

February, 2005

RESUME

James Rath  
Professor of Education  
School of Education  
University of Delaware

1. Academic Degrees

Degree	Institution	Date	Major
PhD	New York University	1960	Educational Research, Evaluation, and Statistics
MAT	Yale University	1955	Teaching and History
BS	Yale College	1954	Mathematics

2. Professional Experiences

Dates	Institution	Assignment
1996-present	University of Delaware	Professor of Education
1991-1996	University of Delaware	Chair, Department of Educational Studies
1991 (Jan-Sep)	University of North Carolina-Chapel Hill	Visiting Professor
1990-1991	University of Vermont	Professor of Education
1987-1990	University of Vermont	Dean, College of Education and Social Services
1985-1987	University of Illinois	Professor of Education
1976-1985	University of Illinois	Executive Secretary, Urbana Council on Teacher Education
1976-1982	University of Illinois	Associate Dean for Teacher Education, College of Education
1975-1976	University of Illinois	Principal, University High School
1972-1976	University of Illinois	Chair, Department of Elementary and Early Childhood Education
1965-1972	University of Maryland	Director, Bureau of Educational Research and Field Services
1963-1965	University of Maryland	Assistant Director, Bureau of Educational Research and Field Services
1960-1963	University of Wisconsin-Milwaukee	Assistant Professor
1957-1960	Bronxville (NY) Senior School	Teacher of Mathematics

3. Current Professional and Academic Association Memberships:

American Educational Research Association

Maryland Association for Teacher Educators

4. Professional Assignments and Activities:Editing:

An Executive Editor of the Journal of Educational Research

Committee Work:

Chair, Membership Committee, Division K of AERA

Titles of Contracts and Grants:

Title of Grant/Contract	Source	Amount
The University of Illinois Dean's Grant Project, 1978-1982.	Office of Special Education, US Department of Education	\$25,000 per annum (estimated)
The Socialization of Teacher Education Candidates, University of Vermont, 1988-89	North East Holmes Group	\$5,000
Advanced and Emerging Technologies in Instructional Contexts, 2003-2004	Center for Teaching Effectiveness, University of Delaware	\$20,000

5. Publications:Books:

Raths, J., & Grambs, J. (Eds.). (1965). Society and education. Englewood Cliffs, NJ: Prentice-Hall. (281 pages).

Raths, J., & Leeper, R. (Eds.). (1966). The supervisor: Agent for change in the behavior of teachers. Washington, DC: National Education Association. (172 pages).

Raths, J., Pancella, J., & van Ness, J. (Eds.). (1967). Studying teaching. Englewood Cliffs, NJ.: Prentice-Hall. (490 pages).

Katz, L., & Raths, J. (Eds.). (1984). Advances in teacher education. Volume I. Norwood, NJ.: Ablex. (272 pages).

Katz, L., & Raths, J. (Eds.). (1986). Advances in teacher education. Volume II. Norwood, NJ.: Ablex. (296 pages).

Katz, L., & Raths, J. (Eds.). (1991). Advances in teacher education. Volume IV. Norwood, NJ.: Ablex. (192 pages).

Raths, J.D., & McAninch, A. (Eds.) (1999). Advances in teacher education. Volume V. Stamford, CT: Ablex. (167 pages).

Anderson, L.W., Krathwohl, D. R., Airasian, P. W., Mayer, R. E., Pintrich, P. R., & Raths, J. (2001). A taxonomy for learning and teaching. New York: Addison-Wesley-Longman.

Book Chapters:

Raths, J. (1966). Mutuality of effective functioning and school experiences. In W. Waetjen (Ed.), Learning and mental health in the school. Yearbook of the Association for Supervision and Curriculum Development (pp. 9-20). Washington, DC: Association for Supervision and Curriculum Development.

Raths, J. (1973). Problems associated with describing activities. In C. W. Beegle & R. M. Brandt (Eds.), Observational methods in the classroom (pp. 20-22). Washington, DC: Association for Supervision and Curriculum Development.

Raths, J. (1982). Teacher evaluation. In H. Mitzel (Ed.), Encyclopedia of educational research (pp. 611-618). New York: Free Press.

Raths, J. (1984). Teacher traits revisited: Implications for teacher education. In M.D. Waimon and E. Kanzler (Eds.), New dimensions of teacher certification in the '80's. Proceedings of the Annual Secondary Education Conference (pp. 7-22). Normal, IL: Illinois State University. (ERIC Document Reproduction Service No. ED 255 479)

Raths, J. (1985). An alternative view of the evaluation of teacher education programs. In M. Haberman & J. Backus (Eds.), Advances in teacher education, Volume III (pp. 202-217). Norwood, NJ: Ablex.

Raths, J. (1988). Evaluation of teacher education programs. In W. Gephart & J. Ayers (Eds.), Teacher education evaluation (pp. 23-41). Boston: Kluwer.

Raths, J., McAninch, A., & Katz, L. (1989). A plight of teacher educators: Clinical mentalities in a scientific culture. In R. Wisniewski & E. Ducharme (Eds.), The professors of teaching (pp. 105-118). Albany, NY: State University of New York Press.

Katz, L., & Raths, J. (1990). A framework for research in teacher education programs. In R. P. Tisher & M.F. Wideen (Eds.), Research in teacher education: International perspectives (pp. 241-254). London: Falmer Press.

Raths, J. (1993). University of Georgia: Parallel efforts in Georgia. In R. Stake (Ed.) Teacher preparation archives (pp. 103-118). Champaign, IL: Center for Instructional Research and Curriculum Evaluation.

Raths, J. (1993). Organization and support systems associated with science and mathematics teacher education. In R. Stake (Ed.) Teacher preparation archives (pp. 257-270). Champaign, IL: Center for Instructional Research and Curriculum Evaluation.

Raths, J. (1993). Programs for preparing middle school teachers: 1985. In R. Stake (Ed.) Teacher preparation archives (pp. 31-38). Champaign, IL: Center for Instructional Research and Curriculum Evaluation.

Raths, J. (1998). Illogical teaching. In Davis, R. (Ed.) Stake symposium on educational evaluation (pp. 83-90). Urbana, IL: College of Education.

Raths, J. (1999). A Grimm tale. In Roth, R. A. (Ed.) The role of the university in the preparation of teachers (pp. 129-136). London: Falmer.

Raths, J. (1999). Knowledge of subject matter. In Raths, J., & McAninch, A. (Eds.) What counts as knowledge in teacher education. (pp 103-126). Stamford, CT: Ablex.

Murray, F. B., Raths, J., & Zhang, Y. (2004). Teachers' mathematics preparation and student learning of elementary school mathematics. In E.E. Guyton & J. Ranier (Eds.) Research linking teacher preparation and student performance (pp. 115-124). Reston, VA: Association of Teacher Educators.

#### Book Reviews:

Raths, James. (1965). Review of "Educational Research: An Introduction; Elements of Educational Research; Educational Research Methods; and Educational Research: New Perspectives." Educational Leadership, 23, 260-262.

Raths, J. (1968). Review of "Improving Experimental Design and Statistical Analysis," Phi Delta Kappan, 49, 278-79.

Raths, J. (1968). Review of "Preparing Research Personnel for Education," Journal of Teacher Education. 19, 386-88.

Raths, J. (1968). Review of "Psychology for Effective Teaching," Journal of Educational Research, 62, 57.

Raths, J. (1970). Review of "Pygmalion in the Classroom." in Journal of Educational Research, 63, 378, 381.

Raths, J., & Katz, L. (1975). Review of "Circus: Comprehensive program of assessment service for pre-primary children." Journal of Educational Measurement, 12(2), 144-147.

Raths, J., & Johnson, W. (1977). Review of film "Crycon: The Concept of Crisis Control," Journal of Teacher Education, 28(6), 45-6.

Raths, J. (1991). Review of "Places Where Teachers Are Taught," Journal of Teacher Education, 42(5), 383-387.

#### Dissertation:

Raths, J. (1960). An application of clarifying techniques to academic underachievers in high school. Unpublished doctoral dissertation, New York University, New York (199 pages).

#### Monographs:

Atkin, J. M. & Raths, J. (1974). Changing patterns of teacher education in the United States Paris: Directorate for Scientific Affairs, Organization for Economic Cooperation and Development (44 pages).

Raths, J. & Simmons, B. (Eds.) (1991). Perspectives on the sabbatical leave: A sourcebook. Las Cruces: Task Force on Faculty Development of the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities. (49 pages).

Raths, J. (1992). NCATE accreditation: A framework for preparing Section II of the institutional report. Washington, DC: AACTE (107 pages).

Edelfeldt, R. A., & Raths, J. D. (1999). A brief history of standards in teacher education. Reston, VA: Association for Teacher Educators.

Refereed Articles:

Raths, J. (1961). Underachievement and a search for values. Journal of Educational Sociology, 39, 422-24.

Macdonald, J., & Raths, J. (1963). Curriculum research: Problems, techniques and prospects. Review of Educational Research, 33, 322-29.

Blum, L., & Raths, J. (1964). Can kindergarten teachers be trained to identify emotionally handicapped children? Elementary School Journal, 64, 242-45.

Macdonald, J., & Raths, J. (1964). Should we group by creative abilities?, Elementary School Journal, 65, 137-142.

Haberman, M., & Raths, J. (1968). High, average, low - - and what makes teachers think so. Elementary School Journal, 68, 241-45.

Chang, S.S., & Raths, J. (1971). The schools' contribution to the culminating deficit. Journal of Educational Research, 64, 272-76.

Raths, J. (1973). The emperor's clothes phenomenon in science education research. Journal of Research in Science Teaching, 10, 201-11.

Blair, T., & Raths, J. (1978). Reading comprehension as making 'unreasonable' inferences. Journal of Educational Research, 72, 29-31.

Raths, J. (1980). Suggested standards for general education. Journal of Teacher Education. 31(3), 19-22.

Katz, L., Raths, J., Mohanty, C., Kurachi, A., & Irving, J. (1981). Follow-up studies: Are they worth the trouble? Journal of Teacher Education, 32(2), 18-24.

Braskamp, L., & Raths, J. (1982). On evaluating professionals in higher education. Evaluation News, 3, 85-90.

Raths, J., & Katz, L. (1982). The best of intentions for the education of teachers. Journal of Education for Teaching, 8, 275-283.

Pugach, M., & Raths, J. (1983). Testing teachers. Journal of Teacher Education, 34(1), 37-43.

Schneider, B., & Raths, J. (1983). Teacher educators: Do they have a place in research-oriented universities? The High School Journal, 66, 70-82.

Raths, J., Zych, C., & Wojtaszek-Healy, M. (1985). NCATE and interstate certification: A status report. Journal of Teacher Education, 36(5), 53-55.

Katz, L., & Raths, J. (1985). A framework for research on teacher education programs. Journal of Teacher Education, 36(6), 9-15.

Katz, L. & Raths, J. (1985). Dispositions as goals for teacher education. Teaching & Teacher Education, 1, 301-07.

Raths, J., Wojtaszek-Healy, M., & Della-Piana, C. (1987). Grading problems: A matter of communication. Journal of Educational Research, 80, 133-137.

Clarke, J. H., Raths, J., & Gilbert, G. L. (1989). Inductive towers: Letting students see how they think. Journal of Reading, 33(2), 86-95.

Katz, L.G., & Raths, J. (1993). Six dilemmas in teacher education. Journal of Teacher Education, 43(5), 376-385.

Other articles:

Raths, J., & Macdonald, J. (1961). Diagnosing sources of learning difficulties. National Elementary Principal, 41(2), 27-31.

Raths, J. (1962). Clarifying children's values. National Elementary Principal, 42(2), 35-39.

Raths, J. (1964). A strategy for developing values. Educational Leadership, 21, 509-14, 554.

Raths, J. (1964). The dignity of man in the classroom. Childhood Education, 40, 339-340.

Raths, J. (1965). Let us research - An invitation. The Instructor, 74(7), 3, 158.

Raths, James. (1967). The inductive process: Implications for research reporting. Educational Leadership, 24, 357-363.

Raths, James. (1967). The appropriate experimental unit. Educational Leadership, 25, 263-266.

Raths, J. (1971). Teaching without specific objectives. Educational Leadership, 28, 714-20.

Raths, J. (1971). Report of a survey of readers of Educational Leadership. Educational Leadership, 29, 35-40.

Raths, J., & Preskill, H. (1982). Research synthesis on summative evaluation of teaching. Educational Leadership, 39, 310-13.

Raths, J. (1986). Nine rules for obnoxious criticism. College Teaching, 34, 82.

Raths, J. (1987). Enhancing understanding through debriefing. Educational Leadership, 45(2), 24-27.

Raths, J. (1987). The power of negative thinking. Evaluation Practice, 8(2), 5-9.

Raths, J. (1989). Reformers' visions of tomorrow's teachers. Childhood Education, 65, 263-67.

Edelfelt, R., & Raths, J. (1992, May 20). National teacher certification: A quality guarantee? Education Week, XI(35), 26.

Raths, James. (1992). Holmes group watch: What's happening? ATE Newsletter, 25(5), 4-5, 7.

Raths, J. (1993). Standards for national certification: A progress report. ATE Newsletter, 26(5), 6-7.

Murray, F. B., & Raths, J. (1994). Call for manuscripts. Review of Educational Research, 1994-1994-1996. Review of Educational Research, 64(2), 197-200.

Murray, F. B., & Raths, J. (1996). Factors in the peer-review of reviews. Review of Educational Research 66(4), 417-421.

Murray, F. B., Raths, J., & Blanteno, L. (1996). The decoupling of RER articles, critiques, and rejoinders in the educational literature. Review of Educational Research, 66(4), 657-658,

Raths, J. (1999). A consumer's guide to teacher standards. Phi Delta Kappan, 81(2), 136-142.

Raths, J. (2002). Improving instruction. Theory into Practice, 41(4), 233-237.

Raths, J. (2002). Fuzzy teacher education. In R. Colwell & C. Richardson (Eds.). The new handbook of research on music teaching and learning. (pp. 757-758). New York: Oxford.

Murray, F. B., Raths, J., & Bossert, S. (2004). TEAC accreditation of educational leadership programs. UCEA Review, 46(2), 17-21.

#### 6. Unpublished papers:

Goodwin, S., & Raths, J. (1982). Global and specific ratings: Are they related? Urbana, IL: Center for Instructional Research and Curriculum Evaluation. (ERIC Document Reproduction Service No. 222 526) (10 pages)

Raths, J., & Ruchkin, J. (1984). Contexts affecting methods instruction in selected teacher education institutions. Urbana, IL: Center for Instructional Research and Curriculum Evaluation. (ERIC Document Reproduction Service No. ED 240 081) (37 pages)

Raths, J. (1985). Scholarly activities of teacher educators. Urbana, IL: Center for Instructional Research and Curriculum Evaluation. (ERIC Document Reproduction Service No. ED 257 793) (20 pages)

Katz, L., & Raths, J. (1986). Dispositional goals for teacher education: Problems of identification and assessment. Urbana, IL: Center for Instructional Research and Curriculum Evaluation. (ERIC Document Reproduction Service No. ED 272 470) (30 pages)

Katz, L. G., Raths, J. D., & Torres, R. (1986). A place called kindergarten. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (30 [estimated] pages)

Raths, J., Katz, L., & Fanning, J. (1992). The status of the primary school reform in Kentucky and its implications. Lexington, KY: Prichard Committee for Academic Excellence.

Raths, J., & Fanning, J. (1993). Primary school reform revisited. Lexington, KY: Prichard Committee for Academic Excellence.

Raths, J. & Fanning, J. (1999). Primary school reform in Kentucky: A third look. Lexington, KY: Kentucky Institute of Educational Research.

Raths, J. (2002). Fuzzy teacher education. In R. Colwell & C. Richardson (Eds.), The new handbook of research on teaching and learning, (pp. 757-758). New York: Oxford.

#### 7. Honors Received:

Kiekhofer Memorial Teaching Award, University of Wisconsin-Milwaukee, 1962.

Uhrig Memorial Teaching Award, University of Wisconsin-Milwaukee, 1962.

AACTE Excellence in Writing Award, 1988 (with Lilian Katz).

ATE Recognition for Professional Writing, 1988 (with Lilian Katz).

College of Education, University of Delaware Distinguished Faculty Award, 1994.

School of Education, University of Delaware Distinguished Faculty Award, 2002