

DEBORAH STIPEK

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▲EDUCATION

University of Washington, B.S., summa cum laude, 1972 (Psychology)

Universite d'Aix-en-Provence, Avignon, France, 1969-1970 (French literature, philosophy, political science)

University de Geneve, Ecole de Psychologie et des Sciences de l'Education, Geneva, Switzerland, Autumn 1972 (Psychology/Epistemology)

Yale University, New Haven, Connecticut, 1973-1977, Ph.D., 1977 (Developmental Psychology)

▲PROFESSIONAL EXPERIENCE

Research Associate, Département des Sciences Sociales, Institut Battelle, Geneva, Switzerland, 1972-1973

Special Assistant to the Deputy Director of the Office of Child Development, DHEW, Washington, D.C., 1976

Research Associate, Yale Law School, 1976-1977

Congressional Science Fellow, Society for Research in Child Development, Office of Senator Bill Bradley, 1983-1984

Professor, Graduate School of Education, University of California, Los Angeles, 1977-2000

Co-Director: NIMH Training Program in Applied Human Development

Director: Corinne Seeds University Elementary School (UCLA Laboratory School)

Director: Urban Education Studies Center

Dean: School of Education, Stanford University, 2001-2011, 2013-2014

Peter E. Haas Faculty Director of the Stanford Haas Center for Public Service, 2016 – present

Professor of Education, 2001 - present

▲AWARDS, HONORS, BOARDS

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- AERA Review of Research Award, 1983
 - SRCD Congressional Science Fellowship, 1983-84
 - Haytin Award for Outstanding Research on Learning and Achievement, 1988
 - National Academy of Science: Board on Children, Youth, and Families
 - Member, MacArthur Foundation: Network on Pathways Through Middle Childhood
 - Chair, MacArthur Foundation Network on Teaching and Learning, 2002-2005
 - Chair, National Research Council Committee on Increasing High School Students' engagement and Motivation to Learn
 - Chair, National Institute for Early Education Research
 - National Academy of Education
 - Fellow, American Educational Research Association
 - 2012 Silicon Valley Women of Influence
 - Parents Magazine Board of Advisors
 - Chair, Society for Research in Child Development Finance Committee
 - Chair National Academy of Education, Spencer Post Doc selection committee
 - Clinton Foundation "Too Young to Fail" initiative, advisory committee
 - Center on Enhancing Early Learning Outcomes, Advisory Board Member
 - Board of *Journal of Applied Developmental Psychology*
 - Chair, California Task Force on Early Childhood Preparation and Licensing

▲MEMBERSHIP IN PROFESSIONAL AND HONORARY SOCIETIES

- Phi Beta Kappa
- Society for Research in Child Development
- American Educational Research Association
- National Academy of Education
- National Associate of the National Academy of Sciences

▲BOARD MEMBERSHIPS

- CK-12
- High Scope
- ALearn
- Bring me a Book
- Common Sense Media
- Jumpstart Early Education Council
- Coaching Corps
- National Institute for Early Education Research
- Ameson Foundation

▲GRANTS

1984-85, \$4,500, Spencer Foundation: *Children's Reactions to Evaluative Feedback*.

1985-86, \$1,200, UCLA International Studies and Overseas Program. *Comparative Study of Pride and Shame*.

- 1986-1987, \$50,000, Hilton Foundation: *Closing the Gap*. To develop a cooperative relationship between child development researchers and elementary school teachers, Co-P.I.
- 1986-1991, \$658,856, National Institute of Mental Health: *Training Grant in Applied Human Development*. MH18372.
- 1987-1989, \$95,672, National Institute of Mental Health: *Development of Achievement-Related Emotions*. MH41786.
- 1987-1989, \$40,000, Southern California Gas Company: To implement a cooperative program with child development researchers and elementary school teachers.
- 1990-1992, \$112,510, Smith Richardson Foundation: To study effects of early childhood education curricula on motivation and learning.
- 1991-1994, \$144,869, National Institute of Mental Health: *Children's Motivation in Different Educational Contexts*. MH46427.
- 1991-1996, \$570,651, National Institute of Mental Health: *Training Grant in Applied Human Development*, MH18372,
- 1992-1995, \$1,035,369, National Science Foundation: *Portfolio in Practice: Integrating Assessment and Instruction in Elementary Mathematics*, MDR-9154512, Co-P.I.
- 1995-1997, \$23,380, California Policy Center: *Assessment of a two-way bilingual program for children ages 4-8*.
- 1995-1997, \$9,140, University of California: *Early Childhood Education Community School Collaboration*.
- 1995-1999, \$40,274 (directed to UCLA), National Institute of Child Health & Human Development, *Study of Early Child Care*.
- 1996-2001, \$1,194,135.82, MacArthur Foundation: *Transition into Elementary School*. DS96-MC03.
- 1997-2002, \$339,310 (years 1 & 2), National Institute of Mental Health: *Training Grant in Applied Human Development*, MH18372.
- 1997-2001, \$437,005, William T. Grant Foundation: *The Long-term Effects of Early Childhood Intervention: What Difference Does the School Make?*
- 1998-1999, \$160,000, Gluck Foundation: *UES Literacy Program*. 98.030
- 1999-2003, \$685,692, Office of Educational Research & Improvement (OERI): *Successful Educational Pathways for Children Placed at Risk*, R305T990283.
- 2000-2004, \$3,400,000, MacArthur Foundation Research Network on Teaching and Learning
- 2003-2004, \$200,000, MacArthur Foundation: *Conference and Volume on Evidence-based Practice*

2007-2008, \$200,000, Spencer Foundation: *Developing High Quality Education Researchers: Review of RTGs*

2013-2015, \$855,297, Heising-Simons Foundation, *Promoting Effective Math Instruction for Young Children*

2013-2014, \$500,000, Heising Simons Foundation, Planning grant for an Early Childhood Mathematics Education Research Network.

2014-2016, Heising Simons Foundation, Early Childhood Mathematics Education Research Network, \$3,455,488.

2016-2018, Heising Simons Foundation, Early Childhood Mathematics Education Research Network, \$5,000,000.

2017-2018, Heising Simons Foundation, California Policies Related to the Education of Children Birth to Age 5, \$200,000.

▲BOOKS

Stipek, D. (1988). *Motivation to learn: From theory to practice*. Englewood Cliffs, NJ: Prentice Hall. (Translated into Japanese)

Stipek, D. (1993). *Motivation to learn: From theory to practice* (2nd edition). Needham Heights, MA: Allyn & Bacon. (Translated into Italian)

Stipek, D. (1998). *Motivation to learn: From theory to practice* (3rd edition). Needham Heights, MA: Allyn & Bacon. (Translated into Japanese and Korean)

Stipek, D. (2002). *Motivation to learn: Integrating theory and practice* (4th edition). Needham Heights, MA: Allyn & Bacon. (Translated into Arabic and Chinese)

Stipek, D. & Seal, K. (2001). *Motivated Minds: Raising children who love learning*. New York: Henry Holt. (Translated into Chinese, Polish, Spanish, & Korean)

Bohart, A., & Stipek, D. (Eds.) (2001). *Constructive and destructive behavior: Implications for family, school, and society*. Washington DC: American Psychological Association.

Bransford, J., Stipek, D., Vye, N., Gomez, L., & Lam, D. (Eds.) (2009). *The role of research in educational improvement*. Cambridge MA: Harvard Education Press.

National Research Council (2004). *Engaging Schools: Fostering high school students' motivation to learn*. Washington DC: National Academies Press (chaired committee)

▲MONOGRAPH

Stipek, D., Recchia, S., & McClintic, S. (1992). Self-evaluation in young children. *Monographs of the Society for Research in Child Development*, 57(1, Serial No. 226).

▲GUEST EDITED JOURNAL

Elementary School Journal, Special issues on motivation, 1984, 85.

▲ARTICLES AND CHAPTERS

- Richmond, J., Stipek, D., & Zigler, E. (1979). Head Start: The first decade. In E. Zigler & J. Valentine (Eds.), *Project Head Start: A legacy of the war on poverty*. New York: Free Press, 1979. Excerpts reprinted in M. Bloom, *Life span development*. New York: MacMillan Publishing Company.
- Stipek, D., Valentine, J., & Zigler, E. (1979). Project Head Start: A critique of theory and practice. In E. Zigler & J. Valentine (Eds.), *Project Head Start: A legacy of the war on poverty*. New York: Free Press.
- Stipek, D. (1980). A causal analysis of the relationship between locus of control and academic achievement in first grade. *Contemporary Educational Psychology*, 5, 90-99.
- Stipek, D., & Hoffman, J. (1980). Children's achievement-related expectancies as a function of academic performance histories and sex. *Journal of Educational Psychology*, 72, 861-865.
- Stipek, D., & Hoffman, J. (1980). Development of children's performance-related judgments. *Child Development*, 51, 912-914.
- Stipek, D., & Nelson, K. (1980). Communication efficiency of middle- and lower-SES dyads. *Human Communication Research*, 6, 168-177.
- Stipek, D. (1981). Adolescents--Too young to earn, too old to learn? Compulsory school attendance and intellectual development. *Journal of Youth and Adolescence*, 10, 113-139.
- Stipek, D. (1981). Children's perceptions of their own and their classmates' ability. *Journal of Educational Psychology*, 73, 404-410.
- Stipek, D. (1981). Social-motivational development in first grade. *Contemporary Educational Psychology*, 6, 33-45.
- Stipek, D., Lamb, M., & Zigler, E. (1981). OPTI: A measure of children's optimism. *Educational and Psychological Measurement*, 41, 131-143.
- Stipek, D., & Simon, J. (1981). Work vs. school: Reconsidering compulsory education for adolescents. *The Networker*, 2, 5.
- Stipek, D., & Weisz, J. (1981). Perceived personal control and academic achievement. *Review of Educational Research*, 51, 101-137.
- Stipek, D. (1982). *Motivating children to learn: A life-long perspective*. National Institute of Education, National Commission on Excellence in Education. Washington, DC: Government Printing Office.

- Weisz, J., & Stipek, D. (1982). Competence, contingency, and the development of perceived control. *Human Development, 25*, 250-281.
- Good, T., & Stipek, D. (1983). Individual differences in the classroom: A psychological perspective. In G. Fenstermacher & J. Goodlad (Eds.), *N.S.S.E. Yearbook: Individual differences and the common curriculum* (pp. 9-43). Chicago: National Society for the Study of Education.
- Stipek, D. (1983). A developmental analysis of pride and shame. *Human Development, 26*, 42-54.
- Stipek, D. (1983). Work habits begin in preschool. *Young Children, 38*, 25-32. Reprinted in J. Brown (Ed.), *Curriculum planning for young children*. Washington, D.C.: National Association for the Education of Young Children.
- Stipek, D. (1984). The development of achievement motivation. In R. Ames & C. Ames (Eds.), *Research on motivation in education (Vol. 1): Student motivation* (p. 145-174). New York: Academic Press.
- Stipek, D. (1984). Sex differences in children's attributions for success and failure on math and spelling tests. *Sex Roles, 11*, 969-981.
- Stipek, D. (1984). Young children's performance expectations: Logical analysis or wishful thinking? In J. Nicholls (Ed.), *Advances in motivation and achievement (Vol. 3): The development of achievement motivation* (pp. 33-56). Greenwich, CT: JAI Press.
- Stipek, D., Roberts, T., & Sanborn, M. (1984). Preschool-age children's performance expectations for themselves and another child as a function of the incentive value of success and the salience of past performance. *Child Development, 55*, 1983-1989.
- Stipek, D., & Tannatt, L. (1984). Children's judgments of their own and their peers' academic competence. *Journal of Educational Psychology, 76*, 75-84.
- Stipek, D., & Sanborn, M. (1985). Teachers' task-related interactions with handicapped and nonhandicapped preschool children. *Merrill-Palmer Quarterly, 31*, 285-300.
- Stipek, D. (1986). Children's motivation to learn. In T. Tomlinson & H. Walberg (Eds.), *Academic work and educational excellence* (pp. 197-221). Berkeley, CA: McCutchan.
- Stallings, J., & Stipek, D. (1986). Research on early childhood and elementary school programs. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 727-753). American Educational Research Association.
- Stipek, D. (1987). Emotional responses to objective and normative performance feedback. *Journal of Applied Developmental Psychology, 8*, 183-195.
- Stipek, D., & Mason, T. (1987). Attributions, emotions, and behavior in the elementary school classroom. *Journal of Classroom Interaction, 22*, 1-5.
- Stipek, D., & Daniels, D. (1988). Declining perceptions of competence: A consequence of changes in the child or in the educational environment? *Journal of Educational Psychology, 80*, 352-356.

- Stipek, D., & DeCotis, K. (1988). Children's understanding of the implications of causal attributions for emotional experiences. *Child Development, 59*, 1601-1610.
- Beizer Seidner, L., Stipek, D., & Feshbach, N. (1988). A developmental analysis of elementary school-aged children's concepts of pride and embarrassment. *Child Development, 59*, 367-377.
- Stipek, D., & Kowalski, P. (1989). Learned helplessness in task-orienting versus performance-orienting testing conditions. *Journal of Educational Psychology, 81*, 384-391.
- Stipek, D., & McCroskey, J. (1989). Investing in children: Government and workplace policies for parents. *American Psychologist, 44*, 416-423
- Stipek, D., & Mac Iver, D. (1989). Developmental change in children's assessment of intellectual competence. *Child Development, 60*, 521-538.
- Stipek, D., Weiner, B., & Li, K. (1989). Testing some attribution-emotion relations in the People's Republic of China. *Journal of Personality and Social Psychology, 56*, 109-116.
- Mason, T., & Stipek, D. (1989). The stability of students' achievement-related thoughts and school performance from one grade to the next. *Elementary School Journal, 90*, 57-67.
- Stipek, D., & Daniels, D. (1990). Children's use of dispositional attributions in predicting the performance and behavior of classmates. *Journal of Applied Developmental Psychology, 11*, 13-28.
- Stipek, D., Gralinski, H., & Kopp, C. (1990). Self-concept development in the toddler years. *Developmental Psychology, 26*, 972-977.
- Stipek, D. (1991). Characterizing early childhood education programs. In L. Rescorla, M. Hyson, & K. Hirsh-Pasek (Eds.), *Academic instruction in early childhood: Challenge or pressure? New Directions for Child Development, 53*. San Francisco: Jossey-Bass.
- Stipek, D. (1991). Help your child succeed in school. *Parents' Magazine*, November, 130-134.
- Stipek, D., & Gralinski, H. (1991). Gender differences in children's achievement-related beliefs and emotional responses to success and failure in mathematics. *Journal of Educational Psychology, 83*, 361-371.
- Mac Iver, D., Stipek, D., & Daniels, D. (1991). Explaining within semester changes in student effort in junior high school and senior high school courses. *Journal of Educational Psychology, 83*, 201-211.
- Stipek, D. (1992). The child at school. In M. Bornstein & M. Lamb (Eds.), *Developmental psychology: An advanced textbook* (3rd edition). Hillsdale, NJ: Erlbaum.
- Stipek, D., Daniels, D., Galluzzo, D., & Milburn, S. (1992). Characterizing early childhood education programs for poor and middle-class children. *Early Childhood Research Quarterly, 7*, 1-19.
- Stipek, D., Milburn, S., Galluzzo, D., & Daniels, D. (1992). Parents' beliefs about appropriate education for young children. *Journal of Applied Development Psychology, 13*, 293-310.

- Stipek, D. (1993). Motivating Underachievers. *Learning, 21*(8), 32-33.
- Droege, K., & Stipek, D. (1993). Children's use of dispositions to predict classmates' behavior. *Developmental Psychology, 29*, 646-654.
- Kasari, C., Sigman, M., Baumgartner, P., & Stipek, D. (1993). Pride and mastery in children with autism. *Journal of Child Psychology and Psychiatry & Allied Disciplines, 34*, 353-362.
- Stipek, D. (1993). Is child-centered early childhood education really better? In S. Reifel (Ed.), *Advances in early education and day care, 5*, 29-32. Greenwich, CT: JAI Press.
- Phillips, D., & Stipek, D. (1993). Early formal schooling: Are we promoting achievement or anxiety? *Applied and Preventive Psychology: Current Scientific Directions, 2*, 141-150.
- Stipek, D., Rosenblatt, L., & Di Rocco, L. (1994). Making parents your allies. *Young Children, 49*, 4-9.
- Stipek, D., Feiler, R., Daniels, D., & Milburn, S. (1995). Effects of different instructional approaches on young children's achievement and motivation. *Child Development, 66*, 209-223.
- Stipek, D. & Gralinski, H. (1996). Children's beliefs about intelligence and school performance. *Journal of Educational Psychology, 88*, 397-407.
- Stipek, D. (1996). Motivation and instruction. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 85-113): Macmillan: New York.
- Stipek, D. (1997). Success in school--for a Head Start in life. In S. Luthar, J. Burack, D. Cicchetti, & J. Weisz (Eds.). *Developmental psychopathology: Perspectives on risk and disorder* (75-92). New York: Cambridge University Press.
- Stipek, D., & Byler, P. (1997). Early childhood education teachers: Do they practice what they preach? *Early Childhood Research Quarterly, 12*, 305-325.
- Stipek, D., Gearhart, M., & Denham, W. (1997). Improving teachers' practices in K-8 mathematics education: What works? *Thrust for Educational Leadership, 22-25*.
- Stipek, D. & Ryan R. (1997). Economically disadvantaged preschoolers: Ready to learn but further to go. *Developmental Psychology, 33*, 711-723.
- Stipek, D. (1998). Differences between Americans and Chinese in the circumstances evoking pride, shame, and guilt. *Journal of Cross-Cultural Psychology, 29*, 616-629.
- Stipek, D., Feiler, R., Byler, P., Ryan, R., Milburn, S. & Salmon, J. (1998). Good Beginnings: What difference does the program make in preparing young children for school? *Journal of Applied Developmental Psychology, 19*, 41-66.
- Stipek, D., Givvin, K., Salmon, J., & MacGyvers, V. (1998). Can a teacher intervention improve classroom practices and student motivation in mathematics? *Journal of Experimental Education, 66*, 319-337.

- Stipek, D., Salmon, J., Givvin, K., Kazemi, E., Saxe, G., & MacGyvers, V. (1998). The value (and convergence) of practices suggested by motivation researchers and mathematics education reformers. *Journal for Research in Mathematics Education*, 29, 465-488.
- Stipek, D. (1999). The logic and meaning of declining perceptions of academic competence. In F. Weinert & W. Schneider (Eds.). *Individual development from 3 to 12: Findings from a longitudinal study* (pp. 222-226). Cambridge: Cambridge University Press.
- Stipek, D., De la Sota, A., Weishaupt, L. (1999). Life Lessons: An embedded classroom approach to preventing high-risk behavior among preadolescents. *Elementary School Journal*, 99, 433-451.
- Stipek, D. & Ogawa, T. (2000). *Early Childhood Education*. Los Angeles: UCLA Center for Healthier Children, Families and Communities.
- Stipek, D. (2001). Classroom context effects on young children's motivation. In F. Salili, C. Chiu, & Y. Hong (Eds.) *Student motivation: The culture and context of learning* (pp. 273-292). New York: Kluwer Academic.
- Stipek, D. (2001). Pathways to constructive behavior: Importance of academic achievement in the early elementary grades. In A. Bohart & D. Stipek (Eds.), *Constructive and destructive behavior: Implications for family, school, and society* (pp. 291-315). Washington DC: American Psychological Association.
- Stipek, D., & Byler, P. (2001). Academic Achievement and Social Behaviors Associated with Age of Entry into Kindergarten. *Journal of Applied Developmental Psychology*, 22, 175-189.
- Stipek, D., & Givvin, K., Salmon, J., & MacGyvers, V. (2001). Teachers' beliefs and practices related to mathematics instruction. *Teaching and Teacher Education*, 17, 213-226.
- Stipek, D., & Greene, J. (2001). Achievement motivation in early childhood: Cause for concern or celebration? In S. Golbeck (Ed.), *Psychological perspectives on early childhood education: Reframing dilemmas in research and practice* (pp. 64-91). Mahwah, NJ: Erlbaum Associates.
- Stipek, D., Ryan, R., & Alarcon, R. (2001). Bridging research and practice to develop a two-way bilingual program. *Early Childhood Education Quarterly*, 16, 133-149.
- Stipek, D., & Seal, K. (2001; 9/18). The joy of learning: Secrets to self-motivation. *Family Circle*, 105-107.
- Bohart, A. & Stipek, D. (2001). What have we learned? In A. Bohart & D. Stipek (Eds.), *Constructive and destructive behavior: Implications for family, school, and society* (pp. 367-397). Washington DC: American Psychological Association.
- Givvin, K., Stipek, D., Salmon, J., & MacGyvers, V. (2001). In the eyes of the beholder: How students and teachers judge students' motivation in mathematics. *Teaching and Teacher Education*.
- Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. *Elementary School Journal*, 102, 59-80. Reprinted in the *Journal of Education*, 189, pp. 123- 137, 2008/9

- Valeski, T., & Stipek, D. (2001). Young children's attitudes toward school: Causes and consequences. *Child Development, 72*, 1198-1213.
- Stipek, D. (2002). Good instruction is motivating. In A. Wigfield & J. Eccles (Eds.), *Development of achievement motivation* (pp. 309-332). San Diego: Academic Press.
- Stipek, D. (2002). At what age should children enter kindergarten? A question for policy makers and parents. *SRCD Social Policy Report, Vol. 15, #2*.
- Stipek, D. & Seal, K. (2002). Motivating minds: Nurturing your child's desire to learn. *Our Children, 27*(5), 7-8.
- Kazemi, E., & Stipek, D. (2002). Motivating students by teaching for understanding. In J. Sowder & B. Schappelle (Eds.), *Lessons learned from research* (pp. 17-22). Reston, VA: National Council of Teachers of Mathematics.
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- Stipek, D. (2004). Head Start: Can't we have our cake and eat it too? *Education Week*, May 5.
- Stipek, D. (2004). School entry age. In Encyclopedia on Early Childhood Development. *Centre of Excellence for Early Childhood Development Web site*, http://www.excellence-earlychildhood.ca/cex_info.asp?lang=EN&info=6
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- Stipek, D. & Byler, P. (2004). The early childhood classroom observation measure. *Early Childhood Research Quarterly, 19*, 375-397.
- Drummond, K., & Stipek, D. (2004). Parents' beliefs about their role in young children's academic learning. *Elementary School Journal, 104*, 197-213.
- Herbert, J. & Stipek, D. (2004). The emergence of gender difference in children's perceptions of their academic competence. *Journal of Applied Developmental Psychology, 26*, 276-295.
- Stipek, D. (2005). Children as unwitting agents in their developmental pathways. In Cooper, C., Garcia Coll, C., Bartko, W., Davis, H., & Chatman, C. (Eds.). *Developmental Pathways through Middle Childhood: Rethinking Context and Diversity as Resources* (pp. 99-120). Hillsdale, NJ: Erlbaum.
- Stipek, D. (2005). Early childhood education at a crossroads. *Harvard Education Letter, 21*(4), 1-3,7.
- Stipek, D. (2005). School entry age. *Instructional Leader, 18* (3), 6-10.
- Stipek, D. (2005). Scientifically based practice: It's about more than improving the quality of research. *Education Week*, March 23.

- Bassok, D., & Stipek, D., Inkelas, M., & Kuo, A. (2005). Building community systems for young children: Early Childhood Education. National Center for Infant and Early Childhood Policy: Building State Early Childhood Comprehensive Systems Series, No. 11. UCLA Center for Healthier Children, Families and Communities.
- Stipek, D. (2006). Accountability Comes to Preschool: Can We Make it Work for Young Children? *Phi Delta Kappan*, 87 (10), 740-744, 747.
- Stipek, D. (2006). Bridging policy, research and practice: Lessons of Ed Zigler. *Child and Family Policy and Practice Review*, 2(1), 6-9.
- Stipek, D. (2006). No child left behind comes to preschool. *Elementary School Journal*, 106(5), 455-465.
- Stipek, D. (2006). Relationships matter. *Educational Leadership*, 64, 46-49.
- Stipek, D., & Hakuta, K. (2006). Policies to ensure that no child starts from behind. In *Child Development and Social Policy: Knowledge for Action: Essays in honor of Edward Zigler* (pp. 129-145). Washington DC: American Psychological Association Press.
- Miles, S., & Stipek, D. (2006). Contemporaneous and longitudinal associations between social behavior and literacy achievement in low-income elementary school children. *Child Development*, 77, 103-117.
- Stipek, D., & Miles, S. (2008). Effects of aggression on achievement: Does conflict with the teacher make it worse? *Child Development*, 79, 1721-1735.
- Bransford, J. Stipek, D., Vye, N., Gomez, L., & Lam, D. (2009). Equity, excellence, elephants, and evidence. In J Bransford, D. Stipek, N. Vye, L. Gomez & D. Lam (Eds.). *The role of research in educational improvement* (pp. 1-17). Cambridge MA: Harvard Education Press.
- Gomez, L., Weiss, J., Stipek, D., Bransford, J. (2009). Toward a deeper understanding of the educational elephant: Concluding thoughts. In J. Bransford, D. Stipek, N. Vye, L. Gomez & D. Lam (Eds.). *The role of research in educational improvement* (pp. 209-227). Cambridge MA: Harvard Education Press.
- Stipek, D. (2010). Motivation to learn. In H. Weiss, H. Kreider, M. Lopez & C. Chatman-Nelson (Eds.). *Preparing educators to engage families* (2nd edition, pp. 2-7). Thousand Oaks CA: Sage Publications.
- Stipek, D., Newton, S. Chudgar, A. (2010). Learning-related behaviors and literacy achievement in elementary school-aged children. *Early Childhood Research Quarterly*, 25, 385-396.
- Brenneman, K., Boller, K., Atkins-Burnett, S., Stipek, D., Forry, N., Ertle, B., French, L., Ginsburg, H., Frede, E. & Schultz T. (2011). Measuring the Quality of Early Childhood Math and Science Curricula and Teaching. In M Zaslow, I. Martinez-Beck, K. Tout & T. Halle (Eds.), *Quality Measurement in Early Childhood Settings* (pp. 77-103). Baltimore Maryland: Paul H. Brookes Publishing Co.

- Stipek, D. (2011). Classroom practices and children's motivation to learn. In E. Zigler, S., W. Gilliam, & Barnett, *The pre-K debates: Current controversies & issues* (pp. 98-103). Baltimore, Maryland: Paul H. Brookes Publishing.
- Stipek, D. (2012). Context Matters: Effects of student characteristics and perceived support from administrators and parents on teacher self-efficacy. *The Elementary School Journal*, 112 (4), 590-606.
- Stipek, D., Schoenfeld, A., Gomby, D., (2012). Math matters: Even for little kids. *Education Week*, March 21.
- Stipek, D., & Schoenfeld, A. (2012). Early Math in California. Conference report, www.earlylearning.org
- Schoenfeld, A., & Stipek, D. (2012). Math Matters: Children's Mathematical Journeys Start Early. Conference Report, www.earlylearning.org.
- Stipek, D. (2012). What we have learned about learning. In Committee on From Neurons to Neighborhoods, *From Neurons to Neighborhoods: An Update* (pp. 19-24) Washington D.C.: The National Academies Press.
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- Stipek, D. (2013). Evaluating Pre-K-3 Programs. Report to the Foundation for Child Development.
- Stipek, D. (2013, October 16). Using accountability to promote rather than undermine teacher motivation. *Education Week*.
- Stipek, D. (2013). Playful Math for Preschoolers. *Parents Magazine*.
- Stipek, D. (2014). 3 Reasons Universal Preschool is Valuable. *Parents Magazine*.
<http://www.parents.com/toddlers-preschoolers/starting-preschool/preparing/universal-preschool/>
- Stipek, D. (2014). Achievement Motivation. In D. Phillips (Ed.). *Encyclopedia of Educational Theory and Philosophy*. Thousand Oaks, CA: Sage.
- Stipek, D., & Lombardo, M. (2014, May 21). Retention may cause more problems than it solves. *Education Week*.
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