

**ERIN O'CONNOR**  
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New York, NY 10021  
212-992-9473  
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## **CURRENT POSITION**

Assistant Professor  
Early Childhood Education  
Department of Teaching and Learning  
The Steinhardt School of Culture, Education and Human Development  
New York University

## **EDUCATION**

**Ed.D. Human Development and Psychology**  
Harvard University Graduate School of Education, 2005

**Ed.M. Human Development and Psychology**  
Harvard University Graduate School of Education, 2001

**Ed.M. Counseling and School Psychology**  
Teachers College, Columbia University, 2000

**M.S.T. Elementary Education**  
Fordham University Graduate School of Education, 1997

**B.A. Psychology and Biology**  
Georgetown University, 1996

## **ADDITIONAL TRAINING**

**American Psychological Association Advanced Training Institute**  
Using Large-Scale Databases: NICHD Study of Early Child Care and Youth Development  
University of North Carolina, Chapel Hill  
June, 2006

## **REFEREED PUBLICATIONS** (students' names are in italics)

**O'Connor, E.**, *Rodriguez, E.*, Cappella, E., & McClowry, S.G. (accepted, minor revisions). The effects of enrollment in INSIGHTS into children's temperament on parenting attitudes and beliefs and child disruptive behavior. *Journal of Community Psychology*.

**O'Connor, E.**, Bureau, J.F., McCartney, K., & Lyons-Ruth, K. (in press). Differential maternal and child correlates of controlling and disorganized patterns of attachment at age three in the NICHD Study and Early Care and Education. *Infant Mental Health Journal*.

*Collins, B. A.*, Toppelberg, C. O., Suárez-Orozco, C., **O'Connor, E.** & Nieto-Castañón, A. (2011). Cross-sectional associations of Spanish and English competence and wellbeing in Latino children of immigrants in kindergarten. *International Journal of Sociology of Language*, 208, 5-24.

**O'Connor, E.**, Dearing, E., & *Collins, B.* (2011). Teacher-child relationship trajectories: Predictors of behavior problem trajectories and mediators of child and family factors. *American Educational Research Journal*, 48 (1), 120-162.

**O'Connor, E.**, (2010). Teacher-child relationships as dynamic systems. *Journal of School Psychology*, 48 (3), 187-218.

Bang, H.J., Suárez-Orozco, C., **O'Connor, E.**, & Pakes, J. (in press, 2010) Making homework work for immigrant students: An ecological perspective on facilitators and impediments to task completion. *American Journal of Education*.

Suárez-Orozco, C., Gaytán, F. X., Bang, H.J., Pakes, J., **O'Connor, E.** & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology*, 46 (3), 602-618.

Koles, B., **O'Connor, E.**, & McCartney, K. (2009). Teacher-child relationships in preschool: The influence of child and teacher characteristics. *Journal of Early Childhood Teacher Education*, 30 (1), 3-21.

Berry, D. & **O'Connor, E.** (2009). Teacher-child relationships and social skill development across middle childhood: A child-by-environment analysis of change. *Journal of Applied Developmental Psychology*, 30 (3).

Ayoub, C., **O'Connor, E.** Rappolt-Schlichtmann, G., Raikes, H., & Cohen, R. (2009). Cognitive Skill performance among young children living in poverty: Risk, change and the impact of Early Head Start. *Early Childhood Research Quarterly*, 24, 289-305.

\*Note: the first three authors contributed equally to this publication and are listed in alphabetical order

Bang, H. J., Suárez-Orozco, C., Pakes, J., & **O'Connor, E.** (2009). The importance of homework in determining immigrants students' grades in schools in the USA context. *Educational Research*, 51(1), 1-25.

**O'Connor, E.**, & McCartney, K. (2007). Maternal attachment and cognitive skill development: Investigating pathways of influence. *Journal of Applied Developmental Psychology*, 28 (5-6), 458-476.

**O'Connor, E.,** & McCartney, K. (2007). Examining teacher-child relationships and achievement as part of an ecological model of development. *American Educational Research Journal, 44* (2), 34-369.

**O'Connor, E.,** & McCartney, K. (2006). Testing associations between mother-child and teacher-child relationships. *Journal of Educational Psychology, 26* (5), 301-326.

Ayoub, C., **O'Connor, E.,** Rappolt-Schlichtmann, G., Fischer, K., Rogosch, F., Toth, S., & Cicchetti, D. (2006). Cognitive and emotional differences in young maltreated children: A translational application of dynamic skill theory. *Development and Psychopathology, 18* (3), 679-706.

Ayoub, C.A., Fischer, K.W., & **O'Connor, E.** (2003). Analyzing development of working models for disrupted attachments: The case of hidden family violence. *Attachment and Human Development, 5* (2), 97-119.

#### **REVISE AND RESUBMIT** (students' names are in italics)

**O'Connor, E.,** Scott, M., & Weinberg, S. Attachment in early childhood and behavior problems in middle childhood: The role of the subsequent caregiving environment. *Journal of Developmental Psychology.*

**O'Connor, E.,** *Collins, B.,* & Supplee, L. Behavior problems in middle childhood: The roles of maternal attachment and teacher-child relationships. *Special Issue: Attachment and Human Development.*

*Dennis, S.,* & **O'Connor, E.** Looking at quality in early childhood education through an ecological lens. *Journal of Childhood Education.*

#### **UNDER REVIEW**

**O'Connor, E.,** Supplee, L. & *Collins, B.* Behavior Problems in elementary school among low-income males: The role of teacher-child relationships. *Journal of Applied Developmental Psychology.*

Koles, B., **O'Connor, E.,** & McCartney, K. Teacher-child relationships in preschool: A cross-national study. *European Early Childhood Research Journal.*

Collins B.A., Toppelberg, C.O., **O'Connor, E,** Suárez-Orozco, C. & Nieto-Castañón, A. Dual Language Profiles of Latino Children of Immigrants: Stability and Change over the Early School Years. *Applied Psycholinguistics.*

## PAPERS IN PROGRESS

**O'Connor, E.,** & Collins, B. Conflict and closeness in the teacher-child relationships across elementary school: Child, family and school predictors. To be submitted to *Journal of Educational Psychology*.

**O'Connor, E.,** & Schlichtmann, G. Academic achievement among children with low-level emergent literacy skills: The roles of classroom academic and socio-emotional factors. To be submitted to *American Educational Research Journal*.

Bub, K., & **O'Connor, E.** The role of family, neighborhood, and school environment in children's language and math achievement. To be submitted to *Journal of Developmental Psychology*.

## OTHER PUBLICATIONS AND TECHNICAL REPORTS

**O'Connor, E.,** & McCartney, K. (2005). Psychosocial development: Attachment in young children. In K. Thies & E. Travers (Eds.), *Handbook of human development for health professionals*. Thorofare, NJ: Slack Publishing.

**O'Connor, E.** (2005). Attachment in the first year of life: Implications for multiple births. *National Center for Education Statistics Expert Paper*.

Rappolt-Schlichtmann, G., & **O'Connor, E.** (2005). Unmet need for subsidized care in two neighborhoods in Boston. *Associated Early Care and Education Policy Report*.

Archibald, A., **O'Connor, E.,** Graber, J., & Brooks-Gunn, J. (2001). The role of nutrition and physical activity in promoting healthy adolescent development. In T. Gullotta & M. Bloom (Eds.), *The encyclopedia of primary prevention and health promotion*. New London, CT: Kluwer Academic/ Plenum.

## FUNDED RESEARCH PROJECTS

**Co-Investigator.** *Promoting early school readiness in primary health care*  
Funded by The National Institute of Child Health and Human Development (Period: 2011-2015)  
Amount: \$762,666

**Co-Principal Investigator.** *Testing the efficacy of INSIGHTS in enhancing the academic learning context.*  
Funded by The Institute of Education Sciences (Period: 2008-2012)  
Amount: \$2,919,913

**Principal Investigator.** *Teacher-child relationships and children's achievement in elementary school: A between and within-child analysis*

Funded by The National Academy of Education/Spencer Foundation (Period: 2009)  
Amount: \$55,000

**Principal Investigator.** *Developing an intervention-prevention program for pre-kindergarten teachers*

Funded by The Steinhardt Faculty Challenge Grants Competition—Doctoral Graduate Assistant Award (Period: 2007-2008)  
Amount: \$31,710

**Principal Investigator.** *Adapting an intervention-prevention program for pre-kindergarten teachers*

Funded by The Steinhardt Faculty Challenge Grants Competition—IDEA Award (Period: 6/1/07 – 5/31/08)  
Amount: \$ 5,000

**Principal Investigator.** *Assessing the influence of teacher-child relationships on children's development: A cross-disciplinary investigation.*

Funded by The Institute on Human Development and Contextual Change (Period: 2007-2008)  
Amount: \$15,000

## FELLOWSHIPS AND AWARDS

- The National Academy of Education / Spencer Postdoctoral Fellowship (2008)
- Harvard Graduate School of Education Dissertation Grant (2005)
- Finalist for Harvard Graduate School of Education Morningstar Award for Excellence in Teaching (2004)
- Spencer Foundation Dissertation Research Training Grant for Research Related to Education (2002-2005)
- Harvard Graduate School of Education Service Award (2002-2005)

## REFEREED CONFERENCE PRESENTATIONS

McClowry, S., **O'Connor, E.**, Rodriguez, E.T., Cappella, E., & Morris, J. (March, 2011). *The impact of Insights into Children's Temperament on disruptive behavior: An investigation of mediating mechanisms.* Paper to be presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, CA.

Collins, B.A., **O'Connor, E.**, Suarez-Orozco, C., Toppelburg, C.O., & Nieto-Castanon, A. (April, 2011). *Associations of Spanish and English competence and well-being in Latino children of immigrants in kindergarten.* Paper to be presented at the American Educational Research Association, New Orleans, LA.

McClowry, S.G., **O'Connor, E.**, Cappella, E., & McCormick, M. (March, 2011). *A Preliminary Examination of the efficacy of INSIGHTS in Enhancing the Academic Learning Context*. Paper presented at the Society for Research on Educational Effectiveness Conference, Washington, DC.

Dennis, S., & **O'Connor, E.** (April, 2010). *Looking at quality in early childhood education through an ecological lens*. Paper presented at the American Educational Research Association, San Diego, CA.

**O'Connor, E.**, & Bub, K. (April, 2009). *Classroom supports and children's social, behavioral and academic outcomes across three prospective longitudinal studies*. Co-chair for paper symposium at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

**O'Connor, E.**, & Bureau, J. F. (April, 2009). *Disorganized attachment in preschool*. Co-chair for paper symposium at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

**O'Connor, E.**, Bureau, J.F., McCartney, K., & Lyons-Ruth, K. (April, 2009). *Differential maternal and child correlates of controlling and disorganized patterns of attachment at age three in the NICHD Study and Early Care and Education*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Bub, K., & **O'Connor, E.** (April, 2009). [\*The role of family, neighborhood, and school environment in children's language and math achievement\*](#). Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Weinberg, S., & **O'Connor, E.** (April, 2009). *More effective teaching & learning of statistics through technology: Four key ingredients*. Paper presented at the American Educational Research Association, San Diego, CA.

**O'Connor, E.**, Dearing, E. & Collins, B. (March, 2008). *Teacher-child relationships and behavior problem trajectories in elementary school*. Paper presented at the American Educational Research Association, New York, NY.

**O'Connor, E.** (March, 2008). [\*School climate and student-teacher relationships: Predictors and outcomes\*](#). Paper presented at the American Educational Research Association, New York, NY.

Bub, K., & **O'Connor, E.** (March, 2008). [\*The role of family, neighborhood, and school environment in children's language and math achievement\*](#). Paper presented at the American Educational Research Association, New York, NY.

**O'Connor, E.** (November, 2007). *Contextual predictors of teacher-child relationship quality throughout elementary school*. Paper presented at the Biennial Meeting of the Association for Moral Education, New York, NY.

**O'Connor, E.** (March, 2007). *Quality of student-teacher relationships throughout elementary school: Contextual predictors*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Koles, B., **O'Connor, E.**, & McCartney, K. (March, 2007). *Teacher-child relationships in child care: The influence of child and teacher characteristics*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

**O'Connor, E.**, & Bub, K. (April, 2007). *Family, school, and neighborhood factors associated with children's elementary school performance: A mixed-methods analysis*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

**O'Connor, E.**, Quintero, E., Keene, A., Pignatosi, F., & Friedlander, H. (April, 2007). *New visions for early childhood teacher education: Attending to family, culture, and community*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Friedlander, H., Keene, A., **O'Connor, E.**, Pignatosi, F., & Quintero, E. (February, 2006). *New visions for early childhood teacher education: Attending to family, culture and community*. Paper presented at the Annual Meeting of the American Association of College Teacher Educators, New York, NY.

**O'Connor, E.** (2004, April). *Understanding associations between mother-child and teacher-child relationships in child-care, kindergarten and first grade*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

## INVITED TALKS

O'Connor, E. (April, 2011). *The role of caregiving relationships in children's cognitive and socio-emotional development: Teacher-child and mother-child relationships*. Invited speaker for Brain Awareness Week Conference. Sarah Lawrence College. Bronxville, NY.

O'Connor, E. (October, 2009). *Maternal attachment, teacher-child relationships and behavior problem trajectories in elementary school*. Invited speaker for National Academy of Education/Spencer Foundation Annual Meeting. Washington, DC.

O'Connor, E. (October, 2009). *Teacher-child relationships and behavior problem trajectories in elementary school*. Invited speaker for The Institute for Education Sciences-funded Pre-doctoral Interdisciplinary Research Training Seminar, New York University, New York, NY.

O'Connor, E. (November, 2007). *Mother-child, teacher-child relationships and children's academic and social development*. Invited speaker for the NYU Education Workshop Series. The Steinhardt School of Culture, Education and Human Development, New York University, New York, NY.

O'Connor, E. (January, 2006). *Maternal attachment, teacher-child relationships and achievement*. Invited talk at the Cognition and Education Speaker Series. Harvard Graduate School of Education, Cambridge, MA.

O'Connor, E. (September, 2006). *Investigating the quality of teacher-child relationships in early and middle childhood: Predictors and consequences*. Invited talk at the Risk and Prevention in Education Speaker Series. University of Virginia, Charlottesville, VA.

O'Connor, E. (November, 2006). *Children's development within the context of relationships: Teacher-child relationships and achievement*. Invited talk at the Applied Psychology Developmental Colloquium. The Steinhardt School of Culture, Education and Human Development, New York University, New York, NY.

## REFEREED CONFERENCE POSTERS

**O'Connor, E.,** Scott, M., & Weinberg, S. (March, 2011). *Early maternal attachment and behavior problems in middle childhood: The role of the subsequent caregiving environment*. Paper to be presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, CA.

Morris, J., **O'Connor, E.,** Cappella, E., Rodriguez, E., Collins, A., & McClowry, S. (April, 2010). *Testing the efficacy of INSIGHTS on child disruptive behavior and parenting efficacy: A comparison of parallel and collaborative versions*. Poster to be presented at Conference on Human Development at Fordham University, New York, NY.

McClowry, S., **O'Connor, E.,** Cappella, E., & Rodriguez, E. (June, 2010). A preliminary examination of the efficacy of INSIGHTS in enhancing the academic learning context. Poster to be presented at Fifth Annual IES Research Conference, Washington, DC.

**O'Connor, E.,** Schlichtmann, G., & Strohm, C. (April, 2009). *Academic achievement among children with low-level emergent literacy skills: The role of classroom socio-emotional factors*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Cooper, S., & **O'Connor, E.** (April, 2007). *Closeness in teacher-child relationships within childhood: Implications for social skill development and achievement*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

**O'Connor, E.,** & Bub, K. (April, 2005). *Poverty and its effects on child development in large data sets*. Co-chair for poster symposium at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Hohmann, L., & **O'Connor, E.** (April, 2005). *Poverty and children's academic skill development: The moderating role of peer relationships*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.



**O'Connor, E.** (April, 2005). *Early maternal attachment relationships and children's cognitive skill development: Investigating processes of influence*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

**O'Connor, E.** (2003, April). *Does the early mother-child attachment relationship influence the quality of later teacher-child relationships?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Koles, B., & **O'Connor, E.** (2003, April). *Associations among child and teacher characteristics and patterns of teacher-child relationships*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Ayoub, C.A., Schlichtmann, G., & **O'Connor, E.** (2003, April). *Cognitive complexity and represented emotion among maltreated and non-maltreated toddlers*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Ayoub, C.A., Schlichtmann, G., **O'Connor, E.**, Puma, J., Raikes, H., & Cohen, R.C. (July, 2004). *Cognition in early childhood: Risk, resilience and the impact of Early Head Start*. Poster presented at the Biennial Head Start Conference, Washington, D.C.

Ayoub, C.A., **O'Connor, E.**, & Rappolt, G. (2002, July). *Developmental pathways of abused and neglected children*. Poster presented at the International Trauma Conference, Denver, CO.

Archibald, A., **O'Connor, E.**, Mielcarek, L., & Brooks-Gunn, J. (2002, April). *The role of nutrition and physical activity in adolescent health promotion*. Poster presented at the Biennial Meeting of the Society for Research in Adolescence, New Orleans, LA.

## TEACHING

### **The Steinhart School of Culture, Education and Human Development, New York University**

- Integrating Seminar in Early Childhood Special Education II
- Statistics for the Behavioral and Social Sciences
- Advanced Quantitative Methods I & II
- Contemporary Research Issues in Early Childhood Education
- Applied Research Design
- Child Development
- Instructional Strategies for Supporting Diverse Learners
- Introduction to Early Childhood and Elementary Education
- Learning Experiences in the Family, School and Community
- Seminar in Classroom Teaching
- The Special Needs Child

**Harvard Graduate School of Education**

- Bridging Research, Policy and Practice in Education (Teaching Assistant for Kathleen McCartney and Catherine Snow)
- Early Care and Education: Theory and Practice (Teaching Assistant for Kathleen McCartney)
- Human Development and Psychology Proseminar (Teaching Assistant for Kathleen McCartney and Robert Selman)
- Intermediate Statistics (Teaching Assistant for Suzanne Graham)
- Research Practicum in Early Childhood (Teaching Assistant for Kathleen McCartney)

**Teachers College, Columbia University**

- Human Development (Teaching Assistant for Andrea Archibald and Jeanne Brooks-Gunn)
- Organizational Behavior (Teaching Assistant for Amy Taylor)

**SERVICE**

Co-Founder, Independent Schools Research and Practice Group, New York (2011)

Co-Chair, *But does it work: Debating an independent curriculum*, The Calhoun School (2011)

Guest Speaker, Introduction to American Education, New York University (2011)

Guest Speaker, Pro-seminar in Teaching and Learning, New York University (2008, 2009)

Guest Speaker, Junior Faculty Mentoring Seminar, New York University (2009)

Moderator, Forum on Immigration and Student Experiences, New York University (2010)

Member, Doctoral Program Curriculum Task Force, Department of Teaching and Learning, New York University (2009)

Member, Institute on Human Development and Contextual Change, Early Childhood Workgroup, New York University (2007 – Present)

Member, Neuroscience Research in Education, Irvine, CA (2009)

Member, Curriculum Task Force, Department of Teaching and Learning, New York University (2007-2008)

Member, The Steinhardt Committee on Research Methods, New York University (2007-2009)

Member, Task Force on Early Childhood and Childhood Education, Department of Teaching and Learning, New York University (2007)

Member, Doctoral Committee, Department of Teaching and Learning, New York University (2007-Present)

Member, M.A. Admissions Committee, Department of Human Development and Psychology,  
Harvard Graduate School of Education (2003-2005)

Member, Committee on Rights and Responsibilities, Harvard Graduate School of Education  
(2003-2005)

### **EDITORIAL EXPERIENCE**

Ad-hoc Manuscript Reviewer

School Psychology Review (2011-Present)

Ad-hoc Manuscript Reviewer

Early Childhood Research Quarterly (2008-Present)

Ad-hoc Manuscript Reviewer

Journal of Applied Developmental Psychology (2010-Present)

Ad-hoc Manuscript Reviewer

Journal of Mind, Brain and Education (2010-Present)

Editorial Board Member

Harvard Educational Review (2002-2004)

### **GRANT REVIEW**

New York University, Mitchell Leaska Dissertation Awards (2010, 2011)

University of Leuven, Centers of Research Excellence Grant Competition (2010)

### **PROFESSIONAL AFFILIATIONS/ASSOCIATIONS**

Faculty Affiliate, Institute on Human Development and Contextual Change, New York  
University

Member, American Educational Research Association

Member, Society for Research in Child Development

### **DOCTORAL COMMITTEES**

Chair, Ashleigh Collins, Teaching and Learning PhD, New York University

Chair, Sarah Dennis, Teaching and Learning PhD, New York University

Chair, Anna Housley-Juster, Teaching and Learning PhD, New York University

Chair, Lisa Samik, Teaching and Learning PhD, New York University

Member, Candace Bariteau, Teaching and Learning PhD, New York University

Member, Cecilia Guanfang Zhao, Teaching and Learning PhD, New York University

Member, Ashley Smith, Applied Psychology PhD, New York University

Member, Adina Schick, Applied Psychology PhD, New York University

Member, Kimberly Woo, Teaching and Learning PhD, New York University

Member, Hee Jin Bang, Teaching and Learning PhD, New York University

Member, Brian Collins, Teaching and Learning PhD, New York University

Member, Severine Grimaud, Teaching and Learning PhD, New York University  
Member, Russ Schulman, Teaching and Learning PhD, New York University  
Member, Kelli Donohue, Applied Psychology PhD, New York University  
Member, Erika Niwa, Applied Psychology PhD, New York University  
Member, Eileen Rodriguez, Applied Psychology PhD, New York University  
Member, Annette Keane, Teaching and Learning, PhD, New York University  
Member, Elizabeth Nelson, Human Development and Psychology, EdD, Harvard University  
Reader, Avary Carhill-Poza, Teaching and Learning, PhD, New York University  
Reader, Carolyn Strohm, Teaching and Learning, PhD  
Reader, Athena Makish, Humanities and Social Sciences PhD  
Reader, Marla Sola, Teaching and Learning PhD  
Reader, Jennifer Gullesserian, Applied Psychology PhD  
Reader, Michelle Lynn-Sachs, Humanities and Social Sciences PhD  
Reader, Tempitope Erinosh, Nutrition and Dietetics PhD

**STUDENTS' HONORS AND EXTERNAL FELLOWSHIPS** (awarded for work while serving as primary faculty mentor)

2007-2008 Sarah Dennis (doctoral candidate in Teaching Learning, NYU): Leaska Award

## **EMPLOYMENT HISTORY**

### **RESEARCH POSITIONS**

Consultant (2005-2006)

Associated Early Care and Education, Boston, MA

Consultant (2005-2006)

National Center for Education Statistics, Washington, DC

Postdoctoral Fellow in Education (2000-2005)

Harvard University Graduate School of Education, Cambridge, MA

Senior Research Assistant (2001-2005)

National Evaluation Study of Early Head Start, Washington, DC

Program Coordinator (2001-2005)

Developmental Pathways Project, Harvard Graduate School of Education, Cambridge, MA

Research Assistant/Program Coordinator (1999-2000)

Longitudinal Study of Boys' and Girls' Development, National Center for Children and Families, Teachers College, Columbia University, New York, NY

## **TEACHING POSITIONS**

Adjunct Professor (Fall 2005)  
Kingsborough Community College, Brooklyn, NY

Teaching Fellow (2001-2005)  
Harvard Graduate School of Education, Cambridge, MA

Teaching Fellow (2002-2004)  
Harvard University Extension School, Cambridge, MA

Teaching Assistant (1999-2000)  
Columbia University, College of Arts and Sciences, New York, NY

Teaching Assistant (1999-2000)  
Teachers College, Columbia University, New York, NY

## **SUPERVISED ELEMENTARY TEACHING AND CLINICAL TRAINING**

Guidance Counseling Intern (1999-2000)  
New York City Public School 6, New York, NY

Counseling Intern (1999-2000)  
Columbia University Counseling Center, New York, NY

Student Teacher (1997)  
New York City Public School 1, New York, NY

Student Teacher (1996-1997)  
Manhattan New School, New York, NY

Student Teacher (1996-1997)  
New York City Public School 59, New York, NY