

Curriculum Vitae
Lindsay Bell Weixler
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EDUCATION

University of Michigan, Ann Arbor, MI
Ph.D., Developmental Psychology; M.A., Statistics; 2012
Advisor: Frederick Morrison, Ph.D.

- Dissertation: *The Growth of Executive Function in Children: Contributions of Schooling and Culture*
 - Designed a cross-cultural study to examine classroom environments and cognitive development in Chinese and U.S. children.
 - Collaborated with school district officials, principals, and teachers in order to successfully and safely assess and observe children at school.
 - Secured funding from multiple competitive grants to finance the project; managed the budget and expenditures.
 - Managed a team of eight undergraduate research assistants; supervised two honors theses.
 - Created a dataset and used multiple statistical programs to manage and analyze the data.
 - Preparing a manuscript describing the results to submit for publication.
- Reading First Evaluation, *Graduate Student Researcher*
 - Used state-collected data to evaluate the effectiveness of the Reading First program as implemented in a large urban district.
 - Equated scores on two different state reading assessments using Item Response Theory.
 - Results used in a report informing the district of the impact of Reading First.

Newcomb College, Tulane University, New Orleans, LA
B.S., Psychology, *summa cum laude*, 2005
Advisor: Janet Ruscher, Ph.D.
Thesis: *Differential Feedback in Cross-Race Settings*

PROFESSIONAL EXPERIENCE

Georgetown University Department of Psychology, Visiting Researcher, Spring 2014

- Collaborating with an assistant professor to explore policy-relevant research questions using nationally representative datasets.
- Receiving training in advanced statistical techniques, including propensity-score matching and regression discontinuity.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Presidential Management Fellow, 2012 – present

- Develop and refine Department policies, budget proposals, and research agendas as part of cross-office and cross-agency collaborative efforts.
- Evaluate and monitor child development and education research for the Department's use in policy development, public communications, and senior leadership briefings.
- Conduct analyses of administrative and program data, present findings to Department leadership, and prepare datasets and summaries for public release.
- Brief Secretary and other Department officials on issues related to early childhood development and non-cognitive skills.
- Collaborate with communications office to draft public statements on the Department's policies and programs.

University of Michigan, Ann Arbor, MI, *Graduate Student Instructor*, 2008 – 2011

- Teaching assistant for three graduate statistics courses.
 - Instructed students on basic and advanced statistical methods.
 - Guided students on using statistical software packages and analyzing a subset of data from the Early Childhood Longitudinal Study, a large national dataset.
 - Supervised and evaluated students' analyses, research projects, and final reports.
- Teaching assistant for three undergraduate introductory psychology courses.
 - Led weekly discussions of course materials and relevant research articles.
 - Evaluated students' understanding of course content.

University of Michigan Department of Psychology, *Statistical Consultant*, 2009 – 2011

- Consulted undergraduate and graduate students on data analysis and interpretation.
- Instructed undergraduate honors students on study design and analytic techniques.

KIPP New Orleans Schools, New Orleans, LA, *Program Assistant*, 2008

- Assisted a school leader in opening a new charter school in Central City.
- Enrolled over 50 students for school and evaluated curricula for classroom use.

Teach For America, New Orleans, LA, *Teacher*, 2005 – 2007

- Taught over 150 sixth-grade mathematics and social studies students at Lusher Charter School using cooperative learning activities, differentiated instruction, and objective-driven lessons.
- Achieved an average of 91% mastery of grade-level objectives for mathematics students.
- Received Level I teacher certification in secondary mathematics.

AWARDS AND HONORS

Presidential Management Fellow, U.S. Department of Education, 2012-present

Rackham Pre-doctoral Fellow, Rackham Graduate School, University of Michigan, 2011-2012

Runner-up, Elizabeth M. Koppitz Fellowship, American Psychological Foundation, 2010

Honorable Mention, Graduate Research Fellowship, National Science Foundation, 2009

Rosa Cahn Hartman Prize for Psychology, Department of Psychology, Tulane University, 2005

Sally Reed Atkins Award for Excellence in the German Language, Tulane University, 2005

Phi Beta Kappa, Tulane University, 2005

Distinguished Scholars' Award, Tulane University, 2001-2005

COMPETITIVE GRANTS

Rackham Pre-Doctoral Fellowship (\$28,200). Funded by Rackham Graduate School, U. of Michigan, 2011-2012. "The Growth of Executive Function in Children: Contributions of Schooling and Culture."

Rackham Graduate Student Research Grant (\$3000). Funded by Rackham Graduate School, U. of Michigan, 2011-2012. "The Growth of Executive Function in Children: Contributions of Schooling and Culture."

Pillsbury Award (\$1000). Funded by the Department of Psychology, U. of Michigan, 2011-2012. "The Growth of Executive Function in Children: Contributions of Schooling and Culture."

Small Scale Project Grant (\$14,996). Jointly funded by the Office of the Vice President for Research, the College of Literature, Science, and the Arts, and the Department of Psychology, University of Michigan, 2010-2011. "The Growth of Executive Function in Children: Contributions of Schooling and Culture." Co-principal Investigator with F. Morrison.

Joint Agreement Grant (\$10,000). Jointly funded by the Center for Human Growth and Development, University of Michigan, and the Chinese Academy of Sciences, 2010-2011. “Growth of Executive Function in Children: Contributions of Schooling and Culture.” Co-principal Investigator with F. Morrison.

Elizabeth M. Koppitz Fellowship, Runner-Up Award (\$2000). Funded by the American Psychological Foundation, 2010-2011. “The Growth of Executive Function in Children: Contributions of Schooling and Culture.”

QUANTITATIVE AND METHODOLOGICAL TRAINING

Quantitative Coursework, University of Michigan

- Hierarchical Linear Modeling, *Institute for Social Research*
- Structural Equation Modeling, *Department of Psychology*
- Evaluation of Educational Programs, *School of Education*
- Categorical Data Analysis, *Department of Biostatistics*
- Non-parametric Statistics, *Department of Biostatistics*
- Linear Regression, *Department of Statistics*
- Applied Multivariate Analysis, *Department of Statistics*
- Statistical Methods, *Department of Psychology*
- Multivariate Statistics, *Department of Psychology*
- Probability Theory, *Department of Biostatistics*
- Statistical Inference, *Department of Biostatistics*

Methodology Workshops

- Multilevel and Mixed Models Using Stata, *2012 StataCorp Public Training Course*
- Multilevel Structural Equation Modeling, *2012 Developmental Methodology Meeting of the Society for Research on Child Development (SRCD)*
- Bayesian Estimation, *2012 Developmental Methodology Meeting, SRCD*
- Missing Data Estimation, *2011 Biennial Meeting, SRCD*
- Cross-Cultural Methods, *2011 Biennial Meeting, SRCD*
- Advancing Evidence-Based Policy, *2009 Biennial Meeting, SRCD*

SKILLS

Proficient in the use of Microsoft Office software and in multiple statistical packages, including Stata, SPSS, HLM, MPlus, and R.

PAPERS AND PUBLICATIONS

Weixler, L. Bell, Li, S., & Morrison, F. J. (in preparation). The contributions of socioeconomic status and preschool attendance to executive functioning in Chinese and American children.

Ponitz, C. C., Brock, L. L., Murrah, W., **Bell, L. H.**, Worzalla, S. L., Grissmer, D., & Morrison, F. J. (2012). Fine motor skills and executive function both contribute to kindergarten achievement. *Child Development, 83*(4), 1229-1244.

Ruscher, J. B., Wallace, D. L., Walker, K. M., & **Bell, L. H.** (2010). Constructive feedback in cross-race interactions. *Group Processes & Intergroup Relations, 13*(5), 603-619.

CONFERENCE PRESENTATIONS

- Bell, L. H.,** Ngan, N. W. L., Li, S., & Morrison, F. J. (2012, April). *Associations between teachers' feedback and children's inhibition development in Chinese and American kindergartners.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Bell, L. H.,** Li, S., & Morrison, F. J. (2011, July). *Executive functioning and academic skills in Chinese and American kindergartners.* Poster presented at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.
- Bell, L. H.,** & Morrison, F. J. (2011, April). The growth of self-regulation in kindergarten: Instructional predictors. In S. L. Worzalla (Chair), *Exploring home and school variables that shape executive function development in early childhood.* Symposium conducted at the biennial meeting of the Society for Research on Child Development, Montreal, Quebec, Canada.
- Bell, L. H.,** & Morrison, F. J. (2011, April). *Classroom predictors of executive function growth in kindergartners.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Bell, L. H.,** & Morrison, F. J. (2011, April). *The effects of disruption on academic task performance in kindergartners.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Kim, M., **Bell, L. H.,** & Morrison, F. J. (2011, April). *Math in kindergarten classrooms: Effects of children's executive functioning and instruction on early math achievement.* Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.
- Bell, L. H.,** & Morrison, F. J. (2010, April). Fine motor instruction as a classroom predictor of children's mathematics achievement. In **L. H. Bell** (Chair), *Motor skills, executive function, and mathematics in the context of early schooling.* Symposium conducted at the biennial meeting of the Conference on Human Development, New York, NY.
- Bell, L. H.,** Cortina, K., & Carlisle, J. (2009, June). *Comparing reading comprehension across different measures: Equating TerraNova and ITBS scores using item response theory and regression.* Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Bell, L. H.,** Connor, C. M., Glasney, S., & Morrison, F. J. (2009, April). *Interactions between self-regulation and classroom interruptions: Predicting reading comprehension growth.* Poster presented at the biennial meeting of the Society for Research on Child Development, Denver, CO.
- Morrison, F. J., **Bell, L. H.,** & Skibbe, L. (2009, April). The effect of schooling on children's early literacy and mathematics skills during preschool and kindergarten. In T. H. Carr (Chair), *Social scaffolding of beginning mathematics and literacy: Getting young children off to a good start.* Symposium conducted at the biennial meeting of the Society for Research on Child Development, Denver, CO.
- Bell, L. H.,** Connor, C. M., Glasney, S., & Morrison, F. J. (2008, July). *The impact of classroom interruptions on literacy skill growth.* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Ruscher, J. B., Walker, K. M., & Bell, L. H. (2006, January). *Quality and style of cross-race performance feedback depends upon dual concerns of accountability and appearing nonprejudiced*. Poster presented at the Society for Personality and Social Psychology, Palm Springs, CA.

MENTORING

Interns, U.S. Department of Education

- Bohrs, Katharine. (2013). Undergraduate, George Washington University.
- Parsons, Kelly. (2013). Graduate student, University of Michigan.
- Oleson, Samantha (2013). Undergraduate, Carnegie Mellon University.
- Macfarlane, Claire (2012-13). Undergraduate, George Washington University.

Honors Thesis Students, University of Michigan

- Schafrann, Sara. (2012). The effect of disruptions in classrooms serving students with and without special needs.
- Wojewoda, Elise. (2012). Classroom management strategies and executive function development: A cross-cultural comparison between U.S. and Chinese kindergarten classrooms.
- Ngan, Wei-Lam. (2011). The differences in children's behaviors between Chinese and American classrooms.

Independent Study Students, University of Michigan

- Fang, Fu-Fen. (2011). How do routines relate to EF skills?
- Gutmann, Rebecca. (2010). Investigating gender differences in post-disruption behavior among kindergarteners.
- Newberg, Ann. (2010). Family size and birth order effects on academic achievement and self-regulation from preschool through first grade.
- Ngan, Wai-Lam. (2010). Could disruptions affect kindergartners' academic growth?
- Schafrann, Sara. (2010). Cultural differences in teachers' evaluations of children's classroom behavior.
- Wojewoda, Elise. (2010). The interaction of classroom management and self-regulation in predicting literacy growth.
- Nowaczyk, Lindsay. (2009). Studying the relationship between classroom disruptions and their effects on literacy skills in kindergarten students.
- Wojewoda, Elise. (2009). Classroom effects on student achievement: Instruction and disruptions in kindergarten.

PROFESSIONAL AND COMMUNITY SERVICE

- **Mentor**, Higher Achievement Afterschool Academy, 2012-present
- **Office Coordinator**, 2012 Combined Federal Campaign
- **Curriculum Committee**, Developmental Psychology, University of Michigan, 2010-2012
- **Midwest Alumni Advisory Board**, Teach For America, 2010-2011
- **Preliminary Examination Committee**, Developmental Psychology, University of Michigan, 2009-2010

REFERENCES

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