

Christopher Doss

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EDUCATION

Stanford Graduate School of Education, Stanford, CA, *Ph.D. Education*, June 2017 (Expected)

- Dissertation Committee: Susanna Loeb, Thomas Dee, Eric Bettinger

Stanford University, Stanford, CA, *Master of Economics*, March 2016

Harvard University Graduate School of Education, Cambridge, MA, *Master of Education*, June 2008

Brown University, Providence, RI, *Bachelor of Science in Chemistry*, May 2003

- Graduated with Honors and Magna Cum Laude

FELLOWSHIPS AND AWARDS

Stanford Graduate Fellowship in Science and Engineering (\$37,440/year for 3 years)	2012-2017
Institute of Education Sciences Fellowship (\$30,000/year for 5 years)	2012-2017
Stanford Graduate School of Education Student Collaborative Learning Fund Grant (\$2,600)	2015-2016
Education Pioneers Fellowship (\$7,000)	Summer 2013
Teach Plus Fellowship For Injecting Teacher Voice Into Policy Discussions	2011-2012
Sigma Xi National Research Honor Society	2003
Phi Beta Kappa National Honor Society	2002

TECHNICAL SKILLS

STATA	Advanced data management and statistical analysis
Econometrics	Specialize in causal inference and descriptive studies. Techniques include randomized control trials, regression discontinuity, instrumental variables, difference-in-difference, and use of panel data.

PUBLISHED PAPERS

Jacque, B., Malanson, K., Bateman, K., Akeson, B., Cail, A., **Doss, C.**, ... & Roundtree, E. (2013). The Great Diseases Project: A Partnership Between Tufts Medical School and the Boston Public Schools. *Academic Medicine: Journal of the Association of American Medical Colleges*, 88(5), 620.

MANUSCRIPTS UNDER REVIEW

Bettinger, E., **Doss, C.**, Loeb, S., Taylor, E. (2016). The Effects of Class Size on Online College Courses: Experimental Evidence, Revise and Resubmit *Economics of Education Review*

Doss, C. (2016). Transitional Kindergarten vs. Pre-Kindergarten: A Fuzzy Regression Discontinuity Analysis of Student Literacy Skills, Submitted to *Journal of Research on Educational Effectiveness*

BOOK CHAPTERS

Grissom, J.A., Loeb, S., **Doss, C.** “The Multiple Dimensions of Teacher Quality: Does Value-Added Capture Teachers’ Non-Achievement Contributions to Their Schools?” *The Impacts and Challenges of Implementing Rigorous Teacher Evaluation Systems* (2016) eds. Grissom, J.A., Youngs, P. New York, NY: Teacher’s College Press

WORKING PAPERS

Doss, C., Fahle, E.M., Loeb, S., York, B.N. (2016). Supporting Parenting Through Differentiated Text Messaging: Testing Effects on Learning During Kindergarten

York, B.N., Loeb, S., **Doss, C.** (2016). One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers.

ONGOING PROJECTS

Doss, C. Relative Age and Achievement in Kindergarten: Evidence From a Policy Intervention

Dee, T., **Doss, C.** Achievement Gaps and Triage Under NCLB Waivers

Doss, C., Rosner, J. S³ Study: Student Survey Study. The Effects of Student Surveys on Teacher Attitudes and Student Achievement

Johnston, J., **Doss, C.** Evaluation of the Nalanda Project: Effects of a Personalized Tablet Intervention in Primary Schools in India

CONFERENCE PRESENTATIONS

Transitional Kindergarten vs. Pre-Kindergarten: A Fuzzy Regression Discontinuity Analysis of Student Literacy Skills, Society for Research on Educational Effectiveness, March 2016

Achievement Gaps and Triage: Evidence Under NCLB Waivers, Association for Education Finance and Policy, March 2016

Transitional Kindergarten vs. Pre-Kindergarten: A Fuzzy Regression Discontinuity Analysis of Student Literacy Skills, Association for Public Policy and Management, November 2015

The Effects of Class Size on Online College Courses: Experimental Evidence, Association for Public Policy and Management, November 2014

Family Matters: How Family Structure and Teacher Wages Affect Teacher Retention Decisions, Association for Education Finance and Policy, March 2014

UNIVERSITY LEVEL TEACHING EXPERIENCE

Teaching Assistant, Applied Quasi-Experimental Research in Education (EDUC 255C/SOC 258) Spring 2015 & 2016

- Teaching assistant for Sean Reardon, Susanna Loeb, and Eric Bettinger, Stanford University.
- Led weekly section covering theory behind techniques and their applications (about 15 students per year).
- Designed weekly syntax files in Stata to teach students how to code statistical techniques.
- Held office hours for extra support.
- Graded problem sets.

RESEARCH EXPERIENCE

Center for Education Policy Analysis (CEPA), Stanford, CA September 2012-Present

Institute of Education Sciences Fellow and Stanford Graduate Fellow

Text Messaging To Improve Early Childhood Outcomes (with Susanna Loeb)

- Conducted randomized control trials to measure the efficacy of text messaging in improving early literacy skills, mathematics skills, and socio-emotional skills in four to five year olds.

The Effects of Federally Mandated Focus School Interventions (with Thomas Dee)

- Conducted a regression discontinuity analysis to estimate the effect of Focus School interventions mandated by waivers to the No Child Left Behind Act in North Carolina.

The Effect of Class Size in Online College Courses (with Susanna Loeb, Eric Bettinger, and Eric Taylor)

- Analyzed a field experiment via a fixed effects strategy to estimate the effects of increasing class size on student outcomes in online college classes.

Teach for America, Oakland, CA June 2013-Present

Education Pioneer Fellow

Using Student Surveys To Improve Teacher Practice (with Jessica Rosner)

- Conducted randomized control trial to measure the effect of student surveys on teacher and student outcomes.

Independent Research, Stanford, CA June 2014-Present

The Effects of Transitional Kindergarten

- Conducted a regression discontinuity analysis to estimate the effect of Transitional Kindergarten on student literacy skills when compared to other pre-K opportunities present in a universal pre-K market.

- Conducting a difference-in-difference analysis to estimate the effect of an increase in peer age on the English language development of English Language Learners
- Conducting a regression discontinuity analysis to explore the role of information asymmetries on parental school choice using parental rank-order preferences for schools.

Differentiated Math Instruction Through Educational Technologies

- Collaborating with Motivation for Excellence non-profit to estimate the effects of a personalized math tablet intervention in primary schools in India. Planning future randomized control trials that leverage educational theories to modify program. Work is in collaboration with Jamie Johnston.
- Collaborating with a domestic technology company that provides online math programs to K-12 teachers to help differentiate instruction. Planning study to understand the role of remedial instruction on student outcomes. Planning future randomized control trials that leverage educational theories such as a growth mindset.

Data Consultant, SFUSD Early Education Department, San Francisco, CA

June 2014-Present

- Supported district in collecting student level literacy and mathematics data.
- Managed data and analyzed key student academic indicators and trends over time.
- Presented results to district and community stakeholders.
- Interpreted results to help district make sound decisions.

Organizer for Stanford/San Francisco Unified School District Day of Collaboration

Spring 2016

- Applied for, and received, \$2,600 grant to fund conference highlighting partnership opportunities between the Stanford Graduate School of Education and the San Francisco Unified School District.
- Collaborated with fellow graduate student and district administrators to recruit participants, advertise to the broader community, and organize logistics.
- Conference facilitated new connections and projects between graduate students and SFUSD administrators.

K-12 TEACHING AND SCHOOL LEADERSHIP EXPERIENCE

Boston Latin School, Boston, MA

September 2008-June 2012

Physics, Chemistry, Biology, and Environmental Science Teacher

- Taught student-centered science curricula, graded assignments, wrote recommendations, and provided opportunities for extra help.

School Site Council Member (2010-2012)

- Advised administration on budget, hiring, and other school policy decisions.
- Jointly crafted and revised School Site Council bylaws.
- Elected to position by fellow faculty.

President/Secretary/Member of Faculty Senate (2010-2012)

- Solicited faculty opinions and concerns on school-wide matters, presented matters to administration, brainstormed solutions, and reported back to faculty.
- Elected to position by fellow faculty.

Ranney School, Tinton Falls, NJ

September 2005-June 2007

Physics, Algebra, Biology, and Environmental Science Teacher

- Taught student-centered science curricula, graded assignments, wrote recommendations, and provided opportunities for extra help.

Chair of Science Department (2006-2007)

- Managed Upper and Middle School Science Department
- Evaluated teachers, ran departmental meetings, and crafted 5-year strategic plan

MEDIA MENTIONS

[“Online, Size Doesn’t Matter.”](#) *Inside Higher Education*, January 5, 2015

PROFESSIONAL SERVICE

- Referee: Journal of Human Capital
- Member: Association for Public Policy and Management, Association for Education Finance and Policy, Society for Research on Educational Effectiveness, American Educational Research Association