

## Crystal A. Moore

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### EDUCATION

2023 <i>Expected</i>	Stanford University Graduate School of Education Stanford, CA <i>Program:</i> Social Sciences, Humanities & Interdisciplinary Policy Studies <i>Concentrations:</i> Educational Policy & Sociology of Education	Ph.D.
2000	University of Pennsylvania Philadelphia, PA <i>Program:</i> Teacher Education <i>Concentration:</i> Elementary Education Pennsylvania State Level II Teacher Certification in Elementary Education	M.S.Ed.
1996	Princeton University Princeton, NJ <i>Program:</i> Woodrow Wilson School of Public and International Affairs <i>Concentrations:</i> Urban Policy, Youth Policy	A.B.  <i>Cum laude</i>

### RESEARCH AREAS

- Educational Policy
- Sociology of Education

### RESEARCH INTERESTS

Educational Inequality  
Organizational Theory  
Race and Class in Schools  
School Leadership

Schools as Organizational Systems  
Stratification in Public Schooling  
Urbanization

### COURSEWORK

Introduction to Statistics for Social Scientists  
Education Policy in the United States  
History of School Reform

Qualitative Methods  
Seminar in Organization Theory

Independent Study in Quantitative Analysis

### EMPLOYMENT HISTORY

#### Education Pioneers Summer Fellow, Chan Zuckerberg Initiative (2018)

- Created annotated bibliography definitions and measures of success and well-being in young adults.
- Prepared reading list-20 additional books or articles to be considered for future research projects.
- Synthesized findings, including researchers, key insights and recommendations for further work.

#### Research Assistant, Research Assistant, Learning Policy Institute (2017-present)

- Prepared literature review on adult learning theory and educator best practices.

- Conducted interviews and observations in high-performing school district in Southern California.
- Code and analyze document and transcript data to determine strategies that lead to success.
- Write case study on district work to be included in larger Positive Outliers study.

**Graduate Assistant, Office of Assistant Dean for Diversity Programs, Stanford University (2017-2018)**

- Support diversity initiatives within School of Humanities & Sciences graduate student population.
- Conduct research regarding the effectiveness of strategic diversity programming.

**Education Pioneers Summer Fellow, University of Virginia School Turnaround Program (2017)**

- Designed partner development tactics for identifying, recruiting, and working with potential districts.
- Managed relationship with communications firm hired for visioning, messaging and rebranding work.
- Partnered with 12 states and 35 districts to help leaders design and execute school improvement.

**Senior Associate, Cross & Jofus (2014-2017)**

- Intervened in 4 Priority Schools through DC Office of the State Superintendent of Education (OSSE).
- Coached principals on leadership and instructional best practices, especially talent cultivation.
- Provided technical assistance on curriculum, data analysis, program design and training.
- Schools reduced students below grade-level by 20% and increased students on grade level by 10%.

**Founder and President, Moore Education (2003-2017)**

- Designed and implemented individual instructional plans in literacy and mathematics for students.
- Conducted quantitative research and offered solutions for diversity issues at independent school.
- Provided strategic planning guidance for parents opening independent school in Baltimore, MD.
- Provided training to classroom teachers on Common Core-aligned, literacy materials for Sadlier Inc.

**Director of Organizational Leadership & Development, Magnet Schools of America (2013-2014)**

- Built technology and systems infrastructure to launch ambitious, nonprofit fundraising program.
- Managed first integrated marketing campaign to raise organizational profile and encourage giving.
- Generated \$140,000 in consulting services as additional revenue for national association.
- Designed national standards of excellence for magnet schools based on research and best practices.

**Graduate Fellow, Teacher Preparation Team, National Council on Teacher Quality (2012)**

- Completed independent research projects related to national review of teacher preparation programs.
- Collected data from various sources, including online resources, literature reviews, and surveys.
- Synthesized data collected into concise and coherent written reports.

**Instructional Coach, Charles R. Drew Elementary School (2011-2012)**

- Provided job-embedded, staff development for 17 classroom teachers and 8 educational aides.
- Created individual development plans based on informal classroom observations and student data.
- Trained teachers on Common Core State Standards and next-generation assessment systems.
- Participated in New Leaders Emerging Leaders Program for future, urban school leaders.

**Professional Development Specialist, District of Columbia Public Schools (2010-2011)**

- Supervised 18 Instructional Coaches in 11 schools who provided job-embedded, staff development.
- Analyzed summative and formative assessment data for 3,000 students in 11 schools.
- Collaborated with Instructional Superintendent to meet staff development needs for 300+ teachers.
- Developed new district curriculum aligned to Common Core ELA Standards, focusing on grades 2-3.

**Manager and Senior Support Analyst, Burst™:Reading Educational Support Team, Wireless Generation, Inc. (2010)**

- Provided remote support for teachers on literacy instruction and next-generation assessments.
- Conducted needs assessment to identify areas to target technical assistance based on data.
- Supported clients in developing valid, reliable, and fair intervention programs.
- Used data to evaluate the progress and outcomes of a intervention program pilot.

**Consultant, Professional Services, Wireless Generation, Inc. (2006-2009)**

- Developed services for 2,000 educators in 100 systems, generating \$4.5MM in annual revenue.
- Evaluated progress and provided technical assistance to the clients based on analysis.
- Conducted research and evaluations on large-scale elementary assessments.
- Supported clients in developing innovative elementary and secondary student assessment practices.

**Elementary School Teacher, Penn Alexander School, School District of Philadelphia (2004-2006)**

- Taught all content areas for fourth grade (reading, mathematics, science, and social studies).
- Implemented research-proven, best-practice, educational programs for 20-30 students annually.
- Incorporated balanced literacy, math conceptual understanding, and use of manipulatives & visuals.
- Designed differentiated literacy and mathematics curricula with colleagues to meet student needs.

**Junior Unit Teacher, The Philadelphia School (2001-2003)**

- Taught all content areas for third grade (reading, mathematics, science, and social studies).
- Implemented research-proven, best-practice, educational programs for 20-40 students annually.
- Incorporated constructivist teaching practices into classroom instruction.
- Served on diversity strategic planning committee.

**Fourth Grade Teacher, Ivy Leaf School (2000-20001)**

- Taught all content areas for fourth grade (reading, mathematics, science, and social studies).
- Incorporated research-proven, best-practice, educational programs into school curriculum.
- Facilitated in-service workshop for 50 colleagues and administrators.
- Served on strategic planning committee for writing instruction.

**Assistant Director of Foundation and Corporate Programs, Bryn Mawr College (1997-1999)**

- Prepared 75+ annual grant applications and expenditure reports for \$10MM in grants to funders.
- Identified potential corporate and foundation donors to meet college priorities.
- Designed new database with contact and demographic information for 100+ new prospects.
- Evaluated grantee progress and provided technical assistance with report & application preparation.

**Research Fellow, Department of Demography, University of Pennsylvania (1996-1997)**

- Administered and analyzed of questionnaire, interview, and site visit data.
- Analyzed survey results for 1,500 Philadelphia eighth grade students preparing for high school.
- Conducted individual and group interviews of eighth grade students about transition to high school.
- Prepared individual reports for middle and high school principals involved in transition survey.

**AWARDS, FELLOWSHIPS AND GRANTS**

- EDGE: Enhancing Diversity in Graduate Education Doctoral Fellowship Program (2017)
- Institute for Education Sciences (IES) Fellowship, Center for Education Policy Analysis (2017)
- CASE Virginia Carter Smith Scholarship for Newcomers to Advancement (1999)
- Mellon Minority Post-Baccalaureate Fellowship in Demography (1996)
- Priscilla Glickman '92 Award for Outstanding Commitment to Community Service (1996)
- Mellon Minority Undergraduate Research Fellowship (1994)

**AFFILIATIONS AND MEMBERSHIPS**

- American Educational Research Association (AERA), Division H: Research, Evaluation, and Assessment in Schools
- Sociology of Education Association

## **SERVICE TO COMMUNITY**

- Doctoral Cohort Liaison, EdCareers, 2017-present
- Community Outreach Chair, Black Graduate Student Association, 2018-present
- Planning Committee, Graduate School of Education Students of Color, 2018-present

## **PRESENTATIONS**

- "Turning Points," Fox Leadership Program, University of Pennsylvania, April 15, 2014.
- "Starting A Successful Magnet Program, One Nation Indivisible, November 10, 2013, Hartford, CT.
- "Magnets by the Numbers," One Nation Indivisible, November 9, 2013, Hartford, CT.

## **JOB-RELATED SKILLS**

- Proficient with Microsoft Office Suite (Excel, Internet Explorer, Power Point, Word).
- Basic knowledge of SQL and Stata.
- Extensive knowledge of educational pedagogy, staff development, and instructional best practices.
- Experienced instructional designer and professional development educator.
- Knowledgeable of data analysis protocols and strategies for continuous improvement.
- Strategic thinker who is able to weigh various factors in developing long-term plans.
- Able to manage multiple tasks needed to complete projects on time.
- Demonstrated problem solver who is able to resolve roadblocks effectively.
- Experienced manager who is able to recruit, select, develop, evaluate, and retain staff members.
- Able to work collaboratively on teams to achieve goals and produce quality outputs.

## **VOLUNTEER ACTIVITIES**

**Association of Black Princeton Alumni Bay Area Regional Director, San Francisco, CA, January 2018-present**

- Served as convener of planning committee of six members, hosting monthly meetings.
- Coordinated logistics for faculty lecture on Princeton & Slavery, attended by 75 alumni and guests.

**Princeton Project 55 Volunteer, Bay Area, CA, August 2017-present**

- Mentor and support recent graduates in yearlong Public Interest Fellowship Program.

**Princeton Alumni Schools Committee, Philadelphia, PA; Hudson and Essex Counties, NJ; Washington, DC; and Bay Area, CA, January 1997-present**

- Interview 2-5 students annually who apply for admission to Princeton University.
- Attend receptions to encourage newly admitted students to matriculate in the fall.

**East Palo Tutoring and Tennis Program (EPATT) Volunteer, November 2017 – present**

- Provide weekly, one-on-one tutoring to struggling middle school student focused on literacy.

**Posse DAP Volunteer and Writing Coach, August 2014-2016**

- Participated in selection process to determine applications to advance to second round of process.
- Met with student monthly to work on writing skills (including content, expression, and grammar)

**Obama for America Organizing Fellow, Washington, DC, June-November 2012**

- Recruited, coached, and developed local volunteer teams focused on outreach and voter engagement.
- Hosted strategy meetings to plan and execute campaign events in local community.

**Princeton Project 55 Steering Committee, Washington, DC, April 2009-June 2012**

- Mentored and supported recent graduates in yearlong Public Interest Fellowship Program.
- Organized career development workshops and social events for Fellow to help acclimation to DC.

**Founder, Equal O.P.S. (Opportunities for Philadelphia Schoolchildren),** September 2004-June 2006

- Solicited \$1,000 to supplement educational offerings to Philadelphia public school students.
- Awarded funds to two worthwhile projects that benefited 80 students in 2004-06.