

Jessica L Holloway

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2044183/publications.pdf>

Version: 2024-02-01

34
papers

591
citations

840776

11
h-index

794594

19
g-index

36
all docs

36
docs citations

36
times ranked

323
citing authors

#	ARTICLE	IF	CITATIONS
1	Making accountable teachers: the terrors and pleasures of performativity. <i>Journal of Education Policy</i> , 2018, 33, 361-382.	2.8	131
2	Examining the influence of international large-scale assessments on national education policies. <i>Journal of Education Policy</i> , 2019, 34, 470-499.	2.8	70
3	Datafying the teaching "profession": remaking the professional teacher in the image of data. <i>Cambridge Journal of Education</i> , 2019, 49, 35-51.	2.4	62
4	Discourse analysis as theory, method, and epistemology in studies of education policy. <i>Journal of Education Policy</i> , 2020, 35, 188-221.	2.8	51
5	Prescribed distributed leadership in the era of accountability. <i>Educational Management Administration and Leadership</i> , 2018, 46, 538-555.	3.8	39
6	Value-Added Models for Teacher Evaluation and Accountability: Commonsense Assumptions. <i>Educational Policy</i> , 2019, 33, 516-542.	2.0	37
7	Re-professionalizing teaching: the new professionalism in the United States. <i>Critical Studies in Education</i> , 2021, 62, 519-536.	4.5	31
8	Teacher evaluation as an onto-epistemic framework. <i>British Journal of Sociology of Education</i> , 2019, 40, 174-189.	1.8	28
9	Standards without standardisation? Assembling standards-based reforms in Australian and US schooling. <i>Journal of Education Policy</i> , 2020, 35, 737-764.	2.8	20
10	School autonomy, school accountability and social justice: stories from two Australian school principals. <i>School Leadership and Management</i> , 2020, 40, 288-302.	1.6	19
11	Risky teachers: mitigating risk through high-stakes teacher evaluation in the USA. <i>Discourse</i> , 2019, 40, 399-411.	1.3	15
12	Global perspectives on high-stakes teacher accountability policies: An introduction. <i>Education Policy Analysis Archives</i> , 0, 25, 85.	0.4	13
13	"Make money, get money": how two autonomous schools have commercialised their services. <i>Discourse</i> , 2019, 40, 889-901.	1.3	10
14	Metrics, Standards and Alignment in Teacher Policy. , 2021, , .		10
15	Different teacher-level effectiveness estimates, different results: inter-model concordance across six generalized value-added models (VAMs). <i>Educational Assessment, Evaluation and Accountability</i> , 2018, 30, 367-397.	2.3	9
16	School testing culture and teacher satisfaction. <i>Educational Assessment, Evaluation and Accountability</i> , 2020, 32, 461-479.	2.3	8
17	Competing locals in an autonomous schooling system: The fracturing of the "social" in social justice. <i>Educational Management Administration and Leadership</i> , 2020, 48, 786-801.	3.8	7
18	Democracy and teachers: the im/possibilities for pluralisation in evidence-based practice. <i>Journal of Education Policy</i> , 2023, 38, 432-451.	2.8	7

#	ARTICLE	IF	CITATIONS
19	How is an inclusive agenda possible in an excluding education system? Revisiting the Danish Dilemma. <i>International Journal of Inclusive Education</i> , 2019, 23, 1049-1064.	2.6	5
20	Teacher accountability, datafication and evaluation: A case for reimagining schooling. <i>Education Policy Analysis Archives</i> , 0, 28, 56.	0.4	5
21	Teachers and teaching: (re)thinking professionalism, subjectivity and critical inquiry. <i>Critical Studies in Education</i> , 2021, 62, 411-421.	4.5	4
22	The OECD's Campaign for Distributed Leadership: The Risks of Pushing for More Accountability and Teacher Responsibility. , 2019, , 199-217.		3
23	The murky waters of neoliberal marketization and commodification on the education of adults in the United States. <i>European Journal for Research on the Education and Learning of Adults</i> , 2016, 7, 223-236.	1.1	2
24	School reforms, market logic, and the politics of inclusion in the United States and Denmark. , 2018, , 105-120.		2
25	Distributing Leadership: Sharing Responsibility and Maintaining Accountability. , 2021, , 131-145.		1
26	Performativity, Datafication and the Techniques of Teacher Evaluation. , 2021, , 29-44.		1
27	Using test scores to evaluate and hold school teachers accountable in New Mexico. <i>Educational Assessment, Evaluation and Accountability</i> , 2020, 32, 187-235.	2.3	0
28	Democracy and Education: Why Pluralism Matters. , 2021, , 157-168.		0
29	Teacher Evaluation and the Control of Risky Teachers. , 2021, , 45-58.		0
30	Aligning Teacher Preparation, Professional Development and Evaluation: The Case of the TAP System. , 2021, , 59-76.		0
31	Teaching in Times of Turbulence. , 2021, , 1-9.		0
32	The Onto-Epistemic Regime of Metrics, Data and Standards. , 2021, , 99-116.		0
33	The Economic Discourse of Education: A Poststructural Perspective. , 2021, , 11-28.		0
34	Distributing Leadership Within Rural Schools. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2020, , 126-145.	0.2	0