

VANESSA RODRIGUEZ, Ed.D.

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www.teachingbrain.org

twitter: [@teachingbrain](https://twitter.com/@teachingbrain)

Book: [The Teaching Brain](#)

EDUCATION

Harvard University, Graduate School of Education 2016

Ed.D. in Human Development and Education

Dissertation: Exploring the Social-emotional Cognition and Psychophysiological Synchrony during Teaching Interactions

Committee: Kurt W. Fischer, Ph.D.* (Prior Chair-medical retirement), Tina A. Grotzer, Ed. D. (Chair), Pasi Sahlberg, Ph.D., and Carl D. Marci, M.D.

Harvard University, Graduate School of Education 2013

Ed.M., Education Policy and Management

The City College of New York 2004

M.S.Ed., Master of Science Education

New York University, College of Arts and Sciences 1998

B.A., English Literature

Minors: Sociology, English Education

PERSONAL STATEMENT

My identity as a brown-skinned Latina and educator comes from my lived experiences as a first-generation child of Puerto Rican parents. A native New Yorker and 10+ year veteran teacher in NYC public schools, I believe all students benefit from having teachers who are supported in caring for their mental health and wellness. I pursue this mission using multiple avenues of feminista research, teaching, and speaking on the importance of supporting teacher identity development and awareness. This work emanates from the Five Awarenesses of Teaching framework that I developed from extensive Pláticas and Testimonio interviewing. This approach is grounded in Feminista decolonizing methodologies and epistemologies while being trauma-informed. This innovative approach has guided the development of my evidence-based ongoing professional programming, the Racial Refuge. The Radical Refuge program designs physical (in-person and virtual) spaces to facilitate social and emotional interactions, nurturing identity development and healing for Latina and Black women early childhood educators. Follow these links for more information on the Radical Refuge [research program overview](#), in person retreat design ([Radical Refuge: sessions](#)) and media coverage ([Harvard Ed. Magazine](#)).



RESEARCH INTERESTS

<i>Theme</i>	<i>Content</i>	<i>Methods</i>
Systemic Sexism and Racism in Education	Feminista decolonizing methodologies and epistemologies	Pláticas and Testimonio Interviewing
Diversity, Equity & Belonging	Teacher Identity Awareness and Development	Radical Qualitative Methods
Teachers as Learners	Teacher mental health and wellness	Trauma-informed research design
Workforce Wellness & Sustainability	Creating physical, social and emotional spaces of affinity	Critical race spatial analysis (Qualitative)
Human-centered Research Design	Transformative Teacher Social-emotional Learning (SEL)	Radical research and implementation design
Mind Brain Education	Teaching Brain	Self-in-Relation-to-Teaching Interview

SELECT GRANTS

FUNDED EXTERNAL GRANTS

- Choice for All. **Principal Investigator**. In partnership with: \$100,000 2025-2026
 Long Island Regional Technical Assistance Center for Pre-K and Early Childhood Education
Radical Refuge Retreat
- Choice for All. **Principal Investigator**. In partnership with: \$100,000 2023-2024
 Long Island Regional Technical Assistance Center for Pre-K and Early Childhood Education
The Radical Refuge: Equity-Centered Teacher Mental Health and Wellness Professional Programming.
- University of Nebraska-Lincoln. **Principal Investigator**. \$50,000 2023-2024
The Radical Refuge: Latina and Black Women Teacher Mental Health and Wellness Retreat.
- The Barancik Foundation. **Principal Investigator**. \$30,000 2022-2023
Teaching Brain: Prioritizing Efforts for Teacher Morale and Retention
- The Spencer Foundation. Research Practice Partnership Grant. 2020-2024
Co-Principal Investigator. \$150,000
 In partnership with City University of NY, Research Foundation: NY Early Childhood Professional Development Institute
Innovations in Family Empowerment and Community Partnerships in Early Childhood Education: A Research Practice Policy Partnership in NYC.
- The Foundation for Child Development. **Principal Investigator**. \$225,000 2020-2023
Using mixed methods to explore Teacher Social and Emotional Learning, its relationship to classroom practice and the implementation of Pre-K Professional Development.
- National Science Foundation. **Principal Investigator**. \$50,000. 2019-2023
[*Mind, Brain and Education in Embracing Equity in STEM: Research, Policy and Practice Collaboratory.*](#)
- The NoVo Foundation. **Principal Investigator**. \$100,000 2020-2021
Transformative SEL Convening for NYC Early Care and Education Female Teachers of Color.
- National Commission for Scientific and Technological Research. 2018-2020
Co-Principal Investigator. \$15,450,000 CLP.
On the revision of initial teacher education in Chile and Latin-America from a teaching brain perspective and other evidence-based research on cognition and child development.

NYCDOE, Bezos Family Foundation, Einhorn Family Charitable Trust, Overdeck Family Foundation. **Co-Investigator**. \$3,500,000. 2017-2020
ParentCorps Effectiveness in Early Education Centers.

International Society for Mind, Brain and Education, New York University College of Arts and Sciences & School of Education. **Co-Principal Investigator**. \$22,000. 2017
Mind, Brain, & Education: Research, Policy and Practice Collaboratory.

FUNDED INSTITUTIONAL GRANTS

NIMHD: Pilot award from NYU Center for the Study of Asian American Health. 2020-2022
Principal Investigator. \$30,000
Examining Educators' Social Emotional Learning, Competency, and Mental Health to Inform Wellness Promotion Strategies Development: Reducing Mental Health Disparities in Asian American Educators.

Hauser Grant, Harvard Initiative for Learning and Teaching. 2012
Principal Investigator. \$50,000.
Understanding the Teaching Brain.

GRANT APPLICATIONS CURRENTLY UNDER REVIEW

Choice for All. **Principal Investigator**. In partnership with: \$100,000 2024-2025
 Long Island Regional Technical Assistance Center for Pre-K and Early Childhood Education
The Radical Refuge: Equity-Centered Teacher Mental Health and Wellness Professional Programming

The Spencer Foundation: Research-Practice Partnership
Co-Principal Investigator. \$400,000 2024-2026
 In partnership with City University of NY, Research Foundation: NY Early Childhood Professional Development Institute
Reimagining Workforce Sustainability in Early Childhood Education: A Research Practice Partnership in NYC

The Barancik Foundation. **Principal Investigator**. \$150,000 2024-2025
Teaching Brain: Prioritizing Efforts for Teacher Morale and Retention-Continuation

RESEARCH POSITIONS

Visiting Associate Professor 2025-Present
 Erikson Institute, Chicago, IL.

Faculty Affiliate 2019-Present
 NYU Steinhardt School of Culture, Education, and Human Development; Metropolitan Center for Research on Equity and the Transformation of Schools, New York, NY.

Assistant Professor 2016-2025
 NYU Grossman School of Medicine, Center for Early Childhood Health & Development, Department of Population Health, Division of Health and Behavior, New York, NY.

Program Officer 2013-2015
 International Teaching Brain Consortium, Cambridge, MA
 International Mind Brain and Education Society, Cambridge, MA.

- Researcher* 2013-2015
The International Research Schools Network at Harvard University, Graduate School of Education, Cambridge, MA.
- Research Assistant* 2013-2014
Educational Neuroscience Lab, Harvard University, Laboratory for Visual Learning, Harvard-Smithsonian Center for Astrophysics, Cambridge, MA.
Principal Investigators: Drs. Jennifer Thomson & Matthew Schneps
Project Title: *Investigating Reading Amongst Dyslexic Children Using Handheld Devices*
- Program Fellow* 2012
Harvard University, Programs in Professional Education, Cambridge, MA.
Chair: Drs. Kurt Fischer & Todd Rose
Program Title: *Connecting Mind, Brain and Education*
- Research Assistant* 2011
Harvard University, Graduate School of Education, Cambridge, MA.
Principal Investigator: Dr. Meira Levinson
Book Title: No Citizen Left Behind
- Research Assistant and Curriculum Writer* 2011
Harvard University, Graduate School of Education, Cambridge, MA.
Principal Investigators: Dr. Justin Gest, Dr. Michael J. Hiscox, Dr. Jens Hainmueller
Project Title: Naturalization and Civic Engagement Project
- Research Assistant* 2011
Harvard University, Graduate School of Education, Cambridge, MA.
Principal Investigator: Dr. Jal Mehta
Project Title: “Distinctively Good Schools” Project
- Program Fellow* 2011
Harvard University, Programs in Professional Education, Cambridge, MA.
Chairs: Drs. Katherine Merseth & Hunter Gehlbach
Program Title: Redesigning High Schools for Improved Instruction
- Program Fellow* 2010
Harvard University, Programs in Professional Education, Cambridge, MA.
Chair: Dr. Katherine Merseth
Program Title: Charter Schools: Practices for High Performance Institute
- Field Researcher* 2010
New York City Study of Social and Literacy Development, Fordham University, Bronx, NY.
Principal investigators: Dr. Maria LaRusso, Department of Psychology, Fordham University.
Project Title: NYC 4Rs Program (Reading, Writing, Respect, and Resolution)
- Research Fellow* 2003-2005
Teachers Network Policy Institute-MetLife Fellow, New York, NY.

Research Fellow 2003-2004
 City College of New York, School of Education Science, New York, NY.
 Principal Investigator: Dr. Federica Raia
 Project Title: Refining a Cognitive Model of Systems Thinking to Support the Design of Middle School Earth Science Curriculum, Instruction and Assessment.

TEACHING POSITIONS

HIGHER EDUCATION

Instructor in Education 2020-2021
 High Tech High Graduate School of Education, San Diego, CA.
 Graduate Course EDU 615: Facilitating Adult Learning

Academy Faculty 2017-2019
 The Science of Teaching and School Leadership Academy at The Center for Transformative Teaching and Learning, Potomac, MD.

Adjunct Professor 2016-2017
 NYU Steinhardt School of Culture, Education, and Human Development, Department of Applied Psychology, New York, NY.
 Graduate Course APSY-GE 2138: Human Growth and Development

Yearlong Guest Instructor 2015-2016
 Harvard University, Graduate School of Education, Cambridge, MA.
 Co-Instructor: Pasi Sahlberg, Ph.D., Visiting Professor HGSE
 Graduate Course A319: Hard Questions on Global Educational Change

Instructor in Education 2015
 Harvard University, Graduate School of Education, Cambridge, MA.
 Graduate Course HT104: Foundations of Learning and Teaching as Cognitive-Developmental Skills

Teaching Fellow 2014
 Harvard University, Graduate School of Education, Cambridge, MA.
 Graduate Course S015: Questionnaire Design: A Practical Guide from Conceptualization to Administration, Dr. Hunter Gehlbach

Instructor 2009-2010
 Hunter College, Department of Curriculum and Teaching, New York, NY.
 Graduate Course QSTA 412.80: Methods of Teaching Social Studies in Early Childhood and Elementary Schools
 Graduate Course QSTA 301.00: Fieldwork for Teaching Social Studies
 Graduate Course SEDC 755.00: Student Teaching in Social Studies, Grades 7-12

Course Developer & Curriculum Writer 2010
 Hunter College, Urban Teacher Residency Program, New York, NY.
 Developed new courses in middle school social studies to launch the UTR special education program.

Adjunct Instructor 2004-2008

New York University, Department of Teaching and Learning, Steinhardt School of Education, New York, NY

Graduate Course E27.1030: Language Acquisition and Literacy Education in Multilingual and Multicultural Contexts

Graduate Course E27.2010: Inquiries into Teaching and Learning III

K-12 TEACHING

Classroom Teacher, Coach & Director 1998-2008

I was a NYS/NYC certified/highly qualified educator who held various positions as a High School and Middle School classroom teacher (English, Social Studies, Science, Humanities), Literacy Coach, and Humanities director. A full list of positions is included at the end of my CV.

SELECT SCHOLARLY PRESENTATIONS

PEER REVIEWED PROCEEDINGS OF SCIENTIFIC MEETINGS

Rodriguez, V. (April 2025; Session Organizer & Presenter) “Creating an East Coast RAC: Fostering Intersectional Dialogue for Latina Education Researchers.” Chairs: Daniel Solorzano, Mariana Souto-Manning; Discussants: Dolores Delgado Bernal; Presenters: Veronica Velez, Lindsey Perez Huber, Cristina Medellin, Alexandra Figueras-Daniel. SIG-Critical Educators for Social Justice. American Educational Research Association (AERA), Denver, CO.

Rodriguez, V. & Jessica Martell (April 2025; Session Organizer & Presenter) “Creating Somebody’s Safe Space Now: Latina and Black Women ECE Educators’ Classroom Remedy Towards Repair.” In paper symposium: *Vamos a Placticar! Feminista Scholars Creating a Radical-Refuge for Latina and Black Women ECE Educators*. Chair: Mariana Souto-Manning; Discussant: Chrishana Lloyd. SIG-Critical Perspectives on Early Childhood Education. American Educational Research Association (AERA), Denver, CO.

Rodriguez, V. (April 2024; Session Organizer & Presenter) “Radical Refuge: A Spatial Justice Approach towards Workforce Sustainability for Black and Latina ECE Educators.” In paper session: *Parallel Spaces of Belonging: Building Education Spaces Free of Racism and Sexism for ECE Educators*. Chair: Mariana Souto-Manning; Discussant: Jennifer Keys Adair. SIG-Critical Perspectives on Early Childhood Education. American Educational Research Association (AERA), Philadelphia, PA.

Rodriguez, V. (April 2024; Session Organizer & Presenter) “Historical Commodification of Women: Designing Reimagined Evaluations Spaces Supporting Teacher[s] Quality with our Radical Refuge.” In paper session: *Looking at the Histories of Black and Latina Early Childhood Educators to Guide the Future of ECE*. Chair: Chrishana Lloyd; Discussant: Iheoma U. Iruka. SIG-Critical Perspectives on Early Childhood Education. American Educational Research Association (AERA), Philadelphia, PA.

Rodriguez, V. (April 2023) “Sexism endured - Racism imposed: Intersectional Barriers within the ECE workforce towards realizing critical truths.” In paper session sponsored by the Foundation for

Child Development: *Seeking Truth Through an Authentic Understanding of Teachers' Lived Experiences*. SIG-Critical Perspectives on Early Childhood Education. American Educational Research Association (AERA), Chicago, IL.

Rodriguez, V. (March 2023). "A Novel Framework for Developing Equity and Justice-Centered Professional Supports for Women Early Childhood Educators." In symposium sponsored by the Early Childhood Research Network: *Emerging Lessons from the COVID-19 Pandemic: Future Directions for Supporting the Early Childhood Workforce*. Society for Research in Child Development (SRCD). Salt Lake City, UT

DeVlieger, S., **Rodriguez, V.** (January 2023). "Justice Orientations and Mental Health among Asian American Early Childhood Educators in NYC during COVID-19: A Mixed-Methods Study". Paper presentation. Hawaii International Conference on Education. Honolulu, HI

Rodriguez, V. (June 2022). "[Silent and Forgotten: An exploration of women pre-Kindergarten teachers' mental health and wellness during Covid-19 and beyond.](#)" In symposium: *Understanding Workforce Well-Being During the COVID-19 Pandemic: Confronting Trauma, Racism, and Sexism in Early Care and Education*. Paper symposium. National Research Conference on Early Childhood (NRCEC), Virtual.

Rodriguez, V. (June 2022). "The Cost of Reflexivity as a Latina Researcher: Experiencing Racist and Classist Attitudes While Examining the Experiences of White Women ECE Teachers During COVID-19 in NYC." Paper symposium. National Research Conference on Early Childhood (NRCEC), Virtual.

Rodriguez, V., Rojas, N., Rabadi-Raol, A., Souto-Manning, M., & Brotman, L., (April 2021). "Understanding the Whole Teacher using the Five Awarenesses Teaching Framework". In symposium: *There's No One to Take Care of Us: The Importance of Teacher Emotional Well-Being*. Paper Symposium. Society for Research in Child Development (SRCD), Virtual.

Rodriguez, V. (April 2021). "The Early Care and Education Workforce and COVID-19: Why They Must be Part of Policy Change". Roundtable. Society for Research in Child Development (SRCD), Virtual.

Rodriguez, V., Jennings, P. A., Solis, S. L., Mascio, B., Akaba, S., Dawson-McClure, S., Linares Torres, H., Brotman, L. (March 2019). "Exploring how teacher SEL influences the effects of a professional learning intervention on student outcomes." Society for Research in Child Development (SRCD), Baltimore, MD.

Abenavoli, R., **Rodriguez, V.,** Cramer, T., Rojas, N., Dawson-McClure, S., Troxel, A., Morris, P., & Brotman, L. (2019, March). "Adapting and embedding a measure of teacher practice: Observations of pre-K classrooms in a large urban district." Paper. Society for Research on Educational Effectiveness, Washington, D.C.

Brotman, L.M., Dawson-McClure, S., Barajas-Gonzalez, G., Kamboukos, D., Huang, K.Y., **Rodriguez, V.,** Ursache, A., & Troxel, A. (March 2019). "Scaling culturally-relevant, early childhood, family-centered prevention". In paper symposium: *Family-centered, prevention and intervention*

- for reducing behavior problems and promotion healthy development.* Paper. Society for Research in Child Development (SRCD), Baltimore, MD.
- Brotman, L.M., Dawson-McClure, S.R., Troxel, A., Kamboukos, D., Huang, K.Y., Cheng, S., Barajas-Gonzalez, R.G., **Rodriguez, V.**, Ursache, A., & Goldfeld, K. (June, 2018). Evaluating family-centered prevention at scale in two hybrid implementation-effectiveness randomized controlled trials within the NYC Pre-K for All System. In paper symposium: *Research and Policy Partnerships that Promote Family-Centered Support in Early Childhood to Prevent Academic and Behavior Problems.* Paper. Society for Prevention Research. Washington, DC.
- Rodriguez, V.** (April 2017). “The 5 Awarenesses of Expert Teachers: Exploring Individual Social-Emotional Cognitive Processes.” Paper Presentation. American Education Research Association (AERA) Conference, San Antonio, TX.
- Rodriguez, V.** (April 2017). “The relationship between teacher-student psychophysiologic synchrony and social-emotional cognition.” Paper Presentation. American Education Research Association (AERA) Conference, San Antonio, TX.
- Rodriguez, V.** (April 2016) “Using a Systems Thinking Framework to Explore Social Cognition and Physiologic Synchrony during Teaching Interactions.” Paper Presentation. American Education Research Association (AERA) Conference, Washington, DC.
- Rodriguez, V.** (April 2015) “The Teaching Brain: Examining Teaching as a Dynamic System Using Cognitive, Physiologic and Neurologic Tools.” Paper Presentation. American Education Research Association (AERA) Conference, Chicago, IL.
- Rodriguez, V.** (April 2014) “The Dynamic Systems of Teaching and the Teaching Brain.” Paper Presentation. American Education Research Association (AERA) Conference, Philadelphia, PA.
- Rodriguez, V.** (April, 2012) “An MBE model of the Teaching Brain: Towards a Comprehensive Understanding of Brain-Based Education.” Paper Presentation. Harvard Graduate School of Education, Student Research Conference, Harvard Graduate School of Education, Cambridge, MA.
- Rodriguez, V.** (April, 2011) “Teaching ‘Historical Thinking’ through a ‘Perspective Taking’ curriculum in order to promote higher cognitive thinking.” Paper Presentation. American Education Research Association (AERA) Conference, New Orleans, LA.
- Rodriguez, V.** (February, 2008) “A Sustainable Solution: The Certified Teacher Researcher.” Paper Presentation. *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.** (February, 2010) “Providing what Standardized Tests Cannot: The Certified Teacher Researcher.” Paper Presentation. *Annual Ethnography in Education Research Forum*, U Penn, PA.
- Rodriguez, V.** (April, 2010) “Providing what Standardized Tests Cannot: The Certified Teacher Researcher.” Paper Presentation. *The Meier Symposium*, New York NY.

SELECT INVITED KEYNOTES AND LEADERSHIP ENGAGEMENTS

Rodriguez, V. (February 2024). “The Radical Executive Retreat” Division of Child Care Services, NYS Office of Children and Family Services. Cooperstown, NY.

Rodriguez, V. (March 2023). Invited Think Tank Scholar: Early Childhood Education (ECE) Workforce Wellbeing Research to Policy Convening. Zigler Center in Child Development and Social Policy. Yale University. New Haven, CT.

Rodriguez, V. (March 2023). Expert Panelist: Deep Equity. Touro University NY & Touro University CA Equity Series. Virtual.

Rodriguez, V. (February 2023) Expert Panelist: CTTL Winter Webinar Series, “Connecting the Science of Learning and Belonging.” Center for Transformative Teaching and Learning. Potomac, MD. Virtual.

Rodriguez, V. (April 2022) Keynote Address: “Self-care is not a Solution: Teacher SEL, Mental Health, and Wellness.” New York State Association of Early Childhood Teacher Educators, ACCESS Higher Education Forum. NYSAEYC Annual Conference. Verona, New York.

Rodriguez, V. (April 2021) Featured Speaker: “Awareness of Self as a Teacher.” Learning & the Brain Conference. New York, NY.

Rodriguez, V. (June 2020). Keynote Address: “Mind, Brain, Education, and the Heart of Education.” Summer Institute, Peter Clark Center for Mind, Brain, and Education, Breck Institute, Golden Valley, MN.

Rodriguez, V. (December 2019). Keynote Address: “Secure your mask on first before assisting a child: The Five Awarenesses of Teaching as a framework for developing adult SEL.” Distinguished Speaker Series, Middle Country Library and Family Place Libraries, Centereach, NY.

Rodriguez, V. (October 2019). Keynote Address: “The Heart of Teaching.” Peter Clark Center for Mind, Brain, and Education, Breck Institute, Golden Valley, MN.

Rodriguez, V. (April 2018). Keynote Address: “Teachers are Learners: Understanding the Teaching Brain.” Escuela Juan Moyá, Santiago, Chile.

Rodriguez, V. (November 2017) Keynote Address: “Developing Teacher Awareness” Antioch University, New England: Progressive Teacher Education Conference. Keene, NH.

SELECT INVITED SCHOLARLY PRESENTATIONS

Rodriguez, V. (March 2024). “vv.” Community of Practice Presentation and Workshop, [National Early Care and Education Workforce Center](#).

Rodriguez, V. (November 2023). “Radical Refuge: A Spatial Justice Approach towards Workforce Sustainability for Black and Latina ECE Educators.” Institute of Education Sciences-funded Predoctoral Interdisciplinary Research Training Program (IES-PIRT) Proseminar Series, NYU Steinhardt School of Culture, Education, and Human Development, New York, NY.

Rodriguez, V. (October 2023). “Radical Refuge: A Spatial Justice Approach towards Workforce Sustainability for Black and Latina ECE Educators.” Speaker Series: Metropolitan Center for

Research on Equity and the Transformation of Schools, NYU Steinhardt School of Culture, Education, and Human Development, New York, NY.

Rodriguez, V., (March 2023). “Breaking Rose Colored Glasses: Addressing Systemic Exploitation of Latina and Black Women in Education through Mental Health and Wellness Professional Programming,” Research Seminar, Department of Population Health, NYU Grossman School of Medicine, New York, NY.

Rodriguez, V., (March 2023). “Humanizing Research Methods in Early Childhood.” Research Town Hall, Department of Population Health, NYU Grossman School of Medicine, invited by Dr. Laurie Brotman, New York, NY.

Rodriguez, V., DeVlieger, S. (October 2022). “Leaders of Color and white Allies: A Case Study in One Team’s Journey – Fostering Emotional Engagement and Learning for Liberation 2022.” Breakout session at the 2022 SEL in Action Convening. Albuquerque, NM

Rodriguez, V. (August 2020). Supporting Early Childhood Programs to Address Educational Inequities and Specifically Attend to the Social and Emotional Needs of our Youngest Learners and their Families. New Teacher Center, New York, NY.

Rodriguez, V. (September 2019). “The Social Emotional Health Coaching Playbook.” Momentous Institute, Dallas, TX.

Brotman, L. M., & **Rodriguez, V.** (April 2019). “Families, Children and Teachers Thriving Together Professional Development Study: Study Design and Preliminary Findings.” New York City Department of Education & Division of Early Childhood Education, New York, NY.

Rodriguez, V. (May 2019). “Teachers as Learners: Developing the Social-Emotional Learning of Teachers.” Learning and the Brain, New York, NY.

Rodriguez, V. (January 2019). “Listening to the Song of the Canaries in the Coal Mine: Qualitative Findings of Pre-K Teachers Awareness of Social Emotional Learning and Teaching” Universidad Diego Portales, Santiago, Chile.

Rodriguez, V. (September 2018). “[The Forgotten Ones: An exploration of women pre-Kindergarten teachers’ mental health and wellness during COVID-19 and beyond](#)” Universidad De Chile, Instituto de Estudios Avanzados en Education, Santiago, Chile.

Rodriguez, V. (November 2015). “World-Class Teacher Development: The Teaching Brain and School Reform,” Learning and the Brain, New York, New York.

Rodriguez, V. (April 2016). “[Social Cognition & Physiologic Synchrony during Teaching Interactions.](#)” [MIT xTalks](#), Cambridge, Massachusetts.

Rodriguez, V. (June 2015). “The Teaching Brain and Teacher Development.” Transfer School Conference, New York, New York

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. (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.

SELECT SYMPOSIA ORGANIZED

“[Mind, Brain and Education Collaboratory: Embracing Equity in STEM](#),” January 15, 2024, NYU Grossman School of Medicine, NY, NY. (Conference Organizer and Co-director: **Drs. Vanessa Rodriguez** and Ido Davidesco)
Funded by: National Science Foundation

“[Fostering Emotional Engagement and Learning for Liberation \(FEELL\)](#).” October 10, 2022, New York, NY. (Conference Organizer and Director: **Dr. Vanessa Rodriguez**.)
Funded by: Rockefeller Philanthropy Advisors, NoVo Foundation, and the Early Childhood Research Network

“Schooling the Self: Promoting Self-Compassion, Awareness and Authenticity in Schools.” April 8-10, 2021. New York, NY. (Session Organizer and Chair: **Dr. Vanessa Rodriguez**) Funded by: Learning and the Brain.

“Seeing Clearly and Boldly in Mind, Brain, & Education: The Interplay of Neurodiversity, Race, and Learning from Adult-Child Interactions and Social Structures through the Educational Systems.” May 4, 2019. Learning and the Brain, New York, NY. (Session Organizer and Chair: **Dr. Vanessa Rodriguez**. Participants: Brito, N., Rodriguez, L., Cherng, H. S., Onaiwu, M. G.)

“Schooling Social Brains: Promoting Social Skills, Interactions, and Collaborations in a Digital Age.” May 3-5, 2019. (Co-Sponsor and Chair: **Dr. Vanessa Rodriguez** with Ido Davidesco)
Funded by: Learning and the Brain.

“*Mind, Brain, & Education: Research, Policy and Practice Collaboratory.*” October 9, 2017, New York University, New York, NY. (Co-Directors: **Drs. Vanessa Rodriguez & Ido Davidesco**).
Funded by: International Society for Mind, Brain and Education

SELECT INVITED PROFESSIONAL DEVELOPMENT & TEACHER PRESENTATIONS

“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

“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

“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.

“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 Teaching Brain: A Book Study Group with the Author,” EDCO Collaborative, Professional Development Course. Bedford, MA. November 7 & 21, 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.

“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.

“Understanding the 5 Awarenesses of Expert Teaching,” Annual International neuroELT Conference. Kitakyushu, Japan. July 19-20, 2014.

PUBLICATIONS

REFEREED JOURNAL ARTICLES and BOOK CHAPTERS

Rodriguez, V. (2024). [The Radical Refuge: Reconceptualizing Teacher Quality Liberated from the Historical Commodification of Latina and Black Women in Early Childhood Education](#). *Bank Street College of Education*, [Special issue: Reconceptualizing Quality Early Care and Education with Equity at the Center] Occasional Paper Series 51. DOI: <https://doi.org/10.58295/2375-3668.1522>

Rodriguez, V. (2023). "Don't Train Me to Serve": Supporting Thriving Teachers through Identity Development. In Nagasawa, M. *Transforming Early Years Policy in the U.S.: A Call to Action*. Teachers College Press.

Rodriguez, V., Rojas, N.M. Rabadi-Raol, A. Souto-Manning, M.V. & Brotman, L.M. (2022) [Silent Expectations: An exploration of female pre-Kindergarten teachers’ mental health and wellness during COVID-19 and beyond](#). *Early Childhood Research Quarterly*, [Special issue: Early childhood research, practice, and policy: The Covid-19 pandemic] 60, 80. DOI: [10.1016/j.ecresq.2021.12.006](https://doi.org/10.1016/j.ecresq.2021.12.006).

Kamboukos, D., Ursache, A., Cheng, S., **Rodriguez, V.**, Gelb, G., Barajas-Gonzalez, R. G., ... & Brotman, L. M. (2022). Measuring Children’s Emotion Knowledge: Steps Toward an Anti-Racist Approach to Early Childhood Assessments. *Affective Science*, 3(1), 62-68. DOI: [10.1007/s42761-022-00105](https://doi.org/10.1007/s42761-022-00105).

Rodriguez, V. & Rojas, N.M. (2021). The Social and Emotional Foundation of Learning: The interdependent relationship of teacher SEL in supporting student SEL. In Güroglu, B.; Hickey-Moody, A.; Burnard, P.; Gotlieb, R. (Eds.), *UNESCO MGIEP International Science and Evidence Based Education Assessment: Education Beyond 2030*. UNESCO.

- Brotman, L. M; Dawson-McClure, S., Rhule, D., Rosenblatt, K., Hamer, K., Kamboukos, D., Boyd, M., Mondesir, M., Chau, I., Lashua-Shriftman, E., **Rodriguez, V.**, Barajas-Gonzalez, R. G., & Huang, K. Y. (2021) Scaling Early Childhood Evidence-Based Interventions through RPPS. *Future of Children*, 31 (1), 53-70. DOI: [10.2307/27074987](https://doi.org/10.2307/27074987)
- Rodriguez, V.**, Lynne Solis, S., Mascio, B., Kiely Gouley, K., Jennings, P. A., & Brotman, L. M. (2020). [With awareness comes competency: The five awarenesses of teaching as a framework for understanding teacher social-emotional competency and well-being](#). *Early education and Development*, [Special issue: Early care and education professionals' social and emotional well-being] 31(7), 940-972. DOI: [10.1080/10409289](https://doi.org/10.1080/10409289).
- Rodriguez, V.** & Mascio, B. (2018). 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.
- Rodriguez, V.**, & Solis, S. L. (2013). Teachers' awareness of the learner-teacher interaction: Preliminary communication of a study investigating the teaching brain. *Mind, Brain, and Education*, 7(3), 161-169. DOI: [10.1111/mbe.12023](https://doi.org/10.1111/mbe.12023)
- Rodriguez, V.** (2013a). The potential of systems thinking in teacher reform as theorized for the teaching brain framework. *Mind, Brain, and Education*, 7(2), 77-85. DOI: [10.1111/mbe.12013](https://doi.org/10.1111/mbe.12013)
- Rodriguez, V.** (2013b). The human nervous system: A framework for teaching and the teaching brain. *Mind, Brain, and Education*, 7(1), 2-12. DOI: <https://doi.org/10.1111/mbe.12000>
- Rodriguez, V.** (2012). The teaching brain and the end of the empty vessel. *Mind, Brain, and Education*, 6(4), 177-185. DOI: [10.1111/j.1751-228X.2012.01155.x](https://doi.org/10.1111/j.1751-228X.2012.01155.x).

ACADEMIC BOOKS

- Coaching for Momentum: A Social Emotional Approach to Classroom Coaching*. (2019). Momentous Institute. Coaching program and resource book designed and developed from 5 Awarenesses in teaching framework.
- Sahlberg, P; Hasak, J; **Rodriguez, V.** (2016). *Hard Questions on global educational change: policies, practices, and the future of education*. New York; London: Teachers College Press.
- Rodriguez, V.** with Michelle Fitzpatrick. (2014). *The Teaching Brain: An Evolutionary Trait at the Heart of Education*. New York, NY: The New Press.

MANUSCRIPTS UNDER REVIEW

- Rodriguez, V.** (Under review). The Radical Refuge: Designing physical, social and emotional spaces for Latina and Black Women ECE Educators to escape toxicity and develop identity awareness. *International Journal of Educational Research*.
- Rodriguez, V.** (Under review). Sexism Endured; Racism Imposed: Promoting White Women Pre-K Teachers' Critical Race Consciousness through the use of the Self-in-Relation-to-Teaching Interview. *Journal of Teacher Education*.

MANUSCRIPTS IN PREPARATION

Rodriguez, V. (In preparation). The Invisibles: Listening to and Learning from Women Home-based Early Childhood Educators of Color. Target Journal: *Early Childhood Research Quarterly*.

Rodriguez, V. (In preparation). “It Filled My Cup Too”: Black and Latina Women’s Experiences Facilitating Early Childhood Educators in Affinity Support Groups. Target Journal: *Professional Development in Education*.

EDITED JOURNAL THEMED ISSUES

Yearlong Series Editor 2012
 Mind, Brain, and Education Journal, Wiley Periodicals, Inc.
 Special Section Title: The Teaching Brain

SELECT HONORS AND AWARDS

Young Scholars Program Grantee Spotlight, Foundation for Child Development	2022
#1 New Book Release in Education Psychology, Amazon.com, <i>The Teaching Brain</i>	2014
Nan Haar Award, Harvard University: Mind, Brain and Education Program (\$4,000).	2014
Young Investigator Award, International Mind, Brain and Education Society	2013

ADVISEMENT AND MENTORSHIP

DOCTORAL ADVISEES

Anny Venancio, (Visiting Fellow) Department of Neuroscience, Universidade Federal de Minas Gerais, Brazil

- Current advisee

Shana DeVlieger. IES-PIRT Fellow, Early Childhood concentration, Department of Teaching and Learning, NYU Steinhardt School of Culture, Education, and Human Development, NY

Jeannine Leclerc, Teaching and Learning, Plymouth State College, NH

Parker Foster, Educational Policy Studies, Georgia State University

Nyissia Spruill, Teaching and Learning, NYU Steinhardt School of Culture, Education, and Human Development, NY

MASTERS ADVISEES

Janna Rodriguez, Masters in Education, Brooklyn College

Chief Executive Officer in Education Management at The Innovative Daycare Corp

Founder and Provider at The Innovative Daycare Corp, Freeport, NY.

Jacob Dixon, Masters in Childhood General and Special Education, Bank Street College.

Founder and Chief Executive Officer, Choice for All, Freeport, NY.

Julia Jacobsen, Masters in Education, Harvard Graduate School of Education

Masters in Educational Leadership, High Tech High Graduate School of Education

Brent Spirnak, Masters in Educational Leadership, High Tech High Graduate School of Education

DISSERTATION AND THESIS ADVISEMENT (COMPLETED)

Florence Barbour, EdD. (2023). Educational Leadership for Diverse Communities, Malloy University, NY.

- Executive Director of Harbor Child Care

Rebecca Gotlieb, PhD. (2020). Education, National Science Foundation Graduate Research Fellow in the Center for Affective Neuroscience, Development, Learning and Education; University of Southern California, CA.

- Assistant Researcher, UCLA School of Education and Information Sciences

Bryan Mascio, EdD. (2018). Human Development and Education, Harvard Graduate School of Education, MA.

- Lecturer on Education, Harvard Graduate School of Education.

COMMITTEE MEMBER, DOCTORAL DISSERTATIONS AND THESES

Fallon, A. (2020). Relationships Between Co-Teachers During Intrapersonal Conflict Within the Early Child Care Setting. Ph.D. dissertation, (Fabienne Doucet, Chair; Committee Member: Carol Gilligan) NYU Steinhardt School of Culture, Education, and Human Development, NY. (Position: Director, Mansfield Children's Center)

COMMITTEE MEMBER, MASTER'S THESES

Gallegos, L. (2022). *Uplifting Voices: Poetry and stories from BIPOC women. Uplifting marginalized voices in the system of education.* Master's Thesis, High Tech High Graduate School of Education.

FACULTY AND PEER MENTORSHIP (SELECT)

Name	Current Position
Alexis D. Riley, PhD	Assistant Professor, Science Education, Department of Teaching and Learning, NYU Steinhardt School of Culture, Education, and Human Development, NY
Morgan Z. Faison, PhD	Clinical Associate Professor, Department of Educational Theory and Practice, Mary Frances Early College of Education, University of Georgia
Crystasany R. Turner, PhD	Assistant Professor, Teaching and Learning, University of Wisconsin
Alexandra Figueras-Daniel, PhD	Assistant Research Professor; Bilingual ECE Policy Specialist National Institute for Early Education Research (NIEER) Rutgers, the State University of New Jersey
Cristina Medellin-Paz, PhD	Associate Director, Straus Center for Young Children and Families, Bank Street College of Education
Sarika S. Gupta, PhD	Senior Researcher, Straus Center for Young Children and Families, Bank Street College of Education

Jayanti Owens, PhD	Assistant Professor of Sociology and International & Public Affairs Brown University
Ayesha Rabadi-Raol, PhD	Assistant Professor, Seneca University
Giancarlo Gola, PhD	University of Applied Sciences and Arts of Southern Switzerland (SUPSI)
Natalia Rojas, PhD	Assistant Professor, NYU Grossman School of Medicine
Rebecca Gotlieb, PhD	Assistant Researcher, University of Southern California
Paulo Barraza Rodriguez, PhD.	Associate Professor, IE-Universidad de Chile Researcher, CIAE-Universidad de Chile

INSTITUTIONAL SERVICE (SELECT)

<i>Member</i> , Search Committee, Metropolitan Center for Research on Equity and the Transformation of Schools, Deputy Executive Director of Research and Evaluation	2023
<i>Member</i> , Center Equity Leadership Team Center for Early Childhood Health and Development	2016-2019
<i>Member</i> , NYU Grossman School of Medicine Underrepresented in Medicine (URIM) initiative	2018
<i>Member</i> , Search Committee, NYU Steinhardt Scholl of Culture, Education, and Human Development Clinical Assistant Professor of Early Childhood Literacy	2018
<i>Founder & Member</i> , NYU Mind, Brain, and Education Research Collaborative	2017
<i>Founder & Member</i> , The Harvard Mind, Brain, and Education Research Collaborative	2013-2014

PROFESSIONAL SERVICE (SELECT)

<i>Member</i> , Early Childhood Workforce Well-being Work Group UCSF Center for Vulnerable Populations, Nutrition and Obesity Policy Research and Evaluation Network (NOPREN)	2023-present
<i>Reviewer</i> , Foundation for Child Development Scholars of Color Series.	2023
<i>Reviewer</i> , AERA Division K Exemplary Research Award	2023
<i>Invited Panelist</i> , Senior Scholars of Color Series webinar: Honoring Dr. Cynthia Garcia Coll: Frameworks, Perspectives, & Relevance for Today. Foundation for Child Development	2022
<i>International Editorial Board</i> , Philosophy of Education Society of Australia (PESA) PESA Agora; ACCESS Contemporary Issues in Education	2020-Present
<i>Reviewer</i> , Philosophy of Education Society of Australia (PESA)	2020-Present
<i>Reviewer</i> , William T. Grant Foundation: Reducing Inequality Program PESA Agora; ACCESS Contemporary Issues in Education	2020
<i>Reviewer</i> , Frontiers in Psychology, Section: Educational Psychology Correia, Rut, & Navarrete, Gorka (2017). Social Cognition and Executive Functions as Key Factors for Effective Pedagogy in Higher Education.	2017
<i>Reviewer</i> , Teachers College Press	2017
<i>Reviewer</i> , The New Press	2008, 2012

SELECT PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development (SRCD) Current Special Interest Groups: Latino Caucus	2019-present
International Mind, Brain and Education Society (IMBES)	2013-present
The Harvard Mind, Brain, and Education Research Collaborative	2013-2014
The Deborah Meier Institute	2009-2010
American Educational Research Association (AERA) Division K Special Interest Groups: Critical Perspectives in ECE, Teaching and Teacher Education Previous Special Interest Groups: Systems Thinking in Education, Teacher as Researcher, Education Policy and Politics	2008-present

SELECTED MEDIA FEATURES AND CONTRIBUTIONS (SELECT)

“Radical Refuge: Alum found a way to support communal wellness for Black and Latina early childhood educators.” (November 20, 2023) by Lory Hough, Harvard Ed. Magazine
<https://www.gse.harvard.edu/ideas/ed-magazine/23/11/radical-refuge>

“Fostering Emotional Engagement in Learning for Liberation: The FEEEL healing retreat.” (October 27, 2022) by Kateryn Ferreira. Geminme the Podcast. <https://lnns.co/5R0Q2kgrqwJ>

“Perpetual Decisions” (September 27, 2022) by Getting’ Grown Podcast.
<https://podcasts.apple.com/us/podcast/perpetual-decisions/id1220265487?i=1000580835313>

“What Makes a Great Teacher: Pedagogy or Personality?” (September 25, 2019) by Ariel Sacks, Education Week Teacher. <https://www.edweek.org/tm/articles/2019/09/25/what-makes-a-great-teacher-pedagogy-or.html?r=1820619612>

Featured in “Member Spotlight: Vanessa Rodriguez”. (2019). SRCD Latino Caucus.
<https://latinocaucus.srcd.org/spotlights/vanessa-rodriguez/>

“Know thyself: The power of a reflective educator.” (June 4, 2019). Course of Mind. International Society for Technology in Education (ISTE) initiative made possible in part by a grant from the Chan Zuckerberg Initiative DAF. <http://courseofmind.buzzsprout.com/283357/1169543-know-thyself-the-power-of-a-reflective-educator>

“What teachers need to know about the brain.” (September 15, 2018) The Education Hub.
<https://theeducationhub.org.nz/what-teachers-need-to-know-about-the-brain-by-assistant-professor-vanessa-rodriguez/>

U.S. Department of Education, The Teachers Edition. 2016. [What does a Teacher’s Brain Look Like?](#) October 29, 2016.

MIT's xTalks speaker series with the Office of Digital Learning. April 28, 2016. [Social Cognition & Physiologic Synchrony during Teaching Interactions.](#)

Rodriguez, V. 2015. "[Great Teachers are not Built Overnight.](#)" Bright, Medium, August 27.

2015 Boston Book Festival, Boston, MA. October 24, 2015.

Makar, Carmina. 2015. [Teachers College Record](#). June 25, 2015.

"[The Teaching Brain.](#)" NPR Miami: Topical Currents. WLRN 91.3 FM. Interview with Richard Ives. Miami, FL. March 3, 2015.

"[Are Latino Students Shy in the Classroom?](#)" NPR Latino USA, Interview with Antonia Cerejido. February, 27, 2015.

"[Great Teachers are not Built Overnight.](#)" Bright, Medium, August 27, 2015.

"[National Teacher Week: Women and the Teaching Brain.](#)" Momsrising.org, May 5, 2015.

"[Redefining Teaching: Why 'one size fits all' is not effective.](#)" Texas School Business Magazine, January 2015.

TEACHING BRAIN PRESS COVERAGE

ARTICLES

Seattle Times	" Teaching is a natural human ability that starts developing in childhood, author says. "
Wandering Educators	" The Teaching Brain: Changing the Field of Education. "
District Administration	" 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”](#)

K-12 TEACHING

Certification

New York State and New York City permanent certification in English 7-12 1998
 NCLB “Highly Qualified” in English, History/Social Studies and Science 2008-2014

Humanities Director/Literacy Coach; Co-Chair of Data Inquiry Team 2008-2009
 United Federation of Teachers (UFT) – Teacher Center Renaissance Leadership Academy, New York, NY.

History Teacher 2007-2008
 Mott Hall II, New York, NY.

Humanities Teacher 2004-2007
 Salk School of Science, New York, NY.

Curriculum Coach 2004-2007
 Mott Hall II, New York, NY.

Middle School Director of Curriculum and Instruction, Humanities Teacher 2002-2004
 New Explorations into Science Technology and Math (NEST+M), New York, NY.

Teacher (All subjects excluding Math) 1999-2002
 West Side Collaborative Middle School, New York, NY.

English Teacher 1998-1999
 Mamaroneck High School, Mamaroneck, NY.

Student Teacher 1998
 Trevor Day School, New York, NY.

Student Teacher 1998
 Stuyvesant High School, New York, NY.