


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, Smarter Balanced Assessment Consortium Technical Advisory Committee (2019 - present)
- Member, State of California Advisory Committee for the Public Schools Accountability Act of 1999 (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, testing and measurement
- International and Comparative Education
- School Reform
- Standards
- Teachers and Teaching

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

- **Measuring cultural dimensions of classroom interactions** *Educational Assessment*
Jensen, B., Grajeda, S., Haertel, E.
2018; 23 (4): 250-276
- **Tests, test scores, and constructs** *Educational Psychologist*
Haertel, E. H.
2018; 53 (3): 203-216
- **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
- **Reliability and Validity of Inferences about Teachers Based on Student Scores. William H. Angoff Memorial Lecture Series.** *Educational Testing Service*
Haertel, E. H.
2013
- **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