

DAN GOLDHABER

3876 Bridge Way N. Ste. 201 Seattle, WA, 98103 | 206.547.1562 | dgoldhab@uw.edu

CURRENT POSITIONS / AFFILIATIONS

Director, Center for Analysis of Longitudinal Data in Education Research (CALDER), American Institutes of Research (AIR)

Director, Center for Education Data & Research (CEDR), University of Washington (UW)

Affiliate Professor, School of Social Work, UW

Adjunct Research Professor, Department of Economics, University of Washington

Affiliate Researcher, Center for Statistics and the Social Sciences (CSSS)

Affiliate Researcher, Center for Studies in Demography and Ecology (CSDE)

PROFESSIONAL EXPERIENCE

2002–2007	Research Associate Professor of Public Affairs, UW
2001–2003	Board of Directors, American Education Finance Association
2001–2002	Adjunct Faculty Member, Georgetown University
1999–2002	Senior Research Associate, The Urban Institute
1997–2002	Elected Board Member, Alexandria City School Board
1998–1999	Research Associate, The Urban Institute
1998	Assistant Director for Education, The CNA Corporation
1994–1998	Research Analyst, The CAN Corporation

EDUCATION

1994	Ph.D. in Labor Economics, Cornell University
1993	MS in Labor Economics, Cornell University
1990	BA in Economics, University of Vermont

RECENT EXTERNAL GRANTS

- *Building District Capacity for Teacher Quality and Diversity*. Washington State Office of Superintendent of Public Instruction. 2022-2024.
- *Washington Education Cohort Analysis*. Bill and Melinda Gates Foundation. 2021-2024.
- *Searching for Connections between Teacher Program Applicant Information and Selection, and STEM Teacher Retention and Effectiveness to Inform Teacher Recruitment and Education*. National Science Foundation. 2020-2025.
- *CTE Teachers and Long-Term Outcomes for Students with Disabilities*. Institute for Education Sciences. 2020-2024.
- *What is the value of apprenticeship for teachers? Linking preservice mentor quality to inservice teacher and student outcomes*. Institute for Education Sciences. 2019-2022.
- *Course Corrections: Assessing the Value of Prison-Based Education for Incarcerated Youth in Washington State*. William T. Grant Foundation. 2017-2020.
- *National Center for Analysis of Longitudinal Data in Education Research 3.0*. Arnold Foundation, Anonymous Foundation Walton Foundation, Spencer Foundation, Schusterman Foundation. 2017-2021.
- *Teacher Education Learning Collaborative: STEM*. National Science Foundation. 2017-2019.

- *Special Education Teacher Education Learning Collaborative*. Institute for Education Sciences. 2017-2020.
- *Learning from the Source: Exploring Hiring in Spokane Public Schools*. Institute for Education Sciences. 2017-2020.
- *Analysis of Career Pathways and Innovation in Secondary and Postsecondary Education*. J.P. Morgan. 2017-2018.
- *Massachusetts Teacher Preparation and Licensure Evaluation*. Massachusetts Department of Education. 2015-2018.
- *Never Judge a Book by Its Cover: Use Student Achievement Instead*. Bill & Melinda Gates Foundation. 2016–2017.
- *Teacher Education Learning Collaborative (TELC)*. Bill & Melinda Gates Foundation and Anonymous Foundation. 2015–2018.
- *The Impact of State and Local Policy Reforms on Teacher Unions, Teacher Labor Markets, and School District Performance*. Arnold Foundation. 2015-2017
- *Understanding Teacher Quality Gaps: How Did They Form, and How Might They Be Closed?* William T. Grant Foundation. 2015-2017.
- *Seizing a Missed Opportunity: Transforming the Placement, Evaluation, and Hiring of Student Teachers in Spokane Public Schools*. Spencer Foundation. 2015-2018.
- *Public Accountability Pressure: An Examination of the Responses of Teacher Training Programs to Evaluations and the Publication of Ratings*. Kauffman Foundation. 2015–2017.
- *Predictors of Intermediate and Postsecondary Outcomes for Students with Disabilities*. Institute of Education Sciences. 2015–2017.
- *Assessing the Use of Licensure Tests as an Indicator of Teachers' Science and Mathematics Content Knowledge for Teaching*. National Science Foundation. 2014–2018.
- *Washington Scholarship Program*. Institute of Education Sciences. 2014–2018.
- *National Center for Analysis of Longitudinal Data in Education Research (CALDER)*. Institute of Education Sciences, 2008–2010, 2012–2018.

JOURNAL PUBLICATIONS

- Theobald, R., Goldhaber, D., & Mallet Moore, E. (2023). CTE Teachers and Non-Test Outcomes for Students With and Without Disabilities. *Teacher Education and Special Education*, 0(0). <https://doi.org/10.1177/08884064231180595>
- Chen, B., Cowan, J., Goldhaber, D., & Theobald, R. (2023). Assessing the Predictive Validity of the Massachusetts Candidate Assessment of Performance. *Educational Policy*, 0(0). <https://doi.org/10.1177/08959048231174876>
- Comb, M., Cowan, J., Goldhaber, D., Jin, Z., Theobald, R. (2023). State Ratings of Educator Preparation Programs: Connecting Program Review to Teacher Effectiveness. *Journal of Education Human Resources*, 41 (2): 347-374. <https://doi.org/10.3138/jehr-2021-0054>
- Chen, B., Dougherty, S., Goldhaber, D., Holden, K. L., Theobald, R. (2023). CTE Teacher Licensure and Long-Term Student Outcomes. *Education Finance and Policy*, 18 (2): 253–276. https://doi.org/10.1162/edfp_a_00357

- Goldhaber, D., & Holden, K. L. (2023). How Much Do Teachers Value Compensation Deferred for Retirement? Evidence From Defined Contribution Rate Choices. *Educational Researcher*, 52(2), 80–90. <https://doi.org/10.3102/0013189X21999665>
- Xu, Z., Backes, B., & Goldhaber, D. (2023). The Impact of Transition Intervention in High School on Pathways Through College. *Community College Review*, 51(2), 216–245. <https://doi.org/10.1177/00915521221145325>
- Goldhaber, D. & Theobald, R. (2022). Teacher attrition and mobility in the pandemic. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102/01623737221139285>
- Comb, M., Cowan, J., Goldhaber, D., Jin, Z., & Theobald, R. (2022). State Ratings of Educator Preparation Programs: Connecting Program Review to Teacher Effectiveness. *Journal of Education Human Resources*, e20210054.
- Cowan, J., Goldhaber, D., Theobald, R. (2022). Performance Evaluations as a Measure of Teacher Effectiveness When Implementation Differs: Accounting for Variation across Classrooms, Schools, and Districts. *Journal of Research on Educational Effectiveness*. <https://doi.org/10.1080/19345747.2021.2018747>
- Goldhaber, D., Kane, T. J., McEachin, A., Morton, E., Patterson, T., & Staiger, D. O. (2022). The Consequences of remote and hybrid instruction during the pandemic (No. w30010). *National Bureau of Economic Research*. DOI: 10.3386/w30010.
- Goldhaber, D., Koedel, C., Ozek, U., Parsons, E. (2022). Using Longitudinal Student Mobility to Identify At-Risk Students. *AERA Open*. <https://doi.org/10.1177/23328584211071090>
- Goldhaber, D., Krieg, J., & Theobald, R., & Liddle, S. (2022). Lost to the system? A descriptive exploration of teacher candidates' career paths. *Educational Researcher* 51(4), 255-264.
- Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., Bardelli, E., Truwit, M. (2022). Room for Improvement? Mentor Teachers and the Evolution of Teacher Preservice Clinical Evaluations. *American Educational Research Journal*. <https://doi.org/10.3102/00028312211066867>
- Goldhaber, D., & Theobald, R. (2022). Teacher attrition and mobility over time. *Educational Researcher*, 51(3), 235-237.
- Goldhaber, D., Theobald, R., & Fumia, D. (2022). The role of teachers and schools in explaining stem outcome gaps. *Social Science Research*, 105, 102709. <https://doi.org/10.1016/j.ssresearch.2022.102709>
- Gratz, T., Goldhaber, D., & Brown, N. (2022). The Pre-Pandemic Growth in Online Public Education and the Factors that Predict It. *Journal of School Choice*, 16(3), 497-528.
- Krieg, J. M., Goldhaber, D., & Theobald, R. (2022). Disconnected development? The importance of specific human capital in the transition from student teaching to the classroom. *Educational Evaluation and Policy Analysis*, 44(1), 29-49.
- Theobald, R., Goldhaber, D., Holden, K., & Stein, M. (2022). Special education teacher preparation, literacy instructional alignment, and reading achievement for students with high-

incidence disabilities. *Exceptional Children* 88(4), 381-400.

- Theobald, R., Plasman, J., Gottfried, M., Gratz, T., Holden, K., & Goldhaber, D. (2022). Sometimes less, sometimes more: Trends in career and technical education participation for students with disabilities. *Educational Researcher*, 51(1), 40-50.
- Strunk, K., Cowen, J., Goldhaber, D., Marianno, B., Theobald, R., & Kilbride, T. (2022). Public school teacher contracts and state-level reforms: Assessing changes to collective bargaining restrictiveness across three states. *American Educational Research Journal*. <https://doi.org/10.3102%2F00028312211048950>
- Holden, K., Goldhaber, D. (2021). The early teacher pipeline: What data do – and don't – tell us. *Phi Delta Kappan*. Vol. 103, No. 3, pp. 13-16.
- Chen, B., Dougherty, S., Goldhaber, D., Holden, K., Theobald, R. (2021). CTE licensure and long-term student outcomes. *Education Finance and Policy*. https://doi.org/10.1162/edfp_a_00357
- Krieg, J., Goldhaber, D., Theobald, R. (2021). Disconnected development? The importance of specific human capital in the transition from student teaching to the classroom. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102%2F01623737211025306>
- Goldhaber, D., Imberman, S. A., Strunk, K. O., Hopkins, B. G., Brown, N., Harbatkin, E., & Kilbride, T. (2021). To what extent does in-person schooling contribute to the spread of Covid-19? Evidence from Michigan and Washington. *Journal of Policy Analysis and Management*, 41(1), 318-349.
- Goldhaber, D., & Theobald, R. (2021). Teacher Attrition and Mobility Over Time. *Educational Researcher*. <https://doi.org/10.3102/0013189X211060840>
- Xu, Z., Backes, B., Oliveira, A., & Goldhaber, D. (2021). Ready for College? Examining the Effectiveness of Targeted Interventions in High School. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102/01623737211036728>
- St. John, E., Goldhaber, D., Krieg, J., & Theobald, R. (2021). How the Match Gets Made: Exploring Student Teacher Placements across Teacher Education Programs, Districts, and Schools. *Journal of Education Human Resources*, 39(3), 261–288. <https://doi.org/10.3138/jehr-2020-0014>
- Goldhaber, D., Krieg, J., Theobald, R., & Goggins, M. (2021). Front End to Back End: Teacher Preparation, Workforce Entry, and Attrition. *Journal of Teacher Education*. <https://doi.org/10.1177/00224871211030303>
- Theobald, R. J., Goldhaber, D. D., Naito, N., & Stein, M. L. (2021). The Special Education Teacher Pipeline: Teacher Preparation, Workforce Entry, and Retention. *Exceptional Children*, 001440292110101. <https://doi.org/10.1177/00144029211010162>
- Goldhaber, D., Grout, C., Wolff, M., & Martinková, P. (2021). Evidence on the Dimensionality and Reliability of Professional References' Ratings of Teacher Applicants. *Economics of Education Review*, 83, 102130. <https://doi.org/10.1016/j.econedurev.2021.102130>

- Gratz, T., Goldhaber, D., Willgerodt, M., & Brown, N. (2021). The Frontline Health Care Workers in Schools: Health Equity, the Distribution of School Nurses, and Student Access. *The Journal of School Nursing*. <https://doi.org/10.1177/10598405211024277>
- Choate, K., Goldhaber, D., & Theobald, R. (2021). The effects of COVID-19 on teacher preparation. *Phi Delta Kappan*, 102(7), 52–57. <https://doi.org/10.1177/00317217211007340>
- Goldhaber, D., Krieg, J., Naito, N., & Theobald, R. (2021). Student Teaching and the Geography of Teacher Shortages. *Educational Researcher*, 50(3), 165–175. <https://doi.org/10.3102/0013189X20962099>
- Theobald, R. J., Goldhaber, D. D., Gratz, T. M., & Holden, K. L. (2021). High School English Language Arts Teachers and Postsecondary Outcomes for Students With and Without Disabilities. *Journal of Disability Policy Studies*, 31(4), 217–229. <https://doi.org/10.1177/1044207320919899>
- Blazar, D., Heller, B., Kane, T. J., Polikoff, M., Staiger, D. O., Carrell, S., Goldhaber, D., Harris, D., Hitch, R., Holden, K., & Kurlaender, M. (2020). Curriculum Reform in The Common Core Era: Evaluating Elementary Math Textbooks Across Six US States. *Journal of Policy Analysis and Management*, 39(4), 966-1019.
- Conaway, C., & Goldhaber, D. (2020). Appropriate Standards of Evidence for Education Policy Decision Making. *Education Finance and Policy*, 15(2), 383-396.
- Goldhaber, D., Krieg, J., Naito, N., & Theobald, R. (2020). Making the most of student teaching: The importance of mentors and scope of change. *Education Finance and Policy*, 15(3), 581–591.
- Goldhaber, D., Krieg, J., & Theobald, R. (2020). Effective like me? Does having a more productive mentor improve the productivity of mentees? *Labour Economics*, 63(3), 1-13.
- Goldhaber, D., Krieg, J., & Theobald, R. (2020). Exploring the impact of student teaching apprenticeships on student achievement and mentor teachers. *Journal of Research on Educational Effectiveness*, 13(2), 213-234.
- Goldhaber, D., Long, M. C., Gratz, T., & Rooklyn, J. (2020). Pledging to do “good”: An early commitment pledge program, college scholarships, and high school outcomes in Washington State. *Educational Evaluation and Policy Analysis*, 42(1), 110-133.
- Goldhaber, D., Strunk, K. O., Brown, N., Naito, N., & Wolff, M. (2020). Teacher Staffing Challenges in California: Examining the Uniqueness of Rural School Districts. *AERA Open*, 6(3), 155-168.
- Krieg, J. M., Goldhaber, D., & Theobald, R. (2020). Teacher candidate apprenticeships: Assessing the who and where of student teaching. *Journal of Teacher Education*, 71(2), 218-232.
- Theobald, R., Goldhaber, D., Gratz, T., & Holden, K. (2020). High school English Language Arts teachers and postsecondary outcomes for students with and without disabilities. *Journal of Disability Policy Studies*, 13(1), 1-13.

- Goldhaber, D., Grout, C., Harmon, K., & Theobald, R. (2019). A practical guide to challenges and opportunities in student teaching: A school district's perspective. *WERA Educational Journal*, 12(1), 13-25.
- Goldhaber D., & Özek, U. (2019). How much should we rely on student test achievement as a measure of success? *Educational Researcher*, 48(7), 479-483.
- Goldhaber, D., Quince, V., & Theobald, R. (2019). Teacher quality gaps in U.S. public schools: Trends, sources, and implications. *Phi Delta Kappan*, 100(8), 14-19.
- Goldhaber, D., Long, M., Person, A., Rooklyn, J., Gratz, T. (2019). Sign me up: The factors predicting students' enrollment in an early commitment scholarship program. *AERA Open*, 5(2), 1-18.
- Goldhaber, D., Theobald, R., & Tien, C. (2019). Why we need a diverse teacher workforce. *Phi Delta Kappan*, 100(5), 25–30.
- Long, M. C., Goldhaber, D., & Gratz, T. (2019). Washington's College Bound Scholarship Program and its Effect on College Entry, Persistence, and Completion. *Education Finance and Policy*, 7(1), 1-52.
- Theobald, R., Goldhaber, D., Gratz, T., & Holden, K. (2019). Career and technical education, inclusion, and postsecondary outcomes for students with learning disabilities. *Journal of Learning Disabilities*, 52(2), 109–119.
- Goldhaber, D. (2019). Evidence-based teacher preparation: policy context and what we know. *Journal of Teacher Education*, 70(2), 90–101.
- Goldhaber, D., Holden, K., & Grout, C. (2019). Errors in administrative education data: A cautionary tale. *Educational Researcher*, 48(3), 179–182.
- Goldhaber, D. (2018). A gloomy perspective on high-stakes testing. *Education Next*. 18(2).
- Marianno, B., Kilbride, T., Theobald, R., Strunk, K., Cowen, J., & Goldhaber, D. (2018). Cut from the same cloth? Comparing urban district CBAs within states. *Educational Policy*, 32(2), 334-359.
- Theobald, R., Goldhaber, D., Gratz, T., & Holden, K. (2018). Career and technical education, inclusion, and postsecondary outcomes for students with learning disabilities. *Journal of Learning Disabilities*, 52(2), 109-119.
- Backes, B., Goldhaber, D., Cade, W., Sullivan, K., & Dodson, M. (2018). Can UTeach? Assessing the relative effectiveness of STEM teachers. *Economics of Education Review*, 64(1), 184-198.
- Cowan, J. & Goldhaber, D. (2018). Do bonuses affect teacher staffing and student achievement in high poverty schools? Evidence from an incentive for national board-certified teachers in Washington State. *Economics of Education Review*, 65(1), 138-152.

- Strunk, K., Goldhaber, D., Knight, D. S., & Brown, N. (2018). Are there hidden costs associated with conducting layoffs? The impact of RIFs and layoffs on teacher effectiveness. *Journal of Policy Analysis and Management*, 37(4), 755-782.
- Martinkova, P., Goldhaber, D., & Erosheva, E. (2018). Disparities in ratings of internal and external applicants: A case for model-based inter-rater reliability. *PLoS One*, 13(10), 1-10.
- Goldhaber, D. (2018). Evidence-based teacher preparation: Policy context and what we know. *Journal of Teacher Education*, 70(2), 90-101.
- Backes, B., Cowan, J., Goldhaber, D., Koedel, C., Miller, L., & Xu, Z. (2018). The common core conundrum: To what extent should we worry that changes to assessments will affect test-based measures of teacher performance? *Economics of Education Review*, 62(1), 48-65.
- Goldhaber, D. (2018). Impact and your deathbed: Playing the long game. *Education Finance and Policy*, 13(1), 1-18.
- Goldhaber, D., Grout, C., & Holden, K. (2018). Why make it hard for teachers to cross state borders? *Phi Delta Kappan*, 98(5), 55-60.
- Goldhaber, D., Gratz, T., & Theobald, R. (2017). What's in a teacher test? Assessing the relationship between teacher licensure test scores and student secondary STEM achievement and course taking. *Economics of Education Review*, 61(1), 112-129.
- Goldhaber, D., Quince, V., & Theobald, R. (2017). Has it always been this way? Tracing the evolution of teacher quality gaps in U.S. public schools. *American Educational Research Journal*, 55(1), 171-201.
- Strunk, K., Cowen, J., Goldhaber, D., Marianno, B., Kilbride, T., & Theobald, R. (2017). It's in the contract: How the policies set in teachers' unions collective bargaining agreements vary across states and districts. *Educational Policy*, 32(2), 280-312.
- Goldhaber, D., Cowan, J., & Theobald, R. (2017). Evaluating prospective teachers: Testing the predictive validity of the edTPA. *Journal of Teacher Education*, 68(4), 377-393.
- Goldhaber, D., Krieg, J., & Theobald, R. (2017). Does the match matter? Exploring whether student teaching experiences affect teacher effectiveness. *American Educational Research Journal*, 54(7), 325-359.
- Huntington-Klein, N., Cowan, J., & Goldhaber, D. (2017). Selection into online community college courses and their effect on persistence. *Research in Higher Education*, 58(3), 244-269.
- Goldhaber, D., Grout, C., & Holden, K. (2017). Pension structure and employee turnover: Evidence from a large public pension system. *Industrial and Labor Relations Review*, 70(4), 976-1007.
- Goldhaber, D., Grout, C., & Huntington-Klein, N. (2017). Screen twice, cut once: Assessing the predictive validity of applicant selection tools. *Education Finance and Policy*, 12(2), 197-223.
- Goldhaber, D. & Startz, R. (2017). On the distribution of worker productivity: The case of teacher effectiveness and student achievement. *Statistics and Public Policy*, 4(1), 1-12.

- Cowan, J., Goldhaber, D., Hayes, K., & Theobald, R. (2016). Missing elements in the discussion of teacher shortages. *Educational Researcher*, 45(8), 460-462.
- Backes, B., Goldhaber, D., Grout, C., Koedel, C., Ni, S., Podgursky, M., Xiang, B.P., Xu, Z. (2016). Benefit or burden? On the intergenerational inequity of teacher pension plans. *Educational Researcher*, 45(6), 367–377.
- Cohen, J. & Goldhaber, D. (2016). Building a more complete understanding of teacher evaluation using classroom observations. *Educational Researcher*, 45(6), 378-387.
- Goldhaber, D. & Grout, C. (2016). Pension choices and the savings patterns of public school teachers. *Education Finance and Policy*, 11(4), 449-481.
- Cowan, J. & Goldhaber, D. (2016). National board certification and teacher effectiveness: Evidence from Washington state. *Journal of Research on Educational Effectiveness*, 9(3), 233-258.
- Goldhaber, D., Lavery, Lesley, & Theobald, R. (2016). Inconvenient truth? Do collective bargaining agreements help explain the mobility of teachers within school districts? *Journal of Public Policy and Management*, 35(4), 848-880.
- Goldhaber, D., Strunk, K., Brown, N., & Knight, D. (2016). Lessons learned from the great recession: Layoffs and the rif-induced teacher shuffle. *Educational Evaluation and Policy Analysis*, 38(3), 517-548.
- Krieg, J., Theobald, R., & Goldhaber, D. (2016). A foot in the door: Exploring the role of student teaching assignments in teachers' initial job placements. *Educational Evaluation and Policy Analysis*, 38(1), 364-388.
- Goldhaber, D. & Walch, J. (2016). Teacher tenure, fog warning. *Phi Delta Kappan*, 97(6), 8-15.
- Goldhaber, D., Bignell, W., Farley, A., Walch, J., & Cowan, J. (2016). Who chooses incentivized pay structures? Exploring the link between performance and preferences for compensation reform in the teacher labor market. *Educational Evaluation and Policy Analysis*, 38(2), 245-271.
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- Goldhaber, D. (2016). In schools, teacher quality matters most: Today's research reinforces Coleman's findings. *Education Next*, 16(2), 56-62.
- Goldhaber, D., Grout, C., Holden, K., & Brown, N. (2015). Crossing the border? Exploring the cross-state mobility of the teacher workforce. *Educational Researcher*, 44(8), 421–431.
- Goldhaber, D., Krieg, J., Theobald, R., & Brown, N. (2015). Refueling the stem and special education teacher pipelines. *Phi Delta Kappan*, 97(4), 56–62.
- Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher*, 44(5), 293–307.

- Long, M., Goldhaber, D., & Huntington-Klein, N. (2015). Do completed college majors respond to changes in wages? *Economics of Education Review*, *49*(1), 1–14.
- Goldhaber, D. & Chaplin, D. (2015). Assessing the “Rothstein Falsification Test.” Does it really show teacher value-added models are biased? *Journal of Research on Educational Effectiveness*, *8*(1), 8–34.
- Cowan, J. & Goldhaber, D. (2015). How much of a “Running Start” do dual enrollment programs provide students? *Review of Higher Education*, *38*(3), 425–460.
- Goldhaber, D. (2015). Exploring the potential of value-added performance measures to affect the quality of the teacher workforce. *Educational Researcher*, *44*(1), 87–95.
- Goldhaber, D., Krieg, J. & Theobald, R. (2014). Knocking on the door to the teaching profession: Modeling the entry of prospective teachers into the workforce. *Economics of Education Review*, *43*(1), 106–124.
- Goldhaber, D. & Cowan, J. (2014). Excavating the teacher pipeline: teacher preparation programs and teacher attrition. *Journal of Teacher Education*, *65*(5), 449-462.
- Goldhaber, D., Lavery, L., & Theobald, R. (2014). My end of the bargain: Are there cross district effects in teacher contract provisions? *Industrial and Labor Relations Review*, *67*(4), 1274-1305.
- Goldhaber, D. & Walch, J. (2014). Gains in teacher quality. *Education Next*, *14*(1), 38-45.
- Goldhaber, D., Gabele, B., & Walch, J. (2013). Does the model matter? Exploring the relationship between different student achievement-based teacher assessments. *Statistics and Public Policy*, *1*(1), 28–39.
- Goldhaber, D. & Theobald, R. (2013). Managing the teacher workforce in austere times: The determinants and implications of teacher layoffs. *Education Finance and Policy*, *8*(4), 494-527.
- Goldhaber, D., & Hansen, M. (2013). Is it just a bad class? Assessing the long-term stability of estimated teacher performance. *Economica*, *80*(319), 589–612.
- Goldhaber, D., D’Entremont, D., Fang, Y., Lavery, L., & Theobald, R. (2013). Teacher collective bargaining in Washington state: Assessing the internal validity of partial independence item response measures of contract restrictiveness. *SAGE Open*, *3*(2), 1-16.
- Goldhaber, D., Cowan, J., & Walch, J. (2013). Is a good elementary teacher always good? Assessing teacher performance estimates across subjects. *Economics of Education Review*, *36*(1), 216-228.
- Corcoran, Sean & Goldhaber, D. (2013). Where you stand depends on where you sit: Debates over value-added and its uses. *Education Finance and Policy*, *8*(3), 218-434.
- Goldhaber, D., Liddle, S., & Theobald, R. (2013). The gateway to the profession: assessing teacher preparation programs based on student achievement. *Economics of Education Review*, *34*(1), 29-44.

- Rouse, C. E., Hannaway, J., Goldhaber, D. & Figlio, D. (2013). Feeling the Florida heat? How low-performing schools respond to voucher and accountability pressure. *American Economic Journal: Economic Policy*, 5(2), 251-281.
- Goldhaber, D., Goldschmidt, P., Sylling, P., & Tseng, F. (2013). Teacher value added at the high school level: Different models, different answers? *Educational Evaluation and Policy Analysis*, 35(2), 220-236.
- Goldhaber, D., Liddle, S., Theobald, R., & Walch, J. (2012). Teacher effectiveness and the achievement of Washington's students in mathematics. *WERA Educational Journal*, 4(2), 6–12.
- Goldhaber, D. & Walch, J. (2012). Strategic pay reform: A student outcomes-based evaluation of Denver's ProComp teacher pay initiative. *Economics of Education Review*, 31(6), 1067–1083.
- Goldhaber, D., & Theobald, R. (2011). seniority rules lead districts to increase teacher layoffs and undermine teaching quality. *Education Next*, 11(4), 79–83.
- Goldhaber, D., Gross, B., & Player, D. (2011). Teacher career paths, teacher quality, and persistence in the classroom: Are public schools keeping their best? *Journal of Public Policy and Management*, 30(1), 57–87.
- Goldhaber, D., DeArmond, M., & DeBurgomaster, S. (2011). teacher attitudes about compensation reform: Implications for reform implementation *Industrial and Labor Relations Review*, 64(3), 441–463.
- Eide, E., Showalter, M. & Goldhaber, D. (2010). The relation between children's health and academic achievement. *Children and Youth Services Review*, 32(2), 231–238.
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- Gross, B., DeArmond, M., & Goldhaber, D. (2010). Is it better to be good or lucky? Decentralized teacher selection in 10 elementary schools. *Education Administration Quarterly*, 46(3), 322-362.
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- Goldhaber, D. & Hansen, M. (2010). Race, gender, and teacher testing: How objective a tool is teacher licensure testing? *American Educational Research Journal*, 47(1), 218-251.
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PROFESSIONAL ASSOCIATIONS & HONORS

Associations: President, *Association for Education Finance and Policy* (2016), Association for Public Policy and Management, American Economic Association, American Educational Research Association

Editorial Work/Boards: Editor, *Education Finance and Policy* (2009-2013), Editorial Advisory Board *Educational Evaluation and Policy Analysis* (2010–current), Associate Editor *Economics of Education Review* (2006–2009), Editorial Advisory Board *Journal of Education Finance* (2007–2009), Board of Directors, American Education Finance Association (2001–2003).

Referee/Reviewer for:

Journals

American Economic Review, *American Journal of Education*, *Economics of Education Review*, *Educational Policy*, *Educational Researcher*, *Education Economics*, *Education Matters/Next*, *Educational Evaluation and Policy Analysis*, *Journal of Econometrics*, *Journal of Economic Literature*, *Journal of Human Resources*, *Journal of Policy Analysis & Management*, *Journal of Teacher Education*, *Journal of Urban Economics*, *Scandinavian Journal of Economics*, *Social Science Quarterly*

Foundations and Other

American Association of Economic Research (AERA); Carnegie Corporation of New York; National Council on Teacher Quality; National Math Panel; National Research Council; Spencer Foundation Major Grants Program; Smith Richardson Foundation; U.S. Department of Education Institute of Education Sciences