

## MELINDA C. KNAPP

Oregon State University-Cascades  
Graduate & Research Center  
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### EDUCATION

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**Oregon State University, College of Education** Corvallis, OR  
Ph.D., Education 2014

Knapp, M., (2014). A voice from the classroom: an autoethnographic study of a mathematics teacher's development to teacher leader. (Doctoral dissertation, Oregon State University.)  
Chair: Dr. Karen M. Higgins. Committee members: Dr. Thomas Dick, Dr. Sue Ann Bottoms, Dr. William Rhoades, Dr. Barbara Edwards.

**Oregon State University, College of Education** Corvallis, OR  
M. Ed., Education (Mathematics Minor) 2008

**California State University, Fresno** Fresno, CA  
B.S., Surveying Engineering & Photogrammetry 1988

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### PROFESSIONAL EXPERIENCE

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**Oregon State University-Cascades** Bend, OR  
*Senior Instructor I, Secondary Cohort Lead* 2019--present

**Oregon State University-Cascades** Bend, OR  
*Instructor, Secondary Cohort Lead* 2015--2019

**Bend-LaPine School District** Bend, OR  
*Instructional Coach (Mathematics)* 2013--2015  
Grades K-5

**Bend LaPine School District** Bend, OR  
*Mathematics Educator, Sky View Middle School* 2004--2013  
Grades 6-8

**Los Alamitos School District** Los Alamitos, CA  
*Mathematics and Science Educator, Oak Middle School* 2000--2004  
Grade 6

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## **PUBLICATIONS**

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### **Book Chapters**

Billings, E., **Knapp, M.**, Sharpe, C., Swartz, B., Lynch, S., & Pinter, H. (under review). *Core Practices and beyond: How equity-based practices emerged in mediated field experiences*. Information Age Publishing.

Giamellaro, M., & **Knapp, M.** (2017). *STEM Camp as Symbiotic Learning for Rural Middle School Students and Pre-service Teachers*. In Meidl, T. (Ed.). *Service-Learning Initiatives in Teacher Education Programs*.

Virmani, R., Taylor, M. W., Rumsey, C., Box, T., Hedges, M., Kazemi, E., **Knapp, M.**, Lynch, S., Schwartz, K., Swartz, B., & Woods, D. (2017). *Bringing Methods into Classroom*. In Kastberg, S., Lischka, A., Tyminski, A., & Sanchez, W. (Eds.). *Building Support for Scholarly Practices in Mathematics Methods*. Charlotte, NC: Information Age Publishing.

### **Peer Reviewed Publications**

Sharpe, C., Swartz, B., & **Knapp, M.** (under review). Mediated field experiences in teacher education. *Journal of Teacher Education*.

Giamellaro, M., O'Connell, K., & **Knapp, M.** (2020). Teachers as participant-narrators in authentic data stories. *International Journal of Science Education*, 1-20.

Baker, C., & **Knapp, M.** (2019). The decision-making protocol for mathematics coaching: Addressing the complexity of coaching with intentionality and reflection. *Mathematics Teacher Educator*, 7(2), 27-43.

Baker, C., **Knapp, M.**, & Galanti, T. (2018). Principles to actions: Coaches engage. *Teaching Children Mathematics*, 25(1), 36-45.

Gibbons, L. K. & **Knapp, M.** (2018). Mathematics coaching that focuses on student thinking. *Teaching Children Mathematics*, 25(1), 24-29.

**Knapp, M. C.**, (2017). An autoethnography of a (reluctant) teacher leader. *The Journal of Mathematical Behavior*, 46, 251-266.

Hintz, A., Gibbons, L.K., & **Knapp, M.** (2015). Beyond the right answer. *Educational Leadership*, 73(1).

Gibbons, L. & **Knapp, M.** (2015). Promoting professional growth: How instructional leaders create opportunities for talking about teaching and learning. *Journal for School Development*, 36(3), 14-19.

## Conference Proceedings

Giamellaro, M., O'Connell, K., **Knapp, M.**, (2019, April). *Teachers as Participant-Narrators in Authentic Data Stories*. Paper presented at the American Educational Research Association, Toronto, Canada.

Swartz, B., Billings, E., **Knapp, M.**, Sharpe, C., Lynch, S., Virmani, R., & Pinter, H. (2018, November). *Working to understand mediated field experiences and study their impact*. Paper presented at the Annual Conference of the Psychology in Mathematics Education – North America (pp. 1487-1496), Greenville, SC. Available at <https://www.pmena2018.org>

Baker, C., **Knapp, M.**, Hjalmarson, M., Rigelman, N., Bailey, P., & McGatha, M. (2017, October). *Developing a research agenda of mathematics teacher leaders and their preparation and professional development experiences*. Paper presented at the Annual Conference of the Psychology in Mathematics Education – North America (pp. 1489-1495), Indianapolis, IN. Available at: <http://www.pmena.org/proceedings/>

## HONORS, GRANTS, AND FELLOWSHIPS

### Grants

Senior Personnel

***Co-Learning Math Teaching Project: Collaborative Structures to Support Learning Teaching Across the Professional Continuum of Learning to Teach*** 2020-2023

\$80,000 subaward, National Science Foundation, DRK-12 (awarded)

The purpose of this NSF Exploratory Project in the Teaching Strand of Discovery Research (DRK-12) is to create and study an innovative model of co-learning math teaching within a professional learning community composed of teachers at quite different places on the professional continuum of learning to teach. The grant will design and iteratively develop innovative co-learning contexts and collaborative structures for novice and experienced teachers across three different teacher education programs.

PI

***Leveraging Student Thinking in the Context of a Mediated Field Experience*** 2019-2021

\$45,000, Spencer Foundation Small Grant (not awarded)

The distinctive contribution this project aims to make is illuminating how novice teachers develop the ability to respond in productive ways to students' mathematical thinking. We also seek to contribute to the literature about how the Mediated Field Experience model can be intentionally designed to provide opportunities for novice teachers to develop the ability to skillfully elicit and respond to students' mathematical thinking. This project will also contribute to a better understanding of how to support novice teacher learning in mathematics education.

Co-PI  
***Numbers in Nature, Math on the Mountain*** 2016-2017  
 \$200,000, Oregon Department of Education (awarded)

Developed a network of Central Oregon teachers and university faculty to work together to improve student achievement in science, math and STEM. Supported teachers to use authentic contexts and data supported by high-leverage classroom practices that help students make sense of natural phenomena through quantitative data and to support students see the relevance and stories embedded in the contextualized mathematics that surround them.

### Awards

**Oregon State University-Cascades**  
 University Outreach Award 2018--2019

**Oregon State University**  
 Vice Provost Service and Outreach Award 2017  
*Numbers in Nature, Math on the Mountain Project*

**National Teaching Award (PAEMST)** 2010  
 Presidential Award for Excellence in Mathematics and Science Teaching (K-6)

**Local Teaching Award** 2010--2011  
 Teacher of the Year, Bend La Pine School District

**Fellowship** 2009--2012  
 NSF/Robert Noyce – Master Teacher Fellowship (\$40,000)

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### CONFERENCE PRESENTATIONS

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#### **National Meeting (Invited Speaker)**

Baker, C., & Knapp, M., (2018, April). *The Decision-Making Protocol for Mathematics Coaching*. **Invited pre-session workshop** at the National Council of Supervisors of Mathematics, Washington, D.C.

Baker, C., & Knapp, M., (2017, June). *The Decision-Making Protocol for Mathematics Coaching*. **Invited presentation** at the National Mathematics Coaching Conference, Farmington, ME.

**Knapp, M.** (2016, June). *How the Development of a Leadership Identity can support Mathematics Coaching*. **Invited presentation** at the Virginia Mathematics Specialist Initiative Conference: Preparing and Implementing Successful Mathematics Coaching Programs, Richmond, VA.

**Knapp, M.** (2015, May). *A Teaching/Leading/Coaching Story*. **Invited presentation** at the AMTE/Brookhill Institute Mathematics Specialists/Coaches Research Conference, Waukesha, WI.

### **National Meetings (Refereed)**

**Knapp, M.**, & Gibbons, L. (2020, February). *Examining Instructional Activities Used in Practice-Embedded Learning Experiences that Support Student and Educator Learning*. Presentation at the 24<sup>th</sup> Annual meeting of the Association of Mathematics Teacher Educators, Phoenix, AZ.

Sharpe, C., Swartz, B., **Knapp, M.**, Billings, E., Lynch, S., & Pinter, H. (2020, February). *Steering into the Storm: Confronting Classroom Realities with PSTs to Address Issues of Equity*. Presentation at the 24<sup>th</sup> Annual meeting of the Association of Mathematics Teacher Educators, Phoenix, AZ.

**Knapp, M.**, Baker, (2019, April). *The Decision-Making Protocol for Mathematics Coaching: Apply High-Leverage Practices & Advocate Change*. Presentation at the 23<sup>rd</sup> Annual meeting of the Association of Mathematics Teacher Educators, San Diego, CA.

Elliott, R., **Knapp, M.** (2019, April). *Teacher-Designed Mathematical Modeling Routines for Secondary Classrooms*. Presentation at the 23<sup>rd</sup> Annual meeting of the Association of Mathematics Teacher Educators, San Diego, CA.

Baker, C., **Knapp, M.**, Rigelman, N. (2019, April). *Practice Makes Perfect: Developing an Effective Mathematics Practice through Intentionally Planned Rehearsal*. Presentation at the 23<sup>rd</sup> Annual meeting of the Association of Mathematics Teacher Educators, San Diego, CA.

**Knapp, M.**, Rigelman, N., Baker, C., Larson, S., & Gibbons, L. (2019, February). *Rehearsals as Tools for Mathematics Teacher Leader Professional Learning*. Presentation at the 23<sup>rd</sup> Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Lynch, S., Billings, E., **Knapp, M.**, Virmani, R., & Pinter, H. (2019, February). *Better Than Bridging: How Mediated Field Experiences Transform Teacher Preparation to Meet the AMTE Standards*. Presentation at the 23<sup>rd</sup> Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Baker, C. & **Knapp, M.** (2018, September). *Working with Administrators: Intentionally Planning Advocacy*. Presented at the Virginia Council of Mathematics Specialists 7th Annual Conference, Fredericksburg, VA.

**Knapp, M.**, Lynch, S., Rumsey, C., Schwartz, K., Swartz, B., Virmani, R., & Woods, D. (2017, February). *Embedding Math Teacher Preparation in PK-12 Settings*. Presentation at the 21<sup>st</sup> Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Gibbons, L. K., **Knapp, M.**, Louie, N., & Whitenack, J., (2017, February). *Coaches' Relational Work*. Presentation at the 21<sup>st</sup> Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

**Knapp, M.** (2016, June). *Developing a Mathematics Learning Community: Teacher Leadership as an Avenue to Mathematics Coaching*. Invited presentation at the Virginia Mathematics Specialist Initiative Conference: Preparing and Implementing Successful Mathematics Coaching Programs, Richmond, VA.

**Knapp, M.**, Gibbons, L. (2016, April). *How Coaches and Principals Work Together to Create Opportunities to Talk about Teaching and Learning*. Presentation at the 48th Annual meeting of the National Council of Supervisors of Mathematics, Oakland, CA.

Aaron, W., Campbell, M., Elliott, R., Kelemanik, G., **Knapp, M.**, Lesseig, K., and Lucenta, A. (2016, April). *Ambitious Enactments in Secondary Math Methods Courses*. Presentation at the 2016 National Council of Teachers of Mathematics Research Conference, San Francisco, CA.

**Knapp, M.** (2015, February). *Teacher Leadership: (Re)shaping of an Identity*. Presentation at the 19<sup>th</sup> Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Dick, T., & **Knapp, M.** (2011, March). *Studio Math Classroom: A Model for Developing Leadership, Mentoring, and Fostering Professional Learning*. Presentation at the Western Regional Noyce Program Conference. Newport Beach, California.

Foreman, L., & **Knapp, M.** (2010, July). *What are we Learning from the Studio Classroom Project?* Presentation at the fifth Annual Robert Noyce Teacher Scholarship Program Conference. Washington, D.C.

### **Regional and State Meetings**

**Knapp, M.** (2018, November). *Student Use of Diagrams as Communication Tools*. Presentation at the 2018 Regional Meeting of the National Council of Teachers of Mathematics (NCTM), Seattle, WA.

**Knapp, M.**, & Baker, C. (2018, November). *The Decision-Making Protocol: A Tool for Coaches and Teacher Leaders*. Presentation at the 2018 Regional Meeting of the National Council of Teachers of Mathematics (NCTM), Seattle, WA.

O'Connell, K., **Knapp, M.**, Gillespie\*, H., & Giamellaro, M. (2017, May) Numbers in Nature, Math on the Mountain: Telling stories of place through contextualized data. An "Ignite Presentation" at the OSU Vice Provost's Outreach and Engagement Awards Ceremony, Corvallis, OR.

**Knapp, M.** (2016, October). *Supporting Productive Struggle in the Classroom*. Presentation at the 55<sup>th</sup> Northwest Mathematics Conference. Yakima, Washington.

- Knapp, M., & Larsell, O.** (2016, October). *T.E.A.M.S. Teacher Educators, Administrators, Mathematics Coaches, and Students*. Presentation at the 55<sup>th</sup> Northwest Mathematics Conference. Yakima, Washington.
- Knapp, M., & Doty, T.** (2014, June). *Learning Walks: One School's Story of Learning Together*. Presentation at the Confederation of Oregon School Administrators Conference. Seaside, Oregon.
- Knapp, M., Edmondson, S. & Nordquist, L.** (2010, October) *Studio Classroom Project: A Successful Mathematics Professional Development Model*. Presentation at the 2010 OASSA/OESPA Annual Principals Conference. Bend, Oregon
- Knapp, M., & McLain, J.** (2008, October). *Discourse in Action: Analyzing the Teacher's Role in Promoting Productive Mathematical Discourse*. Presentation at the Northwest Mathematics Conference. Portland, Oregon.

## TEACHING EXPERIENCE

### Undergraduate Courses

MTH 211/212/390: Mathematics Content Series for Elementary Teachers (Fall, Winter, Spring 2019-2020), Oregon State University-Cascades, Bend, OR.

### Graduate Courses: Master's Level

ED 537, ED 538, ED 539: Mathematics Methods series for Secondary Teachers (Summer, Fall, Winter 2015-2020), Oregon State University-Cascades, Bend, OR.

ED 594: Differentiation for Secondary Teachers (Summer 2017-2020), Oregon State University-Cascades, Bend, OR.

ED 594: Differentiation for Elementary Teachers (Summer 2017-2020), Oregon State University-Cascades, Bend, OR.

ED 566: Math Methods for Elementary Teachers (Fall 2015-2020), Oregon State University-Cascades, Bend, OR.

ED 510: Clinical Practice for Elementary Teachers (Winter 2017), Oregon State University-Cascades, Bend, OR.

ED 515: Learning Environment III (Spring 2016-2019), Oregon State University-Cascades, Bend, OR.

SED 515: Analysis of Classrooms II (Spring 2015), Oregon State University-Cascades, Bend, OR.

SED 518: Analysis of Classrooms III (Spring 2014, 2015), Oregon State University-Cascades, Bend, OR.

SED 576: Math Pedagogy and Technology II (Spring 2013), Oregon State University-Cascades, Bend, OR.

SED 574: Math Pedagogy and Technology I (Winter 2012), Oregon State University-Cascades, Bend, OR.

TCE 553: Critical Issues in the Teaching and Learning of Mathematics (Summer 2010), Oregon State University, Corvallis, OR. Online Course.

### **K-12 Teaching Experience**

Middle School Mathematics Educator (2004 – 2013). Extensive experience teaching all levels and courses in mathematics at the middle level. Sky View Middle School, Bend, Oregon.

Middle School Mathematics and Science Educator (2000 – 2004). Oak Middle School, Los Alamitos, California.

### **K-12 Professional Development and Leadership Experience**

*Crook County Math Learning Labs* (2017-2019). Planned and facilitated two year-long professional development with classroom teachers, coaches, and administrators across two elementary schools. This form of school-embedded professional learning centers on creating opportunities for teachers to make their practice public and form a shared vision for high quality mathematics instruction. During each Learning Lab, participants engage in a cycle of co-planning, co-teaching, and reflection in the context of elementary classrooms.

*Partners in Education Collaborative* (2016-2018). This is an ongoing collaborative between OSU-C and Cooperating Teachers who work in our partner schools. The focus is on mentoring Teacher Candidates and creating collaborative schools who see Candidates as assets.

Mathematics Coaching (2013 – 2015). School-based Mathematics Coach serving two high needs, rural elementary schools in the Bend-LaPine School District, Bend, Oregon.

Mathematics Studio (2011 – 2015). Planned and facilitated the *Mathematics Studio* professional development for five schools at the elementary and middle school level. *Mathematics Studio* is a job-embedded model of professional development designed to prepare teachers, principals, and coaches to provide support for implementation of research-based best practices through collaborative learning and instructional coaching. Bend-LaPine School District, Bend, Oregon.



*Best Practices in Mathematics Seminar* (2010 – 2015). Planned and facilitated week-long pedagogy course for K-12 teachers focusing on implementation of research-based practices in mathematics classrooms. Bend-LaPine School District, Bend, Oregon.

## **SERVICE**

### **National**

National Science Foundation DRK12 Grant Review Panel (2017, February).

National Selection Committee for Presidential Award for Excellence in Science and Mathematics Teaching (2014, August).

Journal reviewer for NCSM Journal of Mathematics Education Leadership (2016-2019).

Journal reviewer for Teaching Children Mathematics, NCTM publication (2016-2019).

### **State of Oregon**

Oregon Math Standards Content Panel Review Lead (2019-2021)

State Selection Committee for Presidential Award for Excellence in Science and Mathematics Teaching (2012, June).

Quality Teaching and Learning Transformational Institute (2014, June). The institute engaged teams in rethinking educator preparation pedagogy approaches to better support models of teacher preparation. The institute brought together a network of educators in Oregon State to develop a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the Oregon PK-20 system.

### **Oregon State University-Cascades**

Dean Search Committee (2019-2020)

Teaching Excellence Committee (2017-2020)

Professional Review of Teaching Committee (2018-2019)

- Michael Giamellaro
- Ryan Reese

Promotion Review Committee Chair (2019)

- Jenna Goldsmith
- Pablo Baldivieso

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**MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS**

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Association of Mathematics Teacher Educators (AMTE)  
National Council of Supervisors of Mathematics (NCSM)  
National Council of Teachers of Mathematics (NCTM)  
Oregon Teachers of Teachers of Mathematics (TOTOM)