Curriculum Vitae
Colleen M. Ganley

Associate Professor
Department of Psychology & Florida Center for Research in STEM
Florida State University
Tallahassee, FL 32306
Phone: 850-645-0271
Email: cganley@fsu.edu
Lab Website: www.mtllabfsu.com

EDUCATION

PhD Applied Developmental and Educational Psychology, Boston College, 2011
Dissertation Title: *Gender differences in math performance across development: Exploring the roles of anxiety, working memory, and stereotype threat*

BA Psychology with Honors, *summa cum laude*, Wheaton College, 2006
Elementary Education and Mathematics Minors, Massachusetts Initial Elementary Teaching Licensure
Honors Thesis Title: *Student experience of the math MCAS test: Gender, achievement, and grade level*

PROFESSIONAL EXPERIENCE

Associate Professor, Department of Psychology, Florida State University, 2019-present
Center Faculty, Florida Center for Research in STEM, Learning Systems Institute, Florida State University, 2013-present
Assistant Professor, Department of Psychology, Florida State University, 2013-2019
Institute of Education Sciences Postdoctoral Research Fellow in Mathematics Education, University of Illinois at Urbana-Champaign, 2011-2013

HONORS AND AWARDS

Developing Scholar Award, Florida State University, 2021
Graduate Faculty Mentor Award Nominee, Florida State University, 2020
Graduate Teaching Award Nominee, Florida State University, 2019
Loan Repayment Program, National Institutes of Health, 2018
Early Career Research Contributions Award, Society for Research in Child Development, 2017
Rising Star Award, Association for Psychological Science, 2016
First Year Assistant Professor Award, Florida State University Council for Research and Creativity ($20,000), 2014
AERA Outstanding Reviewer, American Educational Research Journal, 2012
Student Travel Award, Society for Research in Child Development, 2011

Dissertation Fellowship, Boston College Lynch School of Education ($20,000), 2010-2011
Finalist, Geis Memorial Award, APA Division 35: Society for the Psychology of Women, 2010
Second Place Poster, Boston College Multidisciplinary PhD Research Day, 2010
Dissertation Development Grant, Boston College Lynch School of Education, 2009
Individual Research Grant, Boston College Graduate Student Association, 2009

Research

PEER-REVIEWED JOURNAL ARTICLES
(Current or former students mentored are underlined)

37. Conlon, R. A., Barroso, C., & **Ganley, C. M.** (accepted). Young children's career aspirations: gender differences, STEM ambitions, and expected skill use, *Career Development Quarterly.*

36. Bertoldi, B. M., Tuvblad, C., Joyner, K. J., **Ganley, C. M.,** Raine, A., Baker, L., Latvala, A., Oskarsson, S., & Patrick, C. J. (in press). Role of triarchic traits in relations of early resting heart rate with antisocial behavior and broad psychopathology dimensions in later life. *Clinical Psychological Science,* 21677026221081880.

35. Geer, E. A., & **Ganley, C. M.** (in press). Sex differences in social and spatial perspective taking: A replication and extension of Tarampi et al. (2016). *Quarterly Journal of Experimental Psychology,* 17470218221085117.

34. Perkins, E. R., Joyner, K. J., Foell, J., Drislane, L. E., Brislin, S. J., Frick, P. J., Yancey, J. R., Soto, E. F., **Ganley, C. M.,** Keel, P. K., Sica, C., Flor, H., Nees, F., Banaschewski, T., Bokde, A. L. W., Quinlan, E. B., Desrivières, S., Grigis, A., Garavan, H., Gowland, P., Heinz, A., Ittermann, B., Martinot, J.-L., Martinot, M.-L. P., Artiges, E., Orfanos, D. P., Poustka, L., Hohmann, S., Fröhner, J. H., Smolka, M. N., Walter, H., Whelan, R., Schumann, G., The IMAGEN Consortium, & Patrick, C. J. (2022). Assessing general versus specific liability for externalizing problems in adolescents: Concurrent and prospective prediction of symptoms of conduct disorder, ADHD, and substance use. *Journal of Psychopathology and Clinical Science , 131*(7), 793-807.

33. Atit, K., Power, J. R., Pigott, T., Lee, J., Geer, E. A., Uttal, D. H., **Ganley, C. M.,** & Sorby, S. A. (2022). Examining the relations between spatial skills and mathematical performance: A meta-analysis. *Psychonomic Bulletin & Review, 29,* 699-720.

32. Casey, B. M., & **Ganley, C. M.** (2021). An examination of gender differences in spatial skills and math attitudes in relation to mathematics success: A bio-psycho-social model. *Developmental Review, 60,* 100963.

31. Conlon, R. A., Hicks, A., Barroso, C., & **Ganley, C. M.** (2021). The effect of the timing of math anxiety measurement on math outcomes. *Learning and Individual Differences, 86.*

30. **Ganley, C. M.,** Conlon, R. A., McGraw, A. L., Barroso, C., & Geer, E. A. (2021). The effect of brief anxiety interventions on reported anxiety and math test performance. *Journal of Numerical Cognition, 7*(1), 4-19.

29. Barroso, C., **Ganley, C. M.,** McGraw, A. L., Geer, E. A., Hart, S. A., & Daucourt, M. (2021). A meta-analysis of the relation between math anxiety and math achievement. *Psychological Bulletin, 147*(2), 134-168.

28. Lubienski, S. T., **Ganley, C. M.,** Makowski, M., Miller, E., & Timmer, J. (2021). "Bold problem solving": A new construct for understanding gender differences in mathematics. *Journal for Research in Mathematics Education, 52*(1), 12-61.

27. Purpura, D. J., King, Y. A., Rolan, E., Hornburg, C. B., Schmitt, S. A., Hart, S. A., & **Ganley, C. M.** (2020). Examining the factor structure of the home mathematics environment to delineate its role in predicting preschool numeracy, mathematical language, ands spatial skills. *Frontiers in Psychology, 11*, 1925.

26. Hart, S. A., Martinez, K., Kennedy, P. C., **Ganley, C. M.,** & Taylor, J. (2019). The National Project on Achievement in Twins. *Twin Research and Human Genetics, 22,* 761-764.

25. Barroso, C., **Ganley, C. M.,** Hart, S. A., Rogers, N., & Clendinning, J. P. (2019). The relative importance of math- and music-related cognitive and affective factors in predicting undergraduate Music Theory achievement. *Applied Cognitive Psychology, 33,* 771-783.

24. Hart, S. A., & **Ganley, C. M.** (2019). The nature of math anxiety in adults: Prevalence and correlates. *Journal of Numerical Cognition, 5,* 122-139.

23. Ferretti, N., **Ganley, C. M.,** & Kofler, M. J. (2019). Unique and interactive effects of parental beliefs and child inattention/hyperactivity symptoms. *British Journal of Developmental Psychology, 37,* 300-307.

22. **Ganley, C. M.,** Schoen, R. C., LaVenia, M., & Tazaz, A. M. (2019). The construct validation of the Mathematics Anxiety Scale for Teachers. *AERA Open, 5,* 1-16.

21. Geer, E. A., Quinn, J., & **Ganley, C. M.** (2019). Relations between spatial skills and math performance in elementary school children: A longitudinal investigation. *Developmental Psychology, 55,* 637-652.

20. **Ganley, C. M.,** George, C. E., Cimpian, J. R., & Makowski, M. B. (2018). Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation. *American Educational Research Journal, 55*, 453-487.

19. Hart, S. A., Daucourt, M., & **Ganley, C. M.** (2017). Individual differences related to college students' course performance in Calculus II. *Journal of Learning Analytics, 4*(2), 129-153.

18. Purpura, D. P., Schmitt, S. A., & **Ganley, C. M.** (2017). Foundations of mathematics and literacy: The role of executive functioning components. *Journal of Experimental Child Psychology, 153,* 15-34.

17. **Ganley, C. M.,** & McGraw, A. L. (2016). The development and validation of a revised version of the Math Anxiety Scale for Young Children. *Frontiers in Psychology, 7,* 1181.

16. Hart, S. A., **Ganley, C. M.,** & Purpura, D. J. (2016). Understanding the home math environment and its role in predicting parent report of children's math skills. *PLOS ONE, 11*(12): e0168227.

15. **Ganley, C. M.,** & Lubienski, S. T. (2016). Mathematics confidence, interest, and performance: Gender patterns and reciprocal relations. *Learning and Individual Differences, 47,* 182-193.

14. **Ganley, C. M.,** Vasilyeva, M., & Dulaney, A. (2014). Spatial ability mediates the gender difference in science performance of middle-school students. *Child Development, 85,* 1419–1432.

13. **Ganley, C. M.,** & Vasilyeva, M. (2014). The role of anxiety and working memory in gender differences in mathematics. *Journal of Educational Psychology, 106*(1), 105-120.

Response to commentaries on Robinson et el. (2014):

12. Robinson-Cimpian, J. P., Lubienski, S. T., **Ganley, C. M.,** & Copur-Gencturk, Y. (2014). Are schools shortchanging boys or girls? The answer rests on methods and assumptions: Reply to Card (2014) and Penner (2014). *Developmental Psychology, 50*(6), 1840-1844.

11. Robinson-Cimpian, J. P., Lubienski, S. T., **Ganley, C. M.,** & Copur-Gencturk, Y. (2014). Teachers' gender-stereotypical ratings of mathematics proficiency may exacerbate early gender achievement gaps. *Developmental Psychology, 50*(4), 1262-1281.

10. Purpura, D. J., & **Ganley, C. M.** (2014). Working memory and language: Skill specific or domain general relations to mathematics? *Journal of Experimental Child Psychology, 122*, 104-121.

9. Lucariello, J., Tine, M., & **Ganley, C. M.** (2014). A formative assessment of students' algebraic variable misconceptions. *Journal of Mathematical Behavior, 33*, 30-41.

8. **Ganley, C. M.,** Mingle, L. A., Ryan, A., Ryan, K., Vasilyeva, M., & Perry, M. (2013). An examination of stereotype threat effects on girls' mathematics performance. *Developmental Psychology, 49*(10), 1886-1897.

7. Lubienski, S. T., Robinson, J. P., Crane, C. C., & **Ganley, C. M.** (2013). Girls' and boys' mathematics achievement, affect and experiences: Findings from ECLS-K. *Journal for Research in Mathematics Education, 44*(4), 634-645.

6. Laski, E. V., Reeves, T., **Ganley, C. M.,** & Mitchell, R. (2013). Mathematics teacher educators' perceptions and use of cognitive psychology research. *Mind, Brain and Education, 7*(1), 63-74.

5. Vasilyeva, M., **Ganley, C. M.,** Casey, B. M., Dulaney, A., Tillinger, M., & Anderson, K. (2013). How children determine the size of 3D structures: Investigating factors influencing strategy choice. *Cognition and Instruction, 31*(1), 29-61.

4. Dearing, E., Casey, B. M., **Ganley, C. M.,** Tillinger, M., Laski, E., & Montecillo, C. (2012). Young girls' math and spatial skills: The distal and proximal roles of family socioeconomics and home learning experiences. *Early Childhood Research Quarterly, 27*, 458-470.

3. **Ganley, C. M.,** & Vasilyeva, M. (2011). Sex differences in the relation between math performance, spatial skills, and attitudes. *Journal of Applied Developmental Psychology, 32*(4), 235-242.

2. Casey, B. M., Dearing, E., Vasilyeva, M., **Ganley, C. M.,** & Tine, M. (2011). Spatial and numerical predictors of measurement performance: The moderating effects of community income and gender. *Journal of Educational Psychology, 103*(2), 296-311.

1. Vasilyeva, M., Casey, B. M., Dearing, E., & **Ganley, C. M.** (2009). Measurement skills in low-income elementary school students: Exploring the nature of gender differences. *Cognition and Instruction, 27*, 401-428.

BOOK CHAPTERS

1. Lubienski, S. T., & **Ganley, C. M.** (2017). Research on gender and mathematics. In Jinfa Cai (Ed.), *First Compendium for Research in Mathematics Education*. Reston, VA: National Council of Teachers of Mathematics.

NON-PEER REVIEWED JOURNAL ARTICLES

1. **Ganley, C. M.,** & Hart, S. A. (2017). Shape of educational data: Interdisciplinary perspectives. *Journal of Learning Analytics, 4*(2), 6-11.

PEER-REVIEWED CONFERENCE PROCEEDINGS

1. Rogers, N., Clendinning, J. P., Hart, S. A., & **Ganley, C. M.** (2016). Specific mathematical and spatial abilities correlate with music theory abilities. In *International Conference on Music Perception and Cognition*. International Conference on Music Perception and Cognition.

FUNDED RESEARCH GRANTS

Examining the Mechanisms of the Math Anxiety-Math Achievement Link through a School-Based Grades 2-3 Intervention, 2022-2025
National Science Foundation
Role: Principal Investigator
Co-PIs: Alexandria Meyer, Sara Hart, Maria Chiara Passolunghi
$1,498,140

Evaluating the Efficacy of Central Executive Training (CET) for Young Children with ADHD, 2022-2027
National Institutes of Health
Role: Co-Investigator
PI: Michael Kofler, Co-Is: Leah Singh, Alexandria Meyer, Christopher Lonigan, Christopher Schatschneider
$3,782,271

Evaluating the Efficacy of Sequenced Central Executive and Behavioral Parent Training for Children with ADHD, 2022-2027
National Institutes of Health
Role: Co-Investigator
PIs: Michael Kofler, Co-Is: Leah Singh, Alexandria Meyer, Anil Chacko
$5,335,155

Developing a Math Anxiety Intervention for Children, 2021-2022
Florida State University Council for Research and Creativity
Role: Principal Investigator
Co-PI: Alexandria Meyer
$25,000

Examining Teacher Math Anxiety as a Malleable Factor Related to Student Outcomes, 2017-2022
Institute of Education Sciences
Role: Principal Investigator
Co-PIs: Rob Schoen, Chris Schatschneider
$1,400,000

Project IV: Reading and Math Co-Development in a Diverse Sample of Twins, 2017-2022
National Institutes of Health
Role: Co-Investigator
PI: Sara Hart, Co-I: Jeanette Taylor
$1,188,572

Military Suicide Research Consortium: Extension to New Opportunities and Challenges, 2016-2021
US Army Medical Research Acquisition Activity
Role: Co-Investigator (methodologist)
PI: Thomas Joiner, Co-Is: Ashby Plant, Pamela Keel, Christopher Patrick
$14,189,843

Psychology and Music Theory: A Multidisciplinary Approach to Understanding the Math-Music Link, 2016-2018
Florida State University Council for Research and Creativity
Role: Co-Principal Investigator
Co-PIs: Sara Hart, Jane Clendinning, Nancy Rogers
$25,000

Shape of Educational Data, 2015-2017
National Science Foundation
Role: Principal Investigator
Co-PI: Sara Hart
$189,444

BCC: Organizing Multi-Disciplinary Communities to Conduct Data-Intensive Research on Education and Learning, 2015-2016
National Science Foundation (subcontract to George Mason University)
Role: Co-Principal Investigator
PI: Sara Hart
$44,660

FCR-STEMLearn: Building Foundations for Success in the Mathematical Sciences, 2014-2017
Florida Department of Education under the U.S. Department of Education Math-Science Partnership program
Role: Co-Investigator
PI: Rob Schoen, Co-PI: Amanda Tazaz, Co-I: Monica Hurdal
$4,500,000

INVITED TALKS AND CONFERENCE PARTICIPATION

Ganley, C. M. (2019, November). *Teacher math knowledge, anxiety, and mindsets as predictors of instructional practices and student math learning.* Presented at the Florida State University Learning Systems Institute Brownbag Series.

Ganley, C. M. & Hart, S. A. (2016, November). *Who hates the Common Core? Examining predictors of attitudes about the Common Core State Standards.* Presented at the Florida State University School of Teacher Education Colloquium Series.

Hart, S. A. & **Ganley, C. M.** (2016, April). *Individual differences related to college students' course performance in Calculus II*. Presented at the Shape of Educational Data Meeting. Fairfax, VA.

Ganley, C. M. (2016, February). *Examining the math anxiety of young children and K-12 teachers.* Presented at the Florida Center for Reading Research Brown Bag.

Ganley, C. M. (2015, December). *Math anxiety: What is it, how does it develop, and what can we do about it?* Presented at the Florida Center for Research in Science, Technology, Engineering, and Mathematics Conference.

Ganley, C. M. (2015, October). *The development of spatial thinking and the relations between spatial skills and math in elementary school.* Presented at the Development of Spatial Thinking Preconference at Cognitive Development Society, Columbus, OH.

Ganley, C. M. (2014, November). *Examining the structure of a math anxiety measure for children and its relation to math performance*. Presented at the IES Postdoctoral Research Symposium at the University of Illinois at Urbana-Champaign.

Ganley, C. M. (2014, May). *Everything but the math: Social and attitudinal factors related to student learning in math.* Presented at the Florida Center for Research in Science, Technology, Engineering, and Mathematics Conference.

Ganley, C. M. (2013, February). *The gender gap in math: Examining cognitive, affective and social correlates.* Presented at the University of Illinois at Urbana-Champaign Developmental Psychology Brown Bag.

Ganley, C. M. (2013, January). *Cognitive, affective and social factors underlying gender differences in mathematics performance.* Presented at the University of Chicago Cognitive Psychology Brown Bag.

Ganley, C. M., & Mingle, L. A. (2012, September). *An examination of stereotype threat effects on girls' mathematics performance.* Presented for the Social Development Consortium of the University of Illinois at Urbana-Champaign.

Ganley, C. M. (2012, April). S*patial ability mediates gender differences in science performance of middle-school students.* Poster presented in the Early Career Scholars Poster Session at the annual meeting of the American Educational Research Association, Vancouver, BC.

PEER-REVIEWED CONFERENCE PARTICIPATION
(Current or former students mentored are underlined)

Burrell, N., **Ganley, C. M.,** & Schoen, R. (2022, June). *Understanding the relationship between teaching anxiety, grade level, subject, and teaching experience among practicing elementary school teachers.* Symposium presentation presented at the 2022 Mathematical Cognition and Learning Society (MCLS) Conference, Antwerp, Belgium.

Burrell, N., Daucourt. M., **Ganley, C. M.,** & Hart, S. A. (2022, June). *Examining the relationship between the home math environment and child math outcomes.* Symposium presentation presented at the 2022 Mathematical Cognition and Learning Society (MCLS) Conference, Antwerp, Belgium.

Barroso, C., Conlon, R. A., & **Ganley, C. M.** (2022, April). *Using quantile regression to examine the relation between math achievement and math self-concept in childhood.* Symposium presentation presented at the 2022 American Educational Research Association (AERA) Meeting, San Diego, CA.

Conlon, R. A., Barroso, C., **Ganley, C. M.,** Schoen, R., & Schatschneider, C., (2021, October). *Examining the relationship between math-gender stereotyping and gender-typicality of career aspirations in children.* Lightning Talk presented at the at the Mathematical Cognition and Learning Society (MCLS) Conference, online.

Conlon, R. A., **Ganley, C. M.,** Barroso, C., Schoen, R., Geer, E. A., & Schatschneider, C., (2021, July). *Does teacher math anxiety relate to student math anxiety?* Paper presented at the at the Mathematical Cognition and Learning Society (MCLS) Conference, online.

Geer, E. A., **Ganley, C. M.,** Barroso, C., Conlon, R. A., & Dasher, J. (2021, April) *A meta-analysis of the relation between spatial anxiety and spatial skills.* Presented as a flash talk at the Society for Research in Child Development (SRCD) Biennial Meeting, Online.

Burrell, N., **Ganley, C. M.,** Witherspoon, D. P., May, E. M., & Bámaca-Colbert, M. Y. (2021, April). *Influence of home-based parental involvement and informal social control on the academic outcomes of diverse adolescents.* Presented as a flash talk at the Society for Research in Child Development (SRCD) Biennial Meeting, Online.

Conlon, R. A., **Ganley, C. M.,** & Schatschneider, C. (2021, April). *Examining the relationship between teacher math-gender stereotypes and students' math outcomes.* Presented in poster session at the Society for Research in Child Development (SRCD) Biennial Meeting, Online.

Burrell, N., Conlon, R. A., Geer, E. A., **Ganley, C. M.,** & Hart, S. A. (2020, October). *Examining the home math environment as a mediator of the relation between parent and child math anxiety.* Lightning talk presented at the Home Mathematics Environment Virtual Conference.

Conlon, R. A., Barroso, C., Schoen, R., Schatschneider, C., & **Ganley, C.M.** (2020, June). *Examining the relationship between math-gender stereotyping and gender-typicality of career aspirations in children.* Accepted for poster session at the Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland [Cancelled due to COVID-19 pandemic].

Ganley, C. M., Barroso, C., Geer, E. A., Schoen, R. C., & Schatschneider, C. (2020, June). *Does teacher math anxiety relate to student math anxiety?* Accepted for symposium at the Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland [Cancelled due to COVID-19 pandemic].

Ganley, C. M., Conlon, R. A., Barroso, C., Geer, E. A., Schoen, R. C., & Schatschneider, C. (2020, June). *Are there age differences in potential reciprocal relations between math anxiety and math performance?* Accepted for symposium at the Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland [Cancelled due to COVID-19 pandemic].

Geer, E. A., **Ganley, C. M.,** Barroso, C., Schoen, R. C., & Schatschneider, C. (2020, June). *Examining predictors of math achievement in elementary aged children.* Accepted for poster session at the Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland [Cancelled due to COVID-19 pandemic].

Barroso, C. & **Ganley, C. M.** (2020, June). Investigating the development of math interest. Accepted for poster session at the Math Cognition and Learning Society Conference, Dublin, Ireland. [cancelled due to COVID-19 pandemic].

Ganley, C. M., Barroso, C., Geer, E. A., Conlon, R. A., Schoen, R., & Schatschneider, C. (2020, April). *Teacher math knowledge, anxiety, and mindsets as predictors of instructional practices and student math learning.* Paper presented at the American Educational Research Association (AERA) Meeting, San Francisco, CA. (Conference cancelled)

Conlon, R.A., Barroso, C. & **Ganley, C. M.** (2020, April). *Exploring gender differences in early elementary school children's STEM and non-STEM career aspirations.* Poster presented the American Educational Research Association (AERA) Meeting, San Francisco, CA. (Conference cancelled)

McGraw, A. L., Kaschak, M. P., & **Ganley, C. M.** (2019, November). *An investigation of mathematics language and its relation with mathematics and reading.* Poster presented at the annual meeting of the Psychonomic Society, Montreal, QC, CA.

Geer, E. A. & Ganley, C. M. (2019, July). *Sex differences in social and spatial perspective taking: A replication and extension of Tarampi et al. (2016).* Paper presented at International Society for Intelligence Research, Minneapolis, MN.

Barroso, C., **Ganley, C. M.,** McGraw, A. L., Geer, E. A., Hart, S. A., & Daucourt, M. (2019, March). A meta-analysis investigating the relation between math anxiety and math achievement. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Ganley, C. M., Barroso, C., Geer, E. A., Conlon, R. A., McGraw, A. L., Schoen, R. C., & Schatschneider, C. (2019, March). *Mathematics anxiety in kindergarten students: Relations with mathematics performance.* Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Geer, E. A., **Ganley, C. M.,** Barroso, C., Schoen, R. C., & Schatschneider, C. (2019, March). *The relation between mathematics and spatial reasoning: Examining anxiety and performance in children.* Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

McGraw, A. L., **Ganley, C. M.,** Hart, S. A., & Kaschak, M. P. (2019, March). *Etiology of mathematical performance: A Meta-analysis of twin studies.* Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

McGraw, A. L., **Ganley, C. M.,** Powell, S. R., Purpura, D. J., Schoen, R. C., & Schatschneider, C. (2019, March). *An investigation of mathematics language and its relation with mathematics and reading.* Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Lubienski, S. T., **Ganley, C. M.,** Makowski, M., Miller, E., & Timmer, J. (2018, May). "Bold problem solving:" A new construct for improving mathematics achievement and equity. Paper presented at the Joint Seminar on Educational Research at the University of Warsaw, Warsaw, Poland.

Ganley, C. M., Schoen, R., LaVenia, M., & Tazaz, A. (2018, April). *The development and validation of the Math Anxiety Scale for Teachers.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Barroso, C., **Ganley, C. M.,** & Cunnien, B. (2018, April). *The role of gender, spatial ability, and math-related factors in children's STEM career aspirations.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Timmer, J., **Ganley, C. M.,** & Lubienski, S. T. (2018, April). *Can bold problem solving and spatial skills explain the gender gap in problem-solving performance?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Ganley, C. M., McGraw, A. L., Barroso, C. & Geer, E. A. (2018, April). *Examining potential bidirectional relations between math anxiety and performance in elementary school.* Paper presented at the conference of the Mathematical Cognition and Learning Society, Oxford, UK.

Hart, S. A., & **Ganley, C. M.** (2018, April). *Math anxiety in U.S. adults: Prevalence and correlates.* Paper presented at the conference of the Mathematical Cognition and Learning Society, Oxford, UK.

Geer, E. A., Quinn, J., & **Ganley, C. M.** (2018, April). *A longitudinal investigation of the relations between spatial skills and math performance in elementary school children.* Poster presented at the meeting of the Mathematical Cognition and Learning Society, Oxford, UK.

Rogers, N., Clendinning, J. P., Hart, S. A., & **Ganley, C. M.** (2017, November). *Specific mathematical and spatial abilities correlate with music theory abilities*. Paper presented at the annual conference of the Society for Music Theory, Arlington, VA.

Clendinning, J., Hart, S. A., Rogers, N., & **Ganley, C. M.** (2017, August). *Links between music theory and mathematics: Visual processing and strategies*. Poster presented at the Conference on Music and Eye Tracking, Max Plank Institute for Empirical Aesthetics, Frankfurt, Germany.

Barroso, C., **Ganley, C. M.**, Hart, S.A., Rogers, N., & Clendinning, J. (2017, May). *Predictors of music theory performance: Identifying important cognitive and affective factors*. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Barroso, C., & **Ganley C. M.** (2017, May). *Examining the factor structure of math and science mindset scales with engineering students*. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Barroso, C., Cunnien, B., & **Ganley, C. M.** (2017, April). *Examining elementary school children's career aspirations: Gender distributions and stability in STEM versus non-STEM careers.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Ganley, C. M., McGraw, A. L., Vasilyeva, M., & Shen, C. (2017, April). *Effects of a measurement teaching intervention on visual and nonvisual measurement items.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Ganley, C. M., McGraw, A. L., Barroso, C., & Geer, E. A. (2017, April). *Testing for bidirectional relations between math anxiety and math performance in elementary school.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Geer, E A.. & **Ganley, C. M.** (2017, April). *The development of spatial thinking and relations between spatial skills and math.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Rogers, N., Clendinning, J. P., Hart, S. A., & **Ganley, C. M.** (2017, March). *Specific correlations between abilities in mathematics and music theory*. Paper presented at the Music Theory Southeast Conference, Ft. Myers, FL.

Ferretti, N., Day, T., Spiegel, J., Wells, E., Phillippy, C., Kofler, M., & **Ganley, C. M.** (2016, November). *Are relations between ADHD symptoms, ASD symptoms, and academic difficulties mediated by social problems?* Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, New York, NY.

Rogers, N., Clendinning, J. P., Hart, S. A., & **Ganley, C. M.** (2016, July). *Specific mathematical and spatial abilities correlate with music theory abilities*. Poster presentation at the meeting of International Conference on Music Perception and Cognition.

Ganley, C. M., & Kolb, K. (2016, May). *Math anxiety and working memory: Relations with math performance among college students*. Presentation presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Hart, S. A., **Ganley, C. M.,** & Purpura, D. J. (2016, May). *Understanding the home numeracy environment and its association to children's math skills*. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Purpura, D. J., Schmitt, S., & **Ganley, C. M.** (2016, May). *Foundations of mathematics: The role of executive functioning components.* Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Ganley, C. M., Hart, S. A**.,** Rogers, N., & Clendinning, J. (2016, May). *The development of the Music Theory Anxiety Scale.* Poster presented at the annual meeting of the Association of Psychological Sciences, Chicago, IL.

Barroso, C., Hart, S. A., **Ganley, C. M.,** Clendinning, J., & Rogers, N. (2016, May). *Cognitive and affective predictors of music theory performance*. Poster presented at the annual meeting of the Association of Psychological Sciences, Chicago, IL.

Ganley, C. M., Schoen, R. C., LaVenia, M., Tazaz, A., & Razzouk, R. (2016, April). *Exploring relations between teacher math anxiety and other teacher characteristics.* Roundtable presented at the annual meeting of the American Educational Research Association, Washington, DC.

Ferretti, N., Soto, E., Voigt, N., Kofler, M., & **Ganley, C. M.** (2015, November). *The relation between parental involvement, children's symptoms of inattention and hyperactivity, and academic achievement.* Poster session presented at the ADHD SIG Poster Session at the Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, IL. (won Student Poster Award)

Ganley, C. M., & Kowalsky, A. L. (2015, May). *Cognitive and affective predictors of elementary school students' math test performance.* Paper presented at the Association for Psychological Science annual convention, New York, NY.

Hart, S. A. **Ganley, C. M.,** & Seppala, M. (2015, May). *Individual differences related to college students' course performance in Calculus II.* Paper presented at the Association for Psychological Science annual convention, New York, NY.

Ganley, C. M., & Kowalsky, A. L. (2015, March). *The reliability and validity of the math anxiety scale for young children.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Ganley, C. M., Kowalsky, A. L., Vasilyeva, M. & Shen, C. (2015, March). *Student understanding of the inverse rule: effects of visual representations and item order.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Robinson, J. P., **Ganley, C. M.,** George-Jackson, C. E., & Makowski, M. (2014, April). *Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Ganley, C. M. (2013, November). *Does stereotype threat impact girls' mathematics performance?: A review and new evidence.* Paper presented at the Society for the Study of Human Development Biennial Meeting, Ft. Lauderdale, FL.

Purpura, D. J., & **Ganley, C. M.** (2013, September). *Integrating non-mathematical domains into mathematical development: Key factors to consider in constructing effective interventions.* Poster presented at the Society for Research on Educational Effectiveness Conference, Washington, DC.

Ganley, C. M., Lubienski, S. T., & Crawford, C. C. (2013, April). *Gender differences in and reciprocal relations between mathematical confidence, interest, and achievement across development.* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Ganley, C. M. & Vasilyeva, M. (2013, April). *Cognitive predictors of gender differences in test scores, grades, and STEM career plans.* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Robinson, J. P., Lubienski, S. T., **Ganley, C. M.,** & Copur-Gecturk, Y. (2013, April). *Teachers' perceptions of students' mathematics proficiency may exacerbate early gender gaps in achievement.* Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Purpura, D. J., **Ganley, C. M.,** & Lubienski, S. T. (2012, May). *Kindergarten predictors of later mathematics, reading, and science skills.* Poster presented at the Association for Psychological Science annual convention, Chicago, IL.

Ganley, C. M., Mingle, L. A., Ryan, A., Ryan, K., Perry, M., & Vasilyeva, M. (2012, May). *Evidence that stereotype threat does not impact math performance during early adolescence.* Poster presented at the Association for Psychological Science annual convention, Chicago, IL.

Lubienski, S. T., **Ganley, C. M.,** & Crane, C. C. (2012, April). *Unwarranted uncertainty: Gender patterns in early mathematical confidence, interest, and achievement.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, CA.

Ganley, C. M., & Vasilyeva, M. (2011, April). *The development of girls' stereotype awareness and susceptibility to stereotype threat effects on math performance.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC, CA.

Reeves, T. D., **Ganley, C. M.,** Mitchell, R., & Laski, E. V. (2011, April). *Does pre-service teacher education incorporate research-based knowledge from developmental and cognitive psychology?* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC, CA.

Ganley, C. M., & Vasilyeva, M. (2011, March). *Relation between gender, anxiety and math performance: A developmental perspective.* Student poster symposium presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC, CA.

Dulaney, A., **Ganley, C. M.,** Tillinger, M., Vasilyeva, M., & Casey, B. M. (2011, March). *Factors influencing fifth graders' volume estimation strategies.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC, CA.

Ganley, C. M. (2010, April). *Error patterns on a number sense test: Comparing fourth grade boys and girls from high and low socioeconomic groups.* Poster presented at the Boston College Lynch School of Education GEA Research Forum, Boston, MA.

Dulaney, A., **Ganley, C. M.,** Tillinger, M., Vasilyeva, M., & Casey, B. M. (2010, March). *Exploring fifth-grade students' difficulties in estimating volume of 3D objects*. Poster presented at the Boston College Multidisciplinary PhD Research Development Day, Chestnut Hill, MA

Ganley, C. M. (2009, April). *Differences in predictors of math and science performance for eighth grade boys and girls.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Ganley, C. M., Casey, B. M., Vasilyeva, M., Dearing, E., & Tine, M. (2009, April). *Spatial and numerical predictors of measurement performance.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Ganley, C. M., & Price, D. W. W. (2007, March). *Gender differences in high-stakes test performance and mathematics attitudes within socio-demographic groups.* Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

NON-PEER REVIEWED CONFERENCE PARTICIPATION

Ganley, C. M., & Vasilyeva, M. (2011, October). *The joint role of anxiety and working memory in gender differences in math performance.* Poster session presented at the Seventh biennial meeting of the Cognitive Development Society, Philadelphia, PA.

RESEARCH TRAINING

Summer Institute in Statistics: Advanced Structural Equation Modeling, 2013
University of Kansas, Lawrence, KS

DATIC Structural Equation Modeling Workshop, 2012
University of Connecticut, Storrs, CT

What Works Clearinghouse Training (received WWC reviewer certification), 2011
Institute of Education Sciences, Charlottesville, VA,

High School Longitudinal Study of 2009 (HSLS:2009) Database Training Seminar, 2011
National Center for Education Statistics (NCES), Washington, DC

Teaching

TEACHING EXPERIENCE

Graduate Courses
Developmental Area Proseminar, Florida State University, Fall 2022
Research Design & Analysis II (Regression), Florida State University, Spring 2015, Spring 2016, Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021
The Development of Mathematical Thinking, Florida State University, Fall 2017

Undergraduate Courses
Research Methods in Psychology, Florida State University, Spring 2014, Fall 2014, Fall 2015, Fall 2016, Fall 2018, Fall 2019
Family, School, and Society, Boston College, Spring 2010
Child Growth and Development, Boston College, Fall 2009

Service

SERVICE TO PROFESSION

Advisory Committee Member, Virtual Unconference on Open Scholarship Practices in Education Research, 2022-present
Treasurer, Mathematical Cognition and Learning Society, 2020-present
Advisory Committee Member, Virtual Unconference on Open Scholarship Practices in Education Research, 2020-2021
Editorial Board, Contemporary Educational Psychology, 2018-present
Editorial Board, Journal of Educational Psychology, 2016-2020
Guest Editor, Shape of Educational Data [Special Section], Journal of Learning Analytics, 2016-2017
Conference Proposal Reviewer, AERA 2013, 2014, 2018 Annual Meetings, 2012-2017
Institute Faculty, AERA Statistics Institute: Math Education and Equity, May 2016
Grant Reviewer, Department of Developmental and Social Psychology of the University of Padova, 2016
Grant Reviewer, *U*.S.-Israel Binational Science Foundation, 2016
Grant Review Panelist, National Science Foundation, 2012, 2015
Grant Reviewer, Hymen Milgrom Supporting Organization, 2015
Conference Proposal Reviewer, SRCD 2013 Biennial Meeting, 2012
Instructional Assistant, AERA Statistics Institute: Math Education and Equity, May 2012 & 2013

AD HOC REVIEWER

Acta Psychologica, AERA Open, Aging and Mental Health, American Educational Research Journal, Archives of Scientific Psychology, British Journal of Educational Psychology, Child Development, Child Neuropsychology, Cognition and Instruction, Developmental Psychology, Early Childhood Research Quarterly, Education Evaluation and Policy Analysis, Educational Psychology, Educational Researcher, Educational Studies, Educational Studies in Mathematics, Elementary School Journal, European Journal of Psychological Assessment, European Journal of Psychology of Education, Frontiers in Psychology, International Journal of Behavioral Development, International Journal of Psychology, Journal of Experimental Psychology: General, Journal of Experimental Child Psychology, Journal for Research in Mathematics Education, Learning and Individual Differences, Learning and Instruction, PLOS ONE, Psychological Reports, Psychological Science, Remedial and Special Education, Scandinavian Journal of Educational Research, Social Psychology of Education, Sociology of Education, Teaching and Teacher Education, Thinking and Reasoning

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
Association for Psychological Science
Cognitive Development Society
Mathematical Cognition and Learning Society
Society for Research in Child Development

UNIVERSITY SERVICE

Member, University Undergraduate Policy Committee, Florida State University, 2018-2021
Keynote Speaker, Ladies' Legacy Banquet, Florida State University, 2014
Guest Speaker, Florida State University Math Society, October 2013
Statistics Workshop Instructor, Statistics Tutor, Webmaster, University of Illinois Education Justice Project, 2012-2013
I-Promise Mentor, University of Illinois, 2011-2013
Program Facilitator for the *What's Next?* Program for First Generation College Students, Boston College, 2008-2010

DEPARTMENT SERVICE

Area Director, Developmental Area, Psychology, Florida State University, 2022-present
Search Committee Chair, Psychology, Florida State University, 2022-present
Member, Graduate Studies Committee, Psychology, Florida State University, 2017-2021
Participant Pool and Mass Screening Coordinator, Psychology, Florida State University, 2016-2021
Member, Warmath Service Award Committee, Psychology, Florida State University, 2016-2018
Member, Colloquium Committee, Psychology, Florida State University, 2013-2018
Member, Undergraduate Studies Committee, Psychology, Florida State University, 2014-2016
Member, IT Committee, Psychology, Florida State University, 2013-2016

CENTER SERVICE

Search Committee Chair, Learning Systems Institute, Florida State University, 2022-present
Member, FCR-STEM Conference Planning Committee, Learning Systems Institute, Florida State University, 2015
Search Committee Member, Learning Systems Institute, Florida State University, 2014-2015

COMMUNITY SERVICE

GRE Quantitative Test Prep Presenter, BIPOC Psychology PhD application group, August 2020
Ask a Scientist Community Outreach, March 2015, October 2015, February 2016, April 2016, October 2016, May 2017, November 2017, September 2018, May 2019
Math Tutor, PACE Center for Girls Leon, March 2017-October 2018
Math Tutor, MathPals, United Way of the Big Bend, January 2017-May 2018
Southwood Neighborhood Scholarship Committee, April 2016, 2017, 2018
Capital Regional Science and Engineering Fair Judge, February 2015, 2017, 2018
Speaker at Parent Night, Apalachee Magnet School for the Arts, February 2015, October 2015