



Barnett Berry

BarnettBerry@sc.edu

Twitter: @BarnettALL4_SC

Education

Ph.D. Educational Administration and Policy Studies, University of North Carolina-Chapel Hill, 1984

M.Ed. Curriculum, University of South Carolina, 1978

B.A. Sociology, University of South Carolina, 1977

Professional experience

2019-present	Research Professor Founding director, ALL4SC University of South Carolina Columbia, SC
	Senior Research Fellow Learning Policy Institute Palo Alto, CA
2003-2019	Founder & CEO Center for Teaching Quality, Inc. Carrboro, NC
1999-2003	Executive Director Center for Teaching Quality University of North Carolina Chapel Hill, NC
1999-2002	Director, Policy and State Relations National Commission on Teaching & America's Future Teachers College, Columbia University New York, NY
1995-1998	Research Consultant National Commission on Teaching & America's Future

	Teachers College, Columbia University New York, NY
1992-1999	Associate Professor, College of Education, University of South Carolina Columbia, SC
1991-1992	Senior Executive, Division of Policy South Carolina Department of Education Columbia, SC
1987-1990	Associate Director, South Carolina Educational Policy Center University of South Carolina Columbia, SC
1985-1986	Associate Social Scientist RAND Corporation Washington, DC
1984-1985	Research Consultant Carrboro, NC
1981-1984	Graduate Teaching Assistant School of Education, University of North Carolina-Chapel Hill Chapel Hill, NC
1978-1981	Teacher, high school social studies Richland School District One Columbia, SC

Current advisory boards and consultancies

Dr. Berry frequently serves in an advisory capacity to education associations, non-profits, and school reform organizations committed to teaching quality, equity and social justice in America's schools. Current (and recent) appointments and consultancies include the CAST (Project Coaching on Learning for UDL Implementation), Center for Strategic Education, Council of Chief State School Officers Certification and Licensure Task Force, Digital Promise Micro-Credential Advisory Board, the Learning Policy Institute, and the University of Kansas, Learn to Earn of Dayton, OH, Richland School District One (Columbia SC), TERC's STEM Teacher Leadership Initiative, and the Carnegie Corporation of New York. He has also advised and supported the Mexican American Legal Defense and Educational Fund, and the TeachNY Task Force of the State University of New York (SUNY), and the Professional Development Redesign Task Force convened by Learning Forward and the Bill & Melinda Gates Foundation.

Special appointments and achievements

2021-current	Senior Research Fellow, Learning Policy Institute
2021	James A. Kelly for Advancing Accomplished Teaching Award, National Board for Professional; Teaching Standards
2016-current	Guest Lecturer, University of Kansas School of Education
2010-11	Visiting Scholar, Bank Street College
2009	University of North Carolina School of Education Alumni Achievement Award

Publications

Books

Berry, B., Byrd, P. A., & Wieder, A. (2013). *Teacherpreneurs: Innovative teachers who lead but don't leave*. San Francisco: Jossey-Bass.

Berry, B. & the TeacherSolutions 2030 Team. (2011). *Teaching 2030: What we must do for our students and our public schools... Now and in the future*. New York: Teachers College Press.

Refereed and professional journals

Berry, B., Irvin, M., and Pedersen, J. (2020). Creating a Coherent System of Teaching, Learning, and Caring: An Ambitious Effort of a Research 1 University. *The Universities and Community Schools Journal*. October.

Berry, B. (2020). Teaching, Learning, and Caring in the Post-Covid Era. *Kappan*. September. Retrieved from <https://kappanonline.org/teaching-learning-and-caring-in-the-post-covid-era/>

Berry, B. (2019). The prospects and promise of teacher leadership in the United States. *Kappan*. April. Retrieved <https://kappanonline.org/teacher-leadership-prospects-promises-berry/>

Berry, B. (2018). What can work in teacher evaluation: Lessons from Boys in the Boat. *Kappan*. September. Retrieved from <http://www.kappanonline.org/thematic-article/berry-what-can-work-in-teacher-evaluation-lessons-from-boys-in-the-boat/>

Berry, B., & French, D. (2017). Teachers, micro-credentials, and the performance assessment movement. *Annenberg Institute's Voices in Urban Education*. Retrieved from <http://vue.annenberginstitute.org/issues/46/teachers-micro-credentials-and-performance-assessment-movement>

Berry, B., & Shields, P. (2017). Solving the teacher shortage: Revisiting the lessons we've learned. *Phi Delta Kappan*. Retrieved from https://www.pdkmembers.org/members_online/publications/archive/pdf/PDK_98_8/8pdk_98_8.pdf

Airhart, K. M., Berry, B., & Byrd, P. A. (2016). Micro-credentials and the transformation of learning by and for teachers. *Phi Delta Kappan*. Retrieved from <http://www.kappanonline.org/microcredentials-teacher-learning-transformed/>

Berry, B. & Farris-Berg, K. (2016). Leadership for teaching and learning: How teacher-powered schools work and why they matter. *American Educator*. Retrieved from http://www.aft.org/ae/summer2016/berry_farris-berg

Berry, B. (2015). The dynamic duo of professional learning = collaboration and technology. *Phi Delta Kappan*, 97(4), 51-55. Retrieved from <http://pdk.sagepub.com/content/97/4/51.full.pdf+html>

Berry, B. (2015). Teacherpreneurs as agents of reform. *Principal Magazine*, 95(1), 16-19. Retrieved from <http://www.naesp.org/principal-septemberoctober-2015-managing-teacher-talent/teacherpreneurs-agents-reform>

Berry, B. (2015). Teacherpreneurs: Cultivating and scaling up a bold brand of teacher leadership. *The New Educator*, 11(2), 146-160. Retrieved from <http://dx.doi.org/10.1080/1547688X.2015.1026786>

Berry, B. (2014). Going to scale with teacherpreneurs. *Phi Delta Kappan*, 95(7), 8-14. Retrieved from <http://pdk.sagepub.com/content/95/7/8.full.pdf+html>

- Berry, B. (2013). Teacherpreneurs and the future of teaching and learning. *International Journal of Innovation, Creativity and Change*. Retrieved from <http://www.ijcc.net/images/Vol1issue22013/barnett%20berry%20article.pdf>
- Berry, B. (2013). Teacherpreneurs: A bold brand of teacher leadership for 21st-century teaching and learning. *Science*, 340(6130), 309-310.
- Berry, B. & Hess, R. (2013). Expanding learning, expansive teacher leadership. *Phi Delta Kappan*. Retrieved from <http://pdk.sagepub.com/content/94/5/58.full.pdf+html>
- Berry, B. & Hess, R. (2012). Expanding learning time: An avenue to greater change. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2012/12/12/14berry.h32.html>
- Berry, B. (2011). Creating the teaching profession that 21st-century students deserve. *AdvancED*. Retrieved from <http://m.advanc-ed.org/issues-in-education/perspectives/teaching-future-creating-teaching-profession-21st-century-students->
- Berry, B. (2011). Teacherpreneurs: A more powerful vision for the teaching profession. *Phi Delta Kappan*, 92(6), 28-33. Retrieved from <http://pdk.sagepub.com/content/92/6/28.full.pdf+html>
- Berry, B. (2010). Getting “real” about teacher effectiveness and teacher retention. *Journal of Curriculum and Instruction*, 4(1), 1-15. Retrieved from <http://www.joci.ecu.edu/index.php/JoCI/article/view/41/72>
- Berry, B. & Moore, R. (2010). The teachers of 2030. *Educational Leadership*, 67(8), 36-40.
- Berry, B. (2009). Ending the battles over teaching. *Education Week*. Retrieved from http://http://www.edweek.org/ew/articles/2009/05/20/32berry_ep.h28.htm |
- Berry, B. (2008). The future of the teaching profession. *Phi Delta Kappan* 4(2), 1-20. Retrieved from http://www.pdkmembers.org/members_online/publications/edge/edgev4n2.pdf#page=3&zoom=auto,-154,757
- Berry, B., Wade, C. & Trantham, P. (2008). Using data, changing teaching. *Educational Leadership*, 66(4).
- Berry, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). Urban teacher residencies: A new way to recruit, prepare, develop, and retain effective teachers for high-needs districts. *Annenberg Institute’s Voices in Urban Education*. Retrieved from <http://vue.annenberginstitute.org/sites/default/files/issuePDF/VUE20.pdf#page=15&zoom=auto,-181,792>
- Berry, B. (2008). Staffing high-needs schools: Insights from the nation’s best teachers. *Phi Delta Kappan*, 89(10), 766-771. Retrieved from <http://pdk.sagepub.com/content/89/10/766.full.pdf+html>
- Berry, B., Norton, J., & Byrd, A. (2007). Lessons from networking. *Educational Leadership*, 65(1), 48-52. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Lessons-from-Networking.aspx>
- Darling-Hammond, L. & Berry, B. (2006). Highly qualified teachers for all. *Educational Leadership*, 64(3).
- Berry, B., & Norton, J. (2006). Learn from the masters. *Edutopia magazine*, 45-48.
- Berry, B. (2005). Recruiting and retaining board certified teachers for hard-to-staff schools: Creating policies that will work. *Phi Delta Kappan*, 87(4), 290-297. Retrieved from <http://pdk.sagepub.com/content/87/4/290.full.pdf+html>

- Berry, B. (2005). The future of teacher education. *Journal of Teacher Education*, 56(3), 272-279.
- Berry, B., Johnson, D., & Montgomery, D. (2005). The power of teacher leadership. *Educational Leadership*, 62(5), 56-61.
- Berry, B., Hoke, M., & Hirsch, E. (2004). The search for highly qualified teachers. *Phi Delta Kappan*, 85(9), 684-689. Retrieved from <http://pdk.sagepub.com/content/85/9/684.full.pdf+html>
- Berry, B. (2004). Recruiting and retaining “highly qualified teachers” for hard-to-staff schools. *NASSP Bulletin*, 88(638), 5-27.
- Lasley, T.J., Bainbridge, W.L., & Berry, B. (2002). Improving teacher quality: Ideological perspectives and policy prescriptions. *The Educational Forum*, 67(1), 14-25.
- Berry, B. (2001). No shortcuts to preparing good teachers. *Education Leadership*, 58(8), 32-36. Retrieved from <http://www.ascd.org/publications/educational-leadership/may01/vol58/num08/No-Shortcuts-to-Preparing-Good-Teachers.aspx>
- Wilson, S. M., Darling-Hammond, L., & Berry, B. (2001). Steady work: The case of Connecticut’s school reform. *American Educator*, 25(3), 34-39, 48.
- Darling-Hammond, L., Berry, B., & Thoreson, A. (2001). Does teacher certification matter? Evaluating the evidence. *Educational Evaluation and Policy Analysis*, 23(1), 55-77.
- Berry, B. (2000). Quality alternatives in teacher preparation: Dodging the “silver bullet” and doing what is right for students. National Association of State Boards of Education. *The State Education Standard*, 1(4).
- Darling-Hammond, L., & Berry, B. (1999). Recruiting teachers for the 21st century: The foundation for educational equity. *Journal of Negro Education*, 68(3), 254-279.
- Darling-Hammond, L., & Berry, B. (1999). Reforming teaching: A response to Ballou and Podgursky. *Opportunity*, 3(2), 4-6, 9-11.
- Ginsberg, R., & Berry, B. (1998). The capability for enhancing accountability. *Educational Policy*, 12(1), 48-66.
- Berry, B. (1996). Accountability, school reform, and equity: The troubling case of Sylvan School District. *Urban Review*, 28(3), 233-256.
- Noblit, G., Berry, B., & Dempsey, V. (1991). Political responses to reform: A comparative case study. *Education and Urban Society*, 23(4), 379-395.
- Berry, B. (1991). Curriculum frameworks: Systemic reform in South Carolina. *Palmetto Administrator*, 6, 5-7.
- Berry, B., & Ginsberg, R. (1990). Creating lead teachers: From policy to implementation. *Phi Delta Kappan*, 71(8), 616-621.
- Ginsberg, R., & Berry, B. (1990). Experiencing school reform: The view from South Carolina. *Phi Delta Kappan*, 71(7), 549-552.
- Ginsberg, R., & Berry, B. (1990). The folklore of principal evaluation. *Journal of Personnel Evaluation in Education in Education*, 3, 205-230.

Berry, B., & Burkhalter, A. (1990). South Carolina, education reform, and the National Board for Professional Teaching Standards. *Palmetto Administrator*, 4, 7-9.

Berry, B., & Ginsberg, R. (1989). Influencing superiors' perceptions: The fudge factor in teacher and principal evaluation. *Urban Review*, 21(1), 15-34.

Berry, B., McCormick, C., & Buxton, T. (1989). Recruiting the next generation of teachers. *American Educator*, 13, 38-44.

Berry, B., & Ginsberg, R. (1988). Legitimizing subjectivity, meritorious performance and the professionalization of teacher and principal evaluation. *Journal of Personnel Evaluation in Education*, 2.

Berry, B. (1988). Labor market choices and teacher reform: Policy options for the public schools of the twenty-first century. *Teaching and Teacher Education*, 4(1), 71-81.

Wise, A., Darling-Hammond, L., & Berry, B. (1988). Selecting teachers: The best, the known, and the persistent. *Educational Leadership*, 45(5), 82-86. Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198802_wise.pdf

Berry, B. (1986). Why bright college students won't teach. *Urban Review*, 18(4), 269-280.

Berry, B., & Hare, R.D. (1985). The dynamics of the teacher labor market in the Southeast: Where teachers come from, why they stay, and where they go. *High School Journal*, 7, 21-30.

Berry, B., Hare, R. D., & Noblit, G. (1985). The qualitative critique of teacher labor market studies. *Urban Review*, 17(2), 98-110.

Book chapters

Berry, B. (2018.) Teacher leadership: Past, present, and future.. In G. Hall, D. Gollnick, and L. Quinn. (eds.) *The Wiley Handbook of Teaching and Learning*. Malden, MA: Wiley Blackwell.

Berry, B. (2017). Preface. In Eckert, J. (eds.) *Leading together: Teachers and administrators improving student outcomes*. Corwin Press.

Frelow, F., & Berry, B. (2017). More and better learning time: Strategies for improving teaching. In Saunders, M., Ruiz de Velasco, J., & Oakes, J. (eds.) *Learning time: In pursuit of educational equity*. Massachusetts: Harvard Education Publishing Group

Berry, B. (2016). Preface. In Cohen, D. (eds.) *Capturing the spark: Inspired teaching, thriving schools*. Enactive Publishing.

Berry, B., Zeichner, N., & Evans, R. (2015). Teacher leadership for a reinvented teaching profession. In Jelmer Evers & Rene Kneyber (eds.), *Flip the System*. New York: Routledge.

Berry, B. (2013). Transcending Teaching's Past. In Margaret Grogan (ed.). *The Jossey-Bass Reader on Educational Leadership*. San Francisco: Jossey-Bass.

Berry, B. (2013). Good schools and teachers for all students: Dispensing myths, facing evidence, and pursuing the right strategies. In Kevin Welner & Prudence Carter (eds.), *Closing the opportunity gap: What America must do to give all children an even chance* (pp. 181-194). New York: New Press.

Berry, B. & Byrd, A. (2012). New teacher induction—In and out of cyberspace. In Desimone, L, Smith, T., & Porter, A (eds.), *Issues in Induction and Mentoring. 2012 National Society for the Study of Education (NSSE) Yearbook, 111(2)*. Retrieved from <http://nsse-chicago.org/Chapter.asp?uid=3054>

Berry, B. (2010). Creating and sustaining urban teacher residencies. In Curtis, R.E., & Wurtzel, J. (eds.), *Teaching talent: A visionary framework for human capital in education*. Cambridge: Harvard Education Press.

Berry, B., & Norton, J. (2006). America's teaching profession and the Teacher Leaders Network. In R. Ackerman & S. V. Mackenzie, *Uncovering teacher leadership*. Thousand Oaks, CA: Corwin Press.

Berry, B. (2006). Teacher quality and the teaching profession: New messages, new messengers. In K. Jones (ed.), *Raising schools: A democratic model for school accountability* (pp. 79-106). Lanham, MD: Scarecrow Press.

Berry, B., Hoke, M., & Hirsch, E. (2004). No Child Left Behind, "highly qualified" teachers, and the teaching profession: Lessons from the field. In D. M. Moss, W. J. Glenn, & R. L. Schwab (eds.), *Portrait of a profession: Teaching and teachers in the 21st Century* (pp. 175-206). Westport, CT: Praeger Publishers.

Berry, B. (2003). Teacher supply, demand, and quality. In James W. Guthrie (ed.), *Encyclopedia of Education, second edition*. New York: Macmillan Press, 2002.

Berry, B., Darling-Hammond, L., & Haselkorn, D. (1999). Transforming teacher recruitment, selection, and induction: Strategies for transforming the teaching profession. In L. Darling-Hammond & G. Sykes (eds.), *The Heart of the Matter: Teaching as a Learning Profession* (pp. 183-232). San Francisco: Jossey-Bass.

Ginsberg, R. & Berry, B. (1998). Expanding responsibility to enhance accountability. In R.J.S. MacPherson (ed.), *The Politics of Accountability: Educative and International Perspectives* (pp. 43-61). Thousand Oaks, CA: Corwin Press.

Ishler, R., Edens, K., & Berry, B. (1996). Teacher education curriculum: Elementary education. In J. Sikula, T. Butterly, & E. Guyton (eds.), *Handbook of Research on Teacher Education* (pp. 348-377). New York: MacMillan.

Berry, B. (1995). School restructuring and teacher power: The case of Keels Elementary. In A. Lieberman (ed.), *The work of restructuring schools* (pp. 111-35). New York: Teachers College Press.

Darling-Hammond, L., & Berry, B. (1995). Teacher professionalism and the Commission reports: The prospects for creating a learner-centered profession. In R. Ginsberg & D. Plank (eds.), *Commissions, reports, and educational policy* (pp. 151-72). Westport, CT: Praeger.

Berry, B., & Catoe, S. (1994). Creating professional development schools: Policy and practice in South Carolina's PDS initiatives. In L. Darling-Hammond (ed.), *Professional development schools: Schools for developing a profession* (pp. 179-205). New York: Teachers College Press.

Ginsberg, R., & Berry, B. (1993). Reform and restructuring in American education: The South Carolina experience. In Y. Martin & R.J. MacPhearson (eds.), *Restructuring administrative policy in schools: Canadian and international perspectives*. Vancouver, BC: Detselig Press.

Berry, B., & Ginsberg, R. (1993). Restructuring in process: Ten lessons from the field. In B. Gottesman, B. Berry, & J. Norton (eds.), *Changing South Carolina's schools: A resource guide for schools and communities* (pp. 137-160). Rock Hill, SC: The South Carolina Center for the Advancement of Teaching and School Leadership.

Berry, B., & Ginsberg, R. (1991). Effective schools and teacher professionalism: Educational policy at a crossroads. In J. Bliss, W. Firestone, & C. Richards (eds.), *Rethinking effective schools: Research and practice* (pp. 138-153). Englewood Cliffs, NJ: Prentice Hall.

Berry, B., & Ginsberg, R. (1990). Effective schools, teachers, and principals: Today's evidence and tomorrow's prospects. In L. Cunningham & B. Mitchell (eds.), *Educational leadership & changing context of families, schools, and communities (the 89th Yearbook of the National Society of the Study of Education)* (pp. 155–183). Chicago: University of Chicago Press.

Research and Policy Monographs

Berry, B. et al. (2020). Teachers and Teaching in the Midst of a Pandemic: Implications for South Carolina's Policy Leaders. Research commissioned by The SC Education Association, the Palmetto Teachers Association, and the SC Department of Education. Retrieved from <https://tinyurl.com/yynybmxm>

Berry, B., Bastian, K. C., Darling-Hammond, L., & Kini, T. (2019). How teaching and learning conditions affect teacher retention and school performance in North Carolina. Palo Alto, CA: Learning Policy Institute. Retrieved from <https://drive.google.com/file/d/1FXXM66zOxob3SsbPR3Go5c7R0kKoHvx2/view>

Darling-Hammond, L., Bastian, K., Berry, B., Carver-Thomas, D., Kini, T., Levin, S., & McDiarmid, W. (2019). Educator Supply, Demand, and Quality in North Carolina: Current Status and Recommendations. Palo Alto, CA: Learning Policy Institute. <https://drive.google.com/file/d/1Sq9riXcQy9in9wVt0yKHnA5gkQUt40/view>

Berry, B., Bishop J., and Cesar, M. (2019). Breaking down walls for student and educator learning. A policy report on Educators' Professional Learning and Leadership and Pomona Unified School District's Response to the Local Control Funding Formula (LCFF) in California. Retrieved from <http://www.teachingquality.org/wp-content/uploads/2019/06/PUSD-policy-report.pdf>

Berry, B. (2009). *The teachers of 2030: Creating a student-centered profession for the 21st century*. Hillsborough, NC: Center for Teaching Quality. Hillsborough, NC: Center for Teaching Quality.

Berry, B. (2007). *The reauthorization of No Child Left Behind: Views from the nation's best teachers*. Hillsborough, NC: Center for Teaching Quality.

Berry, B. (2004). *Making good on what matters most: A review of Teaching at Risk: A Call to Action (the report of The Teaching Commission)*. Chapel Hill, NC: Southeast Center for Teaching Quality.

Berry, B., Turchi, L., & Johnson, D. (2003). *The impact of high-stakes accountability on teachers' professional development: Evidence from the South*. Chapel Hill, NC: Southeast Center for Teaching Quality.

Berry, B., Luczak, J., & Norton, J. (2003). *The status of teaching in the Southeast: Measuring progress, moving forward*. Chapel Hill, NC: Southeast Center for Teaching Quality.

Berry, B., Hopkins, P., & Hoke, M. (2002). *Assessing and supporting new teachers: Lessons from the Southeast*. Chapel Hill, NC: Southeast Center for Teaching Quality.

Wilson, S.M., Darling-Hammond, L., & Berry, B. (2001). *A case of successful teaching policy: Connecticut's long term efforts to improve teaching and learning*. Seattle, WA: The Center for Teaching Policy.

Darling-Hammond, L., Adams, C., & Berry, B. (1997). *The evolution of professional development schools: A review of the literature*. New York: National Center for Restructuring Education, Schools, and Teaching.

Berry, B., & Norton, J. (eds.). (1995). *School reform in Long Beach: An independent report on middle school reform: Volume 1*. Atlanta, GA: The Focused Reporting Project (Edna McConnell Clark Foundation, New York).

Berry, B., & Norton, J. (eds.). (1995). School reform in Chattanooga: An independent report on middle school reform: Volume 2. Atlanta, GA: The Focused Reporting Project (Edna McConnell Clark Foundation, New York).

Berry, B., & Norton, J. (eds.). (1995). School reform in Long Beach: An independent report on middle school reform: Volume 2. Atlanta, GA: The Focused Reporting Project (Edna McConnell Clark Foundation, New York).

Berry, B., & Norton, J. (eds.). (1994). School reform in Chattanooga: An independent report on middle school reform: Volume 1. Atlanta, GA: The Focused Reporting Project (Edna McConnell Clark Foundation, New York).

Dornan, J., Berry, B., & Jenkins, K. (1994). Overcoming barriers to school reform in the Southeast. Greensboro, NC: Southeastern Regional Vision for Education (regional lab of the U.S. Department of Education).

Dornan, J., Berry, B., & Jenkins, K. (1994). A new framework for state accountability system. Greensboro, NC: Southeastern Regional Vision for Education (regional lab of the U.S. Department of Education).

Gottesman, B., Berry, B., & Norton, J. (eds.) (1993). Changing South Carolina's schools: A resource guide for schools and communities. Rock Hill, SC: The South Carolina Center for the Advancement of Teaching and School Leadership.

Hudson, L., Kirby, S., Carey, N., Mittman, B., & Berry, B. (1988). Recruiting mathematics and science teachers through non-traditional programs: Case studies. Santa Monica, CA: RAND Corporation (N-2768-FF/CSTP).

Darling-Hammond, L., & Berry, B. (1988). The evolution of teacher policy. Santa Monica, CA: The RAND Corporation.

Wise, A., Darling-Hammond, L., Klein, S., & Berry, B. (1987). Licensing teachers: Design for a profession. Santa Monica, CA: The RAND Corporation.

Wise, A., Darling-Hammond, L., & Berry, B. (1987). Effective teacher selection: From recruitment to retention. Santa Monica, CA: The RAND Corporation.

Bird, R., Berry, B., Douglas, R., & Sciscento, S. (1985). The dynamics of the teacher labor market in the Southeast. Research Triangle Park, NC: Southeastern Regional Council for Educational Improvement.

Commissioned reports & papers

Berry, B., Bastian, K. C., Darling-Hammond, L., & Kini, T. (2021). The Importance of Teaching and Learning Conditions: *Influences on Teacher Retention and School Performance in North Carolina*. Palo Alto, CA: Learning Policy Institute. Retrieved from <https://tinyurl.com/y5naj3go>

Berry, B. (2020). Teacher Leadership in the Aftermath of a Pandemic: How teachers can lead the transformation of the education profession. Melbourne: Centre for Strategic Education. Retrieved from <https://www.cse.edu.au/content/teacher-leadership-aftermath-pandemic-how-teachers-can-lead-transformation-education>

Berry, B., Doucet, A., and Owens, B. (2020). Teacher Leadership in the Aftermath of a Pandemic: The Now, The Dance, The Transformation. Paper commissioned by Education International. Retrieved from https://issuu.com/educationinternational/docs/2020_research_covid-19_nowdancetransformation

Berry, B., Bishop, J. and Casar, M. (2019). Breaking down the walls for student and educator learning: A policy report on Educators' Professional Learning and Leadership and Pomona Unified School District's Response to the

Local Control Funding Formula (LCFF) in California. Commissioned by the Silver Giving Foundation. Retrieved from <http://www.teachingquality.org/wp-content/uploads/2019/06/PUSD-policy-report.pdf>

Casar, M., Bishop, J. and Berry, B. (2019). Top-Down Support for Bottom-Up Change: Pomona's Path to Improving Outcomes for all Students. Commissioned by the Silver Giving Foundation. Retrieved from <http://www.teachingquality.org/wp-content/uploads/2019/06/PUSD-case-study.pdf>

Berry, B. and Byrd, A. (2019). Micro-credentials and teaching policy: Prospects for the future of teacher led learning. Paper commissioned by Digital Promise. Menlo Park CA: Digital Promise. <https://digitalpromise.org/wp-content/uploads/2019/06/mcs-educationpolicy.pdf>

Berry, B. (2016). Transforming professional learning: Why teachers' learning must be individualized – and how. Pearson Corporation. Retrieved from https://www.teachingquality.org/Library/?lib=pearson&date_from=&date_to=

Kohl, K., Berry, B., & Eckert, J. (2017). Continuing the educator micro-credential movement. San Francisco: Stuart Foundation. Retrieved from https://www.teachingquality.org/sites/default/files/MCs_TransformationofPLsinCAschools.pdf

Berry, B. & Cator, K. (2016). Micro-credentials: Driving teacher leadership and learning. New York: Carnegie Corporation of New York. Retrieved from <http://www.teachingquality.org/microcredentials>

Berry, B. (2016). Teacher leadership and deeper learning for all students. New York: Ford Foundation. Retrieved from <http://www.teachingquality.org/deeperlearning>

Berry, B. & Hess, R. (2012). Extended learning opportunities & teacher leadership. New York: Ford Foundation.

Berry, B. & Eckert, J. (2012). Creating teacher incentives for school excellence and equity. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/creating-teacher-incentives>

Berry, B., Darling-Hammond, L, and Cook, C. (2012). Transforming Professional Learning in Kentucky: Meeting the Demands of the Common Core State Standards. Dallas TX: Learning Forward (prepared for the Bill & Melinda Gates Foundation). Retrieved from <https://learningforward.org/wp-content/uploads/2012/04/transforming-professional-learning-in-kentucky.pdf>

Berry, B., & Daughtrey, A. (2011). New student assessments and advancing teaching as a results-oriented profession. Race to the Top Assessment Consortia. Seattle, WA: Gates Foundation.

Berry, B. (2010). Teacher education for tomorrow. Washington, DC: National Council for Accreditation of Teacher Education.

Berry, B., Daughtrey, A. & Wieder, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. New York: Teachers Network.

Berry, B., Daughtrey, A. & Wieder, A. (2010). Collaboration: Closing the effective teaching gap. New York: Teachers Network.

Berry, B., Daughtrey, A. & Wieder, A. (2010). Preparing to lead an effective classroom: The role of teacher training and professional development programs. New York: Teachers Network.

Berry, B., Daughtrey, A. & Wieder, A. (2010). A better system for schools: Developing, supporting and retaining effective teachers. New York: Teachers Network.

Berry, B., Daughtrey, A., & Wieder, A. (2010, March). Teacher effectiveness: The conditions that matter most and a look to the future. Hillsborough, NC: Center for Teaching Quality for the National Council of State Legislatures.

Berry, B. (2009). Children of poverty deserve great teachers: One union's commitment to challenge the status quo. Washington DC: The National Education Association. Retrieved from <http://www.teacherleaders.org/sites/default/files/CTQ-NEA%20Report%20Final.pdf>

Berry, B. (2009). The Strategic Management of Human Capital: Making the smart investments in teachers and principals. The Legacy Foundation and the Colorado Department of Education. Hillsborough, NC: Center for Teaching Quality.

Berry, B., Smylie, M. & Fuller, E. (2008). Understanding teacher working conditions: A review and look to the future. Hillsborough, NC: Center for Teaching Quality.

Berry, B. et al. (2008). Creating and Sustaining Urban Teacher Residencies: A new way to recruit, prepare, and retain effective teachers in high-needs districts. Washington DC: Aspen Institute.

Berry, B., Montgomery, D., & Snyder, J. (2008). Urban Teacher Residency Models and Institutes of Higher Education: Implications for teacher preparation. Washington DC: National Council for the Accreditation of Teacher Education.

Berry, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). Creating and Sustaining Urban Teacher Residencies: A new way to recruit, prepare, and retain effective teachers in high-needs districts. Washington DC: Aspen Institute.

Berry, B. (2008). The National Board for Professional Teaching Standards and the Future of a Profession. Washington, DC: The NBPTS.

Berry, B. & Fuller, E. (2008). Final Report on the Mississippi Project CLEAR Voice Teacher Working Conditions Survey. Hillsborough, NC: Center for Teaching Quality.

Berry, B. & Fuller, E. (2007). Final report on the 2007 Clark County School District Teaching and Learning Conditions Survey. Clark County School District and the Clark County Education Association. Hillsborough, NC: Center for Teaching Quality.

Berry, B. (2007). Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NBCT summits and other policy initiatives. Hillsborough, NC: Center for Teaching Quality. Retrieved from http://www.teachingquality.org/legacy/Nat_Strategy_Forum.pdf

Berry, B. & Fuller, E. (2007). Stemming the Tide of Teacher Attrition: How working conditions influence teacher career intentions and other key outcomes in Arizona. Hillsborough, NC: Center for Teaching Quality.

Berry, B. & Fuller, E. (2007). Teaching and Learning Conditions in Ohio: The implications for supply and demand. Hillsborough, NC: Center for Teaching Quality.

Berry, B. (2007). Linking Teacher and Student Data to Improve Teacher and Teaching Quality. Washington DC: Data Quality Campaign.

Berry, B. & Rasberry, M. (2007). Supporting and Staffing High-Needs Schools: Recommendations from Washington's National Board Certified Teachers. Report prepared for the National Education Association and the Washington (State) Education Association. Washington, DC: National Education Association.

Berry, B., Rasberry, M., & Byrd, A. (2007). Supporting and Staffing High-Needs Schools: Recommendations from South Carolina's National Board Certified Teachers. Report prepared for the National Education Association and the South Carolina Education Association. Washington, DC: National Education Association.

Berry, B. & Rasberry, M. (2007). The teachers that Ohio's students deserve: Recommendations from National Board Certified Teachers on how to support and staff high need schools. Report prepared for the National Education Association and the Ohio Education Association. Washington, DC: National Education Association.

Berry, B. & Rasberry, M. (2006). The teachers that Oklahoma's students deserve: Recommendations from National Board Certified Teachers on how to support and staff high need schools. Report prepared for the National Education Association and the Oklahoma Education Association. Washington, DC: National Education Association.

Berry, B., & Darling-Hammond, L. (2006). No Child Left Behind and the 'Highly Qualified' Teacher: The promise and the possibilities. Report prepared for the Center for Education Policy. Washington, DC.

Berry, B., & Ferriter, B. (2006). Every child deserves our best: Recommendations from North Carolina's National Board Certified Teachers on how to support and staff high need schools. Report prepared for the National Education Association and the North Carolina Association of Educators.

Berry, B. (2006). The good high school teacher. Paper prepared for the New Schools Project: Raleigh, NC.

Berry, B. (2005). Closing the Student Achievement Gap by Closing the Teaching Quality Gap: Reframing the Debate. Washington, DC: The National Education Association.

Berry, B., Luczak, J., & Norton, J. (2003). The status of teaching in the Southeast: Measuring progress, moving forward. University of North Carolina, Southeast Center for Teaching Quality.

Berry, B., Hopkins, P., & Hoke, M. (2003). Assessing and supporting new teachers: Lessons from the Southeast. University of North Carolina, Southeast Center for Teaching Quality.

Wilson, S., Darling-Hammond, L., & Berry, B. (2001, February). A case of successful teaching policy: Connecticut's long-term efforts to improve teaching and learning. University of Washington, Center for the Study of Teaching & Policy.

Berry, B., & Boles, K. (1996). Inquiry and professional development schools. New York: National Center for Restructuring Education, Schools, and Teaching, Columbia University (Teachers College).

Berry, B., & Haselkorn, D. (1996). Transforming teacher recruitment, selection, and induction: Capturing both the frame and the picture for reform and professionalism. New York: National Commission on Teaching and America's Future.

Berry, B. (1996). Assessing a model of professional development for high school teachers: In search of teacher learning and student achievement. Paper prepared for U.S. DOE Office of Educational Research and Innovation Professional Development Initiative. Boone, NC: Appalachian State University.

Berry, B. (1996). Assessing North Carolina's school improvement grants: Lessons for both policy and practice. Raleigh, NC: North Carolina Department of Public Instruction.

Berry, B. (1995). Keeping talented teaching: Lessons from the North Carolina Teaching Fellows. Raleigh, NC: The Public School Forum of North Carolina.

Berry, B., & Ginsberg, R. (1995). Tomorrow's schools of education: The University of South Carolina. Commissioned by The Holmes Group. East Lansing: Michigan State University.

Berry, B., & Ginsberg, R. (1995). Lead Teachers: Prospects for Professionalizing Teaching in South Carolina. Commissioned by Orangeburg School District Five. The South Carolina Educational Policy Center.

Berry, B. (1994). Barriers to reform: The case of Sylvan School District One. Greensboro, NC: Southeastern Regional Vision for Education (SERVE).

Berry, B. (1992). Understanding restructuring at Keels Elementary School: The case of exploding ideas, managing energy, and teacher power. Rock Hill, SC: South Carolina Center for the Advancement of Teaching and School Leadership.

Berry, B. (1992). Understanding restructuring at McCants Middle School: The case of internal desire and external assistance. Rock Hill, SC: South Carolina Center for the Advancement of Teaching and School Leadership.

Berry, B., & Kijai, J. (1990). Assessing the South Carolina Teacher Cadet Program: The 1990 Study. Commissioned by the South Carolina Center for Teacher Recruitment. Columbia, SC: South Carolina Educational Policy Center.

Berry, B., & Kijai, J. (1990). Assessing the impact of the Center of Excellence Telementoring and Teletraining Project. Rock Hill, SC: Winthrop College, Center of Excellence in Early Childhood Education.

Berry, B., Wieder, A., McCormick, C., & Cormier, S. (1989). Final report: The initial impact of the Five Points schools. Commissioned by the South Carolina Governor's Office and Cities-In-Schools (Columbia, SC). South Carolina Educational Policy Center, Columbia, SC.

Berry, B., Smith, T., & Kijai, J. (1989). Assessing the South Carolina Teacher Cadet Program: The 1989 study. Commissioned by the South Carolina Center for Teacher Recruitment. Columbia, SC: South Carolina Educational Policy Center.

Berry, B., & Sundstrom, K. (1989). Assessing the impact of the South Carolina Critical Needs Certification Program. Rock Hill, SC: Winthrop College.

Berry, B., McCormick, C., & Buxton, T. (1989). Recruiting the next generation of teachers: Conversations with high school sophomores. Research Triangle Park, NC: The Southeastern Educational Improvement Laboratory.

Berry, B., Kuhs, T., Ginsberg, R., & Cook, N. (1988). Recruiting talent to teaching: An assessment of the impact of the South Carolina Teacher Cadet Program. Commissioned by the South Carolina Center for Teacher Recruitment. Columbia, SC: South Carolina Educational Policy Center.

Tonnsen, S., Pigford, A., Berry, B., Truesdale, V., & Paqueo, E. (1988). Programs for preparing minorities and women in educational administration. Research Triangle Park, NC: The Southeastern Educational Improvement Laboratory.

Berry, B., & Ginsberg, R. (1988). Selecting lead teachers: A design for the teaching profession of Orangeburg (S.C.) School District Five. Commissioned by Orangeburg School District Five. Columbia, SC: South Carolina Educational Policy Center.

Berry, B., & Stevenson, K. (1988). Compensating lead teachers: A design for the teaching profession of Orangeburg (S.C.) School District Five. Commissioned by Orangeburg School District Five. Columbia, SC: South Carolina Educational Policy Center.

Berry, B. (1988). Creating lead teachers: A policy alternative for attracting and rewarding talented teachers. Research Triangle Park, NC: The Southeastern Educational Improvement Lab.

Ryan, J., Pigford, A., Tonnsen, S., Stevenson, K., Berry, B., & Rowsie, G. (1987). Report on the progress of the pilot testing of the South Carolina Teacher Incentive Program Model. Columbia, SC: South Carolina State Department of Education.

Berry, B., Pigford, A., Rowsie, G., Ryan, J., Stevenson, K., & Tonnsen, S. (1987). From the inside looking out: Policy perspectives on South Carolina's Teacher Incentive Program. Columbia, SC: South Carolina State Department of Education.

Berry, B., & Ginsberg, R. (1987). The Principal Evaluation Program: An evaluation study. Columbia, SC: South Carolina State Department of Education.

Berry, B., Noblit, G., & Bartels, D. (1987). The institutional health of colleges: Two instructional case studies and instructor's guide. Winston-Salem, NC: Z. Smith Reynolds Foundation, Third Century Project.

Berry, B. (1985). Understanding teacher supply and demand in the Southeast: A synthesis of qualitative research to aid effective policy making. Research Triangle Park, NC: the Southeastern Regional Council for Educational Improvement.

Berry, B. (1985). Why Miss Dove's students are not teachers: Case studies of the career expectations of non-education college seniors. Research Triangle Park, NC: the Southeastern Regional Council for Educational Improvement.

Berry, B. (1985). Why Miss Dove left and where she went: A case study of teacher attrition in the Southeast. Research Triangle Park, NC: the Southeastern Regional Council for Educational Improvement.

Berry, B. (1985). Miss Dove is alive and well (and teaching math, sponsoring the yearbook, and coaching softball): A case study of the teacher labor market in the Southeast. Research Triangle Park, NC: the Southeastern Regional Council for Educational Improvement.

Berry, B. (1985). Research summary: A case study of the teacher labor market in the Southeast. Research Triangle Park, NC: the Southeastern Regional Council for Educational Improvement.

In addition, Dr. Berry has presented more than 100 papers at national and regional conferences and serves as a consultant to a wide range of foundations, universities, and think tanks focused on transforming teacher and administrator policies in support of dramatic improvements in student achievement.

Selected blogs and op-eds

Berry, B. and Pedersen, J. (2019). Commentary: No more education reform. It's time to transform communities. November 17. Post and Courier. Retrieved from https://www.postandcourier.com/opinion/commentary/commentary-no-more-education-reform-it-s-time-to-transform/article_26857426-065e-11ea-b883-83a148214ca6.html

Berry, B. and Bishop, J. (2019). California can be a model for teacher-led change: Pomona Unified School District can help pave the way. September 5. EdSource. Retrieved from <https://edsource.org/2019/california-can-be-a-model-for-teacher-led-change/616985>

Berry, B. (2017). Teacher leadership: Revolutionizing public education from the inside-out. *Center for Collaborative Education*. Retrieved from <http://cce.org/thought-leadership/blog/post/teacher-leadership-revolutionizing-public-education>

Berry, B. (2017). The divide between policymakers & educators can be narrowed by dialogue. Classroom Q&A with Larry Ferlazzo. *Education Week*. Retrieved from http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/12/response_the_divide_between_policy-makers_educators_can_be_narrowed_by_dialogue.html?cmp=SOC-SHR-FB

Berry, B. (2017). Making technology work for teaching and learning: Invest in teachers. *Education International*. Retrieved from https://worldsofeducation.org/en/woe_homepage/woe_detail/15420/making-technology-work-for-teaching-and-learning-invest-in-teachers

Berry, B. & Philips, V. (2017). The future leadership of teachers. *TeachingPartners*. Retrieved from <https://teachingpartners.com/voices/?redirect=/voices/>

Berry, B. (2017). A noteworthy reminder: Teaching experience matters. *Center for Teaching Quality*. Retrieved from <http://bit.ly/ctqexperienematters>

Berry, B. & Philips, V. (2017). The why of teacher leadership. *TeachingPartners*. Retrieved from <https://teachingpartners.com/voices/the-why-of-teacher-leadership/the-why-of-teacher-leadership-2/?redirect=%2Fvoices%2Fthe-why-of-teacher-leadership%2Fthe-why-of-teacher-leadership-2%2F>

Berry, B. (2017). Response: What teaching in the year 2047 might look like: Classroom Q&A with Larry Ferlazzo. *Education Week*. Retrieved from http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/03/response_what_teaching_in_the_year_2047_might_look_like.html

Berry, B. (2017). Bold teacher leadership for equity and excellence in public education: Lessons for administrators. *Center for Teaching Quality*. Retrieved from <http://bit.ly/ctqboldtl>

Berry, B. (2017). Barnett Berry on teachers as partners—not targets—of innovation. *EdSurge*. Retrieved from <https://www.edsurge.com/news/2016-12-30-barnett-berry-on-teachers-as-partners-not-targets-of-innovation>

Berry, B., & Cuthbertson, J. (2017). Educational forecast for 2017. *SmartBrief*. Retrieved from http://smartbrief.com/original/2016/12/educational-forecast-2017?utm_source=brief

Berry, B. (2014). Clearing the way for teacher leadership. *Education Week*, 34(9), 20-21. Retrieved from <http://www.edweek.org/ew/articles/2014/10/22/09berry.h34.html>

Berry, B. (2011). We can create the profession students need. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2011/01/19/17berry.h30.html>

Berry, B. (2011). Past as prologue: A historical overview of teaching in America. Carrboro, NC: Center for Teaching Quality.

Berry, B. (2005). Teacher quality and the question of preparation: It is time to get over the battle between teacher education and alternative certification. *Education Week*.

Darling-Hammond, L., & Berry, B. (1998) Investing in teaching: The dividend is student achievement. *i*. Retrieved from <http://www.edweek.org/ew/articles/1998/05/27/37darlin.h17.html>

Selected video, podcasts, and radio interviews

Berry, B. (2020). Growing Rural: ALL4SC - The Accelerator for Learning and Leadership for South Carolina. Podcast. Season 1, . Episode 13. University of South Carolina School of Medicine, SC Center for Rural and Primary Healthcare. Retrieved from https://uscmec.sc.libguides.com/growing_rural_podcast

Berry, B. (2018). *Podcast for Leaderful Schools, interview*. Retrieved from <https://www.teachingquality.org/.../barnett-berry-interviewed-podcasts-leaderful-schools>

Berry, B. (2017). Talking with Barnett Berry. *TeachingPartners, interview*. Retrieved from <https://teachingpartners.com/podcasts/talking-with-barnett-berry/>

Berry, B. (2016). Can technology save the teaching profession? *EdSurge interview*. Retrieved from <https://www.edsurge.com/news/2016-04-03-can-technology-save-the-teaching-profession>

Berry, B. (2016). Podcasts for Leaderful Schools. *Oakland University, interview*. Retrieved from <http://www2.oakland.edu/sehs/podcastfiles/Vol6Ep15FIN.mp3>

Berry, B. (2015). How can we reduce teacher attrition in high-poverty schools? *BAM Radio Network, interview*. Retrieved from <https://www.jackstreet.com/jackstreet/KCQA.BerryGaron.cfm>

Berry, B. & Eubanks, S. (2014). Word spreads about Teacher Leadership Initiative. *Jeff Santos Show, Radio Revolution Network, interview*. Retrieved from <http://www.teachingquality.org/content/word-spreads-about-new-teacher-leadership-initiative>

Berry, B. (2014). Teaching quality in LAUSD: A bold and practical approach. *Los Angeles Unified School Board Meeting speech*.

Berry, B. & Henchey, S. (2013). Teachers leading without leaving the classroom. *WUNC State of Things*. Retrieved from <http://wunc.org/post/teachers-leading-without-leaving-classroom>

Berry, B. (2012). Perspectives on the future of teacher education: Preparation in the digital age. *Alliance for Excellent Education webinar*. Retrieved from <http://media.all4ed.org/webinar-dec-11-2012>

Berry, B. (2011). Carnegie Views: What we must do for our students and our public schools. *Carnegie Foundation for the Advancement of Teaching*. Retrieved from <http://vimeo.com/26133926>

Berry, B. (2011). Big Thinkers: Barnett Berry on education reform. *Edutopia's Big Thinkers series*. Retrieved from <http://www.edutopia.org/barnett-berry-education-reform-video>

Berry, B. (2010). School of Thought: Experts on the future of education. *WNET's Celebration of Teaching and Learning*. Retrieved from http://www.thirteen.org/eye-on-education/barnett-berry/#.VGN_D4eRmLk

Berry, B. (2010). Future of the Profession: A new learning ecology for teachers and students. *Alliance for Excellent Education briefing*. Retrieved from <http://newmediamanager2.net/popup/1058>

September 2020