

CURRICULUM VITAE
Nicole S. Sorhagen
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PRESENT POSITION

Millersville University of Pennsylvania (2015 – present)
Assistant Professor of Psychology

EDUCATION

Temple University, Ph.D., 2014
Developmental Psychology
Dissertation: *Teacher and mother inaccurate beliefs: Exploring differential effects on child achievement.*
Advisor: Dr. Marsha Weinraub

Villanova University, M.S., 2009
Experimental Psychology
Thesis: *Exploring social class differences in the development of elaborated word meanings.*
Advisor: Dr. Pamela Blewitt

Bloomsburg University of Pennsylvania, B.A., 2007
Psychology Major with Honors, Studio Art Minor

PREVIOUS POSITIONS

Institute for Educational Sciences Postdoctoral Fellow, September 2014 - 2015
Graduation School of Education, University of Pennsylvania
PIs: Dr. Laura Desimone and Dr. Andrew Porter

Primary instructor, Temple University, 2009 - 2014
Undergraduate in Department of Psychology

Adjunct professor, Immaculata University, 2013 – 2014
Ed.D. in Higher Education Program

Adjunct professor, LaSalle University, 2012 – 2013
Master of Public Health Program

PUBLICATIONS

Peer-Reviewed Journal Articles

Gunderson, E. S., **Sorhagen, N. S.**, Gripshover, S. J., Dweck, C. S., Goldin-Meadow, S., Levine, S. C. (in press at *Developmental Psychology*). Parent praise to toddlers predicts fourth grade academic achievement via children's incremental mindsets.

Sorhagen, N. S., & Wurster, T. (2017). Income Within Context: Relative Income Matters for Adolescent Social Satisfaction and Mental Health. *Journal of Child Psychology and Psychiatry*, *58*(6), 736 – 743. doi:10.1111/jcpp.12695

Gunderson, E. A., Hamdan, N., **Sorhagen, N. S.**, & D’Esterre, A. P. (2017). Who needs innate ability to succeed in math and literacy? Academic-domain-specific theories of intelligence about peers versus adults. *Developmental Psychology*, *53*(6), 1188 – 1205. doi:10.1037/dev0000282

Sorhagen, N. S. (2013). Teacher expectations in the first grade disproportionately affect poor children’s high school performance. *Journal of Educational Psychology*, *105*(2), 465 – 477. doi:10.1037/a0031754

Manuscripts Under Review

Sorhagen, N. S., Keiffer, J. N., & Weinraub, M. (under review at *Developmental Psychology*). Like Mother, Like Daughter: Maternal Employment, the Mother-Daughter Relationship, and the Daughters Maternal Employment.

Manuscripts in preparation

Sorhagen, N. S. Parents’ and teachers’ beliefs and expectations about children’s abilities: A review.

Sorhagen, N. S. Differing effects of teachers’ and mothers’ inaccurate beliefs on child achievement: Evidence from multiple longitudinal datasets.

PROFESSIONAL PRESENTATIONS

Poster Presentations

Sorhagen N. S. & Lee, R*. (March, 2017). *Differing effects of teacher and mother inaccurate beliefs: Evidence from multiple longitudinal datasets*. Poster presented at the Society for Research in Child Development in Austin, Texas.

Sorhagen, N. S. & Weinraub, M. (March, 2015). *Like Mother, Like Daughter: Maternal Employment, the Mother-Daughter Relationship, and the Daughter’s Maternal Employment*. Poster presented at the International Convention of Psychological Science in Amsterdam, The Netherlands.

Sorhagen, N. S. & Zippert, E. (March, 2015). *Teacher and Mother Inaccurate Beliefs About Children’s Math Ability: Exploring Differential Effects on Children’s Math Achievement*. Poster presented at the Society for Research in Child Development in Philadelphia, Pennsylvania.

Sorhagen, N. S. & Wurster T. (March, 2015). *Family Relative Income Affects Adolescents’ Mental Health: Evidence for Mediation Through Loneliness and Moderation by Gender*. Poster presented at the Society for Research in Child Development in Philadelphia, Pennsylvania.

Sorhagen, N. S. & Wurster T. (March, 2014). *The Effect of Relative Income on Physical and Mental Health During Adolescence*. Poster presented at the Society for Research on Adolescence in Austin, Texas.

Sorhagen, N. S. (March, 2014). *The Long-term Consequences of Mother and Teacher Misperception of Ability on Adolescent Self-belief and Achievement: Considering*

Sociocultural Context. Poster presented at the Society for Research on Adolescence in Austin, Texas.

Sorhagen, N. S. (April, 2013). *Long-term influence of teachers' and mothers' misperceptions of abilities on children's self-beliefs and achievement*. Poster presented at Society for Research in Child Development in Seattle, Washington.

Kaplan, A., **Sorhagen, N. S.**, Kowalski, D., & O'Shea, A. (February, 2012). *Teachers' social and academic emphases and student belonging to school: the mediating role of support for student autonomy*. Poster presented at the Eastern Educational Research Association conference in Hilton Head, South Carolina.

Sorhagen, N. S. (January, 2012). *Teacher expectations in the first grade disproportionately affect poor children's high school performance*. Poster presented at The Society for Personality and Social Psychology Conference in San Diego, California.

Sorhagen, N. S., & Blewitt, P. C. (April, 2010). *Elaborated word knowledge in young children: the influence of social class and vocabulary size*. Poster presented at The Conference on Human Development in New York, New York.

Paper Presentations

Wurster T. & **Sorhagen N. S.** (March, 2017). *Income Within Context: Relative Income Matters for Adolescents..* Paper presented at the Society for Research in Child Development in Austin, Texas.

Gripshover, S. J., **Sorhagen N. S.**, Gunderson, E. S, Dweck, C. S., Goldin-Meadow, S., Levine, S. C. (March, 2015) *Parent Praise in Early Childhood Predicts Fourth Grade Academic Achievement*. Paper presented at the Society for Research in Child Development in Philadelphia, Pennsylvania.

Sorhagen, N. S. (April, 2014). *Evidence of Differing Effects of Inaccurate Perceptions of a Child's Ability Between Mothers and Teachers*. Paper presented at American Educational Research Association in Philadelphia, Pennsylvania.

Weinraub, M., **Sorhagen, N. S.**, & Stull, J. (June, 2012). *The Ultimate Irony of Child Care Supports for Low-Income Families: No Job, No Child Care Support; No Child Care Support, No Job*. Paper presented at the Work and Family Researchers Network Conference, New York City.

* denotes student author

TEACHING

General Psychology (100 level), Quantitative Methods in the Social Sciences (100 level), Inferential Methods in Psychology (200 level), Principles of Statistics and Experimental Design I (200 level), Child and Adolescent Development (200 level), Personality, Social, and Emotional Development (300 level), Phases of Development: Infancy (300 level), Advanced lab in Developmental Science (300 level), Advanced Research in Higher Education (graduate level), Statistics and Biostatistics (graduate level), Research Design and Statistical Analysis (graduate level).

AWARDS AND GRANTS

Course release grant, Millersville University, 2017
SPSP Student Travel Award, 2012
CLA Research Award, Temple University, Summer 2010
Tuition Scholar, Villanova University, 2008-2009
Graduate Student Council Psychology Representative, Villanova University, 2009
The Honor Society of Phi Kappa Phi, Bloomsburg University, 2007
Psi Chi, Bloomsburg University, member and Chapter Vice President, 2006-2007

PROFESSIONAL SERVICE

Conference reviewer, Society for Research on Child Development Biennial meeting (2013)
Ad-hoc reviewer, *Journal of Applied Developmental Psychology*; *The Journal of Experimental Education*

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science
American Educational Research Association
Society for Research on Educational Effectiveness
Society for Research on Adolescence
Society for Research in Child Development
Society for Personality and Social Psychology
Women in Quantitative Methodology

TRAINING

Hierarchical Linear Models, Professor Josh Klugman, Ph.D., topics included assumptions of multilevel modeling, longitudinal analysis, and hierarchical generalized linear models

Longitudinal Modeling Done Right: Best Practice and Social Justice, Todd Little, Ph.D., Society for Research on Adolescence Pre-conference training.

Growth Curve Analysis for Longitudinal Data, Professor Jennifer Cromley, Ph.D., topic included exploring longitudinal data on change, multilevel modeling for change, and modeling change using covariance structure analysis.

Structural Equation Modeling, Professor Mark Schmitz Ph.D., topics included path analysis, confirmatory factor analysis and structural equation modeling.

Integrative Data Analysis: Conceptual Issues and Applied Examples, Association for Psychological Science and the Society of Multivariate Experimental Psychology Methodological Workshop Series.

Head Start Impact Study Data Users Workshop, Early Childhood Surveys at NCES: The Early Childhood Longitudinal Studies (ECLS) and the National Household Education Surveys Program (NHES).

Survey of Multivariate Techniques, Professor Mark Schmitz Ph.D., topics included data management, multiple and logistic regression, survival analysis, discriminant function analysis, and factor analysis.