CURRICULUM VITAE

Toshna Pandey, Ph.D., M.Sc.
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BACKGROUND AND SUMMARY

- Research Scientist; research expertise in prevention and implementation science, preventative school-based social, emotional, and behavioral interventions, and culturally-responsive teaching
- Expertise in qualitative and mixed-methods research
- Experience with grant writing, project management, preparing Institutional Review Board (IRB) applications, staff supervision
- Proficient in Qualtrics, Dedoose, and Atlast.ti, and intermediate proficiency in SPSS

EDUCATION

Doctor of Philosophy in Special Education
Virginia Commonwealth University, Richmond, VA (2021)
Doctoral Committee Chairperson: Kevin Sutherland, Ph.D.
Doctoral Committee Members: Yoyoing Xu, Ph.D., Donna Gibson, Ph.D., Maureen Conroy, Ph.D.
Dissertation Title: *Elementary Teachers' Attributions of Racially Minoritized Students' Classroom Behaviors*

Master of Science in Counseling Psychology
Christ University, Karnataka, India (2016)

Bachelor of Arts in Psychology
University of Delhi, New Delhi, India (2014)

PROFESSIONAL EXPERIENCE

Research Scientist, Youth-Nex Center, University of Virginia (2024-present)
Supervisors: Catherine Bradshaw, Ph.D.:

Testing the Efficacy of Double Check Online Coaching: A Culturally Responsive Student Engagement Model. (Institute of Education Sciences, R305A240235, PI: Catherine Bradshaw). (2024-present). Award Amount: $3,999,138
Role:

- Project Manager, supervise research project personnel, manage project activities, facilitate team meetings
- Assisted in grant writing, specifically incorporating a mixed-methods approach to determine project impacts
- Support UVA's IRB submissions and modifications, prepare consent and assent forms
- Prepare data requests to secure IRB approval from participating school districts
- Prepare courses on Canvas; create and manage implementation fidelity data
- Supervise the development of data storage infrastructure with UVA's Custom Applications & Consulting Services
- Lead interviews with school administration and teachers to determine program impacts, barriers to program implementation, and experience with teacher professional development

Evidence-Informed Mental health Prevention, Assessment, Collaboration, and Treatment in Middle Schools (National Institute of Mental Health, 1RF1MH132345-01, PI: Mike Lyons). (2024-present) Award Amount: $2,910,771
Role:

- Lead interviews with school administration to determine program impacts, barriers to program implementation, and experience with teacher professional development

Postdoctoral Research Associate, Youth-Nex Center, University of Virginia (2021-2024)
Supervisors: Catherine Bradshaw, Ph.D.; Katrina Debnam, Ph.D.:

R-CITY: Reducing Racism and Violence through Collaborative Intervention with Teachers and Youth. (National Institutes of Minority Health and Health Disparities, 1R01MD013808-01, PI: Catherine Bradshaw). (2021-2023). Award Amount: $2,852,979
Role:

- Facilitated partnerships between UVA and participating school districts
- Grant management activities and supported IRB submissions
- Provided professional development in school-based preventative interventions for urban and rural educators
- Developed technical reports on program delivery, data collection, and coaching procedures, and prepared training manuals for school-based preventative interventions
- Developed virtual infrastructure for data collection for teacher reports and implementation fidelity data using Qualtrics
- Trained staff in use of classroom observational tools and collected live classroom observational data
- Conducted post-intervention interviews with teacher participants to determine program impacts, barriers to program implementation, and experience with teacher professional development
- Co-authored two peer-reviewed articles

Mapping the contours of teen dating violence: An ecologically-informed grounded theory approach to understanding romantic relationship development among Black girls. (National Institutes of Health, R21MD018110, PI: Katrina Debnam). (2023-2025). Award Amount: $440,000

Role:

- Project Manager, supervised project personnel, managed day-to-day project activities
- Supported IRB narratives and application
- Conducted interviews and trained research assistants in interviewing methods and data analysis using various approaches such as Situational Analysis, Grounded Theory, and Thematic Analysis
- Co-authored three peer-reviewed articles, lead author for a third article for publication

Long-Term Effects of Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques. (Institute of Education Sciences, R305A150221, PI: Catherine Bradshaw). (October 2022-present). Award Amount: $1,098,752
Role:

- Project Manager, managed all project activities such as recruitment, data collection, and data analysis
- Prepared and managed IRB applications
- Prepared IES-mandated progress reports
- Co-authoring research paper on the long-term follow-up of early career teachers who received an integrated coaching and classroom management intervention

Identifying Discrete and Malleable Indicators of Culturally Responsive Instruction and Discipline. **(**Institute of Education Sciences, R305A180111, PI: Keith Herman, UVA Subcontract PI: Catherine Bradshaw). (December 2021). Award Amount: $1,399,990
Role:

- Performed secondary data analysis of classroom instruction and use of intervention lessons
- Coded over 100 classroom videos using a tool measuring culturally-sustaining, anti-racist, and equity-supportive (CARES)

Testing the Efficacy of Double Check: A Cultural Proficiency Professional Development Model in Middle Schools. (Institute of Education Sciences, R305A140070, PI: Catherine Bradshaw). (December 2021). Award Amount: $3,500,000

Role:

- Assisted in developing online modules on for the Double Check online professional development series

Development and Validation of the Culturally- and Racial Equity-Sustaining (CARES) Classroom Assessment System. (Institute of Education Sciences, R305A220212, PI: Katrina Debnam). (July 2022-2023). Award Amount: $1,999,969

Role:

- Led cognitive interviews with teachers to refine and validate a teacher-report measure on racially- and culturally-sustaining practices
- Assisted in developing a teacher-report measure
- Trained research assistants in qualitative data analysis
- Supported UVA's IRB applications
- Co-authored two peer-reviewed articles

Research Methods Consultant and Co-Author, Yang Tan Institute on Disability & Employment, Cornell University (2022-present)

Person-Centered Training with Group Home Staff and Residents with Intellectual and/or Developmental Disabilities. Yang Tan Institute, Cornell University (2021-present)

- Provided consultation on methodology and data analysis
- Co-authored two peer-reviewed articles, lead author paper under review

Graduate Research Assistant, Virginia Commonwealth University (2017-2021):

CACREP School Counseling Programs: Preparing School Counseling Students as Related Service Providers (Office of Special Education Programs, PI: Donna Gibson). (August 2020-2021). Award Amount: $1,250,000

Role:

- Prepared IRB application
- Developed and managed survey on school counseling students' perceptions of training received from by counselor education programs
- Taught counselors-in-training how to serve students with disabilities for postsecondary transition

BEST in CLASS-Elementary: A Preventative Classroom-based Intervention Model. Institute of Education Sciences. Social and Behavioral Context for Learning Research Grants. (Institute of Education Sciences, R305A150246, PI: Kevin Sutherland). (August 2018-July 2020). Award Amount: $1,499,939

Role:

- Coached elementary school teachers in a value-added, evidence-based behavior intervention for students at-risk for emotional and behavioral disorders using a practice-based coaching model
- Developed weekly goals with teachers to improve their teaching practices and provided professional development to trainee coaches
- Assisted in writing the grant proposal and co-authored two peer-reviewed articles
- Collected live classroom data using observational tools

BEST in CLASS-Web. Institute of Education Sciences. Social and Behavioral Outcomes to Support Learning Research Grants. (Institute of Education Sciences, R324A160158, PI: Maureen Conroy). (January 2018-July 2019). Award Amount: $1,499,000

Role:

- Coached Pre-K teachers in a value-added, evidence-based behavior intervention for students at-risk for emotional and behavioral disorders using a practice-based coaching model
- Developed weekly goals with teachers to improve their teaching practices and provided professional development to coaches-in-training
- Performed data cleaning and management

- Collected data using observational tools

Exploring the intersection of racism and COVID-19 among international Chinese students through their lived experiences. Rapid Research Funds, VCU School of Education. (PI: Yaoying Xu). (2021).
Award Amount: $5,000
Role:

- Conducted case study interviews with participant
- Co-authored a peer-reviewed article

Examining the impact of COVID-19 on international students from China at VCU. VCU COVID-19 Rapid Research Funding Award. (PI: Yaoying Xu). (2020).
Award Amount: $10,000
Role:

- Trained research assistants in qualitative interviews
- Conducted semi-structured interviews
- Co-authored a peer-reviewed article

GRANTS

University of Virginia, Innovative, Developmental, Exploratory Awards (IDEA) Seed Grant. Optimizing Coaching to Enhance Teacher Implementation Fidelity of Evidence-based Preventative Interventions in Classrooms (PI: Catherine Bradshaw) (July 2022-June 2025).
Award Amount: $10,000
Role: Co-Principal Investigator

Objectives: (1) Identify coach-related factors (e.g., personality, communication styles, experience, training, confidence, and efficacy) that inform their use and perceived effectiveness of distinct coaching activities to increase teachers' implementation and uptake of evidence-based practices with fidelity; (2) Explore coach perceptions of the barriers and facilitators to program sustainability of evidence-based practices in school settings.

PEER-REVIEWED ARTICLES

Brendli Brown, K. R., Blessing, C., **Pandey, T**., Simmons, H., & O'Brien, J. (2025). Person-Centered Planning for Group Home Residents with Intellectual and Developmental Disabilities. Research and Practice for Persons with Severe Disabilities, 0(0). https://doi.org/10.1177/15407969251322732

Blessing, C., Brendli Brown, K. R., **Pandey, T**., Simmons, H., & O'Brien, J. (2025). Changing practices, procedures, and perceptions: A multi-year person-centered planning initiative in group homes for residents with intellectual and developmental disabilities. Journal of Intellectual Disabilities, 0(0). https://doi.org/10.1177/17446295241312808

Smith, L. H., Aguillar, L. N., Joshua, K., **Pandey, T**., Sox, D., Hernandez, B. E., Wang, Y., Yang, K., & Bottiani, J. H. (2025). Mixed methods systematic review: Using a cultural validity assessment to evaluate prevention programs for Indigenous students. Journal of School Psychology. 108, 101402, https://doi.org/10.1016/j.jsp.2024.101402

Franco, M., Rouiller, S., Bradshaw, C. P., Pas, E., **Pandey, T.,** Kaihoi, C., & Bottiani, J. (accepted with minor revisions). Coaching Teachers to Implement Equity and Social-Emotional Learning Focused Curricula in the Classroom: Insights from a Randomized Controlled Trial. *Journal of Educational & Psychological Consultation.*

Pandey, T., Sutherland, K. S., Cormier, D. R., & Gibson, D. M. (2024). Elementary Teachers' Attributions for Racially Minoritized Students' Classroom Behaviors. Urban Education, 0(0).

https://doi.org/10.1177/00420859241276410

Bottiani, J.H., Gillins, M., Griffin, C.B., Kaihoi, C.A., Hughes, L., Pendergrass, S., **Pandey, T**., Voegtlin, R., Rouiller, S., Pas, E.T., Debnam, K.J., Bradshaw, C.P. (2024). A Research-Practice Partnership to Develop the R-CITY Multi-Component, Equity-Focused Social-Emotional Learning Intervention. School Mental Health. 16(3), 632-648. doi:10.1007/s12310-024-09703-4

Smith, L. H., Aguayo, D., **Pandey, T.**, Reinke, W., Herman, K., & Debnam, K. (2024). How Can Teachers Improve? Using Culturally Responsive Frameworks to Examine Adolescent Perspectives. *Journal of Adolescent Research, 0(0). https://doi.org/10.1177/07435584241230960*

Franco, M.P., Bottiani, J.H., Debnam, K.J., Bonifay, W., **Pandey, T**., Karras, J., Bradshaw, C.P. (2024). The CARES classroom observation tool: Psychometrics of an observational measure of culturally responsive practices. Journal of School Psychology. 107,101381. doi: 10.1016/j.jsp.2024.101381.

Gibson, D., Xu, Y., & **Pandey, T.,** Jiang, Y. & Olsoe, B. (2023). The Impact of the Pandemic and Protests on Identity and Purpose: A Narrative Inquiry with an International Chinese Student. *International Journal for the Advancement of Counselling.*

Granger, K. L., Chow, J. C., Broda, M. D., **Pandey, T.**, & Sutherland, K. S. (2022). A preliminary investigation of the role of classroom contextual effects on teaching efficacy and classroom quality. *Preventing School Failure: Alternative Education for Children and Youth*, 1-10.

Parkhouse, H., Bennett, E., **Pandey, T.**, Lee, K., & Wilson, J. J. (2022). Culturally Relevant Education as Professional Expectation Responsibility. *Educational Researcher.* https://doi.org/10.3102/0013189X221092390

Nemer, S. L., Granger, K. L., Sutherland, K. S., Conroy, M. A., & **Pandey, T.** (2022). A preliminary study of BEST in CLASS – Elementary on teacher self-efficacy, burnout and attributions. *Behavioral Disorders, 47* (2). https://doi.org/10.1177/01987429211010672

Cormier, D. R., & **Pandey, T.** (2021). Semiotic analysis of a foundational textbook used widely across educational supervision. *Journal of Educational Supervision, 4*(2), 101. https://doi.org/10.31045/jes.4.2.6

Xu, Y., Gibson, D., **Pandey, T.,** & Olsoe, B. (2021). The Lived Experiences of Chinese International Students and Scholars during the Initial COVID-19 Quarantine Period in the United States. International *Journal for the Advancement of Counselling*. 43(4), 534-552. https://doi.org/10.1007/210447-021-09446-w

UNDER REVIEW

Pandey, T., Brendli Brown, K. R., Blessing, C., Simmons, H., & O'Brien, J. (revise and resubmit). Barriers to Implementing Person-Centered Planning: A Qualitative Study with Group Home Employees & Residents. *Research and Practice for Persons with Severe Disabilities*.

Debnam, K. J., **Pandey, T.,** Coletti, M., Leath, S., & Avery, L. R. (revise and resubmit). "I bring peace": Cultural assets as facilitators to young Black women's healthy romantic relationship dynamics. *Journal of Adolescent Research.*

Nguyen, A. J., Sung, J. **Pandey, T.,** Skrzypek, C., Hosig. K., & Bradshaw, C.P. (under review). Helping Students Weather the Pandemic: A Mixed-Methods Study of Rural Educators and their Students' Wellbeing. *Social and Emotional Learning: Research, Practice, and Policy*.

IN PREPARATION

Pandey, T., Budavari, L., Raynor, S. S. & Bradshaw, C. P. (in preparation). Optimizing Coaching to Enhance Implementation Fidelity of Classroom-Based Preventative Interventions: A Mixed-Methods Study on Effective Coaching Activities

Pandey, T., Raynor, S. S. & Bradshaw, C. P. (in preparation). Coaches' perspectives of the facilitators and barriers to school-based program implementation and sustainability.

Pandey, T., & Debnam, K. (in preparation). Young Black women's perspectives on religious influences in their intimate relationships.

Debnam, K., Steven, T., Leath, S., Coletti, M., **Pandey, T.,** & Avery, L. (in preparation). Using situational analysis to develop a conceptual framework of romantic relationship development for young Black women.

Bradshaw, C. P., Budavari, A. C., **Pandey, T**., Ma, J., Downer, J. T., & Ialongo, N. S. (in preparation). Follow-Up To an RCT of the Good Behavior Game and MyTeachingPartnerTM: Effects on Teacher Outcomes through the COVID-19 Pandemic.

BOOK CHAPTER

Perez, P., Beahm, L. A., **Pandey, T.** & Lindstrom Johnson, S., & Bradshaw, C.P. (2025). Measuring the Impact of PBIS through Multiple Metrics: Mapping Outcomes to Cost Savings. (Eds.). Simonsen, B., McIntosh, K., G., George, H., & Bradshaw, C. P. *Handbook of Positive Behavior Supports (2nd ed)*.

Bradshaw, C. P., Budavari, A. C., Nguyen, A., Henderson, L., Beahm, L., **Pandey, T.** & Pas, E. (2024). Integrating Social and Emotional Learning and Multi-tiered Systems of Support for Behavior: A Strategy for Optimizing Implementation and Scale-up of SEL Programming. (Eds.) J. Durlak, C. Domitrovich, & J. Mahoney. *Handbook of Social and Emotional Learning (2nd ed)*. Guilford.

CONFERENCE PRESENTATIONS

Pandey, T., Budavari, A. C., Raynor, S.S., & Bradshaw, C. P. (2025). Optimizing Coaching to Enhance Teachers' Implementation Fidelity: A Mixed-Methods Study on Effective Coaching Activities. [Paper Presentation]. Society for Research on Educational Effectiveness. Chicago, IL.

Debnam, K. J., Stevens, T., Coletti, M., **Pandey, T.,** Avery, L. R., & Leath, S. (2025). Mapping the contours of adolescent dating abuse: Using situational analysis to understand structural influences on romantic relationship development among young Black women. 2025 Nursing Network on Violence Against Women International Conference. Niagara Falls, ON, Canada.

Pandey, T., & Bradshaw, C. P. (2024). Coach-Related Factors Influencing the Use and Perceived Effectiveness of Evidence-Based Practices. [Symposium]. National Association of School Psychologists. New Orleans, LA.

Henderson Smith, L., Aguilar, A., Joshua, K., Hernandez, B., **Pandey, T**., Sox, D., Yang, K., Wang, Y., & Bottiani, J. H. (2024). A mixed-method systematic review of school-based prevention programs for Indigenous Students. [Paper Presentation]. National Association of School Psychologists. New Orleans, LA.

Gibson, D., Xu, Y., **Pandey, T.,** & Jiang, Y. (2024). Pandemic and Protests Impact on Identity and Purpose: Narrative Inquiry with an International Chinese Student. [Paper Presentation]. Chinese America Educational Research and Development Association International Conference.

Bottiani, J.H., Debnam, K., Kaihoi, Henderson Smith, L., **Pandey, T**., Aguayo, D. Bradshaw, C.P., Herman, K. (June, 2023). Measuring Teachers' Culturally Sustaining and Anti-Racist Classroom Practices. In E. Doolittle (Chair), Supporting Education Equity and Social Justice in the Classroom: Innovations in Alternatives to

Exclusionary Discipline [Symposium]. 2023 Society for Prevention Research Annual Meeting. Washington, D.C.

Henderson Smith, L., Aguayo, D., **Pandey, T.,** Reinke, W., Herman, K., & Debnam, K. How Can Teachers Improve? Using Culturally Responsive Frameworks to Examine Adolescent Perspectives. [Flash Talk]. Society for Research on Adolescence, San Diego, CA.

Pandey, T., Budavari, L., Beahm, L., & Bradshaw, C. P. (2023). Association between Teacher and Student Factors in Relation to Implementation Quality of the Good Behavior Game and My Teaching Partner Interventions. (2023). Poster session presented at the Society for Prevention Research Annual Meeting, Washington DC.

Jiang, Y., **Pandey, T.,** Xu, Y., Gibson, D., & Olsoe, B. (2022). *The Impact of the Pandemic and Protests on Identity and Purpose: A Narrative Inquiry with an International Chinese Student.* Poster session presented at Research Colloquium, School of Education, Virginia Commonwealth University.

Xu, Y., Gibson, D., **Pandey, T.,** Jiang, Y. & Olsoe, B. (in preparation). *The Impact of the Pandemic and Protests on Identity and Purpose: A Narrative Inquiry with an International Chinese Student.* [Paper Presentation]. Chinese American Educational Research & Development Association Conference 2022.

Xu, Y., Gibson, D., **Pandey, T.,** & Olsoe, B. (2021, April). *Intersectional Exploration of International Chinese Students' Lived Cultural and Educational Experiences during COVID-19*. [Paper Presentation]. American Educational Research Association (AERA) Conference 2021.

Pandey, T. (2020). *Elementary school teachers' training in culturally-responsive behavior management.* Poster session presented at the Council for Exceptional Children Convention and Expo, Portland, OR.

Pandey, T., & Zumbrunn, S. (2020). *Elementary School Teachers' Pre-Service Training in Culturally-Responsive Behavior Management* (proposal accepted). American Psychological Association 2020

Pandey, T. (2020). *Effective Behavior Interventions for Racial Minority Elementary School Students: A Systematic Literature Review*. American Psychological Association 2020

Pandey, T., & Zumbrunn, S. (2020). *Pre-Service Training in Culturally-Responsive Behavior Management for Elementary School Teachers*. Poster session presented at Research Colloquium, School of Education, Virginia Commonwealth University.

Pandey, T. (2020). *Effective Behavior Interventions for Racial Minority Elementary School Students: A Systematic Literature Review.* Proceedings of the Association of Teacher Educators in Virginia

Nemer, S. L., Peterson, N. M., **Pandey, T.**, Sutherland, K. S., & Conroy, M. (2019). *A mixed-methods exploration of teacher attribution for challenging student behavior*. Poster session presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.

Murphy, J. L., Granger, K., **Pandey, T.,** Peterson, N., & Sutherland, K. S. (2020). *Examining Reciprocal Relations between Teacher Burnout and Classroom Management Efficacy*. Poster session at the Advancing School Mental Health Conference, Baltimore, MD.

REVIEWER SERVICE

- Prevention Science
  Role: Ad-hoc Reviewer
- Prevention Science Early Career Reviewer Program (2022-2024)
  Role: Editorial Board Member
- Teaching and Teacher Education
  Role: Ad-Hoc Reviewer
- Social and Emotional Learning: Research, Practice, and Policy

Role: Ad-Hoc Reviewer
- Journal of Child and Family Studies
  Role: Ad-Hoc Reviewer
- Society for Prevention Research, Annual Meeting
  Role: Conference Submission Reviewer (2020, 2022, 2023)
- Society for Research in Child Development, 2023 Biennial Meeting
  Role: Ad-Hoc Reviewer

SIGNIFICANT WORK EXPERIENCES

- National Center on Safe Supportive Learning Environments (NCSSLE) (2024)
  Role: Roundtable Panel on School Staff Recruitment and Retention
- National Center on Safe Supportive Learning Environments (NCSSLE) (2023)
  Role: Roundtable Panel on Staff Wellbeing and Equity
- Collaborative for Academic, Social, and Emotional Learning (CASEL) Board Self-Assessment (2022)
  Role: Pro Bono Consultant
- Implementing Person-Centered Planning Initiative (funded through Center for Medicaid and Medicare Services), Yang Tan Institute on Disability & Employment at Cornell University.
  Role: Qualitative Research Methods Consultant
- Supporting International Students in the Post-Pandemic Era (2022)
  Role: Panelist
- Developing and Validating a Technically Sound and Feasible Self-Report Measure of Teacher Delivery of Common Practice Elements (Institute of Education Sciences grant R305A210168, PI McLeod) (2022)
  Role: Consultant
- Asian and Pacific Islander, Allyship in the Industry: Token Diversity and the Model Minority (April 2021)
  Role: Panelist
- International Educational Studies Center, School of Education, Virginia Commonwealth University (2021)
  Role: Strategic Planning Committee
- Effects of a Self-Advocacy Intervention on the Abilities of College Students with Intellectual and Developmental Disabilities to Request Academic Accommodations. Dr. Katherine R. Brendli, Ph.D. (Dissertation study). (May-July 2020)
  Role: Research assistant and data analysis
- Children First, New Delhi, India (2016-2017)
  Role: Developmental Psychologist

TEACHING EXPERIENCE

Co-instructor: EDHS 3055: Development and Prevention of Youth Violence. (Undergraduate/in-person), University of Virginia (2025, 2026)

Guest Speaker: EDLF 7410: Mixed-Methods Research Design (Graduate/in-person), University of Virginia (2025)

Guest Speaker: EDSP 8720: Advanced Classroom Management (Graduate/Online), Clemson University (2024).

Guest Speaker: EDLF 5060: Research Methods for Education and Human Development (Undergraduate/in-person), University of Virginia (2023)

Guest Speaker: EDLF 3000: Research Design for Social Innovation with Youth (Undergraduate/Online), University of Virginia (2022)

Teaching Instructor: SEDP 651: Special Topics - Seminar for School Counselors as Related Services Providers/Special Education (Graduate/Online), Virginia Commonwealth University (2021)

- Graduate course on preparing counselors-in-training as related service providers for students with disabilities
- Co-taught lectures, developed course activities, graded course assignments and projects
- Collaborated with invited guest speakers

Guest Speaker: Education of Exception Children (Undergraduate/Online), Washington State University (2021)

- Prepared and delivered lecture on the role of culture in school-wide systems of support

Adjunct Instructor: SEDP 282-001: Multicultural Perspectives in Education (Undergraduate/Online), Virginia Commonwealth University (2020)

- Redesigned a graduate course for undergraduate students on multicultural perspectives in education
- Designed syllabus, prepared and delivered lectures, developed course activities and assignments, graded course assignments and projects

Guest Speaker: SEDP 711: Single-Subject Research Design (Doctoral/Online), Virginia Commonwealth University (2020)

- Prepared and delivered lecture on interobserver agreement, treatment integrity, and What Works Clearinghouse design standards

Teaching Assistant: SEDP/TEDU 619: Multicultural Perspectives in Education (Graduate/Online), Virginia Commonwealth University (2019)

- Taught and co-taught, and developed course syllabus and materials for a graduate course on multicultural perspectives in education related to Diversity, Equity, and Inclusion

INTERNSHIPS

Research Internship, Virginia Commonwealth University (May-August 2019)
Supervisor: Jesse Senechal, PhD

- Designed independent study
- Submitted IRB application
- Conducted qualitative interviews, performed data analysis
- Presented findings at a national conference

Teaching Internship, Virginia Commonwealth University (May-July 2019)
Supervisor: Yaoying Xu, PhD

- Assisted in syllabus preparation
- Prepared lectures and class activities, graded course assessments, held virtual discussions on Blackboard

Service Internship, Greater Richmond - Stop Child Abuse Now (May-September 2018)
Supervisors: Donna Gilles, PhD; Fred Orelove PhD

- Developed training modules combining trauma-informed care and tiered systems of support for students
- Conducted professional development for in-service teachers
- Presented modules and findings to organization board members

Service Internship, Astitva: Early Intervention Center, Karnataka, India (Summer, 2015)

- Provided direct early intervention services using a play-based model to students with ASD, Down's Syndrome, global developmental delays

AWARD AND HONORS

- Society for Research on Educational Effectiveness Conference Attendance Grant (2025)
- Prevention Science Early Career Reviewer Program (2022)
- Deborah Speece Award in Scholarly Writing (2021)
- Diverse Rising Graduate Scholar for outstanding minority graduate students, Diverse: Issues in Higher Education (nominated) (2021)
- People's Choice award winner, Research Colloquium, School of Education, Virginia Commonwealth University (2020)
- PhD Student Travel Funding Award Recipient, Office of Graduate Studies, School of Education, Virginia Commonwealth University (2019)
- Commonwealth Award, School of Education, Virginia Commonwealth University (2018)
- C. Thoma Award, School of Education, Virginia Commonwealth University (2018)
- Dean's Scholar Award, School of Education, Virginia Commonwealth University (2017)