

Pamela L. Grossman

485 Lasuen Mall
School of Education
Stanford University
Stanford, CA 94305-3096
(650) 723-0791

Current Position

Professor, Curriculum and Teacher Education

Education

Ph.D. Stanford University, 1988. Curriculum and Teacher Education

Ed.S. Stanford University, 1988. Evaluation

M.A. University of California, Berkeley. 1981. Education

B.A. Yale University, 1975, English.

Awards/Honors

Member, National Academy of Education

Fellow, Center for Advanced Study in the Behavioral Sciences, 2006-07

American Association of Colleges of Teacher Education Award for Best
Article published in *Journal of Teacher Education*, 2008.

Award for Distinguished Research in Teacher Education, Association of
Teacher Educators, 2007

Award for Exemplary Research in Teaching and Teacher Education, given
by Division K, American Educational Research Association for the
article, "Toward a Theory of Teacher Community," *Teachers College
Press* (co-authored with Sam Wineburg and Stephen Woolworth)

Outstanding Teaching Award, Stanford University School of Education,
2001-2002

National Academy of Education/Spencer Postdoctoral Fellow, 1994-96

Richard A. Meade Award for Research in English Education, 1991
Conference on English Education

Outstanding Dissertation Award, 1989
American Association of Colleges of Teacher Education

Spencer Foundation Pre-doctoral Fellow, 1987-88

Publications

Books

Grossman, P. & Loeb, S. (Eds.) (2008). *Taking stock: An examination of alternative certification*. Cambridge, MA: Harvard Education Press.

Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. New York: Teachers College Press.

Wineburg, S. S. & Grossman, P. L. (Eds.) (2000). *Interdisciplinary curriculum: Challenges to implementation..* New York: Teachers College Press.

Journal articles, book chapters, and technical reports

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., Williamson, P. (2009). Teaching practice; A cross-professional perspective. *Teachers College Record*. 111 (9).

Hatch, T. & Grossman, P. (2009). Learning to look beyond the boundaries of representation: Using technology to examine teaching (Overview for a digital exhibition: Learning from the practice of teaching). *Journal of Teacher Education* 60 (1), 70-85.

Hatch, T, Sun, C., Grossman, P., Neira, P., & Chang, T. (2009). Learning from the

- practice of veteran and novice teachers: A digital exhibition. *Journal of Teacher Education*, 60(1), 68-69.
- Ronfeldt, M. & Grossman, P. (in press). Becoming a professional: Experimenting with possible selves in professional preparation. *Teacher Education Quarterly*.
- Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., McDonald, M., Reininger, M., Ronfeldt, M., & Wyckoff, J. (2008). Surveying the landscape of teacher education in New York City: Constrained variation and the challenges of innovation. *Educational Evaluation and Policy Analysis*. 30 (4), 319-343.
- Grossman, P & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*. 45 (1), 184-205.
- Grossman, P., Hammerness, K., McDonald, M., & Ronfeldt, M. (2008). Constructing coherence: Structural predictors of perceptions of coherence in NYC teacher education programs. *Journal of Teacher Education*, 59, 273 - 287.
- Grossman, P. & Thompson, C. (2008). Learning from curriculum materials: Scaffolds for new teachers. *Teaching and Teacher Education*, 24(8), 2014-2026.
- Grossman, P. (2008). Responding to our critics: From crisis to opportunity in research on teacher education. *Journal of Teacher Education*, 59(1), 10-23.
- Grossman, P., McDonald, M., Hammerness, K., & Ronfeldt, M. (2008). Dismantling dichotomies in teacher education. In M. Cochran-Smith & S. Feiman-Nemser, McIntyre J., and Demers, K. (Eds.), *The handbook of teacher education: A project of the Association of Teacher Educators (3rd Edition)*, pp. 243-248. New York, NY Macmillan.
- Grossman, P. (2007). Unpacking practice: Developing a language for teacher educators. In J. Butcher & L. McDonald (Eds.), *Making a difference: Challenges for teachers, teaching and teacher education*, (pp. 55-68). Rotterdam: Sense Publishers.
- Grossman, P., Compton, C., Shahan, E., Ronfeldt, M., Digra, I., & Shiang, J. (2007). Preparing practitioners to respond to resistance: A cross-professional view. *Teachers and Teaching: Theory and Practice* 13 (2), 109-

123.

- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2006). How changes in entry requirements alter the teacher workforce and affect student achievement. *Education Finance and Policy* 1(2), 176-216.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., Michelli, N. & Wyckoff, J. (2006). Complex by design: Investigating pathways into teaching in New York City Schools. *Journal of Teacher Education*, 57(2), 155-166.
- Valencia, S. W., Place, N., Martin, S. D., & Grossman, P. L. (2006). Curriculum materials for elementary reading: Shackles and scaffolds for beginning teachers. *Elementary School Journal*, 107 (1): 93-120.
- Grossman, P. L. (2005). Research on pedagogical approaches in teacher education. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education* (pp, 425-476). Washington D. C.: American Educational Research Association.
- Grossman, P. L., Schoenfeld, A., with Lee, C. D. (2005). Teaching subject matter: In L. Darling-Hammond, J. Bransford, P. LePage, K. Hammerness, & H. Duffy (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 201-231). San Francisco: Jossey Bass.
- Grossman, P. & Thompson, C. (2004). District policy and beginning teachers: A lens on teacher learning. *Educational Evaluation and Policy Analysis*, 26(4), 281-301.
- Grossman, P. L. (2003). Teaching: From *A Nation at Risk* to a profession at risk? In D. T. Gordon (Ed.) *A nation reformed? American education 20 years after "A Nation at Risk."* Cambridge, MA: Harvard Education Press. (excerpted in *Harvard Education Letter*, 19(1).)
- Grossman, P. L. (2002). English Education. In J. W. Guthrie (Ed.), *The Encyclopedia of Education, Second Edition*. New York: Macmillan Press.
- Grossman, P., Thompson, C., & Valencia, S. W. (2002). Focusing the concerns of new teachers: The district as teacher educator. In M. S. Knapp, A. Hightower, J. Marsh, & M. W. McLaughlin (Eds.) *School Districts and Instructional Renewal: Opening the Conversation*. New York, NY: Teachers College Press.

- Grossman, P., Thompson, C., & Valencia, S. W. (2002). District policy and beginning teachers. *ERS Spectrum: Journal of School Research and Information*. 20, pp. 12-22.
- Grossman, P. L. & Wineburg, S. S. (2001). Lee S. Shulman, Educator. J. Palmer (Ed.) *Fifty Major Modern Thinkers on Education* (pp.256-263). London: Routledge.
- Grossman, P. L. (2001). Research on the teaching of literature: Finding a place. In V. Richardson (Ed.), *Handbook of research on teaching, 4th edition* (pp. 416-432). New York: Macmillan.
- Grossman, P. L., Wineburg, S. S. , & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103(6), 942-1012.
- Grossman, P. L., Thompson, C., & Valencia, S. W. (2001). Where the twain shall meet: district policy and beginning teachers. Seattle, WA: Center for the Study of Teaching and Policy ([http://depts.washington.edu /ctpmail](http://depts.washington.edu/ctpmail))
- Wineburg, S. & Grossman, P. (2001). Affect and effect in cognitive approaches to education. In D. Klahr and S. Carver (Eds.), *Cognition and Instruction: The Thirtieth Carnegie Symposium on Cognition* (pp. 479-492). Mahwah, NJ: Erlbaum.
- Grossman, P. L., Valencia, S. W., Evans, K., Thompson, C., Martin, S., & Place, N. (2000). Transitions into teaching: Learning to teach writing in teacher education and beyond. *Journal of Literacy Research*, 32, 631-662. (reprinted in Roller, C. M. (2001). Learning to teach reading: Setting the research agenda (pp. 80-99). Newark, Delaware: International Reading Association.
- Grossman, P. L. (2000). Review of *Ways of thinking, ways of teaching* by George Hillocks. *American Journal of Education*.
- Grossman, P. & Wineburg, S. (2000). What makes teacher community different from a gathering of teachers? (An occasional paper) Seattle, WA: Center for the Study of Teaching and Policy.
- Grossman, P. & Wineburg, S., & Beers, S. (2000). When theory meets practice in the world of school. In S. S. Wineburg & P. L. Grossman, (Eds.) *Interdisciplinary curriculum: Challenges to implementation* (pp. 1-16). New York: Teachers College Press.

- Wineburg, S. & Grossman, P. (2000). Scenes from a courtship: Some theoretical and practical limitations of interdisciplinary humanities curricula in the comprehensive high school. In S. S. Wineburg & P. L. Grossman, (Eds.). *Interdisciplinary curriculum: Challenges to implementation* (pp. 57-73). New York: Teachers College Press.
- Stodolsky, S. S. & Grossman, P. G. (2000). Changing students, changing teaching. *Teachers College Record*, 102, 123-172.
- Grossman, P. L., Smagorinsky, P., & Valencia, S. (1999). Appropriating tools for teaching English: A theoretical framework for research on learning to teach. *American Journal of Education*. 108, 1-29.
- Grossman, P. L., Smagorinsky, P., & Valencia, S. (1999). Conceptual and pedagogical tools for teaching English: A conceptual framework for studying professional development. (Technical Report No. 12011). Albany, NY: National Research Center on English Learning and Achievement, University of Albany, State University of New York.
- Thomas, G., Wineburg, S. S., Grossman, P. L., Myhre, O., Woolworth, S. (1998). In the company of colleagues: An interim report on the development of a community of teacher learners. *Teaching and teacher education*, 14, 21-32.
- Wineburg, S. S. & Grossman, P. L. (1998). Creating a community of learners among high school teachers. *Phi Delta Kappan*, 79(5), 350-353.
- Yerian, S. Y. & Grossman, P. L. (1997). Preservice teachers' perceptions of their middle level teacher education experience: A comparison of a traditional and a PDS model. *Teacher Education Quarterly*, 24(4), 85-102.
- Grossman, P. L., Valencia, S. W., & Hamel, F. (1997). Preparing language arts teachers in a time of reform. In J. Flood, S. B. Heath, and D. Lapp (Eds.). A handbook for literacy educators: Research on teaching the communicative and visual arts (pp. 407-416). New York: MacMillan.
- Grossman, P. L. & Richert, A. E. (1996). Building capacity and commitment for leadership in preservice teacher education. *Journal of School Leadership*, 6, 202-210.
- Grossman, P. L. (1996). Of regularities and reform: Navigating the subject-specific territory of high schools. In M. W. McLaughlin and I. Oberman, (Eds.). *Teacher learning: New policies, new practices* (pp. 39-47). New York: Teachers College Press.

- Stodolsky, S. S. & Grossman, P. L. (1995). In N. Hativa & M. Marincovich (Eds.). *Disciplinary differences in teaching and learning: Implications for practice. New Directions in Teaching and Learning, No. 64* (pp. 71-78). San Francisco, CA: Jossey Bass.
- Grossman, P. L. & Stodolsky, S. S. (1995). Content as context: The role of school subjects in secondary school teaching. *Educational Researcher, 24*(7), 5-11).
- Stodolsky, S. S. & Grossman, P. L. (1995). The impact of subject matter on curricular activity: An analysis of five academic subjects. *American Educational Research Journal, 32*, 227-249.
- Grossman, P. L. (1995). Review of *Who will teach the children?* In *American Journal of Education, 103*, 335-337.
- Grossman, P. L. & Stodolsky, S. S. (1994). Considerations of content and the circumstances of secondary school teaching. In L. Darling-Hammond (Ed.), *Review of Research in Education, vol. 20* (pp. 179-221). Washington D. C.: American Educational Research Association.
- Grossman, P. L. (1994). Teacher knowledge. In T. Husen & T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education, 2nd Edition* (pp. 6117-6122). London: Pergamon Press.
- Grossman, P. L. & Shulman, L. S. (1994). Knowing, believing, and the teaching of English. In T. Shanahan (Ed.), *Teachers thinking, teachers knowing: Reflections on literacy and language education* (pp. 3-22). National Conference of Research on English.
- Grossman, P. L. (1994). In pursuit of a dual agenda: Creating a middle level professional development school. In L. Darling-Hammond (Ed.), *Professional Development Schools: Schools for Developing a Profession* (pp. 50-73). New York: Teachers College Press.
- Grossman, P. L. (1993). Review of *Exploring Teaching: Reinventing the Introductory Course*. *Journal of Curriculum Studies, 25*, 377-380.
- Grossman, P. L. (1992). Why models matter: An alternate view on professional growth in teaching. *Review of Educational Research. 62*, 171-179.

- Grossman, P. L., & Brantigan, N. S. (1992). The teacher as teacher educator: New roles in professional development schools. *Kappa Delta Pi Record*, 28 (4), 116-121.
- Grossman, P. L. (1992). Teaching to learn. In A. Lieberman (Ed.), *The changing contexts of teaching. 91st NSSE yearbook* (pp. 179-196). Chicago: National Society for the Study of Education.
- Grossman, P. L. (1992). Teaching and learning with cases: Unanswered questions. In J. Shulman (Ed.), *Case methods for teacher education* (pp. 227-239). New York: Teachers College Press.
- Grossman, P. L. (1991). Overcoming the apprenticeship of observation in teacher education coursework. *Teaching and Teacher Education*, 7 (4), 345-357.
- Grossman, P. L. (1991). The selection and organization of content for secondary English: Sources of teachers' knowledge. *English Education*, 23, (1), 39-53.
- Grossman, P. L. (1991). What are we talking about anyhow: Subject matter knowledge for secondary English teachers. In J. Brophy (Ed.), *Advances in research on teaching, vol. 2: Subject matter knowledge* (pp. 245-264). Greenwich, CT: JAI Press.
- Grossman, P. L. (1991). Mapping the terrain: Knowledge growth in teaching. In H. Waxman & H. Walberg (Eds.), *Contemporary research on teaching* (pp. 203-215). Chicago: National Society for the Study of Education.
- Grossman, P. L. (1989). Learning to teach without teacher education. *Teachers College Record*, 91, 191-208.
- Grossman, P. L. (1989). A study in contrast: Sources of pedagogical content knowledge for secondary English. *Journal of Teacher Education*, 40, (5), 24-32.
- Grossman, P. L., Wilson, S. M., & Shulman, L. S. (1989). Teachers of substance: Subject matter knowledge for teaching. In M. Reynolds (Ed.), *Knowledge Base of Beginning Teachers* (pp. 23-36). England: Pergamon Press.
- Grossman, P. L. & Richert, A. E. (1988). Unacknowledged knowledge growth: A re-examination of the effects of teacher education. *Teaching and Teacher Education, An International Journal*, 4, 53-62.

Reynolds, A., Haymore, J., Ringstaff, C. & Grossman, P. (1988). Teachers and curriculum materials: Who is driving whom? *Curriculum Perspectives*, 8, 22-30.

Grossman, P. L., Kirst, M., & Schmidt-Posner, J. (1986). On the trail of the omnibeast: Evaluating educational reforms in the 1980's. *Educational Evaluation and Policy Analysis*, 8, 253-266.

Grants/Funded Research

Principal Investigator (with Susanna Loeb). Accounting for differences in teachers' value-added to student achievement scores in middle school English/Language Arts: Do classroom practices make a difference? Funded by the Carnegie Corporation of New York (\$850,000). 2007-2009.

Principal Investigator (with Don Boyd, Hamp Lankford, Susanna Loeb, and Jim Wyckoff). Do Reduced Barriers to Entry Improve Student Achievement and Teacher Retention: The Case of New York City Math Immersion. Funded by Institute of Educational Sciences. (\$394,424). 2006-2008.

Principal Investigator. Teaching practice: Professional preparation for teaching, clergy, and clinical psychology. Funded by The Spencer Foundation (\$462,000). 2003-2006.

Principal Investigator (with Don Boyd, Hamilton Lankford, Susanna Loeb, & James Wyckoff). Teacher preparation: Does the pathway make a difference? Funded by the National Science Foundation, (\$1,799,000). 2004-07.

Principal Investigator (with Don Boyd, Hamilton Lankford, Susanna Loeb, & James Wyckoff). Teacher preparation: Does the pathway make a difference? Funded by the Carnegie Corporation (\$799,000). 2003-2006.

Principal Investigator (with Don Boyd, Hamilton Lankford, Susanna Loeb, & James Wyckoff). Teacher preparation: Does the pathway make a difference? Funded by The Spencer Foundation (\$648,000). 2003-2006.

Principal Investigator (with Don Boyd, Hamilton Lankford, Susanna Loeb, & James Wyckoff). Examining Teacher Preparation: Does the Pathway Make a Difference?" Funded by City University of New York, (\$600,000). 2003-04.

Principal Investigator. Center for the Study of Teaching and Policy. University of Washington (Michael Knapp, Center Director). Funded by the National Institute on Educational Governance, Finance, Policy Making, and Management (OERI). 1997-2002.

Principal Investigator (with Sheila Valencia). Transitions into teaching: Appropriating conceptual and pedagogical tools in learning to teach. Sub-contract for the Center for English Learning and Achievement, funded by OERI. 1996-2002.

Principal Investigator (with Sam Wineburg). Studying a community of learners: A department-based model of professional development. MacArthur/Spencer Professional Development Research and Documentation Grant. 1997-2000.

Principal Investigator (with Sam Wineburg). Building a community of learners among high school teachers. Funded by the McDonnell Foundation, Cognitive Studies in Educational Practice, 1995-98.

Principal Investigator. Students' understanding of poetry. National Academy of Education/Spencer Post-doctoral fellowship, 1994-96.

Co-Principal Investigator (with Susan Stodolsky, University of Chicago). Subject Matter as Context for Secondary Teaching, funded by the Spencer Foundation, 1992-1993.

Senior Researcher, Center for Research on the Context of Secondary School Teaching, OERI Funded Center, Stanford University, Stanford, CA. Principal Investigator (with Susan Stodolsky) on research project on content as context. 1989-1992.

Faculty Mentor, Preparing Leadership Personnel: Designers and Providers of Models for the Integrated Education of Students with Disabilities. [James Affleck, Principal Investigator]. 1991-1996.

Co-Principal Investigator: First Decade after Graduation: Qualitative Analysis of Post-School Outcomes for 1985 and 1990 Graduates and the Implications for Secondary Special Education Program Improvements. [Gene Edgar, Principal Investigator]. Field Initiated Research Projects. 1990-1995.

Assistant Director, Puget Sound Professional Development Center, funded by Ford Foundation, 1988-90.

Professional Presentations--Refereed

- Grossman, P., Compton, C., Ronfeldt, M., Shahan, E., & Williamson, P. (2007). Tuning novice performance: The role of feedback in professional education.). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Grossman, P. & Hammerness, K. (2007). Examining teacher preparation: How do features of preparation affect student outcomes and teacher retention? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Grossman, P. & Hammerness, K. (2007). Examining teacher education: Program features, student outcomes and teacher retention. Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, New York, NY.
- Franke, M., Grossman, P., Hatch, T., Richert, A., & Schultz, K. (2006). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Franke, M., Grossman, P. & Richert, A. (2006). Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, San Diego, CA.
- Grossman, P., Hammerness, K, & McDonald, M. & Ronfeldt, M. (2006). Preparing teachers for NYC schools: Does the pathway make a difference? Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, San Diego, CA.
- Grossman, P. L., Compton, C. , Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2005). Unpacking practice: Decompositions and approximations. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Grossman, P. L., (2005). Making practice visible: Teaching discussion in an English methods class. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Grossman, P. L. & Shahan, E. (2005) Understanding the other: cultivating empathy in professional education. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Grossman, P. L., Compton, C., & Shiang, J. (2005). "Trust me, I'm a professional": Learning to build relationships for professional practice. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Grossman, P. L. (2005). Does the pathway make a difference? Preparation in reading and language arts. Paper presented at the annual meeting of the American educational Research Association, Montreal, Canada.

Grossman, P. L. & Wolf, J. L. (2004, February). Reading Adolescence: Exploring the Genre of Young Adult Literature. Paper presented at the mid-winter conference of the National Conference of Teachers of English Assembly on Research, Berkeley, CA.

Grossman, P. L. & Valencia, S. W. (2003, April). Adding it up, making it count: What can we learn from small-scale longitudinal studies of teacher learning? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Grossman, P. L. (2003, April). The pedagogy of teacher education: Report of the Consensus Panel on Teacher Education. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Grossman, P. L. & Thompson, C. (2002, April). Curriculum materials: Shackles or scaffolds for teacher learning. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Grossman, P. L. (2002, April). AERA Consensus Panel on Teacher Education: The pedagogy of teacher education. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Grossman, P. L., Knapp, M., & Silver, E. (2001, April). Subject matter and policy. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Grossman, P. L. & Thompson, C. (2000, November). Learning from curriculum: The impact of prepared curriculum materials on beginning teachers.

- Paper presented at the annual meeting of the National Council of Teachers of English, Milwaukee, WI.
- Grossman, P. L., Valencia, S. W., & Thompson, C. (2000, April). District policy as a context for learning to teach. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Grossman, P. L., Wineburg, S. S., & Woolworth, S. (2000, April). Beyond the rhetoric of community, or what makes a community different from a gathering of teachers. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Grossman, P. L., Thompson, C., Dingus, J., & Jay, J. (1999, November). Views from the bottom: District policy and beginning teachers. Paper presented at the annual meeting of the National Council of Teachers of English, Denver, CO.
- Grossman, P. L., Valencia, S., Evans, K., Jay, J., Martin, S., Place, N., & Thompson, C. (1999, April). Learning to teach writing: Conceptual and pedagogical tools. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Grossman, P. L., Smagorinsky, P., & Agee, J. (1998). The role of settings in preservice teachers' concept development. Paper presented at the annual meeting of the National Council of Teachers of English, Nashville, TN.
- Grossman, P. L. & Wineburg, S. S. (1998). But what did we learn? Studying teachers' professional communities. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Grossman, P. L., Valencia, S. W., Evan, K., Martin, S., & Place, N. (1998). Learning to teach: A perspective from activity theory. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Grossman, P. L. (1998). The right to withdraw from research at any time. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Grossman, P. L., Smagorinsky, P., & Agee, J. (1998). Appropriating conceptual and pedagogical tools in learning to teach: An activity theory perspective.

Paper presented at the National Conference of Teachers of English Mid-Winter Research Conference, Los Angeles, CA.

- Grossman, P. L. & Wineburg, S. S. (1997). Creating a community of learners among high school teachers: Design principles for professional development. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wineburg, S. S. & Grossman, P. L. (1997). Scenes from a marriage: Challenges of interdisciplinary work among high school teachers. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Grossman, P. L. , Britton, J., & VanZwol, N. (1996). Building a community of learners among high school English and social studies teachers. Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, IL.
- Grossman, P. L. & Wineburg, S. S. (1996). Teachers' thinking about student understanding in the humanities. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Grossman, P. L. (1994). Teacher-researcher collaboration and the process of change. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Grossman, P. L. & Stodolsky, S. S. (1993, April). Adapting to diverse learners: Teacher beliefs in context. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Grossman, P. L. (1993, April). Research issues in the study of teacher knowledge: A conversation. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Yerian, S. Y. & Grossman, P. L. (1993, April). Emerging themes on the effectiveness of teacher preparation through professional development schools. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Grossman, P. L. (1992, April). Students and teacher learning: The case of a middle school professional development center. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Grossman, P. L. (1992, April). The changing contexts of teaching: Teaching to learn. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Grossman, P. L., & Yerian, S. (1992, April). Pedagogical content knowledge: The research agenda. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Stodolsky, S. S. & Grossman, P. L. (1992, April). Subject matter as context. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Grossman, P. L. (1991, November). Coming to know, learning to teach: Pedagogical content knowledge in English. Paper presented at the annual meeting of the National Council of Teachers of English, Seattle.

Grossman, P. L. & Richert, A. E. (1991, April). Necessary knowledge: Perspectives on teacher knowledge and teacher learning held by participants in two professional development centers. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Grossman, P. L. (1991, April). Overcoming isolation: Modeling team teaching in teacher education coursework. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Grossman, P. L. (1990, April). Ghosts of data past: Subject matter knowledge revisited. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Grossman, P. L. (1990, April). Knowing, believing, and valuing: The role of subject matter. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Grossman, P. L. & McDaniel, J. (1990, April). Breaking boundaries: Restructuring pre-service teacher education as a collaborative school-university venture. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Grossman, P. L. (1989, March). Subject matter knowledge for teaching: A cross-disciplinary perspective. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

- Grossman, P. L. (1988, April). Learning to teach without teacher education. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Grossman, P. L. (1988, April). Does teacher education make a difference? Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Grossman, P. L. (1987, April). A tale of two teachers: The role of subject-matter orientation in teaching. Paper presented at the annual meeting of the American Educational Research Association, Washington D. C.
- Grossman, P. L. & Wilson, S. M. (1987, April). The role of case studies in the generation and elaboration of educational theory. Paper presented at the annual meeting of the American Educational Research Association, Washington D. C.
- Grossman, P. L. & Gudmundsdottir, S. (1987, April). Teachers and texts: An expert-novice comparison in English. Paper presented at the annual meeting of the American Educational Research Association, Washington D. C.
- Grossman, P. L. & Richert, A. E. (1986, April). A re-examination of the influence of teacher education. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Grossman, P. L., Kirst, M., Negash, W., & Schmidt-Posner, J. (1986, April). Curricular changes in California comprehensive high schools. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Grossman, P. L., Reynolds, A., Ringstaff, C., & Sykes, G. (1985, April). From English major to English teacher: Knowledge growth in teaching. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Selected Invited Presentations

- Preparing high quality teachers: What features of teacher education influence student achievement gains. Keynote address at the Teacher Quality Symposium, Florida State University, August 30, 2007.

- The elusive link: What features of teacher education influence student achievement gains. Invited address at the MOFET International Conference on Teacher Education, Tel Aviv, Israel, June 2007.
- New directions in research in teacher education. Invited address at the MOFET International Conference on Teacher Education, Tel Aviv, Israel, June 2007.
- From Crisis to Opportunity: New Directions for Research in Teacher Education. Keynote address to the annual meeting of the Dutch and Belgian Educational Research Association, Amsterdam, May 2006.
- Unpacking practice: A framework for the teaching of practice. Invited talk at Peabody College of Education, Vanderbilt University, May 2006.
- Does the pathway make a difference: A comparative look at pathways into teaching in NYC schools. Invited address to the annual meeting of the National Association for Alternative Certification, Chicago, IL, March 2006.
- Examining teacher education: Does the pathway make a difference? Invited address at the annual conference of the National Center for Alternative Certification, San Diego CA, February 2006.
- Unpacking practice: Developing a language for teacher educators. Keynote address to the annual meeting of the International Study Association on Teachers and Teaching, Sydney, Australia, July 2005.
- The research we want, the research we need: A teacher educator's perspective. Vice-Presidential Address for Division K (Teaching and Teacher Education) at the annual meeting of the American Educational Research Association, San Diego, CA. April 2004.
- Teaching practice: A cross-professional perspective. Invited address at the annual meeting of the American Educational Research Association, San Diego, CA, April 2004.
- Teaching subject matter. Invited address on the National Academy of Education's Committee on Teacher Education report. Presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 2004.

Examining Teacher Preparation: Does the Pathway Make a Difference? Invited address at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), Chicago, IL. February 2004.

Studying a community of learners. Invited address at the Winter School for Spencer Foundation scholars, organized by the University of Natal, Pietermaritzburg, South Africa. August 2003.

Studying a community of learners. Invited presentation at University of Witwatersrand, Johannesburg, South Africa, August 2003.

Pedagogy of teacher education. Invited presentation at University of Witwatersrand, Johannesburg, South Africa, August 2003.

Where the twain shall meet: Policy and beginning teachers. Invited presentation at University of Western Cape, Capetown, South Africa, August 2003.

Policy and beginning teachers. Invited presentation at University of Botswana, Gabarone, Botswana, August 2003.

Teacher knowledge and professional education: The case of pedagogical content knowledge. Keynote address presented at the Inaugural Universiti Pendidikan Sultan Idris (UPSI) International Teacher Education Conference. May 2002, Putra Jaya, Malaysia,

New teachers' encounters with curriculum materials. Address to the New Teacher Center's fourth annual symposium on teacher induction, January 2002, San Jose, CA.

In search on teacher community. Keynote address presented at the Second International Conference on Language Teacher Education, Center for Advanced Research on Language Acquisition. May 2001, Minneapolis, MI,

Teacher concerns in context: district policy and beginning teachers. Address to the New Teacher Center's third annual symposium on teacher induction, January 2001, San Jose, CA.

Transitions into teaching: Learning to teach language arts. Research roundtable presented at the annual meeting of the National Council of Teachers of English, November 1997, Detroit, MI.

Professional development and its dis(contents). Paper presented at the Israel-US Binational Conference on Teacher Knowledge, June 1993, Tel-Aviv, Israel. (With S. Wineburg)

Knowing and believing in the teaching of English. Keynote address presented at the National Conference on Research in English, February 1992, Chicago, IL.

The making of a teacher. Richard A. Meade Award Presentation. Talk at the annual meeting of the National Council of Teachers of English, November 1991, Seattle, WA.

Research on teacher education. Invited presentations to Kristiansand College of Teacher Education, Kristiansand, Norway. Invited by Norwegian Ministry of Education, August 1991.

The use of case studies in research and teacher education. Presentation at a Norwegian National Conference, held at University of Trondheim and sponsored by the Norwegian Ministry of Education, August 1991. (With J. Shulman, L. Shulman, S. Wilson & R. Yinger)

Creating middle school teacher education programs. Presentation to the Professional Education Advisory Committee to the State Board of Education, Sea-Tac, WA, April 1991. (With N. Brantigan & A. Foley)

Developing strategies for site renewal in teacher education. Panel presentation at "Preparing Teachers for our Nation's Schools: A Forum," College of Education, University of Washington, February 1991. (With D. O'Neil)

The role of university faculty in a professional development center. Presentation to the annual meeting of the Far West Holmes Group, Seattle, WA, October, 1990.

Subject matter knowledge in English. Invited colloquium at Michigan State University, College of Education, May 1989.

English as a context for teaching. Invited speaker at a conference on Content as Context, Center for Research on Context of Secondary School Teaching, Stanford University, February 1989.

Pedagogical content knowledge: The intersection of liberal arts and teacher education. Invited presentation, University of Puget Sound, February 1989.

Subject matter knowledge in teaching. Invited address to the National Association of Independent Schools, Boston, February 1987.

Professional Service

National

Vice-President, Division K, Teaching and Teacher Education. American Educational Research Association, 2002-2004.

Member of AERA Executive Board, 1999-2001, 2002-2004.

Member-at-Large, American Educational Research Association Council. 1998-2001. (Member of AERA Executive Board, 1999-2001).

Member, Search Committee for Executive Director, American Educational Research Association, (2001).

Member and Author, Committee of Teacher Education, National Academy of Education (2000-2005)

Member and Author, AERA Consensus Panel on Teacher Education (2001-2005)

Co-Chair, Assembly for Research, National Council of Teachers of English, 1999-2000.

Member, Council on Research, National Council of Teachers of English, 1997-2000.

Member: Editorial Board, *Educational Researcher*, 1993-1995
Editorial Board, *Teachers College Record*, 2007-present.
Editorial Board, *Educational Evaluation and Policy Analysis*, 2007-present
Editorial Board, *American Educational Research Journal*, 1997-present
Editorial Board, *Research in the Teaching of English*, 1997-2004.

Reviewer: *Educational Researcher*
American Educational Research Journal
Educational Evaluation and Policy Analysis
Research in the Teaching of English
Journal of Teacher Education

Review of Educational Research
Teaching and Teacher Education
Teachers College Record

Secretary, Division K, American Educational Research Association, 1995-1997.

Member, Commission on Research and Practice, American Educational Research Association, 1992-1995.

Member, Publications Committee, American Educational Research Association, 1991-1994.

Member, Professional Development Committee, American Educational Research Association, 1990-1991.

Assistant Program Chair, Division K (Cognition in Teaching and Teacher Education), for the annual meeting of the American Educational Research Association, 1991.

Proposal Reviewer, American Educational Research Association, 1989-present.

Proposal Reviewer, American Association of Colleges for Teacher Education, 1990.

Reviewer, OERI Field Initiated Grants, 1990.

Stanford University

Chair, Area of Curriculum and Teacher Education (2001-2003, 2004-2005)

Chair, Search Committee for teaching and teacher education position.

Chair, Committee for a Blended Program in English and Education.

Member, Writing Advisory Board, (university-wide committee).

Member, Search committee for elementary mathematics position.

Member, Search Committee for social studies education position.

Member, Search Committee for elementary reading position.

Member, Search Committee for director of elementary teacher education program.

Member, Dean's Advisory Committee.

Member, Committee of Area Chairs.

University of Washington

Co-Chair, Unified Search Committee for 4 positions, Curriculum & Instruction, 1998.

Member, Curriculum Advisory Council for Teacher Education, 1997-2000.

Chair, Secondary Teacher Education Curriculum Reform Team, 1992-94.

Faculty leader, Faculty Workshops on Teaching and Learning, September 1996-98.

Member, Task Force on Teacher Education Reform, 1991-92.

Assistant Director of the Puget Sound Professional Development Center, 1988-90.

Director of Pilot Middle School Teacher Education Program for the Puget Sound Professional Development Center, 1989-1990.

Member, Faculty Council, 1989-91.

Member, Joint Search Committees for literacy, math, philosophy of education, policy, and administration positions, 1989-1998.

Volunteer faculty, Freshman Seminar on Teaching, 1993, 1999.

Professional Experience

2001-2005	Chair, Curriculum and Teacher Education Stanford School of Education
-----------	---

2000-present	Professor, Curriculum and Teacher Education Stanford University, Stanford, CA
1996-2000	Boeing Professor of Teacher Education University of Washington, Seattle, WA
1992-1999	Associate Professor, Curriculum and Instruction University of Washington, Seattle, WA
1988-1992	Assistant Professor, Curriculum and Instruction University of Washington, Seattle, WA
1986-87	Project Director, Stanford University Knowledge Growth in a Profession research project Lee Shulman (Principal Investigator)
1984-86	Research Assistant, Stanford University Knowledge Growth in a Profession research project
1986	Teaching Assistant, Stanford University Foundations of Learning for Teaching
1983-85	Research Assistant, Stanford University Policy Analysis in California Education
1980	Life Skills Teacher, Upward Bound Program University of Alaska, Fairbanks, AK
1979-80	Career Education and Counseling Adult Learning Programs of Alaska, Fairbanks, AK
1977-83	English Teacher, University High School San Francisco, CA
1976-77	English Teacher, Thacher School, Ojai, CA
1975-76	Basic Skills Teacher, CETA Youth Program Skills Center, New Haven, CT