

Milbrey Wallin McLaughlin

McLaughlin is the David Jacks Professor of Education at Stanford University. She received her B.A. from Connecticut College (Philosophy) and her Ed.M. and Ed.D. from Harvard University (Education and Social Policy). Professor McLaughlin is Co-Director of the Center for Research on the Context of Teaching, an education research center supported by both federal and foundation funding. Its program of research analyzes how teaching and learning are shaped by their organizational, institutional, and social-cultural contexts. Also under study and evaluation is the connection between teacher learning communities and educational reforms.

McLaughlin is also co-principal investigator of a multi-year project that examines community-based resources for at-risk youth in diverse community setting. She also directs the Pew Forum on Educational Reform; sponsored by the Pew Charitable Trusts, the Pew Forum meets several times a year to focus on issues central to reform of K-12 education policy and practice.

Prior to joining the Stanford faculty, McLaughlin was a Senior Social Scientist at the Rand Corporation, where she worked on problems of social implementation and planned change in education, most particularly the Change Agent study.

She is the author or co-author of books, articles, and chapters on education policy issues, contexts for teaching and learning, productive environments for youth, and community-based organizations. Her recent books include: COMMUNITY COUNTS: HOW YOUTH ORGANIZATIONS MATTER FOR YOUTH DEVELOPMENT (Public Education Fund Network, 2000) PROFESSIONAL COMMUNITIES AND THE WORK OF HIGH SCHOOL TEACHING (with Joan Talbert, forthcoming, University of Chicago Press); TEACHER LEARNING: NEW POLICIES, NEW PRACTICES (with Ida Oberman, Teachers College Press, 1996); URBAN SANCTUARIES: NEIGHBORHOOD ORGANIZATIONS IN THE LIVES AND FUTURES OF INNER-CITY YOUTH (with Merita A. Irby and Juliet Langman, Jossey-Bass, 1994); IDENTITY AND INNER-CITY YOUTH: BEYOND ETHNICITY AND GENDER (with Shirley Brice Heath, Teachers College Press, 1993); TEACHING FOR UNDERSTANDING: CHALLENGES FOR POLICY AND PRACTICE (with David K. Cohen and Joan E. Talbert, Jossey-Bass, 1993); TEACHER'S WORK (with Judith Warren Little, Teachers College Press, 1993).