

CURRICULUM VITAE

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EDUCATION: STANFORD UNIVERSITY, STANFORD, CA
1985 Ph.D., Education, Stanford University
1983 M.A., Sociology, Stanford University
1981 M.A., Education, Stanford University

TEL AVIV UNIVERSITY, TEL AVIV, ISRAEL
1969 - 1971 Secondary Education Credentialing Program
1967 - 1971 B.A., English Linguistics and French Civilization & Literature

ACADEMIC SPECIALIZATION:

Teaching and Learning in Heterogeneous Classrooms
Teacher Education
Social Organization of Schools and Classrooms

AWARDS:

2017 – 2018 Principal Investigator, *The Instructional Leadership Corps: Case studies of four exemplary programs*. Learning Policy Institute, Palo Alto CA
2014 - 2016 Principal Investigator, *ViCoTEd – Virtual Collaborative Environment for Teacher Education: A Global Learning Network*, Stanford University
2009 - 2013 Co-PI: *The Science and Policy of Global Change: Professional Development for K-12 Teacher*, The National Aeronautics and Space Administration (NASA)
2009 – 2015 Principal Investigator, *Lenore Annenberg Teaching Fellowships*, The Woodrow Wilson National Fellowship Foundation
2001 – 2005 Co-PI: *Center for Assessment and Evaluation and Student Support*, National Science Foundation (NSF)
1999 – 2004 Principal Investigator, *Language Acquisition and Mastery of Content for English Language Learners in Heterogeneous Classrooms*. Spencer Foundation Major Grants
2000 – 2003 Principal Investigator, *California International Studies Project* – a subject matter project sponsored by the State of California, the University of California Office of the President
2001 – 2002 Principal Investigator, *Early Adoption of New Standards (SB 2042)*, State of California
2000 – 2001 Principal Investigator, *Bay Area Global Education Program* – a site-based subject matter project sponsored by UC Berkeley
2000 – 2001 Co-PI, *The Stanford Co-Terminal Teaching Program*, California Commission on Teacher Credentialing
1999 – 2001 Co-PI, *The Stanford Professional Development Schools Collaborative*, The Arthur Vining Davis Foundation
1987 – 1988 Post-doctoral Fellow, Center for Policy Research in Education (CPRE),

1981 – 1982 The Eagleton Institute of Politics, Rutgers University.
Stanford University Graduate Fellowship

EXPERIENCE:

2016 - Director of Theory, Practice and Strategic Planning, *Programa de Educação Docente Brasil*, Lemann Center, Stanford University

2016 - Professor (Teaching) Emerita, Stanford University School of Education

1999 - Director, Program for Complex Instruction, Stanford University

2006 – 2014 Professor (Teaching), Stanford University School of Education

1999 – 2014 Director, Stanford Teacher Education Program

1999 – 2006 Associate Professor (Teaching), Stanford University School of Education

1986 – 1999 Co- Director, Program for Complex Instruction,
Center for Educational Research, Stanford University

1990 – 1999 Senior Research Scholar, School of Education, Stanford University

1986 – 1987 Acting Assistant Professor, School of Education, Stanford University
Social Science Research Associate, Center for Educational Research at Stanford

Summers 1986 - 1991
Visiting Assistant/ Associate Professor, Institute for the Advancement of Social
Integration in Schools, Bar-Ilan University, Israel

1982 – 1985 Research Assistant, Center for Educational Research at Stanford, Stanford University.

Winter 1985 Teaching Assistant, School of Education, Stanford University
Course: Sociology of Education

1969 – 1980 Junior High and High School Teacher/ Foreign (English and French) Languages,
Chair of English as a Second Language Department, Homeroom Educator, School
Administrator (Head of House)

PUBLICATIONS:

Forthcoming Lotan, Rachel A., and N. Holthuis, Complex Instruction for diverse and equitable classrooms: In loving memory of E.G. Cohen, In N. Davidson (ed.) *Pioneering Perspectives in Cooperative Learning*, Routledge

2019 Lotan, Rachel A., D. Burns, *The Instructional Leadership Corps: Entrusting professional learning in the hands of the profession*, Learning Policy Institute, Palo Alto, CA

2016 Holthuis, N., **R. A. Lotan**, M. Mastrandrea, J. Saltzman, Why and how we teach about climate change, in E.J. Fretz, (Ed.), *Climate Change across the Curriculum*, Lexington Books, pp. 183 – 195

2015 Lotan, Rachel A. Managing groupwork, In W. G. Scarlett, (Ed) *The SAGE Encyclopedia on Classroom Management*, Sage Publications, Thousand Oaks, CA
<http://dx.doi.org/10.4135/9781483346243>

- 2014 Holthuis, N., **R. A. Lotan**, J. Saltzman, M. Mastrandrea, A. Wild, Supporting and understanding students' epistemological discourse about climate change, *Journal of Geoscience Education*, Vol. 62, No. 3, pp. 374-387
- 2014 Cohen, E.G., and **R.A. Lotan**, Designing groupwork: Strategies for heterogeneous classrooms, 3rd Edition, Teachers College Press. New York, NY.
- 2014 Osterberg, L., J. Gilbert, and R. A. Lotan, From high school to medical school: The importance of community in education, *Medical Science Education*, Vo. 24, pp.353-356
- 2013 Lit, Ira and **R. A. Lotan**, *A balancing act: Dilemmas of implementing a high-stakes performance assessment*, *The New Educator*, Volume 9, Issue 1, pp. 54-76
- 2012 Rachel A. Lotan, Complex Instruction, In James A. Banks (Editor), *Encyclopedia of Diversity in Education*, Sage Publications, Thousand Oaks, CA
- 2010 Ben-Peretz, M. and **R. A. Lotan**, Social and cultural influences on teacher education, In P. Peterson, E. Baker, B. McGaw & P.Peterson (Eds) . *International Encyclopedia of Education*, Volume 7, Oxford. Elsevier (pp. 525-531)
- 2010 Darling-Hammond, L., J. Dieckman, E. Haertel, **R. Lotan**, X. Newton, S. Philipose, E. E. Spang, E. Thomas, & P. Williamson, Studying teacher effectiveness: The challenges of developing valid measures. In G. Walford & E. Tucker (Eds.) *The handbook of measurement: How social scientists generate, modify, and validate indicators and scales*. Sage Publications.
- 2008 Lotan, Rachel A., Developing language and content knowledge in heterogeneous classrooms, In *The teacher's role in implementing cooperative learning in the classroom*, R. Gillies, (Ed), Springer. pp. 187-203
- 2006 Lotan, Rachel A., Managing groupwork. In Evertson, C. and C. Weinstein (eds.) *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*, Lawrence Erlbaum Associates, Inc. New Jersey. Pp. 525-539
- 2006 Lotan, Rachel A., Commentary, in *Mentoring teachers toward excellence: Supporting and Developing Highly Qualified Teachers*, Shulman, J. and M. Sato (Eds.). Lawrence Erlbaum Associates, Inc. New Jersey. Pp. 169-171
- 2006 Lotan, Rachel A., *Teaching teachers to build equitable classrooms*, *Theory into Practice*. Vol. 45, No.1. pp. 32-39
- 2005 Bunch, G., **Lotan, R.A.**, Valdes, G., Cohen, E.G., Keeping Content at the Heart of "Content-Based Instruction": Access and Support for Transitional English Learners, in Kaufman, D. and J. Crandall, (Eds.) *Content-Based Language Instruction In Primary and Secondary School Settings*, Case Studies in TESOL Practice Series. Teachers of English To Speakers of Other Languages, Pp.11-25
- 2004 Cohen, Elizabeth G. and **Rachel A. Lotan**, Equity in Heterogeneous Classrooms, in Banks and Banks (Eds.), *Handbook for Multicultural Education*, Second Edition, Jossey-Bass. Pp. 736-750

- 2004 Lotan, Rachel A. Stepping into Groupwork, in Cohen, E.G., C. Brody C., and M. Sapon-Shevin (eds.) *Teaching Cooperative Learning: The Challenge for Teacher Education*, SUNY Press, Albany. Book won 2004 AESA Critics' Choice Award from the American Educational Studies Association. pp. 167-182
- 2003 Lotan, Rachel A. Group-worthy tasks. *Educational Leadership*. Vol. 6, No. 6, pp. 72-75.
- 2002 Cohen, Elizabeth G., **Rachel A. Lotan**, Percy L. Abram , Beth A. Scarloss, Susan E. Schultz, Can groups learn? *Teacher's College Record*, Vol. 104, No.6, pp. 1045-1068.
- 2002 Lotan, Rachel A., and Alan Marcus, Standards-based assessment of teacher candidates' performance in clinical practice, *Issues in Teacher Education*, Vol. 11, Number 1, pp. 31-47.
- 2001 Bunch, George C., Percy L. Abram, **Rachel A. Lotan**, & Guadalupe Valdés, Beyond sheltered instruction: Rethinking conditions for academic language development. *TESOL Journal*. Vol. 10, Nos. 2 & 3, Summer/Autumn.
- 2001 Abram, Percy L., Elizabeth G. Cohen, Nicole I. Holthuis, Beth A. Scarloss, **Rachel A. Lotan**, & Susan E. Schultz, The use of evaluation criteria to improve student talk in cooperative groups, *Asian Pacific Journal of Education*. Vol. 22, No. 1.
- 1999 Cohen, Elizabeth G., **Rachel A. Lotan**, Beth A. Scarloss, Adele R. Arellano, Complex Instruction: Equity in cooperative learning classrooms, *Theory into Practice*, Volume XXXVIII, Number 2, (Editors: Margarite Calderon and Robert Slavin), Spring.
- 1998 Lotan, Rachel A., Elizabeth G. Cohen, Christopher C. Morphey, Beyond the workshop: Evidence from complex instruction. In C. Brody and N. Davidson, (Editors). *Professional Development for Cooperative Learning Issues and Approaches*. (pp. 122-145). State University of New York Press. Albany.
- 1998 Shulman, Judith H., **Rachel A. Lotan**, Jennifer A. Whitcomb, (Editors). *Groupwork in diverse classrooms: A casebook for educators*. New York: Teachers College Press.
- 1997 Cohen, Elizabeth G. and **Rachel A. Lotan**, (Editors), *Working for equity in heterogeneous classrooms: Sociological theory in action*. New York: Teachers College Press.
- 1997 Cohen, Elizabeth G. and **Rachel A. Lotan**, Creating equal status interaction in heterogeneous classrooms: Evidence from complex instruction. In R. Ben-Ari and Y. Rich, (eds.), *Enhancing Education in Heterogeneous Schools: Theory and Application*, (pp. 249-280). Ramat Gan: Bar-Ilan University Press.
- 1997 Cohen, Elizabeth G. and **Rachel A. Lotan**, Operation of Status in the Middle Grades: Recent Developments. In Jacek Szmataka, John Skvoretz and Joseph Berger, (eds) *Status, Network, and Structure. Theory Development in Group Processes*. (pp. 222-240) Stanford: Stanford University Press.
- 1996 Lotan, Rachel A., Julie A. Bianchini and Nicole C. Holthuis, Complex Instruction in the Science Classroom: The Human Biology Curriculum in Action. In Robert Stahl (ed.) *Cooperative Learning in Science: A Handbook for Teachers*, Menlo Park: Addison-Wesley. Pp.331-354
- 1995 Cohen, E.G., **Rachel A. Lotan** and Nicole C. Holthuis, Talking and Working Together: Conditions for Learning in Complex Instruction. In Maureen Hallinan (ed.) *Making Schools Work*, NY: Plenum Press. Pp.

- 1995 Cohen, Elizabeth and **Rachel A. Lotan**, Producing Equal Status Interaction in Heterogeneous Classrooms, *American Educational Research Journal*, 32, (1), 99-120.
- 1995 Rachel A. Lotan and Jennifer A. Whitcomb, Poetry in Groupwork: Complex Instruction in the Language Arts. In Robert J. Stahl (ed.), *Handbook for Cooperative Learning in Language Arts*, Addison-Wesley. Pp.
- 1994 Cohen, Elizabeth G., **Rachel A. Lotan**, Jennifer A. Whitcomb, Maria V. Balderrama, Ruth Cossey and Patricia E. Swanson, Complex Instruction: Higher Order Thinking in the Heterogeneous Classroom. In Shlomo Sharan (ed.), *Handbook for Cooperative Learning Methods*, Greenwood Press, Westport, Connecticut. Pp. 82-96
- 1992 Cohen, Elizabeth G., **Rachel A. Lotan** and Jennifer A. Whitcomb, Complex Instruction in Detracked Social Studies Classrooms. In Robert J. Stahl and Ronald L. VanSickle (eds), *Cooperative Learning in the Social Studies Classroom*, Bulletin No. 87, National Council for Social Studies, Washington, D.C.
- 1992 Lotan, Rachel A., Patricia E. Swanson and Gerald LeTendre, Strategies for Detracked Middle Schools: Curricular Materials, Instructional Strategies and Access to Learning, *Middle School Journal*, 24, (1). 4-14.
- 1990 Cohen, Elizabeth G. and **Rachel A. Lotan**, Teacher as Supervisor of Complex Technology, *Theory into Practice*, 24, (2), 78-84.
- 1990 Cohen, Elizabeth G., **Rachel A. Lotan** and Lisa Catanzarite, Treating Status Problems in the Cooperative Classroom. In Shlomo Sharan (ed.) *Cooperative Learning: Research and Theory*, New York: Prager.
- 1989 Cohen, Elizabeth G., **Rachel A. Lotan**, and Chaub Leechor, Can Classroom Learn?, *Sociology of Education*, 62 (April): 75-94.
- 1989 Lotan, Rachel A., and Joan Benton, Finding Out about Complex Instruction: Teaching Math and Science in Heterogeneous Classrooms. In N. Davidson (ed.), *Small Group Cooperative Learning in Math. A Handbook for Teachers*, Addison-Wesley.
- 1988 Cohen, Elizabeth G., **Rachel A. Lotan** and Lisa Catanzarite, Can Expectations for Competence Be Treated in the Classroom? In M. Webster and M. Foschi (eds.) *Status Generalization: New Theory and and Research*, Stanford University Press.
- 1985 Lotan, Rachel A., Understanding the Theories: Training Teachers for Implementation of Complex Instructional Technology. Ph.D. dissertation, Stanford University.

PROFESSIONAL AFFILIATIONS:

American Educational Research Association (AERA).

1983 - 1985 Student representative to Division G at AERA

Sociology of Education Association (SEA)

Formerly member of the Board and secretary to the association,

Program Chair/ 1995 Annual Meeting

International Association for the Study of Cooperation in Education (IASCE)

Formerly member of the Board

International Association for Intercultural Education (IAIE)

Member of the Editorial Board of *Intercultural Education*, Carfax Publishing

REVIEWER:

American Educational Research Journal
American Journal of Education
Journal of Curriculum Theory
Journal of Intercultural Education
Journal of Teacher Education
Teaching and Teacher Education
Teacher Education Quarterly
Review of Research in Education
American Educational Research Association/ Divisions G and K
Teachers College Press – book manuscripts
National Science Foundation – MSP proposals

UNIVERSITY SERVICE:

Member, Board of Judicial Affairs (2008)

LANGUAGES:

English, French, German, Hebrew, Hungarian, Rumanian.