

CURRICULUM VITAE

MARIKO CAVEY, M.S.
Human Development Program
University of California, San Diego
9500 Gilman Drive, 0115
La Jolla, CA 92093-0115

EDUCATION

Institution	Degree	Date	Major Field
San Diego State University	M.S.	2012	Counseling, Specialization in School Counseling
University of California, San Diego	B.A.	2010	Psychology, Minor in Education Studies

TEACHING EXPERIENCE

Courses Taught

University of California, San Diego (2013 – Present)

TMC 198: Education Reform at UCSD Partnership Schools

HDP 98: Undergraduate Research Opportunities in Human Development

San Diego State University, School Counseling Program (2012 – 2013)

CSP 769: Leadership, Advocacy, and Systems Change

CSP 645: College and Career Readiness

Curriculum Development and Course Revision

HDP 171: Diverse Communities in Human Development. Developed pilot course on culturally responsive scholarship and practice, in collaboration with the Director of the Cross-Cultural Center at the University of California, San Diego. Mentored and advised all HDP 171 students throughout their investigation of research field sites, communication with community partners, and visits to partnership organizations.

HDP 191: Field Research in Human Development. Redesigned course to incorporate new protocol for student-to-site communication to support professional skill development for students. Fully restructured student preparation activities to be more comprehensive in scope and sequence. Added mandatory course information session and field research orientation for all students. Developed responsive research curriculum to support students' preparation for working with diverse participants at unique partnership sites throughout San Diego.

HDP 98: Undergraduate Research Opportunities in Human Development. Redesigned course to incorporate faculty and staff participation in laboratory tours, guest lectures, and partnerships with affiliated campus programs offering research and internship opportunities through the University of California, San Diego.

TMC 198: Education Reform at UCSD Partnership Schools. Redesigned course to focus weekly readings, assignments, and lectures on four prominent themes in K-12 public education: the achievement gap, charter schools, culturally responsive education, and education policy. Revised course expectations to include group presentations, weekly writing assignments, and final papers addressing course themes. Increased frequency and duration of class meetings, incorporated guest lectures, created online course component, and developed additional training module for tutors prior to beginning school service hours.

CONFERENCE PRESENTATIONS

UCSD Teaching Diversity Conference

Cavey, M. (2015, January). *Learning to tutor and tutoring to learn in the UC San Diego Partnership Schools: Building multiple connections to The Preuss School, Gompers Preparatory Academy, and Lincoln High School.* La Jolla, CA.

College Board Destination Equity National Conference

Hatch, T. (2013, April). *College avenue compact: A K-16 school/community/university partnership to promote college and career readiness for all students.* New Orleans, LA.

WRITING AND EDITING FOR PUBLICATIONS

Books

Hatch, T. (2013). *The use of data in school counseling: Hatching results for students, programs and the profession.* Thousand Oaks, CA: Corwin Press.

Hatch, T. (2014). *P3H: Pilots, passengers, prisoners, and hijackers: Managing difficult people in an era of change.* Manuscript submitted for publication.

Book Chapters

Hatch, T. (2012). School counselors: Creating a college-going culture in K-12 schools. In National Association for College Admission Counseling (Ed.), *NACAC's Fundamentals of College Admission Counseling (3rd edition.)*. Arlington, VA: National Association for College Admission Counseling.

Hatch, T., & Bardwell, R. (2012). School counselors using data. In National Association for

College Admission Counseling (Ed.), *NACAC's Fundamentals of College Admission Counseling (3rd edition)*. Arlington, VA: National Association for College Admission Counseling.

Journal Articles

Duarte, D., & Hatch, T. (2014). Successful implementation of a federally funded elementary school counseling program: Results bring sustainability. *Professional School Counseling, 14*(1).

Hatch, T. (2013). *Hatching results for school counseling programs: Intentional guidance, ASK, pre-posts, the Flashlight and more!* Manuscript submitted for publication.

Hatch, T., & Parks, M. (2013). *A historical sketch of school counseling accountability in California, 1929-2009*. Manuscript submitted for publication.

UNIVERSITY SERVICE

University of California, San Diego (2013 – Present)

Advisor for the development, implementation, and evaluation of new service-learning courses.

San Diego State University (2011 – 2014)

Application Reviewer and Interview Evaluator for School Counseling Program Admissions.

PROFESSIONAL EXPERIENCE

University Experience

Academic Advisor and Field Research Coordinator (2013 – Present)

UCSD Human Development Program – Student Affairs

Coordinate Field Research Program serving 150 undergraduates per year, encompassing program eligibility, course enrollment, internship site applications and placements, and fieldwork training. Oversee partnerships with over 30 community organizations and advance program development.

Collect, interpret, and present data for program evaluations and reports. Facilitate collaboration with campus resource centers, academic departments, and student organizations. Advocate for student success and represent program needs at committee meetings. Direct quarterly workshops for academic development, career readiness, and community-building. Supervise the Human Development Student Association and cultivate student leaders.

Advise undergraduates individually, in small group workshops, in large group lectures, and via campus-wide online platforms in comprehensive four-year academic and career planning. Counsel students on policies, procedures, and available resources, and plan alternative pathways

for those in positions of poor academic standing, withdrawal from the university, or readmission. Provide short-term crisis counseling, mediate conflicts, and manage referrals to support services.

Program Representative – TMC/CREATE School Partnership Program (2009 – 2013)
UCSD Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE)

Collaborated with CREATE and UCSD's undergraduate colleges and departments to offer diverse service learning opportunities, expand K-12 school relationships with the university, and seek funding for outreach efforts. Collected, interpreted, and presented data to stakeholders to inform program development decisions. Managed recruitment, training, and placement of undergraduates serving at UCSD Partnership Schools. Coordinated with affiliated outreach programs to ensure equitable distribution of resources and efficient service delivery.

Grant Experience

Program Assistant for SDSU School Counseling GEAR-UP Grant (2012 – 2013)
SDSU Research Foundation and City Heights Educational Collaborative

Provided program analysis and professional development training for educational leaders guiding school counseling program reforms. Supported the design, execution, and assessment of school-university partnerships and graduate-level coursework. Provided administrative management and coordinated meetings and workshops for directors, graduate students, and affiliates of the SDSU School Counseling Program. Critically analyzed research, reports, and related literature. Edited and reviewed manuscripts, chapters, and texts for publishing.

School Counseling Grant Scholar (2011 – 2012)
SDSU Native American Scholars and Collaborators Projects Federal Grant

Collaborated with university faculty, practicing professionals, and graduate students to increase access to educational opportunities for Indigenous populations. Participated in local, state, and national institutes, workshops, and conferences to explore best practices in culturally responsive strategies to close the achievement gap. Collected, interpreted, and presented school achievement data and pre-post survey data to assess school-wide, grade-specific, and individual student needs.