

Richard R. Halverson

Department of Educational Leadership and Policy Analysis
School of Education
University of Wisconsin-Madison
1000 Bascom 270A

Work (608) 265-4772
Home (608) 233-1502
halverson@education.wisc.edu

Professional Experience

- 2012- Professor
*Department of Educational Leadership and Policy Analysis,
University of Wisconsin-Madison. Madison, WI*
- Faculty Affiliate: *Curriculum and Instruction Department (2006-); Games
Learning and Society Research Group (2005-); Learning Sciences Program Area
(2003-); Wisconsin Center for Educational Research (2002-); Educational
Psychology Department (2001-)*
- 2009-2011 Associate Director
*Wisconsin Institutes for Discovery Educational Research and Development Group
Madison, WI*
- 2008-2011 Associate Professor
*Department of Educational Leadership and Policy Analysis,
University of Wisconsin-Madison. Madison, WI*
- 2001-2008 Assistant Professor
*Department of Educational Leadership and Policy Analysis,
University of Wisconsin-Madison. Madison, WI*
- 1997-2001 Research Assistant
School of Education and Social Policy, Northwestern University. Evanston, IL
- 1990-1996 Administrator
Seton Academy High School, South Holland Illinois.
- 1987-1996 Teacher
Seton Academy High School, South Holland, Illinois.

Education

- 2002 Ph.D., in School of Education and Social Policy, Northwestern University.
Dissertation title: *Representing Phronesis: Documenting instructional leadership
practice in schools.*
- 1987 MA in Philosophy, Northwestern University 1987.
- 1984 BA in Philosophy and History, Marquette University 1984

Relevant Publications

- In press* Halverson, R. & Clifford, M. Distributed instructional leadership: How distributed leadership can help us better understand high schools. *Journal of School Leadership*.
- Halverson, R. & Shapiro, R. B. Technologies for educators and technologies for learners: How information technologies are (and should be) changing schools. In S. Rutledge & D. Anagnostopolus (Eds.) *The Infrastructure of Accountability*. Harvard Education Press.
- 2012 Halverson, R. Games and the future of education research. In C. Steinkuehler, K. Squire & S. Barab (Eds). *Games, Learning and Society*. Cambridge Press: London. 388-410.
- 2011 Halverson, R & Halverson, E. Education as design for learning: A model for integrating education inquiry across research traditions. In C. F. Conrad & R. C. Serlin (Eds). *Sage Handbook for Research in Education: Engaging Ideas and Enriching Inquiry* (2nd Ed.). Sage: Thousand Oaks, CA.
- Halverson, R., Feinstein, N. & Meshoulam, D. (2011). School leadership for science education. In G. DeBoer (Ed.) *The Role of Public Policy in K-12 Science Education*. Information Age Press: Charlotte, NC. 397-430.
- Halverson, R. Blakesley, C & Figuerido-Brown, R. (2011). Video-game design as a model for professional learning. In M. S. Khine (Ed.) *Learning to Play: Exploring the Future of Education with Video Games*. Peter Lang: New York. 9-28.
- 2010 Halverson, R. (2010). School formative feedback systems. *Peabody Journal of Education* 85(2) 130-155.
- Halverson, R. & Smith, A. (2010). How new technologies have (and have not) changed teaching and learning in schools. *Journal of Computing in Teacher Education* 26(2) 49-54.
- 2009 Collins, A. & Halverson, R (2009). *The second educational revolution: How technology is transforming education again*. New York: Teachers College Press.
- Halverson, R., Wolfenstein, M., Williams, C. & Rockman, C. (2009) Remembering math: The design of digital learning objects to spark professional learning. *E-Learning* 6(1) 97-118.
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., and Wayman, J. Using student achievement data to support instructional decision making (NCEE 2009-XXXX). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
- 2008 Halverson, E., & Halverson, R. (2008). Fantasy sports: the case for competitive fandom” *Games and Culture* 3(3-4) 286-307.
- 2007 Halverson, R. & Thomas, C. (2007). The roles and practices of student services staff as data-driven instructional leaders. In M. Mangin and S. Stoelinga (Eds.) *Instructional teachers leadership roles: Using research to inform and reform*. Teachers College Press: New York. 163-200.

- Halverson, R. (2007). A distributed leadership perspective on how leaders use artifacts to create professional community in schools. In L. Stoll and K. S. Louis (Eds.) *Professional learning communities: Divergence, detail and difficulties*. Maidenhead: Open University Press. 93-105.
- Halverson, R. (2007). Systems of practice and professional community: The Adams case. In J. Spillane & J. Diamond (Eds.) *Distributed leadership in practice*. Teachers College Press. 35-62.
- Halverson, R., Grigg, J., Prichett, R., & Thomas, C. (2007). The new instructional leadership: Creating data-driven instructional systems in schools. *Journal of School Leadership* 17(2). 159-193.
- Madda, K., Halverson, R., and Gomez, L. (2007). Exploring coherence as an organizational resource for carrying out reform initiatives. *Teachers College Record* 109(8). 1957-1979.
- 2006 Halverson, R., and Clifford, M. (2006) Evaluation in the wild: A distributed cognition perspective on teacher assessment. *Education Administration Quarterly* 42(4). 578-619.
- 2005 Halverson, R. (2005). What can K-12 school leaders learn from video games and gaming? *Innovate* 1(6) <http://www.innovateonline.info/index.php?View=article&id=81>.
- Halverson, R., and Rah, Y. (2005). Representing leadership for social justice: The case of Franklin School. *Journal of Cases in Educational Leadership* 8(3). <http://www.ucea.org/html/cases/V8-Iss2/>.
- 2004 Halverson, R., Kelley, C. & Kimball, S. (2004). Implementing teacher evaluation systems: How principals make sense of complex artifacts to shape local instructional practice. In C. Miskel (Ed.) *Theory and Research in Educational Administration, Volume 3*. 153-188.
- Halverson, R. (2004) Accessing, documenting and communicating the *phronesis* of school leadership practice. *American Journal of Education*, 111(1), 90-122.
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36(1), 3-34.
- Halverson, R., Linnekin, B. Spillane, J. & Gomez, L. (2004). Multimedia cases of practice: On-line learning opportunities for school leaders. *Journal of Cases in Educational Leadership* 7(1). Available at <http://www.ucea.org/cases/V7-Iss1/index7-1.htm>
- 2003 Halverson, R. (2003). Systems of practice: How leaders use artifacts to create professional community in schools. *Educational Policy and Analysis Archives* 11(37). Accessible on-line at <http://epaa.asu.edu/epaa/v11n37/>
- 2001 Spillane, J. P., Halverson, R. and Diamond, J.B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher* 30(3).

Current Support

- 2012-2015 Halverson, R. Hora, M. T. & Bouwma-Gerhart, J. (Co-PIs). *Tracking the Process of Data-Driven Decision Making: Exploring the Use of the Instructional Systems of Practice (ISOP) Framework to Transform Undergraduate STEM Education*. (Award # DUE-1224624) National Science Foundation. Awarded \$593,844 over 3 years.
- 2011-2014 Halverson, R. Squire, K. (Co-PIs). *CyberSTEM: Making Discovery Visible through Digital Games*. National Science Foundation. Awarded \$2.7 mil over 3 years.
- 2009-2013 Halverson, R. & Kelley, C. (Co-PIs). *Developing and Validating the Next Generation of Leadership Evaluation Tools: Formative Assessment for High-Stakes Accountability*. US Department of Education: Institute of Educational Sciences. Awarded \$1.6 mil over 4 years.

Prior Sponsored Research Awards

- 2006-2009 Gee, J. (PI). Digital Media and Learning: A productive approach to learning and media literacy through video games and simulations. MacArthur Foundation. Awarded \$1.8 million over 3 years.
- 2004-2009 Halverson, R. (PI). *CAREER: Data-Driven Instructional Systems—How School Leaders Develop Local Capacity to Use Data to Influence Instruction*. National Science Foundation Early Career Grant. Awarded \$798,000 over 5 years
- 2004-2006 Shaffer, D.W., Gee, J.P., Squire, K., Halverson, R. (Co-PIs). Games and Professional Practice Simulations (GAPPS) Collaborative. *Academic Advanced Distributed Learning CoLaboratory*. Awarded \$60,000 over 3 years.
- 2003-2004 Halverson, R. (PI). *VAAS: A video annotation and assessment system to help school leaders evaluate teaching practice*. University of Wisconsin Teaching and Learning with Technology Grant. Awarded \$20,305 over two years.
- 2001-2003 Capper, C & Halverson, R. (Co-PIs). *Documenting successful leadership practice for students who traditionally struggle*. Wallace Dewitt Foundation Grant. Awarded \$40,000 over two years,