

## KAREN HAMMERNESS

Director of Educational Research and Evaluation  
American Museum of Natural History  
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### EDUCATION

**STANFORD UNIVERSITY SCHOOL OF EDUCATION** Stanford, CA  
Doctor of Philosophy, Psychological Studies in Education, June, 1999  
Dissertation: "Seeing Through Teachers' Eyes: An exploration of the content, character and role of teachers' vision"  
Committee members: Larry Cuban, Nel Noddings and Lee Shulman (Chair)

**HARVARD GRADUATE SCHOOL OF EDUCATION** Cambridge, MA  
Master of Education in the Teaching of English, June, 1992  
Massachusetts Teaching Credential in English, Grades 9-12

**MIDDLEBURY COLLEGE** Middlebury, VT  
Bachelor of Arts Degree in English, *Summa Cum Laude*, May, 1988

### AWARDS AND HONORS

AACTE Outstanding Article in Journal of Teacher Education, 2014  
Visiting Professor, University of Helsinki (May-June, 2014)  
Fulbright Fellowship Grant, Oslo, Norway (August, 2009-June, 2010)  
Visiting Professor, Leiden University Graduate School of Teaching, Netherlands (November, 2006; May-June, 2007)  
Stanford University Graduate Fellowship, Full tuition and stipend, 1994-1998.  
Phi Beta Kappa Honor society, 1988.  
High Honors, English Department, Middlebury College, 1988.  
Henry V. Prickett Prize, awarded for outstanding achievement in the English Department, Middlebury College, 1988

### GRANTS

**Principal Investigator, NSF DRK-12 grant #151637 titled "Staying in Science: Examining the pathways of underrepresented youth mentored in research."** (\$1,476,474.00) (September, 2016-August, 2019). Principal Investigators: Preeti Gupta (AMNH); Karen Hammerness, and Timothy Podkul (SRI). This study takes an ecological perspective to documenting and describing variations in the STEM pathways of approximately 900 New York City youth who have participated in mentored science research programs targeting youth from underrepresented groups. For a subset of participants, the study will investigate the complex relationships among both out-of-school and in-school variables, combining social network analysis with analysis of New York City Public Schools data in order to understand and identify the academic and social features that help (or impede) underrepresented youths' persistence in STEM.

**Principal Investigator, NSF DRK-12 grant #1418235 titled "Moving Next Generation Science Standards into Practice: A middle school ecology unit and teacher professional development model."** (\$1,728,035.00) (September, 2014-August, 2018). Principal Investigators: Karen Hammerness, Barbara Nagle (Lawrence Hall of Science), and Suzanne Wilson (UConn). This research and development project funded by the National Science Foundation (NSF) is focused on the DRK-12 learning strand with the goal to design, pilot, field-test, and study a ten-week middle school ecosystems unit and associated professional development for science teachers that aligns with NGSS performance expectations and Common Core State Standards.

**Principal Investigator, NRC grant #212289 titled "Coherence and Assignments in Teacher Education" NOK 4,500,000 (\$750,340.00)** (April, 2012-June 2016). Principal Investigators: Karen Hammerness and Kirsti Klette

Project funded by Norwegian Research Council for comparative study of program coherence and course assignments in mathematics and language arts methods courses in teacher education programs in Finland, Norway and the United States. One important goal of the project is to examine the relationship between theory and practice in different teacher education programs, and to look specifically for opportunities to learn to enact teaching practice in the different programs. Three additional countries (Cuba, Chile, Sweden) are participating but have obtained separate funding.

## **RESEARCH EXPERIENCE**

**AMERICAN MUSEUM OF NATURAL HISTORY** (October, 2014-present) New York, NY

### **Director of Educational Research and Evaluation**

Responsible for developing and overseeing a program of educational research at the museum; Identified lines of research around student, teacher and visitor learning to cut across the museum's multiple programs which range from early childhood to adult learners; helping build capacity across the museum staff for research and evaluation; and identifying and developing specific research projects that reflect the lines of research; including writing grant proposals as well as carrying out research; also involves developing a program of evaluation and overseeing evaluation projects across the museum including programs, exhibits and other resources such as technologies or web applications.

**BARD COLLEGE** (September 2010-2014) Annandale-on-Hudson & Bronx, NY

### **Associate Professor and Director of Program Research, The Master of Arts in Teaching Program**

- Project Manager, "Preparing Teachers for These Times: Context Specific Teacher Education Across the Domains" Fund for the Improvement of Postsecondary Education (FIPSE) grant awarded to the Bard College MAT program for research on features of effective teacher preparation on their campuses
- Responsible for developing program of research for Bard's urban-residency teacher education program, focusing upon measures of candidates' content knowledge and knowledge of community; documentation of program features; and student outcomes

**UNIVERSITY OF OSLO** (October 2010-present) Oslo, Norway

### **Visiting Associate Professor, Department of Teacher Education and School Research**

- Collaborating on project aimed at redesigning the University's teacher preparation program and developing a program of research to follow graduates into practice and examine their impact upon student learning
- Responsible for providing seminars for program faculty and doctoral students on research in teacher education
- Supervise doctoral students

**STANFORD SCHOOL OF EDUCATION** (2005-2009) Stanford, CA

### **Senior Researcher, "Examining English Language Arts: Do Classroom practices make a difference?" project**

- Evaluating the effectiveness of classroom practices in middle school English Language Arts classrooms
- Working with qualitative data collection team to design approaches and instruments for evaluating the teaching practices of 24 teachers in New York City
- Assisting in all aspects of the study, including the design, the development of quantitative and qualitative observation instruments, as well as data collection, analysis, and reporting of results

**STANFORD SCHOOL OF EDUCATION** (2003-2005) Stanford, CA

### **Post-Doctoral Fellow, "Examining Teacher Preparation: Does the pathway make a difference?" project**

- Evaluating the effectiveness of traditional and alternative pathways into teaching in economic and educational terms
- Working with qualitative data collection team to design approaches and instruments for evaluating the features of over 25 traditional and 3 alternative teacher preparation programs in New York City
- Assisting in all aspects of the study, including the design, the development of quantitative and qualitative instruments (surveys for students and teacher preparation faculty) as well as data collection, analysis, and reporting of results

**STANFORD SCHOOL OF EDUCATION** (1999-2003) Stanford, CA

### **Post-Doctoral Fellow, Stanford Teacher Education Program (STEP)**

- Designed and carried out evaluation of programmatic changes in STEP

- Researched student-teachers' developing understandings of issues of teaching and learning, human development, and school organization in relationship to the goals, content and strategies of the STEP re-design
- Assisted in the design, research, writing and coordination of the National Academy of Education's Committee on Teacher Education, a two-year project developed to help identify core conceptions for the curriculum of pre-service teacher education

**STANFORD SCHOOL OF EDUCATION** (1994-1998) Stanford, CA

**Research Assistant, "Fostering a Community of Teachers and Learners" project**

- Assisted in the design and research of a program for pre-service teachers to teach them about Community of Learners (COL) pedagogy, an approach in which students learn by conducting research in collaboration with their peers
- Researched English teachers' beliefs about teaching and learning

**PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION** (1992-1994) Cambridge, MA

**Research Assistant, "Teaching and Learning for Disciplinary Understanding" project**

- Assisted in the development, implementation and evaluation of a framework for teaching for deep disciplinary understandings (TFU) in high school students.
- Collaborated with experienced middle school and high school teachers in the development of TFU curriculum
- Documented and researched English teachers' changes in practice and beliefs about teaching and learning

**TEACHING EXPERIENCE**

**BARD COLLEGE** (September 2011-2014) Annandale-on-Hudson/Bronx, NY

- Teaching year-long course on the "contexts" of teaching in New York City for MAT candidates that introduces core practices for learning about students, schools, neighborhoods, districts, and federal/state policy [Course blog can be found at: <http://contextsofteaching.wordpress.com>]
- Teaching year-long induction course for first-year teachers/Bard graduates focusing upon core practices for new teachers; and the New York City context

**STANFORD SCHOOL OF EDUCATION** (1999-2002) Stanford, CA

**Stanford Teacher Education Program**

- Co-taught quarter-long "Principles of Learning for Teaching" class, a required course for STEP students (Winter Quarter, 2000, 2001, 2002)
- Co-designed the case-based course to help students understand theories of learning and development, as well as to write and evaluate their own cases of teaching. Documented the course in a multimedia website
- Co-taught quarter-long "Seminar in Teacher Education," a doctoral seminar for students interested in issues related to the policies and practices of teacher education (Spring, 2001)

**SAN JOSE STATE UNIVERSITY** (Fall semester, 1999) San Jose, CA

**Lecturer, Department of Teacher Education**

- Taught semester-long "Psychological Foundations of Education" class, a required course for students in all credential programs at San Jose State University
- Designed classes to provide students with opportunities to understand theories of learning and development and to use those theories to challenge and deepen their visions of classroom practice

**STANFORD SCHOOL OF EDUCATION** (1996-1997; Winter, 1995) Stanford, CA

**Facilitator/Teacher, Pre-Service and Novice Teacher Community** (1996-1997)

- Co-facilitated year-long group of pre-service and novice English and History teachers that met weekly at a local school site to reflect upon and implement student-centered and "Community of Learners" pedagogy
- Designed curriculum for weekly meetings
- Mentored a novice English teacher, which involved weekly observations, support in developing COL curriculum, discussion and reflection

**Teacher, “Fostering a Community of Teachers and Learners” Class, (1994/95; 1996/97)**

- Co-facilitated year-long classes for pre-service and novice teachers that met weekly to discuss constructivist pedagogy and to design “Community of Learners” curriculum
- Mentored small interdisciplinary group of teachers in design and implementation of COL curriculum

**Teaching Assistant, “Foundations of Learning for Teaching,” Winter, 1995**

**WELLESLEY HIGH SCHOOL** (Summer 1992, 1993) Wellesley, MA  
**English Teacher**

**NEWTON SOUTH HIGH SCHOOL** (Fall 1991-Spring 1992) Newton, MA  
**Student Teacher, English Department**

## **KEYNOTES and INVITED TALKS**

**Hammerness, K.** (March, 2017). Moving beyond generic teacher preparation: What would it take to prepare teachers for specific settings? Amsterdam, The Netherlands. Invited keynote for *Congres Voor Lerarenopleiders*, (VELON) [conference for teacher educators].

**Hammerness, K.** (April, 2015). Invited Speaker at “The Changing Face of Teacher Education” conference, sponsored by the Education Policy Center, Michigan State University.

**Hammerness, K.** (2015, November 9). Oslo. Invited Keynote speaker, “Emerging Lessons from a Policy Analysis of ‘high-performing’ jurisdictions.” Keynote delivered at the “What can PISA tell us?” PISA International Research Conference, PISA Governing Board & Norwegian Directorate for Education and Training.

**Hammerness, K.** (2014, November 17). Invited Keynote speaker, “What practices and policies support teacher development?” Keynote delivered at the TALIS conference, Oslo, Norway.

**Hammerness, K. & Klette, K.** (2014, October 21) Initial Teacher Training: lessons from abroad and challenges for our local context. Invited keynote at the *Formación de Profesores: lecciones de la experiencia internacional, desafíos para la formación local*. Santiago, Chile.

**Hammerness, K.** (April 28, 2014). Foundations for strong teacher education: The role of vision, coherence and opportunities to enact practice. Invited talk for faculty of School of Education, College of Staten Island.

**Hammerness, K.** (September 26, 2013). From inspiring visions to every day practices: Exploring vision and practice in music teacher education. Keynote Presentation, Symposium for Music Teacher Education, Greensboro, North Carolina.

**Hammerness, K.** (2011). Visions for Teacher Education: A comparative perspective. Keynote presentation at Visions Conference, University of Oslo, May 18-20, 2011.

**Hammerness, K.** (2010). Visions of Teaching and Teacher Education in the United States. Invited presentation, Sibelius Academy, Finland.

**Hammerness K.** (2010). From excellent visions to everyday practices. Invited presentation, Åbo Akademi, Finland.

## **PUBLICATIONS**

### **BOOKS**

**Hammerness, K., Ahtiainen, R., & Sahlberg, P.** (2017). Empowered Educators in Finland: How leading nations design systems for teaching quality. Jossey-Bass/Wiley.

Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, L., **Hammerness, K.**, Low, E.L., McIntyre, A.,

Rothman, R., Sato, M., & Zeichner, K. (2017). Empowered Educators: How high performing systems shape teaching quality around the world. Jossey-Bass/Wiley.

Feiman-Nemser, S., Tamir, E. & **Hammerness, K.** (2014). Inspiring Teaching: Preparing teachers to succeed in mission-driven schools. Harvard Education Press.

**Hammerness, K.** (2006). Seeing through teachers' eyes: Professional ideals and classroom practices. New York: Teachers College Press.

Darling-Hammond, L., Bransford, J., LePage, P., **Hammerness, K.**, and Duffy, H. Eds. (2005). Preparing Teachers for a Changing World: What teachers should learn and be able to do. San Francisco: Jossey-Bass.

## **VIDEO**

**Hammerness, K.** (Director) & Ahtiainen R. (Assistant Director) & Cushman, K. & Pender-Cudlip, B. (Editors). (2017). Learning to teach in practice: Finland's teacher training schools. United States: Stanford Center for Opportunity Policy in Education. Available at: <https://edpolicy.stanford.edu/multimedia/video/1491>

## **REFEREED JOURNAL ARTICLES AND PUBLICATIONS**

(\*denotes graduate student and \*\* postdoctoral fellow under my supervision at time of publication)

Canrinus, E. \*\*, **Hammerness, K.** & Klette, K. (in press). Diversity in coherence: Strengths and opportunities of three programs. Under review with Journal of Teacher Education.

Klette, K., **Hammerness, K.**, & Staal Jensen, I.\* (in press). Established and Evolving Ways of Linking to Practice in Teacher Education: Findings from an international study of the enactment of practice in teacher education. To appear in the Acta Didactica Jubileum issue.

Canrinus, E. T. \*\*, Bergem, O. K., Klette, K., & **Hammerness, K.** (2017). Coherent teacher education programmes: taking a student perspective. *Journal of Curriculum Studies*, 49, 313-333.

Klette, K., & **Hammerness, K.** (2016). Conceptual framework for analyzing qualities in teacher education: Looking at features of teacher education from an international perspective. *Acta Didactica Norge*, 2, 26-52. <https://www.journals.uio.no/index.php/adno/article/view/2646>

**Hammerness, K.**, Gupta, P. & Macpherson, A. (2016). Developing a research agenda aimed at understanding the teaching and learning of science at a natural history museum. Curator: The Museum Journal, Volume 59 no. 4, pp. 353-367.

Williamson, P., **Hammerness, K.**, & Kosnick, C. (2015). Context-specific urban teacher preparation: Emerging evidence from urban teacher residency programs. Guest-Edited Issue of Urban Education.

**Hammerness, K.** & Craig, E. (2015). "Context-Specific" Teacher Preparation for New York City: A study of the Bard College Urban Teacher Residency program. Urban Education.

**Hammerness, K.**, Kosnick, C. & Williamson, P. (2015). Introduction to Special Issue on urban teacher residencies. Urban Education.

Matsko, K.K. & **Hammerness, K.** (2014). Unpacking the 'urban' in urban teacher preparation: Making a case for context-specific teacher preparation. Journal of Teacher Education, 65, pp. 128-144.

**Hammerness, K.** & Matsko, K.K. (2013). When Context Has *Content*: A Case Study of New Teacher Induction in the University of Chicago's Urban Teacher Education Program. Urban Education, 48 (4), pp. 557-584.

**Hammerness, K.** (2013). Examining features of teacher education in Norway: Looking for vision, coherence and connections to practice. The Scandinavian Journal of Educational Research, 57 (4), pp. 400-419.

**Hammerness, K.** (2012). A comparative study of three key features in the design and practice of teacher education in the United States and Norway: Part I. Findings from a Study in the United States. Acta Didactica Norge, 6(1), Article 18, pp.1-22.

**Hammerness, K.** (2012). A comparative study of three key features in the design and practice of teacher education in the United States and Norway: Part II. Findings from a Study in Norway. Acta Didactica Norge, 6(1), Article 19, pp. 1-14.

Boyd, D. Grossman, P., **Hammerness, K.**, Lankford, S., Loeb, S., Ronfeldt, M. & Wyckoff, J. (2012, February 10). Recruiting effective mathematics teachers, Evidence from New York City. American Educational Research Journal, available at: <http://aer.sagepub.com/cgi/content/abstract/0002831211434579v1>

**Hammerness, K.** (2011). Classroom Management in the United States: a view from New York City. Teaching Education, 22, 2, pp 151-167.

Grossman, P., **Hammerness, K.**, & McDonald, M. (2009). Redefining teaching, reimagining teacher education. Teachers and Teaching, Theory and Practice. 15 (2), pp. 273-289.

Grossman, P., **Hammerness, K.**, McDonald, M., Reininger, M., & Ronfeldt, M. (2008). Constructing Coherence: Structural predictors of perceptions of coherence in NYC Teacher Education Programs. Journal of Teacher Education, 59(4), pp 273-287.

Boyd, D., Grossman, P., **Hammerness, K.**, Lankford, H., Loeb, S., McDonald, M., Ronfeldt, M. & Wyckoff, J. (2008). Surveying the Landscape of Teacher Education in New York City: Variation, Isomorphism and the Challenges of Innovation. Educational Evaluation and Policy Analysis, 30 (4), pp 319-342.

**Hammerness, K.** (2008). "If you don't know where you are going, any path will do": The role of teachers' visions in teachers' career paths. The New Educator, 4, 1, pp. 1-22.

**Hammerness, K.** (2006). From coherence in theory to coherence in practice. Teachers College Record, Vol. 108, No. 7, p. 1241-1265.

**Hammerness, K.** (2004). Teaching with Vision: How one teacher negotiates the tension between high ideals and standardized testing. Teacher Education Quarterly, 31(4) Special Issue on Passionate Teaching in an Era of Test-Based Accountability.

**Hammerness, K.** (2003). Learning to hope, or hoping to learn? The role of vision in the early professional lives of teachers. Journal of Teacher Education, 54(1), pp. 43-56.

**Hammerness, K.**, Darling-Hammond, L. & Shulman, L. (2002). Toward More Expert Thinking: How curriculum case-writing prompts the development of theory-based professional knowledge in student-teachers. Teaching Education, 13(2), pp. 219-243.

Darling-Hammond, L. & **Hammerness, K.** (Eds.) (2002). The Pedagogy of Cases in Teacher Education [Special Issue]. Teaching Education, 13(2).

Darling-Hammond, L. & **Hammerness, K.** (2002). Toward a Pedagogy of Cases in Teacher Education. Teaching Education, 13(2), pp. 125-135.

**Hammerness, K.** & Darling-Hammond, L. (2002). Meeting Old Challenges and New Demands: The Redesign of the Stanford Teacher Education Program. Issues in Teacher Education, 11(1), pp. 17-30.

**Hammerness, K.** (2001). Teachers' Visions: The role of personal ideals in school reform. Journal of Educational Change, 2(2), pp. 143-163.

### **BOOK CHAPTERS**

**Hammerness, K.** & Kennedy, W. (2017). Building High Leverage Teaching Practices from Theoretical and Contextual Knowledge: Findings from Two Urban-Focused Foundations Courses. To appear in Feiman-Nemser, S. & Ben-Peretz, M. (Eds.) Alternatives in Teacher Education: Adapting Teacher Education Programs to Changing Needs of Educational Systems (Rowman & Littlefield).

**Hammerness, K.** & Klette, K. (2015). Indicators of Quality in Teacher Education: Looking at Features of Teacher Education from an International Perspective. In Gerald LeTendre & Alexander Wiseman (Eds) Promoting and Sustaining a Quality Teaching Workforce (Bingley, UK: Emerald Press), pp. 239-277.

**Hammerness, K.** (2014). Chapter Six. Visions of Good Teaching. To appear in Feiman-Nemser, S., Tamir, E. & Hammerness, K. (Eds). Inspiring Teaching: Context-specific teacher preparation for the 21st century. Harvard Education Press.

Matsko, K.K. & **Hammerness, K.** (2014). Chapter Three. UTEP. To appear in Feiman-Nemser, S., Tamir, E. & Hammerness, K. (Eds). Inspiring Teaching: Context-specific teacher preparation for the 21st century. Harvard Education Press.

Tamir, E. & **Hammerness, K.** (2014). Chapter Eight. Practice. To appear in Feiman-Nemser, S., Tamir, E. & Hammerness, K. (Eds). Inspiring Teaching: Context-specific teacher preparation for the 21st century. Harvard Education Press.

**Hammerness, K.**, van Tartwijk, J. & Snoek, M. (2012). Teacher preparation in the Netherlands: Shared visions and common features. In A. Lieberman & L. Darling-Hammond (Eds). Teacher Education around the World: Changing Policies and Practices. New York: Routledge, pp. 44-65.

**Hammerness, K.** (2010). To see, to strive, to find and not to yield: A look at current conceptions of vision in education. In Hargreaves, A., Lieberman, A., Fullan, M. & Hopkins, H. (Eds). Second International Handbook of Educational Change (Part 2), Springer Publications, pp. 1033-1048.

**Hammerness, K.** & Reininger, M. (2008). Who goes into early entry programs? In S. Loeb and P. Grossman (Eds). Taking Stock: An Examination of Alternative Certification. Cambridge, MA: Harvard University Press, pp. 31-64.

Grossman, P., McDonald, M., **Hammerness, K.**, & Ronfeldt, M. (2008). Dismantling dichotomies in teacher education. In M. Cochran-Smith, S Feiman-Nemser, McIntyre, D.J, and Demers, K. (Eds), Handbook of research on teacher education: Enduring Questions in Changing Contexts (3rd Edition) NY: Routledge. pp. 243-248.

**Hammerness, K.** & Darling-Hammond, L. & Bransford, J. with Berliner, D., Cochran-Smith, M., McDonald, M. & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond, J. Bransford, P. LePage, K. Hammerness, and H. Duffy (Eds), Preparing Teachers for a Changing World. San Francisco: Jossey-Bass, pp. 358-389.

**Hammerness, K.**, Darling-Hammond, L., with Grossman, P., Rust, F. and Shulman, L. (2005). The Design of Teacher Education Programs. In L. Darling-Hammond, J. Bransford, P. LePage, K. Hammerness, and H. Duffy (Eds), Preparing Teachers for a Changing World. San Francisco: Jossey-Bass. pp. 390-441.

Bransford, J., Derry, S., Berliner, D., & **Hammerness, K.** with K. Beckett (2005). Theories of learning and their roles in teaching. In L. Darling-Hammond, J. Bransford, P. LePage, K. Hammerness, and H. Duffy (Eds), Preparing Teachers for a Changing World. San Francisco: Jossey-Bass, pp. 40-87.

Shepard, L., **Hammerness, K.**, Darling-Hammond, L., Rust, F. with Baratz-Snowden, J., Gordon, E., Gutierrez, C., and Pacheco, A. (2005). Assessment. In L. Darling-Hammond, J. Bransford, P. LePage, K. Hammerness and H. Duffy (Eds), Preparing Teachers for a Changing World. San Francisco: Jossey-Bass, pp. 275-326.

Darling-Hammond, L., Pacheco, A., Michelli, N., LePage, P., **Hammerness, K.** with P. Youngs (2005). Implementing Curriculum Renewal in Teacher Education: Managing Organizational and Policy Change. In L. Darling-Hammond, J. Bransford, P. LePage, K. Hammerness, and H. Duffy (Eds), Preparing Teachers for a Changing World. San Francisco: Jossey-Bass, pp. 442-479.

**Hammerness, K.** & Moffett, K. (2000). The subjects of debate: Teachers' clashing and overlapping beliefs about subject matter during a whole-school reform. In P. Grossman & S. Wineburg, (Eds). Interdisciplinary curriculum: Challenges to implementation. New York: Teachers College Press, pp. 134-152.

**Hammerness, K.**, Jaramillo, R., Unger, C., & Wilson, D.G. (1997). What do students in Teaching for Understanding classrooms understand? In M.S. Wiske (Ed.) Teaching for Understanding: Linking research with practice. San Francisco: Jossey-Bass. pp. 233-265.

Hetland, L., **Hammerness, K.**, Unger, C., & Wilson, D.G. (1997). How do students demonstrate understanding? In M.S. Wiske (Ed.) Teaching for Understanding: Linking research with practice. San Francisco: Jossey-Bass. pp. 197-232.

Wiske, M.S., **Hammerness, K.**, & Wilson, D.G. (1997). How do teachers learn to Teach for Understanding? In M.S. Wiske (Ed.) Teaching for Understanding: Linking research with practice. San Francisco: Jossey-Bass. pp. 87-121.

### **SELECTED OTHER PUBLICATIONS**

**Hammerness, K.**, Macpherson, A., Roditi, H., Macdonald, M. & Curtis-Bey, L. (in press). What does it take to sustain a productive partnership in education? To appear in *Phi Delta Kappan*.

Grossman, P., Loeb, S., Cohen, J., **Hammerness, K.**, Wyckof, J., Boyd, D., & Lankford, H. (2010). Measure for measure: the relationship between measures of instructional practice in middle school language arts and teachers' value-added scores. NBER working paper series, volume 16015, pp. 2010. Available online at: <http://ssrn.com/abstract=1612609>.

Haselkorn, D. & **Hammerness, K.** (2008). *Encore Performances: Tapping the Potential of Mid and Second Career Teachers*. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

**Hammerness, K.** (2007, July). Examining Coherence in Context-Specific Teacher Preparation Programs: Looking for Alignment Across Program Goals, Teachers' Goals for Students, and Opportunities to Learn. Paper commissioned by the Mandel Center for Studies in Jewish Education, Brandeis University.

**Hammerness, K.** (2007, January). What Keeps Good Teachers Teaching? Developing, Distributing, and Maintaining a Profession of Effective Teachers: A Review of the Literature on Retention. Paper commissioned by the Woodrow Wilson Foundation. Princeton, New Jersey.

**Hammerness, K.**, Shulman, L. & Darling-Hammond, L. (2000). Learning from Cases. A website that is available online at <http://kml2.carnegiefoundation.org/gallery/khammerness/>

### **PRESENTATIONS (\*indicates doctoral student and \*\* Post-Doctoral Fellow at time of presentation)**

**Hammerness, K.**, Gupta, P., & Podkul, T. (2017). Innovations in examining pathways of youth who stay in science. Paper presented at the Annual Meeting of the American Association of Educational Research, San Antonio, TX.



**Hammerness, K.**, Howes, E., Contino, J., Cooke-Nieves, N., Kinzler, R., McDonald, M. & Trowbridge, C. (2017). Experienced Teachers and High Leverage Practices: Helping Mentor Teachers Learn to Support Novices in the Learning of High-Leverage Science Teaching Practices. Paper presented at the Annual Meeting of the American Association of Educational Research, San Antonio, TX.

Canrinus\*\*, E., Bergem, O., Klette, K., **Hammerness, K.**, Pedroso, C. & Dosil, C. (2017). Opportunities to enact practice: taking a student perspective. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Staal Jensen\*, I., Klette, K. & **Hammerness, K.** Opportunities to enact practice within coursework on campus. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

**Hammerness, K.**, Laasonen\*, I. & Klette, K. (2016). Visions and Practices in Teacher Education: Portraits of linking theory and practice in four countries. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Gupta, P., Adams, J. & **Hammerness, K.** (2016). Leveraging informal learning spaces to support core practices. Paper presented at the Annual Meeting of the Association of Colleges for Teacher Education, Las Vegas, NV.

**Hammerness, K.**, Ahtiainen, R., & Sahlberg, P. (2015). Finland's teacher education policy. Paper presented at the Annual Meeting of the American Educational Research Association, April, 2015.

**Hammerness, K.** & Kennedy, W. (2015). Context-specific teaching practices: Findings from two urban-focused foundations courses. Paper presented at the Annual Meeting of the American Educational Research Association, April, 2015.

**Hammerness, K.** (2015). Espoused and enacted visions of teaching in context specific teacher education. Paper presented at the Annual Meeting of the American Educational Research Association, April, 2015.

**Hammerness, K.** & Klette, K. (2014). Indicators of quality in teacher education: Examining opportunities to enact practice. Paper presented at the Annual Meeting of the American Educational Research Association, April, 2014.

**Hammerness, K.** (2013). Measuring coherence in teacher education: The CATE project. Paper presented at the European Conference for Educational Research, Istanbul, Turkey.

**Hammerness, K.** & Axelrod, Y. (2013). "Context-specific teacher preparation for New York City: An exploration of the content of context. A report on the Second Year of the Bard Urban Teacher Residency Program. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

**Hammerness, K.** & Craig, E. (2013). Data collection and use in Bard College Master of Arts in Teaching program: Studying preparation for New York City. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

**Hammerness, K.** (2012). Context-specific teacher preparation for New York City: An exploration of the *content of context* in the Bard Urban Teacher Residency/Master of Arts in Teaching Program. Paper presented at the American Educational Research Association's Annual Meeting, Vancouver, Canada.

**Hammerness, K.** van Tartwijk, J. & Veldman, I. (2012). Teacher preparation in The Netherlands. Paper presented in Presidential Session "Changing Policies and Practices in education around the world: What can we learn?" American Educational Research Association's Annual Meeting, Vancouver, Canada.

Munthe, E. & **Hammerness, K.** (2012). Students' perceptions of coherence in teacher education. Paper presented at the American Educational Research Association's Annual Meeting, Vancouver, Canada.

**Hammerness, K. & Matsko, K. (2011).** Making a case for context and continuity: Examining new teacher induction in Chicago's urban teacher education program. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

**Hammerness, K. & Matsko, K. (2010).** What's urban about urban teacher preparation?: the case of Chicago UTEP. Paper presented at the Annual Meeting of the American Educational Research Association, Boulder, CO.

**Hammerness, K. (2009).** A first look at second career teachers. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Grossman P. & **Hammerness, K. (2009).** Measure for Measure: An overview of study methods. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

**Hammerness, K. (2008, March).** "To seek, to strive, to find and not to yield": A Look at Current Conceptions of Vision in Education. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

**Hammerness, K. (2008, March).** Examining coherence in context-specific teacher preparation programs. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

**Hammerness, K. (2008, March).** Classroom Management in the United States: A View from New York City. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Grossman, P. & **Hammerness, K. (2007, April).** Examining Teacher Preparation: How do features of preparation affect student outcomes and teacher retention? Papers presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Grossman, P. & **Hammerness, K. (2007, February).** Examining Teacher Preparation: Does the pathway make a difference? Program features, student outcomes and teacher retention. Papers presented at the Annual Meeting of the American Association of Colleges for Teacher Education.

**Hammerness, K., Grossman, P., Wyckoff, J. (2006, June 21).** Examining the effects of teacher preparation programs on student outcomes. Presentation at the National Academies, to the Committee on the Study of Teacher Preparation Programs in the United States. Washington, D.C.

**Hammerness, K. (2006, April).** Discussant, "The Future of Children" conference, Princeton, New Jersey. Sponsored by The Future of Children journal and the Brookings Institution.

**Hammerness, K. (2006, March).** Invited speaker for "Teacher Education: A Reform Agenda" panel discussion, sponsored by the Department of Teaching and Learning, New York University.

**Hammerness, K. (2006, April).** If you don't know where you are going, any path will do: The role of teachers' vision in teachers' career paths. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

**Hammerness, K. (2006, April).** Why Teach?: The Role of Teachers' Personal Motivations, Visions and Ideals in Recruiting and Retaining Teachers. Remarks presented as session chair at the Annual Meeting of the American Educational Research Association, San Francisco, California.

**Hammerness, K. & McDonald, M. (2006, February).** Learning about Learners: An Analysis of How 16 New York City Institutions Prepare New Teachers to Understand The Learning, Development, Diversity, and Special Needs of Their Students. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, San Diego, California.

**Hammerness, K. & Bond, I. (2005).** Learning about Learning: How 9 institutions in New York City prepare new teachers in learning and development. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

**Hammerness, K. (2004).** Teaching with Vision: How one teacher negotiates the tension between high ideals and standardized testing. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

**Hammerness, K. (2004).** Why develop images of the possible? The role of vision in new teachers' development. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

**Hammerness, K. (2003).** From Coherence in Theory to Coherence in Practice. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.

**Hammerness, K. (2002).** Looking at Learning in Practice: Examining the teaching practices of STEP graduates. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

**Hammerness, K., Darling-Hammond, L. & Shulman, L. (2001).** Toward Expert Thinking: How case-writing contributes to the development of theory-based professional knowledge in student-teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

**Hammerness, K. (2000).** Learning to hope or hoping to learn? Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

**Hammerness, K. (1999).** Visions of doubt, visions of delight. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.

**Hammerness, K. (1998).** Not by knowledge alone: Vision as source and force in teachers' professional lives. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Moffett, K. & **Hammerness, K. (1998).** Inspiring emotions and disquieting passions: The light and dark side of a novice teacher learning community. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

**Hammerness, K. & Moffett, K. (1997).** The subjects of debate: Teachers' clashing and overlapping beliefs about subject matter during a whole-school reform. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

## **PROFESSIONAL SERVICE**

Advisory Board member, Educational Assessment, Evaluation and Accountability (November, 2016-present)

Advisory Board member, American Educational Research Journal (January, 2016-present)

Advisory Board member, The New Educator (Spring, 2014-present)

Co-Chair, American Educational Research Association's Early Career Award Committee (August 2011-December 2012)

Outside Reviewer for the American Educational Research Association's Annual Meeting, American Educational Research Journal, Journal of Curriculum Studies, Journal of Teacher Education, Teaching Education, The New Educator, Education Policy, SUNY Press.

Member, World Education Research Association International Research Network on Teacher Education Research.