

**Elizabeth A. Self**  
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### **AREAS OF SPECIALIZATION**

Social foundations, teacher education, anti-oppressive education, simulated encounters, cross-professional pedagogies, design-based research

### **EDUCATION**

- 2016 Vanderbilt University, Peabody College, Ph.D.  
Learning, Teaching, and Diversity  
Specialization: Literacy, Language, and Culture  
Department of Teaching and Learning  
Doctoral committee: Ilana S. Horn (chair), Paul Cobb, Barbara Stengel, Arna Banerjee  
*Dissertation:* Designing and Using Clinical Simulations to Prepare Teachers for Culturally Responsive Teaching
- 2010 Vanderbilt University, Peabody College, M.Ed.  
Learning, Diversity, and Urban Studies  
Department of Teaching and Learning  
*Capstone:* Single-Sex Instruction for African American, Low-Income Students
- 2001 Davidson College, B.A.  
Interdisciplinary Studies, *cum laude*  
*Thesis: An der Uni:* The Americanization of the German University System  
Supervisors: Shireen Campbell (English); Scott Denham (German)

### **PROFESSIONAL EXPERIENCE**

- 2019 to 2022 **Assistant Professor of the Practice of Social Foundations of Education**, Department of Teaching and Learning  
Vanderbilt University's Peabody College, Nashville, TN
- 2016 to 2019 **Lecturer**, Department of Teaching and Learning  
**Director**, Teaching and Learning in Urban Schools  
Vanderbilt University's Peabody College, Nashville, TN
- 2016 to 2017 **Adjunct**, Instructional Practice Program  
Lipscomb University, Nashville, TN

2010-2016                      **Graduate Assistant**, Vanderbilt University, Nashville, TN

2009-2010                      **Research Assistant**, Vanderbilt University, Nashville, TN,  
with Doug and Lynn Fuchs

#### **PUBLICATIONS** (\* denotes collaboration with a student)

##### **Books**

**Self, E. A.**, & Stengel, B.S. (2020). *Toward anti-oppressive teaching: Designing and using simulated encounters*. Harvard Education Publishing Group.

##### **Book Chapters**

Dunleavy, T., & **Self, E. A.** (In press). Working with mathematics teacher candidates to dismantle typical patterns of power, privilege, and oppression. In B. A. Benken (Ed.), *AMTE Professional Book Series, Volume 5: Reflection on past, present and future: Paving the way for the future of mathematics teacher education*.

Stengel, B. S., **Self, E. A.**, & Peterson, R. (2023). Making sense of student (mis)behavior: A critical pragmatist alternative to pedagogies of punishment. In W. C. Thompson & J. Tillson (Eds.), *Pedagogies of punishment: The ethics of discipline in education* (pp. 255-267). Bloomsbury Publishing.

Hundley, M., Palmeri, A., Hostetler, A., Johnson, H., Dunleavy, T. K., & **Self, E. A.** (2018). Developmental trajectories, disciplinary practices, and sites of practice in novice teacher learning: A thing to be learned. In D. Polly, M. Putnam, T. M. Petty & A. J. Good (Eds.), *Innovative practices in teacher preparation and graduate-level teacher education programs* (2nd ed., pp. 153-180). IGI Global.

Milner, H.R. & **Self, E. A.** (2014). Studying race in teacher education: Implications from ethnographic perspectives. In A. Dixson's (Ed.), *Researching race in education: Policy, practice and ethnography* (pp. 3-28). Information Age Publishing.

Milner, H. R., IV, **Self, E. A.**, & Pearman, F. A. (2012). Cultural matters in the classroom. In P. Wyman (Ed.), *Amazing grades: 101 best ways to improve your grades faster* (pp. 187-188). The Center for New Discoveries in Learning, Inc.

**Self, E. A.**, & Milner, H. R., IV. (2012). Cultural discontinuities and education. In J. A. Banks (Ed.), *Encyclopedia of diversity in education* (pp. 513-517). SAGE Publications, Inc.

### **Articles in Refereed Journals**

- Jocius, R., **Self, E. A.**, & Wood, S. (2015). Creating critical readers and responders using the Common Core State Standards. *e-Journal of Balanced Reading Instruction*, 3(1), 10-16.
- Slone, J., **Self, E.**, Friedman, D., & Heiman, H. (2013). Disparities in pediatric oncology patient education and linguistic resources: Results of a national survey of pediatric oncologists. *Pediatric Blood & Cancer*, 61(2), 333-336.
- Milner, H. R., IV, & **Self, E. A.** (2012). Getting real about race: Colorblindness as complicit (instructional) ineffectiveness. *National Journal of Urban Education & Practice*, 6(1), 1-19.
- Slone, J., **Self, E.**, Friedman, D., & Heiman, H. (2012). Pediatric oncologists' assessment of resources for new cancer diagnosis education. *Pediatric Blood & Cancer*, 58(7), 1068.

### **Book Reviews**

- Self, E. A. (Forthcoming). White educators negotiating complicity: Roadblocks paved with good intentions (Philosophy of Race Series) [Review of the book, by Barbara Applebaum]. *Studies in Philosophy and Education*.
- Self, E. A. (2021, May 24). Teaching about diversity: Activities to start the conversation (Social Issues in Education Series) [Review of the book, by M. J. Marks & S. DeWitt]. *Teachers College Record*.

### **Op-Ed Articles**

- Self, E. A.** (2020, February 26). Backlash from slavery lesson is something we can all learn from, *The Tennessean*. Retrieved from <http://www.tennessean.com/story/opinion/2020/02/26/waverly-belmont-slavery-lesson-carries-its-own-lessons/4812532002/>
- Anderson, L., Carter Andrews, D., Diemer, M., Horn, I., Philip, T., Souto-Manning, M., **Self, E.**, Stillman, J., Varghese, M. (2017, January 27). Betsy DeVos is unqualified to lead Education Department, *The Tennessean*. Retrieved from <http://www.tennessean.com/story/opinion/2017/01/27/betsy-devos-unqualified-lead-education-department/97135790/>

### Refereed Conferences

Thompson, A., Stengel, B. S., **Self, E. A.**, & Vei, T. (2021, November). *Staging necessary vulnerabilities*. Panel presented at the annual meeting of the American Educational Studies Association, Portland, OR.

Self, E. A. (2021, November). *The ethics of (re)traumatization: Using simulations in teacher education*. Paper presented at the annual meeting of the American Educational Studies Association, Portland, OR.

Self, E. A. (2021, November). *Looking around: Promoting “wide-awakeness” in graduate education*. Paper presented as part of the Replacing “Dysfunctional Ecologies” with “Rightful Presence”: Making the Shift from Classroom Management to Classroom Ecolog(ies) symposium at the annual meeting of the American Educational Studies Association, Portland, OR.

Self, E.A. (2021, April). *Representation, response-ability, and (re)traumatization: What are the ethical considerations of using simulations in teacher education?* Paper presented at the annual meeting of the American Educational Research. Online.

Self, E.A. (2020, November). *Simulations for deeper learning in teacher education*. Workshop presented at the Fall Forum of EdPrepLab. Online.

Self, E.A. (2020, April). *The same, but different: Standardizing learning opportunities for learning in live-actor simulations*. Paper accepted as part of the Approximating Teaching: Simulations as a Platform for Understanding and Improving Instructional Quality symposium at the annual meeting of the American Educational Research Association, San Francisco, CA. *Cancelled due to COVID-19*.

Self, E.A., & Stengel, B.S. (2020, April). *“I know that it’s fake, but...”: Queer-identifying teacher candidates confronting heterosexism*. Round table accepted at the annual meeting of the American Educational Research Association, San Francisco, CA. *Cancelled due to COVID-19*.

Self, E.A., & Johnson, H. (2020, April). *Recursive, relational, reflective: Deeper learning pedagogies*. Paper accepted as part of the Preparing Exemplary Teachers and Leaders for Every Child: Building a Network of Institutions to Inspire a National Movement symposium at the annual meeting of the American Educational Research Association, San Francisco, CA. *Cancelled due to COVID-19*.

- Self, E. A. (2020, February). *Seeing kids and seeing their worlds: Developing critical bifocality in a classroom ecology course*. Poster presented as part of the Taking an Ecological Perspective to Focus on Equity Future Casting Session at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
- Hundley, M., Pendergrass, E., **Self, E. A.**, & Jocius, R. (2019, December). *Creating composers: Using digital and multimodal writing to develop pedagogical change with pre-service teachers*. Panel presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Pendergrass, E., Hundley, M., **Self, E. A.**, Peterson, R., & Jocius, R. (2019, December). *Reading and responding to children's nonfiction texts representing disability*. Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Stengel, B., Thompson, A., & **Self, E. A.** (2019, October). *Artifice as experience: Reconsidering "experience" when educating teachers for equity*. Panel presented at the annual meeting of the American Educational Studies Association, Baltimore, MD.
- \*Huddleston-Boatman, O. R., & **Self, E. A.** (2019, October). *The battle for equality: School choice from Brown v. Board to today*. Paper presented at the annual meeting of the American Educational Studies Association, Baltimore, MD.
- Self, E.A.** (2019, October). *Disruption as habit: What Mr. Duncan is good for*. Paper presented at the annual meeting of the American Educational Studies Association, Baltimore, MD.
- Hostetler, A., Hundley, M., Peterson, B., & **Self, E.A.** (2018, December). *Live-actor simulations to unpack assumptions and enter difficult conversation*. Symposium presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Pendergrass, E., Hundley, M., & **Self, E.A.** (2018, December). *Learning from and with literature: Children's nonfiction texts representing disability*. Symposium presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Self, E. A.**, Hostetler, A., & Stengel, B. (2018, November). *Designing for difficult discourses: Using simulated encounters in a social studies literacies teacher education course*. Paper presented at the annual meeting of the College and University Faculty Assembly, an affiliate group of the National Council on Social Studies, Chicago, IL.

- Self, E. A., & Hundley, M.** (2018, November). *Twelve minutes with Riley: Using a live-actor simulation to unpack the complexity of student interactions*. Panel presented at the annual meeting of the National Council for the Teachers of English, Houston, TX.
- Hartnett, C., Holbrook, T., Hundley, M., Pendergrass, E., & **Self, E. A.** (2018, November). *Caring for students through children's nonfiction texts representing disability*. Panel presented at the annual meeting of the National Council for the Teachers of English, Houston, TX.
- Self, E.,** Stengel, B.S., Mayo, C., & Askew, R.K. (2018, November). *Un-covering safe space: Preparing teachers for difficult discourse in simulated social studies encounters*. Panel presented at the annual meeting of the American Educational Studies Association, Greenville, SC.
- Self, E.A.** (2018, October). *Teaching paradoxically with simulated encounters: The SHIFT Project*. Paper presented at the 8<sup>th</sup> International Conference on Education and Social Justice, Honolulu, HI.
- \*Self, E. A., & Artap, M. J.** (2018, April). *Resilience through disruption? Revealing teachers' strengths through simulated encounters*. 20x20 presented at ResilienceCon, Nashville, TN.
- Self, E. A.** (2018, February). *Simulated encounters for teaching as a signature pedagogy*. Poster presented as part of the Exploring Signature Pedagogies to Develop Critical Dispositions Future Casting Session at the annual meeting of the American Association of Colleges for Teacher Education, Baltimore, MD.
- Self, E. A.** (2017, October). *Making the case: Choosing and using representations of practice in professional education*. Symposium presented at the Research on Teaching and Learning Summit, Kennesaw, GA.
- Self, E. A.** (2017, April). *Making sense: Trajectories of preservice teachers' learning in a clinical simulation for culturally responsive teaching*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Self, E. A.** (2017, April). *Framing and re-framing clinical simulations to develop emergent cultural responsiveness*. Paper presented as part of the Developing Practices to Recognize and Address the Political and Ideological Aspects of Educators' Everyday Work symposium at the annual meeting of the American Educational Research Association, San Antonio, TX.

- Self, E.**, Dunleavy, T., Hostetler, A., Hundley, M., Johnson, H., Pendergrass, E. Reynolds, D. (2017, March). *Clinical simulations for culturally responsive teaching in disciplinary literacy and methods courses*. Symposium presented at the American Association of Colleges for Teacher Education, Tampa, FL.
- Self, E. A.** (2016, November). *Love, labor, and learning under the gun as design principles in clinical simulations for culturally responsive teaching*. Paper presented at the American Educational Studies Association Conference, Seattle, WA.
- Self, E. A.** (2016, November). *Clinical simulations*. Paper presented as part of the Embodied Learning as Political Project symposium at the annual meeting of the American Educational Studies Association Conference, Seattle, WA.
- Reynolds, D., **Self, E. A.**, & Chen, G.A. (2016, June). *Framing problems and parents: How teacher education courses affect pre-service teachers' clinical simulation encounters*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction SIG 11 Teaching and Teacher Education Conference, Zürich, Switzerland.
- Horn, I.S., **Self E. A.**, Chen, G.A., & Stengel, B. (2016, June). *Cultural responsiveness for teaching: The development of pre-service teachers' sensemaking in clinical simulations*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction SIG 11 Teaching and Teacher Education Conference, Zürich, Switzerland.
- \*Self, E. A.**, & Clayton, H. (2016, April). *Being Darius: Marginalized identities in clinical simulations for teacher education*. Paper presented at the 7<sup>th</sup> Annual Diversity in Research and Practice Conference, New York, NY.
- Self, E. A.** (2016, February). *Constructive discomfort: Finding the path to culturally responsive teaching through live actor simulations*. Session presented at the annual meeting of the Tennessee Association of Colleges for Teacher Education, Nashville, TN.
- Self, E. A.** (2015, April). *Going off script: Cultural responsiveness in the face of standardization*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Self, E. A.** & Kane, B.D. (2015, April). *SIMulating practice: How do mediating artifacts in a social foundations and methods course influence preservice teachers' opportunities to learn through simulated practice?* Poster presented as part of structured poster session at the annual meeting of the American Educational Research Association, Chicago, IL.
- Self, E. A.** (2015, February). *Facing one's fears: Using self-designed students to prepare pre-service teachers to respond to diversity.* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
- Self, E. A.** (2013, October). *Contextualizing culturally responsive teaching (CRT) in the university classroom.* Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Chicago, IL.
- Self, E. A.** (2013, April). *"Pulled up short": What makes an incident critical?* Paper presented at the annual meeting of the American Educational Research Association, Division I, San Francisco, CA.
- Self, E. A.** (2013, April). *Giving and giving off: Incongruence in teacher education.* Paper presented at the annual meeting of the American Educational Research Association, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education, San Francisco, CA.
- Self, E. A.,** & Milner, H.R., IV. (2012, November). *Proceed with caution: Cross-professional research on cultural responsiveness.* Founder's Roundtable session presented at the annual meeting of the National Association of Multicultural Educators, Philadelphia, PA.
- Slone, J., **Self, E.,** Friedman, D., & Heiman, H. (2012, May). *Pediatric oncologists' assessment of resources for new cancer diagnosis education.* Poster presented at the American Society of Pediatric Hematology/Oncology, New Orleans, LA.
- Self, E. A.** (2012, February). *Is there a "place" for diverse texts in conservative schools? Perceived constraints on text selection among middle- and high-school English language arts teachers.* Paper presented at the annual meeting of the National Council for Teachers of English Assembly of Research, Tuscaloosa, AL.
- Self, E. A.** (2011, November). *Why not? Limitations to teachers' abilities to enact multicultural education in the English language arts classroom.* Roundtable presented at the annual meeting of the National Association of Multicultural Educators, Chicago, IL.



**Self, E. A., & Cook, L.** (2010, February). *Grading what matters: Ideas for language arts teachers*. Workshop presented at the Georgia Council for the Teachers of English 2010 Annual Conference, Callaway Gardens, GA.

**Self, E. A.** (2010, February). *Rock the boat: Tapping students' cultural identities*. Workshop presented at the Georgia Council for the Teachers of English 2010 Annual Conference, Callaway Gardens, GA.

## INVITED PRESENTATIONS

**Self, E. A.** (2021, July 6). *Simulating context: Temporal and spatial considerations in live-actor, simulated encounters*. Presentation for the Innovation and Growth During Uncertain Times: Simulations in Education and the COVID-19 Crisis, Mofet Institute.

**Self, E. A., & Stengel, B. S.** (2021, February 19). *Simulations for deeper learning*. Presentation for the Learning Café Series, Educator Preparation Laboratory.

**Self, E. A., & Stengel, B. S.** (2021, February 12). *Toward anti-oppressive teaching*. Presentation for the Teaching, Difference, and Power Learning Community on Teaching and Race, Center for Teaching, Vanderbilt University.

**Self, E. A.** (2019, February). *Meet Mr. Duncan: Using a simulated encounter to support creative insubordination among novice teachers*. Session presented at the National Science Foundation Simulations in Teacher Education Conference, Louisville, KY.

**Self, E. A.** (2019, February). *Designing for disruption: Live-actor encounters to shift preservice teachers' horizons*. Poster presented at the National Science Foundation Simulations in Teacher Education Conference, Louisville, KY.

## MEDIA COVERAGE

Reich, J. (2020, Feb. 20). Dr. Liz Self. *TeachLab with Justine Reich*. Retrieved from <https://teachlabpodcast.com/episodes/dr-liz-self-s1!09e96>

Bruff, D. (2019). *Intentional tech: Principles to guide the use of educational technology in college teaching*. Morgantown, WV: West Virginia University Press. (pp. 33-35, 45)

Johnson, S. (2017, Sept. 17). Episode 25 – Elizabeth Self. *Leading Lines*. Podcast retrieved from <https://soundcloud.com/leadinglines/episode-025-elizabeth-self>

Brasher, J. (2016, Summer). Class act. *Peabody Reflector*. Retrieved from <https://www.vanderbilt.edu/peabody-reflector/2016/07/class-act/>

Sawchuk, S. (2016). For preservice teachers, lessons on cultural sensitivity. *Education Week*, 35, 1, 8-9. Retrieved from <http://www.edweek.org/ew/articles/2016/02/17/for-preservice-teachers-lessons-on-cultural-sensitivity.html?cmp=eml-enl-eu-news1>

Tatter, G. (2015, July 22). Teacher training programs strive to bridge culture, racial gaps in the classroom, *Chalkbeat Tennessee*. Retrieved from <http://tn.chalkbeat.org/2015/07/22/tennessee-teacher-training-programs-strive-to-bridge-culture-racial-gaps-in-the-classroom/#.VsY6gpMrJE5>

## **MEDIA CONTRIBUTIONS**

Harris, Bracey. (2021, March 9). “Are you listening?” The struggle to reach students you can’t see. *NBC News*. Retrieved from <https://www.nbcnews.com/specials/first-year-teachers-pandemic-louisville-kentucky/>

Cornwall, Gail. (2020, Dec. 31). What difference can teacher friendships make at schools? *KQED MindShift*. Retrieved from <https://www.kqed.org/mindshift/57170/what-difference-can-teacher-friendships-make-at-schools>

Cornwall, Gail. (2020, Dec. 10). How friends influence one another – for better or worse – in high school. *KQED MindShift*. Retrieved from <https://www.kqed.org/mindshift/57082/how-friends-influence-one-another-for-better-or-worse-in-high-school>

Cornwall, Gail. (2020, Nov. 30). How understanding middle school friendships can help students with ups and down. *KQED MindShift*. Retrieved from <https://www.kqed.org/mindshift/57010/how-understanding-middle-school-friendships-can-help-students>

Cornwall, Gail. (2020, Nov. 18). What the research says about academic power of friendship. *KQED MindShift*. Retrieved from <https://www.kqed.org/mindshift/56979/what-the-research-says-about-the-academic-power-of-friendship>

Adame, Jaime. (2020, June 28). Students: UA’s grade low in race bias issues. *Arkansas Democrat Gazette*. Retrieved from <https://www.arkansasonline.com/news/2020/jun/28/students-uas-grade-low-in-race-bias-issues/>

Donvito, T. (2020, June 18). 10 things you may not see in schools after coronavirus. *Reader’s Digest*. Retrieved from <https://www.rd.com/advice/things-you-may-not-see-in-schools-after-coronavirus/>

Some Parents Develop School Curriculum For Their Children. (2020, April 15). *Morning Edition, NPR*. Retrieved from <https://www.npr.org/2020/04/15/834746349/some-parents-develop-school-curriculum-for-their-children>

Richards, E. (2020, April 13). How coronavirus school closures could cause “historic academic regression.” *USA Today*. Retrieved from <https://www.usatoday.com/story/news/education/2020/04/13/coronavirus-online-school-homeschool-betsy-devos/5122539002/>

Young, J.R. (2020, March 26). Scenes from college classes forced online by COVID-19. *EdSurge*. Retrieved from <https://www.edsurge.com/news/2020-03-26-scenes-from-college-classes-forced-online-by-covid-19>

Bryant, L. (2018, Oct. 5). Prep schools confront Kavanagh fallout. *The Ledger*. Retrieved from <http://www.westviewonline.com/editorial/Article.aspx?id=110744>

### **CURRICULAR MATERIALS**

Bruyère, J., Pendergrass, E., Self, L., Wager, A., Joseph, O., and Kissel, B. (2020). Tennessee Post-Tornado Educational Resource. <https://view.publitas.com/dr-2/post-tornado-educational-resource-pptx/>

### **HONORS & AFFILIATIONS**

#### **Honors**

- Junior Faculty Teaching Fellows, Center for Teaching, Vanderbilt University, 2018-19
- ReinventED Semi-Finalist, Sacramento State, 2018
- Jasmine Ma Community Service Award, Department of Teaching and Learning Doctoral Student Association, Vanderbilt University’s Peabody College, 2015
- National Board Certification in English Language Arts/Adolescence through Young Adulthood, National Board for Professional Teaching Standards, 2009
- Thomas J. Watson Fellowship, Watson Foundation, 2001

#### **Affiliations**

##### *International*

- European Association for Research on Learning and Instruction (EARLI)
- The International Society of the Learning Sciences (ISLS)

*National*

- American Educational Research Association (AERA)
  - Division G: Social Context of Education
  - Division I: Education in the Professions
  - Division K: Teaching and Teacher Education
- American Educational Studies Association (AESA)
- National Council for the Teachers of English (NCTE)
- National Council for the Social Studies (NCSS)
- Philosophy of Education Society (PES)

**RESEARCH GRANTS**

Project title & team	Funding source	Years	Amount & status
Simulated Interaction Model for Pre-Service Secondary Teachers (PI; with Barbara Stengel)	Arthur Vining Davis Foundation (sub-contract via Syracuse University)	2015-2017	\$20,000; funded
Clinical Simulations for Pre-Service Secondary Teachers (PI)	Bonsal Applied Education Research Award, Peabody College	2014	\$8,000; funded

**INSTRUCTIONAL IMPROVEMENT GRANTS**

Project title & team	Funding source	Years	Amount & status
Preparing Teachers to Support Deeper Learning in Highly Stressed Schools (with Heather Johnson, Marcy Singer-Gabella, and Anita Wager)	EdPrepLab	1	\$3750; funded <i>Project not commenced due to COVID-19</i>

**TEACHING** (\* denotes online, \*\* denotes hybrid)

**Vanderbilt University** (Nashville, TN)

*Instructor*

- EDUC 3620: Social and Philosophical Aspects of Education (Fall 2012, 2013, 2015, 2016, 2017, 2018, 2019, 2020\*, 2021; Spring 2016, 2018, 2019, 2020, 2021\*\*, 2022)
- EDUC 7400: Design to Disrupt: Unmaking Social Inequality (Spring 2020, 2022)
- EDUC 6110: Learning Ecologies I: Equity, Access, and Inclusion in Context (Summer 2017, 2018, 2019, 2020\*; Fall 2021)
- EDUC 6330: Recognizing and Responding to Diverse Learners (Fall 2021)
- EDUC 6310: Classroom Ecology (Spring 2018, 2019, 2020, 2021\*\*)
- EDUC 3270: Managing Instructional Settings (Fall 2020\*\*)
- EDUC 7700: Humanizing Pedagogies (Fall 2020\*)
- ENED 3357/6360: Literature, Pop Culture, and New Media (Fall 2019)
- EDUC 6640: Issues in Urban Schools I (Fall 2018)
- EDUC 6650: Issues in Urban Schools II (Spring 2019)
- Tennessee Governor's Academy for School Leadership (GASL) – External School Culture and Community (2018, 2019)
- EDUC 7500/3890: Stories About School (Maymester 2018)
- EDUC 7992: Capstone Seminar (Fall 2016, Fall 2017)
- EDUC 6070: Foundations of Education (Summer 2017)
- ENED 3371/6371: Practicum in Secondary Education: English/Language Arts (Fall 2016)
- EDUC 7983: Internship in Learning, Diversity, and Urban Studies (Fall 2010-Spring 2012)

*Co-instructor*

- EDUC 6520: Foundations of English Language Learner Education (Fall 2017, with Ana Christina da Silva)
- ENED 3400/6400: Harry Potter and Children's Literature (Spring 2016, 2017, with Emily Pendergrass)
- ENED 3350/6360: Literature, Popular Culture, and New Media (Spring 2017, with Melanie Hundley)
- EDUC 3661/3662/7500: Issues in Urban Schools I, II, III (Fall 2014-Spring 2016, with Barbara Stengel)
- EDUC 6300: Adv. Social and Philosophical Aspects of Education (Fall 2014, with Barbara Stengel and Alvin Pearman)

*Independent Studies*

- EDUC 3850: Independent Study in Education (Spring 2021\*), with Preethi Sriraman

- EDUC 3850: Independent Study in Education (Spring 2021\*), with Abigail Suzman
- EDUC 3850: Independent Study in Education (Fall 2020\*, Spring 2021\*), with Anna Yarinsky
- EDUC 3850: Independent Study in Education (Spring 2020), with Xueru Yu
- EDUC 3860: Independent Study in Education (Spring 2019), with Caroline Gaggini
- EDUC 7660: Readings and Research in Education (Spring 2019), with Yanzechen Dai
- EDUC 7963: Readings and Research in Learning, Diversity, and Urban Studies (Spring 2019), with Olivia Huddleston-Boatman
- EDUC 3862: Advanced Fieldwork in Educational Studies (Fall 2018), with Kyle Money (UG, Educational Studies)
- ENED 7960: Readings and Research in English Education (Fall 2017)
- EDUC 7964: Readings and Research in Reading Education (Spring 2017), with Jessica Ford (M.Ed., Reading)

#### *Doctoral Committees*

- Tanushree Sarkar (HOD), with David Diehl (Chair), Brian Christens, and Xiu Cravens (2021-2022)
- Mariah Harmon (DTL), with Ilana S. Horn (Chair), H. Richard Milner, III, and Nicole M. Joseph (2020-2022)
- Sara Jones (DTL), with Amanda Goodwin (Chair), Nicole M. Joseph, and Gholneshar Muhammad (2020-2022)
- Samantha Marshall (DTL), with Ilana S. Horn (Chair), Nicole M. Joseph, and Kari Kokka (2019-2020)

#### *Mentor*

- EDUC 7992: Capstone Seminar (2012-2016)
- EDUC 4953: Student Teaching Seminar: Secondary (Spring 2013)

#### **Lipscomb University** (Nashville, TN)

*Instructor*, EG 5303: Teaching the Diverse Learner (Summer 2016, 2017)

*Collaborator*, Clinical simulations consultant (Spring 2017, Spring 2018, Fall 2018)

#### **Programs for Talented Youth at Vanderbilt University** (Nashville, TN)

##### *Instructor*

- Summer Academy at Vanderbilt for the Young (SAVY): Chaucer's *Canterbury Tales* (Spring 2017)

- Reading at Vanderbilt (RAV): #WeNeedDiverseBooks at I.T. Creswell Middle School (Spring 2016)

**Young Women's Leadership Charter School** (Chicago, IL)

*Instructor*

- 11<sup>th</sup>-grade Humanities (2006-2009)
- 11<sup>th</sup>-grade Fundamentals of College Writing (2006-2009)
- 12<sup>th</sup>-grade Urban Debate (2007-2008)

**William Monroe High School** (Stanardsville, VA)

*Instructor*

- 9<sup>th</sup>-grade remedial and general survey English (2002-2003)
- 10<sup>th</sup>-grade honors world literature (2003-2005)
- 11<sup>th</sup>-grade general American literature (2003-2005)
- 12<sup>th</sup> grade general British literature (2002-2003)
- 12<sup>th</sup>-grade remedial English (2003-2005)
- 12<sup>th</sup>-grade debate elective (2003-2004)

**Licensure**

- National Board Certification in English Language Arts/Adolescence through Young Adulthood
- Out-of-State Teacher License in English Language Arts from the State of Tennessee
- Master Secondary Teaching License in English Language Arts from the State of Illinois

**SERVICE**

**Professional**

*Reviewing -- Journals*

- *American Education Research Journal* (2019-2021)
- *Urban Education* (2019-2021)
- *New Educator* (2019-2020)
- *Education and Urban Society* (2016-2021)
- *Multicultural Perspectives* (2017-2021)
- American Education Studies Association (AESA) Annual Conference (2021)
- American Education Research Association (AERA) Annual Conference Divisions G, I, and K and Multicultural/Multiethnic SIG (2012, 2014, 2015, 2016, 2017, 2018, 2020)

- National Association of Multicultural Education (NAME) Annual Conference (2011-2012)

#### *Reviewing -- Grants*

- Israel Science Foundation (2020-2021)
- Spencer Foundation (2019-2021)

*Program Committee, National Association of Multicultural Education (NAME) Political Action Committee (2011-2013)*

#### *Advisory Boards/Working Groups*

- Roundtable Meeting on Dialogue Across Difference (Spring 2018) funded by the European Union Center at the University of Illinois at Urbana-Champaign; with Chris Higgins (host), Ameena Ghaffar-Kucher, Jamie Kowalczyk, and Noah Sobe
- Woodrow Wilson Academy of Teaching and Learning/MIT Teaching Systems Lab Working Group (Fall 2016)

### **Community**

#### *Outreach*

- Trailblazer Coalition (2016-2020) to recruit and retain teachers of color in the Metro Nashville area
  - Steering Committee Member (2018-2020)
  - Program Representative (2016-2020)
- Culturally Responsive Teaching Workshop, Teach for America (Spring 2014)
- YMCA of Middle Tennessee, Read to Rise Program (Fall 2009)

#### *District- and School-based Outreach with Teachers and Administrators*

- Curiosity, Community, and Content: Doing It All in the First Week of School – Professional development with 5<sup>th</sup>-12<sup>th</sup> grade teachers in Metro Nashville Public Schools (2021, Aug. 5)
- More than Martin: Teaching Black History in Elementary School – All-day professional development with K-4<sup>th</sup> grade teachers at Waverly Belmont Elementary School (2020, Jan. 29)

#### *School-based Outreach with Students and Families*

- Waverly Belmont RAPS Program (Fall 2017, Spring 2018) and Book Club (Fall 2018, 2019, 2020; Spring 2019, 2020) with 3<sup>rd</sup> and 4<sup>th</sup> grade
- Waverly Belmont Pandora's Box Program (Fall 2018, Spring 2019)
- Waverly Belmont Oral Histories Project (Fall 2018, Spring 2019)
- Waverly Belmont Story Contest (Spring 2018, 2019)



*Instructor, ESL Level 3 Course, Nashville International Center for Empowerment (NICE)  
(Spring/Summer 2014)*

### **University**

*Advisor, Mayfield Experience (Fall 2019)*

*Faculty VUceptor, VV 0700: Vanderbilt Visions (Fall 2018, 2019)*

*Guest lecturer, SOC 254: Schools and Society – The Sociology of Education, Vanderbilt University (Fall 2011)*

### **College**

*Presenter, Peabody College Faculty Facetime (Summer 2021)*

*Program developer, Justice and Social Transformation in/through Educational Design (JUST-ED) Ed.D. Program (Summer 2020-present)*

*Representative, EdPrep Lab (2020-21)*

*Online teaching liaison, Center for Teaching. (Spring 2020)*

*Director, Teaching and Learning in Urban Schools (TLUS) Program (2017-19)*

### **Department**

*Director, SHIFT Project*

- Secondary Education Program (2014-2022)
- Early Childhood and Elementary Education Program (2018-2022)
- Advisor on new simulation space in 6 Magnolia Circle (2019-2022)

*Building liaison, Schools of Innovation Residency Grant, at Jere Baxter & McMurray Middle Schools (2019-2022)*

*Faculty advisor, Student Advisory Council (SAC) (Fall 2016-2019)*

*Guest lecturer*

- EDUC 1220: Society, the School, and the Teacher (Fall 2019)
- EDUC 3120: Children in Families and Schools (Spring 2019)
- EDUC 9700: Identities Across Educational Contexts (Fall 2016)
- EDUC 6020: Culturally Responsive Teaching, Vanderbilt University (Summer 2015, 2016)

- EDUC 6050: Parents, the School, and the Community, Vanderbilt University (Spring 2015)
- EDUC 3370: Teaching Literature and New Media in the Secondary School, Vanderbilt University (Fall 2013)
- EDUC 6620: Learning, Diversity, and Urban Studies Seminar II, Vanderbilt University (Spring 2011)

*Evaluator*

- Learning, Diversity, and Urban Studies (LDUS) Capstone (Summer 2020-2022)
- Learning and Diversity (L&D) Capstone (Spring 2016-2022)
- Reading Education Program Capstone (Spring 2016-2022)
- Secondary Education Licensure Program Graduate Capstone (Spring 2014-2019)
- Elementary Education Licensure Program Graduate Capstone Presentations (Spring 2010, 2020)
- Preservice Teacher Screening II, Social Studies (Fall 2011)

*Committee member*

- Equity, Justice, and Identity Committee (Fall 2019-2022)
  - Chair (Fall 2020-2022)
- Ad Hoc Committee on Standardized Tests and Admissions Criteria (Summer 2020)
- Doctoral Student Association, Department of Teaching and Learning, Peabody College
  - First-year Liaison (Fall 2014-Spring 2015)
  - Faculty Representative (Spring 2012)
  - Student Representative, Elementary Social Studies Candidate Search (Spring 2012)