

Dr. Thomas M. Smith is Principal Investigator and Director of the National Center on Scaling Up Effective Schools and Associate Professor of Public Policy and Education in Peabody College, Vanderbilt University.

Professor Smith has considerable experience in both the federal and international education research community. Between 1991 and 2001, he conducted and managed statistical research activities at the U.S. Department of Education's National Center for Education Statistics (NCES), the Organization for Economic Cooperation and Development (OECD), and the National Science Foundation (NSF). Much of his work has focused on the development of indicators for education policy making: co-authoring six editions of NCES's annual report to Congress, *The Condition of Education*, three editions of OECD's comparative indicators report *Education at a Glance*, and the chapter on K-12 mathematics and science education in the National Science Board's 2002 edition of *Science and Engineering Indicators*. Professor Smith joined the Department of Leadership, Policy, and Organizations in Peabody College, Vanderbilt University in 2001.

Professor Smith currently has three lines of research. First, he directs the National Center on Scaling Up Effective Schools (NCSU), a research and development collaboration between 5 universities, 2 large urban districts, and a developer of educational tools and programs. Funded by the Institute of Education Sciences, NCSU focuses on identifying the combination of essential components and the programs, practices, processes and policies that make some high schools in large urban districts particularly effective with low income students, minority students, and English language learners and develops ways to transfer those methods to less effective schools in the same districts (see <http://www.scalingupcenter.org>). Second, Professor Smith directs also co-directs a study of the of NSF-funded Assessment of Induction and Mentorship (AIM) Study, a longitudinal study of beginning middle school math teachers' induction experiences, focusing on the relationships between supports, such as content focused mentoring, and change in beginning teachers instructional practices and student achievement. Finally, Prof. Smith co-directs an NSF funded collaboration with four large urban districts to investigate, test, and refine a set of conjectures regarding the organizational arrangements, social relations, and material resources needed to enhance the impact of professional development on mathematics teachers' instructional practices and resulting student achievement.