

Lindsay E. Romano

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EDUCATION

- 2019 - 2024 **Steinhardt School of Culture, Education & Human Development, New York University**
Ph.D. Candidate, Special Education
- 2013 - 2015 **City University of New York, Hunter College**
M.S., Special Education
- 2009 - 2013 **University of Delaware**
B.A. Honors Degree with Distinction, International Relations, Latin American Studies, Spanish

FELLOWSHIPS & GRANTS

- 2023 - 2024 **National Academy of Education/Spencer Dissertation Fellowship**, “*Exploring the role of mindfulness in reducing discipline disparities by race and disability status*,” (\$27,500).
- 2021 - 2023 **Mind and Life Institute**, Varela Research Grant, “*Mindfulness and the reduction of racial disparities and disproportionality in school discipline*,” (\$20,000). Role: Principal Investigator.
- 2022 - 2024 **Institute of Education Sciences**, Predoctoral Interdisciplinary Research Training Fellowship Award, New York University (\$34,000 per year plus tuition).
- 2021 - 2022 **Urban Doctoral Fellowship**, Wagner School of Public Service, New York University (\$3,000).
- 2019 - 2022 **Steinhardt Doctoral Fellowship**, New York University (\$28,000 per year plus tuition).
- 2016 - 2017 **Fulbright Scholar**, Bogotá, Colombia

AWARDS

- 2023 **Deborah Partridge Wolfe Laureate Scholarship**, Kappa Delta Pi, (\$2,250).
- 2023 **Publication Award**, Division for Culturally and Linguistically Diverse Exceptional Learners
- 2022 **Semi-Finalist**, National Academy of Education/Spencer Dissertation Fellowship
- 2022 **Hollis L. Caswell Laureate Scholarship**, Kappa Delta Pi, (\$3,500).
- 2021 **Student Research Scholarship**, Division on Career Development and Transition, (\$500).
- 2021 **Marcella L. Kysilka Doctoral Student Scholarship**, Kappa Delta Pi, (\$2,000).

PEER-REVIEWED PUBLICATIONS

- Romano, L.E.** (2023). Assessment for Equity: Exploring how secondary educators utilize classroom management and assessment practices to sustain student identities. *Assessment for Effective Intervention*. <https://doi.org/10.1177/15345084231178788>

Romano, L.E., Trainor, A. A., & Newman, L. (2023). Triad transition planning for students receiving special education and English Learner services, families, and teachers. *Career Development and Transition for Exceptional Individuals*, 46(4), 211-222. <https://doi.org/10.1177/21651434221143514>

Romano, L.E & Bostic, Q.R.. (2023). Transformative learning for racial justice: Enacting radical change through professional development. *Professional Development in Education*, 49(4), 752-764. <https://doi.org/10.1080/19415257.2023.2202681>

Trainor, A. A., & **Romano, L.E.** (2023). Intersectional research as a methodology for shaping transition research in support of equitable postschool outcomes. *Career Development and Transition for Exceptional Individuals*, 46(3), 169-180. <https://doi.org/10.1177/21651434231169990>

Newman, L., Trainor, A. A., & **Romano, L.E.** (2023). Factors related to accessing postsecondary school supports by English learners with disabilities. *Career Development & Transition for Exceptional Individuals*. <https://doi.org/10.1177/21651434231154584>

Trainor, A. A., **Romano, L.E.**, Sarkissian, G., & Newman, L. (2023). The COVID-19 pandemic as a tipping point: The precarity of transition for students who receive special education and English language services. *Journal of Vocational Rehabilitation*, 58(3), 339-347. <https://doi.org/10.3233/JVR-230011>

Romano, L.E., Chang, D.F. (2022). Right mindfulness in teacher education: Integrating Buddhist teachings with secular mindfulness to promote racial equity. *Education Sciences*, 12(11). <https://doi.org/10.3390/educsci12110778>

Trainor, A. A., **Romano, L.E.**, Chen, Y., & Newman, L. (2022). Secondary students receiving special education and English learner services: Identity informed transitions. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 22(2), 4–24. <https://doi.org/10.56829/2158-396X-22.2.4>

Trainor, A. A., Newman, L., & **Romano, L.E.** (2022). Contextualizing school engagement during transition for students receiving special education and English learner services. *Journal of Special Education*, 57(1), 24-35. <https://doi.org/10.1177/00224669221107089>

Peer-Reviewed Journal Articles (Revise and Resubmit)

Romano, L.E., Trainor, A. A., Sarkissian, G. & Newman, L. (accepted pending minor revisions). Integrating community cultural wealth into postsecondary transition for students with disabilities receiving English learner services. *Remedial and Special Education*.

Romano, L.E. (revise and resubmit). The first line of defense: Exploring educator attitudes and perspectives on discipline disparities at the intersection of race and disability status. *Race Ethnicity and Education*.

Romano, L.E. (revise and resubmit). Addressing educator bias through mindfulness: A dual process theory perspective on attenuating educational inequities. *Behavioral Disorders*.

Romano, L.E. (revise and resubmit). Mindful discipline: A pilot study exploring mindfulness and the reduction of punitive discipline for Black male students. *School Psychology*.

Romano, L.E. (revise and resubmit). Mindful of equity: A critical review of mindfulness interventions in urban

schools. *The Urban Review*.

Bostic, Q.R. & **Romano, L.E.** (revise and resubmit). The house of liberation: A liberating and racial literacies professional development (PD) series. *National Council of Teachers of English*.

Le, B., Black, K., **Romano, L.E.**, Miciak, J., Carlson, C., Francis, D., & Kieffer, M. (revise and resubmit). Ever English Learner 4-Year Graduation: An Intersectional Approach. *Educational Researcher*.

Theodore, S., **Romano, L.E.**, Young, F., Moise, D., & Wilder, T. (accepted with minor revisions). Towards a culturally responsive-sustaining approach to social emotional learning for students with or at-risk for emotional and behavioral disorders. *Excelsior*.

Peer-Reviewed Journal Articles (Under Review)

Romano, L.E., Trainor, A. A., & Newman, L. (under review). Culturally sustaining postsecondary transition: Secondary teachers' support for students receiving special education and English language services. *Teacher Education and Special Education*.

Black, K., Le, B., **Romano, L.E.**, Carlson, C, Miciak, J., Kieffer, M., & Francis, D. (under review). Differential returns to academic preparation for English learners: Evidence from New York City. *TESOL Quarterly*.

Peer-Reviewed Journal Articles (Working Papers)

Romano, L.E., Black, K., Le, B., Carlson, C, Miciak, J., Kieffer, M., & Francis, D. (in preparation). Exploring educator perceptions of coursetaking ecologies for English learners. *The Journal of School Psychology*.

Romano, L.E. (in preparation). The inner work of equity: Exploring the role of mindfulness in reducing punitive discipline at the intersection of race and disability status. *Educational Researcher*.

Romano, L.E. (in preparation). The mechanisms of exclusion: Exploring educators' perceptions of punishment for Black students with and without disabilities. *Exceptional Children*.

Romano, L.E. (in preparation). Catalyzing transformation through mindfulness: Exploring the mediating role of mindfulness on teachers' instruction. *American Journal of Orthopsychiatry*.

Romano, L.E., Chang, D.F., Doucet, F., McClellan, N., & Spruill, N. (in preparation) Exploring the role of mindfulness meditation on educators' critical consciousness and culturally responsive teaching. *Teaching and Teacher Education*.

CONFERENCE PRESENTATIONS

Romano, L.E. (2023, September). *Mindfulness and the reduction of discipline disparities by student race and disability status*. Paper presentation at the Society of Research on Educational Effectiveness (SREE), Washington, D.C.

Romano, L.E. (2023, April). *The first line of defense: Understanding how educator attitudes influence racial disparities in school discipline*. Paper presentation at American Educational Research Association (AERA), Chicago, IL.

- Romano, L.E.**, Black, K.E., Kieffer, M., Hwang, S. (2023, April). *Intersecting pathways: Exploring access, outcomes and attitudes in the education of secondary English learners*. Symposium at AERA, Chicago, IL.
- Romano, L.E.**, Trainor, A.A., & Newman, L. (2023, February). *Triad transition planning for dually identified students, families and teachers*. Poster presentation at the Council for Exceptional Children Convention (CEC), Louisville, KY.
- Romano, L.E.** (2023, January). *Mindfulness and the reduction of racial disparities and disproportionality in school discipline*. Paper presentation at the International Society for Contemplative Research (ISCR), San Diego, CA.
- Newman, L., **Romano, L.E.**, Trainor, A.A. (2022, November). *English learners with disabilities: Increasing their likelihood of continuing on to college*. Poster presentation at the Division on Career Development and Transition (DCDT), Little Rock, AR.
- Romano, L.E.** (2022, November). *Mindfulness and the reduction of disproportionality in school discipline*. Paper presentation at the annual conference of the Division on Career Development and Transition (DCDT), Little Rock, AR.
- Trainor, A.A., Newman, L., & **Romano, L.E.** (2022, October). *Planning for postschool success with dually identified students and their families*. Research presentation at the Equity in Transition Summit, SUNY Albany, NY.
- Trainor, A.A., Newman, L., & **Romano, L.E.** (2022, October). *Planning for postschool success with dually identified students and their families*. Research presentation at Cornell University, Yang Center on Employment and Disability, Ithaca, NY.
- Romano, L.E.** (2022, August). *The inner work of equity: A framework for addressing bias in educators through mindfulness*. Poster presentation at APA Annual Convention for Division 16, School Psychology.
- Romano, L.E.** (2022, August). *Mindful of equity: A systematic review of school-based mindfulness interventions for vulnerable youth*. Poster presentation at APA Annual Convention for Division 15, Educational Psychology.
- Chang, D.F., **Romano, L.E.**, Doucet, F., McClellan, N., Spruill, N. (2022, June). *Exploring the impacts of mindfulness meditation on culturally responsive teaching in the era of COVID-19*. Virtual poster presentation at the Summer Research Institute, Mind and Life.
- Romano, L.E.** (2022, April). *Contextualizing awareness: A critical examination of mindfulness interventions in urban schools*. Paper presentation at AERA, Chicago, IL.
- Romano, L.E.** ((2022, April). *Right Mindfulness in education: Integrating Buddhist teachings with secular mindfulness to promote racial equity*. Paper presentation at AERA, Chicago, IL.
- Black, K.E., Kieffer, M., Hwang, S., & **Romano, L.E.** (2022, April). *STEM pathways for English learners and immigrants: Evidence from three states*. Symposium at AERA, Chicago, IL.
- Romano, L.E.** (2021, November). *The inner work of equity: A framework for addressing implicit bias in educators*

through mindfulness. Virtual paper presentation at the Association for Contemplative Mind in Higher Education.

Traxler, R. E., Padia, L. B., & **Romano, L. E.** (2021, March). *College-going transition supports: Lessons from the experiences of multilingual students with disabilities*. Virtual paper presentation at the AUC conference.

Padia, L., Trainor, A.A., **Romano, L.E.**, Chen, Y, Traxler, R.E., Newman, L. (2021, March). *Students with disabilities in transition: Secondary experiences and postsecondary educational goals*. Virtual paper presentation at the Council for Exceptional Children Conference.

Traxler, R. E., Padia, L. B., & **Romano, L. E.** (2021, March). *Trajectories to success: Postsecondary experiences of multilingual college students with disabilities*. Virtual paper presentation at the Council for Exceptional Children Conference.

Padia, L. B. & **Romano, L. E.** (2021, April). *LatinX with disabilities: Supporting students' transition to college*. Virtual paper presentation at the Preparate Conference.

Trainor, A., Traxler, R. E., Padia, L. B., & **Romano, L. E.** (2021, April). *Transitioning to postsecondary education: Perspectives of multilingual college students with disabilities*. Virtual paper presentation at AERA.

INVITED TALKS

Romano, L.E. (2023, December). *The inner work of equity: Exploring the role of mindfulness in reducing punitive discipline at the intersection of race and disability status*. The Metropolitan Center for Research on Equity and the Transformation of Schools, Brown Bag Lecture Series.

Romano, L.E. (2023, November). *The mechanisms of exclusion: Exploring educators' perceptions of punishment for Black students with and without disabilities*. NYU Steinhardt Department of Teaching and Learning, Teaching and Learning Matter Lecture Series.

Romano, L.E. (2023, October). *Surviving and thriving throughout your Ph.D.* NYU Steinhardt Department of Teaching and Learning, Proseminar.

Romano, L.E. (2023, March). *Exploring the manifestations of racism and ableism and how to dismantle them in school counseling*. NYU Steinhardt Department of Applied Psychology.

Romano, L.E. (2020, March). *Eye on the prize: My pathway toward my Ph.D.* NYU Steinhardt Department of Teaching and Learning, Proseminar.

Trainor, A.A., **Romano, L.E.**, Padia, L.E., & Traxler, R.E. (2019, November). *Transition planning for equity: Disrupting racism and ableism in college planning for students with disabilities and English learners*. NYU Steinhardt Department Teaching and Learning.

Romano, L.E., Trainor, A.A., Padia, L.E., & Traxler, R.E. (2019, October). *Transition planning for dually identified students: Enacting equitable approaches and processes*. EL Think Tank.

RESEARCH EXPERIENCE

- 2021 - Current **Principal Investigator**, Mind and Life Institute, Varela Research Grant, “*Mindfulness and the reduction of racial disparities and disproportionality in school discipline*,” (\$20,000).
- 2019 - Current **Research Assistant**, Institute for Education Sciences and Office of Special Education and Rehabilitative Services, “*Factors associated with postsecondary success for English language learners with disabilities: A mixed methods exploration*,” Principal Investigators: Audrey Trainor and Lynn Newman, (\$1,397,251).
- 2021 - Current **Research Assistant**, Institute for Education Sciences, “*Transdisciplinary approaches to improving opportunities and outcomes for English learners: Using engagement, team-based learning, and formative assessment to develop content and language proficiency*,” Principal Investigators: Michael Kieffer (Policy Strand Lead) and David Francis (overall Principal Investigator), (\$10 million total; \$2 million subcontract to NYU)
- 2021 - Current **Research Assistant**, Mind and Life Institute, “*Mindfulness-based critical consciousness training for teachers (MBCC-T): Development, pilot test, and comparison to two control groups*,” Principal Investigator: Doris Chang, (\$99,999)
- 2022 - Current **Research Manager**, Teaching Lab
- 2021 - 2022 **Research Coordinator**, Institute for Education Sciences, “*Project CATALYZE: The impact of CARE + PATHS on students’ success*,” Principal Investigator: Patricia Jennings, (\$4,400,000)
- 2020 - 2021 **Research Coordinator**, Mindful Education Lab
- 2018 - 2019 **Research Coordinator**, Mindset Works
- 2016 - 2017 **Research Fellow**, Bogotá, Colombia
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HIGHER EDUCATION TEACHING EXPERIENCE

- 2021 - Current Lead Special Education Instructor for *Assessment & Instructional Design for Students with Mild and Moderate Disabilities* (graduate), taught six semesters, Steinhardt School of Culture, Education & Human Development, New York University, New York, NY
- 2016 - 2017 Head Instructor for *Language and Culture* (graduate and undergraduate), *Teaching Academic Writing* (graduate), taught two semesters, Antonio Nariño University, Bogotá, Colombia
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PK-12 TEACHING AND TRAINING EXPERIENCE

- 2019 - 2022 **Instructional Coach (teachers and school leaders), Professional Development (PD) Designer/Facilitator**, Freire Charter Schools, Philadelphia, PA
- 2019 - 2022 **PD Designer/Facilitator, Program Manager**, Delaware Department of Education, Dover, DE

2020 - 2021	PD Designer/Facilitator, Program Manager , Mississippi Department of Education, Jackson, MS
2015 - 2016	English Learner (EL) Coordinator , Democracy Prep Charter High School, Harlem, NY
2013 - 2016	Special Education STEM Teacher , Democracy Prep Charter High School, Harlem, NY
2013 - 2016	Mindfulness Afterschool Program Lead & Meditation Instructor , Democracy Prep Charter High School, Harlem, NY
2013 - 2016	Track Coach , Democracy Prep Charter High School, Harlem, NY

SERVICE TO THE EDUCATION RESEARCH COMMUNITY

Reviewer for Peer-reviewed Journals

Professional Development in Education
 Career Development and Transition for Exceptional Individuals
 Teaching and Teacher Education
 Education Sciences

Active Committee Membership

2023 - current	Founding Committee Member , International Society for Contemplative Research REACH (Re-imagining Equitable and Anti-oppressive approaches to Contemplative research and Healing)
2022 - current	Graduate Student Committee Member , Division for Culturally and Linguistically Diverse Learners

SERVICE TO THE EDUCATION PRACTICE COMMUNITY

2020 - 2021	Consultant and Course Designer , Degrees of Freedom Alternative College Pathway Program, Marlboro, VT
2015 - 2020	Chief of Program Development , Destination Impact, New York, NY
2017 - 2018	Tutor and Mentor , Juvenile Justice Center, Petey Greene Project, Philadelphia, PA

PROFESSIONAL MEMBERSHIPS

2023 - current	Society for Research on Educational Effectiveness
2023 - current	American Educational Research Association , Division G Social Context of Education
2022 - current	American Educational Research Association , Division K Teacher Education
2021 - current	American Educational Research Association , Special Education Special Interest Group
2021 - current	American Educational Research Association , Disability Studies Special Interest Group

2021 - current	American Educational Research Association , Confucianism, Taoism, Buddhism and Education (CTBE) Special Interest Group
2023 - current	The Council for Exceptional Children , Division for Research
2020 - current	The Council for Exceptional Children , Division on Career Development and Transition
2020 - current	The Council for Exceptional Children , Division for Culturally and Linguistically Diverse Learners
2023 - current	International Society for Contemplative Research

SKILLS & CERTIFICATIONS

Certifications

New York State Teaching Certification
Yoga Alliance Certification

Software Expertise: R, Stata, SQL, Dedoose, NVivo

Languages Spoken: English, Spanish