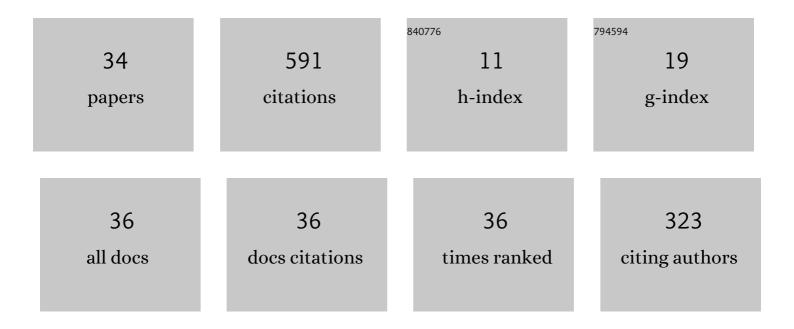
## Jessica L Holloway

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/2044183/publications.pdf Version: 2024-02-01



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

JESSICA L HOLLOWAY

#	Article	IF	CITATIONS
19	How is an inclusive agenda possible in an excluding education system? Revisiting the Danish Dilemma. International Journal of Inclusive Education, 2019, 23, 1049-1064.	2.6	5
20	Teacher accountability, datafication and evaluation: A case for reimagining schooling. Education Policy Analysis Archives, 0, 28, 56.	0.4	5
21	Teachers and teaching: (re)thinking professionalism, subjectivity and critical inquiry. Critical Studies in Education, 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. European Journal for Research on the Education and Learning of Adults, 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. Educational Assessment, Evaluation and Accountability, 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. Advances in Educational Technologies and Instructional Design Book Series, 2020, , 126-145.	0.2	0