

**CURRICULUM VITA**  
**LINDA VALLI**

Department: Teaching and Learning, Policy and Leadership  
Position: Professor  
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University of Maryland  
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**Educational Background**

1965-70 Mercy College of Detroit; B.A., Magna Cum Laude, Phi Beta Kappa; English Major, Art Minor with Secondary Teaching Certification.

1973-76 Johns Hopkins University; Master of Liberal Arts.

1977-78 University of Chicago, Department of Education; Concentration in Education and the Social Order.

1978-83 University of Wisconsin, Madison, Department of Educational Policy Studies; Major field: Social Sciences and Education; Supporting field: Education and Public Policy; External minor: Sociology. Ph.D. awarded May 1983.

**Employment Background**

1970-71 Teacher/Junior High Chairperson, St. Francis Xavier School, Grand Rapids, Michigan.

1971 Literature and Drama Teacher, Hawthorne Center for Emotionally Disturbed Children, Livonia, Michigan. (Summer).

1971-77 Humanities, Literature and Social Studies Teacher, Mercy High School, Farmington Hills, Michigan.

1978 Research Assistant, Department of Education, University of Chicago

1978 Administrative Assistant, National Training Laboratories.

1978-80 Research Assistant, Department of Educational Policy Studies, UW, Madison

1980-81 Lecturer, Departments of Educational Policy Studies and Women's Studies, University of Wisconsin, Madison

1981-82 Research Assistant, Wisconsin Center for Education Research, Madison, WI.

1982-83 Project Assistant, Office of Field Experiences for Educational Personnel, University of Wisconsin, Madison

1983-1993 Assistant & Associate Professor, Department of Education, Catholic University of America. (Tenure & promotion to rank of Associate Professor in 1989).

1983-1993 Director of Teacher Education, Catholic University of America

- 1994-97 Associate Dean for Professional Studies, College of Education, University of Maryland at College Park
- 1993-2007 Associate Professor, Department of Curriculum and Instruction, University of Maryland, College Park
- 2007- Professor, Department of Curriculum and Instruction, University of Maryland, College Park
- 2008-10 EDCI Interim Chair
- 2010- Professor and Associate Chair, Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park

### **AWARDS**

Named the inaugural holder of the *Jeffrey and David Mullan Professorship* in Teacher Education-Professional Development (Fall 2007).

Recipient of a University of Wisconsin-Madison School of Education Alumni Achievement Award (2009).

### **RESEARCH & SCHOLARLY ACTIVITIES**

#### ***Books authored***

Valli, L. (1986) Becoming clerical workers. Boston & London: Routledge and Kegan Paul.

Valli, L., Croninger, R., Chambliss, M., Graeber, A., & Buese, D. (2008). Test driven: High-stakes accountability in elementary schools. NY: Teachers College Press.

Chambliss, M., & Valli, L. (2011). Upper Elementary Reading Lessons: Case Studies of Real Teaching. Lanham, MD: Rowman & Littlefield.

Graeber, A., Valli, L., & Newton, K. J. (2011). Upper Elementary Mathematics Lessons: Case Studies of Real Teaching. Lanham, MD: Rowman & Littlefield.

#### ***Books edited***

Page, R., & Valli, L. (Eds.). (1990). Curriculum differentiation: Interpretive studies of U.S. secondary schools. Albany, NY: State University of New York Press.

Valli, L. (Ed.). (1992). Reflective teacher education: Cases and critiques. Albany, NY: SUNY Press.

#### ***Journals Edited***

Croninger, R. & Valli, L. (Eds.) (2012). The Challenges of Studying Quality in Teaching [Special Issue]. Teachers College Record, 114 (4).

#### ***Chapters in Books***

Valli, L. (1983). "Becoming clerical workers: The relation between office education and the culture of femininity." In M. Apple & L. Weis (Eds.) Ideology and practice in schooling (pp 213-234). Phila: Temple University Press.

- Valli, L. (1987). "All the big bosses are men, all the secretaries are females: Schooling women office workers." In M. Arnot & G. Weiner (Eds.) Gender and the politics of schooling (pp. 189-210). London: Hutchinson.
- Valli, L. (1988). "Gender identity and the technology of office education." In L. Weis (Ed.) Class, race and gender in U.S. schools (pp. 87-105). Albany, NY: SUNY Press.
- Valli, L. (1989). "Assessing the reflective practice of student teachers." In J. Denton & D. Armstrong (Eds.) Evaluating teacher preparation (pp. 21-33). Texas A&M: Instructional Research Laboratory.
- Valli, L. (1990). "A curriculum of effort: Tracking students in a Catholic high school." In R. Page & L. Valli (Eds.) Curriculum Differentiation: Interpretive studies of U.S. secondary schools (pp. 45-65). Albany, NY: SUNY Press.
- Tom, A. & Valli, L. (1990). "Professional knowledge for teachers." In W. R. Houston (Ed.) Handbook of research on teacher education (pp. 373-392). New York: MacMillan.
- Valli, L. (1990). "Moral approaches to reflective practice." In R.T. Clift, W.R. Houston, & M. Pugach (Eds.) Encouraging reflective practice: An examination of issues and exemplars (pp. 39-56). New York: Teachers College Press.
- Ciriello, M., Valli, L.\* & Taylor, N. (1992). "Problem solving is not enough," in L. Valli (Ed.) Reflective teacher education: Cases and critiques (pp. 99-115). Albany, NY: SUNY Press.
- Valli, L. (1993). "Reflective teacher education programs: An analysis of case studies." In J. Calderhead (Ed.) Conceptualizing reflection in teacher development (pp. 11-22). New York: Falmer Press.
- Valli, L. (1996). "Learning to teach in cross-cultural settings: The significance of personal relations." In Francisco Rios (Ed.) Teacher thinking in multicultural contexts (pp. 282-307). New York: SUNY Press.
- Valli, L. (1996). "Trusting relations, preservice teachers, and multicultural schools." In D. J. McIntyre & D. Byrd (Eds.) Preparing tomorrow's teachers: The field experience (pp. 26-40). Thousand Oaks, CA: Corwin Press.
- Cooper, D., & Valli, L. (1996). "Designing classrooms for inclusion: Beyond management." In B. Keogh & D. Speece (Eds.) Research on classroom ecologies: Implications for inclusion of children with learning disabilities (pp. 143-162). Hillsdale, NJ: Lawrence Erlbaum.
- Frankes, L., Valli, L.\*, & Cooper, D. (1998). "Continuous learning for all adults in the professional development school: A review of the research." In D. J. McIntyre & D. Byrd (Eds.) Strategies for career-long teacher education: Teacher education yearbook VI (pp. 68-83). Thousand Oakes, CA: Corwin Press.
- Hawley, W. & Valli, L. (1999). "The essentials of effective professional development: A new consensus." In L. Darling-Hammond & Gary Sykes, (Eds.) Teaching as the learning profession: Handbook of policy and practice (pp. 127-150). San Francisco: Jossey-Bass. [Reprint in D. Boesel (Ed.) (2001), Improving teacher quality: Imperative for education reform. Washington DC: OERI].
- Valli, L. (1999). "Collaboration: building bridges to transform institutional cultures: Overview & framework." and "Summary: Transformative potential of collaborative partnerships."  
In D. J. McIntyre & D. Byrd (Eds.) Strategies for career-long teacher education: Teacher education yearbook VII (pp. 1-5, 61-67). Thousand Oakes, CA: Corwin Press.

Valli, L., & Cooper, D. (1999). "Professional preparation and development." In C. Major & R. Pines (Eds.) Teaching to teach: New partnerships in teacher education (pp. 57-73). Washington DC: National Education Association.

Valli, L. (2000). "Facilitating reading instruction through school-wide coordination." In L. Baker, J. Dreher, & J. Guthrie (Eds.) Engaging young readers: Promoting achievement and motivation (pp. 237-263). New York: Guilford Press.

Valli, L. (2000). "Teacher education in the United States: Facing the urban, diversity challenge." In A. Scott & J. Freeman-Moir (Eds.), Tomorrow's teachers: International and critical perspectives on teacher education (pp. 123-42). Christchurch, New Zealand: Canterbury University Press.

Valli, L. & Hawley, W. (2001). "Designing and implementing school-based professional development." In W. Hawley (Ed.), The keys to effective schools: Educational reform as continuous improvement (pp. 86-96). Thousand Oakes, CA: Corwin Press.

Valli, L., & Stout, M. (2004). "Continuing professional development for social studies teachers," in S. Adler (Ed.), Critical Issues in Social Studies Education (pp. 165-188). Greenwich, CN: Information Age Publishing.

Rennert-Ariev, P., Frederick, R., & Valli, L.\* (2005). "Mapping the reform agenda in Teacher Preparation: Challenges for teacher educators," in E. Bondy & D. Ross (Eds.), Preparing for inclusive teaching: Meeting the challenges of teacher education reform (pp. 11-31). NY: SUNY Press.

Hawley, W., & Valli, L. (2007). "Design principles for learner-centered professional development." In W. Hawley (Eds.), The keys to effective schools, 2<sup>nd</sup> Ed. (pp. 117-37). Thousand Oakes, CA: Corwin Press.

Valli, L., Rinke, C., & Ringo, S. (2007). "Preparing teachers to leave no child behind." In A. Scott & J. Freeman-Moir (Eds.), Shaping the future: Critical essays on teacher education (pp. 125-142). Rotterdam, Netherlands: Sense Publishers.

Valli, L., & Finkelstein, C. (2012). School reform. In J. Hattie & Eric Anderman (Eds.). *The International handbook of student achievement* (pp. 263-65). New York: Routledge.

Demink-Carthew, J., Hyler, M., & Valli, L. (forthcoming). Redesigning teacher education in the context of multiple reform initiatives. In D. Polly (Ed.), *Evaluating teacher education programs through performance-based assessments*. Hershey, PA: IGI Global Publications.

**Journal Articles** (\* = refereed, + = invited)

\*Valli, L. (1985). "Office education students and the meaning of work." Issues in Education (now the "Social and Institutional Analysis" section of American Educational Research Journal), 3 (1), 31-44.

\*Valli, L., & Tom, A. (1988). "How adequate are the knowledge base frameworks in teacher education?" Journal of Teacher Education, 39 (5), 5-12.

\*Valli, L. (1989). "Collaboration for transfer of learning: Preparing preservice teachers." Teacher Education Quarterly, 16 (1), 85-95.

Taylor, N., & Valli, L. (1992). "Refining the meaning of reflection in education through program evaluation." Teacher Education Quarterly, 19 (2), 33-47.

- \*Valli, L. (1992). "Beginning teacher problems: Areas for teacher education improvement." Action in Teacher Education, 14 (1), 18-25.
- \*Valli, L. (1993). "Teaching before and after professional preparation: The story of a high school mathematics teacher." Journal of Teacher Education, 44 (2), 107-18.
- \*Valli, L. (1993). "Reconsidering technical and reflective concepts in teacher education." Action in Teacher Education, 15 (2), 35-44.
- \*Valli, L. (1995). "The dilemma of race: Learning to be colorblind and color conscious," Journal of Teacher Education, 46 (2), 120-129.
- +Valli, L. (1996) "Establishing trust: The basis for student teacher success in cross-cultural settings." Multiculturalism/Multiculturalisme, 16 (2), pp. 27-31.
- \*+Valli, L., Cooper, D., & Franks, L. (1997). "Professional development schools and equity: A critical analysis of rhetoric and research." In M. Apple (Ed.) Review of Research in Education, Vol. 22 (pp. 251-304). Washington DC: AERA.
- +Valli, L. (May 1997). "Listening to other voices: A description of teacher reflection in the United States," Peabody Journal of Education, Vol. 72 (1), pp. 68-89.
- \*+Price, J., & Valli, L. (1998). "Institutional support for diversity in preservice teacher education." Theory into Practice, 37 (2), 114-120.
- +Zeichner, K., Grant, C., Gay, G., Gillette, M., Valli, L., Villegas, A.M. (1998). "A research informed vision of good practice in multicultural teacher education," Theory into Practice, 37 (2), 163-171.
- +Valli, L., & Rennert-Ariev, P. (1998). School improvement and teacher development: A United States perspective. Padagogisches Handeln, 2 (2), 55-67.
- \*Valli, L., & Rennert-Ariev, P. (2000). Identifying consensus in teacher education reform documents: A proposed framework and action implications. Journal of Teacher Education, 51 (1), 5-17.
- +Valli, L. (2000). Preparing caring, competent teachers for urban schools. Journal of the International Society of Teacher Education, 4 (1), 14-25. [Translated for Padagogisches Handeln].
- \*Valli, L. (2000). Connecting teacher development and school improvement: Ironic consequences of a preservice action research course. Teaching and Teacher Education, 16 (7), 715-730.
- \*Valli, L., & Price, J., (2000). Deepening our understanding of praxis: Teacher educators' reflections on action research. Teaching Education, 11 (3), 267-278.
- \*Valli, L. & Rennert-Ariev, P. (2002). New standards & assessments in teacher education? An analysis of curriculum transformation efforts, Journal of Curriculum Studies, 34 (2), 201-226.
- \*Price, J., & Valli, L. (2005). Preservice teachers becoming agents of change: Pedagogical implications for action research. Journal of Teacher Education 56 (1), 57-72.
- \*Valli, L., van Zee, E., Rennert-Ariev, P. Mikeska, J., Catlett-Muhammad, S., & Roy, P. (2006).

Initiating and sustaining a culture of inquiry in a teacher education program. Teacher Education Quarterly, 33 (3), 97-114.

\*Valli, L., & Chambliss, M. (2007). Creating classroom cultures: One teacher, two lessons, and a high-stakes test. Anthropology and Education Quarterly, 38 (1), 42-60.

\*Valli, L., Croninger, R., Walters, K. (2007). Who [else] is the teacher? A cautionary note on accountability systems. American Journal of Education, 113 (4), 635-662.

\*Valli, L., & Buese, D. (2007). The changing roles of teachers in an era of high-stakes accountability. American Educational Research Journal, 44 (3), 519-558.

\*+Croninger, R., & Valli, L. (2009). Where's the 'action' in teaching reading? Some challenges of examining the teaching of reading in the elementary classrooms. Educational Researcher, 38 (2), 100-108.

\*Rinke, C., & Valli, L. (2010). Making adequate yearly progress: Teacher learning in school-based, accountability contexts. Teachers College Record, 112 (3), 645-684.

\*Eick, C., & Valli, L. (2010). Teachers as cultural mediators. Critical Inquiry in Language Studies, 7 (1), 54-77.

\*+Valli, L., Croninger, R., & Buese, D. (2012). Studying high-quality teaching in a high-stakes policy environment. Teachers College Record (Special Issue), 114 (4), 1-33.

\*Valli, L., Stefanski, A., & Jacobson, R. (2014). Typologizing school-community partnerships: A framework for analysis and action. Urban Education, 2 (1), 19-31.

\*Valli, L., Stefanski, A., & Jacobson, R. (in press). School-community partnership models: Implications for leadership. *International Journal of Leadership in Education*.

### **Professional Papers Presented**

#### ***Invited Presentations (Recent)***

Conceptualizing a study of high quality teaching in mathematics education. Presentation to the EDCI mathematics education colloquium series, March 2002.

Mapping the policy environment for high-quality teaching (with Robert Croninger & Jeremy Price). Paper presented at Presidential-Sponsored Symposium, AERA Annual Meeting, Chicago, April 2003.

A study of high-quality teaching: Mathematics and reading. (with Robert Croninger, Marilyn Chambliss, Anna Graeber, Jeremy Price). Paper presented at Presidential-Sponsored Symposium, AERA Annual Meeting. San Diego, April 2004

Learning how to capture high quality reading instruction in diverse settings (with Marilyn Chambliss). Paper presented at International Reading Association Conference. Reno, NV, May 2004.

What's "high quality" about high quality teaching? Interdisciplinary perspectives on a National debate. Symposium participant (with Robert Croninger), CEPAL Conference, College Park, MD, September 2004.

The changing role of teacher in an era of accountability. Hofstra University Day of Dialogue: Issues that Face our World. New York, October 24, 2007.

No Child Left Behind: Next Steps. Panel member. Educational Policy Institute National Capitol Summit—Education and the New Administration. Washington DC, January 27, 2009.

***Refereed Conference Papers (Recent)***

Teacher education, program outcomes, teaching practice, and pupil achievement on state tests. Paper presentation with M. Reckase & J. Raths, AERA Annual Meeting, Chicago, April 2003.

One Project's Tale: Problems inherent in studying teaching and what we're learning from them. Structured poster presentation with R. Croninger & colleagues. AERA, San Diego, April 2004.

Initiating and sustaining a culture of inquiry in a master's in teacher leadership program. Symposium with E. Van Zee, P. Rennert-Ariev & students. AACTE Annual Meeting, Washington DC, February 2005.

(Re)-presenting teaching: Perspectives on the illusive notion of "quality." Symposium organizer and co-author. AERA Annual Meeting, Montreal, April 2005.

Who is the teacher? A cautionary note on accountability systems. With R. Croninger & K. Walters. Poster session at the AERA Annual Meeting, Montreal, April 2005.

Studying high-quality teaching in a high-stakes policy environment. With R. Croninger & D. Buese. Paper prepared for symposium at AERA Annual Meeting, San Francisco, April 2006.

The expanding roles of teachers: Serving the public interest? With Daria Buese. Paper prepared for AERA Annual Meeting, San Francisco, April 2006.

Cultural mediators, then and now: A comparison of teacher roles in the assimilation and accountability eras. With Caroline Eick. Paper presented at Comparative & International Education Conference, Baltimore, February 2007.

Organizational leadership matters: Affecting the practice and quality of teaching With Daria Buese. Paper presented at AERA Annual Meeting, Chicago, April 2007.

Teachers as cultural mediators: A comparison of assimilation and accountability eras. With Caroline Eick. Paper presented at AERA Annual meeting, Chicago, April 2007.

Measuring classroom instruction. With Robert Croninger. Paper presented at AERA Annual Meeting symposium, New York, March 2008.

Toward a typology of school-community partnerships: Untangling a messy construct. With Amanda Stefanski and Reuben Jacobson. Paper presented at the annual meeting of the Pennsylvania Educational Research Association. Philadelphia, November 2012.

School-community partnerships: Typologizing the research. With Amanda Stefanski and Reuben Jacobson. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, April 2013.

Community support of schools: What kind and with what success? With Amanda Stefanski and Reuben Jacobson. Paper presented at the International Conference on New Horizons in Education. Rome, Italy. June, 2013.

A framework for analyzing school-community partnerships. With Amanda Stefanski and Reuben Jacobson. Paper presented at the National Social Science Association Professional Development Conference. New Orleans, LA. October, 2013.

Leadership in school-community partnerships. With Amanda Stefanski and Reuben Jacobson. Paper presented at the World Conference on Learning, Teaching and Educational Leadership. Barcelona, Spain. October, 2013.

Assessing teacher candidates: Program tensions. With J. Demink-Carthew, M. Hyler, L. Bote, A. Edwards. Paper presented at the AERA annual meeting. Phila., PA, April 2014.

School-community partnerships: Leadership requirements. Poster session with A. Stefanski & R. Jacobson at the AERA annual meeting. Phila., PA, April 2014.

The role of family in school-community partnerships. Poster session with A. Stefanski & R. Jacobson at the AERA annual meeting. Phila., PA, April 2014.

#### ***Contracts & Grants (Selected)***

UMCP College of Education Collaborator, Eisenhower Professional Development Grant Award to MSDE (1995-98). Principal Investigator. Amount awarded to College of Education: \$183,265.

Maryland State Department of Education Grant Award 631766 for Baltimore City Public School staff to participate in Leadership Institute for School Improvement (Summer 1996). Research Associate. Amount awarded to College of Education: \$10,000.

Proposal Writing Team member and Strand Leader, National Partnership for Excellence and Accountability in Teaching, University of Maryland Contract with the U.S. Department of Education, Office of Educational Research and Improvement, 1997-1999. Amount awarded: \$9 Million.

U.S Department of Education, Office of Educational Research and Improvement, 2000-2002 "Beginning Teacher Preparation: A Survey Study." Principal Investigator. Award: \$91,000.

Ford Foundation Grant, 2000-2001. "Beginning Teacher Preparation: A Survey Study," Ford Foundation Grant, 2000-2001. Principal Investigator. Amount awarded: \$23,000.

IERI (NSF, USDE, NIH) Planning Grant, 2000-2001. "High Quality Teaching of Foundational Skills in Math & Reading," Principal Investigator, Amount awarded: \$102,000.

IERI (NSF, USDE, NIH) Grant, 2001-2007. "High Quality Teaching of Foundational Skills in Mathematics & Reading," Amount awarded: Principal Investigator. \$4.5 Million.

Hanban, Center for Chinese Language Teacher Certification and Development, 2009-present. Principal Investigator. Amount awarded: \$440,000.

MHEC, Teacher Leadership and Learning through Arts Integration (2011-12). Principal Investigator. Amount awarded: \$89,950.



Langley Park Promise Neighborhood \$500,000 Planning Grant, U.S. Dept of Education awarded to CASA de Maryland. 2012. Technical Research Expert; TLPL Subcontract: \$23,519.73.

Learning Together: Family Engagement Grant. Investing in Innovation Fund (i3) Grant (U.S. Dept. of Education), awarded to CASA de Maryland. \$2,999,999. Three-year grant, awarded January, 2014. TLPL Subcontract: \$242,134. Technical Research Expert.

***Editorial Boards and Reviewing Activities (Selected)***

Editorial Advisory Board Member, Educational Studies, Quarterly Publication of the AESA (1987-89). Responsibilities: Advise on books for review and book reviewers.

Editorial Advisory Board Member & Member, American Association for Colleges of Teacher Education (AACTE) Committee on Publications for the Journal of Teacher Education (1989-1992). Responsibilities: Review and critique manuscripts submitted for publication to the journal and other AACTE publications, advise on the association's publishing policies and practices.

Editorial Board Member and manuscript referee, Educational Foundations, a publication of the AESA (1990-93). Responsibilities: Review and critique manuscripts submitted for publication.

Editorial Advisory Board Member, Teaching Education, a journal of the Society of Professors of Education (1993-1998). Responsibilities: Review and critique manuscripts submitted for publication, advise on publishing policies and practices.

Consulting Editor, Teaching and Change, a journal from the National Education Association and Corwin Press (1994-2000). Responsibilities: Review and critique manuscripts submitted for publication, assist writers (classroom teachers) in revising manuscripts.

Editorial Board Member for new German journal, Padagogisches Handeln ("Pedagogical Acting"); only representative from the U.S., 1996-2002).

Editorial Advisory Board Member, Teacher Education Yearbook, Volume 7, 1999, Association of Teacher Educators. Responsibilities: Review and critique manuscripts submitted for publication.

Manuscript Reviewer, Teachers College Press, 2001.

Editorial Board Member, Educational Researcher, 2001-2003.

Manuscript Review, "Research on the Pedagogy of Teacher Education," Studying Teacher Education, AERA National Consensus Panel on Teacher Education, 2003.

Editorial Consultant, Handbook of African American Education, Sage Publishers, 2007.

Associate Editor, American Educational Research Journal (Section on Teaching, Learning, and Human Development), 2007-2010.

Advisory Board Member, Encyclopedia of Educational Reform and Dissent, Sage Publishers, 2010.

Manuscript Reviewer for over 15 journals, such as *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, *Educational Researcher*, *Journal of Teacher Education*, *Teachers College Record*, and *Teaching and Teacher Education*.

***Professional Conference Participation (Recent)***

Discussant, "What do Novice Teachers Learn from Experience?" Symposium, AERA Annual Meeting, New Orleans, April, 2000.

Discussant, "Preparing Socially and Culturally Responsive Teachers: A Coherent Approach," Symposium, AERA Annual Meeting, New Orleans, April 2000.

Discussant, Panel, "State Policy: Multiple Perspectives," AERA Annual Meeting, New Orleans, April 2000.

Organizer, "Beginning Teacher Survey Study" Symposium, AERA Annual Meeting, Seattle, April 2001.

Chair and Organizer, AERA Symposium, "(Re)-presenting Teaching: Perspectives on the Elusive Notion of Quality," Montreal, April 2005.

Discussant, AERA Symposium on Professional Development Schools. New York, March 2008.

Discussant, AERA Symposium on Teacher Education, Denver, May 2010.

Symposium organizer and chair, "Redesigning teacher education as a practice-based venture". American Association for Colleges of Teacher Education Annual Meeting. Indianapolis, IN. March 2014.

Symposium organizer and chair, "Redesigning Teacher Education as a Practice-based Venture: Lessons and Challenges," AERA Annual Meeting, Philadelphia, April 2014.

**RECENT COURSES TAUGHT**

Mixed Methods Research  
 Conducting Research on Teaching  
 Teaching, Professional Development and School Improvement  
 Theory and Research on Teaching  
 Epistemological Bases of Education Research

**PROFESSIONAL SERVICE (Selected)*****Office and Committee Memberships:***

American Educational Research Association (AERA), Division K Writing Awards Committee, 1995.

AERA Publications Committee Fact-Finding Task Force on Editorial Policies and Procedures, 1995.

AERA Program Co-Chair, Division K (Teaching & Teacher Education), Sect. 8 (Policy), 1995-96.

Member, AACTE Nominating Committee, 1994-97.

Member, MACTE Executive Committee, 1995-1997.

Chair, MACTE National Accreditation Task Force, 1996.

Member, University/National Board for Professional Teaching Standards Support Network Planning Committee, 1996-97.

NCATE/MACTE New Professional Teachers Project Planning Committee, 1995-1997.

Member, MSDE Eisenhower Grant PDS Policy Committee, 1996-97.

MACTE President-Elect (1996-97). Elected position.

Member, Maryland Business Roundtable for Education Professional Development Sub-Committee, 1996-97.

Member, Advisory Board, National Association of State Boards of Education (NASBE), Study on Teacher Development, Supply and Demand, 1998.

Co-Strand Leader for Teacher Preparation, NPEAT Partnership, U.S. Department of Education, OERI Funded Grant, 1998-1999.

Section Chair, Program Committee, AERA Division K, Section 4b Teacher Education, (2001).

Co-chair, National Advisory Committee, ERIC Clearinghouse on Teaching and Teacher Ed (1999-2003).

Member, AERA Division K Proposal Mentoring Committee, 1996-present.

***Consultancies (Selected)***

AACTE 50th Anniversary Fulbright Visiting Scholar Co-Sponsor, 1996.

Consultant, Prince George's County Public Schools Core Learning Goals, 1997.

Internal Researcher, State Inventory Committee of the National Governor's Association, National Commission on Teacher and America's Future, 1997-1998.

Manuscript Reviewer, *Setting for Change: Improving Teaching and Learning in School*, Teachers College Press, 1999.

Tier II Reviewer, Field-Initiated Studies Grant Program, U. S. Department of Education, Office of Educational Research and Improvement, 1999.

External Consultant for NCATE Accreditation Visit, Eastern Tennessee State University, 2000.

Member, External Audit Panel for Ohio's Teacher Quality Partnership: Meeting the Teacher Education Accountability Challenge, 2002-present.

Manuscript Review, *A Teacher's Introduction to Action Research*, Wadsworth Group, 2004.

College of Education Liaison, Suitland, MD Promise Neighborhood Initiative, 2010-present.

External Reviewer, District of Columbia Race to the Top Professional Learning Communities of Effectiveness Grant Proposals, 2011.

Research Grant Reviewer for the Social Sciences and Humanities Research Council of Canada (SSHRC), 2015.

Research Grant Reviewer for the Icelandic Research Fund, 2015.

