

HILLARY PARKHOUSE

Virginia Commonwealth University School of Education
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EDUCATION

University of North Carolina, Chapel Hill, NC

Ph.D. 2016 Education: Culture, Curriculum and Change
Dissertation Title: *Critical Pedagogy in U.S. History Classrooms: Conscientization and Contradictory Consciousness*; Advisor: Dr. Xue Lan Rong

The City College of New York, CUNY, New York, NY

M.S. 2008 Teaching English as a Second Language (TESOL)
New York City Teaching Fellow

University of Georgia, Athens, GA

B.S. 2004 Psychology
B.A. 2004 English
Honors: Summa Cum Laude, First Honor Graduate (4.0 GPA), Phi Beta Kappa

PROFESSIONAL EXPERIENCE

Associate Professor, School of Education, Department of Teaching and Learning
Virginia Commonwealth University, 2022 – present

Assistant Professor, School of Education, Department of Teaching and Learning
Virginia Commonwealth University, 2016 – 2022

Instructor, Teaching Methods in Secondary and Middle Grades Social Studies
University of North Carolina at Chapel Hill School of Education, 2011 - 2016

Teacher and Mentor Teacher, Student U College Access Program
Durham, NC, 2012 - 2016

Research Assistant and Facilitator, Reconnect & Recharge Teacher Induction Program
University of North Carolina at Chapel Hill, 2012 – 2015

High School Social Studies and ESL Teacher, New York City Public Schools
New York, NY, 2006 - 2011

Group Home Staff, CHRIS Kids, Atlanta, GA, 2005 - 2006

High School History and Literature Teacher, New Horizons Bilingual School
Santo Domingo, Dominican Republic, 2004 - 2005

RESEARCH & SCHOLARLY ACTIVITIES

PUBLICATIONS (*denotes student author; ** denotes P-12 teacher author)

Peer-Reviewed Journals

1. **Parkhouse, H.**, *Bennett, E., *Pandey, T., *Lee, K., & *Johnson Wilson, J. (2022). Culturally Relevant Education as a Professional Responsibility. *Educational Researcher*. Online first, April 22, 2022. <https://doi.org/10.3102/0013189X221092390>

2. Lu, C. Y., **Parkhouse, H.**, & Thomas, K. (2022). Measuring the multidimensionality of educators' approaches to diversity: Development of the in-service teacher multicultural education model. *Teaching and Teacher Education*, 116.
<https://doi.org/10.1016/j.tate.2022.103752>
3. Tichnor-Wagner, A., *Bennett, E., **Parkhouse, H.**, & *Schcolnik, A. (2022). Towards a Cohesive Union? Currents and Cleavages in State Civic Education Policy Discourses. *American Journal of Education*, 128(4), 647-676.
4. **Parkhouse, H.**, Gorlewski, J., Senechal, J., and *Lu, C. Y. (2021). Ripple Effects: How Teacher Action Research on Culturally Relevant Education Can Promote Systemic Change. *Action in Teacher Education*, 43(4), 411-429. <https://doi.org/10.1080/01626620.2021.1896395>
5. **Parkhouse, H.**, *Massaro, V. R., *Cuba, M., *Waters, C. (2020). Teachers' efforts to support undocumented students within unclear policy contexts. *Harvard Educational Review*, 90(4), 525-549.
6. **Parkhouse, H.** (2020). Patriotism as critique: Youth responses to the teaching of injustice in U.S. History class. *Citizenship Teaching and Learning*, 15(3), 297-322.
7. **Parkhouse, H.**, *Lu, C. Y., & *Massaro, V. R. (2019). Multicultural education professional development: A review of the literature. *Review of Educational Research*, 89(3), 416-458.
8. **Parkhouse, H.** & *Arnold, B. (2019). "We're Rags to Riches": Critical consciousness of the American Dream in two culturally diverse history classrooms. *Teachers College Record*, 121(9), 1-40.
9. **Parkhouse, H.** & *Massaro, V. R. (2019). "Calling Out" in class: Degrees of candor in addressing social injustices in racially homogeneous and heterogeneous U.S. history classrooms. *Journal for Social Studies Research*, 43(1), 17-31.
<https://doi.org/10.1016/j.jssr.2018.01.004>
10. **Parkhouse, H.** (2018). Fostering democratic patriotism through critical pedagogy. *Bank Street Occasional Paper Series*, 2018 (40). <https://educate.bankstreet.edu/occasional-paper-series/vol2018/iss40/6>
11. **Parkhouse, H.** (2018). Pedagogies of naming, questioning, and demystification: A study of two critical US History classrooms. *Theory & Research in Social Education*, 46(2), 277-317. DOI: 10.1080/00933104.2017.1389327
12. **Parkhouse, H.** (2017). Lessons on citizenship and democratic power literacy from undocumented youth. *Critical Education*, 8 (5), 1-19. Retrieved from <http://ojs.library.ubc.ca/index.php/criticaled/article/view/186125>
13. **Parkhouse, H.**, Turner, A. M., Konle, S., & Rong, X. L. (2016). Self-authoring the meaning of student teaching in China: Impacts on first-year teaching practices. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 28, 78-98.
14. Tichnor-Wagner, A., **Parkhouse, H.**, Glazier, J., & Cain, J. (2016). Expanding approaches to teaching for diversity and justice in K-12 education: Fostering global citizenship across the content areas. *Education Policy Analysis Archives*, 24, doi: <http://dx.doi.org/10.14507/epaa.24.2138>.
15. **Parkhouse, H.** (2015). Presenting *Precious Knowledge*: Using film to model culturally sustaining pedagogy and youth civic activism for social studies teachers. *The New Educator*, 11, 204-226.
16. **Parkhouse, H.**, Tichnor-Wagner, A., Cain, J., & Glazier, J. (2015). "You don't have to travel the world:" Accumulating experiences on the path toward globally competent teaching. *Teaching Education*, DOI: 10.1080/10476210.2015.1118032
17. **Parkhouse, H.**, Glazier, J., Tichnor-Wagner, A., & Cain, J. (2015). From local to global: Making the leap in teacher education. *International Journal of Global Education*, 4(2), 10 – 29.

18. Hilburn, J., Rong, X. L., **Parkhouse, H.**, & Turner, A. (2015). Teaching newcomers inclusively: Social studies in a new gateway state. *Social Studies Research & Practice*, 10(1), 41-64.

Works in Press, Under Revision or Under Review

1. Reich, G., **Parkhouse, H.**, *Bowman, K., *Arnold, B. (in press). Critical historical inquiry: A review of literature. *International Review of History Education*.
2. **Parkhouse, H.**, *Lyn, R., *Severson-Irby, E., & *Drulis, E. (revise & resubmit). How Teachers Become Culturally Responsive.
3. **Parkhouse, H.**, Senechal, J., *Severson-Irby, E. (accepted). Laying a Foundation for Critical Professional Development through a Research–Practice Partnership. *Professional Development in Education*.

Books

1. Tichnor-Wagner, A., **Parkhouse, H.**, Glazier, J., Cain, J. M. (2019). *Becoming a globally competent teacher*. Alexandria, VA: ASCD.
2. Pennell, S. M, Boyd, A. S., **Parkhouse, H.**, LaGarry, A. (Eds.). (2017). *Possibilities in Practice: Social Justice Teaching in the Disciplines*. New York, NY: Peter Lang.

Book Chapters

1. Boyd, A. S., LaGarry, A., **Parkhouse, H.**, Pennell, S. M. (2020). “Talk to me”: Dialogic engagement as pedagogy. In M. Sanchez & B. Sankofa Waters (Eds.), *How We Got Here: The Role of Critical Mentoring and Social Justice Praxis*. Brill.
2. **Parkhouse, H.** & **Barrett, T. (2019). Teaching intersectionality and the long and ongoing women’s and gay rights movements in U.S. History. In L. Willox & C. Brant (Eds.), *It’s Being Done in the Social Studies: Race, Class, Gender and Sexuality in the Pre/K-12 Curriculum* (pp. 239-246). Charlotte, NC: Information Age.
3. **Parkhouse, H.**, & Pennell, S. (2018). Tools of navigation: A meta-ethnography of Latina students, gender, and sexuality. In G. Noblit and L. Urrieta (Eds.), *The Cultural Construction of Identity: Meta-Ethnography and Theory*. Oxford, UK: Oxford University Press.
4. **Parkhouse, H.** (2017). “Couch the oppression in resistance”: Teaching strategies for social change through U.S. History. In S. M. Pennell, A. S. Boyd, H. Parkhouse, & A. LaGarry (Eds.). (2017). *Possibilities in practice: Social justice teaching in the disciplines* (pp. 213-224). New York, NY: Peter Lang.
5. **Parkhouse, H.**, Boyd, A. S., & Pennell, S. M. (2017). Theoretical and historical foundations of social justice teaching. In S. M. Pennell, A. S. Boyd, H. Parkhouse, & A. LaGarry (Eds.). (2017). *Possibilities in practice: Social justice teaching in the disciplines* (pp. 15-24). New York, NY: Peter Lang.
6. **Parkhouse, H.** & Freeman, E. (2017). Embodying citizenship: A case study of undocumented youth fighting for in-state tuition policy. In X. L. Rong (Ed.). *Immigration and education in North Carolina: The challenges and responses in a new gateway state* (pp. 125-148). Rotterdam, Netherlands: Sense.
7. **Parkhouse, H.** & Rong, X. L. (2016). Inequalities in China’s compulsory education: Progress, inadequacies, and recommendations. In S. Guo & Y. Guo (Eds.). *Spotlight on China: Changes in China’s market economy* (pp. 295-312). Rotterdam, Netherlands: Sense.

Book Reviews

Parkhouse, H. (2019). Review of *Competing Frameworks: Global and National in Citizenship Education*, edited by Anatoli Rapaport (2018). Charlotte, NC: Information Age.

Scholarly Reports

Thomas, K. R., **Parkhouse, H.**, Senechal, J., Lu, Z., Faulcon, L., Gorlewski, J., & Naff, D. B. (2019). Cultural Diversity Professional Development in Schools Survey. Richmond, VA: Metropolitan Educational Research Consortium.

Parkhouse, H., Senechal, J., Gorlewski, J., Naff, D., Lu, Z., & Lester, A. (2018). Contexts of Cultural Diversity Professional Development in Schools. Richmond, VA: Metropolitan Educational Research Consortium.

GRANTS AND CONTRACTS

Scaling, Expanding, and Iterating Innovations: Culturally Relevant STEM (CReST), **Co-PI**, 2023-2027, \$3,496,731 (National Science Foundation, ITEST Phase II), (under review)

Pathways for Authentic Teaching of Health Sciences (PATHS), **Co-I**, 2022-2027, \$1,342,148 (National Institutes of Health, Science Education Partnership Award [NIH-SEPA])

Merging Developmental and Educational Perspectives on Ethnic-Racial Identity and Ethnic-Racial Socialization to Foster Culturally Responsive Education, **Co-PI**, 2022-2023, \$199,600 (VCU Breakthroughs Internal Funding)

Funds of Knowledge-Based Action Research: Learning from Students and Families to Develop Culturally Responsive Science and History Instruction, **PI**, 2022 – 2025, \$399,894 (Spencer Foundation), (not funded)

Mapping Science and Social Studies Teachers' Development as Culturally Relevant Educators, **PI**, 2021 – 2024, \$399,977 (Spencer Foundation), (not funded)

Exploring the relationship between teacher development of culturally relevant education and student social emotional, behavioral, and academic outcomes in secondary school classrooms, **Co-PI**, 2021 – 2025, \$1,693,400 (U.S. Department of Education, Institute for Education Sciences), (not funded)

MERC School-Based Action Research Team Professional Development Model to Support the Use of Culturally Responsive Teaching Practices that Impact Student Learning, **Co-PI**, 2019 – 2021, \$398,825 (U.S. Department of Education, Institute for Education Sciences)

Partnership for the Future Curriculum Development Project, **Project Director**, 2018, \$17,513 (Partnership for the Future evaluation contract)

Networked Professional Inquiry for Success in Culturally Diverse Schools, **Co-PI**, 2019 – 2022, \$2,175,000, (Bill & Melinda Gates Foundation Networks for School Improvement), (not funded)

Developing Globally Competent Teachers: Leveraging Technology to Expand Horizons, **Co-PI**, 2013, \$30,000, (Longview Foundation)

PRESENTATIONS

* denotes student author, ** denotes P-12 teacher author

National Conference Presentations

1. *Lyn, R., *Severson-Irby, E., **Parkhouse, H.** (April, 2022). "Checklists? It's a Way of Life": Becoming an Equity-Conscious Educator Through Culturally Responsive Teaching. Paper presentation at the American Educational Research Association (AERA) Annual Meeting: Virtual.

2. *Severson-Irby, E., **Parkhouse, H.**, & *Lyn, R. (April, 2022), There’s “Learning in that Struggle”: Utilizing Action Research as Professional Development for Culturally Responsive Education. Poster presentation at the American Educational Research Association (AERA) Annual Meeting: Virtual.
3. *Lu, C. Y. & **Parkhouse, H.**, Measuring the Multidimensionality of Educators’ Approaches to Diversity: Development of the In-Service Teacher Multicultural Education Model. (April, 2022). Paper presentation at the American Educational Research Association (AERA) Annual Meeting: Virtual.
4. *Lu, C. Y. & **Parkhouse, H.**, Thomas, K., & Lozada, F. (April, 2021). A Mixed-Methods Study of the Landscape of Multicultural Education Professional Development. Paper presentation at the American Educational Research Association (AERA) Annual Meeting: Virtual.
5. Tichnor-Wagner, A., *Bennett, E., & **Parkhouse, H.** (April, 2021). Towards a Cohesive Union? Currents and Cleavages in State Civic Education Policy Discourses. Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting: Virtual.
6. *Bennett, E., *Merritt, A., **Parkhouse, H.** (April, 2021). Towards Effective Culturally Responsive Teaching Professional Development for Black Teachers. Paper presentation at the American Educational Research Association (AERA) Annual Meeting: Virtual.
7. **Parkhouse, H.**, *Bennett, E., **Glass, D., **Murray, E. (November, 2020). *The Power of Action Research in Developing Culturally Responsive Teaching Practices: A Case Study of Three Secondary Social Studies Teachers*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: Virtual.
8. **Parkhouse, H.** & *Massaro, V. R. (November, 2019). *Agile Advocacy: Teachers’ Efforts to Support Undocumented Students Within Unclear Policy Contexts*. Paper presentation at the American Educational Studies Association (AESA) Meeting: Baltimore, MD.
9. **Parkhouse, H.** (December, 2018). *Patriotism as Critique: Students’ Thoughts on their Country and the Critical Teaching of U.S. History*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: Chicago, IL.
10. Boyd, A., LaGarry, A., **Parkhouse, H.**, & Pennell, S. (April, 2018). Possibilities in Community-Oriented Public Education: Building Local Partnerships through Arts Integration. Paper presentation at the American Educational Research Association (AERA) Annual Meeting: New York, NY.
11. **Parkhouse, H.** & *Arnold, B. (November, 2017). *“We’re Rags to Riches”: Critical Consciousness of the American Dream in Two Culturally Diverse History Classrooms*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: San Francisco, CA.
12. **Parkhouse, H.** & **Barrett, T. (November, 2017). *Teaching Intersectionality and the Long and Ongoing Women’s and Gay Rights Movements in U.S. History*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: San Francisco, CA.
13. **Parkhouse, H.** (April, 2017). *Critical Pedagogy in Urban U.S. History Classrooms: From Theory to Practice*. Paper presentation at the American Educational Research Association (AERA) Annual Meeting: San Antonio, TX.

14. **Parkhouse, H.** & Massaro, V. (March, 2017). “Calling Out” in class: Naming social injustices in racially homogeneous and heterogeneous U.S. history classrooms. Equity and Social Justice Conference: Richmond, VA.
15. **Parkhouse, H.** (December, 2016). *Critical Consciousness in U.S. History Class: Student Perceptions of Racism and Sexism*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: Washington, D.C.
16. **Parkhouse, H.** & Hilburn, J. (December, 2016). *Immigration As A Threshold Concept In The Development Of Critical Consciousness*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: Washington, D.C.
17. **Parkhouse, H.** (November, 2015). *Critical Citizenship Education in Diverse U.S. History Classrooms*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: New Orleans, LA.
18. **Parkhouse, H.** (November, 2015). “You Don’t Have to Travel the World:” *Accumulating Experiences Toward Globally Competent Teaching*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: New Orleans, LA.
19. **Parkhouse, H.** (November, 2015). *Critical Consciousness is not Un-American: Social Justice in a U.S. History Course*. Paper presentation at the American Educational Studies Association (AESAs) Meeting: San Antonio, TX.
20. Tichnor-Wagner, A., & **Parkhouse, H.**, Glazer, J., & Cain, J. M. (April 2015). *Expanding Approaches to Teaching for Diversity and Justice: Infusing Global Competency Across the Content Areas*. Paper presentation at the American Educational Research Association (AERA) Annual Meeting: Chicago, IL.
21. **Parkhouse, H.** (November 2014). *Who are the “Good Citizens”? Undocumented Students’ Exemplification of Justice-Oriented Citizenship*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: Boston, MA.
22. **Parkhouse, H.** (November, 2014). *From Local to Global In Teacher Education*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: Boston, MA.
23. **Parkhouse, H.** (October 2014). *Challenging Assumptions about How Teachers Develop Global Competence: Case Studies Across Grade Levels and Disciplines*. Paper presentation at the American Educational Studies Association (AESAs) Meeting: Toronto, Ontario.
24. **Parkhouse, H.** & Pennell, S. (October 2014). *Latina Students and Gender/ Sexual Identities: A Metaethnography*. Paper presentation at the American Educational Studies Association Meeting: (AESAs) Toronto, Ontario.
25. **Parkhouse, H.** (November 2013). *Defining and evaluating global competence in teachers*. Alternative Session presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: St. Louis, MO.
26. **Parkhouse, H.** (November 2013). *Teaching Culturally Relevant Pedagogy and Transformational Resistance Using the Film, Precious Knowledge*. Paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies Annual Meeting: St. Louis, MO.
27. **Parkhouse, H.** (October 2013). *Influences, Reminders and Constraints: How First-Year Teachers Made Meaning of Student Teaching in China*. Paper presentation at the American Educational Studies Association (AESAs) Meeting: Baltimore, MD.

28. Hilburn, J., Rong, X.L., **Parkhouse, H.**, & Turner, A. (April 2013). *What contributes to social studies teachers' inclusiveness in teaching immigrant students in a new gateway state?* Paper presentation at the American Educational Research Association (AERA) Annual Meeting: San Francisco, CA.

Local and Regional Conference Presentations

- Senechal, J., Lozada, F., **Parkhouse, H.**, *Lyn, R., *Davis, R., *Drulis, E., & *Severson-Irby, E. (October 2021). *Developing Culturally Responsive Teachers: Reflections on a Two-Year Action Research Program*. Metropolitan Education Research Consortium (MERC) Annual Conference, virtual.
- Senechal, J., **Parkhouse, H.**, & Lozada, F., with **Beecher, D., **Jacoby, M., **Paul, T. (October 2020). *Developing CRT Practice in the New Landscape of Public Education*. Metropolitan Education Research Consortium (MERC) Annual Conference, virtual.
- Parkhouse, H.**, Senechal, J., *Bennett, E., *Gui, J., *Lyn, R., *Merritt, A., Manns, M., **Kenup, A., & O'Neal, C. J. *Designing Effective Professional Development to Support Culturally Responsive Teaching*. (October 2019). Metropolitan Education Research Consortium (MERC) Annual Conference, Richmond, VA.
- *Cuba, M., *Harris, A., *Lu, C.Y., Lozada, F., **Parkhouse, H.**, Senechal, J., & *Thomas, K. (October, 2018). *Understanding Changes to Cultural Diversity Within our Schools and the Implications for Professional Practice*. (October, 2018). Metropolitan Education Research Consortium (MERC) Annual Conference, Richmond, VA.
- Parkhouse, H.** (February, 2018). *The Influence of a Critical U.S. History Class on Students' Patriotic Commitments and Views of Patriotism*. VCU School of Education Research Colloquium: Richmond, VA.
- Gorlewski, J., **Parkhouse, H.**, & *Lu, Z. (October, 2017). *Conversations at the Crossroads: Cultivating Critical Dispositions to Promote Cultural Diversity*. Metropolitan Education Research Consortium (MERC) Annual Conference, Chesterfield, VA.
- Parkhouse, H.** (February, 2015) *Students' critical consciousness of social inequities*. VCU School of Education Research Colloquium: Richmond, VA.
- Parkhouse, H.**, & Turner, A. (September, 2013). *Research on International Student Teaching Impact*. Co-presenter: Alison Turner. North Carolina Association of Colleges and Teacher Educators. Raleigh, NC.
- Parkhouse, H.**, *Cade, S., *Carter, J., *Devetski, M. and *Rimmer, T. *Untold Histories: An inclusive curriculum for a socially just classroom*. (February 2013). North Carolina Council for the Social Studies. Greensboro, NC.
- Tichnor-Wagner, A., **Parkhouse, H.**, & Cain, J. M. (January, 2013). *The Globally Competent Teacher: Presentation and Description of Rubric*. Co-presenters: Cain, J. M., & Tichnor-Wagner, A. Presented at the Southeastern Association of Education Studies Conference: Chapel Hill, NC.

Invited Presentations and Workshops (selected)

1. **Parkhouse, H.** (July, 2022). Teaching Multilingual Learners in Content Area Classes. A presentation for Clayton County Public Schools Summer Conference. Clayton County, Georgia.

2. **Parkhouse, H.** (January, 2021). Global Teachers: A presentation for Clayton County Public Schools World Language Teachers. Clayton County, Georgia.
3. **Parkhouse, H.** (November, 2019). *Teaching Emergent Multilingual Learners*. Presented to Richmond Teacher Residents, VCU.
4. **Parkhouse, H.** (October, 2019). *Teaching Social Studies to English Language Learners*. Presented to Casey Holmes' Social Studies Teaching Methods class at North Carolina State University.
5. Senechal, J., **Parkhouse, H.**, & Faulcon, L. (August, 2019). *Professional Development for Success in Culturally Diverse Schools*. Hanover Equity Day. Hanover, VA.
6. Faulcon, L., Lu, Z., Naff, D., & **Parkhouse, H.** (June, 2019). *Professional Development for Success in Culturally Diverse Schools*. Henrico LifeReady Conference. Glen Allen, VA.
7. **Parkhouse, H.** (March, 2019). *Teaching Emergent Bilingual and Immigrant Students*. Presented to Richmond Teacher Residents, VCU.
8. **Parkhouse, H.** (October, 2018). *Teaching Social Studies to English Language Learners*. Presented to Casey Holmes' Social Studies Teaching Methods class at North Carolina State University.
9. **Parkhouse, H.** (April, 2014). *Globally Competent Teaching: A Tool for Self-Reflection*. Presented to the North Carolina Internationalization of Teacher Education Targeted Action Group (NC ITE TAG), North Carolina State University, Raleigh, NC.
10. Pennell, S., **Parkhouse, H.**, & Noblit, G. (January, 2014). *Metaethnography: Gender, Sexuality, and Latina Youth*. Presented at New Directions for Research and Evaluation: Meta-ethnography, participatory evaluation and mixed synthesis research. Naresuan University, Phitsanulok, Thailand.

MEDIA AND IMPACT

- Invited guest host for *Abstract* podcast episode, “Advice for Culturally Responsive Teachers: Sustaining the Work of Culturally Responsive Education.” 5/20/2021. [Link](#).
- Invited author for *The Blog of Harvard Educational Publishing* entitled, “Sociopolitical Constraints on Teachers’ Ability to Support Undocumented Students” (with Virginia R. Massaro, Carolyn N. Waters, and Melissa J. Cuba). 2/3/2021. [Link](#).
- Invited guest for BAM! Radio podcast entitled, “The 12 Elements of a Globally Competent Teacher: Why They Matter.” (with Dr. Ariel Tichnor-Wagner). 8/21/2019. [Link](#).
- Invited co-author for TrustED blog entitled, “Becoming a Globally Competent Teacher.” (with Dr. Ariel Tichnor-Wagner). 10/24/2019. [Link](#).
- Invited guest on the *Visions of Education* podcast, “Lessons from Critical U.S. History Teachers with Hillary Parkhouse.” 7/31/2018. [Link](#).
- Invited guest on the *Abstract* podcast episode, “Action Research in Culturally Diverse Classrooms.” 4/18/2017. [Link](#).

TEACHING

UNIVERSITY COURSES

Virginia Commonwealth University

- TEDU 537 Inclusive Curriculum for Secondary Schools
- TEDU 552 Methods for Teaching Multilingual Learners
- TEDU 615 Curriculum Development
- TEDU 730 Professional Development for Changing Schools
- TEDU 562 Reading in the Content Areas

University of North Carolina, Chapel Hill

EDUC 647/760 – Secondary Social Studies Methods I

EDUC 747 – Secondary Social Studies Methods II

EDUC 693/746 – Student Teaching Practicum

EDMX 763 – International Comparative Education (Teaching Assistant)

DOCTORAL ADVISING AND THESIS COMMITTEES

Dissertation Chair

Kristina Lee

Kendra Johnson

Jodi Larson

Bryan Arnold

Dissertation Committees

Susan Dudley

Kristina Anthony

Jamie Barnes

Stephanie Hooks

PROFESSIONAL SERVICE

EXTRAMURAL SERVICE

Editorial Experience

Associate Editor, *The High School Journal*, 2012-2013, 2014-2015

National Advisory Board, *The High School Journal*, May 2016-present

Ad Hoc Manuscript Reviewer

Review of Educational Research

American Educational Research Journal

Teaching and Teacher Education

Journal of Curriculum Studies

Urban Education

Theory & Research in Social Education

School Mental Health

Action Research Journal

Urban Review

Pedagogies: An International Journal

International Journal of Educational Research

Critical Education

The New Educator

Global Studies of Childhood

Multicultural Perspectives

Teaching Education

Equity and Excellence in Education

National Service

NCSS College and University Faculty Assembly (CUFA)
Proposal reviewer, 2016, 2017, 2018, 2019, 2020
Session Chair, 2016, 2017, 2018, 2019, 2020
American Educational Research Association (AERA)
Proposal reviewer, Social Studies SIG, 2018, 2020, 2021
Proposal reviewer, Democratic Citizenship Education SIG, 2020, 2021
Nominations & Elections Chair, Social Studies Research SIG, 2017-2018
American Educational Studies Association (AESA)
Proposal reviewer, 2019

Service to the Community

Board of Directors Member, Peter Paul Development Center, 2019 – present
Chair, Services Committee, PPDC, 2021-present
Co-coordinator, Richmond Teachers for Social Justice, 2016-2019
Workshop facilitator, Social Justice & Youth Empowerment Curriculum Fair co-sponsored by
Richmond Teacher Residency Alumni & Teachers for Social Justice, 2019
MERC Region English Language Learner Support Initiative, 2017

INTRAMURAL SERVICE

University

Faculty Senate representative, 2022-2025
Diversity and Inclusive Excellence subcommittee member, 2022-present
Recruitment Inclusive Champion, 2022-present
Global Education Office English Language Program – SOE Partnership, 2020-present

School of Education

Member, Foundations department chair search committee, 2022
Member, Peer Review Committee, 2022
Secretary, Faculty Organization, 2021-2022, 2022-2023
Mentor, Holmes Scholars, 2020-present
Member, International Educational Studies Center (IESC) Strategic Planning Committee, 2020
present
Member, Educational/Training Programs Subcommittee, 2020-present
Diversity Equity and Inclusion committee, 2017-2021
Member, 2017-2021
Records Chair, DEI committee, 2019-2020
Race and Ethnicity Teach-In subcommittee, 2019-2020
K12 UndocuAlly Training subcommittee, 2020-2021
Alternate, Faculty Organization departmental representative, 2020-2021
Mentor, VCU SOE Affiliate Scholars Program, 2020-2021
Chair, Ruch Award Committee, 2020
Member, Social Foundations faculty search committee, 2019

Member, ECSE faculty search committee, 2018-2019
Coordinator, VCU SOE & RTR Summer Academy, 2018
Chair, M.Ed. in Curriculum & Instruction working group, 2017-2019
Member, Equity and Social Justice Conference Steering Committee, 2016
Evaluator, Richmond Teacher Residency (RTR) Selection Day, 2016, 2017
Richmond Teacher Residency (RTR) Alumni Network, 2016-2017

Department of Teaching and Learning

Program Coordinator, Curriculum, Culture, and Change concentration, PhD in Education, 2021-present
Program Coordinator, Post-baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL), 2018-2021
Program Coordinator, M.Ed. in Curriculum and Instruction, 2019-2021
Member, Secondary program group, 2016-present
Member, Curriculum, Culture, and Change concentration, PhD in Education, 2016-present

HONORS & AWARDS

Action in Teacher Education Taylor and Francis Outstanding Article Award for “Ripple Effects: How Teacher Action Research on Culturally Relevant Education Can Promote Systemic Change” co-authored with J. Gorlewski, J. Senechal, and C. Y. Lu, 2022

Charles B. Ruch Award for Excellence in Teaching, VCU School of Education, 2019

Distinguished Junior Faculty Award, VCU School of Education, 2019

CUFA-NCSS Kipchoge Neftali Kirkland Social Justice Award for “Critical Consciousness in U.S. History: Student Perceptions of Racism and Sexism” (paper presented at the 2016 CUFA-NCSS Conference, Washington D.C.)

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA), 2013-present
AERA Social Studies SIG, 2017-present
National Council for the Social Studies (NCSS), 2012-present
NCSS College and University Faculty Assembly (CUFA), 2012-present

updated – October 4, 2022