**MARIA TERESA TATTO**

***CURRICULUM VITAE***

***Employment History/Awards***

## EDUCATION

### Ed.D. Harvard University, June 1987

Areas of specialization: Policy Analysis and Evaluation Research; Comparative and International Education

### Ed.M. Harvard University, June 1982

Area of specialization: Administration, Planning and Social Policy; International Development

### B.Sc. (*[Licenciatura](http://www.am.org/iupsys/newsletter/2009-v8-2/2009-8-2-mexico.htm)*) National Autonomous University of México, November 1981

Degree: Educational and Organizational Psychology

## ACADEMIC POSITIONS

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| --- | --- |
| **August 16 2016 -** | Professor in the Division of Educational Leadership and Innovation at Arizona State University, and Southwest Borderlands Professor of Comparative Education at the Mary Lou Fulton Teachers College. |
| **July - August 2016** | Professor, Department of Teacher Education, Michigan State University |
| **August 15 1998-June****2016** | Associate Professor, Department of Teacher Education, Michigan State University |
| **August 15 1990-1998** | Assistant Professor, Department of Teacher Education, Michigan State University (tenure track) |
| **August 15 1987-1990** | Assistant Professor, Department of Teacher Education, Michigan State University |

## OTHER ACADEMIC POSITIONS

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| --- | --- |
| **November 2022-2025** | Visiting Professor, University College London, Institute of Education, England |
| **August 2023- 2024** | Visiting Professor, University of Bath Department of Education, England |
| **June 16, 2023 –2025** | Visiting Fellow of Kellogg College, Oxford, England, and College Advisor,  |
| **May 2018-lifetime status** | Honorary Research Fellow, Department of Education, University ofOxford, England [<http://www.education.ox.ac.uk/people/maria-tatto/>] |
| **August 2016 -** | Director [M.Ed. in Global Education,](https://asuonline.asu.edu/online-degree-programs/graduate/global-education-med/) Arizona State University. |
| **September 2014-2019** | Visiting Professor, Department of Education, Bath Spa University,Bath, England |
| **September 2013-2015** | Visiting Research Fellow, Department of Education, University ofOxford, England |

## HONORS AND AWARDS

* Visiting Professor, University of Bath Department of Education, England (8/2023-8/2024)
* Visiting Professor, University College London, Institute of Education, England (11/22-11/25)
* [Fellow, Kellogg College](https://www.kellogg.ox.ac.uk/our-people/maria-teresa-tatto/), Oxford University, England (2023 - 2025).
* [Fellow of the American Educational Research Association](https://www.youtube.com/watch?v=VCblE06AjMU) (April 2020- lifetime)
* Excellence in Research Achievement Award 2018, Mary Lou Fulton Teachers College. Recognition based on work in the field of international comparative education policy and its impact on educational systems (July 2018)
* Honorary Research Fellow, the University of Oxford, England (5/2018- )
* Visiting Professor at the [School of Education at Bath University](http://www.bathspa.ac.uk/schools/education) in Bath, England (2014- )
* Invited Visiting Research Fellow, University of Oxford (9/2013-4/2014 and 5/2015-7/2015)
* Nominated for the E.U. Marie Curie Fellowship (September 2014)
* Nominated for the AERA 2014 Division K Legacy Award (2014)
* Nominated for the AACTE Margaret B. Lindsey Award (2013)
* Awarded the MSU Curricular Service-Learning and Civic Engagement Award (2012)
* Nominated for the Comparative and International Education Society Bereday Award for the article: Tatto, M.T. (1999). Education reform and state power in México: The paradoxes of decentralization. *Comparative Education Review*, 43, 251-282.
* Nominated for the AERA Outstanding Research Award for Tatto, M.T. & Kularatna, N.G. (1993) The interpersonal dimension of teacher education: Comparing distance education with two other programs in Sri Lanka, *International Journal of Educational Research*, *19* (8)
* Awarded a Tinker Foundation Grant (Harvard University) to do dissertation fieldwork (1985-1986)
* Awarded a scholarship from CONACYT (Mexico’s National Council of Science and Technology) for doctoral study at Harvard University (1981-1985)

***Publications/Scholarly Record***

[**PUBLISHED WORKS AND WORKS IN PRESS**](https://scholar.google.com/citations?user=yZu19OsAAAAJ&hl=en)

### Books

20. Tatto, M.T. (Ed.) with Brown, L. (in press). *Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community*. Routledge.

19. Tatto, M.T. (2022/2023). Comparative studies in teacher education (Part VIII. Section Editor for Seventeen Chapters), in Ian Menter (Ed.), [*The Palgrave Handbook of Teacher Education Research*](https://link.springer.com/referencework/10.1007/978-3-030-59533-3?page=4#toc). Springer.

18. Tatto, M.T., Rodriguez, M., Reckase, M., Smith, W, Bankov, K., & Pippin, J. (*2020*). [*The First Five*](https://link.springer.com/book/10.1007/978-3-030-44047-3)[*Years of Teaching Mathematics (FIRSTMATH): Concepts, Methods and Strategies for Comparative*](https://link.springer.com/book/10.1007/978-3-030-44047-3)[*International Research.*](https://link.springer.com/book/10.1007/978-3-030-44047-3)Dordrecht, Netherlands: Springer. DOI: https://doi.org/10.1007/978-3-030- 44047-3

17. Tatto, M.T., and Menter I. (Eds.). (2019). [*Knowledge, Policy and Practice in Learning to Teach: A*](https://bloomsbury.com/uk/knowledge-policy-and-practice-in-teacher-education-9781350068681/)[*Cross-National Study*.](https://bloomsbury.com/uk/knowledge-policy-and-practice-in-teacher-education-9781350068681/) London: Bloomsbury Academic. DOI: https://doi.org/10.5040/9781350068711

16. Tatto, M.T., Rodriguez, M., Smith, W., Reckase, M., & Bankov, K. (Eds.) (2018). [*Exploring the*](https://www.springer.com/gp/book/9783319921433)[*Mathematics Education of Teachers using TEDS-M Data.*](https://www.springer.com/gp/book/9783319921433)Dordrecht, Netherlands: Springer. DOI: https://doi.org/10.1007/978-3-319-92144-0

15. Tatto, M.T., Burn, K., Menter, I., Mutton, T., & Thompson, I. (2018). [*Learning to Teach in England*](https://www.routledge.com/Learning-to-Teach-in-England-and-the-United-States-The-Evolution-of-Policy/Tatto-Burn-Menter-Mutton-Thompson/p/book/9781315678382)[*and the United States: The evolution of policy and practice.*](https://www.routledge.com/Learning-to-Teach-in-England-and-the-United-States-The-Evolution-of-Policy/Tatto-Burn-Menter-Mutton-Thompson/p/book/9781315678382)Abingdon, England: Routledge. ISBN: ISBN 978-1-138-93374-3

14. Tatto. M.T. (ed.) (2013). [*The Teacher Education and Development Study in Mathematics (TEDS-M). Policy, Practice, and Readiness to Teach Primary and Secondary Mathematics in 17 Countries: Technical Report*](https://www.iea.nl/publications/technical-reports/teacher-education-and-development-study-mathematics-teds-m-technical)*.* Amsterdam: International Association for the Evaluation of Student Achievement.

13. Ingvarson, L., Schwille, J., Tatto, M.T., Rowley, G., Peck, R. & Senk, S.L. (2013). [*An Analysis of Teacher Education Context, Structure, and Quality-Assurance Arrangements in TEDS-M Countries*](https://www.iea.nl/publications/study-reports/international-reports-iea-studies/analysis-teacher-education-context). Amsterdam: International Association for the Evaluation of Student Achievement.

12. Tatto, M. T., Schwille, J., Senk, S. L., Ingvarson, L., Rowley, G., Peck, R., Bankov, K., Rodriguez, M. & Reckase, M. (2012). [*Policy, Practice, and Readiness to Teach Primary and Secondary Mathematics in 17 Countries. Findings from the IEA Teacher Education and Development Study in Mathematics (TEDS-M)*](https://www.iea.nl/publications/study-reports/international-reports-iea-studies/policy-practice-and-readiness-teach). Amsterdam: International Association for the Evaluation of Student Achievement.

11.Brese, F., & Tatto, M.T. (Eds.) (2012). [*User guide for the TEDS-M international database*](https://www.iea.nl/publications/user-guides/teds-m-2008-user-guide-international-database)[*.*](http://www.ilsa-gateway.org/studies/factsheets/64)Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

10. Tatto, M. T. (2012[). *Learning and doing policy analysis in education: Examining diverse approaches to increasing educational access*](https://link.springer.com/book/10.1007/978-94-6091-933-6). Rotterdam, The Netherlands: Sense Publishers. https://doi.org/10.1007/978-94-6091-933-6

9.Schmidt, W., Blömeke, S., & Tatto, M.T. (2011). [*Teacher education matters. A study of middle school mathematics teacher preparation in six countries*](https://eric.ed.gov/?id=ED523299). New York, NY: Teachers College Press.

8.Tatto, M.T., & Mincu, M. (Eds.) (2009). [*Reforming teaching and learning*](https://brill.com/display/title/37456). Taipei City: Sense Publishers.

7. Tatto, M. T., Schwille, J., Senk, S., Ingvarson, L., Peck, R., & Rowley, G. (2008). [*Teacher Education and Development Study in Mathematics (TEDS-M): Conceptual framework*](https://www.iea.nl/publications/assessment-framework/teacher-education-and-development-study-mathematics-teds-m). Teacher Education and Development International Study Center, Michigan State University, East Lansing, MI, and IEA.

6. Tatto, M.T. (2007). [*Reforming teaching globally*](https://www.infoagepub.com/products/Reforming-Teaching-Globally). Oxford, UK: Symposium Books. (Reprinted in 2009 [Information Age](http://www.infoagepub.com/products/Reforming-Teaching-Globally) Publishers). DOI: <https://doi.org/10.15730/books.11>

5.Tatto, M.T. (2004). [*La Educación magisterial: Su alcance en la era de la globalización*](https://biblat.unam.mx/es/revista/espacio-abierto/articulo/tatto-maria-teresa-la-educacion-magisterial-su-alcance-en-la-era-de-la-globalizacion-mexico-aula-xxi-santillana-2004-348-p). Mexico, D.F.: Editorial Santillana. [[Teacher Education: Its potential in the globalization era](https://www.redalyc.org/pdf/122/12214207.pdf)].

4. Tatto, M.T. (2001). Empirical measures of teacher quality: Comparative perspectives, Washington, DC: Board of International and Comparative Studies in Education. [E-book]. Available: <http://www4.nationalacademies.org/dbasse/bicse.nsf/web/current.projects>

3. Cummings, W.K., Tatto, M.T., & Hawkins, J. (Eds.) (2001). [*Values education for dynamic societies:*](http://cerc.edu.hku.hk/publications/cerc-studies-in-comparative-education/values-education-for-dynamic-societies-individualism-or-collectivism/)[*Individualism or collectivism*.](http://cerc.edu.hku.hk/publications/cerc-studies-in-comparative-education/values-education-for-dynamic-societies-individualism-or-collectivism/) Hong Kong: University of Hong Kong Press.

2. Cummings, W.K., Tatto, M.T., Williams, J., & Beykont, Z. (1993). [*Reaching peripheral groups: Community, language and teachers in the context of development*](https://archive.org/details/reachingperipher0000will). Buffalo, NY: SUNY Special Studies in Comparative Education.

1. Tatto, M.T. (1987). An *assessment of the LASPAU/AID training for development program in Latin America and Caribbean Universities: Its impact on institutional capacity and community involvement.* Unpublished doctoral dissertation, Cambridge, MA, Harvard Graduate School of Education.

### Books in Progress

Tatto, M.T. Smith, W., & Pippin, J. (Eds.). (in progress). *The first five years of mathematics teaching: Looking inside teaching across international contexts*.

### Selected Articles and Chapters from 1990 or later to Present (\* indicates peer review)

**Articles**

43. Tatto, M.T. (2021). Comparative Research on teachers and teacher education: Global perspectives to inform UNESCO’S SDG 4 Agenda. *Oxford Review of Education, 47* (1), 25-44. <http://dx.doi.org/10.1080/03054985.2020.1842183>

42. Tatto, M.T. (2021). Developing teachers’ research capacity: The essential role of teacher education*. Teaching Education, 32* (1), 27-46. <https://doi.org/10.1080/10476210.2020.1860000>

41. Tatto, M.T. (2021). [Professionalism in teaching and teacher education.](https://www.tandfonline.com/doi/full/10.1080/02619768.2020.1849130?src) *European Journal of Teacher Education, 44 (1)*, 20-44*.* DOI: <https://doi.org/10.1080/02619768.2020.1849130>

40. Tatto, M.T, Rodriguez, M., Reckase, M. (2020). Early Career Mathematics Teachers: Concepts, Methods, and Strategies for Comparative International Research. [*Teaching and Teacher Education,*](https://doi.org/10.1016/j.tate.2020.103118) *96, 1-18.* <https://doi.org/10.1016/j.tate.2020.103118>

39. Tatto, M.T. (2019). Federalism and Education: Ongoing Challenges and Policy Strategies in Ten Countries (Book Review). *Teachers College Record* [<https://www.tcrecord.org/Content.asp?ContentId=22978>].

38\*Tatto, M.T. (2018). Constructing research impact on teacher education through international collaboration and capacity building. [*Research Intelligence*,](https://www.bera.ac.uk/wp-content/uploads/2018/03/05238-BRA-RI-Magazine-Edition-135-Interactive-01.pdf?noredirect=1) *135*, 27-33.

37.\*Hordern, J. & Tatto, M.T. (2018). Conceptions of teaching and educational knowledge requirements. Oxford Review of Education, 44 (6), 686-701. DOI: <https://doi.org/10.1080/03054985.2018.1438254>

36. Richmond, G., & Tatto, M.T., (2016). Innovation in Educational Research. *Journal of Teacher Education, 67,* (5), 360-362. DOI: https://doi.org/10.1177/0022487116670866

35. Tatto, M.T., Richmond, G. Carter, A. D., (2016). The Research We Need in Teacher Education. *Journal of Teacher Education*, *67*, (4) 247-250. DOI: <https://doi.org/10.1177/0022487116663694>.

34.\*Tatto, M.T., Savage, C., Liao, W., Marshall, S., Goldblatt, P., & Contreras, M. L. (2016). [The](http://epaa.asu.edu/ojs/article/view/2322) [Emergence of High-Stakes Accountability Policies in Teacher Preparation: An Examination of the](http://epaa.asu.edu/ojs/article/view/2322) [U.S. Department of Education’s Proposed Regulations.](http://epaa.asu.edu/ojs/article/view/2322) *Education Policy Analysis Archives, 24* (25), 1-54. DOI: [http://dx.doi.org/10.14507/epaa.24.2322.](http://dx.doi.org/10.14507/epaa.24.2322)

33. Tatto, M.T., Carter, A. D., Floden, E. R., Richmond, G. (2016). A Global Call for Scholarship on the Policy and Practice of Teacher Education. *Journal of Teacher Education, 67* (1), 4-5. DOI: <https://doi.org/10.1177/0022487115622205>

32.\*Tatto, M.T. (2015). [The role of research in the policy and practice of quality teacher education: An](http://www.tandfonline.com/eprint/prItb2XKwIKcxENcsXbC/full) [international review.](http://www.tandfonline.com/eprint/prItb2XKwIKcxENcsXbC/full) *Oxford Review of Education*, *41* (2), 171-201. DOI: https://doi.org/10.1080/03054985.2015.1017405

31.\* Tatto, M.T. & Furlong, J. (2015). Research and teacher education: Papers from the BERA-RSA Inquiry. *Oxford Review of Education, 41* (2), 145-153. DOI: <https://doi.org/10.1080/03054985.2015.1017404>

30. Tatto, M.T. (2015). What is missing in the Early Childhood Education Policy Dialogue? The Child. Michigan State University: Green & Write Education Policy Research Insights. [<http://edwp.educ.msu.edu/green-and-write/?s=Tatto>]

29.\*Tatto, M.T. (2013). The Role of Research in International Policy and Practice in Teacher Education (paper 2). [The role of research in teacher education: Findings from the BERA-RSA Inquiry.](https://www.bera.ac.uk/project/research-and-teacher-education)

28.\*Tatto, M.T. (2013). Changing Trends in Teacher Education Policy and Practice: International perspectives and future challenges for educational research. *Research Intelligence*, *121*, 16-17.

27.\*Senk, S.L., Tatto, M.T., Reckase, M., Rowley, G., Peck, R., & Bankov, K. (2012). [Knowledge of](http://link.springer.com/article/10.1007/s11858-012-0400-7) [future primary teachers for teaching mathematics: An international comparative perspective.](http://link.springer.com/article/10.1007/s11858-012-0400-7) *ZDM - The International Journal on Mathematics Education, 44, 3, 307-324.*

26.\*Tatto, M.T. (2011). [Reimagining the education of teachers: The role of comparative and international](http://www.jstor.org/stable/10.1086/661769) [research.](http://www.jstor.org/stable/10.1086/661769) *Comparative Education Review*, *55*, 495-516.

25.\*Tatto, M.T., Senk, S., Ingvarson, L. & Rowley, G. (2011). [The mathematics education of future](http://jte.sagepub.com/content/62/2/121.full.pdf%2Bhtml) [primary and secondary teachers: Methods and findings from the Teacher Education and Development](http://jte.sagepub.com/content/62/2/121.full.pdf%2Bhtml) [Study in Mathematics.](http://jte.sagepub.com/content/62/2/121.full.pdf%2Bhtml) *Journal of Teacher Education*, *62*, 121-137. <https://doi.org/10.1177/0022487110391807>

24.\*Papanastasiou, E.C., & Tatto, M.T. (2011). Program theory, program documents, and state standards in evaluating teacher education. *Assessment and Evaluation in Higher Education*, *36*, 1-16.

23.\*Tatto, M.T., Lerman, S., & Novotná, J. (2010). The organization of the mathematics preparation and development of teachers: A report from the ICMI Study 15. *Journal of Mathematics Teacher Education*, *13*, 313-324.

22.\*Blömeke, S., Paine, L., Houang, R., Hsieh, F., Schmidt, W., Tatto, M.T., Bankov, K., Cedillo, T., Cogan, L., Han, S., Santillán, M., & Schwille, J. (2008). Future teachers’ competence to plan a lesson: First results of a six-country study on the efficiency of teacher education. *ZDM - The International Journal on Mathematics Education*, 40, 749-762.

21.\*Schmidt, W., Houang, R., Cogan, L., Blömeke, S., Tatto, M.T., Hsieh, F., Santillán, M., Bankov, K., Han, S., Cedillo, T., Schwille, J., & Paine, L. (2008). Opportunity to learn in the preparation of mathematics teachers: Its structure and how it varies across six countries. *ZDM - The International Journal on Mathematics Education*, *40*, 735-747.

20.\*Tatto, M. T. (2008). Teacher policy: A framework for comparative analysis. *Prospects: Quarterly Review of Comparative Education*, *38*, 487-508.

19.\*Tatto, M.T. (2006/2007). Educational reform and the global regulation of teachers’ education, development and work (Guest Editor). *International Journal of Educational Research*, *45* (4-5).

18.\*Tatto, M.T. (2006/2007). Educational reform and the global regulation of teachers’ education, development and work. *International Journal of Educational Research*, *45*, 231-241.

17.\*Tatto, M.T., Schmelkes, S., Guevara, M.R., & Tapia, M. (2006/2007). Implementing reform amidst resistance: The regulation of teacher education and work in Mexico. *International Journal of Educational Research*, *45*, 267-278.

16.\*Tatto, M.T. (2003). Developing teachers and teaching practice: International research perspectives. *Comparative Education Review*, *47*, 504-506.

15.\*Tatto, M.T., (2003). Examining Mexico and U.S. values education in a global context. *Journal of Beliefs and Values*, *24*, 219-238.

14.\*Tatto, M.T. (2001). The value and feasibility of evaluation research on teacher preparation: Contrasting the experiences in Sri Lanka and Mexico. *International Journal of Education and Development, 22*, 637-657.

13.\*Tatto, M.T., Alvarez Arellano, L. Tapia Uribe, M., Loera Varela, A., & Rodriguez, M. (2001). Examining Mexico’s values education in a globally dynamic context. *Journal of Moral Education*, *30*, 173-198.

12.\*Tatto, M.T., Rodriguez, A., Gonzalez-Lanz, D., Miller, C., Busscher, M., Trumble, D., Centeno, R., & Woo, A. (2001). The challenges and tensions in reconstructing teacher-parent relations in the context of school reform: A case study. *Teachers and Teaching*, *7*, 315-333.

11.\*Stuart, J., & Tatto, M.T. (2000). Designs for initial teacher preparation programs: An international view. *International Journal of Educational Research*, *33*, 493-514.

10.\*Tatto, M.T. (1999). The socializing influence of normative cohesive teacher education on teachers’ beliefs about instructional choice. *Teachers and Teaching*, *5*, 111-134. <https://doi.org/10.1080/1354060990050106>

9.\*Tatto, M.T. (1999). Improving teacher education in rural México: The challenges and tensions of constructivist reform. *Teaching and Teacher Education*, *15*, 15-35.

8.Tatto, M.T. (1999). Iniciativas para el cambio en la formación de maestros: El caso de México. *Revista Latinoamericana de Estudios Educativos*, *29* (3 & 4), 9-62.

7.\*Tatto, M.T. (1999). Para una mejor formación de maestros en el México rural: Retos y tensiones de la reforma constructivista. *Revista Mexicana de Investigación Educativa*, *4*, 101-136.

6.\*Tatto, M.T. (1999). Education reform and state power in México: The paradoxes of decentralization. *Comparative Education Review*, *43*, 251-282.

5.\*Tatto, M.T. (1998). The influence of teacher education on teachers' beliefs about purposes of education, roles and practice. *Journal of Teacher Education, 49*, 66-77. https://doi.org/10.1177/0022487198049001008

4.\*Tatto, M.T. (1997). Reconstructing teacher education for disadvantaged communities. *International Journal of Educational Development, 17*, 405-415.

3.\*Tatto, M.T. (1996). Examining values and beliefs about teaching diverse students: Understanding the challenges for teacher education. *Educational Evaluation and Policy Analysis*, *18*, 155-180. https://doi.org/10.2307/1164554

2.\*Tatto, M.T., & Kularatna, N.G. (1993). The interpersonal dimension of teacher education: Comparing distance education with two other programs in Sri Lanka. *International Journal of Educational Research*, *19*, 755-778.

1.\*Tatto, M.T., Nielsen, H.D., Cummings, W.C., Kularatna, N.G., & Dharmadasa, D.H. (1993). Comparing the effectiveness and costs of different approaches for educating primary school teachers in Sri Lanka. *Teaching and Teacher Education*, *9*, 41-64.

**Forthcoming articles:**

Tatto, M.T. (in progress). The Crucial Role of Classroom Formative Assessment Strategies in Enhancing Equity and Quality in Secondary Mathematics Education: An International Comparative Analysis. ZDM (editor: G. Kaiser, accepted).

Teacher education policy developments across Europe: What teacher educators are called for? Proposal for special issue of the EJTE (Editor: D. Mayer, under review).

Tatto, M. T. (in progress). The Case for the Comparative Self-Study of Teacher Education [and Teaching]. TBD

Tatto, M. T. (in progress). Reimagining Sustainable Learning Futures: Developing Teachers’ Research Capacity Toward Culturally Sustaining Humanizing Practices (TBD)

Tatto, M. T. (in progress). Dismantling Racial Injustice by Constructing Educational Possibilities: Reimagining Assessment's Role in Mathematics Teacher Education, Teaching and Learning (TBD)

### Selected Chapters (\* indicates peer review)

74. Tatto, M. T. (in press). Afterword: The BRICS Countries Present and Future: Glocalization, Culture and Fragmented Transformation. In I. Menter, R. Valeeva, & M. Prata-Linares, *Globalization and teacher education in the BRICS countries: The positioning of research and practice in comparative perspective*. Routledge.

73. Tatto, M.T. (in press). Global Trends in Teacher-Related Policy, Initial Teacher Education, and Teaching Status and Careers. In Dumay, X., Sorensen, T. & Paine, L. (in press). *World Yearbook of Education 2025: The Teaching Profession in a Globalizing World: Governance, Career, Learning*. Routledge.

72. Tatto, M.T. (in press). Empowering Teachers for Sustainable and Equitable Oriented Education: Program’s Philosophy, Theoretical Bases, and Pedagogy. In M. T. Tatto & L. Brown (Eds.) *Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community*. Routledge.

71. Tatto, M.T. (in press). The Curriculum: Course Organization, Assignments, and Outcomes. In M. T. Tatto & L. Brown (Eds.) *Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community*. Routledge.

70. Tatto, M.T. (in press). Equity, Sustainability, and the Future of Teacher Education and Development. In M. T. Tatto & L. Brown (Eds.) *Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community*. Routledge.

69. Tatto, M.T. (2023). Introduction: Comparative Education. In Craig, C.J., Mena, J., & Kane, R.G. (ed.) Studying teaching and teacher education (Advances in Research on Teaching, Vol.44). Emerald Publishing Limited, Bingley, pp. 277-279. <https://doi.org/10.1108/S1479-368720230000044027>.

68. Tatto, M.T. & Menter, I. (2023). The importance of comparative framing in the study of teaching and teacher education, in Craig, C.J., Mena, J., & Kane, R.G. (ed.) Studying teaching and teacher education (Advances in Research on Teaching, Vol.44). Emerald Publishing Limited, Bingley, pp. 281-297. <https://doi.org/10.1108/S1479-368720230000044028>.

67. Tatto, M.T., Menter, I., Burn, K., Clark, C. M., Ikoma, S., LeTendre, G., Mayer, D., and Mutton, T. (2023). Learning to Teach: Building Global Research Capacity for Evidence-Based Decision Making (p. 1-50). *The Palgrave Handbook of Teacher Education Research*. Springer.

66. Menter, I., & Tatto, M.T. (2023). Comparative teacher education research in turbulent times. *International Encyclopedia of Education*, (740-750). 4th edition, Volume 5. Elsevier. https://doi.org/10.1016/B978-0-12-818630-5.04071-9

65. Evans, D. & Tatto, M.T. (2022, November). On accountability, teacher professional development, and the value and challenge of strengthening professional norms. In Y.-Y. Hwa (Ed.). *Purpose, Pressures, and Possibilities: Conversations About Teacher Professional Norms in the Global South*. Research on Improving Systems of Education. Blavatnik School of Government. Oxford, UK. <https://doi.org/10.35489/BSG-RISE-Misc_2022/06>

64. Tatto, M.T. (2022). An international perspective on practical theorizing. In Burn, K., Mutton, T. & Thompson, I. (Eds.). *Practical Theorizing in Teacher Education* (pp. 32-48)*.* London: Routledge.

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### Technical Reports / Studies

Tatto, M.T., Krajcik, J., and Pippin, J. (2013). Variations in Teacher Preparation Evaluation Systems: International Perspectives. *NSF Project on Evaluation of Teacher Education Programs: Toward a Framework for Innovation*. Washington, DC: U.S. National Academy of Education.

Schmidt, W., Tatto, M.T., Bankov, K., Blomeke, S., Cedillo, T., Cogan, L., Hun, S., Houang, R., Hsieh, F., Paine, L., Santillan, M., & Schwille, J. (2007). How does the German sample compare to the samples from Bulgaria, Mexico, South Korea, Taiwan and the US? In S. Blömeke, G. Kaiser, &

R. Lehmann (Eds.), *Professionelle Kompetenz angehender Lehrerinnen und Lehrer. Wissen, Überzeugungen und Lerngelegenheiten deutscher Mathematik-Studierender und -referendare – Erste Ergebnisse zur Wirksamkeit der Lehrerausbildung*. Münster: Waxmann. (*Professional competencies of future teachers. Knowledge, beliefs and opportunities to learn of middle-school mathematics teachers in Germany. First results on the efficacy of teacher education*.)

Tatto, M.T., Schwille, J., Senk, S., Ingvarson, L., Peck, R., Rowley, G., Schmidt, W., Carnoy, M., Paine, L., Bankov, K., Rodriguez, M., Houang, R., & Cogan, L. (2007). *A cross-national study of policy, practice and readiness to teach primary and secondary mathematics: Conceptual framework (TEDS-M field trial).* Teacher Education and Development International Study Center, East Lansing, MI.

Tatto, M.T., (2007, December). *Teacher Education and Development Study (TEDS) Progress Report*. Presented to National Science Foundation during the MT21 Press Release, Washington, DC. (NSF Press Release 07-185 *U.S. Middle School Math Teachers Are Ill-prepared Among International Counterparts*).

Tatto, M.T. (2007, October). *Teacher Education and Development Study (TEDS) Progress Report*.

Presented to the IEA General Assembly Hong Kong.

Tatto, M.T., & Schwille, J., (2006, October). *Teacher Education and Development Study (TEDS) Progress Report*. Presented at the IEA General Assembly Amiens, France.

Tatto, M.T., Schwille, J., Schmidt, W., Ingvarson, L., Beavis, A., Cogan, L., Ferrini-Mundy, J., Foy, P., Paine, L., Plank, D., & Rodriguez, E. (2004). *Conceptual plan for the IEA Teacher Education Study in Mathematics (TEDS-M)*. Teacher Education and Development International Study Center, East Lansing, MI.

Tatto, M.T. (2004). *Report on the Pre-Teacher Education and Development Study* (P-TEDS). Instituto Nacional de Evaluacion Educativa (INEE), Mexico City, Mexico.

Tatto, M.T. (2003). Report on the Pre-Teacher Education and Development Study (P-TEDS). Teacher Education and Development International Study Center, East Lansing, MI.

Tatto, M.T. (2003). *Report on the Teacher Education and Development Study (TEDS) to the expert panel meeting*. IEA, Amsterdam, The Netherlands.

Tatto, M.T., Schwille, J., Ingvarson, L., & Beavis, A. (2003). *Progress Report of the Teacher Education and Development Study (TEDS).* IEA General Assembly*,* Lemesos, Cyprus.

Schwille, J., Tatto, M.T., & Ingvarson, L. (2002). *Teachers and teacher education: A cross-national study of elementary and secondary teachers of mathematics and science*. IEA General Assembly, Marrakech, Morocco.

Tatto, M.T. (1989, June). Effective strategies for teacher education. Presentation at the National Institute of Education, Maharagama, Sri Lanka.

Tatto, M.T. (1987). *The BRIDGES Project Seminar Series*. BRIDGES Project, Cambridge, MA: Harvard Graduate School of Education and the Agency for International Development (Report to USAID).

## GRANTS

### Funded Proposals as PI or Co-PI

World Educational Research Association (WERA), International Research Network (IRN): Learning to Teach: Building Global Research Capacity for Evidence-Based Decision Making (February 2014- support consists of website space and room space at conferences plus departmental support for a RA/year). A multitude of alternatives to traditional models of teacher preparation has emerged over the past decade across the world, without empirical support for their effectiveness rather tradition, politics, ideology, and business interests drive these changes which are occurring rapidly and have important consequences for teacher quality and the future of the profession. This WERA-IRN brings together education colleagues across different world settings interested in pursuing context-driven collaborative historical, theoretical, and empirical work seeking to answer the elusive question about the conditions that best support initial teacher learning and to develop the capacity to produce in-country research to back such conclusions. Leader: M.T. Tatto with Ian Menter, University of Oxford, and Beatrice Avalos, Universidad de Chile.

The First Five Years of Mathematics Teaching – Proof-of-Concept Study (FIRSTMATH-P). Maria Teresa Tatto [Principal Investigator and Executive Director]. National Science Foundation, 1/2011 to 5/2017 [Award No. DRL-0910001, 600,000 US dollars]. FIRSTMATH is a study of novice teachers’ development of mathematical knowledge for teaching, and the influence that previous preparation, school context and opportunities to learn-on-the-job, have on that knowledge. FIRSTMATH will explore the connections between pre-service preparation and what is learned on the job as it concerns knowledge, skills and curricular content; and the degree to which standards, accountability and other similar mechanisms operate to regulate the support that beginning teachers of mathematics receive during their first years of teaching. This is a planning grant for a Large Empirical Research Study in three research strands, “1 - National STEM education policies”, “3 - STEM learning in formal and informal settings” and “5 - Methods, models, and measures for research and evaluation”.

[Teacher Education and Development Study in Mathematics (TEDS-M).](http://www.ilsa-gateway.org/studies/factsheets/64) Maria Teresa Tatto [Principal Investigator and Executive Director], with John Schwille and Sharon Senk [Co-PIs] Funded by the National Science Foundation [REC 0514431 9/15/2005 to 10/2017] and the IEA (8.5 million US dollars approx.). This project seeks to answer the following questions from a cross-national perspective: What and how do opportunities for teacher learning contribute to teachers’ capability to foster the learning of mathematics in elementary and lower secondary school? What data-based arguments can be made for or against the existing policies, institutions and practices underlying these opportunities when compared with other policies and practices intended to recruit, prepare and retain a sufficient number of capable

mathematics teachers. This project is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) with leadership from Michigan State University (MSU) in collaboration with the Australian Council for Educational Research. The project is funded by the NSF, the IEA, and participating countries. Tatto is the executive director of the International Research Center for the IEA. The Center received 3 additional supplements which required separate proposals to NSF.

Developing Subject Matter Knowledge in Mathematics Middle School Teachers, A Cross-National Study of Teacher Preparation (Pre-TEDS/ MT21). William Schmidt and Maria Teresa Tatto (Principal Investigators). [NSF REC 0231886 1/1/2003 to 12/31/2005 1,397,599 USD]. Working with a select set of countries, this project studied how middle school mathematics teachers learn to teach subject matter content effectively to a wide variety of students as a result of their preparation. The project was an exploratory, cross-national effort, led by a research team centered at Michigan State University (MSU), and advised by internal and external advisory boards.

Developing Teacher Education in Ethiopia. Maria Teresa Tatto (PI) with J. Schwille [USAID, 2002-2004,

$127,394 USD]. Obtained this grant for MSU to be part of a consortium of US universities, headed by George Washington University and also including SUNY- Buffalo, UCLA, and the University of Hawaii at Manoa. Work in this project involved designing and conducting 8-week intensive summer workshops for teacher educators at teacher training institutions (elementary school level only) in Ethiopia.

Evaluating the Teacher Preparation Program at Michigan State University (1999-2003). This research was a response to then-current accreditation guidelines, mandating self-study in teacher education programs. I led efforts to institutionalize monitoring, process and impact evaluation systems in the department.

Funded by the Teacher Education Department (one-course release/year and one RA/year).

Building Bridges of Understanding and Belief in México and Michigan (1998-2001). This project was funded in part by the Pacific Basin Research Center and coordinated by SUNY-Buffalo. Amount of funding: 9,600 USD. These studies were part of an international and comparative project that sought to understand what changes might lead to “better” values education across countries in the Pacific Rim by looking at the influence of educational policies on teachers’ beliefs and how these shape the formation of children in a growing global community. Coordinator for this project in México, and regional coordinator for the Michigan study.

Study of the Education Reform in Mexico (1990-1993). This project was funded by the MSU Center for Latin American and Caribbean Studies (3000 UDS) to do empirical research in rural areas in Mexico to investigate the effects of the education reform on curriculum, teacher education and teaching.

### Submitted Proposals

Advancing Equity Globally: Innovations in Curriculum, Teacher Education, and Professional Development (November, 2023). Spencer Foundation Vision Grant. PI: Maria Teresa Tatto, Budget 75,000.

Mapping Innovative Teaching and Teacher Education During COVID19’ (R-ITTEO) (April 2020). PI: Tatto. Rapid Response Research Proposal (RAPID) COVID-19. NSF Program Solicitation: NSF 20-052. Budget, 76, 507.69.

Research on Tracking Innovative STEAM Teaching and Teacher Education During COVID19’ (ASU-R- ISTTE) (April 2020). Leading PI for ASU: Maria Teresa Tatto, Budget 54, 338.00.

A Cross-National Investigation of the Preparation, Effectiveness and Retention of Beginning Elementary and Middle School Teachers of Mathematics: Aligning Standards to Practice (March 2020). PI for ASU,

M.T Tatto. PI for U. Minnesota, M. Rodriguez, Pi for U. Nebraska, W. Smith. Budget: 2, 499, 910.00

Broadening Mathematics Participation for Underrepresented Groups through Research and Engagement in Teacher Preparation and Development: A Cross-National Collaboration (November 2019). PI for ASU,

M.T Tatto. PI for U. Minnesota, M. Rodriguez, Pi for U. Nebraska, W. Smith. Budget: $2,499,134.00

AccelNet: Scaling Effective and Inclusive Mathematics Education Globally. (October 2019). PI: Tatto. NSF Program Solicitation 19-501: Accelerating Research through International Network-to-Network Collaborations (AccelNet). Budget 7, 981.00

### Participation in Large Scale Research Programs as Senior Personnel

Oxford University – Sustaining Teacher Quality (STQ) (2019- ). The STQ project has been funded by the John Fell Fund at the University of Oxford to conduct a pilot study investigating issues related to teacher quality, specifically teacher education and early career teaching, in collaboration with researchers and policymakers in Bhutan, Malawi, Mexico, Moldova and Timor-Leste. The project aims to inform each country's educational policies and practices as they make progress towards the UN's Sustainable Development Goal 4 Ensuring inclusive, equitable and good-quality education and lifelong learning for all (Lead for the Mexico Team, working with Co-PIs Diane Mayer, Katharine Burn, and Trevor Mutton).

National Center for Research on Teacher Education (1987-1997). Senior researcher in a U.S. national study of teacher education in the College of Education at Michigan State University. Collaborated in fieldwork for the study of the Writing Process, an in-service training program of the Teachers College in New York City, and developed a conceptual framework and statistical analysis of the gathered data. My contribution focused on understanding the influence of teacher education programs on the views and dispositions related to teaching and learning to teach, for prospective and experienced teachers as they enter diverse programs. This research specifically explores the influence of “normative cohesive teacher education” on teacher education outcomes.

BRIDGES Project (Basic Research and Implementation in Developing Education Systems), in collaboration with Harvard University (1987-1992). Coordinator for the teacher education project in Sri Lanka. Funded by the Harvard Institute for International Development, the United States Agency for International Development, and Michigan State University (USD 100,000). Planned and coordinated a national research study of teacher education focusing on mathematics and mother tongue for elementary school teachers in Sri Lanka, in collaboration with U.S. and Sri Lankan colleagues. This study informed national policy on teacher education.

## PRESENTATIONS

Selected Peer-Reviewed Conference Papers and Presentations

Tatto, M.T. (2024, March). Ensuring Sustainable Quality Education in Mathematics: The Role of Teachers' Assessment Knowledge. Comparative and International Education Society, Miami, Florida, USA.

Tatto, M.T. (2023, April). Reimagining sustainable learning futures: Developing teachers’ research capacity toward culturally sustaining humanizing practices. In M.T. Tatto (Chair). *Imagining Sustainable Futures in Education Across Transnational, Ethnocultural, and Language Communities* American Educational Research Association, Chicago, USA.

Tatto, M.T. (2023, February). Reimagining sustainable learning futures: Developing teachers’ research capacity toward global and equitable education practices. Comparative and International Education Society, Washington, D.C., USA.

Tatto, M.T. (2022, October 6). Developing a Comprehensive Framework to Evaluate Inclusive Ethics in Teacher Education, paper presented at the *ISATT Conference: Inclusive ethics in education as a new horizon for teachers and teaching*. Bordeaux, France.

Tatto, M.T. (2022, April 25). Developing a Comprehensive Framework to Evaluate Teacher Education: Building Professional Research Capacity [Roundtable session]. In **Tatto, M.T. (chair**) *Evaluating Teaching Programs and Teachers for Quality and Effectiveness*. American Educational Research Association, San Diego, USA.

Tatto, M.T. (2022, April 21). Comparative Research in Teacher Education [Symposium session. In Tatto, M.T. (chair) *Comparative Research in Teacher Education in the Palgrave Handbook of Teacher Education Research* (I. Menter, Editor). (Virtual Presentation)]. Focal Meeting of the World Educational Research Association, San Diego, USA.

Tatto, M.T. (2022, April 20-21). Comparative Studies in Teacher Education [Symposium Sessions [Part 1](https://tinyurl.com/yxk98vvn) and [Part II](https://tinyurl.com/y3o3b6rg)]. In Tatto, M.T. (chair) *Comparative Research in Teacher Education in the Palgrave Handbook of Teacher Education Research* (I. Menter, Editor). (Virtual Presentation). Comparative and International Education Society, Minneapolis, USA.

Tatto, M.T. (2021). Teacher Education in the United States: An Overview of the Policies, Pathways, Issues and Relevant Research. In Mayer, D. & Tatto, M.T. (chair) Teacher Education Policy and Research: Global Perspectives. Invited Session Division K, American Educational Research Association (online).

Tatto, M.T. (2021). Health and Well-Being in the School Setting: Multiple Perspectives on Supporting Students and Teachers (Discussant). American Educational Research Association (online).

Tatto, M.T. (2021). Innovative International Research (chair). SIG-International, American Educational Research Association (online).

Tatto, M.T. (2021). Wide-Ranging Topics in Mathematics Education (chair), SIG-Research in Mathematics Education, American Educational Research Association (online).

Tatto, M.T. (2021). Developing a Comprehensive Design to Evaluate Teaching and Teacher Education: Building Professional Research Capacity. Paper presented in the Panel STEM Education: Key factors and stakeholders. Liu, R. (chair) at the annual meeting of the Comparative and International Education Society (CIES) (online).

Tatto, M.T. (2020). School improvement through research engagement in different contexts and collaboration between different educational stakeholders (*discussant*). In Burn, K. (chair). [Symposium session] American Educational Research Association, San Francisco, California. (Conference [cancelled](https://www.aera20.net/) due to COVID-19 pandemic).

Tatto, M.T. (2020). Re-imagining Teacher Preparation, Teaching and Learning Globally. In Tatto, M.T & Menter, I. (chairs) Reimagining Education: The Role of Teacher Preparation on the Supply of Qualified Teachers for Underserved Populations. [Symposium session] Focal Meeting of the World Educational Research Association, Santiago de Compostela, Spain. (Conference [postponed](https://mailchi.mp/aera/postponement-of-wera-2020-to-20201-july-2021-santiago-de-compostela-focal-meeting?fbclid=IwAR2TLMeT2YTTfgiiPLFIjzbqBwy2a0wRdAHu8aWeNOjCE_rLsGQbNkqz6GM) due to COVID-19).

Tatto, M.T & Menter, I. (2020, chairs) Reimagining Education: The Role of Teacher Preparation on the Supply of Qualified Teachers for Underserved Populations. [Symposium session] Focal Meeting of the World Educational Research Association, Santiago de Compostela, Spain. (Conference [postponed](https://mailchi.mp/aera/postponement-of-wera-2020-to-20201-july-2021-santiago-de-compostela-focal-meeting?fbclid=IwAR2TLMeT2YTTfgiiPLFIjzbqBwy2a0wRdAHu8aWeNOjCE_rLsGQbNkqz6GM) due to COVID-19).

Tatto, M.T. (2020). *Global and Local Values in Teacher Education: A Comparative Study.* In Menter, I. & Valeva, R. (chairs), Values in Teacher Education. [Symposium session] Focal Meeting of the World Educational Research Association, Santiago de Compostela, Spain. (Conference [postponed](https://mailchi.mp/aera/postponement-of-wera-2020-to-20201-july-2021-santiago-de-compostela-focal-meeting?fbclid=IwAR2TLMeT2YTTfgiiPLFIjzbqBwy2a0wRdAHu8aWeNOjCE_rLsGQbNkqz6GM) due to COVID-19).

Tatto, M.T. (2020). *Interdisciplinarity and Teacher Education Research: The Role of Philosophy, Methods and Context*. In Mayer, D. (chair), Becoming a Teacher Education Researcher. [Symposium session] British Educational Research Association, Liverpool, England. (Conference [cancelled](https://www.bera.ac.uk/covid-19-and-the-bera-annual-conference-2020) due to COVID-19 pandemic).

Tatto, M.T. (2020). *The Interaction of the Global and the Local in Teacher Education in the U.S*. In Menter, I. (chair), *The Global and the Local in Teacher Education* [Symposium session] European Educational Research Association. Glasgow, Scotland. (Conference [cancelled](https://eera-ecer.de/news/cancelation-of-ecer-2020/) due to COVID-19 pandemic).

Tatto, M.T., Menter, I. Valeva, R. & Kalimullin, A. (2019, May). *Knowledge, Policy and Practice in Teacher Education: A Cross-National Study.* Forum held at the ISATT Conference. Institute of Psychology and Education, KFU: Kazan, Russia

Tatto, M.T. (2019. April). *The institutional and pedagogical consequences of market reforms and increased regulation in teacher education.* In Tatto, M.T. (chair/presenter), The challenges and possibilities of market-based reforms on teacher education in England and the United States.

Roundtable held at the annual meeting of the American Educational Research Association, Toronto, Canada.

Mutton, T., Burn, K., Thompson, I., Tatto, M.T. (2019. April). *The role and nature of subjects as discipline tools for learning.* In Tatto, M.T. (chair/presenter), The challenges and possibilities of

market-based reforms on teacher education in England and the United States. Roundtable held at the annual meeting of the American Educational Research Association, Toronto, Canada.

Tatto, M.T. & Peralta, Y. (2019. April). *The role of program standards and strategies in the preparation of mathematics primary teachers.* In Umangay. U.K. (chair), The costs of standards and accountability: Changing landscapes and global contexts. Roundtable held at the annual meeting of the American Educational Research Association, Toronto, Canada.

Tatto, M.T., Rodriguez, M. C., Palma Zamora, J.R. & Nickodem, K. (2019. April). *A comparative international study of beliefs of future teachers and their educators.* In Casey. Z.A. (chair), Teaching in a global context. Roundtable held at the annual meeting of the American Educational Research Association, Toronto, Canada.

Tatto, M.T. (2019. April). *The students we share: preparing U.S. and Mexican educators for our transnational future* (discussant). In Gandara, P. & Jensen, B. (chairs). Symposium held at the annual meeting of the American Educational Research Association, Toronto, Canada.

Tatto, M.T. & Parra-Gaete, I. (2019. April). *Transformaciones institucionales, tradiciones de conocimiento e investigacion en la formacion de docents en Mexico: Una resenia..* In Tatto, M.T. (chair), Retos para la formacion y evaluacion docente en Mexico a partir de la reforma educativa. Symposium in Spanish held at the annual meeting of the Comparative and International Education Society (CIES), San Francisco, CA.

Tatto, M.T. (2019. April). *Implementing and sustaining systemic educational change – a three-year study of the challenges and key issues* (discussant). Symposium held at the annual meeting of the Comparative and International Education Society (CIES), San Francisco, CA.

Tatto, M.T. (2018, September). Does teacher education need a global metric? (Chair/presenter), in Does Teacher Education Need a Global Metric? Symposium conducted at the Annual Meeting of the British Education Research Association, Newcastle Upon Tyne, UK.

Tatto, M.T., & Thompson, I. (2018, September). *Learning to teach: Contexts, methods and theory*. In Menter, I. (Chair), Learning to Teach in England and the United States: The evolution of policy and practice *(book launch in the U.K.)*, Symposium conducted at the Annual Meeting of the British Education Research Association, Newcastle Upon Tyne, UK.

Tatto, M.T. (2018, May). *Evidence from the FIRSTMATH cross-national study of novice teachers*. Invited keynote address to the ISATT Conference. Institute of Psychology and Education, KFU: Kazan, Russia.

Tatto, M.T. (2018. April). *The mathematical education of primary teachers*, in Accardo, A. (chair), Engagement with the Teaching of Math. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.

Tatto, M.T. (2018. April). *Developing Innovative programs to Develop Preservice Teachers’ Attitudes Toward Diversity*, (chair). Roundtable session conducted at the Annual Meeting of the American Educational Research Association, New York City, NY.

Tatto, M.T. (2018. April). *Measuring and Investigating the Impact of Professional Development Programs on Teacher Learning*, (discussant). Symposium conducted at the Annual Meeting of the American Educational Research Association, New York City, NY.

Tatto, M.T., & Thompson, I. (2018, March). *Learning to teach: Contexts, methods and theory*. In Tatto,

M.T. (Chair/presenter), Learning to Teach in England and the United States: The evolution of policy and practice, Symposium conducted at the Comparative International Education Society Annual Meeting, Mexico City, Mexico.

Tatto, M.T., Rodriguez, M.C., Smith, W., & Reckase, M. (2018, February). *Learning to Teach: Methodological challenges in a cross-national study of novice teachers (FIRSTMATH)*. Panel presented at the Mary Lou Fulton Teachers College Speaker Series, Tempe, AZ.

Tatto, M.T. (2017, September). *The challenges of making sense of contemporary teacher education* (discussant). In Reynolds, K. (Chair). Symposium held at the annual meeting of the British Educational Research Association, University of Sussex, Brighton, UK.

Tatto, M.T. & Pippin, J. (2017, April). *The Quest for Quality and the Rise of Accountability Systems in Teacher Education*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX, USA.

Tatto, M.T. (2016, April). *Learning to Teach Mathematics: A Cross-National Study of novice teachers as a follow-up of TEDS-M*. In M. Tatto (Chair/presenter). Symposium held at the annual meeting of the National Council of Teachers of Mathematics (NCTM), San Francisco, CA.

Tatto, M.T. (2016, April). *Learning to Teach: Building Global Research Capacity for Evidence-Based Decision Making, Symposium I and II*. In M. Tatto (Chair/presenter), held at the World Education Research Association Focal Meeting at the annual meeting of the American Educational Research Association, Washington, DC, USA.

Tatto, M.T. (2016, April). *Social Contexts of Teacher Education Policy in England and the United States*, *Symposium*. In M. Tatto (Chair/presenter), held at World Education Research Association Focal Meeting at the annual meeting of the American Educational Research Association, Washington, DC, USA.

Tatto, M.T. (2016, March). *Reflections as CIES President (2008-2012),* presented in the Panel, CIES at 60: Taking Stock and Looking Forward Through the Eyes of Our Women Leaders, held at the annual meeting of the Comparative and International Education Society, Vancouver, British Colombia, Canada.

Tatto, M.T., Barriendos-Rodriguez, A.L., Canché Góngora, E.M., and Domínguez Bravo, E. (2016, March). *Learning to Teach in Mexico: Insights from the First Five Years of Mathematics Teaching Study*. In M. Tatto (Chair), Teachers and Teacher Education in Latin America, Symposium conducted at the annual meeting of the Comparative International Education Society Annual Meeting, Vancouver, British Colombia, Canada.

Tatto, M.T. (2016, January). *Learning to Teach Mathematics: Methodological Challenges in a Cross- National Study of Novice Mathematics Teachers*. In M. Tatto (Chair/ presenter). Symposium held at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Irvine, CA.

Tatto, M.T. (2015, September). *Learning to Teach: Building Global Research Capacity for Evidence- Based Decision Making*. Symposium presented at World Education Research Association Focal Meeting held at the European Conference on Educational Research, Corvinus University of Budapest, Hungary.

Tatto, M.T. (2015, April). *Teacher Education and Mathematics Knowledge for Teaching*. In M. Reckase/M. Tatto (Chair), Mathematics Teacher Education: Results and Implications of an International Study. SIG-Research in Mathematics Education. Symposium conducted at the annual meeting of the American Education Research Association, Chicago, Il.

Tatto, M.T. (2015, April). *The Development and Assessment of Mathematical Teaching Expertise: Educational and Scientific Importance of the Study*. In M.T. Tatto (Chair), Toward a Fair Evaluation of Teachers: Methodological Challenges in a Cross-National Study of Mathematics Teachers (FIRSTMATH). Division D. Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.

Reckase, M. & Tatto, M.T. (2015, April*). Conceptualizing and Measuring Teaching Quality and Effectiveness*. In M.T. Tatto (Chair), Toward a Fair Evaluation of Teachers: Methodological Challenges in a Cross-National Study of Mathematics Teachers (FIRSTMATH). Division D. Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.

Smith, W. & Tatto, M.T. (2015, April). *Novice Mathematics Teachers' Enacted Practices: Developing an Observation Protocol to Use in International Settings*. In M.T. Tatto (Chair), Toward a Fair Evaluation of Teachers: Methodological Challenges in a Cross-National Study of Mathematics Teachers (FIRSTMATH). Division D. Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.

Rodriguez, M. & Tatto, M.T. (2015, April). *Conceptualizing and Measuring Opportunities to Learn and the Contexts of Teaching*. In M.T. Tatto (Chair), Toward a Fair Evaluation of Teachers:

Methodological Challenges in a Cross-National Study of Mathematics Teachers (FIRSTMATH). Division D. Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.

Tatto, M.T. & Peralta, Y. (2015, March). *A perennial paradox? Teacher education quality assurance policies and the preparation of diverse future teachers*. In M. Tatto (Chair), Learning to teach complex curricula to diverse students: Evidence from an international teacher education study.

Symposium conducted at the annual meeting of the Comparative International Education Society Annual Meeting, Washington, DC.

Tatto, M.T., Rodriguez, M. & Palma, J. (2015, March). *Factoring in the teacher educators: Views about learning to teach mathematics to diverse students*. In M. Tatto (Chair), Learning to teach complex curricula to diverse students: Evidence from an international teacher education study. Symposium conducted at the annual meeting of the Comparative International Education Society Annual Meeting, Washington, DC.

Tatto, M.T., Menter, I., Avalos, B., (2014, November*). Learning to teach: Building research capacity for evidence-based decision making. Aims, significance and work plan*. In M.T. Tatto (Chair) Learning to Teach: Building Global Research Capacity for Evidence-Based Decision Making. First report. Symposium conducted at the annual meeting of the Scottish Educational Research Association and the World Education Research Association Focal Meeting, University of Edinburg, Edinburg.

Tatto, M.T., Menter, I., Mutton, T., Burn, K., (2014, September). *Schools managing complexity:*

*England’s diverse routes into secondary teaching*. In M.T. Tatto (Chair) Times of change in teacher education in the UK: The contribution of research. Symposium conducted at the annual meeting of the British Educational Research Association, Institute of Education, London.

Tatto, M.T. (2014, September). Learning to teach primary level mathematics: Research evidence from the IEA TEDS-M International Study. In A. Hansen (Chair) Primary mathematics education.

Symposium conducted at the annual meeting of the British Educational Research Association, Institute of Education, London.

Tatto, M.T. (2014, April). What can we do to improve the contribution that research makes to the wisdom of practice and educational policy? In I. Menter (Chair) Does teacher education need research? Does research need teacher education? British Educational Research Association invited session. Discussant in a panel conducted at the annual meeting of the American Education Research Association, Philadelphia, PA.

Tatto, M.T. (2014, April). The mathematics education of future secondary teachers. In J. Whitcomb (Chair), Understanding Variation in Teacher Education Programs: Features that Impact Teacher Learning. Division K, Section 9. Panel conducted at the annual meeting of the American Education Research Association, Philadelphia, PA.

Tatto, M.T. (2013, September). *Using Research on Teaching and Teacher Education to Improve Policy and Practice: The TEDS-M and FIRSTMATH Studies*. Paper presented at the 12th UKFIET International Conference on Education and Development, Oxford, England.

Tatto, M.T. & Rodriguez, M. (2013, April). *Learning to Teach Mathematics: Policy Implementation and Results across International Contexts*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Tatto, M.T. (2013, March). *The Influence of Pre-Service Teacher Education in Learning to Teach Primary Level Mathematics: The IEA TEDS-M Study Report*. In M. T. Tatto (Chair), Education quality and teachers. Panel at the annual meeting of the Comparative and International Education Society, New Orleans.

Tatto, M.T. (2013, March). Discussant, in Chloe O'Gara (Chair), *Using Research on Classroom Dynamics to Improve Teacher Development: Experiences from the US, LAC and Africa*. Panel at the annual meeting of the Comparative and International Education Society, New Orleans.

Tatto, M.T. (2012, April). The role of pre-service teacher education in the acquisition of mathematics knowledge for teaching: A missing construct in the concept of teacher quality. In M. T. Tatto (Chair),

*The contribution of pre-service teacher education and school conditions to teacher quality: Findings from TEDS-M and TIMSS*. Panel at the annual meeting of the Comparative and International Education Society, San Juan, Puerto Rico.

Tatto, M.T. (2012, April). *Measuring the impact of teacher education on learning to teach mathematics: The IEA TEDS-M Study*. Panel at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Tatto, M.T. (2011, September). *Developing Effective and Knowledgeable Teachers as a Global and Local Challenge: Laying the Foundations of Accountable Governance through the Comparative Study of Primary and Secondary Teacher Education (TEDS-M)*. Symposium at the 11th UKFIET International Conference on Education and Development, Oxford, England.

Tatto, M.T. (2011, September). Session I & II: The Contribution of Large Scale Comparative Studies to the Development of Accountable Governance in Teacher Education. In M. T. Tatto (chair & organizer), *Developing Effective and Knowledgeable Teachers as a Global and Local Challenge: Laying the Foundations of Accountable Governance through the Comparative Study of Primary and Secondary Teacher Education (TEDS-M)*. Symposium at the 11th UKFIET International Conference on Education and Development, Oxford, England.

Tatto, M.T. (2011, May). A critical review of teacher education reform: Is it too late? Regaining control of teacher education governance in an era of global accountability. In L. Paine & K. Zeichner (Chairs), *The local/global reform of teaching and teacher education*. Symposium conducted at the annual meeting of the Comparative and International Education Society, Montreal, Canada.

Tatto, M.T. (2011, May). *Re-imagining the education of teachers: The role of comparative research*.

Presidential address delivered at the annual meeting of the Comparative and International Education Society, Montreal, Canada.

Schmidt, W., Tatto, M.T., Han, S.I., & Santillan, M. (2011, May). What role does opportunity to learn play in teacher preparation? In M.T. Tatto (Chair), *Developing professional competencies in mathematics middle school teachers: A cross-national study of teacher education*. Symposium conducted at the annual meeting of the Comparative and International Education Society, Montreal, Canada.

Tatto, M.T. (2011, April). The contribution of cross-national empirical studies to teacher education reform, a discussion. In M. Cochran-Smith (Chair), *Cross-national perspectives of the review and reform of teacher education: Ireland, Scotland, Norway, and New Zealand*. Symposium conducted at the annual meeting of the American Education Research Association, New Orleans, LA.

Tatto, M.T. & Senk, S.L. (2011, April). *International comparisons in mathematics teacher education: research and practice*. Paper presented at the Research Symposium, National Council for Teachers of Mathematics research pre-session, Indianapolis, IN.

Tatto, M.T., & Senk, S.L. (2011, January). *The teacher education and development study in mathematics: Preparation for teaching in 17 countries*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Tatto, M.T. (2010, May). *Methodological challenges and findings in a cross-national study of mathematics teacher preparation*. Symposium conducted at the annual meeting of the American Education Research Association, Denver, CO.

Tatto, M.T. (2010, May). Educational and scientific importance of the TEDS-M study. In M.T. Tatto (Chair), *Methodological challenges and findings in a cross-national study of mathematics teacher preparation*. Symposium conducted at the annual meeting of the American Education Research Association, Denver, CO.

Tatto, M.T. (2010, May). Measurement of the opportunities that teacher education students have to acquire the mathematics knowledge and pedagogy required to teach in programs of teacher education. In M.T. Tatto (Chair), *Methodological challenges and findings in a cross-national study of mathematics teacher preparation*. Symposium conducted at the annual meeting of the American Education Research Association, Denver, CO.

Tatto, M.T. (2010, April). Documenting and measuring opportunities to learn in the intended curriculum of mathematics teacher education. In S. Senk (Chair), *Documenting and measuring opportunities to learn mathematics*. SIG-Research in Mathematics Education. Panel conducted at the annual meeting of the American Education Research Association, Denver, CO.

Tatto, M.T., Meink, S., Reckase, M., Senk, S., Schwille, J., & Floden, R. (2010, March). *Methodological challenges and findings in a cross-national study of mathematics teacher preparation*. Symposium conducted at the annual meeting of the CIES, Chicago, IL.

Tatto, M.T., Rodriguez, M.C., & Floden, R. (2010, February). *Methodological challenges and findings in a cross-national study of mathematics*. Symposium conducted at the annual meeting of the AACTE, Atlanta, GA.

Tatto, M.T, (2009, September). *Studying the preparation of mathematics teachers cross-nationally*. Presentation at the UKFIET International Conference, University of Oxford Examination Schools, Oxford, England.

Schmidt, W., Tatto, M.T., Blömeke, S., & Carnoy, M. (2009, March). Teacher policy: A framework for comparative study and analysis. In M.T. Tatto (Chair), *Deploying teachers for educational quality: National and cross-national studies in teacher policy and professional development*. Symposium conducted at the annual meeting of the Comparative and International Education Society, Charleston, SC.

Tatto, M.T, Mincu, M., Razquin, P., Ono, Y., Karunaratne, S., Megahed, N., & Snow, M. (2009, March). Reforming teaching and learning: Comparative perspectives in global learning. In M.T. Tatto (Chair & editor), *Book Symposium: Reforming teaching and learning*. Symposium conducted at the annual meeting of the Comparative and International Education Society, Charleston, S.C.

Tatto, M.T. (2009, March). *The preparation of mathematics teachers*. Paper presented at the annual meeting of the Comparative and International Education Society, Charleston, SC.

Senk, S. L., Peck, R., Bankov, K., & Tatto, M. T. (2008, July). [*Conceptualizing and measuring*](http://tsg.icme11.org/document/get/746)[*mathematical knowledge for teaching: Issues from TEDS-M, an IEA cross-national study.*](http://tsg.icme11.org/document/get/746)Paper presented at the International Congress on Mathematical Education, Monterrey, Mexico.

Tatto, M.T. (2008, March). Challenges in measuring the knowledge of graduating teacher education students in the domain of pedagogy and teaching knowledge. In M.T. Tatto (Chair), Measurement and conceptual challenges in a cross-national study of mathematics teacher education. Symposium conducted at the annual meeting of the Comparative and International Education Society, New York, NY.

Tatto, M.T. (2008, March). Framing the issues: Conceptualizing the context, content, and outcomes of mathematics teacher education. In W. Schmidt (Chair), *Developing subject-matter knowledge in mathematics middle school teachers: A cross-national study of teacher preparation*. Presidential invited symposium conducted at the annual meeting of the American Educational Research Association, New York, NY.

Tatto, M.T. (2008, March). *Measurement and conceptual challenges in a cross-national study of mathematics teacher education*. Interactive Symposium conducted at the annual meeting of the Comparative and International Education Society, New York, NY.

Tatto, M.T. (2007, September). *Teacher research in a global economy*. Paper presented at the UKFIET International Conference, University of Oxford Examination Schools, Oxford, England.

Tatto, M.T. (2007, September). *Reforming teaching globally*. Book presentation at the annual meeting of the Comparative and International Education Society, Baltimore, MD.

Tatto, M.T., & Bankov, K. (2007, August). *The organization of content and experiences in mathematics teacher education and its relation to mathematics teaching knowledge*. Paper presented at the International Symposium for Elementary Mathematics Teaching, Charles University in Prague, the Faculty of Education, Prague, Czech Republic.

Tatto, M.T., Blömeke, S., Rico, L., & Song, T. (2007, April). Conceptualizing and measuring the beliefs about mathematics, mathematics teaching, and schooling more generally among graduating teacher education students. In R. Floden (Chair), *Conceptual challenges in a cross-national study of*

*mathematics teacher education*. Interactive Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.

Tatto, M.T. (2007, February/March). *Developing subject matter knowledge in mathematics middle school teachers: A cross-national study of teacher preparation*. Interactive Symposium conducted at the annual meeting of the Comparative and International Education Society, Baltimore, MD.

Tatto, M.T. (2005, September). Teacher education reform and accountability systems in a global time: A comparative analysis. In D. Phillips & H. Judge (Chairs), *Draft book presentation for peer review: Teacher education reform and accountability systems in a global time: A comparative analysis*).

Book presentation conducted at The Centre for Comparative Education, Brasenose College, Oxford, England.

Tatto, M.T. (2005, September). *Educational reform and the re-shaping of accountability over teachers’ development and work in Mexico*. Paper presented at the UKFIET International Conference: Education and Development, Oxford, UK.

Tatto, M.T. (2005, April). *The impact of teacher education on learning to teach mathematics: An IEA multi-country comparative study*. Interactive Symposium conducted at the annual meeting of the American Educational Research Association, Montreal Canada.

Tatto, M.T. (2005, March). The First IEA study on the impact of teacher education on learning to teach mathematics, In M.T. Tatto (Chair), *The impact of teacher education on learning to teach mathematics: An IEA multi-country comparative study.* Interactive Symposium conducted at the annual meeting of the Comparative International Education Society, San Francisco, CA.

Tatto, M.T., & Schwille, J. (2004, March). *An IEA Cross-National Study of Elementary and Secondary Mathematics School Teachers*. Interactive Symposium conducted at the annual meeting of the Comparative and International Education Society, Salt Lake City, UT.

Tatto, M.T. (2003, September). *Researching teacher preparation effects on teaching practice and pupil learning: Lessons from the international literature*. Paper presented at the UKFIET International Conference, Oxford, England.

Tatto, M.T. (2003, April). Teaching and measuring attitudes in teacher education. In J. Raths (Chair), *Issues associated with changing teacher beliefs*. Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.

Basmadjian, K., Knight, S. & Tatto, M.T. (2003, April). Re-thinking expectations of pre-service teachers.

In S. Koziol (Chair), Evaluating the effectiveness of the teacher preparation program at Michigan State University: Analyzing survey and ethnographic evidence. Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.

Tatto, M.T. (2003). The effectiveness of the teacher preparation program implementation strategies: Intern views. In S. Koziol (Chair), *Evaluating the effectiveness of the teacher preparation program at Michigan State University: Analyzing survey and ethnographic evidence.* Symposium conducted at the annual meeting of the American Education Research Association, Chicago, IL.

Tatto, M.T. (2003, March). *Accreditation and accountability in teacher preparation around the globe: Socio-cultural and critical perspectives*. Symposium conducted at the annual meeting of the Comparative and International Education Society, New Orleans, LA.

Tatto, M.T. (2003, March). *Teacher quality, how do we know? Measures of teacher quality and implications for teacher policies*. Paper presented at the annual meeting of the Comparative and International Education Society, New Orleans, LA.

Tatto, M.T. & Papanastasiou, E. (2002, April). *Developing long-term systemic inquiry in teacher education programs: Challenges involved in testing the theory of teacher education programs and of current accreditation guidelines*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.

Tatto, M.T. (2002, March). *The value and feasibility of evaluation research on teacher development: Contrasting experiences in Sri Lanka and Mexico*. Presentation at the annual meeting of the Comparative and International Education Society, Orlando, FL.

Tatto, M.T. (2001, April). *Conceptual and methodological gaps in the international research on teacher education: A critique and a proposal*. Paper presented at the annual meeting of the American Education Research Association, Seattle, WA.

Tatto, M.T. (2001, April). *Evaluating the teacher preparation program at Michigan State University: Some reflections and preliminary results*. Paper presented at the annual meeting of the American Education Research Association, Seattle, WA

Tatto, M.T. (2001, March). *Evaluating the teacher preparation program at Michigan State University: Challenges involved in testing the theory of teacher preparation and of current accreditation guidelines*. Paper presented at the annual conference of the American Association of Colleges of Teacher Education (AACTE), Dallas TX.

Tatto, M.T. (2001, March). *Accreditation and accountability systems in teacher education: A critical view*

*I*. M.T. Tatto (Chair). Symposium conducted at the annual meeting of the Comparative and International Education Society, Washington, DC.

Richardson, V., Shields, P., & Tatto, M.T. (2001, March). *Alternative assessments of teaching and teacher education*. Paper presented at the *Major Forum*, at the annual conference of the American Association of Colleges of Teacher Education (AACTE), Dallas TX.

Tatto, M.T. (2001, March). *Reviewing the international research literature on the influence of teacher preparation: Alternatives for educational policy and practice*. Paper presented at the annual meeting of the Comparative and International Education Society, Washington, DC.

Tatto, M.T. (2000, March). *Reconceptualizing education for the rural poor in the context of educational reform: The case of Mexico*. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, TX.

Tatto, M.T. (1999, September). *Education for the rural poor in the context of educational reform in Mexico*. Paper presented at the Oxford International Conference in Education, Oxford, England.

Tatto, M.T., Alvarez de Testa, L., Loera Varela, A., & Tapia Uribe, M. (1999, April). *Values education in Mexico: The construction of a national identity under centralized leadership*. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.

Tatto, M.T. (1999, April). *Education reform and state power in Mexico: The paradoxes of decentralization*. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.

Tatto, M.T. (1998, April). *Improving teacher education in rural México: The challenges and tensions of constructivist reform*. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Tatto, M.T. (1998, March). *Values education in México*. Paper presented at the annual meeting of the Comparative and International Education Society, Buffalo, NY.

Tatto, M.T. (1997, September). Teacher education in México: Moving toward democratization or business as usual? Paper presented at the Oxford International Conference on Education and Geopolitical Change. Oxford, England.

Tatto, M.T. (1997, March). Structures of authority, teacher education, and teaching: A comparative analysis of reform initiatives in the United States and México. Paper presented at the annual meeting of the Comparative and International Education Society, México City, México.

Tatto, M.T. (1997, March). Teacher education in México. Paper presented at the annual meeting of the Comparative and International Education Society, México City, México.

Tatto, M.T. (1996, April). The limits and possibilities in reconstructing teacher-parent relations in the context of school reform. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Tatto, M.T. (1996, April). Examining values and beliefs about teaching diverse students: Understanding the challenges for teacher education. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Tatto, M.T. (1996, March). The reach and possibilities of teacher education. Paper presented at the annual meeting of the Comparative and International Education Society, Williamsburg, VA.

Tatto, M.T. (1996, March). Looking through different lenses: From “borrowing” to creating multiplicity and interdependence. Presentation at the annual meeting of the Comparative and International Education Society, Williamsburg, VA.

Tatto, M.T. (1995, September). Reconstructing teacher education for disadvantaged populations. Paper presented at the Oxford International Conference, New College, Oxford, UK.

Tatto, M.T., & Velez, E. (1995, March). A document-based assessment of teacher education reform initiatives: The case of México. Paper presented at the annual meeting of the Comparative and International Education Society, Boston, MA.

Tatto, M.T. (1994, March). Developing methodologies for international educational research in challenging settings. Paper presented at the annual meeting of the Comparative and International Education Society San Diego, CA.

Tatto, M.T. (1993, March). The current educational reforms and their impact on teaching practice in Mexican classrooms. Paper presented at the annual meeting of the Comparative and International Education Society. Kingston, Jamaica.

Tatto, M.T. (1993, March). The political and social context of teacher education: The case of Sri Lanka revisited. Paper presented at the annual meeting of the Comparative and International Education Society. Kingston, Jamaica.

Tatto, M.T. (1992, July). Teacher education, recruitment, deployment and retention policies for teachers in peripheral areas. Presentation at the Eighth Congress of the World Council of Comparative Education Societies, Prague, Czechoslovakia.

Tatto, M.T., Kennedy, M. & Schmidt, W. (1992, April). Understanding the core and the challenges for teacher education: An analysis of faculty, experienced, and prospective teachers' views of teaching, learning, and learning to teach. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Tatto, M.T. (1992, March). The political and social context of teacher education: The case of Sri Lanka.

Paper presented at the annual meeting of the Comparative and International Education Society, Annapolis, MD.

Tatto, M.T. & Kularatna, N.G. (1992, March). Sources of school effectiveness in Sri Lanka. Paper presented at the annual meeting of the Comparative and International Education Society, Annapolis, MD.

Tatto, M.T. (1992, March). Teacher education, recruitment, deployment and retention as strategies to improve the quality of education in the periphery: A review of the literature. Paper presented at the annual meeting of the Comparative and International Education Society, Annapolis, MD.

Tatto, M.T. (1991, April). The interpersonal dimension of distance education for teachers the case of Sri Lanka. Presentation at the annual meeting of the American Educational Research Association.

Chicago, IL.

Tatto, M.T. (1991, March). The cost-effectiveness of distance education for teacher training. Paper presented at the annual meeting of the Comparative and International Education Society, Pittsburgh, PA.

Tatto, M.T. (1991, March). A focus on basic education: A comparative analysis of U.S. and Mexican most recent educational reform movements. Presentation at the Comparative and International Education Society annual meeting. Pittsburgh, PA.

Tatto, M.T. (1990, April). Examining strategies for effective teacher education in Sri Lanka. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Tatto, M.T. (1990, March). Examining the costs and effects of teacher education: The case of Sri Lanka.

Paper presented at the annual meeting of the Comparative and International Education Society. Anaheim, CA.

Tatto, M.T. (1989, April). Teacher education in Sri Lanka: An effectiveness study. Presentation at the annual meeting of the Comparative and International Education Society, Cambridge, MA.

Tatto, M.T. (1989, March). Research on teacher education: Crafting a methodology for an emerging field of inquiry. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Tatto, M.T. (1989, March). Educational reform and teacher education in Sri Lanka. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Tatto, M.T. (1988, September). Conceptions of teachers' thinking about learning to teach: A baseline study. Presentation at the International Study Association on Teaching Thinking, University of Nottingham, England.

Tatto, M.T. (1988, March). U.S. higher education for Latin Americans, when does it work? An organizational analysis. Presentation at the annual meeting of the Comparative and International Education Society, Atlanta, GA.

Tatto, M.T. (1987, April). The impact of U.S. education programs on Latin American institutions and communities. Paper presented at the International Forum, Harvard Graduate School of Education, Cambridge, MA.

## INVITED LECTURES

(Selected invited lectures)

Tatto, M. T. (2024, May-June). Keynote presentation. Association for Teacher Education in Europe (ATEE) Summer Conference. University of Bergamo, Italy.

Tatto, M. T. (2023, November). A Comparative International Study of Differences in Beliefs between Future Teachers and their Educators. Invited Presentation for the Comparative and International Education Research Group. University of Oxford, England, UK.

Tatto, M. T. (2023, October). Invited Panel Discussion on international perspectives on teacher education and development. *Teacher Professional Development in times of global and glocal transformations, International Perspectives and Challenges*. Association for Teacher Education in Europe (ATEE) Winter Conference. University of Minho, Braga, Portugal.

Tatto, M.T. (2023, September). Teacher Education and Development Policy and Practice. International Symposium on Teacher Professional Development. CETE - Tata Institute of Social Sciences, Mumbai, India.

Tatto, M.T. (2023, June). Reimaging Sustainable Learning Futures: Developing Teachers’ Research Capacity Toward Equitable Educational Practices. *The British Academy: Lessons of Resilience and Inclusion from COVID*. Kohn Centre, Royal Society, 6-9 Carlton House Terrace, London.

Tatto, M.T. (2022, December, 10*). Reforming teacher education to improve learning outcomes*. Keynote address. Second International Symposium on Evidence-Based Teacher Education. Beijing Normal University Center for Teacher Education Research and Shaoguan University.

Tatto, M.T. (2019, July). *Challenge 6: Can we evaluate teaching quality fairly without considering the context and teachers’ previous experiences including their knowledge and beliefs?* Symposium on evaluating teacher quality. Invited participation. The Education Development Trust and the University of Oxford Department of Education, Oxford, U.K.

Tatto, M.T. (2019, May). *Comparative teacher education research: Global perspectives in teacher education past, present and future*. Public Seminar Series. University of Oxford, Department of Education, Oxford, England.

Tatto, M.T. (2019, May). *A Comparative International Study of Differences in Beliefs between Future Teachers and their Educators*. Invited keynote address to the ISATT Conference. Institute of Psychology and Education, KFU: Kazan, Russia.

Tatto, M.T. (2018, November). [*Las politicas de aseguramiento de la calidad docente: evidencia*](https://www.youtube.com/watch?v=DIffZnqMF38)[*empirica, promesas y desafios*](https://www.youtube.com/watch?v=DIffZnqMF38)(Quality assurance polices: research evidence, promises and challenges). Keynote address to the Comission Nacional de Acreditacion (CNA-Chile) in the Seminario Internacional Formacion Inicial Docente y Aseguramiento de la Calidad. Contraloria General de la Republica, Santiago, Chile [<https://www.youtube.com/watch?v=DIffZnqMF38>].

Tatto, M.T. (2018, May). *Evidence from the FIRSTMATH cross-national study of novice teachers*. Invited keynote address to the ISATT Conference. Institute of Psychology and Education, KFU: Kazan, Russia.

Tatto, M.T. (2017, October). *La psicologia aplicada a la planeacion y a la politica educativa y social: Evidencia del estudio internacional IEA-TEDS-M*. (Applying psychology to educational planning and

social policy: Evidence from the international study IEA/TEDS-M). Keynote address to the XXV Congreso Mexicano de Psicologia, Puerto Vallarta, Mexico.

Tatto, M.T. (2017, June). Addressing inequalities, mobility and dislocation: Insights from international research and practice for teachers and teaching. In Lynn Paine (Chair), held at Michigan State University, East Lansing, MI, USA.

Tatto, M.T. (2017, May). [*Transforming teacher education to improve learning outcomes*.](https://youtu.be/hatTWpn6cas) Keynote address for e-seminar UNESCO-IIEP, May 29-June 2nd.

Tatto, M.T. (2016, June). *Learning to Teach Mathematics: A Cross-National Study of Pre-Service and Novice Teachers, A Project on Building Capacity: Personal, Institutional and Collective Professional Growth*. Invited Keynote Address to Bath Spa University, Institute for Education, Bath, England.

Tatto, M.T. (2016, May). *Learning to Teach: Developing Research Capacity*. Invited Keynote Address to the II International Forum on Teacher Education. Institute of Psychology and Education, Kazan Federal University, Kazan, Russia.

Tatto, M.T. (2015, May). *Learning to Teach Mathematics: Research Evidence from the IEA TEDS-M International Study and Planning for FIRSTMATH Follow Up Study*. Invited Keynote Address to the Inter-American Conference on Mathematics Education (CIAEM), Tuxtla Gutierrez, Chiapas, Mexico.

Tatto, M.T. (2014, September*). Learning to Teach Science: Lessons from an International Study on the Acquisition of Mathematics Knowledge for Teaching*. Invited to address to the Royal Society at Chicheley Hall, Chicheley in England.

Tatto, M.T. (2012, February). *Effective mathematics teacher education: Lessons from an international and comparative study.* Invited presentation delivered at the Michigan School Testing Conference, Ann Arbor, MI.

Tatto, M.T. (2011, November). *The Role of Pre-Service Teacher Education in the Acquisition of Mathematics Knowledge for Teaching: A Missing Construct in the Concept of Teacher Quality*. In

G.K. LeTendre & A. W. Wiseman (Chairs) American Educational Research Association (AERA) Research Conference Promoting and Sustaining a Quality Teaching Workforce, Lehigh University, Bethlehem, PA.

Tatto, M.T. (2011, October). *Policy research in teacher education*. In M. McPherson & H. Brighouse (Chairs) Achieving the Aims of Higher Education: Problems of Morality and Justice. Participant in a Spencer Foundation workshop, Northwestern University, Evanston, IL.

Tatto, M.T., & Reckase, M. (2011, September). Opportunities and challenges of using IRT in TEDS-M. In A. Izsak and J. Remillard (Chairs), *Interdisciplinary Conference on Assessment in K-12 Mathematics: Collaborations between Mathematics Education and Psychometrics*. Invited paper presented at the National Science Foundation and University of Georgia Research Conference, Atlanta, GA.

Tatto, M.T. & Senk, S.L. (2011, May). [The IEA Teacher Education Study in Mathematics (TEDS-M)](https://www.youtube.com/watch?v=6HRzhLLTZ4U) [Findings.](https://www.youtube.com/watch?v=6HRzhLLTZ4U) In S. Beckmann (Chair), *Critical Issues in Mathematics Education Series Workshop: The Mathematical Education of Teachers*. Invited presentation at the Mathematical Sciences Research Institute, Berkeley, CA. (video starts at ~45 min.)

Tatto, M.T. (2011, March). *Learning to teach mathematics at the primary and secondary levels: Findings from the TEDS-M Study*. Invited address at the Human Development Forum organized by the World Bank, Washington, DC.

Tatto, M.T., Paine, L. & Schwille, J. (2005, May). *Analyzing the relation between theory and practice in three country case studies*. Keynote address presented on behalf of P-TEDS collaborators in eight countries at the conference of the International Commission of Mathematical Instruction (ICMI)-The 15th Study: The Professional Education and Development of Teacher of Mathematics, São Paulo, Brazil.

Tatto, M.T., Schwille, J., & Rodriguez, E. (2005, May). *Theoretical perspectives on teacher knowledge and their implications for cross-national research on mathematics teacher education impact*.

Presented at the conference of the International Commission of Mathematical Instruction (ICMI)-The 15th Study: The Professional Education and Development of Teacher of Mathematics, São Paulo,

Brazil.

Tatto, M.T. (2002, September). *Reforma en la preparación de maestros: Una perspectiva comparada*.

Keynote address delivered at the XX Congreso de Investigación en la Educación. Universidad de las Américas, Puebla, México.

Tatto, M.T. (2000, April). *Assessing what we know about teacher quality and development: Empirical indicators and methodological issues in comparative perspective*. Paper prepared for the Board on Comparative and International Studies in Education, National Academy of Sciences/National Research Council. Washington, D.C.

Tatto, M.T. (1999, June-July). *Conceptualizing and studying teacher education across world regions: An overview*. A background paper commissioned by the World Bank, and prepared for the Conference on Teachers in Latin America: New Perspectives on their Development and performance, San Jose, Costa Rica.

Tatto, M.T. (1999, January). *La investigacion evaluativa en la mejora de la calidad de los programas de educacion de maestros* (The role of evaluation research in improving the quality of teacher education). Invited presentation at the conference La Reforma Educativa en America Central, Panama y la Republica Dominicana, Harvard University, The World Bank and the Interamerican Development Bank in collaboration with the government of El Salvador, San Salvador, El Salvador.

Tatto, M.T. (1993, June). *Relative effectiveness of different forms of teacher training*. In Policies affecting learning outcomes through impacts on teachers. Seminar at the World Bank/Harvard Institute for International Development, Cambridge, MA.

Tatto, M.T. (1992, December). Usable research knowledge to inform current reforms for improving the quality of education in México. Presentation at the International Conference on the Quality of Mexican Basic Education (Seminario sobre la calidad de la educación básica en México), Cocoyoc, México.

Tatto, M.T. & Kularatna, N.G. (1992, September). *The sources of school effectiveness in Sri Lanka: The impact of the contexts of schooling on teaching practice and pupil achievement*. Paper presented at the International Conference on BRIDGES Findings, Cambridge, MA.

Tatto, M.T. & Kularatna, N.G. (1992, September). *The influence of teacher and pupil background on teacher education impact in Sri Lanka*. Paper presented at the International Conference on BRIDGES Findings, Cambridge, MA.

Warwick, D.P. & Tatto, M.T. (1992, September). *The influence of teacher and pupil background on teacher education impact in Pakistan and Sri Lanka*. Presentation at the International Conference on BRIDGES Findings, Cambridge, MA.

Tatto, M.T. (1990, February). *The effectiveness and costs of teacher education in Sri Lanka*. In B. Fuller (Chair), Teacher training in the Third World: Policy options, effects, and costs. Seminar organized by the United States Agency for International Development and the World Bank, Washington, DC.

Tatto, M.T. (1990, February). *Cost-effectiveness of alternative approaches to teacher training*. In What works? Seminar organized by the USAID Foreign Service Institute, Arlington, VA.

***Teaching***

## COURSES TAUGHT / DEVELOPED

### Courses at the Undergraduate Level:

* TE 250 (Global) Human Diversity, Power and Opportunity in Social Institutions in a Global Context (Fall 2012), collaborated in course development.
* TE 250 Human Diversity, Power and Opportunity in Social Institutions (taught for fourteen (14) years developed the course in collaboration with other instructors during the transition to the semester system beginning in Fall 1998, 1999, 2000, 2001, 2003, 2004; Summer 2006 (2

sections), 2007, 2009 (2 sections), 2010 (2 sections); Spring 2011; Spring 2012).

* TE 353 International Education (proposed and developed the course Spring 2012, 2013).
* TE 450 School and Society (taught for 10 years beginning in Spring and Fall 1988-1998).

### Courses at the Masters Level:

* Sabbatical year – Fall 2023-Spring 2024.
* GLE501 – Global Thinking in Education. Online. Developed and taught the course. Spring, 2020, Fall, 2020, Spring 2021, Fall 2021, Fall 2022.
* GLE502 – Inquiry in Global Education. Online. Developed and taught the course. Summer, 2020.
* GLE504 – Exploring Issues in the Global Education Research Literature. Online. Developed and taught the course. Fall, 2020, Fall 2021.
* GLE506 – Applied Inquiry in Global Education. Online. Developed and taught the course. Spring, 2021, Spring 2022, Spring 2023.
* GLE598 – Philosophy of Educational Research. Online. Developed and taught the course. Summer, 2020.
* GLE593 – MEd Global Education Program: Culminating Experience: Applied Research Project. Summer 2021, Fall 2021, Spring 2022, Summer 2022, Spring 2023, Summer 2023.
* TE 801 and TE 803 Professional Roles and Teaching Practice (collaborated in course development during the transition to the semester system Fall 1998, Spring 1999; Fall 2014).
* TE 815 Comparative Analysis of Educational Practice (proposed and developed the course Summer 2001 & 2004 in Valbonne, France);
* TE 816 Education in Transition (proposed and developed the course, Fall 1997).
* TE 820 Power and Pluralism in Practice (proposed and developed the course, Spring 1995).
* TE 822 Issues of Culture in Classroom and Curriculum (Summer 2001 in Valbonne, France).
* TE/CEP 826 Evaluation of Educational Programs and Policies (proposed and developed the course, Spring 1998 – Spring 2004).

### Courses at the PhD Level:

* TEL 712 Mixed Methods of Inquiry (Spring 2020)
* DCI 791 Proposal Writing Seminar (Fall 2018)
* EPA 691 Proseminar in Education Policy Study II (Spring 2017, Spring 2018)
* TEL 707 Reading the Research – online (Fall 2017)
* EPA 691 Proseminar in Education Policy Study I (Fall 2016, Fall 2017, Fall 2018)
* TE 902 Proseminar in Curriculum, Teaching, and Educational Policy II (Spring 2016).
* TE 919 Policy Analysis in Education (developed the course Fall 2010, 2011, 2012).
* TE920 Social Analysis of Educational Policy (developed the course Spring 2015)
* TE 923 Comparative Perspectives on Teaching, Curriculum, and Teacher Education (re-designed the course, Spring 2009).
* TE 931 Introduction to Qualitative Methods in Educational Research (Spring 2013).
* TE 934 Introduction to Quantitative Methods in Educational Research (Spring 2016).
* TE 965 The Craft of Policy Analysis (Spring 1997, 1999, 2001 (re-designed the course with University of Michigan Virginia Richardson & D. Roosevelt), 2005).
* TE 975 Policy Perspectives on Teaching and Teacher Education (proposed and developed the course Fall 2002).
* TE991 Evaluation Research and Policy Analysis (proposed and developed the course, Summer 2005).

### Program Director/Course Coordination

Director, Master of Education, Global Education (2016- ). Leading the development of the program which went online in Spring 2020. Developed six of the ten foundational courses in the program. The first cohort graduated in Summer 2021. Arizona State University.

Course Coordinator, Master of Education, Global Education (2016- ). Coordinating the following courses: GLE501, GLE502, GLE504, GLE506, GLE593, GLE598 – Philosophy of Educational Research. Arizona State University.

PhD Program in Educational Policy and Evaluation (2016 - 2019). Member of the committee that coordinates the program including program admissions, requirements, curriculum, and general opportunities to learn. Arizona State University.

TE801-803 (2014 - 2016). Coordinated the course for Secondary Teacher Interns. Redesigned the course, changed the meeting schedule to meet more frequently on campus and developed materials for online modules to complement and support interns in their last year of their teacher education program. Mentored all instructors in weekly meetings. Collaboratively developed online modules for the course including modules on special education, assessment, lesson planning, formative and summative evaluation and other low-stake ways to assess pupils learning, among others. Aligned the course with the InTASC Model Core Teaching Standards and CAEP requirements. Michigan State University.

TE250 (1998-1999) – Coordinated the course for elementary and secondary candidates to the teacher education program. Redesigned the course, mentored doctoral students, and introduced the Service Learning component for which the course received the MSU Curricular Service-Learning and Civic Engagement Award in 2012. Michigan State University.

## SUPERVISION/MENTORING OF POSTDOCTORAL FELLOWS

June 2007-June 2008 Yukiko Maeda. Teacher Education Study in Mathematics (IEA/TEDS-M) International Study Center, Michigan State University

June 2007-June 2008 Soo-Young Byun. Teacher Education Study in Mathematics (IEA/TEDS-M) International Study Center, Michigan State University

## DISSERTATIONS DIRECTED

### Doctoral dissertations (chair and/or director)

1998 Rajendran Nagappan (Advisor, Director, Graduated Spring of 1998). *Teaching Higher- Order Thinking Skills In Language Classrooms: The Need For Transformation of Teaching Practice*. Unpublished dissertation, Michigan State University, East Lansing, MI. Currently Associate Professor of Cognitive Sciences and Human Development at Universiti Pendidikan, Malaysia.

2008 Kim, Young Yee (Advisor, Chair, Graduated Spring 2008). *Effects of test linking methods on proficiency classification: UIRT versus MIRT linking*. Unpublished dissertation, Michigan State University, East Lansing, MI. Currently Research Associate, American Institutes of Research, Washington, DC.

2013 Giovanna Moreano-Villena (Advisor, Director, Graduated Spring 2013). *School mathematics reform and teacher education programs in Peru: An analysis of mathematics future teachers’ beliefs and opportunities to learn*. Unpublished

dissertation, Michigan State University, East Lansing, MI. Currently Coordinator for the team researching the study of factors related to educational achievement, Unit of Educational Quality Measurement, Ministry of Education, and teaches courses on educational research at the Pontifical Catholic University of Peru, in Lima, Peru.

2014 Chang, Fida-Hussain (Advisor, Director, Graduated Spring 2014). *Teacher Education Policies and Programs in Pakistan: The Growth of Market Approaches and Their Impact on the Implementation and the Effectiveness of Traditional Teacher Education Programs*. Unpublished dissertation, Michigan State University, East Lansing, MI. Currently at the Department of Education at Sukkur IBA, Pakistan.

2015 Poitra, Christie (Advisor, Director, Graduated Spring 2015). *Lessons from the past, and planning for the future: The political processes of educational policy development Among Native American tribal governments*. Unpublished dissertation, Michigan State University, East Lansing, MI. Currently at Office of the Dean, College of Education, Michigan State University, East Lansing, MI.

2016 Pippin, James (Director, Graduated Fall 2016). *Teacher recruitment and retention in a high-stakes era: The case of Michigan*. Unpublished dissertation, Michigan State University, East Lansing, MI. Currently Research Associate, College of Education, Michigan State University, East Lansing, MI.

### Graduated Students Other than Advisees

|  |  |
| --- | --- |
| 2013 | Patrick Leahy, Curriculum Teaching and Education Policy (Committee Member) |
| 2012 | Pamela Lou Campbell. Educational Administration (Committee Member). |
| 2012 | Paul Edward Tanner, Educational Policy (Committee Member). |
| 2005 | Kevin G. Basmadjian. Curriculum, Teaching & Educational Policy (Committee Member). |
| 2006 | Tara Sue Donahue. Curriculum, Teaching & Educational Policy (Committee Member). |
| 2001 | Karen Lynn Miller Estep. Educational Administration (Committee Member). |
| 2001 | Elena Papanastasiou. Measurement & Quantitative Methods (Committee Member). |
| 2000 | Scott Johnson. Teacher education (Committee Member). |
| 1999 | Michael Clifford Rodriguez. Measurement& Quantitative Methods (Committee Member). |
| 1999 | Annie Woo. Measurement& Quantitative Methods (Committee Member). |

**Current advisees/students, I supervise (2016 - )**

Seda Ozbek (2020 - 2021)

Marina Basu (2019 - 2020) Neelakshi Rajeev Tewari (2018 - )

Ivet Parra (2017 - 2021), comprehensive examination (2020; dissertation proposal defense, 2021).

Lindsey Brown (2021- )

### Advisor/Supervisor on Graduate Level Fellowships/Scholarships

Neelakshi Tewari, University Graduate Fellowship, Arizona State University (2018, 2019, 2020).

James Pippin, Educational Policy, Graduate School and College of Education Dissertation Completion Fellowship Summer 2016. Dissertation Title: *Novice Teaching in High Stakes Contexts: The Michigan Experience as a Local Case of a Global Trend*. Dissertation based on my NSF FIRSTMATH study, Award of 6,000).

Corey Savage, Educational Policy, College of Education Summer Research Fellowship (SRF), Summer 2016. Deliverables: Three publishable papers based on my NSF TEDS-M research study, (Award of 6,000).

Christie Poitra, Educational Policy, Graduate School and College of Education Dissertation Completion Fellowship Summer 2014. Dissertation Title: *Understanding the Political Process of Educational Policy Development among California Tribal Governments*, (Award of 6,000).

Wei Liao, College of Education Summer Renewable Research Fellowship (SRRF) Summer 2014 & 2015. Project title: *Investigating How Teacher Education Policies Influence Teacher Quality in High-Need Schools: Evidence from the Free Teacher Education (FTE) Policy in China*, (Award of 12,000 for 2 years).

Giovanna Moreano, Center for Latin American and Caribbean Studies (MSU), Grant from the Tinker Foundation, Summer 2012 in support of data collection for Dissertation: *School mathematics reform and teacher education programs in Peru: An analysis of mathematics future teachers’ beliefs and opportunities to learn* (Award of 1,500), and Graduate School and College of Education Dissertation Completion Fellowship (Award of 6,000).

### Student committees (other than advisees)

Amy Bucknell, Educational Policy

Bernadette Castillo, Curriculum Instruction and Teacher Education Abraham Ceballos-Zapata, Curriculum Instruction and Teacher Education Kristina A. Crandall, Curriculum Instruction and Teacher Education Lynette Deaun Guzman, Mathematics Education

Tamara Heck, Curriculum Instruction and Teacher Education Melinda Hernandez, Higher, Adult, and Lifelong Education

Wei Liao, Curriculum Instruction and Teacher Education, and Educ. Policy Jawuan Miguel Meeks, Curriculum Instruction and Teacher Education Sandra Kurtti Pylvainen, Curriculum Teaching and Education Policy

Ola Stacey Rostant, Measurement& Quantitative Methods Sarifah N. Syed-Anuar, Educational Policy

Rosemarie Ann Vanham, Rehabilitation, Counselor Education Erica Wondolowski, Rehabilitation, Counselor Education Dwi Yuliantoro, Curriculum, Teaching & Educational Policy

### Masters Advisees (and date of graduation)

**MEd. Global Education Program, Arizona State University**

Fall 2021-Spring 2023

Ahearne Andrew, Berkhoudt Jesse, Bryars Emily, Holyoak Morgann, Ike Conor, McFadden Danielle, Mielnick Morgan, Nelson Melissa, Ozier Chris, Pfeiffer Ruby, Tanner Danielle

Spring 2021-Summer 2022

Carrillo Cynthia, Goncalves Da Silva Shinaaz, Hann Adriahna, Hennessy Megan, Pippett Alexandra

Fall 2020-Spring 2022

Gonzales Alyssa, Hightower Sarah, Horton Corinne, Hooks Carlota, Hughes Tina, Luu Valentine, Schumaker Luke, Waag Essa, Washington Jaraux.

Summer 2020-Fall 2021

Briley Megan, Close-Haines Makala, DeJulio Nadalena, Glover Zoe, Graham Emily, Hernandez Marcia, Morris Megan, Sakata Hisayuki, Synychych Marta, Weathers Kellyne.

Spring 2020-Summer 2021

Babcock Troy, Bates Alex, Bischoff Sarah, Brown Lindsey, Couch-Edwards Meghan, Duggan Dana, Graves Sara, Henderson Pamela, Kaiser Nicole, Loftin Erika, Novak Arra, Surdam Gary, Tully Dylan, Vazquez-Bodkin Natalia.

### MEd Education, Michigan State University

1998-1999

Strong (Dalton), Melissa Lynn, Hsu, Chu-Chin, Mosqueda, Julie Ann, Tembras-Gardner, Elizabeth, Wierenga, Amber Beth.

2000-2001

Doctora, Carolyn, Garcia, Jeremy Troy, Mahon, Donna Patricia, Mayfield, Paul Deshawn, Moreno, Veronica Lynn, Placido, Kristy Sandin, Schafer Jennifer Renee, Yolonda Marie- Isabel.

***Evidence of Outreach/Service***

## COMMITTEES

### University Committees

|  |  |
| --- | --- |
| **2014-2016** | Member, [University Committee on Faculty Tenure,](http://www1.provost.msu.edu/UCFT/%5D) MSU |
| **2010-2013** | Advisory Council, Center for Latin American and Caribbean Studies, MSU |
| **2008-2011** | Member, University Curriculum Committee, Sub-Committee “C”, MSU |
| **1992-1995** | Member, University Grievance Committee, MSU |
| **1991-1998** | Member, International Studies and Programs Advisory Committee, MSU |
| **1991-1992** | Member, University Hearing Board, MSU |
| **1991/Aug** | Member, International Studies and Programs Search Committee for Assistant Dean, MSU |
| **1989-1991** | Member, Advisory Board of the Thoman Fellowship (directed at supporting MSU students' analysis and development of strategies to solve problems related to food and hunger in developing countries), MSU |

### College Committees

|  |  |
| --- | --- |
| **2020 -2023** | MLFTC, College Governance Committee, ASU |
| **2021** | MLFTC, Personnel Evaluation Committee,  |
| **2019** | ASU HIDA MLFTC Seed Funding, Committee |
| **2017-2018** | MLFTC, Pinnacle Chair, Search Committee, ASU |
| **2017-2018** | MLFTC, Personnel Evaluation Committee, Member, ASU |
| **2014-2016** | College Faculty Advisory Committee (FAC), MSU |
| **2013-2014** | Co-leader Fellowship to Enhance Global Understanding Program – Mexico, MSU |
| **2008-2011** | College Curriculum Committee, MSU |
| **2009-2012** | Member, Scholarship committee to select deserving graduate students, MSU |
| **2000-2016** | [Education Policy Center,](http://education.msu.edu/epc/) College of Education, Michigan State University, Faculty Associate. |
| **2000** | Member, Committee to Develop the Policy Center (committee appointed by the Dean), MSU |
| **1988-1989** | Member, Committee for the selection of Outstanding Educational Scholars Program, MSU |
| **1991 - Summer** | Search Committee. Department of Counseling, Educational Psychology and Special Education, MSU |

### Department Committees

|  |  |
| --- | --- |
| **2016-2019** | Educational Policy and Evaluation PhD Program, Coordinating Committee |
|  | Member, Div. Leadership and Innovation, ASU |
| **2014-2015** | Search Committee Member (affirmative action advocate), Teacher education |
|  | world language search committee, MSU |
| **2014-2016** | Coordinator, TE801-803 “Professional Roles & Teaching Practice” for the |
|  | internship year, including scheduling classes and periodic information meetings, |
|  | staffing the course, and mentoring graduate students teaching the course, MSU |
| **2012-2013** | Chair, Administrative Program Review Co. for the CITE PhD program, MSU |
| **2011-2012** | Search Committee Member (affirmative action advocate), Teacher education |
|  | quality search committee for senior faculty, MSU |
| **2010-2011** | Member, Doctoral Education Committee (2010-2011), MSU |
| **2000-2005** | Member, Reappointment, Promotion and Tenure Evaluation Committee (TE, MSU |
| **1990-1993** | Member, Reappointment, Promotion and Tenure Evaluation Committee (TE, MSU) |
| **1988-1989** | Member, Reappointment, Promotion and Tenure Evaluation Committee (TE, MSU) |
| **2000-2003** | Member, Teacher Preparation Policy and Curriculum Committee (TP/APPC, MSU) |
| **1999-2004** | Chair, Teacher Preparation Evaluation Committee Dept. Teacher Education, MSU |
| **1998- 2000** | Member, Search Committee. Department of Teacher Education, MSU |
| **1998-1999** | Coordinator, TE 250 “Human Diversity, Power and Opportunity in Social Institutions” including scheduling classes and periodic information meetings, and staffing the course; during this year I formally introduced in the history of this course the Service Learning component, MSU |
| **1993-1995** | Member, Committee for Doctoral Level Comprehensive Exams Dept. Teacher Education, MSU |

## PROFESSIONAL AFFILIATIONS AND ACTIVITIES

### Leadership Positions

* Chair for AERA’s Division K Award 'Exemplary Research in Teaching and Teacher Education' (2020-2021, 2021-2022).
* Member [Basic Education Coalition](https://www.basiced.org/) Board (2020 - 2022). Technical working group: Monitoring and Evaluation, Washington, DC (appointed by the Dean as a representative for MLFTC).
* *Leader - United States*, Global Teacher Education Summit (Oxford 8-9 September 2019- September 2021). Participated in this University of Oxford Initiative designed to attract 20-25 leading teacher education researchers from Australia, Belgium, Canada, England, Finland, Hong Kong SAR, Ireland, the Netherlands, New Zealand, Norway, People’s Republic of China, Portugal, Scotland, and the USA. The Summit aimed to begin the development of a research consortium and design a global research agenda to inform large-scale, longitudinal, and multi-site research investigating the impact of current teacher education policies and practices (first meeting: Oxford 8-9 September 2019, with future work meetings planned during AERA and EERA, and a book published in 2021).
* *Leader*, World Education Research Association International Research Network: Learning to Teach: Building Global Research Capacity for Evidence-Based Decision Making (2014-). In collaboration with the University of Oxford, we bring together education colleagues across different world settings interested in pursuing context-driven collaborative historical, theoretical, and empirical work seeking to answer the question about the conditions that best support teacher learning throughout the life-cycle and to develop the capacity to produce in-country research to back such conclusions. Product: Tatto, M.T., and Menter I. (Eds.). (2019). [*Knowledge, Policy and*](https://bloomsbury.com/uk/knowledge-policy-and-practice-in-teacher-education-9781350068681/)[*Practice in Learning to Teach: A Cross-National Study*.](https://bloomsbury.com/uk/knowledge-policy-and-practice-in-teacher-education-9781350068681/) London: Bloomsbury Academic. DOI: https://doi.org/10.5040/978135006871
* *President*, Comparative Education and International Society (2008-2012): *Vice-President* (2008- 2009); *President-elect and Program Chair* (2009-2010); *President* (2010-2011); *Immediate Past President* (2011-2012). Led the Comparative Education and International Society comprised of nearly 2000 professional and student members; chair the organization's Board of Directors; represent the organization on the World Congress of Comparative Education Societies; guide the development of the academic program for the Society's annual meeting; maintain communication among the organization's standing committees and elected officers; oversee the budget, recruitment, nominations, long-range—planning (introduced and transitioned submission system to “all-academic”), communications, awards, and publications.
* *Member of the Board of Directors*, Comparative Education and International Society (1994- 1997).

### Selected Professional Memberships:

* American Educational Research Association.
* Association of Mathematics Teacher Educators.
* British Educational Research Association.
* Comparative International Education Society.
* Consejo Mexicano de Investigacion Educativa.
* European Educational Research Association.
* National Association of Universities and Higher Education Institutions in México.
* National Council of Science and Technology in México.
* National Council of Teachers of Mathematics.
* Oxford Educational Society.
* Phi Delta Kappan, MSU Chapter.
* Psychology of Mathematics Education, North American Chapter (PMENA).
* World Educational Research Association.

### Selected Editorial Consultation

* [Bloomsbury Education and Childhood Studies](https://www.becs-bloomsbury.com/editorial-board) - A Digital Resource: Editor-in-Chief: Primary and Secondary Education (2017 - )
* CIES Ad Hoc Committee on the CIES/World Bank International Education Compendium (2001- 2001), Member.
* [*Comparative Education Review*](https://www.cies.us/page/CERJournal): Advisory Board Member (2018 - 2023)
* *Educational Evaluation and Policy Analysis*, Editor (2022 - )
* *Educational Evaluation and Policy Analysis*, Editorial Board Member, (2001-2005)
* [*Educational Policy Analysis Archives*](http://epaa.asu.edu/ojs/about/editorialTeam)(EPAA) Editor (2016- 2018).
* [*Educational Policy Analysis Archives*](http://epaa.asu.edu/ojs/about/editorialTeam)(EPAA) Editorial Team (2009- 2016).
* *European Journal of Teacher Education*, International Advisory Board (2020 -)
* *Evaluation Review. A Journal of Applied Research*. University of California, Associate Editor (1988-1991).
* [*Journal of Teacher Education*](http://jte.sagepub.com/)(JTE) – Co-editor in Chief with R. Floden, G. Richmond, D. Carter-Andrews (2014- 2016).
* [*Research in Comparative and International Education*](http://www.wwwords.co.uk/rcie/editorialboard.asp)(2007- ), International Advisory Committee.
* *Revista Mexicana de Investigación Educativa,* Editorial Board Member
* [*STEM Education,*](https://www.aimsciences.org/journal/A0000-0006)Editor in Chief, Mathematics and Statistics Section*.* A journal of the American Institute of Mathematical Sciences (2020- ).
* *The Curriculum Journal*, a Journal of the British Education Research Association: International Advisory Board (2020 - )
* [World Congress of Comparative Education Societies](http://www.wcces.net/) (WCCES) (2007-2009). Reviewed submissions, with the peer review team, collected best submissions and edited a book: [*Reforming*](https://www.sensepublishers.com/media/873-reforming-teaching-and-learning.pdf)[*teaching and learning*,](https://www.sensepublishers.com/media/873-reforming-teaching-and-learning.pdf) Sense Publishers.

### Grant review panels

**–**

**2023 June-2024** Member Educational Sciences Panel. Stimulus of Scientific Employment, 6th Edition. Fundacao para e Ciencia e a Tecnologia, Portugal.

**2020 (April)** National Science Foundation, Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR) Level 1 FY20 Teacher Prep Panel (member)

**2016 (November)** David L. Clark National Graduate Student Research Seminar in Educational Administration Policy, AERA (reviewer of applications at ASU)

**2016 (April)** Lyle Spencer Research Awards

**2014 (February)** National Science Foundation, Education and Human Resources (EHR)/ Research on Learning in Formal and Informal Settings (DRL). Discovery Research K-12

**2012 (September)** National Science Foundation. Research and Evaluation on Education in Science and Engineering (DRL). Evaluation of Conference Proposal

**2010 (July)** National Science Foundation. Research and Evaluation on Education in Science and Engineering (REESE)

**2009 (October)** National Science Foundation Directorate for Education and Human Resources Directorate Division of Research on Learning in Formal and Informal Settings CAREER

**2006 (October)** National Science Foundation. Research and Evaluation on Education in Science and Engineering (REESE)

### Manuscript refereeing

* *American Educational Research Journal (one each in 2008, 2011, 2012, 2015, 2016)*
* *American Journal of Education (one each in 2008, 2011)*
* *American Research Journal (one 2011)*
* *British Educational Research Journal (one each in 2018, 2019)*
* *Comparative Education Review (one each in 1999, 2000, 2003, 2008, 2011, 2012, 2013, 2019,*

*2020)*

*Comparative Education Review, member of the Comparative Education Review Ethics Committee (2021 - )*

* *Curriculum Journal (one in 2020, five in 2021, seven in 2022)*
* *Diaspora, Indigenous, and Minority Education* (*one in 2016*)
* *Educational Evaluation and Policy Analysis (one each in 2001, 2003)*
* *Educational Researcher (one in 2020)*
* *Educational Research for Policy and Practice (one in 2020)*
* *Elementary School Journal (one in 2009)*
* Emerald Publishing – Book reviewer: *Historical development of teacher education in Chile*

(2017)

* *European Journal of Teacher Education (one in 2018)*
* *International Journal of Educational Research (two in 2022)*
* *International Journal of Science and Mathematics Education (one in 2017)*
* John Hopkins University Press, *Teaching the World’s Teachers* (2020)
* *Journal of Mathematics Teacher Education (one each 2013, 2014, 2018, 2019, two in 2020)*
* *Journal for Research in Mathematics Education (two in 2019, two in 2020, two in 2022)*
* *Journal of Teacher Education (2011, for four TEDS-M related papers in pages 121-201 March/April issue V. 62 (2); one in 2019, one in 2020)*
* *Learning and Instruction (one in 2019)*
* *Oxford Encyclopedia of International Education (2017)*
* *Oxford Review of Education (one each in 2016, 2017)*
* Palgrave Macmillan publishing proposal: *The Palgrave Handbook of Teacher Education in Central and Eastern Europe (August 2020-August 2022).*
* *Review of Educational Research (one in 2022)*
* *Revista Mexicana de Investigación Educativa (one in 2012)*
* *South Africa Journal of Education (one in 2016)*
* *Teaching Education (one in 2019)*
* *Teaching and Teacher Education (one in 2012, two in 2015, one in 2020, two in 2022)*
* *World Education Research Association, Yearbook (one in 2014)*
* *ZDM Mathematics Education (one in 2017)*

### Conference Service

* Served as chair and discussant of AERA sessions including symposia and roundtables (2017, 2018, 2019, 2020, 2021, 2022, 2023).
* Served as chair and discussant of WERA Symposium (2015 -).
* Proposal reviewer WERA (2014 - )
* Yearbook reviewer WERA (2016 -)
* President-elect and Program Chair, Comparative International Education Society (CIES) (2009- 2010). - Organized the 2010 CIES Annual Conference and Program in Chicago, Ill. (est. attendance 2000 members).
* Convener, World Congress of Comparative Education Societies (WCCES) (2007, September). International Convener for Thematic Group D Teaching and Learning, Sub-Theme 9: Teachers and Teacher Education. XIII and the Mediterranean Society of Comparative Education in Sarajevo (Bosnia and Herzegovina).
* Proposal reviewer, American Education Research Association (since 1990) for Division D (Measurement and Research Methodology), Division K (Teaching and Teacher Education Policy and Research), and Division L (Educational Policy and Politics), AERA SIG-International Studies, and AERA SIG-Research in Mathematics Education (reviews range from 10-40/year).
* Comparative International Education Society reviewer (since 1987), general program (reviews range from 5-10/year).
* AERA: Co-Chair Division D3, Measurement and Evaluation (with Mark Reckase) 2000-2001.

## OTHER ACTIVITIES/ACCOMPLISHMENTS – SERVICE/OUTREACH

### Special Service to the National / International Community

|  |  |
| --- | --- |
| **2024 (January 22)** | **Participant in Investigación de Formación Docente para el Convenio Andrés Bello de Integración Educativa, Científica, Tecnológica y Cultural. Latin America and Spain** |
| **2022 (December 10)** | Participated on a concept piece for RISE’s Education Norms Project. |
|  | **Research on Improving Systems of Education (RISE) Programme. Oxford Policy Management & Blavatnik School of Government, University of Oxford, UK.** |
| **2018 (November 7-8)** | 2025 NAEP Mathematics Assessment Framework Visioning |
|  | **Panel (member). National Assessment Governing Board and WestEd. Washington, D.C.** |
| **2018 (November 14-16)** | Las politicas de aseguramiento de la calidad docente: evidencia empirica, promesas y desafios (Quality assurance polices: research evidence, promises and challenges). **Teacher Education Evaluation Panel. National Accreditation Commission. Santiago, Chile** |

### Special Service to the State/Community

* Mary Lou Fulton Teacher College (February 2019). Junior Faculty Development Workshop: What is a good manuscript review and what good does it do you? Panelist. Farmer, Tempe.
* Mary Lou Fulton Teacher College (March 2018). Sponsored Prof. Ian Menter presentation: Student Teachers' Perceptions of Poverty and Educational Achievement: A Study in England, as part of the Educational Policy and Evaluation Speaker Series. Payne Hall, Tempe.
* Mary Lou Fulton Teacher College (February 2018). Learning to Teach: A Cross-National Study of Novice Teachers (Methodological Challenges with a focus on Novice Mathematics Teachers) with M. Rodriguez, U. Minn., M. Reckase, MSU, & W. Smith, U. Nebraska-Lincoln. Panel presentation as part of the MLFTC Speaker Series. Arizona Ballroom, Tempe.
* Mary Lou Fulton Teacher College (January 2018). Junior Faculty Development Workshop: From conception to publication – Part Two. Panelist. Poly Campus.
* Inter-American Development Bank (January 2016-). Advisor and Instructor Online Course: Recruiting and Selecting Quality Teachers: Teacher Education for Novice Teachers.
* British Academy (2015- ). Member of the project: ‘Educational studies - the university project in different jurisdictions’. Leaders: Geoff Whitty and John Furlong, University of Oxford.
* Royal Society (2014-). Member of the project: Nurturing Rich Learning and Teaching of Science. Leaders: Dr Anne Bowker, Dr Wai Yi Feng and Dr Judith Hillier (funded by Excellence in Science and the Ogden Trust).
* Inter-American Development Bank (October 2014-). Advisor: Improving Math Learning Using Technology in Latin America.
* British Educational Research Association (BERA) (2013). Wrote paper, International Policy and Practice in Teacher Education: The Role of Research and Its Contribution to School and System Improvement, one of the international policy papers for the BERA and the Royal Society for the Arts (RSA) *Inquiry on Practice and Research in Teacher Education*. Steering group: John Furlong (Chair), Pamela Munn, Ian Menter, Geoff Whitty, Nick Johnson.
* National Academy of Education (2013). Wrote paper, Variations in Teacher Preparation Evaluation Systems: International Perspectives, with J. Krajcik, and J. Pippin, for the NSF Project on *Evaluation of Teacher Education Programs: Toward a Framework for Innovation*. Steering group: Michael Feuer, Judie Ahn.
* USAID, Guatemala: Teacher professional development specialist for the Mid-Term Assessment of the USAID Education Standards and Research Program in Guatemala (Juarez Associates GEW-I-03-02-00020). (3/ 2/2008- 3/21/2008).
* World Bank Colombia Cundinamarca Education Quality Improvement Project LCSHE (P077757) - Consultant, Teachers and Principals Training (12/17/2001-3/26/2002).
* World Bank Peru Rural Education and Teacher Development Project (P055232) - PCD Reviewer (11/22-23/01).
* World Bank in the Dominican Republic (January 1999- ). Consulted on an empirical study of in- service teacher education in the Dominican Republic, in close collaboration with the Ministry of Education.
* World Bank Mission in México (Summer 1993). Evaluated the teacher education component of the PARE (Programa para Abatir el Rezago Educativo) implemented in the states of Chiapas, Oaxaca, Guerrero and Hidalgo. Wrote the evaluation report (Summer 1994). Advised in the development of a teacher education system at a national level. Wrote a background paper entitled “Teacher Education in México.”
* Third International Mathematics and Science Study. Michigan State University (1992-1993).

Worked as part of the Teacher Questionnaire Task Force, which was in charge of developing the teacher questionnaires to be applied at the international level. This task force met at least every three months during 1992-1993 to discuss the progress of such instruments.

* *Professional Development Schools*. Team member (1991-1993). A statewide systemic educational reform effort. I worked for two years with a group of seven teachers and parents in an action-research project on ways to develop strategies to involve families in monitoring and improving schools.
* *Professional Development Schools*. Coordinator (1989-1991). A statewide systemic educational reform effort. Otto Middle School, Lansing, MI.
* *Lansing School District*. Served as an MSU/PDS representative in the Middle School Restructuring Committee Advisory Board (1990).
* Women in International Development (MSU) (Summer 1990). Advised in the national evaluation of the basic educational system in Guatemala--with a focus on the education of girls.

### Professional Development Workshops

Tatto, M.T., & Rodriguez, M. (2015, July). TEDS-M Study and Data Analysis Workshop. Workshop at the University of Minnesota (25 participants).

Tatto, M.T., Reckase, M. & Rodriguez, M. (2014, July). TEDS-M Study and Data Analysis Workshop. Workshop at the University of Limerick, Ireland (25 participants).

Tatto, M.T. & Rodriguez, M. (2012, October). TEDS-M Study and Data Analysis Workshop.

Workshop at the Michigan State University TEDS-M International Study Center. Kellogg Center, East Lansing, Michigan (25 participants).

Tatto, M. T. (2012, June). *FIRSTMATH Phase I. The Fact-Finding Study: 2nd Meeting of the Fact- Finding Study for National/Regional Research Coordinators*. Workshop conducted at the College of Education, Michigan State University, East Lansing, MI (17 participants).

Tatto, M.T. & Rodriguez, M. (2012, April). TEDS-M Study and Data Analysis Workshop. Workshop at the annual meeting of the Comparative and International Education Society, San Juan, Puerto Rico (18 participants).

Tatto, M.T. (2011, October). Policy research in teacher education. In M. McPherson & H. Brighouse (Chairs) *Achieving the Aims of Higher Education: Problems of Morality and Justice*. Participant in a Spencer Foundation workshop, Northwestern University, Evanston, IL (100 participants).

Tatto, M. T. (2011, June). FIRSTMATH Phase I. The Fact-Finding Study: 1st Meeting of the Fact- Finding Study for National/Regional Research Coordinators. Workshop conducted at Georgetown University Hotel and Conference Center, Washington, DC. (35 participants).

Tatto, M.T. & Senk, S.L. (2011, May). The IEA Teacher Education Study in Mathematics (TEDS-M) Findings. In S. Beckmann (Chair), Critical Issues in Mathematics Education Series Workshop: The Mathematical Education of Teachers. Invited presentation at the Mathematical Sciences Research Institute, Berkeley, CA. (86 participants).

Schwille, J., Berzina-Pitcher, I., & Tatto, M.T. (2011, April). A basic model for international surveys of educational assessment and some challenges of making it fit. In J. Schwille (Chair), TEDS-M Workshop. Workshop conducted at the annual meeting of the Comparative and International Education Society, Montreal, Canada. (12 participants).

Tatto, M.T. (2009, July). Preparing and developing effective mathematics teachers: Insights from the First Teacher Education Study in Mathematics (TEDS-M) and the First Five Years of Mathematics Teaching Study. In J. Rosenstein (Chair), *Teacher development continuum. A U.S.- China Teachers Workshop*. Invited address presented at the workshop organized by the Policy and Global Affairs Division of the Board on International Scientific Organizations of the National Academies and the U.S. National Commission on Mathematics Instruction (USNC/MI). Newport Beach, CA. (Publication: Ferreras, A., Olson, S., Sztein, A. E., United States National Commission on Mathematics Instruction., National Research Council (U.S.), & National Academies Press (U.S.). (2010). *The teacher development continuum in the United States and China: Summary of a workshop*. Washington, D.C: National Academies Press.) (50 participants).

Tatto, M.T. & Schwille, J. (2002-2004). *Developing Teacher Education in Ethiopia.* Grant (given at the college level by USAID) to work on strengthening elementary teacher preparation in Ethiopia. Obtained this grant for MSU to be part of a consortium of US universities, headed by George Washington University and also including SUNY- Buffalo, UCLA, and the University of Hawaii at Manoa. I was the Principal investigator with John Schwille. Work in this project involved designing and conducting 8-week intensive summer workshops for teacher educators at teacher training institutions (elementary school level only) in Ethiopia. (12 participants).

Tatto, M.T. (1998, July). One-week seminar/workshop on Qualitative Data Analysis sponsored by the Ministry of Education in México (México City July 6-10). (25 participants).

Tatto, M.T. (1996, July). Two-day course organized at a request from the World Bank at SUNY Buffalo for a group of 18 Indonesian students. (18 participants).

Tatto, M.T. (1994, September). Two-week workshop at MSU for a group of Malaysian teacher educators (Fall, 1994, organized in collaboration with Jack Schwille). (12 participants).

Tatto, M.T. (1994, June). Preliminary findings on the effects of the new wave of educational reform on teacher practices in selected schools in Guanajuato. Workshop held at the Secretaría de Cultura y Recreación, Guanajuato (Ministry of Education), México. (8 participants).

Tatto, M.T. (1993, March). Doing policy research on teacher education in México. Workshop given at the Secretaría de Cultura y Recreación (Ministry of Education), Guanajuato, México (8 participants).

Tatto, M.T. (1989, March). Measuring teachers’ classroom performance. Workshop held at the National Institute of Education, Maharagama, Sri Lanka. (50 participants).

Tatto, M.T. (1988, August). Conceptualizing a strategy for developing policy-relevant research in teacher education. Workshop held at the National Institute of Education, Maharagama, Sri Lanka. (50 participants).

Tatto, M.T. (1988, June). Developing methods to assess knowledge, skills, and attitudes in teachers and teacher candidates. Workshop held at the National Institute of Education, Maharagama, Sri Lanka. (50 participants).