

Tara L. Hofkens

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Curry School of Education and Human Development
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EDUCATION

- 2017 Ph.D., Learning Science and Policy, University of Pittsburgh
- 2015 M.S., Applied Developmental Psychology Research, University of Pittsburgh
- 1999 B.A., Psychology, Philosophy, French, University of Wisconsin Stevens Point

TRAINING

- 2017 – Present Postdoctoral Research Associate (Dean Robert C. Pianta), Center for the Advanced Study of Teaching and Learning (CASTL), Curry School of Education and Human Development, University of Virginia
- 2013 – 2017 Graduate Researcher (Ming-Te Wang), Applied Developmental Psychology, Developmental and Motivation Laboratory, University of Pittsburgh
- 2012 – 2013 Graduate Fellow (Dean Alan Lesgold), School of Education, University of Pittsburgh,
- 2011 – 2012 Graduate Researcher (Lauren B. Resnick), Learning Research and Development Center, University of Pittsburgh

FELLOWSHIPS & GRANTS

- 2017 – Present Principal Investigator, “Stress reactivity and co-regulation during teacher-student interactions,” University of Virginia Equipment Trust Fund Award, \$150,000, and Curry School of Education, \$25,000
- 2019 – Present Principal Investigator, “Physiological rhythms throughout the school day: Integrating psychophysiological assessment with live observations in a large sample of low-income elementary school students to study engagement in school,” University of Virginia Curry School of Education, \$20,000
- 2017 – Present Principal Investigator, “Distribution and Effects of Classroom Quality K-12: Systematic Review and Meta-Analyses,” University of Virginia Curry School of Education, \$10,000
- 2013 – 2015 Principal Investigator, “Affective Experiences and Challenges of Reform Mathematics Instruction,” School of Education Grant, University of Pittsburgh \$10,000
- 2012 – 2013 Learning Research and Development Center Graduate Fellow, Learning Research and Development Center, University of Pittsburgh
- Under review* Co-Investigator, “Project REAL: Research on Engagement and Learning across classrooms,” Spencer Large Grant Award, \$475,000
- In progress* Principal Investigator, “Beyond behavior: Assessing student stress reactivity to identify student-teacher interactions that support engagement in low-income students,” Spencer Small Grant Award, \$50,000, *submitting by November 1, 2019*

PUBLICATIONS

Peer Reviewed Articles

Submitted

Hofkens, T. L., Amemiya, J. L., & Wang, M. T. *Revise and resubmit*. Math instruction through a motivational lens: examining how student-centered and teacher-centered instruction relate to teacher mindset and student engagement. *Journal for Research in Mathematics Education*.

Bodnar, K., **Hofkens, T.**, Wang, M. T., & Schunn, C. Science identity predicts science career aspiration

- across gender and race, but more so for boys. *Revise and resubmit. International Journal of Gender, Science, and Technology's, Technology's, special edition "Re-imagining who does STEM"*
- Hofkens, T. L.**, Whittaker, J. V., Pianta, R. C., Vitiello, V. & Ruzek, E. *Under review*. Examining associations between executive function, classroom engagement, and mathematics outcomes: Does gender play a role? *Developmental Psychology*
- Hofkens, T. L.** *Under review*. Critical turning points: seventh grade students' emotional experience of getting stuck in student-centered mathematics classrooms. *Elementary School Journal*
- Hofkens, T. L.**, Correnti, R., & Wang, M.T. *Under review*. Teacher variation of instructional practice: relations with demographic characteristics of students in class. *Learning and Instruction*
- Hofkens, T. L.**, Cyranowski, J. M., Moore, E., Amole, M., & Swartz, H. A. *Under review*. Maternal depression and mothers' implicit theories about their children's characteristics.
- Ansari, A., **Hofkens, T. L.**, & Pianta, R. C. *Under review*. Longitudinal effects of student-teacher relationships throughout elementary school on youth outcomes. *Child Development*
- Wang, M. T., **Hofkens, T. L.**, & Ye, F. F. *Under review*. Classroom quality and adolescent learning in mathematics: a multi-method and multi-informant assessment study. *Educational Researcher*

Published

- Ansari, A., **Hofkens, T. L.**, & Pianta, R. C. *In press*. Absenteeism in the first decade of education forecasts civic engagement in young adulthood. *Journal of Educational Psychology*.
- Pianta, R. C., DeCoster, J., Whittaker, J. V., Ansari, A., **Hofkens, T. L.**, Ruzek, E., & Vitiello, V. *In press*. Children's gains in school readiness skills in pre-K. *Journal of Applied Developmental Psychology*.
- Wang, M. T. & **Hofkens, T. L.** (2019). Beyond classroom academics: a school-wide and multi-contextual perspective on student engagement in school. *Adolescent Research Review*, 1-15.
- Talbert, E., **Hofkens, T. L.**, & Wang, M. T. (2019). Does student-centered instruction engage students differently? The moderation effect of student ethnicity. *The Journal of Educational Research*, 112(3), 327-341.
- Fredricks, J.A., **Hofkens, T. L.**, Wang, M. T., & Scott, P. (2018). Supporting Girls' and Boys' Engagement in Math and Science Learning: A Mixed Methods Study. *Journal of Research on Science Teaching*, 55(2), 271-298.
- Wang, M. T., Fredricks, J. A., Ye, F., **Hofkens, T. L.**, & Linn, J. S. (2016). The Math and Science Engagement Scales: Scale development, validation, and psychometric properties. *Learning and Instruction*, 43, 16-26.
- Fredricks, J. A., Wang, M. T., Linn, J. S., **Hofkens, T. L.**, Sung, H., Parr, A., & Allerton, J. (2016). Using qualitative methods to develop a survey measure of math and science engagement. *Learning and Instruction*, 43, 5-15.
- Wang, M. T., **Hofkens, T. L.**, & Chow, A., & Salmela-Aro, K. (2015). The trajectories of student emotional engagement and school burnout with academic and psychological development: Findings from Finnish adolescents. *Learning and Instruction*, 36, 57-65.
- Hofkens, T. L.***, Wang, M. T., & Hill, N. E. (2014). Parental Involvement and African American and European American Adolescents' Academic, Behavioral, and Emotional Development in Secondary School. *Child Development*, 85(6), 2151-2168.
- Cyranowski, J. M., **Hofkens, T. L.**, Swartz, H. A. & Gianaros P. (2011). Thinking about a close relationship differentially impacts cardiovascular stress responses among depressed and nondepressed women. *Health Psychology*, 30(3), 276-84.
- Cyranowski, J. M., **Hofkens, T. L.**, Swartz, H. A. (2011). Cardiac vagal control in non-medicated depressed women and non-depressed controls: impact of depression status, lifetime trauma history, and respiratory factors. *Psychosomatic Medicine*, 73(4), 336-43.
- Kelly, M., Morse, J., Stover, A., **Hofkens, T. L.**, Huisman, E., Shulman, S. et al. (2010). Describing depression: Congruence between patient experiences and clinical assessments. *British Journal of Clinical Psychology*, 50(1), 46-66.

- Cyranowski, J. M., Swartz, H. A., **Hofkens, T. L.**, & Frank, E. (2009). Emotional and cardiovascular reactivity to a child-focused interpersonal stressor among depressed mothers of psychiatrically ill children. *Depression and Anxiety, 26*(2), 110-6.
- Bossini L, Fagiolini A, Valdagno M, Padula L, **Hofkens T.**, & Castrogiovanni P. (2009). Photosensitivity in panic disorder. *Depression and Anxiety, 26*(1), E34-6.
- Cyranowski, J., **Hofkens, T. L.**, Frank, E., Seltman, H., Cai, H., & Amico J. (2008). Evidence of dysregulated peripheral oxytocin release among depressed women. *Psychosomatic Medicine, 70*, 967-975.
- Sbaragli C, Morgante G, Goracci A, **Hofkens T.**, De Leo V, Castrogiovanni P. (2008). Infertility and psychiatric morbidity. *Fertility and Sterility, 90*(6), 2107-2111.

In Progress

- Hofkens, T. L.**, Ansari, A., & Pianta, R. C. Effects of cognitive, regulatory, and social skills in early childhood to youth outcomes.
- Hofkens, T. L.**, Whittaker, J. V., Pianta, R. C., Vitiello, V. & Ruzek, E. Mapping early pathways to gender differences in educational achievement and attainment: Academic motivation and engagement and girls' and boys' achievement in math, science, and literacy in kindergarten.
- Hofkens, T. L.** & Pianta, R. C. Distribution of classroom quality in the United States and internationally in kindergarten through twelfth grade.

Chapters

- Hofkens, T. L.** & Ruzek, E. (2019). "Measuring Student Engagement and Disengagement to Inform Interventions." J. Fredricks, R. C. Reschly, S. Christenson (Eds.), *Handbook of Student Engagement Interventions: Working with Disengaged Youth* (pp. 309-324). New York, NY: Elsevier.
- Pianta, R. C. , & **Hofkens, T. L.** (2019). "The Bush-Obama agenda for education research and innovation: Major investment, mixed returns." In F. M. Hess, & M. Q. McShane (Eds.), *Bush-Obama school reform*. Cambridge, MA: Harvard Education Press.
- Fredricks, J., **Hofkens, T. L.**, & Wang, M.T. (2018). Addressing the challenge of measuring student engagement. In A. Renninger & S. Hidi (Eds.) *Cambridge Handbook of Motivation and Learning* (pp. 689-712). Cambridge, England: Cambridge University Press.

Other Publications

- Hofkens, T.** & Pianta, R. C. . (2018, November 21). Researching 'what works' in education isn't working [Blog post]. Retrieved from https://blogs.edweek.org/edweek/rick_hessstraight_up/2018/11/researching_what_works_in_education_isnt_working.html
- Pianta, R. C., & **Hofkens, T.** (2018, November 20). How to better connect research with the people who use it. [Blog post]. Retrieved from https://blogs.edweek.org/edweek/rick_hess_straight_up/2018/11/how_to_better_connect_research_with_the_people_who_use_it.html
- Pianta, R. C., & **Hofkens, T.** (2018, November 19). Why Education Research Isn't Improving Education Much. [Blog post]. Retrieved from https://blogs.edweek.org/edweek/rick_hess_straight_up/2018/11/why_education_research_isnt_improving_education_much.html

DISSERTATION

Hofkens, T. (2017). *Student-centered mathematics instruction: Measuring instructional practice and understanding students' experiences.* (Doctoral dissertation, University of Pittsburgh, Learning Science and Policy).

Committee Chair: **Ming-Te Wang**, Associate Professor, Department of Psychology and Applied Developmental Psychology, University of Pittsburgh

Committee Members: **Jennifer Fredricks**, Dean of Academic Departments and Programs and Professor of Psychology, Union College

Lindsay Clare Matsumura, Associate Dean of the School of Education and Associate Professor of Learning Science and Policy, University of Pittsburgh

Richard Correnti, Associate Professor, Learning Science and Policy, University of Pittsburgh

CONFERENCE PRESENTATIONS

Hofkens, T. L. Co-chair for symposium "Executive function and mathematics in early childhood." Society for Research on Child Development Annual Conference, 2019, Baltimore, MD.

Hofkens, T. L., Whittaker, J. V., Pianta, R. C., Vitiello, V. & Ruzek, E. "Examining associations between executive function, classroom engagement, and mathematics outcomes: Does gender play a role?" Paper presentation in the symposium, *Executive Function and Mathematics in Early Childhood.*

Symposium chairs: J. V. Whittaker & T. L. Hofkens. Society for Research on Child Development Annual Conference, 2019, Baltimore, MD.

Pianta, R. C. & **Hofkens, T. L.** "The Bush-Obama Agenda for Education Research and Innovation.

Presentation at the *Bush-Obama School Reform: Lessons Learned Conference.* AEI, Washington, D.C.

Fredricks, J., **Hofkens, T. L.**, & Wang, M. T. "Measuring Engagement." Paper presentation in workshop *Motivation and Learning: What's Provocative and/or Novel?* Symposium chairs: A. Renninger and S. Hidi. American Education Research Association Annual Conference, 2018, New York City, NY

Hofkens, T. L., Correnti, R., & Wang, M. T. "Predictors of student and teacher reports of student-centered in secondary school mathematics Classrooms." Paper presentation in the symposium, *Contrasting Viewpoints: Using Information from Multiple Reporters to Understand Classroom Dynamics.*

Symposium chair: Erik Ruzek. Symposium discussant: Jennifer Fredricks. American Education Research Association Annual Conference, 2018, New York City, NY

Hofkens, T. L., Hutchinson, E. A., Bodnar, K., A. & Wang, M. T. Feeling Stuck: Critical Turning Points for Seventh Graders' in Math. Paper presented in the symposium "How Do You Feel About STEM? Examining the Overlooked Role of Emotions for Career Aspirations." American Education Research Association, 2016: Washington, D.C.

American Education Research Association, 2016: Washington, D.C.

Fredricks, J., **Hofkens, T. L.**, & Mortenson, E. A Qualitative Analysis of Gender Differences in Math and Science Engagement. Paper presentation in the symposium "Individual and Contextual Influences on Adolescents' STEM Motivation and Engagement." Society for Research on Adolescence, 2016:

Baltimore, MD.

Parr, A. & **Hofkens, T. L.** Teacher engagement: re-conceptualizing how math and science teachers shape student engagement, achievement, and career aspirations. Paper presentation in the symposium

"Individual and Contextual Influences on Adolescents' STEM Motivation and Engagement." Society for Research on Adolescence, 2016: Baltimore, MD.

Fredricks, J., Wang, M. T., **Hofkens, T. L.**, Schall, J. L., & Sung, H. C. STEM Engagement in Secondary School Students. Society for Research on Child Development, 2015: Philadelphia, PA.

Besterfield-Sacre, M., Donovan, S., **Hofkens, T. L.**, Kelly, K., Par, Alyssa, & Streiner, S. (2015). Sustainable Change Model for CIRTLPitt. CIRTLPitt Meeting, Texas A & M.

Hofkens, T. L., Wang, M. T., & Hill, N. (2014). Parental Involvement and Adolescent Academic,

Behavioral, and Emotional Development in Secondary School. American Education Research Association, 2014: Philadelphia, PA.

Hofkens, T. L. & Cyranowski, J. M. (2013). Maternal Implicit Theories, Evaluation, and Negativity in the Development of Internalizing Symptoms in Children. Poster, Society for Research on Child Development, Seattle, WA.

Sudevan, P., Holmes, J., **Hofkens, T.**, Horswill, E., & Reuth, N. (1999). Components of Task Priming and Task Switching. Poster presented at the annual Psychonomics Society Meeting, Los Angeles, CA.

Sudevan, P., Holmes, J., **Hofkens, T.**, Watson, A., & Frank, M. (1998). Task Switching and Task Priming. Poster presented at the annual Psychonomics Society Meeting, Dallas, TX.

RESEARCH EXPERIENCE

Positions

2017 – Present **Center for the Advanced Study of Teaching and Learning (CASTL), University of Virginia**

Postdoctoral Research Associate

Advisor: Dean Robert C. Pianta

Fairfax Pre-K to Third Grade Project

Examine gender differences in different types of developmental outcomes (EF, achievement, and socioemotional skills) in a longitudinal study of preK-3 students.

Student and Teacher Stress Reactivity and Co-regulation

Designed multiple classroom-based studies that integrate student and teacher physiology with classroom observation to study dynamics of engagement.

Classroom Quality Systematic Review and Meta-Analysis

Led a team of 6 undergraduates on a systematic review and meta-analysis of distribution and effects of classroom quality in K-12 students.

2018 – Present **My Teaching Team**

Research Consultant and Study Team Member

Advisor: Megan Stuhlman, PhD

Conceptualize and articulate mechanisms in the theory of change and align student and teacher measures in a professional development intervention for teachers.

2018 – Present **Contemplative Sciences Center, University of Virginia**

Research Consultant and Lab Member

PI: Professor Tish Jennings

Assessed stress physiology in teacher trainees participating in a mindfulness-based randomized-control trial to reduce stress and improve instruction during a behavioral management task in a mixed reality simulator.

2013 – 2017 **Motivation and Developmental Laboratory, University of Pittsburgh**

Graduate Student Researcher

Advisor: Professor Ming-Te Wang

Secondary School Students' Engagement and Trajectories in Science, Math, Engineering, and Technology (National Science Foundation 1315943)

Developed student and teacher surveys of student-centered mathematics instruction

and contributed to two student and teacher surveys of student engagement in math, science and school; led annual efforts to complete customized reports and professional development for participating district administrators and teachers.

School Engagement and Developmental Trajectories for Adolescents (School of Education)

Facilitated a partnership with CASTL at UVa to assess classroom climate in math, science, and ELA classrooms in a large longitudinal study of students in grades 5-12.

Psychosocial Intervention for Enhancing Motivation and Achievement in Science and Math (Heinz Foundation)

Contributed to developing an intervention that combines mindset in math and science and belongingness in school for low-income 7th grade students in an urban district and underperforming 9th grade students in a suburban district.

- 2012 – 2013 **RAND**, Anchoring Vignettes to Improve Measures of Teaching Practice (ET469-1000)
Research contract
PI's: John Engberg, Laura Hamilton, and Julia Kaufman
- 2012 – 2013 **School of Education, University of Pittsburgh**
Graduate Student Researcher
Advisor: Dean Alan Lesgold
Facilitated the re-design the Master of Arts in Teaching program to include information about child development and mindfulness-based curriculum for teachers.
- 2011 – 2013 **Learning Research and Development Center, University of Pittsburgh**
Graduate Student Fellow and Graduate Student Researcher
Advisor: Professor Lauren B. Resnick
Organized and managed the Socializing Intelligence Conference, contributed to the AERA sponsored volume *Socializing Intelligence Through Academic Discourse* (2015), and completed an independent project to student engagement in teacher evaluation policies.
- 2009-2010 **Veterans Affairs Hospital**
Project Coordinator, “Comorbid Depression Substance Use: Understanding Veteran Treatment Preferences”
PI: Dr. Morgen Kelly
- 2006-2009 **Patient-Reported Outcomes Measurement Information System (PROMIS)**, National Institute of Health funded center, University of Pittsburgh Medical Center
Research contract (focus group transcript coding)
PI: Dr. Paul Pilkonis
- 2003 – 2011 **Depression and Manic Depression Prevention Program**, University of Pittsburgh Medical Center
Research Project Coordinator
Principal Investigator: Dr. Jill Cyranowski
Oversaw all aspects of project management, completed clinical assessments, ran laboratory sessions, collected several types of physiological data, ran laboratory assays, and contributed to data analyses and manuscript preparation for the following studies:
- Biobehavioral Mechanisms of Depression in Women**
National Institute of Health grant MH64144

Depression: The Metabolic Syndrome

The Pittsburgh Foundation's Emmerling Fund

Personalizing treatment of depression complicated by panic features-pilot study

National Institute of Health grant MH085874

Examining Stress Outcomes Among Depressed Mothers of Ill Children Treated with Brief Interpersonal Psychotherapy

National Institute of Health grant HL076852/076858

- 2001-2005 **University of Pittsburgh Medical Center**
 Research contract (clinical interview coding), Life Events and Difficulties Schedule for Children with Depression
 PI: Doug Williamson
- 2001-2003 **University of Pittsburgh Psychology Department**
 Research Associate, Psychosocial Risk Factors for Heart Disease (PI: Tom Kamarck), University of Pittsburgh
- 1997 – 1999 **Biofeedback and Clinical Psychology Lab, University of Wisconsin-Stevens Point**
 Lab Manager
 Advisor: Professor Dennis Elsenrath
 Ran biofeedback sessions for undergraduate students and educated undergraduates about biofeedback technology, techniques, and practices.
- 1997 – 1999 **Attention and Memory Research Group, University of Wisconsin-Stevens Point**
 Lab Coordinator
 Advisor: Professor P. Sudevan
 Ran laboratory sessions testing strategies for priming subjects to prepare for changes in the task or task sequence.

TEACHING AND MENTORING**Teaching****University of Pittsburgh**

- 2015-2016 Co-instructor (with Associate Dean Lindsay-Clare Matsumura), "Administrative and Policy Studies 2406: Issues in Accountability and Testing for School Leaders," School of Education
- 2001-2002 Instructor, Faculty Development for Teaching Assistants, "Difficult Situations in the Classroom," College of Arts and Sciences
- 2000-2001 Instructor, "Applied Ethics," History and Philosophy of Science

University of Wisconsin-Stevens Point

- 1997-1999 Instructor, "Academic and Social Skills and Resources for Transitioning to College," Freshman Interest Group Program
- 1996-1999 Reading and writing tutor and tutor educator, Tutoring and Learning Center

Mentoring**University of Virginia**

- 2019-Present Katie Mead, directed study, Psychology Department
- 2019-Present Runzhi Chen, research associate, Department of Statistics
- 2017-2019 Sydney Hainsworth, directed study and research associate, Psychology Department
- 2017-2019 Sarah Strong, directed study, Education Department
- 2018-2019 Makayla Whitehurst, directed study, Youth and Social Innovation Department
- 2017-2018 Sarah Park, directed study, Education Department
- 2017-2018 Stephen Diggs, research associate, Youth and Social Innovation Department
- 2017-2018 Aiden Carroll, research associate, Youth and Social Innovation Department

University of Pittsburgh

- 2016-2017 Eli Talbert, honors project advisor (“Differential Effects of Student-Centered Instruction on Minority Students’ Emotional Engagement in Mathematics”), Psychology Department, University of Pittsburgh
- 2016-2017 Kaitlin Bodnar, honors project advisor (“Differences in the Relationship between Science Competence and Identity by Secondary Students’ Gender and Race”) Psychology Department, University of Pittsburgh
- 2016-2017 Quijie Gong, directed study, Psychology Department
- 2015-2016 Kaitlin Bodnar, directed study, Psychology Department
- 2015-2016 Eli Talbert, directed study, Psychology Department
- 2015-2016 Emily Hutchinson, directed study, Psychology Department
- 2014-2015 Alexa Connors, directed study, Psychology Department
- 2014-2015 Justine Thompson, directed study, Applied Developmental Psychology
- 2013-2014 Nancy Mangels, directed study, Applied Developmental Psychology
- 2012-2013 Elizabeth Moore, honors project, “Parental Conditional Regard as a Mechanism for the Intergenerational Transmission of Depression,” Psychology Department
- 2011-2012 Elizabeth Moore, directed study, Psychology Department
- 2011-2012 Amanda Ferrera, directed study, Applied Developmental Psychology

University of Wisconsin-Stevens Point

- 1997-1999 Program Coordinator, *Freshman Interest Group (FIG) Program*, University of Wisconsin-Stevens Point
- 1998-1999 Program Administrator, *Upward Bound*, University of Wisconsin-Stevens Point

SERVICE

- Reviewer, *Journal of Adolescent Research*
- Reviewer, *Journal of Youth and Adolescence*
- Reviewer, *The American Journal of Psychotherapy*

Developed professional development sessions for 300+ teachers in 6 districts participating in a longitudinal study of classroom and school engagement, University of Pittsburgh, 2014-2017

Founder and President, *Confederacy of University Literacy Tutors*, America Reads Initiative, University of Wisconsin-Stevens Point, 1997-1999

ADDITIONAL TRAINING AND RELEVANT SKILLS**Assessing stress physiology in children and adults**

- Graduate coursework in medical human physiology and training in physiological assessment
- Psychophysiological software programs: Mindware, Biopac
- Psychophysiological equipment: Mindware ambulatory ECG and blood pressure, Empatica4 wristbands, Cognionics EEG headsets and AIM sensors (galvanic skin response/electrodermal activity, respiration, electrocardiogram, skin temperature, muscle tension/activation)

Training and experience in qualitative and mixed methodology

- Sequential exploratory, explanatory, concurrent nested and triangulation designs and analysis
- Mixed method pattern analysis (inductive, deductive, and exploratory)

Advanced and innovative research methods and statistical analysis

- Advanced training on integrating physiological data with observation and survey to study engagement and relations between physiology, emotion, and behavior
- Advanced coursework multiple regression, multi-level modeling, structural equation modeling, and survey development
- Advanced workshops on meta-analysis, multilevel structural equation modeling (MSEM), and dynamic structural equation modeling (DSEM)
- Experience with EFA/CFA, ANOVA, ANCOVA, multiple regression frameworks (linear, logit, probit), hierarchical linear modeling; mediation, moderation, moderated mediation; latent profile analyses

Systematic review and coding

- Trained and certified in multiple classroom quality coding, including the Classroom Assessment Scoring System and the quality of mathematics instruction
- Trained and certified in the Life Events and Difficulties Schedule (LEDS) for assessing acute and chronic stress in children and adults
- Developed several grounded and *a priori* schemata for coding interview and focus group transcripts, transcripts from stress tasks, and classroom video
- Software: Covidence, Mangold Interact, Noldus Observer and Media Recorder, Excel, Dedoose, Atlas.ti

Clinical interviews and assessments

- Trained in psychoeducation for patients and families with psychological stress or illness
- Trained and certified reliable in the Hamilton Depression and Anxiety scales and the Structured Clinical Interview for Personality Disorders (SCID-II)

LANGUAGES

French (reading and writing: good; speaking: conversational), Spanish (reading and writing: with dictionary)

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Society for Research in Child Development (SRCD)
American Psychological Association (APA)
American Education Research Association (AERA)

AWARDS

- 1999 Mildred Davis Award for Excellence in the Study of French, UW-Stevens Point
- 1999 Albertson Medallion of Exemplary Leadership, Scholarship, and Citizenship, UW-Stevens Point
- 1999 Chancellor's Leadership Award, UW-Stevens Point
- 1999 Scholastic Achievement Awards, UW-Stevens Point
- 1999 Distinguished Achievement Award in Philosophy, UW-Stevens Point
- 1999 University Leadership Award, UW-Stevens Point
- 1999 Senior Merit Award in Psychology, UW-Stevens Point
- 1999 Senior Merit Award in Philosophy, UW-Stevens Point
- 1998 Junior Merit Award in Psychology, UW-Stevens Point
- 1998 Distinguished Achievement Award in Philosophy, UW-Stevens Point
- 1998 Distinguished Achievement Award in Psychology, UW-Stevens Point
- 1998 University Leadership Award, UW-Stevens Point
- 1998 Dennis Elsenrath Scholarship Award in Psychology, UW-Stevens Point
- 1997 Leadership Award in Psychology, UW-Stevens Point
- 1997 University Leadership Award, UW-Stevens Point
- 1996 University Leadership Award, UW-Stevens Point

HONORARY, LEADSERHIP, AND ACADEMIC SOCIETIES

Psi Chi
Omicron Delta Kappa
Alpha Mu Gamma
Phi Eta Sigma
Phi Kappa Phi

References

Robert C. Pianta, PhD
University of Virginia
Dean, Curry School of Education and Human Development
Novartis US Foundation Professor of Education and Professor of Psychology
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pianta@virginia.edu

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University of Pittsburgh
Professor of Psychology and Education
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Lindsay Clare Matsumura, PhD
University of Pittsburgh
Professor of Learning Sciences and Policy Program
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lclare@pitt.edu

Jennifer Fredricks, PhD
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Tish Jennings, PhD
University of Virginia
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