

# Damira Rasheed, M.A.

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## EDUCATION

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### **Doctor of Philosophy, Educational Psychology, Expected 2021**

The Graduate Center, City University of New York, New York, NY

Specialization: Quantitative Methods in Educational and Psychological Research

### **Master of Arts, Human Development and Social Intervention, September 2012**

New York University, Steinhardt School of Culture, Education, and Human Development, New York, NY

Concentration: Research Methodology, Developmental Psychology, and Education

### **Bachelor of Arts, Psychology and Political Science, January 2007**

Georgia State University, Atlanta, GA

## PROFESSIONAL EXPERIENCES

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### **2015-present Research Associate**

*4Rs+MTP Goal III Study, Department of Psychology, Fordham University, Bronx, NY*

Provide ongoing operational and strategic consultation as needed. Built project's Access database for quantitative analysis to track over 7,500 students and 300 teachers in 66 schools, trained staff to use database.

### **2014-present Research Associate/Project Director**

*4Rs Genetic Follow-up Study, Department of Psychology, Fordham University, Bronx, NY*

Responsible for coordinating all aspects of the William T. Grant Foundation-funded longitudinal follow-up study of school-based social-emotional learning and literacy intervention (the 4Rs Program: Reading, Writing, Respect & Resolution).

#### *Project Coordination & Staff Oversight*

- Conducted planning for and drafted participant recruitment and data collection materials for IRB approval
- Planned and led implementation of project participant recruitment
- Created and manage participant Access database for quantitative analysis
- Maintain cooperative relationship with granting agency and university executive personnel to implement IRB processes and maintain compliance
- Hire and provide leadership and oversight to undergraduate research personnel

#### *Budgeting & Financial Management*

- Manage \$350,000 grant award
- Approve expenditures reports for the university

### **2012- present Research Associate**

*CARE for Teachers NYC, Department of Psychology, Fordham University, Bronx, NY*

Responsible for ongoing coordination of the federally funded study of *Cultivating Awareness and Resilience in Education* (CARE) for Teachers. The CARE professional development program aims to reduce stress for teachers and positively influence academic and behavioral outcomes for students.

#### *Materials Preparation*

- Plan research topics and projects, and execute analyses for conference presentation
- Draft conference presentation abstracts including the project's rationale, results, and policy implications for practice
- Create conference and meeting PowerPoint presentations

- Draft manuscripts and reports for peer-reviewed journal submissions

#### *Budgeting & Financial Management*

- Manage *Institute of Education Sciences* subcontract award to Fordham University
- Track expenditures, revise and reallocate funds for future no-cost extension years based on actual cost

#### *Data Management & Analysis*

- Performed complex quantitative and qualitative data analysis to monitor participant recruitment goals and conduct impact analyses
- Revamped and manage project's Access database to track project activities and progress
- Analyzed student outcomes with multi-level models using SAS and Mplus
- Conducted qualitative interviews with school principals and teachers
- Used NVIVO to perform content analysis on the qualitative teacher interview to understand the impact of CARE on participating teachers' stress level

#### *Project Coordination & Staff Oversight*

- Assisted Project Director (PD) with the recruitment of 36 public schools and over 224 teachers participating in CARE training workshops and research activities
- Coordinated and served as the point of contact for teachers during classroom observation data collection
- Participated in strategic planning of project activities and goals
- Assisted PD with hiring and providing oversight to 22 part-time data collection personnel in highly challenging classroom observation protocol
- Strategically visited schools and classrooms to monitor data collection integrity
- Created and implemented procedures for scheduling and logistics of ~900 classroom observations of over 224 teachers across two school-year
- Proposed and implemented strategic in-field reliability training procedure
- Maintain cooperative relationship with granting agency, university administrative personnel and NYC DOE to approve and maintain IRB compliance

### **2012-2013**

#### **Graduate Research Assistant**

*OPEQ, New York University/ International Rescue Committee, New York, NY*

Responsible for data reduction using factor analysis and multilevel analysis of complex student and teacher data to understand teacher well-being, and predictors of student outcomes in the Democratic Republic of Congo for the *Opportunities for Equitable Access to Quality Basic Education* (OPEQ) study.

- Prepared literature reviews on predictors of children's learning outcomes in Sub-Saharan Africa
- Conducted quantitative analysis using SPSS to recode and develop categories of teacher-level risk indices
- Conducted preliminary analyses of a large complex nested dataset using HLM
- Published a research paper on study's wave one results on teacher well-being in the *Comparative and International Educational Society Journal*

### **2010-2012**

#### **Graduate Research Assistant**

*Center for Research on Development, Culture and Education, New York University, New York, NY*

Responsible for interviewing youth and their caregiver to understand youth's friendships, racial identity, gender identity, and the mechanism of parental and peer socialization of their racial and gender identities.

- Trained one semester with PIs (Niobe Way and Diane Hughes) on qualitative interview methods
- Conducted semi-structured qualitative interviews with over 20 eleventh-graders and their caregivers
- Performed complex content analysis on qualitative interviews using Atlas.ti
- Created and collected survey data with Qualtrics
- Assisted in creating a quantitative coding system of qualitative data to measure adolescents' accommodation and resistance to racial stereotypes
- Contributed to two working groups that resulted in the generation of two conference presentations, and my master thesis

#### **2008-2010 Resource Officer, Mentor**

*Hillside Psychiatric Residential Treatment Facility for Children, Atlanta, GA*

- Mentored early adolescent girls who experienced severe trauma and sexual abuse
- Worked with youth on developing nurturing relationships by modeling positive interactions
- Assisted youth with school and homework assignments

#### **2006-2009 Research Assistant**

*Behavioral Science Lab, Department of Psychology, Georgia State University, Atlanta, GA*

- Assisted in participant recruitment by writing and posting craigslist advertisements
- Administered telephone screening protocols with interested participants, determined eligibility, then scheduled eligible participants
- Randomized treatment or control condition with coin toss and lead selected condition with participant
- Managed participants' incentives Excel spreadsheets
- Performed data entry, and data cleaning

### **GRANTS AND AWARDS**

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2018 American Psychological Association Student Conference Travel Award

2018 Doctoral and Graduate Students' Council (DSC) Micro-Grant

2007 Benjamin A. Gilman International Scholarship

### **PUBLICATIONS**

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Jennings, P.A., Doyle, S., Oh, Y., **Rasheed, D.S**, Frank, J.L., & Brown, J.L. (in-preparation). One year follow-up impacts of the CARE for Teachers professional development program on teachers' social and emotional competence and well-being.

**Rasheed, D.S**, Brown, J.L., Jennings, P. A., Cham, H., & Doyle, S.L. (in-preparation). Direct and moderating impacts of the CARE for Teachers intervention on student academic engagement, motivation, and reading and math skills.

**Rasheed, D.S.**, Brown, J.L., Doyle, S.L., & Jennings, P.A. (submitted). The effect of teacher-child racial/ethnic matching and classroom diversity on children's socioemotional and academic skills. *Child Development*.

- Doyle, S.L., Jennings, P.A., Brown, J.L., **Rasheed, D.S.**, DeWeese, A., Frank, J., Turksma, C., & Greenberg, M.T. (*accepted*). Exploring relationships between implementation quality, fidelity, participant responsiveness, and uptake of mindful practices in the CARE for Teachers Program. *Mindfulness*.
- Schussler, D.L., DeWeese, A., **Rasheed, D.S.**, DeMauro, A., Brown, J.L., Greenberg, M.T. & Jennings, P.A. (*accepted*). Stress and release: Case studies of teacher resilience following a mindfulness-based intervention. *Journal of Education*.
- Doyle, S.L., Brown, J.L., **Rasheed, D.S.** et al. (2018) Cost analysis of ingredients for successful implementation of a mindfulness-based professional development program for teachers. *Mindfulness*. Advance online publication. <https://doi.org/10.1007/s12671-018-0958-4>
- Jennings, P.A., Brown, J.L., Frank, J.L., Doyle, S., Oh, Y., Davis, R., **Rasheed, D.S.**, DeWeese, A., DeMauro, A.A., Cham, H., & Greenberg, M.T. (2017). Impacts of the CARE for teacher program on teachers' social and emotional competence, and classroom interactions. *Journal of Educational Psychology*. Advance online publication. <http://dx.doi.org/10.1037/edu0000187>
- Wolf, S., Torrente, C., McCoy, M., **Rasheed, D.S.**, & Aber, J. (2015). Cumulative risk and teacher well-being in the Democratic Republic of the Congo. *Comparative and International Education Society*, 59(4), pp. 717-742.

#### CONFERENCE PRESENTATIONS

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- Rasheed, D. S.**, & Brown, J. L (August, 2018). *Teacher-Student Racial Match and Racial Diversity Differential Effect on Classrooms*. Paper to be presented at American Psychological Association. San Francisco, CA.
- Rasheed, D. S.**, Brown, J. L., & Jennings, Patricia (April, 2018). *The Effect of Student-Teacher Racial/Ethnic Congruence and Classroom Diversity on Students' Social and Academic Outcomes*. Paper presented at American Education Research Association. New York, NY.
- Brown, J.L., Jennings, P.A., **Rasheed, D.S.**, Cham, H., Doyle, S. L., Frank, J.L., DeWeese, A.R., & Greenberg, M.T. (April, 2017). *Association between teacher stress and well-being and children's academic and social skills during middle childhood*. Paper presented at Society or Research on Child Development. Austin, TX.
- Brown, J.L., Jennings, P.A., **Rasheed, D.S.**, Cham, H., Doyle, S. L., Frank, J.L., Davis, R.T., DeWeese, A.R., & Greenberg, M.T. (March, 2017). *CARE for Teachers Promotes Wellbeing and Improves Classroom Quality: Results of a Large Cluster Randomized Controlled Trial*. Paper presented at Society for Research on Educational Effectiveness. Washington, D.C.
- Brown, J. L., Jennings, Patricia, **Rasheed, D.S.**, Frank, J., Doyle, S.L., Tanler, R., DeWeese, A., & Greenberg, M.T. (April, 2016). *Direct and moderating impacts of the CARE for teachers intervention on student outcomes*. Paper presented at American Education Research Association. Washington, D.C.
- Schussler, D. L., DeWeese, A., **Rasheed, D.S.**, DeMauro, A., & Jennings, T. (April, 2016). *An In-depth analysis of teacher outcomes related to sustained mindfulness practice: A qualitative investigation of the CARE program*. Paper presented at American Education Research Association. Washington, D.C.
- Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Tanler, R., **Rasheed, D. S.**, DeWeese, A., DeMauro, A. A., & Greenberg, M. T. (April, 2016). *Enhancing classroom quality through teachers' mindfulness and emotional*

*well-being: Results from a randomized controlled trial of CARE for teachers.* Paper presented at American Education Research Association. Washington, D.C.

**Rasheed, D. S.,** Brown, J.L., Tanler, R, Frank, J., Doyle, S., DeWeese, A., Jennings, P., & Greenberg, M. (March, 2015). *Associations between teacher-student racial/ethnic congruence and relationship quality in a diverse sample of elementary schools.* Poster presented at Society for Research in Child Development. Philadelphia, Pennsylvania.

**Rasheed, D.S.,** McCoy, M., Torrente, C., & Aber, J. L. (April, 2013). *Measuring the relation between risk and protective factors and teacher outcomes in the Democratic Republic of Congo (DRC).* Poster presented at the Society for Research in Child Development Biennial Meeting. Seattle, Washington.

**Rasheed, D.S.,** Hernandez, M., Andrade, D., Sy, M., Way, N., & Hughes, D. (March, 2012). *“Yo White Kid” school ethnic composition and racial identity.* Poster presented at the Society for Research on Adolescence Biennial Meeting. Vancouver, Canada.

Cressen, J., McGill, R.K., Way, N., Blount, B.N., Kalkan, B., Paul, V.J., **Rasheed, D.S.,** & Hughes, D.L. (February, 2012). *Peer racial/ethnic socialization: A preliminary investigation of friends' repetition of stereotypes.* Poster presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children. Tampa, FL.

**Rasheed, D.S.,** & Williamson, R.A. (March, 2010). *Children's confidence in making generalization judgments.* Poster presented at Georgia State University Research Conference. Atlanta, GA.

## **TECHNICAL SKILLS**

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### *Computer*

- Database: Microsoft Access (Proficient)
- Quantitative Data Analytic software: SPSS (Proficient), SAS (Proficient), Stata (Proficient), HLM (Proficient), Mplus (Intermediate)
- Qualitative Data Analytic software: Atlas.ti (Proficient), NVIVO (Proficient)
- Web-based data collection platforms: Qualtrics and Survey Monkey
- Others: Adobe Illustrator, Microsoft: Excel, Word, PowerPoint, and Outlook

### *Assessment*

- Research with Human Subjects Training (CITI)
- Certified Classroom Assessment Scoring System (CLASS) observer K-3 and Upper Elementary versions

## **PROFESSIONAL ACTIVITIES**

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Professional Member—American Evaluation Association (AEA)

Professional Member—American Education Research Association (AERA)

Professional Member—American Psychological Association (APA)

Professional Member—Society for Research on Adolescence (SRA)

Professional Member—Society for Research on Child Development (SRCD)