

VITA
Douglas A. Archbald
Associate Professor
Education Leadership & Policy
School of Education, University of Delaware

Education

Ph.D. (1988) & M.A. (1983) Educational Policy Studies, University of Wisconsin-Madison
B. S. (1977) Communication Arts, University of Wisconsin-Madison

Work Experience

1996 - present Associate Professor, Educational Leadership & Policy, School of Education
Teaching. Doctoral courses in education research & policy, data analysis, assessment, curriculum design, public education law.
Research interests. Education policy (school choice, testing, accountability); Data-based decision making.

1990 - 1996 Assistant Professor, Educational Leadership & Policy, School of Education

1986 - 1990 Researcher, Consortium for Policy Research in Education & National Center on Effective Secondary Schools, University of Wisconsin-Madison.

1986 Lecturer, Department of Educational Policy Studies, University of Wisconsin-Madison.

1984-85 Research Associate, Governor's Study Commission on the Quality of Education in the Metropolitan Milwaukee Public Schools.

1982-1985 Assistant Director, Unified Learning Institute Ltd., Madison, Wisconsin.

1981-1982 Project Assistant, Department of Educational Policy Studies, University of Wisconsin-Madison.

1978-1980 Project Coordinator, The Unified Learning Approach Project, Research and Development Complex, State University College at Buffalo, New York, in collaboration with Environments for Learning, Inc., Madison, Wisconsin.

1978-1979 Teacher, Spring Harbor Elementary School, Madison, Wisconsin.

Publications

Books

The GAPPSI Method: Problem-solving, Planning, and Communicating - Concepts and Strategies for Leadership in Education. Ypsilanti, Michigan: National Council of Professors of Educational Administration Press (2014).

Beyond Standardized Testing: Assessing Authentic Academic Achievement in the Secondary School, Reston VA: NASSP, 1988. (With F. Newmann)

Chapters

Leadership Portfolios: How Do Research and Practice Fit Together? In Contemporary Approaches to Dissertation Development and Research Methods. Information Age Press. (With Joan Buttram)

and Elizabeth Farley-Ripple.) (2016)

The Emergence of the Nontraditional Doctorate: A Historical Overview. Chapter 1 in Meeting Adult Learner Needs through the Nontraditional Doctoral Degree. San Francisco: Jossey-Bass. (Spring 2011)

Approaches to assessing organizational and individual academic performance (with F. Newmann) in H. Berlak et al., Toward a New Science of Educational Testing and Assessment. State University of New York Press, 1992.

The meaning of authentic academic achievement and the functions of assessment (with F. Newmann) in H. Berlak et al., Toward a New Science of Educational Testing and Assessment. State University of New York Press, 1992.

Reforming the curriculum: Will empowerment policies replace control? In S. Fuhrman and B. Malen (Eds.) The Politics of Curriculum and Testing (1990 Politics of Education Yearbook). New York: Falmer Press, 1991. (With Andrew Porter and Alex Tyree)

Organizational performance of schools: The assessment of authentic academic achievement. In P. Reyes (Ed.), Employee commitment, performance, and productivity in educational organizations. Beverly Hills, CA: SAGE Publications, 1989. (With F. Newmann)

Peer-Reviewed Journal Articles

Charter Schools, Parent Choice, and Segregation: A Longitudinal Study of the Growth of Charters and Changing Enrollment Patterns in Five School Districts Over Twenty-Six Years. (With second authors, Andrew Huwitez & Felicia Hurwitz). Education Policy Analysis Archives (February, 2018)

System-level Instructional Leadership - A District-level Leadership Case: Implementing PLCs in Schools. International Journal of Educational Leadership Preparation (www.ncpeapublications.org). (Fall, 2016).

Shining a Spotlight: Identifying and Preventing Senior Nongraduation. American School Board Journal (with Jeff Menzer) (February, 2016)

A Case Study of Course-Based Ability Grouping In A High School: Determinants Of Placement, Patterns Of Mobility, And Effects On Academic Growth In Reading. Journal of Education Policy, Planning and Administration, 4 (May), 2014 (with Mary Furbush).

Vision and Leadership: Problem-based Learning as a Teaching Tool. Journal of Leadership Education 12(2), Summer, 2013.

Predictors of Placement in Lower Level versus Higher Level High School Math. High School Journal, 96(1), Fall. 2012 (With Elizabeth Farley-Ripple)

Teacher Accountability and Testing. American School Board Journal, 199(3), March, 2012.

Decision-Support Data Analysis: Examining Consistency Among Teachers in Writing Assessment. International Journal of Educational Leadership Preparation, 6(4), October - December, 2011.

- Breaking the Mold in the Dissertation: Implementing A Problem-based, Decision-oriented Thesis Project.* Journal of Continuing and Higher Education, 58, Spring, 99-107, 2010.
- School Crisis Response Planning: "Two Incidents At Southern High School"* International Journal of Educational Leadership Preparation (www.ncpeapublications.org). 5 (3), July - August, 2010. [with Jeff Lawson, second author]
- Getting Into Honors Or Not: An Analysis Of The Relative Influence Of Grades, Test Scores, And Race On Track Placement In A Comprehensive High School* (2009). American Secondary Education, 37 (2), [with Joseph Glutting & Xiaoyu Qian as second authors]
- Research Versus Problem Solving for the Education Leadership Doctoral Thesis: Implications for Form and Function* (2009). Educational Administration Quarterly, 44 (5), December, 704-739.
- Measuring Conditions and Consequences of Tracking in the High School Curriculum* (2008). American Secondary Education (With Julia Keleher [doctoral student] as second author)
- School Choice And The Liberation Model: An Empirical Analysis Of Magnet School Choice And Low-Income Stratification.* Sociology of Education 77, October, 283-310, 2004.
- Parent Choice Versus Attendance Area Assignment to Schools: Does School Choice Affect NAEP Scores?* (With David Kaplan as second author) International Journal of Educational Research, Policy, and Practice, 5 (1), 3 – 36, 2004.
- Information Technology and the Goals Of Standards-Based Instruction and Assessment: Advances and Continuing Challenges.* Educational Policy Analysis Archives 9 (48), 2001. [on-line at <http://epaa.asu.edu/epaa/v9n48>]
- School choice and school stratification: Shortcomings of the stratification critique and recommendations for theory and research.* Educational Policy, May, 2000.
- What's on the Test? An analytical framework and findings from an examination of teachers' mathematics tests.* Education Assessment, 6(4), 2000. With Theresa Grant (second author).
- Principals' perceptions of management control: Actual and desired.* Educational Research Quarterly (Fall, 1998).
- Curriculum control policies and curriculum standardization: Teachers' reports of policy effects,* International Journal of Educational Reform, 6(2), April, 155-173, 1997.
- Measuring school choice using indicators.* Journal of Educational Policy, 10(1), March, 88-108, 1996.
- SES and demographic predictors of magnet school enrollment.* Journal of Research and Development in Education, 23(3), Spring, 152-163.
- A longitudinal cohort analysis of achievement among magnet students, neighborhood school students, and transfer students.* Journal of Research and Development in Education 28(5), 161-169, 1995.

Curriculum control and teachers' perceptions of autonomy and satisfaction. Educational Evaluation and Policy Analysis, 16 (1), 21-40, 1994. (With Andrew Porter)

Restructuring in the eyes of practitioners: An analysis of "Next Century" school restructuring proposals. International Journal of Educational Reform, 2 (4), October, 384-399, 1993.

Magnet schools and educational quality. Clearinghouse, 66 (2), 81-87, Dec., 1992. (With Rolf Blank)

Authentic assessment: Principles, practices, and issues. School Psychology Quarterly, 6(4), Winter, 279-294, 1991.

School choice and changing authority: An analysis of the controversy over the Minnesota Postsecondary Enrollment Options Law. Journal of Education Policy, Vol. 6, No. 1, 1-16, 1991.

Commissioned Policy Papers (Externally Reviewed)

The Reviews of State Content Standards in English Language Arts and Mathematics: A Summary and Review of Their Methods and Findings And Implications For Future Standards Development. National Education Goals Panel, Washington DC, 1998).

Reflections on the design and purposes of state curriculum guides. Center for Policy Research in Education, Rutgers University, New Brunswick, NJ, 1994.

What's important to schools: Problem statements and proposed reforms in school restructuring proposals Center on Organization and Restructuring of Schools, University of Wisconsin-Madison, 1992).

Policy implementation and effects research. Contributing paper to Final Report of the NCTM Research Catalyst Conference Focus Group on Policy-Related Issues. Alexandria, VA: National Council of Teachers of Mathematics, 1992.

Authentic assessment: What it means and how it can help schools National Center for Effective Schools Research and Development, University of Wisconsin-Madison, 1991.

A Retrospective and an Analysis of the Roles of Mandated Testing in Education Reform Washington, DC: Congressional Office of Technology Assessment, 1991, [with Andrew Porter].

Other Papers and Policy Briefs: Monograph Series, Evaluation Reports, Newsletter Contributions, Book Reviews

Policy Brief on Value-Added Assessment. Paper prepared for RTTT Assessment Reform Planning committee of Delaware Department of Education (May, 2010).

Essay on Private and Public School Comparisons. School of Education monograph series on Misconceptions in Education. University of Delaware, Newark DE, 2001.

Final Evaluation Report for Wilmington College FIPSE Project. Washington DC: Fund for the

Improvement of Postsecondary Education, 1998.

Book review (reviews of *Choice in Public Education*, Teachers College Press, and *The Choice Controversy*, Corwin Press, 1992). *Urban Education*, 29 (3), 354-359, 1994.

Reflections on the design and purposes of state curriculum guides. Consortium for Policy Research in Education, Rutgers University, New Brunswick, NJ, 1994).

Desegregation and School Choice in the Milwaukee City Schools. Prepared for American Institutes for Research, Palo Alto, California under a grant from Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC, 1992

Magnet Schools and Issues of Public School desegregation, quality, and choice -- A literature review. Prepared for the U.S. Department of Education and the American Institutes for Research, Palo Alto, California, 1991.

Keystones of assessment in mathematics. *Mathematics Education Newsletter*, 4 (5), Fall, pp, 1-4, 1992.

Contributing author and editor for issue on Authentic Assessment. *Trade Secrets*, College of Education, University of Delaware, Summer, 1992.

Progress toward performance-based assessment. *Education Forward*, Wisconsin State Department of Public Instruction, Madison, Wisconsin, April, 1990.

The origins, effects, and political significance of a state-legislated program of choice in education. Center for Policy Research in Education, University of Wisconsin-Madison, 1988.

District case studies: State education reform in Minnesota. Reports prepared for the Center for Policy Research in Education, University of Wisconsin-Madison, 1987. (With William Clune)

Minnesota state education policies: state summary. Prepared for the Center for Policy Research in Education, University of Wisconsin-Madison, 1986.

New teaching method focuses on early development of student thinking skills. *News and Views*. The Wisconsin Education Association Council, Madison, Wisconsin, March, 1986.

Metropolitan Milwaukee specialty schools and programs. Metropolitan Milwaukee Public Schools Study Commission, Milwaukee, WI, 1985. (With John Witte)

Effective schools case studies of four high schools. Metropolitan Milwaukee Public Schools Study Commission, Milwaukee, WI, 1985. (With John Witte, Paul Haubrich, George Mitchell, Bruce Sanderson, & Lynn Wallich)

Conference Presentations

Approximately 50 conference presentations and invited talks at annual conferences of: American Educational Research Association; Carnegie Project on the Education Doctorate; Midwest Sociological Society; Eastern Education Research Association; University Council of Educational Administration;

National Council of Professors of Educational Administration; National Association of Secondary School Principals; National Center for Education Statistics Annual Conference on Information Management; Education Commission of the States Annual Assessment Conference; Association for Public Policy Analysis and Management Research Conference; and various presentations at state and regional associations of educators.

Reviewer For Scholarly Journals

Journal Reviewer for Sociology of Education, Journal of School Choice, International Journal of Educational Leadership Preparation, Educational Evaluation and Policy Analysis, Educational Researcher, Journal for Research in Mathematics Education, Equity and Excellence in Education, and Educational Assessment: Issues and Practices.

Selected Consulting & Advisory Work

Brigham Young University EdD program improvement initiative, School of Education, Provo, UT. Appoquinimink School District (strategic planning), Odessa Delaware. Pearson Education, Boston, MA, Consultant for development of "My Education Leadership Lab" online education leadership curriculum; National Center for Education Statistics, Washington DC, *Technical Review Panel*; *National Education Goals Panel*, Washington DC; *Statpoint Software, Inc.*, Englewood Cliffs, NJ; Wilmington College, New Castle Delaware, *Consultant to The Collaborative Teacher Practicum Model* (sponsored by Fund for the Improvement of Postsecondary Education); Dover, Delaware, *Research Advisor to Governor's Education Improvement Commission*; Washington DC, US Office of Education, *Planning and Evaluation Service, Council of Chief State School Officers*, Washington DC; *Towers Perrin Inc.*, Washington DC; *American Institutes for Research*, Palo Alto, California; *State University College*, Buffalo, New York; *Wisconsin Association of School Administrators*; *Congressional Office of Technology Assessment*, Washington DC; *Bureau of Indian Affairs*, Washington DC; Plus service to local schools/districts.

Past Projects

- Technical Advisory Panel Member for US Department of Education study of magnet school-based school choice.
- Chief consultant for U.S. DOE-funded SBIR-R & D project on data-drive software design.
- Core faculty for Delaware Academy for School Leadership.
- Technical Working Group member, U.S. Dept of Education Evaluation of Magnet Schools Assistance Program.
- Director, OERI Study of School Choice.
- Research Staff to Delaware Education Improvement Commission.
- Math/Sci.- Curriculum Frameworks Evaluation, Council of Chief State School Officers.
- National Principals' Leadership Academy, University of Delaware [core faculty, planner, trainer].
- Delaware Middle School Mathematics Teacher Enhancement Initiative [evaluator].

Awards/Recognition

GUR Proposal: University-District Research Partnership, 2010 (submitted with Elizabeth Farley-Ripple & awarded ~ \$6,000)

Center for Educational Assessment Proposal: Designing an ePortfolio for EdD Program, 2009 (submitted submitted with Fred Hofstetter & awarded - \$10,500)

Division H AERA Best Paper of the Year Award, 2008

Graduate Program Improvement Grant, 2008, \$17,000

Distinguished Faculty Award, 1999, School of Education

SBIR Phase II Research & Development grant (DOE solicitation number: ED010006, 2001). Project Title: *Toward Value-Added Productivity Analysis & Reporting: Building School-level Capacity to Analyze and Improve Performance*. Amount: \$300,000. I wrote the proposal and was chief consultant on project design and specifications for software in collaboration with STATPOINT, LLC, 2360 Jones Road, Fort Lee, N.J. 07024.

OERI National Institute on Educational Governance, Finance, Policy-Making and Management (OERI # R308F60010). *A National Study of the Effects of School Choice on Achievement and Opportunity*. 1996-1999. Amount: \$419,926. (With Kaplan, D., & Y. Nakib).

Gideon Hawley Award from International Journal of Education Reform for outstanding article of 1993 Dwight D. Eisenhower Mathematics and Science Education Grant. Validating and Implementing Authentic Assessment in Middle School Mathematics. 1992-93. Amount: \$20,000

Planning and Evaluation Service, U.S. Dept. of Education. Evaluating Achievement Effects of Magnet Schools (subcontract) with American Institutes for Research, Palo Alto, CA. Amount \$20,475.