

March, 2009

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**Regents' Professor of Education**  
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## **Education and Degrees**

B. A. University of California at Los Angeles, July 1961.  
M. A. Psychology and Education, Los Angeles State College, January, 1963.  
Ph. D. Educational Psychology, Stanford University, August, 1968.  
D. Humane Letters, Honoris Causa, University of Massachusetts at Amherst, November, 1989.

## **Employment** (\* indicates employment while attending school)

\*Human Factors Psychologist, Douglas Aircraft Company, 1962-63.  
\*Educational Researcher, American Institutes for Research, 1963-64.  
\*Consultant, Psychological Testing, American Institutes for Research, 1964-67.  
\*Research Assistant, National Longitudinal Study of Mathematics Ability, 1964-65.  
\*Research Assistant, Stanford Center for Research and Development in Teaching, 1965-68.  
\*Research Assistant, National Academy of Education, 1966-67.  
\*Assistant Professor of Psychology, San Jose State University, 1967-68.  
Assistant Professor of Education and Psychology, University of Massachusetts, 1968-70.  
Lecturer in Educational Psychology, Stanford University, 1971-75.  
Associate Laboratory Director for Research, Far West Laboratory for Educational Research & Development (Now WestEd), 1970-77.  
Head, Department of Educational Psychology, University of Arizona, 1977-81; Professor, 1977-1988.  
Professor, Division of Educational Leadership and Policy Studies; Professor, Division of Psychology in Education, Arizona State University, 1988-present. Dean, College of Education, Arizona State University, 1997-2001.

## **Honors**

Award from Division C of the American Educational Research Association, "The Sylvia Scribner award" for influencing thinking and research about learning and instruction, 2008  
Award from Farmers Insurance Companies, "The eye of the eagle award," for support of public Education, American Association of School Administrators, 2006.  
Award from the New England Association of Schools and Colleges, the Charles Eliot award, 2005.  
Award from the Association for Educational publishers, 2003, for best Learned Article of 2002 (shared with Bruce J. Biddle for *Educational Leadership* article).  
Award from the Brock award committee, University of Oklahoma & Oklahoma State University, announced 2002: The Brock international prize for distinguished contributions

to education, 2003.

Award from the College of Extended Education, Arizona State University, for Lifetime Achievement, 2001.

Elected to National Academy of Education, 1999.

Appointed Julius and Rosa Sachs lecturer, Teachers College, Columbia University, Autumn, 1998.

Elected to Laureate Chapter, Kappa Delta Pi, 1997.

Award from the Horace Mann League for Distinguished Contributions to Public Education, 1996.

Elected Regents' Professor of Education, Arizona State University, 1996.

Award from the American Educational Research Association, for Distinguished Contributions to Education, 1996.

Award from the American Educational Research Association, for Outstanding Book, The Manufactured Crisis (With Bruce J. Biddle), 1996.

Award from the Division of Educational Psychology of the American Psychological Association: The E. L. Thorndike award for lifetime achievements, 1995.

Award from the National Education Association, Friend of Education Award, 1994.

Award from the Texas State Education Association, Friend of Education Award, 1994.

Award from the Educational Press of America, 1994, Best Learned Article of 1993, appearing in the Journal of the New Jersey Education Association.

Award from the National Association of Secondary School Principals for Distinguished Service to Education, 1993.

Elected President, Division 15, the Division of Educational Psychology, American Psychological Association, 1993-1994.

Award from the Arizona Association for Supervision and Curriculum Development, Achievement Award for Excellence in Teacher Education, 1993.

Elected to the Board of Directors, National Society for the Study of Education, 1989-1992; Reelected, 1993-1996; Chairman of the Board, 1991-1992.

Medal of Achievement, University of Helsinki, 1991.

Award from the Association of Teacher Educators for Contributions to Educational Research, 1990.

Award from the American Educational Research Association, for contributions made in relating research to practice (with U. Casanova), 1989.

Selected as Fellow, Center for Advanced Study in the Behavioral Sciences, 1987-88.

Award from the faculty of the University of Arizona for career contributions to scholarship and teaching, 1987.

Elected member of the Executive Board, Federation of Behavioral, Psychological, and Cognitive Sciences, 1986-87.

Elected President, American Educational Research Association, 1985-1986.

Elected Vice-president, American Educational Research Association, 1980-82.

Elected President, Special Interest Group on Individual Differences, Learning and Instruction, American Educational Research Association, 1973-75.

Award from the American Association of Colleges for Teacher Education, distinguished writing award for 1984 (with G. D. Fenstermacher), "A conceptual framework for the analysis of staff development," 1985.

Award from Educational Press of America to Instructor for best scholarly article of 1983,

“The executive functions of teaching,” 1984.  
 Award from Educational Press of America to Educational Leadership for best interview of 1982, “Interview with David C. Berliner,” 1983.  
 Award from American Association of Colleges for Teacher Education, distinguished writing award for best theoretical paper of 1977 (with C. W. Fisher), “Quasiclinical inquiry in teaching and learning,” 1978.  
 Stanford University award, traineeship in educational research, Committee on Psychological Studies, 1966-67.  
 Elected as Fellow, American Psychological Association, Division 15.  
 Member, American Educational Research Association.  
 Member, Horace Mann League.  
 Member, Phi Delta Kappa.  
 Honorary Life Member, National Organization of Parents and Teachers.  
 Visiting Scholar: Monash University, Melbourne, Australia, Summer 1980; National Institute of Education, 1981-82; Western Australian Institute of Technology (now Curtin Univ.), Perth, Australia, Summer, 1983; Autonomous University of Barcelona, Spain, Summer, 1987; University of Tasmania, Launceston, Australia, Winter, 1995; Ministry of Education and Science, Vilnius, Lithuania, Summer, 1995; Teachers College, Columbia University, Fall 1998. University of Leiden, The Netherlands, Fall 2003. University of Fribourg, Spring, 2004.

## **Research Interests**

Educational policy, classroom teaching and learning, and teacher education.

## **Selected Professional Activities**

Board of Directors, National Academy of Education, 2007-present.  
 Board of Governors, Arizona Arts, Science, and Technology Academy, 2005-2008  
 Board of Directors, WestEd, 1999-present.  
 Board of Trustees, Americans United for Separation of Church and State, 1997-present.  
 Board Member, National Academy of Science/ National Research Council Board on International Comparative Studies in Education, (BICSE), 1998-2002.  
 Board Member, National Academy of Science/National Research Council Board on Testing and Assessment, (BOTA), 1993-1998.  
 Editor, Handbook of Educational Psychology, 1996.  
 Editor, Educational Researcher, 1989-1992.  
 Associate Editor, Teaching and Teacher Education, 1986-1990.  
 Editor, Volumes 7-9, Review of Research in Education, 1979-1981.  
 Consulting Editor at various times for The Educational Researcher; Educational Policy; Educational Policy Analysis Archives; Teachers College Record; Educational Psychologist; Contemporary Educational Psychology; Instructional Science; The Journal of Classroom Interaction; The American Journal of Education; Social Psychology of Education; Handbook of Research on Teaching 3rd ed.; Review of Research in Education; Instructor; and the monograph series of the Institute for Research on Teaching, published by Longman.

Reviewer for: Review of Educational Research; American Educational Research Journal; Educational Researcher; Journal of Teacher Education; Teachers College Record; Journal of Educational Measurement; Journal of Educational Psychology; Cognition and Instruction; European Journal for Research on Learning and Instruction; Teaching and Teacher Education.

## **Books**

- Berliner, D. C. & Kupermintz, H. (Eds.) (2008). *Fostering change in institutions, environments, and people*. New York: Routledge.
- Nichols, S. N. & Berliner, D. C. (2007). Collateral Damage: The effects of high-stakes testing on America's schools. Cambridge, MA: Harvard Education Press.
- Gage, N. L., & Berliner, D. C. (1998) Educational psychology (6th ed.). Boston, MA: Houghton Mifflin. [Also, Gage, N. L., & Berliner, D. C., Instructor's manual for Educational Psychology (6th ed.). And, Bierly, M. M., Gage, N. L., & Berliner, D. C. Student Study Guide for Educational Psychology (6th ed.)].
- Berliner, D. C., & Calfee, R. C. (Eds.) (1996). The handbook of educational psychology. New York: Macmillan.
- Gage, N. L., & Berliner, D. C. (1996). Pädagogische psychologie (5., vollständig überarbeitete auflage) (translated by Prof. Dr. Gerhard Bach). Weinheim, Germany: Beltz/Psychologie Verlags Union.
- Berliner, D. C., & Biddle, B. J. (1995). The manufactured crisis. New York: Addison-Wesley. (Republished by Harper Collins)
- Casanova, U., Berliner, D. C., & Powell, J. H. (Eds.) (1994). Readings in educational research: Cognitive Strategies. Washington, D. C.: National Education Association.
- Casanova, U., Berliner, D. C., & Powell, J. H. (Eds.) (1994). Readings in educational research: Intelligences. Washington, D. C.: National Education Association.
- Berliner, D. C., & Casanova, U. (1993). Putting research to work. New York: Scholastic Publishers. (Reprinted 1996 by IRI/Skylight Publishers)
- Gage, N. L., & Berliner, D. C. (1992) Educational psychology (5th ed.). Boston, MA: Houghton Mifflin. [Also, Gage, N. L., & Berliner, D. C., Instructor's manual for Educational Psychology (5th ed.). And, Bierly, M. M., Gage, N. L., & Berliner, D. C. Student study guide for Educational Psychology (5th ed.)]. (Republished as Gage, N. L. & Berliner, D.C. (1994). Pedagoginė psichologija. Vilnius, Lithuania: Alna Litera)
- Casanova, U., Powell, J. H. and Berliner, D. C. (Eds.) (1992). Readings in educational research: Homework. Washington, D. C.: National Education Association.
- Casanova, U., Powell, J. H., & Berliner, D. C. (Eds.) (1992). Readings in educational research: Parental involvement. Washington, D. C.: National Education Association.
- Rottenberg, C., Powell, J. H., Casanova, U., & Berliner, D. C. (Eds.) (1992). Readings in educational research: Language development. Washington, D. C.: National Education Association.
- Casanova, U., Placier, P., Berliner, D. C., & Powell, J. H. (Eds.) (1991). Readings in educational research: Class size. Washington, D. C.: National Education Association.
- Casanova, U., Placier, P., Berliner, D. C., & Powell, J. H. (Eds.) (1991).

- Readings in educational research: Cooperative learning. Washington, D. C.: National Education Association.
- Casanova, U., Berliner, D. C., & Powell, J. H. (Eds.) (1991). Readings in educational research: Retention in grade. Washington, D. C.: National Education Association.
- Casanova, U., Berliner, D. C., Weiner, L., & Placier, P. (Eds.) (1991). Readings in educational research: Classroom management. Washington, D. C.: National Education Association.
- Gage, N. L., & Berliner, D. C. (1988). Educational Psychology (4th ed.). Boston, MA: Houghton Mifflin. [Also, Gage, N. L., & Berliner, D. C., Instructor's manual for Educational Psychology (4th ed.). And, Bierly, M. M., Gage, N. L., & Berliner, D. C. Student study guide for Educational Psychology (4th ed.)].
- Berliner, D. C., & Rosenshine, B. (Eds.) (1987). Talks to teachers. New York: Random House.
- Gage, N. L., & Berliner, D. C. (1986). Pädagogische psychologie. Weinheim, Germany: Beltz Publishing. (Translator, Gerhard Bach).
- Fisher, C. W., & Berliner, D. C. (Eds.) (1985). Perspectives on instructional time. New York: Longman.
- Gage, N. L., & Berliner, D. C. (1984). Educational psychology, (3rd ed.) Boston: Houghton Mifflin. [Also, Bierly, M. M., Berliner, D. C., & Gage, N. L. (1984). Instructors manual for Educational Psychology (3rd ed.) And, Bierly, M. M., Gage, N. L., & Berliner, D. C. (1984). Student study guide for educational psychology, (3rd ed.)]
- Berliner, D. C. (Ed.) (1981). Review of research in education, 9. Washington, D. C.: American Educational Research Association.
- Berliner, D. C. (Ed.) (1980). Review of research in education, 8. Washington, D. C.: American Educational Research Association.
- Berliner, D. C. (Ed.) (1979). Review of research in education, 7. Washington, D. C.: American Educational Research Association.
- Gage, N. L., & Berliner, D. C. (1979). Educational psychology (2nd ed.). Chicago: Rand McNally. [Also, Berliner, D. C., & Gage, N. L. (1979). Instructors manual for Educational Psychology (2nd ed.). And, Bierly, M. M., Berliner, D. C., & Gage, N. L. (1979). Student Study Guide for Educational Psychology (2nd ed.)].
- Gage, N. L., & Berliner, D. C. (1979). Padagogische psychologie, Band I (grund-lagen, konzepte, ergebnisse). Munchen, Germany: Urban and Schwarzenberg (translated volume).
- Gage, N. L., & Berliner, D. C. (1979). Padagogische psychologie, Band 2 (lehrmethododen bewertorg des lemerfolges) Munchen, Germany: Urban & Schwarzenberg (translated volume).
- Gage, N. L., & Berliner, D. C. (1977). Padagogische psychologie. Munchen, Germany: Urban & Schwarzenberg (translated volume).
- Gage, N. L., & Berliner, D. C. (1975). Educational psychology. Chicago: Rand McNally. [Also, Winne, P. H., Berliner, D. C., & Gage, N. L. (1975). Teachers manual for educational psychology. And, Bierly, M. M., Berliner, D. C., & Gage, N. L. (1975). Student Study Guide for Educational Psychology.]
- Joseph, M. P., McDonald, F. J., & Berliner, D. C. (1967). Study guide for Educational Psychology (2nd ed.). Belmont, CA: Wadsworth.

## **Chapters in Reference Works and Other Books**

- Berliner, D. C. (2008) Research, policy and practice: The great disconnect. In S. D. Lapan and M-L. Quartaroli (Eds). *Research essentials* (pp. 295-326). New York: John Wiley & Sons.
- Berliner, D. C. (2008). A Culture and its Representatives. In F. Pajares and T. Urdan (Eds.), *Adolescence and education, Volume 6. Making a Teacher Eternal: Scholars Describe the Teacher Who Made a Difference* (pp. 195-203). Charlotte, NC: Information Age Publishers.
- Berliner, D. C. (2008). NCLB: Impact on curriculum. In T. L. Good (Ed.), *21st Century Education: A Reference Handbook. Vol. 2. Federal and State policies*. Thousand Oaks, CA: Sage Publishing.
- Berliner, D. C. & Nichols, S. N. (2008). Changing America's Schools for the Worse: Some Side Effects of High-Stakes Testing. In D. C. Berliner & H. Kupermintz (Eds.), *Changing Institutions, Environments, and People*. New York: Routledge.
- Berliner, D. C. (2007). Investing in student lives outside of school to increase student achievement inside of school. (pp. 161-187) In G. Rodriguez & A. Rolle (Eds.), *To what ends, by what means: The social justice implications of contemporary school finance theory*. New York: Routledge.
- Nichols, S. N. & Berliner, D. C. ( 2007). The Pressure to Cheat in a High-Stakes Testing Environment. In E. M. Anderman & T. B. Murdock (eds), *The Psychology of Academic Cheating*. San Diego, CA: Elsevier.
- Berliner, D. C. (2006). Educational psychology: Searching for essence throughout a century of influence ( pp. 3-27). In P. Alexander and P. Winne (eds.), *Handbook of educational psychology* (2<sup>nd</sup> ed.). Mahway, NJ: Lawrence Erlbaum Associates.
- Berliner, D. C. (2006). Toward a future as rich as our past (pp 268-290). In C. M. Golde & G. E. Walker (eds.), *Envisioning the future of doctoral education: preparing stewards of the discipline—Carnegie essays on the doctorate*. San Francisco, CA: Jossey-Bass. (Published also in C. Hancock & P. Paul (Eds.), *Essays on the role and nature of research within the PhD program in education*. Columbus, OH: The Ohio State University, College of Education.)
- Berliner, David C. (2006). The dangers of some new pathways to teacher certification (pp.117-129). In F. K. Oser, F. Achtenhagen & U. Renold (eds.): *Competence Oriented Teacher Training: Old Research Demands and New Pathways*. Rotterdam, The Netherlands: Sense Publishing.
- Nichols, S. N. & Berliner, D. C. ( 2006). The Pressure to Cheat in a High-Stakes Testing Environment. In E. M. Anderman & T. B. Murdock (eds). *The Psychology of Academic Cheating*. San Diego, CA: Elsevier.
- Bransford, J., Derry, S., Berliner, D. C., Hammerness, K. & Beckett, K. L.(2005). Theories of learning and their role in teaching (pp. 40-87). In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D. C., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). How teachers learn and develop (pp. 358-389).In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

- Berliner, D. C. (2005). Increasing uncertainty and the collateral damage associated with high-stakes testing (pgs 5-23). In Center for Research of Core Academic Competencies (Eds.), *Educational policy and reform in a global age: Cross-cultural perspectives*. Tokyo, Japan: Center for Research of Core Academic Competencies, University of Tokyo.
- Berliner, D. C. (2005). The place of process-product research in developing the agenda for research on teacher thinking. In P. M. Denicolo & M. Kompf (Eds.), *Teacher thinking and professional action* (pp. 3-16). London: Routledge. (Reprint of earlier article.)
- Berliner, D. C. (2004). If the underlying premise for no child left behind is false, how can that act solve our problems? (pp. 167-184) In K. Goodman, P. Shannon, Y. Goodman & R. Rapoport (Eds.), *Saving our schools: The case for public education in America*. Oakland, CA: RDR Books.
- Berliner, D. C. (2004). Expert teachers: Their characteristics, development and accomplishments. In R. Batllori i Obiols, A. E Gomez Martinez, M. Oller i Freixa & J. Pages i Blanch (eds.), *De la teoria....a l'aula: Formacio del professorat ensenyament de las ciències socials* (pp. 13-28). Barcelona, Spain: Departament de Didàctica de la Llengua de la Literatura I de les Ciències Socials. Universitat Autònoma de Barcelona.
- Berliner, D. C. (2003). Toiling in Pasteur's Quadrant: The Contributions of N. L. Gage to Educational Psychology. In B. Zimmerman and D. Schunk (Eds.), Educational psychology : A century of contributions. Mahwah, NJ: Earlbaum.
- Berliner, D. C. (2002). In Search of Warrant. In M. P. Wolfe and C. Pryor (Eds.), *The Mission of the Scholar: Essays in Honor of Nelson Haggerson*.
- Berliner, D. C., & Biddle, B. J. (2000). Why Now? [Reprint of Chapter 4, from The Manufactured Crisis] In R. Arnum and I. Beattie (Eds.). The structure of schooling: Readings in the sociology of schooling. (pgs. 502-514): Mt. View, CA: Mayfield publishing.
- Strauss, S., Dorit, R., Zelcer, H., & Berliner, D.C. (1999). Relations between teachers' subject matter knowledge about written language and their mental models about children's learning. In T. Nunes (Ed.), Neuropsychology and cognition, Volume 17. Boston: Kluwer Academic Publishers.
- Berliner, D. C. (1999). Developing a commitment to social justice in teacher education. In R. Stevens (Ed.), Teaching in American schools: A festschrift to honor Barak Rosenshine. Upper Saddle River, NJ: Prentice-Hall.
- Berliner, D. C., & Biddle, B. J. (1998). The lamentable alliance between the media and school critics. In G. Maeroff (Ed.), Imaging education: the media and schools in America. New York: Teachers College Press.
- Berliner, D. C. (1997). Educating teachers to be strong professionals: An essay on teacher education and the development of a commitment to social justice. In N. Ephraty and R. Lidor (eds.), Proceedings of the second international conference on teacher education (pp. 69-84). Netanya, Isreal: Mofet Institute at Zinman College, Wingate Institute.
- Casanova, U., & Berliner, D. C. (1997). La investigación educativa en los Estados Unidos: el último cuarto de siglo. Investigación educativa, 312, 43-80.
- Barone, T. E., Berliner, D. C., Blanchard, J., Casanova, U., & McGowan, T. (1996). The future of teacher education. In John Sikula (Ed.), The handbook of research in teacher education (2nd ed.). New York: Macmillan.
- Berliner, D. C., & Calfee, R. C. (1996). Afterword. In D. C. Berliner & R. C. Calfee (Eds.), The handbook of educational psychology (Chapter 33, pp. 1020-1022).

- New York: Macmillan.
- Calfee, R. C. and Berliner, D. C. (1996). Introduction to a dynamic and relevant educational psychology. In D. C. Berliner & R. C. Calfee (Eds.), The handbook of educational psychology (Chapter 1, pp. 1-11). New York: Macmillan.
- Berliner, D. C. (1995). The development of pedagogical expertise. In Ping-kee Siu and Tim-kui Peter Tam (Eds.), Quality in education: Insights from different perspectives (pp.1-14). Hong Kong: Hong Kong Educational Research Association.
- Berliner, D. C. (1994). Teacher expertise. In Torsten Husèn and T. Neville Postlethwaite (Eds.), The international encyclopedia of education (2nd ed.) (Vol. 10, pp. 6020-6026). London: Pergamon.
- Berliner, D. C. (1994). Expertise: The wonders of exemplary performance. In John N. Mangieri and Cathy Collins Block (Eds.), Creating powerful thinking in teachers and students (pp. 141-186). Ft. Worth, TX: Holt, Rinehart and Winston.
- Berliner, D. C. (1994). A postscript on creating powerful thinkers. In John N. Mangieri and Cathy Collins Block (Eds.), Creating powerful thinking in teachers and students. Ft. Worth, TX: Holt, Rinehart and Winston.
- Berliner, D. C. (1994). Developmental stages in the lives of early childhood educators. In Stacie G. Griffin and David E. Day (Eds.), New perspectives in early childhood teacher education: Bringing practitioners into the debate. New York: Teachers College Press.
- Berliner, D. C. (1994). Teacher expertise. In B. Moon & A. S. Mayes (Eds.), Teaching and learning in the secondary school. London: Routledge/The Open University.
- Berliner, D. C. (1993). The science of psychology and the practice of schooling: The one hundred year journey of educational psychology from interest, to disdain, to respect for practice. In T. K. Fagan & G. R. VandenBog (Eds.), Exploring applied psychology: Origins and critical analysis: Master lecturers, 1992. Washington, D. C.: American Psychological Association.
- Berliner, D. C. (1993). Mythology and the American System of education. In S. Elam (Ed.), The state of the nation's public schools. Bloomington, IN: Phi Delta Kappa.
- Berliner, D. C. (1992). The nature of expertise in teaching. In F. K. Oser, A. Dick and J-L. Patry (Eds.), Effective and responsible teaching: The new synthesis. San Francisco, CA: Jossey Bass.
- Berliner, D. C. (1992). Seven things on my mind about teacher evaluation. In Current topics in teacher certification testing. Amherst, MA: National Evaluation Systems.
- Berliner, D. C. (1990). What's all the fuss about instructional time? In M. Ben-Peretz and R. Bromme (Eds.), The nature of time in schools. New York: Teachers College Press.
- Berliner, D. C. (1990). Research on teaching and educational policy. In L. R. Marcus and B. D. Stickney (Eds.), Politics and policy in the age of education. Springfield, IL: Charles C. Thomas.
- Berliner, D. C. (1989). The place of process-product research in developing the agenda for research on teacher thinking. In J. Lowyck and C. Clark (Eds.), Teacher thinking and professional action. Leuven, Belgium: Leuven University Press.
- Berliner, D. C. and Carter, K. J. (1989). Differences in processing classroom information by expert and novice teachers. In J. Lowyck and C. Clark (Eds.), Teacher thinking and professional action. Leuven, Belgium: Leuven University Press.



- Berliner, D. C. (1989). Una aportación de la ciencias de laboratorio a los programas de la formación de profesorado. In P. S. deVincente Rodriguez, O. S. Barrio, and M. L. Delgado (Eds.), La formación de los profesores. Granada, España: Universidad de Granada.
- Berliner, D. C. (1989). Furthering our understanding of motivation and environments. In C. Ames and R. Ames (Eds.), Research on motivation in education, Vol. 3: Goals and cognitions. San Diego, CA: Academic Press.
- Berliner, D. C. (1989). Implications of studies of expertise in pedagogy for teacher education and evaluation. In New directions for teacher assessment. Princeton, NJ: Educational Testing Service.
- Berliner, D. C., Stein, P., Sabers, D., Clarridge, P. B., Cushing, K. S. and Pinneger, S. (1988). Implications of research on pedagogical expertise and experience for mathematics teaching. In D. Grouws and T. J. Cooney (Eds.), Effective mathematics teaching (pp. 67-95). Reston Virginia: L. Erlbaum Associates/ National Council of Teachers of Mathematics.
- Berliner, D. C. (1988). Effective classroom management and instruction: A knowledge base for consultation. In J. L. Graden, J. E. Zins and M. J. Curtis (Eds.), Alternative educational delivery systems: Enhancing instructional options for all students. Washington, D. C. National Association of School Psychologists.
- Berliner, D. C. (1988). The half-full glass: A review of research on teaching. In E. L. Meyen, G. A. Vergason, and R. J. Whelan (Eds.), Effective instructional strategies. Denver CO: Love publishing (Reprint).
- Berliner, D. C. (1987). But do they understand? In V. Richardson-Koehler (Ed.), Educators' handbook. White Plains, NY: Longman.
- Berliner, D. C. (1987). Ways of thinking about students and classrooms by more and less experienced teachers (pp 60-83). In J. Calderhead (Ed.), Exploring teachers' thinking. London: Cassell.
- Berliner, D. C. (1987). Knowledge is power: A talk to teachers about a revolution in the teaching profession. In D. C. Berliner and B. Rosenshine (Eds.), Talks to teachers. New York: Random House.
- Berliner, D. C. (1987). Simple views of effective teaching and a simple theory of classroom instruction. In D. C. Berliner and B. Rosenshine (Eds.), Talks to teachers. New York: Random House.
- Berliner, D. C. (1986). De predicir la eficacia docente a comprender a los profesores eficaces: Cambios de dirección en la investigación de la enseñanza. In L. M. Villar Angulo (Ed.), Pensamientos de los profesores y toma de decisiones. Sevilla, España: Universidad de Sevilla.
- Berliner, D. C. (1986). Catastrophes and interactions: Comments on "the mistaken metaphor." In C. June Maker (Ed.), Critical issues in gifted education. Rockville, MD; Aspen Publishers.
- Berliner, D. C. (1985). Effective classroom teaching: The necessary but not sufficient condition for developing exemplary schools. In G. Austin & H. Garber (Eds.), Research on exemplary schools. New York: Academic Press.
- Berliner, D. C. (1985). The clinical educational psychologist: Scientist and practitioner. In J. R. Bergan (Ed.), School psychology in contemporary society. Columbus, OH: Charles E. Merrill.

- Berliner, D. C. (1985). How is adaptive education like water in Arizona? In M. C. Wang & H. J., Walberg (Eds.), Adapting instruction to individual differences. Berkeley: McCutchen.
- Berliner, D. C. & Fisher, C. W. (1985). One more time. In C. W. Fisher & D. C. Berliner (Eds.), Perspectives on instructional time. New York: Longman.
- Berliner, D. C. (1984). The executive functions of teaching. In J. Osborn, P. T. Wilson, & R., C. Anderson, (Eds.), Reading education: Foundations for a literate America. Lexington, MA: Lexington Books. (Reprinted in L.W. Anderson, (Ed.) (1989), The effective teacher. New York: Random House.)
- Berliner, D. C. (1984). The half-full glass: A review of research on teaching. In P. L. Hosford (Ed.), Using what we know about teaching. Alexandria, VA: Association for Supervision and Curriculum Development.
- Berliner, D. C. (1983). Educational psychology. In Funk and Wagnalls New Encyclopedia, Volume 9. New York: Funk & Wagnalls.
- Berliner, D. C. (1983). Training teachers for their executive functions. In P. Tamir, A. Hofstein, & M. Ben-Peretz (Eds.), Preservice and inservice education of science teachers. Rehovot, Israel: Balban International Science Service.
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### **Non Refereed Articles, Technical Reports, and Selected Presentations**

- Berliner, D. C. (2008, January 31). *The effects of high-stakes testing on educators and indicators: A warning for Canada*. Invited speaker, College of Education, McGill University, Montreal Canada.
- Berliner, D. C. (2008, February 12). *The effects of high-stakes testing on the economy and the educational system: Wicked policy for Massachusetts and the nation*. Invited speaker, Boston College, Boston MA.
- Berliner, D. C. (2008, February). *The quality and the power of educational research*. Invited speaker, University of Istanbul, Hasan Ali Yücel College of Education, Istanbul, Turkey, February 21, 2008.
- Berliner, D. C. (2008, February). *What we know about expert teachers*. Invited speaker, College University of Ankara, Ankara, Turkey, February 28, 2008.
- Berliner, D. C. (2008, April). *The unintended effects of high-stakes testing and accountability*. Paper presented at the Danish School of Education, Copenhagen, Denmark, April 03, 2008.
- Berliner, D. C. (2008, September). *How high-stakes testing narrows curriculum and reduces the chances for successful competition in the 21<sup>st</sup> century economy: A USA calamity in the making*. Paper presented at the meetings of the International Sociological Association, Barcelona, Spain, September 6, 2008.

- Berliner, D. C. (2008, November). *The development of expertise in pedagogy*. Invited address at Al-Quesami College, Baqa El-Garbiah, Israel, November 11, 2008.
- Berliner, D. C. (2008, November). *How rational responses to high-stakes testing damage a nation's future: Lessons from the USA and elsewhere*. Invited Symposium in honor of Professor Sidney Strauss, Tel Aviv University, Tel Aviv, Israel, November 13, 2008.
- Kulkarni, R. & Berliner, D. C. (2007). *Vouchers and Charter Schools: Examining the Recent Evidence on School Choice as a Method to Improve School Achievement*. Policy Brief, prepared for Americans United for Separation of Church and State, Washington DC.
- Berliner, D. C. (2007). The poverty of reform. *Educational Echoes*, December, 2007, 92-99.  
 92-דצמבר, 2007, עמ' 99, הד החינוך דייווד ברלינר, "דלות הרפורמה",
- Berliner, D. C. (2007, July 21). *Unimaginative curriculum, instruction, and assessments: The consequences of America's No Child Left Behind act*. Keynote presentation at the Conference on Imagination in Education, Simon Fraser University, Vancouver, Canada.
- Berliner, D. C. (2007, September 25). *Do high-stakes tests limit economic development? The beginning of a long-term natural longitudinal study*. Keynote speaker at the Berufsbildungsforschung für den internationalen Vergleich und im Internationalen Vergleich ( International Conference on Research on Vocational Education and Training for International Comparison and as International Comparison). Georg-August Universität, Göttingen, Germany
- Berliner, D. C. (2007, October 10). *The Effects of High-Stakes Testing on the Economy, Teachers in Impoverished Schools and Children of Poverty*. Invited address, Conference on Critical Pedagogy: Teacher preparation in California's unique context. California State University at Fresno, Fresno, CA.
- Berliner, D. C. (2007, October 30). *The changes brought about by high-stakes testing*. Invited paper delivered at the Conference on Education on the occasion of the retirement of Professor Gavriel Salomon, College of Education, University of Haifa, Mt. Carmel Campus, Haifa, Israel, October 30, 2007.
- Berliner, D. C. (2007, November, 29). *How high-stakes testing inevitably corrupts our indicators and our educators*. Invited address, annual meeting of the National Reading Conference, Austin, TX, November 29, 2007.
- Berliner, D. C. (2006, March). Lessons learned from an externally imposed high-stakes accountability system: The troubling case of the USA. Keynote speaker, German Association for Educational Science (Deutsche Gesellschaft für Erziehungswissenschaft, the DGfE) and the University of Frankfurt, Frankfurt am Main, March 20, 2006.
- Berliner, D. C. (2006, April). Protecting the public interest: What research has to say to the next generation of policymakers. Paper presented at the meetings of the American Educational Research Association, San Francisco, CA, April 7, 2006.
- Berliner, D. C. (2006, April). Research in the public interest: Scholars as public intellectuals. Paper presented at the meetings of the American Educational Research Association, San Francisco, CA, April , 2006.
- Beardsly, A. A. & Berliner, D. C. (2006, April). The Residual Effects of National Board Certified Teachers. Paper presented at the meetings of the American Educational Research Association
- Ganesh, A. & Berliner, D. C. (2006, April). What do positive high correlations of teacher

- ranking with students actual standardized test scores mean? Paper presented at the meetings of the American Educational Research Association, San Francisco, CA, April 9, 2006.
- Berliner, D. C. (April, 2005). AERA Distinguished Lecture. Presidential Invited Session. Ignoring the forest, blaming the trees: Our impoverished view of educational reform. Paper presented at the meetings of the American Educational Research Association, Montreal, Canada
- Berliner, D. C. (2005, September). *The state versus the poor: Inequality in education and its origins*. Paper presented at the international colloquium on liberal education, Liberal Institute, Freidrich Naumann Foundation, Potsdam, Germany, September 2-4.
- Berliner, D. C. (2005, October). The development of expertise. Invited address to V. Országos Neveléstudományi Konferencia, Magyar Tudományos Akadémia, Budapest, Hungary, October 6-8.
- Ganesh, A. & Berliner, D. C. (2005, August). *Investigating the meaning of positive high correlations: Teachers ranking with students actual standardized test scores*. Paper presented at the meetings of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Ganesh, T & Berliner, D. C. (2005, August). *Practices of Computer Use in Elementary Education: Perceived and Missed Opportunities*. Paper presented at the meetings of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Nichols, S. N. & Berliner, D. C. (2005). The inevitable corruption of indicators and educators through high-stakes testing. Tempe, AZ: College of Education, Education Policy Studies Laboratory Report EPSL-0503-101-EPRU. Retrieved April 6, 2005 from: <http://www.asu.edu/educ/epsl/EPRU/documents/EPSL-0503-101-EPRU.pdf>
- . Berliner, David C. (2004, June). *The dangers of high-stakes testing*. Invited colloquium, University of Fribourg, Fribourg, Switzerland.
- Berliner, David C. (2004, August). *High-stakes testing and academic achievement*. Invited presentation at the conference on International Perspectives on School Accountability, Bodo University College, Bodo, Norway.
- Berliner, D. C. (2004, October). High-Stakes testing and Their Consequences. Invited speaker, James Cooper and University of Virginia Bicentennial Lecturer. Charlottesville, VA: Curry School, University of Virginia.
- Ganesh, T., & Berliner, D. C. (2004, April). Practices of computer use in elementary education: perceived and missed opportunities. Roundtable presented at the meetings of the American Educational Research Association, San Diego, CA.
- Amrein, A. & Berliner, D. C. (2003, Winter). The testing divide: New research on the intended and unintended impact of high-stakes testing. A brief summary published in *Peer Review*, 5(2), 31-32.
- Amrein, A. & Berliner, D. C. (2003, April). *A state-by-state analysis of the impact of high-stakes accountability policies on academic performance*. Paper presented at the meetings of the American Educational Research Association, Chicago, IL.
- Amrein, A. & Berliner, D. C. (2003, April). *High school graduation exams-The dropout rate, the graduation rate, and the rate by which students take the general education diploma (GED)*. Paper presented at the meetings of the American Educational Research Association, Chicago, IL.
- Berliner, D. C. (2003, April). *How American business misunderstands the real problems of*



- American education*. 2003 Brock Prize Laureate Public Lecture, University of Tulsa, Tulsa, OK.
- Berliner, D. C. (2003, April). *Easy to do and hard to do research*. Paper presented at the John Dewey Society Symposium, American Educational Research Association, Chicago, IL.
- Berliner, D. C. (2003, April). *Getting It Wrong: Business solutions to problems of educational equity*. Invited Speaker, The William Self Equity Lecture, School of Education, University of North Carolina, Chapel Hill NC.
- Berliner, D. C. (2003, April). *Heisenberg, high-stakes testing, and the honor of teachers*. Invited lecture, School of Education, Stanford University, Stanford, CA.
- Berliner, D. C. (2003, May). *The quality of public education in the United States*. Colloquium, Universitat Autònoma de Barcelona, Barcelona, Spain.
- Berliner, D. C. (2003, May). *Per què és important defensar l'escola pública?* Symposium participant, Universitat de Barcelona, Barcelona, Spain.
- Berliner, D. C. (2003, August). *The dangers of some alternative pathways to teacher certification*. Paper presented at the European Association for Learning and Instruction, Padua, Italy.
- Berliner, D. C. (2003, August). *Professional development of teachers in the USA: How to do it wrong*. Paper presented at the European Association for Learning and Instruction, Padua, Italy.
- Berliner, D. C. (2003, September). *Some Consequences of High-Stakes Testing*. Paper presented to the faculty of the Graduate School of Education, Leiden University, The Netherlands.
- Berliner, D. C. (2003, October). *Learning about learning from expert teachers*. Paper presented to the Dutch Educational Research Association, Utrecht, The Netherlands.
- Berliner, D. C. (2003, October). *The development of expertise and the validity of the concept*. Paper presented at the Catholic University of Leuven, Leuven, Belgium.
- Berliner, D. C. (2003, October). *Anticipated and unanticipated effects of high-stakes testing*. Paper presented at the Catholic University of Leuven, Leuven, Belgium.
- Berliner, D. C. (2003, November). *Increasing uncertainty and the collateral damage associated with high-stakes testing*. Paper given at the conference on The Science and Politics of Accountability in Public Education, Simon Fraser University, Vancouver, Canada.
- Amrein, A. L. & Berliner, D. C. (2002, April). High Stakes States Burning at the High Stakes Stake: An Archival Time Series Study of the Effects of High Stakes Testing. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Amrein, A. L. & Berliner, D. C. (2002, February). The positive and negative consequences of high school graduation exams: An archival time series. Paper presented at the meetings of the Sociology of Education Conference, Monterey, CA.
- Berliner, D. C. (2002, April). The business community and American education: Fundamental conflicts. Keynote address, National Association for Research on Science Teaching, New Orleans, LA.
- Berliner, D. C. (2002, March). What business ought to be concerned about in American education. Paper presented in the Odyssey Lecture Series on The Citizen, California State University, Long Beach, CA.
- Biddle, B. J. & Berliner, D. C. (2002). *Small classes and their effects*. New York: Rockefeller Foundation. Retrieved 12/17/02 from <http://edpolicyreports.org/>
- Biddle, B. J. & Berliner, D. C. (2002). *Unequal funding for schools in America*. New York:

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- Berliner, D. C. (March, 2001). Business and education: A Problematic relationship. The Horace Mann Lecturer, University of Pittsburgh, Pittsburgh, PA.
- Berliner, D. C. (March, 2001). What business ought to be concerned about in American education. The John Dewey Society Lecturer, Association for Supervision and Curriculum Development, Boston, MA.
- Berliner, D. C. (April, 2001). Democracy and education: Losing the battle. The John Dewey Lecture, American Educational Research Association, Seattle, WA.
- Laczko, I. & Berliner, D. C. (April, 2001). Does certification matter? An analysis of student achievement on the Stanford nine. Paper presented at the meetings of the American educational Research Association, Seattle, WA.
- Berliner, D.C. (2000, January). Business and education: differing views of the world. Invited speaker at the conference RACE 2000, College of Education, Arizona State University, Tempe, AZ.
- Berliner, D.C. (2000, January). Knowledge is power: A talk to teachers about the scientific basis of teaching practice. Invited lecturer, meetings of the American School Federation, Caracas, Venezuela.
- Berliner, D.C. (2000, April). The tension between business and education over the public schools. James P. Curtis Lecturer, University of Alabama, Tuscaloosa, AL.
- Berliner, D.C. (2000, April). Bashing teacher education-A response to the critics. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Berliner, D.C. (2000, April). The silence of the lambs: What business is doing to our schools. Charles De Garmo Invited Address, American Educational Research Association, New Orleans, LA.
- Berliner, D.C. (2000, April). Educational research and the next millennium. Invited address, American Educational Research Association, New Orleans, LA.
- Berliner, D.C. (1999, January). How the press distorts what happens in education. Invited University Lecturer, College of Education, University of Utah, Salt Lake City, UT.
- Berliner, D.C. (1999, August). Studies of expert teachers. Keynote speaker: United Nations (UNESCO) International Conference on Educational Research, Shenzhen, China.
- Berliner, D.C. (1999, November). Education and the business community. Keynote speaker, National Council of the Social Studies, Orlando, FL.
- Berliner, D.C. (1999, December). How the press distorts education. Keynote speaker at the meetings of the Arizona School Boards Association, Scottsdale, AZ.
- Berliner, D. C. (1998, February). Education and the Christian Right. J. Lloyd Trump lecture at the National Association of Secondary School Principals, San Diego, CA.
- Berliner, D. C. (1998, March). Cognitive style, learning and educational policy: The search for practical guidance amidst interesting findings. Keynote presentation, Conference on Instructional Styles and learning University of Murcia, Murcia, Spain.
- Berliner, D. C. (1997). Voice Training. Review (Newsletter of the University Council for Educational Administration), 37, 1, 9, 11, 14.

- Berliner, D. C. (1997, March). If it bleeds, it leads: The natural alliance between school critics and the media. Invited address presented at the meetings of the American Educational Research Association, Chicago, IL.
- Berliner, D. C. (1997, August). The Christian right and psychological science. (Invited address, division 2.) Paper given at the meetings of the American Psychological Association, Chicago, IL.
- Berliner, D. C. (1997). Forward to R. V. Bullough and K. Boughman First year teacher, eight years later. New York: Teachers College Press.
- Berliner, D. C. (1997, February). The manufactured crisis in education. The Ira Gordon Lecturer, University of North Carolina at Chapel Hill.
- Berliner, D. C. (1997, February). Manufacturing a crisis in education (Key-note Speaker). Eastern Educational Research Association, Hilton Head, South Carolina.
- Berliner, D. C. (1997, February). How good are America's schools? The Glen Nicholson Memorial Lecturer, University of Arizona, Tucson AZ.
- Berliner, D. C. (1996, June). Teacher education and social justice (Keynote Speaker). Paper presented at the MOFET Conference on Teacher Education, Netanya, Israel.
- Berliner, D. C. (1996, August). Educational psychology meets the Christian Right: Differing views of development, schooling, teaching, and learning. 1996 E. L. Thorndike Award Address. Paper presented at the meetings of the American Psychological Association, Toronto, Canada.
- Berliner, D. C. (1996, October). Confronting the myths. Paper presented at the University Council for Educational Administration, Louisville, KN.
- Berliner, D. C. (1996, November). The dismantling of public education (Invited address). Paper presented at the meetings of the National Council of Teachers of English, Chicago, IL.
- Berliner, D. C. (1994, April). Some thoughts on why the textbook in educational psychology will be around after we all are gone. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Stark, C. & Berliner, D. C. (1994, April). An experimental study of the ability of novice and experienced teachers to comprehend classroom interaction. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Berliner, D. C. (1994, August). Education as intervention: How good are the American schools? Paper presented at the meetings of the American Psychological Association (Featured Scientist, Science Weekend Program), Los Angeles, CA.
- Berliner, D. C. (1994, August). What do we know about expert teachers? Paper presented at the meetings of the American Psychological Association (Division 15 Presidential Speech), Los Angeles, CA.
- Berliner, D. C. (1994, July). Assessing the skills of expert pedagogues. Paper presented at the meetings of the International Association of Applied Psychology, Madrid, Spain.
- Powell, J. H., Berliner, D. C., & Casanova, U. (1992). Empowerment through collegial study groups. Contemporary Education, 63, 281-284.
- Berliner, D. C. (1992). Redesigning classroom activities for the future. Educational Technology, 32(10), 7-13.
- Berliner, D. C. (1992, February). Educational reform in an era of disinformation. Paper presented at the meetings of the American Association of Colleges for Teacher Education, San Antonio, TX.

- Berliner, D. C. (1992, April). Hard work made to look easy: Expertise in teaching physical education and other subjects. R. Tait MacKensie Lecturer, at the meetings of the American Academy of Physical Education and the American Alliance for Health, Physical Education, Recreation and Dance, Indianapolis, IN.
- Berliner, D. C. (1992, August). The science of psychology and the practice of schooling: The one hundred year journey of educational psychology from interest, to disdain, to respect for practice. Master Lecture, Centennial Celebration Invited Address, presented at the meetings of the American Psychological Association, Washington, D.C.
- Berliner, D.C., (1992, September). The teaching of concepts and the development of respect for different cultures in an educational psychology course. Paper presented at the meetings of the Association for Teacher Education in Europe, Lahti, Finland.
- Berliner, D. C. (1992, May). Perception and performance among expert pedagogues. Paper presented at the meetings of the National Arts Education Association, Phoenix, AZ.
- Mullholland, L. and Berliner, D. C. (1992, April). Teacher experience and the estimation of student achievement. Paper presented at the meetings of the American Educational Research Association, San Francisco, CA.
- Berliner, D. C. (1991, August). Panelist and chair of symposium titled: If they called, what would we say? Educational Psychology's answer to school reform. Paper presented at the meetings of the American Psychological Association, San Francisco, CA.
- DiGangi, S. A., Faykus, S. P., Powell, J. H., Wallin, M. B., & Berliner, D. C. (1991, August). Novice and experienced teachers' decisions about grading. Paper presented at the meetings of the American Psychological Association, San Francisco, CA.
- Berliner, D. C. (1991, April). A framework for evaluating professional development activities. Paper presented at the meetings of the American Educational Research Association, Chicago, IL.
- Berliner, D. C. (1991, March). The nature and nurturance of pedagogical expertise. Paper presented at the meetings of the Association for Supervision and Curriculum Development, San Francisco, CA.
- Berliner, D. C. (1990, September). Characteristics of experts in the pedagogical domain. Paper presented at the International Conference on Effective and Responsible Teaching, University of Fribourgh, Fribourgh, Switzerland.
- Berliner, D. C. (1990, August). Pioneers in educational psychology: Nathaniel L. Gage. Paper presented at the meetings of the American Psychological Association, Boston, MA.
- Berliner, D.C. (1990, January). Classroom research and politics: Implications for Policy. Paper presented at the annual conference on issues and trends in educational leadership, Colorado Springs, CO.
- Berliner, D. C. (1990). Helping kids learn how to learn. Instructor, 99(5), 16-17.
- Berliner, D. C. (1990). Rethinking intellectual aptitude. Instructor, 99(6), 16-17.
- Berliner, D. C. (1990). Creating the right environment for learning. Instructor, 99(7), 16-17.
- Berliner, D. C. (1990). The case for peer tutoring. Instructor, 99(8), 16-17.
- Berliner, D. C. (1990). What research says about reading aloud. Instructor, 99(9), 39.
- Berliner, D. C., Spencer, D. A., & DiGangi, S. A. (1990, June). Student and teacher survey results: Learning and instruction. Technical Report No. 1006. South Mountain Research Project. Tempe, AZ: College of Education, Arizona State University.

- DiGangi, S. A., Faykus, S. P., & Berliner, D. C. (1990, April). An analysis of expert and novice decision-making in referral for special education. Paper presented at the meetings of the American Educational Research Association, Boston, MA.
- DiGangi, S. A., Spencer, D. A., & Berliner, D. C. (1990, June). Student and teacher survey results: Safe and orderly campus environment. Technical Report 1004. South Mountain Research Project. Tempe, AZ: College of Education, Arizona State University.
- DiGangi, S. A., Spencer, D. A., & Berliner, D. C. (1990, June). Student and teacher survey results: Parent and community involvement. Technical Report 1007 South Mountain Research Project. Tempe, AZ: College of Education, Arizona State University.
- DiGangi, S. A., Faykus, S. P., & Berliner, D. C. (1990, June). An exploratory analysis of pedagogical knowledge and teacher decision making. Paper presented at the meetings of the American Psychological Society, Dallas, TX.
- Faykus, S. P., DiGangi, S. A., & Berliner, D. C. and Powell, J. H. (1990, April). Grade retention: Decision analysis of expert/novice psychologists and teachers. Paper presented at the meetings of the National Association of School Psychologists, San Francisco, CA.
- Faykus, S. P., DiGangi, S. A., & Berliner, D. C. (1990, October). Teachers' selection of intervention strategies for adolescents with behavioral problems: Similarities and differences across level of expertise. Paper presented at the National Adolescent Conference: Programming for Adolescents with Behavioral Disorders V, Miami, FL.
- Faykus, S. P., DiGangi, S. A., & Berliner, D. C. (1990, November). Teachers' Repertoire of alternative behavioral interventions: Examining the decision making process across level of experience and expertise. Paper presented at the meetings of the National Teacher Educators of Children with Behavioral Disorders, Tempe, AZ.
- Hammrich, P. L., Bonozo, J., & Berliner, D. C. (1990, August). Schema differences among expert and novice teachers in reflection about teaching. Paper presented at the meetings of the American Psychological Association, Boston, MA.
- Haminrich, P. L., Bonozo, J., & Berliner, D. C. (1990, August). Expert and novice differences in evaluating teaching performance. Paper presented at the meetings of the American Psychological Association, Boston, MA.
- Rottenberg, C. J., & Berliner, D. C. (1990, April). Expert and novice teachers' conceptions of common classroom activities. Paper presented at the meetings of the American Educational Research Association, Boston, MA.
- Spencer, D. A., DiGangi, S. A., & Berliner, D. C. (1990, October). Adolescents at-risk: Student and teacher perceptions of safety on a high school campus. Paper presented at the meetings, of the National Adolescent Conference. Programming for Adolescents, with Behavioral Disorders V, Miami, FL.
- Spencer, D. A., DiGangi, S. A., & Berliner, D. C. (1990, June). Student and teacher survey results: Leadership and rule enforcement. Technical Report 1005. South Mountain Research Project. Tempe, AZ: College of Education, Arizona State University.
- Spencer, D. A., DiGangi, S. A., & Berliner, D. C. (1990 June). Student and teacher survey results: Quality of campus life. Technical Report 1008. South Mountain Research Project. Tempe, AZ: College of Education, Arizona State University.
- Stader, E., Colyar, T., & Berliner, D. C. (1990, April). Expert and novice teacher's ability to judge student understanding. Paper presented at the meetings of the American Educational Research Association, Boston, MA.

- Berliner, D. C. (1989, August). Expert knowledge in the pedagogical domain. Paper presented at the meetings of the American Psychological Association, New Orleans, LA. (Invited address of the Association for the Science Weekend program, featuring models of human competence and performance).
- Berliner, D. C. (1989, April). Some thoughts about validity in qualitative research. Paper presented at the meetings of the American Educational Research Association, San Francisco, CA.
- Berliner, D. C. (1989, December). Development of expertise among mathematics instructors, (The John Wilson Memorial Lecture). Paper presented at the meetings of the Research Council for Diagnostic and Prescriptive Teaching, College Station, TX
- Berliner, D. C. (1989). Increasing scientific literacy means teaching it. Instructor, 98(5), 14-15.
- Berliner, D. C. (1989). Changing minds to change behavior. Instructor, 98(6), 20-21.
- Berliner, D. C. (1989). Play is the work of childhood. Instructor, 98(7), 22-23.
- Berliner, D. C. (1989). Is your classroom learning oriented? Instructor, 98(8), 14-15.
- Berliner, D. C. (1989). Being the teacher helps students learn. Instructor, 98(9), 12-13.
- Berliner, D. C. (1989). Creating better school citizens. Instructor, 99(2), 24-25.
- Berliner, D. C. (1989). Effective schools: Teachers make the difference. Instructor, 99(3), 14-15.
- Berliner, D. C. (1989). How children think about mathematics. Instructor, 99(4), 14-15.
- Cushing, K. S., Sabers, D., & Berliner, D. C. (1989, January). Expert-novice research studies: Implications for teacher empowerment. Paper presented at the annual conference on issues and trends in educational leadership, Colorado Springs, CO.
- Dunkel, P., Mishra, S., & Berliner, D. (1989). Effects of note taking, memory, and language proficiency on lecture learning for native and nonnative speakers of English. TESOL Quarterly, 23, 543-549.
- Faykus, S. P., DiGangi, S. A., & Berliner, D. C. (1989, November). The role of teacher cognition in the identification of students with behavioral disorders. Paper presented at the conference on severe behavior disorders of children and youth, Tempe, AZ.
- Gage, N. L., & Berliner, D. C. (1989). Nurturing the critical, practical, and artistic thinking of teachers. Phi Delta Kappan, 71, 212-214.
- Berliner, D. C. (1988, August). What's all the fuss about instructional time? Paper presented at the meetings of the American Psychological Association, Atlanta, GA.
- Berliner, D. C. (1988). The development of expertise in pedagogy. Washington, D. C.: American Association of Colleges for Teacher Education. (Originally presented as the Charles W. Hunt Memorial lecture at the meetings of the American Association of Colleges of Teacher education, New Orleans, LA., February 17, 1988).
- Berliner, D. C. (1988). Implications of studies of expertise in pedagogy for teacher education and evaluation. Paper presented at the 1988 Educational Testing Service Invitational Conference, New York.
- Berliner, D. C. (1988, April). Memory for teaching events as a function of expertise. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Sabers, D., Cushing, K. S., & Berliner, D. C. (1988, April). Expertise in teaching: The student perspective. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.

- Stein, P., & Berliner, D. C. (1988, April). Expert, novice and postulant teachers' thoughts during teaching. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Clarridge, P. B., Stein, P., & Berliner, D. C., (1988, April). Lesson planning by expert, novice and postulant teachers. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Clarridge, P. B., & Berliner, D. C. (1988, April). Perceptions of student behavior as a function of expertise. Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.
- Berliner, D. C. (1988). Peer tutoring: A new look at an old practice. Instructor, 97(5), 14-15.
- Berliner, D. C. (1988). Are your kids getting the most from their writing revisions? Instructor, 97(6), 20-21.
- Berliner, D. C. (1988). Are schools hampering language competency? Instructor, 97(7), 14-15.
- Berliner, D. C. (1988). How do we balance test anxiety and achievement? Instructor, 97(8), 14-15.
- Berliner, D. C. (1988). Should we raise the reading speed limit? Instructor, 97(9), 14-15.
- Berliner, D. C. (1988). Getting the best estimate of learning potential. Instructor, 98(2), 16-17.
- Berliner, D. C. (1988). Are grades undermining motivation? Instructor, 98(3), 18-19.
- Berliner, D. C. (1988). When are two heads better than one? Instructor, 98(4), 22-23.
- Berliner, D. C. (1987, March). A laboratory science component for teacher education programs. Paper presented at the meetings of the Association of Teacher Educators, Houston, Texas.
- Berliner, D. C. (1987, April). Selecting for quality: What kinds of teachers do school districts seek or choose. Paper presented at the meetings of the American Educational Research Association, Washington, D.C.
- Berliner, D. C. (1987, April). Expert and novice interpretations of data. Paper presented at the meetings of the American Educational Research Association, Washington, D.C.
- Berliner, D. C. (1987, August). New knowledge for new roles: Research on teaching. Invited address presented at the meetings of the American Psychological Association, New York.
- Berliner, D. C. (1987, August). The difference between physics, biology and pedagogical laboratories. Paper presented at the meetings of the American Psychological Association, New York.
- Cushing, K. S., Sabers, D., Stein, P., Clarridge, P. B., & Berliner, D. C. (1987, April). Expertise in teaching: Some hypotheses about the nature of pedagogical expertise for teachers of secondary science. Paper presented at the meetings of the National Association for Research in Science teaching, Washington, D.C.
- Woodin, B. McK., Carter, K., & Berliner, D. C. (1987, April). The nature of selection and judging for the teacher of the year award. Paper presented at the meetings of the American Educational Research Association, Washington, D. C.
- Wise, A. E., Darling-Hammond, L., Berliner, D. C., Haller, E., Schlechty, P., Berry, B., Praskae, A., & Noblit, G. (1987). Effective teacher selection: From recruitment to retention-case studies. Santa Monica CA: Rand Corp.
- Berliner, D. C. (1987). Retelling stories, boosts comprehension, Instructor, 96(7), 14-15.
- Berliner, D. C. (1987). What kind of resource is your resource room? Instructor, 96(8), 14-15.
- Berliner, D. C. (1987). Parents can be great summer tutors, Instructor, 96(9), 20-21.
- Berliner, D. C. (1987). Are we expecting enough effort from students? Instructor, 97(2), 16-17.

- Berliner, D. C. (1987). Are you helping boys outperform girls in math? Instructor, 97(3), 10-11.
- Berliner, D. C. (1987). How do we tackle kids' scientific misperceptions? Instructor, 97(4), 14-15.
- Berliner, D. C. (1986, June). From predicting teacher effectiveness to understanding effective teachers: Changes in the directions of research on teaching. Paper presented at the meeting of the First International Congress on Teacher Thinking and Decision-making, La Rabida, Heulva, Sevilla, Spain.
- Berliner, D. C. (1986, August). Teaching variables, academic achievement, and consultation by school psychologists. Paper presented at the meetings of the American Psychological Association, Washington, D. C.
- Berliner, D. C. (1986, October). The place of process-product research in developing the agenda for research on teacher thinking. Paper presented at the meetings of the International Study Association on Teacher Thinking (ISATT), Leuven, Belgium.
- Berliner, D. C., & Carter, K. J. (1986, October). Differences in processing classroom information by expert and novice teachers. Paper presented at the meetings of the International Study Association on Teacher Thinking (ISATT), Leuven, Belgium.
- Cushing, K., Carter, K., Sabers, D., & Berliner, D. C. (1986, August). Differences in visual information processing between expert, novice, and postulant teachers. Paper presented at the meetings of the American Psychological Association, Washington, D. C.
- Sabers, D., Carter, K., Cushing, K., Pinnegar, S., & Berliner, D. C. (1986, August). Saliency and utility of information for expert, novice, and postulant teachers. Paper presented at the meetings of the American Psychological Association, Washington, D. C.
- Berliner, D. C. (1986, January). Should you try reciprocal teaching? Yes! Instructor, 95(5), 12-13.
- Berliner, D. C. (1986, February). Should students be made test-wise? Instructor, 95(6), 22-23.
- Berliner, D. C. (1986, March). Use what kids know to teach the new. Instructor, 95(7), 12-13.
- Berliner, D. C. (1986, April). Do failing students benefit from being retained? Instructor, 95(8), 14-15.
- Berliner, D. C. (1986, May). How to make cross-age tutoring work. Instructor, 95(9), 14-15.
- Berliner, D. C. (1986, September). How to make a good impression every day. Instructor, 96(2), 12-13.
- Berliner, D. C. (1986, October). Does culture affect reading comprehension? Instructor, 96(3), 28-29.
- Berliner, D. C. (1986, November/ December). When kids "do seatwork," what do they do? Instructor, 96(4), 14-15.
- Berliner, D. C. (1985, September). A study of selection and retention of teachers in Mesa, Arizona. Prepared as a case study for the Rand Corporation, Washington, D. C.
- Berliner, D. C. (1985, April). Laboratory settings and the study of teacher education. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Berliner, D. C. (1985, September). Seven trends in American educational research. Invited presentation at the Central Institute for Educational Research, Beijing, China.
- Berliner, D. C. (1985, January). How memory works: Implications for teachers. Instructor, 94(5), 14-15.
- Berliner, D. C. (1985, February). What do we know about well managed classrooms? Instructor, 94(6), 14-15.



- Berliner, D. C. (1985, March). How appropriate are most teachers' assignments? Instructor, 94(7), 14-15.
- Berliner, D. C. (1985, April). Does ability grouping cause more problems than it solves? Instructor, 94(8), 14-15.
- Berliner, D. C. (1985, May). The field trip: Frill or essential? Instructor, 94(9), 14-15.
- Berliner, D. C. (1985, September). Can we help children stay enthusiastic about school? Instructor, 95(2), 12-13.
- Berliner, D. C. (1985, October). Is parent involvement worth the effort? Instructor, 95(3), 20-21.
- Berliner, D. C. (1985, November/ December). Why what you write on homework papers counts. Instructor, 95(4), 14-15.
- Ellis-Schwabe, K., Wagner, M. J., Pinnegar, S., & Berliner, D. C. (1985, August). Prediction of classrooms that are at-risk: Implications for staff development. Paper presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Berliner, D. C. (1984, September). Teacher efficacy: How can teachers make a difference? Instructor, 94(2), 12-13.
- Berliner, D. C. (1984, October). Instructional time: How can teachers manage it better? Instructor, 94(3), 14-15.
- Berliner, D. C. (1984, November/ December). Bilingual instruction: What strategies work best? Instructor, 94(4), 10-11.
- Berliner, D. C. (1984, April). Executive functions of teaching. Educational Digest, 2-5. (Reprint)
- Berliner, D. C. (1984, October). Reform in teacher education: The case for pedagogy. Paper presented at the meetings of the Land Grant Colleges and State University Deans of Education, Las Vegas, NV.
- Berliner, D. C. (1984, October). Contemporary teacher education: Timidity, lack of vision, and ignorance. Paper presented at the meetings of the National Academy of Education, Berkeley, CA.
- Berliner, D.C. (1983). The executive functions of teaching. Instructor, 93(2), 28-40.
- Berliner, D. C. (1983). If teachers were thought of as executives--implications for teacher preparation and certification. Washington, D. C. : Dingle Associates (ERIC Reprints ED 245 357).
- Berliner, D. C. (1983). The executive who manages classrooms. In B. J. Fraser (Ed.), Classroom management. Perth, Australia: Research Seminar and Workshop Series, Western Australian Institute of Technology.
- Berliner, D. C. (1983, January). Science teaching as executive behavior: Implications for teacher education. Paper presented at the Bat Sheva seminar on preservice and inservice education of science teachers. Weizmann Institute, Rehovot, and Hebrew University, Jerusalem, Israel.
- Berliner, D. C. (1983, July). Training teachers for decision-making. Paper presented at the meeting of the South Pacific Association of Teacher Education, Brisbane, Australia.
- Berliner, D. C. (1987, August). The difference between physics, biology and pedagogical laboratories. Paper presented at the meetings of the American Psychological Association, New York.
- Berliner, D. C. & Cahen, L. S. (1983, June). Teacher characteristics and behavior. In D. Mann & J. Lawrence (Eds.), A Delphi analysis of the instructionally effective school. Final Report: School Finance Project of the National Institute of Education. New York: Teachers College, Columbia University.

- Fenstermacher, G. D. & Berliner, D. C. (1983, July). A conceptual framework for the analysis of staff development. Santa Monica, CA: Rand Corporation.
- Berliner, D.C. (1982). Viewing the teacher as a manager of classrooms. Papers presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Berliner, D. C. (1978, April). Allocated time, engaged time, and academic learning time in elementary school mathematics instruction. Paper presented at the meeting of the National Council on Teaching Mathematics, San Diego.
- Berliner, D. C. (1978, May). Teaching and learning time in elementary school classrooms: Some findings from the California Beginning Teacher Evaluation Study. Paper presented at the meeting of the California Society of Educational Program Auditors and Evaluators, San Diego.
- Berliner, D. C. (1978, June). Studying instruction in the elementary classroom. Paper presented at the invitational conference held by the Educational Finance and Productivity Center, Department of Education, University of Chicago.
- Berliner, D. C. (1978, November). Successful classroom teaching and learning. Paper presented at the meetings of the Forum of Leaders of Educational Organizations, Washington, D. C.
- Berliner, D. C., Filby, N. N., Marliave, R., & Weir, C. D. (1978). An intervention in classrooms using the Beginning Teacher Evaluation Study model of instruction. Technical Report VI-I, Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory for Educational Research and Development.
- Fisher, C. W., Berliner, D. C., Filby, N. N., Marliave, R., Cahen, L. S., Dishaw, M. M., & Moore, J. E. (1978). Teaching and learning in the elementary school: A summary of the Beginning Teacher Evaluation Study. Technical Report VII-I, Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory for Educational Research and Development.
- Fisher, C. W., Filby, N. N., Marliave, R., Cahen, L. S., Dishaw, M. M., Moore, J. E., & Berliner, D. C. (1978). Teaching behaviors, academic learning time, and student achievement: Final report of Phase III-B, Beginning Teacher Evaluation Study. Technical Report V-I. San Francisco: Far West Laboratory for Educational Research and Development.
- Mills, S. R., Rice, C., Berliner, D. C., & Ward, B. A. (1978). The relationship between teacher questions and students answers in discussions. Technical report A78-15, Effective Teacher Education Program. San Francisco: Far West Laboratory for Educational Research and Development.
- Berliner, D. C. (1977). Comments on Fenstermacher's vision of quality. California Journal of Teacher Education, 4(3), 5-11.
- Berliner, D. C. (1977, September). Evaluation of teachers. Paper presented at the AERA Regional Conference on Evaluation, San Francisco.
- Berliner, D. C. (April, 1977). Instructional time in research on teaching. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Fisher, C. W., & Berliner, D. C. (1977, April). Quasi-clinical inquiry in classroom teaching and learning. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Marliave, R. S., Cahen, L. S., & Berliner, D. C. (1977). Prolegomenon on the concept of appropriateness of instruction. Technical Report IV-I, Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory for Educational Research and Development.

- Moore, J. E., & Berliner, D. C. (1977, April). The maintenance of data security and the trustworthiness of individuals. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Williams, B. I., Banks, H. A., Ward, B. A., Berliner, D. C., & Cahen, L. S. (1977). Math tutoring study. Study II: Paraprofessionals as-tutors. Final report, Contract No. NIE-C-00-3-0108, National Institute of Education, Department of Health, Education and Welfare. San Francisco: Far West Laboratory for Educational Research and Development.
- Berliner, D. C. (1976, October). The Beginning Teacher Evaluation Study. Paper presented at the meeting of the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges, Atlanta.
- Berliner, D. C. (1976, November). The Beginning Teacher Evaluation Study. Paper presented at the meeting of the California Teachers Association Conference on Educational Research, Burlingame, CA.
- Berliner, D. C. (1976, April). Presentation of the 75th Yearbook of the National Society for the Study of Education. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Berliner, D. C., Filby, N. N., Marliave, R. S., Moore, J. E., & Tikunoff, W. J. (1976). Experimental teaching units and the identification of a special sample of classrooms for conducting research on teaching. Technical Report 76-12-1, Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory for Educational Research and Development.
- Berliner, D. C., & Rosenshine, B. V. (1976). The acquisition of knowledge in the classroom. Technical report IV-1, Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory for Educational Research and Development.
- Fisher, C. W., Filby, N. N., Marliave, R. S., Cahen, L. S., Moore, J. E., & Berliner, D. C. (1976). A study of instructional time in grade 2 reading. Technical report II-4, Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory for Educational Research and Development.
- Fisher, C. W., Marliave, R. S., Filby, N. N., Cahen, L. S., Moore, J. E., & Berliner, D. C. (1976). A study of instructional time in grade 2 mathematics. Technical report II-3, Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory for Educational Research and Development.
- Gage, N. L., & Berliner, D. C. (1976, April). Some views on the use of textbooks in teaching and defining courses in educational psychology. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- McBee, J. K., Fortune, J. C., Hinkle, D. E., Berliner, D. C., & Moore, J. E. (1976, April). The use of distribution statistics to evaluate the effectiveness of teachers in unit instruction. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Berliner, D. C. (1975, November). The acquisition of knowledge in the classroom. Paper presented at the conference on Schooling and the Acquisition of Knowledge, U.S. Navy Personnel Research and Development Center, San Diego.
- Berliner, D. C. (1975, November). The Beginning Teacher Evaluation Study: Overview and selected findings. Paper presented at the Conference on Research on Teacher Effects: An examination by decision-makers and researchers. University of Texas, Austin.

- Berliner, D. C. (1975, November). Impediments to the study of teacher effectiveness. Technical Report 75-11-3, Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory for Educational Research and Development.
- Berliner, D. C. (1975, April). Research strategies in the California Beginning Teacher Evaluation Study. Paper presented in a symposium on Mandated Competency-based Teacher Certification and the Public Interest, at the annual meeting of the American Educational Research Association, Washington, D. C. .
- Berliner, D. C. (1975, March). A status report on the study of teacher effectiveness. Paper presented at the meetings of the National Association for Research in Science Teaching & Los Angeles.
- Gall, M. D., Berliner, D.C., Cahen, L. S., Crown, K. A., Ward, B. A., Stanton, G. S., Winne, P. H. (1975, April). The effects of teacher use of probing and redirection on student achievement and attitudes. Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.
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