

Simona Goldin, Ph.D.
Research Associate Professor
University of North Carolina at Chapel Hill
Department of Public Policy
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EDUCATION

- Ph.D. Educational Foundations and Policy, School of Education, University of Michigan, 2010
- M.A. Educational Foundations, Administration, Policy, & Research Methods, School of Education, University of Michigan, 2001
- M.S. Management and Urban Policy Analysis, Robert J. Milano Graduate School of Management and Urban Policy, The New School, 1999
- B.A. Russian and French Intellectual History (Minor: Women's Studies), University of Wisconsin, Madison, 1991

PROFESSIONAL APPOINTMENTS

- 2021-present Research Associate Professor, EPIC (Education Policy Initiative at Carolina), University of North Carolina Public Policy
- 2022-present Faculty Fellow, University of North Carolina Frank Porter Graham Child Development Institute (FPG), University of North Carolina
- 2010-present Lecturer, School of Education, University of Michigan
- 2020-2021 Visiting Scholar, EPIC (Education Policy Initiative at Carolina), University of North Carolina Public Policy
- 2020-2022 Lead Research and Design Specialist, Organizing to Learn Practice Project, School of Education, University of Michigan
- 2016-2020 Director of Instructional Design for Seminars and Special Programs TeachingWorks, University of Michigan
- 2014-2020 Editor, Working Papers, TeachingWorks, University of Michigan
- 2014 Co-Director, Elementary Mathematics Laboratory TeachingWorks, University of Michigan
- 2011-2016 Research Specialist, TeachingWorks, University of Michigan
- 2010-2011 Research Associate, TeachingWorks, University of Michigan

FUNDED RESEARCH

- 2023 Co-PI: Freedmen's Towns w/ Cassandra Davis & Iheoma Iruka. DHS, \$300,000.
- 2023 Co-PI: People of Color Serving Institution Teacher Preparation Pilot w/Danielle Allen & Kevin Bastian. University of North Carolina System, \$159,215.
- 2023 PI: Teaching the Tar Heel Bus Tour: A Racial Literacy Curriculum for Faculty, Students, and Staff w/Patricia Parker, April Parker, & Kim Ramsey-White. UNC Rural, \$10,000.
- 2023-2027 Co-PI: Evaluation Southeastern Louisiana (SELU) Office of Elementary and Secondary Education (OESE): Effective Educator Development Programs: Teacher Quality Partnership Grant w/PI: Kevin Bastian. US Department of Education, \$362,003.
- 2022-2027 Co-PI: "UTEP's Miner Teacher Residency and Mentorship Program: Providing High-Quality Preparation and Induction for Latinx Teachers to Serve Students of Color." w/PI: Kevin Bastian. US Department of Education, \$649,758.
- 2022-2026 PI: "Evaluation of Innovative Staffing Models to Support Paid Teacher Residencies – HEI." w/ co-PIs Danielle Allen and Kevin Bastian. Houston Foundation, \$500,000.
- 2021-2026 PI: "Evaluation of Innovative Staffing Models and Technical Assistance." w/ co-PIs Danielle Allen and Kevin Bastian. Gates Foundation, Total: \$1,850, 938 (\$898,674.00; extension grant: \$952,264).
- 2022-2023 Expert Consultant: DHS "Coastal Resilience Center of Excellence." w/ Cassandra Davis (PI).
- 2017-2021 Co-PI: "Race, Sense-Making, and Practice in the Co-Construction of Family-School Relations." w/ Carla O'Connor (PI), Debi Khasnabis (Co-PI), and Kendra Hearn (Co-PI). Spencer Foundation, \$50,000
- 2016-2017 PI: "Examining Access and Stratification in Public Schools: Supporting Undergraduates' Engaged Learning About Issues of Privilege and Equity." w/ Chandra Alston (PI). Center for Research on Teaching and Learning, Investigating Student Learning (ISL) Grant, University of Michigan, \$8,000
- 2013-2015 PI: "The Family Centered Education Experience: Preparing New Teachers for Understanding and Teaching in Diverse Communities." w/ Debi Khasnabis, Cathy Reischl, and Carla O'Connor (PIs). Third Century Grant, Office of the Provost, University of Michigan, \$50,000
- 2011-2012 Co-PI: "Records of Practice: Means for Engaging Students in the Examination of How the Complex and Adaptive Practices of Teaching Might be Understood and Learned." w/ Charles Dershimer (PI). Investigating Student Learning Grant, Center for Research on Teaching and Learning, University of Michigan, \$3,000
- 2011 PI: "Teaching and Learning in a Democratic Society—Pilot Study." University of Michigan School of Education, \$6,800

HONORS AND FELLOWSHIPS

- 2023 Research Fellow, IAAR-SLATE (Student Learning to Advance Truth and Equity), University of North Carolina
- 2022 Teaching Fellow, IAAR-SLATE (Student Learning to Advance Truth and Equity), University of North Carolina
- 2021 Patricia A. Natalie Award, School of Education, University of Michigan
- 2017 - 2019 Nomination: Golden Apple Award for Excellence in Teaching, University of Michigan
- 2017 Diversity, Inclusion, Justice, and Equity (*dije*) Award, School of Education, School of Education, University of Michigan
- 2016 Staff Recognition Award for Collaboration across Organizational Boundaries, School of Education, University of Michigan
- 2015 Phi Kappa Phi

PUBLICATIONS

Refereed journal articles

- 2023 **Goldin, S.**, Khasnabis, D., Duane, A., Robinson, K. Deciphering Truth: Teaching about Trauma in Trauma-Inducing (Producing) Spaces. *Urban Education*.
- In press* **Goldin, S.**, Duane, Addison M., & Khasnabis, D. Seeing Systems: The Case for SysTIP instead of White Saviorism. In “The other elephant: White liberalism and the persistence of racism in schools. Eds.: Matias, C.E., Jackson, T., & Gorski, P.
- Accepted Cohen, David K. & **Goldin, S.** “How teachers might have taught, but most didn’t, and why.” *The Educational Forum*.
- 2022 **Goldin, S.**, Duane, A., & D. Khasnabis. Who are you really doing the “saving” for? Interrupting the White savior mentality in Trauma Informed Practice. *The Educational Forum*, 86:1.
- 2020 Khasnabis, K., & **Goldin, S.** Don’t be fooled: Trauma is a systemic problem. Trauma as a case of weaponized educational innovation. *Bank Street Occasional Paper Series*. (43)
- 2019 **Goldin, S.**, Khasnabis, D., O’Connor, C., & Hearn, K. Tangling with race and racism in teacher education: Designs for case-based parent teacher conferences. *Urban Education* (56)9.
- 2019 Khasnabis, K., **Goldin, S.**, Perouse-Harvey, E. & Hanna, M.O. Race and the Mona Lisa: Reflecting on Antiracist Teaching Practice, *The Educational Forum*, 83:3, 278-293.
- 2019 **Goldin, S.**, O’Neill, M.K., Naik, S.S., & Zaccarelli, F.G. Supporting student learning practices: Redefining participation and engagement. *The Elementary School Journal*, 119(3), 417-442.

- 2018 **Goldin, S.**, Khasnabis, D., & Atkins, S. Mining gems, nurturing relationships, building teacher practice. *School Community Journal*, Vol. 28(2), 189-212.
- 2018 Khasnabis, D., **Goldin, S.**, & Ronfeldt, M. The practice of partnering: Simulated parent–teacher conferences as a tool for teacher education. *Action in Teacher Education*, 40(1), 77-95.
- 2017 **Goldin, S.**, Flynn, E.E., & Egan, C.M. “Our greatest songs are still unsung”: Educating citizens about schooling in a multicultural society.” *SAGE Open* 7.4.
- 2016 **Goldin, S.**, Khasnabis, D., & McMahon, K. Designing a case-study assessment protocol to measure growth in planning culturally responsive teaching practice. *SAGE Research Methods Cases*.
- 2016 Khasnabis, D. & **Goldin, S.** Learning from Escuela: Using documentary film as a context for shared teacher learning. *Multicultural Perspectives*, 18(1), 12-19.
- 2015 Khasnabis, D., **Goldin, S.**, & McMahon, K. Critiquing Colbert: Using case study as a tool for supporting culturally responsive teaching practice. In L.G. Putney & N.P. Gallavan (Eds.), *ATE Yearbook XXIV: Establishing a sense of place for all learners in 21st century classrooms and schools*. Landham, MD: Roman and Littlefield, 202-218.
- 2007 Cohen, D.K., Moffitt, S.L., & **Goldin, S.** Policy and practice: The dilemma. *American Journal of Education*, 113, 515-548.

Edited Journals

In Press

Goldin, S., Khasnabis, K., Duane, A., Guest Editors. "Disentangling the reproductive from the liberatory in urban school contexts: Trauma-informed practice for racially just systemic teaching." *Urban Education*.

- 2022 **Goldin, S.**, & Khasnabis, K. Guest Editors. In the Pursuit of Justice: Moving Past Color-Evasive Efforts. *Educational Forum*, 86(1).

Translated into Mandarin

- 2010 Cohen, D. K., Moffitt, S., & **Goldin, S.** Policy and Practice: The Dilemma. *Journal of East Normal University*. Educational Sciences, 28(4), 278-346.

Under review

Goldin, S., Alston, C., & Hammond, J. Messing with the narrative: The challenges of challenging meritocracy in undergraduate education “diversity” coursework. *Teachers College Record*.

Goldin, S., Khasnabis, K., Sawada, J., Perouse-Harvey, E. “Widening our Aperture: The Impact of Race and Racism on Black Women Teachers’ Practice.”

Khasnabis, K., **Goldin, S.**, Oberman, M., Mathews, C., Perouse-Harvey, E., Hanna, M., Jacobs, L., Sawada, J. Multivocal Resistance in White Dominant Teacher Education Spaces.

Goldin, S., Khasnabis, D., & Reischl, C. Building bridges to partner with families: A practice that takes practice. *Multicultural Perspective*.

Manuscripts in Preparation

O'Neill, M.K., **Goldin, S.** "Learning Practices for the Collective: Making Visible Practices with and for Collective Learning."

Books

2013 Cohen, D.K., Peurach, D.J., Glazer, J.L., Gates, K., & **Goldin, S.** *Improvement by Design: The Promise of Better Schools*. University of Chicago Press.

Book chapters

In press **Goldin, S.**, Khasnabis, D., Segel, J., & L. Weisfeld. When privilege silences oppression and oppression upholds privilege: Anti-Semitism in higher education. In V. Stead (Ed.). *Confronting Antisemitism on Campus*. Volume 15. New York: Peter Lang.

2021 Khasnabis, D., **Goldin, S.**, Bassett, M., Crayne, J., & Kropp, S. Seeing truth, banishing lies: Re-seeing the "Native Americans" unit in middle elementary school social studies. In *Multicultural curriculum transformation in Social Studies and Civic Education*. Lexington Books, Rowman & Littlefield Publishing Group, Inc.

2007 Cohen, D.K., Moffitt, S.L., & **Goldin, S.** Policy and practice. In D.K. Cohen, S.H. Fuhrman & F. Mosher (Eds.), *The State of Education Policy Research*. Mahwah, NJ Lawrence Erlbaum Assoc. Inc., 63-87.

Conference Proceeding Publications

2014 **Goldin, S.**, O'Neill, M. K., & Niak, S. Redefining engagement and participation: The co-construction of student learning practices. Polman, J. L., Kyza, E. A., O'Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O'Connor, K., Lee, T., and D'Amico, L. (Eds.). *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS)*, Volume 2. Boulder, CO: International Society of the Learning Sciences, 1505-1507

Other Publications

2022 **Goldin, S.** Allen, D., Bastian, K.C., Bortot, C., Cassidy, C., Marks, J. Rana, R., Roda-Moorhead, G., Sawada, J., & Andrew Sneed (2022). Strategic Staffing for Paid Teacher Residencies: Early Learnings and Lessons. Educational Policy Institute at Carolina.

2022 **Goldin, S.** Khasnabis, K. (2022). In the Pursuit of Justice: Moving Past Color-Evasive Efforts. *Educational Forum*. Editorial Statement.

2022 Duane, A., **Goldin, S.**, & D. Khasnabis (2022). Igniting a Path Towards Justice: Systemically Trauma-Informed Practice. *KDB Blog*.

2020 Goldin, S., Khasnabis, K., & K. Thomas. (2020). It's time to reconsider police in our schools. Detroit Free Press. First published online 7/10/2020.

- 2020 **Goldin, S.**, Khasnabis, D. Trauma-Informed Practice is a Powerful Tool. But It's Also Incomplete. EdWeek.
- 2019 Khasnabis, D. & **Goldin, S.** Truth talk: Conversations about race. *KDB Blog*.
- 2015 **Goldin, S.**, Khasnabis, D., & Atkins, S. Crossing boundaries to partner with families. *ASCD Express*.
- 2015 **Goldin, S.**, & O'Neill, M.K. Review of the book *Strategic Inquiry: Starting Small for Big Results in Education*, by Nell Scharff Panero and Joan E. Talbert. *Teachers College Record*.
- 2012 Mirel, J., & **Goldin, S.** Alone in the classroom: Why teachers are too isolated. *The Atlantic*.

Unpublished Manuscripts

- 2010 **Goldin, S.** Studenting: An Historical and Sociological Study. (Unpublished doctoral dissertation). University of Michigan, Ann Arbor, MI.
- 1999 **Goldin, S.** An Analysis of Data Needs in New York City Schools and Districts: A Needs Assessment for the Division of Assessment and Accountability: Master's thesis for the Board of Education of the City of New York. (Unpublished master's thesis). The New School University, New York, NY.

INVITED TALKS AND COLLOQUIA

- 2023 **Goldin, S.**, Robinson, D. "Beyond technical fixes: Reconsidering equity sticks and expanding notions of equitable teaching." Educational Inequality Seminar. UNC-Chapel Hill. February 2023.
- 2023 **Goldin, S.**, Khasnabis, D., Duane, A. "From trauma-informed to racially just and systemic: Seeing children for their truths." Frontier at Frank Porter Graham. Chapel Hill, NC. January 25, 2023.
- 2022 **Goldin, S.**, Khasnabis, D., Duane, A. "Parents' Power: Identifying and Interrupting White Saviorism." The Campaign for Racial Equity in Our Schools. Chapel Hill, NC. March 1, 2022.
- 2022 **Goldin, S.**, Khasnabis, D., Duane, A. "In the Pursuit of Justice: Moving Past Color-Evasive Efforts." Carolina Seminar on Educational Inequality. University of North Carolina – Chapel Hill, January 26, 2022.
- 2021 **Goldin, S.**, Khasnabis, D. "Seeing Children for their Truths: Racially Just Systemic Teaching." Centennial Conversations. University of Michigan. March 24, 2021.
- 2010-2020 **Goldin, S.** "The social and political contexts of US schools." Residential College, University of Michigan: Telling It. Fall and Winter.
- 2019 **Goldin, S.** "From aspiration to graduation: Support and barriers to student success." School of Public Health, University of Michigan. February 22.
- 2019 **Goldin, S.** "Schooling in a Multicultural Society." Ross School of Business, University of Michigan. February 13.

- 2018 **Goldin, S.** “Equity and access in US public schools.” University of Michigan College of Literature, Science, and the Arts, Newnan Advising. December 19.
- 2018 **Goldin, S.** and Khasnabis, D. “What I Wish my Teacher Knew: Homelessness in Schools and Society,” University of Michigan College of Literature, Science, and the Arts. October 26.
- 2018 **Goldin, S.** Panelist “In school and beyond: How trauma impacts students.” Student Rights Project. University of Michigan Law School. October 3.
- 2017 **Goldin, S.** and Khasnabis, D. Presentation on Education 218: “Homelessness in Schools and Society: Engaged Practicum in School-Serving Organizations,” Dean’s Advisory Council, University of Michigan.

CONFERENCE ACTIVITY

- 2023 **Goldin, S.,** Duane, A., Khasnabis, D. “Systemically Trauma-Informed Practice: A Case Study.” American Educational Research Association. Chicago, IL. April 16, 2023.
- 2023 **Goldin, S.** Mason-Hogans, D., Clausen, S., Clyburn, J., Freeman, S., Sotir, E., Spence, S., Vu, C. “Race and Racism at the University of the People.” Universities Studying Slavery Conference. Chapel Hill, NC, March 17, 2023.
- 2023 **Goldin, S.** Mason-Hogans, D., Clausen, S., Clyburn, J., Freeman, S., Sotir, E., Spence, S., Vu, C. “Developing Racial Literacy as a way to disrupt racism.” Let’s Talk Racism Conference. Durham, NC, March 18, 2023.
- 2022 **Goldin, S.,** Khasnabis, D., Duane, A., Robertson, K. “Deciphering Truth.” Color of Education Summit. Raleigh, NC, October 22, 2022
- 2022 **Goldin, S.** Disentangling the reproductive from the liberatory: Trauma-informed practice for racially just systemic teaching. (2022, April). (Symposium Chair). AERA Annual Meeting (Virtual).
- 2022 **Goldin, S.,** Khasnabis, D., & Duane, A. (2022, March 19) “*Systemically trauma-informed education: Interrogating harm and illuminating a path forward.* Let’s Talk Racism Conference (Virtual).
- 2021 **Goldin, S.,** Duane, A., & Khasnabis, D. (2021, April 9-12) *Who are you Really Doing the Saving For? Interrupting the White Savior Mentality in Trauma-Informed Practice* [Symposium] AERA Annual Meeting (Virtual).
- 2021 **Goldin, S.,** Khasnabis, D., Sawada, J., & Perouse-Harvey, E. *Black Women Teachers: Acknowledging Within-Group Connections and Diversity.* [Symposium]. AERA Annual Meeting (Virtual).
- 2020 **Goldin, S.** A nuanced portrait of the demographic divide: Resisting monolithic representations of teachers of color in U.S. schools. (Symposium organizer, **Goldin, S.**) American Educational Research Association, San Francisco, CA. Presidential Session. (Conference cancelled).
- 2020 **Goldin, S.,** Hanna, M. O., Huyck, A., Khasnabis, D., Mickel, K. A., Tenney Muirhead, M. & Neal-Jackson, A. (2020, Apr 17 - 21) *The Power of Partnership to Expand Equity and Justice Work in*

- Teaching and Teacher Education* [Invited Speaker Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled)
- 2020 **Goldin, S.**, Khasnabis, D., Sawada, J. & Perouse-Harvey, E. (2020, Apr 17 - 21) *Widening Our Aperture: The Impact of Race and Racism on Black Women Teachers' Practice* [Symposium]. AERA Annual Meeting San Francisco, CA (Conference Canceled)
- 2020 Alston, C. L., **Goldin, S.** & Hammond, J. (2020, Apr 17 - 21) *The Challenges of Challenging Meritocracy in Undergraduate "Diversity" Coursework* [Paper Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled)
- 2019 **Goldin, S.**, Khasnabis, D., Segal, J., & Weisfeld, L. When privilege silences oppression and oppression upholds privilege: Anti-Semitism in higher education. w/ National Association for Multicultural Education, Tucson, AZ, November 6-10.
- 2019 **Goldin, S.**, Khasnabis, D., O'Connor, C., & Hearn, K. Tangling with race and racism in teacher education: Designs for case-based parent teacher conferences. In symposium *Leveraging to prepare teacher candidates for communities of color: Dismantling deficit thinking and racism* (Chair, **Goldin, S.**). American Educational Research Association, Toronto, April 5-9.
- 2019 **Goldin, S.** Education for empowerment: Centering social justice, engaged practice, and the systematic study of social problems. University of Michigan Advising Conference, May 8.
- 2018 Khasnabis, K., **Goldin, S.**, Perouse-Harvey, E., & Hanna, M. Race and the Mona Lisa: Reflecting in and on anti-racist teaching practice. National Association for Multicultural Education, Memphis, TN, November 28-30.
- 2018 **Goldin, S.**, Khasnabis, D., & Atkins, S. Mining gems, nurturing relationships, and building teacher practice. American Educational Research Association, New York, April 13-17.
- 2017 **Goldin, S.**, Khasnabis, D., O'Connor, C., & Hearn, K. Simulating authenticity: Designs for case-based parent teacher conferences. American Educational Research Association, San Antonio, April 27-May 1.
- 2017 **Goldin, S.**, Khasnabis, D., Hearn, K., & O'Connor, C. Simulating authenticity: Designs for case-based parent teacher conferences. American Association of Colleges of Teacher Education, Tampa, FL, March 2-4.
- 2017 **Goldin, S.**, Khasnabis, D., & Reischl, C. Images of the possible: Building bridges to partner with families. American Association of Colleges of Teacher Education, Tampa, FL, March 2-4.
- 2016 **Goldin, S.**, Khasnabis, D., & Reischl, C. Crossing boundaries to partner with families: Supporting the learning of ambitious and equitable teaching. American Educational Research Association, Washington, D. C., April 8-12.
- 2016 Khasnabis, D. & **Goldin, S.** Learning from Escuela: Documentary film as a context for teacher learning. American Association of Colleges of Teacher Education, Las Vegas, NV, February 28-March 1.

- 2016 Khasnabis, D., **Goldin, S.**, & Ronfeldt, M. The practice of partnering: Assessing interns' growth with simulated parent teacher conferences. American Association of Colleges of Teacher Education, Las Vegas, NV, February 28-March 1.
- 2015 Alston, C., **Goldin, S.**, Forzani, F.M., Bomphray, A., Curren-Preis, M., Gadd, R., & Noel, B. Tensions in designing and implementing a performance-based assessment of a high-leverage practice. American Association of Colleges for Teacher Education, Atlanta, GA, February 27-March 1.
- 2015 Khasnabis, D., **Goldin, S.**, & Ronfeldt, M. Designing simulated parent-teacher conferences to assess interns' ability to partner with families. American Association of Colleges for Teacher Education, Atlanta, GA, February 27-March 1.
- 2015 **Goldin, S.**, O'Neill, M. K., & Naik, S. Redefining engagement and participation: The development and co-construction of student learning practices. American Educational Research Association, Chicago, IL, April 16-20.
- 2015 Khasnabis, D., **Goldin, S.**, & McMahan, K. Using performance-based assessments of equitable teaching practice to assess actual teaching practice. American Educational Research Association, Chicago, IL, April 16-20.
- 2013 **Goldin, S.** & Dersheimer, C. Records of practice: Means for the examination of the complex and adaptive practices of teaching. American Educational Research Association, San Francisco, CA, April 27-May 1.
- 2013 **Goldin, S.**, Flynn, E., & Mehan, C. Equity, access, and privilege: Understanding the complexity of teaching and learning in a multicultural society. American Educational Research Association, San Francisco, CA, April 27-May 1.
- 2013 **Goldin, S.** & O'Neill, M.K. Students' learning practices: Categorizing and redefining students' work learning. American Educational Research Association, San Francisco, CA, April 27-May 1.
- 2013 Khasnabis, D., **Goldin, S.**, & McMahan, K. Using assessment to surface the dispositions of beginning teachers. Culturally Responsive Evaluation and Assessment Conference, Chicago, IL, April 19-22.
- 2012 **Goldin, S.**, Flynn, E., Mehan, C. Our greatest songs are still unsung: Teaching and learning in a democratic society. American Educational Research Association, Vancouver, BC, April 13-17.

UNIVERSITY TEACHING EXPERIENCE

Undergraduate courses

- * Education in a Multicultural Society
- * Homelessness in Schools and Society: Engaged Practice in School-Serving Organizations
- * Schooling in a Multicultural Society
- * Educational Policy and Improvement in a Multicultural Society
- * Teaching in a Multicultural Society
- * Investigations of Teaching, Learning, and Improvement (Beijing and Xi-an, China, May 9-17, 2019).

Graduate courses

- * Doctoral Field Methods
- * Foundational Perspectives on Educational Reform
- * Qualitative Research Methods
- * Systemically Trauma Informed Practice
- * Democracy, Education, & Liberation
- * Homelessness in Schools and Society: Engaged Practice in School-Serving Organizations
- Sociology of Education

* *(created/ co-created the course)*

PhD, MA and honors committees and advising

Honors thesis advisor: Brennan Maynard. University of North Carolina. Highest Honors & Best Thesis of Department of Public Policy, Spring 2023.

Dissertation committee member, Sean Grier. University of Michigan. Projected defense: Fall 2023.

Dissertation committee member, Alex Winnghoff. Georgia State University. Projected defense: Spring 2024.

Dissertation committee member, Dr. Addison Duane. Wayne State University Successfully defended dissertation 2022.

Professional development, convening design, and workshop facilitation

For K-12 teachers and administrators

“we are” (Working to Extend Anti-Racist Education), three-day Educator’s Institute, Durham, NC, 2022.

“we are” (Working to Extend Anti-Racist Education), three-day Educator’s Institute, Durham, NC, 2022.

“Instructional Leadership Through The Examination Of High Leverage Practices: Observation, Feedback, And Dialogue,” Elementary Mathematics Laboratory, University of Michigan, 2015, 2017, 2018, 2019, 2023.

“Envisioning Equity Education,” with Khasnabis, D. Ypsilanti Public Schools, June 18-20, 2019.

“Designing a Just and Responsive Teaching Practice,” Honey Creek Community School. With Khasnabis, D. Ann Arbor, MI, 2018-2019

“What I Wish my Teacher Knew: Homelessness in Schools and Society,” A2STEAM and Eberwhite Elementary Schools, with Khasnabis, D. Ann Arbor Public Schools, 2018-2019

“Building an Anti-Bias School Climate,” with Khasnabis, D. Lincoln Community Schools, MI. 2018-2019

“Anti-Racism Book Group: Lawton Elementary,” Ann Arbor Public Schools, 2021.

For faculty

Michigan Program Network Convenings, with Ahn, K., and Garcia, N. Quarterly convenings rotating across 6 Michigan Teacher Preparation Programs. 2016-present.

“Introduction to Practice-Based Teacher Education,” with Cherry-McDaniel, M. TeachingWorks, University of Michigan. July 8-10, 2019.

“Practice-Based Teacher Education Workshop,” with Lopatin, A. TeachingWorks, University of Michigan. July 16-18, 2018.

Institutes for graduate students

“Historical exploration: Deculturalization and colonization of minoritized groups in US education,” with Khasnabis, D. Race and Social Justice Institute, University of Michigan, August 23, 2019.

Grants for teaching

Apples Course Enhancement Grant, University of North Carolina, \$500. Fall 2023.

SERVICE

National committee work

AERA Minority Fellowship Selection Committee, 2022-2025

AERA Exemplary Contributions to Practice-Engaged Research Award Committee Member, 2019-2021

Service related to diversity and equity

Co-Designer, Universities Studying Slavery Conference, University of North Carolina, March 15-18.

Co-Designer and Moderator. Community book conversation focused on “From Here to Equality by William Darity and Kirsten Mullens. Chapel Hill Public Library, NC. Sponsored by the UNC Commission on History, Race, and a Way Forward. Winter-Spring 2023.

Moderator and Designer, “Organizing to Instantiate Justice, Equity, Diversity, and Inclusion in Programmatic and Institutional Work,” with Deans Stephanie Rowley and Deborah Loewenberg Ball, March 10, 2023.

DEI Committee, University of North Carolina -Public Policy, 2021-present

Commission member Commission on History, Race, and a Way Forward, University of North Carolina. Co-lead Equity in Schools Initiative, 2021-present

Colloquium co-designer and co-lead, “Pressing Past False Starts: Systemic Challenges in Redesigning Higher Education Toward Anti-Racism” UM SOE Colloquium, 2021-2022

Organizer, Carolina Seminar on Educational Inequality, UNC-CH 2021-present

Diversity Scholars Network, University of Michigan, 2018-present

Exploring Whiteness Faculty Work Group, University of Michigan School of Education, 2018-2020

Anti-Oppressive Pedagogy Faculty Professional Learning Community University of Michigan School of Education, 2018-present

UM School of Education Inter-group Dialogue Training Focusing on Anti-Blackness, 2021

Peer review

American Educational Research Association, Division K: Teaching and Teacher Education Policy, 2011-present
American Educational Research Association, Division G: Social Context of Education
“Telling it: A web-based curriculum,” Residential College, University of Michigan, 2010-2011
Action in Teacher Education, 2013-present
Teaching and Teacher Education, 2020
Urban Education, 2019-present
Whiteness and Education, 2019-present
Harvard Educational Press, 2019
The Elementary Community School Journal, 2022

RELATED WORK EXPERIENCE

1995-1999 Associate Director for Advocacy, Coalition for the Homeless, New York
1993-1995 University Lecturer, Chiang Mai Teacher’s College, Chiang Mai, Thailand
1991-1993 Director, Grand Central Food Program, Coalition for the Homeless, New York

MEDIA COVERAGE

2018 *ClickonDetroit All About Ann Arbor* (November 16). An invisible issue: Homelessness in Ann Arbor Public Schools. <https://www.clickondetroit.com/all-about-ann-arbor/an-invisible-issue-homelessness-in-ann-arbor-public-schools>

2018 *Michigan Education* (Fall). Giving educators the tools to meet the emotional needs of learners. <https://issuu.com/um-soe/docs/michigan-education-magazine-fall-20>

2018 *The Michigan Daily* (September 20). Education school launches new minor that ties teaching and social justice. <https://www.michigandaily.com/section/academics/education-empowerment-minor>

2015 *AAPS District News* (March 12). Home visits help new teachers learn how to connect. <http://news.a2schools.org/home-visits-help-new-teachers-learn-how-to-connect/>

PROFESSIONAL MEMBERSHIPS

American Educational Research Association, Division G – Social Context of Education; Division K – Teaching and Teacher Education
National Association of Multicultural Education