

**GEOFFREY D. BORMAN**

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**Education**

PhD University of Chicago (1997), Measurement, Evaluation, and Statistical Analysis.  
BA University of Cincinnati (1988), Psychology.

**Positions Held (last five years)**

2013-present Director, University of Wisconsin-Madison, Interdisciplinary Training Program in the Education Sciences  
2012-present President, Measured Decisions, Inc.  
2007-present Professor, University of Wisconsin-Madison, Educational Leadership and Policy Analysis, Educational Psychology, Educational Policy Studies, and Sociology  
2005-2013 Deputy Director, University of Wisconsin-Madison, Interdisciplinary Training Program in the Education Sciences  
2002-present Senior Researcher, Consortium for Policy Research in Education, University of Wisconsin-Madison

**Research and Training Support (last five years)**

Scaling up Social-Psychological Interventions to Combat Stereotype Threat and Narrow Achievement Gaps: Enduring Impacts. Spencer Foundation. Grant award: \$282,081. Grant term: 8/14 to 7/16. (Principal Investigator).  
Impact Evaluation of Math Professional Development. Institute of Education Sciences, National Center for Educational Evaluation and Regional Assistance. Contract award: \$7,423,166. Contract Term: 9/12 to 2/16) (Co-Principal Investigator with Garet, M., Principal Investigator)  
An Efficacy Trial of Two Interventions Designed to Reduce Stereotype Threat Vulnerability and Close Academic Performance Gaps. Institute of Education Sciences. Grant award: \$1,398,450. Grant term: 6/11-5/14. (Principal Investigator).  
National Randomized Controlled Trial of Everyday Mathematics. Institute of Education Sciences. Grant award: \$6,145,582. Grant term: 3/10 to 2/15. (Co-Principal Investigator with Vaden-Kiernan, M., Principal Investigator).  
National Randomized Controlled Trial Study of SRA/McGraw-Hill Open-Court Reading Program. Institute of Education Sciences. Grant award: \$5,302,021. Grant term: 9/09 to 8/15. (Co-Principal Investigator with Vaden-Kiernan, M., Principal Investigator).  
Council of the Great City Schools' Senior Urban Education Research Fellowship: A Collaboration Between the St. Paul Public Schools and Senior Scholar Geoffrey D. Borman. Grant award: \$100,000. Grant term: 9/09 to 8/11. (Principal Investigator).

Interdisciplinary Training Grant for Predoctoral Research in Education Sciences. Institute of Education Sciences. Grant award: \$5,000,000. Grant term: 8/10-7/15. (Deputy Director with Gamoran, A., Director).

System-Wide Change: An Experimental Study of Teacher Development and Student Achievement in Elementary Science. National Science Foundation. Grant award: \$2,500,000. Grant term: 4/06 to 3/11. (Co-Principal Investigator with Gamoran, A., and Bartell, T.).

Interdisciplinary Training Grant for Predoctoral Research in Education Sciences. Institute of Education Sciences. Grant award: \$5,000,000. Grant term: 8/05-7/10. (Deputy Director with Gamoran, A., Director).

### **Honors (recent and selected)**

Fellow, American Educational Research Association (2009).

The American Educational Research Association Palmer O. Johnson Award for the article, "Final Reading Outcomes of the National Randomized Field Trial of Success for All" (2007).

American Educational Research Association Raymond E. Cattell Early Career Award (2004)

American Educational Research Association Review of Research Award for the article *Comprehensive School Reform and Achievement: A Meta-Analysis* (2004)

National Academy of Education Post-Doctoral Fellowship Award (2002)

### **Editorial and Advisory Activities (recent and selected)**

Technical Work Group Member (2012-present). U.S. Department of Education, Southwest Regional Educational Laboratory, SEDL.

Technical Work Group Member (2012-present). U.S. Department of Education, Pacific Regional Educational Laboratory, PREL.

Editorial Board (2011-2012). *Reading Research Quarterly*.

Program Chair (2009-2010). Society for Research on Educational Effectiveness National Conference, 2010.

Editorial Board (2008-2012). *American Educational Research Journal*.

Editorial Board (2008-2012). *Research Synthesis Methods*.

Expert Panelist (2008-2009). Institute of Education Sciences, U.S. Department of Education, What Works Clearinghouse Out-of-School Time Practice Guide.

Expert Panelist (2007-2008). Institute for Education Sciences, U.S. Department of Education, What Works Clearinghouse Adolescent Literacy Practice Guide.

Editorial Board (2007-present). *School Effectiveness and School Improvement*.

Member, Urban Education Research Task Force (2006-2009). Institute of Education Sciences, U.S. Department of Education.

Methodology Advisory Board Member (2006-2008). Institute of Education Sciences, U.S. Department of Education, The National Research Center on the Gifted and Talented.

Editorial Board (2005-present). *Elementary School Journal*.

Principal Standing Panel Member (2005-2010). Education Systems and Broad Reform Research Review Panel, Institute of Education Sciences, U.S. Department of Education.

## Publications (recent and selected)

### Books

- Borman, G.D., & Boulay, M. (Eds.) (2004). *Summer learning: Research, policies, and programs*. Mahwah, NJ: Erlbaum.
- Borman, G.D., Stringfield, S.C., & Slavin, R.E. (Eds.) (2001). *Title I: Compensatory education at the crossroads*. Mahwah, NJ: Erlbaum.

### Journal Articles and Book Chapters

- Hanselman, P., Bruch, S.K., Gamoran, A., & Borman, G.D. (2014). Threat in context: School moderation of the impact of social identity threat on racial/ethnic achievement gaps. *Sociology of Education, 87*, 106-124.
- Tipton, E., Hedges, L., Vaden-Kiernan, M., Borman, G., Sullivan, K., & Caverly, S. (2014). Sample selection in randomized experiments: A new method using propensity score stratified sampling. *Journal of Research on Educational Effectiveness, 7*, 114-135.
- Grigg, J., & Borman, G.D. (2013). Impacts and alternatives: Evidence from an elementary charter school evaluation. *Journal of School Choice, 8*, 69-93.
- Hanselman, P., & Borman, G.D. (2013). The impacts of Success for All on reading achievement in grades 3-5: Does intervening during the later elementary grades produce the same benefits as intervening early? *Educational Evaluation and Policy Analysis, 35*, 237-251.
- Grigg, J., Kelly, K.A., Gamoran, A., & Borman, G.D. (2013). Effects of two scientific inquiry professional development interventions on teaching practice. *Educational Evaluation and Policy Analysis, 35*, 38-56.
- Carlson, D., Borman, G.D., & Robinson, M. (2011). A multi-state district-level cluster randomized trial of the impact of data-driven reform on reading and mathematics achievement. *Educational Evaluation and Policy Analysis, 33*, 378-398.
- Benson, J., & Borman, G.D. (2010). Family and contextual socioeconomic effects across seasons: When do they matter for the achievement growth of young children? *Teachers College Record, 112*, 1338-1390.
- Borman, G.D., & Dowling, N.M. (2010). Schools and inequality: A multilevel analysis of Coleman's Equality of Educational Opportunity data. *Teachers College Record, 112*, 1201-1246.
- Cooper, H., Borman, G., & Fairchild, R. (2010). School calendars and academic achievement. In J. Meece & J. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 342-355). Mahwah, NJ: Erlbaum.
- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve student academic achievement: A practice guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguides>.
- Borman, G.D. (2009). The use of randomized trials to inform education policy. In G. Sykes, B. Schneider, D.N. Plank (Eds.), *Handbook of education policy research* (pp. 129-138). New York: Routledge.
- Borman, G.D., Goetz, M.E., & Dowling, N.M. (2009). Halting the summer achievement slide: A randomized field trial of the KindergARTen summer camp. *Journal of Education for Students Placed at Risk, 14*, 133-147.

- Borman, G.D., Benson, J., & Overman, L.. (2009). A randomized field trial of the Fast ForWord Language computer-based training program. *Educational Evaluation and Policy Analysis, 31*, 82-106.
- Borman, G.D., & Grigg, J.A. (2009). Visual and narrative interpretation. In H. Cooper, L. Hedges, & J. Valentine (Eds.) *The handbook of research synthesis* (2<sup>nd</sup> ed.) (pp. 497-519). New York: Russell Sage Foundation.
- Borman, G.D., & Dowling, N.M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research, 78*, 367-409.
- Borman, G.D., Dowling, N.M., & Schneck, C. (2008). A multi-site cluster randomized field trial of Open Court Reading. *Educational Evaluation and Policy Analysis, 30*, 389-407.
- Borman, G.D., Gamoran, A., & Bowdon, J. (2008). A randomized trial of teacher development in elementary science: First-year achievement effects. *Journal of Research on Educational Effectiveness, 1*, 237-264.
- Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J.(2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available online at: [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)
- Borman, G.D., Slavin, R.E., Cheung, A., Chamberlain, A., Madden, N., & Chambers, B. (2007). Final reading outcomes of the national randomized field trial of Success for All. *American Educational Research Journal, 44*, 701-731.
- Borman, G.D., & Dowling, N.M. (2006). The longitudinal achievement effects of multi-year summer school: Evidence from the Teach Baltimore randomized field trial. *Educational Evaluation and Policy Analysis, 28*, 25-48.
- Borman, G.D. (2005). National efforts to bring reform to scale in high-poverty schools: Outcomes and implications. In L. Parker (Ed.), *Review of Research in Education, 29* (pp. 1-28). Washington, DC: American Educational Research Association.
- Borman, G.D., & Kimball, S. (2005). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? *Elementary School Journal, 106*, 3-20.
- Borman, G.D., Benson, J., & Overman, L.T. (2005). Families, schools, and summer learning. *Elementary School Journal, 106*, 131-150.
- Borman, G.D., Slavin, R.E., Cheung, A., Chamberlain, A.M., Madden, N.A., & Chambers, B. (2005). Success for All: First-year results from the national randomized field trial. *Educational Evaluation and Policy Analysis, 27*, 1-22.
- Borman, G.D., Slavin, R.E., Cheung, A., Chamberlain, A., Madden, N., & Chambers, B. (2005). The national randomized field trial of Success for All: Second-year outcomes. *American Educational Research Journal, 42*, 673-696.
- Borman, G.D., & Overman, L.T. (2004). Academic resilience in mathematics among poor and minority students. *Elementary School Journal, 104*. 177-195.
- Borman, G.D. (2003). Experiments for educational evaluation and improvement. *Peabody Journal of Education, 77*(4), 7-27.
- Borman, G.D., & Hewes, G. (2003). The long-term effects and cost-effectiveness of Success for All. *Educational Evaluation and Policy Analysis, 24*, 243-266.
- Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research, 73*, 125-230.