

**Jenny Yang, Ed.D.**  
*Curriculum Vitae*

48 Irwin St.  
New Hyde Park, NY 11040  
jenyang81@gmail.com

EDUCATION

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- Ed.D. in Administrative & Instructional Leadership** **2013**  
Concentration: STEM curriculum, gifted education, and English Learners  
St. John's University; Queens, NY
- M.A. in Adolescent Education** **2008**  
Concentration: Science Education  
Stony Brook University; Stony Brook, NY
- B.S. in Biochemistry; Magna Cum Laude** **2002**  
Stony Brook University; Stony Brook, NY

TEACHING EXPERIENCE

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**Courses**

*EDU 7211*: Education Research & Data Analysis II  
*EDU 7901*: Education Research & Data Analysis III  
*EDU 7800*: Multivariate Data Analysis  
*EDU 7411*: Introduction to Designing Programs  
*EDU 5990*: Doctoral Research Seminar

**Assistant Professor**

**2023-Present**

Department of Administrative and Instructional Leadership  
St. John's University

- Guide the student in the selection and planning of an original research topic that can be successfully completed within the expected time frame for the degree program.
- Establish with the student a realistic timetable for completion of various phases of the program.
- Provide constructive feedback and concrete guidance for improvement in academic performance.
- Ensure that students have an understanding of the relevant theories and the methodological and technical skills necessary for qualitative and quantitative research.
- Meet regularly with doctoral candidates to provide guidance on the proposal and dissertation defense process.
- Guide the candidate toward achieving a high level of technical and ethical quality in the dissertation research.
- Assist the candidate in navigating the IRB approval process;

**Adjunct Assistant Professor****2021-2023**

Department of Administrative and Instructional Leadership  
St. John's University

- Advise doctoral candidates on the comprehensiveness of the theoretical framework, literature review, research design, data analysis and interpretation.
- Guide the candidates toward achieving a high level of conceptual and technical quality in the dissertation study.
- Mentor graduate students in the design and implementation of pilot studies.
- Serve as data analysis specialist on dissertation committees.
- Institute syllabus and curriculum to parallel professional experiences and pedagogy in education.
- Develop instructional plans and assessments to meet course competencies and lesson objectives.
- Deliver engaging lectures to a diverse population of graduate students, including international and non-traditional students.
- Instruct and mentor graduate students in both in-person and remote modalities.

**Adjunct Assistant Professor****2017-2022**

Institute for Core Studies  
St. John's University

*SCI 1000C: Scientific Inquiry*

- Develop and teach GMO: Living in a Genetically Modified World for first-year college students.
- Emphasize science as an on-going process of discovery and growth that is central to daily life.
- Encourage students to critically evaluate scientific data and its sources.
- Evaluate student writing with an emphasis on skills that are transferrable to other classes and contexts.
- Incorporate elements of flipped classroom, gamification, and e-learning to enhance student engagement.
- Facilitate interaction between students and community partners in academic-service learning.
- Use online learning management system to organize content and communicate with students to promote academic integrity & transparency.

**Adjunct Assistant Professor****2016-2022**

Department of Interdisciplinary Studies  
New York Institute of Technology

*FCSC 101: Foundations of Scientific Process*

- Develop of instructional plans and activities to meet course competencies and lesson objectives.
- Engage students in exploring the unifying themes between the major fields of science.
- Design in-person and virtual lecture contents and hands-on activities.
- Implement high-impact practices to encourage student collaboration and learning outside of the classroom.
- Incorporate small-group discussion, hands-on experiments, and interactive multimedia tools into the lecture presentation.
- Collaborate with community partners to create academic service-learning opportunities.
- Improve assessment through item analysis of student performance.



## Teaching Assistant

2010-2011

Department of Administrative and Instructional Leadership

Dr. Paul Miller

St. John's University

*EDU 5655*: Education Research & Data Analysis I (Dr. Paul Miller)

*EDU 7800*: Multivariate Data Analysis (Dr.

- Co-taught classes on quantitative analysis techniques and functions of statistical analysis software.
- Led discussion on how to critically interpret analysis output.
- Facilitated student study groups.
- Tutored struggling students.
- Administered and graded homework assignments, midterm and final examinations.

## RESEARCH EXPERIENCE

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### Co-PI/ Project WINGS

2022-Present

Jacob Javits grant on providing enriched math education to English Learners with and without disabilities in New York, California, and Texas.

St. John's University

- Writing grant proposals, peer-review articles, and performance reports.
- Construct the blueprint for an experimental research design as part of a longitudinal study about the efficacy of advanced math curriculum for culturally and linguistically diverse students.
- Create professional development for teachers on strength-based identification for gifted students, best practices in teaching language minority students, and content and language scaffolding strategies in mathematics.
- Create qualitative and quantitative measures to document the progress of participating students, teachers, and schools.
- Compose and publish grant-related documents for purposes of recruitment, meeting internal and external objectives, and communication with stakeholders.
- Collaborate with Title I schools in building sustainable enrichment programs in underserved communities.

### Research Coordinator/ Project BRIDGE

2017-Present

Jacob Javits grant on providing enriched math education for English Learners

St. John's University

- Adapt math curriculum by incorporating language and cognitive scaffolding strategies for culturally and linguistically diverse students
- Analyze longitudinal data to delineate the differential development of high-ability students.
- Design digital math instructions and responsive homework modules for remote learning.
- Analyze program data to evaluate school culture and principals' leadership quality.
- Consolidate databases to improve reporting accuracy.
- Construct observation forms and rubric for documenting efficacy of teachers.
- Lead professional development sessions on language scaffolding.
- Develop digital lesson plans and homework for remote learning.
- Correlate internal objectives with state and local school accountability measures.
- Provide analytical support to principal investigators.
- Present research findings through peer-reviewed publications, national and



international conferences, local and regional research forums.



## Research Associate

2009-2013, 2017-Present

Center for Creativity and Gifted  
Education St. John's University

- Coordinating federally funded research studies in the field of STEM education.
- Delegate and coordinate graduate assistants to successfully implement study-related activities.
- Conduct professional development for teachers on topics that include math enrichment, language scaffolding, and effective classroom discourse.
- Gather and analyze qualitative and quantitative data needed for progress reports and publications.
- Collaborate with principal investigators on publications and presentations.
- Preparing research-related documents such as modified curriculum for study participants, teaching manuals, testing procedures, and observation protocols.

## PEER REVIEWED PUBLICATIONS

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**Yang, J.**, Jo, S., Campbell, J., & Cho, S. (2021) Recognition, Expectation, and Differentiation for Mathematical Talent Development of Young Gifted English Learners. In E. Kuusisto, M. Ubani, P. Nokelainen, & A. Toom (Eds.). *Good Teachers for Tomorrow's Schools* (217-239), Boston: Brill Sense.

Cho, S., Mandracchia, M., & **Yang, J.**, (2019). Nurturing Mathematical Talents of English Language Learners. In S. R. Smith (Ed.). *International Handbook of Giftedness & Talent Development in the Asia-Pacific* (833-856), Singapore: Springer International Handbooks of Education.

Cho, S., **Yang, J.**, & Mandracchia, M. (2015) Impact of Mentoring Mathematical Minds program to promising English Language Learners, *Journal of Advanced Academics*.

Mandracchia, M. & **Yang, J.** (2015) Gifted Students and Technology. In E. Tjoe & M. Mandracchia (Eds.). *Science, Technology, & Society: A Microcosm of Technological Trends*, Pearson Publishing, Boston, USA.

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## WORKS IN PROGRESS

**Yang, J.**, Ozbek, G. & Cho, S. (accepted). Effective Teaching Strategies for Teaching Mathematics to Young Gifted English Learners. *Gifted Education International*.

**Yang, J.**, Cho, S., & Ahn, C. (in preparation). Academic trajectories in elite high schools: When and how underachievement appears in scientifically talented students.

**Yang, J.**, Cho, S., & Jo, S. (in preparation). The effect of macro and micro scaffolding practices on the mathematical reasoning of English learners in early elementary grades.

## PRESENTATIONS

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**Yang, J.**, Jo, S., & Cho, S. (2022). Qualitative and quantitative comparison of instructional practices and learning outcomes in math classes of young gifted English learners. Paper presented at the annual international conference of European Council for Higher Ability, The Hague, Netherlands.

Cho, S., Jo, S., & **Yang, J.** (2021). Predictive relationship between teachers' instructional scaffolding and young gifted English Learners' improvement in mathematical reasoning. Paper presented at the annual international conference of European Council for Higher Ability, Virtual.

Cho, S., Jo, S., & **Yang, J.** (2020). Mathematically promising kindergarten English Learners' achievement on mathematics and literacy through language scaffolding. Paper accepted for the annual meeting of American Education Research Association, San Francisco, CA.

Cho, S., Spiridakis, J., Campbell, J., Cerezci, B., Jo, S., **Yang, J.** (2019). Project BRIDGE: developing academic competency of young gifted English Learners with advanced mathematics and language scaffolding. Panel discussion presented at the St. John's University's Faculty Forum, Queens, NY.

Cho, S., Mandracchia, M., & **Yang, J.** (2016). Effects of challenging math curriculum and effort regulation strategies use on math creativity of mathematically promising English Language Learners. Paper presented at the annual meeting of National Association for Gifted Children, Orlando, FL.

**Yang, J.**, Mandracchia, M., & Miller, P.M. (2016). School culture and school context variables predict high school graduation rates in urban schools. Paper presented at the annual meeting of American Education Research Association, Washington, D.C.

Mandracchia, M., Cho, S., & **Yang, J.** (2016). the effects of a mathematics enrichment program and task commitment on creative problem solving of mathematically promising English Language Learners. Paper presented at the annual international conference of European Council for Higher Ability, Vienna, Austria.

**Yang, J.**, Mandracchia, M., & Miller, P.M. (2015). School culture, attendance, and demographic factors predict high school graduation rates. Poster presented at the St. John's University's International Students Welcoming Ceremony, Queens, NY.

**Yang, J.** (2015). The influential factors of math achievement in mathematically promising English Language Learners. Paper presented at the St. John's University Doctoral Leadership Symposium, Queens, NY.

Cho, S., **Yang, J.**, & Mandracchia, M. (2014). The impact of M3 curriculum on the math and English achievement of mathematically promising English Language Learners. Paper presented at the annual meeting of National Association for Gifted Children, Baltimore, MA.

Cho, S., Mandracchia, M., & **Yang, J.** (2014). The impact of M3 curriculum on the math achievement of mathematically promising English Language Learners after 3 years. Paper presented at annual meeting of National Association for Gifted Children, Baltimore, MA.

Cho, S., Mandracchia, M., & **Yang, J.** (2014). The impact of M3 curriculum on math creative problem solving ability of mathematically promising ELLs. Paper presented at the annual meeting of American Educational Research Association, Philadelphia, PA.

Cho, S., **Yang, J.**, & Mandracchia, M. (2014). The effect of an advanced math curriculum on the math achievement and English proficiency of mathematically promising English Language Learners. Paper presented at the annual meeting of American Educational Research Association, Philadelphia, PA.

Cho, S., Mandracchia, M., & **Yang, J.** (2013). The differential impact of family processes on the math creative problem solving ability of elementary students. Paper presented at the Annual International Conference on Talent Development and Excellence, Antalya, Turkey.

Cho, S. & **Yang, J.** (2012). The impact of advanced math curriculum on the math achievement and creative problem solving of mathematically promising English Learners in elementary schools. Paper presented at the annual meeting of National Association for Gifted Children, Denver, CO.

Cho, S., Ahn, D., & **Yang, J.**, (2011). Predicting academic achievement of scientifically talented Korean students in specialized science high schools. Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.

## GRANTS

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Co-investigation (Principal Investigator: Seokhee Cho).

Title: Project WINGS: Scale-up of Developing Academic Proficiency of Gifted English Learners with and without Disabilities through Advanced Mathematics and Language Scaffolding.

Funding Source: Jacob Javits Grant, U.S. Department of Education

Award Period: (Pending) 2022-2027

Amount: (Proposed) \$1,719,324

Research Coordinator. (Principal Investigator: Seokhee Cho, John Spiridakis).

Title: Project LEADER: Leadership, Equity, and Achievement for Diverse, Engaged Recruits.

Funding Source: National Professional Development Program, U.S. Department of Education

Award Period: 2022-2027

Research Coordinator. (Principal Investigator: Seokhee Cho).

Title: Project BRIDGE: Developing Academic Proficiency of Young Gifted English Learners with Advanced Mathematics Program and Language Scaffolding.

Funding Source: Jacob Javits Grant, U.S. Department of Education

Award Period: 2017-2022

Research Associate. (Principal Investigator: Seokhee Cho).

Title: Scale-up and Evaluation of Mentoring Mathematics Minds for Nurturing the Math Talent of Gifted Students with Limited English Proficiency.

Funding Source: Jacob Javits Grant, U.S. Department of Education

Award Period: 2009-2014

## LEADERSHIP & SERVICE

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- Associate Director, *Leadership Symposium*, annual research seminar sponsored by the Department of Administrative & Instructional Leadership, St. John's University (2021-present)
- Co-facilitator, *Tutors for Change*, academic service-learning program offered at St. John's University (2021)
- Reviewer, *Gifted Child Quarterly* (2022)
- Reviewer, *Education Research International* (2017)
- Reviewer, *American Educational Research Association Conference* (2011-2012)



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## **HONORS AND AWARDS**

- School of Education Teaching Assistantship 2011
- School of Education Doctoral Fellowship 2009-2011
- Dean's List 1999-2002

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## **PROFESSIONAL ASSOCIATIONS**

- Member, American Educational Research Association (2010- present)
- Member, National Association of Gifted Children, 2010- present)

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## **PROFESSIONAL DEVELOPMENT**

- Advanced Process Data Analytics Using NAEP (2022)
- Analyzing NAEP and TIMSS Data Using R (2022)
- Three Approaches to Qualitative Data Analysis (2022)
- Academic Service-Learning Certificate Program, St. John's University (2017)
- Online Learning Pedagogy I, St. John's University (2015)
- Using NAEP Data on the Web for Educational Policy Research, American Education Research Association (2014)
- Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009, American Education Research Association (2014)
- Latent Class, Mixture Rasch & IRT, American Education Research Association (2011)

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## **ACADEMIC REFERENCES**

- Furnished upon request