

MING-TE WANG

University of Pittsburgh
Posvar Hall, Office 5940
Pittsburgh, PA 15260, USA

Phone: 412-624-6945
Email: mtwang@pitt.edu

EDUCATION

Harvard University, Cambridge, MA
Ed.D. 2010, Human Development and Psychology

Harvard University, Cambridge, MA
M.Ed. 2006, Human Development and Psychology

Tamkang University, Taipei, Taiwan
B.A. 1998, Counseling Psychology, English, with Honors

ACADEMIC POSITION

- 2014 – Associate Professor, School of Education, University of Pittsburgh
Associate Professor, Department of Psychology, University of Pittsburgh
- 2014 – Research Scientist, Learning Research & Development Center (LRDC),
University of Pittsburgh
- 2014 – 2016 Visiting Professor, Helsinki Collegium for Advanced Studies, University of
Helsinki
- 2012 – 2014 Assistant Professor, School of Education, University of Pittsburgh
Assistant Professor, Department of Psychology, University of Pittsburgh
Adjunct Research Assistant Professor, Institute for Social Research, University
of Michigan
- 2011 – 2012 Research Assistant Professor, Institute for Social Research, University of
Michigan

PROFESSIONAL EXPERIENCE

- 2010 – 2011 Postdoctoral Research Fellow, Institute for Social Research, University of
Michigan
- 2009 – 2010 Lecturer and Research Methods Instructor, Harvard University
- 2005 – 2010 Research Assistant, Harvard University
Teaching Fellow and Lecturer, Harvard University
- 2000 – 2005 School Counselor and English Teacher, Tung-Fu Middle School
- 1998 – 2000 Military Counselor, Taiwan Army

AREAS OF SPECIALIZATION

Achievement motivation and engagement; non-cognitive skills and learning; school climate and school discipline; risk and resilience; psychosocial intervention; social and emotional development; STEM learning and career development; family racial socialization; racial identity development; transition from childhood to adolescence to adulthood; stereotype threat and learning

HONORS and AWARDS

- Richard E. Snow Research Contribution Award**, American Psychological Association (2017)
- “Rising Star” Designation for Outstanding Early Career Psychological Science Researchers**, Association for Psychological Science (2016)
- Lyle Spencer Outstanding Research Award**, Spencer Foundation (2015)
- Outstanding Early Career Research Contribution Award**, Society of Research on Child Development (2015)
- Faculty Early Career Development Program Award (CAREER)**, National Science Foundation (2014, declined due to early tenure promotion)
- Steven Manners Faculty Research Award**, University Center for Social and Urban Research, University of Pittsburgh (2013)
- Outstanding Early Career Research Contribution Award** in Division E, American Educational Research Association (2012)
- Pathways to Adulthood Postdoctoral Fellowship**, Jacobs Foundation (2010-2011)
- Outstanding Dissertation Award** in Division 15, American Psychological Association (2009)
- Dissertation Fellowship**, Harvard University (2009)
- Qualifying Paper Passed with Distinction**, Harvard University (2008)
- Roy E. Larsen Fellowship**, Harvard University (2006 - 2008)
- Teacher of the Year**, Ministry of Education in Taiwan (2004)
- Received with Honor by the President of Taiwan** for Contribution and Devotion to Indigenous Education (2004)

PEER-REVIEWED PUBLICATIONS

Refereed Scholarly Journal Articles (* current or former student):

37. **Wang, M. T.**, Fredricks, J. A., Ye, F., *Hofkens, T. L., & Linn, J. S. (in press). Conceptualization and assessment of adolescents’ engagement and disengagement in school: A multidimensional school engagement scale. *Psychological Assessment*.
36. Fredricks, J. A., *Hofkens, T. L., **Wang, M. T.** (in press). Supporting girls’ and boys’ engagement in math and science learning: A mixed methods study. *Journal of Research in Science Teaching*.
35. **Wang, M. T.**, Chow, A., & *Amemiya, J. L. (in press). Who wants to play? Sport motivation trajectories, sport participation, and the development of depressive symptoms. *Journal of Youth and Adolescence*.
34. **Wang, M. T.**, Ye, F., & *Degol, J. L. (in press). Who chooses STEM careers? Using a relative cognitive strength and interest model to predict careers in science, technology, engineering, and mathematics. *Child Development*.
33. *Degol, J. L., & **Wang, M. T.** (in press). Who makes the cut? Parental involvement and math trajectories predicting college enrollment. *Journal of Applied Developmental Psychology*.
32. Hentges, R. F., & **Wang, M. T.** (2017). Gender differences in the developmental cascade from harsh parenting to educational attainment: An evolutionary perspective. *Child Development*, 1, 1-17.

31. *Amemiya, J. L., & **Wang, M. T.** (2017). Transactional relations between motivational beliefs and help seeking from teachers and peers across adolescence. *Journal of Youth and Adolescence, 1*, 1-15.
30. **Wang, M. T.**, Chow, A., *Degol, J. L., Eccles, J. S. (2017). Does everyone's motivational beliefs about physical science decline in secondary school: Heterogeneity of adolescents' achievement motivation trajectories in physics and chemistry. *Journal of Youth and Adolescence, 1*, 1-18.
29. **Wang, M. T.**, Fredricks, J. A., Ye, F., *Hofkens, T. L., Schall, J. (2016). The math and science engagement scale: Scale development, validation, and psychometric properties. *Learning and Instruction, 43*, 16-26.
28. Fredricks, J. A., **Wang, M. T.**, Schall, J., *Hofkens, T. L., & *Parr, A. (2016). Using qualitative methods to develop a survey measure of math and science engagement. *Learning and Instruction, 43*, 5-15.
27. **Wang, M. T.**, & *Degol, J. S. (2016). Gender gap in STEM: Current knowledge, implications for practice, policy, and future directions. *Educational Psychology Review, 29*, 119-140.
26. **Wang, M. T.**, & *Degol, J. S. (2016). School climate: A review of the definition, measurement, and impact on student outcomes. *Educational Psychology Review, 28*, 315-352.
25. **Wang, M. T.**, *Degol, J. S., & Ye, F. (2015). Math achievement is important, but task values are critical, too: Examining the intellectual and motivational factors leading to gender disparities in STEM careers. *Frontiers in Psychology*.
<http://journal.frontiersin.org/article/10.3389/fpsyg.2015.00036/full>
24. **Wang, M. T.**, Chow, A., *Hofkens, T. L., & 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.
23. Hill, N. E., & **Wang, M. T.** (2015). From middle school to college: Developing aspirations, promoting engagement, and indirect pathways from parenting to post high school enrollment. *Developmental Psychology, 51*, 224-235.
22. **Wang, M. T.**, Hill, N. E., & *Hofkens, T. L. (2014). Parental involvement and African American and European American adolescents' academic, behavioral, and emotional development in secondary school. *Child Development, 85*, 2151-2168.
21. **Wang, M. T.**, & *Degol, J. S. (2014). Staying engaged: Knowledge and research needs in student engagement. *Child Development Perspectives, 8*, 137-143.
20. **Wang, M. T.**, & *Kenny, S. (2014). Parental physical discipline and adolescent adjustment: Bidirectionality and the moderation effect of child ethnicity and parental warmth. *Journal of Abnormal Child Psychology, 42*, 717-730.
19. **Wang, M. T.**, & *Kenny, S. (2014). Longitudinal links between fathers' and mothers' harsh verbal discipline and adolescents' conduct problems and depressive symptoms. *Child Development, 85*, 908-923.
18. **Wang, M. T.**, & *Sheikh-Khalil, S. (2014). Does parental involvement matter for adolescent achievement and mental health in high school? *Child Development, 85*, 610-625.
17. **Wang, M. T.**, & Fredricks, J. A. (2014). The reciprocal links between school engagement and youth problem behavior during adolescence. *Child Development, 85*, 722-737.
16. **Wang, M. T.**, & *Degol, J. S. (2014). Motivational pathways to STEM career choices:

Using expectancy-value perspective to understand individual and gender differences in STEM fields. *Developmental Review*, 33, 304-340.

15. **Wang, M. T.**, & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.
14. **Wang, M. T.**, & Peck, S. (2013). Adolescent educational success and mental health vary across school engagement profiles. *Developmental Psychology*, 49, 1266-1276.
13. **Wang, M. T.**, Eccles, J. S., & *Kenny, S. (2013). Not lack of ability but more choice: Individual and gender differences in STEM career choice. *Psychological Science*. 24, 770-775.
12. **Wang, M. T.**, Brinkworth, M. E., & Eccles, J. S. (2013). The moderation effect of teacher-student relationship on the association between adolescents' self-regulation ability, family conflict, and developmental problems. *Developmental Psychology*, 49, 690-705.
11. **Wang, M. T.**, & Huguley, J. (2012). The buffering role of racial socialization from parents on the association between racial discrimination and adolescents' educational outcomes. *Child Development*, 83, 1716-1731.
10. **Wang, M. T.** (2012). Educational and career interests in math: A longitudinal examination of the links between perceived classroom environment, motivational beliefs, and interests. *Developmental Psychology*, 48, 1643-1657.
9. **Wang, M. T.** & Eccles, J. S. (2012). Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child Development*, 83, 877-895.
8. **Wang, M. T.**, & Eccles, J. S. (2012). Adolescent behavioral, emotional, and cognitive engagement trajectories in school and their differential relations to educational success. *Journal of Research on Adolescence*, 22, 31-39.
7. **Wang, M. T.**, & Dishion, T. J. (2012). The trajectories of adolescents' perceptions of school climate, deviant peer affiliation, and behavioral problems during the middle school years. *Journal of Research on Adolescence*, 22, 40-53.
6. Gehlbach, H., Brinkworth, M. E., & **Wang, M. T.** (2012). The social perspective taking process: What motivates individuals to take another's perspective? *Teachers College Record*, 114, 1-29.
5. **Wang, M. T.**, Willett, J. B., & Eccles, J. S. (2011). The assessment of school engagement: Examining dimensionality and measurement invariance across gender and race/ethnicity. *Journal of School Psychology*, 49, 465-480.
4. **Wang, M. T.**, Dishion, T. J., Stormshak, E. A., & Willett, J. B. (2011). Trajectories of family management practices and early adolescence behavioral outcomes in middle school. *Developmental Psychology*, 47, 1324-1341. *Winner 2012 AERA Outstanding Research Paper Award*
3. **Wang, M. T.**, Selman, R. L., Dishion, T. J., & Stormshak, E. A. (2010). A tobit regression analysis of the covariation between middle school students' perceived school climate and behavioral problems. *Journal of Research on Adolescence*, 20, 274-286.
2. **Wang, M. T.**, & Holcombe, R. (2010). Adolescents' perceptions of classroom environment, school engagement, and academic achievement. *American Educational Research Journal*, 47, 633-662. *Top 3 Most-Read Articles in 2011 & 2012*

1. **Wang, M. T.** (2009). School support for adolescents' behavioral and psychological adjustment: Testing the mediating effect of social competence. *School Psychology Quarterly*, 24, 240-251.

Book Chapters:

5. Fredricks, J. A., *Hofkens, T. L., & **Wang, M. T.** (in press). Methodological challenges in measuring student engagement. In Renninger, K. A. and Hidi, S. (Eds.), *Cambridge Handbook on Motivation and Learning*. Cambridge University Press.
4. *Amemiya, J. L., & **Wang, M. T.** (in press). To seek or not to seek? Understanding critical feedback seeking in the workplace. In A. Marshall, & J. Symonds (Eds.), *School to Work Transitions*. Oxford University Press.
3. **Wang, M. T.**, & *Degol, J. L. (in press). "I'm good at this, but not at that!": Examining how relative cognitive strengths and interests across subject domains influence STEM career choices. In H. Marsh, R. Craven, F. Guay, & D. McInerney (Eds.), *International Advances in Self-Research: Driving Positive Psychology and Well-being*. Information Age Publishing.
2. **Wang, M. T.**, & Kenny, S. (2014). Individual and gender differences in personal aptitudes and motivational beliefs for the achievement in and commitment to math and science fields. In I. Schoon, & J. Eccles (Eds.), *Gender and Career Pathways: A Life Span Perspective*. Cambridge University Press.
1. Eccles, J. S., & **Wang, M. T.** (2012). So what is student engagement anyway: Commentary on Section I. In S. Christenson, A. L. Reschy, & C. Wylie (Eds.), *Handbook of Research on Student Engagement*. Springer.

POLICY BRIEFS AND EVALUATION REPORTS

2. **Wang, M. T.**, & Huguley, J. (2017). Racial disproportionality, school disciplinary practices and the school to prison pipeline in greater Pittsburgh: Local solutions to a national dilemma.
1. Huguley, J., & **Wang, M. T.** (2016). Developing the STEM STAR model in greater Pittsburgh.

EXTERNAL RESEARCH GRANTS

Active

Principal Investigator (with J. Huguley – Co-PI), "*African American Students' Sociocultural Experiences, Motivation, Identity, and Performance in Math Learning.*" **National Science Foundation**. Period Support: 09/01/2016-08/30/2019. \$1.55 million.

Principal Investigator (with J. Huguley – Co-PI), "*Parenting Matters: Developmentally Appropriate and Culturally Responsive Parenting for Students of Color.*" **Spencer Foundation**. Period Support: 01/01/2016-06/30/2021. \$1 million.

Principal Investigator, "*Stereotype Threat, Identity, and Psychosocial Development for Racial Minority Children.*" **National Institutes of Health/NICHD**. Period Support: 01/01/2017-12/30/2018. \$295,500.

Co-Principal Investigator (with J. Huguley - PI), "*Racial Disproportionality and School Disciplinary Practices in Greater Pittsburgh.*" **Heinz Foundation**. Period Support: 07/01/2017-06/30/2019. \$295,000.

Co-Principal Investigator (with J. Huguley - PI), "*Using Restorative Justice and Psychosocial Interventions to Cut the School-to-Prison Pipeline.*" **Heinz Foundation**. Period Support: 09/01/2016-08/30/2017. \$200,000.

Completed

Principal Investigator (with J. Fredricks – Co-PI), “*Assessing Student Engagement in Math and Science in Middle School: Classroom, Family, and Peer Effects on Engagement.*” **National Science Foundation**. Period Support: 09/01/2013-08/30/2016. \$400,000.

Co-Principal Investigator (with J. Huguley - PI), “*Black High-Achieving Adolescents in STEM Fields: Developing the STEM Star Initiative.*” **Heinz Foundation**. Period Support: 09/01/2014-08/30/2015. \$50,000.

Co-Principal Investigator (with J. Huguley - PI), “*The Pathways to Educational Equality for Disadvantaged Groups in Pittsburgh.*” **Heinz Foundation**. Period Support: 01/01/2015-12/30/2015. \$50,000.

Co-Principal Investigator (with J. Eccles - PI & B. Schneider - Co-PI), “*Tracing and Linking Psychological and Contextual Factors to STEM Careers.*” **National Science Foundation**. Period of Support: 07/01/11-01/30/15. \$1.75 million.

Principal Investigator, “*School Engagement and Positive Youth Development.*” **National Institutes of Health/NIDA**. Period Support: 01/01/2013-01/30/2015. \$155,000.

Co-Principal Investigator (with J. Eccles - PI) “*Beyond Achievement: Understanding Female Interest in Science and Mathematics.*” **National Science Foundation**. Period of Support: 09/01/12-08/30/14. \$717,265.

Principal Investigator, “*Understanding Individual and Ethnic Differences in Educational and Developmental Pathways.*” **National Institutes of Health/NICHD**. Period Support: 01/01/2013-12/31/2014. \$155,500.

Principal Investigator, “*The Direct and Indirect Effects of Classroom Structure and Processes on Students’ Engagement and Achievement.*” **The Spencer Foundation**. Period of Support: 03/01/11-08/30/12. \$40,000.

Principal Investigator, “*School Climate Support for Academic, Behavioral, and Psychological Adjustment during Middle School Years: A Cross-Cultural Comparison Study.*” **The CCK Foundation**. Period of Support: 09/01/10-08/30/11. \$50,000.

INTERNAL RESEARCH GRANTS

Active

Principal Investigator (with J. Huguley & K. Binning), “*Using Psychosocial Approaches to Promote African American Adolescents’ Academic Identities and Persistence.*” **Learning Research and Development Center (LRDC) at University of Pittsburgh**. Period Support: 07/01/2015-06/30/2017. \$150,000.

Completed

Co-Principal Investigator (with J. Huguley), “*Response to Trauma Intervention in African American School Communities: A Needs Assessment.*” **University Center on Race and Social Problems**. Period Support: 03/01/2015-02/28/2016. \$10,000.

Principal Investigator, “*Development of School Engagement Assessment.*” **University of Pittsburgh**. Period Support: 07/01/2012-06/30/2014. \$15,000.

Principal Investigator, “*Non-Cognitive Skills and Cognitive Learning.*” **University Center for Social & Urban Research**. Period Support: 09/01/2013-08/30/2016. \$10,000.

SELECTED REFEREED CONFERENCE PRESENTATIONS (* current or former student)

- Hentges, R., Shaw, D., & Wang, M. T. (2017, March). *Early childhood parenting and child impulsivity as precursors to aggression, substance use, and risky sexual behavior*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin.
- Parr, A., Hofkens, T., & Wang, M. T. (2016, March). *Conceptualizing and testing teacher engagement and its relationship with student learning outcomes*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Baltimore.
- Hofkens, T., & Wang, M. T. (2016, April). *How do you feel about STEM? Examining the overlooked role of emotions for career aspirations*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.
- Degol, J., & Wang, M. T. (2015, March). *Cultivating STEM interests: The association between parent involvement and math and science achievement*. Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia.
- Wang, M. T., Hofkens, T., & Hill, N. (2014, April). *Parental involvement and adolescents' development in secondary school*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Wang, M. T. (2013, April). *Engaged or Disengaged: School Engagement Profiles and Academic Success and Mental Health in Adolescence*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wang, M. T., & Eccles, J. S. (2013, April). *Predicting STEM career choices*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle.
- Wang, M. T. (2012, April). *Educational success and mental health vary across student engagement profiles in school*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.
- Wang, M. T. (2012, March). *Moderating effect of teacher-student relationships in the relationship between effortful control, parent-child conflict, and misconduct*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Vancouver.
- Wang, M. T. (2011, April). *Longitudinal trajectories of three dimensions of school engagement during adolescence*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Wang, M. T. (2011, March). *From a multidimensional and longitudinal perspective to re-examine students' engagement and achievement in school*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal.
- Wang, M. T., Dishion, T. J., & Willett, J. B. (2010, August). *Trajectories of Family Management Practices and Early Adolescent Behavioral Outcomes in Middle School*. Paper presented at the annual meeting of the American Psychological Association, Santiago. *awarded Division 7: Developmental Psychology's Best Graduate Student Paper.
- Wang, M. T. (2010, April). *School environment and students' engagement in middle school*. Paper presented at the annual meeting of the American Educational Research Association, Denver.
- Wang, M. T. (2009, August). *School support for adolescents' behavioral and psychological adjustment: Testing the mediating effect of social competence*. Poster presented at the annual meeting of the American Psychological Association, Toronto.
- Wang, M. T., & Dishion, T. J. (2009, April). *A tobit regression analysis of the covariation between middle school students' perceived school climate and behavioral problems*. Paper presented at the annual meeting of the American Educational Research Association, Santiago.

- Wang, M. T. (2008, August). *Interaction Effects of School Climate Perceptions and Self-regulation Abilities on Adolescent Behavioral Problems*. Paper presented at the annual meeting of the American Psychological Association, Boston.
- Wang, M. T. (2008, April). *The Influence of School and Family Context on Adolescents' Development of Problem Behaviors*. Paper presented at the annual meeting of the American Educational Research Association, N.Y.
- Brinkworth, M., Wang, M. T. & Gehlbach, H. (2008, April). *Social Perspective Taking between Novice and Expert*. Paper presented at the American Educational Research Association, N.Y.
- Wang, M. T. (2008, March). *Perceived School Climate and Adolescents' Developmental Outcomes of Middle School Students: A longitudinal Perspective*. Poster presented at the biannual meeting of the Society for Research on Adolescence, Chicago, IL.
- Wang, M. T., Danylchuk, L., & Nakkula, M. (2008, March). *Promoting Academic Achievement with Students of Color*. Paper presented at the annual meeting of American Counseling Association, Hawaii.
- Gehlbach, H., Brinkworth, M., Wang, M. T., & Wayne, C. (2008, February). *Motivational Antecedents to Social Perspective Taking*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, New Mexico.
- Wang, M. T. (2007, August). *The Evaluation of Students' Social Development and Academic Achievement in a Facing History Program*. Paper presented at the annual meeting of Facing History Foundation, M.A.
- Wang, M. T. (2007, March). "Upstand or Bystand?": *Adolescents' strategies and rationales in a bullying situation*. Paper presented at the Student Research Conference, Harvard Graduate School Education.

SELECTED INVITED LECTURES/TALKS

- Wang, M. T. (2016). Integrated mindset intervention for promoting school engagement during the school transition. Collegium for Advanced Studies, University of Helsinki, Finland.
- Wang, M. T. (2015). More than cognitive?: Non-cognitive skills and wellbeing. Departments of Psychology and Education, University of Helsinki, Finland.
- Wang, M. T. (2014). More or less is better: Revisiting school transition and adolescent development, Pennsylvania State University, University Park PA.
- Wang, M. T. (2014). The motivational pathways to school engagement: Implications for research, intervention, and practice. Collegium for Advanced Studies, University of Helsinki, Finland.
- Wang, M. T. (2013). I am able, I know I am, but I may not like to do it: Gender Gap in STEM. Behavioral Science Center, Carnegie Mellon University, Pittsburgh PA.
- Wang, M. T. (2013). Are longitudinal associations between parental harsh verbal discipline and adolescents' misconduct and depression moderated by parental warmth? Department of Psychology, University of Alberta, Canada.
- Wang, M. T. (2012). Can instilling racial pride in black teens lead to better educational outcomes? Center on Race and Social Problems, University of Pittsburgh, Pittsburgh PA.
- Wang, M. T. (2011). School engagement as a protective factor for youth at risk for substance use and mental health. Department of Child Development, Tufts University, Somerville MA.

- Wang, M. T. (2011). Engaged or not engaged: School environment support and student engagement during adolescence. Department of Applied Developmental Psychology, University of Pittsburgh, Pittsburgh PA.
- Wang, M. T. (2011). Developmental dynamics of student engagement across contexts and cultures. Institute for Social Research, University of Michigan, Ann Arbor MI.
- Wang, M. T. (2010). Engaged or not engaged: School environment support and student engagement during adolescence. Department of Human Development, University of Maryland, College Park MD.
- Wang, M. T. (2010). The classroom engagement framework: Conceptualizing and developing a tool for research and practice. Department of Psychology, University of Virginia, Charlottesville VA.

TEACHING

Courses at University of Pittsburgh

Motivation, Emotion, and Learning in Context – Doctoral Seminar

Risk and Resilience in Social Contexts from Childhood to Adolescence: Strategies of Prevention and Intervention – Doctoral Seminar

Evidence-Based Interventions in Real World Contexts I – Master Level

Applied Psychology and Research Methodology – Graduate Level

Lifespan Development and Transition – Graduate and Undergraduate Level

Achievement Motivation and Learning – Graduate and Undergraduate Level

Risk, Prevention, and Intervention – Graduate and Undergraduate Level

Courses at University of Michigan

Motivation Psychology and Achievement – Graduate Seminar

Courses at Harvard University

Lecturer, Introduction to Motivational Psychology and Research – Master's and Senior College students in Teacher Education Program (Summer, 2009)

Teaching Fellow, Intermediate and Advanced Applied Statistics – Graduate Level (Spring, 2010)

Teaching Fellow, Introductory Statistics and Educational Research – Graduate and Undergraduate Level (Fall, 2006-2009)

Teaching Fellow, Risk, Resilience, and Prevention from Childhood to Adolescence – Graduate Level (2008-2009)

Teaching Fellow, Adolescent Development – Graduate and Undergraduate Level (Spring, 2009)

Teaching Fellow, Developmental Psychology – Undergraduate Level (Spring, 2006-2007)

PROFESSIONAL AFFILIATIONS

Society for Research on Adolescence (SRA)

Society for Research on Child Development (SRCD)

American Psychological Association (APA)

American Educational Research Association (AERA)

Association for Psychological Science (APS)

