

ABBREVIATED CURRICULUM VITAE (5/2023)
DOUGLAS JOSEPH MAC IVER

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EDUCATION

A.B., 1979, Occidental College, Psychology

Ph.D., 1986, University of Michigan, Developmental Psychology

PROFESSIONAL EXPERIENCE

Professor (Research), School of Education, Johns Hopkins University, 2012 - present

Co-Director, Center for the Social Organization of Schools (CSOS), 2006 - 2021

Principal Research Scientist, CSOS, 1998 - 2012

Associate Director, CSOS, 1993 - 1998

Research Scientist and Program Director, CSOS, 1992 - 1998

Associate Research Scientist and Project Director, CSOS, 1988 - 1992

NIMH Postdoctoral Scholar in Applied Human Development, UCLA Graduate School of Education,
 1986 – 1988 (Mentors: Deborah Stipek & Leigh Burstein)

Research Associate, Achievement Research Lab, ISR, University of Michigan, 1983 – 1986 (Mentor:
 Jacquelynne Eccles)

SELECTED PUBLICATIONS

- Mac Iver, D. (1987). Classroom factors and student characteristics predicting students' use of achievement standards during ability self-assessment. Child Development, *58*, 1258-71.
- Mac Iver, D. (1988). Classroom environments and the stratification of pupils' ability perceptions. Journal of Educational Psychology, *80*(4), 495-505.
- Shatz, M., Hoff-Ginsberg, E., & Mac Iver, D. (1989). Induction and the acquisition of English auxiliaries: The effects of differentially enriched input. Journal of Child Language, *16*, 121-140.
- Stipek, D. & Mac Iver, D. (1989). Developmental change in children's assessment of intellectual competence. Child Development, *60*, 521-538.
- Epstein, J. L., & Mac Iver, D. J. (1990). Education in the middle grades: National practices and trends. Columbus, OH: National Middle School Association.
- Mac Iver, D. J. (1990). Meeting the needs of young adolescents: Advisory groups, interdisciplinary teams of teachers, and school transition programs. Phi Delta Kappan, *71*(6), 458-464. This article has been reprinted in Annual Editions: Educational Psychology 91/92. Guilford, CT: Dushkin Publishing.
- Mac Iver, D. J., & Epstein, J. L. (1991). Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, *99*, 587-622.
- Mac Iver, D. J., Stipek, D. J., & Daniels, D. H. (1991). Explaining within-semester changes in student effort in junior high school and senior high school courses. Journal of Educational Psychology, *83*, 201-211.
- Wigfield, A., Eccles, J. S., Mac Iver, D., Reuman, D. A., & Midgley, C. (1991). Transitions during early adolescence: Changes in children's domain-specific self-perceptions and general self-esteem across the transition to junior high school. Developmental Psychology, *27*, 552-565.
- Mac Iver, D. J., & Epstein, J. L. (1993). Middle grades research: Not yet mature, but no longer a child. Elementary School Journal, *93*, 519-533.
- Mac Iver, D. J. (1993). Effects of improvement-focused student recognition on young adolescents' performance and motivation in the classroom. In P. R. Pintrich & M. L. Maehr(Eds.), Advances in Motivation and Achievement: Vol. 8, Motivation and Adolescence (pp. 193-218). Greenwich, CT: JAI Press.

- Mac Iver, D. J. & Reuman, D. A. (Winter 1993/1994). Giving their best: Grading and recognition practices that motivate students to work hard. American Educator, 24-31. This article has been reprinted in Annual Editions: Education 95/96. Guilford, CT: Dushkin Publishing.
- Mac Iver, D. J., Reuman, D.A., & Main, S. (1995). Social structuring of the school. In M. R. Rosenzweig and L. W. Porter (Eds.), Annual Review of Psychology: Vol. 46, (pp. 375-40). Annual Reviews Inc.: Palo Alto, CA.
- Mac Iver, D. J., & Plank, S. B. (1997). Improving urban schools: Developing the talents of students placed at risk. In J. L. Irvin (Ed.), What current research says to the middle level practitioner. (pp. 243-256). Columbus, OH: National Middle School Association.
- Mac Iver, D.J. Balfanz, R., & Plank, S. B. (1998). An 'elective replacement' approach to providing extra help in math: The Talent Development Middle Schools' *Computer- and Team-Assisted Mathematics Acceleration (CATAMA)* Program. Research in Middle Level Education Quarterly, 22(2), 1-23.
- Mac Iver, D. Mac Iver, M., Balfanz, R. Plank, S.B., & Ruby, A. (2000). Talent Development Middle Schools: Blueprint and results for a comprehensive whole- school reform model. In M. G. Sanders (Ed.), Schooling students placed at risk: Research, policy, and practice in the education of poor and minority adolescents (Chapter 12, pp. 292-319). Mahwah, NJ: Erlbaum.
- Mac Iver, D.J., & Balfanz, R. (2000). The school district's role in helping high-poverty schools become high performing. In B. Gaddy (Ed.), Including at-risk students in standards-based reform: A report on McREL's Diversity Roundtable II. (Chapter 4, pp. 35-69). Aurora, CO: Mid-continent Research for Education and Learning (McREL).
- Balfanz, R. & Mac Iver, D. J. (2000). Transforming high poverty urban middle schools into strong learning institutions: Lessons from the first five years of the Talent Development Middle School. Journal of Education for Students Placed At Risk, 51(1&2), 137-158.
- Mac Iver, D.J., Young, E., Balfanz, R., Shaw, A., Garriott, M., & Cohen, A. (2001). High quality learning opportunities in high poverty middle schools: Moving from rhetoric to reality. In T. Dickinson (Ed.), Reinventing the middle school (pp. 155-175). New York: Routledge Falmer.
- Mac Iver, D. J., Young, E. A., & Washburn, B. (2002). Instructional practices and motivation during middle school (with special attention to science). In A. Wigfield & J. Eccles (Eds.), Development of achievement motivation (pp. 333-351). San Diego, Ca: Academic Press.
- Balfanz, R., Ruby, A., & Mac Iver, D. (2002). Essential components and next steps for comprehensive whole-school reform in high poverty middle schools. In S. Stringfield & D. Land (Eds.), Educating At-Risk Students: One Hundred-first Yearbook of the National Society for the Study of Education, Part II. (pp. 128-147). Chicago, Il: NSSE.
- Plank, S. & Mac Iver, D. J. (2003). Chapter 26: Educational achievement. In M. H. Bornstein, L. Davidson, C. M. Keyes, K.A. Moore, & the Center for Child Well-Being (Eds.), Well-being: Positive development across the life course. (pp. 341-354). Mahwah, NJ: Erlbaum.
- Mac Iver, D.J., Ruby, A., Balfanz, R. & Byrnes, V. (2003). Removed from the list: A comparative longitudinal case study of a reconstitution-eligible school. Journal of Curriculum and Supervision, 18 (3): 259-289.
- Mac Iver, D.J., Balfanz, R., Ruby, A., Byrnes, V., Lorentz, S., & Jones, L. (2004). Developing adolescent literacy in high poverty middle schools: The impact of Talent Development's reforms across multiple years and sites. In P.R. Pintrich and M.L. Maehr (Eds.), Motivating students, improving schools: The legacy of Carol Midgley (Advances in Motivation and Achievement, Volume 13, pp. 185-207). Oxford, U.K.: Elsevier.
- Balfanz, R., Mac Iver, D. J., & Byrnes, V. (2006) The implementation and impact of evidence based mathematics reforms in high poverty middle schools: Multi-school, multi-year studies. Journal for Research in Mathematics Education, 37, 33-64.
- Mac Iver, M. & Mac Iver, D. J. (2006). Which bets paid off? Early findings on the impact of private management and K-8 conversion reforms on the achievement of Philadelphia students. Review of Policy Research, 23, 1077-1093.

- Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. In K. Wentzel & A. Wigfield (Eds.), *Promoting motivation in school: Interventions that work* [Special Issue], *Educational Psychologist*, *42*(4), 223-235.
- Mac Iver, M. & Mac Iver, D.J. (2007). *Privatizing education in Philadelphia: Are educational management organizations improving student achievement?* Working Paper 141. National Center for the Study of Privatization in Education, Teachers College, Columbia University.
- Mac Iver, M. A. & Mac Iver D. J. (2008). Middle school reform. In T. L. Good (Ed.), *21st Century Education: A reference handbook* (pp. 309-317). Thousand Oaks, CA: Sage.
- Mac Iver, M. A. & Mac Iver, D. J. (2009). *Beyond the indicators: An integrated school-level approach to dropout prevention*. Arlington, VA: The Mid-Atlantic Equity Center, George Washington University Center for Equity and Excellence in Education.
- Mac Iver, M. & Mac Iver, D.J. (2009). Urban middle grades student mathematics achievement growth under comprehensive school reform. *Journal of Educational Research*, *102*, 223-236.
- Mac Iver, D. J., Ruby, A., Balfanz, R., Jones, L., Sion, F., Garriott, M. D., et al. (2010). The Talent Development Middle Grades Model: A design for improving early adolescents' developmental trajectories in high-poverty schools. In J. L. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and development* (pp. 446-462). New York: Routledge.
- Mac Iver, M.A. & Mac Iver, D.J. (2010). How do we ensure that everyone graduates? An integrated prevention and tiered intervention model for schools and districts. *New Directions for Youth Development*, *127*, 25-35.
- Fernandez, F., Mac Iver, D., & Sepanik, S. (2015, October). *Laying the tracks to graduation: System- and school-level continuous improvement of the Diplomas Now model*. Nashville, TN: The National Center on Scaling Up Effective Schools, Vanderbilt University.
- Mac Iver, M. A., Mac Iver, D. J. & Clark, E. (2015, October). *Building a college readiness indicator system: Progress in the Dallas Independent School District*. Baltimore, MD: The Johns Hopkins University, School of Education, Everyone Graduates Center.
- Balfanz, R., Mac Iver D., & Byrnes, V. (2016). The implementation and impact of mathematics reform in high poverty-middle schools. In E.A. Silver & P.A. Kenney (Eds.), *More lessons learned from research* (pp. 7-18). Reston, VA: National Council of Teachers of Mathematics.
- Mac Iver, M.A.; Sheldon, S.; Epstein, J., Rice, E., Mac Iver, D; & Simmons, A. (2018). Engaging families in the high school transition: Initial findings from a continuous improvement initiative. *School Community Journal*, *28*(1).
- Mac Iver, M.A. & Mac Iver, D. J. (2019). "STEMming" the swell of absenteeism in the middle years: Impacts of an urban district summer robotics program, *Urban Education*, *45*, 65-88. DOI: 10.1177/0042085915618712.
- Mac Iver, M.A., Mac Iver, D. J., & Clark, E. (2019). Improving college readiness for historically underserved students: The role of the district office. *Education and Urban Society*, *51*, 555-581. Doi:10.1177/0013124517728102.
- Mac Iver, D. J. & Hann, T. M. Z. (2019). Effective school reforms for increasing engagement. In J. Fredricks, A. L., Reschly, & S. L. Christenson (Eds.), *The handbook of student engagement interventions: Working with disengaged students* (245-261). Cambridge, MA: Academic Press.
- Mac Iver, M.A., Wills, K., Cruz, A., & Mac Iver, D. (2021). The impact of nudge letters on improving attendance in an urban district. *Education and Urban Society*. Online first publication, <https://doi.org/10.1177/00131245211004561>
- Mac Iver, M. A., Wills, K., Sheldon, S., Clark, E., & Mac Iver, D. J. (2021). Urban parents at the portal: Family use of web-based information on student course grades. *School Community Journal*, *31*, 85-108.
- Epstein, J. L., MacIver, D. M., MacIver, M. A., & Sheldon, S. B. (2021). Interactive homework to engage parents with students on the transition from middle to high school. *Middle School Journal*, *52*(1), 4-13. <https://www.tandfonline.com/doi/full/10.1080/00940771.2020.1840959>

- Mac Iver M. A., Mac Iver, D. J., & Clark, E. (2021) Helping high school teachers to effectively engage students: exploring the potential of a professional development series, *Preventing School Failure: Alternative Education for Children and Youth*, DOI: [10.1080/1045988X.2021.1922332](https://doi.org/10.1080/1045988X.2021.1922332)
- Grant, A. A., & Mac Iver, D. J. (2021). Restorative practices as a social justice intervention in urban secondary schools: Impacts and challenges. In C. A. Mullen (Ed.), *Handbook of social justice interventions in education*. Cham, Switzerland: Springer Nature AG. https://doi.org/10.1007/978-3-030-29553-0_113-1#DOI
- Grant, A. A., Mac Iver, D. J., & Mac Iver, M. A. (2022, Jan 26). The impact of Restorative Practices with Diplomas Now on school climate and teachers' turnover intentions: Evidence from a cluster multi-site randomized control trial. *Journal of Research on Educational Effectiveness*, <https://doi.org/10.1080/19345747.2021.2018745>

MANUSCRIPT UNDER REVIEW

- Grant, A.A., Byrnes, V., Clark, E., Mac Iver, D., Balfanz, R., & Lofton, R. (May 2023). *Combining restorative practices with Diplomas Now: Results from a randomized control trial evaluating impacts on teachers' practices, students' disciplinary problems, suspensions/expulsions and conflict in big city schools*.

SELECTED GRANTS AND CONTRACTS

- Co-PI, U.S. Department of Education, Education Innovation and Research – Mid-phase Program, *Refining and Expanding the Effective Use of 4S: An Evidence-based program to Increase Adolescents' Ability to Self-manage their School Success*, January 2021 -- December 2025, \$5.88M
- PI, U.S. Department of Education, *A Regression Discontinuity Study of the Impact of ALFA Lab on 9th-Graders' Reading Achievement Motivation and Reading Frequency*, September 2018 – August 2023, \$3.25M
- Co-PI, Laura and John Arnold Foundation, *Randomized Controlled Trial of **My Brother's Keeper Success Mentors and Student Support Initiative** and Planned Variations to Support Widespread Scaling*, \$1.372M, October 2016 – March 2023
- Co-PI, U.S. Department of Education, *Continuous Improvement in Schools Equipping Families to Support Students in Transition to High School*, July 2015-June 2019, \$2.5M
- Co-PI, U.S. Department of Education, *Equipping High School Teachers to Increase Student Motivation and Course Passing Rates*, July 2015-June 2019, \$1.5M
- Co-PI, U.S. Department of Education, U.S. Department of Education, *Extending the Evaluation of the Talent Development-Diplomas Now 2010 I3 Validation Study: Impacts on Long-Term Outcomes*, October 2015- September 2019, \$2.8M
- Co-PI, U.S. Department of Education, Investing In Innovations Fund, *Validating the Talent Development-Diplomas Now School Turnaround Model*, October 2010--September 2015 \$30M
- Co-PI, Carnegie Corporation, *Extending the Diplomas Now I3 Study*, Jul 2014-Feb 2015, \$500K
- Co-PI, Atlantic Philanthropies, *Randomized Trial of Restorative Practices*, 2014-2017, \$1M