

CONDENSED VITA

M. JAMES KNIGHT

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EDUCATIONAL EXPERIENCE:

- 1998 Ph.D., University of Kansas. Major: Education. Minor: Organizational Studies
1984 M.A., University of Ottawa. English Language and Literature
1983 B.A., University of Ottawa. English Language and Literature (with honors)

PROFESSIONAL EXPERIENCE (including relevant research experience):

- 2012 Created 17 short videos on talking about teaching for the Teaching Channel
2007-2012 Principal Investigator, *Improving Instruction through Implementation of the Partnership Instructional Coaching Model* funded by the U.S. Department of Education
2005-2012 Principal Investigator, *GEAR-UP: Topeka 2005- 2011* funded by the U.S. Department of Education
2000-2006 Co-Principal Investigator, *GEAR-UP II: Jardine 2000-2006* funded by the U.S. Department of Education
2000-2005 Co-Principal Investigator, *Gaining Early Awareness and Readiness for Undergraduate Program: Pathways to Success for 2002-2005* funded by the U.S. Department of Education
1996- Research Associate, Center for Research on Learning, University of Kansas.
1995-1996 Research Consultant, Centre for Research on Lifelong Learning, Ryerson Polytechnic University, Toronto
1995-1996 Founding Director, Centre for Research on Lifelong Learning, Ryerson Polytechnic University, Toronto
1988-1996 Instructor, Eaton School of Retailing & Business and Technical Communications, Ryerson Polytechnic University, Toronto, Ontario
1992-1995 Research Fellow, University of Kansas Center for Research on Learning, Lawrence, Kansas
1986-1992 Professor, Learning Strategies and Communications, Humber College, Toronto, Ontario

SELECTED PUBLICATIONS:

- Knight, J. (2014). *Focus on teaching: Using video for high-impact instruction*. Thousand Oaks, CA: Corwin.
Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Thousand Oaks, CA: Corwin.
Knight, J. Bradley, B.A., Hock, M., Skrtic, T.A., Knight, D., Brasseur-Hock, I., ... Hatton, C. (2012). Record, replay, reflect: Video taped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin.

- Knight, J. (2011). What good coaches do. *Educational Leadership*, 69(2), 18-22.
- Knight, J. (2009). Coaching: The key to translating research into practice. *Journal of Staff Development*, 30(1).
- Knight, J. (Ed.). (2009). *Coaching: Approaches and perspectives*. Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Coaches as leaders of change. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 253-276). Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Instructional coaching. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 137-162). Thousand Oaks, CA: Corwin.
- Knight, J. (2008). Partnership communication. In Corwin Press (Ed.), *Mentoring, coaching, and collaboration* (pp. 213-237). Thousand Oaks, CA: Corwin.
- Knight, J. (2007). Conversations can kick off the coaching. *Teachers Teaching Teachers*, 2(6), 1-4.
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks: Corwin.
- Knight, J. (2007) Five keys to building a coaching program. *Journal of Staff Development*, 28(1), 26-31.
- Sprick, R., Knight, J. Reinke, W., McKale, T. (2006). *Coaching classroom management*. Eugene, OR: Pacific Northwest.
- Knight, J. (2006). Seven success factors for instructional coaches. *The School Administrator*, 63(4), 36-40.
- Knight, J. (2005). Crossing boundaries: What constructivists can teach intensive-explicit instructors and vice versa. In T. M. Skrtic, K. R. Harris, & J. G. Shriner (Eds.), *Special education policy and practice: Accountability, instruction, and social challenges* (pp. 242-266). Denver, CO: Love.
- Knight, J. (2004) Instructional coaches make progress through partnership: Intensive support can improve teaching. *Journal of Staff Development*. 25(2), 32-37.
- Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice*, 16(2), 96-108.
doi:10.1111/0938-8982.00011
- Knight, J. (2001). Partnership learning: Bringing conversation into the heart of the classroom. In D. Bucciarelli & S. Pirtle (Eds.), *Partnership education in action*.
- Knight, J. (1998, May). Do schools have learning disabilities? *Focus on Exceptional Children*, 30(9), 1-14.
- Knight, J., & Froelich, S. (1997). *Getting the most out of learning: A qualitative evaluation of the Eaton School of Retailing*. Toronto: Ryerson Polytechnic University Centre for Research on Learning.
- Fisher, J., & Knight, J. (1996). Content enhancement: Meeting the needs of academically diverse groups. *The Learning Consultant Journal*, 53, 14-21.

ACADEMIC AWARDS AND SCHOLARSHIPS:

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| 2006 | SIM Leadership Award, University of Kansas Center for Research on Learning |
| 1995 | Ryerson GREET Teacher of the Year Award. Nominated and selected by University Faculty and Administrators |
| 1994-1995 | Social Sciences and Humanities Research Council Doctoral Fellowship |

1992-1995 University of Kansas Doctoral Fellowship
1992 Teaching Excellence Award, Continuing Education Student Association of
Ryerson, Ryerson Polytechnic University
1987 College Innovator of the Year, Humber College
1983-1985 Ontario Graduate Scholarship
1983-1984 University of Ottawa Research Fellowship