

## EDUCATION

### University of California, Berkeley

2012-2018 Ph.D. Education, School Psychology

Dissertation Advisor: P. David Pearson, Ph.D.

*Learning from and Getting Lost in Graphic Novels: Their Role in Promoting Vocabulary Learning, Comprehension, Motivation, and Engagement*

May 2015 MA Education, School Psychology

*Teaching English Language Learners in the United States*

### University of San Diego

August 2008 MA Peace and Justice Studies, Joan B. Kroc School of Peace Studies

*A Pathway to the Bottom of the Pyramid*

### University of California, Davis

June 2006 BA Political Science and International Relations (dual degrees)

## CERTIFICATIONS

California Board of Psychology, Licensed Psychologist (2021-present)

California P.P.S. School Psychology Credential (2017 – present)

California Board of Behavioral Science, Licensed Educational Psychologist (2019-present)

National Association of School Psychologist, Nationally Credentialed School Psychologist (2019-present)

## LANGUAGES

Spanish and English: native speaking, reading and writing fluency

## TEACHING APPOINTMENTS

*August 2018-present, Lecturer, UC Berkeley Graduate School of Education.* Instructor on Record for doctoral level courses in the School Psychology Program and University Supervisor for practicum placements in which student were gaining experience in the general education classroom; learning consultee-centered consultation; or engaging in psychoeducational assessments. Classes taught:

### Fall 2018:

ED213A - Theoretical and Empirical Bases for School Psychology Practice, Part I: Early Development through Middle Childhood

### Spring 2019:

ED207C - The Assessment and Diagnosis of Developmental, Learning, and Socio-Emotional Disorders in Children

ED213D - Educational Interventions: Theory and Practice

### Fall 2019 – Fall 2023:

ED213A - Theoretical and Empirical Bases for School Psychology Practice, Part I: Early Development through Middle Childhood

ED207B - Assessment of Cognitive Functioning

**Spring 2020 – Spring 2023:**

ED207C - The Assessment and Diagnosis of Developmental, Learning, and Socio-Emotional Disorders in Children

**Spring 2022:**

ED208 – The Social Basis of Behavior for Applied Psychology

*February 20, 2018. Guest Lecturer, UC Berkeley Graduate School of Education, Intervention for Reading Difficulties: Response to Intervention.* Guest Lecturer for a graduate seminar course in the School Psychology program.

*August 2017-December 2017, Adjunct Professor, Saint Mary's College of California, Kalmanovitz School of Education.* Instructor on record for graduate level Introduction to Research Methods course.

*August 2015-May 2016, Reader, Haas School of Business, UC Berkeley.* Was responsible for the operation of the class slides, scoring homework and assessments, supporting the professor during office hours and responding to student concerns. Served as Head Reader for the two-section class in the second semester.

*January 2013-January 2017, Tutor, Athletic Student Center—UC Berkeley.* Tutor two to four student-athletes who have been identified as high-risk and in need for academic support. Tutoring is provided in study group or one-on-one situations. Topics covered include but are not limited to: setting academic goals, organizational skills, reading comprehension skills and writing help.

*February 2011-March 2012, Bilingual Para-educator III at Cesar Chavez Elementary - Spanish Reading Aid.* Providing one-on-one reading support and large group Spanish language enrichment to meet or surpass state standards. One-on-one work focuses on using specific reading strategies to increase student's decoding and comprehension skills. Work with large group centers on Spanish language enrichment. Lessons are developed and implemented at three different levels of Spanish Language identified for first grade students.

*February 2011- March 2012, Bilingual Para-educator III at Cesar Chavez Elementary – ELD* Responsible for developing the English Language skills of ELD identified K-3 children through small group interaction.

## **MANUSCRIPTS PUBLISHED/ACCEPTED**

Worrell, F. C. (2015). *Culture and Identity in School Psychology Research and Practice: Fact Versus Fiction.* In *School Psychology Forum* (Vol. 9, No. 2).

Worked in a Research Group that closely examined and helped finalize:

Cunningham, A. E., & Zibulsky, J. (2013). *Book smart: How to develop and support successful, motivated readers.* Oxford University Press.

## **PRESENTATIONS**

**Ojeda-Beck, A.,** Anguiano, R., D'Costa, S., Draper-Rodriguez, C., Ortiz, A., Sánchez Lizardi, P., Li, H., Jimerson, S., & Robinson Sanartu, C. (2023) *Towards Bilingual School Psychology Certification and Competencies in California.* Presented at the National Association of School Psychologists, Annual Convention on February 7-10, 2023

- Ojeda-Beck, A.,** Zuazo-Legido, E.I., Li, C., & Peterson, L.S. (2023) *Evolving Your School Psychology Practice for Multilingual and Multicultural Students*. Presented at the National Association of School Psychologists, Annual Convention on February 7-10, 2023
- Ojeda-Beck, A.,** Perry, K. & Yang, C. (2022) *Student Well-Being and COVID-19: From Needs Assessment to Implementing Interventions Within a Multi-Tiered System of Support (MTSS) Framework*. Presented at American Educational Research Association, Annual Meeting April 21 - 25, 2022
- Shanock, A. & **Ojeda-Beck, A.** (2022) *Identification of Dyslexia: Consideración de identificación de Dyslexia en poblaciones Bilingües y no Bilingües*. Presented at the California Association of School Psychologists Spring Conference
- Romero, M.E., Li, C., Peterson, L.S. & **Ojeda-Beck, A.** (2022) *From the Grounds Up: Tier 1 Interventions Emergent Bilinguals*. Presented at the National Association of School Psychologists, Annual Convention on February 15-18, 2022
- Ojeda-Beck, A.** & Zuazo-Legido, E.I. (2022) *Cultural and Linguistic Responsive Evaluation Strategies for Emergent Bilinguals*. Presented at the National Association of School Psychologists, Annual Convention on February 15-18, 2022
- Ojeda-Beck, A.,** Leung, B., Perry, K., Tipton-Fisler, L.A., Ferrell, N., & Crosby-Cooper, T. (2021) *Getting the Most Out of Virtual Fieldwork Experiences*. Presented at the California Association of School Psychologists Spring Conference
- Ojeda-Beck, A.** (2019) *Positive Impacts of Graphic Novels on Intrinsic Motivation for Reading*. Presented at the Literacy Research Association, Annual Meeting December 4-7, 2019
- Ojeda-Beck, A.** (2019) *The Pow!-er of Reading: How Comic Books Support Student Academic Growth*. Presented at the Academic Talent Development Program Parent Extension course, July 19, 2019
- Ojeda-Beck, A.** (2019) *Shifting Interest and Enjoyment of Reading: Shakespeare in Graphic Novel or Script Format*. Presented at American Educational Research Association, Annual Meeting April 5 - 9, 2019
- Becker, B. & **Ojeda-Beck, A.** (2019) *Text Complexity in Graphic Novels*. Presented at Literacy Research Association, Annual Convention on December
- Ojeda-Beck, A.** (2018) *Reading the Graphic Novel Format: Academic and Motivational Gains*. Presented at the American Psychologists Association, Annual Convention on August 9-12, 2018
- Ojeda-Beck, A.** (2018) *Graphic Novel for Vocabulary Growth and Reading Motivation*. Presented at the National Association of School Psychologists, Annual Convention on February 13-16, 2018
- Ojeda-Beck, A.** (2017) *The Graphic Novel Format's Impact on Reading Motivation and Vocabulary Growth*. Presented at the American Psychological Association, Annual Convention on August 3-6, 2017
- Ojeda-Beck, A.** (2017) *Graphic Novels and Academic Vocabulary Acquisition: Preliminary implications for students across English levels*. Presented at the American Educational Research Association, Annual Meeting April 27-May 1, 2017
- Ojeda-Beck, A.** (2017) *Harnessing the Power of the Graphic Novel Format for Incidental Vocabulary Learning*. Paper presented at the University of California Graduate School of Education's Research Day 2017
- Ojeda-Beck, A.** (2017) *Preventing Reading Difficulties and Response to Intervention*. Guest

Lecture at UC Berkeley Graduate School of Education.

**Ojeda-Beck, A.** (2016) *Incidental Academic Vocabulary Acquisition Through the Reading of Graphic Novels*. Presented on July 13-16, 2016 Porto, Portugal, Society for the Scientific Study of Reading

**Ojeda-Beck, A.** (2016) *Incidental Academic Vocabulary Acquisition Through the Reading of Graphic Novels*. Presented on March 25, 2016, Harvard Student Research Conference

**Ojeda-Beck, A., Potter, A., and Hextrum, K.** (2016) *Workshop: Mentoring the Milestones*. Presented on February 26, 2016 Berkeley, at the California Graduate School of Education's Research Day 2016

**Ojeda-Beck, A.** (2016) *Incidental Academic Vocabulary Acquisition Through the Reading of Graphic Novels*. Presented on January 20, 2-16 in Santa Barbara, California, Special Education, Disabilities, and Developmental Risk Conference (SPEDDER)

**Ojeda-Beck, A.** (2015) *Piloting Dissertation Research In Incidental Vocabulary Learning*. Presented on April 3, 2015, at the Graduate School of Education's Research Day 2015

## GRANTS AND FELLOWSHIPS

*2017 Summer Institute for the Preparation of Future Faculty*, UC Berkeley, Fellow.

*AERA Minority Dissertation Fellow*, Granted by the American Educational Research Association in August 2016

*Dean's Completion Fellowship*, Awarded by the UC Berkeley Graduate Division, December 2015

*Gigi Coe and Michael Garland Award*, Granted by the UC Berkeley Graduate School of Education in August 2015

*Special Education Resource Grant*, Awarded by Philanthropic Ventures Foundation. Awarded in October 2015 and October 2016 to purchase materials for working as a public-school therapist serving special needs children.

*The Randi A. Engle Innovative Research Grant*, Received in October 2013

*Continuing Student Fellowship*, Received in August 2013; August, 2014, and August, 2015

*The Gandhi Scholarship*, Received in August 2007. Granted by the University of San Diego

*The Dean's Merit Fellowship* Received in August 2007. Granted by the University of San Diego

## SCHOOL PSYCHOLOGY TRAINING AND EMPLOYMENT

8/2017-Present School Psychologist, **Piedmont Unified School District**

Serving as the School Psychologist for Beach Elementary School and Millennium High School. Currently providing psychoeducational assessment, teacher and administration consultation, individual and group counseling and helping in the development of a school wide Response to Intervention initiative through the RtI Leadership Team. In addition implementing a pilot classroom of the Teaching Tolerance classroom curriculum and measuring the impact at the fifth grade level.

8/2016-6/2017 School Psychology Intern, **Hayward Unified School District**

John Muir Preschool Assessment Center and Longwood Elementary School. Working in the school sites providing psychoeducational assessment, individual and group counseling, teacher consultation, and school-wide mental health support. This work included developing school- and district-based relationships and working with parents, teachers and administrators while keeping special attention on scheduling and the legal educational

norms of the state of California.

8/2015-8/2016 School Counseling and Intervention Program Intern, **Discovery Counseling Center in the San Ramon Unified School District**

Sycamore Valley Elementary School, working in the schools with at-risk Kindergarten to 5<sup>th</sup> grade students, providing individual and group mental health services and therapy. This work includes developing relationships with teachers, administrators, and parents to better serve the child, while keeping detailed clinical records on each student client.

8/2014-1/2015 Psychological Assessment Trainee, **University of California Berkeley Psychology Clinic.**

Performed individual psychological assessments for private clients, in a clinical setting. Received one-on-one supervision from a licensed psychologist, as well as small group supervision at monthly staff meetings. Duties included all contact with clients, assessment, interpretation, and report writing.

12/2013-5/2014 Psycho-educational Assessment Trainee, Cherryland Elementary School, **Hayward Joint Unified School District.**

Conducted psychoeducational assessments in a school setting. This included, collaboration with general education teachers and special education personnel, assessments with students, interpreting results, writing reports, and presenting at IEP meetings (including recommendations and school-based accommodations).

9/2013-5/2014 Mental Health Consultant, **UC Berkeley Early Childhood Education Center**

University Village Child Development Center. Provided weekly consultation services to preschool teachers to assist them with the identification of child needs, and intervention development and implementation.

9/2013-5/2014 Mental Health Consultant, Cherryland Elementary School, **Hayward Joint Unified School District.**

Provided weekly consultation services to a 5<sup>th</sup> grade teacher to assist with the identification of child needs, and intervention development and implementation.

## **MEMBERSHIPS AND PROFESSIONAL SERVICE**

### **Current**

- American Educational Research Association (Fall 2012-December 2013 and Fall 2015-Present)
- American Psychological Association (Fall 2012-Present)
- American Psychological Association Division 16 Member (Fall 2015- Present)
- American Psychological Association Division 15 Member (2017- Present)
- California Association for School Psychology (Spring 2014- Present)
- National Association for School Psychology (Spring 2014- Present)
  - Bilingual Interest Group Leadership Team Member (Spring 2020-Present)
    - Chair, Spring 2022-Spring 2023

- Co-chair, Spring 2021-Spring 2022 & Spring 2023-Spring 2024
  - UC Berkeley Student Representative (Fall 2014-Spring 2018)
- School Psychology Educators of Californian (SPEC)—Bilingual Certificate Consortium (2020-Present): Developing state-wide bilingual school psychology competencies, promoting the funding and research efforts and programmatic outlines for the creation of a Bilingual School Psychology Certificate, and a Multilingual/Multicultural Competent School Psychology Certificate in the state of California.
- Conference Committee, Faculty Chair School Psychology Program, University of California Berkeley, 2020-Present

### **Past**

- Literacy Research Association (Fall 2015-Fall 2021)
- Society for the Scientific Study of Reading (Fall 2015-Fall 2017)
- Graduate School of Education Research Day Student Organization Committee (Fall 2014-Spring 2018)
  - External Chair (Fall 2016-Spring 2018)
- *Social Engagement Committee*, Faculty Chair School Psychology Program, University of California, Berkeley, 2019-2020
- *All Program Committee, Chair* School Psychology Program, University of California, Berkeley, 2018-2019
- California Board of Psychology EPPP2 Task Force Member (2018) Represented the California Psychological Association Graduate Students in the re-design of this state Psychologists Licensing exam
- Society for Personality Assessment (Fall 2014- Fall 2016)