LAUREN KELLY SCHILLER

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EDUCATION

2015-2020 **COLUMBIA UNIVERSITY TEACHERS COLLEGE** New York, NY
Ph.D. in Cognitive Studies in Education, February 2020

2014-2015 **NEW YORK UNIVERSITY** New York, NY
Learning and Teaching in Mathematics Education, Ph.D. Student

2012-2013 **HARVARD GRADUATE SCHOOL OF EDUCATION** Cambridge, MA
M.Ed. in Mind, Brain, and Education, May 2013

2005-2009 **BOSTON UNIVERSITY** Boston, MA
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

RESEARCH EXPERIENCE

2022-2024 **NSF SBE POSTDOCTORAL RESEARCH FELLOW (Award # 2103495)** Virtual
Under the direction of Drs. Robert Siegler, Clarissa Thompson, & Miriam Rosenberg-Lee

2021-2024 **MIRIAM ROSENBERG-LEE'S LAB** Newark, NJ
Postdoctoral Research Assistant at Rutgers University- Newark
- Research design, data analysis on rational numbers, assisted with grant application writing

2020-2024 **CLARISSA THOMPSON'S LAB** Virtual
Postdoctoral Research Assistant
- Analyzed data related to IES funded grant on people's interpretation of COVID-19 statistics research
- Developed Online Monster Races Intervention, which connected rational number notations

2018-2024 **ROBERT SIEGLER'S LAB** New York, NY
Research Assistant
- Designed and executed two large research studies investigating the relation among rational number notations
- Collaborated with other members on research, including an intervention on continuous vs. discrete spatial models

2016-2019 **PETER GORDON'S LANGUAGE AND COGNITION LAB** New York, NY
Research Assistant
- Collected and analyzed data and recruited schools for the Numerical Cognition in Young Children research project

2013-2018 **RESEARCH SCHOOLS INTERNATIONAL** Cambridge, MA
Project Manager and Consultant
- Founding member of Research Schools International in collaboration with faculty at Harvard
- Recruited schools, built client relationships, and coordinated IRSN's first Networking Event in April 2013
- Served as a Project Manager on various research projects that are of particular interest to our partner schools

2014-2015 **MARTIN SIMON'S RESEARCH LABORATORY** New York, NY
Research Assistant
- Collaborated with team to analyze data from a one-on-one teaching experiment involving fractions and ratios
- Completed 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

2012-2014 **JON STAR'S Contrasting Cases, Mathematics Education Research Laboratory at Harvard** Cambridge, MA
Research Assistant
- Developed a fidelity instrument to ensure inter-rater reliability for coding videos of classroom instruction
- Created professional development materials for schema-based instruction workshop
- Conducted qualitative analysis of teacher performance in control and treatment conditions

2013 **ELIZABETH SPELKE'S Lab for Developmental Studies at Harvard University** Cambridge, MA
Research Assistant
- Tested subjects for study involving map reading and abstract geometry
- Designed a game to improve children's geometrical intuitions to be used in a preschool study in India
- Led a pilot study to test the effectiveness of the geometrical intuitions game
- Created stimuli materials for other math-related experiments

2012-2013 **SCHEMA FOR ALGEBRAIC PROBLEMS RESEARCH STUDY** Cambridge, MA
Principal Investigator
- 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 solving
- Found statistically significant result favoring self-designed intervention over control measure

Peer-Reviewed Journal Publications

2026

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

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*.

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., Hahn, Y., Thompson, C.A., Chen, J., & Star, J. (invited revision). Problem Structure-Mapping Improves Word Problem Representation Among High School Algebra Students with Language-Based Learning Disabilities. *Journal of Cognition and Development.*

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. (in revision). 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

Chen, J.J., Tian, Q., Kim, E., **Schiller, L.K.** (invited revision). Mapping AI-Supported Mathematics Interventions in Early Childhood and Elementary Education: A Scoping Study.

Schiller, L.K., Im, S., & Siegler, R. (in review). Fractions as Division: Knowledge without Application. *Learning and Instruction.*

Schiller, L.K., Hahn, Y., Chen, J., Woodruff, K., Rosenberg-Lee, M., Thompson, C.A. (in review). Teachers integrated number sense and training their pedagogical knowledge: An initial investigation. *Journal of Experimental Child Psychology*.

Thompson, C.A., Sideny, P.G., Yu, S., Fitzsimmons, C.J., Mielicki, M., **Schiller, L.K.,**Rodriguez, J. Opfer, J. History of Digital Rational Number Intervention (DRUM). (in review). *Journal of Experimental Child Psychology*.

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 94thAnnual 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

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., 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.

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). PI: Clarissa Thompson ; Co-PIs: John Opfer, Jessica Rodrigues, Pooja Sidney, Charles Fitzsimmons, and **Lauren Schiller**. *IES Learning Acceleration Challenge: Math Prize.* [One of two finalists awarded $25,000 in Phase 1]
2025	**American Psychological Association (APA) Editor's Choice** for Schiller et al., 2025 in *Journal of Experimental Psychology: Human Perception and Performance*
2025	KEAN UNIVERSITY JUNE ACTIVITIES GRANT: *Neural Representations of Magnitude for Fractions, Decimals, Percentages, and Whole Numbers* ($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. *Brain Awareness Week: Exploring the Brain and Connecting Minds Across Ages.* Award # BAW26-5722896739. ($1,250)
2026	**Students Partnering with Faculty Grant.** PI: Lauren Schiller. *Leveraging Artificial Intelligence (AI) to Enhance Teachers' Rational Number Knowledge*. 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**	Hong Kong

Accepted Poster Presentation

June 2024 **MATHEMATICAL COGNITION AND LEARNING SOCIETY CONFERENCE** Washington, DC
Accepted Flash Talk

July 2022 **COGNITIVE SCIENCE SOCIETY** Toronto, CA
Accepted Flash Talk

October 2019 **COGNITIVE DEVELOPMENT SOCIETY ANNUAL MEETING** Louisville, KY
Accepted Oral Paper Session

April 2018 **AERA ANNUAL MEETING** New York, NY
Accepted Oral Paper Session

July 2017 **THE SCIENCE OF TEACHING AND SCHOOL LEADERSHIP** Potomac, MD
Invited Plenary Speaker

April 2017 **LEARNING & THE BRAIN** Arlington, VA
Invited Guest Speaker

June 2016 **MIND, BRAIN AND EDUCATION SCIENCE FOR TEACHERS** Potomac, MD
Invited Plenary Speaker

Sept 2015 **UWC INTERNATIONAL ADVANCEMENT CONFERENCE, PRINCETON UNIV.** Princeton, NJ
Invited Plenary Speaker

May 2015 **SOCIAL POLICY & RESEARCH IN COGNITION & MATHEMATICS EDUCATION** Berkeley, CA
Invited Poster Presenter

May 2015 **researchED NYC** New York, NY
Invited Guest Speaker

Spring 2013, 2014, 2017 **RESEARCH SCHOOLS SYMPOSIUM** Cambridge, MA
Conference Coordinator

March 2014 **UNIVERSAL DESIGN FOR LEARNING IN MATHEMATICS PRESENTATION** Quito, Ecuador
Invited Guest Speaker

February 2014 **HARVARD GRADUATE SCHOOL OF EDUCATION** Cambridge, MA
Invited Guest Lecturer for Cognitive Development, Education and the Brain: Theory and Practice Course (HT100)

July 2013 **Harvard's Universal Design for Learning Institute** Cambridge, MA
Workshop Facilitator, Universal Design for Learning in the Math Classroom
- 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
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

April 2013 **HARVARD GRADUATE SCHOOL OF EDUCATION STUDENT RESEARCH CONFERENCE** Cambridge, MA
Presenter
- Presentation on empirical findings from my schema-based instructional intervention study

January 2013 **CREATING BALANCE IN AN UNJUST WORLD, Math Education & Social Justice Conference** San Francisco, CA
Workshop Facilitator
- Selected to present two professional development workshops on mathematics for students with disabilities

2012-Present **BRAIN AWARENESS WEEK AT HARVARD**
Conference Founder/Organizer
- 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
- Taught seminar on Cognitive Development for masters and doctoral level students

2015-present **TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS** various NY, NJ
- 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
- 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
- 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
- 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 increases 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

2026-present Lorraine Vitiello, Doctoral Candidate, Kean University College of Education

2026-present Mary Ellen Madden, Doctoral Candidate, Kean University College of Education

2026-present Piper Rennerfeldt, Doctoral Candidate, Rutgers University

2025-2026 Luis Velazquez Rodriguez, M.S. in Computer Science, Kean University

2026-present Karina Ponze, 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

2026-present	Brain Awareness Week Founder and Leader
2025-present	Pi Day Celebration Leader