

Jamaal Sharif Matthews

Curriculum Vitae

Montclair State University
College of Education and Human Services
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EDUCATION

Ph.D.	University of Michigan – Ann Arbor	2010	Education & Psychology
M.S.	University of Michigan – Ann Arbor	2007	Developmental Psychology
M.A.	Mercy College	2005	Urban Education
B.A.	Columbia University	2003	Psychology

CURRENT POSITION

Associate Professor, Educational Psychology, College of Education and Human Services at Montclair State University, Montclair, NJ.
Spring, 2015 – Present

Assistant Professor, Educational Psychology, College of Education and Human Services at Montclair State University, Montclair, NJ.
Fall, 2010 – Spring, 2015

AWARDS AND RECOGNITION

- *Educational Psychologist Best Article Award, 2018. "Black and belonging at school: A case for interpersonal, instructional, and institutional opportunity structures"* American Psychological Association, Division 15 publications committee.
- National Science Foundation CAREER Award in Research and Evaluation on Education in Science and Engineering (*REESE*). Research Funds \$730,334, Awarded August, 2014
- National Academy of Education/Spencer Postdoctoral Fellowship. Research Funds \$55,000, Awarded May, 2014
- American Psychological Association 2013: Division 15 Early Career Educational Psychology Research Award (Monetary Award, \$7,500). Awarded July, 2013
- *ProQuest Distinguished Dissertation Award 2010-2011*: Finalist-Recipient out of 766 doctoral candidates across all academic disciplines at the University of Michigan (Monetary Award, \$1,000). Awarded February, 2011
- American Psychological Association 2011 *Paul R. Pintrich Outstanding Dissertation Award*: (Monetary Award, \$1,500 & Invited Address, 2012 APA Conference, Orlando, FL). Awarded April, 2011
- *Stanley E. and Ruth B. Dimond Best Dissertation Award 2010-2011*: School of Education at the University of Michigan. (Monetary Award, \$500). Awarded April, 2011
- National Center for Research on Early Childhood Education (NCRECE) Minority Scholars Fellowship. June 2010 – July 2011 (Research Funds Granted, \$12,000)
- Sims Medal: Outstanding Research Paper. University of Michigan (Monetary Award, \$5,000). Awarded May, 2008

SCHOLARSHIP

Published Refereed Journal Articles

Maloney, T. & **Matthews, J.S.** (in press). Teachers' critical care and students' feelings of connectedness in the urban mathematics classroom. *Journal of Research in Mathematics Education*

Matthews, J.S. (2019). Formative learning experiences of urban mathematics teachers' and their role in classroom care practices and student belonging. *Urban Education*, 1-35. doi: 10.1177/0042085919842625

Joseph, N., Hailu, M. & **Matthews, J.S.** (2019). Normalizing Black girls' humanity in mathematics classrooms. *Harvard Education Review*, 89(1), 132-155.

Matthews, J.S. & López, F. (2019). Speaking their language: The role of culture integration and language for mathematics achievement among Latino elementary children. *Contemporary Educational Psychology*, 57, 72-86. doi: 10.1016/j.cedpsych.2018.01.005

Matthews, J.S. (2018). When am I going to use this in the real world? Cognitive flexibility and urban adolescents' negotiation of the value of mathematics. *Journal of Educational Psychology* 110(5), 726-746. doi: 10.1037/edu0000242

Gray, D., Hope, E., & **Matthews, J.S.** (2018). Black and belonging at school: A case for interpersonal, instructional, and institutional opportunity structures. *Educational Psychologist*, 53(2), 97-113. doi: 10.1080/00461520.2017.1421466
****Best Article of 2018, American Psychological Association, Division 15****

Barnes, N., Fives, H., **Matthews, J.S.**, & SaizdeLaMora, K. (2018). A person-centered approach to understanding teachers' classroom practices and perceived school goal structures. *The Teacher Educator*, 1-15. doi: 10.1080/08878730.2018.1443539

Sanchez, D., Bentley-Edwards, K., **Matthews, J.S.**, & Granillo, T. (2016). Exploring divergent patterns in racial identity profiles between Caribbean Black American and African American adolescents: The links to perceived discrimination and psychological concerns. *Journal of Multicultural Counseling and Development*, 44(4), 285-304. doi: 10.1002/jmcd.12054

- Carolan, B., & **Matthews, J.S.**, (2015). Curricular choice and math achievement: The roles of network diversity and math interest. *Teachers College Record*, 117(11), 1-28
- Carolan, B., Weiss, C., & **Matthews, J.S.** (2015). Which middle school model works best? Evidence from the early childhood longitudinal study. *Youth & Society*, 47(5), 591-614. doi:10.1177/0044118X13478625
- Matthews, J.S.**, Banerjee, M., & Lauermann, F. (2014). Academic identity formation and motivation among ethnic minority youth: The role of the “self” between internal and external perceptions of identity. *Child Development*, 85(6), 2355-2373. doi: 10.1111/cdev.12318
- Matthews, J.S.**, (2014). Multiple pathways to identification: Exploring the multi-dimensionality of academic identity formation in ethnic-minority males. *Cultural Diversity and Ethnic Minority Psychology*, 20(2), 143-155. doi: 10.1037/a0034707
- Matthews, J.S.**, Marulis, L., & Williford, A. (2014). Gender processes in school functioning and the mediating role of cognitive self-regulation. *Journal of Applied Developmental Psychology* 35(3), 128-137. doi: 10.1016/j.appdev.2014.02.003
- Corprew, C., **Matthews, J.S.**, & Mitchell, A. (2014). Men at the crossroads: A profile analysis of hypermasculinity in emerging adulthood. *Journal of Men's Studies*, 22(2), 105-121. doi: 10.3149/jms.2202.105
- Rouland , K.K., **Matthews, J.S.**, Meyer, R.L., Byrd, C., & Rowley, S.J (2014). Culture clash? Interactions between Afro-cultural and mainstream cultural styles in classrooms serving African-American students. *Interdisciplinary Journal of Teaching and Learning*, 4(3), 186-202
- Iruka, I. U., Gardner-Neblett, N., **Matthews, J. S.**, & Winn, D-M. C. (2014). Preschool to kindergarten transition patterns for African American boys. *Early Childhood Research Quarterly*, 29, 106-117. doi: 10.1016/j.ecresq.2013.11.004
- Matthews J.S.**, Kizzie, K., Rowley, S.J., & Cortina, K. (2010). African-Americans and boys: understanding the literacy gap, predicting academic trajectories and evaluating learning-related skills. *Journal of Educational Psychology*, 102(3), 757-771. doi:10.1037/a0019616
- Matthews J.S.**, Ponitz, C.C., & Morrison F.J. (2009). Early gender differences in self-regulation and academic achievement. *Journal of Educational Psychology*, 101(3), 689-704. doi:10.1037/a0014240

Ponitz, C.C., McClelland, M.M., **Matthews J.S.**, & Morrison F.J. (2009). A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Developmental Psychology*, 45(3), 605-619. doi: 10.1037/a0015365

Forthcoming Manuscripts

Matthews, J.S., & Carolan, B.V. (in preparation) Differential returns of social network resources on mathematics achievement in high school.

Matthews, J.S., Sequeira, L., & Boomhower, K (in preparation). The legacy of “struggle and resilience” as psychological belonging among African American adolescents.

Matthews, J.S., (in preparation). A profile-centered approach toward exploring Black adolescents’ patterns of continuity between racial and mathematics identities.

Select Refereed and Invited Conference Presentations

Matthews, J.S. (August, 2019). *Thriving in Academia: Voices from Scholars of Color in Educational Psychology*. Presentation at the American Psychological Association (APA) 2019, Division 15, Chicago, IL. ***Invited Presentation***

Matthews, J.S. (April, 2019). *Striving for “critical race” perspectives in traditional motivation research*. Paper presented at American Educational Research Association (AERA) 2019, Motivation sig. Toronto, CA. ***Invited Presentation***

Matthews, J.S. (March, 2018). *On mindset and practices for re-integrating “belonging” into mathematics instruction*. Paper presented at American Association of Colleges for Teacher Education (AACTE) 2018, Baltimore, MD. ***Invited Presentation***
Link to Paper: http://www.teachingworks.org/images/files/TeachingWorks_Matthews.pdf

Matthews J.S., & Sequeira, L. (April, 2016). *“When am I ever going to use this in the real world?” Cognitive Flexibility and the Intersections of in-school and out-of-school identities*. Paper presented at Society of Research on Adolescence (SRA) 2016, Baltimore, MD. ***Invited Presentation***

Sequeira, L. & **Matthews J.S.**, (February, 2016). *Framework of intersectional identities of African American and Latino identities in an urban school setting*. Paper presented at 2016 Winter Roundtable Conference, Teachers College at Columbia University.

Matthews, J.S., & Carolan, B.V. (March, 2015) *An examination of the differential returns of social network resources on math achievement in high school*. Paper presented at Symposium at the 2015 Biennial meeting of the Society for Research in Child Development.

Mitchell, A.D., Corprew, C.S., III, & **Mathews, J. S.**, (June, 2014). *Not all-or-none: Differential adoption of hypermasculinity*. Paper presented at the 10th biennial meeting of the Society for the Psychological Study of Social Issues, Portland, Oregon.

Sanchez, D., Granillo, T., & **Matthews, J.S.**, & Bentley-Edwards, K. (August, 2013). *Impact of perceived racial discrimination on racial identity, psychological and behavioral outcomes among ethnically diverse black adolescents*. Paper presented at the 2013 annual American Psychological Association Conference.

Matthews, J.S., Banerjee, M., Salem, J., & Romano, A. (April, 2013) *The role of “the Self” in academic identity formation and motivation among ethnic-minority youth: Evaluating self-efficacy and self-regulated learning as process mechanisms*. Paper presented at the Annual meeting of the American Educational Research Association.

Iruka, I. U., Gardner-Neblett, N., **Matthews, J. S.**, & Winn, D-M. C. (April, 2013). *Preschool to kindergarten transition patterns for African American boys*. Paper presented at Symposium at the Biennial meeting of the Society for Research in Child Development.

Carolan, B., Weiss, C., & **Matthews, J.S.** (March, 2012). *Which middle school model works best? Evidence from the early childhood longitudinal study*. Paper presented at the 2012 Association for Education Finance and Policy (AEFP) Conference.

Matthews, J.S. (October, 2011). *Toward a holistic understanding of identification with academics in ethnic-minority boys at-risk for academic failure*. Invited paper presentation at the 2012 American Psychological Association Conference, Division 15 -- Educational Psychology.

Matthews, J.S. & Marulis, L. (August, 2011). *Predictors and predictions of gender differences in children's socio-emotional, cognitive and school-related outcomes*. Paper presented at the American Psychological Association Conference, Division 15 -- Educational Psychology.

Matthews, J.S. (June, 2010). *Toward an understanding of academic identification in black and latino adolescents*. Paper Symposium at the American Psychological Association, Division 45 -- Society for the Psychological Study of Ethnic Minority Issues.

Rowley, S.J., **Matthews, J.S.**, & Kizzie, K.T. (April, 2009). *How did the gap come to be? Relating theories on the origin of the achievement gap to motivation in black adolescents*. Paper presented at the Biennial meeting of the Society for Research in Child Development.

Matthews, J.S. (March, 2008). *African-American boys: Understanding the literacy gap, predicting academic trajectories and evaluating learning-related skills*. Paper presented at the Annual meeting of the American Educational Research Association.

Matthews, J.S., Griffin, A., & Rowley, S., (April, 2007). *The role of learning related skills: Filling in the literacy gap for African American boys*. Paper Presented at the Annual meeting of the American Educational Research Association.

Matthews, J.S. & Jewkes, A., (March, 2007). *Early gender differences in self-regulation: A forecast of the impending storm*. Poster presented at the Biennial meeting of the Society for Research in Child Development.

Morrison, F., Cameron, C., McClelland, M., & **Matthews, J.S.** (March, 2007). *Self-regulation and academic achievement in the transition to school*. Paper presented at the Biennial meeting of the Society for Research in Child Development.

FUNDED RESEARCH

- Under Rev. 03/2020 **Institute of Educational Science (IES - Third Round Resubmission: \$1,400,000)**
Project Title: Enhancing the Applicability of an Evidence-based Intervention to Reduce Social Anxiety and Improve Educational Outcomes in Black American High School Students
Description: This intervention addresses disparities in educational outcomes for Black American high school students with impairing social anxiety (SA). SA is a debilitating fear of negative evaluation by others in performance and social situations. Black American adolescents with SA may be particularly susceptible to the detrimental psychological and educational effects of racial discrimination and negative racial stereotypes. Thus, the current intervention addresses negative social evaluations that may increase self-doubt or internalized racism, and enhances racial pride while decreasing social anxiety-related symptoms
Role: Co-Investigator
Principal Investigator: Carrie Masia Warner Ph.D.
- 2019-2021 **Bill & Melinda Gates Foundation - Mindset Scholars Network (Funded: \$324,998)**
Project Title: Belonging-Centered Instruction: An Approach to Establishing Inclusive Mathematics Classrooms
Description: This project employs a secondary data analysis of the Measures of Effective Teaching (MET) Collection to examine the dimensions and predictive power of Belonging-Centered Instruction in middle grades mathematics classrooms. We utilize two major analytic phases of the MET video observations: a qualitative and descriptive phase, followed by a quantitative scoring phase with prediction of student outcomes. Ultimately, we aimed to validate a belonging-centered observation protocol that will serve as a practical resource for researchers and practitioners seeking to provide equity-focused feedback to mathematics teachers. This project addresses a practically-relevant knowledge gap at the intersection of mathematics education, belonging, and equity: the identification of vivid examples that highlight ways of supporting belongingness needs within the context of a fundamental but often threatening subject area, mathematics.
Role: Principal Investigator
Co-PI: Deleon L Gray
- 2014-2019 **National Science Foundation CAREER Award (Funded: \$730,334)**
Project Title: How Urban Adolescents come to Think like Mathematicians
Description: This five-year longitudinal study takes a developmental social-cognitive approach toward understanding how students negotiate their mathematics identity in conjunction with their personal and cultural identities during middle and across the transition into high school.
Role: Principal Investigator
DRL Award No #1350814

2014-2015 **National Academy of Ed Postdoctoral Fellowship** (Funded: \$55,000)
Project Title: Classroom and Cognitive Processes in the Development of Valuing Mathematics during Early Adolescence
Description: This project examines how teacher socialization messages in urban math classrooms relate to how students develop value, efficacy and belonging in mathematics. Adolescent cognitive flexibility is also considered.
Role: Fellow & Principal Investigator

2013-2015 **American Psychological Association: DIV 15 Early Career Award** (Funded: \$7,500)
Project Title: Classroom Processes and Academic Identity Formation
Description: This project examines how teacher socialization messages in urban math classrooms relate to students' negotiation of mathematics value and efficacy. Adolescent cognitive flexibility is also considered.
Role: Principal Investigator

COURSES TAUGHT

EDFD 750 “*Motivation in School: Traditional, Applied, and Critical Perspectives*” – MSU

This course surveys the diverse perspectives on achievement motivation in schools, grounded in psychological and human development theories. Attributions, self-determination, expectancy-value, goal orientation, and achievement emotions are a few of the central frameworks that we investigate in this course. We also consider the practical applications of these theories and evaluate interventions, policy, social programs, and teacher practice that are based in these theories. Last, we apply a “critical” lens toward motivation theory and research to understand these constructs in light of critical race and culturally responsive theories that underscore systems and ideology that perpetuate social injustice in education and frustrate motivation among historically disenfranchised youth.

EDFD 290 “*Education and Social Development of Urban Youth*” – Montclair State University

In this course, students learn about the socio-emotional development of youth within the context of urban schools. Students examine the risk factors that challenge the healthy development of urban male youth, and have the opportunity to design and implement activities, discussions, and curricula for promoting resilience and character skills. The students will serve as mentors in the THREADS program at one school in Newark, NJ. THREADS focuses on factors that promote positive academic and social growth for young males. The THREADS program achieves these goals through matching undergraduates with middle school boys in a weekly activities-based format. The program aims to cultivate an environment where middle school boys and their undergraduate mentors can talk about and strategize around issues that affect the boys’ behavior, development, future goals, and identity with school.

https://www.youtube.com/watch?time_continue=43&v=Ijxa_lISW_8

EDFD 821 “*Quantitative Methods for Educational Research*” – Montclair State University

This course introduces students to major methodologies and fundamental skills of quantitative research. Students critically examine the features of common research methods, including experimental, quasi-experimental, and non-experimental designs, as well as related sampling techniques. Students study the underlying principles of educational psychological measurement, focusing on such concepts as validity, reliability, and bias. Students also acquire skills for interpreting basic statistical procedures.

FCST 515 “*Adolescent Development*” – Montclair State University

This course examines principles of adolescent development and learning in family, school, and community contexts. A significant focus of the course is on how adolescents learn, what motivates them to learn, and how schools and teachers can make an important contribution to adolescents’ growth by teaching in ways that “fit” the developmental and cultural needs of youth. There is also an emphasis on the *applications* of research findings, in terms of implications for social policy, education, intervention, and prevention.

EDFD 503 “*Methods of Research,*” – Montclair State University

This course offers an overview of key methodological principles and approaches to quantitative, qualitative, and mixed-methods research. Research literacy and developing the ability to access, read, and critique professional research literature in both education and counseling domains is a central focus on the course. The course also provides an opportunity for students to evaluate current research relevant to their professional interests.

ELRS 580 “*Learning Theories,*” – Montclair State University

This course surveys various psychological theories and phenomena in human development and learning. The course explores the psychological processes behind teaching, learning, and motivation.

EDFD 200 “*Psychological Foundations of Education,*” – Montclair State University. This course serves as an introduction to psychological science as it relates to educational practice.

ED 391 “*Educational Psychology and Human Development,*” Spr., Fall 2008 – University of Michigan. *Primary Instructor * This course is designed to introduce pre-service secondary teachers to theory, concepts, and research in the application of psychology to education. The emphasis of the course is applying psychological theory to classroom settings to develop an understanding of how students learn and develop and thus develop a powerful pedagogy.

PSYCH 250 “*Introduction to Developmental Psychology,*” Spr., 2007 – University of Michigan *Graduate Student Instructor* Course is an introduction to developmental theory and processes in psychological science across the lifespan.

PROFESSIONAL EXPERIENCE

- 2005-2009, 2015-Present: Program Director for T.H.R.E.A.D.S. Boys mentorship program at participating schools:
 - West Middle School, Ypsilanti, MI 2002-2009
 - B.R.I.C.K. Academy, Newark, NJ, 2015-2017
 - E. Alma Flagg School, Newark, NJ, 2018-2019
- New York State Elementary & Middle School Teacher (Permanent New York State Certification). 6th-8th grade mathematics teacher, Public School 306, Bronx, New York.

INVITED TALKS

Keynote: Promising Practices and Equity in Mathematics, Affinity Schools	Mar, 2019
Teaching Residency Program at Teachers College, Columbia University	Oct, 2018
Technology High School, Newark NJ – AP Statistics Guest Lecture	May, 2018
American Association of Colleges for Teacher Education, TeachingWorks Strand	Mar, 2018
University of Georgia – College of Education, Dept. of Educational Psychology	Feb, 2018
University of Southern California – Rossier School of Education Lecture Series	Nov, 2016
Keynote: Flippin’ the Script Conference - Connecticut College	Apr, 2016
University of Pennsylvania – Dept. Human Development and Quantitative Methods	Dec, 2015
Borough of Manhattan Community College, Psychology Club	Nov, 2015
	Sept, 2013
University of Chicago – Committee on Education Workshop Lecture Series	Oct, 2014
University of Maryland-College Park, College of Education, HDQM	Nov, 2013
American Psychological Association, Div. 15 Pintrich Dissertation Award Lecture	Aug, 2012
Emory University, Division of Educational Studies	Mar, 2012
Fordham University, Department of Psychology	Feb, 2012
Knowledge for College workshop, South Bronx Preparatory School. Bronx, NY	Jan, 2009

PROFESSIONAL, UNIVERSITY & COMMUNITY SERVICE

Professional Service

Editorships & Reviewer Experience:

- American Education Research Journal (AERJ)
 - Editorial Review Board Member (2016 - 2019)
- Contemporary Educational Psychology
 - Editorial Board Member (2018-2019)
 - Special Issue Guest Editor (2018-2019) – Race-Reimagining Educational Psychology Research: Investigating Constructs through the Lens of Race and Culture
- Handbook of Educational Psychology (4th Edition)
 - Advisory Board Member (2018 - 2023)

Ad Hoc Reviewer:

Journal of Educational Psychology
Developmental Psychology
Child Development
Cultural Diversity and Ethnic Minority Psychology (CDEMP)
Journal of Experimental Education
Early Childhood Research Quarterly
Learning and Individual Differences
The Elementary School Journal

Association Memberships

- American Educational Research Association
 - Division C: Learning and Instruction, Section 1c Mathematics Program Chair (2017 - 2019)
 - Division C: Learning and Instruction Representative for the Equity and Inclusion Council at AERA (2016 - 2018)
 - American Educational Research Association (AERA) Ethics Committee (2018 - 2021)
- American Psychological Association
 - Division 15: Educational Psychology, Program Chair 2019-2020
 - Division 45: Psychological Study of Ethnic Minority Issues
- Society for Research on Child Development
- Society for Research on Adolescence
 - Individual Awards Committee 2014-2018
 - Dissertation Awards sub-committee, Chair Judy Smetana
 - Emerging Scholar Grant USDOE Civil Rights Data Collection, Chair Stephen Russell

University Service

- Chair, CEHS Convocation Committee 2013, Montclair State University
- CEHS representative to the Scholastic Standing Appeals Committee, 2012-2014, Montclair State University
- Planning committee of *Boys to men: Male Empowerment Conference* March 23, 2012 at Montclair State University
- Serving on the President's Commission on Equal Opportunity, Affirmative Action and Diversity (PCAAD) May 2012 – April 2014, Montclair State University
- Interviewer for Graduate Admissions MAT/Post BA programs, Montclair State University 2010-2013. Reviewed files and conducted interviews for entrance into graduate education programs
- *Graduate Admissions Council*, 2010, Masters of Arts in Teaching and Post-baccalaureate in Teacher Certification programs, Montclair State University

Community Service

THREADS. This mentorship program examines a variety of societal issues that challenge the healthy development of urban youth. Undergraduate students serve as mentors for a group of middle school students in one school in Newark, New Jersey. The students have the opportunity to design and implement activities and culturally sustaining curricula in order to work alongside their mentees to address issues that impact their lives. By developing relationships with the middle school mentees, the undergraduate mentors learn about their strengths, interests and skillsets. At the school, the THREADS curricula aims to cultivate a nurturing environment where the middle school youth and their undergraduate mentors can talk about and strategize around issues that affect their future goals, socio-emotional development, and identity with school.

Truth... Helping boys truly evaluate themselves, their world, and their place in it

Honor... Understanding the value in honoring community and culture

Respect... For self, women, and people in our lives

Education... Modeling academic identity and achievement

And... Because there is always more room to grow

Development of

Self... Commitment to personal improvement as an individual and a social being

Website: <https://threadsmentorship.com/>