

ROBERT DONMOYER

University of San Diego

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EDUCATION

- 1980 Ph.D. (Education)—Stanford University
 - 1979 M.A. (Political Science)—Stanford University
 - 1972 M.S. (Education)—The City College of New York
 - 1968 B.A. (Drama/Philosophy)—Susquehanna University
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PROFESSIONAL ACTIVITIES

Narrative Overview

Robert Donmoyer is a full professor in the interdisciplinary Leadership Studies doctoral and master's degree programs at the University of San Diego (USD), programs that educate mid-career professionals in K-16 education, business, the military, and the not-for-profit sector. At USD, Dr. Donmoyer has been instrumental in developing the Ph.D. specialization in Nonprofit and Philanthropic Leadership. He served as one of the founding co-directors of the Caster Family Center for Nonprofit Research which was established in 2005. In 2008, he received the USD University Professorship Award given to USD faculty who have exhibit a sustained record of excellence in teaching, research, and service..

Prior to joining USD, he worked for twenty years as an assistant, associate, and full professor at The Ohio State University, where he taught in both the Educational Administration and the Cultural Studies programs. In the Educational Administration program he developed a new emphasis on instructional leadership that linked knowledge about curriculum and instruction with the traditional managerial concerns of school administrators. In both programs he experimented with the use of various active-learning techniques for linking work in the social sciences, the

humanities, and the arts with the practical concerns of practitioners; these techniques included problem-based learning strategies adapted from medical education. During his last four years at Ohio State, he served as Director of the School of Educational Policy and Leadership.

*Dr. Donmoyer has served as a consultant on policy, evaluation, and research issues for a variety of school districts and foundations and for such diverse organizations as the American Academy for the Advancement of Science (AAAS), the Ohio Arts Council, and the Bowman Gray Medical School of Wake Forest University. He has worked internationally in Indonesia, Mexico, and New Zealand and has served as a visiting professor at the University of British Columbia, the Ontario Institute of Education at the University of Toronto, and the University of Auckland. He co-authored the proposal that brought the federally-funded National Center for Science Teaching and Learning to Ohio State and, for five years, headed the Center's research program on organization and policy issues surrounding science teaching. Dr. Donmoyer has served on the editorial boards of a number of academic journals; he has also served as co-editor of the journal *Theory into Practice* and features editor for the American Educational Research Association journal *Educational Researcher*.*

Professional Activities

2000-present	Professor of Leadership Studies School of Leadership and Education Sciences University of San Diego
2003 (Summer)	Visiting Professor University of Texas-Austin
2002 (Summer)	Distinguished Visiting Scholar University of British Columbia
1996-1999	Director School of Educational Policy and Leadership College of Education, The Ohio State University

(Areas included in School: curriculum studies, educational administration/highereducation, research/evaluation methods, social foundations of education)

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| 1980-1999 | Faculty Member (Professor, Associate Professor, Assistant Professor)
College of Education
The Ohio State University
(Specializations: educational leadership, research and evaluation methods, policy analysis, school reform) |
| 1990-1996 | Research Coordinator (Policy and School Organization Studies)
The National Center for Science Teaching and Learning
The Ohio State University |
| 1987-1991 | Director of PROBE (Policy Research for Ohio Based Education)
College of Education, The Ohio State University |
| 1990 | Acting Principal (arranged exchange between Ohio State University and the Worthington Public Schools)
Perry Middle School, Worthington, OH |
| 1985-1989 | Director
The Ohio State University/University of Auckland Affiliation Program
College of Education, The Ohio State University |
| 1987
(Summer) | Visiting Professor
Ontario Institute for Studies in Education, University of Toronto |
| 1986-1987 | Visiting Lecturer
University of Auckland (New Zealand) |
| 1980-1984 | Coordinator
Early and Middle Childhood Undergraduate Programs
College of Education, The Ohio State University |
| 1979-1980 | Assistant Professor
The University of Georgia |
| 1977-1980 | Director of Education and Adult Programs
Palo Alto Unitarian Church |
| 1977 | Teaching Assistant
Stanford University |
| 1976 | Ethnographer for Far West Regional Laboratory's Special Study C, Beginning Teacher Evaluation Project |
| 1975-1976 | Academic Program Advisor |

	Campus Free College
1974-1976	Director of Adult Education Martha's Vineyard Public Schools
1972-1976	Teacher Edgartown Elementary School
1971-1972	Teacher Upper Saddle River School District
1970-1971	Teacher New York City Public Schools

Editorial Responsibilities

2006-Present	Editorial Board, <i>The Journal of Curriculum and Pedagogy</i>
1996-1999	Editor, <i>Educational Researcher</i>
1995 (Winter)	Special Issue Editor, <i>Theory Into Practice (Reforming Science Education)</i>
1993-1997	Editor, <i>Theory Into Practice</i>
1991-1993	Associate Editor, <i>Theory Into Practice</i>
1992-1996	Editorial Board, <i>The Journal of Curriculum and Supervision</i>
1991-1996	Editorial Board, <i>Educational Administration Quarterly</i>
1994-1996	Editorial Board, <i>Teaching and Learning Processes, Primus</i> (UCEA Documents)
1994-1996	Contributing Editor, <i>The Review of Educational Research</i>
1990-1994	Editorial Board, <i>Teaching Education</i>
1989-1991	Consulting Editor, <i>The Journal of Curriculum and Supervision</i>
1984-present	Occasional reviewer for various journals including: <i>American Educational Research Journal</i> <i>Curriculum Inquiry</i> <i>The Journal of Curriculum and Supervision</i> <i>Educational Researcher</i> <i>International Journal of Qualitative Studies in Education</i> <i>Qualitative Inquiry</i>

The Review of Educational Research

Examples of Other Professional Activities

2008	External Reviewer, Proposal to Establish a Nonprofit Leadership Program, University of Wisconsin, Madison.
2007-2008	Evaluator of Impact of the University of Texas-Austin's Principal Preparation Program for the United States Department of Education's School Leadership Program, Washington, D. C.
2007-2009	Co-director, Caster Family Center for Nonprofit Research
2005-2007	Evaluator, Comprehensive School Reform Grant, Lauderbach Elementary School, Chula Vista Elementary School District, Chula Vista, CA
2004-2006	Evaluator, Comprehensive School Reform Grant, Harborside Elementary School, Chula Vista Elementary School District, Chula Vista, CA
2003-2005	Evaluator, High School Initiative, Austin Independent School District, Austin, TX.
2002-2004	Chair, Division K (AERA) New Faculty Seminar Planning Committee (Committee member, 1999-2002)
2002-2004	Researcher, The Collaborative Inquiry Project, University of Texas-Austin project funded by and conducted in the Austin Independent School District, Austin, TX
2002-present	Member, Advisory Committee on Administrator Preparation Programs Standards, California Commission for Teacher Credentialing, Sacramento, CA
2001-present	Evaluator, Ball Foundation Community of Schools Initiative, Chula Vista, CA
2000-present	Consultant on Evaluation, KnowledgeWorks Foundation, Cincinnati, OH
2000	Proposal Reviewer, Regional Educational Laboratory, Contract Competition, United States Department of Education, Washington, D.C.
1999-2000	Designer of the Evaluation of OhioReads (The governor's \$50 million

volunteer tutor program to enhance literacy), Ohio Department of Education and KnowledgeWorks Foundation, Columbus and Cincinnati, OH

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| 1999 | Evaluation Team Chair, Congressionally Mandated Evaluation of the WestEd Regional Laboratory, United States Department of Education, Washington, D.C. |
| 1998 | Consultant on Assessment of Research Proposals Employing Non-Traditional Research Methods, National Science Foundation, Washington D.C. |
| 1996-1998 | Consultant on Educational Policy, Ohio Office of Management and Budget, Columbus, OH |
| 1997 | Consultant on Action Research, World Bank funded Primary Education Program, Graduate School of IKIP Yogyakarta, Yogyakarta, Indonesia |
| 1996-1997 | Consultant on Curriculum, Evaluation, and Policy Issues, Getty Center for the Arts in Education, Los Angeles, CA |
| 1994-1996 | Consultant on Educational Reform, Fairfield High School, Leesburg, OH |
| 1991-1996 | Consultant on Systemic Aspects of Science Curriculum Reform, Project 2061, The American Academy for the Advancement of Science, Washington, D.C. |
| 1995 | Evaluation Consultant, The Rockefeller Foundation, New York, NY. |
| 1995 | Instructor, American Educational Research Association Training Seminar for Researchers, Palo Alto, CA |
| 1993 | Annual Meeting Program Chair, American Educational Research Association, Atlanta, GA |
| 1991-1993 | Member, Policy and Legislative Committee, National Reading Conference, Urbana, IL |
| 1991-1992 | Member, Dissertation Awards Committee for Division D (Research Methodology) of the American Educational Research Association |
| 1990-1992 | Evaluation Consultant, BRIDGES Program for At-Risk Students, Whitehall City Schools, Whitehall, OH |
| 1990-1993 | Member, Nominating Committee for Division A (Educational |

Administration) of the American Educational Research Association

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| 1990-1991 | Member, Planning Committee for Graduate Student Research Seminar, jointly sponsored by American Educational Research Association Division A, University Council for Educational Administration, and the Office of Educational Research and Improvement of the United States Department of Education |
| 1988-1991 | Consultant, Columbus Public Schools' Action Research/Reflective Practitioner Development Program (Columbus Instructional Model), Columbus, OH |
| 1988-1990 | Chairperson, Government Relations and Liaison Committee, Midwest Holmes Group, Chicago, IL |
| 1989 | Member, Nominating Committee for Qualitative Research SIG of the American Educational Research Association |
| 1985-1989 | Director, Ohio State University/University of Auckland Affiliation Program, Columbus, OH, and Auckland, New Zealand |
| 1987 | Consultant, Columbus Public Schools Secondary Leadership Academy, Columbus, OH |
| 1986 | Board of Regents Review Team, Syracuse University's Master's Program in Elementary Education, Syracuse, NY |
| 1986 | Chair, North Central Review Team, Barrington School, Upper Arlington, OH |
| 1984-1986 | Consultant on evaluation policies and procedures, Colegio Americano, Puebla, Mexico |
| 1984-1985 | One of three organizers and a charter member of the Qualitative Research Special Interest Group of the American Educational Research Association |
| 1984 | Consultant on evaluation policy and procedures, Hillsdale Schools, Jeromesville, OH |
| 1983 | Consultant for Collaborative Research Project funded by the National Institute of Education, Teachers College, Columbia University, New York, NY |
| 1982-1983 | Evaluator for Awards in Arts Education Program, Rockefeller Brothers' Fund, New York, NY |
| 1982-1983 | Newsletter Editor, Special Interest Group for the Creation and Utilization of |

Curriculum Knowledge, American Educational Research Association

1980-1983 Member, Research Team for the Good Schools Project Research Team, Kappa Delta Pi

1981-1982 Principal Investigator, Evaluation Research Project, National Institute of Education, Teachers College, Columbia University, New York, NY

1981-1982 Principal Investigator, Study of Curriculum Administrators, Spencer Foundation

Professional Certifications and Licenses

Superintendent/Principal (California and Ohio);
Teacher (New York, New Jersey, Massachusetts, California, Ohio)

SCHOLARSHIP, PUBLICATIONS, GRANTS AND CONTRACTS

Narrative Overview

Dr. Donmoyer's skills as a researcher have also been utilized by a variety of policy and practice-oriented organizations. He has, for example, been an evaluator and/or consultant on research for foundations, schools and school districts, federal departments and agencies, state departments of education and professional associations.

Dr. Donmoyer's own scholarship agenda has focused on research utilization issues in various policy practice contexts. He has pursued two interrelated lines of inquiry. One line has explored ways of making educational research more accessible to policymakers and educational practitioners. Early in his career, this work focused primarily on experimenting with and writing about various forms of qualitative research; in recent years, the focus has shifted to experimenting with different data display strategies, including strategies adapted from the arts.

The second line of inquiry has focused on the implications of contemporary critiques of knowledge emerging from such fields as the sociology of knowledge, critical theory, feminist scholarship and poststructuralist/postmodernist thought. The central question being addressed here is this: If objectivity is, at best, a regulative ideal and, at worst, a bogus concept that merely masks social science's role as a form of political control, what are the implications for using social science research to guide educational decision making? Or, to state the question more positively: How can social science be salvaged—despite its apparent limitations—so that educational policy disputes can be resolved, at least in part, intellectually rather than through the exercise of brute power?

Dr. Donmoyer's expertise on research utilization questions has been recognized both by members of his own field of Educational Leadership (as evidenced by his selection to write a chapter on the field's knowledge base for the recently published AERA Handbook of Research on Educational Administration) and by members of other fields within Education (as evidenced by his selection to author a chapter on the topic of research paradigms for the recent AERA Handbook of Research on Teaching). His work on the role that research can legitimately play in applied, policy-oriented fields also has been embraced by other fields, as evidenced by a recently accepted paper, "Theory About Theories in Nonprofit and Philanthropic Studies," for publication in the Nonprofit and Philanthropic Studies field's premier academic journal, Nonprofit and Voluntary Sector Quarterly.

Selected Articles and *Educational Researcher* Editorials

Donmoyer, R. (In press). Theories about theory in nonprofit and philanthropic studies. *Nonprofit and Voluntary Sector Quarterly*.

Donmoyer, R. (2007). Take my Paradigm...Please! The Legacy of Kuhn's Construct in Educational Research. *The International Journal of Qualitative Studies in Education*.

Donmoyer, R. and Garcia, J. (2005). Systemic reform up close (and in the trenches): A multi-year case study of an outlier school. *Theory and Research in Educational Administration*.

Garcia, J. and Donmoyer, R. (2005). Rethinking technical assistance for low performing schools: Insights from the collaborative inquiry project. *Theory into Practice*.

Donmoyer, R. (2001). Evers and Lakomski's search for leadership's holy grail (and the intriguing ideas they encountered along the way). *The Journal of Educational Administration*.

Donmoyer, R. (1999). Paradigm talk (and its absence) in the second edition of *The Handbook of Research on Educational Administration*. *Educational Administration Quarterly*, 35(4), 614-641.

Donmoyer, R. (1999). Rendering unto Caesar that which is Caesar's: A critique of the NAEP assessment in theatre. *Arts Education Policy Review*, 100(6).

Donmoyer, R. and Yennie-Donmoyer, J. (1998). Readers theater and educational research: Give me a for instance. *International Journal of Qualitative Studies in Education*, 11(3).

Donmoyer, R (1998). Educational standards--moving beyond the rhetoric. *Educational Researcher*, 27(4), 2.

Donmoyer, R. (1998). Talking power to "truth." *Educational Researcher*, 27(1), 4.

Donmoyer, R. (1997). Paradigm differences in historical research. *Educational Researcher*, 26(9), 4.

Donmoyer, R. (1997). Research as advocacy and storytelling. *Educational Researcher*, 26(5), 2.

Donmoyer, R. (1997). Visions of educational research past and future. *Educational Researcher*, 26(4), 2.

Donmoyer, R. (1997). Revisiting the "talking truth to power" problem. *Educational Researcher*, 26(3), 2.

Donmoyer, R. (1997). Heroes and sacred texts. *Educational Researcher*, 26(2), 2.

Donmoyer, R. (1997). Refocusing on learning. *Educational Researcher*, 26(1), 4.

Donmoyer, R., Eisner, E., Gardner, H., Stotsky, S., Wasley, P., Tillman, L., Cizek, G., & Gough, N. (1996). Should novels count as dissertations in education? *Research in the Teaching of English*, 30(4),

Donmoyer, R. (1996). Talking "truth" to power: The conversation continues. *Educational Researcher*, 25(9), 2.

Donmoyer, R. (1996). Talking "truth" to power. *Educational Researcher*, 25(8), 2.

Donmoyer, R. (1996). Educational reform and the role of research in the reform process. *Educational Researcher*, 25(7), 4.

Donmoyer, R. (1996). A focus on learning. *Educational Researcher*, 25(4), 4.

Donmoyer, R. (1996). Juxtaposing articles/posing questions: An introduction and an invitation. *Educational Researcher*, 25(3), 4.

Donmoyer, R. (1996). Educational research in an era of paradigm proliferation: What is a journal editor to do? *Educational Researcher*, 25(2), 19-25.

Donmoyer, R. (1995). Empirical research as solution and problem: Two narratives of knowledge use. *International Journal of Educational Research*, 23, 151-168.

Donmoyer, R. & Yennie-Donmoyer, J. (1995). Data as drama: Reflections on the use of readers theater as a mode of qualitative data display. *Qualitative Inquiry*, 1, 402-428.

Donmoyer, R. (1995). The arts as modes of learning and methods of teaching: A (borrowed and adapted) case for integrating the arts across the curriculum. *Arts Education Policy Review*, 14-20.

Donmoyer, R. (1995). The rhetoric and reality of systemic reform: A critique of the proposed national standards for science education. *Theory Into Practice*, 30-34.

Wasley, P., Donmoyer, R., & Maxwell, L. (1995). Navigating change in math and science classrooms: Lessons teachers taught us. *Theory Into Practice*, 51-59.

Donmoyer, R. (1993). Art criticism as a guide to student evaluation. *Theory Into Practice*, 252-259.

Donmoyer, R. (1991). Postpositivist evaluation: Give me a for instance. *Educational Administration Quarterly*, 27, 265-296.

Donmoyer, R. (1991). Administration and evaluation in post-positivist times: Theory, practice and a dilemma. *The Review Journal of Philosophy and Social Science*, 16

Donmoyer, R., White, A., & Klapper, M. (1991). The knowledge and pedagogical base of science education: An overview. *Teaching Education*, 3, 11-16.

Klapper, M., White, A., & Donmoyer, R. (1991). The research agenda for The National Center for Science Teaching and Learning. *Teaching Education*, 3, 115-126.

Donmoyer, R. (1990). Curriculum evaluation and the negotiation of meaning. *Language Arts*, 67, 274-286.

Donmoyer, R., & Garcia-Wagstaff, J. (1990). Principals can be effective managers and instructional leaders. *NASSP Bulletin*, 74, 20-29.

Donmoyer, R., & Yennie-Donmoyer, J. (1990). Introduction to readers theatre in education. *Literacy Matters*, 3, 1-3.

Yennie-Donmoyer, J., & Donmoyer, R. (1990). Readers theatre in the classroom: Give me some for instances. *Literacy Matters* 3, 4-9.

Donmoyer, R. (1988). Theory, practice and the double-edged problem of idiosyncrasy. *The Journal of Curriculum and Supervision*, 4, 257-270.

Donmoyer, R. (1988). Incorporating the arts and humanities in the teaching of education. *Teaching Education*, 2, 94-99.

Donmoyer, R. (1987). Beyond Thorndike/beyond melodrama. *Curriculum Inquiry*, 17, 353-363.

Donmoyer, R. (1987). Why case studies? Reflections on Hord and Hall's three images. *Curriculum Inquiry*, 17, 91-102.

Donmoyer, R. (1986). A rejoinder to Phillips. *Educational Researcher*, 15 (5), 19.

Donmoyer, R. (1986). The problem of language in empirical research: A rejoinder to Miles and Huberman. *Educational Researcher*, 15, 26-27.

Donmoyer, R. (1985). The rescue from relativism: Two failed attempts and an alternative strategy. *Educational Researcher*, 14, 13-20.

Donmoyer, R. (1985). Cognitive anthropology and research on effective principals. *Educational Administration Quarterly*, 21, 31-57.

Donmoyer, R. (1984). The principal as prime mover. *Educational Viewpoints*, 4, 47-59.

Donmoyer, R. (1983). The principal as prime mover. *Daedalus: The Journal of the American Academy of Arts and Sciences*, 112, 81-94.

Donmoyer, R. (1983). Pedagogical improvisation. *Educational Leadership*, 40, 39-43.

Donmoyer, R. (1982). Educational professionals and the passage of mandatory graduation competency legislation in California: A case study of curriculum politics. *The Journal of Curriculum Studies*, 14, 79-88.

Donmoyer, R. (1981). The politics of play: Ideological and organizational constraints on the inclusion of play experiences in the school curriculum. *The Journal of Research and Development in Education*, 14, 11-18.

Donmoyer, R. (1980). Educators and the legislative process. *Educational Leadership*, 38, 128-129.

Donmoyer, R. (1980). The evaluator as artist: A discussion of premises and problems with examples from two aesthetically based evaluations. *The Journal of Curriculum Theorizing*, 2, 12-26.

Duke, D., Donmoyer, R., & Farman, G. (1979). Emerging legal issues related to classroom management. *Journal of Law and Education*, 8, 495-506.

Donmoyer, R. (1979). Back to basics--now and twenty years ago. *Educational Leadership*, 37, 555-558.

Duke, D., Donmoyer, R., & Farman, G. (1978). Emerging legal issues related to classroom management. *Phi Delta Kappan*, 60, 305-309.

Donmoyer, R., Farman, G., Imber, M., Perry, C., Showers, B., & Duke, D. (1978). Do researchers make a difference? *The Journal of Educational Thought*, 12, 211-218.

Books

Angwin, J., Beeth, M., Yennie-Donmoyer, J., Donmoyer, R., Toomey, D., & Tytler, R. (Eds.). (1997). *The first international handbook of action research for Indonesian educators*. Yogyakarta, Indonesia: Graduate School of IKIP Yogyakarta.

Donmoyer, R., Scheurich, J., & Imber, M. (Eds.). (1995). *The knowledge base in educational administration*. Albany: State University of New York Press.

Donmoyer, R. & Kos, R. (Eds.). (1993). *At-risk students: Portraits, policies, programs and practices*. Albany: State University of New York Press.

Book Chapters

Donmoyer, R. (In press). Curriculum Studies in relation to the field of Educational Administration. In Kridel, C. (Ed.), *The Encyclopedia of Curriculum Studies*. Thousand Oaks, CA: Sage

Donmoyer, R. (In press). Curriculum Studies in relation to the field of Educational Policy. In Kridel, C. (Ed.), *The Encyclopedia of Curriculum Studies*. Thousand Oaks, CA: Sage

Donmoyer, R. (In press). Ethnographic research. In Kridel, C. (Ed.), *The Encyclopedia of Curriculum Studies*. Thousand Oaks, CA: Sage

Donmoyer, R. (In press). *Educational Researcher*, the journal. In Kridel, C. (Ed.), *The Encyclopedia of Curriculum Studies*. Thousand Oaks, CA: Sage.

Donmoyer, R. and Yennie-Donmoyer, J. (2008). Readers Theater as a Mode of Qualitative Data Display. In Knowles, G. and Cole, A. (Eds.), *The Arts in Qualitative Research*. Thousand Oaks, CA: Sage.

Donmoyer, R. (2008). Readers Theater. In Givens, L. (Ed.), *Encyclopedia of Qualitative Research*. Thousand Oaks, CA: Sage.

Donmoyer, R. (2008). Generalizability. In Givens, L. (Ed.), *Encyclopedia of Qualitative Research*. Thousand Oaks, CA: Sage.

Donmoyer, R. (2008). Psychological generalization. In Givens, L. (Ed.), *Encyclopedia of Qualitative Research*. Thousand Oaks, CA: Sage.

Donmoyer, R. (2008). Quantitative research. In Givens, L. (Ed.), *Encyclopedia of Qualitative Research*. Thousand Oaks, CA: Sage.

Donmoyer, R. (2008). Tacit knowledge. In Givens, L. (Ed.), *Encyclopedia of Qualitative Research*. Thousand Oaks, CA: Sage.

Donmoyer, R. (2008). Paradigms. In Givens, L. (Ed.), *Encyclopedia of Qualitative Research*. Thousand Oaks, CA: Sage.

Donmoyer, R. (2005). Science as scriptwriters: How educational researchers influence public policy without ever producing definitive results. In B. Alexander, G. Anderson, & B. Gallegos (Eds.), *Performance Theories in Education*. Mahwah, NJ: Lawrence, Erlbaum Associates, Inc.

Donmoyer, R. and Yennie-Donmoyer, J. (2008). Using readers theater as a data display strategy in an era of "Scientific Research in Education. *The handbook of the arts in qualitative social science research*.

Donmoyer, R. (2005). Aesthetics. In S. Mathison (Ed.), *The Encyclopedia of Evaluation*. Thousand Oaks, CA: Sage Publications.

Donmoyer R. (2005). Artistic evaluation. In S. Mathison (Ed.), *The Encyclopedia of Evaluation*. Thousand Oaks, CA: Sage Publications.

Donmoyer, R. (2005). Connoisseurship and criticism. In S. Mathison (Ed.), *The Encyclopedia of Evaluation*. Thousand Oaks, CA: Sage Publications.

Donmoyer, R. (2004). He must not know that the war is over and the other side won, because he just keeps on fighting: Elliot Eisner on School Reform. In B. Urmacher (Ed.), *An Intricate Palette: Working the ideas of Elliot Eisner*. San Francisco, CA: Jossey Bass.

Donmoyer, R. (2002). Paradigm talk reconsidered. In V. Richardson (Ed.), *The American Educational Research Association's handbook of research on teaching (4th ed.)*. Washington, D.C.: American Educational Research Association.

Donmoyer, R. (1999). The continuing quest for a knowledge base, 1976-1998. In J. Murphy & K. S. Louis (Eds.), *The American Educational Research Association's handbook of research on educational administration (2nd ed.)*. San Francisco: Jossey Bass.

Donmoyer, R. & Yennie-Donmoyer, J. (1997). Collaborative action research in an American language classroom: A case with commentary. In Angwin, J., Beeth, M., Yennie-Donmoyer, J., Donmoyer, R., Toomey, D., & Tytler, R. (Eds.), *The first international handbook of action research for Indonesian educators*. Yogyakarta, Indonesia: Graduate School of IKIP Yogyakarta.

Donmoyer, R. (1997). Introduction. In Angwin, J., Beeth, M., Yennie-Donmoyer, J., Donmoyer, R., Toomey, D., & Tytler, R. (Eds.), *The first international handbook of action research for Indonesian educators*. Yogyakarta, Indonesia: Graduate School of IKIP Yogyakarta.

Donmoyer, R. (1997). The multiple meanings of action research: Portraits of two projects with differing purposes. In Angwin, J., Beeth, M., Yennie-Donmoyer, J., Donmoyer, R., Toomey, D., & Tytler, R. (Eds.), *The first international handbook of action research for Indonesian educators*. Yogyakarta, Indonesia: Graduate School of IKIP Yogyakarta.

Donmoyer, R. (1996). The very idea of a knowledge base. In F. Murray, *The teacher educator's handbook: Building a knowledge base for the preparation of teachers*. New York: Jossey Bass.

Donmoyer, R. (1995). The knowledge base in educational administration: Notes from the field. In R. Donmoyer, M. Imber, & J. Scheurich (Eds.), *The knowledge base in educational administration*. Albany: State University of New York Press.

Donmoyer, R. & Yennie-Donmoyer, J. (1994). Role conflicts in collaborative action research. In G. Delgado & M. Rueda (Eds.), *New directions in ethnographic research*. Mexico City: University of Mexico Press.

Donmoyer, R. & Kos, R. (1993). At risk students: Insights from/about research. In R. Donmoyer & R. Kos (Eds.), *At-risk students: Portraits, policies, programs and practices*. Albany: State University of New York Press.

Donmoyer, R. (1993). The purpose of portraits. In R. Donmoyer & R. Kos (Eds.), *At-risk students: Portraits, policies, programs and practices*, Albany: State University of New York Press.

Donmoyer, R. (1993). Structuring for idiosyncrasy: Rethinking policies, programs, and practices for at-risk students. In R. Donmoyer & R. Kos (Eds.), *At-risk students: Portraits, policies, programs and practices*. Albany: State University of New York Press.

Yennie-Donmoyer, J., & Donmoyer, R. (1993). Creating a culture of writers with at-risk students. In R. Donmoyer & R. Kos (Eds.), *At-risk students: Portraits, policies, programs and practices*. Albany: State University of New York Press.

Donmoyer, R. (1992). The case for case study research: Rethinking the notions of external and internal validity. In M. Campos & M. Rueda, (Eds.), *Investigacion etnografica en education*. Mexico City: Nacional University of Mexico Press.

Donmoyer, R. (1991). The first glamorizer of thought: Theoretical and autobiographical ruminations on drama and education. In W. Schubert & G. Willis (Eds.), *Insights from the heart of curriculum inquiry: Understanding curriculum and teaching through the arts*. Albany: State University of New York Press.

Donmoyer, R. (1990). Generalizability and the single case study. In E. Eisner & A. Peshkin (Eds.), *Qualitative research in education*. New York: Teachers College Press.

Donmoyer, R. (1990). Curriculum, community and culture: Reflections and pedagogical possibilities. In J. Sears & D. Marshall (Eds.), *Teaching and thinking about curriculum: Critical inquiries*. New York: Teachers College Press.

Donmoyer, R. (1984). Classroom organization and ability grouping. In T. Husen & T. N. Postlewaite (Eds.), *International encyclopedia of research in education*. Oxford, England: Pergamon Press, Ltd.

Donmoyer, R. (1983). Commitment. In J. Frymier, C. Cornbleth, R. Donmoyer, B. Gansneder, J. Jeter, F. Klein, & M. Schwab, *One hundred good schools: A report of the good schools project*. West Lafayette, Indiana: Kappa Delta Pi.

Donmoyer, R. (1983). Educators as inquirers. In J. Frymier, C. Cornbleth, R. Donmoyer, B. Gansneder, J. Jeter, F. Klein, & M. Schwab, *One hundred good schools: A report of the good schools project*. West Lafayette, Indiana: Kappa Delta Pi.

Donmoyer, R. & Gansneder, B. (1983). Identifying the good schools. In J. Frymier, C. Cornbleth, R. Donmoyer, B. Gansneder, J. Jeter, F. Klein, & M. Schwab, *One hundred good schools: A report of the good schools project*. West Lafayette, Indiana: Kappa Delta Pi.

Donmoyer, R. (1981). The evaluator as artist. In H. Giroux, A. Penna, & W. Pinar (Eds.), *Curriculum and instruction: Alternatives in education*. New York: The MacMillan Company.

Donmoyer, R. (1979). School and society revisited: An educational criticism of Miss Hill's fourth grade classroom. In E. Eisner, *The educational imagination*. New York: The MacMillan Company.

Selected Monographs and Reports

Donmoyer, R., Yennie-Donmoyer, J. and Galloway, F. (2008). The Impact of the University of Texas-Austin's Principal Preparation Program on Graduates and the Schools They Lead. [Report to the School Leadership Program, The United States Department of Education, Washington, D.C.].

Donmoyer, R. (2008). An Audit of the United African American Action Council's Prisoner Re-entry Activities. [Report to the UAAMAC Board and the California Endowment, San Diego, CA].

Donmoyer, R., McDougle, L. and Velez-Confer, S. (2008). Math and Science Teaching at Nativity Prep Academy. [Report to the Thomas C. Ackerman Foundation, San Diego, CA].

Donmoyer, R. and Galloway, F. (2004). Creating a community of Schools: The first three years. [Report to the Ball Foundation, Evanston IL, and the Chula Vista Elementary School District, Chula Vista, CA.].

Garcia, J. and Donmoyer, R. (2004). The future of Austin's high schools. [Report to the Board of Education, Austin Independent School District, Austin, TX.]

Donmoyer, R. (2003). The evaluation of the KnowledgeWorks Foundation's Community Learning Center initiative: A cross-case analysis of three case studies. [Report to the KnowledgeWorks Foundation, Cincinnati, OH.].

Galloway, F. and Donmoyer, R. (2003). The Community of School's Initiative: Year 2 Findings. [Report to the Ball Foundation, Evanston, IL, and the Chula Vista Elementary School District, Chula Vista, CA.]

Donmoyer, R. & Galloway, F. (2002). Final Report on Year One of the Ball Foundation's Community of Schools Project in the Chula Vista School District. [Report to the Ball Foundation, Evanston, IL, and the Chula Vista Elementary School District, Chula Vista, CA.]

Donmoyer, R. & Browning, R.G. (2000). Findings and policy implications from studies of the proposal development and first-year implementation processes in six OhioReads sites. [Report to the Ohio Department of Education, Columbus, OH.].

Donmoyer, R. (1994). School Organization Blueprint. [Report to Project 2061 of the American Association for the Advancement of Sciences, Washington, D.C.].

Donmoyer, R. (1994). Second Thoughts About Systemic Reform. [Monograph for The National Center for Science Teaching and Learning, Columbus, OH.].

Selected Reviews

Donmoyer, R. (1987). [Review of the book *Naturalistic Inquiry*]. *Teachers College Record*, 88, 470-474.

Donmoyer, R. (1984). [Review of the book *The Erosion of Childhood*]. *Educational Studies*, 15, 276-279.

Selected Paper Presentations

Donmoyer, R. (2008, February). Nonprofits, Ethics, and the Fundamental Attribution Error. Presentation to the Association of Fundraising Professionals, San Diego, CA.

Donmoyer, R. (2008, April). Inquiry and Advocacy in Educational Research. Paper presented at the Annual Meeting of the American Educational Research Association.

Donmoyer, R. (2008, April). Must Artistic Considerations Always Play "Second Fiddle" in Arts Based Educational Research. Paper presented at the Annual Meeting of the American Educational Research Association.

Donmoyer, R. (2008, April). Qualitative Research in Nonprofit and Philanthropic Studies: Possibilities and Potential Problems. Paper presented at the West Coast Data Conference, Tempe, AZ.

Domoyer, R. and Yennie-Donmoyer, J. (2008, September). Findings from a Study of the Impact of the University of Texas-Austin's Principal Preparation Program on Graduates and the Schools They Lead. Presentation to a Conference Organized by the School Leadership Program of the United States Department of Education, Washington, D.C.

Donmoyer, R. (with Mary McDonald). (2008, October). Evaluation Workshop for Grant Applicants/Recipients. Rancho Santa Fe Foundation, Rancho Santa Fe, CA.

Donmoyer, R. (with other Caster Family Center faculty and graduate students). Third Sector Trends. Rancho Santa Fe Foundation, Rancho Santa Fe, CA.

Donmoyer, R. (2008, November). How do we Define and Legitimate an Academic Field of Leadership Studies now That "The Quest for a General Theory of Leadership" has Ended and no Theory Was Found. Paper Presented at the Annual Meeting of the International Leadership Association, Los Angeles, CA.

Domoyer, R. and McDougale, L. (2008, December). The Nativity Prep Academy Evaluation. Presentation to the Board of the Thomas C. Ackerman Foundation.

Donmoyer, R. and Galloway, F. (2007, April). The pros and cons of case study research for learning about school reform in an era of "scientific research in

education: Insights from a multi-year, mixed-methods study. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. and Yennie-Donmoyer, J. (2007, April). Arts-based research in an era of "scientific research in education." Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. and Galloway, F. (2007, November). A role for operating foundations in school reform: Insights from a study of a foundation/school district partnership. Paper presented at the annual meeting of ARNOVA, Atlanta, GA.

Donmoyer, R. and Galloway, F. (2007, November). An operating foundation's involvement with school reform: A multi-year, mixed-methods study of a domestic version of cultural border crossing. Paper presented at the annual meeting of UCEA, Alexandria, VA.

Donmoyer, R. (2007). Learning from international experiences. Paper presented at the annual meeting of UCEA, Alexandria, VA.

Donmoyer, R. (2007). Never mix, never worry: Rethinking mixed methodology research designs in an era of "scientific research in education. Keynote speech for the University of New Mexico's Annual Student Research Conference, Albuquerque, New Mexico, March 2006.

Donmoyer, R. (2007). Has anybody seen my knowledge base? Paper presented at the annual meeting of ARNOVA, Chicago, IL. November, 2006.

Donmoyer, R. (2007). Beyond regulation: Generating tools for creating more ethical cultures in nonprofit organizations. Paper presented to the annual meeting of ARNOVA, Chicago, IL, November 2006. (with Laura Detrick and Audrey Barrett)

Donmoyer, R. (2005, April). Procedures for grounding principal preparation in the doing of case study research. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Donmoyer, R. (2005, April). Uneasy collaborations: Perspectives on university and school district partnerships in principal preparation. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Donmoyer, R. (2005, November). Contradictions in the Levine report's discussion of the quality and utility of research on educational leadership. Paper presented at the annual meeting of the University Council of Educational Administration. Nashville, TN.

Donmoyer, R. (2004, November). *The National Research Council report, Scientific Research in Education, and its Critics: Why both sides have missed the mark*. Paper to be presented at the Annual Meeting of the University Council of Educational Administration, Kansas City, Missouri.

Donmoyer, R. (2004, November). *Using qualitative research training to influence future administrator's thinking: A discussion of the procedures used in and the evaluation data from the University of Texas-Austin's principal preparation program*. Paper to be presented at the Annual Meeting of the University Council of Educational Administration, Kansas City, Missouri.

Donmoyer, R. and Galloway, F. (2004, April). *Creating a different sort of center: A case study of a school reform initiative in a highly decentralized school district*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Donmoyer, R. (2004, April). *He must not know the war is over and the other side won, because he just keeps on fighting: Elliot Eisner as an advocate of school reform*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Donmoyer, R. (2004, April). *Science as textual performance*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Yennie-Donmoyer, J., Donmoyer, R., and Twelve Clairemont High School Students. (2004, April). *Listening to Students Talk about What They Learn by Looking at Other Students' Work*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Donmoyer, R. (2004, April). *Bridging the great divide between research and practice: Phenomenological reflections*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Donmoyer, R. (2003, April). *The Empire strikes back: Implications of the National Research Council's Report, Scientific Research in Education, for action research and other forms of practitioner inquiry*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (2003, April). *Reflections on the Collaborative Inquiry Project*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (2002, November). *Reconceptualizing the dissertation in professional doctorate programs*. Paper presented at the Annual Meeting of the University Council of Educational Administration, Pittsburgh, PA.

Donmoyer, R. (2002, June). *Rethinking the researcher/research participant relationship in transformation-oriented research*. Paper presented at the Fifth Congress of the International Society for Cultural Research and Activity Theory Dealing with Diversity, Vrije Universiteit Amsterdam, Amsterdam, The Netherlands.

Donmoyer, R. (2002, June). *Critique of decolonization-oriented research methodologies*. Paper presented at the Fifth Congress of the International Society for Cultural Research and Activity Theory Dealing with Diversity, Vrije Universiteit Amsterdam, Amsterdam, The Netherlands.

Donmoyer, R. (2002, April). *Conceptions of leadership*. Critique presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (2002, April). *New perspectives on the connections between research and policy*. Critique presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. et. al. (2002, April). *Narratives of identity and leadership*. Readers Theatre script presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (2002, February). *Internationalizing the curriculum without leaving the classroom*. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, New York, NY.

Donmoyer, R. (2001, April). *Inquiry and advocacy: Rethinking the distinction in light of contemporary critiques of knowledge*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

Donmoyer, R. (2001, April). *Reflections on the research implications of the corporate incursion into the classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

Donmoyer, R. (2001, March). *Alternative conceptions of curriculum in American education*. Invited address presented at the Annual Conference on Rabbinical Education, Princeton, NJ.

Donmoyer, R. (2001, February). *The future of educational leadership programs*. Invited presentation at the Annual Meeting of the American Association of College Teacher Education, Dallas, TX.

Donmoyer, R. (2000, April). *The problems and possibilities of paradigm proliferation*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1999, April). *The use of readers theater for data re-presentation: What's gained? What's lost?* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Donmoyer, R. (1999, April). *Toward a curriculum for the professional development of researchers*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Donmoyer, R. (1999, April). *Arts-based approaches to educational research: Who's it for? What's it for?* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Donmoyer, R. (1999, April). *Everything you ever wanted to know about getting published but were afraid to ask*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Donmoyer, R. (1999, April). *On becoming a teacher/scholar: autobiographical reflections*. Paper presented at the Annual Meeting of the American Educational Research Association.

Donmoyer, R. (1998, October). *Questions for principals of effective schools*. Paper presented at the Annual Meeting of the University Council of Educational Administration, St. Louis, MO.

Donmoyer, R. (1998, April). *Qualitative research: A proliferation of approaches*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Donmoyer, R. (1998, April). *Educational administration's quest for a knowledge base: 1976-1996*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Donmoyer, R. (1998, April). *Reflections on the place of the arts in teacher education*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Donmoyer, R. (1998, April). *Doing biographical research: Insights from the literature on qualitative methods*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Donmoyer, R. (1997, March). *The paradigm wars revisited: The problems and possibilities of paradigm proliferation*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (1997, March). *Alternative representation of data: Ethical and aesthetic questions*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (1997, March). *The hidden curriculum of higher education*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. & Yennie-Donmoyer, J. (1996, April). *Data as drama: The poetics and politics of using readers theater for purposes of data display*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Donmoyer, R. (1995, April). *The very idea of a knowledge base*. Paper presented at the Annual Meeting The American Educational Research Association, San Francisco, CA.

Donmoyer, R. (1995, April). *Second thoughts about systemic reform*. Paper presented at the Annual Meeting The American Educational Research Association, San Francisco, CA.

Donmoyer, R. & Yennie-Donmoyer, J. (1995, April). *Data as drama: Reflections on the use of readers theater as a mode of qualitative data display*. Paper presented at the Annual Meeting The American Educational Research Association, San Francisco, CA.

Tillman, L. & Donmoyer, R. (1995, April). *Race and research: A dialogue between a black female doctoral student and her white male advisor*. Paper presented at the Annual Meeting The American Educational Research Association, San Francisco, CA.

Donmoyer, R. (1994, November). *Problem-based learning in the secondary classroom*. Paper presented at the Fall Forum of the Coalition of Essential Schools, Chicago, IL.

Donmoyer, R. (1994, October). *Second thoughts about systemic reform*. Paper presented at the Annual Meeting of the University Council for Educational Administration, Philadelphia, PA.

Donmoyer, R. (1994, October). *Legitimizing and educating professionals in postpositivist times or "Has anybody seen my knowledge base?"* Paper

presented at the Annual Meeting of the University Council for Educational Administration, Philadelphia, PA.

Donmoyer, R. (1994, February). *Personal perspectives in the possibilities and very real problems of professional development schools*. Paper presented at the Annual Meeting of the Association for Teacher Education, Atlanta, GA.

Yennie-Donmoyer, J. & Donmoyer, R. (1994, April). *In their own words: A readers theatre presentation of students writing about writing and a discussion of the pros and cons of artistic modes of data display*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1994, April). *Modernist and postmodernist conceptions of aesthetics: Which has the most utility for "artistic" educational research?* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1994, April). *Yes but is it research?* Organizer and moderator of panel discussion selected for audio taping at the Annual Meeting of The American Educational Research Association, New Orleans, LA.

Yennie-Donmoyer, J. & Donmoyer, R. (1994, April). *Role conflicts in collaborative action research*. Paper presented at the Annual Meeting of The American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1994, March). *Collaborative relationships in science education reform: Insights from NCSTL studies*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Anaheim, CA.

Donmoyer, R. (1994, March). *School Organization: The under examined variable in science education*. Paper presented at the Annual Meeting of the National Science Teachers Association, Anaheim, CA.

Donmoyer, R. (1993, October). *Different paradigms in educational administration research: Are they really so different?* Paper presented at the Annual Meeting of the University Council of Educational Administration, Houston, TX.

Donmoyer, R. (1993, March). *Empirical research as solution and problem: Two narratives of knowledge use*. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.

Donmoyer, R. (1992, April). *Rigor and representation in postmodern times: Reconsidering a study eight years later*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Donmoyer, R. (1992, April). *Narrative and paradigmatic knowing: Reconsidering Bruner's distinction*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Donmoyer, R. (1992, April). *"So, how do you know an oppressed person when you see one?" and other questions for emancipation-oriented researchers*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Donmoyer, R. (1992, February). *Rethinking the form and function of scientific research in science education*. Paper presented at the Annual Meeting of the American Association for the Advancement of Science, Chicago, IL.

Donmoyer, R. (1991, October). *Science curriculum reform: Reactions from and implications for educational administration*. Paper presented at the Annual Meeting of the University Council for Educational Administration, Baltimore, MD.

Donmoyer, R. (1991, June). *Postpositivist evaluation*. Paper presented at the Symposium Interamericano de Investigacion Ethnografica, Mexico City, Mexico.

Donmoyer, R. (1991, June). *Generalizability*. Paper presented at the Universidad Nacional Autonoma de Mexico Centro de Investigaciones y Servicios Educativos, Mexico City, Mexico.

Donmoyer, R. (1991, April). *The knowledge base in educational administration: Notes from the field*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (1991, April). *Narrative and paradigmatic knowing: Reconsidering Bruner's distinction*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (1991, March). *When professors become practitioners*. Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, San Francisco, CA.

Donmoyer, R. (1991, March). *A policy statement approach to curriculum design*. Paper presented at the Spring Conference of the National Council of Teachers of English, Indianapolis, IN.

Donmoyer, R. (1990, October). *What happens when school restructuring meets the "iron law of oligarchy."* Paper presented at the University Council for Educational Administration Annual Meeting, Pittsburgh, PA.

Donmoyer, R. (1990, October). *Some critical questions for qualitative researchers influenced by critical theory*. Paper presented at the Annual

Curriculum Theory Conference sponsored by JCT: An Interdisciplinary Journal of Curriculum Studies, Dayton, OH.

Donmoyer, R. (1990, October). *The notion of a professional knowledge base*. Paper presented at the Annual Curriculum Theory Conference sponsored by JCT: An Interdisciplinary Journal of Curriculum Studies, Dayton, OH.

Donmoyer, R. (1990, October). *Joseph Campbell's notion of pedagogical bliss: What should administrators and policymakers make of such an idea?* Paper presented at the Annual Curriculum Theory Conference sponsored by JCT: An Interdisciplinary Journal of Curriculum Studies, Dayton, OH.

Donmoyer, R. (1990, March). *Making policy a positive influence on the curriculum*. Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, San Antonio, TX.

Donmoyer, R. & Yennie-Donmoyer, J. (1990, March). *Readers theatre in the middle and secondary school curriculum*. Paper presented at the Annual Conference, National Council of the Teachers of English, Colorado Springs, CO.

Donmoyer, R. (1989, October). *Narratives: Usable knowledge or merely war stories?* Paper presented at the Annual Meeting of the University Council for Educational Administration, Scottsdale, AZ.

Donmoyer, R. (1989, October). *Theory, practice and the double-edged problem of idiosyncrasy*. Paper presented at the Annual Curriculum Theory Conference sponsored by JCT: An Interdisciplinary Journal of Curriculum Studies, Dayton, OH.

Donmoyer, R. (1989, April). *Tomorrow's schools: Assumptions about knowledge and knowing*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Donmoyer, R. (1989, March). *A policy statement approach to curriculum design*. Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, Orlando, FL.

Donmoyer, R. (1988, October). *The case for case study research in the study of teaching and teacher education*. Paper presented at the Annual Curriculum Conference sponsored by JCT: An Interdisciplinary Journal of Curriculum Studies, Dayton, OH.

Donmoyer, R. (1988, October). *To lead or to manage, that is not the question*. Paper presented at the Symposium on Creating Instructional Leaders for America's Schools, Annual Meeting of University Council for Educational Administration, Cincinnati, OH.

Donmoyer, R. (1988, April). *Incorporating the arts and humanities in the teaching of curriculum*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Yennie-Donmoyer, J., & Donmoyer, R. (1988, April). *Creating a culture of writers: A collaborative action research project in a secondary school*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1987, January). *Social science research and public policymaking: Rethinking the relationship*. Paper presented at the Annual Meeting of the Australia and New Zealand Association for the Advancement of Science, Palmerstown North, New Zealand.

Donmoyer, R. (1987, March). *The principal's role in teacher evaluation*. Paper presented at the Leadership Conference sponsored by the University of Auckland's Principal Center, Auckland, New Zealand.

Donmoyer, R. (1986, November). *Educational research and policymaking in New Zealand and the United States: Some preliminary hypotheses*. Paper presented at the Annual Meeting of the New Zealand Association for Research in Education, Hamilton, New Zealand.

Donmoyer, R. (1986, April). *Explanatory form and the imposition of meaning*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Donmoyer, R. (1986, April). *Instructional leadership: A United States perspective*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Donmoyer, R. (1986, March). *Technology and the arts: Attaining equity and balance in the curriculum in the computer age*. Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, San Francisco, CA.

Donmoyer, R. (1985, April). *A critique of evaluation procedures used in three merit pay/career ladder plans*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R., & Huberman, M. (1985, April). *What knowledge is of most worth for teachers: A knowledge utilization perspective*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (1985, April). *Distinguishing and choosing between scientific and humanities-based approaches to qualitative research*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (1985, April). *The influence of nonempirical aspects of empirical research on public policymaking*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Donmoyer, R. (1984, April). *Choosing from plausible alternatives in interpreting qualitative data*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1984, April). *Cognitive anthropology and research on effective principals: Findings from a study and reflections on its methods*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R., & Kidd, S. (1984, April). *Language acquisition research: Implications for curriculum design*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1984, April). *Commitment in good schools: Findings from the good schools project*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1984, April). *Exploring drama as a mode of knowing and a method of teaching*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1984, April). *Teacher growth and development through the arts: Possibilities and paradoxes from an award-winning program*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Donmoyer, R. (1983, October). *Deliberative evaluation*. Paper presented at the Joint Meeting of the Evaluation Network and the Evaluation Research Society, Chicago, IL.

Donmoyer, R. (1983, October). *Curriculum theory and organizational inevitabilities*. Paper presented at the Curriculum Theory Conference jointly sponsored by The University of Dayton and JCT: An Interdisciplinary Journal of Curriculum Studies, Dayton, OH.

Hannay, L., & Donmoyer, R. (1983, June). *The dynamics of power, authority and influence at the school district level: A case study*. Paper presented at the

Annual Conference of the Canadian Society for the Study of Education, Vancouver, Canada.

Donmoyer, R., & Neff, A. (1983, April). *The work activities of central office curriculum leaders: A descriptive study*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Donmoyer, R. (1982, March). *Revisionist curriculum thought: implications for evaluation*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Donmoyer, R. (1981, September). *Curriculum reconceptualists reconsidered: confessions of a closet pragmatist*. Invited Main Session Address, Arlie House Curriculum Theory Conference, Arlie, VA.

Donmoyer, R. (1981, April). *Curriculum and the common good: a reappraisal of the role of practical reasoning in curriculum decision making*. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.

Donmoyer, R. (1981, April). *Educational criticism and the vexing problem of verification*. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.

Donmoyer, R. (1981, April). *Method and metaphysics in the study of educational governance*. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.

Donmoyer, R. (1981, March). *A role for ethnography in the study of educational politics*. Paper presented at the Annual Conference on Ethnographic Methods sponsored by the University of Pennsylvania's Center for Urban Ethnography, Philadelphia, PA.

Donmoyer, R. (1981, February). *Beyond a parochial science of education*. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, Detroit, MI.

Donmoyer, R. (1981, February). *The Ohio state documentation and evaluation system: questions of validity and reliability*. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, Detroit, MI.

Donmoyer, R. (1980, October). *Alternative grammars for the phrasing of curriculum knowledge*. Paper presented at the Arlie House Curriculum Theory Conference, Arlie, VA.

Donmoyer, R. (1980, April). *Alternative conceptions of qualitative educational research*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Donmoyer, R. (1979, November). *Individualization as ideology*. Paper presented at the Annual Meeting of the International Congress for Individualized Instruction, Athens, GA.

Donmoyer, R. (1979, April). *Logical, psychological, and phenomenological generalization in educational inquiry*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Donmoyer, R. (1979, April). *The evaluator as artist: A discussion of premises and problems with examples from two aesthetically rooted evaluations*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Selected Grants and Contracts

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| 2007-2008 | Study of the Impact of the University of Texas-Austin's Principal Preparation Program on Graduates and Their Schools—Grant from the United States Department of Education--\$100,000. |
| 2007-2008 | Study of Math and Science Teaching at Nativity Prep Academy—Grant from the Thomas C. Ackerman Foundation--\$30,000. |
| 2001-2006 | Study of the Community of Schools Initiative in the Chula Vista (CA) School District—Grant from the Ball Foundation--\$250,000 (with F. Galloway) |
| 2004 | Study of Austin's High Schools—Contract from Austin Independent School District—\$35,000. |
| 2002-2003 | Study of the Community of Schools Initiative in the Cincinnati Public Schools—Contract from the KnowledgeWorks Foundation--\$250,000 |
| 2001-2002.1 | Design of an Evaluation Plan for the Foundation and Three Evaluation Demonstration Projects—Contract from the KnowledgeWorks Foundation—\$300,000 (with G. Browning) |
| 1999-2000 | Design of Plan for Statewide Evaluation for and Pilot Study of the State of Ohio's OhioReads Program—Grant from the KnowledgeWorks Foundation--\$120,000 |

(with G. Browning)

1990-1996 National Center for Science Teaching and Learning—Grant from the United States Department of Education—\$6.93 million. (This proposal had numerous authors. Dr. Donmoyer wrote the policy section. Reviewers' written comments and oral comments by Department of Education officials indicated this section was crucial to the proposal's success.)