

## Biographical Sketches of Steering Committee Members and Authors

**Thea Renda Abu El-Haj** is a professor and the chair of education at Barnard College, Columbia University, and affiliated faculty in the anthropology of education program at the Teachers College. Dr. Abu El-Haj is an anthropologist of education and the former president of the Council on Anthropology and Education of the American Anthropological Association. For the past two decades, Dr. Abu El-Haj's research has explored questions about belonging, rights, citizenship, and education raised by globalization, transnational migration, and conflict. She is currently working on two projects. In a 2018 article titled *Fifi the Punishing Cat and Other Civic Lessons from a Lebanese Public Kindergarten*, published in the *Journal on Education in Emergencies*, she and her colleagues write about their longitudinal collaborative ethnographic study of public kindergartens in Beirut, Lebanon, focusing on the hidden curriculum of civic education that emerges in the context of conflict and refugee policy. With the support of the Spencer Foundation, she is the principal investigator of a recently completed national focus group study exploring the civic identities and civic practices of youth from American Muslim immigrant communities and their experiences growing up in the post 9/11 United States. Her second book, an ethnographic account of young Palestinian Americans grappling with questions of belonging and citizenship in the wake of September 11, 2001, won the 2016 American Educational Studies Association Critics' Choice Book Award (*Unsettled Belonging: Educating Palestinian American Youth After 9/11*, University of Chicago Press, 2015). Other publications about this research have appeared in *Anthropology & Education Quarterly*; *Curriculum Inquiry*; *Educational Policy*; *Harvard Educational Review*; *Theory Into Practice*; and the *Review of Research in Education*. Her first book, *Elusive Justice: Wrestling with Difference and Educational Equity in Everyday Practice* (Routledge, 2006), offers a critical account of the range of justice claims at play inside real schools, exploring several different, important dimensions of educational equity that are often ignored in contemporary educational policy debates.

**James D. Anderson** is the dean of the College of Education, the Edward William and Jane Marr Gutgsell Professor of Education, and an affiliate professor of history, African American studies, and the College of Law at the University of Illinois at Urbana-Champaign. His scholarship focuses broadly on the history of U.S. education, with a subfield on the history of African American education. His book, *The Education of Blacks in the South, 1860–1935* (The University of North Carolina Press, 1988), won the American Educational Research Association (AERA) Outstanding Book Award in 1990. Dr. Anderson was elected to the National Academy of Education in 2008. In 2012, he was selected as a fellow for Outstanding Research by AERA and received the Lifetime Achievement Award from the American Association of Colleges for Teacher Education. In 2013, he was selected as a Center for Advanced Study Professor of Education at the University of Illinois at Urbana-Champaign. From 2006 to 2016, Dr. Anderson served as the senior editor of the *History of Education Quarterly*. He served as an adviser for and participant in the PBS documentaries *School: The Story of American Public Education* (2001), *The Rise and Fall of Jim Crow* (2002), *Forgotten Genius* (2007), and *Tell Them We Are Rising: The Story of Black Colleges and Universities* (2018). In 2016, he was awarded AERA's Palmer O. Johnson Award for best article. In 2019, he was awarded the IMPACT award from the Bruce D. Nesbitt African American Cultural Center at the University of Illinois. AERA awarded him a Presidential Citation in 2020, its highest award. Additionally, in 2020, Dr. Anderson was sworn into the Board of Trustees at Stillman College in Tuscaloosa, Alabama, and inducted into the Stillman College Educator Hall of Fame.

**Megan Bang** (Ojibwe and Italian descent) is currently serving as the senior vice president at the Spencer Foundation and is a professor of both the learning sciences and psychology at Northwestern University. Dr. Bang studies dynamics of culture, learning, and development with a focus on the complexities of navigating multiple meaning systems in an effort to create more effective and just learning environments, with a specific focus on science, technology, engineering, arts, and mathematics education. Dr. Bang has examined educator learning across career stages and the transformative forms of pedagogical practice. She is currently designing and studying teaching and learning about complex socio-ecological systems and their intersections with power and historicity. She often utilizes participatory methods to design and study both formal and informal learning environments and she has decades of experience designing learning with Indigenous communities that aim to transform the historical legacies and colonial conditions of education. This has meant that her work has aimed to cultivate new models and possibilities for education. Dr. Bang serves on the Board of Science Education at the National Academies of Sciences, Engineering, and Medicine, as well as the National Science Foundation's Education and Human Resources Advisory Committee and the Advisory Committee for Environmental Research and Education.

**James A. Banks** is the Kerry and Linda Killinger Endowed Chair in Diversity Studies Emeritus at the University of Washington, Seattle. He was the Russell F. Stark University Professor at the University of Washington from 2000 to 2006 and the founding director of the Center for Multicultural Education from 1992 to 2018, which has been renamed the Banks Center for Educational Justice. Dr. Banks is a past president of the American Educational Research Association (AERA) and the National Council for

the Social Studies. He is a member of the National Academy of Education and a fellow of AERA. Dr. Banks is a specialist in social studies education and multicultural education and has written or edited more than 20 books and 100 articles in these fields. His books include *An Introduction to Multicultural Education* (6th edition, Pearson, 2019), and *Diversity, Transformative Knowledge, and Civic Education: Selected Essays* (Routledge, 2020). His edited books include *Encyclopedia of Diversity in Education* (4 volumes, SAGE Publications, Inc., 2012), and *Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching*, an AERA publication (2017). Dr. Banks is the editor of the Multicultural Education Series of books published by Teachers College Press, Columbia University. Research and publications by Dr. Banks have been widely recognized and honored. He has received honorary degrees from six colleges and universities, including the University of California, Los Angeles, Medal, and is a recipient of the Annual Faculty Lectureship at the University of Washington, the Social Justice in Education Award from AERA, the Distinguished Career Research Award from the National Council for the Social Studies, and the Lifetime Achievement Award from the National Association for Multicultural Education.

**Carolyn Barber** is a professor of educational research and psychology and the interim dean and Ewing Marion Kauffman Foundation/Missouri Endowed Faculty Chair at the University of Missouri-Kansas City (UMKC) School of Education. She joined the faculty of UMKC in 2007 after completing her Ph.D. in human development (specialization in educational psychology) at the University of Maryland, College Park. Her research explores the ways that schools can support positive development in adolescents and young adults, and how those supports vary across social and cultural contexts. She has particular interest in the role such contexts play in the development of civic attitudes and behaviors. A quantitative methodologist by training, Dr. Barber specializes in the use of complex-sample and multilevel techniques to address these questions using large-scale survey data. Her research has been funded by the Spencer Foundation, the National Endowment for the Arts, and the National Science Foundation. She serves on the editorial boards of several journals focused on educational psychology and applied developmental psychology.

**Nancy Beadie** is a professor and the chair of educational foundations, leadership, and policy in the College of Education and adjunct professor in the Department of History in the College of Arts and Sciences at the University of Washington. She is a fellow of the American Educational Research Association (AERA) and served as the senior editor of *History of Education Quarterly* from 2015–2020. Her current book project, *Paramount Duty of the State*, focuses on the historical significance of education as a matter of state and federal policy in the United States. Her previous book, *Education and the Creation of Capital in the Early American Republic* (Cambridge University Press, 2010), won the Outstanding Book Award from the History of Education Society. She has also written extensively on the history of higher schooling and on the history of women in education, work for which she has twice won the History of Education Society Best Article Prize. Other publications include essays on the rise of national educational systems in North America for the *Oxford Handbook of the History of Education*, edited by John Rury and Eileen Tamura (Oxford University Press, 2019), and another on federal education

policy and the rise of social science research in the centennial anniversary volume of the *Review of Research on Education* (AERA, 2016). Dr. Beadie has also served as the president of the U.S. History of Education Society and as the vice president of the AERA for Division F (History and Historiography).

**Michelle J. Bellino** is an assistant professor at the University of Michigan School of Education. Her research centers on the intersections between education and youth civic development, with particular attention paid to contexts impacted by armed conflict and forced displacement. She explores how experiences with violence, asylum, and peace and justice processes across diverse settings influence young people's participation in schools and society, future aspirations, and educational access and inclusion. In her work, she traces youth experiences from schools to their homes and communities in order to understand how knowledge and attitudes toward historical (in)justice travel across public and private spaces, as well as between generations. She draws on ethnographic methods and youth participatory action research to ask how young people construct understandings of justice and injustice while shaping an evolving sense of themselves as local and global civic actors. She is the author of *Youth in Postwar Guatemala: Education and Civic Identity in Transition* (Rutgers University Press, 2017) and the co-editor (with J. H. Williams) of *(Re)constructing Memory: Education, Identity, and Conflict* (Sense, 2017). Her work has been featured in *Harvard Educational Review*; *Anthropology & Education Quarterly*; and *Comparative Education Review*. She has been recognized as a Peace Scholar by the United States Institute of Peace and a postdoctoral fellow of the Spencer Foundation. Her book *Youth in Postwar Guatemala* (Rutgers University Press, 2017) won the Council on Anthropology and Education's Outstanding Book Award in 2018.

**Bryan McKinley Jones Brayboy** (Lumbee) is the President's Professor in the School of Social Transformation at Arizona State University (ASU). At ASU, he is the vice president of social advancement, senior advisor to the president, director of the Center for Indian Education, and co-editor of the *Journal of American Indian Education*. From 2007 to 2012, he was the visiting President's Professor of Indigenous education at the University of Alaska Fairbanks. He is a fellow of the American Educational Research Association and a member of the National Academy of Education. His scholarship is at the intersections of education, Indigenous studies, law, and policy, where he explores the ways that Indigenous knowledge systems engage and are engaged by institutions of higher education. He has been a visiting and noted scholar in Australia, Canada, and New Zealand. He received his B.A. from the University of North Carolina at Chapel Hill and his master's degree and Ph.D. from the University of Pennsylvania.

**Zoë Burkholder** is the professor of educational foundations at Montclair State University, specializing in the history of school desegregation, educational equality, and anti-racist education. She is the founding director of the Holocaust, Genocide, and Human Rights Education Project. Dr. Burkholder is the author of *An African American Dilemma: A History of School Integration and Civil Rights in the North* (Oxford University Press, 2021), *Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education* (University of Chicago Press, 2021, with Lawrence Blum), and *Color in the Classroom:*

*How American Schools Taught Race, 1900–1954* (Oxford University Press, 2011), as well as numerous scholarly articles and political commentaries.

**Adria Carrington** is a retired Chicago Public Schools social studies teacher, former history department chairperson at one of the top 10 high schools in the nation, master teacher, mentor, educational consultant, and entrepreneur. Much of Ms. Carrington's work highlights the roles of marginalized groups in shaping the human narrative, especially that of U.S. history. She is currently working on an African-centered social studies curriculum for middle school and high school students. Her work includes the design of lessons that address reading strategies to help students make sense of complex texts, and strengthen inquiry methods, reasoning, and critical thinking skills. She is a strong advocate of project-based learning. Ms. Carrington has collaborated with educational researchers and teachers on the Project Reading, Evidence, and Argumentation in Disciplinary Instruction (project READI). Currently, she is collaborating on the Sensemaking in the Disciplines project, which focuses on critical skills required to examine literary and historical (primary and secondary sources) texts. These include both generic and discipline-specific skills and strategies.

**Christopher H. Clark** is an assistant professor of secondary education in the Department of Teaching, Leadership, and Professional Practice at the University of North Dakota. His research blends theories and approaches from political science, psychology, and communications to focus on how students and teachers think about politics, news media, and civic life. Currently, Dr. Clark is studying social studies teachers' perceptions and use of news media in the classroom, as well as teachers' thinking about teaching current events and controversial issues. His work has appeared in venues such as *Educational Researcher*, *Harvard Educational Review*, and *Theory & Research in Social Education*. He is currently collaborating with the Indigenous History and Literacy Project at Northeastern State University in Oklahoma to design lessons that incorporate Indigenous-authored primary sources into secondary U.S. history courses. Prior to academia, Dr. Clark taught psychology, history, current events, and philosophy at the high school level.

**Hilary G. Conklin** is a professor of teacher education and directs the secondary education program at DePaul University. Her research explores the design of teacher preparation experiences, the impact of these experiences on teachers' practices and their students' learning, and youth learning from civic education. A recipient of a National Academy of Education/Spencer Postdoctoral Fellowship, she has published her scholarship in journals including the *American Educational Research Journal*, *Harvard Educational Review*, *Teachers College Record*, *Elementary School Journal*, and *Journal of Teacher Education*, and has authored chapters in *Studying Teacher Education: The Report of the American Educational Research Association Panel on Research and Teacher Education* (Lawrence Erlbaum Associates, 2005) and the *Handbook of Research on Teacher Education* (3rd edition, Routledge, 2008). She has also written about her research in op-eds published in *The Atlantic*, *Time*, and *The Washington Post*. Before coming to DePaul, she was on the faculty at the University of Georgia. She is a former middle and high school social studies teacher and a graduate of Swarthmore College (B.A.), Brown University (M.A.T.), and the University of Wisconsin–Madison (Ph.D.).

**Cati V. de los Ríos** is an assistant professor of literacy, reading, and bi/multilingual education at the University of California, Berkeley's Graduate School of Education. She is a former Spanish, English language development, and ethnic studies high school teacher. Her research on Latinx youth civic and translingual literacies has been recognized by the Spencer Foundation and National Academy of Education (dissertation and postdoctoral fellowships), as well as the Ford Foundation (dissertation and postdoctoral fellowships). Professor de los Ríos is the recipient of several national awards including the Promising Researcher Award from the National Council of Teachers of English (NCTE); Alan C. Purves Award from NCTE; Janet Emig Award from NCTE; Early Career Achievement Award from the Literacy Research Association (LRA); and Arthur Applebee Award for Excellence in Research on Literacy from LRA. Her recent scholarship has been published in *Harvard Educational Review*; *Reading Research Quarterly*; *Journal of Literacy Research*; *Research in the Teaching of English*; and *Learning, Media and Technology*.

**Dian Dong** is a senior program officer at the National Academy of Education, where she guides and develops research programs and initiatives aimed at advancing high-quality research for use in policy and practice. She has an academic and research background in social psychology, program evaluation, and economic and political development. She holds an M.P.A. from Columbia University's School of International and Public Affairs and a B.A. in sociology from the University of Maryland, College Park.

**Sarah Warshauer Freedman** is Professor of the Graduate School at the University of California, Berkeley. Her international studies have examined how schools can help youth navigate societal divisions, especially after major national and multinational conflicts, including wars and genocides. She has focused on how divisions relate to young people's civic engagement and their sense of social responsibility. She also has studied how young people learn to write and use writing to learn, with a focus on how social context affects their opportunities, motivation, and achievement. At Berkeley, Dr. Freedman directed the National Center for the Study of Writing and Literacy from 1985 to 1996, founded and directed the Multicultural Urban Secondary English master's and credential program, and has worked with the National Writing Project on both research and teacher development. A recipient of the 2020 Steve Witte Lifetime Achievement Award from the American Educational Research Association Special Interest Group in Writing and Literacies, she has received awards for her books and articles, including *Response to Student Writing* (NCTE, 1987), *Exchanging Writing, Exchanging Cultures* (Harvard University Press, 1994), and *Inside City Schools* (Teachers College Press, 1999, with Elizabeth Simons, Julie Kalnin, Alex Casareno, and the M-CLASS Teams). She is a member of the National Academy of Education, a fellow of the American Educational Research Association and the National Conference on Research in Language and Literacy. She has worked with the United Nations on education and social conflict, has been a fellow three times at the Stanford Center for Advanced Study in the Behavioral Sciences, and was a resident at The Rockefeller Foundation's Bellagio Center.

**Antero Godina Garcia** is an assistant professor in the Graduate School of Education at Stanford University. He studies how technology and gaming shape youth learning,

literacy practices, and civic identities. Prior to completing his Ph.D., Dr. Garcia was an English teacher at a public high school in South Central Los Angeles. His two most recent research studies explore learning and literacies in tabletop roleplaying games like Dungeons & Dragons and how participatory culture shifts classroom relationships and instruction. Based on his research, Dr. Garcia co-designed the Critical Design and Gaming School—a public high school in South Central Los Angeles. His recent books include *Everyday Advocacy: Teachers who Change the Literacy Narrative* (Norton Professional Books, 2020); *Good Reception: Teens, Teachers, and Mobile Media in a Los Angeles High School* (The MIT Press, 2017); and *Compose Our World: Project-Based Learning in Secondary English Language Arts* (Teachers College Press, 2021). Dr. Garcia received his Ph.D. in the Urban Schooling division of the Graduate School of Education & Information Studies at the University of California, Los Angeles.

**Kris D. Gutiérrez** is the Carol Liu Professor in the Graduate School of Education at the University of California, Berkeley. She brings expertise in the learning sciences, literacy, educational policy, and qualitative and design-based approaches to inquiry. Dr. Gutiérrez is an elected member of the National Academy of Education and the American Academy of Arts and Sciences, a member of the board of directors of the National Academy of Education and the International Society of the Learning Sciences, and the past president of the American Educational Research Association (AERA). Dr. Gutiérrez held a presidential appointment from President Obama to the National Board for Education Sciences, where she served as the vice chair. Dr. Gutiérrez's research employs a critical approach to the learning sciences and to cultural historical activity theory by examining the cultural dimensions of learning in designed learning environments with attention to students and families from non-dominant and translingual communities. For example, her work on "third spaces" examines the affordances of syncretic approaches to literacy and learning, new media literacies, science, technology, engineering, and mathematics learning, and the re-mediation of functional systems of learning. Her work in social design-based experiments foregrounds the historical, political, and ethical dimensions of design research and theories of learning. Dr. Gutiérrez developed this new design methodology as a democratizing form of inquiry that seeks to make the design experimentation process a co-construction between different institutional stakeholders and communities. Dr. Gutiérrez's research has been published widely in premier academic journals and she is a co-author of *Learning and Expanding with Activity Theory* (Cambridge University Press, 2009). Dr. Gutiérrez has won numerous awards, including the AERA Division C Sylvia Scribner Award for influencing the field of learning and instruction, the 2020 Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship (Language and Social Processes Special Interest Group, AERA), the 2016 Oscar Causey Award for influencing the field of literacy (Literacy Research Association), the 2016 Medal of Excellence from the Columbia University Teachers College, the 2014 Distinguished Contributions to Social Contexts in Education Research—Lifetime Achievement Award, and the 2014 Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education (Division G, AERA). She was a fellow at the Stanford University Center for Advanced Study in the Behavioral Sciences, an AERA and National Education Policy Center fellow, and an Osher Fellow at the Exploratorium in San Francisco, California. Dr. Gutiérrez received

the AERA Hispanic Research in Elementary, Secondary, or Postsecondary Education Award and the Inaugural Award for Innovations in Research on Diversity in Teacher Education, Division K (AERA). She served on the U.S. Department of Education Reading First Advisory Committee and was a member of President Obama's education policy transition team.

**Diana E. Hess** is the dean of the School of Education at the University of Wisconsin (UW)–Madison and holds the Karen A. Falk Distinguished Chair of Education. Under Dr. Hess's leadership since August 2015, the UW–Madison School of Education has established new initiatives focused on strengthening and expanding its efforts around teacher education; diversity, equity, and inclusion; global engagement; professional learning; and community partnerships. The school has invested in new research centers, initiated a Grand Challenges program to jumpstart innovative and interdisciplinary research across the school, and launched Impact 2030—a \$40 million, donor-funded initiative designed to strengthen Wisconsin's teacher workforce, support innovations in teaching and learning, dramatically increase scholarship support for students, and provide faculty and staff fellowships supporting cutting-edge research and innovation in programs. Dr. Hess's research focuses on civic and democratic education. Her first book, *Controversy in the Classroom: The Democratic Power of Discussion* (Routledge, 2009), won the Exemplary Research Award (2009) from the National Council for the Social Studies. Her second book, co-authored with Professor Paula McAvoy, titled *The Political Classroom: Evidence and Ethics in Democratic Education* (Routledge, 2015) won the American Educational Research Association's Outstanding Book Award (2016) and the Grawemeyer Award (2017). Dr. Hess also received the Jean Dresden Grambs Career Research in Social Studies Award from the National Council for the Social Studies (2017). In 2019, Dr. Hess was elected to the National Academy of Education. Her research has been funded by The Andrew W. Mellon Foundation, the Spencer Foundation, the Carnegie Corporation of New York, and the Robert R. McCormick Foundation. Dr. Hess is currently the principal investigator of a multi-year study of The Discussion Project, a professional development program that aims to help instructors create inclusive, engaging, and academically rigorous discussions in higher education courses. Formerly, Dr. Hess was the senior vice president of the Spencer Foundation, a high school teacher, a teachers' union president, and the associate executive director of the Constitutional Rights Foundation Chicago. Dr. Hess received her Ph.D. from the University of Washington, Seattle, in 1998.

**Deborah Hicks** is the founder and the executive director of the Partnership for Appalachian Girls' Education, a nonprofit organization that aims to create ladders of educational opportunity for girls and young women in Appalachia. From 2010–2021, she was a research scholar at Duke University. Dr. Hicks was raised in a small town in the North Carolina mountains. Educated in public schools, she earned a doctorate in education and human development from the Harvard Graduate School of Education. She is a researcher, social entrepreneur, and writer who for three decades has focused her work on the educational needs of children in poor and working-class America. A well-known voice in the education field for her writings about literacy, Dr. Hicks is the author of two earlier books, including *Reading Lives: Working-Class Children and Literacy*

*Learning* (Teacher's College Press, 2002). Her memoir of teaching, *The Road Out: A Teacher's Odyssey in Poor America*, was released in 2013 by the University of California Press. Dr. Hicks has appeared as a guest on national public radio, including *The Diane Rehm Show* and *The State of Things*.

**Li-Ching Ho** is an associate professor in the Department of Curriculum and Instruction and the faculty director of global engagement of the School of Education at the University of Wisconsin–Madison. Her research, conducted primarily in East and Southeast Asia, focuses on global issues of diversity in civic education, differentiated access to citizenship education, and environmental citizenship. She was previously a recipient of the University of Wisconsin–Madison's Vilas Faculty Early Career Investigator Award and the College and University Faculty Assembly's Early Career Research Award. She is a co-editor of *The Palgrave Handbook of Global Citizenship and Education* (Palgrave Macmillan, 2018) and has published research in *Theory & Research in Social Education*, *Journal of Curriculum Studies*, *Teachers College Record*, and *Teaching and Teacher Education*. She has also worked with scholars, teachers, students, professional organizations, and ministries of education in countries such as Brunei, China, Japan, the Philippines, Singapore, and South Korea.

**Tyrone Howard** is a professor in the Graduate School of Education and Information Studies at the University of California, Los Angeles (UCLA). Dr. Howard is an endowed chair and the inaugural director of the new UCLA Pritzker Center for Strengthening Children and Families, which is a campus-wide consortium examining academic, mental health, and socio-emotional experiences and challenges for California's most vulnerable youth populations. He is also the former associate dean for equity, diversity, and inclusion. Dr. Howard's research examines culture, race, teaching, and learning in urban schools. Dr. Howard has published more than 75 peer-reviewed journal articles, book chapters, and technical reports. He has published several best-selling books, among them *Why Race & Culture Matters in Schools* and *Black Male(d): Peril and Promise in the Education of African American Males* (Teachers College Press, 2013). His most recent book, *Expanding College Access for Urban Youth* (Teachers College Press, 2016), documents the ways schools and colleges can create higher education opportunities for youth of color. Dr. Howard is also the director and the founder of the Black Male Institute at UCLA, which is an interdisciplinary cadre of scholars, practitioners, community members, and policy makers dedicated to examining the nexus of race, class, and gender of school-age youth.

**Joseph Kahne** is the Ted and Jo Dutton Presidential Professor for Education Policy and Politics and the co-director of the Civic Engagement Research Group (CERG) at the University of California, Riverside. Professor Kahne's research focuses on the influence of school practices and digital media on youth civic and political development. Currently, CERG, teamed with John Rogers from the University of California, Los Angeles, is partnering with Oakland, Chicago, Riverside, and Salinas on district-wide reform efforts as part of the Leverage Equity and Access to Democratic Education initiative. Professor Kahne is also engaged in longitudinal studies that examine impact and equity in relation to varied civic and media literacy learning opportunities and outcomes. Related work focuses on youth voice and on the impact of teachers' attention to students'

lived experiences. With Erica Hodgins, he also coordinates the development of teacher resources for the Teaching Channel's *Deep Dive on Educating for Democracy in the Digital Age* collection. Professor Kahne was the chair of the MacArthur Foundation's Research Network on Youth and Participatory Politics. He is currently a member of the American Academy of Arts and Sciences Commission on the Practice of Democratic Citizenship, the National Academy of Education Initiative on Civic Reasoning and Discourse, and the Equity in Civic Education Steering Committee.

**Carol D. Lee** is a professor emeritus of education in the School of Education and Social Policy and in the Department of African-American Studies at Northwestern University in Evanston, Illinois. She received her Ph.D. from the University of Chicago. She is the president-elect of the National Academy of Education, a past president of the American Educational Research Association (AERA), AERA's past representative to the World Education Research Association, past vice president of Division G (Social Contexts of Education) of the American Educational Research Association, past president of the National Conference on Research in Language and Literacy, and past co-chair of the National Council of Teachers of English Assembly of Research. She is a member of the U.S. National Academy of Education, the American Academy of Arts & Sciences, a fellow of AERA, a fellow of the National Conference on Research in Language and Literacy, and a former fellow of the Stanford University Center for Advanced Study in the Behavioral Sciences. She is a recipient of the Distinguished Service Award from the National Council of Teachers of English, Scholars of Color Distinguished Scholar Award from AERA, the Walder Award for Research Excellence at Northwestern University, the Distinguished Alumni Award from the College of Liberal Arts & Sciences at the University of Illinois at Urbana-Champaign, The President's Pacesetters Award from the American Association of Blacks in Higher Education, the Lifetime Achievement Award from the American Association of Colleges for Teacher Education, and an honorary doctorate from the University of Pretoria, South Africa. She has led two international delegations in education on behalf of the People to People's Ambassador Program to South Africa and the People's Republic of China. She is the author or co-editor of 3 books, including *Culture, Literacy and Learning: Taking Bloom in the Midst of the Whirlwind* (Teachers College Press, 2017), 4 monographs, and has published more than 108 journal articles and book or handbook chapters in the field of education. Her research addresses cultural supports for learning that include a broad ecological focus, with attention to language and literacy and African American youth. She is a founder of four African-centered schools that span a 48-year history, including three charter schools under the umbrella of the Betty Shabazz International Charter Schools, where she serves as the chair of the board of directors.

**Stacey J. Lee** is the Frederick Erickson Wisconsin Alumni Research Foundation Professor of Educational Policy Studies and a faculty affiliate in Asian American studies at the University of Wisconsin–Madison. Her research focuses on the role of education in the incorporation of immigrants into the United States. She is the author of *Unraveling the Model Minority Stereotype: Listening to Asian American Youth* (2nd edition, Teachers College Press, 2009) and *Up Against Whiteness: Race, School and Immigrant Youth*

(Teachers College Press, 2005). She received her Ph.D. in anthropology of education from the University of Pennsylvania, M.A. in political science from New York University, and A.B. in political science from Vassar College.

**Peter Levine** is the associate dean of academic affairs and the Lincoln Filene Professor of Citizenship & Public Affairs in Tufts University's Jonathan M. Tisch College of Civic Life (Tisch College). Trained as a moral/political philosopher, Dr. Levine has spent most of his career conducting applied empirical research and organizing professional efforts related to civic life in the United States, including sustained work on civic education, voting rights, public deliberation, social movements, and the measurement of social capital. Dr. Levine graduated from Yale in 1989 with a degree in philosophy. He studied philosophy at Oxford University on a Rhodes Scholarship, and received his doctorate in 1992. Before coming to Tufts in 2008, he worked for Common Cause, the Institute for Philosophy and Public Policy at the University of Maryland, College Park, and the National Commission on Civic Renewal. He also helped to found and then lead the Center for Information & Research on Civic Learning and Engagement, which is now part of Tisch College. At Tufts, Dr. Levine's primary appointment is in Tisch College. He directs the Tufts Civic Studies program, which offers an undergraduate major, the Summer Institute of Civic Studies, and the annual Frontiers of Democracy Conference. He holds tenure as a full professor in political science and has additional appointments in philosophy, science and technology studies, international relations, Tufts University College, the Data Intensive Studies Center, the Clinical and Translational Sciences Institute, and the Center for the Humanities at Tufts. He co-leads the university-wide Research Group on Equity in Health, Wealth and Civic Engagement. Dr. Levine is the author of eight books, including his most recent one *We Are the Ones We Have Been Waiting For: The Promise of Civic Renewal in America* (Oxford University Press, 2013) and the forthcoming *What Should We Do? A Theory of Civic Life* (also Oxford University Press). He has served on the boards or steering committees of such civic organizations as AmericaSpeaks, Street Law, Inc., the Newspaper Association of America Foundation, the Campaign for the Civic Mission of Schools, Discovering Justice, the Kettering Foundation, the American Bar Association Public Education Committee, The Paul J. Aicher Foundation, and the Deliberative Democracy Consortium.

**Jane C. Lo** is an assistant professor of teacher education at Michigan State University. Her research focuses on the political engagement of youth, how social studies curricula and instruction influence them, and the impact of inequitable civic experiences on our polity. Most recently, she problematizes the ways in which traditional civic education reinforces a civic debt that is owed to marginalized communities and studies how teachers can utilize civic discourse and reasoning to create more equitable civic classrooms and experiences for students. Her methodological expertise includes mixed-methods designs and design-based implementation research. She teaches undergraduate and graduate courses in social studies methods and is passionate about expanding more equitable civic education for students of all ages. Before becoming a teacher educator, Dr. Lo was a high school government and economics teacher in Austin, Texas. Her most recent works can be found in *Teachers College Record*, *Theory & Research in Social Education*, *Democracy & Education*, and *Multicultural Perspectives*.

**Paula McAvoy** is an associate professor of social studies education at North Carolina State University. Her research focuses on philosophical and empirical questions concerning the relationship between schools and democratic society, especially related to cultural accommodations, classroom discussion, and the ethics of teaching. Some of this work has been published in *Curriculum Inquiry*, *Educational Theory*, and *Theory and Research in Education*. She is a co-author, with Diana Hess, of the book *The Political Classroom: Evidence and Ethics in Democratic Education* (Routledge Press, 2015), which won the 2016 Outstanding Book Award for the American Educational Research Association and the 2017 Grawemeyer Award for Education. She is currently working with Lauren Gatti on the book *Just Teacher: Ethical Dilemmas in the Profession of Teaching* (Teachers College Press) and is the co-principal investigator with Gregory E. McAvoy on two studies of classroom discussion of political issues. Since completing her doctorate in 2010 from the University of Wisconsin–Madison Department of Education Policy Studies, she has worked as an assistant professor at Illinois State University, an associate program officer at the Spencer Foundation, and the program director for the Center for Ethics and Education at the University of Wisconsin–Madison.

**Sarah McGrew** is an assistant professor in the College of Education at the University of Maryland, College Park. She studies educational responses to the spread of online mis- and disinformation. Her research focuses on young people's civic online reasoning—how they search for and evaluate online information on contentious social and political topics—and how schools can better support students to learn effective evaluation strategies. As a doctoral student, Dr. McGrew helped lead the Stanford History Education Group's development of assessments of students' civic online reasoning, conducted research on fact checkers' strategies for evaluating digital content, and tested curricula designed to teach these strategies to secondary and college students. In addition to investigating online reasoning curricula in secondary and college classrooms, Dr. McGrew's current research focuses on two related questions: how to best support teachers to learn online reasoning themselves and design lessons for students, and how to design lessons in online reasoning that are rooted in civic and community issues that students know and care about.

**Nicole Mirra** is an assistant professor of urban teacher education in the Graduate School of Education at Rutgers, The State University of New Jersey. She previously taught high school English language arts in Brooklyn, New York, and Los Angeles, California. Her research explores the intersections of critical literacy and civic engagement with youth and teachers across classroom, community, and digital learning environments. Central to her research and teaching agenda is a commitment to honoring and amplifying the literacy practices and linguistic resources that students from minoritized communities use to challenge and re-imagine civic life. Dr. Mirra's scholarship has appeared in a wide range of journals, including *Harvard Educational Review*, *Reading Research Quarterly*, *Review of Research in Education*, *Urban Education*, and *English Journal*. Her most recent book is *Educating for Empathy: Literacy Learning and Civic Engagement* (Teachers College Press, 2018) and she is a co-author (with Antero Garcia and Ernest Morrell) of *Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators, and Students* (Routledge, 2015).

**Chauncey B. Monte-Sano** is a professor of educational studies at the University of Michigan. A former high school history teacher and National Board Certified teacher, in her current teaching she works with novice and veteran teachers on teaching culturally relevant social studies inquiry with sources through critical consideration of self, students, content, and pedagogy. Her current research examines how students learn to reason with evidence through writing and talk in social studies classes, and how their teachers learn to teach such disciplinary thinking through inquiry. Her scholarship has appeared in journals such as *American Educational Research Journal*, *Curriculum Inquiry*, *Elementary School Journal*, *Journal of Teacher Education*, *History Teacher*, *Teaching and Teacher Education*, *The Journal of the Learning Sciences*, and *Theory and Research in Social Education*. She has won research grants from the Braitmayer Foundation, the Institute of Education Sciences, the Library of Congress, the McDonnell Foundation, and the Spencer Foundation. Her dissertation won the 2007 Larry Metcalf Award from the National Council for the Social Studies and she won the 2011 Early Career Award from Division K of the American Educational Research Association. She has twice won the American Historical Association's James Harvey Robinson Prize for the teaching aide that has made the most outstanding contribution to teaching and learning history—once as part of the team that created the *Historical Thinking Matters* website (<http://historicalthinkingmatters.org>) and once for her book with Sam Wineburg and Daisy Martin, *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms* (Teachers College Press, 2011). She most recently launched Read.Inquire. Write., a research-based social studies curriculum focused on disciplinary thinking and argument writing with sources.

**Na'ilah Suad Nasir** is the sixth president of the Spencer Foundation, which funds education research nationally. She has held a faculty appointment in education and African American studies at the University of California, Berkeley, where she also served as the chair of African American studies, then later as the vice chancellor for equity and inclusion. She also served on the faculty of the Stanford Graduate School of Education from 2000 to 2008. Dr. Nasir's research examines the racialized and cultural nature of learning and schooling, with a particular focus on the experiences of African American students in schools and communities. She recently co-edited *The Handbook of the Cultural Foundations of Learning* (Routledge, 2020) and *"We Dare Say Love": Supporting Achievement in the Educational Life of Black Boys* (Teachers College Press, 2018). She is also the author of *Racialized Identities: Race and Achievement for African-American Youth*, published by the Stanford University Press in 2012. Dr. Nasir is a member of the National Academy of Education and a fellow of the American Educational Research Association (AERA). She chairs the board of the National Equity Project, and serves as an advisory board member for the Public Policy Institute of California and the College of Letters & Science at the University of California, Berkeley. She is also the president-elect of AERA.

**Walter C. Parker** is a professor emeritus of social studies education and (by courtesy) political science at the University of Washington, Seattle. He studies civic education in schools and the depth-breadth problem in curriculum design. Dr. Parker is a member of the National Academy of Education, a fellow of the American Educational Research

Association, and a senior fellow of The Center for Ethics & Education. His books include *Educating the Democratic Mind* (State University of New York Press, 1996), *Teaching Democracy: Unity and Diversity in Public Life* (Teachers College Press, 2002), *Social Studies Today: Research and Practice* (2nd edition, Routledge, 2015), and, with Terence A. Beck, *Social Studies in Elementary Education* (15th edition, Pearson, 2017). He has won exemplary research awards from the National Council for the Social Studies and the American Educational Research Association. His recent design-based research produced a new model for the high school government course. The model achieves deeper learning of the core concepts and practices of U.S. government and politics via student role-playing in a series of weeks-long political simulations.

**Beth C. Rubin** is a professor of education and the chair of the Department of Educational Theory, Policy & Administration at the Graduate School of Education at Rutgers, the State University of New Jersey. Dr. Rubin is an educational researcher who uses critical, sociocultural frameworks and qualitative tools to investigate how young people develop both as learners and as citizens amid the interwoven contexts of classroom, school, and community. She explores through school-based, ethnographic study how memory, identity, and belonging take shape within local settings marked by historical and contemporary structures of inequality. Dr. Rubin joins with educators and youth, drawing on social design methodology, to reimagine social studies and civic education as spaces to disrupt oppression and nurture connection and critical engagement. Her work appears in many journals, including the *American Educational Research Journal*, *Teachers College Record*, *Anthropology & Education Quarterly*, *Harvard Educational Review*, *Curriculum Inquiry*, *Equity & Excellence in Education*, and *Theory & Research in Social Education*, and has been supported by the Spencer Foundation, the Fulbright Program, the National Academy of Education, and the Center for Information & Research on Civic Learning and Engagement, among others. Her books include *Design Research in Social Studies Education: Critical Lessons from an Emerging Field* (Routledge, 2019) and *Making Citizens: Transforming Civic Learning for Diverse Social Studies Classrooms* (Routledge, 2012).

**Maribel Santiago** is an assistant professor of justice and teacher education at the University of Washington and a 2019 National Academy of Education/Spencer Foundation postdoctoral fellow. She specializes in the teaching and learning of race/ethnicity in K–12 history, specifically how people in the United States collectively remember the experiences of communities of color, and the consequences of such depictions. Her work centers on the production and consumption of Latinx social studies: *what* students, policy makers, and educators learn about Latinx communities, and *how* they conceptualize Latinx experiences. Dr. Santiago is part of an emerging collective of social studies education scholars complicating notions of Latinidad that often omits Indigenous and Black Latinx histories from the history curriculum. As part of this effort, Dr. Santiago leads the History TALLER (Teaching and Learning of Language, Ethnicity, and Race; pronounced tah-y r) research group. Her work has been published in *Cognition and Instruction*, *Teachers College Record*, and *Theory & Research in Social Education*.

**Natalia Smirnov** is an independent researcher, educational consultant, and learning experience designer based in Philadelphia, Pennsylvania. She holds a Ph.D. in learning

sciences from Northwestern University, where she researched the intersection of participatory innovation and civic learning through journalism production, community youth media, and technology-mediated political simulations. Her dissertation draws on theories from science and technology studies, participatory design, and transliteracies to explore the creative collaboration of human and non-human actors in contingent learning arrangements. Her research has been published in the journals *Cognition and Instruction*, *Journal of the Learning Sciences*, and *Written Communication*, as well as in *Contemporary Youth Activism: Advancing Social Justice in the United States* (Praeger, 2016) and other edited volumes. She is also trained as a facilitator of Transformational Social Therapy and is certified as a Warm Data Labs host by the International Bateson Institute. Presently, Dr. Smirnov is exploring the possibilities of prefigurative and post-capitalist pedagogy by organizing educational experiments with Incite Seminars, an anarchist education project in Philadelphia.

**Sarah M. Stitzlein** is a professor of education and an affiliate professor of philosophy at the University of Cincinnati. She is also the co-editor of the journal *Democracy & Education* and the president of the John Dewey Society. As a philosopher of education, she uses political philosophy to uncover problems in schools, analyze educational policy, and envision better alternatives. She is especially interested in issues of political agency, educating for democracy, citizenship education, and equity in schools. Her latest book *Learning How to Hope: Reviving Democracy Through Our Schools and Civil Society* (Oxford University Press, 2020) responds to current struggles in democracy. It explains what hope is, why it matters to democracy, and how to teach it in schools, universities, and civil society. Her previous book, *American Public Education and the Responsibility of Its Citizens: Supporting Democracy in the Age of Accountability* (Oxford University Press, 2017), responds to the increasing hostile climate toward public education, especially in the era of school choice and lingering neoliberalism. It argues that citizens should support public schools as a central institution of democracy. Finally, her book *Teaching Dissent: Citizenship Education and Political Activism* (Routledge, 2013) investigates the role of political dissent in citizenship education. She has received support from the John Templeton Foundation, the Spencer Foundation, the Society for the Advancement of American Philosophy, National Science Foundation, and The Center for Ethics & Education. She received the University of New Hampshire Outstanding Professor Award and the University of Cincinnati Distinguished Teaching Award. She also received the American Association of University Women Postdoctoral Research Fellowship and the National Endowment for the Humanities Teaching Development Fellowship.

**Judith Torney-Purta** is a professor emerita of the Department of Human Development and Quantitative Methodology at the University of Maryland, College Park. Previously, she was a professor of psychology at the University of Illinois at Chicago. As a doctoral student at the University of Chicago, she designed the first attitude surveys in political socialization (based on insights gained from interviewing students). Her first co-authored book, *The Development of Political Attitudes in Children* (AldineTransaction, 1967), presented these survey data from U.S. elementary school children. This was followed in 1972 by *Civic Education in Ten Countries: An Empirical Study*, published by the International Association for the Evaluation of Educational Achievement (IEA). During

the next two decades she used think-aloud problem-solving interviews to study U.S. young people's international knowledge and approaches to solving global problems. Following the democratization of Eastern Europe in the 1990s, IEA invited her to chair a collaborative process developing another international test and survey. The results were published in *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen* (IEA, 2001) and in *Strengthening Democracy in the Americas through Civic Education* (Organization of American States Unit for Social Development and Education, 2004). Her most recent book is a co-edited retrospective titled *Influences of the IEA Civic and Citizenship Education Studies: Practice, Policy and Research Across Countries and Regions* (Springer, 2021). She served as the co-editor of the *Handbook of Research on Civic Engagement in Youth* (John Wiley & Sons, Inc., 2010) and of the *Journal of Applied Developmental Psychology*. She has been elected as a fellow of the American Psychological Association and the American Educational Research Association, as well as a member of the National Academy of Education. The National Council for the Social Studies presented her with its Distinguished Research Career Award (2013). She currently serves on the advisory committee of CivicLEADS (an archive of datasets) at the University of Michigan.

**Brendesha Tynes** is a professor of education and psychology at the University of Southern California (USC). She is also the founding director of the Center for Empowered Learning and Development with Technology. Dr. Tynes is a developmental psychologist whose research focuses on the racial landscape adolescents navigate in online settings, online racial discrimination, digital literacy, and the design of technologies that empower students of color. Her work examines the impact of online race-related experiences on academic, mental health, and behavioral outcomes. Recently, she was a recipient of the Lyle Spencer Award to Transform Education, which allowed her to conduct the National Survey of Critical Digital Literacy, a longitudinal study of the protective function of critical digital literacy skills in the association between traumatic race-related events online and mental health outcomes. Dr. Tynes has received numerous awards including Ford Foundation Predoctoral and Postdoctoral Fellowships, the American Educational Research Association Early Career Award, and the Spencer Foundation Midcareer Award. Before USC, she was an associate professor of educational psychology and African American studies at the University of Illinois at Urbana-Champaign. She was also a history and global studies teacher in Detroit Public Schools.

**Vanessa Siddle Walker** is the Samuel Candler Dobbs Professor of African American Educational Studies at Emory University. For 25 years, she has explored the segregated schooling of African American children, considering sequentially the climate that permeated the schools, the network of professional collaborations that explains the schools' similarities, and the hidden systems of advocacy that sought equality and justice. For her body of books and articles, Dr. Walker has received the Grawmeyer Award for Education, the Lillian Smith Book Award, and five awards from the American Educational Research Association (AERA): the AERA Early Career Award, the Best New Female Scholar Award (Research Focus on Black Education), the Best New Book (History Division of AERA), the 2019 Presidential Citation Award for Groundbreaking Research on

Black Education, and the Outstanding Book Award (Moral Development and Education Special Interest Group). She is also a recipient of awards from the Conference of Southern Graduate Schools and the American Education Studies Association. Additionally, her work has been reviewed by *The Atlanta Journal–Constitution*, *The Atlantic*, *The New York Times*, and *The Wall Street Journal*, and her most recent book, *The Lost Education of Horace Tate: Uncovering the Hidden Heroes Who Fought for Justice in Schools* (The New Press, 2018), received a starred review in *Library Journal* and a red-lined review in *Publishers Weekly* and *Booklist*. *Publishers Weekly* also named the book as one of the Best Nonfiction Books of 2018. Dr. Walker is a member of the National Academy of Education, a fellow of AERA, and the 104th president of AERA. She has lectured widely nationally and internationally, including delivering the 2012 AERA Annual Brown Lecture in Education Research in Washington, DC. Her work has appeared in the PBS special *SCHOOL* and on a variety of educational podcasts.

**Gregory White** is the executive director of the National Academy of Education, an organization dedicated to the advancement of education research for use in educational policy and practice. He also serves as an adjunct lecturer in the Department of Sociology at Georgetown University. He formerly served as a program officer in the Education Directorate at the American Psychological Association, and previously worked in various roles for community-based civic and youth development organizations. In addition, his research interests are in educational equity, democracy education, and political socialization. He holds a Ph.D. in sociology from the University of Maryland, an M.S.W. from Boston University, and a B.S. from Boston College.

**Joy Ann Williamson-Lott** is the dean of the Graduate School and a professor of social and cultural foundations in the University of Washington College of Education. Trained as a historian of education, her work focuses on Black educational history and higher educational history. In addition to several articles and book chapters on topics ranging from the Black Panther Party's educational programs to the deliberate misrepresentation of the *Brown v. Board of Education* decision in high school history textbooks, she has written three books on college and university student activism in the mid-20th century. Her most recently published book, *Jim Crow Campus: Higher Education and the Struggle for a New Southern Social Order* (Teachers College Press, 2018), examines threats to academic freedom and First Amendment protections in Black and White, public and private institutions across the South against the backdrop of the Black freedom struggle and anti-Vietnam War movement. The book was named a 2018 INDIES Book of the Year Finalist in Education by *The Forward* magazine and won the Frederic W. Ness Book Award from the Association of American Colleges & Universities.

