

MARILYN COCHRAN-SMITH

BIOGRAPHY (updated 1/13)

Marilyn Cochran-Smith is the Cawthorne Professor of Teacher Education for Urban Schools and Director of the Doctoral Program in Curriculum and Instruction at the Lynch School of Education, Boston College. In 2012, she received two honorary doctorates: one in November from the University of Glasgow (Glasgow, Scotland) in honor of her international work in teacher education research, practice and policy, and one from the University of Alicante (Alicante, Spain) in recognition of her work related to teaching, teacher education, and social justice.

A teacher education scholar and practitioner for 30 years, Dr. Cochran-Smith is a frequent keynote presenter nationally and internationally and is widely known for her scholarship regarding teacher education research, practice and policy and for her sustained commitment to teaching and teacher education for diversity and social justice. Recent international keynotes and invited lectures include presentations at: the University of Glasgow (Glasgow, Scotland); the Singapore Academy of Teachers (Singapore); the Singapore Principals' Academy (Singapore); the Norwegian National Graduate School in Teacher Education (Trondheim, Norway); the University of Auckland, New Zealand; St. Patrick's College in Dublin, Ireland; the University of Haifa, Israel; the annual meeting of the Association of Teacher Educators in Europe (Budapest, Hungary); the Ireland Teaching Council's Biennial National Conference (Cork, Ireland); the World Teachers Day Conference (Wellington, New Zealand); and Pontificia Universidad Catolica de Valparaiso, Chile. In 2006, Dr. Cochran-Smith served as the inaugural C.J. Koh Endowed Professor at the National Institute of Education in Singapore. In 2000, she was among the first Scholars in Residence at the Mofet Institute for Teacher Education in Tel Aviv, Israel.

Recent national presentations include: Presidential and other sessions at the American Educational Research Association (annually), the National Implementation Conference of PACT/TPA in San Diego, the New England Research Association (Rocky Hill, Connecticut), the New England Research Organization (Portsmouth, New Hampshire), the University of Georgia's State of Education in Georgia, Rhode Island College, the University of Rhode Island, Kappa Delta Pi's biennial Convocation (Indianapolis, Indiana), Brigham Young University (Provo, Utah), the Education Policy Forum at the University of Utah, and the Ohio Board of Regents Conference (Columbus, Ohio), .

Dr. Cochran-Smith was elected to the National Academy of Education in 2009; she currently serves as Chair of its Professional Development Committee, which oversees the Academy's professional development program, including the NAEd/Spencer Dissertation Fellowship program and the NAEd/Spencer Post-Doctoral Fellowships program. She was President of the American Educational Research Association (AERA) in 2004-2005, Vice President of AERA for Division K (Teaching and Teacher Education) in 1998-2000, Chair of the AERA Publications Committee in 2000-2003, and Chair of the Task Force on Standards for Humanities and Arts-Based Education Research, 2006-2008. She was elected to the Laureate chapter of the national education honorary society, Kappa Delta

Pi, in 2003, and served as the Laureate representative to the KDP Executive Council from 2010-2012. Dr. Cochran-Smith served on NCATE's Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, whose report, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*, was published in 2010. She was also a member of the National Research Council's Committee on Teacher Education, which was charged by Congress to study the state of teacher preparation in the U.S; the group's report, *Preparing Teachers: Building Sound Evidence for Policy*, was published in 2010. Dr. Cochran-Smith was Co-Chair (with Ken Zeichner) of AERA's National Panel on Research and Teacher Education and Co-Editor of the panel's final report, *Studying Teacher Education*, was published in 2005. She was also a member of the National Academy of Education's Committee on Teacher Preparation, whose report, *Preparing Teachers for a Changing World*, was also published in 2005.

Dr. Cochran-Smith has written nine books, five of which have won national awards and recognition, and more than 175 articles, chapters, and editorials on social justice, practitioner research, and teacher education research, practice and policy. From 2000-2006, she was the chief editor of the *Journal of Teacher Education*. Cochran-Smith co-edited (with Sharon Feiman Nemser, John McIntyre, and Kelly Demers) the *Third Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts*, which was published in 2008.

Since its inception more than a decade ago, Dr. Cochran-Smith has been co-editor (with Susan Lytle) of the Teachers College Press series on Practitioner Inquiry. This book series, which is the only one of its kind in the world, now includes more than 45 books by practitioners and/or about practitioner research, including *Inquiry as Stance: Practitioner Research for the Next Generation*, which was co-authored by Cochran-Smith and Susan Lytle in 2009. The series reflects Cochran-Smith's long-term research agenda related to theorizing and implementing in practice the notion of inquiry as a life-long stance on educational practice, including teaching, school leadership, and teacher education. Cochran-Smith and Lytle's previous book on practitioner inquiry, *Inside/Outside: Teacher Research and Knowledge* has been a Teachers College Press best-seller since it was first published in 1994. Over the last 25 years, Cochran-Smith and Lytle have co-authored and co-presented their ideas about practitioner research in a wide array of scholarly and professional journals and at local, national and international conferences. Both *Inside/Outside* and *Inquiry as Stance* are widely used in the U.S. and internationally as texts for graduate courses and professional development projects and programs related to teacher research, action research, practitioner inquiry, and school leadership.

Dr. Cochran-Smith has won many national awards related to teacher education. In 2010, she received AACTE's David Imig Award for Distinguished Lifetime Achievement in Teacher Education. In 2007, she received AERA's Research to Practice Award for her book, *Policy, Practice and Politics in Teacher Education*. She has also received a number of other AACTE awards, including the Pomeroy Award for Outstanding Contributions to Teacher Education, the Margaret Lindsey Award for Distinguished Research in Teacher Education, and the Research and Writing Award in both 1995 and 2005. Dr. Cochran-

Smith has also received distinguished research and scholarship awards from the National Association of Multicultural Education, the Association of Teacher Educators, Division K of AERA, the New York State Association of Colleges for Teacher Education, and Boston College.

Dr. Cochran-Smith was a Phi Beta Kappa graduate of the College of Wooster in 1973 where she earned a B.A. with a major in sociology and certification as an elementary teacher, K-8. She later earned certification as a Reading Specialist and Reading Supervisor for all grade levels. Dr. Cochran-Smith began her education career as an elementary school teacher; she taught third, fifth and sixth grade reading, language arts and social studies for six years. In 1975, she received the “Outstanding Young Educator Award,” for her school district. Dr. Cochran-Smith received her Ph.D. in Language and Education from the University of Pennsylvania in 1982 and then served as a tenure-track and then tenured professor of education at the University of Pennsylvania’s Graduate School of Education until 1995 when she joined the Lynch School of Education faculty at Boston College as Professor of Education. In 2005, she was named the inaugural holder of the John E. Cawthorne Professor of Teacher Education for Urban Schools.

In addition to her work nationally and internationally, Dr. Cochran-Smith is actively involved in the local work of teacher education and curriculum and instruction at Boston College’s Lynch School of Education. Boston College was one of 11 sites of the national teacher education reform initiative, “Teachers for New Era,” from 2004-2009. Dr. Cochran-Smith was Chair of the Evidence Team for the TNE project, which was charged with creating and administering assessments regarding the impact and outcomes of the teacher education program and also fostering respect for evidence as part of the culture of teacher education. Working from an interdisciplinary perspective, the team created multiple quantitative and qualitative assessments of the teacher education program and wrote numerous papers, published in scholarly and practitioner journals, which followed teacher candidates longitudinally. Members of the team presented this work at many sites locally, regionally, nationally and internationally. This work continued, from 2009-2011, under a grant from the Ford Foundation, which investigated teacher development and teacher retention, drawing on data developed through the TNE project. (More information about these assessments and the publications based on them is available on Dr. Cochran-Smith’s website).

In addition to her work with the teacher education programs at the Lynch School of Education at Boston College, Dr. Cochran-Smith is the Director of the Ph.D. Program in Curriculum and instruction. In this capacity, she works closely with students and fellow faculty on issues related to recruitment, admissions, curriculum, assessment, and mentoring. Dr. Cochran-Smith frequently co-authors and co-presents with her students.