

**BABETTE MOELLER**  
**EDUCATION DEVELOPMENT CENTER, INC.**  
**96 MORTON STREET, NEW YORK, NY 10014**  
**(212) 807-4205 – [BMOELLER@EDC.ORG](mailto:BMOELLER@EDC.ORG)**

**PROFESSIONAL PREPARATION**

---

New School for Social Research	Developmental Psychology	Ph.D., 1992
New School for Social Research	Developmental Psychology	MA, 1986
Hamburg University, Germany	Psychology	Vordiplom, 1982

**SELECTED POST-DOCTORAL PROFESSIONAL DEVELOPMENT EXPERIENCES**

---

- *Center for Benefit-Cost Studies of Education Methods Training Course*, conducted by Henry Levin, Brooks Bowden, Clive Belfield, and Robert Shand, May 22–26, 2017, Teachers College, Columbia University, New York, NY.
- *Hierarchical Linear Modeling Workshop*, conducted by Steve Raudenbush and Tony Bryk, September 17–19, 2008, Chicago, IL.
- *Summer Research Training Institute on Cluster Randomized Trials* chaired by Larry Hedges, July 6–18, 2008, Chicago, IL.
- *Mathematical Knowledge for Teaching (MKT) Measures Instrument Dissemination Workshop*, conducted by Heather Hill, Geoffrey Phelps, & Steven Schilling, March 23, 2008, New York, NY.

**CURRENT POSITIONS**

---

Distinguished Scholar, Center for Children and Technology, Education Development Center  
Adjunct Faculty, Bank Street College of Education

**OVERVIEW OF EXPERTISE**

---

- Substantive expertise studying student-centered approaches for improving mathematics and science education, teacher education and professional development, with a particular focus on inclusive approaches to better serve students with disabilities. Co-developed *Math for All*, a standards-based, K-5 professional development program published by Corwin Press.
- Methodological expertise in quantitative methods, including the analysis of multivariate, quasi-experimental and experimental data, as well as in qualitative analysis techniques.
- Expertise developing rigorous quantitative and qualitative research designs and methodologies to evaluate the impact of instructional approaches and professional development programs on teacher practice and student outcomes. Skilled in developing program-level and multi-site evaluations.
- Special expertise with evaluating programs designed to broaden participation of traditionally underrepresented groups.
- Proven track record managing large-scale, research studies, successfully recruiting and retaining sites, and ensuring fidelity of implementation.
- Strategic dissemination of research findings to researchers, policy makers and practitioners through reports, peer-reviewed publications, presentations, workshops and social media.

## SELECTED GRANTS

---

- U.S. Department of Education, Institute for Education Science. Grant: *Math for All: Assessing the Efficacy of a Professional Development Program for Elementary School Teachers* (Principal Investigator), 2014–2018.
- National Science Foundation, Discovery Research K-12. Grant: *Supporting Staff Developers in the Implementation of Professional Development Programs to Improve Mathematics Education for Students with Disabilities* (Principal Investigator), 2008–2013.
- National Science Foundation, Research in Disabilities Education Program, through a subcontract with the University of Southern Maine. Grant: *Eastern Alliance in Science, Technology, Engineering, and Mathematics 2* (Evaluation Director), 2008–2013.
- National Science Foundation, Research in Disabilities Education Program, through a subcontract with WGBH. Grant: *User-Centered Digital Library* (co-Principal Investigator and Evaluation Director), 2006–2008.
- U.S. Department of Education, through a subcontract with Bank Street College of Education, *Project HEDS-UP (Higher Education Disability Support-Universal Design Principles)* (Evaluation Director), 2005–2008.
- U.S. Department of Education, Preparing Tomorrows Teachers to Use Technology Program, through a subcontract with Bank Street College of Education. Grant: *Project ConTExT*, (Evaluation Director), 2003–06.
- National Science Foundation, Teacher Enhancement Program, through a subcontract with Bank Street College of Education. Grant: *Mathematics for All: Multimedia Cases on Inclusion* (Principal Investigator), 2003–2008.

## SELECTED PUBLICATIONS

---

- Arthur, C., Badertscher, E., Goldenberg, P., Moeller, B., McLeod, M., Nikula, J., & Reed, K. (2017). [\*Strategies to improve all students' mathematics learning and achievement.\*](#) Waltham, MA: EDC.
- Hirshon, B., Summers, L., Moeller, B., & Martin, W. (2016). The KC Empower Project: Designing more accessible STEM Learning Activities. *K–12 STEM Education*, 2(1), 1–49.
- Cohen, M., Moeller, B., & Cerrone, M. (2015). [\*Constructing Online Communities of Practice.\*](#) *Occasional Papers*, 34.
- Langley-Turnbaugh, S., Whitney, J., Lovewell, L., & Moeller, B. (2014). Building and Implementing a Successful Undergraduate Research Fellowship Program for Students with Disabilities. *CUR Quarterly*, 35(2), 39–45.
- Moeller, B., Dubitsky, B., Cohen, M., Marschke-Tobier, K., Melnick, H., Metnetsky, L., Brothman, A., & Cecchine, R. (2013). *Math for All Professional Development Resources for Facilitators Grades K–2*. Thousand Oaks, CA: Corwin Press.
- Moeller, B., Dubitsky, B., Cohen, M., Marschke-Tobier, K., Melnick, H., & Metnetsky, L. (2013). *Math for All Participant Book Grades K–2*. Thousand Oaks, CA: Corwin Press.
- Moeller, B., Dubitsky, B., Cohen, M., Marschke-Tobier, K., Melnick, H., Metnetsky, L., Brothman, A., & Cecchine, R. (2012). *Math for All Professional Development Resources for Facilitators Grades 3–5*. Thousand Oaks, CA: Corwin Press.
- Moeller, B., Dubitsky, B., Cohen, M., Marschke-Tobier, K., Melnick, H., & Metnetsky, L. (2012). *Math for All Participant Book Grades 3–5*. Thousand Oaks, CA: Corwin Press.
- Whitney, J., Langley-Turnbaugh, S., Lovewell, L., & Moeller, B. (2012). Building Relationships,

- Sharing Resources, and Opening Opportunities: A STEM Learning Community Builds Social Capital for Students with Disabilities. *Journal of Postsecondary Education and Disability*, 25(2).
- Stumbo, N., Martin, J., Nordstrom, D., Rolf, T., Burgstahler, S., Whitney, J., Langley-Turnbaugh, S., Lovewell, L., Moeller, B., Larry, R., & Misquez, E. (2011). Evidence-based practices in mentoring students with disabilities: Four case studies. *Journal of Science Education for Students with Disabilities*, 14(1), 33–54.
- Moeller, B. & Reitzes, T. (2010). *Integrating Technology with Student-Centered Learning*. Quincy, MA: Nellie Mae Education Foundation.
- Meier, E., Powell, K., Hollands, F., Moeller, B., & Dubitsky, B. (2008). *Math For All: An Opportunity to Develop Our Civic Responsibility to Inclusion Students*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY, March 24–28, 2008.
- Meier, E., Powell, K., Moeller, B. & Dubitsky, B. (2005). Setting the Stage for Reflective Practice: Multimedia Case Study Development. In: AACE (ed.), *Proceedings of SITE 2005*. Norfolk, VA.
- Moeller, B., Wahl, E., Campbell, P., Rousso, H., Anderson, L., Bell, N., Jolly, E., George, Y. & Kahn, S. (2000). Science for all: Including each student. In: L. F. Lowery (ed.), *NSTA Pathways to the Science Standards (Elementary School Edition)*. Arlington, VA: National Science Teachers Association.
- Campbell, P., Wahl, E., Slater, M., Iler, E., Moeller, B., Ba, H., & Light, D. (1998). Gateways to success. *Journal of Women and Minorities in Engineering*, 4(2&3), 297–309.
- Moeller, B. (1996). Technology assessment: Putting technology to the test. *Journal of Educational Computing Research*, 15(4), 393–397.
- Moeller, B. (1995). Building learning communities online: Using local area network technology to support collaborative learning. *Electronic Learning*, 14(5), 16–17.
- Remz, A., Moeller, B., & Zorfass, J. (1993). Using technology to facilitate writing instruction for students with disabilities. *The Writing Notebook*, September/October.
- Sheingold, K., Martin, L., & Moeller, B. (1988). Schooling in the twenty-first century. *Children's Environments Quarterly*, 5(4), 4–7.

#### **SELECTED PRESENTATIONS**

---

- Moeller, B. (2017). Using Mixed Methods to Assess Fidelity of Implementation of the Math for All PD Program. Paper to be presented in B. Moeller (Chair), *Presentation of a Mixed Methods Randomized Controlled Trial Design and Lessons Learned (So Far)*. Symposium conducted at the Annual Meeting of the American Educational Research Association, April 27–May 1, 2017, San Antonio, TX.
- McLeod, M., Cohen, M., Dubitsky, B., Marshall, N., Moeller, B., & Rothschild, K. (2017). *Reaching Diverse Learners in the Mathematics Classroom - The Principal's Role*. Paper presented at the annual meeting of the National Council of Supervisors of Mathematics (NCSM), April 3–5, 2017, San Antonio, TX.
- Moeller, B., Dubitsky, B., Cohen, M., & Melnick, H. (2016). *Math for All: Establishing the Evidence Base for a Math Professional Development Program*. Poster presented at the 13<sup>th</sup> International Congress on Mathematical Education, Hamburg, Germany, July 29, 2016.
- Moeller, B. & Dubitsky, B. (2016, April). Lessons Learned about Recruiting Schools and the

- Implementation of the Professional Development. In B. Moeller (chair), *Math for All: Lessons Learned from Piloting an RCT in a Large Urban District*. Symposium conducted at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 10, 2016.
- Moeller, B. & Marchese, C. (2012, July). *Collaborative professional development: Making math accessible to all*. Session conducted at the 2012 Learning Forward Summer Conference, July 23, 2012, Denver, CO.
- Moeller, B., Brodesky, A., & Goldsmith, L. (2011). *Supporting math teacher educators' implementation of curriculum-based professional development programs*. Session conducted at the Annual Meeting of the Association of Mathematics Teacher Educators, January 27–29, 2011, Irvine, CA.
- Moeller, B., Brodesky, A. & Goldsmith, L. (2010). Supporting staff developers in the implementation of professional development programs to improve mathematics education for students with disabilities. Paper presented in Goldsmith, L., (chair), *Perspectives on facilitation of professional development: Core tasks of facilitation and fidelity of implementation*. Session conducted at the annual conference of the Association for Mathematics Teacher Educators, January 28–30, 2010, Irvine, CA.
- Moeller, B., Goldsmith, L., Borko, H., Jacobs, J., & Seago, N. (2009). *Understanding the fidelity of implementation and scalability of mathematics professional development curricula*. Session conducted at the annual project directors' meeting of the Discovery Research K-12 program, November 8–10, 2009, Washington, DC.

#### **RELATED PROFESSIONAL EXPERIENCE**

---

- Manuscript reviewer for the *Educational Researcher*, the *Journal for Educational Computing Research*, the *Journal of Mathematics Education Leadership*, *K–12 STEM Education Journal*, and *South African Journal of Education*.
- Panel reviewer, *National Science Foundation*: Directorate for Education and Human Resources, Research on Education, Policy, and Practice (REPP) Program; Teacher Enhancement Program; Program for Persons with Disabilities; Information Technology Research (ITR) Program; Small Business Innovation Research (SBIR) Program; Teacher Professional Continuum (TPC) Program; Advancing Informal STEM Learning (AISL) Program; STEM+C Program; Discovery Research PreK–12 (DRK–12) Program. *U.S. Department of Education*: Technology Innovation Challenge Grant Program; Preparing Tomorrow's Teachers to use Technology (PT3) Program. *Department of Energy*: Small Business Innovation Research Program.
- Partner Representative, 100Kin10.
- Past President, Science Education for Students with Disabilities (SESD).
- Member, Best Practices in PreK–12 Education, Blue Ribbon Panel, Building Engineering and Science Talent (BEST), San Diego, CA.
- Member of National Advisory Boards: Special Science Team Project (funded by NSF), Rutgers University; Cognitively-based multimedia support for a balanced approach to the development of early reading in school and home contexts (funded by NSF, the U.S. Department of Education, and the National Institute of Child Health and Human Development), Vanderbilt University.
- Contributed to the development of educational software: Inquire, KidCode™.

### Current and Pending External Support

C/P	Title	Source of Support	Amount	Period	Annual Percentage Effort
C	Math for All: Assessing the Efficacy of a Professional Development Program for Elementary School	Institute of Education Sciences	\$3,499,692	7/1/2014 – 6/30/2018	50%
C	Imaging Models for STEM Teacher Education	National Science Foundation, Robert Noyce Teacher Scholarship Program (through American Association for the Advancement of Science)	\$122,613	8/1/15 – 7/31/18	9%
C	Designing for Productive Struggle	National Science Foundation (through Boston Museum of Science)	\$30,000	10/1/16 – 9/30/19	1.4%
C	IDEAS: Inventing, Designing, and Engineering on the Autism Spectrum	National Science Foundation	\$1,193,170	9/1/16 – 8/31/19	6%
C	iZone Short-Cycle Evaluation Challenge	New York City Department of Education (through Fund for the Public Schools, Inc)	\$115,000	9/18/17 – 10/31/18	5%
P	VROOM: Virtual Reality Operations and Opportunities for Museums	National Science Foundation (through NewKnowledge)	\$120,000	9/1/18 – 8/31/22	5%
P	Building an Action Agenda for Assessing the Long-Term Impact of STEM Programs for Girls	National Science Foundation (through Intrepid Sea, Air & Space Museum)	\$70,451	8/1/18 – 11/30/19	5%