

DR. JEANINE M. STAPLES

CONTACT INFORMATION

Department of Curriculum and Instruction
Language, Culture, and Society Program
College of Education
The Pennsylvania State University
260 Chambers Building
University Park, PA 16802
Office: 814.867.2734
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Web: www.jeaninestaples.com

CURRENT POSITION

- 2013– Associate Professor of Literacy and Language; Language, Culture, and Society Program; Department of Curriculum and Instruction, College of Education, The Pennsylvania State University
- 2013– Associate Professor of African American Studies; Department of African American Studies, College of Liberal Arts, The Pennsylvania State University

EDUCATIONAL BACKGROUND

- Ed.D. Reading/Writing/Literacy, The University of Pennsylvania, Philadelphia, PA
- Ed.M. Teaching and Curriculum, Harvard University, Boston, MA
- B.A. English Literature, Howard University, Washington, D.C.
- Certificate in English Education (9–12) Harvard University, Boston, MA
- Certificate in Urban Studies The University of Pennsylvania, Philadelphia, PA

EMPLOYMENT BACKGROUND

- 2008–2013 *Assistant Professor of Literacy and Language*; Language, Culture, and Society Program; Department of Curriculum and Instruction, College of Education, The Pennsylvania State University
- 2005–2008 *Assistant Professor of Special Education*, Department of Special Education, College of Education, University of Maryland, College Park
- 2004–2005 *Adjunct Professor of Reading and Writing*, Department of General Studies, School of Liberal Arts, Philadelphia University

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- 2002–2005 *Lead Supervisor*, G.P.S.P. (Graduate Programs of Sansom Place), Housing and Conference Services and Office of Student Affairs, University of Pennsylvania
- 2000–2003 *Research Assistant*, Project S.O.U.L.L. (Study of Urban Learning and Leading), Language and Literacy Division of the Graduate School of Education, University of Pennsylvania and the MacArthur Foundation
- 1999–2003 *Teaching Assistant*, Language and Literacy Division of the Graduate School of Education, University of Pennsylvania
- 1999–2003 *Research Assistant*, Literacy and Women’s Health Project and BayFIDs (Bay Area Fathering Indicators Directory), National Center on Fathers and Families, the Graduate School of Education, University of Pennsylvania
- 1999–2003 *Teacher/After-school Coordinator*, West Philadelphia High School/The West Philadelphia Partnership, The University of Pennsylvania
- 1999–2000 *Curriculum Consultant*, Independence Blue Cross of Philadelphia, PA

BOOKS

- Staples, J.M. (under contract). *The Revelations of Asher: An Endarkened, Feminist New Literacies Event*. Peter Lang. New York, NY.

PEER-REVIEWED PUBLICATIONS OF RESEARCH

- Staples, J. (in review). The meaning of the reading, or, why there is no love in *12 Years a Slave*: On behalf of my humanity and that of my sisters. *Palimpsest: A Journal on Women, Gender and the Black International*, 4(1), xoxo.
- Wissman, K., Staples, J., Vasudevan, L., Nichols, R. (in press). Developing Research Pedagogies with Adolescents: Created Spaces, Engaged Participation, and Embodied Inquiry. *Anthropology and Education Quarterly*.
- Staples, J. M. (2013). Reading popular culture narratives of disease with pre-service teachers. *Teacher Education Quarterly*, 40(4), 27-40.
- Staples, J.M. (2013). “The Joy of the LORD is my strength”: The revelations at the intersection of new literacies, a Black, feminine self, and Christian consciousness. *Creative Approaches to Research*, 6(3), 10-29. Available: http://aqr.org.au/wp-content/uploads/2012/07/CAR6_3_Staples.pdf.
- Staples, J. M. (2012). “There are two truths”: African American women’s critical, creative ruminations on love through new literacies. *Pedagogy, Culture and Society*, 20(3), 451-483.
- Staples, J. M. (2012). “Niggaz dyin’ don’t make no news”: Exploring the intellectual work of an African American urban adolescent boy in an after school program. *Educational Action Research*, 20(1), 55–73.
- Staples, J. M. (2011). The revelation(s) of Asher Levi: An iconographic literacy event as a tool for the

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- exploration of fragmented selves in new literacies studies after 9/11. *Qualitative Studies*, 2(2), 79–97. Available: <http://ojs.statsbiblioteket.dk/index.php/qual/index>
- Staples, J. M. (2010). “Does my iMovie[®] suck?”: Assessing teacher candidates’ digital compositions. *English Journal*, 99(5), 95–99.
- Staples, J. M. (2010). Encouraging agitation: Teaching teacher candidates to confront words that wound. *Teacher Education Quarterly*, 37(1), 53–72.
- Staples, J. M. (2010). How the bridges are falling down: A new literacies teacher negotiating “new” pedagogies in “old” spaces. *Issues in Teacher Education*, 19(1), 67–84.
- Staples, J. M. (2010). “Where it’s at”: African American women’s resolute love poetry through new literacies. *Journal of Curriculum and Pedagogy*, 7(2), 6–16.
- Staples, J. M., & Troutman, S. (2010). “What’s the purpose?”: How urban adolescents of color interpret and respond to noble and ignoble purposes constructed in media texts. *Journal of Urban Learning, Teaching and Research*, 6, 31–44.
- Marshall, B., Staples, J. M., & Gibson, S. (2009). Ghetto fabulous: Reading representations of Black adolescent femininity in contemporary urban street fiction. *Journal of Adolescent and Adult Literacy*, 53(1), 28–36.
- Staples, J. M. (2008). “Do you remember?”: Confronting post-9/11 censorship through critical questioning and poetic devices. *English Journal*, 97(5), 81–87.
- Staples, J. M. (2008). “How do I know what I think ‘till I hear what I say?”: The role of collaborative discourse in critical media literacy development. *The International Journal of Learning*, 15(7), 107–118.
- Staples, J. M. (2008). “How does that hurt?”: Encouraging teacher leadership that confronts linguistic violence in popular culture media. *English Leadership Quarterly*, 31(2), 3–6.
- Staples, J. M. (2008). *Hustle and Flow*: A critical student and teacher-generated framework for re-authoring a representation of Black masculinity. *Educational Action Research*, 16(3), 377–390.
- McIver, A., & Staples, J. M. (2007). We must talk before we write: Fluency as a catalyst for writing in math classrooms. *Reaching at Promise Students Association Quarterly Journal*, 1(1), 7–17.
- Staples, J. M. (2007). Encouraging agitation: An African American woman’s upset of words that wound. *Teachers College Record*, <http://www.tcrecord.org>, ID Number: 14496.
- Drakeford, W., & Staples, J. M. (2006). Minority confinement in the juvenile justice system: Legal, social, and racial factors. *Teaching Exceptional Children*, 39(1), 52–58.
- Staples, J. M. (2005). What’s love got to do with it?: Reading “Black femininity” in a media text. *Perspectives on Urban Education*, 3(2). Retrieved from <http://www.urbanedjournal.org/archive/vol3issue2/commentaries/comment0012.pdf>

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Chapters in Edited Books

Staples, J.M. (2014). On racial injury. In S. Thompson (in press). *The Encyclopedia of Diversity and Social Justice*. Roman and Littlefield. New York: NY.

Staples, J.M., Carroll, T., Cole-Mallott, D., Myler, J., Simmons, C. (in press). Forming new agreements: A brief critical exploration of the pedagogical formations of predominantly white, pre-service teachers in an urban context.

Staples, J. M. (2007). "Are we our brothers' keepers?": Exploring the social function of reading in the life of an African American urban adolescent. In L. Vasudevan & M. Hill (Eds.), *Media learning and sites of possibility: Literacies of adolescence* (pp. 57–72). New York, NY: Peter Lang.

PEER-REVIEWED NATIONAL/INTERNATIONAL TALKS AND PAPERS PRESENTED

Staples, J.M. (2014, April). *Facing Current Issues in Urban Education: Race, Class, and Gender*. Symposium. Paper prepared for presentation at the American Educational Research Association (AERA), Philadelphia, PA.

Staples, J. M., Simmons, C., Carroll, T., Myler, J., Cole-Mallott, D. (2014, February). *Teacher Educator Research: Innovations in Perceptions and Practice with Predominantly White, Urban Pre-Service Teachers*. Symposium. Paper prepared for presentation at the PENN Ethnography Forum. Philadelphia, PA.

Staples, J.M. (2013, April). *Confronting Constructions and Challenges in Youth-Serving Settings*. Session Chair for presentations at the American Educational Research Association (AERA), San Francisco, Canada.

Staples, J.M. (2013, April). *Analyzing the Self in Other*. Session Chair for presentations at the American Educational Research Association (AERA), San Francisco, Canada.

Staples, J. M. (2012, April). *Developing research pedagogies with adolescents*. Paper presented at the American Educational Research Association (AERA), Vancouver, Canada.

Staples, J. M. (2011, November). *There are two truths: African American women's critical, creative ruminations on love through new literacies*. Paper presented at the International Conference on Language Education and Diversity at the University of Auckland, Auckland, NZ.

Staples, J. M. (2011, April). "Does my iMovie® suck?" *Designing new assessments for new literacy practices and events*. Paper presented at the American Educational Research Association (AERA), New Orleans, LA.

Staples, J. M. (2011, April). *True to the game II: New representations of Black gangsta femininity in urban street fiction*. Paper presented at the American Educational Research Association (AERA), New Orleans, LA.

Staples, J. M. (2010, November). "Does my iMovie® suck?": *Assessing teacher candidates' digital composition processes*. Paper presented at the National Council of Teachers of English (NCTE), Orlando, FL.

Staples, J. M. (2010, November). *A post-9/11 inquiry: Exploring the multimodal convergences of literate*

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- lives in the post-9/11 era*. Paper presented at the National Council of Teachers of English (NCTE), Orlando, FL.
- Staples, J. M. (2010, April). *There are two truths: African American women's critical, creative ruminations on love through new literacies*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Denver, CO.
- Staples, J. M. (2010, April). *True to the game: Representations of Black gangsta femininity in urban street fiction*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Denver, CO.
- Staples, J. M. (2010, March). *What's the purpose?: How urban adolescents of color interpret and respond to noble and ignoble purposes constructed in media texts*. Paper presented at the Society of Research on Adolescence Annual National Conference, Philadelphia, PA.
- Staples, J. M. (2009, November). *Teacher leadership and media literacy education*. Paper presented at the National Council of Teachers of English's Council on Educational Leadership Conference (NCTE), Philadelphia, PA.
- Staples, J. M. (2009, April). *Disrupting youth: Film as cultural teaching machines*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Staples, J. M. (2009, April). *Person, place or thing?: Exploring the ways adolescents' transactions with media texts evoke the (r)evolution of a critical Black feminist pedagogy after school*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Staples, J. M. (2009, February). *Developing research pedagogies for literacies research with adolescents: Teaching and researching after school*. Paper presented at the PENN Ethnography in Education Research Forum (PEF), University of Pennsylvania, Philadelphia, PA.
- Staples, J. M. (2008, December). *"Did you hear what I said yo?!": Exploring conversations as critical literacy work among urban adolescents of color*. Paper presented for the National Reading Conference (NRC), Orlando, FL.
- Staples, J. M. (2008, July). *"Is chicks always on hard times?": How African American urban adolescent girls re-imagine media representations of femininity through critical literacies*. Paper presented at the National Council of Teachers of English's Literacies for All Institute (NCTE), Tucson, AZ.
- Staples, J. M. (2008, June). *"How do I know what I think 'till I hear what I say?": Exploring the role of talk in critical media literacy development*. Paper presented at the International Conference on Learning (ICL), Chicago, IL.
- Staples, J. M. (2008, March). *"Are the bridges falling down?": New literacy teachers negotiating pedagogies in "old" spaces*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- Staples, J. M. (2007, April). *"Is niggaz always on hard times?": A student and teacher-generated framework for examining representations of Black masculinities in a popular culture narrative*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

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- Staples, J. M. (2006, April). *Building bridges across teaching/learning spaces: Reading and writing the world with adolescents*. Interactive Symposium conducted at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Staples, J. M. (2006, April). *What's possible: An African American urban adolescent boy's reading engagement through media texts*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Staples, J. M. (2006, February). "Niggaz dyin' don't make no news": *Listening to African American urban adolescents reading (re)presentations of masculinity in a popular culture narrative*. Paper presented at the PENN Ethnography in Education Research Forum (PEF), University of Pennsylvania, Philadelphia, PA.
- Staples, J. M. (2004, April). *Reading the word and the world through media texts: An exploration of African American urban adolescents' literacy practices in an after school program*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Staples, J. M., & Merrill, C. (2003, April). *Creating professional intimacy: Co-authoring research relationships in a study of teacher leadership*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Staples, J. M. (2003, March). *Exploring students' multiple modes of expression: Reader-response through media literacy in an after-school program*. Paper presented at the PENN Annual Ethnography in Education Research Forum (PEF), University of Pennsylvania, Philadelphia, PA.
- Staples, J. M., & Merrill, C. (2001, October). *Understanding relationships between the observed and the observer in research on teacher leadership*. Paper presented at the National Council of Teachers of English (NCTE), Baltimore, MD.
- Staples, J. M. (1999, April). *Culturally relevant teaching, literacy, and curriculum reform in an urban pilot school: A student teacher uses hip-hop*. Paper presented at the Harvard University Student Research Conference and International Forum, Cambridge, MA.

INVITED TALKS AND OTHER PROFESSIONAL PAPERS PRESENTED

- Staples, J. M. (2012, February). *Talking the talk: Preparing for the academic job market*. Invited keynote for the Black Graduate Student Association & The Department of Curriculum and Instruction's SOLID Diversity-Building Program Series, The Pennsylvania State University, University Park, PA.
- Staples, J. M. (2009, August). *The SOcial scientists for Increased Diversity [SOLID] Faculty Panel*. Invited panel participation at The Pennsylvania State University's Social Science Research Institute, University Park, PA.
- Staples, J. M. (2008, September). *Planning for the future*. Invited talk presented at The Pennsylvania State University Office of Educational Equity Programs' 2008 Retention Conference, University Park, PA.
- Staples, J. M., & McIver, A. (2008, July). *New literacy and numeracy instruction and assessments for Job Corps students: Realizing the "New Vision."* Workshop co-conducted at the United States Department of Labor, Office of Job Corps, Region II Academic and Residential Managers Meeting, Louisville, KY.

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- Staples, J. M. (2008, April). *Linguistic violence and popular culture narratives*. Invited talk presented at the Department of Curriculum and Instruction, The University of Maryland at College Park, College Park, MD.
- Staples, J. M. (2008, March). *Linguistic violence: Multicultural issues in education and a flattening world*. Workshop conducted at the First Annual Professional Development School Intra-Network Conference, The University of Maryland PDS Partnership and the Montgomery County Public Schools, Silver Spring, MD.
- Staples, J. M., & McIver, A. (2007, October). *Literacy and numeracy in academic and career technical classrooms: Preparing 21st century learner-workers*. Seminar co-presented at the United States Department of Labor, Office of Job Corps, National Leadership Summit, Washington, D.C.
- Staples, J. M. (2007, April). *Closing the achievement gap: Promoting, perpetuating, and preserving academic excellence among Black youth*. Workshop conducted at the Phi Delta Kappa Regional Teachers Conference, Parsippany, NJ.
- Staples, J. M. (2007, April). "Is niggaz always on hard times?": *A student- and teacher-generated framework for examining a representation of Black masculinity in a popular culture narrative*. In *The Language, Literacy, and Culture Speaker Series*. Speaker Series conducted at the Department of Curriculum and Instruction, University of Maryland at College Park.
- Staples, J. M. (2006, November). *Refueling your vehicle for teaching: Literacy and numeracy strategies for student achievement*. Invited seminar participation at the United States Department of Labor, Office of Job Corps, National Leadership Summit, Washington, D.C.
- Staples, J. M. (2006, November). *Qualitative research in teaching/learning contexts with diverse adolescents*. In *EDSP 860: Research in Special Education*. Speaker Series conducted at The University of Maryland at College Park, College Park, MD.
- Staples, J. M., & McIver, A. (2006, October). *What students really know and understand: Job Corps students as 21st century learners*. Workshop co-conducted at the United States Department of Labor, Office of Job Corps, Meeting on Professional Development for Center Directors and Academic Managers, Ocean City, MD.
- Staples, J. M. (2006, March). *Curriculum and assessment. Lifelong literacy matters*. Workshop conducted at the United States Department of Labor, Office of Job Corps, Region II Reading Teachers' Conference on Curriculum and Assessment, Baltimore, MD.
- Staples, J. M. (2006, January). *Understanding students to positively affect classroom management*. Paper presented in Speaker Series at the Catholic University, Washington, D.C.
- Staples, J. M. (2005, December). *Reading the word and the world: Students' reading engagement through media texts – Part II*. Workshop conducted at the United States Department of Labor, Office of Job Corps, Region II Reading Teachers' Conference, Ocean City, MD.
- Staples, J. M. (2005, April). *The reading experiences and literacy practices of African American urban adolescents*. In *Urban Studies Colloquium Series*. Colloquium conducted at the University of Pennsylvania, Philadelphia, PA.
- Staples, J. M. (2004, December). *Navigating the scholarship of practice: The Ed.D. in academe*. Seminar presented at the Ed.D. Collaborative, University of Pennsylvania, Philadelphia, PA.

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Staples, J. M. (2004, December). *Reading the word and the world: Students' reading engagement through media texts – Part I*. Invited workshop participation at the U.S. Department of Labor, Office of Job Corps, Region II Reading Teachers' Conference, Ocean City, MD.

RESEARCH GRANTS

Internal

Staples, J.M. *Engaging Digital Technologies and Pedagogies for White Pre-Service Teachers in Black Students' Teaching/Learning Spaces*. The Africana Research Center. September, 2014-January 2016, \$3500.00, Principal Investigator.

Staples, J. M. *Constructions of race and gender in the African diaspora: Writing advance and workshop series*. The Africana Research Center; the Department of Women's Studies; EOPC (of The Pennsylvania State University), May 2011–May 2012, \$11,054, Principal Investigator.

Staples, J. M. *An exploration of pedagogical outcomes among special education teacher candidates in a course on diversity and disability*. The University of Maryland at College Park Professional Development Schools/EDSP Grant, 2007–2008, \$20,000, Sole Author and Principal Investigator.

Staples, J. M. *Reading the world and the word after school: The literacy practices of "disengaged" African American urban adolescents*. The University of Maryland College Park Graduate Research Board, 2006–2007, \$8,750, Sole Author and Principal Investigator.

External

Staples, J. M. *What's the purpose?: How urban adolescents of color interpret and respond to noble and ignoble purposes constructed in media texts*. The Stanford Center on Adolescence, 2008–2009, \$10,000, Sole Author and Principal Investigator.

Staples, J. M. *Reading the world and the word: An exploration of reading experiences and literacy practices among African American urban adolescents in an after school program*. The American Educational Research Association/Institute of Education Sciences, 2003–2004, \$15,000, Sole Author and Principal Investigator.

FELLOWSHIPS AND AWARDS

2014–2015 Social Science Research Institute/Children, Youth and Family Consortium (SSRI/CYFC) Fellow, The Pennsylvania State University

2008–2010 The Stanford Center on Adolescence Research Fellow, Stanford University

2007 Distinguished Educator, State of Pennsylvania

2008 Global Awareness in Teacher Education (GATE) Fellow

2008 NCTE Early Career Educator of Color Leadership Award

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- 2005 The Ralph C. Preston Award for Scholarship in Teaching and Literacy Research in the Service of Social Justice, The University of Pennsylvania
- 2003–2004 American Educational Research Association-Institute of Education Sciences (AERA–IES)
Dissertation Grant Recipient
- 1998–1999 Harvard University Scholar in Education
- 1997–1998 Nellie M. Quander Scholar of the Alpha Kappa Alpha Sorority, Incorporated
- 1996–1998 Howard University Trustee Scholar
- 1997 Rockefeller Brothers Fund Fellow in Education
- 1996 Ohio State Opening Doors in Education Research Fellow

EDITORIAL BOARDS

- 2013– Editorial Board, *Journal of Urban Learning, Teaching and Research*
- 2012– Reviewer, *Journal of Negro Education*
- 2011– Reviewer, *Equity and Excellence in Education*
- 2011– Reviewer, *The International Journal of Qualitative Methods*
- 2010– Editorial Board, *Advancing Women in Leadership*, Sam Houston State University
- 2010– Editorial Board, *McGill Journal of Education*, McGill University
- 2008– Reviewer, *The Journal of Negro Education*, Howard University
- 2007–2010 Reviewer, *Exceptional Children*, The Council for Exceptional Children
- 2003–2005 Reviewer, *GSE Perspectives in Urban Education*, University of Pennsylvania
- 2003–2004 Reviewer, *Qualitative research proposals and papers for presentation at the National Council of Teachers of English Assembly for Research Conference*, The University of Pennsylvania

TEACHING, MENTORING, AND ADVISING

Courses taught during the past seven years: (average enrollments)

^ Courses Researched, Revised, and Co-Taught

* Courses Taught

+ Courses Researched, Developed, and Taught

^ EDUC 629 English/Language/Literacy in Middle & Secondary Schools, University of Pennsylvania (40)

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- ^ EDUC 723 Multicultural Issues in Education, University of Pennsylvania (20)
- * CGS R99 Fundamentals of Reading, Philadelphia University (22)
- * CGS R101 Fundamentals of Writing, Philadelphia University (24)
- * EDSP 470 Introduction to Special Education, University of Maryland College Park (40)
- * EDSP 686 Promoting Pro-Social Behavior in Special Education, University of Maryland College Park (12)
- + EDSP 481/681 Seminar in Cultural Diversity and Disability, University of Maryland College Park. (17)
- + EDSP 482/682 Advanced Literacy Approaches for At-Risk Adolescents, University of Maryland, College Park (6)
- + EDSP 671 Qualitative Research Methodologies for Diverse Learners, University of Maryland, College Park (9)
- + LLED 480 Media Literacy in the Classroom, The Pennsylvania State University (18)
- + LLED/SSED 590 Language, Culture and Society Colloquium, The Pennsylvania State University (9)
- + LLED 597D Post 9/11 Literacies, The Pennsylvania State University (5)
- + LLED 597I Research in Language, Culture and Society, The Pennsylvania State University (12)
- + LLED 590 Colloquium in Language, Culture and Society, The Pennsylvania State University (8)

STUDENT ADVISING

Doctoral Students

Cole-Malott, Donna-Marie. (~2017). *The literacy practices of Caribbean students in the city*. Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Chair].

Wideline, Seraphine. (~2017). *The literacy practices of Haitian American youth*, Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Chair].

Fernandez, Anna. (~2017). *Critical perspectives on the school experiences of Puerto Rican girls in and out-of-schools: Three case studies* (tentative title), Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Member].

Kirker, Jessica. (~2016). *Literacy practices of African American adolescent boys and the White women who teach them* (tentative title), School of Visual Culture, The Pennsylvania State University [Dissertation Committee Member].

Simmons, Corey. (~2016). *Investigating literacy engagements of adolescents in- and out-of-school: A case study of four youths in two spaces*. (tentative title), Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Chair].

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Kawai, Roi. (~2015). *Contextual Constructions of the “Active Citizen”*: Civic and Political Narratives of Urban Black and Latino Adolescents, Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Member].

Myler, Jennifer Lane. (~2015). *Learning and teaching global education*, Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Member].

Schappe, Julie. (2013). *An ethnography of adolescent literacy: Entanglements of practices, places and embodied ways of being*, Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Chair].

Westbrook, Nalova. (2012). *Critical media literacy pedagogy and teacher education* (tentative title), Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Chair].

Anderson, Carl. (2011). *Contested identities and common narratives: A study of racial representation in state social studies content standards*, Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Member].

Kootsikak, Allison. (2011). *The intersections of queer theory/pedagogies and elementary education in urban schools* (tentative title), Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Member].

Troutman, Stephanie. (2011). *The constructions of race, gender and citizenship in the Story of Movies curriculum*, Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Co-Chair].

Davis, Melvette Melvin. (2009). *African American girls reading and responding to young adult literature*, Department of English, The Pennsylvania State University [Dissertation Committee Member].

Gibson, Simone. (2009). *Engagement and interpretation with texts: An exploration of African American urban adolescent girls’ use of urban fiction*, Department of Curriculum and Instruction, University of Maryland, College Park [Dissertation Committee Member].

Masters Students

Hinkle, Ashley. (2011). *Magic words: A multiple literacies approach to supporting urban minority children’s identities as students*, Department of Curriculum and Instruction, The Pennsylvania State University [Masters Thesis Committee Member].

Bacon, Jennifer. (2009). *Culturally responsive poetry: The lived experiences of African American adolescent poets*, Department of Curriculum and Instruction, University of Maryland, College Park [Masters Thesis Committee Member].

Young, Regina. (2008). *A reel focus on cultural responsiveness: Using film to address and challenge White female future teacher’s perceptions of Black males*, Department of Curriculum and Instruction, University of Maryland, College Park [Masters Thesis Committee Member].

Undergraduate Students

Various Teacher Education Students in the Department of Special Education at the University of Maryland,

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College Park, 2005–2008.

Various Teacher Education Students in the Department of Curriculum and Instruction at The Pennsylvania State University, 2008–2010

SERVICE

Departmental

Faculty Advisor of Association of Women in African American Studies 2013–present

Faculty Advisor of Curriculum and Instruction Graduate Student Association 2013–present

Director of LLED Secondary Education Program in the Department of Curriculum
and Instruction 2013–present

Board Member for The Pennsylvania State University’s Africana Research Center 2013–present

Participant – Curriculum Planning Committee, The Department of African American Studies, The
Pennsylvania State University 2013–present

Committee Member – Secondary Education Committee, The Department of Curriculum and Instruction,
The Pennsylvania State University 2008–present

NCTE/NCATE Report Co-Writer for National Accreditation – College of Education’s
English/Communication Program, The Pennsylvania State University 2010–2011

College

Panelist – New Faculty Orientation, College of Education, The Pennsylvania State University 2013

Faculty Lead – Diversity and Community Enhancement Committee (DCEC), College of Education,
The Pennsylvania State University
Member 2009– present
Faculty Lead 2011– 2012

Study Team Leader – College of Education’s Advisory Committee for The 2010–2015 Framework for
Fostering Diversity at The Pennsylvania State University 2009–2010

Committee Member and Affiliate Faculty Member – Committee of the Minority Institute for Minority
Achievement in Urban Education, Department of Curriculum and Instruction, College of Education,
University of Maryland, College Park 2006–2008

University

Affiliate Member – The President’s Commission on Racial and Ethnic Diversity (CORED),
The Pennsylvania State University 2009–2013

Regional

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Staples, J. M., & Adkins, T. (2012, May). *Culture shift: A district-wide professional development initiative for Reading School District*. Reading, PA.

Staples, J. M., & McIver, A. (2006, July). *Rethinking literacy and numeracy education for Job Corps*. The United States Department of Labor, Office of Job Corps, Professional Development Five-Day Institute for Reading and Math Teachers. James Madison University, Harrisonburg, VA.

National

Appointed Member – Authorized National Spokespersons Network of The National Council of Teachers of English (NCTE) 2011–present

Appointed Reviewer – The National Council of Teachers of English’s Council on English Education (CEE) Standards 2011–2012

Appointed Member – United States Department of Labor’s National Committee on Literacy/Numeracy Education and Professional Development, Office of Job Corps 2006–2008

ORGANIZATIONAL MEMBERSHIPS

The American Educational Research Association (AERA) 2000–present

The Association for Supervision and Curriculum Development (ASCD) 2006–present

The International Reading Association (IRA) 2000–present

The National Alliance of Black School Educators (NABSE) 2006–present

The National Council of Teachers of English (NCTE) 1999–present

The National Reading Conference (NRC) 2007–2010