Stanford



Edward Haertel

Jacks Family Professor of Education, Emeritus

Graduate School of Education

Curriculum Vitae available Online

CONTACT INFORMATION

- **Admin. Support**

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Bio

BIO

Dr. Haertel is an expert in the area of educational testing and assessment. His research and teaching focus on psychometrics and educational policy, especially test-based accountability and related policy uses of test data. His recent work has examined standard setting methods, limitations of value-added models for teacher and school accountability, impacts of testing on curriculum, students, and educational policy, test reliability, and generalizability theory.

ACADEMIC APPOINTMENTS

- Emeritus Faculty, Acad Council, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Jacks Family Professor of Education, Emeritus, Stanford Graduate School of Education, (2013- present)
- Jacks Family Professor of Education, Stanford Graduate School of Education, (2008-2012)
- Associate Dean for Faculty Affairs, Stanford Graduate School of Education, (2005-2010)
- Professor of Education, Stanford Graduate School of Education, (1992-2008)
- Associate Professor of Education, Stanford Graduate School of Education, (1987-1992)
- Assistant Professor of Education, Stanford Graduate School of Education, (1980-1987)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Member, Technical Design Group, California Department of Education, Assessment and Accountability Unit (2015 - present)
- Member, Smarter Balanced Assessment Consortium Technical Advisory Committee (2019 - present)
- Assistant Professor, University of Illinois, Chicago (1979 - 1980)

PROFESSIONAL EDUCATION

- PhD, University of Chicago , Measurement, Evaluation and Statistical Analysis (1980)
- BA, University of Wisconsin-Madison , Mathematics (1971)

LINKS

- Webpage: http://haertel.people.stanford.edu

Research & Scholarship

RESEARCH INTERESTS

- Assessment & Evaluation
- Global and Comparative Education
- Measurement in Education
- Politics of Education
- Teacher Learning

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Functions of test scores in discourse about education; how testing shapes ideas of success and failure for students, schools, and public education as a whole.

Publications

PUBLICATIONS

- **Comparability of Large-Scale Educational Assessments: Issues and Recommendations.**
  edited by Berman, A. I., Haertel, E. H., Pellegrino, J. W.
  National Academy of Education.2020
- **The Testing Charade: Pretending to Make Schools Better (Book Review)** *AMERICAN JOURNAL OF EDUCATION*
  Book Review Authored by: Haertel, E. H.
  2018; 124 (3): 373–77
- **Tests, Test Scores, and Constructs** *EDUCATIONAL PSYCHOLOGIST*
  Haertel, E. H.
  2018; 53 (3): 203–16
- **Measuring Cultural Dimensions of Classroom Interactions** *EDUCATIONAL ASSESSMENT*
  Jensen, B., Grajeda, S., Haertel, E.
  2018; 23 (4): 250–76
- **Fairness using derived scores** *Fairness in Educational Assessment and Measurement*
  Haertel, E., Ho, A.
  Routledge.2016: 233–254
- **Engaging methodological pluralism** *Handbook of research on teaching*
  Moss, P. A., Haertel, E. H.
  2016: 127-247
- **Selection of Common Items as an Unrecognized Source of Variability in Test Equating: A Bootstrap Approximation Assuming Random Sampling of Common Items** *APPLIED MEASUREMENT IN EDUCATION*
  Michaelides, M. P., Haertel, E. H.
  2014; 27 (1): 46-57
- **Selection of common items as an unrecognized source of variability in test equating: A bootstrap approximation assuming random sampling of common items** *Applied Measurement in Education*
  Michaelides, M. P., Haertel, E. H.
  2014; 27 (1): 46-57

- **Getting the Help We Need** *JOURNAL OF EDUCATIONAL MEASUREMENT*
  Haertel, E.
  2013; 50 (1): 84-90
- **Reliability and Validity of Inferences about Teachers Based on Student Scores. William H. Angoff Memorial Lecture Series.** *Educational Testing Service*
  Haertel, E. H.
  2013
- **Improving ability measurement in surveys by following the principles of IRT: The Wordsum vocabulary test in the General Social Survey** *SOCIAL SCIENCE RESEARCH*
  Cor, M. K., Haertel, E., Krosnick, J. A., Malhotra, N.
  2012; 41 (5): 1003-1016
- **Evaluating teacher evaluation** *PHI DELTA KAPPAN*
  Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., Rothstein, J.
  2012; 93 (6): 8-15
- **Evaluating teacher evaluation** *Phi Delta Kappan*
  Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., Rothstein, J.
  2012; 93 (6): 8-15
- **The briefing book method** *Setting performance standards: Foundations, methods, and innovations*
  Haertel, E. H., Beimers, J. N., Miles, J. A.
  2012: 283-299
- **The Effect of Ignoring Classroom#Level Variance in Estimating the Generalizability of School Mean Scores** *Educational Measurement: Issues and Practice*
  Wei, X., Haertel, E.
  2011; 30 (1): 13-22
- **Medicine on a need-to-know basis** *NATURE IMMUNOLOGY*
  Busch, R., Byrne, B., Gandrud, L., Sears, D., Meyer, E., Kattah, M., Kurihara, C., Haertel, E., Parnes, J. R., Mellins, E. D.
  2006; 7 (6): 543-547
- **The effects of content, format, and inquiry level on science performance assessment scores** *APPLIED MEASUREMENT IN EDUCATION*
  Stecher, B. M., Klein, S. P., Solano-Flores, G., McCaffrey, D., Robyn, A., SHAVELSON, R. J., HAERTEL, E.
  2000; 13 (2): 139-160
- **Performance assessment and education reform** *PHI DELTA KAPPAN*
  Haertel, E. H.
  1999; 80 (9): 662-666
- **Gender and racial/ethnic differences on performance assessments in science** *EDUCATIONAL EVALUATION AND POLICY ANALYSIS*
  Klein, S. P., Jovanovic, J., Stecher, B. M., McCaffrey, D., SHAVELSON, R. J., HAERTEL, E., SOLANOFLORES, G., Comfort, K.
  1997; 19 (2): 83-97
- **Generalizability analysis for performance assessments of student achievement or school effectiveness** *EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT*
  Cronbach, L. J., LINN, R. L., Brennan, R. L., Haertel, E. H.
  1997; 57 (3): 373-399
- **COMPONENTS OF INTERESTING SCIENCE EXPERIMENTS** *SCIENCE EDUCATION*
  Martinez, M. E., HAERTEL, E.
  1991; 75 (4): 471-479
- **I NEVER PROMISED YOU 1ST PLACE - A REJOINDER** *PHI DELTA KAPPAN*
  BRADBURN, N., HAERTEL, E., Schwille, J., TORNEYPURTA, J.
  1991; 72 (10): 774-777

- **CONTINUOUS AND DISCRETE LATENT STRUCTURE MODELS FOR ITEM RESPONSE DATA** *PSYCHOMETRIKA*
  Haertel, E. H.
  1990; 55 (3): 477-494
- **USING RESTRICTED LATENT CLASS MODELS TO MAP THE SKILL STRUCTURE OF ACHIEVEMENT ITEMS** *JOURNAL OF EDUCATIONAL MEASUREMENT*
  Haertel, E. H.
  1989; 26 (4): 301-321
- **BUYERS BEWARE - THE DECEPTIVELY HIGH COST OF LISREL** *COUNSELING PSYCHOLOGIST*
  Haertel, E. H., Thoresen, C. E.
  1987; 15 (2): 316-319
- **MEASURING SCHOOL PERFORMANCE TO IMPROVE SCHOOL PRACTICE** *EDUCATION AND URBAN SOCIETY*
  HAERTEL, E.
  1986; 18 (3): 312-325
- **CONSTRUCT-VALIDITY AND CRITERION-REFERENCED TESTING** *REVIEW OF EDUCATIONAL RESEARCH*
  HAERTEL, E.
  1985; 55 (1): 23-46
- **DETECTION OF A SKILL DICHOTOMY USING STANDARDIZED ACHIEVEMENT-TEST ITEMS** *JOURNAL OF EDUCATIONAL MEASUREMENT*
  HAERTEL, E.
  1984; 21 (1): 59-72
- **AN APPLICATION OF LATENT CLASS MODELS TO ASSESSMENT DATA** *APPLIED PSYCHOLOGICAL MEASUREMENT*
  HAERTEL, E.
  1984; 8 (3): 333-346
- **SCHOOL-ACHIEVEMENT - THINKING ABOUT WHAT TO TEST** *JOURNAL OF EDUCATIONAL MEASUREMENT*
  HAERTEL, E., Calfee, R.
  1983; 20 (2): 119-132
- **THE IMPACT OF LEISURE-TIME TELEVISION ON SCHOOL LEARNING - A RESEARCH SYNTHESIS** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
  Williams, P. A., Haertel, E. H., HAERTEL, G. D., WALBERG, H. J.
  1982; 19 (1): 19-50