

Curriculum Vitae

Cheyeon Ha

| Rossier School of Education, University of Southern California – Los Angeles |
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General Information

Professional Experiences

- 2025 – present Assistant Research Professor, USC Center for Affective Neuroscience, Development, Learning, and Education (CANDLE), Rossier School of Education, University of Southern California
- 2022 – 2025 Postdoctoral Associate, Yale Child Study Center, School of Medicine, Yale University.

Educations

- Postdoctoral Research Training. Yale Child Study Center, School of Medicine, Yale University.
- Ph. D. Learning & Cognition, Department of Educational Psychology & Learning Systems, Florida State University (July 2022).
- M.A. Educational Psychology, Seoul National University of Education, South Korea.
- B.A. Elementary Education, Gyeongin National University of Education, South Korea.

Research and Original Creative Work

Research Experiences

- 2025 – 2027 Co-PI role, McCormick Grant for Towards Kindness (PI: Johari Harris, \$24,744). Caring for Community: Examining Relationships between Adolescents' Transformative Social Emotional Competencies and Prosocial Behaviors, 05/01/2025 – 04/30/2027, CASEL Weissberg Scholar Group.
- 2024 – 2025 Researcher, IES grant #R305A240148 (PI: Christina Cipriano, \$1,699,927). A Living Systematic Review of Universal School-Based Social and Emotional Learning Programs in the U.S. 08/01/2024 – 07/31/2028, Yale University & American Institutes for Research (AIR).
- 2023 – 2025 Researcher, IES grant # R305A210262 (PI: Christina Cipriano, \$1,858,247). The Development and Validation of the Social and Emotional Learning Observation Checklist for Elementary School (SELOC-ES). 07/01/2021 – 07/31/2025, Yale University.
- 2021 – 2024 Researcher, Oak Foundation #OCAY-19-407 and #OAC OFIL-22-040 (PI: Christina Cipriano, \$703,489). Social-Emotional Learning (SEL) for All Project: Promoting SEL Access and Outcomes for Students with Learning Differences. 11/01/2021 – 10/31/2024, Yale University.
- 2017 – 2022 Graduate Researcher, IES grant #R305B170017 (PI: Alysia Roehrig, \$1,020,800). The Partners United for Research Pathways Oriented to Social Justice in Education

(PURPOSE). 07/01/2017–06/30/2022, Florida State University & Florida Agricultural and Mechanical University (FSU & FAMU). <http://purposetraining.org>

2016 – 2022 Graduate Researcher, The Children’s Defense Fund (CDF), North Florida Freedom Schools (NFFS), Florida State University.
<https://www.childrensdefense.org/programs/cdf-freedom-schools>

Publications

Citation Count = 1,560 + (Google Scholar); *H index* = 12 (Google Scholar)

Refereed Peer-Reviewed Journal Articles

Ha, C., McCarthy, M. F., Strambler, M., & Cipriano, C. (2025, In press). Disentangling the effects of social and emotional learning programs on student academic achievement across grades 1-12: A systematic review and a meta-analysis. *Review of Educational Research*.
<http://doi.org/10.3102/00346543251367769>

Ha, C., Hwang, S., Baelen, R., Santos, A. C., Murano, D., Harris, J., Goren, P., & Schonert-Reichl, K. A. (2025, In press). Suggestions for inclusive learning: Integrating diversity in educational research and promoting inclusive social and emotional learning support for all. *Learning and Individual Differences*. <https://doi.org/10.1016/j.lindif.2025.102787>

Cipriano, C., Naples, L., Sehgal, K., Wood, M., Cook, A., Stoffers, M., Kilgallon, E., Ahmad, A., McCarthy, M., **Ha, C.**, Eveleigh, A., Ross, A., Ekwueme, O., & Rappolt-Schlichtmann, G. (Under Review). Defining accessible Tier 1 social and emotional learning: A three-study investigation of SEL access for elementary school students with learning differences in the United States. *Child Development*.

Cipriano, C., Barnes, S., **Ha, C.**, Chow, J. C., Strambler, M. J., & Polanin, J. (R&R). Methodological guidance paper: Conducting a high-quality evaluation of an SEL intervention. *Journal of Research on Educational Effectiveness*.

McCarthy, M. F., Ahmad, E., Ng, Z. J., Barnes, S., **Ha, C.**, & Cipriano, C. (R&R). Navigating social and emotional learning evidence in a polarized socio-political environment: A qualitative pilot study of SEL stakeholders. *Social and Emotional Learning: Research, Practice, and Policy*.

Ha, C., & Cipriano, C. (2025). Trajectories of social, emotional, and academic development in early adolescents: Three-year longitudinal study. *Journal of Applied Developmental Psychology*.
<https://doi.org/10.1016/j.appdev.2025.101831>

Ha, C., Craig, M., & Roehrig, A. D. (2025). Insights from culturally relevant reading education for underrepresented students: Building social and emotional learning environments and enhancing reading outcomes. *The Urban Review*. <http://doi.org/10.1007/s11256-024-00720-w>

Cipriano, C., Ahmed, E., McCarthy, M., **Ha, C.**, & Ross, A. (2025). Illustrating the need for centering student identity in universal school-based social and emotional learning. *Social and Emotional Learning: Research, Practice, and Policy*, 100088. <https://doi.org/10.1016/j.sel.2025.100088>

Ha, C., Zhang, Q., & Roehrig, A. D. (2025). Early adolescents’ motivational regulation and academic achievement: Using multi-level modeling analysis based on self-determination theory. *Social Psychology of Education*, 28(10), <http://doi.org/10.1007/s11218-024-10013-5>

- Ha, C., Ng, Z.J., & Cipriano, C. (2025). Understanding dynamics of students' emotion regulation strategy selection: Using a network analysis approach. *Personality and Individual Differences*, 223, 112913. <https://doi.org/10.1016/j.paid.2024.112913>
- Ha, C., Pressley, T., & Marshall, D. (2025). The role of teacher autonomy in enhancing job satisfaction and mitigating burnout. *PLOS One*. <http://doi.org/10.1371/journal.pone.0317471>
- Ha, C., & Roehrig, A. D. (2025). The satisfaction of basic psychological needs and children's reading growth. *Educational Studies*, 51(2), 156-173. <https://doi.org/10.1080/03055698.2022.2125288>
- Rawls, E., Roehrig, A. D., Turner, J. E., Mesa, M. P., McClarey, M., Lewis, C., Ha, C., Auman, P., & Bertrand Jones, T. (2024). The Freedom Schools Way: A Model for Intergenerational Research Training Partnerships Among Universities and Children's Defense Fund Freedom Schools® Programs. *Urban Education*, 59(10), 2999-3022. <https://doi.org/10.1177/00420859231178712>
- Ha, C., & Pressley, T. (2024). Inner strength amidst pandemic: Teachers' self-efficacy and perceived personal accomplishments. *Psychology in the Schools*, 61, 1944-1961. <http://doi.org/10.1002/pits.23149>
- Wood, M., Ha, C., Brackett, M., & Cipriano, C. (2024). Affective experiences of US school personnel in the sociopolitical context of 2021: Reflecting on the past to shape the future. *Education Sciences*, 14(10), 1093. <https://doi.org/10.3390/educsci14101093>
- Cipriano, C., Ha, C., Wood, M., Sehgal, K., Ahmad, E., & McCarthy, M. (2024). A meta-analysis of the effects of USB SEL programs and marginalized students in the United States. *Social and Emotional Learning: Research, Practice, and Policy*, 3, <https://doi.org/10.1016/j.sel.2024.100029>
- Ha, C. (2023). Students' self-regulated learning strategies and science achievement: Exploring the moderating effect of learners' emotional skills. *Cambridge Journal of Education*, 53(4), 451-472. <https://doi.org/10.1080/0305764X.2023.2175787>
- Cipriano, C., Strambler, M., Naples, L.H., Ha, C., Kirk Chang, M., Wood, M., Sehgal, K., Zieher, A., Eveleigh, A., McCarthy, M., Funaro, M., Chow, J., & Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*, 94(5), 1181-1204. <https://doi.org/10.1111/cdev.13968>
- Ha, C., Roehrig, A. D., & Zhang, Q. (2023). Self-regulated learning strategies and academic achievement in South Korean 6th-graders: A two-level hierarchical linear modeling analysis. *PLOS One*. <https://doi.org/10.1371/journal.pone.0284385>
- Ha, C. (2023). How to compare multiple intervention effects in reviews of educational research: Using network meta-analysis. *International Journal of Research & Method in Education*, 46(1), 98-112. <https://doi.org/10.1080/1743727X.2022.2035352>
- Ha, C. (2023). How parental factors influence children's literacy development: Inequity in education. *Education 3-13*, 51(3), 493-508. <https://doi.org/10.1080/03004279.2021.1981422>
- Ha, C., & Roehrig, A. D. (2022). Contribution of children's reading motivation and prosocial efficacy to reading growth. *Learning and Individual Differences*, 97, 102163. <https://doi.org/10.1016/j.lindif.2022.102163>
- Pressley, T. & Ha, C. (2022). Teacher exhaustion during COVID-19: Exploring the role of administrators, self-efficacy, and anxiety. *The Teacher Educator*, 57(1), 61-78. <http://doi.org/10.1080/08878730.2021.1995094>

- Pressley, T., **Ha, C.**, & Learn, E. (2021). Teacher stress and anxiety during COVID-19: An empirical study. *School Psychology*, 36(5), 367-376. <https://doi.org/10.1037/spq0000468>
- Pressley, T. & **Ha, C.** (2021). Teaching during a pandemic: United States teachers' self-efficacy during COVID-19. *Teaching and Teacher Education*, 106 (103465). <http://doi.org/10.1016/j.tate.2021.103465>
- Ha, C.**, Durtschi, S., Roehrig, A. D., Turner, J. E., Craig, M., Mesa, M., & Funari, C. (2021). Promoting children's reading motivation with culturally relevant reading education. *Florida Journal of Educational Research*, 59(1), 268-282. <https://journals.flvc.org/fjer/article/view/133710>
- Mesa, M., Roehrig, A. D., Funari, C., Durtschi, S., **Ha, C.**, Rawls, E., & Davis, C. (2021). Preventing summer reading loss in a literacy rich environment with a culturally relevant curriculum. *Florida Journal of Educational Research*, 59(1), 252-267. <https://journals.flvc.org/fjer/article/view/133709>
- Ha, C.**, & Lee, S.-Y. (2019). Elementary teachers' beliefs and perspectives related to smart learning in South Korea. *Smart Learning Environments*, 6(3), 1-15. <http://doi.org/10.1186/s40561-019-0082-5>

Presentations

Refereed Paper/Roundtable Presentations at Conferences

- Meyer, J., Zieher, A., Bailey, C., Strambler, M., **Ha, C.**, Van Straten, A., Soeters, Z., Torv, L., & Cipriano, C. (2026, April). *Development of the Compass Checklist for Elementary Schools: A Teaching Tool to Scaffold Students' Social and Emotional Development*. Paper Submitted to the Annual Meeting of the National Council on Measurement in Education. Los Angeles, CA.
- Zieher, A., Bailey, C., Strambler, M., **Ha, C.**, Barnes, S., Meyer, J., Van Straten, A. & Cipriano, C. (2026, April). *Validation of the Compass Checklist: An Educator Observation Tool for Social and Emotional Pedagogy in Elementary Schools*. Paper Submitted to the Annual Meeting of the National Council on Measurement in Education. Los Angeles, CA.
- Barnes, S., Zieher, A., Bailey, C., Strambler, M., **Ha, C.**, & Cipriano, C. (2026, April). *Using the Compass Checklist to Support Social and Emotional Pedagogy: Implications Based on Generalizability Theory*. Paper Submitted to the Annual Meeting of the National Council on Measurement in Education. Los Angeles, CA.
- Ha, C.**, McCarthy, M., Strambler, M., & Cipriano, C. (presented 2025, April). *The Effects of Universal Social and Emotional Learning on Students' Academic Achievement: A Meta-analysis Study*. Symposium submitted to the American Educational Research Association Annual Meeting, Denver, CO. (International)
- Cipriano, C., **Ha, C.**, Zieher, A. (presented 2024, Sep.). *Understanding the Efficacy of Social and Emotional Learning Programs across Development: An Exploration of Stage-Environment Fit*. In Rimm-Kaufman, S. (Chair) What Matters at What Points in Development and Why? Examining students' social and emotional competence, teacher-student interaction quality, and social and emotional programming across grade bands in PreK to 12. Symposium submitted to the Society for Research on Educational Effectiveness Annual Meeting, Baltimore, MD. (International)
- Ha, C.**, McCarthy, M., Wood, M., Sehgal, K., Ahmad, E., & Cipriano, C. (presented 2024, Apr.). *Meta-analysis of the effects of USB SEL Programs for Marginalized Students in the United States*. Symposium submitted to the American Educational Research Association Annual Meeting, Philadelphia, PA. (International)

- Cipriano, C. & **Ha, C.** (presented 2024, Apr.). *Methodological Guidance Paper: Conducting a High-Quality Evaluation of an SEL Intervention*. Symposium submitted to the American Educational Research Association Annual Meeting, Philadelphia, PA. (International)
- Cipriano, C., Strambler, M., **Ha, C.**, Kirk Chang, M., Wood, M., Sehgal, K., McCarthy, M., Eveleigh, A., Zieher, A. K., & Chow, J. (presented 2024, Apr.). *The State of the Evidence for Social and Emotional Learning: A Contemporary Meta-Analysis of Universal School-Based SEL Interventions*. Symposium submitted to the American Educational Research Association Annual Meeting, Philadelphia, PA. (International)
- Rawls, E., Roehrig, A. D., Turner, J. E., Mesa, M. P., McClarey, M., Lewis, C., **Ha, C.**, Auman, P., Bertrand Jones, T., & Garri, D. (presented 2023, Apr.). *The Freedom School way: A model for intergenerational research training partnership among universities and Freedom Schools*. Paper submitted to the American Educational Research Association Annual Meeting, Chicago, IL. (International)
- Ha, C.**, Roehrig, A. D., Turner, J. E., Phillips, B. M., & Dennis, L. (presented 2023, Apr.). *Culturally relevant reading for equitable summer education of underserved students in elementary and middle schools*. Paper submitted to the American Educational Research Association Annual Meeting, Chicago, IL. (International)
- Cipriano, C., Naples, L.H., Zieher, A., Durlak, J., Strambler, M., Eveleigh, A., Wood, M., **Ha, C.**, Sehgal, K., Kirk Chang, M., Ponnock, A., Funaro, M., & Chow, J. (presented 2023, Mar.). *The state of evidence for social and emotional learning: A contemporary systematic review of universal school-based SEL interventions*. Paper submitted to the Society for Research in Child Development Annual Meeting, Salt Lake City, UT. (International)
- Pressley, T. & **Ha, C.** (presented 2022, Apr). *Returning to teaching during COVID-19: The role of administrators, self-Efficacy, and anxiety on burnout*. Symposium submitted to the American Educational Research Association Annual Meeting, San Diego, CA. (International)
- Ha, C.** (presented 2022, Apr). *Prosocial classroom climates for promoting students' social-emotional competencies and academic outcomes: A path model analysis*. Paper submitted to the American Educational Research Association Annual Meeting, San Diego, CA. (International)
- Ha, C.** (presented 2022, Apr). *Students' social and emotional development and academic achievement trajectories: A 3-year longitudinal study*. Paper submitted to the American Educational Research Association Annual Meeting, San Diego, CA. (International)
- Pressley, T. & **Ha, C.** (presented 2022, Apr). *The first month of teaching during a pandemic: Teacher stress and anxiety*. Paper submitted to the American Educational Research Association Annual Meeting, San Diego, CA. (International)
- Ha, C.** (presented 2021, Apr). *Social justice in child literacy: How family socioeconomic status influence on children's literacy development*. Paper submitted to the American Educational Research Association Annual Meeting, Virtual. (International)
- Ha, C.**, Hou, X., Nguyen, A. H., & Uchidiuno, J., O. (presented 2020, June). *Increasing children's knowledge of pattern detection and skip counting using a tablet-based math activity*. In Gresalfi, M. and Horn, I. S. (Eds.). *The Interdisciplinarity of the Learning Sciences*, Proceedings of the 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 3. Nashville, TN. International Society of the Learning Sciences. (pp. 1725-1726), ISSN: 1573-4552.
<https://doi.org/10.22318/icls2020.1725>
- Ha, C.** (presented 2020, Apr) *Can emotional intelligence be a clue improving elementary students' self-regulated learning strategies and science performance?* Paper submitted to the American

Educational Research Association Annual Meeting Annual Meeting, San Francisco, CA.
(Conference canceled due to COVID-19)

Roehrig, A. D., Craig, M., **Ha, C.**, & Freedom Schools Team. (presented 2019, December). *K-8 students' motivation to read in a culturally-relevant, literacy-focused summer camp*. Paper submitted to the Literacy Research Association Annual Meeting, Tampa, FL. (National)

Roehrig, A. D., Tani, N. Y., Talpau Joos, M., Diaz, J., Rawls, E., Turner, J. E., Davis, C., **Ha, C.**, Auman, P. & Hernandez, J. (presented 2019, November). *Developing researcher-identities with PURPOSE: Partners united for research pathways oriented to social justice in education*. Paper submitted to the Florida Educational Research Association Annual Meeting, St. Petersburg, FL. (Regional)

Mesa, M., Roehrig, A. D., Robinson, C., Davis, C., Durtschi, S., Funari, C., **Ha, C. Y.**, & Craig, M. (presented 2018, November). *Changes in children's reading skills, motivation, and prosocial beliefs following a culturally relevant summer camp*. Paper submitted to the Florida Educational Research Association Annual Meeting, St. Petersburg, FL. (Regional)

Ha, C. Y. & Lee, S. Y (presented 2018, April). *Teachers' belief and perspective on smart learning in South Korea*. Paper submitted to the American Educational Research Association Annual Meeting, New York, NY. (International)

Roehrig, A. D., Barnes, A., Chancy, C., Diaz, J., Grainer, M., **Ha, C. Y.**, Hayes, S., Matthews, T. A., Maxion, A., Mesa, M., Pan, Y., Pressley, T., Roberts, S., Robinson, S., Rawls, E., & Smittle, M. (presented 2017, November). *Reading is cool in Freedom School: Demonstrating a collaborative model for meaningful literacy engagement with underserved populations*. Paper submitted to the Florida Educational Research Association Annual Meeting, Cocoa Beach, FL. (Regional)

Referred Poster Presentations at Conferences

Chuter, C., **Ha, C.**, Li, L., Polanin, J., & Cipriano, C. (presented 2024, Sep.). *The Impact of Open Science Policy of Study Quality*. Poster submitted to the Society for Research on Educational Effectiveness Annual Meeting, Baltimore, MD. (International)

Sehgal, K., Ahmad, E., Wood, M., **Ha, C.**, Naples, L., & Cipriano, C. (presented 2022, Nov). *How are Students with Disabilities Represented in Universal School-based Social and Emotional Learning Interventions?*. Poster submitted to the Yale Postgraduate Association (YPGA) Symposium 2022. (University)

Wood, M., Sehgal, K., **Ha, C.**, & Cipriano, C. (presented 2022, Nov). *Understanding Prosocial Emotions and Burnout: A Cross-Cultural Replication of Educators*. Poster submitted to the Yale Postgraduate Association (YPGA) Symposium 2022. (University)

Ha, C. (presented 2021, May). *Teachers' well-being in the online teaching and learning contexts during the out-of-school time (COVID-19 pandemic)*. Poster submitted to the Association for Psychological Science Annual Meeting, Virtual. (International)

Ha, C. & Sun, C. (presented 2021, Apr). *Game-based learning (GBL) on learning motivation and science achievement in K-12 education: Robust meta-analysis study*. Poster submitted to the American Educational Research Association Annual Meeting, Virtual. (International)

Ha, C. (presented 2020, Nov). *Students' social and emotional development and academic achievement: 3-year longitudinal study*. Poster submitted to the Psychonomic Society Annual Meeting, Virtual meeting (International). The conference was transferred to the virtual meeting due to COVID-19.

- Ha, C.** (presented 2020, Nov). *Effects of students' self-regulated learning strategies on math achievement: with hierarchical linear modeling*. Poster submitted to the Psychonomic Society Annual Meeting, Virtual meeting (International). The conference was transferred to the virtual meeting due to COVID-19.
- Ha, C. & Roehrig, A. D.** (presented 2020, May). *The contribution of students' prosocial efficacy to children's reading motivation and summer reading performance*. Poster submitted to the Association for Psychological Science Annual Meeting, Chicago, IL. (International). The conference was transferred to the virtual showcase due to COVID-19.
- Ha, C. & Zhang, Q.** (presented 2020, May). *Analyzing elementary students' learning motivation aspects and their literacy achievement with multilevel linear modeling*. Poster submitted to the Association for Psychological Science Annual Meeting, Chicago, IL. (International). The conference was transferred to the virtual showcase due to COVID-19.
- Huh, I. & Ha, C.** (presented 2020, Feb). *Elementary students' science beliefs and science achievement: Analysis of structural equation modeling using TIMSS 2015 data in the United States*. Poster submitted to the Eastern Educational Research Association Annual Meeting, Orlando, FL. (Regional)
- Ha, C. & Roehrig, A. D.** (presented 2019, August). *Students' social and emotional experiences in the classroom and their changes in prosocial efficacy*. Poster submitted to the American Psychological Association Annual Meeting, Chicago, IL. (International)
- Ha, C.** (presented 2019, August). *The effects of emotional intelligence and self-regulated learning on students' academic performance*. Poster submitted to the American Psychological Association Annual Meeting, Chicago, IL. (International)
- Ha, C. & Roehrig, A. D.** (presented 2019, May). *How the social and emotional experiences of Freedom Schools (FS) students impact their summer camp outcomes*. Poster submitted to the Association for Psychological Science Annual Meeting, Washington, DC. (International)
- Roehrig, A. D., Clemons, K. M., Mesa, M., Ha, C., Durtschi, S., Funari, C. & Norris, K.** (presented 2018, April). *The fierce urgency of now: Children's Defense Fund Freedom Schools and culturally relevant pedagogy*. Poster submitted to the American Educational Research Association Annual Meeting, New York, NY. (International)
- Ha, C.** (presented 2013, May). *The science class design for team-based learning*. Poster submitted to the Korean Society for Educational Technology Annual Meeting, Seoul, Korea. (National)

Teaching

Teaching Experiences

2020 – 2022	Course Instructor, Educational Psychology: Developing Learners (EDF4210), College of Education, Florida State University. (In-person, Synchronous online, and Asynchronous online classes)
2016 – 2020	Lab Manager (PSY4910 & PSY4920), Teachers' Quality Lab, Learning and Cognition, Educational Psychology & Learning Systems, Florida State University.
2008 – 2016	Public Elementary School Teacher, Department of Education, South Korea.

Invited Talks

Learning and Cognition Colloquium, College of Education, Florida State University	2022
Guest Lecture, Department of Psychology at Christopher Newport University	2021
Learning and Cognition Colloquium, College of Education, Florida State University	2020

Academic Society and Professional Certificates

Current Membership in Professional Organizations

American Educational Research Association (AERA)
Association for Psychological Science (APS)
American Psychological Association (APA)
Society for Research in Child Development (SRCD)

Service

The Profession

Journal Editorial Board Member

2024 – 2027 Journal Social and Emotional Learning: Research, Practice, and Policy

Guest Editor for Journal Special Issue

2025 Journal of Social and Emotional Learning: Research, Practice, and Policy. Special Issue: *Integrating Social, Emotional, and Academic Learning: Knowledge, Innovation, and Transformation* (Guest Editors: Drs. Sara Rimm-Kaufman, Cheyeon Ha, Sophia Hwang, Helen Watt)

Invited Reviewer for Grants/Awards

The U.S. Department of Education (DOE) Grant Review
The U.S. National Science Foundation (NSF) Grant Review
Society for Research in Child Development (SRCD) Small Grants Program Review
Association for Psychological Science (APS) Student Research Award of the RISE (Researching Injustice and Social Equality)

Invited Reviewer for Refereed Journals

Asia Pacific Education Review | *BMC Medical Education* | *Child Development* | *Cogent Psychology* |
Developmental Science | *Educational Researcher* | *Journal of Educational Psychology* |
Journal of Research in Reading | *Journal of Technology in Behavioral Science* |
Learning and Individual Differences | *Learning and Instruction* | *Oxford Review of Education* |
Personality and Individual Differences | *Psychology in the Schools* | *School Psychology* |
School Mental Health | *Smart Learning Environments* | *Social Psychology of Education* |

*Social and Emotional Learning, Research, Practice, and Policy | Social Sciences |
Teaching and Teacher Education |*

Reviewer for Professional Organization Annual Meetings

Society for Research on Educational Effectiveness (SREE) Annual Meeting

American Educational Research Association (AERA) Annual Meeting: Division C, Learning and Instruction: Learning and Motivation in Social and Cultural Contexts & Small Interest Group- Social and Emotional Learning (SIG #170)

Association for Psychological Science (APS) Annual Meeting

American Psychological Association (APA) Annual Meeting: Division 7: Developmental Psychology & Division 15: Educational Psychology

University

2022 – 2023	Charter Committee Member, Yale Center for Emotional Intelligence, Yale University
2018 – 2022	PURPOSE (Partners United for Research Pathways Oriented to Social Justice in Education) Peer Mentor, Florida State University & Florida Agricultural and Mechanical University
2021	Graduate Representative Member, Learning & Cognition Faculty Search Committee, Florida State University
2016 – 2020	Learning and Cognition Colloquium Coordinator, Learning & Cognition, Department of Educational Psychology & Learning Systems, Florida State University
2016 – 2020	Assistant Program Coordinator, Learning & Cognition, Department of Educational Psychology & Learning Systems, Florida State University
2016 – 2019	UROP (Undergraduate Research Opportunity Program) Peer Mentor, Florida State University