



MARK LOW, PH.D.

Summary of Professional Experience

Mark Low, Ph.D., is a managing director at Activate. Dr. Low has over 15 years of experience as a university researcher, as an evaluator of local and national policies and programs, and as a director of federal contracts. Prior to joining Activate, Dr. Low was a senior analyst at Avar Consulting where he led multiple projects providing various statistical and evaluation support services to federal agencies, including the U.S. Department of Education's National Center for Education Statistics (NCES). Through FY21, Dr. Low has managed over \$25 million in federal contracts. His core areas of expertise include assessing the validity of a study's claims against its methods and data; deciding what types of statistics are appropriate given a study's design; and determining the extent to which a study's findings can be generalized to other settings. Prior to beginning his research career, Dr. Low taught high school math and science for two years in Alabama and for three years in Massachusetts. He holds an M.Ed. in secondary education from the University of Notre Dame and a Ph.D. in curriculum, teaching, and education policy from Michigan State University.

Work History

Activate Research, Inc., <i>Managing Director</i>	2021 – present
Avar Consulting, Inc., <i>Project Director & Senior Analyst</i>	2012 – 2021
Policy Studies Associates, Inc., <i>Research Associate</i>	2009 – 2011

Education

Ph.D., Curriculum, Teaching, and Education Policy, Michigan State University, East Lansing, MI, 2012

M.Ed., Secondary Education, University of Notre Dame, Notre Dame, IN, 2001

B.A., Government and International Studies, University of Notre Dame, Notre Dame, IN, 1999

Selected Publications and Presentations

Bairu, G., & Low, M. (2016). *Federally funded data resources: ED Data Inventory*. Invited poster session presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Seastrom, M., Kubzdela, K., McFadden, P., Low, M., & Barrett, R. (2014). *ED Data Inventory: What Is It, How Can You Use It, and What's Next?* Presentation at the 2014 NCES STATS-DC Data Conference, Washington, DC.

Youngs, P., Frank, K. A., Thum, Y. M., & Low, M. (2012). The motivation of teachers to produce human capital and conform to their social contexts. In T. Smith, L. Desimone, & A. C. Porter (Eds.), *Yearbook of the National Society for the Study of Education: Vol. 110. Organization and effectiveness of high-intensity induction programs for new teachers*. Malden, MA: Blackwell Publishing.



Youngs, P., Jones, N., & Low, M. (2011). How beginning special and general education elementary teachers negotiate role expectations and access professional resources. *Teachers College Record*, 113(7), 1506-1540.

Youngs, P., Pogodzinski, B., & Low, M. (2010). The role of formative assessments in new teacher induction. In M. Kennedy (Ed.), *Teacher assessment and the quest for teacher quality: A handbook* (pp. 165-199). San Francisco: Jossey-Bass.

Low, M. R. (2009). *Teacher hiring and teacher commitment in Catholic and public schools*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Low, M. R. (2009). *How school sector and teachers' social networks affect the commitment levels of public and Catholic high school teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Weizman, A., Covitt, B. A., Koehler, M. J., Lundeberg, M. A., Oslund, J. A., Low, M. R., et al. (2008). Measuring teachers' learning from a problem-based learning approach to professional development in science education. *Interdisciplinary Journal of Problem-based Learning*, 2(2), 29-60.

Low, M. R. (2007). *The effects of social networks on new elementary and middle school mathematics teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Oslund, J. A., Low, M. R., Lundeberg, M. A., Koehler, M. J., & Eberhardt, J. (2006). *Creating problems for teachers: Research on constructing problem-based materials to enhance science content knowledge*. Paper presented at the 2006 Annual Meeting of the American Educational Research Association, San Francisco.
