

Natalie Schock, Ph.D.

Denver, CO | natalieschock.com | [LinkedIn](#)

EDUCATION

2021	Ph.D., Johns Hopkins University School of Education Baltimore, MD
2017	M.A. teaching, Relay Graduate School of Education New York, NY
2007	B.S. journalism, B.A. Italian, University of Kansas Lawrence, KS

WORK EXPERIENCE

2023–present	<p>Founder, Principal Natalie Schock LLC Denver, CO</p> <ul style="list-style-type: none"> • Provide support in learning and development (all aspects), research and evaluation and content development to clients in the private, public, government or academic sectors. • Services include developing and improving processes and procedures.
2021–2023	<p>Postdoctoral Fellow Marsico Institute for Early Learning and Literacy Denver, CO</p> <ul style="list-style-type: none"> • Developed professional development materials, including complementary e-learning modules, and facilitated virtual PD sessions for Connect4Learning preschool curriculum for over 150 teachers and coaches nationwide as part of a curriculum study. • Project managed the development of a teaching and learning app, <i>Bajillions</i>, that diagnoses children's mathematical thinking level and provides tailored supports to promote deeper thinking (Funder: Institute for Education Sciences, No. R305A220102, \$2 million). • Facilitated training sessions on preschool mathematics activities, conducted systematic classroom observations, and conducted >100 assessments as part of cluster RCT study (Funder: National Science Foundation, No. 1908889, \$4.6 million).
2022–2023	<p>Consultant Maryland State Department of Education/University of Maryland</p> <ul style="list-style-type: none"> • Developed a bespoke data collection protocol for evaluation of Judy Centers, a statewide learning program. • Collaborated with partners ranging from practitioners “on the ground” to PhD-level evaluators to director-level government stakeholders to test and iterate the protocol.
2020–2021	<p>Consultant Sockeye Media LLC New York, NY</p> <ul style="list-style-type: none"> • Consulted on curriculum map for reading program for young children that makes literacy pedagogy accessible to any caregiver. • Created training materials for production team to ensure pedagogically sound materials. • Developed tools for production teams by integrating input from literacy experts and translating formal pedagogical content into user-friendly language.
2019–2021	<p>Graduate Research Assistant Dr. Lieny Jeon, Wellbeing for Early Learning Lab (WELLab) & Baltimore Education Research Consortium JHU School of Education Baltimore, MD</p> <ul style="list-style-type: none"> • Collaborated with School of Education research teams to write federal, state, and foundation grant applications. • Represented JHU's Baltimore Education Research Consortium, a research–practice partnership, at the Early Childhood Advisory Council (ECAC), a Baltimore City research–practice–policy group. • Established ECAC research agenda by coordinating with data team and creating data inventory to guide team research questions and capabilities.

- Informed key early childhood policymakers and practitioners by creating 5-year Kindergarten Readiness Assessment synthesis presentation—which identifies underserved children and areas of need—for city and state leaders. Presentation shows assessment trajectories overall and for sub-groups (e.g., students with disabilities, English language learners).
- Drafted first-ever governance document for the Early Childhood Data Collaborative—a group of citywide stakeholders representing educational, public health, and funding entities—which outlined voting and data security procedures.

- 2020 (spring) Research Assistant | Start Early (formerly Ounce of Prevention Fund) | Chicago, IL
- Conducted extensive literature review on preschool learning environments, supporting families with referrals, and schedules and routines to inform a state's Quality Rating and Improvement System (QRIS) guidelines.
 - Consolidated findings into concise research summary briefs for a diverse audience of researchers, practitioners, and other stakeholders to support rollout of QRIS guidelines.
 - Completed all tasks under budget and ahead of deadline despite COVID-19 pandemic occurring mid-project.
- 2019–2020 Graduate Research Assistant | Institute for Innovation in Development, Engagement, and Learning Systems (IDEALS) | Johns Hopkins University School of Education | Baltimore, MD
- Collaborated with research team to write and edit report on Maryland's QRIS for all early care and education programs.
 - Maintained triannual reports summarizing partnerships between child care centers and Judy Centers, a statewide program providing wraparound services to children 0–5 to support school readiness. Reports assisted state- and city-level stakeholders in assessing effectiveness of Judy Center program.
 - Co-wrote/edited report on Alaska's wage and compensation model.
- 2019 Graduate Research Assistant | Dr. Deborah Gross | JHU School of Nursing | Baltimore, MD
- Co-created interview guides and conducted 1:1 interviews with educators about discipline procedures, school culture, and behavioral challenges, and program implementation.
 - These qualitative data support a quasi-experimental study on long-term effects of Dr. Gross's Chicago Parent Program, an early childhood intervention to improve behavioral trajectories (Funder: National Institutes of Child Health and Human Development, 5R21HD096197-02, \$200K).
- 2018 Graduate Research Assistant | Dr. Jeffrey Grigg | Baltimore Education Research Consortium, JHU School of Education | Baltimore, MD
- Created interview guide and independently facilitated focus groups of Baltimore parents and service coordinators at 10 school sites for Maryland State Department of Education (MSDE) report on Judy Centers, a kindergarten readiness wraparound service program.
 - Independently analyzed transcripts and wrote analytical reports to inform policy.
- 2018 Graduate Research Assistant | Dr. Kathy Edin and Dr. Stefanie DeLuca | JHU Poverty and Inequality Research Lab (PIRL) | Baltimore, MD
- Conducted interviews with Baltimore principals about neighborhood change, school operations, and student populations for multi-year study on neighborhood investment/divestment.
 - Independently designed interview and transcript coding guides to facilitate data analysis.
 - Collaborated with PIRL team members to analyze transcripts, present findings, and write manuscript about marketing to boost enrollment in traditional public schools.

- 2015–2017 Teach For America Third-Grade Teacher | Classical Charter Schools | New York, NY
- Taught all academic subjects in no-excuses South Bronx charter school with >85% students classified as low-income.
 - Collaborated with grade teams (3–4 teachers) to promote achievement:
 - Students scored 79% on the mathematics state test (district: 39%) and 93% proficiency on the language arts state test (district: 38%), a network record.
 - Collected, entered, and analyzed all testing and reading-level data, then generated action and intervention plans, including bespoke tools and strategies, in accordance with data.
 - Worked full-time and attended graduate school full-time, achieving a 4.3/4.5 GPA.
- 2011–2015 Preschool Media Writer/Producer | Sockeye Media LLC | New York, NY
- Planned; managed; and executed research, production, writing, social media, and advertising projects with preschool media company in a start-up atmosphere, as company grew from 2 to 16 employees and developed a leading YouTube channel.
 - Planned, coordinated, and executed comprehensive training program, including spearheading and co-creating training tools (e.g., manual) for all new employees to ensure transparent procedures, consistent culture, and company stability.
 - Hired, trained, and managed 4 interns to execute e-store order fulfillment, social media, customer service communication, and resource management.
 - Wrote winning YouTube \$100,000 grant for experimental 30-video series “Show Me How,” a learning tool for caregivers, about cognitive stimulation for young children.
 - Wrote hiring advertisements, processed applications, conducted interviews, and collaborated with executives to hire 4 people to replace me and expand my role.
 - Project managed nursery rhyme book project to expand media portfolio and generate revenue stream outside of online video.
 - Wrote and/or copy-edited scripts, social media posts, research summaries, and songs, including “Driving in My Car”, a song with more than 700 million views.
 - Managed relationship with YouTube and Google AdWords account representatives to improve visibility, revenues, and sophistication of advertising strategy.
- 2010–2011 Teaching Assistant | Perkins School for the Blind | Watertown, MA
- Taught life skills to 2 middle-school students with widely varying abilities and disabilities.
 - Accompanied students from after class through bedtime, using creative strategies to instruct and support with homework, hygiene, and social development, in accordance with Individualized Education Plan goals.
- 2007–2009 AmeriCorps gang prevention mentor | San Diego County Office of Edu. | Oceanside, CA
- Engaged and supported children at risk for joining gangs by independently running gang prevention/intervention plan at two middle schools and an elementary school.
 - Collaborated with school staff (e.g., teachers, administrators) to provide homework help, service activities, and safe recreation events (e.g., movie night).
 - Edited awarded state grant that funded program.
 - Cultivated students’ interests and personal development by coordinating with other AmeriCorps fellows and personal network to plan activities (e.g., pen pals, speakers).
 - Improved community and inspired students by volunteering/doing service projects with 10+ local institutions, from Surfrider Foundation (beach clean-ups) to Women’s Resource Center, a shelter for domestic violence survivors.
 - Hired after second term of service to train new hires.
- 2007–2009 Copy Editor | *The North County Times* | Escondido, CA

- Created correct, clear, and concise daily news articles by copy editing wire and local stories, including tightening stories and fact-checking, on nightly deadlines for local daily newspaper in a dynamic, diverse community.

SKILLS

- Consulting
- Learning & development
- Data collection/analysis
- Learning design
- Leadership
- Mentoring/coaching
- Project management
- Training implementation
- Content creation
- Presenting
- Writing, editing
- Teaching

AWARDS AND HONORS

2021	Student Excellence Award in the JHU Doctor of Philosophy in Education Program
2020	21 st Century Cities Initiative Award for Doctoral Research on Urban Issues, \$5,000
2019	Eastern Sociological Society, student presenter travel award, \$300
2019	Johns Hopkins Alumni Association (JHAA), awarded class ring for service
2015–17	Relay Graduate School of Education, <i>Dean's List</i> , four out of five terms
2009	Libby Elementary School (Oceanside, CA); A.P.P.L.E. Award for Student Advocacy
2007	Dow Jones Newspaper Fund Copy Editing Internship; <i>The Indianapolis Star</i> ; Indianapolis, IN
2007	University of Kansas Department of Italian, Excellent Student of Italian
2007	Phi Beta Kappa

GRANT-WRITING EXPERIENCE

*lead writer

2023	Pending. Spencer Foundation, Research-Practice Partnerships: Collaborative research for educational change: \$400,000 for Missing School? Promoting Early Attendance through the Baltimore City's Early Childhood Data Collaborative Partnership. The project is to explore attendance patterns over time, analyze the geographic attendance patterns, explore drivers of absenteeism and resources to promote attendance, inventory current attendance-promoting strategies across agencies, and pilot and analyze an attendance-promoting strategy. This project will focus on low-income families in Baltimore City.
2021	Not funded. National Science Foundation, Advancing Informal STEM Learning (AISL): \$3 million for Co-Designing Activities for Family Engagement in Early Math (CAFÉ Math). The project is to co-develop a digital tool that uses games and activities to assess children's mathematical thinking and promote their development. The co-development is with families from groups typically underserved: Black (rural and urban), Hispanic/Latinx (rural and urban), and Indigenous.
2020	Not funded. Institute of Education Sciences, National Center on Education Research: \$2 million for Mobile Games to Foster and Assess Early Literacy and Mathematics: A Low Cost and Feasible Intervention. The project is to translate and test learning games that were found effective at improving young children's mathematics/language skills and tracking their trajectories via a randomized control trial in Brazil. This project sample is U.S. children from low-income families.
2020	*Awarded. 21 st Century Cities Initiative Award for Doctoral Research on Urban Issues: \$5,000 to support software, methodological instruction, and conference travel for dissertation research.
2020	Awarded. Administration for Children and Families Secondary Data Analyses: \$100,000 to study chronic absenteeism in early grades in Baltimore.
2020	Not funded. U.S. Department of Health and Human Services, Administration for Children and Families: \$5 million for maintenance Research Connections, an early childhood research website.

- 2020 Awarded. Sherman Center for Early Learning in Urban Communities. \$100,000 to develop and execute an evaluation of Judy Centers (wraparound services supporting school readiness), including appropriate outcomes for children ages 0–3.
- 2019 Awarded. Urban Health Institute (JHU): \$10,000 to create Data Inventory, Data Development Agenda, School Readiness Report for the Early Childhood Advisory Council (ECAC), a Baltimore policy entity comprising school district, public health, university, and social service agencies.
- 2009 Awarded. \$500,000 from the State of California to continue funding for the Promoting Achievement and Student Success (P.A.S.S.) program at San Diego County Office of Education.

PUBLICATIONS

Peer-reviewed articles

- Clements, D. H., Sharifnia, E. B., Lim, C. I., Sarama, J., Vinh, M., & **Schock, N.** (2024). STEM for All: Promoting Inclusive STEM in Early Childhood. *YC Young Children*, 79(3), 23-32.
- Gross, D., Perrin, N., **Schock, N.**, Ferro, R.A., Bettencourt, A. (2023). Embedding a parenting skills program in public prek: outcomes of a quasi-experimental mixed methods study. *Early Education and Development*. <https://doi.org/10.1080/10409289.2023.2247954>
- Bostic, B., **Schock, N.**, Jeon, L., & Buettner, C. (2023). Early childhood teachers' sense of community and work engagement: Associations with children's social, emotional, and behavioral functioning. *Journal of School Psychology*, 98(2023). 133-147. <https://doi.org/10.1016/j.jsp.2023.02.007>
- Schock, N.**, & Jeon, L. (2023). Like your students, like their families? Teacher perceptions and children's socio-emotional-behavioral functioning. *Journal of Applied Developmental Psychology*, 84(January-February 2023). <https://doi.org/10.1016/j.appdev.2022.101479>
- Schock, N.**, Cossyleon, J., Nerenberg, K. (2022). 'We want to make our customers happy': How principals of zoned elementary schools market to families across neighborhood contexts. *Urban Education*. <https://doi.org/10.1177/00420859221140064>
- Schock, N.**, & Jeon, L. (2021). ECE program supports and teacher-perceived support from families: Are they connected? *Social Sciences* 10(10). <https://doi.org/10.3390/socsci10100361>

Book chapters

- Schock, N.**, Ardeleanu, K., Wang, J., Jeon, L. (2022). "It's Just Too Much": COVID-19 Effects on Head Start Teachers' Lives and Work. In: Pattnaik, J., Renck Jalongo, M. (eds) *The Impact of COVID-19 on Early Childhood Education and Care* (pp. 351-370). Springer. https://link.springer.com/chapter/10.1007/978-3-030-96977-6_18

Technical & Brief Reports

- 2021 Jeon, L., **Schock, N.**, Cronister, C., Zhao, X., Bostic, B., Wang, J., & Candelaria, M. (2021). *Baltimore City's Young Children: Prenatal to Five Experiences*. Baltimore, MD: Baltimore Children's Cabinet. <https://static1.squarespace.com/static/5f2823f04941a22b9876e21d/t/61f979f06a9563064872ad2e/1643739636106/ECW+BERC+Prenatal+to+Five+Report+1.27.2022-min2.pdf>

- 2020 Jeon, L., Hur, E., Satchell, T., Ardeleanu, K., **Schock, N.**, Guttman, A., & Swanson, C. (2020). *Maryland EXCELS 2019 Research Annual Report*. IDEALS Institute, Johns Hopkins University School of Education, Baltimore, MD.
- 2020 Jeon, L., & **Schock, N.** (2020). *Kindergarten Readiness Assessment (KRA) Scores, 2015–2019*. Baltimore, MD: Early Childhood Data Collaborative.
- 2020 **Schock, N.**, Jeon, L., Guttman, A., Carran, D., Satchell, T., & Swanson C. (2020). *Maryland EXCELS and Judy Centers Partnerships*. IDEALS Institute, Johns Hopkins University School of Education, Baltimore, MD.
- 2019 Jeon, L., Alexander, C., Hur, E., Ardeleanu, K., **Schock, N.** & Swanson, C. (2019). *Wage and compensation model for Alaska's early care and education*. Baltimore, MD: IDEALS Institute, Johns Hopkins University School of Education.
- 2018 Grigg, J. & **Schock, N.** (2018). *Judy Centers: The parent perspective*. Baltimore, MD: Baltimore Education Research Consortium.
- 2018 Grigg, J. & **Schock, N.** (2018). *Baltimore City Head Start Community Needs Assessment: 2018 Update*. Baltimore, MD: Baltimore Education Research Consortium.
- 2018 Grigg, J. & **Schock, N.** (2018, June 18). Toward kindergarten readiness for every child. *EdWeek*. Retrieved from https://blogs.edweek.org/edweek/urban_education_reform/2018/06/toward_kindergarten_readiness_for_every_child.html.

CONFERENCE ACTIVITY/PARTICIPATION

- 2021 **Schock, N.** (2021, April 9–12). *Perceived Family Support and Preschoolers' Behavior: Multilevel Modeling with Parent and Teacher Educational Attainment Moderators*. American Educational Research Association.
- 2021 **Schock, N.**, Wang, J., Ardeleanu, K., & Jeon, L. (2021, April 7–9). *"It's just too much": Covid-19 Effects on Head Start Teachers' Lives and Work*. Society for Research in Child Development, online.
- 2021 **Schock, N.**, Jones, F. (2021, April 7–9). *School Readiness through Sleep Routines? A Pilot Study of "Bedtime in a Box" Home Intervention*. Society for Research in Child Development, online. (under review)
- 2020 **Schock, N.** (2020, November 30–December 3). *Teacher-Perceived Relationships with Families and Preschoolers' Behavior: Indirect Associations through Teacher–Child Relationship*. National Research Conference on Early Childhood, online.
- 2020 **Schock, N.** (2020, April 17–21). [Canceled]. *Predicting Kindergarten Redshirting Using Individual and Contextual Factors: A Multilevel Logistic Analysis Using ECLS-K 2011*. American Educational Research Association, San Francisco, CA, United States.
- 2019 **Schock, N.**, and Grigg, J. (2019, March 21–23). *Ten Sites, One Mission: Mixed-methods Evaluation of a Readiness Program*. Society for Research in Child Development, Baltimore, MD, United States.
- 2019 **Schock, N.** & Cossyleon, J. (2019, March 14–17). *Investment, Divestment, and Enrollment: School Responses in Changing Neighborhoods*. Eastern Sociological Society, Boston, MA, United States.

UNIVERSITY SERVICE

- 2020 Horizons Doctoral Conference Planning Committee

- Among 14% of applicants accepted to plan the inaugural JHU Horizons Conference, a professional development event for doctoral students and post-docs.
- 2020 Representative on School of Education Student Advisory Council
- 2018–present Student Representative, Executive Committee, Johns Hopkins Alumni Association (JHAA)
- 2018–present Student Co-chair, Student and Alumni Engagement Committee, JHAA
- 2018–present School of Education Representative, Key 3 Committee, JHAA
- 2018–2020 Student Representative, School of Education Doctoral Committee, JHU

COMMUNITY INVOLVEMENT

- 2024–present Sun Valley Kitchen + Community Center Board Member | Denver, CO
- 2021–2024 Samaritan House volunteer tutor | Denver, CO
- 2019–2020 Reading Partners volunteer | Baltimore, MD
- 2016–2018 Board Member, Helene Marks Early Start Foundation | New York, NY
- 2015 Mentor, L-STEP (life skills program for people experiencing homelessness) | New York, NY
- 2013 American Cancer Society fundraiser/participant for the Broad Street Run | Philadelphia, PA
- 2011–2012 Team Leader, Art Explorers, Ravenswood Community Center | New York, NY
- 2007 Food preparer, Second Helpings food kitchen | Indianapolis, IN
- 2005–2007 Big Brothers Big Sisters | Lawrence, KS