

## BRIEF BIOGRAPHY

### G. Williamson (Bill) McDiarmid

After teaching for seven years in Athens, Greece, Bill McDiarmid worked as a research associate at the University of Alaska's Institute of Social and Economic Research (ISER) while he completed his doctoral studies at the Harvard Graduate School of Education. From 1979 to 1986, he conducted research on Alaska Native education and, with federal funding, created an innovative, research-based post-BA program to prepare teachers for Alaska's small rural high schools. He also took a year off to teach in a tribally controlled school in a Cup'ik Eskimo village in Alaska.

In 1986, he became associate director – later co-director -- of the federally-funded National Center for Research on Teacher Learning (NCRTL) at Michigan State University (MSU), and helped create MSU's five-year preservice program. While at MSU, he worked with the Aga Khan University in Karachi, Pakistan, to help establish the Institute for Educational Development, M.Ed. program to prepare teacher educators, and a professional development school in Karachi. From 1993 to 1998, with foundation support, he studied teachers' professional development in the context of Kentucky's systemic reforms.

In 1997 he was appointed director of the Institute of Social and Economic Research (ISER) at the University of Alaska Anchorage (UAA). At ISER, he collaborated with Alaska Native educators and communities to make available Native studies curricula and language materials through a Web-site ([WWW.ALASKOOL.ORG](http://WWW.ALASKOOL.ORG)) and conducted research on teacher retention and Native employment.

In 1999, he secured a Title II grant to create the Alaska Partnership for Teacher Enhancement (APTE) that includes both urban and rural school districts, the UAA colleges of Education and Arts and Sciences, the Alaska Department of Education, NEA-Alaska, and General Communications, Inc. The APTE established a post-BA preservice program, professional development schools, mentored internships, and summer content institutes in rural villages for urban and rural teachers. For the past seven summers, McDiarmid has co-facilitated the History/Social Studies Institute for teachers held in the Cup'ik Eskimo village of Chevak.

In 2001, McDiarmid was appointed to the Boeing Chair in Teacher Education in the College of Education at the University of Washington (UW). He helped created – in partnership with Seattle Public Schools, Seattle Education Association, and the UW College of Arts and Sciences -- the Teaching/Learning Partnership program to prepare mid-career changers to teach math and science in Seattle's high-need middle schools. He was also Co-Director of the Washington Center for Teaching and Learning (WCTL), established as a nexus for research and development activities among the UW colleges of Education and Arts and Sciences and P-12 partner schools. WCTL houses the Carnegie-funded Teachers for A New Era, a national project intended to renew preservice teacher preparation, create residencies for graduates, and establish a data system for the classroom performance of graduates. McDiarmid, initially co-director of the TNE project, now serves as a Senior Fellow.

Awards he has received include a Spencer Fellowship from the National Academy of Education in 1990 and the Outstanding Contribution to Interpretative Research Award from the American Educational Research Association in 1995. He is the author of three books, a number of handbook and other book chapters, and numerous journal articles and research monographs.

## **G. WILLIAMSON MCDIARMID**

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### **EDUCATION**

Ed.D., Harvard University Graduate School of Education: Administration, Planning, and Social Policy, 1984

B.A., University of North Carolina-Chapel Hill: Highest Honors in American Studies, 1969

### **AWARDS, HONORS, & SERVICE APPOINTMENTS**

*Board of Directors*, Northwest Regional Educational Laboratory, 2002-2005

*Outstanding Contribution to Interpretative Scholarship*, American Educational Research Association, 1995

*National Panel on Professional Development*, Office of Educational Research and Improvement, U.S. DoE, 1994

*Spencer Fellow*, National Academy of Education, 1989-1990

*Review Committee*, Spencer Foundation/National Academy of Education Dissertation, 2001-02

*Chair*, American Educational Research Association Division K Graduate Seminar, 2004-05

*Visiting Professor*, Hebei University of Economics and Business, Shijiazhuang, China, Fall, 2007

### **WORK HISTORY**

**2001-Present:** *Boeing Professor of Teacher Education*, College of Education, University of Washington. *Responsibilities:* Provide intellectual leadership for program development and scholarship in teacher education and learning; teach preservice and doctoral courses.

**2005-Present:** *Senior Fellow*, Washington Center for Teaching and Learning, University of Washington and Teachers for a New Era project.

**2004-2005:** *Co-Director*, Washington Center for Teaching and Learning, University of Washington. *Responsibilities:* Provide intellectual leadership for Center devoted to increasing collaboration among Arts and Sciences, Education, and P-12 school faculty on teacher preparation, induction, professional development and research on teacher learning and performance.

**1999-Present:** *Co-Facilitator*, APTE Summer History/Social Studies Institute, Chevak, Alaska. *Responsibilities:* In collaboration with an Alaska Native educator, planning and directing a two-

week institute focused on the subsistence economy and Native history and culture for 15 to 20 teachers.

**1999-2001**, *Co-director*, Alaska Partnership for Teacher Enhancement, Anchorage, Alaska.

*Responsibilities:* Developed partnership of UAA colleges of Education and Arts and Science, rural and urban school districts, the Anchorage Education Association, NEA-Alaska, the Alaska Department of Education, General Communication, Inc.; provided leadership; led year-long Design Team seminar to create new post-BA teacher education program; created Alaska Policymakers Roundtable; co-facilitated annual Social Studies Summer institute in Chevak, Alaska.

**1997-2001**, *Director*, Institute of Social and Economic Research, University of Alaska Anchorage.

*Responsibilities:* Providing intellectual leadership for 6 senior researchers and 12 research associates; collaborating with state policymakers and other state leaders to establish research agendas for education, social welfare, natural resource, and fiscal policy; managing budget and personnel; developing proposals for state and national research; disseminating research findings; representing the unit on the campus and within the university system.

**1997-2001**, *Professor*, Educational Policy. University of Alaska Anchorage. *Responsibilities:*

Teaching graduate courses in educational research, history/social studies methods, and public policy.

**1999-2001**, *Co-director* and *Principal Investigator*, Alaska Partnership for Teacher Enhancement (Title II Teacher Enhancement grant), University of Alaska Anchorage. *Responsibilities:*

Providing intellectual leadership to a partnership that includes rural and urban school districts, the colleges of Education and Arts and Sciences at UAA, the Alaska Department of Education, NEA-Alaska, and General Communications, Inc. Also primary responsibility for oversight of \$6.8 mil. project budget.

**1997-2003**, *Co-director* and *Principal Investigator*, Alaska Native Studies Curriculum and Teacher

Development Project, University of Alaska Anchorage. *Responsibilities:* Providing intellectual leadership and personnel and budget management for a \$1.2 million federally funded project involving Alaska Native educators and communities in developing Web-based curricular materials on Alaska Native history, culture, and languages.

**1992-1997**, *Co-director*, National Center for Research on Teacher Learning. *Responsibilities:*

Directing five-year, \$6.5 million federally funded national research center; providing intellectual leadership; managing budget and personnel; disseminating findings from center research; coordinating with project officer at Office of Educational Research and Improvement (OERI), U.S. Department of Education.

**1994-1997**, *Professor*; **1988-1994**, *Associate Professor*; **1986-1988** *Assistant Professor*, Teacher Education, Michigan State University. *Responsibilities:* Teaching undergraduate, masters and doctoral courses; advising doctoral students and directing dissertations.

**1991-1995**, *Principal Investigator*, Understanding History for Teaching and Understanding Literature for Teaching projects, NCRT (OERI funded).

**1986-1992**, *Associate Director*, National Center for Research on Teacher Learning.

*Responsibilities:* Directing instrument development and managing data collection for national study of teacher education; organizing and analyzing survey, interview, and observational data; writing research reports; disseminating findings.

**1984-1986**, *Assistant Professor*, of Education, and *Editor*, Center for Cross-Cultural Studies, College of Human and Rural Development, University of Alaska Fairbanks.

**1985-1986**, *Director and Principal Investigator*, Teachers for Rural Alaska Program (OERI funded), University of Alaska Fairbanks. *Responsibilities*: Collaborated with rural educators to plan and implement innovative teacher education program for Alaska Native high schools.

**1979-1984**, *Research Associate*, Institute of Social and Economic Research, University of Alaska Fairbanks. *Responsibilities*: Designing research projects, collecting and analyzing data, and writing reports.

**1980-1981**, *Teacher and Director*, Title I Program, Kashunamiut School District, Chevak, Alaska. *Responsibilities*: Wrote successful Title I supplemental grant for \$250,000 reading program. Administering Title I program, supervising 6 Title I aides. Teaching elementary reading and mathematics in a tribal council-controlled K-12 school.

**1973-1977**, *Teacher and Administrator*, Athens College, Athens, Greece. Positions held: *Special Assistant to the President*, 1975-1977; *Director of Teaching Fellows Program*, 1975-1977; *College Counselor*, 1974-1977; *Teacher*, European History (12th grade) and English Language and Literature (7th, 9th, and 11th grades), 1973-1977.

**1971-1973**, *Teacher*, The Champion School, Psychico, Athens, Greece. *Responsibilities*: Teaching General Certificate of Education O-Level courses in Sociology, American and European histories; A-Level courses in Ancient and Modern European histories.

**1970-1975**, *Director and Teacher*, American Studies Program. Hellenic-American Union, Athens, Greece. *Responsibilities*: Planning program and teaching courses in American history and literature.

**1970-1971**, Teaching Fellow, Athens College, Athens, Greece. *Responsibilities*: Teaching 9th grade English Language and Literature under supervision of mentor teacher.

## RESEARCH GRANTS AND CONTRACTS

### CURRENT GRANTS

<b>Funding Source &amp; Project</b>	<b>Duration</b>	<b>Amount</b>
Alaska Humanities Forum, Evaluation of Rural-Urban Student Exchange	6/02 – 6/08	\$120,000
Carnegie Corporation, Teachers for a New Era Project	1/04-12/09	\$5.75 mil
U.S. Department of Education, Title II Teacher Enhancement Project Evaluation	10/99-9/06	\$200,000

### PREVIOUS GRANTS

Alaska Council on Science and Technology	Michigan Department of Education
Alaska Department of Education	National Institute of Education
Annie E. Casey Foundation	National Science Foundation
Council of Chief State School Officers	Pew Charitable Trusts
MacArthur and Spencer Foundations	U.S. Office of Educational Research and Improvement

## PUBLICATIONS: BOOK CHAPTERS

- McDiarmid, G. W. & Clevenger-Bright, M. (in press). Rethinking teacher capacity. In M. Cochran-Smith (Ed.), *Handbook of Research on Teacher Education: Enduring Issues in Changing Contexts* (3rd Edition). Elmsford, NY: Pergamon Press.
- McDiarmid, G. W. and Vinten-Johansen, P. (2000). A catwalk across the Great Divide: Redesigning the history teaching methods course. P. Sexias, P. Stearns, and S. Wineburg (Eds.), *Knowing, teaching, and learning history*. New York: NYU Press.
- McDiarmid, G.W. and Corcoran, T.B. (2000). Promoting the professional development of teachers. In R. Pankratz and J. Petrosko (Eds.), *All children can learn: Lessons from the Kentucky reform experience* (pp. 141-158). San Francisco: Jossey-Bass.
- McDiarmid, G.W. (1996). Challenging prospective teachers' understanding of history: An examination of a historiography seminar. In L. Schauble and R. Glaser (Eds.), *Innovations in learning: New environments for education* (pp. 203-244). Mahwah, NJ: Erlbaum.
- Floden, R. E., McDiarmid, G. W. and Jennings, N. E. (1996). What are they trying to do: Perspectives on teacher education. In D. J. McIntyre and D.M. Byrd (eds.), *Preparing tomorrow's teachers: The field experience*. Teacher Education Yearbook IV. Thousand Oaks, CA: Corwin Press.
- Wilson, S.W. and McDiarmid, G. W. (1995). Something old, something new: What do social studies teacher educators need to know? In F. Murray (Ed.), *The teacher educator's handbook* (pp 295-318). Elmsford, NY: Pergamon Press.
- McDiarmid, G.W. (1994). Understanding history for teaching: A study of the historical understanding of prospective teachers. In J. Voss and M. Carretero (Eds.), *Cognitive and instructional processes in social sciences and history*. Hillsdale, NJ: Erlbaum.
- McDiarmid, G.W. (1994). The arts and science as preparation for teaching. In K. Howey and N. Zympher (Eds.), *Informing faculty development for teacher educators*. Norwood, N.J.: Ablex.
- McDiarmid, G.W. (1993). Changes in beliefs about learners among participants in eleven teacher education programs. In J. Calderhead and P. Gates (Eds.), *Conceptualizing reflection in teacher development* (pp. 113-143). London: Falmer.
- McDiarmid, G.W. and Price, J. (1993). Preparing teachers for diversity: A study of student-teachers in a multicultural program. In S. O'Dell and M. O'Hair, (Eds.), *The ATE yearbook of research on diversity*.
- McDiarmid, G.W. (1992). Tilting at webs of belief: Field experiences as a means of breaking with experience. In S. Feiman-Nemser and H. Featherstone (Eds.), *Exploring teaching: Reinventing an introductory course* (pp. 34-58). New York: Teachers College Press.
- McDiarmid, G.W. (1991). What do prospective teachers need to know about culturally different children? In M. M. Kennedy (Ed.), *Teaching academic subjects to diverse learners* New York: Teachers College Press.
- Ball, D. L., and McDiarmid, G. W. (1990). The subject matter preparation of teachers. In R. Houston (Ed.), *Handbook of research on teacher education* (pp. 437-449). New York: Macmillan.
- McDiarmid, G. W., Ball, D. L. and Anderson, C. A. (1989). Why staying one chapter ahead really doesn't work: Subject-specific pedagogy. In M. Reynolds (Ed.), *Knowledge base for beginning teachers* (pp. 193-205). Elmsford, NY: Pergamon Press.

## **PUBLICATIONS: BOOKS**

- McDiarmid, G.W., David, J. and Associates (in preparation). Learning for reform: Professional development policies under Kentucky's educational reforms. New York; Teachers College.
- Kleinfeld, J.S., McDiarmid, G. W. and Parrett, W. (1992). *Inventive teaching: The heart of the small school*. Fairbanks, Alaska: Center for Cross-Cultural Studies, University of Alaska.
- McDiarmid, G.W., Kleinfeld, J. S. and Parrett, W. (1988). *The inventive mind: Portraits of rural Alaska teachers*. Fairbanks, Alaska: Center for Cross-Cultural Studies, University of Alaska.
- Kleinfeld, J.S., McDiarmid, G. W. and Hagstrom, D. (1986). *Alaska's small high schools: Are they working?* Fairbanks, Alaska: Center for Cross-Cultural Studies and Institute of Social and Economic Research, University of Alaska.

## **PUBLICATIONS: JOURNALS**

- Miller, M, McDiarmid, G., and Luttrell-Montes, S. (2006). Partnering to prepare urban math and science teachers: Managing tensions. *Teaching and Teacher Education* 22, 848–863.
- Kelly, P. & McDiarmid, G.W. (2002) Decentralisation of professional development: teachers' decisions and dilemmas. *Journal of In-Service Education* 28, 3, 409-426.
- McDiarmid, G.W. (1992). What to do about differences? A study of multicultural education for teacher trainees in the Los Angeles Unified School District. *Journal of Teacher Education*, 43(2), 83-93.
- McDiarmid, G.W., and Wilson, S.M. (1991). An exploration of the subject matter knowledge of alternate route teachers: Can we assume they know their subject? *Journal of Teacher Education*, 42(2), 93-103.
- McDiarmid, G.W. (1990). Tilting at weas: Early field experiences as an occasion for breaking with experience. *Journal of Teacher Education*, 41(3), 12-20.
- McDiarmid, G. W. (1990). The liberal arts: Will more result in better subject matter understanding? *Theory Into Practice*, 29 (1), 21-29.
- Kleinfeld, J.S., McDiarmid, G.W., and Hagstrom, D. (1989). Small local high schools decrease Alaska Native drop-out rates. *Journal of American Indian Education*, 28(3), 24-30.
- McDiarmid, G.W. (1988). Values and liberal education: Alan Bloom and the education of teachers. *NCRTE Colloquy*, 2(2), 9-16.
- McDiarmid, G.W., and Ball, D.L. (1988). "Many Moons": Understanding teacher knowledge from a teacher education perspective. *The Journal*, 2(2), 23-37.
- Ball, D.L., and McDiarmid, G.W. (1988). Research on teacher learning: Understanding how teachers' knowledge changes. *Action in Teacher Education*, 10(2), 17-23.
- Ball, D. L., and McDiarmid, G.W. (1987). Understanding how teachers' knowledge changes. *NCRTE Colloquy*, 1(1), 9-13.
- Kleinfeld, J.S., and McDiarmid, G.W. (1987). Teacher expectations as a political issue in rural Alaska. *Research on Rural Education*, 4(1) 9-12.
- Kleinfeld, J.S., and McDiarmid, G.W. (1987). Living to tell the tale: Doing research on politically controversial topics and communicating the findings. *Educational Evaluation and Policy Analysis*, 8(4), 393-402.

Kleinfeld, J.S., and McDiarmid, G.W. (1986). The occupational values of rural Eskimo compared to urban white adolescents. *Journal of American Indian Education*, 15(3), 22-29.

Kleinfeld, J.S., and McDiarmid, G.W. (1986). The satisfaction of Alaska's isolated rural teachers with their work life. *Rural Education*.

McBeath, G., Kleinfeld, S., Coon, D., McDiarmid, G.W., and Shapiro, C. (1985). Decentralized education in rural Alaska. *School Organization*.

Kleinfeld, J.S., McDiarmid, G.W., Grubis, S., and Parrott, W. (1983). Doing research on effective cross-cultural teaching: The teacher tale. *Peabody Journal of Education*, 61(1), 86-108.

McDiarmid, G.W. (1983). Community and competence: A study of an indigenous primary prevention organization in an Alaskan village. *White Cloud Journal*, 4(1), 53-74.

McDiarmid, G.W. (1981). Youth in control: How young people in a small Alaskan village create their own activities. *Listening Post*, 4(1), 36-40.

### **PUBLICATIONS: ON THE WEB** ([www.iser.uaa.alaska.edu](http://www.iser.uaa.alaska.edu))

McDiarmid, G.W. and Vinten-Johansen, P. (1997). *Stalking the Schoolwork Module: Teaching Prospective Teachers to Write Historical Narratives*. Anchorage, AK: University of Alaska Anchorage, Institute of Social and Economic.

### **CURRICULUM WEB SITE:** [www.Alaskool.org](http://www.Alaskool.org)

### **PUBLICATIONS: CASES FOR TEACHER EDUCATORS**

McDiarmid, G.W. (1992). *Kathy: A case of innovative mathematics teaching in a multicultural classroom*. Teaching Cases in Cross-Cultural Education, J.Kleinfeld, (Ed). Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska.

### **PUBLICATIONS: PARTNERSHIP FOR KENTUCKY SCHOOLS** ([www.pfks.org](http://www.pfks.org))

McDiarmid, G.W., David, J., Kannapel, P., and Mazur, J. (2003). Improving Low-Performing Schools: A Study of Kentucky's Highly Skilled Educators Program. Lexington, KY: The Partnership for Kentucky Schools.

McDiarmid, G. W. (1999, April) *Still missing after all these years: Why the scarcity of subject-matter professional development in Kentucky?* Lexington, KY: The Partnership for Kentucky Schools.

McDiarmid, G.W. (1994). *Realizing new learning for all students: A framework for the professional development of Kentucky teachers*. Lexington, KY: The Partnership for Kentucky Schools.

McDiarmid, G.W., David, J., Kannapel, P., Corcoran, T. Coe, P. (1997). *Professional Development under KERA: Meeting the challenge*. Lexington, KY: The Partnership for Kentucky Schools.

David, J., McDiarmid, G.W., Corcoran, T. (2000, May). *District leadership in professional development: Exemplary cases*. Lexington, KY: The Partnership for Kentucky Schools.

David, J., Kannapel, P., & McDiarmid, G.W. (2000). *The influence of Distinguished Educators on school improvement*. Lexington, KY: The Partnership for Kentucky Schools.

## **PUBLICATIONS: NATIONAL COMMISSION ON TEACHING AND AMERICA'S FUTURE**

Wasley, P. & McDiarmid, G. (2004). *Connecting the Assessment of New Teachers to Student Learning and to Teacher Preparation*. National Commission on Teaching And America's Future.

## **PUBLICATIONS: NATIONAL CENTER FOR RESEARCH ON TEACHER EDUCATION/LEARNING (ncrtl.msu.edu)**

- McDiarmid, G.W. (1995). *The learning of prospective teachers in a reinvented history methods course*. E. Lansing, MI: National Center for Research on Teacher Education, Michigan State University.
- McDiarmid, G.W. (1995). *Studying prospective teachers' views of literature and teaching literature*. Research report 95-3. E. Lansing, MI: National Center for Research on Teacher Education, Michigan State University.
- McDiarmid, G.W. (1994). *Prospective and practicing teachers' beliefs about learners*. E. Lansing, MI: National Center for Research on Teacher Education, Michigan State University.
- McDiarmid, G.W. and Vinten-Johansen, P. (1993). *The teaching and learning of history--From the inside out*. Special Report #11. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.
- Kennedy, M.M., McDiarmid, G.W., Ball, D.L., and Schmidt, W. (1992). *A guide to studying teacher education programs*. Technical report 92-3. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.
- Deng, Z. and McDiarmid, G.W. (1992). *The knowledge and beliefs of prospective and practicing teachers: Results of the Teacher Education and Learning to Teach survey*. Technical report 92-4. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.
- Deng, Z. and McDiarmid, G.W. (1992). *The knowledge and beliefs of teacher educators: Results of the Teacher Education and Learning to Teach survey*. Technical report 92-5. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.
- McDiarmid, G.W. (1992). *The arts and sciences as teacher preparation*. Issue paper 92-3. E. Lansing, MI: National Center for Research on Teacher Education, Michigan State University.
- McDiarmid, G.W. (1990). *What to do about differences? A study of multicultural education for teacher trainees in the Los Angeles Unified School District*. Research report 90-11. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.
- McDiarmid, G.W. and Price, J. (1990). *Prospective teachers' views of diverse learners: A study of the participants in the ABCD Project*. Research report 90-6. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.
- Floden, R., McDiarmid, G.W., and Wiemers, N. (1990). *Teacher educators: What are they trying to do?* East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.

- Floden, R. E., McDiarmid, G.W., and Wiemers, N. (1990). *Learning about mathematics in elementary methods courses*. Research report 90-1. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.
- McDiarmid, G.W. (1989). *What do prospective teachers learn in their liberal arts courses?* Issue paper 89-8. E.Lansing, MI: National Center for Research on Teacher Education, Michigan State University.
- McDiarmid, G. W. and Ball, D.L. (1989). *The nexus of knowledge and reasoning: Tracking changes in teachers' understandings*. Technical series 89-2. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.

## **PUBLICATIONS: UNIVERSITY OF ALASKA**

- McBeath, G., Kleinfeld, J., Coon, D., McDiarmid, G., and Shapiro, C. (1984). *Patterns of control in rural Alaskan education*. Fairbanks, AK: Department of Political Science, Institute of Social and Economic Research, and Center for Cross-Cultural Studies, University of Alaska.
- McBeath, G., Kleinfeld, J., Coon, D., McDiarmid, G., and Shapiro, C. (1983). *Rural teachers and community schools in Alaska*. Fairbanks, AK: Department of Political Science, Institute of Social and Economic Research, and Center for Cross-Cultural Studies, University of Alaska.
- McBeath, G., Kleinfeld, J., Coon, D., McDiarmid, G., and Shapiro, C. (1983). *Principals in rural Alaska: A descriptive profile*. Fairbanks, Alaska: Department of Political Science, Institute of Social and Economic Research, and Center for Cross-Cultural Studies, University of Alaska.
- McDiarmid, G.W. (1983, March/April). Educators learn their lessons in the Scientist-in-Residence project. *Small High School Exchange*. Fairbanks, AK: College of Human and Rural Development, University of Alaska.
- McDiarmid, G.W. (1982). "...Doctor, lawyer, Indian Chief": *The educational and occupational aspirations, plans, and preferences of Eskimo students on the Lower Yukon* (Research Note #4). Fairbanks, AK: Institute of Social and Economic Research, University of Alaska.
- McDiarmid, G.W. (1982). *Getting it together in Chevak: A case study of a youth organization in a rural Alaska village* (Occasional Paper No. 4). Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska.
- McDiarmid, G.W. (1981). A look at the educational and job preferences of Eskimo students on the Lower Yukon. *Small High School Exchange*. Fairbanks, AK: College of Human and Rural Development, University of Alaska.

## **SELECTED RESEARCH REPORTS**

- McDiarmid, G.W., and Frazier, R. (2005). *A Longitudinal Evaluation of The Rose Rural-Urban Exchange Program*. Anchorage, AK: Institute of Social and Economic Research, University of Alaska Anchorage.
- McDiarmid, G.W., and Frazier, R. (2003) *Special Olympics and Alaska's Special Education Students*. Anchorage, Alaska: Institute of Social and Economic Research, University of Alaska Anchorage.
- McDiarmid, G.W., and Larson, E. (2002). *Retaining Quality Teachers for Alaska: The Supply, Demand, and Retention of Teachers in Alaska*. Anchorage, Alaska: Institute of Social and Economic Research, University of Alaska Anchorage.

- McDiarmid, G.W., Goldsmith, S., et al. (1998, November). *Expanding Job Opportunities for Alaska Natives*. (Interim Report submitted to the Alaska Federation of Natives.) Anchorage, Alaska: Institute of Social and Economic Research, University of Alaska Anchorage.
- McDiarmid, G. W., Goldsmith S., Hill, A. and Hull, T. (1998, February). *Current and Future Demand for Distance Education*. (Report submitted to Office of the President, University of Alaska.) Anchorage, Alaska: Institute of Social and Economic Research, University of Alaska Anchorage.
- Mohatt G.V, McDiarmid G.W, Montoya V.C. (1988) *Societies, families, and change: the Alaskan example*. American Indian Alaska Native Mental Health Research Monographs 1988;1:325-365.
- Kleinfeld, J.S., McDiarmid, G.W., and Hagstrom, D. (1985, April). *Small high schools in Alaska: Are they working?* (Report submitted to the Alaska State Legislature). Fairbanks, AK: University of Alaska, Institute of Social and Economic Research.
- Kleinfeld, J.S., McDiarmid, G.W., and Young, S. (1985, April). *Alaska's village high schools: How rural school board presidents see them* (Report submitted to the Alaska State Legislature). Fairbanks, AK: University of Alaska, Institute of Social and Economic Research.
- McDiarmid, G.W. (1983, June). *An evaluation of the second year of the Alaska Van Leer project*. (Report submitted to the Van Leer Foundation.) Fairbanks, Alaska: Institute of Social and Economic Research, University of Alaska.
- Kleinfeld, J.S., and McDiarmid, G.W. (1983, July). *Effective schooling in rural Alaska: Information for the rural effective schools project*. (Report submitted to the Alaska Department of Education.) Fairbanks, AK: University of Alaska, Institute of Social and Economic Research.
- McDiarmid, G.W., and Kleinfeld, J.S. (1982, September). *The Scientist-in-Residence program: Final evaluation* (Submitted to the National Science Foundation). Fairbanks, AK: Institute of Social and Economic Research, University of Alaska.
- McBeath, J., McDiarmid, G., and Shapiro, C. (1982, July). *Achievement and school effectiveness: Three case studies* (Report submitted to the Alaska Department of Education). Fairbanks, AK: University of Alaska, Department of Political Science, Institute of Social and Economic Research, and Center for Cross-Cultural Studies.

## **SELECTED INVITED ADDRESSES AND PAPERS**

- McDiarmid, G.W. (2007, September). *Evidence and teacher preparation program renewal*. Presentation to the School of Education, University of Kansas, Lawrence, KS.
- McDiarmid, G.W. (2007, January). *Determining the effectiveness of teacher education programs: What evidence counts?* Presented to faculty and students of the Institute for International Development, Aga Khan University, Karachi, Palistan.
- McDiarmid, G.W. (2006, September). *Rethinking teacher capacity and rural schools*. Presentation to the colleges of Education and Arts & Sciences, University of Nebraska, Lincoln, NE.
- McDiarmid, G.W. (2005, October). *Assessing teacher preparation: The necessary chain of evidence*. Presentation to the National Commission on Teaching and America's Future. Milwaukee, WI.

McDiarmid, G.W. (2001, November). *Retaining Quality Teachers for Alaska*. Presentation to the Alaska State Legislature. Anchorage, AK.

McDiarmid, G.W. (2000, November). *Other states' experiences with standards and assessment*. Presentation to the Alaska Educational Policy Makers Roundtable. Anchorage, Alaska.

McDiarmid, G.W. (2000, May). *Teachers' professional development in reform contexts*. Keynote address to the International Conference on Teacher Education and Teachers' Professional Development in Changing Contexts, Tamkang University, Taipei, Taiwan.

McDiarmid, G.W., with Peter Vinten-Johansen (1998, January). *Bridging the great divide: Creating a subject-matter grounded methods course for preservice and social studies teachers*. Paper presented to the annual meeting of the American Historical Association, Seattle, Washington.

McDiarmid, G.W. (1997, January). *Creating a middle ground: University historians and history teachers working together*. Invited address to the California History and Social Studies Projects, San Diego, CA.

McDiarmid, G.W. (1996, October). *The role of higher education in teachers' professional development*. Invited address to the California Subject Matter Projects, San Diego, CA.

McDiarmid, G.W. (1996, October). *What are we learning about what works for teachers in professional development?* Invited address to the Prichard Committee for Academic Excellence, Frankfort, KY.

McDiarmid, G.W. (1996, May). *Professional development policy: What do we know?* An invited address to the State Policy Conference, Center for Policy Research in Education, Philadelphia, PA.

McDiarmid, G.W. (1996, February). *The varieties of professional development policies and experiences*. An invited address to the Council of Chief State School Officers, San Diego, CA.

McDiarmid, G.W. (1995, February). *Professional development as the key to school reform*. An invited address to the University of Kentucky/University of Louisville Joint Policy Center Conference for Policymakers, Lexington, KY.

McDiarmid, G.W. (1993, June). *Arts and science and teacher education: Sharing responsibility for teacher preparation*. An invited address and seminar for faculty of the University of Toledo, Toledo, Ohio.

McDiarmid, G.W. (1993, May). *Teaching subject matter to diverse learners*. An invited address and seminar for faculty from the College of Arts and Sciences and the College of Education and Counseling, South Dakota State University, Brookings, South Dakota.

McDiarmid, G.W. (1993, April). *Learning subject matter for teaching*. An invited address to faculty from the College of Arts and Sciences and the College of Education, City University of New York, New York, New York.

McDiarmid, G.W. (1993, March). *Teachers as learners: What have we learned?* An invited address to faculty from the College of Arts and Sciences and the College of Education, University of North Carolina-Greensboro, Greensboro, North Carolina.

McDiarmid, G.W. (1992, November). *The arts and sciences as teacher preparation*. An invited address to the annual meeting of Project 30, Tampa, Florida.

- McDiarmid, G.W. (1992, November). *Learning from innovative teaching in an undergraduate history seminar*. An invited paper presented at the Conference on Learning about Cognition from Innovative Practice, National Center for Research on Student Learning and the Learning Research and Development Center, University of Pittsburgh, Pittsburgh, Pennsylvania.
- McDiarmid, G.W. (1992, October). *Student learning in a historiography seminar*. An invited paper presented at the Seminar on Cognitive and Instructional Processes in Social Sciences and History, Autonoma University, Madrid, Spain.
- McDiarmid, G.W. (1992, September). *Studying teacher learning: Cautionary tales from across the pond*. An invited address to the Conference on Research in Teacher Education, Institute of Education, London University, London, England.
- McDiarmid, G.W. (1992, March). *Achieving national standards in history: What do teachers need to know?* Invited paper presented at the OERI conference on National Standards, Washington, D.C.
- McDiarmid, G.W. (1991, July). *What do teachers need to know to teach diverse learners?* An invited address National Board for Professional Teaching Standards, St. Louis, Missouri.
- McDiarmid, G.W. (1991, May). *The pedagogical implications of internationalizing the curriculum*. An invited address to the Internationalizing the Curriculum Seminar Series, Michigan State University, Lansing, MI.
- McDiarmid, G.W. (1991, March). *A place to stand: Teacher learning as epistemological change*. An invited address, Conference on Teacher Refection, Bath University, Bath, England.
- McDiarmid, G.W. (1991, March). *Learning about teacher learning: What are the issues?* An invited address to the faculty of the Department of Educational Studies, The University of Oxford, Oxford, England.
- McDiarmid, G.W. (1990, November). *The role of undergraduates' understanding of history in their views of teaching and learning history*. An invited address to the National Academy of Education, Madison, WI.
- McDiarmid, G.W. (1990, November). *Prospective teachers' understandings of history for teaching*. Invited address to the annual meeting of the National Academy of Education, Madison, Wisconsin.
- McDiarmid, G.W. (1990, October). *What do we know about preparing teachers for culturally diverse classrooms?* An invited address to the Michigan Chapter of the Association of Teacher Educators, Lansing, MI.
- McDiarmid, G.W. (1990, October). *Five-year teacher preparation programs: What will we gain?* Invited address to the fall meeting of the Southeast Holmes Group, Kansas City, Missouri.
- McDiarmid, G.W. (1990, April). *Viewing teachers as practical intellectuals*. An invited presentation to the Aga Khan Network of Schools, Karachi, Pakistan.
- McDiarmid, G.W. (1990, March). *Preparing teachers for diverse classrooms: How is our current model for the multicultural preparation of teachers working?* An invited address to the annual meeting of the Michigan Association of Teacher Educators. East Lansing, Michigan.
- McDiarmid, G.W. (1989, December). *Views of diverse learners: Lessons from the ABCD project*. Invited address to the Michigan Department of Education Conference, "Preparing Teacher to Work with Culturally Different Students," December, 1989, Lansing, MI.
- McDiarmid, G.W. (1989, October). *Preparing teachers for culturally diverse classrooms: What's the matter?* Invited address to the fall meeting of the Far West Holmes Group, Reno, Nevada.

- McDiarmid, G.W. (1989, September). *Inquiry as the focus of doctoral studies in teacher education*. Invited address to the Rhodes Island State Department of Education Conference, "Planning a Doctoral Program in Education for the State of Rhodes Island," Warwick, RI.
- McDiarmid, G.W. (1987, December). *Assessing teacher learning*. Invited paper presented at a conference on Subject-Matter Assessment, Center for Research on Educational Evaluation and Student Testing, UCLA, Los Angeles.
- Kleinfeld, J.S. and McDiarmid, G.W. (1985, February). *Are they working? Alaska's small rural high schools*. Invited paper presented at the annual Small Schools Conference, Anchorage, Alaska, December, 1985.
- Kleinfeld, J.S. and McDiarmid, G.W. (1985, February). *Alaska's small rural high schools*. Invited paper presented at the annual meeting of the Alaska Association of School Boards, Anchorage, Alaska, October, 1985.
- Kleinfeld, J.S. and McDiarmid, G.W. (1985, February). *Small high schools as arenas for bilingual education*. Invited paper presented at the annual Bilingual/Bicultural Conference, Anchorage, Alaska.
- Kleinfeld, J.S. and McDiarmid, G.W. (1985, February). *Teaching in Alaska's small rural high schools*. Invited paper presented at the annual meeting of the Alaska Educational Association, Anchorage, Alaska, March 1985.

## **PROFESSIONAL ACTIVITIES**

Chair, Graduate Seminar, Division K, American Educational Research Association

Reviewer for the following journals, publishers, & foundations:

*American Educational Research Journal*

*Anthropology and Education Quarterly*

*Cognition and Instruction*

*Educational Researcher*

*International Journal of Qualitative Studies in Education*

*Jossey-Bass Publishers*

*Journal of Teacher Education*

*Journal of Teaching and Teacher Education*

*Spencer Foundation*

*Teachers College Press*

## **CONSULTANCIES**

Aga Khan Foundation

Aga Khan Educational Service, Pakistan

Alaska Department of Education and Early Development

Alaska Legislature

American Association for the Advancement of Science

Center for Early Adolescence, Chapel Hill, NC

City University of New York

Education Commission of the States

Educational Extension Service, Michigan Partnership

Educational Testing Service

Far West Regional Holmes Group

Institute of Education, London University

Institute for Educational Development, Aga Khan University

Kentucky Educational Television

Michigan Department of Education

Michigan State Board of Education

Michigan Partnership for New Education

National Board for Professional Teaching Standards

National Commission on Teaching and America's Future

Northwest Regional Educational Laboratory

Partnership for Kentucky School Reform

Project 30, Carnegie Corporation

Rhode Island Department of Education

State of Indiana, Governor's Office

Sioux City, Iowa, Schools

South Dakota State University

Southeast Regional Holmes Group

University of Toledo

University of North Carolina-Greensboro

## TEACHING

<b>Level</b>	<b>Subject Matter</b>	<b>Site</b>	<b>Date</b>
<b>Elementary</b>	Title I Reading & Mathematics	Chevak, Alaska	80-81
<b>Secondary</b>	GCE A-Level Ancient History O-Level U.S. History GCE O-Level Sociology 9th Grade Ancient History	The Campion School, Athens, Greece	71-73
	GCE A-Level East European History 12th Grade European History 7th, 9th, 11th Grade English Lang. & Literature	Athens College, Athens, Greece	70-71, 73-77
<b>Undergraduate</b>	Introduction to Education	University of Alaska, Fairbanks	84-86
	Introduction to Teaching	Michigan State University	86-90
	Integrative Seminar: Teaching Subject Matter to Diverse Learners	Michigan State University	93-94
	Comparative History Seminar: Darwin, Social Darwinism, and Social Policy	Michigan State University (History Dept.)	96
<b>Post-BA Certification</b>	Teaching History and Social Studies to Diverse Learners	Michigan State University	96-97
	History and Social Studies Methods	University of Alaska Anchorage	00-01
<b>Masters</b>	Methods for History and Social Studies Teachers	University of Alaska Anchorage	98-99
	Research Methods for Educators	University of Alaska Anchorage	98-99
	Small Schools Institute	University of Alaska, Fairbanks	87
	Educational Research and Teaching	University of Alaska, Fairbanks	85
	Teaching History & Social Studies to Diverse Learners	Michigan State University	92
<b>Doctoral</b>	History of Reform Policies in Teaching	Michigan State University	89-92
	Teacher Education Policy & Practice	Michigan State University	90
	Disciplinary Knowledge and the School Subjects (History & Mathematics)	Michigan State University	92
	Teacher Education Reform	University of Washington	02
	Research on Teacher Education and Teacher Learning	University of Washington	03-04
	Preservice Teacher Preparation: Programs & Participants	University of Washington	02-04
	The Structure of Teacher Education Programs	University of Washington	05-06

