

**Eric M. Haas**  
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## **EDUCATION**

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|-------------|--|
| <b>2004</b> | <b>Ph.D.</b> in Educational Leadership and Policy Studies, <i>Arizona State University</i> |
| <b>2000</b> | <b>M.Ed.</b> in Curriculum and Instruction, <i>Arizona State University</i>                |
| <b>1990</b> | <b>Juris Doctorate</b> <i>Columbus School of Law, The Catholic University of America</i>   |
| <b>1984</b> | <b>B.S. Electrical Engineering</b> , <i>The University of Notre Dame</i>                   |

## **ACADEMIC & ADMINISTRATIVE WORK EXPERIENCE**

### ***Summary of Academic & Administrative Work Experience***

*Led consultive and collaborative development of social justice-based doctoral program serving predominantly students who identify as members of minoritized groups; implemented a systems, skills and relationship approach to transformational leadership and increased the graduation rate to over 85%; led research and evaluations of innovative education programs, focused on learners from minoritized groups; supported EDD students in presenting and publishing their research at national conferences and in professional journals*

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|-------------------|--|
| 2018 -<br>present | <b>Professor</b> , Doctoral Program in Educational Leadership for Social Justice,<br>College of Education and Allied Studies, <i>California State University, East Bay</i> ,<br><b>Doctoral Program Director</b> (2018 -2025)<br><b>Academic Senator</b> (2020-2022). Elected college representative.<br><b>Senate Executive Committee Member.</b> (2021-2022). Elected representative.<br><b>University Committee on Budget &amp; Resource Allocation Member</b> (2020-2022).<br><b>University IRB Co-Chair</b> (2024 – 2025)<br><b>RTP Committee Member</b> , Department & College (2018 – present).<br><br><b>Department Co-Chair</b> , Spring 2026 |
| 2016 -<br>2018    | <b>Associate Professor</b> , College of Education and Integrative Studies, <i>California State Polytechnic University</i><br><b>Academic Appeals Committee</b> (2016).<br><b>SPICE Funding Committee Member</b> (2018 – 2019).   |
| 2008 -<br>2016    | <b>Senior Research Associate</b> , <i>Regional Education Laboratory West/Innovation Studies</i> ,<br><i>WestEd</i> , Oakland, CA<br><b>Director of REL-West English Language Learner Alliance.</b> Managed research team<br>which conducted policy-oriented research and evaluation of English learner issues for<br>state departments of education in AZ, NV, UT, and CA.<br><b>Principal Investigator</b> of IES-funded evaluation (Goal 3) of English Learner<br>writing program. (\$2,600,000)<br><b>Lead evaluator</b> for Lindsay Unified School District (CA) Race To The Top-<br>District grant. (\$710,000)                                   |
| 2007 -<br>2008    | <b>Senior Fellow/Policy Analyst</b> , <i>Rockridge Institute</i> , Berkeley, CA<br>Researched and published framing and policy analyses of political issues for media,<br>policymakers, and politicians.   |
| 2004 -<br>2007    | <b>Assistant Professor</b> , Department of Educational Leadership and Administration,<br><i>University of Connecticut</i>  |

## **SELECTED ADDITIONAL PROFESSIONAL EXPERIENCE**

### ***Summary of Additional Professional Experience***

*Led inclusive, student-centered, experiential learning, critical thinking- and creativity-based educational programs in the U.S. and internationally for diverse groups of students*

- 1997 - **Principal**, Middle School, *All Saints' Episcopal Day School*, Phoenix, AZ  
1999
- 1994 - **Teacher**, Math, American International School (Escuela Campo Alegre),  
1996 Caracas, Venezuela
- 1991 - **Teacher**, Math and Science, American School in London,  
1994 London, England
- 1991 - **Attorney**, Amnesty International,  
1992 London England
- 1990 - **Judicial Clerk**, Hon. John J. Bishop, Maryland Court of Special Appeals,  
1991 Baltimore, MD
- 1988 - **Legal Clerk**, Murphy & McDaniel,  
1990 Baltimore, Maryland
- 1985 - **Education Volunteer**, US Peace Corps,  
1987 Buchanan, Liberia  
Co-founder, Director, & Teacher, Bassa Science and Technology Center.

## **GRANTS & CONTRACTS**

### ***Summary of Grants & Contracts***

*Led 9 grant & contract teams; obtained over \$6,500,000 in research and development revenue*

#### **10 Completed**

- 2022 – 2024 **Evaluation Team Member.** *Equitable Math Assessment Project.*  
CRECE, California State University East Bay. \$25,000.
- 2019 - 2020 **Principal Investigator** Very good teachers and schools survey & interactive website  
development *Faculty Support Grants, California State University East Bay and Arizona State*  
*University.* \$12,500.
- 2014 – 2017 **Evaluation Lead.** *Race to the Top-District Grant: Lindsay Unified School District, CA.*  
U.S. Department of Education. Evaluation Contract. \$710,000.

-Eric M. Haas-

- 2011 – 2016 **Principal Investigator.** *Impact of the WRITE Program on English Learner Achievement and Teacher Instructional Practice.* U.S. Department of Education, Institute of Education Sciences. \$2,600,000.
- 2012 – 2016 **Director/Lead Researcher.** *REL West @ WestEd: English Learner Alliance* U.S. Department of Education, Institute of Education Sciences. \$2,500,000.
- 2015 – 2016 **Quantitative Analysis Lead.** *Clark County School District: Master Plan for English Language Learners.* Clark County School District (NV). \$610,000.
- 2015 **Lead Evaluator.** *Usability of the Re Ma Teacher Journaling Application* Arizona State University. Evaluation Contract. \$62,000.
- 2005 - 2006 **Project Lead.** *State Action for Educational Leadership Project II (SAELP II)* Wallace Foundation. \$78,000.
- 2005 **Principal Investigator.** *Making Education Research Matter: Determining Believability for Policymakers, Politicians, and the Public.* New Faculty Research Grant. Neag School of Education, University of Connecticut. \$10,000.
- 2005 **Principal Investigator.** *Developing “Educational Consent”: Analyzing the Educational Discourse of Newspapers’ Editorials and Opinions* Faculty Research Grant, University of Connecticut. \$1,000.

## **PUBLICATIONS**

### ***Summary of Publications***

*2 Books; 19 Peer-Reviewed Journal Articles; 8 Book Chapters; 9 Encyclopedia Entries; 6 Peer-Reviewed Research and Technical Reports; 1 Book Review; 12 Non-Peer Reviewed Reports*

### **2 Books**

- Haas, E., & Esparza Brown, J. (2019). *Supporting English learners in the classroom: Best practices for distinguishing language acquisition from learning disabilities.* New York: Teachers College Press.
- Haas, E., Fischman, G. E., & Brewer, J. (2014) *Dumb ideas won't create smart kids: Straight talk about bad school reform, good teaching, and better learning.* New York: Teachers College Press.

### **20 Peer-Reviewed Journal Articles**

- Pivovarova, M., Fischman, G., Haas, E., & Fathalizadeh, R. (2024). Teachers’ beliefs about good teaching. *Journal of Education, Innovation, and Communication (JEICOM)*, 6(1).  
<https://doi.org/10.34097/jEICOM-6-1-3>
- Haas, E., Fischman, G. E., & Pivovarova, M. (2023). Public beliefs about good teaching. *Research in Education*, 116(1) [online]. <https://doi.org/10.1177/00345237231207717>
- Haas, E., Gray, M., & Fischman, G. (2019). The relationship of implicit bias to perceptions of teaching ability: Examining good looks, race, age, and gender. *Educação Online*, 14(32), 206-236

- Strom, K., Haas, E., Danzig, A., Martinez, E., & McConnell, K. (2018). Preparing educational leaders to think differently in polarized, post-truth times. *The Educational Forum*, 82(3), 259-277. <https://doi.org/10.1080/00131725.2018.1458361>
- Haas, E., Goldman, J., & Faltis, C. (2018). Writing practices for mainstream middle school teachers of English learners: Building on what we know works effectively with middle school English learners. *The Educational Forum*, 82(2), 208-226. <https://doi.org/10.1080/00131725.2018.1420865>
- Fischman, G. E., & Haas, E. (2015). Más allá de discursos idealizadores y simplistas en educación para la ciudadanía. *Universidades*, <http://www.udual.org/revistauniversidades/doss64-4.html>
- Fischman, G. E., & Haas, E. (2014). Moving beyond idealistically narrow discourses in citizenship education. *Policy Futures in Education* 12 (3), 387-402.
- Fischman, G. E., & Haas, E. (2012). Beyond “idealized” citizenship education: Embodied cognition, metaphors and democracy. *Review of Research in Education (RRE)*, Volume 36: Education, Democracy and the Public Good, 190 - 217.
- Fischman, G. E., & Haas, E. (2012). Ciudadania. *Educação & Realidade* 37 (2), 439-466.
- Fischman, G. E., & Haas, E. (2011). Nostalgia, emprendedorismo y redención: modelos discursivos sobre la universidad. *Revista Iberoamericana de Educación Superior*, 2 (3). <http://ries.universia.net/index.php/ries/article/view/86>
- Haas, E., & Fischman, G. E. (2010). Nostalgia, entrepreneurship, and redemption: Understanding prototypes in higher education. *American Educational Research Journal*, 47(3), 532 - 562.
- Haas, E., & Gort, M. (2009). Demanding more: Legal standards and best practices for English language learners. *Bilingual Research Journal*, 32(2), 115 – 135.
- Haas, E., & Lakoff, G. (2009). Marcos, metáforas y políticas educativas (*Frames, metaphors and the politics of education*), pp. 174 - 189. In Pini, M. (Ed.), *Discurso y educación: Herramientos para un análisis crítico (Discourse and education: Tools for a critical analysis)*. Buenos Aires, Argentina: UNSAMEDITA.
- Haas, E. (2009). Equity, employment, and education policy. *Journal of Philosophy of Education*, 43 (1), 149 – 157.
- Haas, E. (2007). False equivalency: Think tank references on education in the news media. *Peabody Journal of Education*, 82(1), 63 - 102.
- Haas, E., Wilson, G., Cobb, C., Hyle, A., & Hankins, K. (2007). Analyzing the impact of Educational Administration Quarterly: Citations 1979 – 2003. *Educational Administration Quarterly*, 43(4), 494 – 512.
- Espinosa, C., Hudelson, S., Poynor, L., & Haas, E. (2006). Los maestros como artífices de su propio desarrollo profesional: Tres modelos centrados en la lecto-escritura. *Lectura y Vida* 27(2).

- Haas, E., Wilson, G., Cobb, C., & Rallis, S. (2005). One hundred percent proficiency: A mission impossible. *Equity & Excellence in Education*, 38(3), 180 - 189.
- Haas, E. (2005). The Equal Educational Opportunity Act 30 years later: Time to revisit “appropriate action” for assisting English language learners. *Journal of Law and Education* 34(3), 361 – 387.
- Haas, E. (2004, September). The news media and the Heritage Foundation: Promoting education advocacy at the expense of authority. *Journal for Critical Education Policy Studies*, 2 (2). Available online at <http://www.jceps.com/index.php?pageID=article&articleID=30>

## 8 Book Chapters

- Haas, E., Fischman, G., & Pivovarova, M. (in progress). The characteristics of “very good teachers”: A study of public consensus and partisan difference. In C. R. Lochmiller (Ed.), *The Red Schoolhouse: Conservative education policy in the United States*. Harvard Education Press.
- Haas, E., Hayes, K., Kwofie, W., Recouvreur, D., Settles-Tidwell, M., Walton, M., & Williams Browning, N. (in progress). It’s harder than rocket science and much more important: Insights from a comprehensive approach to a doctorate in educational leadership for social justice. In I. Hernandez & A. T. Pimentel (Eds.), *Social justice praxis in California State University Ed.D. programs*. Myers Education Press.
- Haas, E. (2016). The news media and the Heritage Foundation: Promoting education advocacy at the expense of authority. In Z. C. Wubbena, D. Ford, & B. Porfilio, (Eds.), *News media and the neoliberal privatization of education* (pp. 45 – 84) (Series: Critical constructions: Studies on education and society). Charlotte, NC: Information Age Publishing. [Reprint].
- Haas, E. (2014). Proposition 227, proposition 203, and question 2 in the context of legal rights for English language learners. In G. McField (Ed.), *The miseducation of English learners: A tale of three states and lessons to be learned* (pp. 1 – 24). Charlotte, NC: Information Age Publishing.
- Haas, E. (2009). The news media and the conservative Heritage Foundation: Promoting education advocacy at the expense of authority. In D. Hill, & R. Kumar (Eds.), *Global neoliberalism and education and its consequences* (pp. 171 – 207). New York: Routledge.
- Fischman, G. E., & Haas, E. (2009). Critical pedagogy and hope in the context of neoliberal globalization. In W. Ayers, T. Quinn, & D. Stovall (Eds.), *Handbook of Social Justice* (pp. 565 – 575). Mahwah, NJ: Erlbaum. (full peer review)
- Haas, E. (2008). Propaganda. In D. Gabbard (Ed.), *Knowledge and power in the global economy: The effects of school reform in a neoliberal/ neoconservative age* (2<sup>nd</sup> ed) (pp. 141 – 150). Mahwah, NJ: Erlbaum.
- Haas, E. (2006). Civil right, noble cause, and Trojan horse: News media portrayals of think tank initiatives on urban education. In J. Kincheloe, P. Anderson, K. Rose, D. Griffith, & K. Hayes (Eds.) *Urban education: An encyclopedia* (pp. 439 – 450). Westport, CT: Greenwood Press.
- Haas, E. (2005). Un-elected policy makers: How think tanks market fear in education. In L. Poynor, & P. Wolfe (Eds.) *Marketing fear in America’s public schools* (pp. 135 – 150). Mahwah, NJ: Erlbaum.

Haas, E., & Poynor, L. (2005). Issues of teaching and learning. In F. English (Ed.) *Handbook of educational leadership* (pp. 483 – 505). Thousand Oaks, CA: SAGE.

## 9 Encyclopedia Entries

Haas, E. (2008). Civil law. In C. J. Russo (Ed.), *Encyclopedia of education law* (pp. 166 – 168). Thousand Oaks, CA: SAGE.

Haas, E. (2008). Equal educational opportunity act. In C. J. Russo (Ed.), *Encyclopedia of education law* (pp. 302 – 303). Thousand Oaks, CA: SAGE.

Haas, E. (2008). Highly qualified teachers. In C. J. Russo (Ed.), *Encyclopedia of education law* (pp. 430 – 432). Thousand Oaks, CA: SAGE.

Haas, E. (2008). Keyes v. School District No. 1, Denver. In C. J. Russo (Ed.), *Encyclopedia of education law* (pp. 484 – 486). Thousand Oaks, CA: SAGE.

Haas, E. (2007). Think tanks. In G. L. Anderson, & K. Herr (Eds.), *Encyclopedia of activism and social justice* (pp. 1369 – 1372). Thousand Oaks, CA: SAGE.

Haas, E., & Ellis, C. D. (2007). Law and social movements. In G. L. Anderson, & K. Herr (Eds.), *Encyclopedia of activism and social justice* (pp. 826 – 829). Thousand Oaks, CA: SAGE.

DeLeon, A., & Haas, E. (2007). Teacher unions. In G. L. Anderson, & K. Herr (Eds.), *Encyclopedia of activism and social justice* (pp. 1361 – 1363). Thousand Oaks, CA: SAGE.

Haas, E. (2006). Lemon test. In F. English (Ed.) *Encyclopedia of educational leadership and administration*. Thousand Oaks, CA: SAGE.

Haas, E. (2006). Right wing politics, advocates, impact. In F. English (Ed.) *Encyclopedia of educational leadership and administration*. Thousand Oaks, CA: SAGE.

## 1 Book Review

Haas, E. (2002, October 7). “Review of Welner (2001). Legal rights and local wrongs: When community control collides with educational equity.” *Education Review*. Available online at <http://edrev.asu.edu/reviews/rev188.htm>

## 6 Peer-Reviewed Research and Technical Reports

Huang, M., Haas, E., Zhu, N., & Tran, L. (2016). *Four-year high school graduation rate of students in Arizona by English learner status*. (REL 2017-205). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Available at [https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL\\_2017205.pdf](https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2017205.pdf)

Haas, E., Tran, L., & Huang, M. (2016). *Readiness for academic success: The predictive potential of English language proficiency assessment scores for English learner students in Arizona and Nevada*. (REL 2017-172). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance,

Regional Educational Laboratory West. Available at  
[https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL\\_2017172.pdf](https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2017172.pdf)

Haas, E., Huang, M., Tran, L., & Yu, A. (2016). *The achievement progress of English learner students in Utah*. (REL 2016-155). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Available at  
<http://files.eric.ed.gov/fulltext/ED568356.pdf>.

Haas, E., Huang, M., Tran, L., & Yu, A. (2016). *The achievement progress of English learner students in Nevada*. (REL 2016-154). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Available at  
[https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL\\_2016154.pdf](https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2016154.pdf).

Haas, E., Tran, L., Linquanti, R., & Bailey, A. (2015). *Examining current and proposed home language surveys in California in relation to initial English language proficiency assessment results: An exploratory study*. San Francisco, CA: RELWest @ WestEd. Available at  
<http://files.eric.ed.gov/fulltext/ED564026.pdf>

Haas, E., Huang, M., Tran, L., & Yu, A. (2015). *The achievement progress of English learner students in Arizona*. (REL 2015-098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Available at  
[https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL\\_2015098.pdf](https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2015098.pdf).

## 12 Non-Peer Reviewed Research and Technical Reports

Haas, E., Abedi, J., Faltis, C., Chung, H., Tran, L., Chen-Gaddini, M., & Geary, S. (2016). *Impact of the WRITE program on English learner achievement and teacher instructional practice: Final performance report to the Institute of Education Sciences*. Grant # R305A110176. San Francisco: WestEd.

Burr, E., Haas, E., & Ferriere, K. (2015). *Identifying and placing English language learners with learning disabilities: Key issues in the literature and state practice*. (REL 2015-086). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West.

Chen-Gaddini, M., Burr, E., & Haas, E. (2015). *Promising instructional programs and practices for young English language learner students in preschool: A description of the research literature*. San Francisco: REL West at WestEd.

Huang, M., Tran, L., & Haas, E. (2015). *Math pathways from middle grades through high school among Utah students by English language learner status: An examination of math content test-taking and test-passing sequences*. San Francisco: REL West at WestEd.

Haas, E., Huang, M., & Tran, L. (2014). *The characteristics of long-term English language learner students and struggling reclassified fluent English proficient students in Arizona*. San Francisco: REL West at WestEd.

Haas, E., Huang, M., & Tran, L. (2014). *The characteristics of long-term English language*

-Eric M. Haas-

*learner students and struggling reclassified fluent English proficient students in Nevada.* San Francisco: REL West at WestEd.

Haas, E., Huang, M., & Tran, L. (2014). *The characteristics of long-term English language learner students and struggling reclassified fluent English proficient students in Utah.* San Francisco: REL West at WestEd.

Burr, E., Haas, E., & Geary, S. (2013). *Promising instructional practices for improving the academic outcomes of long-term English language learner students: A description of programs and practices in the research and policy literature (Memorandum: English Learner (EL) Alliance EL 3.5).* San Francisco: REL West @ WestEd.

Haas, E., & Huang, M. (2012). *Progress of English language learner students in English proficiency and English language arts: IES technical assistance report and additional analyses.* Prepared for the Lennox School District (CA). San Francisco: WestEd.

Haas, E., & Huang, M. (2010). *Where do English language learner students go to school? Student distribution by language proficiency in Arizona (REL Technical Brief, REL 2010 – No. 015).* Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory West.

Haas, E. (2010). *Assessing achievement of English language learners: Pass – fail status on Arizona’s language and content tests.* REL West Analysis. Prepared for the Arizona Department of Education. San Francisco: REL West @ WestEd.

Haas, E., Cobb, C., MacDonald, J., & Shibles, M. (2006, May). *Scaling-up the SAELP policy labs: Current activities and recommendations. Preliminary report year two.* Submitted to the Connecticut State Department of Education and the Wallace Foundation pursuant to the SAELP II grant.

## **Presentations**

### **34 Peer-Reviewed Conference Presentations**

Haas, E. Illuminating Unconscious Bias in Education Leaders: Using an Interactive Survey to Improve Self-Reflection and Decision-Making. Paper presented in the symposium “Operationalizing Social Justice in an Educational Leadership EdD Program: Perspectives from Practice” at the annual Hawaii International Conference on Education, Honolulu, HI, January 2019.

Haas, E., & Martinez, E. Creating bridge builders: Practical activities and tools for constructing critical change leaders in education. Paper presented in the symposium “Preparing educational leaders in a post-truth era” at the annual Hawaii International Conference on Education, Honolulu, HI, January 2018.

Haas, E., Chung, H., Abedi, J., & Faltis, C. Two-year impact study of the WRITE EL writing approach: Results and lessons learned. Paper presented in the symposium "How Can Educators Help Improve All (English) Learners’ Academic Success: Findings from Three Randomized Studies" at the Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

-Eric M. Haas-

Haas, E., Tran, L., & Huang, M. English learner students' readiness for academic success in Arizona and Nevada. Paper presented in the symposium "Helping English learner students thrive: what studies show and how states can help" at the Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

Haas, E., & Burr, E. Strategies to identify and support English learners who may have learning disabilities. Paper presented in the symposium "Helping English learner students thrive: what studies show and how states can help" at the Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

Huang, M., Haas, E., & Tran, L. The achievement progress of English learner students in Arizona and Nevada. Paper presented in the symposium "Helping English learner students thrive: what studies show and how states can help" at the Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

Huang, M., Haas, E., Tran, L., & Zhu, N. A journey of English learner students in Arizona: Consolidated findings from three studies. Paper presented in the symposium "Helping English learner students thrive: what studies show and how states can help" at the Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

Haas, E. (2017). Symposium chair for "Helping English learner students thrive: what studies show and how states can help." Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

Haas, E., Motamedi, J. G., Foorman, B., & Huang, M. Beyond the homogeneous English learner classification: Progress analyses using new, multiple English learner subgroups. Symposium presented at the Annual Convention of the American Educational Research Association, Washington, DC, April 2016.

Haas, E., Linqunti, R., & Bailey, A. Developing a more accurate home language survey for English learner designation: California's pilot study results. Symposium paper presented at the Annual Convention of the American Educational Research Association, Washington, DC, April 2016.

Haas, E., & Tran, L. Academic progress and characteristics of English learners in three western states: A longitudinal analysis. Paper accepted for presentation at the Annual Convention of the California Educational Research Organization, San Diego, CA, December 2014.

Haas, E., Ewers, N., Abedi, J., Faltis, C., & Mundhenk, K. Developing effective genre-based literacy practices with ELL teachers through sustained professional development. Paper presented at the Annual Convention of the American Educational Research Association, Philadelphia, PA, April 2014.

Rooney, T., Caesar, J., & Haas, E. Competency based learning: Lessons from the field. Presentation at the annual SXSWedu conference, Austin, TX. March 6, 2014.

Haas, E., & Huang, M. Progress of ELL student in grades K through 7: A longitudinal analysis. Paper presented at the Annual Convention of the California Educational Research Organization, Anaheim, CA, December 2011.

Fischman, G.E., & Haas, E. Understanding the notion of “public” in prototypes of higher education. Paper presented at the Annual Convention of the American Educational Research Association, San Diego, CA, April 2009.

Haas, E., & Fischman, G.E. The political-pedagogical discourse of US editorials and opinions on higher education, 1980 – 2005. Paper presented at the Annual Convention of the American Educational Research Association, San Francisco, CA, April 2007.

Esposito, C., & Haas, E. Informing and influencing education legislators. Paper presented at the Annual Convention of the American Educational Research Association, Chicago, IL, April 2007.

Haas, E., Wilson, G., Cobb, C., Hyle, A., & Hankins, K. Analyzing journal impact: Citations to the Educational Administration Quarterly, 1979 – 2003. Paper presented at the Annual Conference of the University Council for Educational Administration, San Antonio, TX, November 9 – 12, 2006.

Fischman, G.E., & Haas, E. Higher education & consent: The political-pedagogical discourse of editorials and opinions in the U.S., 1980 - 2005. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Anaheim, CA, November 2 – 4, 2006.

Fischman, G.E., & Haas, E. Higher education and the production of knowledge: The political-pedagogical discourse of US editorials and opinions, 1980 - 2005. Paper presented at the Institute for Advanced Studies, International Conference on the Knowledge-Based Economy, University of Lancaster, England, August 30 – September 1, 2006.

Fischman, G.E., & Haas, E. Education and consent: The political-pedagogical discourse of U.S. editorials and opinions, 1980 - 1984. Paper presented at the Annual Convention of the American Educational Research Association, San Francisco, CA, April 2006.

Fischman, G.E., & Haas, E. Education and consent: The political-pedagogical discourse of U.S. editorials and opinions. Paper presented at the Workshop on Critical Semiotic Analysis of the Knowledge-Based Economy, University of Lancaster, England, November 30 – December 1, 2005.

Haas, E., & Fischman, G. E. Developing "Educational Consent": Analyzing the educational discourse of newspapers, editorials and opinions. Paper presented at the First International Conference on Qualitative Inquiry, University of Illinois at Urbana-Champaign, May 2005.

Haas, E., & Moses, M. Contracting for your civil rights: The impact of school choice on education law, student experience, and democracy. Paper presented at the Annual Convention of the American Educational Research Association, Montreal, Canada, April 2005.

Fischman, G.E., & Haas, E. A Comparative Study of Newspapers’ “Educational Discourse” in Argentina, Mexico, and the United States of America. Paper presented at the annual conference of the Comparative and International Education Society, Stanford University, Stanford, California, March 2005.

Haas, E. Avoiding *Brown* at taxpayers’ expense: *Logiodice*, re-segregation and the loss of student rights under school choice. Paper presented at the Sociology of Education Association Conference 2004: Education and the Law: Sociological Perspectives, Monterey, California, February 20-22, 2004.

-Eric M. Haas-

Haas, E., & Hart, J. Building an alliance: Empowering educators through political action in and out of school. Paper presented at the Center for Anti-Oppressive Education National Conference: Empowering Teachers in Times of War, San Francisco, California, December 6, 2003.

Haas, E., & Poynor, L. What does “sound educational theory” mean for the rights of English Language Learners? A review of case law and statutes from Lau to Valeria G. Paper presented at the 49<sup>th</sup> Annual Conference of the Education Law Association, Savannah, Georgia, November 13-15, 2003.

Haas, E. Education expertise and the news. Paper presented at the University of New Mexico’s College Research Spotlight Series, Albuquerque, New Mexico, October 15, 2002.

Haas, E., & Serrano, R. Unelected policy makers: The role of the Heritage Foundation in media news debates on education policy. Paper presented at the Annual Meeting of the American Sociological Society, Chicago, Illinois, August 16-19, 2002.

Haas, E., & Fischman, G.E. Lighting up the media: An analysis of the news, opinion and advertisement portrayals of the EMO Edison Project/Edison Schools, Inc. during the period 1991-2001. Paper presented at the Annual Convention of the American Educational Research Association, New Orleans, Louisiana, April 1-5, 2002.

Espinosa, C., Haas, E., Hudelson, S., & Poynor, L. Los maestros al centro de su propio desarrollo profesional. Paper presented at the Quinto Congreso de Las Americas Sobre Lecto-Escritura, Quito, Ecuador, July 19 – 21, 2001.

Fischman, G.E., & Haas, E. Constructing public opinion about schools: Newspapers reporting on public education and corporate initiatives in the USA 1991 – 1999. Paper presented at the Annual Convention of the American Educational Research Association, Seattle, Washington. April 10-14, 2001.

Fischman, G.E., & Haas, E. All that is fit to print? US newspapers reporting about corporate initiatives in education. Paper presented at the annual conference of the Comparative and International Education Society, Washington, D.C. March 14-18, 2001.

## **5 Selected Invited Presentations**

Haas, E., & Beach, P. (2016). Leading the conversation for change: Are you ready to move from conflict to creative cooperation. Workshop presented to the Community Foundation Serving Boulder County (CO), Boulder, CO. September 28, 2016. Sponsored by Media in the Public Interest.

Haas, E. (2015). Understanding expertise in learning and teaching writing with EL students. Presentation at the San Diego County Office of Education WRITE Institute teacher training workshop, San Diego, CA. October 7, 2015.

Haas, E. (2015). Understanding expertise in learning and teaching writing with EL students. Presentation at the San Diego County Office of Education WRITE Institute teacher training workshop, San Diego, CA. April 29, 2014.

Haas, E. (2011). The why's and how's of constructing common sense in education. Presentation to the Board of Directors of the National Education Association (NEA) Foundation for their Strategic Planning Retreat, Washington, D.C. June 2, 2011.

Haas, E., & Fischman, G.E. (2011). Framing higher education: Nostalgia, entrepreneurship, consumerism, and redemption. Paper represented at the U.S. Critical Discourse Analysis Association meeting, Salt Lake City, UT. May 20-21, 2011.

## **29 Selected Media Publications and Citations**

Fischman, G., Pivovarov, M., & Haas, E. (2024, June 14). Apologies! We have some good news about teaching. *Worlds of Education Newsletter*: <https://www.ei-ie.org/en/item/28717:apologies-we-have-some-good-news-about-teaching>

Berliner, D. (2024, April 23). The U.S. has many wonderful teachers, and few who are “bad” teachers. *Diane Ravitch's Blog*. Available at <https://dianeravitch.net/>.  
[Discussing Haas, E., Fischman, G. E., & Pivovarov, M. (2023). Public beliefs about good teaching. *Research in Education*, 116(1) [online]. <https://doi.org/10.1177/00345237231207717>

Fischman, G. E., Pivovarov, M., & Haas, E. (2024). Avaliando docentes em tempos de polarização ideológica. *A página* (223), pp. 54-56.

Mitchell, C. (2016, December 13). High school graduation rates across subgroups in Arizona. *Education Week*, 36 (15), 5. Available at <http://www.edweek.org/ew/articles/2016/12/14/english-language-learners.html?qs=mitchell+english+learner>.  
[Discussing Huang, M., Haas, E., Zhu, N., & Tran, L. (2016). *Four-year high school graduation rate of students in Arizona by English learner status*.]

Mitchell, C. (2016, December 1). ELLs who master English early more likely to graduate on time, study finds. *Education Week, Blog: Learning the Language*. Available at [http://blogs.edweek.org/edweek/learning-the-language/2016/12/ells\\_who\\_master\\_english\\_early\\_more\\_likely\\_to\\_graduate\\_high\\_school.html](http://blogs.edweek.org/edweek/learning-the-language/2016/12/ells_who_master_english_early_more_likely_to_graduate_high_school.html)  
[Discussing Huang, M., Haas, E., Zhu, N., & Tran, L. (2016). *Four-year high school graduation rate of students in Arizona by English learner status*.]

Cozza, B., & Hu, R. (2016, November 16). Review of Dumb ideas won't create smart kids: straight talk about bad school reform, good teaching and better learning. *Teachers College Record*. Available at <https://www.tcrecord.org/books/abstract.asp?ContentId=21735>  
[Reviewing book by Haas, E., Fischman, G., & Brewer, J.]

Rodriguez, K. (2016, November 4). Can English proficiency level predict academic performance for English language learners? *NewAmerica.org*. Available at <https://www.newamerica.org/education-policy/edcentral/proficiency-predictive/>  
[Discussing Haas, E., Tran, L., & Huang, M. (2016). *Readiness for academic success: The predictive potential of English language proficiency assessment scores for English learner students in Arizona and Nevada*.]

Mitchell, C. (2016, October 25). English-learner students' readiness for academic success. *Education Week*, 36 (10), 5. Available at <http://www.edweek.org/ew/articles/2016/10/26/english-language-learning.html>  
[Discussing Haas, E., Tran, L., & Huang, M. (2016). *Readiness for academic success: The predictive potential of English language proficiency assessment scores for English learner students in Arizona and Nevada*.]

Mitchell, C. (2016, June 6). States struggle to identify, support ELLs with learning disabilities. *Education Week*. Available at [http://blogs.edweek.org/edweek/learning-the-language/2016/06/state\\_struggle\\_to\\_identify\\_sup.html](http://blogs.edweek.org/edweek/learning-the-language/2016/06/state_struggle_to_identify_sup.html)  
[Discussing Burr, E., Haas, E., & Ferriere, K. (2015). *Identifying and placing English language learners with learning disabilities: Key issues in the literature and state practice and supporting spin-off resource guide*.]

Mitchell, C. (2016, May 4). Arizona, federal government settle dispute over English-language learners. *Education Week*. Available at [http://blogs.edweek.org/edweek/learning-the-language/2016/05/arizona\\_federal\\_government\\_set.html](http://blogs.edweek.org/edweek/learning-the-language/2016/05/arizona_federal_government_set.html)  
[Referencing Haas, E., Huang, M., Tran, L., & Yu, A. (2015). *The achievement progress of English learner students in Arizona*.]

Carnock, J. (2015, October 15). Growth for ELLs: Trends across high-flying districts. *New America.org*. Available at <http://www.edcentral.org/ells-districts/>  
[Quoted as discussant on English learner research webinar.]

Mitchell, C. (2015, September 23). Report questions Arizona's approach to English-learner instruction. *Education Week*. Available at [http://blogs.edweek.org/edweek/learning-the-language/2015/09/arizona\\_longitudinal\\_study\\_mea.html](http://blogs.edweek.org/edweek/learning-the-language/2015/09/arizona_longitudinal_study_mea.html).  
[Discussing Haas, E., Huang, M., Tran, L., & Yu, A. (2015). *The achievement progress of English learner students in Arizona*.]

Anderson, G. (2015, September 30). Review of Dumb Ideas Won't Create Smart Kids by Eric M. Haas, Gustavo E. Fischman, and Joe Brewer. *Education Review*, 22.  
<http://edrev.asu.edu/index.php/ER/article/view/1909>

Johns Hopkins University, Center for Research and Reform in Education. (2015, August 11). *Best Evidence in Brief: Identifying and supporting ELLs with learning disabilities*.  
[Referencing Burr, E., Haas, E., & Ferriere, K. (2015). *Identifying and placing English language learners with learning disabilities: Key issues in the literature and state practice*.]

Samuels, C. (2015, July 22). What we (don't) know about English-learners and special education. *Education Week*. Available at [http://blogs.edweek.org/edweek/speced/2015/07/ELL\\_and\\_special\\_education.html](http://blogs.edweek.org/edweek/speced/2015/07/ELL_and_special_education.html).  
[Referencing Burr, E., Haas, E., & Ferriere, K. (2015). *Identifying and placing English language learners with learning disabilities: Key issues in the literature and state practice*.]

Ravitch, D. (2014, October 22). *Blog. Jeff Bryant: Thinking anew about education*. Available at <http://dianeravitch.net/2014/10/22/jeff-bryant-thinking-anew-about-education/>  
[Discussing Haas, E., Fischman, G., & Brewer, J. (2014). *Dumb ideas won't create smart kids*.]

Lakoff, G., Smith, G., & Haas, E. (2009, June 8). Health care reform. Some basic principles. *Huffington Post*. Available at [http://www.huffingtonpost.com/george-lakoff/health-care-reform-some-b\\_b\\_200132.html](http://www.huffingtonpost.com/george-lakoff/health-care-reform-some-b_b_200132.html).

Haas, E. (2007, November 30). Losing our minds over immigration. *Huffington Post*. Available at [http://www.huffingtonpost.com/eric-haas/losing-our-minds-over-imm\\_b\\_74912.html](http://www.huffingtonpost.com/eric-haas/losing-our-minds-over-imm_b_74912.html).

Haas, E. (2007, October 31). We owe our veterans health care. *Huffington Post*. Available at [http://www.huffingtonpost.com/eric-haas/we-owe-our-veterans-health\\_b\\_70669.html](http://www.huffingtonpost.com/eric-haas/we-owe-our-veterans-health_b_70669.html).

Haas, E. (2007, October 26). SCHIP and the rigged health insurance game. *Huffington Post*. Available at [http://www.huffingtonpost.com/eric-haas/schip-and-the-rigged-health-insurance-game\\_b\\_70051.html](http://www.huffingtonpost.com/eric-haas/schip-and-the-rigged-health-insurance-game_b_70051.html).

Haas, E., Cobb, C., & Wilson, G. (2004, September 17). Connecticut schools do very well, thank you. *The Hartford Chronicle*, p. A13.

## **SELECTED PROFESSIONAL ACTIVITIES**

- Reviewer, *Education Sciences* (2022)
- Associate Editor, *Educational Administration Quarterly* (2015 – 2018)
- Editorial Board & Reviewer, *Educational Policy Analysis Archives* (2010 – present)
- Reviewer, *American Educational Research Journal* (2016)
- Reviewer, *Educational Policy* (2012 – present, intermittent)
- Vice President, New England Educational Research Organization (2005 – 2007)
- Reviewer, *Youth & Society* (2006)
- Associate Editor, *Current Issues in Education*, Arizona State University (2001 - 2002)
- Reviewer, *Educational Researcher* (2000)

## **MEMBERSHIPS**

American Educational Research Association (AERA)  
Comparative and International Education Society (CIES)  
State Bar of Maryland (inactive status)

## **DISSERTATION COMMITTEE WORK**

### **Chair**

*University of Connecticut*

One Ph.D. student completed

*California State Polytechnic University, Pomona*

Seven Ed.D. students completed

*California State University, East Bay*

Eleven Ed.D. students completed

Six Ed.D. students active

## **PROFESSIONAL SERVICES**

- Associate Editor, *Educational Administration Quarterly* (2015 – 2018)
- Editorial Board & Reviewer, *Educational Policy Analysis Archives* (2010 – present)
- Reviewer, *American Educational Research Journal* (2016)
- Reviewer, *Educational Policy* (2012 – present, intermittent)
- Vice President, New England Educational Research Organization (2005 – 2007)
- Reviewer, *Youth & Society* (2006)
- Associate Editor, *Current Issues in Education*, Arizona State University (2001 -2002)
- Reviewer, *Educational Researcher* (2000)

## **COURSES TAUGHT**

|                       |   |                     |
|-----------------------|---|---------------------|
| <b>2018 – present</b> | <b>Professor</b><br><u>California State University, East Bay</u><br>EDLD 725: “Reading & Writing about Educational Leadership I”<br>EDLD 760: “Evaluation Research Practicum for SJ”<br>EDLD 780: “Dissertation Research Implementation for Equity & SJ I”<br>EDLD 799: “Dissertation Research Implementation for Equity & SJ II”   |                     |
| <b>2016 – 2018</b>    | <b>Associate Professor</b><br><u>California State Polytechnic University, Pomona</u><br>EDD 700: “Understanding Oneself as a Leader”<br>EDD 731: “Student Achievement through Instructional Leadership”<br>EDD 761: “RLCS: Preparation and Defense of a Dissertation Proposal”<br>EDD 764: “RLCS: Preparation for Dissertation Completion and Defense”<br>EDD 735: “Leading and Learning with Technology”<br>EDD 754: “Applied Qualitative (and Mixed Methods) Research for School Improvement” |                     |
| <b>2015, 2016</b>     | <b>Lecturer</b><br><u>University of California, Berkeley</u><br>SW 232: “Social Work and Education Policy”  |                     |
| <b>2004 – 2007</b>    | <b>Assistant Professor</b><br><u>University of Connecticut</u><br>EDLR 410: “Qualitative Methods”<br>EDLR 410: “Advanced Qualitative Analysis in Education”<br>EDLR 397: “Legal Aspects of Education”<br>EDLR 378: “Contemporary Issues in Policy Studies”<br>EDLR 365: “Program Evaluation”<br>EDLR 300: “Law and Education Policy”  |                     |
| <b>2002 - 2003</b>    | <b>Lecturer</b><br><u>University of New Mexico</u><br>CIMTE 321L/LLSS 321L:<br>“Teaching Social Studies in the Elementary School”   | Albuquerque, NM     |
| <b>1999 - 2001</b>    | <b>Teaching Assistant and Lecturer</b><br><u>Arizona State University</u><br>EDA 511: “School Law”<br>DCI 510: “Teacher as Researcher”<br>BLE 480: “Math Methods, Assessment and Management”<br>BLE 480: “Science Methods, Assessment and Management”   | Tempe, AZ           |
| <b>1992 – 1993</b>    | <b>Lecturer,</b><br><u>The University of Maryland</u><br>“Business Law”<br>“Evidence”   | Lakenheath, England |

**SELECTED FELLOWSHIPS & AWARDS**

|            |  |
|------------|--|
| 2018       | <b>Outstanding Advisor College of Education and Integrative Studies</b><br>California State Polytechnic University, Pomona |
| 2007       | <b>Distinguished Service Award</b><br>New England Educational Research Organization (NEERO)                                |
| Dec., 2006 | <b>Visiting Fellow, Institute for Advanced Studies</b><br>University of Lancaster, England                                 |
| 2003-2004  | <b>Millennium Interdisciplinary Dissertation Fellowship</b><br>Arizona State University                                    |
| 2002-2003  | <b>Educational Policy Studies Fellowship</b><br>Arizona State University   |
| 2001-2002  | <b>Noel Gray Fellowship</b><br>Arizona State University  |
| 1989       | <b>AmJur Award</b><br>Catholic University of America Law School  |

**SELECTED CERTIFICATES & PROFESSIONAL DEVELOPMENT**

|             |  |
|-------------|--|
| 2015        | <b>Member</b><br>Nevada Department of Education WIDA Advisory Committee                          |
| Feb., 2015  | <b>Cost Benefit/Effectiveness Analysis Training</b><br>IES/Teachers College, Columbia University |
| 2014 – 2016 | <b>CLASS Certification</b><br>Teaching Observation Protocol, Teachstone, Charlottesville, VA     |