

CURRICULUM VITAE

AYSE COBANOGLU, Ph.D.

Assistant Professor

Bogazici University Department of Primary Education
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Bebek, ISTANBUL

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POSTDOCTORAL APPOINTMENT

Postdoctoral Associate, Yale University School of Medicine (2023-2024)
Department of Pediatrics

Postdoctoral Associate, Yale University School of Medicine (2021-2023)
Child Study Center
Zigler Center in Child Development & Social Policy

EDUCATION

Ph.D., University at Buffalo Graduate School of Education (August 2021)
Department of Counselling, Educational and School Psychology
Educational Psychology and Quantitative Methods Program

Dissertation: Social Class, Parenting and Self-Regulation: How Socioeconomic Disparities Shape Math and Reading Growth in Elementary School Years (Chair: Jaekyung Lee)

Ph.D. Candidate, Marmara University Ataturk Faculty of Education (All but dissertation) 2016
Department of Elementary School Education
Early Childhood Education Program

M.A., Marmara University Ataturk Faculty of Education 2010
Educational Administration and Supervision

B.A., Marmara University Ataturk Faculty of Education 2007
Early Childhood Education

PUBLICATIONS

Zhang, X., Zhang, S., Zhang, F., Liu, T., Gilliam, W. S., **Cobanoglu, A.**, & Murray, T. (2024). Asian and Asian American early educators' racial discrimination experiences and student well-being during COVID-19: A moderated mediation model. *Early Childhood Research Quarterly*, 69, S60-S70.

Palomino, C., **Cobanoglu, A.**, Oppenheim, J., Catherine, E., Meek, S., & Gilliam, W. (2023). *Examining the Mental Health of Early Childhood Professionals and Children Early in the Pandemic*. Children's Equity Project.
https://childandfamilysuccess.asu.edu/sites/default/files/2023-05/mh-report_051623.pdf

Elharake, J. A., Shafiq, M., **Cobanoglu, A.**, Malik, A. A., Klotz, M., Humphries, J. E., Murray, T., Patel, K. M., Wilkinson, D., Yildirim, I., Diaz, R., Rojas, R., Cohen, A. K., Lee, A., Reyes, C. R., Omer, S. B., & Gilliam, W. S. (2022). Prevalence of chronic diseases, depression, and stress among U.S. child care professionals during the COVID-19 pandemic. *Preventing Chronic Disease*. <https://doi.org/10.1101/2022.03.01.22271717>

- Patel, K. M., Shafiq, M., Malik, A. A., **Cobanoglu, A.**, Klotz, M., Eric Humphries, J., Lee, A., Murray, T., Wilkinson, D., Yildirim, I., Elharake, J. A., Diaz, R., Rojas, R., Kuperwajs Cohen, A., Omer, S. B., & Gilliam, W. S. (2022). Relationship between the use of nonpharmaceutical interventions and COVID-19 vaccination among U.S. child care providers: A prospective cohort study. *Vaccine*. <https://doi.org/10.1016/j.vaccine.2022.05.064>.
- Lee, J., Kim, N., **Cobanoglu, A.**, & O'Connor, M. (2019). *Moving to Educational Accountability System 2.0 Socioemotional Learning Standards and Protective Environments for Whole Children* (p. 24) [Education Policy]. Rockefeller Institute of Government.
- Zembat, R., Kilic, Z., Unluer, E., **Cobanoglu, A.**, Usbas, H., Bardak, M. (2015). Importance of Early Childhood Education on Childhood Nutrition Habit. *Hacettepe University Faculty of Health Science Journal*, 1,418-424.

Manuscripts under Review

- Cobanoglu, A.** & Gilliam W. & Yale CARES. (Under Review). Young adults caring for young children: The link between mental health and intention to leave the early care and education workforce. *Early Childhood Research Quarterly*.
- Cavdar. D., **Cobanoglu, A.** Tutar, P. & Avci, D. (Revised&Resubmitted). Fundamental Challenges Encountered by International Graduate Students: An Action Research to Enhance the Well-being of Turkish Scholars Abroad. *Journal of International Students*.
- Cobanoglu, A.** & Rumper, B. (Revised & Resubmitted) Teachers' Concerns and Their Level of Needs for Additional Support During COVID-19: The Mediating Role of School Characteristics. *Journal of Teaching and Teacher Education*.

Manuscripts in Preparation

- Cobanoglu, A.**, Gilliam, W., Yildirim, I., Wilkinson, D. Klotz, M., Humphries, J.E., Murray, T. (In preparation). *National Prevalence of Depression and Perceived Stress among Early Care and Education Professionals in the USA: Data from 2020, 2021, and 2023*.
- Cobanoglu, A.** & Gilliam, W. (In preparation). The link between Child and Provider Wellbeing and Early Expulsion: Insights from Nationwide Data.
- Cobanoglu, A.** & Lee, J. (In preparation). Parenting and Self-Regulation: How Socioeconomic Disparities Shape Math and Reading Growth in Elementary School Years

BOOK CHAPTERS

- Cavdar. D. & **Cobanoglu, A.** (In Preparation). Social-emotional learning (SEL) and socio-emotional well-being: Evidence-based educational policies and practices. In N. Turk (Ed.), *Understanding the complex dynamics of socioemotional wellbeing*. Springer.
- Cobanoglu, A.** & Adagideli, F. H. (2019). Individual differences in educational settings. In A. Onder (Ed.), *Assessment and evaluation of children* (pp. 15-30). Ankara: Egiten Kitap.
- Zembat, R., Adagideli, F., Aksin, E., **Cobanoglu, A.**, Golbasi, E. Kilic, Z.& Usbas, H. (2015). The Management Problems between Preschool Teachers and Administrators and their Solution Methods for these Problems. (Kevin, N., Icbay, M. A., Aslan, A. eds.) *Contemporary Approaches in Education*. Peter Lang. ISBN 978-3-631-66164-2

PEER-REVIEWED CONFERENCE PRESENTATIONS

- Cobanoglu, A.**, Cavdar. D., Tutar, P. & Avci, D. (2025, June). *Psychosocial challenges of Turkish students abroad: A descriptive study on the intersection of postgraduate stressors and wellbeing*

- issues in emerging adulthood*. Paper presented at the European Society for Research in Adult Development (ESRAD) Conference, Online.
- Avci, D., Cavdar, D., **Cobanoglu, A.** & Cinar, P. (2025, May). *Response To the Psychosocial Needs of Turkish Students Pursuing Graduate Education Abroad: YLSY-PDR Unit*. III. International Adolescence and Youth Research Congress. Aydin, Turkey.
- Cobanoglu, A.** & Gilliam W. (2024). *Examining Predictors of Expulsion in Early Child Care and Education Settings: Insights from Nationwide Data*. Poster presentation at the National Research Conference on Early Childhood, U.S. Administration for Children and Families, Arlington, VA.
- Cobanoglu, A.** & Gilliam W. (2023). *Turnover Intentions and Mental Health of Young Adults in the Early Care and Education (ECE) Workforce*. Paper presented at the Association for Education Finance and Policy (AEFP), Denver, CO.
- Cobanoglu, A.** & Gilliam W. (2023). *The relationship between COVID-19 loss and hospitalization, children's socio-emotional problems, and ECE professionals' mental distress*. Poster at the Society for Research on Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.
- Cobanoglu, A.** & Gilliam W. (2023). *Early Childhood Educators' Perceived Stress and Experiences of Racialized Aggression during the COVID-19 Pandemic*. In L. Jeon (Chair), *Towards Health Equity: Examining Disparities in Early Childhood Educators' Well-Being and Working Conditions*. Paper presented at the Society for Research on Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.
- Cobanoglu, A.** & Gilliam W. (2022, July 29). *Double pandemic: Exposure to racial aggression and well-being of early child care providers*. In S Vecchiotti (Chair), *Understanding workforce well-being during the COVID-19 pandemic: Confronting trauma and racism in early care and education*. Paper presented at the National Research Conference on Early Childhood, U.S. Administration for Children and Families, Washington, DC.
- Cobanoglu, A.** & Gilliam W. (2022, July 27). *Association between COVID-19 worry, personal nonpharmacological intervention (NPI) practices, and depression among childcare providers: A cross-lagged mediation model*. Poster presented at the National Research Conference on Early Childhood (NRCEC), U.S. Administration for Children and Families, Washington, DC.
<https://nrcec2022.ipostersessions.com/?s=A0-A4-55-1A-76-4C-01-96-62-98-05-BF-C7-F1-00-F3>.
- Cobanoglu, A.** (2022, Apr 21-26). *Teachers' Concerns and Their Level of Needs for Additional Support During COVID-19: The Mediating Role of School Characteristics*. Presented at the 2022 AERA Annual Meeting, San Diego, CA.
- Cobanoglu, A.** (2022, Apr 21-26). *Parenting and Self-Regulation: How Socioeconomic Disparities Shape Math and Reading Growth in Elementary School Years*. Presented at the 2022 AERA Annual Meeting, San Diego, CA.
- Cobanoglu, A.**, & Gilliam, W. (2022, March 17). *The COVID-19 School Closure and the Association between Child Care Providers' Mental Health and Economic Stressors* [Conference Presentation]. The Association for Education Finance and Policy (AEFP) 47th Annual Conference, Denver, CO.
- Rojas, R. **Cobanoglu, A.** & Yale-CARES (2022, March 17-19,). *Childcare Providers' Experiences with Racism during the COVID-19 Pandemic: A Mixed Method Approach*. Presented at the Association for Education Finance and Policy (AEFP) 46th Annual Conference.
- Wang, X. C., **Cobanoglu, A.**, Schindel, A., Christ, C. T. (2021, Apr 8-12). *"Because They Are Scientists, They Do Experiments": Exploring Emerging Science Identities of Underserved African-American Kindergartners*. 2021 AERA Annual Meeting.
- Park, B. J., **Cobanoglu, A.**, Smith, M., Ji, C. S. (2021, Apr 8-12). *Relationship between Students' Affective and Mathematics Motivation Factors and Mathematics Achievement*. 2021 AERA Annual Meeting.

- Cobanoglu, A.,** Park, B. J., Li, M., Zhang, Y., Zheng, X. (2021, Apr 7-9). *Development of Mathematics and Working Memory in Early Grades: A Parallel Growth Analysis of ECLS-K:2011*. 2021 Society for Research on Child Development (SRCD) Virtual Biennial Meeting.
- Cobanoglu, A.,** Adagideli, F. H., Arslan, E. (2021, March 17-19). *Ego-resiliency of Syrian refugee children: An exploratory work for kindergartners' psychosocial well-being in Turkey*. Virtually presented at the Association for Education Finance and Policy (AEFP) 46th Annual Conference.
- Cobanoglu, A.** (2021, March 17-19). *Using Structural Equation Modeling to Understand the Relationship between Children's Self-regulatory Skills and Parents' Concerted Cultivation Practices*. Virtually presented at the Association for Education Finance and Policy (AEFP) 46th Annual Conference.
- Park, B. J., **Cobanoglu, A.,** Li, M., Zhang, Y., Zheng, X. (2021, March 17-19). *Parallel Growth Analysis of Mathematics and Working Memory: An Analysis of National Longitudinal Study of Young Children*. Virtually presented at the Association for Education Finance and Policy (AEFP) 46th Annual Conference.
- Cobanoglu, A.,** Kaya, Z. M., & Ernhout, C. (2020, Aug 6-9). *The Mediating Role of Coping on the Relationship between Childhood Maltreatment and Emotional Dysregulation*. Virtually presented at the American Psychological Association (APA) Annual Meeting.
- Cobanoglu, A.** (2020, Apr 17 - 21) *The Moderator Role of Socioeconomic Status on the Relationship Between Concerted Cultivation and Academic Performance* [Poster Session]. AERA Annual Meeting San Francisco, CA <https://doi.org/10.3102/1581669>
- Cobanoglu, A.** (2020, Apr 17 - 21) *Experiences of Middle-Class Muslim Mothers in American Schools: Practices and Challenges While Keeping the Faith* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uwxnlko> (Conference Canceled). <https://doi.org/10.3102/1582060>
- Cobanoglu, A. &** Adagideli, F. H. (2019). *Self-Regulatory Abilities at Kindergarten as Predictors of 4th Graders' Mathematics Achievement*. 18th Biennial European Association for Research on Learning and Instruction (EARLI) Conference, Aachen, Germany.
- Cobanoglu, A.** (2019). *A Hierarchical Linear Model of Children's Working Memory Growth from Kindergarten to 1st Grade*. AERA Division E Graduate Student Poster Session, Toronto, ON.
- Cobanoglu, A.** (2018). *The Mediating Role of Students' Approaches to Learning on the Relationship between Executive Function and Social Skills in Kindergarten*. AERA Division E Graduate Student Poster Session, New York, NY.
- Cobanoglu, A. &** Celebi, N. (2012). *The Examination of the Institutional Image of Public and Private Schools According to the Opinions of Teachers*. Paper presentation at 21. National Educational Science Congress. Istanbul, Turkey.

PROFESSIONAL AND RESEARCH EXPERIENCE

University of Nebraska's Buffett Early Childhood Institute & Yale University's Tobin Center for Economic Policy, *Research Scientist* **2024-2026**

Responsibilities included nation-wide survey development, data analysis, and close collaboration with stakeholders related to National Childcare Workforce Survey, including giving briefings to policymakers (e.g. Administration for Children and Families(ACF))

Ministry of National Education Directorate General for Higher and Foreign Education, *Educational Specialist (Dr)* **2024-2025**

Coordinating psychosocial and academic support, and counseling services for Turkish graduate students abroad.

Early Child Care and Education Professionals' Wellbeing, *Lead author/Researcher* Present

- Work on three papers addressing the wellbeing of early child care professionals wellbeing
- Conceptualize a study focusing on Job loss, Economic Stressors, Mental Health among Child Care Providers in the US, completed all statistical analysis and wrote the manuscript
- Conceptualize a study focusing on the relationship between racialized aggression and mental health outcomes among child care and education professionals and mentored two graduate-level researchers from historically marginalized communities to gain research experience
- Examine the national prevalence of depression and perceived stress among early care and education professionals in the US. Data analysis from 2020 and 2021 cohort have been completed, and data collection from 2023 will be incorporated in fall 2023.

Young Adults in the Early Care and Education Field, PI Present

- Completed preliminary analysis and identified the issues regarding the mental health needs of young early care and education professionals
- Wrote a manuscript titled “*Turnover Intentions and Mental Health of Emerging Adults in the Early Childhood and Education (ECE) Workforce*”, currently under the review in ECRQ
- Wrote and submitted a letter of intent to the Foundation for Child Development’s Young Scholars Program with the project titled “Emerging Adults in Early Care and Education Workforce: Investigating the Link between Well-being and Turnover Intentions using Critical Mixed Methods”
- Invited for full-submission (not awarded \$225,000); Project period: 05/1/2024-09/01/2026 titled “Emerging Adults in Early Care and Education Workforce: Investigating the Link between Well-being and Turnover Intentions using Mixed Methods”

Children’s Equity Project (CEP), *Quantitative Data Analyst* 2021-2023

- Collaborated with CEP scholars to create a policy report on the COVID-19 Pandemic and Mental Health in Early Childhood Education
- Conducted analysis with nationwide data from two different cohorts to examine the patterns of mental health-related outcomes
- Created over seventy visuals and graphics to effectively communicate research findings to different stakeholders and decision-makers

Yale Children and Addults Research in Early Education Study Team, *Postdoc* 2021-2024

PI: Walter Gilliam, Ph.D.

- Under the mentorship of experts in mental, financial and physical health, analyzed the national survey of child care workers regarding COVID-related issues using structural equational modeling and advanced quantitative analysis
- Prepare conference proposals and manuscripts for journal submissions
- Identify funding resources for the next round of the study and contributes to grant writing(completed the research strategy for an NICHD grant)
- Give presentations to federal and state agencies working on early care and education policies
- Contribute to the revision and preparation of the survey for the next data collection

American Educator Panels (AEP) Research Project using COVID-19 Survey, *PI* 2020-2021

- Received a grant from RAND Cooperation by submitting a research plan proposing a unique analysis of AEP datasets
- Used the COVID-19 Survey data from a national sample of K-12 public school teachers to examine the relationship between teachers' concerns during the global pandemic and their level of need for additional support from school and district leaders in the USA.
- Utilized structural equation modeling (SEM) using Mplus to answer the research questions regarding whether teachers' level of concerns related to their need for additional support from school or district leaders during COVID-19 and how this relationship varies on school characteristics.
- Wrote a manuscript on “Teachers’ Concerns and Their Level of Needs for Additional Support During COVID-19: The Mediating Role of School Characteristics” and presented at the AEP Scholars Final Convening and AERA 2022 Annual Meeting.

Parenting, Self-Regulation and Academic Growth Trajectories, *Dissertation*

2019-2021

Chair: Jaekyung Lee, Ph.D.

- Data preparation: Download, recode and clean data for about 18000 students; utilize appropriate variables for longitudinal analysis, identify weights considering sampling design of ECLS-K:2011; analyze missing data structure and apply multiple imputation
- Examined measurement model and invariance of parental practices factors as well as self- regulation measures with executive function and effortful control through multigroup Confirmatory Factor Analysis Investigated the structural relationships among parental practices, socioeconomic background, and self-regulation using Structural Equational Modeling.
- Examined students’ reading and math growth trajectories from kindergarten to fifth grade, including parental practices and self-regulation factor scores to the multi-level individual growth model analyses

Parallel Growth of Math and Working Memory, *Researcher Intern*

Summer 2020

Staff Manager: Bitnara Jasmine Park, Ph.D.

- Worked at American Institute for Research (AIR) as a researcher intern and contributed to the development of statistical methods and knowledge about education that inform the discussion, debate, and planning of decision-makers at national, state, and local levels who are contracted with the National Center for Education Statistics (NCES)
- Used ECLS-K:2011 and NAEP datasets to examine parallel growth of mathematics and working memory from kindergarten to fifth grade using Piecewise Growth Models
- Presented project findings to the NCES client and received acceptance to research conferences as a paper (AEEP) and a poster presentation (SRCD)

Emergent Science Identities Project, *Graduate Assistant*

2019-2020

PI: X. Christine Wang, Ph.D.

Reading and (Re)writing the World: Exploring Critical Pedagogy of Place in Early Science and Literacy Learning (*funded by Spencer Foundation*)

- Helped the other three research assistants in the field, and worked with three kindergarten teachers to implement lesson plans
- Conducted student interviews, and collected field notes, artifacts, and classroom videos
- Developed qualitative coding frameworks for examining multi-model data of thirty-six kindergarten students' early science interests and science identities with the PI
- Wrote the first draft of the manuscript focusing on the pretest results with the PI

Cross-Cultural Adaptation of the Number Sense Tool, *Co-PI* **2019-2020**
PI: Fahrettin H. Adagideli, Ph.D.

Cross-Cultural Adaptation and Validation of the Turkish Version of the Number Sense Tool (*funded by Istanbul University*)

- Co-designed a study that aims to examine the longitudinal relationship among number sense development, self-regulatory skills, and academic performance.
- Participated in translation and back-translation, expert committee review and comparison of the original and Turkish Number Sense Tool.
- Analyzed data from the pilot study using Rasch Model in R and STATA for correlational analyses
- Modified the tool and demographic information surveys for teachers and school

Experiences of Muslim Mothers in American Schools, *PI* **2018-2019**

Experiences of Middle-Class Muslim Mothers in American Schools: Practices and Challenges while Keeping the Faith

- Designed and conducted year-long qualitative research to examine the negotiation of multiple identities of Muslim mothers and their role on their children's identity construction in elementary school in the USA
- Completed IRB processes and conducted and analyzed interviews to examine middle-class Muslim Mothers' practices, expectations, and challenges in the American school system
- Transcribed interviews, created codes, and used Hyper Research software to examine qualitative data
- Wrote the conference paper that is accepted to the AERA2020 and currently working on the manuscript

Socio-emotional Learning Standards and Measures, *Research Assistant* **2017-2018**
PI: Jaekyung Lee, Ph.D.

Moving to Educational Accountability System 2.0 Socioemotional Learning Standards and Protective Environments for Whole Children (*funded by Rockefeller Institute*)

- Collected data from each state's Department of Education regarding Socioemotional Learning Standards and Measures
- Created a database in Excel that shows state-level practices
- Analyzed and reported SEL standards, measures, and best practices among 50 states

Executive Function and Achievement in ECLS-K:2011, *Graduate Student Researcher* **2016-2018**

- Investigated research questions regarding children's executive functions, social skills, and academic performance using the ECLS-K:2011 dataset
- Used AM statistics and SPSS for basic descriptive analysis and applied advanced statistical techniques such as growth curve modeling, multivariate multi-level modeling using HLM and Multivariate

Input-Driven and Performance-Driven Educational Interventions, *Research Assistant* **2016-2017**
PI: Jaekyung Lee, Ph.D.

- Collected and reviewed experimental and quasi-experimental educational studies
- Created a database reporting impact/effect sizes, study design, sample size, etc.
- Data visualization using Excel and SPSS

Conflicts between Preschool Teachers and Administrators, *Research Assistant* **2014-2015**
PI: Rengin Zembat, Ph.D.

- Conducted interviews with eleven preschool teachers and three schools administrator
- Coded and analyzed data and reported findings with two other research assistants

Development of Organizational Image Measurement Tool for Schools, *Master's Thesis* 2008-2011

Chair: Nurhayat Celebi, Ph.D.

- Collected data from 10 public and 6 private elementary schools in Istanbul. The sample included 461 first graders' parents and 219 public and private school teachers.
- Utilized reliability and validity analyses of *Organizational Image Measurement Tool*. Statistical analysis of group comparisons using t-tests and One-way ANOVA's.

COURSES I CAN TEACH

I am prepared and qualified to teach courses at both an undergraduate and graduate level in Educational Psychology and Quantitative Methods.

- **Methods and Statistics:** Inferential Statistics, Research Methods, Psychometric Theory in Education, Advanced Research Methods, Measurement and Evaluation, Experimental Design, Program Development and Evaluation
- **Psychology and Education:** Psychological Foundations of Education, Educational Administration, Counseling in Schools, Educational Psychology, Educational Inequalities and Opportunity Gaps (Elective), Current Issues in Early Childhood Education (Elective)

TEACHING EXPERIENCES

Adjunct Professor – Counseling in Schools

Spring 2025

Hacettepe University, Ankara

- Introduced key theories and concepts in school counseling, with emphasis on the role of teachers in supporting students' academic, social, and emotional development
- Covered core concepts including individual assessment techniques (*bireyi tanuma teknikleri*), career counseling, and developmental guidance

Guest Lecturer, Inequities in Education: Research & Evidence-Based Strategies,

May 7-8, 2025

Middle East Technical University (METU), Ankara

- Presented research on structural inequities in early childhood education and discussed policy-relevant, evidence-based strategies for promoting equity.

Guest Lecturer, Research Methods in Psychology

April 9, 2025

Boğaziçi University, Department of Psychology, Istanbul

- Delivered an applied lecture on the use of quantitative methods on psychology research.

Guest Lecturer– Theory and Practice of Early Childhood Education

Yale University, Connecticut

Spring 2021 & Spring 2022

- Invited as a guest lecturer with Walter Gilliam to give a lecture titled "*A super brief history of early care and education in America*"

Teaching Assistant – Experimental Design (Remote synchronous)

University at Buffalo, New York

2020-2021

- Assisted with online class assignments such as problem sheets and research reviews that included topics such as difference-in-differences, comparative interrupted time series, and regression discontinuity

Co-Instructor with Michele Shanahan - Psychological Foundations of Education

University at Buffalo, New York

2020-2021

- Led discussions on the key theories of development and learning that influence educational practice
- Prepared and graded assignments related to behavioral and cognitive theories of learning,

students' motivation and educational assessment.

Co-Instructor with Michele Shanahan – Educational Psychology

University at Buffalo, New York

2020-2021

- Introduced students to the field of Educational Psychology and its contributions to classroom teaching and learning
- Explained both theoretical models and real-world applications, with emphasis on contemporary approaches to stimulating active and reflective learning

Teaching Assistant - Educational Inequalities and Achievement Gaps Course

University at Buffalo, New York

2018-2019

- Collaborated to plan, teach, and assess course introducing opportunity gap
- Introduced basic statistical skills (e.g., confidence intervals, effect size calculation, etc.)
- Instruct data exploration exercises using several web-based data analysis tools such as NY State Data, What Works Clearing House and International Data Explorer on IES and NAEP Data Explorer
- Led evidence-based discussions of racial/ethnic and socioeconomic opportunity gaps; Immigrant and international opportunity gaps; Gender gaps; Early school interventions (preschool, full-day kindergarten, small classes); Teacher quality and school resources; high-stakes testing and school choice policies; college retention/completion programs

Instructor of Developmental Courses - Communication with Children/Self-Care in Early Childhood/Special Education

2013-2014

Ekrem Cevahir Community School, Istanbul

- Taught courses named *Communication with Children, Self-Care in Early Childhood, and Special Education*
- Developed course materials, delivered lectures, and assessed student progress
- Provided individualized support to students and fostered an inclusive learning environment

Kindergarten Teacher

Ministry of Education, Turkey

2007- 2015

- Designed and implemented lesson plans, filed individual growth reports in the five areas of development, and organized learning materials and resources during eight years of teaching with 4 to 6 years old children.

Cekmekoy Kindergarten

Kindergarten Teacher, Coordinator of Digital Literacy Project, Member of School Counseling Committee

Sair Yahya Kemal Elementary School

Kindergarten Teacher, Early Childhood Section Chair, Instructor of Parent Education Seminars

Kavakpinar Elementary School

Kindergarten Teacher

INVITED TALKS

2024-2025

Invited Speaker, *Postgraduate Education Opportunities Abroad & YLSY Scholarship: Being a 1416 Scholar and Experiences*

Panelist, Middle East Technical University (METU), Department of Psychology – December 20, 2024

Panelist, Akdeniz University, Faculty of Education – March 3, 2025

Panelist, Public Incentives Information Days (Ankara) – March 6–7, 2025

Panelist, Turkish Japanese Foundation – April 12, 2025

Panelist, Yıldırım Beyazıt University, Department of Child Development – April 25, 2025

Panelist, Nevşehir Hacı Bektaş Veli University – April 24, 2025

- Panelist, Gazi University, Faculty of Science – April 29, 2025
- 12/20/2024 Invited talk (with Duygu Cavdar Yagan), Middle East Technical University (METU). Postgraduate Education Opportunities Abroad & YLSY Scholarship
- 09/05/2024 Invited talk, The University of Nebraska Buffett Early Childhood Institute, The National Childcare Workforce Survey: *CARES Study*
- 10/18/2023 Invited talk, Child Care Aware of America Leadership Institute, Mental Wellbeing of ECE Workforce, Chicago, IL
- 01/27/2023 Invited talk, Yale Education Studies, What is QuantCrit and Why It is Critical for Early Childhood Education(ECE) Workforce Research
- 04/12/2022 Guest Lecture (with W. Gilliam), CHLD 127: Theory and Practice of Early Childhood Education at Yale College: “A super brief history of early care and education in America”
- 11/10/2021 Keynote (with W. Gilliam), National Workforce Registry Alliance Conference 2021 – A Visible ECE Workforce: Using Data to Strengthen Equity Accountability, “COVID-19 child care providers study”
- 12/13/2021 Invited research briefing (with W. Gilliam), Interdepartmental Executive Order Workgroup (virtual, hosted by U.S. Administration for Children and Families, plus DHHS colleagues at ACL, CDC, CMS, HRSA, NIH, SAMHSA, U.S. Department of Education, & U.S. General Services Administration), “COVID-19 Child Care Providers Study: Early childhood workforce well-being”

GRANTS & CONTRACTS

- 2023 Finalist (Not Awarded)-Invited for Full Submission (Overall Score 90%): Foundation for Child Development’s Young Scholars Program with the project titled “*Emerging Adults in Early Care and Education Workforce: Investigating the Link between Well-being and Turnover Intentions using Critical Mixed Methods*” **P.I.: A. Cobanoglu**; Total costs: \$225,000; Project period: 05/1/2024-09/01/2026
- 2022-2023 Heising-Simons Foundation; “Early Childhood Education (ECE) Workforce Wellbeing Research to Policy Convening;” **P.I.: A. Cobanoglu**; Co-P.I.: W.S. Gilliam; Total costs: \$74,519; Project period: 08/01/2022-03/31/2023

HONORS & FELLOWSHIPS

- Yale University-Zigler Center*** **2022**
 Travel awards for AERA and AEFP (~\$5,000)
- American Educator Panels (AEP) Scholarship-RAND Cooperation*** (~\$5,000) **2020**
 The Bill & Melinda Gates Foundation established the American Educator Panels (AEP) Scholarship to promote AEP data use among a diverse group of early-career scholars. Scholarship recipients must conduct research that utilizes AEP data.
- Association for Education Finance and Policy (AEFP)*** (~\$1,000) **2020**
- Roe L. Johns Student Grant Award
- Mark Diamond Research Fund (MDRF)*** (~\$3,500) **2020**

The MDRF offers grants to graduate students for research expenses related to their thesis or dissertation.

American Institute for Research, Intern and Scholar Expo Presentation Award 2020

The presentation was voted by AIR researchers and staff as the best example of work and awarded as winner.

AERA-NSF Institute on Statistical Analysis 2020

The grant program aims to train early-career scholars on causal inference using large-scale, diverse early childhood datasets that focus on mathematics education and learning.

University at Buffalo- GSE Dean's Student Research Award (3 times) 2019

Travel award to present at AERA2017, AERA2018, AERA2019

University at Buffalo- Peter Drapiewski Scholarship (~\$1,000) 2019

The scholarship is awarded to a graduate student in educational psychology for outstanding achievement.

University at Buffalo- Graduate School of Education Student Research Symposium Faculty Poster Award 2018

The poster presentation has been voted as the best poster in the GSE Symposium by faculty members.

YLSY Doctoral Fellowship by the Ministry of Education in Turkey 2015

4-year doctoral fellowship support is given by the Turkish Government and the Ministry of Education, which covers tuition, fees, and stipend for the graduate students studying abroad.

TUBITAK (The Scientific and Technological Research Council of Turkey) National Scholarship Program for Master's Degree 2009

The grant program supports students' educational and living expenses who pursue an M.A. degree with a thesis requirement in a university in Turkey.

AFFILIATIONS

NOPREN (Nutrition and Obesity Policy Research and Evaluation Network), Member since 2021

AEFP (Association for Education Finance and Policy), Member since 2020

SRCD (The Society for Research in Child Development), Member since 2020

CSJI (Counselling, School, and Educational Psychology Department Committee for Social Justice and Inclusion), 2017-2020

APA (American Psychological Association), Affiliate since 2018

AERA (American Educational Research Association), Member since 2016

SERVICE AND LEADERSHIP

Early Childhood Research Quarterly (ECRQ): Special Issue on Early Childhood Education Workforce Wellbeing, *Guest Editor* 2023

Current Psychology, *Reviewer* 2022

Children and Youth Services Review, *Reviewer* 2022

Graduate Student Journal of Psychology at Teachers College, Columbia University, *Reviewer* 2022

The Administration for Children and Families (ACF) National Research Conference on Early Childhood (NRCEC) 2022, *Reviewer* 2022

Zigler Center Postdoctoral Associate and Postgraduate Hiring Committee, *Member* 2022

AERA 2022 Annual Meeting, *Reviewer* 2021

Mark Diamond Research Fund Review Council, *Reviewer* 2021

UB GSE Student Research Symposium, *Committee Member* 2019

Committee for Social Justice and Inclusion (CSJI) at UB GSE, *Member* 2017- 2019

MENTORING ACTIVITIES

Astri Doub, Global Capital Market Analyst, Morgan Stanley 2024-present

Feiran Zhang, Postgraduate Associate, Yale University 2022-present

Rachel Diaz, Graduate Student, Yale University 2021-2023

Rosalina Rojas, Clinical Research Assistant, Harvard University	2021-2023
Mehr Shafiq, Project Coordinator, Columbia University	2021-2022
Kubra Say, MS, Doctoral Candidate, University at Buffalo	2018-present

GRADUATE COURSES IN STATISTICS AND METHODOLOGY

Inferential Statistics I (Dr. Sunha Kim); Inferential Statistics II (Dr. Jeremy Finn)
 Psychometric Theory in Education (Dr. Carol Van Zile-tamsen)
 Hierarchical Linear Modeling: Multilevel & Longitudinal Data Analysis (Dr. Jaekyung Lee)
 Multivariate Statistical Techniques (Dr. Jeremy Finn)
 Analysis of Large-scale Databases (Dr. Seong Won Han)
 Developing Measurement Instruments: Rasch Analysis (Dr. Xiufeng Liu)
 Linear Structural Models with Latent Variables (Dr. Sunha Kim)
 Qualitative Research Methods (A year-long course with research component) (Dr. Lois Weis)
Certificate: University at Buffalo, Advanced Certificate in Applied Statistical Analysis (2020)

Training:

Mixed Methods Program-University of Michigan
 Ten short seminars by Dr. John Creswell& Consultation from Dr.Tim Guetterman September 2023
CenterStat Advanced Quantitative Methods Training
 Applied Measurement Modeling (e.g., Measurement Invariance) January 2023
 Modern Missing Data Analysis December 2022
Data Equity Data Equity Workshop Series
 Causal Analysis and Machine Learning: How to Account for Equity October 2022
 Social Identity Variables in Analysis: When and How to Include Them July 2022
The Center for Research on Families- UMass Methodology Seminars
 Propensity Score Matching December 2022
 Repeated Measures ANOVA using Mixed Effects Modeling March 2022
 Introduction to Power Analysis December 2021
AERA-NSF Institute on Statistical Analysis February 2020

COMPUTER & STATISTICS

General Software

MS Office, SurveyMonkey, Canva

Statistical Software

STATA, SPSS, HLM, MPlus, Winsteps, NVivo, HyperResearch

REFERENCES

Dr. Walter Gilliam, Mentor

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Former Connecticut Commissioner of Early Childhood

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