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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; preK programming, research methodology, particularly qualitative methods

Employment

Director, Center for Research on Early Childhood Education, Wisconsin Center for Education Research, January 2018-present.

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. (2018) What guides preK programs? *Teachers College Record* 120(8), 2018, p. 1-36.

Graue, M.E. & Ramberg, E. (2017) NEPC Review: *When Degree Programs for Pre-K Teachers Go Online: Challenges and Opportunities* New America Foundation, November 2017

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

Moss, E.E., Hirschberg, M.J., Flook, L. & Graue, M.E. Cultivating reflective teaching practice through mindfulness. In K. Byrnes, J. Dalton, & E.H. Dorman (Eds) *Contemplative practices, pedagogy, and research in education: Cultivating a culture of learning, impacting teaching and learning the teaching self*. New York: Rowman Littlefield.

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 21st 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: ABLEX.

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.

Papers

Graue, E., Woo, M. & Lee, J. (2018) How MMSD parents decide whether and where their children will attend 4K. A talk presented at the annual 4K Institute.

Graue, E., Ryan, S., Wilinski, B., Northey, K., Nocera, A. (2017). Pulling preK into the K-12 orbit. A paper presented at the annual meeting of the American Educational Research Association.

Wilinski, B., Graue, M.E., and Nocera, A. (2014) Constructing the 4K child. A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Graue, M.E., Wilinski, B., and Nocera, A. (2014) Local control in the age of accountability: The case of Wisconsin 4K. A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Graue, M.E. (2014) Ethical research with young children. A paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Ryan, S., & Graue, M. E. (2014, June). *What guides a program?* Paper presented at the National Association for the Education of Young Children Professional Development Institute, Minneapolis, MN.

Ryan, S., Graue, M. E., Northey, K., & Willinski, B. (2015, April). *Troubling fidelity of implementation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Graue, M.E., Whyte, K., Karabon, A. (2014). The power of improvisational teaching. A paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Graue, M.E., Whyte, K., & Delaney. (2013) Whose funds, whose knowledge? A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Graue, M.E., Whyte, K., & Kim, J. (2012) Making it our own. How public preK teachers change standardized materials & equipment into environments for children. A paper presented at the annual meeting of the National Association for the Education of Young Children. Atlanta.

Graue, M.E. (2012). Zombie in the kindergarten. A paper presented at the symposium *The greying of the kindergarten* at the annual meeting of the National Association for the Education of Young Children. Atlanta.

Wager, A. & Graue, B. (2012) Theorizing teacher learning & practice through multiple perspectives: Generativity, funds of knowledge & social capital. A talk at the *Friends of the Mind* series.

Graue, M.E., Karabon, A., Delaney, K.K., Whyte, K., Kim, J. Wager, A. (2012). Imagining a future in 4K. A paper presented at the annual meeting of the American Educational Research Association. Vancouver.

Wager, A., & Graue, M.E. (2011). Valuing what children bring. A paper presented at the annual meeting of the National Association for the Education of Young Children.

Graue, E. & Delaney, K.K. (2011). Developmentally & culturally relevant practices. A paper presented at the annual meeting of the National Association for the Education of Young Children.

Graue, E., Gawade, N., Delaney, K., Karch, A. & Romero, C. (2011). Ecologies of education quality. A paper presented at the annual meeting of the American Educational Research Association. New Orleans.

Graue, E., Delaney, K., Karch, A. & Romero, C. (2011). Data use as a reform strategy. A paper presented at the annual meeting of the American Educational Research Association. New Orleans.

Graue, M.E., Sherfinski, M. & Karch, A. (2010). Are two heads better than one? Team teaching in SAGE classrooms. A paper presented at the annual meeting of the American Educational Research Association. Denver.

Graue, M.E, Rauscher, E. & Sherfinski, M. (2009). Synergy of class size reduction & classroom quality. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

Graue, M.E, Sherfinski, M. & Rauscher, E. (2009). The view from the lighted schoolhouse. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

Sherfinski, M. Graue, M.E. & Rauscher, E. (2009). Organizational issues in a class size reduction reform. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

Ryan, S. & Graue, M.E. (2009). Pasts, presents, and futures: Analysis of an early childhood research journal. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

Graue, E. & Sherfinski. (2007) Constructing the ready child: Media constructions of readiness for kindergarten. A paper presented at the annual meeting of the American Education Research Association, Chicago.

Graue, E., Oen, D. & Fadali, E. (2007). "I get to know my students better": Assessment practice in class size reduction classrooms. A paper presented at the annual meeting of the American Educational Research Association, Chicago.

Graue, E. (2007). Professional development and class size reduction: Complementary resources looking for connections. A paper presented at the annual meeting of the American Education Research Association, Chicago.

Graue, E. & Oen, D. (2006). You just feed them with a long handled spoon: Family perspectives on their experiences in class size reduction. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Graue, E. & Hawkins, M. (2005) Figured worlds of communication in home school relations. A paper presented at the annual meeting of the National Council of Teachers of English, Pittsburgh, November, 21.

Graue, M.E. & Oen, D. (2005) Children's perspectives on their experiences in SAGE classrooms. A paper presented at Reconceptualizing Early Childhood Education, Madison.

Graue, M.E., Hatch, K., Rao, K., Oen, D. (2005). The wisdom of class size reduction. A paper presented at the SAGE summit, Madison, WI.

Graue, M.E., Oen, D., Hatch, K. Rao, K., & Fadali, E. (2005). Perspectives on class size reduction. A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E., Shirley, V. & Oen, D. (2004) They don't change but why should they? A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Graue, M.E. (2003). Preservice teachers' notions of families & schooling. A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Graue, M.E., Kroeger, J. & Brown, C.P. (2001). The gift of time: Enactments of developmental thought in early childhood practice. A paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Graue, M.E., Kroeger, J. & Brown, C.P. (2000). Living the gift of time. A paper presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, GA.

Graue, M.E. (1999). Kindergarten programs: Readiness, transitions, and kindergarten entry. A paper presented at the Early Childhood Learning: Programs for a New Age Conference, Alexandria, VA.

Grant, C. & Graue, M.E. (1999). (Re)viewing the review: A case study of the Review of Educational Research. A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E., DiPerna, J.C. & Kroeger, J. (1999) What does the literature tell us about academic redshirting? A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E. & Prager, D. (1999). Learning to be a parent: A Bakhtinian analysis of home-school relations. A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E. (1999). Assessment in early childhood education. A paper commissioned by the National Research Council.

Graue, M.E., DiPerna, J. & Dixon, A. (1998) Academic redshirting: A backdoor policy in need of review. A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Graue, M.E. (1998). Writing as context. A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Graue, M.E. (1998). Theorizing theories of parents and schooling. A paper presented at the conference Parenthood in America, University of Wisconsin, Madison, WI.

Graue, M.E. (1998). Integrating diverse perspectives on kindergarten contexts and practice. A paper presented for the National Center for Early Development and Learning Synthesis Conference on the Transition to Kindergarten. Charlottesville, VA.

Graue, M.E. (1998). Representing discourses on parenting and schooling: Making visible the force of theory. A paper presented at the Reconceptualizing Early Childhood Education conference, Honolulu, Hawaii, January, 1998.

Graue, M. E. & Smith, S. Z. (1995) Ventriloquating the meanings of mathematics. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1995.

Graue, M.E. (1994). Assessment and activity theory. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, April, 1994.

Graue, M.E. & Smith, S.Z. (1993). Conceptualizing assessment from an instructional perspective. Paper presented in the symposium Moving beyond the rhetoric in authentic assessment in mathematics at the annual meeting of the American Educational Research Association, Atlanta, April, 1993.

Graue, M.E. & Fine, S. (1992). Developing standards in school communities. Paper presented at the symposium More than just measurement: Assessment in the context of instructional practice at the annual meeting of the American Educational Research Association, San Francisco, April, 1992.

Graue, M.E. (1991). Expectations and ideas coming to school. Paper presented at the annual meeting of the American Anthropological Association, Chicago, November, 1991.

Graue, M.E. (1991). Construction of community and the meaning of being a parent. Paper presented at the symposium Connecting to Culture, Constructing the Self --- or Teaching/Learning in a Social/Cultural Perspective, at the annual meeting of the American Educational Research Association, Chicago, April, 1991.

Graue, M.E. (1990). Constructing meanings of readiness in kindergarten settings. Paper presented at the symposium Children Across Organizational Contexts, at the annual meeting of the American Anthropological Association, New Orleans, November, 1990.

Graue, M.E. & Eisenhart, M.A. (1990). Readiness for school as a social construction. Paper presented at the symposium Readiness, Retention, Reflection, and Text: The Social Construction of Early Schooling--A Working Session, at the Ethnography in Educational Research Forum, Philadelphia, March, 1990.

Eisenhart, M.A. & Graue, M.E. (1989). Socially constructed readiness for school. Paper presented at the conference, Qualitative Studies in Early Childhood Settings, Knoxville, Tennessee, September, 1989.

Ellwein, M.C., Graue, M.E. & Comfort, R. (1989). Reflecting on the student teaching experience: Perceptions of successful and unsuccessful lessons. Paper presented at the American Educational Research Association, San Francisco, March 1989.

Linn, R.L., Graue, M.E., & Sanders, N.M. (1989). Comparing state and district test results to national norms: Interpretations of scoring "Above the national average" Paper presented at the symposium, Cannell Revisited: Accountability, Test Score Gains, Normative Comparisons, and Achievement at the annual meeting of the American Educational Research Association, San Francisco, March 1989.

Shepard, L.A., Graue, M.E. & Catto, S.F. (1989). Delayed entry into kindergarten and escalation of academic demands. Paper presented to the symposium, Kindergarten Programs for At Risk Students: Policy Implications of Recent Research, at the annual meeting of the American Educational Research Association, March 1989.

Graue, M.E. & Shepard, L.A. (1988). The Gesell School Readiness Tests: Can they predict readiness for first grade? Paper presented at the annual meeting of the National Association for the Education of Young Children, Anaheim, CA, November, 1988.

Invited Talks

Graue, E. (2018) Qualitative research in education. A talk presented to AERA undergraduate scholars. At the annual meeting of the American Educational Research Association. New York.

Graue E. (2018) Early childhood teacher education. A paper presented a meeting to consider the development of an early childhood program at Michigan State University. East Lansing.

Graue, E. (2017). Empirical research from a qualitative perspective. Keynote speaker, 3rd annual Forum for Empirical Study of Education. East China Normal University

Graue, E. (2017). The recurring media panic over kindergarten curriculum. Keynote speaker, 15th Shanghai International Curriculum Forum. East China Normal University.

Graue, E. (2017) Alternative perspectives on fade out. A talk for the SRCD-AERA Fellows. At the annual meeting of the American Educational Research Association.

Graue, B. (2014). Being an advocate for play. Madison Metropolitan School District 4K Institute, August, 2014.

Graue, B. (2014). Teacher child interactions count! Madison Metropolitan School District 4K Institute, August, 2014.

Graue, M.E. (2014). Class size reduction in practice. Legislative Study Committee to consider flexibility in the SAGE program. Madison, WI.

Graue, M.E. (2014). Developmentally and culturally responsive teaching. Department of Human Development, University of North Carolina, Greensboro.

Graue, M.E. (2014). Improvisational teaching. Department of Human Development, University of North Carolina, Greensboro.

Graue, M.E. (2014). Doing ethical ethnographic research with children and their families. A talk presented at the annual meeting of the American Educational Research Association, Philadelphia.

Graue, M.E. (2014). The power of improvisational teaching. Charles Sturt University, Albury, Australia.

Graue, M.E. (2013). Grant writing workshops. Hong Kong Institute of Education, September, 2013.

Graue, B. (2013). Being an advocate for play. Madison Metropolitan School District 4K Institute, August, 2013.

Graue, M.E. (2013). Why we need both generalizable & contingent knowledge in early childhood research. Hong Kong Institute of Education, January, 2013.

Graue, M.E. (2013). Mindful approaches to data collection. Hong Kong Institute of Education, January, 2013.

Graue, E. (2011). Ecologies of education quality. Yale Child Study Center. New Haven, February, 2011.

Graue, E. (2011). Are we paving paradise? What we lose as kindergarten evolves. Zigler Center for Child Policy. New Haven, February, 2011.

Graue, E. (2010). Kindergarten. Keynote. Kindergarten Institute. Madison WI, June, 2010.

Graue, E. (2010). Reclaiming assessment through accountability that is "just right." Rutgers University, February, 2010.

Graue, E. (2009). Cultivating kindergarten. Keynote. Creating Connections: The Successful Transition from Prekindergarten to Kindergarten. Rutgers University, October, 2009.

Graue, E. (2009). Class size reduction and classroom quality. New York University, April 2009.

Graue, E. (2009). The 'methics' of doing research with children. The inherent link between ethics and methods. Keynote. Early Childhood Music Education Conference, University of Delaware.

Graue, E. (2008). Home-school relations. New York University, April, 2008.

Graue, E. (2007) Square pegs, round holes, and contested agendas: Doing policy relevant research in an era of accountability. A paper presented at Education & Educational Research in an Era of Accountability: Insights & Blind Spots. A conference sponsored by the Department of Educational Policy Studies, Madison WI.

Graue, E. (2006). "How do we know when school reforms result in 'better' schools?" Panel discussion with Harry Brighouse, and Geoffrey Borman sponsored by the Wisconsin Spencer Doctoral Research Program.

Graue, E. (2006) The transformative power of reviewing. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Graue, E. & Oen, D. (2006). Responsive teaching in SAGE classrooms. Presentation at the New Wisconsin Promise Conference, Madison, WI. January 11, 2006.

Graue, M.E. (2004). The answer is readiness, now what is the question? Presentation at the Family Life Conference, Chapel Hill, North Carolina.

Graue, M.E. (2004). Leading edge technology in scholarly research. Education Week panel, Madison, WI.

Graue, M.E. (2004). Teaching in the here & now. Keynote presentation. Launching into Literacy, Madison, WI.

Graue, M.E. (2003). Developmentally responsive practice. Launching into Literacy. Madison, WI.

Graue, M.E. (2003). Readiness, responsiveness, & collaboration. Statewide collaborative planning conference, Madison, WI.

Graue, M.E. (2002). Research on readiness. The Strongest Links conference. Madison. WI

Graue, M.E. (2002). Readiness in context. Ed Week community talk, Madison, WI.

Graue, M.E. (2000). Assessment as action for young children. Early Childhood Summit organized by the Department of Education, Washington, DC.

Graue, M.E. (2000). Time is not always a gift. The problems of retention & redshirting. Grand Rounds, Milwaukee Public Schools. Milwaukee, WI.

Graue, M.E. (2000). Academic redshirting. Fourth annual Wisconsin Center for Education Research Conference for Wisconsin CESAs. Madison WI.

Graue, M.E. (2000). Designing readiness assessment systems: Challenges and opportunities. Panel discussion at the National Summit on School Readiness Assessment, Research Triangle Park, NC.

Graue, M.E. (2000). Ready or not here they come. A talk presented at the annual conference of Satellite Family Childcare, Madison, WI.

Graue, M.E. (1999). Readiness and the case of academic redshirting. A talk presented in the Department of Curriculum & Instruction, University of Illinois, Urbana-Champaign.

Graue, M.E. (1998). Academic redshirting and readiness. A talk presented for the School of Education luncheon series, April, 1998.

Graue, M.E. (1997). Qualitative perspectives on technology--Getting at meaning in instructional contexts. *Proving What Works: A Symposium on Assessing and Evaluating Information Technology for Learning*. Madison, WI.

Graue, M.E. (1997) Through a small window. How standardized testing shapes early childhood research. Umea University, Umea Sweden.

Graue, M.E. (1994). Using qualitative research methods to understand library practices. School of Library Science, University of Wisconsin, January, 1994.

Graue, M.E. (1993). *Assessment in Maths in Context*. Freudenthal Institute, Utrecht, The Netherlands, March, 1993.

Graue, M.E. (1992) Multiage grouping in the primary grades. Madison Metropolitan School District, Nov., 1992

Graue, M.E. (1992). Early childhood assessment and research methodology. At the National Council of State Legislators Seminar on Goal One. Oregon Department of Education, Salem, OR, June, 1992.

Graue, M.E. (1992). Assessment: It's just not testing anymore. At the annual meeting of the Louisiana Association for Children Under Six.. Baton Rouge, LA, October, 1992.

Graue, M.E. (1992). Parents and the transition to school. At the OERI National Policy Forum Strengthening Linkages and the Transition between Early Childhood Education and Early Elementary School. Washington, DC: November, 1992.

Technical Reports

Graue, M.E., Karch, A.S. Romero, C. & Delaney, K.K. (2011) Growing a culture of data use in the Milwaukee Public Schools. Madison WI: Value Added Research Center.

Graue, E., Delaney, K.K., Karch, A.S., & Romero, C. (2010). Data use as reform strategy. Madison: Value-Added Research Center.

Graue, M.E., Rauscher, E., Sherfinski, M., & Karch, A.S. (2009). Supporting synergistic practices in SAGE schools. Madison: Wisconsin Center for Education Research.

Graue, M.E., Rauscher, E. & Sherfinski, M. (2008). SAGE implementation and classroom quality. Madison: Wisconsin Center for Education Research.

Graue, M.E. & Smith, S.Z. (1992). A conceptual framework for instructional assessment. National Center for Research in Mathematical Sciences Education. University of Wisconsin-Madison.

Linn, R.L., Graue, M.E., & Sanders, N.M. (1989). Comparing state and district test results to national norms: The validity that everyone is above average. Center for Student Testing, Evaluation, and Standards, University of California.

Shepard, L.A., Kreitzer, A.E., & Graue, M.E. (1987). A case study of the Texas teacher test: Technical report. (OERI-G-86-003). Los Angeles: Center for Student Testing, Evaluation, and Standards, University of California.

Funded Research

Principal Investigator, Evaluating the Effectiveness of One City Schools: Preparing Children For School Success, a proposal submitted to the Brady Education Foundation, \$502,307

Co-principal Investigator, SLDS Supplement: the Wisconsin Readiness Equity Network. Funded as a subcontract to a grant to DPI from IES, (\$222,824.00)

Supplement requested from DPI (\$220,626)

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

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

Co-Principal Investigator. Professional Development for Culturally Relevant Teaching & Learning in PreK Mathematics. National Science Foundation, 2010-2018 (\$2,180,000)

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).

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)

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. 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. (\$50,000)

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

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

Awards & Honors

Outstanding article award 2015 *Journal of Early Childhood Teacher Education*

Doris Slesinger Award for Female Faculty 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-present.

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

Chair, fall 2014-July 2017

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

Member 1990-present, Chair 2000-2 Elementary area

University Activities

de novo committee considering tenure decision petition, summer 2017-spring 2018

Cluster Hire Selection Committee, fall 2017-present

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

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

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

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

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

Professional Activities

Editorial Board Member 2015-present *Journal of Early Childhood Teacher Education*

2016-present *American Educational Research Journal*.

2018-present *Early Education & Development*

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

Co-editor, on book coming out of American Educational Research Association Small Conference Building Early Childhood Education Research Infrastructure.

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

Member-at-Large, American Educational Research Council 2012-2014.

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

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

Member 2003- 2005 AERA Review of Research award committee

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

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

Associate Editor 1996-1999, Review of Educational Research

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

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.

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

Member 1991-, National Education Goals Panel Technical Planning Subgroup