KATHERINE MCKNIGHT

Summary of Professional Experience

Katherine McKnight is senior manager in RTI International's Center for Evaluation and Study of Educational Equity in the Education and Workforce Development division. She has over 20 years of experience as a researcher and program evaluator in school improvement and assisting educational stakeholders with translating research to practice, both in the U.S. and internationally. Dr. McKnight's interests have focused on research and evaluations of teaching and learning and school improvement, with an emphasis on providing technical assistance to educators and education policymakers. She has worked with ministries of education, educators, policymakers, and other education stakeholders in the use of data for decision-making, educator learning and effectiveness, school improvement, assessment development and other topics. She designed and conducted studies in- and outside of the U.S. using quantitative, qualitative, and mixed methods, involving student outcomes data; surveys of stakeholders (principals, teachers, parents, students, education researchers and policymakers); interviews and focus groups; document analysis; classroom observations; and laboratory settings. Dr. McKnight's focus has been primarily on quantitative methods. She taught statistics and research methods as an adjunct assistant professor at the University of Arizona and George Mason University and developed statistics courses for the American Evaluation Association and USAID. She is committed to designing and conducting research and evaluation studies using rigorous scientific methods and supporting stakeholders in applying findings to their work. Dr. McKnight is a strong proponent of participatory evaluation and research in which the beneficiaries of that research are involved and invested in conducting the studies and applying the findings. Her strengths include research and measurement design, data analysis, teaching, building collaborative partnerships with organizations to design and develop studies that are meaningful to their mission, technical assistance to education stakeholders, involving beneficiaries in research, disseminating results in a user-friendly format, and meeting with policymakers to identify actionable steps as a results of research findings.

Education

PhD, Clinical Psychology, minor in Program Evaluation and Research Methodology, University of
   Arizona, Tucson, AZ, 2000.
MA, Counseling & Guidance, University of Arizona, Tucson, AZ, 1993.
BM, Music Performance, Lewis and Clark College, Portland, OR, 1985.

Selected Project Experience

All Hands On Deck (2018 to present)—*Principal Investigator*. In October 2018, North Carolina's Department of Public Instruction funded RTI's Education Services group to support three large school districts with social emotional learning resources to create a safe school climate and build trusting, caring relationships among educators and students. Designing the research and evaluation of this work, including development of student and teacher surveys, interview and focus group protocols, analysis of administrative data, and other measures as needed to document program implementation and outcomes. Developing research reporting and meaning-making protocols with and for program stakeholders.

House of the Year (2017 to present)—*Co-Investigator*. In 2016, RTI International committed funds to the development and research of games for assessing academic and workforce skills involving problem-solving and conscientiousness for secondary students. Led the development of the assessment blueprint for the games; the assessment features of the game; the scoring system; and validity studies to help ensure the games are assessing the targeted competencies. Responsible for implementing the validity studies, data analysis, reporting results to stakeholders, and writing research papers and reports.

National Geographic Society's Education Lab (2017 to present)—*Principal Investigator*. In November 2017, the National Geographic Society funded a formative evaluation of their Education Lab. The purpose of the evaluation is to assess implementation strengths and challenges of a pilot test of the program in DC Public Schools and Jackson Public Schools (Mississippi) for the purposes of program improvements. Education Lab is a curriculum and related supports, including teacher development, for middle school science and social studies teachers to create geographically competent teachers and students, and to build global stewardship. Designed the evaluation; co-developed surveys, focus group and interview protocols; supervised analytic procedures for interview and focus group data and quantitative data analyses; responsible for writing reports to share with program and funding staff, DC and Jackson Public Schools and educators; and applying findings to recommendations for program improvements.

Computer Science for All (CS4All), North Carolina (2017 to present)— *Principal Investigator*. In December 2017, NC State University and RTI International funded a study focused on the school systemwide implementation of Computer Science Discoveries (CSD) in middle schools across North Carolina to bring computer science courses to underserved populations. The evaluation involves quantitative and qualitative data to understand how teachers are implementing the curriculum and approach with their students. The evaluation is designed to continuously monitor program implementation, benchmarks, and impacts on educators and students. Co-designed the study with the Friday Institute at NC State University to ensure data were available and to track implementation. Developed interview, survey and classroom observation protocols with program staff and collected those data with program participants. Responsible for qualitative and quantitative data analysis and writing evaluation reports to share with RTI and NC State, program staff, and NC educators.

Middle Grades Longitudinal Study (2017 to present)— *Assessment Manager*. The National Center for Education Statistics (NCES) engaged RTI International to conduct the Middle Grades Longitudinal Study for the purpose of documenting academic, physical and social and emotional development of students in grades 6 through 8 in the U.S. Managed the development and testing of the math and reading assessments through partnerships with Educational Testing Services (ETS) and Mathematica. Contributed to development of the psychometric report and sharing study progress with NCES.

How High Performing Educators Reduce Opportunity Gaps for Their Students (2016 to 2018)— *Principal Investigator*. In 2016, the Kellogg Foundation funded a study with the National Network of State Teachers of the Year (NNSTOY) and RTI International, to examine how high performing educators address opportunity gaps for their students. Designed the multi-site, mixed methods study and oversaw data collection and analysis. The study involved a mix of rural and urban sites in 8 different regions of the U.S. in which a State Teacher of the Year was leading the work in addressing opportunity gaps for the students they serve. Currently writing results in a report for the Kellogg Foundation to share with educators, education policymakers, and the public in a release event to occur on Capitol Hill, about promising practices and necessary conditions for reducing opportunity gaps for low income students and students of color.

Mindset Shifts Associated with Parent Teacher Home Visits (2016 to 2017)—*Co-Investigator*. In 2016, the Flamboyan Foundation funded a series of studies of the Parent Teacher Home Visit program, starting

with a deep analysis of the program logic model, moving to evaluation of implementation, and ending with a multi-site RCT impact evaluation. Co-designed the studies and developed the analysis of the program logic model, focus group and interview protocols; developed and supervised the coding of responses and interrater agreement procedures for interview and focus group data; oversaw qualitative and quantitative data analysis; wrote report to share with program and funding staff, policymakers, educators and families; shared report via media outlets to disseminate to a wider audience.

Evaluation of Microsoft's Learning Tools for Enhancing Reading (2016 to 2017)—*Principal Investigator*. In December 2016, Microsoft funded a study of their Learning Tools software for enhancing reading mechanics and comprehension for all levels of readers. This study focused on 4th grade and high school readers in the Bellevue School District in Washington State. The evaluation involved quantitative and qualitative data to understand how teachers were using the software to support reading, and the impact on standardized reading test scores. Co-designed the study with the school district to ensure the project addressed their needs. Developed interview protocols with the teachers and gathered school administrative data for reading achievement in the district over the previous three years for comparison. Responsible for qualitative and quantitative data analysis and writing the final report to share with Microsoft, their software engineers and reading scientists, the school district, and the public. The report was shared widely through social media and is hosted on Microsoft's Learning Tools website.

Teaching in a Digital Age (2013 to 2016)—*Principal Co-Investigator*. In 2013, Pearson Education entered into a partnership with Digital Promise, a nonprofit, bipartisan organization designed to improve the integration of technology in K–12 schools throughout the U.S. Phase 1 of this project was designed to better understand the ways in which secondary school teachers (grades 6–12) were integrating technology to enhance teaching and learning. Results from Phase 1 were used to inform a larger quasi-experimental multi-site study (Phase 2) focused on associating these teaching practices with student learning outcomes. Led Phase 1 by designing a mixed-methods study using interviews and focus groups with educators as well as classroom observations; partnering with the National Network of State Teachers of the Year to develop measures, collect data, analyze data, and write up results; collaborating with the University of Massachusetts and the University of San Diego to write up study results and publish findings; and presenting findings at academic and practitioner conferences. Developed study design for the Phase 2, trained teachers to reliably use study instruments to document digital teaching practices; analyzed study data; published academic and professional journal articles for educators; contributed to design of a series of videos and report briefs for educators to share study findings and improve the integration of technology for learning.

Pearson's Global Survey of Teacher Effectiveness (2014 to 2016)—*Principal Investigator*. In 2014, Pearson Education funded a global project in which key education stakeholders (parents, high school students, principals, teachers, education researchers, and policymakers) in 23 countries were surveyed about what they regarded as the most important qualities or competencies of an effective teacher. Designed the study and developed the surveys; recruited marketing research organizations to collect the data and translate results into English; developed and supervised the coding of responses and interrater agreement procedures; shared results with policymakers and educators globally, including ways in which to better support teachers and teacher evaluation systems in their school systems; generated communication tools and country-specific reports summarizing results for each country; wrote academic papers and shared at educator and education research conferences.

Effective Continuums of Practice for Teacher Career Development (2013 to 2016)—*Principal Investigator*. In 2013, Pearson Education and the National Network of State Teachers of the Year (NNSTOY) formed a partnership to study effective and sustainable career continuums for teachers. Phase 1 involved a literature review and field scan of effective and promising career continuum models, resulting in a report entitled "Creating sustainable teacher career pathways: A 21st Century imperative."

Led Phase 1 by designing, managing and contributing to literature review and report writing. Shared learnings in a release event, held with NNSTOY at the Fordham Institute in Washington, DC with education policymakers, non-profits, and researchers. Results from Phase 1 were used to inform a larger multi-site study mixed methods case study (Phase 2) focused on exploring the perceived impact of eight career continuum models on educators and school climate. Led Phase 2 by designing a mixed-methods study using interviews and focus groups with educators and administrators, as well as classroom observations and document reviews; and partnering with NNSTOY to develop measures, collect data, analyze data, and write up results. Developed study design, trained teacher researchers to reliably utilize study instruments to document career continuum practices; analyzed study data; published a report for educators and policymakers entitled "Teacher career advancement initiatives: Lessons learned from eight case studies"; and presented findings at a release event on Capitol Hill to legislators and other education policymakers.

Evaluation of New Leaders Program (2012 to 2014)—*Principal Investigator*. In 2012, New Leaders for New Schools (NLNS) contracted with Pearson's Center for Educator Learning & Effectiveness, led by Dr. McKnight, to evaluate its Aspiring Principals Program. The program was designed to develop principals for high poverty/high risk schools and had over 150 Residents who had been stationed around the U.S. to be mentored by effective principals in those schools. Collaborated with NLNS staff to develop a logic model to drive the evaluation; develop measures, rubric scoring systems, data collection procedures, a certification system for Residents; and collect data. Also analyzed data, wrote reports and shared results with NLNS to guide program improvements. Data collection included reviewing and scoring Residents' portfolios, interviews with mentors, and collection of outcomes such as number of certified Residents at the end of the program.

Pearson's School Education Turnaround Partnership (STEP) (2009 to 2012)—*Director of Research and Evaluation*. In 2009, Pearson Education created a business unit that focused on developing a model for school transformation for U.S. and global education systems. Assisted in designing the STEP model, based on school improvement research and policy reports; designed the gap analysis and improvement planning process within the STEP model; designed the monitoring and evaluation (M&E) model for STEP; developed measures; conducted data collection and analysis; developed evaluation reports and technical assistance with school-, district-, and state-level staff to apply findings. The STEP model led to the development of a general school systems improvement model for U.S. and international school systems.

Pearson's Achievement Solutions program (2006 to 2009)—*Director of Research and Evaluation*. In 2006, Pearson Education created a business unit that focused on product and service development for K–12 teachers to improve teaching and learning. Consulted research to use as a basis for product and service development; worked with product and service design teams to develop embedded program evaluation for new and existing products and services, designed research studies and program evaluations for new and existing products using RCTs and quasi-experimental designs; developed research and evaluation measures; conducted data collection and analysis; wrote evaluation reports to share within Pearson and with customers (schools and districts); provided technical assistance to school- and district-level staff; and built partnerships with third-party researchers and evaluators.

The California Teachers Association High School Outreach Program (2000 to 2006)—*Principal Investigator*. The California Teachers Association received funding from the Bill & Melinda Gates Foundation for the High School Outreach Program to spend two years planning school improvement implementations with selected high schools across the state, prior to funding the implementations. In conjunction with this funding and other related projects, held focus groups with high school staff to identify areas of need, provided technical assistance in developing logic models for school improvement projects, and evaluated school improvement plans. As a result of the project, met with California

legislators to discuss the quality of the submitted improvement plans and recommend policies for effective school improvement planning.

Selected Professional Experience

2016 to date   RTI International, Research Triangle Park, NC.

Senior Manager, Education Research. Design and implement research and evaluation of programs supporting P–20 (early childhood, K–12, and higher education), and workforce development with an emphasis on equity in education; analyze data; provide technical assistance to education stakeholders; build RTI portfolio of work, particularly in the area of educator learning and effectiveness and equity in education; share evaluation and research results via academic and professional publications, conferences, webinars, and social media; design and test research and evaluation measures; and mentor junior researchers.

2006 to 2016   Center for Educator Learning & Effectiveness, Research & Innovation Network, Pearson Education, Washington, DC.

Principal Director of Research. Developed and led a research and evaluation department for Pearson Education to improve products and services. Designed and implemented evaluations of Pearson programs and services supporting K–12 school improvement internationally; supported Field Services via professional development and designed programs and services for schools in the U.S. and internationally; supported education leaders globally with technical assistance in assessment development, use of data for decision-making, school improvement, and educator learning and effectiveness; designed and tested research and evaluation measures for Pearson programs and services; disseminated evaluation results via scientific papers and presentations.

2001 to 2006   Public Interest Research Services, Fairfax, VA.

President. Designed and implemented research and program evaluations; developed measurements; analyzed qualitative and quantitative data; provided technical assistance to clients to develop programs and build capacity for evaluation; led quantitative methods workshops; wrote evaluation reports, conference presentations, and peer-reviewed publications; managed day-to-day business operations and evaluation and consultation projects.

2000 to 2006   California Teachers Association, Burlingame, CA.

Program Evaluation Consultant. Evaluated school reform in California, including school reform plans submitted to the California Department of Education, a demonstration project for Schools of Greatest Need legislation, and an intervention for assisting teachers in designing curriculum aligned with California State Standards. Designed and implemented evaluation plans, analyzed data, provided technical assistance and shared findings with educators, the California Teachers Association and the California State Legislature. Consulted on evaluation for the Institute for Professional Development.

Honors and Awards

RTI International Career Author Award, 2017
RTI International Highly Cited Author Award, 2017
RTI International Institutional Research & Development Award, 2017
Pearson Education Patent Recognition Award, 2015
Kappa Omicron Nu Society: Academic Honors Society, 1994 to 2000
Psi Chi Society: Academic Honors Society, 1994 to 2000
Travel Award Scholarship, American Psychological Association, 1996
Elizabeth B. Ehlers Academic Scholarship, University of Arizona, 1987
Oregon Scholar Academic Scholarship, Lewis & Clark College, 1981 to 1985

Professional Associations

American Educational Research Association
American Evaluation Association
National Council of Measurement in Education
Oregon Program Evaluators Network
Society for Research on Educational Effectiveness

Professional Service

Reviewer for *American Journal of Evaluation,* 1996 to date
Reviewer for *Evaluation & Program Planning,* 1996 to date
Pearson Brand Advocate, 2015 to 2016
Quantitative Methods Online Course for USAID, 2013
Quantitative Methods Workshops for American Evaluation Association and Center for Disease Control,
     2000 to 2013
Associate Editor, American Journal of Evaluation, 2010 to 2012
Annual Conference Chair, American Evaluation Association, 2009 to 2011
Chairman, American Evaluation Association Conference Policy Committee, 2009 to 2011
Chairman, American Evaluation Association Professional Development Committee, 2008 to 2009
Chairman, American Evaluation Association Workshop Taskforce, 2006 to 2008
Reviewer for *Health Psychology,* 1996 to 2000
Reviewer for *Burn: The Journal of the International Society for Burn Injury,* 1999
Reviewer for *Journal of Perceptual and Motor Skills,* 1999
Reviewer for *Journal of Consulting and Clinical Psychology,* 1998
Reviewer for *Journal of Clinical Psychiatry,* 1998
Reviewer for *Criminal Justice,* 1995

Seminars and Courses Taught

Statistics, Department of Psychology, George Mason University, 2006 to 2012
Statistics, Department of Public and International Affairs, George Mason University, 2005 to 2007
Statistics & Measurement, Department of Psychology, University of Arizona, 2001 to 2005
Research Methods, Department of Psychology, University of Arizona, 2001 to 2005
Introduction to Statistics for Evaluators: Online statistics module created for USAID, 2013
Statistics Workshops for Evaluators, American Evaluation Association, 2000 - 2012

Computer Skills

SPSS, SAS, R

Books, Book Chapters, and Monographs

McKnight, K., & Sechrest, L. (in press). Development, use and misuse of composite variables. In J. Babcock, O. Caspi & L. Sechrest (Eds), Festschrift for Lee Sechrest: Methods and Measurement in Health Services Research. Washington, D.C.: Department of Veterans Affairs.

McKnight, P., & McKnight, K. (2013). Missing data in psychological science. In J. S. Comer & P. C. Kendall (Eds.), *Oxford handbook of research strategies for clinical psychology*. Oxford, England: Oxford University Press.

McKnight, P., & McKnight, K., (2011). Missing data in secondary data analysis. In K. Trzesniewski, B. Donnellan, & R. Lucas, (Eds.), *Secondary data analysis: An introduction for psychologists*. Washington, DC: American Psychological Association.

McKnight, K., & McKnight, P. (2009). Measures for improving measures. In D. L. Streiner & S. Sidani, (Eds.), *When research goes off the rails*. New York, NY: Guilford Press.

McKnight, P., McKnight, K., Sidani, S., & Figueredo, A. J. (2007). *Missing data: A gentle introduction*. New York, NY: Guilford Press.

McKnight, P., McKnight, K., & Figueredo, A. J. (2006). On the nature of a scientific legacy: A case study of an exemplary individual. In R. R. Bootzin & P. McKnight (Eds.)*, Measurement, methodology and evaluation: Festschrift in honor of Lee Sechrest*. New York, NY: American Psychological Association.

McKnight, K., & Sechrest, L. (2003). Program evaluation. In E. Heiby, S. Haynes, & M. Hersen (Eds.), *Comprehensive handbook of psychological assessment, volume 3, behavioral assessment*. New York, NY: John Wiley & Sons.

Shisslak, C., Crago, M., Gray, N., Estes, L., McKnight, K., Parnaby, … Taylor, C. (1998). The McKnight foundation prospective study of risk factors for the development of eating disorders. In W. Vandereycken & G. Noordenbos (Eds.), *The prevention of eating disorders. Studies in eating disorders: An international series*. New York, NY: New York University Press.

Peer-Reviewed Journal Articles

McKnight, K., O'Malley, K. J., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education, 48*(3), 194-211. doi: 10.1080/15391523.2016.1175856

Yarbro, J., McKnight, K., Elliott, S., Kurz, A., & Wardlow, L. (2016). Digital instructional strategies and their role in classroom learning. *Journal of Research on Technology in Education*, *48*(4), 274–289.

Delgado, A. J., Wardlow, L., McKnight, K., & O'Malley, K. (2015). Educational technology: A review of the integration, resources, and effectiveness of technology in K–12 classrooms. *Journal of Information Technology Education*: *Research*, *14*, 397–416.

De Jong, M. J., Schmelz J., Evers, K., Bradshaw, P., McKnight, K., & Bridges, E. (2011). Accuracy and precision of buccal pulse oximetry. *Heart Lung, 40*(1), 31–40.

Abbott, C. J., & McKnight, K. (2010). Developing instructional leadership through collaborative learning. *Journal of Scholarship & Practice, 7*(2), 20-26.

Allen, J. J. B., McKnight, K., Moreno, F. A., Demaree, H. A., & Delgado, P. L. (2009). Alteration of frontal EEG asymmetry during tryptophan depletion predicts future depression. *Journal of Affective Disorders, 115*, 189-195. doi: 10.1016/j.jad.2008.08.003

Emerson, K., Orr, P., Keyes, D., & McKnight, K. (2009). Environmental conflict resolution: Evaluating performance outcomes and contributing factors. *Conflict Resolution Quarterly, 27*(1), 27–64.

Allen, J. J.B.., McKnight, K., Moreno, F., Demaree, H., & Delgado, P. (2008). Alteration of frontal EEG asymmetry during tryptophan depletion predicts future depression. *Journal of Affective Disorders*.

McKnight, K., & Sechrest, L. (2005). Psychology, psychologists and public policy. *Annual Review of Clinical Psychology, 1*, 557–576.

Ruiz, B., Stevens, S., McKnight, K., Godley, S., & Shane, P. (2005). Treatment issues and outcomes for Juvenile-Justice-Involved-Youth from rural and non-rural areas. *The Prison Journal, 85*, 97–121.

Stevens, S. J., Estrada, B., Murphy, B. S., McKnight, K., & Tims, F. (2004). Gender differences in substance use, mental health, and criminal justice involvement of adolescents at treatment entry and at three, six, twelve and thirty month follow-up. *Journal of Psychoactive Drugs, 36*(1), 13-25.

Stevens, S. J., Murphy, B. M., & McKnight, K. (2003). Traumatic stress and gender differences in relationship to substance abuse, mental health, physical health, and HIV risk behavior in a sample of adolescents enrolled in drug treatment. *Child Maltreatment, 8*, 147–186.

Richardson, R., Engel, C., Hunt, S., McKnight, K., & McFall, M. (2002). Are veterans seeking Veteran's Affairs primary care as healthy as those seeking Department of Defense primary care? A look at Gulf War veterans' symptoms and functional status. *Psychosomatic Medicine, 64*, 676–683.

Richardson, R., Engel, C., McFall, M., McKnight, K., Boehnlein, J., & Hunt, S. (2001). Clinician attributions for symptoms and treatment of gulf war related health concerns. *Archives of Internal Medicine, 161*, 1289–1294.

Saxon, A., Davis, T., Sloan, K., McKnight, K., McFall, M., & Kivlahan, D. (2001). Trauma, symptoms of posttraumatic stress disorder, and associated problems among incarcerate veterans. *Psychiatric Services, 52*, 959–964.

Figueredo, A. J., McKnight, P., McKnight, K., & Sidani, S. (2000). Multivariate modeling of missing data within and across assessment waves. *Addictions*, Supplement 95.

McGahuey, C. A., Gelenberg, A. J., Laukes, C. A., Moreno, F., Delgado, P., McKnight, K., & Manber, R. (2000). The Arizona Sexual Experiences Scale (ASEX): Reliability and validity. *Journal of Sex and Marital Therapy, 26*, 25–40.

Moreno, F., Gelenberg, A., Heninger, G., Potter, R., McKnight, K., Allen, J., Phillips, A., & Delgado, P. (1999). Tryptophan depletion and depressive vulnerability. *Biological Psychiatry, 46*, 498–505.

Shisslak, C., Renger, R., Sharpe, T., Crago, M., McKnight, K., Gray, N., … Taylor, C.B. (1999). Development and evaluation of the McKnight Risk Factor Survey for assessing potential risk and protective factors for disordered eating in preadolescent and adolescent girls. *International Journal of Eating Disorders, 25*, 195–214.

Bootzin, R., & McKnight, K. (1998). The role of biased information processing in depression: Evaluation and implications for treatment. *Behavior Therapy, 29*, 619–630.

Shisslak, C., Crago, M., McKnight, K., Estes, L., Gray, N., & Parnaby, O. (1998). Potential risk factors associated with weight control behaviors in elementary and middle school girls. *Journal of Psychosomatic Research, 44*, 301–313.

Taylor, C., Sharpe, T., Shisslak, C., Bryson, S., Estes, L., Gray, N., McKnight, K., … Killen, J. (1998). Factors associated with weight concerns in adolescent girls. *International Journal of Eating Disorders, 24*, 31–42.

Sechrest, L., McKnight, P., & McKnight, K. (1996). Calibration of measures for psychotherapy outcome studies. *American Psychologist, 51*, 1065–1071.

Other Papers

McKnight, K. (2000). *A comparison of five methods for analyzing change with longitudinal panel data.* Unpublished doctoral dissertation, University of Arizona.

McKnight, K. (1993). *Psychological responses to athletic injury: An inquiry into Higgins' self-discrepancy theory.* Unpublished master's thesis, University of Arizona.

Presentations and Proceedings

McKnight, K. (2018, February). *The cognitive science behind home visits and building effective partnerships between families and schools.* Invited presentation at the Social Emotional Learning Summit, RTI International, Research Triangle Park, NC.

McKnight, K. (2017, October). *How technology enables teaching and learning.* Invited presentation at the annual conference of the National Academy of Sciences, Engineering & Medicine, Washington, DC.

Yarbro, J., McKnight, K., Graybeal, J., & Graybeal, L. (2017, March). *The heart of great teaching: A global survey of educator effectiveness.* Poster presented at the annual conference of the Society for Research on Educational Effectiveness, Washington, DC.

McKnight, K., Murphy, D., & Harris, D. (2015, April). *Use of value-added models in a tiered evaluation system.* Paper presented at the annual meeting of the National Council of Measurement in Education, Chicago, IL.

Moretti, A., Gonzalez-Brenes, J., & McKnight, K. (2014, July). *Data-driven curriculum design: Mining the Web to make better teaching decisions.* Paper presented at the annual meeting of Educational Data Mining, London, England.

Moretti, A., Gonzalez-Brenes, J., & McKnight, K. (2014, July). Mining the Web to leverage collective intelligence and learn student preferences. *Proceedings of ASSESS 2014*. Retrieved from http://www.aspiringminds.com/pages/assess/2014/camera_ready/paper/moretti_etal.pdf

Murphy, D., & McKnight, K. (2014, May). *Observed teacher profiles in the Measures of Effective Teaching (MET) study*. Paper presented at the annual meeting of the International Association for Educational Assessment, Singapore.

McKnight, K. (2014, April). *Teaching in a digital age: How teachers use technology to enhance student learning*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

McKnight, K. (2013, October). Do our measures add up? In K. McKnight (Chair), *Do our measures add up? Issues related to the creation and use of composite measures*. Paper presented at the annual meeting of the American Evaluation Association, Washington, DC.

McKnight, K. (2013, August). An introduction to dyadic analyses. In P. McKnight (Chair), *Comparison of MLM, SEM, and Bayesian approaches to dyadic partner interactions*. Paper presented at the annual meeting of the American Psychological Society, Washington, DC.

McKnight, K. (2010, November). Comparative effectiveness in educational settings. In M. Menke (Chair), *Comparative effectiveness research in program evaluation*. Paper presented at the annual meeting of the American Evaluation Association, San Antonio, TX.

McKnight, K. (2009, November). Making sense of composite variables. In L. Sechrest (Chair), *Design and construction of composite measures*. Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.

McKnight, K. (2008, November). Assessing patterns of readiness for program evaluation. In P.McKnight (Chair), *Finding patterns in evaluation data: Searching for clues that may help better understand programs and policies*. Paper presented at the annual meeting of the American Evaluation Association, Denver, CO.

McKnight, K., McKnight, P., Goldenberg, C., Goldenberg, Coleman, R., & Amabisca, A. (2008, July). The use of G-theory in the assessment of inter-rater agreement. In P. McKnight (Chair), *Generalizability theory: applications and extensions*. Paper presented at the European Congress of Methodology III, Oviedo, Spain.

Goldenberg, C., Coleman, R., Amabisca, A., McKnight, K., & McKnight, P. (2008). *Implementation of standards-based differentiated ELD instruction: Impact on teaching*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

McKnight, K. (2007, October). What do we mean by "what works"? In K. McKnight (Chair), *Evaluation in education: Promises, challenges, booby traps and some empirical data*. Paper presented at the annual meeting of the American Evaluation Association, Baltimore, MD.

McKnight, K. (2007, April). Issues regarding missing data with clustered RCTs. In D. Gallant (Chair), *Design and statistical issues about cluster randomized control trials (CRCT) when the number of clusters is small*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

McKnight, K. (2006, November). Failing education programs as evaluation opportunities to improve them. In R. Gallimore (Chair), *Perspectives on the transformation of PreK–16 education: The consequences of No Child Left Behind — Year four*. Paper presented at the annual meeting of the American Evaluation Association, Portland, OR.

McKnight, K. (2005, October). *An introduction to Bayesian methods for program evaluators*. Demonstration workshop presented at the joint meeting of the American Evaluation Association and the Canadian Evaluation Society, Toronto, Canada.

McKnight, K. (2004, November). A Bayesian approach to policymaking. In L. Sechrest (Chair), *Bayesian methods in evaluation*. Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA.

McKnight, K. (2004, November). On a scale of 0 to 10, what does 7 mean? In K. McKnight (Chair), *Synthesizing quantitative and qualitative information to enhance evaluation findings*. Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA.

McKnight, K. (2004, August). *The construction and interpretation of composite variables*. Paper presented at the quadrennial meeting of the International Congress of Psychology, Beijing, China.

McKnight, K. (2003, November). The shape of change. In P. McKnight (Chair), *Making the most of what you've got*. Paper presented at the annual meeting of the American Evaluation Association, Reno, NV.

McKnight, K. (2003, July). What are we measuring with change scores? In K. McKnight (Chair), *Measuring and understanding individual differences in change*. Paper presented at the annual meeting of the International Society for the Study of Individual Differences, Graz, Austria.

McKnight, K. (2002, November). An overview of the California State II/USP legislation and the evaluation of the school reform action plans. In K. McKnight (Chair), *Evaluating school reform action plans: An example of the need for theory-driven evaluation*. Paper presented at the annual meeting of the American Evaluation Association, Washington, DC.

McKnight, K. (2002, November). The problem with focusing on problems: A problem-based vs. a systemic approach to school reform. In K. McKnight (Chair), *Evaluating school reform action plans: An example of the need for theory-driven evaluation*. Paper presented at the annual meeting of the American Evaluation Association, Washington, DC.

McKnight, K. (2001, November). A *comparison of individual regressions analysis and latent growth curve modeling with respect to measuring individual differences in change over time*. Paper presented at the annual meeting of the American Evaluation Association, St. Louis, MO.

McKnight, K. (2001, June). Methodology mini-tutorial: Choosing the right analysis for longitudinal data. Invited workshop presented at the annual meeting of the American Psychological Society, Toronto, Ontario, Canada.

McKnight, K. (2000, November). Masking variability over time: The problem with composite scores. In K. McKnight (Chair), *Measurement issues in evaluation: Conceptual and methodological issues with longitudinal designs*. Paper presented at the annual meeting of the American Evaluation Association, Honolulu, HI.

McKnight, K. (1999, November). What does individual growth modeling tell us about change? In K. McKnight (Chair), *Methods for analyzing longitudinal data*. Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.

McKnight, K. (1998, November). What do our indicators indicate?: Conceptual issues regarding measurement models of social science constructs. In K. McKnight (Chair), *What do indicators indicate? Concerns regarding cause vs. effects measurement models in program evaluation*. Paper presented at the annual meeting of the American Evaluation Association, Chicago, IL.

McKnight, K., & McKnight, P. (1997, November). *A skewed attention: Skewed distributions and their effects on parameter estimates*. Paper presented at the annual meeting of the American Evaluation Association, San Diego, CA.

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