

Curriculum Vitae

Vanessa Rodriguez

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+EDUCATION

Year	Degree	Field	Institution
1998	B.A.	English Literature	New York University, College of Arts and Sciences
2004	M.S. Ed.(Master of Science Education)	Science Education	The City College of New York
2013	Ed.M.	Education Policy and Management	Harvard University
2016	Ed.D.	Human Development and Education	Harvard University

Training

Year	Specialty	Position	Mentor/Director	Place of Training
2003-04	Systems Thinking	Research Fellow	Federica Raia, PhD	The City College of New York, School of Education Science
2003-05	Teacher Research	Research Fellow	Chris Clark, PhD	Teachers Network Policy Institute, MetLife Fellow
2010	Social Emotional Learning	Field Researcher	Joshua Brown, PhD	Fordham University
2010	Education Reform	Program Fellow	Katherine Merseth, EdD	Harvard University
2011	Education	Program	Katherine Merseth, EdD &	Harvard University

	Reform	Fellow	Hunter Gehlbach, PhD	
2011	Education Reform	Research Assistant	Jal Mehta, PhD	Harvard University
2011	Civic Engagement	Research Assistant	Justin Gest, PhD; Michael J. Hiscox, PhD; Jens Hainmueller, PhD	Harvard University
2011	Civic Engagement	Research Assistant	Meira Levinson, PhD	Harvard University
2012	Educational Neuroscience	Program Fellow	Kurt Fischer, PhD & Todd Rose, EdD	Harvard University
2013-14	Educational Neuroscience - Dyslexia	Research Assistant	Jennifer Thomson, PhD & Matthew Schneps, PhD	Educational Neuroscience Lab, Harvard University
2013-15	Educational Neuroscience	Researcher	Kurt Fischer, PhD	The International Research Schools Network at Harvard University
2013-15	Educational Neuroscience	Program Officer	Kurt Fischer, PhD	International Mind, Brain, and Education Society

Licensure and Certification

1998 - present New York State and City permanent certification in English grades 7-12

Academic Appointments

2015 Instructor in Education Harvard University

Other Professional Positions

Year	Position Title	Institution
1998	English Teacher	Mamaroneck High School
1999-2002	Humanities & Science Teacher	West Side Collaborative Middle School
2002-2004	Middle School Director of Curriculum and Instruction; Humanities Teacher	New Explorations into Science Technology and Math (NEST+M)
2004-2007	Humanities Teacher	Salk School of Science
2004-2007	Curriculum Coach	Mott Hall II

2007-2008	History Teacher	Mott Hall II
2008-2009	Humanities Director/Literacy Coach	United Federation of Teachers (UFT) Teacher Center; Renaissance Leadership Academy
2016	Academy Faculty	The Center for Transformative Teaching & Learning

Awards and Honors

Year	Name of Award	Institution
2013	Young Investigator Award	International Mind, Brain and Education Society
2014	Nan Haar Award	Harvard University; Mind, Brain and Education Program

Major Committee Assignments

Year	Name of Committee	Institution
2004-2008	New York University	History and Democracy Working Group
2004-2008	The New Press	Education Committee
2011-2012	Multicultural Advisory Committee	Harvard University
2011-2013	Doctoral Student Council	Harvard University
2012-2013	Dean's Advisory Committee on Equity and Diversity (DACED)	Harvard University
2015-present	Neuroscience in Education Collaborative	New York University

Memberships In Professional Societies

Year	Society	
2008-present	American Educational Research Association	SIGs: Systems Thinking in Education; Teaching and Teacher Education; Teacher as Researcher, Education Policy and Politics
2009-2010	The Deborah Meier Institute	

2013-2014 Mind, Brain and Education Research Collaborative Harvard University

2013-present International Mind, Brain and Education Society

Ad Hoc Reviewer

2008 The New Press

2012 The New Press

2017 Teachers College Press

Guest Editor Position

2012-2013 Mind, Brain and Education Journal, Wiley Periodicals

Teaching Experience

Year	Institution	Name of course	Type of Teaching	Contact hours
2004	New York University; Steinhardt School of Education	Language Acquisition and Literacy Education in Multilingual and Multicultural Contexts	Instructor	30
2006	New York University; Steinhardt School of Education	Inquiries into Teaching and Learning III	Instructor	30
2008	New York University; Steinhardt School of Education	Inquiries into Teaching and Learning III	Instructor	30
2008	Hunter College	Student Teaching in Social Studies	Instructor	40
2009	Hunter College	Fieldwork for Teaching Social Studies	Instructor	30
2010	Hunter College	Methods of Teaching Social Studies in Early Childhood and Elementary Schools	Instructor	30
2016	New York University; Steinhardt School of Education	Human Growth and Development	Instructor	30

Mentoring of Graduate Students

Year	Institution	Name of course	Type of Mentoring	Contact hours per semester
~1999-2008	NYC Department of Education	Middle School Humanities	Supervising Teacher	75
*2006	New York University;	Inquiries into Teaching and	Student-teaching	30

	Steinhardt School of Education	Learning III	Supervisor	
*2008	New York University; Steinhardt School of Education	Inquiries into Teaching and Learning III	Student-teaching Supervisor	30
*2008	Hunter College	Student Teaching in Social Studies	Student-teaching Supervisor	30
*2009	Hunter College	Fieldwork for Teaching Social Studies	Student-teaching Supervisor	30
*2010	Hunter College	Methods of Teaching Social Studies in Early Childhood and Elementary Schools	Student-teaching Supervisor	40

~ Under your direct supervision:

I was the direct supervising teacher every semester for a new graduate student teacher throughout my classroom career. I am aware that all of my student teachers went on to successfully complete the program, receive their certification and secure full time teaching positions. However it is not the culture of teaching to record their names and follow their continued success so I do not have that information. If necessary I can go back and locate it through their graduating institution.

*In advisory function:

Several of the graduate courses that I taught at NYU and Hunter College had both a lecture and student teaching component to them. The NYU courses required students to create learning portfolios which served as their thesis however they did not have thesis committees. Each week students would have approximately a 2 hour lecture at the university as well as an on-site k-12 student-teaching requirement. The student teaching requirement was either a full semester of observing a classroom and completing qualitative field notes or a full semester of independently teaching a k-12 class of students. I was both their instructor and student-teaching supervisor. As a supervisor I mentored students through designing curricula (pre and post observation), observed and evaluated their class instruction and collaborated with their classroom supervising teacher to support the student teacher's development. Each course had approximately 20 students for observation courses and 3-5 for student teaching courses. There are too many students to list here.

Major Research Interests

My research is centered on expanding our understanding of how teacher socio-emotional cognition develops over the lifespan. Driven by my own personal experiences as a teacher, I apply mixed methods to examine the relationship between teacher and student through a socio-emotional cognitive lens. I utilize structured cognitive interviews to elicit expert teachers' reflections on their teaching processes, as well as to illuminate the interactive nature of these processes and the factors that influence the teachers' capabilities. Additionally I borrow methods from interactive social-emotional cognitive studies to identify periods of psychophysiological synchrony between the teachers and students to determine if these correlate with their relational experiences.

Grants Received

Agency	Title	Type	Period	Total Direct Costs	Role	% effort
Harvard University	Teaching "Historical Thinking" through a "Perspective Taking"	Institutional award	2010	n/a	PI	In kind

curriculum in order to promote higher cognitive thinking

Harvard University	An MBE model of the Teaching Brain: Towards a more comprehensive approach for educating with “both” brains in mind	Institutional award	2011	n/a	PI	In kind
Harvard University	Understanding the Cognitive, Psychological and Biological Processes of Teaching	Dean’s Fellowship	2012	\$3,000	PI	
Harvard Initiative for Learning and Teaching	Understanding the Teaching Brain	Hauser Grant	2012	\$50,000	PI	
Harvard University	Using Physiologic Measures to Explore Synchrony in Teacher-Student Interactions	Dean’s Fellowship	2014	\$3,000	PI	

Invited Seminars and Lectures

- “The Teaching Brain: A new paradigm for teaching using the complex learner perspective,” 2015 Landmark College Summer Institute, Landmark College, Putney, VT. June 26, 2014.
- Keynote Address, “The Teaching Brain: An Evolutionary Trait at the Heart of Education,” 6th Annual International neuroELT Conference. Kitakyushu, Japan. July 19, 2014.
- Distinguished Author Series, “The Teaching Brain: An Evolutionary Trait at the Heart of Education,” Harvard University, Graduate School of Education, Cambridge, MA. November 18, 2014.
- “The Teaching Brain: An Evolutionary Trait at the Heart of Education,” Learning and the Brain Conference, Boston, MA. November 21, 2014.
- Keynote Address, “Understanding our Teaching Brain: Utilizing the 5 Awarenesses to Promote Successful Interactions with our Students.” 2nd Annual Faculty Symposium on Excellence in Teaching and Learning, Johnson and Wales University, Providence, MA. April 24, 2015.
- Keynote Address, “The Teaching Brain and the Social-Emotional Dimensions of Learning: Innovative Possibilities for Educator Preparation,” Massachusetts Consortium for Social-Emotional Learning in Teacher Ed, Tufts University, MA. May 2, 2015.
- “World-Class Teacher Development: The Teaching Brain and School Reform,” Learning and the Brain Conference, New York, NY. May 9, 2015.
- “The Teaching Brain: An Evolutionary Trait at the Heart of Education,” Faculty Center for Academic Excellence & Innovation, Johnson and Wales University, Providence, MA. May 27, 2015
- “The Teaching Brain and Teacher Development,” 2015 Eskolta Transfer School Conference, New York, NY. June 4, 2015.
- “The Teaching Brain: Considering a new theory for teaching,” 2015 Landmark College Summer Institute, Landmark College, Putney, VT. June 25, 2015.

- Keynote Address, “The Teaching Brain: An Evolutionary Trait at the Heart of Education,” St. Paul’s Episcopal School, Solomon Episcopal Conference Center, New Orleans, LA. September 4, 2015.
- “The Teaching Brain: An Evolutionary Trait at the Heart of Education,” 2015 Boston Book Festival, Boston, MA. October 24, 2015.
- “The Teaching Brain and Social-Emotional Dimensions of Learning,” Learning and the Brain Conference, Boston, MA. November, 15, 2015.
- Keynote Address, “What does it take to become an expert teacher?,” The Center for Innovative Teaching, Learning and Assessment, Community College of Rhode Island, Warwick, RI. January 12, 2016.
- Keynote Address, “The Teaching Brain: An Evolutionary Trait at the Heart of Education,” Floydada High School, Floydada, TX. February 16, 2016.
- Keynote Address, “The Teaching Brain: An Evolutionary Trait at the Heart of Education,” Center for Transformative Teaching & Learning: Ideas in Education Festival. Potomac, MD. April 16, 2016.
- “Social Cognition & Physiologic Synchrony during Teaching Interactions,” MIT’s xTalks speaker series with the Office of Digital Learning. April 28, 2016.
- Visiting faculty, The Science of Teaching and School Leadership Academy at The Center for Transformative Teaching and Learning, July 23-27, 2017.
- Invited lecture, IV Interdisciplinary Congress on Education Research, Santiago, Chile, August 9-11, 2017.
- Keynote Address, Interactum University of Applied Sciences: Teacher Training Centers Conference. Netherlands. September 25-29, 2017
- Keynote Address, Antioch University New England: Progressive Teacher Education Conference. New Hampshire. November 17, 2017

Workshops

- “Understanding the 5 Awarenesses of Expert Teaching,” Annual International neuroELT Conference. Kitakyushu, Japan. July 19-20, 2014.
- “The Teaching Brain: Applications to Higher Education Classrooms,” Faculty Center for Academic Excellence & Innovation, Johnson and Wales University, Providence, MA. May 27, 2015.
- “5 Awarenesses of Expert Teaching: Connecting the Social-Emotional Dimensions of Learning and Teaching,” Massachusetts Consortium for Social-Emotional Learning in Teacher Ed, Tufts University, MA. May 2, 2015.
- “5 Awarenesses of Expert Teaching: powerful tools for growing our teaching brains and promoting successful interactions with our students.” St. Paul’s Episcopal School, Solomon Episcopal Conference Center, New Orleans, LA. September 4, 2015.
- “The Teaching Brain: A Book Study Group with the Author,” EDCO Collaborative, Professional Development Course. Bedford, MA. November 7 & 21, 2015.
- “Developing our Teaching Awarenesses,” The Center for Innovative Teaching, Learning and Assessment, Community College of Rhode Island: In-Service Talk and Workshop, Warwick, RI. January 12, 2016.
- “Utilizing the 5 Awarenesses of Expert Teaching to set Professional Teaching Goals.” Floydada High School: In-Service Talk and Workshop, Floydada, TX. February 16-17, 2016.
- “The 5 Awarenesses of Expert Teaching: Transformative Pedagogies for Teacher Education.” Interactum University of Applied Sciences: Teacher Training Centers Conference. Netherlands. September 25-29, 2017
- “What is the skill of teaching? A New Framework of Teacher’s Social-Emotional Cognition”, Antioch University New England: Progressive Teacher Education Conference. New Hampshire. November 17, 2017
- Co-Director: Mind, Brain and Education Workshop at NYU, Co-sponsored by NYU College of Arts and Sciences and the International Mind, Brain and Education Society, New York, NY, October 9, 2017.

Bibliography Format

Original Reports

1. **Rodriguez, Vanessa.** The Teaching Brain and the End of the Empty Vessel. *Mind, brain, & education*. 2012 DEC;6(4):177-185 (2271132)
2. **Rodriguez, Vanessa.** The Human Nervous System: A Framework for Teaching and the Teaching Brain. *Mind, brain, & education*. 2013 MAR;7(1):2-12 (2271112)
3. **Rodriguez, Vanessa.** The Potential of Systems Thinking in Teacher Reform as Theorized for the Teaching Brain Framework. *Mind, brain, & education*. 2013 JUN;7(2):77-85 (2271122)
4. **Rodriguez, Vanessa; Solis, S. Lynne.** Teachers' Awareness of the Learner-Teacher Interaction: Preliminary Communication of a Study Investigating the Teaching Brain. *Mind, brain, & education*. 2013 SEP;7(3):161-169 (2271142)
5. **Rodriguez, Vanessa; Mascio, Bryan.** (under review). Five Awarenesses of Teaching: A Framework of Social-emotional Cognition from Interviews with Expert Teachers. *Learning and Instruction*.

Books and Chapters (other than textbooks)

6. **Rodriguez, Vanessa; Fitzpatrick, Michelle.** *The teaching brain: an evolutionary trait at the heart of education*. New York ; London : The New Press, 2014 xvii, 231 p. ; 22 cm (2271152)
7. Sahlberg, Pasi; Hasak, Jonathan; **Rodriguez, Vanessa.** *Hard Questions on global educational change: policies, practices, and the future of education*. New York; London: Teachers College Press, 2017.
8. **Rodriguez, Vanessa; Mascio, Bryan.** (in press). What is the Skill of Teaching? A New Framework of Teachers' Social Emotional Cognition. In Lopez, A.E. & Olan, E.L. (Eds.), *Transformative Pedagogies for Teacher Education: Moving Towards Critical Praxis in an era of Change*. Charlotte, NC: Information Age Publishing, 2017.

Selected Press

Print and Electronic

Seattle Times	“Teaching is a natural human ability that starts developing in childhood, author says.”
Wandering Educators District Administration	“The Teaching Brain: Changing the Field of Education.” “Teaching as it should be: A new book looks at teaching as an evolutionary cognitive skill.”
On the Shoulders of Giants Blog, Center for Teacher Quality	“What Do We Know About The Teaching Brain?”
National School Reform: Faculty Connections	“The Teaching Brain: An Evolutionary Trait at the Heart of Education”
Truth Dig	“The Teaching Brain”
Missouri State Teachers Association	“The Teaching Brain”
Thomas B. Fordham Institute, Flypaper Blog	“The Teaching Brain: An Evolutionary Trait at the Heart of Education”
Midwest Book Review	“The Teaching Brain”
Deborah Meier	“Two Books that Provoke”

Foster Folley News [“New Book Challenges the Current Notion of Teaching and Redefines its True Meaning”](#)

Publishers weekly [“The Teaching Brain: An Evolutionary Trait at the Heart of Education”](#)

Video

Harvard EdCast [“ Video Op-ed: Dear @Arne Duncan...The Teaching Brain”](#)
Harvard Initiative for Learning and Teaching [“Understanding the Teaching Brain”](#)

Radio

York University. CHRY 105.5 FM [“The Teaching Brain.”](#)
The Michael Dresser Show. [“The Teaching Brain.”](#)
Jesse Lee Peterson Show. [“The Teaching Brain.”](#)
Talk of the Town with Larry Rifkin [“The Teaching Brain.”](#)
Minority Counterpoint, WXKS. [“The Teaching Brain.”](#)
Howard University Radio, WHUR 96.3 FM [“The Teaching Brain”](#)
NPR Latino USA [“Are Latino Students Shy in the Classroom?”](#)
NPR Miami: Topical Currents [“The Teaching Brain”](#)
Harvard EdCast. [“Inside the Mind of a Teacher”](#)

Other including Non-Print Materials

Additional Selected Authored Articles

- Rodriguez, V. 2015. [“Great Teachers are not Built Overnight.”](#) Bright, Medium, August 27.
- Rodriguez, V. 2015. [“National Teacher Week: Women and the Teaching Brain.”](#) Momsrising.org, May 5.
- Rodriguez, V. 2015. [“Redefining Teaching: Why ‘one size fits all’ is not effective.”](#) Texas School Business Magazine, January 15.

***Proceedings of Meetings**

- Rodriguez, V. (April, 2010) “Providing what Standardized Tests Cannot: The Certified Teacher Researcher.” The Meier Symposium, New York NY.
- Rodriguez, V. (February, 2010) “Providing what Standardized Tests Cannot: The Certified Teacher Researcher.” 31st Annual Ethnography in Education Research Forum, U Penn, PA.
- Rodriguez, V. (February, 2008) “A Sustainable Solution: The Certified Teacher Researcher.” 29th Annual Ethnography in Education Research Forum, U Penn, PA.
- Co-Panelists: Deborah Meier, Dr. Terrie Epstein, Dr. Nicholas Meier, Dr. Joel Westheimer, Brooke Heiser.
- Rodriguez, V. (April, 2011) “Teaching ‘Historical Thinking’ through a ‘Perspective Taking’ curriculum in order to promote higher cognitive thinking.” American Education Research Association (AERA) Conference, New Orleans, LA.

- Rodriguez, V. (April, 2012) “An MBE model of the Teaching Brain: Towards a Comprehensive Understanding of Brain-Based Education.” Harvard Graduate School of Education, Student Research Conference, Harvard Graduate School of Education, Cambridge, MA.
- Rodriguez, V. (July 2012) “An MBE model of the Teaching Brain: Towards a More Comprehensive Approach for Educating with “Both” Brains in Mind.” Seventh Course of the International School on Mind, Brain and Education, Ettore Majorana Centre for Scientific Culture, Erice, Italy.
- Rodriguez, V. (July 2013) “A qualitative study towards understanding the teaching brain.” Eighth Course of the International School on Mind, Brain and Education, Ettore Majorana Centre for Scientific Culture, Erice, Italy.
- Rodriguez, V. (April, 2014) “The Dynamic Systems of Teaching and the Teaching Brain.” American Education Research Association (AERA) Conference, Philadelphia, PA.
- Rodriguez, V. (April, 2015) “The Teaching Brain: Examining Teaching as a Dynamic System Using Cognitive, Physiologic and Neurologic Tools.” American Education Research Association (AERA) Conference, Chicago, IL.
- Rodriguez, V. (April, 2016) “Using a Systems Thinking Framework to Explore Social Cognition and Physiologic Synchrony during Teaching Interactions.” American Education Research Association (AERA) Conference, Washington, DC.
- Rodriguez, V. (April, 2017) “The 5 Awarenesses of Expert Teachers: Exploring Individual Social-Emotional Cognitive Processes.” American Education Research Association (AERA) Conference, San Antonio, TX.
- Rodriguez, V. (April, 2017) “The relationship between teacher-student psychophysiological synchrony and social-emotional cognition.” American Education Research Association (AERA) Conference, San Antonio, TX.

