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Professor, Education Policy and Leadership

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EDUCATION

1982-1985	University of Chicago Chicago, Illinois	Education	Ph.D.
1979-1981	Tel-Aviv University Ramat Aviv, Israel	Education	M.A.
1975-1978	University of Wisconsin Madison, Wisconsin	Education, Hebrew and Semitic Studies	B.S.

ACADEMIC EXPERIENCE

Vanderbilt University, Peabody College, Nashville, Tennessee

2009-present	Chair, Department of Leadership, Policy and Organizations
1994-2009	Professor, Department of Leadership, Policy and Organizations
1994-1998	Associate Dean for Academic Affairs, Peabody College,
1993-1998	Institute for Public Policy, Senior Research Fellow
1991-1994	Associate Professor, Department of Educational Leadership
1990	Center for Advanced Study, Visiting Scholar of Educational Leadership

Tel Aviv University, Tel Aviv, Israel

1990-1991	Educational Administration, Senior Lecturer (with tenure)
1988-1991	Educational Administration, Chair
1985-1990	Educational Administration, Lecturer

University of Chicago, Chicago, Illinois

1982-1984	Education, Research Assistant
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Honors

2016	Roald F. Campbell Lifetime Achievement Award, University Council of Educational Administration
2015, 16, 17, 18	Edusolar Top Influential Education Policy Scholars
2013	International Associate of the newly formed <i>Robert Owen</i> Centre Educational Change at the University of Glasgow.
2013	Vice President, Division L Politics and Policy, American Education Research Association
2011	International Academic Board Member, The Institute for the Management and Economics of Education (IBB), Switzerland
2011	Advisory Board, Consortium for Applied Studies in Jewish Education (CASJE)
2010	American Educational Research Association Fellow
2009	Senior Research Fellow and Board Member, Asia Pacific Centre for Leadership and Change, The Hong Kong Institute of Education
2009	Patricia and Rodes Hart Endowed Chair
2009	Outstanding Journal Article, <i>Journal of Educational Administration</i>
2006	National Academy of Education/AERA, Committee on the Education Research Doctorate
2005	Learning Sciences Institute Fellow, Vanderbilt University
2004	Alexander Heard Distinguished Service Professor, Vanderbilt University
2004	Testimony before the Committee on Health, Education, Labor and Pensions, United States Senate, Hearing on “Pell Grants for Kids”
2003	Co-editor, <i>Educational Evaluation and Policy Analysis</i>
2002	Peabody College Distinguished Lecturer Award Alumni Association
2002	Member, Task Force on Developing Research to Improve Educational Leadership; Division A-American Educational Research Association, The Laboratory for Student Success, and the University Council for School Administration
2001	Glassman Fellow, Visiting Scholar, University of Haifa, Haifa, Israel
1999	Selected as participant for “A Study of Productive and Influential Scholars in Educational Administration” AERA-Division A

PROFESSIONAL ACTIVITIES

Recent Editorial Boards

2014	<i>Educational Leadership & Management</i>
2011	<i>American Educational Research Journal</i>
2011	<i>Journal of Educational Administration</i>
2011-2016	<i>Leadership and Policy in Schools</i>
2010	<i>American Journal of Education</i>
2009	<i>Educational Researcher</i>

Recent Professional Activities and Service (selected)

2016	Council of Chief State School Officers (CCSSO) and the National Policy Board for Education Administration (NPBEA) National Educational Leadership Preparation (NELP) Program Assessments and Review Committee
2016	Wallace Foundation, Technical Working Group for the evaluation of the University Principal Preparation Initiative Evaluation
2013	Wallace Foundation, Technical Working Group (TWG) for the evaluation of the Principal Pipeline Initiative
2011, 2012	TWG Member, Magnet School Assistance National Evaluation
2008-2015	Standing Member, Gant Review Panel, Institute of Education Sciences, Broad Systems Reform
2008	Advisor, Carnegie Project on the Education Doctorate

RESEARCH GRANTS

2015-2020	<i>Using Teacher Evaluation Data to Drive Instructional Improvement: Evidence from the Evaluation Partnership Program in Tennessee</i> (VU Principal Investigator (John Papay, PI, Brown University), Institute of Education Sciences, \$ 5,000,000.
2015-2019	<i>The Development and Validation of a Diagnostic Assessment of Instructional Leadership Capacity</i> (Principal Investigator, with Jason Grissom), Institute of Education Sciences, \$ 1,600,000.
2014-2018	<i>Supporting Principals to Productively Use Multiple Measures of Teacher Effectiveness</i> (Principal Investigator, with Jason Grissom), Bill and Melinda Gates Foundation, \$500,000.
2014-2019	<i>Evaluation and Analysis of the Principal Supervisor Initiative</i> (Principal Investigator VU, PI Mathematica), Wallace Foundation, \$2,500,000.
2013-2014	<i>Examining the Updated SAM (School Administration Manager) Process with Consideration of the Potential for a Randomized Control Trial</i> , (Principal Investigator), Wallace Foundation, \$125,000
2013-2014	<i>Tennessee/Shanghai Leadership Collaborative: Achieving High Academic Performance for All by Developing Teaching Capacity through Shared Instructional Leadership</i> , (Investigator), Tennessee Department of Education, \$699,000
2012-2014	<i>Supporting Principals to Use Teacher Effectiveness Measures for Human Capital Decisions</i> , (Principal Investigator), Bill and Malinda Gates Foundation, \$ 590,000.

2012-2014	<i>Professional Learning through Reflection promoted by Feedback and Coaching</i> , Eurpoean Union, third country advisor, Principal Invesitgator
2010-2015	<i>National Research and Development Center on Scaling Up Effective Schools</i> (Investigator, with Tom Smith, PI), Institute of Education Sciences, \$14,000,000.
2008-2013	<i>The Development and Validation of the Vanderbilt Assessment of Leadership In Education</i> (Co-PI, with Andy Porter), Institute of Education Sciences, \$ 2,000,000.
2007	<i>Does Race Matter? The Shifting Landscape of School Desegregation in American Cities</i> , (Co-PI, with Claire Smrekar) Vanderbilt Center for Nashville Studies, \$39,200.
2007, 2009	<i>School Principal Development and Leadership Evaluation in China</i> , Vanderbilt International Office, \$25,000.
2006-2010	<i>Improving Principal Leadership Through Feedback and Coaching</i> (Co-Principal Investigator with Len Bickman), Institute of Education Sciences, \$2,000,000.
2006-2009	<i>Opening the Black Box of Choice and Regular Public Schools: A Study of Achievement Growth, Instruction and Alignment</i> (Co-principal Investigator, with Mark Berends), Institute for Educational Sciences, \$3,000,000
2005-2008	<i>Development of a Leadership Assessment System</i> , (Investigator, with Andy Porter, PI), Wallace Foundation \$1,500,000.
2005-2010	<i>Center on School Choice, Competition and Achievement</i> (Investigator, with Mark Berends, PI), Institute of Education Sciences, \$10,000,000.
2004-2009	<i>Assessing the Impact of Principals' Professional Development: An Evaluation of the National Institute for School Leadership</i> (Investigator, with the University of Pennsylvania), Institute of Education Sciences \$3,000,000.
2004-2006	<i>Public School Choice: Magnet Schools, Peer Effects, and Student Achievement</i> , (Principal Investigator), Institute of Education Sciences, \$457,452.
2002-2003	<i>Institute for School Leadership: First Year Evaluation</i> , (Co-Principal Investigator with Nancy Vye), VU, Learning Sciences Institute \$58,000

- 2002-2003 *Parents Choice and Parent Involvement: Integrating Perspectives*, (Co-Principal Investigator with Kathy Hoover- Dempsey), Vanderbilt University, Discovery Grant \$48,500.
- 2001-2006 *Reclaiming Communities: Diversity, Equity, and Access in the Post-Busing Era*, (Principal Investigator), WT Grant Foundation, \$536,000.
- 2001-2004 *Gates Foundation Challenge Grant for Leadership Development in Tennessee* (Investigator, with James Guthrie and John Bransford), \$2,000,000.

PUBLICATIONS

BOOKS

- Berends, M., Cannata, M., and Goldring, E. (eds). (2011). *School Choice and School Improvement: Research in State, District and Community Contexts*. Boston: Harvard Education Press.
- Crowson, R., Goldring, E., & Hanes, K. (2010). *Successful Schools and the Community Relationship*. CA: McCutchan Publishing.
- Crowson, R., & Goldring, E. (eds), (2009). *The New Localism in American Education*, Volume I, National Society for the Study of Education (NSSE) Yearbook. New York: Wiley.
- Militello, M. Rallis, S., & Goldring, E., (2009). *Leading with Inquiry and Action*. Newbury Park, CA: Corwin Press. (Also translated into Chinese)
- Smrekar, C., & Goldring, E. (Eds). (2009). *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*. Cambridge, MA: Harvard Education Press.
- Goldring, E., and Berends, M. (2008). *Leading with Data: A Path to School Improvement*. Newbury Park, CA: Corwin Press. (Also translated into Chinese)
- Goldring, E., & Rallis, S. (2000). *Principals of Dynamic Schools: Taking Charge of Change* (2nd ed.). Newbury Park, CA: Corwin/Sage.
- Smrekar, C., & Goldring, E. (1999). *School Choice in Urban America: Magnet Schools and the Pursuit of Equity*. New York: Teachers College Press.
- Goldring, E., & Rallis, S. (1993). *Principals of Dynamic Schools: Taking Charge of Change*. Newbury Park, CA: Corwin/Sage.

ARTICLES

- Rubin, Mollie, Patrick, Susan K., and Ellen B. Goldring. (2017). Make It Quick or Make It Last? Dilemmas in the Implementation of a High School Improvement Reform,” *Peabody Journal of Education*. 29(5), 609-626.
- Goldring, E., Grissom, J., Blissett R., Neumerski, C. (Under Review). The Search for Principal Effectiveness: Increasing Principals’ Time on Instructional Leadership through the SAM® Process.
- Huff, J., Preston, C., Goldring, E. (in press) Learning-Centered Leadership Practices for Effective High Schools Serving At-Risk Students. *Teacher College Record*
- Torres, D., Drake, T., Preston, C, Cannata, M., Goldring, E. (2017). Bringing Student Responsibility to Life: Avenues to Personalizing High Schools for Student Success, *Journal of Education for Students Placed At Risk*, 22(3), 129-145.
- Grissom, Jason A., Rubin, Mollie, Goldring, Ellen B., Cannata, Marisa, Drake, Timothy, Neumerski, Christine M., and Patrick Schuermann. Central Office Supports for Data-Driven Talent Management Decisions: Evidence from the Implementation of New Systems for Measuring Teacher Effectiveness. (2017). *Educational Researcher*. 46(1) 21-32.
- Cannata, M., Rubin, M., Goldring, E., Grissom, J. A., Neumerski, C., M., Drake, T., Schuermann, P., (2017). Using Teacher Effectiveness Data for Information Rich Hiring, *Educational Administration Quarterly*. 53(2) 180–222.
- Cravens, X., Drake, T., Jackins, L, Goldring, E., (2017). Teacher Peer Excellence Groups (TPEGs): Building Communities of Practice for Instructional Improvement. *Journal of Educational Administration*, 55(5), 526-551.
- Preston, C., Goldring, E., Guthrie, J. E., Ramsey, R., & Huff, J. (2017): Conceptualizing Essential Components of Effective High Schools, *Leadership and Policy in Schools*, 16(4), 525-562.
- Goff, P., Goldring, E. (2016). The best laid plans: Pay for performance incentive programs for school leaders. *Journal of Education Finance*, 42(2), 127-151.

- Minor, E. C., Porter, A. C., Murphy, J., Goldring, E., & Elliott, S. N. (2016). A test-retest analysis of the Vanderbilt Assessment for Leadership in Education in the USA. *Educational Assessment, Evaluation and Accountability*, 1-14.
- Camburn, E., Goldring, E., Sebastian, J., May, H., & Huff, J (2016). An Examination of the Benefits, Limitations and Challenges of Conducting Randomized Experiments with Principals. *Educational Administration Quarterly*. 52, (2), 187-220.
- Goldring, E. B, Grissom, et al (2015). Make room value-added measures: Principals' human capital decisions and the emergence of teacher observation data. *Educational Researcher*, 44 (2), 96-104.
- Murphy, J. Neumerski, C., Goldring, E., Grissom, J., Porter, A. (2015). Bottling Fog? The Quest for Instructional Management. *Cambridge Journal of Education*. 1-17.
- Goldring, E. Cravens, X, et al (2015). The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED): Instructional leadership and emotional intelligence. *Journal of Educational Administration* 53(2) 177-196.
- Goldring, E., Mavrogordato, M., Hayes, K. T. (2015) Multi-Source Principal Evaluation Data: How Principals Approach, Interpret and Use Teacher Feedback Regarding Their Leadership Effectiveness. *Educational Administration Quarterly* 51 (4),572-599.
- Goff, P, Goldring, E., Bickman, L (2014). Predicting the gap: Perceptual congruence between American principals and their teachers' ratings of leadership effectiveness. *Educational Assessment Evaluation and Accountability* 26(4) 333-359.
- Goff, P., Guthrie, J. E., Goldring, E., Bickman, L. (2014). Changing Principals' Leadership through Feedback and Coaching: The Results of a Longitudinal Intervention. *Journal of Educational Administration*. 52(5), 682-704.
- Covay Minor, E., Porter, A., Murphy, J., Goldring, E., Cravens, X., & Elliot, S. N. (2014). A known group analysis validity study of the Vanderbilt Assessment for Leadership in Education in US elementary and secondary schools. *Educational Assessment, Evaluation and Accountability* 26(1), 29-48.
- Cravens, X., Goldring, E., Porter, A., Polikoff, M., Murphy, J., & Elliott, S. (2013). Setting proficiency standards for school leadership assessment: An examination of cut-score decision making. *Educational Administration Quarterly*, 49(1), 124-160.
- Huff, J., Preston, C., & Goldring, E. (2013). Implementation of a coaching program for school principals: Evaluating coaches' strategies and the results. *Educational Management Administration & Leadership*. 41, 504-526

- Cravens, X., Goldring, E., Penaloza, R (2012). Leadership practice in the context of U.S. school choice reform. *Leadership and Policy in Schools*, 11, 452–476.
- May, H., Huff, J. Goldring, E. (2012). A Longitudinal study of principals' activities and student performance. *Journal of School Effectiveness and School Improvement*, 23(4), 1- 23.
- Preston, C., Goldring, E, Berends, M., & Cannata, M., (2012). School innovation in district context: comparing traditional public schools and charter Schools. *Economics of Education Review*. 31(2), 318-330
- Goff, P.T., Mavrogordato, M. & Goldring, E. (2012). Instructional leadership in charter schools: Is there an organizational effect or are leadership practices the result of faculty characteristics and preferences? *Leadership and Policy in Schools*, 11(1), 1-25.
- Goldring, E., & Preston, C. & Huff, J. (2012). Conceptualizing and evaluating professional development for school leaders. *Planning and Change*, 43(3), 1-13.
- Porter, A.C., Polikoff, M.S., Goldring, E., Murphy, J.; Elliott, S.N.; & May, H. (2010) Investigating the validity and reliability of the Vanderbilt Assessment of Leadership in Education. *Elementary School Journal*, 111, 282-313.
- Cohen Vogel, L., Goldring, E., Smrekar, C (2010). The Influence of local conditions on social service partnerships, Parent involvement and community engagement in neighborhood schools. *American Journal of Education*, 117, 51–78.
- Camburn, E., Huff, J., Goldring, E., May, H. (2010) Assessing the validity of an annual survey for measuring principal leadership practice. *Elementary School Journal*, 111(2), 314-335.
- Polikoff, M., May, H., Porter, A., Elliot, S., Goldring, E., Murphy, J. (2010). An Examination of differential item functioning on the Vanderbilt Assessment of Leadership in Education. *Journal of School Leadership*, 19(6), 661-679.
- Taylor Haynes, K, Phillips, K., J, & Goldring, E., (2010). Latino parents' choice of magnet school: how school choice differs across racial and ethnic boundaries. *Education and Urban Society*, 42(6), 758-789.
- Porter, A.C., Polikoff, M.S., Goldring, E., Murphy, J., Elliott, S.N., & May, H. (2010). Developing a psychometrically sound assessment of school leadership: The VAL-ED as a case study. *Educational Administration Quarterly*, 46(2), 135-173.
- Berends, M., Goldring, E., Stein, M., & Cravens, X. (2010). Instructional conditions in charter schools and students' mathematic achievement gains. *American Journal of Education*, 116(3), 303–335.

- Goldring, E., & Schuermann, P. (2009). The Changing context of K-12 educational administration: Consequences for Ed. D. program design and delivery. *Peabody Journal of Education*, 84, (1) 9-43.
- Goldring, E., Cravens, X., Murphy, J., Elliot, S. et al. (2009). The Evaluation of Principals: What and How do States and Urban Districts Assess Leadership? *Elementary School Journal*. 110 (1), 19-39.
- Goldring, E., Huff, J., Spillane, J., & Barnes, C. (2009). Measuring the instructional leadership expertise of school principals. *Leadership and Policy in Schools*. 8, (2), 197-228.
- Goldring, E., Porter, A., Murphy, J., Elliot, S., & Cravens, X. (2009). Assessing learning-centered leadership: Connections to research, standards and practice. *Leadership and Policy in Schools*, 8, 1-36.
- Goldring, E., Huff, J., May, H., & Camburn, E. (2008). School context and individual Characteristics: What influences principal practice? *Journal of Educational Administration*, 46 (3), 332-352.
- Murphy, J., Goldring, E., Cravens, X., Elliot, S. & Porter, A. (2009). The Vanderbilt Assessment of Leadership in Education: Measuring learning-centered leadership. *East China Normal University Journal*.
- Goldring, E., & Rowley, K. (2008). Parent preferences and parent choices: The public-private decision about school choice. *Journal of Educational Policy*, 23(3), 209-230.
- Murphy, J., Elliot, S., Goldring, E., Porter, A (2007). Leadership for Learning: A research-based model and taxonomy of behaviors. *Journal of School Leadership and Management*, 27(2), 179-201.
- Goldring, E., Cohen-Vogel, L., Smrekar, C. (2006) Schooling closer to home: Desegregation policy and neighborhood contexts. *American Journal of Education*, 112(3), 335-363.
- Goldring, E., & Sims, P. (2005). Propelling teaching and learning: The Politics of leadership academies and district-community-university partnerships, *Education Policy*, 19(1), 223-249.
- Goldring, E., Crowson, R., Laird, D., & Berk, R. (2003). Transition leadership in a changing policy environment. *Educational Evaluation and Policy Analysis*, 25, 473-488
- Goldring, E., & Smrekar, C. (2002). Magnet schools: At the crossroads of reform and race in urban education. Special Issue of: *The Clearing House: The Great School Choice Debate*.
- Gibton, D. & Goldring, E. (2002). Decentralization policy and legislation: The Case of Israel and Britain. *Peabody Journal of Education*, 72, 81-101.

- Hausman, C., & Goldring, E. B. (2001). Teachers' ratings of effective principal leadership: A comparison of magnet and nonmagnet schools. *Journal of School Leadership*, 11, 399-423.
- Hausman, C., & Goldring, E. B. (2001). Sustaining teacher commitment: The role of learning communities. *Peabody Journal of Education*, 76(2), 30-52.
- Goldring, E., & Smrekar, C. (2000). Magnet schools and the pursuit of racial balance. *Education and Urban Society*, 33(1), 17-35.
- Hausman, C., & Goldring, E. (2000). School community in different magnet program structures. *School Effectiveness and School Improvement*, 11(1), 80-102.
- Ogawa, R. T., Goldring, E. B., & Conley, S. (2000, August). Organizing the field to improve research on educational administration. In Research and inquiry in educational administration: A call for quality and utility [Special issue]. *Educational Administration Quarterly*, 36(3), 340-357.
- Gibton, D., Sabar, N., Goldring, E. (2000). There's light at the end of the tunnel: Is it the sun or a rushing train? Decentralization policy in Israel. *Educational Evaluation and Policy Analysis*, 22(2), 193-210.
- Holtz, B. W., Gamoran, A., Dorph, G. Z., Goldring, E., Robinson, B. (2000). Changing the core: Communal policies and present realities in the professional development of teachers for Jewish schools. *Journal of Jewish Communal Service*, 76(3), 173-186.
- Hausman, C., & Goldring, E. (2000). Parent involvement, influence, and satisfaction in magnet schools: Do reasons for choice matter? *Urban Review*, 32(2), 105-121.
- Bauch, P., & Goldring, E. (2000). Teacher work context and parent involvement in urban high schools of choice. *Educational Research & Evaluation*, 6(1), 1-23.
- Morris, J. E., & Goldring, E. B. (1999). Are magnet schools more equitable? An analysis of the disciplinary rates of African American and White students in magnet and non-magnet Schools. *Equity and Excellence in Education*, 32(3), 59-65.
- Goldring, E., & Hausman, C. (1999). Reasons for parental choice in urban schools. *Journal of Education Policy*, 4(5), 469-490.
- Robinson, B., Gamoran, A., & Goldring, E. (1998). Gender differences among teachers in Jewish schools: Findings from three communities. *Journal of Jewish Education*, 64, 57-72.
- Bauch, P., & Goldring, E. (1998). Parent-teacher participation in the context of school restructuring. *Peabody Journal of Education*, 73, 15-35.

- Gamoran, A., Goldring, E., & Robinson, W. (1997). Background and training of teachers in Jewish schools: Current status and levers for change. *Religious Education*, 92(4), 534-550.
- Holtz, B. W., Dorph, G. Z., & Goldring, E. B. (1997). Educational leaders as teacher educators: The Teacher Educator Institute case from Jewish education. *Peabody Journal of Education*, 72(2), 148-167.
- Bauch, P., & Goldring, E. (1996). Parent involvement and teacher decision making in urban high schools of choice. *Urban Education*, 31(4), 403-431.
- Goldring, E., & Shapira, R. (1996). Principals' survival with parental involvement. *School Effectiveness and School Improvement*, 7(4), 342-360.
- Goldring, E. (1996). Schools as dynamic organizations. *International Journal of Educational Reform*, 5(3), 278-286.
- Chen, M., & Goldring, E. (1995). Aspiring teacher-leaders and school change. *Curriculum and Teaching*, 10(2), 75-82.
- Bauch, P., & Goldring, E. (1995). Parent involvement and school responsiveness: Facilitating the home-school connection in schools of choice. *Educational Evaluation and Policy Analysis*, 17(1), 1-22.
- Goldring, E., & Pasternack, R. (1994). Principals' coordinating strategies and school effectiveness. *School Effectiveness and School Improvement*, 5(3), 1-15.
- Chen, M., & Goldring, E. (1994). The impact of classroom diversity on teachers' perspectives of their workplaces. *Urban Review*, 26(2), 57-73.
- Goldring, E., & Shapira, R. (1993). Empowerment, choice or involvement: What satisfies parents? *Educational Evaluation and Policy Analysis*, 15(4), 396-409.
- Goldring, E. (1993). Principals, parents and administrative superiors. *Educational Administration Quarterly*, 29(1), 93-117.
- Goldring, E., & Chen, M. (1993). Preparing empowered teachers for leadership positions in post-reformed schools. *Planning and Changing*, 22(1), 3-14.
- Rallis, S., & Goldring, E. (1993). Beyond individual assessment of principals: School-based accountability in dynamic schools. *Peabody Journal of Education*, 68(2), 3-23.
- Menahem, G., Spiro, S., Goldring, E., & Shapira, S. (1993). Parental choice and residential segregation. *Urban Education*, 28(1), 30-48.

- Goldring, E. (1992). System-wide diversity in Israel: Principals as transformational and environmental leaders. *Journal of Educational Administration*, 30, 49-62.
- Goldring, E. (1991). Parents: Participants in an organizational framework. *International Journal of Educational Research*, 15, 215-227.
- Goldring, E. (1991). Organizational aspects of the difficulties of the relationship between parents and the school system. *Journal of Psychology and Counseling in Education*, 9, 144-158. (Hebrew)
- Goldring, E. (1991). Parents' motives for choosing a privatized public school system. *Educational Policy*, 5, 412-426.
- Goldring, E., & Shapira, R. (1991). Principals' adaptation to parental involvement and the school community. *Studies in Education*, 2. (Hebrew)
- Goldring, E., & Pasternack, R. (1991). Principals who emphasize interpersonal relations: Do they pay the price in school effectiveness. *Studies in Educational Administration and Organization*, 17, 175-189. (Hebrew)
- Goldring, E., & Chen, M. (1991). Sense of job accomplishment and alienation in the female dominated work-place: The case of elementary school principals. *Journal of Curriculum and Teaching*, 6, 23-30.
- Goldring, E. (1990). The district context and principals' sentiments towards parents. *Urban Education*, 24(4), 391-403.
- Goldring, E. (1990). Elementary school principals as boundary spanners: Their engagement with parents. *Journal of Educational Administration*, 28(1), 53-62.
- Goldring, E. (1990). Assessing the status of information about classroom organizational frameworks for gifted education students. *Journal of Educational Research*, 83, 313-326.
- Goldring, E. (1990). Principals' relationships with parents: The homogeneity versus the social class of the parent clientele. *Urban Review*, 22(1), 1-15.
- Tenenbaum, G., & Goldring, E. (1989). A meta-analysis of enhanced instruction: Cues, participation, reinforcement, and feedback and corrections on motor skill learning. *Journal of Research and Development in Education*, 22(3), 53-64.
- Goldring, E., & Zisenwine, D. (1989). Developing Jewish identity: Parents and schools in Israel. *Jewish Education*, 57(1), 28-34.
- Goldring, E., & Addi, A. (1989). Using meta-analysis to study policy issues: The ethnic composition of the classroom and achievement in Israel. *Studies in Educational Evaluation*, 15, 231-246.

- Goldring, E. (1988). Evaluating principals using parental reactions: An incentive for principal-parent engagement? *Administrator's Notebook*, 32(3), 1-5.
- Goldring, E. (1987). The school as a loosely coupled system. *Studies in Educational Administration and Organization*, 14, 27-40. (Hebrew)
- Goldring, E. (1986). The school community: Its effects on principals' perceptions of parents. *Educational Administration Quarterly*, 22, 115-132.
- Goldring, E., & Schutte, L. (1986). Evaluating preschool programs: A meta-analytic approach. *Educational Evaluation and Policy Analysis*, 8, 179-188.

EDITED ISSUE

- Goldring, E. (Ed.). (1991). Parental involvement and choice in education [Special issue]. *International Journal of Educational Research*, 15 (3/4)

CHAPTERS IN BOOKS

- Mavrogordato, M., Goldring, E., Smrekar C., (in press). The Autonomous Administrator? Charter School Principals' Leadership in the Context of State Accountability. In D. Bickmore & M. A. Gawlink (eds). *The Charter School Principal: Inside Perspectives* Rowman & Littlefield
- Rogers, L., Goldring, E., Rubin, M., Grissom, J (in press). Principal Supervisors and the Challenge of Principal Support and Development. In S.J. Zepeda & J. Ponticelli (Eds.), *Handbook of Educational Supervision*. Wiley Blackwell
- Drake, T., Goldring, E. et al. Teacher Effectiveness Data and New Policies for Teacher Contracts: Changing Roles for Principals and the Central Office. In Grissom, Jason A., and Peter Youngs (Eds). (2016). *Improving Teacher Evaluation Systems. Making the Most of Multiple Measures*. New York: Teachers College Press (pp. 116-130).
- Goldring, E., & Swain, Walker (2014). The School Attendance and Residential Location Balancing Act: Community, Choice, Diversity, and Achievement. In G. Ingram (Ed). *Education, Land and Location*. Boston: Lincoln Institute of Land Policy.
- Drake, T, & Goldring, E. (2014). The Politics of School-level Community Engagement and Decision Making in J. Lindle (Ed). *Political Contexts of Educational Leadership*: Routledge, Taylor and Francis
- Porter, A, Murphy, J., Goldring, E., Elliott, S. N., & Cravens, X. C. (2012). Vanderbilt Assessment of Leadership in Education: A new tool for principal evaluation and professional growth. In J. Shen (Ed). *Tools for Improving the Principalship*. Berne, Switzerland: Peter Lang Publishing Group.

- Smrekar, C.E. & Goldring, E. (2011). Rethinking magnet school policies and practices: A response to declining diversity and judicial constraints. In E. Frankenberg & E. DeBray (Eds). *Looking to the Future: Legal and Policy Options for Racially Integrated Education in the South and the Nation*. Chapel Hill: University of North Carolina Press.
- Stein, M., & Goldring, E. (2011). *Dynamics of Parent Involvement in Urban Charter Schools: Parents' Perceptions, Principals' Expectations, and Student Achievement*. In S. Auerbach (Ed). (pp.213-232) *School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice*. London: Rutledge
- Goldring, E., and Mavrogordato, M. (2011). International Perspectives on Academies: Lessons Learned from Charter Schools and Choice Options Around the Globe. In Gunter, H. (Ed). *The State and Education Policy: The Academies Programme*. NY: Continuum Books.
- Stein, M., Goldring, E., & Cravens, X. (2011) Choosing Indianapolis Charter Schools: Espoused Versus Revealed Academic Preferences. In Berends, M., Cannata, M., and Goldring, E. (Eds). *School Choice and School Improvement: Research in State, District and Community Contexts*. Boston: Harvard Education Press.
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- Goldring, E. B., Spillane, J., et al. (2006). *Measuring the Instructional Leadership Competence of School Principals*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Goldring, E., and Rowely, K. (2006). *Magnet Schools and Teacher Professional Community*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Taylor-Haynes, K., Rowley, K., and Goldring, E. (2006). *Magnetic Attraction: Latino Parents' Choice and Magnet Schools*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Goldring, E., and Rowley, K (2005). *Educational Services for All: Academic Opportunities and Unitary Status*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Goldring, E., and Sims, P (2005). *How do School Leaders Learn?* Paper presented at the annual meeting of the American Educational Research Association, Montreal
- Goldring, E., and Sims, P. (2005). *Propelling Teaching and Learning: The Politics of Leadership Academies and District-Community University Partners*. Paper presented at the annual meeting of the American Educational Research Association, Montreal
- Goldring, E., and Houck, E. (2005). *Teacher Resources and Mobility under Unitary Status*. Paper presented at the annual meeting of the American Educational Research Association, Montreal
- Taylor, K., Rowley, K and Goldring, E (2005). *The Attraction of Magnet Schools and Latino Parents: Latino parent Choice*. Paper presented at the annual meeting of the American Educational Research Association, Montreal
- Goldring, E., Hoover-Dempsey, K., Rowley, K. (2004). *Voluntary Integration and Magnet Schools Under Unitary Status*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Cohen-Vogel, L., Goldring, E., Smrekar, S. (2004). *The End of Busing and the Equity (Com) promise: Social Networks, Social Trust and Community Building in Neighborhood Schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Goldring, E., & Rowley, K (2004). *Learning from Learners about Professional Development for School Leaders*. . Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Goldring, E., Sims, P., & Mason, D., Eldson, R. (2003). *Propelling Teaching and Learning: Leadership Academies and District-Community-University Partnerships*. Paper presented at the annual meeting of the University Council for Educational Administration, Portland.
- Goldring, E., & Berends, M. (2003). *Using Data to Strengthen Schools*. Paper presented at the annual meeting of the University Council for Educational Administration, Portland, OR.
- Goldring, E., Cohen-Vogel, L, Smrekar, C. (2003). *Neighborhood Capacity in the Postbusing Era*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April.
- Driscoll, M & Goldring, E. (2003). *How Do School Leaders Build Constructive Relationships with Various Groups in the Community?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, April.
- Goldring, E. & Cohen-Vogel, L., (2003). *A Return to Neighborhood Schools: What's in store for School-Community Partnerships?* Paper presented at the annual meeting of the American Education Finance Association, Orlando, Florida, March.
- Goldring, E. & Berk, R (2002). *Student Assignment and Parent Choice in the Context of Court-Ended Desegregation: Magnet Schools and the Return to Neighborhood Schooling* Paper presented at the annual meeting of the American Sociological Association, Chicago, Illinois, August.
- Goldring, E. & Ogawa, R. (2002). *Private practice teachers in public schools: Reexamining tensions between professionalism and bureaucratic control*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.
- Goldring, E. B., Crowson, R. Berk, R., & Laird, D. (2002). *Unmaking Desegregation Policy and 'Going unitary': The Loss of a Sense of Place*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.
- Goldring, E. B. (2001). *Desegregation Policies in the Post-Busing era*. Paper presented at the Conference: "Educational Policy in the 21st Century", Tel Aviv University, Ramat Aviv, Israel.
- Goldring, E.B., & Crowson, R. (2001). *School Leadership and the Micropolitics of Dismantling Court Ordered Desegregation*. Paper presented at the annual meeting of the American Educational Research Association. Seattle, Washington.

- Goldring, E. B. & Hausman, C. (2001). *Community Development and School Reform: A New Challenge to Site Level Leadership*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, Washington.
- Goldring, E. & Berk, R. (2001). *Jewish Adolescents and their Families*. Paper presented at the 33rd Annual conference of the Association for Jewish Studies. Washington, DC
- Hausman, C. S., & Goldring, E. B. (1999). *Sustaining Teacher Commitment: The Role of Learning Communities*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Goldring, E. B., & Cohen-Vogel, L. (1999). *School Choice in the Quasi Marketplace: Magnet Programs and the Dilemma of Local Control*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Goldring, E., & Cohen-Vogel, L. (1999). *Supporting Environments for Instructional Reform: What's a Principal to Do?* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hausman, C., & Goldring, E. (1998). *School Community in Different Magnet Program Structures*. Paper presented at the annual meeting of the University Council for Educational Administration, St. Louis, Missouri.
- Gibton, D., Goldring, E., & Sabar, N. (1998). *A Comparative and Empirical View of Decentralization Policy, Legislation and Autonomy in Israel's School System: An Unattainable Aspiration*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Goldring, E., Smrekar, C., & Hausman, C. (1998). *Curriculum and Instruction in Magnet and Nonmagnet Schools: The Myth of Market-Driven Differentiation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Ogawa, R., Crowson, R., Goldring, E. (1998). *Enduring Dilemmas of School Organization*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Hausman, C. S., & Goldring, E. B. (1997). *Parent Involvement and Satisfaction in Magnet Schools: Do Reasons for Choice Matter?* Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, Florida.
- Bauch, P. A., Goldring, E. B., Freeman, J., Correa, J. (1997). *Linking Teacher Productivity to Parent Involvement in Urban High Schools of Choice*. Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, Florida.

- Goldring, E., & Smrekar, C. (1997). *Community or Anonymity? Patterns of Parent Involvement and Family-School Interactions in Magnet Schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Hausman, C. S., & Goldring, E. B. (1997). *Organizational Capacity for School Improvement: Teacher Reports in Magnet and Nonmagnet Schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Morris, J. E., & Goldring, E. (1997). *The Disciplining of African-American Students in Magnet and Non-magnet Schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Hausman, C., & Goldring, E. (1996). *Teachers' ratings of effective principal leadership: A comparison of magnet and non-magnet schools*. Paper presented at the annual meeting of the University Council on Educational Administration, Louisville, Kentucky.
- Goldring, E., Gamoran, A., & Robinson, B. (1996). *Educational leaders in Jewish schools*. Paper presented at the annual meeting of the American Educational Research Association, New York, New York.
- Goldring, E., & Hausman, C. S. (1996). *Reasons for parental choice of schools*. Paper presented at the annual meeting of the American Educational Research Association, New York, New York.
- Bauch, P., & Goldring, E. (1995). *Parent-teacher participation in the context of school restructuring*. Paper presented at the annual meeting of the University Council on Educational Administration, Salt Lake City, UT.
- Goldring, E. (1995). *Communal opportunities to learn, school choice and parental involvement*. Keynote speaker address to the invitation seminar Research on Parental Choice and School Response conducted at the Centre for Educational Policy and Management, Open University, England.
- Goldring, E. (1995). *Parent empowerment in schools*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Goldring, E. (1994). *Communal opportunities to learn: Do magnet schools do it better? and if so, is better enough?* Paper presented at the annual meeting of the University Council for Educational Administration, Philadelphia, PA.
- Goldring, E., & Bauch, P. (1994). *Teacher empowerment and parent involvement in schools of choice: Partnership or consumerism?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Rallis, S., & Goldring, E. (1994). *Beyond individual assessment of principals: School-based accountability*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Goldring, E., & Rallis, S. (1993). *Principals and the external link in facilitating change*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Goldring, E. (1993). *Where is the structure in restructuring?* Invited paper for the Organizational Theory SIG presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Goldring, E., & Chen, M. (1993). *The feminization of the principalship*. Paper presented at the symposium The New Politics of Race and Gender conducted at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Goldring, E., & Bauch, P. (1993). *Choice, involvement, and expectations: Parents of magnet and Catholic high schools*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Goldring, E., Hawley, W., Saffold, R., & Smrekar, C. (1993). *Parental choice: Consequences for students, families, and schools*. Paper presented at the invitational conference on Theory and Practice in School Autonomy and Choice: Bringing the Community Back-In, Tel Aviv, Israel.
- Goldring, E., & Chen, M. (1993). *Effective school leaders: Professionals or moral-social agents*. Paper presented at the annual meeting of the Israeli Educational Research Association, Haifa, Israel.
- Goldring, E., & Shaw, A. (1993). *Private services in public schools: Enhancing opportunities or promoting self-interests?* Paper presented at the annual meeting of the University Council for Educational Administration, Houston, TX.
- Bauch, P., & Goldring, E. (1993). *Governance structures and parent involvement in high schools of choice: A view from the inside*. Paper presented at the annual meeting of the University Council for Educational Administration, Houston, TX.
- Chen, M., & Goldring, E. (1992). *Aspiring teacher-leaders and school change: Black sheep or white knights*. Paper presented at the International Congress on School Effectiveness and Improvement, Victoria, British Columbia, Canada.
- Goldring, E., & Hallinger, P. (1992). *District control contexts and school organizational processes*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Goldring, E., & Rallis, S. (1992). *Principals as environmental leaders: Creating opportunities for influence*. Paper presented at the annual meeting of the University Council for Educational Administration, Minneapolis, MN.
- Chen, M., & Goldring, E. (1992). *The impact of classroom diversity on teachers' perspectives of their workplaces*. Paper presented at the annual meeting of the University Council for Educational Administration, Minneapolis, MN.
- Deal, T., & Goldring, E. (1992). *Planning as an expressive activity*. Paper presented at the annual meeting of the International Society for Educational Planning, Virginia Beach, VA.
- Chen, M., & Goldring, E. (1992). *Pay or authority: Alternative modes for redesigning the roles of teachers*. Paper presented at the annual meeting of the Israeli Sociological Association, Haifa, Israel. (Hebrew)
- Goldring, E., & Shapira, R. (1991). *Empowerment, choice or involvement: What satisfies parents?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Goldring, E. (1991). *Principals' adaptation to environmental complexity*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Goldring, E., & Shapira, R. (1991). *Principals' involvement with parents in schools of choice*. Paper presented at the annual meeting of the Israeli Educational Research Association, Ramat Aviv, Israel. (Hebrew)
- Goldring, E., & Chen, M. (1991). *Preparing empowered teachers for leadership positions in post-reformed schools*. Paper presented at the annual meeting of the University Council for Educational Administration, Baltimore, MD.
- Goldring, E., & Shapira, R. (1990). *How do principals survive with parental involvement? A public choice theory analysis*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Goldring, E., & Pasternack, R. (1990). *Principals' allocation of work time: Discretionary latitude and school effectiveness*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Pasternack, R., & Goldring, E. (1990). *Principals who emphasize interpersonal relations: Do they pay the price in school effectiveness?* Paper presented at the Third International Congress on School Effectiveness, Jerusalem, Israel.
- Chen, M., & Goldring, E. (1990). *Principals' resources and their implementation of first order reform efforts*. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, PA.

- Goldring, E. (1989). *Principals' relationships with parents: The homogeneity versus the social class of the parent clientele*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Goldring, E. (1989). *Parents, principals and administrative superiors: Interactions of power and influence*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Goldring, E. (1988). *Parents' motives for choosing an alternative school system*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Goldring, E., & Zisenwine, D. (1988). *Schools, values and families' Jewish identity*. Paper presented at the annual meeting of the Israeli Educational Research Association, Tel Aviv, Israel. (Hebrew)
- Tenenbaum, G., & Goldring, E. (1988). *The relationship between the quality of instruction and motor learning acquisition: A meta-analysis*. Paper presented at the annual meeting of the Israeli Educational Research Association, Tel Aviv, Israel. (Hebrew)
- Goldring, E. (1988, August). *School reform policies in Israel*. Lecture at the Comparative Education Center, College of Education, University of Maryland, College Park, MD.
- Goldring, E. (1988). *The socio-cultural background of parents of students in an alternative school system*. Paper presented at the annual meeting of the Israeli Sociological Association, Beer Sheba, Israel. (Hebrew)
- Goldring, E., & Chen, M. (1987). *The feminization of school administration: How do women use their academic studies to legitimize their authority*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Chen, M., & Goldring, E. (1987). *Attitude toward professional studies and school administration among prospective school principals*. Paper presented at the annual meeting of the Academic Faculties of School Administration, Bar-Ilan University, Ramat Gan, Israel.
- Goldring, E. (1987). *A meta-analysis of classroom organizational strategies for gifted education programs*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Goldring, E., & Addie, A. (1987). *The ethnic composition of the classroom and school achievement of students from Western and African-Asian origins: A meta-analysis*. Paper presented at the 18th annual meeting of the Israeli Sociological Association, Jerusalem, Israel. (Hebrew)

- Goldring, E. (1986). *The influence of district's management control styles on principals' attitudes towards parental involvement*. Paper presented at the 17th annual meeting of the Israeli Sociological Association, Haifa, Israel. (Hebrew)
- Goldring, E. (1986). *Evaluating principals using parental reactions: An incentive to promote principals' engagement with parents?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Goldring, E., Borger, J., & Heistand, N. (1986). *Teacher re-education for Paideia: The effects of a liberal arts in-service curriculum*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Goldring, E. (1985). *Principals and parents: Factors influencing the nature of the relationship*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Goldring, E., & Schutte, L. (1984). *A meta-analysis of the effectiveness of preschool programs*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

INVITED ADDRESSES (Selected)

- Crossroads of America: The Intersection of Research and Policy in the Indiana School Choice Ecosystem*, University of Notre Dame Conference, Discussant, June 2014
- The State Context for Principal Evaluation Annual Meeting*, Education Writers Association, Nashville, April 2014
- Principal Evaluation*. Presidential Session Presentation, American Educational Research Association (AERA) annual meeting, Philadelphia, PA, April 2014.
- Principal Evaluation Systems and Principals' Use of Teacher Effectiveness Data: Policies, Practices, and Prospects*, Keynote Address, Consortium for Research on Educational Assessment and Teaching Effectiveness, Atlanta, 2013.
- The School Attendance and Residential Location Balancing Act: Community, Choice, Diversity, and Achievement*. Conference on Education, Land, and Location, Lincoln Land Institute, Boston, 2013
- Principal Evaluation-Current Practices and Challenges*. EdVoices, San Francisco, 2012
- School Leadership and Networking Outside the School: Parents, Communities and Partnerships*. Keynote Address. School Leadership Symposium, The Institute for the Management and Economics of Education (IBB), Switzerland, September 2011.

Designing, Implementing and Evaluating Interventions with School Principals. Invited Address, University of Pennsylvania School of Education, Institute of Education Pre Doctoral Fellows Program, April, 2011

Principal Responsiveness to Feedback and Coaching as Tools for Leadership Development. Paper presented at the Asian Leadership Roundtable Annual Conference, Bangkok, Thailand, March 2011

The Case of Feedback and Coaching for School Principals. Invited Faculty Seminar, University of Auckland, New Zealand, May 2011.

Principal Assessment. Congressional Briefing, Washington, DC, September 2010.

Principal Feedback and Coaching: Research Results of The Next Generation of Professional Development for School Leaders. International Conference on the Challenges and Prospects of School Improvement in the New Era. National Taiwan Normal University, Graduate Institute of Educational Policy and Administration, Taipei, Taiwan. December 2010.

New Roles for School Leaders and the Place of Leadership Assessment, University of Central Arkansas, Little Rock, Arkansas 2010

The Development of Learning –Centered Leadership: Louisiana Superintendents’ Summit, Baton Rouge, Louisiana, 2010

Measuring Principal Effectiveness? Institute for Public School Initiatives, University of Texas, 2010.

Conceptualizing and Evaluating Professional Development for School Leaders. Keynote Address, Asia Leadership Roundtable, Institute of Education, Hong Kong, 2010.

Knowledge and Practice in Educational Leadership. Invited address to the National Training Institutes. Beijing, China, 2009.

Training, Developing and Supporting School Leadership: An Aligned System. National Academy of School Leadership, Jerusalem, Israel 2009

Learning Centered Leadership: The Practices of School Leaders. Fudan University, Shanghai China 2009

Conceptualizing and Measuring Mediating Variables in Randomized Experiments with School Principals. John Hopkins University, Baltimore, MD December 2008

Tools for School Leadership Learning In an Era of Performance Accountability
What Are Educational Administration Faculty to do? Haifa University, Haifa, Israel

- Educational Reform, Accountability and Leadership.* Beijing Normal University. 2009
- Learning Centered Leadership for Learning Centered Schools.* West Virginia Department of Education, Buckley, West Virginia, April 2008.
- Leading Learning Communities.* National Association of Elementary School Principals, Nashville, April 2008
- Measuring the Impact of Change in Education.* The Avi Chai Foundation, February 2008.
- Developing and Supporting School Leadership.* Alternative Perspectives and Compelling Visions of Leadership Development and Recruitment: A Convening on the Jewish Day School Headship, New York, January 2008.
- Does Race Matter? Desegregation, Re-segregation and Immigration in Nashville Schools* Public Community Forum, Frist Center for the Arts, Nashville, TN. September 2007.
- What Should We Teach? Knowledge and Practice in Educational Leadership Preparation.* Jewish Theological Seminary, New York, 2007.
- Leadership and Building Community Around Schools.* National College of School Leadership, London, UK, 2007
- Tools for School Leadership Learning in an Era of Performance Accountability.* Invited Keynote Speaker, British Educational Leadership, Management and Administration Society, Reading, UK, 2007
- The Importance of Leadership Assessment and Performance Feedback.* Board of Directors, Midwest Regional Laboratory, Chicago, June 2007.
- The Measurement, Assessment and Study of Educational Leadership.* Melton Center, Hebrew University, Jerusalem, June 2007
- Leadership Assessment: Measuring what Matters Most.* Leadership Summit. Learning Points Associates, Washington DC. March, 2007.
- Studying Education Leadership with Randomized Experiments. Challenges and Lessons Learned.* Florida State University, February, 2007.
- The Evaluation and Performance Feedback for School Leaders.* Independent School Leadership Institute, Peabody College, Vanderbilt University, June, 2007.

Benchmarking Your Mission and Data Based Decision Making. Charter School Leadership Institute, Peabody College, Vanderbilt University, July, 2007.

Education in the United States: A System of Diversity and Complexity. Address to the Nashville-China Leadership Exchange Program, Peabody, College, Nashville, November, 2006.

Accountability, Standards and Focus in American Education: No Child Left Behind
Invited Address, Department of Educational Administration and Policy, Beijing Normal University, Beijing, China, October, 2006.

Unpacking The School Choice Debate in American Education Invited Address, Department of Educational Administration and Policy, Beijing Normal University, Beijing, China, October, 2006.

Policies for Improving Educational Leadership: A Focus on Leadership Assessment and Evaluation International Seminar on Macro Education Policy in the 21st Century National Center for Education Development Research, Beijing China. October 18-19, 2006

Building Community Within and Around Schools: Can Jewish Day Schools Measure Up.
Keynote Address, The International Conference, “Reframing Jewish Day School Education Worldwide: The School in the Community ~ Community in the School” Hebrew University, Jerusalem, June 28, 2006

Teachers’ Academic Focus on Learning in Charter and Traditional Public Schools.
Charter School Research Conference, Vanderbilt University, Nashville TN. September, 2006

Building the Profession of Jewish Educational Research: A View from the Outside.
International Conference on Jewish Education, Tel Aviv University, Tel Aviv, June, 2005

Who Will Lead Urban Schools? UK/US Bilateral Conference on Urban Education, London, December 13-15, 2004.

Unpacking the School Choice Debate, League of Women Voters, Monteagle, TN. October, 2004.

Learning to Lead to Propel Teaching and Learning. Aspiring Women Superintendents Professional Development Seminar. Nashville, TN. September, 2004.

We Have Modeled How We Teach. Institute for School Leadership, Nashville, TN. September, 2004

Neighborhood Capacity in the Era of Unitary Status: What Does “Closer to Home” Really Mean? Brown Anniversary conference, “Brown Plus 50: A Renewed Agenda for Social Justice,” New York University, May 17-19, 2004.

Magnet Schools in the Post Court-Order Era. Peabody Conference on the 50th Anniversary of Brown V. Board of Education. Nashville, TN, April, 2004.

Moving From Court-Ordered to Court-Ended Desegregation: Consequences for Students. Paper presented at The Color Lines Conference, *The Civil Rights Project*, Harvard University, August, 2003

Institute for School Leaders: Research Outcomes. Presentations to State of Tennessee, Department of Education, 2002 and 2003.

Preparing Administrators: Connecting Schools, Families, and Communities to Improve Student Achievement. National Satellite Broadcast, Southwest Educational Development Laboratory, Austin, Texas, October 2002.

Shifting from Court-Ordered to Court-Ended Desegregation in Nashville: Student Assignment and Teacher Resources. Paper presented at the conference, *The Resegregation of Southern Schools. A Crucial Moment in the History and Future of Public Schooling in America.* University of North Carolina, Chapel Hill, August 30, 2002.

No Child Left Behind: Accountability, Standards and Focus in American Education. The Jewish Agency, Jerusalem, Israel, July 2002.

Understanding the Evolving Concept of Leadership in Education: Roles, Expectations, and Dilemmas. Symposium Participant, *Understanding the Challenges of District and School Leadership the Dawn of a New Century.* American Educational Research Association, New Orleans, April 2002.

Chasing Excellence. Public Education Day, Leadership Nashville. Nashville, Tennessee, December 2001.

Going to School Closer to Home: Desegregation and the End of Court-Ordered Busing. Distinguished Faculty Lecture, Peabody College, Vanderbilt University, Nashville, Tennessee, October 2001.

Educational Reform, Accountability and Dilemmas of Educational Leadership. The Glassman Fellow Lecture. University of Haifa, Haifa, Israel, 2001

Desegregation Today: The Post-Busing Era? Presentation to the CASE Fellowship, A Forum for Journalists: The African American Experience in Post Civil Rights America. Vanderbilt University, Nashville, 2001.

Shaping Instructional Excellence and School Culture, Invited Keynote Lecture, Partnership for Excellence in Jewish Education, Boston, 2000.

Social Class Isolation and Racial Diversity in Magnet Schools. Invited paper presented at a conference of The National Center for the Study of Privatization in Education (NCSPE) and The Civil Rights Project at Harvard University; at Teachers College, Columbia University, New York, 2000. With C. Smrekar.

Community Development and School Reform: Toward a New Education Policy Agenda. Annual meeting of the American Educational Research Association, San Diego, California, 1998. With R. L. Crowson and C. E. Smrekar.

Technology, Teaching, and Leadership. Invited address to the Conference for Preparing Educational Leaders, Ramat Gan, Israel, June, 1998.

Parents, Social Networks, and School Choice. Invited address to the National Graduate Research. Seminar in Educational Administration, Chicago, 1997.

Privatization and the Role of Universities. Annual meeting of the Association of Educators in Private Practice, Nashville, Tennessee, 1997.

Schools as Dynamic Organizations. Invited address to the conference Towards New Directions for Preparing Educational Leaders, Jerusalem, 1995.

School-Community Relationships. Vanderbilt International Institute for Principals, Nashville, TN, 1995.

Principals of Dynamic Schools: Taking Charge of Change. Conference on School Reform Leadership in the 21st Century, Orlando, FL, 1994.

Building a Community of Leaders: Creating a Shared Vision. Principals' Institute, Council for Initiatives in Jewish Education and the Harvard Principal's Center, Boston, MA, 1994.

What are the Implications of "The New Institutionalism" for an Understanding of Community? Annual Meeting of the University Council of Educational Administration, Philadelphia, PA, 1994.

- Dynamic Schools, Dynamic Leaders: Expanding Community in Processes of Change.* Annual Meeting of the University Council of Educational Administration, Philadelphia, PA, 1994.
- Parental Choice Programs in Education.* The Policy Forum, Pedagogical Secretariat, Ministry of Education and Culture, Jerusalem, 1992.
- Contributions of Organizational Studies to Advancing the Knowledge Base in Educational Administration.* Annual Meeting of the American Educational Research Association, San Francisco, CA, 1992.
- Parental Involvement: How to Make It Work.* In-service for Principals of Secondary Community Schools, Tel Aviv, February 1990.
- Centralization and Decentralization: The American Experience.* Seminar for Principals and Inspectors. The Pedagogical Secretariat, Bar Ilan University, Ramat Gan, Israel, February 1990.
- Teachers' Professional Development: Teacher Supervision and Evaluation.* Levinsky College of Education, Tel Aviv, June, 1990.
- Parental Involvement: Models for School-Home Partnership.* The Center for In-service Training, Tel Aviv, June 1990.
- Models of Practicum in Educational Administration Training Programs.* Meeting of the Faculties of Educational Administration Programs, Jerusalem, July, 1990.
- Principles of Staff Development for Educational Leaders.* The Jewish Agency, Tel Aviv, February 1989.
- Contemporary Organizational Theories: Their Relevance to Educational Systems.* Nura Institute for Management Training, Tel Aviv, March 1989.
- Organization-Environment Relations: Their Implications for Parental Involvement in Schools.* Nura Institute for Management Training, Tel Aviv, May 1989.
- School Effectiveness.* In-service for Boarding School Administrators. Association for the Development and Advancement of Manpower in Social Sciences, Tel Aviv, May, 1989.
- Models of Supervision.* Nura Institute for Management Training, Tel Aviv, December, 1989.
- School Effectiveness: A Slogan or a Goal?* In-service for Supervisors. Association for the Development of Manpower in the Social Sciences, Jerusalem, December, 1989.

Instructional Leadership Roles of Department Heads. Katzir High School, Tel Aviv, June, 1989.

Considerations in a Gifted Education Policy. Pedagogical Secretariat, The Ministry of Education, Jerusalem, January, 1988.

The Principal as Supervisor and Staff Developer. Workshop for School Principals and Staff in the Autonomy School Project, Tel Aviv, September, 1988.

Parental Involvement in School Affairs: A Report of Elementary School Principals. Pedagogical Secretariat, The Ministry of Education, Jerusalem, January, 1988.

Classroom Organizational Frameworks for Gifted Education Students. Elementary School Principals' Forum, Petach Tikvah, Israel, 1987.

Policy Decisions Using Meta-Analysis. Institute for Research in the Behavioral Sciences, Jerusalem, May 1986.

Select Other Professional Activities and Service

2014	Visiting Committee Review, Teachers College Department of Education Leadership
2014	External Reviewer, Administration and Policy Studies Department, University of Pittsburgh
2008	External Reviewer, Department of Educational Administration and Policy Studies, School of Education, University of Albany
2007	External Reviewer, Institute of Education Science, Comprehensive Technical Centers
2007	Technical Advisory Board, Rutgers University Study of Educational Resources
2007	External Review Committee, Department of Educational Leadership, Boston College
2007	Jewish Education Database Steering Committee, Cohen Center for Modern Jewish Studies, Brandeis University
2008	International Invitational Review, National College for School Leadership, UK
2007-2011	New Orleans School Leadership Center, Member, Board of Trustees
2007	Visiting scholars Melton Center Hebrew U
2006	Avi Chai Foundation, Project to determine Institutional Indicators for Supplementary Religious Schools
2006-2008	Member, American Institutes of Research, Technical Working Group National study of Magnet Schools funded by the Department of Education
2006-2008	Member, Technical Working Group, Midwest Regional Education Laboratory Learning Points Associates

2007, 2008	External Reviewer, Institute of Education Science, Comprehensive Technical Centers
2006	Southern Regional Education Board-Expert Participant, Design for University District Partnerships
2006	Wallace Foundation, External Expert, High School Leadership Issue Group
2005	External Review Committee, Ph. D. Program, Policy and Urban Education University of Illinois, Chicago.
2004-2007	Academic Advisory Board, Jewish Theological Seminary, Davidson School of Education
2002-2008	Faculty and Design Team Member, Principal Leadership Academy of Nashville
2002-2004	Member, Director of Schools, Research Advisory Committee, Metropolitan Nashville Public Schools.
2001-2002	Member, Nominations Committee, Division L, American Educational Research Association
2000-2002	Member, National Advisory Board, Davidson School of Education, The Jewish Religious Leadership Project, Jewish Theological Seminary.
2000-2001	Annual Meeting Program Chair, Division A, American Educational Research Association
1998, 1999	Visiting Lecturer, Mandel School of Educational Leadership, Jerusalem, Israel.
1996-2000	Member, Task Force on Inquiry and Research in Educational Administration, American Educational Research Association
1995-1999	Member, Publications Committee, Politics of Education Association
1994-1996	Chair, Organizational Theory Special Interest Group, American Educational Research Association;
1994-1996	Member, Executive Committee, Families As Educators Special Interest Group, American Educational Research Association
1995	Co-Director, Summer Principals' Institute, Metropolitan Nashville Public Schools
1992	Council for Initiatives in Jewish Education, Mandel Foundation, Consultant
1993-1994	Annual Meeting Sub-Section Chair, Division A, American Educational Research Association
1992-1993	Member, Committee on Knowledge and Research in Educational Administration, University Council of Educational Administration
1992	Conference Chair, Politics of Education Association
1988	Educational Policy, Planning and Administration, Visiting Scholar, University of Maryland, College Park, Maryland