Stanford



Claude Goldenberg

Nomellini-Olivier Professor of Education, Emeritus

GSE Faculty Affairs

CONTACT INFORMATION

- **Admin. Support**

  Elayne Weissler-Martello

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Bio

ACADEMIC APPOINTMENTS

- Emeritus Faculty, Acad Council, GSE Faculty Affairs

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Nomellini & Olivier Professor of Education, emeritus, Stanford University, Graduate School of Education (2018 - present)
- Nomellini & Olivier Professor of Education, Stanford University, Graduate School of Education (2015 - 2018)
- Chair, Curriculum & Teacher Education (CTE), Stanford University, Graduate School of Education (2008 - 2015)
- Professor, Stanford University, Graduate School of Education (2007 - 2018)
- Executive Director, Center for Language Minority Education and Research, College of Education, California State University, Long Beach (2005 - 2008)
- Associate Dean, College of Education, California State University, Long Beach (2001 - 2007)
- Professor, Department of Teacher Education, California State University, Long Beach (1998 - 2005)
- Research Psychologist, Department of Psychiatry and Biobehavioral Sciences, UCLA (1996 - 2006)
- Associate Professor, Department of Teacher Education, California State University, Long Beach (1994 - 1998)
- Associate Research Psychologist, Department of Psychiatry and Biobehavioral Sciences, UCLA (1992 - 1996)
- Assistant Research Psychologist, Department of Psychiatry and Biobehavioral Sciences, UCLA (1988 - 1992)
- 1st-grade teacher, Lennox School District, Lennox, CA (1985 - 1988)
- 7th- and 8th-grade reading and history teacher, Edgewood Independent School District, San Antonio, TX (1977 - 1979)

PROGRAM AFFILIATIONS

- Center for Comparative Studies in Race and Ethnicity (CCSRE)

PROFESSIONAL EDUCATION

- Ph.D., UCLA Graduate School of Education , Early Childhood and Developmental Studies (1984)
- M.A., UCLA Graduate School of Education , Early Childhood and Developmental Studies (1982)
- A.B., Princeton University , History (1977)

LINKS

- Webpage: https://web.stanford.edu/~claudeg/

Research & Scholarship

RESEARCH INTERESTS

- Curriculum Studies & Design
- Language & Literacy
- Teacher Education
- Teacher Learning

PROJECTS

- Reclassifying and Not Reclassifying English Learners as Fluent English Proficient: Access and Achievement - Institute of Education Sciences (2011 - 2015)
- Literacy Boost in Rwanda: Research Design, Monitoring, and Evaluation - Save the Children (2013 - 2017)
- Measuring implementation and quality of EL programs - Stanford University Graduate School of Education (2014 - 2015)
- Refining a Model with Tools to Develop Math Professional Development Leaders: An Implementation Study - National Science Foundation (2015 - 2018)

Publications

PUBLICATIONS

- **A Fundamentally Wrong Premise and a Disservice to the Profession: Responding to "… What we Truly Know about the Teaching of Reading"** *READING TEACHER*
  Goldenberg, C.
  2024

- **The Literacy Ecology of the Home The Case of Rural Rwanda** *GLOBAL VARIATION IN LITERACY DEVELOPMENT*
  Friedlander, E., Goldenberg, C.
  edited by Verhoeven, L., Nag, S., Perfetti, C., Pugh, K.
  2024: 402-424

- **Lessons Learned? Reading Wars, Reading First, and a Way Forward** *READING TEACHER*
  Goldberg, M., Goldenberg, C.
  2022

- **Reading Wars, Reading Science, and English Learners** *READING RESEARCH QUARTERLY*
  Goldenberg, C.
  2020; 55: S131–S144

- **Advancing educational quality in Rwanda: Improving teachers' literacy pedagogy and print environments** *INTERNATIONAL JOURNAL OF EDUCATIONAL RESEARCH*
  Johnson, A., Galloway, C., Friedlander, E., Goldenberg, C.
  2019; 98: 134–45

- **Interlocutor differential effects on the expressive language skills of Spanish-speaking English learners.** *International journal of speech-language pathology*
  Rojas, R., Iglesias, A., Bunta, F., Goldstein, B., Goldenberg, C., Reese, L.
  2016; 18 (2): 166-77

- **Interlocutor differential effects on the expressive language skills of Spanish-speaking English learners** *INTERNATIONAL JOURNAL OF SPEECH-LANGUAGE PATHOLOGY*
  Rojas, R., Iglesias, A., Bunta, F., Goldstein, B., Goldenberg, C., Reese, L.
  2016; 18 (2): 166-177

- **The Complex Relationship Between Bilingual Home Language Input and Kindergarten Children's Spanish and English Oral Proficiencies** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
  Cha, K., Goldenberg, C.
  2015; 107 (4): 935-953
- **Congress: Bilingualism is not a handicap** *Education Week*
  Goldenberg, C.
  2015
- **How Important Is Teaching Phonemic Awareness to Children Learning to Read in Spanish?** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
  Goldenberg, C., Tolar, T. D., Reese, L., Francis, D. J., Bazan, A. R., Mejia-Arauz, R.
  2014; 51 (3): 604-633
- **The Nature of Spanish Versus English Language Use at Home** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
  Branum-Martin, L., Mehta, P. D., Carlson, C. D., Francis, D. J., Goldenberg, C.
  2014; 106 (1): 181-199
- **Unlocking the Research on English Learners: What We Know--and Don't Yet Know--about Effective Instruction.** *American Educator*
  Goldenberg, C.
  2013; 37 (2): 4
- **Teaching young English learners** *Handbook of Research-Based Practice in Early*
  Goldenberg, C., Hicks, J., Lit, I.
  2013
- **Program elements and teaching practices to support young dual language learners** *California's best practices for young dual language learners: Research overview papers*
  Goldenberg, C., Nemeth, K., Hicks, J., Zepeda, M., Cardona, L.
  2013: 90-118
- **The Arizona home language survey: The under-identification of students for English language services** *LANGUAGE POLICY*
  Goldenberg, C., Rutherford-Quach, S.
  2012; 11 (1): 21-30
- **The Common Core Challenge for ELLs.** *Principal Leadership*
  Coleman, R., Goldenberg, C.
  2012; 12 (5): 46-51
- **Language and literacy development in bilingual settings**
  Durgunoglu, A. Y., Goldenberg, C.
  Guilford Press.2011
- **Use with Caution: What CELDT Results Can and Cannot Tell Us.** *CATESOL Journal*
  Stokes-Guinan, K., Goldenberg, C.
  2011; 22 (1): 189-202
- **Promoting academic achievement among English learners: A guide to the research**
  Goldenberg, C., Coleman, R.
  Corwin Press.2010
- **Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning: A Prospective, Quasi-Experimental Study of Title I Schools** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
  Saunders, W. M., Goldenberg, C. N., Gallimore, R.
  2009; 46 (4): 1006-1033
- **Moving the Learning of Teaching Closer to Practice: Teacher Education Implications of School-Based Inquiry Teams** *ELEMENTARY SCHOOL JOURNAL*
  Gallimore, R., Ermeling, B. A., Saunders, W. M., Goldenberg, C.
  2009; 109 (5): 537-553

- **Variability in Community Characteristics and Spanish-Speaking Children's Home Language and Literacy Opportunities** *JOURNAL OF MULTILINGUAL AND MULTICULTURAL DEVELOPMENT*
  Reese, L., Thompson, S. L., Goldenberg, C.
  2008; 29 (4): 271-290

- **Successful school change: Creating settings to improve teaching and learning**
  Goldenberg, C. N.
  Teachers College Press.2004