

Ethan Hutt

Academic Appointments

Assistant Professor, School of Education, University of North Carolina – Chapel Hill, 2019 -
Assistant Professor, College of Education, University of Maryland – College Park, 2013 – 2019
Affiliate Professor, University of Maryland School of Public Policy, 2018 - 2019

Educational Background

PhD, Stanford University, 2013
MA, Stanford University, 2011
BA, Yale University, 2005

Research Fellowships, Prizes and Awards

NAEd/Spencer Foundation Postdoctoral Fellow (2018)
Emerging Education Policy Scholar, Thomas B. Fordham Foundation (2015)
School of Education Dissertation Support Grant, Stanford University (2011-2012)
Graduate Student Essay Prize, AERA, Division F (History and Historiography) (2010)
Gerhard Casper Fellow, Stanford Graduate Fellowship, Stanford University (2007 – 2010)

Research Grants

Principal Investigator, “Long-Term Relationships: How Longitudinal Datasets Shaped our Views of Educational Attainment, Inequality, and the American School System” National Academy of Education/Spencer Foundation (\$70,000) (2018-2020).
Co-Principal Investigator, “Education Policy Collaborative,” Smith Richardson Foundation (\$11,000) (2018-2021).
Co-Principal Investigator, “Do the University of California’s General Education Teacher Candidates Feel Prepared to Teach Students with Learning Disabilities?” California Teacher Education Research and Improvement Network (\$15,000) (2018-2019).
Co-Principal Investigator, “Education Policy Collaborative,” Smith Richardson Foundation (\$8,800) (2017-2018).
Co-Principal Investigator, “How Teachers View Their Training for Addressing Chronic Absenteeism,” San Francisco Foundation (\$15,000) (2017-2018).
Principal Investigator, “Understanding edTPA Implementation,” College of Education - University of Maryland (\$10,000) (2015).

Research and Scholarly Activities (* indicates graduate student co-author)

Books

Gottfried, Michael & **Ethan L. Hutt** (eds.) *Absent from School: Understanding and Addressing Absenteeism* (Cambridge, MA: Harvard Education Press, 2019).

Journal Articles

Hutt, Ethan L., Daniel Klasik, and Aaron Y. Tang, "How Do Judges Determine Educational Rights?" *Washington University Law Review* (forthcoming).

Gottfried, Michael, *J. Jacob Kirksey, and **Ethan L. Hutt**, "Can Pre-Service Teaching Programs Help New Teachers Feel Prepared to Address Absenteeism?" *Teachers College Record* (forthcoming).

*Plasman, Jay S., Michael Gottfried, and **Ethan L. Hutt**, "Then and Now: Depicting a Changing National Profile of STEM Career and Technical Education Course Takers" *Teachers College Record* (forthcoming).

Hutt, Ethan L. "The Practice of Attending to Bodies and Minds in Education: Concluding Comments to Special Issue" *History of Education* (Special Issue on Bodies and Minds [Invited]) (2019)

Klasik, Daniel and **Ethan L. Hutt**, "Bobbing for Bad Apples: Accreditation, Quantitative Performance Measures, and the Identification of Low-Performing Colleges," *Journal of Higher Education* (2018).

Hutt, Ethan L. and Jack Schneider. "A History of Achievement Testing in the United States Or: Explaining the Persistence of Inadequacy." *Teachers College Record* 120, no. 11 (2018).

Gottlieb, Jessica, **Ethan L. Hutt**, and Benjamin Superfine, "Casual Stories in *Vergara v California*" *Educational Policy* Online First (2018).

Cohen, Julia, **Ethan L. Hutt**, *Rebekah L. *Berlin, *Hannah M. Mathews, *Jillian P. McGraw, and Jessica Gottlieb. "Understanding the Implementation of Teacher Performance Assessment." *Journal of Teacher Education* Online First (2018).

Hutt, Ethan L. "Measuring Missed School: The Historical Precedents for the Measurement and Use of Attendance Records to Evaluate Schools." *Journal of Education for Students Placed at Risk* (Special Issue on Chronic Absenteeism) 23, no. 2: (2018): 5-8.

Hutt, Ethan L., Jessica Gottlieb, and Julia Cohen. "Diffusion in a Vacuum: edTPA, Legitimacy, and the Rhetoric of Teacher Professionalization." *Teaching and Teacher Education* 69 (2018): 52-61.

*Casalaspri, David, **Ethan L. Hutt**, and Jack Schneider, "Identifying Good Teachers: Expert vs Ordinary Knowledge." *International Journal of Education Policy and Leadership* 13, no. 4 (2018): 2-24

Hutt, Ethan L. and Morgan Polikoff. "Reasonable Expectations: A Reply to Elmendorf and Shanske 2018." *University of Illinois Law Review Online* (2018): 194-208.

Hutt, Ethan L. “‘Seeing Like a State’ in the Post-War Era: The Coleman Report, Longitudinal Datasets, and the Measurement of Human Capital.” *History of Education Quarterly* 57, no. 4 (2017): 615-625.

Hutt, Ethan L. and Mitchell S. Stevens. “From Soldiers to Students: The Tests of General Educational Development as ‘Diplomatic Measurement.’” *Social Science History* 41, no. 4 (2017): 731-755.

Hutt, Ethan L. “The GED and the Rise of Contextless Accountability.” *Teachers College Record* 116, no. 9 (2014): 1-20.

Meyer, Heinz-Dieter, Daniel Tröhler, David Labaree, and **Ethan L. Hutt.** “Accountability: Antecedents, Power, and Processes.” *Teachers College Record* 116, no. 9 (2014): 1-22.

Schneider, Jack and **Ethan L. Hutt.** “Making the Grade: A History of the A-F Marking Scheme.” *Journal of Curriculum Studies* 43 (2014): 201-224.

Hutt, Ethan L. and Aaron Y. Tang. “The New Education Malpractice Litigation.” *Virginia Law Review* 99 (2013):420-491.

Hutt, Ethan L. “Formalism Over Function: Compulsion, Courts, and the Rise of Educational Formalism in America.” *Teachers College Record* 114, no. 1 (2012): 1-27.

Book Chapters

Hutt, Ethan L., and Jack Schneider. "A Thin Line Between Love and Hate: Educational Measurement in the United States." In *Student Assessment Cultures in Historical Perspective* edited by Cristina Alarcón & Martin Lawn. Peter Lang, 2018.

Hutt, Ethan L., “Taking the Long View: Longitudinal Surveys and the Construction of Educational Inequality in America” In *Educational Research: Ethics, Social Justice, and Funding Dynamics* edited by Paul Smeyers & Marc Depaepe, 121-141. Cham, Swizerland. Springer 2018. [Reprinted from *Ethics and Education* 11 no. 2 (2016): 240-258.].

Hutt, Ethan L., "The “Crisis” Problem: On the Pervasiveness of Crisis Rhetoric in American Education Research." In *Educational Research: Discourses of Change and Changes of Discourse* edited by Paul Smeyers & Marc Depaepe, 153-172. Cham, Switzerland: Springer, 2016.

White Papers

Gottfried, Michael A., and **Ethan L. Hutt.** “Addressing Absenteeism: Lessons for Policy and Practice.” Stanford, CA: Policy Analysis for California Education (PACE), 2019: 1-12.

Hutt, Ethan L. “A Brief History: A History of the Student Record.” *Ithaka S&R*: September, 2016: 1-32.

Encyclopedia Entries

Hutt, Ethan L. "School Development and School Reforms." In *Encyclopedia of Educational Philosophy and Theory*, edited by Michael A. Peters, 2068-2072. Netherlands: Springer, 2016:

Book Reviews

*Mayernick, Jason and **Ethan L. Hutt.** "Review of Catherine A. Lugg, US Public Schools and the Politics of Queer Erasure." *Education Theory* 67, no. 3 (2017): 343-349.

Hutt, Ethan L. "Review of Adam Laatts, The Other School Reformers." *Bildungsgeschichte: International Journal for the Historiography of Education* no. 1 (2017): 97-100.

Hutt, Ethan L., "Douglas S. Reed. Building the Federal Schoolhouse: Localism and the American Education State. Oxford, University of Oxford Press, 2014. 352 pp." *Teachers College Record* (2015): ID Number: 17898.

Hutt, Ethan L. "Review of Ann Marie Kordas: The Politics of Childhood." *Bildungsgeschichte: International Journal for the Historiography of Education*, no. 2 (2014): 254-256.

Hutt, Ethan L., "William J. Reese. Testing Wars in the Public Schools: A Forgotten History", (2013), Cambridge, MA: Harvard University Press, 2013. 298 pp. \$45.00." *History of Education Quarterly* 53, no. 4 (2013): 480-483.

Hutt, Ethan L. "Review of William A. Fischel, Making the Grade: The Economic Evolution of American School Districts." *History of Education Quarterly*, 51, no. 4 (2011): 562-565

Essays

Hutt, Ethan L., "Reasonable Expectations about Education Data Put Damper on 'Solving Problems No One Has Solved'" *Education Law Prof Blog* (2018, June 13).

Hutt, Ethan L. and Jack Schneider, "The Rhetoric of Reform", *Teachers College Record – Commentary*, (2012, December 14): ID Number: 16972.

Schneider, Jack and **Ethan L. Hutt,** "Chicago Teachers' Strike, Performance Evaluation, and School Reform", *Washington Post's*, (2012, September 14), Larry Cuban on School Reform and Classroom Practice. (Republished by, Answer Sheet Blog and National Education Policy Center)

Talks and Conference Presentations

Invited Talks

"The Kerner Commission and Executive Branch Fact Finding" (Kerner Commission 50th Anniversary Plenary Panel, History of Education Society Annual Meeting, 2018)

"The Challenge of Measuring Missed School, A Historical Perspective" (Massachusetts State Board of Education, Symposium on 'Chronic Absenteeism,' 2018).

“Absenteeism in Historical and Contemporary Perspective” (College of Education, North Carolina State University, 2018).

“Making Sense of “Sense Making”: The Case of edTPA Implementation” (College of Education, University of Texas at Austin, 2018).

“Project Talent: The Origins of Federal Longitudinal Data and A National View of Education Policy” (Stanford Graduate School of Education Colloquium Series, 2017).

“Grades, Transcripts, and Student Records: A Brief History” (Keynote at Provost’s Seminar on Teaching, University of Michigan – Ann Arbor, 2017).

“Why Can’t We Slow the Train Down?’ Understanding Divergent Responses to edTPA Implementation,” (Neag School of Education, University of Connecticut, 2017).

“Policy, Preparation, Perception: California Math/Science Teachers and Students with Disabilities,” (Invited Paper Presentation at the PACE Seminar Series, Sacramento, CA, 2017) (with Michael Gottfried and Jacob Kirskey).

“Policy, Preparation, Perception: California Math/Science Teachers and Students with Disabilities” (Paper Presentation at the Annual California STEAM Conference, San Francisco, CA) (with Michael Gottfried and Jacob Kirskey).

“Why Can’t We Slow the Train Down?’ Understanding Divergent Responses to edTPA Implementation,” (Steinhardt School, New York University, 2017).

“Policy, Preparation, Perception: California Math/Science Teachers and Students with Disabilities,” (Paper Presentation at the Annual California STEAM Conference, San Francisco, CA, 2017).

“Understanding Implementation as an Organizational Challenge: The Case of edTPA,” (Department of Educational Leadership and Policy, University of Utah, 2017).

“Long-Term Relationships: How Longitudinal Datasets Shaped our Views of Educational Attainment, Inequality, and the American School System,” (Gevirtz Graduate School of Education, UC-Santa Barbara, 2017).

“Diffusion in a Vacuum: The Case of edTPA,” (Center for Assessment, Design, and Research Evaluation, University of Colorado Boulder, 2016).

“The Land Grant Idea at the University of Maryland,” (Democracy Now and Then Lecture Series, University of Maryland, 2016).

“Equity, Schools, and The American Dream: What the Data Tell Us about the Future of Equity-Oriented Policy,” (McFarland Center - College of the Holy Cross, 2016).

“Symbolic Credit: The Politics of Certification for US Higher Education during World War II Demobilization,” (Sociology Department Colloquia, Northwestern University, 2015).

“Order in the Court: Americans, Schooling, and the Courts,” (Institute for Education and Society, University of Luxembourg, December 4, 2013).

“Teaching by Number: The Quantification of Practical Teacher Knowledge,” *The Practices in Making Practice: Registers in the Realization of a Concept*, (University of Luxembourg, October 17-19, 2013).

“Symbolic Credit: The Politics of Certification for US Higher Education during World War II Demobilization,” (Scandinavian Consortium for Organizational Research, Stanford University, Seminar Series, February 4, 2013).

Refereed Presentations

Hutt, Ethan L., “Higher Education and the Ecologies of Knowledge Production: A Response to Stevens, Miller-Idriss, Shami, *Seeing the World: How US Universities Make Knowledge in a Global Era* (2018)” (Book Panel Respondent at Social Science History Association, Phoenix, AZ, 2018).

Gottfried, Michael, Ethan L. Hutt, and Jacob Kirskey, “Are New Teachers Prepared to Educate Students with Disabilities? Examining the Overlay of Changes to Inclusion and Teacher Education Policies” (Paper Presentation at the APPAM International Conference, 2018).

Gottfried, Michael, Ethan L. Hutt, and Jay Plasman, “Then and Now: Depicting a Changing National Profile of STEM Career and Technical Education Course takers” (Paper Presentation at the APPAM International Conference, 2018).

Gottfried, Michael, Ethan L. Hutt, and Jacob Kirskey, “Do New Teachers Feel Prepared to Educate Students with Learning Disabilities? Evidence from California” (Paper Presentation at the AEFPP Annual Conference, Portland, OR, 2018).

Gottfried, Michael, Ethan L. Hutt, and Jacob Kirskey, “Policy, Preparation, and Perception: Do New Teachers Feel Ready to Educate Students with Learning Disabilities?” (Paper Presentation at the AERA Annual Conference, New York, NY, 2018).

Hutt, Ethan L. ““Everyone has his own special talents”: Manpower Planning, Project Talent, and Changing Conceptions of Educational Equity (1958-1972),” (Organization of American Historians, 2017).

Hutt, Ethan L. ““Everyone has his own special talents”: Manpower Planning, Project Talent, and Changing Conceptions of Educational Equity (1958-1972),” (History of Education Society, 2016)

Hutt, Ethan L. “Longitudinal Surveys and the Construction of Inequality in American Education,” (Social Science History Association, 2016).

Hutt, Ethan L., Gottlieb, Jessica, Cohen, Julia, “Diffusion in a Vacuum: The Case of edTPA,” (Association of Education Finance and Policy, 2016).

Cohen, Julia, Gottlieb, Jessica, Hutt, Ethan L., “Understanding the Implementation of Teacher Performance Assessment,” (Association of Education Finance and Policy, 2016).

Gottlieb, Jessica, Hutt, Ethan L., Superfine, Benjamin, “Policy Images of Teachers in *Vergara v California*,” (Association of Education Finance and Policy, 2016).

- Klasik, Daniel J.; Hutt, Ethan L., "Bobbing for Bad Apples: An Investigation of the Potential of PIRS Using Public Data," (Association of Education Finance and Policy, 2015).
- Hutt, Ethan L., "Surveying for Justice: Longitudinal Surveys and the Construction of Inequality in American Education," (Philosophy and History of the Discipline of Education - Purposes, Projects and Practices of Educational Research, Leuven, Belgium, 2015).
- Klasik, Daniel & Hutt, Ethan L., "Bobbing for Bad Apples: An Investigation of the Potential of the Department of Education College Rating System Using Public Data," (Association for the Study of Higher Education, Denver, CO, 2015).
- Hutt, Ethan L., "A Time to Reform: The Effects of "Crisis" Rhetoric on Education Research and Discourse," (University of Leuven (Belgium), November 13-15, 2014).
- Hutt, Ethan L., "The New Education Malpractice Litigation," (American Education Research Association Annual Meeting, 2013).
- Hutt, Ethan; Schneider, Jack, "Making the Grade: A History of Grading Practices and Measures of Educational Attainment," (History of Education Society, 2012).
- Hutt, Ethan L., "Certain Standards: Minimum Competency, School Outcomes, and the Law," (Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange, University of Bern (Switzerland), 2012).
- Hutt, Ethan L., "Exit (Exams), Law, and Competency: A Story of Quantification, Law, and the Rise of Accountability in American Schools, 1970-1985," (American Education Research Association Annual Meeting, 2012).
- Hutt, Ethan L., "Legislating Equivalence: A History of the Test of General Educational Development 1945-1970," (History of Education Society, 2011).
- Hutt, Ethan L., "Creating Equivalence: Accreditation, Quantification, and the Birth of the Tests of General Educational Development (GED)," (Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange, 2011).
- Hutt, Ethan L., "Legalized Schooling: The Role of the Law in Shaping the Substance and Function of Public Education in America," (Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange, 2011).
- Hutt, Ethan L., "Importing Prestige: A History of Foreign Students at Stanford, 1948-1968," (American Education Research Association Annual Meeting, 2010).
- Hutt, Ethan L., "Compulsion, Courts, and the Rise of Educational Formalism: A History of Compulsory Attendance Laws in America, 1870-1930," (American Education Research Association Annual Meeting, 2010).

Hutt, Ethan L., “Pride and Practice: The Changing Fate of Teacher Education at Stanford University (1965-1980)” (American Education Research Association Annual Meeting, 2009).

Refereed Panels

Hutt, Ethan L., “Reaching a Wider Audience: Publishing our Work in Non-History of Education Journals,” (History of Education Society, St. Louis, MO, 2015).

Refereed Posters

Cohen, Julia; Gottlieb, Jessica; Hutt, Ethan L., Understanding the Implementation of Teacher Performance Assessment, (Association of Education Finance and Policy, 2016)

Superfine, Benjamin; Hutt, Ethan L.; Gottlieb, Jessica, Policy Images of Teachers in Vergara v California, (Association of Education Finance and Policy, 2016)

Media Mentions

“Maryland’s new education formula is being hailed as a breakthrough. Is it too soon?” *NPR/WAMU* (June 14, 2019). <https://wamu.org/story/19/06/14/marylands-new-education-formula-is-being-hailed-as-a-breakthrough-is-it-too-soon/>

“At Least 465 truant students were kicked out of Indiana virtual schools under a law meant to keep them there” *Chalk Beat* (April, 12, 2019). <https://www.chalkbeat.org/posts/in/2019/04/12/at-least-465-truant-students-were-kicked-out-of-indiana-virtual-schools-under-a-law-meant-to-keep-them-there/>

“Episode 2: History of the Student Record” *For the Record: An AACRO Podcast* (February, 18, 2019). <https://www.aacrao.org/resources/newsletters-blogs/for-the-record/article/for-the-record/2019/02/18/episode-2-history-of-the-student-record>

“Betsy DeVos is Fabricating History to Sell a Bad Education Policy” *The New Republic* (January 28, 2019). <https://newrepublic.com/article/152979/betsy-devos-fabricating-history-sell-bad-education-policy>

“Why Competency-Based Education is Exciting and Where it may Stumble” *KQED: MindShift* (January, 14, 2019): <https://www.kqed.org/mindshift/52866/why-competency-based-education-is-exciting-and-where-it-may-stumble>.

“An EDlection Showdown in Maryland: Could a ‘Blue Wave’ Unseat America’s Second-Most Popular Governor—and Reshape the State’s Education Priorities?” *The 74* (August 6, 2018): <https://www.the74million.org/article/an-edlection-showdown-in-maryland-could-a-blue-wave-unseat-americas-second-most-popular-governor-and-reshape-the-states-education-priorities/>.

- “Can Schools Commit Malpractice? It Depends” *EducationNext* (July 30, 2018): <https://www.educationnext.org/can-schools-commit-malpractice-it-depends-detroit/>.
- “Causes and Consequences of Student Absenteeism: An Interview with Michael Gottfried and Ethan Hutt” *EducationNC* (June 21, 2018): <https://www.ednc.org/2018/06/21/causes-and-consequences-of-student-absenteeism-an-interview-with-michael-gottfried-and-ethan-hutt/>.
- “What if America didn’t have Public Schools?” *The Atlantic* (March 4, 2018): <https://www.theatlantic.com/education/archive/2018/03/what-if-america-didnt-have-public-schools/552308/>.
- “Seminar Discusses History of Grades, Future of Documenting Learning” *Engaged Michigan* (November 29, 2017) <https://engaged.umich.edu/news-features/seminar-discusses-history-of-grades-future-of-documenting-learning/>.
- “Some Hires by Betsy DeVos are a Stark Departure from her Reputation” *The New York Times* (June 2, 2017): <https://www.nytimes.com/2017/06/02/us/politics/betsy-devos-education-secretary-hiring-diversity.html>
- “Trump’s Private School Visit Today is Highly Symbolic” *Politico: Morning Education* (March 3, 2017) <https://www.politico.com/tipsheets/morning-education/2017/03/trumps-private-school-visit-today-is-highly-symbolic-219035>.
- “Teacher Protections Violate Students Rights, Calif. Judge Finds” (June 11, 2014): <https://www.edweek.org/ew/articles/2014/06/11/36vergara.h33.html>.