

### Kridel and Yell Named to Chaired Professorships

Two senior Department of Educational Studies faculty members, Craig Kridel and Mitchell Yell, were named as chaired professors this Summer. Kridel is the E. Smythe Gambrell Chair and Yell's appointment is as the Fred and Francis Lester Chair. Both professors serve a five year term and the appointment is renewable. Kridel's appointment comes in his 24<sup>th</sup> year at the University of South Carolina, Yell has been on the faculty for 15 years. Each professor has an exemplary history of scholarship, teaching, and service. Below are short academic vignettes of Kridel and Yell.

Craig Kridel



Over the past 25 years Professor Kridel has developed a national reputation with his scholarship and organizational work in the areas of curriculum, biographical research, teacher education, and history of education. In curriculum, he served as president of the Society for the Study of Curriculum History (SSCH) and as Program Chair of American Educational Research Association (AERA) Division B, Curriculum Studies. He was also elected into the Professors of Curriculum, an honorary organization of the 100 leading professors of curriculum in the United States. As president of the SSCH, Kridel edited the book *Curriculum History* and later co-edited *The American Curriculum*, a publication which received the *Choice Magazine* Book of the Year Award. Kridel serves on the Advisory Board of the *Journal of Curriculum Theorizing* and as columnist for the *Journal of Curriculum Theorizing*. In addition, he recently completed work as Consulting Editor for the Sage/AERA *Handbook of Curriculum and Instruction*. Kridel has become a regular spokesperson for analyzing the state of the field and the future of curriculum studies, delivering AERA Division B keynote addresses in 2003 and 2005. All of this has led to his most significant role in the field of curriculum: serving as senior editor of the (in-development) Sage *Encyclopedia of Curriculum Studies* in what will serve as a defining reference work for the field of curriculum.

Professor Kridel is responsible for bringing biographical scholarship into the field of education. He founded the Biographical Research Special Interest Group (SIG) of AERA and served as its coordinator and newsletter editor for 17 years. He prepared the first textbook/primer of biography in education, *Writing Educational Biography*. The book received the AERA Biographical Research SIG Book Award. He also served as the Associate Editor of the *Macmillan Encyclopedia of Education* where he introduced, organized, and edited over 300 biographical entries for what is considered the most important encyclopedia in the field of education. In the area of teacher education, Kridel founded the journal *Teaching Education*, receiving the Educational Press Association of America Distinguished Achievement Award and congratulations from the leading figures in education—Ralph Tyler, Ernest Boyer and others. He

also edited *Teachers and Mentors* (with a foreword written by Boyer) which received the American Association of Colleges for Teacher Education (AACTE) Book of the Year Award.

In history of education, Kridel served on the Advisory Board of the *History of Education Quarterly*, the Board of Directors of the John Dewey Society, and the Executive Board of the Professors of Education. He has also been awarded a number of research grants, including recent support from the Spencer Foundation to study black progressive high schools from the 1940s. Finally, Kridel's work as curator of the Museum of Education has included the publication of *Books of the Century*, a catalog featured as the "end of the 20th century commentary" in *Education Week* as well as a year-long column in *Educational Leadership*.

Craig Kridel's most important scholarship is his recent book with Robert Bullough, *Stories of the Eight-Year Study* (with a foreword written by John Goodlad). David Tyack of Stanford University has described the book as a "Skillful blending of intellectual history with biographies of leaders in reform, giving a balanced and persuasive account of the aims and achievements of progressive pedagogy at that time. The issues raised about collaboration in reform, belief in democracy, trust in teachers, and faith in inquiry have powerful echoes in policy debates today."

### Mitchell Yell



Mitchell Yell is a professor in the special education program at the University of South Carolina and he directs the teacher training program in emotional and behavior disorders (EBD). Additionally, he co-directs a personnel preparation grant and leadership training grant that are both funded by the U.S. Department of Education's Office of Special Education Programs. He also directs a grant to develop an instrument to evaluate the quality of Individualized Education Programs (IEP). The IEP grant is funded by the Institute of Education Sciences in the U.S. Department of Education.

Professor Yell's research interests include legal issues in special education, research-based practices in classrooms, positive behavior support and progress-monitoring procedures with students who have emotional and behavioral disorders. His legal

research includes the second edition of the textbook, *The Law and Special Education*, which was published by Pearson/Prentice Hall/Merrill Fall 2006. Yell recently wrote a student enrichment text titled *No Child Left Behind: A Guide for Practitioners* for Pearson/Prentice Hall/Merrill with University of South Carolina colleague Erik Drasgow. At the present time Yell is working on a textbook entitled *The Special Education Law Research Book: Developing Educationally Appropriate and Legally Correct Special Education Programs* to be published by Sopris West. Professor Yell's legal research extrapolates principles derived from legislation and litigation and applies the principles to the development of special education policies and procedures in schools.

Mitchell Yell's scholarship on classroom practices includes a forthcoming book with Drasgow titled *Educating Students with Emotional and Behavioral Disorders: Using Evidence-based Practices in General and Special Education Classrooms*. The book is being published by Pearson/Prentice Hall/Merrill. He also has two books under contract with Allyn and Bacon. The working title of the first book is *Nature and Characteristics of Children and Youth with Emotional and Behavioral Disorders*. The second textbook will be titled *A Teacher's guide to preventing problem behaviors in the classroom*. In addition, Professor Yell was the lead author of the South Carolina State Improvement Grant, which was funded by the Office of Special Education Programs for \$6.5 million for 5 years. The primary purpose of this grant was to introduce evidence-based practices in early reading intervention and behavior interventions and support into South Carolina's schools and to ensure that these practices are sustained.

Professor Yell has 75 publications in peer-reviewed journals and 12 book chapters. He has been awarded \$3.5 million in grants since coming to USC (excluding the SIG grant that was written for the state). In addition, he has received research awards including the Carl Fenichel Memorial Research Award (1986) from the International Council for Children with Behavioral Disorders (1992), the outstanding Educator Award from the Midwest Symposium of Behavior Disorders, the USC's College of Education Research Award (2000), and the inaugural Regent Medal for Excellence in Special Education Research (2004).

Professor Yell's scholarship corresponds to his teaching and service. In 1995, he received the George H. Lackey Award for Inspirational Teaching from the University of South Carolina's College of Education. He is actively involved in service to the state of South Carolina and its schools, as well as to state and national professional organizations. He is on the South Carolina Superintendents Advisory Council on Educating Students with Disabilities and the South Carolina leadership Team for research on School Wide Practices. Yell is also the treasurer of the SC Autism Society (SCAS). SCAS is an organization with the mission of serving children, youth, and adults with autism and their families.