CURRICULUM VITAE Spring 2023

Emily R. Stolz

EDUCATION

M.Ed.	Harvard University, Graduate School of Education
(2022)	Human Development and Education

B.S. DePaul University

(2019) Elementary Education, French

Thesis: Inequity in Educational Outcomes: Examining the Role of School-based Funding.

PRESENTATIONS

Ibekwe-Okafor, N., Sims, J., Weiss, E., Bacher-Hicks, A., **Stolz, E.R.**, Nazaire, O., Jeffrey, S., and Curenton-Jolly, S. (2023, March 23-25). *How community-level racial bias is associated with teacher reports of Black kindergarten children's socioemotional skills and behavior* [Conference Poster].

Boyd, T., Curenton-Jolly, S, and **Stolz, E.R**. (2023, March 23-25). *Teachers as their own models of improvement: Using video clips to promote equitable classroom interactions* [Paper Presentation]. American Educational Research Association 2023 Bi-annual Meeting, Salt Lake City, UT.

Stolz, E.R. and Curenton-Jolly, S. (2023, February 23). *Culturally responsive, anti-bias family engagement* [Professional Development Presentation]. A Better Community Development 2023 Annual Meeting, Boston, MA.

Hui, J., Seipp, J., Garity, S., **Stolz, E.R**. and Hernandez, I. (2022, July 7-10). *Learning anxiety and coping with picture books* [Paper Presentation]. National Association of School Psychologists Annual Conference, Denver, CO.

RESEARCH EXPERIENCE

Research Fellow March 2022- Present Boston University, Center on the Ecology of Early Development (CEED)

- Utilize the ACSES observational subscales to gather data about the influence of sociocultural factors on teacher-child interactions
- Co-design professional learning opportunities for early childhood educators to support the development of high-quality socio-cultural interactions
- Conduct literature reviews and develop strength-based research questions to understand and support the development of racially marginalized children
- Represent CEED on committees such as Boston's Universal Pre-K Initiative and the Institute for Childhood Well-being

Volunteer Coder

Jan. 2022- May 2022

University of Maryland

Utilized qualitative coding software (NVivo) to code storybooks depicting anxiety in young children

TEACHING EXPERIENCE

Gradate Teaching Fellow, Harvard University

Sept. – current

Harvard Graduate School of Education

- Developmental Insights: Connecting Human Development Throughlines Across Research and Practice (Graduate)
- Empowering Human Relationships Across Developmental Contexts (Graduate)
- Simple Interactions: Strengthening Human Relationships through Adaptive Facilitation and Reflection (Graduate)

Third Grade Teacher, Paragon Mills Elementary School

Aug. 2020- July 2021

Nashville, TN

Self-contained general educator

First Grade Teacher, Schulze Academy

Aug. 2019- June 2020

Detroit, MI

Self-contained general educator

SERVICE & PROFESSIONAL AFFILIATIONS

Society for Research in Child Development Professional Member July 2022 – present

CREDENTIALS & TRAINING

Certified Observer:

Accessing Sociocultural Equity in Classrooms (ACSES) April 2022 – present