

# Catherine M. Corbin

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## EDUCATION

*Ph.D., Educational Psychology – Applied Developmental Science* May 2020  
University of Virginia  
Mentors: Drs. Jason Downer and Erik Ruzek

*M.A., Education and Social Policy* January 2012  
New York University

*B.A., Psychology* December 2009  
University of California Santa Barbara

*A.A., Liberal Studies* May 2006  
Las Positas College

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## CURRENT APPOINTMENTS

*IES Postdoctoral Fellow* August 2020  
University of Washington  
School Mental Health Assessment, Research, & Training (SMART) Center

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## PUBLICATIONS

**Corbin, C. M.**, Downer, J. T., Ruzek, E. A., Lowenstein, A. E., & Brown, J. L. (2020). Correlates of within year change in elementary students' perceptions of interactions with their teacher. *Journal of Applied Developmental Psychology* 69, 1-11.  
<https://doi.org/10.1016/j.appdev.2020.101144>

**Corbin, C. M.**, Alamos, P., Lowenstein, A. E., Downer, J. T., & Brown, J. L. (2019). The role of teacher-student relationships in predicting teachers' personal accomplishment and emotional exhaustion. *Journal of School Psychology*, 77, 1-12.  
<https://doi.org/10.1016/j.jsp.2019.10.001>

### *Revise and Resubmit*

Wymer, S., Williford, A., & **Corbin, C. M.** (under review). The relation between teacher and child race, trajectories of disruptive behavior, and exclusionary discipline in preschool.

### *Under Review*

MacDonnell Mesler, R., Martin, B., **Corbin, C. M.** (under review). Teacher mindset promotes growth mindset development in students.

### *In Preparation*

Alamos, P., **Corbin, C. M.**, Klotz, M. , Lowenstein, A. E., Downer, J. T., & Brown, J. L. (in preparation). Bidirectional associations among teachers' wellbeing and teacher-student relationships across an academic year.

**Corbin, C. M.**, Downer, J. T., Alamos, P., & Wang, M. T. (in preparation). Adolescents' implicit theories of emotion and math anxiety: The mediating role of emotion regulation.

**Corbin, C. M.**, Downer, J. T., Lowenstein, A. E., & Brown, J. L. (in preparation). Bidirectional associations among components of teachers' psychological adjustment in urban elementary schools.

**Corbin, C. M.**, Downer, J. T., Lowenstein, A. E., & Brown, J. L. (in preparation). Classroom interactions and academic achievement among urban elementary students: Assessing the moderating role of students' perceptions.

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## PRESENTATIONS

**Corbin, C.**, Alamos, P., Downer, J., & Brown, J. (2019, March). *Understanding the bidirectional associations between student-teacher relationships and teachers' wellbeing*. Paper presented at the Society for Research in Child Development biennial meeting, Baltimore, M.D.

**Corbin, C.**, Downer, J. T., & Ruzek, E. (2018, June). *Investigating individual- and classroom-level variation in student reports of classroom interactions*. Paper presented at the Cross-University Collaborative Mentoring Conference (CUCMC), Boston, MA.

**Corbin, C.**, Alamos, P., Downer, J. D., & Brown, J. L. (2018, May). *The quality of teacher-student relationships as a target for preventing teachers' burnout*. Poster presented at the Society for Prevention Research annual meeting, Washington, D.C.

\* Winner of the Early Career Prevention Network (ECPN) Graduate Student Poster Contest.

**Corbin, C.**, Downer, J. T., & Ruzek, E. (2018, April). *Investigating individual- and classroom-level variation in student reports of classroom interactions*. Paper presented at the American Educational Research Association (AERA) annual meeting, New York, NY.

**Corbin, C.** (2017, April). *Evaluating the moderating role of classroom characteristics on the relationship between grit and math achievement*. Poster presented at the Society for Research in Child Development biennial meeting, Austin, TX.

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## AWARDS/FUNDING

Virginia Education Sciences Training (VEST) Predoctoral Fellowship	2015 – 2019
Society for Prevention Research (SPR) Early Career Prevention Network (ECPN) Graduate Student Poster Contest	May 2018

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## TEACHING/WORKSHOP

Co-Instructor: Child Learning and Development (Fall 2017)  
Workshop Instructor: Statistical Methods Overview (Summers 2018 and 2019)

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## UNIVERSITY SERVICE

- Curry Research Conference (CRC) Planning Committee Volunteer June 2017 – present
- Co-managed communications to promote CRC via email, social media (e.g., Twitter, Facebook), and verbal presentations at meetings and in classes.
  - Attended monthly meetings to organize the logistics of the conference.
  - Worked with the planning committee to generate ways to increase the participation of undergraduate and Masters students to diversify the material presented at the conference.
- Graduate Student Works-in-Progress Meeting Co-coordinator January 2017 – May 2018
- Co-coordinated a meeting for doctoral students from across disciplines to share and receive formative feedback on works in progress.
  - Maintained a low-stakes environment to practice presentations and/or pitch ideas to support pursuit of novel ideas.
  - Fostered climate that allowed students across disciplines and programs to connect with others' work to support diverse ideas and formation of unique partnerships.
- Summer Undergraduate Research Program (SURP) Graduate Student Mentor March 2017 – August 2017
- Created materials for and conducted training on use of a tool to qualitatively code teacher responses.
  - Managed two SURP interns on daily tasks including coding teacher responses, literature reviews, and progress on individual projects.
  - Supported the academic and professional development of two SURP interns by facilitating connections to persons of interest and tutoring on basic statistics and statistical software.
  - Created a warm and supportive environment to support academic risk-taking and contribution of novel thoughts and ideas.
- Downer & Williford lab Writing Group Coordinator June 2015 – August 2017
- Organized a time and space for students from three doctoral programs across Curry to submit and receive formative feedback on in-progress written works.
  - Coordinated sign-ups, submission processes, re-scheduling, and questions from participants.
  - Worked to develop an environment rooted in supportive formative feedback.
- SURP Graduate Student Affiliate Mentor June 2016 – August 2016
- Met once or twice a week with one SURP intern to provide statistical and academic support.
  - Served as a panelist on the SURP career panel focusing on alternative paths to academia.

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## WORK EXPERIENCE

*MDRC*

March 2012 – August 2015

### Technical Research Analyst (K-12 Education Department)

- Managed the acquisition, storage, and processing of data for large-scale research projects.
- Processed large raw data sources (school records, surveys, CRDC, CCD) including recoding variables, merging large dataset, and reshaping files using SAS.
- Wrote both descriptive and impact analysis programs (correlational analyses, linear regression analyses, fixed effects, etc.).
- Generated output to populate tables and figures for interim and final reports.
- Drafted memos to communicate interim and final findings both internally and for outside partners.
- One of two K-12 department External Affairs Liaisons responsible for helping to create a strategic plan for disseminating work to new audiences and in new mediums.
- Member of the K-12 department data management leadership group, which aimed to tackle issues surrounding efficient systems for storing and processing data, and defining best data management practices.

*Achievement First*

May 2011 – December 2011

### Product Analyst Intern

- Managed Infinite Campus, a proprietary student information system.
- Maintained data integrity through audits, event research, and problem resolution.
- Supported operations staff at 20 schools on Infinite Campus related issues.
- Developed documentation and led training sessions to define and promote best practices.

*Institute for Education and Social Policy at NYU*

February 2011 – May 2011

### Research Intern

- Built a large data set from New York State Report Cards and 655 Reports for use in Stata.
- Conducted literature review on school financing and special education.
- Used Stata to run statistical analyses.

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## COMPUTER SKILLS

- Mplus, SAS, SPSS, Stata, Blimp - large data set manipulation, statistical analysis, multiple imputation.
- Advanced knowledge of Microsoft Office, including Word, Excel, and PowerPoint.