

CATHERINE ARMSTRONG ASHER

Larsen Hall 501, Harvard Graduate School of Education • Cambridge, MA 02138
+1.678.662.6364 • catherineasher@g.harvard.edu
<http://scholar.harvard.edu/casher>

Education

Harvard University, Cambridge MA

Ph.D. in Education (Concentration: Education Policy and Program Evaluation) Expected 2021
Committee: James Kim (chair), Luke Miratrix, Martin West

A.M. in Statistics 2018

Ed.M. in Education, Harvard Graduate School of Education 2017

Dartmouth College, Hanover, NH

A.B. in Economics with High Honors 2010

Working Papers

Using a Factorial Design to Understand Varying Effects of Parental Text Messaging Interventions (with Ethan Scherer)

Improving Low-Performing Schools: A Meta-Analysis of Impact Evaluation Studies (*under review*, with Beth Schueler, Katherine Larned, Sarah Mehrotra, and Cynthia Pollard)

Research in Progress

Understanding How School-Based Pre-K Impacts Depend on the Counterfactual

Implications of Predictive Covariates for Inference in SMART Designs (with Luke Miratrix)

Teacher Collaboration & Implementation Fidelity in a Classroom-Based Literacy Intervention

Peer-Reviewed Publications

Kim, J.S., Burkhauser, M.A., Mesite, L.M., **Asher, C.A.**, Relyea, J.E., Fitzgerald, J., & Elmore, J. (2020). Improving Reading Comprehension, Science Domain Knowledge, and Reading Engagement through a First-Grade Content Literacy Intervention. *Journal of Educational Psychology*.

Kim, J.S., **Asher, C.A.**, Burkhauser, M.A., Mesite, L.M., Levy, D. (2019). Using a Sequential Multiple Assignment Randomized Trial (SMART) to Develop an Adaptive K-2 Literacy Intervention with Personalized Print Texts and App-Based Digital Activities. *AERA Open*.

Troyer, M., Kim, J. S., Hale, E., Wantchekon, K. A., & **Armstrong, C.** (2018). Relations Among Intrinsic and Extrinsic Reading Motivation, Reading Amount, and Comprehension: A Conceptual Replication. *Reading and Writing*.

Jacob, R.T., **Armstrong, C.**, Bowden, A.B, Pan, Y. (2016). Leveraging Volunteers: An Experimental Evaluation of a Tutoring Program for Struggling Readers. *Journal for Research on Educational Effectiveness*.

Reports

Kim, J.S., **Armstrong, C.**, Kelley-Kemple, T. (2017). Practices Matter: Major Findings from the Charlotte-Mecklenburg Schools (CMS) Teacher Literacy Survey. READS Lab, Harvard Graduate School of Education.

Jacob, R.T., **Armstrong, C.**, Willard, J.A., with Bowden, A.B., Pan, Y. (2015). Mobilizing Volunteers: How the Reading Partners Program Leverages Community Resources to Help Struggling Readers. MDRC.

Honors, Fellowships, and Grants

IES Partnering in Education Research Pre-Doctoral Fellowship, *Harvard University* (2017-2019; \$68,000)

Harvard Presidential Scholar (2015-2016; \$4,000)

Fellowship for Emerging Leaders in Public Service, *Wagner School of Public Service, NYU* (2013-2014)

Dickey Center for International Understanding Grant, *Dartmouth College* (Summer 2009; \$3,000)

Maurice R. Robinson Internship Grant, *Dartmouth College* (Spring 2009; \$3,200)

Teaching Fellow Experience

Department of Statistics

2018, 2019 Fall Multilevel and Longitudinal Models (cross-listed in Graduate School of Education), earned Certificate of Distinction in Teaching both years

Graduate School of Education

2018 Spring Intermediate and Advanced Statistical Methods for Applied Educational Research

2018 Fall Politics and Education Policy in the U.S.

2017 Spring Intermediate Statistics: Applied Regression and Data Analysis

2017 Fall Introduction to Applied Data Analysis

2016 Spring Accumulating Evidence: How to Conduct a Quantitative Research Synthesis that Informs Educational Policy and Practice (Meta-Analysis)

Research and Work Experience

2015 – present **Graduate Research Assistant**, Harvard University, Cambridge, MA
Reach Every Reader: K-3 Interventions Strand; PI: James Kim

Detecting Treatment Effect Heterogeneity in Multisite Trials; PI: Luke Miratrix

2017 **Research Fellow**, Fulton County (GA) Public Schools, Atlanta, GA

2012 – 2015 **Technical Research Assistant**, MDRC, New York, NY
Reading Partners Evaluation; PI: Robin Jacob, University of Michigan

National Evaluation of Response to Intervention for Struggling Elementary Readers; PIs: Fred Doolittle and Rekha Balu

Professional Activities and Service

2019 – Present	<i>Ad hoc reviewer</i> , Journal for Research on Educational Effectiveness
2017 – Present	<i>Founder & Coordinator</i> , HGSE Ph.D. Buddy Program for Incoming Students
2016 – 2019	<i>Student Member</i> , HGSE Student Mental Health Committee
2016 – 2020	<i>Volunteer</i> , HGSE Student Research Conference
2015 – 2019	<i>Ph.D. Senator</i> , HGSE Student Council
2011 – 2016	<i>Board of Directors</i> , World Partners in Education

Conference Presentations

- Asher, C.A.** (2020, March). Understanding How District-Provided Pre-K Impacts Depend on the Counterfactual. Association for Education Finance and Policy (AEFP), virtual due to COVID-19.
- Asher, C.A.**, Scherer, E., Kim, J.S. (2020, March). Using a Factorial Design to Understand Varying Effects of Parental Text Messaging Interventions. AEFP, virtual due to COVID-19 and Society for Research on Educational Effectiveness (SREE), canceled due to COVID-19.
- Asher, C.A.** (2019, November). Understanding How District-Provided Pre-K Impacts Depend on the Counterfactual. Association of Public Policy Analysis and Management (APPAM), Denver, CO.
- Armstrong, C.**, Kim, J., Burkhauser, M., Mesite, L. (2019, March). Developing and Testing the Effects of an App-Supported Personalized Literacy Intervention to Improve Reading Engagement and Comprehension. SREE, Washington, DC.
- Kim, J., Burkhauser, M., Mesite, L. & **Armstrong, C.** (2019, March). Using Design-Based Implementation Research and a Randomized Controlled Trial to Replicate, Refine, and Study the Effectiveness of a Model of Reading Engagement (MORE). SREE, Washington, DC.
- Miratrix, L., Bertling, M., **Armstrong, C.**, Weidmann, B. (2018, November). Best Practices for Detecting Treatment Effect Heterogeneity in Multisite Trials. APPAM, Washington, DC.
- Miratrix, L., Bertling, M., **Armstrong, C.**, Weidmann, B. (2018, February). Using Covariates to Detect Treatment Effect Heterogeneity in Multisite Trials. SREE, Washington, DC.
- Troyer, M., Kim, J., **Armstrong, C.**, Wantchekon, K., Hale, L. (2017, July). Relations Among Intrinsic and Extrinsic Motivation, Reading Amount, and Comprehension. Society for Scientific Study of Reading, Halifax, Nova Scotia.
- Kim, J., **Armstrong, C.**, Quinn, D.M. (2017, March). Impact of Differential Treatment Trajectories on Reading Growth. SREE, Washington, DC.
- Jacob, R.T., **Armstrong, C.**, Bowden, A.B, Pan, Y. (2015, November). Capitalizing on Volunteer Tutors: An Experimental Evaluation of a Tutor-Based Program for Elementary Struggling Readers. APPAM, Miami, FL.
- Jacob, R.T, Elson, D., Bowden, A.B, **Armstrong, C.** (2015, March). Exploring the Implementation, Effectiveness, and Costs of the Reading Partners Program. SREE, Washington, DC.