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December 21, 2020

Elio Longo  
Westport Public Schools - CFO  
Town Hall, Room 300  
110 Myrtle Avenue  
Westport, CT 06880

**Subject: 21-005-RFQ**

Dear Mr Longo,

New York University (NYU) is pleased to submit this response to Westport Public School's solicitation for an Equity Study.

NYU will negotiate terms for a confidentiality agreement consistent with its status as a non-profit, education corporation and will provide such certificates of insurance, under its manuscript policy, that are substantially compliant with and provide for as good or better coverage than the identified requirements. Consequently, NYU's involvement may require special dispensation, carveouts or exceptions to various contractual clauses as would be appropriate for a non-profit, education corporation.

If you have any queries or concerns, please do not hesitate to contact my office.

Sincerely,

Joseph Hayes  
Assistant Director, Office of Sponsored Programs  
NYU Ref: SP 21-0463

Westport Public Schools Equity Study  
Bid# 21—005-RFQ

METROPOLITAN CENTER FOR RESEARCH ON EQUITY  
AND THE TRANSFORMATION OF SCHOOLS

**Submitted By:**

New York University  
Metropolitan Center for Research on Equity and the Transformation of Schools  
Steinhardt School of Culture, Education, and Human Development  
726 Broadway, 5<sup>th</sup> Floor  
New York, New York 10003

Executive Director: Dr. David E. Kirkland

**Submitted:** January 4, 2021 11:00am EST

**Submitted To:**

Westport Public Schools-CFO  
ATTN: Elio Longo  
Town Hall, Room 300  
110 Myrtle Avenue  
Westport, CT 06880

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## EXECUTIVE SUMMARY

The Metropolitan Center for Research on Equity and the Transformation of Schools at New York University (NYU Metro Center) is the ideal candidate to partner with Westport Public Schools to conduct the proposed Equity Study. NYU Metro Center is a comprehensive, university-based research and technical assistance center, founded in 1978, to provide services and assistance to underserved student populations and to educational, governmental, and community agencies that serve them. NYU Metro Center operationalizes its mission via (1) technical assistance and professional development to district and school leadership, (2) school services to students and teachers, and (3) applied research and evaluation of district and school programs. In this *RFQ*, we highlight our expertise in partnering with districts in conducting a comprehensive diagnostic equity audits that is undergirded in Culturally Responsive Sustaining Education (CR-SE), and equity-focused systemic principles. NYU Metro Center is led by Dr. David E. Kirkland, a national expert in school transformation, culturally responsive-sustaining education, educational equity, and cultural interventions focused on reforming schools and conditions that promote student success across multiple lines of social difference.

NYU Metro Center has worked collaboratively with schools, districts, and organizations to ensure equity and educational justice (see Appendix B). The Center embraces an intersectional approach to advancing equity across race, ethnicity, language, culture, gender identity, sexual orientation, dis/ability, faith, and socioeconomic status. We define educational equity in terms of each student possessing tools, support, and conditions needed to define and experience success, experience joy in every day learning, and see themselves reflected in the content of their learning as well as in the educators who serve them.

Our work embraces “a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning.” Our plan for Westport school/district staff explores the relationship between historical and contemporary conditions of inequality and ideas that shape fair access to education opportunities, participation, and outcomes for learners. One goal is to help educators design and implement policy, procedures, and practices that promote conditions that:

- affirm racial and cultural identities and fosters positive academic outcomes
- develop educators’ abilities to connect across cultures
- empower educators as agents of social change
- contribute to an individual’s engagement, continual learning, growth mindset, and more effective practice through the cultivation of critical thinking and cultural proficiency.

Our approach to training and technical assistance centers equity as central for educators (and education). It is, therefore, designed to equip educators with explicit understandings about how sociocultural and sociopolitical factors, such as race, ethnicity, language, and culture, influence learning outcomes. It defines equity as the state, quality, or ideal of being just, impartial, and fair. This concept of equity is synonymous with fairness and justice. To be achieved and sustained,

we think of equity as structural and systemic as opposed to isolated and individual. Equity as a robust system and dynamic process reinforces and replicates equitable ideas, shared power, resources, strategies, conditions, habits, and outcomes. Systematic equity is a complex combination of interrelated elements designed to create, support, and sustain social and educational justice. Further, “educational equity incorporates educational policies, practices, interactions, and resources that are representative of, constructed by, and responsive to all students such that each individual has access to and can meaningfully participate and make progress in high-quality learning experiences that empower students towards self-determination and reduce disparities in outcomes regardless of individual differences and cultural identities”(Fraser, 2008; Great Lakes Equity Center, 2011).

For Westport Public Schools, we offer a capacity building approach to conduct an equity study by employing an evidence-based root cause analysis process that examines both quantitative and qualitative data and beliefs, policies, practices, and procedures to unveil the root causes of student disparate experiences and outcomes. We believe that local stakeholders hold the socio-cultural-political and historical knowledge of districts and are invaluable to the equity study process. With this in mind, our equity audit process uses a collaborative approach. In particular the audit is conducted alongside a Westport identified equity team. Similar to other partnering school districts, the plan proposes 8 online half days and 2 full days trainings and technical assistance support sessions with the identified equity team to build (1) their capacity in examining student level data by race, ethnicity, gender, IEP/Non-IEP status and ELL/non-ELL status (2) examine and identify beliefs, policies, practices, and procedures that are leading to student inequitable outcomes, and (3) explore how race, culture, and privilege perpetuate inequities. These processes will be used to identify the root causes of disproportionate student outcomes, next steps, and recommendations for Westport Public Schools to develop a coherent multi-year strategic plan to address their disparate student outcomes. The basic premise of the plan proposed here underscores that we can transform education and sustain our students by working together.

## **Organizational Capacity and Experience**

Founded in 1978, NYU Metro Center is nationally and internationally renowned for its work on educational equity and school improvement. Metro Center was created to respond to educational problems that are national in scope but brought into sharp focus at the local community level. The Center's mission is to promote an understanding of -- and provide services and assistance to -- underserved populations and the educational, governmental, and community agencies that serve them in order to ensure equity and promote excellence in the educational experiences of children and youth. NYU Metro Center houses several technical assistance units that are needs-based and designed to support culturally, racially, and linguistically sustaining education. NYU Metro Center has been a partner and resource to districts and schools throughout the US, including, not limited to New York state, Detroit, Denver, Houston, New York City, Pittsburgh, San Juan, Washington D.C., and Wilmington.

NYU Metro Center currently holds a \$15 million contract from New York State for its Regional Bilingual Education Resource Network, which provides training, technical assistance, and resources to support multilingual learners. Through our Technical Assistance Center on Disproportionality (TAC-D), a comprehensive assistance unit funded by New York State for over 15 years, we have developed six "root cause" sessions to conduct equity audits that precede six "culturally relevant-sustaining education modules." In this work, success was defined by shifting and creating district policies using equity as a foundation, teachers and administrators enacting practices that meet the needs of every student, school-based procedures that provide an avenue for student and family voice, and shifting mindsets to ardently address disproportionate outcomes based on race, culture and flawed notions of ability. Through our Center for Strategic Solutions (CSS), we have continued to develop our equity work through flexible initiatives (e.g., restorative justice/practice, trauma-based instruction, PBIS, RTI, mindfulness and meditation). Between 2015 and 2016, one of our partnering school systems in Detroit, MI (Henry Ford Academies) saw suspensions drop from 276 (2015) to 7 (2016). A significant yield of the effect ( $d=1.62$ ) can be attributed to our racial equity work. Innovations in Equity and Systemic Change (IESC) provides technical assistance support for educational equity to districts, schools and teachers through multi-phased, customized approaches to school improvement with impact evaluated throughout (see Appendix B for an abbreviated list of NYU Metro Center projects). Working across these units, NYU Metro Center helped author New York State's new multi-level framework for Culturally Responsive-Sustaining Education.

We are among the leading organizations in the U.S. defining culturally responsive-sustaining education (CR-SE), having authored the New York State Education Department Culturally Responsive-Sustaining Education Framework and New York City Schools CR-SE Definition. In addition, we provide ongoing strategic support to the NYC DOE as it seeks to implement policy related to (CR-SE). We view CR-SE as a fundamental aspect of human development informed by an understanding of the ways in which race, culture, and language impact the educational experiences of students. We have found that when they are equipped with the explicit understanding about how race, culture, language, and ethnicity influence learning outcomes, educators become more capable of proctoring amendments to systems, significantly reducing inequities baked into the design of American education. As such, culturally responsive-sustaining practices require practitioners to develop a deep, nuanced, and reflective socio-

political consciousness combined with culturally responsive-sustaining habits that are perceptive to the ways in which race, power, and privilege impact districts, schools, and classrooms (Gay, 2000; Ladson-Billings, 1994, 2001).

### **Key Personnel**

Our team is diverse, combining substantive experience and expertise across equity and diversity, race, gender and ability, school discipline and youth development, and policy analysis, racial equity audits, root cause analysis, multi-tiered systems of support, curriculum and instruction, high leverage teaching practices, and family and community engagement, and student voice. Our team also includes members with significant expertise in CR-SE practice, quantitative and qualitative research methods, effective project management, and effective dissemination of products.

**Dr. David E. Kirkland** (PI), executive director of NYU Metro Center, is a national expert in school transformation, culturally responsive-sustaining education, educational equity, and cultural interventions focused on reforming schools and conditions that promote student success across multiple lines of social difference. He has experience overseeing project staff on close to four dozen similar projects within the last five (5) years.

**Dr. María G. Hernández** is co-founder of NYU Metro Center's Innovations in Equity and Systemic Change (IESC) and is currently the Director of NYU Metro Center's IESC. She is the former Director of the NYSED Technical Assistance Center on Disproportionality (TAC-D). She will serve as the lead on the Westport Public Schools equity study. She has intensive experience in providing technical assistance, training and consultancy to districts, schools and educational institutions to address race, ethnicity, language, and ability disproportionate outcomes. Her approach of relying on evidence-based research, implementation science, culturally responsive equitable systems and developing ongoing relationships in educational institutions has led to shifting mindsets, policies, practices, and procedures. She holds an MSW and a Phd in Social Welfare from the University of Wisconsin-Madison, and M.A. in Education Leadership from New York University.

**Reed Swier** is currently a Senior Equity Associate and Co-Founder of Innovations in Equity and Systemic Change (IESC) at the Metropolitan Center for Research on Equity and the Transformation of Schools at NYU. He will serve as the co-lead on the Westport Public Schools equity study. He has taught for over a decade in elementary schools in Oakland, California and New York City. As a school administrator and teacher, Reed has supported staff, students, and families by promoting culturally responsive teaching and developing a school culture embedded in restorative approaches. In 2018, Reed was a Fulbright Scholar in Scotland, participating in the Fulbright Distinguished Awards in Teaching program. Reed holds a B.A. from the University of Michigan, an M.S. in Teaching grades 1-6 from Pace University and an M.Ed in Learning and Teaching from the Harvard Graduate School of Education.

**Jaspreet Kaur** is currently a Senior Research Associate of Innovations in Equity and Systemic Change (IESC) at the Metropolitan Center for Research on Equity and the Transformation of

Schools at NYU. She will serve as the quantitative data analyst on the Westport Public Schools equity study. She is an experienced educator and analyst with over 15 years of professional experience. She is a well-rounded professional with a strong capacity to develop customized tools and models. Jaspreet has intensive experience working as a Senior Research Associate with districts to help them understand the disproportionality state citations and support systematic changes. She has successfully demonstrated the capacity to conduct in-depth analysis using student-level disaggregated demographic and behavioral data for various districts across NYS including for 1800 NYCDOE Schools. She earned her MPA in Public Policy from NYU's Robert F. Wagner Graduate School of Public services. She also holds a Bachelor's degree in Commerce and Education.



## Appendix A: District Partner References

### **List of Past/Current District Partnerships**

Dr. Fatima Morrell  
Associate Superintendent of Culturally and Linguistically Responsive Initiatives  
Buffalo Public Schools  
Building #187  
333 Clinton Street  
Buffalo, NY 14204  
Email: [FMorrell@buffaloschools.org](mailto:FMorrell@buffaloschools.org)

Kamar Samuels  
Superintendent  
New York City Department of Education  
Community School District 13  
335 Park Place, Room 116  
Brooklyn, NY 11238  
Email: [KSamuels@schools.nyc.gov](mailto:KSamuels@schools.nyc.gov)

Melissa Evans  
Executive Director of Pre-K-8 and Elementary Schools  
Syracuse City School District  
725 Harrison Street  
Syracuse, NY 13210  
Email: [MEvans@scsd.us](mailto:MEvans@scsd.us)

## Appendix B: Metro Center’s Abbreviated Past Performance: Description of Selected and Related Projects

Time	Funder	Description
2020	Garland ISD	Conducting a racial equity to examine quantitative and qualitative data to identify student disproportionate experiences and outcomes. Assess beliefs, policies practices, and procedures that are leading to inequitable student outcomes.
2017	Westbury Union Free School District	Monitoring the districts registration and enrollment practices to ensure immigrant youth have equal access to schools and are provided quality instruction
2016-2017	New York City Council	An examination of segregation and desegregation efforts in New York City communities and schools
2016	W.K. Kellogg Foundation	A community driven education study to examine inequities to college and career readiness in four adjacent school districts in the Battle Creek, MI area
2016	South Ward Children’s Alliance	A needs and segmentation analysis of the South Ward community of Newark, NJ
2015-2016	School District of Palm Beach County	An equity audit of the School District of Palm Beach County, examining equity issues related to human resources, community engagement, and student outcomes
2014	Schott Foundation	A review and analysis of federal education data to describe the educational outcomes of Black and Latino males across the US and in large school districts
2013-2016	Deutsche Bank Foundation of America	A longitudinal evaluation of five distinct community partnership programs in New York City designed to improve educational and workforce outcomes of Mexican American and Mexican immigrant communities in New York City
2013-2015	Sherwood Foundation	A longitudinal evaluation of a professional development program, following the participating teachers’ uses of the program and its impact on students
2013-2015	New York City Department of Education	A longitudinal study of English language learners in New York City public schools, to identify risk factors associated with remaining in English language learner programs for more than three years, and identify promising practices for addressing those risk factors

2011-2013	Philadelphia School Reform Commission	A study of conditions at South Philadelphia High after a series of racial attacks on Asian students as part of a settlement mandated by settlement agreements with the U.S. Department of Justice and the state Human Relations Commission over the attacks (This study used surveys, interviews, and site observations and staff and student training to understand the cause of violence in the school and monitor efforts to address it.)
2010-2011	Newburgh Enlarged City School District	A needs assessment of Newburgh's community relative to the availability of social services
2010-2011	Council for Unity	An evaluation of Riverhead Central School District's Council for Unity (CFU) program at Riverhead High School
2009-2012	Bill and Melinda Gates Foundation, Schott Foundation, and other funders	A research effort to identify the network of services available to Black males in central Harlem and Brooklyn, and to identify learning outcomes for all Black males in NYC schools over 5 years
2009-2011	Rocket Learning	An evaluation of Rocket Learning's Supplementary Educational Services (SES) Program
2009-2010	Village Academy Foundation	An evaluation of Village Academy Foundation programs serving students classified as having learning disabilities and being emotionally disturbed
2008-2009	Ossining Union Free School District	An evaluation of Ossining Union Free School District's Academic Intervention Services
2008-2009	Red Bank Borough Public School District	An evaluation of Red Bank Borough Public School District's Bilingual/English as a Second Language (ESL) Programs
2007-2010	Winning Strategies/ Black Male Donor Collaborative	Support a strategic philanthropic collaborative with research services (The Black Male Donor Collaborative's aim is to leverage the resources and relationships of philanthropic foundations and the corporate sector to address the academic needs of Black boys in New York City and across the nation.)
2007-2010	Donor's Education Collaborative	A research collaboration to examine the academic outcomes of Black and Latino boys in NYC (The policy examination focused on whether NYC schools' decentralization and accountability policies have improved outcomes for the lowest-performing groups in NYC schools.)
2007-2009	The AfterSchool Corporation's (TASC)	An evaluation of The AfterSchool Corporation's (TASC) Scholars-In-Training Program

2006-2019	Technical Assistance Center on Disproportionality	An ongoing evaluation of the Technical Assistance Center on Disproportionality's impact on special education and school discipline outcomes in targeted schools
2006-2009	Bill and Melinda Gates Foundation	A longitudinal study of single-sex schools for Black and Latino boys in 4 cities (New York City, Chicago, Atlanta, and Houston) (The study focused on understanding the interaction of school ecological context and academic and social-cultural outcomes for Black and Latino boys.)
2006-2008	Westbury Union Free School District	An evaluation of Westbury Union Free School District's 21st Century Community Learning Centers

Appendix C: Resumes

DAVID E. KIRKLAND

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Curriculum Vita

Education  
(abbreviated)

JD, University of Michigan Law School, 2014  
625 South State Street  
Ann Arbor, MI 48109

PhD, Language, Literacy, and Urban Education, 2006  
Michigan State University, Department of Teacher Education  
East Lansing, MI 48824  
Dissertation title: *The Boys in the Hood: Exploring Literacy in the Social Lives of Six Urban Adolescent Black Males*  
Dissertation Committee: Anne Haas Dyson; Geneva Smitherman; Denise Troutman; Ernest Morrell

Professional Teaching Certification, 1999  
Secondary English and History (Endorsed by the State of Michigan)

Employment History  
(abbreviated)

- 2015- Executive Director, Metropolitan Center for Research on Equity and the Transformation of Schools at New York University  
Steinhardt School of Culture, Education, and Human Development  
New York, New York 10003
- 2011- Associate Professor of English and Urban Education, New York University  
Steinhardt School of Culture, Education, and Human Development  
Department of Teaching and Learning  
New York, New York 10003
- 2011-2014 Inaugural Executive Director, Center for Applied Inclusive Teaching and Learning in Arts and Humanities (CAITLAH)  
Michigan State University College of Arts and Letters  
East Lansing, MI 48824
- 2011-2014 Associate Professor of English and Urban Education (Extended Visit),  
Michigan State University  
College of Arts and Letters (25%; college-level administrative)  
Department of Writing, Rhetoric, and American Cultures (50%)  
Department of English (25%)  
African and African American Studies Program (Core Faculty)  
East Lansing, MI 48824

2006-2011 Assistant Professor of English Education, New York University  
Steinhardt School of Culture, Education, and Human Development  
Department of Teaching and Learning  
New York, New York 10003

2004-2006 Adjunct Assistant Professor, Wayne State University  
College of Urban Affairs and Metropolitan Studies  
Division of Community Education  
Detroit, Michigan 48206

2002-2004 Instructor, Michigan State University  
College of Education, Department of Teacher Education  
East Lansing, Michigan 48824

1998-2003 English Teacher/Administrator, Various Middle and High Schools  
Lansing/Detroit, Michigan

#### Publications

(Refereed Journal Articles)

Doucet, F., & Kirkland, D. (in preparation). Sites of Sanctuary: Reconceptualization of teaching and learning within and across difference. *Harvard Education Review*.

Kirkland, D. (2018). Learning to teach reading across racial contexts: A focus on transforming teacher mindsets. *Michigan Reading Journal*, 50(2), 48-55.

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- Kirkland, D. (2011). Listening to Echoes: Black Men, Literacy, and the Issue of ELA Standards. *Language Arts*, 88(5), 373-380.
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- (Reprinted, 2018). In
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- (Edited Journals)
- Kirkland, D. (ed.) (2017). Beyond the dream: Black textual expressivities between the world and me. *English Journal*, 106 (4).
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Nominated for Janet Emig Award for Exemplary Scholarship in English Education
- (Books/Monographs)
- Kirkland, D. (forthcoming, exp. 2018). The rose petals that fell on concrete: Teaching Hip Hop against the breeze of blood-stained streets for hope and social change. New York: Routledge.
- Kirkland, D., et al. (2018). *International Literacy Association Literacy Dictionary*. Newark, DE: International Literacy Association.
- Perryman-Clarke, S., Kirkland, D., & Jackson, A. (2014). *Students' rights to their own language: A critical sourcebook*. New York: Bedford St. Martins.



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Book Awards/Honors:

\* TC Press Bestseller

NCTE David H. Russell Award for Distinguished Research in the Teaching of English (recipient)

AESA Critics Choice Book Award (recipient)

NYU Steinhardt School Daniel E. Griffiths Research Award (recipient)

Urban Word, NYC Champions Award (recipient)

Johnson Family Youth Literacy Program Outstanding Black Book Award (recipient)

Sankofa Community Circle Book Award (recipient)

Faculty Select Book Award (recipient)

Reviews:

Green, D. (2016). Race, language policy, and silence in composition studies. In *Composition Studies*, 160-168.

Wallace, K. (2016). In *English Journal*, 105 (6), 87-88.

McGowan, N. (2015). In *Teachers College Record*:

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Haddix, M. (2015). In *Journal of Adolescence and Adult Literacy*, 58(5), 432-434.

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Miller, s.j., & Kirkland, D. (Eds.). (2010). *Change Matters: Moving social justice from theory to policy in language and literacy education*. New York: Peter Lang.

Reviews:

Koschoreck, J.W. (2011). In *Power and Education*, 120-122.

Clayton, C. (2011). In *TCRecord*, Date Published: August 16, 2011, <http://www.tcrecord.org> ID Number: 16514.

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(Book Sections)

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Kirkland, D. (2013). Urban literacy learning. In R. Milner (Ed.), *Handbook on Urban Education*, pp. 394. New York: Routledge.

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\*Winner of 2015 AERA Qualitative SIG Book Award

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- Goble, R. (2015). *Making Curriculum Pop: Developing Literacies in All Content Areas*. Urbana, IL: National Council of Teachers of English/Free Spirit Press.
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(abbreviated)

- Schumaker, E. (March 14, 2018). At a troubled school in the Bronx, the student walkout was a miss. *Huffington Post*: [https://www.huffingtonpost.com/entry/national-walkout-bronx-school-violence\\_us\\_5aa9704ee4b0004c0406b8ea](https://www.huffingtonpost.com/entry/national-walkout-bronx-school-violence_us_5aa9704ee4b0004c0406b8ea). (Expert Commentary)
- Veiga, C. (March 7, 2018). Coming to a borough near you: Mayor de Blasio's School Diversity Advisory Group hits the road in a series of town halls. *Chalkbeat*: <https://www.chalkbeat.org/posts/ny/2018/03/07/coming-to-a-borough-near-you-mayor-de-blasios-school-diversity-advisory-group-hits-the-road-with-a-series-of-town-halls/>. (Expert Commentary)
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- Cramer, P. (February 27, 2018). Advocates: Four traits we want in NYC's next school chief—and four candidates we don't want. *Chalk Beat*: <https://ny.chalkbeat.org/posts/ny/2018/02/27/advocates-four-traits-we-want-in-nycs-next-schools-chief-and-four-candidates-we-dont-want/>. (Profile Story)
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- Muriel, C. (February 9, 2017). Education for all or for some—and at what price? Net Impact: <https://www.netimpact.org/blog/education-for-all-or-for-some-%E2%80%93-and-at-what-price>.
- Alvarez, E. (February 9, 2017). The future of STEM education is cloudy under Betsy DeVos. Engadget: <https://www.engadget.com/2017/02/09/betsy-devos-future-of-stem-education/>. (Expert Commentary)
- Moseley, M. (February 8, 2017). Betsy DeVos' confirmation may have something to do with all the money her family gave Republicans. Essence Magazine: <https://www.essence.com/news/betsy-devos-confirmation-money-republicans>. (Expert Commentary)
- Gilpin, C.C. (February 8, 2017). Questions for: 'Betsy DeVos confirmed as education secretary; Pence breaks tie.' New York Times: <https://www.nytimes.com/2017/02/08/learning/questions-for-betsy-devos-confirmed-as-education-secretary-pence-breaks-tie.html>. (Mention)

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- Huetteman, E., & Alcindor, Y. (February 7, 2017). Betsy DeVos confirmed as education secretary; Pence breaks tie. New York Times: <https://www.nytimes.com/2017/02/07/us/politics/betsy-devos-education-secretary-confirmed.html>. (Expert Commentary)
- Zimmer, A. (February 7, 2017). DeVos could be ‘the end of public education as we know it,’ experts fear. DNA Info: <https://www.dnainfo.com/new-york/20170207/midtown/betsy-devos-confirmation-education-nyc-public-school>. (Expert commentary)
- Levingston, M. (February 1, 2017). How will Betsy DeVos’s policies affect NYU students? Washington Square News: <https://www.nyunews.com/2017/02/01/how-will-betsy-devos-policies-affect-nyu-students/>. (Expert Commentary)
- Veiga, C. (January 11, 2017). NYU’s David Kirkland explains the ‘transformation’ needed to integrate the city’s schools. Chalkbeat: <http://www.chalkbeat.org/posts/ny/2017/01/11/nyus-david-kirkland-explains-the-transformation-needed-to-integrate-the-citys-schools/>. ((Interview/Profile)
- Rueckert, P. (December 2, 2016). With pick of Betsy DeVos, does Donald Trump want kill public education. Global Citizen: <https://www.globalcitizen.org/en/content/betsy-devos-education-school-choice/>. (Expert Commentary)
- “Resilience in Urban Schools.” Huffington Post Live, January, 2016. (Expert Commentary)
- (October, 2015). Black Male Brilliance. Ebony Magazine. (Featured with Marc Lamont Hill, Mark Anthony Neal, and Michael Eric Dyson)
- Johnson, P. (March, 2015). David Kirkland explores definitions of literacy. The Council Chronicle, 19-20. (Interview/Profile)
- “Interrupting Illiteracy” segment 1, on The Stream, Al Jazeera America, February 25, 2015. (Guest Commentary)
- Salam, S. (February, 2015). How a ‘dyslexic black boy’ fell in love with words. The Anti-Talking Head on Al Jazeera America, <http://america.aljazeera.com/watch/shows/the-stream/articles/2015/2/23/how-a-dyslexic-black-boy-fell-in-love-with-words.html> (Interview/Profile)
- Lanyon, S. (February, 2015). Interview in Elements of Oppression, <http://elementsofoppression.blogspot.com/2015/02/david-e-kirkland.html>. (Interview/Profile)
- Pisces Life (with Just Letitia and Kai Love), [thepisceslife.libsyn.com](http://thepisceslife.libsyn.com), March 2, 2015. (Featured Guest)

The Mildred Gaddis Show (with Mildred Gaddis), NewsTalk (WCHB 1200AM/99.9FM), November 18, 2014. (Featured Guest)

Literacy Nation Radio (with Patrick Oliver), July 7, 2014, [www.speakloud.com](http://www.speakloud.com). (Featured Guest)

Parenting Show on Doctor Radio, on Sirius/XM Radio, May 2, 2014. (Expert Commentary)

Michigan Literary Radio on [blogtalkradio.com](http://blogtalkradio.com) (with Sylvia Hubbard), November 9, 2013. (Featured Guest)

Michigan Literary Radio on [blogtalkradio.com](http://blogtalkradio.com) (with Sylvia Hubbard), July 31, 2013. (Featured Guest)

Literacy Nation Radio (with Patrick Oliver), June 3, 2013, [www.speakloud.com](http://www.speakloud.com). (Featured Guest)

Hip Hop and Its Influence: An Interview with David Kirkland (Part Two), Bonus Cut, April 3, 2013. (Interview/Profile)

Hip Hop and Its Influence: An Interview with David Kirkland (Part One), Bonus Cut, March 27, 2013. (Interview/Profile)

Latin Waves Radio (with Sylvia Richardson), CJSF 90.1 FM, October 28, 2011. (Featured Guest)

Latin Waves Radio (with Sylvia Richardson), CJSF 90.1 FM, September 24, 2011. (Featured Guest)

Latin Waves Radio (with Sylvia Richardson), CJSF 90.1 FM, July 30, 2011. (Featured Guest)

Latin Waves Radio (with Sylvia Richardson), CJSF 90.1 FM, March 26, 2011. (Featured Guest)

Latin Waves Radio (with Sylvia Richardson), CJSF 90.1 FM, March 19, 2011. (Featured Guest)

Pocono Record. 2010. <http://www.poconorecord.com/apps/pbcs.dll/article?AID=/20100428/FEATURES/4280316/-1/rss49> (Cited in)

Brave New Voices. HBO, 2009. (Expert Commentary)

Latin Waves Radio (with Sylvia Richardson), CJSF 90.1 FM, August 27, 2008. (Featured Guest)

Rhyme and Reason: Teaching with a Hip-Hop Beat. WNYC Soundcheck, August 16, 2007. (Expert Commentary)

Hip Hop Education 101 (by Marcella Runell). Vibe Magazine, September 12, 2006. (Cited in)



Presentations (abbreviated)

(\*Please note: I give between 40-60 presentations per year. Because of the volume, presentations presented in this list are approximate, based on presentations delivered some years ago to major research conferences. I have not updated this section of my CV in several years.)

Invited/Keynote/Plenary Addresses

Kirkland, D. Rhythms of justice: Using Hip Hop to teach global awareness and for social change. Presented at the University of London, London, UK, May 30, 2012.

Kirkland, D. Transformative education transforming justice. Presented at the Center for Urban Educators Conference, NY, May 5, 2012.

Kirkland, D. The passions of change: Critical thoughts on linguistic justice and transformative education. Presented at the Mina Shaughnessy Lecture Series sponsored by the CUNY Composition and Rhetoric Community, NY, May 4, 2012.

Kirkland, D. Education for Justice. Presented at the Careers in Education panel sponsored by the Jackie Robinson Foundation's Mentoring and Leadership Conference, NY, March 4, 2012.

Kirkland, D. Deconstructing and reconstructing schools and curriculum to affirm multiple individual identities. Presented at the 4<sup>th</sup> Annual Diversity Conference at William Paterson University. Wayne, NJ, April 1, 2011.

Kirkland, D. Language, Identity, and Power: Writing to Change Something. Presented at the Annual Spring Writing Conference at Old Dominion University, Norfolk, Virginia, March 25-26, 2010.

Kirkland, D. Word Life II: Continuing Conversations on Language, Identity, and Power. Presented at the Preemptive Education Conference, New York, NY, October 2, 2009.

Kirkland, D. Panel on Hip Hop and Education, NYU Center for Multicultural Education and Programs: New York, NY, September 2009.

Kirkland, D. A.C.T. Panel, NYU Center for Multicultural Education and Programs: New York, NY, April 2009.

Kirkland, D. Word Life: An Evening of Performance and Conversation on Language, Identity, and Power. Presented at the Preemptive Education Conference, New York, NY, September 26, 2008.

Kirkland, D. Urban Stories, Digital Media, and the Shifting Spaces of Literacy. Presented at Bronx Community College, New York, NY, November 8, 2007.

Kirkland, D. Speaking Dreams, Living Words. Presented at the Preemptive Education Conference, New York, NY, September 21, 2007

- Kirkland, D. *Foregrounding the Voices in the Back: A Critical Conversation about Urban Education*. Presented at Roseville High School, Roseville, MI, August 28, 2007.
- Kirkland, D. *Literature for Liberation, Reading for Revolution*. Presented at Fordham's Conference on Social Justice, New York, NY, June 30, 2007.
- Kirkland, D. *Racism: What We Don't Want to Talk about in Education*. Presented at a lunch for the Commission on Gender, Race, and Social Justice (NYU Steinhardt), New York, NY, February 12, 2007.
- Kirkland, D. (2010). *Transforming the World from Within*. Presented at American SCORES Conference, Milwaukee, WI, February, 2010.
- Kirkland, D. (2009). *Hip Hop Arts and Education*. Presented at Grantmakers in the Arts 2009 Recession Conference: Navigating the Art of Change, Brooklyn, NY, October 20, 2009.
- Kirkland, D. (2008). *Action Research Now: Transforming Education through Inquiry-based Practice*. Presented at the National Meeting for the Teachers Network Leadership Institute, Wilmington, DE, October 28, 2008.
- Kirkland, D. (2008). *Access and Agency*. Presented at 2008 Thomas R. Watson Conference: The New Work of Composing, Louisville, KY, October 16, 2008.
- Kirkland, D. (2007). *The Power of Your Research: The Case of Three Detroit Teachers and a Dream*. Presented at the National Meeting for the Teachers Network Leadership Institute, Wilmington, DE, October 27, 2007.
- Kirkland, D. (2007). *Teachers as Radical Researchers: A Critical Perspective on Adolescent Literacy*. Presented at the University of Illinois at Urbana-Champaign New Teacher's Workshop, Champagne/Urbana, IL, August 6, 2007.
- Kirkland, D. (2007). *Digital Underground: Urban Youth, New Technologies, and Composition*. Presented the 20<sup>th</sup> Annual Penn State Conference on Rhetoric and Composition, College Station, PA, July 9, 2007.
- Kirkland, D. (2012). *A Framework for Change: A Broader and Bolder Approach to School Reform*. To be presented at the annual meeting of the American Educational Research Association, Vancouver, BC (CA).
- Kirkland, D. (2010). *Derrick's Song: The Case for Funding Hip Hop and Urban Arts Education*. Presented at Conference of Foundations, Denver, CO, April 25, 2010.
- Kirkland, D. (2007). *Exploring the Possibilities, Challenges, and Tensions: Doing Literacy Research in and with Diverse Communities (Workshop)*. Presented at the annual meeting of the National Council of Teachers of English, New York, NY, November 20, 2007.
- Kirkland, D. (2007). *Action Research Advanced (Workshop)*. Presented at the National Meeting for the Teachers Network Leadership Institute, Wilmington, DE, October 27, 2007.

- Kirkland, D. Language and Liberation (Workshop). Presented at the Urban Word NYC Fall 2007 Teacher Training, New York, NY, October 3, 2009.
- Kirkland, D. Spoken Stories (Workshop). Presented at University of Wisconsin First Wave Summer Institute 2009, Madison, WI, July 2009.
- Kirkland, D. Language and Liberation II (Workshop). Presented at University of Wisconsin First Wave Summer Institute 2009, Madison, WI, July 2009.
- Kirkland, D. Teaching Tupac (Workshop). Presented at University of Wisconsin First Wave Summer Institute 2008, Madison, WI, July 2008.
- Kirkland, D. Language and Liberation I (Workshop). Presented at University of Wisconsin First Wave Summer Institute 2008, Madison, WI, July 2008.
- Kirkland, D. 4 Colored Girls Who Considered Social Networking When Suicide Wasn't Enough: Exploring Literacy in the Lives of Young Black Women in Online Social Communities. Presented at Ohio State University, Columbus, OH, March 4, 2009.
- Kirkland, D. The Rose that Grew from Concrete: Hip Hop Language and the Hope-crested Dream. Presented at Bristol Community College, Fall River, MA, Feb. 19, 2009.
- Kirkland, D. Language and Liberation (Workshop). Presented at the Urban Word NYC Fall 2007 Teacher Training, New York, NY, September 27, 2008.
- Kirkland, D. Language and Liberation (Workshop). Presented at the Urban Word NYC Fall 2007 Teacher Training, New York, NY, September 22, 2007.
- Kirkland, D. Engaging Urban Youth: A Cultural Perspective. Presented to the Partnership for Teaching Excellence (NYU Steinhardt), New York, NY, October 11, 2007.
- Kirkland, D. Language and Liberation (Workshop). Presented at the Urban Word NYC Fall 2007 Teacher Training, New York, NY, September 21, 2007.
- Kirkland, D. Body Language: Exploring Literacy, Black Males, and Tattoos. Presented at the Language and Literacy Colloquium Series (NYU Steinhardt), New York, NY, March 1, 2007.
- Kirkland, D. An American Dream Deferred: Dilemmas for Black Males and Contemporary Education. Presented at the Metropolitan Conference on Urban Education, New York, NY, November 1, 2006.
- Kirkland, D. The Story of Us: A Conversation on African American Culture and the Demonstration of Hope. Invited presentation to the African American Student Mentoring Program, East Lansing, MI, February 21, 2005.
- Kirkland, D. The Troubled State of Black Boys. Presented at Malcolm X Academy, African-centered Education Normative Teacher Training Session, Detroit, MI, September 18, 2004.

## Professional Organizations and Conferences

(Refereed)

Kirkland, D. (2012). Drift: Mapping Literacy Development among Black American Males. Presented at the annual meeting of the American Educational Research Association, Vancouver, BC (CA).

Kirkland, D. (2012). Inventing Masculinity: An Ethnographic Portrait of a Black Male, His Mother, and Literacy. Presented at the annual meeting of the American Educational Research Association, Vancouver, BC (CA).

Kirkland, D. (2012). Too Much Not to Know: Considering a Broader and Bolder Approach to Equity and Access in Teaching and Teacher Education Policy. Presented at the annual meeting of the American Educational Research Association, Vancouver, BC (CA).

Kirkland, D. (2012). Our Language: Rhetorical Hybridity and Linguistic Pluralism among Urban Youth. Presented at the annual meeting of the Conference on College Composition and Communication, St. Louis, MO.

Kirkland, D. (2011). Toward a theory of integrate-able schools: The politics of urban schools and parental choice. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Kirkland, D. (2011). A path to literacy: Rethinking literacy in the lives of Black males. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Kirkland, D. (2011). Black masculine rhetorics. Presented at the annual meeting of the Conference on College Composition and Communication, Atlanta, GA.

Smitherman, G., Kirkland, D., Richardson, E., Jackson, A., Troutman, D., Muhammed, R., Cliente, V. (2011). Ebonix: Pluralizing African American language (Workshop). Presented at the annual meeting of the Conference on College Composition and Communication, Atlanta, GA.

Kirkland, D. (2011). Teaching English in a sea of change (Workshop). Presented at the annual meeting of the Conference on College Composition and Communication, Atlanta, GA.

Kirkland, D. (2010). 4 colored girls: New themes in the digital literacy practices of Black female writers. Presented at the annual meeting of the National Council of Teachers of English, Orlando, FL November 2010.

Kirkland, D. (2009). The Location of Texts: Examining the “Design Choices” of Adolescent Black Males “Writers.” Presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.

Kirkland, D. (2009). The Skins We Speak: Rethinking Language and Literacy Education in Contemporary Times. Presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.

- Smitherman, G., Kirkland, D., Richardson, E., Jackson, A., Troutman, D., Muhammed, R., Cliente, V. (2008). Ebonics and Academic Writing: Language Policy Committee (Workshop). Presented at the annual meeting of the Conference on College Composition and Communication, New Orleans, LA, April 2, 2008.
- Kirkland, D. (2008). "Something to Brag About": A Sociolinguistic Perspective on Urban Adolescent Black Males and Literacy. Presented at the annual meeting of the American Educational Research Association, New York, NY, March, 2008.
- Kirkland, D. (2008). "Real Change Can Be Loud, Messy, and Time-Consuming": Rethinking the Role of Teacher Educators in Teachers' Ongoing Education. Presented at the annual meeting of the American Educational Research Association, New York, NY, March, 2008.
- Kirkland, D. (2007). A Narrative of Reflection: A Teacher's Use of Hip Hop to Promote Social Justice in His Classroom. Presented at the annual meeting of the National Council of Teachers of English, New York, NY, November 17, 2007.
- Kirkland, D. (2007). Exploring Literacy in Urban Cyberspace. Presented at the annual meeting of the National Council of Teachers of English, New York, NY, November 17, 2007.
- Kirkland, D. (2007). Body Language: Tattooing as a Critical Literacy Practice. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Smitherman, G., Kirkland, D., Richardson, E., Jackson, A., Troutman, D., Muhammed, R., Cliente, V. (2007). A Pedagogy for Ebonics: Language Policy Committee (Workshop). Presented at the annual meeting of the Conference on College Composition and Communication, New York, NY.
- Kirkland, D. (2007). Inscription: Composition and the Black Male Body. Presented at the annual meeting of the Conference on College Composition and Communication, New York, NY.
- Kirkland, D. (2006). Re-examining the affects of racism, sexism, and economic oppression in English education. Presented at the annual meeting of the National Council of Teachers of English, Nashville, TN.
- Kirkland, D. (2006). Black boys and literacy: What we now know and how it can improve classrooms. Presented at the annual meeting of the National Council of Teachers of English, Nashville, TN.
- Kirkland, D. (2006). Hustle and Flow: Hip Hop and the Politics of Literacy. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Kirkland, D. (2005). The Power of Their Texts: Using Hip Hop to Help Urban Students Meet National Standards for the English Language Arts. Presented at the annual meeting of the National Council of Teachers of English, Pittsburg, PA.

- Kirkland, D. (2005). *The Substance of Hope: Using African-centered Principles in the Education of Black Males*. Presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- Kirkland, D. (2005). *Literacy in the Lives of Urban Adolescent Black Boys*. Presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- Kirkland, D. (2004). *Using Hip-Hop to Foster Critical Conversations in the Secondary English Classroom*. Presented at the annual meeting of the National Council of Teachers of English, Indianapolis, IN.
- Kirkland, D. (2004). *Black Teacher: Race-based Resistance to African American Instructors at Historically White Colleges and Universities*. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kirkland, D. (2004). "We Real Cool:" *Masculine Discourses and Urban Adolescent Composition*. Presented at the annual meeting of the Conference on College Composition and Communication, San Antonio, TX.
- Kirkland, D. (2003). "The Rose that Grew from Concrete": *Postmodern Perspectives in the Hip Hop English Classroom*. Presented at the annual meeting of the National Council of Teachers of English, San Francisco, CA.
- Kirkland, D. (2003). *Critical Pedagogy and Critical Literacy Instruction in Secondary Classrooms*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kirkland, D. (2002). *Toward a Critical Language Pedagogy*. Presented at the midwinter meeting of the National Council of Teachers of English, Minneapolis, MN.
- Kirkland, D. (2002). *Conceptions of teaching, language and learning*. Presented at the annual meeting of the National Council of Teachers of English, Atlanta, GA.
- Kirkland, D. (2000). *Ebonics, Education, and the World Wide Web*. Presented at the annual meeting of the National Council of Teachers of English, Milwaukee, WI.
- Smitherman, G., Muhammad, R., Kirkland, D., Jackson, A. (2000). *Meditations on Language, Pedagogy and a Life of Struggle*. Presented at the annual meeting of the National Council of Teachers of English, Milwaukee, WI.
- Kirkland, D. *Black Magic: Multicultural Approaches to Teaching English*. Presented at the Michigan Council of Teachers of English (MCTE) Annual Conference, Lansing, MI, October 8, 2005.
- Kirkland, D. *Discourse and Black Males: Toward a New Ethnography*. Presented at the Michigan State University's Black Graduate Student Association (BGSA) Annual Scholars Symposium, East Lansing, MI, April 5, 2005.
- Kirkland, D. *Critical Literacy: What Caring Teachers Deserve to Know*. Presented at the Michigan Reading Council (MRC) Annual Meeting, Grand Rapids, MI, March 11, 2005.

Kirkland, D. Critical Connections: Exploring Race, Gender, and Youth Identity through Hip Hop Texts. Presented at the Michigan Council of Teachers of English (MCTE) Annual Conference, Lansing, MI, October 5, 2003.

Kirkland, D. School's in Session: The Triumphant Story of Hip Hop in the Secondary English Classroom as Told by Teachers and Students Who Use It. Presented at the Michigan Council of Teachers of English (MCTE) "Bright Ideas Conference," East Lansing, MI, April 5, 2003.

Kirkland, D. Changes: Using Hip Hop Lyrics as Classroom Texts. Presented at the Michigan Council of Teachers of English (MCTE) Annual Conference, Lansing, MI, October 16, 2002.

Kirkland, D. Beyond the Canon: Using Hip Hop Lyrics as Poetry. Presented at the Michigan Council of Teachers of English (MCTE) "Bright Ideas Conference," East Lansing, MI, April 13, 2002.

(Chair/Discussant/Respondent)

Chair. (2011). Change matters: Moving English Education from theory to policy. Annual meeting of the American Educational Research Association, New Orleans, LA.

Discussant. (2009). Multidisciplinary Inquiry in the Social Context of Literacy. Presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 16, 2009.

Chair. (2009). English(es) in Urban Contexts: Politics, Pluralism, and Possibilities. Presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.

Chair. (2008). Writing Instruction in the 21<sup>st</sup> Century. Annual meeting of the Conference on College Composition and Communication, New Orleans, LA.

Chair. (2008). The Development and Practices of Beginning Literacy Teachers: Four Longitudinal Studies. Annual meeting of the American Educational Research Association, New York, NY.

Discussant. (2008). Hip-Hop and Education: Exploring the Potential for Social Change. Annual meeting of the American Educational Research Association, New York, NY.

Chair. (2007). Digital Hip Hop Literacies And Rappin' Classroom Discourse: Toward Cultural Relevant Pedagogies For The 21st Century Classroom. Session to be presented at annual meeting of the National Council of Teachers of English, New York, NY, November 17, 2007.

Chair. (2007). Circulation and Transformation in the Datasphere. Session presented the 20<sup>th</sup> Annual Penn State Conference on Rhetoric and Composition, College Station, PA, July 8, 2007.

Moderator, Speaking Dreams, Living Words: An Evening of Performance and Conversation on Justice and the Power of Poetry. Panel Presented at the Urban Word NYC Fall 2007 Teacher Training, September 21, 2007.

## Professional Experiences

### Research/Evaluation

- 2018      Principal Investigator, Root Causes of Inequity Content Development and Documentation of Learning, \$350,00.00, submitted to Nellie Mae Education Foundation, awarded.
- 2018      Principal Investigator, Saturday and Summer College Prep Academy Support, \$125,00.00, submitted to Pinkerton Foundation.
- 2018      Principal Investigator, Support for the hire of a EJROC Communications Coordinator, \$200,000.00, submitted to Booth Ferris Foundation.
- 2018      Principal Investigator, Leading and Supporting Assigned EJA Working Groups, \$108,300.00, submitted to National Public Education Support Fund.
- 2018      Principal Investigator (with Joanna Geller), Parent Leadership Indicators Project, \$22,500.00, submitted to Annie E. Casey Foundation, awarded.
- 2017      Principal Investigator, Metro Center DRE for Pawling School District, \$18,00.00, submitted to Dutchess Board of Cooperative Educational Services, awarded.
- 2017      Principal Investigator, College Spring Diversity, Equity, and Inclusion Needs Assessment, \$35,00.00, submitted to College Spring, awarded.
- 2017      Principal Investigator, Indicators of Postsecondary Success in Boston Public Schools, \$69,485.00, submitted to Center for Collaborative Education, awarded.
- 2017      Principal Investigator (with Rosann Tung & Sarah McAlister), Exploring the Role of Youth Leadership Councils in Developing 21<sup>st</sup> Century Competencies, Critical Consciousness, and Civic Engagement, \$1,399,999.00, submitted to Institute for Education Sciences, awarded.
- 2017      Principal Investigator (with Rosann Tung), Youth Organizing Trajectories: Critical Consciousness, Developmental Competencies, and School Engagement, \$600,000.00, submitted to William T. Grant Foundation, awarded.
- 2017      Principal Investigator (with Rosann Tung & Joanna Geller), The Parent Leadership Indicator Framework: A Proposal for a Research and Evaluation Tool, \$500,000.00, submitted to W.K. Kellogg Foundation, awarded.
- 2017      Principal Investigator (with Joanna Geller & Wendy Perez), National Parent Leadership Institute Evaluation, \$107,746.00, submitted to National Parent Leadership Institute, awarded.



- 2017 Principal Investigator, Evaluation and Study of HOLA College Repayment Program, \$62,500.00, submitted to Diane and Dorothy Brooks Foundation, awarded.
- 2017 Principal Investigator, Evaluation of the Florida Atlantic University High School Program, \$110,000.00, submitted to Florida Atlantic University, awarded.
- 2017 Principal Investigator, Education Justice Research and Organizing Collaborative, \$1,216,697.00, submitted to Ford Foundation, awarded.
- 2017 Principal Investigator, Equity Assessment of Dallas Independent School District, \$308,115.00, submitted to Dallas Independent School District, denied.
- 2017 Principal Investigator, New York University Liberty Partnership Program, \$2,351,749.00, submitted to New York State Education Department, awarded.
- 2017 Principal Investigator, Saturday and Summer College and Career Prep Academy, \$225,000.00, submitted Pinkerton Foundation, awarded.
- 2017 Principal Investigator, Building Capacity for Equity through Professional Development, \$142,212.00, submitted to Booth Ferris Foundation, denied.
- 2017 Principal Investigator, NYC Alliance for School Integration and Desegregation/NYU Metro Resource Center for School Diversity (or School Integration), \$70,000.00, (New York City Council Grant) awarded.
- 2017 Principal Investigator, Critically Conscious Educators Rising Series, \$252,000.00, (New York City Council/NYU DOE Grant) awarded.
- 2016 Principal Investigator, Building Capacity to Close Equity Gaps, \$20,000.00, awarded.
- 2016 Principal Investigator (with Jasmine Ma), Making the Most of Mathematics in Out-of-School Time (MOST), \$1,999,738.00, submitted to NSF, denied.
- 2016 Principal Investigator, PD for School Leaders and Teachers, \$805,487.00, submitted to NYC DOE, denied.
- 2016 Principal Investigator (with Niobe Way, Hiro Yoshikawa, Alisha Ali), The Listening Project, \$872,911.00, submitted to the Spencer Foundation, awarded.
- 2016 Principal Investigator, Culturally Responsive Discipline Model, \$10,000.00, awarded by Newburgh Enlarged City School District.
- 2016 Principal Investigator, Amsterdam School District Evaluation, \$21,000.00, awarded.
- 2016 Principal Investigator, Westbury Union Free School District Monitoring, \$103,000.00, awarded by NY State Attorney General's Office.

- 2016 Principal Investigator, Longwood Central School District Evaluation, awarded.
- 2016 Principal Investigator, Equity in Career and College Readiness Battle Creek Study, W.K. Kellogg Foundation (Battle Creek, MI), \$362,211.00, awarded.
- 2016 Principal Investigator, Brick Academy (Newark) Evaluation, \$40,000.00, awarded.
- 2015 Principal Investigator, Illmatic Education: A Hip Hop STEM Project, \$1,144,080.00, not awarded.
- 2015 Principal Investigator, Professional Development for Title 1 Elementary Schools (Omaha, NE), \$18,666.00, awarded.
- 2015 Principal Investigator, Improving staff ability to analyze discipline and disciplinary issues from an equity lens (Hyde Park, NY), \$14,000.00, awarded.
- 2015 Principal Investigator (w/ Fabienne Doucet), Suspended: Exploring Teacher Belief and Bias in Preschool, \$1,207,100.00, not awarded (IES).
- 2015- Principal Investigator, Supporting the promotion of principles of equity by improving school culture (St. Anthony's H.S., NY), \$46,500.00, awarded.
- 2015- Principal Investigator, Culturally Responsive Education Evaluation and Study (Henry Ford Academy Schools, Detroit, MI), \$208,050.00, awarded.
- 2015 Principal Investigator, Analysis of EPGY academic gains for 2<sup>nd</sup> through 4<sup>th</sup> grade (Redbird Learning), \$9,000.00, awarded.
- 2015 Principal Investigator, Improving staff ability to analyze discipline and disciplinary issues from an equity lens (Hyde Park, NY), \$14,000.00, awarded.
- 2014-2019 Principal Investigator (with Children's Aid Society), Excel at NYU Program: Literacy Enrichment Readiness Project. Teagle Foundation, (\$90,000.00, with \$300,000.00 extension), \$390,000.00, awarded.
- 2013-2014 Principal Investigator, Literacy Labs. Dollar General Foundation, \$30,000.00, awarded. (MSU)
- 2012-2015 Principal Investigator, Understanding Teacher Development as Text (also known as Digital Pathways to Transformative Teaching). Proposed to HARP, \$25,000.00, awarded. (MSU)
- 2012-2015 Co-Principal Investigator, The Significance of the Arts in Urban Student Learning. Proposed to MOTT/Kresge Foundation, \$1,498,677.00, awarded. (MSU)
- 2012-2015 Principal Investigator, Pathways to Readiness Project, TRIO Programs Grant, \$500,000.00, awarded. (MSU)

- 2011-2013 Co-Principal Investigator, Faculty Development Grants. Proposed to MSU Commons Foundation, \$25,000.00, awarded/completed. (MSU)
- 2011-2012 Principal Investigator, The literate lives of Black males. Proposed to the NAE/Spencer Foundation Postdoctoral Fellowship Program, \$55,000.00, awarded/completed.
- 2010-2011 Principal Investigator, A pathway to literacy: Mapping literacy in the lives of Black males. Spencer Foundation Postdoctoral Award, \$40,000.00, awarded/completed.
- 2010 Principal Investigator, Our language: Rhetorical hybridity and linguistic pluralism in global and cultural contexts of new literacies, \$10,000.00, denied
- 2009-2010 Principal Investigator, 4 colored girls who considered online social networking/when suicide wasn't enuf. Funded by a \$40,000.00 Ford Foundation Diversity Postdoctoral Award, Project completed.
- 2008-2009 Co-Principal Investigator (w/ Ellen Meyers, Teachers Network), Why good urban teachers leave the classroom? Funded by a \$250,000.00 grant from the Ford Foundation, Project completed.
- 2006-2009 Principal Investigator, Digital Underground: Exploring the relationship between digital media and urban youth literacies Funded by a \$20,000.00 seed grant from NYU Steinhardt Office of the Deans NYU Steinhardt School of Culture, Education, and Human Development, Project completed.
- 2006-2007 Principal Investigator, Redesigning the Secondary Teachers' Understanding of Language and Literacy Learning in a School-Based Context Funded by a \$50,000.00 grant from NYU Steinhardt Partnership for Teaching Excellence NYU Steinhardt School of Culture, Education, and Human Development, Project completed.
- 2004-2006 Principal Investigator, The Boys in the Hood: Literacy in the Social Lives of Six Urban Adolescent Black Males (Dissertation Research) Funded by a \$15,000.00 grant from AERA; \$2,000.00 summer-enrichment fellowship from MSU College of Education, Project completed. Anne Haas Dyson, Dissertation Adviser
- 2004-2006 Research Assistant, US-China Center for Educational Excellence Michigan State University, College of Education Yong Zhao, Director
- 2002-2004 Research Assistant, Program Evaluation/English Education Michigan State University, Department of Teacher Education Stephen Koziol, Jr./Ernest Morrell, Principal Investigators

- 2002-2003     Principal Investigator, “We Real Cool”: Masculinity, Schooling, and the Urban Black Male  
Project conducted in partial fulfillment of doctoral-level research practicum  
Funded by a \$6,000.00 fellowship from the MSU College of Education, Project completed.  
Anne Haas Dyson, Course Instructor/Research Adviser
- 2001            Principal Investigator, Literacy in an African American Sunday School Study  
Project conducted for ENG 991A: A graduate research seminar, focusing on language, culture, and education in the African American Community  
Michigan State University, Department of English  
Geneva Smitherman, Course Instructor
- 1999-2006     Research Assistant, African American Language and Literacy Program  
Michigan State University, Department of English  
Geneva Smitherman, Program Director
- 1999            Research Associate, “Ebonics on the Internet” Project  
African American Language and Literacy Program.  
Michigan State University, Department of English, Project completed.  
Geneva Smitherman, Principal Investigator
- 1997-1999     Research Assistant, Language Awareness Study  
Language Policy Committee  
Conference of College Composition and Communication (CCCC), Project completed.  
Geneva Smitherman, Committee Chairperson

Teaching (\* indicates courses I developed, redeveloped, and/or designed)

(Graduate Level)

- 2002-            Masters Seminar in English Education (NYU)  
Critical Media Literacy: Teaching the Word and the World (NYU) \*  
Hip Hop and Teaching (NYU) \*  
Critical Linguistics for Teachers (NYU)  
Teaching in the Inner City (A Service Learning Course) (NYU) \*  
Pluralistic Approaches to Cultural Literacy (NYU)  
Contemporary Perspectives in American Literature (NYU)  
Language Development and Reading Literature (NYU)  
Literacy and Youth Culture (MSU) \*  
Community Literacy (MSU) \*  
Issues in Urban Education (MSU)  
Language Diversity and Literacy Instruction     (MSU)  
Reflection and Inquiry into Teaching II (MSU)  
Reflection and Inquiry into Teaching I (MSU)  
Internship in Teaching Diverse Learners II (MSU)  
Internship in Teaching Diverse Learners I (MSU)

(Undergraduate Level)

2001- Teaching in a Multidialectal Society (cross-listed with graduate course) (NYU)  
Hip Hop and Teaching (cross-listed with graduate course) (NYU) \*  
Literature Seminar for English Education (NYU)  
Issues of Language and Composition in Contemporary Classrooms (MSU)  
Critical Perspectives on Literacy in the Disciplines and Beyond (MSU) \*  
Introduction to the English Language (MSU) \*  
Human Diversity, Power and Opportunity in Social Institutions (MSU)  
Critical Methods in the Teaching of English II (Literature) (MSU) \*  
Critical Methods in the Teaching of English I (Writing and Rhetoric) (MSU)\*  
Language and Education in the African-American Community (MSU)  
Developmental Reading and Writing (WSU)  
Learning to Learn Teacher Seminar (WSU)

(K-12 Level)

1998-2003 High School Literature (African/American/British/World Lit.)  
High School Composition/Advanced Composition  
Secondary English Language Arts  
Middle School Reading

Doctoral Student Advisement

Dissertation Committee Chair

2017-Present Noor Jones Bey  
Urban Education  
New York University  
Expected completion date: May 2021

2017-Present Abran Maldonado  
Urban Education  
New York University  
Expected completion date: May 2019

2016-Present Hui-Ling Malone  
Urban Education  
New York University  
Expected completion date: May 2020

2016-Present Evan Johnston  
Urban Education  
New York University  
Expected completion date: May 2020

2015-Present Pamela Michelle Jones (w/ Fabienne Doucet)  
Language, Literacy, and Urban Education  
New York University

Expected completion date: May 2018

- 2011-2016 Ashley Newby, PhD (w/ Terry Flannaugh)  
African American and African Studies  
Michigan State University  
Completion date: May 2016
- 2011-2015 Sherrae M. Hayes, PhD  
African American and African Studies  
Michigan State University  
Completion date: May 2015
- 2011-2014 April Baker-Bell, PhD  
Writing, Rhetoric, and American Cultures  
Michigan State University  
Completion date: May 2014
- 2011-2014 Carleen Carey, PhD  
Curriculum, Instruction, and Teacher Education  
Michigan State University  
Completion date: May 2014
- 2008-2012 Robin Ford, PhD  
English Education  
New York University  
Completion date: May 2012
- 2007-2011 Myrrh Domingo, PhD  
Migrating Literacies in a Global and Digital World: Exploring Linguistic  
Diversity, Cultural Knowledge, and Social Identities of Urban Youth  
English Education  
New York University  
Completion date: June, 2011
- 2006-2011 Katie Scurba, PhD  
Reading and Seeing Themselves: Reexamining Raced and Gendered  
Assumptions about the Textual Identifications of Boys of Color  
English Education  
New York University  
Completion date: June, 2011

Dissertation Committee Member

- 2017- Aisha Haynes  
Education Leadership  
New York University  
Expected completion date: May 2019
- 2017- Sarah Radke  
Math Education

	New York University Expected completion date: May 2019
2016-	Dana Karin Urban Education New York University Expected completion date: May 2018
2016-	Cristina Ivanova English Education School of Education, Indiana University Expected completion date: April 2018
2016-2018	Jill Pierce Urban Education New York University Completion date: March 2018
2014-2018	Matthew Sutton Multicultural Multilingual Studies New York University Completion date: March 2017
2014-2018	Dyon Rozier Urban Education New York University Completion date: March 2018
2014-2017	Daphnie Sicre Theater Education New York University Completion date: April 2017
2012-2017	Erik Skogsberg Curriculum, Instruction, and Teacher Education Michigan State University Completion date: May 2017
2012-2016	Shenika Hankerson PhD Writing, Rhetoric, and American Cultures Michigan State University Completion date: May 2016
2014-2015	Jamila Lyiscott, PhD English Education Teachers College Columbia University Completion date: May 2015
2012-2015	Sakeena Everett, PhD Curriculum, Instruction, and Teacher Education

Michigan State University  
Completion date: May 2015

- 2012-2014 Ruth Riddle, PhD  
Cultural Mismatch and Silenced Voices: Experience of Historically Marginalized  
Elementary Students within School-Wide Positive Behavior Supports  
Curriculum, Instruction, and Teacher Education  
Michigan State University  
Completion date: May 2014
- 2009-2011 Curtis Lewis, PhD  
Mentoring Black Males: An Ethnography of a Mentoring Program that Works  
Curriculum, Instruction, and Teacher Education  
Michigan State University  
Completion date: April 2011
- 2007-2011 Patricia McCoy, PhD  
Black and Latino Urban Youth Culture: Finding Engagement in City School  
Spaces  
English Education  
New York University  
Completion date: March 2011

Outside Reader

- 2017 Marcela Rojas, Urban Education Dissertation Proposal, New York University  
(Pedro Noguera, Chair)
- 2016 Tonya Leslie, Urban Education, New York University (Pedro Noguera, Chair)
- 2015 Alexandra Cordero, HMSS Dissertation, New York University (Lisa Suzuki &  
Pedro Noguera, co-Chairs)
- 2013 Anna Smith, English Education Dissertation, New York University. (Glynda  
Hull, Chair)
- 2011 Heather Finn, Multilingual and Multicultural Programs Dissertation, New York  
University. (Shondel Nero, Chair)
- 2011 Ilka Kostka, Multilingual and Multicultural Programs Dissertation Proposal, New  
York University. (Miriam E. Ebsworth, Chair)
- 2009 Anna Smith, English Education Dissertation Proposal, New York University.  
(Glynda Hull, Chair)
- 2009 Heather Finn, Multilingual and Multicultural Programs Dissertation Proposal,  
New York University. (Shondel Nero, Chair)
- 2008 Elizabeth Voltman, English Education Dissertation, New York University.  
(Marilyn Sobelman, Chair)



Masters Student Advisement

(Chair)

- 2017- Ismanuela Dennis  
Sociology of Education  
New York University (ASH)  
Expected completion date: May 2018
- 2017- London Arnold  
Sociology of Education  
New York University (ASH)  
Expected completion date: May 2018
- 2017- Cariena Yard  
Social Justice Education  
New York University (Gallatin School)  
Expected completion date: May 2018
- 2016-2017 Noor Jones Bey  
Sociology of Education  
New York University (ASH)  
Completion date: May 2017
- 2016-2017 Shannon Dere  
Sociology of Education  
New York University (ASH)  
Completion date: May 2017
- 2016-2017 Juliet Gomez  
Hip Hop and Social Trauma  
New York University (Gallatin School)  
Completion date: May 2017
- 2015-2017 Lauren Smith  
New English Education Texts and Teaching Materials  
New York University (Gallatin School)  
Completion date: May 2017  
\* 2017 Gallatin Master's Thesis Award Recipient
- 2014-2017 Megan Kelly  
Critically Conscious/Anti-Whiteness Pedagogies  
New York University (Gallatin School)  
Completion date: January 2017
- 2010-2015 Damon L. Daniels  
The Black Political Sphere  
New York University (Gallatin School)  
Completion date: May 2015

Undergraduate Student Advisement

2017- Romie Williams  
Social Justice Education  
New York University (Gallatin School)  
Expected completion date: May 2018

Consulting/Program Development-Management (selected)

2007-2015 Co-Organizer, Preemptive Education Urban Arts and Education Conference  
New York, NY

2015 Sponsor, Demographic Shift: Immigration and Education in New York City  
Conference  
New York, NY

2015 Organizer, Race, Rights and Responsibility Conference  
New York, NY

2014-2015 Fairness Consultant, College Board (SAT)  
Iowa City, IA

2009-2015 Consultant, American Collegiate Testing (or ACT)  
Des Moines, IA

2009-2014 Participant, Junior Scholars Network (Sponsored by the University of Michigan)  
Maumee Bay, OH

2010-2011 Co-Developer, Urban and Global Education Minor  
New York University Steinhardt School, New York, NY

2009 Curriculum Developer, Bring Your "A" Game  
New York, NY

2007-2009 National Research Adviser, Teachers Network Leadership Institute  
New York, NY

2006-2009 Consultant, Hip Hop Education and Math Project  
Flocabulary, Inc.  
New York, NY

2006-2007 Consultant, Black Male Initiative  
Eastside Community High School  
New York, NY

2006 Test Preparation Consultant/Instructor, KAPLAN ACT-Prep Program  
Michigan State University, College of Education BROAD Program

- 2004-2006     Program Consultant/Coordinator, “My Brother’s Keeper” Male Mentoring Program  
Michigan State University, East Lansing, MI
- 2005            Test Preparation Consultant/Instructor, KAPLAN ACT-Prep Program  
Michigan State University, College of Education BROAD Program
- 2004            Writing Consultant/Guest Instructor, OesteoCHAMPS Urban Youth Advancement Program  
Michigan State University, East Lansing, MI
- 2003            Writing Consultant/Guest Instructor, OesteoCHAMPS Urban Youth Advancement Program  
Michigan State University, East Lansing, MI
- 2002            Curriculum Coordinator, City of Lansing Youth Works Program  
Lansing, MI
- 2001            Curriculum Coordinator, City of Lansing Youth Works Program  
Lansing, MI

Curriculum Development/Projects

- 2014-2016     Black Lives Matter: A Curriculum Guide for the Critical Teaching of Human Value
- 2007-2010     Teaching Tupac: A Curriculum Guide for Developing 21<sup>st</sup> Century Literacy Skills
- 2007-2009     A Curriculum for Students by Students: Ninth-grade English Language Arts
- 2010-2011     Urban Education Program Minor, New York University Steinhardt School
- 2007            Redesigning the Secondary Language Acquisition and Literacy Course (w/ Rebecca Packer), funded by the Petrie Foundation Partnership for Teaching Excellence

Professional Service

(Outside University)

Organizational Leadership & Service

- Exalt Youth Board Member, 2017-  
(Black male film) Advisory Board Member, 2017-  
(Gladys film) Advisory Board Member, 2017-  
NYC Mayor’s School Diversity Advisory Group Member/Subcommittee Chair, 2017-  
ILA Literacy Research Panel Member, 2017-  
NAEd/Spencer Foundation Fellows Mentor, 2017-  
NAEd/Spencer Foundation Fellows Special Guest Panelist, 2017-

Urban Word, NYC Advisory Board Member, 2014-  
AERA Division G Chair, 2016 & 2017  
AERA Division G Early Career Mentoring Program Co-Chair, 2017  
AERA Local Committee member, 2017  
NCTE Trustee of the Research Foundation, 2016-  
AERA Division K Diversity Award Committee Chair, 2015  
NCTE Committee on Resolutions Member, 2015  
NCTE Rainbow Strand Co-Chair, 2013-2017  
NCTE/CCCC Black Caucus Co-Chair, 2011-2017  
NAEd/Spencer Foundation Program Planning Committee Member, 2014-2016  
NCTE CEE Executive Committee Member (elected), 2011-15  
NCTE/CCCC Black Caucus Assistant Secretary, 2009-11  
NCTE/CCCC Black Caucus Communications Committee Chair, 2008-11  
CCCC Language Policy Committee Member, 2007-15  
NCTE Standing Committee on Research, 2009-13  
NCTE/CEE Taskforce for Writing Standards for English Education, 2009-11  
NCTE Trustee to the Research Foundation (nominee), 2009/2010  
AERA Division K, Section 10 Co-chair, 2013-15  
AERA Division K, Section 2 Co-chair, 2008-10  
AERA Division G Dissertation Award Selections Committee Member, 2009  
NCTE/CEE Commission on Social Justice Chair, 2008-09  
NCTE Annual Meeting Local Committee Member, 2007  
NCTE Rainbow Strand Annual Conference Planning Committee Member, 2007  
CCCC Scholars for the Dream Travel Award Selections Committee, 2006  
MDE Michigan Educational Assessment Program Bias Committee Member, 2003-05

#### Editorial Boards

Reading and Writing Quarterly (Taylor & Francis Group, London, UK), 2010-2015  
Research in the Teaching of English (National Council of Teachers of English), 2008-13

#### Refereeing & Other Scholarly Service

American Educational Research Journal (AERA), 2015-  
Journal of Literacy Research (LRA), 2011-  
Cambridge Press (University of Cambridge), 2010-  
Language Arts (National Council for Teachers of English), 2010-  
Teachers College Press (Columbia University), 2008-  
Reading Research Quarterly (International Reading Association), 2007-  
English Education (National Council for Teachers of English), 2007-  
English Journal (National Council for Teachers of English), 2007-  
AERA Division G, 2004-

(University)

NYU Postdoctoral Fellowship Program Review Panel Member, 2017-  
NYU MLK Oratory Selection Committee, 2008-2011  
MSU Black Graduate Student Association Vice President, 2002-03

(School/College)

NYU Steinhardt Grantwriting Workshop Session IV Facilitator, 2018  
NYU Steinhardt Community Collaborative Challenge Grant Reviewer, 2017-  
NYU Steinhardt Daniel E. Griffiths Outstanding Research Award Reviewer, 2016  
NYU Steinhardt Student Awards Committee, 2015 & 2016  
MSU College of Education Minority Recruitment Program Guest Speaker, 2003

(Departmental)

NYU Teaching and Learning Doctoral Committee, 2017-  
EdD Doctoral Subcommittee Chair, 2018  
NYU Education Leadership Search Committee Member, 2016-2017  
NYU Teaching and Learning Accepted Doctoral Student Retreat, 2016  
NYU MCC Search Committee Member, 2015-2016  
NYU Teaching and Learning Faculty Support and Evaluation Committee, 2015-2017  
NYU Teaching and Learning Curriculum Committee, 2006-2011  
MSU TE Graduate Student Mentor, 2003-06  
MSU TE Department Junior Faculty Search Committee Graduate Student Representative, 2003

Awards & Honors (selected; see also research section for full selection of grant activity)

2018	<u>Honoree</u> , 2018 Annual Exalt Youth Gala Exalt Youth, Inc. New York, NY
2018	<u>Recipient</u> , NYU Distinguished Teaching Award New York University New York, NY \$5,000.00
2017	<u>Selectee</u> , The 2018 RHSU Edu-Scholar Public Influence Rankings (#182) Education Week Bethesda, MD
2017	<u>Recipient</u> , Outstanding Educator of the Year Award Education Update New York, NY
2017	<u>Honoree</u> , BEAT Global Annual Gala Bridging Education & Arts Together (BEAT) Global New York, NY
2017	<u>Honoree</u> , 2017 Urban Word Gala Urban Word NYC New York, NY
2017	<u>Honorable Mention</u> , NYU Distinguished Teaching Award New York University New York, NY

- 2016      Recipient, Teaching Excellence Award  
 NYU Steinhardt School  
 New York, NY
- 2016      Recipient, AERA Division G Early Career Award  
 American Educational Research Association  
 Washington, DC
- 2015      Recipient, Daniel E. Griffith Award for Distinguished Research (for A Search  
 Past Silence)  
 NYU Steinhardt School  
 New York, NY  
 \$1,000.00
- 2014      Recipient, David H. Russell Award for Distinguished Research in the Teaching  
 of English (for A Search Past Silence)  
 National Council of Teachers of English  
 Urbana, IL  
 \$500.00
- 2014      Recipient, Critics Choice Award (for A Search Past Silence)  
 American Educational Studies Association  
 Toronto, ON (CA)
- 2011      Recipient, National Academy of Education/Spencer Foundation Postdoctoral  
 Fellowship  
 NAEd/Spencer Foundation  
 Washington, DC  
 \$55,000.00
- 2009      Recipient, Ford Foundation Diversity Postdoctoral Fellowship  
 Ford Foundation/National Research Council  
 National Academy of Science  
 Washington, DC  
 \$40,000.00
- 2008      Recipient, AERA Division G Outstanding Dissertation Award  
 American Educational Research Association  
 New York, NY
- 2007      Recipient, Summer Grant Development Award  
 NYU Steinhardt Challenge Grant  
 New York, NY  
 \$5,000.00
- 2007      Recipient, Spencer Dissertation Award  
 The Spencer Foundation  
 Washington, DC
- 2007      Finalist, James Berlin Outstanding Dissertation Award

- Conference on College Composition and Communication  
Champagne/Urbana, IL
- 2005      Recipient, Summer Enrichment Fellowship  
Department of Teacher Education  
Michigan State University College of Education  
East Lansing, MI  
\$2,000.00
- 2005-2006      Recipient, AERA/IES Dissertation Fellowship  
American Educational Research Association (in conjunction with U.S.  
Department of Education's Institute of Education Sciences)  
Washington, DC  
\$15,000.00
- 2005      Recipient, Spencer Dissertation Fellowship Award  
The Spencer Foundation  
Washington, DC
- 2006      Recipient, Summer Enrichment Fellowship  
Department of Teacher Education  
Michigan State University College of Education  
East Lansing, MI  
\$1,000.00
- 2005      Recipient, Black Graduate Student Association Award for Outstanding  
Scholarship  
Michigan State University Black Graduate Student Association  
East Lansing, MI
- 2004-2005      Recipient, Spencer Research Training Grant Fellowship  
The Spencer Foundation (in collaboration with Michigan State University  
College of Education)  
East Lansing, MI  
\$12,000.00
- 2004      Recipient, Summer Enrichment Fellowship  
Office of the Dean  
Michigan State University College of Education  
East Lansing, MI  
\$6,000.00
- 2004      Recipient, Scholars for the Dream Award  
Conference on College Composition and Communication  
Champagne/Urbana, IL  
\$750.00
- 2001-2005      Recipient, Competitive Doctoral Enrichment Fellowship (CDEF I) Michigan  
State University, East Lansing  
\$72,000.00

- 2000            Nominee, Walt Disney Teacher of the Year Award
- 2000            Recipient, Mid-Michigan Public School Academy Teacher of the Month Award
- 1998            Recipient, Dorothy Yoshimori Award & Scholarship, College of Arts and Letters,  
Michigan State University, East Lansing  
\$500.00
- 1998            Finalist, Student Employee of the Year, Michigan State University,  
East Lansing, MI

#### Professional Memberships

American Educational Research Association (AERA)  
Division G: Social Contexts of Education  
Division K: Teaching and Teacher Education

Conference on College Composition and Communication (CCCC)

National Council of Teachers of English (NCTE)  
Conference on English Education (CEE)

New York State Association for Bilingual Education (NYSABE)

International Reading Association (IRA)

#### Areas of Interest and Specialization (in alphabetical order)

1.    African American Studies in Education
  - African American Language, Culture, and Communication
  - African-Centered Education
  - Race and Ethnicity
  
2.    Composition Studies and English Language Arts Education
  - Adolescent Literacy/Content Area Literacy
  - Composition and Rhetoric
  - Digital Literacy/New Media Learning Environments
  - English Language Arts Curriculum and Instruction
  - Perspectives on Language and Literature Instruction
  
3.    Critical Studies in Education
  - Critical Theory (including critical pedagogy and critical literacy)
  - Critical Race Theories
  - Income Inequality and Education
  - Gender Equity and Education (focus on masculinities)
  - Poststructural Theories in Education



4. Cultural Studies in Education
  - Culturally Responsive Education Theories (CRP, culturally sustaining perspectives)
  - Multicultural Literature/Literary/Education Theories
  - Popular Culture/New Media Cultures in Education
  - Perspectives on Urban Youth Culture in Education
  
5. Equity Studies in Education
  - Discipline and education
  - Disparities (in education)
  - Diversity, Integration, and Desegregation Studies
  - Equity Studies
  - School Change/Climate
  - Trauma-informed practices
  
6. Interpretive Research Methodologies in Education, Social Sciences, and the Humanities
  - Critical/Cultural Discourse Approaches
  - Critical Ethnographic/Case Study Approaches
  - Critical Textual/Social/Cultural Analysis (with emphasis on methods from Black Studies, Black Feminist Criticism, and Cultural Studies)
  - Participatory Research Approaches (including Action Research)
  
7. Urban Studies in Education
  - Sociology of Urban Education
  - Urban Education, Policy and School Reform
  - Urban Teacher Education (PreK-College)

María Guadalupe Hernández

Email: mgh260@nyu.edu

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## **EDUCATION**

2020	MA	Education Leadership	New York University
2009	Ph.D.	Social Welfare	University of Wisconsin, Madison
2002	MSW	Social Work	University of Wisconsin, Madison
1998	BA	Psychology Child Development	California State University, Northridge

## **RELEVANT PROFESSIONAL EXPERIENCE**

### **New York University**

Innovations in Equity and Systemic Change (IESC)  
Metropolitan Center for Research on Equity  
and the Transformation of Schools

**New York, NY**

*July 2019-present*

#### **Director**

- Co-founder of Metro Center's Innovations in Equity and Systemic Change (IESC).
- Oversee, lead, and manage the overall implementation of the work of Metro Center's Innovations in Equity and Systemic Change (IESC).
- Develop in person and online training and technical assistance modules for IESC in myriad areas.
- Provide public school districts with technical assistance, training, consultancy, and online resources in myriad school improvement focus areas dependent on needs of districts, including disproportionality, equity, school culture and climate, multi-tier systems of support, culturally responsive sustaining education, code of conduct revisions, school visits to assess culture and climate, among other areas.
- Coach K-12 school leadership in developing systems that addressing disproportionality using the following components: an equity vision, data driven culture, culturally responsive education, instructional leadership, positive school climate, positive behavioral supports, family and community engagement.
- Devise action plans for multiple districts in making changes to system belief, policies and practices to develop equitable educational systems to address disproportionality.
- Supervise, train, and mentor equity associates in implementation of IESC's scope of work.
- Identify and develop research projects related to disproportionality, process implementation, and systemic change.

### **New York University**

Technical Assistance Center on Disproportionality  
Metropolitan Center for Research on Equity  
and the Transformation of Schools

**New York, NY**

*July 2017-June 2019*

#### **Director**

- Oversee, lead, and manage the overall implementation of the work of the Technical Assistance Center on Disproportionality.
- Provide public school districts with technical assistance, training and online resources in myriad school improvement focus areas dependent on needs of districts, including but not limited to disproportionality, equity, school culture and climate, multi-tier systems of support, culturally responsive sustaining education, code of conduct revisions, school visits to assess culture and climate.
- Coach K-12 school leadership in developing systems that addressing disproportionality using the following components: an equity vision, data driven culture, culturally responsive education,

instructional leadership, positive school climate, positive behavioral supports and community engagement.

- Devise action plans for multiple districts in making changes to system belief, policies and practices to develop equitable educational systems to address disproportionality.
- Supervise, train, and mentor project associates in implementation of TAC-D's scope of work.
- Identify and develop research projects related to disproportionality, process implementation, and systemic change.

**New York University**

Technical Assistance Center on Disproportionality  
Metropolitan Center for Research on Equity  
and the Transformation of Schools

***Associate Director of Training and Development***

**New York, NY**

*October 2015-June 2017*

- Train and mentor new associates
- Develop associates in implementation of TAC-D scope of work
- Oversee implementation of professional development and technical assistance work of associates and project deliverables.
- Coach K-12 school leadership in developing systems that addressing disproportionality using the following components: an equity vision, data driven culture, instructional leadership, positive school climate, positive behavioral supports and community engagement.
- Devise action plans for multiple districts in making changes to system belief, policies and practices to develop equitable educational systems to address disproportionality.
- Provide public school districts with technical assistance and professional development in myriad school improvement focus areas dependent on needs of districts, including disproportionality.

**New York University**

Technical Assistance Center on Disproportionality  
Metropolitan Center for Research on Equity  
and the Transformation of Schools

***Senior Project Associate***

**New York, NY**

*October 2014-October 2015*

- Coach K-12 school leadership in developing systems that addressing disproportionality using the following components: an equity vision, data driven culture, instructional leadership, positive school climate, positive behavioral supports and community engagement.
- Devise action plans for multiple districts in making changes to system belief, policies and practices to develop equitable educational systems to address disproportionality.
- Provide public school districts with technical assistance and professional development in myriad school improvement focus areas dependent on needs of districts, including disproportionality, equity, and English Language Learners.
- Use action research model for system-wide change to enhance school policies and practices.
- Train and mentor new associates

**New York University**

Metropolitan Center for Research on Equity  
and the Transformation of Schools

***Project Associate***

**New York, NY**

*October 2012-October 2014*

- Devise action plans for multiple districts in making changes to system values, policies and practices to develop equitable educational systems.

- Provide public school districts with technical assistance and professional development in myriad school improvement focus areas dependent on needs of districts, including disproportionality, equity, and English Language Learners.
- Guide districts and schools in assessing adapting school beliefs, practices and policies that are culturally responsive to all students and communities.
- Use action research model for system-wide change to enhance school policies and practices.
- Conduct diagnostic reviews of districts.
- Assess efficacy of programs/services provided to English Language Learners.

**Reed Swier**

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**EDUCATIONAL LEADERSHIP**

The NYU Metro Center for Research on Equity and the Transformation of Schools (Sept 2018 - present)

**Senior Equity Associate.** Innovations in Equity and Systemic Change (IESC)

- Founding member of Metro Center's IESC, which builds on the work of what was formerly The Technical Assistance Center on Disproportionality (TAC-D)
- Lead professional development sessions in multiple districts/regions across New York state and beyond, working with state agencies and regional organizations to ensure equity in race, national origin and gender
- Serve as specialist on issues related to culturally and linguistically responsive education and disproportionality in general and special education
- Provide ongoing technical assistance to state partners to ensure implementation fidelity

The Fulbright Program (Jan 2018 – July 2018)

**Fulbright Distinguished Awards in Teaching (DAT) Grantee.**

- Chosen as one of two Fulbright DAT recipients to travel to the United Kingdom (Scotland)
- Conducted research, visited schools and shared expertise with local schools and the University of Edinburgh staff and students
- Developed a handbook for schools and districts, titled: Starting with Self: Identity exploration, restorative practices and community engagement

East Harlem Scholars Academy (June 2013 – July 2017)

**Director of School Culture and Family Engagement.**

- Member of 4-person Leadership Team that ran the daily operations of PK-4 elementary school
- Oversaw the implementation of policies and programs that promote positive school culture and family involvement
- Directly managed 11 employees, including teachers, paraprofessionals and social worker
- Managed school-wide student behavior, including coaching teachers and support staff across all grades with particular focus on restorative practices
- Planned and coordinated 40+ family engagements events each year
- Led weekly professional development for all staff
- East Harlem Tutorial Program Core Value Award winner

The Harlem Children's Zone (2011 – 2013)

**Grade Leader.**

- Led and coordinated weekly meetings with second grade staff
- Assisted in the recruitment and hiring of new teachers. Participated in the interview process as well as off-site recruiting fairs
- Represented our school in conversations with Geoffrey Canada and HCZ's executive staff regarding new assessment programs
- Relayed relevant curricula and programmatic information to teachers as well as parents

International Community School (2009)

**Intervention Coordinator, Response to Intervention Organizer, Academic Liaison.**

- Alongside the principal, planned and led a Response to Intervention block (RTI), managing a group of seven instructors across grades 2-5
- Led workshops for RTI instructors on best practices for intervention groups, with particular focus on guided reading
- Met monthly with district Academic Liaisons to discuss strategies to strengthen the connection between in-school and after-school programming

**TEACHING EXPERIENCE**

*Hold a NY state Professional Certificate*

The Harlem Children's Zone (New York City, Aug. 2011 – July 2013)

**Second Grade Teacher.**

- Taught all subjects to 24 students
- Designed and implemented units across all subject areas utilizing various instructional strategies including: the workshop method and critical exploration
- Utilized summative and formative assessments in all subjects
- Received extensive training in Responsive Classroom and Singapore Math

International Community School (Oakland, CA, April 2009 – July 2010)

**Academic Intervention Specialist and Academic Liaison.**

- Planned and led Spanish and English language intervention classes in literacy, math and English Language Development for grades 1-5
- As Academic Liaison to afterschool programs: Supplemented curriculum with differentiated, standards- based activities that connected to each classroom's weekly focus
- Developed project-based curricula to lead 21, 3rd-5th grade academic and behavioral high need students in afterschool program focusing on arts, academics and athletic enrichment.

PS 335 NYC Department of Education (New York City, Aug. 2006 – Aug. 2008)

**First Grade Teacher.**

- Obtained extensive knowledge of early childhood curricula in all subjects, including training in: Teacher's College Reading and Writing Project, Reading First, Everyday Mathematics
- Carried out rigorous lessons adapting to student's multiple learning styles, differentiating instruction to fit a highly heterogeneous classroom population
- Students achieved a year and a half growth in reading

**EDUCATION**

Harvard Graduate School of Education (Cambridge, MA, Sept. 2010 – May 2011)

**Master of Education.** Concentration: Learning and Teaching

Pace University (New York City, Aug. 2006 – May 2008)

**Master of Science for Teachers.** Concentration: Childhood Education, grades 1-6

The University of Michigan (Ann Arbor, MI, 2002 – 2006)

**Bachelor of Arts with Distinction.** Concentration: Sociology and Spanish

**Additional Skills:**

- Skilled with written and oral Spanish
- Trained Dialogue Facilitator, Co-Captain of University of Michigan NYC Intergroup Dialogue Alumni Committee
- Significant training in restorative practices through IIRP and Hull Centre for Restorative Practices

**ADDITIONAL WORKSHOPS & TRAININGS**

***Training for the Self-Reflective Educator: Co-Creator and Co-Facilitator***

(The New School, College of Performing Arts - Drama, February 2020)

- Professors in the School of Drama were required to receive anti-bias/equity training. In the session, participants engaged in dialogue regarding the intersectionality of systems of oppression and personal identity and how to better serve their student population.

***Interrogating Whiteness in Youth Development Work: Creator and Facilitator***

(Urban Soccer Symposium, Washington D.C., May, 2018)

- Engaged training participants around issues of whiteness, identity self-reflection and the importance of race and equity work as it relates to youth development. Participants were guided through a process of their own self-reflection that was then connected to existing societal systems of power and privilege.

***Interrogating Whiteness in the Restorative Practice Movement: Creator and Facilitator***

(International Institute for Restorative Practices World Conference, May 2018)

- Led a workshop that called participants to unpack how restorative practices are often co-opted and implemented with an a-historic and color-evasive lens. The workshop called upon concepts like White fragility, tools of whiteness, and White racial identity development to push participants to start with their own identity reflection when cultivating restorative environments.

***Starting with Self: Identity Exploration in Education: Creator and Facilitator***

(The University of Edinburgh, Scotland, May 2018)

- Led training for the final class of the Masters in Transformative Learning and Teaching cohort. Participants were given a framework for identity self-reflection and White racial identity development. Engaged in dialogue around how our identities impact the communities in which we teach.

***Training for the Self-Reflective Educator: Co-Creator and Co-Facilitator***

(New York City, November 2017)

- Along with co-facilitators from the Dialogue Arts Project, I developed and led a full-day training for 20 NYC-based educators. Participants engaged in dialogue regarding the intersectionality of systems of oppression and personal identity and how they impact their work in schools on a day-to-day basis. The group developed action plans to take positive steps forward at their school sites.

**Pre-service and In-service Professional Development at East Harlem Scholars Academy: Creator and Facilitator** (New York City, 2013-2017)

- As Director of School Culture and Family Engagement planned and led dozens of workshops for staff and families, themes including, but not limited to:
  - Restorative Justice, Family Engagement Practices, Positive School Culture, Learning Protocols, Responsive Classroom, Personal Identity Dialogue

***Bully Workshop: Creator and Facilitator***

(New York City, October 2015 and 2016)

- Asked to lead a workshop on bullying and bully prevention for members of 1199 SEIU Child Care Funds to kick off national Bully Awareness Month. Focused on bully prevention through relationship building and restorative practices.

***Identity in Education Dialogue: Creator and Facilitator***

(Harvard Graduate School of Education, December 2010)

- Organized, planned and led a dialogue for 28 graduate students, examining how our own identities affect the work we do in the field of education. The dialogue was developed after witnessing a lack of productive conversations on campus about race and class.

## PANELS

***Antiracism in Social Work Research Panel: Panelist***

(New York University, March 2020)

- Invited to be a panelist by the White Students Challenging Racism, a student organization at the NYU Silver School of Social Work. Spoke about the importance of critical self-reflection, understanding whiteness and structures of white supremacy and how to be an active antiracist.

***Community Schools: Panel Organizer and Facilitator***

(New York City, August 2016)

- Planned and facilitated a panel discussion which included key ‘community schools’ advocates. The panel highlighted the importance of community schools in the NYC area and then engaged participants in a dialogue focusing on how we can make schools more community focused.

***What do we do when the world feels like it’s falling apart? Panel Organizer***

(New York City, August 2016)

- Planned and coordinated panel for 100+ educators in pre-service training to address recent police brutality cases, Black and Brown death and how to be a trauma sensitive school amidst continual unrest.

***School-to-Prison Pipeline: Panel Organizer***

(New York City, August 2015)

- Planned and coordinated panel for 100 educators in pre-service training addressing the connection between schooling practices and the criminal justice system. Brought in key community stakeholders to engage in dialogue.

## PUBLICATIONS

Hernández, M. G., Lopez, D. M., Kaur, J., & Swier, R. (In progress). *When the rubber meets the road: Training and technical assistance to address disproportionality head on*. New York, NY Teachers College Press.



## Jaspreet Kaur

20 River Ct., Jersey City, NJ • (347)-952-6921 • [jk4202@nyu.edu](mailto:jk4202@nyu.edu)

### Summary

A professional with around 15 years of experience in the fields of Education, Research and Project Management. I am an action-oriented professional with strong qualitative, quantitative, and analytical skills. A writer and a subject matter expert on the various issues in Education, particularly, special education. I have authored and published multiple blogs and is currently working on a book series. Also, I am member of an editorial board and is responsible for reviewing work and publications from other authors.

### Education

<b><u>New York University, New York, NY</u></b> Robert F. Wagner Graduate School of Public Services Master of Public Administration- Education Policy	May 2015
<b><u>Harvard University – HGSE</u></b> Leading for Understanding (Leadership Certification Course)	Dec 2008
<b><u>Panjab University, Chandigarh, India</u></b> Bachelors in Education	May 2008
Bachelors in Commerce	May 1999

### Technical Skills

R programming language, Qualtrics, Project, Visio, MS Office Suite, SPSS, STATA, eTapestry, Quickbooks, Atlas

### Awards and Achievements

- Member Editorial Board – VUE (Voices in Urban Education)
- Member of NYSED SSIP Data Workgroup Team
- As ISA Coordinator (International School Awards, British Council, UK) bagged the International School of the Year Award for 3 consecutive years (2009-12)
- Intern with United Nations – Dept. of Economics and Social Affairs, Bureau of Development Policy and New York City Government’s learning and development division
- Graduate Student Fellow - NYU Stern School of Business, New York

### Professional Experience

<b><u>Senior Research Associate- Metropolitan Center for Research Equity and the transformation of Schools, NYU</u></b> Oct16-Present	
- Analyze School, district and state’s student level disaggregated data, perform analysis around risk indexes and over-time trends for IDEA indicators for disproportionality and discrepancy	
- Responsible for Implementation Fidelity Monitoring	
- Manage Product Development: Workbooks, reports and manuals and other toolkits and guidelines for districts providing a deeper insight into special education and related intersectionality	
- Serve as specialist around disproportionality indicators; Assist various stakeholders’ issues related to disproportionality research, related policy and practice	
- Provide Technical Assistance to various districts through PDs, maintain effective communication with district data personnel	
- <b>Project Lead, NCC Gates foundation SPED Study</b>	
<b><u>Project Assistant (Fiscal Operations) - New York University</u></b>	Sep15-Jun16
- Manage projector – internal budgetary control system; building NYU Wagner’s Fiscal Training program	
<b><u>Project Assistant - McSilver Institute for Poverty Policy and Research</u></b>	Nov14-
Aug15	

- Assist on multiple projects and initiatives through series of analysis using both Quantitative and Qualitative research tools including STATA, SPSS and Excel

**Project Associate, Fitch Ratings**

Sep14-May15

- Create a scalable metric for Fitch’s Public Finance Division in order to effectively analyze municipalities’ fiscal and debt issuing capacities across US

**Project Consultant - National Executive Service Corps, NY**

Jan15-

May15

- Construct strategic steps to improve existing structural design and model to enhance long term organizational sustainability

**Training Intern – NYC DCAS**

Jun 14-Sep14

- Help prepare training materials for all citywide agencies, provide technical support and assist in trouble-shooting

**Finance Intern - Kids for Tomorrow**

Jun13-Aug13

- Facilitate the assessment of internal risks and investigation of existing financial set-up; prepared 5 years’ business plan for the Hope and Sewa Academy in Africa; Prepared internal business and fund raising plan; Build donor database using joomla, civicrm and eTapestry

**Program Manager, Mentor - Ryan International Group of Institutions**

Apr04-Apr10

- Coordinator for “Doors To Diplomacy” project (US dept. of State); International School Awards Coordinator (British Council, UK)

**Professional Memberships**

- Member Editorial Board – Voices in Urban Education (VUE)
- Member American Education Research Association

**Published Work**

- Understanding Disproportionality Series Part 1: What Disproportionality Is and Why it Matters
- Understanding Disproportionality Series Part 2: Measuring Disproportionality
- Understanding Disproportionality Part 3: TAC-D’s Root Cause Analysis Approach
- Understanding Disproportionality Part 4: TAC-D’s Culturally Responsive Education (CRE) Framework and Equity Teams
- “When Rubber Hits the Road” A book on Technical Assistance and Culturally Responsive Sustaining Education- In Progress