

Catie Connolly

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EDUCATION & TRAINING

Graduate School of Education, Stanford University, Palo Alto, CA 2026

PhD in Education (Developmental and Psychological Sciences)

Certificate: Research-Practice Partnership Research

Dissertation: “Diverse paths to social-emotional success: Preschoolers’ emotion knowledge and regulation strategies, parents’ emotion socialization practices, and teachers’ observations”

Committee: Jelena Obradović (advisor), Phil Fisher, Ben Domingue, Rebecca Silverman

Columbia University, Columbia College, New York, NY 2018

Bachelor of Arts in Psychology and English

Magna Cum Laude (GPA: 3.94/4.0)

Awards & Honors: Phi Beta Kappa, Named Scholar, Dean’s List

RESEARCH EXPERIENCE

Stanford University, Stanford, CA August 2020-Present

Doctoral Researcher, SPARK Lab

PI: Jelena Obradovic

Focus: Social-emotional learning, school readiness, & culturally-responsive assessment in early childhood

- Studied preschoolers’ emotion regulation strategies by developing a coding system for a new child self-report task through San Francisco Unified School District (SFUSD) research-practice partnership. Validated measure in relation to existing adult report measures from two different informants.
- Designed and led qualitative interviews for diverse US mothers and fathers; analyses contributed to the design of a new survey measure of parents’ learning-related emotion socialization behaviors.
- Probed the effects of one versus two years of SFUSD preschool in predicting school readiness outcomes to inform policy around Universal Transitional- and Pre-Kindergarten.

Harvard University, Cambridge, MA June 2018-June 2020

Research Assistant, Laboratory for Developmental Studies

PI: Elizabeth Spelke

Focus: Educational interventions in global contexts & early cognitive and social-emotional development

- Developed educational games for early elementary school students in India and Ghana as part of a randomized controlled trial focused on early numeracy and geometry (partnered with World Bank).
- Designed and collected data for home-based intervention studies to evaluate the impact of educational games and storybooks on numeracy and social-emotional understanding in Grade 1-2 students.
- Contributed to design and implementation of experimental paradigms for infants and toddlers focused on early cognitive and social-cognitive understanding.

Massachusetts Institute of Technology, Cambridge, MA November 2018-May 2019

Research Assistant, SaxeLab

PIs: Rebecca Saxe, Ashley Thomas

Focus: Infant social cognition & neuroimaging methods

- Collected and analyzed fNIRS (functional near-infrared spectroscopy) data to examine social cognition in 3 and 4-month-old infants using a helper-hinderer paradigm.

Columbia University, New York, NY April 2017-May 2018

Research Assistant, Metcalfe Lab for Memory & Metacognition

PI: Janet Metcalfe

Focus: Classroom-based interventions on metacognition and learning from errors

- Coding video data of test preparation classes for instructional techniques and practices to examine their impact as part of a standardized test preparation program for 8th graders in NYC public schools.

PEER-REVIEWED PUBLICATIONS

Obradović, J., Finch, J. E., **Connolly, C.**, Siyal, S., & Yousafzai, A. K. (2022). The unique relevance of executive functions and self-regulation behaviors for understanding early childhood experiences and Preschoolers' outcomes in rural Pakistan. *Developmental Science*, e13271.

Connolly, C., & Obradović, J. (in press). Understanding diverse preschoolers' knowledge of self-regulation and social emotion regulation strategies. *Social Development*.

McDoniel, M.E., **Connolly, C.**, Steyer, L., & Obradović, J. (in press). Impacts and mechanisms of preschool dosage: Why are two years better than one? *Early Childhood Research Quarterly*.

Strouse, E., **Connolly, C.**, & Obradović, J. (under review). The role of gender and race in children's empathy skills across the preschool year. *Early Childhood Research Quarterly*.

Omar, J., Thennakoon, K., **Connolly, C.**, & Obradović, J. (under review). Teachers under strain: The role of racial equity mindsets and well-being in shaping early childhood educator emotion beliefs. *Applied Developmental Science*.

Connolly, C., Strouse, E., & Obradović, J. (in prep). Children's knowledge of emotion regulation strategies predict social-emotional competencies during preschool and the transition to kindergarten.

Connolly, C., McDoniel, M., Omar, J., & Obradović, J. (in prep). Examining the construct and predictive validity of the Adapted Minnesota Preschool Affect Checklist for use with diverse preschool populations.

Connolly, C., Strouse, E., & Obradović, J. (in prep). Mapping bidirectional associations between self-regulation and executive functioning in racially/ethnically, socioeconomically, and linguistically-diverse preschoolers.

Aguilar, G., Strouse, E., Omar, J., **Connolly, C.**, & Obradović, J. (in prep). Examining diversity in preschoolers' emotion knowledge.

PEER-REVIEWED CONFERENCES

Connolly, C., Strouse, E., & Obradović, J. (under review). *Emotion Regulation Strategy Knowledge and Social-Emotional Skills in Early Childhood: Linking Self-Reports to Teacher Ratings*. American Educational Research Association. Los Angeles, California.

Omar, J., Thennakoon, K., **Connolly, C.**, & Obradović, J. (under review). *Understanding Emotion Beliefs in Early Childhood Educators: The Role of Equity Mindsets and Psychosocial Strain*. American Educational Research Association. Los Angeles, California.

Omar, J., Thennakoon, K., **Connolly, C.**, & Obradović, J. (accepted, unable to attend). *From Beliefs to Practice: Supporting Social-Emotional Development in Early Childhood*. Society for the Psychological Study of Social Issues. Portland, Oregon.

Aguilar, G., Omar, J., Strouse, E., **Connolly, C. (presenting author)**, & Obradović, J. (2025, May). *Peer effects on preschoolers' emotion knowledge gains: The moderating role of classroom language diversity*. In **C. Connolly** and J. Omar (Co-

chairs), “How Racial, Ethnic, and Linguistic Diversity Shapes Social-Emotional Development in Preschool.” Society for Research in Child Development. Minneapolis, Minnesota.

Omar, J., **Connolly, C.**, & Obradović, J. (2025, May). *From beliefs to practice: Early childhood educators' approaches to supporting social-emotional development*. Society for Research in Child Development. Minneapolis, Minnesota.

Strouse, E., **Connolly, C.**, & Obradović, J. (2024, June). *The role of gender and race in children's empathy skills across a preschool year*. Education Data Science Capstone Project Symposium, Stanford, CA.

Connolly, C. & Obradović, J. (2023, March). *Preschool children's self-regulation and social emotion regulation strategies and emergent response themes*. Society for Research in Child Development, Salt Lake City, Utah.

Dow, H., Braswell, R., **Connolly, C.**, & Obradović, J. (2022, August). *Understanding Variability in Children's Self-Regulation and Empathetic Regulation Strategies*. HB-REX (Human Biology Research Exploration Program) Poster Symposium, Stanford, CA.

McDoniel, M., **Connolly, C. (presenting author)**, & Obradović, J. (2022, April). *Impacts and mechanisms of preschool dosage: Why are two years better than one?* American Educational Research Association. San Diego, CA.

TEACHING EXPERIENCE

Stanford Graduate School of Education, Stanford, CA Fall, Winter, & Spring
AY 24-25 & 25-26
Teaching Affiliate (Instructor of Record)

EDUC465: Developmental and Psychological Sciences Seminar (8 students total)

- Lead seminar for first-year PhD students to combat academia's “hidden curriculum” by reviewing knowledge, skills, and resources to promote success as a doctoral student.
- Lead discussion around student research interests, advisor-advisee relationships, developing research questions & appropriate methods, fellowships, & more.
- Facilitate discussion with area faculty, advanced graduate students, and relevant Stanford organizations to foster insights and share opportunities for learning.

Hume Center for Writing and Speaking, Stanford, CA Spring 2025-Present
Graduate Writing Tutor

- Support student writing endeavors across undergraduate and graduate student populations via 1-hour appointments.
- Offer collaborative and constructive feedback on class writing assignments, fellowship applications, research manuscripts, and more.

Stanford Center for Teaching and Learning, Stanford, CA Spring 2024-Present
Graduate Teaching Consultant

- Provide general teaching consultations for graduate instructors on topics spanning syllabus and course design, facilitating discussion, making class materials and methods accessible, and promoting equity and inclusion in the classroom.
- Facilitate student feedback workshops to solicit strengths and drawbacks of course design and instructor practices, and communicate this feedback to instructors with suggestions for implementable feedback.
- Present workshops on topics including active learning approaches, pedagogical resources and tools to promote equity, and equitable teaching practices for students with diverse accessibility needs.
- Enact IDEAL (Inclusion, Diversity, Equity, and Access in a Learning environment) Program guidelines to promote research-based and inclusive practices among Stanford's graduate instructors.

San Jose State University, San Jose, CA Spring 2025
Teaching Fellow
SOC1 104: Quantitative Research Methods (25 students total)

- Supporting lesson plan design and student instruction using lecture and active learning techniques.
- Leading activities and lectures on topics including variable types, operationalization, and research design.
- Supported by Stanford's Preparing Future Teaching Professors (PFTP) fellowship.

Stanford Graduate School of Education, Stanford, CA

Spring 2024

Teaching Affiliate (Instructor of Record)

EDUC 325C: Proseminar on Measurement & Assessment (24 students total)

- Informed syllabus design & content for the course.
- Facilitated discussion on philosophical issues of measurement & assessment guided by research articles and students' lived experiences and areas of research expertise.
- Scaffolded first year PhD students in developing collaborative and productive working relationships with their peers.
- Advocated for student needs and interests around course material, learning activities, and adjustments to course design and expectations.

Stanford University Department of Psychology, Stanford, CA

Fall & Winter

Teaching Fellow

AY 22-23 & 23-24

PSYCH 1: Introduction to Psychology (~280 students total, 30 section students each quarter)

- Independently taught 2 sections each quarter delving deeper into course material through discussion and hands-on activities; facilitated an inclusive and welcoming space guided by student-named section norms.
- Assisted students with assignments & understanding of material through email and office hours.
- Provided critical feedback and graded student work (exams, essays, & research papers).
- Engaged in ongoing self-reflection activities and peer feedback activities, including micro-teaching activities, reflection on video-recorded sections, and goal-setting workshops.

Columbia University Department of Psychology, New York, NY

Fall & Spring

Lead Teaching Assistant

AY 16-17 & 17-18

UN1001: Science of Psychology (200 students total, 40 section students)

- Met with students during office hours to clarify material and provide guidance on assignments
- Held regular review sessions to delve deeper into content and prepare students for exams and papers
- Managed Courseworks, Canvas, and Piazza pages
- Wrote conceptual exam questions; graded exams, papers, and extra credit assignments

Heyman Center for Justice at Columbia University, New York, NY

Summer 2017

Teaching Affiliate

Humanities Texts, Critical Skills (20 students)

- Led discussions in survey course on philosophy, justice, and ethics for formerly incarcerated students
- Contributed to syllabus design and creation of discussion and activities
- Held regular office hours to assist students with textual analysis and essay writing process, help students understand and meet class requirements, and build rapport
- Provided digital and in-person support to assist with assignments and acclimation to university course

GUEST LECTURES & TEACHING WORKSHOPS

Invited Guest Lectures

West Valley College, Saratoga, CA

Winter 2025

Child Studies Department

CHST066: Child, Family, and Community

Topic: Culture & Social-Emotional Development

Columbia University, New York, NY

Spring 2018

Department of Psychology

UN1001: Science of Psychology

Topic: Developmental Psychology: The role of attachment theory

Invited Teaching Workshops

Teaching Assistant Orientation (TAO), Stanford University, Stanford, CA

Fall 2024 & 2025

Topic: Facilitating Discussions in the Humanities and Social Sciences

Haas Center, Stanford University, Stanford, CA

Spring 2025

Topic: Creating Inclusive Learning Environments

Linguistics Department, Stanford University, Stanford, CA

Fall 2024

Topic: Accessibility in Action: Universal Design for Learning

History Department, Stanford University, Stanford, CA

Fall 2024

Topic: Equitable, Inclusive, and Anti-Racist Teaching Strategies

MENTORSHIP

Stanford University, Graduate School of Education

2020-Present

Honors Thesis: Kevin Casillas

HumBio Research Exploration Program: Rachel Braswell, Hannah Dow

Graduate Students: Emma Strouse, Maya Provencal

Undergraduate Researchers: Cheyenne Paw

High School Students: Grace Datta, Anna Feng

Harvard University, Department of Psychology

2018-2020

Undergraduate Researchers: Will Adams, Nensi Gjata, Kexin Que

SERVICE

Developmental and Psychological Sciences Program, *Student Representative*

Developmental and Psychological Sciences Program, *Culture & Community Chair*

Stanford Graduate School of Education Student Guild, *Community Engagement Chair*

FUNDING & FELLOWSHIPS

Diversity Dissertation Research Opportunity

2025

Stanford University

Direct costs: \$5,000

Preparing Future Teaching Professors Fellowship

2025

Stanford University

Direct costs: \$1,000

SELECTED WORK EXPERIENCE

Ivy Scholars, Admissions Consultant, Remote

2019-2021

Bloomington School (PS 145), Teaching Assistant, New York, NY

2016-2017