

MARCEY A. MOSS, PH.D.
SENIOR RESEARCH ASSOCIATE

EXPERIENCE OVERVIEW

Dr. Marcey Moss has been with CEEP since 2002. Her evaluation experience includes randomized controlled trials; school and community initiatives; literacy; principal and teacher professional development programs; international partnerships; graduate research/training experiences (via National Science Foundation [NSF] grants); student achievement; and, teacher and principal quality. In the capacity of Senior Research Associate she is responsible for evaluation design, data collection and analysis (quantitative and qualitative), developing program indicators, surveys, conducting data analysis, assessing program effectiveness, overseeing random assignment fidelity, and authoring reports. Since 2013 Dr. Moss has served as CEEP's lead evaluator for ongoing program evaluation and capacity building efforts for the Saudi Arabia's Public Education Evaluation Commission. Dr. Moss has also served as principal evaluator on several federally funded evaluation projects including three NSF-funded Integrative Graduate Education Research Traineeship (IGERT) grants at Indiana University, Carnegie Mellon University, and Pennsylvania State University; a U.S. Department of Education Race-to-the-Top District Program Award in Indianapolis, IN; and, two Improving Teacher Quality (ITQ) grants. For a five-year experimental design study funded by US ED Institute of Education Sciences, she served as research project director on an evaluation of an online learning tool for high school chemistry students. Dr. Moss has also served as lead researcher on an evaluation of an initiative designed to increase teacher/administrator effectiveness at high-need schools in the nation's fourth largest school district. From 2009–2014, she was lead evaluator for Alaska's state-funded leadership development program, and from 2008–2014, she was lead evaluator for a vocation awareness project funded by the Lilly Endowment.

EDUCATION

Ph.D., Sociology. Areas of Concentration: Demography and Human Ecology, South Dakota State University, Brookings, SD, 2001

M.S., Rural Sociology, Areas of Concentration: Research Methods and Theory, South Dakota State University, Brookings, SD, 1998

B.A., Sociology, University of South Dakota, Vermillion, SD, 1986

RESEARCH & EVALUATION EXPERIENCE

Evaluation, NSF-Funded Integrative Graduate Education Research Traineeship (IGERT) Grant, Pennsylvania State University, 2013–Present, Principal Evaluator

The overarching goal of Penn State's Big Data Social Science (BDSS) IGERT is to create a new doctoral training program in Social Data Analytics that trains a new type of scientist capable of meeting the challenges and opportunities arising from socially-generated big data. CEEP's evaluation will measure the extent to which the program is reaching this goal by focusing on the main activities of the program: recruitment, training, retention and preparation. These components will be used to guide the evaluation and have been aligned with evaluation questions and measurable outcomes.

Warren Township's Race to the Top District Program Award, Metropolitan School District of Warren Township, 2013–Present, Principal Evaluator

CEEP's five-year, mixed methods evaluation plan is designed to examine both the overall implementation and impact of the Warren Township U.S. Department of Education Race to the Top (RttT) initiative considered holistically or collectively (i.e., considering the complex interrelationships of the various program components and project activities). CEEP will also evaluate the implementation and impact of seven of the 10 major projects and their respective key activities (i.e., curriculum, instruction and formative assessments [K-12]; personalized learning system; environments to support engaged learning; extended-time learning opportunities; professional opportunities; positive behavioral intervention and supports (PBIS) and culturally- responsive instruction [PreK-12]; and, Parents Are the Core). Conducting the formative and summative evaluation from both a macro-perspective as well as a more focused (micro) perspective on key program components will provide the most comprehensive and meaningful data for purposes of program improvement and determining overall impact of Warren Township's RttT initiative.

FUSION Program Evaluation, Illinois Math & Science Academy (IMSA), 2016-Present, Co-Principal Investigator

Since 2012, CEEP has provided both formative evaluation data for the purposes of program improvement and summative evaluation data related to the impact and effectiveness of the FUSION program in meeting its four primary intended outcomes: (1) to increase student interest, involvement, and literacy in mathematics and science; (2) to enhance the knowledge and skills of teachers in mathematics and science; (3) to stimulate excellence in school mathematics and science programs; (4) and to increase access to programming for students historically underrepresented in mathematics and science. IMSA FUSION has a strong foundation of prior data collection processes that have been previously used to evaluate the program's multiple aspects, including instruments and protocols created by CEEP. Current, on-going data collection methods include annual student, teacher, parent, and principal surveys; and teacher observational data collected by IMSA FUSION staff and site support specialists for each program site annually.

Public Education Evaluation Commission (PEEC) in Saudi Arabia, 2013–Present, Lead Evaluator.

In 2013 the Kingdom of Saudi Arabia established the Public Education Evaluation Commission (PEEC) to be responsible for the evaluation of Saudi private and public schools. To help the Saudi Ministry of Education determine and manage necessary changes, PEEC developed an international team of education experts from Finland, Pakistan, Poland, U.K., and U.S. CEEP works with PEEC to design and conduct a variety of evaluation projects and unique and culturally appropriate evaluation standards, while also helping Saudi staff to develop their own capacity to manage future evaluation activities. CEEP's first evaluation focused on how Ministry of Education guidance, expectations, and directions are communicated to Saudi Arabia's 45 district leaders and the practices these leaders implement to meet said guidance. Another goal of CEEP's work was to develop an initial understanding of how district leader decisions and fiscal choices might impact student achievement performance. A current project CEEP is leading is developing district-level operational standards to be adopted across the nation.

Evaluation, NSF-Funded Integrative Graduate Education Research Traineeship (IGERT) Grant, Carnegie Mellon University, 2013–Present, Principal Evaluator

The overarching goal of Carnegie Mellon’s “Usable Privacy and Security” (CUPS) doctoral training program is to serve as a catalyst to shape the field of usable privacy and security by developing and training a new generation of researchers in methodologies, principles, and approaches that can be applied across systems and applications, in contrast to one-off solutions. CEEP’s five-year evaluation has been implemented in a manner that provides on-going feedback for program improvement, as well as summative data related to program impact and outcomes. The CUPS program will be monitored and measured to provide feedback to program administrators and the external advisory board.

Alaska Administrators Coaching Project (AAP), Alaska State Legislature, 2009–2014, Lead Evaluator

CEEP has been providing the AAP with formative and summative evaluation services, as well as evaluation technical assistance and capacity building. The AAP is a state-funded program that works with novice school leaders for the first two years of employment; targeted coaching and focused professional development institutes are the major components of the program. Since 2009, AAP has contracted with CEEP to assist with several components of the project evaluation. Evaluation activities include a review of literature related to the leadership qualities in school superintendents at effective schools, development of leadership domains (functions/key characteristics) adapted into a protocol for superintendent self-evaluation, and site-visits/case studies of several principal participants throughout Alaska.

Exploring Calls Expanding Horizons, Indiana Network for Higher Education Ministries (INHEM), 2008–2014, Lead Evaluator

CEEP serves as evaluation consultants for the academic components of INHEM’s Vocation Awareness Project, a four-year grant from the Lilly Endowment. To ensure that the project is optimally assessable, with measurable and reasonable goals and objectives that are clearly articulated, CEEP has assisted with the design of assessment tools, analyses, and formative feedback. As appropriate, CEEP has provided analyses for improvement generated from multiple data sources. In addition, CEEP’s continued involvement allows for the consistent and systematic collection of data needed to evaluate the project.

IDOE-MSP (Math and Science Partnership), Center for P–16 Research and Collaboration, 2013–2015, Lead Evaluator.

Funded by the Indiana Commission for Higher Education, CEEP conducted an evaluation of Indiana’s Mathematics and Science Partnership Program, which incorporated two professional development projects with northwestern Indiana public school teachers: Increasing Teacher Quality (ITQ) and Math and Science Partnership (MSP). The MSP and ITQ projects each had three specific goals: a) Increase teachers’ mathematical and science content knowledge for teaching; b) Strengthen teachers’ pedagogical skills to align with the Common Core State Standards regarding mathematical practices and scientific literacy; and c) Improve teachers’ abilities to integrate content meaningfully and in culturally responsive ways. A combination of both quantitative and qualitative data was gathered to provide a comprehensive understanding

of the attainment of these goals at the student, teacher, and school levels.

ITQ (Improving Teacher Quality) SoS (Science of Sustainability), Center for P-16 Research and Collaboration, 2013–2015, Lead Evaluator.

The Science of Sustainability Program was organized by Dr. Gayle Buck, Indiana University School of Education faculty member, and Mr. Brent Gilles, doctoral student and Assistant Instructor in Science Education. The mission of the Science of Sustainability Program is to improve teacher effectiveness in environmental science in Lake County, Indiana, introduce teachers to technology-enhanced data collection methods, and support teachers in scientific practices. CEEP's evaluation included focus groups, online surveys, and reports to stakeholders.

ITQ (Improving Teacher Quality) WRAP (Writing and Reading Alignment Project), Center for P-16 Research and Collaboration, 2013–2015, Lead Evaluator

The Indiana Commission for Higher Education awarded this grant to Indiana University School of Education and the IU Department of English in the College of Arts and Sciences to implement the Writing and Reading Alignment Project (WRAP). A program under Title II: Improving Teacher Quality, WRAP aimed to improve partnerships between institutions of higher education (IHE) and high-need local education agencies (LEA), conduct professional development activities in core academic subjects to ensure teachers have subject matter knowledge in the subject they teach, enhance computer-related technology training which will enhance student learning, and improve teaching and learning at low-performing schools through partnerships. CEEP's evaluation included pre- and post-surveys and reports to stakeholders.

Evaluation, NSF-Funded Integrative Graduate Education Research Traineeship (IGERT) Grant, Indiana University, 2013–2015, Principal Evaluator

In 2009, Indiana University was awarded an IGERT grant, "The Dynamics of Brain-Body-Environment Systems in Behavior and Cognition." The goal of the program is to train doctoral students to think across traditional levels of analysis in the cognitive, behavioral and brain sciences. As the external evaluator, CEEP continually surveys the IGERT's doctoral trainees (past and present) to assess their satisfaction and experiences with the program.

Measuring the Effectiveness of the Computer Assisted Learning Method (CALM), U.S. Department of Education, Institute of Education Sciences, 2009–2014, Research Project Director

CEEP completed a five-year evaluation testing the efficacy of CALM, a fully developed online learning tool for high school chemistry students. Despite CALM's frequent use, the high interest by other Indiana schools and nationwide, and the anecdotal and qualitative data supporting its effectiveness, no strong evidence had been collected related to the impact on student outcomes. Using a randomized controlled trial (RCT) design, CEEP analyzed the impact of CALM on student learning, long-term retention of knowledge, and participation rates in additional science courses. CEEP also analyzed the differential effects on CALM based on gender, ethnicity, and socio-economic status. This study provided an opportunity to collect the types of empirical evidence needed to further inform program and policy decisions, and to implement the strong methodology needed for scientific evidence of CALM's efficacy.

Project RISE (Rewards and Incentives for School Educators), Teacher Incentive Fund (TIF), Miami-Dade County Public Schools (M-DCPS), 2008–2013, Lead Evaluator

M-DCPS, the fourth largest school district in the nation, received a five-year TIF grant to support efforts to increase student achievement in 36 high-need schools by promoting collaboration and sharing of best practices among teachers and encouraging teachers to seek National Board Certification. As a recipient of this grant, M-DCPS contracted with CEEP to provide evaluation services for the Project RISE initiative. CEEP provided in-depth consultation and expertise related to the development of the Miami-Dade TIF project design and proposal development. CEEP's evaluation team met with the key stakeholders to help strengthen the connections between project goals, activities, and intended outcomes; and developed a comprehensive evaluation plan to provide both formative and summative feedback.

Safe Schools Healthy Students, Richmond Community School Corporation, 2011–2013, Supervision of Lead Evaluator

The Richmond Community School Corporation's (RCS) Safe Schools Healthy Students (SS/HS) initiative was funded through a four-year grant from the U.S. Department of Education, the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration, and the U.S. Department of Justice. The goals of SS/HS focused on kindergarten readiness; safe school environments; increasing attendance and graduation rates; lowering rates of suspension and teen pregnancy; and providing emotional and behavioral supports. RCS contracted with CEEP in 2008 to design an evaluation framework during the development phase of the grant. From 2011–2013, CEEP again worked with RCS to collect relevant data for final federal reporting of GRPA performance measures.

Improving Teacher Quality Partnership Grant (ITQP) - Shoring Up STEM Education in Lake County, Center for P-16 Research and Collaboration at Indiana University, 2011–2015, Lead Evaluator

Shoring Up was a project based in the Lake Michigan watershed and designed to enhance teacher quality in science, technology, engineering, and mathematics (STEM) for secondary grades. CEEP's evaluation of the Shoring Up program involved data collection and analysis strategies focused on providing formative and summative information to project stakeholders (i.e., members of curriculum and professional development committees, administrators, environmental community organizations, and professional development providers including the Center for P-16 Research and Collaboration). The evaluation called for formative and summative feedback incorporating qualitative and quantitative data. Collection and analysis of summative data provided a basis for assessment of the extent to which the Shoring Up program met its stated objectives and goals and, in addition, identified challenges to the achievement of these objectives and goals.

Statewide Longitudinal Data Systems (SLDS), Indiana Department of Education, 2009–2010, Lead Evaluator

CEEP evaluated the implementation of Indiana's SLDS, a federally supported grant designed to create a centralized database of student and school data. CEEP performed a formative and summative assessment of the data system. Using a combination of data collection methods

(stakeholder interviews, web-based surveys, etc.), CEEP measured the success of the SLDS in achieving intermediate program goals, such as stakeholder awareness and use of data to direct instruction and research, as well as longer term goals such as the improvement of student achievement. CEEP worked with IDOE to change its data culture and cope with the challenges of integrating a large-scale database with the needs of a diverse group of stakeholders, including educators, administrators, and researchers.

Kentucky's Transition to Teaching (TTT) Program, Kentucky Department of Education, 2006–2010, Lead Evaluator

The Kentucky Department of Education (KDE) secured a five-year TTT grant from the U.S. Department of Education (US ED) in 2004. The KDE and Office of Leadership Division of Educator Quality and Diversity contracted with CEEP in July 2005 to conduct the program evaluation. CEEP designed and administered a web-based survey for principals, participants, and mentors throughout the evaluation period. These surveys provided data on principals' awareness and opinions about alternative licensure process and the TTT program as well as principals' views of participants' teaching effectiveness compared to traditionally licensed teachers. The participant and mentor survey provided data on the strengths and/or challenges of the TTT program, as well as measures of participant satisfaction, cultural competence, and teacher self-efficacy. The data from these surveys were compiled and condensed, and were structured around KDE's stated goals and objectives for the TTT program. CEEP also collected, compiled and synthesized relevant data relevant to the final report submission to US ED.

A Survey of Principals, Indiana University-Bloomington School of Education, 2008, Lead Evaluator

CEEP conducted a study of Indiana principals' perceptions of teacher preparation at the Indiana University-Bloomington (IUB) School of Education (SoE). The goal of the study was to contribute to the knowledge base that the SoE uses to improve the quality of pre-service teacher education. The report sought to answer two questions: How well do principals think IUB SoE graduates are prepared to teach? What are the strengths and weaknesses of the IUB Teacher Education Program? CEEP presented a summary of findings in a final report to SoE.

Evaluation of the Virtual Congress/Oceana Project, The Center on Congress at Indiana University (CCIU) in partnership with the Corporation for Public Broadcasting (CPB), 2008, Lead Evaluator

The CCIU received a grant stemming from the American History and Civics Initiative and sponsored by the CPB. The grant supported efforts to create an innovative, multi-platform project that sought to improve learning among middle and high school students in the areas of American history, our political system, and students' roles as citizens. CEEP developed an evaluation plan for the program that included the following data collection methodologies: instructional design rubric for developers, teacher surveys, student surveys and interviews, and concept testing.

ADDITIONAL RESEARCH & EVALUATION EXPERIENCE

Voyager Passport Program in Kentucky 21st Century Community Learning Centers, Southwest

Educational Development Laboratory, 2006–2008, Principal Evaluator

In collaboration with the Kentucky Department of Education, CEEP conducted a rigorous longitudinal evaluation of the effects of participation in an afterschool program using a randomized controlled trial design. This planned variation study design compared the impact of previously established 21st Century Community Learning Center (CCLC) programs (control) with the impact of CCLC programs that included the Voyager Passport reading program (Passport). The study tested the hypothesis that economically disadvantaged youth in grades 2–5 who participated in a high- quality afterschool program with Passport achieved significantly greater learning gains over a two-year period than disadvantaged youth who participated in the same afterschool program without Passport. The study also analyzed the impact of Passport on general student academic outcomes, its impact on special education referrals and placement, grade level retention, regular school day attendance, and participation in afterschool programs themselves. Data collection methods included: multiple administrations of the Dynamic Indicators of Basic Early Literacy Skills, the Stanford Achievement Test, 10th Edition, periodic observations of program implementation using a structured rubric developed by Passport, as well as self-report survey data from teachers and other key stakeholders.

The State of Teacher Education in Indiana: Five-State Region–State–Institution Data, Indiana Association of Colleges of Teacher Education, 2006

The Indiana Association of Colleges of Teacher Education contracted with CEEP to compile research that would provide an overview of Indiana teacher education programs, with comparisons drawn (when possible) to bordering states, including Illinois, Kentucky, Michigan, and Ohio. Data were drawn from local and national resources for information on teacher preparation programs, including the National Council for Accreditation of Teacher Education, the Interstate New Teacher Assessment and Support Consortium, the Indiana Department of Education Division of Professional Standards Advisory Board, the U. S. Department of Education, the Quality Counts report, and published research literature on teacher preparation.

Wright Charter College of Education Teacher Preparation Program, Ohio Department of Education, 2005, Principal Evaluator

In 2004 the pilot Wright Charter College of Education (WCCE), housed in the College of Education and Human Services (CEHS) at Wright State University (WSU), secured a grant from the Ohio Department of Education to prepare highly qualified education professionals to meet the learning needs of a diverse society. CEEP’s evaluation included the following data collection techniques: key stakeholder interviews; an annual survey of participants; telephone interviews with selected participants; and the synthesis of program data.

Expanding the Pool of Qualified Teachers Program, Ohio Department of Education, 2003–2005, Co-Evaluator

Ohio’s “Expanding the Pool” teacher pilot program was established in 2003 as a result of a grant from the U.S. Department of Education in an effort to produce teachers via the alternative licensure route. As a recipient of this grant, the Ohio Department of Education (ODE) contracted with CEEP to conduct a three-year program evaluation to provide formative feedback about the various activities of the program and a summative evaluation.

Indianapolis Public Schools/National Urban Alliance Literacy Initiative, Indianapolis Public Schools, 2005, Co-Evaluator

CEEP worked with a consortium of statewide K–12 education associations to utilize ISTEP+ assessment data to analyze school placement under proposed criteria to revamp Indiana’s Public Law 221 School Accountability System. Comprehensive student-level ISTEP+ data for grades 3–8 for both English/language arts and mathematics were requested from the Indiana Department of Education and used to run tests of school placement in the A through F categories based on the proposed criteria. Representatives from the consortium associations guided CEEP on the different criteria that were used for the test analyses.

The Community Alliance to Promote Education (CAPE) in Pulaski County, Pulaski County, Indiana, 2002–2005, Principal Evaluator

The Pulaski Alliance for Community Education (PACE) was an initiative of the Pulaski County Community Foundation enabled through a three-year Lilly Endowment CAPE grant. The PACE initiative was comprised of four programs: Parents As Teachers, Preschool and Childcare Provider Incentive Program, Staff Development, and Adult Learning. The first two years of evaluation were formative, focused on implementation processes, and the third and last year were summative, with analyses of aggregated data needed to support judgment of program benefits, impact and methods to guide program improvement. CEEP’s evaluation collected data from multiple primary sources (PACE administrators, program directors and coordinators, program staff, and community members), and from multiple secondary sources (e.g., education provider outcome data, program implementation records, student achievement data, and adult education status data).

The Community Alliance to Promote Education (CAPE) in Marshall County, Marshall County, Indiana, 2002–2006, Principal Evaluator

The Marshall County Lifelong Learning Network (LLN) was an initiative of the Marshall County Community Foundation, funded by a three-year CAPE grant from the Lilly Endowment. The goal of the LLN initiative was “to provide Marshall County residents with quality educational programs that are affordable, easily accessible, and practical/applicable for today’s environment.” The three major programs were: Crossroads Academy, Childcare Provider Education Incentive Program, and Stronger Together. Through a mix of methodologies, CEEP’s evaluation sought to: provide timely and accurate information throughout implementation that would be useful for program improvement; accurately assess the overall impact of the programs to achieve LLN objectives and success indicators; and, accurately determine the success of each individual program, which may include unintended outcomes as well as those originally intended.

PEER-REVIEWED PUBLICATIONS

Muller, P., Williams, A., Ruddy, A.M. and Moss, M. (2013). A review of joint evaluation: Opportunities for NATO? In Williams, A., Bexfield, J., Fitzgerald Farina, F. and de Nijs, J. (Eds.), *Innovations in Operations Assessment: Recent Developments in Measuring Results in Conflict Environments*. North Atlantic Treaty Organization (NATO).

NATIONAL & INTERNATIONAL CONFERENCE PRESENTATIONS

Moss, M.A. (2016, September). "Science and Technology Center Professional Development Workshop Pre-Post Comparison Report" for the Science and Technology Center at Purdue University and the Center for Evaluation and Education Policy.

Moss, M.A. (2016, October). "The Complexity of the Relationship between Evaluation and Policy." Paper presented at the Biennial meeting of the European Evaluation Society, Maastricht, Netherlands.

Muller, P.A., Moss, M.A., & Ruddy, A.M. (2012, October). *Joint evaluations: Advancing theory and practice*. Paper presented at the Biennial meeting of the European Evaluation Society, Helsinki, Finland.

Muller, P.A., Brown, C.L., Hightower King, M. & Moss, M.A. (2005, October). *Finding the balance between meeting client needs and maintaining the integrity and validity of the evaluation*. Paper presented at the joint meeting of the American Evaluation Association and the Canadian Evaluation Society, Toronto, Canada.

Muller, P.A., Hightower King, M. & Moss, M.A. (2004, November). *Methodological and practical issues in the design and implementation of randomized experiment-control group design evaluations*. Presented at the 18th Annual Conference of the American Evaluation Association, Atlanta, GA.

TECHNICAL & FINAL REPORTS

Moss, M. (2016, December). "Teacher Survey Report," Bloomington, IN: CEEP (for Warren Township).

Moss, M. (2016, December). "Parent Survey Report," Bloomington, IN: CEEP (for Warren Township).

Moss, M. (2016, December). "Student Survey Report," Bloomington, IN: CEEP (for Warren Township).

Moss, M. (2016, December). "Principal Survey Report," Bloomington, IN: CEEP (for Warren Township).

Moss, M. (2016, December). "Student Survey Summaries by School-type: ES, IA, MS, HS," Bloomington, IN: CEEP (for Warren Township).

Moss, M. (2016, December). "Teacher Survey Summaries by School-type: ES, IA, MS, HS," Bloomington, IN: CEEP (for Warren Township).

Moss, M. (2016, June). "Technology Integration Observations Report," Bloomington, IN: CEEP (for Warren Township).

- Moss, M. (2016, June). "Instructional Quality Assessment Rigor Report," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2016, April). "Pennsylvania State University IGERT Doctoral Training Program: Spring 2016 Interviews and Survey Report," Bloomington, IN: CEEP (for Pennsylvania State University).
- Moss, M. (2016, April). "Technology Integration Observation Summaries by School-type: ES, IA, MS, HS," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2016, April). "Rigor Observation Summary Report," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2016, February). "Public Education Evaluation Commission (PEEC) Literature Review of Standards for Directorates of Education," Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2016, January). "Public Education Evaluation Commission (PEEC) Performance Indicators- Management and Planning Rubrics," Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2016, January). "Public Education Evaluation Commission (PEEC) Support for Student Learning Rubrics," Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2016, January). "Public Education Evaluation Commission (PEEC) Human Resource Development Rubrics," Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2015, December). "Public Education Evaluation Commission (PEEC) Glossary of Terms for KSA Directorate Rubrics," Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2015, December). "Pennsylvania State University IGERT Doctoral Training Program: Fall 2015 Interviews and Survey Report," Bloomington, IN: CEEP (for Pennsylvania State University).
- Moss, M. (2015, October). "Science of Sustainability Final Report," Bloomington, IN: CEEP (for Center for P-16 Research and Collaboration).
- Moss, M. (2015, October). "Public Education Evaluation Commission (PEEC) Educational Leadership Performance Indicators and Rubrics," Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).

- Moss, M. (2015, October). "Public Education Evaluation Commission (PEEC) Phase 1 and Phase 2 Infographics," Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2015, October). "Indiana's Mathematics and Science Partnership Program 2013-2015 Cumulative Report," Bloomington, IN: CEEP (for Center for P-16 Research and Collaboration).
- Moss, M., Alangari, H., Hitchcock, J.H., & Alshumrani, S., (2015, October). "Evaluation capacity building in Saudi Arabia: Lessons learned (so far) using a long-term approach." Paper presented at Mid-Western Educational Research Association, Chicago, IL.
- Moss, M. (2015, August). "Warren Township Annual Report 2014-2015," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2015, August). "Science and Technology Center Professional Development Workshop Pre-Post Comparison Report," Bloomington, IN: CEEP (for the Science and Technology Center at Purdue University).
- Moss, M. (2015, July). "Science of Sustainability Summer 2015 Focus Group Report," Bloomington, IN: CEEP (for Center for P-16 Research and Collaboration).
- Moss, M. (2015, July). "Parent Survey Report," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2015, July). "Student Survey Report," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2015, July). "Student Survey Summaries by School-type," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2015, June). "Science of Sustainability 2015 Survey Report," Bloomington, IN: CEEP (for Center for P-16 Research and Collaboration).
- Moss, M. (2015, June). "Indiana University IGERT: Final Aggregate Report," Bloomington, IN: CEEP (for Indiana University).
- Moss, M. (2015, June). "Indiana University IGERT: Summer 2015 Internship Pre- and Post-Program Interviews Summary," Bloomington, IN: CEEP (for Indiana University).
- Moss, M. (2015, May). "Principal Survey Report," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2015, May). "Indiana University IGERT Doctoral Training Program: Spring 2015 Interviews and Survey Report," Bloomington, IN: CEEP (for Indiana University).
- Moss, M. (2015, May). "Pennsylvania State University IGERT Doctoral Training Program: Spring

- 2015 Survey Report,” Bloomington, IN: CEEP (for Pennsylvania State University).
- Moss, M. (2015, April). “Warren Township Observation Summaries,” Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2015, April). “Technology Integration Observations Report,” Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2015, April). “Instructional Quality Assessment Rigor Report Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2015, March). “Writing and Reading Alignment Project Pre-Post Comparison Report,” Bloomington, IN: CEEP (for Center for P–16 Research and Collaboration).
- Moss, M. (2015, February). “Public Education Evaluation Commission (PEEC) Findings from the Directorates of Education Evaluation Project (DEEP),” Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2015, February). “Public Education Evaluation Commission (PEEC) Findings from the Directorates of Education Evaluation Project (DEEP) Key Evaluation Questions Snapshot,” Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2015, February). “Public Education Evaluation Commission (PEEC) Findings from the Directorates of Education Evaluation Project (DEEP) Disaggregated by Student Achievement,” Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2015, February). “Public Education Evaluation Commission (PEEC) Findings from the Directorates of Education Evaluation Project (DEEP) Disaggregated by District Size,” Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2014, December). “Public Education Evaluation Commission (PEEC) Preliminary Findings from the Directorates of Education Evaluation Project (DEEP),” Bloomington, IN: CEEP (for Public Education Evaluation Commission, Saudi Arabia).
- Moss, M. (2014, December). “Improving Teacher Quality: Writing and Reading Alignment Project Survey Comparison Report,” Bloomington, IN: CEEP (for Center for P–16 Research and Collaboration).
- Moss, M. (2014, November). “Warren Township Race to the Top: School Climate Survey Report,” Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2014, November). “Warren Township Race to the Top: Student Survey Report,” Bloomington, IN: CEEP (for Warren Township).

- Moss, M. (2014, November). "Warren Township Race to the Top: Parent Survey Report," Bloomington, IN: CEEP (for Warren Township).
- Moss, M. (2014, November). "Pennsylvania State University IGERT Doctoral Training Program: Fall Survey and Interview 2014 Report," Bloomington, IN: CEEP (for Pennsylvania State University).
- Moss, M. (2014, November). "Indiana University IGERT: Fall Interview 2014 Report," Bloomington, IN: CEEP (for Indiana University).
- Moss, M.A. (2014, October). "The Complexity of the Collaborative Process of Joint Evaluation." Paper presented at the Biennial meeting of the European Evaluation Society, Dublin, Ireland.
- Moss, M.A. (2014, October). "Evaluation Capacity Building from the Ground Up." Paper presented at the Biennial meeting of the European Evaluation Society, Dublin, Ireland.
- Johnson, J. Chestnut, C., Hitchcock, J.H., & Moss, M. (2014, October). "Applying Geospatial Data and Analyses to Program Evaluation: An Overview." Paper presented at the annual meeting of the American Evaluation Association, Denver, CO.
- Moss, M. (2014, September). "Indiana University IGERT: Summer Undergraduate Internship Program Report," Bloomington, IN: CEEP (for Indiana University).
- Moss, M. (2014, September). "Improving Teacher Quality: End of Year 2014 Report," Bloomington, IN: CEEP (for Center for P-16 Research and Collaboration).
- Moss, M. (2014, September). "Math-Science Partnership: End of Year 2014 Report," Bloomington, IN: CEEP (for Center for P-16 Research and Collaboration).
- Moss, M. (2014, July/August). "Establishing an Initial Formative Design for Understanding and Improving District-Level Practices," Bloomington, IN: CEEP (for Public Education Evaluation Commission).
- Moss, M. (2014, July). "Improving Teacher Quality: Science of Sustainability Focus Group Summary Report," Bloomington, IN: CEEP (for Center for P-16 Research and Collaboration).
- Moss, M. (2014, June). "INHEM Exploring Calls Expanding Horizons: 2013-2014 Internship Report," Bloomington, IN: CEEP (for INHEM).
- Moss, M. (2014, June). "Carnegie Mellon IGERT Doctoral Training Program: End of Project Survey Report," Bloomington, IN: CEEP (for Carnegie Mellon University).

- Moss, M. (2014, May). "Alaska Innovative School Leaders Academy Project Participant Survey 2013–2014," Bloomington, IN: CEEP (for Alaska Coaching Project).
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- Moss, M. (2014, May). "Warren Township Race to the Top: Instructional Quality Assessment Rigor Report," Bloomington, IN: CEEP (for Warren Township).
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- Moss, M. (2013, June). *Shoring Up STEM: Aggregate Final Report*, Bloomington, IN: CEEP [for Center for P-16 Research and Collaboration].
- Moss, M. (2013, May). *Pennsylvania State University IGERT Doctoral Training Program: Spring Interview 2013*, Bloomington, IN: CEEP [for Pennsylvania State University].
- Moss, M. (2013, May). *Richmond Community Schools Safe Schools/Healthy Students: Final Report*, Bloomington, IN: CEEP [for Richmond Community Schools].
- Moss, M. (2013, April). *Carnegie Mellon IGERT Doctoral Training Program: Spring Interview 2013*, Bloomington, IN: CEEP [for Carnegie Mellon University].
- Moss, M. (2013, April). *Indiana University IGERT Doctoral Training Program: Spring Interview 2013*, Bloomington, IN: CEEP [for Indiana University].
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- Moss, M. (2012, November). *INHEM Connections Conference Report*, Bloomington, IN: CEEP [for Indiana Network for Higher Education Ministries].
- Moss, M. (2012, October/December). *INHEM Exploring Calls Expanding Horizons: Internship Report*, Bloomington, IN: CEEP [for Indiana Network for Higher Education Ministries].
- Moss, M. (2011, November). *INHEM Connections Conference Report*, Bloomington, IN: CEEP [for Indiana Network for Higher Education Ministries].
- Moss, M. (2011, November/2012, July). *Project RISE Evaluation Year 4 Report*, Bloomington, IN: CEEP [for Miami-Dade County Public Schools].
- Moss, M. (2011, September through 2013, May). *Shoring Up STEM: Workshop Survey Reports*, Bloomington, IN: CEEP [for the Center for P–16 Research and Collaboration].

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- Moss, M. (2010, October). *Project RISE Evaluation Year 3 Report*, Bloomington, IN: CEEP [for Miami-Dade County Public Schools].
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- Moss, M. (2008, October; 2009, March; 2010, April). *INHEM Vocation Awareness Consultation Evaluation Report*, Bloomington, IN: CEEP [for Indiana Network for Higher Education Ministries].
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- Moss, M. (2009, August). *Statewide Longitudinal Data Systems Literature Review*, Bloomington, IN: CEEP [for Indiana Department of Education].
- Moss, M. (2009, August). *Review of Literature: Successful Superintendence Domains/Key Components*, Bloomington, IN: CEEP [for Alaska Coaching Project].
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- Miami-Dade County Public Schools].
- Moss, M. (2009, June). *Evaluation of the Transition to Teaching Program in Kentucky: Fourth Year Report*, Bloomington, IN: CEEP [for Kentucky Department of Education].
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- Moss, M. (2008, October). *Project RISE Evaluation Year 1 Report*, Bloomington, IN: CEEP [for Miami-Dade County Public Schools].
- Moss, M. (2008, August). *A Survey of Principals Who Hired Indiana University Bloomington (IUB) Teacher Education Graduates, Supplementary Report: Survey Results by Teacher Education Program*, Bloomington, IN: CEEP [for the IUB School of Education].
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- Moss, M. (2008, August). *Project RISE Teacher/Principal Surveys and Interviews*, Bloomington, IN: CEEP [for Miami-Dade County Public Schools].
- Moss, M. (2008, May). *Evaluation of the Transition to Teaching Program in Kentucky: Third Year Report*, Bloomington, IN: CEEP [for the Kentucky Department of Education].
- Moss, M. (2007, October). *Afterschool Randomized Controlled Trials: The Voyager Passport Program in Kentucky 21st Century Community Learning Centers*, Bloomington, IN: CEEP [for the Southwest Educational Development Laboratory].
- Moss, M. (2007, September). *Evaluation of the Transition to Teaching Program in Kentucky: Second Year Report*, Bloomington, IN: CEEP [for the Kentucky Department of Education].
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- Moss, M. (2006, June). *The State of Teacher Education in Indiana: Five-State Region—State—Institution Data*, Bloomington, IN: CEEP [for Indiana Association of Colleges of Teacher Education].
- Moss, M. (2005, September). *Evaluation of the Wright Charter College of Education: Final Report*, Bloomington, IN: CEEP [for the Ohio Department of Education].
- Moss, M. (2005, August). *Evaluation of the Wright Charter College of Education: Stakeholder Interviews*, Bloomington, IN: CEEP [for the Ohio Department of Education].

- Moss, M. (2005, June). *Evaluation of the Expanding the Pool of Qualified Teachers Program: Technical Report*, Bloomington, IN: CEEP [for the Ohio Department of Education].
- Moss, M. (2005, February). *Evaluation of the Indianapolis Public Schools/National Urban Alliance Literacy Initiative*, Bloomington, IN: CEEP
- Moss, M. (2004, July). *Evaluation of the ITPC School Tobacco-Use and Addiction Prevention Toolkit*, Bloomington, IN: CEEP [for the Sanders Group].
- Moss, M. (2002-2005). *The Community Alliance to Promote Education (CAPE) in Pulaski County: Report*, Bloomington, IN: CEEP (Interim Report, October 2002; Interim Report, October 2003; Year One Report, April 2003; Year Two Report, April 2004; Interim Report, November 2004; Final Evaluation Report, April 2005) [for Pulaski County, Indiana].
- Moss, M. (2003). *Character Counts! In South Dakota: Results of Student Attitude and Behavior Research*, with Jay Trenhaile, South Dakota State University, and Rachelle Vetter, North Dakota State University.
- Moss, M. (2002–2006). *The Community Alliance to Promote Education (CAPE) in Marshall County: Report*, Bloomington, IN: CEEP (Year One Report: December 2002; Interim Report, August 2003; Year Two Report, December 2003; Interim Report, July 2004; Year Three Report, December 2004; Final Evaluation Report, June 2006) [for Marshall County, Indiana].
- Moss, M. (2002, July). *Character Counts! Evaluation Report: Fourth Year's Data, 2001 Teacher Surveys* [for the 4-H Foundation, South Dakota State University Cooperative Extension Service].
- Moss, M. (2002, March). *South Dakota County Data Book* [for the New Community Project, South Dakota State University Cooperative Extension Service].
- Moss, M. (2001). *Character Counts! Evaluation Report: Third Year's Data, 2000 Student and Teacher Surveys* [for the 4-H Foundation, South Dakota State University Cooperative Extension Service].
- Moss, M. (2001). *A Graphic Summary of South Dakota: The New Community Project* [for the New Community Project, South Dakota State University Cooperative Extension Service].
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- Moss, M. (2000). *Character Counts! Evaluation Report: Second Year's Data, 1999 Student and Teacher Surveys* [for the 4-H Foundation, SDSU Cooperative Extension Service].

Moss, M. (1998 and 1999). *A Graphic Summary of South Dakota Update: Population Change and Migration Estimates 1990-1997 and 1990-1999* [for the Census Data Center].

Moss, M. (1999). *A Graphic Summary of South Dakota Update: Farm Census Facts from the 1997 Census of Agriculture* [for the Census Data Center].

Moss, M. (1997). *American Indians in South Dakota: A Profile* [for the Census Data Center].

EMPLOYMENT HISTORY

Indiana University Bloomington, IN	Senior Research Associate, CEEP	2002–Present
South Dakota State University Brookings, SD	Assistant Director, New Community Project, Sociology Department	2001–2002
	Program Evaluator/Research Analyst, 4-H Foundation, Cooperative Extension Service	1999–2002
	Graduate Research Assistant, Census Data Center, Sociology Department	1997–2001
	Graduate Teaching Assistant, Sociology Department	1996–1997
South Dakota Department of Agriculture, Sioux Falls, SD	Enumerator, SD Agriculture Statistics Service	1994–1996

PROFESSIONAL AFFILIATIONS & HONORS/AWARDS

American Evaluation Association	2002–2015
European Evaluation Society	2012–2015
Alpha Kappa Delta Member; Gamma Sigma Delta Member	1997–2001