

**Jessica H. Greenstone**  
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## EDUCATION

**Tufts University**, Medford, MA

Ph.D. Student, Eliot-Pearson Department of Applied Child Development, 2006-Present

**Cornell University**, Ithaca, NY

M.S., Learning, Teaching and Social Policy, Department of Education, May 2006

**Douglass College**, Rutgers University, New Brunswick, NJ

B.A., Women's Studies, May 2000

## RESEARCH EXPERIENCE

**Massachusetts Health Passport Project Evaluation**, Tufts University, Medford, MA

*Senior Research Analyst*, September 2007 – Present

- Collaborate to develop evaluation design and tools for a gender-specific health services program for juvenile justice system involved youth; review literature; code and analyze qualitative and quantitative data; write research-based reports; co-authored measures on health access and utilization practices among youth in this population.

**Massachusetts Healthy Families Evaluation**, Tufts University, Medford, MA

*Qualitative Data Analyst and Interviewer*, January 2007 – Present

- Assist in development of interview protocol for experimental design evaluation of home visitation program for young mothers; develop coding schemes for qualitative data analysis; code and analyze data using Atlas.ti software to assess variations in participant outcomes; conduct semi-structured interviews; train other interviewers.

**Needs Assessment on Middle-School Girls in Greater Worcester**, Investing in Girls Group and Kathryn A. Wheeler and Associates, Worcester, MA

*Assistant Consultant and Research Associate*, December 2006 – October 2007

- Designed surveys and analysis plan, and conducted data analysis for Investing in Girls Group Needs Assessment of middle-school girls, parents, and providers of services to middle-school girls, in the greater Worcester area.
- Devised framework for and co-authored report and executive summary on needs assessment findings, which led to creation of a new initiative on middle-school girls in this region.

**Disorganized Attachment in Middle Childhood Study**, Tufts University, Medford, MA

*Research Assistant*, September – December 2006

- Coded interactions in parent-child dyads for disorganized attachment behaviors; assisted in development of manual to code disorganized attachment in middle childhood.

**Social aggression in girls: Bystander behavior and the development of moral integrity and action**, Cornell University, Ithaca, NY

*Research Assistant*, January – August 2006

- Collaborated in design of three-year longitudinal study with elementary, middle and high school girls; conducted observations and interviews; analyzed data and prepared conference presentations.

## TEACHING

**Introduction to Child Development**, Tufts University, Medford, MA

*Teaching Assistant*, Spring 2007

- Taught weekly section with undergraduate students; conducted lecture during regular class section on gender development; collaborated with other teaching assistants to develop section lesson plans and course examinations; held office hours; graded assignments and examinations.

**Childhood across Cultures**, Tufts University, Medford, MA

*Teaching Assistant*, Fall 2006

- Assisted in development and administering of class assignments; led small discussion group; held office hours; graded assignments.

## PROFESSIONAL EXPERIENCE

**Anti-Defamation League, New York and New Jersey Regions**

*Training Specialist*, October 2000 - Present

- Facilitate A WORLD OF DIFFERENCE Institute anti-bias workshops with student, teacher and staff groups in K-12 schools. Workshops are interactive and include identity, diversity, examining bias, and action-planning components.

**Anti-Defamation League, New Jersey Region**, West Orange, NJ

*Education Director/ Regional Assistant Director*, October 2000 – July 2004

- Served as statewide director of national anti-bias program, A WORLD OF DIFFERENCE Institute. Managed and administered all aspects of programs for K-12 schools in New Jersey, as well as other education initiatives.
- Developed curricula, educational and training materials, and program agendas for diverse audiences, ranging from children to adults.
- Supervised cadre of training specialists and facilitated their professional development.
- Marketed programs to education professionals, community leaders, and media representatives.
- Wrote biannual reports and bulletins.
- Supervised administrative staff.

## PUBLICATIONS

Sherman, F., Greenstone, J.H., & Acoca, L. (Projected publication 2009). Gender as a defining issue in juvenile justice. In F. Sherman & F. Jacobs (Eds.), *Health and wellbeing in the juvenile justice system: Youth in context*. Jossey-Bass Publishers.

Greenstone, J.H. (Projected publication 2009). Learning the meaning of one: Reflections on social justice education. In M.K. Trigg (Ed.), *Leading the way: Young women's activism for social change*.

Wheeler, K.A., & Greenstone, J.H. (2007). *From gaps to opportunities: Meeting the needs of girls in the Worcester area. A needs assessment of middle-school girls conducted for the Investing in Girls Group and the Women's Initiative of the United Way of Central Massachusetts*. Worcester, MA: Women's Initiative of the United Way of Central Massachusetts.  
<http://www.unitedwaycm.org/nonhtml/Needs%20Assessment%20Research%20Report.pdf>

Greenstone, J.H. (2006). The role of dress, labeling and media in girls' negotiation of the tension between "hot" and smart and restrictive models of girlhood. Unpublished masters thesis, Cornell University: New York.

### PRESENTATIONS

Wheeler, K.A., & Greenstone, J.H. (2008, November). Evaluating girls' programs: Creating effective partnerships. Presentation for the Rutland Corner Foundation Annual Grantee Luncheon, Boston, MA.

Greenstone, J.H. (2008, June). Adolescent girls learn about the importance of being "hot:" The role of dress, media and peers. Poster presented at The Jean Piaget Society Conference, Quebec City, Quebec.

Greenstone, J.H. (2007, April). "Confidence and the right sandwich:" Adolescent girls learn about the importance of being "hot." Paper presented at Campaign for a Commercial Free Childhood Summit on the sexualization of children, Boston, MA.

Wheeler, K.A., & Greenstone, J.H. (2007, May). Investing in Girls: A community needs assessment of middle-school girls in greater Worcester. Preliminary findings of paper presented at the Investing in Girls Group Strategic Planning Retreat, Worcester, MA.

Greenstone, J.H. (2007, March). Single-sex programs for girls: Motivations, recommendations, and challenges. Paper presented at the Beyond the Classroom Forum, Women's Studies Department, Tufts University, Medford, MA.

Schrader, D.E., Greenstone, J.H., Matthews, J., Gouveia, C., & Mangiere, N. (2006, July). Bystander behavior: Girls' definitions and perceptions of social aggression. Paper presented at the Association for Moral Education Conference, Fribourg, Switzerland.

Schrader, D.E., Greenstone, J.H., Davy, K., & Pijanowski, J.C. (2005, April). Girls will be women: Relational aggression all grown up and in the workplace. Paper and poster presented at the Society for Research on Adult Development Conference, Atlanta, GA.

### AWARDS AND AFFILIATIONS

- Member, Society for Research on Adolescence
- Recipient, 2005 Associate Alumnae of Douglass College Mabel Smith Douglass Fellowship
- Member, Institute for Women's Leadership Alumnae Board, Douglass College
- Member, Public Advocacy Workgroup, Girls' Coalition of Greater Boston