

DANA MILLER - COTTO, Ph.D.

Curriculum Vitae

University of California, Berkeley
Berkeley School of Education
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[Personal Website](#) | [Google Scholar](#)

ACADEMIC POSITIONS

- 2024 - **Assistant Professor**, Berkeley School of Education (BSE)
Cluster: Learning Sciences and Human Development
University of California, Berkeley, Berkeley, CA
- 2022 - 2024 **Assistant Professor**, Department of Psychological Sciences
Kent State University, Kent, OH

EDUCATION & TRAINING

- 2020 - 2022 **Postdoctoral Researcher**, College of Education and Human Development
University of Delaware, Newark, DE
- 2017 - 2019 **Postdoctoral Research Associate**, Learning Research and Development Center
University of Pittsburgh, Pittsburgh, PA
- 2017 **Ph.D., Educational Psychology**
Temple University, Philadelphia, PA
- 2014 **M.Ed., Educational Psychology**
Temple University, Philadelphia, PA
- 2011 **B.A., Psychology (with honors), cum laude**
Lehman College CUNY, Bronx, NY

FUNDING

EXTERNAL FUNDING

- Submitted Co-Principal Investigation (PI: Avery Closser)
Exploring Factors Associated with Perceptual Scaffolding to Support Elementary Math Learning in Digital Learning Platforms
U.S. Department of Education: Institute for Education Sciences
[Subaward Amount Request: \$441,073]
- 2024 - 2026 Principal Investigator
Examining Effects of Assessor Identity and Context on Children's Executive Function Performance
Brady Education Foundation Grant

[#058389; \$105,742]

- 2023 - 2024 Principal Investigator
The role of assessor identity on children's executive function performance
Society for Research in Child Development (SRCD) Black Caucus Early Career Grant
[\$1,500]
- 2020 - 2023 Co-Investigator (PIs: Drs. David Purpura and Caroline Hornburg)
My Math Stories: Taking Place in Our Mathematical World
EF+Math Program, Advanced Education Research and Development Fund (AERDF)
[\$2,000,000]
- 2019 - 2020 Recipient
Inclusive Mathematics Environments Early Career Fellowship
Mindset Scholars Network and Bill and Melinda Gates Foundation
[\$10,000]
- 2010 Principal Investigator
Memory Illusions: Fonts and Serial Position Assignments of Word Lures
Psi Chi/ Association for Psychological Science
[\$5,000]

INTERNAL FUNDING

- 2024 - 2025 Principal Investigator
Working Memory in Math Learning: Offloading or Interference?
Division of Research and Economic Development
Kent State University
[two-course releases]
Declined; Left the University
- 2023 - 2024 Principal Investigator
What is the role of assessor racial identity on Black children's executive function performance?
Applied Psychology Center (APC) Under Researched Population Award
Kent State University
[\$2, 500]
- 2018 - 2019 Co- Investigator (PI: Dr. Armin Schikorra)
Aligning Teaching Methods and Students' Learning Needs: Active Learning vs. Traditional Classrooms
Provost's Personalized Education Grant Program
University of Pittsburgh
[\$26, 306]

KEY PERSONNEL

- 2023 - 2025 Steering Committee (PIs: Prasad Ram, Teomara Rutherford, Jessica Hunt)
Research Infrastructure for the Development, Implementation, and Assessment of Mathematics Interventions at Scale: An Incubator Project

National Science Foundation
[\$499,898]

AWARDS & HONORS

2024	Rising Star, Association for Psychological Science (APS)
2024	Invited Presenter, Early Career Symposium, Cognitive Development Society (CDS)
2023 -	Founding Member, Global Executive Function Initiative
2023	Publication Productivity Award, Applied Psychology Center, Kent State University
2023	Early Career Fellowship, Applied Psychology Center, Kent State University [course release]
2020	Institute on Statistical Analysis: Development of Mathematics Competencies in Early Childhood via American Education Research Association/NSF, Laguna Beach, CA
2018	Meta-Analysis Training Institute, via Institute for Education Sciences, Chicago, IL
2017	Diversity Travel Award, Cognitive Development Society (CDS)
2014 - 15	The Future Faculty Fellowship, Temple University
2011	Kay Wilson Officer Team Leadership Award, CUNY Lehman Chapter, Psi Chi
2011	The Lehman College Foundation Scholarship
2010 - 11	Recipient, Louis Stokes Alliance for Minority Participation (LS-AMP) in STEM via the National Science Foundation (NSF)
2008	Psi Chi International Honor Society in Psychology

JOURNAL ARTICLES

+ = former/current trainee; ^ = Co-First Author

1. **Miller-Cotto, D.**, & Gordon, R. (accepted). Revisiting working memory fifty years after Baddeley and Hitch: A review of field-specific conceptualizations, use and misuse, and paths forward for studying children. *Quarterly Journal of Experimental Psychology*.
2. **Miller-Cotto, D.**, Ahmed, S., Ribner, A.D., & Ellis, A.E. (accepted Stage 1 In Principle Acceptance of Registered Report). Examining ethnic/racial measurement invariance in fourth grade executive function: A registered report of data from the ECLS-K. [[Pre-Registration](#)]. Provisionally accepted at *Journal of Educational Psychology*.
3. Del Toro, J., Legette, K., Christophe, N.K., Pasco, M., **Miller-Cotto, D.**, & Wang, M.T. (in press). When ethnic-racial discrimination spills over and predicts the school adjustment of non-discriminated adolescents: The mediating role of classroom climate. *Developmental Psychology*.
4. Devlin, B. L., Zhang, H., Beliakoff, A., **Miller-Cotto, D.**, Klein, A. & Jordan, N.C. (2024). Profiles of preschoolers' numerical abilities across quantity representations. *Canadian Journal of Experimental Psychology*. doi:10.1037/cep0000339
5. **Miller-Cotto, D.**, Ribner, A.D., & Smith, L.V. (2024). Understanding working memory and mathematics development for ethnically/racially minoritized children through an Integrative Theory lens. *Behavioral Sciences*, 14, 390. doi: 10.3390/bs14050390
6. + Clerjuste, S., Guang, C., **Miller-Cotto, D.**, & McNeil, N.M. (2024). Unpacking the challenges and predictors of students' use of the distributive property. *Journal of Experimental Child Psychology*, 244, 105. doi: 10.1016/j.jecp.2024.105922

7. ^DeJoseph, M., ^Ellewood-Lowe, M., **Miller-Cotto, D.**, Silverman, D., Shannon, K. A., Reyes, G., Rakesh, D., & Frankenhuis, W.E. (2024). The promise and pitfalls of a strengths-based approach to child poverty and neurocognitive development: Implications for policy. *Developmental Cognitive Neuroscience*, 66, 101. doi: 10.1016/j.dcn.2024.101375
8. Viegut, A. A., Resnick, I., **Miller-Cotto, D.**, Newcombe, N.S., & Jordan, N.C. (2023). Tracking informal fraction knowledge and its correlates across first grade. *Developmental Psychology*, 59, 1739 – 1756. doi: 10.1037/dev0001581
9. Byrnes, J.P., & **Miller-Cotto, D.** (2023). A historical, methodological, and philosophical analysis of the working memory construct. *American Journal of Psychology*, 136, 193-208. doi: 10.5406/19398298.136.2.08
10. Ribner, A.D., Ahmed, S., **Miller-Cotto, D.**, & Ellis, A.E. (2023). The role of executive function in shaping the longitudinal stability of math achievement during early elementary grades. *Early Childhood Research Quarterly*, 64, 84-93. doi: 10.1016/j.ecresq.2023.02.004
11. Barbieri, C.A., **Miller-Cotto, D.**, + Chawla, K., & + Clerjuste, S. (2023). A meta-analysis of the worked example effect on mathematics performance. *Educational Psychology Review*, 35, 11. doi: 10.1007/s10648-023-09745-1
12. + Zhang, H., **Miller-Cotto, D.**, & Jordan, N.C. (2023). Estimating the co-development of executive functions and math achievement using cross-lagged panel model with fixed effects. *Contemporary Educational Psychology*, 72, 102-126. doi: 10.1016/j.cedpsych.2022.102126
13. Hall, G., Putzeys, S., & **Miller-Cotto, D.** (2022). Early experiences and school readiness: A within and between exploration of the Opportunity Propensity Model. *Cognitive Development*, 65, 101 – 226. doi: 10.1016/j.cogdev.2022.101226
14. Prather, R.W., Benitez, V., Kendall Brooks, L.K., Dancy, C. L., Dilworth, D., Faison, M.O., Figueroa, M., Holden, L.T.R., Johnson, C., Medrano, J., **Miller-Cotto, D.**, Matthews, P.G., Manly, J.J., & Thomas, A. (2022). What can cognitive science do for people? *Cognitive Science*, 46. doi: 10.1111/cogs.13167
15. **Miller-Cotto, D.**, Booth, J. L., & Newcombe, N. S. (2022). Sketching and verbal self-explanation: Do they help middle school children solve science problems? *Applied Cognitive Psychology*, 40, 919-935. doi: 10.1002/acp.3980
**Recognized by Wiley for being a Top Cited Article in 2023.*
16. **Miller-Cotto, D.**, Smith, L.V., Wang, A.H., & Ribner, A.D. (2022). Changing the conversation: A culturally responsive perspective on executive functions, minoritized children, and their families. *Infant and Child Development*. doi: 10.1002/icd.2286
**Recognized by Wiley for being a Top Downloaded Article in 2022.*
17. **Miller-Cotto, D.**, & Schunn, C. (2022). Mind the gap: How a large-scale course re-design in economics reduced performance gaps. *Journal of Experimental Education*, 90, 783-796. doi: 10.1080/00220973.2020.1805717
18. **Miller-Cotto, D.**, & Auxter, A. E. (2021). Testing the ecological validity of faded worked

- examples in algebra. *Educational Psychology*, 41, 191-205.
doi: 10.1080/01443410.2019.1646411
19. Barbieri, C.A., & **Miller-Cotto, D.** (2021). The importance of adolescents' sense of belonging to mathematics for algebra learning. *Learning and Individual Differences*, 87, 101993.
doi: 10.1016/j.lindif.2021.101993
 20. Wang, M.T., Smith, L.V., **Miller-Cotto, D.**, & Huguley, J.P. (2020). Parental ethnic-racial socialization practices and children of color's academic outcomes: A meta-analytic review. *Child Development*. doi: 10.1111/cdev.13254
**Recognized by Wiley for being a Top Cited Article in 2020-2021.*
 21. **Miller-Cotto, D.**, & Byrnes, J. P. (2020). What's the best way to characterize the relationship between working memory and achievement?: An initial examination of competing theories. *Journal of Educational Psychology*, 112, 1074 –1084. doi: 10.1037/edu0000395
 22. Byrnes, J.P., Wang, A. H., & **Miller-Cotto, D.** (2019). Children as mediators of their own cognitive development in kindergarten. *Cognitive Development*, 50, 80-97.
doi: 10.1016/j.cogdev.2019.03.003
 23. Barbieri, C. A., **Miller-Cotto, D.**, & Booth, J. L. (2019). Lessening the load of misconceptions: Design-based principles for algebra learning. *Journal of the Learning Sciences*, 28, 1-37.
doi: 10.1080/10508406.2019.1573428
 24. Byrnes, J. P., **Miller-Cotto, D.**, & Wang, A. H. (2018). Children as mediators of their own development: The case of learning science in kindergarten and first grade. *Journal of Cognition and Development*, 19, 248 – 277. doi: 10.1080/15248372.2018.1470975
 25. **Miller-Cotto, D.**, & Byrnes, J. P. (2016). Ethnic/racial identity and academic achievement: A meta-analytic review. *Developmental Review*, 41, 51-70. doi: 10.1016/j.dr.2016.06.003
 26. Byrnes, J. P., & **Miller-Cotto, D.** (2016). The growth of mathematics and reading skills in segregated and diverse schools: An opportunity-propensity analysis of a national database. *Contemporary Educational Psychology*, 46, 34-51. doi: 10.1016/j.cedpsych.2016.04.002

BOOK CHAPTERS

- Jordan, N.C., **Miller-Cotto, D.**, & Gesuelli, K. (forthcoming). Mathematics learning difficulties. In Okolo, Patton Terry & Cutting (Eds.), *Handbook of Learning Disabilities, Third Edition*.
- Booth, J. L., McGinn, K. M., Barbieri, C., Begolli, K. N., Chang, B., **Miller-Cotto, D.**, Young, L. K., & Davenport, J. L. (2017). Evidence for cognitive science principles that impact learning in mathematics. In D. C. Geary, D. B. Berch, R. J. Ochsendorf & K. M. Koepke (Eds.), *Acquisition of complex arithmetic skills and higher-order mathematics concepts Vol 3* (pp. 297–325). Oxford, UK: Elsevier.

MANUSCRIPTS UNDER REVIEW/IN REVISION

+ = former/current trainee; ^ = Co-First Author

- Miller-Cotto, D.**, Chan, J.Y.-C, & + Medrano, J. (under review). Identifying challenging aspects in

mathematics: An analysis of students' performance across topics and knowledge type. [[Pre-Registration](#)]. Submitted for peer review to *Journal of Numerical Cognition*.

Miller-Cotto, D. & Lewis Jr., N. (under review). Am I a “Math Person”? Considering context in shaping mathematics identity among Black students. Submitted for peer review to *Urban Education*.

Miller-Cotto, D., & +Medrano, J. (under review). Does working memory facilitate the effectiveness of faded worked examples for middle school math? Submitted for peer review to *British Journal of Educational Psychology*.

Gesuelli, K., **Miller-Cotto, D.**, & Barbieri, C.A. (revised, resubmitted). Variability in math achievement growth for students with math learning difficulties and the role of school supports. Second revision submitted to *Journal of Educational Psychology*.

Scalise, N.R, Gladstone, J.R, & **Miller-Cotto, D.** (in revision). Maximizing math achievement: Strategies from the science of learning. Revision invited to *Journal of Experimental Child Psychology*.

[^]Ribner, A.D., [^]**Miller-Cotto, D.**, Merkley, R., Rivera, L., & Rosenberg-Lee, M. (under review). Working memory predicts twice the growth rate in math skills for children living in poverty. Submitted for peer review to *Developmental Psychology*.

Bauer, C., **Miller-Cotto, D.**, Silverman, D.M., & Frankenhuis, W. (under review). Recognizing the agency and strengths of people in disadvantaged positions: A holistic approach to studying inequality. Submitted for peer review to *Social and Personality Psychology Compass*.

Byrnes, J.P., & **Miller-Cotto, D.** (under review). Using machine learning and latent profile transition analysis to identify the most powerful components of the propensity to learn. Submitted for peer review to *Contemporary Educational Psychology*.

Owusua, T., Fitzsimmons, C., **Miller-Cotto, D.**, Taber, J., Coifman, K., Sidney, P., & Thompson, C. (under review). Identities at the interaction of gender and race/ethnicity: Interrelations with math anxiety, math attitudes, and math performance. Submitted for peer review to *Journal of Numerical Cognition*.

MANUSCRIPTS IN PREPARATION

+ = former/current trainee; ^ = Co-First Author

Miller-Cotto, D., & +Medrano, J. (revising for resubmission). Reconciling Cognitive Load Theory and Executive Functions: Implications for Design Based Principles.

Miller-Cotto, D., & Gesuelli, K.A. (in prep; writing). Testing theories of working memory and early math with children who have math learning difficulties.

Miller-Cotto, D., +Chawla, K., Botello, M., & Barbieri, C.A. (in prep; writing). A meta-analysis examining the relations between executive function and motivation.

Miller-Cotto, D., +Medrano, J., Borriello, G., & +Zaborowski, S. R. (in prep; writing). When training is inconclusive: Making a case for supporting executive functions.

+Medrano, J., & **Miller-Cotto, D.** (preparing for submission). Understanding working memory as a facilitator of math learning: Offloading as a potential strategy.

Ellis, A., Ahmed, S.F., Ribner, A.D., **Miller-Cotto, D.** (in prep; writing). Teachers' reports of approaches to learning: Measurement invariance across gender, income, race and ethnicity.

+ Medrano, J., Devlin, B., + Shingledecker, M., Thompson, C.A., & **Miller-Cotto, D.** (revising for resubmission). Executive function and spatial/relational reasoning relate to individual differences in fraction understanding. [[Pre-Registration](#)].

+ Zaborowski, S.R., Miller, A., & **Miller-Cotto, D.** (in prep; writing). A meta-analysis examining the differential relations between ADHD subtypes and executive function domains.

INVITED TALKS

Miller-Cotto, D. (March 2024). *Understanding ethnic/racial differences in executive function performance: The case of the dimensional change card sorting task*. Cognitive Development Society (CDS) Early Career Symposium, Pasadena, CA.

Miller-Cotto, D. (March 2024). *Testing the role of executive function in fraction comparisons*. Human Development and Family Studies and the Center for Early Learning Colloquium series. Purdue University. West Lafayette, IN.

Miller-Cotto. (January 2024). *Determining predictors of school readiness and academic achievement: An ecological approach*. Visiting Scholar Speaker Series. Graduate School of Education, University of Pennsylvania. Philadelphia, PA.

Miller-Cotto, D. (October 2023). *Testing assumptions of assessment in diverse groups of young children*. Invited talk for the Equity, Diversity, and Inclusion Speaker Series at Vanderbilt University – Peabody College, Nashville, TN.

Miller-Cotto, D. (April 2023). *Measurement invariance of working memory in early childhood*. Invited talk to the Midwestern Psychological Association (MPA) Meeting, Chicago, IL.

Miller-Cotto, D. (February 2023). *Assumptions of assessment across diverse groups*. Invited talk for the Cognitive Science Program. Northwestern University. Evanston, IL [Virtual].

Miller-Cotto, D. (January 2023). *Individual Differences in Executive Function and Math Skills. Testing Competing Theories*. Invited talk to the Developmental Science Brown Bag Series. University of California – Davis. Davis, CA [Virtual].

Miller-Cotto, D. (November 2022). *Executive Functions and Math Learning Difficulties: Testing Competing Theories*. Invited talk to the Applied Psychology and Human Development Colloquium. University of Toronto. Toronto, ON [Virtual].

Miller-Cotto, D. (November 2022). *Mathematics learning difficulties and executive functions: Testing competing theories*. Invited talk to the Centre for Educational Neuroscience. University College London. London, UK [Virtual].

- Miller-Cotto, D. (March 2022). *The Role of Executive Function Skills in Mathematics for Children Living in Poverty*. Developmental Psychology Colloquium. University of California – Merced. Merced, CA [Virtual].
- Miller-Cotto, D. (March 2022). *Executive Function and Academic Outcomes*. Crane Center for Early Childhood Research and Policy. The Ohio State University. Columbus, OH [Virtual].
- Miller-Cotto, D. (February 2022). *Working Memory and Mathematics Skills: A Culturally Responsive Lens Interpretation through Family Socialization Practices*. University of Massachusetts at Amherst Developmental Science Colloquium. Amherst, MA [Virtual].
- Miller-Cotto, D. (October 2021). *What Can I Do with My Ph.D.? Insights from My Year in the Nonprofit World*. The University of Illinois—Chicago Psychology Department presents the Black Scholar Speaker Series—Special Session. Chicago, IL [Virtual].
- Miller-Cotto, D. (October 2021). *Working memory and early math skills: A culturally sensitive Perspective on ethnic minority children’s development*. University of Illinois – Chicago Psychology Department Presents the Black Scholar Speaker Series. Chicago, IL [Virtual].
- Miller-Cotto, D. (November 2020). *The development of executive functions and mathematics: An Integrative Theory Perspective*. Occidental College Cognitive Science Speaker series [Virtual].
- Miller-Cotto, D. (October 2020). *Understanding working memory and mathematics development for ethnic/racial minority children through family practices*. Kent State University Cognitive Science Brown Bag series [Virtual].
- Miller-Cotto, D. (September 2020). *Applying the Integrative Theory to mathematics and executive function: Predicting school readiness for Asian-American, Black, and Latinx children*. University of Maryland Developmental Science Colloquium series [Virtual].
- Miller-Cotto, D. (October 2019). *Examining sketching as a tool to offload working memory in math*. Scholars of Color Lecture Series, Rossier School of Education, University of Southern California.
- Miller-Cotto, D. (May 2019). *Introduction to Systematic Review and Meta-Analysis*. Advanced Statistics and Causal Inference, University of Delaware.
- Miller-Cotto, D. (May 2019). *Toward an understanding of working memory and math performance inside and outside the classroom*. Carl A. Grant Scholars Lecture Series, Wisconsin Center for Education Research, University of Wisconsin – Madison.
- Miller-Cotto, D. (October 2018). *In and outside the classroom: How is working memory related to math ability?* Educational Psychology Colloquium, Department of Human Development and Quantitative Methods, University of Maryland.

SELECTED PAPER PRESENTATIONS

^ = Co-First Author; U = Undergraduate Author; G = Graduate student Author; P = Postdoc Author

Maiden name: Miller

- ⁶Guba, T.P., ^UMcKinney, G., ^UMorra, G., ⁶Silla, E.M., **Miller-Cotto, D.**, & Barbieri, C.A. Metacognitive Monitoring and Calibration During Fraction Arithmetic: Effects of Visual Signaling Cues and Metacognitive Prompts. Submitted to the American Educational Research Association (AERA) 2025 Annual Meeting, Denver, CO.
- ^PMedrano, J., & **Miller-Cotto, D.** (submitted). Testing the Opportunity-Propensity Model of achievement in Asian-American subgroups. Submitted to the American Educational Research Association (AERA) 2025 Annual Meeting, Denver, CO.
- Miller-Cotto, D.**, & ^PMedrano, J. (submitted). Using offloading in math problem solving: the roles of Working Memory and Prior Knowledge. Submitted to the American Educational Research Association (AERA) 2025 Annual Meeting, Denver, CO.
- Miller-Cotto, D.**, & ^P Gesuelli, K.A. (submitted). Testing theories of working memory and math for students with math learning difficulties. Submitted to the American Educational Research Association (AERA) 2025 Annual Meeting, Denver, CO.
- Miller-Cotto, D.**, Chan, J.Y-C., ^PMedrano, J. (submitted). Identifying Challenging Math Topics and Knowledge Types through Students' Problem-Solving Performance. Submitted to the American Educational Research Association (AERA) 2025 Annual Meeting, Denver, CO.
- ⁶Chawla, K., ⁶Botello, M., ^UShingledecker, M., **Miller-Cotto, D.**, & Barbieri, C. A. (April 2024). A Meta-Analysis Exploring Relationship Between Motivation and Executive Function. Paper presentation to the American Educational Research Association (AERA) 2024 Annual Meeting, Philadelphia, PA.
- ^PGesuelli, K., **Miller-Cotto, D.**, Barbieri, C.A. (April 2024). Examining the longitudinal stability of mathematics learning difficulties and disabilities: A latent transition analysis. Paper presented to the Bader-Kauffman Conference on Special Education Research. Kent, OH.
- Miller-Cotto, D.**, & Ribner, A.D. (November 2023). Equity Considerations in Executive Function Assessment. Association for Public Policy and Management Annual Meeting. Atlanta, GA.
- Miller-Cotto, D.**, Ribner, A.D., Ahmed, S., & Ellis, A. E. (August 2023). Studying executive function in young children: The case of the dimensional change card sort. Paper presentation for American Psychological Association 2023 Convention. Washington D.C.
- Miller-Cotto, D.**, Barbieri, C.A., ⁶Clerjuste, S., ⁶Chawla, K., ^ULe, P.H., ^UDeLuca, L., & ^ULandy, J. (April 2023). A Meta-Analysis exploring the effect of worked examples on mathematics performance. Paper presentation for the American Educational Research Association (AERA) 2023 Annual Meeting. Chicago, IL.
- Miller-Cotto, D.** & ⁶Zhang, H. (March 2023). Testing theories of working memory for students with math learning difficulties. Paper presentation for the 2023 Bader-Kaufman Conference on Special Education Research. Kent, OH.
- Miller-Cotto, D.**, Ribner, A.D., Ahmed, S., & Ellis, A.E. (March 2023). Measurement Invariance of Working Memory in Early Childhood: A Registered Report. Paper presentation for the 2023 Society for Research in Child Development (SRCD) biennial meeting. Salt Lake City, Utah.

- Miller-Cotto, D.**, Griffin, C., Barbieri, C.A., & Booth, J.L. (April 2022). Mathematics identity and sense of belonging to mathematics: Unique or overlapping constructs? Paper presented to the Cognitive Development Society Bi-ennial Meeting, Madison, WI.
- Miller-Cotto, D.**, Smith, L.V., & Wang, A.H. (April 2021). Understanding Executive Function and Mathematics Development for Racially Minoritized Children through Family Academic Socialization Practices. Presented to the 2021 Society for Research in Child Development Biennial Meeting, Virtual Meeting.
- ^cZhang, H., **Miller-Cotto, D.**, & Jordan, N.C. (2021 February). Exploring co-development of executive functions and math achievement using cross-lagged panel model with fixed effects. Presentation at Annual Conference, Mathematical Cognition and Learning Society (MCLS), Virtual meeting.
- Miller-Cotto, D.** & Wang, A. H. (2020, Apr 17 - 21) *Testing the Integrative Theory in Predicting School Readiness and Executive Function Skills for Minority and Other Kindergarten Children Using Structural Equation Modeling* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u66rtwk> (Conference Canceled due to COVID-19).
- Miller-Cotto**, Booth, J. L., Chang, B. L., Cromley, J. G., Newcombe, N. S., & Williams, T.A. (March 2019). A comparison of sketching and self-explanation when solving math and science problems. Paper presented to the Society for Research in Child Development (SRCD), Baltimore, MD.
- Miller-Cotto, D.**, Barbieri, C., & Booth, J. L. (2018, April). Examining the impact of signaling cues and self-explanations on algebraic knowledge and learning. Paper presented at the 2018 Annual Meeting of the American Educational Research Association, New York, NY.
- Miller-Cotto, D.**, Auxter, A. E., Byrnes, J. P., & Newton, K. J. (2017, April). Too much of a good thing: When faded worked examples decrease performance in algebra. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.
- Miller-Cotto, D.**, Auxter, A. E., Byrnes, J. P., & Newton, K. J. (2016, February). Instruction, fading, and self-explanation: Increasing far transfers with schema-based instruction in college algebra. Paper presented at the Eastern Educational Research Association Annual Conference, Hilton Head Island, SC.
- Miller-Cotto, D.**, & Menzies, C. M. (2015, April). Student-teacher racial incongruence and teacher perceptions of student achievement: Testing ethnic identity as a buffer. Paper presentation at the American Educational Research Association annual meeting, Chicago, IL.
- Miller, D.** & Prohaska, V. (2010, November). Memory illusions: Serial position assignments of word lures. Paper presented to the 22nd Greater New York Conference on Behavioral Research, New York, NY.

SELECTED POSTER PRESENTATIONS

[^] = Co-First Author; ^U = Undergraduate Author; ^G = Graduate student Author; ^P = Postdoc Author

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- Miller-Cotto, D.**, & Gordon, R. (June 2024). Working memory and early child development: A theoretical and practical conundrum. Poster presented to the 4th International Conference

on Working Memory (ICWM). Leeds, UK.

^GZaborowski, S.R., & **Miller-Cotto, D.** (April 2024). Executive function and attention-deficit/hyperactivity disorder: A meta-analysis. Poster presented to the Midwestern Psychological Association 2024 Conference. Chicago, IL.

^GClerjuste, S., ^GGuang, C., **Miller-Cotto, D.**, & McNeil, N. (March 2024). Unpacking the challenges and predictors of students' use of the distributive property. Poster presented to the Cognitive Development Society (CDS) Biennial Meeting. Pasadena, CA.

^PMedrano, J., Thompson, C.A, **Miller-Cotto, D.**, Delvin, B., ^UShingledecker, M. (March 2024). Individual differences in third and sixth graders' fraction understanding and relations to executive function and spatial/relational reasoning. Poster presented to the Cognitive Development Society (CDS) Biennial Meeting. Pasadena, CA.

^UShingledecker, M., ^UAnokhina V., ^UFlowers, A., ^UGest, S., ^UMcClary, T., ^UMirhaidari, N., & **Miller-Cotto, D.** (April 2023). Testing Whole Number Bias. Poster presentation for the Midwestern Psychological Association 2023 Conference, Chicago, IL.

Miller-Cotto, D., Kassin, E., Wambach, D., Resnick, I., Newcombe, N., & Jordan, N.C. (April, 2022). Assessing earlyinformal fraction knowledge. Poster presented to the Cognitive Development Society (CDS) Biennial Meeting. Madison, WI.

^GClerjuste, S.C., Chawla, K., **Miller-Cotto, D.**, Barbieri, C.A. (April, 2022). A meta-analysis of the Worked examples effect on mathematics performance. Poster presented to the Cognitive Development Society Biennial Meeting. Madison, WI.

^GChawla, K., ^GClerjuste, S., **Miller-Cotto, D.**, Barbieri, C.A., McKinney, G., & O'Neill, L. (September 2021). A Meta-analysis on the worked examples effect in mathematics. Presented to the Society for Research in Educational Effectiveness (SREE) 2021 Conference. Washington, D.C.

^GZhang, H., **Miller-Cotto, D.**, & Jordan, N.C. (April 2021). Exploring Co-development of Executive Functions and Math Achievement Using Cross-lagged Panel Model with Fixed Effects. Presented to the 2021 Society for Research in Child Development Biennial Meeting, Virtual Meeting.

**Special recognition by SRCD as exemplifying interdisciplinary research related to children's development*

Miller-Cotto, D., & Lewis Jr., N. (April 2021). Mathematics identity for Black and Latinx Students: A literature synthesis. Presented to the 2021 American Educational Research Association 2021, Virtual meeting.

Miller-Cotto, D., Hallinen, N.R., & Booth, J.L. (July 2019). The role of sketching and visuo-spatial working memory in science accuracy. Presented to the Cognitive Science Society 2019 Meeting, Montreal, QB.

Miller-Cotto, D. (June 2019). Working memory: Reliability analysis of measures within

Mathematics in grade school age children in the United States. Pre-registration presented to the 2nd annual Mathematical Cognition & Learning Society, Ottawa, ON.

- Miller-Cotto, D., & Schunn, C.D.** (2018, June). Examining flipping in a calculus class: Does it work, and for whom? Poster presented to the International Workshop on Advanced Learning Sciences 2018, Pittsburgh, PA.
- Miller-Cotto, D., & Byrnes, J. P.** (2018, April). Examining additional constructs to test the guidance fading effect. Poster presented at the 2018 Annual Meeting of the American Educational Research Association, New York, NY.
- Miller-Cotto, D.** (2017, October). Testing the faded worked example effect with cognitive load theory: It works, but for whom? Poster presented at the Cognitive Development Society Conference, Portland, OR.
- Miller-Cotto, D., Barbieri, C., & Booth, J. L.** (2016, May). Increasing spatial contiguity to reduce students' misconceptions about algebra. Poster presented at the Fourth Annual Mathematical Cognition Conference, Fort Worth, TX.
- Miller-Cotto, D., Chang, B. L., Booth, J. L., Cromley, J. G., & Newcombe, N. S.** (2016, April). The effects of sketching and self-explanation on students' monitoring use in problem-solving. Poster presentation at the Bringing Cognitive Science Research to the Classroom Conference, Arlington, VA.
- Miller-Cotto, D., David, S., Booth, J. L., Cromley, J. G., & Newcombe, N. S.** (2016, April). Self-explaining encourages student monitoring in math and science problem-solving. Poster presentation at the National Consortium for Instruction and Cognition Annual Meeting, Washington, D.C.
- Miller-Cotto, D., Auxter, A. E., Byrnes, J. P., & Newton, K. J.** (2016, March). Examining the use of faded worked examples in real world classrooms. Poster presentation at the Eastern Psychological Association Conference, New York, NY.
- Miller-Cotto, D., & Booth, J. L.** (2015, March). Contiguity and self-explanations: Reducing student misconceptions about algebra. Poster presentation for the Society for Research on Child Development Biennial Meeting, Philadelphia, PA.
- Miller-Cotto, D., & Byrnes, J. P.** (2015, March). Ethnic/racial identity and academic achievement: A meta-analysis. Poster presentation at the Society for Research on Child Development Biennial Meeting, Philadelphia, PA.
- Miller-Cotto, D., & Byrnes, J. P.** (2013, April). Diversity and academic achievement in American schools. Poster presentation at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Miller, D., & Prohaska, V.** (2011, March). Memory illusions: Fonts and serial position assignments for word lures. Poster presentation at the Eastern Psychological Association Conference, Cambridge, MA.

DEPARTMENTAL TALKS AND LECTURES

Miller-Cotto, D. (February 2023). *Am I a math person? The importance of sense of belonging and math identity for underrepresented students*. Invited talk for the Research and Sponsored Programs (RASP) Forum and the Science of Learning and Education (SOLE) Center at Kent State University, Kent, OH.

Miller-Cotto, D. (November 2018). *Working memory and achievement: An exploration of competing theories*. Developmental Psychology Brown Bag, Department of Psychology, University of Pittsburgh.

Miller-Cotto, D. (January 2018). *Sketching and self-explanation: A comparison of two cognitive-based strategies used to improve sixth graders' problem solving in math and science*. Pitt Cognitive Brown Bag Series, Learning Research & Development Center, University of Pittsburgh.

Miller-Cotto, D. (October 2017). *Sketching and verbal self-explanation: Do they help middle school children solve math and science problems?* School of Education Graduate Colloquium Series, University of Pittsburgh.

Miller-Cotto, D. (March 2017). *Characteristics of students who benefit from faded worked examples in geometry*. Educational Research Seminar series, Temple University.

Miller-Cotto, D. (February 2017). *Testing the ecological validity of faded worked examples in a developmental mathematics classroom*. Temple Institute for Learning and Education Sciences (TILES) series, Temple University.

RESEARCH EXPERIENCE

- 2020 – 2022 **Postdoctoral Researcher**, Early Fractions Project
College of Education and Human Development, University of Delaware
PIs: Drs. Nancy Jordan and Nora Newcombe
- 2017 – 2019 **Postdoctoral Research Associate**, Schunn Lab
Learning Research & Development Center, University of Pittsburgh
PI: Dr. Christian D. Schunn
- 2015 - 2017 **Research Assistant**, Sketching and Self-Explanation in Math and Science
Psychological Studies in Education, Temple University
PIs: Drs. Julie L. Booth, Jennifer Cromley, Nora Newcombe
- 2011- 2014 **Research Assistant**, Cognitive and Social Predictors of Achievement, Mathematical Performance and Problem Solving
Psychological Studies in Education, Temple University
Advisor: Dr. James P. Byrnes
- 2010 - 2011 **Research Assistant**, Parenting and Executive Function Study
Department of Psychology, Lehman College CUNY
PI: Dr. Keith R. Happaney
- 2009 - 2011 **Research Assistant**, Learning and Memory Lab
Department of Psychology, Lehman College CUNY
PI: Dr. Vincent Prohaska

TEACHING EXPERIENCE

Children's Thinking (instructor of record)	2 semesters	Kent State University
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Child Psychology (instructor of record)	4 semesters	Kent State University
Intro to Statistics (assistant course developer)	1 semester	University of Delaware
Child Development: Birth to Nine years (instructor of record)	1 semester	Temple University
Cognitive Development (instructor of record)	1 semester	Temple University
Cognitive Development (teaching assistant)	1 semester	Temple University
Multivariate Statistics (assistant course developer)	1 semester	Temple University

ALT-AC/INDUSTRY EXPERIENCE

2019 – 2020 **Research Scientist**, [EF+Math Program](#)
Oakland, CA

MENTORING & SUPERVISING

Postdoctoral Researcher Advisees

Dr. Josh Medrano, Kent State University/UC - Berkeley, 2023 - present

Graduate Researcher Advisees

Qianjin Guo, Cognitive Development Society (CDS) Diversity Mentoring Program, 2024
Samantha Zaborowski, Psychological Sciences, Kent State University, 2023 – 2024

Doctoral Dissertation Committees

Courtney Dress, '24, M.A., Kent State University, Sociology

Master's Thesis Committees

Alexis McGhee-Dinvaut, '24, M.S., Kent State University, Clinical Psychology
Daniel Byrnes, '24, M.S., Kent State University, Psychological Sciences

Undergraduate Senior Honors Thesis Committees

[Hannah Fender](#), '24, B.A., Kent State University, Psychology
Samantha Zaborowski, '23, B.S., Kent State University, Psychology

Kent State University Undergraduate Research Experience Advisees

Erin Thompson, Research Assistant, Kent State University, 2024
Lauren Nystrom, Research Assistant, Kent State University, 2024
McKenna Douglas, Research Assistant, Kent State University, 2024
Shianne Conrad, Research Assistant, Kent State University, 2023 - 2024
[Hannah Fender](#), Research Assistant, Kent State University, 2023 - 2024
Angel Johnson, Research Assistant, Kent State University, 2023 – 2024
Lauren Parrish, Research Assistant, Kent State University, 2023 – 2024
Logan Ernst, Research Assistant, Lab Manager, Kent State University, 2022 – 2024
Courtney McCombs, Research Assistant, Kent State University, 2023
Thais Faccio de Assis, Research Assistant, Kent State University, 2023
Veronica Anokhina, Research Assistant, Kent State University, 2022 – 2023
Alexandra Flowers, Research Assistant, Kent State University, 2022 – 2023

Morgan Shingledecker, Lab Manager, Kent State University, 2022 – 2023

EDITORIAL AND REVIEW EXPERIENCE

2022 - present Principal Review Board, *Journal of Educational Psychology*

2020 – present Editorial Board, *Contemporary Educational Psychology*

2024 Program Reviewer, American Educational Research Association Division C: Learning and Instruction/1c Mathematics

2019 – 2023 Editorial Board, *Journal of Experimental Education*

2023 Panelist, National Science Foundation

2021 Panelist, National Science Foundation

2020 Reviewer, Bill and Melinda Gates Foundation, Balancing the Equation: A Grand Challenge for Algebra

2020 Reviewer, Spencer Foundation

2020 Panelist, National Science Foundation

2019 Panelist, National Science Foundation

2019 Program Reviewer, American Educational Research Association Division C: Learning and Instruction/1c Mathematics; SIG Early Education and Child Development

2018 Program Reviewer, American Educational Research Association Division C: Learning and Instruction/1c Mathematics

2018 Program Reviewer, Society for Research in Child Development (SRCD)

Ad-Hoc Reviewer

Applied Cognitive Psychology, Behavioral Sciences, British Journal of Educational Psychology, Child Development, Cognitive Research: Principles and Implications, Contemporary Educational Psychology, Developmental Psychology, Educational Psychology Review, Frontiers in Psychology, Journal of Applied Developmental Psychology, Journal of Experimental Education, Journal of Experimental Child Psychology, Journal of the Learning Sciences, Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Numerical Cognition, Journal of Research in Education, Learning and Instruction, Mathematics Education Research Journal, PLOS One

SERVICE TO THE FIELD

2024 Cognitive Development Society (CDS) Diversity Award Mentor

- 2024 Program Chair, Executive Committee, Division 7 (Developmental Psychology), American Psychological Association (APA)
- 2023 Cognitive Development Society (CDS) Conference Proposal Reviewer
- 2023 Program Co-Chair, Executive Committee, Division 7 (Developmental Psychology), American Psychological Association (APA)
- 2020 – 2021 Policy and Practice Co-Chair, Mathematical Cognition and Learning Society (MCLS)
- 2019 – 2022 Committee Member, American Psychological Association Division 15: Educational Psychology, Early Career Educational Psychologists Committee
- 2019 Panelist, Professional Development Workshop: Rock the Postdoc: How to Find, Obtain, and Thrive in a Postdoctoral Position, Society for Research in Child Development Biennial Meeting, March 2019.
- 2019 Symposium organizer and co-chair, *2019 International Convention of Psychological Science*, Symposium (March 2019): Cross-cultural Factors Relating to the Mathematical Cognition of Diverse Populations Across the Globe.

SERVICE TO THE UNIVERSITY

- 2023 Judge, Three-Minute Thesis Presentations, Summer Undergraduate Research Experience, Kent State University

SERVICE TO DEPARTMENT

- 2024 - Personnel Committee, Berkeley School of Education, University of California, Berkeley
- 2023 - 2024 Applied Psychology Center Committee, Department of Psychological Sciences, Kent State University
- 2022 – 2024 Undergraduate Committee, Department of Psychological Sciences, Kent State University
- Fall 2023 Chair Search Committee, Department of Psychological Sciences, Kent State University
- 2018 – 2019 Committee member, Diversity and Inclusion Committee, Learning Research and Development Center (LRDC), University of Pittsburgh
- 2015 Panelist, Tactics 101: Surviving and Thriving in Your PhD Program, Temple University
- 2011 Chair, Proposal Review Board, Lehman College Scholarship Day, Lehman College CUNY

RELEVANT CONSULTING

2023 –	Executive Function Expert Consultant, MDRC
2022 – 2023	Executive Function Expert Consultant, WestEd
2021 – 2022	Equity in Education Expert Consultant, EmancipatED LLC
2020	Executive Function Expert Consultant and Workshop Facilitator, Teach for America (TFA)
2019	Executive Function in Math Expert Consultant, EF+Math Program, Advanced Education Research & Development Fund (AERDF)

MEDIA & OUTREACH

[“The Marshmallow Test and other predicts of success have bias built in, researchers say”](#) – *Washington Post*

“Ask090”. April 2023. Podcast – *Ask Psych Sessions*.

“Episode 13.” September 2022. Podcast – *Agility in Bloom*.

“Season 1 Episode 18”. March 2021. Podcast – *Let’s Grab Coffee*.

Invited Speaker, (May 2020) “What are executive functions and what does it have to do with how my child learns?” TeenSHARP Parent Night, [Virtual].

Invited Speaker (April 2020) “Using Educational Psychology to Improve Academic Habits” TeenSHARP Student Hours, [Virtual]

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Cognitive Development Society (CDS)

Mathematical Cognition and Learning Society (MCLS)

Society for Research in Child Development (SRCD)