Stanford



Milbrey McLaughlin

David Jacks Professor of Higher Education, Emerita

GSE Faculty Affairs

CONTACT INFORMATION

- **Admin. Support**

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Bio

BIO

Dr. McLaughlin's research combines studies of K-12 education policy in the U.S and work on the broad question of community-school collaboration to support youth development. Her research on public education focuses on how school teaching is shaped by "context" issues such as organizational policy, social-cultural conditions of the schools, districts and communities. Within communities, she is involved with local efforts engage whole communities-schools, community organizations and agencies, parents, faith-based institutions-in developing new strategies and capacity to promote youth development broadly considered. Dr. McLaughlin is Co-Director of the Center for Research on the Context of Teaching, an education research center that analyzes how teaching and learning are shaped by their contexts and the connection between teacher learning communities and educational reforms. She is Director of the John Gardner Center for Youth and their Communities, a partnership between Stanford University and Bay Area communities to build new practices, knowledge and capacity for youth development and learning.

ACADEMIC APPOINTMENTS

- Emeritus Faculty, Acad Council, GSE Faculty Affairs

ADMINISTRATIVE APPOINTMENTS

- Director, Center for Research on the Context of Teaching, (1987- present)
- Professor of Education, Stanford Graduate School of Education, (1989-1999)
- Director, The John W. Gardner Center for Youth and Their Communities: http://gardnercenter.stanford.edu, (2000- present)
- David Jacks Professor Emeritus of Education and Public Policy, Stanford Graduate School of Education, (2000- present)
- Associate Professor of Education, Stanford Graduate School of Education, (1983-1989)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Advisor, National Center on Schools and Communities (2019 - present)
- Advisor, USED Blue Ribbon Schools Commission (2019 - present)
- Member, National Academy of Education (2019 - present)
- Member, American Educational Research Association (AERA) (2019 - present)
- Member, Advisory Board, Partners in School Innovation (2019 - present)

- Member, Advisory Board, Irvine Foundation Urban Initiative (2019 - present)
- Member, Advisory Board, Center for Research on Equity and Diversity in Education (2019 - present)
- Member, Advisory Board, National Writing Project, Urban Initiative (2019 - present)
- Member, Advisory Board, Children and Youth Community Health Initiative, California Wellness Foundation (2019 - present)
- Member, Board of Directors, National Network for Youth (2019 - present)
- Member, Editorial Board, Teachers and Teaching (2019 - present)
- Member, Panel on Youth and Communities, National Research Council (2019 - present)
- Trustee, MidPeninsula High School (2019 - present)
- Chair, Evaluation Training Program (1983 - 1987)
- Visiting Professor, University of California (1977 - 1980)
- Senior Social Scientist, Rand Corporation (1973 - 1983)

PROFESSIONAL EDUCATION

- Ph.D., Harvard University , Education and Social Policy (1973)
- Ed.M., Harvard University , Education and Social Policy (1973)
- B.A., Connecticut College , Philosophy (1963)

Research & Scholarship

RESEARCH INTERESTS

- Education Policy
- Politics of Education

CURRENT RESEARCH AND SCHOLARLY INTERESTS

School context; planned change; teacher workplaces; government policy; inner-city youth; neighborhood-based organizations; community youth development.

Publications

PUBLICATIONS

- **Playing Fair: The Contribution of High-Functioning Recess to Overall School Climate in Low-Income Elementary Schools** *JOURNAL OF SCHOOL HEALTH*
  London, R. A., Westrich, L., Stokes-Guinan, K., McLaughlin, M.
  2015; 85 (1): 53-60
- **School Connectedness for Students in Low-Income Urban High Schools** *TEACHERS COLLEGE RECORD*
  Nasir, N. S., Jones, A., McLaughlin, M.
  2011; 113 (8): 1755-1793
- **Shifts in Reform Influence How and What Teachers Learn** *PHI DELTA KAPPAN*
  McLaughlin, M. W.
  2011; 92 (6): 67-67
- **What Does It Mean to Be African American? Constructions of Race and Academic Identity in an Urban Public High School** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
  Nasir, N. S., McLaughlin, M. W., Jones, A.
  2009; 46 (1): 73-114
- **Community organizing and youth advocacy.** *New directions for youth development*

Deschenes, S., McLaughlin, M., Newman, A.
2008; 2008 (117): 1-4

- **Organizations advocating for youth: the local advantage.** *New directions for youth development*
  Deschenes, S., McLaughlin, M., Newman, A.
  2008; 2008 (117): 11-25
- **Qualities That Attract Urban Youth to After-School Settings and Promote Continued Participation** *TEACHERS COLLEGE RECORD*
  Strobel, K., Kirshner, B., O'Donoghue, J., McLaughlin, M.
  2008; 110 (8): 1677-1705
- **Advocacy organizations and the field of youth services: Ongoing efforts to restructure a field** *NONPROFIT AND VOLUNTARY SECTOR QUARTERLY*
  Scott, W. R., Deschenes, S., Hopkins, K., Newman, A., McLaughlin, M.
  2006; 35 (4): 691-714
- **Introduction: moving youth participation forward.** *New directions for youth development*
  O'Donoghue, J. L., Kirshner, B., McLaughlin, M.
  2002: 15-26
- **Youth civic engagement in the twenty-first century** *JOURNAL OF RESEARCH ON ADOLESCENCE*
  Youniss, J., BALES, S., Christmas-Best, V., Diversi, M., McLaughlin, M., SILBEREISEN, R.
  2002; 12 (1): 121-148
- **Design cooperation: Strengthening the link between organizational and instructional change in schools** *EDUCATIONAL POLICY*
  MINTROP, H., Gamson, D., McLaughlin, M., Wong, P. L., Oberman, I.
  2001; 15 (4): 520-546
- **Community counts** *EDUCATIONAL LEADERSHIP*
  MCLAUGHLIN, M. W.
  2001; 58 (7): 14-18
- **School-community connections: Strengthening opportunity to learn and opportunity to teach** *Handbook of research on teaching*
  Honig, M. I., Kahne, J., McLaughlin, M. W.
  2001; 4
- **Teachers engaged in evidence-based reform: Trajectories of teachers' inquiry, analysis, and action** *Teachers caught in the action: Professional development that matters*
  McLaughlin, M. W., Zarrow, J.
  2001: 79-101
- **Community Counts: How Youth Organizations Matter for Youth Development.** *n/a*
  McLaughlin, M. W.
  2000
- **Investing in teaching as a learning profession: Policy problems and prospects** *Teaching as the learning profession: Handbook of policy and practice*
  Darling-Hammond, L., McLaughlin, M. W.
  1999: 376-411
- **Listening and learning from the field: Tales of policy implementation and situated practice** *International handbook of educational change*
  McLaughlin, M. W.
  Springer.1998: 70–84
- **Teacher learning: New policies, new practices - Introduction** *Conference on Teacher Learning - New Policies, New Practices*
  MCLAUGHLIN, M. W., Oberman, I.
  TEACHERS COLLEGE PRESS.1996: R9–R11
- **Teacher Learning: New Policies, New Practices. The Series on School Reform.**
  McLaughlin, M. W., Oberman, I.
  ERIC.1996

- **POLICIES THAT SUPPORT PROFESSIONAL-DEVELOPMENT IN AN ERA OF REFORM** *PHI DELTA KAPPAN*
  DARLINGHAMMOND, L., MCLAUGHLIN, M. W.
  1995; 76 (8): 597-604
- **Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth** *HARVARD EDUCATIONAL REVIEW*
  McLaughlin, M., Irby, M., Langman, J.
  1995; 65: 681-682
- **Policies that support professional development in an era of reform** *Phi delta kappan*
  Darling-Hammond, L., McLaughlin, M. W.
  1995; 76 (8): 597-604
- **URBAN SANCTUARIES - NEIGHBORHOOD ORGANIZATIONS THAT KEEP HOPE ALIVE** *PHI DELTA KAPPAN*
  MCLAUGHLIN, M. W., IRBY, M. A.
  1994; 76 (4): 300-306
- **LEARNING FOR ANYTHING EVERYDAY** *JOURNAL OF CURRICULUM STUDIES*
  HEATH, S. B., MCLAUGHLIN, M. W.
  1994; 26 (5): 471-489
- **THE BEST OF BOTH WORLDS - CONNECTING SCHOOLS AND COMMUNITY YOUTH ORGANIZATIONS FOR ALL-DAY, ALL-YEAR LEARNING** *EDUCATIONAL ADMINISTRATION QUARTERLY*
  HEATH, S. B., MCLAUGHLIN, M. W.
  1994; 30 (3): 278-300
- **TEACHER PROFESSIONALISM IN LOCAL SCHOOL CONTEXTS** *Meeting of the American-Educational-Research-Association*
  TALBERT, J. E., MCLAUGHLIN, M. W.
  UNIV CHICAGO PRESS.1994: 123–53
- **UNDERSTANDING CONTEXT EFFECTS ON SECONDARY-SCHOOL TEACHING** *TEACHERS COLLEGE RECORD*
  TALBERT, J. E., MCLAUGHLIN, M. W., Rowan, B.
  1993; 95 (1): 45-68
- **Teachers' work** *Individual, colleagues and contexts*
  Little, J. W., McLaughlin, M. W.
  1993
- **HOW DISTRICT COMMUNITIES DO AND DO NOT FOSTER TEACHER PRIDE** *EDUCATIONAL LEADERSHIP*
  MCLAUGHLIN, M. W.
  1992; 50 (1): 33-35
- **NETWORKS FOR EDUCATIONAL-CHANGE - POWERFUL AND PROBLEMATIC** *PHI DELTA KAPPAN*
  LIEBERMAN, A., MCLAUGHLIN, M. W.
  1992; 73 (9): 673-677
- **CONTEXT MATTERS - TEACHING IN JAPAN AND IN THE UNITED-STATES** *PHI DELTA KAPPAN*
  Sato, N., MCLAUGHLIN, M. W.
  1992; 73 (5): 359-366
- **TEST-BASED ACCOUNTABILITY AS A REFORM STRATEGY** *PHI DELTA KAPPAN*
  MCLAUGHLIN, M. W.
  1991; 73 (3): 248-251
- **COMMUNITY ORGANIZATIONS AS FAMILY - ENDEAVORS THAT ENGAGE AND SUPPORT ADOLESCENTS** *PHI DELTA KAPPAN*
  HEATH, S. B., MCLAUGHLIN, M. W.
  1991; 72 (8): 623-627
- **CONSTRUCTING A PERSONALIZED SCHOOL ENVIRONMENT** *PHI DELTA KAPPAN*
  MCLAUGHLIN, M. W., Talbert, J., Kahne, J., Powell, J.
  1990; 72 (3): 230-235

- **INVOLVING LOW-INCOME PARENTS IN THE SCHOOLS - A ROLE FOR POLICY** *PHI DELTA KAPPAN*
  MCLAUGHLIN, M. W., Shields, P. M.
  1987; 69 (2): 156-160
- **A MATTER OF INTERPRETATION** *PHI DELTA KAPPAN*
  HEATH, S. B., MCLAUGHLIN, M. W.
  1987; 68 (10): 786-786
- **A CHILD RESOURCE POLICY - MOVING BEYOND DEPENDENCE ON SCHOOL AND FAMILY** *PHI DELTA KAPPAN*
  HEATH, S. B., MCLAUGHLIN, M. W.
  1987; 68 (8): 576-580
- **WHY TEACHERS WONT TEACH** *PHI DELTA KAPPAN*
  MCLAUGHLIN, M. W., PFEIFER, R. S., SWANSONOWENS, D., Yee, S.
  1986; 67 (6): 420-426
- **NOTES ON THE NEW POLITICS OF EDUCATION** *EDUCATION AND URBAN SOCIETY*
  MCLAUGHLIN, M. W., Catterall, J. S.
  1984; 16 (3): 375-381
- **TEACHER EVALUATION AND SCHOOL IMPROVEMENT** *TEACHERS COLLEGE RECORD*
  MCLAUGHLIN, M. W.
  1984; 86 (1): 193-207