

# Christopher J. Doss

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## EDUCATION

**Stanford University**, Stanford, CA September 2017  
Ph.D. in Economics of Education

**Stanford University**, Stanford, CA March 2016  
M.A. in Economics

**Harvard University**, Cambridge, MA June 2008  
M.Ed. in Teacher Education, Physics at the Secondary Level

**Brown University**, Providence, RI May 2003  
B.S. in Chemistry, Magna Cum Laude, with Honors

## PROFESSIONAL EXPERIENCE

**Full Policy Researcher** June 2021 – Present  
RAND Corporation, Washington, DC  
*RAND Education and Labor*

**Associate Policy Researcher** August 2017 – June 2021  
RAND Corporation, Washington, DC  
*RAND Education and Labor*

**Graduate Researcher** September 2012 – August 2017  
Center for Education Policy Analysis  
Stanford University, Stanford, CA

**High School Physics Teacher** September 2008 – June 2012  
Boston Latin School, Boston, MA

**Chair of Science Department** September 2006 – June 2007  
Ranney School, Tinton Falls, NJ

**High School Physics Teacher** September 2005 – June 2007  
Ranney School, Tinton Falls, NJ

## PEER REVIEWED ARTICLES

**Doss, C.**, Fricke, H., Loeb, S., and Doromal, J. (*forthcoming*) Engaging Girls in Math: The unequal effects of text messaging to help parents support early math development. *Economics of Education Review*.

**Doss, C.**, Zaber, M., Master, B., Gates, S.M., and Hamilton, L.S. (2022). The relationship between measures of preservice principal performance and future principal job performance. *Education Evaluation and Policy Analysis*, 44(1), pp. 3-28.

Bozick, R., **Doss, C.**, Siler-Evans, K., and Gonzalez, G. (2020). Occupational credentials for jobs in the sub-baccalaureate STEM economy: The case of the emerging energy sector in Ohio. *AREA Open*, 6(3)

**Doss, C.**, Fahle, E.M., Loeb, S., York, B.N. (2019). Supporting parenting through differentiated text messaging: Testing effects on learning during kindergarten, *The Journal of Human Resources*, 54(3), 567-603.

York, B.N., Loeb, S., **Doss, C.** (2019). One step at a time: The effects of an early literacy text messaging program of parents of preschoolers, *The Journal of Human Resources*, 54(3), 537-568.

**Doss, C.** (2019). How much regulation? A fuzzy regression discontinuity analysis of student literacy skills in prekindergarten vs. Transitional Kindergarten, *Education Finance and Policy*, 14(2), 178-209.

Bettinger, E., **Doss, C.**, Loeb, S., Rogers, A., Taylor, E. (2017). The effects of class size on online college courses: Experimental evidence. *Economics of Education Review*, 58, 68-85.

Jacque, B., Malanson, K., Bateman, K., Akeson, B., Cail, A, **Doss, C.**, ... & Rountree, 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.

### SELECTED PEER REVIEWED REPORTS

Huguet, A., **Doss, C.**, Master, B.K., Unlu, F., Sousa, J.L., Christianson, K., and Baker, G. (2022). Widening the pathway: Implementation and impacts of alternative teacher preparation programs across three contexts. *RAND Corporation*.

Kilburn, M.R., Phillips, A., Gomez, C.J., Mariano, L.T., **Doss, C.**, Troxel, W.M., Morton, E., and Estes, K. (2021). Does for equal five? Implementation and outcomes of the four-day school week. *RAND Corporation*

Hamilton, L. S., and **Doss, C.** (2020) Supports for social and emotional learning in schools: Findings from the American Teacher Panel. *RAND Corporation*

Master, B.K., Steiner, E.D., **Doss, C.**, and Acheson-Field, H. (2020). Pathways to Instructional Leadership: Implementation and outcomes from a job-embedded school leader training program. *RAND Corporation*.

**Doss, C.** (2019). Student growth percentiles 101: Using relative ranks in student test scores to help measure teaching effectiveness. *RAND Corporation*.

**Doss, C.**, Steiner, E.D., and Hamilton, L. (2019). Teacher Perspectives on social and emotional learning in Massachusetts: Findings from the American Educator Panels. *RAND Corporation*.

Gates, S.M., Baird, M.D., **Doss, C.**, Hamilton, L.S., Opper, I.S., Master, B.K., Prado Tuma, A., Vuollo, M., and Zaber, M.A., (2019). Preparing school leaders for success: Evaluation of New Leaders' Aspiring Principals program, 2012–2017. *RAND Corporation*.

Gonzalez, G., **Doss, C.**, Kaufman, J., and Bozick, R. (2019). Supporting middle-skills STEM workforce development: Analysis of workforce skills in demand and education institutions' curricular offerings in the oil and gas sector. *RAND Corporation*.

Hamilton, L.S., **Doss, C.**, and Steiner, E.D. (2019). Teacher and principal perspectives on social and emotional learning in America's schools: Findings from the American Educator Panels. *RAND Corporation*.

Reardon, S., **Doss, C.**, Gagne, J., Gleit, R., Johnson, A., and Sosina, V. (2018). A portrait of educational outcomes in California. *Getting Down to Facts II*, Retrieved from: <https://tinyurl.com/y77p3w5c>

## BOOK CHAPTERS

Grissom, J.A., Loeb, S., **Doss, C.** 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

## PAPERS UNDER REVIEW

**Doss, C.**, Mondschein, J., Shu, D., Wolfson, T., Kopecky, D., Fitton-Kane, V., Bush, L., and Tucker, C. *Deepfakes and Scientific Knowledge Distribution*, submitted to *Scientific Reports*.

## GRANTS

National Science Foundation

**PI: Christopher Doss**, Co-PI: John Pane

Teaching Computational Thinking to Students in Underrepresented Communities

\$1,000,000

National Science Foundation

**PI: Christopher Doss**, Co-PI: Jared Mondschein

Safeguarding STEM Education and Scientific Knowledge in the Age of Hyper-Realistic Data Generated Using Artificial Intelligence

\$100,000

Institute of Education Sciences, Small Business Innovation Research

PI: John Pane, **Co-PI: Christopher Doss.**

Story Mode for Teaching Cross-Curricular Coding Projects

\$300,000

2019-2021

U.S. Department of Education, Education Innovation and Research

PI: Julia Kaufman, **Co-PI: Christopher Doss**

Improving Pre-Engineering and Computer Science Education Through Micro-Credentialing

\$1,231,569

2019-2023

## AWARDS

- RAND Corporation Spotlight Award, 2018, 2022
- Stanford Graduate Fellowship in Science and Engineering, 2012-2017
- Institute of Education Sciences Fellowship, 2012-2017
- Stanford Graduate School of Education Student Collaborative Learning Fund Grant, 2016
- Education Pioneers Fellowship, Summer 2013
- Teach Plus Fellowship for Injecting Teacher Voice into Policy Discussions, 2011
- Sigma Xi National Research Honor Society, 2003
- Phi Beta Kappa national Honor Society, 2002

## PROFESSIONAL ACTIVITIES

**Membership:** Association for Public Policy Analysis and Management (APPAM), The Association for Education Finance and Policy (AEFP), Society for Research on Educational Effectiveness (SREE)

**Referee:** Journal of Human Resources, Journal of Policy Analysis and Management, American Educational Research Journal, Educational Evaluation and Policy Analysis, Journal of Human Capital, Education Finance and Policy, PLOS One, Education Economics, Economics of Education Review, Journal of Research on Educational Effectiveness, AERA: Open

**Conference Presentations:** AEFP 2022 Annual Conference, Society for Research on Child Development 2021 Annual Conference, SREE 2020 Annual Conference, AEFP 2019 Annual Conference, SREE 2017 Annual Conference, AEFP 2017 Annual Conference, SREE 2016 Annual Conference, AEFP 2016 Annual Conference, APPAM 2015 Annual Conference, APPAM 2014 Annual Conference, AEFP 2014 Annual Conference