

LAUREN KELLY SCHILLER

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EDUCATION

2015-2020	COLUMBIA UNIVERSITY TEACHERS COLLEGE Ph.D. in Cognitive Studies in Education, February 2020	New York, NY
2014-2015	NEW YORK UNIVERSITY Learning and Teaching in Mathematics Education, Ph.D. Student	New York, NY
2012-2013	HARVARD GRADUATE SCHOOL OF EDUCATION M.Ed. in Mind, Brain, and Education, May 2013	Cambridge, MA
2005-2009	BOSTON UNIVERSITY B.S. in Special Education, May 2009 B.S. in Elementary Education, May 2009 Spanish Language and Literature, Minor GPA: 3.9 out of 4.0, Summa Cum Laude	Boston, MA

RESEARCH EXPERIENCE

2022-2024	NSF SBE POSTDOCTORAL RESEARCH FELLOW (Award # 2103495) Under the direction of Drs. Robert Siegler, Clarissa Thompson, & Miriam Rosenberg-Lee	Virtual
2021-2024	MIRIAM ROSENBERG-LEE'S LAB Postdoctoral Research Assistant at Rutgers University- Newark <ul style="list-style-type: none">Research design, data analysis on rational numbers, assisted with grant application writing	Newark, NJ
2020-2024	CLARISSA THOMPSON'S LAB Postdoctoral Research Assistant <ul style="list-style-type: none">Analyzed data related to IES funded grant on people's interpretation of COVID-19 statistics researchDeveloped Online Monster Races Intervention, which connected rational number notations	Virtual
2018-2024	ROBERT SIEGLER'S LAB Research Assistant <ul style="list-style-type: none">Designed and executed two large research studies investigating the relation among rational number notationsCollaborated with other members on research, including an intervention on continuous vs. discrete spatial models	New York, NY
2016-2019	PETER GORDON'S LANGUAGE AND COGNITION LAB Research Assistant <ul style="list-style-type: none">Collected and analyzed data and recruited schools for the Numerical Cognition in Young Children research project	New York, NY
2013-2018	RESEARCH SCHOOLS INTERNATIONAL Project Manager and Consultant <ul style="list-style-type: none">Founding member of Research Schools International in collaboration with faculty at HarvardRecruited schools, built client relationships, and coordinated IRSN's first Networking Event in April 2013Served as a Project Manager on various research projects that are of particular interest to our partner schools	Cambridge, MA
2014-2015	MARTIN SIMON'S RESEARCH LABORATORY Research Assistant <ul style="list-style-type: none">Collaborated with team to analyze data from a one-on-one teaching experiment involving fractions and ratiosCompleted preliminary analysis of a whole classroom intervention using JavaBars (fraction computer software)Reviewed literature relevant for laboratory research in preparation for publication of a journal article	New York, NY
2012-2014	JON STAR'S Contrasting Cases, Mathematics Education Research Laboratory at Harvard Research Assistant <ul style="list-style-type: none">Developed a fidelity instrument to ensure inter-rater reliability for coding videos of classroom instructionCreated professional development materials for schema-based instruction workshopConducted qualitative analysis of teacher performance in control and treatment conditions	Cambridge, MA
2013	ELIZABETH SPELKE'S Lab for Developmental Studies at Harvard University Research Assistant <ul style="list-style-type: none">Tested subjects for study involving map reading and abstract geometryDesigned a game to improve children's geometrical intuitions to be used in a preschool study in IndiaLed a pilot study to test the effectiveness of the geometrical intuitions gameCreated stimuli materials for other math-related experiments	Cambridge, MA
2012-2013	SCHEMA FOR ALGEBRAIC PROBLEMS RESEARCH STUDY Principal Investigator <ul style="list-style-type: none">Designed and executed a research study in collaboration with the Landmark School, a high school for students with language-based learning disabilities; instructional intervention aimed at improving word problem solvingFound statistically significant result favoring self-designed intervention over control measure	Cambridge, MA

Peer-Reviewed Journal Publications

2025

Schiller, L. K., Abreu-Mendoza, R. A.*, Fitzsimmons, C. J., Siegler, R. S., Thompson, C. A., & Rosenberg-Lee, M. (2025). Lack of integrated number sense among college students: Evidence from rational number cross-notation comparison. *Journal of Experimental Psychology: Human Perception and Performance*, 51(1), 70–91. <https://doi.org/10.1037/xhp0001268> ~Editor's Choice selection~

Woo, V.* & **Schiller, L.K.** (2025). How the inversion property in number-naming negatively affects mathematical performance and potential interventions to minimize its impact. *Psychological Research*.

Fitzsimmons, C. J., Scheibe, D. A.*, Sidney, P. G., **Schiller, L.K.**, Yu, S., Rodrigues, J., Opfer, J., & Thompson, C. A. (in principle acceptance). Using Number Lines and Analogies to Support Integrated Rational Number Sense: A Digital Rational Number Intervention (DRUM). *Journal of Educational Psychology*.

2024

Schiller, L. K., Abreu-Mendoza, R. A.*, & Rosenberg-Lee, M. (2024). Adults systematically underestimate decimals and whole number exposure induces further magnitude-based underestimation. *Journal of experimental psychology. Learning, memory, and cognition*, 50(3), 484–499. <https://doi.org/10.1037/xlm0001235>

Schiller, L. K., Abreu-Mendoza, R. A.*, Thompson, C. A., & Rosenberg-Lee, M. (2024). Children's estimates of equivalent rational number magnitudes are not equal: evidence from fractions, decimals, percentages, and whole numbers. *Journal of Experimental Child Psychology*, 247, 106030. <https://doi.org/10.1016/j.jecp.2024.106030>

Schiller, L. K., Abreu-Mendoza, R. A.*, Siegler, R. S., Rosenberg-Lee, M., & Thompson, C. A. (2024). Building integrated number sense in adults and children: Comparing fractions-only training with cross-notation number line training. *Journal of Experimental Child Psychology*, 246, 106017. <https://doi.org/10.1016/j.jecp.2024.106017>

Scheibe, D.A.*, Wyatt, L.**, Fitzsimmons, C. J., Mielicki, M. K., **Schiller, L. K.**, Thompson, C. A. (2024). Impacts of number lines and circle visual displays on caregivers' fraction understanding. *Journal of Experimental Child Psychology*. doi.org/10.1016/j.jecp.2024.105983

Scheibe, D. A.*, Wyatt, L.**, Fitzsimmons, C. J., Mielicki, M. K., **Schiller, L. K.**, & Thompson, C.A. (in press). Worked examples including visual displays can bolster caregivers' fraction understanding. *Journal of Experimental Child Psychology*.

2023

Schiller, L.K. & Siegler, R.S., (2023). Integrated Knowledge of Rational Number Notations Predicts Math Achievement and Understanding of Numerical Magnitudes. *Cognitive Development*. <https://doi.org/10.1016/j.cogdev.2023.101380>

Fitzsimmons, C. J., Sidney, P. G., Mielicki, M., **Schiller, L. K.**, Scheibe, D. A.*, Taber, J. M., Matthews, P. G., Waters, E. A., Coifman, K. G., & Thompson, C. A. (2023). Worked examples and number lines improve adults' understanding of health risks as ratios. *Journal of Applied Research in Memory and Cognition*.

Fitzsimmons, C. J., Woodbury, L.**, Taber, J. M., **Schiller, L.K.**, Mielicki, M., Sidney, P. G., Coifman, K., & Thompson, C. A. (2023). How do visual displays impact health-risk estimates? It depends on display size, shape, and prior knowledge. *Journal of Behavioral Decision Making*.

2022

Schiller, L.K., Fan, A.*, Siegler, R.S. (2022). The Power of One: the importance of flexible understanding. *Journal of Numerical Cognition*. 8(3), 430-442. <https://doi.org/10.5964/jnc.7593>.

Thompson, C. A., Mielicki, M. K., Rivera, F., Fitzsimmons, C. J., Scheibe, D. A.*, Sidney, P. G., **Schiller, L. K.**, Taber, J. M., & Waters, E. A. (2022). Leveraging Math Cognition to Combat Health Innumeracy. *Perspectives on Psychological Science*, 18(1), 152–177. <https://doi.org/10.1177/17456916221083277>

Thompson, C. A., Sidney, P. G., Fitzsimmons, C. J., Mielicki, M., **Schiller, L.K.**, Scheibe, D. A.*, Opfer, J. E., & Siegler, R. S. (2022). Comments regarding *Numerical estimation strategies are correlated with math ability in school-age children*. *Cognitive Development*.

Mielicki, M., Fitzsimmons, C. J., **Schiller, L.K.**, Scheibe, D., Taber, J. M., Sidney, P. G., Matthews, P., Waters, E. A., Coifman, K., & Thompson, C. A. (2022). Number lines can be more effective at facilitating adults' performance on health-related ratio problems than risk ladders and icon arrays. *Journal of Experimental Psychology: Applied*.

2021

Mielicki, M. K., **Schiller, L.K.**, Fitzsimmons, C. J., Scheibe, D., & Thompson, C. A. (2021). Perceptions of ease and difficulty, but not growth mindset, relate to specific math attitudes. *British Journal of Educational Psychology*, e12472. DOI: 10.1111/bjep.12472.

Thompson, C. A., Taber, J. Sidney, P. G., Fitzsimmons, C. J., Mielicki, M., Matthews, P., Schemmel, E., Simonovic, N., Foust, J., Aurora, P., Stanley Seah, T. H., Disabato, D., **Schiller, L. K.**, Coifman, K. (2021). Math matters during a pandemic: A novel, brief educational intervention combats whole number bias to improve health decision-making and predicts COVID-19 risk perceptions and worry across 10 days. *Journal of Experimental Psychology: Applied*.

2020

Siegler, R. S., Im, S. H., **Schiller, L.K.**, Tian, J., & Braithwaite, D. W. (2020). The sleep of reason produces monsters: How and when biased input shapes mathematics learning. *Annual Review of Developmental Psychology*, 2, 413-435

Manuscripts Submitted or In Review

Schiller, L.K., Thompson, C.A., Chen, J., & Star, J. (*in revision*). Problem Structure-Mapping Improves Word Problem Representation Among High School Algebra Students with Language-Based Learning Disabilities

Jaramillo, S.*, Scheibe, D. A.*, O'Brien, A. G.*, Fitzsimmons, C. J., **Schiller, L. K.**, Taber, J. M., Sidney, P. G., Matthews, P., Mielicki, M. K., Waters, E. A., & Thompson, C. A. (*under review*). Are math-related individual differences associated with COVID-19-related graph interpretation accuracy? *Journal of Numerical Cognition*.

Romero-Juárez, L.D., Matute, E., Chamorro, Y., **Schiller, L.K.**, Rosenberg-Lee, M., & Abreu-Mendoza, R.A. (*under review*). Magnitude processing distinguishes fraction comparison strategy profiles in adolescents. https://osf.io/preprints/psyarxiv/ngvuf_v2

Conference Proceedings

Schiller, L.K. (2026). Discussant for Symposium: Analyzing specific learning environments to understand mathematical outcomes . *Mathematical Cognition and Learning Society Conference*.

Grubyak, A.** & **Schiller, L.K.** (2026, June). *Effects of Neuroscience Training and Outreach on Preservice Teachers' Knowledge, Comfort, and Perceptions*. [Poster Presentation]. Kean University Research Days, Union, NJ.

Schiller, L. K., Rennerfeldt, P.*, Abreu-Mendoza, R. A.*, Chen, J., Woodruff, K., Thompson, C. A., & Rosenberg-Lee, M. (2026, June) *Investigation of within- and cross-notation neural activation for fractions, percentages, and whole numbers*. [Poster Presentation]. Mathematical Cognition and Learning Society Conference, Padua, Italy.

Gavilanes, J.**, Mea, N.**, Grubyak, A.**, & **Schiller, L.K.** (2026, June) *Translating research to practice: developing and evaluating an integrated number sense screener for classrooms*. [Poster Presentation]. Mathematical Cognition and Learning Society Conference, Padua, Italy.

Mea, N.**, Gavilanes, J.**, Grubyak, A.**, Rosenberg-Lee, M., & **Schiller, L.K.** (2026, June). *Introducing "Fraction Finder," an AI-enabled tool for selecting and analyzing fraction magnitude comparison stimuli*. [Poster Presentation]. Mathematical Cognition and Learning Society Conference, Padua, Italy.

Schiller, L.K., Im, S., & Siegler, R. (2026, May). *Children's Conceptualizations of Fractions (a/b) and Division Expressions (a ÷ b) Are Not Equivalent*. [Submitted Talk]. Association for Psychological Science Conference, Barcelona, Spain.

Fitzsimmons, C. J., Scheibe, D. A.*, Sidney, P. G., **Schiller, L.K.**, Yu, S., Rodrigues, J., Opfer, J. E., & Thompson, C. A., (2026, April). *Using Number Lines and Analogies to Support Integrated Rational Number Sense: A Digital Rational Number Intervention (DRUM)*. [Poster Presentation]. Biennial meeting of the Cognitive Development Society, Montreal, Canada.

Rennerfeldt, P.*, **Schiller, L.K.**, Rosenberg-Lee, M. (February 2026). Using a brief video intervention to overcome “Whole Number Bias.” Poster Presentation presented at Eastern Psychological Association. Boston, Massachusetts.

Schiller, L.K. Woodruff, K., Chen, J., Rosenberg-Lee, M., Thompson, C.A.. (February 2026). Leveraging cognitive neuroscience to enrich urban teachers' rational number understanding and build data literacy. 2-hour workshop presented at NASUP Conference. Crystal City, Virginia.

Schiller, L.K. Woodruff, K, Hahn, Y.*, Abreu-Mendoza, R.A.*, Fitzsimmons, C.J., Siegler, R.S., Rosenberg-Lee, M., Thompson, C.A.. (2025, June 12). Educators' cross-notation knowledge of rational numbers and its impact on teaching and learning mathematics. Poster presented at The Mathematical Cognition and Learning Society. Hong Kong, China.

Schiller, L. K., Abreu-Mendoza, R. A.*, Thompson, C. A., & Rosenberg-Lee, M. (2024, June). Children's estimates of equivalent rational number magnitudes are not equal: evidence from whole numbers, percentages, decimals, and fractions. Lightning talk presented at The Mathematical Cognition and Learning Society. Washington, D.C., USA.

Jaramillo, S.,* O'Brien, A.*, **Schiller, L.K.**, Fitzsimmons, C., Scheibe, D.*, Taber, J., Coifman, K., Matthews, P., Mielicki, M.* Waters, E., Sidney, P., & Thompson, C. A. (2024, June) Are math-related individual differences associated with COVID-19-related graph interpretation accuracy? Poster presented at the Mathematical Cognition and Learning Society Conference, Washington, D.C.

Schiller, L. K.*, Abreu-Mendoza, R. A.*, Siegler, R. S., Thompson, C. A., & Rosenberg-Lee, M. (2023, June). *Cross-notation rational number magnitude comparison predicts math college entrance scores*. Poster presented at the 2023 Mathematical Cognition Society Conference. Loughborough, UK.

Schiller, L.K., Siegler, R., & Thompson, C. A. (2022, July). Monster math race: Chasing integrated number sense. Flash talk presented at The Cognitive Science Society Conference. Toronto, Canada.

Mielicki, M. K.*, Fitzsimmons, C. J.**, **Schiller, L. K.***, Scheibe, D.**, Taber, J. M., Sidney, P. G., Matthews, P. G., Coifman, K. G., Waters, E. A., & Thompson, C. A. (2022, April). *The picture of health: Visuals and health-related math problem solving*. Paper to be presented at the 94th Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Schiller, L.K. & Siegler, R.S. (2019, Oct) Children don't really perceive equivalent rational numbers as equivalent. Paper presentation presented at The Cognitive Development Society. Louisville, KY., USA.

Other Publications

Schiller, L.K. (2020). Recharging rational number understanding. Doctoral dissertation retrieved from:

<https://academiccommons.columbia.edu/doi/https://doi.org/10.7916/d8-khmf-ay28>

Schiller, L.K. & Hinton, C. (August 7, 2015). Happier students get higher grades in school, research says. [Time.com](https://www.time.com)

Thompson, C. A., **Schiller, L.K.**, Mielicki, M.*, Fitzsimmons, C. J.**, & Scheibe, D.** (2021). 5 ways parents can teach children the 'new' math. *The Conversation*. <https://theconversation.com/5-ways-parents-can-help-children-with-the-new-math-157738>

Manuscripts in Preparation

Schiller, L.K., Im, S., & Siegler, R. (in prep). Children's Conceptualizations of Fractions (a/b) and Division Expressions (a ÷ b) Are Not Equivalent

Schiller, L.K., Rennerfeldt, P.*, Abreu-Mendoza, R.A.*, Chen, J., Woodruff, K., Thompson, C.A, Rosenberg-Lee, M. (in prep). Neural representations of magnitude for fractions, decimals, percentages, and whole numbers.

Schiller, L.K., Woodruff, K., Chen, J. Rosenberg-Lee, M., Thompson, C.A. (invited). Teachers’ intuitions about the development of integrated number sense. *Journal of Experimental Child Psychology* special issue “Learning and Transfer through Analogical Reasoning.”

AWARDS, HONORS, & GRANTS

2005-2009	DEAN’S LIST & NATIONAL SOCIETY OF COLLEGIATE SCHOLARS
2009	SUMMA CUM LAUDE, BOSTON UNIVERSITY
2012	HARVARD GRADUATE SCHOOL LEADERSHIP INSTITUTE FELLOW
2013	EXECUTIVE BOARD FOR HARVARD GRADUATE SCHOOL LEADERSHIP INSTITUTE
2017	PROVOST’S GRANT FOR PROFESSIONAL DEVELOPMENT (\$500)
2019	TEACHERS COLLEGE RESEARCH DISSERTATION FELLOWSHIP (\$6,000)
2019	PROVOST’S GRANT FOR PROFESSIONAL DEVELOPMENT (\$500)
2019	TEACHERS COLLEGE DOCTORAL DISSERTATION GRANT (\$7,750)
2021	AAUW Postdoctoral Research Leave Fellowship (\$30,000)
2022	NSF SBE Postdoctoral Research Fellowship (\$138,000)
2023	U.S. Department of Education, Institute of Education Sciences (IES). Role: PI; Co-PIs: John Opfer, Jessica Rodrigues, Pooja Sidney, Charles Fitzsimmons, and Lauren Schiller . <i>IES Learning Acceleration Challenge: Math Prize</i> . [One of two finalists awarded \$25,000 in Phase 1]
2025	American Psychological Association (APA) Editor’s Choice for Schiller et al., 2025 in <i>Journal of Experimental Psychology: Human Perception and Performance</i>
2025	KEAN UNIVERSITY JUNE ACTIVITIES GRANT: <i>Neural Representations of Magnitude for Fractions, Decimals, Percentages, and Whole Numbers</i> (\$3,000)
2025	KEAN UNIVERSITY GRADUATE RESEARCH ASSISTANT AWARD (Academic Year 2025-2026)
2025	Trees for Schools Grant led by Dr. Karen Woodruff and COE Sustainability Committee (\$235,000)
2025	National Science Foundation Build & Broaden Faculty Fellowship (\$7,500 and 3 Undergraduate Research Assistants Academic Year 2025-2026)
2026	International Brain Research Organization Brain Awareness Week Grant . PI: Lauren Schiller. <i>Brain Awareness Week: Exploring the Brain and Connecting Minds Across Ages</i> . Award # BAW26-5722896739. (\$1,250)
2026	Students Partnering with Faculty Grant . PI: Lauren Schiller. <i>Leveraging Artificial Intelligence (AI) to Enhance Teachers' Rational Number Knowledge</i> . Kean University Internal Award. (\$9,000 and 1 Undergraduate Research Assistant, May 1, 2026- April 30, 2027)
2026	Phi-Kappa-Phi Honor Society - Kean Chapter Faculty Member Inductee
2025	KEAN UNIVERSITY GRADUATE RESEARCH ASSISTANT AWARD (0.5, Academic Year 2026-2027)
2026	Faculty Innovation in Teaching Award (\$1,000)

POSTERS AND PRESENTATIONS

February 2026	NASUP Conference Accepted Workshop	Crystal City, VA
June 2025	MATHEMATICAL COGNITION AND LEARNING SOCIETY CONFERENCE Accepted Poster Presentation	Hong Kong
June 2024	MATHEMATICAL COGNITION AND LEARNING SOCIETY CONFERENCE Accepted Flash Talk	Washington, DC
July 2022	COGNITIVE SCIENCE SOCIETY Accepted Flash Talk	Toronto, CA
October 2019	COGNITIVE DEVELOPMENT SOCIETY ANNUAL MEETING Accepted Oral Paper Session	Louisville, KY
April 2018	AERA ANNUAL MEETING	New York, NY

July 2017	Accepted Oral Paper Session THE SCIENCE OF TEACHING AND SCHOOL LEADERSHIP	Potomac, MD
April 2017	Invited Plenary Speaker LEARNING & THE BRAIN	Arlington, VA
June 2016	Invited Guest Speaker MIND, BRAIN AND EDUCATION SCIENCE FOR TEACHERS	Potomac, MD
Sept 2015	Invited Plenary Speaker UWC INTERNATIONAL ADVANCEMENT CONFERENCE, PRINCETON UNIV.	Princeton, NJ
May 2015	Invited Plenary Speaker SOCIAL POLICY & RESEARCH IN COGNITION & MATHEMATICS EDUCATION	Berkeley, CA
May 2015	Invited Poster Presenter researchED NYC	New York, NY
Spring 2013, 2014, 2017	Invited Guest Speaker RESEARCH SCHOOLS SYMPOSIUM	Cambridge, MA
March 2014	Conference Coordinator UNIVERSAL DESIGN FOR LEARNING IN MATHEMATICS PRESENTATION	Quito, Ecuador
February 2014	Invited Guest Speaker HARVARD GRADUATE SCHOOL OF EDUCATION	Cambridge, MA
July 2013	Invited Guest Lecturer for Cognitive Development, Education and the Brain: Theory and Practice Course (HT100) Harvard's Universal Design for Learning Institute Workshop Facilitator, Universal Design for Learning in the Math Classroom	Cambridge, MA
November 2013	<ul style="list-style-type: none"> Invited to facilitate a workshop about diminishing barriers in the math classroom through Universal Design for Learning, other facilitators included professors such as Dr. David Rose and Dr. Thomas Hehir 	
November 2013	Psychology of Mathematics Education North American Chapter (PME-NA)	Chicago, IL
April 2013 MA	Poster, Teacher Tension: How sharing of student strategies can de-emphasize a lesson's mathematical point By Theodore Chao, Lauren Schiller, Mayanna Suslavich, Amy Venditta, Chad Desharnais, Jon Star HARVARD GRADUATE SCHOOL OF EDUCATION STUDENT RESEARCH CONFERENCE	Cambridge, MA
January 2013 CA	Presenter	
	<ul style="list-style-type: none"> Presentation on empirical findings from my schema-based instructional intervention study 	
January 2013 CA	CREATING BALANCE IN AN UNJUST WORLD, Math Education & Social Justice Conference	San Francisco, CA
	Workshop Facilitator	
	<ul style="list-style-type: none"> Selected to present two professional development workshops on mathematics for students with disabilities 	
2012-Present	BRAIN AWARENESS WEEK AT HARVARD	
	Conference Founder/Organizer	
	<ul style="list-style-type: none"> Founded Harvard student group Brain Basics: Neuroscience for Everyone & Brain Awareness Week Conference, which brought together individuals across the university to teach students, teachers, and parents about the brain 	

TEACHING AND PROFESSIONAL EXPERIENCE

2020-present	TEACHERS COLLEGE COLUMBIA UNIVERSITY	New York, NY
	Adjunct Assistant Professor	
	<ul style="list-style-type: none"> Taught seminar on Cognitive Development for masters and doctoral level students 	
2015-present	TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS	various NY, NJ
	<ul style="list-style-type: none"> Designed and facilitated 30+ professional learning experiences for educators based on the needs of local schools 	
2015-2017	WOODROW WILSON TEACHING FELLOWSHIP	Princeton, NJ
	Selection Committee Member	
	<ul style="list-style-type: none"> Observe sample lessons, facilitate group discussions, and conduct interviews with fellowship candidates 	
2015-2016	ECIS PRIMARY MATH DEEP DIVE ONLINE	ECIS Online
	Course Designer and Facilitator	
	<ul style="list-style-type: none"> Designed a hybrid online and in-person course on mathematical cognition and application to the math classroom Facilitated online group discussions, provided mentorship to educators on incorporating new ideas into practice 	
2015-2016	TEACHERS COLLEGE COLUMBIA UNIVERSITY	New York, NY
	Course Assistant	
	<ul style="list-style-type: none"> Provide instruction and feedback on coursework for Dr. John Black's Human Cognition and Learning course. 	
2013-2015	HARVARD GRADUATE SCHOOL OF EDUCATION	Cambridge, MA

Teaching Fellow

- H156 Research Schools (Fall 2013-Spring 2014): provided guidance on various research projects with partner schools around the globe

2010-2012

SALEMWOOD SCHOOL

Malden, MA

Teacher, 6th Grade Interventionist, Special Education Inclusion with Pull-out Support Classes

- Served as case manager for students with IEPs, provided pull-out services and co-taught in an inclusion model
- Taught *Read180* as a reading remediation class to increase students' reading comprehension
- Utilized inquiry and hands-on learning to provide math remediation in a pull-out math interventions class
- Provided intensive writing support with *Framing Your Thoughts* and the innovation of *Edmodo*
- Co-taught with the General Education ELA and Math teachers to provide an inclusionary setting
- Incorporated brain research in Special Education classes through instruction, discussion, and sheep brain dissection; improved student self-realization of individual learning styles and increased student motivation
- Improved rigor of Math curriculum as a member of the Salemwood Math Task Force Team
- Orchestrated and prepared students to perform in the Middle School Talent Show Day
- Guided students in Project Based Learning (PBL) through the creation of Video Math Tutoring via Wikispace
- Instituted after school Homework Club 3 days per week with ~40% of students with IEPs attending

Teacher, PCSM Afterschool Program for 2nd Grade and Middle School Students at Salemwood

- Designed and implemented poetry unit for 2nd graders
- Designed and implemented ESPN math in basketball program for middle school students

2011-2014

ST. MARY OF THE ASSUMPTION CHURCH

Brookline, MA

Religious Education Teacher, 2nd Grade

- Taught Sunday school to help second graders prepare for Reconciliation and Holy Communion

2009 – 2010

DORCHESTER COLLEGIATE ACADEMY

Dorchester, MA

Founding Teacher at first year charter school, 4th Grade Literacy and Ethics Classes

- Assisted in developing a first year school from an idea to a thriving learning environment
- Pioneered in UDL and Cooperative Group classrooms, provided in-school professional development in these areas
- Developed and implemented literacy curriculum for at-risk urban students, reading significantly below grade level
 - Utilized multi-sensory activities to teach vocabulary and reinforced it with “Beyond the Classroom” discussion
 - Implemented best practices in Reciprocal Teaching and Word Study, including spelling patterns and roots
- Utilized interventions including *Framing Your Thoughts*, *Writers' Express*, *Lexia*, and *Wilson Reading System*
- Analyzed data to inform instruction and provide rigorous MCAS preparation; *Achievement Network* collaboration
- Designed and implemented Project-oriented Inquiry Units, consisting of student-directed Culminating Projects
- Guided students in social-emotional growth as an Advisory Group Leader
- Supervised students in the creation of a student-led Book Club and Arts & Crafts Club
- Led exploration of children's version of Shakespeare's *Romeo and Juliet*, culminating in performance of the play

Spring 2009

GARDNER PILOT ACADEMY

Allston, MA

Teacher Intern 4th-5th grade (Special Education Practicum)

Fall 2008

TRINITY GRAMMAR SCHOOL

Sydney, Australia

Teacher Intern 5th grade (Elementary Education Practicum) & Basketball Coach

Fall 2006-2008

MATCH Charter High School

Boston, MA

Tutor/Teacher of High School Students

Spring 2008

BOSTON RENAISSANCE CHARTER SCHOOL

Boston, MA

Tutor/ Volunteer (2nd, 4th, and 6th grade students)

Spring 2008

TROTTER ELEMENTARY SCHOOL

Dorchester, MA

Teacher Intern, 2nd grade (Pre-practicum)

Spring 2006

JACKSON/MANN K-8 SCHOOL

Allston, MA

Teacher Intern, Kindergarten (Pre-practicum)

UNIVERSITY COURSES TAUGHT

Graduate

2020-present Cognitive Development (HUDK5023), TC

2025-present Theory/Practice Teaching Math (EMSE5323), Kean

Undergraduate

- 2024-present Clinical Experience in Diverse/Inclusive Classrooms (EMSE2800), Kean
2024-2025 Math & Science in Elementary Ed Classroom (EMSE3123), Kean

STUDENT MENTORSHIP & SUPERVISION

Graduate

- 2025-present Yoojin Hahn, Ph.D. in Cognitive Science, Doctoral Dissertation, Teachers College, Columbia University
2025-present Luis Velazquez Rodriguez, M.S. in Computer Science, Kean University

Undergraduate

- 2025-present Anastasia Grubyak, B.S. in Biology, Kean University
2025-present Juan Sebastian Gavilanes Jurado, B.S. in Computer Science, Kean University
2025-present Noah Mea, B.S. in Computer Science, Kean University

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science, Cognitive Development Society, Cognitive Science Society, Mathematical Cognition and Learning Society, and Society for the Teaching of Psychology, National Association for University-School Partnerships

AD HOC JOURNAL REVIEWS

Brain Structure and Function, Memory & Cognition, Journal of Educational Child Psychology, Journal of Cognitive Psychology, Journal of Numerical Cognition, Journal of Experimental Psychology: Learning, Memory, and Cognition, PLOS ONE

UNIVERSITY SERVICE & PROFESSIONAL DEVELOPMENT

- 2024-present College of Education Sustainability Committee
2024-present College of Education Academic Advisor
2024-present CREST NOYCE STEM Educator Advisor and Professional Learning Community Member
2024-2025 Engaged in Professional Development and Implemented NSF-funded ADVizE data-literacy curriculum in coursework
2025-present Organized Seminar Series to teach faculty and students about principles of fMRI research.
2025-present Provost's Taskforce on Teaching, Learning, and Researching with AI