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EDUCATION

Ph.D., Sociology, 1992, University of Wisconsin-Madison
M.S., Sociology, 1988, University of Wisconsin-Madison
B.A., Sociology, 1985, Calvin College

PROFESSIONAL EXPERIENCE

2009-present—Professor of Sociology, University of Notre Dame
2009-present—Director of the Center for Research on Educational Opportunity (CREO), University of Notre Dame
2012-present—Director of the Research Center on Educational Policy (RCEP), University of Notre Dame
2015-2017—Co-Editor, *American Educational Research Journal*
2015-2016 — Vice President of the American Education Research Association's Division L, Policy and Politics of Education
2014, Fellow American Educational Research Association
2013-2015—Co-Editor, *Education Evaluation and Policy Analysis*
2013-2014—Program Chair, American Educational Research Association
2005-2011—Director of the National Center on School Choice (NCSC), Vanderbilt University, Peabody College (IES Funded)
2004-2005—Assistant Director of the National Center on School Choice (NCSC), Vanderbilt University, Peabody College (IES Funded)
2002-2008—Associate Professor of Public Policy and Education, Department of Leadership, Policy, and Organizations, Vanderbilt University, Peabody College
2007-2010 — Vice President of the American Education Research Association's Division L, Policy and Politics of Education
2003-2005—Director of Graduate Studies, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University
2002-present—Adjunct Senior Social Scientist, RAND
2000-2002—Senior Social Scientist, RAND, Washington, DC
2002—Adjunct Professor of Educational Policy and Leadership, University of Maryland
1998-2000—Social Scientist, RAND, Washington, DC
1992-1997—Associate Social Scientist, RAND, Washington, DC
1991-1992 —Data Coordinator, Center on Organization and Restructuring of Schools, Wisconsin Center for Educational Research, Madison, Wisconsin
1991 —Lecturer, Department of Sociology, University of Wisconsin-Madison
1990-1991 —Project Assistant, Center on Organization and Restructuring of Schools, Wisconsin Center for Educational Research, Madison, Wisconsin
1986-1990 —Project Assistant, National Center on Effective Secondary Schools, Wisconsin Center for Educational Research, Madison, Wisconsin

RESEARCH AREAS

Throughout his research career, Professor Berends has focused on how school organization and classroom instruction are related to student achievement, with special attention to disadvantaged students. Within this agenda, he has applied a variety of quantitative and qualitative methods and macro- and micro-level approaches to understanding the relationships among school reforms and the outcomes for teachers and students. In the 1990s, he led the summative evaluation of New American Schools (NAS), at the time the largest privately funded reform movement in the nation. The overall finding of his work was that extensive further development of the reform models and careful alignment of the school system were essential to promoting further innovative instructional strategies and gains in student achievement.

As a result of this research, the U.S. Department of Education invited Professor Berends' participation in the national evaluation of Title 1 and the Comprehensive School Reform programs. In addition, he examined the relationships of changing families and schools on student achievement between 1972 and 2004. The goal was to understand how these changes during different reform periods related to the black-white and Latino-white achievement gaps. Important improvements for black and Latino students were the improved socioeconomic conditions of their families and the increased perception of within school opportunities. Moreover, had resegregation not occurred over this time period, the achievement gaps would have closed even more. This research was included in an amicus brief submitted to the U.S. Supreme Court in cases about school choice and the use of race as a deciding factor in Seattle, WA and Louisville, KY. The brief marks only the fifth time in its history that the court has considered social science research during its deliberations, beginning with *Brown* in 1954.

Professor Berends' current research relies on experimental and quasi-experimental designs to focus on three primary areas: (1) the effects of school choice (particularly charter and Catholic schools) on student achievement growth; (2) the scale-up of a reading intervention in Haiti; and (3) the effects of ability grouping and tracking on students' academic and social outcomes in nationally representative samples over the past 30 years. His recent books include *The International Handbook of the Sociology of Education* (SAGE London, forthcoming), *School Choice and School Improvement* (Harvard Education Press, 2011), *Handbook of Research on School Choice* (Routledge, 2009), and *Leading with Data* (Corwin, 2009).

School Choice and Educational Innovations

In 2011, Indiana passed education policies on charter schools and vouchers, increasing parents' options for enrolling their children in schools that best meet their needs. The state instituted the *Indiana Choice Scholarship Program*, providing qualifying families with state-funded vouchers to offset tuition costs at participating private schools. And it expanded the number of public charter schools to 75—nearly double that of 5 years earlier—serving about 24,000 students statewide. Though it hosts one of the largest voucher programs in the United States, currently serving about 32,000 students, little is known about its effects on Indiana schools and students. Likewise, little is known about the effects of the Indiana charter school expansion on student outcomes.

Funded by the Spencer Foundation, the three-year study will examine the following research questions: (1) What is the impact of the Indiana Choice Scholarship Program (vouchers) on student achievement gains and the schools these students attend? (2) What is the impact of the charter schools on student achievement gains? (3) Are these voucher and charter school impacts greater for some groups of students compared with others, having effects on the racial/ethnic and socioeconomic achievement gaps? (4) How do schools of choice (charter or private schools) differ from traditional public schools in terms of

organizational and instructional conditions, school leadership, professional capacity, school learning climate and funding conditions, and parent involvement and support that promote achievement?

We will examine the achievement gains of students receiving vouchers to attend private schools and students choosing to attend a charter school in the state of Indiana. Because students in traditional public, charter, and private schools all take the same state assessments, we have a unique opportunity to examine achievement outcomes across students and school sectors using longitudinal student assessment data from the Indiana Department of Education. With additional longitudinal data collected from schools and teachers in a representative sample of K-8 traditional public schools, charter schools, and private schools, we will be able to examine the conditions under which the impacts of the voucher and charter schools occur. With Joe Waddington at the University of Chicago and NORC of the University of Chicago, the study will gather survey data from 600 schools and about 6,000 teachers in Year 2 of the study.

Dr. Berends also served as Director of the National Center on School Choice (<http://www.vanderbilt.edu/schoolchoice/>) awarded a \$13.3 million grant by the Institute for Education Sciences of the U.S. Department of Education. Partners included the Brookings Institution, Brown University, Harvard University, Indiana University, the National Bureau of Economic Research (NBER), the Northwest Evaluation Association (NWEA), Stanford University, University of Indianapolis, and the University of Wisconsin. The NCSC's projects include research on the effects of charter schools on student achievement, teacher recruitment and teaching quality, curriculum and instruction, and parental involvement. A second set of projects focus on the effects of competition on public schools and systems using the nation's largest student achievement growth database of NWEA.

Randomized Field Trials of Reading Interventions at Scale

With a team of colleagues at Notre Dame's Alliance for Catholic Education (ACE), Dr. Berends is involved in ACE Haiti. After the 2010 earthquake in Haiti, ACE aimed to bring help to the Holy Cross community to recover and rebuild. In the fall of 2014, ACE Haiti launched "Haiti Reads," a literacy intervention with random assignment in 50 Haitian Catholic schools and 50 controls. The project serves 7,000 students, trains about 130 teachers, and implements a reading curriculum for students to learn to read in their native tongue, Creole, as well as French. Dr. Berends and his colleague Professor Andrew Elliot of the University of Rochester are working with ACE faculty and staff to study the effects of this literacy and teacher training intervention on student motivation and teachers' sense of efficacy, with the promise of informing and enhancing the design of this approach in Haiti and beyond.

This project builds on a previous randomized field trial that Dr. Berends co-led with colleagues at Vanderbilt (Drs. Doug Fuchs [PI], Lynn Fuchs, and Don Compton), University of Minnesota (Dr. Kristen McMaster), and University of Texas Pan American (Dr. Laura Saenz); the team examined the effects of an early reading program at scale with a randomized research design. For over a decade, a research group at Vanderbilt University has partnered with local school districts to develop reading Peer-Assisted Learning Strategies (PALS, Doug and Lynn Fuchs). Its purpose is to strengthen teachers' capacity to meet the academic needs of a broader range of children. PALS incorporates empirically validated, state-of-the-art practices for improving phonological awareness, decoding, and comprehension. The program has been empirically tested in multiple, large, randomized field trials. The study is a randomized field trial in Nashville, Minneapolis, and south Texas to assess the effects of PALS and factors related to scale-up in various settings across the nation.

New American Schools

For several years, Dr. Berends led a multi-year research effort on New American Schools Development Corporation's (NAS) whole-school reforms. With RAND colleagues, he published *Facing the Challenges of Whole-School Reform: New American Schools After a Decade* (2002). The central focus of this effort assessed whether the NAS designs were associated with changes in schools, classrooms, and student outcomes. A significant component of this research monitored a longitudinal sample of over 100 schools through principal phone interviews, teacher surveys, and district-provided data between 1996 and 1999. A supplementary study on changes in classroom practices and student achievement trends provided more detailed information about how the NAS designs were related to changes in teaching and learning opportunities for students. The book from this study was published by RAND and entitled *Challenges of Conflicting School Reforms: Effects of New American Schools in a High-Poverty District* (2002). Such quantitative information on implemented practices, school and classroom characteristics, and performance outcomes will provide critical information on the progress of this national reform effort.

Social Context of Education

Dr. Berends also led project that examines the effects of changing families and schools on student achievement trends, particularly those of black, Latino, and white students. With his collaborator Professor Sam Lucas of Berkeley, Dr. Berends' research examines whether changes in family background and school characteristics (e.g., desegregation and academic-track placement) account for the closing of the test score gap between minority and non-minority students in high- and low-poverty settings between 1972 and 2004.

Ability Grouping and Tracking

Dr. Berends has conducted several studies on the effects of ability grouping and tracking on students' academic and social outcomes. This research has also examined the impact of instructional differences among grouped classes. Dr. Berends has examined the effects of tracking on students' school bonding and engagement, finding support for ethnographers' arguments that tracking polarizes students into pro- and anti-school orientations.

With Dr. Lucas, Dr. Berends is co-leading a project that examines the structure and effects of tracking in several data sets covering the experiences of several student cohorts over the past thirty years. The cohorts represented are sufficiently close together that a fine-grained understanding of trends in tracking and its effects may be obtained. The main questions are: (1) Has the *structure* of tracking changed over time? (2) What have been the patterns of track *mobility* over time? (3) How have the *effects* of track location on achievement changed over time after the effects of family, demographic, and school factors have been considered?

RESEARCH SUPPORT

Principal Investigator, School Choice in Indiana: An Examination of Impacts and the Conditions Under Which Choice is Effective. Spencer Foundation, Lyle Spencer Research Award-funded at \$999,024 over 3 years (October 2015-September 2018)

Principal Investigator, School Quality Matrix for Indianapolis 3.0. Walton Family Foundation-funded at \$240,159 over 3 years (September 2015-August 2018).

Principal Investigator, Effects of School Choice in Indiana. Walton Family Foundation-funded at \$299,423 over 2 years (October 2014—September 2016).

Principal Investigator, Examining Catholic School Effectiveness in Cities Across the United States. Walton Family Foundation-funded at \$1,340,000 over 6 years (June 2009-May 2015).

Principal Investigator, Sensitivity of Teacher Value-Added Results to Different Measures of Student Growth. U.S. Department of Education's Institute of Education Sciences-funded at \$150,000 (May 2011-December 2011).

Director, National Center on School Choice (NCSC). U.S. Department of Education Institute of Education Sciences -funded at \$10 million over 7 years (September 2004-September 2011).

Principal Investigator, Opening Up the Black Box of Choice and Regular Public Schools: A Study of Achievement Growth, Instruction & Alignment. U.S. Department of Education Institute of Education Sciences -funded at \$3.3 million over 5 years as part of the NCSC (September 2006-September 2011).

Co-Principal Investigator, Scaling Up Peer-Assisted Learning Strategies to Strengthen Reading Achievement. U.S. Department of Education Institute of Education Sciences -funded at \$5.5 million over 5 years (September 2004-September 2009).

Co-Principal Investigator, The Structure and Effects of Tracking in the United States: A Temporal Perspective. Spencer Foundation-funded at \$472,800 over 8 years (March 1997-February 2005).

Co-Principal Investigator, Explaining Student Achievement Trends, 1972-1992. U.S. Department of Education-funded at \$436,918 over 7 years (October 1996-December 2003).

Co-Principal Investigator, Monitoring the Progress of Title I and Comprehensive School Reform Demonstration Program (CSRD) Schools, National Evaluation of Title I and CSRD Programs. U.S. Department of Education-funded at \$1.76 million over 4 years (September 1999-June 2003).

Co-Principal Investigator, National Board for Professional Teaching Standards. NBPTS-funded at \$185,380 (March 2002-July 2002).

Project Director, National Study of Title I Schools. U.S. Department of Education-funded at \$1.9 million (October 2000-July 2002).

Co-Principal Investigator, The Quality of Instruction in High-Poverty Settings: Evidence from the Longitudinal Evaluation of School Change and Performance. U.S. Department of Education-funded at \$155,000 (February 2002-September 2002).

Co-Principal Investigator, Analytic Plan to Evaluate National Longitudinal Survey of Schools (NLSS) and Comprehensive School Reform Demonstration (CSRD) Survey Data. U.S. Department of Education-funded at \$50,000 (March 1999-August 1999).

Co-Principal Investigator, RAND Assessment of New American Schools. New American Schools-funded at \$2.4 million for 5 years (December 1997-June 2002).

Co-Principal Investigator, Trends in High School Grade Inflation and its Correlates. College Entrance Examination Board-funded at \$190,945 for 3 years (August 1998-September 2001).

Co-Principal Investigator, Who's Teaching At-Risk Students? U.S. Department of Education-funded at \$299,986 for 3 years (October 1996-September 1999).

BOOKS, ARTICLES, OTHER PUBLICATIONS, AND PRESENTATIONS

Books

Berends, M., Schneider, B., & Lamb, S. (Eds.) (Forthcoming). *Handbook on the sociology of education*. London: SAGE Publications.

Berends, M, Cannata, M., & Goldring, E. B. (Eds.) (2011). *School choice and school improvement*. Cambridge, MA: Harvard Education Press.

Berends, M., Springer, M. G., Ballou, D., & Walberg, H. J. (Eds.) (2009). *Handbook of research on school choice*. New York: Routledge.

Goldring, E., & Berends, M. (2009). *Leading with data: Pathways to improve your school*. Thousand Oaks, CA: Corwin Press.

Translated into Chinese (2014)

Berends, M., Springer, M. G., & Walberg, H. J. (Eds.) (2008). *Charter school outcomes*. Mahweh, NJ: Lawrence Erlbaum Associates/Taylor & Francis Group.

Berends, M., Lucas, S. R., Sullivan, T, & Briggs, R.J. (2005). *Examining gaps in mathematics achievement among racial-ethnic groups, 1972-1992*. Santa Monica, CA: RAND.

Berends, M., Bodilly, S., & Kirby, S. N. (2002). *Facing the challenges of whole-school reform: New American Schools after a decade*. Santa Monica, CA: RAND.

Berends, M., Chun, J., Schuyler, G., Stockly, S., & Briggs, R. J. (2002). *Challenges of conflicting school reforms: Effects of New American Schools in a high-poverty district*. Santa Monica, CA: RAND.

Berends, M., Kirby, S. N., Naftel, S., & McKelvey, C. (2001). *Implementation and performance in New American Schools: Three years into scale-up*. Santa Monica, CA: RAND.

Kirby, S. N., Berends, M., & Naftel, S. (2001). *Implementation in New American Schools: Four years into scale-up*. Santa Monica, CA: RAND.

Kirby, S., N., Naftel, S., & Berends, M. (1999). *Staffing at-risk school districts in Texas: problems and prospects*. Santa Monica, CA: RAND.

Grissmer, D. W., Kirby, S. N., Berends, M., & Williamson, S. (1994). *Student achievement and the changing American family*. Santa Monica, CA: RAND.

Edited Journal Volumes

Berends, M., Springer, M.G., & Langevin, W. E. (Eds.) (2007). *Peabody Journal of Education: Special Issue on Policy, Politics, and Organization of School Choice Research*, vol. 82, issues 2-3. Mahwah, New Jersey, Lawrence Erlbaum Associates.

Journal Articles

Berends, M., & Waddington, R. J. (In Press). School choice in Indianapolis: Effects of charter, magnet, private, and traditional public schools. *Education Finance and Policy*.

Altenjofen, S., Berends, M, & White, T.G. (In Press). School choice decision making among suburban, high-income parents. *AERA Open*.

Berends, M., & Donaldson, K. (In Press). Does the organization of instruction differ in charter schools? Ability grouping and students' mathematics gains. *Teachers College Record*.

Freeman, K. J., & Berends, M. (2016) The Catholic School Advantage in a Changing Social Landscape: Consistency or Increasing Fragility? *The Journal of School Choice*, 10:1, 22-47, DOI: 10.1080/15582159.2015.1132937.

Berends, M. (2015). Sociology and school choice: What we know after two decades of charter schools. *Annual Review of Sociology*, 41(15), 159-180.
<http://www.annualreviews.org/doi/pdf/10.1146/annurev-soc-073014-112340>

Dynarski, S., & Berends, M. (2015). Special issue introduction: Research using longitudinal student data systems: Findings, lessons, and prospects. *Educational Evaluation and Policy Analysis*, 37(1S), 3S-5S. http://epa.sagepub.com/content/37/1_suppl.toc

Preston, C., Goldring, E., Berends, M., & Cannata, M. (2012) School Innovation in District Context: Comparison of Traditional Public Schools and Charter Schools. *Economics of Education Review*, 31, 318-330.

Lucas, Samuel R., Mark Berends, and Phillip N. Fucella. (2011). "Neo-Classical Education Transition: A Corrected Tale for Three Cohorts." *Research in Social Stratification and Mobility*, 29, 263-285.

Kearns, D., Fuchs, D., McMaster, M. L., Sáenz, L., Fuchs, L. S., Yen, L., Meyers, C. V., Stein, M. L., Compton, D. L., Berends, M., & Smith, T. M. (2010). Factors contributing to teachers' sustained use of kindergarten peer-assisted learning strategies. *Journal of Research on Educational Effectiveness*, (3), 315-342.

Berends, M., Goldring, E., Stein, M., & Cravens, X. (2010). Instructional conditions in charter schools and students' mathematics achievement gains. *American Journal of Education*, 116(3), 303-335.

Berends, M., & Peñaloza, R. V. (2010). Increasing Racial Isolation and Test Score Gaps in Mathematics: A 30-Year Perspective. *Teachers College Record*, 112(4), 978-1007.

Berends, M., Lucas, S. R., & Peñaloza, R.V. (2008). How Changes in Families and Schools are Related to Black-White Test Score Trends. *Sociology of Education*, 81(4), 313-344.

- Stein, M., Berends, M., Fuchs, D., McMaster, K., Saenz, L., Yen, L., Fuchs, L. S., & Compton, D. L. (2008). Scaling up an early reading program: Relationships among teacher support, fidelity of implementation, and student performance across different sites and years. *Educational Evaluation and Policy Analysis*, 30(4), 368-388.
- Lucas, S. R., & Berends, M. (2007). Race and track location in U.S. public schools. *Research in Social Stratification and Mobility*, 25, 169-187.
- Berends, M. (2004). In the wake of *A Nation At Risk*: New American School's private sector school reform initiative. *Peabody Journal of Education*, 79(1), 130-163.
- Berends, M., & Garet, M. (2002). In (re)search of evidence-based school practices: Possibilities for integrating nationally representative surveys and randomized field trials to inform educational policy. *Peabody Journal of Education*, 77(4), 28-58.
- Lucas, S. R., & Berends, M. (2002). Sociodemographic diversity, correlated achievement, and *de facto* tracking. *Sociology of Education*, 75(2), 328-348.
- Berends, M. (2000). Teacher-reported effects of New American Schools' designs: Exploring relationships to teacher background and school context. *Educational Evaluation and Policy Analysis*, 22(1), 65-82.
- Berends, M., Grissmer, D. W., Kirby, S. N., & Williamson, S. (1999). The changing American family and student achievement trends. *Review of Sociology of Education and Socialization*, 23, 67-101.
- Kirby, S. N., Berends, M., & Naftel, S. (1999). Supply and demand of minority teachers in Texas: Problems and prospects. *Educational Evaluation and Policy Analysis*, 21(1), 47-66. (Also RAND RP-1073).
- Berends, M., & Koretz, D. (1996). Reporting minority students' test scores: How well can the National Assessment of Educational Progress account for differences in social context? *Educational Assessment*, 3(3), 249-285. (Also RAND RP-619).
- Berends, M. (1995). Educational stratification and students' social bonding to school. *British Journal of Sociology of Education*, 16(3), 327-351. (Also RAND RP-464).
- Gamoran, A., Nystrand, M., Berends, M., & LePore, P. (1995). An organizational analysis of the effects of ability grouping. *American Educational Research Journal*, 32(4), 687-715.
- Berends, M., & King, M. B. (1994). A description of restructuring in nationally nominated schools: The legacy of the iron cage? *Educational Policy*, 8(1), 28-50. (Also RAND RP-458).
- Gamoran, A., & Berends, M. (1987). The effects of stratification in secondary schools: Synthesis of survey and ethnographic research. *Review of Educational Research*, 57(4), 415-435.

Journal Articles in Progress

- Waddington, R. J., & Berends, M. Early impact of the Indiana Scholarship Program: Achievement effects for students in upper elementary and middle school. Under R&R *Journal of Policy Analysis and Management*.

- Stein, M., Berends, M., Cannata, M., & Smithson, J. What is going on in charter schools? Comparing Instruction and Alignment to Standards & Assessments in Traditional and Charter Schools. Under R&R, *American Journal of Education*.
- Donaldson, K., & Berends, M. Middle school math: Do we lack rigor? To be submitted to *Educational Researcher*.
- Waddington, R. J., & Berends, M. Impacts of vouchers in Indiana on student achievement and engagement: Effects for students in upper elementary and middle school. To be submitted to *Educational Evaluation and Policy Analysis*.
- Berends, M., & Waddington, R. J. Effects of School Choice on Student Outcome Gaps: Implications for Educational Inequalities. To be submitted to *American Sociological Review*.
- Grissmer, D., White, T., Murrah, W., Player, D., Altenhofen, S., Berends, M., Cabell, S., Cameron, C., DeCoster, J., Ko, M., & Larson, J. Impacts of Core Knowledge charter schools on measures of general knowledge and early reading through first grade. To be submitted to *Journal of Educational Psychology*.
- Berends, M., White, T. G., & Altenhofen, S. Parent decision making and school quality: The complexities of school choice. To be submitted *Sociology of Education*.

Book Chapters

- Austin, M., & Berends, M. (In Press). School choice and the potential of research-practice partnerships. In *Handbook of the Sociology of Education in the 21st Century*, edited by B. Schneider. New York: Springer.
- Berends, M., & Austin, M. (In Press). The promises and pitfalls of research-practice partnerships. In *Toward a more perfect psychology: Improving trust, accuracy, and transparency in research*, edited by M. C. Makel & J. Plucker. Washington, DC: American Psychological Association.
- Berends, M. (In Press). Evolving choice landscape in the U.S. In *Handbook of Education Policy*, edited by R. Papa and S. Armfield. Hoboken, NJ: Wiley-Blackwell.
- Berends, M. (2015). School choice. In *American Governance*, edited by S. L. Schechter, T. A. Birkland, M. A. Graber, D. S. Lutz, J. J. Patrick, & T. S. Vontz. New York: Macmillan.
- Berends, M. (2014). Homeschooling in Virginia and beyond. *Land Policy Conference Volume*, edited by Samuel Moody (pp. 417-420). Cambridge, MA: Lincoln Institute of Land Policy.
- Berends, M. (2014). What sociology can tell us about leadership for social justice: Prospects for educational leaders in the United States. In *What the Social Sciences Tell Educational Leaders about Leadership and Social Justice*, edited by Anthony Normore (pp. 161-178). . Charlotte, NC: Information Age Publishing.
- Berends, M. (2014). The evolving landscape of school choice in the United States. In *Handbook of Urban Education*, edited by H. Richard Milner IV & K. Lomotey (pp. 451-473). New York: Routledge.

- Berends, M., Cannata, M., & Goldring, E.B. (2011). School choice debates, research and context; Toward systematic understanding and better educational policy. In M. Berends, M. Cannata, and E. B. Goldring (Eds.), *School Choice and School Improvement* (pp. 3-14). Cambridge, MA: Harvard Education Press.
- Nicotera, A., Mendiburo, M., & Berends, M. (2011). Charter school effects in an urban school district: An analysis of student achievement gains in Indianapolis. In M. Berends, M. Cannata, and E. B. Goldring (Eds.), *School Choice and School Improvement* (pp. 35-50). Cambridge, MA: Harvard Education Press.
- Berends, M. (2009). Nested Actors and Institutions in Need of Better Theory, Data & Methods to Inform Education Policy. In B. Schneider, G. Sykes, & D. Plank (Eds.), *AERA Handbook on Education Policy Research* (pp. 848-852). New York: Taylor and Francis.
- Berends, M., & Zottola, G. (2009). Sociological perspectives on school choice. In M. Berends, M. G. Springer, D. Ballou, & H. J. Walberg (Eds.), *Handbook of research on school choice* (pp. 35-53). New York: Taylor & Francis.
- Berends, M., & Zottola, G. (2009). A primer on survey methods. In S. D. Lapan & M. L. Quartaroli (Eds.), *Research essentials: An introduction to deigns and practices* (pp. 79-101). San Francisco, CA: Jossey-Bass.
- Berends, M., & Peñaloza, R. V. (2008). Changes in Families, Schools, and the Test Score Gap. In K. A. Magnuson & J. Waldfogel (Eds.), *Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap* (pp.66-109). New York: Russell Sage Foundation.
- Berends, M., Watral, C., Teasley, B., & Nicotera. (2008). Charter school effects on achievement: Where we are and where we're going. In M. Berends, M. G. Springer, & H. J. Walberg (Eds.), *Charter school outcomes* (pp. 243-267). New York: Taylor & Francis.
- Berends, M. (2007). Scaling up promising educational interventions: Rigorous research and a focus on the instructional core. In B. Schneider & S. K. McDonald (Eds.), *Scale-up in education* (pp. 15-22). Lanham, MD: Rowman & Littlefield.
- Berends, M., & Lucas, S. R. (2007). Achievement gaps among racial-ethnic groups in the United States: Changes in families and schools. In Richard Teese and Stephan Lamb (Eds.), *Inequality Revisited: Contextual Studies of Inequality* (pp. 69-116). New York, NY: Springer Press.
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- Berends, M., Bodilly, S., & Kirby, S. N. (2005). Lessons learned from a longitudinal assessment of the New American Schools scale-up phase during the 1990s. In K. K. Wong and S. Rutledge (Eds.) *System-wide efforts to improve student achievement* (pp. 93-122). Greenwich, CT: Information Age Publishing.
- Berends, M., Bodilly, S., & Kirby, S. N. (2005). Reforming whole schools: Challenges and complexities. In J. Petrovich and A. W. Wells (Eds.), *Bringing Equity Back: Research for a new era in American educational policy* (pp. 161-194). New York: Teachers College Press.

- Berends, M., Bodilly, S., & Kirby, S. N. (2003). New American Schools: District and school leadership for whole-school reform. In J. Murphy & A. Datnow (Eds.), *Leadership lessons from comprehensive school reforms* (pp. 109-131). Thousand Oaks, CA: Corwin Press.
- Bodilly, S., & Berends, M. (1999). Necessary district support for comprehensive school reform. In G. Orfield & E. H. DeBray (Eds.), *Hard Work for Good Schools: Facts Not Fads in Title I Reform* (pp. 111-119). Boston, MA: Civil Rights Project, Harvard University.
- Grissmer, D. W., Williamson, S., Kirby, S. N., & Berends, M. (1998). Exploring the rapid rise in black achievement scores in the United States (1970-1990). In Ulric Neisser (Ed.), *The rising curve: Long-term gains in IQ and related measures* (pp. 252-284). Washington, DC: American Psychological Association.
- Dijkstra, A. B., & Berends, M. (1998). Contextuele effecten op hulpbronnen. In A. B. Dijkstra & Jules L. Peschar (Eds.), *Effecten van contexten op school succes voorlopige rapportage* (pp. 33-42). University of Groningen, The Netherlands.
- Berends, M., Blank, R., Kilgore, S., & Pallas, A. (compiled by C. Riehl). (1996). National standards for content and performance. In *Implementing federal legislation: Sociological perspectives on educational policy*, edited by K. M. Borman, P. W. Cookson, & J. Spade (pp. 33-42). Norwood, NJ: Ablex Press.
- Berends, M., Pallas, A., & Spade, J. (compiled by C. Muller). (1996). Safe, disciplined and drug-free schools. In K. M. Borman, P. W. Cookson, & J. Spade (Eds.), *Implementing federal legislation: Sociological perspectives on policy* (pp. 401-408). Norwood, NJ: Ablex Press.
- Grissmer, D. W., Kirby, S. N., Berends, M., & Williamson, S. (1996). Changing youth aptitudes and future recruiting: Rhetoric versus reality. In Robert L. Phillips & Maxwell R. Thurman (Eds.), *Future soldiers and the quality imperative: The Army 2010 Conference* (pp. 203-245). Washington, DC: Government Printing Office.

Encyclopedia Entries

- Berends, M. (Forthcoming). Stratification. In *Oxford Research Encyclopedia of Education*, edited by James Ladwig. Oxford, UK: Oxford University Press.
- Berends, M. (Forthcoming). Maureen Hallinan (1940-2014). In *Encyclopedia of Sociology*, 2nd Edition, edited by George Ritzer. Boston, MA: Wiley Blackwell.
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Berends, M., Bodilly, S., & Kirby, S. N. (2002). Looking back over a decade of whole-school reform: The experience of New American Schools. *Phi Delta Kappan*, 84(2), pp. 168-175.

Book Reviews

Berends, M. (1996). Review of *Watching Channel One: The convergence of students, technology, and private business*, edited by Ann De Vaney (State University of New York Press), *Contemporary Sociology*, 25(2), 237-238.

Berends, M. (1995). Review of *Mandating academic excellence: High school responses to state curriculum reform* by B. L. Wilson and G. B. Rossman (Teachers College Press), *Journal of Curriculum Studies*, 27(5), 577-580.

Other RAND Publications

Bodilly, S. J., Gill, B. P., Berends, M., Kirby, S. N., Dembosky, J. W. & Caulkins J. P. (2003). Crash courses: Hard lessons from educational interventions. *RAND Review*, 27(1), 22-29.

Berends, M., & Bodilly, S. (2002). *RAND's Independent Review for Selecting National Board for Professional Teaching Standards' Research Proposals*. Santa Monica, CA: RAND. (AB-633-EDU).

Berends, M., Bodilly, S., Kirby, S. N. (2002). *A decade of whole-school reform: The New American Schools experience*. Santa Monica, CA: RAND. (RB-8019-EDU)

Koretz, D., & M., Berends. (2001). *Changes in high school grading standards in mathematics, 1982-1992*. Santa Monica, CA: RAND. (MR-1445-EDU)

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Berends, M., & Kirby, S. N. (2000). *Analyzing state assessment data within the context of federal evaluations of Title I and the Comprehensive School Reform Demonstration (CSR) programs*. Santa Monica, CA: RAND. (PM-1063-EDU)

Berends, M., Kirby, S. N., & Sloan, J. S. (2000). *Measuring instruction in national surveys of Title I and Comprehensive School Reform Demonstration (CSR) schools*. Santa Monica, CA: RAND. (PM-1064-EDU)

- Berends, M. (1999). *Assessing the progress of New American Schools: A status report*. Santa Monica, CA: RAND. (MR-1085-EDU)
- Grissmer, D. W., Kirby, S. N., Berends, M., & Williamson, S. (1994). *Student achievement and the changing American family: An executive summary*. Santa Monica, CA: RAND. (MR-535-LE)
- Thie, H. J., Harrell, M. C., Brown, R. A., Graff, C., Berends, M., Levy, C., & Solinger, J. (2001). *Future officer career management system: An objective-based design*. Santa Monica, CA: RAND. (MR-788-OSD)
- Thie, H. J., Brown, R. A., Berends, M., Ehrenberg, R.H., Flanagan, A.E., Levy, C.M., Taylor, W.W., Eisenman, R.L., Fedorochko, W., Graf, C.M., Hoyer, M., Bracken, P., O'Meara, N.T., Sollinger, J.M., Larson, J., Mills, K.D., Rizer, N., Rostker, B., Gotz, G.A., Roll, C.R., & Halvorson, C.O. (1994). *Future career management systems for U.S. military officers*. Santa Monica, CA: RAND. (MR-470-OSD)

Reports for the U.S. Department of Education

- Stuit, D., Berends, M., & Austin, M. J., Gerdeman, R. D. (2014). *Comparing estimates of teacher value added based on criterion- and norm-referenced tests* (NCEE 2013–4008). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- Kirby, S. N., Naftel, S., Berends, M., & McCombs, J. S. (2002). *The same high standards for migrant students: Holding Title I schools accountable, vol I: Title I schools serving migrant students: Recent evidence from the National Longitudinal Survey of Schools*. Washington, DC: U.S. Department of Education. http://www.ed.gov/offices/OUS/PES/ed_for_disadvantaged.html#migrated
- Kirby, S. N., McCombs, J. S., Murray, S., Naftel, S., & Berends, M. (2002). *Provision of Title I services: Recent evidence from the National Longitudinal Survey of Schools*. Washington, DC: U.S. Department of Education. http://www.ed.gov/offices/OUS/PES/title1_service03.pdf
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- Kirby, S. N., Naftel, S., McCombs, J. S., Berends, M., & Murray, S. (2002). *Teacher professional development in Title I schools: Recent evidence from the National Longitudinal Survey of Schools*. Washington, DC: RAND. http://www.ed.gov/offices/OUS/PES/professional_develop03.pdf
- McCombs, J., S., Naftel, S., Kirby, S. N., & Berends, M. (2002). *Creating school and family partnerships: Recent evidence from the National Longitudinal Survey of Schools*. Washington, DC: RAND.

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- Naftel, S., Berends, M., Kirby, S. N., McCombs, J. S., Murray, S., & Barney, H. (2002). *Assessing the performance of CSRD schools using school-level performance measures: SY 1998-1999 – SY 2000-2001*. Washington, DC: RAND. (PM-1212-EDU)
- Kirby, S. N., Berends, M., S. Naftel, & J. S. Sloan. (2001). *The National Longitudinal Survey of Schools: Preliminary findings, executive summary*. Washington, DC: RAND.
- Berends, M., S. N. Kirby, S. Naftel, & Sloan, J. S. (2001). *The National Longitudinal Survey of Schools: Preliminary findings*. Washington, DC: U.S. Department of Education.
- Berends, M., Kirby, S. N., Naftel, S., & Sloan, J. S. (2001). *Schools adopting Comprehensive School Reform Demonstration models: Early findings on implementation, executive summary*. Washington, DC: RAND.
- Kirby, S. N., Berends, M., Naftel, S., & Sloan, J. S. (2001). *Schools adopting Comprehensive School Reform Demonstration models: Early findings on implementation*. Washington, DC: RAND.
- Miller, M., M. Rollefson, M. Garet, M. Berends, N. Adelman, L. Anderson, K. Yamashiro. (2000). *Summary and implications from a conference on student achievement and the evaluation of federal education programs: A working paper*. Washington, DC: American Institutes for Research.

Conference Presentations, Invited Papers, and Selected Briefings

- Waddington, R. J., & Berends, M. Consequences of competition: Effects of the expansion of charter schools and private school vouchers on traditional public schools in Indiana. Paper to be presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2017.
- Waddington, R. J., Ferrare, J. J., & Berends, M. Virtual Illusion: Longitudinal effects of charter school types on achievement gaps in Indiana. Paper to be presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2017.
- Waddington, R. J., & Berends, M. Early Impacts of Indiana Choice Scholarship Program: Achievement Effects for Students in Upper Elementary and Middle School. Paper to be presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC, 2017.
- Berends, M., & Waddington, R. J. School or "school type" effects? Examining the heterogeneity in student achievement and engagement outcomes between schools of choice in Indianapolis. Paper presented at the annual meeting of the Association for Education Finance and Policy, Denver, CO, 2016.
- Waddington, R. J., & Berends, M. Vouchers in the crossroads: Heterogeneous impacts on student achievement and attendance across private school in Indiana. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Miami, FL, 2015.

- Austin, M., & Berends, M. Change and stability in the curriculum: Schools' responses to participating in a publicly funded voucher program. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 2015.
- Waddington, R. J., & Berends, M. Early impact of the Indiana Scholarship Program: Achievement Effects for Student in Upper Elementary and Middle School. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 2015.
- Altenjofen, S., Berends, M., & White, T.G. Parents Who Apply to Charter Schools: Pre-Lottery Influences on School Choice. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2015.
- Grissmer, D., White, T., Murrah, W., Player, D., Altenhofen, S., Berends, M., Cabell, S., Cameron, C., DeCoster, J., Ko, M., & Larson, J. Impacts of Core Knowledge charter schools on measures of general knowledge and early reading through first grade. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2015.
- Berends, M., & Waddington, R. J. Effects of School Choice Options on student Achievement and Engagement: Indianapolis' Portfolio of Charter, Magnet, Private, and Traditional Public Schools. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2015.
- Waddington, R. J., & Berends, M. Early impact of the Indiana Scholarship Program: Achievement effects for students in upper elementary and middle school. Paper presented at Notre Dame invitational conference "Crossroads of America: The Intersection of Research and Policy in the Indiana School Choice Ecosystem." Notre Dame, IN: University of Notre Dame, 2014.
- Berends, M. School reform: Partnering with teachers and schools on research-based interventions. Paper presented at the annual meeting of the American Sociological Association, San Francisco, 2014.
- Berends, M., & Waddington, R. J. Examining the portfolio of school choice in Indiana: Effects of charter, magnet, private, and traditional public schools. Paper presented at the annual meeting of the Association for Education Finance and Policy, San Antonio, TX, 2014.
- Berends, M., & Waddington, R. J., Austin, J. A., Schoenig, J. A., Smrekar, C. E., Ngaire, N. H., & Brandenberger, E. C. School voucher policy and implementation: Lessons from Indiana and Tennessee. Symposium presented at the annual meeting of the American Educational Research Association, Philadelphia, 2014.
- Berends, M. & Waddington, R. J. Blending into my new school: The integration of voucher students in Indiana private Schools. Paper to be presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, 2014.
- Austin, M., Berends, M., & Stuit, D. School vouchers in Indiana: A school –based perspective on participation in Indiana's Choice Scholarship Program. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 2013.
- Berends, M., and Donaldson, K. Does the organization of instruction differ in charter schools? Ability grouping and students' mathematics gains. Paper presented at the annual meeting of the American Sociological Association, Denver, 2012.

- Freeman, K. J., and Berends, M. The Catholic school advantage in a changing social landscape: Consistency or increasing fragility? Paper presented at the annual meeting of the American Sociological Association, Denver, 2012.
- Berends, M., M. Cannata, and Ellen B. Goldring. School Choice Debates, Research, and Context: Toward Systematic Understanding and Better Educational Policy. Paper presented at the American Educational Research Association, Vancouver, 2012.'
- Berends, M. Charter school research, practice, and policy. Invited keynote address for the U.S. Department of Education's Regional Educational Laboratory (REL) Midwest webinar "Connecting Research to Practice: A Forum on Charter School Research, Practice, and Accountability," December 14, 2011.
- Berends, M. "Scaling-Up The Right Approach?" World Innovation Summit for Education (WISE). Doha, Qatar, November 2, 2011.
- Berends, M., and Donaldson, K. Ability grouping in charter and traditional public schools? Effects of instruction on achievement. Paper presented at the American Educational Research Association, New Orleans, 2011.
- Berends, M., Cannata, M., Cravens, X., Goldring, E. B., Peñaloza, R. V., & Stein, M. School choice options, instructional conditions, and student achievement gains. Paper presented at the annual meetings of the American Educational Research Association, New Orleans, 2011.
- Preston, C., Goldring, E., Berends, M., & Cannata, M. Much Ado about Nothing? Innovation in Charter Schools. Paper presented at the American Educational Research Association, New Orleans, 2011. Preston, C., Goldring, E., Berends, M., & Cannata, M. Much Ado about Nothing? Innovation in Charter Schools. Paper presented at the *Society for Research on Educational Effectiveness*, Washington, DC, 2011.
- Berends, M., and Donaldson, K. Ability grouping, classroom instruction, and students' mathematics gains in charter and traditional public schools. Paper presented at the *Society for Research on Educational Effectiveness*, Washington, DC, 2011.
- Preston, C., Goldring, E., Berends, M., & Cannata, M. Market reforms and school innovation: Comparing traditional public schools and charter schools. Paper presented at the University Council for Educational Administration convention, New Orleans, 2010.
- Berends, M. Connecting research to practice: Addressing student achievement gaps. Keynote address at the Midwest Regional Conference on Achievement Gaps, sponsored by IES, Learning Points, and UW-Green Bay, Nov. 3-6, 2010, Chicago.
- Berends, M. What is known about the effects of charter schools. Keynote address at the Forum on Research, Policy and Practice for Idaho Charter School Leaders and Stakeholders, sponsored by IES and Education Northwest, June 15, 2010, Boise, Idaho.
- Berends, M. Prospects for research and policy: A brief look back and a look ahead. Vice presidential address of Division L (Educational Policy and Politics) for the American Educational Research Association, Denver, CO, 2010.

- Cannata, M., Berends, M., Stein, M., & Peñaloza, R. V. Professional development and mathematics instruction. Paper presented at the American Educational Research Association, Denver, CO, 2010.
- Berends, M., Stein, M., Cannata, M., Peñaloza, R. V., and Smithson, J. How different are charter and traditional public school classrooms? An examination of mathematics instruction. Paper presented at the American Educational Research Association, Denver, CO, 2010.
- Berends, M., Cannata, M., Cravens, X., Goldring, E., Peñaloza, R. V., Stein, M. School choice options: Instructional Conditions, and Student Achievement Growth. Paper presented at the annual meetings of the University Council for Education Administration, Anaheim, CA, 2009.
- Berends, M., Cannata, M., Cravens, X., Goldring, E., Peñaloza, R. V., Stein, M. School choice options: Instructional Conditions, and Student Achievement Growth. Paper presented at the annual meetings of the Association for Public Policy Analysis and Management, Washington, DC, 2009.
- Berends, M., Stein, M., & Smithson, J. Mathematics and reading instruction in charter and traditional public schools: Content, cognitive complexity, and alignment to state standards and assessments. Invited paper presented at the National Center on School Choice conference School Choice & School Improvement: Research in State, District and Community Contexts. Vanderbilt University, Nashville, TN, 2009. <http://www.vanderbilt.edu/schoolchoice/conference/papers/Berendsetal.pdf>
- Nicotera, A., Mendiburo, M., & Berends, M. Charter school effects in an urban school district: An analysis of student achievement gains in Indianapolis. Invited paper presented at the National Center on School Choice conference School Choice & School Improvement: Research in State, District and Community Contexts. Vanderbilt University, Nashville, TN, 2009. http://www.vanderbilt.edu/schoolchoice/conference/papers/Nicotera_COMPLETE.pdf
- Berends, M., Cannata, M., Goldring, E., & Peñaloza, R. V. Innovation in schools of choice. Paper presented at the American Educational Research Association, San Diego, CA, 2009.
- Berends, M., Stein, M., & Smithson, J. Mathematics and reading instruction in charter and traditional public schools: Content, cognitive complexity and alignment to state standards and assessments. Paper presented at the American Educational Finance Association, Nashville, TN, and the American Educational Research Association, San Diego, 2009.
- Berends, M., & Peñaloza, R. V. Innovation, school choice, and student achievement gains. Paper was presented at the Second Annual Meeting of the Society for Research on Educational Effectiveness, Crystal City, VA, March 1-3, 2008.
- Berends, M., Mendiburo, M., & Nicotera. Charter school effects in an urban school district: An analysis of student achievement growth. Paper presented at the American Educational Research Association, New York, 2008.
- Berends, M., Mokher, C., & Zottola, G. How social capital varies among charter schools: Examining relationships to academic rigor, homework, and engagement from students' perspectives. Paper presented at the American Educational Research Association, New York, 2008.

- Berends, M., Goldring, E., Stein, M., & Cravens, X. Instructional conditions in charter schools and students' mathematics achievement gains. Paper presented at the Society for Research on Educational Effectiveness, First Annual Conference, Washington, DC March 2-4, 2008.
- Berends, M., Stein, M., & Smithson, J. Differences between charter and traditional public school teachers' instructional practices and curricular alignment to the mathematics standards and state assessment in Indiana. Paper presented at the Society for Research on Educational Effectiveness, First Annual Conference, Washington, DC March 2-4, 2008.
- Berends, M., & Penaloza, R. V. Changes in Family Background and School Characteristics and the Black-White Test Score Gap in Mathematics: Comparisons of Four Senior Cohorts, 1972 to 2004. Paper to be presented at the annual meeting of the American Sociological Association, New York City, 2007.
- Fuchs, D., Berends, M., Yen, Fuchs, L., Compton, D., McMaster, K., Sáenz, L., & Stein, M. Scaling up peer-assisted learning strategies in Minneapolis, South Texas, and Nashville: A multi-method and longitudinal randomized control trial. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, 2007.
- Berends, M., & Stein, M. Teacher responses to peer-assisted learning strategies. Paper presented at the American Educational Research Association, Chicago, 2007.
- Berends, M., Stein, M., & Nicotera, A. Instructional conditions in charter schools and student achievement growth. Paper presented at the American Educational Research Association, Chicago, 2007.
- Teasley, B., & Berends, M. A national examination of the No Child Left Behind School choice policy. Paper presented at the American Educational Research Association, Chicago, 2007.
- Nicotera, A. & Berends, M. Differential effects of the No Child Left Behind transfer policy on academic achievement in Idaho. Paper presented at the American Educational Research Association, Chicago, 2007.
- Fuchs, D., Berends, M., Yen, L., Fuchs, L., Compton, D., McMaster, K., & Sáenz, L. Scaling up peer-assisted learning strategies in Minneapolis, South Texas, and Nashville: A multi-method and longitudinal randomized control trial. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, 2007.
- Berends, M., & Penaloza, R. V. Changes in Family Background and School Characteristics and the Black-White Test Score Gap in Mathematics: Comparisons of Four Senior Cohorts, 1972 to 2004. Paper presented at the Russell Sage Foundation Conference on Stalled Progress: Inequality and the Black-White Test Score Gap, New York, November 16-17, 2006.
- Berends, M. Charter school effects on achievement: Where we are and where we're going. Paper presented at the National Academy of Education Meetings, Boulder, CO, October, 2006.
- Berends, M., Watral, C., Teasley, B., & Nicotera, A. Charter school effects on achievement: Where we are and where we're going. Paper presented at the National Center on School Choice conference "Charter Schools: What Fosters Growth and Outcomes?" Vanderbilt University, September, 2006.

- Lucas, S. R., & Berends, M. Stability and change in U.S. track mobility: An analysis of four cohorts. Paper presented at the International Sociological Association Meetings, Durban, South Africa, July 2006.
- Hamilton, L., & Berends, M. Instructional practices related to standards and assessments. Paper presented at the American Educational Research Association, San Francisco, 2006.
- Nicotera, A., Teasley, B., & Berends, M. Examination of student movement in the context of federal transfer policies. Paper presented at the American Educational Research Association, San Francisco, 2006.
- Nicotera, A., Teasley, B., & Berends, M. Examination of student movement in the context of federal transfer policies. Paper presented at the American Educational Finance Association, Denver, 2006.
- Lucas, S. R., & Berends, M. Stability and change in U.S. track mobility: An analysis of four cohorts. Paper presented at the American Sociological Association, August 2005.
- Hamilton, L., Berends, M., & Stecher, B. Teachers' responses to standards-based accountability. Paper presented at the American Educational Research Association, Montreal, 2005.
- Berends, M. Survey Methods in Educational Research. Presidential Invited Session on Complementary Methods for Education Research: Meet the Authors and Reviewers. American Educational Research Association, Montreal, 2005.
- Lucas, S. R., & Berends, M. Stability and change in U.S. Track Mobility: An analysis of four cohorts. Paper presented at the International Sociological Association Meetings, Neuchatel, Switzerland, May 2004.
- Berends, M. Survey Methods in Educational Research. Presidential Invited Session on Complementary Methods for Education Research: Meet the Authors and Reviewers. American Educational Research Association, San Diego, 2004.
- Goldring, E., & Berends, M. Using data to strengthen schools. Symposium on Improving the preparation of education leaders: The AASA "Leadership for Learning." Paper presented at the University Council for Educational Administration Convention, Portland, OR, November, 2003.
- Berends, M. Teacher Quality and Certification: The National Board for Professional Teaching Standards' Sponsored Program of Research. Symposium at the American Educational Research Association, Chicago, 2003.
- Berends, M., & Garet, M. In (re)search of evidence-based school practices: Possibilities for integrating nationally representative surveys and randomized field trials to inform educational policy. Paper presented at the American Educational Research Association, Chicago, 2003.
- Berends, M. Comprehensive School Reform in the United States: Lessons from a High-Poverty District. Paper presented at the International Conference for School Effectiveness and Improvement, Sydney, Australia, January 5-8, 2003.
- Berends, M. Leadership for Comprehensive School Reform: The Experiences of New American Schools. Paper presented at the International Conference for School Effectiveness and Improvement, Sydney, Australia, January 5-8, 2003.
- Garet, M., & Berends, M. Towards evidence-based school practices: Opportunities for integrating nationally representative surveys and randomized field trials to inform educational policy. Paper presented at the International Conference for School Effectiveness and Improvement, Sydney, Australia, January 5-8, 2003.

- Berends, M. Grade inflation: Reality, myths, and pitfalls. Invited paper for the Educational Records Bureau Conference, New York, NY, October 24, 2002.
- Berends, M. The past, present, and future of comprehensive school reform research. Invited address to the National Clearinghouse of Comprehensive School Reform Network of Researchers Meeting, Washington, DC, May 21, 2002.
- Berends, M. Implementing comprehensive school reform in high-poverty districts: Cautionary lessons based on the New American Schools (NAS) experience. Paper presented at the Annual Meeting of the Annual Meeting of the American Educational Research Association, New Orleans, 2002.
- Lucas, S. R., & Berends, M. Finding and explaining school-to-school variation in race and track assignment. Paper presented at the Annual Meeting of the Annual Meeting of the American Educational Research Association, New Orleans, 2002.
- Berends, M., Lucas, S. R., & Briggs, R. J. (2002). Effects of curricular differentiation on student achievement: Longitudinal analyses of high school students. Invited paper presented at the *Research Seminar II: Instructional and Performance Consequences of High-Poverty Schooling*, The Charles Sumner School, Washington, DC, March 11, 2002.
- Lucas, S. R., Fucella, P. N., & Berends, M. Neo-classical education transitions of boomer and post-boomer cohorts: A corrected tale for three cohorts. Paper presented at the Annual Meeting of the International Sociological Association, Research Committee on Social Stratification and Social Mobility, Berkeley, CA: August, 2001.
- Berends, M., Lucas, S. R., & Sullivan, T. Effects of changing family background characteristics on black-white test score trends, 1972-1992. Paper presented at the Annual Meeting of the Population Association of America, Washington, DC, March 29-31, 2001.
- Lucas, S. R., & Berends, M. Explaining the dominance of downward track mobility for the mobile. Paper presented at the Annual Meeting of the Population Association of America, Washington, DC, March 29-31, 2001.
- Berends, M., Bodilly, S., & Kirby, S. N. Lessons learned from New American Schools. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, 2001.
- Kirby, S., Berends, M., & Naftel, S. Implementation in a longitudinal sample of New American Schools. Paper presented at the Title I Invited Conference in Washington, DC, Sponsored by the Laboratory for Student Success at Temple University Center for Research in Human Development and Education, November 1, 2000.
- Berends, M., & Kirby, S. N. The district role in comprehensive school reform: Evidence from New American Schools' scale-up phase. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 2000.
- Berends, M., Desimone, L., Garet, M., Ginsburg, A., Miller, M., Plisko, V., & Yamishiro, K. Strategies for evaluating federal education programs. Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL, November 2, 1999.
- Berends, M., Lucas, S. R., & Sullivan, T. Effects of changing family background characteristics on black-white test score trends, 1972-1992. Paper presented at the Annual Meeting of the

International Sociological Association, Research Committee on Social Stratification and Social Mobility, Madison, WI: August, 1999.

- Berends, M. Early implementation findings from a longitudinal sample of New American Schools. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, 1999.
- Berends, M. Early implementation findings from a longitudinal sample of New American Schools. Paper presented in symposium on “The Progress of New American Schools in Districts, Schools and Classrooms” at the International Congress for School Effectiveness and Improvement, San Antonio, TX, January 5, 1999.
- Berends, M., & Chun, J. Does instructional practice differ in design-based classrooms? Paper presented in symposium on “The Progress of New American Schools in Districts, Schools and Classrooms” at the International Congress for School Effectiveness and Improvement, San Antonio, TX, January 5, 1999.
- Berends, M. Tracking, social promotions, and other educational organizational issues. Presentation to the National Research Council, Panel on Juvenile Crime: Prevention, Treatment, and Control. Washington, DC, October 2, 1998.
- Bodilly, S., & Berends, M. Necessary district support for comprehensive school reform. Paper presented at the Title I: Seizing the Opportunity Invited Conference in Washington, DC, Co-sponsored by the Harvard Civil Rights Project and the Citizens’ Commission on Civil Rights, September 18, 1998.
- Berends, M., & Bodilly, S. Lessons learned from New American Schools' scale-up phase. Presentation to major foundations at the Comprehensive School Reform Meeting, Washington, DC, RAND, August 19, 1998.
- Berends, M., & Dijkstra, A. B. The sacred in education: Academic achievement in religious schools. Paper presented at the Annual Meeting of the International Sociological Association, Montreal: July, 1998.
- Kirby, S. N., Berends, M., & Naftel, S. Supply and demand of minority teachers in Texas: Problems and prospects. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego: April, 1998.
- Berends, M., & Dijkstra, A. The impact of social capital on educational opportunities in cross-national perspective: A comparison of the United States and the Netherlands. Paper presented at the Annual Meeting of the American Sociological Association, Toronto: August, 1997.
- Berends, M. Evaluation of the New American Schools (NAS) initiative: Methods and early findings. Symposium presented at Annual Meeting of the American Educational Research Association, Chicago: April, 1997.
- Berends, M. Coupling, control, and social capital in New American Schools. Paper presented at Annual Meeting of the American Educational Research Association, Chicago: April, 1997.

- Berends, M., & Dijkstra, A. B. Social capital and academic achievement: Educational opportunities in American and Dutch religious education. Paper presented at the Annual Meeting of the American Sociological Association, New York: August, 1996.
- Berends, M., & Koretz, D. NAEP's adequacy for monitoring students at risk. Paper presented at the Annual Meeting of the American Educational Research Association, New York: April, 1996.
- Grissmer, D. W., Williamson, S., Kirby, S. N., & Berends, M. Explaining trends in NAEP achievement scores. Invited paper presented at the Conference on Intelligence on the Rise? Secular Changes in IQ and Related Measures, Emory University, Atlanta, GA: April, 1996.
- Berends, M., Grissmer, D. W., Kirby, S. N., & Williamson, S. Changing families, student achievement, and public policy. Paper presented at the Annual Meeting of the American Sociological Association, Washington, DC: August, 1995.
- Berends, M., & Koretz, D. Who are the educationally disadvantaged? Individual and institutional characteristics of low achieving students in NELS & NAEP. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April, 1995.
- Grissmer, D. W., Kirby, S. N., Berends, M., & Williamson, S. Multiple risk effects of demographic, family, and other factors on cognitive achievement. Invited paper presented at the 7th International Conference on Socio-Economics of the Society for the Advancement of Socio-Economics, Washington, DC: April, 1995.
- Grissmer, D. W., Kirby, S. N., Berends, M., & Williamson, S. Student achievement and the changing American family." Selected Briefings:
- Secretary Richard Riley and Assistant Secretary Madeline Kunin, U.S. Department of Education, July, 1995.
 - Economic Policy Institute, March, 1995.
 - American Youth Policy Forum, a non-partisan, non-profit organization of staff from the House and Senate and GAO, CBO, HHS, and Department of Education, February, 1995.
 - U.S. Department of Education, February, 1995.
 - Press conference to national media upon public release of report, RAND's Washington office, December, 1994.
 - Seminar at Teachers College, Columbia University, April, 1994.
 - National Academy of Sciences, April, 1994.
 - RAND European Board of Directors, March, 1994.
 - Operations Research Society of America (ORSA) and The Institute of Management Sciences (TIMS), December, 1993
 - RAND Institute on Education and Training Board of Directors, November, 1993.
 - RAND Board of Directors, November, 1993.
- Berends, M., Koretz, D., & Lewis, E. Exploring racial and ethnic test score differences in national samples. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April, 1994.
- Berends, M. Restructuring in American schools. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April, 1994.
- Ladwig, J. G., & Berends, M. Testing the sociology of school knowledge. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April, 1994.

Berends, M., Grissmer, D. W., Kirby, S. N., & Williamson, S. Assessing family, parent, and school effects on achievement. Paper presented at the Annual Meeting of the American Sociological Association, Miami Beach: August, 1993.

Berends, M. On what track? The effects of organizational stratification at high school entry. Paper presented at the Annual Meeting of the American Sociological Association, Pittsburgh: August, 1992.

Berends, M. Peer influences on students' attitudes, behavior and academic achievement in school. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April, 1992.

Berends, M. Restructuring in nationally nominated schools. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April, 1992.

Berends, M. Tracking and students' attitudes, behaviors, and academic achievement in school. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago: April, 1991.

Berends, M. High school tracking and students' school orientations. Paper presented at the Annual Meeting of the American Sociological Association, Washington, DC: August, 1990.

Gamoran, A., Berends, M., & Nystrand, M. Classroom instruction and the effects of ability grouping: A structural model. Paper presented at the Annual Meeting of the American Educational Research Association, Boston: March, 1990.

Berends, M., & Gamoran, A. What are the effects of stratifying students in secondary schools? Paper presented at the Annual Meeting of the North Central Association Commission on Schools, Chicago: April, 1989.

TEACHING

Advanced Organizational Theory
Contemporary Educational Issues--Educational Opportunity & Inequality
Introduction to Research Methods
Social Context of Education
Sociology of Education
Survey Methods

EDITORIAL SERVICE

Editorial Board, *American Educational Research Journal*, 2008-2010, 2011-2014, 2014-2016
Editorial Board, *American Journal of Education*, 2011-present
Editorial Board, *Educational Evaluation and Policy Analysis*, 2011-2012
Editorial Board, *Educational Administration Quarterly*, 2004-2008
Editorial Board, *Sociology of Education*, 2000-2003, 2009-2012

AD HOC REVIEWING

AERA Open
American Educational Research Journal (editorial board)
American Journal of Education (editorial board)

American Journal of Sociology
American Sociological Review
Educational Evaluation and Policy Analysis (editorial board)
Educational Researcher
Educational Research Quarterly
Journal of Curriculum Studies
Journal of Education for Students Placed At Risk
Journal of Policy Analysis and Management
Journal of Research on Educational Effectiveness
Research in Sociology of Education and Socialization
Research in the Teaching of English
Review of Educational Research
Review of Research in Education
Science
Sociology of Education (editorial board)
Social Forces
Social Problems
American Educational Research Association
American Sociological Association
National Center for Education Statistics
National Science Foundation
RAND Book Series
The Spencer Foundation
Urban Institute
U.S. Department of Education, Institute of Education Sciences
U.S. Department of Health and Human Services
U.S. Department of Justice

HONORS, ADMINISTRATIVE AND COMMITTEE SERVICE

Participant, American Educational Research Association's Knowledge Forum (2016)

Co-Editor, *American Educational Research Journal* (2015-2018)

Vice President of the American Education Research Association's Division L, Policy and Politics of Education (2015-2016)

Fellow, American Educational Research Association (2014)

Co-Editor, *Educational Evaluation and Policy Analysis* (2013-2015)

Program Chair, American Educational Research Association (2014)

Member of U.S. Department of Education's Institute of Education Sciences (IES) Scientific Review Panel on Education Systems and Broad Reform (3-year member, 2010-2012)

Chair, U.S. Department of Education's Institute of Education Sciences (IES) Scientific Review Panel on Low-Performing Schools Competition and the Scaling Up Effective Schools R&D Centers (2010)

Vice President of the American Education Research Association's Division L, Policy and Politics of Education (2007-2010)

Member of U.S. Department of Education's Institute of Education Sciences (IES) Scientific Review Panel on Education Systems and Broad Reform (3 year member, 2005-2008)

National Academy of Sciences, Division of Behavioral and Social Sciences and Education, Committee Member on Large-Scale Reform in K-12 STEM Education (2010-2011)

Technical Work Group, Evaluation of Teacher Induction Programs, U.S. Department of Education being conducted by Mathematica, 2007-2010.

Technical Work Group, Evaluation of Reading Comprehension Interventions, U.S. Department of Education being conducted by Mathematica, 2005-2008.

Director of Graduate Studies, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University, 2003-2005.

American Education Research Association, 2002 Division L Program Chair, Educational Policy and Politics.

American Education Research Association, Palmer O. Johnson Memorial Award Committee, 2000-2003.

American Education Research Association, 2001 Section L Chair Governance and Education Policy, Educational Policy and Politics, Governance.

American Sociological Association, Sociology of Education Council, 1998 – 2001.

Technical Work Group, Evaluation of Safe-Schools/Healthy Students Initiative, U.S. Department of Education being conducted by Research Triangle Institute, 2000-2004.

National Advisory Panel for the CoZi Initiative, The Bush Center in Child Development and Social Policy, Yale University, 1997-1999

Consultant for the evaluation of 21C, The Bush Center in Child Development and Social Policy, Yale University, 1999-2001

Committee to Advance the Field of Sociology of Education, American Sociological Association Section on the Sociology of Education, 1993-1998.

RAND Education's Research Council, 1998-2002.

RAND's Human Subjects Protection Committee, 1997-2002.

RAND's Computer Advisory Committee, 1993-1996.

Committee on Nominations, American Sociological Association Section on the Sociology of Children, 1995-1996.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association, 1987-present
American Sociological Association, 1987-present
Association for Educational Finance and Policy, 2014-present
Association for Public Policy Analysis and Management, 2015-present
International Sociological Association, Research Council 28, 1999-2002
Population Association of America, 2000-present
Phi Delta Kappa International, 2002-2009
Society for Research on Educational Effectiveness, 2010-Present