck and C. Clark (Eds.), Teacher thinking and
Berliner, D. C. and Carter, K. J. (1989). Differences in processing classroom information by
expert and novice teachers. In J. Lowyck and C. Clark (Eds.), Teacher thinking and
formacion de profesorado. In P. S. deVincente Rodriguez, O. S. Barrio, and M. L.
Delgado (Eds.), La formacion de los profesores. Granada, Espana: Universidad de
Granada.
Ames and R. Ames (Eds.), Research on motivation in education, Vol. 3: Goals and
Berliner, D. C. (1989). Implications of studies of expertise in pedagogy for teacher education and
Service.
Implications of research on pedagogical expertise and experience for mathematics
teaching. In D. Grouws and T. J. Cooney (Eds.), Effective mathematics teaching. Reston
consultation. In J. L. Graden, J. E. Zins and M. J. Curtis (Eds.), Alternative educational
delivery systems: Enhancing instructional options for all students. Washington, D. C.
National Association of School Psychologists.
A. Vergason, and R. J. Whelan (Eds.), Effective instructional strategies. Denver CO:
Love publishing (Reprint).
Berliner, D. C. (1987). Ways of thinking about students and classrooms by more and less
Cassell.
Berliner, D. C. (1987). Knowledge is power: A talk to teachers about a revolution in the teaching
profession. In D. C. Berliner and B. Rosenshine (Eds.), Talks to teachers. New York:
Random House.
instruction. In D. C. Berliner and B. Rosenshine (Eds.), Talks to teachers. New York:
Random House.


### Articles in Refereed and Reviewed Journals


Berliner, D. C. (1986). In pursuit of the expert pedagogue. Educational Researcher, 15(7), 5-13. (This paper was also presented as the Presidential Address at the annual meeting of the American Educational Research Association, San Francisco, California, April, 1986.)


**Non Refereed Articles, Technical Reports and Noteworthy Presentations**


Berliner, D. C. (March, 2001). What business ought to be concerned about in American education. The John Dewey Society Lecturer, Association for Supervision and Curriculum Development, Boston, MA.


Berliner, D.C. (2000, April). The tension between business and education over the public schools. James P. Curtis Lecturer, University of Alabama, Tuscaloosa, AL.


Berliner, D. C. (1994, April). *Some thoughts on why the textbook in educational psychology will be around after we all are gone*. Paper presented at the meetings of the American Educational Research Association, New Orleans, L.A.


Berliner, D.C., (1992, September). The teaching of concepts and the development of respect for different cultures in an educational psychology course. Paper presented at the meetings of the Association for Teacher Education in Europe, Lahti, Finland.


Berliner, D. C. (1988, August). What’s all the fuss about instructional time? Paper presented at the meetings of the American Psychological Association, Atlanta, GA.


Berliner, D. C. (1971, February). Aptitude-treatment interactions in two studies of learning from


Non-Print Materials


Berliner, D. C. (1972). Protocols on group process. Handbook (137 pp mimeo) and four videotapes (Stages of growth, 13 minutes; Task roles 13 minutes; Unifying roles, 15 minutes; and Anti-group roles, 12 minutes). San Francisco: Far West Laboratory for Educational Research and Development.


May 17, 2002

James H. VanSciver, Ed.D.
Director of Secondary Education
Seafor School District
390 North Market Street
Seafor, Delaware 19973

Dear Dr. James VanSciver:

I am pleased to write a letter of support for Professor David Berliner’s nomination to receive the Brock International Prize in Education. Over the past 35 years David has been an outstanding leader in the field of Education. His contributions are notable in several areas. Indeed, he has provided invaluable contributions in all of his roles: professor, researcher, administrator, author and policy writer. Not only has David provided exemplary work in all of these areas, but the substance of his work has been focused upon the continuing theme of helping American children to benefit from their educational opportunities. Thus, his professional contributions are monumental and focused centrally on the criteria for this award.

Researcher:

David’s vita indicates an incredible volume of high quality books, articles and chapters. What is remarkable is that his work appears both in the most prestigious scholarly journals and also in professional journals that speak directly to and for teachers. Indeed no other contemporary major scholar has written as many articles for teachers as David. His various publications indicate a systematic concern for understanding and improving teaching and learning in American schools. His research on allocated time for learning remains the most powerful statement of why learning outcomes are more robust in some settings than others.

Quality of Research:

The quality of David’s research is straightforward to verify because this conclusion has been affirmed by his peers on multiple occasions. The American Educational Research Association (AERA) acclaimed his book (with Bruce Biddle) as the outstanding book of 1996, and the American Psychological Association has given him its E. L. Thorndike award for lifetime achievements in research. He has also received an award from AERA for Distinguished Contributions to Education. Importantly, it is not only educational professors and researchers who value his work. David has been acknowledged by many teaching and administrative groups, such as Best Friends awards from the National Education Association and the Texas State Education Association.

Leadership:

David’s contributions also are notable in the area of leadership. He has directed the Far West Educational Lab, which was nationally recognized for its excellence in research and program development under his leadership. He helped to reorganize the College of Education at the University of Colorado when he spent a year there designing and organizing faculty searches. The progress of that faculty is now notable. His service as Dean at Arizona State University was simply remarkable. In his
years in that role he revitalized the college’s productivity. His vision of leadership and the future of the college were sufficient to secure multiple faculty lines from the provost in difficult financial times. Further, under his leadership the funding of research dollars increased substantially. Importantly, because of his scholarship, leadership, and numerous contributions to Arizona State University’s educational mission, he has been named a Regents’ Professor of Education.

Policy Vision:

David’s capacity for policy leadership has been demonstrated in many ways including his election to the presidency of the American Educational Research Association. He also has been elected to The National Academy of Education, a prestigious group of scholars especially interested in educational policy. Recently, he and a small group of educators worked with eleven different professional groups to develop guidelines for the appropriate and fair use of high-stakes state testing. His book, The Manufactured Crisis, has had enormous policy impact and in my opinion is the most important educational book in the past 25 years. The quality of American education has been under attack for over 50 years and this criticism has been especially acute since the publication of A Nation at Risk in 1983. This report concluded that American schools were failing so badly they placed the United States at educational and financial risk. For over a decade this policy viewpoint—failing public schools—dominated educational discussions in Congress, legislatures, and the media. Teachers, students, and parents were blamed for caring too little and for not working hard enough.

In the Manufactured Crisis, David and his co-author systematically and successfully challenged the myth that the educational system was in acute crisis. Their scholarly review of the literature, analysis of extant knowledge, and effective writing were so compelling that the policy debate on American schools was substantially altered. This book provided clear evidence that American schools were strikingly varied and that our country had some of the best schools in the world but also many poorly achieving schools. Their analysis revealed that on average American schools were as good as they had ever been while serving many more students of color and from low income homes than ever before. This book is widely seen as an accurate and penetrating description of the status of American education and has led to a new and notably different debate on the problems of schools. The national debate has turned from blaming and denying resources to include discussion on how our society can support and improve schools.

In closing, Professor Berliner’s contributions to research, leadership, and educational policy have been enormous. I know of no other University scholar in the world who has devoted his educational career to improving the educational lives of students and teachers as assiduously and successfully as David Berliner has. I enthusiastically and without qualification nominate David for the Brock International Prize in Education.

Sincerely,

[Signature]

Thomas L. Good
Professor of Education
Editor, Elementary School Journal
May 16, 2002

Dear Colleagues:

I write in enthusiastic support of the nomination of Professor David Berliner for the 2002 Brock International Prize in Education. Berliner has been a national and international leader in the world of education research and policy for twenty-five years. He is a psychologist who has had a significant and enduring impact on the world of research on teaching. He has also influenced the national policy debates about changes in the achievement of American students over the past thirty years. Berliner personifies the critical role that great scholars must play in the debates about the quality and reform of education. He brilliantly bridges the gap between the worlds of scholarship and educational practice.

Berliner first achieved national prominence when he led the Beginning Teacher Evaluation Studies (BTES) during the mid-1970s. Funded by the National Institute of Education, and conducted at the Far West Lab in partnership with the California State Department of Education, Berliner’s group pioneered in combining quantitative process-product research methods with ethnographic investigations of the classrooms of beginning teachers in California. Out of this work emerged an emphasis on “engaged time” and “time-on-task” as critical variables in the study of teaching. Indeed, these constructs have had a persistent impact in research on teaching and learning. For example, the TIMMS cross-national analyses of mathematics classrooms make quite fruitful use of these ideas.

During the 1980s, while at the University of Arizona, Berliner was supported by the Spencer Foundation in his studies of expertise in teaching. Applying constructs from cognitive studies of experts and novices, David skillfully investigated how teachers who could be characterized as novices, postulants and experts responded to a variety of cognitive tasks of teaching. These studies were particularly effective in unpacking the cognitive demands of the critical routine aspects of teaching, such as classroom management, which rarely attracted the attention of other cognitive psychologists. They helped to demonstrate that accomplished teaching was no simple matter, no trivial amalgam of content knowledge and interpersonal skills. The expert teacher is, Berliner demonstrated, easily as skilled and accomplished as her counterparts in medicine, engineering or law. This work was critical in helping shape changes in our understanding and perception of the demands and complexities of teachers’ work.

In the 1990s, Berliner shifted his interest to broad policy issues, especially those that rested on the ostensible demonstrations that US students were consistently failing academically, whether in absolute terms or in comparison with international comparison groups. Collaborating with Bruce Biddle, he wrote The Manufactured Crisis, which has served to temper the otherwise uncontrolled impulse to treat US public schools as utter failures. This book won national awards from both the National Education Association and AERA. This work continues to be a centerpiece of Berliner’s efforts. It is not that he seeks to be an apologist for American public education. Indeed, David is prepared to be as critical as the next person when educational efforts fall short of the levels of excellence all children deserve. But if educational policy and practice is to be truly “evidence-based,” then the evidence needs to be treated with the care, respect and dispassionate attitudes that scientific research requires. Berliner has become a public champion of those values.

He has also exhibited leadership through holding important offices: President of AERA, and President of the Division of Educational Psychology of the American Psychological Association. Berliner was awarded AERA’s highest award for career research accomplishments, as well as the E.L. Thorndike award for Distinguished Psychological Contributions to Education.

Berliner has exerted his influence on the thought and action of educators through a number of quite different venues. Thus, he served as co-editor (with Calfee) of the recent Handbook of Educational Psychology. Addressing the community of school practitioners, he also co-authored an important series of columns in Instructor Magazine (with Ursula Casanova) interpreting educational research for classroom teachers. This four-year commitment earned both Berliner and Casanova AERA’s award for applications.
of research to practice. Finally, he has co-authored (with Gage) six editions of an important and pioneering textbook in educational psychology, that placed teaching rather than learning and development as the central construct in the field. He has thus directed his attention to guiding the work of fellow scholars, of practicing teachers, and of pre-service teachers in teacher education programs.

Berliner is now Regents' Professor of Educational Psychology and immediate past-Dean of the College of Education at Arizona State University. He has long been an effective leader in the world of educational scholarship and educational policy. His current roles and activities, combined with his substantial record of accomplishment, make him an ideal Broad International Prize awardee.

A new award like the Brock International Prize in Education becomes prestigious and important by virtue of those who are named as its initial recipients. It is not the cash value of a prize that determines its eminence; it is the eminence of its winners. In selecting John Goodlad as the first recipient of the Prize, the jury has taken the first step in establishing this recognition as worthy of the top tier of awards in the field of education. By naming David Berliner as the second awardee, the committee will further contribute to the esteem associated with the Prize. Even more important, it will recognize one of the world’s pre-eminent educators, scholars, teachers and humanitarians.

I commend the candidacy of Dr. David Berliner to the jury for the 2002 Brock International Prize in Education with enthusiasm and pride. I can imagine no educator more worthy of this recognition than David C. Berliner.

Sincerely yours,

Lee S. Shulman
President, The Carnegie Foundation for the Advancement of Teaching
Charles E. Ducommun Professor of Education Emeritus, Stanford University
To: Review Committee Brock International Prize
Re: Professor David C. Berliner

Professor Berliner's scholarship has been recognized by the most prestigious awards in his field, educational psychology, and educational research generally. He received AERA's awards for distinguished contributions to both educational research and educational practice, and APA's E.L. Thorndike award for lifetime achievement. For all of his other presence in education, some forget the strength and extend of his scholarly contributions. (There are many other honors highlighted in his vita.)

What makes his scholarship so special as to warrant nomination for the Prize? The criteria I use are (a) does the research re-frame the way the field sees things—i.e., did the work surprise me? (b) did it teach me something new? and (c) was it technically believable? David scores on all three criteria. His early work on Aptitude-Treatment Interactions was carefully crafted and went beyond the usual one-shot, short experiment. A case in point was the research he did which directly challenged Ernie Rothkopf’s mathemagenic behavior hypothesis. In a series of studies, he found an ATI in which questions inserted in text material facilitated achievement for those low in verbal ability but not for those high in this ability. So, mathemagenics was not “good” for all individuals. Next he BROKE tradition and included a ready-only control group in addition to mathemagenic driven treatment conditions. Only one or two prior mathemagenic studies had done so—beliefs in a positive effect were strong. Not surprisingly, high verbal students performed better in this control condition than in mathemagenic conditions; on average the control group performed as well as the mathemagenic groups. He didn’t stop here. He arranged with colleagues to replicate the study in a semester long undergraduate psychology course, randomly assigning text conditions in students’ reading materials. Bottom line: the ATI and mathemagenic effects were wiped out in the real world. Come final examination time, students did whatever studying was necessary to do well on the exam.

His Beginning Teacher Evaluation Study in the 1970s was a classic. Building on Jack Carroll’s ideas, he brought a comprehensive conceptual framework to the study of teaching. He got many of us to re-think the nature of teaching and how it plays out in classrooms way back then. Recognizing the complexities of teaching and the need for not only quantitative data but also richly textured qualitative data, he hired
anthropologists to work with him and teach him how to do this work. (Imagine, a psychologist in the early 70s hiring an anthropologist!) In the BTES study, he provided the first strong empirical test of the time-on-task concept and in doing so, provided concrete methods for measuring the construct and observing evidence of it in classrooms. The construct and its everyday use continues today.

His work on teacher expertise was quite extraordinary, comparing expert teachers, novice teachers and content experts without teaching experience. He demonstrated important differences and described how teaching expertise differed from novice teaching and content expertise. His work was very influential on my own research on teacher cognition. One of the tasks he used was a still picture of an elementary class being taught. He asked his three groups of teachers to tell a story of what was going on in the picture. Expert teachers provided rich descriptions of reading groups, “seat work”, and project work, as I recall. Content experts described the physical arrangement of the classroom. I learned that expert teachers, in addition to having a variety of script schema, must also have what Jean Mandler called scene schema—topological representations of classrooms which facilitate the teacher attaining his or her goals.

David’s current policy, politically active research is very important and what most scholars remember. Amos Tuersky and Dan Kahneman were right—the recency effect is alive and well. He has challenged, based on careful analysis of data, prevailing politically motivated negative views of education. I say careful because in my judgment, the analytic work was well done. By focusing on political pundits’ claims, he showed, for example, that achievement scores hadn’t dropped over the past 20 years, on average, even though the schools were teaching a much more diverse population of students. This finding flew in the face of plain sight news clips of very poor and poorly performing school. He did not focus on the variance. His analysis was replicated by two independent research teams, Sandia Labs and RAND. I applaud his crusade.

Teaching is scholarship just as research is. David is a fantastic teacher, and student of teaching. He taught me how to teach although he doesn’t know it. As a young assistant professor at Stanford (much younger than Berliner!), I watched David teach educational psychology course at Stanford (He was working at the Far West Lab at the time—early 1970s.) We also talked a lot about how to teach. He could and can excite and motivate a class like no one I’ve seen. He brings research into a class and makes it come alive. Students participate in the research they are reading about and “catch the fever.” His distinction as a researcher-teacher-scholar is underscored by his appointment as the Regents’ University Professor at ASU.
Finally, Davić is a leader. His leadership is reflected in his election to President of AERA, President of Division 15 of APA, etc. (see vita). David taught me a great deal about how to be a leader, although he doesn’t know it. I watched him leading the BTES study. He created a community among his research and support staff—a real democracy where everyone’s view was heard and counted. He dealt with the Office of Education in a novel way. In spite of the green-eyeshade, bean-counting, police mentality that seems to plague the federal education presence in research support (even today), David refused to play along. He said and made it clear that BTES wasn’t “his study” but it was both the Labs’ and the government’s study—OE was an actor at the table and was responsible for success and failure along with him. Finger pointing didn’t work because, inevitably, the OE finger pointed at OE!

Well, this letter is too long. David Berliner is remarkable; he deserves the Prize.

Richard J. Shavelson
Professor of Education and
(by courtesy) Professor of Psychology.
May 16, 2002

Award Committee
Brock International Prize in Education

Dear Committee Members;

It is with great pleasure that I write this letter of recommendation for Dr. David Berliner to receive the 2002 Brock International Prize in Education. The prize is the most prestigious award for innovation and change in education, and I cannot imagine a more worthwhile recipient than David Berliner. I have worked with David since the early 1970's, and throughout his career, his scholarship has not only made an enormous difference in education, but it affected education in a positive direction. In his work, he combines a constant sense of the possible, with great energy, charismatic leadership, and a remarkable mind.

I first met David when he was working on the California Beginning Teacher Evaluation Study. This study was examining the differences between teachers whose students performed well on achievement tests, and those whose students did less well. This study led to the all-important concept of time-on-task that included a particular model of effective direct instruction. David, too, could see the importance of this work for the improvement of elementary education, and worked very hard to instill these concepts and their accompanying instructional approaches into practice. It greatly revolutionized the ways in which we think about instruction, and was used extensively in preservice teacher education, professional development, and teacher evaluation.

At that point, David moved on to considerations of teachers' decision making. This project, based within cognitive psychology, examined the ways in which teachers make decisions, and the information they use when doing so. He found that teachers at diverse experience levels operate very differently. These findings provided important information on helping new teachers develop their expertise more quickly. Again, this work greatly affected professional development, particularly the work with beginning teachers.

More recently, David has fought the politicizing of education by reexamining the data that is used by politicians and the media to denigrate the American education system. In his
book with Bruce Biddle, *The Manufactured Crisis*, David provided credible evidence that our schools, while not perfect, are doing a good job of educating all of our children. The impact of this work and his subsequent speaking activities are difficult to measure, but was highly significant. The media is certainly being somewhat more careful in not reporting overly-politicized interpretations of data related to test scores and student achievement.

What is critical about David’s work in questioning the status-quo idea that all economic troubles can be blamed on the U.S. education system is that he is a world class educational psychologist. His expertise in this area, and his technical research skills, give him the status and prestige that insures that people will listen to what he says. Thus, his carefully developed positions on current educational issues have a solid impact on how the American public thinks about education.

I am so pleased that David Berliner is being nominated for the Brock International Prize. As I said, initially, I cannot name someone more deserving. He is a courageous proponent of the truth in the educational policy arena, and has the skills, expertise, charm, and energy to really make a difference.

Sincerely,

Virginia Richardson

Virginia Richardson, Professor and Chair
Educational Studies
School of Education
University of Michigan, 48109
May 14, 2002

Dr. James H. VanSciver
Director of Secondary Education
Seaford School District
390 North Market Street
Seaford, Delaware 19973

Dear Dr. VanSciver:

This is a letter of support for your nomination of David C. Berliner for the 2002 Brock International Prize in Education. As a colleague and co-author of Dr. Berliner for three decades, I know Dr. Berliner and his work well and feel qualified to support his nomination.

Support of the Nomination of
David Charles Berliner
for the 2002 Brock International Prize in Education

David C. Berliner is Regents' Professor of Educational Psychology and of Educational Leadership and Policy Studies at Arizona State University. He recently completed a four-year term as Dean of the College of Education. From 1977 to 1988 he was Professor of Educational Psychology and from 1977 to 1981, Head of the Department of Educational Psychology, at the University of Arizona.

Honors

He is one of the foremost educational psychologists in the United States and among the best known and most highly regarded in other countries. Among his recent accomplishments is the co-editorship (with Robert Calfee) of the Handbook of Educational Psychology (1996), sponsored by the Division of Educational
Psychology of the American Psychological Association (APA); this 1,000+-page volume brings together 33 chapters, written by authorities from several nations, on major areas of the discipline: cognition and motivation; development and individual differences; school curriculum and psychology, teaching and instruction; and methodological, historical, and philosophical foundations.

He is also the co-author (with Bruce J. Biddle) of *The Manufactured Crisis* (1995), a highly original and widely respected confrontation of present-day criticisms of American education with carefully reviewed and interpreted research findings that had been disregarded or misinterpreted by critics. This volume won for Berliner the highest honor awarded by the National Education Association: the Friend of Education Award, and also the Outstanding Book Award of the American Educational Association (AERA). During the fall semester of 1998, he was the Julius and Rosa Sachs Lecturer and Visiting Professor of Education at Teachers College, Columbia University.

In 1996, he received the AERA's highest award: the Award for Distinguished Contributions to Educational Research. In 1995, he received the highest award of the APA's Division of Educational Psychology: the Edward Lee Thorndike Award for Distinguished Contributions to Education. He has been president of both the AERA (1985-1986) and the APA's Division of Educational Psychology (1993-1994).

*Research and Scholarship*

Since his student days, his research and scholarship have focused on major aspects of teaching and teacher education, namely, (a) training materials for teacher education, (b) instructional time, (c) teacher expertise, and most recently, (d) societal aspects of education.

*Training materials for teacher education.* During the early 1970s, he worked on developing and evaluating "protocol materials" for teacher education: films and ancillary materials that would clarify and illustrate various concepts for teachers, such as group process, questioning, variety and variation in teaching, lesson
organization, and praise and corrective feedback. Related work included research on the teaching skills presented in "minicourses," i.e., training packages for pre- and in-service teachers.

Instructional time. During the late 1970s and the 1980s, he focused on instructional time. This work extended and applied the theoretical formulation by John B. Carroll (1963) of time as a concept in terms of which factors in teaching and learning--e.g., aptitude, motivation, task difficulty, and instructional quality--could be defined. Through careful observational, correlational, and experimental studies, Berliner and his co-workers arrived at the concept of academic learning time (ALT), now widely used in teacher education and research on teaching. This concept embraces not only the amount of time allocated for learning a given topic but also ways of using time more productively ways, such as setting rules, monitoring, avoiding timing and target errors, adjusting the difficulty and insuring the academic relevance of tasks. Among other uses, this concept has entered into the interpretation of results obtained in international evaluations of education, including a study of mathematics classrooms in Japan, Taiwan, and the United States by J. W. Stigler, et al.

Teacher expertise. During the 1980s and '90s, he worked on teacher expertise--its conceptualization, measurement, correlates, and effects on student achievement and other outcomes. Here he dealt with differences between expert and nonexpert teachers in such aspects of teaching as ability to judge student understanding, skills in teaching mathematics, conceptions of classroom activities, schemata of teaching, behavioral interventions, decisions concerning student retention in grade, and estimation of student achievement.

Societal aspects of education. Berliner, with Biddle, has performed what is perhaps the most careful examination of contemporary criticisms of American education. For example, they showed how the decades-long decline of average scores on the Scholastic Aptitude Test is an artifact of the increased representation of lower-scoring low-income and minority students among those applying for
admission to selective colleges. Rather than discrediting American education, this SAT-score decline reflected an altogether desirable social trend. Many other alleged defects of American education, they showed, can be laid at the door not of teachers and school administrators but of American political forces that have decreased the amount and equitability of financial and other resources for education.

Similarly, Berliner has challenged the educational precepts of certain religious fundamentalists. His "Psychology Meets the Christian Right" (Teachers College Record, Spring 1997) shows how their tenets on physical punishment, obedience, the school curriculum (in English, social studies, and science), and whole language, violate the implications of the research of American psychologists and educators.

His chapter, "Developing a commitment to social justice in teacher education" (Stevens, Ed., 1999), argues that teacher education should include in its curriculum strong attention to hitherto neglected matters affecting the fairness, equity, and civil rights of students and their parents, especially those of females and of low-income and minority groups.

In Short

Berliner is clearly an outstandingly productive and creditable scholar in psychological studies in education. That he has merited membership in the National Academy of Education was, in my opinion, amply established by the foregoing necessarily brief summary of his career and major contributions. More complete evidence is, of course, available in his vita and publications.

Nathaniel L. Gage

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Dear Dr VanScriver,

Professor David Berliner

It gives me great pleasure to write in support of David Berliner's nomination for the 2002 Brock International Prize in Education. I have known David since the early 1980's when he came to the UK to share his findings on the Beginning Teacher Education Study (BTES) with my research team who were doing similar work here in England. Since then our paths have frequently crossed both at international events and during my visits to America. We share a common interest in classroom research and the application of its findings to improve current practice in our schools. We both believe that such improvements do not come about by mandating teachers to teach in certain ways, but by working with them collaboratively so that they can use their experience and craft knowledge to turn our research findings into 'practical theories' of pedagogy. Professor Berliner has a lifetime's achievement in this field and this has been recognised in past awards and in his presidency of both the American Educational Research Association (AERA) and the Education Division of the American Psychological Society.

To appreciate David Berliner's contribution one needs to begin by reminding oneself of the situation in the early nineteen seventies. At the time one could take any standard work on Educational Psychology, peruse the index, and find no single reference to teaching. While lone voices such as Jerome Bruner argued 'that developmental psychology without a theory of pedagogy was as empty an enterprise as a theory of pedagogy which ignored the nature of growth', it was left to David Berliner, in collaboration with Nate Gage to produce the first text book of Educational Psychology which attempted to bring about a synthesis between teaching and learning. The section on teaching ran to over 100 pages and the book, first published in 1988 has been a 'best seller' ever since and is, I believe, just about to undergo its seventh revision. The book has been a standard text here in the UK for courses leading to entry into the teaching profession, as I believe is also the case in America and Australia. He has therefore had a major effect on generations of recruits to teaching, by setting out clearly what we know about effective teaching in classrooms. I know it is a particular source of satisfaction to him that subsequent research, using his ideas to help raise levels of pupil engagement on classroom tasks, has had the greatest effect among groups from ethnic and disadvantaged minorities.

His second major contribution to pedagogy has concerned his work on teacher expertise. If in the nineteen seventies we lacked a theory of effective teaching to help teach novice teachers, it can be said that we still have limited knowledge on how to make experienced teachers even more effective. Davic's work here has been truly outstanding in that he has taken theories from the
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*In Short*

Berliner is clearly an outstandingly productive and creditable scholar in psychological studies in education. That he has merited membership in the National Academy of Education was, in my opinion, amply established by the foregoing necessarily brief summary of his career and major contributions. More complete evidence is, of course, available in his vita and publications.

* Nathaniel L. Gage

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Director of Secondary Education,
Seaford School District
390 North Market Street,
Seaford, Delaware 19973
USA.

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field of artificial intelligence and fashioned them into a comprehensive stage model of professional development which charts the characteristics of practitioners at novice, advanced beginner, competent, proficient and expert stages. These ideas have had considerable consequences for the ways in which we organise in-service training, since they suggest that certain approaches, which require teachers to reflect on their own practice, are only suitable at the proficient and expert stages, while straightforward coaching works well with beginners. In England, the government sponsored twenty million pound initiative, the Teaching and Learning Research Project, (TLRP) has adopted Berliner’s ideas in developing its strategy for knowledge transformation from researchers to users.

David’s third major contribution has been in the policy field. The book, The Manufactured Crisis, which he co-authored with Bruce Biddle, is a magnificent analysis of the way in which governments have made use of research findings in ways that serve political ideology rather than children’s best interest. Particularly impressive is the analysis of the various international surveys, which claim to show that schools in the developed countries are failing their pupils. Again the book has had a major impact on the debate here in the UK concerning the reforms undertaken by the 1979-92 Conservative Governments, led by Margaret Thatcher, since there are many parallels here with what took place in the USA.

All this, however, would be of little value if this work were the product of a dry academic who lacked the power to communicate his ideas to colleagues and teachers and to inspire them to strive continually for the increased benefit of their students and pupils. Fortunately his passion for his ideas is matched by his eloquence in their delivery. I have seen him with audiences of several thousand at national conventions and with groups of twenty teachers. In every case the effect is profound and generates amazing responses from the audience. On his last visit to Cambridge here in the UK he addressed an audience of several hundred teachers, many of whom were about to begin a year’s postgraduate study having already taught for at least five years. At the end of the lecture they gave him a standing ovation lasting ten or fifteen minutes. I was watching their faces and could feel their excitement at the ideas put before them and their determination to apply these principles to their own practice and thus make a real difference to the children they teach. I am sure that all over the world there are others who can testify to similar events. Thus over the course of his career his influence on teachers has been profound.

Thus, for his contribution to the development of ideas about sound classroom practice, for his research on teacher development and expertise, for his defence of teachers and schools against unjust attacks on their performance, and above all for his capacity to inspire generations of teachers, I offer unconditional support for the nomination of David Berliner, whom I am proud to call both a friend and colleague.

Yours sincerely,

Professor Maurice Galton
Dr. Van Sciver, thanks for the opportunity to offer some thoughts about Professor David Berliner, whom you are nominating for the Brock International Prize. I hope that this note reaches you in time -- I had to deal with a couple of decanal emergencies last week, and this task slipped from my radar screen. I am forwarding by email, with a hard copy following by Fed Express.

The general theme of my recommendation rests on Berliner’s broad range of contributions to the field of education, in particular the improvement of the common schools (K-12) for achieving the twin goals of quality and equality. Much has been published about the “failure” of schools in the United States. Berliner’s message is that schools in this country, gauged by any of a number of indicators, are doing quite well. But - and it is a fundamental “but” - the quality of education requires substantial enhancement in order to guarantee that our young people are prepared to meet the challenges of the new millennium, and the enormous differences in the quality of educational inputs and outcomes (literally ranging from profiles typical of the most highly developed nations to the patterns found in the most destitute countries) pose a fundamental challenge to us as the “richest” member of the international community. Berliner’s main theme is quite simple and arguably on target - the quality of the teaching force is the single most important factor influencing both quality and equality. The nation (and any other nation) that aspires toward these goals must assure that every student benefits from the ministrations of teachers who are knowledgeable, who are effective, who are caring, who are committed to the profession, and who are willing to raise their voices in support of their mission.

Let me organize a few comments around the themes of scholarship, research, policy activities, professional contributions, and personal qualities. As a scholar, Berliner possesses an incredible span of knowledge and conceptual depth. I came to know David’s thinking quite intimately when we developed the Handbook of Educational Psychology as co-editors. Over an intensive three-year experience, we wrestled with the “design” of the discipline, argued the merits of various ideas and scholars, and finally managed to produce a volume that I modestly suggest is a model of the genre. David’s intellectual prowess is of the highest caliber - the Handbook I mention because I know it best, but his vita provides many other examples.

As an empirical researcher, he is best known for his studies of the progression of novice teachers toward the attainment of expertise. His blend of quantitative and qualitative belies his Stanford preparation. This collection of works illustrates several themes: the identification of a “big” problem, the utilization of an existing body of research and
field of artificial intelligence and fashioned them into a comprehensive stage model of professional development which charts the characteristics of practitioners at novice, advanced beginner, competent, proficient and expert stages. These ideas have had considerable consequences for the ways in which we organise in-service training, since they suggest that certain approaches, which require teachers to reflect on their own practice, are only suitable at the proficient and expert stages, while straightforward coaching works well with beginners. In England, the government sponsored twenty million pound initiative, the Teaching and Learning Research Project (TLRP) has adopted Berliner's ideas in developing its strategy for knowledge transformation from researchers to users.

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Yours sincerely,

Professor Maurice Galton
May 21, 2002

To: James Van Sciver (jvansciver@seaford.k12.de.us)
From: Robert Calfee, Professor and Dean
Re: Recommendation for David Berliner

Dr. Van Sciver, thanks for the opportunity to offer some thoughts about Professor David Berliner, whom you are nominating for the Brock International Prize. I hope that this note reaches you in time -- I had to deal with a couple of decanal emergencies last week, and this task slipped from my radar screen. I am forwarding by email, with a hard copy following by Fed Express.

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conceptualization (he drew on the work of Nobel laureate Herbert Simon as a starting point), and the attention to the connection between careful research and practical application. This body of work provides significant guidance in the current discussions of the professional preparation of teachers from early recruitment through formal preparation, on through early induction and attainment of national certification.

In the policy arena, David’s offerings range from The Manufactured Crisis, in which he and co-author Bruce Biddle vigorously address the misrepresentation and misreporting of the current state of America’s public schools, to his advice to the Arizona legislature on how to handle the educational budget (he recommended that they end the requirement of test-based retention of students, which research showed had only detrimental effects, and which clearly increased costs). Again, the themes that emerge are a clear analysis of the issues, grounded in solid conceptualization and reliance on empirical data, designed to influence practical actions for the betterment of the clients – students, families, teachers, and administrators.

A brief mention of Berliner’s professional activities – he has served as president of numerous organizations and national committees, reflecting the high regard in which he is held. In addition, I think there is recognition that he is an effective representative of our discipline because of his native intelligence, his drive and energy, his core values, and his persistent optimism and good humor. David has my very highest recommendation for consideration of the Brock International Prize – he certainly meets the criterion of an individual whose career has been devoted to innovation and change in education, through his efforts to understand and improve the quality of teachers as professionals.

Robert Calfee, Dean
Graduate School of Education
1207 Sproul Hall
University of California
Riverside CA 92521-0128
Cell 909-533-0034/PH 909-787-5802/FAX 909-787-3942
robert.calfee@ucr.edu
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215 Bathurst Rd
Riverside CA 92506 909-780-3929 f 780-5267
Dear Dr. VanScriver, you caught me with my suitcase in my hand, rushing to the airport... So, here is my brief, but VERY strong endorsement of David Berliner as the candidate for the Brock International Prize in Education.

I have known David for many years, and have seen in him the embodiment of the TRUE scholar in education, the kind of fighting, thinking, stimulating, very knowledgable, genuine academic - the kind we'd all want to emulate. A scholar who knows a lot, holds principles that he is willing to fight for, deeply caring about education (and people), and willingly taking a leadship role. David's various scholarly contributions to the field - from time on task to the socio-political aspects of education at large, and from the clinical observations of teaching to the analysis of the voucher system - are sufficiently impressive in their impact to position him at the very top of the field. I can think of nobody else, in the USA or abroad who is more deserving of the prize than David Berliner.

Yours,

Prof. Gavriel Salomon
Past Dean of the Faculty of Education

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Prof. Gavriel Salomon, Co-Director of the Center for Research on Peace Education, Faculty of Education, University of Haifa, Haifa 31905, Israel.
Tel: 972-4-824-9373; Fax: 972-4-824-9372.
http://construct.haifa.ac.il/~gsalomon/salomon.htm
May 7, 2002

University of Oklahoma

Dr. Trent E. Gabert
Executive Director of Brock International Prize in Education
Associate Dean, College of Liberal Studies
The University of Oklahoma
1700 Asp Avenue, Room 226
Norman, Oklahoma 73072-6400

Dear Dr. Gabert:

As per our conversation, and your request of last Friday, please find enclosed a short biography for Dr. David C. Berliner, my nominee for the Brock International Prize in Education, as well as a brief paragraph about myself.

I look forward to receiving the information packet from you, which will detail what further steps Dr. Berliner and I may take in this process in order to advance his application.

My best wishes to you for a safe and pleasant spring.

Sincerely,

James H. VanSciver, Ed.D.
Director of Secondary Education

JHV:pjt

Enclosures