

CURRICULUM VITAE

Toshna Pandey

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BACKGROUND AND SUMMARY

- Postdoctoral Research Associate; research expertise in school-based preventative classroom management, social, emotional, and behavioral coaching, implementation science, and cultural-responsiveness
- Experience managing multiple grants simultaneously, peer mentorship, and managing research staff
- Experience developing and training teachers in racial literacy and equity to better support racially and ethnically minoritized students,
- Proficient in Qualtrics, Pendragon, SPSS, NVivo, and Atlast.ti

EDUCATION

Doctor of Philosophy in Special Education

Virginia Commonwealth University, Richmond, VA (2021)

Doctoral Committee Chairperson: Kevin Sutherland, Ph.D.

Doctoral Committee Members: Yaoying Xu, Ph.D., Donna Gibson, Ph.D., Maureen Conroy, Ph.D.

Dissertation Title: *Teachers' Views on the Intersectionality between Culture and Student Behavior, and Experience Using Culturally-Responsive Behavior Interventions: A Qualitative Investigation*

Master of Science in Counseling Psychology

Christ University, Bangalore, India (2016)

Bachelor of Arts in Psychology

University of Delhi, New Delhi, India (2014)

PROFESSIONAL EXPERIENCE

Postdoctoral Research Associate, Youth-Nex Center, University of Virginia (September 2021-present):

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, PI: Dabnam). (February 2023-present)

- Project Coordinator, managing all research staff and project activities
- Onboarding and training research staff in qualitative research

Development and Validation of the Culturally- and Racial Equity-Sustaining (CARES) Classroom Assessment System. (Institute of Education Sciences, PI Bottiani). (July 2022-Present)

- Conducted cognitive interviews with teachers to refine and validate a teacher-report measure on racially- and culturally-sustaining practices
- Co-developed a teacher-report measure
- Trained research assistants in qualitative data analysis
- Prepared IRB application

Long-Term Effects of Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques. (Institute of Education Sciences, PI Bottiani). (October 2022-present)

- Project Coordinator, managing all project activities
- Prepared IRB application
- Managing data collection
- Co-authoring research paper on factors associated with implementation dosage and quality within the Good Behavior Game and MyTeachingPartner project

Developing the R-CITY model: An integrated intervention to prevent school-based racism/discrimination and youth violence. (Institute of Education Sciences, PI Bottiani). (July 2022-Present)

- Prepared IRB application
- Conducted exit interviews with elementary school teachers on their experience with the R-CITY project

R-CITY: Reducing Racism and Violence through Collaborative Intervention with Teachers and Youth. (National Institutes of Minority Health and Health Disparities, PI Bradshaw). (September 2021-present)

- Facilitated partnerships between UVA and partner schools
- Grant management activities, facilitated in IRB submissions
- Provided professional development in school-based preventative interventions for urban and rural educators
- Designed research infrastructure
- Developed technical and training manuals for school-based preventative interventions
- Developed and collected interview and survey
- Collected observational data

The MET Archival Video Coding Project: Psychometric Analysis of an Observational Measure of Classroom Climate and Culturally Responsive Practices. (Institute of Education Sciences, PI Herman). (December 2021-present)

- Performed secondary data analysis of archived classroom observations
- Coded over 100 classroom videos using the CARES measures

Testing the Efficacy of Double Check: A Cultural Proficiency Professional Development Model in Middle Schools. (Institute of Education Sciences, PI Herman). (December 2021)

- Assisted in developing the double-check professional development series

Research Methods Consultant and Co-Author, Yang Tan Institute, Cornell University (January 2022-present)

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

- Assisted with data analysis using qualitative research methods
- Developed data analysis codebook
- Co-authoring research papers

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

CACREP School Counseling Programs: Preparing School Counseling Students as Related Service Providers (Office of Special Education Programs, PI: Gibson). (August 2020-2021)

- Prepared IRB application
- Developed online survey for data collection
- 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, PI: Sutherland). (August 2019-July 2020)

- 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
- Provided professional development to trainee coaches
- Assisted in writing the grant proposal
- Collected live classroom data using observational tools
- Performed data analysis
- Co-authored research paper

BEST in CLASS-Web. Institute of Education Sciences. Social and Behavioral Outcomes to Support Learning Research Grants. (Institute of Education Sciences, PI: Conroy). (January 2019-July 2019)

- 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
- Provided professional development to coaches-in-training
- Performed data cleaning and management
- Collected data using observational tools

- Performed data analysis

MERC School-Based Action Research Team Professional Development Model to Support the Use of Culturally Responsive Teaching Practices that Impact Student Learning. (Institute of Education Sciences; PI: Senechal). (February 2019-ongoing)

- Performed data analysis using Atlas.ti
- Co-authored publication

ASD-Early-STEP (ASD State Implementation Grant). US Department of Health and Human Services, Maternal and Child Health Bureau. (August 2017-August 2018)

- Performed data analysis

Leadership for Empowerment and Abuse Prevention (LEAP). Virginia Board for People with Disabilities (VBPD) - Virginia's DD Council. (August 2018-August 2019)

- Developed training module for people with intellectual and developmental disabilities
- Performed data cleaning and management using SPSS
- Performed data analysis

CURRENT CO-INVESTIGATOR GRANT

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 Bradshaw, 7/1/2022 – 6/30/2024).

Role: Co-Principal Investigator

REVIEWER SERVICE

- Prevention Science Early Career Reviewer Program (2022-2024)
Role: Editorial Board Member
- Social and Emotional Learning: Research, Practice, and Policy (2023-present)
Role: Ad Hoc Reviewer
- Society for Research in Child Development, 2023 Biennial Meeting (2022)
Role: Reviewer
- Society for Prevention Research, 2020 Annual Meeting (2022)
Role: Reviewer
- Journal of Child and Family Studies (2019-present)
Role: Ad Hoc Reviewer
- Society for Prevention Research, 2020 Annual Meeting (March 2020)
Role: Reviewer

SIGNIFICANT WORK EXPERIENCES

- National Center on Safe Supportive Learning Environments (NCSSLE) (2023)
Role: Roundtable Panel
- Collaborative for Academic, Social, and Emotional Learning (CASEL) Board Self-Assessment (2022)
Role: Pro Bono 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, PhD (Dissertation study). (May-July 2020)
Role: Research assistant and data analysis
- Children First, New Delhi, India (2016-2017)
Role: Developmental Psychologist

PEER-REVIEWED ARTICLES

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). Is Culturally Relevant Education a Choice or a Professional Expectation? *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., Sutherland, K. S., Gibson, D., & Cormier, D. R. (revise and resubmit). Elementary Teachers' Attributions of Racially Minoritized Students' Classroom Behaviors.

Smith, L. H., Aguayo, D., Pandey, T., Reinke, W., Herman, K., & Debnam, K. (under review). How Can Teachers Improve? Using Culturally Responsive Frameworks to Examine Adolescent Perspectives.

IN PREPARATION

Pandey, T., Budavari, L., Beahm, L., & Bradshaw, C. P. (in preparation). Examining Individual-, Organizational-, and Intervention-Specific Factors Associated with Implementation Dosage and Quality within the Good Behavior Game and MyTeachingPartner.

Pandey, T., Brendli, K. R., & Blessing, C. (in preparation). Impact of Person-Centered Planning on Staff Practices, Perceptions of, and Interactions with the People with Intellectual and Developmental Disabilities.

Brendli, K. R., Pandey, T., & Blessing, C. (in preparation). Impact of Person-Centered Planning on Residents' Perceptions of Livelihood and Satisfaction: Perspectives of People with Intellectual and Developmental Disabilities.

Smith, L. H., Aguilar, L., Joshua, K., Hernandez, B., Pandey, T., Sox, D., Yang, K., Wang, Y., & Bottiani, J. H. (in preparation). A mixed-method systematic review of school-based prevention programs for Indigenous Students.

Sung, J., Nguyen, A., & Pandey, T. (in preparation). Understanding the mental and behavioral health support needs of rural Virginia schools in the wake of COVID-19.

BOOK CHAPTER

Bradshaw, C. P., Budavari, A. C., Nguyen, A., Henderson, L., Beahm, L., Pandey, T. & Pas, E. (in preparation). Integrating Social and Emotional Learning and Multi-tiered Systems of Support for Behavior: A Strategy for Optimizing Implementation and Scale-up of SEL Programming. Handbook of School Mental Health.

TEACHING EXPERIENCE

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

Teaching Instructor: 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 of the role of culture in school-wide systems of support

Adjunct Instructor: 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: 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: 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

CONFERENCE PRESENTATIONS

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.

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.

AWARD AND HONORS

- 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)

LICENSURE AND CERTIFICATION

- Collaborative Institutional Training Initiative (CITI) Program Certified Human Subjects Research
- Child Abuse and Neglect: Recognizing and Reporting Child Abuse and Neglect