

PROMOTION RECOMMENDATION

The University of Michigan Dearborn School of Education

Approved by the Regents

May 15, 2008

Martha A. Adler, assistant professor of education, School of Education, is recommended for promotion to associate professor of education, with tenure, School of Education.

Academic Degrees:

Ph.D. 1997	University of Michigan, Reading and Literacy, Ann Arbor
M.S. 1983	California State University, Reading Instruction, Hayward
B.S. 1965	Pennsylvania State University, Elementary and Kindergarten Education, University Park

Professional Record:

2002 - present	Assistant Professor, School of Education, University of Michigan- Dearborn
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Summary of Evaluation:

Teaching: Professor Martha Adler's teaching is rated as excellent. Since her appointment in 2002, she has not only taught the established courses in reading and language arts but has taken leadership in establishing the new ESL state endorsement program requiring the development of new courses. This has been achieved in collaboration with CASL faculty and through retaining and attracting students through grants. She has worked closely with her colleagues in the Reading and Language Arts program and has made major contributions in improving the teaching of courses, especially in the field of early Literacy. Professor Adler's course and instructor ratings correspond to School of Education practice in which a rating of 1 equals poor and a rating of 5 equals outstanding. Professor Adler's mean evaluation for "Overall assessment of the instructor" ranges from 4.13 to 5.00.

Research: Professor Adler's research and scholarship are rated as excellent. She has distinguished herself as a scholar in reading and language arts with a focus on the influence of family, cultural diversity and economic status on early literacy. Since joining the faculty in 2002, Professor Adler has published several articles in respected refereed journals at the state and national levels and has written numerous book chapters. Having had years of experience in the field of English as a second language, in 2002 and again in 2007, she has been awarded grants in the field of "English Language Acquisition" totaling over 2.4 million dollars. She is responsible for developing the State of Michigan approved English as a Second Language Elementary Certification, and Endorsement programs for both the undergraduate and graduate levels in the School of Education. Professor Adler has involved both her colleagues, college students and teachers in the community in action research and, thus, has become recognized as a mentor to both future and experienced teachers. She has presented her work at local schools, state, national and international conferences, and the Michigan Department of Education. In addition to the many invitations to speak in the United States, she has presented in Canada, the Philippines and Hungary. The sharing of her research findings have been especially helpful to both Michigan pre-service and experienced teachers as well.

Recent and Significant Publications:

- Burke, C., Adler, M.A. Linker, M. (Accepted for Publication). "Where interaction leads to higher standards: policy suggestions for a humanizing pedagogy." *Multicultural Perspectives*.
- Adler, M.A., Trepanier-Street. "College students' beliefs about preschooler's literacy development: results from a national study of Jumpstart." *Early Childhood Research and Practice*. (2007)
- Trepanier-Street, M., Adler, M.A., Taylor, J. "The Impact of a mentoring experience on college students' beliefs about early childhood development." *Early Childhood Education Journal*. (2007)
- Adler, M.A. "Teacher choices for literacy instruction within the context of national reform: A cultural view." *Ethnographic and Qualitative Research in Education: Proceedings of the Eighteenth Annual Conference*. United Kingdom: Cambridge Scholars Press. (2006)
- Adler, M.A. "Programs for English language learners." In B. M. Beyer & E. S. Johnson. *Special Programs and Services in Schools: Creating Options, Meeting Needs*, pp. 77-92. Lancaster, PA: Pro>Active. (2005)
- Douglas, N., Adler, M.A. "Jumpstarting first grade: A unique literacy program." Lansing, MI: *Michigan Reading Journal*. (2004)
- Hiebert, H.H., Brown, S.A., Taitague, C., Fisher, C.W., Adler, M.A. "Texts and English language learners." In F. Boyd and C. Brock (Eds.), *Multicultural and multilingual literacy and language: Contexts and practices*, pp. 32-53. NY: The Guilford Press. (2003)

Service: Professor Adler's service is rated as excellent. Over the past six years, she has served on a variety of campus-wide committees. She has served on the IRB Committee; Student Leadership Awards Selection Committee; Dean's Search Committee; Language Arts Faculty Search Committee; Professional Standards Committee; Capital Campaign Steering Committee; ESL Endorsement Committee; Portfolio-Teacher Work Sample Committee; Linguistics Search Committee; and currently serves on both the Student Affairs Advisory Committee and Commission for Women's Executive Board. Professor Adler's contributions on these committees have been a great service to both the School as well as the neighboring community. Among her numerous service contributions to the profession, Professor Adler has establish a Summer Literacy Program for at-risk students with the Westwood Community Schools and has contributed to improving the already existing School of Education's Early Literacy Program. She has also worked with her colleagues in the Detroit Metropolitan area serving on the Literacy Summit Committee and planning the annual conference with members from the Detroit Literacy Coalition. Professor Adler has been recognized as an expert in the area of literacy and has been invited to be a grant reviewer for the U.S. Department of Education Early Reading First (ERF), and for the U.S. Department of Education Improving Literacy through School Libraries (LSL) Program. Her expertise, time and ability to make critical recommendations have made positive changes for increasing the Department of Education's support for improving instruction in classroom environments.

External Reviewers:

Reviewer A: "The research that Dr. Adler has provided presents abundant evidence of important scholarship likely to make a difference in education and rich evidence of great promise for continuing development. I found myself learning as I read, and considering uses for her research."

Reviewer B: "Consistent with my positive comments on Dr. Adler's work, I would rate the quality of her scholarship as high. This is indicated in particular by recent successful efforts to publish in excellent journals as well as chapters."

Reviewer C: "Dr. Adler's scholarship is of extremely high quality. One striking feature is systematic research agenda. She has synthesized research, presented empirical work, and critiqued policy. Few researchers use such a variety of methodologies including cross-case analysis, ethnographic research, case studies, survey, and action research."

Reviewer D: "I have found Dr. Adler's writing to be clear, well-written, and of high scholarly quality. I feel a good deal of her work has already impacted the field... the portfolio of publications that she has presented would have me rank her well above what I would consider a normal level of productivity for an assistant professor."

Reviewer E: "Her work has a political side to it, which will continue to inform the field of literacy education, especially around the issues that teachers (pre- and in-service) in schools of diversity face (as seen through her work on teacher beliefs and practices). I believe that the field of literacy instruction will reap the benefits of the works of Dr. Adler for years to come."

Reviewer F: "As I read the materials submitted by Dr. Adler, I was struck by her seamless integration of early childhood education, policies impacting early childhood education, and broader ecological issues of poverty, language, and culture. Most impressive, however, is the attention Dr. Adler gives to policy and pedagogical implications... She has demonstrated the acuity to write for multiple audiences - teachers, researchers, and policymakers. This will continue to serve her well."

Summary of Recommendation:

Professor Martha Adler is a highly valued member of the School of Education and is a vital contributor to the efforts of Reading and Language Arts program. She is an outstanding teacher, curriculum developer, scholar, and colleague. We are very pleased to recommend, with strong support of the School of Education Executive Committee, Martha A. Adler for promotion to associate professor of education, with tenure, School of Education



Paul Zionts
Dean
School of Education



Daniel Little
Chancellor
University of Michigan-Dearborn

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