

Sherman Dorn, Ph.D.

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Experience

Professor, Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College, Arizona State University, 2014 -

Director, 2014-2020.

Interim Associate Dean, Office of Scholarship, Mary Lou Fulton Teachers College, 2015-2016.

Director responsibilities: Manage the division operations, resources, and personnel, support faculty and staff development, support faculty development of curriculum initiatives. Starting enrollment (2014), approximately 1800; ending enrollment (fall 2000): approximately 4000.

Chair, Department of Psychological and Social Foundations, College of Education, University of South Florida, 2011-2014.

Responsibilities: Manage the department operations, resources, and personnel. Unit size: 25 faculty, 3 doctoral programs, 2 masters programs.

Associate Department Chair, Spring-Summer 2011.

Professor, 2008 – 2014.

Associate Professor, 2002-2008.

Assistant Professor, 1996-2002.

Research Associate and Research Assistant Professor, Department of Special Education, Peabody College. Associate, John F. Kennedy Center for Research in Education and Human Development, Vanderbilt University, 1993-96.

Visiting Assistant Professor, Educational Studies Department, College of Education, University of Delaware, 1992-93.

Research focus

Current major project: history of postwar educational broadcasting in the United States.

More generally, my research explores the recent history of education policy, especially policy addressing students whom the system typically marginalizes. My publications trace how our society defines school problems and how those definitions shape education policy.

Academic profiles

Google Scholar: <https://scholar.google.com/citations?user=bXckwcIAAAAJ&hl=en&oi=ao>

ResearchGate: https://www.researchgate.net/profile/Sherman_Dorn

ORCID: <http://orcid.org/0000-0002-0818-9288>

Academic Publications

* denotes student coauthor / copresenter.

Books (monographs and edited scholarly volumes)

Dorn, S., & Gamson, D. (Eds.). (2024). *23 myths about the history of American schools: What the truth can tell us, and why it matters*. Teachers College Press.

Dorn, S. (2007). *Accountability Frankenstein: Understanding and taming the monster*. Charlotte, NC: Information Age Publishers.

Borman, K., & Dorn, S., Eds. (2007). *Education reform in Florida*. Albany: State University of New York Press.

Cobb-Roberts, D., Dorn, S., & Shircliff, B. J., Eds. (2006). *Schools as imagined communities: The creation of identity, meaning, and conflict in U.S. history*. New York: Palgrave Macmillan.

Dorn, S. (1996). *Creating the dropout: An institutional and social history of school failure*. Westport, CT: Praeger.

Articles in refereed journals

Ross, L., Chapman, K., Dorn, S., & Casanova, C. (2023). Opting out of standardized tests at the secondary level: A geographic analysis of Colorado. *AERA Open*, 9(1).
<https://doi.org/10.1177/23328584231169735>

Dorn, S., & *Kim, W. (2022). 교육이라는 복음의 연방화, 1945-2010 [Federalizing the education gospel, 1945-2010]. *교육사학연구 [Education History Research]*, 32(1), 145-171.

Ydesen, C., & Dorn, S. (2022). The No Child Left Behind Act in the global architecture of educational accountability. *History of Education Quarterly*, 62(3), 268-290.
<https://www.doi.org/10.1017/heq.2022.11>

Chapman, K. P., Ross, L., & Dorn, S. (2020). Opting out in the Empire State: A geographic analysis of opting out in New York, spring 2015 and 2016. *Teachers College Record*, 122(2). Retrieved from <https://www.tcrecord.org/content.asp?contentid=23062>

Martinez, D. G., & Dorn, S. (2020). Swamping errors: A Florida postmortem for high school graduation rate proxies. *Voices of Reform*, 3(1), 92-121.
<https://dx.doi.org/10.3623/3.00007>

Artiles, A. J., Dorn, S., & Bal, A. (2016). Objects of protection, enduring nodes of difference: Disability intersections with “other” differences, 1916–2016. *Review of Research in Education*, 40, 777-820. DOI: 10.3102/0091732X16680606. American Educational Research Association Review of Research Award, 2017.

Dorn, S. (2015). Prophet or fool? The professional position and role of historians of education. *History of Education Review*, 44(1), 23-37.

Dorn, S. (2014). Testing like William the Conqueror: Cultural and instrumental uses of examinations. *Education Policy Analysis Archives*, 22(119). DOI: <http://dx.doi.org/10.14507/epaa.v22.1684>

Dorn, Sherman, & Ydesen, C. (2014). Towards a comparative and international history of school testing and accountability. *Education Policy Analysis Archives*, 22(115). DOI: <http://dx.doi.org/10.14507/epaa.v22.1913>

Dorn, S. (2010). The political dilemmas of formative assessment. *Exceptional Children*, 76(3), 325-337.

Henry, W., Cobb-Roberts, D., Dorn, S., Exum, H., Keller, H., & Shircliffe, B. J. (2007). When the dialogue becomes too difficult: A case study of resistance and backlash. *College Student Affairs Journal*, 26, 160-168.

Artiles, A., Kozleski, E. B., Dorn, S., & Christensen, C. (2006). Learning in inclusive education research: Re-mediating theory and methods with a transformative agenda. *Review of Research in Education*, 30, 65-108.

McColm, G., & Dorn, S. (2005, Fall). A university's dilemma in the age of national security. *Thought and Action*, 163-177.

Borman, K., Eitle, T. M., Michael, D., Eitle, D., Lee, R., Johnson, L., Cobb-Roberts, D., Dorn, S., & Shircliffe, B. J.. (2004). Accountability in a postdesegregation era: The continuing significance of racial segregation in Florida's schools. *American Educational Research Journal*, 41, 605-31.

Dorn, S. (2003). High-stakes testing and the history of graduation. *Education Policy Analysis Archives*, 11(1). Available at <http://epaa.asu.edu/ojs/article/view/229>

Dorn, S. (2002). Public-private symbiosis in Nashville special education. *History of Education Quarterly*, 32(3), 368-394.

Dorn, S. (2000). America Y2K: The obsolescence of educational reform. *Education Policy Analysis Archives*, 8(2). Available at <http://epaa.asu.edu/ojs/article/view/393>

Dorn, S. (1998). The political legacy of school accountability systems. *Education Policy Analysis Archives*, 6(1). Available at <http://epaa.asu.edu/ojs/article/view/568>

Christensen, C., & Dorn, S. (1997). Competing notions of social justice and contradictions in special education reform. *Journal of Special Education*, 31, 181-98.

Dorn, S., Fuchs, D., & Fuchs, L. S. (1996). An historical perspective on special education reform. *Theory into Practice*, 35, 12-19.

Dorn, S. (1993). Origins of the "dropout problem." *History of Education Quarterly*, 33, 353-373.

Book chapters or segments (not included in edited volumes above)

Salinas, S., & Dorn, S. (in print). Critical policy analysis. In *The Bloomsbury Encyclopedia of Social Justice in Education*.

Gummer, E. S., *Gibbs, N. P., & Dorn, S. J. (2021). The role of the educator preparation programs to teach about ethical use of data. In E. S. Gummer & E. Mandinach (Eds.), *The ethical use of data in education: Prompting responsible policies and practices*. Teachers College Press.

Dorn, S. (2015). The naked seminar: Blogging as public education outside the classroom. In J. Gerstl-Pepin & C. Reyes (Eds.), *Reimagining the public intellectual in education: Making scholarship matter* (pp. 65-73). New York: Peter Lang.

Dorn, S. (2013). Is (digital) history more than an argument about the past? In J. Dougherty & K. Nawrotzki (Eds.), *Writing history in the digital age* (pp. 21-34). Ann Arbor: University of Michigan Press.

Dorn, S. (2009). Dropouts. In R.A. Scheder (Ed.), *The child: An encyclopedic companion* (pp. 280-281). Chicago: University of Chicago Press.

Dorn, S., & Osgood, R. L. (2009). Education. In S. Burch, Ed., *Encyclopedia of American disability history* (pp. 307-315). New York, NY: Facts on File, Inc.

Dorn, S., & Fuchs, D. (2004). Trends in placement issues, in A. McCray Sorrells, H. J. Rieth, & P. T. Sindelar (Eds.), *Critical issues in special education: Access, diversity, and accountability* (pp. 57-72). Boston: Pearson.

Dorn, S. (2002). Reading the history of special education, in J. Paul, C. Lavelle, A. Cranston-Gingras, & E. L. Taylor (Eds.), *Rethinking professional issues in special education* (pp. 279-99). New York: Ablex.

Richardson, T., Shircliff, B. J., & Dorn, S. (2000). Education and the metropolis. In L. deHaven-Smith & D. Hurst (Eds.), *On the verge: Florida's megacities in the new millennium*. Tallahassee, FL.: Florida Institute of Government.

Public intellectual writings

Dorn, S. (2001-). *Work to understand how schools have been social institutions*. Professional blog at <http://www.shermandorn.com/wordpress>. 2500+ entries.

Ross, L., Casanova, C., Chapman, K., & Dorn, S. (2023, November 14). 1 in 4 Colorado 11th-graders skipped their state's standardized test – geography and income help explain why. *The Conversation*. <https://theconversation.com/1-in-4-colorado-11th-graders-skipped-their-states-standardized-test-geography-and-income-help-explain-why-205244>

Dorn, S. (2021, September 29). Violence over schools is nothing new in America. *Washington Post*. <https://www.washingtonpost.com/outlook/2021/09/29/violence-over-schools-is-nothing-new-america/>

Dorn, S. (2021, August 4). The cycle of public panic over childhood that got us to QAnon. *Zocalo Public Square*. <https://www.zocalopublicsquare.org/2021/08/04/history-childhood-qanon/ideas/essay/>

Dorn, S. (2021, April 7). Building trust among parents and teachers is key to reopening schools. *The Conversation*. <https://theconversation.com/building-trust-among-parents-and-teachers-is-key-to-reopening-schools-157494>

Dorn, S. (2021, February 15). We worried about kids and the internet. We should have been worried about adults. *Slate*. <https://slate.com/technology/2021/02/moral-panics-technology-internet-children-adults.html>

Dorn, S. (2020, June 11). *The pandemic and cultural scripts of school-family relationships*. <https://www.shankerinstitute.org/blog/pandemic-and-cultural-scripts-school-family-relationships>

Dorn, S. (2019, February 3). When Barry Goldwater held the fate of “Sesame Street” in his hands. *Arizona Republic*. <https://www.azcentral.com/story/news/local/phoenix-contributor/2019/02/03/goldwater-held-fate-sesame-street-his-hands/2745151002/>

Dorn, S. (2018, June 27). Teachers’ activism will survive the Janus Supreme Court ruling. *The Conversation*. <http://theconversation.com/teachers-activism-will-survive-the-janus-supreme-court-ruling-98443>

Dorn, S. (2017, July 25). Not an advocate for students or the public interest: Betsy DeVos as Secretary of Education. *Public Seminar*. <http://www.publicseminar.org/2017/07/not-an-advocate-for-students-or-the-public-interest>

Dorn, S., & *Potterton, A. U. (2015, October 8). Arne Duncan's legacy: Growing influence of a network of private actors in public education. *Huffington Post*. http://www.huffingtonpost.com/the-conversation-us/arne-duncans-legacy-growi_b_8265084.html

Dorn, S. (2009). *One-blog schoolhouse: An historian's quick takes on education and schools*. Tampa, FL: Perspectives on Education Publishing.

Dorn, S. (2006, November 6). A compromise on unit records. *Inside Higher Ed*. <http://www.insidehighered.com/views/2006/11/06/dorn>.

Dorn, S. (2006, July 6). How to succeed in report writing without really making sense. *Inside Higher Ed*. <http://www.insidehighered.com/views/2006/07/06/dorn>.

Dorn, S. (2001, September 19). *War may raise serious issues at home*. Distributed to roughly 90 metropolitan daily newspapers in the United States and North America by the History News Service. <http://www2.h-net.msu.edu/~hns/articles/recent/091901b.html>

Other publications

Dorn, S. (2022, December). What we can learn from a half-century of special education reform. *AERA Division L Newsletter*, 8-13.

Dorn, S., & *Libby, K. (2013). Review of *State Policy Report Card*. Boulder, CO: National Education Policy Center. Available at <http://nepc.colorado.edu/thinktank/review-students-first-grades>

Dorn, S. (2009). *Review of "The high cost of high school dropouts in Ohio."* Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Available at <http://nepc.colorado.edu/thinktank/review-the-high-cost>

Jennings, J. L., & Dorn, S. (2008). The proficiency trap: New York City's achievement gap revisited [online commentary]. *Teachers College Record* (September 08), ID Number: 15366.

Dorn, S. (2008). Review of five state dropout reports. Boulder, CO: Education and the Public Interest Center. Available at <http://epicpolicy.org/files/EPSL-0801-248-EPRU2.pdf>

Dorn, S. (2006). No more aggregate NAEP studies? [editorial] *Education Policy Analysis Archives* 14, 31 (entire issue). Available online: <http://epaa.asu.edu/epaa/v14n31.pdf>.

Dorn, S. (2004). Reforming the structure of Florida's accountability system. Education Policy Research Unit Policy Brief EPSL-0401-106-EPRU. Tempe, AZ: Education Policy Studies Laboratory. Available online: <http://epsl.asu.edu/epru/documents/EPSL-0401-106-EPRU.pdf>.

Dorn, S. (2004). Alternatives for Florida's assessment and accountability system. Education Policy Research Unit Policy Brief EPSL-0401-107-EPRU. Tempe, AZ: Education Policy Studies Laboratory. Available online: <http://epsl.asu.edu/epru/documents/EPSL-0401-107-EPRU.pdf>

Dorn, S. (2001). Comment on Ng's "Wealth redistribution, race, and southern public schools, 1880-1910." *Education Policy Analysis Archives* 9, 17 (entire issue). Available online: <http://epaa.asu.edu/epaa/v9n17.html>

Dorn, S., & Johanningmeier, E. V. (1999). Dropping out and the military metaphor. *History of Education Quarterly* 39: 193-98.

Dorn, S. (1996). *A brief history of Peabody College*. Nashville, TN: Peabody College of Vanderbilt University.

Invited presentations

Dorn, S. (2025, July 10). “*The Neighborhood of Make-Believe:” What educators should learn from the history of educational media and technology*. International Conference on Education Research (Seoul, Republic of Korea).

Dorn, S. (2025, March). *One challenge to learner-centered practices*. Presentation at Yidan Price Conference (Tempe, AZ).

Dorn, S. (2023, July 15). *The pre-history and future of Montana PBS*. Presentation to Board of Friends of Montana PBS (online).

Dorn, S. (2013). *Prophet or Fool? The role of humanistic and critical scholarship in education debates*. Australia and New Zealand History of Education Society (Brisbane, QL) (December 11-13). (invited keynote)

Dorn, S. (2010). Testing the waters: what can we learn from the early adopters? Panel presentation at *Help! I want to reach for the stars, but I’m under this microscope*. Harry Crowe Foundation conference on accountability and quality in higher education (Toronto, ON) (January 29-31).

Dorn, S. (2008). An outsider's view of formative assessment. Paper presented at Changing Conceptions of Special Education, a University of Delaware Symposium for Scholars, Practitioners, and Policy Makers (Newark, DE) (April 24-25).

Dorn, S. (2007). School accountability and the problem of professional expertise. Presentation at Emory University (April 4).

Dorn, S. (2006). The graduation-rate debate and public policy: Serious academic discussion, tragedy, or farce? Presentation at the Minnesota Population Center (November 6).

Dorn, S. (2004). Sideways policy analysis: An historian looks at high-stakes testing. Presentation at National Academy of Education fellows spring retreat, Tempe, AZ (March 12).

Dorn, S. (2000). Historical perspectives on school completion in standards-based reform. Paper presented at the School Completion in Standards-Based Reform: Facts and Strategies Workshop, National Research Council, Washington, DC (July 17).

Richardson, T., Shircliffe, B. J., & Dorn, S. (1999). Education and the metropolis. Paper presented at Megacities Symposium, University of South Florida.

Refereed presentations

Dorn, S. (2025, November). *The material side of merit: Print culture and the values of education in 19th century America*. Presentation at annual meeting of the History of Education Society (Providence, RI).

Dorn, S., *Begaye-Tewa, R., *Koziarski, G., & *Alajmi, R. (2025, March). *What special education policy history teaches education reform*. Presentation at annual meeting of the Association for Education Finance and Policy (Washington, DC).

Dorn, S. (2025, March). *The history of federalism in education*. Presentation at annual meeting of the Association for Education Finance and Policy (Washington, DC).

Dorn, S. (2024, November). *This program made possible by colleges like us: The submerged history of higher education and public broadcasting in the U.S.* Presentation at annual meeting of the History of Education Society (Chicago, IL).

Dorn, S. (2023, June). *The thirty-minute neighborhood: Fred Rogers, educational TV, and community*. Presentation at “The Work of Fred Rogers: A Conference on his Context and Legacy” (Latrobe, PA).

Dorn, S. (2023, June). *Broadcast media and the notional community of children*. Presentation at biennial meeting of the Society for the History of Childhood and Youth (Guelph, ON).

Dorn, S. (2023, April). *The submerged platform: Public higher education and public media in the U.S.* Presentation at annual meeting of the Society for Cinema and Media Studies (Denver, CO).

Dorn, S. (2023, March). *Connected, not coordinated: Pandemic education in historical perspective*. Poster at the annual meeting of the Association for Education Finance and Policy (Denver, CO).

Dorn, S. (2022, November). *Educational television and the notional community*. Presentation at the annual meeting of the History of Education Society (Baltimore, MD).

Dorn, S. (2022, September). *Television and the education-culture divide*. Presentation at the annual meeting of the International Standing Conference on the History of Education (Milan and online).

Dorn, S., & *Kim, W. (2022, April). *Where were the states? American federalism and broadcasting since 1945*. Presentation at the annual meeting of the American Educational Research Association (San Diego, CA).

Dorn, S., & *Kim, W. (2022, March). *Educational television, interrupted: Federalism in education when the federal government owned the pipeline*. Presentation at the annual meeting of the Association for Education Finance and Policy (San Diego, CA).

*Kim, W., & Dorn, S., (2021, November). *Localized modernization through educational television: USAID and educational television in South Korea*. Presentation at the annual meeting of the History of Education Society (San Diego, CA).

Dorn, S., & *Kim, W. (2021, June). *Sesame Street and the “vast wasteland:” Television in the context of American educational history*. Presentation at the biennial meeting of the Society for the History of Childhood and Youth (online).

*Salinas, S., & Dorn, S. (2021, April). *Instrumental and critical policy analysis in special education and teacher learning research*. Presentation at annual meeting of the American Educational Research Association (online).

*Kim, W., & Dorn, S. (2020, November). *The politics of modernization for educational television: Sesame Street in South Korea*. Presentation at annual meeting of the History of Education Society (U.K.) (online).

Dorn, S., & *Kim, W. (2020, November). *“A vast wasteland” vs “a rising tide of mediocrity”: Revisiting the role of television in postwar American education*. Presentation at annual meeting of the History of Education Society (online).

*Kim, W., & Dorn, S. (2020, November). *The journey of Big Bird to South Korea: Another case of Sesame Street’s globalization*. Presentation at annual meeting of the History of Education Society (online).

Lopez, J. D., Dorn, S., & Ross, L. (2020, April). *Finding home: Clusters of Native American college graduates national patterns and three case studies*. Presentation accepted for annual meeting of the American Educational Research Association (San Francisco, CA) (Conference canceled)

*Kim, W., & Dorn, S. (2020, March). *Globalization of Sesame Street: The adaption case of South Korea*. Annual meeting of the Comparative and International Education Society (Miami, FL). <https://cies2020.org/portfolio/sesame-street-in-korea-another-case-of-globalization/>

Dorn, S., & *Kim, W. (2020, January). *Curriculum politics for television: Sesame Street and Mister Rogers Neighborhood*. Presentation at annual meeting of the American Historical Association (New York, NY).

Dorn, S., & *Kim, W. (2019, November). *Budgeting for Big Bird: Fundraising for Sesame Street and the meaning of public in educational television*. Presentation at annual meeting of the History of Education Society (Columbus, OH).

Dorn, S., & *Kim, W. (2019, April). *Opening Pandora's locker: Federalizing the education gospel, 1945-2010*. Presentation at annual meeting of the American Educational Research Association (Toronto, ON).

Dorn, S., & Potterton, A. U. (2019, April). *Why do urban Massachusetts charter schools overperform*. Presentation at annual meeting of the American Educational Research Association (Toronto, ON).

Dorn, S. (2018, November). *Ed words: How education policy discourse reflects and shapes problem definitions*. Presentation at annual meeting of the Social Science History Association (Phoenix, AZ).

*Ross, L., *Chapman, K. P., & Dorn, S. (2018, March). *A geographic analysis of opting-out behavior in Colorado*. Poster session at annual meeting of the Association of Education Finance and Policy (Portland, OR).

Dorn, S., & *Potterton, A. U. (2017, March). *Massachusetts charter schools and the magnitude puzzle of empirical school research*. Paper presented at annual meeting of the Association of Education Finance and Policy (Washington, DC).

*Ross, L., *Chapman, K. P., & Dorn, S. (2017, March). *A geographic analysis of opting-out behavior in New York from 2014-2016*. Poster session at annual meeting of the Association of Education Finance and Policy (Washington, DC).

*Chapman, K. P., & Dorn, S. (2016, March). *A geographic analysis of opting-out behavior in New York*. Poster session at annual meeting of the Association of Education Finance and Policy (Denver, CO).

*Martinez, D. G., & Dorn, S. (2016, March). *Swamping errors: A Florida postmortem for high school graduation rate proxies*. Paper presented at the annual meeting of the Association for Education Finance and Policy (Denver, CO).

Dorn, S. (2014). *Framing accountability as schools versus families*. Paper presented at annual meeting of the American Educational Research Association.

Dorn, S. (2012). *The unequal expansion of international educational attainment, 1960-2009*. Paper presented at annual meeting of the Comparative International Education Society.

Dorn, S. (2011). *Do the bottom layers fill the pan? Differential attainment by school level, 1950-2000*. Paper presented at annual meeting of the History of Education Society.

Dorn, S. (2008). *International educational attainment portraits*. Paper presented at annual meeting of the History of Education Society.

Dorn, S. (2008). *The changing functions of student testing in the United States*. Paper presented at annual meeting of the Social Science History Association.

Dorn, S. (2007). *Comparative educational attainment portraits, 1940-2002*. Paper presented at meeting of the Society for the History of Childhood and Youth.

Dorn, S. (2007). *School accountability and the problem of professional expertise*. Presentation at annual meeting of the Southeast Philosophy of Education Society. (Similar material presented at Emory University invited address.)

Dorn, S. (2006). *Long-term educational attainment trends in the U.S.: A new look*. Paper presented at annual meeting of the Social Science History Association.

Dorn, S. (2006). *New methods and sources of estimating and analyzing student attainment*. Poster presented at annual meeting of the Population Association of America.

Dorn, S. (2005). *How did the attainment gap shrink in Georgia?* Poster presented at annual meeting of the Social Science History Association.

Dorn, S. (2004). *Patterns of adolescent net-flows in and out of schools: War and postwar case studies*. Paper delivered at annual meeting of the History of Education Society, November 2004.

Dorn, S. (2003). *Schooling as infrastructure: Sponsorship, credentials, and the dilemmas of educational myths*. Paper delivered at annual meeting of the Social Science History Association, November 15, 2003.

Dorn, S., & Cobb-Roberts, D., (2002). *A look at racial equity in Florida's educational system in the 1950s and 1960s: The minimum foundation program and Florida Agricultural and Mechanical University*. Paper delivered at annual meeting of the American Educational Studies Association, October 31, 2002.

Dorn, S. (2000). *Imagined communities and special education*. Paper presented at the Annual Meeting of the Oral History Association.

Dorn, S. (1999). *How research gets lost in special education*. Paper prepared for presentation at the Annual Meeting of the American Educational Research Association.

Dorn, S., & Fuchs, D. (1998). *"The Lord sent Cain and Abel": Heroic myths in special education*. Paper prepared for presentation at the Annual Meeting of the American Educational Research Association.

Dorn, S. (1997). *George Peabody College for Teachers, race relations, and education*. Paper presented at the Annual Meeting of the History of Education Society.

Dorn, S. (1994). *High school graduation patterns in the U.S., 1940-1990*. Paper presented at the History of Education Society Annual Meeting (Chapel Hill, NC). (Similar material presented in 1995 at the Social Science History Association.)

Dorn, S., Murphy, J., Fuchs, D., & Fuchs, L. S. (1994). *School site- based management in historical perspective*. Paper presented at the 19th Annual Meeting, Social Science History Association (Atlanta, GA).

Unpublished and working papers, and miscellaneous presentations

Dorn, S., & Fauland, H. (2017, December). *Estimating population overlaps when you do not have access to confidential data*. Presentation at annual meeting of Arizona Educational Research Organization (Tempe, AZ).

Dorn, S. (2017, October 14). *Simulated probabilistic population estimation*. Retrieved from <https://osf.io/preprints/socarxiv/dpc7z>

Dorn, S., Toth, M., & Buss, R. R. (2015). *Gang aft online: Taking an existing EdD online*. Learning Exchange presented at the June Convening of the Carnegie Project of the Education Doctorate (CPED).

Buss, R. R., & Dorn, S. (2015). *Using the leadership challenge to foster community building/partnerships by students in an EdD program*. Learning Exchange presented at the June Convening of the Carnegie Project of the Education Doctorate (CPED).

Dorn, S. (2013). *Testing like William the Conqueror*. Paper presented at Summer Workshop on the Comparative History of School Accountability [online]. Preprint available at <http://scholarcommons.usf.edu/compaccountability-2013/Papers/PreConferenceSubmissions/2/>

Dorn, S. (2013). *Schools in society*. Open-access self-published textbook. Available at <http://works.bepress.com/shermandorn/>

Dorn, S. (2012). *Quasicohort and period measures are weak proxies for the new federal graduation rate: Florida data, 2009-2009 graduation years*. Social Science Research Network working paper (released February 24, 2012) available at http://papers.ssrn.com/abstract_id=2009965

Dorn, S. (2012 (February 2). Open access publishing and EPAA. *EPAA Blog*, available at <http://epaa.asu.edu/ojs/blog/?p=1581>

Dorn, S. (2009). “*Use it or lose it*” professional judgment: *Educational evaluation and Bayesian reasoning*. Social Science Research Network working paper (released August 25, 2009) available at <http://ssrn.com/abstract=1461508>

Dorn, S. (2006). *Inflation of official Florida graduation rates*. Working paper available at <http://www.shermandorn.com/mt/archives/Inflated-Florida-Graduation.pdf>.

Dorn, S. (2004). *Pencil-art of the Naidirolf* [online photoessay]. Available at http://visual.shermandorn.com/gallery/Pencil-Art_of_the_Naidirolf/fcat.

Dorn, S. (2002). *Historical perspectives on faculty dismissals and academic freedom*. Memorandum to Gregory Pavezza, University of South Florida Faculty Senate President. Available on-line from <http://www.coedu.usf.edu/~dorn/DorontoPavezza.PDF>.

Dorn, S. (2001). *Pencil-art of the Nacirema*. Unpublished manuscript.

Kohl, G., Kersaint, G., & Dorn, S. (2001). *The University as an integral community link to “at-risk” public education: Strategies, interventions, innovations and evaluation*. Prepared for University as Citizen Conference at the University of South Florida, Tampa, Florida, February 2001.

Dorn, S. (1999). *Final report: The history of special education in Nashville, Tennessee, 1940-1990*. ERIC Reproduction Document No. ED442217.

Book Reviews

Dorn, S. (2020). What is Arizona State University a case of? An essay review of *The fifth wave: The evolution of American higher education* (2020). *Education Review*, 27. Retrieved from <https://edrev.asu.edu/index.php/ER/article/view/2973>

Dorn, S. (2020). Review of Eric Lybeck, *Norbert Elias and the sociology of education* (2019). *Teachers College Record*. Retrieved from <https://www.tcrecord.org/content.asp?contentid=23254>.

Dorn, S. (2020). Review of Arne Duncan, *How schools work: An inside account of failure and success from one of the nation’s longest-serving secretaries of education* (2019). *Education Review*, 27. Retrieved from <https://edrev.asu.edu/index.php/ER/article/view/2881/939>.

Dorn, S. (2018). Review of Robert L. Hampel, *Fast and curious: A history of shortcuts in American education* (2017). *Education Review*, 25. Retrieved from <http://edrev.asu.edu/index.php/ER/article/view/2425/759>

Dorn, S. (2015). Review of Emily E. Straus, *Death of a suburban dream: Race and schools in Compton, California* (2014). *History of Education Quarterly*, 55(2), 262-265.

Dorn, S. (2010). The death and life of market-based reform. Review of Diane Ravitch, *The death and life of the great American school system* (2009). *Education Review*, 13(6), available at <http://www.edrev.info/essays/v13n6.pdf>

Dorn, S. (2009). Origins of urban public-school delegitimation. Review of Kathryn Neckerman, Schools Betrayed: Roots of Failure in Inner-City Education (2007). *Historical Methods: A Journal of Quantitative and Interdisciplinary History*, 42(4), 159–162.

Dorn, S. (2005). Review of Carlos K. Blanton, *The strange career of bilingual education in Texas, 1836-1981* (2004). *Education Review*, 438, available at <http://www.edrev.info/reviews/rev438.htm>

Dorn, S. (2003). Review of Karen Graves, Timothy Glander, and Christine Shea (Eds.), *Inexcusable omissions: Clarence Karier and the critical tradition in history of education scholarship* (2001). *Paedagogica Historica*, 39, 247-49.

Dorn, S. (2003). Review of Paul Anisef, Paul Axelrod, Etta Baichman-Anisef, Carl James, and Anton Turrittin, *Opportunity and uncertainty: Life course experiences of the class of '73* (2000). *History of Education Quarterly* 42, 263-265.

Dorn, S. (2001). Review of Sarah Patton and Sarah Mondale, producers, *School: The story of American public education* [video]. *Education Review*, 138, available at <http://www.edrev.info/reviews/rev138.htm>

Dorn, S. (1997). Review of Richard J. Altenbaugh, David E. Engel, and Don T. Martin, Caring for kids: A critical study of urban school leavers (1995). *History of Education Quarterly*, 37, 92-93.

Grant Experiences

2022-2027 co-PI, Leadership for Equity And Diversity in Special-Education- Administrators (LEADS). U.S. Department of Education Office of Special Education Programs grant H325D210018, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, \$1,986,521.00 (Juliet Barnett, PI).

2020-2027 co-PI, “Project INCLUDE” (subcontract). U.S. Department of Education Office of Special Education Programs grant H325D190066, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, \$1,170,000 (Elizabeth Cramer, overall PI; Amber Benedict, subcontract PI).

2020-2024 PI, “The Postwar History of Educational Broadcasting: Archival Research,” Spencer Foundation award 20200163, \$50,000. (Originally 2020-21, extended because of COVID-19.)

2018-2023 co-PI, “Special Education Leader Scholar Communities,” U.S. Department of Education Office of Special Education Programs grant H325D180018, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, \$1,170,000 (Kathleen Puckett, PI).

2016-17 co-PI, “Learning How To Look and Listen,” Spencer Foundation, conference grant, \$50,000 (Frederick Erickson, PI).

2001-03 Associate Project Director, "Consortium for Educational Research in Florida," Spencer Foundation, for educational policy research, \$300,000 (Kathryn Borman, PI).

1999-2002 Project staff, "GEAR UP" (Franklin Middle School), U.S. Department of Education award P334A990560.

1996-99 PI, "History of Nashville Special Education, 1940-1990," U.S. Department of Education Office of Special Education Programs grant H023N60001, Initial Career Award, \$210,583.

1993-96 Project staff, Systemic Change Organizing Reform Efforts (SCORE), Department of Education Award H023R20016 (Douglas Fuchs and Lynn S. Fuchs, Principal Investigators).

1993-95 Project staff, Responsible Reintegration in Reading, Department of Education Award H023C10086 (Douglas Fuchs and Lynn S. Fuchs, Principal Investigators).

Awards and Recognition

2017 American Educational Research Association Review of Research Award (with Alfredo Artiles and Aydin Bal)

2004 Outstanding 2003 Article in Open-Access Journal, AERA Communication of Research Special-Interest Group

2001-2002 U.S.F. Outstanding Undergraduate Teaching Award

1999-2000 U.S.F. Creative Research and Scholarship Award

1997 Educational Press Association "Learned Article" Award (Dorn, Fuchs, & Fuchs 1996)

Consulting (Selected)

2009- National Education Policy Center (University of Colorado), fellow and occasional Think Tank Review author.

2003-2009 Center on Education Policy, member of expert panel on graduation exit exams and occasional reviewer of annual report on exit exams.

Selective Professional Associations and Service

Member, American Educational Research Association
 Member, History of Education Society
 Member, American Historical Association
 Member, American Association of University Professors

2022- Associate editor, *Review of Educational Research*
 2022- Associate editor, *Education Policy Analysis Archives*
 2021- Judge, National History Day (Arizona competitions)
 2020- Member, Scholar Advisory Committee, American Archive of Public Broadcasting
 2009-2021 Member, editorial board, *Education Policy Analysis Archives*
 2020-2021 Member, Esperanza Community School site council
 2017- Member, editorial board, *Taboo*
 2014-2015 Member, editorial board, *American Educational Research Journal*, Social and Institutional Analysis section.
 2014 Guest editor with Christian Ydesen, *Education Policy Analysis Archives*
 2004-2009 Editor, *Education Policy Analysis Archives*
 2003-2005 Member, editorial board, *History of Education Quarterly*
 1999-2013 Member, advisory board, H-Net (Humanities and Social Sciences Online) H-Education list.
 1998-2005 Network representative or co-representative, Social Science History Association (education network).

Courses Taught

Arizona State University

TEL 405, History of Education and Policy Reform in the U.S.
EDA 505, American Education System
EDA 593, Applied Project
EPA 701, Proseminar in Educational Policy I
EPA 702, Proseminar in Educational Policy II
EPA 752, Research Design (taught as EPA 691)
DCI 701, Transdisciplinary Seminar I
DCI 701, Transdisciplinary Seminar II
DCI 791, Scholarly Practices Seminar: Ethics
TEL 701, Quantitative Methods in Action Research
TEL 705, Systems Change and Leadership
TEL 712, Mixed Methods in Action Research

University of South Florida

EDF 3514, History of Education in the U.S.
EDF 3604, Social Foundations of Education / School and Society
EDF 5607, Trends in the Politics of Education
EDF 6517, Historical Foundations of Education
EDF 6531, History of Childhood
EDF 6765, Schools and the Future
EDF 6938, History of Education Advanced Readings
EDF 7862, Education in Metropolitan America
IDH 2010, Acquisition of Knowledge
IDH 3400, Social and Behavioral Science Honors

Doctoral Committee Service (selected)

(only advisees who have co-authored with me and completed doctoral students from committees which I chaired or where I was a member)

At Arizona State University

Chair, Rae Begaye-Tewa, Educational Policy and Evaluation PhD
Chair, Trovana Azeez, Leadership and Innovation EdD (completed, 2025)
Chair, Christine Chowargir, Leadership and Innovation EdD (completed, 2025)
Chair, Melissa Nelson, Leadership and Innovation EdD (completed, 2025)
Chair, Paul Nalli, Leadership and Innovation EdD (completed, 2024)
Chair, Cat Matthesen, Leadership and Innovation EdD (completed, 2024)
Chair, Holly Nolan Chavez, Leadership and Innovation EdD (completed, 2024)
Chair, Gretchen Price, Leadership and Innovation EdD (completed, 2024)
Co-Chair, Aaron Bryant, Educational Policy and Evaluation PhD (completed, 2023)
Co-Chair, Cody Singer, Leadership and Innovation EdD (completed, 2023)
Chair, Charles Buehler, Leadership and Innovation EdD (completed, 2023)
Chair, Lyla Kohistany, Leadership and Innovation EdD (completed, 2023)
Chair, Erica Norcini, Leadership and Innovation EdD (completed, 2023)
Chair, Wooyeong Kim, Educational Policy and Evaluation PhD (completed, 2022)
Co-Chair, Sarah Salinas, Educational Policy and Evaluation PhD (completed, 2022)
Chair, Shawn Ryan, Leadership and Innovation EdD (completed, 2022)
Chair, Emeka Ikegwuonu, Educational Policy and Evaluation PhD (completed, 2020)
Member, Kristy Kulhanek, Leadership and Innovation EdD (completed, 2019)

Member, Kathryn Chapman, Educational Policy and Evaluation PhD (completed, 2019) (University of Kentucky)
Member, Lydia Ross, Educational Policy and Evaluation PhD (completed, 2019) (Arizona State University / Association of Education Finance and Policy)
Chair, Kevin Jamarillo, Leadership & Innovation EdD (completed, 2019) (Escuela Bella Vista, Maracaibo, Venezuela)
Chair, Liz Azukas, Leadership & Innovation EdD (completed, 2018) (East Stroudsburg University)
Chair, Sean Lazarus, Leadership & Innovation EdD (completed, 2018) (NYC Board of Education)
Chair, James Lett, Leadership & Innovation EdD (completed, 2018) (Pierce College)
Chair, Ariana Lopez, Leadership & Innovation EdD (completed, 2018) (City of Tempe)
Chair, Michelle Vlahoulis, Leadership & Innovation EdD (completed, 2018) (Arizona State University)

At University of South Florida

Co-Chair, Kacie Nadeau (completed, 2017) (Lakeview Elementary School)
Chair, Peter Gamache (completed, 2011) (Louisiana Public Health Institute Associate Director of Prevention Initiatives)
Chair, Judy Castillo (completed, 2011) (Lecanto High School)
Co-Chair, Brent Lamons (completed, 2012) (University of Tennessee Director of Advising)
Member, Don Rainone (completed, 2003)
Member, Christine Kerstyn (completed, 2004)
Member, Kevin Coggins (completed, 2004)
Member, Cheryl Sandoe (completed, 2005)
Member, Ron Simmons (completed, 2008)

At Vanderbilt University:

Member, Frederick L. Patrick (completed, 1996)

Undergraduate Honors Theses (selected)

At Arizona State University

Director, Kelsey Wilson (completed, 2017)

University Service (selected)

Arizona State University

2022- (Co-)Chair, Curriculum Review Committee, Mary Lou Fulton Teachers College
2022- Member, Admissions committee, Leadership and Innovation EdD
2022 Member, University Senate
2020 Member, Academic Personnel Actions Reporting System implementation advisory committee, University Technology Office
2019-2020 Member, Admissions committee, Leadership and Innovation EdD
2014-2015 Co-Chair, Program Committee, Leadership and Innovation EdD

University of South Florida

2013-2014 Member, Academic Integrity Council (university-wide)
2013 Member, College of Education Task Force on Strategic Plan Alignment
2011-2013 Member, Efficiencies Committee (university-wide)
2010-2013 Member, Graduate Council (university-wide) (interim chair, spring 2013)

2012	Member, Learning Management Evaluation Committee (university-wide)
2009-2011	Member, College of Education tenure/promotion committee
2007-2011	President, USF Chapter, United Faculty of Florida (faculty union)
2006-2010	Member, Undergraduate Council (university-wide)
2004-2007	Member, Council on Education and Policy Issues (university-wide)
2006	Member, Faculty Governance and Constitution Committee, College of Education
2002-2006	Member, Undergraduate Programs Committee, College of Education
2003-2004	Chair, Undergraduate Programs Committee, College of Education
1999-2002	Member, USF Faculty Senate.

Education

University of Pennsylvania

Ph.D., History, 1992; M.A., Demography, 1992

Advisor: Michael B. Katz. Dissertation title: Creating the dropout: An institutional and social history of school failure. Exam fields: U.S. history since the Civil War; U.S. social history; education and social structure.

Haverford College

B.A. *magna cum laude*, History (honors), 1987