

DANTE D. DIXSON

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College of Education

Michigan State University

East Lansing, MI 48824-1034

EDUCATION

University of California, Berkeley

2007-2010 BA Psychology (with Honors)

African Americans and Ethnic Identity

2012-2014 MA Education, School Psychology

African Americans, Motivation, and the Achievement Gap: The Full Court Press

2012-2016 PhD Education, School Psychology

The Hopeful Student: Extending Hope Theory to New Populations and Applications

Dissertation Advisor: Frank C. Worrell, Ph.D.

CERTIFICATIONS

Michigan Psychologist Limited License (#6301017832), 2019 – Present

California Pupil Personnel Services Credential, 2016 – Present

California School Psychology Credential, 2016 – Present

FACULTY APPOINTMENTS

Assistant Professor, School Psychology Program (75% appointment), Michigan State University, 2019 – Present

Assistant Professor, Educational Psychology and Educational Technology (25% appointment), Michigan State University, 2019 – Present

Assistant Professor, School Psychology Program, Wayne State University, 2016 – 2019

RESEARCH INTERESTS

Hope

African American Achievement

The Achievement Gap

Positive Psychology

Gifted Education

COURSES TAUGHT

Cognitive Assessment (x1), Michigan State University

Cognitive Assessment (x3), Wayne State University

Educational Psychology (x5), Wayne State University

Social Psychology (x1), Wayne State University

Advanced Placement Psychology (x1), Academic Talent Development Program, University of California, Berkeley

RESEARCH

Peer-Reviewed Manuscripts Published/Accepted

- Dixson, D. D.**, Olszewski-Kubilius, P., Subotnik, R., & Worrell, F. C. (accepted). Developing academic talent as a practicing school psychologist: From potential to expertise. *Psychology in the Schools*.
- Anderson, C. L., **Dixson, D. D.**, Monroy, M., & Keltner, D. (in press). Are awe-prone people more curious? The relationship between dispositional awe, curiosity, and academic outcomes. *Journal of Personality*. <https://doi.org/10.1111/jopy.12524> (Impact factor: 3.08)
- Dixson, D. D.** (2019). Incorporating hope and positivity into educational policy. *Policy Insights from the Behavioral and Brain Sciences*, 6, 130–137. <https://doi.org/10.1177/237273221986313>
- Dixson, D. D.** (2019). Hope into action: How clusters of hope relate to success-oriented behavior in school. *Psychology in the Schools*, 56(9), 1493–1511. <https://doi.org/10.1002/pits.22299> (Impact factor: 1.14)
- Dixson, D. D.** (2019). Is grit worth the investment: How grit compares to other psychosocial factors in predicting achievement. *Current Psychology*. <https://doi.org/10.1007/s12144-019-00246-5> (Impact factor: 1.468)
- Dixson, D. D.**, Anderson, C., & Keltner, D. (2019). Measuring positive emotions: An examination of the reliability and structural validity of scores on the Seven Dispositional Positive Emotions Scales. *Journal of Well-Being Assessment*, 2(2), 115–133. <https://doi.org/10.1007/s41543-019-00015-y>
- Worrell, F. C., Subotnik, R. F., Olszewski-Kubilius, P., & **Dixson, D. D.** (2019). Gifted students. *Annual Review of Psychology*, 70(1), 551–576. <https://doi.org/10.1146/annurev-psych-010418-102846> (Impact factor: 19.755)
- Dixson, D. D.** & Stevens, D. (2018). A potential avenue for academic success: Hope predicts an achievement-oriented psychosocial profile in African American adolescents. *Journal of Black Psychology*, 44(6), 532–561. <https://doi.org/10.1177/0095798418805644> (Impact factor: 1.52)
- Dixson, D. D.**, Keltner, D., Worrell, F. C., & Mello, Z. (2018). The magic of hope: Hope mediates the relationship between socioeconomic status and academic achievement. *The Journal of Educational Research*, 111(4), 507–515. <https://doi.org/10.1080/00220671.2017.1302915> (Impact factor: 1.16)
- Dixson, D. D.**, Worrell, F. C., & Mello, Z. (2017). Profiles of hope: How clusters of hope relate to school variables. *Learning and Individual Differences*, 59, 55–64. <https://doi.org/10.1016/j.lindif.2017.08.011> (Impact factor: 1.81)
- Dixson, D. D.** (2017). Hope across achievement: Examining psychometric properties of the Children's Hope Scale across the range of achievement. *SAGE Open*, 7(3), 2158244017717304. <https://doi.org/10.1177/2158244017717304> (Impact factor: 0.68)
- Dixson, D. D.**, Roberson, C. C. B., & Worrell, F. C. (2017). Psychosocial keys to African American achievement? Examining the relationship between achievement and psychosocial variables in high achieving African Americans. *Journal of Advanced Academics*, 28(2), 120–140. <https://doi.org/10.1177/1932202X17701734>
- Dixson, D. D.**, Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2016). Beyond perceived ability: The contribution of psychosocial factors to academic performance.

Annals of the New York Academy of Sciences, 1377(1), 67–77.

<https://doi.org/10.1111/nyas.13210> (Impact factor: 4.30)

Dixon, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory Into Practice*, 55(2), 153–159.

<https://doi.org/10.1080/00405841.2016.1148989> (Impact factor: 1.52)

Worrell, F. C., & **Educational Research Seminar**. (2015). Culture and identity in school psychology research and practice: Fact versus fiction. *School Psychology Forum: Research in Practice*, 9, 105–120. (Impact factor: 4.30)

Andretta, J. R., Worrell, F. C., Mello, Z. R., **Dixon, D. D.**, & Baik, S. H. (2013). Demographic group differences in adolescents' time attitudes. *Journal of Adolescence*, 36(2), 289–301. <https://doi.org/10.1016/j.adolescence.2012.11.005> (Impact factor: 2.35)

Peer-Reviewed Book Chapters Published/Accepted

Dixon, D. D. (accepted). Intersections of culture, context, and race with poverty: Implications for services for low income gifted learners. In P. M. Olszewski-Kubilius & T. Stambaugh (Eds.), *Unlocking potential: Identifying and serving gifted students from low-income backgrounds*.

Dixon, D. D., Olszewski-Kubilius, P., Subotnik, R., & Worrell, F. C. (accepted). *Developing academic talent as a practicing school psychologist: From potential to expertise*. Manuscript submitted for publication.

Dixon, D. D. (accepted). Gifted students today: Trending towards inclusivity, but not quite there yet. J. H. Robins & J. L. Jolly (Eds.), *Methods and materials for teaching the gifted* (5th edition). Waco, TX: Prufrock Press.

Dixon, D. D. (accepted). Hope in schools. In F. C. Worrell, T. L. Hughes, & D. D. Dixon (Eds.), *The Cambridge handbook of applied school psychology*. Cambridge, UK: Cambridge University Press.

Worrell, F. C., & **Dixon, D. D.** (2018). Recruiting and retaining underrepresented gifted students. In S. Pfeiffer (Ed.), *Handbook of giftedness in children: Psycho-educational theory, research, and best practices* (2nd ed.). New York, NY: Springer Publishing Company.

Dixon, D. D., & Worrell, F. C. (2016). Identity development in gifted children. In M. Neihart, S. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know* (2nd ed.)? Waco, TX: Prufrock Press.

Worrell, F. C., & **Dixon, D. D.** (2016). Racial/ethnic and gender identity in gifted classrooms. In C. Hudley (Ed.), *Adolescent identity and schooling* (pp. 92–106). New York, NY: Routledge.

Peer-Reviewed Manuscripts and Chapters Under Review/In Preparation

Worrell, F. C., & **Dixon, D. D.** (under review). Diversity and gifted education. In J. Plucker & C. Callahan (Eds.), *Critical issues and practices in gifted education* (3rd edition). Waco, TX: Prufrock Press.

Dixon, D. D. (under review). *Minority students in gifted education programs: Underrepresentation or underapplication?* Manuscript submitted for publication.

Dixon, D. D., & Worrell, F. C. (under review). African Americans, motivation, and the achievement gap: The full court press. In J. Moore & C. Lewis (Eds.), *African American*

students in urban schools: Critical issues and solutions for achievement. New York, NY: Peter Lang. Manuscript submitted for publication.

Velasquez, L. M., **Dixson, D. D.**, Worrell, F. C., & Mello, Z. R. (under review). *Social desirability and Adolescent and Adult Time Inventory scores.* Manuscript submitted for publication.

Dixson, D. D., & Anderson, C. (under review). *The power of positivity in school.* Manuscript submitted for publication.

Dixson, D. D. (under review). *Why hope is better: Hope predicts influential school variables better than and beyond growth mindset and school belonging.* Manuscript submitted for publication.

Dixson, D. D. (under review). *Hope and executive functioning: Hope can be the difference.* Manuscript submitted for publication.

Dixson, D. D. (under review). *Psychosocial factors and admission into GATE programs.* Manuscript submitted for publication.

Dixson, D. D. (completed manuscript in revision). *Growth mindset and academic achievement.* Manuscript submitted for publication.

Edited Books

Worrell, F. C., Hughes, T. L., & **Dixson, D. D.** (in press). *The Cambridge handbook of applied school psychology.* Cambridge, UK: Cambridge University Press.

Peer-Reviewed Presentations

Dixson, D. D. (2019, August). *How psychosocial factors relate to being identified as gifted and talented.* Paper presented at the annual meeting of the National Association for Gifted Children, Albuquerque, NM.

Dixson, D. D., Claiborne, J., & Drews, J. (2019, August). *Hope into action: How clusters of hope relate to behaviors in school.* Poster accepted for presentation at the annual meeting of the American Psychological Association, Chicago, Illinois.

Dixson, D. D., & Webb, M. (2019, March). *How hope measures up: Hope predicts important school variables beyond growth mindset and school belonging.* Poster accepted for presentation at the annual meeting of the International Convention of Psychological Science, Paris, France.

Webb, M., & **Dixson, D. D.** (2019, March). *Examining the relationship among growth mindset, motivation, and academic achievement.* Poster presented at the annual meeting of the International Convention of Psychological Science, Paris, France.

Dixson, D. D. (2018, May). Building hope in schools. In M. Margalit (Chair), *Advances, controversies, and future directions in the study of hope.* Symposium conducted at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Niemasik, M. A., **Dixson, D. D.**, & Worrell, F. C. (2018, February). *Achievement and psychosocial outcomes of gifted students making their own choice.* Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Dixson, D. D., Worrell, F. C., & Andretta, J. R. (2017, November). *Giftedness and positive emotions inside the classroom.* Paper presented at the annual meeting of the National Association for Gifted Children, Charlotte, NC.

- Dixson, D. D.**, Worrell, F. C., Rigney, A. M., Niemasik, M. A., & Mello, Z. R. (2017, May). *Profiles of hope: How clusters of hope relate to school variables*. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Dixson, D. D.**, Niemasik, M. A., & Rigney, A. M. (2017, May). *Positive emotions inside the classroom*. Poster presented at the Association for Psychological Science, Boston, MA.
- Dixson, D. D.**, Roberson, C. C. B., & Worrell, F. C. (2017, April). *Psychosocial keys to African American achievement? Examining the relationship between achievement and psychosocial variables in high achieving African Americans*. Poster presented at the American Educational Research Association, Texas, San Antonio.
- Worrell, F. C., & **Dixson, D. D.** (2016, May). *Grit—Fad, fact, or fiction: A validity study*. Poster presented at the Association for Psychological Science, Chicago, CA.
- Dixson, D. D.** (2016, May). *Hope across achievement: Examining the psychometric properties of the Children's Hope Scale across the range of achievement*. Poster presented at the Association for Psychological Science, Chicago, CA.
- Dixson, D. D.**, & Robertson, C. (2015, November). *The psychosocial keys to African American academic achievement: The relationship among academic achievement and psychosocial factors in high achieving African Americans*. Paper presented at Berkeley Unified School District Educational Research Symposium, Berkeley, CA.
- Dixson, D. D.**, Keltner, D., Worrell, F. C., & Mello, Z. (2014, May). *The magic of hope: Mediator of the relationship between SES and GPA*. Poster presented at the Association for Psychological Science, San Francisco, CA
- Velasquez, L. M., **Dixson, D. D.**, Worrell, F. C., & Mello, Z. (2014, May). *Does social desirability affect time perspective scores?* Poster presented at the Association for Psychological Science, San Francisco, CA.
- Dixson, D. D.**, & Worrell, F. C. (2011, May). *The relationship of ethnic identity to academic achievement and expectations for the future in African American high school students*. Poster presented at the Psychology Undergraduate Research Conference, University of California, Berkeley.
- Dixson, D. D.**, Cuff, K., & Lu, K. (2011, May). *The effect of intensive activity-based science classes in an under-resourced elementary school in the Bay Area*. Poster presented at the Psychology Undergraduate Research Conference, University of California, Berkeley.
- Andretta, J. R., Baik, S., Coté, J. S., **Dixson, D. D.**, Ramarajan, D., Mello, Z. R., & Worrell, F. C. (2010, August). *Themes in adolescents' descriptions of the past, the present, and the future*. Poster presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Andretta, J. R., Mello, Z. R., Worrell, F. C., Baik, S., Cote, J. S., **Dixson, D. D.**, & Ramarajan, D. (2009, August). *Gender and racial/ethnic differences in adolescents' attitudes toward the past, the present, and future*. Poster presented at the American Psychological Association, Toronto, Canada.
- Mello, Z. R., Ramarajan, D., Coté, J. S., Andretta, J. R., Baik, S. H., **Dixson, D. D.**, & Worrell, F. C. (2009, May). *African American and Latino adolescents' perceptions of barriers and academic outcomes*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Andretta, J. R., Mello, Z. R., Worrell, F. C., Baik, S. H., Coté, J. S., **Dixson, D. D.**, & Ramarajan, D. (2009, May). *How do adolescents' attitudes toward the past, the present, and the future predict academic achievement?* Poster presented at the annual meeting of

the Association for Psychological Science, San Francisco, CA.

Mello, Z. R., Worrell, F. C., Andretta, J. R., Baik, S., **Dixson, D. D.**, & Ramarajan, D. (2009, April). *Variation in how frequently adolescents think about the past, the present, and the future in relation to academic achievement*. Poster presented at the Graduate Research Exhibition, Graduate School of Education, University of California, Berkeley.

Invited Addresses

Dixson, D. D. (2019, November). *Lightning talks: Programs and services for gifted children (out-of-school programming)*. Invited presentation at the annual meeting of the National Association for Gifted Children, Albuquerque, NM.

Dixson, D. D. (2019, November). *Giving students hope*. Keynote address at the Michigan Pre-College and Youth Outreach Conference, University of Michigan, Ann Arbor, MI.

Dixson, D. D. (2019, November). *The power of generating hope in schools*. Keynote address at the Oklahoma School Counselor Association's annual convention, University of Central Oklahoma, Edmond, Oklahoma.

Dixson, D. D. (2019, October). *Leveraging hope to increase student achievement*. Invited presentation at Nueva's Innovative Learning Conference, The Nueva School, San Mateo, CA.

Dixson, D. D. (2019, October). *Leveraging the psychosocial perceptions of academically gifted students*. Keynote address at the annual convention of the Michigan Association for Gifted Children, Emerson School, Ann Arbor, MI.

Dixson, D. D. (2019, August). *Occupational stress and hope*. Invited presentation to the academic support staff, Wayne State University, Detroit, MI.

Dixson, D. D. (2019, May). *Hope and a changing world*. Invited presentation at InVIVO Planetary Health conference, Detroit, MI.

Dixson, D. D. (2018, October). *Hope interventions for adolescents*. Invited presentation to the School of Education, University of California, Irvine, Irvine, CA.

Dixson, D. D. (2018, May). *Leveraging hope and other psychosocial factors in schools to raise achievement in gifted students*. Invited presentation at the annual inservice meeting of the Academic Talent Development Program, University of California, Berkeley, Berkeley, CA.

Dixson, D. D. (2017, July). *Building hope in schools*. Invited presentation. The Greater Good Science Center's Summer Institute for Educators, University of California, Berkeley, Berkeley, CA.

Dixson, D. D. (2017, June). *The power of hope in schools*. Invited presentation. The Greater Good Science Center's Summer Institute for Educators, University of California, Berkeley, Berkeley, CA.

Dixson, D. D., & Dumas, M. (2016, February). *Publishing while in graduate school*. Presentation at Education Research Day at the University of California, Berkeley, Berkeley, CA.

Grants

The Roeper Institute Research Grant. (01/2019-08/2019). *A matter of equity: Gifted and talented research and evaluation within Detroit Public Schools Community District*. (\$32,500-funded). **Dante D. Dixson** (Principal Investigator).

Spencer Foundation Small Research Grant. (05/2019-05/2020). *Developing hopeful students: Increasing the hope of minority students to provide more equity in education.* (\$50,000-not funded). **Dante D. Dixon** (Principal Investigator).

Wayne State University's University Research Grant. (06/2018-05/2019). *Hope into action: How clusters of hope relate to success-oriented behavior in school.* (\$10,000-funded). **Dante D. Dixon** (Principal Investigator).

American Psychological Association Division 15 Early Career Research Grant. (11/2017-01/2019). *Clash of psychosocial titans: An examination of which psychosocial variable best predicts achievement.* (\$6,000-not funded). **Dante D. Dixon** (Principal Investigator).

African American Success Foundation's Lydia Donaldson Tutt-Jones Memorial Research Grant. (07/2015 – 08/2016). *The psychosocial keys to African American academic achievement: The relationship among academic achievement and psychosocial factors in high achieving African Americans* (\$5,000-funded). **Dante D. Dixon** and Cyrell Roberson (Principal Investigators).

PROFESSIONAL SERVICE

Program Committees

Admission's Committee, Education Psychology and Educational Technology, Michigan State University, 2019-Present

Admission's Committee, School Psychology Program, Michigan State University, 2019-Present

Budget Committee, School Psychology Program, Michigan State University, 2019-Present

Comprehensive Exam Committee, School Psychology Program, Michigan State University, 2019-Present

Retention and Dismissal Committee, School Psychology Program, Michigan State University, 2019-Present

Department Committees

Tenure-Track Search Committee, Wayne State University, Educational Psychology, Committee member, 2016-2017

All Program Committee, School Psychology Program, University of California, Berkeley, Committee member, 2013-2014

Finance Committee, Graduate Student Association, University of California, Berkeley, Committee member, 2013-2014

College Committees

Dean Search Committee, Wayne State University, College of Education, Committee member, Fall 2018-2019

Educational Evaluation & Research Program Advisory Committee, Wayne State University, College of Education, Committee member, Fall 2018-2019

Tenure-Track Search Committee, Wayne State University, Kinesiology, Health & Sport Studies, Committee member, Fall 2017-2018

Graduate Professional Scholarship Competition Committee, Wayne State University, Reviewer, 2017

University Committees

Research Day, Merrill Palmer Skillman and the Institute of Gerontology, Judge, 2019
Academic Senate, Wayne State University, Committee member, 2018 - 2019
Budget Committee, Wayne State University, Committee member, 2018 - 2019
Graduate School Retention Scholarship Committee, Wayne State University, Reviewer, 2017
Student Development Initiative, Wayne State University, African American Male Achievement Group- "The Network", Committee member, 2016 - 2018
Student Development Intuitive, Wayne State University, Professional mentor, 2016- 2018
General Education Reform Committee, Wayne State University, Signature Courses, Committee member, 2016
Research, Metrics, and Evaluation Subgroup, University of California, Berkeley, African American Recruitment and Yield Task Force, Committee member, 2015

Dissertation Committees

Ali, Wafa. (2018). *Parental communication style and adolescent intrapersonal variables: Associations with academic achievement.*
 Scalcucci, Stefanie. (2018). *Predicting adolescent academic achievement: The role of intrapersonal and risk behavior factors.*
 Lappin, Andrea. (In progress).
 Bradfield, Joseph. (In progress).
 Ward, Alvin. (In progress).
 Sparks, Lauren. (In progress).

Comprehensive Exam Committees

Sewell, Teresa. (2018).
 Ward, Alvin. (2018).

Master Thesis Committees

Dore, Bernadette. (2019). *A model of hope: Supporting minority students' academic aspirations.* Detroit, MI: Wayne State University.

Profession Committees

APS Teaching Fund Committee, Association for Psychological Science, Committee member, 2018-2020
GCQ Paper of the Year Committee, Gifted Child Quarterly, Committee member, 2019

Ad Hoc Reviewer: Journals (Since 2016)

Assessment
Educational Assessment
Educational Researcher
Gifted Child Quarterly
Learning and Individual Differences
Personality and Individual Differences
Journal of Black Psychology
Journal of Happiness Studies

Journal of Educational Psychology
Journal of the Society for Social Work and Research
SAGE Open

Editorial Boards

Cultural Diversity of Ethnic Minority Psychology, 2019 – Present
Journal for the Education of the Gifted, 2019 – Present
Gifted Child Quarterly, 2018 – Present
Journal of Black Psychology, 2018 – Present
The New School Psychology Bulletin, 2014 – 2016

Community Committees/Activities

Roper School Institute, Research consultant, 2017- 2018
Intervention Committee, Detroit Public Schools, Committee member, 2016 - 2018
My Brother's Keeper, Mackalive, Mentor/Instructor, 2016 - 2017
Admissions Interviewing Committee, A Better Chance, Committee member, 2016
Accelerating African-American Achievement, Berkeley Unified School District, Berkeley CA, Committee member, 2013
San Francisco Suicide Prevention, San Francisco, CA, Volunteer, 2009 – 2015

Advisory Boards

Roeper School Institute, Board member, 2018 – present
Boys Hope Girls Hope-Detroit, Board member, 2018 - present
SmARTminds Youth Leadership Program, Board member, 2017

PRIVATE PRACTICE

05/2019 – Present *The Diane Morgan Group __Southfield, MI*
Postdoctoral Psychologist

- Conducted psychoeducational evaluations for those suspected of having learning disabilities, autism, attention deficit hyperactivity disorder, and intellectual disability.
- Conducted individual and family therapy with low-income African American children and adolescents, including young adults.
- Consulted with families and school districts about meeting the needs and improving the achievement of minority and disadvantaged youth.

SCHOOL PSYCHOLOGY TRAINING

08/2015 – 06/2016 *Mount Diablo Unified School District __Concord, CA*
School Psychologist Intern

- Delivered short-term and crisis, individual, and group counseling to 10 referred students.
- Collaborated with school principal in the implementation of a Positive Behavior Intervention and Support program to lower the suspension and expulsion rate of troubled youth.
- Led 2 staff development workshops for school personnel and parents concerning gifted education for gifted students.
- Conducted psycho-educational evaluations.
- Created and implemented Behavior Support Plans to improve student behavior and learning.

- Developed, implemented, and monitored student interventions for various disabilities to increase student learning at the classroom and school-wide level.
- Worked with student study teams involving students, administrators, faculty, and parents to evaluate and increase student learning

05/2014 – 09/2016 ***UC Berkeley Academic Talent Development Program __Berkeley, CA***
Counselor (Summers Only)

- Provided academic and emotional support to over 800 gifted students and their families in transition from an average ability elementary school to the academic talent development program (gifted student program).
- Provided ad hoc individual and group counselling for referred gifted students.
- Worked with special ed gifted students to develop necessary skills to function and thrive in the community.
- Assisted in designing the program survey for students and teachers to evaluate their experience and provide feedback for the program.
- Contributed to weekly school leadership team meetings. Collaborated on school-wide initiatives such as student scheduling, school open house, student mentoring, and progress reports.

12/2013 – 05/2014 ***East Bay Agency for Children—Circle of Care __Oakland, CA***
Clinical Intern

- Conducted cognitive behavioral therapy, play therapy, and psychodynamic therapy (both individual and group) to children aged 4-18.
- Provided grief counselling to 15 clients (aged 4-25) affected by loss or serious illness.
- Conducted 5 grief training seminars and workshops.
- Conducted phone intakes and referred clients to appropriate resources based on individual needs.
- Developed and wrote Medi-Cal compliant assessment plans, treatment plans, and progress notes.
- Participated in school-based pre-referral team meetings with school administration, the school psychologist, the speech therapist, the student behavioral consultant, and the occupational therapist.

12/2013 – 05/2014 ***Tara Hills Elementary School __Richmond, CA***
School-Based Assessment Trainee

- Developed educational assessment plans.
- Conducted assessments of academic and cognitive functioning and functional behavioral assessments.
- Conducted classroom observations and interviews with students, teachers, and parents.
- Consulted with teachers on classroom management strategies.
- Presented assessment results in of child functioning with appropriate recommendations based on assessment findings.
- Presented assessment results during individualized education program meetings.
- Collaborated with teachers, occupational therapists, speech therapist, school administration, and student advisors to form comprehensive achievement plans for students.

08/2013 – 05/2014 *Chabot Elementary School __Oakland, CA*

School-Based Consultant Trainee

- Consulted with teachers about students' emotional, behavioral, and learning issues.
- Increased teachers' capacity to problem-solve student challenges.
- Developed productive and professional relationships with teachers to jointly develop concrete plans to assist children facing a variety of challenges, including social isolation, recent loss of a parent, and exposure to community violence.
- Supported teachers in preparing for student support team meetings, individualized education program meetings, and parent conferences.

08/2013 – 05/2014 *Haste Street Child Development Center __Oakland, CA*

School-Based Consultant Trainee

- Consulted with teachers about student emotional, behavioral, and learning issues.
- Helped build teachers' capacity to independently problem-solve student challenges.
- Provided culturally competent consultation to teachers of linguistically diverse students on issues such as lack of academic and social progress of limited-English proficient students.
- Conducted behavioral observations.
- Assisted in conducting the Desired Results Developmental Profile (DRDP) assessment for students with sensory integration dysfunctions, limited English proficiency, and with histories of defiant and aggressive behavior.

HONORS

Gifted Child Quarterly's Reviewer of the Year, 2019

Philanthropic Ventures Foundation Special Education Research Grant Recipient, 2015

Cota Robles Fellow, University of California, Berkeley, 2012-2016

University of California, Berkeley Honors Program, 2010

Certificate of Special Congressional Recognition from Congresswoman Barbara Lee for outstanding and invaluable service to the community, 2010

Alumni Association Scholarship, University of California, Berkeley, 2009

MEMBERSHIPS

Professional Associations

American Psychological Association, 2017- Present

American Educational Research Association, 2014- Present

Association for Psychological Science, 2009- Present

Sage Scholar, 2008-2010

Pi Lambda Phi International Fraternity, 2007- 2010

Association of Psychological Undergraduates, 2008-2010

OTHER EXPERIENCES

04/2015 – 01/2017 *Review of Educational Research __Berkeley, CA*

▪ *Editorial Assistant/Managing Editor*

- Prepared 350+ manuscripts per year for peer-review (including reviewing manuscripts for APA format, manuscript appropriateness for RER, and quality).
- Helped construct guidelines for authors preparing and submitting manuscripts.
- Coordinated with editor and director of publications to prepare RER impact reports.

- Represented the journal at conferences to promote the journal and answer journal-related questions.
- Received, distributed, and replied to all email correspondence.
- Tracked progress of manuscripts through publication process to ensure publication deadlines were met.
- Researched and selected most appropriate peer-reviewers for manuscripts.

06/2008 – 06/2010 ***UC Berkeley Disabled Students Program __ Berkeley, CA***

Part-Time Peer Advisor

- Responsible for the academic advising of 100-150 students.
- Prepared and facilitated academic support workshops focusing on time management, studying and exam preparation strategies.
- Examined the academic process of students through graduation, and developed a system that resulted in a graduation rate increase of 26% in my advisees when compared to other students in the program.

08/2007 – 08/2011 ***M3 Sports Academy __ Berkeley, CA***

Lead Program Coordinator

- Prepared mentees for positions in internships and job openings through edification and the facilitation of vocational skills, college awareness, post-secondary planning.
- Checked in with students individually twice a month to assay progress towards mentee's personal goals.
- Exhorted mentees seek higher education and to transcend all limits and expectations that they ever had for themselves.
- Tutored and mentored mentees vigorously in math, reading, writing.

03/2007 – 09/2011 ***Berkeley Scholars to Cal __ Berkeley, CA***

Part-Time Lead Tutor and Mentor

- Instructed middle school students at-risk for academic failure in individual tutoring sessions to improve their test-taking, studying, and goal-setting skills.
- Checked in with mentee twice a week and to review weekly goals.
- Helped students seek higher education and develop better decisions in life.
- Improved mentee's GPA from 2.0 to 3.7 in one semester.