

## **MICHAEL S. KNAPP**

Professor, Educational Leadership & Policy Studies,  
Director, Center for the Study of Teaching and Policy,  
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### **ACADEMIC BACKGROUND**

- 1981 Ph. D., Sociology of Education,  
Stanford University School of Education
- 1979 M. A., Sociology,  
Stanford University
- 1976 M. Ed., Educational Research and Evaluation Methods,  
Harvard Graduate School of Education
- 1968 B. A., English Literature,  
Harvard College

### **PROFESSIONAL EXPERIENCE**

- 1990 - Professor (1997 – present); Chair (1997-2001); Director, Center for the Study of Teaching and Policy (1997– present); Associate Professor (1990-1997), Educational Leadership & Policy Studies, College of Education/University of Washington.
- 1980-90 Educational Sociologist, Center for Health Education and Social Systems Research at SRI International (formerly Stanford Research Institute); Manager, Education Policy Studies Program (1985-1990).
- 1987-88 Acting Assistant Professor, Stanford University School of Education.
- 1977-79 Research Associate, Planning and Development Office, San Mateo County (CA) Community College District.
- 1975-76 Evaluation Associate, Education Development Center, Newton, MA.
- 1972-75 Science Teacher, Junior High School, Newton, MA.

1969-71 Teacher Trainer and Curriculum Developer, National Science Center, Malawi, Central Africa (Peace Corps assignment).

1968-69 Teacher Trainer, Francistown Teacher Training College, Botswana, Southern Africa (Peace Corps assignment).

### **FELLOWSHIPS AND AWARDS**

2007 Award for Exemplary Research Products (for Leadership and Learning, and Leadership Support reports), Washington Educational Research Association

2005 Nomination, Distinguished Graduate Mentor Award, University of Washington

1996 Nomination, Distinguished Teacher Award, University of Washington

1985, 1987, Institute Team-Building Awards,  
1990 SRI International

1978-80 National Institute of Mental Health Fellowship, Stanford University,  
Organizations and Mental Health Research Training Program

1976 Graduate Summer Fellowship,  
Educational Testing Service

### **MEMBERSHIPS IN PROFESSIONAL ASSOCIATIONS**

American Educational Research Association (1976 - )

American Evaluation Association (1978 - 1985)

American Sociological Association (1978 - 1986)

Association of Curriculum Development & Supervision (1985 - )

National Science Teachers Association (1972-76, 1982 - 88)

Phi Delta Kappa (1977 - )

Politics of Education Association (1992 - )

University Council for Educational Administration (1994 - )

### **GRANTS & CONTRACTS**

a. Prior to coming to UW (in 1990)

1980-1990 Grants or contracts on which I was the Principal Investigator or  
Co-Principal Investigator:

Study of Cumulative Effects of Federal and State Programs on Schools and Districts

National Study of Chapter 2, ECIA

Study of Program Design and Decision-making under  
Chapter 1, ECIA  
Assessment of the National Science Foundation's Investments in Mathematics and  
Science Education  
National Study of the Eisenhower Mathematics and Science Program  
Study of Academic Instruction for Disadvantaged Students (Phase I)  
Sponsors: U. S. Department of Education, National Science Foundation. Total grant and  
contract funding: approx. \$4.5 million.

### **Since coming to UW**

1990-1992 Principal Investigator, Study of Academic Instruction for Disadvantaged Students  
(Phase II). Sponsor: U. S. Department of Education. Contract amount: approx. \$1.2 million  
(contract to SRI International).

1991-1994 Subcontract Director, National Study of Effective Schools & School-Based  
Reform. Sponsor: U. S. Department of Education. Amount of subcontract \$53,000. (Prime  
contractor, SRI International; overall contract amount: \$500,000.)

1992-1996 Co-Principal Investigator, Training for Interprofessional Collaboration (TIC)  
project. Joint sponsorship by Stuart Foundations, Pew Charitable Trust, Ford Foundation, and  
Dewitt-Wallace Foundation (in collaboration with American Association of Colleges of Teacher  
Education). Directed evaluation component (approx. \$300,000 over four years; overall grant  
amount: \$2.4 million over four years).

1993-1995 Faculty Mentor, Leadership Training Grant (Designers and Providers of Models  
for the Integrated Education of Students with Disabilities). Sponsor: U. S. Department of  
Education, Office of Special Education. Grant amount: approx. \$250,000.

1996 - present Case Study Researcher (with B. Portin). National Case Studies of the NEA KEYS  
Initiative. Sponsor: National Education Association. Amount: \$37,500 across three years.

1997 - present Director, Center for the Study of Teaching and Policy. Sponsor: U. S.  
Department of Education/Office of Educational Research & Improvement. Grant amount: \$7.5  
million (across five years).

1999 UW Educational Leadership Network--Planning Grant (with K. Kimball), Stuart  
Foundations. June, 1999-December, 1999. Amount: \$10,000.

2000-2001 Supplemental Award to Center for Study of Teaching and Policy: Review of  
Teacher Preparation Literature. Sponsor: U.S. Department of Education/Office of Educational  
Research & Improvement. Amount: \$150,000. (Project Supervisor)

2000-2002 Supplemental Award to Center for Study of Teaching and Policy: Study of  
District Allocation and Use of Professional Development Resources. Sponsor: U.S. Department

of Education/Office of Educational Research & Improvement. Amount: \$440,000. (Co-Principal Investigator)

2000-2002 District Investment in Teacher Improvement: A Comparative Survey. Spencer Foundation Major Grants program. Amount: \$430,707, across two years. (Co-Principal Investigator)

2000-2002 Leadership for Teaching and Learning: Conceptual Framework Development. Sponsor: Wallace Readers' Digest Fund. Amount: \$350,000, across 18 months. (Principal Investigator)

2002 Strengthening Teaching in Washington State: Connecting Research, Policy, and Practice. Stuart Foundations. Amount: \$227,000 across nine months (Co-Principal Investigator with M. Plecki)

2003 Leadership for Teaching and Learning: Bonus Grant (incentive grant for timely completion of the Wallace-funded Leadership-for-Learning Conceptual Framework). Sponsor: Wallace-Readers' Digest Fund. Amount: \$30,000. (Principal Investigator)

2003 Strengthening Teaching in Washington State: Connecting Research, Policy, and Practice—Continuation Grant. Stuart Foundations. Amount: \$300,000 across twelve months. (Co-Principal Investigator with M. Plecki)

2003 Strengthening and Sustaining Teaching (SST) Project—Research Component. Multiple foundation funders (Carnegie, Gates, Rockefeller). Amount: \$313,000 across three years. (Co-Principal Investigator with M. Plecki, J. Swanson)

Strengthening Teaching in Washington State: Connecting Research, Policy, and Practice—Cycle III Grant. Center for Strengthening the Teaching Profession. Amount: \$309,000 across fourteen months. (Co-Principal Investigator with M. Plecki)

2005 Strengthening Teaching in Washington State: Connecting Research, Policy, and Practice—Cycle III, extension. Center for Strengthening the Teaching Profession. Amount: \$45,000 across fourteen months. (Co-Principal Investigator with M. Plecki)

2005 Managing a Program of Research Activities Related to Leadership-Focused Issue Groups. Wallace Foundation. Amount: \$3.6 million across 3 years. (Co-Investigators: M. Plecki, B. Portin, M. Copland).

2006 Strengthening Teaching in Washington State: Connecting Research, Policy, and Practice—Cycle III, second and third extensions. Center for Strengthening the Teaching Profession. Amount: \$65,000 across 12 months. (Co-Principal Investigator with M. Plecki)

Exploring organizational learning: Papers, pilot work, and a conference to Inform the Spencer Foundation's Grant Program. Spencer Foundation. Amount: \$88,200 across 8 months. (Co-Investigators: C. Gallucci, J. Swanson, M. Copland).

Math Teachers Survey ñ Washington State. Center for Strengthening the Teaching Profession. Amount: \$50,000 across 8 months. (Co-Principal Investigator with A. Elfers, M. Plecki)

2007 Meeting the needs of linguistically diverse learners in Washington State: The nature of support systems available to teachers. Center for Strengthening the Teaching Profession. Amount: \$85,000 across 14 months. (Co-Principal Investigator with A. Elfers, M. Plecki)

## **PROFESSIONAL REVIEWING ROLES**

### a. Journals

Theory into Practice, member of Editorial Board  
Educational Administration Quarterly, member of the Editorial Board  
Teachers College Record, member of Editorial Board (1998-2004)  
Educational Evaluation & Policy Analysis, reviewer  
Education Policy, reviewer  
Educational Researcher, reviewer  
Review of Research in Education, consulting reviewer  
Cognition & Instruction, reviewer

### b. Book publishers

Allyn & Bacon, manuscript reviewer  
Teachers College Press, manuscript reviewer  
State University of New York press, manuscript reviewer

### c. Foundations

Spencer Foundation, proposal reviewer

## **PUBLICATIONS**

### **Journal Articles** (\* = peer refereed)

\*Knapp, M. S. (2008). District reform as organizational and sociocultural learning: How multiple theories shed light on a central leadership problem. *American Journal of Education* 2008, 114, 521-539.

\*Loeb, H., Knapp, M. S., & Elfers, A. M.. (2008, April). Teachers' response to standards-based reform: Probing reform assumptions in Washington State. *Education Policy Analysis Archives*, 16(9). Retrieved September 8, 2008, from <http://epaa.asu.edu/epaa/v16n9/>.

Feldman, S., & Knapp M. S. (2008). Book ReviewóElusive justice: Wrestling with difference and educational equity in everyday practice, by Thea Renda Abu El-Haj. *Anthropology of Education Quarterly*. Retrieved September 8, 2008, from [HYPERLINK "http://www.aaanet.org/sections/cae/aeq/br/AEQBookReviews.cfm"](http://www.aaanet.org/sections/cae/aeq/br/AEQBookReviews.cfm)  
[www.aaanet.org/sections/cae/aeq/br/AEQBookReviews.cfm](http://www.aaanet.org/sections/cae/aeq/br/AEQBookReviews.cfm).

\*Gallucci, C., Knapp, M. S., Markholt, A., & Ort, S. (2007). Converging reform theories in urban middle schools: District-guided instructional improvement in small schools of choice. *Teachers College Record*, 109(21), 2601-2641.

\*Elfers, A. M., Plecki, M. L., & Knapp, M. S. (2007). Teacher mobility: Looking more closely at the movers within a State system. *Peabody Journal of Education*, 81(3), 94-127.

Knapp, M. S. (2004). Professional development as a policy pathway. *Review of Research in Education*, 27, 109-158.

\* Portin, B., & Knapp, M. S. (2001). Readiness for reflection: Two schools' response to a data-driven school improvement process. *International Journal of Educational Policy, Research, & Practice*, 2(2), 103-125.

\* Knapp, M. S., & Plecki, M. (2001). Investing in the renewal of urban science teaching. *Journal of Research on Science Teaching*, 38(10), 1089-1100.

\* Knapp, M. S., Barnard, K., Gehrke, N. J., & Teather, E. C. (1999). The design of an interprofessional, community-responsive curriculum. *Teacher Education Quarterly (Fall)*, 31-52.

\* Brandon, R. N., & Knapp, M. S. (1999). Interprofessional education and training: Transforming professional preparation to transform human services. *American Behavioral Scientist*, 42 (5), 876-891.

\* Knapp, M. S., Bamburg, J., Ferguson, M., & Hill, P. (1998). Converging reforms and the working lives of front-line professionals. *Education Policy*, 12(4), 397-418.

\* Malen, B., & Knapp, M. S. (1997). Rethinking the multiple perspectives approach to education policy analysis: Implications for policy-practice connections. *Journal of Education Policy*, 12(5), 419-445.

\* Knapp, M. S. (1997). Between systemic reforms and the mathematics and science classroom: The dynamics of innovation, implementation, and professional learning. *Review of Educational Research*, 67(2), 227-266.

Shields, P. M., & Knapp, M. S. (1997). The promise and limits of school-based reform: A national snapshot. *Phi Delta Kappan*.

Knapp, M. S. (1996). Methodological issues in evaluating integrated services initiatives. *New Directions in Program Evaluation*, 69 (Spring), 21-34.

\* Knapp, M. S. (1995). How shall we study comprehensive collaborative services for children and families? *Educational Researcher*, 24(4), 5-16 .

Knapp, M. S., Shields, P. M., Turnbull, B. J. (1995). Academic challenge in high-poverty classrooms. *Phi Delta Kappan*, 76(10), 770-776.

\* Needels, M., & Knapp, M. S. (1994). Writing instruction for underserved children. *Journal of Educational Psychology*, 86(3), 339-349.

Gehrke, N., Knapp, M. S., & Sirotnik, K. (1992). In search of the school curriculum. *Review of Research in Education*, 18, 51-110.

Means, B., & Knapp, M. S. (1991). Cognitive approaches to teaching advanced skills to educationally disadvantaged students. *Phi Delta Kappan*, 73(4), 282-289.

Knapp, M. S., Turnbull, B. J., & Shields, P. M. (1990). New directions for educating the children of poverty in elementary schools. *Educational Leadership*, 48, 1, 4-9. Reprinted version appears in *Michigan Principal*, 67(3), 22-26 (Fall, 1991).

Knapp, M. S., & Shields, P. M. (1990). Reconceiving academic instruction for the children of poverty. *Phi Delta Kappan*, 71(10), 752-758. A reprinted version appears in *Education Digest*, 56(7), 9-13 (March, 1991).

\* Knapp, M. S., & St. John, M. (1988). Federal strategies for improving the science teaching force. In *Education Policy*, 2(4), 425-442.

Knapp, M. S., Stearns, M. S., Zucker, A., & St. John, M. (1988). Prospects for improving K-12 science education from the federal level. *Phi Delta Kappan*, 69(9), 677-683.

\* Knapp, M. S. (1987). Educational improvement under the education block grant. *Educational Evaluation and Policy Analysis*, 9(4), 283-299.

\* Knapp, M. S., & Cooperstein, R. A. (1986). Early research on the federal education block grant: themes and unanswered questions. *Educational Evaluation and Policy Analysis*, 8(2), 121-138.

Knapp, M. S. (1985). Making sense of state education reform. *Evaluation Research Society Newsletter*, 9(1).

\* Knapp, M. S., Turnbull, B. J., David, J. L., Stearns, M. S., & Peterson, S. (1983). Cumulative effects of federal education policies at the local level. *Education and Urban Society*, 15(4), 479-499.

Knapp, M. S. (1982). Teacher evaluation practices within schools: An overview of the literature and issues from the practitioners' perspective. *CEDR Quarterly*, 15(4), 3-5.

## **Books**

Copland, M. A., & Knapp, M. S. (2006). *Leadership for learning: Reflection, planning, and action*. Alexandria, VA: Association for Supervision & Curriculum Development.

Portin, B., Beck, L., Knapp, M. S., & Murphy, J. (Eds.) (2003). *Taking stock and moving on: Local lessons from a national school renewal initiative*. Westport, CT: Greenwood Publishing Group.

Hightower, Knapp, M. S., Marsh, J., & McLaughlin, M. W. (Eds.) (2002). *School districts and instructional renewal*. New York: Teachers College Press.

Weiss, I., Knapp, M. S., Hollweg, K., & Burrill, G. (Eds.) (2002). *Investigating the influence of standards: A framework for research in mathematics, science, and technology education*. Washington DC: The National Research Council/National Academy Press.

Knapp, M. S., & Associates (1998). *Paths to Partnership: Universities and communities as learners in interprofessional education*. Lanham, MD: Rowman & Littlefield.

Knapp, M. S., & Associates (1995). *Teaching for meaning in high-poverty classrooms*. New York: Teachers College Press.

Means, B., Chelemer, C., & Knapp, M. S. (Eds.) (1991). *Teaching advanced skills to at-risk students*. San Francisco: Jossey-Bass.

Knapp, M. S., & Shields, P. M. (Eds.) (1991). *Better schooling for the children of poverty: Alternatives to conventional wisdom*. Berkeley, CA: McCutchan.

Kachama, B., Knapp, M. S., Gries, D., & Mzumara, P. (1971). *Primary science, Standards 7-8*. Zomba, Malawi: the Malawi Government Printer.

Woomer, Q., Kachama, B., Knapp, M. S., & Gries, D. (1969). *Primary science, Standards 5-6*. Zomba, Malawi: The Malawi Government Printer.

## **Book chapters**

Portin, B. S., Knapp, M. S., Plecki, M. L., & Copland, M. A.. (in press). Supporting and guiding learning-focused leadership in U. S. schools. In MacBeath, J., & Cheng, Y. C. (Eds.), *International Encyclopedia of Education, 3rd Edition* Volume XX: Leadership for Learning: International Perspectives. Oxford, U.K.: Elsevier Press.

Copland, M. A., Knapp, M. S., & Swinnerton, J. A. (in press). Data-informed leadership and school improvement. In Kowalski, T. (Ed.), *Handbook of Data-based Decisionmaking in Education*. Chicago: University of Chicago Press.

Knapp, M. S., Copland, M. A., & Swinnerton, J. A. (2007). Data-informed leadership: Insights from current research, theory, and practice. In Moss, P. (Ed.), *Evidence and decisionmaking* of the 106th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press.

Gallucci, C., Knapp, M. S., Markholt, A., & Ort, S. (2006). Standards-based reform and small schools of choice: Converging reform theories in three urban middle schools. In Harris, A., & Chrispeels, J. H. (Ed.), *Improving schools and educational systems* (pp 186-216). London and New York: Routledge.

Knapp, M. S. & Meadows, J. L. (2005). Policy-practice connections in state standards-based reform. In Datnow, A., Leithwood, K., and Bascia, N. (Eds.), *International handbook of educational policy*. Dordrecht, The Netherlands: Kluwer Press.

Knapp, M. S. (2001). Policy, poverty, and capable teaching. In Biddle, B. W. (Ed.). *Social class, poverty, and education*. New York: Garland Publishing.

Brandon, R. N., Barnard, K. E., Bell, M., Knapp, M. S., Teather, E. C. (1998). Preparing professionals to work with complex human needs. In Knapp, M. S. & Associates, *Paths to partnership: University and community as learners in interprofessional education* (pp. 11-34). Lanham, MD: Rowman & Littlefield Publishers.

Knapp, M. S., Barnard, K. E., Gehrke, N. J., & Teather, E. C. (1998). The design of an interprofessional, community-responsive curriculum. In Knapp, M. S. & Associates, *Paths to partnership: University and community as learners in interprofessional education* (pp. 57-82). Lanham, MD: Rowman & Littlefield Publishers.

Knapp, M. S., Smith, A. J., Teather, E. C., Tippins, P., & Rabkin, J. (1998). What students learn about collaboration, community, & interprofessional work. In Knapp, M. S. & Associates, *Paths to partnership: University and community as learners in interprofessional education* (pp. 111-138). Lanham, MD: Rowman & Littlefield Publishers.

Knapp, M. S., & Brandon, R. N. (1998). Building Collaborative programs in universities. In Knapp, M. S. & Associates, *Paths to partnership: University and community as learners in interprofessional education* (pp. 139-164). Lanham, MD: Rowman & Littlefield Publishers.

Padilla, C., & Knapp, M. S. (1995). How the policy environment shapes instruction in high-poverty classrooms. In Fowler, W. J., Levin, B., & Wilber, H. (Eds.), *Organizational influences on educational productivity* (pp. 115-138). Greenwich, CT: JAI Press.

Knapp, M. S. & Woolverton, S. (1995, 2004). Social class and schooling. In Banks, J., & Banks, C. M. (Eds.), *Handbook of Research on Multicultural Education* (pp. 548-569). New

York: Macmillan. Revised version appears in second edition of the Handbook, published by Jossey-Bass/Wiley (2004)..

Knapp, M. S., Barnard, K., Brandon, R., Gehrke, N., Smith, A., & Teather, T. (1994). University-based preparation for collaborative interprofessional practice. In Adler, L., & Gardner, S. (Eds.), *The politics of linking schools and social services* (pp. 137-151). London: Falmer Press.

Knapp, M. S., Turnbull, B., & Shields, P. (1993). New directions for educating the children of poverty in elementary schools. In *Readings in Educational Psychology*. Needham Heights, MA: Allyn & Bacon. (reprint of an earlier journal article)

Means, B., & Knapp, M. S. (1991). Introduction: Rethinking teaching for disadvantaged students. In Means, B., Chelemer, C., & Knapp, M. S. (Eds.), *Teaching advanced skills to at-risk students* (pp. 1-26). San Francisco: Jossey-Bass.

Knapp, M. S., Means, B., & Chelemer, C. (1991). Conclusion: Implementing new models for teaching advanced skills. In Means, B., Chelemer, C., & Knapp, M. S. (Eds.), *Teaching advanced skills to at-risk students* (pp. 255-276). San Francisco: Jossey-Bass.

Knapp, M. S., & Needels, M. (1991). Review of research on curriculum and instruction in literacy. In Knapp, M. S., & Shields, P. M. (Eds.), *Better schooling for the children of poverty: Alternatives to conventional wisdom* (pp. 85-122). Berkeley, CA: McCutchan.

Knapp, M. S., & Turnbull, B. J. (1991). Alternatives to conventional wisdom. In Knapp, M. S., & Shields, P. M. (Eds.), *Better schooling for the children of poverty: Alternatives to conventional wisdom* (pp. 329-354). Berkeley, CA: McCutchan.

Knapp, M. S., Turnbull, B., David, J., Stearns, M., & Peterson, S. (1991). Cumulative effects of educational policies on schools and districts. In Odden, A. (Ed.), *Educational Policy Implementation* (pp. 105-124). Albany, NY: State University of New York Press. (reprinted version of earlier journal article)

Knapp, M. S., & Stearns, M. (1986). Improving system-wide performance: Evaluation research and the state education reform movement. In Wholey, J., Abramson, M. A., & Bellavita, C. (Eds.) *Towards excellence: Roles for evaluators* (pp. 187-196). Lexington, MA: Lexington Books.

Knapp, M. S. (1979). Tinkering with open systems: Organizational theory perspectives on educational program evaluation. In Datta, L., & Perloff, R. O. (Eds.), *Improving evaluations* (pp. 226-244). Beverly Hills, CA: SAGE.

Knapp, M. S. (1979). Ethnographic contributions to evaluation research: The Experimental Schools Program studies and some recent alternatives. In Cook, T. D., & Reichardt, C. S. (Eds.), *Qualitative and quantitative methods in evaluation research* (pp. 118-139). Beverly Hills, CA: SAGE.

Knapp, M. S. (1979). Applying time series strategies: An underutilized solution. In Datta, L., & Perloff, R. O. (Eds.), *Improving Evaluations* (pp. 111-130). Beverly Hills, CA: SAGE.

### **Monographs and reports**

Elfers, A., Knapp, M. S., Zahir, A., & Plecki, M. (2007). *Teaching mathematics in Washington's high schools: Insights from a survey of teachers in high-performing and improving high schools*. Silverdale, WA: Center for Strengthening the Teaching Profession. (Cross-listed as CTP report)

Plecki, M. L., Elfers, A., Knapp, M. S., Yeo, G. J., & Magowan, M. (2006). *Who's teaching Washington's children? A 2006 Update*. Silverdale, WA: Center for the Strengthening the Teaching Profession. (Cross-listed as CTP report)

Loeb, H., Elfers, A., Plecki, M. L., Ford, B. L., & Knapp, M. S., (2006). *National Board Certified Teachers in Washington State: Impacts on professional practice and leadership opportunities*. Silverdale, WA: Center for the Strengthening the Teaching Profession. (Cross-listed as CTP report.)

Plecki, M. L., Elfers, A., & Knapp, M.S.. (2006). *Examination of longitudinal attrition, retention, and mobility rates of beginning teachers in Washington state*. Silverdale, WA: Center for the Strengthening the Teaching Profession. (Cross-listed as CTP report)

Knapp, M. S., Copland, M. A., Plecki, M. L., & Portin, B. (2006). *Leadership, learning, & leadership Support*. Seattle, WA: Center for the Study of Teaching & Policy, University of Washington.

Knapp, M. S., Copland, M. A., Swinnerton, J. A., & Monpas-Huber, J. (2006). *Data-informed Leadership*. Seattle, WA: Center for the Study of Teaching & Policy, University of Washington.

Portin, B., Alejano, C., Knapp, M. S., & Marzolf, E. (2006). *Redefining roles, responsibilities, and authority of school leaders*. Seattle, WA: Center for the Study of Teaching & Policy, University of Washington.

Plecki, M. L., McCleery, J., & Knapp, M. S. (2006). *Redefining and improving school district governance*. Seattle, WA: Center for the Study of Teaching & Policy, University of Washington.

Portin, B. S., Feldman, S., & Knapp, M. S. (2006). *Redefining roles, responsibilities, and authority of school leaders*. Seattle, WA: Center for the Study of Teaching & Policy, University of Washington.

Plecki, M. L., Alejano, C., Lochmiller, C., & Knapp, M. S. (2006). *Reallocating resources and changing incentives to improve leadership and teaching*. Seattle, WA: Center for the Study of Teaching & Policy, University of Washington.

Elfers, A., Knapp, M. S., Zahir, A., & Plecki, M. (2005). Preparation and support for teaching: Teachers' response to state education reform. Silverdale, WA: Center for Strengthening the Teaching Profession.(cross-listed as CTP report)

Knapp, M. S., Plecki, M., & Elfers, A. (2005). Teachers count: The state's teaching force and how it is supported. Silverdale, WA: Center for Strengthening the Teaching Profession. (cross-listed as CTP report)

Plecki, M. S., Elfers, A., Loeb, H., Zahir, A., & Knapp, M. S. (2005). Teacher retention and mobility: A look inside and across districts and schools in Washington state. Seattle, WA: Center for Strengthening the Teaching Profession.

Grossman, P., Stodolsky, S., & Knapp, M. S. (2005). Making subject matter part of the equation: The intersection of policy and content. Seattle, WA: Center for the Study of Teaching & Policy

Knapp, M. S., Elfers, A., & Plecki, M. (2004). Preparing for reform, supporting teachers' work. Seattle, WA: Center for Strengthening the Teaching Profession.

Elfers, A., Plecki, M., Knapp, M.S., Boatright, B., & Loeb, H. (2003). Who's teaching Washington's children? Seattle, WA: Center for the Strengthening the Teaching Profession.

Gallucci, C., Knapp, M. S., Markholt, A., & Ort, S. (2003). Standards-based reform and small schools of: Converging reform theories in three urban middle schools. Seattle, WA: Center for the Study of Teaching and Policy/University of Washington.

Knapp, M. S., Copland, M., & Talbert, J. E. (2003). Leading for learning: Reflective tools for school and district leaders. Seattle, WA: University of Washington/Center for the Study of Teaching & Policy.

Knapp, M. S., & Associates (2003). Leading for learning sourcebook: Concepts and examples. Seattle, WA: University of Washington/Center for the Study of Teaching & Policy.

Knapp, M. S. (2002). Understanding how policy meets practice: Two takes on local response to a state reform initiative. Seattle, WA: Center for the Study of Teaching and Policy/University of Washington.

Hirsch, E., Koppich, J. C., & Knapp, M. S. (2000). Revisiting what states are doing to improve the quality of teaching: A brief review of patterns and trends. CTP working paper. Seattle, WA: Center for the Study of Teaching & Policy/University of Washington.

Hirsch, E., Koppich, J. C., & Knapp, M. S. (1998). What states are doing to improve the quality of teaching: A brief review of patterns and trends. CTP working paper. Seattle, WA: Center for the Study of Teaching & Policy/University of Washington.

Koppich, J. C., & Knapp, M. S. (1998). Federal research investment and the improvement of teaching, 1980-1997. Seattle, WA: Center for the Study of Teaching & Policy/University of Washington.

Florio, D., & Knapp, M. S. (1998, July). Investment in professional learning: Options for the reauthorization of the Elementary and Secondary Education Act--A Policy Note. Seattle, WA: Center for the Study of Teaching & Policy/University of Washington.

Knapp, M. S. (1996). Between systemic reforms and the mathematics or science classroom: The dynamics of innovation, implementation, and professional learning. Madison, WI: National Institute for Science Education, University of Wisconsin, Madison.

Bamburg, J. D., Hill, P. T., Knapp, M. S., & Ferguson, M. (1996). Education reforms and the working lives of teachers and other human service professionals. Seattle, WA: University of Washington/Human Services Policy Center.

Knapp, M. S., Burgoyne, K., Rabkin, J., Smith, A., & Woolverton, S. (1994). The second year of an interprofessional training collaborative: Tempering ambitions, shifting emphases, solidifying gains. Seattle, WA: University of Washington/Human Services Policy Center.

Knapp, M. S., Burgoyne, K., Swanson, J., & Woolverton, S. (1993). Preparation for collaborative practice: The first pilot year of a project preparing professionals for integrated human services. Seattle, WA: Human Services Policy Center/University of Washington.

Shields, P. M., Wechsler, M., & Knapp, M. S. (1994). Improving schools from the bottom up: From effective schools to restructuringóSummary volume, Technical report (of the same title, same authors and L. Anderson, J. D. Bamburg, E. F. Hawkins, J. Ruskus, & C. Wilson). Menlo Park, CA: SRI International.

Quelmalz, E., Shields, P. M., & Knapp, M. S. (1994). Lessons from a national study of school-based reform. Menlo Park, CA: SRI International.

Knapp, M. S., Adelman, N., Needels, M., Zucker, A., McCollum, H., Turnbull, B. J., Marder, C., & Shields, P. M. (1992). Academic challenge for the children of poverty (three volumes). Washington, DC: U. S. Department of Education.

Knapp, M. S., Adelman, N., Needels, M., Zucker, A., McCollum, H., Turnbull, B. J., Marder, C., & Shields, P. M. (1991). What is taught, and how, to the children of poverty: Interim report from a two-year investigation. Washington, DC: U.S. Department of Education.

Knapp, M. S., Zucker, A., Adelman, N., & St. John, M. (1991). The Eisenhower Mathematics and Science Education Program: An enabling resource for reform. Washington, DC: U. S. Department of Education.

Knapp, M. S., & Shields, P. M. (Eds.) (1991). Better schooling for the children of poverty: Alternatives to conventional wisdom Volumes 1 and 2. Washington, DC: U. S. Department of Education.

Knapp, M. S., Zucker, A., St. John, M., Shields, P. M., & Stearns, M. (1988). An approach to assessing initiatives in science education Summary report, Volumes 1 and 2, Menlo Park, CA: SRI International.

Knapp, M. S., Stearns, M., St. John, M., & Zucker, A. (1987). Strategic investment in K-12 science education: Options for the National Science Foundation Summary report, Volumes 1 and 2. Menlo Park, CA: SRI International.

Knapp, M. S., Turnbull, B. J., Shields, P. M., Marks, E., & Jay, D. (1986). Local program design and decisionmaking under Chapter 1 of the Education Consolidation and Improvement Act. Menlo Park, CA: SRI International.

Knapp, M. S., & Blakely, C. (1986). The federal education block grant at the local level: Implementation of Chapter 2, ECIA, in its third year of operation. Menlo Park, CA: SRI International.

Knapp, M. S. (1986). Legislative goals for the education block grant: Have they been achieved at the local level? Menlo Park, CA: SRI International.

Knapp, M. S., & Reisner, E. (1986). State and local evaluation options under the education block grant. Menlo Park, CA: SRI International.

Knapp, M. S., Warfel, G., & Henton, D. (1984). Public-private approaches to corporate human resource development. Menlo Park, CA: SRI International.

Knapp, M. S., Stearns, M., David, J., Turnbull, B. J., & Peterson, S. (1983). Cumulative effects of federal education policies on schools and districts. Menlo Park, CA: SRI International.

Beers, D., Knapp, M. S., & Finnan, C. R. (1981). Policy frameworks for local action: Implementing the Teacher Corps guidelines, Vols. 1 and 2. Menlo Park, CA: SRI International.

Stayrook, N., Cooperstein, R., & Knapp, M. S. (1981). Technical status report on staff development. Menlo Park, CA: SRI International.

## **PRESENTATIONS**

Knapp, M. S., Copland, M. A., Honig, M. I., & Plecki, M. L. (2008). Moving to markets: Parental, professional, and institutional choice policy (symposium). Presented at the annual meeting of the American Educational Research Association. New York City: March 24-28.

Knapp, M. S., Copland, M. A., Honig, M. I., Plecki, M. L., & Portin, B. (2008). (2008). Systemic action to support learning-focused leadership in urban education reform (symposium). Presented at the annual meeting of the American Educational Research Association. New York City: March 24-28.

Knapp, M. S. (2007). Leadership for learning improvement: systemic action to support learning-focused leadership (symposium with M. A. Copland, M. I. Honig, B. Portin, and M. Plecki). Presented at the annual meeting of the University Council on Educational Administration. Alexandria VA. (November 15-17).

Knapp, M. S. (2007). School district instructional reform processes: Research at the intersection of policy, learning, and organizational theory (symposium with Gallucci, C., Stein, M. K., & Honig, M. I.). Presented at the annual meeting of the University Council on Educational Administration. Alexandria VA. (November 15-17).

Knapp, M. S. (2006). Distributed instructional leadership in complex school systems (symposium with J. A. Swinnerton, M. A. Copland, M. I. Honig, and J. Spillane). Presented at the annual meeting of the University Council on Educational Administration. San Antonio, TX. (November 11-13).

Knapp, M. S. (2006). Accomplished teachers as a leadership resource dialogue between state analysis and local action (symposium with H. Loeb, A. Elfers, M. Ward, and J. Kang). Presented at the annual meeting of the University Council on Educational Administration. San Antonio, TX. (November 11-13).

Loeb, H, Knapp, M. S., & Elfers, A. (2006). Teachers' response to standards-based reform: Does the theory of action hold up? Presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, April 7-11.

Knapp, M. S., Copland, M. A., Plecki, M., & Portin, B. (2006). Towards a coherent leadership system in education: Roles, resources, information, and authority to act. Presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, April 7-11.

Knapp, M. S., H. Loeb, Plecki, M. S., & Elfers, A. (2004). Teacher quality and support for teachers' work: Developing new information about Washington state. Presented at the Washington State Assessment Conference. SeaTac WA, December 2.

Knapp, M. S., Elfers, A., & Plecki, M. S. (2004). Inquiring about teachers and teaching quality in Washington state. Presented at the Fall Invitational Forum at Center for Strengthening the Teaching Profession. Seattle WA, October 6.

Boatright, B., Loeb, H., & Knapp, M. S. (2004). Informing professional development policy in a state. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Kansas City, KS, November 12-14.

Boatright, B., & Knapp, M.S.(2004). Generating new sources of information about teachers, teaching, and support for teachers' work. Presented at the annual meeting of the American Educational Research Association (AERA), San Diego CA, April 11-15.

Knapp, M. S. (2003). Discovering the teacher in state educational reform: Washington State, 1991-2002. Presented at the annual meeting of the American Association of Colleges of Teacher Education (AACTE), New Orleans, LA, January 24-26.

Knapp, M. S., Swanson, J., McCaffery, T. (2003). District support for professional learning: What research says and has yet to establish. Presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 21-25.

Swanson, J., Knapp, M.S., & Meadows, J. (2003). Dilemmas of centralized investment in professional learning. Presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 21-25.

Portin, B., Beck, L., Knapp, M. S., & Murphy, J. (2003). The school and self-reflective renewal. Presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 21-25.

Copland, M., Ford, B., Knapp, M. S., & Milliken, M., (2002). Connecting leadership to learning: A review of the literature. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Pittsburgh, PA, November 1-3.

Portin, B., Beck, L., Knapp, M. S., & Murphy, J. (2002). Self-reflective renewal in schools: Implications for organizational learning. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Pittsburgh, PA, November 1-3.

Gallucci, C., Knapp, M. S., Markholt, A., & Ort, S. (2002). Standards-based reform and small schools of choice: How reform theories converge in three urban middle schools. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Pittsburgh, PA, November 1-3.

Knapp, M.S. (2002). Leadership for teaching and learning: A framework for understanding and action. Presented at the annual meeting of the National Policy Board for Educational Administration (NPBEA), Washington, DC, October 25.

Knapp, M. S., & Copland, M. (2002). Leadership for teaching and learning: A framework for understanding and action. Presented at Wallace Readers'-Digest Funds' LEADERS COUNT annual meeting, Fairfax, VA, August 2-5.

Copland, M. & Knapp, M.S. (2001). Leadership to learning: Building a conceptual framework. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Cincinnati, OH, November 2-4.

Knapp, M.S. (2001). Leadership in the connection between policy and instructional practice. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Cincinnati, OH, November 2-4.

Knapp, M. S. (2001). From classroom to teaching policy environment and back again: Notes on an illustrative case. Presented at the annual meeting of the American Educational Research Association. Seattle, WA, April 9-14.

Grossman, P., Silver, E., & Knapp, M. S. (2001). Subject matter and policy. Presented at the annual meeting of the American Educational Research Association. Seattle, WA, April 9-14.

Meadows, J., & Knapp, M. S. (2001). Teaching quality improvement strategies in two states: A cross-site analysis of policy purposes, processes, and theories of action. Presented at the annual meeting of the American Educational Research Association. Seattle, WA, April 9-14.

Knapp, M. S. (2001). State policy and teacher development. Presented at the annual meeting of the American Association of Colleges of Teacher Education. Dallas, TX, March 1-3.

Knapp, M.S. (2000). Taking an "elevator ride" through the teaching policy system: Connections between state, district, school, and classroom. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Albuquerque, NM, November 3-5.

Knapp, M. S., Gallucci, C., & Markholt, A. (2000). Constructing a coherent teaching policy environment in an urban sub-district. Presented at the annual meeting of the American Educational Research Association. New Orleans, April 24-28.

Knapp, M. S. (1999). An overview of state initiatives to support teacher quality. Presented at the annual QUEST conference of the American Federation of Teachers. Washington, DC, July 9-11.

Knapp M. S. (1999). The development and impact of teaching policy environments: Emerging findings from the Center for the Study of Teaching & Policy. Presented at the annual meeting of the Partner States and Districts of the National Commission on Teaching & America's Future (NCTAF). Blaine, WA, August 16-18.

Knapp, M. S. (1999). How we got here and what is going on: Standards, assessment, & accountability in Washington state and elsewhere. Presented to the Hechinger Seminar for Journalists in California and Washington. San Francisco, CA October 15-17.

Plecki, M. Ferguson, M., & Knapp M. S. (1999). State policy environments and the renewal of teaching: The case of Washington state. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Minneapolis, MN, October 29-31.

Portin, B., & Knapp M. S. (1999). Finding meaning in the mirror: The teachers' union and a deliberative, self-reflective improvement process in two schools. Presented at the annual

meeting of the University Council on Educational Administration (UCEA), Minneapolis, MN, October 29-31.

Knapp, M. S. (2000). The Policy Environment and the quality of teaching in Washington state and elsewhere: Or, what a D- from Quality Counts might mean. Presented to the Washington Education Policy Forum. Seattle WA, February 24.

Knapp, M. S. (2000). Policy and teacher education. Presented at the annual meeting of the Research Assembly of the National Council of Teachers of English (NCTE). Seattle, WA, February 25-27.

Knapp, M.S., Gallucci, C., & Markholt, C. (2000). At and beneath the surface of the transaction between district policy and teaching practice. Presented at the annual meeting of the American Educational Research Association (AERA). New Orleans, April 24-28.

Knapp, M. S., & McLaughlin, M. W. (1999). The district role in the renewal of teaching: Framing the conversation and the research. Presented at the annual meeting of the American Educational Research Association , Montreal, CA, April 17 - 23.

Knapp, M. S.. (1999). Resource allocation and teacher policy: Exploring the connections between state, district, and school contexts. Presented at the annual meeting of the American Educational Finance Association , Seattle, WA, March 18-20.

Knapp, M. S. (1999). The policy environment and the quality of teaching in Washington state: Assumptions and Frameworks. Presented to the Washington Education Policy Forum, Seattle, WA, March 3.

Shields, P M., Knapp, M. S., & Walton, P. (1999). State policy and the preparation of teachers: The conflicting cases of CLAD/BCLAD and class size reduction in California. Presented at the annual meeting of the American Association of Colleges of Teacher Education, Washington, DC, February 24-27.

Knapp, M. S. (1999). Programs and policies that facilitate diversity in teacher education. Presentation to the NNER Teacher Education Initiative team. Seattle, WA, January 8.

Portin, B. P, Knapp, M. S., & Murphy, J. S. (1998). School-based reform through reflection: Partnership between the teachers association and the school. Presented at the annual meeting of the University Council for Educational Administration, St, Louis, MO: October 29-November. 1

Knapp, M. S. (1998). Research on policy for preservice education for diverse students. Presented at the annual meeting of the American Educational Research Association, San Diego (April 13 - 17).

Knapp, M. S. (1998). Research on policy for preservice education for diverse students. Presented at the annual meeting of the American Educational Research Association, San Diego (April 13 - 17).

Knapp, M. S. (1998). Policy and teaching excellence: An agenda for research. Presented at the annual meeting of the American Educational Research Association, San Diego (April 13 - 17).

Knapp, M. S., Bamburg, J. D., Ferguson, M., & Hill, P. T. (1996). Converging reforms and the working lives of teachers and other human services professionals. Presented at the annual meeting of the American Educational Research Association, New York City (April 8 - 11).

Knapp, M. S., & Ferguson, M. (1995). Integrated services reforms and the front-line professional. Presented at the annual meeting of the University Council on Educational Administration (UCEA), Salt Lake City, UT (October 27-29).

Knapp, M. S. (1995). Influences on student achievement: What educational research does and doesn't tell us. Keynote address at the Spring meeting of the Washington Educational Research Association meeting, Tacoma, WA (May).

Knapp, M. S. (1995). Interprofessional preparation in institutional context. Presented at the annual meeting of the American Educational Research Association, San Francisco (April 18-22).

Knapp, M. S. (1995). Educational policy and the improvement of teaching: Two accounts of the California Mathematics Framework. Presented at the annual meeting of the American Educational Research Association, San Francisco (April 18-22).

Knapp, M. S. (1995). District and state roles in school-based reform. Presented at the annual meeting of the American Educational Research Association, San Francisco (April 18-22).

Knapp, M. S. (1995). Factors that influence student achievement: What we know from educational research. Presentation to the House Education Committee, Olympia, WA (January) and to the Senate Education Committee, Olympia WA (March).

Knapp, M. S. (1994). How shall we study comprehensive, collaborative services for children and families? Presented at the Office of Educational Research & Improvement Working Conference on School-linked Comprehensive Services for Children, Leesburg, VA (September).

Malen, B., & Knapp, M. S. (1994). The usefulness of multiple-perspective analyses in understanding educational policy. Presented at the annual meeting of the American Educational Research Association, New Orleans (April).

Knapp, M. S., Burgoyne, K., Swanson, J., & Woolverton, S. (1994). The university's role in school-linked services. Presented at the annual meeting of the American Educational Research Association, New Orleans (April).

Knapp, M. S., Burgoyne, K., Swanson, J. & Woolverton, S. (1993). Preparation for collaborative practice: One university's contribution to the integration of education and human services. Presented at the annual meeting of the University Council on Educational Administration, Houston, TX (October).

Knapp, M. S. (1992). Establishing policy environments that support literacy instruction for children from low-income families. Presented at the annual meeting of the American Educational Research Association, San Francisco (April)

Knapp, M. S. (1991). An implementation resource strategy: The Eisenhower Program of the U. S. Department of Education. Presented at the annual meeting of the American Educational Research Association, Chicago (April).

Knapp, M. S. (1991). School districts: Do followers need to be strategic thinkers? Presented at the annual meeting of the American Educational Research Association, Chicago (April).

Knapp, M. S., & Adelman, N. (1991). Reading for comprehension: Opportunities and barriers in classrooms serving high concentrations of economically disadvantaged students. Presented at the annual meeting of the American Educational Research Association, Chicago (April).

Knapp, M. S. (1990). Pedagogical content knowledge and the professional development of science and math teachers. Presented at the annual meeting of the American Educational Research Association, Boston, MA (April).

Knapp, M. S. (1988). Bringing about fundamental changes in the science teaching force through federal initiatives. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA (April).

Knapp, M. S. (1988). Developing teacher leaders and advocates for elementary science education. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA (April).

Knapp, M. S. (1988). Prospects for advancing a new era in science education. Presented at the annual meeting of the National Science Teachers Association, St. Louis, MO (April).

Knapp, M. S. (1987). Anatomy of an opportunity in science education improvement: investments in leadership teacher training. Presented at the annual meeting of the American Association of Physics Teachers, Bozeman, MT (June).

Knapp, M. S. (1987). Design decisions and improvement in institutionalized programs. Presented at the American Educational Research Association annual meeting, Washington, DC (April).

Knapp, M. S. (1986). ECIA Chapter 2's achievement of federal goals to enhance local discretion: Whose discretion is enhanced? Presented at the American Educational Research Association annual meeting, San Francisco, CA (April).

Knapp, M. S. (1985). Educational improvement under the new federalism. Presented at the annual meeting of the American Educational Research Association, Chicago (April).

Knapp, M. S. (1984). Evolving questions in research on compensatory education. Presented at the Evaluation Research Society annual meeting, San Francisco, CA (October).

Knapp, M. S. (1984). The task of evaluating state reforms in education. Presented at the Evaluation Research Society annual meeting, San Francisco, CA (October).

Knapp, M. S. (1984). Losing sight of the forest for the trees: A readers' guide to research on educational block grants. Presented at the American Educational Research Association annual meeting, New Orleans, LA (April).

Knapp, M. S. (1984). Teacher selection processes in school districts. Presented at the American Educational Research Association annual meeting, New Orleans, LA (April).

Knapp, M. S. (1984). Public-private approaches in education: How do we know if they're working? Presented at the Evaluation Research Society annual meeting, Chicago, IL (October).

Knapp, M. S. (1983). Testimony to the House of Representatives, Intergovernmental Relations and Human Resources Subcommittee of the Committee on Government Operations: Hearing on the Implementation of Block Grants Authorized by Chapters 1 and 2 of the Education Consolidation and Improvement Act of 1981. Washington, DC (September).

Knapp, M. S. (1983). Federal effects on the organizational capacity and routines of districts and schools. Presented at American Educational Research Association annual meeting, Montreal, Canada (April).

Knapp, M. S. (1983). Do federal education policies work? What happens at the state and local levels? Presented at the Educational Policy Forum, American Educational Research Association and the Institute for Educational Leadership, Washington, DC (March).

Knapp, M. S. (1982). Shifting responsibility to the local level: Lessons learned from the implementation of the Teacher Corps guidelines. Presented at the American Educational Research Association annual meeting, New York (March).

Knapp, M. S. (1982). Organized expertise: Building and sustaining a viable research and planning capability in college administration. Presented at the American Educational Research Association annual meeting, Los Angeles, CA (March).

Knapp, M. S. (1987). Toward the study of teacher evaluation as an organizational process: A review of current research and practice. Presented at the American Educational Research Association annual meeting, New York (March).

Knapp, M. S. (1981). Documenting Teacher Corps implementation: Linking locally generated qualitative data with national evaluation case studies. Presented at the American Educational Research Association annual meeting, Los Angeles, CA (April).

Knapp, M. S. (1981). The meaning of planning: Lessons learned from studies of recent federal discretionary programs. Presented at the Evaluation Research Society Annual Meeting, Austin, TX (October).

Knapp, M. S. (1980). The use of local documentation in federal evaluation research: Experience with a national study of Teacher Corps. Presented at the annual meeting of the American Educational Research Association, Boston, MA (April).

Knapp, M. S. (1980). Using the retrospective case study in exploratory organizational research: Research-and-planning unit development in a California community college district. Presented at the American Educational Research Association annual meeting, Boston, MA (April).