

## **BRIAN M. STECHER**

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### **PROFESSIONAL EXPERIENCE**

2018–present — Adjunct Staff, RAND Education

1989–2018 — Senior Social Scientist, RAND Education, and Adjunct Professor, Pardee  
RAND Graduate School, Santa Monica, California

2012–2013 — Acting Chair, Human Subjects' Protection Committee, RAND, Santa Monica  
California

2011–2012 — Acting Director, RAND Education, Santa Monica, California

1982–1989 — Professional Associate, Educational Testing Service, Los Angeles, California.

1979–1982 — Research Associate, Center for the Study of Evaluation, University of  
California, Los Angeles.

1972–1979 — National Curriculum and Instruction Coordinator, Project SEED (Special  
Elementary Education for the Disadvantaged); Berkeley, California; Columbus,  
Ohio; and Richmond, California.

1970–1972 — Mathematics Specialist, Compton Unified School District, Compton,  
California.

### **EDUCATION**

Ph.D., Education, 1982, University of California, Los Angeles

M.A., Mathematics, 1970, University of Oregon

B.A., cum laude, Mathematics, 1968, Pomona College

### **HONORS**

Lifetime Achievement Award, California Educational Research Association, 2013

American Educational Research Association, Division H, Outstanding Publications Award,  
Program Evaluation, 2003

RAND Corporation Bronze Medal Award, 2007, 2016, and 2017

**PROFESSIONAL ACTIVITIES**

FutureEd Advisory Board, 2017-2018.

Public School Accountability Act Technical Design Group; California Department of Education, 1999-2019.

Collaborative for Academic, Social and Emotional Learning (CASEL) Assessment Working Group Steering Committee, 2016–2019

Board on Testing and Assessment; National Academies, Center for Education, 2009–2017.

Center for Education Statistics and Evaluation Advisory Council, New South Wales, Australia, 2012–2015.

Committee on Assessing Interpersonal and Intrapersonal Competencies, National Research Council, 2015–2017.

Section Chair, Association for Education Finance and Policy 2015 Annual Meeting Program Committee.

Education Systems and Broad Reform Scientific Review Panel; U.S. Department of Education, Institute of Education Sciences, 2010–2013.

Committee on Incentives and Test-Based Accountability in Public Education; National Academies, Center for Education, 2007-2010.

Section Chair, Division L, American Educational Research Association 2007 Annual Convention Program Committee

Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards (NBPTS); National Research Council, 2005–08

Education Finance, Leadership, And Management Research Grants Competition (reviewer), US Department of Education, Institute of Education Sciences, 2005

Committee on Test Design for K-12 Science Assessment; National Research Council, 2003–05

Steering Committee for Taking Stock of the National Science Education Standards: Review of the Research; National Research Council, 2001–02.

Board of Directors, Project SEED, Inc. 1995–2014.

## PUBLICATIONS

### Journal Articles

Robbins, M., Grimm, G., Stecher, B.M & Opfer, V.D. (2018). A comparison of strategies for recruiting teachers into survey panels. *SAGE Open*, 8(3).  
<https://doi.org/10.1177/2158244018796412>

Hamilton, L.S. & Stecher, B.M. (2018). Commentary on the special issue on socio-emotional assessment to guide educational practice. *Journal of Applied Developmental Psychology*. Available online 21 July 2018. <https://doi.org/10.1016/j.appdev.2018.05.003>

Kloser, M., Borko, H., Martinez, F., Stecher, B., & Luskin, R. (2017). Evidence of middle school science assessment practices from classroom-based portfolios. *Science Education*, 1-1(2), 209-231.

Hamilton, L.S., Schwartz, H., Stecher, B.M. and Steele, J. (2013). Improving accountability through expanded measures of performance. *Journal of Educational Administration*, 51(4), 453-475.

Yuan, K., Li, V., McCaffrey, D., Marsh, J., Hamilton, L., Stecher, B. & Springer, M. (2013). Incentive Pay Programs Do Not Affect Teacher Motivation or Reported Practices: Results from Three Randomized Studies. *Educational Evaluation and Policy Analysis*, 35(1), 3-22.

Stecher, B.M., Garet, M., Holtzman, D., & Hamilton, L.S. (2012). Implementing measures of teacher effectiveness. *Phi Delta Kappan*, 94(3), 39-43.

Taut, S., Santilices, V., & Stecher, B. (2012). Validation of a national teacher assessment and improvement system. *Educational Assessment*, 17(4), 163-199.

Ballou, D., McCaffrey, D.F., Springer, M.G., Lockwood, J.R., Stecher, B.M., Hamilton, L., and Pepper, M. (forthcoming). POINT CounterPOINT: The view from the trenches of education policy research. *Education Finance and Policy*, 170-202.

Martínez, J.F., Borko, H., Stecher, B., Luskin, R. & Kloser, M. (2012). Measuring classroom assessment practice using instructional artifacts: A validation study of the QAS notebook. *Educational Assessment*, 17(2-3), 107-131.

Hamilton, L.S., Stecher, B.M., & Yuan, K. (2012). Standards-based accountability in the United States: Lessons learned and future directions. *Education Inquiry*, 3(2), 149-170.

Springer, M.G., Pane, J.F., Le, V., McCaffrey, D.F., Burns, S., Hamilton, L.S. and Stecher, B. (2012). Team pay for performance: Experimental evidence from the Round Rock Pilot Project on Team Incentives. *Educational Evaluation and Policy Analysis*, 34(4), 367-390.

Ballou, D., Springer, M.G., McCaffrey, D.F., Lockwood, J.R., Stecher, B.M., & Hamilton, L.S., & Pepper, M. (2012). POINT/CounterPOINT: The view from the trenches of education policy research. *Education Finance and Policy*, 7, 170-202.

- Martinez, J. F., Borko, H., & Stecher, B. M. (2012). Measuring instructional practice in science using classroom artifacts: Lessons learned from two validation studies. *Journal of Research in Science Teaching*, 49(1), 38–67.
- Le, V., Lockwood, J. R., Stecher, B., Hamilton, L., and Martinez, F. (2009). A longitudinal investigation of the relationship between teacher' self-reports of reform-oriented instruction and student achievement. *Educational Evaluation and Policy Analysis*, 31(3), 200-220.
- Martínez, J.F., Stecher, B., and Borko, H. (2009). Classroom Assessment Practices, Teacher Judgments, and Student Achievement in Mathematics: Evidence from the ECLS. *Educational Assessment*, 14, 78-102.
- Lockwood J.R., McCaffrey D.F., Hamilton L.S., Stecher B.M., Le V., and Martinez, F. (Spring 2007). The sensitivity of value-added teacher effect estimates to different mathematics achievement measures. *Journal of Educational Measurement*, 44(1), 45-65.
- Stecher, B. M., Le, V., Hamilton, L. S., Ryan, G., Robyn, A., and Lockwood, J. R. (2006). Using structured classroom vignettes to measure instructional practices in mathematics. *Educational Evaluation and Policy Analysis*, 28(2), 101-130.
- Borko, H., Stecher, B. M., Alonzo, A. C., Moncure, S., and McClam, S. (2005). Artifact packages for characterizing classroom practice: a pilot study. *Educational Assessment*, 10(2), 73-104.
- Stecher, B. M. and Hamilton, L.S. (April 2004). Responding effectively to test-based accountability. *Phi Delta Kappan*, 85(8), 578-583.
- Hamilton, L. S., McCaffrey, D. F., Klein, S. P., Stecher, B. M., Robyn, A., Bugliari, D. (2003). Studying large-scale reforms of instructional practice: An example from mathematics and science. *Educational Evaluation and Policy Analysis*, 25(1), 1-30.
- Stecher, B. M. and Borko, H. (2002). Integrating findings from surveys and case studies: Examples from a study of standards-based educational reform. *Journal of Education Policy*, 17(5), 547-570.
- Stecher, B. M., and Barron, S. (2002). Unintended-consequences of test-based accountability when testing in "milepost" grades. *Educational Assessment*. 7(4), 258-280.
- McCaffrey, D. F., Hamilton, L. S., Stecher, B. M., Klein, S. P., Bugliari, D. and Robyn, A. (2001). Interactions among instructional practices, curriculum and student achievement: the case of standards-based high school mathematics. *Journal of Research in Mathematics Education*, 32(2), 493-517.
- Stecher, B. M., Bohrnstedt, G. W., Kirst, M., McRobbie, J. and Williams, T. (2001). Class-size reduction in California: A Story of hope, promise, and unintended consequences. *Phi Delta Kappan*, 82(9), 670-674.

- Stasz, C. and Stecher, B. M. (2000). Teaching Mathematics and Language Arts in Reduced-Size and Non-Reduced Size Classrooms. *Educational Evaluation and Policy Analysis*, 22(4), 313-330.
- Klein, S. P., Hamilton, L. S., McCaffrey, D. F. and Stecher B. M. (2000). What do Test Scores in Texas Tell Us? *Educational Policy Analysis Archives*, 8(49), (<http://epaa.asu.edu/epaa/v8n49/>). [and Klein, S. P., Hamilton, L. S., McCaffrey, D. F., & Stecher, B. M. (2005, August 31). Response to "What do Klein et al. tell us about test scores in Texas?" *Education Policy Analysis Archives*, 13(37).]
- Stecher, B. M., Klein, S. P., Solano-Flores, G., McCaffrey, D., Robyn, A., Shavelson, R. and Haertel, E. (2000) The effects of content, format, and inquiry level on science performance assessment scores. *Applied Measurement in Education*, 13(2), 139-160.
- Bohrnstedt, G. W., Wiley, E. W., and Stecher, B. M. (2000). The California class-size reduction evaluation: Lessons learned. *The CEIC Review*, 9(2), 11.
- Stecher, B. M. (1998.) The local benefits and burdens of large-scale portfolio assessment. *Assessment in Education*, 5(3), 335-351.
- Stecher, B. M. and Klein, S. P. (1997, Spring) The cost of science performance assessments in large-scale testing programs. *Educational Evaluation and Policy Analysis*, 19(1), 1-14.
- Rahn, M. L., Stecher, B. M., Goodman, H., and Alt, M. N. (Winter 1997.) Making Decisions on Assessment Methods: Weighing the Tradeoffs. *Preventing School Failure*, 41(2), 85-89.
- Klein, S. P., Jovanovic, J., Stecher, B. M., McCaffrey, D., Shavelson, R. J., Haertel, E., Solano-Flores, G., and Comfort, K. (1997, Summer). Gender and racial/ethnic differences on performance assessments in science. *Educational Evaluation and Policy Analysis*, 19(2), 83-97.
- Klein, S. P., Stecher, B. M., Shavelson, R. J., McCaffrey, D., Ormseth, T., Bell, R. M., Comfort, K. and Othman, A. R. (1998) Analytic versus holistic scoring of science performance tasks. *Applied Measurement in Education*, 11(2), 121-137.
- Klein, S. P., McCaffrey, D., Stecher, B. and Koretz, D. (1995). The reliability of mathematics portfolio scores: Lessons from the Vermont experience. *Applied Measurement in Education*, 8(3), 243-260.
- Burnam, M. A., Morton, S. C., McGlynn, E. A., Petersen, L. P., Stecher, B. M., Hayes, C. and Vaccaro, J. V. (1995). An experimental evaluation of residential and non-residential treatment for dually-diagnosed homeless adults, *Journal of Addictive Diseases*, 14(4), 111-134.
- Saner, H., McCaffrey, D., Stecher, B., Klein, S. and Bell, R. (1994). The effects of working in pairs in science performance assessment. *Educational Assessment*, 2(4), 325-338.
- Stecher, B. M., Andrews, C. A., McDonald, L., Morton, S. C., McGlynn, E. A., Petersen, L. P., Burnam, M. A., Hayes, C. and Vaccaro, J. V. (1994). Implementation of residential and

nonresidential treatment for the dually diagnosed homeless, *Evaluation Review*, 18(6), 689–717.

Koretz, D., Stecher, B. M., Klein, S. and McCaffrey, D. (1994, Fall). The Vermont portfolio assessment program: Findings and implications, *Educational Measurement: Issues and Practices*, 13(3), 5–16. (Reprinted as RAND, RP-366, 1995.)

McGlynn, E. A., Boynton, J., Morton, S. C., Stecher, B. M., Hayes, C., Vaccaro, J. V. and Burnam, M. A. (1993). Treatment for the dually-diagnosed homeless: Program models and implementation experience, *Alcoholism Treatment Quarterly*, 10(3/4), 171–186. (Also published in K. J. Conrad, C. I. Hultman and J. S. Lyons (Eds.) (1993). *Treatment of the Chemically Dependent Homeless: Theory and Implementation in Fourteen American Projects*. New York: The Haworth Press, Inc., 171–186). (Reprinted as RAND RP-286.)

Stecher, B. M. and Hanser, L. M. (1992, September). Local accountability in vocational education: The limits of a theory in practice. *CenterWork*, 3 (5), 2-3.

Klein, S. P. and Stecher, B. M. (1991). Developing a prototype licensing examination for secondary school teachers, *Journal of Personnel Evaluation in Education*, 5, 169–190.

Stecher, B. M. (1985). Goal free evaluation. In T. Husen and T. N. Postelthwaite (Eds.), *The international encyclopedia of education*. Oxford: Pergamon.

Stecher, B. M. (1985). Using evaluation to improve computer-based education. *Technological Horizons in Education Journal*, 13(3), 94–97.

Stecher, B. M. (1983–84). Procedures for aggregating the results of energy conservation research. *Journal of Environmental Systems*, 13(1), 77–92.

Alkin, M. C. and Stecher, B. M. (1983). Evaluation in context: Information use in elementary school decision making. *Studies in Educational Evaluation*, 9(1), 23–32.

Stecher, B. M., Carr, C., Castillos, M., Davis, D., Pieter, J. and Snyder, M. (1982). Cost benefit analysis in educational evaluation. *Studies in Educational Evaluation*, 8(1), pp. 75–86.

Stecher, B. M. (1981). Influences on decision making at the school level. *Using School Evaluations*, 1(3).

### **RAND Publications**

Stecher, B.M., Holtzman, D.J., Garet, M.S., Hamilton, L.S., Engberg, J., Steiner, E.J., Robyn, A., Baird, M.D., Gutierrez, I.A., Peet, E.D., Brodziak de los Reyes, I., Fronberg, K., Weinberger, G., Hunter, G.P., & Chambers. J. (2018). *Improving teaching effectiveness: Final Report: The Intensive Partnerships for Effective Teaching through 2015-16*. RR-2242.

Hamilton, L. S., Stecher, B. M., & Yuan, K. (2017). *Creating an Indicator of K–12 Classroom Coverage of Science, Technology, Engineering, and Math (STEM) Content and Practices*. RR-1913-NSF.

- Stecher, B. M., Garet, M. S., Hamilton, L. S., Steiner, E. D., Robyn, A., Poirier, J., Holtzman, D., Fulbeck, E. S., Chambers, J. & Brodziak de los Reyes, I., (2016). *Improving teaching effectiveness: Implementation: The Intensive Partnerships for Effective Teaching through 2013-14*. RR-1295-BMGF.
- Kaufman, J. H., Hamilton, L. S., Stecher, B. M., Naftel, S., Robbins, M., Thompson, L. E., Garber, C. Faxon-Mills, S., & Opfer, V. D. (2016). *What supports do teachers need to help students meet common core state standards for mathematics?* RR-1404.
- Hamilton, L. S., Kaufman, J. H., Stecher, B. M., Naftel, S., Robbins, M., Thompson, L. E., Garber, C. Faxon-Mills, S., & Opfer, V. D. (2016). *What supports do teachers need to help students meet common core state standards for English language arts and literacy?* RR-1374-BMGF.
- Karam, R., Stecher, B. M., Tsai, T., Grimm, G., & Schweig, J. (2016). *Mathematics audit of the DoDEA schools*. RR-1272-OSD.
- Kaufman, J. H., Hamilton, L. S., Stecher, B. M., Naftel, S., Robbins, M., Garber, C., Ogletree, C., Faxon-Mills, S., & Opfer, V. D. (2015). *What are teachers' and school leaders' major concerns about new K-12 state tests?* RR-1294-BMGF.
- Stecher, B. M., and Hamilton, L. S. (2014). *Measuring "hard-to-measure" student competencies: A research and development plan*. RR-863.
- Steele, J. L., Lewis, M. W., Santibanez, L., Faxon-Mills, S., Rudnick, M., Stecher, B. M., and Hamilton, L. S. (2014). *Competency-Based Education in Three Pilot Programs: Examining Implementation and Outcomes*. RR-732-BMGF.
- Faxon-Mills, S., Hamilton, L. S., & Stecher, B. M. (2013). *New assessments, better instruction? Designing assessment systems to promote instructional improvement*. RR-354-WFHF.
- Steele, J. L., Hamilton, L.S. and Stecher, B.M. (2012-13, Winter). Fair assessments: Distinctive teacher evaluation programs could provide lessons for others. *RAND Review*, 36(3), 12-15.
- Stecher, B. M., Fuller, B., Timar, T. and Marsh, J. (2012). *Deregulating school aid in California: How districts responded to flexibility in Tier 3 categorical funds in 2010-11*. TR-1229-WFHF/DCKF/STF.
- Gottfried, M., Stecher, B. M., Hoover, M., and Cross, A. (2011). *Federal and state roles and capacity for improving schools*. TR-989-SANF.
- Schwartz, H. L., Hamilton, L.S., Stecher, B. M., and Steele, J. L. (2011). *Expanded measures of school performance*. TR-968-SANF.
- Steele, J.L., Hamilton, L.S., and Stecher, B.M. (2010). *Incorporating student performance measures into teacher evaluation systems*. TR-917.

Stecher, B.M., Camm, F., Damberg, C.L., Hamilton, L.S., Mullen, K.J., Nelson, C., Sorensen, P., Wachs, M., Yoh, A. and Zellman, G.L. (2010). *Toward a culture of consequences: Performance-based accountability systems for public services*. MG-1019.

Camm, F. and Stecher, B.M., (2010). *Analyzing the operation of performance-based accountability systems for public services*. TR-853.

Stecher, B.M., and Vernez, G. (2010). *Reauthorizing No Child Left Behind: Facts and Recommendations*. MG-977-USDE.

Stecher, B.M., and Li, J. (2009). *Improving Accountability in Public Education*. RB-9426.

Stecher, B.M., Epstein, S., Hamilton, L.S., Marsh, J.A., Robyn, A., McCombs, J.S., Russell, J., and Naftel, S. (2008). *Pain and gain: Implementing No Child Left Behind in three states, 2004–2006*. MG-784-NSF.

Hamilton, L.S., Stecher, B.M., Vernez, G., and Zimmer, R. (2007, Fall). Passing or Failing? A Midterm Report Card for “No Child Left Behind” *RAND Review*, 31(3), 16-25.

Hamilton, L.S., Stecher, B. M., Marsh, J. A., McCombs, J.S., Robyn, A., Russell, J. L., Naftel, S., and Barney, H. 2007. *Standards-based accountability under No Child Left Behind: Experiences of teachers and administrators in three states*. MG-589-NSF.

Le, V., Stecher, B., Lockwood, J.R., Hamilton, L.S., Robyn, A., Williams, V., Ryan, G., Kerr, K., Martinez, F., and Klein, S. (2006). *Improving mathematics and science education: A longitudinal investigation of the relationship between reform-oriented instruction and student achievement*. MG-480-EDU.

Stecher, B., and Kirby, S. N., (Eds.) (2004). *Organizational improvement and accountability: Lessons for education from other sectors*. MG-136-WFHF.

Hamilton, L. and Stecher, B. (2004). *External audiences for test-based accountability: The perspectives of journalists and foundations*. OP-111-FF.

Stecher, B. M., Hamilton, L. S., and Gonzalez, G. (2003). *Working harder to leave no child behind: Practical advice for educational leaders*. WP-138-EDU.

Stecher, B. M. and Hamilton, L. S. (2002, Spring). Putting theory to the test: Systems of “educational accountability” should be held accountable. *RAND Review*, 26(1), 16-23.

Hamilton, L. S., Stecher, B. M., and Klein, S. P. (Eds.) (2002). *Making sense of test-based accountability in education*. RAND, MR-1554-EDU. [Selected by American Association of School Libraries and the Public Library Association for inclusion in *University Press Books Selected for Public and Secondary School Libraries*, 2003]

Hamilton, L., McCaffrey, D., Klein, S.P., Stecher, B.M., Robyn, A., and Bugliari, D. (2001). *Teaching practices and student achievement: Evaluating classroom-based education reforms*. RAND, DRU-2603-EDU.



Klein, S. P., Hamilton, L. S., McCaffrey, D. F. and Stecher B. M. (2000). *What do test scores in Texas tell us?* RAND, IP-202.

Stecher, B. M. (2000). *Profile of the Santa Monica-Malibu Unified School District.* RAND, DB-314-RC

Stecher, B. M., Chun, T., Barron, S. and Ross, K. (2000). *The effects of the Washington education reform on schools and classrooms: initial findings.* RAND, DB-309-EDU.

Klein, S., Hamilton, L., McCaffrey, D., Stecher, B., Robyn, A., and Burroughs, D. (2000). *Teaching practices and student achievement: Report of first-year findings from the 'Mosaic' study of systemic initiatives in mathematics and science.* RAND, MR-1233-EDU.

Zellman, G. L., Stecher, B. M., Klein, S., and McCaffrey, D. (1998). *Findings from an evaluation of the Parent Institute for Quality Education parent involvement program.* RAND, MR-870-WF/PIQE.

Stecher, B. M., Rahn, M. L., Ruby, A., Alt, M. and Robyn, A. (1997). *Using alternative assessments in vocational education.* RAND, MR-836-NCRVE/UCB.

Koretz, D., Mitchell, K, Barron, S. and Stecher, B. (1996). *Perceived effects of the Kentucky Instructional Results Information System (KIRIS).* RAND, MR-792-PCT/FF.

Stecher, B. M. and Koretz, D. (1996). *Issues in building an indicator system for mathematics and science education.* RAND, MR-738-NSF.

Stecher, B. M. and Klein, S. (Eds.) (1996). *Performance Assessments in Science: Hands-On Tasks and Scoring Guides.* RAND, MR-660-NSF.

Stecher, B. M. and Hanser, L. M. (1995, May). *Accountability in workforce training.* RAND, IP-150.

Stecher, B. M., Hanser, L. M., Rahn, M. L., Levesque, K., Klein, S. G. and Emanuel, D. (1995, January). *Improving performance measures and standards for workforce education.* RAND, DRU-980-NCRVE/UCB. (Also published as NCRVE MDS-821.)

Burnam, M. A., McGlynn, E. A., Morton, S. C., Stecher, B. M. and Koegel, P. (1995). *Evaluation of treatment options for the dually diagnosed: Final Report.* RAND, DRU-974-NIAAA.

Stecher, B. M., Rahn, M. L., Hanser, L. M., Levesque, K., Hallmark, B., Hoachlander, E. G., Emanuel, D., and Klein, S. G. (1994). *Impact of performance measures and standards: Lessons learned from early implementers in four states,* RAND, MR-526-NCRVE/UCB. (Also published as NCRVE. MDS-732)

Koretz, D., McCaffrey, D., Klein, S., Bell, R. and Stecher, B. (1992, December). *The reliability of scores from the 1992 Vermont portfolio assessment,* RAND, DRU-159-ED.

Stecher, B. M. and Hanser, L. M. (1992). *Beyond vocational education standards and measures: Strengthening local accountability systems for program improvement*, RAND, R-4282-NCRVE/UCB. (Also published as NCRVE MDS-292.)

Stecher, B. M. and Hanser, L. M. (1992). *Local accountability in vocational education: A theoretical model and its limitations in practice*. RAND, N-3561-NCRVE/UCB. (Also published as NCRVE MDS-291.)

Stecher, B. M., Farris, H. and Hamilton, E. (1992). *Performance measures and standards in vocational education: A literature review*, RAND, WD-6299-NCRVE/UCB.

Stecher, B. M. (1992). Describing secondary curriculum in mathematics and science: Current conditions and future indicators, RAND, N-3406-NSF.

Koretz, D., Stecher, B. and Deibert, E. (1992, July). The Vermont portfolio assessment program: Interim report on implementation and impact, 1991–92 school year, RAND, DRU-158-ED.

### **Books and Book Chapters**

Hamilton, L. S. and Stecher, B. M. (2010). Expanding what counts when evaluating charter school effectiveness. In Betts, J. R., and P. T. Hill (Eds). *Taking the measure of charter schools: Better assessments, better policymaking, better schools*. Rowman and Littlefield.

Marshall, J.H., Hamilton, L., Marsh, J., McCaffrey, D., & Stecher, B. (2009). Evaluation. In T. Hershberg & C. Robertson-Kraft (Eds.) *A Grand Bargain for Education Reform: New Rewards and Supports for New Accountability* Operation Public Education's comprehensive framework for school reform. Cambridge: Harvard Education Press.

Hamilton, L. S., Stecher, B. M., Russell, J. L., Marsh, J. A., & Miles, J. (2008). Accountability and teaching practices: School-level actions and teacher responses. In B. Fuller, M. K. Henne & E. Hannum (Eds.) *Strong States, Weak Schools: The Benefits and Dilemmas of Centralized Accountability*. *Research in the Sociology of Education*, 16, 31-66.

Hakel, M.D., Koenig, J. A. & Elliott S. W. (Eds.) (2008). *Assessing Accomplished Teaching: Advanced-Level Certification Programs*. Washington D.C.: National Academy Press. [Member of the Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards, National Research Council]

Hamilton, L. S. and Stecher, B. M. (2006). A better way: Measuring charter school success and failure. In Lake, R. J. and P. T. Hill (Eds). *Hopes, fears & reality: A balanced look at American charter schools in 2006*. Seattle: University of Washington, National Charter School Research Project.

Wilson, M. R. and Berthenthal, M. W. (Eds.) (2006). *Systems for state science assessment*. Washington, D.C.: National Academy Press [Member of the Committee on Test Design for K-12 Science Achievement, National Research Council]

- Stecher, B. (2004). Portfolio Assessment and Educational Reform. In Evers, W. M. and H. J. Walberg (Eds.) *Testing student learning, evaluating teaching effectiveness*. Stanford, CA: Hoover Institution Press.
- Stecher, B., Chun, T. and Barron, S. (2004). Effects of assessment-driven reform on the teaching of writing in Washington state. In Cheng, L. and Y. Watanabe (Eds.) *Washback in language testing: Research contexts and methods*. Lawrence Earlbaum.
- Stasz, C. and Stecher, B. (2002). Before and after class size reduction: A tale of two teachers. In J. D. Finn & M.C. Wang (Eds.). *Taking small classes one step further*. Greenwich, CT: Information Age Publishing.
- Bohrnstedt, G. W., Stecher, B., and Kirst, M. (2002). Evaluating the effects of statewide class size reduction initiatives: The need for a systemic approach. In J. D. Finn & M. C. Wang (Eds.) *Taking small classes one step further*. Greenwich, CT: Information Age Publishing.
- Bohrnstedt, G. W., Stecher, B. M. , and Wiley, E. W. (2000). The California class-size reduction evaluation: Lessons learned. In M. C. Wang and J. D. Finn (Eds.) *How small classes help teachers do their best*. Philadelphia, PA: Temple University Center for Research in Human Development.
- Stecher, B. M., and Herman, J. L. (1997). Using portfolios for large-scale assessment. In G. D. Phye (Ed.) *The handbook of classroom assessment: Learning, achievement and adjustment*. Orlando: Academic Press.
- Stecher, B. M., Farris, H. and Hamilton E. (1994). Performance standards and measures. In U.S. Department of Education *National Assessment of Vocational Education: Interim Report to Congress*. Washington DC: Government Printing Office.
- Stecher, B. M. and Davis, W. A. (1987). *How to focus an evaluation*. Beverly Hills: Sage.
- Stecher, B. M. (1987). Evaluating the outcomes of computer education programs. In R. Bennett (Ed.), *Planning and evaluating computer education programs*. Columbus, OH: Charles Merrill.
- Stecher, B. M. (1987). Estimating the cost of computer education. In R. Bennett (Ed.) *Planning and evaluating computer education programs*. Columbus, OH: Charles Merrill.
- Cline, H., Bennett, R., Kershaw, R., Schneiderman, M., Stecher, B. M. and Wilson, S. (1986). *The electronic schoolhouse*. Hillsdale, NJ: Lawrence Erlbaum.
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## TESTIMONY/OPINIONS/EDITORIALS/BLOGS

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Learning How to Measure Social and Emotional Learning. *FutureEd: Sound and Fury*. (<https://www.future-ed.org/work/toward-a-measure-of-social-and-emotional-learning>) January 9, 2018. (with Laura Hamilton).

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Taking Stock on the Anniversary of “No Child Left Behind.” *Huff Post Education*, January 10, 2013. ([http://www.huffingtonpost.com/brian-stecher/no-child-left-behind\\_b\\_2450489.html](http://www.huffingtonpost.com/brian-stecher/no-child-left-behind_b_2450489.html))

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Revamp NCLB to fulfill its promise. *Baltimore Sun*, September 16, 2007. [Also appeared as Leaving Children Behind. *Pittsburgh Post-Gazette*, Sunday Forum, September 23, 2007]

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The Evolution of Quality Assurance in Education. Testimony presented to the California State Senate, Select Committee on Urban School Governance, Hearing on “Quality Control of Our Schools: Are They Making the Grade?” on October 11, 2005.

Developing Process Indicators to Improve Educational Governance: Lessons for Education from Health Care. Testimony presented to the California Little Hoover Commission on June 23, 2005.

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This Test is the Best for Wielding Carrots and Sticks. *Los Angeles Times*, October 8, 1999.

For School Reform, We Need Better Data. *Los Angeles Times*, July 11, 1999.

## RECENT PRESENTATIONS

Measuring Instruction with E-Portfolios: Reliability with Instructional Units of Different Lengths. American Educational Research Association, Toronto Canada, April 2019 (with J.F. Martinez, J. Srinivasan, M.J. Kloser, and A. Edelman).

Measuring Students' Exposure to Standards-Aligned STEM Content and Practices. American Educational Research Association, Washington DC, April 2016 (with L. Hamilton and Kun Yuan).

A Tablet-based Teacher e-Portfolio tool for Documenting and reflecting on Next Generation Science Instruction. American Educational Research Association, Washington DC, April 2016 (with F. Martinez, M. Kloser, J. Srinivasan, K. Riedell, R. Rocchio, M. Wilsey and H. Tangmunarunkit).

Implementation of Intensive Partnerships for Effective Teaching Reforms Across Seven Sites. Association for Education Finance and Policy, Denver CO, March, 2016 (with E. Steiner, M. Garet, L. Hamilton, J. Poirier, and A. Robyn).

A Research and Development Agenda and a Repository of Instruments. National Academies Symposium on Assessing Hard-to-Measure Cognitive, Intrapersonal and Interpersonal Competencies, Washington DC, December 2015 (with L. Hamilton).

What Do We Want from Educator Accountability: Lessons from NCLB Waivers, Race to the Top, and Other Efforts. EdVoice Institute Symposium, San Diego, CA, January 2015.

Framing the Conversation. White House Meeting on Hard-to-Measure 21<sup>st</sup> Century Competencies. Eisenhower Executive Office Building, Washington, DC, January 2015 (with L Hamilton).

Evaluation of the Intensive Partnership for Effective Teaching. Association for Education Finance and Policy, San Antonio, TX, March 2014 (with M. Garet).

Portraits of Assessment: The Intended and Enacted Assessments in Middle School Science Classrooms. National Association for Research in Science Teaching International Conference, Pittsburgh, PA, March 29 – April 2, 2014 (with M. Kloser, H. Borko, J.F. Martinez, and R. Luskin).

Assessing 21<sup>st</sup> Century Skills: The State of the Art. Asia Society Global Cities Education Network Symposium, Singapore, October 2013.

Assessment of 21<sup>st</sup> Century Skills and Global Competence. Asia Society Global Cities Education Network Symposium, Seattle WA, January 2013.

Be True to Your School: Creating Credible Profiles of School Quality. Lifetime Achievement Award Address. California Educational Research Association, November 2012.

Framing Informal Science Assessment Scenario. Summit on Assessment of Informal and After-School Science Learning, National Research Council, June 2012.

Incentives and Test-Based Accountability in Education. Invited session. American Educational Research Association, April 2012.

How California Districts Respond to Fiscal Flexibility? Statewide Survey Results on District Decisions on Consolidated Categorical Aid. PACE Seminar for Education Policy Makers and Scholars, Sacramento, CA, January 2012.

Incentives and High Stakes Testing. National Research Council, Board on Testing and Assessment, Workshop on Equity and Excellence in Education, Washington DC, September 2011.

Measuring Educational Quality—A Grattan Event. Grattan Institute, Sydney, Australia, 2011.

Multiple Measures in the Context of Performance Based Accountability. Center for Assessment, Ready Interactive Lecture Series, Boston MA, September 2011.

Cultivating Thriving Schools. TEDx SoCal “Thriving” Conference, Long Beach, CA, July 2011. ([www.youtube.com/watch?v=HmYdW871pL4](http://www.youtube.com/watch?v=HmYdW871pL4))

Expanding Measures of School Performance. Next Generation Measures for School Accountability, organized by the Sandler Foundation and Learning First Alliance, Washington DC, April 26, 2011.

What Teachers Learn from Formative Assessment and How They Use This Information to Guide Instruction. Division H Vice Presidential Session “Toward Formative Assessments Supporting Learning: Design, Validation and Mediating Factors.” American Educational Research Association, New Orleans, April 2011 (with G. Frohbieter and E. Greenwald).

## **SELECTED GRANTS AND CONTRACTS**

Evaluation of the Intensive Partnerships for Effective Teaching. Bill & Melinda Gates Foundation, \$15,056,166, 7/2010 – 6/2017.

Measuring Next Generation Science Instruction Using Tablet-Based Teacher Portfolios (with Jose-Felipe Martinez-Fernandez and Matthew Kloser). National Science Foundation. \$1,500,000, 7/2014 – 6/2017.

Planning a Repository of Hard-to-Measure Competencies (with Kun Yuan). William and Flora Hewlett Foundation. \$101,572, 11/2014 – 10/2015/15.

Audit of K-12 Mathematics Program (with Rita Karam). Department of Defense Education Activity. \$470,303, 10/2014 – 9/2015.

Measuring “Hard to Measure” 21<sup>st</sup> Century Competencies (with Laura Hamilton). William and Flora Hewlett Foundation. \$86,967, 2/2014 – 10/2014.

The Impact of “Deeper Testing” on School and Classroom Practice (with Laura Hamilton). William and Flora Hewlett Foundation. \$75,000, 10/2012 – 6/2013.

Quality of Classroom Assessments in Science (with Felipe Martinez and Hilda Borko). Spencer Foundation and William T. Grant Foundation, \$600,000, 9/2008 – 8/2012.

STECHEER/20

Synthesis of Research on Accountability. Sandler Foundation, \$198,577, 7/2010 – 7/2011.

Implementing Standards Based Accountability. Smith Richardson Foundation, \$985,338, 1/08-31/10

Scaling up Standards-Based Accountability (with Laura Hamilton). National Science Foundation, Interagency Educational Research Initiative, \$5,534,731, 12/02 – 9/08.

Developing a Conceptual Framework for Test-Based Accountability (with Laura Hamilton). William and Flora Hewlett Foundation, \$476,275, 4/02-3/05.

Mosaic II: A Longitudinal Investigation of the Effects of Systemic Reform on Student Achievement (with Stephen Klein). National Science Foundation, \$4,391,000, 5/00 – 4/05.

Evaluation of California's Class Size Reduction Program (with George Bohrnstedt, AIR), California Department of Education, \$848,428, 5/98 – 9/02.

Class Size Reduction Efforts. U.S. Department of Education, \$685,312, 10/97 – 12/01.

January 2019