

VITA
(May, 2018)

Brian Rowan
Burke A. Hinsdale Collegiate Professor in Education
Research Professor, Institute for Social Research
Professor of Sociology
The University of Michigan

WORK ADDRESS AND TELEPHONE

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ACADEMIC DEGREES

B.A. (with high honors) in sociology from Rutgers College, June, 1972.
Ph.D. in sociology from Stanford University, August, 1978.

PROFESSIONAL EXPERIENCE

University of Michigan (Sept. 1991-present).

Associate Professor, Educational Studies Program (1991-1994). Professor, Educational Studies Program (1994-present), Associate Dean for Research, School of Education (1994-1998) (2005 – 2006). Collegiate Professor in Education (2005-present). Research Professor, Institute for Social Research (2006-present) Professor, Department of Sociology (2007-present)

Duties: As education professor, teach graduate courses in M.A. and Ph.D. programs in educational administration, foundations, and policy analysis. As research professor, direct program on Education and Well Being at ISR's Survey Research Center. *School of Education duties*: Coordinator of Educational Administration Program (1992-1994), School of Education Graduate Affairs Committee (1991-1994, 2011-2012, 2015-2017), School of Education Promotions and Tenure Committee (1997-1999, Chair: 2012-2013); School of Education Executive Committee (Ex Officio:1994-1998 and 2005-2006; Elected: 2003-2004); Search Committees (2005-2006, 2010-2011). *Survey Research Center duties*: Senior Staff Advisory Committee (Elected: 2009-2011); Search Committees (2009, 2010, 2013); Promotion Review Committees (2009, 2010, 2013); Survey Operations Advisory Group (2012-2013). *University Service*: Rackham Graduate School Dissertation/ Thesis Grants Committee (1992-1993), University of Michigan Outreach Providers Group (1996-1998); Associate Deans/Associate Provosts Group (1997- 1998); Board of Directors, Michigan Union (1999-2001); Faculty Senate Advisory Committee on University Budgets (1999-2003); University Development Committee (2007-2009); Steering Committee, Center for Advancing Research and Solutions for Society (2009-2013); Provost's Committee on Being a Faculty Member in the 21st Century (2013-2014).

College of Education, Michigan State University (September, 1986-August, 1991).

Associate Professor, Departments of Educational Administration and Teacher Education with affiliate status in Department of Sociology (1986-1991). Chairperson, Department of Educational Administration (August, 1989-August, 1991).

Duties: As chairperson, administered programs of teaching, research, and service in a department of 22.5 FTE faculty offering programs in Adult and Continuing Education, College and University Administration, and K-12 Educational Administration. Taught graduate courses in organization theory, educational policy, and applied research. Other duties: Coordinator, K-12 Educational Administration Program (1988), College of Education: Graduate Education Policy Committee (1987), Undergraduate Education Policy Committee (1989-1991), Dean's Executive Committee (1989-1991).

PROFESSIONAL EXPERIENCE (cont.)**Far West Laboratory for Educational Research and Development (June, 1981-August, 1986).**

Associate Research Scientist (June, 1981-September, 1983). Duties: Participated in the development and conduct of applied research programs on school leadership and management as part of National Institute of Education's Regional Educational Laboratory contract. *Senior Research Scientist* (October, 1983-July, 1985). Duties: Developed and directed programs of applied research under National Institute of Education's Regional Educational Laboratory contract; supervised staff of 3-5 employees; controlled research budget of \$75,000-\$150,000. *Senior Research Director* (August, 1985-August, 1986). Duties: Served as principal investigator of two national studies; supervised staff of 23 employees; controlled research budget of \$705,000.

Texas Christian University (September, 1979-June, 1981).

Assistant Professor, Department of Sociology.

Duties: Taught undergraduate and graduate courses in organization theory, stratification, qualitative and quantitative methods; served on University Committee on Evaluation; College of Arts and Sciences Committees on Status of Women and Human Subjects; Department Committees on Curriculum and Personnel; elected to Department Advisory Committee.

OTHER PROFESSIONAL EXPERIENCE

Visiting Professor, Faculty of Education, the Chinese University of Hong Kong (Winter, 1997; Winter, 1998). Taught faculty and graduate seminars on analysis of school effectiveness, gave public lectures, advised faculty on research.

Visiting Lecturer, School of Business Administration, University of California at Berkeley (August, 1983-June, 1986). Taught undergraduate and graduate courses in organization theory.

Lecturer, Department of Sociology, University of California at Los Angeles (September, 1978-August, 1979). Taught undergraduate courses in sociological theory, organization theory, and sociology of education.

Visiting Lecturer, School of Business Administration, University of California at Berkeley (September, 1978-March-1978). Taught undergraduate and graduate courses in organization theory.

RESEARCH/TEACHING INTERESTS

Organizational analysis of schools
Instructional leadership
School effectiveness research

PROFESSIONAL MEMBERSHIPS

Alpha Kappa Delta (Sociology Honors Society)
American Educational Research Association
Phi Beta Kappa
National Academy of Education

PUBLICATIONS: BOOKS

H.D Meyer and B. Rowan (eds.). **The New Institutionalism in Education: Advancing Research and Policy**. Albany: State University of New York Press, 2006.

Panel on Quality Improvement in Student Financial Aid (R. Fecso, ed.). **Quality in Student Financial Aid Programs: A New Approach**. Washington, D.C.: National Academy Press, 1993.

R.F. Elmore and Associates. **Restructuring Schools: The Next Generation of Educational Reform**. San Francisco: Jossey Bass, 1990.

J.W. Meyer and W.R. Scott with B. Rowan and T.E. Deal. **Organizational Environments: Rational and Institutional**. Beverly Hills, CA: Sage, 1983.

PUBLICATIONS: ARTICLES AND CHAPTERS

A. Sales, B. Hansen, and B. Rowan. Rebar: Reinforcing a Matching Estimator with Predictions from High-Dimensional Covariates. **Journal of Education and Behavioral Statistics**, 2018, 1:3-31

B. Rowan and S.Raudenbush. Teacher evaluation in American Schools. In, D. Gitomer and C.A. Bell (Eds.), **Handbook of Research on Teaching** (5th edition). Washington, DC: American Educational Research Association, 2016.

B. Rowan. Intervening to improve the educational outcomes of students in poverty: Lessons from recent work in high-poverty schools. In, G. Duncan and R. Murnane, **Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances**. New York: Russell Sage, 2011.

J.F. Carlisle, B. Kelcey, G. Phelps, and B. Rowan. Teachers' knowledge about early reading: Effects on students' gains in reading achievement. **Journal for Research on Educational Effectiveness**, 2011, 4: 289-321.

Rowan, B. Organizational institutionalism at Stanford: Reflections on the founding of a 30-year theoretical research program. In, F. Dobbin and C.B. Schoonhoven (Eds.), **Stanford's Organization Theory Renaissance, 1970-2000, A Volume in Research in the Sociology of Organizations**, Volume 28, Chapter 1, pp. 3-19. Bingley, UK: Emerald Insight, 2010.

Kataoka, S.H., B. Rowan, and K.E. Hoagwood. Bridging the divide: In search of common ground in mental health and education research and policy. **Psychiatric Services**, 2009, 60:1510-1515.

Rowan, B. and R. Correnti. Interventions to improve instruction: How implementation strategies affect instructional change. In, W.K. Hoy and M. DiPaola (Eds.), **Studies in School Improvement: A Volume in Theory and Research in Educational Administration**, Volume 8, Chapter 3. Greenwich, CT: Information Age, 2009.

Rowan, B., R. Correnti, R.J. Miller, and E. Camburn. School improvement by design: Lessons from a study of Comprehensive School Reform designs. In, B. Schnieder & G. Sykes (Eds.), **Handbook of Education Policy Research**. London: Taylor & Francis, 2009. Reprinted and disseminated nationally as a research monograph by the Consortium for Policy Research in Education, 2009.

Rowan, B., R. Jacob, and R. Correnti. Using instructional logs to identify quality in educational settings. **New Directions for Youth Development**, 2009, Spring, 13-32.

PUBLICATIONS (Articles and Chapters) (cont.)

Rowan, B. and R. Correnti. Studying reading instruction with teacher logs: Lessons from A Study of Instructional Improvement. **Educational Research**, 2009, 38, 120-131. See also the response to commentaries on this article: Rowan, B. and R. Correnti. Measuring instruction with teacher logs. **Educational Research**, 2009, 38, 549-551.

Rowan, B., E. Camburn, and R. Correnti. Teacher logs as a tool for studying educational process. In, R. Belli, F. Stafford, and D. Alwin. (Eds). **Using Calendar and Diary Methods in Life Events Research**. Newbury Park, CA: Sage, 2008.

Parkinson, J. and B. Rowan. Poverty, literacy achievement, and educational reform. In, S.B. Neuman (Ed.), **Educating the Other America: Top Experts Tackle Poverty, Literacy, and Achievement in our Schools**. Baltimore: Brookes, 2008.

Rowan, B. Does the school improvement industry help or prevent deep and sound change? **Journal of Educational Change**, 9, 2008: 197-202.

Hill, H.C., D.L. Ball, M. Blunk, I.M. Goffney, and B. Rowan. Validating the ecological assumption: The relationship of measure scores to classroom teaching and student learning. **Measurement: Inter-disciplinary Research and Perspectives**, 2007, 5, 107-118.

Rowan, B. and R.J. Miller. Organizational strategies for promoting instructional change: Implementation dynamics in schools working with comprehensive school reform providers. **American Educational Research Journal**, 2007, 44, 252-297.

Correnti, R. and B. Rowan. Opening up the black box: Literacy instruction in schools participating in three comprehensive school reform programs. **American Educational Research Journal**, 2007, 44, 298-338.

Rowan, B. The new institutionalism and the study of educational organizations: Changing ideas for changing times. In, H.D. Meyer and B. Rowan (eds.). **The New Institutionalism in Education: Advancing Research and Policy**. Albany: State University of New York Press, 2006.

Rowan, B. The school improvement industry in the United States: Why educational change is both pervasive and ineffectual. In, H.D. Meyer and B. Rowan (eds.). **The New Institutionalism in Education: Advancing Research and Policy**. Albany: State University of New York Press, 2006.

Rowan, B. Truth or consequences: Reflections on the theory movement and its aftermath in education. In, D.Mitchell (Ed.), **New Foundations for Knowledge in Educational Administration, Policy, and Politics: Science and Sensationalism**. Mahwah, NJ: Lawrence Earlbaum, 2006.

Miller, R.J. and B. Rowan. Effects of organic management on student achievement. **American Educational Research Journal**, 2006, 43, 219-253.

Hill, H.C., B. Rowan, and D.L. Ball. Effects of teachers' mathematical knowledge for teaching on student achievement. **American Educational Research Journal**, 2005, 42, 371-406.

Ball, D.L. and B. Rowan. Introduction: Measuring instruction. **Elementary School Journal**, 2004, 105, 3-10 (introduction to special issue edited by B. Rowan and D.L. Ball).

Rowan, B., D.M. Harrison, and A. Hayes. Using instructional logs to study mathematics curriculum and teaching in the early grades. **Elementary School Journal**, 2004, 105, 103-127.

PUBLICATIONS (Articles and Chapters) (cont.)

Rowan, B., E. Camburn, and R. Correnti. Using teacher logs to measure the enacted curriculum in large-scale surveys: Insights from the Study of Instructional Improvement. **Elementary School Journal**, 2004, 105, 75-102.

Rowan, B., Barnes, C.L., and Camburn, E. Benefiting from Comprehensive School Reform: A review of research on CSR implementation. In C. Cross (Ed.), **Putting the Pieces Together: Lessons from Comprehensive School Reform Research**. Washington, DC: National Clearinghouse on Comprehensive School Reform, 2004.

Kang, S.J., B. Rowan, and S.W. Raudenbush. Estimating the effects of academic departments on organic design in high schools: A crossed, multilevel analysis. In W.K. Hoy and C.G. Miskel (eds.), **Educational Administration, Policy, and Reform: Theory and Measurement, A Volume in Theory and Research in Educational Administration**, Volume 3, Chapter 5. Greenwich, CT: Information Age, 2004.

Camburn, E., B. Rowan, and J. Taylor. Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. **Educational Evaluation and Policy Analysis**, 2003, 25(4), pp. 347-374.

Miller, R.J. and B. Rowan. Sources and consequences of organic management in elementary and secondary schools. In W.K. Hoy and C.G. Miskel (eds.), **Studies in Leading and Organizing Schools, A Volume in Theory and Research in Educational Administration**, Volume 2, pp. 51-89. Greenwich, CT: Information Age Publishing, 2003.

Rowan, B. The ecology of school improvement: Notes on the school improvement industry in the United States. **Journal of Educational Change**, 2002, 3, pp. 283-314.

Rowan, B. Rationality and reality in organizational management: Using the coupling metaphor to understand educational (and other) organizations—a concluding comment. **Journal of Educational Administration**, 2002, 40 (6), pp. 604-611.

Rowan, B., R. Correnti, and R.J. Miller. What large-scale survey research tells us about teacher effects on student achievement: Insights from the *Prospects* study of elementary schools. **Teachers College Record**, 2002, 104 (December), pp. 1525-1567.

Rowan, B. Large-scale, cross-national surveys of educational achievement: Promises, pitfalls, and possibilities. In National Research Council (A. Porter and A. Gamoran, Eds.), **Methodological Advances in Cross-National Surveys of Achievement**. Washington, DC: National Academy Press, 2002.

Rowan, B. Teachers' work and instructional management, part I: Alternative views of the task of teaching. In W.K. Hoy and C.G. Miskel (eds.), **Theory and Research in Educational Administration**, Volume 1, pp.129-149. Greenwich, CT: Information Age Publishing, 2002.

Rowan, B. Teachers' work and instructional management, part II: Does organic management promote expert teaching? In W.K. Hoy and C.G. Miskel (eds.), **Theory and Research in Educational Administration**, Volume 1, pp. 151-168. Greenwich, CT: Information Age Publishing, 2002

Rowan, B. School reform in the United States: What works. In C. Dimmock and A. Walker (Eds.), **Future School Administration: Western and Asian Perspectives**. Hong Kong: The Chinese University Press, 2000.

Rowan, B. and C.G. Miskel. Institutional theory and the study of educational organizations. In J. Murphy and K.S. Lewis (Eds.), **Handbook of Research on Educational Administration**. San Francisco: Jossey Bass, 1999.

PUBLICATIONS (Articles and Chapters) (cont.)

- Rowan, B. The task characteristics of teaching: Implications for the organizational design of schools. In R. Bernhardt, C.N. Hedley, G. Cattaro, & V. Svolopoulos (Eds.), **Curriculum Leadership: Rethinking Schools for the 21st Century**. Cresskill, NJ: Hampton Press, 1998.
- Rowan, B., F.S. Chiang, and R.J. Miller. Using research on employees' performance to study the effects of teachers on students' achievement. **Sociology of Education**, 1997, 70 (October), 256-284.
- Rowan, B. Standards as incentives for reform. In S.H. Fuhrman & J.A. O'Day (eds.), **Rewards and Reform: Creating Educational Incentives That Work**. San Francisco: Jossey-Bass, 1996.
- Rowan, B. Institutional studies of organizations: Lines of data analysis and data requirements. In R.T. Ogawa (ed.), **Advances in Theory and Research on Administration and Policy, Volume 3**. Greenwich, Conn., 1995.
- Rowan, B. Research on status attainment and school effects. In W.T. Pink and G.W. Noblit (eds.), **Continuity and Contradiction: The Futures of the Sociology of Education**. Norwood, NJ: Ablex, 1995.
- Rowan, B. Learning, teaching, and educational administration: Toward a research agenda. **Educational Administration Quarterly**, 1995, 31 (3), 344-354. (introduction to special issue edited by B. Rowan).
- Rowan, B. The organizational design of schools. In S.B. Bacharach and B. Mundell (eds.), **Images of Schools: Structures and Roles in Organizational Behavior**. Thousand Oaks, CA: Corwin Press, 1995.
- Rowan, B. Research on learning and teaching in K-12 schools: Implications for the field of educational administration. **Educational Administration Quarterly**, 1995, 31 (February), 115-133.
- Rowan, B. Comparing teachers' work with work in other occupations: Notes on the professional status of teaching. **Educational Researcher**, 1994, 23 (6), 4-17, 21.
- Rowan, B. Research on learning and teaching: Implications for school administrators. In W.K. Hoy (ed.), **Educational Administration: The UCEA Document Base**. New York: McGraw-Hill, 1993.
- Rowan, B., S.W. Raudenbush, and Y.F. Cheong. Teaching as a non-routine task: Implications for the management of schools. **Educational Administration Quarterly**, 1993, 29 (November), 479-500.
- Talbert, J.E., M.W. McLaughlin & B. Rowan. Understanding context effects on secondary school teaching. **Teachers College Record**, 1993, 95 (Fall), 45-68.
- Raudenbush, S.W., B. Rowan, and Y.F. Cheong. The pursuit of higher-order instructional goals in secondary schools: Class, teacher, and school influences. **American Educational Research Journal** 1993, 30 (Fall), 523-553.
- Raudenbush, S.W., B. Rowan, and Y.F. Cheong . Contextual effects on the self-perceived efficacy of high school teachers. **Sociology of Education**, 1992, 65 (April): 150-167.
- Raudenbush, S.W., B. Rowan, and S.J. Kang. A multilevel, multivariate model for studying school climate with estimation via the EM algorithm and application to U.S. high school data. **Journal of Educational Statistics**, 1991, 16 (Winter): 295-330.
- Rowan, B., S. Raudenbush, and S.J. Kang. Organizational design in high schools: A multilevel analysis. **American Journal of Education**, 1991, 99 (Fall): 238-266.

PUBLICATIONS (Articles and Chapters) (cont.)

Rowan, B., S. Raudenbush, and S.J. Kang. School climate in secondary schools: A multilevel analysis. In S. Raudenbush and D. Willms (eds.), **Pupils, Classrooms, and Schools: Multilevel Studies in Education from an International Perspective**. New York: Academic Press, 1991.

Rowan, B. Commitment and control: Alternative strategies for the organizational design of schools. In Courtney Cazden (ed.), *Review of Research in Education*, Volume 16. Washington, D.C.: American Educational Research Association, 1990.

Rowan, B. Applying conceptions of teaching to organizational reform. In R.F. Elmore and Associates, **Restructuring Schools: The Next Generation of Educational Reform**. San Francisco: Jossey Bass, 1990.

Rowan, B. and L.F. Guthrie. The quality of Chapter 1 instruction: Results from a study of 24 schools. In R. Slavin (ed.), **Effective Programs for Students At Risk**. Boston: Allyn and Bacon, 1989.

Rowan, B. The assessment of school effectiveness. In R.M.J. Kyle (ed.), **Reaching for Excellence: An Effective Schools Sourcebook**. Washington, D.C.: Government Printing Office, 1985.

Rowan, B. and C.E. Denk. Management succession, school socioeconomic context, and basic skills achievement. **American Educational Research Journal**, 1984, 21 (Fall): 517-538.

Rowan B. Shamanistic rituals in effective schools. **Issues in Education**, 1984, 2 (Summer): 76-87.

Miracle, A.W. Jr., D. Suggs, and B. Rowan. Play activities and elementary school peer groups. In B. Sutton-Smith and D.K. Byrne (eds.), **The Masks of Play**. Oakland, CA: Leisure Press, 1984.

Rowan, B. and A.W. Miracle, Jr. Systems of ability grouping and the stratification of achievement in elementary schools. **Sociology of Education**, 1983, 56 (July): 133-144.

Rowan, B., S.T. Bossert, D.C. Dwyer. Research on effective schools: A cautionary note. **Educational Researcher**, 1983, 12 (April): 24-31.

Rowan, B. The status organizing work of schools. **Social Science Quarterly**, 1982, 63 (September): 477-491.

Bossert S.T., D.C. Dwyer, B. Rowan, and G.V. Lee. The instructional management role of the principal. **Educational Administration Quarterly**, 1982, 18 (Summer): 34-64.

Rowan, B. Organizational structure and the institutional environment: The case of public schools. **Administrative Science Quarterly**, 1982, 27 (June): 259-279. Reprinted in K. Bradley (ed.), **The International Library of Management**, Hampshire, UK: Dartmouth Publishing, 1994.

Rowan, B. Instructional management in historical perspective. **Educational Administration Quarterly**, 1982, 18 (Winter): 43-59.

Rowan, B. The effects of institutionalized rules on administrators. In S. Bacharach (ed.), **Organizational Behavior in Schools and School Districts**. New York: Praeger, 1981.

Meyer, J.W. and B. Rowan. The structure of educational organizations. In M.W. Meyer and Associates, **Organizations and Environments**. San Francisco: Jossey Bass, 1978. Reprinted in J.V. Baldrige and T.E. Deal (eds.), **The Dynamics of Organizational Change in Education**, Berkeley: McCutchan, 1983; J. Ballantine and J.A. Spade, (eds.), **Schools and Society**, Boston: Pine Forge Press, 1999.

PUBLICATIONS (Articles and Chapters) (cont.)

Meyer, J.W. and B.Rowan. Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 1977, 83 (September): 340-363. Reprinted numerous times in the USA, UK, Japan, Poland, Italy, and Norway:

BOOK REVIEWS

Review of *The Social Organization of Schooling*, edited by Larry V. Hedges and Barbara Schneider, in *American Journal of Sociology*, 2007, 112 (March), 1566-1568.

Review of *Decentralization and School Improvement: Can We Fulfill the Promise* edited by J Hannaway and M. Carnoy, in *Contemporary Sociology*, 1994, 23 (July), 569-571.

Review of *The Shaping of Social Organization: Social Rule System Theory with Applications*, by Tom R. Burns and Helena Flam, in *Administrative Science Quarterly*, 1993, 38 (June), 346-347.

Review of: *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985*, by Steven Brint and Jerome Karabel, in *Administrative Science Quarterly*, 1991, 30 (June): 326-328).

Rowan, B. Making sense of organizational symbolism. Review essay on L.R. Pondy, G. Morgan, and T. Dandridge (eds.), *Organizational Symbolism*, in *Contemporary Sociology*, 1985, 14 (March): 173-175.

Review of: *The Organizational Life Cycle*, by J.R. Kimberly, R.H. Miles, and Associates, in *American Journal of Sociology*, 1984, 90 (March): 978-980.

Review of: *The Limits of Politics: Collective Goods and Political Change in Postindustrial Societies*, by R. Benjamin, in *Social Science Quarterly*, 1982, 63 (June): 402-403.

RESEARCH REPORTS AND MONOGRAPHS

Rowan, B., S.G. Schilling, A. Spain, P. Bhandari, D. Berger, and J. Graves. Promoting High Quality Teacher Evaluations in Michigan: Lessons from a Pilot of Education Effectiveness Tools. Final Report to State of Michigan pursuant to inter-governmental services agreement between the Regents of the University of Michigan and the State of Michigan's Department of Technology, Management, and Budget. December 2013. (Report available at <http://www.mcede.org/reports>).

Spain, A. and B. Rowan. Estimating the Resource Costs of Designs for Michigan's Teacher Evaluation System. Final Report to State of Michigan pursuant to inter-governmental services agreement between the Regents of the University of Michigan and the State of Michigan's Department of Technology, Management, and Budget. January, 2014. (Report available at <http://www.mcede.org/reports>).

Rowan, B., S.W. Raudenbush, R. Correnti, S.G. Schilling, & C. Johnson. Studying "balance" in balanced literacy instruction: How different mixes of word analysis and text comprehension instruction affect first grade students reading achievement. Paper prepared for research seminar on learning from longitudinal data, National Center for Education Statistics, May, 2005.

Raudenbush, S., G.L. Hong, & B. Rowan. Studying the causal effects of instruction with application to primary school mathematics. Paper prepared for research seminar on large-scale data analysis, National Center for Education Statistics, March, 2002 (available at www.sii.soe.umich.edu).

Rowan, B. (2001). What Large-Scale, Survey Research Tells Us About the Effects of Teachers and Teaching on Student Achievement. Ann Arbor, MI: Consortium for Policy Research in Education, University of Pennsylvania, Graduate School of Education, CPRE Research Report Series RR-051, November, 2002 (available at www.cpre.org).

RESEARCH REPORTS AND MONOGRAPHS (cont.)

Rowan, B., Schilling, S. G., Ball, D. L., & Miller, R.. Measuring Teachers' Pedagogical Content Knowledge in Surveys: An Exploratory Study. With: Appendix A: Detailed Results for the Domain of Mathematics, and Appendix B: Detailed Results for the Domain of Reading/ Language Arts. Ann Arbor, MI: Consortium for Policy Research in Education, Study of Instructional Improvement, University of Michigan, Research Note S-2, Fall, 2001 (available at www.sii.soe.umich.edu).

Atkins-Burnett, S., Rowan, B., & Correnti, R.. (2001). Administering Standardized Achievement Tests to Young Children: How Mode of Administration Affects the Reliability and Validity of Standardized Measures of Student Achievement in Kindergarten and First Grade. Ann Arbor, MI: Consortium for Policy Research in Education, Study of Instructional Improvement, University of Michigan, Research Note S-1, Fall, 2001 (available at www.sii.soe.umich.edu).

Office of Educational Research and Improvement, Goal 6 Work Group. Reaching the Goals, Goal 6: Safe, Disciplined, and Drug Free Schools. Washington, DC: Office of Educational Research and Improvement, United States Department of Education, 1993.

Rowan, B., L.F. Guthrie, G.V. Lee, and G.P. Guthrie. The Design and Implementation of Chapter 1 Instructional Services: A Study of 24 Schools. Final report for Office of Educational Research and Improvement (OERI), U.S. Department of Education, contract no. 400-85-1015. San Francisco: Far West Laboratory for Educational Research and Development, 1986.

Guthrie, L.F., B. Rowan, G.P. Guthrie, and M. Boothroyd. Instructional Services for Limited-English-Proficient Chapter 1 Students. Final report for Office of Educational research and Improvement (OERI), U.S. Department of Education, contract no. 400-85-1015. San Francisco: Far West Laboratory for Educational Research and Development, 1986.

Lee, G.V., B. Rowan, R. Allington, L.W. Anderson, S.T. Bossert, A. Harnischfeger, and J.A. Stallings. The Management and Delivery of Instructional Services to Chapter 1 Students: Case Studies of Twelve Schools. Research report for OERI contract no. 400-85-1015. San Francisco: Far West Laboratory for Educational Research and Development, 1986.

Dwyer, D.C., G.V. Lee, B.G. Barnett, N.N. Filby, and B. Rowan. Emma Winston and Roosevelt Elementary School: Instructional Leadership in an Urban Setting (1985a); Francis Hedges and Orchard Park Elementary School: Instructional Leadership in a Stable Urban Setting (1985b); Grace Lancaster and Emerson Junior High: Instructional Leadership in an Urban Setting (1985c); Ray Murdock and Jefferson Elementary School: Instructional Leadership in a Rural Setting (1985d); Methodology: A Companion Volume for the Instructional Management Program's Field Study of Principals (1985e). Research reports for National Institute of Education (NIE) contract no. 400-83-003. San Francisco: Far West Laboratory for Educational Research and Development, 1985.

Rowan, B., R. Edelstein, and A. Leal. Pathways to Excellence: What School Districts are Doing to Improve Instruction. Research report for NIE contract no. 400-80-0103. San Francisco: Far West Laboratory for Educational Research and Development, 1983.

Rowan, B. and C.E. Denk. Modelling the Academic Performance of Schools Using Longitudinal Data: An Analysis of School Effectiveness Measures and School and Principal Effects on School-Level Performance. Research report for NIE contract no. 400-80-0103. San Francisco: Far West Laboratory for Educational Research and Development, 1983.

Dwyer, D.C., G.V. Lee, B. Rowan, and S.T. Bossert. Five Principals in Action. Research report for NIE contract no. 400-80-0103. San Francisco: Far West Laboratory for Educational Research and Development, 1983.

RESEARCH REPORTS AND MONOGRAPHS (cont.)

Rowan, B. and A.W. Miracle, Jr. Instructional Grouping, Friendship Grouping, and Student Achievement in Elementary Schools. Final report for NIE grant no. NIE-G-80-0067. Texas Christian University: Department of Sociology, 1982.

Davis, M.R., T.E. Deal, J.W. Meyer, B. Rowan, W.R. Scott, and E.A. Stackhouse. The Structure of Educational Systems: Explorations in the Theory of Loosely Coupled Organizations. Final report for NIE contract no. NIE-C-00-3-0062. Stanford University: Stanford Center for Research and Development in Teaching, 1977.

OTHER PROFESSIONAL COMMUNICATIONS

Over 80 papers presented at professional meetings (including meetings of the American Anthropological Association, American Educational Research Association, American Sociological Association, and European Association for Research on Instruction and Learning). Invited presentations at numerous universities, public schools and districts, regional and state associations of professional educators, and state and federal education agencies.

DATA SETS DISSEMINATED

- Measures of Effective Teaching-Extension Video Collection (Teaching and Learning Exploratory, www.tle.soe.umich.edu)
- Measures of Effective Teaching Longitudinal Database (ICPSR Study#34414, 34109, 34346, 34345)
- Study of Instructional Improvement (ICPSR Study#26282)

SPONSORED RESEARCH

Participating Investigator (with Dirgha Ghimire and William Axinn). Improving Learning: Developing Measures of Accountability and Evaluating their Association with Students? Gains in Achievement in Nepal. This is a study of educational accountability practices and their relationship to school quality in the Chitwan Valley of Nepal. Funded by UK Department of International Development, \$900,000 for the period October 1, 2017 to September 30, 2020.

Project Director and Principal Investor (with David K. Cohen, Susan Moffit, and Sean Reardon): Under Construction: The Rise, Spread, and Consequences of the Common Core State Standards Initiative in American Education. This is a multi-project, multi-institution study of the common core state standards (CCSS) initiative that involves investigation of the historical antecedents of the CCSS, the factors driving adoption, retention, and de-adoption of the CCSS by states, the changes wrought by the CCSS to the larger institutional environment of American education, the ways states are working to implement standards-based reforms in the CCSS era, the extent to which adoption of the CCSS are leading to changes in teaching quality, and trends in educational disparities (including racial/ethnic and income disparities in academic achievement) after adoption of the CCSS by many American states. Funded by grants from the Spencer Foundation, \$4,399,988 for the period July 1, 2016 – June 30, 2019, the W.T. Grant Foundation, \$600,000 for the period July 1, 2016 – June 30, 2019, and the Bill and Melinda Gates Foundation, \$26,622 for the period July 1, 2017 – June 30, 2018.

Principal Investigator: Burst: Reading Efficacy Study (with Amplify Education). This is a randomized field trial of the efficacy of the Burst early reading intervention being conducted in 50 schools across the United States. The study will examine patterns of program implementation and program effectiveness over a four year period. Funded by the Institute for Education Sciences, \$3,243,460 for the period 09/07/2012 to 09/06/2019.

SPONSORED RESEARCH (cont.)

Principal Investigator: Pilot Research Program for the Michigan Council on Educator Effectiveness. This project worked with 13 school districts in Michigan as they implemented new teacher evaluation practices in over 100 schools. The work involved providing training to local school districts and contracting with numerous vendors to provide direct services to state and local agencies. The study also involved evaluative research on the measurement of growth in student achievement for use in teacher evaluations, the psychometric properties of four different classroom observation protocols and their use in practice, the processes used at the local level to conduct teacher evaluations, surveys of principals' and teachers' attitudes about the teacher evaluation process, descriptive case studies of evaluation processes, and cost estimation studies at the state and local level. Funded by an Intergovernmental Services Agreement with the State of Michigan, \$4,900,000 for the period 7/1/2012 to 12/31/2013.

Principal Investigator: A Grants Program for Early Career Researchers to Use the Measures of Effective Teaching (MET) Data. In cooperation with the National Academy of Education, the University of Michigan sponsored ten grants to early career researchers, conducted webinars on MET data, and conducted meetings of researchers. Funded by grants from the Bill and Melinda Gates Foundation, \$332,000 for the period 08/01/2012 to 05/31/2014; the Spencer Foundation, \$143,000 for the period 01/01/2013 to 03/31/2014; the WT Grant Foundation, \$143,000 for the period 01/01/2013 to 03/31/2014.

Co-Principal Investigator (with George Alter, Deborah Ball, Paul Courant): Measures of Effective Teaching (MET) Longitudinal Database and MET Extension Longitudinal Database and Library Practice. These are projects are archiving quantitative and video data from the largest study of teaching effectiveness conducted to date in the United States. The effort is a joint project of ISR's Survey Research Center, the Inter-University Consortium for Political and Social Research, and the School of Education. Funded by grants from the Bill and Melinda Gates Foundation. \$1,297,627 for the period 08/03/2011 to 06/30/2013 and \$3,479,894 for the period 11/11/2011 to 09/30/2013.

Principal Investigator: An Evaluation of State Board Examination Systems: Efficacy Study. This is a study of the implementation of board examination systems in American high schools that includes surveys of students and teachers, collection of administrative data, and case studies and interviews. Funded by a grant from the National Center on Education and the Economy (Bill and Melinda Gates Foundation, primary sponsor). \$2,227,000 for the period 01/02/2011 to 3/31/2016).

Co-Principal Investigator (with Courtney Bell, Drew Gitomer, Daniel McCafrey): Understanding Teacher Quality. The project is a collaboration of the Educational Testing Service, RAND, and the University of Michigan to examine multiple measures of teaching quality and their relationship to gains in student achievement in middle school mathematics and English/language arts classes. UM portion of the budget funded as a subcontract with the Educational Testing Service (Bill and Melinda Gates Foundation, primary sponsor). \$4,290,135 for the period 11/2008 – 7/2012. Related funding: Supplement to Understanding Teaching Quality Study. Funded as a subcontract from Educational Testing Service (primary sponsor: Bill and Melinda Gates Foundation). \$346,002 for the period: 08/01/2010 to 07/31/2011. UM Automated Classroom Observation System - G Limited Use Service Supplement. A supplement to support use of the automated classroom observation system developed for the UTQ study by colleagues in another study. Funded by Educational Testing Service (prime sponsor WT Grant Foundation). \$40,929 for the period 07/01/2009 to 06/30/2010. UM Automated Classroom Observation System - G Limited Use Service. A grant to support use of the automated classroom observation system developed for the UTQ study by colleagues in another study. Funded by Educational Testing Service (prime sponsor WT Grant Foundation). \$12,822 for the period 07/01/2009 to 12/31/2010.

Principal Investigator (with K. Burnley): Catalyzing School Improvement in Michigan: Working with Schools, Families and Communities. Planning grant funded by the W.K. Kellogg Foundation. \$350,000 for the period 04/08 – 4/09.

SPONSORED RESEARCH (cont.)

Principal Investigator: A Description of Reading Instruction in the United States. Development and implementation of national study of reading instruction in 1st and 4th grade classrooms in the United States. Funded by the International Reading Association, \$750,000 for the period 03/08 – 05/11. Related funding: The Description of Reading Instruction Study: A Proposal for Continued Support. Funding to support data analytic work for the DRIS. Funded by the Spencer Foundation. \$162,575 for the period 11/01/2010 to 10/31/2011.

Principal Investigator: External Evaluation of State of Louisiana Value-Added Teacher Preparation Assessment Model. Funded by the Board of Regents of the State of Louisiana, \$60,000 for the period 03/08-07/09.

Principal Investigator: Studies of Scaling for the Center for Continuous Instructional Improvement. Funded by the Consortium for Policy Research in Education (William and Flora Hewlett Foundation, primary sponsor). \$406,128 for the period 08/01/2007 to 11/17/2011.

Participating Investigator and UM Project Director (Stephen W. Raudenbush, PI). Improving Research on Instruction: Models, Designs, and Analytic Methods. Funded by grant from the University of Chicago (Spencer Foundation, primary sponsor), \$156,809 for the period 9/1/2006 – 8/31/2008.

Project Director and Co-Principal Investigator (with Carol Barnes and Diane Massell): Studies of Regional Assistance Centers, a project studying the design and effectiveness of technical assistance activities of three federally-sponsored regional technical assistance centers operated by Learning Point Associates—the Great Lakes East Comprehensive Center, the Great Lakes West Comprehensive Center, and the National Comprehensive Center on Teacher Quality. Funded by grants from the U.S. Department of Education, \$882,259 for the period January, 2006 – June, 2010 (Great Lakes East); \$1,193,440 for the period January, 2006 – June 2010 (National Comprehensive Center on Teacher Quality); and \$1,193,440 for the period for the period January, 2006 – June 2010 (Great Lakes West).

Project Director and Co-Principal Investigator (with D.K. Cohen and S. Raudenbush): Education of Students in Poverty, a seed project of the University of Michigan's Center for Research and Solutions for Society (CARSS). Funded by small grants from CARSS (\$80,000), the Spencer Foundation (\$50,000), and the Hewlett Foundation (\$75,000) for period September, 2005 – September, 2007.

Co-Principal Investigator (with Joanne Carlisle): Assessment of Pedagogical Content Knowledge of Teachers of Reading. A study of how to measure elementary school teachers' content knowledge for teaching and the effects of this construct on teaching effectiveness. Funded by the Institute for Education Sciences, \$1,677,575 for the period 06/2005 to 08/2009.

Principal Investigator: The CSR/IQ Consortium, a project working to build and evaluate the use of instructional information systems in schools. Funded by a subcontract from Co-Nect (Bruce Golberg, Project Director), a not-for-profit provider of staff development and technology integration services to schools. \$352,777 for period September, 2003 – August, 2006.

Co-Principal Investigator (with S. Raudenbush): Longitudinal Evaluation of School Change and Performance (LESCP): A Secondary Analysis. Funded by Westat, \$99,471 for period March, 2001 – June, 2002.

SPONSORED RESEARCH (cont.)

Study Director and Co-Principal Investigator (with D.K. Cohen and D. Ball): A Study of Instructional Improvement, a multi-method, longitudinal study of the design, implementation, and instructional effectiveness of three comprehensive school reform programs. Funded by grants from the William and Flora Hewlett Foundation, \$1,000,000 for period September 2005 to August 2007; \$2,000,000 for the period June, 2002 to June 2004; grants from the Atlantic Philanthropies, USA, \$8,000,000 for period September, 2002 to August, 2006 and \$12,491,452 for period September, 1998-August, 2002; subcontract from American Institutes of Research, Educational Statistics Services Institute, \$50,000 for the period November, 1999-March, 2000; subcontract from University of Pennsylvania for work related to Project A.1, the Consortium for Policy Research in Education, U.S. Department of Education, Office of Educational Research and Improvement, \$1,504,721 for period March, 2001 – September, 2005 and \$2,318,458 for period July 1, 1996 - June 30, 2001; subcontract from the University of Washington for work related to National Center for Research on Policy and Teaching Excellence, U.S. Department of Education, Office of Educational Research and Improvement, \$1,480,009 for period October, 1997 - September, 2002; grant from the Atlantic Philanthropies, USA, \$650,000 for period September, 1997 - August, 1998.

Principal Investigator/Project Director: Center for Innovation in P-12 Education, School of Education, University of Michigan. Grant to stimulate school improvement in the Detroit Public Schools and sponsored by funds from the Office of the Vice President of Academic Affairs. \$313,209 for September 1996 - August, 1999.

Principal Investigator: Center for Research on the Context of Secondary School Teaching, U.S. Department of Education, Office of Educational Research and Improvement. Funded at Michigan State University by a subcontract from Stanford University (Milbrey McLaughlin, Center Director). \$445,000 for October 1, 1989-August 31, 1991.

Evaluation Director: Leadership and Local Government Education Project. Directed evaluation activities for a project funded by the Kellogg Foundation and conducted by Michigan State University's Cooperative Extension Service and College of Agriculture. \$20,000 for evaluation activities during academic year 1989-1990.

Principal Investigator: An Assessment of the Instructional Effectiveness of Lakeview (MI) Public Schools, 1980-1987: A Field Services Study. Funded by a contract between Michigan State University and Lakeview Public Schools. \$4,353 for academic year 1987-1988.

Principal Investigator: A Study of the Whole-Day Experiences of Chapter 1 Students. A component of the Congressionally-mandated National Assessment of the Chapter 1 Program. U.S. Department of Education, Office of Educational Research and Improvement (contract no. 400-85-1015). \$600,000 from August 1985-October 1, 1986.

Principal Investigator (with Robert Burns): Excellence in Instructional Delivery Systems: Research and Dissemination of Exemplary Outcome-Based Programs. Funded by the U.S. Secretary of Education's Discretionary Grants Program (grant no. GXX84100025). \$105,000 for calendar year 1985.

Project Director: Instructional Management Program, Studies of Instructional Effectiveness in School Districts. Funded by an institutional award to Far West Laboratory for Educational Research and Development (NIE contract no. 400-83-003). \$150,000 for fiscal year 1983-1984.

SPONSORED RESEARCH (cont.)

Research Associate: Instructional Management Program, Field Studies of Principals as Instructional Leaders (S.T. Bossert and N.N. Filby, principal investigators). Funded by an institutional award to Far West Laboratory for Educational Research and Development for fiscal years 1980-1985.

Principal Investigator: Instructional Grouping, Friendship Grouping, and Student Achievement in Elementary Schools. Funded by the National Institute of Education, Program on Teaching and Learning (grant no. NIE-G-80-0067). \$14,200 for academic year 1980-1981.

Principal Investigator: The Adoption and Retention of Innovations in Schools. Funded by the Texas Christian University Research Foundation. \$1,500 for academic year 1980-1981.

HONORS AND AWARDS

2008: *Who's Who In America*

2007: Elected member, National Academy of Education

1994: The William J. Davis Award for outstanding scholarship, University Council on Educational Administration.

1990: Visiting Scholar, School of Education, Stanford University.

1983: *Who's Who in the West*

1974-1976: National Institute of Mental Health Organizational Research Trainee, Stanford University.

1973-1974: National Institute of Mental Health Graduate Fellow, Stanford University.

1972-1973: Stanford University Fellow.

OTHER PROFESSIONAL ACTIVITIES

Project Director: Michigan Education Technology Consortium, a consortium of local education agencies that provided professional development and instructional support for the improved use of instructional technologies in K-12 schools, sponsored by the University of Michigan, School of Education and by gifts from Bay-Aranac Intermediate School District, Jackson Intermediate School District, Kent Intermediate School District, Oakland Intermediate School District, Plymouth Canton Schools, Saginaw Public Schools, and Washtenaw Intermediate School District, 1995-1996.

Interim Director: School Leadership Academy, sponsored by the Rockefeller Foundation through a grant to the College of Education, Michigan State University, 1989-1990.

Ad Hoc Reviewer: Administrative Science Quarterly; American Journal of Education; American Journal of Sociology; American Educational Research Journal; Educational Administration Quarterly; Educational Evaluation and Policy Analysis; Educational Researcher; Elementary School Journal; Issues in Education; Journal of Educational Psychology; Journal of Research on Organization in Education; Journal of Research on Mathematics Education; Journal of Research on Teacher Education; Review of Educational Research; Social Forces; Sociology of Education; The Social Science Journal.

Editorial Boards: American Educational Research Journal (1992-1996; 2000-2003); Educational Administration Quarterly (Editorial Board: 1992-1996; Acquisitions Editor: 2005-present); Educational Evaluation and Policy Analysis (1991-1994; 2003-present); Educational Researcher (1993-1995), Journal of Bio Education (2008-present), Teachers College Record (1995-2002).

OTHER PROFESSIONAL ACTIVITIES (cont.)

Consultant: American Educational Research Association; American Institutes for Research; Association of California School Administrators; California State Department of Education (Division of Compensatory Education); Carnegie Corporation; Co-Nect, Inc.; Cosmos Corporation; Dallas (TX) Independent School District; Charles A. Dana Center, University of Texas; Danforth Foundation; E.H. White and Company; Far West Laboratory for Educational Research and Development; Franklin-Covey (Leader in Me); Greater Battle Creek (MI) Healthy Lifestyles Project; William and Flora Hewlett Foundation; Homewood-Flossmoor (IL) School District; Illinois State Department of Education (Illinois Principals Leadership Academy); Ingham (MI) Intermediate School District; Inter-university Consortium for Political and Social Research; Michigan Department of Education; National Academy of Sciences, Education Center; National Center for Education and the Economy; National Center for Education Statistics; National Institute of Education/OERI/Institute for Education Sciences; National Opinion Research Center; National Institutes of Child Health and Development; National Science Foundation, Education and Human Resources Division; New American Schools; Northwest Regional Educational Laboratory; Oregon State Department of Education; LessonLab-Pearson, Education; Rand Corporation; Research Triangle Institute; Alfred P. Sloan Foundation; Spencer Foundation; Texas Higher Education Coordinating Board; Thinkfive.com; U.S. Department of Education; Van Leer Institute, Jerusalem, Israel; Washington State University; Wireless Generation, Inc.; Wisconsin Center for Educational Research.

Panel Memberships and Advisory Boards: Member: Technical Advisory Panel, IES-sponsored Center for Research on Standards, Alignment, Instruction, and Learning (December 2016-present); Member: Technical Advisory Panel, NCES Middle Grades Longitudinal Study (April, 2016 – present). Member: American Educational Research Association, Professional Development and Training Committee (2013-2016); Member: National Advisory Panel, American Institutes for Research Say Yes to Education – Syracuse Study (2011-2013); Member: Technical Review Panel, Institute for Education Sciences, State and Local Partnerships Competition (2013); Member: Research Advisory Council, National Academy of Education (2010-2012); Member: National Advisory Panel Member: Gates Foundation Measuring Effective Teaching project (2009-2013); Member: NICHD-International Reading Association Workgroup on Measurement of Reading Instruction (2009-2011); Panel Chair: National Academy of Education, Time and Learning Work Group (2008-2009). Member: Technical Working Group, Experimental Studies, Midwest Regional Educational Laboratory (2006-2011). Member: Content Experts Panel, Educational Resources and Information Clearinghouse (2004-present). Member: Advisory Board, Status of Reading Instruction Institute, International Reading Association (2006 – 2007). Member: American Educational Research Association Task Force on Data Sharing (2006-2007). Member: Technical Advisory Group, Gates Foundation Small Schools Evaluation, American Institutes for Research (2004-2006); Member: Technical Work Group, Early Reading Professional Development Study, American Institutes for Research (2004-2009); Chair: Technical Review Panel, Grants on Teacher Quality, Institute for Education Sciences (2003; 2004); Member: National Advisory Panel, Longitudinal Evaluation of Effective School Interventions, American Institutes of Research (2000 – 2002); Member: Technical Advisory Panel, National Evaluation of the Comprehensive School Reform Dissemination Act, U.S. Department of Education (January, 1999 –January 2001); Member: National Advisory Panel, School Mathematics and Science Achievement Center, University of Wisconsin, Madison (December, 1996-2000); Member: OERI Technical Review Panel, Center for Research on the Education of Students Placed at Risk (June, 1997); Member: National Advisory Panel, The Consortium on Chicago Schools Research (1993-1995); Member: National Advisory Panel, Center on the Organization and Restructuring of Schools, University of Wisconsin, Madison (1993-1995). Member: Panel on Quality Control of Student Financial Aid, National Research Council (1991-1992). Member: Advisory Board, Center for Educational Leadership, Ingham (MI) Intermediate School District (1984-1986). Member: Program Effectiveness Panel (formerly Joint Dissemination and Review Panel), U.S. Department of Education (1988-1996). Member: Research Advisory Panel, Consortium for Policy Research in Education, Rutgers University (1986-1996). Member: Review panel, Field-Initiated Grants Competition, U.S. Department of Education (April, 1989, March, 1990; June, 2000, June, 2001). Member: Technical Assistance Staff, Michigan LEAD grant (1987-1990). Member: Review panel, NIE grants competition for National R&D Center on Effective Elementary Schools (1984-1986). Member: Advisory Panel, Sourcebook on Effective Chapter 1 Projects (1984-1985). Advisor: U.S. Secretary of Education's initiative to improve the Chapter 1 program (1984).