

Rebecca Reed Perry, Ph.D.

PROFESSIONAL PREPARATION

Massachusetts Institute of Technology Cognitive Science B.S., 1986
Stanford University Ed. Admin. and Policy Analysis Ph.D., 1997
Minor: Organizational Theory

APPOINTMENTS

2000-present Senior Research Associate, Mills College School of Education,
Oakland, CA
1995-2008 Evaluator/ Consultant, diverse sites and projects including: Leadership for
Equity and Excellence in Mathematics and Science, Emery Unified School
District; Quality Content Teaching, University of Oregon; San Mateo-
Foster City School District; Noyce Foundation coaching collaborative;
Center for Collaborative Change, San Francisco.
1997-2000 Research Associate, RPP International, Emeryville, CA
1996-1997 Policy Analyst, Social Policy Research Associates, Menlo Park, CA
1990-1996 Research Assistant, Center for Research on the Context of Teaching,
Stanford University, Stanford, CA
1992-1994 Research Assistant, Pew Forum on Education Reform, Stanford University,
Stanford, CA
1991-1992 Intern, Rand Corporation, Washington, DC
1987-1990 Research Associate, Research Communications Ltd., Chestnut Hill, MA

GRANTS (WITH C. LEWIS)

2007-2011 U.S. Education Department, Institute of Education Sciences, Teacher
Quality (\$1,997,590), “Improving the Mathematical Content Base of
Lesson Study”
2006-2009 National Science Foundation, Research and Evaluation on Education in
Science and Engineering (REESE) (\$999,861), “Building a Knowledge
Base for Teaching: Design and Test of Research-Based Toolkits for
Mathematics Lesson Study”
2003-2007 National Science Foundation, Research Evaluation, and Communication
(REC) (\$1,544,913), “Lesson Study: Case Studies of an Emerging
Reform”
2005-2007 MacArthur Network on Teaching and Learning and the Spencer
Foundation (\$40,000 sub-grant), “Producing Usable Knowledge for the
Improvement of Educational Knowledge” (M.K. Stein & C. Coburn, PIs)

CLOSELY RELATED PUBLICATIONS

2008 Perry, R. & Lewis, C. What is successful adaptation of lesson study in the U.S.?
Journal of Educational Change. (Published online 14 March, 2008). doi:
10.1007/s10833-008-9069-7

- 2008 Perry, R. & Lewis, C. (2008, accepted). Building demand for research through lesson study. In M. K. Stein & C. Coburn (Eds.) *Research and practice in education: Building alliances, bridging the divide*. Lanham, MD: Rowman & Littlefield Publishing Group.
- In press Lewis, C., Perry, R., & Friedkin, S. Lesson study as action research. In B. Somekh & S. Noffke (Eds.). *Handbook of educational action research*. London, UK: Sage Publications.
- 2006 Lewis, C., Perry, R., Hurd, J., & O'Connell, M.P. (2006). Lesson study comes of age in North America. *Phi Delta Kappan*, 88(4), 273-281.
- 2006 Lewis, C., Perry, R. & Murata, A. How Should Research Contribute to Instructional Improvement? The Case of Lesson Study. *Educational Researcher*, 35:3, 3-14.
- 2004 Lewis, C., Perry, R. & Hurd, J. A deeper look at lesson study. *Educational Leadership*, 61:5, 18-23.
- 2004 Murata, A., Lewis, C., & Perry, R. Teacher learning and lesson study: Developing efficacy through experiencing student learning. In D. McDaugall (Ed.), *Proceedings of the twenty- sixth annual meeting of North American Chapter of the International Group of the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Under review Lewis, C., Perry, R., & Hurd, J. Learning through lesson study: A multi-tier case. Submitted to *Journal for Mathematics Teacher Education*, 10/08.

OTHER SIGNIFICANT PUBLICATIONS

- 2000 RPP International (Berman, P., Nelson, B., Perry, R., Silverman, D., Solomon, D., Kamprath, N.). *The State of Charter Schools 2000: Fourth year report of the National Study of Charter Schools*. Office of Educational Research and Improvement, U.S. Department of Education.
- 1999 RPP International (Nelson, B., Berman, P., Ericson, J., Kamprath, N., Perry, R., Silverman, D, Solomon, D.,) *The State of Charter Schools 1999: Third year report of the National Study of Charter Schools*. Office of Educational Research and Improvement, U.S. Department of Education.

MAJOR PRESENTATIONS

- 2005 Perry, R. & Lewis, C. *The "sandwich" approach to professional development: teacher knowledge creation through lesson study*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.
- 2004 Perry, R., Leer, M. & Lewis, C. *What can we learn from lesson study debriefing sessions?* Paper presented at the annual National Council of Teachers of Mathematics Research Pre-session, Philadelphia, PA.
- 2004 Lewis, C., Perry, R., & Murata, A. *What counts as evidence of learning from practice? Collaborative critique of lesson study research methods*. Paper

- presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- 2003 Perry, R., & Lewis, C. *Teacher-initiated lesson study in a Northern California district*. Paper presented at the annual National Council of Teachers of Mathematics Research Pre-session, San Antonio, TX.
- 2003 Perry, R., Tucher, P., & Lewis, C. *Lesson study in preservice education: exploration of four program models*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 2003 Perry, R., Lewis, C., & Murata, A. *Lesson study and teachers' knowledge development: Collaborative critique of a research model and methods*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 2003 Lewis, C., & Perry, R., *What are the essential elements of lesson study? Perspectives from programs in three regions of the United States*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 2002 Perry, R., Lewis, C. & Akiba, M. *Lesson study in the San Mateo - Foster City school district*. Paper presented at the American Educational Research Association, New Orleans, LA.

SERVICE

- 2005 Interagency Educational Research Initiative (IERI) invited conference on Guidelines for Video Research in Education, Washington, DC
- 2003 NSF Proposal Review Panel, Division of Research, Evaluation, and Communication, Washington, DC
- Ongoing American Educational Research Association Annual Meeting Proposal Review Panel, Division K
- Ongoing Review Panel, Journal for Mathematics Teacher Education
- Ongoing Review Panel, Journal for Research in Mathematics Education

GRADUATE ADVISORS

Milbrey McLaughlin, Joan Talbert, and Edward Haertel, Stanford University