

**CURRICULUM VITA**  
**Linda Valli, Associate Professor**  
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**Academic Background**

- 1978-83      Ph.D. University of Wisconsin, Madison, Educational Policy Studies  
1973-76      M.L.A. Johns Hopkins University, Master of Liberal Arts  
1965-70      B.A. Mercy College of Detroit, English major, Secondary Teaching Certificate

**Professional Work Experience**

- 1993-      Associate Professor, Department of Curriculum and Instruction, University of Maryland, College Park  
*Graduate courses taught:* Conducting Research on Teaching; Teaching, Professional Development and School Change; Introduction to Educational Research; Theory and Research on Teaching
- 1994-97      Associate Dean for Professional Studies, College of Education, University of Maryland at College Park
- 1983-1993      Director of Teacher Education, Assistant & Associate Professor, Department of Education, Catholic University of America. (Tenure & promotion to rank of Associate Professor in 1989).
- 1978-83      Instructor & Research Assistant, University of Wisconsin, Madison
- 1971-77      Humanities, Literature and Social Studies Teacher, Mercy High School, Farmington Hills, Michigan.

**Books**

- Valli, L. (1986) *Becoming clerical workers*. Boston & London: Routledge and Kegan Paul.
- Page, R., & Valli, L. (Eds.). (1990). *Curriculum differentiation: Interpretive studies of U.S. Secondary Schools*. Albany, NY: State University of New York Press.
- Valli, L. (Ed.). (1992). *Reflective teacher education: Cases and critiques*. Albany, NY: SUNY Press.

**Selected Chapters in Books**

- Valli, L. (1983). "Becoming clerical workers: The relation between office education and the culture of femininity." In M. Apple & L. Weis (Eds.) *Ideology and practice in schooling* (pp 213-234). Phila: Temple University Press.
- Valli, L. (1988). "Gender identity and the technology of office education." In L. Weis (Ed.) *Class, race and gender in U.S. schools* (pp. 87-105). Albany, NY: SUNY Press.
- Valli, L. (1990). "A curriculum of effort: Tracking students in a Catholic high school." In R. Page & L. Valli (Eds.). *Curriculum Differentiation: Interpretive studies of U.S. secondary schools* (pp. 45-65). Albany, NY: SUNY Press.
- Tom, A. & Valli, L. (1990). "Professional knowledge for teachers." In W. R. Houston (Ed.). *Handbook of research on teacher education* (pp. 373-392). New York: MacMillan.

Valli, L. (1990). "Moral imperatives in reflective teacher education programs." In R.T. Clift, W.R. Houston, & M. Pugach (Eds.) *Encouraging reflective practice: An examination of issues and exemplars* (pp. 39-56). New York: Teachers College Press.

Valli, L. (1996). "Learning to teach in cross-cultural settings: The significance of personal relations." In Francisco Rios (Ed.) *Teacher thinking in multicultural contexts* (pp. 282-307). New York: SUNY Press.

Valli, L. (1996). "Trusting relations, preservice teachers, and multicultural schools." In D. J. McIntyre & D. Byrd (Eds.) *Preparing tomorrow's teachers: The field experience* (pp: 26-40). Thousand Oaks, CA: Corwin Press.

Franks, L., Valli, L., & Cooper, D. (1998). "Continuous learning for all adults in the professional development school: A review of the research." In D. J. McIntyre & D. Byrd (Eds.). *Strategies for career-long teacher education: Teacher education yearbook VI* (pp. 68-83). Thousand Oakes, CA: Corwin Press.

Hawley, W. & Valli, L. (1999). "The essentials of effective professional development: A new consensus." in L. Darling-Hammond & Gary Sykes, (Eds.) *Teaching as the learning profession: Handbook of policy and practice* (pp. 127-150). San Francisco: Jossey-Bass.

Valli, L. (2000). "Facilitating reading instruction through school-wide coordination." In L. Baker, J. Dreher, & J. Guthrie (Eds.) *Engaging young readers: Promoting achievement and motivation* (pp. 237-263). New York: Guilford Press.

Valli, L., & Stout, M. (2004). "Continuing professional development for social studies teachers," in S. Adler (Ed.), *Critical Issues in Social Studies Education* (pp. 165-188). Greenwich, CN: Information Age Publishing.

Rennert-Ariev, P., Frederick, R., & Valli, L. (2005). "Mapping the reform agenda in Teacher Preparation: Challenges for teacher educators," in E. Bondy & D. Ross (Eds.), *Preparing for inclusive teaching: Meeting the challenges of teacher education reform* (pp. 11-31). NY: SUNY Press.

### ***Selected Articles***

Valli, L. (1985). "Office education students and the meaning of work." *Issues in Education* (now the "Social and Institutional Analysis" section of *American Educational Research Journal*), 3 (1), 31-44.

Valli, L., & Tom, A. (1988). "How adequate are the knowledge base frameworks in teacher education?" *Journal of Teacher Education*, 39 (5), 5-12.

Valli, L. (1989). "Collaboration for transfer of learning: Preparing preservice teachers." *Teacher Education Quarterly*, 16 (1), 85-95.

Valli, L. (1992). "Beginning teacher problems: Areas for teacher education improvement." *Action in Teacher Education*, 14 (1), 18-25.

Valli, L. (1993). "Teaching before and after professional preparation: The story of a high school mathematics teacher." *Journal of Teacher Education*, 44 (2), 107-18.

Valli, L. (1995). "The dilemma of race: Learning to be colorblind and color conscious," *Journal of Teacher Education*, 46 (2), 120-129.

Valli, L., Cooper, D., & Franks, L. (1997). "Professional development schools and equity: A critical analysis of rhetoric and research." In M. Apple (Ed.) *Review of Educational Research*, Vol. 22 (pp.

251-304). Washington DC: AERA.

Valli, L. (May 1997). "Listening to other voices: A description of teacher reflection in the United States," *Peabody Journal of Education*, Vol. 72 (1), pp. 68-89.

Zeichner, K., Grant, C., Gay, G., Gillette, M., Valli, L., Villegas, A.M. (1998). "A research informed vision of good practice in multicultural teacher education," *Theory into Practice*, 37 (2), 163-171.

Valli, L., & Rennert-Ariev, P. (2000). Identifying consensus in teacher education reform documents: A proposed framework and action implications. *Journal of Teacher Education*, 51 (1), 5-17.

Valli, L. (2000). Connecting teacher development and school improvement: Ironic consequences of a preservice action research course. *Teaching and Teacher Education*, 16 (7), 715-730.

Valli, L., & Price, J., (2000). Deepening our understanding of praxis: Teacher educators' reflections on action research. *Teaching Education*, 11 (3), 267-278.

Valli, L. & Rennert-Ariev, P. (2002). New standards & assessments in teacher education? An analysis of curriculum transformation efforts, *Journal of Curriculum Studies*, 34 (2), 201-226.

Price, J., & Valli, L., (2005). Preservice teachers becoming agents of change: Pedagogical implications for action research. *Journal of Teacher Education* 56 (1), 57-72.

#### ***Work in Progress***

Valli, L., Croninger, R., Alexander, P., Chambliss, M., Graeber, A., & Price, J. "High Quality Teaching of Foundational Skills in 4<sup>th</sup> & 5<sup>th</sup> Grade Reading and Mathematics" (\$4.5M IERI Grant, 2001-2006). Annual Reports submitted to National Science Foundation (2002-2004).

#### ***Selected Invited Presentations***

Professional development schools: An opportunity to reconceptualize schools and teacher education. Presentation at the International Symposium on Teacher Education, Hiroshima, Japan, 1994. (ERIC Resources in Ed, August 1995, ED 381 484).

The essentials of effective professional development: The new consensus (with Willis Hawley). Paper presented at the 1996 annual invitational conference of the AERA.

Research on professional development for urban teachers. Invited address at the National Center for Urban Partnerships Conference on professional development, Miami, 1998.

Agreement and disagreement among teacher education reform documents (with Peter Rennert-Ariev). Annual Meeting of Project 30, Minneapolis (November, 1998) and AACTE Annual Meeting (February, 1999).

Mapping the policy environment for high-quality teaching: Can we get there from here (with Robert Croninger & Jeremy Price). Paper presented at Presidential-Sponsored Symposium, AERA Annual Meeting, Chicago, April 2003.

Looking in classrooms: Again (with Robert Croninger, Marilyn Chambliss, Anna Graeber, Jeremy Price). Paper presented at Presidential-Sponsored Symposium. San Diego, April 2004

Learning how to capture high quality reading instruction in diverse settings (with Marilyn Chambliss). Reading Research Conference. Reno, NV, May 2004.

### ***Selected Refereed Conference Papers***

Learning to teach in cross-cultural settings: The significance of personal relations. Association of Teacher Educators (ATE), Atlanta, 1994.

The role of “color” in learning to teach. AERA, San Francisco, 1995.

Professional aspects of diversity: Effective strategies and practices for improving the development of educators. American Association of Colleges for Teacher Education (AACTE) Symposium Participant with C. Grant, W. Hawley, A.M. Villegas, K. Zeichner, Chicago, February 1996.

Professional development schools: First or second order changes? AERA Symposium, New York, April 1996.

Connecting action research and school improvement: A case of ironic consequences. Paper presentations at ATE Annual Meeting (Chicago) and AACTE Annual Meeting (Washington DC), February 1999.

Performance-based teacher education: A Multi-case Study of policy and practice. Paper presentation with Peter Rennert-Ariev. AERA Annual Meeting, Montreal, April 1999.

Institutional support for multicultural teacher education. American Council on Education Conference: Educating All of One Nation, Albuquerque, October 1999.

Design principles for professional development. Paper presentation with Willis Hawley. Public Education Network Annual Conference, Washington DC, November 1999.

Becoming agents of change: A critical appraisal of action research in preservice teacher education. Paper presentation with Jeremy Price. AERA, New Orleans, April 2000.

Beginning teacher survey study: A theoretical perspective. AERA Symposium presentation with J. Raths & P. Rennert-Ariev, Seattle, April 2001.

New standards & assessments in teacher education? Paper presentation with Peter Rennert-Ariev. AERA Annual Meeting, Seattle, April 2001.

New evidence on the impact of teachers' preservice and induction experiences on student achievement. Paper presentation with M. Reckase & P. Rennert-Ariev. Annual Meeting of the Association for Public Policy, Analysis & Management, Washington DC, November 2001.

Teacher education, program outcomes, teaching practice, and pupil achievement on state tests. Paper presentation with M. Reckase & J. Raths, AERA Annual Meeting, Chicago, April 2003.

One Project's Tale: Problems inherent in studying teaching and what we're learning from them. Structured poster presentation with R. Croninger & colleagues. AERA Annual Meeting, San Diego, April 2004.

(Re)-presenting teaching: Perspectives on the illusive notion of “quality.” Symposium organizer and co-author. AERA Annual Meeting, Montreal, April 2005.

### ***Selected Contracts & Grants***

National Catholic Education Association (NCEA) Study, "The Catholic High School: A National Portrait" (1984-86). Research Associate with P. Bauch, N. Taylor, & I Blum. Amount awarded: \$80,000.

U.S. Department of Education, Office of Educational Research and Improvement (OERI), Contract #400-85-1062, "Using Research Knowledge to Improve Teacher Education: A Problem Solving Approach," (1985-88). Principle Investigator. (With N. Taylor & I. Blum). Amount awarded: \$96,000.

UMCP College of Education Collaborator, Eisenhower Professional Development Grant Award to MSDE (1995-98). Amount awarded to College of Education: \$183,265.

Proposal Writing Team member and Strand Leader, National Partnership for Excellence and Accountability in Teaching, University of Maryland Contract with the U.S. Department of Education, Office of Educational Research and Improvement, 1997-1999. Amount awarded: \$9 Million.

Principal Investigator, "Beginning Teacher Preparation: A Survey Study," U.S. Department of Education, Office of Educational Research and Improvement, 2000-2002. Award: \$91,000; Ford Foundation Grant, 2000-2001. Amount awarded: \$23,000.

Principal Investigator, "High Quality Teaching of Foundational Skills in Mathematics & Reading," IERI Grant, 2001-2006. Amount awarded: \$4.5 Million.

#### ***Selected Editorial Boards & Reviewing Activities***

Editorial Advisory Board Member, Educational Studies (1987-89), Journal of Teacher Education (1989-1992), Educational Foundations (1990-93), Teaching Education (1993-1998), Teacher Education Yearbook (Volume 7, 1999), Teaching and Change (1994-2000), Pädagogisches Handeln "Pedagogical Acting" (1996-2002), Educational Researcher, (2001-2003).

Proposal Reviewer for the Annual Meeting of the American Educational Research Association, Divisions G, B, and K (1984-present).

Manuscript Reviewer, *Cultural foundations of American education*, Merrill Publishing Co. 1988; *The creation of separatism: Black culture and struggle in a Canadian high school*, SUNY Press, 1989; *Becoming working class girls: Identity formation in French schools*, State University of New York Press, 1992; *Teacher Educator Handbook*, 1993; *Teacher Education by Design*, State University of New York Press, 1994; *Issues in Teacher Development*, Teachers College Press, 1996; ATE Teacher Education Yearbook, 1998; *Setting for Change: Improving Teaching and Learning in School*, Teachers College Press, 1999; ERIC Clearinghouse on Teaching and Teacher Education, 2000; Teachers College Press, 2001; AERA National Consensus Panel on Teacher Education, 2003.

#### ***Selected Professional Memberships***

District of Columbia Association for Colleges of Teacher Education (DCACTE) Executive Committee Member, 1984-93, President-Elect, 1991-93. (Elected position).

AACTE Board of Directors, Member-at-Large, 1990-1993. Executive Committee, 1991-92. Elected positions.

American Educational Studies Association (AESA), Program Committee Member, 1991.

AACTE/NCATE Planning Committee Member, Continuing Accreditation Workshops, 1994-96.

Maryland Association of Colleges for Teacher Education (MACTE) Political Coalition Task Force Member, 1995.

American Educational Research Association (AERA), Division K Writing Awards Committee, 1995.

AERA Program Co-Chair, Division K (Teaching & Teacher Education), Sect. 8 (Policy), 1995-96.

Member, AACTE Nominating Committee, 1994-97.

Member, MACTE Executive Committee, 1995-1997; President-Elect (1996-97).

NCATE/MACTE New Professional Teachers Project Planning Committee, 1995-1997.

Member, MSDE Eisenhower Grant PDS Policy Committee, 1996-97.

Member, Advisory Board, National Association of State Boards of Education (NASBE), Study on Teacher Development, Supply and Demand, 1998.

Section Chair, Program Committee, AERA Division K, Section 4b Teacher Education, (2001).

Co-chair, National Advisory Committee, ERIC Clearinghouse on Teaching and Teacher Education (1999-2003).

Member, AERA Division K Proposal Mentoring Committee, 1996-present; Graduate Student Seminar Committee, 2005-present.

***Selected Professional Service***

National Council for the Accreditation of Teacher Education (NCATE) Board of Examiners Team, 1986 – 96.

American Educational Research Association (AERA), Evaluation Coordination of Division K sessions at the annual meeting, Washington DC, 1986.

NCATE Board of Examiners Cadre Leader, Training Workshop, Omaha, 1988.

U.S. Department of Education, Office of Educational Research and Improvement (OERI), Grant Application Reviewer for Field-Initiated Studies, 1990; for Mid-Career Teacher Training Programs, 1991.

AACTE and NCATE Continuing Accreditation Workshop Presenter and Facilitator, 1994, 1995, and 1996.

Common Destiny Alliance (CoDA) Panel of Experts Member, Multicultural Teacher Education Project, 1995-96.

Internal Researcher, State Inventory Committee of the National Governor's Association, National Commission on Teacher and America's Future, 1997-1998.

Tier II Reviewer, Field-Initiated Studies Grant Program, U. S. Department of Education, Office of Educational Research and Improvement, 1999.

Member, External Audit Panel for the Ohio Partnership for Accountability, State-wide Study Entitled: "*Teacher Education and Student Achievement in Complex Contexts of Accountability*," 2002-present.