

## Leigh McLean

### Curriculum Vitae

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Center for Research on Educational and Social Policy  
School of Education  
University of Delaware  
125 Academy Street  
Newark, DE 19716

### Academic Preparation

- 2015      Ph. D., Developmental Psychology, Arizona State University, Tempe, AZ.
- 2012      M.S., Developmental Psychology, Florida State University, Tallahassee, FL.
- 2010      B.S., Human Development and Family Sciences/Early Childhood Development and Education, Oregon State University, Corvallis, OR.

### Professional Appointments

- 2/2022 to present      Assistant Research Professor, Center for Research on Educational and Social Policy, School of Education, University of Delaware, Newark, DE.
- 7/2018 to 2/2022      Assistant Research Professor, School of Social and Family Dynamics/Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ.
- 8/2015 to 6/2018      Post-Doctoral Research Associate, School of Social and Family Dynamics, Arizona State University, Tempe, AZ.
- 8/2010 to 7/2015      Graduate Research Assistant, Department of Psychology, Florida State University, Tallahassee, FL (2010 to 2012), Department of Psychology, Arizona State University, Tempe, AZ (2012 to 2015), PI Dr. Carol Connor.

### Fellowships, Honors & Awards

- 02/2022      Research Institute for Implementation Science in Education (RIISE) Fellowship. School Mental Health Assessment, Research & Training Center

(SMART). University of Washington, Seattle, WA.

- 03/2020 Nominee: College of Liberal Arts and Sciences (CLAS) Teaching Award. Arizona State University, Tempe, AZ.
- 8/2010 to 12/2012 IES Pre-Doctoral Interdisciplinary Research Training (PIRT) Fellowship. U.S. Department of Education, Institute of Education Sciences, Florida State University/Florida Center for Reading Research, Tallahassee, FL.

## Research & Scholarship

### Funded Grants

- McLean, L. (PI)**, Youngs, P., Jones, N., & Kelcey, B. Supplement: The Impacts of Preservice Supervised Field Experiences on Elementary Mathematics Teachers' Retention and Effectiveness. National Science Foundation, Supplemental Funding for Postdoctoral Researchers to Mitigate COVID-19 Impacts on Research Career Progression, 2 years, \$250,000.
- McLean, L. (PI)**, Youngs, P., Jones, N., & Kelcey, B. The Impacts of Preservice Supervised Field Experiences on Elementary Mathematics Teachers' Retention and Effectiveness. National Science Foundation, EHR Core Research Program, Track 1/Level 2, 3 years, \$1,500,000, July 2021 to June 2024.
- McLean, L. (PI)**, Fabes, R.A., Ruzek, E., Grimm, K., Abry, T. & Jimenez, M. Exploring Elementary Teachers' Feelings, Beliefs and Effectiveness across Mathematics, Science and Literacy. U.S. Department of Education, Institute of Education Sciences, Education Research Grants/Effective Teachers and Effective Teaching, Goal 1, 4 years, \$1,400,000, July 2018 to June 2024 (timeline extended due to COVID).

### Grant Proposals in Submission/Preparation

- McLean, L. (PI)**, Youngs, P., Jones, N., & Kelcey, B. Preparing Elementary Mathematics Teachers for Culturally Responsive Teaching: Connections to Student and Teacher Outcomes. National Science Foundation, Robert Noyce Teacher Scholarship Program, Track 4: Noyce Research Projects, 4 years, \$1,000,000, July 2023 to June 2027.
- McLean, L. (PI)**, Youngs, P., Jones, N., & Kelcey, B. Preparing Elementary Teachers for Culturally Responsive Teaching: Connections to Student and Teacher Outcomes. U.S. Department of Education, Institute of Education Sciences, Exploration, 4 years, \$1,700,000, July 2023 to June 2027.

**McLean, L. (PI).** BCSER: Investigating Relations Among Elementary Teachers' Mathematics Emotions and Beliefs, Mathematics Instructional Practices and Students' Mathematics Achievement. National Science Foundation, Building Capacity for STEM Education Research Program, Individual Investigator Award, 3 years, \$350,000, October 2022 to September 2025.

**McLean, L. (PI),** Jennings, T., & May, H. Developing and Testing a Novel Teacher Induction Program using the CARE for Teachers Framework. U.S. Department of Education, Institute of Education Sciences, Development & Innovation, 4 years, \$2,000,000, July 2023 to June 2027.

### **Publications (h-index: 11)**

**McLean, L.,** & Sandilos, L. (in press). Teachers' Well-Being: Sources, Implications, and Directions for Future Research. In T. L. Good & M. McCaslin (Eds.), Educational Psychology Section: D. Fisher (Ed.), *Routledge Encyclopedia of Education (Online)*. Taylor & Francis: New York.

McLean, M. E., **McLean, L.,** McLean-Holden, A. C., Campbell, L., Horner, A., Kulkarni, M. L., Melville, L., Fernandez, E. A. (2021). Inter-Physician Weight Bias: A Cross-Sectional Observational Survey Study to Guide Implicit Bias Training in the Medical Workplace. *Academic Emergency Medicine*.

**McLean, L.,** Sparapani, N., Connor, C.M., & Day, S.L. (2020). Students' Problem Behaviors and Teacher Warmth/Responsiveness as Factors Influencing First Graders' Classroom Instructional Experiences. *Contemporary Educational Psychology*.

**McLean, L.,** Abry, T. Taylor, M., & Gaias, L. M. (2020). The Influence of Adverse Classroom and School Experiences on First Year Teachers' Mental Health and Career Optimism. *Teaching and Teacher Education*.

Taylor, M., **McLean, L.,** Bryce, C., Abry, T., Granger, K. (2019). The Influence of Multiple Life Stressors in Teacher Training on Burnout and Career Optimism in the First Year of Teaching. *Teaching and Teacher Education*.

**McLean, L.,** Taylor, M., & Jimenez, M. (2019). Career-Choice Motivations in Teacher Training as Predictors of Burnout and Career Optimism in the First Year of Teaching. *Teaching and Teacher Education*, 85, 204-214.

Sparapani, N.E., Connor, C.M., Day, S.L., Wood, T., Ingebrand, S.W., **McLean, L.** & Phillips, B. (2018). Profiles of Foundational Learning Skills among First Graders. *Learning and Individual Differences*, 70, 216-227.

- McLean, L.**, Abry, T., Taylor, M., & Connor, C.M. (2018). Associations among Teachers' Depressive Symptoms and Students' Classroom Instructional Experiences in Third Grade. *Journal of School Psychology, 69*, 154-168.
- Sparapani, N., Connor, C. M., **McLean, L.**, Wood, T., Toste, J., & Day, S. (2018). Direct and Reciprocal Effects among Social Skills, Vocabulary, and Reading Comprehension in First Grade. *Contemporary Educational Psychology, 53*, 159-167.
- McLean, L.**, & Connor, C. M. (2018). Challenges, Benefits, and Considerations When Conducting Classroom Video Observation Research. *SAGE Publications Ltd.*
- McLean, L.**, & Connor, C. M. (2017). Relations between Third Grade Teachers' Depressive Symptoms and their Feedback to Students, with Implications for Student Mathematics Achievement. *School Psychology Quarterly, 33*(2), 272.
- McLean, L.**, Abry, T.A., Taylor, M., Jimenez, M. & Granger, K. (2017). Teachers' Mental Health and Perceptions of School Climate across the Transition from Training to Teaching. *Teaching and Teacher Education, 65*, 230-240.
- Connor, C. M., Day, S. L., Phillips, B., Sparapani, N., Ingebrand, S. W., **McLean, L.**, Barrus, A. and Kaschak, M. P. (2016). Reciprocal Effects of Self-Regulation, Semantic Knowledge, and Reading Comprehension in Early Elementary School. *Child Development, 87*(6), 1813–1824.
- McLean, L.**, Sparapani, N., Toste, J. & Connor, C.M. (2016). Classroom Quality as a Predictor of First Grader's Time in Non-Instructional Activities and Literacy Achievement. *Journal of School Psychology, 56*(3), 45-58.
- McLean, L.**, & Connor, C. M. (2015). Depressive Symptoms in Third-Grade Teachers: Relations to Classroom Quality and Student Achievement. *Child Development, 86*(3), 945-954.
- Connor, C. M., Radach, R., Vorstius, C., Day, S. L., **McLean, L.**, & Morrison, F. (2015). J. Individual Differences in Fifth Graders' Literacy and Academic Language predict Comprehension Monitoring Development: An Eye-Movement Study. *Scientific Studies of Reading, 19*(2), 114-134.
- Connor, C.M., Spencer, M., Day, S.L., Giuliani, S., Ingebrand, S.W., **McLean, L.**, & Morrison, F.J. (2014). Capturing the complexity: Content, type, and amount of instruction and quality of the classroom learning environment synergistically predict third graders' vocabulary and reading comprehension outcomes. *Journal of Educational Psychology, 106*(3), 762-778.

### **Papers in Submission/Preparation**

**McLean, L.,** Bryce, C., & Johnson, B. (under review). Elementary Teachers' Well-Being Prior to and 18 Months After COVID-19 School Closures, with a Focus on Early-Career and BIPOC Educators. *Sage Open*.

**McLean, L.,** Espinoza, P., Janssen, J., Jimenez, M. & Lindstrom-Johnson, S. (under review). Relations Between Fourth Grade Teachers' Content-Area Enjoyment and Students' Engagement in Literacy, Mathematics, and Science. *Contemporary Educational Psychology*.

**McLean, L.** & Taylor, M. (under review). The Role of Resilience in Beginning Teachers' Perceptions of Themselves and their Students. *Journal of School Psychology*.

Bryce, C., **McLean, L.,** Granger, K., Fraser, A. & Espinoza, P. (under review). Preliminary Investigation of Teachers' Work-related Well-being, Hope, and Colleague Support during the COVID-19 Pandemic. *Teaching and Teacher Education*.

Toste, J. R., **McLean, L.,** Peng, P., Didion, L. A., Filderman, M. J., Sparapani, N., & Connor, C. M. (under review). Do teacher perceptions of students' academic and behavioral skills influence time spent in small-group reading instruction? *Elementary School Journal*.

**McLean, L.,** Espinoza, P., Janssen, J., Jimenez, M. & Lindstrom-Johnson, S. (under review). Differential Effects of Teacher Anxiety on Student Anxiety across Content Areas and Student Groups in Fourth Grade. *Journal of Educational Psychology*.

## Conference Activity

### Panels Presented

2022 Under Review: Examining The Implications of The COVID-19 Pandemic on the Mental Health of Educators from Underserved Groups. (*Panelist, Organizer*). Society for Research in Educational Effectiveness, Arlington, VA, September 21-24, 2022.

### Papers Presented

2022 Under Review: Relations Between Fourth Grade Teachers' Content-Area Enjoyment and Students' Engagement in Literacy, Mathematics, and Science (*Presenting Author, Chair*). Symposium: Examining the Development of Content-Area Anxiety Among Students from Underserved Groups: Antecedents and Implications. Society for Research in Educational Effectiveness, Arlington, VA, September 21-24, 2022.

2021 Associations among Fourth-Grade Teachers' Mental Health and Students' Engagement across Learning Contexts (*Presenting Author*). Symposium: Teacher Wellbeing and Young Children's Classroom Experiences: Exploring Evidence from the Early Grades. Society for Research in Child Development, Remote Conference, April 7-9, 2021.

- 2020 Exploring Fourth Grade Teachers' Feelings & Beliefs for Math as Predictors of Students' Math Engagement (*Presenting Author*). Symposium: Can Teacher Knowledge, Attitudes, and Beliefs Explain Changes in Student Mathematics Learning and Engagement? American Educational Research Association, San Francisco, CA, April 17-21, 2020. \*Conference cancelled due to COVID-19
- 2018 Associations among Teachers' Depressive Symptoms and Students' Classroom Instructional Experiences in Third Grade (*Presenting Author, Chair*). Symposium: The Influence of Teachers' Psychological Characteristics on Young Students' Classroom Experiences and Outcomes. American Educational Research Association, New York, NY, April 13-17.
- 2018 Teachers' Mental Health and Perceptions of School Climate across the Transition from Training to Teaching (*Presenting Author*). Symposium: Teachers' Mental Health and Psychological Well-Being Across Contexts. American Educational Research Association, New York, NY, April 13-17.
- 2014 Effects and Feasibility of a Technological Literacy Intervention on Preschooler's Literacy Skills (*Presenting Author*). Society for the Scientific Study of Reading, Santa Fe, NM, July 16-19.

### **Posters Presented**

- 2020 Poster presentation: Exploring Relations among Teachers' and Students' Feelings, Beliefs, and Experiences in Math, Science, and Literacy (*Presenting Author*). Poster, IES Principal Investigators Meeting, Washington, D.C., January 9-10, 2020.
- 2019 Student Behavior and Teacher Warmth/Responsiveness as Factors Influencing First Graders' Classroom Instructional Experiences (*Presenting Author*). Society for Research in Child Development, Baltimore, MD, March 21-23.
- 2015 Classroom Quality as a Predictor of First Grader's Time in Non-Instructional Activities and Literacy Achievement (*Presenting Author*). Society for the Scientific Study of Reading, Kona, HI, July 15-18.
- 2012 The Influence of First Grade Students' Internalizing and Externalizing Behaviors on their Classroom Instructional Experiences (*Presenting Author*). Society for the Scientific Study of Reading, St. Petersburg, FL., July 11-14.
- 2011 Differences in Types/Amounts of Instruction applied to Students with Problematic Behavior vs. their Typically and Exceptionally-Behaved Peers (*Presenting Author*). Society for Research on Educational Effectiveness, Washington, D.C., March 3-5.

### **Technical Reports & Products**

Taylor, M., **McLean, L.** (2018). The Readiness Basket: Strengthening Families and Supporting Caregivers; Year 2 Report. The LINK Enterprise, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Taylor, M., **McLean, L.** (2017). The Readiness Basket: Strengthening Families and Supporting Caregivers; Year 1 Report. The LINK Enterprise, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Jimenez, M., **McLean, L.**, Taylor, M., & Alexander, B. (2017). Creating Connected Classrooms: An Online Professional Development Course for the Support of Social/Emotional Competencies in Early Education Classrooms. T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

### **Consulting Work**

1/2019 to 1/2021 Study Design, Methodology, and Psychometric Consultant. The Physician Weight Bias Project, St. Johns Riverside Hospital, Yonkers, NY.

### **Teaching Experience**

#### **Online courses**

Research Methods (Spring 2021, Summer 2021)

#### **In-person courses**

Introduction to Parenting (Spring 2017, Spring 2019, Fall 2019, Fall 2020, Spring 2021)

Supervised Undergraduate Research Experience (Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021)

Developmental Psychology (Spring 2015)

#### **Invited Talks**

06/16/2021 SSFD Funded Project Showcase Panel. Summer Undergraduate Program for Engaging with Research. School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

- 05/19/2021 Conducting Research in Early and Middle Childhood Panel. Summer Undergraduate Program for Engaging with Research. School of Social and Family Dynamics, Arizona State University, Tempe, AZ.
- 04/21/2021 A Positive Psychology Approach to Fostering Real-World Connections in the Classroom. Collegial Conversations Series, School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

## **Service**

### **Service to Department/University**

- 02/2020 to 06/2020 Research Advancement Best Practices Committee, School of Social and Family Dynamics, Arizona State University, Tempe, AZ.
- 08/2020 to present Non-Tenure-Track Personnel Committee, School of Social and Family Dynamics, Arizona State University, Tempe, AZ.
- 1/2020 to 3/2020 SSFD Director Search, School of Social and Family Dynamics, Arizona State University, Tempe, AZ.
- 10/2019 SSFD Visioning Exercises, School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

### **Peer Review Activities**

*American Educational Research Journal*, 2016 to present

*Child Development*, 2015 to present

*Educational Researcher*, 2017 to present

*Journal of Educational Psychology*, 2015 to present

*Learning and Individual Differences*, 2016 to present

*Review of Educational Research*, 2016 to present

*Teaching and Teacher Education*, 2018 to present

## **Professional Affiliations**

American Psychological Association (APA), 2016 to present

Society for Research in Child Development (SRCD), 2014 to present

American Educational Research Association (AERA), 2012 to present

Society for Research in Educational Effectiveness (SREE), 2010 to present

### **Professional Development & Training**

2021 What Works Clearinghouse Group Design Standards Online Training, <https://ies.ed.gov/ncee/wwc/onlinetraining>

2021 Inclusive Teaching Strategies Webinar Series, Arizona State University, Tempe, AZ.

2020 National Center for Faculty Development & Diversity 14-day Writing Challenge, Online Academic Writing Workshop.

2018 Master Class for Teaching Online, Arizona State University, Tempe, AZ.

2017 Virginia Education Science Training Workshop: Unpacking Teacher Effectiveness in the Context of IES Funded Proposals, University of Virginia, Charlottesville, VA.

2016 American Psychological Association Advanced Training Institute on Structural Equation Modeling in Longitudinal Research, Arizona State University, Tempe, AZ.

2014 Advanced Statistical Methods for Salivary Bioscience Research, Institute for Interdisciplinary Salivary Bioscience Research, Arizona State University, Tempe, AZ.

2013 Introductory Training in Salivary Bioscience Research, Institute for Interdisciplinary Salivary Bioscience Research, Arizona State University, Tempe, AZ.

### **Media Coverage**

03/2022 Article: Don't Forget the Adults: How Schools and Districts can Support Educator Mental Health. *Education Week*.

09/2021 Podcast Episode: Doctors are Doctors So Why Would It Be, You and I Should Get Along So Awfully, *The Skeptics' Guide to EM*

09/2021 Journal Press Release: Inter-physician weight bias: A cross-sectional observational survey study to guide implicit bias training in the medical workplace, *Academic Emergency Medicine*

- 05/2021 Blog Post: Copy, Paste, Transpose: Math Anxiety is More Common than You Think, *Inside IES Research; Notes from NCER & NCSE*
- 06/2018 Article: Teachers with Depressive Symptoms May Spend Less Time Directing Students, *Education Week*
- 02/2015 News Segment Teachers and Depression, *The Today Show*
- 02/2015 Article: Teacher Depression May Affect Child Learning, *Reuters Health News*
- 02/2015 Article: Depression in Teachers Impacts Classroom Learning, *LiveScience*
- 02/2015 Journal Press Release: Depressive Symptoms in Third-Grade Teachers: Relations to Classroom Quality and Student Achievement, *Child Development*