



Professional Experience

David Amiel is a Research Associate at the Rutgers University Center for Effective School Practices (CESP), where he enthusiastically works to co-create programs, learning experiences, and methodologically rigorous research and evaluation projects with the aim of improving learning for all people, both big and small. As a dedicated educator himself, he works closely with members of the CESP research team to ensure practitioner-relevant and data-driven instruction and research. David Amiel also coordinates the implementation of research and related services, collects data from practitioners through surveys and interviews, and disseminates the work of the Center through written publications and presentations at state and national conferences.

David has been an integral member of the CESP team for several years, first while an undergraduate student at Rutgers and now post-graduation. His education in biomathematics, computer science, and cognitive sciences allows him to engage fully in the work of CESP across content areas and learning institutions. His extensive technical and data analytic skills provide the team with indispensable expertise in the meaningful modeling of processes and phenomena. His educational background includes high-level mathematics and the physical and social sciences, such as discrete modeling, graph theory, research exposure in mathematical oncology, and human cognition, among others. Complementary to his work at CESP, David also serves as a faculty member at American Institute (2018-present), an adult career-education school, where he writes curriculum, advises students, and delivers instruction to aspiring professionals. He has experience teaching both in-person and virtually to a predominately underserved student population; there, he also works with curriculum developers to co-create timely, relevant, and rigorous content and activities for this program. Additionally, he has teaching experience with K12 students in mathematics and computer science.

Project Experience

Extending the Computer Science Pipeline: Enhancing Rigor and Relevance in Middle School Computer Science [United States Department of Education | 2021-2025](#)

On this project, David Amiel serves as a research associate on the administrative, financial, and field implementation team, where he facilitates the work involving schools and the day-to-day project administration and logistics, manages budget and reporting requirements, and provides field support to the development and execution of the Technical Assistance Framework as well as aid in dissemination efforts via preparing applications and drafting articles, posters, and presentations.

Qualification Highlights

Expertise in collaborating with K12 educators through an RPP
Skilled PD provider and high school CS and math teacher
Talented financial analyst and communicator

Education

B.A. Rutgers University (2019)
Major: Biomathematics
Minors: Economics, Computer Science, Cognitive Science

Certificates and Training

Google Certified Educator, L.1
Microsoft Innovative Educator
Apple Teacher
Social/Behavioral/Epidemiologic
Research Investigators CITI Certification

Expanding Access to Computer Science Education: Professional Learning Hubs [New Jersey Department of Education | 2021-2022](#)

David Amiel serves as the Professional Learning Facilitator for the Rutgers Computer Science Education Hub, where he works collaboratively with the Project Director/Co-Project Director in the day-to-day facilitation of the project. He has a role in the development of professional learning opportunities to ensure the synergy between these opportunities across the hub and works with team members to curate learning opportunities for teachers and school leaders surrounding important issues in computer science education. David manages the upkeep of the Hub's website and is the main point of contact between professional learning providers, the Rutgers Hub, and educators across the state.

The Computer Science Teaching and Learning Collaboratory (CS-TLC): Building Capacity, Rigor, and Equity in Computer Science Education [National Science Foundation | 2018-2021](#)

As a research associate on this CSforAll RPP project, David works closely with teachers and administrators to coordinate and deliver rigorous professional learning opportunities in the context of an RRP by developing presentations regarding rigorous computer science content and pedagogy. Mr. Amiel co-developed the annual summer institutes with the Rutgers Computer Science department and external consultants; he also developed and implemented online professional development modules in partnership with the co-PI of the project for the project's participating teachers utilizing the University's learning management system. He created, implemented, and continues to monitor the online collaboration platform for the RPP members via a Mobilize site, coordinates social media outreach, and handles school site visits associated with the project. He also works with the central leadership team on financial and project monitoring and reporting.

Active Surveillance of Policy Ecosystems and Networks to Enhance Brokering of Research Evidence into State Policymaking [William T. Grant Foundation | 2019-2022](#)

As a research assistant on this project, David develops and conducts interviews and surveys for school professionals and in accordance with IRB guidelines and regulations, works to qualitatively and quantitatively analyze data to provide researchers with accurate, useful information. He also aids the research team in collaborations with NAMI NJ to utilize data more effectively and intentionally. Further, he works collaboratively with members of the team at the School of Information and Communication Science to draft dissemination content.

Diverse Teachers for Diverse Schools [New Jersey Department of Education | 2019-2020](#)

As a member of the evaluation team on this project, David co-developed evaluation surveys for participating teachers, administrators, and mentors, qualitatively and quantitatively analyzed survey data, and wrote evaluative project reports that informed researchers and the funding agency on the outcome and impact of the project.

Products

Blitz, C., **Amiel, D.**, & Allen, V. (2021, August). *Combined Capacity: Leveraging the RPP Structure for an Additive Effect on Instructional and Institutional CSE Outcomes*. RPPforCS: The Intersection of RPPs and BPC in CS Education, Virtual Conference.

Blitz, C., **Amiel, D.**, Allen, V., & Incantalupo, M. (2021, June). *Navigating and Selecting Tools for Distance Education*. 2021 Computer Science Teachers Association Annual Conference, Virtual Conference.

- Amiel, D.** & Blitz, C. (2021, May). *An Immersive Virtual Experience to Drive Change in Computer Science Education*. Annual Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT), Virtual Conference.
- Blitz, C., Allen, V., & **Amiel, D.** (2021). *Recruiting Diverse Learners to High School Computer Science*. Proceedings of the 52nd ACM Technical Symposium on Computer Science Education, Virtual Event, USA.
<https://doi.org/10.1145/3408877.3439565>
- Blitz, C.L., Allen, V., **Amiel, D.** (2020, June). *A Researcher Practitioner Partnership (RPP): The Computer Science Teaching & Learning Collaboratory*. 2020 Pennsylvania Computer Science for All Summit. Harrisburg, PA.
- Blitz, C.L., Allen, V., **Amiel, D.** (2020, June). *Recruiting Diverse Learners to Computer Science*. 2020 Pennsylvania Computer Science for All Summit. Harrisburg, PA.
- Blitz, C.L., Trees, F., Allen, V., **Amiel, D.** (2020, May). *Partnership & Progress: The Computer Science Teaching & Learning Collaboratory*. 2020 STEM for All Video Showcase: Learning from Research and Practice. Online.
- Blitz, C.L. & **Amiel, D.** Partnership and Progress: *The Computer Science Teaching & Learning Collaboratory*. Computer Science Newsletter, International Society for Technology in Education (ISTE). March 2020

Current and Pending Support

The Center for Effective School Practices is an entirely grant-funded center within the Graduate School of Education, receiving no internal Rutgers funding. The Center has secured over \$6,000,000 of external funding in the last 5 years. David Amiel is currently funded on the below projects:

Title	Source of Support	Amount	Period
Extending the Computer Science Pipeline: Enhancing Rigor and Relevance in Middle School Computer Science	United States Department of Education	\$4,000,000	January 2021 – December 2025
Expanding Access to Computer Science Education: Professional Learning Hubs	New Jersey Department of Education	\$266,665	April 2021 – August 2022
The Computer Science Teaching and Learning Collaboratory (CS-TLC): Building Capacity, Rigor, and Equity in Computer Science Education	National Science Foundation	\$1,000,000	January 2018 – December 2021
Active Surveillance of Policy Ecosystems and Networks to Enhance Brokering of Research Evidence into State Policymaking	William T. Grant Foundation (Subaward)	\$195,000	January 2019 – December 2022