

LAURA STOKES

lstokes@inverness-research.org

415-669-7156

Professional Preparation

- 1999 Stanford University, Ph.D., Education, Administration and Policy Analysis
1979 University of California, Davis, M.A., English, emphasis in teaching composition and ESL
1977 University of California, Davis, B.A., English. Highest Honors

Appointments

- 1993 - Senior Research Associate, Inverness Research
1997-98 Consultant, Santa Monica-Malibu Unified School District.
1991-94 Assistant Director, Academic Collaboratives in Education, University of California Office of the President.
1991-93 Co-Director, California Writing Project, University of California.
1992-93 Assistant Director, National Writing Project, Berkeley, CA.
1981-86,
1988-91 Director, Area 3 Writing Project, Division of Education, UC Davis.
1986-88 Director of Composition (Interim), English Department, UC Davis. 1986-88
1979-91 Lecturer, ESL and composition, Department of English, UC Davis. 1979-91

Related Publications

- 1) Evaluation reports for Inverness Research (a sampling). All are available at www.inverness-research.org.

August 2014. *Transforming as inquiring teachers and leaders. An examination of the Knowles Science Teaching Foundation's 'Practitioner Inquiry for the Next Generation' program and its contributions to strengthening the teaching profession.*

June 2014. *Understanding the National Writing Project.* With Mark St. John. Slide presentation.

March 2103. *A meeting of minds around pedagogical content knowledge: Designing an international PCK summit for professional, community, and field development.*

April 2012. *Research-Based Communication to Policy as a Strategy for Science Education Improvement: The Case of the Strengthening Science Education in California Initiative's High Hopes-Few Opportunities Report.* With Michelle Phillips.

March 2012. *Helping Students Learn Science Through Writing And Writing Through Science: Key Findings from Ten Years of Study.* With Katherine Ramage.

November 2011. *The Enduring Quality and Value of the National Writing Project's Teacher Development Institutes: Teachers' Assessments Of NWP Contributions to Their Classroom Practice and Development as Leaders.*

April 2011. *Exploring the concept and practice of Staged Evaluation as a more valuable approach to evaluating large, complex education initiatives.* With Mark St. John.

August 2010. *New Teacher Support in Washington: Shared Responsibility and Shared Benefits.* (Policy brief)

August 2009. *Improving New Teacher Supports through District Capacity-Building.*

- February 2009. *Investing in the Improvement of Elementary Science in Washington State: Findings and Implications from a Study of K-5 Teachers Striving to Strengthen Their Science Teaching*. With Pam Castori.
- July 2008. *Summary of findings from the independent evaluation of the American Museum of Natural History's Seminars on Science*. With Mark St. John and Judy Hirabayashi.
- March 2008. *Teachers' Assessments of Professional Development Quality, Value And Benefits: Results from Seven Annual Surveys Of Participants in National Writing Project Summer Institutes*
- June 2003. *California Writing Project Partnerships With Schools: A Study Of Benefits To Teachers And Students*
- May 2002. *Teachers Inquiring into Standards, Teaching, and Learning: Lessons Learned from the National Writing Project's Focus on Standards Project*.

2) Academic presentations and papers (a sampling):

- Laura Stokes and Mark St. John. 2011. *Exploring the concept and practice of Staged Evaluation as a more valuable approach to evaluating large, complex education initiatives*. Presentation at the American Evaluation Association annual meeting in Anaheim, CA.
- Laura Stokes. 2005. *Conceptualizing and evaluating reform as investment in "improvement infrastructure."* Presentation at annual meeting of American Educational Research Association, Montreal, Canada.
- Laura Stokes. 2004. *Perspectives on support for the improvement of teaching*. Presentation at annual meeting of American Educational Research Association, San Diego, CA
- Laura Stokes. 2001. Lessons from an inquiring school: Forms of inquiry and conditions for teacher learning. Chapter in Lieberman and Miller, Eds. *Teachers caught in the action: Professional development that matters*. Teachers College Press.
- Laura Stokes. 1998. *From the laboratory to the classroom: Co-invention of theory-based practice*. Paper presented at annual meeting of American Educational Research Association, San Diego
- Laura Stokes & Milbrey McLaughlin. 1998. Mind-set matters: Cultivating a learning-centered school. *Benchmarks for Schools*. Blue Ribbon Schools Program, United States Department of Education. Also forthcoming in Elizabeth Demarest (Ed.). *Benchmarks for Excellence: Learning Centered Schools*. New York: Teachers College Press.
- Laura Stokes, Nancy Sato, Milbrey McLaughlin, & Joan Talbert. 1997. *Theory-based reform and problems of change: Contexts that matter for teacher learning and community*. Center for Research on the Context of Teaching, Stanford University
- Laura Stokes. 1997. Short-term policy support for long-term school change: A dilemma for reform-minded practitioners. *Journal of Education Policy* 12 (5): 371-384