

POOJA K. AGARWAL

Illinois State Board of Education
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PROFESSIONAL PROFILE

- Current director of K-12 assessments for the State of Illinois
- Ph.D. in Cognitive Psychology, specializing in learning and memory research
- Education policy, scientific research, and classroom teaching experience
- Demonstrated record of leadership and service for non-profit organizations
- Event planning, fundraising, grant writing, and grant management experience
- Numerous peer-reviewed publications and invited presentations at national conferences
- Extensive data, computer, and web experience: SPSS, Excel, Adobe, HTML, Plone

POLICY EXPERIENCE

Illinois State Board of Education <i>Division Administrator of Student Assessment</i> Leading Illinois's development and administration of its statewide assessment system for 2,000,000 students; leading the development and implementation of a new statewide growth model, accountability system, and state/district/school report cards; coordinating Illinois's participation as a PARCC Governing State; overseeing a budget of \$43 million; and managing 15 union employees.	2011 – Present Springfield, IL
The College Board <i>Summer Fellow in Federal Policy (Advisor: Dr. John "Jay" Cole)</i>	Summer 2008 Washington, DC
U.S. Department of Education, Institute of Education Sciences (IES) <i>Intern (Advisor: Dr. Elizabeth Albro)</i>	Summer 2006 Washington, DC
U.S. Department of Education, Office of Educational Technology <i>Intern (Advisor: John Bailey)</i>	Summer 2003 Washington, DC

EDUCATION

Ph.D., Cognitive Psychology Washington University in St. Louis (Advisor: Dr. Henry L. Roediger, III)	2011
M.A., Cognitive Psychology Washington University in St. Louis	2009
B.A. & Missouri Elementary Teacher Certification Washington University in St. Louis (WU) <i>Magna cum laude</i> , Cognitive Neuroscience & Elementary Education	2005

RESEARCH EXPERIENCE

Illinois Education Research Council <i>Consultant</i>	Summer 2011 Edwardsville, IL
Test-Enhanced Learning at Columbia Middle School, Grades 6-8 <i>Research & Grant Coordinator</i> (\$3 million IES grant) Coordinated development and assessment of learning strategies; managed federal grant activities, including the writing of grant proposals and annual reports; hired, trained, and supervised ten research assistants; coordinated meetings among and presented findings to professors, educators, and administrators.	2006 – 2011 Columbia, IL
WU Memory & Cognition Lab <i>Lab Manager & Webmaster</i> (Advisor: Dr. Kathleen McDermott)	2004 – 2006 St. Louis, MO
WU Cognitive Psychology Lab <i>Research Assistant</i> (Advisor: Dr. David Balota)	2003 – 2004 St. Louis, MO

TEACHING EXPERIENCE

Washington University, Cognitive Psychology <i>Guest Lecturer & Teaching Assistant</i>	Spring 2009 St. Louis, MO
St. Louis County Public Schools, Grades 4-5 <i>Student Teacher</i>	2004 – 2005 St. Louis, MO
IMSA Kids Institute, Grades 2-12 <i>Curriculum Coordinator & Lead Teacher</i> Led workshops guiding high school students to become elementary teachers; developed and taught hands-on math and science curriculum during field trips and summer residential camps; gained 400+ hours of teaching experience.	1999 – 2006 Aurora, IL

SERVICE EXPERIENCE

Undergraduate & Graduate Fellowship Advisor Successfully mentored 1 Rhodes Scholar, 2 Truman Scholars, 5+ Truman Scholar Finalists, 3 National Science Foundation (NSF) Fellows, multiple NSF Honorable Mentions, and additional applicants for various scholarships and fellowships. Recruit applicants, organize Q&A sessions, provide extensive editing and writing support, and assist in numerous mock interviews.	2005 – Present
Truman Scholars Association Board of Directors <i>Immediate Past President (2010-2011), President (2009-2010), Vice President (2008-2009)</i> Served as Executive Director of a 501(c)3; coordinated the largest gathering of Truman Scholars (300+) to date; implemented a Strategic Planning process; launched a successful fundraising campaign, receiving more than \$50,000; managed more than 100 volunteers; coordinated more than 40 events around the country; dramatically increased social media presence; and represented 2,600 Truman Scholars worldwide.	2007 – 2011
IMSA Alumni Association Board of Directors <i>Intersession & Reunion Coordinator</i> Doubled the number of alumni facilitators of weeklong Intersession programs for current students; coordinated a successful reunion with 100 alumni in attendance; and organized fundraising campaigns.	2004 – 2007

GRANTS & AWARDS

National Science Foundation (NSF) Graduate Research Fellowship (\$120,000)
Harry S. Truman Scholarship (For leadership and dedication to public service, \$30,000)
American Psychological Association (APA) Early Graduate Student Award (\$1,000)
Illinois Mathematics & Science Academy (IMSA) Alumni Titan Award
1st Place in Social Sciences, WU Graduate Student Research Symposium (\$250)
Three-time recipient of WU Hoopes Undergraduate Research Awards (\$5,000 total)

PUBLICATIONS

- Agarwal, P. K.**, Lange, R., & Metcalf, L. A. (2012). Illinois's growth model approach using the value table method. Illinois State Board of Education, Springfield, IL.
- Roediger, H. L., **Agarwal, P. K.**, McDaniel, M. A., & McDermott, K. B. (in press). Test-enhanced learning in the classroom: Long-term improvements from quizzing. *Journal of Experimental Psychology: Applied*.
- Agarwal, P. K.** (2011). *Cognitive strategies improve students' higher order skills*. Manuscript submitted for publication.
- Agarwal, P. K.** (2011). *Examining the relationship between fact learning and higher order learning via retrieval practice* (Unpublished doctoral dissertation). Washington University in St. Louis, St. Louis, MO.
- Agarwal, P. K.**, & Roediger, H. L. (2011). Expectancy of an open-book test decreases performance on a delayed closed-book test. *Memory*, 19, 836-852.
- Agarwal, P. K.**, Rose, N. S., & Roediger, H. L. (2011). *The poorer get richer: Retrieval practice for students with low working memory span increases final recall to the level of high span students*. Manuscript submitted for publication.
- McDaniel, M. A., Thomas, R. C., **Agarwal, P. K.**, McDermott, K. B., & Roediger, H. L. (2011). *Quizzing promotes transfer of target principles in middle school science: Benefits on summative exams*. Manuscript submitted for publication.
- McDaniel, M. A., **Agarwal, P. K.**, Huelser, B. J., McDermott, K. B., & Roediger, H. L. (2011). Test-enhanced learning in a middle school science classroom: The effects of quiz frequency and placement. *Journal of Educational Psychology*, 103, 399-414.
- White, B. R., & **Agarwal, P. K.** (2011). The principal report: The state of school leadership in Illinois. Illinois Education Research Council, Edwardsville, IL.
- Fazio, L. K., **Agarwal, P. K.**, Marsh, E. J., & Roediger, H. L. (2010). Memorial consequences of multiple-choice testing on immediate and delayed tests. *Memory & Cognition*, 38, 408-418.
- Roediger, H. L., **Agarwal, P. K.**, Kang, S. H. K., & Marsh, E. J. (2010). Benefits of testing memory: Best practices and boundary conditions. In G. M. Davies & D. B. Wright (Eds.), *New frontiers in applied memory* (pp. 13-49). Brighton, U.K.: Psychology Press.
- Roediger, H. L., Weinstein, Y., & **Agarwal, P. K.** (2010). Forgetting: Preliminary considerations. In S. Della Sala (Ed.), *Forgetting* (pp. 1-22). Hove, U.K.: Psychology Press.
- Marsh, E. J., **Agarwal, P. K.**, & Roediger, H. L. (2009). Memorial consequences of answering SAT II questions. *Journal of Experimental Psychology: Applied*, 15, 1-11.
- Agarwal, P. K.**, Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2008). Examining the testing effect with open- and closed-book tests. *Applied Cognitive Psychology*, 22, 861-876.
- Agarwal, P. K.** (2005). Open-book and closed-book tests: Testing the testing effect. *Apex* (WU peer-reviewed undergraduate research journal, lead article), 2, 5-13.
- Agarwal, P. K.** (2003, October/November). College life in the Internet age. *Upgrade*, 14-15.
- Agarwal, P. K.** (2001). If I could make a school. *Learning & Leading with Technology*, 29, 28-31.

INVITED TALKS & PAPER PRESENTATIONS

- Roediger, H. L., Sanches, J. B., & **Agarwal, P. K.** (2011, November). *Does variable encoding affect learning and retention relative to constant encoding?* Talk delivered at the 52nd Annual Meeting of the Psychonomic Society, Seattle, Washington.
- Roediger, H. L., Zaromb, F. M., Butler, A. C., & **Agarwal, P. K.** (2011, August). *Collective memories and national narcissism in younger and older adults.* Talk delivered at the 5th International Conference on Memory, York, England.
- Agarwal, P. K.** (2011, June). *Examining the relationship between fact learning and higher order learning via retrieval practice.* Invited talk delivered at the Universidade de Lisboa, Portugal, Lisbon.
- Agarwal, P. K.**, McDaniel, M. A., Thomas, R. C., McDermott, K. B., & Roediger, H. L. (2011, March). *Quizzing promotes deeper acquisition in middle school science: Transfer of quizzed content to summative exams.* Talk delivered at the Annual Conference of the Society for Research on Educational Effectiveness, Washington, DC.
- McDaniel, M. A., & **Agarwal, P. K.** (2010, September). *How to use retrieval practice to improve your students' learning.* Invited talk delivered at a Columbia Middle School Faculty Meeting, Columbia, IL.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., **Agarwal, P. K.**, & Huelser, B. J. (2009, May). *Applying retrieval-enhanced learning in the classroom: The Columbia Middle School Project.* Invited talk delivered at the 21st Annual Meeting of the Association for Psychological Science, San Francisco, CA.
- Agarwal, P. K.** (2007, October). *The secret benefit of classroom testing.* Invited talk delivered at the University of Missouri, Columbia, MO.
- Agarwal, P. K.** (2006, June). *The Truman experience of a lifetime.* Invited talk delivered at the Truman Scholars Summer Institute, Washington, DC.
- Agarwal, P. K.** & Bowden, E. C. (2002, June). *Integrating technology into science curriculum "by kids, for kids."* Talk delivered at the National Educational Computing Conference, San Antonio, TX.
- Agarwal, P. K.**, & Conor, J. (2002, June). *If we could make a school: A student's perspective.* Invited talk delivered at the National Educational Computing Conference, San Antonio, TX.
- Agarwal, P. K.**, Droste, R., Xi, S.C., & Wat, M. (2000, October). *Empowering high school students to become elementary school teachers of science.* Talk delivered at the National Association of Biology Teachers Convention, Orlando, FL.

POSTER PRESENTATIONS

- Agarwal, P. K.**, Rose, N. S., & Roediger, H. L. (2010, November). *Testing levels the playing field for students with lower working memory capacity.* Poster presented at the 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.
- Agarwal, P. K.**, Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2010, June). *Improving student learning with classroom quizzes: Three years of evidence from Columbia Middle School.* Poster presented at the 5th Annual Institute of Education Sciences Research Conference, National Harbor, MD.
- Butler, A. C., Zaromb, F. M., **Agarwal, P. K.**, & Roediger, H. L. (2010, June). *Individual and collective memories of U.S. history in younger and older adults.* Poster presented at the Theoretical Perspectives on Autobiographical Memory Conference, Aarhus, Denmark.
- Agarwal, P. K.**, Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2010, March). *Improving student learning through the use of classroom quizzes: Three years of evidence from the*

Columbia Middle School project. Poster presented at the Annual Conference of the Society for Research on Educational Effectiveness, Washington, DC.

- Agarwal, P. K.**, Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2009, November). *Feedback increases middle school students' resolution and retention of correct responses*. Poster presented at the 50th Annual Meeting of the Psychonomic Society, Boston, MA.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., **Agarwal, P. K.**, & Huelser, B. J. (2009, June). *What is an effective quizzing schedule for middle school students?* Poster presented at the 4th Annual Institute of Education Sciences Research Conference, Washington, DC.
- Agarwal, P. K.**, Huelser, B. J., McDaniel, M. A., & McDermott, K. B., & Roediger, H. L. (2009, May). *Test-enhanced learning: Transfer of knowledge in middle school classrooms*. Poster presented at the 21st Annual Meeting of the Association for Psychological Science, San Francisco, CA.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2008, June). *Test-enhanced learning in the classroom: The Columbia Middle School project, year 2*. Poster presented at the 3rd Annual Institute of Education Sciences Research Conference, Washington, DC.
- Agarwal, P. K.**, Roediger, H. L., McDaniel, M. A., & McDermott, K. B. (2008, May). *Improving student learning using classroom quizzes*. Poster presented at the 20th Annual Meeting of the Association for Psychological Science, Chicago, IL.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2007, November). *Test-enhanced learning in the classroom: The Columbia Middle School project*. Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Roediger, H. L., McDaniel, M. A., McDermott, K. B., & **Agarwal, P. K.** (2007, June). *Test-enhanced learning in the classroom: The Columbia Middle School project*. Poster presented at the 2nd Annual Institute of Education Sciences Research Conference, Washington, DC.
- Agarwal, P. K.**, Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, November). *Long-term retention is greater following closed-book tests than open book tests*. Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.
- Agarwal, P. K.**, Karpicke, J. D., Kang, S. H. K., Roediger, H. L., & McDermott, K. B. (2006, May). *Open-book or closed-book tests? Effects of testing on learning depend on feedback*. Poster presented at the 18th Annual Meeting of the Association for Psychological Science, New York, NY.

PROFESSIONAL ORGANIZATIONS

American Psychological Association (APA)
Association for Psychological Science (APS)
International Association for Metacognition (IAM)
Society for Applied Research in Memory & Cognition (SARMAC)
Society for Research on Educational Effectiveness (SREE)
Truman Scholars Association (TSA)