Curriculum Vitae

Elyse L. Postlewaite, Ed. M.

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Education

Claremont Graduate University — Aug. ’16-present
Ph. D. Positive Developmental Psychology, expected 2021

Harvard Graduate School of Education — Aug. ’15-May ‘16
Ed. M. Human Development and Psychology

University of Washington — Jan. ’13-June ’15
B.S., Psychology, Departmental Honors, *cum laude*

Seattle Central Community College — Dec. ’08-Dec. ’12

Honors and Awards

- Fellowship Award, Claremont Graduate University 2016-18 ($40,000)
- Dean’s Travel Award Fall 2017, Claremont Graduate University ($375)
- Graduated with Honors in the Department of Psychology, University of Washington.
- Graduated c*um laude* from the University of Washington.
- President’s List: Autumn 2012, Summer 2012, Winter 2012.
- Dean’s List: Winter 2014, Spring 2013, Winter 2013, Autumn 2012, Summer 2012, Winter 2012, Winter 2008.

Research Interests

My research focuses on understanding the processes and mechanisms that facilitate optimal development for individuals in the school context. Optimal development looks different for different individual. For holistic development, attention must be paid to cognitive as well as non-cognitive factors. Of particular interest to my work are autonomous contexts and self-directed learning skills. How do these develop? Under what conditions? Who benefits from them most? Why?

Teaching Interests

- Developmental Psychology
- Child Development
- Adolescent Development
- Introduction to Psychology
- Research Methods
- Introduction to Statistics
- Positive Psychology
- Learning Sciences
- Theory in Education

Professional Experience

Graduate Research Assistant

Adolescent Moral Development Lab, Claremont Graduate University, Claremont, CA
Jan. ’16-present

- Under the supervision of Principle Investigator Dr. Kendall Cotton Bronk, the Adolescent Moral Development Lab is conducting several studies of the development of purpose and gratitude. My role is disseminating findings and the Purpose Toolkit, monitor data collection, clean data, and communicate with collaborators.

El Viento Foundation Evaluation, Claremont Evaluation Center - Education, Development, and Evaluation Lab, Claremont, CA Sept. ’16-present

- As part of an evaluation team under the supervision of EDEVAL founder and principal investigator, Dr. Nazanin Zargarpour, conducting a four-year evaluation of the El Viento Program. The aim of the Program is to increase psychosocial and academic outcomes leading to low-income students’ success in college attainment, persistence, graduation, and life. The evaluation includes developing, administering, analyzing, reporting findings from surveys and focus groups.

Promise Scholars, Claremont Evaluation Center - Education, Development, and Evaluation Lab, Claremont, CA Nov. ’16-present

- As part of an evaluation team under the supervision of EDEVAL founder and principal investigator, Dr. Nazanin Zargarpour, conducting a four-year developmental evaluation of the Ontario-Montclair school district college attainment program, Promise Scholars. The aim of the Program is to provide guidance and exposure to college programs beginning at 5th grade to increase low-income students’ attainment and success in college. The evaluation includes communication with clients, developing protocols for and conducting interviews and observation, as well as analyzing, and reporting findings.

Regional Learning Collaborative, Claremont Evaluation Center - Education, Development, and Evaluation Lab, Claremont, CA Oct. ’16-present

- The Regional Learning Collaborative (RLC) brings together over 30 partners in education for student college attainment in the Southern California region. The RLC seeks out funding opportunities to assist college and school districts to use research and evidence-based based practices to grow the capacities of college attainment and college success programs. My role includes strategic planning, fund development, grant writing, and facilitating.

Persistence Research in Science & Engineering, Harvard-Smithsonian Center for Astrophysics - Science Education Department, Cambridge, MA Sept. ’15-May ‘16

- Under the supervision of principal investigators, Dr. Philip Sadler and Dr. Gerhard Sonnert, designed and answered a research question from a college

student survey. Aiming for publication the question examines: what factors predict college student's career outcome expectations (with the NSF funded PRiSE dataset)?

Learning to Think, Thinking to Learn, Project Zero, Cambridge, MA Sept. '15-May '16

- Under the supervision of principal investigator, Ron Ritchhart, and project manager, Terri Turner, conducted a survey of the literature on reasoning with evidence culminating in a literature review, refined frameworks used in reasoning with evidence, designed tools for teachers, and developed surveys to assess students' understanding of reasoning with evidence.

Lab Manager

Sept. '016 - Present - *Education, Development, and Evaluation Lab*, Claremont, CA

- Along with managing thirteen evaluation associates and overseeing seven evaluation projects, develop and plan Lab meetings, conduct intra-Lab communications, create human resource materials, develop the culture of the Lab, manage and update website and online files, and plan and deliver internal professional development workshops.

Undergraduate Research Assistant

Academic Language Project, University of Washington Sep. '13-June '15

- Under the supervision of Deborah McCutchen, College of Education Interim Dean, worked with a research team to design, implement, and asses an intervention where instruction of morphology might improve morphological awareness and writing outcomes for 4th and 5th grade students.

Academic Language Project, University of Washington Mar. '14-June '14

- Under the supervision of Deborah McCutchen, College of Education Interim Dean, collected data in the classroom, completed protocol scoring and data entering. The research project examined the relationship between morphological awareness tasks and reading and writing for 5th and 8th grade students in the Pacific Northwest.

I-LABS, University of Washington Jan. '13-Mar. '13

- Undergraduate research experience at Institute for Learning and Brain Sciences.

Research Studies

Self-Directed Learning and Self-Regulated Learning Skills in the Classroom Dec. '17-present

Development of a Individual Interest Inventory Sep. '18-present

The Grove School Evaluation, Claremont Graduate University Sep. '17-present

- With guidance from Dr. Tiffany Berry, conducting a theory-driven, utilization focused evaluation of a charter Montessori school aims to understand the experiences of students in autonomy supportive environments as well as the

impact of those environments on students' independence, responsibility, and engagement.

Flow and Choice in Informal Learning Environments, Harvard Graduate School of Education Jan. '16-Mar. '16

- The amount of choice an individual has in their learning goal for a particular learning experience, from completely open-ended to prescribed, may contribute to the extent that they experience flow.

GoodWork in a Public Montessori School: A Question of Reconciliation and Alignment, Harvard Graduate School of Education Sep. '15-Jan. '16

- As part of a course on GoodWork in Education with Dr. Howard Gardner, exploring people's attitudes, standards, and practices in their work, conducted a qualitative study on the alignment of the values of ethics and engagement in the Montessori pedagogy in the Cambridge public school district.

Implications of Morphological Inventions in 5th and 8th Grade Reading and Writing, University of Washington Mar. '14-June '15

- Under the supervision of Miriam Bassok, Professor of Psychology, and guidance of Deborah McCutchen, College of Education Interim Dean, created the study design, data coding, and performed the analyses. The research project examined effects of age, gender, and word reading ability on students' use of novel morphological forms in their writing. The research project culminated in a Senior Honors Thesis Paper.

Project Happiness, Seattle Central Community College Sep. '12-May '13

- As a member of a team of undergraduate researchers, designed a study to examine social factors that may influence a person of the LGBTQ community's level of perceived happiness supervised by Principal Investigator, Dr. Krystal Archibald Professor of Psychology at Seattle Central Community College.

Publications

Postlewaite, E., Sadler, P., Sonnert, G., Doyle, J. (in preparation). Career outcome expectations of college students: Differences by gender, race, and career choice.

Wanzer, D. L., Postlewaite, E. L., & Zargarpour, N. (in preparation). Relationships among non-cognitive factors and academic performance: Testing the consortium on Chicago school research model.

Jamaluddin, F. A., Owen, L., & Postlewaite, E. (2016). Can anyone teach? In P. Sahlberg, J. Hasak, & V. Rogriguez (Eds.), *Hard questions on global educational change: Policies, practices, and the future of education*, New York, NY: Teachers College Press.

Technical Reports

Zargarpour, N., Chapman, S., Postlewaite, E., & Ruiz, A. (2017) *Evaluation of the Ontario-Montclair Promise Scholars Program*.

Postlewaite, E., Chapman, S., Boeder, J., & Brennecke, K. (2018). *The Grove School Evaluation Report*.

Zargarpour, N., Postlewaite, E., Chapman, S., & Ruiz, A. (2018). *Evaluation of the Scholars' Hope Program*.

Presentations

McConchie, M., Postlewaite, E. L., & Zargarpour, N. (2018, June) *Pathways to Positive Education: High-Impact Strategies from a Multi-Segmental Regional Learning Collaborative* - Western Positive Education Association Conference, San Antonio, TX.

Wanzer, D. L., Postlewaite, E. L., & Zargarpour, N. (2018, April) *Relationships Among Non-Cognitive Factors and Academic Performance: Testing the Consortium on Chicago School Research Model* - American Education Research Association, New York, NY.

Postlewaite, E., Zargarpour, N., & McConchie, M. (2018, January) *Multiple Pathways to Positive Development: Insights from a Regional Learning Collaborative and Theory of Change Model* - Western Positive Psychology Conference, Claremont, CA.

Zargarpour, N. & Postlewaite, E. L.(2017, November) *Bridging Research, Evaluation, and Practice to Build Program Capacity* - National College Access Network Conference, San Diego, CA.

Zargarpour, N., Postlewaite, E. L., Freund, M., & Chapman, S. (2017, November) *Evaluating Psychosocial & Socio-emotional Development for College Attainment in Low-Income Populations* - American Evaluation Association, Washington, D.C.

Postlewaite, E. L. (2016, April) *Factors Predicting College Students Career Outcome Expectations*, panel presentation at the Harvard-Smithsonian Center for Astrophysics - Science Education Department Symposium, Boston, MA.

Corbeil, P., Diez, I., Postlewaite, E. L. (2016, April) *Flow and Choice in Informal Learning Environments*, poster presentation at the Northeaster University Psychology Graduate Student Symposium, Cambridge, MA.

Postlewaite, E. L. (2016, April) *Montessori for Everyone! Public Montessori Schools*, Harvard Graduate School of Education EdTalks, Harvard Graduate School of Education, Cambridge, MA.

Postlewaite, E. L. (2016, April) *Factors Predicting College Students Career Outcome Expectations*, panel presentation at the New England Regional SACNAS Conference, University of Massachusetts-Boston, Boston, MA.

Postlewaite, E. L. (2016, March) *Implications of the Montessori Method in a Public School Setting*, round table presentation at the Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

Corbeil, P., Diez, I., Postlewaite, E. L. (2016, March) *Flow and Choice in Informal Learning Environments*, poster presentation at the Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

Postlewaite, E. L. (2015, May) *Implications of morphological inventions in 5th and 8th grade reading and writing*, poster presentation at the University of Washington Psychology Honors Festival, Seattle, WA.

Postlewaite, E. L. (2015, May) *Implications of morphological inventions in 5th and 8th grade reading and writing*, poster presentation at the University of Washington Undergraduate Research Symposium, Seattle, WA.

Postlewaite, E. L. (2015, May) *Implications of morphological inventions in 5th and 8th grade reading and writing*, poster presentation at the *UCLA Psychology Undergraduate Research Conference*, Las Angeles, CA.

Postlewaite, E. L., Hoonhout, J., & Coburn, S. (2013, May) *It get's better: Does it?*, poster presentation at the University of Washington Undergraduate Research Symposium, Seattle, WA.

Guest Lectures

Cal State Fullerton (October 24th, 2017) *Adolescent Development: School Contexts*

Claremont Graduate University (October 5th, 2017) *Positive Contexts: Montessori Schools*

The Grove School (June 26th, 2017) *Theories in Adolescent Development*