

JACQUIE BEAUBIEN

jacquie@edwheelhouse.org • 310-717-2932 • edwheelhouse.org

EDUCATION

Doctor of Education (EdD)	University of California, Los Angeles, Education	2018
Bachelor of Arts (BA)	Stanford University, Psychology	2011
Associate of Arts (AA)	Santa Monica College, Psychology and Anthropology	2008

SUMMARY OF SKILLS & EXPERTISE

- Equity-centered, systems level thinker whose in-depth knowledge of social psychology and the K18 education landscape results in collaboratively developed, innovative project design and implementation.
- Superior communicator with expertise in qualitative research, user-centered design and systems analysis generating efficient, effective solutions.
- Exceptional facilitator with a capacity to translate complex research principals into hands-on, experiential learning activities resulting in motivated and empowered team engagement and collaboration.
- Dynamic, versatile, self-starter exhibiting self-discipline, empathy, leadership, and strong organizational skills producing consistent impact.

RELEVANT CONSULTING HISTORY

Mindset Science Solutions, LLC, Berkeley, CA 08/2021–present
Consultant – Director of Programs

- Support Executive Director, Dr. Jason Okonofua, Ph.D. in developing program content for [Empathic Instruction](#), an evidence-based program for teachers that sidelines implicit bias to reliably reduce disproportionality in discipline by focusing educators on maintaining trust with students, especially during discipline-related interactions
- Analyze teacher qualitative data to identify themes and relevant quotes for ongoing program customization for each client
- Develop processes and materials to improve program implementation efficacy
- Work with district, county and statewide leadership to develop implementation plans and provide ongoing support during program rollout
- Oversee marketing and sales including aligning marketing materials and message framing to support education stakeholders in building buy-in within their district, school board, school administrative teams, teacher unions, and the parent community by concisely describe the foundational research and program benefits for teachers and students

PERTS Research Center, San Francisco, CA (formerly at Stanford University) 02/2018–02/2022
Consultant

- Present at national education conferences on behalf of PERTS (Project for Education Research That Scales) to describe the [PERTS Elevate](#) program including summarizing the key research and the researcher-practitioner partnership that contributed to its development and ongoing evolution (see below for more on my role in leading this work)
- Provide user testing and program development feedback on [PERTS Elevate](#) a web-based educator continuous improvement survey tool and collaborative professional learning program
- Co-develop recruitment materials and implantation processes for [PERTS Elevate](#)
- Conducted need finding interviews with college administrators and faculty in MI, TX, and FL to learn what modifications to Elevate would be needed for the higher education version of the program, [Ascend](#)

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California State Polytechnic University, Pomona, CA 06/2020–07/2022

Consultant

- Provide annual multi-day virtual workshops for Math faculty on the research and evidence-based policies and pedagogical practices that promote a growth mindset, institutional belonging, equitable access to opportunity, reduced identity threat for minoritized students, and improved engagement for all students

Student Experience Research Network (SERN formerly MSN) Washington, DC 06/2021–08/2021

Consultant

- Provide belonging resource recommendations and design input for collaboratively designed open-access educator resource developed as part of the SERN *Structures for Belonging* initiative, a collaborative partnership of nationally recognized education leaders and school support organizations

City Year Inc., Boston, MA 01/2020–12/2020

Consultant

- Conduct qualitative research for a nationally recognized leader in advancing educational equity to develop a deeper understanding of what a whole-child approach to personalized learning looks like in three contexts where their program is highly successful (Los Angeles, CA, Columbus, OH, and Memphis, TN)
- Create a case study (see publications) to describes the program benefits, specific practices and learning context factors that contribute to program success with the goal of supporting improvements to sites across the City Year Inc. network
- Provide recommendations to enhance program's equity goals, effectiveness and impact which included the [recommendation](#) to incorporate youth-based participatory action research (YPAR) which led City Year Inc. to develop a new department dedicated to this work

Comal Independent School District, New Braunfels, TX 10/2019–02/2020

Consultant

- Provide multiple hands-on workshops for educators and administrators on the social psychology of learning, motivation, and inclusivity
- Work with the District Superintendent and senior district leadership to co-develop a strategic plan for a multi-year, district-wide implementation of PERTS Elevate, an evidence-based teacher professional development program designed to measurably improve educators' skill at creating equitable, motivating and inclusive learning experiences in their classrooms (halted due to the pandemic)

Population Research Center (PRC), University of Texas at Austin 08/2019–10/2019

Consultant

- Design—in collaboration with David Yeager, Ph.D. and PRC staff—and deliver customized, on-site research presentations and hands-on workshops for 11 mostly rural schools across the United States who participated in the National Study of Learning Mindsets

iQsonic, Santa Monica, CA 08/2019–03/2020

Consultant

- Product development support to infuse more positive mindset messaging into Sing & Speak 4 Kids, an educational music-based game that supports language learning for children with speech and language developmental delays

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- Grant application study design input and research reference review

Mindset Scholars Network (MSN), Washington, DC

02/2018–03/2019

Consultant

- Design, in collaboration with the Executive Director, Lisa Quay, and conduct a qualitative research study to develop a deeper understanding of how teacher preparation and induction programs at 15 institutions across the U.S. are integrating research insights on the social psychological aspects of equity, learning, and motivation into their programing
- Presented preliminary findings from 17 interviews at the MSN fall 2018 funder and scholar convening to solicit feedback from researchers and practitioners for incorporation into the final report
- Co-authored the final report summarizing findings and recommendations which helped the MSN identify new opportunities for supporting scholar-led initiatives and for community-based collaborations

Education First Consulting, Washington, DC

05/2018-06/2019

Consultant

- Contributed social psychology expertise to the design of a teacher training program on promoting a college-going identity among students at a large charter school network serving primarily first-generation, Latinx students

Otis College of Art and Design, Los Angeles, CA

01/2013-06/2014

Consultant

- Facilitate consensus-building amongst multiple stakeholders including the Vice Provost, Department Chairs, Faculty, and the administrative and research staff
- Provided curriculum design consulting with the goal of raising students' self-efficacy, attribution of academic control, and motivation
- Provided presentations for faculty on learning mindset research
- Co-designed a student survey for pre- and post-learning measurement

Stirworks, Inc., Pasadena, CA

02/2012-08/2014

Consultant

- Provided consulting for a successful start-up that created a smart standing desk—Stir Kinetic Desk—that is now used by large organizations nation-wide to improve employee wellness
- Delivered learning sessions on the social psychology of motivation, persuasion, and core psychological needs to assist engineers and product developers in creating psychologically wise product features such as the desk's *whisperbreath* technology
- Provide recommendations for incorporating social psychology principals into marketing campaigns

RELEVANT EMPLOYMENT HISTORY

PERTS Research Center, Stanford University, Stanford, CA

03/2010–12/2017

Senior Program Manager

- Participated, with ED, Dave Paunesku, in the foundational development work to launch the Building Equitable Learning Environments (BELE) Network as one of four core learning partners alongside National Equity Project, the UChicago Consortium on School Research, and Billions Institute. This included, adopting continuous improvement methods, collaboratively developing the network's shared aim, driver diagram

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and recommendations for intervention and measures, developing launch and implementation plans, reviewing school support organization applications to join the network, and developing new tools and resources (e.g., PERTS Elevate) to support BELE Network partners in reaching their equity goals.

- Initiated and led a 3-year researcher-practitioner partnership with GEARUP in the Los Angeles Unified School District to evaluate the effectiveness of the Mindset Kit across teacher teams at three school sites. This partnership, in combination with the BELE Network activities, led to the development and pilot testing of an innovative new continuous improvement program, [PERTS Elevate](#) (K12) and [PERTS Ascend](#) (higher education), which allow educators to survey their students to obtain disaggregated student experience data paired with evidence-based recommendations so that they can measurably enhance equity and engagement in their classrooms.
- Created teacher professional learning content for the PERTS [Mindset Kit](#)—free online resources to help educators and parents integrate learning mindset principles into their practice—including a 5-session teacher professional learning curriculum and protocols for both teacher and student activities
- Initiated and coordinated the first PERTS research study in a college setting, the largest randomized control trial in an education setting at that time, which led to a significant increase in interest and funding support for developing online education interventions
- Provided keynote presentations and workshops nationwide to raise awareness of PERTS programs, and the research on equitable and motivating pedagogical practices
- Managed or co-managed approximately eight large studies with over 11,000 participants in over 60 middle school, high school, and community colleges in order to test online programs designed to improve student achievement and motivation by changing key psychological beliefs in both teachers and students
- Conducted qualitative need finding and user experience research to facilitate program development and improvement
- Provided input on PERTS study design, strategic planning, grant applications, and academic journals articles

Hollywood YMCA Counseling Center, Hollywood, CA

10/2002–08/2006

Director/Office Manager

- Promoted from office manager to director within two years
- Significantly increased client case supervision and ethical standards compliance without increasing existing budget
- Created operations training standards, a training manual and training program
- Managed a staff of two clinical supervisors and 12–22 Marriage and Family Therapy Interns
- Provided administrative oversight of on-site programs in five Elementary and Middle Schools
- Assisted Clinical Director in pre-qualifying and interviewing Marriage and Family Therapy Interns
- Coordinated overlapping client services with gang prevention social work case managers
- Participated in a consortium of eight local social service organizations in order to improve coordination of services within under resourced Hollywood, CA region
- Managed two City of Los Angeles gang prevention grants and one County Probation Department grant with a total annual budget of approximately \$750,000

PUBLICATIONS

Beaubien, J. (February 2021) [How a Personalized Approach to Learning Helped One Organization Quickly Adapt in a Global Pandemic: A City Year Case Study](#). Boston, MA: City Year

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- Beaubien, J., & Quay, L. (2019). *Training new teachers to understand motivation in the classroom: How teacher preparation programs are educating teachers on the pedagogical implications of the social psychology of motivation*. Washington, DC: Mindset Scholars Network.
- Gripshover, S. J., Paunesku, D., Romero, C. L., Beaubien, J. M., Yeager, D. S., Dweck, C. S., & Walton, G. M. *Two scalable psychological interventions advance progress through community college*. Unpublished manuscript.
- Beaubien, J. (2018). *Building a Compendium of Teaching Strategy Resources that Foster Growth Mindset and Belonging*. UCLA, ProQuest ID: Beaubien_ucla_0031D_17141. Retrieved from <https://escholarship.org/uc/item/8h50r4zx>
- Beaubien, J., Stahl, L., Herter, R., & Paunesku, D. (2016). *Promoting learning mindsets in schools: Lessons from educators' engagement with the PERTS Mindset Kit*. Palo Alto, CA: PERTS, Stanford University.
- Beaubien, J., Stahl, L., Herter, R., & Paunesku, D. (2017). *Promoting learning mindsets in schools: Further lessons from educators' engagement with the PERTS Mindset Kit*. Palo Alto, CA: PERTS, Stanford University.

HIGHLIGHTED SPEAKING ENGAGEMENTS AND WORKSHOPS

- 2022-2020 California State Polytechnic University, Pomona. *Growth Mindset and Equity-minded Mathematics Teaching: Centering Student Experience to Improve Equitable and Academic Engagement* [annual multi-day workshops] Virtual
- 2021 Martha Holden Jennings Foundation's 47th Ohio Superintendents' Educator Retreat. *Evidenced -Based Strategies for Equity and Excellence*. [Workshop co-facilitated with Dave Paunesku Ph.D.]. Cleveland, OH
- 2020 National Council for Community and Education / GEAR UP 2020 Capacity-Building Workshop. *Fostering Learning Mindsets* [workshop] Orlando, FL
- 2020 Comal, Independent School District. [multiple half- and full-day workshops and design sessions]. New Braunfels, TX
- 2019 Association of Latino Administrators and Superintendents (ALAS) Annual Conference. *Promoting Learning Mindsets: Evidence-based tools for improving engagement and equity* [presentation] Orlando, FL
- 2019 University of Texas at Austin Population Research Center–National Study of Learning Mindsets High School Network. *Creating and Sustaining Learning Mindsets* [11 customized ½-day on-site workshops], Rural school districts in eight states across the U.S.
- 2018 Teaching Fellows Institute. *Learning Mindsets: Helping Students Succeed by Promoting Adaptive Beliefs* [multiple day-long workshops] Charlotte, NC

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- 2018 Monroe Community College Essential Discussions Conference. *Resources for Promoting Learning Mindsets* [keynote] Rochester, NY
- 2018 San Jacinto College Faculty Development Conference. *Resources for Promoting Learning Mindsets* [keynote and workshop] Pasadena, TX
- 2018 Broward College Professional Development Day. *Resources for Promoting Learning Mindsets* [workshops] Davie, FL
- 2018 Trinity Washington University. *Resources for Promoting Learning Mindsets* [1-day workshop] Washington, DC
- 2018 University of California, Los Angeles Department of Physics & Astronomy. *Addressing Psychological Barriers to Academic Success at Scale* [presentation], Los Angeles, CA
- 2018 National Institute for Learning Development. *Fostering Students' Sense of Belonging to Improve Achievement* [webinar]
- 2017 American Association of Community Colleges Pathways Institute #4. *Strengthening Learning Through Enhanced Growth Mindset* [keynote with Ron Sloan, Ivy Tech Community College of Indiana] Tempe, AZ
- 2017 University of California, Los Angeles Department of Psychology. *Addressing Psychological Barriers to Academic Success at Scale* [presentation], Los Angeles, CA
- 2017 Jackson Community College Faculty Development Day. *Resources for Promoting Learning Mindsets* [keynote and workshop] Jackson, MI
- 2017 Character Lab Educator Summit. *Resources for Promoting Learning Mindsets* [workshop co-facilitator with Dave Paunesku Ph.D.] Philadelphia, PA
- 2017 San Jacinto College Administrator's Summit. *Resources for Promoting Learning Mindsets* [workshop] Pasadena, TX
- 2016 Metro Nashville Public Schools/GEAR UP How Students Learn & Persist Conference. *How Students Learn & Persist: A Workshop Day on Growth Mindsets and College Access, Success, and Retention* [workshop] Nashville, TN
- 2016 National College Access Network. *Promoting Growth Mindsets and Belonging in Community College* [workshop] Austin, TX
- 2016 New Teacher Center National Symposium on Teacher Induction. *Raising Student Achievement Using Growth Mindset Research and Practices* [workshop co-facilitator with Emily Davis Ph.D. and Julie Norton LMFT] Bellevue, WA
- 2016 EdSource Symposium Making it Work: Implementing California's New Vision for School Success, [panelist] Oakland, CA

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- 2016 11th Annual Schools to Watch® Conference. *Growth Mindset Promoting Practices: How Do Educational Practices Influence Learning Mindsets?* [workshop] Arlington, VA
- 2015 Los Angeles Unified School District Secondary Principal's Institute. *Engaging Students in Planning for College* [presenter] Los Angeles, CA
- 2015 Teacher Fellows Institute. *Raising Student Achievement by Promoting Learning Mindsets* [multiple day-long workshops co-facilitator with Carissa Romero Ph.D.] Charlotte, NC
- 2015 Texas Association of School Administrators Mid-Winter Conference. *Raising Student Achievement by Promoting Adaptive Beliefs* [presenter] Austin, TX
- 2014 Los Angeles Unified School District. *Raising Student Achievement by Promoting Adaptive Beliefs* [presenter] Los Angeles, CA
- 2015 New York City Department of Education. *Purposeful Learning* [workshop co-facilitator with Dave Paunesku Ph.D.] Brooklyn, NY
- 2014 10th & 11th Annual Schools to Watch® Conference. *Raising Student Achievement by Promoting a Growth Mindset: Research on Growth Mindset* [workshop] Arlington, VA
- 2015
- 2013 Ivy Tech Community College Statewide Program Chair Summit. *Raising Student Achievement by Promoting Adaptive Beliefs*. [co-presenter with Carissa Romero Ph.D.] French Lick, IN