

Madeline Berkowitz

Psychology Department
Middle Tennessee State University

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Employment and Affiliations

2022- present **Middle Tennessee State University**
Assistant Professor, Psychology Department

Education

- 2022 **University of Massachusetts Amherst**
PhD, School Psychology
Accredited by the American Psychologist Association
National Association of School Psychology approved program
Dissertation: A Comparison of Guided Reading and Systematic Phonics approaches
to supplementary reading
Committee: Amanda Marcotte (chair), Michelle Hosp, John Hintz, Jill Hoover
Recipient Mary Margaret Whitaker Award
- 2013 **Northeastern University**
MS/Certificate of Advanced Graduate Studies, School Psychology
Certificate Early Intervention
- 2010 **Bryn Mawr College**
BA, Psychology

Conference Presentations

Berkowitz, M., Meyer, M., Gaona, M, Swunlund, L. (Submitted). Re-imagining mental health screening and intervention after the COVID-19 pandemic. Mini-Skills Presentation.

Berkowitz, M (2022). Reading wars practice: Comparing guided reading and explicit phonics. Paper presentation at the National Association of School Psychologists Annual Convention 2022: Boston, MA

Hall, C & **Berkowitz, M** (2022). Promoting professional collaboration through remote school psychologist professional learning communities. Paper presentation at the National Association of School Psychologists Annual Convention 2022: Boston, MA

- Hall, C & **Berkowitz, M** (2022). Best practices for matching emergent fluent readers to text. Poster presentation at the National Association of School Psychologists Annual Convention 2022: Boston, MA
- Roberts, Z. S., **Berkowitz, M.**, & Marcotte, A. M. (2019). The case for vocabulary instruction. Poster presentation at the Nation Association of School Psychologists Annual Convention 2019: Baltimore, MD
- Marcotte, A. M., Boyle, C, **Berkowitz, M.**, Roberts, Z., Hall, C. (2018). An examination of extended vocabulary routines within repeated reading interventions. Paper presentation at the National Association of School Psychologists Annual Convention 2018: Atlanta, GA
- Berkowitz, M.** (2018). Early bird gets the worm? Effect of later school start time on attendance, graduation, and attention. Poster presentation at the Northeast Regional Educational Association Annual Conference: Trumbull, CT
- Marcotte, A.M., Habib, A., Meyer, A., & **Berkowitz, M.** (2018). Testing developmental reading theory through a pat analysis of triannual screening data. Paper presentation at the Northeast Regional Educational Association Annual Conference, Trumbull, CT
- Myers, L., **Berkowitz, M.**, Kadota, L., Tolkin, S. (2011). What's in a name? the role of iconicity and conventionality in children's understanding of gesture symbols. Paper symposium at the Society of Research in Child Development biennial meeting.

Peer Reviewed Publications

Berkowitz, M., Marcotte, A. (submitted). Reading Wars in Practice: A Comparison of Guided Reading and Explicit Phonics Interventions. *Reading and Writing Quarterly*.

Clinical Experience

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| 2021-2022 | <p><i>Doctoral Intern,</i>
 Community Consolidated District 15, Palatine, IL
 Supervisor: Laura Swunlund, PhD
 Intern at an APA accredited internship site providing district-level consultation including initiatives related to school-wide mental health screening and suicide prevention. Aid in developing guidance to schools on utilizing academic screening data and developing guidelines on entrance and exit criteria for interventions. Provide school-based case consultation and perform assessments within an RTI framework.</p> |
| 2020-2021 | <p><i>Clinician, ACT Therapy Team</i>
 UMASS Amherst Psychological Services Center
 Supervisor: Bruna Martins-Klein, Ph.D
 Served as a therapist at a University-affiliated training clinic. Co-led a psychoeducation group for older adults and provided individual</p> |

counseling to adults with a variety of presenting problems using an ACT framework.

2019-2020

PBIS Consultant

Hampden Wilbraham Regional School District, Wilbraham, MA

Advisor: Sara Whitcomb, Ph.D

Provided PBIS consultation and technical support. Supported district with data summarization and visualization, created a staff resource website, developed a system for tracking students who visited counselors

2019-2020

Neuropsychological Assessment Clinician

UMASS Amherst Psychological Services Center

Advisor: Dr. Edison Santana

Provided neuropsychological evaluations to students attending a substantially separate school serving students with social-emotional and behavioral difficulties through a university-affiliated training clinic.

2018-2019

School Psychology Practicum

Hadley Public Schools, Hadley, MA

Supervisors: Laura Rice, Ed.S, Amanda Ryan, Ph.D

Provided psychoeducational evaluation services, brief counseling interventions, consultation, and an anxiety group using the Coping Cat curriculum.

2013-2017

School Psychologist

Palmer Public Schools, Palmer, MA

Full-time employment as a school psychologist providing children in Pre-K through post-graduate with consultation and assessment services.

Served various special programs including the Structured Therapeutic Education Program, Language Enrichment Program, and Life Skills program. Led initiatives related to threat assessment/crisis response and progress monitoring. Held role of Preschool Coordinator and RTI Team Leader.

2012-2013

School Psychology Intern

Hingham Public Schools, Hingham, MA

Supervisors: Jennifer Milia MS/CAGS, Kim Kerr, EdS.

Full-time 1,200 hour school psychology internship. Assisted in a program for students transitioning back to school after hospitalization, implemented a structured recess program for students who struggle with social interaction during recess, and received experience in team chair responsibilities. Provided psychoeducational evaluations, teacher

consultations, counseling services, and participated in tiered systems processes.

2011-2012

School Psychology Practicum

Boston Public Schools, Boston, MA

Supervisor: Ilana Achildyev, EdS

Provided services in a diverse, urban, PreK -5 school including an Integrated preschool and four substantially separate classrooms for children with Autism. Completed psychoeducational reports, provided individual counseling, and led two counseling groups. Delivered social-emotional learning curriculum in four classrooms.

2010-2011

Early Intervention Practicum

Dimock Center, Boston, MA

Supervisor: Michelle Seagul, LCISW

Provided early intervention services to families and children birth through three years old with developmental delays or significant risk factors in a diverse, urban setting. Served on a team to complete developmental screenings, co-facilitated developmental, therapeutic playgroup, provided home visits and parent training.

2018, 2019

Summer

Program Assistant

UMASS Amherst

Assisted in programming for incoming college freshmen primarily from China and visiting students from the United Arab Emirates. Lived in a residence hall with students and responded to student concerns, delivered programming, helped students adjust to the program and build interpersonal connections

Teaching Experience

2017-2021

Teaching Assistant, Cognitive Assessment (graduate level)

Developed materials for teaching and grading cognitive assessments, provided feedback to students on recorded practice assessments, guest lectured

2017-2021

Teaching Assistant, Academic Assessment (graduate level)

Managed online learning system, participated in course development, graded written assignments, supported students in completing assignments

2019

Teaching Assistant, Statistics for Psychology (undergraduate)

Developed instructional materials and delivered instruction for lab component of course, held office hours, graded weekly assignments and final exam

Clinical Supervisory Experience

2019-2020

Graduate Supervisor

Supervisor: Jennifer Cooper, Ph.D

Supervised graduate students completing a second-year practicum in public schools. Provided individual supervision, live observation with feedback, modeling, and didactic instruction

Leadership and Service

Massachusetts School Psychology Association-Western Massachusetts Chapter, board member
Science of Reading Illinois- Board Member

Memberships / Affiliations

National Association of School Psychologist
American Psychological Association