Rachel Schechter, PhD

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SUMMARY OF QUALIFICATIONS

Accomplished and innovative Vice President with more than 10+ years' experience in K-12 educational technology research and analytics. Expertise includes user-centered creative problem-solving and scaling custom metric reporting systems proven to maximize customer implementation, student outcomes, and sales results. A leader that inspires passion for developing and managing teams, while modeling strategic thinking, effective project management, and relationship-building communication skills.

EDUCATION

TUFTS UNIVERSITY • Medford, MA
Doctor of Philosophy (PhD), Child Development psychology
     Fred Rogers Memorial Graduate Research Scholarship
     Dissertation: Preschoolers' Comprehension of Educational Videos Presented With or Without Songs
     Advisor: Calvin Gidney, PhD

HARVARD UNIVERSITY • Cambridge, MA
Masters in Education (EdM), Arts-in-Education Education

UNIVERSITY OF MASSACHUSETTS • Amherst, MA
Bachelor of Arts (BA) in Psychology
Bachelor's Degree of Individual Concentration (BDIC), Child Development through Theater in Education

CERTIFICATIONS & TRAINING

CORNELL UNIVERSITY (eCornell) • Ithaca, NY, **Certification in Women in Leadership, 2019**

PRAGMATIC INSTITUTE • Scottsdale, AZ, **Certification in Pragmatic Marketing, Certified Level III, 2019**

CURRENT SERVICES

CHARLES RIVER MEDIA GROUP • Needham, MA
Chief Research Officer   **2021 – Present**
Learning Experience Design (LXD), Evaluation, and Consulting

Charles River Media Group's LXD services combine elements of education, instructional design, learning sciences, research and media production. Our team designs, reviews, and evaluates educational media, programs and products. We review market trends, consult on product and program design, and strategize on research and implementation roadmaps to increase effectiveness, efficiency, and engagement.

- **Featured clients**
    - ISTE • Washington, DC
    - EDTECH EVIDENCE EXCHANGE • Charlottesville, VA
    - 95% GROUP • Lincolnshire, IL

RESEARCH & LEADERSHIP EXPERIENCE

HOUGHTON MIFFLIN HARCOURT (HMH) • Boston, MA

Vice President of Learning Sciences   2019 – 2020
- Strategic product development consultation included the creation, integration, and utilization of learning spines (knowledge graphs) data analytics, program evaluation, and iterative improvement
- Set the vision for HMH's new Learning Sciences brand by developing RAMP, a framework to create Rigorous, Aligned, Motivating, and Personal learning experiences and publishing 10+ articles
- Managed a team of Learning Scientists who provided discipline-specific consulting to product teams across business lines to build knowledge on what the "Research Says" about teaching and learning
- DEI Senior Leader and Chair of the Women in Technology employee resource group of 300+ members

Chair of the Learning Sciences and Research Advisory Board   2019 – 2020
- Founded the inaugural board, recruiting eight cross-disciplinary academics from around the country to consult and bring insights on the needs of educators and students
- Hosted the first multi-day HMH Learning Sciences & Research Summit for cross-company and academic learning, as well as seasonal focus groups and interviews that culminated into targeted recommendations for each line of business

LEXIA LEARNING • Concord, MA

Director of Research   2015 – 2019
- Led a 12-member department (with three PhD-level staff) that focused on supporting agile product development, user-centered research, innovative analytics, traditional efficacy research, and customer research & evaluation support
- Executed a vision to expand Lexia's academic research management from small single-school RCTs to a research portfolio that also included national, large-scale analyses that resulted in 13 publications in peer-reviewed journal articles, one book chapter, and 35 conference presentations (2011-2019)
- Developed and scaled a Tableau-based online personalized reporting system for sales and implementation teams to facilitate renewal and expansion sales, that contributed towards Lexia's extreme revenue growth (23.1M in 2014 to 52.8M in 2018) and consistently high renewal rates (90% in 2014 to 100% in 2018)

Senior Research Manager   2013 – 2015
- Collaborated with universities, district & state agencies, and evaluation partners to evaluate Lexia (Harvard University, New York University, Evaluation and Training Institute, Utah DOE, DCPS)
- Designed research methodology and managed protocols for alpha and beta testing for elementary and adolescent literacy products, to improve student software efficacy, enhancing reporting tools for educators and administrators, and quantifying students' learning outcomes
- Innovated using program data to allow internal teams to make data-driven decisions to improve programs and processes throughout the company

Senior Research Associate   2011 – 2013
- Managed the research department's collaboration across teams and departments, including creating and refining database processes for Lexia's patented Assessment Without Testing norm-referenced performance measures with software engineers and university statisticians
- Defined and managed research to validate Lexia's performance measures, comparing Lexia measures to external reading assessment scores including progress monitoring tools and state tests
- Leading contributor to teacher reporting design with a focus on data visualization

GOODMAN RESEARCH GROUP, INC. • Cambridge, MA

Project Manager   **2010 – 2011**
- Contributed towards grant writing for external evaluation contracts for educational programs, services, and materials, usually managing 5-7 project simultaneously
- Completed utilization-based annual and final reporting that focused on storytelling and data visualization to bring forward insights and provide evidence for recommendations
- Tailored instrument development, participant recruitment, data collection, analysis and report writing based on unique client needs

Research Consultant   **2009 – 2010**
- Accelerated the development of lit review material for child development, educational media and digital learning tools
- Coordinated and executed on-site and remotely administered data collection
- Conducted analysis on embedded assessment data on tech-enhanced museum exhibits

PUBLICATIONS

BOOK CHAPTER

Kazakoff, E. R., Orkin, M., Bundschuh, K., & Schechter, R. L. (2018). Fostering Engagement in Educational Technologies Through Developmental Theory and Program Data. In R. Roscoe, S. Craig, & I. Douglas (Eds.), End-User Considerations in Educational Technology Design (pp. 99-122). Hershey, PA: IGI Global. https://doi.org/10.4018/978-1-5225-2639-1.ch005

JOURNAL ARTICLES

Baron, L. S., Hogan, T. P., Schechter, R. L., Hook P. E., & Brooke E. C. (2019). Can educational technology effectively differentiate instruction for reader profiles? Reading and Writing, 32(9), 2327-2352. https://doi.org/10.1007/s11145-019-09949-4

Macaruso, P., Wilkes, S., Franzén, S., & Schechter R. (2019). Three-Year Longitudinal Study: Impact of a Blended Learning Program—Lexia® Core5® Reading—on Reading Gains in Low-SES Kindergarteners. Computers in the Schools, 36(1), 2-18. https://doi.org/10.1080/07380569.2018.1558884

Schechter, R. L., Kazakoff, E. R., Bundschuh, K., Prescott, J. E., & Macaruso, P. (2017). Exploring the impact of engaged teachers on implementation fidelity and reading skill gains in a blended learning reading program. Reading Psychology, 38(6), 553-579. https://doi.org/10.1080/02702711.2017.1306602

Schechter, R., Macaruso, P., Kazakoff, E. R., & Brooke, E. (2015). Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades. Computers in the Schools, 32(3-4), 183-200. https://doi.org/10.1080/07380569.2015.1100652

Rhodes, A. M., & Schechter, R. (2014). Fostering resilience among youth in inner-city community arts centers: The case of the artists collective. Education and Urban Society, 46(7), 826-848. https://doi.org/10.1177/0013124512469816

CONFERENCE PRESENTATIONS

Schechter, R (2018, October). Managing millennials: Myths, mistakes, and musts. American Evaluation Association Annual Conference, Cleveland, OH.

Schechter, R (2018, July). Examination of email frequency on teacher interaction with a blended learning educator portal. Association for Supervision and Curriculum Development Annual Conference, Boston, MA.

Prescott, J.E., Van Voorhis, M., Taylor, R., Schechter, R (2018, June). Improving reading instruction: Advantages of providing tiered, year-long implementation support. International Society of Technology in Education Annual Conference, Chicago, IL.

CONFERENCE PRESENTATIONS (cont'd)

Brooke, E.C., Macaruso, P., & Schechter, R.L., (2017, July). The impact of summer slide on reading growth for low SES students across two years. Poster presented at the Society for the Scientific Study of Reading Annual Conference, Halifax, Nova Scotia.

Baron, L.S., Hogan, T.P., Schechter, R.L., & Brooke, E. C. (2017, July). Educational technology can effectively differentiate instruction for reader profiles. Poster presented at the Society for the Scientific Study of Reading Annual Conference, Halifax, Nova Scotia.

Schechter, R.L., Meyer, D., & Prescott, J.E. (2017, April). Do implementation services really work? An inquiry into implementation support packages for blended learning programs. Poster presented at the biennial meeting of the Society for Research in Child Development, San Antonio, TX.

Kazakoff, E.R. & Schechter, R.L. (2016, October). Using Mixed Methods for the Iterative Improvement of a Blended Learning Literacy Program. Poster presented at the special topics meeting of the Society for Research in Child Development on Technology and Media in Children's Development, Irvine, CA.

Kazakoff, E., Crawford-Brooke, E., Macaruso, P., Hook, P., Schechter, R., Wilkes, S. (2015, July). Potential Benefits of Blended Learning for Reading Instruction for ELL and Non-ELL Students. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Waima, HI.

Macaruso, P., Crawford-Brooke, E., & Schechter, R., (2014, July). Reading Skill Acquisition Among Low-SES Students Using Computer-Assisted Instruction. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Schechter, R. (2013, April). Preschoolers' Comprehension of Educational Science Videos Presented With and Without Songs. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Schechter, R., Macaruso, P., & Crawford, E. (2013, April). Rate of Progress in Computer Assisted Instruction is Highly Predictive of Reading Outcome Measures in Early Elementary Grades. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Ronstadt, K. & Schechter, R. (2012, October). Collaboration between content designers and researchers to create a web-enabled, embedded assessment tool: Strategies and practices that supported a successful collaboratory. Poster presented at the annual meeting of the American Evaluation Association, Minneapolis, MN.

Schechter, R. (2012, March). Assessment without testing: How computer-assisted instruction can serve as a progress monitoring tool for response to intervention. Presentation at the annual meeting of the Early Education and Technology for Children Conference, Salt Lake City, UT.

Crawford, E., Macaruso, P., & Schechter, R. (2011, November). Assessment Without Testing: Computer-assisted instruction can serve as a progress monitoring tool for response to intervention. Poster presentation at the annual meeting of the International Dyslexia Association, Chicago, IL.

SELECTED EVALUATION REPORTS

Schechter, R., Manning, C., Priedeman, M., & Goodman, I.F. (2010, November). Summative Evaluation of Seasons of Change. The Watson Institute, Brown University, Providence, RI.

Schechter, R., Pylvanien, H., & Goodman, I.F. (2010, September). It's About Discovery Summative Evaluation: Year 1. Ohio State University, Lima, OH.

Schechter, R., Houseman, L., Hecht, S., Manning, C., Goodman, I.F. (2010, June). NPASS2: Taking NPASS to Scale (National Partnership for After-School Science): Year 1. Education Development Center, Newton, MA.

Schechter, R., Bachrach, E., Priedeman, M., & Goodman, I.F. (2010, April). Reading Rockets Grant VIII Summative Evaluation. WETA-TV, Arlington, VA.

SELECTED ONLINE & MAGAZINE ARTICLES

Schechter, R. (2020, November 9). "Why is Differentiated Instruction Important During COVID?" *Shaped*. https://www.hmhco.com/blog/why-is-differentiated-instruction-important-during-covid

Schechter, R. (2020, October 6). "Is the 10,000 Hour Rule True? How to Help Your Students Achieve Mastery." *Shaped*. https://www.hmhco.com/blog/is-the-10000-hour-rule-true

Schechter, R. (2020, August 28). "Left-Brain Right-Brain Myth, Debunked: Foster Creativity and Logic in the Classroom." *Shaped*. https://www.hmhco.com/blog/left-brain-right-brain-myth-debunked

Schechter, R. & McKeown, J. (2020, May 21)." Do Your Students Have a Fixed Mindset or Growth Mindset? The Answer Is Both." *Shaped.* https://www.hmhco.com/blog/growth-mindset-vs-fixed-mindset

Schechter R. (2020, April 29). "Too Much Screen Time? Here Are 4 Ways to Maximize It for Learning." *Shaped*. https://www.hmhco.com/blog/too-much-screen-time-here-are-4-ways-to-maximize-it-for-learning

Schechter, R. (2020, February 10). "Is It Possible to Multitask? The Myth of Multitasking." *Shaped*. https://www.hmhco.com/blog/is-it-possible-to-multitask-the-myth-of-multitasking

Schechter, R. & Brooks, L. (2020, January). "Too Much Stuff, but 'I'm Bored.'" *Newton Neighbors Magazine.*

Schechter, R. (2019, December 26). "Fact or Fiction? The Myth That We Have Specific Learning Styles, Debunked." *Shaped*. https://www.hmhco.com/blog/fact-or-fiction-learning-styles-debunked

Schechter, R. (2019, November 6). "Why Is Applying Learning Science So Complex for Teachers?" *Shaped*. https://www.hmhco.com/blog/why-is-applying-learning-science-so-complex-for-teachers

Schechter, R. & Brooks, L. (2019, November). Houston, We Have a Problem. *Newton Neighbors Magazine.*

Schechter, R. (2018, November 12). "Meet Them Where They Are: Create Data Viz that Resonates with K–12 Evaluation Stakeholders." *AEA365.* https://aea365.org/blog/dvr-tig-week-meet-them-where-they-are-adjusting-data-visualization-to-resonate-with-k-12-evaluation-stakeholders-by-rachel-l-schechter

Schechter, R. (2018, March 23). "Using Popular Motivational Theories to Review Digital Tools." *Getting Smart.* https://www.gettingsmart.com/2018/03/using-popular-motivational-theories-to-evaluate-digital-tools

PROFESSIONAL MEMBERSHIPS

American Evaluation Association
Society for Research in Child Development
American Psychological Association

SPECIALIZED SOFTWARE

Tableau (desktop/server) | SQL Workbench & Browser | SPSS | Sharepoint 2020 | Office 365