THOMAS C. HATCH

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EDUCATION
Harvard University, Cambridge, MA
- Ed.D, Human Development, 1992.
- Ed.M., 1984

Brown University, Providence, RI
- A.B., Psychology and Semiotics, 1983

PROFESSIONAL EXPERIENCE
- Professor, Teachers College, Columbia University, 2016-present
- Director, National Center for Restructuring Education, Schools, & Teaching (NCREST), 2020 – present
- Associate Professor (with tenure), Teachers College, Columbia University, 2008-2015
- Associate Professor, Teachers College, Columbia University, 2003-2008
- Co-Director, National Center for Restructuring Education, Schools, &Teaching (NCREST), 2003-2020
- Senior Scholar, The Carnegie Foundation for the Advancement of Teaching, 1997-2003
- Project Director, the ATLAS Seminar, Harvard Project Zero, 1993-1997

AWARDS
- Visiting Scholar, Beijing Normal University & Scholar-in-Residence, Columbia Global Center, Beijing, 2024
- Fulbright Finland Alumni Award, 2023
- J. William Fulbright Specialist Grant (Finland), 2014
- J. William Fulbright Scholar to Norway, 2009-2010
- Visiting Scholar, Stanford University, 1996-1997
- Spencer Dissertation Fellowship, 1989-1990
- Distinguished Achievement Award for Excellence in Educational Journalism, Educational Press Association of America, 1989

GRANTS RECEIVED
Middle College National Consortium, Buffalo Middle Early College, PI, 10/23 – 6/24, $25,000
Shelby County Public Schools, Shelby Country CTE Project, PI, 1/23 – 8/23, $85,000
New Visions for Public Schools, Documenting innovations to support the transition to high school during the pandemic, PI, 5/21-8/23, $42,000.

Teachers College Provost's Investment Fund, Building the capacity for culturally relevant leadership, PI, 6/21-5/22, $20,000.

New York Community Trust, Documenting the Development and Collective Impact of the Reading Improvement Sector, $75,000, PI, 1/18-8/18

Spencer Foundation, Improve or innovate? The possibilities and challenges for educational transformation across contexts PI, $50,000, 9/16-8/17

New York Community Trust, Documenting the Social Networks Among K-3 Reading Improvement Programs in New York City, PI, 7/16 – 12/17, $269,632

New York City Department of Education, Documenting the use of local and periodic assessments in New York City (Continuation Grant), PI, 9/15-8/16, $85,000

New York Community Trust, Mapping the K-3 Reading Improvement Sector in New York City, PI, 1/15-6/17, $220,000

Teachers College Provost's Investment Fund, Developing innovative learning experiences for school improvement, PI, 1/15-12/16, $20,000

New York City Department of Education, Documenting the use of local and periodic assessments in New York City, PI, 9/14-8/15, $77,000

New York City Department of Education, Documenting instructional-uses of performance assessments in New York City, PI, 9/13-8/14, $75,000

The New York Community Trust & Philanthropy NY, Pathways to Student Success in New York City, Co-PI, 2/13-8/13, $45,000

New York City Department of Education, New York City Performance Assessment Partnership, Co-PI, 9/12-6/13, $516,940

Peter G. Peterson Foundation, Evaluation of the First-Year Implementation of the Understanding Fiscal Responsibility Curriculum, Co-PI, 9/12-8/13, $150,000

Newark Trust for Education, Evaluation of the Funder's Collaborative, PI, 2/12-6/13, $15,000

Teachers College Provost's Investment Fund, Documenting Pathways to Graduation (and Dropping Out) for New York City High School Students from Different Backgrounds and Performance Levels*, Co-PI, 1/12-6/13, $20,000

Peter G. Petersen Foundation, Evaluation of the Understanding Fiscal Responsibility Curriculum, Co-PI, 9/09-8/12, $300,000

Spencer Foundation, What does it take to improve schools? A descriptive study of approaches to school capacity and accountability in the Netherlands, Norway, Singapore, and New York City, PI, 9/09-8/10, $40,000

Teachers College Provost's Investment Fund, Developing a data-based Teachers College Educational Research Collaborative, Co-PI, 9/08-6/10, $20,000

Panasonic Foundation & Geraldine R. Dodge Foundation, Documenting the New Jersey Network of Superintendents, PI, 9/08-8/09, $50,000

Teachers College Provost's Investment Fund, Using Web-based Tools to Document Teaching and Advance Teacher Education, Co-PI, 2/08-8/09, $20,000,

The Spencer Foundation, Building capacity to establish and sustain coherent school reform, PI, 5/03-6/04, $40,000

The William and Flora Hewlett Foundation, An ecological approach to school reform," PI, 1/01- 6/02, $75,000

Southwestern Bell Foundation, Joining communities and schools in educational reform, PI, 9/96-8/98, $40,000

Geraldine R. Dodge Foundation, Schools using multiple intelligences theory, PI, 1/97-12/98, $80,000

BOOKS

Hatch, T., with Corson, J. & Van den Berg, S. (2021). Into the classroom: Developing the scholarship of teaching and learning. Thousand Oaks, CA: Corwin.

Hatch, T. (2009). Managing to change: How schools can survive (and sometimes thrive) in turbulent times. New York: Teachers College Press.

Hatch, T., (with Eiler White, M., Raley, J., Austin, K., Capitelli, S., & Faigenbaum, D.) (2005). Into the classroom: Developing the scholarship of teaching and learning. San Francisco: Jossey-Bass.

Hatch, T., Ahmed, D., Lieberman, A., Faigenbaum, D., Eiler White, M., & Pointer Mace, D. (Eds.) (2005). Going public with our teaching: An anthology of practice. New York: Teachers College Press.

McDonald, J., **Hatch, T.**, Kirby, E., Ames, N., Haynes, N., & Joyner, E. (1999). School reform behind the scenes. New York: Teachers College Press.

Goodrich, H., **Hatch, T.**, Unger, C., & Wiatrowski, G. (1995). Teaching through projects: Creating effective learning environments. San Francisco: Addison-Wesley.

EDITED VOLUMES (Refereed)

Hatch, T., (Ed.) (1999). Dilemmas of theory, design, and practice in curriculum and school improvement. Peabody Journal of Education, 74 (1).

JOURNAL ARTICLES (Refereed)

Licata, B. & **Hatch, T.** (in press). Expertise, Micro-innovations & School Improvement. International Journal of Educational Research.

Hatch, T., Ahn, M., Ferguson, D., & Rumberger, A. (2023). The Role of External Support in Improving K-3 Reading Outcomes in New York City. Urban Education. 58 (5), 867-898. https://doi.org/10.1177/0042085919877932

Hatch, T., Corson, J. & Gerth van den Berg, S. (2022). New schools in New York City and Singapore. Journal of Educational Change. 23, 199–220. https://doi.org/10.1007/s10833-021-09419-1

Hatch, T., Corson, J. & Gerth van den Berg, S. (2021). New Schools in New York City: Incremental changes in transformative initiatives in the 21st Century. <u>Teachers College Record</u>. <u>123</u> (10), 91-116. <u>https://doi.org/10.1177/01614681211058961</u>

Stosich, E.L., **Hatch, T.,** Hill, K., Roegman, R., Allen, D., (2021). Social networks and policy coherence: administrators' Common Core and teacher evaluation advice networks. <u>Educational Policy Analysis Archives</u>, <u>29</u> (60). https://doi.org/10.14507/epaa.29.5990

Hatch, T., Hill, K., & Roegman, R. (2019). Instruction, equity, and social networks in district-wide improvement. <u>Journal of Professional Capital and Community</u>, <u>5</u> (1), 72-91.

Roegman, R., Allen, D., & **Hatch, T.** (2017). The elusiveness of equity: Evolution of instructional rounds in a superintendent's network. <u>American Journal of Education</u>, <u>124</u>(1), 127–159.

Hatch, T., Shuttleworth, J., Taylor, A., & Marri, A. (2016). Videos, pairs, and peers: What connects theory and practice in teacher education? <u>Teaching and Teacher Education</u>. <u>59</u>, 274–284.

Hatch, T., Hill, K., & Roegman, R. (2016). Investigating the role of instructional rounds in the development of social networks and district-wide improvement. <u>American Educational Research Journal</u>, <u>53</u> (4), 1022-1053.

Roegman, R., **Hatch, T.**, Hill, K., & Kneiwel, V. (2015). Relationships, instruction, understanding: One district's implementation of rounds. <u>Journal of Educational Administration</u>, <u>53</u> (5), 625 – 641.

Allen, D., Roegman., R., & **Hatch. T.** (2015). Investigating discourses for administrators' learning within instructional rounds. <u>Educational Management, Administration & Leadership</u>. DOI: 10.1177/1741143215574507

Jaffee, A. T., Marri, A., Shuttleworth, J., & **Hatch, T.** (2014). "I did not think it was an effective use of questioning": Collective critical observation and reflection of social studies pedagogy. <u>The Journal of Social Studies Research</u>. DOI:10.1016/j.jssr.2014.11.004

Hatch, T. (2013). Beneath the surface of accountability: Answerability, responsibility and capacity building in recent educational reforms in Norway. <u>Journal of Educational Change</u>, <u>14</u> (1), 1-15.

Ehren, M., & **Hatch, T.** (2013). Responses of schools to accountability systems using multiple measures: The case of New York City elementary schools. <u>Educational Assessment, Evaluation and Accountability</u>, <u>25</u>, (4), 341-373.

Marri, A., Ahn, M., Fletcher, J., Heng, T. & **Hatch, T.** (2012). Self-efficacy of U.S. high school teachers teaching the federal budget, national debt, and budget deficit: A mixed methods case study. <u>Citizenship, Social and Economics Education</u>, <u>11</u> (2), 105-120.

Hatch, T. (2009). The scholarship of teaching and web-based representations of teaching in the United States: Definitions, histories, and new directions. <u>Educational Action Research</u>, <u>17</u> (1), 63-78.

Hatch, T. & Grossman, P. (2009). Learning to look beyond the boundaries of representation. <u>Journal of Teacher Education</u>, <u>60</u>, (1), 70-85.

Hatch, T., & Pointer, D. (2007). Exhibition overview: Opening classroom doors. Teachers College Record. Retrieved from
http://www.tcrecord.org/makingteachingpublic/pdfs/exhibitionoverview.pdf

Hatch, T. (2006). Improving schools in turbulent times. The New Educator, 2, 267-276.

Hatch, T., Eiler White, M., & Capitelli, S. (2005). Learning from teaching: What's involved in the development of classroom practice? Cambridge Journal of Education. 35 (3), 323-331.

Hatch, T., Eiler White, M., & Faigenbaum, D. (2005). Expertise, credibility, and influence: How teachers can advance the field. Teachers College Record. 107 (5).

Honig, M., & **Hatch, T.** (2004). Crafting coherence: How schools strategically manage multiple, external demands. Educational Researcher, 33 (8), 16-30.

Hatch, T., & White, N. (2002). The raw materials of reform: Rethinking the knowledge of school improvement. The Journal of Educational Change. 3 (2), 117-134.

Hatch, T. (2001). Incoherence in the system: Three perspectives on the implementation of multiple improvement initiatives in one district. American Journal of Education. 109 (4), 107-37.

Hatch, T. (2001). What does it take to break the mold? Teachers College Record, 102(3), 561-589.

Hatch, T. (2000). What does it take to "go to scale"? Reflections on the promise and the perils of comprehensive school reform. Journal of Education for Students Placed at Risk, 5(4), 339-354.

Hatch, T. (1999). Introduction. In T. Hatch (Ed.). Dilemmas of theory, design, and practice in curriculum and school improvement. Peabody Journal of Education, 74 (1), 1-11.

Hatch, T. (1998). The differences in theory that matter in the practice of school improvement. American Educational Research Journal, 35(1), 3-31.

Hatch, T., Goodrich, H., Unger, C., & Wiatrowski, G. (1993). On the edge of school: Creating a new context for students' development. In F. Villarruel and R. Lerner (Eds.), Promoting community-based programs for socialization and learning. New Directions in Child Development. 63, 51-64.

Waxman, S., & **Hatch, T.** (1992). Beyond the basics: Preschool children label objects flexibly at multiple hierarchical levels. Journal of Child Language, 19, 153-166.

Hatch, T., & Gardner, H. (1990). If Binet had looked beyond the classroom: The assessment of Multiple Intelligences. International Journal of Educational Research, 18 (5), 415-429.

Gardner, H., & **Hatch, T.** (1989). Multiple intelligences go to school: Educational implications of the Theory of Multiple Intelligences. Educational Researcher, 18 (8), 4-10.

BOOK CHAPTERS

Hatch, T. & Beltran-Alvarado, J. (in press). Incremental Improvement and Transformational Change: Creating the Conditions for Learning and Wellbeing in the Future. In A. L. Goodwin, A. Hargreaves, V. Showunmi, C. Stone-Johnson & J. Weiner (Eds.) Third International Handbook of Educational Change. Springer.

Hatch, T., Leisy Stosich, E., & Corson, J. (2023). Leadership and governance for improvement: how schools manage external demands. In <u>International Encyclopedia of Education (4th Edition)</u>, Elsevier.

Hatch, T., Corson, J., Faughey, D. & Van den Berg, S. (2022). The Evolution of Efforts to Improve Education in New York City (2001–2016). In D. Hung, L. Wu, & D. Kwek (Eds.) <u>Diversifying Schools: Systemic Catalysts for Educational Innovations in Singapore</u>. Springer

Hatch, T. (2020). Building the capacity for collective responsibility in Norway. In M. Jones & A. Harris (Eds.) <u>Leading and Transforming Education Systems</u>. New York: Springer

Hatch, T. (2015). Connections, coherence, and common understanding in the common core. In Supovitz, J. A. & Spillane, J. P. (Eds.), <u>Challenging Standards: Navigating Conflict and Building Capacity in the Era of the Common Core</u>. Lanham, MD: Rowman & Littlefield.

Roegman, R. & **Hatch, T.** (2015). AYP, access, and expectations: Superintendents' legal, distributive, and transformative approaches to equity. In M. Khalifa, C. Grant, N. W. Witherspoon, A. F. Osanloo (Eds.) <u>The Handbook of Urban Educational Leadership</u>. Rowman & Littlefield: Lanham, MD.

Hatch, T. (2014). Responsibility and accountability in (a Norwegian) context. In M. Kornhaber & E. Winner, E. (Eds.), <u>Mind, Work, and Life: A Festschrift on the Occasion Of Howard Gardner's 70th Birthday.</u> Ediciones Mundi: Madrid.

Huerta, L. & **Hatch, T.** (2010). School reform. In R. Schweder, T. Biddell, A. Dailey, S. Dixon, P. Miller, & J. Modell (Eds.) <u>The child: An encyclopedic companion</u>. Chicago: University of Chicago Press.

Pointer Mace, D., **Hatch. T.**, & Iiyoshi, T. (2008). Teaching in and from the classroom**.** In R. Goldman, R. Pea, B. Barron, & S. Derry (Eds.) <u>Video research in the learning sciences</u>. New Jersey: Lawrence Erlbaum Associates, Inc..

Hatch, T. (2006). The role of foundation support in building the capacity for school improvement. In R. Bacchetti & T. Ehrlich (Eds.) <u>Foundations and Education</u>: San Francisco: Jossey-Bass.

Hatch, T., & Kornhaber, M. (2006). Multiple intelligences and emotional intelligence: Finding common ground in the classroom. In M. Elias (Ed.), <u>Emotional intelligence in the classroom</u>, (pp. 35-42). Thousand Oaks, CA: Corwin Press.

Hatch, T., & Honig, M. (2003). Getting beyond the "one best system:" Developing alternative educational approaches in the United States. In K. Anderson-Levitt (Ed.) <u>Local Meanings, Global School: Anthropology and World Culture Theory</u>. New York: St. Martin's Press.

Hatch, T. (1997). Friends, diplomats, and leaders in kindergarten: Interpersonal intelligence in play. In P. Salovey & D. Sluyter (Eds.) <u>Emotional Development and Emotional Literacy</u>. New York: Basic Books.

Hatch, T., & Kornhaber, M. (1997). Intelligence, schools, and society: Individual development in context. In H. Wahlberg & G. Haertel (Eds.) <u>Psychology and Educational Practice</u>. San Francisco: McCutchan.

Gardner, H., **Hatch, T.,** & Torff, B. (1997). A third perspective: The symbol systems approach. In R. Sternberg and E. Grigorenko (Eds.), <u>Intelligence: Heredity and Environment</u>. New York: Cambridge University Press.

Gardner, H., Torff, B., & **Hatch, T.** (1997). The age of innocence: Preserving the best of the progressive tradition in psychology and education. In D. Olson (Ed.), <u>Handbook of Psychology in Education: New Models of Learning, Teaching and Schooling</u>. New York: Blackwell Publishers.

Hatch, T., & Gardner, H. (1993). Finding cognition in the classroom. In G. Salomon (Ed.), <u>Distributed Cognition</u>. Cambridge, UK: Cambridge University Press.

JOURNAL ARTICLES

Hatch, T. (2025). The power of condensing the curriculum. <u>Educational Leadership</u>. <u>83</u> (4), 22-27.

Hatch, T. (2021). We will now resume our regular programming… <u>Journal of Educational Change</u>, <u>22</u> (3), 447–456.

Hatch, T. (2021). Expanding the boundaries of learning. <u>Phi Delta Kappan</u>, <u>102</u> (8), 8–13.

Hatch, T., Roegman, R., & Allen, D. (2019). Creating equitable outcomes in a segregated state. <u>Phi Delta Kappan</u>. <u>100</u> (5), 19-24.

Hatch, T. (2017). Known for its intense testing pressure, top-performing South Korea dials it back. <u>Hechinger Report</u>. Retrieved from http://hechingerreport.org/opinion-known-intense-testing-pressure-top-performing-south-korea-dials-back/

Hatch, T. & Roegman, R. (2017). Equity goals and equity visits: Leaders in a superintendent network jointly study each other's diverse schools to pursue high-leverage academic goals. <u>School Administrator</u>. Retrieved from http://my.aasa.org/AASA/Resources/SAMag/2017/Nov17/HatchRoegman.aspx.

Roegman, R. & **Hatch, T.** (2016). Access, success and equity: AP access and performance in four New Jersey districts. <u>Phi Delta Kappan,</u> <u>97</u>(5), 20-25.

Hatch, T. (2013). Innovation at the core: What it really takes to improve classroom practice. <u>Phi Delta Kappan</u>, <u>95</u> (3), 34-38.

Hatch, T. & Roegman, R. (2012). Out of isolation: Superintendents band together to improve equity and instruction in their districts. <u>JSD</u>, <u>33</u>(6), 37-41.

Roegman, R., **Hatch, T.,** & Riehl, C. (2012). Leadership in uncertain times. <u>Revue Internationale D'Education-Sevres</u>, <u>60</u>, 45-54

Hatch, T. (2009). The outside-inside connection. <u>Educational Leadership</u>, <u>67</u> (2), 16-21. (Reprinted in <u>The best of Educational Leadership 2009-2010</u>).

Hatch, T., Bass, R., Iiyoshi, T., & Pointer, D. (2004). Building knowledge for teaching and learning: The promise of the scholarship of teaching in a networked environment. <u>Change</u>. <u>36</u> (5), 42-48.

Hatch, T. (2002). When improvement programs collide. <u>Phi Delta Kappan</u>. <u>83</u> (8), 626-634.

Hatch, T. (1998). How comprehensive can comprehensive reform be? <u>Phi Delta Kappan</u>, <u>79</u>(7), 518-523.

Hatch, T. (1998). How community action contributes to achievement. <u>Educational Leadership</u>, <u>55</u>(8), 16-19.

Hatch, T. (1997). Getting specific about multiple intelligences. <u>Educational Leadership</u>. <u>54</u> (6), 26-29.

Hatch, T., & Seidel, S. (1997). Putting student work on the table. <u>National Forum</u>. <u>77</u> (1), 18-21.

Hatch, T. (1993). From research to reform: Finding better ways to put theory into practice. <u>Educational Horizons</u>, <u>71</u> (4), 197-202.

Hatch, T. (1990). Who makes the rules? Looking at leadership in a four year-old's world. <u>Young Children</u>, <u>45</u> (5), 11-17.

REVIEWS AND COMMENTARIES

Hatch, T. (2019, March 20). Who should improve the school improvement industry? <u>Education Week</u>, https://www.edweek.org/policy-politics/opinion-who-should-improve-the-school-improvement-industry/2019/03

Hatch, T. (2010). What Norway (not Finland) can tell us about schools. <u>The Answer Sheet Blog.</u> Retrieved from http://voices.washingtonpost.com/answer-sheet/guest-bloggers/what-norway-not-finland-tells.html

Hatch, T. (2010). A question of value(s). <u>New York Times Online</u>. Retrieved from http://www.nytimes.com/roomfordebate/2010/09/26/why-more-students-rely-on-tutors/a-question-of-values

Hatch, T. (2009). Four flawed assumptions of school reform and what to do about them. <u>Education Week</u>, <u>29</u> (14), 24, 32.

Hatch, T. (2003). The "long haul" or boom and bust. <u>Education Week</u>, <u>23</u> (2), 32, 35.

Hatch, T. (2002) Comment on "Going public with students' work: The Movie." In P. Hutchings (Ed.) <u>Ethics of Inquiry: Issues in the Scholarship of Teaching and Learning</u>. Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching.

Hatch, T. (2001). The usual monkey business: A case of repetition and reform. A response to Cheryl Craig. <u>Curriculum Inquiry</u>. <u>31</u> (3), 333-340.

Hatch, T. (2001). It takes capacity to build capacity, <u>Education Week</u>, <u>20</u>(22), 44, 47.

Hatch, T. (1999). Cognitive styles and classroom learning. <u>Teachers College Record</u>, <u>100</u>(3), 678-680.

Hatch, T. (1998). From a public education to an education in public. <u>Education Week</u>, <u>17</u>(18), 48-49.

Hatch, T. (1994). What's art got to do with it? A response to Flinders and Eisner. <u>Research in the Teaching of English</u>. <u>28</u> (4), 362-365.

COMMISSIONED PAPERS & TECHNICAL REPORTS

Ready, D., **Hatch, T.**, Warner, M., & Chu, E. (2013). The experiences of one New York City high school cohort: Opportunities, successes, challenges. New York, NY: Philanthropy New York.

Hatch, T. & **Blythe, T.** (1997). More than a place to go: Creating and sustaining effective afterschool programs: A resource guide for the Alliance Schools. Austin, TX: Southwest Industrial Areas Foundation.

DIGITAL EXHIBITIONS & WEBSITES

Hatch, T., Marri, A., Stengel, P., Kitch, A., & Neira, P. (2013). The Arab-Israeli conflict: A website documenting a unit in a 10th grade global studies class. Center for New Media Teaching and Learning & NCREST: New York. Retrieved from http://classpop.ccnmtl.columbia.edu/content/arab-israeli-conflict

Hatch, T., Marri, A., Stengel, P., Kitch, A., & Neira, P. (2012). Perspectives on freedom of speech. Center for New Media Teaching and Learning & NCREST: New York. Retrieved from http://classpop.ccnmtl.columbia.edu/content/perspectives-freedom-speech

Hatch, T., Sun, C., Grossman, P., Neira, P., & Chang, T. (2009). Learning from the practice of veteran and novice teachers: A digital exhibition. Journal of Teacher Education, 60, (1), 69-69. Retrieved from http://www.tc.columbia.edu/ncrest/exhibitions/learningfrompractice/

Hatch, T., & Pointer, D. (2007). Making teaching public: A digital exhibition. Teachers College Record. Retrieved from http://www.tcrecord.org/makingteachingpublic/

Hatch, T. & Gutman, P. (2007). Literature Circles: A website documenting the work of Emily Venson, 9th Grade Humanities, Manhattan, NY. NCREST: New York. Retrieved from: http://www.tc.edu/ncrest/teachers/venson/

Hatch, T., & Gutman, P. (2006). Documenting teaching: An experimental seminar. NCREST: New York. Retrieved from http://www.tc.edu/ncrest/hatch/Student%20Work/studentExhibitions.htm

Hatch, T. & Gutman, P. (2006). Exploring *Othello* in a 10th grade classroom: A website documenting the work of Travis Bristol, Manhattan, NY. NCREST: New York. Retrieved from: http://www.tc.columbia.edu/ncrest/teachers/bristol/

Hatch, T, & Eno, K. (2005). A 5th Grade Unit on Colonial New York: A website documenting the work of Martha Andrews, Bronx, NY. NCREST: New York. Retrieved from: http://www.tc.edu/ncrest/teachers/andrews/

Hatch, T., & Eno, K. (2004). Global Studies: A website documenting the work of Terry Judson, a teacher in Queens, NY. (2004). NCREST: New York. Retrieved from: http://www.tc.columbia.edu/ncrest/teachers/judson/

Hatch, T. & Eno, K. (2004). First Grade Literacy: A website documenting the work of Melissa Pedraza, a teacher in Queens, NY. NCREST: New York. Retrieved from:http://www.tc.columbia.edu/ncrest/teachers/pedraza/

Hatch, T., & Eno, K. (2003). Teaching Art: a website documenting the work of Nancy Beale, a kindergarten art teacher in New York City. NCREST: New York. Retrieved from: http://www.tc.columbia.edu/ncrest/nancybeal/nancy.htm

PRESENTATIONS (Refereed)

Licata, B. & **Hatch, T.** (2024). What Does It Take to Sustain COVID-Related Innovations to Strengthen Student-Teacher Relationships? AERA Annual Meeting, Philadelphia, PA.

Hatch, T. & Licata, B. (2024). Representation and the Proliferation of Resources: Finding a Balance Between Generality and Specificity, AERA Annual Meeting, Philadelphia, PA.

Hatch, T. (2024). What Will Change in Schools and Education After COVID? 37th International Congress for School Effectiveness and Improvement (ICSEI), Dublin, Ireland.

Hatch, T., Licata, B., Pestronk, J. & Zheng, A. (2023). If It's Not Too Generic, It's Too Specific: Dilemmas of Articulating and Sharing Expertise. AERA Annual Meeting, Chicago.

Licata, B. & **Hatch, T.** (2022). Adapting Through the Pandemic: Educators' Micro-Innovations To Support 9th Grade Transition During COVID-19. AERA Annual Meeting, San Diego.

Hatch, T. (2021). From Crisis to Opportunity: Creating Niches Of Possibility in Conventional Schooling. 37th International Congress for School Effectiveness and Improvement, Virtual Meeting.

Hatch, T. (2021). Three Choices: Quality Assurance, Answerability, and Collective Responsibility in Singapore, Finland, and Norway. AERA Annual Meeting, Virtual.

Hatch, T., Ahn, M., Ferguson, D. & Rumberger, A. (2020) Do External Support Providers Distribute Resources and Expertise Equitably? AERA Annual Meeting San Francisco, CA http://tinyurl.com/tmyvpaw (Conference Canceled)

Corson, J.,* **Hatch, T.*** & Gerth van den Berg, S. M. (2020) Creating Conditions for Out-of-School Learning in Singapore and New York City. AERA Annual Meeting San Francisco, CA http://tinyurl.com/uhcm6kb (Conference Canceled) (* Authors contributed equally to this paper)

Hatch, T., Ahn, M., Ferguson, D. & Rumberger, A. (2020). Mapping a "network of networks" to improve K-3 reading outcomes in New York City. Paper presented at the 33rd International Congress for School Effectiveness and Improvement, Marrakech, Morocco.

Ahn, M., Ferguson, D., **Hatch, T.,** & Rumberger, A. (2019). Two-mode social network analysis of the funders' role in K-3 reading improvement programs distributing resource. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, CA.

Hatch, T., Corson, J., & Van den Berg, S. (2019). The rise and fall of new schools in New York City and Singapore. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, CA.

Hatch, T., Roegman, R., & Allen, D. (2019). A multidimensional approach to pursuing equitable outcomes in three districts. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, CA.

Ahn, M., **Hatch, T.,** Ferguson, D., & Rumberger, A. (2018). Mapping the social networks among K-3 reading improvement programs in New York City. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Van den Berg, S., **Hatch, T**., & Corson, J. (2018). Bringing out-of-school time into school: Spandrels of opportunity for transforming formal learning in New York City. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Hatch, T., Corson, J., van den Berg, S., & Faughey, D. (2017). Improve and innovate? The possibilities and challenges for educational transformation in New York City. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Ahn, M., Ferguson, D., Rumberger, A., & **Hatch, T**. (2017). The role of intermediary organizations in building the capacity for improving reading outcomes. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Roegman, R., **Hatch, T.,** Stumberger, N., & Hill, K. (2016). Capacity, capital and connections: The development of social networks in a large urban district. Paper presented at the Annual Meeting of the American Educational Research Association, Washington DC.

Faughey, D., **Hatch, T.,** & Wallenstein, J. (2016). Factors and conditions that influence the use of data from performance assessments. Paper presented at the Annual Meeting of the American Educational Research Association, Washington DC.

Ferguson, D., Rumberger, A., Ahn, M., & **Hatch, T**. (2016). The K-3 reading improvement sector: An ecological perspective of school improvement in New York City. Paper presented at the Annual Meeting of the American Educational Research Association, Washington DC.

Roegman, R., **Hatch, T.,** & Allen, D. (2016). Dismantling roadblocks to equity? A mixed methods study of five districts' advanced placement initiatives. Paper presented at the Annual Meeting of the American Educational Research Association, Washington DC.

Hatch, T. (2015). Steering, goal-setting, and accountability: The Finnish approach to quality assurance. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL

Hill, K., **Hatch, T.,** Roegman, R., & Allen, D. (2015). The Common Core, Coherence, and Social Networks. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Roegman, R., Allen, D., & **Hatch. T.** (2015). The elusiveness of equity: Evolution of instructional rounds in a superintendents' network. Paper presented at the Annual Meeting for the American Educational Research Association, Chicago, IL.

Allen, D., Roegman., R., & **Hatch. T.** (2014). Instructional rounds in pursuit of educational equity. Paper presented at the Annual Meeting for the University Council for Educational Administration, Washington, D.C.

Hatch, T., Shuttleworth, J., Taylor, A., & Marri, A. (2014) Videos, pairs, and peers: What connects theory and practice in teacher education? Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Wallenstein, J. & **Hatch, T.**, (2014) The instructional value of performance assessments within an accountability context. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Roegman, R., **Hatch, T.**, Hill, K., & Kniewel, V. (2014) Round about the district: Instructional rounds as a tool for developing infrastructures for learning. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Hill, K., **Hatch, T.**, Roegman, R. (2014) Putting instructional equity on the table: Exploring the connections between instruction and equity in district improvement. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Allen, D., Roegman., R., & **Hatch. T.** (2014). Instructional rounds and instruction-specific talk. Paper presented at the Annual Meeting for the American Educational Research Association, Philadelphia, PA.

Hatch, T. (2013). Building capacity for improving school performance in Norway, the Netherlands, Singapore and New York City. Paper presented at the Annual Meeting of the European Meeting for Educational Research, Istanbul, Turkey.

Hatch, T., Hill, K., & Roegman, R. (2013). Instruction, equity, social networks, and district-wide improvement. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Rogers, B. & **Hatch, T.** (2013). Local educational philanthropy in the era of the Facebook money: The Newark funders collaborative. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Roegman, R. & **Hatch, T.** (2013). Poverty, Education, and Ruby Payne: How Overlapping Contexts Shape One Superintendent's Approaches to Equity-Minded Reform. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Ehren, M. & **Hatch, T.** (2013). Responses of New York City schools to a multiple measure accountability system. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Hatch, T. & Kliegman, R. (2012). Getting to equity in a network of superintendents: Issues, approaches, and challenges in a wide range of district contexts. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, B.C.

Hatch, T. (2011). Halfway to accountability: Why Norway established goals for student learning but forgot about the rewards. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Hatch, T., Kitch, A., Marri, A., & Stengel, P. (2011). The intersection of websites of practice, digital tools and teacher education: What are the opportunities for learning? Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Marri, A. & **Hatch, T.** (2011). What can we learn from multimedia websites that document the teaching of controversial subjects in social studies**?** Paper to be presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Hatch, T. & Grossman, P. (2008) Learning to look beyond the boundaries of representation: Using technology to examine teaching. Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Hatch, T. (2005). Challenges and possibilities for learning from teaching on a wide scale. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Hatch, T. (2004). Can schools say "no"? Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.

Hatch, T., & Honig, M. (2003). Managing to change: Re-examining the capacity for successful school performance. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Hatch, T. (2000). A fantasy in teaching and learning: Imagining a future for "on-line" teaching portfolios. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Hatch, T. (1999). What does a design team need to do to go to scale (And what will happen if they do)? Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Hatch, T. (1998). Advancing the work of teachers, artists and scholars. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Hatch, T. & Goodrich, H. (1996). The development of a project-based afterschool program as a context for writing. Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Hatch, T. (1993). Personal, local, and cultural influences on free play in kindergarten. Paper presented at the Annual Meeting of the Society for Research in Child Development, New Orleans.

Hatch, T. (1992). The metacurriculum in the Mather Afterschool Program. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Hatch, T. (1990). Social intelligence in young children. Paper presented at the Annual Meeting of the American Psychological Association, Boston.

TEACHING
Teachers College:
- School Change 2004-2014, 2016 – present
- Research on Teaching 2006-2015 (Spring)
- Spencer Seminar on Documenting Teaching 2004-2005 (Fall/Spring)
- Dissertation Seminar 2017 – 2023 (Spring)

Stanford University
- Changing schools: School-based strategies for reform and redesign 2001-2003
- Current approaches to teaching, learning, and school improvement 2000-2001

SELECTED PROFESSIONAL ACTIVITIES
- Founder and Editor, International Ed News (www.internationalednews.com), 2012-
- Member, Editorial Board, Journal of Educational Change ,2007-
- Member, Editorial Board, Educational Assessment, Evaluation and Accountability, 2018 -
- Advisory Board, Pivotal Network, 2020 -
- Ad hoc reviewer: *Handbook of Research on Teaching, Educational Evaluation & Policy Analysis, American Journal of Education, Journal of Educational Change, Journal of Teacher Education, Educational Policy*, Teachers College Press
- Member, Curriculum Director Hiring Committee, Hastings-on-Hudson U.F.S.D., 2014.
- Member, Advisory Board, "Developing Rich Media-based Materials for Practice-based Teacher Education", An NSF-funded project, 2013
- Member, Strategic Planning Advisory Committee, Panasonic Foundation 2011-12
- Member, Advisory Board, The Teaching Channel 2011-12
- Member, Spencer Foundation Small Grants Review Committee 2010 -12
- Member, Arts Education Task Force, Hastings-on-Hudson U.F.S.D, 2007
- Member, Superintendent Hiring Committee, Hastings-on-Hudson U.F.S.D., 2006
- Member, Steering Committee for the Quest Project on Signature Pedagogies in Teaching and Teacher Education. Carnegie Foundation for the Advancement of Teaching 2003-06
- Member, Board of Trustees, Bay Area School Reform Collaborative 2001-2004
- Education Advisory Committee, John S. and James L. Knight Foundation 1998-2000
- Research on School Reform Advisory Committee, Spencer Foundation 1998

COLLEGE-WIDE & DEPARTMENT COMMITTEES & POSITIONS
- Interim Department Chair, Curriculum & Teaching, 2024-25 (spring)
- Faculty Executive Committee (elected), 2022-23
- Faculty Research Advisory Committee, 2022 – 2023
- Faculty Advisory Committee (elected), 2017- 2022, Chair 2020 - 2022
- Standing Committee on Appointment to Tenure (elected) 2014 - 2016
- Fulbright Fellowship Application Review Committee 2011-
- Institutional Review Board 2014 (spring)
- Faculty Executive Committee 2013 (spring), 2011-12
- Policy Fellowship Review Committee 2012-14
- Center Directors Advisory Committee 2011-12
- Personnel Committee (elected) 2010-12, Chair 2011-12

- C&T Doctoral Program Coordinator 2008-09, 2010-2016
- C&T Ed. D. Admissions Committee 2003-
- C&T Ed. D. Certification Exam Committee 2006-2009; 2011-2016
- Search Committee Early Childhood Education 2008
- Barrier Removal Committee 2007-09
- Faculty Development Advisory Committee 2006-09
- Search Committee Program in Elementary/Childhood Education 2006
- C&T 5000 Task Force (Core Course redesign) 2005
- Policy Advisory Committee 2004-09
- Advisory Committee for the Campaign for Educational Equity 2004-06