

Simona Goldin, Ph.D.
University of North Carolina at Chapel Hill
Department of Public Policy
Education Policy Initiative at Carolina
sgoldin@umich.edu, simonag@email.unc.edu

EDUCATION

- PhD Educational Foundations and Policy, University of Michigan, 2010
- M.A. Educational Foundations and Policy, University of Michigan, 2001
- M.S. Management and Urban Policy Analysis, Robert J. Milano Graduate School of Management and Urban Policy, The New School, 1999
- B.A. Russian and French Intellectual History (Minor: Women’s Studies), University of Wisconsin, Madison, 1991

PROFESSIONAL APPOINTMENTS

- 2021-present Research Associate Professor, EPIC (Education Policy Initiative at Carolina), UNC Public Policy
- 2022-present Faculty Fellow, UNC Frank Porter Graham Child Development Institute (FPG), UNC
- 2020-2021 Visiting Scholar, EPIC (Education Policy Initiative at Carolina), UNC Public Policy
- 2020-2022 Lead Research and Design Specialist, Organizing to Learn Practice Project, School of Education, University of Michigan
- 2010-present Lecturer, School of Education, University of Michigan
- 2016-2020 Director of Instructional Design for Seminars and Special Programs TeachingWorks, University of Michigan
- 2014-2020 Editor, Working Papers, TeachingWorks, University of Michigan
- 2014 Co-Director, Elementary Mathematics Laboratory TeachingWorks, University of Michigan
- 2011-2016 Research Specialist, TeachingWorks, University of Michigan
- 2010-2011 Research Associate, TeachingWorks, University of Michigan

FUNDED RESEARCH

- 2021-2024 PI: “Evaluation of Innovative Staffing Models and Technical Assistance.” w/ co-PIs Danielle Allen and Kevin Bastian. Gates Foundation, \$1,850,938.
- 2017-2021 Co-PI: “Race, Sense-Making, and Practice in the Co-Construction of Family-School Relations.” w/ Carla O’Connor (PI), Debi Khasnabis (Co-PI), and Kendra Hearn (Co-PI). Spencer Foundation, \$50,000

- 2016-2017 PI: “Examining Access and Stratification in Public Schools: Supporting Undergraduates’ Engaged Learning About Issues of Privilege and Equity.” w/ Chandra Alston (PI). Center for Research on Teaching and Learning, Investigating Student Learning (ISL) Grant, University of Michigan, \$8,000
- 2013-2015 PI: “The Family Centered Education Experience: Preparing New Teachers for Understanding and Teaching in Diverse Communities.” w/ Debi Khasnabis, Cathy Reischl, and Carla O’Connor (PIs). Third Century Grant, Office of the Provost, University of Michigan, \$50,000
- 2011-2012 Co-PI: “Records of Practice: Means for Engaging Students in the Examination of How the Complex and Adaptive Practices of Teaching Might be Understood and Learned.” w/ Charles Dershimer (PI). Investigating Student Learning Grant, Center for Research on Teaching and Learning, University of Michigan, \$3,000
- 2011 PI: “Teaching and Learning in a Democratic Society—Pilot Study.” University of Michigan School of Education, \$6,800

HONORS AND FELLOWSHIPS

- 2022 Teaching Fellow, IAAR-SLATE (Student Learning to Advance Truth and Equity), UNC.
- 2021 Patricia A. Natalie Award for Staff Excellence, University of Michigan
- 2017 - 2019 Nomination: Golden Apple Award for Excellence in Teaching, University of Michigan
- 2017 Diversity, Inclusion, Justice, and Equity (*dije*) Award, School of Education, University of Michigan
- 2016 Staff Recognition Award for Collaboration across Organizational Boundaries, University of Michigan
- 2015 Phi Kappa Phi

PUBLICATIONS

Refereed journal articles

- Accepted Goldin, S., Khasnabis, D., Duane, A., Robinson, K. *Deciphering Truth: Teaching about Trauma in Trauma-Inducing (Producing) Spaces*. Urban Education.
- 2022 **Goldin, S.**, Duane, A., & D. Khasnabis. Who are you really doing the “saving”for? Interrupting the White savior mentality in Trauma Informed Practice. *The Educational Forum*, 86:1.
- In press* **Goldin, S.**, Duane, Addison M., & Khasnabis, D. Seeing Systems: The Case for SysTIP instead of White Saviorism. In “The other elephant: White liberalism and the persistence of racism in schools. Eds.: Matias, C.E., Jackson, T., & Gorski, P.
- In Review* Khasnabis, K., **Goldin, S.**, Oberman, M., Mathews, C., Perouse-Harvey, E., Hanna, M., Jacobs, L., Sawada, J. Multivocal Resistance in White Dominant Teacher Education Spaces.

- 2020 Khasnabis, K., & **Goldin, S.** Don't be fooled: Trauma is a systemic problem. Trauma as a case of weaponized educational innovation. *Bank Street Occasional Paper Series*. (43)
- 2019 **Goldin, S.**, Khasnabis, D., O'Connor, C., & Hearn, K. Tangling with race and racism in teacher education: Designs for case-based parent teacher conferences. *Urban Education* (56)9.
- 2019 Khasnabis, K., **Goldin, S.**, Perouse-Harvey, E. & Hanna, M.O. Race and the Mona Lisa: Reflecting on Antiracist Teaching Practice, *The Educational Forum*, 83:3, 278-293, DOI: 10.1080/00131725.2019.1599656.
- 2019 **Goldin, S.**, O'Neill, M.K., Naik, S.S., & Zaccarelli, F.G. Supporting student learning practices: Redefining participation and engagement. *The Elementary School Journal*, 119(3), 417-442.
- 2018 **Goldin, S.**, Khasnabis, D., & Atkins, S. Mining gems, nurturing relationships, building teacher practice. *School Community Journal*, Vol. 28(2), 189-212.
- 2018 Khasnabis, D., **Goldin, S.**, & Ronfeldt, M. The practice of partnering: Simulated parent–teacher conferences as a tool for teacher education. *Action in Teacher Education*, 40(1), 77-95.
- 2017 **Goldin, S.**, Flynn, E.E., & Egan, C.M. “Our greatest songs are still unsung”: Educating citizens about schooling in a multicultural society.” *SAGE Open* 7.4.
<https://doi.org/10.1177/2158244017739070>
- 2016 **Goldin, S.**, Khasnabis, D., & McMahon, K. Designing a case-study assessment protocol to measure growth in planning culturally responsive teaching practice. *SAGE Research Methods Cases*. <https://dx.doi.org/10.4135/9781473956568>
- 2016 Khasnabis, D. & **Goldin, S.** Learning from Escuela: Using documentary film as a context for shared teacher learning. *Multicultural Perspectives*, 18(1), 12-19.
- 2015 Khasnabis, D., **Goldin, S.**, & McMahon, K. Critiquing Colbert: Using case study as a tool for supporting culturally responsive teaching practice. In L.G. Putney & N.P. Gallavan (Eds.), *ATE Yearbook XXIV: Establishing a sense of place for all learners in 21st century classrooms and schools*. Landham, MD: Roman and Littlefield, 202-218.
- 2007 Cohen, D.K., Moffitt, S.L., & **Goldin, S.** Policy and practice: The dilemma. *American Journal of Education*, 113, 515-548.

Edited Journals

- Accepted Goldin, S., Khasnabis, K., Duane, A., Guest Editors. "Disentangling the reproductive from the liberatory in urban school contexts: Trauma-informed practice for racially just systemic teaching." *Urban Education*.
- 2022 **Goldin, S.**, & Khasnabis, K. Guest Editors. In the Pursuit of Justice: Moving Past Color-Evasive Efforts. *Educational Forum*, 86(1).

Translated into Mandarin

2010 Cohen, D. K., Moffitt, S., & **Goldin, S.** Policy and Practice: The Dilemma. *Journal of East Normal University*. Educational Sciences, 28(4), 278-346.

Under review

Goldin, S., Alston, C., & Hammond, J. Messing with the narrative: The challenges of challenging meritocracy in undergraduate education “diversity” coursework. *Teachers College Record*.

Goldin, S., Khasnabis, K., Sawada, J., Perouse-Harvey, E. “Widening our Aperture: The Impact of Race and Racism on Black Women Teachers’ Practice.”

Goldin, S., Khasnabis, D., & Reischl, C. (under review). Building bridges to partner with families: A practice that takes practice. *Multicultural Perspective*.

Manuscripts in Preparation

O’Neill, M.K., **Goldin, S.** “Learning Practices for the Collective: Making Visible Practices with and for Collective Learning.”

Books

2013 Cohen, D.K., Peurach, D.J., Glazer, J.L., Gates, K., & **Goldin, S.** *Improvement by Design: The Promise of Better Schools*. University of Chicago Press.

Book chapters

In press **Goldin, S.**, Khasnabis, D., Segel, J., & L. Weisfeld. When privilege silences oppression and oppression upholds privilege: Anti-Semitism in higher education. In V. Stead (Ed.). *Confronting Antisemitism on Campus*. Volume 15. New York: Peter Lang.

2021 Khasnabis, D., **Goldin, S.**, Bassett, M., Crayne, J., & Kropp, S. Seeing truth, banishing lies: Re-seeing the “Native Americans” unit in middle elementary school social studies. In *Multicultural curriculum transformation in Social Studies and Civic Education*. Lexington Books, Rowman & Littlefield Publishing Group, Inc.

2007 Cohen, D.K., Moffitt, S.L., & **Goldin, S.** Policy and practice. In D.K. Cohen, S.H. Fuhrman & F. Mosher (Eds.), *The State of Education Policy Research*. Mahwah, NJ Lawrence Erlbaum Assoc. Inc., 63-87.

Conference Proceeding Publications

2014 **Goldin, S.**, O’Neill, M. K., & Niak, S. Redefining engagement and participation: The co-construction of student learning practices. Polman, J. L., Kyza, E. A., O’Neill, D. K., Tabak, I., Penuel, W. R., Jurow, A. S., O’Connor, K., Lee, T., and D’Amico, L. (Eds.). *Learning and becoming in practice: The International Conference of the Learning Sciences (ICLS)*, Volume 2. Boulder, CO: International Society of the Learning Sciences, 1505-1507

Other Publications

2022 **Goldin, S.** Khasnabis, K. (2022). In the Pursuit of Justice: Moving Past Color-Evasive Efforts. *Educational Forum*. Editorial Statement.

- 2022 Duane, A., **Goldin, S.**, & D. Khasnabis (2022). Igniting a Path Towards Justice: Systemically Trauma-Informed Practice. *KDB Blog*.
- 2020 Goldin, S., Khasnabis, K., & K. Thomas. (2020). It's time to reconsider police in our schools. Detroit Free Press. First published online 7/10/2020.
- 2020 **Goldin, S.**, Khasnabis, D. Trauma-Informed Practice is a Powerful Tool. But It's Also Incomplete. EdWeek.
- 2019 Khasnabis, D. & **Goldin, S.** Truth talk: Conversations about race. *KDB Blog*.
- 2015 **Goldin, S.**, Khasnabis, D., & Atkins, S. Crossing boundaries to partner with families. *ASCD Express*.
- 2015 **Goldin, S.**, & O'Neill, M.K. Review of the book *Strategic Inquiry: Starting Small for Big Results in Education*, by Nell Scharff Panero and Joan E. Talbert. *Teachers College Record*.
- 2012 Mirel, J., & **Goldin, S.** Alone in the classroom: Why teachers are too isolated. *The Atlantic*.

Unpublished Manuscripts

- 2010 **Goldin, S.** Studenting: An Historical and Sociological Study. (Unpublished doctoral dissertation). University of Michigan, Ann Arbor, MI.
- 1999 **Goldin, S.** An Analysis of Data Needs in New York City Schools and Districts: A Needs Assessment for the Division of Assessment and Accountability: Master's thesis for the Board of Education of the City of New York. (Unpublished master's thesis). The New School University, New York, NY.

INVITED TALKS AND COLLOQUIA

- 2022 **Goldin, S.**, Khasnabis, D., Duane, A. "Parents' Power: Identifying and Interrupting White Saviorism." The Campaign for Racial Equity in Our Schools. Chapel Hill, NC. March 1, 2022.
- 2022 **Goldin, S.**, Khasnabis, D., Duane, A. "In the Pursuit of Justice: Moving Past Color-Evasive Efforts." Carolina Seminar on Educational Inequality. University of North Carolina – Chapel Hill, January 26, 2022.
- 2021 **Goldin, S.**, Khasnabis, D. "Seeing Children for their Truths: Racially Just Systemic Teaching." Centennial Conversations. University of Michigan. March 24, 2021.
- 2010-2020 **Goldin, S.** "The social and political contexts of US schools." Residential College, University of Michigan: Telling It. Fall and Winter.
- 2019 **Goldin, S.** "From aspiration to graduation: Support and barriers to student success." School of Public Health, University of Michigan. February 22.
- 2019 **Goldin, S.** "Schooling in a Multicultural Society." Ross School of Business, University of Michigan. February 13.

- 2018 **Goldin, S.** “Equity and access in US public schools.” University of Michigan College of Literature, Science, and the Arts, Newnan Advising. December 19.
- 2018 **Goldin, S.** and Khasnabis, D. “What I Wish my Teacher Knew: Homelessness in Schools and Society,” University of Michigan College of Literature, Science, and the Arts. October 26.
- 2018 **Goldin, S.** Panelist “In school and beyond: How trauma impacts students.” Student Rights Project. University of Michigan Law School. October 3.
- 2017 **Goldin, S.** and Khasnabis, D. Presentation on Education 218: “Homelessness in Schools and Society: Engaged Practicum in School-Serving Organizations,” Dean’s Advisory Council, University of Michigan.

CONFERENCE ACTIVITY

- 2022 Goldin, S. Disentangling the reproductive from the liberatory: Trauma-informed practice for racially just systemic teaching. (2022, April). (Symposium Chair). AERA Annual Meeting (Virtual).
- 2022 **Goldin, S.,** Khasnabis, D., & Duane, A. (2022, March 19) “*Systemically trauma-informed education: Interrogating harm and illuminating a path forward. Let’s Talk Racism Conference* (Virtual).
- 2021 **Goldin, S.,** Duane, A., & Khasnabis, D. (2021, April 9-12) *Who are you Really Doing the Saving For?’ Interrupting the White Savior Mentality in Trauma-Informed Practice* [Symposium] AERA Annual Meeting (Virtual).
- 2021 **Goldin, S.,** Khasnabis, D., Sawada, J., & Perouse-Harvey, E. *Black Women Teachers: Acknowledging Within-Group Connections and Diversity.* [Symposium]. AERA Annual Meeting (Virtual).
- 2020 **Goldin, S.** A nuanced portrait of the demographic divide: Resisting monolithic representations of teachers of color in U.S. schools. (Symposium organizer, **Goldin, S.**) American Educational Research Association, San Francisco, CA. Presidential Session. (Conference cancelled).
- 2020 **Goldin, S.,** Hanna, M. O., Huyck, A., Khasnabis, D., Mickel, K. A., Tenney Muirhead, M. & Neal-Jackson, A. (2020, Apr 17 - 21) *The Power of Partnership to Expand Equity and Justice Work in Teaching and Teacher Education* [Invited Speaker Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vq2drzy> (Conference Canceled)
- 2020 **Goldin, S.,** Khasnabis, D., Sawada, J. & Perouse-Harvey, E. (2020, Apr 17 - 21) *Widening Our Aperture: The Impact of Race and Racism on Black Women Teachers’ Practice* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/t8sxqah> (Conference Canceled)
- 2020 Alston, C. L., **Goldin, S.** & Hammond, J. (2020, Apr 17 - 21) *The Challenges of Challenging Meritocracy in Undergraduate “Diversity” Coursework* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wwmaffo> (Conference Canceled)
- 2019 **Goldin, S.,** Khasnabis, D., Segal, J., & Weisfeld, L. When privilege silences oppression and oppression upholds privilege: Anti-Semitism in higher education. w/ National Association for Multicultural Education, Tucson, AZ, November 6-10.

- 2019 **Goldin, S.**, Khasnabis, D., O'Connor, C., & Hearn, K. Tangling with race and racism in teacher education: Designs for case-based parent teacher conferences. In symposium *Leveraging to prepare teacher candidates for communities of color: Dismantling deficit thinking and racism* (Chair, **Goldin, S.**). American Educational Research Association, Toronto, April 5-9.
- 2019 **Goldin, S.** Education for empowerment: Centering social justice, engaged practice, and the systematic study of social problems. University of Michigan Advising Conference, May 8.
- 2018 Khasnabis, K., **Goldin, S.**, Perouse-Harvey, E., & Hanna, M. Race and the Mona Lisa: Reflecting in and on anti-racist teaching practice. National Association for Multicultural Education, Memphis, TN, November 28-30.
- 2018 **Goldin, S.**, Khasnabis, D., & Atkins, S. Mining gems, nurturing relationships, and building teacher practice. American Educational Research Association, New York, April 13-17.
- 2017 **Goldin, S.**, Khasnabis, D., O'Connor, C., & Hearn, K. Simulating authenticity: Designs for case-based parent teacher conferences. American Educational Research Association, San Antonio, April 27-May 1.
- 2017 **Goldin, S.**, Khasnabis, D., Hearn, K., & O'Connor, C. Simulating authenticity: Designs for case-based parent teacher conferences. American Association of Colleges of Teacher Education, Tampa, FL, March 2-4.
- 2017 **Goldin, S.**, Khasnabis, D., & Reischl, C. Images of the possible: Building bridges to partner with families. American Association of Colleges of Teacher Education, Tampa, FL, March 2-4.
- 2016 **Goldin, S.**, Khasnabis, D., & Reischl, C. Crossing boundaries to partner with families: Supporting the learning of ambitious and equitable teaching. American Educational Research Association, Washington, D. C, April 8-12.
- 2016 Khasnabis, D. & **Goldin, S.** Learning from Escuela: Documentary film as a context for teacher learning. American Association of Colleges of Teacher Education, Las Vegas, NV, February 28-March 1.
- 2016 Khasnabis, D., **Goldin, S.**, & Ronfeldt, M. The practice of partnering: Assessing interns' growth with simulated parent teacher conferences. American Association of Colleges of Teacher Education, Las Vegas, NV, February 28-March 1.
- 2015 Alston, C., **Goldin, S.**, Forzani, F.M., Bomphray, A., Curren-Preis, M., Gadd, R., & Noel, B. Tensions in designing and implementing a performance-based assessment of a high-leverage practice. American Association of Colleges for Teacher Education, Atlanta, GA, February 27-March 1.
- 2015 Khasnabis, D., **Goldin, S.**, & Ronfeldt, M. Designing simulated parent-teacher conferences to assess interns' ability to partner with families. American Association of Colleges for Teacher Education, Atlanta, GA, February 27-March 1.
- 2015 **Goldin, S.**, O'Neill, M. K., & Naik, S. Redefining engagement and participation: The development and co-construction of student learning practices. American Educational Research Association, Chicago, IL, April 16-20.

- 2015 Khasnabis, D., **Goldin, S.**, & McMahon, K. Using performance-based assessments of equitable teaching practice to assess actual teaching practice. American Educational Research Association, Chicago, IL, April 16-20.
- 2013 **Goldin, S.** & Dersheimer, C. Records of practice: Means for the examination of the complex and adaptive practices of teaching. American Educational Research Association, San Francisco, CA, April 27-May 1.
- 2013 **Goldin, S.**, Flynn, E., & Mehan, C. Equity, access, and privilege: Understanding the complexity of teaching and learning in a multicultural society. American Educational Research Association, San Francisco, CA, April 27-May 1.
- 2013 **Goldin, S.** & O'Neill, M.K. Students' learning practices: Categorizing and redefining students' work learning. American Educational Research Association, San Francisco, CA, April 27-May 1.
- 2013 Khasnabis, D., **Goldin, S.**, & McMahon, K. Using assessment to surface the dispositions of beginning teachers. Culturally Responsive Evaluation and Assessment Conference, Chicago, IL, April 19-22.
- 2012 **Goldin, S.**, Flynn, E., Mehan, C. Our greatest songs are still unsung: Teaching and learning in a democratic society. American Educational Research Association, Vancouver, BC, April 13-17.

UNIVERSITY TEACHING EXPERIENCE

Undergraduate courses

- *** Homelessness in Schools and Society: Engaged Practice in School-Serving Organizations
- *** Schooling in a Multicultural Society
- *** Educational Policy and Improvement in a Multicultural Society
- *** Teaching in a Multicultural Society
- *** Investigations of Teaching, Learning, and Improvement (Beijing and Xi-an, China, May 9-17, 2019).

*** *created/co-created this course*

Graduate courses

- *** Foundational Perspectives on Educational Reform
- *** Qualitative Research Methods
- *** Systemically Trauma Informed Practice
- *** Democracy, Education, & Liberation
- *** Homelessness in Schools and Society: Engaged Practice in School-Serving Organizations
- Sociology of Education

*** *(created/co-created this course)*

Professional development, convening design, and workshop facilitation

For K-12 teachers and administrators

- “Instructional Leadership Through The Examination Of High Leverage Practices: Observation, Feedback, And Dialogue,” Elementary Mathematics Laboratory, University of Michigan, 2015, 2017, 2018, 2019
- “Envisioning Equity Education,” with Khasnabis, D. Ypsilanti Public Schools, June 18-20, 2019.

- “Designing a Just and Responsive Teaching Practice,” Honey Creek Community School. With Khasnabis, D. Ann Arbor, MI, 2018-2019
- “What I Wish my Teacher Knew: Homelessness in Schools and Society,” A2STEAM and Eberwhite Elementary Schools, with Khasnabis, D. Ann Arbor Public Schools, 2018-2019
- “Building an Anti-Bias School Climate,” with Khasnabis, D. Lincoln Community Schools, MI. 2018-2019
- “Anti-Racism Book Group: Lawton Elementary,” Ann Arbor Public Schools, 2021.

For faculty

- Michigan Program Network Convenings, with Ahn, K., and Garcia, N. Quarterly convenings rotating across 6 Michigan Teacher Preparation Programs. 2016-present.
- “Introduction to Practice-Based Teacher Education,” with Cherry-McDaniel, M. TeachingWorks, University of Michigan. July 8-10, 2019.
- “Practice-Based Teacher Education Workshop,” with Lopatin, A. TeachingWorks, University of Michigan. July 16-18, 2018.

Institutes for graduate students

- “Historical exploration: Deculturalization and colonization of minoritized groups in US education,” with Khasnabis, D. Race and Social Justice Institute, University of Michigan, August 23, 2019.

SERVICE

National committee work

- AERA Exemplary Contributions to Practice-Engaged Research Award Committee Member, 2019-2021

Service related to diversity and equity

- Commission member Commission on History, Race, and a Way Forward, UNC-CH. Co-lead Equity in Schools Initiative, 2021-present
- Colloquium co-designer and co-lead, “Pressing Past False Starts: Systemic Challenges in Redesigning Higher Education Toward Anti-Racism” UM SOE Colloquium, 2021-present
- Organizer, Carolina Seminar on Educational Inequality, UNC-CH 2021-present
- Diversity Scholars Network, University of Michigan, 2018-present
- Exploring Whiteness Faculty Work Group, University of Michigan School of Education, 2018-2020
- Anti-Oppressive Pedagogy Faculty Professional Learning Community University of Michigan School of Education, 2018-present
- UM School of Education Inter-group Dialogue Training Focusing on Anti-Blackness, 2021

Peer review

- American Educational Research Association, Division K: Teaching and Teacher Education Policy, 2011-present
- American Educational Research Association, Division G: Social Context of Education
- “Telling it: A web-based curriculum,” Residential College, University of Michigan, 2010-2011
- Action in Teacher Education*, 2013-present
- Teaching and Teacher Education*, 2020
- Urban Education*, 2019-present
- Whiteness and Education*, 2019-present
- Harvard Educational Press*, 2019

RELATED WORK EXPERIENCE

- 1995-1999 Associate Director for Advocacy, Coalition for the Homeless, New York
- 1993-1995 University Lecturer, Chiang Mai Teacher’s College, Chiang Mai, Thailand

1991-1993 Director, Grand Central Food Program, Coalition for the Homeless, New York

MEDIA COVERAGE

- 2018 *ClickonDetroit All About Ann Arbor* (November 16). An invisible issue: Homelessness in Ann Arbor Public Schools. <https://www.clickondetroit.com/all-about-ann-arbor/an-invisible-issue-homelessness-in-ann-arbor-public-schools>
- 2018 *Michigan Education* (Fall). Giving educators the tools to meet the emotional needs of learners. <https://issuu.com/um-soe/docs/michigan-education-magazine-fall-20>
- 2018 *The Michigan Daily* (September 20). Education school launches new minor that ties teaching and social justice. <https://www.michigandaily.com/section/academics/education-empowerment-minor>
- 2015 *AAPS District News* (March 12). Home visits help new teachers learn how to connect. <http://news.a2schools.org/home-visits-help-new-teachers-learn-how-to-connect/>

PROFESSIONAL MEMBERSHIPS

American Educational Research Association, Division G – Social Context of Education; Division K – Teaching and Teacher Education
National Association of Multicultural Education