DEBORAH ROSENFELD
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PROFESSIONAL PREPARATION

Teachers College, Columbia University	Educational Psychology	PhD 2012
Harvard Graduate School of Education	Human Development and Psychology	EdM 2007
Harvard College	Psychology	AB 2002

CURRENT POSITION

Research Associate, EDC Center for Children and Technology (EDC|CCT)

OVERVIEW OF RESEARCH AND EVALUATION EXPERTISE

- **Researcher:** Study early mathematics instruction and learning using mixed methods designs and collecting and analyzing qualitative and quantitative data
- **Program Evaluator:** Develop quantitative and qualitative research designs and methodologies to document and measure project impact
- **Math Curriculum Writer:** Develop lesson plans and units in early childhood mathematics incorporating conceptual understanding with skill building
- **Teacher:** Experience teaching elementary students and middle school algebra students, instructing pre-service and in-service teachers around the development of mathematical thinking in young children
- **Project Coordinator**: Organize recruitment of sites and assessors, train and supervise a team of researchers in schools

SELECTED RESEARCH AND DEVELOPMENT EXPERIENCE

- **Research Associate**, *Ready To Learn* (2013-2020), a program supported by the US Department of Education, in collaboration with the Corporation for Public Broadcasting (CPB) and the Public Broadcasting Service (PBS), to develop transmedia learning resources to support preschool learning in literacy and mathematics, with a focus on children in high-need communities. As the summative evaluators, we design, implement, and report on studies that look at the impact of these resources on children and their families. Through this work, we also design and study the needed supports for maximizing the impact of digital tools and media.
- **Research Associate**, *Coherent Implementation of Mathematics Instructional Materials: A Study of the Variations in District Support for Implementation* (2012–2013), a four-year, longitudinal, mixed-methods, multi-level study funded by the NSF. Working in 12 school districts in five states, we studied the relationships among district level of support for implementation of elementary mathematics instructional materials, the school level of support, the school level of use of the materials, and effects on student outcomes.
- **Curriculum Writer**, *Think Math!* (2004-2006), a reform-based elementary mathematics curriculum funded by the NSF and Harcourt Publishers. Wrote lessons, observed teachers using them, and incorporated feedback from the research team into lesson and unit revisions. Using these materials later co-developed and co-facilitated a graduate-level summer workshop on number sense and algebra in elementary mathematics.

- **Graduate Assistant,** *Computer Guided Comprehensive Mathematics Assessment for Young Children* (2007–2010), a project funded by the NIH to develop and validate an early mathematics assessment system (EMAS) for 3 to 5-year old children around early childhood mathematics, including number and operation, space, shape, and pattern. Coordinated sites, trained testers, administered the assessment, informed revisions of the assessment, and developed professional development materials for teachers.
- **Math Domain Expert,** *Wireless Generation* (2010), an education technology company that, among other things, develops and supports handheld assessment devices for teachers. Created and taught a 5-week mini-course on the development of mathematical thinking in young children and the instructional implications to company staff.
- **Teacher,** *The Rashi School* (2003–2004), a K-8 private school in the Boston area. Assistant taught 4th grade along a mentor teacher, leading all areas of instruction, taught 8th grade algebra independently, and coached the upper elementary Math Olympiad team.

SELECTED PUBLICATIONS AND PRESENTATIONS

- Rosenfeld, D. (2010). Increasing perceived efficacy for teaching math. *Journal of Mathematics Education at Teachers College, 1(1)*, 25-35.
- Rosenfeld, D. (2012). Fostering competence and confidence in early childhood mathematics teachers. Unpublished dissertation. Teachers College, Columbia University.
- Ginsburg, H. (Ed.). (2016). The Early Math Assessment System [Special Issue]. *ZDM Mathematics Education*. Section in Journal. Ertle, B., Rosenfeld, D., Goldstein, M., & Lewis-Presser, A. Preparing preschool teachers to use and benefit from formative assessment: The Birthday Party Assessment Professional Development System.
- Contributed to the following Reports:
  - Pasnik, S., & Llorente, C. (2013). Preschool Teachers Can Use a PBS KIDS Transmedia Curriculum Supplement to Support Young Children's Mathematics Learning: Results of a Randomized Controlled Trial. A report to the CPB-PBS Ready To Learn Initiative. Waltham, MA, and Menlo Park, CA.
  - Moorthy, S., Hupert, N., Llorente, C., Pasnik, S. (2014). *PEG+CAT Content Study: Report to CPB-PBS for the Ready To Learn Initiative*. Menlo Park, CA: SRI Education.
  - Pasnik, S., Moorthy, S., Llorente, C., Hupert, N., Dominguez, X., & Silander, M. (2015). Supporting Parent-Child Experiences with PEG+CAT Early Math Concepts: Report to the CPB-PBS Ready to Learn Initiative. New York, NY & Menlo Park, CA: Education Development Center & SRI International.
- Papers and posters presented at major conferences
  - NCTM 2015: Presented on the development of counting and patterns as traced through the PBS KIDS program Peg+Cat
  - NCTM Research Pre-session 2015: Presented a paper on promoting preschool children's math learning through technology integration
  - SRCD 2015: Presented a poster on media-supported early math learning
  - National Research Conference on Early Childhood (formerly National Head Start Research Conference) 2014: Presented a poster on the impact of a curriculum supplement that integrates transmedia to support early mathematics teaching and learning
  - AERA 2009: Presented a paper on the use of video-based lessons for improving teacher practice.
  - SRCD 2009: Presented a poster on the development of an early childhood mathematics assessment system.
  - NCTM 2008: Presented on research and curriculum related to equity in mathematics.
  - NCTM 2007: Presented on the use of curiosity to motivate learning of mathematical concepts.

- NCTM 2007: Presented a poster on the impact of a professional development model on teachers and students.
- NCTM 2006: Presented on informal assessment in the elementary classroom.
- NCSM 2006: Presented on research and curriculum related to equity in mathematics.
- ATMIM 2006**:** Presented on informal assessment in the elementary classroom and on the role of discovery in teaching 3D geometry.