

VITA  
(May, 2009)

**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**

School of Education  
University of Michigan  
610 E. University Ave., 3117 SEB  
Ann Arbor, MI 48109-1259  
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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), Collegiate Professor in Education (2005-present)  
*Associate Dean for Research*, School of Education (1994-1998) (2005 – 2006)  
*Research Professor*, Institute for Social Research (2006-present)  
*Professor (by courtesy)*, 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. Other duties: Coordinator of Educational Administration Program (1992-1994), Rackham Graduate School Dissertation/ Thesis Grants Committee (1992-1993), School of Education Graduate Affairs Committee (1991-1994), School of Education Promotions and Tenure Committee (1997-1999); University of Michigan Outreach Providers Group (1996-1998); Associate Deans/Associate Provosts Group (1997- 1998); School of Education Executive Committee (Ex Officio:1994-1998 and 2005-2006; Elected: 2003-2004); Chair, Quantitative Methods Search Committee (2005-2006). Board of Directors, Michigan Union (1999-2001); Faculty Senate Advisory Committee on University Budgets (1999-2003); University Development Committee (2007-present).

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

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

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 activities: 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).**

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.

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.

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.

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

Assistant Professor, Department of Sociology.

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

**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**

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, (in press).

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.

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.

Rowan, B. and R. Correnti. Studying reading instruction with teacher logs: Lessons from A Study of Instructional Improvement. **Educational Researcher**, 2009, 38, 120-131

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.

**PUBLICATIONS (Articles and Chapters) (cont.)**

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.

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.

**PUBLICATIONS (Articles and Chapters) (cont.)**

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.

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 21<sup>st</sup> 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.

**PUBLICATIONS (Articles and Chapters) (cont.)**

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.

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.

**PUBLICATIONS (Articles and Chapters) (cont.)**

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.

Meyer, J.W. and B. Rowan. Institutionalized organizations: Formal structure as myth and ceremony. **American Journal of Sociology**, 1977, 83 (September): 340-363. Reprinted in: A. Etzioni and E.W. Lehman (eds.), **A Sociological Analysis of Complex Organizations** (3rd ed.), New York: Holt, Rhinehart, & Winston, 1980; M. Aiken and M. Zey-Ferrell (eds.), **Organizations: A Critical Perspective**, Glenview (IL): Scott Foresman, 1981; O. Grusky and G.A. Miller (eds.), **The Sociology of Complex Organizations: Basic Studies** (2nd ed.), New York: Free Press, 1981; W.W. Powell and P.J. DiMaggio (eds.), **The New Institutionalism in Organizational Analysis**, Chicago: University of Chicago Press, 1991; K. Bradley (ed.), **The International Library of Management**, Hampshire, UK: Dartmouth Publishing, 1994; S. Clegg (ed.), **Central Currents in Organization Studies**, Beverly Hills CA: Sage, 2002. Also reprinted in Italy, Japan, and Poland.

**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.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](http://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](http://www.cpre.org)).

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](http://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](http://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.



**RESEARCH REPORTS AND MONOGRAPHS (cont.)**

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.

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 75 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.

**SPONSORED RESEARCH**

Co-Principal Investigator (with Courtney Bell, Drew Gitomer, Daniel McCafrey) and UM Project Director: 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.

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.

Principal Investigator: A Description of Reading Instruction in the United States. Development and implementation of national study of reading instruction in 1<sup>st</sup> and 4<sup>th</sup> grade classrooms in the United States. Funded by the International Reading Association, \$750,000 for the period 03/08 – 05/11.

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). \$263,820 for the period 08/01/2007 to 01/31/2009.

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.

**SPONSORED RESEARCH (cont.)**

Co-Principal Investigator (with Joanne Carlisle): Assessment of Pedagogical Content Knowledge of Teachers of Reading. 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.

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.

**SPONSORED RESEARCH (cont.)**

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.

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.

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 Mathematics Education; Journal of Research on Teacher Education; Review of Educational Research; Sociology of Education; The Social Science Journal.

**OTHER PROFESSIONAL ACTIVITIES (cont.)**

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

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; 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; National Academy of Sciences, Education Center; 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; Spencer Foundation; Texas Higher Education Coordinating Board; Thinkfive.com; U.S. Department of Education; Washington State University; Wireless Generation, Inc.; Wisconsin Center for Educational Research.

Panel Memberships and Advisory Boards: Panel Chair: National Academy of Education, Time and Learning Work Group (2008-present). Member: Technical Working Group, Experimental Studies, Midwest Regional Educational Laboratory (2006-present). Member: Content Experts Panel, Educational Resources and Information Clearinghouse (2004-present). Member: Advisory Board, Status of Reading Instruction, 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-present); 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).