

**Jennifer Goldstein
Curriculum Vitae**

School of Public Affairs
Baruch College, City University of New York
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Academic Background

- Ph.D. Stanford University (2003)
School of Education, Administration and Policy Analysis
Minor: Sociology (Organizations Emphasis)
Dissertation: *Teachers at the Professional Threshold: Distributing Leadership Responsibility for Teacher Evaluation*
Dissertation Committee: Michael Copland, Linda Darling-Hammond, and James G. March (with Michael Kirst, Reader)
- B.A. University of California, Berkeley (1992)
Social Sciences Independent Major: "Race, Class, and Gender in Contemporary U.S. Education" / Minors: Education, Women's Studies
Honors Thesis: *America 2000, "School Choice," and the Corporate Buyout of Education*
Thesis Advisor: Pedro Noguera

Overview of Professional Experience

- Associate Professor, Education Policy and Leadership
School of Public Affairs, Baruch College, City University of New York (2009-present; on sabbatical 2009-2010)
- Assistant Professor, Education Policy and Leadership
School of Public Affairs, Baruch College, City University of New York (2003-2009)
- Associate Research Scientist (50% time)
Educational Testing Service, Concord, California (2002-2003)
- Adjunct Faculty, Division of Elementary Education
San José State University, San José, California (2000-2001)
- Teacher, Title VII Office
Campbell Union Elementary School District, Campbell, California (1998-1999)
- Teacher, Rosecrans Elementary School
Compton Unified School District, Compton, California (1993-1996)

Scholarship

Books

Goldstein, J. (2010). *Peer review and teacher leadership: Linking professionalism and accountability*. New York: Teachers College Press.

Bloom, G., & Goldstein, J. (Eds.). (2000). *The peer assistance and review reader*. Santa Cruz, New Teacher Center @ UCSC.

Peer Reviewed Journal Articles

Goldstein, J. (forthcoming). Teacher leader as help or hindrance? A peer review case. *Journal of Cases in Educational Leadership*.

Goldstein, J. (2009). Designing transparent teacher evaluation: The role of oversight panels for professional accountability. *Teachers College Record*, 11(4): 893-933.

Goldstein, J. (2007). Distributed accountability: How district leaders create structures to ensure teacher quality. *Journal of School Leadership*, 17(4): 504-536. Special Issue on Distributed Leadership.

Goldstein, J. (2007). Easy to dance to: Solving the problems of teacher evaluation with peer assistance and review. *American Journal of Education*, 113(May): 479-508.

Goldstein, J. (2007). Debunking the fear of peer review: Combining supervision and evaluation and living to tell about it. *Journal of Personnel Evaluation in Education*, 18(4): 235-252.

Goldstein, J. (2004). Making sense of distributed leadership: The case of peer assistance and review. *Educational Evaluation & Policy Analysis*, 26(2): 173-197. [Reprinted with apology, originally 25(4): 397-421, Special issue on Educational Leadership.]

Other Periodicals

Goldstein, J. (2009). Union bashing won't reform our schools (and neither will job protectionism). *Education Week*, March 10.

Goldstein, J. (2008). Taking the lead: With peer assistance and review, the teaching profession can be in teachers' hands. *American Educator*, 32(3): 4-11, 36-38.

Goldstein, J., & Noguera, P. (2006). A thoughtful approach to teacher evaluation. *Educational Leadership*, 63(6): 31-37.

Conference Presentations

Peer assistance and review: A teacher union--school district partnership for professional accountability. Paper accepted at the American Educational Research Association Annual Meeting, Denver, April, 2010 (not presented).

Distributing accountability across a district teacher evaluation system. In *Distributed leadership and power: Responses and new directions* (J. Goldstein, Chair). Symposium presented at the American Educational Research Association Annual Meeting, New York City, March, 2008.

The NYCDOE Theory of Action. In *New York City's new model of accountability: From inside the box* (D. Shipps, Chair). Symposium presented at the American Educational Research Association Annual Meeting, New York City, March, 2008.

Disposition standards for leadership preparation. Community Conversation session (J. Goldstein, Chair) held at the University Council for Educational Administration Annual Meeting, Washington, D.C., November, 2007.

Distributing accountability across a district teacher evaluation system. In *Distributed leadership and power: Responses and new directions* (J. Goldstein, Chair). Symposium presented at the University Council for Educational Administration Annual Meeting, Washington, D.C., November, 2007.

Distributing accountability for teacher evaluation across a school district. In *Recent research on distributed leadership practices in school settings* (R. Halverson, Chair). Symposium presented at the University Council for Educational Administration Annual Meeting, San Antonio, November, 2006.

“Accountable distribution” of leadership for teacher evaluation. In *Recent research in distributed leadership* (R. Halverson, Chair). Symposium presented at the American Educational Research Association Annual Meeting, Montreal, Canada, April, 2005.

Growing the distributed leadership framework: “Accountable distribution” and professionalism. In *Recent research in distributed leadership* (M. Copland, Chair). Symposium presented at the University Council for Educational Administration Annual Meeting, Kansas City, November, 2004. (Paper cancelled due to illness).

Jurisdiction for teacher evaluation. Presentation at the 24th Annual David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, Chicago, April, 2003.

Making sense of new roles: Exploring distributed leadership through Peer Assistance and Review, in *Distributing leadership for teacher support and evaluation: Renegotiating the work of teacher leaders and principals* (M. Copland, Chair). Symposium at the American Educational Research Association Annual Meeting, Chicago, April, 2003.

“Complexity and courage?” Examining the quality of teacher support and evaluation provided by Peer Assistance and Review. Paper presented at the American Educational Research Association Annual Meeting, Chicago, April, 2003.

Results from the implementation of teacher peer assistance and review in California: A case study of one urban district. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, April, 2002.

Sharing leadership for teacher support and evaluation: Renegotiating the work of teacher leaders and principals (with C. Carver and M. Copland). Paper discussion at the American Educational Research Association Annual Meeting, New Orleans, April, 2002.

Reconceiving evaluation: Preliminary results from the implementation of teacher peer assistance and review in California. Paper discussion at the American Educational Research Association Annual Meeting, Seattle, April, 2001.

Reconstitution in theory and practice (with M. Kelemen and W. Koski). In *Accountability, capacity, and equity: Next generation issues in school reform* (S. Fuhrman, Chair). Symposium presented at the American Educational Research Association Annual Meeting, San Diego, April, 1998.

Invited Papers, Presentations, and Professional Activities

Invited Participant, Teach For America Roundtable Discussion on Teacher Retention, May, 2009.

Invited Participant, Ford Foundation Convening on Teacher Retention, November, 2008.

Invited Session, Peer review: Bringing complexity and courage to teacher evaluation. Annual Meeting of the Association for Supervision and Curriculum Development, New Orleans, March, 2008.

Invited Address and Workshop, Providing instructional leadership through Teacher Peer Assistance and Review. The Leadership Forum Dinner Series, New York University Metro Center, December, 2005.

Invited Address and Workshop, Providing instructional leadership through Teacher Peer Assistance and Review. New York State Council of School Superintendents, New York University Metro Center, November, 2004.

Invited Participant, Center for Educational Leadership at U.C. Santa Barbara, Summer Forum, August, 2004.

Research Projects, Contracts, and Grants

The Research Alliance for New York City Schools, Teacher Turnover: What Factors are Associated with it and How Does it Influence School Functioning and Student Performance? 2009-2012 (PI Kemple- \$500,000 from Ford Foundation; CUNY PI Goldstein- \$143,000 subcontract from NYU).

Professional Staff Congress of the City University of New York, Retaining High Quality Teachers in Hard-to-Staff Urban Areas: Identification of Factors Affecting Teacher Retention and Attrition in New York City, 2009-2010 (\$2,660) & 2010-2011 (\$2,660).

Professional Staff Congress of the City University of New York, Developing the Teacher Workforce: How Do Professionalism and Bureaucracy Make a Difference in Urban Schools? 2007-2008 (\$3,990) & 2008-2009 (\$3,990).

Professional Staff Congress of the City University of New York, Peer Assistance and Review in California, 2004-2005 (\$5,399) & 2005-2006 (\$3,335).

Eugene M. Lang Junior Faculty Fellowship (Baruch College), Developing the Teacher Workforce: How Do Professionalism and Bureaucracy Make a Difference in Urban Schools? 2007-2008 (\$4,100).

Educational Testing Service, California Commission on Teacher Credentialing Evaluation of BTSA/CFASST, 2002-2003. I managed the qualitative side of this mixed-methods study. Together with the manager of the quantitative research, we examined the effects of participation in a two-year induction program--BTSA/CFASST--on the quality of third year teachers' teaching across the state of California. Research involved co-designing the study and fieldwork instruments, interviewing and observing the classroom teaching of third year teachers across California, assessing teacher performance to a modified version of the California Standards for the Teaching Profession, and managing the other field researchers, including calibration of our assessments of classroom practice.

Prospective Principal's Program, Stanford University (Research Assistant to Michael Copland), 1999-2001.

Consortium for Policy Research in Education, Stanford University, (Research Assistant to Martin Carnoy), 1997-1998.

Bay Area School Reform Collaborative, Stanford University (Research Assistant to Milbrey McLaughlin), 1996-1998.

Work in Progress (select)

Teacher Evaluation: I am co-authoring two books with Linda Darling-Hammond. I will be the second author on a short book laying out a vision for a comprehensive system for the assessment and evaluation of teachers. I will be the first author on an edited volume drawing together a range of current research on the topic, most likely done as a handbook tentatively titled *Handbook of Research on Teacher Evaluation*. Given developments in the field, an update to prior handbooks (Millman & Darling-Hammond, 1990; Stronge & Tucker, 2003) is overdue.

Teacher Retention: The Research Alliance for New York City Schools' study of middle school teacher retention is currently underway. Deliverables are due to the Ford Foundation March 2012. I anticipate a number of co-authored articles with my research assistants on our case studies, as well as articles and a book with NYU and TC researchers across the broader project.

Honors and Awards

Faculty Scholarship and Creative Achievement Recognition, Baruch College, 2004, 2006, 2007, 2008

Faculty Fellowship Publication Program, City University of New York, 2006

David L. Clark National Graduate Student Research Seminar Fellow (AERA/UCEA), 2003

Spencer Foundation Research Training Grant, 2000

Spencer Foundation Seed Grant for Proposal Development, 2000

Stanford University School of Education, Doctoral Fellowship, 1996-1998 & 1999-2001 (tuition-4 years).

Phi Beta Kappa, 1992

High Distinction, University of California, Berkeley, 1992

Highest Honors, University of California, Berkeley, (Social Sciences), 1992

President's Undergraduate Fellowship, University of California, Berkeley 1992

J.W. Saxe Memorial Fund Scholar, 1992

Teaching

Baruch College, CUNY

- Teach students earning the New York State School Building Leader (SBL) and School District Leader (SDL) credential, as well as the Masters degree in Educational Administration.
- Teach or have taught in multiple partnership programs with the New York City Department of Education, including the former Aspiring Leaders Program (ALPs) and current Scaffolded Apprenticeship Model (SAM).
- Through the SAM program, support teams from middle and high schools focused on (1) improving the learning of target groups of historically underperforming students, and (2) improving instructional decision-making systems in their schools.
- Have extensive experience with Problem Based Learning pedagogy, cohort development, leadership performance standards, and school-based inquiry team research.
- Coordinate with principals and network leaders (superintendents) from across the NYCDOE.
- Collaborate with a team of colleagues on curriculum development, lesson design, and assessment.
- Piloting online teaching with Adobe Connect.

Courses Taught:

Administration of the Urban School

Urban School Community Leadership
Instructional Leadership in Educational Organizations
Curriculum and Instruction

Courses Developed and Taught:

Seminar on Teacher Workforce Quality
Practicum in Instructional Leadership
Human Capital Management in Urban School Districts

San Jose State University

- Taught a required course on multicultural education to aspiring elementary school teachers for two semesters and summer session.

Course Taught:

Socio-Multicultural Foundations of Education

Campbell Union School District:

- Ran a Newcomer Academy for recent immigrants run by the Title VII Office.
- Worked with students across four district schools, who were bused to the Newcomer Academy.
- Taught English as a Second Language classes to 3rd-5th graders representing 14 primary languages.
- Coordinated with students' classroom teachers in four schools.
- Managed two instructional assistants.
- Taught in the summer school component of Even Start (promotes parent participation).

Compton Unified School District

- Taught Fourth Grade and Spanish Bilingual Fourth Grade.
- Taught all curricular areas.
- Coordinated parent participation in my classroom for primary language support.
- Coordinated contributions of private supplies to the school.
- Served as Fourth Grade Chair and Student Council Advisor.
- During the 1994-1995 academic year (the last year for which I had data), my students' scores on the state SABE June tests were 23.5 percentage points above the district average in math and 6.4 percentage points above the district average in reading. I reduced the number of my students on the district-wide list of nonreaders from seven to one.

Professional Credentials

California Clear Multiple Subject

New York School Building Leader (in process, to be completed June 2011)

Professional Development (Select)

Scaffolded Apprenticeship Model (SAM) Weekly Facilitator Training, Baruch College, 2008-2009.

New York City Leadership Academy Workshops and Conferences, New York City Department of Education, various 2004-2007.

Myers-Briggs Training, New York City Department of Education, 2006.

Teacher Union Reform Network (TURN), California, 2000-2003.

New Teacher Center @ UCSC, Symposium on New Teachers, Santa Cruz, CA, 2000.

Teacher Education Support Seminar and Noyce Foundation Literacy Training, Campbell, CA, 1998-1999.

Haberman Educational Foundation, Inc., Urban Teacher Selection Interview Training, San Francisco, 1998.

Rancho de Español, La Guácima de Alajuela, Costa Rica, 1997.

Compton Unified School District Intern Program/Teach For America Performance Assessment Model, Compton, CA, 1994-1996.

Bilingual California Literature Project, Compton, CA, 1995.

Instituto Cultural de Oaxaca, Oaxaca, México, 1994.

Summerbridge Program, San Francisco, CA, 1992.

SEED (Seeking Educational Equity and Diversity) Seminar, San Francisco, CA, 1991-1992.

Professional Service

Editorial Boards, Reviewing, and Professional Activities

Reviewer, *Journal of Personnel Evaluation in Education*, 2007-present.

Reviewer, *Educational Policy, Urban Education, Teachers College Record*, 2006-present.

Reviewer, University Council for Educational Administration, Annual Meeting Proposals, 2006-present.

Reviewer, American Educational Research Association, Annual Meeting Proposals, 2005-present.

Reviewer, Teachers College Press, 2003-present.

Vice President, Metropolitan Council of Educational Administration Programs (MCEAP), New York City, 2005-2009.

Member, Consortium of Professors of Instructional Supervision, 2006-2008.

Steering Committee Member, American Educational Research Association, Supervision and Instructional Leadership Special Interest Group, 2004-2007

University/College/Department (Baruch College, CUNY)

Member, School of Public Affairs Admissions Committee, 2007-2009.

Member, Search Committee for the Center for Equality and Pluralism that hired Sonia Jarvis, 2008.

Member, Search Committee for Educational Leadership that hired Dorothy Shipps, 2007.

Member, Education Programs Review Committee, 2005.

Member, Search Committee for Educational Leadership that hired Judith Kafka, 2004.

College-for-a-Day Instructor, 2004.

Paid Consultancies

Consultant, **American Federation of Teachers**, Teaching Quality Conceptual Framework, Washington, D.C., 2009.

Consultant, **San Francisco Unified School District** Office of Teacher Affairs, New Teacher Induction Program, San Francisco, California, 2001-2002.

Co-editor, *The Peer Assistance and Review Reader*, **Santa Cruz New Teacher Center**, Santa Cruz, California, 1999.

Professional Memberships

American Educational Research Association

University Council of Educational Administration (by institution)

Metropolitan Council of Educational Administration Programs (New York City)

Community Service (Select)

Volunteer, Eastside PATH Tutoring Program (through IKAR Feeding Our Neighbors), Los Angeles, California, 2010-present.

Volunteer, Campaign for Change/Obama for America, Philadelphia, Pennsylvania, 2008.

Volunteer, Election Protection, Broward County, Florida, 2004.