

Dan Goldhaber

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CURRENT POSITIONS / AFFILIATIONS

Director, Center for Analysis of Longitudinal Data in Education Research, American Institutes of Research
Director, Center for Education Data & Research, University of Washington
Affiliate Professor, School of Social Work, University of Washington
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

- *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. 2017-2020
- *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:

Conaway, C. & Goldhaber, D. (forthcoming). Appropriate Standards of Evidence for Education Policy Decision-Making. *Education Finance and Policy*.

Goldhaber D., & Özek, U. (forthcoming). How Much Should We Rely on Student Test Achievement as a Measure of Success? *Educational Researcher*.

Goldhaber, D., Quince, V., & Theobald, R. (in press). Teacher quality gaps in U.S. public schools. *Phi Delta Kappan*, May 2019 Special Issue.

Goldhaber, D., Long, M., Person, A., Rooklyn, J., Gratz, T. (Forthcoming). Sign Me Up: The Factors Predicting Students' Enrollment in An Early Commitment Scholarship Program. *AERA Open*.

Goldhaber, D., Theobald, R., & Tien, C. (2019). Why we need a diverse teacher workforce. *Phi Delta Kappan*, 100(5), 25–30. <https://doi.org/10.1177/0031721719827540>

Theobald, R. J., Goldhaber, D. D., Gratz, T. M., & Holden, K. L. (2019). Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students With Learning Disabilities. *Journal of Learning Disabilities*, 52(2), 109–119. <https://doi.org/10.1177/0022219418775121>

Goldhaber, D. (2019). Evidence-Based Teacher Preparation: Policy Context and What We Know. *Journal of Teacher Education*, 70(2), 90–101. <https://doi.org/10.1177/0022487118800712>

Goldhaber, D., Holden, K. L., & Grout, C. (2019). Errors in Administrative Education Data: A Cautionary Tale. *Educational Researcher*, 48(3), 179–182. <https://doi.org/10.3102/0013189X19837598>

Krieg, J., Goldhaber, D., and Theobald, R. (2019). Teacher Candidate Apprenticeships: Assessing the Who and Where of Student Teaching. *Journal of Teacher Education*. <https://doi.org/10.1177/0022487119858983>

Goldhaber, Dan. (2018). A Gloomy Perspective on High-Stakes Testing. *Education Next*. 18(2).

Marianno, Bradley, Kilbride, Tara, Theobald, Roddy, Strunk, Katherine, Cowen, Joshua, and Goldhaber, Dan. (2018). Cut from the Same Cloth? Comparing Urban District CBAs Within States. *Educational Policy*. 32(2): 334-359.

Theobald, Roddy, Goldhaber, Dan, Gratz, Trevor, and Holden, Kris. (2018). Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students with Learning Disabilities. *Journal of Learning Disabilities*. <https://doi.org/10.1177/0022219418775121>

Backes, Benjamin, Goldhaber, Dan, Cade, Whitney, Sullivan, Kate, and Dodson, Melissa. (2018). Can UTeach? Assessing the Relative Effectiveness of STEM Teachers. *Economics of Education Review*. 64: 184-198.

Cowan, James and Goldhaber, Dan (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: 138-152.

Strunk, Katharine, Goldhaber, Dan, Knight, David. S., and Brown, Nate. (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, Patricia, Goldhaber, Dan, and Erosheva, Elena (2018). Disparities in ratings of internal and external applicants: A case for model-based inter-rater reliability. *PLoS One*. 13(10): e0203002.

Goldhaber, Dan. (2018). Evidence-Based Teacher Preparation: Policy Context and What We Know. *Journal of Teacher Education*. <https://doi.org/10.1177/0022487118800712>

Backes, Ben, Cowan, James, Goldhaber, Dan, Koedel, Cory., Miller, Luke, and Xu, Zeyu. (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, 48-65.

Goldhaber, Dan. (2018). Impact and Your Deathbed: Playing the Long Game. *Education Finance and Policy*. 13(1), 1-18.

Goldhaber, Dan, Grout, Cyrus, and Holden, Kristian (2018). Why make it hard for teachers to cross state borders? *Phi Delta Kappan*. 98(5): 55-60.

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Goldhaber, Dan, Quince, Vanessa, and Theobald, Roddy. (2017). Has It Always Been This Way? Tracing the Evolution of Teacher Quality Gaps in U.S. Public Schools. *American Educational Research Journal*, doi 10.3102/0002831217733445.

Strunk, Katherine, Cowen, James, Goldhaber, Dan, Marianno, Bradley., Kilbride, Tara, and Theobald, Roddy (2017). It's in the Contract: How the Policies Set in Teachers' Unions Collective Bargaining Agreements Vary Across States and Districts. *Educational Policy*, doi 10.1177/0895904817741546.

Goldhaber, Dan, Cowan, James, and Theobald, Roddy. (2017). Evaluating Prospective Teachers: Testing the Predictive Validity of the edTPA. *Journal of Teacher Education*. Vol. 68(4), 377-393.

Goldhaber, Dan, Krieg, John, and Theobald, Roddy. (2017). Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Effectiveness. *American Educational Research Journal*. Vol 54(7), 325-359.

Huntington-Klein, Nicholas, Cowan, James., and Goldhaber, Dan. (2017). Selection into Online Community College Courses and Their Effect on Persistence. *Research in Higher Education*. Vol. 58(3), 244-269.

Goldhaber, Dan, Grout, Cyrus, and Holden, Kristian. (2017). Pension Structure and Employee Turnover: Evidence from a Large Public Pension System. *Industrial and Labor Relations Review*. Vol. 70 (4), 976-1007.

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Goldhaber, Dan, Lavery, Lesley, and Theobald, Roddy. (2015). Uneven Playing Field? Assessing the Teacher Quality Gap Between Advantaged and Disadvantaged Students. *Educational Researcher*. 44(5): 293–307.

Long, Mark, Goldhaber, Dan, and Huntington-Klein, Nick. (2015). Do Completed College Majors Respond to Changes in Wages? *Economics of Education Review*. 49: 1–14.

Goldhaber, Dan and Chaplin, Duncan. (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, James and Goldhaber, Dan. (2015). How Much of a “Running Start” Do Dual Enrollment Programs Provide Students? *Review of Higher Education*. 38(3): 425–460.

Goldhaber, Dan. (2015). Exploring the Potential of Value Added Performance Measures to Affect the Quality of the Teacher Workforce. *Educational Researcher*. 44:87–95.

Goldhaber, Dan, Krieg, John and Theobald, Roddy. (2014). Knocking on the Door to the Teaching Profession: Modeling the Entry of Prospective Teachers into the Workforce. *Economics of Education Review*. 43: 106–124.

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- Goldhaber, Dan, Cowan, James, and Walch, Joe. (2013). Is a Good Elementary Teacher Always Good? Assessing Teacher Performance Estimates Across Subjects. *Economics of Education Review*. 36: 216-228.
- Corcoran, Sean and Goldhaber, Dan. (2013). Where You Stand Depends on Where You Sit: Debates Over Value-Added and Its Uses. *Education Finance and Policy*. 8(3): 218-434.
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- Rouse, Celia Elena, Hannaway, Jane, Goldhaber, Dan and Figlio, David. (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, Dan, Goldschmidt, Pete, Sylling, Philip, and Tseng, Fannie. (2013). Teacher Value Added at the High School Level: Different Models, Different Answers? *Educational Evaluation and Policy Analysis*. 35(2): 220-236.
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- Goldhaber, Dan and Walch, Joe. (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, Dan, and Theobald, Roddy. (2011). Seniority Rules Lead Districts to Increase Teacher Layoffs and Undermine Teaching Quality. *Education Next*. 11(4): 79–83.
- Goldhaber Dan, Gross, Betheny, and Player, Daniel. (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, Dan, DeArmond, Michael, and DeBurgomaster, Scott. (2011). Teacher Attitudes About Compensation Reform: Implications for Reform Implementation *Industrial and Labor Relations Review*. 64(3): 441–463.
- Eide, Eric, Showalter, Mark and Goldhaber, Dan. (2010). The Relation Between Children's Health and Academic Achievement. *Children and Youth Services Review*. 32(2): 231–238.
- DeArmond, Michael and Goldhaber, Dan. (2010). Scrambling the Nest Egg: How Well Do Teachers Understand Their Pensions and What Do They Think About Alternative Pension Structures? *Education Finance and Policy*. 5(4): 558–586.
- Gross, Betheny, DeArmond, Michael, and Goldhaber Dan. (2010). Is it Better to be Good or Lucky? Decentralized Teacher Selection in 10 Elementary Schools. *Education Administration Quarterly*. 46(3): 322-362.
- Goldhaber Dan and Hansen, Michael. (2010). Using Performance on the Job to Inform Teacher Tenure Decisions. *American Economic Review*. 100(2): 250-255.

Goldhaber Dan and Hansen, Michael. (2010). Race, Gender, and Teacher Testing: How Objective a Tool is Teacher Licensure Testing? *American Educational Research Journal*. 47(1): 218-251.

Goldhaber, Dan, Destler, Kate, and Player, Daniel. (2010). Teacher Labor Markets and the Perils of Using Hedonics to Estimate Compensating Differentials in the Public Sector. *Economics of Education Review*. 29(1): 1-17.

Goldhaber, Dan and Hansen, Michael. (2009). National Board Certification and Teachers' Career Path: Does NBPTS Certification Influence How Long Teachers Remain in the Profession and Where They Teach? *Education Finance and Policy*. 4(3): 229-262.

Gross, Betheny, Booker, Kevin, and Goldhaber, Dan. (2009). Boosting Student Achievement? Testing the Impact of Comprehensive School Reform in Texas. *Educational Evaluation and Policy Analysis*. 31(2): 111-126.

Sharkey, Nancy, and Goldhaber, Dan. (2008). Teacher Certification Status and Student Achievement: Lessons from Private Schools. *Economics of Education Review*. 27(5): 504-516.

Brewer, Dominic and Goldhaber, Dan. (2008). Incentives Are Everywhere – Even in Education Research! *Phi Delta Kappan*. 89(5): 361-64.

Goldhaber, Dan, Player, Daniel, DeArmond, Michael, and Choi, Hyung-Jai. (2008). Why Do So Few Public School Districts Use Merit Pay? *Journal of Education Finance*. 33(3): 262-289.

Goldhaber, Dan. (2007). Everyone's Doing It, But What Does Teacher Testing Tell Us About Teacher Effectiveness? *Journal of Human Resources*. 42(4): 765-794.

Boyd, Don, Goldhaber, Dan, Lankford, Hamilton, and Wyckoff, James. (2007). The Effect of Certification and Preparation on Teacher Quality. *Future of Children*. 17(1): 45-68.

Goldhaber, Dan and Anthony, Emily. (2007). Can Teacher Quality Be Effectively Assessed? National Board Certification As a Signal of Effective Teaching. *Review of Economics and Statistics*. 89(1): 134-150.

Goldhaber, Dan, Cramer, Lauren, and Choi, Hyung-Jai. (2007). A Descriptive Analysis of the Distribution of NBPTS Certified Teachers in North Carolina. *Economics of Education Review*. 26(2): 160-172.

Goldhaber, Dan. (2006). National Board Teachers Are More Effective, But Are They In the Classrooms Where They're Needed The Most? *Education Finance and Policy*. 1(3): 372-382.

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Goldhaber, Dan, Perry, David, and Anthony, Emily. (2004). The National Board for Professional Teaching Standards (NBPTS) Process: Who Applies and What Factors are Associated with NBPTS Certification? *Educational Evaluation and Policy Analysis*. 26(4): 259-280.

Eide, Eric, Goldhaber, Dan, and Showalter, Mark. (2004). Does Catholic High School Attendance Lead to a More Selective College? *Social Science Quarterly*. 85(5): 1135-1352.

Eide, Eric, Goldhaber, Dan, and Brewer, Dominic. (2004). The Teacher Labour Market and Teacher Quality. *Oxford Review of Economic Policy*. 20: 230-244.

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BOOKS AND BOOK CHAPTERS:

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Goldhaber, Dan and Nate Brown. (Forthcoming). "Teacher Policy under ESEA and HEA: A Convergent Trajectory with an Unclear Future" In *Convergence: U.S. Education Policy Fifty Years after the ESEA and the HEA of 1965*. Edited by Christopher P. Loss and Patrick J. McGuinn. Cambridge, MA: Harvard Education Press.

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PROFESSIONAL ASSOCIATIONS AND 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