Curriculum Vitae

RENEE TIPTON CLIFT

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Education

BA, Education (certification in speech, English), 1972, University of Florida, Gainesville, FL
MA, Educational Administration (certification in school administration), 1979, Stetson University, Deland, FL
Ph.D., Curriculum and Teacher Education, minor in Psychology, 1984, Stanford University, Stanford, CA

Association Memberships

American Educational Research Association
Association of Teacher Educators
International Society for the Study of Teachers and Teaching
National Council of Teachers of English

Professional Experience

Professor: Department of Teaching, Learning and Sociocultural Studies, University of Arizona. Present.
Associate Dean: University of Arizona. 2009-2018.
Co-Principal Investigator: Communities as Resources for Early Childhood Teacher Education (CREATE). Grant funded by the Helios Education Foundation. 2010-2015.
Co-Principal Investigator: Making the Common Core State Standards for Mathematics Accessible to Teachers. 2014-2015.
Co-Principal Investigator: Common Core Collaborative. Grant funded by the Arizona Board of Regents. 2013-1014.
Director: Illinois New Teacher Collaborative. 2004-2009.
Professor: Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. 1995-2009.
Associate Department Head for Graduate Programs: Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. 2003-2006.
Director: Novice Teacher Support Project (NTSP). 1997-2006.
Principal Investigator: Mathematics, English, Technology, and Educational Resources (METER). Grant funded by the U. S. Department of Education. 1999-2005.
Executive Director: Council on Teacher Education, University of Illinois at Urbana-Champaign. 1994-2000.

Associate Professor: Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. 1990-1995.

Project Director: National Center for School Leadership, Program C, School Culture. Project funded by the U. S. Department of Education. 1991-1993.

Associate Director, Education Student Services Center: University of Houston, College of Education. 1989-1990. Responsibilities included placement of all student teachers, coordinating student teacher supervision, and program development.

Principal Investigator: Time for Reflection: A Proposal to Improve Instruction in Multi-Cultural Urban Schools through Collaborative Leadership. Project funded by Danforth Foundation. 1988-1990.

Program Coordinator: Phase I of the Reflective Inquiry Teacher Education Program. 1985-1989. Responsibilities included coordinating faculty and graduate assistants from four departments in the instruction of an interdisciplinary course for prospective teachers.

Assistant Professor: Department of Curriculum and Instruction, University of Houston, College of Education. 1984-1990. Responsibilities included teaching introductory courses for prospective teachers, research courses for doctoral students, and applied research courses for current teachers.

Principal Investigator (with L. Schulman): *Knowledge Growth in a Profession.* Spring 1984 – Summer 1984. Responsibilities included case studies of teacher trainees, monitoring field research teams, transcript analysis, instrument development, data analysis, and budget management.

Teaching Fellow: Stanford Teacher Education Program. Responsibilities included the supervision of English interns and student teachers, workshops, and instruction in the teaching of language arts. 1980-1983.

Teacher: Senior High School English, speech, and drama. 1972-1980.
New Smyrna Beach Senior High School, New Smyrna Beach, FL. 1974-1980.
Vanguard High School, Ocala, FL. 1972-1974.
Comprehensive Employment Training Act, Summer Program for Educationally Disadvantaged Youth, New Smyrna Beach, FL. 1977, 1978.

Academic Interests

Social contexts of teaching and learning
Teacher education curriculum
Forms of instructional leadership
School/university partnerships

Awards

2015   University of Florida Distinguished Alumnus.

2015   Hans Olsen Distinguished Teacher Educator Award, Association of Teacher Educators.

2014   Visiting Scholar, ICLON, University of Leiden.

2007   Outstanding Service Award, Illinois Association of Regional Superintendents of Schools, Area IV.

2006   Visiting Scholar, Carnegie Foundation for the Advancement of Teaching.

1996   Council on Graduate Students in Education Outstanding Faculty Award for excellence in teaching, research, and advising.

1993   Conference on English Education/National Council of Teachers of English, Richard A. Meade Award for Outstanding Research in English Education.

1992   University of Illinois College of Education, College Scholar.

1988   Conference on English Education/National Council of Teachers of English, Richard A. Meade Award for Outstanding Research in English Education.

Publications

Books Authored or Co-Authored

Clift, R. T., Veal, M. L., Holland, P., Johnson, M., & McCarthy, J. (1995). *Collaborative leadership and shared decision making: Teachers, principals, and university professors.* New York: Teachers College Press.

Houston, W. R., Clift, R. T., Freiberg, H. J., & Warner, A. R. (1988). *Touch the future: Teach*. St. Paul, MN: West.

Books Edited or Co-Edited

Clift, R. T., Loughran, J., Mills, G., & Craig, C. (Eds.) (2015). Inside the role of dean: *International perspectives on leading in higher education*. London: Routledge, Taylor and Francis.

Wang, J., Odell, S. & Clift, R. T. (Eds.). (2010). *Past, present and future research on teacher induction: An anthology for researchers, policy makers and practitioners*. Lanham, MD: Rowman & Littlefield.

Clift, R. T., & Thurston, P. (Eds.; 1995). *Distributed leadership: School improvement through collaboration*. Greenwich, CN: JAI Press.

Clift, R. T., Houston, W. R., & Pugach, M. (Eds.). (1990). *Encouraging reflective practice: An examination of issues and exemplars*. New York: Teachers College Press.

Chapters in Books

Clift, R. T. & Liaupsin, C. (in press). Self-Study and Education Policy: Toward Understanding the Presence of Absences. In J. Kitchen, A. Berry, Guðjónsdóttir, H., Bullock, S. M., Taylor, M., &Crowe, A. R.(Eds.), *Second International Handbook of Self-Study of Teaching and Teacher Education*. Netherlands, Springer.

Robbins, S, Reinhardt, K. , & Clift, R. (2017). Engaging Teacher Educators' Commitment to the Principles of CREATE Over Time. In A. C. DaSilva Iddings (Ed.), *Re-Designing Teacher Education for Culturally and Linguistically Diverse Students: A Critical-Ecological Approach* (pp. 52-69). New York, NY: Routledge.

Jurich, D., DaSilva Iddings, A. C., & Clift, R. (2017). Using a Design-based Research Approach: Educating Early Childhood Teachers to Understand, Engage, and Teach the Culturally and Linguistically Diverse Child. In A. C. DaSilva Iddings (Ed.), *Re-Designing Teacher Education for Culturally and Linguistically Diverse Students: A Critical-Ecological Approach* (pp. 33-51). New York, NY: Routledge.

Clift, R. T., DaSilva Iddings C, Jurich, D., Reyes, I., & Short, K. (2015). A programmatic focus on engaging families, communities and children: Institutionalizing assets-based pedagogies. In C. Craig & L. Orland-Barak (Eds.), *Advances in Research on Teaching* (Vol. 22C), *International Teacher Education: Promising Pedagogies* (Part C (pp. 161-181). Bingley, UK: Emerald Books.

Clift, R. T., Acevedo, M., Short, K., Clift, R. (2015). Communities as Resources in Early Childhood Teacher Education: Engaging families' funds of knowledge through story. In D. Garbett & A. Ovens (Eds.), *Teaching for Tomorrow Today* (pp. 248-255). Aukland, New Zealand: Edify.

Clift, R. T. (2015). At your service: An associate dean's role. In R. T. Clift, J. Loughran, G. Mills, & C. Craig (Eds.) *Inside the role of dean: International perspectives on leading in higher education* (pp. 21-34). London: Routledge, Taylor and Francis.

Rust, F. & Clift, R. T. (2015). Moving from recommendations to action in preparing professional educators. In E. R. Hollins (Ed.), *Rethinking field experiences in preservice teacher preparation: Meeting new challenges for accountability* (pp. 47-69). New York: Routledge, Taylor and Francis.

Anders, P. L. & Clift, R. T. (2012). Adolescent language, literacy, and learning: Implications for a schoolwide literacy program. In R. M Bean & A. S. Dagen (Eds.). *Best practices of literacy leaders: Keys to school improvement* (pp. 162-183). New York: Guilford Press.

Clift R. T., Hebert, L., Cheng, Y-M., Moore, J., & Clouse, N., (2010). Exploring the potential of internet based technology for mentoring and induction programs. In Wang, J., Odell, S. & Clift, R. (Eds.). *Past, present and future research on teacher induction: An anthology for researchers, policy makers and practitioners* (pp. 151-168). Lanham, MD: Rowman & Littlefield.

Clift, R. T. (2009). Where can the PhD take you? Lessons from diverse career paths. In A. Webb (Ed.), *The doctoral degree in English education* (pp. 17-29). Kennesaw, GA: Kennesaw State University Press.

Clift, R. T. (2008). Rethinking the study of learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, & J. McIntyre (Eds.), *The handbook of teacher education* (3rd ed.) (pp. 828-834). Mahwah, NJ: Lawrence Erlbaum.

Clift, R. T., Mora, R. A., & Brady, P. (2008). The categories that bind. In C. J. Craig & L. F. Deretchin (Eds.), *Imagining a renaissance in teacher education*: *Teacher education yearbook XVI* (pp. 252-270). Lanham, MD: Rowman & Littlefield.

Clift, R. T., Brady, P., Mora, R. A., Stegemoller, J., & Choi, S. J. (2006). From self-study to collaborative self-study to collaborative self-study of a collaboration: The evolution of a research team. In C. Kosnick, C. Beck, A. R. Freeze, & A. P. Samaras (Eds.), *Making a difference in teacher education through self-study: Studies of personal, professional, and program renewal* (pp. 85-100). A. A. Dordrecht, The Netherlands: Springer.

Federmeir, J., & Clift, R. T. (2006). Personal, professional, technical, and institutional factors involved in developing a computer intensive English curriculum. In S. Y. Tettegah &

R. C. Hunter (Eds.), Technology and education: Issues in administration, policy, and applications in K12 schools, (pp. 271-286). Amsterdam: Elsevier.

Clift, R. T., & Brady, P. (2005). Research on methods courses and field experiences. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education: The report of the AERA Panel on Research and Teacher Education* (pp. 309-424). Mahwah, NJ: Lawrence Erlbaum.

Clift, R. T. (2005). Views from the inside: An outsider's perspective. In E. Bondy, & D. D. Ross, (Eds.), *Preparing for inclusive teaching: Meeting the challenges of teacher education reform at the University of Florida* (pp. 195-205). Albany: SUNY Press.

Clift, R. T. (2004). Self study research in the context of teacher education programs. In J. J Loughran, M. L.,Hamilton, V. K., LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (pp. 1333-1366). Dordrecht, The Netherlands: Kluwer.

Klecka, C., Clift, R., Brady, P., Arvold, B., & Quinlan, J. (2004). Cross-institutional support for new teachers: The role of evaluation. In S. D. Lenski & W. L. Black (Eds.), *Transforming teacher education through partnerships* (pp. 403-419). Lewiston, NY: Edwin Mellen Press.

Clift, R. T. & Burke, W. M. (2001). Curriculum overview: Varying definitions for success in teacher education programs. In E. Guyton & J. Ranier (Eds.), *Research on the effects of teacher education on teacher performance: Teacher Education: Yearbook IX* (pp. 61-67). Kendall-Hunt Publishing Company: Dubuque, IA.

Clift, R. T., & Burke, W. M. (2001). Curriculum reflections: Who we are/what we study. In E. Guyton & J. Ranier (Eds.), *Research on the effects of teacher education on teacher performance: Teacher Education: Yearbook IX* (pp. 3-7). Dubuque, IA: Kendall-Hunt.

Clift, R. T., Allard, J., Quinlan, J., & Chubbuck, S. (2000). Partnerships are mortal: Debunking the myth of partnership as *the* answer for improving education. In M. Griffiths & G. Impey (Eds.), *Partnerships: Better research & learning* (pp. 91-105). Nottingham, England: Nottingham Trent University.

Clift, R. T., & Albert, L. (1998). Early learning and continued development for teachers. In B. Spodek, O. N. Saracho, & A. D. Pellegrini, (Eds.), *Issues in early childhood educational research* (pp. 139-155). New York: Teachers College Press.

Clift, R. T., & Thomas, L. (1996). Curriculum: Overview and framework. In D. J. McIntyre & D. M. Byrd (Eds.), *Preparing tomorrow's teachers: The field experience* (pp. 219-224). Thousand Oaks, CA: Corwin.

Clift, R. T., & Thomas, L. (1996). Curriculum: Reflections and implications. In D. J. McIntyre & D. M. Byrd (Eds.), *Preparing tomorrow's teachers: The field experience* (pp. 271-281). Thousand Oaks, CA: Corwin.

Clift, R. T., Zenz, K., Schacht, M., & Thurston, P. W. (1995). Leadership and change. In R. T. Clift & P. W. Thurston (Eds.), *Distributed leadership: School improvement through collaboration* (pp. 155-177). Greenwich, CN: JAI Press.

Thurston, P. W., Zenz, K., Schacht, M., & Clift, R. T., (1995). Exploring leadership. In R. T. Clift & P. W. Thurston (Eds.), *Distributed leadership: School improvement through collaboration* (pp. 1-18). Greenwich, CN: JAI Press.

Clift, R. T. (1994). External standards, institutional norms: Policy and practice for teacher education. In T. A. Simpson, (Ed.), *Teacher educators' annual handbook 1994* (pp. 47-61). Red Hill, Australia: Queensland University of Technology.

Clift, R. T. (1994). In search of community within English Education. In T. Shanahan, (Ed.), *Teachers thinking, teachers knowing: Reflections on literacy and language education* (pp. 173-187). Urbana, IL: National Council of Teachers of English.

White, A., Rainer, G., Clift, R., & Benson, S. (1994). Collaborative teacher education: The potential (and problems) of research. In M. O'Hair, & S. O'Dell, (Eds.), *Partnerships in teacher education: Teacher Education Yearbook II* (pp. 27-44). Thousand Oaks, CA: Corwin

Clift, R. T., Houston, W. R., & McCarthy, J. (1992). Getting it RITE: A case of negotiated curriculum in teacher education. In L. Valli, (Ed.), *Reflective teacher education: Case studies and critiques* (pp. 116-135). New York: SUNY.

Clift, R. T. & Evertson, C. M. (1992). Moving pictures, multiple frames. In R. T. Clift, & C. M. Evertson (Eds.), *Focal points: Qualitative inquiries into teaching and teacher education* (pp. 117-124). Washington, DC: ERIC Clearinghouse for Research in Teacher Education.

Holland, P., Clift, R. T., & Veal, M. L. (1992). Supervision: An undergraduate teacher education perspective. In C. D. Glickman (Ed.), *Supervision in transition, 1992 ASCD Yearbook* (pp. 169-182). Alexandria, VA: Association for Supervision and Curriculum Development.

Houston, W. R. & Clift, R. T. (1990). The potential for research contributions to reflective practice. In R. T.Clift, W. R. Houston, & M. Pugach, (Eds.), *Encouraging reflective practice: An examination of issues and exemplars* (pp. 208-222). New York: Teachers College Press.

Ginsburg, M., & Clift, R. T. (1990). Hide and seek: Researching the hidden curriculum of preservice teacher education. In W. R. Houston, (Ed.), *The handbook of research on teacher education* (pp. 450-465). New York: Macmillan.

Clift, R. T. (1989). Unanswered questions in graduate teacher preparation. In A.Woolfolk, (Ed.), *Beyond the debate: Research perspectives on graduate teacher preparation* (pp. 179-193). Englewood Cliffs, NJ: Prentice Hall.

Bitting, P. F., & Clift, R. T. (1988). Reflection upon reflection: The classical and modern views. In H. C. Waxman, H. J. Freiberg, J. C. Vaughan, & M. Weil, (Eds.), *Images of reflection in teacher education* (pp. 11-12). Reston, VA: Association of Teacher Educators.

Clift, R. T. (1987). Is assessing communication an exercise in miscommunication? In J. L. McCaleb, (Ed.), *How do teachers communicate? A review and critique of assessment practices* (pp. 67-74). Washington, DC: ERIC Clearinghouse on Teacher Education.

Clift, R. T. (1986). Becoming a sales representative for Harris Lanier. W. R. Houston (Ed.), *Mirrors of excellence: Reflections for teacher education from training programs in ten corporations and agencies* (pp. 40-44). Reston, VA: Association of Teacher Educators.

Monographs

Clift, R. T., & Evertson, C. M. (Eds.). (1992). *Focal points: Qualitative inquiries into teaching and teacher education*. Washington, DC: ERIC Clearinghouse for Research in Teacher Education.

Articles in Journals

Clift, R. T. & Liaupsin, C. (in press). Self-Study and Education Policy: Toward Understanding the Presence of Absences. In J. Kitchen, A. Berry, Guðjónsdóttir, H., Bullock, S. M., Taylor, M., &Crowe, A. R.(Eds.), *Second International Handbook of Self-Study of Teaching and Teacher Education*. Netherlands, Springer.

Clift, B. C. & Clift, R. T. (2017). Toward a "Pedagogy of Reinvention": Memory Work, Collective Biography, Self-Study, and Family. *Qualitative Inquiry, 23*(8), 605-617.

Clift, R. T. (2017). Missing Voices in the Study of the Practicum. *Studying Teacher Education, 13*(2), 225-230.

Dana, N. F. & Clift, R. T. (2012) Supporting Emerging Scholars: Lessons from Editing a Special Issue of Action in Teacher Education. *Action in Teacher Education, 34:199-202*.

Clift, R. T. & Dana, N. F. (2012) Introduction. *Action in Teacher Education*, *34:97-98.*

Brady, P., Hebert, L., Barnish, M. E., Kohmstedt, J., Welsh, H., & Clift, R. T. (2011). Inducting new teachers in Illinois: Challenges and responses. *Action in Teacher Education, 33*(4), 329-432.

Clift, R. T. (2011). Shifting roles, shifting contexts, maintaining identity. *Studying Teacher Education 7*(2), 159-170.

Clift, R. T. (2009). Repurposing my professional practice: Learning from my students over time. *Studying Teacher Education*, *5*(2), 129-141.

Kosnik, C, & Clift, R. T. (2009). Longitudinal self-studies of teacher education practices. *Studying Teacher Education*, *5*(2), 103-106.

Clift, R. T. (2009). Structures, curriculum, and teacher education. *Curriculum and Teaching Dialogue, 11*(1 & 2), 73-84.

Clift, R. T. (2008). A letter to the forty-fourth President of the United States. *Journal of Teacher Education, 59*(3), 220-225.

Wilkins, E., & Clift, R. T. (2007). Building a network of support for new teachers. *Action in Teacher Education, 28*(4), 25–35.

Klecka, C. L., Clift, R. T., & Cheng, Y. (2005). Are electronic conferences a solution in search of an urban problem? *Urban Education, 40,* 412-429.

Klecka, C. L., Clift, R. T., & Cheng, Y. (2004). Exploring the potential of electronic mentoring. *Action in Teacher Education, 26*, 2–9.

Klecka, C., Clift, R., & Thomas, A. (2002). Proceed with caution: Introducing electronic conferencing in teacher education. *Critical Issues in Teacher Education, 9*: 28-36.

Chubbuck, S. M., Clift, R. T., Allard, J., Quinlan, J. (2001). Playing It Safe as a Novice Teacher: Implications for Programs for New Teachers. *Journal of Teacher Education, 52*, 365-376.

Clift, R. T., Thomas, L., Levin, J., & Larson, A. (2001). Technologies in contexts: Implications for teacher education. *Teaching and Teacher Education,17* (33-50).

Larson, A. E., & Clift, R. T. (1996). Technology education in teacher preparation: Perspective from a year-long elementary teacher education program. *Educational Foundations, 10*, 33-50.

Thomas, L., Larson, A., Clift, R., & Levin, J. (1996). Integrating technology in teacher education programs: Lessons from the teaching teleapprenticeships project. *Action in Teacher Education, 17*, 1-8.

Thomas, L., Clift, R. T., & Sugimoto, T. (1996). Telecommunication, student teaching, and methods instruction: An exploratory investigation. *Journal of Teacher Education*, *47,* 165-174.

Wiggins, R., & Clift R. T. (1995). Oppositional pairs: Unresolved conflicts in student teaching. *Action in Teacher Education, 17,* 9-19.

Clift, R. T., Meng, L., & Eggerding, S. (1994). Mixed messages in learning to teach English. *Teaching and Teacher Education*, *10*, 265-279.

Thurston, P., Clift, R. T., & Schact, M. (1993). Preparing leaders for change oriented schools. *Phi Delta Kappan, 75*, 259-265.

Clift, R. T., Johnson, M., Holland, P., & Veal, M. L. (1992). Developing the potential for collaborative school leadership. *American Educational Research Journal, 29*, 877-908.

Clift, R. T. (1991). Teacher education and teaching: Empowerment for whom? When? *The Teacher Educator, 27*, 14-23.

Clift, R. T. (1991). Learning to teach English—maybe: Knowledge development in teaching secondary school English. *Journal of Teacher Education, 42*, 357-372.

Clift, R. T., Ghatala, E. S., Naus, M. M., & Poole, J. (1990). Exploring teachers' knowledge of strategic study activity. *The Journal of Experimental Education, 58*(4), 253-263.

Clift, R. T., Veal, M. L., Johnson, M., & Holland, P. (1990). Restructuring teacher education through collaborative action research. *Journal of Teacher Education , 41*(2), 52-62.

Clift, R. T., Holland, P., & Veal, M. L   (1990). School context dimensions that affect staff development. *Journal of Staff Development, 11*(1), 34-38.

Veal, M. L., Clift, R. T., & Holland, P. (1989). School contexts that encourage reflection: Teachers' perceptions. *International Journal of Qualitative Studies, 2*(4), 315-333.

Clift, R. T., & Say, M. (1988). Public schools and preservice teacher education: Collaboration or conflict? *Journal of Teacher Education, 39*(3), 2-7.

Clift, R. T., & Houston, W. R. (1988). The Medusa, the snail, and educational practice. *The Professional Educator, 11(*1), 40-44.

Clift, R. T., (1987). English teacher or English major: An exploration of epistemological differences in learning to teach. *English Education, 19*, 229-236.

Clift, R. T. & Warner, A. R. (1986). The role of universities in the education of teachers. *Journal of Teacher Education, 37*, 32-36.

Clift, R. T. (1985). High school students' responses to dramatic enactment. *Journal of Classroom Interaction, 21*(1), 38-43.

Clift, R., & Waxman, H. (1985). Some neglected elements of effective schools research: A review of literature. *Journal of Classroom Interaction, 20*(2), 2-11.

Joyce, B. R., & Clift, R. T. (1984). Teacher education and the social context of the workplace. *Childhood Education, 61*(2), 115-128.

Joyce, B. R., & Clift, R. T. (1984). The Phoenix agenda: Essential reform in teacher education. *Educational Researcher, 13*, 5-8.

August, D. L., Flavell, J. H., & Clift, R. T. (1984). A comparison of comprehension monitoring of skilled and less skilled readers. *Reading Research Quarterly, 20*, 39-53.

Bulletins or Reports (in print or accepted)

Kolbusz-Kosan, L., Clift, R. T., Clementz, A. R., & Hebert, L. (2007). *Beginning teacher induction pilot programs: A description of the first year of program implementation*. Champaign: Illinois New Teacher Collaborative.

Cheng, Y., & Clift, R. T. (2004). *E-Mentoring expansion initiative: An internal evaluation. Evaluation report to the Illinois State Board of Education*. Champaign, IL: Novice Teacher Support Project.

Dunbar, C., & Clift, R. T. (1997). Investigating perceptions and interpretations. In R. Stake (Ed.), *SOAP validation: Validation study of the school organization and assessment profile*. Champaign, IL: Center for Instructional Research and Curriculum Evaluation.

Clift, R. T. (1997). *Opportunities, constraints, and ever present tensions: Professional development as school improvement*. Champaign, IL: Center for Instructional Research and Curriculum Evaluation.

Clift, R. T. (1993). *Hillcrest Elementary School*. Oakbrook, IL: North Central Regional Educational Laboratory. (36 pp.)

Zenz, K., Marshall S., Clift, R. T., & Thurston, P. (1993). *Cross case analysis*. Urbana, IL: National Center for School Leadership.

Clift, R. T., Holland, P., & Veal, M. L. (1991). *Time for reflection: A proposal to improve instruction in multi-cultural urban schools through collaborative leadership* (Final Report). Champaign, IL: Department of Curriculum and Instruction.

Book Reviews (in print or accepted)

Clift, R. T. (1994). Collaborators, colleagues, and friends: Representing others and presenting ourselves. A review of *Learning to teach: Teaching to learn* and of *Inside/Outside: Teacher Research and Knowledge*. *Educational Researcher, 23,* 29-31.

Clift, R. T., & Larson, A. E. (1994). Emphasizing the personal in research on teachers' thinking. A review of *Teacher personal theorizing: Connecting curriculum practice, theory, and research*. *Teaching and Teacher Education*, *10*, 121-124.

Clift, R. T. (1991). A review of *First-year teacher: A case study. Qualitative Studies in Education, 4*, 365-368.

Clift, R. T. (1991). Reforming teacher education from what level? By whom? A review of *Teachers for our nation's schools. Critical Issues in Teacher Education, 1*, 39-44.

Clift, R. T. (1990). A review of *Profiles of Preservice Teacher Education: Inquiry into the nature of programs. Journal of Teacher Education, 41*, 60-62.

Selected Papers and Presentations

Clift, R. T. (2018, September). *Teacher Education and Understanding Our Impact*. Presentation to the Beit Berl Faculty of Education. Tel Aviv, Israel.

Clift, R. T. (2018, October). *Enduring Tensions Across Teaching and Learning About Teaching*. Presentation to the Monash University Faculty of Education. Clayton, Victoria.

Clift, R. T., Forgasz, R. & Clift, B. (2018, April). *The embodied and sometimes emotional aspects of educating teachers and the self-study of educating teachers*. Presentation to the American Educational Research Association, New York, New York.

Butler, B. & Clift, R. (2018, February). *The self-study of teacher education at ATE.* Presentation to the Association of Teacher Educators, Las Vegas, Nevada.

Forgasz, R., Clift, B. C. & Clift, R. T. (2018, July). *Embodied Teaching and Learning in Higher Education: A review of literature.* Paper presented at the International Study Association of Teachers and Teaching, Ghent, Belgium.

Clift, R. T. (2017, February). *Self-study and research on teacher education*. Presentation to the Association of Teacher Educators, Orlando, Florida.

Clift, R. T. & Clift, B. C. (2016, August). *Family scholar lenses on professional opportunities: Gendered transitions, gendered narratives.* Paper session presented at the meeting of the Eleventh International Conference on Self-Study of Teacher Education Practices, East Sussex, England.

Dumler, C. & Clift, R. T. (2016, February). *University of Arizona, College of Education Professional Preparation Board.* Presentation to the Association of Teacher Educators, Chicago, IL.

Clift, R. T. (2015, December). Retaining teachers in Southern Arizona: The importance of community involvement. Presentation to the Old Pueblo Rotary Club, Tucson, AZ.

Clift, R. T. (2015, November). *Structures that support partnerships*. Presentation to the National Council of Teachers of English, Minneapolis, MN.

Clift, R. T. & Clift, B. C. (2014, August). *Exploring family-scholar narratives: Explicating self as teacher, teacher educator, and academic researcher.* Paper session presented at the meeting of the Tenth International Conference on Self-Study of Teacher Education Practices, East Sussex, England.

Clift, R. T. & Clift, B. C. (2014, April). *Exploring Family-Scholar Narratives: Explicating Self as Teacher, Teacher Educator, and Academic Researcher.* Roundtable session presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Clift, R., LaGrange, A., Loughran, J., Mills, G., Orland-Barak, L., Smith, K., O' Connell Rust, F., Clark, C., Graig, C., & Beijaard, D. 2013, July). *Views from deans' offices: International perspectives on issues relating to teacher education.* Symposium presented at the International Study Association of Teachers and Teaching, Ghent, Belgium.

Kosnik, C. & Clift, R. T. (Chairs). (2014, April). *Division K new faculty preconference seminar (Days 1 & 2).* Mentoring session presented at the annual meeting of the American Educational Research Association, Philadelphia.

Clift, R. T. (Discussant). (2013, April). *Self-study to examine and grow pedagogic knowledge.* Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Clift, R. T. & Clift, B. C. (2013, April). *Son/mother/collaborator/critic: A contribution of family-scholar narratives to self-study methodologies.* Roundtable session presented at the annual meeting of the American Educational Research Association, San Francisco, AC.

Clift, R. T., LaGrange, A., Loughran, J. J., Orland-Barak, L., Smith, K., & Mills, G.E. (2013, April). *Teacher education from the other side of the desk: International deans' perspectives*. Paper session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Clift, R. (2013, February). Elaborating on the "C" in INTC: Connections, Communities, and Collaborations. Presentation to the Illinois New Teacher Collaborative Annual Conference, Urbana, IL.

Clift, R. (Discussant). (2013, February). *Qualitative methods as support for student teaching? An accidental finding* and *The impact of peer-to-peer teaching on preservice teacher beliefs about effective instruction.* Presented at the annual meeting of the Association of Teacher Educators, Atlanta, GA.

Clift, R., Loughran, J. J., & Mills, G. E. (2012, April). *Maintaining a focus on scholarship in teacher education: challenges to self-study and to teacher education practice when being dean*. Poster session presented at a meeting of the American Educational Research Association, British Columbia, Canada.

Clift, B. C., & Clift, R. T. (2011, July). *Structures of familial revolutions: My mother, my son.* Presentation to the Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, IL.

Clift, R. T., Reinhardt, K. S., Robbins, S. (2012, December). Creating CREATE Year Two: Funds of Knowledge and Story as Bases for Transforming Teacher Preparation. Literacy Research Association (LRA). San Diego.

Mills, G., Loughran, J., & Clift, R. T. (2012, August). *Is It Possible to Maintain a Focus on Scholarship in Teacher Education While Being a Dean?* Paper session presented at the meeting of the Ninth International Conference on Self-Study of Teacher Education Practices, East Sussex, England.

Clift, R., Loughran, J. J., & Mills, G. E. (2012, April). *Maintaining a Focus on Scholarship in Teacher Education: Challenges to Self-Study and to Teacher Education Practice When Being Dean*. Poster session presented at a meeting of the American Educational Research Association, British Columbia, Canada.

Clift, B. C., & Clift, R. T. (2011, July). *Structures of Familial Revolutions: My Mother, My* Son. Presented at the Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

Clift, R. (Mentor). (2012, August). *On the Cusp of College & Career: A High School Literacy Exploration.* Discussion session presented at the meeting of the Association of Teacher Educators, Boston.

Clift, R. (Discussant). (2013, February). *Qualitative Methods as Support for Student Teaching? An Accidental Finding* and *The Impact of Peer-to-Peer Teaching on Preservice Teacher Beliefs about Effective Instruction.* Presented at the annual meeting of the Association of Teacher Educators, Atlanta.

Clift, R. T. & Muchmore, J. (2012, August). *The Fun, the Frustration, the Collaboration: A Collaborative Self-Study of AERA S-STEP Program Co-Chairs*. Paper session presented at the meeting of the Ninth International Conference on Self-Study of Teacher Education Practices, East Sussex, England.

Clift, R. T., Leahy, J., Walter, S., Johnson, N., & Kolbusz-Kosan, L. (2007, November). *Working together to encourage, support, and retain new teachers in districts across Illinois*. Presentation to the joint meeting of the Illinois School Boards Association, Illinois Association of School Administrators, and Illinois Association of School Business Officers (Triple I), Chicago, IL.

Clift, R. T., Hebert, L., & Kolbusz-Kosan, L. (2007, February). *Illinois New Teacher Collaborative*. Presentation to the Large Unit Districts Association, Springfield, IL.

Clift, R. T. (2007, April). *After graduation – What?*. Paper presented to the annual meeting of the American Educational Research Association, Chicago, IL.

Clift, R. T. (2007, February). *Questions for those who study teacher development*. Presentation to the annual meeting of the Association of Teacher Educators, San Diego, CA.

Clift, R. T. (2007, February). *Using technology in mentoring and induction programs*. Presentation to the annual meeting of the Association of Teacher Educators, San Diego, CA.

Clift, R. T. (2007, February). *Response to the revised ATE standards*. Presentation to the annual meeting of the Association of Teacher Educators, San Diego, CA.

Clift, R. T. (2006, November). *A longitudinal study of thirteen English education graduates*. Presentation to the Carnegie Foundation for the Advancement of Teaching, Palo Alto, CA.

Clift, R. T. (2006, October). *Crossing Contexts*. Presentation to doctoral students at the University of Georgia, Athens, GA.

Clift, R. T. & Johnston-Parsons, M. (2006, August). *Collaborative research: Promoting community? Or not?* Paper presented to the Self-Study in Teacher Education Practices Conference, Herstmonceaux, England.

Clift, R. T. (2006, April). *Using research to improve teacher education*? Presentation to the College of Education, University of Southern California, Los Angeles, CA.

Clift, R. T., Brady, P. E., & Mora, R. A. (2006, April). *Are we there yet? Reports of a longitudinal study of thirteen teacher education graduates*. Presentation to the annual meeting of the American Educational Research Association, San Francisco, CA.

Clift, R. T. (2006, February). *Mentoring commission: Update of research on using technology in induction and mentoring programs*. Presentation to the annual meeting of the Association of Teacher Educators, Atlanta, GA.

Clift, R. T. (2005, April) *Self-study research in teacher education as a basis for personal, professional, and program development*. Presentation to the annual meeting of the American Educational Research Association, Montreal, Canada.

Clift, R. T. (2005, April). *Research on methods courses and field experiences*. Roundtable presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Clift, R. T., Stegemoller, J., Mora, R., Choi, S. J., & Brady, P. (2005, March). *Learning from our graduates: Longitudinal case studies of those who did and did not teach*. Presented at a meeting of the MOFET Institute, Tel Aviv, Israel.

Brady, P., Stegemoller, J., Clift, R. T., Choi, S. J., & Mora, R. A. (2005, February). *Crossing contexts: Development and practices regarding diversity*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

Klecka, C., Clift, R. T., Giroux, D., Hunt, J., Lorie, S. B., & Giacobbe, A. (2005, February). *Electronic mentoring expansion: Experiences from multiple perspectives*. Symposium presented to the Association of Teacher Educators, Chicago, IL.

Cheng, Y. M., Clift, R. T., & Klecka, C. (2005, April). *E-mentoring expansion initiative: An internal evaluation*. Paper presented to the American Educational Research Association, Montreal, Canada.

Clift, R. T., Brady, P., Stegemoller, J., & Choi, S. J. (2004, December). *Crossing contexts: Lessons from longitudinal case studies*. Invited presentation to the College of Education, University of Illinois at Urbana-Champaign, Champaign, IL.

Clift, R. T. (2004, November). *Crossing contexts: Longitudinal case studies of learning to teach*. Invited presentation to the Faculty of Education, Simon Fraser University, Vancouver, Canada.

Clift, R. T., Cheng, Y., & Duffy, C. D. (2004, October). *Mentoring, induction, and the potential of technology for creating community among new teachers.* Invited presentation to the Illinois Association of Teacher Educators, Naperville, IL.

Clift, R. T. (2004, October). *Evidence based change*. Invited presentation to the Association of Teacher Educators' Academy on Teacher Research, Las Vegas, NV.

Clift, R. T., Brady, P., Mora, R. A., Stegemoller, J., & Choi, S. J. (2004, July). *Where are they now? Where are we now*? Paper presented to the Self-Study in Teacher Education Practices Conference, Herstmonceaux, England.

Clift, R. T., (2004, June). *Crossing contexts*: *Learning from longitudinal case studies of teacher education graduates*. Invited presentation to the Faculty of Education, Monash University. Clayton, Australia.
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Clift, R. T., Klecka, C., Cheng, Y., & Chadwick, S. (2004, April). *The novice teacher support project: Issues in using internal evaluation as a catalyst for reform*. Paper presented to the American Educational Research Association, San Diego, CA.

Stegemoller, J., Mora, R. A., Clift, R. T., Brady, P., & Choi, S. J. (2004, February). *Crossing contexts: A study of developing practice and teacher education influence*. Paper presented to the Association of Teacher Educators, Dallas, TX.

Klecka, C., & Clift, R. T. (2004, February). *Novice teacher support project electronic mentoring: Current research and implications for expansion*. Presentation to the Association of Teacher Educators, Dallas, TX.

Clift, R. T, Brady, P., & Westjohn, S. (2003, April) *Crossing contexts: Reflections on a longitudinal study of graduates from a secondary English teacher education program*. Presentation to the American Educational Research Association, Chicago, IL.

Clift, R. T. (2003, April). *Findings from a review of research on the impact of methods courses and field experiences.* Presentation to the American Educational Research Association, Chicago, IL.

Klecka, C. L., & Clift, R. T. (2003, February). *Issues and tensions in developing online mentoring to support new teachers.* Presentation to the Association of Teacher Educators, Jacksonville, FL.

Clift, R. T. (2003, February). *A progress report on the impact of methods courses and field experiences on preservice teachers, teachers, and teacher educators.* Presentation to the American Association of Colleges for Teacher Education, New Orleans, LA.

Johnson, N. L., Clift, R. T., & Klecka, C. L. (2002, August). *Teacher retention and the novice teacher support project.* Presentation to the Association of Teacher Educators, Williamsburg, VA,.

Clift, R. T. (2002, April). *Toward a review of research on the impact of methods courses and field experiences.* Presentation to the American Educational Research Association, New Orleans, LA.

Clift, R. T. (2002, February). *Seeking information on the research on the impact of methods courses and field experiences.* Presentation to the American Association of Colleges for Teacher Education, New York, NY.

Klecka, C. L., & Clift, R. T. (2002, February). *The novice teacher support project: Developing online mentoring to support new teachers.* Presentation to the Association of Teacher Educators, Denver, CO.

Clift, R. T. (2002, February). *The METER project.* Presentation to the Association of Teacher Educators, Denver, CO.

Clift, R. T. (2002, April). *Beginning to examine the research on the impact of methods courses and field experiences.* Presentation to the American Educational Research Association, New Orleans, LA.

Clift, R. T., Klecka, C. Barrett, M., Trask, J., Shonkwiler, C., & Benson, S. (2001, February). *The novice teacher support project.* Presented to the Association of Teacher Educators, New Orleans, LA.

Clift, R. T., Klecka, C. (2001, February). *Who advocates for the teacher?* Presentation to the Association of Teacher Educators, New Orleans, LA.

Clift, R. T. (2001, February). *A critique of the proposed revisions to the joint data collection system.* Presentation to the American Association of Colleges of Teacher Education. Dallas, TX.

Clift, R. T., Klecka, C., Burke, W., DeWitt, J., Chubbuck, S., Metcalf, K., & Bowes, C. (2001, April). *Internal and external perspectives on the novice teacher support project.* Presentation to the American Educational Research Association, Seattle, WA.

Clift, R. T. (2000, April). *Concerning research on teacher quality.* Invited Presentation to the American Educational Research Association. New Orleans, LA.

Clift, R. T., Chubbuck, S., Allard, J., & Quinlan, J. (2000, April). *Studying ourselves as partners*. Discussion presented to the American Educational Research Association. New Orleans, LA.

Burke, W. M., Clift, R. T., & Klecka, C. (2000, February) *Who stays in teaching and why?:Conditions that affect preservice and inservice teachers' career decisions*. Paper presented to the Association of Teacher Educators, Orlando, FL.

Chubbuck, S., Quinlan, J., Clift, R. T., Trask, J., & Barrett, M. (2000, February) *The novice teacher support project*. Presentation to the Association of Teacher Educators, Orlando, FL.

Chubbuck, S. M., Clift, R. T., Allard, J., Quinlan, J., Barrett, M., & Trask, J. (1999, April). Sharing concerns: Proposing solutions: Partners for programs to support novice teachers. Paper presented to the American Educational Research Association, Montreal, Canada.

Clift, R. T., Chubbuck, S., Allard, J., & Quinlan, J. (1999, April) *Playing it safe as a novice teacher: Implications for moving from student to teacher*. Paper presented to the annual meeting of the American Educational Research Asociation, Montreal, Canada.

Clift, R. T., & Benson, S. (1999, February). *Preparing to meet Illinois professional teaching standards*. Presentation to the Association of Teacher Educators, Chicago, IL.

Clift, R. T., & Guyton, E. (1998, February). *Resolved that teacher education institutions be held accountable for their graduates' K-12 students' performance on standardized tests* (we debated for the negative side). American Association of Colleges for Teacher Education, invited debate and featured session, New Orleans, LA.

Clift, R. T., & Grimmett, P. (1998, February). *What research is needed on understanding the impact of teacher education programs?* Association of Teacher Educators, invited research conversation and featured session, Dallas, TX.

Barrett, M., Clift, R. T., Trask, J., & Quinlan, J. (1998, October). *A regional partnership to support novice teachers*. Illinois State Superintendents' Conference, invited presentation, Springfield, IL.

Clift, R. T. (1997, October). *Developing and validating an assessment instrument to facilitate school improvement: Consequential validity study and results*. Presented to the American Evaluation Association, San Diego, CA.

Clift, R. T. (1997, March) *Opportunities, constraints, and ever-present tensions: Professional development as school improvement*. Paper presented to the American Educational Research Association, Chicago, IL.

Thomas, L., Stuve, M., & Clift, R. T. (1997, February). *Electronic communities: Changing contexts for teacher education*. Presented to the Association of Teacher Educators, Washington, DC.

Clift, R. T. (1996, December). *The promise of computer based technology in the reform of teacher education.* Paper presented to the International Conference on Reform Issues in Teacher Education, Taipei, Taiwan.

Clift, R. T., Thomas, L. Levin, J., & Larson, A. (1996, April). *Learning to teach in two contexts: Field and university influences on the role of telecommunications in teacher education*. Paper presented to the American Educational Research Association, New York, NY.

Thomas, L., Clift, R. T., Levin, J., Thurston, C.., Koenke, K., & Larson, A. (1996, February). *Destiny 2000: Technology and teacher education*. Session presented to the Association for Teacher Educators, St. Louis, MO.

Clift, R. T. (1996, February) *Response to division IV of the teacher education yearbook*. Session presented to the Association for Teacher Educators, St. Louis, MO.

Clift, R. T. (1995, November). *Teaching teleapprenticeships*. Session presented to Telecommunication in Education, Ft. Lauderdale, FL.

Stake, R., & Clift, R. T. (1995, September). *Re-inventing evaluation: GATT; The electronic super-highway, and Chicago school reforms*. Paper presented to the European Educational Research Association, Bath, England.

Clift, R. T. (1995, May). *Communication and miscommunication in learning to teach young children*. Paper presented to the Sino-American Symposium on Early Childhood Education, Taipei, Taiwan.

Clift, R. T. (1995, May). *Teacher research as continuing professional development*. Paper presented to the Sino-American Symposium on Early Childhood Education, Taipei, Taiwan.

Clift, R. T. (1995, May). *The importance of organizational support for continuing professional development*. Paper presented to the Sino-American Symposium on Early childhood Education, Taipei, Taiwan.

Thomas, L., Benson, S., Clift, R. T., Koenke, K., & Sugimoto, T. (1995, February). *Assessing the potential of electronic communication in the process of learning to teach*. Session presented to the Association for Teacher Educators, Detroit, MI.

Clift, R. T. (1994, November). *The pros and cons of action research in English teacher education.* Presentation to the National Council of Teachers of English, Orlando, FL.

Clift, R. T. (1994, November). *Teacher education as a community of learners*. Invited address to the National Council of Teachers of English, Orlando, FL.

Clift, R. T. (session organizer). (1994, February). *Teaching teleapprenticeships*. Interactive presentation to the American Association of Colleges for Teacher Education, Chicago, IL.

Clift, R. T. (1994, July). *External standards/institutional norms: Policy and practice for teacher education in the United States*. Presentation to the Australian Teacher Educators Association, Red Hill, Queensland, Australia.

Thomas, L., Clift, R. T., & Sugimoto, T. (1994, February). *Analysis of student teachers' use of telecommunications*. Paper presented to the Association for Teacher Educators, Atlanta, GA.

Clift, R. T. (1992, October). *Changing definitions of leadership: Implications for professional education.* Paper presented to the University Council of Educational Administration, Minneapolis, MN.

Clift, R. T. (1992, October). *Can we create community in teacher education?* Invited address to the Ohio Association of Teacher Educators, Columbus OH.

Clift, R. T., Meng, L., & Eggerding, S. (1992, April). *Mixed messages in learning to teach English.* Paper presented to the American Educational Research Association, Chicago, IL.

Clift, R, T., White, A., & Meng, L. (1992, March). *"To be or not to be" isn't the only question!* Presentation to the National Council of Teachers of English, Conference on English Education. Washington, DC.

Clift, R. T., Meng, L., & Eggerding, S. (1992, March). *Reconstructing the experience of learning to teach and learning to teach English.* Presentation to the National Council of Teachers of English, Conference on English Education, Washington, DC.

Clift, R. T. (1992, February). *Creating community in English education.* Response to papers presented to the National Council for Research in English, Chicago, IL.

Wiggins, R., & Clift, R. T. (1992, February). *Oppositional pairs in learning to teach.* Paper presented to the Association for Teacher Educators, Orlando, FL.

Clift, R. T., Holder, G., Veal, M. L., & Johnson, M. (1991). *The tangled threads of ethics and responsibilities in action research for school research for school improvement.* Paper presented to the American Educational Research Association. Chicago, IL.

Johnson, M., Veal, M. L., & Clift, R. T. (1991). *The struggle to redefine school leadership.* Paper presented to the American Educational Research Association, Chicago, IL.

Holland, P., Clift, R. T., Veal, M. L. (1991). *A structural analysis of supervision.* Paper presented to the American Educational Research Association, Chicago, IL.

Clift, R. T., Veal, M. L., Johnson, M., & Holland, P. (1990). *Strengths and limitations of collaborative action research: implications for teachers' learning.* Paper presented to the Canadian Association for Teacher Education, Quebec City, Quebec.

Clift, R. T., Johnson, M., & Holland, P. (1990). *Nested worlds: School leadership and the ability to begin and sustain continued professional learning.* Paper presented to the American Educational Research Association, Boston, MA.

Veal, M. L., Clift, R. T., & McCarthy, J. (1990). *Academic and special subjects: School subcultures and the process of learning to teach.* Paper presented to the American Educational Research Association, Boston, MA.

Ginsburg, M. & Clift, R. T. (1990). *Summary of the hidden curriculum in preservice teacher education*. Featured presentations to the Association of Teacher Educators, Las Vegas, NV.

Clift, R. T., Holland, P., & Veal, M. L. (1989). *School context factors in learning to teach*. Paper presented to the American Educational Research Association, San Francisco, CA.

Clift, R. T., McCarthy, J., Baptiste, P., & Bain, L. (1989). *Reflective practice in teacher education*. Paper presented to the American Educational Research Association, San Francisco, CA.

Clift, R. T., Durbin, D., & Poole, J. (1989). *Dogs, ponies, and the improvement of teaching: Teachers perceptions of the Texas teacher appraisal system*. Paper presented to the American Educational Research Association, San Francisco, CA.

Clift, R. T. (1988). *Knowledge development in learning to teach secondary school English*. Paper presented to the British Educational Research Association, Norwich, England.

Clift, R. T. (1988). *Becoming an English teacher--maybe*. Paper presented to the American Educational Research Association, New Orleans, LA.

Clift, R. T., Marshall, F., & Nichols, C. (1988) *Negotiating a curriculum in teacher education*. Paper presented to the Association of Teacher Educators, San Diego, CA.

Clift, R. T, Ghatala, E. S., & Naus, M. (1987). *Exploring teachers' knowledge of strategic study activity*. Paper presented to the American Educational Research Association. Washington, DC.

Say, M., & Clift, R. T. (1986). *If teacher preparation is the question, is collaboration the answer?* Paper presented to the American Educational Research Association, San Francisco, CA.

Selected Grants and Contracts

Co-Principal Investigator, *Communities as Resources in Early Childhood Teacher Education,* 2010-15. 1,930,604

Co-Principal Investigator, *Common Core Collaborative*, 2013-14, $250,000. Subcontract from Arizona State University

Recent Community Service

Member, Arizona Education Coalition
Board member, Literacy Connects
Chair, Literacy Connects Advocacy Committee
Member, Tucson Metro Chamber of Commerce Workforce Development and Education Committee

National Offices

2001-2004   Board of Directors, Association of Teacher Educators

1998	AERA Division K Program Chair	
1997	AERA Division K Assistant Program Chair	
1991-1997	ATE Research Committee Chair	
1989-1991	ATE Research Committee Assistant Chair	
1987-1989	AERA Division K Publications Committee Chair	

Peer Reviews and Editorial Boards

Reviewer	Present	*Teachers and Teaching*
Reviewer	Present	*Action in Teacher Education*
Reviewer	Present	*Journal of Teacher Education*
Editorial Board	Present	*Studying Teacher Education*
Editorial Board	Present	*Teaching and Teacher Education*
Editorial Board	2003-2011	*Review of Research in Education*
Editorial Board	2004-2007	*Journal of School Leadership*
Associate Editor	1996-2001	*Teaching and Teacher Education*
Editorial Board	2001	*Association of Teacher Educators: Teacher Education Yearbook, 9-11*
Editorial Board	1994	*Partnerships in Teacher Education: Teacher Education Yearbook II.* Association of Teacher Educators