

JEANINE M. STAPLES

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CURRENT POSITION

2020 Professor of Literacy and Language, African American Studies, and Women's, Gender, and Sexuality Studies (affiliated appointments); Colleges of Education and Liberal Arts (respectively), at The Pennsylvania State University. Tenured.

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

2013–2020	<i>Associate Professor of Literacy and Language</i> ; Language, Culture, and Society Emphasis; Department of Curriculum and Instruction, College of Education, The Pennsylvania State University
2008–2013	<i>Assistant Professor of Literacy and Language</i> ; Language, Culture, and Society Emphasis; Department of Curriculum and Instruction, College of Education, The Pennsylvania State University
2005–2008	<i>Assistant Professor of Special Education</i> , 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
- 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. (2016a). *[The Revelations of Asher: Toward Supreme Love in Self. \[This is an endarkened, feminist, new literacies event\]](#)*. New York, NY: Peter Lang.
- Staples, J.M. (contracted; in production). *Extraordinary Pedagogies*. New York, NY: Teachers College Press.
- Staples, J.M. (accepted; in production). *Extraordinary Literacies*. New York, NY: Routledge.

EDITED JOURNALS

- Staples, J.M. (Ed.) (contracted; in production). [Extraordinary literacies and empyreal logics: Regarding the everyday praxes of Black girls and women in schools and society](#). (Special Issue). *International Journal of Qualitative Studies In Education*.
- Staples, J. M., & Jayakumar, U. (Eds.). (2017). [#SayHerName: Making visible the t/Terrors experienced by Black and Brown girls in schools](#). (Special issue). *Bank Street Occasional Papers*, 38(3).
- Staples, J. M. (2017). (Ed.). [Love and literacies: Critical explorations of race, gender, and sexuality through New Literacy Studies](#). (Special issue). *Journal of Black Sexuality and Relationships*, 4(1).

SELECT PEER-REVIEWED PUBLICATIONS OF RESEARCH

- Staples, J.M. (in review[a]). The white Supremacist Patriarchy Is Spectacular: Here's a Simple Framework Teachers Can Use To Dismantle It. *Teachers and Teaching: Theory and Practice*.
- Staples, J.M. (in review[b]). How Black Girls Hurt: Naming the t/Terror narratives Accumulated in Schools and Society [Or, A Call for a Third Wave New Literacies Education for All People, Based on the Dynamic, Triumphant Literate Lives of Black Girls and Women]. *PHILLIS: The Journal for Research on African American Women*.
- Staples, J. M. (2017). How #BlackGirlMagic cultivates Supreme Love to heal and save the world: An introduction to endarkened, feminist epistemological and ontological evolutions of Self. *Taboo: The Journal of Culture and Education*, 16(2), 29-49.
- Staples, J. M. (2016b). What happened after 9/11: Teaching rhetoric, race, and gender through popular culture narratives. *Journal of the Society for Teaching Media through English*, 16(2), 179-209.
- Keifer-Boyd, K., Bailey, I., Blandy, D., Congdon, K. G., Degge, R., & Staples, J. M. (2016c). A feminist conversation about June King McFee's critical-raising foundation for culturally responsive education. *Visual Arts Research*, 42(2), 73-85.
- Staples, J. M. (2015a). Yes, there was a death in McKinney, Texas: Exploring the socioemotional injustice of race and gender politics in the U.S. *Critical Ethnic Studies*, 8(4), 14-19.
- Wissman, K., Staples, J. M., Vasudevan, L., & Nichols, R. (2015b). Cultivating research pedagogies with adolescents: Created spaces, engaged participation, and embodied inquiry. *Anthropology and Education Quarterly*, 46(2), 186-197.
- Staples, J. M. (2013a). Reading popular culture narratives of disease with pre-service teachers. *Teacher Education Quarterly*, 40(4), 27-40.
- Staples, J. M. (2013b). "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. (2012a). "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. (2012b). "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 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/issue/view/668>
- Staples, J. M. (2010a). "Does my iMovie® suck?": Assessing teacher candidates' digital compositions. *English Journal*, 99(5), 95-99.

- Staples, J. M. (2010b). Encouraging agitation: Teaching teacher candidates to confront words that wound. *Teacher Education Quarterly*, 37(1), 53–72.
- Staples, J. M. (2010c). 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. (2010d). “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. (2010e). “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. (2008a). “Do you remember?”: Confronting post-9/11 censorship through critical questioning and poetic devices. *English Journal*, 97(5), 81–87.
- Staples, J. M. (2008b). “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. (2008c). “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. (2008d). *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. (2007a). 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. (2007b). 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.academia.edu/3447526/Whats_Love_Got_to_Do_With_It_Reading_Black_Femininity_in_a_Media_Text

Invited Articles in Peer-Reviewed Journals

Staples, J. M., & Jayakumar, U. (2017). "Reading and writing the t/Terror narratives of Black and Brown girls and women: Storying lived experiences to inform and advance early childhood through higher education." An introduction on J. Staples & U. Jayakumar, #SayHerName: Making visible the t/Terrors experienced by Black and Brown girls in schools. *Bank Street Occasional Papers*, 38(3), 1-8.

Staples, J. M. (2017). "Toward the critical and creative explorations of the t/Terror narratives of Black and Brown girls and women to inform social justice for emotional justice through new literacies studies." An introduction in. J. Staples, *Love and Literacies: Critical Explorations of Black Women's Race, Gender, and Sexuality Through New Literacy Studies*. *Journal of Black Sexuality and Relationships*, 4(1), 1-7.

Chapters in Edited Books

Staples, J. M., Carroll, T., Cole-Malott, D., Myler, J., Simmons, C., Schappe, J., & Adkins, T. (2015). Forming new agreements: A brief, critical exploration of the pedagogical formations of predominantly white, pre-service teachers in an urban context. In P. Hinchey (Ed.), *The critical action research reader for teacher education* (pp. 314-321). New York, NY: Peter Lang.

Staples, J. M. (2014). On racial injury. In S. Thompson (Ed.), *The encyclopedia of diversity and social justice* (pp. 597-600). New York, NY: Roman and Littlefield.

Staples, J. M. (2007c). "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. (2022, April). *Extraordinary Pedagogies: Toward a Model For Dynamic & Disruptive Teacher Education*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Staples, J.M. (2022, April). *Extraordinary Literacies/Empyrean Logics: Regarding Praxes of Black Girls and Women in Schools and Society*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Staples J. M. (2018, April). *Honoring black boys and men in the age of #BlackLivesMatter: Critically conscious reflections from women teachers, teacher educators, and school-community activists*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Staples, J. M. (2018, April). *Youth media, culture, and texts: Studying critical reading practices*. Discussant for presentations at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Staples, J. M. (2018, April). *The paradox of balancing well-being in predominantly white informal learning*

- spaces: Legitimizing black/brown autoethnographies*. Discussant for presentation at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Staples, J. M. (2017, March). *t/Terror narratives of black girls and women: An intersectionality study*. National Council on Black Studies (NCBS), Houston, TX.
- Staples, J. M. (2017, April). *t/Terror narratives of black girls and women: An intersectionality study*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Staples, J. M. (2017, April). *Pre- and in-service issues in urban settings*. Discussant for presentations at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Staples, J. M. (2017, April). *Exploring the lived experiences of girls and women of color*. Chair of panel presentations at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Staples, J. M. (2017, April). *Critical examinations of race, class and gender in higher education*. Chair of panel presentations at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Staples, J. M. (2016, April). *#BlackLivesMatter: Critical companion narratives for teachers of all students*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Washington, DC.
- Staples, J. M. (2014, April). *Facing current issues in urban education: Race, class, and gender*. Symposium. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Staples, J. M., Simmons, C., Carroll, T., Myler, J., & Cole-Malott, D. (2014, February). *Teacher educator research: Innovations in perceptions and practice with predominantly white, urban pre-service teachers*. Symposium. Paper presented 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 Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Staples, J. M. (2013, April). *Analyzing the self in other*. Session Chair for presentations at the Annual Meeting of the Educational Research Association (AERA), San Francisco, CA.
- Staples, J. M. (2012, April). *Developing research pedagogies with adolescents*. Paper presented at the Annual Meeting of 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 Annual Meeting of 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 Annual Meeting of 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 Annual Meeting of 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 lives in the post-9/11 era*. Paper presented at the Annual Meeting of 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.
- 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. (2020, April). UMBC’s Eminent Scholar Lecture & Mentorship Fellow. University of

- Maryland College Park [Featured speaker & mentor].
- Staples, J. M. (2020, January). Mark Luchinsky Memorial Lecturer. Pennsylvania State University, Schreyer Honors College [Keynote speaker].
- Staples, J. M. (2017, February). Endarkened love, literacies, and language in *The Revelations of Asher: Toward Supreme Love In Self*. Stanford University, Center for the Study of Race, Inequality, and Language in America. [Featured speaker.]
- Staples, J. M. (2017, February). “*You need another lover: How white supremacist patriarchal ideologies prompt the generation of toxic lover identities in black women and how those identities are killing us*”. Brown University, Center for the Study of Race and Ethnicity in America. [Featured speaker.]
- Staples, J. M. (2017, February). “*Self-love is not supreme love: An endarkened feminist epistemology for (r)evolution.*” University of Texas, Austin, BlackacademicsTV. [Featured speaker.]
- Staples, J. M. (2016, March). *Why we haven’t cured racism yet: A three-part workshop for information/action frameworks*. Office of Multicultural Affairs. Bucknell University, Lewisburg, PA.
- Staples, J. M. (2016, February). *Dismantling white supremacist patriarchy through teaching*. Invited keynote for the Western Wisconsin Educators Conference. LaCrosse, WI.
- 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.
- 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.
- 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. *Understanding t/Terror narratives: Examining the sociocultural and socioemotional literacies of black girls and women*. Faculty Research Initiation Grant. College of Education. The Pennsylvania State University. February, 2017-June 2018, \$9,000.00, Sole Author and Principle Investigator.
- 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, Sole Author and 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; Equal Opportunity Planning Committee (of The Pennsylvania State University), May 2011–May 2012, \$11,054, Co-Author and 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/Department of Special Education 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., & Oseguera, L. *Assessing programmatic structure and efficacy of the Millennium Scholars Program: Exploring success of underrepresented minorities in STEM*. The Howard Hughes Medical Institute, 2014-2019, \$625,000. Co-Author and Collaborative Investigator.
- 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

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| 2020 | Mark Luchinsky Memorial Lecture, The Pennsylvania State University |
| 2019 | Mid-Career Research Award – The Critical Examination of Race, Ethnicity, Class, and Gender SIG of the American Educational Research Association |
| 2016-2017 | Big Ten Academic Alliance, Academic Leadership Programs Fellow |

2014 Visiting Scholar, Harrington School of Communication, University of Rhode Island
 2014 Senior Fellow, Center for Intersectionality and Social Policy, Columbia University School of Law
 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, The Pennsylvania State Department of Education
 2008 Global Awareness in Teacher Education (GATE) Fellow, University of Maryland College Park
 2008 NCTE Early Career Educator of Color Leadership Award
 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 & ADVISORY BOARDS

2020– Special Issue, *International Journal of Qualitative Studies in Education*
 2016–2019 Robert Noyce Advisory Council for Secondary Mathematics Teacher Education
 2016–2018 Board Member, Institute for the Study of Adult Literacy, Penn State
 2015– Editorial Board, *Journal of Black Sexuality and Relationships*
 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
 2016–2018 Editorial Board, *Bank Street Occasional Papers in Education*, Bank Street School
 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 10 Years (average enrollments)

- Legend: ^ Courses Designed and Co-Taught
 * Courses Taught
 + Courses Designed and Taught

University of Pennsylvania

- ^ EDUC 629 English/Language/Literacy in Middle & Secondary Schools (40) [Graduate Teaching Assistant]
- ^ EDUC 723 Multicultural Issues in Education (20) [Graduate Teaching Assistant]

Philadelphia University

- * CGS R99 Fundamentals of Reading (22)
- * CGS R101 Fundamentals of Writing (24)

University of Maryland College Park

- * EDSP 470 Introduction to Special Education (40)
- * EDSP 686 Promoting Pro-Social Behavior in Special Education (12)
- + EDSP 481/681 Seminar in Cultural Diversity and Disability (17)
- + EDSP 482/682 Advanced Literacy Approaches for At-Risk Adolescents (6)
- + EDSP 671 Qualitative Research Methodologies for Diverse Learners (9)

The Pennsylvania State University

- + LLED/SSED 590 Language, Culture and Society Colloquium (9)
- + LLED 597D Post 9/11 Literacies (5)
- + LLED 597I Research in Language, Culture and Society (12)
- + LLED 590 Colloquium in Language, Culture and Society (8)
- + LLED 580: Identities, Media, and Literacies in Schools & Society (3)

Current Courses

- + CI/AFAM/EDTHP 497 Identities, Power, and Perceptual Pedagogies
- * CI 503 Qualitative Research in Curriculum and Instruction II
- + CI 295A/D Introductory Field Experience for Teacher Preparation (aka *The Philadelphia Urban Seminar*) (21)
- + LLED 480 Media Literacy in the Classroom (7)
- + CI/AFAM/WGSS 597: Love and Literacies: Explorations of Race, Gender, Sexuality, and Emotional Justice for Social Justice Through New Literacies (4)
- + CI/EDTHP/AFAM 492: Identities, Power, and Pedagogies in Urban Teaching and Learning Through New Literacy Studies (6)

STUDENT ADVISING

Doctoral Students

Sharp, Star. (2020–present). *Regarding the experiences of Black STEM students at a predominantly white institution*. (tentative title), Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Member].

Simmons, Corey. (2019). *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].

Seraphin, Wideline. (2019). *The literacy practices of Haitian American youth*, Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Chair].

Badenhorst, Pauli. (2018). *Race, gender, media, and materiality: A curriculum study*. Department of Curriculum and Instruction. The Pennsylvania State University [Dissertation Committee Chair].

Cole-Malott, Donna-Marie. (2018). *The literacy practices of Caribbean students in the city*. Department of Curriculum and Instruction, The Pennsylvania State University [Dissertation Committee Chair].

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].

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). *Tensions of teaching media literacy in teacher education*, 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].

Kootsikas, Allison. (2011). *The intersections of queer theory/pedagogies and elementary education in urban schools*, 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

Depue, Jacquelin. (2023). *TBD*. The Pennsylvania State University [Masters Advisor].

Briscoe, Robin Childs. (2023). *TBD*. The Pennsylvania State University [Masters Advisor].

McDonald, Melissa. (2023). *TBD*. The Pennsylvania State University [Masters Advisor].

Nitz, Christy. (2023). *TBD*. The Pennsylvania State University [Masters Advisor].

Crim, Justine. (2023). *TBD*. The Pennsylvania State University [Masters Advisor].

Groce, Jasmine. (2020). *Curriculum Representation Matters: Analyzing the Impact of Inclusivity of Multicultural and African American Literature for African American Students*, and Instruction, The Pennsylvania State University [Masters Advisor].

Pease, Kelly. (2020). *The Role of Motivation for Improving Writing Skills in Cyber School*, Department of Curriculum and Instruction, The Pennsylvania State University [Masters Advisor].

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 Paper Second Reader].

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 Paper Second Reader].

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 Paper Second Reader].

Undergraduate Students

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

Various Teacher Education Students in the Department of Special Education at the University of Maryland, College Park, 2005–2008.

SERVICE

Departmental

Affiliate Faculty Member, Faculty Advisory Committee, Department of Women’s, Gender, and Sexuality Studies	2020—present
Faculty Advisor, Association of Women in African American Studies	2013–2015
Faculty Advisor, Curriculum and Instruction Graduate Student Association	2013–2015
Secondary Education/English Program, Department of Curriculum and Instruction	2013–present
Board Member, The Pennsylvania State University’s Africana Research Center	2013–present
Participant, Curriculum Planning Committee, The Department of African American Studies	2013–present
Co-Writer, NCTE/NCATE Report for National Accreditation – College of Education’s English/Communication Certification Program	2010–2011

College

Promotion & Tenure Committee	2020-2022
Curricular Affairs Committee	2019-2021
Schreyer Distinguished Honors Faculty	2020-2022
Faculty Council for the College of Education	
Member	2014–2017
Chair	2016–2017
Panelist, New Faculty Orientation, College of Education	2013
Diversity and Community Enhancement Committee (DCEC), College of Education	
Member	2009–present
Faculty Lead	2011–2012
Study Team Leader, College of Education’s Advisory Committee for The 2010–2015 Framework for Fostering Diversity	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)

2009–2013

Regional

Staples, J. M. (2017, April). *The critical examinations of race, ethnicity, class, and gender special interest group’s (CERECEG SIG) graduate student breakfast*. Graduate Coordinator at the American Educational Research Association (AERA), San Antonio, TX.

Staples, J. M. (2016, August). *Culturally Responsive Pedagogy for All People*. A 3-Day Professional Development Workshop for Teachers and Administrators. Arlington Public School District, Arlington, VA.

Staples, J. M. (2016, June). *Literacy Education for the 21st Century*. A 2-day Professional Development Workshop for Job Corps Teachers (Management Training Corporation). Alexandria, VA.

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

Producer & Host – Mastering Mentorship Virtual Summit (with the Critical Examination of Race, Gender, and Class Special Interest Group of the American Educational Research Association), 2017

Producer & Host – Strengths & Struggles Virtual Summit (with Bucknell University), 2017

Member – Authorized National Spokespersons Network of The National Council of Teachers of English (NCTE), 2011– 2015

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

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 Literacy Research Association (LRA) 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