

Ira William Lit

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EDUCATION

Ph.D.	Stanford University School of Education , Stanford, CA Curriculum Studies and Teacher Education	2003
M.S.C.	College of Notre Dame , Belmont, CA California Multiple Subject Credential	1994
M.A.	Stanford University School of Education , Stanford, CA Administration and Policy Analysis	1991
B.A.	Stanford University , Stanford, CA Political Science	1990

PROFESSIONAL EXPERIENCE

Fellow, Stanford Scholars in Service <i>Senior Policy Fellow, Office of United States Senator, Cory A. Booker (NJ)</i>	09/2021-07/2022
Professor (Teaching) <i>Stanford Graduate School of Education</i>	09/2021-present
Associate Professor (Teaching) <i>Stanford Graduate School of Education</i>	02/2010-present
Assistant Professor <i>Stanford Graduate School of Education</i>	05/2007-02/2010
Faculty Sponsor, SCOPE Stanford Center for Opportunity Policy in Education <i>Stanford Graduate School of Education</i>	01/2017-09/2020
Co-lead, Stanford Initiative Learning Differences and the Future of Special Education <i>Stanford Graduate School of Education</i>	01/2018-present
Faculty Director, Stanford Teacher Education Program (STEP) <i>Stanford Graduate School of Education</i>	01/2021-present

Faculty Director, Stanford Elementary Teacher Education Program 05/2007-01/2021
Stanford Graduate School of Education

Executive Director, Teachers for a New Era 01/2005-05/2007
Bank Street College of Education

Associate Director & Program Coordinator, STEP Elementary 1999-2004
Stanford Graduate School of Education

Clinical Supervisor 2001-2002
Santa Clara University Program in Elementary Teacher Education

Elementary Classroom Teacher 1994-1999
Palo Alto Unified School District, California
Classroom teacher, grades K, 3, and 5.
Leadership roles included the following: new teacher mentor, cooperating teacher, school site council, school budget committee, technology lead-teacher.

I N P R E P A R A T I O N

Lotan, L., LeTendre, & Lit, I. (Eds.). (In preparation). "Principles Travel, Context Matters: Cross-National Innovations and Reform in Teacher Education through Shared Professional Learning and Loose Professional Networks."

P U B L I C A T I O N S

Lit, I. & Darling-Hammond, L. et al. (2015). "The Threads They Follow: Bank Street Teachers in a Changing World." Stanford, CA: Stanford Center for Opportunity Policy in Education.

Hornig, E., Zheng, X., Lit, I. & Darling-Hammond, L. (2015). "The Preparation, Professional Pathways, and Effectiveness of Bank Street Graduates." Stanford, CA: Stanford Center for Opportunity Policy in Education.

Lit, I. & Intrator, S. (2015). "A School Growing Roots: The Bank Street Developmental-Interaction Approach at Community Roots Charter School." Stanford, CA: Stanford Center for Opportunity Policy in Education.

Park, S., & Lit, I. (2015). "Learning to Play, Playing to Learn: The Bank Street Developmental-Interaction Approach in Liliana's Kindergarten Classroom." Stanford, CA: Stanford Center for Opportunity Policy in Education.

Intrator, S., Park, S., & Lit, I. (2015). "Artful Teaching and Learning: The Bank Street Developmental-Interaction Approach at Midtown West School." Stanford, CA: Stanford Center for Opportunity Policy in Education.

- Goldenberg, C., Hicks, J., & Lit, I. (2013). "Teaching Young Dual Language Learners." *America Educator*.
- Goldenberg, C., Hicks, J., & Lit, I. (2013). "Teaching Young English Learners." In *The Handbook of Research-Based Practice in Early Childhood Education*. Reutzell, D., ed. New York: Guildford Press.
- Lit, I. & Lotan, R. (2013). "A balancing act: dilemmas of implementing a high-stakes performance assessment." *The New Educator*, 9(1), 54-76.
- Snyder, J. & Lit, I. (Fall, 2010). "Increasing the Application of Knowledge about Child and Adolescent Development and Learning in Educator Preparation Programs." Paper commissioned by the *National Expert Panel on Child and Adolescent Development and Learning in Educator Preparation* of the National Council for Accreditation of Teacher Education (NCATE).
- Lit, I., Nager, N. & Snyder, J. (Winter, 2010). "If It Ain't Broke, Why Fix It? Framework and processes for engaging in constructive institutional development and renewal in the context of increasing standards, assessments and accountability for university-based teacher preparation." *Teacher Education Quarterly*.
- Lit, I. (February 2009). *The Bus Kids*. Yale University Press.
- Lit, I. & Snyder, J. (2007). "Disastrous Opportunity." In *The Children Hurricane Katrina Left Behind: Schooling Contexts, Professional Preparation, and Community Politics* (pp. 89-103), S. Robinson & M. Brown, eds. New York: Peter Lang Publishing.
- Austin, K., Cheung, M., Darling-Hammond, L., Kirsch, E., Lit, I, Martin, D., et al. (2003). Annenberg/CPB course guide to *The Learning Classroom: Theory Into Practice*, a 13-part video- and Web-based course for teacher education and professional development. Session 4: "Different Kinds of Smart: Multiple Intelligences," Session 5: "Feelings Count: Emotions and Learning." Session 6: "The Classroom Mosaic: Culture and Learning," and Session 8: "Watch It, Do It, Know It: Cognitive Apprenticeship." Video materials produced by Mort Crim Communications, Inc. and WTVS Detroit Public Television. Course content developed by Stanford University, School of Education.

GRANT ACTIVITY

* See <https://edpolicy.stanford.edu> for numerous additional efforts related to further grants awarded via SCOPE (Stanford Center for Opportunity Policy in Education).

The Instructional Leadership Corp: Developing Instructional Capacity throughout California via a Network of Educational Leaders. (█████ Multiple Awards to Stanford Center for Opportunity Policy in Education (SCOPE)).

The Effects of Preparation on Teachers' Practices and Effectiveness. (█████ Award to Stanford Center for Opportunity Policy in Education (SCOPE)) for evaluation of

programs and outcomes of the Graduate School of Education at Bank Street College in New York. (co-PI with Linda Darling-Hammond).

San Francisco Teacher Residency: Transition to Teaching Grant [REDACTED] *award to USF in support of partnership*; [REDACTED] sub-award (over five years) to Stanford (co-PI with Rachel Lotan).

Promoting the Creative Arts in Elementary Classrooms [REDACTED] */yr grant awarded*.
Stanford's Initiative for the Creative Arts (2010, 2011).

Farm Aid: Curricular Grants for Arts in the Classroom. [REDACTED] */yr grant awarded*.
Stanford's Initiative for the Creative Arts (2008, 2009, 2010).

Promoting the Creative Arts in Elementary Classrooms [REDACTED] *grant awarded*). Principal Investigator.
Co-funded by the Stanford University Initiative on Improving K-12 Education and the Stanford University Arts Initiative (2008).

U N I V E R S I T Y T E A C H I N G E X P E R I E N C E

ED246E: Elementary Teaching Seminar Exploring Teaching, Teacher Identity, and Teaching for Equity <i>Stanford Graduate School of Education</i>	Summer 2007-present
ED246F: Elementary Teaching Seminar Curriculum Developing and Year-round Planning <i>Stanford Graduate School of Education</i>	Autumn 2007-present
ED246G: Elementary Teaching Seminar Assessment of and for Learning <i>Stanford Graduate School of Education</i>	Winter 2008-present
ED246H: Elementary Teaching Seminar The Educational Landscape for Teaching Developing Productive Partnerships between Schools and Families <i>Stanford Graduate School of Education</i>	Spring 2008-present
ED103(A): Exploring Elementary Education Introduction to Issues in Teaching and Learning <i>Stanford Graduate School of Education</i>	Autumn 2003
ED103(B): Exploring Elementary Education Introduction to Issues in Schooling, Curriculum, and the Education of Diverse Learners <i>Stanford Graduate School of Education</i>	Winter 2004
Teaching Assistant: Qualitative Research Methods <i>Stanford Graduate School of Education</i>	Autumn 2002

Instructor: Dr. Denise Pope

Teaching Assistant: The Principles of Learning for Teaching Winter 2001, 2002
Stanford Graduate School of Education

Instructors: Dr. Linda Darling-Hammond, Dr. James Greeno, Dr. Na'ilah Nasir

Head Teaching Assistant: Civil Rights, Education and Poverty Issues Spring 1991
Stanford Graduate School of Education

Instructor: James Steyer

P R O F E S S I O N A L P R E S E N T A T I O N S

Principles travel. Contexts matter. Conference panel on principles and practices of teacher education in cross-national contexts. Comparative and International Education Society. San Francisco, Spring 2019.

Principles of Powerful Teacher Preparation across Contexts. Invited address, University of Oslo and participation in the launch of the Nordic Center of Excellence. Fall 2018.

Principles of Powerful Teacher Preparation across Contexts. Invited address. The 3rd International Seminar on the Teacher Training and Education, organized by the House of Representatives of Brazil: Committee on Education. Brasilia, Brazil. Fall 2016.

How Children Learn and Develop: What Ed Schools Should Teach. Invited address, Charles W. Hunt Lecture. Association of American Colleges of Teacher Education. San Diego, CA, February 2011.

A Balancing Act: Dilemmas of PACT Implementation. Association of American Colleges of Teacher Education. San Diego, CA, February 2011.

Healthy Schools. Invited address. Food Summit (<http://foodsummit.stanford.edu/video/>) Stanford, CA. Fall, 2010.

Increasing the Application of Knowledge about Child and Adolescent Development and Learning in Educator Preparation Programs. (Snyder, J. & Lit, I.) Association of American Colleges of Teacher Education, Atlanta (February, 2010).

Increasing the Application of Knowledge about Child and Adolescent Development and Learning in Educator Preparation Programs. (Snyder, J. & Lit, I.) National Council for Accreditation of Teacher Education, National Expert Panel meeting, Washington, DC (October, 2009).

Cultures of Evidence: Using Data to Improve Programs. (Lit, I., Peck, C., Yakimowski, M. & Evans, S.) American Association of Colleges of Teacher Education Conference, New Orleans (February, 2008).

Enhancing Science Teacher Education through Partnerships with the American Museum of Natural History. (Lit, I., Michelli, N., & Macdonald, M.) American Association of Colleges of Teacher Education Conference, New York (February, 2007).

Conducting Research on Our Teacher Education Programs: Are We Asking the Right Questions? What Evidence Should We Be Gathering? (Lit, I.) American Association of Colleges of Teacher Education Conference, New York (February, 2007).

Teaching and Learning in the Classroom of Bank Street Graduates. (Nager, N., Lit, I, & Snyder, J.; presented by Nager) A paper presented at the American Educational Research Association Conference, San Francisco, CA (April, 2006).

End of the beginning? Experiences in building an induction model in a program of pre-service teacher preparation. (Stern, B., Lit, I, & Snyder, J.; presented by Stern) A paper presented at the American Educational Research Association Conference, San Francisco, CA (April, 2006).

Bank Street College of Education: Teachers for a New Era Induction Model. (Stern, B., Lit, I, & Snyder, J; presented by Stern) A paper presented at the American Association of the Colleges for Teacher Education Conference, San Diego, CA (January, 2006).

Connecting a Local Context to a National Initiative: Teachers for a New Era at Bank Street College. (Lit, I.) An invited address presented at the New York Association of Colleges of Teacher Education Conference, Albany, NY (October, 2005).

Looking in the Mirror: Researching Ourselves as Researchers. (Marcus, A. & Lit, I.; presented by Marcus). A poster session presented at the American Educational Research Association Conference, Chicago, IL (April, 2003).

Casting My Own Shadow: Issues and Questions for Researchers Shadowing the Very Young. (Lit, I.) A paper presented at the American Educational Research Association Conference, Seattle, WA (April, 2001).

S E R V I C E

State Advisory Panel, COVID-response Committee of the California Commission on Teacher Credentialing	2020-present
Stanford Faculty Senator, Member	2020-present
Stanford, Academic Senate Committee (C-UAFA) Committee on Undergraduate Admissions and Financial Aide	2015-2018
Stanford Long-Range Planning, Education Sub-committee	2017-2018
Stanford Fellows, Co-Chair	2016-2017
National Board of Directors, Member American Association of Colleges of Teacher Education (AACTE)	2013-2016

State Advisory Panel: California Teacher Credentialing Committee of the California's Public Data Dashboard	2014-2015
State Advisory Panel: California Teacher Credentialing Policies Committee of the California Commission on Teacher Credentialing	2012-2013
National Membership Committee, Chair American Association of Colleges of Teacher Education (AACTE)	2012-2013
Resident Fellow Residential Education, Stanford University	2010-2021
National Membership Committee American Association of Colleges of Teacher Education (AACTE)	2010-2013
Task Force: State Grants Initiative American Association of Colleges of Teacher Education (AACTE)	2010-2011
Advisory Board, Santa Clara County Arts Education Initiative	2010-2011
Faculty Advisory Board, Bing Nursery School Stanford University	2009-present
Design Team Advisor, National Teacher Performance Assessment. American Association of Colleges of Teacher Education (AACTE)	2009-2011
National Advisory Board Member Foundation for a College Education. East Palo Alto, California	2009-present
Legislative Policy Committee Member California Council on Teacher Education (CCTE)	2008-2011
Advisory Board Member: Stanford Center for the Support of Excellence in Teaching.	2008-2014
Campus Advisory Committee for Stanford Lively Arts	2008-2011
Board of Directors, Gideon Hausner Jewish Community Day School Palo Alto, CA	2008-2012
State Advisory Panel: California Standards for the Teaching Profession Committee of the California Department of Education and the California Commission on Teacher Credentialing	2008-2009
Committee Member: Search for Director, Bing Nursery School Stanford University, School of Humanities and Sciences	2009
Committee Member: Feasibility Study on Elementary Teacher Education Stanford University School of Education	2000
Committee Member: Dean Search. Stanford University School of Education	2000
Manuscript reviewer: Teacher Education Quarterly California Council of Teacher Education, Caddo Gap Press	occasional
Manuscript reviewer: The New Educator Journal Routledge. City College of New York	occasional
Manuscript reviewer: Teacher's College Press	occasional

A W A R D S & H O N O R S

<i>Finalist, Excellence in Advising Award, Stanford University School of Education</i>	2016
<i>Finalist, Excellence in Teaching Award, Stanford University School of Education</i>	2014
<i>Excellence in Teaching Award, Stanford University School of Education</i>	2011
<i>Stanford Teacher Education Postdoctoral Fellow</i>	2003-2004
<i>I. James and Viola L. Quillen Graduate Student Fellowship Award</i>	1999-2003
<i>Spencer Foundation Research Training Grant</i>	2001
<i>Service Award, L.M. Nixon Parent Teacher Association</i>	1997
<i>Grant Recipient, Smart Valley Foundation</i>	1996
<i>Phi Delta Kappa Scholarship, College of Notre Dame</i>	1993
<i>Graduated with distinction, Department of Political Science, Stanford University</i>	1990
<i>Lyndon Baines Johnson Congressional Internship</i>	1988
<i>National Merit Scholar</i>	1986

P R O F E S S I O N A L A F F I L I A T I O N S

Affiliated Faculty, Stanford's Center for the Comparative Study of Race and Ethnicity (CCSRE)
Affiliated Faculty, Stanford's Center for Opportunity Policy in Education (SCOPE)
Affiliated Faculty, Woods Institute for the Environment
American Educational Research Association (AERA)
American Association of Colleges of Teacher Education (AACTE)
California Council on Teacher Education (CCTE)
California Alliance for Arts Education