

TIFFANY WU
DOCTORAL STUDENT, UNIVERSITY OF MICHIGAN
wutiffa@umich.edu

EDUCATION

- University of Michigan** 2021–2026 (expected)
Ph.D. in Education and Psychology
Advisor: Dr. Christina Weiland
- University of Michigan** 2022–2026 (expected)
Master of Arts in Statistics (dual degree program)
- University of Chicago** 2018–2019
Master of Arts in the Social Sciences
Concentration in Psychology
Thesis: “Multiplication is vexation and practice drives me mad: The relationship between math anxiety, retrieval practice, and test performance”
Advisor: Dr. Susan Levine
- Northwestern University** 2011–2015
Bachelor of Science in Secondary Education and History
Summa cum Laude
Illinois Middle School and High School Teaching License:
Professional Educator License (PEL) 1042622

PROFESSIONAL EXPERIENCE

- 2021- **University of Michigan, Equity in Early Learning Lab, Ann Arbor, MI**
Graduate Research Assistant, Dr. Christina Weiland
- 2019-2021 **LEAP Innovations, Personalized Learning Education Technology Non-profit, Chicago, IL**
Research Analyst
- 2018-2019 **University of Chicago, Cognitive Development Lab, Chicago, IL**
Graduate Research Assistant, Dr. Susan Levine
- 2015-2017 **Chicago Public Schools, Lindblom Math & Science Academy, Chicago, IL**
High School Social Sciences Teacher
- 2012-2015 **Northwestern University Center for Talent Development, Evanston, IL**
Teaching Assistant & Residential Teaching Assistant
- 2011-2015 **Northwestern University, Institute for Policy Research, Evanston, IL**
Research Assistant, Dr. Lindsay Chase-Lansdale

FELLOWSHIPS AND AWARDS

- 2022-2026** IES Causal Inference in Education Policy Research (CIEPR) Predoctoral Fellowship

- 2022 Association for Public Policy Analysis and Management (APPAM) Equity and Inclusion Student Fellowship
- 2022 Institute for Social Research-Rackham Summer Training Award, University of Michigan
- 2021 Rackham Regents Fellowship, University of Michigan
- 2019 Dean's Scholarship, University of Chicago
- 2019 Master of Arts in the Social Sciences Scholarship, University of Chicago
- 2015 Highest Undergraduate GPA Award, School of Education and Social Policy, Northwestern University
- 2013-2015 Ralph Robinson Scholarship, Northwestern University
- 2012 New Cosmic Frontiers Astronomy & Physics International Essay Competition Third Place, University of Chicago

GRANTS

- 2022 *Collaborative Partnership with Low-Income Detroit Schools to Promote Interest in STEM*
DEI Faculty Grant, Industrial and Operations Engineering, University of Michigan
PIs: Dr. Salar Fattahi (PI), Tiffany Wu (co-PI)
Total award amount: \$10,000

PUBLICATIONS

Policy Briefs

- Wu, T., McCormick, M., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2023). *What sustains the pre-K boost? New evidence from Boston Public Schools*. Boston Early Childhood Research Practice Partnership.
- Weiland, C., McCormick, M., Wu, T., MacDowell, C., Guerrero-Rosada, P., Taylor, A., Snow, C., & Sachs, J. (2023). *Teacher well-being and professional development in a pandemic: Evidence from early educators in the Boston Public Schools*. Boston Early Childhood Research Practice Partnership.

MANUSCRIPTS IN PROGRESS

- Wu, T. & Weiland, C. (2023). *One score to rule them all: Comparing the predictive and concurrent validity of 30 ways to score the Hearts and Flowers task*. Journal article in preparation.
- Weiland, C., Wu, T., & McCormick, M. (2023). *What if You Miss the First Year of an Aligned Curriculum? Boston Public Schools' Pre-K Non-Attendees Made Equivalent Learning Gains Whether or Not their Kindergarten Program was Aligned with Pre-K*. Policy brief in preparation.

PROFESSIONAL PRESENTATIONS

- Wu, T.**, Weiland, C., McCormick, M., Hsueh, J., Snow, C., & Sachs, J. (2023, May). One score to rule them all? Comparing the predictive and concurrent validity of 30 ways to score the Hearts and Flowers task. American Educational Research Association (AERA), Chicago, IL.
- Wu, T.**, Weiland, C., McCormick, M., Hsueh, J., Snow, C., & Sachs, J. (2023, March). One score to rule them all? Comparing the predictive and concurrent validity of 30 ways to score the Hearts and Flowers task. The Susan B. Meister Lecture in Child Health Policy, the University of Michigan Child Health Evaluation and Research Center, Ann Arbor, MI.
- Wu, T.** (2019, June). Multiplication is Vexation and Practice Drives Me Mad: Retrieval Practice Accuracy Mediates the Effect of Math Anxiety on Test Performance. The University of Chicago MAPSS Conference, Chicago, IL.
- Jenifer, J. & **Wu, T.** (2019, May). Math Anxiety & Retrieval Practice: A Potential Strategy for Reducing Performance Gaps. Association for Psychological Science (APS) 31st Annual Convention. Washington, D.C.
- Sommer, T.E., Chase-Lansdale, L., Sabol, T.J., Yoshikawa, H., Brooks-Gunn, J., **Wu, T.** (2014, June). Barrier or Opportunity to Promote Parental Employment?: Early Childhood Education Programs for Low-Income Children. Work and Family Researchers Network Conference. New York City, NY.

TEACHING EXPERIENCE

K-12 Teaching Experience

- 2015-2017 **Chicago Public Schools, Lindblom Math & Science Academy, Chicago, IL**
High School Social Sciences Teacher
- 2012-2015 **Northwestern University Center for Talent Development, Evanston, IL**
Teaching Assistant & Residential Teaching Assistant

PAID CONSULTANCIES

- 2023- **Johnson County Cabinet for Children and Youth, Vienna, IL**
Education Research Consultant

ACADEMIC SERVICE

Service to the University of Michigan

- 2022-2023** Social Committee Member, Combined Program in Education and Psychology
- 2022-2023** Executive Committee Member, Combined Program in Education and Psychology
- 2021-2022** Recruitment Committee Member, Combined Program in Education and Psychology

AFFILIATIONS

2022- Association for Public Policy Analysis & Management (APPAM)

2021- American Educational Research Association (AERA)

PROGRAMMING LANGUAGES

Most experienced with R and Python

Some experience with Stata, SPSS, and SQL

Dabbled in HTML, CSS, and Javascript