

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, UW Bothell
Research Professor, Interdisciplinary Arts and Sciences, UW Bothell
Adjunct Research Professor, Department of Economics, University of Washington
Affiliate Researcher, Center for Statistics and the Social Sciences (CSSS)

EDUCATION

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

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 CNA Corporation

Recent External Grants

- *Teacher Education Learning Collaborative (TELC)*. Bill & Melinda Gates 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 Science. 2015–2017.
- *Assessing the Use of Licensure Tests as an Indicator of Teachers' Science and Mathematics Content Knowledge for Teaching*. National Science Foundation. 2014–2016.
- *Washington Scholarship Program*. Institute of Education Sciences. 2014–2016.
- *Does the Match Matter? The Relationship Between Student Teaching Experience and Later Effectiveness*. Bill & Melinda Gates Foundation. 2014–2015.
- *Crossing the Border: What Role Does Pension Policy Play in Disrupting Interstate Teacher Mobility?* Arnold Foundation. 2013–2015
- *The Influence of Pension Reform on Teacher Attrition and Workforce Quality*. Arnold Foundation. 2013–2015.

- *Applicants at the Doorstep: Improving Hiring Practices Through a Better Understanding of the Link Between Applicant Information and Teacher Quality*. Institute of Education Sciences, 2013–2015.
- *National Center for Analysis of Longitudinal Data in Education Research (CALDER)*. Institute of Education Sciences, 2008–2010, 2012–2017.

JOURNAL PUBLICATIONS:

Goldhaber, Dan, and Grout, Cyrus. (Forthcoming). Which Plan to Choose? The Determinants of Pension System Choice for Public School Teachers. *Journal of Pension Economics and Finance*.

Goldhaber, Dan, Lavery, Lesley, and Theobald, Roddy. (Forthcoming). Uneven Playing Field? Assessing the Teacher Quality Gap Between Advantaged and Disadvantaged Students. *Educational Researcher*.

Goldhaber, Dan, Krieg, John, Theobald, Roddy, and Brown, Nate. (Forthcoming). The STEM and Special Education Teacher Pipelines: Why Don't We See Better Alignment Between Supply and Demand? *Phi Delta Kappan*.

Long, Mark, Goldhaber, Dan, 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.

Goldhaber, Dan and Cowan, James. (2014). Excavating the Teacher Pipeline: Teacher Preparation Programs and Teacher Attrition. *Journal of Teacher Education*. 65(5): 449-462.

Goldhaber, Dan, Lavery, Lesley, and Theobald, Roddy. (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, Dan and Walch, Joe. (2014). Gains in Teacher Quality. *Education Next*. 14(1): 38-45.

Goldhaber, Dan, Gabele, Brian, and Walch, Joe. (2013). Does the Model Matter? Exploring the Relationship Between Different Student Achievement-based Teacher Assessments. *Statistics and Public Policy*. 1(1): 28–39.

Goldhaber, Dan and Theobald, Roddy. (2013). Managing the Teacher Workforce in Austere Times: The Determinants and Implications of Teacher Layoffs. *Education Finance and Policy*. 8(4): 494-527

Goldhaber, Dan, and Hansen, Michael. (2013). Is it Just a Bad Class? Assessing the Long-term Stability of Estimated Teacher Performance. *Economica*. 80(319): 589–612.

Goldhaber, Dan, D'Entremont, Dylan, Fang, Yangru, Lavery, Lesley, and Theobald, Roddy. (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, 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.

Goldhaber, Dan, Liddle, Stephanie, and Theobald, Roddy. (2013). The Gateway to the Profession: Assessing Teacher Preparation Programs Based on Student Achievement. *Economics of Education Review*. 34: 29-44;

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.

Goldhaber, Dan, Liddle, Stephanie, Theobald, Roddy, and Walch, Joe. (2012). Teacher Effectiveness and the Achievement of Washington's Students in Mathematics. *WERA Educational Journal*. 4(2): 6–12.

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.

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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.

Eide, Eric and Goldhaber, Dan. (2005). Grade Retention: What Are the Costs and Benefits? *Journal of Education Finance*, 31(2): 195-214.

Goldhaber, Dan and Player, Daniel. (2005). What Different Benchmarks Suggest About How Financially Attractive it is to Teach in Public Schools. *Journal of Education Finance*. 30(3): 211-230.

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[Reprinted in *Annual Editions: Education 05/06 32nd Edition* (2005). Edited by Fred Schultz. McGraw-Hill/Dushkin: Dubuque, IA, pp. 69-75.]

Goldhaber, Dan and Eide, Eric. (2003). Methodological Thoughts on Measuring the Impact of Private Sector Competition on the Educational Workplace. *Educational Evaluation and Policy Analysis*. 25(2): 217-232.

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Goldhaber, Dan and Eide, Eric. (2002). What Do We Know (and Need to Know) About the Impact of School Choice Reforms on Disadvantaged Students? *Harvard Educational Review*. 72(2): 157-176.

Goldhaber, Dan. (2001). Significant, but Not Decisive. *Education Matters*. 1(2): 61-65.

Goldhaber, Dan and Brewer, Dominic. (2001). Evaluating the Evidence on Teacher Certification: A Rejoinder. *Educational Evaluation and Policy Analysis*. 23(1): 79-86.

Goldhaber, Dan and Callahan, Karen. (2001). Impact of the Basic Education Program on Educational Spending and Equity in Tennessee. *Journal of Education Finance*. 26(4): 415-435.

Goldhaber, Dan. (2000). School Choice: Do We Know Enough? *Educational Researcher*. 29(8): 21-22.

Goldhaber, Dan and Brewer, Dominic. (2000). Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement. *Educational Evaluation and Policy Analysis*. 22(2): 129-145.

Goldhaber, Dan. (1999). School Choice: An Examination of the Empirical Evidence on Achievement, Parental Decision Making, and Equity. *Educational Researcher*. 28(9): 16-25.

Goldhaber, Dan, Brewer, Dominic, and Anderson, Deborah. (1999). A Three-Way Error Components Analysis of Educational Productivity. *Education Economics*. 7(3): 199-208.

Goldhaber, Dan. (1999). An Endogenous Model of Public School Expenditures and Private School Enrollment. *Journal of Urban Economics*. 46: 106-128.

Goldhaber, Dan, Brewer, Dominic, Eide, Eric, and Rees, Daniel. (1999). Testing for Sample Selection in the Milwaukee School Choice Experiment. *Economics of Education Review*. 18: 259-267.

Goldhaber, Dan and Brewer, Dominic. (1999). When Should We Reward Degrees for Teachers? *Phi Delta Kappan*. 80(2): 134-138.

Goldhaber, Dan and Brewer, Dominic. (1997). Why Don't Schools and Teachers Seem to Matter? Assessing the Impact of Unobservables on Educational Productivity. *Journal of Human Resources*. 32(3): 505-523.

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Ehrenberg, Ronald, Goldhaber, Dan, and Brewer, Dominic. (1995). Do Teachers' Race, Gender, and Ethnicity Matter? Evidence from NELS88. *Industrial and Labor Relations Review*. 48(3): 547-561. Also published as *National Bureau of Economic Research Working Paper* No. 4669, March 1994.

BOOKS AND BOOK CHAPTERS:

Goldhaber, Dan. (Forthcoming). "Teachers Matter, But Effective Teacher Quality Policies are Elusive." In *Handbook of Research in Education Finance and Policy*, edited by Helen F. Ladd and Edward B. Fiske. New York: Routledge,

Goldhaber, Dan, and Malinda Faber. (Forthcoming). "Using Student Learning as a Metric for Evaluating Schools of Education." *Lever of Change*, edited by Edward Crowe and Rena F. Subotnik. Information Age Publishing.

Goldhaber, Dan. (2010). "Licensure: Exploring the Value of this Gateway to the Teacher Workforce." *Handbook of the Economics of Education, Vol 3*, edited by Hanushek, Eric A., Stephen Machin, and Ludger Woessmann. Amsterdam: North Holland, pp. 315–340.

Goldhaber, Dan (2010). "Licensure Tests: Their Use and Value for Increasing Teacher Quality." In *Teacher Assessment and the Quest for Teacher Quality: A Handbook*, edited by Mary Kennedy. San Francisco: Jossey-Bass, pp.133-147.

Goldhaber, Dan. (2009). "Voucher Finance." In *The Handbook of Research on School Choice*, edited by Dale Ballou and Herbert Wahlberg. New York, NY: Routledge, pp. 309–320

Goldhaber, Dan, and Jane Hannaway (2009) editors. *Creating a New Teaching Profession*. Washington, DC: Urban Institute Press.

Goldhaber, Dan. (2009). "Lessons from Abroad: Exploring Cross-Country Differences in Teacher Development Systems and What They Mean for U.S. Policy." In *Creating a New Teaching Profession*, edited by Dan Goldhaber and Jane Hannaway. Washington, DC: Urban Institute Press, pp. 81–114.

- Goldhaber, Dan. (2009). "Politics of Teacher Pay Reform." In *Performance Incentive: Their Growing Impact on American K-12 Education*, edited by Matthew G. Springer. Washington, DC: Brookings Institution Press, pp. 25–42.
- Goldhaber, Dan. (2009). "Exploring the Use of Incentives to Influence the Quality and Distribution of Teachers." *Evaluating and Rewarding the Quality of Teachers: International Practices*. Organization of Economic Development and Cooperation, edited by Susan Sclafani. Paris, France: OECD. pp. 121–150
- Goldhaber, Dan. (2008). "Teachers Matter, But Effective Teacher Quality Policies are Elusive." In *Handbook of Research in Education Finance and Policy*, edited by Helen F. Ladd and Edward B. Fiske. New York: Routledge, pp.146-165.
- Goldhaber, Dan and Brewer, Dominic. (2008). "What Gets Studied and Why: Examining the Incentives that Drive Education Research." In *When Research Matters: How Scholarship Influences Education Policy*, edited by Frederick M. Hess. Cambridge, MA: Harvard Education Press, pp. 197-217.
- Goldhaber, Dan and Kiefer, Gretchen. (2007). "Higher Education and Inequality: The Increasingly Important Role Community Colleges Play in Higher Education." In *Economic Inequality and Higher Education: Access, Persistence and Success*, edited by Stacy Dickert-Conlin and Ross Rubenstein. New York: Russell Sage Foundation.
- Vernez, Georges and Goldhaber, Dan. (2006). "Process of Selection and Implementation of Comprehensive School Reform Models." In *Examining Comprehensive School Reform*, edited by Daniel Aladjem and Katherine Borman. Washington, DC: Urban Institute Press, pp. 179-218.
- Goldhaber, Dan. (2006). "Are Teachers Unions Good for Students?" In *Collective Bargaining in Education: Negotiating Change in Today's Schools*, edited by Jane Hannaway and Andrew Rotherham. Cambridge, MA: Harvard Education Press, pp. 141-157.
- Goldhaber, Dan, Henig, Jeff, Guin, Kacey, Weiss, Janet, and Hess, Frederick. (2005). "How School Choice Affects Students Who Do Not Choose." In *Getting Choice Right: Ensuring Equity and Efficiency in Education Policy*. Edited by Julian Betts and Tom Loveless. Washington, DC: Brookings Institution Press, pp. 101-129.
- Betts, Julian, Goldhaber, Dan, and Rosenstock, Larry. (2005). "The Supply Side of School Choice." In *Getting Choice Right: Ensuring Equity and Efficiency in Education Policy*, edited by Julian Betts and Tom Loveless. Washington, DC: Brookings Institution Press, pp. 61-84.
- Goldhaber, Dan. (2004). "Why Do We License Teachers?" In *A Qualified Teacher in Every Classroom: Appraising Old Answers and New Ideas*, edited by Frederick Hess, Andrew Rotherham, and Kate Walsh. Cambridge, MA: Harvard Education Press, pp. 81-100.
- Goldhaber, Dan and Liu, Albert. (2003). "Occupational Choices and the Academic Proficiency of the Teacher Workforce." In *Developments in School Finance 2001–02*, edited by William Fowler. Washington, DC: NCES, pp. 53-75.
- Goldhaber, Dan. (2001). "How Has Teacher Compensation Changed?" In *Selected Papers in School Finance 2000*, edited by William Fowler. Washington, DC: NCES, pp. 11-40.

Goldhaber, Dan. (2001). "The Interface Between Public and Private Schooling: Market Pressure and the Impact on Performance." In *Improving Educational Productivity*, edited by David Monk, Herbert J. Walberg, and Margaret Wang. Greenwich, CT: Information Age Publishing, pp. 47-75.

Brewer, Dominic and Goldhaber, Dan. (2000). "Improving Longitudinal Data on Student Achievement: Some Lessons From Recent Research Using NELS:88." In *Analytic Issues in the Assessment of Student Achievement*, edited by David Grissmer and Michael Ross. Washington, DC: NCES, pp. 169-188.

Goldhaber, Dan, Brewer, Dominic and Eide, Eric. (1999). "School Choice in Milwaukee: Are Private Schools Creaming Off the Best Students?" In *Developments in School Finance 1998*, edited by William Fowler. Washington, DC: NCES, pp. 33-45.

Goldhaber, Dan and Brewer, Dominic. (1999). "Teacher Licensing and Student Achievement." In *Better Teachers, Better Schools*, edited by Marci Kanstoroom and Chester E. Finn, Jr. Washington, DC: The Thomas B. Fordham Foundation, pp. 83-102.

Goldhaber, Dan. (1999). "An Alternative Measure of Inflation in Teacher Salaries." In *Selected Papers in School Finance 1997-99*, edited by William Fowler, Jr. Washington, DC: NCES 1999-334, pp. 29-54.

Goldhaber, Dan and Brewer, Dominic. (1997). "Evaluating the Effect of Teacher Degree Level on Educational Performance." In *Developments in School Finance 1996*, edited by William Fowler. Washington, DC: NCES, pp. 197-210.

Brewer, Dominic and Goldhaber, Dan. (1996). "Educational Achievement and Teacher Qualifications: New Evidence from Microlevel Data." In *Advances In Educational Productivity Volume 6: Optimizing Education Resources*, edited by Bruce S. Cooper and Sheree T. Speakman. Greenwich, CT: JAI Press, pp. 243-264.

OP-EDS/POLICY BRIEFS/MONOGRAPHS/STATEMENTS

Startz, Dick and Goldhaber, Dan. (2015). Good Pay, Good Schools. *Los Angeles Times*. Published March 9, 2015.

Goldhaber, Dan. (2015). Testimony given at U.S. Senate Committee Hearing: *Fixing No Child Left Behind: Supporting Teachers and School Leaders*. January 27, 2015. Written statement found at: <http://cedr.us/papers/Goldhaber%20NCLB%20Testimony%20%281.24.15%29.pdf>

Startz, Dick and Goldhaber, Dan. (2014). A Case for Paying Teachers Like Tech Workers. *Seattle Times*. Published November 14, 2014.

Goldhaber, Dan and Grout, Cyrus. (2014). Finding Common Ground In Pension Reform: Lessons from the Washington State Pension System. Published online at Bellwether Education Partners: http://bellwethereducation.org/sites/default/files/TeacherPensions_WA-State_Web_061014.pdf

Goldhaber, Dan, Lavery, Lesley, and Theobald, Roddy. (2014). How Gaps in Teacher Quality Widen the Gaps in Student Achievement. *Seattle Times Education Lab Blog*. Published June 6, 2014.

Goldhaber, Dan, Lavery, Lesley, and Theobald, Roddy. (2014). Getting Serious About the Teacher Quality Gap. *Tacoma Tribune*. Published March 26, 2014.

Goldhaber, Dan. (2012). "Valuing Teachers Means Recognizing Their Differences." *CT News Junkie*. (March 21).

Croft, Michelle, Glazerman, Steven, Goldhaber, Dan, Loeb, Susanna, Raudenbush, Stephen, Staiger, Douglas, and Whitehurst, Grover. (2011). *Passing Muster: Evaluating Teacher Evaluation Systems*. Brookings Institute. April 26, 2011.

Goldhaber, Dan, Theobald, Roddy. (2011). "Seniority-based teacher layoffs hurt schools, students" *The News Tribune* (February 13).

Glazerman, Steven, Goldhaber, Dan, Loeb, Susanna, Raudenbush, Stephen, Staiger, Douglas, and Whitehurst, Grover. (2010). "Evaluating Teachers: The Important Role of Value-Added." Brookings Institute Report. November 11, 2010.

Goldhaber, Dan (2010). "Getting ahead of the teacher accountability-curve." *Seattle Times* (August 29).

Roza, Marguerite, Goldhaber, Dan, and Hill, Paul. (2009). "The Productivity Imperative: Getting More Benefits From School Costs in an Era of Tight Budgets." *Education Week* 28(16): 34.

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Goldhaber, Dan and DeArmond, Michael. (2007). "Reform the way we pay teachers." *Seattle Times* (December 19).

Goldhaber, Dan. (2007). "The Importance of Methodology in Teasing Out the Effects of School Resources on Student Achievement." CRPE Working Paper #2007-5.

Goldhaber, Dan. (2006). "More Different Than Alike: Variation in Teacher Quality and a Call for Teacher Workforce Policies." Prepared for the National Education Association's Visiting Scholar Series (December).

DeArmond, Michael and Goldhaber, Dan. (2005). "The Back Office: The Neglected Side of Teacher Quality." *Education Week* 24(22): 31-32.

Goldhaber, Dan and Anthony, Emily. (2004). "National Board Certification Successfully Identifies Effective Teachers." *Center on Reinventing Public Education*.

Goldhaber, Dan, Anthony, Emily, and Perry, David. (2003). "Making the Grade: Who Applies for and Earns Advanced Teacher Certification?" *Urban Institute: Learning Curve: Facts and Perspectives, No. 2*.

Goldhaber, Dan, Eide, Eric, and Liu, Albert. (2003). *Concerns in Education: Teacher Compensation and Teacher Quality*. (Arlington, VA: Educational Research Service.

Goldhaber, Dan and Anthony, Emily. (2003). *Teacher Quality and Student Achievement*. New York: Teachers College, Institute for Urban and Minority Education, ERIC Clearinghouse on Urban Education.

PROFESSIONAL ASSOCIATIONS AND HONORS

Associations: Association for Public Policy and Management, American Economic Association, American Education Finance Association, American Educational Research Association, Western Economic 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