



James R. Stone III, Louisville, KY

James R. Stone III has spent more than twenty years studying how to link youth and adults to the workplace, continuing education and training. He is widely published and frequently presents to state and national meetings of educators and policy makers. Most recently he led a team that experimentally tested a model of math integration in occupational curricula. It has become a model several states and several large city school districts have adopted. He holds degrees from Virginia Tech and George Mason University in Virginia and has been a professor at the University of Wisconsin-Madison, University of Minnesota and currently at the University of Louisville.

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Workshop Topics:

Workshops are developed based on requests. Staff are available from the National Research Center for Career and Technical Education and base all workshops on current Center research or research from other organizations that is judged to be of high quality. Presently the Center is working with a number of states and large urban school districts conducting extensive training on research based strategies for integrating mathematics into CTE coursework.

Contracts/Consultation:

Mathematica Policy Research Inc (sub to USDE/IES) Study of mathematics integration
Western Michigan University *Research to Practice* National Science Foundation Grant. Research consultant.

Civic Alliance, Chicago Public Schools: The Renaissance Schools Fund.
External CTE expert, reviewed new school proposals.
Indiana Association of Area Vocational Directors. Research consultant on
state wide CTE study

Selected Publications:

Castellano, M., Stone, J. R., III, Stringfield, S., Farley, E. N., Wayman, J. C. (2004). *The effect of CTE-enhanced whole-school reform on student course taking and performance in English and science*. St. Paul, MN: National Research Center for Career and Technical Education.

Castellano, M., Stringfield, S., Stone, J. R., III, Wayman, J. C. (2003). *Early measures of student progress in schools with CTE-enhanced whole-school reform: Math course-taking patterns and student progress to graduation*. St. Paul, MN: National Research Center for Career and Technical Education.

Stone, J.R. III, Alfeld, C. & Pearson, D. Rigor and Relevance: Testing a Model of Enhanced Math Learning in Career and Technical Education. (Accepted with minor revisions pending) *American Education Research Journal*.

Stone, J.R. III (2007). Making Math Work. *Principal Leadership*, 7(5), 43-46.

Stone, J. R., III. (2004). Math Course-Taking for CTE Concentrators: Evidence from three studies of the impact of a decade of education reform. *Journal of Career and Technical Education*, 21(1), 49-68.

Castellano, M., Stringfield, S., & Stone, J. R., III. (2003). Secondary career and technical education and comprehensive school reform: Implications for research and practice. *Review of Educational Research*, 73 (2), 231-272.

Previous Projects:

Please go to www.nccte.org for a list of and reports from the National Research Center for CTE.

Qualifications:

B.S., M.Ed., Ed.D

Member:

Association for Career & Technical Education
National Association for State Directors of CTE
American Education Research Association