

CURRICULUM VITAE

MICHELLE L. PETERS, ED.D.

Professor
Research & Applied Statistics
University of Houston-Clear Lake
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Houston, TX 77058
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EDUCATION

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|--------------|--|------|
| Ed.D. | Curriculum & Instruction
<i>The George Washington University, Washington, DC</i>
Specializations: Research Methodology, Statistics, and
Adult Development & Learning | 2009 |
| M.S. | Nuclear Engineering
<i>Missouri University of Science and Technology, Rolla, MO</i> | 1994 |

CERTIFICATES AND LICENSURES

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| Secondary Mathematics Teaching Certification
<i>Drury University, Springfield, MO</i> | 1999 |
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PROFESSIONAL EXPERIENCE

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| Sept. 2016
to Present | Program Coordinator
Educational Foundations/Research
College of Education
University of Houston-Clear Lake |
| 2018
to Present | Professor
Research & Applied Statistics
School of Education
University of Houston-Clear Lake |
| 2015-2018 | Associate Professor
Research & Applied Statistics
School of Education
University of Houston-Clear Lake |
| 2009-2015 | Assistant Professor
Research & Applied Statistics
School of Education
University of Houston-Clear Lake |

2005-2009	Research Lab Coordinator Graduate School of Education & Human Development The George Washington University
2008-2009	Adjunct Faculty Quantitative Research Methods Secondary Mathematics Methods Graduate School of Education & Human Development The George Washington University
2004-2013	Mathematics & Statistics Adjunct Faculty Drury University, Springfield, MO
2001-2004	Mathematics/Statistics/Physics Lecturer Central Texas College, Okinawa, Japan
1999-2001	Secondary Mathematics/Physics Instructor Waynesville High School, Waynesville, MO
1999-2001	Mathematics & Statistics Adjunct Faculty Drury University, Springfield, MO
1996-1999	Consulting Physicist Nuclear Solutions

COURSES TAUGHT AT UHCL

Graduate

COUN 6032	Statistics and Measurement for Counselors
COUN 6033	Research Design and Analysis for Counselors
EDCI 7031	Quantitative Research I - Research Design
EDCI 7032	Quantitative Research II - Statistical Analysis
EDLS 7031	Quantitative Research I - Research Design
EDLS 7032	Quantitative Research II - Statistical Analysis
EDLS 7130	Program Evaluation
EDLS 7330	Advanced Statistical Analysis
EDLS 7332	Current Issues in Educational Measurement
EDLS 8530	Research Seminar (Dissertation Writing)
EDUC 6032	Applied Statistics
EDUC 6033	Research Design and Analysis

COURSES TAUGHT AT OTHER UNIVERSITIES

Graduate

The George Washington University:

- EDUC 295 Quantitative Methods II – Research Procedures
- EDUC 298 Introduction to Educational Statistics
- EDUC 302 Group Comparison Designs and Analyses
- EDUC 310 Educational Measurement
- TRED 218 Recent Developments in Mathematics

Undergraduate

Drury University:

- MATH 100 Intermediate Algebra
- MATH 101 Fundamental Math Concepts I
- MATH 109 College Algebra
- MATH 201 Calculus
- MATH 227 Statistics

PUBLICATIONS

Refereed Journal Articles

International

Peters, M. (under review). Empowering underserved and underrepresented youth to embark on a STEM journey: A Longitudinal Study. *Journal of Science Education and Technology*.

Willis, J., **Peters**, M., & Trevathan, M. (under review). Video game play: Does learning happen? *Cambridge Journal of Education*.

Barksdale, C., Corrales, A., & **Peters**, M. (under review). Middle school students' perceptions of classroom climate and its relationship to achievement. *Alberta Journal of Educational Research*.

Dahlkamp, S., **Peters**, M., & Schumacher, G. (2018). Principal self-efficacy, school climate, and teacher retention: A multi-level analysis. *Alberta Journal of Educational Research*, 63(4), 357-376.

Tingle, E., Corrales, A., & **Peters**, M. (2017). Leadership development programs: Investing in school principals. *Educational Studies*. Retrieved from <http://dx.doi.org/10.1080/03055698.2017.1382332>

- Gonzalez, A., **Peters**, M., Orange, A., & Grigsby, B. (2017). The influence of high-stakes testing on teacher self-efficacy and job-related stress. *Cambridge Journal of Education*, 47(4), 513-531.
- Kimbark, K., **Peters**, M., & Richardson, T. (2016). Effectiveness of the student success course on persistence, retention, academic achievement, and student engagement. *Community College Journal of Research and Practice*, 41(2), 124-138.
doi: 10.1080/10668926.2016.1166352
- Allen, N., Grigsby, B., & **Peters**, M. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *International Journal of Educational Leadership Preparation*, 10(2), 1-22.
- McCarley, T., **Peters**, M., & Decman, J. (2014). Transformational leadership related to school climate: A multi-level analysis. *Educational Management Administration & Leadership*, 44(2), 322-342. doi: 10.1177/1741143214549966
- Peters**, M., Sawyer, C., & Guzman, M. (2014). Supporting the development of Latino bilingual mental health professionals. *Journal of Hispanic Higher Education*, 13(1), 15-31.
doi:10.1177/1538192713514611
- Peters**, M. (2012). Examining the relationships among classroom climate, self-efficacy, and achievement in undergraduate mathematics: A multi-level analysis. *International Journal of Science and Mathematics Education*, 11(2), 459-480. doi: 10.1007/s10763-012-9347-y
- Choi, J., **Peters**, M., & Mueller, R. (2010). Correlational analysis of ordinal data: From Pearson's r to Bayesian Polychoric Correlation. *Asia Pacific Education Review*, 11(4), 459-466.
- Milman, N., Kortecamp, K., & **Peters**, M. (2007). Assessing teacher candidates' perceptions and attributions of their technology competencies. *International Journal of Technology in Teaching & Learning*, 3(3), 17-28.
- National
- Ruiz, M., **Peters**, M., & Sawyer, C. (under review). Principals' and counselors' lens of the school counselor's role. *Journal of Professional Counseling*.
- Peters**, M., & Corrales, A. (under review). Bridging the opportunity gap: Minorities in STEM. *Journal of Education for Students Placed at Risk*.
- Wieland, P., Willis, J., **Peters**, M., & O'Toole, R. (2018). Examining the impact of modality and learning style preferences on recall of psychiatric nursing and pharmacology terms. *Nurse Education Today*, 66, 130-134. doi 10.1016/j.nedt.2018.04.003
- Corrales, A., & **Peters**, M. (2017). Examining the relationship between school funding and academic achievement for charter schools. *The Charter Schools Resource Journal*, 12(1), 55-79.

- Peters, M., Sawyer, C., & Willis, J. (2017).** *Counselor's crisis self-efficacy scale: A validation study*. Retrieved from https://www.counseling.org/docs/default-source/vistas/article_4070ce2bf16116603abcacf0000bee5e7.pdf?sfvrsn=e84b2c_4
- Corrales, A., Schumacher, G., & **Peters, M. (2017).** Does money really matter? Investing in the future of Hispanic students. *AASA Journal of Scholarship & Practice, 13*(4), 9-19.
- Puig, C., Reese, R., & **Peters, M. (2016).** Double-blind, placebo-controlled pilot study on the use of platelet-rich plasma in women with female androgenetic alopecia. *Dermatologic Surgery, 42*(11), 1243-1247.
- Guervin, M., Schumacher, G., & **Peters, M. (2016).** *Academic optimism, organizational citizenship behaviors, and student achievement at charter schools*. Retrieved from <https://www.cmich.edu/colleges/ehs/unit/csrij/Documents/Spring%202016%20TCSRJ.pdf>
- Unruh, T., **Peters, M., & Willis, J. (2016).** Flip this classroom: A comparative study. *Computers in the Schools, 33*(1), 38-58.
- McMahon, M., **Peters, M., & Schumacher, G. (2014).** The principal evaluation process and its relationship to student achievement. *AASA Journal of Scholarship & Practice, 11*(3), 34-48.
- Sawyer, C., **Peters, M., & Willis, J. (2013).** Self-efficacy of beginning counselors to counsel clients in crisis. *Journal of Counselor Preparation and Supervision, 5*(2), 30-43.
- Huss-Keeler, R., **Peters, M., & Bechtold, J. (2013).** Motivation for attending higher education from the perspective of early care and educational professionals. *Journal of Early Childhood Teacher Education, 34*(2), 1-19.
- Kearney, W. S., Goldhorn, J., Webb, M., & **Peters, M. (2013).** Examining the impact of critical feedback on student engagement in secondary mathematics classrooms: A multi-level analysis. *AASA Journal of Scholarship & Practice, 10*(1), 23-38.
- Fox, A., & **Peters, M. (2013).** First year teachers: Certification program and assigned subject on their self-efficacy. *Current Issues in Education, 16*(1), 1-15.
- Peters, M., & Kortecamp, K. (2010).** Rethinking undergraduate mathematics education: The importance of classroom climate and self-efficacy on mathematics achievement. *Current Issues in Education, 14*(3), 1-35.

Refereed Conference Proceedings

International

- Jeremiassen, K., Orange, A., Willis, J., & **Peters, M. (2018).** Understanding high school students' stem identity, game play motivations, and game preferences. In E. Langran & J.

Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 419-427). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE).

Peters, M., & Corrales, A. (2016, October). To infinity and beyond: Bridging STEM opportunities for underserved and underrepresented students. In *Proceedings of the CSI: International Academic Research Conference 2016* (pp. 123-139). Granite Falls, MN: Center for Scholastic Inquiry (CSI).

Trevathan, M., **Peters, M.**, Willis, J., & Sansing, L. (2016, March). Serious games classroom implementation: Teacher perspectives and student learning outcomes. In *Proceedings of Society for Information Technology & Teacher Education (SITE) Conference 2016* (pp. 629-636). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Milman, N., Kortecamp, K., & **Peters, M.** (2007, March). A longitudinal study analyzing teacher candidates' technology backgrounds and perspectives for determining technology instruction. In R. Carlsen, K. McFerrin, J. Price, R. Weber, & D. Willis (Eds.), *Proceedings of Society for Information Technology & Teacher Education Conference 2007* (pp. 3090-3094). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Technical Reports

Corrales, A., & **Peters, M.** (2018). *Program evaluation of the energy bus for schools*. Sugarland, TX: Energy Bus for Schools Leadership Journey.

Peters, M., & Ortloff, D. (2018). *21st century community learning centers (CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data 2016–17*. Washington, DC: US Department of Education.

Peters, M., & Ortloff, D. (2017). *21st century community learning centers (CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data 2015–16*. Washington, DC: US Department of Education.

Peters, M. (2017). *The impact of summer science camps: 2011-2017 long-term study results*. Houston, TX: The Harris Foundation.

Ortloff, D., & **Peters, M.** (2016). *21st century community learning centers (CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data 2014–15*. Washington, DC: US Department of Education.

Peters, M., & Sansing, L. (2016). *Implementation of the Aegis game in Clear Creek, Deer Park, La Marque, and Pasadena independent school districts*. Houston, TX: Tietronix Software, Inc.

- Peters, M., & Ortloff, D. (2016).** *Pasadena independent school district Texas ACE 21st century CCLC: Cycle 7 end of year five report.* Pasadena, TX: Pasadena Independent School District.
- Peters, M., & Ortloff, D. (2016).** *Pasadena independent school district Texas ACE 21st CCLC: Cycle 8 end of year three report.* Pasadena, TX: Pasadena Independent School District.
- Peters, M. (2016).** *The impact of summer science camps: 2016 long-term study results.* Houston, TX: The Harris Foundation.
- Peters, M., Sansing, L., & Lawing, R. (2015).** *Program evaluation: Validation and implementation of Aegis.* Houston, TX: Tietronix Software, Inc.
- Peters, M. (2015).** *Comparison of 1st-4th year participation in Texas ACE on student achievement, attendance, discipline, and grade promotion.* Pasadena, TX: Pasadena Independent School District.
- Peters, M. (2015).** *Comparison of 30, 60, and 90+ days of ACE participation on student achievement, attendance, discipline, and grade promotion.* Pasadena, TX: Pasadena Independent School District.
- Peters, M., & Ortloff, D. (2015).** *21st century community learning centers (CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data 2013–2014.* Washington, DC: US Department of Education.
- Ortloff, D., & Peters, M. (2015).** *Pasadena independent school district Texas ACE 21st century CCLC: Cycle 7 end of year four report.* Pasadena, TX: Pasadena Independent School District.
- Peters, M., & Ortloff, D. (2015).** *Pasadena independent school district Texas ACE 21st CCLC: Cycle 8 end of year two report.* Pasadena, TX: Pasadena Independent School District.
- Peters, M. (2015).** *The impact of summer science camps: 2015 long-term study results.* Houston, TX: The Harris Foundation.
- Peters, M., & Ortloff, D. (2014).** *Pasadena independent school district Texas ACE 21st CCLC: Cycle 8 end of year one report.* Pasadena, TX: Pasadena Independent School District.
- Peters, M., & Ortloff, D. (2014).** *Pasadena independent school district Texas ACE 21st century CCLC: Cycle 7 end of year three report.* Pasadena, TX: Pasadena Independent School District.
- Peters, M. (2014).** *Impact of summer science camps: The EMBHSSC story.* Houston, TX: The Harris Foundation.
- Peters, M. (2014).** *The impact of summer science camps: 2014 long-term study results.* Houston, TX: The Harris Foundation.
- Peters, M. (2013).** *The impact of summer science camps: 2013 long-term study results.* Houston, TX: The Harris Foundation.

- Peters, M., & Orloff, D. (2013).** *Pasadena independent school district Texas ACE 21st century CCLC: End of year two report.* Pasadena, TX: Pasadena Independent School District.
- Peters, M. (2012).** *The ExxonMobil Bernard Harris summer science camp alumni study: 2012.* Houston, TX: The Harris Foundation.
- Orloff, D., & Peters, M. (2012).** *Pasadena independent school district Texas ACE 21st century CCLC: End of the year report.* Pasadena, TX: Pasadena Independent School District.
- Sawyer, C., & Peters, M. (2012).** *An evaluation of the Hogg foundation's bilingual scholarship program.* Austin, TX: Hogg Foundation.
- Peters, M. (2011).** *The ExxonMobil Bernard Harris summer science camp alumni study: 2011.* Houston, TX: The Harris Foundation.
- Peters, M. (2011).** *The impact of summer science camps: Alumni survey results 2011.* Houston, TX: The Harris Foundation.
- Peters, M. (2011).** *The impact of summer science camps: 2010 long-term study results.* Houston, TX: The Harris Foundation.
- Peters, M. (2011).** *New faculty mentoring program evaluation: A pilot study.* Houston, TX: University of Houston-Clear Lake.
- Peters, M. (2010).** *The ExxonMobil Bernard Harris summer science camp stem follow-up study: 2007.* Houston, TX: The Harris Foundation.
- Peters, M. (2010).** *The ExxonMobil Bernard Harris summer science camp stem follow-up study: 1996-2006.* Houston, TX: The Harris Foundation.
- Peters, M., & Jones, R. (2010).** *Summer 2010 pilot of The EMBHSSC electronic evaluation Survey.* Houston, TX: The Harris Foundation.
- Huss-Keeler, B., Kirkwood, D., Peters, M., & Bechtold, J. (2010).** *Early care and education professionals: Community college student survey summer 2010.* Houston, TX: Collaborative for Children.
- Peters, M. (2010).** *Research brief: 2008 ACS comprehensive salary and employment survey status.* Washington, D.C.: American Chemical Society.
- Peters, M. (2010).** *Research brief: Salaries for the class of 2008.* Washington, D.C.: American Chemical Society.
- Peters, M. (2010).** *Research brief: Plans for advanced study.* Washington, D.C.: American Chemical Society.
- Peters, M. (2010).** *Research brief: B.S. chemistry grads post-graduation plans.* Washington, D.C.: American Chemical Society.

- Peters, M.** (2009). *Starting salaries of chemists and chemical engineers 2008. Analysis of the American chemical society's survey of graduates in chemistry and chemical engineering.* Washington, D.C.: American Chemical Society.
- Peters, M.** (2009). *Salaries 2009: Analysis of the American chemical society's 2009 Comprehensive Salary and Employment Status Survey.* Washington, D.C.: American Chemical Society.
- Peters, M.** (2009). *CS methodology: Baseline methodology for the ACS comprehensive salary and employment survey.* Washington, D.C.: American Chemical Society.
- Peters, M.** (2009). *NG methodology: Baseline methodology for the ACS survey of new graduates questionnaire.* Washington, D.C.: American Chemical Society.
- Peters, M.** (2009). *CS questionnaire: Critique of the ACS comprehensive salary and employment survey.* Washington, D.C.: American Chemical Society.
- Peters, M.** (2009). *NG questionnaire: Critique of the ACS survey of new graduates questionnaire.* Washington, D.C.: American Chemical Society.
- Peters, M.** (2008). *Salaries 2008: Analysis of the American chemical society's 2008 comprehensive salary and employment status survey.* Washington, D.C.: American Chemical Society.
- Peters, M.** (2008). *Starting salaries of chemists and chemical engineers 2007. Analysis of the American chemical society's survey of graduates in chemistry and chemical engineering.* Washington, D.C.: American Chemical Society.

GRANTS

Internal

- Peters, M., Sawyer, C., & Corrales, A. (2016). *Living in Harmony: Addressing Bullying for the 21st Century through Art and Action.* Faculty Research and Support Funds. Award Amount = \$4,766.42 – Unfunded (Principal Investigator)
- Peters, M. (2010). *Factors influencing mathematics classroom climate.* Faculty Research and Support Funds. Award Amount = \$275.00 (Principal Investigator)
- Jones, R., Peters, M., & Ortloff, D. (2010). *Improving instructional strategies for stem education through student comment themes.* Faculty Research and Support Funds. Award Amount = \$4,158.14 (Co-Principal Investigator)

External

Awarded/Funded

- Wang, A., Davari, S., Sha, K., & Wei, W. (2017-2020). *Revamping a Traditional Computer Science Program to Meet Modern-day Cybersecurity Education Challenges*. National Science Foundation (NSF). Award Amount = \$499,995 (Program Evaluator/Researcher)
- Trevathan, M., Izygon, M., & Willis, J. (2014-2015). *Aegis: An R/R&D of a Hybrid Videogame/Graphic Novel to Support Computer Science Education – Phase II*. Defense Advanced Research Projects Agency (DARPA). Award Amount = \$149,970.00 (Program Evaluator/Researcher)
- Sawyer, C. (2012). *Evaluation of Bilingual Social Worker Training*. The Hogg Foundation. Award Amount = \$29,965 (Program Evaluator/Researcher)
- Sawyer, C. (2011-2016). *Collaborative Bicultural Counselor Training Project IV*. Department of Education. Award Amount = \$1,599,994 (Program Evaluator/Researcher)
- Unfunded
- Willis, J., Watson, S., Peters, M., & Corrales, A. (2017). *Collaborative Research: Strategies: Launching STEM Careers and Communities of Knowledge in a Space Science Innovation Lab*. National Science Foundation (NSF), Advancing Informal STEM Learning (AISL). Award Amount = \$1,000,000 – Under Review (Co-Principal Investigator)
- Keeling, N., Willis, J., Kelling, A., Peters, M., & Henry, A. (2017). *Space Exploration through Augmented Reality Education System (ARES-Space): Making Connections, Increasing Engagement, and Building Knowledge*. National Science Foundation (NSF), Advancing Informal STEM Learning (AISL). Award Amount = \$469,090 – Under Review (Co-Principal Investigator)
- Willis, J., Short, R., & Peters, M. (2017). *An Efficacy Study of Code of Aegis, a Serious Game Approach to Robotics and Computer Science Education in the Classroom*. Institute of Education Sciences (IES). Award Amount = \$495,403 – Under Review (Co-Principal Investigator)
- Willis, J., Watson, S., Peters, M., & Corrales, A. (2017). *Collaborative Research: Strategies: Launching STEM Careers and Communities of Knowledge in a Space Science Innovation Lab*. National Science Foundation (NSF), Innovative Technology Experiences for Students and Teachers (ITEST). Award Amount = \$1,000,000 – Unfunded (Co-Principal Investigator)
- Al-Mubaid, H., & Vlas, R. (2017). *REU Site: Research Experience for Undergraduates in Data Science*. National Science Foundation (NSF). Award Amount = \$360,000 – Under Review (Researcher)
- Pedro, J., Sawyer, C., Peters, M., Willis, J., Decman, J., Jones, L., & Simieou, F. (2017). *Developing Excellence in Educational Leadership*. Department of Education. Award Amount = \$8,848,486 – Unfunded (Co-Principal Investigator)

- Abukmail, A., Al-Mubaid, H., Peters, M., Wei, W., & Yipeng, Y. (2017). *From Freshmen to Graduate Students: A Broader Adaptation of Scholarship in Computing and Mathematics*. S-STEM: National Science Foundation (NSF). Award Amount = \$989,080 – Unfunded (Co-Principal Investigator)
- Willis, J., Ward, C., Kelling, N., & Peters, M. (2017). *Making connections and building futures in neuroscience: Exploring an interactive and immersive brain space*. National Science Foundation (NSF). Award Amount = \$1,148,180 – Unfunded (Co-Principal Investigator)
- Willis, J., Peters, M., & Orange, A. (2016). *An Efficacy Study of Code of Aegis, a Serious Game Approach to Robotics and Computer Science Education in the Classroom*. Institute of Education Sciences (IES). Award Amount = \$496,005 – Unfunded (Co-Principal Investigator)
- Harteveld, C., Willis, J., & Peters, M. (2016). *Empowering Students to Conduct Crowdsourced Virtual Experiments*. Institute of Education Sciences (IES). Award Amount = \$1,222,086 – Unfunded (Co-Principal Investigator)
- Willis, J., & Duncan, O. (2016). *Collaborative Research: Strategies: Launching STEM Careers and Communities of Knowledge in a Space Science Innovation Lab*. National Science Foundation (NSF), Innovative Technology Experiences for Students and Teachers (ITEST). Award Amount = \$267,441 - Unfunded (Researcher)
- Buddharaju, P., Henry, A., Peters, M., Sawyer, C., & Willis, J. (2016). *S&CC-IRG Preliminary Proposal Track 2: The Role of Mobile Exergames in Improving Social Behavior of Middle School Children through Enhanced Physical Activity*. National Science Foundation (NSF). Award Amount = \$600,000 – Unfunded (Co-Principal Investigator)
- Mann, A., & Willis, J. (2016). *Integrating Inter-disciplinary Cybersecurity Research Experience into K-12 Classrooms*. National Science Foundation (NSF). Award Amount = \$594,259 – Unfunded (Quantitative Researcher)
- Sawyer, C., & Short, R. (2016). *Releasing Hope and Resiliency: The Pandora Project*. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, National Child Traumatic Stress Initiative – Category III. Award Amount = \$1,999,513 – Unfunded (Researcher)
- Trepal, H., Sawyer, C., Zambrano, E., & Robertson, D., & Peters, M. (2016). *Alliance for Bilingual Counseling in Schools (ABCS)*. U.S. Department of Education, Office of English language Acquisition. Award Amount = \$2,500,000 - Unfunded (Co-Principal Investigator)
- Keel, J., Tobias, H., Sawyer, C., & Peters, M. (2016). *Study of Specific, “Core” Outcomes in a Transitional Living Program for LGBTQ and Transitioning Youth*. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. Award Amount = \$200,000 - Unfunded (Co-Principal Investigator)

- Trevathan, M., & Willis, J. (2015). *STTR Phase II: Serious Game for Energy Science*. National Science Foundation (NSF), Innovative Technology Experiences for Students and Teachers (ITEST). Award Amount = \$749,938 – Unfunded (Researcher)
- Willis, J., & Perkins-Hall, S. (2015). *Robotics Engineers: A Serious Game Approach to Robotics and Computer Science Education in the Classroom*. National Science Foundation STEM+C (NSF). Award Amount = \$440,566 – Unfunded (Researcher)
- Smith, J. (2014). *STEAM Powered Pedagogy: Improving School Academic Achievement and Readiness in Underserved Kindergarten Aged Children*. Institute of Education Sciences (IES). Award Amount = \$833,743 - Unfunded (Researcher)
- Lu, J., Fox, T., Garrison, D., Helm, J., & Willis, J. (2014). *Strategies Transformative Learning: STEM Simulations* (STEMsims). National Science Foundation (NSF), Innovative Technology Experiences for Students and Teachers (ITEST). Award Amount = \$411,012 - Unfunded (Researcher)
- Willis, J., Matthew, K., & Graves, S. (2014). *Collaborative Research: Early STEM Education: Happy Town Adventures*. National Science Foundation (NSF). Award Amount = \$1,546,838 - Unfunded (Researcher)
- Schumacher, G., Grigsby, B., Simieou, F., & Pitre, E. (2014). *Leadership Development through Inclusive Coaching*. Institute of Education Sciences (IES). Award Amount = \$905,261 - Unfunded. (Researcher)
- Willis, J. (2013). *Collaborative Research: Simulated Space Exploration (S2E): Serious Game Approach to STEM Education in the Classroom*. National Science Foundation (NSF). Award Amount = \$664,766 – Unfunded (Researcher)

PRESENTATIONS

International

- Ming, T., Willis, J., **Peters**, M., & Orange, A. (2018, April). *Educational apps and student technology literacy: Making connections*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Jeremiassen, K., Orange, A., Willis, J., & **Peters**, M. (2018, March). *Understanding high school students' stem identity, game play motivations, and game preferences*. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education International Conference (SITE), Washington, D.C.
- Ming, T, **Peters**, M., & Willis, J. (2017, June). *Emerging taxonomy to classify educational apps: Examining influence on students' technology literacy*. Paper presented at the annual meeting of the International Society for Technology in Education (ISTE), San Antonio, TX.

- Peters, M., & Corrales, A.** (2017, April). *Bridging the opportunity gap: Underrepresented and underserved in STEM*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Orange, A., **Peters, M., & Gonzalez, A.** (2017, April). *The influence of high-stakes testing on teacher self-efficacy and job-related stress*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Peters, M., & Corrales, A.** (2016, October). *To infinity and beyond: Bridging STEM opportunities for underserved and underrepresented students*. Paper presented at the annual meeting of the International Academic Research Conference for the Center for Scholastic Inquiry (CSI), Scottsdale, AZ.
- Trevathan, M., **Peters, M., Willis, J., & Sansing, L.** (2016, March). *Serious games classroom implementation: Teacher perspectives and student learning outcomes*. Paper presented at the Society for Information Technology & Teacher Education (SITE) 27th international conference, Savannah, GA.
- Peters, M., & Corrales, A.** (2015, April). *School funding and graduation rates of Hispanic Students: A mixed methods study*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Peters, M., Sawyer, C., & Willis, J.** (2015, April). *Self-Efficacy of beginning counselors to counsel clients in crisis*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.
- Peters, M., & Fox, A.** (2015, April). *Certification program and assigned subject on first year teachers' self-efficacy*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.
- Decman, J., **Peters, M., McCarley, T., & Simieou, F.** (2015, April). *Transformational leadership and school climate*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.
- Puig, C., Reese, R., & **Peters, M.** (2014, October). *Effect of PRP on female pattern hair loss*. Paper presented at the International Society of Hair Restoration Surgery (ISHRS) annual scientific meeting, Kuala Lumpur, Malaysia.
- Peters, M., & Ortloff, D.** (2014, April). *The need to care: Caring and climate in mathematics classrooms*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, Pennsylvania.
- Peters, M.** (2013, April). *Science camps making a difference: Examining the influence on underserved and underrepresented students*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, California.

Ortloff, D., & Peters, M. (2013, April). *Probing educational leaders' perspectives on global citizenship: A mixed method study*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, California.

Ortloff, D., Peters, M., & Floridaia, C. (2012, April). *Education for global citizenship: Impact of school leaders, an exploratory case study*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia.

Bechtold, J., Peters, M., & Huss-Keeler, R. (2011, April). *The effects of returning to higher education from the perspective of early care and educational professionals*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Peters, M. (2009, April). *The influence of classroom climate on student's mathematics self-efficacy and achievement: A multi-level analysis*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Peters, M., Choi, J., Mueller, R., & D'Avolio, K. (2009, April). *A synthesis of correlational analysis methods of ordinal data*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Milman, N., Kortecamp, K., & Peters, M. (2007, March). *A longitudinal study analyzing teacher candidates' technology backgrounds and perspectives for determining technology instruction*. Paper presented at the Society for Information Technology & Teacher Education (SITE) 18th International conference, San Antonio, TX.

National

Peters, M. (2017, November). *ExxonMobil Bernard Harris summer science camp longitudinal study: 2011-2017*. Paper presented at the 2017 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Peters, M., & Corrales, A. (2017, November). *EMBHSSC formative evaluation: 2017*. Paper presented at the 2017 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Jones, R., & Peters, M. (2017, February). *How to appropriately conduct external program evaluations*. Paper presented at the 2017 ExxonMobil Bernard Harris Summer Science Camp Spring Forum, Houston, TX.

Peters, M. (2016, October). *ExxonMobil Bernard Harris summer science camp longitudinal study: 2011-2016*. Paper presented at the 2016 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Simieou, F., Carr, E., & Peters, M. (2016, July). *After school program interventions that support the academic achievement, behavior, and engagement of at-risk students*. Paper presented

at the National Council of Professors of Educational Administration (NCPEA) 2016 conference, Detroit, MI.

Peters, M. (2015, October). *ExxonMobil Bernard Harris summer science camp longitudinal study: 2011-2015*. Paper presented at the 2015 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Jones, R., & **Peters, M.** (2015, October). *EMBHSSC formative evaluation: 2015*. Paper presented at the 2015 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Peters, M. (2014, October). *ExxonMobil Bernard Harris summer science camp longitudinal study: 2011-2014*. Paper presented at the 2014 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Jones, R., & **Peters, M.** (2014, October). *EMBHSSC formative evaluation: 2014*. Paper presented at the 2014 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Jones, R., & **Peters, M.** (2014, February). *How to Appropriately Conduct External Program Evaluations*. Paper presented at the 2014 ExxonMobil Bernard Harris Summer Science Camp Spring Forum, Houston, TX.

Jones, R., & **Peters, M.** (2014, February). *Research and development teams: Promoting team work*. Paper presented at the 2014 ExxonMobil Bernard Harris Summer Science Camp Spring Forum, Houston, TX.

McMahon, M., & **Peters, M.** (2013, October). *Examining the principal evaluation process in Texas and its relationship to student achievement*. Paper presented at the annual meeting of the Critical Questions in Education Conference, San Antonio, TX.

Simeou, F., **Peters, M.**, Decman, J., & Badgett, K. (2013, August). *Texas after school centers on education (ACE): What's going on?* Paper presented at the annual meeting of the National Council of Professors of Educational Administration (NCPEA), Newark, NJ.

Sansing, L., & **Peters, M.** (2012, October). *Podcasts: Assisting learner autonomy and time management skills through accessibility*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum (AATC), San Antonio, TX.

Peters, M. (2011, October). *EMBHSSC alumni study: 2011*. Paper presented at the 2011 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Gunby, J., Esters, L., Grove, M., & **Peters, M.** (2011, September). *Emerging research ideas: Socio-cultural and ethnic identity*. Paper presented at the ITEST Convening: Advancing Research on Youth Motivation in STEM, Boston, MA.

Peters, M., & Jones, R. (2011, February). *Short-term, electronic, and long-term program evaluations*. Paper presented at the 2011 ExxonMobil Bernard Harris Summer Science Camp Spring Forum, Houston, TX.

Peters, M. (2010, October). *Class of 2007: Where are they now?* Paper presented at the 2010 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Peters, M., & Jones, R. (2010, October). *Summer 2010 pilot of the EMBHSSC electronic evaluation survey.* Paper presented at the 2010 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Peters, M., & Jones, R. (2010, February). *Suggestions from campers: How to have a perfect camp program.* Paper presented at the 2010 ExxonMobil Bernard Harris Summer Science Camp Spring Forum, Houston, TX.

Peters, M., & Jones, R. (2009, October). *A compilation of summary comment themes: 2009 EMBHSSC program.* Paper presented at the 2009 ExxonMobil Bernard Harris Summer Science Camp Fall Forum, Houston, TX.

Peters, M. (2009, February). *The influence of classroom climate on student's mathematics self-efficacy and achievement: A multi-level analysis.* Paper presented at the Educational Symposium for Research and Innovations (ESRI) annual conference, Washington, D.C.

Regional/Multistate

Willis, J., & Peters, M. (2017, February). *SERA initiatives for doctoral students and assistant professors.* Paper presented at the annual meeting of the Southwest Association of Educational Research (SERA), San Antonio, TX.

McMahon, M., & Peters, M. (2014, February). *The principal evaluation process in Texas and its relationship to student achievement.* Paper presented at the annual meeting of the Southwest Association of Educational Research (SERA), New Orleans, LA.

Sansing, L., & Peters, M. (2013, October). *Out of school time: Can a STEM focused after school program impact science achievement?* Paper presented at the annual meeting of the Southwest Association of Science Teacher Education, San Antonio, TX.

Jones, R., & Peters, M. (2013, October). *An emerging model for STEM education in middle school.* Paper presented at the annual meeting of the Southwest Association of Science Teacher Education, San Antonio, TX.

Peters, M. (2012, October). *Infinity and beyond: Soaring into the future after science camp.* Paper presented at the annual meeting of the Southwest Association of Science Teacher Education, Houston, TX.

Jones, R., & Peters, M. (2012, October). *From Horse and Buggy to Spaceship: The Development of the EMBHSSC Program Evaluation Process.* Paper presented at the annual meeting of the Southwest Association of Science Teacher Education, Houston, TX.

SERVICE

Service within the Institution

University of Houston System

University of Houston-Clear Lake

Faculty Senate	2011-2014, 2016-2018
Faculty Senate – Planning & Budget Committee (PBC)	2016-2018
Faculty Senate – Curriculum & Teaching	2017-2018
Faculty Senate – Budget Committee	2016-2017
Faculty Senate – Research Committee	2011-2014
Faculty Senate – Facilities and Support Services Committee	2011-2014
Chair, Space Utilization and Allocation Subcommittee	2012-2013
Academic Council	2011-2014
University Council	2011-2014
Ambassador	2011, 2016, 2017

College of Education

Program Coordinator, Educational Foundations/Research	2016-Present
Coordinator of Multidisciplinary STEM Education	2017-Present
Chair, Committee for the Protection of Human Subjects (CPHS/IRB)	2013-Present
Chair, STEM Initiative Committee	2016-Present
Chair, EdD Educational Leadership Admissions Committee	2015-Present
Chair, Departmental Promotion & Tenure Committee	2015-Present
Chair, Doctoral Comprehensive Exam Research Committee	2014-Present
Chair, Associate Dean Search Committee	2015-2016
Chair, Center for Educational Programs (CEP) Director Search Committee	2017
Chair, Executive Director of Planning & Assessments Search Committee	2018
Annual Review Task Force Subcommittee	2016
Educational Leadership Executive Committee	2015-Present
C&I Executive Committee	2014-Present
EdD C&I STEM Admissions Committee	2014-Present
EdD Educational Leadership Admissions Committee	2010-Present
Doctoral Comprehensive Exam Research Committee	2012-Present

EdD Educational Leadership Program Review Subcommittee	2017-Present
Associate Dean Search Committee	2014-2015
Faculty Search Committee – Counseling (2)	2013-2015
Faculty Search Committee – Quantitative Research Methods	2014-2015
Faculty Search Committee – C&I STEM (2)	2014-2017
Committee for the Protection of Human Subjects (CPHS)	2011-Present
Kappa Delta Phi Counselor	2009-2016
Blackboard Power User	2010-2012
New Faculty Mentoring Program Evaluator	2011, 2012

Dissertation Committee Chair

Block, Heather (in-progress). *Examining the influence of instructional coaching on teacher efficacy and student achievement*. University of Houston-Clear Lake.

Barksdale, Christopher (2017). *Examining the relationship between classroom climate and student achievement of middle school students*. University of Houston-Clear Lake.

Lovette, Christina (2016). *Examining the influence of academic, procedural, and social factors on students' transition from elementary to middle school*. University of Houston-Clear Lake.

Tingle, Eric (2016). *Influence of a district leadership development program on 2nd, 3rd, and 4th year principals*. University of Houston-Clear Lake.

Dissertation Committee Co-Chair

Roberts, Jennifer (2018). *Closing the advanced placement opportunity gap for traditionally underrepresented students*. University of Houston-Clear Lake.

Staci, Mizell (2016). *Factors contributing to early adoption of technology*. University of Houston-Clear Lake.

Carr, Eric (2015). *Afterschool program interventions that support the academic achievement, behavior, promotion, and engagement of at-risk student populations*. University of Houston-Clear Lake.

Medina, Marybel (2015). *The relationship between the principal's perceptions of the school counselor's role and the counselor's self-efficacy*. University of Houston-Clear Lake.

Corrales, Antonio (2014). *The relationship between school funding and graduation rates of Hispanic students*. University of Houston-Clear Lake.

Windsor, Kathy (2013). *The influence of social capital on Latino students' participation in college preparatory courses*. University of Houston-Clear Lake.

Dahlkamp, Sundie (2013). *Principal self-efficacy and school climate: A recipe for retention*. University of Houston-Clear Lake.

Guvercin, Mustafa (2013). *Academic optimism, organizational citizenship behaviors, and student achievement at charter schools*. University of Houston-Clear Lake.

Dissertation Committee Methodologist

Block, Heather (in-progress). *Examining the influence of instructional coaching on teacher efficacy and student achievement*. University of Houston-Clear Lake.

Cahill, Joe (2018). *The influence of peer coaching on teacher self-efficacy in elementary mathematics*. University of Houston-Clear Lake.

George, Devette (2018). *Secondary teachers' and administrators' perceptions of teacher leadership in professional learning communities*. University of Houston-Clear Lake.

Hansen, Kelli (2018). *Examining the components of special education teacher job satisfaction*. University of Houston-Clear Lake.

Jones, Errica (2018). *Examining the influence of parental participation in student writing workshops: A case study*. University of Houston-Clear Lake.

Roberts, Jennifer (2018). *Closing the advanced placement opportunity gap for traditionally underrepresented students*. University of Houston-Clear Lake.

Bigner, Zack (2017). *Teacher and principal experiences with data-driven decision making, school improvement plan quality, and academic growth*. University of Houston-Clear Lake.

Beston-Hughes, Tangela (2017). *Retaining effective principals: A case study of principals in a high needs school district*. University of Houston-Clear Lake.

Twu, Ming (2017). *Examining the influence of educational mobile application software on students' technology literacy*. University of Houston-Clear Lake.

Fait, Amanda (2017). *Social media as a source of informal professional growth among elementary teachers*. University of Houston-Clear Lake.

Jeremiassen, Kathleen (2017). *Differences in students' stem identities relative to game play motivations and game preferences*. University of Houston-Clear Lake.

Bowman, Heather (2017). *School administrators' use of social media with stakeholders to build social capital*. University of Houston-Clear Lake.

Lundin, Meredith (2017). *The effects of tier one RTI at the elementary school level using I-station on reading text fluency*. University of Houston-Clear Lake.

Barksdale, Christopher (2017). *Examining the relationship between classroom climate and*

- student achievement of middle school students.* University of Houston-Clear Lake.
- Lovette, Christina (2016). *Examining the influence of academic, procedural, and social factors on students' transition from elementary to middle school.* University of Houston-Clear Lake.
- Tingle, Eric (2016). *Influence of a district leadership development program on 2nd, 3rd, and 4th year principals.* University of Houston-Clear Lake.
- Shi, Li (2016). *The dynamics between immigrant student intercultural adaptation skills and language learning of Chinese immigrant students: A case study.* University of Houston-Clear Lake.
- Sandoval, Robyn (2016). *Examining general education teachers' perceptions about the factors that affect the academic progress of former bilingual education students who exit into all English classes.* University of Houston-Clear Lake.
- Mizell, Staci (2016). *Factors contributing to early adoption of technology.* University of Houston-Clear Lake.
- Rossacci, Skyler (2016). *The influence of information and communication technology implementation on the self-efficacy and technology proficiency of urban middle school teachers.* University of Houston-Clear Lake.
- Craig, Emily (2015). *The influence of leadership development programs on the job-related self-efficacy of first year assistant principals.* University of Houston-Clear Lake.
- Carr, Eric (2015). *Afterschool program interventions that support the academic achievement, behavior, promotion, and engagement of at-risk student populations.* University of Houston-Clear Lake.
- Medina, Marybel (2015). *The relationship between the principal's perceptions of the school counselor's role and the counselor's self-efficacy.* University of Houston-Clear Lake.
- Mann, Huff (2015). *The influence of ready-to-teach courses on the perceptions of community college faculty.* University of Houston-Clear Lake.
- Allen, Nancy (2015). *Transformational leadership and its relationship to school climate and student achievement.* University of Houston-Clear Lake.
- Bell, Sane (2015). *Transformational leadership and its impact on the collective efficacy of a school.* University of Houston-Clear Lake.
- Lawing, Robert (2015). *Examining the relationship between teacher attitude and expectations and selection of accommodations.* University of Houston-Clear Lake.

- Milovanovic, Edith (2015). *General education teacher efficacy and attitudes toward the inclusion of deaf and hard-of-hearing students*. University of Houston-Clear Lake.
- Rhodes, William (2015). *Identifying personality traits of high school science teachers and effects on teacher retention*. University of Houston-Clear Lake.
- Unruh, Tiffany (2015). *Flipped versus traditional models: A comparative study*. University of Houston-Clear Lake.
- Friday, Katharine (2014). *Exploring the relationship between inclusion and the in-school outcomes of transition-age youth with moderate to severe disabilities*. The George Washington University.
- Corrales, Antonio (2014). *The relationship between school funding and graduation rates of Hispanic students*. University of Houston-Clear Lake.
- Botkin, Melissa (2014). *Examining pre-service teachers' field-based capstone experiences using web 2.0 technology: Factors influencing intent, level of use, and ability*. University of Houston-Clear Lake.
- Capelo, Ishmael (2014). *The development, validation, and field testing of a task specific self-efficacy instrument for campus-based administrators of special education services*. University of Houston-Clear Lake.
- Dahlkamp, Sundie (2013). *Principal self-efficacy and school climate: A recipe for retention*. University of Houston-Clear Lake.
- Guvercin, Mustafa (2013). *Academic optimism, organizational citizenship behaviors, and student achievement at charter schools*. University of Houston-Clear Lake.
- Ituah, LaMyrle (2013). *The challenge of educating at-risk high school students: Promising approaches in blended learning*. University of Houston-Clear Lake.
- Windsor, Kathy (2013). *The influence of social capital on Latino students' participation in college preparatory courses*. University of Houston-Clear Lake.
- McCarley, Troy (2012). *Transformational leadership related to school climate*. University of Houston-Clear Lake.
- Fox, April (2011). *The influence of teacher training certification program and assigned subject on the self-efficacy of first year teachers*. University of Houston-Clear Lake.
- Harrell, Scott. (2011). *The impact of instructional coaching on teaching practices in high school algebra classrooms*. University of Houston-Clear Lake.

Sansing, Linda. (2010). *Podcasts: Perceptions in a pre-service mathematics classroom*.
University of Houston-Clear Lake.

Service to the Profession

International Professional Organizations

School Leadership & Management. (2014-2017). Peer-reviewed international journal that publishes articles, reports, news, and information on all aspects of the organization and management of schools and colleges. (Reviewer)

School Science and Mathematics. (2010-2017). Peer-reviewed international journal that publishes articles emphasizing research on issues, concerns, and lessons within and between the disciplines of science and mathematics in the classroom. (Reviewer)

Educational Psychology. (2016-2017). Peer-reviewed international journal that publishes research findings covering psychological aspects of education ranging from pre-school to tertiary provision and the education of children with special learning needs. (Reviewer)

Educational Research & Reviews. (2016-2017). Peer-reviewed international journal aimed at researchers and various agencies interested to review studies in education and instruction at any level. (Reviewer)

International Journal of Science & Mathematics. (2013-2017). Peer-reviewed international journal that publishes articles on a variety of topics and research methods in both science and mathematics education. (Reviewer)

Journal of Further and Higher Education. (2016-2017). Peer-reviewed international journal publishing scholarly work that represents the whole field of post-16 education and training. (Reviewer)

Asia Pacific Education Review. (2011-2015). Peer reviewed scholarly journal aimed at stimulating research, encouraging academic exchange, and enhancing the professional development of scholars and other researchers who are interested in educational and cultural issues in the Asia Pacific region. (Reviewer)

National Professional Organizations

Informal Learning Environment Research SIG. (2017). *American Educational Research Association (AERA) Annual Meeting*, New York, NY, April 13-17, 2018. (Reviewed submitted proposals)

Division H – Applied Research in Schools. (2017). *American Educational Research Association (AERA) Annual Meeting*, New York, NY, April 13-17, 2018. (Reviewed submitted proposals)

Informal Learning Environment Research SIG. (2016). *American Educational Research Association (AERA) Annual Meeting*, San Antonio, TX, April 27-May 1, 2017. (Reviewed submitted proposals)

Division H – Program Evaluation in the Schools. (2016). *American Educational Research Association (AERA) Annual Meeting*, San Antonio, TX, April 27-May 1, 2017. (Reviewed submitted proposals)

Division H - Program Evaluation and Assessment. (2016). Volunteered at the exhibit booth to assist with schedule/paper searches and answered general questions for the annual meeting in Washington, DC. (Reviewed submitted proposals)

American Association for Teaching and Curriculum (AATC). (2013). AATC's annual conference, Chicago, Illinois, October 10-12th. (Reviewed submitted proposals)

Division J – Postsecondary Education: Faculty, Curriculum, and Teaching. (2013). *American Educational Research Association (AERA) Annual Meeting*, Philadelphia, PA, April 3-7th, 2014. (Reviewed submitted proposals)

Informal Learning Environments SIG. (2012). *American Educational Research Association (AERA) Annual Meeting*, San Francisco, CA, April 27-May 1, 2013. (Reviewed submitted proposals)

Division J – Postsecondary Education: Faculty, Curriculum, and Teaching. (2012). *American Educational Research Association (AERA) Annual Meeting*, San Francisco, CA, April 27-May 1, 2013. (Reviewed submitted proposals)

Journal for Research in Mathematics Education. (2011-2016). An official peer reviewed scholarly journal of the National Council of Teachers of Mathematics devoted to the interests of teachers of mathematics and mathematics education at all levels-preschool through adult. (Reviewer)

Current Issues in Education. (2010-2015). Peer reviewed scholarly journal aimed at advancing scholarly thought by publishing articles promoting dialogue, research, practice, and policy as well as developing a community of scholarship. (Reviewer)

Division J - Postsecondary Education/Section 4: Faculty, Curriculum, and Teaching (2011). *American Educational Research Association (AERA) Annual Meeting*, Vancouver, British Columbia, April 13-17th, 2012. (Reviewed submitted proposals)

Code of Ethics (2010). American Educational Research Association (AERA). (Reviewer)

Division J – Postsecondary Education: College Student Learning and Development (2010). *American Educational Research Association (AERA) Annual Meeting*, New Orleans, LA, April 8-12th, 2011. (Reviewed submitted proposals)

Division J – Postsecondary Education: College Student Access, Success, and Outcomes (2009). *American Educational Research Association (AERA) Annual Meeting*, Denver, CO, April 30th–May 4th, 2010. (Reviewed submitted proposals)

Division C – Curriculum and Instruction: Learning and instruction (2008). *American Educational Research Association (AERA) Annual Meeting*, San Diego, CA, April 13-17th, 2009. (Reviewed submitted proposals)

Ralph O. Mueller Best Paper Award (2007). *Educational Symposium for Research and Innovations (ESRI) Conference*, Washington, D.C., February 24th. (Reviewed submitted papers)

Regional/Multi-State Professional Organizations

SW-ASTE Conference (2013). SW-ASTE’s 2013 annual conference, San Antonio, TX, October 4-5th. (Reviewed submitted proposals)

SW-ASTE Conference 2011-2012
(Member of the Local Organizing Conference Committee)

SW-ASTE Conference 2012
(Chair/Moderator of STEM conference session)

State-Level Professional Organizations

Keynote Speaker for the STEM Conference for Middle School Girls 2016
College of the Mainland, Texas City, TX.

Project on Educator Effectiveness & Quality (PEEQ), Austin, TX 2011-2012
Texas Education Agency & University of Texas-Austin
(Selected to be a member of the statistical advisory team)

External Program Evaluations

National 21st Century Community Learning Centers (CCLC) Grant (2014-2018). Department of Education, Washington, DC. (Co-Director/Senior Quantitative Researcher)

ExxonMobil Bernard Harris Summer Science Camp (EMBHSSC) Program (2009-2017). (Co-Director/Researcher)

Texas ACE 21st CCLC Cycle 7 Grant (2011-2016). Pasadena Independent School District. Pasadena, Texas. (Co-Director/Senior Quantitative Researcher)

Texas ACE 21st CCLC Cycle 8 Grant (2013-2016). Pasadena Independent School District. Pasadena, Texas. (Co-Director/Senior Quantitative Researcher)

STEM and Entrepreneurial Gaming Applications (2014-2015). National Science Foundation.
(Senior Researcher)

Small Business Innovation Research Program (SBIR, Aegis) (2014-2016). Defense Advanced
Research Projects Agency (DARPA). (Co-Investigator/Senior Researcher)

Hogg Foundation's Bilingual Scholarship Program (2012). Austin, Texas.
(Senior Researcher)

Center for Education and Human Services in Acquired Brain Injury (2008-2009). U.S.
Department of Education Grant for the Center for Education and Human Services.
(Senior Researcher)

Montgomery County Public Schools Teaching American History (2008-2009).
U.S. Department of Education Grant. (Senior Researcher)

Workshops/In-Service Presentations

Willis, J., & Peters, M. (2017, February). *Mentoring early career faculty: Opportunities for
professional development and networking*. San Antonio, TX: 2017 annual meeting of the
Southwest Association of Educational Research (SERA).

Jones, R., & Peters, M. (2014, February). *How to Appropriately Conduct External Program
Evaluations*. Houston, TX: 2014 ExxonMobil Bernard Harris Summer Science Camp Fall
Forum, Houston, TX.

Jones, R., & Peters, M. (2014, February). *Research and development teams: Promoting team
work*. Houston, TX: 2014 ExxonMobil Bernard Harris Summer Science Camp Fall
Forum, Houston, TX.

Peters, M. (2012, April). *Survey construction using SurveyMonkey*. Houston, TX: UHCL
Faculty Development.

Peters, M., & Jones, R. (2011, February). *Short-term, electronic, and long-term program
evaluations*. Houston, TX: 2011 ExxonMobil Bernard Harris Summer Science Camp
Spring Forum, Houston, TX.

Peters, M. (2009, March). *How to clean a large-scale database*. Washington, D.C.: American
Chemical Society's Department of Member Research and Technology.

Peters, M. (2007, October). *Quantitative data analysis with SPSS. Research Methods
Workshops*. Washington, D.C.: The George Washington University.

Peters, M. (2007, April). *Using SPSS in statistical analysis. Graduate Student Academic Success
& Professional Development Series*. Washington, D.C.: The George Washington
University.

Peters, M. (2007, February). Making SPSS work for you. *Educational Symposium for Research
and Innovations (ESRI) Conference*, Washington, D.C., February 24th.

Peters, M. (2005-2007, August). *Graduate School of Education and Human Development's Research Lab*. New Doctoral Student Orientation. The George Washington University, Washington, D.C.

Expert Panels

SUPERGirls SHINE Foundation (2018). Solicited to be a member of an expert panel on females in STEM. Houston, TX.

Universiti Sains Malaysia, School of Educational Studies, Physics Education (2016). Member of an international panel of experts solicited to validate a new self-efficacy survey - *Learning Physics Self-Efficacy Survey*.

Science, Technology, Engineering, and Mathematics Centers of Academic Excellence (STEM-CAE) (2013). Houston, TX: The Harris Foundation. (Solicited to be a member of the STEM advisory team)

Project on Educator Effectiveness & Quality (PEEQ) (2011-2012). Austin, TX: Texas Education Agency & University of Texas-Austin. (Selected to be a member of the statistical advisory team)

Investing in Innovation Fund (i3) Grants (2012). Washington, D.C.: Department of Education. (Selected by the Department of Education to be a program evaluation reviewer for Investing in Innovation (i3) \$25 million scale-up grants)

Advancing Research on Youth Motivation in STEM Convening (2011). Boston, MA: Innovative Technology Experience for Students and Teachers (ITEST). (Selected to be a member of the advisory board on STEM education)

Investing in Innovation Fund (i3) Grants (2011). Washington, D.C.: Department of Education. (Selected by the Department of Education to be a program evaluation reviewer for Investing in Innovation (i3) \$15 million validation grants)

Role of the Federal Government in Public Education (2011). League of Women Voters United States Evaluation Survey Instrument. (Solicited to be a member of expert panel)

New Jersey's Best Practices Questionnaire (2011). New Brunswick, N.J.: Third Power Market Development, Inc. (Solicited to be a member of expert panel)

Data Analysis for Quantitative Educational and Behavioral Research (2010). New York, NY: Guilford Press. (Solicited as a member of an expert panel to edit and provide feedback on various chapters of this statistics textbook)

2010 ChemCensus Questionnaire (2009-2010). Washington, D.C.: American Chemical Society. (Solicited to be a member of expert panel)

Meta-analysis study - *Effects of teacher professional development in mathematics and science (2008-2009)*. Washington, D.C.: The Council of Chief State School Officers (CCSSO). (Selected to be a member of expert panel)

Other Service (Research/Statistical Support)

Physicians' Hair Restoration Center. (2016-2017). *The effect of liposomal adenosine triphosphate (ATPv) on hair growth in grafts after microscopic hair follicular unit hair restoration surgery*. A Food and Drug Administration (FDA) trial within subjects, experimental multi-center study. (Methodologist/Statistician)

Hair Services Center for Colorado. (2012-2017). *FUE and strip harvest graft survival study*. A within subjects, experimental multi-center study. (Methodologist/Statistician)

Mohebi Hair Restoration. (2015-2017). *Comparison of the quality and survival of grafts placed with implanter and forceps*. A within subjects, experimental multi-center study. (Methodologist/Statistician)

Houston Hair Restoration Center. (2011-2014). *Pilot study on the effect of platelet rich plasma injections on hair growth in patients with female pattern hair loss*. A double blind, placebo-controlled experimental study. (Methodologist/Statistician)

Hogg Foundation for Mental Health. (2013). *Evaluation summary report bilingual scholarship program for accredited schools of social work in Texas*. Austin, TX: Author.

Commission on Professionals in Science and Technology. (2010). *Salaries of Scientists, Engineers and Technicians: Your Guide to Starting Salaries & Career Advancement (23rd Edition)*. Washington, DC: Author.

Wang, L. (2009). Working for Uncle Sam: The recession may lead more chemists to pursue careers as civil servants. *Chemical & Engineering News*, 87(44), 56-58 (November 02, 2009).

Hansen, D. (2009). *Employment & Salary Survey: Salary gains and steady employment for chemists mark 2008 survey*. *Chemical & Engineering News*, 87(10), 36-40 (March 09, 2009).

American Chemical Society. (2009). *Salaries Survey 2009: Analysis of the American Chemical Society's 2009 Comprehensive Salary and Employment Status Survey*. Washington, D.C.: Author.

Council of Chief State School Officers. (2009). *Effects of teacher professional development on gains in student achievement: How meta-analysis provides scientific evidence useful to education leaders*. Washington, D.C.: Author.

American Chemical Society. (2009). *Starting Salaries of Chemists and Chemical Engineers 2008. Analysis of the American Chemical Society's Survey of Graduates in Chemistry and Chemical Engineering*. Washington, D.C.: Author.

American Chemical Society. (2008). *Salaries Survey 2008: Analysis of the American Chemical Society's 2008 Comprehensive Salary and Employment Status Survey*. Washington, D.C.: Author.

Bell, N., DiFabio, N., & Frehill, L. (2008). Salary and Employment Status on Chemists. *CPST Comments*, Washington, DC: Commission on Professionals in Science and Technology.

Bell, N., DiFabio, N., & Frehill, L. (2008). Starting Salaries for Chemistry Graduates. *CPST Comments*, 45(4), Washington, DC: Commission on Professionals in Science and Technology.

Heylin, M. (2008). Starting salaries: 2007 chemistry graduates entered a still relatively strong U.S. job market and did quite well. *Chemical & Engineering News*, 86(22), 52-26.

American Chemical Society. (2008). *Starting Salaries of Chemists and Chemical Engineers 2007. Analysis of the American Chemical Society's Survey of Graduates in Chemistry and Chemical Engineering*. Washington, D.C.: Author.

Kortecamp, K. (2008). *Conflict and Consensus: Key Moments in U.S. History. 9th Grade Student Attitudes and Knowledge of Primary Sources: A Summary Report February 21, 2008*. Montgomery County Public Schools Teaching American History Grant Evaluation. Department of Education Grant.

PROFESSIONAL AND ACADEMIC MEMBERSHIPS

American Educational Research Association (AERA)	2005-Present
Southwest Educational Research Association (SERA)	2011-Present
Southwest Association for Science Teacher Education (SW-ASTE)	2011-Present