

Jessica Min Namkung
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Newark, DE 19716
jnamkung@udel.edu

ACADEMIC POSITIONS

Associate Professor, 2022-Present School of Education, University of Delaware, Newark, DE

Associate Professor, 2021-2022 Department of Special Education and Communication Disorders
University of Nebraska-Lincoln, Lincoln, NE

Assistant Professor, 2016-2021 Department of Special Education and Communication Disorders
University of Nebraska-Lincoln, Lincoln, NE

Assistant Professor, 2014-2016 Joint Appointments: Division of Special Education / Division of
Educational Psychology and Methodology
Department of Educational and Counseling Psychology
University at Albany, State University of New York, Albany, NY

EDUCATION

Ph.D., 2014 Vanderbilt University
Major: Special Education with Focus on High-Incidence Disabilities
Related Area: Quantitative Methods
Advisor: Lynn Fuchs
Dissertation: *Cognitive Predictors of Whole-Number and Fraction Calculations and Number Line Estimations*

M.Ed., 2009 Vanderbilt University
Major: Special Education with Focus on High-Incidence Disabilities
Advisor: Doug Fuchs

B.S., 2006 University of Washington, Graduated *Summa Cum Laude*
Major: Psychology (with Honors Distinction)
Honors Thesis: *How Face and Object Processing and Memory Differ in Toddlers with Autism Spectrum Disorder*

GRANTS

PENDING

Principal Investigator *Concurrent and Longitudinal Relations among Cognition, Language, Foundational Processes, and Mathematics Learning: Meta-Analysis.* National Science Foundation (\$496,325). Co-PIs: Smith, W., Rodgers, D., Peng, P. Submitted October 2021.

Co-Principal Investigator, *Design and Development of Mathematics-Writing Assessments.* Institute of Education Sciences (\$1,868,867; Subaward). PI: Powell, S., Co-PIs: Roberts, G., Lewis, N., & Hebert, M. Submitted August, 2021.

FUNDED

- Co-Director,** 2022-2027 *Collaborative Intervention Design*. Type A Leadership Program, Office of Special Education Rehabilitative Services, Department of Education (\$1,243,558; Subaward). Collaborators: University of Tennessee Knoxville (Lead Institute), Texas A&M University, H325D210073
- Principal Investigator,** 2020-2025 *Exploring Cognitive and Foundational Processes Underlying Pre-algebra among Students with and without Mathematics Learning Difficulties*. Institute of Education Sciences (\$1,399,534; subcontract with the University of Texas at Austin). Co-PIs: Smith, W., & Peng, P., R324A200165
- Co-Director,** 2019-2024 *Designing and Providing Effective Academic Interventions*. Type A Leadership Program, Office of Special Education Rehabilitative Services, Department of Education (\$1,918,418). Director: Nelson, R., Co-Directors: Hebert, M., Goodrich, M., Savaiano, M., & Loveall, S., H325D190067
- Consultant,** 2017-2019 *Math Early On II*. Buffett Early Childhood Fund (\$528,071). PI: Heaton, R. Co-PIs: Leeper Miller, J., Smith, W., & Molfese, V.
- Principal Investigator,** 2017-2018 *Building a Transition from Arithmetic to Algebra*. Layman Seed Grant, University of Nebraska-Lincoln (\$10,000).
- Co-Principal Investigator,** 2015-2016 *Vocabulary Instruction and Support through Mathematics Curricula*. FRAP B, University at Albany (\$4000). PI: Erica Barnes, Department of Literacy Teaching and Learning.

PUBLICATIONS (h-index = 15, i10-index = 17)

* Indicates Student Author; (Impact Factor)

- Namkung, J. M.,** Goodrich, J.M., & Hebert, M. (2022). Impact of the COVID-19 pandemic on student learning and opportunity gaps across the 2020-2021: A national survey of teachers. *Frontiers in Education*. (1.85)
- Goodrich, J.M., Hebert, M., & **Namkung, J. M.** (2022). Impact of the COVID-19 pandemic on elementary school teachers' practices and perceptions across the spring and fall 2020 semesters. *Frontiers in Education*. (1.85)
- Powell, S. R., **Namkung, J. M.,** & Lin, X.* (2022). An investigation of using keywords to solve word problems. *The Elementary School Journal*, 122, 452-473 (1.39)
- Namkung, J. M.,** & Bricko, N.* (2021). The effects of algebraic equation solving intervention for students with mathematics learning difficulties. *Journal of Learning Disabilities*, 54, 111-123. (2.58)

- Peng, P., Lin, X., Anal, A. E., **Namkung, J. M.**, Chow, J., Lee, K., & Sales, A. (2020). Language and mathematics: A meta-analysis to explore the medium and the thinking functions of language in mathematics. *Psychological Bulletin*, 146, 595-634. (13.25)
- Namkung, J. M.**, Hebert, M., Powell, S., Hoins, M.*, Bricko, N.*, & Torchia, M.* (2020). Comparing and validating four methods for scoring mathematics writing. *Reading & Writing Quarterly*, 36, 157-175. (1.60)
- Namkung, J. M.**, & Fuchs, L.S. (2019). Remediating difficulties with fractions for students with mathematics learning difficulties. *Learning Disabilities: A Multidisciplinary Journal*, 24, 36-48.
- Namkung, J. M.**, Peng, P., & Xin, L.* (2019). The relation between mathematics anxiety and mathematics performance among school-aged students: A meta-analysis. *Review of Educational Research*, 89, 459-496. (8.24)
- Goodrich, M. J., & **Namkung, J. M.** (2019). Correlates of reading comprehension and word-problem solving skills of Spanish-speaking language-minority children. *Early Childhood Research Quarterly*, 48, 256-266. (2.36)
- Namkung, J. M.**, Peng, P., Goodrich, J. M., & Molfese, V. (2019). Growth patterns of informal and formal mathematics knowledge among typical children versus children with mathematics learning difficulties. *Learning Disability Quarterly*, 42, 80-91. (2.13)
- Namkung, J. M.**, & Peng, P. (2018). Learning disabilities. In Bruce Frey (Ed.), *The SAGE Encyclopedia of Research, Measurement, and Evaluation* (Vol.3, pp. 953-956). Thousand Oaks, CA: SAGE Publications, INC.
- Peng, P., Wang, C., & **Namkung, J. M.** (2018). Understanding the cognitions related to mathematics difficulties: A meta-analysis on the cognitive deficit profiles and the bottleneck theory. *Review of Educational Research*, 3, 434-476. (8.24)
- Namkung, J. M.**, Fuchs, L. S., & Koziol, N. (2018). Is initial learning about the meaning of fractions challenging for students with adequate whole-number skill? *Learning and Individual Differences*, 61, 151-157. (2.26)
- Fuchs, L. S., Malone, A. S., Schumacher, R. F., **Namkung, J. M.**, & Wang, A. (2017). Fraction intervention for students with mathematics difficulties: Lessons learned from five randomized controlled trials. *Journal of Learning Disabilities*, 50, 631-639. (2.34)
- Peng, P., **Namkung, J. M.**, Fuchs, D., Fuchs, L.S., Patton, S., Yen, L., ...Hamlett, C. (2016). A longitudinal study on predictors of early calculation development among children at-risk for learning difficulties. *Journal of Experimental Child Psychology*, 152, 221-241. (2.42)
- Namkung, J. M.** & Fuchs, L. S. (2016). Cognitive predictors of calculations and number line estimation with whole numbers and fractions among at-risk students. *Journal of Educational Psychology*. 108, 214-228. (3.46)

- Peng P., **Namkung, J. M.**, Barnes, M. A., & Sun, C. (2016). A meta-analysis of mathematics and working memory: Moderating effects of working memory domain, type of mathematics skill, and sample characteristics. *Journal of Educational Psychology, 108*, 455-473. (3.46)
- Fuchs, L. S., Malone, A., Schumacher, R. F., **Namkung, J. M.**, Hamlett, C. L., Jordan, N. C., Siegler, R. S., Gersten, R., & Changas, P. (2016). Supported self-explaining during fraction intervention. *Journal of Educational Psychology, 108*, 493-508. (3.46)
- Fuchs, L.S., Schumacher, R.F., Long, J., **Namkung, J. M.**, Malone, A., Hamlett, C.L., Jordan, N.C., Gersten, R., Siegler, R.S., & Changas, P. (2016). Effects of Intervention to improve at-risk fourth graders' understanding, calculations, and word problems with fractions. *The Elementary School Journal, 116*, 625-651. (1.39)
- Fuchs, L.S., Schumacher, R.F., Long, J., **Namkung, J. M.**, Malone, A., Hamlett, C.L., Jordan, N.C., Gersten, R., Siegler, R.S., & Changas, P. (2014). Does working memory moderate the effects of fraction intervention? An aptitude-treatment interaction. *Journal of Educational Psychology, 106*, 499-514. (3.46)
- Fuchs, L.S., Schumacher, R.F., Long, J., **Namkung, J. M.**, Hamlett, C.L., Cirino, P. T., Jordan, N.C., Siegler, R.S., Gersten, R., & Changas, P. (2013). Improving at-risk learners' understanding of fractions. *Journal of Educational Psychology, 105*, 683-700. (3.46)
- Namkung, J. M.**, & Fuchs, L. S. (2012). The early numerical competencies of students with different forms of mathematics difficulty. *Learning Disabilities Research & Practice, 27*, 2-11. (2.86)
- Fuchs, L. S., Compton, D. C., Fuchs, D., Powell, S. R., Schumacher, R. F., Hamlett, C. L., **Namkung, J. M.**, & Vukovic, R. (2012). Contributions of domain-general cognitive resources and different forms of arithmetic development to pre-algebraic knowledge. *Developmental Psychology, 48*, 1315-1326. (3.23)
- Webb, S. J., Jones, E. J., Merkle, K., **Namkung, J.**, Toth, K., Greenson, J., Murias, M., & Dawson, G. (2010). Toddlers with elevated autism symptoms show slowed habituation to faces. *Child Neuropsychology, 16*, 255-278. (2.18)

WORK IN PROGRESS

- Hebert, M. A., Powell, S. R., **Namkung, J. M.**, Hou, V., Watts, G., Shin, M., & (In Revision). A meta-analysis of the impact of early numeracy intervention. *Journal of Educational Psychology*.
- Namkung, J. M.**, & Powell, S. R. (Submitted). Similarities and differences in how schools implement multi-level frameworks in reading and mathematics. *Learning Disabilities Research & Practice*.
- Namkung, J. M.**, Goodrich, J. M., & Lee, K. (In preparation). Factor structures of mathematics anxiety: Cognition vs. affect. *Journal of Educational Psychology*.

INTERVENTIONS & ASSESSMENTS

Namkung, J. M. (2018). *Mystery Math: Algebraic Equation Solving Strategies for Struggling Students*. University of Nebraska-Lincoln, Lincoln, NE.

Fuchs, L.S., Schumacher, R., Malone, A., Fuchs D., Long, J., **Namkung, J. M.**, Lampley L., Smith C., Davies, L (2015). *Fraction Face-Off! Fraction Foundation Tutoring Program for Fourth Grade*. Available from L.S. Fuchs, 228 Peabody, Vanderbilt University, Nashville, TN.

Schumacher, R. F., **Namkung, J. M.**, Malone, A., & Fuchs, L. S. (2013). *Vanderbilt Fraction Battery*. Available from L.S. Fuchs, 228 Peabody, Vanderbilt University, Nashville, TN.

Schumacher, R. F., **Namkung, J. M.**, Malone, A., & Fuchs, L. S. (2012). *2012 Fraction Battery*. Available from L.S. Fuchs, 228 Peabody, Vanderbilt University, Nashville, TN.

Schumacher, R. F., **Namkung, J. M.**, Malone, A., & Fuchs, L. S. (2011). *2011 Fraction Battery*. Available from L.S. Fuchs, 228 Peabody, Vanderbilt University, Nashville, TN.

PRESENTATIONS

* Indicates Student Author

Namkung, M. J., Hebert, M., Powell, S. R., Smith, A., & Smith, E. (2022, February). Preservice teachers' mathematics writing: Training, scoring, & skills. Panel presentation at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Struebing, A.*, **Namkung, M. J.**, Peng, P. (2022, February). Exploring the relation between mathematics anxiety and pre-algebra competence for students with versus without MD. Poster presentation at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Namkung, M., J. & Powell, S. R. (2022, January). Similarities and differences in how schools implement multi-level frameworks in reading and mathematics: A focus group survey. Poster presentation at the annual meeting of Council for Exceptional Children, Orlando, FL.

Namkung, M. J. (2021, October). Conducting research with secondary students with mathematics learning difficulties. Faculty Brown Bag Series, Department of Child, Youth and Family Studies. University of Nebraska-Lincoln.

Goodrich, M., Hebert, M., & **Namkung, M. J.** (2021, April). Characterizing remote instruction provided by elementary school teachers during school closures due to COVID-19. Poster presentation at the virtual American Education Research Association conference.

Hyler, D.*, Zhang, L.*, Goodrich, J. M., & **Namkung, J. M.** (2020, August). School closure and its impact on education. Presentation at the Nebraska Virtual Summer Research Symposium 2020.

Peng, P., Lin, X., Anal, A. E., **Namkung, J. M.**, Chow, J., Lee, K., & Sales, A. (February 2020). Language and mathematics: A meta-analysis to explore the medium and the thinking functions of language in mathematics. Poster presentation at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Namkung, J. M. (February 2020). Algebraic equation solving intervention for sixth graders with mathematics learning difficulties. Panel presentation at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Burk, M.*, Thayer, L.*, **Namkung, J. M.**, Goodrich, M., & Hebert, M. (September 2019). Exploring the relation among executive function, self-efficacy, and mathematics performance. Poster presented at the annual meeting of the Nebraska Council for Exceptional Children conference, University of Nebraska-Lincoln, Lincoln, NE.

Bricko, N.* & **Namkung, J. M.** (September 2019). Effects of algebraic equation solving intervention for students with mathematics learning difficulties. Poster presented at the annual meeting of the Nebraska Council for Exceptional Children conference, University of Nebraska-Lincoln, Lincoln, NE.

Anderson, J.*, Sindelar, C.*, Goodrich, M., **Namkung, J. M.**, Hebert, M. (August 2019). Exploring the relations between executive function, self-efficacy, and reading skills. Poster presented at the annual meeting of Undergraduate Research Fair, University of Nebraska-Lincoln, Lincoln, NE.

Brush, R.*, Ringler, B.*, Deuel, W.*, Hebert, M., Goodrich, M., & **Namkung, J. M.** (August 2019). Examining students' writing skills in the context of executive function and self-efficacy. Poster presented at the annual meeting of Undergraduate Research Fair, University of Nebraska-Lincoln, Lincoln, NE.

Namkung, J. M., Peng P., & Xin L. (February 2019). The relation between mathematics anxiety and mathematics competence among school-aged students. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Namkung, J. M., Hebert, M., & Powell, S. (February 2019). Modifying the scoring of writing assessments for mathematics writing. Panel presentation at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Goodrich, M., & **Namkung, J. M.** (April 2018). Correlates of reading comprehension and word problem-solving skills of Spanish-speaking language-minority children. Presentation at the Early Childhood Research Summit, University of Nebraska-Lincoln, Lincoln, NE.

Namkung, J. M., Goodrich, M., & Molfese, V. (April 2018). Early math skills: Their importance and individual differences. Presentation at the Early Childhood Research Summit, University of Nebraska-Lincoln, Lincoln, NE.

Namkung, J. M., Peng, P., Goodrich, J. M., & Molfese, V. (February 2018). Growth

patterns of informal and formal mathematics knowledge among typical children versus children with mathematics learning difficulties. Poster presentation at the annual meeting of Council for Exceptional Children, Tampa, FL.

Peng, P. & **Namkung, J. M.** (February 2018). Understanding the cognition related to mathematics difficulties. Panel presentation at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Namkung, J. M. & Fuchs, Lynn. (February 2017). Do students with adequate whole-number skill develop difficulty with fractions? Testing a long-held assumption. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

Barnes, E., & **Namkung, J. M.** (December 2016). Academic vocabulary instruction and support through mathematics curricula, grades 1 & 2. Panel presentation at the annual meeting of Literacy Research Association, Nashville, TN.

Namkung, J. M., Kihara, S., & Crawford, L. (April 2016). Overcoming difficult areas in mathematics for students with disabilities: Potential approaches and interventions. Panel presentation at the annual meeting of Council for Exceptional Children, St. Louise, MI.

Peng, P., & **Namkung, J. M.** (April 2016). Longitudinal predictors of early calculation development for children with learning difficulties and implications for instruction. Panel presentation at American Educational Research Association annual conference, Washington, D.C.

Peng, P., & **Namkung, J. M.** (February 2016). Longitudinal predictors of early calculation development among young children at-risk for learning difficulties. Poster presentation at the annual meeting of Pacific Coast Research Conference, San Diego, CA.

Namkung, J. M. (November 2015). Insights on students' fraction learning. Lecture presented at the Brown Bag Research Series, Department of Educational and Counseling Psychology, University at Albany, Albany, NY. (Invited)

Namkung, J. M. (August 2015). Underlying mechanisms of mathematics competence and instructional implications. Poster presented at the annual School of Education Day, University at Albany, Albany, NY. (Invited)

Peng, P., & **Namkung, J. M.** (April 2015). The relationship between mathematics and working memory: A meta-analysis. Poster presented at the annual meeting of American Educational Research Association, Chicago, IL.

Peng, P., & **Namkung, J. M.** (February 2015). The relationship between mathematics and working memory: A meta-analysis. Poster presented at the annual meeting of Pacific Coast Research Conference, San Diego, CA.

Schumacher, R. F., **Namkung, J. M.**, & Malone, A. (April 2014). Improving

at-risk fourth graders' conceptual understanding of fractions. Lecture presented at the annual meeting of Council for Exceptional Children, Philadelphia, PA.

Namkung, J. M., & Fuchs, L. S. (February 2014). Cognitive predictors of calculations and number line estimation with whole numbers and fractions. Poster presented at the annual meeting of Pacific Coast Research Conference, San Diego, CA.

Malone, A., Schumacher, R. F., **Namkung J. M.**, & Fuchs, L. S. (April 2013). Improving at-risk fourth graders' conceptual understanding of fractions. Lecture presented at the annual meeting of Council for Exceptional Children, San Antonio, Texas.

Schumacher, R. F., **Namkung, J. M.**, & Fuchs, L. S. (April 2012). Teaching fractions for understanding: Fraction tutoring for students at-risk for mathematics disabilities. Poster presented at the annual meeting of Council for Exceptional Children, Denver, CO.

Namkung, J. M., & Powell, S. R. (February 2012). Validation of the Open Equations Measure using item response theory. Poster presented at the annual meeting of Pacific Coast Research Conference, San Diego, CA.

Powell, S., Zumeta, R., Schumacher, R., **Namkung, J.**, & Fuchs, L. (April 2011). Word-problem instruction using algebraic number sentences: Whole-class and tutoring RTI companion programs. Presentation at the annual meeting of Council for Exceptional Children, National Harbor, MD.

Powell, S., **Namkung, J.**, & Fuchs, L. (April 2011). Teaching regrouping in addition and subtraction: Two different approaches. Poster presented at the annual meeting of Council for Exceptional Children, National Harbor, MD.

Namkung, J. M., & Fuchs, L. S. (February 2011). Early numerical competencies of students with different forms of math difficulty. Poster presented at the annual meeting of Pacific Coast Research Conference, San Diego, CA.

Namkung, J. M., Webb, S. J., & Dawson, G. (May 2006). Face and object processing and memory in toddlers with autism spectrum disorder. Poster presented at the Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.

UNIVERSITY TEACHING

Instructor,
Fall 2022

University of Delaware
• EDUC 697: Education of Exceptional Children

Guest Instructor,
Spring 2018

University of Nebraska-Lincoln
• SPED 995: Doctoral Seminar in Conducting Systematic Review

- Instructor,** University of Nebraska-Lincoln
 Fall, Spring, 2017-2021 • SPED 414: Instructional Methods for Students with Mathematics Learning Disabilities
- Fall 2017, Summer 2019, Summer 2021 • SPED 995: Doctoral Seminar in Mathematics Disabilities Research
- Instructor,** University at Albany, Albany, NY
 Fall 2014, Fall 2015 • ESPE 652: Math and Inquiry Instruction for Students with Disabilities
 Spring 2016 • ESPE 560: Introduction to Human Exceptionality
- Guest Lecturer,** Vanderbilt University, Nashville, TN
 Summer 2013 • SPED 3000: Education and Psychology of Exceptional Learners
- Co-Instructor,** Vanderbilt University, Nashville, TN
 Fall 2011 • SPED 3830: Advanced Instructional Principles and Procedures in Mathematics and Learning Strategies for Students with Disabilities

MENTORED STUDENT GRANTS

Paul Pechous (2021). University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Jenna Cruse (2021). University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Alison Best (2021). University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Erika Gearhart (2021). University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Liyuan Zhang (2020). University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Janelle Bernaky (2019). University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Morgan Peatrowsky (2019). University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

STUDENT MENTORING

- Doctoral Advisor** *University of Nebraska-Lincoln*
- Erin Pfister (2021-Present)
 - Ashley Struebing (2020-2022)
- Master's Thesis Co-Advisor**
- Mackenzie Burk (Thesis Defense: 2020)

**Dissertation
Committee Member**

- Zhenji Zhou, Department of Teaching, Learning and Teacher Education (2021-2022)
- Allison Jonas, Department of Educational Administration (2020-2022)
- Sergio Leiva-Cardona, Department of Special Education and Communication Disorders (2018-2022)
- Lauren Thayer, Department of Special Education and Communication Disorders (2019-2021)
- Cailen O’Shea, Department of Educational Administration (Dissertation Defense: 2020)
- Keting Chen, Department of Child, Youth and Family Studies (2018-2019)

**Master’s Thesis
Committee Member**

- Brittany Wambold, Department of Special Education and Communication Disorders (Thesis Defense: 2021)
- Lauren Thayer, Department of Special Education and Communication Disorders (Thesis Defense: 2021)

- Xin Lin, Department of Special Education and Communication Disorders (Thesis Defense: 2018)

Research Mentor

Research Assistants

- Cynthia Serrano-Ortega, Department of Special Education and Communication Disorders (2021-Present)
- Nicole Bricko, Department of Educational Psychology (2017-2019)
- Kailee Groshans, Department of Educational Psychology (2018-2019)
- Max Adams, Department of Mathematics (2018-2019)
- Madi Lawler, Department of Educational Psychology (2018-2019)
- Anna Engelbert, Department of Special Education and Communication Disorders (2018-2019)
- Amanda Barker, Department of Special Education and Communication Disorders (2018-2019)
- Maddie Horn, Department of Special Education and Communication Disorders (2018-2019)

Doctoral Advisor

University at Albany

- Hyunjin Cho, Division of Educational Psychology and Methodology (2014-2016)
- Emily Rodabaugh, Division of Educational Psychology and Methodology (2014-2016)

SERVICE

DEPARTMENT

Department of Special Education and

- Communication Disorders, University of Nebraska-Lincoln*
- 2021-2022
 - Faculty Search Committee, Chair: Early Childhood
 - 2020-2022
 - Governance Committees of Graduate Studies
 - 2019-2020
 - Faculty Search Committee, Member: Department Chair
 - Fellowship Committee, Member (Present), Chair (2019-2020)
 - 2018-2021
 - Research Committee, Member
 - 2018-2019
 - Faculty Search Committee, Member: Orientation and Mobility
 - 2016-2022
 - Master's Student Exit Exam Grader
 - Graduate Faculty Committee, Member

Department of Educational & Counseling Psychology, University at Albany

- 2014-2016
 - Interview Day Committee
 - Graduate Student Recruitment Committee
 - Professional Dispositions Committee
 - Lesson Plan Revisions Committee
 - Doctoral Comprehensive Exam Review Committee

COLLEGE

University of Nebraska-Lincoln

- 2021-2022
 - Faculty Search Committee, Member: Center for Research on Children, Youth, Families and Schools
- 2021
 - Guest Speaker, 2021 IES Grant Essentials Session 1: IES 101, Nebraska Center for Research on Children, You, Families & Schools
- 2018-2020
 - Award and Scholarship Committee, Member

University at Albany

- 2014-2016
 - Extensions, Leaves, Dismissals Committee, Member

PROFESSIONAL

Advisory Board,
2021

Rebuilding Concept of Variable Among Students With Mathematics Difficulties in Preparation of Algebra. Proposal submitted to National Science Foundation. PI: Krowka, S. co-PIs: Schumacher, R., Wang, A. Instructional Research Group.

Expert Reviewer,
2021

TIER Computations Progress Monitoring System, Southern Methodist University

Advisory Board,
2020

Supporting a Deep Structural Understanding of Fractions and Their Operations Using a Touch Screen-Based Fraction App. Proposal

submitted to National Science Foundation, Division of Research on Learning. PI: Thompson, C.

Panelist, 2020

National Science Foundation DRK-12 Review Panel

Ad hoc Reviewer,
2014-Present

Adiyaman University Journal of Educational Sciences (1); *American Journal on Intellectual and Developmental Disability* (1); *Assessment for Effective Intervention* (2); *Learning Disabilities Research & Practice* (3); *Learning and Individual Differences* (4); *Learning and Instruction* (1); *Learning Disability Quarterly* (2); *Mind, Brain, and Education* (1); *Journal of Learning Disabilities* (4); *Journal of Educational Psychology* (1); *The Elementary School Journal* (1)

Ad hoc Reviewer,
2019

National Science Foundation Disabilities Review Panel

Peer Reviewer,
2014-2016, 2018

Council for Exceptional Children National Conferences

Guest Lecturer,
2017

NebraskaMATH Seminar, Center for Science, Mathematics and Computer Education, UNL

Advisory Board,
2017

Project LEAP, Building a Grades K-2 Early Algebra Learning Progression Prototype for Diverse Populations, TERC, Boston, MA

Panelist, 2016

National Science Foundation Disabilities Review Panel

HONORS AND AWARDS

2018-2019

Peer Review of Teaching Program, University of Nebraska–Lincoln

2017-2019

Scholarly Enhancement Program (course release, \$2,700)
College of Education and Human Sciences, University of
Nebraska–Lincoln

2015

Outstanding Doctoral Dissertation Award
Council for Exceptional Children, Division of Learning Disabilities

2013-2014

Learning Disabilities HUB Fellow
Eunice Kennedy Shriver National Institute of Health and Human
Development

2013

Peabody College, Vanderbilt University
Melvyn I. Semmel Dissertation Research Award
Peabody College, Vanderbilt University

2010-2012

Student Research Travel Award, Peabody College, Vanderbilt
University

2009-2012 Institute of Education Sciences (IES) Experimental Education Research
Training (ExpERT) Fellowship
Peabody College, Vanderbilt University

2009-2012 Provost's Fellowship
Peabody College, Vanderbilt University

PROFESSIONAL AFFILIATIONS

2012-Present American Educational Research Association

2008-Present Council for Exceptional Children
Division for Learning Disabilities

TEACHING CERTIFICATION

2008 (Expired) Special Education Teacher, Modified (Grades K-12)
Tennessee Department of Education