

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*

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

Education Research Alliance for New Orleans, Tulane University,

Associate Director, 2016 – present

Senior Research Fellow, 2014 – present

- Manage the center's day-to-day operations.
- Collaborate with other fellows and national researchers to study education reforms.
- Manage large administrative datasets and analyze data using advanced statistical techniques.
- Work with community and school stakeholders and present results to researchers, policymakers and community members.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development,

Presidential Management Fellow, 2012 – 2014

- Developed and refined Department policies, budget proposals, and research agendas as part of cross-office and cross-agency collaborative efforts.
- Evaluated and monitored child development and education research for the Department's use in policy development, public communications, and senior leadership briefings.
- Conducted analyses of administrative and program data, presented findings to Department leadership, and prepared datasets and summaries for public release.

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.

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

- Teaching assistant for two graduate statistics courses (multivariate statistics and Hierarchical Linear Modeling) and two undergraduate psychology courses.
- Led weekly discussions of course materials and relevant research articles.
- Supervised and evaluated students' analyses, research projects, and final reports.

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

- Taught over 150 sixth-grade mathematics and social studies students 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

Emerging Education Policy Scholar, Fordham & American Enterprise Institutes, 2016
Presidential Management Fellow, U.S. Department of Education, 2012-2014
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."

PAPERS AND PUBLICATIONS

Weixler, L. B., Li, S., & Morrison, F. J. (under review). Variations in early executive functioning by culture, gender, and preschool attendance.

Weixler, L. B., Harris, D. H., & Barrett, N. (under review). "The same thing over and over" or something entirely new? Teacher perceptions of the New Orleans school reforms.

Weixler, L. B., Lincove, J. L., & Gerry, A. (in preparation). The provision of public pre-k in the absence of centralized school management.

Weixler, L. B., Barrett, N., Jennings, J., & Harris, D. H. (in preparation). The impact of city-wide open enrollment on the distribution of students across schools.

Baker, C. N. & **Weixler, L. B.** (in preparation). Examining organizational correlates of student, teacher, and school outcomes in post-Katrina New Orleans schools.

- 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.

CURRENT PROJECTS

Classroom Predictors of Executive Functioning Development

- Examining bidirectional associations between executive functioning and academic development.
- Collaborating with a researcher at the Chinese Academy of Sciences to examine associations between teachers' classroom management styles and children's EF growth.
- Collaborating with a researcher at the University of Pittsburgh to code observations of kindergarten teachers and examine additional facets of teacher behavior as predictors of EF development.

Early Childhood Education in a Decentralized Setting

- Using administrative data to examine the provision of school-based pre-k in a decentralized district and schools' direct benefits from offering pre-k in a competitive school market.
- Collaborating with a researcher at the University of Virginia to compare parents' stated opinions about pre-k classes, their application preferences, and objective classroom quality.

School Climate and Instructional Practices after a Major District Reform and Decentralization

- Using survey data to examine teachers' perceptions of school climate and self-reported practices before and after a major district reform.
- Combining survey and administrative data to examine associations between teachers' perceptions of school leadership and climate, instructional practices, and student outcomes.

SELECTED CONFERENCE PRESENTATIONS

- Baker, C. N. & **Weixler, L. B.** (2016, May). *Examining organizational correlates of student, teacher, and school outcomes in post-Katrina New Orleans schools*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Weixler, L. B.**, Lincove, J. L., & Gerry, A. (2016, March). *The provision of public pre-k in the absence of centralized school management*. Paper presented at the annual meeting of the Association for Education Finance and Policy, Denver, CO.
- Jennings, J., **Weixler, L. B.**, Barrett, N., Zimmer, R., & Harris, D. H. (2015, November). *The impact of city-wide open enrollment on socioeconomic segregation in schools and access to high-quality teachers*. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Miami, FL.
- Weixler, L. B.**, Lincove, J. A., & Gerry, A. (2015, June). Do schools choose pre-k when parents choose schools? In J. A. Lincove (Moderator), *Early Childhood Education and Pre-Kindergarten*. Paper presented at "The Urban Education Future? Lessons from New Orleans 10 Years After Hurricane Katrina," New Orleans, LA.
- Weixler, L. B.**, Barrett, N., Jennings, J., Zimmer, R., & Harris, D. H. (2015, June). *Has the switch to a choice system changed the distribution of students by race, income, achievement, and special needs status?* Paper presented at "The Urban Education Future? Lessons from New Orleans 10 Years After Hurricane Katrina," New Orleans, LA.
- Arce-Trigatti, P., Harris, D. N., & **Weixler, L. B.** (2015, June). How have instructional practices changed in New Orleans schools after Hurricane Katrina? In **L. B. Weixler** (Moderator),

Instructional Practices and Test-Based Accountability. Paper presented at “The Urban Education Future? Lessons from New Orleans 10 Years After Hurricane Katrina,” New Orleans, LA.

- Weixler, L. B.**, Barrett, N., Jennings, J., Zimmer, R., & Harris, D. H. (2015, February). *Examining the distribution of students when choice is the primary means of student enrollment: the case of New Orleans*. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC.
- 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. (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 Soc. 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.