

Elyse L. Postlewaite, Ph.D.

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Montclair State University
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Education

Ph.D. Positive Developmental Psychology Claremont Graduate University	2023
M.A. Psychology Claremont Graduate University	2021
Ed.M. Human Development and Psychology Harvard Graduate School of Education	2016
B.S., Psychology, Departmental Honors, <i>cum laude</i> University of Washington	2015
Seattle Central Community College	2008-2012

Research Interests

My research is focused on optimal development and thriving in education for the whole person from birth through early adulthood. Optimal development and thriving are unique to every individual and are impacted by many interacting, bi-directional factors, including discrimination and racism. Therefore, of particular interest to my research is the empowerment and self-determination of youth, families, and communities to promote outcomes that are personally meaningful to them in formal and informal education settings. I take a community-engaged approach and use cutting-edge quantitative and qualitative as well as person-centered and variable-centered methodologies, ultimately synthesizing multiple data sources to develop meaningful findings that are of consequence to the individuals, families, or schools with whom I partner.

Publications, Presentations, and Reports

Refereed Articles

- Buckley, J. & **Postlewaite, E. L.**, Archibald, T., Linver, M. R. & Urban, J. B. (2025). A facilitated data use protocol, *American Journal of Evaluation*, 46(3), 402-418. <https://doi.org/10.1177/10982140241234835>
- Urban, J. B., Cox, M., Linver, M. R., Alvis, L., Bennett, T. N., Zhang, A. J., & **Postlewaite, E.** (2025). Untangling purpose: Examining the nuanced influence of personal meaning and beyond-the-self orientation on youth mental health in unprecedented times. *Journal of Positive Psychology*, 20(3), 521-537. <https://doi.org/10.1080/17439760.2024.2387345>
- Postlewaite, E. L.**, Sabater, A., Avello-Varga, D., & Massie, C. (2024). Implementing the Ages and Stages Questionnaires in a Montessori setting. *Journal of Montessori Research*, 10(2), 1-20. <https://doi.org/10.17161/jomr.v10i2.22478>
- Postlewaite, E. L.**, Urban, J. B., Davis, R., Les, E., Hargraves, M. & Buckley, J. (2024). Relational Systems Evaluation rubrics as tools for building and measuring evaluation capacity. *New Directions for Evaluation*, 2024(183), 59-79. <https://doi.org/10.1002/ev.20611>

- Bronk, K. C., Mitchell, C., **Postlewaite, E. L.**, Colby, A., Damon, B., & Swanson, Z. (2023). Family purpose: An empirical investigation of collective purpose. *Journal of Positive Psychology*, 19(4), 662–674. <https://doi.org/10.1080/17439760.2023.2254738>
- Doyle, J., **Postlewaite, E. L.**, Sadler, P. M., & Sonnert, G. (2023). Differences in career outcome expectations of college students by race/ethnicity and gender. *Journal of Underrepresented & Minority Progress*, 7(1). <https://doi.org/10.32674/jump.v7i1.5422>
- Murray, A. K., Miller, M., **Postlewaite, E. L.**, & Clark, K. (2022). Implementing the Montessori approach in an undergraduate marketing course: A case study. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.1033752>
- Boeder, J., **Postlewaite, E. L.**, Renninger, K.A., & Hidi, S. (2020). Construction and validation of the Interest Development Scale. *Motivation Science*, 7(1), 68-82. <http://dx.doi.org/10.1037/mot0000204>
- Wanzer, D. L., **Postlewaite, E. L.**, & Zargarpour, N. (2019). Relationships among non-cognitive factors and academic performance: Testing the consortium on Chicago school research model. *AERA Open*, 5(4). <https://doi.org/10.1177/2332858419897275>

Refereed Articles Under Review

- Postlewaite, E. L.**, Thevaraja, A. P., Perry, Y., Novak, J., Maziarz, J., & Urban, J. B. (under review). Assessing Character Strengths Using Likert and Maximum Differential Approaches. *Journal of Character Education*.
- Postlewaite, E. L.**, Thevaraja, A. P., Perry, Y., Less, E., Urban, J. B., & Novak, J. (under review). Student character values and institutional alignment at a Hispanic-Serving Institution. *Journal of Moral Education*.
- Urban, J., **Postlewaite, E. L.**, Linver, M., Buckley, J., & Pinkerton, T. (under review). Applying Relational Systems Evaluation to the implementation of a character education framework. *New Directions in Higher Education*.
- Thevaraja, A., **Postlewaite, E. L.**, Linver, Xue, X., Perry, Y., Kim, S., Thurber, D., & Villarruel, H. (under review). Changes in faculty and staff interest, awareness, and knowledge of a character framework over time. *New Directions in Higher Education*.
- Nager, A., **Postlewaite, E. L.**, Les, E., Urban, J., Tamayo, M., Villarruel, H., & Rudd, M. (under review). From framework to practice: Faculty and staff strategies for integrating character into their professional practice. *New Directions in Higher Education*.
- Gaffaney, J., Sochaczewski, N., Urban, J. B., Linver, M., **Postlewaite, E. L.**, Nager, A., Thevaraja, A., Guleserian, C., Bartlett, T., & Jennewein, H. (under review). Facilitators and barriers to whole university character initiatives in higher education. *New Directions in Higher Education*.
- Postlewaite, E. L.**, Oakes, W. P., Buckley, J., Hennessey, M., Guleserian, C., Urban, J. B., Feinstein, M., Linver, M., & Thompson, N. (under review). Participatory data use in action: How to go from findings to practical solutions when implementing a character initiative in higher education. *New Directions in Higher Education*.
- Xue, X., **Postlewaite, E. L.**, Valente, T., Sochaczewski, N., Engeldinger, L., Guleserian, C., Hennessey, M. Linver R., & Urban, J. B. (under review). Communities of Practice as a vehicle for disseminating an institutional character framework in a higher education context: A longitudinal network study. *Journal of Moral Education*.

Xue, X., **Postlewaite, E. L.**, Perry, Y., Cook, N., Swann-Jackson, R., Verna, N., Linver R., & Urban, J. B. (revise and resubmit). Evaluating digital parenting support for parents of adolescents. *Parenting: Science and Practice*.

Invited Chapters

Linver, M., **Postlewaite, E. L.**, Sochaczewski, N., Tamayo, M., & Urban, J. B. (under review). Ecological perspectives on purpose development. In P. L. Hill & G. Pfund (Eds.) *Handbook of purpose in life research*.

Bronk, K. C., **Postlewaite, E. L.**, Donaldson, R., & Bashaw, D. (2023). Purpose through a sociocultural lens. In G. A. D. Liem & D. M. McInerney (Eds.) *Flourishing in contexts: Sociocultural perspectives on fostering youth well-being* (pp. 37-56). Information Age Publishing, Inc.

Bronk, K. C., **Postlewaite, E. L.**, Blackard, B., Boeder, J., & Lucas, H. (2020). Social development across the lifespan. In M. Hogg (Ed.) *Social psychology encyclopedia*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190236557.013.754>

Jamaluddin, F. A., Owen, L., & **Postlewaite, E. L.** (2016). Can anyone teach? In P. Sahlberg, J. Hasak, & V. Rogriguez (Eds.), *Hard questions on global educational change: Policies, practices, and the future of education* (pp. 43-60). Teachers College Press.

Guest Editor for Journal Special Issue

Urban, J., Linver, M., **Postlewaite, E. L.**, Guleserian, C., & Prinzing, M. (Eds.) (under review) Evidence-Based Strategies for Character Education Implementation in Higher Education, *New Directions in Higher Education* (Special Issue Volume). Wiley.

Other Publications

Postlewaite, E. L. (2023). The development of adolescent students' self-directed learning skills within a Montessori program during COVID-19: A longitudinal mixed-methods study (Publication No. 30242105) [Doctoral Dissertation, Claremont Graduate University]. *ProQuest Dissertations & Theses Global*.

Technical Reports

Urban J., Linver, M. R., **Postlewaite, E. L.**, Nager, A., Thevaraja, A. P., Les, E., Perry, Y., Xue, X., Feinstein, M, Sochaczewski, N., & Engeldinger, L. (2025). *Evaluation of Principled Innovation at Mary Lou Fulton College for Teaching and Learning Innovation (Final Report)*.

Urban J., Linver, M. R., **Postlewaite, E. L.**, Perry, Y., Lui, R., & Feinstein, M (2023). *Mary Lou Fulton Teacher's College, Arizona State University, Principled Innovation Study: Wave 1 PI survey interim report*.

Urban J., Linver, M. R., **Postlewaite, E. L.**, Xue, X., & Feinstein, M. (2023). *Mary Lou Fulton Teacher's College, Arizona State University, Principled Innovation Study: Wave 1 social network survey interim report*.

Postlewaite, E. L. (2023). *Experiences of Montessori teachers and administrators supporting students with developmental delays or disabilities: Evaluating the impact of the Ages and Stages Questionnaire training on Montessori teachers and administrators*.

- Urban J., Linver, M. R., Nager, A., **Postlewaite, E. L.**, Shah, H., Paldi, R., & Feinstein, M. (2023). *Greater Good in Action 2.0: Evaluating how GGIA users incorporate and share GGIA practices with others.*
- Zargarpour, N., **Postlewaite, E. L.**, Knapp, M., Burgo, M. B., & Liu, X. (2022). *Bright Prospect: A six-year longitudinal study.*
- Zargarpour, N., **Postlewaite, E. L.**, Diaz, G., & Ramos, M. E. (2021). *Pomona Unified School District (PUSD) 21st Century Career Exploration Labs outcome evaluation.*
- Postlewaite, E. L.** (2021). *Hugo Mentorship evaluation report.*
- Zargarpour, N., **Postlewaite, E. L.**, Ramos, M. E., Morrison, T., & Kim, J. (2021). *Bright Prospect: A six-year longitudinal study of the relationship of psychosocial learning to academic success.*
- Zargarpour, N., **Postlewaite, E. L.**, Feil, S., Park, E.S., Hsuan Chen, M., Ramos, M. E., & Sunako, N. (2020). *Scholars' Hope attribution evaluation report.*
- Postlewaite, E. L.** & Boeder, J. (2019). *Orientation to Adolescent Studies: Evaluation report.*
- Zargarpour, N., Tabrizi, R., **Postlewaite, E. L.**, & Ruiz, A. (2018). *Evaluation of the Ontario-Montclair Promise Scholars program.*
- Zargarpour, N., **Postlewaite, E. L.**, Theodorou, E., & Feil, S. (2018). *Evaluation of New Village Girls Academy.*
- Postlewaite, E. L.**, Chapman, S., Boeder, J., & Brennecke, K. (2018). *The Grove School Evaluation report.*
- Zargarpour, N., **Postlewaite, E. L.**, Chapman, S., & Ruiz, A. (2018). *Evaluation of the Scholars' Hope program.*
- Zargarpour, N., Tabrizi, R., **Postlewaite, E. L.**, & Ruiz, A. (2017) *Evaluation of the Ontario-Montclair Promise Scholars program.*

Conference Presentations

- Les, E., Urban, J. B., Linver, M., **Postlewaite, E. L.**, & Addai, E. (2026, May 3-5). *Character-minded evaluation: Integrating virtues and evidence in a relational systems framework* [Conference presentation]. Eastern Evaluation Research Society, Galloway, NJ.
- Thevaraja, A. P., Linver, M., **Postlewaite, E. L.**, & Urban, J. B. (2026, May 3-5). *Who do we become through evaluation? Faculty reflections on character, mentorship, and institutional support* [Conference presentation]. Eastern Evaluation Research Society, Galloway, NJ.
- Postlewaite, E. L.**, Perry, Y., Thevaraja, A. P., Les, E., & Novak, J. (2026, March 2-4). *Identifying and measuring character strengths using the maximum differential technique* [Conference presentation]. Advancing Character Across Education, Phoenix, AZ.
- Engeldinger, L., Thevaraja, A.P., Nager, A., **Postlewaite, E. L.**, Sochaczewski, N., Les, E., Hennessy, M., Guleserian, C., Linver, M. R., & Urban, J. B. (2026, April). *Knowledge and implementation of a character framework in higher education* [Paper presentation]. Accepted to the annual meeting for American Education Research Association, Los Angeles, CA.

- Thevaraja, A.P., Les, E., Perry, Y., **Postlewaite, E. L.**, & Linver, M.R. (2026, April). *Relational roots of character: Centering student voices and faculty impact at a Hispanic-serving institution* [Paper presentation]. Accepted to the annual meeting for American Education Research Association, Los Angeles, CA.
- Thevaraja, A. P., Les, E., & **Postlewaite, E. L.** (2025, November). *Navigating student character development in college: Examining the influence of family and faculty through a bioecological systems lens* [Paper presentation]. National Council on Family Relations, Baltimore, MD.
- Thevaraja, A. P., **Postlewaite, E. L.**, Perry, Y., Les, E., & Novak, J. (2025, October). *Developmental pathways and student alignment of character values: Exploring student perspectives at a Hispanic-Serving Institution* [Paper presentation]. Society for the Study of Human Development Biennial Conference, Lexington, KY, United States.
- Urban, J. B., Linver, M. R., **Postlewaite, E. L.**, Valente, T. W., Xue, X., Guleserian, C., & Hennessy, M. (2025, October). *Network evaluation of character formation in a Principled Innovation community of practice*. Society for the Study of Human Development Biennial Conference, Lexington, KY, United States.
- Postlewaite, E. L.**, Les, E., Thevaraja, A., Perry, Y., Novak, J. & Roitman, M. (2025, August 7-9). *Exploring the development of caring-related character assets in higher education* [Paper Presentation]. Association for Moral Education, Tampere, Finland.
- Urban, J.B., Linver, M.R., **Postlewaite, E. L.**, Nager, A., Feinstein, M., Les, E., Xue, X., Guleserian, C., Hennessy, M., Valente, T., Perry, Y., Thevaraja, A., Sochaczewski, N., & Engeldinger, L. (2025, August 7-9). *Fostering community, care, and character in higher education: Research-informed final reflections* [Paper Presentation]. Moral Education, Tampere, Finland.
- Urban, J.B., **Postlewaite, E. L.**, Les, E., Linver, M.R., & Feinstein, M. (2025, August 7-9). *Cultivating character via virtual reality: Development of a new college course* [Paper Presentation]. Association for Moral Education, Tampere, Finland.
- Postlewaite, E. L.**, Urban J. B., Feinstein, M., Linver, M., Gulesarian, C., Ratchford, J. L., Hunt-Hinojosa, E., & Rothschild., J. (2025, July 2-5). *Research-informed strategies for cultivating flourishing in higher education in the United States* [Symposium]. International Positive Psychology Association World Congress, Brisbane, Queensland, Australia.
- Postlewaite, E. L.**, Urban, J. B., Feinstein, M., & Linver, M. R. (2025, July 2-5). *Cultivating undergraduate student flourishing through a culturally-responsive virtual reality experience* [Paper presentation]. International Positive Psychology Association World Congress, Brisbane, Australia.
- Postlewaite, E. L.**, Avello-Varga, D., Sabater, A., & Massie, C., (2025, April 23-27). *Montessori and early intervention: Integrating the Ages and Stages Questionnaire* [Roundtable presentation]. American Education Research Association, Denver, CO.
- Postlewaite, E. L.**, Urban, J. B., & Williams, B. (2025, April 23-27). *Exploring the theoretical potential of Montessori for positive identity formation for Black and Latine/x students* [Paper presentation]. American Education Research Association, Denver, CO.
- Urban, J. B., Linver, M., **Postlewaite, E.**, Guleserian, C., Hennessy, M., Valente, T., Xue, X., Thevaraja, A., & Les, E. (2025, April 23-27). *Principled Innovation at Mary Lou*

- Fulton Teachers College: Findings from an evaluation study* [Paper presentation]. American Education Research Association, Denver, CO.
- Postlewaite, E. L.,** Les, E., Thevaraja, A., Perry, Y., & Novak, J. (2025, March 3-5). *Whose virtues? Exploring character through culturally diverse student voices* [Paper Presentation]. Kern Partners for Character and Education Leadership, Memphis, TN.
- Hennessey, M., Urban, J. B., & **Postlewaite, E. L.** (2025, March 3-5). *Building thriving educational communities: Integrating character, equity, and leadership through Principled Innovation* [Workshop]. Kern Partners for Character and Education Leadership, Memphis, TN.
- Postlewaite, E. L.,** Frierson, P., Nardo, B., & Urban, J. B. (2025, February 14-16). *Cultivating character in Montessori students: An expert panel discussion* [Panel Presentation]. The Montessori Experience Refresher Course and More, Oklahoma City, OK.
- Postlewaite, E. L.,** & Sabater, A. (2024, November 16). *Implementing the Ages and Stages Questionnaires in a Montessori setting: A research-practice partnership approach* [Invited presentation]. Montessori Research Symposium, Lawrence, KS.
- Les, E., Nager, A., Bennett, T., **Postlewaite, E. L.,** Urban, J.B., & Linver, M. R., (2024, October 24-26). *Voices of innovation: Interview insights from a college-wide strategy to implement Principled Innovation* [Paper presentation]. Association for Moral Education, Queens, NY.
- Les, E., Thevaraja, A., **Postlewaite, E. L.,** Linver, M. R., & Urban, J. B. (2024, October 24-26). *Fostering citizenship and moral development: Insights from scouting programs* [Paper presentation]. Association for Moral Education, Queens, NY.
- Perry, Y., **Postlewaite, E. L.,** Xue, X., Urban, J. B., & Linver, M. R. (2024, October 24-26). *Are features of out-of-school time programs related to youth prosocial behavior?* [Paper presentation]. Association for Moral Education, Queens, NY.
- Guleserian, C., Urban, J.B, Linver, M.R., & **Postlewaite, E. L.** (2024, October 24-26). *The integration of Principled Innovation through Communities of Practice: Insights from a research study at Mary Lou Fulton Teachers College* [Paper presentation]. Association for Moral Education, Queens, NY.
- Postlewaite, E. L.,** Xue, X., Urban, J.B., & Linver, M. R. (2024, October 24-26). *Exploring the impact of communities of practice (CoPs) on peer connections: Insights from social network analysis* [Paper presentation]. Association for Moral Education, Queens, NY.
- Thevaraja, A., Chontow, K., **Postlewaite, E. L.,** Urban, J. B., Linver, M. R., & Nager, A. (2024, October 24-26). *The role of character attributes in building adult-youth connections* [Paper presentation]. Association for Moral Education, Queens, NY.
- Thevaraja, A.P., Perry, Y., **Postlewaite, E. L.,** Urban, J.B., & Linver, M. R., (2024, October 24-26). *Assessing the effectiveness of communities of practice (CoPs) in enhancing Principled Innovation awareness and knowledge* [Paper presentation]. Association for Moral Education, Queens, NY.
- Urban, J. B., Linver, M. R., **Postlewaite, E. L.,** & Gulesarian, C. (2024, October 24-26). *Principled Innovation: Findings from an innovative approach to character education at Arizona State University* [Symposium]. Association for Moral Education, Queens, NY.

- Postlewaite, E. L.** (2024, October 19). *How to support adolescent students' self-directed learning in a Montessori setting* [Workshop presentation]. American Montessori Society Regional Conference, Tacoma, WA.
- Urban, J. B., **Postlewaite, E.**, Davis, R., Les, E., Hargraves, M. & Buckley, J. (2024, September 23-27). *Relational Systems Evaluation rubrics as tools for building and measuring evaluation capacity* [Panel presentation]. European Evaluation Society.
- Perry, Y., **Postlewaite, E. L.**, Xue, X., Urban, J.B., & Linver, M. R. (2024, August 8-10). *Examining out-of-school time activity features that impact youth character development* [Accepted conference poster]. American Psychological Association, Seattle, WA.
- Davis, B., **Postlewaite, E. L.**, Urban J. B., Les, E., Buckley, J., & Hargraves, M. (2024, April 18-19) *Relational Systems Evaluation rubrics as tools for building and measuring evaluation capacity* [Paper presentation]. Eastern Evaluation Research Society, virtual.
- Les, E., Thevaraja, A., **Postlewaite, E. L.**, Chontow, K., Urban, J. B., & Linver, M. R. (2024, April 18-20) *Diverse perspectives: Exploring peer role models across racial and ethnic backgrounds* [Conference poster]. Society for Research on Adolescence, Chicago, IL.
- Postlewaite, E. L.** (2024, April 11-14) *The development of adolescent students' self-directed learning skills within a Montessori setting* [Paper presentation]. American Education Research Association, Philadelphia, PA.
- Postlewaite, E. L.**, Les, E., Perry, Y., & Urban, J. B. (2024, March 12-14) *Empowering students' character development through artificial intelligence and self-directed learning* [Roundtable discussion]. Kern Partners Character Education Leadership Convening, Boston, MA.
- Postlewaite, E. L.** (2024, March 7-10) *Montessori guides' and administrators' experiences supporting students with developmental delays or disabilities: Lessons learned* [Conference poster]. The Montessori Event, American Montessori Society, Orlando, FL.
- Postlewaite, E. L.**, Avello, D., & Massie, C. (2024, February 16-19) *Identification of developmental delays in early childhood with the Ages and Stages Questionnaire in Montessori settings: Insights from a research study* [Invited panel presentation]. Association Montessori International/USA Refresher Course, Dallas, TX.
- Postlewaite, E. L.**, Linver, M. R., Urban, J., Guleserian, C., Thompson, N., Oakes, W., Jennewein, H., Hennessy, M., Les, E., Hargraves, M. J., & Buckley, J. (2023, October 26-28) *Lessons learned about implementing and evaluating a college-wide strategy to incorporate Principled Innovation* [Paper presentation]. Association for Moral Education Conference, Fort Worth, TX.
- Urban, B. J., **Postlewaite, E. L.**, Newman, K. & Baker, J. (2023, October 13-15) *Researching online interventions that promote human thriving: Perspectives from two translational science centers and their evaluators* [Plenary panel presentation]. Society for the Study of Human Development, Philadelphia, PN.
- Postlewaite, E. L.**, Xue, X., Urban, J. B., Linver, M. R., Swan-Jackson, R., & Kyse, E. (2023, July 20-23) *Fostering parents' positive perceptions of adolescent development* [Conference poster]. International Positive Psychology Association World Congress, Vancouver, B.C., Canada.

- Les, E., Hargraves, M., **Postlewaite, E. L.**, Urban, J. B., Linver, M. R., & Buckley, J. (2023, April 25) *Aiming for transformation in education* [Paper presentation]. Eastern Evaluation Research Society, virtual.
- Mitchell, C. & **Postlewaite, E. L.** (2022, June 30 – July 2) *Emerging findings from an empirical investigation of family purpose* [Paper presentation in symposium, How individual and collective purposes enable us to create a world in which we want to live]. European Conference on Positive Psychology, Reykjavik, Iceland.
- Robinson, C. & **Postlewaite, E. L.** (2022, March 3-5) *The association of parenting styles and adolescents' self-directed learning* [Conference poster]. Society for Research on Adolescence, New Orleans, LA.
- Postlewaite, E. L.** (2021, April 9-12) *The experience of autonomy supportive classrooms for middle and high school students* [Paper presentation]. American Education Research Association, virtual.
- Postlewaite, E. L.** & Christopherson, A. (2020, October 16-18). *Motivating students from behind the screen during COVID-19* [Paper presentation]. Montessori Adolescent Practitioner Conference, virtual.
- Postlewaite, E. L.** & Bronk, K. C. (2019, November 7-9) *Purpose formation in youth through self-directed learning* [Paper presentation]. Association for Moral Education, Seattle, WA.
- Zargarpour, N., Feil, S., **Postlewaite, E. L.**, McConchie, J., Mercer, E., & Chen, M. H., (2019, April 25-28) *Using the psychology of socioemotional learning to inform education evaluation* [Paper presentation]. Western Psychology Association Convention, Pasadena, CA.
- Berry, T., Bronk, K. C., **Postlewaite, E. L.**, Heshmati, S., & Nakamura, J. (2019, April 25-28) *The positive psychology of flourishing across the lifespan* [Paper presentation]. Western Psychology Association Convention, Pasadena, CA.
- Postlewaite, E. L.** & Moudry, B. (2019, January 26) *When and how to support students in self-directed learning* [Paper presentation]. Western Positive Psychology Association Annual Conference, Claremont, CA.
- Postlewaite, E. L.**, Zargarpour, N., & McConchie, J. (2019, January 26) *The dynamic duo of young adult success: Positive relationships and psychosocial learning skills* [Paper presentation]. Western Positive Psychology Association Annual Conference, Claremont, CA.
- McConchie, J., **Postlewaite, E. L.**, & Zargarpour, N. (2018, June 25-28) *Pathways to positive education: High-impact strategies from a multi-segmental Regional Learning Collaborative* [Conference poster]. World Positive Education Accelerator hosted by International Positive Education Network (IPEN), San Antonio, TX.
- Wanzer, D. L., **Postlewaite, E. L.**, & Zargarpour, N. (2018, April 13-17) *Relationships among non-cognitive factors and academic performance: Testing the Consortium on Chicago School Research model* [Paper presentation]. American Education Research Association, New York, NY.
- Postlewaite, E.**, Zargarpour, N., & McConchie, J. (2018, January 20) *Multiple pathways to positive development: Insights from a Regional Learning Collaborative and theory of*

- change model* [Paper presentation]. Western Positive Psychology Association Annual Conference, Claremont, CA.
- Zargarpour, N., **Postlewaite, E. L.**, Freund, M., & Chapman, S. (2017, November 6-11) *Evaluating psychosocial & socio-emotional development for college attainment in low-income populations* [Paper presentation]. American Evaluation Association, Washington, D.C.
- Zargarpour, N. & **Postlewaite, E. L.** (2017, September 11-13) *Bridging research, evaluation, and practice to build program capacity* [Paper presentation]. National College Access Network Conference, San Diego, CA.
- Postlewaite, E. L.** (2016, April 29) *Factors predicting college students' career outcome expectations* [Panel presentation]. Harvard-Smithsonian Center for Astrophysics Science Education Department Symposium, Boston, MA.
- Corbeil, P., Diez, I., & **Postlewaite, E. L.** (2016, April 28) *Flow and choice in informal learning environments* [Poster presentation]. Northeastern University Psychology Graduate Student Symposium, Cambridge, MA.
- Postlewaite, E. L.** (2016, April 9) *Factors predicting college students career outcome expectations* [Paper presentation]. New England Regional SACNAS Conference, University of Massachusetts-Boston, Boston, MA.
- Postlewaite, E. L.** (2016, March 25) *Implications of the Montessori method in a public school setting* [Round table presentation]. Harvard Graduate School of Education Student Research Conference, Cambridge, MA.
- Corbeil, P., Diez, I., & **Postlewaite, E. L.** (2016, March 25) *Flow and choice in informal learning environments* [Conference poster]. Harvard Graduate School of Education Student Research Conference, Cambridge, MA.
- Postlewaite, E. L.** (2015, May 8) *Implications of morphological inventions in 5th and 8th grade reading and writing* [Conference poster]. *UCLA Psychology Undergraduate Research Conference*, Las Angeles, CA.

Applied and Community-Engaged Research

Professional Experience

<i>Senior Research Scientist</i>	Aug 2025-present
<i>Research Scientist</i>	Aug 2024-Jul 2025
<i>Postdoctoral Researcher</i>	Sep 2022-Jul 2024

Institute for Research on Youth Thriving and Evaluation (RYTE Institute), Montclair State University, Montclair, NJ

- Lead, support, and provide evaluative, quantitative, qualitative, and mixed-method research expertise on active projects; support strategic planning and programmatic decision-making; mentor undergraduate and graduate-level students; write and publish papers; support grant writing. I also led the research for the three-year mixed-methods project Evaluating CoPs [Communities of Practice] as a Vehicle for Implementing the

Principled Innovation Framework. Subaward from Arizona State University and funded by the John Templeton Foundation. As Senior Research Scientist, I have acquired grant funding and am the Principal Investigator a study of character strengths and belonging for college students.

Assistant Director of Research

Sep 2020-Sep 2022

Regional Learning Collaborative (RLC), Claremont Evaluation Center - Claremont Graduate University, Claremont, CA

- In a majority low-income, first-generation, Latinx community in the city of Pomona, CA, the RLC aims to change structures and systems to better support students from PK-12 into stackable college and careers. I managed and directed teams in research and evaluation activities; disseminated findings across the RLC's six strategic priority areas to facilitate data-informed decisions; supported strategic planning and programmatic decision-making; managed personnel and hiring; supported fund development and grant writing; managed budgeting with an annual budget of 1 million across multiple funders. This work was generously funded from the school district, College Futures Foundation, California Community Foundation, The ECMC Foundation, Bill & Melinda Gates Foundation, The Ballmer Group, National College Attainment Network, The Kresge Foundation, United Way, and The Wayfarer Foundation.
- Facilitated dual enrollment, early college career and life planning course, and pipeline articulation, alignment, and advising strategic priority areas for PK-12 district and institutions of higher education for the Pomona Regional Learning Collaborative. Regularly collected, analyzed, and reported data for partner decision making.

Senior Evaluation Associate

Sep 2016-Sep 2022

Education, Development, and Evaluation Lab (EDEVAL Lab), Claremont Evaluation Center – Claremont Graduate University, Claremont, CA

- Led teams of evaluation assistants and graduate students on various community-engaged evaluation studies including developing logic models and evaluation plans, conducting every phase of the research, and providing informative feedback to programs based on evaluation findings.

Sample Community-Engaged Projects

AMI/USA Research Study of the Use and Implementation of the Ages and Stages

Questionnaires (ASQ) in Montessori Settings

Aug 2022-Nov 2024

- In partnership with the client, developed a research study (PI: Dr. Elyse L. Postlewaite) to investigate the experiences of Montessori teachers and administrators using the ASQ, a universal screener, to support students with developmental delays or disabilities. The study examined bright spots and challenges using a pre/posttest survey, a post-only survey, and series of focus groups with teachers, administrators, and parents. Findings will be shared in academic and practitioner settings as well as a radio news segment.

Evaluating Communities of Practice as a Vehicle for Implementing the Principled Innovation Framework

Jul 2022-Jun 2025

- This three-year project examines the uptake, adoption, dissemination, and impact of a college-wide effort to embed Principled Innovation, a character program, through communities of practice into the culture of a teacher's college. As an early-stage

developmental program, the evaluation seeks to provide rapid feedback to program leaders for continuous improvement.

The Grove School Research-Practice Partnership

Sep 2017-Dec 2022

- This ongoing and long-term research-practice partnership was developed with the head-of-school, teachers, and students (PI: Dr. Elyse L. Postlewaite) . This work has involved defining the program and research goals; evaluation and continuous feedback on key processes and outcomes of a charter middle and high school including WASC accreditation; joint conference presentations for academic and practitioner audiences; professional development for teachers; and mentoring of student.

Bright Prospect, Pomona, CA

Apr 2019-Jun 2022

- Oversaw and supported a 6-year longitudinal study (PI: Dr. Nazanin Zargarpour) examining the relationship of psychosocial learning competencies and academic outcomes for program and non-program participants for low-income, Latinx high school students. The quasi-experimental study followed high school students into college using National Student Clearinghouse data, school district data, and primary data collected by the evaluators.

Scholars' Hope Evaluation, Huntington Beach, CA

Sep 2018-Oct 2020

- Led a two-year evaluation (PI: Dr. Nazanin Zargarpour) of the college attainment program aiming to increase psychosocial and academic outcomes for low-income, Latinx students. The evaluation included case studies, repeated measures, and a quasi-experimental study using National Student Clearinghouse data.

Great Work, Inc., Evaluation of the Orientation to Adolescent Studies

Jun 2018-May 2019

- In partnership with the client, co-PIs Dr. Elyse L. Postlewaite and Dr. Jordan Boeder developed an evaluation plan, logic model, and instruments for a survey, focus groups, and interviews, collected and analyzed data including a document review and gap analysis, and created a final report of findings including program recommendations.

New Village Girls Academy, Los Angeles, CA

May 2018-Oct 2018

- Designed and led a two-phase evaluation (PI: Dr. Nazanin Zargarpour) of an alternative charter high school serving high-needs girls. Facilitated evaluation capacity building and Steering Committee meetings, developed a logic model, managed the project timeline and pace, led data collection, and developed the evaluation report.

El Viento Foundation Evaluation, Huntington Beach, CA

Sep 2016-Sep 2018

- Conducted the final two years of a four-year, developmental evaluation (PI: Dr. Nazanin Zargarpour) of the program aiming to serve low-income, Latinx students in psychosocial and academic outcomes. This project included evaluation capacity building, program recommendations, logic model refinement, quantitative and qualitative data collection, and report writing.

Promise Scholars, Ontario-Montclair, CA

Nov 2016-Oct 2018

- Conducted two years of a four-year system-level developmental evaluation (PI: Dr. Nazanin Zargarpour) of the school district college attainment program. Communicated with clients, developed protocols, conducted interviews and observations, and analyzed and reported findings.

Teaching Experience

Undergraduate and Graduate Teaching

University of Wisconsin – River Falls

Doctoral Student Independent Study (Stephanie Van Fleet) Fall 2024

Doctoral Student Independent Study (Bridgette Williams) Summer 2024

California State University, Los Angeles (a minority, first-gen student serving institution),
Department of Child and Family Studies

Middle Childhood and Adolescent Development (Undergraduate Course) Fall 2019

Claremont Graduate University (Graduate Courses)

Qualitative Research Methods (Co-taught) Spring 2019, 2020, Fall 2020 (Online)

Theories of Development Across the Lifespan (Co-taught) Fall 2018

Guest Lectures/ Invited Talks/ Workshops

Montclair State University, Department of Family Studies and Human Development, Doctoral
Studies (October 18, 2023; October 30, 2024; November 19, 2025) *Pros and Cons of a
Postdoctoral Fellowship*

AMI/USA (May 28, 2024) *Breaking Ground: Montessori Research Symposium
Featuring New Doctoral Perspectives*

Pacific Northwest Montessori Association (March 19 & 26, 2024) *Developing Self-Directed
Learning in a Montessori Setting*

AMI/USA Administrator Professional Development (January 9, 2024) *Lessons Learned from a
Study of Montessori Guides' and Administrators' Experiences Supporting Children with
Developmental Delays or Disabilities*

Montessori Leadership Forum, The Montessori Foundation (June 7 & 14, 2023) *Developing
Students' Self-Directed Learning Skills in a Montessori Setting*

Montclair State University (March 30, 2023) *Concepts and Theories in Human Development:
Life Span Theories* (Graduate Course)

Montclair State University, Department of Family Studies and Human Development Brown
Bag Lunch Series (February 15, 2023) *Conducting Applied Research in a School
Setting: The Importance of Mixed Methods Research*

Claremont Graduate University (August 18, 2021 & August 16, 2022) *Qualitative Research in
Evaluation* (Teaching Assistant)

The Grove School (August 19, 2019) *Students' Self-Directed Learning Skills and Autonomy
Support*

Claremont Graduate University (July 20, 2019) *Reach for the Stars: The Bright Future of
Education*

University of Redlands, Regional Psychology Undergraduate Research Conference (April 13,
2019) *Graduate Student Panel*

Harvey Mudd College (November 8, 2018) *Introduction to Psychology: Emerging Adulthood* (Undergraduate Course)

California State University, Fullerton (October 24, 2017) *Adolescent Development: School Contexts* (Undergraduate Course)

Claremont Graduate University - Positive Contexts (October 5, 2017) *Montessori Schools as a Positive Context* (Graduate Course)

The Grove School (June 26, 2017) *Theories in Adolescent Development* (Teacher Professional Development)

Harvard Graduate School of Education - TED style Ed Talks (March 24, 2016) *Public Montessori Schools*

Other Research & Professional Experience

Senior Evaluation Associate, Lab Manager & Senior Team

EDEVAL Lab, Claremont Evaluation Center, Claremont, CA Sep 2016 – Sep 2022

- Managed a team of 10-15 evaluation associates and oversaw multiple ongoing evaluation projects simultaneously; developed and planned lab meetings; conducted intra-lab communications; created human resource materials; managed and updated website and online files; planned and delivered internal professional development workshops; consulted the PI on the growth and development of the lab culture and the lab members; interviewed and supported hiring new lab members; provided subject matter and methods expertise to support students' capacities; assisted with writing proposals and reports across projects; submitted conference presentations and publications.

Evaluation Consulting

Hugo Mentorship Dec 2020-Jan 2021

- Conducted summative quantitative and qualitative survey data analyses, survey design recommendations, and co-authored a piece for a popular news outlet.

Cobblestone, Applied Research and Evaluation, Inc. Apr 2019-Oct 2019

- Conducted qualitative analyses and reports using MAXQDA for various evaluation projects contracted under Cobblestone.

Graduate Research Assistant

Family Purpose Project, Adolescent Moral Development Lab, Claremont Graduate University, Claremont, CA Jan 2017-Jul 2022

- Support the design and management of a \$1.5 million research study generously funded by the John Templeton Foundation investigating a novel construct: family purpose; research activities include conducting literature reviews; developing interview protocols; carry out interviews; code and analyze transcripts; develop publishable papers; and contribute to grant report.

Purpose Formation in Youth through Self-Directed Learning: Summit Public Schools, Claremont Graduate University, Claremont, CA May 2019-Jun 2019

- Initiated client communications and supported the planning grant generously funded by the Chan-Zuckerberg Initiative to explore a research partnership with the Summit Public Schools network aimed at understanding the relationship between students' purpose and self-directed learning.

Persistence Research in Science & Engineering, Harvard-Smithsonian Center for Astrophysics
- Science Education Department, Cambridge, MA Sep 2015-Sep 2016

- Designed and answered a research question from a STEM-focused college student survey funded by the National Science Foundation. Wrote a paper for publication examining the factors that predict college students' career outcome expectations.

Learning to Think, Thinking to Learn, Project Zero, Cambridge, MA Sep 2015-May 2016

- Conducted a review of the literature, refined frameworks, designed tools for teachers, and developed surveys to assess students' understanding of reasoning with evidence.

Undergraduate Research Assistant

Academic Language Project, University of Washington Sep 2013-Jun 2015

- Supported the research team in designing, implementing, and assessing a writing intervention for 4th and 5th grade students. Collected data in the classroom and completed protocol scoring and data entering.

I-LABS, University of Washington Jan 2013-Mar 2013

- Undergraduate research experience at the Institute for Learning and Brain Sciences.

External Funding, Honors, & Awards

Funded Grants

- *Developing Student Agency and Purpose in AI-Supported, Independence-Driven Learning Environments* (**Principal Investigator: Dr. Elyse L. Postlewaite**; Co-PI: Dr. Jennifer Brown Urban). John Templeton Foundation, May 1, 2026 – February 28, 2028. **\$257,505** and **\$69,025** of additional funding from Alpha Schools. Total funds **\$326,530**
- *Differentiating Character Strengths and Fostering Belonging for Culturally Diverse Students*. (**Principal Investigator, Dr. Elyse L. Postlewaite**). Wake Forest University, Educating Character Initiative and Program for Character Leadership through Lilly Endowment Inc. July 14, 2025 – June 30, 2026. Including matched funds by Montclair State University's Institute for Research on Youth Thriving and Evaluation. Total funds **\$15,000**
- *Cultivating Character in Higher Education: Exploring the Alignment of Institutional and Student Character Assets at Montclair State University*. (**Principal Investigator, Dr. Elyse L. Postlewaite**). Wake Forest University, Educating Character Initiative and Program for Character Leadership through Lilly Endowment Inc. July 29, 2024 – April 4, 2025. **\$15,000**

Regional Learning Collaborative (**Grant Writer and Assistant Director of Research**)

- The Ballmer Group (Principal Investigator: Dr. Nazanin Zargarpour). August 1, 2021 – June 30, 2024.
- National College Attainment Network & The Kresge Foundation (Principal Investigator: Dr. Nazanin Zargarpour). April 1, 2021 – December 31, 2021.
- The Wayfarer Foundation (Principal Investigator: Dr. Nazanin Zargarpour). April 1, 2021 – Dec 31, 2021.
- The Bill & Melinda Gates Foundation (Principal Investigator: Dr. Nazanin Zargarpour). September 1, 2021 – August 30, 2022.
- California Community Foundation (Principal Investigator: Dr. Nazanin Zargarpour). September 1, 2021 – August 30, 2022.
- The ECMC Foundation (Principal Investigator: Dr. Nazanin Zargarpour). August 1, 2019 – July 31, 2021.
- Pomona Unified School District (Principal Investigator: Dr. Nazanin Zargarpour). August 1, 2019 – July 31, 2021.
- College Futures Foundation (Principal Investigator: Dr. Nazanin Zargarpour). August 1, 2018 – August 3, 2022.

Family Purpose Project (Senior Research Assistant)

- John Templeton Foundation (Principal Investigator: Dr. Kendall Cotton Bronk). August 1, 2019 – March 30, 2022.

Funded Contracts (Principal Investigator)

- *Evaluation of Montessori Teachers' and Administrators' Experiences with the Ages and Stages Questionnaire* (**Principal Investigator: Dr. Elyse L. Postlewaite**) August 14, 2022 – September 23, 2023, Association Montessori International-USA. **\$11,900**
- *Evaluation of the Montessori Orientation to Adolescent Studies* (**co-Principal Investigator: Dr. Elyse L. Postlewaite**, Co-Principal Investigator: Dr. Jordan Boeder) June 6, 2018 – April 30, 2019, Great Work, Inc. **\$20,000**

Grant Proposals Under Review

- *Protecting What Matters: Children's Curiosity, Critical Thinking, Self-Directed Learning, and Thriving in an AI-Integrated World* (**Principal Investigator: Dr. Elyse L. Postlewaite**). LEGO Foundation Fellowship, February 1, 2027 – December 31, 2029.

Unfunded Grant Proposals

- *Exploring the Cultivation of Patience and Virtue with Diverse Students in Alternative Educational Contexts*, (Principal Investigator: **Dr. Elyse L. Postlewaite**) Fall, 2025 – Spring, 2026, Baylor Patience in Adversity Early-Career Psychology Fellows Virtual Inquiry Group.
- *Breaking the Aristotelian Mold: A Culturally Responsive Approach to Character Education*, (Principal Investigator: **Dr. Elyse L. Postlewaite**) September 1, 2025 – August 30, 2027, NAEEd/Spencer Postdoctoral Fellowship.
- *How to Best Support Black and Latine/x Student Learners: The Potential of Montessori for Positive Development and Identity Formation*, (Principal Investigator: **Dr. Elyse L. Postlewaite**, co- Principal Investigator: Dr. Jennifer Brown Urban) June 1, 2025 – July 31, 2026, Spencer Foundation.

- *Promoting Inclusion: Addressing Gaps in Montessori Educator Training Support for Young Children with Special Needs and Their Caregivers*, (Principal Investigator: **Dr. Elyse L. Postlewaite**, co-Principal Investigator: Dr. Jennifer Brown Urban) April 1, 2025 - March 31, 2026, Caplan Foundation.
- *Leveraging and Merging Artificial Intelligence and Character Development: A Convening for Social Good*, (Grant Writer and Project Personnel) September 1, 2024 – March 31, 2025, John Templeton Foundation.

Honors and Awards

- *Presidential Excellence Award: Excellence in Student Engagement in Research, Scholarship, or Creative Activity, Staff Award*, 2025 Montclair State University
- *Association for Moral Education Travel Grant*, 2025 (\$500)
- *Montessori Research Retreat Travel Funds*, University of Kansas (\$500)
- *American Montessori Society Research Mini-Grant* 2024 (\$1,500)
- *Dean's Office Professional Development Award* 2024, College for Community Health, Montclair State University (\$800)
- *Dissertation Fellowship Award*, 2021-2022, Claremont Graduate University (\$10,000)
- *Stauffer Fellow - Exemplary Scientific Contribution Award*, 2021, Claremont Graduate University, Division of Behavioral and Organizational Sciences
- *Dean's Travel Award*, Fall 2017-2022, Claremont Graduate University (\$1900)
- *Jenness Hannigan Research Fellowship* 2018, 2020, 2022 (\$600)
- *Fellowship*, Claremont Graduate University 2016-2018 (\$50,000)
- Graduated with Honors in the Department of Psychology, University of Washington.
- Graduated *cum laude* from the University of Washington.
- President's List: Autumn 2012, Summer 2012, Winter 2012.
- Dean's List: Winter 2014, Spring 2013, Winter 2013, Autumn 2012, Summer 2012, Winter 2012, Winter 2008.

Service

Associate Editor, *Journal of Youth Development* 2024-present

Reviewer

<i>Frontiers in Developmental Psychology</i>	2026
<i>International Journal of Early Education</i>	2025
<i>American Education Research Association</i>	2021-present
<i>Journal of Adolescent Research</i>	2021-present
<i>Journal of Montessori Research</i>	2023
<i>Journal of Positive Psychology</i>	2021-2022

Dissertation Committee

Anglin Thevaraja, *Character, Connection, and Collaboration: Faculty-Student Dynamics in Higher Education*, Montclair State University, 2025-present

Stephanie Van Fleet, *The Cultivation of the Cardinal Virtues: A Mixed Method Study of Montessori Elementary Students*, University of Wisconsin, River Falls, 2024-2025

Doctoral Dissertation Support

- Nancy Lindeman, University of Wisconsin, River Falls

Montessori Research Collective Task Team 2024-present

Harvard Graduate School of Education Alumni Ambassador 2016-present

Whim W'Him, Vice President of the Board of Directors 2021-2025

Positive Psychology Talks Fellow 2017- 2018
