

# Susan Moore Johnson

Jerome T. Murphy Research Professor in Education  
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## EDUCATION

Harvard University, Graduate School of Education	
Ed.D, Administration, Planning, and Social Policy	1981
M.A.T. in English	1969
Mount Holyoke College	
A.B., <i>Magna Cum Laude</i> in English Literature	1967

## PROFESSIONAL EXPERIENCE

### Harvard Graduate School of Education

<i>Jerome T. Murphy Research Professor</i>	2014- present
<i>Jerome T. Murphy Professor of Education</i>	2007-2014
<i>Academic Dean</i>	1993-1999
<i>Professor</i>	1991-2007
<i>Associate Professor</i>	1988-1991
<i>Assistant Professor</i>	1984-1988
<i>Lecturer on Education</i>	1982-1984

Public Education Leadership Project (with Harvard Business School)	
<i>Faculty Co-chair</i>	2007-2014

Programs in Professional Education	
<i>Faculty Member</i>	1990-2014

Field Experience Program	
<i>Director</i>	1983-1987

Boston-Harvard School Development Project	
<i>Director</i>	1982-1983

### Brookline High School, Brookline, MA

<i>House Teacher (Assistant Housemaster)</i>	1972-1976
<i>Teacher of English, Grades 9-12</i>	1967-1976

## **MAJOR RESEARCH PROJECTS**

Project on the Next Generation of Teachers  
Harvard Graduate School of Education  
Funded by the Spencer, Hewlett, and Gates Foundations  
*Director and Principal Investigator* 1998-present

National Center for Educational Leadership  
The New Superintendents Study  
Funded by the OERI, U.S. Department of Education  
*Principal Investigator* 1989-1995

The School as a Workplace  
Funded by the Spencer Foundation  
*Principal Investigator* 1985-1988

Teacher Unions, School Staffing and Reform  
Funded by the National Institute of Education  
*Principal Investigator* 1983-1985

The Harvard Principals' Center  
*Research Associate* 1982-1983

Institute for Educational Policy Studies  
Harvard Graduate School of Education  
Funded by the Ford Foundation  
*Research Assistant* 1979-1981

Massachusetts Department of Education  
*Consulting Researcher on Declining Enrollments* 1977

## **RECOGNITION AND FELLOWSHIPS**

R.R. Hawkins Award for Prose in Education Theory, *Where Teachers Thrive: Organizing Schools for Success*, 2020.

Learning Policy Institute, Senior Fellow 2018-

Morningstar Family Teaching Award, Harvard Graduate School of Education, 2012

American Educational Research Association Inaugural Fellow, 2009.

American Association of Colleges of Teacher Educators, Outstanding Book Award, *Finders and Keepers: Helping New Teachers Survive and Thrive in our Schools*. 2005

National Academy of Education, elected 2000, former board member and secretary-treasurer

Senior Scholar Grant, The Spencer Foundation, 2000-2005

Post-doctoral Fellowship, The National Academy of Education and the Spencer Foundation, 1987-88

## **PUBLICATIONS**

### *Books*

Johnson, S.M., (2019). *Where Teachers Thrive: Organizing Schools for Success*. Cambridge, MA: Harvard Education Press.

Johnson, S.M., Marietta, G., Higgins, M.C., Mapp, K.L., & Grossman, A. (2015). *Achieving Coherence in District Improvement: Managing the Relationship Between the Central Office and Schools*. Cambridge, MA: Harvard Education Press.

Johnson, S.M. & Papay, J.P. (2009) *Redesigning Teacher Pay: A System for the Next Generation of Educators*, Washington, D.C.: Economic Policy Institute.

Childress, S., Elmore, R.F. & Grossman, A.S.& Johnson, S.M. (2007). *Managing School Districts for High Performance: Cases in Public Education Leadership*. Cambridge, MA: Harvard Education Press.

Childress, S., Elmore, R.F. & Grossman, A.S.& Johnson, S.M. (2007). *Managing School Districts for High Performance: Cases in Public Education Leadership. Instructor's Guide* Cambridge, MA: Harvard Education Press.

Johnson, S.M. & The Project on the Next Generation of Teachers (2004) *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*. San Francisco: Jossey-Bass.

Johnson, S.M. (1996) *Leading to Change: The Challenge of the New Superintendency*. San Francisco: Jossey-Bass.

Johnson, S.M. (1990) *Teachers at Work: Achieving Success in Our Schools*. New York: Basic Books.

Johnson, S.M. (1984) *Teacher Unions in Schools*. Philadelphia: Temple University Press.

### *Journal Articles*

Johnson, S.M. (September, 2021). "Why Teacher Teams are More Critical than Ever." *Educational Leadership*. 79 (1).

Johnson, S.M., Reinhorn, S.K., Simon, N.S. ( 2018). Ending Isolation:

The Payoff of Teacher Teams in Successful High-Poverty Urban Schools. *Teachers College Record*.120 (5), 1-46.

Reinhorn, S.K., Johnson, S.M., & Simon, N.S. (2017). Investing in Development: Six High-Performing, High-Poverty Schools Implement The Massachusetts Teacher Evaluation Policy, *Educational Evaluation and Policy Analysis* 39(3) 383-406.

Charner-Laird, M., Ng, M., Johnson, S.M, Kraft, M.K., Papay, J.P., K & Reinhorn, S.K. (2017). Gauging Goodness of Fit: Teachers' Assessments of their Instructional Teams in High-Poverty Schools. *American Journal of Education* 123, 383-406.

Johnson, S.M., Reinhorn, S.K., Simon, N.S. (2016). Teamwork: Time Well Spent. *Educational Leadership* 73(8). 24-29.

Johnson, S.M. (November 16, 2016). To Decentralize or Not? Is that Even the Question? Commentary. *Education Week*. 24.

Kraft, M.A., Papay, J., Johnson, S.M., Charner-Laird, M., Ng, M, & Reinhorn, S.K. (2015). Educating Amid Uncertainty: The Organizational Supports Teachers Need To Serve Students in High-Poverty Schools. *Educational Administration Quarterly* 51(5) 753-790.

Simon, N.S. & Johnson, S.M. (2015) Teacher Turnover in High-Poverty Schools: What We Know and Can Do. *Teachers College Record*, 117 (3), 1-36.

Johnson, S.M. (2015). Will VAMS Reinforce the Walls of the Egg-Crate School? *Educational Researcher* 44I(2), 117-126.

Kirkpatrick, C. L. & Johnson, S.M. (2014). Ensuring the Ongoing Engagement of Second-Stage Teachers. *Journal of Educational Change* (15), 231-252.

Johnson, S.M., Reinhorn, S.K., Charner-Laird, M., Kraft, M.A., Ng, M., & Papay, J. (2014) Ready to Lead, but How? Teachers' Experiences in High-poverty Urban Schools." *Teachers College Record* 116(10), 1-50.

Marinell, W. & Johnson, S.M. (2014). Midcareer Entrants to Teaching: Who They Are and How They May, or May Not, Change Teaching. *Educational Policy*. 28(6), 743-779.

Barth, R.C. & Johnson, S.M., (2013) Time is Ripe (Again). *Educational Leadership*. 71(2), 10-16.

Johnson, S.M. & Fiarman, S. (November, 2012). The Potential of Peer Review. *Educational Leadership*, (70)3, 20-25.

Johnson, S.M. (2012) Build the Capacity of Teachers and Their Schools, *Phi Delta Kappan*, (94) 2, 62-65.

Johnson, S.M. Kraft, M.A., & Papay, J.P. (2012). How Context Matters in High-need Schools: The Effects of Teachers' Working Conditions on their Professional Satisfaction and their Students' Achievement. *Teachers College Record* 114(10), 1-39.

Johnson, S.M. (Spring 2012). Having it Both Ways: Building the Capacity of Individual Teachers and Their Schools. *Harvard Educational Review* (82)1, 107-122.

Papay, J.P. & Johnson, S.M. (2012). Is PAR a Good Investment? Understanding the Costs and Benefits of Teacher Peer Assistance and Review Programs. *Education Policy*, (26)5, 696-729.

Johnson, S.M. (2011). Delivering on the Promise of Public Schooling. *Voices in Urban Education*, 3, 20-27.

Johnson, S.M. & Donaldson, M.L. (2011) Overcoming Obstacles to Leadership. *Counterpoints*, (408) 211-217.

Donaldson, M.L. & Johnson, S.M. (2011). Teach For America Teachers: How Long Do They Teach? Why Do They Leave? *Phi Delta Kappan* (93)2, 47-51.

Donaldson, M.L. & Johnson, S.M. (2010) The Price of Misassignment: The Role of Teaching Assignments in Teach For America Teachers' Exit from Low-Income Schools and the Teaching Profession, *Educational Evaluation and Policy Analysis*, 32(2), 299-323.

Johnson, S.M. (May/June, 2010). Once a Teacher, Always a Teacher? *Harvard Education Letter*, 6.

Johnson, S.M. & Papay, J.P. (2010). Merit Pay for a New Generation. *Educational Leadership*, 67(8), 48-52.

Johnson, S.M. (March 9, 2010). Union Leaders and the Generational Divide: Bridging Differences on the Way to Reform. Commentary. *Education Week*. 29(24), 30,40.

Johnson, S.M. & Papay, J.P. (2010) Expecting Too Much of Performance Pay? *The School Administrator*, 67(3): 2-27.

Kardos, S.M. & Johnson, S.M. (2010) New Teachers' Experiences of Mentoring: The Good, The Bad, and the Inequity, *Journal of Educational Change*. 11(1), 23-44.

Johnson, S.M., Donaldson, M. L, Munger, M.S., Papay, J.P., Qazilbash, E.K. (2009) Leading the Local: Teachers Union Presidents Chart Their Own Course, *Peabody Journal of Education*, 84(3), 374-393.

Johnson, S.M. (2009) Why Teachers Stay, *American Educator*, 30 (2), 8, 13-15,18-21, 45.

Donaldson, M. L., Johnson, S.M., Kirkpatrick, C.L., Marinell, W.H., Steele, J.L., & Szczesiul (2008) Angling for Access, Bartering for Change: How Second-stage Teachers Experience Differentiated Roles in Schools, *Teachers College Record*, 110(5), 1088-1114.

Donaldson, M.L. & Johnson, S.M., (2007) Overcoming the Obstacles to Leadership, *Educational Leadership*, 65 (1), 8-13.

Kardos, S.M. & Johnson, S.M. (2007) On Their Own and Presumed Expert: New Teachers' Experiences with their Colleagues, *Teachers College Record*, 109(9), 2083-2106.

Liu, E. & Johnson, S.M. (2006) New Teachers' Experiences of Hiring: Late, Rushed and Information-Poor, *Educational Administration Quarterly*, 42(3), 324-360,

Johnson, S.M. & The Project on the Next Generation of Teachers (Summer, 2006) Why New Teachers Stay, *American Educator*. 8-9,13-15,18-21.

Johnson, S.M.& Birkeland, S. (2006) Fast-Track Certification: Can We Prepare Teachers Both Quickly and Well? *Education Week*, Commentary, 25 (23), 37-48.

Johnson, S.M. & Kardos, S.M. (2005) Bridging the Generation Gap, *Educational Leadership*, 62(8), 8-14.

Birkeland, S.E., Peske, H. G. & Johnson, S.M. (2005) Life in the Fast Track: How States Seek to Balance Incentives and Quality in Alternative Teacher Certification Programs," *Educational Policy*, 19(1), 63-89.

Liu, E., Peske, H.G., & Johnson, S.M. (2004) New Teachers and the Massachusetts Signing Bonus: The Limits of Inducements, *Educational Evaluation and Policy Analysis*, (26) 3, 21-246.

Johnson, S.M., Kardos, S.M., Kauffman, D., Liu, E., & Donaldson, M.L. (2004) The Support Gap: New Teachers' Early Experiences in High-income and Low-income Schools, *Education Policy Analysis Archives*, 12 (10).

Johnson, S.M. & Birkeland, S.E. (2003) Pursuing a "Sense of Success": New Teachers Explain their Career Decisions, *American Educational Research Journal*, 40(3), 581-617.

Johnson, S.M. & Birkeland, S.E. (2003) The Schools that Teachers Choose, *Educational Leadership*, 60(8), 20-24.

Birkeland, S.E. & Johnson, S.M. (2002) What Keeps New Teachers in the Swim? *Journal of Staff Development*, 23(4), 18-21.

Kardos, S.M. & Johnson, S.M. (2002) Keeping New Teachers in Mind, *Educational Leadership*, 59(6), 12-16.

Kauffman, D.; Johnson, S.M.; Kardos, S.M.; Liu, E.; & Peske, H.G. (2002) "Lost at Sea": New Teachers' Experiences with Curriculum and Assessment, *Teachers College Record*, 104 (2), 273-300.

Kauffman, D.; Johnson, S.M.; Kardos, S.M.; Liu, E.; & Peske, H.G. (2002) "Lost at Sea": Without a Curriculum, Navigating Instruction Can Be Tough—Especially for New Teachers," *American Educator* (26) 2, 9.

Peske, H.G., Johnson, S.M., Kardos, S.M., Kauffman, D., & Liu, E., (2001) The Next Generation of Teachers: Changing Conceptions of a Career in Teaching, *Phi Delta Kappan*, 83(4), 304-31.

Johnson, S. M., Birkeland, S.E., Kardos, S.M., Kauffman, D., Liu, E. (July-August, 2001) Retaining the Next Generation of Teachers, *The Harvard Education Letter*, 17 (4).

Kardos, S.M., Johnson, S.M., Peske, H.G., Kauffman, D., & Liu, E. (2001) Counting on Colleagues: New Teachers Encounter the Professional Cultures of Their Schools. *Educational Administration Quarterly*. 37(2), 250-270.

Johnson, S.M. (2001) Can Professional Certification for Teachers Reshape Teaching as a Career?" *Phi Delta Kappan*. 82(5), 393-399.

Johnson, S.M. (June 7, 2000) Teaching's Next Generation, Commentary, *Education Week*, 19(39) 40,33.

Johnson, S. M. (2000) Can Professional Certification for Teachers Reshape Teaching as a Career? Implementing Change in the U.S. *Unicorn*, 26 (1), 21-32.

Johnson, S.M. (February 20, 2000) "Bonus" Teachers Left Wanting Mentors, Not Money, *The Boston Sunday Globe*, C-1,3

Tschannen-Moran, M, Firestone, W., Johnson, S.M. & Hoy W. (2000) .The Write Stuff: A Study of Productive Scholars in Educational Administration," *Educational Administration Quarterly*, 36(3), 358-390.

Johnson, S.M. & Landman, J. (2000). "Sometimes Bureaucracy Has Its Charms": Teachers' Working Conditions in Deregulated Schools, *Teachers College Record*,102(1), 85-124.

Johnson, S.M. (July 10, 1998) How Can We Attract Strong and Committed Teachers?" *The Boston Globe*, A-6.

- Johnson, S.M. (1998) Telling All Sides of the Truth: How Superintendents Prepare the Way for Leadership," *Educational Leadership*, 55(7), 12-16.
- Johnson, S.M. (1997) The Misguided Search for Heroic Leadership. *The School Administrator*, 54(2), p. 60.
- Johnson, S.M. (March 13, 1996) Turnover in the Superintendency: A Hazard for Leadership and Reform, Commentary, *Education Week*, online.
- Johnson, S.M. & Fuhrman, S. (1994) Lessons from Victoria. *Phi Delta Kappan* 75(10), 770-72,74.
- Johnson, S.M. (1993) Vision in the Superintendency," *The School Administrator*, 50(1), 22-29.
- Johnson, S.M. (November/December, 1990). Making Schools Work for Teachers, *The Harvard Education Letter*.
- Johnson, S.M. (1988) Pursuing Professional Reform in Cincinnati," *Phi Delta Kappan*, 64(10), 746-51.
- Johnson, S.M. (1987) Can Schools Be Reformed at the Bargaining Table? *Teachers College Record*, 89(2), 269-80.
- Johnson, S.M. & Nelson, N.C.W (1987). Conflict and Compatibility in Visions of Reform, *Education Policy*, 1(1), 67-80.
- Johnson, S.M. & Nelson, N.C.W. (1987) Teaching Reform in an Active Voice, *Phi Delta Kappan*, 68(8), 591-98.
- Johnson, S.M. (1986) Incentives for Teachers: What Motivates, What Matters, *Educational Administration Quarterly*, 22(3), 54-79.
- Johnson, S.M. (1984) Merit Pay for Teachers: A Poor Prescription for Reform, *Harvard Educational Review* 54(2), 175-185.
- Johnson, S.M. (1984) *The Pros and Cons of Merit Pay*. Fastback, 203. Phi Delta Kappa Educational Foundation: Bloomington, IN.
- Johnson, S.M. (1983) Teacher Unions in Schools: Authority and Accommodation, *Harvard Educational Review* 55(3). 309-326.
- Johnson, S.M. (1982) Seniority and Schools, *Phi Delta Kappan*, 64(4), 259-264.
- Johnson, S.M., (1980) Performance-Based Staff Layoffs in the Public Schools: Implementation and Outcomes, *Harvard Educational Review*. 50(2), 214-233.



### *Invited Book Chapters*

Johnson, S.M., Teacher Support and Retention, forthcoming. In T. L. Good & M. McCaslin (Eds.), *Educational Psychology Section*; D. Fisher (Ed.), Routledge Encyclopedia of Education (Online). Taylor & Francis: New York.

Johnson, S.M., Reinhorn, S.K., & Simon, N.S. (2017) Reaping Rewards for Students: How Successful Urban Schools Systematically Invest in Students. In Quintero, E. (Ed.) *Teaching in Context: The Social Side of Education*, Cambridge MA: Harvard Education Press. 17-69.

Johnson, S.M. (2010) Afterword. In J. Goldstein. *Peer Review and Teacher Leadership*. New York: Teachers College Press. 195-196

Johnson, S.M. (2010) Foreword. In Stoelinger, S.R. & Mangin, M.N. *Examining Effective Teacher Leadership: A Case Study Approach*. New York: Teachers College Press. ix-xi.

Johnson, S.M., Birkeland, S.E., & Peske, H.G. (2009) Is fast-track preparation enough? It depends. In Grossman, P. & Loeb, S. Eds. *Taking Stock: An Examination of Alternative Certification*. Cambridge, MA: Harvard Education Press, 101-128.

Johnson, S.M. & Donaldson, M.L. (2007) Building a Human Resource System in the Boston Public Schools, Reville, S.P., editor, *A Decade of Urban School Reform: Persistence and Progress in the Boston Public Schools*, Cambridge, MA: Harvard Education Publishing Group. 111-131.

Johnson, S.M. & Donaldson, M.L. (2006) The Effects of Collective Bargaining on Teacher Quality in Hannaway, J. & Rotherham, A. editors, *Collective Bargaining in Education: Negotiating Change in Today's Schools*. Cambridge, MA: Harvard Education Press, 2006. 111-140.

Johnson, S.M. (2006) School District Leadership in a Time of Accountability. In J. Simmons, editor, *Breaking Through: Transforming Urban School Districts*. New York, NY: Teachers College Press. 84-92.

Johnson, S.M. (2005) Working in Schools. In Fuhrman S., & Lazerson, M. editors, *The Public Schools*. Oxford England: Oxford University Press, 2005. 160-187

Johnson, S.M. (2005) The Prospects for Teaching as a Profession, in *The Social Organization of Schooling*, editors, Hedges, L. V. & Schneider, B. Chicago: University of Chicago Press. 72-90.

Johnson, S.M. (2004) Can Professional Certification for Teachers Reshape Teaching as a Career? Implementing Change in the U.S. In Ingvarson, L. & Hattie, J., *Assessing Teachers for Professional Certification: The First Decade of the*

*National Board for Professional Teaching Standards.* (West Yorkshire, U.K.: Emerald Publishing Group Limited), 461-487.

Johnson, S.M. (2004) Paralysis or Possibility: What Do Teacher Unions Bring? In Henderson R. & Urban, W. editors, *Teacher Unions and Education Policy: What Do We Know?* Oxford, England: Elsevier Inc. 33-50.

Johnson, S.M. & Boles, K. (2001) The Power of Collective Action: A Century of Teachers Organizing for Action. In Richardson, V. ,editor, *Handbook of Research on Teaching, 4<sup>th</sup> Edition.* New York: Longman Press. 858-876.

Johnson, S.M. & Kardos, S.M. (2000) Reform Bargaining and Its Promise for School Improvement. In Loveless, T. editor, *Conflicting Missions? Teachers' Unions and Educational Reform.* Washington, D.C.: The Brookings Institution. 7-46.

Johnson, S.M. (2000) Looking for Leaders. In Fullan, M., editor, *The Jossey-Bass Reader on Educational Leadership.* San Francisco: Jossey-Bass, 73-96.

Johnson, S.M. & Boles, K. (1994). The Role of Teachers in School Reform. In Mohrman, S. & Wohlstetter, P. editors, *School-based Management: Organizing for High Performance.* San Francisco: Jossey- Bass. 109-138.

Johnson, S.M. (1994). Teachers and Policy: Implications for Management. In *International Encyclopedia of Education, Second Edition.* Pergamon Press, Oxford, England. 6079-6083.

Bolman, L., Johnson, S.M. Murphy, J.T., and Weiss, C.H. (1991) Rethinking School Leadership: An Agenda for Research and Reform," in Thurston, P.W. & Zodhiates, P.P. editors, *Advances in Educational Administration, Vol. 2.* Greenwich, CT: JAI Press.

Johnson, S.M. (1990) Teachers, Power and School Change. In Clune, W. C. & Witte, J.F., editors *Choice and Control in American Education.* New York: The Falmer Press. 343-370.

Johnson, S.M. (1990) Redesigning Teachers' Work. In Elmore, R.F, editor, *Restructuring Schools: The Next Generation of Educational Reform.* San Francisco: Jossey-Bass, 1990. 125-151.

Johnson, S.M. (1990) The Primacy and Potential of High School Departments. In Mclaughlin, M., Talbert, J., & Bascia, N. editors, *The Context of Teaching in Secondary Schools: Teachers' Realities.* New York: Teachers College Press. 167-184.

Johnson, S.M. (1989) Bargaining for Better Schools: Reshaping Education in the Cincinnati Public Schools. In Rosow, J.&. Zager, R editors, *Allies in Educational*

*Reform: How Teachers, Unions, and Administrators Can Join Forces for Better Schools.* (San Francisco: Jossey-Bass.) 124-145

Johnson, S.M. (1989) Schoolwork and Its Reform. In J. Hannaway & R. Crowson, *The Politics of Reforming School Administration.* New York: The Falmer Press.95-112.

Johnson, S.M. & Nelson, N.C.W. (1988) Conflict and Compatibility in Visions of Reform. In Weis, L., editor, *The Crisis in Teaching.* Albany: SUNY Press, 1988.141-155.

Johnson, S.M. (1987) Collective Bargaining. In Richardson-Koehler, V., editor, *Educators' Handbook: A Research Perspective.* New York: Longman Press. 553-574.

Johnson, S.M. (1987) Unionism and Collective Bargaining in the Public Schools. In N. Boyan, editor, *The Handbook of Research on Educational Administration.* New York: Longman Press. 603-622.

Johnson, S.M. (1983) Performance-Based Staff Layoffs in the Public Schools: Implementation and Outcomes, in Baldrige, J.V. & Deal, T, editors, *The Dynamics of Organizational Change in Education.* Berkeley, CA: McCutchan Publishing Corporation. 426-450.

#### *Reports, Commentaries, and Web Sites*

Johnson, S.M. School Reopening Requires More than Just Following the Science, Commentary, *Education Week*, March, 2021.

Johnson, S.M., Teaching During School Shutdowns Should Be a Team Sport, Albert Shanker Institute, May 28, 2020.

Johnson, S.M. (September 11, 2019). “We Hold This Place Together”: What Makes a School Work for Teachers? Commentary, *Education Week* 20.

Johnson, S.M. (April, 2016). Will Value-Added Reinforce the Walls of the Egg-Crate School? In Quintero, E. (Ed.) *The Social Side of Education Reform*, Washington, D.C.: Albert Shanker Institute.

Johnson, S.M. (2011) Delivering on the Promise of Public Schooling. *Effective Teaching as a Civil Right: Voices in Urban Education.* (Providence, MA: The Annenberg Institute for School Reform), 20-27.

Johnson, S.M., Papay, J. P., Fiarman, S.F., Munger, M.S., & Qazilbash, E.K. (2010) *Teacher to Teacher: Realizing the Potential of Peer Assistance and Review*, Center for American Progress, May 2010.

Johnson, S.M. (2009) *How Best to Add Value: Strike a Balance Between the Individual and the Organization in School Reform*. Washington D.C.: Economic Policy Institute.

Johnson, S.M. Fiarman, S.F., Munger, M.S., Papay, J.P., & Qazilbash (2009) *A User's Guide to Peer Assistance and Review*. A web site reporting on research in seven school districts: [www.gse.harvard.edu/ngt/par](http://www.gse.harvard.edu/ngt/par).

Johnson, S.M., Donaldson, M.L., Munger, M.S. Papay, J.P. & Qazilbash, E.K. (2007) *Leading the Local: Teachers Union Presidents Speak on Change, Challenge*, with Washington, D.C.: Education Sector, July 2007.

Johnson, S.M. (2006) *The Workplace Matters: Teacher Quality, Retention, and Effectiveness*. Washington, D.C.: National Education Association, 2006.

Johnson, S.M., Birkeland, S.E., & Peske, H.G. (2005) *A Difficult Balance: Incentives and Quality Control in Alternative Certification Programs*, Cambridge, MA: Project on the Next Generation of Teachers, Harvard Graduate School of Education.

Johnson, S.M., Berg, J.H., & Donaldson, M.L. (2005) *Who Stays in Teaching and Why: A Review of the Literature on Teacher Retention*. Cambridge, MA: The Project on the Next Generation of Teachers, Harvard Graduate School of Education.

Johnson, S.M. (1978) *Declining Enrollments in the Public Schools: What It Means and What to Do*. Boston, MA: MA Department of Education.

### *Book Reviews*

Johnson, S.M. (2000) *High School Teaching in Context*, by McLaughlin, M.W. & Talbert, J. *Journal of Educational Change*, 1: 113-117.

Johnson, S. M. (1997) *Schoolteachers and Schooling: Ethoses in Conflict*, by Provenzo, E.F. Jr. and McCloskey, G.N. *Teachers College Record*, 426-428.

Johnson, S.M. (1995) *Educational Renewal: Better Teachers, Better Schools*, by J. I. Goodlad and *Changing Teachers, Changing Times: Teachers' Work and Culture in the Postmodern Age*, by A. Hargreaves, *American Journal of Education*, 103(3), 326-330.

Johnson, S.M. (1993) *Student Engagement and Achievement in American Secondary Schools*, F.M. Newmann, editor, in *Journal of Curriculum Studies*, 462-464.

Johnson, S.M. (1992) *Tangled Hierarchies: Teachers as Professionals and the Management of Schools*, by J.B. Shedd and S.B. Bacharach, *Industrial and Labor Relations Review*, 45(4), 830-831.

Johnson, S.M. (1992) *Careers in the Classroom*, by Yee, S.M., *American Journal of Education*, 100(2), 272-274.

Johnson, S.M. (1991) *Small Victories*, by Freedman, S.G., *Teachers College Record*, (93) 1, 180-184.

Johnson, S.M. (1989) *The Changing Idea of a Teachers' Union*, by Kerchner, C. and Mitchell, D. in *Educational Evaluation and Policy Analysis*, 11(4), 433-435.

### *Teaching Cases (publicly available)*

Johnson, S.M. (2021) *Leaders Change, Policies Evolve: The Lawrence Public Schools Respond to State Receivership, Act II*. Harvard Education Publishing Group: <https://www.hepg.org/hepg-home/case/leaders-change.-policies-evolve>

Johnson, S.M. & Heal, J. R. (2018) *Investing in Teachers: The Lawrence Public Schools Respond to State Receivership*. Harvard Education Publishing Group: <http://hepg.org/hepg-home/case/investing-in-teachers>.

Johnson, S.M & Marietta, G. (2012) *Central Falls High School*. Harvard Business School Publishing: Cambridge, MA. PEL-068.

Johnson, S.M. & Cheng, T. (2007) *Using Data to Improve Instruction at the Mason School*, Harvard Business School Publishing: Cambridge, MA. PEL-047.

Johnson, S.M. & Marietta, G. (2009) *Taking Human Resources Seriously in Minneapolis*, Harvard Business School Publishing: Cambridge, MA. PEL-055.

Johnson, S.M, & Suesse, J.M. (2005) *Staffing the Boston Public Schools*. Harvard Business School Publishing: Cambridge, MA. PEL-024.

Grossman, A.S., Beaulieu, N.D., Johnson, S.M., & Suesse, J.M. (2007). *Compensation Reform a Denver Public Schools*. Harvard Business School Publishing: Cambridge, MA. PEL-002

Johnson, S.M., Kim, J. J-H. Marietta, G., Faller, S. E., & Noonan, J. (2013) . *Career Pathways, Performance Pay, and Peer-reivew Promotion in Baltimore City Public Schools*. Harvard Business School Publishing: Cambridge, MA. PEL-071.

Johnson, S.M., Grossman, A., Faller, S.E., & Marietta, G. (2012). *Baltimore City Public Schools: Implementing Bounded Autonomy, A & B*. Harvard Business School Publishing: Cambridge, MA. PEL-063 (A) and PEL-070 (B).

## **PROFESSIONAL RESPONSIBILITIES**

National Academy of Education, Professional Development Committee, 2019-present.

American Educational Research Association, Palmer O. Johnson Award, Chair of selection committee, 2021.

Consortium for Applied Studies in Jewish Education (Michael Feuer, Co-chair), Advisory Board, 2019-present.

Boston College, Study of Teacher Preparation at New Graduate Schools of Education (Marilyn Cochran-Smith, Director): Chair Advisory Board 2017-2019.

University of Southern California, Rossier School of Education, Academic Program Review Committee, Doctoral Programs, October, 2016.

Holdsworth Center, Austin Texas, Curriculum Development and Faculty, 2016-2018.

*Vergara v. California*, Expert Witness, March 2014.

Teachers College, Columbia University, Visiting Committee for Educational Leadership, December, 2014.

American Educational Research Association, Selection Committee, Outstanding Book Award, 2013-2014.

University of Oxford, UK, External Reviewer DPhil Program, 2013.

Carnegie Foundation for the Advancement of Teaching and Learning, Senior Advisor, Beginning Teacher Educator Network (BTEN), 2010-2014.

National Academy of Education, Secretary-Treasurer, 2009-2013.

Senior Advisory Fellow, National Education Association Foundation, 2012-2017

National Advisory Board, American Federation of Teachers Innovation Fund, 2009-2013.

Albert Shanker Institute, National Advisory Board, 2008-present.

The Research Partnership for New York City Schools, Social Science Research Council, Research Advisory Board, 2007-2009.

National Academy of Education, Board of Directors, 2003-2007.

Research Advisory Board, Teach for America, Washington, D.C., 2003-2010.

Technical Working Group, RAND, Evaluating Teachers for a New Era, 2003-2005.

Teacher Union Reform Network (TURN), Advisory Board, 2002-2005.

American Educational Research Association, Chair, Faculty Committee,  
AERA/Spencer Dissertation Fellows Program 2001-2003.

The Pew Forum on Standards Based Reform, High Standards Contract Project, 1999-  
2000.

Boston Public School Task Force on Human Resource Management, 1999.

National Education Association, Advisory Board, The KEYS Project, 1996-1998.

American Educational Research Association, Task Force on Research in Educational  
Administration, 1997-2000.

MacArthur/Spencer Professional Development  
Research and Documentation Program, Advisory Committee, 1995-1998.

Program Advisory Committee, The Spencer Foundation, 1992-1995.

Steering Committee, Tomorrow's Schools, The Holmes Group, 1986-1988

Institute for Educational Leadership, Advisory Board, Teacher Working Conditions  
Project, 1987-1989.

Advisory Board, Doctoral Program in Leadership, College of St. Thomas, St. Paul,  
MN, 1987-1989.

Steering Committee, Tomorrow's Schools, The Holmes Group, 1986-1988.

### **INVITED PRESENTATIONS (selected)**

Where Teachers Thrive: Organizing Schools for Success, American Association of  
School Administrators, Thomas Sobol Invited Speaker, February, 2020.

What Does It Take to Support and Retain New Teachers? American Federation of  
Teachers, January, 2019

Leading to Change: How to Succeed as a Teacher Leader, Mandel Center, Brandeis  
University, May, 2017

Rethinking the Problem of Teacher Quality, University of Virginia, Curry School of  
Education, April, 2017

Recruiting and Retaining a Diverse Teaching Staff, Illinois Humanities, Chicago September, 2016.

How High-Poverty Schools Can Support and Develop Their Teachers, Learning Policy Institute, Washington D.C., October, 2016.

Transforming Professional Culture Within Schools, Southern Regional Educational Board, November, 2016.

Peer Assistance and Review, Spencer Foundation Disciplined Dialogues, June, 2016.

Achieving Coherence in District Improvement, The Panasonic Foundation, February, 2016.

Developing Human Capital in Schools, LEAD Connecticut, December, 2014.

Courts and Teachers: Are *Vergara* and *Wright* Steps Forward or Missteps?, Teachers College, Columbia University, December, 2014.

What Best Supports Teachers' Work in High-Need Schools? Berkeley University Graduate School of Education, October, 2014.

12,000 Contracts: Collective Bargaining and School Reform in the U.S. Oxford University, UK, December, 2013.

Can Teacher Evaluation Succeed in Assisting and Assessing Teachers? Education Symposium, University of Massachusetts-Lowell, April, 2013.

How Does School Context Influence Teachers' Work and How Do We Know? IES University of Pennsylvania GSE, April, 2013.

Ready to Lead, But How? Teachers' Experiences in High-Poverty, Urban Schools. Center for Educational Policy Analysis, Stanford University, February, 2013

What's Ahead for Teacher Leaders? Mathematics Teacher Retention Symposium, Los Angeles, CA, March, 2012.

The Role of Working Conditions for Teachers in High-poverty, Urban Schools. Project on Education and Public Policy, UC Berkeley Graduate School of Education, March, 2012.

Teacher Turnover in High-Need Schools, Northwestern University School of Education, March, 2011

Schools that Support Teachers, Celebration of Teaching WNET, New York, New York, March, 2011



Teacher Turnover in High Need Schools, Berkeley University Civil Rights Roundtable, Washington, DC, March, 2011.

Keynote Address, University of Southern CA, Tribute to Teaching Celebration, May, 2011.

Teacher Evaluation: Why Getting it Right Matters, American Federation of Teachers, February, 2011

Pay Reform, State Senate Presidents Conference, July, 2010.

The Promise of Peer Assistance and Review. New York State Union of Teachers, Troy NY, February, 2010. .

Redesigning Teacher Pay. Economic Policy Institute, Washington, D.C., October, 2009.

The Career of Teaching and the Opportunities of Schools, Mitstifer Lecture, University Council for Educational Administration, October, 2008.

Supporting and Retaining the Next Generation of Teachers, sponsored by Teachers for a New Era, Collaborative for Policy Research in Education, and the Rennie Center, Boston, MA, April, 200,

Supporting and Retaining the Next Generation of Teachers, Ohio Association on School Personnel Administrators, February, 2006.

Supporting the Next Generation of Teachers, The Boston Higher Education Partnership, May, 2005.

Fostering the Success of New Teachers, The Stone Center, Wellesley College, May, 2005.

Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools , The Center for Strengthening the Teaching Profession, Seattle, WA. March, 2005.

Supporting the Next Generation of Teachers Keynote Speaker, Annual Conference, National Council of Exceptional Children, October, 2004.

What Principals Can Do to Attract, Support, and Retain Teachers, Keynote Speaker, First International Summit on Educational Leadership, University of Pretoria, South Africa, June, 2004.

Recruiting and Retaining the Next Generation of Teachers, Annual Conference, The New Teacher Project, Santa Cruz, CA, March, 2004.

Supporting and Retaining the Next Generation of Teachers, Distinguished Lecture, Association for Supervision and Curriculum Development, San Francisco, February, 2003.

Environments for Successful Teaching, The Ohio Governor's Commission on Teaching Success, May, 2002.

Reshaping Teaching as a Career, Keynote Address, Symposium of the National Board for Professional Teaching Standards and Council for Great City Schools, May, 2002.

The Professions in Education, Conference on the Occasion of Charles Bidwell's Retirement, University of Chicago, October, 2001.

National Board Certification: Its Promise for the Next Generation of Teachers, National Board for Professional Teaching Standards, National Conference, August, 2001.

Creating Career Ladders for the Next Generation of Teachers, Keynote Address, Mass Insight, Conference on Career Ladders, May, 2001.

Alternative Certification: Can it Yield a High-Quality Teaching Force?, Institute for Education and Social Policy, New York University, April, 2001.

The Next Generation of Teachers: What Happens Once They're Recruited? Keynote Address, Urban/Suburban Northwestern University Consortium, March, 2001.

Can Professional Certification Reshape Teaching as a Career? Keynote Address, National Issues Forum: Professional Teaching Standards, Melbourne, Australia, February, 2000.

Recruiting and Compensating Teachers in the U.S. Annual Conference, East Asia Regional Council of Overseas Schools, Jakarta, Indonesia, November 1999.

Leading to Change: The Challenge of the New Superintendency, Distinguished Lecturer, National Conference of the American Association of School Administrators, New Orleans, January 1999.

The Challenge of the New Superintendency, The Irving G. Hendrick Endowed Lecture, University of California, Riverside, May 1998.

The Teachers' Workplace, Incorporated Association of Registered Teachers in Victoria, Melbourne. August, 1993.

Schools That Work for Teachers, MCATE Annual Conference, Simmons College, November, 1989.

Merit Pay Policies and Practices in the U.S., Department of Education, New South Wales, August, 1987.

**Editorial board member:**

*Educational Researcher*, 2013-present

*Peabody Journal of Education*, 2010-present

*Teachers College Record*, 2007-present

*Journal of Educational Change*, 2007-present

Harvard Education Publishing Group, 2003-2008

*The Harvard Education Letter*, 1993-2015

*Educational Evaluation and Policy Analysis*, 1989-95, 2010-2012

*Educational Administration Quarterly*, 1993-1999