

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

- *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 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?/Influence of Pension Reform*. 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:

Backes, B., Cowan, J., Goldhaber, D., Koedel, C., Miller, L., and Xu, Z. (Forthcoming). 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*.

Goldhaber, D. (Forthcoming). Evidence-Based Teacher Preparation: Policy Context and What We Know. *Journal of Teacher Education*.

Goldhaber, D. (Forthcoming). Impact and Your Deathbed: Playing the Long Game. *Education Finance and Policy*.

Goldhaber, D., Theobald, R., and Quince, V. (Forthcoming). Has It Always Been This Way? Tracing the Evolution of Teacher Quality Gaps in U.S. Public Schools. *American Educational Research Journal*.

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

Goldhaber, D., Krieg, J., and Theobald, R. (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.

Goldhaber, Dan, Grout, Cyrus, and Huntington-Klein, Nick. (2017). Screen Twice, Cut Once: Assessing the Predictive Validity of Applicant Selection Tools. *Education Finance and Policy*. Vol 12(2), 197-223.

Goldhaber, Dan and Startz, Richard. (2017). On the Distribution of Worker Productivity: The Case of Teacher Effectiveness and Student Achievement. *Statistics and Public Policy*. Vol 4(1), 1-12.

Cowan, James, Goldhaber, Dan, Hayes, Kyle, and Theobald, Roddy. (2016). Missing elements in the discussion of teacher shortages. *Educational Researcher*. 45(8), 460-462.

Backes, Benjamin, Goldhaber, Dan, Grout, Cyrus, Koedel, Cory, Ni, Shawn, Podgursky, Michael, Xiang, Brett P., Xu, Zeyu. (2016). Benefit or Burden? On the Intergenerational Inequity of Teacher

Pension Plans. *Educational Researcher*. 45(6), 367–377.

Cohen, Julia and Goldhaber, Dan. (2016). Building a More Complete Understanding of Teacher Evaluation Using Classroom Observations. *Educational Researcher*. 45(6): 378-387.

Goldhaber, Dan and Grout, Cyrus. (2016). Pension Choices and the Savings Patterns of Public School Teachers. *Education Finance and Policy*. 11(4): 449-481.

Cowan, James and Goldhaber, Dan. (2016). National Board Certification and Teacher Effectiveness: Evidence from Washington State. *Journal of Research on Educational Effectiveness*. 9(3): 233-258.

Goldhaber, Dan, Lavery, Lesley, and Theobald, Roddy. (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, Dan, Strunk, Katharine, Brown, Nate, and Knight, David. (2016). Lessons Learned from the Great Recession: Layoffs and the RIF-Induced Teacher Shuffle. *Educational Evaluation and Policy Analysis*. 38(3): 517-548.

Krieg, John, Theobald, Roddy, and Goldhaber, Dan. (2016). A Foot in the Door: Exploring the Role of Student Teaching Assignments in Teachers' Initial Job Placements. *Educational Evaluation and Policy Analysis*. 38: 364-388.

Goldhaber, Dan and Walch, Joe. (2016). Teacher Tenure, Fog Warning. *Phi Delta Kappan*. 97(6): 8-15.

Goldhaber, Dan, Bignell, Wes, Farley, Amy, Walch, Joe, and Cowan, James (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.

Goldhaber, Dan and Grout, Cyrus. (2016). Which Plan to Choose? The Determinants of Pension System Choice for Public School Teachers. *Journal of Pension Economics and Finance*. 15(1): 30-54.

Goldhaber, Dan. (2016). In Schools, Teacher Quality Matters Most: Today's Research Reinforces Coleman's Findings. *Education Next*. 16(2): 56-62.

Goldhaber, Dan, Grout, Cyrus, Holden, Kris, and Brown, Nate. (2015). Crossing the Border? Exploring the Cross-State Mobility of the Teacher Workforce. *Educational Researcher*. 44(8): 421–431.

Goldhaber, Dan, Krieg, John, Theobald, Roddy, and Brown, Nate. (2015). Refueling the STEM and Special Education Teacher Pipelines. *Phi Delta Kappan*. 97(4): 56–62.

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.

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.

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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.

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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.
- 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.
- 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.

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

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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.

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Goldhaber, Dan and Hannaway, Jane. (2004). Accountability with a Kicker: Preliminary Observations on the Florida A+ Accountability Plan. *Phi Delta Kappan*. 85(8): 598-605.

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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.

Goldhaber, Dan. (2002). Teacher Quality and Teacher Pay Structure: What Do We Know, and What Are the Options? *Georgetown Public Policy Review*. 7(2): 81-94.

- Goldhaber, Dan. (2002). The Mystery of Good Teaching. *Education Next*. 2(1): 50-55.
- 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.
- Goldhaber, Dan. (1997). School Choice as Education Reform. *Phi Delta Kappan*. 79(2): 143-147.
- Goldhaber, Dan. (1996). Public and Private High Schools: Is School Choice an Answer to the Productivity Problem? *Economics of Education Review*. 15(2): 93-109.
- 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, and Malinda Faber. (Forthcoming). "Using Student Learning as a Metric for Evaluating Schools of Education." *Levers of Change*. Edited by Edward Crowe and Rena F. Subotnik.

Information Age Publishing.

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.

Goldhaber, Dan and Cohen, Julie. (2015). "Observations on Evaluating Teacher Performance: Assessing the Strengths and Weaknesses of Classroom Observations and Value-Added Measures" in *Improving Teacher Evaluation Systems: Making the Most of Multiple Measures*. Edited by Jason A. Grissom and Peter Youngs. Teachers College Press, Columbia University, 2015.

Goldhaber, Dan. (2015). "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.

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OP-EDS/POLICY BRIEFS/MONOGRAPHS/STATEMENTS

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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