

Jamie Mitchell

Stanford University, Graduate School of Education
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EDUCATION

- 2020-Present* **PhD., Stanford University**
Graduate School of Education
Concentration: Developmental and Psychological Sciences
Minor: Psychology
Area of study: Developmental Cognitive Neuroscience
Faculty Advisor: Jason Yeatman, Ph.D.
- 2018* **B.A., University of California, Irvine**
Major: Education Sciences
Concentration: Children's Learning and Development
Minor: Psychology and Social Behavior
Undergraduate Research Advisor: Carol Connor, Ph.D.
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RESEARCH EXPERIENCE

- 2020-Present* **Graduate Student Researcher, Stanford University**
Brain Development and Education Lab | Reading & Dyslexia Research Program
Research Advisor: Jason Yeatman, Ph.D.
- Conducted independent research on neuroimaging and behavioral datasets.
 - Collected, cleaned, and analyzed data as part of a longitudinal reading intervention study utilizing MRI (certified to operate MRI machine independently).
 - Design research experiments for independent and group use.
 - Contributed to assessment development for part of the Rapid Online Assessment of Reading (ROAR) platform.
- 2019-2020* **Full-Time Research Assistant, University of California, Irvine**
Individualizing Student Instruction Lab
Mentor: Carol Connor, Ph.D.
- Helped to develop and implement tools for Assessment to Instruction (A2i) and Optimizing Learning Opportunities for Students (OLOS) software.
 - Collected, managed, and cleaned data.
 - Managed cross-university collaborative research efforts.
 - Conducted independent research centered on reading development in Deaf and Hard-of-Hearing children along with child behavior,

bilingualism, and academic success.

2018

Undergraduate Researcher, University of California, Irvine

Individualizing Student Instruction Lab

Honors Program Mentor: Carol Connor, Ph.D.

- Developed training tools for the OLOS classroom observation system, video and live coded classrooms, administered and scored standardized assessments.

2016

Student Researcher, Irvine Valley College

Research interests: Personality and emotional well-being

Honors Program Research Advisor: Michael Cassens

PUBLICATIONS *Indicates equal contribution

Mitchell, J. L., Fuentes-Jimenez, M., Stone, H. L., Yablonski, M., & Yeatman, J. D. (2025). Visual Word Form Area demonstrates individual and task-agnostic consistency but inter-individual variability [Manuscript under review]. bioRxiv, 2025.07.23.666206.
<https://doi.org/10.1101/2025.07.23.666206>

Stone, H. L., **Mitchell, J. L.**, Fuentes-Jimenez, M., Tran, J. E., Yeatman, J. D., & Yablonski, M. (2025). Anatomically distinct regions in the inferior frontal cortex are modulated by task and reading skill. The Journal of Neuroscience, e1767242025.
<https://doi.org/10.1523/JNEUROSCI.1767-24.2025>

Mitchell, J. L., Yablonski, M., Stone, H. L., Fuentes-Jimenez, M., Takada, M. E., Tang, K. A., Tran, J. E., Chou, C., & Yeatman, J. D. (2025). Small or absent Visual Word Form Area is a trait of dyslexia [Manuscript under review]. bioRxiv, 2025.01.14.632854.
<https://doi.org/10.1101/2025.01.14.632854>

Yeatman, J. D., Tran, J. E., Burkhardt, A. K., Ma, W. A., **Mitchell, J. L.**, Yablonski, M., Gijbels, L., Townley-Flores, C., & Richie-Halford, A. (2024). Development and validation of a rapid and precise online sentence reading efficiency assessment. Frontiers in Education, 9, 1494431. <https://doi.org/10.3389/feduc.2024.1494431>

CONFERENCE PAPERS *Indicates equal contribution

Steven L. Meisler, Matthew Cieslak, Hamsanandini Radhakrishnan, Taylor Salo, Eric Feczko, Kimberly B. Weldon, Timothy J. Hendrickson, rae McCollum, Begim Fayzullobekova, Tanya Pandhi, Lucille A. Moore, Bárbara Avelar-Pereira*, Joëlle Bagautdinova*, Sendy Caffarra*, Kelly Chang*, Philip A. Cook*, Teresa Gomez*, Mareike Grotheer*, McKenzie P. Hagen*, Zeeshan M. Huque*, Iliana I. Karipidis*, Arielle S. Keller*, John A. Kruper*, Audrey Luo*, Kahini Mehta*, **Jamie L. Mitchell***, Adam R. Pines*, Ethan A. Roy*, Hannah Stone*, Valerie J. Sydnor*, Maya Yablonski*, Jason D. Yeatman, Ariel Rokem, Damien A. Fair, Theodore D.

Satterthwaite (abstract submitted). A quality-rated, analysis-ready release of over 16,000 dMRI sessions from the ABCD Study. Organization for Human Brain Mapping (OHBM) Annual Meeting 2025, Brisbane, Australia.

Burkhardt, A., Yablonski, M., **Mitchell, J.**, Tran, J., Gijbels, L., Yeatman, J. (2023). Developing items for a client reading efficiency task. National Council on Measurement in Education (NCME) Conference 2023, Chicago, United States.

BOOKS AND CHAPTERS *Indicates equal contribution

Connor, C. M.* & **Greenberg, J.*** (2021). Prevailing theories of reading development and deafness. In S. R. Easterbrooks & H. M. Dostal (Eds.), *The Oxford handbook of deaf studies in literacy* (pp. 53–66). Oxford University Press

PRESENTATIONS *Indicates presenting author(s)

Mitchell, J. L., Fuentes-Jimenez, M., Stone, H. L., Yablonski, M., & Yeatman, J. D. Methods matter: Functional localization and methodological variability in the Visual Word Form Area. *Flux: Society for Developmental Cognitive Neuroscience*, September 2024, Dublin, Ireland.

Mitchell, J. L.*, Yablonski, M., Stone, H. L., Fuentes-Jimenez, M., Tran, J. E., Yeatman, J. D (2024). Intervention Improves Reading Ability but Differences in High Level Visual Cortex of Children with Dyslexia Persist. *Flux: Society for Developmental Cognitive Neuroscience*, September 2024, Baltimore, MD.

Yablonski, M.*, Zhou, Z., Cao, X., **Mitchell, J.**, Stone, H., Fuentes, M., Gao, M., Liao, C., Setsompop, K., Yeatman, J. (2024). Fast and precise quantitative measures of white matter development with magnetic resonance fingerprinting. *Flux: Society for Developmental Cognitive Neuroscience*, September 2024, Baltimore, MD.

Mitchell, J. L.*, Yablonski, M., Stone, H. L., Fuentes-Jimenez, M., Tran, J. E., Yeatman, J. D (2024). Stability and plasticity in the Visual Word Form Area following reading intervention. *2024 Wu Tsai Neurosciences Institute Retreat*, May 2024, Santa Cruz, CA.

Mitchell, J. L.*, Stone, H. L., Yablonski, M., Fuentes-Jimenez, M., Tran, J. E., Yeatman, J. D (2024). Dyslexia, Reading Ability, and the Visual Word Form Area. *Stanford 15th Annual Pediatrics Research Retreat 2024*, April 2024, Stanford, CA.

Mitchell, J. L.* (2023). Exploring dynamic changes in visual word processing: A longitudinal study of VWFA size in children with dyslexia. *Stanford Mini-Conference of Longitudinal Methods*, December 2023, Stanford, CA.

Mitchell, J. L.*, Stone, H. L., Yablonski, M., Tran, J. E., Fuentes-Jimenez, M., Yeatman, J. D.

(2023). Intervention-driven changes in the Visual Word Form Area of struggling readers. *Flux: Society for Developmental Cognitive Neuroscience*, September 2023, Santa Rosa, CA.

Yablonski, M.*, **Mitchell, J.**, Stone, H., Fuentes-Jimenez, M., Tran, J., Yeatman, J. (2023). Functional connectivity patterns of the visual word form area are stable during learning. *Flux: Society for Developmental Cognitive Neuroscience*, September 2023, Santa Rosa, CA.

Stone, H. L.*, Yablonski, M., **Mitchell, J.**, Fuentes-Jimenez, M., Tran, J. E., Yeatman, J. D. (2023). Intervention-driven changes in the Visual Word Form Area of struggling readers. *Flux: Society for Developmental Cognitive Neuroscience*, September 2023, Santa Rosa, CA.

Mitchell, J. L.*, Stone, H. L., Yablonski, M., Tran, J. E., Fuentes-Jimenez, M., Yeatman, J. D. (2023). Intervention-driven changes in the Visual Word Form Area of struggling readers. *Stanford University Bio-X Interdisciplinary Initiatives Seed Grants Program Symposium and Poster Session*, Stanford, CA.

Stone, H. L.*, Yablonski, M., **Mitchell, J.**, Fuentes-Jimenez, M., Tran, J. E., Yeatman, J. D. (2023). Plasticity of Frontal Language Regions in Struggling Readers Following Intervention. *Stanford University Bio-X Interdisciplinary Initiatives Seed Grants Program Symposium and Poster Session*, Stanford, CA.

Baxter Mercado*, L. L., **Mitchell, J. L.**, Yablonski M., Stone, H. L., Tran, J. E., Fuentes-Jimenez, M., Yeatman, J. D. (2023). Visual Word For More Than Just Words?. *Stanford University Bio-X Interdisciplinary Initiatives Seed Grants Program Symposium and Poster Session*, September 2023, Stanford, CA.

Baxter Mercado*, L. L., **Mitchell, J. L.**, Yablonski M., Stone, H. L., Tran, J. E., Fuentes-Jimenez, M., Yeatman, J. D. (2023). Visual Word For More Than Just Words?. *Stanford University Neuroscience Undergraduate Research Opportunity (NeURO) poster session*, August 2023, Stanford, CA.

Syed, Z.*, **Mitchell, J.**, McCandliss, B. (2023). Learning Without Sound: Analyzing the Educational Outcomes of Hearing-Impaired Children. *Stanford Psychology Undergraduate Honors Poster Symposium*, May 2023, Stanford, CA.

Mitchell, J. L.*, White, A. L., Yablonski, M., Tang, K. A., Yeatman, J. D. (2023). Group-level template labels obscure individual text-selective response in left ventral temporal cortex. *Cognitive Neuroscience Society (CNS) Conference* March, 2023, San Francisco, FL.

Mitchell, J.* (2022). Effects of task demands on neural response in the visual cortex. *Developmental and Psychological Sciences Second-Year Poster Session*, March 2022, Stanford, CA.

Greenberg, J., Wolfe, C., Adams, A., & Connor, C. (accepted for 2020, July). The Relation between Child Talk During Mealtime and Literacy Outcomes for Pre-K Students: Examining the Differences Between Monolingual and Multilingual Children. *Society for the Scientific*

Study or Reading (SSSR) 27th Annual Conference 2020, Newport Beach, CA (Conference canceled).

Greenberg, J.* & Moin, K.* (2016). Listen to Yourself: The Correlation Between Music Preferences, Personality and Emotional States. *IVC/SC Student Research Symposium*, November 2016, Mission Viejo, California.

RELEVANT EMPLOYMENT/VOLUNTEER EXPERIENCES

- 2022-Present** **GSE Mentorship Program Co-Chair, Stanford University**
- Coordinate mentorship pairings
 - Plan regular events to facilitate mentorship opportunities for mentors and mentees
- 2021-Present** **Student Mentor, Stanford University**
Students mentored:
- Various 1st year Ph.D. Students and Masters students through the GSE Mentorship Program
 - Psychology Honors Program Thesis Advisor
 - NeURO Fellowship Project Advisor
 - Symbolic Systems Summer Internship Advisor
 - Mentor for independent local High School research project
- 2024** **Teaching Assistant**
Course: EDUC 464 - Measuring Learning in the Brain
- Course instructor for PhD, masters, and undergraduate students
 - Created course materials, lead lectures, assigned grades, managed MRI data collection and preprocessing for student projects
- 2022-2023** **Teaching Affiliate**
Course: Psych 1 - Introduction to Psychology
- Course instructor for undergraduate and masters co-term students
 - prepared teaching materials, led course sections, assigned grades to students
- 2020** **Conference Facilitator, Stanford University**
Conference: Build Together, Learn Better
- Facilitated a series of virtual convenings for San Jose students with learning differences and their families, Silicon Valley technology partners, and education leaders

AWARDS AND HONORS

- 2025** **Stanford Community Impact Award**
- 2022-2023** **Dean's Collaborative Learning Fund, Stanford University**
Received a grant to help with operating costs for the GSE Mentorship Program
- 2017-2018** **Regents' Scholar, University of California, Irvine**
Received the University of California's most distinguished merit-based fellowship
- 2017-2018** **Campus Wide Honors Program, University of California, Irvine**

RELEVANT SKILLS

MRI certified

Certified to independently operate the 3T scanner at the Stanford Center for Neurobiological Imaging

Working knowledge of several coding and statistical languages

- Python, R, MatLab, Julia, command line

Experience preprocessing and analyzing neuroimaging datasets

Experience with neuroimaging-specific software

- Nilearn, NiBabel, Neuropyth, BrainIAK, FreeSurfer, MRICron, FMRIPrep, BIDS formatting, vistasoft, SPM, CONN

Experience working with children ages 3-18 in various contexts

Working knowledge of FileMaker, classroom observation systems, and various testing materials

American Sign Language (Limited Proficiency)