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**Education**

University of Pittsburgh	1984	Ph.D.	Cognitive Psychology
University of Pittsburgh	1982	M.S.	Cognitive Psychology
Franklin and Marshall College	1977	B.A.	Psychology

**Employment History**

2011–	Rose and Nicholas DeMarzo Chair in Education, Graduate School of Education, Rutgers University
2006–2011	Distinguished Researcher, Educational Testing Service (ETS)
2004–2005	Senior Fellow, NORC
1999–2004	Senior Vice President of Research & Development, Educational Testing Service (ETS)
1998–1999	Director of Research, Teaching and Learning Division, Educational Testing Service (ETS)
1985–1998	Scientist, Research Division, Educational Testing Service (ETS) (various levels)

**Courses Taught**

Cognitive Psychology (University of Pittsburgh)  
Cognition and Instruction  
Educational Research Methodology  
Evaluating Teaching  
Inquiry I  
Inquiry II  
Introduction to Education  
Proseminar: Educational Research  
Quantitative Research Methods in Education: Introduction  
Validity and Assessment

## **Honors**

2022	AERA Palmer O. Johnson Memorial Award
2022	AERA Fellow
2013	Learning Research and Development Center, University of Pittsburgh Distinguished Alumni
2012	Learning and Research Development Center Outstanding Alumni Award
2011	University of Pittsburgh Legacy Laureate Award
1991	Educational Testing Service Scientist Award

## **Current External Advisory Roles**

Center for Culturally Responsive Evaluation and Assessment (CREA) – Affiliate  
Faculty/Researcher  
Digital Promise – Technical Advisory Group Member (Introductory Statistics project)  
Educational Records Bureau (ERB) – Board of Trustees Member  
James S. McDonnell Foundation, Teachers as Learners Program – Advisory Board Member  
James S. McDonnell Foundation, Catalyst Program for Science and Learning – Advisory Board  
Member  
Spencer Foundation, Large Research Grants Program – Member of Review Panel and Final  
Selection Committee  
TALIS 2024: Teaching and Learning International Survey of the Organisation for Economic Co-  
operation and Development (OECD) – Teacher Knowledge Expert Group Member

## **Past External Advisory Roles**

American Educational Research Association (AERA) Consensus Panel on Teacher Education  
American Educational Research Association (AERA) Workshop on Observational Measures in  
Early Education  
American Educational Research Association (AERA) Review of Draft Statement on Use of  
Program-Based Indicator (PBI) Models for Educator and Preparation Program Evaluation  
American Psychological Association – Advisory Panel for Dictionary of Occupation Titles  
Association for Supervision and Curriculum Development (ASCD) (Gene Carter) – Whole Child  
External Research Review Committee  
Center for Informal Learning and Schools – Exploratorium, Kings College, UC Santa Cruz  
(National Science Foundation Academies for Young Scientists; science education and  
informal learning in museums)  
Children’s Progress Incorporated – Advisory Board  
Connecticut College – Mellon Project (science assessment)  
Cornell University Developing, Validating, and Implementing Situated Evaluation Instruments  
(DEVISE)

Educational Policy Institute – Advisory Board  
 Education Resources Information Center (ERIC) – Content Expert Panel  
 Exploring Biological Evidence (EBE): Helping Students Understand the Richness and Complexity of Evidentiary Constructs in Biology, NSF-funded grant – Advisory Board Member  
 Formative Assessment for Computer Science in NYC, NSF STEM + C grant – Advisory Board Member  
 Georgia Department of Education – Technical Advisory Committee  
 ICF International/Army Research Institute – Teacher Effectiveness Subject Matter Expert  
 Joint Council on Economic Education  
 Kings College, London, and the Weizmann Institute of Science (continuous professional development in science education) (Avi Hofstein, Rod Watson, PIs)  
 Miami University (Ohio) – Project Dragonfly (science education)  
 Michigan State University Teacher Education Program  
 Mid-Atlantic Regional Educational Laboratory (supporting districts and states, in PA, DE, DC, MD, and NJ, in using, conducting, interpreting, and applying research) Governing Board Member  
 National Academy of Education Standards and Assessment Working Group  
 National Board for Professional Teaching Standards – Expert Consultant  
 National Board for Professional Teaching Standards (NBPTS) (Joe Aguerreberre) – Member, Visiting Panel on National Board Research  
 National Board for Professional Teaching Standards (writer of Arts Standards)  
 National Comprehensive Center for Teacher Quality – District Review of Evaluation Practices  
 National Science Foundation Conference on Science Education Policy (University of Delaware)  
 National Science Foundation EXP: *Learning Lens*: An Evidence-Centered Tool for 21st Century Assessment Project – Advisory Board  
 National Science Foundation, Presidential Awards for Mathematics and Science Teaching  
 National Science Foundation, Principled Assessment of Computational Thinking (PACT) – Advisory Panel  
 NCSES IV: TO 13-Supporting the Development of a K–12 STEM Education Indicator System – Consultant  
 New Standards Project (portfolio assessment) (Lauren Resnick, PI)  
 Nobel Learning Communities Incorporated – Educational Advisory Board Member  
 Pennsylvania Board of Education – Technical Advisory Committee  
 Pittsburgh Public Schools – VAM Technical Advisory Panel  
 South Carolina Department of Public Instruction (arts assessment)  
 Stanford Center for Assessment, Learning, & Equity – Technical Advisory Committee Member for Student Growth Study  
 Teachstone Training, LLC – Board of Directors  
 Understanding Consequential Assessment of Teaching (UCAST) project – Consultant  
 U. S. Department of Education’s Impact Evaluation of Title I Supplemental Education Services (conducted by Mathematica Policy Research) – Expert Panel Participant  
 University of Illinois, Chicago (assessment practices) (James Pellegrino, PI)

University of Maryland – Project-based Science (David Hammer, PI)  
University of Michigan – Building Mathematical Knowledge for Teaching Advisory Board  
University of Wyoming/Wyoming Department of Education (science assessment)  
Vanderbilt University, Learning Technology Center (James Pellegrino, John Bransford, PIs)  
Vanderbilt University – Assessing Data Modeling (Rich Lehrer, Leona Schauble, PIs)  
Washington Association of Colleges for Teacher Education (University of Washington) –  
Consultant

### **Externally Funded Projects**

Principal Investigator – How Teacher Preparation Programs are Responding to Changes in State Assessment Policy, New Jersey State Policy Lab (1/2023-12/2023), \$35,000

Co-Principal Investigator (Gil Noam, Harvard University, Principal Investigator) – Dimensions of Success: Transforming Quality Assessment in Middle School Science and Engineering, National Science Foundation (7/2021-3/2025), \$2,598,979

Principal Investigator – Building and Sustaining a URE Methods Repository, W. T. Grant Foundation (7/2020-6/2022), \$253,895

Co-Principal Investigator (Juan Pablo Mejía Ramos, Rutgers University, Principal Investigator) – Developing and Validating Proof Comprehension Tests in Real Analysis, National Science Foundation (10/2018–9/2021), \$600,000

Principal Investigator – Developing a Research Methods Protocol Repository for Studies of Understanding Research Evidence Phase I, W. T. Grant Foundation, (11/2019-4/2020), \$50,000

Principal Investigator – Classroom Artifacts as Indicators of Quality in STEM Education, National Science Foundation (1/2015–12/2017), \$300,000

Evaluator (Crystal Belle, Rutgers-Newark, Principal Investigator) – Excite and Ignite: Building the Next Generation of Teachers, U.S. Department of Education (10/2014–6/2019), \$2,499,544

Co-Principal Investigator (Stafford Hood, University of Illinois at Urbana-Champaign, Principal Investigator) – Planning and Developing the Evaluating Culturally Responsive Pedagogy in the Classroom Project: A Development Grant Proposal, Spencer Foundation (3/1/2014–6/30/2014), \$6,582.00

Principal Investigator – A Review of Emerging State Evaluation Systems, American Federation of Teachers (5/2013–12/2013), \$40,000

Principal Investigator – Assessing, Validating, and Developing Content Knowledge for Teaching Energy, National Science Foundation - Discovery Research K–12 (2012–2017), \$1,644,000

Co-Principal Investigator (Gil Noam, Harvard University, Principal Investigator) – National Science Foundation – Emerging Research – Empirical – Development of an Observation Tool for the Informal Science Field: Refinement, Field-testing, and Establishment of Psychometric Properties (2010–2014), \$353K

Principal Investigator – Measures of Effective Teaching: Teacher Knowledge, Bill & Melinda Gates Foundation (2009–2012), \$2.29MM

Principal Investigator – Toward An Understanding of Classroom Context: A Validation Study, W. T. Grant and Spencer Foundations (2008–2011), \$635K

Principal Investigator – Understanding Teaching Quality, Bill & Melinda Gates Foundation (2008–2012), \$7.35MM

Principal Investigator – The Academic Profile of Prospective Teachers in Vocational Education, U. S. Department of Education (2008–2010), \$50K

Principal Investigator – Score Trends for Praxis Test Takers, U. S. Department of Education (2008–2010), \$880K

Principal Investigator – The Role of Basic Skills Tests for Prospective Teachers, U.S. Department of Education (2008–2009), ~\$100K (part of a larger grant)

Principal Investigator – Review of the Impact of the National Board for Professional Teaching Standards (NBPTS) (2007), \$50K

Principal Investigator – Constructed Response Design Principles, National Center for Education Statistics, U. S. Department of Education (2006–2007), \$99K

Principal Investigator – Tools for Understanding English Language Learning, North Central Regional Educational Laboratory (NCREL)/U. S. Department of Education (2005), \$45K

Principal Investigator – Tools for Understanding Teacher Quality, North Central Regional Educational Laboratory (NCREL)/U. S. Department of Education (2005), \$45K

Principal Investigator – Professional Development Support Systems for Mathematics and Science Teaching, IERI/NSF (2000–2001), \$50K

Principal Investigator – On-Line Professional Development and Mentoring, AT&T Foundation, ETS (1997–1998), \$50K

Project Co-Principal Investigator – SEPIA (Science Education Through Portfolio Instruction and Assessment), National Science Foundation (with University of Pittsburgh, Richard Duschl) (1991–1995), \$877K

Co-Principal Investigator – Assessments in Science Education, National Science Foundation (with Rutgers University, George Pallrand) (1991–1992), ~\$100K

Principal Investigator – Task Analysis, Assessment, and Instruction of Maintenance Skill, HYDRIVE, Armstrong Laboratories, U. S. Air Force (1988–1995), ~\$600K

Principal Investigator – Diagnostic Testing and Criterion Validation of Basic Job Skill Deficiencies, Air Force Human Resources Laboratory (1986–1987), ~\$100k

Principal Investigator – Higher Order Skills in Graduate Success, Graduate Research Education Board (ETS) (1986–1988), \$125K

Co-Principal Investigator – Arts PROPEL, Rockefeller Foundation (with Harvard University, Howard Gardner) (1985–1991), \$2.25MM

Principal Investigator – Testing the Generality of Basic Job Skill Deficiencies, Air Force Human Resources Laboratory (1985–1986), ~\$100K

Acting Project Director, Aptitudes for Learning, Learning Research and Development Center, University of Pittsburgh, U. S. Department of Education (1982–1984)

### **ETS Funded Projects**

Co-Principal Investigator – Cognitively Based Assessments for Learning (ETS) (2007–2008)

Principal Investigator – The Academic Proficiency of Prospective Teachers Revisited (ETS)

Director of Evaluation for CFASST (California Formative Assessment System for Teachers) Teacher Induction Program (1998–2000)

Principal Investigator, Sponsor, and/or Collaborator of Research for the National Board for Professional Teaching Standards (with researchers from University of Florida, George Washington University, Michigan State University, Emory University, Teachers College, and the Urban Institute) (1997–2003)

Research Director, Division of Teaching and Learning (sponsored and collaborated on studies related to teaching and learning, particularly for the Praxis program) (1997–2000)

Project Co-Director, Examination of Cognitive Prerequisites in Engineering Calculus Curriculum (ETS) (1986–1988)

### **Affiliations**

American Educational Research Association (AERA)

Center for Culturally Responsive Evaluation and Assessment (CREA)

National Council on Measurement in Education (NCME)

### **Editorship**

Editorial Board, *School Effectiveness and School Improvement* (2023–present)

Editorial Board, *Educational Assessment* (2020–present)

Editorial Board, *Educational Measurement*, 5<sup>th</sup> ed. (2018–present)

Editorial Board, *Frontiers in Education* (2017–present)

Editorial Board, *Review of Educational Research* (2017–present)

Editorial Advisory/Review Board, *Quality Assurance in Education* (2016–present)

Editorial Review Board, *SAGE Open* (2015–present)

Editorial Review Board, *Journal of Teacher Education* (2013–present)

Editor, *Educational Evaluation and Policy Analysis* (2006–2009)

### **Reviewer**

AERA/APA/NCME Joint Committee on the Standards for Educational and Psychological Testing

American Association for the Advancement of Science – Project 2061 Assessment Blueprint

Institute of Education Sciences

Jacob K. Javits Fellows Program, U. S. Department of Education

National Academy of Sciences

National Assessment of Educational Progress

National Graduate Fellows Program, U. S. Department of Education

National Science Foundation

New York State Department of Education

Spencer Foundation

U. S. Department of Education

## **Journal/Book Reviews**

Academic Press  
*AERA Open*  
American Educational Research Association Conference  
*American Journal of Education Measurement*  
*American Education Research Journal*  
*Assessment for Effective Intervention*  
Cambridge University Press  
*Cognition and Instruction*  
*Educational Assessment*  
*Education Measurement: Issues and Practices*  
*Education Policy*  
*Education Policy Analysis Archives*  
*Educational Research Review*  
*Educational Researcher*  
*ETS Research Report Series*  
*Frontiers in Education*  
*Human Factors*  
*Journal of Applied Developmental Psychology*  
*Journal of Educational Measurement*  
*Journal of Experimental Child Psychology*  
*Journal of Experimental Psychology: General*  
*Journal of Learning Sciences*  
*Journal of Research in Science Teaching*  
*Journal of Teacher Education*  
*London Review of Education*  
*Physical Review Physics Education Research*  
*Psychological Bulletin*  
*Review of Educational Research*  
*Sage International Handbook of Research on Teacher Education*  
*SAGE Open*  
*School Effectiveness and School Improvement*  
*Science Education*  
*Special Services in the Schools*  
*Studies in Educational Evaluation*  
Teachers College Press  
*Teachers College Record*  
*Teaching and Teacher Education*  
*The Elementary School Journal*  
*ZDM Mathematics Education*  
*Zeitschrift für Pädagogik (Journal for Pedagogy)*



## Dissertation Committees

- Kimberly Dustman. (Ph.D.). *An analysis of gender wage gap and satisfaction in private law practice*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2023.
- Dena Novak. (Ed.D.). *Ally at Rutgers University: Adopting a universal design approach to student support and accessibility*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2022.
- Ashley Green. *The exit decision in intensive English programs: High-states decision making in a local assessment context*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2022.
- Carol Tate. *Computer science for all: A case study in curriculum reform*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2022.
- Rachel Dickler. *An intelligent tutoring system and teacher dashboard to support students on mathematics in science inquiry*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2021.
- Robert Zisk. *The relation of physics teachers' content knowledge for teaching energy and teaching practice as measured by the quality and demand of the assignments and assessments they design and select for instruction*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2021.
- Stephen V. Coffin. *State policy determinants of charter school market share*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2020.
- Eugene Geis. *Stochastic approximation em for exploratory item factor analysis*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2019.
- Yan Sun. *Strategies for addressing high-dimensional cognitively diagnostic assessment problems*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2019.
- Mark A. Weber, Jr. *The effects of charter school proliferation and locational decisions on the finances of public district schools*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2019.
- Heba Abdo. (Ed.D.). *Lessons learned from the implementation of a formative teacher evaluation system*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2017.
- Charles J. Iaconangelo. *Uses of classification error probabilities in the three-step approach to estimating cognitive diagnosis models*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2017.
- Jeanette Joyce. (Chair). *The Artifact Indicator Project: Three studies in the use of STEM classroom artifacts*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2017.
- Wenchao Ma. *A sequential cognitive diagnosis model for graded response: Model development, Q-matrix validation and model comparison*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2017.

- Christian Mathews. (Ed.D.). *Use of teacher evaluation for improving instruction: A mixed methods investigation in high-poverty New Jersey charter high schools*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2017.
- Ronald W. Rinehart. *Promoting students' epistemic cognition and conceptual learning through the design of science learning environments*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2017.
- Dessislava Gradinarova-Kirova. (Chair). *Meaning-making as a critical process in educational reform implementation: Insights from the development of standards-based student growth objectives*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2016.
- Timothy L. Nordin. *Conundrums and common ground: Understanding the perceptions of teachers and administrators involved in enhanced teacher evaluation programs*. Unpublished doctoral thesis, Graduate School of Education, Rutgers University, 2014.
- Andrew S. Latham. *The impact of admissions and licensure testing on the academic quality of prospective teachers*. Unpublished doctoral thesis, Temple University, 1999.
- Michael J. Smith. *Pedagogical challenges of instructional assessment in middle school earth science: Two case studies*. Unpublished doctoral thesis, University of Pittsburgh, 1995.

## **Publications**

### **Books/Monographs**

- Gitomer, D. H., & Crouse, K. (2019). *Studying the use of research evidence: A review of methods*. William T. Grant Foundation. <http://wtgrantfoundation.org/studying-the-use-of-research-evidence-a-review-of-methods>
- Gitomer, D. H., & Bell, C. A. (Eds.) (2016). *Handbook of research on teaching* (5th ed.). American Educational Research Association.
- Gitomer, D. H. (Ed.). (2008). *Measurement issues and assessment for teaching quality*. SAGE Publications.

### **Journal Articles**

- McKeon, R. T., & Gitomer, D. H. (in preparation). Relational trust and the politics of evidence use: School boards navigate policy making and equity during and after the pandemic. *Theory Into Practice*.
- Gitomer, D. H., & Marshall, B. L. (2023). The sizzle and fizzle of teacher evaluation in the United States and the selective use of research evidence. *Frontiers in Education*, 8, 1221569. <https://doi.org/10.3389/educ.2023.1221569>

- Bell, C. A., & Gitomer, D. H. (2023). Building the field's knowledge of teaching and learning: Centering the socio-cultural contexts of observation systems to ensure valid score interpretation. *Studies in Educational Evaluation*, 78, 101278. <https://doi.org/10.1016/j.stueduc.2023.101278>
- Andrews, V., Oliveira, V., Allen, P. J., Gitomer, D. H., & Noam, G. G. (2023). Reflecting on STEM classroom experiences: The power of an observation tool with an integrated STEM/SED lens. *Connected Science Learning*, 5(3). <https://www.nsta.org/connected-science-learning/connected-science-learning-may-june-2023/reflecting-stem-classroom>
- Gitomer, D. H., & Iwatani, E. (2022). Two communities' views on test fairness. *Educational Assessment*, 27(2), 197–203. <https://doi.org/10.1080/10627197.2022.2087624>
- Iaconangelo, C. J., Phelps, G., Gitomer, D. H. (2022). Dimensionality and validity of the content knowledge for teaching construct using cognitive diagnostic modeling and known group comparisons. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2022.103690>
- Gitomer, D. H., Martínez, J. F., & Battey, D. (2021). Who's assessing the assessment? The cautionary tale of the edTPA. *Phi Delta Kappan*, 102(6), 38–43. <https://doi.org/10.1177/0031721721998154>
- Gitomer, D. H., Martínez, J. F., Battey, D., & Hyland, N. E. (2021). Assessing the assessment: Evidence of reliability and validity in the edTPA. *American Educational Research Journal*, 58(1), 3–31. <https://doi.org/10.3102/0002831219890608>
- Phelps, G., Gitomer, D. H., Iaconangelo, C. J., Etkina, E., Seeley, L., & Vokos, S. (2020). Developing assessments of content knowledge for teaching using evidence-centered design. *Educational Assessment*, 25(2), 91–111. <https://doi.org/10.1080/10627197.2020.1756256>
- McKeon, R. T., & Gitomer, D. H. (2019). Social media, political mobilization, and high-stakes testing. *Frontiers in Education*, 4(55). <https://doi.org/10.3389/feduc.2019.00055>
- Gitomer, D. H. (2018). Evaluating instructional quality. *School Effectiveness and School Improvement*. <https://doi.org/10.1080/09243453.2018.1539016>
- Etkina, E., Gitomer, D., Iaconangelo, C., Phelps, G., Seeley, L., & Vokos, S. (2018). Design of an assessment to probe teachers' Content Knowledge for Teaching: An example from energy in HS physics. *Physical Review Physics Education Research*, 14(1). <https://doi.org/10.1103/PhysRevPhysEducRes.14.010127>

- Joyce, J., Gitomer, D. H., & Iaconangelo, C. (2018). Classroom assignments as measures of teaching quality. *Learning and Instruction*, 54, 48–61. <http://dx.doi.org/10.1016/j.learninstruc.2017.08.001>
- Joyce, J., Harrison, J. R., & Gitomer, D. H. (2018). Modifications and accommodations: A preliminary investigation into changes in classroom artifact quality. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2018.1453876>
- Shah, A. M., Wylie, E. C., Gitomer, D. H., & Noam, G. G. (2018). Improving STEM program quality in out-of-school-time: Tool development and validation. *Science Education*. <https://doi.org/10.1002/sce.21327>
- Gitomer, D. H. (2015). Supporting effective teacher evaluation. *The State Education Standard*, 15(3), 19–25. <http://www.nasbe.org/standard-issue/preparing-teachers-and-leaders/>
- Gitomer, D. H., & Zisk, R. C. (2015). Knowing what teachers know. *Review of Research in Education*, 39(1), 1–53. <https://doi.org/10.3102/0091732X14557001>
- Hafen, C. A., Hamre, B. K., Allen, J. P., Bell, C. A., Gitomer, D. H., & Pianta, R. C. (2014). Teaching through interactions in secondary school classrooms: Revisiting the factor structure and practical application of the Classroom Assessment Scoring System-Secondary. *Journal of Early Adolescence*. <https://doi.org/10.1177/0272431614537117>
- Gitomer, D. H., Bell, C. A., Qi, Y., McCaffrey, D. F., Hamre, B. K., & Pianta, R. C. (2014). The instructional challenge in improving teaching quality: Lessons from a classroom observation protocol. *Teachers College Record*, 116(6), 1–32. <http://www.tcrecord.org/Content.asp?ContentId=17460>
- Casabianca, J. M., McCaffrey, D. F., Gitomer, D. H., Bell, C. A., & Hamre, B. K. (2013). Effect of observation mode on measures of secondary mathematics teaching. *Educational and Psychological Measurement*, 73(5), 757–783. <https://doi.org/10.1177/0013164413486987>
- Bell, C. A., Gitomer, D. H., McCaffrey, D. F., Hamre, B. K., Pianta, R. C., & Qi, Y. (2012). An argument approach to observation protocol validity. *Educational Assessment*, 17(2–3), 62–87. <https://doi.org/10.1080/10627197.2012.715014>
- Gitomer, D. H. (2011). Roadmaps for learning and teacher evaluation. *Measurement: Interdisciplinary Research & Perspective*, 9(2–3), 146–148. <https://doi.org/10.1080/15366367.2011.603616>
- Gitomer, D. H., Brown, T. L., & Bonett, J. (2011). Useful signal or unnecessary obstacle? The role of basic skills tests in teacher preparation. *Journal of Teacher Education*, 62(5), 431–445. <https://doi.org/10.1177/0022487111412785>

- Wolfe, E. W., & Gitomer, D. H. (2001). The influence of changes in assessment design on the psychometric quality of scores. *Applied Measurement in Education*, 14(1), 91–107. [https://doi.org/10.1207/S15324818AME1401\\_07](https://doi.org/10.1207/S15324818AME1401_07)
- Gitomer, D. H., & Latham, A. S. (2000). Generalizations in teacher education: Seductive and misleading. *Journal of Teacher Education*, 51(3), 215–220. <https://doi.org/10.1177/0022487100051003009>
- Gitomer, D. H. (1999). Evaluating a teacher induction support program. *Teaching and Change*, 6(3), 272–283.
- Latham, A. S., Gitomer, D. H., & Ziomek, R. (1999). What the tests tell us about new teachers. *Educational Leadership*, 56(8), 23–26.
- Duschl, R. A., & Gitomer, D. H. (1997). Strategies and challenges to changing the focus of assessment and instruction in science classrooms. *Educational Assessment*, 4(1), 37–73. [https://doi.org/10.1207/s15326977ea0401\\_2](https://doi.org/10.1207/s15326977ea0401_2)
- Lemahieu, P. G., Gitomer, D. H., & Eresh, J. T. (1996). How should performance assessments be evaluated? The role of scores. *Educational Measurement: Issues and Practice*, 15(2), 37–38. <https://doi.org/10.1111/j.1745-3992.1996.tb00813.x>
- Mislevy, R. J., & Gitomer, D. H. (1996). The role of probability-based inference in an intelligent tutoring system. *User Modeling and User-Adapted Interaction*, 5(3–4), 253–282. <https://doi.org/10.1007/BF01126112>
- Steinberg, L. S., & Gitomer, D. H. (1996). Intelligent tutoring and assessment built on an understanding of a technical problem-solving task. *Instructional Science*, 24(3), 223–258. <https://doi.org/10.1007/BF00119978>
- Adams, K., Duschl, R. A., & Gitomer, D. H. (1995). Rethinking teaching for student success. *Science Scope*, 18, 18–21.
- Lemahieu, P. G., Gitomer, D. H., & Eresh, J. T. (1995). Portfolios in large-scale assessment: Difficult but not impossible. *Educational Measurement: Issues and Practice*, 14(3), 11–28. <https://doi.org/10.1111/j.1745-3992.1995.tb00863.x>
- Gitomer, D. H. (1994). Learning by doing *what*? *American Educator*, 18, 34–35.
- Rosato, N., Gitomer, D. H., & Duschl, R. A. (1994). Showing understanding and revising ideas: Strategies for developing science portfolios. *Portfolio News*, 5(2), 3–4.

- Steinberg, L. S., & Gitomer, D. H. (1993). Cognitive task analysis and interface design in a technical troubleshooting domain. *Knowledge-Based Systems*, 6(4), 249–257. [https://doi.org/10.1016/0950-7051\(93\)90016-M](https://doi.org/10.1016/0950-7051(93)90016-M)
- Gitomer, D. H., Grosh, S., & Price, K. (1992). Portfolio culture in arts education. *Art Education*, 45, 7–15.
- Gitomer, D. H. (1991). The angst of accountability in arts education. *Visual Arts Research*, 17, 1–10. (Also appeared in *Teachers and Writers*, 22(5) 11–15, May–Jun 1991). <http://www.jstor.org/stable/20715750>
- Gitomer, D. H. (1991). The art of accountability. *Teaching Thinking and Problem Solving*, 13(1), 1–9.
- Gitomer, D. H. (1991, Winter). Cognitive science perspectives on problem solving: Implications for assessment in graduate management education. *Selections*, 39–46.
- Duschl, R. A., & Gitomer, D. H. (1991). Epistemological perspectives on conceptual change: Implications for educational practice. *Journal of Research in Science Teaching*, 28(9), 839–858. <https://doi.org/10.1002/tea.3660280909>
- Gitomer, D. H., & Yamamoto, K. (1991). Performance modeling that integrates latent trait and latent class theory. *Journal of Educational Measurement*, 28(2), 173–189. <https://doi.org/10.1111/j.1745-3984.1991.tb00352.x>
- Gitomer, D. H. (1988). Individual differences in technical troubleshooting. *Human Performance*, 1(2), 111–131. [https://doi.org/10.1207/s15327043hup0102\\_3](https://doi.org/10.1207/s15327043hup0102_3)
- Gitomer, D. H., & Van Slyke, D. (1988). Error analysis and tutor design. *International Journal of Machine Mediated Learning*, 2, 333–350.
- Gitomer, D. H. (1987). Bugs and assessment. *Teaching Thinking and Problem Solving*, 9(1), 1–8.
- Gitomer, D. H., Curtis, M. E., Glaser, R., & Lensky, D. B. (1987). Processing differences as a function of item difficulty in verbal analogy performance. *Journal of Educational Psychology*, 79(3), 212–219. <https://doi.org/10.1037/0022-0663.79.3.212>
- Gitomer, D. H., Pellegrino, J. W., & Bisanz, J. (1983). Developmental change and invariance in semantic processing. *Journal of Experimental Child Psychology*, 35(1), 56–80. [https://doi.org/10.1016/0022-0965\(83\)90070-X](https://doi.org/10.1016/0022-0965(83)90070-X)

## Policy Reports

- Gitomer, D. H., Crouse, K., & Joyce, J. (in preparation). AFT policy paper for Consortium for Policy Research in Education (CPRE).
- Phelps, G., Weren, B., Croft, A., & Gitomer, D. (2014). *Developing content knowledge for teaching assessments for the Measures of Effective Teaching study* (ETS Research Report RR-14-33). Educational Testing Service.
- Gitomer, D. H., Crouse, K., & Joyce, J. (2014). *A review of the DC IMPACT teacher evaluation system*. Paper prepared for the Committee for the Five-Year (2009–2013) Summative Evaluation of the District of Columbia Public Schools, of the National Academy of Sciences. The National Academy of Sciences.
- Howell, H., Phelps, G., Croft, A. J., Kirui, D., & Gitomer, D. (2013). *Cognitive interviews as a tool for investigating the validity of content knowledge for teaching assessments* (ETS Research Report ETS RR-13-19). Educational Testing Service.  
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### In Edited Volumes

- Gitomer, D. H., & Marshall, B. (in press). The bold and unfulfilled promises of teacher evaluation as policy. To appear in L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.), *Handbook of education policy research*. American Educational Research Association.
- Gitomer, D. H., & Iwatani, E. (2022). Fairness and assessment: Engaging psychometric and racial justice perspectives. In S. L. Hood, H. T. Frierson, R. K. Hopson, & K. N. Arbutnot (Eds.), *Race and culturally responsive inquiry in education: Improving research, evaluation, and assessment* (Harvard Education Press Race and Education Series). Harvard Education Press.
- Gitomer, D. H. (2021). Assessing inquiry. In C. A. Chinn, R. G. Duncan (Eds.), *International handbook of inquiry learning* (pp. 130–153). Routledge.
- Gitomer, D. H. (2021). Methods for observing classroom interactions. In R. Coe, M. Waring, L. Hedges, & L. D. Ashley (Eds.), *Research methods and methodologies in education* (3rd ed., pp. 221–231). SAGE Publications, Ltd.
- Bell, C. A., Gitomer, D. H., Savage, C., & McKenna, A. H. (2019). *A synthesis of research on and measurement of STEM teacher preparation*. Commissioned by the American Association for the Advancement of Science. <https://aaas-arise.org/commissioned-papers/>
- Gitomer, D. H. (2019). Content knowledge for teaching in teacher education. In M. A. Peters (Ed.), *Encyclopedia of teacher education*. Springer Nature. [https://doi.org/10.1007/978-981-13-1179-6\\_175-1](https://doi.org/10.1007/978-981-13-1179-6_175-1)
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- Gitomer, D. H. (2013). International parallels in responses to accountability requirements: Validity considerations. In M. Chatterji (Ed.), *Validity and test use: An international dialogue on educational assessment, accountability and equity* (pp. 173–183). Emerald Group Publishing Limited.
- Gitomer, D. H., & Bell, C. A. (2013). Evaluating teaching and teachers. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology* (Vol. 3, pp. 415–444). American Psychological Association.
- Bennett, R. E., & Gitomer, D. H. (2009). Transforming K–12 assessment: Integrating accountability testing, formative assessment and professional support. In C. Wyatt-Smith & J. Cumming (Eds.), *Educational assessment in the 21st century*. Springer Publishing Company.
- Gitomer, D. H. (2008). Crisp measurement and messy context: A clash of assumptions and metaphors – Synthesis of Section III. In D. H. Gitomer (Ed.), *Measurement issues and the assessment for teacher quality* (pp. 223–233). SAGE Publications.

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### **Technical Reports**

- Shah, A. M., Wylie, C. E., Gitomer, D. H., & Noam, G. (2014). *Development of the Dimensions of Success (DoS) observation tool for the out of school time STEM field: Refinement, field-testing and establishment of psychometric properties*. Program in Education, Afterschool, and Resiliency.
- Gitomer, D. H. (2011). *Observational methods for assessment of informal science learning and education*. Paper commissioned by the Board on Science Education, of the National Academy of Sciences. The National Academy of Sciences.
- Gitomer, D. H., Andal, J., & Davison, D. (2005). *Using data to understand the academic performance of English Language Learners* (Research-Based Analysis of Education Policy, Policy Issues No. 21). Learning Point Associates, North Central Regional Education Laboratory. <http://www.eric.ed.gov/PDFS/ED489525.pdf>
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Gitomer, D. H. (1992). *Cognitive science implications for revising dictionary of occupational titles*. Paper commissioned by the Science Directorate of the American Psychological Association for the Department of Labor.

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Bunderson, C. V., & Gitomer, D. H. (1987). Expert systems in job aiding and training. *Proceedings of conference on training applications using expert systems*. National Science Center.

Gitomer, D. H., & Van Slyke, D. (1986). *Understanding troubleshooting errors*. Final technical report to Air Force Human Resources Laboratory.

### **Reviews**

Gitomer, D. H. (2003). Review of *Classroom assessment and the National Science Education Standards*. *Science Education*, 87(2), 298–301. <https://doi.org/10.1002/sce.10076>

Gitomer, D. H. (1992). The changing focus of aptitude research [Review of the book, *Learning and individual differences: Advances in theory and research*]. *Contemporary Psychology*, 37(11), 1195–1197.  
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Sigel, I. E., & Gitomer, D. H. (1992). The challenge of change in educational practice [Review of the book, *The challenge of art to psychology*]. *Journal of Applied Developmental Psychology*, 13, 463–472. <https://www.sciencedirect.com/journal/journal-of-applied-developmental-psychology/vol/13/issue/4>

Gitomer, D. H. (1989). Using classroom achievement tests [Review of the book, *How to construct achievement tests*]. *Contemporary Psychology*, 34(1), 66.  
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### **Dissertation**

Gitomer, D. H. (1984). *Cognitive components of technical skill*. Unpublished doctoral dissertation, University of Pittsburgh.

## **Podcasts/Media**

- Hodge, E. M., Garver, R., & Gitomer, D. H. (2023, August 10). The times they are a changin' – Shifts in teacher education assessment policy. *New Jersey State Policy Lab*.  
<https://policylab.rutgers.edu/the-times-they-are-a-changin-shifts-in-teacher-education-assessm/>
- Dreste, N., Gitomer, D. H., & Crouse, K. (2023, May 8). Improving the URE Methods Repository: A call for community feedback. *Transforming Evidence*.  
<https://transforming-evidence.org/blog/improving-the-ure-methods-repository-a-call-for-community-feedback>
- Gitomer, D. H., Hodge, E. M., & Garver, R. (2023, February 2). The future of educator performance assessments in New Jersey. *New Jersey State Policy Lab*.  
<https://policylab.rutgers.edu/the-future-of-educator-performance-assessments-in-new-jersey/>
- Gitomer, D. H., Crouse, K., Dreste, N., & Eisenberg, M. (2022, February 9). Applications of the Use of Research Evidence (URE) methods repository. *Evidence & Policy*.  
<https://evidenceandpolicyblog.co.uk/2022/02/09/applications-of-the-use-of-research-evidence-ure-methods-repository/>
- Gitomer, D. H., Crouse, K., Kim, L., Eisenberg, M., & Dreste, N. (2022, February 1). *Strengthening methods and improving collaboration: The use of research evidence methods repository*. William T. Grant Foundation.  
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- Matthews, D. (Producer). (2021, February 19). *Assessing the assessment* [Audio interview].  
<https://faculti.net/assessing-the-assessment/>
- England, E. S. (Producer). (2020, March 16). *Stop using edTPA for teacher certification* [Audio podcast]. <https://www.escottengland.com/podcast/>
- Heumiller, K. G. (Producer). (2020, February 6). *Study questions reliability of edTPA performance assessment system* [Audio podcast].  
<https://www.researchminutes.org/episode/study-questions-reliability-of-edtpa-performance-assessment-system/>
- Supovitz, J. (Producer). (2018, December 21). *Drew Gitomer and Courtney Bell: Editors of the new handbook of research on teaching* [Audio podcast]. <https://cprehub.org/research-minutes/drew-gitomer-and-courtney-bell-editors-new-handbook-research-teaching>

## **Presentations**

Martínez, J. F., & Gitomer, D. H. (2023, May 2). *Taking stock of observational measures of teaching: Inherent limitations and a sea of possibilities*. Invited speaker. QUINT Observation System Seminar Series, University of Oslo (Virtual).

Gitomer, D. H. (2023, April). *Teacher learning in changing contexts*. Discussant. Annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Gitomer, D. H. (2023, April). *What is (in)effective about the concept of “effective” teaching and how should it be replaced? A discussion*. Discussant. AERA Presidential Session, Annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Gitomer, D. H., Hodge, E. M., & Garver, R. (2023, January). *Performance assessment in a post-edTPA world*. Presenter. Monthly meeting of the New Jersey Association of Colleges for Teacher Education (Virtual).

Gitomer, D. H., & Marshall, B. L. (2022, December). *The bold and unfulfilled promises of teacher evaluation as policy*. Presenter. Learning Sciences Lunch and Learn Series, Rutgers Graduate School of Education, New Brunswick, NJ.

Supplee, L., Gitomer, D. H., & Tseng, V. (2022, May). *Beyond an h-index, how can we know if prevention science is used in policy or practice?* Presenter. Annual Meeting of the Society for Prevention Research, Seattle, WA.

Crouse, K., Gitomer, D. H., & Drete, N. (2022, April). *Design considerations for a reimagined commons*. Presenter. Roundtable: Reimagining the education research commons: Toward epistemic justice. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Gitomer, D. H. (2022, April). *Principles for educational testing, data inquiry, and classroom assessment to support culturally sustaining ecosystems*. Symposium discussant. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Gitomer, D. H. (2022, April). *Don’t trust but verify—A lesson for policymakers and policy researchers*. Invited presenter. Presented to the class of Dr. Robert P. Strauss, Carnegie Mellon University, The H. John Heinz III School of Public Policy and Management (Virtual).

- Gitomer, D. H. (2022, February). *The edTPA—when technical issues are the least of our problems*. Invited presenter. Presented to the class of Dr. José -Felipe Martínez, UCLA School of Education & Information Studies (Virtual).
- Gitomer, D. H., & Iwatani, E. (2021, September). *Fairness and assessment: Engaging psychometric and racial justice perspectives*. Presenter. Pre-conference Workshop, 2021 Sixth International Center for Culturally Responsive Evaluation and Assessment (CREA) Conference (Virtual).
- Gitomer, D. H., & Iwatani, E. (2021, September). *Approaches to addressing racial fairness and equity in educational assessment: A landscape analysis*. Presenter. Paper Panel: Students, assessments and culture: Consideration of validity, fairness and (mis) appropriation. 2021 Sixth International Center for Culturally Responsive Evaluation and Assessment (CREA) Conference (Virtual).
- Gitomer, D. H. (2021, June). *Are standards without authority still viable?* Presenter. Symposium: The AERA/APA/NCME Standards: Is it time to revisit the policy of self-enforcement? National Council on Measurement in Education (NCME) 2021 Annual Meeting (Virtual).
- Gitomer, D. H. (2021, April). *Design and development of a research methods repository*. Presenter. Poster Session on Psychometrics and Educational Measurement. Annual Meeting of the American Educational Research Association (AERA; Virtual Meeting).
- Gitomer, D. H. (2021, February). *The edTPA: Cracks in a teacher accountability system*. Panelist. Symposium on Teacher Performance Assessments as a Tool For Teacher Learning, Program Improvement, and Accountability: The Case of edTPA . American Association of Colleges for Teacher Education (AACTE) 73rd Annual Meeting (Virtual Conference).
- Gitomer, D. H. (2020, November). *The URE methods repository: Building on and enhancing the work of URE researchers*. Plenary Session Presenter. Advancing Methods and Measures for Studying the Use of Research Evidence (Virtual Meeting).
- Gitomer, D. H., Martínez, J. F., Battey, D., & Hyland, N. (2020, June). *edTPA: A case of systemic inertia* [Webinar]. In *Rutgers Research Conference on Education Reform, Communities, and Social Justice, Edward J. Bloustein School of Planning and Public Policy, Rutgers University, New Brunswick, NJ*.
- Gitomer, D. H. (2020, March). *edTPA - Technical problems and why they matter*. Invited speaker. Central Connecticut State University, New Britain, CT.

- Gitomer, D. H. (2019, October). *Studying the use of research evidence and its influence on policy and practice*. Network for Advancing & Evaluating the Societal Impact of Science (AESIS) Conference: The Impact of Social Sciences & Humanities on Society, Washington, DC.
- Gitomer, D. H., Bian, Y., Sun, Y., & McKeon, R. (2019, May). *Understanding opt-out patterns in New Jersey*. Rutgers Research Conference on Education Reform, Communities, and Social Justice, Edward J. Bloustein School of Planning and Public Policy, Rutgers University, New Brunswick, NJ.
- Gitomer, D. H. (2019, March). *Review of measures and methods to assess the use of research evidence*. The Pew Charitable Trusts and W. T. Grant Foundation Workshop on Measuring the Effectiveness of Research-Practice and Research-Policy Collaborations in Facilitating the Use of Research Evidence, Washington, DC.
- Gitomer, D. H. (2019, March). *Building a repository of URE methods*. Presenter. William T. Grant Foundation URE Convening: Advancing the Use of Research Evidence in Ways That Benefit Youth, Washington, DC.
- Gitomer, D. H. (2019, March). *Race, ethnicity, and the production and use of research evidence: Implications for studying the use of research evidence*. Chair, Breakout Session. William T. Grant Foundation URE Convening: Advancing the Use of Research Evidence in Ways That Benefit Youth, Washington, DC.
- Gitomer, D. H. (2019, March). *Conceptually explicit validation: An integrated approach to evaluating teaching*. Keynote speaker. Research on Teaching Quality: Current Issues and Future Directions, University of Tübingen, Tübingen, Germany.
- Gitomer, D. H. (2018, November). *Studying ways to improve the use of research evidence*. Panelist. William T. Grant Foundation Webinar: What Does Take to Study the Use of Research Evidence: Methods & Measures.
- Gitomer, D. H. (2018, November). *What does it take to study the use of research evidence? Methods & measures*. Presenter. ETS Seminar Series. Educational Testing Service, Princeton, NJ.
- Gitomer, D. H., Bian, Y., Sun, Y., & McKeon, R. (2018, May). *Understanding opt-out patterns in New Jersey*. Presenter. Education Reform, Communities & Social Justice: Exploring the Intersections. Edward J. Bloustein School of Planning and Public Policy, Rutgers University, New Brunswick, NJ.



- Gitomer, D. H. (2018, April). *District and state-level approaches to teacher improvement*. Discussant. Observing Special Education Teachers in High-Stakes Teacher Evaluation Systems session. American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Zisk, R., Gitomer, D. H., Etkina, E., & Bell, C. A. (2018, April). *Content knowledge for teaching and the content of instruction: Evidence from final assessments*. Presenter. National Council on Measurement in Education (NCME) Annual Meeting, New York, NY.
- Gitomer, D. H. (2018, April). *Thoughts on validating measures on the use of research evidence*. Discussant. Session: How Can We Reliably Know That Research Evidence is Being Used and Track Changes Over Time? William T. Grant Foundation/Forum for Youth Investment Meeting on Advancing the Use of Research Evidence in Ways that Benefit Youth, Washington, DC.
- Gitomer, D. H. (2017, October). *Using standards-based artifact protocols to support assessment practices in STEM*. Invited speaker. Council of Chief State School Officers' SCASS FAST 2017 Fall Meeting, Dallas, TX.
- Gitomer, D. H. (2017, September). *Coordinated assessment design to explore the relationships of teacher knowledge and teaching quality*. Presenter. Rutgers Graduate School of Education Brown Bag Lecture Series, New Brunswick, NJ.
- Bell, C. A., Gitomer, D. H., & McKenna, A. H. (2017, July). *Research and assessment design of pre-service STEM education*. Presenter. 2017 Noyce Summit on Stimulating Research and Innovation for Preservice Education of STEM Teachers in High-Need Schools, Washington, DC.
- Gitomer, D. H. (2017, July). *First order measurement issues and questions in studying and evaluating RPPs*. Presenter. Spencer Foundation and William T. Grant Foundation Meeting: Evaluating Research-Practice Partnerships, Chicago, IL.
- Gitomer, D. H. (2017, July). *Professional development workshop examining science classroom artifacts*. Presented to the New Jersey Science Education Leadership Association, New Brunswick, NJ.
- Gitomer, D. H. (2017, June). *Evaluating teaching quality in K-12 education: An introduction to research, practice, and challenges*. Keynote speaker. Equity and Quality in Education conference, Shanxi Normal University, Linfen, Shanxi, China.
- Gitomer, D. H. (2017, June). *Evaluating teaching quality in K-12 education: An introduction to research, practice, and challenges*. Lecture to the Teacher Education program, Shandong Normal University, Jinan, Shandong, China.

- Gitomer, D. H., & Joyce, J. (2017, April). *Artifacts as potential indicators of enacted math standards: A pilot study*. Presenter. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.
- Bell, C. A., Zisk, R. C., & Gitomer, D. H. (2017, April). *Developing our understanding of observation systems in science classrooms*. Multi-method Validation Using an Integrated Evidence-centered Design Process symposium. Presenter. National Council on Measurement in Education (NCME) Annual Meeting, San Antonio, TX.
- Iaconangelo, C. J., Phelps, G., & Gitomer, D. H. (2017, April). *Using cognitive diagnostic modeling and known groups analysis to explore the validity of the CKT construct*. Multi-method Validation Using an Integrated Evidence-centered Design Process symposium. Presenter. National Council on Measurement in Education (NCME) Annual Meeting, San Antonio, TX.
- Phelps, G., Gitomer, D. H., & Iaconangelo, C. J. (2017, April). *Design and development of a CKT assessment*. (2017, April). Multi-method Validation Using an Integrated Evidence-centered Design Process symposium. Presenter. National Council on Measurement in Education (NCME) Annual Meeting, San Antonio, TX.
- Zisk, R. C., Gitomer, D. H., Bell, C. A., & Etkina, E. (2017, April). *Evidence for the enactment of content knowledge for teaching when designing and selecting artifacts for instruction in physics*. Multi-method Validation Using an Integrated Evidence-centered Design Process symposium. Presenter. National Council on Measurement in Education (NCME) Annual Meeting, San Antonio, TX.
- Bell, C. A., Zisk, R. C., & Gitomer, D. H. (2017, April). *Developing our understanding of observation systems in science classrooms*. Conceptualizing, Assessing, and Validating Content Knowledge for Teaching Energy in Physics symposium. Presenter. National Association for Research in Science Teaching (NARST) 90<sup>th</sup> Annual International Conference, San Antonio, TX.
- Phelps, G., Gitomer, D. H., & Iaconangelo, C. J. (2017, April). *Design and development of a CKT assessment*. Conceptualizing, Assessing, and Validating Content Knowledge for Teaching Energy in Physics symposium. Presenter. National Association for Research in Science Teaching (NARST) 90<sup>th</sup> Annual International Conference, San Antonio, TX.
- Zisk, R. C., Gitomer, D. H., Bell, C. A., & Etkina, E. (2017, April). *Evidence for the enactment of content knowledge for teaching when designing and selecting artifacts for instruction in physics*. Conceptualizing, Assessing, and Validating Content Knowledge for Teaching Energy in Physics symposium. Presenter. National Association for Research in Science Teaching (NARST) 90<sup>th</sup> Annual International Conference, San Antonio, TX.

- Gitomer, D. H. (2017, February). *Moving forward with teacher evaluation in New Jersey*. Panelist. Conference on Education Policy for the Next Gubernatorial Administration, Edward J. Bloustein School of Planning and Public Policy, New Brunswick, NJ.
- Gitomer, D. H. (2017, January). *The relationship of content knowledge for teaching to teaching effectiveness*. Invited speaker. World Bank, Washington, DC.
- Gitomer, D. H. (2016, October). *Designing measures of teacher knowledge*. Invited speaker. Ministry of Education and Culture. Nicosia, Cyprus.
- Gitomer, D. H. (2016, April). *PCK and the teaching of world languages*. Pedagogical Content Knowledge of Foreign Language Teachers: Conceptualizations and Empirical Findings Across Different Domains symposium. Discussant. American Educational Research Association (AERA) Annual Meeting, Washington, DC.
- Gitomer, D. H., & Joyce, J. (2016, April). *Classroom artifacts as an indicator of STEM education*. Developing National Indicators for K-12 STEM Curriculum and Instruction symposium. Presenter. American Educational Research Association (AERA) Annual Meeting, Washington, D.C.
- Gitomer, D. H. (2016, March). *Moving forward in teaching evaluation*. Presenter. New Jersey State Board of Education Meeting Regarding the Strategic Plan and the Ideal Education in New Jersey, Trenton, New Jersey.
- Gitomer, D. H. (2015, May). *Takeaways from the Measures of Effective Teaching project: Comments and questions for a collaborative discussion*. Presenter. Workshop Measuring Classroom Quality, University of Twente, Enschede, The Netherlands.
- Gitomer, D. H., Crouse, K., & Joyce, J. (2015, May). *Student learning objectives: What they are and what they could be*. Presenter. Workshop Measuring Classroom Quality, University of Twente, Enschede, The Netherlands.
- Gitomer, D. H. (2015, May). *Teacher evaluation in K–12 education in the United States: Research, practice and challenges*. Keynote speaker. International Symposium on Educational Psychology (III Simposium Internacional Un desafío: evaluación educativa), National Distance Education University (UNED), Madrid, Spain.
- Gitomer, D. H. (2014, October). *Evidence-centered design as a validation framework*. Presenter. Methods at Midday, National Science Foundation, Washington, DC.
- Gitomer, D. H. (2014, September). *Designing a theory-based validation study*. Presenter. Brown Bag Lecture Series, Rutgers Graduate School of Education, New Brunswick, NJ.

- Gitomer, D. H. (2014, August). Florida high schoolers not prepared for college. Radio broadcast guest. Miramar, FL: NewsRadio WiOD. <http://www.wiod.com/media/podcast-first-news-podcasts-SoFlaFirstNews/0821-florida-high-schoolers-not-prepared-25192828/>
- Gitomer, D. H. (2014, June). *Educators' roles in quality classroom interactions*. Expert and Presenter. Regional Educational Laboratory Mid-Atlantic (REL-MA) Ask an Expert Online Chat Series.
- Gitomer, (2014, April). *Teacher evaluation systems: The state of the states*. Presenter. Center for American Progress Meeting on the Implementation of Teacher Evaluation Systems, Washington, DC.
- Gitomer, D. H. (2014, April). *How problematic are problematic measures?* Developing Reliable and Valid Measures of Classroom Instruction: Challenges and Innovations From the Field symposium. Discussant. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Crouse, K., Joyce, J., & Gitomer, D. H. (2014, April). *Comparative analysis of the design and implementation of Race to the Top teacher evaluation systems*. Policy, Social, and Organizational Contexts of Teachers roundtable session. Presenter. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Crouse, K., & Gitomer, D. H. (2014, April). *Approaches to combining measures in teacher evaluation systems and how much it matters*. Teacher and Administrator Evaluation Reforms poster session. Presenter. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Gitomer, D. H. (2014, April). *Correlations are a bummer*. Teacher Quality and Student Outcomes in Mathematics: Putting the Puzzle Together symposium. Discussant. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Gitomer, D. H. (2014, February). *What do measures of teaching quality tell us?* Invited speaker. Colloquium at University of Delaware, Newark, DE.
- Crouse, K., & Gitomer, D. H. (2014, January). *The consequences of aggregation methods employed in teaching evaluation*. Presenter. 7th Subway Summit on Cognition and Education Research, NYU Steinhardt, New York, NY.
- Joyce, J., & Gitomer, D. H. (2014, January). *Classroom assignments as a window into teaching quality*. Presenter. 7th Subway Summit on Cognition and Education Research, NYU Steinhardt, New York, NY.

- Gitomer, D. H. (2014, January). *Integrating the arts and STEM through assessment practices*. Presenter. Integrating Arts Education and STEM Pedagogical Practices, Rutgers University, New Brunswick, NJ.
- Gitomer, D. H. (2013, November). *Educators' roles in quality classroom interactions*. Expert and Presenter. Regional Education Laboratory Mid-Atlantic (REL-MA) Teacher Effectiveness Webinar Series.
- Gitomer, D. H. (2013, October). *A question of validity: International issues in educational assessment, evaluation, and accountability*. Presenter. 27th Annual Conference of the American Evaluation Association, Washington, DC.
- Gitomer, D. H. (2013, October). *Classroom observations, teacher evaluation, and school reform: Designing for success*. Presenter. New Jersey School Development Council Leadership Conference, Rutgers University, New Brunswick, NJ.
- Duschl, R. A., Bismack, A. S., Greeno, J. & Gitomer, D. H. (2013, August). *Standards for science education: Quantitative reasoning and modeling concepts*. Presenter. Waterbury Summit, Penn State University, State College, PA.
- Gitomer, D. H. (2013, August). Invited presenter/respondent to two papers dealing with STEM Communication and Policy Outreach. Waterbury Summit, Penn State University, State College, PA.
- Gitomer, D. H. (2013, July) *The promises, challenges, and limits of teacher evaluation*. Keynote address. The 6th International Conference on Teacher Education, Jerusalem, Israel.
- Bell, C. A., McCaffrey, D. F., & Gitomer, D. H. (2013, May). *Improving teaching through teacher evaluation*. Presenter. ETS Research Forum Series, Washington, DC.
- Gitomer, D. H. (2013, April). *What is content knowledge for teaching English language arts?* Presenter. Rutgers 45<sup>th</sup> Annual Conference on Reading and Writing, Somerset, NJ.
- Gitomer, D. H. (2013, April). *Measuring the classroom environment through student surveys: Methodological, conceptual, and policy issues*. Symposium discussant. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Gitomer, D. H. (2013, April). *Failure to use value-added modeling for measuring educator effectiveness is un-American*. Panelist. National Council on Measurement in Education (NCME) Annual Meeting, San Francisco, CA.

- Gitomer, D. H. (2013, April). *Moving the measurement of teacher knowledge closer to teaching practice*. Roundtable participant. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Gitomer, D. H. (2013, April). *Introduction to the Measures of Effective Teaching longitudinal database*. Instructor. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Gitomer, D. H., & Bell, C. A. (2013, April). *Handbook of Research on Teaching symposium*. Co-chair/presenter. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.
- Gitomer, D., Hollins, E., Stillman, J., Sandholtz, J., & Pecheone, R. (2013, March). *Performance assessment for teaching traditionally underserved students*. Presenter. American Association of Colleges for Teacher Education (AACTE) Annual Meeting, Orlando, FL.
- Knight, S., Edmondson, J., Hollins, E., Imig, D., & Gitomer, D. (2013, February). *Major forum: Journal of Teacher Education: Preparation and practice of next-generation teacher educators*. Presenter. American Association of Colleges for Teacher Education (AACTE) Annual Meeting, Orlando, FL.
- Gitomer, D. H. (2012, October). *Lessons and challenges from classroom observations*. Presenter. Curriculum Learning and Assessment Studies Conference, New Jersey Institute of Technology, Newark, NJ.
- Bell, C. A., & Gitomer, D. H. (2012, August). *Normative and criterion-referenced approaches to teacher evaluation*. Presenter. European Association for Research on Learning and Instruction Sig 18 Conference, Zurich, Switzerland.
- Gitomer, D. H., & Bell, C.A. (2012, August). *The instructional challenge in improving instruction: Lessons from a classroom observation protocol*. Presenter. European Association for Research on Learning and Instruction Sig 18 Conference, Zurich, Switzerland.
- Gitomer, D. H. (2012, June). *Observational methods for assessment of informal science learning and education*. Presenter. National Academies of Science Summit on Assessment of Informal and Afterschool Science Learning, Irvine, CA.
- Gitomer, D. H. (2012, May). *Commencement address*. Invited speaker. IES Pre-doctoral Training Program in Interdisciplinary Methods in Field-based Education Research, University of Pennsylvania, Philadelphia, PA.

- Gitomer, D. H. (2012, April). *The devil is in the details: Collisions of assumptions and reality*. The Use of Test Scores to Evaluate Educators symposium. Presenter. American Educational Research Association (AERA) Annual Meeting, Vancouver, Canada.
- Phelps, G., & Gitomer, D. H. (2012, April). *Assessing content knowledge for teaching in the MET study*. Measures of Effective Teaching symposium. Presenter. American Educational Research Association (AERA) Annual Meeting, Vancouver, Canada.
- Phelps, G., & Gitomer, D. H. (2012, March). *Assessing content knowledge for teaching*. Presenter. SREE Spring 2012 Conference, Washington, DC.
- Gitomer, D. H. (2011, June). *Measuring teaching quality in algebra classrooms*. Invited speaker. Teacher Leadership Community Summer Institute, Rider University School of Education, Lawrenceville, NJ.
- Gitomer, D. H. (2011, May). *Measuring teaching quality in algebra classrooms*. Invited speaker. Montclair State University School of Education, Montclair, NJ.
- Gitomer, D. H. (2011, April). *Understanding teaching quality in algebra classrooms*. Invited speaker. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Gitomer, D. H. (2011, April). *Inside teaching effects: The scalable measurement of teaching and learning in secondary classrooms*. Presenter. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Gitomer, D. H. (2011, April). *Toward an understanding of classroom context and student learning of algebra*. Presenter. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Gitomer, D. H. (2011, March). *Research findings and practical challenges in teacher evaluation*. Presenter. New Jersey School Development Council Study Group, Rutgers University, New Brunswick, NJ.
- Gitomer, D. H. (2011, March). *Education and merit pay: Evaluation teachers and teaching effectiveness*. Stakeholder Panelist. Woodrow Wilson School of Public & International Affairs Policy Forum, Princeton University, Princeton, NJ.
- Gitomer, D. H., & Bell, C. A. (2011, February). *Understanding teaching quality: Initial results of a multi-method approach*. Presenter. American Association of Colleges for Teacher Education (AACTE) Annual Meeting, San Diego, CA.

- Gitomer, D. H. (2011, February). *Lessons from studies of measuring teaching quality*. Presenter. Teacher Assessment in Teacher Education Seminar, University of Michigan, Ann Arbor, MI.
- Gitomer, D. H. (2010, November). *Emerging research in studying teaching quality*. Keynote speaker. CREATE 2010 Research Conference on Teacher Education, Houston, TX.
- Gitomer, D. H. (2010, November). *What role do basic skills tests play in teacher preparation?* Presenter. CREATE 2010 Research Conference on Teacher Education, Houston, TX.
- Gitomer, D. H. (2010, September). *New models of teacher assessment*. Presenter. Evaluating and Rewarding Educator Effectiveness: Navigating the Evolving Landscape, Vanderbilt University, Nashville, TN.
- Gitomer, D. H. (2010, June). *Methodological issues for classroom observation*. Invited speaker. Head Start's Tenth National Research Conference Research on Young Children and Families: Launching the Next Decade for Policy and Practice, Washington, DC.
- Gitomer, D. H. (2010, June). Facilitator and participant. NSF invited workshop on Science Education Policy, Warrenton, VA.
- Gitomer, D. H. (2010, June). Presenter and planning team member. Observational Methods Conference, American Educational Research Association and Foundation for Child Development, Washington DC.
- Gitomer, D. H., & Bell, C. A. (2010, May). *Measuring teaching effectiveness: Research issues in a high stakes policy environment*. Presenter. International Research symposium. American Educational Research Association (AERA) Annual Meeting, Denver, CO.
- Gitomer, D. H. (2010, May). Invited presenter, American Educational Research Association (AERA) Foundation for Child Development Workshop for Young Scholars.
- Gitomer, D. H. (2010, April). *What forms of student progress data have a legitimate place in teacher evaluation?* Presenter. Albert Shanker Institute, Washington, DC.
- Gitomer, D. H. (2010, February). *Teacher effectiveness*. Presenter. Annual ETS-HBCU Assessment Development Invitational Conference, Princeton, NJ.
- Gitomer, D. H., Scott, L. J., Talley, G., & Greenway, M. (2010, February). *Understanding teaching quality: Perspectives from research and practice*. Symposium presenter. American Association of Colleges of Teacher Education (AACTE) Annual Meeting, Atlanta, GA.



- Gitomer, D. H. (2010, January). *How can you measure teacher effectiveness?* Invited panelist. Measuring Educator Effectiveness: Implications for Strategic Compensation Program Design and Implementation, Texas Institute for Public School Initiatives, Gaylord, TX.
- Gitomer, D.H. (2009, November). *Measuring teaching effectiveness: Research considerations.* Presenter. Statistics and Measurement Symposium Series, University of Maryland, College Park, MD.
- Bell, C., & Gitomer, D. H. (2009, October). *Measuring teaching effectiveness: A new research paradigm.* Presented at ETS Research Forum, Washington, DC.
- Gitomer, D. H. (2009, May). *Understanding teaching quality: Research considerations.* Presenter. Teachers College Colloquium Series, New York, NY.
- Gitomer, D. H. (2009, April). *Useful signal or unnecessary obstacle: The role of basic skills tests in teacher preparation.* Presenter. Academic Audit Research in Teacher Education business meeting at the American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Gitomer, D. H. (2009, April). *Advancing the measurement of teaching quality.* Presented to the National Commission on Teaching and America's Future, Trenton, NJ.
- Gitomer, D. H. (2009, April). *Advancing the measurement of teaching quality.* Presenter. Institute for Educational Leadership Conference, Washington, DC.
- Gitomer, D. H., Brown, T., & Bonett, J. (2009, April). *Praxis I: An unnecessary hurdle or useful information?* Presenter. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Lundy-Wagner, V. C., & Gitomer, D. H. (2009, April). *The impact of middle school certification tests on the teaching pool.* Presenter. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Gitomer, D. H. (2009, February). *Useful signal or unnecessary obstacle? The role of basic skills tests in teacher preparation.* Presenter. Third Annual HBCU-ETS Assessment Development Invitational Conference, Princeton, NJ.
- Gitomer, D. H. (2009, February). *Understanding teaching quality: Research considerations.* Presenter. IES Lecture Series, University of Pennsylvania Graduate School of Education, Philadelphia, PA.
- Gitomer, D. H. (2008, November). *New research directions for measuring teacher quality.* Presenter. Texas Policy Forum, Austin, TX.

- Gitomer, D. H., Brown, T., & Bonett, J. (2008, November). *Useful signal or unnecessary obstacle? The role of basic skills tests in teacher preparation*. Paper presented at the Association for Public Policy Analysis and Management Conference: An Examination of the Effectiveness of Teacher Training symposium, Los Angeles, CA.
- Gitomer, D. H. (2008, October). *African American test takers: What does Praxis I tell us?* Paper presented at the Eleventh HBCU-ETS Collaboration Conference: Improving student achievement and teaching quality, Hampton, VA.
- Gitomer, D. H. (2008, October). *Measuring student learning*. Paper presented at the University of Minnesota Invitation Retreat—Measuring undergraduate learning outcomes: A working agenda for public research universities, Minneapolis, MN.
- Gitomer, D. H. (2008, September). *Redesigning K–12 assessment systems: Implications for theory, implementation and policy*. Paper presented at ETS and College Board Achievement Gap symposium—Educational testing in America: State Assessments, Achievement Gaps, National Policy and Innovations, Washington, DC.
- Gitomer, D. H. (2008, July). *Integrating learning theory in an era of accountability testing*. Paper presented at the XXIX International Congress of Psychology, Berlin, Germany.
- Gitomer, D. H. (2008, June). *Revolutionizing accountability: The next generation of assessments*. Briefing presented to the U. S. House Education Committee, Washington, DC.
- Gitomer, D. H. (2008, May). *Confronting complexities and assessing teacher quality*. Presenter. Great Teachers for Our City Schools: A National Summit on Recruiting, Preparing, and Retaining Quality Urban Teachers, Denver, CO.
- Gitomer, D. H. (2008, April). *Rethinking assessment and accountability*. Presenter. Policymakers Exchange, University of Washington, Seattle, WA.
- Gitomer, D. H., & Smith, M. (2008, April). *Breaking the assessment gridlock: Focusing on student learning*. Presenter. National Symposium, "Performance-Based Compensation: Separating Fact from Fiction," Washington, DC.
- Gitomer, D. H. (2008, March). *Getting published: A panel of journal editors and emerging scholars*. Presenter. American Educational Research Association (AERA) Annual Meeting, New York, NY.

- Gitomer, D. H. (2008, March). *Accounting for teaching context: How well do statistical controls capture contextual influences of teaching practice?* Presenter. American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Gitomer, D. H. (2008, February). *Major forum: Leveraging national reports.* Participating panelist. American Association of Colleges for Teacher Education (AACTE) Annual Meeting, New Orleans, LA.
- Gitomer, D. H. (2007, December). *Teacher quality in a changing policy landscape: Improvements in the teacher pool.* Report briefing, U. S. Congress, Washington, DC.
- Gitomer, D. H. (2007, November). Invited participant. National Academies Workshop on Multiple Measures, Washington, DC.
- Gitomer, D. H. (2007, November). *An update on the academic quality of prospective teachers.* Presenter. General Assembly of the National Council for Accreditation of Teacher Education (NCATE), Washington, DC.
- Gitomer, D. H. (2007, November). *Special challenges: Preparing teachers for challenging assignments and student populations.* Paper presented at the National Comprehensive Center for Teacher Quality Annual Conference, Washington, DC.
- Gitomer, D. H. (2007, October). *Redesigning assessment systems: Progress to date.* Presenter. ETS Research Forum, Washington, DC.
- Gitomer, D. H. (2007, September). *Publishing in professional journals.* Presenter. Doctoral research conference of the American Educational Research Association (AERA), Washington, DC.
- Gitomer, D. H. (2007, September). *The next generation of licensure assessment.* Presenter. INTASC/CCSSO symposium, Washington, DC.
- Gitomer, D. H. (2007, July). *Where does the research on NBCTs stand?* Presenter. Keynote session of the annual conference of the National Board for Professional Teaching Standards (NBPTS)—Impact on Student Learning: How Do NBCTs Measure Up?, Washington, DC.
- Gitomer, D. H. (2007, July). *The age of educational accountability: Questions to ask.* Presenter. McGraw Seminar for Reporters New to the Education Beat, Hechinger Institute on Education and the Media, New York, NY.

- Gitomer, D. H. (2007, June). *Assessment of, for, and as learning: A vision for putting it all together*. Presenter. Annual national conference of the Council of Chief State School Officers (CCSSO), Nashville, TN.
- Gitomer, D. H. (2007, May). *Teacher education in a global society: Perspectives from the United States*. Presenter. National Taiwan Normal University and Hsinchu University, Hsinchu City, Taiwan.
- Gitomer, D. H. (2007, April). *Fireside chat: The partnership between research and policy in educational testing*. Presenter. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Gitomer, D. H. (2007, March). Presentation at the Pennsylvania Education Policy and Leadership Conference, The Education Policy and Leadership Center, Camp Hill, PA.
- Gitomer, D. H. (2007, February). *Revisiting the academic proficiency of prospective teachers*. Presenter. American Association of Colleges of Teacher Education (AACTE), New York, NY.
- Gitomer, D. H. (2007, February). *Making sense of category information from teacher licensure exams*. Presenter. American Association of Colleges of Teacher Education (AACTE), New York, NY.
- Gitomer, D. H. (2006, May). *Future directions for K–12 assessment*. Presenter. Rutgers University, New Brunswick, NJ.
- Gitomer, D. H. (2006, April). *Rethinking accountability testing*. Presenter. University of Maryland, College Park, MD.
- Gitomer, D. H. (2006, January). *Reliable evaluation of presidential award applications*. Presenter. Annual meeting of State Coordinators, Washington, DC.
- Gitomer, D. H. (2005, August). *Improving the design of constructed response tests*. Presented to the National Assessment of Educational Progress (NAEP) Validity Studies Panel, Washington, DC.
- Gitomer, D. H. (2005, April). *Beyond academic proficiency: Teacher performance and personality factors*. Presenter. Urban Education Workshop, University of Chicago, Chicago, IL.
- Gitomer, D. H. (2005, April). *Policy, practice and next steps for educational research*. Presenter. Closing remarks for NSF Inquiry Conference on Developing a Consensus Research Agenda, Rutgers University, New Brunswick, NJ.

- Gitomer, D. H. (2003, February). *Using evidence of teachers' practice to support continuing professional development*. Gatsby Seminar, Kings College, London, United Kingdom.
- Gitomer, D. H. (2003, January). *Raising teacher effectiveness and student achievement: What does "What works" mean?* Presenter. No Child Left Behind Conference: What Accountability and Assessment Mean for NJ Schools, Princeton University, Princeton, NJ.
- Gitomer, D. H. (2003, January). *Considering the quality of in-service preparation*. Presenter. American Association of Colleges of Teacher Education (AACTE) Annual Meeting, New Orleans, LA.
- Gitomer, D. H. (2002, April). *Characterizing teaching and assessing for understanding in middle grade mathematics: An examination of best practice portfolio submissions to NBPTS*. Presenter. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Gitomer, D. H. (2002, February). *Accountability within a competitive environment: Addressing teacher retention and effectiveness through improved induction*. Presenter. Annual meeting of the American Association of Colleges of Teacher Education /AERA Consensus Panel, New York, NY.
- Gitomer, D. H., & Bennett, R. E. (2001, November). *Unmasking constructs through new technology, measurement theory, and cognitive science*. Presenter. National Academies Board on Testing and Assessment Workshop on Technology and Assessment, Washington, DC.
- Gitomer, D. H. (2001, November). *Introduction to the Sydney Spearman Conference*. Presenter. Welcoming remarks made at the Third International Spearman Seminar (Spearman 2001), Sydney, Australia.
- Gitomer, D. H. (2001, October). *A report on educational testing and assessment in New Jersey*. Presenter. The Coalition for Responsible Educational Testing and Assessment in New Jersey—PEI Roundtable Meeting, Livingston, NJ.
- Gitomer, D. H. (2001, April). *Expanding career options and building community: An interactive symposium for graduate students*. Presenter. American Educational Research Association (AERA) Annual Meeting, Seattle, WA.
- Gitomer, D. H. (2001, February). *Improving teacher quality: Findings from three new studies*. Presenter. American Youth Policy Forum, Washington, DC.

- Gitomer, D. H. (2000, April). *Bashing teacher education: A response to the critics*. Presenter. Symposium with co-participants, Linda Darling-Hammond, David Berliner, Sonia Nieto, & Marilyn Cochran-Smith, Chair. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Howell, P., & Gitomer, D. H. (2000, April). *What is the perceived impact of National Board scoring on assessors?* Presenter. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Wolfe, E., Manalo, J. R., & Gitomer, D. H. (2000, April). *The cognitive demands of NBPTS assessment tasks and patterns of performance*. Presenter. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Wylie, E. C., Thompson, M., Sigel, I. E., & Gitomer, D. H. (2000, April). *The relationship of teaching, student learning, and NBPTS certification status*. Presenter. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.
- Gitomer, D. H. (1999, July). *Teacher testing: Principles and processes*. Presenter. National Research Council Board on Testing and Assessment, Washington, DC.
- Latham, A. S., & Gitomer, D. H. (1999, June). *Assessment design and implications*. Presenter. Council of Chief State School Officers (CCSSO) Large Scale Assessment Conference, Snowbird, UT.
- Gitomer, D. H. (1999, March). *Research issues and the National Board for Professional Teaching Standards*. Presenter. National Association for Research in Science Teaching, Boston, MA.
- Gitomer, D. H. (1999, January). *National Board for Professional Teaching Standards: Adolescence through young adulthood science*. Presenter. Association for the Education of Teachers in Science, Austin, TX.
- Gitomer, D. H. (1998, October). *Flying, teaching and principled assessment design*. Presenter. National Academy of Sciences Committee on the Foundations of Assessment, Cape Cod, MA.
- Gitomer, D. H. (1998, April). *An overview of on-line professional development and mentoring*. Presenter. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- Gitomer, D. H. (1998, April). *A summary of results from the 1996–1997 NBPTS assessments*. Presenter. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

- Gitomer, D. H. (with S. Murphy). (1998, March). *On-line professional development using Internet tools*. Presenter. Association for Supervision and Curriculum Development (ASCD) Annual Meeting, San Antonio, TX.
- Gitomer, D. H., Murphy, S., Camp, R., & Bessemer, B. (1998, February). *On-line professional development*. Presenter. Annual Meeting of the Association of Teacher Educators, Dallas, TX.
- Gitomer, D. H. (1997, June). *An introduction to performance assessment for teacher certification*. Presenter. National League of Nursing Annual Conference, Portland, OR.
- Gitomer, D. H. (1997, March). *Challenges for scoring performance assessments in the NBPTS system*. Presenter. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Gitomer, D. H. (1996, October). *Assessment of complex teaching and implications for professional development*. Presenter. Vanderbilt University, Nashville, TN.
- Gitomer, D. H. (1996, June). *Teacher certification in the United States*. Presenter. Hsinchu Teachers College, Hsinchu City, Taiwan.
- Gitomer, D. H., Karas, R., Tabone E., & Duschl, R. A. (1995, March). *Developing portfolio assessment for the science classroom: Lessons from Pittsburgh*. Presenter. National Science Teachers Association Annual Conference.
- Gitomer, D. H., Karas, R., Tabone, E., & Duschl, R. A. (1995, March). *Strategies and methods for developing portfolio assessment for the science classroom: Lessons from Pittsburgh*. Presenter. National Science Education Leadership Association Annual Conference.
- Gitomer, D. H. (1994, September). *SEPIA: A science assessment*. Presenter. The Center on Learning, Assessment, and School Structure (CLASS), Princeton, NJ.
- Gitomer, D. H. (1994, September). *A district-wide portfolio: Making assessment systemic*. Presenter. The Center on Learning, Assessment, and School Structure (CLASS), Princeton, NJ.
- Gitomer, D. H. (1994, July). *Introducing portfolios*. Presenter. Lackawanna Regional Arts Council.
- Gitomer, D. H., Zohar, A., Chang, M., & Duschl, R. A. (1994, April). *The impact of portfolio culture practices on classroom discourse*. Presenter. American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.

- Gitomer, D. H. (1994). *What are the implications of cognitive psychology for assessment in the twenty-first century?* National Council on Measurement in Education (NCME) invited session panelist. Assessment in the Twenty-First Century: Issues, Technologies, and Challenges.
- Gitomer, D. H. (1994, March). *Evaluating the impact of new assessments on classroom practice*. Presenter. University of Delaware, Newark, DE.
- Duschl, R. A., & Gitomer, D. H. (1993, August). *Diagnosing students' conceptions using portfolio teaching strategies: The case of flotation and buoyancy*. Paper presented at the Third International Seminar on Misconceptions and Educational Strategies in Science and Mathematics, Cornell University, Ithaca, NY.
- Gitomer, D. H. (1993, April). *Using performance assessment in teacher education programs*. Presenter. Ford Foundation Minority Teacher Education Spring Workshop, ETS, Princeton, NJ.
- Gitomer, D. H. (1992, December). *Can arts in education programs be assessed?* Presenter. Pennsylvania Council on the Arts, Harrisburg, PA.
- Gitomer, D. H. (1992, November). *Developing science portfolios*. Presenter. Wyoming State Conference on Outcomes Based Assessment, Laramie, WY.
- Gitomer, D. H. (1992, July). *Getting started with portfolios*. Presenter. Fifth Annual Whole Language Conference, University of Wyoming, Laramie, WY.
- Gitomer, D. H. (1992, July). *Portfolios and alternative assessment*. Presenter. Adams State College, Alamosa, CO.
- Gitomer, D. H. (1992, February). *The academic preparedness of prospective teachers*. Presenter. American Association of Colleges of Teacher Education (AACTE).
- Gitomer, D. H. (1992, January). *Teaching thinking through portfolios*. Presenter. ASCD Professional Development Workshop.
- Gitomer, D. H. (1991, December). *Trends in assessment*. Presenter. New Jersey Principals and Supervisors Association.
- Gitomer, D. H. (1991, April). *Authentic assessment: Evaluating what we value*. Presenter. AASA National Academy for School Executives, St. Louis, MO.



- Gitomer, D. H. (1991, March). *Assessment in the arts*. Presenter. Alliance for Arts Education in New Jersey.
- Gitomer, D. H., & Duschl, R. A. (1990, December). *Portfolio assessment in science education*. Presenter. University of Wyoming, Laramie, WY.
- Gitomer, D. H. (1990, November). *The angst of accountability in arts education*. Presenter. Assessment in Music, Art, and Dance Education: Toward Responsive Accountability, Teachers College, Columbia University, New York, NY.
- Gitomer, D. H., & Camp, R. (1990, October). *Thinking about portfolio approaches to assessment*. Presenter. Research for Better Schools, Philadelphia, PA.
- Gitomer, D. H., & Melamed, L. (1990, October). *Portfolio culture in arts education*. Presenter. Bucks County Intermediate Unit, Doylestown, PA.
- Gitomer, D. H. (1990, July). *An introduction to performance assessment*. Presenter. Institute on New Modes of Assessment, Harvard University, Cambridge, MA.
- Gitomer, D. H. (1990, June). *Alternative assessment*. Presenter. North Carolina State Department of Public Instruction Work Session on Performance Assessment Issues in Grades 3–12, Raleigh, NC.
- Gitomer, D. H. (1990, March). *Arts PROPEL: An introduction*. Presenter. Bank Street College of Education/University Council of Arts Educators Spring Conference, New York, NY.
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