

JUDITH WARREN LITTLE
Curriculum Vitae

EDUCATION

Ph.D., Sociology, University of Colorado, Boulder 1978
B.A., University of Colorado, Boulder 1968
Brown University, Providence, Rhode Island 1964-66
Secondary Teaching Credential (English), Colorado 1968

CURRENT POSITION

2015- Professor of the Graduate School
 Carol Liu Professor of Education Policy, *emerita*
 Dean of the Graduate School of Education, *emerita*

PROFESSIONAL EXPERIENCE

2010-2015 Dean, Graduate School of Education

2002-2015 Carol Liu Professor of Education Policy

1996-2015 Professor, Graduate School of Education
 University of California, Berkeley

1991-1996 Associate Professor
 Graduate School of Education,
 University of California, Berkeley

1992-94 Associate Dean for Academic Affairs
 Graduate School of Education
 University of California, Berkeley

1987-1991 Assistant Professor, Graduate School of Education,
 University of California, Berkeley

1983-1987 Senior Program Director
 Professional Development Studies Program
 Far West Laboratory for Educational Research and Development
 San Francisco, California.

1975-1983 Program Associate, Center for Action Research, Inc.
 Boulder, Colorado.

1978 Visiting Lecturer, Department of Sociology
 University of Colorado, Boulder, Colorado.

1973-1974 Research Sociologist, Bureau of Sociological Research,
University of Colorado, Boulder, Colorado.

HONORS AND AWARDS

Fellow of the American Educational Research Association (2009)

Frank H. Klassen Award for leadership and scholarly contributions in teacher education.
International Council on Education for Teaching (2008)

American Educational Research Journal, Social & Institutional Analysis Reviewer Award
(2008)

Endowed chair: Carol Liu Professor of Education Policy (2002)

National Academy of Education, elected member (2000)

Center for Advanced Studies in the Behavioral Sciences, Stanford University (declined)

Spencer Foundation Faculty Mentor Award (1996-1998)

Doctorate awarded with distinction (1978)

Alexander Bushee Award for Excellence in Sociology, University of Colorado (1971,
1973)

NDEA Fellowship Award (1972-74)

Phi Beta Kappa (1968)

RESEARCH GRANTS AND AWARDS

2015-2018 Principal Investigator, *Investigating How and Under What Conditions Effective Professional Development Increases Student Achievement in Elementary Science* (Institute of Education Sciences, \$699,354).

2015-2018 Co-investigator, *Using Video Analysis to Improve Collaboration and Coordination across Professional Boundaries*. (UCSF, \$18,000).

2008-2010 *Mapping the terrain of organizational learning and professional practice: a project of conceptual development and integration* (Spencer Foundation, \$50,000)

2005- 2009 Co-principal investigator, *Effects of Content-Focused and Practice-Based Professional Development Models on Teacher Knowledge, Classroom*

- Practice, and Student Learning in Science* (NSF, 1.97 million total; UCB \$367,000).
- 2003 International Visiting Research Associate, National College of School Leadership, Nottingham, England (£5000)
- 2002-2003 Principal investigator, *Inside Teacher Community: Teacher Learning in Workplace Communities of Practice*, Faculty Research Grant, Committee on Research, University of California, Berkeley. (\$7,000).
- 1999-2002 Co-principal investigator (with Maryl Gearhart), *Review of Student Work as a Vehicle for Instructional Improvement: A Cross-Project Study*. Wallace-Reader's Digest Funds (\$182,000).
- 1998-2002 Principal investigator, *Teachers Professional Development in the Context of Secondary School Reform*. Spencer Foundation (\$150,000)
- 1998-2000 Principal investigator, *Teacher learning, professional community, and accountability in Restructuring High Schools* . U.S. Department of Education, OERI (\$90,000).
- 1996-1998 Spencer Foundation Faculty Research Mentor Award (\$50,000)
- 1995-1998 Principal investigator, *Study of the Impacts of California's School Restructuring Initiative (SB 1274) on Schools, Teachers, and Classrooms*. Stuart Foundations and Hewlett Foundation (\$900,000).
- 1995-1996 Principal investigator, *Reshaping Vocational Education in the Context of the Multiple Reforms in Secondary Schools*. US Department of Education, supported through the National Center for Research on Vocational Education, UC Berkeley (\$300,000)
- 1993-94 Principal investigator, *Teachers' Orientations to Work Preparation: Possibilities in the Social Organization of Schools and Teachers' Professional Development*. US Department of Education, supported through the National Center for Research on Vocational Education, UC Berkeley (\$224,000)
- 1991-92 Principal investigator, *Special Topics in the Integration of Academic and Vocational Education*, US Department of Education, supported through the National Center for Research on Vocational Education, UC Berkeley (\$145,000)
- 1989-92 Principal investigator, *Professional Development and Professional Community in Secondary Schools*, Office of Educational Research and Improvement, Department of Education, supported through the National Center for Research on the Context of Teaching in Secondary Schools, Stanford University (\$90,000)

- 1990 Co-principal investigator, *Teacher Development and Teacher Careers in Urban Math Collaboratives*, Ford Foundation (co-investigator Milbrey McLaughlin, Stanford University) (\$25,000)
- 1990 Principal investigator, *School Context and Teachers' Professional Development in Vocational Education*, US Department of Education, supported through the National Center for Research on Vocational Education, UC Berkeley (\$30,000)
- 1989-90 Junior Faculty Research Grant, UCB Committee on Research (\$9000)
- 1988 Summer Research Grant, UC Berkeley (\$6000)
- 1986-1988 Principal investigator, *California Staff Development Policy Study*. California Postsecondary Education Commission (\$300,000)
- 1985-87 Principal investigator, *Improving Teacher Education Through Clinical Supervision of Student Teachers* (Program Evaluation). California State University (\$900,000).
- 1983-85 Principal investigator, *Applying Research to Teacher Education*. National Institute of Education (\$1,500,000).
- 1982-85 Principal investigator, *Administrators' Influence on Teachers' Norms of Collegiality and Experimentation in Secondary Schools*. National Institute of Education (\$177,000).
- 1979-81 Principal investigator, *Staff Development and School Success in Urban Desegregated Schools*. National Institute of Education (\$54,000).

PROFESSIONAL AFFILIATIONS

National Academy of Education (elected member)
American Educational Research Association
American Sociological Association

PUBLICATIONS

- Bartlett, L., Thompson, A, Little, J.W., Collins, R. (2023). Teaching through crisis: Career effects of the COVID-19 pandemic. Suddenly Distant Research Project. <https://sites.google.com/ucsc.edu/suddenlydistant/findings-from-the-field>
- Collins, R., Bartlett, L., Thompson, A., Little, J.W., Darwich, L. (2023). Teachers' work in the context of COVID-19. In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 5. Elsevier, pp. 636–647. <https://dx.doi.org/10.1016/B978-0-12-818630-5.04101-4>.

- Bartlett, L., Little, J.W., Thompson, A, Darwich. L., Collins, R. (2022). Teachers on Learning and Leadership during COVID-19. Suddenly Distant Research Project. <https://sites.google.com/ucsc.edu/suddenlydistant/home>
- Bartlett, L., Thompson, A, Darwich. L., Little, J.W., Collins, R., Weaver, I.H., Harte, L. (2021). Suddenly Distant and Still in Flux: Teachers' Work During COVID-19. Suddenly Distant Research Project. <https://sites.google.com/ucsc.edu/suddenlydistant/home>
- Bartlett, L., Thompson, A, Darwich. L., Little, J.W., Collins, R., Weaver, I.H., Harte, L., Ramirez, L. (Nov 2020). Suddenly Distant: Teachers' Work During COVID-19 in Spring 2020. Suddenly Distant Research Project. <https://sites.google.com/ucsc.edu/suddenlydistant/home>
- Little, J.W., López, E.D., Weltman, A., Heller, J.I., Wong, N., Burns, S. Limbach, O., Yuan, L. & Miratrix, L. (2018). *Investigating How and Under What Conditions Effective Professional Development Increases Student Achievement in Science: Final Report*. Institute of Education Sciences Grant R305A150341.
- Cheung, R., Reinhardt, T., Stone, E. & Little, J.W. (November 2018). Defining teacher leadership: A framework. *Phi Delta Kappan* 100 (3), pp. 38-44.
- O'Brien, B., Little, J.W., Rivera, J. & Wiedinmyer, B. (2016). Using interaction analysis to examine interprofessional learning among health professionals. *Testing, Psychometrics, Methodology in Applied Psychology*, special issue on Communication and Social Interaction in Medical Contexts.
- Little, J.W. (2015). Insights for teacher education from cross-field studies of professional preparation. In Smeby, J-C. & Sutphen, M. (Eds.) *From Vocational to Professional Education: Educating for Social Welfare*. (pp. 50-69). London: Routledge.
- Little, J.W. (2012). Understanding data use practice among teachers: The contribution of micro-process studies. *American Journal of Education* 118(2), pp. 143-166.
- Little, J.W. (2011). *Research on Professional Development: Implications for Equity and Policy*. Paper commissioned by the U.S. Department of Education Equity and Excellence Commission (November 2011).
- Little, J.W. (2011). Professional community and professional development in the learning-centered school. In M. Kooy & K. van Veen (eds). *Teacher learning that matters: International perspectives*. New York: Routledge. (*abridged and reprinted*)
- Little, J.W. (2011). Foreword. In D. Drury & J. Baer (eds), *The American public school teacher: Past, present & future*. Cambridge: Harvard Education Press.

Heller, J. I., Little, J.W. & Shinohara, M. (2010). *Impact of content-focused and practice-based professional development models on elementary electric circuits teaching and learning*. Final Report to the National Science Foundation, Grant No. 0545445.

Little, J.W. (2010). Foreword. In A. Daly (Ed.), *Social Network Theory and Educational Change*. Cambridge: Harvard Education Press.

Horn, I.S. & Little, J.W. (2010), Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions. *American Educational Research Journal* 47 (1), pp. 181-217.

Little, J.W. & Bartlett, L. (2010). The teacher workforce and problems of educational equity. *Review of Research in Education* 34, 285-328

Little, J.W. & Curry, M. (2008). Structuring talk about teaching and learning: The use of evidence in protocol-based conversation. In L. M. Earl and H.S. Timperley, *Professional learning conversations: Challenges in using evidence for improvement* (pp. 29-52). New York: Springer.

Little, J.W. & Horn, I.S. (2007). 'Normalizing' problems of practice: Converting routine conversation into a resource for learning in professional communities. In L. Stoll and K. S. Louis (eds.) *Professional learning communities: Divergence, detail and difficulties*. (pp. 79-92). Maidenhead, England: Open University Press.

Little, J.W. (2007) Teachers' accounts of classroom experience as a resource for professional learning and instructional decision making. In P. Moss (ed.), *Evidence and decision making*. (pp. 217-240). Chicago: University of Chicago Press.

Little, J.W. (2006). *Professional community and professional development in the learning-centered school*. Arlington, VA: National Education Association.

Translated into Danish for inclusion in the edited volume Albrechtsen, T.R.S. (ed.)(2016). *Professionelle læringsfællesskaber og fagdidaktisk viden*. Copenhagen: Dafolo.

Little, J.W. (2005). Professional learning and school-network ties: Prospects for school improvement. *Journal of Educational Change* 6: 277-283.

Little, J.W. (2005). *Nodes and nets: Investigating resources for professional learning in schools and networks*. Nottingham, England: National College for School Leadership.

Little, J.W. (2004). 'Looking at student work' in the United States: Countervailing impulses in professional development. In C. Day & J. Sachs (eds.), *International Handbook on the Continuing Professional Development of Teachers* (pp. 94-118). Buckingham, UK: Open University Press.

- Little, J. W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record* 105(6): 913-945.
- Little, J. W., M. Gearhart, M. Curry & J. Kafka (2003). 'Looking at student work' for teacher learning, teacher community, and school reform. *Phi Delta Kappan* 83 (5), 184-192.
- Little, J.W. (2003). Professional community and the problem of high school reform. *International Journal of Educational Research*, 37 (8), 693-714
- Little, J. W., Horn, I. S., & Bartlett, L. (2003). Identity, community & commitment: Emerging topics in research on high school teaching. *Revista de Educação/Journal of Education*. (invited contribution, in Portuguese).
- Little, J.W. (2003). Constructions of teacher leadership in three periods of policy and reform activism. *School Leadership & Management* 23(4), 401-419.
- Little, J. W. & Bartlett, L. (2002). Career and commitment in the context of comprehensive school reform. *Teachers and teaching: Theory and practice* 8 (3), 345-354.
- Little, J.W. (2002) Locating learning in teachers' professional community: Opening up problems of analysis in records of everyday work. *Teaching and Teacher Education* 18 (8), 917-946.
- Little, J.W. (2002). Professional communication and collaboration. In W. Hawley (Ed.), *The keys to effective schools: Educational reform as continuous improvement* (pp. 43-55). Thousand Oaks, CA: Corwin Press.
- Little, J. W. (2001). Professional development in pursuit of school reform. In A. Lieberman & L. Miller (Eds.), *Teachers caught in the action: Professional development that matters* (pp. 28-44). New York: Teachers College Press.
- Little, J. W. (2001). Teachers' work at the turn of the century. In J. Oelkers (Ed.), *Futures of education: Essays from an interdisciplinary symposium* (pp. 281-303). Bern: Peter Lang.
- Little, J.W., Horn, I.S. , & Bartlett, L. (2000). *Teacher learning, professional community, and accountability in the context of high school reform*. Final report to the Office of Educational Research and Improvement, U.S. Department of Education and the Spencer Foundation. Berkeley: Graduate School of Education, University of California, Berkeley.
- Little, J.W. (1999). Organizing schools for teacher learning. In L. Darling-Hammond and G. Sykes (eds.), *Teaching as the learning profession: Handbook of teaching and policy*., pp. 233-262. San Francisco: Jossey Bass.
- Little, J.W. & Dorph, R. (1998). Lessons about comprehensive school reform: *California's School Restructuring Demonstration Program*. Final report to the

Stuart Foundation and Hewlett Foundation. Berkeley: Graduate School of Education, University of California, Berkeley.

Sullivan, D. & Little, J.W. (1997). The design of career magnet programs and students' experience of high school. In R. Crain (Ed.), *The effects of career magnet education on high schools and their graduates*, pp. 158-219. Berkeley: National Center for Research in Vocational Education.

Little, J.W. (1996). The emotional contours and career trajectories of (disappointed) reform enthusiasts. *Cambridge Journal of Education* 26 (3), 345-359.

Little, J.W. (1996). *The School Restructuring Study—What are we learning?* An interim report to the Stuart Foundations, the Hewlett Foundation, and case study sites. Berkeley: Graduate School of Education, University of California.

Little, J.W. (1996) *Benchmarks for schools: Professional development and professional community*. Washington, DC: U.S. Department of Education.

Little, J.W., with Erbstein, N. and Walker, L. (1995). *High school restructuring and vocational reform: The question of "fit" in two schools*. Berkeley: National Center for Research in Vocational Education, University of California, Berkeley.

[Abridged and re-printed in the *Bulletin of the National Association of Secondary School Principals*, 2001]

Little, J.W. (1995). Subject affiliation in high schools that restructure. In L.S. Siskin & J.W. Little (Eds.), *The subjects in question: Departmental organization and the high school* (pp. 172-200). New York: Teachers College Press.

Little, J.W. (1995). Traditions of high school teaching and the reform of work education. In W.N. Grubb (Ed.) *Education through occupations. Volume 2: The challenges of implementing curriculum integration* (pp. 57-81). New York: Teachers College Press.

Little, J.W. (1995). What teachers learn in high school: Professional development and the reform of vocational education. *Education and Urban Society* 27 (3), 274-293

Little, J.W. (1995). Contested ground: The basis of teacher leadership in high schools that restructure. *Elementary School Journal* 96 (1), 47-63.

Siskin, L.S. & Little, J.W. (Eds.) (1995). *The subjects in question: Departmental organization and the high school*. New York: Teachers College Press.

Siskin, L.S. & Little, J.W. (1995). The subject department: Continuities and critiques. In L.S. Siskin & J.W. Little (Eds.), *The subjects in question: Departmental organization and the high school*. (pp. 1-22). New York: Teachers College Press.

- Little, J.W. & Threatt, S.M. (1995). The new vocationalism and the contexts of high school teaching: A response to Theodore Lewis. *Curriculum Inquiry* 25 (3), 307-312.
- Little, J.W. & Threatt, S.M. (1994). Work on the margins: Compromises of purpose and content in secondary schools. *Curriculum Inquiry* 24 (3), 269-292
- Little, J.W. (1993) Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*. 15 (2), 129-151.
- Reprinted in R.J. Anson (Ed.) (1994). *Systemic reform: perspectives on personalizing education*. Washington, DC: U.S. Government Printing Office
- Little, J.W. & McLaughlin, M.W. (eds.) (1993). *Teachers' work: Individuals, colleagues, and contexts*. New York: Teachers College Press.
- Translated into Chinese (1999).
- Little, J.W. (1993). Professional community in comprehensive high schools: The two worlds of academic and vocational teachers. In J.W. Little and M.W. McLaughlin (eds.). *Teachers' work: Individuals, colleagues, and contexts*, pp. 137-163, New York: Teachers College Press.
- Little, J.W. & McLaughlin, M.W. (1993). Perspectives on cultures and contexts of teaching. In J.W. Little and M.W. McLaughlin (eds.). *Teachers' work: Individuals, colleagues, and contexts*, pp. 1-8, New York: Teachers College Press.
- Little, J.W. & McLaughlin, M.W. (1993). Conclusion. In J.W. Little and M.W. McLaughlin (eds.). *Teachers' work: Individuals, colleagues, and contexts*, pp. 185-190, New York: Teachers College Press.
- Little, J.W. (1992). Preparing teachers for democratic schools: A response to James Fraser. *Teachers College Record* 94 (1), 44-45.
- Little, J.W. (1992). *Stretching the subject: The subject organization of high schools and the transformation of work education*. Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.
- Little, J. W. (1992). *The two worlds of vocational and academic teachers in comprehensive high schools*. Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.
- Little, J.W. & Threatt, S.M. (1992). *Work on the margins: The experience of vocational education teachers in comprehensive high schools*. Berkeley: National Center for Research on Vocational Education, University of California at Berkeley.

- Little, J.W. (1992). Opening the black box of professional community. In A. Lieberman (ed.), *The changing contexts of teaching*. 91st Yearbook of the National Society for Studies in Education, pp. 157-178. Chicago: University of Chicago Press.
- Little, J.W. (1992) Teacher development and educational policy. In M. Fullan and A. Hargreaves (eds.), *Teacher Development and Educational Change*. , pp. 170-193. London: Falmer Press.
- Little, J.W. (1990) The Oxford Internship Scheme: A view from abroad. In P. Benton (ed.) *The Oxford Internship Scheme: Integration and partnership in initial teacher education.*, pp. 161-169. London: Gulbenkian Foundation.
- Little, J.W. (1990) Conditions of professional development in secondary schools. In M.W. McLaughlin and J.E. Talbert (Eds.), *The context of teaching in secondary schools: Teachers' realities*. New York: Teachers College Press.
- Little, J.W. (1990). The mentor phenomenon and the social organization of teaching. *Review of Research in Education* 16, 297-351.
- Little, J.W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record* 91 (4), 509-536.
- Little, J.W. (1990). Teachers as colleagues. In A. Lieberman (ed.), *Schools as collaborative cultures*, pp. 165-193. London: Falmer Press.
- Little, J.W. (1989). District policy choices and local professional development opportunities. *Educational Evaluation and Policy Analysis*, 11(2): 165-179.
- Stern, D.S., Gerritz, W., & Little, J.W. (1989). Making the most of the district's two (or five) cents: Accounting for investment in teachers' professional development. *Journal of Education Finance*, Vol. 14 (Winter), 19-26.
- Little, J.W. (1988) Assessing the prospects for teacher leadership. In A. Lieberman (Ed.), *Building a Professional Culture in Schools*. New York: Teachers College Press.
- Little, J.W. (1988). *Teachers as Faculty: Aspects of School-Level Decision Making*.
A paper commissioned by the National Education Association.
- Little, J.W. (1987). Teachers as colleagues. In V. Richardson-Koehler (Ed.), *Educators' Handbook: A Research Perspective*, pp. 491-518. New York: Longman.
- Little, J.W. (1987) Expanded professional rewards in the teaching profession and in schools. In L.J. Newton, M. Fullan and J.W. MacDonald (Eds.), *Re-thinking Teacher Education: Exploring the Link Between Research, Practice and Policy*. Papers from a National Conference on Teacher Education, 111-124. Toronto: Joint Council on Education, University of Toronto/Ontario Institute for Studies in Education.

- Little, J.W., & Bird, T. (1987). Instructional leadership close to the classroom in secondary schools. In W. Greenfield, (Ed.), *Instructional Leadership: Concepts, Issues, Controversies*. pp. 118-138. Newton, MA: Allyn & Bacon.
- Little, J.W., Gerritz, W. H., Stern, D.S., Guthrie, J.W., Kirst, M.W., & Marsh, D.D. (1987). *Staff Development in California: Public and Personal Investment, Program Patterns, and Policy Choices*. Report to the California Postsecondary Education Commission. San Francisco: Far West Laboratory for Educational Research and Development and PACE, Policy Analysis for California Education.
- Little, J.W. (1986). Seductive images and organizational realities in professional development. In A. Lieberman and L. Miller (Eds.) *Rethinking School Improvement: Research, Craft and Concept*, pp. 26-44. Teachers College Press, Columbia University. (re-publication)
- Bird, T., & Little, J.W. (1985). *Instructional Leadership in Eight Secondary Schools*. Final report to the National Institute of Education. Boulder, CO: Center for Action Research, Inc.
- Little, J.W., & Long, C. (1985). *Cases in Emerging Leadership by Teachers: the School-Level Instructional Support Team*. Report to the National Institute of Education. San Francisco: Far West Laboratory.
- Bird, T., & Little, J.W. (1986). How schools organize the teaching occupation. *Elementary School Journal*, 86(4): 493-511.
- Lanier, J.E. & Little, J.W. (1986). Research on teacher education. In M. Wittrock (Ed.), *Handbook of Research on Teaching*, Third Edition. pp. 527-569. New York: Macmillan Publishing Company.
- Little, J.W. (1985) Teachers as teacher advisors: The delicacy of collegial leadership. *Educational Leadership*, 43(3), 34-36.
- Little, J.W. (1984). Organizing for quality: Good teaching and good teachers. *Journal of Children in Contemporary Society*, 16(3-4), 71-84.
- Little, J.W. (1984). Seductive images and organizational realities in professional development. *Teachers College Record*, 86(1): 85-102.
- Little, J.W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal* 19:3: 325-340.
- Little, J.W. (1982). Contributions of staff development to principals' instructional leadership practices: Gleanings from one case study. *The Developer* (February): 1-8.
- Little, J.W. (1982). The effective principal. *American Education* (August-September): 38-42.

Little, J.W. (1982). Making sure: contributions and requirements of good evaluation. *Journal of Staff Development*, 3(1):25-47.

Little, J.W. (1981). *School Success and Staff Development: The Role of Staff Development in Urban Desegregated Schools*. Final report to the National Institute of Education. Boulder, CO: Center for Action Research.

Little, J.W. (1978) *We, they and it: An exploratory study of the use of talk in the social organization of work*. Unpublished Ph.D. dissertation, University of Colorado.

Little, J.W. (1976). Having a class: The social organization of the class through talk. In E. Rose (Ed.) *Forms and formulations of education*. Lincoln: University of Nebraska Press.

OTHER PAPERS AND PRESENTATIONS

2021 Curriculum coverage and student equity in US schools during COVID-19. Paper presented as part of the symposium *Identifying & Navigating the Curriculum & Instructional Equity Fault lines of the COVID-19 Crisis*. Annual meeting of the American Educational Research Association (virtual), April 11.

2019 *A comparison of experienced and new facilitators of structured, inquiry-oriented professional development in science* (with Elena Duran Lopez and Anna Weltman). Paper presented at the biannual conference of the European Association for Research on Learning and Instruction, Aachen, Germany (August, 2019)

2018 *Perspectives on the patient in simulation-based education of interprofessional health care teams*. (with Bridget O'Brien and Joe Cook). 9th International conference of the EARLI SIG 14 Learning and Professional Development. Geneva, Switzerland (September 2018)

2017 *The challenge of "education for all:." How is teacher education positioned to meet it?* Invited keynote address. Annual conference of the Teacher Education Policy in Europe Network, Limerick, Ireland (May 18, 2017).

2017 *Examining the relationship between professional development and classroom practice in elementary science professional development* (with Nicole Wong, Selena Burns, Joan Heller, Elena Duran Lopez, Anna Weltman, and J. Owen Limbach). Poster presented at the annual meeting of the National Association for Research on Science teaching (March 2017).

2017 *Developments in the study of teacher learning in the workplace*, Invited conference workshop From Teacher Learning to Teaching Performance, University of Haifa (January 31, 2017).

- 2016 *Learning from research and innovation in undergraduate and professional education*. Invited talk, annual meeting of the International Association of Law Schools, San Francisco (October 28, 2016).
- 2016 *The significance and challenge of professional community among teachers*. Seminario Internacional de Liderazgo Educativo, Santiago, Chile (May 13, 2016)
- 2016 *Examining how experienced and newly trained facilitators implement an in-depth program of science professional development for elementary school teachers*. EARLI Teacher and Teacher Education SIG, Zurich, Switzerland (June 21, 2016).
- 2016 *Challenges and Opportunities in Education for the Professions*. International Association of Law Schools, Americas Law Deans Forum. Ponce, Puerto Rico (March 10, 2016).
- 2015 *Professional capacity, professional community, and workplace culture*. Spencer Foundation Disciplined Dialogues” Building a Better Teacher Workplace, San Diego (June 10, 2015).
- 2015 *Education in and for human service professions: Insights from cross-field studies in medicine, nursing, and teacher education*. Sapienza Universita di Roma, Rome, Italy (May 28, 2015).
- 2015 *Thoughts on the formation of a research program in teaching and teacher education*. Symposium on Teacher learning: Development and pedagogy Groningen University, Groningen, Netherlands (April 7, 2015).
- 2014 *The past, present, and future of teacher leadership*. Learning Forward Ontario, annual conference (May 1, 2014).
- 2012 *In pursuit of ambitious teaching: Insights from inside and outside teacher education*. English Language and Teacher Education Summit, Beijing Normal University (October 18, 2012).
- 2012 *Education in and for the Professions: Culling the lessons of cross-field studies in the United States*. Paper presented at a working conference of the Qualifying for Professional Careers Project, Oslo, Norway (May 15, 2012)
- 2012 *Understanding data use practice among teachers: The contribution of micro-process studies*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada (April 14, 2012)
- 2010 *Teaching and teacher education in an era of accountability*. Invited talk. Oslo University College, Oslo, Norway (December 16, 2010)

- 2010 *Education in and for the professions: Culling the lessons of cross-field studies in the United States.* Project overview presented at a working conference of the Qualifying for Professional Careers Project, Oslo, Norway (December 13, 2010)
- 2010 *Teachers' work and the work of school improvement.* Invited talk. Seminar for Norwegian School Superintendents, Leadership Educators & Researchers. Berkeley (November 8, 2010)
- 2010 *Teachers' work and data use: Conceptualizing and examining practice.* Paper presented at a working conference on Data Use and School Improvement, Spencer Foundation (February 11, 2010).
- 2009 Curry, M. & Little, J.W. *Structuring Talk About Teaching and Learning: The Use of Evidence in Protocol-Based Conversation.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, April 15
- 2009 *Enhancing teacher capacity: Fostering professional community within and across schools.* Invited address, conference of school principals and senior teachers, Education Development Bureau, Hong Kong (March 4, 2009)
- 2009 *Building and sustaining professional learning communities: the role of external organizations.* Invited address. Education Development Bureau, Hong Kong (March 5, 2009)
- 2009 *Building and sustaining professional learning communities: Contributions of teacher education.* Invited address. Education Development Bureau, Hong Kong (March 6, 2009)
- 2008 *Resources for learning in teachers' talk about teaching: Intersections of learning theory and organizational analysis.* Invited talk. Deakin University, Melbourne, Australia (November 14).
- 2008 *Professional community and teachers' work: What guidance does research offer for teacher education and school reform?* Frank H. Klassen Invited Address, International Council on Education for Teaching, Braga, Portugal (July 15)
- 2008 Gearhart, M., & Little, J. W. *Looking at student work: Opportunities afforded for teacher learning.* Presentation at the Annual Meeting of the American Educational Research Association, New York.
- 2007 *Learning from experience — Resources for learning in teachers' talk about teaching.* Inaugural keynote address, National Center for Teaching Learning, Leiden University, The Netherlands (November 15).
- 2007 *Taking stock of research on teacher community* (with Anthony Bryk, Pamela Grossman). Presentation to the National Academy of Education. Washington, DC (October 8).
- 2007 *Making the most of experience: Teachers' accounts of classroom experience as a*

- resource for professional learning and instructional decision making.* Invited keynote address, Conference on “Redesigning Pedagogy: Culture, Knowledge and Understanding,” Singapore (May 28-30).
- 2007 (with Nicole Wong). *Conceptualizing the contribution of facilitation to professional learning opportunity.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, April.
- 2006 *‘Normalizing’ problems of practice: Converting routine conversation into a resource for learning in professional communities.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 7
- 2005 *Examining the contribution of facilitated professional development to innovative science teaching in primary grade classrooms.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 12
- 2004 *Organizational learning and leadership: The practice(s) of teachers’ ‘working together.’* Prepared for an invitational conference, “Investigating the Practice of School Improvement: Theory, Methodology, and Relevance,” Rockefeller Foundation Study and Conference Center, Bellagio, Italy, August.
- 2004 *Distributed leadership as a feature and practice of teacher community.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, April
- 2003 *Constructions of teacher leadership in three periods of policy and reform activism.* Biennial Conference of the International Study Association on Teachers and Teaching, Leiden, the Netherlands, June 28, 2003
- 2003 *Constituting teacher community: The subject and the school as sites for teacher learning and school reform.* Invited talk, University of Warwick, Coventry, England, June 16, 2003.
- 2003 *Professional community and the problem of high school reform.* Invited talk, Cambridge University, Cambridge, England, June 6, 2003.
- 2003 *Constructions of teacher leadership in three periods of policy and reform activism.* Invited address, ESRC Seminar Series, ‘Challenging the Orthodoxy of School Leadership,’ Nottingham, England, June 3, 2003
- 2002 *Influencing teaching and learning? Puzzles and possibilities in school leadership.* Invited address, International Conference on Leadership for Learning. Cambridge University. Cambridge, England
- 2002 *“Looking at student work” for teacher learning and school reform.* (with M. Gearhart, M. Curry & J. Kafka). Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

- 2001 *Inside teacher community: Representations of classroom practice.* Invited address, International Study Association on Teachers and Teaching, Faro, Portugal
- 2001 *Locating learning in teachers' professional community: Opening up problems of analysis in records of everyday work.* Paper presented at the annual meeting of the American Educational Research Association, Seattle.
- 2000 *Teachers' work at the turn of the century.* Invited address, International Conference on Futures of Education, Zurich, Switzerland.
- 1999 *The dispositions and resources of academic departments in 'whole-school' reform.* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- 1999 *Teachers' professional development in the context of high school reform: Findings from a three-year study of restructuring schools.* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- 1999 *Teachers' perspective on personalization in comprehensive, career magnet, and "restructuring" high schools: An empirical examination of teachers' roles and organizational context.* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- 1999 *Lessons about comprehensive school reform.* Presentation to the University of California Outreach Evaluation panel and UCOP staff. (October)
- 1998 *The student experience of restructuring high schools.* International symposium on secondary education. Toronto (November).
- 1998 *Lessons about comprehensive school reform.* Keynote address to the annual meeting of the National Education Grantmakers Association, San Francisco (October)
- 1998 *The student experience of restructuring high schools.* Paper prepared for a symposium on the future of the high school, annual meeting of the American Educational Research Association, Montreal.
- 1997 *Teachers' work conditions and professional development in 'ordinary' and 'innovating' secondary schools.* International Study Association on Teachers and Teaching, Kiel, Germany
- 1997 Maslach, C., Leiter, M. P., & Little, J. W. *Teacher burnout in the classroom: Student and teacher perspectives.* Paper presented at the annual meeting of the American Psychological Association, Chicago (August).
- 1997 *International conference on teacher education,* Rockefeller Foundation and National Commission on Teaching and America's Future, Bellagio, Italy (July)

- 1997 *Vocational reform amid restructuring of the comprehensive high school.* Paper presented at the annual meeting of the American Educational Research Association, Chicago (March)
- 1997 *Collegial ties and interdisciplinary negotiations in the high school.* Paper presented at the annual meeting of the American Educational Research Association, Chicago (March)
- 1997 *The workplace conditions of teachers' professional development in 'ordinary' and 'innovating' secondary schools.* Invited address to the Dutch-Flemish Educational Research Congress, Leuven, Belgium (May).
- 1996 *A ground to stand on: Paradoxes of professional identity and community within interdisciplinary teams.* Paper presented at the annual meeting of the American Educational Research Association, New York.
- 1996 *Organizing schools for teacher learning.* National Commission on Teaching and America's Future and invitational conference, American Educational Research Association (May)
- 1996 *Organizing schools for teacher learning.* National Staff Development Council Annual Meeting, Vancouver (December)
- 1996 *Berkeley High in context: What's happening to the comprehensive high school?* Community Forum (April).
- 1995 *Problems and possibilities in the evaluation of teachers' professional development.* Presentation to the annual invitational "Fall Forum" of the Stuart Foundations.
- 1995 Invitational international conference on "teacher stress and burnout," Jacobs Foundation, Marbach, Germany (November).
- 1995 *A ground to stand on: Paradoxes of professional identity and community within interdisciplinary teams.* Paper presented at the International Study Association on Teacher Thinking, St. Catherines, Ont. (August).
- 1995 *Reform initiatives and professional development resources.* Invited symposium, annual meeting of the American Educational Research Association, San Francisco (April)
- 1994 *The nature of school community and implications for educational practice and policy.* Invitational panel, annual meeting of the American Educational Research Association, New Orleans
- 1994 *Creating conditions for teachers to learn.* Presentation for the California Policy Seminar series (December).

- 1994 *Hand and minds—and the reinvention of the American high school*. Keynote address for the Hands and Minds Summer Workshop, sponsored by the Center for Law and Education (July).
- 1994 *Teachers' professional development in a climate of educational reform*. Presentation to the annual conference of the National Education Association, New Orleans (June)
- 1994 *Professional development, professional communities, and the implications for teacher education reform*. California Council on the Education of Teachers. Berkeley (March).
- 1993 *Speaking of subject: Teachers' investments in subject specialism*. International Study Association on Teacher Thinking, Gothenburg, Sweden.
- 1993 *(Well) Beyond the Training Paradigm*. National Conference on School/College Collaboration, American Association of Higher Education (AAHE). Pittsburgh, Dec. 6
- 1993 *(Well) Beyond the Training Paradigm*. Annual meeting of the California Subject Matter Projects. Lake Arrowhead, October 13-14.
- 1993 *What teachers learn in high school*. Conference on the Integration of Academic and Vocational Education, Vail, Colorado.
- 1993 *Teachers' professional development in a climate of educational reform*. Western Australia Principals Association, Perth (June).
- 1992 *Teachers' professional development in a climate of educational reform*. A paper prepared for the Consortium for Policy Research in Education, Rutgers University.
- 1992 *The power and politics of academic departments: Challenges in the redesign of secondary schools*. Simon Fraser University, Vancouver.
- 1992 *Professional community in the high schools—The two worlds of academic and vocational teachers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- 1991 *Teacher careers and implications for supervision*. Symposium on Stages of Teacher Development and Implications for Instructional Supervision, annual meeting of the American Educational Research Association, Chicago.
- 1991 *Work on the margins in comprehensive high schools*. Annual conference of the American Vocational Association. Los Angeles (December)

- 1991 *Work on the margins in comprehensive high schools*. Work Now and in the Future Conference. Portland, OR (November).
- 1991 *Mentor teacher roles and teacher certification*. Policy seminar of the Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers. San Francisco (October).
- 1991 *As the teachers tell it*. Annual meeting of the Urban Mathematics Collaboratives (Ford Foundation), Pittsburgh (October)
- 1991 *Opening up the black box of professional community*. Distinguished Lecture Series, Northwest Regional Educational Laboratory, Portland, OR. (May)
- 1991 *Trends in the restructuring of schools*. Statewide conference on school restructuring, Oregon State Department of Education. (May)
- 1991 *The invisible careers of high school teachers*. Alumni Lecture Series, Graduate School of Education, University of California, Berkeley (April)
- 1990 *Policy aspects of professional community in secondary schools*. Annual meeting of the Association for Public Policy and Management (APPAM), San Francisco.
- 1990 *Policy alternatives in the professional development of teachers*. Invitational symposium on the professional development of teachers, Lismore, Australia.
- 1990 *What do you mean, "we?" The social construction of identity and community among secondary school teachers*. A paper presented at the annual meeting of the American Educational Research Association, Boston.
- 1990 *Caution pedestrians slippery when wet: An account of an epistemological dilemma*. A paper presented at the annual meeting of the American Educational Research Association, Boston.
- 1990 *Taking stock of the mentor phenomenon*. Statewide Mentor Teacher Program Conference, California State Department of Education. (December).
- 1990 *A national perspective on the mentor teacher phenomenon*. Conference on Teachers as Mentors. Massachusetts Board of Regents, Massachusetts Department of Education, Framingham State College. (October).
- 1990 *The school as a center of inquiry*. Oregon Educational Research Association. (October).
- 1990 *Putting principles before program*. Holmes Group regional meeting. (October).
- 1990 *Expanding the support for beginning teachers: Personal and organizational realities*. Conference on teacher induction and mentoring, Ottawa University and Carleton Board of Education (May)

- 1989 *Teacher development and educational policy*. A paper presented at the International Conference on Teacher Development: Policies, Practices and Research, Toronto, Canada, February 22-24.
- 1989 *Pursuing teacher leadership*. National Staff Development Council. (November).
- 1989 *Discoveries and dilemmas in teacher leadership*. California School Leadership Academy, Dialogues with Researchers Series (October).
- 1989 *Issues in teacher collaboration and teacher leadership*. Stanford/Schools Collaborative (August).
- 1989 *Collegiality and mentorship*. University of Georgia (June).
- 1988 *Collegiality and school improvement*. Invitational conference on Multi-level Analysis of Educational Effects. Simon Fraser University, Vancouver, B.C. (October 5-7).
- 1988 Invitational conference, *Conceptions of teachers' work and the organization of schools*. Michigan State University (September 22-23).
- 1988 *Conditions of professional development in secondary schools*. Invitational Conference on Working Conditions in Secondary Schools, Stanford University (January).
- 1988 Invitational conference, *Teacher induction*, Stanford University (January)
- 1988 *Staff development in California*. California Postsecondary Education Commission (June).
- 1988 *Assessing the prospects for teacher leadership*. Distinguished Lecture Series. Northwest Regional Educational Laboratory, Portland, OR. (April).
- 1988 *Investing in faculty*. National Association of Independent Schools. New York City (February).
- 1988 *Staff development in California*. California Association for Supervision and Curriculum Development. Sacramento (February).
- 1987 *Tracking the elephant: Evaluating a large-scale reform in teacher education..* A paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- 1987 *The well-led school: the choices that heads and trustees make*. California Association of Independent Schools, San Francisco (October).

- 1987 *Leadership by teachers: the mentor experience*. American Federation of Teachers conference, Washington, D.C. (July).
- 1986 *Expanding professional collaboration in schools: Can districts organize leadership by teachers?* (Claudia Long and Judy Guilkey-Amado, co-authors). Paper presented in a symposium on Leadership in Teaching by Teachers at the annual meeting of the American Educational Research Association, San Francisco.
- 1986 *Clinical supervision in preservice teacher preparation*. California State University at Fullerton. (January)
- 1986 *Collegiality as a component of the improving school*. Conference on School-level Collegiality. Harvard Graduate School of Education. (April).
- 1985 *Schools' contributions to teaching as a profession: What we know and what we need to know*. Symposium on Teaching as a Profession, annual meeting of the American Educational Research Association, Chicago.
- 1985 *Emerging Themes, Challenges and Opportunities. Symposium on the Professional Teacher Education Curriculum*. Systemwide conference of the California State University. Newport Beach, CA (March).
- 1985 *Professional Development in Schools*. Colloquium presentation. University of California at Riverside.
- 1985 *Expanded Rewards and Opportunities in the Teaching Profession and in Schools*. Conference on Rethinking Teacher Education: Exploring the Link Between Research, Practice and Policy. Ontario Institute for Studies in Education, University of Toronto. (April)
- 1985 *Critical Issues and Opportunities in the Reform of Teacher Education*. California State University Conference on Clinical Supervision in Student Teaching. (May).
- 1984 *Supervision and evaluation in the individual school context*. (Tom Bird, co-author) A paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 1983 *Finding and founding peer coaching*. (Tom Bird, co-author). A paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- 1983 *Schools that are Conducive to Learning to Teach*. Invitational Conference on Teacher Induction. Research and Development Center for Teacher Education, University of Texas, Austin, TX. (March).

- 1982 *The School as a Workplace and Implications for Collective Bargaining.* Conference on Collective Bargaining. Center for Educational Policy and Management, University of Oregon. (July)
- 1982 Invitational Conference. *Research on the principal.* Washington, D.C.: National Institute of Education. (November)
- 1981 *The power of organizational setting: School norms and staff development.* A paper presented at the annual meeting of the American Educational Research Association, Los Angeles.

OTHER PROFESSIONAL ACTIVITIES

Editorial and review positions

- 2010-2015 Editorial Board, *Teaching Education*
- 2007-2009 Editorial Board, *Educational Evaluation and Policy Analysis*
- Reviewer:
- American Educational Research Journal*
American Journal of Education
Educational Evaluation and Policy Analysis
Review of Educational Research
Educational Researcher
Teachers College Record
Teachers and Teaching: Theory and practice
Teaching and Teacher Education
Journal of Teacher Education
- 1987-1999 Consulting editor, *International Journal of Qualitative Studies in Education*
- 1987-1994 Editorial board, *Professional Development and Practice Series*
Teachers College Press
- 1989 Editor (interim), *Educational Evaluation and Policy Analysis*

Professional service and consultation

- 2021 Chair, planning committee for *COVID-19 and the Teacher Workforce*, a workshop of the National Academies of Sciences, Engineering and Medicine.
- 2019- Member, advisory group, *Teacher Turnover and School Improvement: Examining the Mechanisms Through Which Instability Disrupts Schools*,

- and How to Mitigate It*. Research project funded by the Spencer Foundation, UT Austin, Huriya Jabbar and Jennifer Holme, co-PIs.
- 2019-2021 Member, Spencer/NAE Postdoctoral Fellow Selection Committee, National Academy of Education
- 2017- Member, advisory group, *Project SIGMa (Supporting Instructional Growth in Mathematics)*. Research project funded by the National Science Foundation, Vanderbilt University, Ilana Horn, PI.
- 2018-2020 Committee member, Consensus Committee on Understanding the Changing Structure of the K–12 Teacher Workforce. National Academies of Sciences, Engineering, and Medicine. (2020). *Changing Expectations for the K–12 Teachers: Policies, Preservice Education, Professional Development, and the Workplace*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25603.2012-2016>
- 2012-2015 Consensus Committee on Strengthening Science Education through a Teacher Learning Continuum. National Academies of Sciences, Engineering, and Medicine.(2015). *Science Teachers Learning: Enhancing Opportunities, Creating Supportive Contexts*. Committee on Strengthening Science Education through a Teacher Learning Continuum. Board on Science Education and Teacher Advisory Council, Division of Behavioral and Social Science and Education. Washington, DC: The National Academies Press.
- 2012-2016 Chair, Board of Directors, National Writing Project
- 2015 Member, External Review Committee, ICLON, University of Leiden, Netherlands
- 2012-2016 Chair, Concurrence Committee, California Subject Matter Projects (appointed by UC President Mark Yudof)
- 2012-2015 National Research Council, Consensus Committee on Strengthening Science Education through a Teacher Learning Continuum
- 2008-2012 Board of Directors, National Academy of Education
- 2010 National Research Foundation, Qatar, research review panel (March)
- 2010 Spencer Foundation, Initiative on Data Use and Educational Improvement
- 2009 National Research Foundation, United Arab Emirates, research review panel (May)
- 2009 Program of professional development, Education Development Bureau, Hong Kong (March 2-6)

- 2008-2009 Spencer Foundation Task Force, project on the preparation of educational researchers in empirical qualitative and quantitative traditions of social science research
- 2007-2008 The Chalkboard Project (foundation consortium in Oregon, issues of professional development policy)
- 2007-2010 WestEd (advisory group member for two projects of professional development in literacy and mathematics leadership)
- 2007 Oakland Unified School District (The New School Development Group)
- 2006 The National Academies, Board on Science Education (consultation on the state of research on the education of science teachers)
- 2005-6 Chair, Spencer/NAE Postdoctoral Fellow Selection Committee, National Academy of Education
- 2005 Spencer Foundation Dissertation Fellow Selection Committee
- 2002- National Academy of Education, Spencer/NAE Postdoctoral Fellow Selection Committee (member)
- 2002 National Science Foundation online conference
- 1998 National Center for Education and the Economy (NCEE), consultation on research design for study of innovative high schools (OERI project)
- 1998-99 National Academy of Education, advisory panel on research in teachers' professional development
- 1995-98 Board of Trustees, Bay Area School Reform Collaborative. Governance body to oversee the \$50 million "Hewlett-Annenberg Challenge".
- 1995 National Commission on Teaching & America's Future. Commissioned paper on the school work environment and teachers' professional development.
- 1995 DeWitt Wallace-Reader's Digest Fund. Consultation on proposed funding in the reform of vocational education.
- 1995 American Association of Higher Education. Consultation on teachers' professional development in the subject disciplines.
- 1995 USAID, Botswana Educational Consolidation Project. Consultation on inservice teacher development.

- 1994-5 Educational Development Center (EDC). Planning for implementation of NSF grant for teacher leadership development in math and science education.
- 1994- Advisory Panel, The Exploratorium, School in the Exploratorium Project (teacher development component)
- 1994 National Research Council/National Academy of Sciences. Review of "Program and System Standards" and "Teaching Standards" components of the proposed National Science Education Standards.
- 1994 The College Board. Policy research issues in teachers' professional development.
- 1994 National Education Association. Advice on organizing professional development in a climate of reform
- 1994 Spencer Foundation. Research agenda for studies in professional development
- 1993 OECD. Consultant to 11-nation study on teacher quality, with focus on preservice and inservice teacher education
- 1993 National Board for Professional Teaching Standards, consultation on implementation of advanced teacher certification system
- 1993 National Science Foundation Statewide Systemic Initiative, consultation on teachers' professional development
- 1993 Carnegie Corporation of New York, proposal review
- 1993 Consortium for Policy Research in Education, Congressional testimony on teachers' professional development
- 1992-93 Chair, California Task Force on National Teaching Standards. A project of the National Professional Teaching Standards Board and the Stuart Foundations.
- 1992-93 Rockefeller Foundation, consultation on projects related to teachers' professional development
- 1991-92 San Francisco Unified School District, program conception and evaluation design for the Restructuring Schools Initiative
- 1990-92 California Commission on Teacher Credentialing (CTC), University of California Regents representative

- 1990 Massachusetts Board of Regents, design of experiments in teacher preparation and teacher induction
- 1989-90 Walter and Elise Haas Fund, design and evaluation of professional development experiments in education
- 1989 Carnegie Foundation, issues in the funding and evaluation of teacher networks
- 1989 Stanford/Schools Collaborative, Stanford University, evaluation of university-school collaboration
- 1988-90 Board of directors, Mills College/Oakland Unified School District Partnership
- 1988-89 Staff Development Advisory Committee, California State Department of Education
- 1988-89 Elections and Nominations Committee, Division K (Teaching and Teacher Education), American Educational Research Association
- 1988 University Research Expeditions Program, "Learning to Teach" expedition to England (June 17-July 10)
- 1988 California State Department of Education, Beginning Teacher Assessment Program.
- 1987-91 Stuart Foundations, advisory panel, invitational competitions for experimental programs of school restructuring
- 1987-1988 Far West Laboratory for Educational Research and Development, Professional Development Studies Program
- 1987 Alaska State Department of Education, design of mentor teacher program
- 1987 Association of California School Administrators, Commission on Public School Administration and Leadership.
- 1985 Member, delegation to the People's Republic of China, co-sponsored by the American Educational Research Association and the Chinese Institute for Educational Research (CIER). (September)
- 1985-1987 Award for Research into Practice Committee, American Educational Research Association
- 1986-1988 Connecticut State Department of Education, Beginning Teacher Support and Assessment Program

- 1986-1987 National Education Association, Mastery in Learning Program
- 1986 Publications Committee, Division K (Teaching and Teacher Education) American Educational Research Association
- 1986 Teacher Incentive Projects, Office of Educational Research and Improvement, U.S. Department of Education
- 1985-1986 Technical Assistance to Successful Schools Project Office of Educational Research and Improvement, U.S. Department of Education.
- 1985-1986 California School Leadership Academy, California State Department of Education.
- 1984 Faculty to the Graduate Seminar, joint project of the National Institute of Education and Division A, American Educational Research Association. (April)
- 1984 California Commission on the Teaching Profession (Commons Commission).
- 1982-83 Member and chair, National Advisory Board, Research and Development Center for Teacher Education, University of Texas, Austin, Texas.
- 1981-82 Evaluation Research Technical Assistance Team, Research in Follow Through Project, National Institute of Education.
- 1975- Other service & consultancies (partial list):
US Department of Education; USAID; OECD; National Association of Independent Schools; National Education Association; American Federation of Teachers; National Association of Secondary School Principals; Association for Supervision and Curriculum Development; California State University System; Consortium for Policy Research in Education; local districts, schools and regional service agencies; state departments of education and legislative committees; boards of education in Ontario and British Columbia.

System, University and School of Education Service (selected)

- 2018-2020 Member, Academic Senate Committee on Faculty Welfare
- 2009-2010 External review team, Gevirtz Graduate School of Education, UC Santa Barbara

- 2005-2008 Head Graduate Adviser, Graduate School of Education
- 2007-2008 Search committee member (Critical Social Analysis of Race and Education)
- 2006-2007 Search committee chair (Philosophy of Education)
- 2002-2007 Faculty Coordinator, Spencer Research Training Grant
- 2003-2005 Chair, GSE Academic Review Committee
- 2003-2005 Area Chair, POME program
- 2003-2004 External review team, Department of Education, UC Santa Cruz
- 2003-2008 Committee for the Protection of Human Subjects (alternate)
- 2000-2001 Search Committee, Dean of the Graduate School of Education (Executive Vice Chancellor's appointment)
- 1999-2001 Chair, Committee for the Protection of Human Subjects (Academic Senate)
- 1997-2001 Member, Committee for the Protection of Human Subjects
- 1998-2001 Chair of the Faculty, Graduate School of Education
- 1995-1996 Chair, Academic Senate Committee on the Status of Women and Ethnic Minorities
- 1995-1996 Divisional Council, Academic Senate
- 1994-1995 Graduate Council Review, Graduate School of Public Policy
- 1993-94 Member, Academic Senate Committee on the Status of Women and Ethnic Minorities
- 1992-1994 Associate Dean for Academic Affairs, Graduate School of Education
- 1990-92 University representative, California Commission on Teacher Credentialing