

MARCIA H. DAVIS

CURRICULUM VITA

2800 North Charles Street, Suite 420 • Baltimore, Maryland 21218
Phone: (443) 927-0167 • Fax: (410) 516-8890 • E-Mail: marcy@jhu.edu

EDUCATION

Towson University	Psychology, Departmental Honors	1999	B.S
University of Maryland, College Park	Measurement, Statistics, and Evaluation: Specialization in Measurement	2004	M.A
University of Maryland, College Park	Human Development: Specialization in Educational Psychology	2006	Ph.D.

PROFESSIONAL WORK EXPERIENCE

2021-present	Co-Director, Center for Social Organization of Schools
2018-present	Associate Professor, Johns Hopkins University, School of Education.
2012-2018	Assistant Professor, Johns Hopkins University, School of Education.
2009-2012	Associate Research Scientist, Johns Hopkins University, Krieger School of Arts & Sciences
2006-2009	Assistant Research Scientist/Postdoc Fellow, Johns Hopkins University, Center for Social Organization of Schools.
2003-2006	Research Assistant, University of Maryland, Assisted on an Interagency Education Research Initiative (IERI): Increasing reading comprehension, motivation, and science knowledge through Concept-Oriented Reading Instruction in a district wide experiment.
2003-2004	Research Assistant, University of Maryland, Assisted on a National Science Foundation Faculty Early Career Award
2000	Research Assistant, U.S. Office of Personnel Management

FUNDING:

Co-Principal Investigator on “Refining and Expanding the Effective Use of 4S: An Evidence-Based Program to Increase Adolescents’ Ability to Self-Manage their School Success”
Funded by the U.S. Department of Education. 2020-present, \$5,879,943

<https://oese.ed.gov/files/2020/12/S411B200055-Texas-AM-Research-Foundation-Narrative.pdf>

Principal Investigator on “Evaluation of the Benjamin Franklin Summer Program” Funded by
The Maryland State Department of Education. 2019-present.

Co-Principal Investigator on “A Regression Discontinuity Study of the Impact of ALFA Lab on 9th Graders' Reading Achievement, Motivation, and Reading Frequency” Funded by the U.S. Department of Education. 2018-present, \$3,254,513
<https://ies.ed.gov/funding/grantsearch/details.asp?ID=2171>

Principal Investigator on “Evaluation of an Early Warning Response System” Funded by the United Way of Central Maryland. 2017-present.
<https://www.weareunited.com/servlet/eAndar.article/178/On-Track-to-Success>

Co-Principal Investigator on “Getting Students to the Finish Line: An Efficacy Study of a Ninth Grade Early Warning Indicator Intervention” 2016-present. Funded by the U.S. Department of Education. 2012-2019, 3,458,989
<https://ies.ed.gov/funding/grantsearch/details.asp?ID=1319>

Key Personnel on “Equipping High School Teachers to Increase Student Motivation and Course Passing Rates” Funded by the U.S. Department of Education. 2015-2016.

Co-Principal Investigator on “Development and Validation of Online Adaptive Reading Motivation Measures” Funded by the U.S. Department of Education. 2011-2016, 1,738,808 <https://ies.ed.gov/funding/grantsearch/details.asp?ID=1116>

Co-Principal Investigator on “Determining the Impact of the Baltimore City Schools Weinberg Foundation Funded Libraries” Funded by the Weinberg Foundation. 2013-2016.

Key Personnel on “Action Evaluation of the American Graduate: Let’s make it Happen Initiative” Funded by the Corporation for Public Broadcasting. 2012-2013.

Co-Principal Investigator on “Strengthening Content Literacy for Struggling High School Readers: Coordinated Lessons and Support Systems for Subject-matter Teachers” Funded by the U.S. Department of Education. 2009-2013, \$1,499,322
<https://ies.ed.gov/funding/grantsearch/details.asp?ID=747>

Co-Principal Investigator years 2-4 on “A Curriculum of Engagement: Micro-Process Interventions in Middle and High School to Improve” Funded by the U.S. Department of Education. 2010-2012, 1,499,430.
<https://ies.ed.gov/funding/grantsearch/details.asp?ID=596>

Principal Investigator on “A Case Study of Schools Using Early Warning Indicator (EWI) Technology” Funded by the Pearson Foundation.

Key Personnel on “Supporting Teachers to Close Adolescent Literacy Gaps” Funded by the National Institute of Child Health and Human Development. 2006-2010.
<https://lincs.ed.gov/research/adolescentlrc.html>

PUBLICATIONS:

Davis, M. H. (2022). Use of an early warning identification and student intervention system: A case study of three effective promotion coaches. *Journal of Education for Students Placed at Risk (JESPAR)*, 1-32. <https://doi.org/10.1080/10824669.2022.2062361>

- Wang, W., Kingston, N. M., Davis, M. H., Tiemann, G. C., Tonks, S., & Hock, M. (2021). Applying evidence-centered design in the development of a multidimensional adaptive reading motivation measure. *Educational Measurement: Issues and Practice*, 40(4), 91-100. <https://doi.org/10.1111/emip.12468>
- Davis, M. H., Wang, W., Kingston, N., Hock, M., Tonks, S. M., & Tiemann (2020). A computer adaptive measure of reading motivation. *Journal of Research in Reading*. <https://onlinelibrary.wiley.com/doi/full/10.1111/1467-9817.12318>
- Mac Iver, M. A., Stein, M., L., Davis, M. H., Balfanz, R., & Fox, J. (2019). An efficacy study of a ninth grade early warning indicator intervention. *Journal of Research on Educational Effectiveness*, 12, 363-390. <https://doi.org/10.1080/19345747.2019.1615156>
- Davis, M. H., Mac Iver, M., Balfanz, R., Stein, M., & Fox, J. (2018). Implementation of an early warning indicator and intervention system. *Preventing School Failure*, doi: <https://doi.org/10.1080/1045988X.2018.1506977>
- Davis, M. H., Tonks, S. M., Hock, M., Wang, W., & Rodriguez, A. C., (2018). A review of reading motivation scales. *Reading Psychology*. <https://doi.org/10.1080/02702711.2017.1400482>
- Davis, M. H., McPartland, J., Pryseski, C., & Kim, E. (2018). The effects of coaching on English teachers' reading instruction practices and students' reading comprehension. *Literacy Research and Instruction*. <https://doi.org/10.1080/19388071.2018.1453897>
- Davis, M., & Guthrie, J. T. (2015). Measuring reading comprehension of content area texts using an assessment of knowledge organization. *The Journal of Educational Research*, 108(2), 148-164. <https://doi.org/10.1080/00220671.2013.863749>
- Binkley, D., Davis, M., Lawrie, D., Maletic, J. I., Morrell, C., & Sharif, B. (2013). The impact of identifier style on effort and comprehension. *Empirical Software Engineering*, 18(2), 219-276. <https://doi.org/10.1007/s10664-012-9201-4>
- Davis, M., Herzog, L., & Legters, N. (2012). Organizing schools to address early warning indicators (EWIs): Common practices and challenges. *Journal of Education for Students Placed at Risk (JESPAR)*, 18, 84-100. <https://doi.org/10.1080/10824669.2013.745210>
- Davis, M. H. (2009). A review of: Improving urban middle schools: Lessons from the Nativity Schools. *Journal of Education for Students Placed at Risk*, 14(3), 271-274. <https://doi.org/10.1080/15582159.2012.733285>
- Kirman, M., Davis, M. H., & Kalyanpur, M. (2009). Young children surfing the internet: Gender differences in computer use. *Dimensions of Early Childhood Education*, 2, 18-23
- Lutz, S. L., Guthrie, J. T., & Davis, M. H. (2006). Scaffolding for engagement in elementary school reading instruction. *Journal of Educational Research*, 100(1), 3-20. doi:10.3200/JOER.100.1.3-20
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, 96(3), 403-423. <https://doi.org/10.1037/0022-0663.96.3.403>
- Guthrie, J. T., & Davis, M. H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading and Writing Quarterly*, 19, 59-85. <https://doi.org/10.1080/10573560308203>

Online Book:

Davis, M. (2012). *Using data to keep all students on-track for graduation: Team playbook*. Retrieved from the Everyone Graduates Center website: http://new.every1graduates.org/wp-content/uploads/2012/01/Team_Playbook_MarciaDavis.pdf

Book Chapters:

- Davis, M. H., Spring, C. & Balfanz, R. (2022). Engaging high school students in learning. In S. L. Christenson, A L. Reschly, & C. Wylie (Eds.), *The handbook on student engagement* (2nd ed.). New York, NY: Springer. https://link.springer.com/chapter/10.1007/978-3-031-07853-8_27
- Davis, M. H., & McPartland, J. (2012). High school reform and student engagement. In S. L. Christenson, A L. Reschly, & C. Wylie (Eds.), *The handbook on student engagement* (pp. 515-539). New York, NY: Springer.
- Davis, M. H., & Lysaker, J. T. (2012). Do Curriculum and in schools need to be more or less programmatic? In A. J. Eakle (Ed.), *Debating issues in American education: Curriculum and instruction* (pp. 1-10). London: Sage Publications.
- Davis, M. H., & Tonks, S. (2004). Diverse texts and technology for reading. In J. T. Guthrie, A. Wigfield, & K. C. Perencevich (Eds.), *Motivating reading comprehension: Concept-Oriented Reading Instruction* (pp. 143-171). Mahwah, NJ: Erlbaum.

Research Reports:

- Davis, M. (2023). “*Tremendous Turnaround for Students*” *Year 3 Report of United Way of Central Maryland’s On Track 4 Success Early Warning Response System Program*. Baltimore: Everyone Graduates Center.
- Davis, M. (2022). “*Summer School Here is Always a Benefit*” *2022 Report of United Way of Central Maryland’s Benjamin Franklin Summer Learning Program*. Baltimore: Everyone Graduates Center.
- Davis, M. (2021). “*Students are Achieving and Succeeding*” *2021 Report of United Way of Central Maryland’s Benjamin Franklin Summer Learning Program*. Baltimore: Everyone Graduates Center.
- Davis, M. (2021). “*Providing Immediate Support*” *Year 2 Report of United Way of Central Maryland’s On Track 4 Success Early Warning Response System Program*. Baltimore: Everyone Graduates Center.
- Davis, M. (2021). “*Students are Achieving and Succeeding*” *2021 Report of United Way of Central Maryland’s Benjamin Franklin Summer Learning Program*. Baltimore: Everyone Graduates Center.
- Davis, M. (2020). “*Rising to the Occasion to Help Students Earn Credits*” *2020 Report of United Way of Central Maryland’s Benjamin Franklin Summer Learning Program*. Baltimore: Everyone Graduates Center.
- Davis, M. (2019). “*Location Makes a Difference*” *2019 Report of United Way of Central Maryland’s Benjamin Franklin Summer Learning Program*. Baltimore: Everyone Graduates Center.
- Kingston, N., Wang, W., Davis, M. H., Tonks, S. M., Tiemann, G. & Hock, M. (2017). *Development of the adaptive reading motivation measures: Technical report*. Retrieved

from the Center for Educational Testing and Evaluation website:

https://cete.ku.edu/sites/cete.ku.edu/files/docs/Technical_Reports/2017/ARMM_Summary_Technical_Report.pdf

- Davis, M., Bryant, C., Borkoski, C., & Gonzalez, I. (2017). *Opportunities for open communication: Report on the School of Education retention survey results 2016*. Baltimore: Johns Hopkins University School of Education.
- Sheldon, S., Davis, M., & Connolly, F. (2017). *Update on the Baltimore elementary and middle school library project: Year 4 report*. Baltimore, MD: Baltimore Education Research Consortium.
- Falkenberg, N., Gould, D., Davis, M., & Sheldon, S. (2017). *Report on the Baltimore Library Project: Years 1-3*. Retrieved from Harry and Jeanette Weinberg Foundation website: http://hjweinbergfoundation.org/wp-content/uploads/dlm_uploads/2017/01/Library-Report-Web-Jan31.pdf
- Sheldon, S., Davis, M., & Connolly, F. (2015). *I wish everyone had a library like this: Year 2 report of the Baltimore elementary and middle school library project*. Retrieved from the Baltimore Education Research Consortium website: <http://baltimore-berc.org/wp-content/uploads/2015/06/ALibraryLikeThisJune2015.pdf>
- Sheldon, S., Davis, M., & Connolly, F. (2014). *A library they deserve: The Baltimore elementary and middle school library project*. Retrieved from the Baltimore Education Research Consortium website: <http://baltimore-berc.org/wp-content/uploads/2014/01/LibrariesTheyDeserveJan2014.pdf>
- Everyone Graduates Center. (2013). *American graduate initiative action evaluation*. Retrieved from the Everyone Graduates Center website: <http://new.every1graduates.org/wp-content/uploads/2013/10/CPB-Report.pdf>
- Herzog, L., Davis, M., & Legters, N. (2012). *Learning what it takes: An initial look at how schools are using early warning indicator data and collaborative response teams to keep all student on track to success*. Retrieved from the Everyone Graduates Center website: http://new.every1graduates.org/wp-content/uploads/2012/04/Learning_what_it_Takes.pdf

PRESENTATIONS:

- Davis, M., & Mac Iver, M. (2022, November 18). Overview and Evaluation of an Early Warning Indicator and Intervention System to Keep Ninth-Grade Students On-Track to High School Graduation in Alabama. Presentation at the Maryland Longitudinal Data System (MLDS) Center Research Series Virtual Brown Bag.
- Trujillo, E. & Davis, M.H. (2023, April). *Intervention Strategy Specialized for Female STEM Undergraduate Students in Puerto Rico*. Paper accepted to present at the annual meeting of the American Educational Research Association, Chicago, IL, United States.
- Spinney, S., Syal, S., Davis, M., & Zhang, X. (2023, April). *Using reading motivation profiles to predict reading outcomes*. Paper accepted to present at the annual meeting of the American Educational Research Association, Chicago, IL, United States.
- Schoeneberger, J. A., Zhang, X., Spinney, S. Mac Iver, D., Davis, M., & Rhoads, C. (September, 2022). *Accelerating literacy for adolescents (ALFA) lab evaluation*. Crystal City, VA: The Society for Research on Educational Effectiveness Annual Conference.

- Davis, M. H. (2022, April). Long-term influence of an early warning system on student attendance, achievement, behavior, and graduation. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Davis, M. H., Schoeneberger, J., Zhang, X., & Spinney, S. (2021, April). *Implementation fidelity of an extra-help course for challenged ninth grade readers*. Poster presented at the annual meeting of the American Educational Research Association.
- Spring, C. & Davis, M. (2021, April). *High school belongingness, attendance, and course-passage: A multilevel analysis*. Paper presented at the annual meeting of the American Educational Research Association.
- Davis, M. H., Tonks, S. M., Hock, M., & Wang, W. (2020, April). *The multi-stage development of a computer adaptive measure of adolescent reading motivation*. Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Davis, M. H., Tonks, S. M., Hock, M., & Wang, W. (2020, April). *The multi-stage development of a computer adaptive measure of adolescent reading motivation*. Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Wang, W., & Davis, M. H. (2019, April). *Modeling general and specific factors of reading motivation: Comparing Bifactor and Cognitive Diagnostic Models*. Poster session presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Davis, M. H. (2019, April). *Predicting early warning indicators: Attendance and course performance*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Davis, M. H. (2019, June). *Giving high school students a strong start by improving reading skills*. Paper presented at Hopkins on the Hill, Washington DC.
- Stein, M., L., Mac Iver, M. A., Davis, M. H., Fox, J., & Balfanz, R. (2018, April). *An efficacy study of a ninth-grade early warning indicator intervention*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Davis, M. H., Mac Iver, M. A., & Fox, J. (2017, April). *Implementation of an early warning indicator and intervention system*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Davis, M. H., Tonks, S. M., Hock, M., & Wang, W. (2017, April). *Validation of an adaptive measure of reading motivation*. Poster session presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Kim, E., & Davis, M. (2017, April). *Content literacy and the common core*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Davis, M. H., Balfanz, R., Mac Iver, M., Fox, J., & Stein, M. (2015, December). *Getting to the finish line: Implementing an early warning indicator and intervention system in Alabama schools*. Paper presented at the NCER/NCSEI Principal Investigators Meeting, Washington DC.

- Davis, M. H., Mac Iver, M. A., & Stein, M. L. (2015, April). *Effects of an early-warning indicator and intervention system on student engagement*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Davis, M. H., Tonks, S. M., Rodriguez, A. C., & Hock, M. (2015, April). *A review of reading motivation measures*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Davis, M. H., Mac Iver, M., Stein, M., & Fox, J. (2014, April). *Implementing an early warning indicator and intervention system in southern high schools: First year findings*. Poster session presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Wang, W., Kingston, N. M., Hock, M. F., Tiemann, G. C., Davis, M. H., & Tonks, S. M. (2014, April). *Application of the hierarchical item response model to a computer adaptive test of graded response data*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Davis, M. H., & Obenauer-Motely, J. (2014, April). *Contributions of school factors on students' engagement and disengagement in middle and high school*. Poster session presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Tonks, S., Davis, M. H., Rodriguez, A., & Schwartz, J. (2014, October). *Cognitive validity of a new reading motivation measure for adolescents*. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Evanston, IL.
- Davis, M. H., Tonks, S. M., Hock, M., Kingston, N., Tiemann, G., & Wang, W. (2013, April). *Measurement of adolescent reading motivation*. Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Davis, M. H., Tonks, S. M., Hock, M., Kingston, N., Tiemann, G., & Wang, W. (2013, April). *Measuring social reading motivation in adolescents*. Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Herzog, L., & Davis, M. H. (2012, April). *How schools use early warning indicator (EWI) data and technology to implement tiered interventions*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Davis, M. H., Pryseski, C., & McPartland, J. (2012, April). *Supporting content literacy for high school readers through coordinated lessons, professional development, and mentoring*. Poster session presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Kingston, N. M., Tiemann, G. C., Hock, M. F., Davis, M. H., & Tonks, S. M. (2012, April). *Building validity into the development of the adaptive reading motivation measures*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

- Davis, M. H. (2011, April). *A qualitative look into the early warning indicator meetings at Diplomas-Now schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Herzog, L., & Davis, M. H. (2011, April). *How schools use early warning indicator (EWI) data and technology: A case study*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Davis, M. H., & McPartland, J. (2010, May). *Contributions of innovative and traditional practices and student characteristics on the comprehension growth and motivation of struggling adolescent readers*. Poster session presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Legters, N., & Davis, M. H. (2009, April). *Middle and high school interventions to improve attendance, behavior, and promotion for at-risk students*. Poster session presented at the Fourth Annual IES Research Conference, Washington DC.
- Binkley, D., Davis, M., Lawrie, D., and Morrell, C. (2009, May). *To CamelCase or Under_score*. Paper presented at the 17th IEEE International Conference on Program Comprehension, Vancouver, Canada.
- Davis, M. H., & McPartland, J. (2009, April). *Supporting high school teachers to close adolescent literacy gaps*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

UNIVERSITY TEACHING:

Johns Hopkins University:

- ED.883.721 Evaluation of Education Policies and Programs (Spring, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023)
- ED.883.719 Research Methods and Systematic Inquiry II (Fall, 2014, 2015, 2016, 2017, 2018, 2022)
- ED.855.730 Doctoral Directed Readings (Fall, 2014, Spring, 2021)

Loyola College in Baltimore:

- ED.205 Educational Psychology (Fall, 2008, Spring, 2009)

Towson University:

- REED 602 Teaching Reading: Theory and Practice (Spring, 2006)

University of Maryland:

- EDHD.426 Cognition and Motivation in Reading: Reading in the Content Areas I (Fall, 2003)
- EDHD.306 Research Methods in Human Development (Spring, 2003)

PROFESSIONAL ORGANIZATIONS:

- National Consortium for Instruction and Cognition, 2001-present
- American Educational Research Association, 2000-present

SERVICE TO THE FIELD:

- National Consortium for Instruction and Cognition, Historian, 2022-present
- National Consortium for Instruction and Cognition, Chair, 2018-2022
- National Consortium for Instruction and Cognition, Treasurer, 2011-2018
- *Contemporary Educational Psychology*, Reviewer, 2017
- *Journal of Research in Reading*, Reviewer, 2016-present
- *American Educational Research Journal*, Reviewer, 2015-present
- *Journal of Research on Educational Effectiveness*, Reviewer, 2015-present
- *Journal of Early Adolescence*, Reviewer, 2014-present
- *European Journal of Psychology of Education*, 2014-present
- *High School Journal*, Reviewer, 2012-present
- *The Journal of Literacy Research and Instruction*, Reviewer, 2012-present
- *Journal of Education for Students Placed at Risk*, Reviewer, 2010-present
- *Cognitive Science*, Reviewer, 2021-present
- *Journal of Educational Psychology*, Reviewer, 2021-present
- *Journal of Learning and Individual Differences*, Reviewer, 2020-present

SERVICE TO THE PROGRAM, COLLEGE, and UNIVERSITY:

- Faculty Executive Committee: President, JHU, 2022-present
- Faculty Executive Committee: Vice President, JHU, 2021-2022
- Faculty Executive Committee: Associate Professor Representative, JHU, 2018-2020
- Reappointment Taskforce: Committee Chair, 2020-2021
- School of Education Committee on Diversity and Civility, Chair, JHU, 2019
- School of Education Faculty Search Committee, JHU, 2016, 2018-19
- School of Education Committee on Diversity and Civility, Member, JHU 2015-2018
- Doctoral Committee, JHU 2015-present
- EdD Subcommittee, JHU 2015-present, PhD Subcommittee, JHU 2015-present