

Kamauru Johnson, Ph.D.

Curriculum Vitae

Education:

Teachers College, Columbia University Ph.D. - Applied Educational Psychology: School Psychology – <i>with distinction</i> Dissertation Title: The Effects of Goal Orientation and Feedback on the Notetaking Habits of College Students	New York, New York May, 2012
Teachers College, Columbia University M.Phil. - Applied Educational Psychology: School Psychology	New York, New York February, 2012
Teachers College, Columbia University Ed.M. - Applied Developmental and Learning Psychology	New York, New York May, 2008
Morehouse College B.A. - Psychology – <i>summa cum laude</i>	Atlanta, Georgia May, 2004

Certification and Licensure:

New York State Education Department - Clinical Psychologist License	New York, New York June, 2015
New York State Education Department - School Psychologist Certification	New York, New York September, 2011

Selected Honors and Distinctions:

2016	Clerk - Ad Hoc Working Group on Equity and Inclusion - Brooklyn Friends School Board
2015	Steering Committee Member - Young Men of Color Symposium - Riverdale Country School
2015	Trustee - Brooklyn Friends School Board
2010	Training Fellow - University of Southern California, Leadership Education in Neurodevelopmental and Related Disabilities Program (LEND)
2006	Awardee - Teachers College, Columbia University, Diversity and Community Initiatives Grant
2005	Awardee - The Body Shop Harlem, Community Development Grant
2004	Awardee - Teachers College, Columbia University Departmental Scholarship
2003	Member - Phi Beta Kappa, Delta Chapter of Georgia
2002	Research Fellow - Andrew W. Mellon Foundation
2002	Research Fellow - National Institutes of Mental Health COR

Selected Professional Experiences:

Teachers College, Columbia University
Adjunct Assistant Professor - School Psychology

New York, New York
January, 2018 – Present

- Responsible for the development and delivery of curriculum in Multicultural Issues in School Psychology course for 25 graduate students
- Provides timely and constructive feedback on all assessments throughout the semester
- Collaborates with Program Director and other department faculty to ensure that the course aligns with the program mission and learning objectives

Horizons at Brooklyn Friends School
Program Director

Brooklyn, New York
August, 2016 – Present

- Responsible for the implementation and operational success of the Horizons at BFS program
- Interviews, hires, supervises, and evaluates program staff
- Creates schedules and coordinates logistics for academic programming, enrichment activities, field trips, and summer bus transportation
- Works to ensure program alignment with strategic plan
- Works to monitor budget restrictions
- Oversees and maintains positive relationships with partner organizations

Brooklyn Friends School
Upper School Psychologist (2015 - Present)
Director of All-School Guidance and Counseling (2017 - Present)

Brooklyn, New York
August, 2015 – Present

- Works collaboratively with administrators and faculty on issues of concern regarding the mental health and emotional development of students in the Upper School
- Offers appropriate counseling support for students in need
- Provides emergency intervention and follow-up for students in crisis
- Develops and manages partnerships with community mental health providers and work collaboratively with families and these outside providers to ensure optimal support for students
- Develops curriculum and other division-wide programming aimed at supporting the social and emotional well-being of students in the Upper School
- Serves as Clerk of All-School Guidance Committee meetings by organizing agendas, coordinating with subcommittees, and drafting documents which directly impact school-wide policy and practice related to supporting students with mental health challenges or learning differences

Psychologist in Private Practice
DBA Kamauru Johnson, Ph.D.

New York, New York
August, 2015 - Present

- New York State Licensed Clinical Psychologist offering psychotherapy, psychoeducational assessment, consultation, and learning support for school-aged clients and their families
- Active member of group of approved psychologists offering admissions testing for public kindergarten applicants, seeing approximately 50 families per year
- Maintains familiarity with current industry best practices through memberships in various professional organizations, conference attendance, and professional development training

Horizons at Brooklyn Friends School
Reading Specialist (Summers)

Brooklyn, New York
July, 2012 – August, 2016

- Responsible for the administration and interpretation of STAR Assessment pre- and post- testing for students in grades 3 through 8
- Provided direct reading and behavioral support for students in small pull-out groups, in the classroom, and in individual sessions
- Consulted with teachers and families about reading instruction throughout the summer
- Led lunch groups for children who need social-emotional support
- Provided data and reports for grants, funders, and program development as needed

Brooklyn Friends School
Learning Specialist - Middle School (2011 - 2012)
Learning Specialist - Upper School (2012 - 2015)

Brooklyn, New York
August, 2011 – June, 2015

- Collaborated with teachers and parents to identify struggling students and develop support plans with the goal of improving their academic performance
- Provided direct academic support through individual or small group sessions for students who were struggling academically
- Taught a series of *Study Skills* courses focused on building academic skills for students in various grades
- Advocated for BFS students and families as they sought services through outside agencies such as The New York City Department of Education and The College Board

The School at Columbia University
Summer Program Reading Teacher (2011)
Admissions Assessment Coordinator (2010 – 2011)
After-School Program Teacher (2008 – 2011)
School Psychology Extern (2007 – 2009)

New York, New York
August, 2007 – July, 2011

- Provided individual and group psychological counseling for elementary and middle school students
- Conducted psychoeducational assessments for students experiencing academic difficulties
- Responsible for the coordination and analysis of all admissions readiness testing of prospective students
- Developed curriculum and taught *Give Back Fridays*, *Homework Help*, and *Test Prep After-School Program* classes for elementary and middle school students
- Taught reading classes as a part of summer school program for students in grades 4-7

Harlem Children's Zone
Education Consultant

New York, New York
September, 2005 – July, 2011

- Worked with HCZ Director of Education to create academic literacy and developmental milestones inventory tool to be used by staff to assess students' needs
- Provided logistical support and curriculum advisement for HCZ college preparation programming
- Facilitated various workshops on wellness and development for HCZ students
- Helped advisory committee develop longitudinal study of the impact of HCZ's intervention services

Children's Hospital Los Angeles
Psychology Intern

Los Angeles, California
July, 2009 – June, 2010

- Completed full-time, 12-month, APA-accredited, clinical psychology internship
- Conducted psychoeducational evaluations for clients experiencing academic and emotional difficulties
- Provided initial mental health diagnosis and treatment plans as a part of the intake process for patients arriving at the hospital's adolescent medicine unit
- Provided individual therapy services to patients admitted to the adolescent medicine unit for social or emotional concerns

University of Southern California
LEND Fellow

Los Angeles, California
July, 2009 - June, 2010

- Consulted with interdisciplinary health team about providing support services to families according to best practices in a variety of health domains including psychology, audiology, occupational therapy, nutrition, and social work
- Participated in weekly didactic trainings on developmental disabilities across multiple disciplines
- Represented clinical psychology on various multi-disciplinary training teams

Institute for Urban and Minority Education - Columbia University
Research Assistant

New York, New York
July, 2005 – May, 2007

- Worked with institute director on a project documenting the life and contributions of Dr. Kenneth B. Clark to the fields of psychology and sociology
- Worked on a consultant team tasked with helping the College Board increase the number of students who have access to their Advanced Placement curriculum
- Worked as a consultant to a school district in Westchester, NY to help improve academic performance and overall satisfaction of the student body
- Researched, developed, and conducted parent education workshops delivered through the after school program at P.S. 200

Selected Publications and Presentations:

Johnson, K. & Bond, S. (2019). *Impacts of a Self-Advocacy Curriculum on Teacher-Student Relationships*. Poster accepted for presentation at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.

Johnson, K. (2017). *Redefining Excellence in our Work with Children and Families*. Presented at the Annual Retreat of the Center for Excellence and Innovation in Education at Nassau Community College, Garden City, NY.

Johnson, K. (2016). Building Community Partners: How a Horizons Program Connects Schools and Community. *Independent School Magazine*, Summer - 2016

Segarra, C. & Johnson, K. (2015). *Horizons at Brooklyn Friends School: How a Public-Private Partnership Creates Equity and Opportunity in Downtown Brooklyn*. Presented at the 28th Annual National Association of Independent Schools People of Color Conference, Tampa, FL.

Pevery, S., Vekaria, P.C., Reddington, L. A., Sumowski, J.F., Johnson, K. R. & Ramsay, C.M. (2012). The Relationship of Handwriting Speed, Working Memory, Language Comprehension, and Outlines to Lecture Note Taking and Test Taking Among College Students. *Applied Cognitive Psychology*, 27, 115-126.

Johnson, K. R. & Gordon, E.W. (2008). Kenneth Clark. In *Encyclopedia of Counseling Psychology*. (Vol. 2, pp. 1047 - 1051). Thousand Oaks, CA.

Reddington, L., Sumowski, J., Johnson, K., & Peverly, S. (2006). *Gender Differences and Expertise in Lecture Note-Taking*. Presented at the Annual Convention of the Association for Psychological Science, New York, NY.

Johnson, K. R., (2004). Aristotelian Excellence in Three Plays. *Mellon Mays Minority Fellowship - Undergraduate Journal*, 1, 25-30.

Johnson, K.R. (2003). *Intrinsic and Extrinsic Motivation: Gender Differences in the Prediction of Academic Performance*. Presented at the Annual Conference of the National Institutes of Mental Health Career Opportunities in Research Program, Bethesda, MD.

Johnson, K.R. (2003). *Intrinsic and Extrinsic Motivations as Predictors of Academic Performance Among College Students*. Presented at the Annual Conference of the Southeastern Psychological Association, New Orleans, LA.

References furnished upon request