BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
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NAME: **Muzzi, Cindy A.**

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE: **Research Associate II**

EDUCATION/TRAINING: *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training, if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date *MM/YYYY*	FIELD OF STUDY
The University of Memphis, Memphis, TN	B.A.	2004	Psychology
The University of Memphis, Memphis, TN	M.S.	2007	Educational Psychology and Research

A. PERSONAL STATEMENT

I am a Research Associate II at the Center for Research in Educational Policy at the University of Memphis. The primary focus of my time over the last ten years has been spent working with schools across multiple states for The Smithsonian's Science Education Center (SSEC) evaluating the use of science kits and the effects of these kits and professional development on teacher pedagogy and student learning.

- From 2010 through 2015, I helped run the evaluation of a five-year study in three states to validate the Leadership Assistance for Science Education Reform (LASER) model for inquiry science.
- From 2015 through 2018 I helped run a three-year i3 Extension grant in North Carolina with SSEC.
- From 2014 through 2019 I evaluated the efficacy of the LASER model in Colorado.
- Currently I am helping to evaluate a five-year SSEC study in Colorado - *LASER Focused*: An English Language Learner specific component to the SSEC's Leadership and Assistance for Science Education Reform (LASER) model for inquiry-based science.

In the last three years I have also managed the 21st Century Community Learning Centers (CCLC) evaluation in Virginia. Working closely with the Virginia Department of Education (VDOE) to access how after-school programs are affecting student achievement, student behavior, and parent involvement particularly in high-poverty and low-performing schools.

In addition to serving as project manager on multi-year evaluations, I also manage our online data collection platform, assisting P.I.'s in developing surveys, rubrics, and observations forms, as well as oversee the collection of that data.

Over the past eleven years at CREP I have enjoyed the opportunity to collaborate and build relationships with other researchers and educators. I appreciate the ability to synthesize academic research with practical, on-site research experiences. Through a series of investigations, site visits, classroom observations, and teacher, parent and student focus groups, I continue to grow my knowledge base as a researcher and evaluator.

Selected Research Papers and Technical Reports

Bertz, C.A., Zoblotsky, T., McSparrin Gallagher, B., **Muzzi, C**., & Tang, Y. (2018). *The LASER Model: A Systemic and Sustainable Approach for Achieving High Standards in Science Education. Investing in Innovation (i3) Extension Summative Report.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy. Technical report prepared for Smithsonian Science Education Center, Washington, DC.

McSparrin Gallagher, B., Tang, Y., Vanelli, L., **Muzzi, C.**, & Zoblotsky, T. (2018). Virginia Department of Education Evaluation of 21st Century Community Learning Centers 2016-2017. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. & Zoblotsky, T. (2018). *TSIN Rural STEM Collaborative Fall 2018 Teacher Survey Report.* Prepared for the Tennessee STEM Innovation Network. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Arthur, R. M., Bertz, C. A., Gallagher, B. M., **Muzzi, C.,** Young, A., & Zoblotsky, T. A. (2017). *SSEC Colorado LASER Initiative 2015-2016 Annual Report.* Report prepared for the Smithsonian Science Education Center. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Bertz, C. A., Zoblotsky, T. A., Tang, Y., & **Muzzi, C.** (2017). *The LASER Model: A Systemic and Sustainable Approach for Achieving High Standards in Science Education Year 1 Technical Report Part II: School Sustainability Study*. Memphis, TN: The University of Memphis, Center for Research in Educational policy.

Muzzi, C., Shearon, E., & Zoblotsky, T. (2017). *Project STAND (Student Transition, Acceleration, and NCRS Demonstration) Year 1 Evaluation Report.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Bertz, C. A., **Muzzi, C. A**., & Young, A. (2016). *The LASER Model: A Systemic and Sustainable Approach for Achieving High Standards in Science Education Year 1 Technical Report Part 1: School Sustainability Study*. Memphis, TN: The University of Memphis, Center for Research in Educational policy.

Bertz, C. A., McSparrin-Gallagher, B., Young, A., & **Muzzi, C.** (2015). *SSEC Colorado LASER Initiative 2014-2015 Annual Report.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Burgette, J., **Muzzi, C.,** Lee, L., & Niemeier, B. (2015). *The LASER Model: A Systemic and Sustainable Approach for Achieving High Standards in Science Education Summative Report Section 7 – Case Studies.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy. Summative report for case studies prepared for Smithsonian Science Education Center, Washington, DC.

Goldfeder, E., **Muzzi, C.,** Shearon, E., & Lee, L. (2015). *Strengthening Institutions: Dyersburg State Community College Title III, Part A Program Evaluation for Years 1-5.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C., Goldfeder, E., & Shearon, E. (2015). *Strengthening Institutions: Dyersburg State Community College Title III, Part A Program Evaluation for Year 5 (2013-2014).* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. & King, M. (2014). *Strengthening Institutions - Dyersburg State Community College Title III, Part A: Year 4 Program Evaluation 2012-2013*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2013). *Strengthening Institutions - Dyersburg State Community College Title III, Part A: Year 3 Program Evaluation 2011-2012*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2013). *Transforming a Civil Engineering Curriculum through GIS Integration (CCLI) Evaluation: A Comparison between Baseline, Cohort 1, and Cohort 2 Focus Group Responses*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2013). *Transforming a Civil Engineering Curriculum through GIS Integration (CCLI) Evaluation: Faculty Focus Group Summary*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2012). *Strengthening Institutions - Dyersburg State Community College Title III, Part A: Year 2 Program Evaluation 2010-2011*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2012). *Transforming a Civil Engineering Curriculum through GIS Integration (CCLI) Evaluation Comparison between Baseline and Cohort 1 Focus Group Responses*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2012). *Transforming a Civil Engineering Curriculum through GIS Integration (CCLI) Evaluation Faculty Focus Group Summary*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Lowther, D. L. & **Muzzi, C.** (2011). *Strengthening Institutions: Dyersburg State Community College Title III, Part A Program Evaluation for Year 1, 2009-2010*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2011). *Networking Educational Talent for Science (NETS): Building Bridges to Health Science Literacy Final Report 2010-2011*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C., Franceschini, L., & Gallagher, B. (2011). *An Evaluation of The University of Tennessee Health Science Center's Building Bridges to Health Science Literacy 2006-2011*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C., Strahl, J. D., & Morrison, D. M. (2011). *Evaluation of Charter School Funded with Illinois State Board of Education (ISBE) Start-Up Grant: Annual Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C., Strahl, J. D., & Morrison, D. M. (2011). *Illinois State Board of Education (ISBE) Start-Up Grant: Annual Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Morrison, D. M., & **Muzzi, C.** (2010). *First Year Report on a High School Redesign Grant Award to Memphis City Schools by the Tennessee Department of Education 2009-2010*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2009). *An Evaluation of a Fall 2009 Calculus I Course Implementing WebAssign.* Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

B. POSITIONS AND HONORS

Professional Appointments

2009–present Research Associate I, Center for Research in Educational Policy, University of Memphis

Honors

Cum Laude – Master's Program

C. CONTRIBUTIONS TO SCIENCE

1. Assisted in evaluating an the Networking Educational Talent for Science (NETS) program at the University of Tennessee Health Science Center's (UTHSC) Building Bridges to Health Science Literacy (BBHSL) program, which was funded by a Science Education Partnership Award (SEPA). The program was also supported by funds from the National Center for Research Resources (NCRR), a component of the National Institutes of Health (NIH). This supplemental fund enhances the BBHSL educational strategies to expand their relationship with and dissemination of health science to underserved venues. Through this evaluation I examined the extent to which the NETS program is meeting its goals and objectives. As well as produce tangible data to facilitate data-driven improvement with regard to the program and further decision making.

2. I also evaluated another University of Tennessee Health Science Center's (UTHSC) Building Bridges to Health Science Literacy (BBHSL) program, which was funded by a Science Education Partnership Award (SEPA). The goals of the SEPA-funded program were to train 100 K-12 science and math teachers to successfully integrate Problem-Based Learning (PBL) into their instructional strategy and enhance students' interest. The evaluation plan was designed to examine the UTHSC PBL teacher training as well as the school-level application of the program.

3. Assisted in evaluating a large, multi-site initiative aimed at helping state, district and school leadership teams implement and sustain high-quality, inquiry-based science education for elementary and middle school students. This STEM project was part of a five year "Investing in Innovation" (i3) Validation grant awarded by the U.S. Department of Education, and undertaken in conjunction with the Smithsonian Institution's Science Education Center (SSEC). This randomized controlled trial involved the collection and analysis of qualitative and quantitative data in 126 schools in three very different regions: The Houston Independent School District, northern New Mexico, and rural North Carolina. The research design for the study has been designated as meeting What Works Clearinghouse (WWC) Group Design Standards Without Reservations (the WWC's highest rating).

4. Assisted in evaluating the SSEC i3 Extension grant for three additional years of study in North Carolina to test the sustainability of the LASER model. This study tracked the trajectory of inquiry-based instruction in participating schools once structured support and federal funding were removed.

5. Assisted in evaluating a pilot of the SSEC Leadership Assistance for Science Education Reform (LASER) model in the Colorado area. The LASER model presents an infrastructure designed to help district and school-based leadership support and promote high-quality, inquiry- based science instruction in the nation's K-8 classrooms.

6. Partnered with the Smithsonian Science Education Center (SSEC) to develop, implement, and evaluate *LASER Focused*: An English Language Learner specific component to the SSEC's Leadership and Assistance for Science Education Reform (LASER) model for inquiry-based science. Among the elements of LASER is the use of grade-specific, self-contained, research-based, inquiry-centered science units, the Science and Technology Concepts (STC) curriculum. By adding an EL-specific focus to the model and involving the Denver Museum of Nature & Science (DMNS), we aim to strengthen LASER's effectiveness as a tool to engage with ELs and their families.