

## Curriculum Vitae

**JODI BURRUS NEWMAN**

### EDUCATION

**Ph.D., Educational Psychology**

University of Washington, Seattle, June 2010

**Dissertation:** Teacher Interventions in Bullying Situations: Perceptions of Middle School Students and Teachers

**M.Ed., Educational Psychology**

University of Washington, Seattle, June 2001

Thesis: A Naturalistic Study of Appearance Conversations

**B.A., Psychology, Concentration in Peace Studies**

Haverford College, Haverford, Pennsylvania, May 1995

Thesis: The Effects of Category Accessibility Level on the Efficiency and Intentionality of Gender and Category Judgments

### PUBLICATIONS AND PRESENTATIONS

**Newman, J.B.** (2014). *Child Development: Implications for Educators*. Presented at the Washington P-3 Executive Leadership Institute.

Frey, K. **Newman, J.B.**, Onyewuenyi, A.C. (2014) Aggressive forms and functions on school playgrounds: Profile variations in interaction styles, bystander actions, and victimization. *Journal of Early Adolescence*, 34, 284 – 309. DOI: 10.1177/0272431613496638.

Frey, K. **Newman, J.B.**, Nolan, M.B., & Hirschstein, M.K. (2012). Reducing bullying and contributing peer behaviors: Addressing transactional relationships within the school social ecology. In Jimerson, S., Furlong, M., Nickerson, A., & Mayer, M. (Eds.) *Handbook of School Violence and School Safety: International Research and Practice*. New York: Rutledge.

**Newman, J.B.** (2011). *Middle School Student and Teacher Perceptions of Bullying Interventions*. Paper presented at the 2011 National Association of School Psychologists Conference.

**Newman, J.B.**, Frey, K., & Jones, D.C. (2010). Factors influencing teacher interventions in bullying situations: Implications for research and practice. In Doll, B., Pfohl, W., & Yoon, J. (Eds.) *Handbook of Youth Prevention Science*. New York: Rutledge.

Jones, D.C., & **Newman, J.B.** (2009). Early adolescent adjustment and critical evaluations by self and other: The prospective impact of body image dissatisfaction and peer appearance teasing on global self-esteem. *European Journal of Developmental Science*, 3, 17-26.

Frey, K. & **Newman, J.B.** (2008). *Reductions in Bullying are Greatest with Sustained Program Implementation: How Can We Support Educators?* Paper presented at the National Association of School Psychologists Conference.

**Newman, J.B.** (2007). *Teasing, Classmate Support, and Self-Esteem: A Mediated Model*. Poster presented at the Society for Research in Child Development Conference.

Jones, D.C., **Newman, J.B.**, Bautista, S. (2005). A three-factor model of teasing: The influence of friendship, gender, and topic on expected emotional reactions to teasing during early adolescence. *Social Development*, 14, 421-439.

**Newman, J.B.**, & Jones, D.C. (2001). *A Naturalistic Study of Appearance Conversations*. Presented poster at the Society for Research in Child Development Conference.

## **TEACHING EXPERIENCE**

### **University of Washington, Seattle, 2000-2001, 2004-Present**

**Teaching Associate**, Child Development and Learning, 9 quarters  
Responsible for all aspects of this large (100+ students) lecture and discussion based course. Taught undergraduate students about research and theory pertaining to child development and learning. Course material focused on infancy and early childhood. Prompted students to write about and discuss how our ideas about race, gender, and intelligence are socially constructed.

**Teaching Associate**, Adolescent Development, Teacher Education, 6 quarters  
Taught adolescent development to students receiving their master's degree in secondary teacher education. Collaborated with colleagues to develop integrated assessment tools. Facilitated discussions of gender, sexual, racial, and academic identity development in the context of creating a socially-just, caring community of learners.

**Teaching Associate**, Adolescent Development, Undergraduate, 1 quarter  
Taught undergraduate students about theory and research pertaining to adolescent development. Designed the class to bridge undergraduate and graduate level course work. The course began with traditional textbook content, moved into scholarly article analysis, and culminated with students completing an annotated bibliography and presentation on a topic of their choice. Explored social constructions of gender, sexuality, and race.

**Teaching Associate**, Methods of Educational Research, 8 quarters  
Taught graduate students how to conduct experimental research in an educational setting. Responsible for all aspects of the skill development seminar.

**Teaching Associate**, Learning and Teaching in our Changing World, 3 quarters  
Taught undergraduate students about the implications of learning theory for teaching practice. This large class is grounded in small group discussions of primary sources, representational work, and modeling the different learning theories and implications for practice as the class is taught. Topics include behaviorism, cognitive theories of learning, Vygotsky's socio-cultural theory, peer and teacher relationships, motivation, ability, and assessment. Taught both the onsite and online versions of this course.

**Online Course Developer**, Learning and Teaching in Our Changing World  
Responsible for transforming the onsite Learning and Teaching in our Changing World course into an online forum. Developed content lectures, assignments, activities, and small group discussion forums.

**Instructor**, Human Learning and Educational Practice, 8 quarters  
Taught graduate students fundamental theories guiding the field of educational psychology including Skinner's behaviorism, cognitive learning theory, and Vygotsky's socio-cultural theory. Developed and implemented class activities and assessments.

**Teaching Assistant**, Teacher Education Program, 3 quarters  
Guided prospective teachers through science methods, secondary assessment, elementary assessment, portfolio writing, and Critical Friends Groups.

#### **University of Washington, Bothell, 2007-2009**

**Instructor**, Life and Learning in the Middle School, 3 quarters  
Taught adolescent development and policy issues pertaining to the middle school movement in education to a mix of practicing teachers, teacher education students, and undergraduates. Responsible for all aspects of the discussion based seminar including syllabus design, learning activities, and assessment.

**Instructor**, Theories of Human Learning and Growth, 1 quarter  
Facilitated a deeper understanding of the fundamental psychological theories guiding the field of education to teacher education students. Worked with my co-instructor to develop the syllabus, facilitate learning activities, and assess student work.

#### **Seattle University, Seattle, 2009**

**Instructor**, Research Methods in Education, 1 quarter  
Taught graduate students the fundamentals of critiquing and conducting quantitative and qualitative research in an educational setting. Responsibilities included planning and facilitating learning activities, and assessing student work.

## **RESEARCH EXPERIENCE**

### **University of Washington, Seattle, Washington, 2000-2001, 2004-Present**

#### **Ph.D. Research, Human Development & Cognition, 8 quarters**

Developed survey on teacher interventions in bullying situations. Developed partnerships with middle schools to conduct the study. Conducted quantitative data analysis using SPSS. Presented results in writing and orally.

#### **Research Assistant, Human Development & Cognition, 3 quarters**

Collaborated with teachers and administrators to implement an anti-bullying program. Developed measures to assess program effectiveness. Analyzed student responses to writing prompts, survey data, and class discussion notes. Presented results and ideas for program improvement to staff and parents. Supervised undergraduate research projects.

#### **Research Assistant, Human Development & Cognition, 6 quarters**

Designed coding system to represent teasing episodes in transcript data. Conducted data analysis. Supervised undergraduate research projects.

## **PROFESSIONAL EXPERIENCE**

### **Talbot Hill Elementary School, Renton, Washington, 2002-2013**

#### **Consultant**

Conducted evaluation of a school-wide curriculum. Assessed progress toward program goals. Led student and parent focus groups. Analyzed qualitative and quantitative data. Presented results and recommendations to the school community.

### **Starlight Starbright Children's Foundation, Redmond, Washington, 2004-2005**

#### **Consultant**

Developed surveys to evaluate the program's effectiveness in meeting the needs of critically ill children and their families. Analyzed quantitative and open-response data. Summarized results in a comprehensive report.

### **Greene Street Friends School, Philadelphia, Pennsylvania, 1996-1999**

#### **Summer Camp Director, 2 summers**

Supervised the planning, logistics, advertising, budgeting, staffing, and programming of a small summer day camp (40 children, 8 staff). Developed a staff-training program stressing physical safety, emotional care, and creative activities

#### **Assistant Teacher, 1 year**

Provided teaching support in a second-grade classroom. Led reading groups, developed and taught social studies lessons, and substitute taught.

**Administrative Assistant, 2 years**

Worked closely with the Admission and Development offices at a small K-8 school. Wrote school newsletter and press releases. Balanced student, parent, teacher, administrative, and oversight committee needs.

**HONORS AND AFFILIATIONS**

- Most Inspirational Professor, University of Washington Panhellenic Association and the Interfraternal Council, 2013
- Top Scholar Award, University of Washington, 2004
- High Departmental Honors in Psychology, Haverford College, 1995
- Collegiate Scholastic All-American, 1994
- American Educational Research Association
- Society for Research in Child Development
- National Association of School Psychologists