

-Eric M. Haas-

English learner writing program. Lead evaluator for Lindsay Unified School District (CA) Race To The Top-District grant. Lead Researcher of the REL West English Learner Alliance.

- 2007 - _____, Rockridge Institute, Berkeley, CA
2008 Researched and published framing and policy analyses of political issues. Organized community support through presentations, trainings, alliances with key influencers in policy issue areas, and interactive online, blogging, and Second Life activities. Assisted with major donor and online fundraising.
- 2004 - _____, Department of Educational Leadership and Administration,
2007 University of Connecticut
Researched legal rights of English language learners and framing of education issues in policy development. Taught Advanced Methods of Qualitative Research, Education Policy Formation, Education Law, and Program Evaluation. Secured grant funding. Chaired doctoral dissertations.
- 2002 - _____, University of New Mexico,
2003 Albuquerque, NM
Taught social studies teaching methods to pre-service teachers.
- 1999 - _____, Arizona State University,
2002 Tempe, AZ
Organized alliances for Education Policy Studies Laboratory with key policy and media influencers to promote research-based policies and practices. Developed inaugural Arizona Teacher Excellence Coalition Science and Math Summit. Taught Qualitative Research Methodology and Math and Science Teaching Methods to graduate students and pre-service teachers.
- 1997 - _____, Phoenix, AZ
1999 Managed budget, hired and supervised teachers, updated curricula through collaboration with teachers and parents, and taught math and science, grades 6-8. Secured funding from major and family donors for annual and capital campaigns.
- 1994 - _____, Math, American International School (Escuela Campo Alegre),
1996 Caracas, Venezuela
Taught middle school math. Co-developed project-based math curriculum.
- 1991 - _____, Math and Science, American School in London,
1994 London, England
Taught middle school math and science. Co-developed constructivist curriculum.
- 1991 - _____, Amnesty International,
1992 London England
Developed guidelines for recognizing homosexual rights as fundamental human rights. Created guidelines for monitoring human rights violations of paramilitary groups.
- 1990 - _____, Maryland Court of Special Appeals,
1991 Baltimore, MD
On behalf of the Hon. John J. Bishop, researched and wrote draft opinions for civil and criminal appeals.

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1988 - **Legal Clerk, Murphy & McDaniel,**
1990 **Baltimore, Maryland**
Wrote memoranda on issues of civil and criminal law.
Assisted in trials and motion hearings.

1985 - , US Peace Corps,
1987 Buchanan, Liberia
Co-founded and directed Bassa Science and Technology Center. Developed and implemented student curriculum and teacher training programs through collaboration with teachers, administrators, and community elders.

COURSES TAUGHT

2018	present	Professor <u>Cal State East Bay</u> EDLD 780: "Dissertation Research Implementation for Equity & SJ"	Hayward, CA
2016	2018	Associate Professor <u>California State Polytechnic University</u> EDD 700: "Understanding Oneself as a Leader" EDD 731: "Student Achievement through Instructional Leadership" EDD 761: "RLCS: Preparation and Defense of a Dissertation Proposal" EDD 764: "RLCS: Preparation for Dissertation Completion and Defense" EDD 735: "Leading and Learning with Technology" EDD 754: "Applied Qualitative (and Mixed Methods) Research for School Improvement"	Pomona, CA
2015, 2016		Lecturer <u>University of California, Berkeley</u> SW 232: "Social Work and Education Policy"	Berkeley, CA
2004	2007	Assistant Professor <u>University of Connecticut</u> EDLR 410: "Qualitative Methods"	Storrs, CT

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BLE 480: “

Haas, E., & Fischman, G. (2010). Nostalgia, entrepreneurship, and redemption: Understanding prototypes in higher education. *American Educational Research Journal*, 47 (3), 532 - 562.

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Haas, E., Wilson, G., Cobb, C., & Rallis, S. (2005). One hundred percent of the time. *Educational Administration Quarterly*, 41 (1), 103 - 120.

Haas, E. (2014). Proposition 227, proposition 203, and question 2 in the context of legal rights for English language learners. In G. McField (Ed.),
(pp. 1 – 24). Charlotte, NC:
Information Age Publishing.

Haas, E. (2009). The news media and the conservative Heritage Foundation: Promoting education advocacy at the expense of authority. In D. Hill, & R. Kumar (Eds.), *Global neoliberalism and education and its consequences* (pp. 171 – 207). New York: Routledge.

Fischman, G., & Haas, E. (2009). Critical pedagogy and hope in the context of neoliberal globalization. In W. Ayers, T. Quinn, & D. Stovall (Eds.), *Handbook of Social Justice* (pp. 565 – 575). Mahwah, NJ: Erlbaum. (full peer review)

Haas, E. (2008). Propaganda. In D. Gabbard (Ed.),
(pp. 141 – 150). Mahwah, NJ: Erlbaum.

Haas, E. (2006). Civil right, noble cause, and Trojan horse: News media portrayals of think tank initiatives on urban education. In J. Kincheloe, P. Anderson, K. Rose, D. Griffith, & K. Hayes (Eds.) *Urban education: An encyclopedia* (pp. 439 – 450). Westport, CT: Greenwood Press.

Haas, E. (2005). Un-elected policy makers: How think tanks market fear in education. In L. Poynor, & P. Wolfe (Eds.)
(pp. 135 – 150). Mahwah, NJ: Erlbaum.

Haas, E., & Poynor, L. (2005). Issues of teaching and learning. In F. English (Ed.)
Handbook of educational leadership (pp. 483 – 505). Thousand Oaks, CA: SAGE.

Encyclopedia Entries

Haas, E. (2008). Civil law. In C. J. Russo (Ed.), *Encyclopedia of education law* (pp. 166 – 168). Thousand Oaks, CA: SAGE.

Haas, E. (2008). Equal educational opportunity act. In C. J. Russo (Ed.),
(pp. 302 – 303). Thousand Oaks, CA: SAGE.

Haas, E. (2008). Highly qualified teachers. In C. J. Russo (Ed.), *Encyclopedia of education law* (pp. 430 – 432). Thousand Oaks, CA: SAGE.

Haas, E. (2008). Keyes v. School District No. 1, Denver. In C. J. Russo (Ed.),
(pp. 484 – 486). Thousand Oaks, CA: SAGE.

Haas, E. (2007). Think tanks. In G. L. Anderson, & K. Herr (Eds.),
(pp. 1369 – 1372). Thousand Oaks, CA:
SAGE.

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Haas, E., & Ellis, C. D. (2007). Law and social movements. In G. L. Anderson, & K. Herr (Eds.), (pp. 826 Æ 829). Thousand Oaks, CA: SAGE.

DeLeon, A., & Haas, E. (2007). Teacher unions. In G. L. Anderson, & K. Herr (Eds.), (pp. 1361 Æ 1363). Thousand Oaks, CA: SAGE.

Haas, E. (2006). Lemon test. In F. English (Ed.) *Encyclopedia of educational leadership and administration*. Thousand Oaks, CA: SAGE.

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Haas, E., Tran, L., Linqant

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thrive: what studies show and how states can help" at the Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

Huang, M., Haas, E., Tran, L., & Zhu, N. A journey of English learner students in Arizona: Consolidated findings from three studies. Paper presented in the symposium "Helping English learner students thrive: what studies show and how states can help" at the Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

Haas, E. (2017). Symposium chair for "Helping English learner students thrive: what studies show and how states can help." Annual Convention of the American Educational Research Association, San Antonio, TX, April 2017.

Haas, E., Motamedi, J. G., Foorman, B., & Huang, M. Beyond the homogeneous English learner classification: Progress analyses using new, multiple English learner subgroups. Symposium presented at the Annual Convention of the American Educational Research Association, Washington, DC, April 2016.

Haas, E., Linqunti, R., & Bailey, A. Developing a more accurate home language survey for English learner designation: California's pilot study results. Symposium paper presented at the Annual Convention of the American Educational Research Association, Washington, DC, April 2016.

Haas, E., & Tran, L. Academic progress and characteristics of English learners in three western states: A longitudinal analysis. Paper accepted for presentation at the Annual Convention of the California Educational Research Organization, San Diego, CA, December 2014.

Haas, E., Ewers, N., Abedi, J., Faltis, C., & Mundhenk, K. Developing effective genre-based literacy practices with ELL teachers through sustained professional development. Paper presented at the Annual Convention of the American Educational Research Association, Philadelphia, PA, April 2014.

Rooney, T., Caesar, J., & Haas, E. Competency based learning: Lessons from the field. Presentation at the annual SXSWedu conference, Austin, TX. March 6, 2014.

Haas, E., & Huang, M. Progress of ELL student in grades K through 7: A longitudinal analysis. Paper presented at the Annual Convention of the California Educational Research Organization, Anaheim, CA, December 2011.

Fischman, G., & Haas, E. Understanding the notion of "public" in prototypes of higher education. Paper presented at the Annual Convention of the American Educational Research Association, San Diego, CA, April 2009.

Haas, E., & Fischman, G. The political-pedagogical discourse of US editorials and opinions on higher education, 1980 – 2005. Paper presented at the Annual Convention of the American Educational Research Association, San Francisco, CA, April 2007.

Esposito, C., & Haas, E. Informing and influencing education legislators. Paper presented at the Annual Convention of the American Educational Research Association, Chicago, IL, April 2007.

Haas, E., Wilson, G., Cobb, C., Hyle, A., & Hankins, K. Analyzing journal impact: Citations to the Educational Administration Quarterly, 1979 – 2003. Paper presented at the Annual Conference of the University Council for Educational Administration, San Antonio, TX, November 9 – 12, 2006.

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- 2015 *Usability of the Re Ma Teacher Journaling Application*
Arizona State University. Lead, Evaluation Contract. \$62,000
- 2005 - 2006 *State Action for Educational Leadership Project II (SAELP II)*
Wallace Foundation. \$78,000.
- 2005

2014

Member