



**JOSEPH E. ZINS AWARDS
FOR ACTION RESEARCH IN SOCIAL AND EMOTIONAL LEARNING**
Awarded November 2018

In 2007, CASEL established the Joseph E. Zins Awards to honor the memory of our beloved colleague Joe Zins, who died in 2006 at the age of 56. CASEL presents the Joseph E. Zins Awards to honor two outstanding action researchers at different career stages – the Early Career Award for Outstanding Contributions to Action Research in Social and Emotional Learning by a scholar at the Research Scientist or Assistant or Associate Professor level, and the Distinguished Scholar Award for Outstanding Contributions to Action Research in Social and Emotional Learning by a scientist at the Senior Research Scientist or Full Professor level.



Camille A. Farrington, Managing Director and Senior Research Associate at the University of Chicago Consortium on School Research

Farrington’s work focuses on understanding how learning environments provide opportunities for positive developmental experiences for students, how young people make sense of daily schooling experiences, and how school structures and teacher practices shape students’ beliefs, behaviors, performance, and development. As principal investigator for the *Building Equitable Learning Environments (BELE) Network*, she creates frameworks and other practitioner-focused tools to transform the educational landscape for students of color and low-income students.



Anne Gregory, Associate Professor in the School Psychology Department Rutgers University’s Graduate School of Applied and Professional Psychology

Gregory’s research has focused on the persistent trend that African American adolescents are issued school suspension and expulsion at higher rates than adolescents from other groups. Through program development and evaluation, she aims to address this trend by strengthening characteristics of teachers, classrooms, and schools associated with the successful schooling of diverse students. Her research interests also include understanding the promise of restorative approaches to school discipline. She has authored over 50 peer-reviewed journal articles and numerous book chapters. Dr. Gregory’s research has been supported by federal agencies and private foundations.



David Osher, Vice President and Institute Fellow American Institutes for Research

Osher’s expertise includes social and emotional learning, school climate and conditions for learning, school discipline and safety, school and community mental health services and interventions, culturally responsive approaches, collaboration, implementation science, and the science of learning and development. He has led many impact, implementation and descriptive studies and systematic reviews in these areas and has chaired expert panels regarding early warning signs, school safety, implementation science, and prevention. Osher is principal investigator of the National Center on Safe and Supportive Learning Environments, The National Resource Center on Mental Health Promotion and Youth Violence Prevention, and the National Evaluation and the Technical Assistance Center for the Education of Children and Youth.