

Timothy J. Cleary, Ph.D.
Associate Professor
Rutgers, The State University of New Jersey
Graduate School of Applied and Professional Psychology
Piscataway, NJ 08854
(848) 445-3982; timothy.cleary@rutgers.edu

EDUCATION

The Graduate Center, City University of New York – New York, NY
Educational Psychology – Specialization in School Psychology, Ph.D., 2001
Dissertation Chair: Barry J. Zimmerman

Queens College – Queens, NY
Masters of Science in Education, M.S., 2000
Professional Certificate in School Psychology, Ed.S., 2000

Manhattan College – Bronx, NY
Bachelors of Science, B.S., in Psychology, 1994

PROFESSIONAL EXPERIENCE

Rutgers, The State University of New Jersey University
Graduate School of Applied and Professional Psychology, Department of Applied Psychology
Associate Professor 2012 – Current

University of Wisconsin – Milwaukee
Department of Educational Psychology
Associate Professor with Tenure 2010-2012
Assistant Professor 2004-2010

CUNY Graduate School and University Center
Department of Educational Psychology
Visiting Professor 2003-2004

Clarkstown School District 2000-2003
Certified and Licensed School Psychologist

UNIVERSITY TEACHING

Rutgers University, Graduate School of Applied and Professional Psychology

Learning and Academic Interventions, 2012 - current

Foundations of Learning Disabilities, 2012 - current

Byrne Seminar: Success in Schools: Why Being Smart Isn't Always Enough, 2014 - current

University of Wisconsin-Milwaukee, Department of Educational Psychology

Assessment and Intervention: School Age Children

Academic Interventions and Alternative Assessment

Social, Psychological, and Biological Bases of Learning Disabilities

Self-regulation in Schools: Assessment and Intervention

Cognitive Behavioral Interventions in Schools

Practicum Coordinator, Beginning and Advanced Practicum

CUNY – Graduate Center, Department of Educational Psychology

Theory and Methods of Personality Assessment in Schools

Theory and Application of Behavioral Techniques in Educational Settings

Beginning and Advanced Practicum

PEER REVIEWED PUBLICATIONS

In press

Cleary, T. J., Dong, T., & Artino, A. R. (*in press*). Examining shifts in medical students' microanalytic motivation beliefs and regulatory processes during a diagnostic reasoning task. *Advances in Health Sciences*.

Cleary, T. J., & Callan, G. L. (*in press*). Examining the level of convergence among self-regulated learning microanalytic processes, achievement, and a self-report questionnaire. *Journal of Psychoeducational Assessment*.

Chen, P. P., & **Cleary, T. J.** (*in press*). Parents' ratings of middle school students' academic self-regulation: Development of a rating scale. *School Psychology Quarterly*.

2013 - 2014

Cleary, T. J., & Callan, G. L. (2014). Student self-regulated learning in an urban high school: Predictive validity and relations between teacher ratings and student self-reports. *Journal of Psychoeducational Assessment, 32*, 295-305.

Artino, A. R., **Cleary, T. J.,** Dong, T., Hemmer, P. A., & Durning, S. J. (2014). Exploring clinical reasoning in novices: A self-regulated learning microanalytic assessment approach. *Medical Education, 48*, 280-291.

Cleary, T. J., & Platten, P. (2013). Examining the correspondence between self-regulated learning and academic achievement: A case study analysis [Special Issue]. *Educational Research International*. doi: 10.1155/2013/272560

2009 - 2012

- Cleary, T. J., Callan, G. L., & Zimmerman, B. J.** (2012). Assessing self-regulation as a cyclical, context-specific phenomenon: Overview and analysis of SRL microanalytic protocols [Special Issue]. *Education Research International*. doi:10.1155/2012/428639.
- Cleary, T. J., & Sandars, J.** (2011). Assessing self-regulatory processes during clinical skill performance: A pilot study. *Medical Teacher, 33*(7), e368-e374. doi: 10.3109/0142159X.2011.577464.
- Cleary, T. J.** (2011). Professional development needs and practices among educators and school psychologists [Special Issue]. *New Directions for Teaching and Learning, 2011* (126), pp. 77-87. DOI: 10.1002/tl.446.
- Durning, S. J., **Cleary, T. J.**, Sandars, J, Hemmer, P, A., Kokotala, P, & Artino, A. R. (2011). Viewing strugglers through a different lens: How a self-regulated learning perspective can help medical educators with assessment and remediation. *Academic Medicine, 86*, 488-495.
- Sandars, J., & **Cleary, T. J.** (2011). Self-regulation theory: Applications to medical education: AMEE Guide No. 58. *Medical Teacher, 33*, 875-886.
- Cleary, T. J., Gubi, A., & Prescott, M. V.** (2010). Motivation and self-regulation assessments in urban and suburban schools: Professional practices and needs of school psychologists. *Psychology in the Schools, 47*(10), 985-1002. doi: 10.1002/pits.20519.
- Cleary, T. J., & Chen, P.** (2009). Self-regulation, motivation, and math achievement in middle school: Variations across grade level and math context. *Journal of School Psychology, 47*, 291-314. doi: 10.1016/j.jsp.2009.04.002
- Cleary, T. J.** (2009). Monitoring trends and accuracy of self- efficacy beliefs during interventions: Advantages and potential applications to school-based settings. *Psychology in the Schools, 46*, 154-171.
- Cleary, T. J.** (2009). School-based self-regulation and motivation assessments: An examination of school psychologist beliefs and practices. *Journal of Applied School Psychology, 25*, 71-94. doi: 10.1080/15377900802484190

2006 - 2008

- Cleary, T. J., Platten, P., & Nelson, A. C.** (2008). Effectiveness of the Self-Regulation Empowerment Program. *Journal of Advanced Academics, 20*, 70-107.
- Cleary, T. J.** (2006). The development and validation of the Self-Regulation Strategy Inventory-Self-Report. *Journal of School Psychology, 44*, 307-322. doi:10.1016/j.jsp.2006.05.002
- Cleary, T. J., & Zimmerman, B. J.** (2006). Teachers' perceived usefulness of strategy microanalytic assessment information. *Psychology in the Schools, 43*, 149-155. doi: 10.1002/pits.2014
- Cleary, T. J., Zimmerman, B. J., & Keating, T.** (2006). Training physical education students to self-regulate during basketball free-throw practice. *Research Quarterly for Exercise and Sport, 77*, 251-262.

2000 - 2004

- Cleary, T. J., & Zimmerman, B. J.** (2004). Self-regulation empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning. *Psychology in the Schools, 41*, 537-550.

- Cleary, T. J., & Zimmerman, B. J.** (2001). Self-regulation differences during athletic practice by experts, non-experts, and novices. *Journal of Applied Sport Psychology, 13*, 61-82.
- Kitsantas, A., Zimmerman, B. J., & **Cleary, T.** (2000). The role of observation and emulation in the development of athletic self-regulation. *Journal of Educational Psychology, 92*(4), 811-817.

BOOK CHAPTERS

In press

- Cleary, T. J.** (in press). Applications of self-regulated learning interventions: An introductory overview. In T. J. Cleary (Ed.), *Self-regulated learning interventions with at-risk youth: Enhancing adaptability, performance, and well-being*. APA Publication Press.
- Peters-Burton, E., **Cleary, T. J.** & Forman, S. (in press). Professional development contexts that promote self-regulated learning and content learning in trainees. In T. J. Cleary (Ed.), *Self-regulated learning interventions with at-risk youth: Enhancing adaptability, performance, and well-being*. APA Publication Press.

2012 - 2014

- Cleary, T. J.,** Durning, S. J., Gruppen, L., Hemmer, P. A., & Artino, A. R. (2014). *Self-regulated learning in medical education*. In K. Walsh (Ed.), *Oxford Textbook of Medical Education* (pp. 465-477). Oxford, UK: Oxford University Press.
- Cleary, T. J., & Labuhn, A.** (2013). Applications of cyclical self-regulation interventions in science-based contexts. In H. Bembenuddy, T. J. Cleary, and A. Kitsantas (Eds.), *Applications of Self-Regulated Learning across Diverse Disciplines: A Tribute to Barry J. Zimmerman* (pp.89-124). Information Age Publishing.
- Cleary, T. J., & Zimmerman, B. J.** (2012). A cyclical self-regulatory account of student engagement: Theoretical foundations and applications. In S. Christenson, A. L. Reschly, & Wylie, C. (Eds.), *Handbook of Research on Student Engagement* (pp. 237-258). Springer-Verlag.

2009 - 2011

- Cleary, T. J.** (2011). Self-evaluation in educational settings. In S. Goldstein and J. Naglieri (Eds.), *Encyclopedia of Child Behavior and Development* (pp. 1313-1316). Springer-Verlag Berlin Heidelberg.
- Cleary, T. J.** (2011). Negative academic self-evaluation. In S. Goldstein and J. Naglieri (Eds.), *Encyclopedia of Child Behavior and Development* (pp. 996-1000). Springer-Verlag Berlin Heidelberg.
- Cleary, T. J.** (2011). Emergence of self-regulated learning microanalysis: Historical overview, essential features, and implications for research and practice. In B. J. Zimmerman and D. Schunk (Eds.), *Handbook of Self-Regulation of Learning and Performance* (pp. 329-345). New York: Routledge.

Zimmerman, B. J., & **Cleary, T. J.** (2009). Motives to self-regulate learning: A social-

cognitive account. In K. Wentzel and A. Wigfield (Eds.), *Handbook on Motivation at School* (pp. 247-264). Boca Raton, FL: Lawrence Erlbaum Associates/Taylor & Francis.

2006

Zimmerman, B. J., & Cleary, T. J. (2006). Adolescents' development of personal agency: The role of self-efficacy beliefs and self-regulatory skill. In F. Pajares and T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 45-70). Greenwich, CT: Information Age Publishing.

BOOKS

Cleary, T. J. (in progress). *Applying self-regulated learning principles in classrooms: A teacher guide*. Anticipated 2016 publication with Routledge Publications.

EDITED BOOKS

Bembenuitty, H., Cleary, T. J., & Kitsantas, A. (Eds.). (2013). *Applications of self-regulated learning across diverse disciplines: A tribute to Barry J. Zimmerman*. Charlotte, NC: Information Age Publishing.

Cleary, T. J. (Ed.) (in press). *Self-regulated learning interventions with at-risk youth: Enhancing adaptability, performance, and well-being*. Anticipated 2015 publication by APA Press Publications.

GRANTS – Awarded

Spencer Foundation

Reforming academic support programs in middle schools: Examining the effects of self-regulated learning (SRL) instruction

Spencer Foundation, Small Grants Program

\$49,928

Principal Investor

2014-2016

Uniformed Services University

Combining Self-Regulated Learning Microanalysis with Virtual-Patient Simulation to Assess Clinical Reasoning and Cognitive Engagement

MedU Research Grants Program

\$24,000

Co-Investigator

2014-2015

Uniformed Services University

Developing and Testing a Self-Regulated Learning Assessment Methodology Combined with Virtual-Patient Simulation in Medical Education

U.S. Air Force Medical Research Program

\$91,000

Co-Investigator

2012-2013

Uniformed Services University

Developing and testing a self-regulated learning assessment methodology for medical education.

U.S. Air Force Medical Research Program **\$55,500**
Co-Investigator 2010-2011

University of Wisconsin – Milwaukee

Efficacy of Self-Regulation Empowerment Program: A Classroom-based intervention targeting the will and skill of urban high school youth in mathematics

U.S. Air Force Medical Research Program **\$64,000**
Principal investigator (PI) 2010-2011

University of Wisconsin – Milwaukee

Creating successful academic pathways in urban schools: Implementation and effectiveness of SREP

Institute of Excellence for Urban Education **\$16,744**
Principal investigator (PI) 2008-2009

University of Wisconsin – Milwaukee

Improving the motivation and academic success of urban minority youth: Initial effectiveness of the Self-Regulation Empowerment Program (SREP)

Society for the Study of School Psychology – Early Career Award **\$9,051**
Principal investigator (PI) 2008-2009

MAJOR CONFERENCE PAPER PRESENTATIONS AND SYMPOSIA

Callan, G. L., & Cleary, T. J. (2014, April). *The validity of a SRL microanalytic protocol for mathematical problem-solving*. Paper presented at the annual meeting for the American Educational Research Association, Philadelphia, PA.

Callan, G. L., Cleary, T. J., Reynolds, E. C., Looser, J., Schumaker, C., & Rollo, K. (2014, February). *Self-regulated learning microanalysis for math problem solving*. Presented at the annual convention of the National School Psychologist Association, Washington D.C

Cleary, T. J., & Callan, G. L. (2014, April). *Using SRL microanalysis to examine relations among cyclical phase SRL processes during a mathematics task*. Paper presented at the annual meeting for the American Educational Research Association, Philadelphia, PA.

Cleary, T. J., Dong, T., & Artino, A. R. (2014, April). *Assessing contextualized, dynamic processes: The benefits and limitations of self-regulated learning microanalysis*. Paper presented at the annual meeting for the American Educational Research Association, Philadelphia, PA

Artino, A. R., & Cleary, T. J. (2013, November). *Using self-regulated learning microanalysis to examine clinical reasoning in novices*. Paper presented at the annual meeting for the Association of American Medical Colleges.

Gubi, A., & Cleary, T. J. (2012, February). *Urban student well-being: A review and exploratory study*. Participant information exchange session presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Callan, G. L., & Cleary, T. J. (2012, February). *Differential effects of self-regulation across achievement levels and gender*. Participant information exchange session presented at

- the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Cleary, T. J., & Kwon, K.** (2012, February). *Motivation, self-regulation, and parental involvement: Applications to math contexts*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Callan, G. L., & **Cleary, T. J.** (2012, April). *A teacher rating scale to examine student self-regulation in math contexts*. Paper presented at the annual meeting for the American Educational Research Association, Vancouver, Canada.
- Cleary, T. J.,** Callan, G., Peterson, J., & Adams, T. (2011, April). *Using SI Microanalysis in an academic context: Conceptual and empirical advantages*. Paper presented at the annual meeting for the American Educational Research Association, New Orleans, LA.
- Artino, A. R., Durning, S. J., **Cleary, T. J.,** Hemmer, P. A., Kokotailo, P. K., Sandars, J. E. (2011, August). *Development and initial validation of a self-regulated learning microanalysis protocol for struggling medical students*. Paper presented at the annual meeting of the Association for Medical Education in Europe, Vienna, Austria.
- Chen, P., & **Cleary, T. J.** (2010, April). *Parental reports of their middle school children's academic self-regulation*. Paper presented at the annual meeting for the American Educational Research Association, AERA, Denver, CO.
- Cleary, T. J.,** Callan, G., Peterson, J. & Adams, T. (2010, February). *Best practices in implementing self-regulation interventions in school settings*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Cleary, T. J.** (2008, February). *Utility of microanalytic assessment: Methodology and implications for school psychologists*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Cleary, T. J.** (2008, March). *Measuring self-regulation, motivation, and academic achievement*. Discussant of symposium conducted at the annual meeting of the Association of Education Research Association, New York, New York.
- Chen, P., & **Cleary, T. J.** (2007, April). *Parental involvement in supporting middle-school students' academic self-regulation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Cleary, T. J.** (2007, March). *Utility of self-efficacy measures: School psychologist roles and functions*. Paper presented at the annual meeting of the National Association of School Psychologists, NY.
- Cleary, T. J.** (2005, March). *An intervention program for improving adolescent student motivation and self-regulation*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

POSTER PRESENTATIONS

- Lubin, A., Gartenberg, A., **Cleary, T. J.,** Alexsen, K., & Hogrebe, J. (2014, February). *Convergence of student and teacher ratings on self-regulation and motivation*. Poster session presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

- Hogrebe, J., Alexsen, K., **Cleary, T. J.**, Gartenberg, A., & Lubin, A. (2014, February). *Perceptions of learning context on self-motivation beliefs and regulatory behaviors*. Poster session presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Artino, A. R., Durning, S. J., **Cleary, T. J.**, Hemmer, P. A., Kokotailo, P. K., & Sandars, J. E. (2011, August). *Creating a self-regulated learning assessment methodology for struggling military medical students*. Poster presented at the U.S. Air Force Medical Research Symposium, Washington, DC.
- Cleary, T. J.**, & Callan, G., Peterson, J. & Adams, T. (2010, February). *Development and validation of Microanalytic Self-Regulation Interview*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Cleary, T. J.** (2009, April). *Motivation and self-regulation in urban schools: Needs and practices of school psychologists*. Poster presented at the annual meeting of the American Educational Research Association (AERA) (San Francisco, CA).
- Cleary, T. J.**, & Prescott, M. (2008, February). *Motivation/Self-regulation in urban schools: Needs and practices of school psychologists*. Poster presented at the 2008 annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Cleary, T. J.**, Platten, P., & Nelson, A. C. (2008, February). *Effectiveness of the self-regulation empowerment program (SREP) in an urban school*. Poster session presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Cleary, T. J.**, Platten, P., & Nelson, A. C. (2007, March). *Implementation of the self-regulation empowerment program (SREP) in an urban school*. Poster session presented at annual meeting of the National Association of School Psychologists, New York, NY.
- Cleary, T. J.** (2007, March). *Evaluation of school psychologists' motivation and self-regulation assessment practices*. Poster session presented at the annual meeting of the National Association of School Psychologists, New York, NY.
- Cleary, T. J.** (2006, March). *Self-regulation, motivation and science achievement in Hispanic adolescents*. Poster session presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Cleary, T. J.** (2006, March). *Reliability and validity of the Self-Regulation Strategy Inventory for Science (SRSI-SR)*. Poster session presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Cleary, T. J.** (2005, March). *Teacher acceptability of contextualized assessments of learning strategies and motivation*. Poster session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Invited Consultation Workshops and Professional Development

Emporia School District, Emporia Kansas, 2012

Workshop, *Building a self-regulation foundation: Linking theory and practice*.

Lindsborg School District, Lindsborg Kansas, 2011

Multiple Day Workshops, January, *Building a self-regulation foundation: Linking theory and*

practice; February, A self-regulation instructional template: Applications across specific disciplines; August, Full faculty training session

Loyola Marymount University, California, 2011

Workshop, *Training students to become strategic thinkers: Research, theory, and applications*

Halifax Community College, North Carolina, 2010

Workshop, *Promoting achievement, motivation, and strategic learning: Essential tactics and applications to college contexts*

Leeds University, England, 2010

Workshop, *Promoting achievement, motivation, and strategic learning in medical contexts: Foundations and applications*

University of Wisconsin-Milwaukee Children's Center, Milwaukee Wisconsin, 2010

Workshop, *Encouraging self-regulated learning in youth: Theory and practical applications*

Waukesha, Wisconsin, 2009

Milwaukee Public Schools, 2007

INVITED PROFESSIONAL DEVELOPMENT WORKSHOPS

5th Annual Teaching Forum, New York Chiropractic College, 2014

Keynote Speaker, Workshop, *Creating self-directed and empowering pathways for students: Applying self-regulation and motivation to graduate level training*

National Academic of Sciences, Workshop on Assessment of 21st Century Skills, 2011

Speaker, *Assessing self-regulated learning in specific contexts: An overview and illustration of SRL microanalysis*

Wisconsin School Psychologists Association, Annual Meeting, 2011

Topic Speaker, *Understanding the nature and application of self-regulated learning in school contexts: A process and cyclical perspective*

West Texas Middle School Math Partnership, Texas Tech University, 2010

Keynote Speaker, *Promoting achievement, motivation, and strategic learning in math contexts*

HONORS AND AWARDS

Review Recognition Award, Journal of School Psychology, 2011

Finalist for Outstanding Teaching Award, University of Wisconsin Milwaukee, 2011

Finalist for Article of the Year, Journal of School Psychology, 2006

Early Career Award, Society for the Study of School Psychology, 2005

PROFESSIONAL SERVICE

Editorial Board Memberships

Metacognition and Learning, 2014-current
Journal of Experimental Education, 2013-current
Journal of Educational Research, 2013-current
Journal of Educational Psychology, 2011-current
Journal of School Psychology, 2010-current
Guest Action Editor, 2011, 2014
Psychology in the Schools, 2006-2014

Ad Hoc Reviewer

British Journal of Educational Psychology
Motivation and Emotion
Metacognition and Learning
Journal of Advanced Academics
Educational Psychologist
Medicine and Science in Sport and Exercise
European Physical Education Review
Journal of Sport and Exercise
The Sport Psychologist
International Journal of Sport and Exercise Psychology
Developmental Review
Sage Open
Medical Teacher
Medical Education
Advances in the Health Sciences

Major Grant Review Activities

Institute of Education Sciences (IES), 1 year-Rotating Member – Basic Processes II, 2014
Institute of Education Sciences (IES), 3 year Permanent Member – Basic Processes II, 2015-2017
Social Sciences and Humanities Research Council (SSHRC) – 2011, 2013

Leadership in Professional Organizations

Studying and Self-Regulated Learning (SSRL) SIG, Executive board, AERA
Secretary, 2008-2010
Program Co-chair, 2010-2012
SIG Co-chair, 2012-current

PROFESSIONAL AFFILIATIONS

American Psychological Association (APA), Member
National Association of School Psychologists (NASP), Member
American Educational Research Association (AERA), Member

LICENSURE/SCHOOL-BASED PRACTITIONER EXPERIENCE

Licensed Psychologist, New York, 2001-2004

Licensed School Psychologist, New York and New Jersey

Felix Festa Middle School, West Nyack, NY

Full-time School Psychologist, 2000-2003

- Developed **self-regulation intervention programs** for middle school youth with learning disabilities and those at-risk for achievement and motivation problems
- Performed **initial** and **reevaluation assessments** on children and adolescents with learning disabilities, mental retardation, and emotional impairments
- Performed weekly **individual** and **group counseling** with adolescent population
- **Consulted with teachers** on an ongoing basis to enhance progress monitoring and implementation of instructional and behavior management strategies