

Tiffany M. Nyachae, PhD

tmn5327@psu.edu

The Pennsylvania State University

269 Chambers Building

State College, PA 16802

EDUCATION

PhD in Curriculum, Instruction, and the Science of Learning, Literacy Education Concentration, 2018
State University of New York at Buffalo, Department of Learning and Instruction

MS in Education, Literacy Specialist, 2007
State University of New York at Buffalo State

BA in Early Childhood, Childhood, and Middle School Education, Social Studies Concentration, 2005
Canisius College

New York State Teaching Certifications: Early Childhood Education (Birth – Grade 2), Childhood Education (Grades 1 – 6), Social Studies (Grades 7 – 12), Literacy (All Grades)

PROFESSIONAL APPOINTMENTS

Assistant Professor, tenure-track Fall 2020 – Present
The Pennsylvania State University, College of Education, Department of Curriculum and Instruction

Assistant Professor, tenure-track Fall 2018 – Spring 2020
State University of New York at Buffalo State, Department of Elementary Education, Literacy, and Educational Leadership

Lecturer, full-time Fall 2016 – Spring 2018
State University of New York at Buffalo State, Department of Social and Psychological Foundations of Education

PUBLICATIONS

Refereed Journal Articles

Nyachae, T. M., Smith-Purviance, A., Reynolds, A. D., Toliver, S. R. (accepted). Where we live and be: (Re)Turning to Black girlhood for project-praxes of otherworld-making in educational research. *International Journal of Qualitative Methods*.

Pham, J.H., Vita, K. L., & **Nyachae, T. M.** (2024). Pedagogies of collective intersectional care: Witnessing the spiritual and affective rigor of carework within daily classroom life. *Race, Ethnicity, and Education*, 27(3), 394–441. <https://doi.org/10.1080/13613324.2024.2324237>

Nyachae, T. M. (2023). Curriculum as *Endarkened Feminist Third Space*: Alternative possibilities, revision, reciprocity, and surrender in teacher professional development. *Curriculum Inquiry*, 53(4), 297-317. <https://doi.org/10.1080/03626784.2023.2276795>

Hsieh, B., Filipiak, D., **Nyachae, T. M.**, Kirkland, D. E., & Brochin, C. (2023). In dialogue: The future of critical studies in literacy research. *Research in the Teaching of English*, 57(4), 402-411.

Nyachae, T. M. & Ohito, E. O. (2023). No disrespect: A Womanist critique of respectability discourses in extracurricular programming for Black Girls. *Urban Education*, 58(5), 743-773. <https://doi.org/10.1177/0042085919893733>

The Literacy Futurisms Collective-in-the-Making. (2021). "We believe in collective magic": Honoring the past to reclaim the future(s) of literacy research. *Literacy Research: Theory, Method, and Practice*, 70(1), 428-447. <https://doi.org/10.1177/23813377211036475> *I am one of the eight authors of this article and founding members of this collective. All authors contributed equally to the conceptualization and writing of this article.*

Nyachae, T. M. (June/August 2019). Social justice literacy workshop for critical dialogue. *Journal of Adolescent and Adult Literacy*, 63(1), 106-110. <https://doi.org/10.1002/jaal.977>

Boyd, F. B., Ridgeway, M. L., & **Nyachae, T. M.** (2018). "Is there lead in my water?": Employing a culturally compelling instructional perspective to teach for change. *Multicultural Learning and Teaching*, 14(1), 2161-2412. <https://doi.org/10.1515/mlt-2017-0025>

Ohito, E. O. & **Nyachae, T. M.** (2018). Poetically poking at language and power: Using Black feminist poetry to conduct rigorous feminist critical discourse analysis. *Qualitative Inquiry*, 25(9-10), 839-850. <https://doi.org/10.1177/1077800418786303>

Nyachae, T. M. (2016). Complicated contradictions amid Black feminism and millennial Black women teachers creating curriculum for Black girls. *Gender and Education*, 28(6), 786-806. <https://doi.org/10.1080/09540253.2016.1221896>

Books

Silvestri, K. N., Barrett, N., & **Nyachae, T. M.** (Eds.) (2023). *Toward critical multimodality: Theory, research, and practice in transformative educational spaces*. Information Age Publishing.

Book Chapters

Nyachae, T. M. & Pham, J. H. (2024). Educating with *collective intersectional care*: Attending to, embodying, and enacting Women of Color feminisms in learning spaces. In P. Schutz & K. R. Muis (Eds.), *Handbook of educational psychology* (4th Ed.) (pp. 458-479). Routledge.

Silvestri, K. N., Barrett, N., & **Nyachae, T. M.** (2023). Troubling, disrupting, and reimagining educational spaces: The need for critical multimodality now. In K. N. Silvestri, N. Barrett, & T. M. Nyachae (Eds.), *Toward critical multimodality: Theory, research, and practice in transformative educational spaces*. Information Age Publishing.

Pour-Khorshid, F., Navarro, O., **Nyachae, T. M.**, & Pham, J. H. (2022). Engaging intersectional praxes: A catalyst for critical collective vulnerability and liberatory learning. In C. D. Gist & T. J. Bristol (Eds.), *Handbook of Teachers of Color and Indigenous Teachers* (pp. 601-615). American Educational Research Association.

Ohito, E. O. & **Nyachae, T. M.** (2020). Conceptualizing and enacting sensational currere: Attuning to the embodied essence in autobiographical curriculum inquiry. In T. Strong-Wilson, C. Ehret, D. Lewkowich, & S. Chang-Kredl (Eds.), *Provoking curriculum encounters across educational experience: New engagements with the curriculum theory archive* (pp. 193 – 205). Routledge.

Nyachae, T. M., McVee, M. B., & Boyd, F. B. (2019). Gradually releasing responsibility in justice-centered teaching: Educators reflecting on a social justice literacy workshop on police brutality. In M. McVee, E. Ortlieb, J. Reichenberg, & P. D. Pearson (Eds.), *The gradual release of responsibility in literacy research and practice* (pp. 103-118). Emerald Publishing.

Ashford, S. N., Wilson, J. A., King, N. S., & **Nyachae, T. M.** (2017). STEM SISTA spaces: Creating counterspaces for Black girls and women. In T. S. Renshaw and R. Majors (Eds.), *Emerging issues and trends in education* (pp. 3-37). Michigan University Press.

Public Scholarship

Nyachae, T. M. (2021, September 12). Literacy to what end...for students and teachers of Color...because academically, systemically, and structurally we still are not saved!? *Ethical ELA*.
<http://www.ethicalela.com/tiffannyachae/>

Nyachae, T. M. (2021, May/June). Got diverse texts? Now what?: Teachers as critical guides in the moment. *Literacy Today Magazine*, 37-39.
<http://viewer.zmags.com/publication/8854c52f?page=39&nocache=1620297923014&fbclid=IwAR2MRrM13XBFDuEo0srVCHGL3D1NGms2N2UlxpwZi1F-w2059-eU1ALRVzE#/8854c52f/40>

GRANTS AND FELLOWSHIPS

2023

National Academy of Education (NAEd)/Spencer Foundation Postdoctoral Fellowship Program,
2023 Cohort (amount: \$70,000)

2022

The International Society of the Learning Sciences (ISLS) Emerging Scholars Program, Inaugural Fellow, 2022 Cohort (amount: \$10,000)

2019

STAR (Scholars of Color Transitioning into Academic Research institutions) Mentoring Program, Literacy Research Association, 2019-2021 Cohort (amount: \$4,100)

2018

Cultivating New Voices among Scholars of Color Fellowship/Grant Program, National Council of Teachers of English Research Foundation, 2018-2020 Cohort (amount: \$6,000)

Approved Applied Learning 2019 Faculty Fellowship Cohort, Buffalo State College (amount: \$1,000)

2017

GSE Graduate Student Research Grant, University at Buffalo Graduate School of Education (amount: \$2,000)

2005

Underrepresented Minority Graduate Fellowship, SUNY Buffalo State

AWARDS AND HONORS

2022

Outstanding Junior Researcher Award, The Pennsylvania State University, College of Education

2021

More Just World Award, for paper in Volume 70 of *Literacy Research: Theory, Method, and Practice*

2020

Best Paper Award, Literacy Research Association

2019

Early Undergraduate Research Opportunity (EURO) Program Award, Faculty Mentor, Buffalo State College

Division K Travel Award, American Educational Research Association

Individual Development Award, State of New York/United University Professions Joint Labor-Management Committees

2018

Ethnicity, Race, and Multilingualism Committee Travel Award, Literacy Research Association

Delbert Mullen's Thinking Outside the Box Award, University at Buffalo Graduate School of Education

Paul A. and Margaret E. Bacon Scholarship and UB Fund, University at Buffalo Graduate School of Education

2017

Outstanding Student Researcher Award, University at Buffalo Department of Learning and Instruction

Paul A. and Margaret E. Bacon Scholarship, University at Buffalo Graduate School of Education

Gregory J. Dimitriadis, Ph.D., Dean's Excellence Scholarship, University at Buffalo Graduate School of Education

2016

William Eller Scholarship, University at Buffalo Graduate School of Education

Paul A. and Margaret E. Bacon Scholarship, University at Buffalo Graduate School of Education

2015

William Eller Scholarship, University at Buffalo Graduate School of Education

2001

William G. McGowan/Urban Learning Leadership Community (ULLC) Scholarship, Canisius College

EDITORIAL BOARD DESIGNATIONS

The Reading Teacher, Editorial Board Member, August 2024 - Present

English Teaching: Practice & Critique, Editorial Board Member, June 2023 - Present

Contemporary Educational Psychology, Editorial Board Member, February 2023 - Present

Curriculum Inquiry, Editorial Board Member, January 2023 - Present

INVITED TALKS, PANEL DISCUSSIONS, and PROFESSIONAL DEVELOPMENT

Coles, J. A., **Nyachae, T. M.**, & Council, T. (2024, April). *Centering Blackness in education policy and politics: A meditation on possibilities*. Invited speaker session for the Politics of Education SIG during the annual meeting of the American Educational Research Association, invited by Dr. Damarcus Jenkins.

Nyachae, T. M., Reyes, G. T., Ybarra, M. G. (2024, April). *Catalyst for hope: Imagining a world with color*. Invited speaker session for Division G's Graduate Student Preconference Session during the annual meeting of the American Educational Research Association, invited by Adrianna Gonzalez Ybarra.

Nyachae, T. M. (2023, December). *Black girlhood, Black womanhood, and curriculum*. A guest lecture for graduate students enrolled in Curriculum Theory and Critical Research course, University at Buffalo's (SUNY) Graduate School of Education's Department of Learning and Instruction, invited by Dr. Alexandra Schindel.

- Nyachae, T. M.** (2023, August). *Preparing your NAEd/Spencer post-doc application*. Webinar presented to early career faculty at University at Buffalo's (SUNY) Graduate School of Education, invited by Dr. X. Christine Wang.
- Nyachae, T. M.** (2023, February). *Refusing book banning/anti-truth movements: Actively protecting the storying of Black folk's lived realities for justice*. Keynote presented at African American Read-In at Penn State Altoona, invited by Dr. Megan Simpson.
- Nyachae, T. M.** & Templeton, T. (2022, April). *Finding your own family and community in academia*. Plática Series through The Literacy Research Association's (LRA) Doctoral Student Innovative Community Group (DSICG), invited by Dr. Tairan Qiu.
- Nyachae, T. M.** (2021, March). *Preparing for the job talk long before the campus visit*. A talk for graduate students in the Department of Learning and Instruction (LAI), Graduate School of Education (GSE), University at Buffalo (SUNY), invited by LAI-GSE Officers, Yukako Otsuki and Jennifer Tripp.
- Nyachae, T. M.** (2020, November/December). *Cultivating critical dialogue across places in virtual spaces: Justice, humanizing curriculum, and virtual pedagogical genius*. A workshop for WNYNET (Western New York Network of English Teachers), invited by Dr. Kristen Pastore Capuana.
- Nyachae, T. M.** (2020, November). *Black women and curriculum development for Black girls*. A guest lecture for graduate students enrolled in Curriculum Theory course at University of Missouri, College of Education, invited by Dr. LaGarrett King.
- Nyachae, T. M.** (2020, October). *Towards radical change: Centering the counternarratives of critical educators of Color*. A workshop for preservice teachers at California State University, Fullerton, invited by Dr. Josephine Pham.
- Nyachae, T. M.** (2020, August). *Shifting with time: Equity & justice in new school spaces*. A #Literacies Twitter chat for AERA's Writing & Literacies SIG, invited by Dr. Rae L. Oviatt.
- Nyachae, T. M.** (2020, June). *#SayHerName*. A talk for the Wakanda Alliance, invited by Anthony Pierce.
- Nyachae, T. M.** (2019, March). *Justice or just tolerable: To authentically reflect, act, and be for justice*. A visiting scholar lecture for students and faculty at the University of South Carolina, invited by Dr. Fenice B. Boyd.
- Nyachae, T. M.** (2019, January). *Justice in spite of Injustice*. A keynote for students and faculty at St. Bonaventure University invited by Parker A. Suddeth.
- Alvermann, D., Brooke, M., Brownell, C. J., Medina, C. L., **Nyachae, T. M.**, & Smith, P. (2018, November/December). *Re-envisioning literacy research. Re-envisioning LRA: An intergenerational*

panel. A panel discussion presented at the annual meeting of the Literacy Research Association, invited by Dr. April Baker-Bell.

Kelly, D. D., **Nyachae, T. M.**, Oliver, K., & Ridgeway, M. L. (2017, February). *Black feminism in the 21st century*. A panel discussion for students and faculty at St. Bonaventure University, invited by Parker A. Suddeth.

Nyachae, T. M. (2015, April). *Driven by a bigger purpose*. A keynote for attendees of the Urban Leadership Learning Community (ULLC) spring gala at Canisius College, invited by Dr. E. Roger Stephenson.

Nyachae, T. M. (2015, March). *The purpose driven college life*. A presentation for undergraduate students of Generation Revive University at SUNY Buffalo State, invited by Nyandusi A. Nyachae.

SELECT CONFERENCE PRESENTATIONS

NATIONAL AND INTERNATIONAL

Nyachae, T. M. (2024, June). *A design-based study of literacy development, support, and contextualized learning in Social Justice Literacy Workshop*. Presented in poster session at the annual meeting of the International Society of the Learning Sciences, Buffalo, NY.

Nyachae, T. M. (2024, April). *Remembering and (re)reading Black girl-oriented programs for multiple girlhoods and futures*. Presented in poster session at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Nyachae, T. M. (2024, April). *Cultivating student voices and action in social movements through the Black radical tradition*. Presented in symposium at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Nyachae, T. M. & Rusoja, A. (2023, March). *Conceptualizing praxes and methods for solidarities: Hypercollectivity as literacy futurisms*. Presented in paper session at the annual meeting of the National Council of Teachers of English Assembly for Research, Davis, CA.

Nyachae, T. M. (2022, April). *Curriculum as endarkened feminist Third Space: Revision, reciprocity, and surrender in teacher professional development*. Presented in roundtable session at the annual meeting of the American Educational Research Association, San Diego, CA.

Abril-Gonzalez, P., Aguilera, E., Linares, R. E., Nightengale-Lee, B., Nuñez, I., **Nyachae, T. M.**, Rusoja, A., & Templeton, T. (2021, December). *Literacy futurisms*. Presented in STAR Research Showcase session at the annual meeting of Literacy Research Association, Atlanta, GA.

Bachoo, G., González Ybarra, A., González Ybarra, M., Lopez, C., **Nyachae, T. M.**, & Player, G. D. (2021, November). *(Re)envisioning teacher education for pre-service Teachers of Color through Women of*

Color feminisms and pedagogies. Presented in panel presentation at the annual convention of the National Council of Teachers of English.

Garcia, A. G., Mirra, N., **Nyachae, T. M.**, & Toliver, S. R. (2021, November). *Imagining worlds worthy of our youth: Designing speculative approaches to literacy education.* Presented in panel presentation at the annual convention of the National Council of Teachers of English.

Abril-Gonzalez, P., Aguilera, E., Linares, R. E., Nightengale-Lee, B., Nuñez, I., **Nyachae, T. M.**, Rusoja, A., & Templeton, T. (2020, December). *We believe in collective magic: Re-claiming the future(s) of literacy research.* Presented in STAR Research Showcase session at the annual meeting of Literacy Research Association.

Nyachae, T. M. (2019, December). *Reimagining literacy "support": Curriculum theorizing in social justice literacy workshop for students marginalized in schools.* Presented in STAR Research Showcase session at the annual meeting of Literacy Research Association, Tampa, FL.

Nyachae, T. M. (2019, November). *"Race space" critical professional development: Cultivating racial literacy with/in urban teachers committed to social justice.* Presented in CNV poster session at the annual convention of the National Council of Teachers of English, Baltimore, MD.

Grinage, J., LeeKeenan, K., Nevárez, A., & **Nyachae, T. M.** (2019, November). *'To what end?': Spirited literacy inquiry for liberation and racial justice.* Presented in panel presentation at the annual convention of the National Council of Teachers of English, Baltimore, MD.

Nyachae, T. M. & Reynolds, A. D. (2019, November). *Critically self-reflecting with my sister: Black women educators interrogate their practice of bell hooks' engaged pedagogy while navigating whiteness.* Presented in paper session at the 9th annual International Conference on Education and Social Justice, Honolulu, Hawai'i.

Pour-Khorshid, F., Navarro, O., **Nyachae, T. M.**, & Pham, J. H. (2019, May). *Intersectional praxis: A catalyst for collective vulnerability and liberatory learning among critical educators of Color.* Presented in paper session at annual meeting of the Critical Race Studies in Education Association, Los Angeles, CA.

Nyachae, T. M. (2019, May). *The professional development facilitation processes of a Black feminist pedagogue embodying endarkened feminist epistemologies.* Presented in paper session at annual meeting of the Critical Race Studies in Education Association, Los Angeles, CA.

Nyachae, T. M. (2019, April). *'Race space' critical professional development: Actualizing Third Space with urban teachers committed to social justice.* Presented in paper session at the annual meeting of the American Educational Research Association, Toronto, ON.

- Nyachae, T. M.** & Ohito, E. O. (2019, April). *No disrespect: A womanist critique of respectability discourses in extracurricular programming for Black girls*. Presented in paper session at the annual meeting of the American Educational Research Association, Toronto, ON.
- Nyachae, T. M.** (2019, February). *Facilitation processes of a Black feminist pedagogue made visible in an ethnographic case study of 'race space' critical professional development*. Presented in paper session at the Ethnography in Education Research Forum, Philadelphia, PA.
- Nyachae, T. M.** (2018, November/December). *'Race space' critical professional development: Cultivating the racial literacy of urban in-service public school teachers committed to social justice*. Presented in paper session at the annual meeting of Literacy Research Association, Indian Wells, CA.
- Boyd, F. B., Brock, C., & **Nyachae, T. M.** (2018, November/December). *Employing the four resources model to interpret preservice and inservice teachers' ideologies and stances toward challenged or banned culturally diverse young adult literature*. Presented in paper session at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- Nyachae, T. M.** (2018, November). *Signifying from the periphery: Leveraging the racial consciousness of students of Color to cultivate teacher racial literacy*. Presented in CNV poster session at the annual convention of the National Council of Teachers of English, Houston, TX.
- Nyachae, T. M.** (2018, April). *"Why can't I feel good about being white?": Race space CPD, vulnerability, and omnipresent whiteness*. Presented in symposium at the annual meeting of the American Educational Research Association, New York, NY.
- Nyachae, T. M.** (2018, April). *"In normal school, you don't talk about it": Student perceptions of social justice literacy workshop*. Presented in symposium at the annual meeting of the American Educational Research Association, New York, NY.
- Ohito, E. O. & **Nyachae, T. M.** (2018, April). *Poetically poking at racialized discourses: Narratively analyzing qualitative*. Presented in symposium at the annual meeting of the American Educational Research Association, New York, NY.
- Ohito, E. O. & **Nyachae, T. M.** (2018, April). *Poetically re-inventing Black girlhoods: Curricular re-makings of Black girls beyond the politics of respectability*. Presented in symposium at the annual meeting of the American Association for the Advancement of Curriculum Studies, New York, NY.
- Nyachae, T. M.** (2017, November). *Responding to the voices of students on the margins for critical dialogue and literacy renewal: Talk around multimodal text in Sherman Alexie's The Absolutely True Diary of a Part-Time Indian*. Presented in research roundtable at the annual convention of the National Council of Teachers of English, St. Louis, Missouri.

Nyachae, T. M. (2017, May/June). *'She didn't mean it that way': Advancing anti-Blackness and protecting white supremacy through a critical incident*. Presented in roundtable presentation at the annual meeting of the Critical Race Studies in Education Association, Indianapolis, IN.

Nyachae, T. M. (2017, April/May). *'Race space' critical professional development: Social justice ideological becoming and enactment among in-service urban teachers*. Paper presented in symposium at the annual meeting of the American Educational Research Association, San Antonio, TX.

Nyachae, T. M. (2017, April/May). *Complicated contradictions amid Black feminism and millennial Black women teachers creating curriculum for Black girls*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Nyachae, T. M. (2016, November/December). *Mobilizing critical dialogue for social transformation: The intersemiotic relationship amid multimodal text and teacher supported student talk*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Hayes, N., **Nyachae, T. M.**, & Reynolds, A. D. (2016, November). *Troubling counternarratives and the right of refusal in educational research: "Is it enough to tell you my story?"* Alternative session presented at the annual meeting of the American Educational Studies Association, Seattle, WA.

Nyachae, T. M. (2015, December). *Culturally diverse literature and culturally relevant dialogically organized instruction: An out-of-school literacy workshop with students labeled 'at-risk' by schools*. Roundtable presentation at the Literacy Research Association Annual Conference, Carlsbad, CA.

REGIONAL

Nyachae, T.M. (2022, October). *Professional development that affirms and cultivates more racial literacy with/in justice-oriented urban teachers*. Paper presented at the College of Education Research Conference at Penn State University in State College, PA.

Nyachae, T.M. (2021, October). *Curriculum as endarkened feminist Third Space: Revision, reciprocity, and surrender in "race space" critical professional development*. Paper presented at the College of Education Inaugural Research Conference at Penn State University in State College, PA.

Hunter, J. D., **Nyachae, T.M.**, & Mixson, T. (2016, November). *Enacting powerful literacy: African American urban adolescents transform literacy engagement*. Presented in featured speaker session at the annual meeting of the New York State Reading Association, Rochester, NY.

Nyachae, T. M. (2016, April). *Critical professional development via 'race space': Supporting the ideological becoming of in-service urban teachers committed to racial justice*. Paper presented at the 23rd annual Graduate School of Education (GSE) Student Research Symposium at the University at Buffalo, Buffalo, NY.

CAMPUS TALKS

- Nyachae, T. M.** (2023, February). *Curating a homeplace in the academy: An ode to bell hooks*. Invited speaker for Resonance: Affinity Group for Graduate Students of Color, Penn State, College of Education, invited by Dr. Janice Bryd.
- Nyachae, T. M.** (2021, April). *Actualizing a Third Space for vulnerability, resistance, and intervention with urban teachers committed to social justice*. An internal speaker series for the Consortium for Social Movements and Education at PSU, invited by Tanner Veal.
- Nyachae, T. M.** (2021, April). *Toward multiple Black girl futures: Interrogating, (re)reading, and (re)membering extracurricular programming and curriculum for Black girls*. A coffee hour talk for PSU College of Liberal Arts' Department of Women's, Gender, and Sexuality Studies, invited by Dara Walker.
- Nyachae, T. M.** (2019, May). *Intellectualizing and sustaining yourself in/through the "work" of teaching*. A keynote for Buffalo State College's Student Teaching Honors and Awards Breakfast, invited by Julie Henry and the committee.
- Nyachae, T. M.** (2017, November). *To truly reflect, teach, and act for social justice: A conversation with future teachers*. A Brown Bag Talk for preservice teachers and community educators, invited by the English Education Student Association at SUNY Buffalo State.
- Nyachae, T. M.** (2014, October). *Intro to qualitative research methods: Making it through your interview case study and the course*. A presentation for an initial doctoral qualitative methods class at the University at Buffalo, invited by Mary B. McVee.

TEACHING EXPERIENCE

COLLEGIATE LEVEL

The Pennsylvania State University

LLED 401 - Teaching Language Arts in the Elementary Classroom (Fall 2024, Spring 2023, Fall 2022, Spring 2022, Fall 2021, Spring 2021, Fall 2020): Planned and taught undergraduate-level course to: a) acquaint preservice teachers with theories and practices of teaching literacy in today's pre-school and elementary schools, b) help preservice teachers to use language well and thoughtfully concerning language, literacy, and culture; and to think through instructional problems thoroughly, using multiple sources of information to experiment with alternative solutions.

CI 185 - Principles of Social Justice in Education (Fall 2024): Planned and taught undergraduate-level course to: a) apply civic-minded outlook to issues in education centered around social justice, b) expand knowledge and theoretical frameworks to develop new paradigms in social justice education, c) develop cultural awareness and social consciousness, d) extend knowledge (facts, theories, etc.) from

academic field to one's own participation in education, civic life, and social justice, e) recognize ethical issues in complex, multilayered context and recognize cross-relationships among issues, f) begin to push beyond deficit mindset (in language used thinking) to adopt an 'honoring differences' mindset, g) deconstruct assumptions, privilege, culture, and identity to analyze how each affects one's biases.

CI 505 – Critical and Humanizing Approaches to Research (Spring 2023, Spring 2022, Spring 2021):

Designed, planned, and taught doctoral-level course to meet the following objectives: a) employ Indigenous, Black feminist, Chicana feminist, and/or decolonizing research frameworks to mediate and articulate ontologies, epistemologies, and methodologies, b) develop critical consciousness around various interlocking oppressions as they relate to the broader project of humanization, c) create written, digital, and performative researcher statements that critically situate the self and humanize the "other" in research projects and inquiries, d) interrogate notions of ethical research engagements with vulnerable communities, e) evaluate whether relevant scholarly work exemplifies critically conscious and humanizing research through collaborative research analysis/critique, f) develop a plan for further reading that is connected to research inquiry, g) exhibit a working knowledge of and personal stance toward critically conscious and humanizing research, h) apply critically conscious and humanizing research methodologies to the shaping of research inquiry, i) write to illuminate a conscious voice for the humanization of all people, j) design a personal vision for lifelong justice projects.

CI 597-006 (Special Topics) – Ethnic Studies and the Learning Sciences (Fall 2021): Designed, planned, and taught doctoral-level course to meet the following objectives: a) exhibit a working knowledge of Ethnic Studies and the learning sciences; b) display an emerging rationale for bringing together Ethnic Studies and the learning sciences, c) employ an interdisciplinary approach to research by bringing together Ethnic Studies and the learning sciences, d) describe the distinct efforts of particular ethnic groups among communities of Color to direct curriculum and challenge "official" knowledge in schools, e) articulate the unique theorizations and designs of learning among communities of Color, f) create an Ethnic Studies learning design and explanation, g) compare and contrast one learning sciences and/or Ethnic Studies construct across different texts (including films, comics, etc.) from class, h) study a new genre of learning and teaching with/in communities called "learning on-the-move," i) reconsidering who is classified as learner, where learning happens, and who designs learning, j) develop an argument for an Ethnic Studies and learning sciences interdisciplinary research approach.

State University of New York at Buffalo State

SPF 203 – School and Society (Spring 2020, Fall 2019, Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall, 2016): Planned and taught undergraduate-level sociology, psychology, and education students with the following objectives: a) examine the relationship between societal inequities and schooling, b) recognize the history of education in the United States in relationship to economic, social, technological, and political change, c) apply classical, functionalist, progressive, and critical theoretical perspectives to analyze historical and contemporary processes of schooling including

social reproduction, governmental and legal rationalities, teaching and learning, and school culture, d) identify the causes and contested interpretations of the relationship between schooling and class, race, ethnic, and gender inequality, etc.

EDU 620 – Teaching and Learning in Diverse Elementary School Classrooms (Spring 2020, Fall 2019, Summer 2019 [Online], Spring 2019): Planned and taught graduate-level education students in order to meet the following objectives: a) design culturally relevant, responsive, and sustaining pedagogy and research relative to effective teaching and learning for diverse student populations, b) collaborate with parents; c) develop a community of learners, d) consider culture, power, and class, d) implement collaborative learning in culturally diverse classrooms, e) demonstrate contextual teaching and learning.

EDU 606 – Literacy Instruction for Linguistically Diverse Students (Spring 2020, Spring 2019): Planned and taught graduate-level education students to meet the following objectives: a) support literacy instruction for linguistically diverse learners, b) recognize literacy learning and culture, c) identify dialects and second-language development, d) design a model for effective instruction based on best-practices research for application in mainstream classrooms.

EDU 211 – Introduction to Literacy (Fall 2019, Fall 2018, Spring 2018, Fall 2017): Planned and taught undergraduate-level education students in order to meet the following objectives: a) recognize the application of developmentally appropriate practices to the literacy development of children, Birth-Grade 6, b) identify literacy content and the New York State Next Generation English Language Arts Learning Standards, c) apply literacy knowledge and pedagogy in service learning experience at local school.

EDU 654 – Theory, Research, and Practice in Social Studies Instruction (Spring 2018, Spring 2017): Planned and taught graduate-level education students with the following objectives: a) identify the goals of social studies education, b) develop a viable relationship between teaching, learning, and assessing social studies, c) promote the construction of classrooms that reflect democratic ideals and social justice, d) formulate critical discussions in social studies, e) apply new and current trends in elementary social studies education.

EDU 495 – Education Mentor (Fall 2017): Facilitated and planned undergraduate-level peer mentoring program to support students enrolled in EDU 211 for the purpose of improving grades as condition for acceptance into education major.

State University of New York at Buffalo

Adjunct Instructor, Department of Learning and Instruction

LAI 588 – Clinic Practicum in Literacy Teaching (Spring 2016): Planned and taught graduate level students in the Literacy Specialist program with the objective of designing,

planning, implementing, assessing, evaluating, and revising reading instruction for a child experiencing reading and/or writing difficulties.

Co-Instructor, Department of Learning and Instruction

Co-Instructor: Dr. Fenice B. Boyd

LAI 563 – Language, Literacy, and Culture (Fall 2015): Co-planned and co-taught graduate level education students with the following objectives: a) broadly examine the social and cultural dimensions of literacy in a multi-ethnic society, b) read and discuss multicultural autobiography, fiction, and teach ethnography as a source of insight into both the authors' and readers' diverse experiences of literacy, c) examine our individual and collective understandings of literacy and literacy instruction and how our perspectives are culturally situated.

Teaching Assistant, Department of Learning and Instruction

Instructor: Dr. Mary B. McVee

LAI 669 – Qualitative Techniques for Education (Spring 2014, Fall 2015): Provided feedback on graduate-level students' final field study research project paper.

Canisius College

Field Supervisor, Early Childhood, Childhood, and Adolescence Education Programs

Student Teaching Seminar (Spring 2016): Supervised and mentored five student teacher candidates at the early childhood, elementary, and middle school levels by providing them with constructive feedback and support during their student teaching experience.

Adjunct Instructor, English as a Second Language Program

FYS 101 – Perspectives on Culture and Identity (Fall 2015): Planned and taught undergraduate level recently arrived immigrant and American freshman to meet the following objectives: a) read and critically analyze college-texts, b) construct a coherent, thesis driven project, c) present ideas clearly in writing, c) revise ("re-see") their own written work to improve it in ways that go beyond the mere correction of surface errors, d) demonstrate information literacy.

K-12 LEVEL

Instructor, Youth Summer Research Academy, Woods-Beals Endowment for Urban Education at SUNY Buffalo State, Buffalo, NY, July 2017 – August 2017

- Planned and taught Black immigrant, African American, and Latino/a/x high school students in literacy workshop and dialogically organized instruction through the lens of Black feminism and liberatory education frameworks for the purpose of connecting them to their histories and communities and encouraging them to have confidence in their identities.

Instructor, African American Youth Summer Research Academy, Woods-Beals Endowment for Urban Education at SUNY Buffalo State, Buffalo, NY, July 2016 – August 2016

- Planned and taught Black immigrant and African American high school students in literacy workshop and dialogically organized instruction through the lens of Black feminism and liberatory education frameworks for the purpose of connecting them to their histories and communities and encouraging them to have confidence in their identities.

Instructor and Organizer (Volunteer), Summer Social Justice Literacy Workshop, Buffalo Urban League Young Professionals', Buffalo, NY, July 2015 – August 2015 and July 2016 – August 2016

- Developed and implemented summer social justice literacy workshop to cultivate student activism through literacy.
- Recruited high school students, ages 13 – 19, across Western New York to participate in workshop.
- Planned, taught, and facilitated workshop with the following objectives: 1) read novels about relevant issues, 2) connect those issues to larger social and political issues, 3) create art about these issues and activism, 4) and develop a plan for activism in their local communities.

Instructor, Liberty Partnerships Program, Niagara County Community College
Niagara Falls, NY, July 2014 – August 2014

- Planned and implemented summer social justice literacy workshop with middle school students experiencing academic challenges for the purposes of reading and dialoging authentically through culturally relevant/responsive pedagogy.

Instructional Coach, Buffalo Partnerships Program: A Common Core Collaborative, University at Buffalo, Buffalo, NY, January 2014 – June 2015

- Coached content area high school teachers of English Language Learners (ELL) and native English-speaking students on how to create challenging lessons while considering the language needs of their students, incorporating Common Core standards, and engaging in teacher reflection as a way to improve practice.
- Assisted teachers in creating unit plans using Understanding by Design and SIOP components.
- Assisted teachers in planning and conducting professional development for their colleagues.

Social Studies Teacher, Westminster Community Charter School
Buffalo, NY, August 2007 – June 2013

- Taught reading and writing intensive course with unit projects and inquiry circles covering U. S. history for grades 7 and 8 with mostly African American students.
- Organized annual school wide Civil War Exhibition for students to present their learning and projects.
- Coordinated two trips to Washington, D.C. in order for students to learn the roles and responsibilities of citizens.
- Conducted professional development on researching skills and strategies for middle school students to colleagues.

- Co-organized parent workshop with colleagues about the junior high program, the Teacher’s College Reading and Writing Project, and how they can support their children.

English Language Arts (ELA) Teacher, Westminster Community Charter School
Buffalo, NY, September 2006 – June 2007

- Taught writing workshop course under the Teacher’s College Reading and Writing Project for grades 7 and 8 with mostly African American students.

RESEARCH ADVISEMENT

Doctoral Dissertation Committee Member

<u>Date</u>	<u>Name</u>	<u>Dissertation Title (Program Area)</u>
2024	Jennifer Jackson	Utilizing equity-oriented pedagogy to support teacher learning (Curriculum and Instruction, Science Education)
2024	Kara Roop Miheretu	Becoming mother: An ethnography examining mothers of biracial/multiracial children in New York City (Curriculum and Instruction, Early Childhood Education)
2024	Allante Moon	Refusing invisibility: Black Caribbean women graduate students’ wisdom navigating historically white universities (Higher Education)
2024	Raya Petty	“I said what I said”: Black women narratives on identity, communication, and refusal at historically white institutions (Higher Education)
2024	Gabriel Pulido	Queer and trans drag artists of Color on college campus(es): A Black feminist woven ethnography (Higher Education)
2024	Abigail L. Stebbins	“It happens all day, every day”: Exploring how student teachers describe and teach integrative elementary social studies (Curriculum and Instruction, Social Studies)

GRADUATE RESEARCH EXPERIENCE

Principal Investigator, Department of Learning and Instruction, March 2014 – July 2015

Faculty Sponsors: Dr. Fenice B. Boyd and Dr. Randy Yerrick

- Co-conducted IRB approved practitioner inquiry study with Dr. Monica L. Ridgeway of an out-of-school social justice STEM and literacy workshop for middle school students participating in a state-funded program for students labeled “at-risk” of dropping out of high school.
- Conducted IRB approved multiple case study of middle-class adults’—who experienced poverty as children and attended working-class urban public schools—literacy and schooling experiences and their understandings and perceived influences of their success.

Research Assistant, Faculty in Department of Learning and Instruction, January 2014 – July 2015

Supervisors: Dr. Randy Yerrick and Dr. Fenice B. Boyd

- Collected, transcribed, and analyzed a range of qualitative and quantitative data for a grant-funded (amount: \$20,000) research project around preservice teachers' perceptions of edTPA teacher certification process.
- Collected and analyzed qualitative data for research project around teachers using challenged and banned young adult literature with middle school and secondary students.

Research Assistant, Center for Literacy and Reading Instruction, November 2013 – December 2015

Supervisor: Dr. Mary McVee

- Transcribed qualitative data for research project on literacy teacher reflection, conducted literature reviews, edited, proofread, and provided feedback on book manuscripts and chapters.

NATIONAL SERVICE

Reviewer

Academic Journals: *American Quarterly*; *Bank Street Occasional Papers*; *Contemporary Educational Psychology*; *Curriculum Inquiry*; *Educational Researcher*; *Equity & Excellence in Education*; *Gender and Education*; *Gender, Work & Organization*; *International Journal of Qualitative Studies in Education*; *Literacy Research: Theory, Method, and Practice*; *Research in the Teaching of English*; *Research on Diversity in Youth Literature*; *The Journal of Literacy Research*; *The Reading Teacher*; *The Urban Review*; *Urban Education*

Books and Book Chapters: SUNY Press and NCTE/CCCC

Conference Proposals: NCTE; American Educational Research Association's (AERA) Division B, Division K, Critical Educators for Social Justice-SIG, and Writing-SIG

Discussant

- "Theorizing Multimodality through Children's and Youths' Perceptions and Experiences" Symposium for Writing and Literacies SIG at the 2022 AERA annual conference
- "Composing Just Futures" Symposium for Writing and Literacies SIG at the 2021 AERA annual conference

Treasurer, National Council of Teachers of English Assembly for Research (NCTEAR)

March 2021 – April 2024

Co-Chair, American Educational Research Association (AERA) Critical Educators for Social Justice SIG

April 2021 – April 2023

Equity and Inclusion Representative, AERA's Division B

September 2019 – April 2022

Committee Member, NCTE's English Language Arts Teacher Educators (ELATE) Nominating Committee
September 2021 – December 2021

Program Committee Member, Critical Race Studies in Education Association
October 2016 – 2019

Alumni Liaison, Literacy Research Association (LRA) - Doctoral Student Innovative Community Group (DSICG)
December 2018 – December 2019

Equity and Inclusion Sub-Committee Co-Chair, American Educational Research Association Division B
September 2018 – September 2019

Senior Co-Chair, Literacy Research Association (LRA) - Doctoral Student Innovative Community Group (DSICG)
December 2016 – December 2018

Graduate Student Senior Representative, American Educational Research Association Division B
May 2017 – April 2018

Graduate Student Junior Representative, American Educational Research Association Division B
April 2016 – May 2017

Assistant Co-Chair, American Educational Studies Association – Graduate Student Group
November 2015 – June 2017

Co-Chair, Literacy Research Association (LRA) – Doctoral Student Innovative Community Group (DSICG)
December 2015 – December 2016

Assistant Co-Chair, Literacy Research Association – Doctoral Student Innovative Community Group (DSICG)
December 2014 – December 2015

UNIVERSITY SERVICE

The Pennsylvania State University

Teacher in Residency Program, Department of Curriculum and Instruction
Spring 2021 - Present

Coordinating Committee, Consortium on Social Movements and Education Research and Practice
July 2020 – Present

Art Education Search Committee, College of Arts and Architecture
Spring 2022

Faculty Staff and Student Award Committee, College of Education
Spring 2022

State University of New York at Buffalo State

Founder and Faculty Adviser, A Collective of Preservice Teachers of Color (C-ToC) at SUNY Buffalo State
April 2019 – July 2020

Member, Center for Excellence in Urban & Rural Education (CEURE) Council
January 2019 – July 2020

Committee Member, Curriculum Committee at SUNY Buffalo State
January 2019 – July 2020

Committee Member, Urban Teacher Academy at SUNY Buffalo State
September 2018 – July 2020

Board Member, Teacher Education Unit Professional Advisory Council at SUNY Buffalo State
September 2018 – July 2020

COMMUNITY SERVICE

Board Member, Feed Buffalo
January 2022 – February 2024

Member, The Wakanda Alliance, Buffalo, NY
July 2019 – December 2023

Mentor, Big Sister – Little Sister Dialogues, Buffalo Public Schools, Buffalo, NY
October 2019 – May 2021

Mentor, Emerging Leaders Fellowship, Open Buffalo, Buffalo, NY
September 2020 – December 2020

Education Chair and Board Member, Buffalo Urban League Young Professionals, Buffalo, NY
March 2015 – October 2016

Founding Committee Member, Sisters of Promise, Buffalo Promise Neighborhood Initiative, Westminster
Community Charter School, Buffalo, NY
August 2011 – June 2013

ADMINISTRATIVE EXPERIENCE

Program Administrator, Liberty Partnerships Program (LPP), Niagara County Community College,

Niagara Falls, NY, October 2013 – August 2014

Supervisor: Monica L. Ridgeway

- Served as liaison between the college and “high needs” public middle and high schools.
- Coordinated intervention efforts (e.g., grade monitoring, curriculum design, field trips) for students participating in program.
- Collaborated with school counselors, teachers, and parents to support students.

After School Program Co-director, Westminster Community Charter School,

September 2011 – June 2012

Supervisors: Mark Bower and LaMonica Harris

- Supervised and assisted college interns serving as tutors to students in grades K-6 and helped to develop a new structure for the program.

Summer School Program Assistant Director, Westminster Community Charter School and YMCA,

July 2011 – August 2011

Supervisors: Dr. Yvonne S. Minor-Ragan and Pastora Bolden

- Supervised college interns serving as counselors to students in grades K-6 and assisted the director in program planning and organization.

Summer School Program Unit Director, Westminster Community Charter School and YMCA,

July 2009 – August 2009

Supervisors: Dr. Yvonne S. Minor-Ragan and Pastora Bolden

- Trained college interns on writing strong lesson plans, conducting lessons, classroom management, and establishing routines.
- Supervised and observed college interns serving as counselors to students in grades K-6 in terms of lesson plans and classroom management.

PROFESSIONAL MEMBERSHIPS

International Literacy Association (2024 – Present)

International Society of the Learning Sciences (2022 – Present)

National Council of Teachers of English (2016 – Present)

Critical Race Studies in Education Association (2016 – Present)

American Educational Research Association (2014 – Present)

Literacy Research Association (2014 – Present)

American Educational Studies Association (2014 – Present)