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Curriculum Vitae

Ronald Gallimore

Education

Ph.D., Northwestern University, Evanston, Illinois, 1964, psychology
M.A., Northwestern University, Evanston, Illinois, 1963, psychology
B.A., University of Arizona, Tucson, Arizona, 1960, education

Current Appointments

Distinguished Professor Emeritus, Department of Psychiatry & Biobehavioral Sciences, UCLA
Affiliated Professor of Psychology & Education, University of Delaware

Psychology License

Licensed Clinical Psychologist (# 4559, inactive), Board of Psychology, State of California

Past Appointments

Distinguished Professor ('01-05); Professor ('77-01); Assoc. Prof. ('71-77), Department of
Psychiatry & Biobehavioral Sciences, & Graduate School of Education University of
California, Los Angeles;

Chief Scientist ('03- '07), LessonLab Research Institute, Santa Monica

Co-Director, Third International Mathematics and Science Study Video Study, National
Center for Educational Statistics, Department of Education, Washington, D.C. (1998-to
2007).

Visiting Professor, Department of Social and Cultural Anthropology, University of Leuven,
Belgium, (1995)

Visiting Scholar, Institute of Education, University of London, England (1980)

Principal Investigator, Kamehameha Early Education Project, Honolulu, Hawaii (1969-1979)

Associate Professor of Psychology and of Anthropology, University of Hawaii (1968-1971)

Research Fellow, Social Science Research Institute, University of Hawaii (1968-1971)

Research Psychologist, Princess Bernice Pauahi Bishop Museum, Honolulu (1966-1968)

Assistant Professor of Psychology, California State University, Long Beach, California (1964-
1966)

Lecturer, Northwestern University, Evanston, Illinois (1963-1964)

Research Associate, Garrett Theological Seminary, Evanston, Illinois (1963-1964)

Clinical Psychology Intern, Metropolitan State Hospital, Norwalk, California (1962-63)

AWARDS

Best Research Award (for studies of teacher collaboration & school learning teams):

LearningForward (formerly National Staff Development Council), 2010 (shared with B. A.
Ermeling, B. Saunders, & C. Goldenberg)

National Center for Educational Statistics, *1999 TIMSS Video Study of Mathematics and
Science Teaching*, 1998-2004 (13,000,000 direct & indirect costs). J. Stigler & R.
Gallimore, PIs)

National Institute of Child Health and Human Development: *The Social Context of
Performance and Competence for Latino Students in High School and Beyond*, 1999-2005
(\$600,000 direct costs).

- National Institute of Child Health and Human Development: *Status and Outcomes for the Lowest Achieving Students in a High Risk Population: Underachieving Latino Adolescents In and Out of School*, 1999-2005 (\$700,000 direct costs).
- Spencer Foundation, *Settings for change: A practical model for linking rhetoric and action to improve achievement of diverse students*, 1997-2001, jointly with CSU, Long Beach and C. Goldenberg and W. Saunders, & R. Gallimore (\$401,752 direct costs).
- Office of Educational Research and Improvement (USDOE) and National Center for Education, Diversity, and Excellence, 1996-2001, UC Santa Cruz, *Assisting Transition: Instructional and School-Wide Factors to Support Latino Students' Transition from Spanish to English Instruction*, jointly with CSU, Long Beach, C. Goldenberg and W. Saunders, and R. Gallimore (\$545, 000 direct costs).
- MacArthur Foundation, *Immigrant Latino Children's Pathways Through Middle Childhood*, 1995-1996 (\$70,000 direct costs).
- National Institute of Child Health and Human Development: *The Social Context of Competence & Performance of Hispanic Children at Risk for Educational Delay* 1994-1999 (\$850,000 direct costs).
- Grawemeyer Award (1993) for the book *Rousing Minds to life* (Cambridge University Press), Gawemeyer Foundation, University of Louisville (with R. Tharp).
- Albert J. Harris Award (1993) for the article "Local knowledge, research knowledge, and educational change: A case study of early Spanish reading improvement." *Educational Researcher*, 20, 8, 20, 8, 2-14, International Reading Association (with C. Goldenberg).
- Spencer Foundation, *Research/Practice Nexus: The Case of Home and School Effects on Latino Students' Academic Achievement*, 1992-1995 (\$300,000 direct costs; with C. Goldenberg).
- Presidential Research Recognition Award, 1991, University of California Office of the President, School Improvement program.
- National Institute of Child Health and Human Development, *Renewal of Ecocultural Opportunities and Family Accommodation to DD Children*, 1991-1996 (\$1,300,000 direct costs).
- National Institute of Child Health and Human Development, *Ecocultural Opportunities and Family Accommodation to DD Children*, 1986-1990 (\$728,000 direct costs).
- U.S. Office of Education: *Literacy Development of Spanish-Speaking Students*, 1991-1993 (with C. Goldenberg, \$173,148).
- University of California Linguistic Minority Project: *The Early Literacy Development of Latino Children* 1989-1992 (with C. Goldenberg, \$110,000).
- University of California Presidential Award. *Meeting the Language Arts Challenge for Language Minority Children: Teaching and Learning in a New Key*. 1989-1990 (with C. Goldenberg; \$28,000).
- University of California Presidential Award. *The Improvement of the Academic Performance of At-risk Hispanic Students*. 1988-1989 (\$52,000.00).
- National Institute of Child Health and Human Development: *The Social Context of Competence & Performance of Hispanic Children at Risk for Educational Delay* 1989-1995 (\$414,000 direct costs).
- Spencer Foundation, *The social context of emergent Spanish literacy among Hispanic children*, 1988-1992 (\$256,000 direct costs).
- University of California Linguistic Minority Project: *The Accommodation of Instruction to Cultural Differences*, 1986-1987 (\$17,000 direct costs).

National Institute of Child Health and Human Development: *Family Accommodation to DD Children: Interaction, Language, Cognition, and Schooling*, 1985-1988 (\$518,000 direct costs).

Princess Bernice Pauahi Bishop Estate: *Kamehameha Early Education Project*, 1969-1979 (\$6,000,000 direct costs).

Castle Foundation: *Survey of Hawaiian School Problems*, 1969-1971 (\$20,000 direct costs)

National Science Foundation: *Hawaiian Achievement Motivation and School Performance*, 1970-1972 (\$25,000 direct costs).

National Institute of Mental Health: *Hawaiian Community Research Project*, 1968-1970 (\$180,000 direct costs, Co-PI, Alan Howard, PI).

Public Health Service Fellowship, 1960-1962, Department of Psychology, Northwestern University.

REA Undergraduate Scholarship, 1958, University of Arizona.

Articles, Chapters, and Books

2015

Ermeling, B.A., Hiebert, J. & Gallimore, R. (2015). "Best practice" — The enemy of better teaching. *Educational Leadership*. 72(8), 48-53

Ermeling, B.A. & Gallimore, R. (2014/2015). Close-to-practice learning. *Educational Leadership*. 72(4), 55-60. Open access at http://www.ascd.org/publications/educational_leadership/dec14/vol72/num04/Close-to-Practice_Learning.aspx

2014

Gallimore, R., Hiebert, J., & Ermeling, B. (2014). Rich Classroom Discussion: One Way, Not *The Way* to Get Rich Learning. *Teachers College Record*, Date Published: October 17, 2014.

Gallimore, R. & Hiebert, J. (2014). Red Flags on the road to Common Core State Standards Reform. *Teachers College Record*, Date Published: February 28, 2014 <http://www.tcrecord.org> ID Number: 17451.

Gallimore, R. (2014). Commentary: Coach John Wooden's Pyramid of Success: A Comparison to the Sport Psychology Literature. *International Journal of Sports Science & Coaching*, 9, 1, 103-105.

2013

Gallimore, R., Gilbert, W., & Nater, N. (2013). Reflective Practice and Ongoing Learning: A Coach's Ten Year Journey. *Reflective Practice: International and Multidisciplinary Perspectives*, DOI: 10.1080/14623943.2013.868790

Ermeling, B. A. & Gallimore, R. (2013). Learning to be a community: Schools need adaptable models to create successful programs. *Journal of Staff Development*, 34, 2, 43-45

2012

Gallimore, R., Ermeling, B. A., & Nater, S. (2012). Timeless Lessons. *Athletic Management*, XXIV, 2, , 43-47.

Gallimore, R., Ermeling, B. A. (2012). Why durable teaching changes are elusive and what might we do about it. *Journal of Reading Recovery*, 12(1), 41-53.

2010

Gallimore, R. & Ermeling, B. A. (2010, April 14). Five Keys to Effective Teacher Learning Teams. *Education Week*, 29, 29. Retrieved from

www.edweek.org/ew/articles/2010/04/13/29gallimore.h29.html (Reprinted as Cinco claves para equipos de aprendizaje eficaces, in *Sinéctica: revista electrónica de educación*.)

Gilbert, W., Nater, S., Swik, M., & Gallimore, R. (2010). The Pyramid of Teaching Success in Sport: Lessons learned from applied science and effective coaches. *Journal of Sport Psychology in Action*, 1, 86-94.

2009

Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher Education Implications of School-based Inquiry Teams. *Elementary School Journal*, 109, 5, 537-553. Reprinted in T. G. Carroll, K. Fulton, & H. Doerr (2010). *Teach up for 21st century teaching and learning: what research and practice reveal about professional learning*. Washington, D.C.: National Commission on Teaching and America's Future.

Gilbert, W., Gallimore, R., & Trudel, P. (2009). A learning community approach to coach development in youth sport. *Journal of Coaching Education* 2(2), 1-21.

Saunders, W., Goldenberg, C. , & Gallimore, R. (2009) Increasing achievement by focusing grade level teams on improving classroom learning: A Prospective, Quasi-experimental Study of Title 1 Schools. *American Educational Research Journal*, 46, 4, 1006-1033.

2008

Givvin, K., Santagata, R., & Gallimore, R. (2008). The roles of pedagogical skill and teacher content knowledge in the American vision of teaching effectiveness. In S. Mathison & E. W. Ross (Eds.) *Battleground Schools* (pps. 616-622). Westport: Greenwood Press.

2007

Gallimore, R., Ermeling, B.A., & Saunders, W.M. (2007). Everyone needs to be part of a professional learning team: Classroom teachers, district administrators, and state leaders. *Innovation Quarterly*, 2(3), 8-7.

Gallimore, R. (2006, March 1). What John Wooden Can Teach Us: Was the 'greatest coach of the 20th century' a crafty wizard, or a master teacher? *Education Week*, 25, 25, 30.

Gallimore, R. & Santagata, R. (2006). Researching teaching: The problem of studying a system resistant to change. In R. R. Bootzin & P. E. McKnight (Eds.). *Strengthening Research Methodology: Psychological Measurement and Evaluation* (pps. 11-28) Washington, D.C.: APA Books.

Lopez, E. M., Gallimore, R. Garnier, H., & Reese, L.J. (2007). Preschool Antecedents of Mathematics Achievement of Latinos: The Influence of Family Resources, Early Literacy Experiences, and Preschool Attendance. *Hispanic Journal of Behavioral Sciences*, 29, 456-471.

2006

Lopez, E., Wishard, A., Rivera, W., & Gallimore, R. (2006). Latino high school students' perceptions of gangs and crews: Gender and achievement factors. *Journal of Adolescent Research*, 21, 299-318.

Roth, K. J., Druker, S. L., Garnier, H. E., Lemmens, M., Chen, C., Kawanaka, T., Rasmussen, Trubacova, S., Warvi, D., Okamoto, Y., Gonzales, P., Stigler, J., & Gallimore, R. (2006). *Teaching Science in Five Countries: Results From the TIMSS 1999 Video Study*. (NCES 2006-011). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

2005

- Gallimore, R. (2005). Behavior Change in the Natural Environment: Everyday Activity Settings as a Workshop of Change. In C. O'Donnell & L. Yamauchi (Eds.). *Culture and context in human behavior change: Theory, research, and applications* (pps. 207-231). New York: Peter Lang.
- Givvin, K. B., Hiebert, J., Jacobs, J., Hollingsworth, H., & Gallimore, R. (2005). Are there national patterns of teaching? Evidence from the TIMSS 1999 Video Study. *Comparative Education Review*, 49, 3, 311-343.
- Goldenberg, C., Gallimore, R., & Reese, L. (2005). Using Mixed Methods to Explore Latino Children's Literacy Development. In T. S. Weisner, Ed. *Discovering Successful Pathways in Children's Development: New Methods in the Study of Childhood and Family Life* (pps.21-46). Chicago: University of Chicago Press.
- Hiebert, J., Stigler, J. W., Jacobs, J. K., Givvin, K. B., Garnier, H., Smith, M., Hollingsworth, H., Manaster, A., Wearne, D., & Gallimore, R. (2005). Mathematics teaching in the United States today (and tomorrow): Results from the TIMSS 1999 Video Study. *Educational Evaluation and Policy Analysis*, 27, 111-132.
- Nater, S. & Gallimore, R. (2005). *You haven't taught until they have learned: John Wooden's teaching principles and practices*. Morganstown, West Virginia: Fitness International Technology, Inc.
- Reese, L. J., Gallimore, R. & Guthrie, D. (2005). Reading Trajectories of Immigrant Latino Students in Transitional Bilingual Programs. *Bilingual Research Journal*, 29, 3, 679-697.
- Santagata, R., Gallimore, R., & Stigler, J. (2005). The use of video for teacher education and professional development: Past experiences and future directions. In C. Vrasidas & G.V. Glass (Eds.) *Preparing Teachers to Teach with Technology: Current Perspectives on Applied Information Technologies* (pps.151-167). Greenwich, CT: Information Age Publishing.
- Zarate, E., & Gallimore, R. (2005). Gender difference in factors leading to college enrollment: A longitudinal analysis of Latina and Latino students. *Harvard Educational Review*, 75, 4, 383-408.
- 2004**
- Gallimore, R. & Tharp, R. (2004). What a Coach Can Teach A Teacher 1975–2004: Reflections and Reanalysis of John Wooden's Teaching Practices. *The Sport Psychologist*, 18, 2, 119-137.
- 2003**
- Gallimore, R. & Stigler, J. (2003, January-March). LessonLab: Evolving Teaching into a Profession. *TechKnowLogia*, 5, 1, 32-43. Retrieved Dec 11 2013
http://www.techknowlogia.org/TKL_active_pages2/CurrentArticles/main.asp?IssueNumber=19&FileType=PDF&ArticleID=462
- Gallimore, R. & Stigler, J. (2003). Closing the Teaching Gap: Assisting Teachers Adapt to Changing Standards and Assessments. In C. Richardson, Ed., *Whither Assessment* (25-36). London, England: Qualifications and Curriculum Authority.
- Hiebert, J., Gallimore, R., & Stigler, J. (2003). New heroes of the teaching profession. *Education Week*, 23 (10), 56. (Reprinted under title Opening Classroom Doors, in *American Educator*, 2004, 28, 1, 28).
- Hiebert, J., Gallimore, R., Garnier, H., Givvin, K. B., Hollingsworth, H., Jacobs, J., Chui, A. M.-Y., Wearne, D., Smith, M., Kersting, N., Manaster, A., Tseng, E., Etterbeek, W., Manaster, C., Gonzales, P., & Stigler, J. W. (2003). Understanding and improving mathematics teaching: Highlights from the TIMSS 1999 Video Study. *Phi Delta Kappan*, 84 (10), 768-775.

Hiebert, J., Gallimore, R., Garnier, H., Givvin, K.B., Hollingsworth, H., Jacobs, J., Chui, A. M., Wearne, D., Smith, M., Kersting, N., Manaster, A., Tseng, E., Etterbeek, W., Manaster, C., Gonzales, P., & Stigler, J. (2003). *Teaching mathematics in seven countries: Results from the TIMSS 1999 Video Study*. NCEES (2003-013). U.S. Department of Education. Washington DC: National Center for Education Statistics.

Jacobs, J., Garnier, H., Gallimore, R., Hollingsworth, H., Givvin, K. B., Rust, K., Kawanaka, T., Smith, M., Wearne, D., Manaster, A., Etterbeek, W., Hiebert, J., & Stigler, J. (2003). *TIMSS 1999 Video Study Technical Report: Volume 1: Mathematics Study*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Reese, L.J., Gallimore, R., & Zarate, E. (2003,). To be an American: Ethnic Identity, Biculturalism, and Citizenship among Second-Generation Immigrant Latino Youth. *Kolor: Journal on Moving Communities*, 3, 1, 3-14.

2002

Gallimore, R. & Lopez, E. (2002). Everyday routines, human agency, and ecocultural context: Construction and maintenance of individual habits. *The Occupational Therapy Journal of Research*, 22, Winter, Supplement 1, 70S-77S.

Hiebert, J., Gallimore, R., & Stigler, J. (2002). A Knowledge Base for the Teaching Profession: What Would It Look Like, and How Can We Get One? *Educational Researcher*, 31, 5, 3-15.

2001

Gallimore, R. & Goldenberg, C. (2001). Analyzing cultural models and settings to connect minority achievement and school improvement research. *Educational Psychologist*, 36, 1, 45-56.

Goldenberg, C. N., Gallimore, R., Reese, L. J., & Garnier, H. (2001). Cause or effect? A longitudinal study of immigrant Latinos' parents aspirations and expectations and their children's school performance. *American Educational Research Journal*, 38, 3, 547-582.

2000

Feiler, R. & Heritage, M. and Gallimore, R. (2000, April). Teachers leading teachers. *Educational Leadership*, April, 2000, V57(N7):66-69.

Keogh, B. K, Garnier, H. E., Bernheimer L. P., & Gallimore, R (2000). Models of child-family interactions for children with developmental delays: Child-driven or transactional? *American Journal of Mental Retardation*, 105, 1,32-46

Reese, L. J. & Gallimore, R. (2000). Immigrant Latinos' cultural model of literacy development: An evolving perspective on home-school discontinuities. *American Journal of Education*, 108, 2, 103-134.

Reese, L., Garnier, H., Gallimore, R., & Goldenberg, C. (2000). Longitudinal analysis of the antecedents of emergent Spanish literacy and middle-school English reading achievement of Spanish-speaking students. *American Educational Research Journal*, 37, 3 , 633-662.

Reese, L., Kroesen, K. & Gallimore, R. (2000). Agency and school performance among urban Latino youth. In R. D. Taylor & M. C. Wang (Eds.), *Resilience Across Contexts: Family, Work, Culture and Community* (pp. 295-332). Mahwah, NJ: Erlbaum & Associates.

Stigler, J. W., Gallimore, R. & Hiebert, J. (2000). Using video surveys to compare classrooms and teaching across cultures: Examples and lessons from the TIMSS video studies. *Educational Psychologist*, 35(2), 87-100.

1999

- Gallimore, R. (1999). Three parallels between the development of special education and the career of Professor Keogh. In R. Gallimore, et al. (Eds.), *Developmental Perspectives on High Incidence Handicapping Conditions Papers in Honor of Barbara K. Keogh*, 3-13. Mahwah, NJ: Erlbaum & Associates
- Gallimore, R. & Reese, L. J. (1999). Mexican immigrants in urban California: Forging adaptations from familiar and new cultural resources. In M. C. Foblets & C. L. Pang (Eds.), *Culture, Ethnicity and Immigration. In honor of Prof. E. Roosens* (pp. 245-263). Leuven, Belgium: ACCO.
- Gallimore, R. Bernheimer, L. & Weisner, T. (1999). Family life is more than managing crisis: Broadening the agenda of research on families adapting to childhood disability. In R. Gallimore, et al. (Eds.), *Developmental Perspectives on High Incidence Handicapping Conditions Papers in Honor of Barbara K. Keogh*, 55-80. Mahwah, NJ: Erlbaum & Associates.
- Gallimore, R., Bernheimer, L., MacMillan, D., Speece, D., & Vaughn, S. (Eds.). (1999). *Developmental Perspectives on High Incidence Handicapping Conditions Papers in Honor of Barbara K. Keogh*. Mahwah, NJ: Erlbaum & Associates.
- Gallimore, R., Keogh, B. K., & Bernheimer, C. (1999). The nature and long-term implications of early developmental delays: A summary of evidence from two longitudinal studies. *International Review of Research in Mental Retardation*, 22, 105-135.
- Reese, L., Gallimore, R., & Goldenberg, G. (1999). Job-required literacy, home literacy environments, and school reading: Early literacy experiences of immigrant Latino children. In J. G. Lipson & L. A. McSpadden (Eds.), *Negotiating Power and Place at the Margins: Selected Papers on Refugees and Immigrants, Vol. VII*, (pp. 232-269). Washington, DC: American Anthropological Association.
- 1998**
- Clare, L. A., Garnier, H., & Gallimore, R. (1998). Parent developmental expectations and child characteristics: A longitudinal study of children with developmental delays and their families. *American Journal of Mental Retardation*, 103, 2. 117-129.
- Keogh, B. K., Bernheimer, L. P., Gallimore, R., & Weisner, T. S. (1998). Child and family outcomes over time: A longitudinal perspective on developmental delays. In M. Lewis & C. Feiring (Eds.), *Families, Risk, and Competence* (pp. 269-287). Mahwah, NJ: Lawrence Erlbaum.
- Kroesen, K., Reese, L. & Gallimore, R. (1998). Navigating multiple worlds: Latino children becoming adolescents in Los Angeles. In C. A. Mortland (Ed.), *Diasporic Identity (Selected Papers on Refugee and Immigrant Issues, Volume 6)*. Washington, DC: American Anthropological Association.
- Reese, L. J., Kroesen, K., Gallimore, R. (1998). *Cualitativos y cuantitativos, no cualitativos vs. cuantitativos*. En R. Mejía Arauz y S. A. Sandoval (Eds.), *Tras las vetas de la investigación cualitativa: Perspectivas and acercamientos desde la práctica* (pp. 39-75). Tlaquepaque, Mexico: Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO).
- Tharp, R. G. & Gallimore, R. (1998). A Theory of teaching as assisted performance. In P. Light & D. Faulkner (Eds.), *Learning Relationships in the Classroom, Ch. 5*. London: Routledge. [Reprinted from: Tharp, R. & Gallimore, R. (1991). A theory of teaching as assisted performance. In P. Light, S. Sheldon, & M. Woodhead (Eds.), *Learning to think: Child development in social context, Vol. 2.*, 42-61. London: Routledge].

1997

Keogh, B. K., Gallimore, R., & Weisner, T. S. (1997). A sociocultural perspective on learning and learning disabilities. In A. Artiles & S. Trent (Eds.), *Learning Disabilities Research & Practice* (special issue on culture and diversity) 12, 2, 107-113.

Schneider, P., Weisner, T. S., & Gallimore, R. (1997). Family and child factors contributing to "successful storytime interactions" with children with developmental delays. *Developmental Disabilities Bulletin*, 25 (2), 32-49

1996

Gallimore, R. (1996). Classrooms are just another cultural activity. In D. Speece & B. Keogh (Eds.), *Research on Classroom Ecologies: Implications for Children with Learning Disability* (pp. 229-250). Mahwah, NJ: Lawrence Erlbaum.

Gallimore, R., Coats, J. J., Weisner, T. S., Garnier, H. E. & Guthrie, D. (1996). Family responses to children with early developmental delays II: Accommodation intensity and activity in early and middle childhood. *American Journal on Mental Retardation*, 101, 33, 215-232.

Gallimore, R. & Goldenberg, C. (1996). Accommodating cultural differences and commonalities in educational practice. *Journal of Multicultural Education*, 4, 1, 16-19.

1995

Clare, L., Gallimore, R., & Patthey-Chavez, G. P. (1995). Using moral dilemmas in children's literature as a vehicle for moral education and teaching reading comprehension. *Journal of Moral Education*, Vol. 25, No. 3, 325-341.

Goldenberg, C. N. & Gallimore, R. (1995). Immigrant Latino parents' values and beliefs about their children's education: Continuities and discontinuities across cultures and generations. In P. Pintrich & M. Maehr (Eds.), *Advances in Motivation and Achievement* (Vol. 9, pp. 183-227). Greenwich, CT: JAI Press.

Reese, L., Balzano, S., Gallimore, R., & Goldenberg, C. (1995). The concept of *Educación*: Latino family values and American schooling. *International Journal of Educational Research*, 23, 1, 57-81. (Reprinted in J. Q. Adams & J. R. Welsch, Eds. (1999) *Cultural Diversity: Curriculum, Classroom, and Climate*. Illinois Staff and Curriculum Developers Association.)

Reese, L., Goldenberg, C. N., Loucky, J., & Gallimore, R. (1995). Ecocultural context, cultural activity, and emergent literacy of Spanish-speaking children. In S.W. Rothstein (Ed.), *Class, Culture and Race in American Schools: A Handbook* (pp. 199-224). Westport, CT: Greenwood Press.

1994

Gallimore, R. (1994). Commentary on commissioned paper by S. Fawcett, A., Paine, V. Francisco, K. Richter, & R. Lewis entitled *Conducting Preventive Interventions for Community Mental Health*. In P. J. Mrazek & R. J. Haggerty (Eds.), *Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research*. Washington, DC: National Academy Press.

Weisner, T. S. & Gallimore, R. (1994). Ecocultural studies of families adapting to childhood developmental delays: Unique features, defining differences, and applied implications. In M. Leskinen (Ed.), *Family In Focus: New Perspectives On Early Childhood Special Education* (pp. 11-25). University of Jvaskyla, Finland: Studies in Education, Psychology, and Social Research, 108.

1993

Gallimore, R. & Goldenberg, C. N. (1993). Activity settings of early literacy: home and school factors in children's emergent literacy. In E. Forman, N. Minick, & C. A. Stone (Eds.), *Contexts for Learning: Sociocultural Dynamics in Children's Development* (pp. 315-335). Oxford: Oxford University Press.

Gallimore, R., & Kaufman, S. Z. (1993). Clinical child assessment in a family context: A four-group typology of family experiences with young children with developmental delays. *Journal of Early Intervention, 17*, 3, 253-269.

Gallimore, R., Goldenberg, C., & Weisner, T. (1993). The social construction and subjective reality of activity settings: Implications for community psychology. *American Journal of Community Psychology, 21*, 44, 537-559.

Gallimore, R., Weisner, T. S., Guthrie, D., Bernheimer, L. P., & Nihira, K. (1993). Family responses to young children with developmental delays: Accommodation activity in ecological and cultural context. *American Journal of Mental Retardation, 98*, 2, 185-206.

1992

Gallimore, R. & Goldenberg, C. N. (1992). Mapping teachers' zones of proximal development: A Vygotskian perspective on teaching and teacher education. In F. Oser, A. Dick, and J. L. Patry (Eds.), *Responsible and Effective Teaching*, (pp. 203-221). San Francisco: Jossey-Bass.

Gallimore, R., Tharp, R. G. & John-Steiner, V. (1992). The developmental and sociocultural foundations of mentoring. Columbia University, New York. New York: Inst. for Urban Minority Education. (ERIC Document Reproduction Service No. ED 354 292).

Goldenberg, C., Reese, L., & Gallimore, R. (1992). Context effects on the use of early literacy materials in Spanish-speaking children's homes. *American Journal of Education, 100*, 4, 497-536.

1991

Goldenberg, C. N. & Gallimore, R. (1991). Changing teaching takes more than a one-shot workshop. *Educational Leadership, 49*, 13, 69-72.

Goldenberg, C. N. & Gallimore, R. (1991). Local knowledge, research knowledge, and educational change: A case study of early Spanish reading improvement. *Educational Researcher, 20*, 8, 2-14.

Schneider, P., Gallimore, R., & Hyland, J. (1991). Assisting narrative performance in two eight grade classrooms. *The International Journal of Dynamic Assessment and Instruction, 2*, 1, 14-28.

Tharp, R. G. & Gallimore, R. (1991). A theory of teaching as assisted performance. In P. Light, S. Sheldon, & M. Woodhead (Eds.), *Learning to Think. Child Development in Social Context, Vol. 2.*, (pp. 42-61). London: Routledge.

1990

Bernheimer, L. P., Gallimore, R., & Weisner, T. S. (1990). Ecocultural theory as a context for the individual family service plan. *Journal of Early Intervention, 14* (3), 219-233.

Gallimore, R. & Tharp, R. G. (1990). Teaching mind in society: Teaching, schooling, and literate discourse. In L. C. Moll, Ed. *Vygotsky and Education: Instructional Implications and Applications of Sociocultural Psychology*. Cambridge: Cambridge University Press, 175-205. [Reprinted in P. Lloyd & C. Fernyhough (Eds.), *Lev Vygotsky: Critical Assessments*. London: Routledge 1998].

1989

Gallimore, R., Tharp, R. G. & Rueda, R. (1988). The social context of cognitive functioning in the lives of mildly handicapped individuals. In D. Sugden (Ed.), *Cognitive Approaches in Special Education* (pp. 51-81). London: The Falmer Press.

Gallimore, R., Weisner, T. S., Kaufman, S. Z. & Bernheimer, L. P. (1989). The social construction of ecocultural niches: Family accommodation of developmentally delayed children. *American Journal of Mental Retardation*, 94, 3, 216-230.

Goldenberg, C. N. & Gallimore, R. (1989). Teaching California's diverse student population: The common ground between educational and cultural research. *California Public Schools Forum*, 3, Autumn, 41-56.

Tharp, R. G. & Gallimore, R. (1989). Rousing schools to life. *American Educator*, June 20-25; 46-52.

1988

Tharp, R. G. & Gallimore, R. (1988) *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context*. Cambridge: Cambridge Univ. Press.

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