

## M. Elizabeth Graue

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Sorenson Professor of Childhood Studies  
Department of Curriculum & Instruction  
528-c Teacher Education Building  
225 North Mills Street  
University of Wisconsin - Madison  
Madison, Wisconsin 53706

608/263-2736  
beth.graue@wisc.edu

### Education

Bachelor of Science, Early Childhood Education, with High Honors,  
University of Illinois at Urbana-Champaign, 1979.

Master of Education, Evaluation & Policy Research, University of  
Illinois - Chicago, 1982.

Doctor of Philosophy, Research & Evaluation Methodologies,  
University of Colorado at Boulder, 1990.

### Areas of Interest

Early childhood policy; kindergarten; readiness for school; home-school  
relations; research methodology, particularly qualitative methods

### Employment

Chair, Department of Curriculum & Instruction, University of  
Wisconsin, August 2014-July 2017.

Associate Director for Faculty, Staff & Graduate Development,  
Wisconsin Center for Education Research, August, 2009-2013

Interim Director, Wisconsin Center for Education Research, January-  
August 2009.

Director of Graduate Training, Wisconsin Center for Education  
Research, 2006-2008.

Professor, Department of Curriculum & Instruction, School of  
Education, University of Wisconsin - Madison, 1999-present.

Associate Professor, Department of Curriculum & Instruction, School  
of Education, University of Wisconsin - Madison, Spring 1996-spring  
1999.

Assistant Professor, Department of Curriculum & Instruction, School of  
Education, University of Wisconsin - Madison, Fall, 1990 to spring  
1996.

Research Assistant, School of Education, University of Colorado at  
Boulder, 1986-90.

Kindergarten Teacher, Webster Groves, Missouri, 1983-86.

Early Childhood Special Education Teacher, Southwest Cook County Cooperative for Special Education, Oak Forest, Illinois, 1979-82.

## Publications

### Books

Trainor, A.A. & Graue, M.E. (2012) Reviewing Qualitative Research for Publication in the Social Sciences. New York: Routledge.

Graue, M.E. & Walsh, D.J. (1998). Studying children in context: Theories, methods & ethics. Thousand Oaks: Sage Publications.

Graue, M.E. (1993). Ready for what? Constructing meanings of readiness for kindergarten. Albany, NY: State University of New York Press.

### Journals

Graue, M.E., Ryan, S., Wilinski, B., Northey, K., & Nocera, A. (accepted for publication) What guides preK programs? *Teachers College Record*.

Graue, M.E., Ryan, S., Nocera, A., Northey, K., & Wilinski, B., (2017): Pulling preK into a K-12 orbit: the evolution of preK in the age of standards, *Early Years*, 37(1), 108-122.

Graue, M.E., Wilinski, B. & Nocera, A. (2016). Local control in the age of accountability. The case of Wisconsin 4K. *Educational Policy Analysis Archive*, 24.

Graue, M. E., Whyte, K. L., & Karabon, A. E. (2015). The power of improvisational teaching. *Teaching and Teacher Education*, 48, 13–21.

Graue, M.E. Karabon, A., Whyte, K., Delaney, KK., Kim, J. & Wager, A. (2015) Imagining a Future in PreK: How professional identity shapes notions of early mathematics. *Anthropology & Education Quarterly* 46(1), 37-54.

Trainor, A. & Graue, E. (2014). Evaluating Rigor in Qualitative Methodology and Research Dissemination. *Remedial & Special Education*, 35(5),267-274.

Graue, M.E., Whyte, K., and Delaney, K. (2014). Fostering Culturally and Developmentally Responsive Teaching Through Improvisational Practice, *Journal of Early Childhood Teacher Education*. 35:297-317.

- Graue, M. E., Delaney, K. K., & Karch, A. S. (2013). Ecologies of education quality. *Educational Policy Analysis Archive*, 21(8).
- Graue, E. & Rauscher, E. (2011). Reclaiming assessment through accountability that is “just right.” *Teachers College Record*, 113(8), 1827-1862 .
- Graue, E. (2011). Are we paving paradise? *Educational Leadership*, 68(7) 12-17.
- Graue, E. & Sherfinski, M. (2011). The view from the Lighted Schoolhouse: Conceptualizing home-school relations within a class size reduction reform. *American Journal of Education*., 117(2) 267-297
- Graue, E., Rauscher, E. & Sherfinski, M. (December, 2009). The synergy of class size reduction and classroom quality. *The Elementary School Journal*, 110(2) 178-201.
- Graue, E. (November, 2009). Reimagining kindergarten. *School Administrator*. 10-14.
- Graue, E. & Rauscher, E. (2009). Researcher perspectives on class size reduction. *Educational Policy Analysis Archive*, 17.
- Graue, M.E. & Oen, D. (2009) You just feed them with a long handled spoon. Family perspectives on their experiences in class size reduction. *Educational Policy*, 23, 685-713.
- Graue, Elizabeth (2008) Teaching & Learning In A Post-DAP World. *Early Education & Development*, 19:3, 441-447.
- Graue, M.E., Hatch, K., Rao, K., Oen, D. (2007). The wisdom of class size reduction. *American Educational Research Journal* 44(3),670-700.
- Graue, E. (2006) The transformative power of reviewing. *Educational Researcher* 35(9) 36-41.
- Graue, E. (2006). Engineering the perfect kindergarten. *Teachers College Record*, Date Published: September 13, 2006. <http://www.tcrecord.org> ID Number: 12708, Date Accessed: 9/27/2006 1:50:16 PM.
- Graue, M.E. (2006). The answer is readiness, now what is the question? *Early Education & Development*, 17(1) 43-56.
- Graue, M.E. & Grant, C. (2005). Thinking collaboratively about the peer-review process for journal-article publication. *Harvard Educational Review* 75(3), p. 268-271.

- Graue, E. (2005). Section II. Commentary: Qualifying quality. *Early Education & Development, 16*(4), 479-480.
- Graue, M.E. (2005). Theorizing & describing preservice teachers' images of families and schooling. *Teachers College Record, 107*(1).
- Graue, M.E., Clements, M., Reynolds, A.J., & Niles, M. (2004, December 24). More than teacher directed or child initiated: Understanding the effects of preschool curriculum type and parent involvement in a range of child outcomes. *Educational Policy Analysis Archives, 12*(27).
- Graue, M.E. & Brown, C.J. (2003). Preservice teachers' views of families in education. *Teaching & Teacher Education, 17* 719-735.
- Graue, M.E., Kroeger, J.K. & Brown, C.P. (2003). The "Gift of Time": Enactments of developmental thought in early childhood practice. *Early Childhood Research & Practice.*
- Graue, M.E., Kroeger, J.K. & Brown, C.P. (2003). Living the "gift of time." *Contemporary Issues in Early Childhood, 3*(3), 338-353.
- Graue, M.E. & Grant, C. (2002). Questions, calls and conversations for researchers in teacher education. *Journal of Teacher Education, 53*(3), p. 268-272.
- Graue, M.E. (2001) What's happening in the children's garden? *Young Children, 56*(3), p. 67-73.
- Graue, M.E., Kroeger, J. & Prager, D. (2001). A Bakhtinian analysis of particular home-school relations. *American Educational Research Journal, 38* (3), p. 1-32
- Graue, M.E. & DiPerna, J.C. (2000). Redshirting and early retention: Who gets the "gift of time" and what are its outcomes? *American Educational Research Journal, 37*(2), p. 509-534.
- Grant, C. & Graue, M.E. (1999). (Re)viewing the review: A case study of the Review of Educational Research. *Review of Educational Research, 69*(4), p. 384-396.
- Graue, M.E. (1998). What's wrong with Edward the Unready? Our responsibility for readiness. *Young Children, 53*(2) pp. 12-16.
- Graue, M.E. & Miller Marsh, M. (1996) Genres and practice: Shaping possibilities for children. *Early Childhood Research Quarterly, 11*(2) 219-242.

- Graue, M. E. & Smith, S. Z. (1996). Shaping assessment through instructional innovation. *Journal of Mathematical Behavior* 15(2), 113-136.
- Graue, M. E. & Smith, S. Z. (1996). Ventriloquating the meanings of mathematics. *Curriculum Studies*. 4(3), 301-328.
- Graue, M.E. & Smith, S.Z. (1996) Parents and mathematics education reform: Voicing the authority of assessment. *Urban Education*, 30(4), 395-421.
- Graue, M.E. (1993). Integrating theory and practice through instructional assessment. *Educational Assessment*, 1(4), 283-309.
- Graue, M.E. (1993). Social networks and home-school relations. *Educational Policy*, 7(4), 466-490.
- Graue, M.E. (1993). Expectations and ideas coming to school. *Early Childhood Research Quarterly*, 8(1), 53-75.
- Graue, M.E. (1992). Social interpretations of readiness for kindergarten. *Early Childhood Research Quarterly*, 7(2), 225-243.
- Graue, M.E. (1992). Readiness, instruction and learning to be a kindergartner. *Early Education and Development*, 3(2), 92-114.
- Gomez, M.L., Graue, M.E. & Bloch, M.N. (1991). Reassessing portfolio assessment: Rhetoric and reality. *Language Arts*, 68, 620-628.
- Eisenhart, M.A. & Graue, M.E. (1990). Socially constructed readiness for school. *The International Journal for Qualitative Studies in Education*, 3(3), 253-269.
- Ellwein, M.C., Graue, M.E. & Comfort, R. (1990). Talking about instruction: Student teachers' reflections on success and failure in the classroom. *Journal of Teacher Education*, 41(5), 3-14.
- Linn, R.L., Graue, M.E., & Sanders, N.M. (1990). Comparing state and district test results to national norms: The validity that everyone is above average. *Educational Measurement: Issues & Practice*, 9(3), 5-14.
- Graue, M.E. & Shepard, L.A. (1989). Predictive validity of the Gesell School Readiness Tests. *Early Childhood Research Quarterly*, 4(3) 303-315.
- Samson, G.E., Graue, M.E., Weinstein, T. & Walberg, H.J. (1984). Academic and occupational performance: A quantitative synthesis. *American Educational Research Journal*, 21, 311-321.

Graue, M.E., Weinstein, T., & Walberg, H.J. (1983). School-based home instruction and learning: A quantitative synthesis. *Journal of Educational Research*, 76, 351-360.

### Book Chapters

Graue, M.E. (2014) Do the ends justify the means? In G. Theoharis & S. Dotger (Eds) *On The High Wire: Education Professors Walk Between Work And Parenting*

Graue, M.E. & Reineke, J. (2013). The Relation of Research on Readiness to Research/Practice of Transitions In. R. Perry & S. Dockett (Eds.) *Transition to School: International Research, Policy and Practice*, Springer International Publishers

Graue, M.E. & Karabon, A. (2013) Standing at the corner of epistemology ave., theoretical trail, methodology blvd and methods street. The intersections of qualitative research. In A. Trainor & M.E. Graue (Eds). *Reviewing Qualitative Research for Publication in the Social Sciences*. London: Routledge.

Graue, M.E., Karabon, A. & Delaney, K.K. (2012). Learning to love your noisy neighbor. A principal's guide to the education of young children. In G. Theoharis & J. Brooks (Eds) *What Every Principal Needs to Know to Create Equitable and Excellent Schools*. New York: Teachers College Press.

Delaney, K.K. & Graue, E. (2012). Early childhood curriculum as palimpsest. In N. File, J. Mueller, & D. Wisneski (Eds). *Early childhood curriculum: Reexamined, rediscovered, renewed*. London: Routledge.

Graue, M. E. (2010). Responsivity rather than readiness. In K. Lee & M. D. Vagle (Eds.), *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. New York: Palgrave Macmillan.

Rauscher, E. & Graue, E. (2010). Interpretive research. *Handbook of Educational Research*.

Graue, E. & Hawkins, M. (2010). "I always feel they don't know anything about us" Diverse Families Talk about Their Relations With School In T. Turner Volbach & M. Miller Marsh (Eds). *(Mis) Understanding Families: Learning From Real Families in Our Schools*. New York: Teachers College Press.

Hawkins, M. & Graue, E. (2009). Working with linguistically and culturally diverse families. In T. Good (Ed.) *Twenty first century schools*.

Graue, E. (2007). Class size reduction. In S. Mathison & E. W. Ross (Eds) *Battleground schools*. Greenwood Press.

- Graue, E. (2006). This thing called kindergarten. In D. Gullo (editor). *Today's kindergarten*. Washington: National Association for the Education of Young Children.
- Graue, E. (2006). Writing in education research. In C. Conrad & R. Serlin (Eds) *The Sage Handbook for Research in Education. Engaging Ideas & Enriching Inquiry* (p. 515-528). Thousand Oaks, CA: Sage Publications.
- Graue, M.E. & Hawkins, M. (2005). Relations, refractions & reflections in research with children. In L.Diaz Soto & B.B. Swadener (Eds). *Children's Voices in Early Childhood Research*. Peter Lang
- Graue, M.E. (2005). (De)Centering the kindergarten prototype in the child centered classroom? In S. Ryan & S. Grieshaber (Eds). *Practical transformations & transformational practices. Advances in Early Education and Day Care, Vol 14*, (p. 39-58). San Diego: Elsevier, Inc.
- Graue, M.E. (2003) Kindergarten in the 21<sup>st</sup> century. In A.J. Reynolds, M.C. Wang, & H.J. Walberg (Eds.) *Early Childhood programs for a new century*. 143-162. Washington: CWLA Press.
- Graue, M.E. & Benson, B. (2001). Children, parents, and schools. In J. Westman (Ed.) *Parenthood in America*, p. 158-163. Madison, WI: University of Wisconsin Press.
- Graue, M.E. (1999). Diverse perspectives on kindergarten contexts and practice. In R. Pianta & M. Cox (Eds.) *The Transition to kindergarten*, pp. 109-142. Baltimore, MD: Brookes Publishing.
- Graue, M.E. (1998). Through a small window. How standardized tests shape research in early childhood education. In B. Spodek, O. Saracho, & A. Pellegrini (Eds). *Yearbook in early childhood education, Vol 7*, pp. 30-48, New York: Teachers College Press.
- Ropers-Huilman, Rebecca & Graue, M. E. (1998). Stumbling toward knowledge: Enacting and embodying qualitative research. In C.A. Grant (Ed.) *Multicultural Research: A Reflective Engagement with Race, Class, Gender, and Sexual Orientation*, pp. 228-239. London: Falmer Press.
- Graue, M.E. (1997) Definition of ethnography. In C.A. Grant & G. Ladson-Billings (Eds.), *Dictionary of multicultural education*. New York: The Oryx Press.
- Ellwein, M.C. & Graue, M.E. (1995). Assessment as a way of knowing children. In C. Grant & M.L. Gomez (Eds.). *Campus and classroom: Making schools multicultural*, p. 77-109. Columbus OH: Merrill Publishing.

Graue, M.E. & Walsh, D.J. (1995). Children in context: Interpreting the here and now of children's lives. In J.A. Hatch (Ed.) *Qualitative studies in early childhood settings* .p. 135-154. Westport, CN: Praeger.

Graue, M.E. (1995). Connecting visions of authentic assessment to the realities of educational practice. In T.A. Romberg (Ed.), *Assessment in school mathematics*. p. 260-275. Albany, NY: SUNY.

Shepard, L.A. & Graue, M.E. (1993). The morass of school readiness screening: Research on test use and test validity. In B. Spodek (Ed.) *Handbook of research on the education of young children, 2nd ed.* p. 293-305. New York: Macmillan.

Walsh, D.J., Tobin, J., Graue, E. (1993). The interpretive voice: Qualitative research in early childhood education. In B. Spodek (Ed.) *Handbook of research on the education of young children, 2nd ed.* p. 464-476. New York: Macmillan.

Graue, M.E. (1992). Meanings of readiness & the kindergarten experience. In S. Kessler & B. Swadener (eds.), *Reconceptualizing early childhood curriculum*. p. 62-90. New York: Teachers College Press.

Eisenhart, M.A. & Graue, M.E. (1992). Constructing cultural difference and educational achievement in schools. In E. Jacob and C. Jordan (eds.), *Minority education: Anthropological perspectives*. p. 165-179. Norwood, NJ: ALEX.

Graue, M.E. & Shepard, L.A. (1992). School entrance age. In L. Williams and D Fromberg (Eds.) *The encyclopedia of early childhood education*. p. 311. New York: Garland Publishing.

### **Funded Research**

Meanings of readiness in kindergarten and first grade. Funded by the University of Wisconsin Graduate Research Committee, summer 1991-summer 1992 (\$20270).

A theoretical and psychometric analysis of commonly used readiness tests. Funded by the University of Wisconsin Graduate Research Committee, summer 1992, (\$3700).

Principal Investigator, National Center for Research in Mathematical Sciences Education, summer 1992-spring 1993, Assessment in instructional contexts.

Principal Investigator. Academic redshirting: A backdoor policy in need of review. Funded by University of Wisconsin Graduate Research Committee and the Wisconsin Center for Educational Research Royalty Fund, June 1996-May 1998.



Principal Investigator, The gift of Time: Promoting risk or resilience in young children. Funded by the Spencer Foundation, July, 1999-June, 2000 (\$50,000).

Principal Investigator. Class size reduction in practice: How, when, and why SAGE works. Funded by the Wisconsin Department of Public Instruction, April 2004-June 2005. (\$303,000)

Co-Principal Investigator, An integrated qualitative & quantitative evaluation of the SAGE program. Funded by the Wisconsin Department of Public Instruction, July, 2005-June 2009. (\$250,000 per year).

Co-Principal Investigator. Professional Development for Culturally Relevant Teaching & Learning in PreK Mathematics. National Science Foundation, 2010-2014 (\$2,180,000)

Co-Principal Investigator. Life in Early Childhood Settings, August, 2011-July 2013. Funded by the Spencer Foundation. (\$394,000)

Principal Investigator, Choice vs Accommodation: Cultural, Family and Child Factors in Family 4K Decision Making, a Madison Educational Partnership grant 2017-18 (\$50,000).

#### **Awards & Honors**

Outstanding article award 2015 Journal of Early Childhood Teacher Education.

Doris Slesinger Award for Mentoring. University of Wisconsin Madison

International Advisor. Centre for Childhood Research and Innovation (CCRI) at the Hong Kong Institute of Education. 2013-2015

Executive Committee, American Educational Research Association (2012-spring 2015)

Member-at-Large, American Educational Research Association. (2012-spring 2015)

Sorenson Professor, University of Wisconsin (2012-present).

American Educational Research Association Fellow, 2010.

Vilas Associates Award, University of Wisconsin Graduate School, 2006-8

Outstanding reviewer, Educational Researcher, 2003, 2006

American Educational Research Association Division D & Special Interest Group on Qualitative Research Outstanding Dissertation Using Qualitative Methodology, 1990.

American Educational Research Association Early Education/Child Development Special Interest Group Outstanding Dissertation Award, 1990.

Graduation with high honors, University of Illinois at Urbana-Champaign, December, 1978.

### **Professional Affiliations**

American Educational Research Association

National Association for the Education of Young Children

Society for Research on Child Development

### **Activities**

#### **Departmental Activities**

Member 1990-present, Chair 2000-2 Elementary area

Member, 1991-93, 1995-98, 2001 –2004, 2010-2013 Department Personnel Committee

Chair, fall 2014-July 2017

#### **University Activities**

Director – fall 2003-fall 2005 - Wisconsin Spencer Doctoral Research Program

Director of Graduate Training – fall 2005-fall 2008.

Member, fall 2003-2005– Women’s Faculty Mentoring Advisory Board

Member, fall 2006-spring 2009 – Social Studies Divisional Committee, Vice chair (2007-8), Chair (2008-9)

Member, fall 2009-2013, Chair, 2010-11 Committee on Committees.

Member, fall 2009-spring 2010, Ad Hoc Committee to Investigate the Athletic Board

#### **Professional Activities**

Member 1991-, National Education Goals Panel Technical Planning Subgroup

Chair, 1992, American Anthropological Association, Council on Anthropology & Education, Committee One

Member 1992-96 Chair 1994-95 American Educational Research Association, Division D (Measurement & Research Methodology) and Qualitative Methodologies Special Interest Group Dissertation of the Year Award Committee.

Member 2001-2004, Chair 2003-4 Spencer/American Educational Research Association fellowship mentoring committee.

Associate Editor 1996-1999, Review of Educational Research

Chair 1998-2000, Qualitative Research Special Interest Group, American Educational Research Association

Vice-Chair/Chair Elect 2002 – 2004, Chair 2004-2006 AERA Early Education/Child Development Special Interest Group

Member 2002 – AERA Division B Lifetime Achievement Award Committee, chair 2003

Vice-Chair/Chair Elect 2002 – 2004, Chair 2004-2006 AERA Early Education/Child Development Special Interest Group

Member – 2005-2008, Publications Committee, American Educational Research Association

Member 2003- 2005 AERA Review of Research award committee

Member 2009-present, American Educational Research Association-Foundation for Child Development planning committee on Teacher Observation Linked to Study Outcomes Initiative

Member at Large American Educational Research Council 2012-2014.

Member, Advisory Committee 2015-present, Buffet Early Childhood Initiative.

Organizer 2015-present, American Educational Research Association Small Conference Building Early Childhood Education Research Infrastructure.

Editorial Board Member 2016-present *American Educational Research Journal*.