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ROBERT E. FLODEN

CONTACT INFORMATION

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EDUCATION

1979 **Stanford University, Ph.D.**, Philosophy of Education, minor in Evaluation

1976 **Stanford University, M.A.**, Statistics

1971 **Princeton University, A.B.**, Philosophy with Honors

ACADEMIC POSITIONS

1/16-Present **Dean**, College of Education, Michigan State University

7/07-Present **University Distinguished Professor**, Michigan State University

9/04-Present **Professor of Education Psychology**, College of Education, Michigan State University

7/86-Present **Professor of Teacher Education, Measurement & Quantitative Methods**, College of Education, Michigan State University

7/04 **Associate Dean for Research**, College of Education, Michigan State University

4/10-1/16 **Co-Director**, Education Policy Center, College of Education, Michigan State University

9/11-12/11 **Interim Dean**, College of Education, Michigan State University

1/97-12/15 **Director**, Institute for Research on Teaching and Learning, College of Education, Michigan State University

1/94-6/94 **Academic Visitor**, School of Education, Stanford University

8/93-9/96 **Co-Director**, National Center for Research on Teacher Learning, College of Education, Michigan State University

10/92-7/93 **Acting Dean**, College of Education, Michigan State University

9/91-9/99 **Senior Researcher**, Consortium for Policy Research in Education

9/89-9/92 **Associate Dean for Research and Graduate Study**, College of Education, Michigan State University

6/89-7/89 **Alexander von Humboldt Fellow**, Zentrum für Neue Lernverfahren, Universität Tübingen, Tübingen, West Germany

- 6/88-7/88, **Alexander von Humboldt Fellow**, Zentrum für Neue Lernverfahren, Universität Tübingen, Tübingen, West Germany
- 9/87-8/89 **Assistant Dean for Graduate Study**, College of Education, Michigan State University
- 4/87-9/87, **Alexander von Humboldt Fellow**, Zentrum für Neue Lernverfahren, Universität Tübingen, Tübingen, West Germany
- 9/86-3/87 **Academic Visitor**, University of Oxford, Department of Educational Studies, Oxford, England
- 11/85-11/90 **Associate Director**, National Center for Research on Teacher Education
- 3/83-6/86 **Associate Professor of Teacher Education and Educational Psychology**, College of Education, Michigan State University
- 7/81-3/83 **Associate Professor of Teacher Education**, College of Education, Michigan State University
- 1/77-8/85 **Senior Researcher**, Institute for Research on Teaching
- 1/77-6/81 **Assistant Professor of Teacher Education**, College of Education, Michigan State University
- 7/76-12/76 **Research Coordinator**, Child Care Pilot Study, State of California, Department of Education
- 9/75-6/76 **Research Assistant**, Stanford Evaluation Consortium, School of Education, Stanford University
- 9/74-6/76 **Research Assistant**, School of Education, Stanford University
- 9/74-9/75 **Administrative Assistant**, Stanford Evaluation Consortium
- 6/74-9/74 **Program Evaluator**, Stanford University
- 4/74-6/74 **Teaching Assistant**, School of Education, Stanford University
- 12/72-8/73 **Research Assistant**, School of Education, Stanford University
- 9/71-6/72 **Mathematics Teacher**, Princeton Middle School, Princeton, New Jersey

HONORS AND PROFESSIONAL OFFICES

- Member*, National Academy of Education, elected 2007: *Secretary-Treasurer*, 2017-2021
- Chair*, National Academy of Education Research Advisory Committee, 2009-2017
- Member*, National Academies of Sciences, Committee on Understanding the Changing K-12 Teacher and School Leader Workforce, 2019-
- Member*, Council for the Accreditation of Educator Preparation, 2019-
- Member*, Board of Directors, American Association of Colleges for Teacher Education, 2017-2020;
- Executive Board Member*, 2018-2020
- Fellow*, American Psychological Association, Division 15, elected 2017

Co-Editor (with Dorinda Carter Andrews, Gail Richmond, and Maria Teresa Tatto; second term with Dorinda Carter Andrews, Tonya Bartell, and Gail Richmond), *Journal of Teacher Education*, 2015-2018; 2018-2020

Member, Strategic Advisory Group, 100Kin10

Margaret B. Lindsey Award for Distinguished Research in Teacher Education, American Association of Colleges for Teacher Education, 2006

President, Philosophy of Education Society, 2004-2005

Editor, *Review of Research in Education*, 2003-2005

Fulbright Specialist, Pontifica Universidad Católica de Chile, 2012

Member, National Research Council, Committee on Research in Education, 2003-2005

Executive Secretary, Philosophy of Education Society, 1996-1999

Features Editor, *Educational Researcher*, 1993-1995

Alexander von Humboldt Fellowship, 1987-1989

Member, Research Advisory Committee, American Educational Research Association, 2002-2004

Series Co-Editor (with K. Howe), *Philosophy and Education*, 1998-2006

Outstanding Journal, American Educational Research Association

Outstanding Reviewer, *Educational Evaluation and Policy Analysis*, 2004

Outstanding Journal, American Educational Research Association

Outstanding Reviewer, American Educational Research Association-SI, 2011

Member, American Educational Research Association Presidential Nominating Committee

Chair, American Educational Research Association Division K Program Committee

Member, American Educational Research Association Books Editorial Board

Member, American Educational Research Association Handbook of Research on Teaching Editorial Board

Member, American Educational Research Association/National Academy of Education Study of Research Doctorate Advisory Committee

Member, American Educational Research Association Post-Doctoral Fellow Committee

Member, American Educational Research Association Educational Researcher Reconfiguration Advisory Committee

RESEARCH GRANTS AND CONTRACTS

2016-2020 *Retreats of the Education Deans' Alliance*. Principal Investigator (Spencer Foundation). \$60,000.

2016-2018 *Developing a Michigan Education Data Center*. Principal Investigator (Spencer Foundation). \$50,000.

2014-2019 *MSU SETS-UP: Supporting Early-Career Teachers of Science through Urban Partnerships*. Evaluator with Principal Investigator Gail Richmond (National Science Foundation). \$2,900,000.

2013- *MSU/ETS Research and Development Partnership (RDP)*. Principal Investigator (Co-Principal Investigator with Suzanne Wilson until July 1, 2013) (Understanding Teaching Quality Center at ETS). ~\$800,000.

- 2011-2014 *Effective Teachers and Effective Teaching: Mathematics and Science Education*. Steering Committee Member with Principal Investigator Michael Feuer (National Science Foundation). \$300,000.
- 2011- *Supporting Teacher Preparation and University Development for the 21st Century*. Senior Staff Member with Principal Investigator Punya Mishra (Azim Premji Foundation). \$600,000.
- 2009-2016 *Learning to Use Economic Methods to Answer Questions about Education: An Interdisciplinary Pre-Doctoral Research Training Program*. Co-Director with Jeffrey Wooldridge (Institute for Education Sciences). \$5,000,000.
- 2009-2013 *Classroom Practices that Lead to Student Proficiency with Word Problems in Algebra*. Co-Principal Investigator with Alan Schoenfeld (National Science Foundation). \$300,000.
- 2008-2010 *(Pakistan) Pre-Service Teacher Education Program (Pre-STEP)*. Senior Staff Member with Principal Investigator Reitu Mabokela (USAID). \$2,000,000.
- 2007-2011 *Evaluation of the Grand Rapids Public Schools Partnership with the Institute for Learning*. Principal Investigator (DeVos Foundations). \$565,000.
- 2004-2007 *Knowing Mathematics for Teaching Algebra*. Co-Principal Investigator with Joan Ferrini-Mundy, Mark Reckase, Sharon Senk, and Raven Wallace (National Science Foundation). \$1,245,640.
- 2004-2006 *(Egypt) Faculties of Education Reform Project*. Senior Staff Member with Principal Investigator John Schwille (USAID). \$3,000,000.
- 2004-2006 *Learning to Give – Phase III Evaluation*. Principal Investigator (Council of Michigan Foundations). \$260,000.
- 2003-2008 *Promoting Rigorous Outcomes in Mathematics and Science Education (Prom/Se)*. Senior Staff Member with Principal Investigators Joan Ferrini-Mundy and William Schmidt (National Science Foundation). \$35,000,000.
- 8/02-8/11 *Teachers for a New Era*. Co-Principal Investigator with Joan Ferrini-Mundy and Barbara Steidle (Funded jointly by The Carnegie Corporation of New York, The Annenberg Foundation, and Ford Foundation). \$5,500,000.
- 9/01-9/02 *Knowledge of Algebra for Teaching*. Senior Researcher with Principal Investigators Daniel Chazan, Joan Ferrini-Mundy, and Sharon Senk (National Science Foundation). \$340,324.
- 7/01-7/02 *Preparation for Middle School Mathematics*. Co-Principal Investigator with Gary Sykes and Suzanne Wilson (MSU Michigan Applied Public Policy Research Funds). \$25,000.
- 1/01-5/02 *The Context for Developing Leadership for Mathematics and Science Education*. Co-Principal Investigator with Joan Ferrini-Mundy and James Gallagher (National Science Foundation). \$455,560.
- 2000-2003 Evaluation of the K-12 Education in Philanthropy Project. Principal Investigator with the MSU Evaluation Team (Council of Michigan Foundations). ~\$150,000.

- 10/00-1/01 *Synthesis of Research on Teacher Education*. Senior Researcher with Principal Investigators Joan Ferrini-Mundy and Suzanne Wilson (Office of Educational Research and Improvement). ~\$100,000.
- 7/99-7/05 *Project TIME: Technology Integrated into Meaningful Learning Experiences*. Senior Staff member with Principal Investigator Barbara Markle (Battle Creek Area Technology Consortium, US Department of Education). MSU subcontract ~\$600,000.
- 10/97-10/02 *Incentives and Impediments to the Improvement of Teaching Project in the National Partnership for Excellence and Accountability in Teaching*. Senior Researcher (Office of Educational Research and Improvement). ~\$570,000.
- 10/97-10/00 *Evaluation of Team Based Schools Initiative*. Senior Researcher (Cincinnati Public Schools). ~\$600,000.
- Scaling Up Reform Project in the Consortium for Policy Research in Education*. Senior Investigator
- 4/97-9/98 *Study of the Status of Teaching in “Launch States” for the National Commission on Teaching and America’s Future*. External Researcher (Office of Educational Research and Improvement). ~\$600,000.
- 10/96-9/99 *From Congress to Classroom: A Study of Policy and Practice*. Co-Principal Investigator (Pew Charitable Trust). ~\$1,000,000.
- Study of Instructional Capacity in the Cincinnati Public Schools*. Senior Investigator (Panasonic Foundation). ~\$10,000
- 10/91-6/95 *Evaluating Education Reform: Systemic Reform*. Senior Investigator (Office of Educational Research and Improvement). ~\$500,000.
- 12/90-11/95 Collaborated on proposal for the National Center for Research on Teacher Learning (Office of Educational Research and Improvement). ~\$6,500,000.
- 1/93-6/95 *Teacher Education Blueprint for Project 2061*. Co-Director with James Gallagher (American Academy of the Advancement of Science). ~\$30,000.
- 7/86 Alexander von Humboldt Fellowship. ~\$20,000.
- 12/85-11/90 Leadership in collaborative effort leading to the National Center for Research on Teacher Education (Office of Educational Research and Improvement). ~\$6,000,000.
- 1977-1986 Collaborated on several funding and refunding proposals for Institute of Research on Teaching (National Institute of Education). ~\$13,000,000.
- 6/81-6/82 *Determining the Stability of Teachers’ Behavior and Effectiveness*. Co-Principal Investigator with David Rogosa (National Institute of Education). ~\$30,000.
- 10/79-9/80 *Translating Approaches to “Teacher Development” into Criteria for Effectiveness*. Co-Principal Investigator with Sharon Feiman (National Institute of Education). ~ \$35,000.

PROFESSIONAL AFFILIATIONS

Member, American Educational Research Association
Fellow, American Psychological Association, Division 15
Member, Association of Mathematics Teacher Educators
Fellow, International Society for Design and Development in Education
Member, John Dewey Society
Member, National Academy of Education
Member, National Council on Measurement in Education
Member, National Council of Teachers of Mathematics
Fellow, Philosophy of Education Society
Member, Society of Research on Educational Effectiveness

PROFESSIONAL COMMITTEES AND EDITORIAL BOARDS

2017-Present 100Kin10, Strategic Advisory Group
 2017-2020 American Association of Colleges for Teacher Education, Board of Directors
 2016-Present TEACH-NOW, Educators School of Education Advisory Council
 2015-Present Journal of Teacher Education, Co-Editor
 2015-Present Educational Researcher, Editorial Board
 2013-2014 Journal of Teacher Education, Editorial Review Board
 2012-Present Elementary School Journal, Editorial Board
 2011-Present Multicultural Education Review, Editorial Board
 2010-Present The Teacher Educator, Editorial Advisory Board
 2010-2016 Urban Teacher Center, Board of Directors
 2009-2013 American Educational Research Association/National Academy of Education
 Assessment of Education Research Doctorate Programs, Advisory Committee
 2009-2012 Educational Theory, Review Board
 2008-2010 American Educational Research Association, Organization of Institutional Affiliates,
 Executive Committee (Chair, 2009-2010)
 2006-2013 American Educational Research Association Books, Editorial Board
 2006 American Educational Research Association Panel on Research and Teacher Education,
 Member (The report of this panel, for which I also wrote a chapter, won the AACTE
 Book Award in 2006)
 2004 American Educational Research Association Division K, Program Chair
 2003-2006 Educational Theory, Review Board
 2003-2004 National Science Foundation, Mathematics Education Portfolio Review Panel
 2003-2005 Review of Research in Education, Editor

- 2002-2004 National Council of Teachers of Mathematics, Standards Impact Research Group
- 2002-2004 National Research Council, Committee for Research in Education
- 2001-2005 Journal of Teacher Education, Board of Reviewers
- 1998-2006 Kluwer Series in Philosophy and Education, Co-Editor with Ken Howe
- 1996-1999 Educational Theory, Review Board
- 1996-1999 Teacher Education Yearbook, Editorial Advisory Board
- 1995-1997 American Educational Research Journal, Editorial Board
- 1994-2015 Teaching in Higher Education, Editorial Board
- 1994-1997 Revista Electrónica de Investigación y Evaluación Educativa, Consulting Board
- 1993-1995 Educational Researcher, Features Editor
- Handbook of Research on Teaching, 4th Edition, Editorial Advisory Board
- 1991 Philosophy of Education Society, Program Co-Chair with M. Buchmann
- 1985-1989 Journal of Curriculum and Supervision, Consulting Editor
- 1980-1983 Journal of Educational Measurement, Editorial Board
- 1996-1999 Teacher Education Yearbook, Editorial Advisory Board

JOURNAL, BOOK AND GRANT REVIEWING

African Journal of Political Science and International Relations
 American Educational Research Journal
 American Journal of Education
 Australian Research Council
 Bloomsbury Publishing
 Carnegie Commission on the Teaching Profession
 Contemporary Psychology
 Curriculum Inquiry
 Democracy and Education
 Deutscher Akademischer Austauschdienst
 Erlbaum Press
 Educational Evaluation and Policy Analysis
 Educational Policy
 Educational Psychologist
 Educational Researcher
 Educational Theory
 Elementary School Journal
 European Journal of Psychology of Education
 Hong Kong Institute of Education
 Journal of Curriculum and Supervision

Journal of Education for Teaching
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Educational Statistics
Journal of Research in Science Teaching
Journal of Research on Educational Effectiveness
Journal of School Psychology
Journal of Teacher Education
Lawrence Erlbaum Associates
McGraw-Hill
National Center for Education Statistics
National Institute of Education
National Research Council
National Science Foundation
Office of Educational Research and Improvement, US Department of Education
Portuguese National Scientific and Technological System
Psychological Bulletin
Research Council of Canada
Review of Educational Research
Routledge
Science
Sociology of Education
Stanford University Press
Teachers College Press
Teaching and Teacher Education
Teaching in Higher Education
University of Chicago Press
Urban Education

DISSERTATION TITLE

Counterfactuals: The Logic of Statistical Adjustment. (Dissertation Committee: D.C. Phillips (Chair), Philosophy of Education and Philosophy of Science; Lee J. Cronbach, Educational Measurement; Nancy Cartwright, Philosophy of Science)

BOOKS

Buchmann, M., & Floden, R.E. *Detachment and concern: Conversations on the philosophy of teaching and teacher education*. New York: Teachers College Press, 1993.

Ashburn, E. & Floden, R.E. (Eds.). *Meaningful learning using technology: What educators need to know and do*. New York: Teachers College Press, 2006.

ARTICLES AND CHAPTERS

Hess, R.D., Floden, R.E., Sproul, L.S., & Conry, R. The RFP as an instrument for the design of federal evaluations. *Evaluation*, 1977, 4, 152-156.

Floden, R.E. & Weiner, S.S. Rationality to ritual: The multiple roles of evaluations in governmental processes. *Policy Sciences*. 1978, 9, 9-18. Reprinted in G.F. Madaus, M. Scriven, and D.L. Stufflebeam (Eds.), *Evaluation models: Viewpoints on educational and human services evaluations*. Boston: Kluwer-Nijhoff, 1983.

Porter, A.C., Schmidt, W.H., Floden, R.E. & Freeman, D.J. Practical significance in program evaluation. *American Educational Research Journal*, 1978, 15, 529-546.

Floden, R.E. Analogy and credentialing. *Action in Teacher Education*, 1979, 1, 33-39. Reprinted in *Action in Teacher Education, The journal of the Association of Teacher Educators: Tenth-year anniversary commemorative edition*. Reston, VA: Association of Teacher Educators.

Feiman, S. & Floden, R.E. A consumer's guide to teacher development. *Journal of Staff Development*, 1980, 1(2), 126-147.

Floden, R.E. Flexner, accreditation, and evaluation. *Educational Evaluation and Policy Analysis*, 1980, 2, 35-46. Reprinted in G.F. Madaus, M. Scriven, and D.L. Stufflebeam (Eds.), *Evaluation models: Viewpoints on educational and human services evaluations*. Boston: Kluwer-Nijhoff, 1983.

Floden, R.E., Porter, A.C., Schmidt, W.H., & Freeman, D.J. Don't they all measure the same thing?: Consequences of standardized test selection. In E.L. Baker and E.S. Quellmalz (Eds.), *Educational testing and evaluation: Design, analysis, and policy*. Beverly Hills: Sage, 1980.

Feiman, S. & Floden, R.E. A critique of developmental approaches to teacher education. *Action in Teacher Education*, 1981, 3(1), 35-38.

Floden, R.E. Does the triple play retire the side?: Research methods and methods of teacher education. *Philosophy of Education 1980: Proceedings of the Thirty-sixth Annual Meeting of the Philosophy of Education Society*, 1981, 163-173.

Floden, R.E. The logic of information-processing psychology in education. In D.C. Berline (Ed.), *Review of research in education* (Vol. 9). Washington, D.C.: American Educational Research Association. 1981.

Floden, R.E. & Feiman, S. Should teachers be taught to be rational? *Journal of Education for Teaching*, 1981, 7(3), 274-283.

Floden, R.E., Porter, A.C., Schmidt, W.H., Freeman, D.J., & Schwille, J.R. Responses to curriculum pressures: A policy-capturing study of teacher decisions about content. *Journal of Educational Psychology*, 1981, 73(2), 129-141.

Feiman, S. & Floden, R.E. "Teacher development" can be misleading. *Communication Quarterly*, Summer 1982, 5(1), 3.

Schmidt, W.H., Porter, A.C., Schwille, J.R., Floden, R.E., & Freeman, D.J. Validity as a variable: Can the same certification test be valid for all students? In G.F. Madaus (Ed.), *The courts, validity, and minimum competency testing*. Boston: Kluwer-Nijhoff, 1983, doi: 10.1007/978-94-017-5364-7_6

Floden, R.E. A reasonable explanation of assimilation and accommodation. *Contemporary Psychology*, 1983, 28, 49-50.

Freeman, D.J., Kuhs, T.M., Porter, A.C., Floden, R.E., Schmidt, W.H., & Schwille, J.R. Do textbooks and tests define a national curriculum in elementary school mathematics? *Elementary School Journal*, 1983, 83, 501-513. Condensed version published in *The Education Digest*, March 1984, 47-49.

Schwille, J.R., Porter, A.C., Belli, G., Floden, R.E., Freeman, D.J., Knappen, L.B., Kuhs, T.M., & Schmidt, W.H. Teachers as policy brokers in the content of elementary school mathematics. In L.S. Shulman and G. Sykes (Eds.), *Handbook on teaching and policy*. New York: Longman, 1983.

Freeman, D.J., Belli, G.M., Porter, A.C., Floden, R.E., Schmidt, W.H., & Schwille, J.R. The influence of different styles of textbook use on instructional validity of standardized tests. *Journal of Educational Measurement*, 1983, 20, 259-271.

Rogosa, D., Floden, R., & Willett, J. Assessing the stability of teacher behavior. *Journal of Educational Psychology*, 1984, 76, 1000-1027.

Floden, R. E. The role of rhetoric in changing teachers' beliefs. *Teaching and Teacher Education*, 1985, 1, 19-32.

Kuhs, T., Porter, A.C., Floden, R.E., Freeman, D.J., Schmidt, W.H., & Schwille, J.R. Differences among teachers in their use of curriculum- embedded tests. *Elementary School Journal*, 1985, 86, 141-153.

Feiman-Nemser, S., & Floden, R. E. The cultures of teaching. In M. Wittrock (Ed.), *Third handbook of research on teaching*. Chicago: Macmillan, 1986, pp 505-526.

Freeman, D., Porter, A., Alford, L., Floden, R., Irwin, S., Schmidt, W., & Schwille, J. Deciding what to teach in elementary school mathematics: Interplay between external policies and teachers' convictions. In G. Lappan & R. Even (Eds.), *Proceedings of the 8th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics* (pp. 268-273). East Lansing: Michigan State University, 1986.

Floden, R. E. Explaining learning: Biological and cybernetic metaphors. In N. Burbules (Ed.), *Philosophy of Education 1986: Proceedings of the Forty-second Annual Meeting of the Philosophy of Education Society*. Normal, IL: Philosophy of Education Society, 1987, pp. 39-49.

Floden, R.E., Buchmann, M., & Schwille, J. Breaking with everyday experience. *Teachers College Record*, 1987, 88, 485-506.

Floden, R.E., Buchmann, M., & Schwille, J. On learning: A rejoinder to Egan. *Teachers College Record*, 1987, 88, 514-517.

Schmidt, W.H., Porter, A.C., Floden, R.E., Freeman, D.J., & Schwille, J.R. Four patterns of teacher content decision making. *Journal of Curriculum Studies*, 1987, 19, 439-56, <https://doi.org/10.1080/0022027870190505>

Zeuli, J.S., & Floden, R.E. Cultural inequities and incongruities: Implications for preservice teachers? *Journal of Teacher Education*, 38(6), 1987, 9-15.

Schwille, J., Porter, A., Alford, L., Floden, R., Freeman, D., Irwin, S., & Schmidt, W. State policy and the control of curriculum decisions: Zones of tolerance for teachers in elementary school mathematics. *Educational Policy*, 2, 1988, 29-50.

Porter, A., Floden, R., Freeman, D., Schmidt, W., & Schwille, J. Content determinants in elementary school mathematics. In D.A. Grouws & T.J. Cooney (Eds.), *Perspectives on research in effective mathematics teaching* (pp. 96-113). Hillsdale, NJ: Lawrence Erlbaum Associates, 1988.

Floden, R.E. ECAP policy researchers meet at Univ. of Illinois. *Educational Assessment--Policy and Use*, No. 1, January 1988.

Floden, R.E., & Clark, C.M. Preparing teachers for uncertainty. *Teachers College Record*, 1988, 89, 505-524.

Floden, R.E., Porter, A.C., Alford, L.E., Freeman, D.J., Irwin, S., Schmidt, W.H., & Schwille, J.R. Instructional leadership at the district level: A closer look at autonomy and control. *Educational Administration Quarterly*, 1988, 24, 96-124.

National Center for Research on Teacher Education (corporate author). Teacher education and learning to teach: A research agenda. *Journal of Teacher Education*, 1988, 39(6), 27-32.

Floden, R.E., & Klinzing, H.G. Does cognitive psychological research contribute to the improvement of teaching and teacher education?: A critical review of recent developments. In P. Huebner (Ed.), *Teacher education and training in Europe: Present challenges and future strategies*. Berlin: Association of Teacher Education in Europe, 1988, pp. 380-393.

Floden, R.E., & Huberman, M. Teachers' professional lives: The state of the art. *International Journal of Educational Research*, 1989, 13, 455-466.

Buchmann, M., & Floden, R.E. Research traditions, diversity, and progress. *Review of Research in Education*, 1989, 59, 241-248.

Feiman-Nemser, S., Kennedy, M., Floden, R.E., & McDiarmid, G.W. The National Center for Research on Teacher Education. *The Journal*, 1988-89, 3(1), 42-46.

Floden, R.E., & Buchmann, M. Philosophical inquiry in teacher education. In R. Houston (Ed.), *Handbook of research on teacher education*. NY: Macmillan, 1990.

Floden, R.E., & Klinzing, H.G. What can research on teacher thinking contribute to teacher preparation?: A second opinion. *Educational Researcher*, 19(5), 1990, 15-20.

Buchmann, M., & Floden, R.E. On doing philosophy of teacher education. *Oxford Review of Education*, 16, 1990, 343-366.

Klinzing, H.G., & Floden, R.E. Learning to moderate discussions. In W.W. Wilen (Ed.), *Teaching and learning through discussion: The theory, research and practice of the discussion method*. Springfield, IL: Charles C. Thomas, 1990, pp. 175-202.

Floden, R.E., & Buchmann, M. Coherent programs in teacher education: When are they educational? In D. Ericson (Ed.), *Philosophy of Education 1990: Proceedings of the Forty-sixth Annual Meeting of the Philosophy of Education Society*. Normal, IL: Philosophy of Education Society, 1991, pp. 304-314.

Buchmann, M., & Floden, R.E. Program coherence in teacher education: A view from the USA. *Oxford Review of Education*, 1991, 17, 65-72. Reprinted in *The Journal*, 1991, 5(1), 38-44; also reprinted in J. Coolahan, (Ed.), *Teacher education in the nineties: Towards a new coherence. Vol. 1. Papers from*

the 15th Annual Conference of The Association for Teacher Education in Europe (ATEE). Limerick, Ireland: Mary Immaculate College of Education, 1990, pp. 107-118.

Floden, R.E. What teachers need to know about learning. In M. Kennedy (Ed.), *Teaching academic subjects to diverse learners*. NY: Teachers College, 1991, pp. 181-202.

Floden, R.E. Putting true scores first: A response to Rogosa and Ghandour. *Journal of Educational Statistics*, 1991, 16, 267-280.

Buchmann, M., & Floden, R.E. (Eds.), *Philosophy of Education 1991: Proceedings of the Forty-seventh Annual Meeting of the Philosophy of Education Society*. Normal, IL: Philosophy of Education Society, 1992.

Buchmann, M., & Floden, R.E. Coherence, the rebel angel. *Educational Researcher*, 1992, 21, 4-9.

Floden, R.E., & Buchmann, M. Between routines and anarchy: Preparing teachers for uncertainty. *Oxford Review of Education*, 1993, 19, 373-382.

Floden, R.E., Foreword. In McAninch, A.R., *Teacher thinking and the case method: theory and future directions*. New York: Teachers College Press, 1993.

Floden, R.E. Conversation to build community. *Educational Researcher*, 1993, 22(1), 4.

Floden, R.E., Study on improving subject-matter knowledge. *ATE Newsletter*, 1993, 27(2), 6-7.

Floden, R.E., Reshaping assessment concepts. *Educational Researcher*, 1994, 23(2), 4.

Prawat, R., & Floden, R.E. Philosophical perspectives on learning theory. *Educational Psychologist*, 1994, 29(1), 37-48.

Floden, R. E. Research on changing the teaching of mathematics. *ATE Newsletter*, May-June 1994, 27(5), 7.

Floden, R. E. Research on mentor's practices and contributions. *ATE Newsletter*, July-August 1994, 27(6), 6.

Floden, R. E. Study to improve knowledge of diverse learners. *ATE Newsletter*, September-October 1994, 28(1), 6.

Floden, R. E. A framework for professional development. *ATE Newsletter*, May-June 1995, 28(5), 6.

Floden, R. E. Confrontation of teachers' entering beliefs. *ATE Newsletter*, July-August 1995, 28(6), 4.

Floden, R.E., Goertz, M., & O'Day, J. Capacity building in systemic reform. *Phi Delta Kappan*, 1995, 77, 19-21.

Floden, R. E. Teachers' learning in the context of systemic reform. *ATE Newsletter*, November-December 1995, 29(2), 6.

Stoddart, T., & Floden, R.E. Traditional and alternate routes to teacher certification: Issues, assumptions, and misconceptions. In K. Zeichner, S. Melnick, & M. L. Gomez (Eds.), *Currents of reform in preservice teacher education*. New York: Teachers College Press, 1996, pp. 80-106.

Floden, R.E., McDiarmid, G.W., & Jennings, N. Learning about mathematics in elementary methods courses. In D.J. McIntyre & D.M. Byrd (Eds.), *Preparing tomorrow's teachers: The field experience. Teacher Education Yearbook IV*. Thousand Oaks, CA: Corwin, 1996, pp. 225-241.

Floden, R.E. Educational research: Limited, but worthwhile and maybe a bargain. *Curriculum Inquiry*, 1996, 26, 193-197.

Floden, R.E. Examining Differences: Overview and Framework. In D.M. Byrd & D.J. McIntyre (Eds.), *Research on the education of our nation's teachers: Teacher Education Yearbook V*. Thousand Oaks, CA: Corwin Press, 1997, pp. 215-218.

Floden, R.E. Examining Differences: Reflections and Implications. In D.M. Byrd & D.J. McIntyre (Eds.), *Research on the education of our nation's teachers: Teacher Education Yearbook V*. Thousand Oaks, CA: Corwin Press, 1997, pp. 277-284.

Floden, R.E. Reforms that call for more than you understand. In N.C. Burbules & D.T. Hansen (Eds.), *Teaching and its predicaments*. Boulder, CO: Westview Press, 1997, pp. 11-28.

Floden, R.E. Comments on Andrew C. Porter, The effects of upgrading policies on high school mathematics and science. In D. Ravitch (Ed.), *Brookings papers on education policy. 1998*. Washington, DC: Brookings Institution Press, 1998, pp. 164-167.

Floden, Dryden, Gallagher, Wong, Roth. Teacher education. In American Academy for the Advancement of Science, *Blueprints for reform: Project 2061*. New York: Oxford University Press, 1998, pp. 183-188. (Condensed version of longer report, printed in this volume without author listing.) Also available on-line at <http://www.project2061.org/tools/bluepol/blpframe.htm> .

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Floden, R.E. *Breaking with everyday experience.* Colloquium presentation, Institut für Didaktik der Mathematik, Universität Bielefeld, Bielefeld, West Germany, June 1987.

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Floden, R.E. *The concept of program in teacher education.* Colloquium presentation, National Center for Research on Teacher Education, East Lansing, Michigan, March 1988.

Floden, R.E. *Studying teacher learning.* Panel participant at the annual meeting of the Association of Teacher Educators, San Diego, February 1988.

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Floden, R.E. *How should teachers respond to pupil subject-matter differences?* Presentation to the Spring Conference of the Michigan Association of Colleges for Teacher Education, East Lansing, April 1988.

Floden, R.E. *University research related to K-12 education.* Participant in symposium presented at the Semi-Annual Meeting of the Michigan Educational Research Association. Pontiac, Michigan, July 1988.

Floden, R.E. & Buchmann, M. *Philosophical inquiry in teacher education.* Colloquium presentation, National Center for Research on Teacher Education, East Lansing, Michigan, January 1989.

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Floden, R.E. *Modeling Errors in Observation Systems: A Response to Rogosa and Ghandour*. Paper presented to the Annual Meeting of the American Statistical Association, Anaheim CA, August 1990.

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Floden, R.E. *Minority issues in educational journals: A dialogue with editors*. Symposium presentation at the Annual Meeting of the American Educational Research Association, New Orleans, April 1994.

Floden, R.E. *Teachers' learning*. Colloquium presentation, Psychological Studies in Education, School of Education, Stanford University, May 1994.

Floden, R.E. *Preservice and inservice teacher education in the US: Current trends and research*. Colloquium presentation at the Imbrahim, Jahor Bahru, Malaysia, January 1995.

Floden, R.E. *Preservice and inservice teacher education in the US: Current trends and research*. Colloquium presentation at the Technical Teachers' Training College, Kuala Lumpur, Malaysia, January 1995.

Ball, D.L., Chazan, D., Floden, R.E., McDiarmid, G.W., Melnick, S., Young, L. *Learning to connect diverse students and subject matter: Problems, puzzles, and promise in an Age of Reform*. Featured panel presentation at the Annual Meeting of the Association of Teacher Educators, Detroit, February 1995.

Ball, D.L., Chazan, D., Featherstone, H., Floden, R.E., McDiarmid, G.W., Melnick, S., Young, L. *Learning to teach and change practice in the key of reform: An NCRTL examination of the harmony and counterpoint*. Symposium presentation at the Annual Meeting of the American Association of College for Teacher Education, Washington, D.C., February 1995.

Ball, D.L. & Floden, R.E. *Teacher learning and educational reform*. Seminar presentation to the Office of Educational Research and Improvement and the Professional Development Team of the US Department of Education. Washington, D.C., February 1995.

Floden, R.E. *Validity in teacher assessment: A response to Haertel*. Colloquium presentation sponsored by the Institute for Research, E. Lansing, March 1995.

Floden, R.E. *Teachers as professionals*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1995.

Floden, R.E. *All about publishing from editors' perspectives: Basic skills for hopeful author*. Mini-course presentation at the Annual Meeting of the American Educational Research Association, San Francisco, April 1995.

Anderson, L., Ball, D.L., Chazan, D., Featherstone, H., Floden, R.E., McDiarmid, G.W., Melnick, S., Secada, W., Young, L. *Learning to teach and change practice in the key of reform: An NCRTL examination of the harmony and counterpoint*. Symposium presentation at the Annual Meeting of the American Educational Research Association, San Francisco, April 1995.

Anderson, R., Floden, R.E., Goertz, M., Huberman, M., O'Day, J., Parsons, B.A., Swanson, J. *Teachers as learners in the context of curriculum and other systemic reform*. Symposium presentation at the Annual Meeting of the American Educational Research Association, San Francisco, April 1995.

Floden, R.E. *Toward a theory of teacher learning*. Colloquium presentation to the National Center for Research on Teacher Learning, East Lansing, May 1995.

Floden, R.E. *Writing for professional publications*. Symposium presentation to the Center for Multicultural Education and the Department of Curriculum and Instruction, University of Washington, Seattle, June 1995.

Floden, R.E. *Teaching for understanding and implications for opportunity to learn*. Panel discussion at the Annual Summer Meeting of the Council of Chief State School Officers, Plymouth, MA, August 1995.

Floden, R.E., Ball, D.L., & Wilson, S. *Professional development: The missing link between standards and assessment*. Workshop presentation to the Annual Summer Meeting of the Council of Chief State School Officers, Plymouth, MA, August 1995.

Floden, R.E. *Principles of Good Professional Development and Weighing Professional Development Options*. Workshop presentation at the Improving America's Schools Act Implementation Project Professional Development Conference, San Diego, February 1996. (Published on the web site of the Council of Chief State School Officers.)

Floden, R.E. *Connections with institutions of higher education: Support for school-based professional development*. Presentation at the Improving America's Schools Act Implementation Project Professional Development Conference, San Diego, February 1996.

Floden, R.E., McDiarmid, G.W., & Jennings, N. *Learning about mathematics in elementary methods courses*. Paper presented at the Annual Meeting of the Association of Teacher Educators, St. Louis, February 1996.

Floden, R.E. *Learning from federally funded research centers and studies: What do we have for new insight and practice?* Paper presented at the Annual Meeting of the Association of Teacher Educators, St. Louis, February 1996.

Floden, R.E. *Professional Development and New Ideas: Comments on Little*. Presentation at the Blue Ribbon Schools Revision Panel meeting, Washington, DC, August 1996.

Floden, R.E. *Teaching at its best*. Symposium presentation at the Annual Conference of the National Association of State Boards of Education, San Francisco, October 1996.

Floden, R.E. *Teachers' choices about content: The standards in use*. Paper presented at the workshop, "Bringing competitive standards to American Education," organized by the Board on International Comparative Studies in Education of the National Research Council, Washington, DC, November 1996.

Gunzenhauser, M.G., Phillips, D.C., Noddings, N., Floden, R.E., Howe, K.R., Moses, M., Stone, L., Lauman, B. *Learning from our "masters": Curricular issues in graduate education*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Chicago, March 1997.

Floden, R.E. *Something old, something new: Obstacles to abandoning current modes of practice*. Presentation at the Annual Meeting of the American Educational Research Association, Chicago, March 1997.

Holt-Reynolds, D., Feiman-Nemser, S., McDiarmid, G.W., Melnick, S., Floden, R.E., McDonald, J., & Murphy, J. *The unintended consequences of reform: Suggestions from research on teacher learning*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Chicago, March 1997.

Floden, R.E. *Comments on Andrew C. Porter, The effects of upgrading policies on high school mathematics and science*. Presentation as paper at a conference on education policy, Brookings Institution, Washington, D.C., June 1997.

Floden, R.E. *Changing primary school mathematics: Systemic reform and teacher decision*. Seminar presentation at the Centre for Research in Elementary and Primary Education, University of Warwick, England, June 1997.

Floden, R.E. *Perspectives on teacher training*. Seminar presentation at the Salzburg Seminar Session 348, Educating Youth: Challenges for the Future, Salzburg, Austria, July 1997.

Floden, R.E. *The Launch: Riding the next wave of teacher education*. Keynote address at the Annual Meeting of the Ohio Association of Colleges for Teacher Education, Columbus, OH, October 1997.

Floden, R.E. *State teaching policy inventories*. Presentation to a meeting of the Learning Communities Network, Cleveland, OH, November 1997.

Floden, R.E. *Setting and achieving high standards*. Workshop presentation at the U.S. Department of Education's 1997 Regional Conference on Improving America's Schools, Dallas, Texas, November 1997.

Cribbs, K., Rawlings, H., & Floden, R. E. *Standards for teachers*. Seminar presentation at the conference, "Improving teaching: The role of policy," organized by the National Commission on Teaching and America's Future and the Consortium for Policy Research in Education, Washington, D.C., November 1997.

Floden, R.E. *Response to Paul Peterson's "A report card on School Choice"*. Colloquium presentation, Michigan State University, E. Lansing, MI, February 1998.

Floden, R.E. *The Launch: Riding the next wave of teacher education*. Keynote address at the Annual Meeting of the Ohio Education Association, Columbus, OH, February 1998.

Corcoran, T. & Floden, R.E. *Observations of teaching quality*. Presentation to staff of Shanghai Municipal Education Commission, Shanghai, China, June 1998.

Floden, R.E. *Accountability for teachers and teacher education*. Workshop presentation at the Education Commission of the States Policy and Practices Forum, Accountability Meeting, Tucson, October 1998.

Floden, R.E. *Teacher education reform*. Workshop presentation for the National Council of State Legislators meeting, Santa Fe, NM, February 1999.

Floden, R.E. *Issues in teacher education policy*. Briefing for House Congressional Staff. Washington, D.C., February 1999.

Floden, R.E. *Educational effects of the internet?* Symposium presentation at the Annual Meeting of the Philosophy of Education Society, New Orleans, March 1999.

Floden, R.E. *The Challenging and Challenged Role of Teacher Education*. The Fourth Ellis Joseph Symposium, presented at the University of Dayton, Dayton, OH, October 1999.

Floden, R.E. *Mandating Accountability in Teacher Education: Regulations and Reactions from Higher Education*. Symposium presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, February 2000.

Floden, R.E. *No pain, no gain?* Paper presented to the Annual Meeting of the Philosophy of Education Society, Toronto, April 2000.

Floden, R.E. *National organizations: Their intended influence on colleges of education*. Paper presentation at the Annual Meeting of the American Educational Research Association, New Orleans, April 2000.

Floden, R.E. *Educational uses of dialogue*. Roundtable presentation at the Annual Meeting of the American Educational Research Association, New Orleans, April 2000.

Floden, R.E. & Wilson, S. *Accountability and standards-based reform from the classroom to the district*. Paper presentation at the Annual Meeting of the American Educational Research Association, New Orleans, April 2000.

Floden, R.E. *A framework for thinking about effective professional development*. Paper presentation at The Role of the State and its Partners in Supporting Struggling Schools Conference, Maryland State Department of Education and the Consortium for Policy Research in Education, Baltimore, May 2000.

Floden, R.E. *Measuring opportunity to learn*. Paper presented at Methodological Advances in Large-Scale Cross-National Education Surveys, Board of International Comparative Studies in Education, The National Academies, Washington DC, November 1, 2000.

Wilson, S.W. & Floden, R.E. *Teacher preparation, recruitment, and continuous improvement*. Presentation to the President's Educational Forum, Lansing, MI, March 27, 2001.

Floden, R.E., Duarte, E.M., Fenstermacher, G., Mayo, C., and Noddings, N. *Philosophers of education discuss accountability*. Symposium presentation at the Annual Meeting of the Philosophy of Education Society, Chicago, March 2001.

Floden, R.E. *Opportunity to learn*. Paper presentation at the Annual Meeting of the American Educational Research Association, Seattle, April 2001.

Hawley, W., Valli, L., Raths, J., Rennert-Ariev, Reckase, M., Pecheone, R., Moirs, and Floden, R.E. *A Beginning Teacher Survey Study*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Seattle, April 2001.

Ferrini-Mundy, J., Stein, M.K., Tate, W., Lappan, G., Tinto, P., & Floden, R.E. *Studying the Nature and Impact of Standards-Based Reforms in Mathematics: The National Council of Teachers of Mathematics Standards Impact Research Group*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Seattle, April 2001.

Floden, R.E. *Working with Teachers in the Lowest Performing Schools*. Presentation at the Symposium on Comprehensive School Reform Research and Evaluation, Denver, July 2001.

Floden, R.E. *Choosing Models For Teacher Education: Selecting A Balance Suited To The National Context*. Keynote address to the International Conference of Basic Education and Teacher Education Reform, Nanjing Normal University, Nanjing, China, November 2001.

Floden, R.E., Anderson, C., & Ferrini-Mundy, J. *Developing Leadership for Mathematics and Science Education*. Presentation at the National Science Foundation Centers for Learning and Teaching PI Meeting, Washington DC, December 2001.

Floden, R.E. *Increasing Teacher Quality*. Presentation to Michigan Legislative Group, Lansing, MI, February 2002.

Floden, R.E., Wilson, S., & Ferrini-Mundy. *Evidence and Inquiry in Teacher Education*. Symposium presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, New York, February 2002.

Floden, R.E. *AERA Consensus Panel on Teacher Education*. Participant in symposium presentation and town meeting at the Annual Meeting of the American Association of Colleges for Teacher Education, New York, February 2002.

Floden, R.E. *AERA Consensus Panel on Teacher Education: A Progress Report*. Symposium presentation at the Annual Meeting of the American Educational Research Association, New Orleans, April 2002.

Floden, R.E. *Developing Leadership for Mathematics and Science Education*. Preliminary report presented at the Annual Meeting of the American Educational Research Association, New Orleans, April 2002.

Floden, R.E. *Acknowledging Incompleteness*. Paper presented to the Annual Meeting of the Philosophy of Education Society, Vancouver, April 2002.

Timpane, M., Snyder, J., Cook, L., Brenneman, D., & Floden, R.E. *Teachers for a New Era*. Panel presentation at the National Governors Association Policy Academy, Colleges and classrooms: Redesigning teacher preparation policies. San Francisco, July 2002.

Floden, R.E., and Kennedy, M. *A Highly Qualified Teacher in Every Classroom: A Need and a Requirement*. Panel presentation at the Governor's Education Summit, Lansing, September 2002.

Floden, R.E. *Teacher Quality: A key to quality education*. Presentation at Education Issues 2003: Orientation for legislators, Lansing, MI, January 2003.

Clift, R., Cochran-Smith, M., Floden, R., Fries, K., Hollins, E., Pugach, M., Zeichner, K., Zumwalt, K., & Dilworth, M. *AERA National Consensus Panel on Teacher Education*. Symposium at the Annual Meeting of the American Association of Colleges for Teacher Education, New Orleans, January 2003.

Pressley, M., Wilson, S.M., & Floden, R.E. Panel discussion of "*Scientific Research in Education*" and *NCLB*. College of Education, Michigan State University, February 2003.

Floden, R.E. *Higher Education's Challenge to Provide Qualified Teachers*. Presentation at the Aspen Institute Conference, "The Challenge of Education Reform," Montego Bay, Jamaica, February 2003.

Floden, R.E. *Issues in mathematics education*. Presentation to the NSF Mathematics Portfolio Review Panel, Arlington, VA, February 2003.

Levine, F., Willinsky, J., Rudner, L., Glass, G., Thorn, C., Barger, R., Preissle, J., Clark, C., Floden, R., LeCompte, M., *Open Forum on AERA's Electronic Publishing Policies: Status Quo, Outsourcing, and Open Access Options*. Symposium presentation at the annual meeting of the American Educational Research Association, Chicago, April 2003.

Clift, R., Cochran-Smith, M., Dilworth, M., Fallon, D., Floden, R., Fries, M., Fuhrman, S., Gitomer, D., Grossman, P., Hollins, E., Irvine, J., Lieberman, A., Pugach, M., Villegas, A., Wilson, S., Zeichner, K., & Zumwalt, K. *The AERA Consensus Panel on Teacher Education: An Overview*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Chicago, April 2003.

Clift, R., Cochran-Smith, M., Dilworth, M., Fallon, D., Floden, R., Fries, M., Fuhrman, S., Gitomer, D., Grossman, P., Hollins, E., Irvine, J., Lieberman, A., Pugach, M., Villegas, A., Wilson, S., Zeichner, K., & Zumwalt, K. *The AERA Consensus Panel on Teacher Education: A Closer Look*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Chicago, April 2003.

Ferrini-Mundy, J., Burrill, G., Floden, R.E., & Sandow, D. *Teacher Knowledge for Teaching School Algebra: Challenges in Developing an Analytic Framework*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April 2003.

Floden, R.E. *Teacher Education in the National Spotlight*. Presentation to a meeting of the Washington Association of Colleges for Teacher Education, Seattle, October 2003.

Floden, R.E. *Teacher Education in the National Spotlight*. Colloquium presentation at the University of Washington College of Education, Seattle, October 2003.

Rusche, P., Roach, V., Floden, R., McNergney, R., & Cheng, I. *Teachers for a New Era: Improving Student Achievement by Transforming Teacher Preparation*. Symposium presentation to the Annual Conference of the National Board for Professional Teaching Standards, Washington, D.C., November 2003.

Breneman, D., Floden, R., Rusche, P., & Snyder, J. *Teachers for a New Era: An update*. Symposium presentation to Land Grant Deans, Chicago, February 2004.

Floden, R., Levine, L., McNergney, R., Payzant, T., & Theodoulou, S. *Should teacher preparation take place at colleges and universities?* Symposium presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, February 2004.

Towne, L., Wise, L., Dickerson, K., Floden, R.E., & Schneider, B. *Improving Scientific Research in Education: Recent Activities of the National Research Council.* Symposium presentation at the Annual Meeting of the American Educational Research Association, San Diego, April 2004.

Ferrini-Mundy, J., Stein, M. K., Floden, R. E., Porter, A.C., Sowder, J.A.T., & Putnam, R. *Studying the Impact of Principles and Standards for School Mathematics.* Symposium presentation at the Annual Meeting of the American Educational Research Association, San Diego, April 2004.

Ferrini-Mundy, J., Floden, R., & Lester, F. *An Emerging Agenda For Studying The Impact Of The Standards.* Paper presented at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, April 2004.

Ferrini-Mundy, J., Earle, J., & Floden, R. E. *NSF Investment in Mathematics Education: Past History and Future Directions.* Presentation at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, April 2004.

Floden, R., Bloemeke, S., Parker, T., & Lewis, J. *How Do Elementary and Middle School Teachers “come to know?”* Symposium at the MSU Education Policy Center Policy Conference, Washington, D.C., June 2004.

Floden, R. & Ferrini-Mundy, J. *Teachers for a New Era.* Teacher Quality Symposium, Michigan State University, East Lansing, MI, November 2004.

Floden, R. *The National Perspective on the Importance of Highly Qualified Teachers.* Presentation at the Summit on Teacher Quality, Michigan State University, East Lansing, MI, December 2004.

Emihovich, C., Floden, R.E., McCarty, T., Walters, P., Wong, K. *Perspectives Of Research Producers.* Roundtable presentation at the National Research Council Division of Behavioral and Social Sciences and Education Workshop on Structured Abstracts in Education Research. Washington, D.C., January 2005.

Floden, R. *When is philosophy of education?* Presidential address to the Annual Meeting of the Philosophy of Education Society. San Francisco, March 2005.

Ferrini-Mundy, J., Floden, R.E., McCrory, R., Burrill, G., & Sandow, D. *Knowledge for Teaching School Algebra: Challenges in Developing an Analytic Framework.* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, April 2005.

Ferrini-Mundy, J., Schmidt, W.H., & Floden, R.E. *Relationships among Teacher Characteristics, Mathematical Knowledge, Teaching Practice, and Student Achievement.* Presentation at the Annual Meeting of the American Educational Research Association, Montreal, April 2005.

Floden, R.E. *Using Research Data to Guide Teacher Education Program Decisions: Comparing Data on Program Graduates and their Pupils.* Presentation at the Annual Meeting of the American Educational Research Association, Montreal, April 2005.

Towne, L., Wise, L., Eisenhart, M., Floden, R.E., & Schneider, B. *Advancing Scientific Research in Education*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Montreal, April 2005.

Floden, R.E. *Internationalizing TE: Standards for a New Era*. Presentation to the Annual Meeting of Midwest International and Comparative Education Society. East Lansing, September 2005.

Floden, R.E. *The David Imig Annual Lecture: Reviewing the research on teacher education*. Presentation to the Annual Fall Meeting of the Council of Academic Deans from Research Education Institutions (CADREI), Monterey, October 2005.

Floden, R.E. *Teacher Preparation Accreditation and Program Approval*. Paper presented at the Advanced Training Program in Teacher Education Design, Beijing Normal University, November 28-Dec 1, 2005.

Floden, R.E. *Teacher Standards and Teacher Certification in the United States*. Paper presented at the Advanced Training Program in Teacher Education Design, Beijing Normal University, November 28-Dec 1, 2005.

Floden, R.E. *Teacher quality: What does this mean for Michigan policy makers?* Presentation as part of the President's Education Forum, Lansing, MI, February 2006.

Floden, R.E. *Assessment of Pupil Learning Growth to Inform Teacher Preparation Program Improvement*. Presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, San Diego, January 2006.

Floden, R.E. *Dewey's Public Interest and Teacher Education*. Symposium presentation at the Annual Meeting of the American Educational Research Association, San Francisco, April 2006.

Popkewitz, T., Lagemann, E.C., Resnick, L., & Floden, R.E. *Origins of Contemporary Education Research and Education Research Centers*. Symposium presentation at the Annual Meeting of the American Educational Research Association, San Francisco, April 2006.

Floden, R.E. *Using Accreditation as Leverage for TNE Principles*. Presentation to the Annual Meeting of the Learning Network, Philadelphia, November 2006.

Floden, R.E. & McCrory, R. *Mathematical Knowledge for Teaching Algebra: Validating an Assessment of Teacher Knowledge*. Presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA, January 2007.

Shakrani, S. & Floden, R.E. *Assessment of Pupil Learning Growth: Lessons from Teachers for a New Era*. Presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, New York, February 2007.

Floden, R.E. Transforming University-Based Teacher Education: The Impact of the Teachers for a New Era Initiative. Presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, New York, February 2007.

Ferrini-Mundy, J., Burrill, G., & Floden, R.E. *Issues and Challenges in Professional Development: Teachers' Mathematical Knowledge for Teaching a Coherent Curriculum*. Presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA, January 2007.

Floden, R. E. *Paths to Improving Teacher Education in the US: Promising Ideas and Supporting Evidence*. Presentation at the South Asia Regional Conference on Education Quality, New Delhi, India, October 2007. (<http://siteresources.worldbank.org/INTINDIA/Resources/Floden.ppt>)

Floden, R. E. & Chang, K. *Interpreting a Jazz Score: A Metaphor for Creative Teaching In Contexts with Strong Instructional Guidance*. Paper presented at the Annual Meeting of the Australasian Philosophy of Education Society, Wellington, New Zealand, December 2007. (<http://www.pesa.org.au/index.php?page=../abstract07.html>)

Floden, R. E. *Where is the Research Taking Us in Developing Future Effective Pathways to Teaching?* Presentation at the 2008 NCEI/NCAC Conference: Effective Pathways to Teaching, New Orleans, February 2008.

Harris, R. & Floden, R.E. *Beyond Pre-Service Teacher Characteristics: Pre-Service Teacher Knowledge on Issues of Equity in Public Schooling*. Presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, New Orleans, February 2008.

McCrary, R., Floden, R., & Senk, S. L. *Measuring Teachers' Mathematical Knowledge for Teaching Algebra: Assessment Development and Validation*. Presentation at the Fourth Annual Conversations Among Colleagues, Educating Future Teachers of Mathematics: Elementary through University, Kalamazoo, MI, March 2008.

Fallon, D., Floden, R.E., & Ferrini-Mundy, J. *University Departments Working Together for Strong Teacher Preparation*. Presentation as part of conference on “The Power of Partnerships: Universities, Businesses, and Excellent STEM Teaching,” Woodrow Wilson International Center for Scholars, Washington, DC, May 2008.

Floden, R.E. & Cunningham, C. *Focus Group Report: The “Public Face” of PES*. Presentation at the Annual Meeting of the Philosophy of Education Society, Montreal, March 2009.

Chang, K., Floden, R.E., & Smith, J.P. *Investigating Concrete/Real-Life Contexts in Textbooks for the Conceptual Understanding of One-Variable Linear Equations*. Paper presentation at the Annual Meeting of the American Educational Research Association, San Diego, April 2009.

Floden, R.E. *Comments on “Creating a Culture of Evidence in Teacher Education: Challenges and Benefits.”* Symposium discussant comments at the Annual Meeting of the American Educational Research Association, San Diego, April 2009.

Floden, R.E. *Comments on “Educational Research as Moral Inquiry.”* Symposium discussant comments at the Annual Meeting of the American Educational Research Association, San Diego, April 2009.

Moss, P.A., Phillips, D.C., Erickson, F.D., Floden, R.E., Lather, P.A., & Schneider, B.L. *Learning From Our Differences: Dialogue Across Perspectives on Quality in Educational Research*. Symposium presentation at the Annual Meeting of the American Educational Research Association, San Diego, April 2009.

Floden, R.E., McCrary, R.S., Ferrini-Mundy, J., Reckase, M.D., & Senk, S. *Knowledge of Algebra for Teaching: Validity Studies of a New Measure*. Paper presentation at the Annual Meeting of the American Educational Research Association, San Diego, April 2009.

Floden, R.E. *Education Stimulus: Staggering Opportunity, Monumental Challenge*. Presentation to the President's Education Forum, Lansing, Michigan, April 2009.

Floden, R.E. *Evaluating District Initiatives: Understanding How and Why Change Happens*. Keynote presentation to the Michigan Educational Research Association, Mt. Pleasant, Michigan, May 2009.

Floden, R.E. *Research methods in education*. Presentation to faculty exchange visitors from Southwest University, Chongqing, China. East Lansing, MI, November 2009.

Floden, R.E. *Inequalities in the Preparation of Teachers: A cross-national perspective*. Presentation at the Marie Curie Excellence Project Conference on Youth Inequalities, Dublin, Ireland, December 2009.

Floden, R.E. Comments on "*Methodological Challenges and Findings in a Cross-national Study of Mathematics Teacher Preparation*." Symposium discussant comments at the Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, February 2010.

Floden, R.E. Comments on "*Methodological Challenges and Preliminary Findings in a Cross-national Study of Mathematics Teacher Preparation*." Symposium discussant comments at the Annual Meeting of the Comparative International Education Society, Chicago, March 2010.

Baker, D.P., Post, D., Floden, R.E., Cummings, W.K., Tatto, M.T., Wilson, M., & Phillips, D. *Transnational Epistemic and Policy Communities: Institutional, Historical, Philosophical and Methodological Concerns*. Symposium presentation at the Annual Meeting of the Comparative International Education Society, Chicago, March 2010.

Covaleskie, J., Floden, R., Hytten, K., Howe, K., Moses, M. S., & Wilson, T. S. *Philosophers of Education in the Spheres of Education Policy and Practice*. Symposium presentation at the Annual Meeting of the Philosophy of Education Society, San Francisco, April 2010.

Feuer, M., Floden, R.E., Hedges, L., MacDonald, L., McPherson, M. *Towards a Future Education Research Policy*. Symposium presentation at the Annual Meeting of the National Academy of Education, Washington, DC, November 2010.

Floden, R.E. *Research methods in education*. Presentation to faculty exchange visitors from Southwest University, Chongqing, China. East Lansing, MI, November 2010.

Kim, H., Lepak, J., Levin, M., Louie, N. L., Reinholz, D. L., Wernet, J., & Floden, R. *Capturing Classroom Practices that Lead to Competence with Complex Algebraic Tasks*. Paper presented at Association of Mathematics Teacher Educators, Irvine, CA, January 2011.

Floden, R., Schoenfeld, A., & the Algebra Teaching Study (ATS) Research Team. *Empirical Research to Link Classroom Practices to Student Mathematics Learning: Challenges and Solutions*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2011.

Lepak, J., Seashore, K., Reinholz, D., Nix, S., Champney, D., Floden, R., Katwibun, D., Kim, H., Levin, M., Louie, N., Sanchez, J., Schoenfeld, A., Shah, N., & Wernet, J. *Measuring Middle-School Students' Robust Understanding of Mathematics*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2011.

Reinholz, D., Levin, M., Kim, H., Champney, D., Floden, R., Katwibun, D., Lepak, J., Louie, N, Nix, S., Sanchez, J., Schoenfeld, A., Seashore, K., Shah, N., & Wernet, J. *Capturing What Counts: Classroom Practices That Lead To Robust Understanding of Algebra*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2011.

St. Pierre E. A., Eisenhart, M. A., Feuer, M.J., Floden, R.E., & Valenzuela, A. *Ten Years After the National Research Council Report Scientific Research in Education: Renewed Focus on the Public Good*. Symposium presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2011.

Floden, R.E. *Key issues in education reform*. Keynote address at the CIC Music Education Conference, East Lansing, MI, October 2011.

Floden, R.E. Closing remarks. Presentation to the Education Alliance Conference, Michigan Educator Evaluation: Understanding Effective Instruction. East Lansing, January 2012.

Chang, K.L. & Floden, R. *The Effect of Structure-Based Instruction on the Transfer of Learning to Solve Algebra Word Problems*. Paper presented to the 15th Annual Conference on Research on Mathematics Education, Portland, OR, February 2012.

Feuer, M. & Floden, R.E, *Innovation in Measurement: Toward New Metrics for Teacher Preparation*. Presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, February 2012.

Knight, S., Edmondson, J., Floden, R.E., Pellegrino, J., & Gansale, K. *Explaining the Complexity of Accountability in Teacher Education*. Symposium presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, February 2012.

Floden, R.E. Comments on “*Measuring the Impact of Teacher Education on Learning to Teach Mathematics: The Teacher Education Study in Mathematics*.” Symposium discussant comments at the Annual Meeting of the American Educational Research Association, Vancouver, April 2012.

Carlson, R.A., Terpstra, M.A., Floden, R.E., Harris, R., & Dickens, E. *Coaching Conversations About Teaching and Student Learning: How Professional Development Provides Resources to Enhance Teacher Learning*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, April 2012. Retrieved July 10, 2012, from the AERA Online Paper Repository.

Floden, R.E. *Approaches to Evaluating the Quality of Teacher Preparation Programs*. Colloquium presentation to faculty at the Azim Premji University, Bangalore, India, May 2012.

Floden, R.E. *Cycles of Development of Initial Teacher Preparation at Michigan State University: Lessons Learned*. Public lecture at the Faculty of Education, Pontificia Universidad Católica, Santiago, Chile. September 2012.

Floden, R.E. *Educator Evaluation and Merit Pay*. Presentation as part of the President’s Education Forum, Lansing, MI, February 2013.

Floden, R.E. *Evaluating Teachers and Teacher Education: Negotiating Dilemmas in Interesting Times*. Keynote address at the Feinstein School of Education & Human Development 3rd Annual Conference. Providence, RI, March 2013.

Wilson, S.M., Floden, R.E., & Cole, J. *Building a System of Data and its Use*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 2013.

Floden, R.E. *Evaluating the Quality of Teacher Preparation Programs*. Colloquium presentation at Boise State University. Boise, ID, May 2013.

Floden, R.E. *Improving the Preparation of STEM Teachers*. Colloquium presentation at Boise State University. Boise, ID, May 2013.

Floden, R.E. *Consolidation of Services*. Presentation to a joint meeting of the Michigan Association of School Boards and the Michigan Small & Rural Schools Association. Lansing, MI: August 2013.

Floden, R.E. *Approaches to Evaluating the Quality of Teacher Preparation Programs: Key Ideas from the Report*. Presentation at the Annual Meeting of the National Academy of Education. Washington, DC: October 2013.

Floden, R.E. *The Holmes Group*. Presentation to a meeting of the EDU 12+ Netzwerk Qualitätsoffensive Lehrerbildung. Berlin: October 2013.

Floden, R.E. *Evaluating the Quality of Teacher Preparation Programs*. Presentation at Southwest University. Chongqin, China: November 2013.

Floden, R.E. *Learning How Pupils Make Sense of Algebra Word Problems: Tool Development*. Presentation at Southwest University. Chongqin, China: November 2013.

Floden, R.E., Burns, J., & Peske, H. *Evaluating Teacher Preparation Programs*. Webinar organized by the Council of Chief State School Officers, State Consortium on Educator Effectiveness, December 2013.

Floden, R.E. *Evaluation of Teacher Preparation Programs: Measures, Systems, Purposes, Questions*. Presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Indianapolis, March 2014.

Floden, R.E. *Reflections on a Career in Teacher Education Research*. Presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Indianapolis, March 2014.

Floden, R.E. *Improving the Standard Approaches to Qualitative Education Research*. Paper presented to the Annual Meeting of the Philosophy of Education Society, Albuquerque, NM, March 2014.

Floden, R.E. *Key Findings from the National Academy of Education (NAEd) Report*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, April 2014.

Cochran-Smith, M. & Floden, R.E. *Implications for Teacher Education and for Research in the United States*. Comments presented as part of the symposium, “Does Teacher Education Need Research? Does Research Need Teacher Education?: A Report from the British Educational Research Association” at the Annual Meeting of the American Educational Research Association, Philadelphia, April 2014.

Floden, R.E. *Comments on the Symposium: Common Core State Standards for Mathematics and Mathematics Teacher Education Programs: Current and Future Directions*. Presentation at the Annual Meeting of the American Educational Research Association, Philadelphia, April 2014.

Floden, R.E. *Approaches to the Evaluation of Teacher Preparation Programs*. Address as part of the Michigan State University President's Education Forum. Lansing, MI, April 2014.

Floden, R.E. *Evaluating Teachers and Teacher Preparation Programs: Issues of Method and Purpose*. Colloquium presentation School of Education, University of Delaware. Newark, DE, April 2014.

Floden, R.E. *Studying Opportunity to Learn In Initial Teacher Training*. Presentation as part of the Seminar, "Initial Teacher Training: Lessons from Abroad." Universidad Católica, Santiago, Chile, October 2014.

Floden, R.E. & Allen, M. *Evaluation of Teacher Preparation Programs: Key Considerations and Methodological Issues*. Webinar sponsored by the Regional Educational Laboratory at Marzano Research Laboratory, December 2014.

Floden, R.E. *Policies to Enhance Educator Quality*. Presentation as part of new legislator orientation. Lansing, MI, February 2015.

Floden, R.E. *Comments on Socializing Intelligence through Academic Talk and Dialogue*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Chicago, April 2015.

Floden, R.E. *Comments on Toward a Fair Evaluation of Teachers: Methodological Challenges in a Cross-National Study of Mathematics Teachers*. Symposium presentation at the Annual Meeting of the American Educational Research Association, Chicago, April 2015.

Sawchuk, S., Brown, C., Floden, R.E., Kappler, S., & LaVonne, N. *Falloff in Aspiring Teachers: Where and Why?* Presentation at the 68th Annual National Seminar of the Education Writers Association, Chicago, April 2015.

Floden, R.E. *Improving Teaching Quality: Current Issues*. Presentation to a meeting of the Macomb County Superintendents. Lansing, MI: May 2015.

Floden, R.E. *Evaluating Teachers and Teacher Preparation Programs: Issues of Method and Purpose*. Robert F. Nicely, Jr. and Donna C. Nicely Distinguished Scholar in Education Lecture, College of Education, Pennsylvania State University. State College, PA, October 2015.

Floden, R.E. *Evaluating Teachers and Teacher Preparation Programs: Issues of Method and Purpose*. James Cooper Lecture, College of Education, University of Virginia. Charlottesville, VA, October 2015.

Ball, D.L., Floden, R.E., Ridley, S., & Richmond, E. *What Does It Take to Prepare New Teachers?* Presentation at Ready for Day One? Covering the Education of Teachers Seminar of the Education Writers Association, Chicago, October 2015.

Floden, R.E. *Emerging Issues in Educational Policy*. Address as part of the Michigan State University President's Education Forum. Lansing, MI, February 2016.