

# GHOLNECSAR (GHOLDY) MUHAMMAD, PH.D

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University of Illinois at Chicago  
College of Education  
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## EDUCATION

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### **Doctor of Philosophy** in Literacy, Language & Culture—2013

University of Illinois at Chicago  
Department of Curriculum and Instruction  
Dissertation: *In Search for a Full Vision: Writing Representations of African American Adolescent Girls*

### **Master of Arts** in Educational Administration—2006

Lindenwood University  
Certification: Administrative Illinois Type 75

### **Bachelor of Science** in Elementary Education (K-9); Minors: Psychology, Reading, & English Language Arts—2003

Southern Illinois University- Edwardsville  
Certification: Elementary & Middle School; Reading; English Language Arts; Social Studies

## ACADEMIC APPOINTMENTS:

### **University of Illinois at Chicago, Department of Curriculum and Instruction**

Associate Professor of Literacy, Language and Culture Fall 2021-present

### **Georgia State University, Department of Middle and Secondary Education**

Associate Professor of Language and Literacy Spring 2019-Sum 2021  
Director of the Urban Literacy Collaborative and Clinic Spring 2016- Sum2021  
Assistant Professor of Language and Literacy Fall 2013-Spring 2019

## RESEARCH AND SCHOLARLY ACTIVITY

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**PEER-REVIEWED JOURNAL ARTICLE PUBLICATIONS:** (\* indicates co-authorship with a student; \*\*indicates co-authorship with a youth)

1. Muhammad, G.E. (in press). Cultivating genius and joy: Using Black historical excellence to transform education. *Language Arts*. (invited)
2. Flores, T. T & **Muhammad, G.E.** (in press). Cultivating genius and joy: NCTE's 2021 outstanding elementary educator in the English language arts. *Language Arts*. (invited)

3. **Muhammad, G.E.**, Ortiz, N. A & \*Neville, M. L. (2021). A historically responsive literacy model for reading and mathematics. *The Reading Teacher*, 1-9. (invited)
4. **Muhammad, G. E.**, & \*Mosley, L. (2021). Why we need identity and equity learning in literacy practices: Moving research, practice, policy forward. *Language Arts*, 98(4), 189-196.
5. **Muhammad, G. E.**, \*Dunmeyer, A. D., \*Starks, F. D. & Sealey-Ruiz, Y. (2020). Historical voices for contemporary times: Learning from Black women educational theorists to redesign teaching and teacher education. *Theory into Practice*.
6. \*McArthur S. M., & **Muhammad, G. E.** (2020). Pens down, don't shoot: An analysis of how Black girls use language to fight back. *Urban Education*. 1-28
7. Muhammad, G. E. (2019). Protest, power, and possibilities: The need for agitation literacies. *Journal of Adolescent and Adult Literacy*, 63(3), 351-355.
8. \*Gordon, C., \*Council, T., \*Dukes, N. & **Muhammad, G.E.** (2019). Defying the single narrative of Black girl literacies of the past, present, and future: A narrative inquiry exploring an African-American read-in. *Multicultural Perspectives*, 21(1), 3-10.
9. Black Girls Literacies Collective (Haddix, M. **Muhammad, G. E.**, Price-Dennis, D., Sealey-Ruiz, Y.) (2018). The Black girls' literacies statement. *Research in the Teaching of English*, 53(2), 173-175.
10. Muhammad, G. E. (2018). In search for a full vision: Writing representations of African American adolescent girls. *Wisconsin State Reading Association Journal*, 55(2), 29-44. (reprint)
11. Muhammad, G. E. (2018). A plea for identity and criticality: Reframing literacy learning standards through a four-layered model. *Journal of Adolescent & Adult Literacy*, 62(2), 137-142.
12. **Muhammad, G.E.**, \*Chisholm, G. & \*Starks, F. (2017). Exploring #BlackLivesMatter and sociopolitical relationships through kinship writing. *English Teaching: Practice & Critique*, 16(3), 347-362.
13. Price-Dennis, D., **Muhammad, G. E.**, Womack, E., McArthur, S.A & Haddix, M. (2017). The multiple identities and literacies of Black girlhood: A conversation about creating spaces for Black girl voices. *Journal of Language and Literacy Education*, 13(2), 1-18.
14. Love, B. & **Muhammad, G.E.** (2017). Critical community conversations: Engaging in collective dialogue on race & racial inequities. *The Educational Forum*, 81(4), 446-449.
15. \*McArthur, S. M & **Muhammad, G. E.** (2017). Black Muslim girls navigating multiple oppositional binaries through literacy and letter writing. *Educational Studies*, 52(6), 1-15.
16. **Muhammad, G. E** & \*\*Gonzalez, L. (2016). Slam poetry: An artistic resistance toward identity, agency and activism. *Equity & Excellence in Education*, 49(4), 440-453.

17. **Muhammad, G. E.** & Haddix, M. (2016). Centering Black girls' ways of knowing: A historical review of literature on the multiple literacies of Black girls, *English Education*, 48(4), 299-336.
18. Haddix, M., \*McArthur, S. A., **Muhammad, G. E.**, Price-Dennis, D. & Sealey-Ruiz, Y. (2016). At the kitchen table: Black women English educators speaking our truths. *English Education*, 48(4), 380-395.
19. **Muhammad, G. E.** & Womack, E. (2016). From pen to pin: The multimodality of Black girls (re)writing their lives. *Ubiquity: The Journal of Literature, Literacy and the Arts*. 2(2), 6-45.
20. **Muhammad, G. E.** & Behizadeh, N. (2015). Authentic for whom?: An interview study of desired writing practices for African American adolescent learners. *Middle Grades Review*, 1(2), 1-18.
21. Muhammad, G. E. (2015). The role of literary mentors in writing development: How Black women's literature support the writings of African American adolescent girls. *Journal of Education*, 195(2), 5-14.
22. Muhammad, G. E. (2015). Iqra: African American Muslim girls reading and writing for social change. *Written Communication*, 32(3), 1-31.
23. **Muhammad, G. E.** & Tatum, A. W. (2015). "I know what the caged bird feels, alas!": Mentoring and scholarship in the academy. *Journal of Education*, 195(2), 15-18.
24. **Muhammad, G. E.** & \*McArthur, S. A. (2015). "Styled by their perceptions": Adolescent girls' interpretations of Black girlhood in the media. *Multicultural Perspectives*, 17(3), 1-8.
25. Muhammad, G. E. (2015). In search for a full vision: Writing representations of African American adolescent girls. *Research in the Teaching of English*, 49(3), 224-247.
26. Muhammad, G. E. (2015). "Inducing colored sisters of other places to imitate their example": Connecting historic literary societies to a contemporary writing group. *English Education*, 47(3), 276-299.
27. Muhammad, G. E. (2014). Black girls write! Literary benefits of a summer writing collaborative grounded in history. *Childhood Education*, 90(4), 323-326.
28. Muhammad, G. E. (2012). Creating spaces for Black adolescent girls to "write it out!". *Journal of Adolescent and Adult Literacy*, 56(3), 203-211.
29. Tatum, A. W. & **Muhammad, G. E.** (2012). African American males and literacy development in contexts that are characteristically urban. *Urban Education*, 47(2), 434-463.
30. Muhammad, G. E. (2012). The literacy development and practices within 1800s African American literary societies. *Black History Bulletin*, 75(1), 6-13.

## BOOKS:

1. Price-Dennis, D. & **Muhammad, G.E.** (2021). *Black girls' literacies: An edited volume*. Routledge: New York.
2. Muhammad, G.E. (2020). *Cultivating genius: An equity model for culturally and historically responsive literacy*. Scholastic: New York.

## EDITED JOURNAL ISSUES:

Love, B.L. & Muhammad, G. E. (Eds.) (2020). What do we have to lose?: Toward disruption, agitation and abolition in Black education. *International Journal of Qualitative Studies in Education*.

## CHAPTERS IN BOOKS:

1. **Muhammad, G. E.** & \*Moodie, C. (in press). Model for equity and access: Teaching adolescent literacy from a Black historical lens. In K. Hinchman & H. Sheridan-Thomas (Eds.), *Best Practices in Adolescent Literacy Instruction, 3<sup>rd</sup> Edition*. Guilford Press: New York. (invited)
2. \*Mosley, L. & **Muhammad, G. E.** (in press) The critical knowledge production of Black girls through digital and multimodal literacies. In B. Guzzetti, (Ed.), *Genders, cultures and literacies: understanding intersecting identities*. Routledge: New York. (invited)
3. Muhammad, G.E. (in press). Black girls' literacies framework. In L. P. Davis, V. Evans-Winters and C. Jacobs (Eds.), *Investing in the Educational Success of Black Women & Girls*. Sterling, VA: Stylus Publishing.
4. \*Starks, F., \*Mosley, L., \*White, M. & **Muhammad, G.E.** (accepted for publication). Black girls' preamble writing in literacy collectives. In D. Price-Dennis and G. E. Muhammad (Eds.), *Black girls' literacies: An edited volume*. Routledge: New York.
5. Muhammad, G. E. (2014). Are classroom practices teaching students to be independent thinkers?: Historical models for literacy as a tool of agency. In L. Reynolds (Ed.), *Imagine It Better: Visions of What School Might Be*. Portsmouth: Heinemann.
6. Muhammad, G. E. (2015). Intellectual freedom: Examining print authority among early readers and writers. In S. Thompson (ed.), *The Encyclopedia of Diversity and Social Justice* (pp. 417-418). Lanham, MD: Rowman and Littlefield.
7. Muhammad, G. E. (2015). Islamic culture: Five pillars of practice and the quest toward literacy and intellectualism. In S. Thompson (ed.), *The Encyclopedia of Diversity and Social Justice* (p.444). Lanham, MD: Rowman and Littlefield.

## BOOK REVIEWS:

Muhammad, G. E. (2014). Essay book review of *Cultural Transformations: Youth and Pedagogies of Possibility*. *Journal of Adolescent and Adult Literacy*, 58(3), 260-262.

## OTHER—POLICY BRIEFS, REPORTS, ESSAYS & WHITE PAPERS:

1. Muhammad, G. E. (2021). 12 questions to ask when designing culturally and historically responsive curriculum. Association for Middle Level Education (AMLE). <https://www.amle.org/12-questions-to-ask-when-designing-culturally-and-historically-responsive-curriculum/>
2. Muhammad, G. E. (2020). *Transformative learning standards include the ability to question learning based on societal power structures and equity*. Principal Magazine.
3. Reid, S., Sealey-Ruiz, Y. & **Muhammad, G. E.** (in press). *Policy brief: Retention of teachers of color*. NYU Metropolitan Center for Research on Equity and the Transformation of Schools.
4. Ramos-Brannon, I. & **Muhammad, G. E.** (2020). *Teaching toward genius: An equity model for pedagogy in action*. Equity & Access. <https://ace-ed.org/teaching-toward-genius-an-equity-model-for-pedagogy-in-action/?fbclid=IwAR1ney5JdnZWzzaDixqg9yL6glARvHdF0g7HSPA39TLGsMXJGdokIK151cM>
5. Muhammad, G. E. (2020). *How to move beyond the common core and connect historical excellence to your classroom*. We Need Diverse Books. <https://diversebooks.org/how-to-move-beyond-the-common-core-and-connect-historical-excellence-to-your-classroom/>
6. Muhammad, G. E. (2020). *Rethinking what matters: The inclusion of identity and anti-racism in school*. Language Magazine. <https://www.language magazine.com/2020/05/19/rethinking-what-matters/>
7. Muhammad, G. E. (2020). *15 Lessons from our emancipated ancestors for advanced education of all children*. ASCD Express, 15(11). <http://www.ascd.org/ascd-express/vol15/num11/historical-black-excellence-provides-a-blueprint-for-reimagining-education.aspx?linkId=82583757>
8. **Muhammad, G. E.** & Love, B. (2017). *A history of hypocrisy: Revisiting the researcher's responsibility in communities of color*. The Educational Forum.
9. **Muhammad, G.E.** & Washington, J. (2017). *Making literacy great again: Reorienting our practices and learning from communities of color*. Southern Education Foundation.
10. Muhammad, G. E. (2014). *Engaging teachers in literacy collaborative experiences to advance writing pedagogy*. New York: Scholastic.
11. Fortune, A., Landay, D., **Muhammad, G. E.**, Wilkins, E. J. & Tatum, A.W. (2011). *Parents: Every child's first teacher: At home education strategies from birth through high school*. Los Angeles: Tavis Smiley Foundation.

## PRESENTATIONS AT PROFESSIONAL MEETINGS

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### INTERNATIONAL / NATIONAL – REFEREED CONFERENCES /

#### PRESENTATIONS: (\* indicates co-presenting with a student)

1. **Muhammad, G. E.**, Griffin, A, Perry, T., Price-Dennis, D. & Sealey-Ruiz, Yolanda. (2020, November) *Black Girl Literacies: A Kitchen Talk Discussion about Teaching Her Brilliance*. Panel session at the National Council of Teachers of English, Virtual: Scheduled.
2. **Muhammad, G. E.**, Salazar, A., Allyn, P., Beers, K., Laminack, L. & Morrell, E. (2020, November) *The Transformational Power of Story: You, Your Students, Our Communities as World Changers*. Panel session at the National Council of Teachers of English, Virtual: Live.
3. Beers, K., Laminack, L. Morrell, E. & **Muhammad, G. E.** (2019, November) *The Joy and Power of Story- Why Raising and Teaching Readers, Storytellers and Writers Will Change the World*. Panel session at the National Council of Teachers of English, Baltimore, Maryland.
4. American Educational Research Association (AERA) (2019, April) Division K Equity and Inclusion Council Session: *We want to do more than survive: Abolitionist Teaching and the Pursuit of Educational Freedom with Bettina Love*. (session planner/discussant)
5. Muhammad, G. E. (2018, December) *“What’s love got to do with it?”: Centering ethic of care in scholars’ and educators’ epistemological orientations and pedagogical practices with Black girls & women*. Discussant at the Annual Convention of the Literacy Research Association (LRA), Indian Wells, California.
6. Muhammad, G. E. (2018, April) Division K Equity and Inclusion Council Session: *Art as protest, resistance and social movement: Artist-activists respond to the racial violence in and around schools* featuring artist activists Session planner/chair/organizer at the American Educational Research Association (AERA), New York, New York.
7. \*Trinh, Tinh & **Muhammad, G.E.** (2018, March). *Teach beyond words in a multicultural classroom: who struggles?* Paper session presented at the Georgia Association of Multilingual, Multicultural Education (GAMME) symposium, Atlanta, Georgia.
8. \*Girardeau, Kristy & **Muhammad, G.E.** (2018, January). *Reconceptualizing the personal essay in the middle grades: Learning from the historic writing practices of Black women*. Paper session presented at the JOLLE Conference, Athens, Georgia.
9. \*Chisholm, G., \*Starks, F. & **Muhammad, G.E.** (2018, January). *Exploring #BlackLivesMatter and sociopolitical relationships through kinship writing*. Paper session presented at the JOLLE Conference, Athens, Georgia.
10. Haddix, M., Price-Dennis, D. & **Muhammad, G.E.** (2018, January). *Transformative tools for preparing literacy teachers to engage Black girl literacies*. Paper session presented at the Hawaii International Conference on Education (HICE), Honolulu, Hawaii.

11. Muhammad, G. E. (2017, December). *From racial violence to racial justice: Praxis and implications for English education*. Discussant at the Annual Convention of the Literacy Research Association (LRA), Tampa, Florida.
12. **Muhammad, G.E.** & \*McArthur, S. (2017, November). *Religion, spirituality, and the work of literacy education*. Roundtable session presented at the Annual Convention of the National Council of Teachers of English (NCTE), St. Louis, Missouri.
13. Haddix, M., \*McArthur, S., **Muhammad, G.E.**, Perry, T., Price-Dennis, D. & Sealey-Ruiz, Y. (2017, November). *The multiple identities and literacies of Black girlhood: Creating spaces for centering Black girl voices in English education*. Paper session presented at the Annual Convention of the National Council of Teachers of English (NCTE), St. Louis, Missouri.
14. **Muhammad, G. E.** & \*McArthur, S. (2017, October). *The multiple identities and literacies of Black girlhood in urban education*. Presentation at the Georgia State University Sources of Educational Excellence Conference, Atlanta, Georgia.
15. American Educational Research Association (AERA) (2017, April) Division K Equity and Inclusion Council Session: #NoMoreHashtags: *Disrupting and Interrupting Systemic Racism in Teaching and Teacher Education* (session planner/organizer; absent at conference)
16. **Muhammad, G. E.**, Haddix, M. & Sealey-Ruiz, Y. (2017, February). *The multiple identities and literacies of Black girlhood: Creating spaces for centering Black girl voices in English education*. Paper session presented at the Annual Convention of the NCTE Assembly for Research Constitution
17. Muhammad, G.E. (2016, December). *Black girl literacies: Why they matter*. Paper session presented at the Annual Convention of the Literacy Research Association (LRA), Nashville, Tennessee.
18. Muhammad, G.E. (2016, December). *Transforming literacy, transforming justice: Toward a restorative English Education. Political Writings Among Youth Activists*. Round table session presented at the Annual Convention of the Literacy Research Association (LRA), Nashville, Tennessee.
19. **Muhammad, G.E.**, McArthur, S. A. & Chea, M. (2016, December). *"We are required to be": The mobilizing and sustaining literacy practices of Black girls and women*. Symposium session presented at the Annual Convention of the Literacy Research Association (LRA), Nashville, Tennessee.
20. Muhammad, G.E. (2016, December). Town hall meeting. Invited talk for Annual Convention of the Literacy Research Association (LRA), Nashville, Tennessee.
21. Muhammad, G.E. (2016, December). Doctoral student ICG study group: *Navigating multiple pathways to publication and living the writerly life in academia*. Symposium session presented at the Annual Convention of the Literacy Research Association (LRA), Nashville, Tennessee.
22. **Muhammad, G.E.**, McArthur, S. A. & Chea, M. (2016, November). *Pens down, don't shoot: An analysis of how young Black women use language to fight back against racism*. Paper session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Atlanta, Georgia.

23. Muhammad, G.E. (2016, November). *Black lives matter in multimodal literacy practices: A descriptive case study of resistance writing within a literacy collective designed to disrupt racism*. Invited roundtable session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Atlanta, Georgia.
24. Muhammad, G.E. (2016, November). *Literacy for social change: Exploring the role of writing in the lives of Muslim youth*. Paper session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Atlanta, Georgia.
25. Muhammad, G.E. (2016, November). *Reframing literacy education: What we can learn from Black historical writing groups*. Invited paper session (Janet Emig Award presentation) presented at the Annual Convention of the National Council of Teachers of English (NCTE), Atlanta, Georgia.
26. Muhammad, G.E. (2016, November). *Advocating for African American children: African American English as a tool for learning*. Roundtable session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Atlanta, Georgia.
27. \*McArthur, S. A, **Muhammad, G. E.**, Haddix, M. & Price-Dennis, D. (2016, February). *The multiple identities and literacies of black girlhood: A conversation about creating spaces for Black girl voices*. Invited panelist at the And Still We Rise Conference on Black Girls and Women in Education at Teachers College, Columbia University, New York, New York.
28. Muhammad, G. E. (2016, April). *Iqra: African American Muslim girls reading and writing for social justice*. Paper session to be presented at the Annual Convention of the American Educational Research Association (AERA), Washington, DC.
29. Muhammad, G. E. (2015, December). *Academia 101: Navigating the journey from graduate student to professional*. Invited panelist at the Annual Convention of the Literacy Research Association (LRA), Carlsbad, California.
30. Muhammad, G. E. (2015, December). *Reading and writing for social change: Exploring the role of literacy in the lives of Muslim girls*. Paper session presented at the Annual Convention of the Literacy Research Association (LRA), Carlsbad, California.
31. Muhammad, G. E. (2015, December). *"We wish to plead our own cause": A historical perspective to writing instruction to support the voices of African American youth in classrooms*. Paper session presented at the Annual Convention of the Literacy Research Association (LRA), Carlsbad, California.
32. Muhammad, G. E. (2015, December). *The role of literary mentors in writing development: How African American women's literature supported the writings of adolescent girls*. Paper session presented at the Annual Convention of the Literacy Research Association (LRA), Carlsbad, California.
33. Muhammad, G. E. (2015, December). *Countering deficit language perspectives: Imagining a new literacy pedagogy*. Discussant at the Annual Convention of the Literacy Research Association (LRA), Carlsbad, California.



34. Muhammad, G. E. (2015, December). *Emerging scholars of color: Navigating researcher positionalities & subjectivities*. Discussant at the Annual Convention of the Literacy Research Association (LRA), Carlsbad, California.
35. Muhammad, G. E. (2015, November). *From pen to pin: The multimodality of Black girls (re)writing their lives*. Paper session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Washington, DC.
36. Muhammad, G. E. (2015, November). *History as innovation: Lessons in literacy pedagogy from out-of-school literacy collaboratives*. Paper session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Washington, DC.
37. Muhammad, G. E. (2015, May). *The multiple identities and literacies of Black girlhood: A conversation about creating spaces for Black girl voices*. Panel session at the University of Pennsylvania Summit on Black Women and Girls in Education, Philadelphia, Pennsylvania.
38. Muhammad, G. E. (2015, May). *Literacy, advocacy and activism: Black Muslim girls reading and writing for social change*. Video presentation at the Georgia State University Sources of Educational Excellence Conference, Atlanta, Georgia.
39. Haddix, M., Price-Dennis, D. & **Muhammad, G.E.** (2014, November). *Urban fiction and multicultural literature as transformative tools for preparing English teachers for diverse classrooms*. Paper session presented at the International Conference on Urban Education (ICUE), Montego Bay, Jamaica.
40. Muhammad, G. E. (2014, November). *In search for a full vision: Writing representations of African American adolescent girls*. Research Awards Session presentation at the Annual Convention of the National Council of Teachers of English (NCTE), Washington, DC.
41. Muhammad, G. E. (2014, November). *"Inducing colored sisters of other places to imitate their example": Connecting historic literary societies to the contemporary writing groups*. Paper session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Washington, DC.
42. Muhammad, G. E. (2014, November). *Heritage and "hair-itage": Black adolescent girls writing across identities through cultural significations of hair*. Roundtable presented at the Annual Convention of the National Council of Teachers of English (NCTE), Washington, DC.
43. Muhammad, G. E. (2014, October). *Accomplishing an intellectual reformation: Literacy development and 1800s Black male literary societies*. Paper session presented at the International Colloquium on Black Males in Education, Atlanta, GA.
44. Behizadeh, N. & **Muhammad, G. E.** (2014, August). *Authentic for whom?: An interview study of authentic writing practices for adolescent learners*. Paper session presented at the Conference on Writing Research (COWR), Amsterdam, Netherlands.
45. Muhammad, G. E. (2014, August). *Using mentor text to support the writings of adolescent girls*. Paper session presented at the Conference on Writing Research (COWR), Amsterdam, Netherlands.

46. Muhammad, G. E. (2014, May). *Using mentor texts to support writing and self-expressions*. Poster Session presented at the Annual Convention of the International Reading Association (IRA), New Orleans, Louisiana.
47. Muhammad, G. E. (2014, May). *Culturally responsive writing instruction for the 21st century classroom: Historical practices of African American males' literacy development and implications for adolescent literacy instruction*. Paper Session presented at the Annual Convention of the International Reading Association (IRA), New Orleans, Louisiana.
48. Muhammad, G. E. (2014, April). *Cultivating intellectual communities: Examining literacy development within African American male literary societies of the 1800s*. Paper Session presented at the Georgia State University Sources of Educational Excellence Conference, Atlanta, Georgia.
49. Muhammad, G. E. (2014, April). *Writing in the zaman: Connecting Black adolescent girls' writings to the literary works of Black women*. Roundtable presented at the Annual Convention of the American Educational Research Association (AERA), Philadelphia, Pennsylvania.
50. **Muhammad, G. E. & \*McArthur, S.** (2014, March). *Adolescent girls' interpretations of Black girlhood in the media*. Paper Session presented at the Annual Convention of the Southeastern Women's Studies Association (SEWSA), Wilmington, North Carolina.
51. Muhammad, G. E. (2013, November). *The literacy development of Black males: Linking history to the future of English education; Literacy development and nineteenth century Black male literary societies*. Paper Session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Boston, Massachusetts.
52. Muhammad, G.E. (2013, November). *Literacy development among hybrid spaces: Exploring the literacies and identities of young Black women; In search for a full vision: Writing representations of Black adolescent girls*. Paper Session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Boston, Massachusetts.
53. Muhammad, G. E. (2013, November). *The role of literary mentors in writing development: How Black women's literature support writing representations of African American adolescent girls*. Poster Session at the Annual Convention of the National Council of Teachers of English (NCTE), Boston, Massachusetts.
54. Muhammad, G. E. (2013, December). *In search for a full vision: Writing representations of African American adolescent girls*. Paper Session at the Annual Convention of the Literacy Research Association (LRA), Dallas, Texas.
55. Muhammad, G. E. (2012, November/December). *The self-representations of Black adolescent girls through writing*. Roundtable presented at the Annual Convention of the Literacy Research Association (LRA), San Diego, California.
56. Muhammad, G. E. (2012, November/December). *The formation of the literacy development of African American males: Linking antebellum to the 21st century through the study of literary societies*. Paper Session presented at the Annual Convention of the Literacy Research Association (LRA), San Diego, California.

57. Muhammad, G. E. (2012, November). *In search for a full vision: Writing representations of African American adolescent girls*. Poster Session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Las Vegas, Nevada.
58. Muhammad, G. E. (2011, November/December). *Creating legitimate spaces for African American adolescent girls to "write it out."* Paper Session presented at the Annual Convention of the Literacy Research Association (LRA), Jacksonville, Florida.
59. Muhammad, G. E. (2011, November). *"Not knowing who you are is the worst feeling in the world": An adolescent girl talks about identity, context, and writing*. Paper Session presented at the Annual Convention of the National Council of Teachers of English (NCTE), Chicago, Illinois.
60. Hughes, M. T., Parker-Katz, M., Bryant, A., Zurheide, J., Keel, J., **Muhammad, G.E.** & Lee, G. (2011, April). *Collaborative teacher network: Findings related to increasing teachers' knowledge of content-area reading strategies*. Roundtable presented at the Annual Convention of the American Educational Research Association (AERA), New Orleans, Louisiana.
61. Muhammad, G. E. (2010, December). *Creating a space: A critical review of literacy research on African American adolescent females*. Roundtable presented at the Annual Convention of the National Reading Conference (NRC), Fort Worth, Texas.

## AWARDS AND GRANTS

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### HONORS AND AWARDS:

- 2021 National Council of Teachers of English (NCTE) Recipient of the Outstanding Elementary Educator in the English Language Arts
- 2020 American Educational Research Association (AERA), Division K Early Career Award
- 2018 Semifinalist for the 2018 National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship
- 2018 Emerald Literati Award for the best article in *English Teaching: Practice and Critique*
- 2018 University of Illinois-Chicago College of Education Researcher of the Year (<http://education.uic.edu/alumni/alumni#2018-alumni-honors-gala>)
- 2017 Outstanding Urban Education Research Award, Georgia State University, College of Education and Human Development (\$500)
- 2016 National Council of Teachers of English (NCTE) Recipient of the Conference on English Education (CEE) Janet Emig Award for top article published in *English Education*
- 2016 Mohammed Schools of Atlanta Booker & Amidah Community Award

- 2015 National Council of Teachers of English (NCTE) Recipient of the NCTE Alan C. Purves Award, Honorable Mention for article published in *Research in the Teaching of English*
- 2014 National Council of Teachers of English (NCTE) Promising Researcher Award
- 2013 University of Illinois Dean's Merit Award
- 2012 National Council of Teachers of English (NCTE) Cultivating New Voices Fellowship (2012-2014) (\$6,000)
- 2012 University of Illinois Chicago Abraham Lincoln Dissertation Fellowship (\$25,000)
- 2006 National Endowment for the Humanities (NEH) Fellowship: South Africa Continuity and Change

**FUNDED GRANTS:** (Total Awarded: **\$794,030**)

- 2018 Innovative Approaches to Literacy Program, “STEM is LIT(ERCIES): A Culturally and Historically Responsive Model for Teaching Literacy Across STEM” (U.S. Department of Education (PI) (\$750,000)
- 2016 Technology Update for the Urban Literacy Collaborative and Clinic, Georgia State University Student Technology Fee Grant (\$39,030)
- 2015 Black Lives Matter in Multimodal Literacy Practices: A Descriptive Case Study of Resistance Writing within a Literacy Collaborative National Council of Teachers of English, The Conference on English Education Research Initiative Grant (\$2,500) (PI)
- 2017 International Gendered Literacies: Advancing Literacies Across the Academic Disciplines Among South African Girls at a STEM School, Georgia State University Global Initiatives Grant (\$2,500) (PI)

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**SELECTED MEDIA PRODUCTS**

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(2021, August). Equity in schools: How Staten Island is working to ensure a quality education for all. <https://www.silive.com/education/2021/08/equity-in-schools-how-staten-island-is-working-to-ensure-a-quality-education-for-all.html>

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Miller, Claire. (2020, September). Research Snapshot: *Pens Down, Don't Shoot* <https://news.gsu.edu/2020/09/29/research-snapshot-pens-down-dont-shoot/>

(2020, September). Interview with All the Above Podcast: <https://www.stitcher.com/podcast/all-of-the-above-show/all-of-the-above>

Isra-UI, Ma'asehyahu (2020, September). S2 Ep. 13: *Historical Literacy and Making the Humanities "Humane" for Our Children (Feat. Dr. Gholdy Muhammad)*. Feature Interview: <https://radiopublic.com/leading-by-history-6LXX9q/s1!911e0>

Turner, Braden. (2020, September 24). Georgia State University Provost Profile. *Georgia State Associate Professor Works Towards Culturally Responsive Education*. <https://provost.gsu.edu/2020/09/24/georgia-state-associate-professor-works-towards-culturally-responsive-education/>

(2020, September) Vanderbilt University Barton Lab. Social Media Feature: <https://lab.vanderbilt.edu/barton-lab/>

Rifkin, Rachael (2020, September). *Why We Need an Antiracist Education System*. Feature Story: <https://progressive.org/dispatches/why-we-need-antiracist-education-rifkin-200919/>

Pitts, Jamilah (2020, September 11). *What anti-racism really means for educators*. Research feature: <https://www.tolerance.org/magazine/what-antiracism-really-means-for-educators?fbclid=IwAR16pLCnpz9b-6eAKZK1A6WW5tAvb-0qADGmjoBegB4SWfoeOR2uIU5T5w>

(2020, September 10). Dr. Gholdy Muhammad discusses the Black Lives Matter Movement and education. Interview: <https://edublog.scholastic.com/post/dr-gholdy-muhammad-discusses-black-lives-matter-movement-and-education?fbclid=IwAR3BIIjrQFRnJSvG12cgyZsgoMxDF7pQIcNXcNVCJqTKYjKKCqjW8NKZN5M>

Vashi, Sonam. (2020, September) Feature Story in Georgia State University Research Magazine: [https://news.gsu.edu/research-magazine/spring2020/cultivating-genius?fbclid=IwAR0IT3vrMgb81oDuQrMLaKAYq2kguji9jQHRh7\\_Bdl8Lr2ggr\\_LTvi\\_TYU](https://news.gsu.edu/research-magazine/spring2020/cultivating-genius?fbclid=IwAR0IT3vrMgb81oDuQrMLaKAYq2kguji9jQHRh7_Bdl8Lr2ggr_LTvi_TYU)

The Karen Hunter Show (2020, August). Interview with Karen Hunter on Sirius XM Radio Urban View: <https://karenhuntershow.com/gholdy-muhammad/>

Gonzalez, Jennifer (2020, August). *Historically Responsive Literacy: A More Complete Education for All Students*. Feature Interview: <https://www.cultofpedagogy.com/historically-responsive-literacy/>.

(2020, July). Black Gaze Podcast Feature: [https://www.youtube.com/watch?v=VM3fAsytrVQ&has\\_verified=1](https://www.youtube.com/watch?v=VM3fAsytrVQ&has_verified=1)

(2020, July 22). VoyageATL. Feature Story: <http://voyageatl.com/interview/meet-gholdy-muhammad-hill-pedagogies-atlanta-proper/>.

(2020, July 7). *Twitter Chat Recap: #G2Great with Dr. Gholdy Muhammad*. <https://edublog.scholastic.com/post/twitter-chat-recap-g2great-dr-gholdy-muhammad>

Miller, Claire. (2020, June). Muhammad, Wang Receive AERA Early Career Awards. <https://news.gsu.edu/2020/06/25/muhammad-wang-receive-avera-early-career-awards/>

(2020, June). Muslim Women Zoom Into Racism: <https://www.youtube.com/watch?v=brlt7TNinGI>

(2020, June). ABC/Good Morning America Interview with Katie Kindelan: <https://www.goodmorningamerica.com/news/story/teachers-reinventing-black-history-anti-racism-taught-schools-71450018>

Muhammad, G.E., Love, B.L. & Simmons, D. (2020, June). Abolitionist Teaching and the Future of Our Schools. Invited Talk with Haymarket Book and the Schomburg Center for Research in Black Culture: [https://www.youtube.com/watch?v=uJZ3RPJ2rNc&fbclid=IwAR2KaZ\\_Iu3FRMhdoTvSQ1psfvTwYXfNqVWPpWNBislp7ziU1g3vUqA5G8Hc](https://www.youtube.com/watch?v=uJZ3RPJ2rNc&fbclid=IwAR2KaZ_Iu3FRMhdoTvSQ1psfvTwYXfNqVWPpWNBislp7ziU1g3vUqA5G8Hc)

(2020, June). Interview with Inside Schools. *What Happens to Culturally Responsive Teaching When It's All Online?* [https://anchor.fm/insideschools/episodes/Episode-27-What-Happens-to-Culturally-Responsive-Teaching-When-Its-All-Online-eetics/a-a2cmj5d?fbclid=IwAR1Bn6hNBuh1Bwul5aQYSqgNCoBdjLMgFzKVFHcACBpcNwB5\\_GCdbuS SOzU](https://anchor.fm/insideschools/episodes/Episode-27-What-Happens-to-Culturally-Responsive-Teaching-When-Its-All-Online-eetics/a-a2cmj5d?fbclid=IwAR1Bn6hNBuh1Bwul5aQYSqgNCoBdjLMgFzKVFHcACBpcNwB5_GCdbuS SOzU)

(2020, June). Interview with Larry Jacobs of EduTalk, *The Systemic Challenges in Education During These Times of Social Unrest*. Feature on Blog Talk Radio with Ivelisse Ramos. <http://tobtr.com/11745867>.

Gilson, B. (2020, June) *Cultivating Genius*. Literacy Lenses. Feature Story: <https://literacylenses.com/2020/06/cultivating-genius/?fbclid=IwAR3kxgFMGqcfrfUuHVaz0x5B0eU-M-XVS1pgeWY744xbouh0VL28kYr9hw>

(2020, June) #G2Great Twitter Chat: <https://twitter.com/writinglit>

Zalaznick, Matt (2020, June). *How Educators Can Be Part of Dismantling Systemic Racism*. District Administration. Feature Story: <https://districtadministration.com/systemic-racism-schools-anti-racism-equity-black-brown-students/>

Lewis, C. (2020, May). Stay Woke from Home with these Books, Resources, and Articles. School Library Journal. Feature Story: <https://www.schoollibraryjournal.com/?detailStory=Stay-Woke-from-Home-Read-Woke-Cicely-Lewis-equity-COVID-19-coronavirus-diverse-books>

(2020, May). 40+ Books for Antiracist Teachers. Feature: [https://culturallyresponsiveladership.com/antiracistbooks/?fbclid=IwAR2Qy9RHBGX4U-ao4arYDihawxNVQuTvkn\\_gS00kJsS1bXRG-xMaHBI7XIA](https://culturallyresponsiveladership.com/antiracistbooks/?fbclid=IwAR2Qy9RHBGX4U-ao4arYDihawxNVQuTvkn_gS00kJsS1bXRG-xMaHBI7XIA)

(2020, May). NCTE Member Gathering Invited Talk. <https://vimeo.com/415296470?fbclid=IwAR0y39lr50HbyVENu5k0prytAiiXaJPVUcyWpXGDPm mgrxO4IjHNoedNINI>

(2020, April) AERA Writing & Literacies Twitter Chat: <https://twitter.com/writinglit>

Cultivating Genius, Spring 2020 Issue. Feature Story [https://news.gsu.edu/research-magazine/spring2020/cultivating-genius?utm\\_source=feature-story&utm\\_medium=research-email&utm\\_campaign=muhammad-profile](https://news.gsu.edu/research-magazine/spring2020/cultivating-genius?utm_source=feature-story&utm_medium=research-email&utm_campaign=muhammad-profile)

Spring 2020. Featured Story. *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. The Education Magazine  
<https://www.theeducationmagazine.com/education-now/cultivating-genius-framework/>

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<https://www.heraldtribune.com/news/20200224/19th-century-literacy-groups-help-shape-new-educational-approach>

(2020, March). Guest on WRFG 89.3 FM Atlanta. The Bridge show with Yennenga Adanya.

(2020, March). Interview with Larry Jacobs of EduTalk, Blog Talk Radio.  
<https://www.blogtalkradio.com/edutalk/2020/03/04/equity-via-culturally-and-historically-responsive-literacy-in-schools>

(2019, October). *Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy*. Invited national webinar for EdWeb.net  
<https://home.edweb.net/webinar/personalizedlearning20191015/>

Muhammad, G.E. (2019, September). *The 'Colorblindness' of Schools Has 'Failed Children of Color'*  
[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2019/09/the\\_colorblindness\\_of\\_schools\\_has\\_failed\\_children\\_of\\_color.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/09/the_colorblindness_of_schools_has_failed_children_of_color.html)

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<https://news.gsu.edu/2019/07/11/muhammad-puts-new-professional-development-model-into-action/>

Ferlazzo, Larry. (2020, January). *Author Interview with Dr. Ghodly Muhammad: 'Cultivating Genius'*. Interview with Education Week.  
[https://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2020/01/author\\_interview\\_with\\_dr\\_ghodly\\_muhammad\\_cultivating\\_genius.html](https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/01/author_interview_with_dr_ghodly_muhammad_cultivating_genius.html); 100<sup>th</sup> Author Interview:  
<https://larryferlazzo.edublogs.org/2020/01/28/author-interview-with-dr-ghodly-muhammad-cultivating-genius/>

Muhammad, G.E. (2019, February). *'There is Still a Lot of Work' Schools Need to Do in Supporting Black Girls*.  
[https://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2019/02/response\\_there\\_is\\_still\\_a\\_lot\\_of\\_work\\_schools\\_need\\_to\\_do\\_in\\_supporting\\_black\\_girls.html](https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/02/response_there_is_still_a_lot_of_work_schools_need_to_do_in_supporting_black_girls.html)

Muhammad, G. E. (2019, March). *Black Girls and the Need for Agitation Literacies in Schools*. Invited article for Education Week.

[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2019/02/response\\_there\\_is\\_still\\_a\\_lot\\_of\\_work\\_schools\\_need\\_to\\_do\\_in\\_supporting\\_black\\_girls.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/02/response_there_is_still_a_lot_of_work_schools_need_to_do_in_supporting_black_girls.html)

(2018, February). *Protest, Power and Possibilities: Agitation Literacies of Black Muslim Girls*. Invited campus talk at Georgia State University, Center for Excellence in Teaching & Learning: Teaching for Social Justice & Democracy Speaker Series, Atlanta, Georgia. <https://vimeo.com/255097128>

**Muhammad, G. E.**, Price-Dennis, D. (2017, December). The multiple identities and literacies of Black girlhood: A conversation about creating spaces for Black girl voices. *Journal of Language and Literacy Education*, 13(2), 1-18. Podcast retrieved from <http://jolle.coe.uga.edu/volume-132/>

Falling in Love with Books at the African American Read-In: Research and community engaged scholarship highlighted in (NCTE Council Chronicle, November 2016)

Black Youth Write Research Blog (2016, June). <http://byw2016.blogspot.com/>

(2015, November 17). Georgia State University Interview with Gholnecsar Muhammad on Public Education, *American Education Week 2015: Dr. Gholnecsar Muhammad*. Retrieved from <https://www.youtube.com/watch?v=2oWPpWgEvZI>

Muhammad, G. E. (2015). Iqra: African American Muslim girls reading and writing for social change. *Written Communication*, 32(3), 1-31. Podcast retrieved from <http://wex.sagepub.com/content/32/3/286/suppl/DC1>

Muhammad, G. E. (2015 October 28). Georgia State University Interview with Gholnecsar Muhammad on her Research, *Identity Development, Skills, Intellect and Criticality are the Classroom's Nucleus*. Podcast retrieved from <https://soundcloud.com/georgia-state-cehd/identity-development-skills-intellect-and-criticality-are-the-classrooms-nucleus>

Muhammad, G. E. (2015 August 31). *Black girls' lives matter – In writing, too*. [web log post]. Retrieved from <https://writerswhocare.wordpress.com/2015/08/31/black-girls-lives-matter-in-writing-too/>

Muhammad, G. E. (2012). Creating spaces for Black adolescent girls to “write it out!” *Journal of Adolescent and Adult Literacy*, 56(3), 203-211. Podcast retrieved from <http://www.reading.org/downloads/podcasts/jaal-56-3-GholnecsarMuhammad.mp3>

(National Council of Teachers of English Blog Featuring Gholnecsar Muhammad’s Research) Fournel, J. (May 16, 2015). *Writing to make sense of who we are*. [web log post]. Retrieved from <http://blogs.ncte.org/index.php/2015/05/writing-to-make-sense/>

(2015, April 29). Blog Featuring Gholnecsar Muhammad’s Research. Anderson, V. *Gholnecsar E. Muhammad: Self-representation of African American girls*. [web log post]. Retrieved from <http://collegecompositionweekly.com/2015/04/29/gholnecsar-e-muhammad-self-representation-of-african-american-girls-rte-feb-2015-posted-042915/>

Research Presentation on Black Males and Literacy Education: Retrieved from [https://www.youtube.com/watch?v=x-yt-ts=1421914688&x-yt-cl=84503534&v=M\\_9tyJgEkwY](https://www.youtube.com/watch?v=x-yt-ts=1421914688&x-yt-cl=84503534&v=M_9tyJgEkwY)



## RECOGNITION BY SCHOLARLY AND PROFESSIONAL ASSOCIATIONS

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- Editorial Board,** Reading Research Quarterly, 2021- present  
Language Arts, 2021-present  
Research in the Teaching of English, 2019-present  
Journal of Adolescent & Adult Literacy, Volume 60, 2015-2021  
Reading Horizons: A Journal of Literacy and Language, 2013-present  
Journal of Negro Education, 2014-2017
- Board Member,** American Educational Research Association (AERA) Chair, Equity and Inclusion Council, Division K, 2016-2019  
National Council of Teachers of English (NCTE), Standing Committee on Research, National Board Member, 2016-2019  
Literacy Research Association (LRA), Ethnicity, Race, and Multilingualism Committee, National Board Member, 2015-2017  
Illinois Reading Council Board Member, 2009
- Ad Hoc Reviewer,** Journal of Teacher Education, 2017-present  
Journal of Negro Education, 2017-present  
Written Communication, 2016-present  
English Teaching: Practice and Critique, 2016-present  
AERA Division K Travel Award Subcommittee, 2015-present  
Research in the Teaching of English, 2014-present  
Literacy Research Association Yearbook, 2013-present
- Conference Reviewer,** Literacy Research Association, 2011-present  
National Council of Teachers of English, 2016-present  
American Educational Research Association Annual Conference, 2013-present

**Conference Planning,** American Educational Research Association (AERA), September 2017; September 2018

National Council of Teachers of English (NCTE), February 2017  
American Educational Research Association (AERA), September, 2016

Coalition of Schools Educating Boys of Color (COSEBOC), Annual Convention, University of Illinois-Chicago, April 2013

**Position/Policy Statements,** 2017 Literacy Research Association commissioned report on Racism & Racial Violence in Literacy Research (draft)

2017 Conference on English Education name change committee

**INVITED KEYNOTES & PRESENTATIONS AT CONFERENCES/UNIVERSITIES (SELECTED):**

1. (2021, June). Cultivating Genius: An Equity Model for Culturally & Historically Responsive Literacies. Visiting Professor at Texas Women's University.
2. (2021, April). Cultivating Genius: An Equity Model for Teaching Excellence. Invited keynote at National Louis University.
3. (2021, February). Cultivating Genius: An Equity Model for Teaching Excellence. Invited keynote at University of North Carolina, Greensboro.
4. (2021, January). Humanizing Pedagogies: An Equity Model for Culturally & Historically Responsive Literacies. Invited keynote at Stanford University.
5. (2020, November). Cultivating Genius: An Equity Model for Teaching Excellence. Invited keynote address at University of Connecticut Leadership in Diversity.
6. (2020, November). Culturally and Historically Responsiveness in Education. Invited talk at Georgia Association for Career & Technical Education Conference.
7. (2020, October). Cultivating Genius: An Equity Model for Teaching Excellence. Invited lecture at St. Cloud State University.
8. (2020, October). Invitation to speak to the U.S. Senate Committee on K-12 and Higher Education.
9. (2020, October). Cultivating Genius: An Equity Model for Teaching Excellence. Invited lecture at Teachers College, Columbia University. (3 courses)
10. (2020, October). Cultivating Genius and Joy: A Look at Schomburg's Digital Archives. Invited talk address at the Schomburg Center for Research in Black Culture.

11. (2020, October). Equity and Excellence Lecture. Invited panelist at University of Maryland Baltimore County.
12. (2020, October). Cultivating Genius and Joy. Invited keynote address at Coalition of Schools Educating Boys of Color (COSBOC).
13. (2020, September). Social & Emotional Learning Exchange. Invited talk at virtual summit.
14. (2020, September). DECODE 2020: Digital Interactive Panels and Virtual Networking Opportunities. Invited panelist at the Chicago Literacy Alliance.
15. (2020, October). Cultivating Genius and Joy. Invited keynote address at Maker Ed Convening.
16. (2020, October). Black Historical Excellence as a Way Forward. Invited keynote address at International Literacy Association Conference.
17. (2020, October). Culturally & Historically Responsive Education for Equity and Excellence. Invited keynote address at San Antonio Independent School District.
18. (2020, September). Culturally & Historically Responsive Education for Equity and Excellence. Invited keynote address at The Center for Equity and Justice in Teacher Education, Georgia State University.
19. (2020, September). Learning through the Model of Clara Muhammad. Invited panelist at the International African American Museum Gathering.
20. (2020, September). Cultivating Genius: An Equity Model for Teaching Excellence. Invited lecture at California State University, Long Beach.
21. (2020, September). Cultivating Genius at Home Through Parent Read Alouds. Invited talk at the Atlanta YMCA, Atlanta, Georgia.
22. (2020, August). Supporting Students and School Mental Health Professionals in the Context of Racial Violence. Invited panelist at Emory University Rollins School of Public Health.
23. (2020, August). Culturally & Historically Responsive Education for Equity and Excellence. Invited keynote address at Partnership for Los Angeles Schools.
24. (2020, August). Culturally & Historically Responsive Education for Equity and Excellence. Invited keynote address at Drew Charter School, Atlanta, Georgia.
25. (2020, August). Culturally & Historically Responsive Education for Equity and Excellence. Invited keynote address at Bronx Office of Superintendent Michael Alcoff, Bronx, New York.
26. (2020, October). Black Historical Excellence as a Way Forward. Invited talk at The Anti-racist Table.

27. (2020, June). Culturally & Historically Responsive Education to Cultivate Genius. Invited keynote address at Equitable Dinners, Atlanta, Georgia.
28. (2020, May). Cultivating Genius: An Equity Model for K-12 and Higher Education. Invited Talk at Georgia State University Virtual Equity Retreat.
29. (2020, April). Cultivating Genius: An Equity Model for Culturally and Historically Responsive Education. Invited Talk at University of Georgia, I.A.R.G.S. Spring Speaker Series. Virtual Session.
30. (2019, February). Transformative Literacies for Transformative Times. Invited keynote address at the Scholastic Reading Summit, Houston, Texas
31. (2019, February). *Creating Spaces for Centering the Multiple Identities and Literacies of Black Girls*. Invited session at the Wisconsin State Reading Association, Milwaukee, Wisconsin.
32. (2019, February). *Protest, Power and Possibilities: The Need for Agitation Literacies*. Invited session at the Wisconsin State Reading Association, Milwaukee, Wisconsin.
33. (2018, April). *Racial Literacy Roundtable: A Conversation on Black Girls' Literacies*. Invited panelist at Columbia University Teachers College Racial Literacy Roundtable Series, New York, New York.
34. (2018, February). *An Urgent Need to Agitate: Historicizing Education to Advance Pedagogy in Classrooms*. Keynote speech at the 13th Annual Educating for Change Curriculum Conference, St. Louis, Missouri.
35. (2018, February). *Protest, Power and Possibilities: Agitation Literacies of Black Muslim Girls*. Invited campus talk at Georgia State University, Center for Excellence in Teaching & Learning: Teaching for Social Justice & Democracy Speaker Series, Atlanta, Georgia.
36. (2018, October). *An Urgent Need to Agitate: Historicizing Education to Advance Pedagogy in Classrooms*. Invited talk at Michigan State University Literacy Colloquy, Lansing, Michigan.
37. (2018, October). *Literacy Colloquy: We Are More Than Enough: Toward a Black Girls Literacy Framework to Save Education for All*. Invited talk at Michigan State University's College of Education, Lansing, Michigan.
38. (2016, January). *Using literary models in English education*. Invited lecture at Michigan State University, College of Education, Graduate course.
39. (2015, January). *Toward a historical literacy framing: Locating intersections of students' histories, identities and literacies*. Invited campus talk at Syracuse University, College of Education, Syracuse, New York.
40. (2015, January). *The literary history of collaboration among young Black women writers*. Invited campus talk at Syracuse University, College of Education, Syracuse, New York.

41. (2014, December). *Iqra: African American Muslim girls reading and writing for social change*. Invited presenter at the Annual Seerah Conference, Harlem, New York.
42. (2014, October). *Restoring and rescuing authentic practices of literacy Instruction in writing classrooms*. Invited keynote address at the Scholastic ID Literacy Conference for School Leaders, Chicago, Illinois.
43. (2014, October). *A review of writing research and best practices*. Invited lecture at Otterbein University, Undergraduate course.
44. (2014, October). *Black women's perspectives on the trajectories of Black males in education*. Invited panelist at the International Colloquium on Black Males in Education, Atlanta, Georgia.
45. (2014, September). *The future of writing research*. Invited lecture at Syracuse University, Doctoral course.
46. (2014, September). *Research-based writing strategies*. Invited lecture at Columbia College, Masters course.
47. (2014, April). *Advancing intellectual and literacy development of Black males through a study of historic reading and writing practices*. Invited extended paper session presented at the Coalition of Schools Educating Boys of Color (COSEBOC) Annual Convention, Jackson, Mississippi.
48. (2014, April). *Adolescents' social worlds, identity, funds of knowledge, and the connections to Writing*. Invited lecture at University at Albany-SUNY, Masters course.
49. (2013, October). *Creating spaces for critical teaching and research*. Invited lecture at Syracuse University, Doctoral course.
50. (2013, February). *Writing representations of Black adolescent girls*. Invited presentation at the National Council of Teachers of English, Cultivating New Voices Spring Institute at the University of Washington, Seattle, Washington.

## TEACHING

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### **K-12 TEACHING AND ADMINISTRATION:**

2007-2009: Cahokia Unit School District 187, Department of Curriculum and Instruction  
**District Assistant Curriculum Director**

Responsibilities: Developed handbooks for inclusion and equity education; professional development; grant writing; supervision of school leaders (principals and reading coaches); facilitated instructional leadership meetings and protocol; coaching of school principals; created products and tools for academic achievement and behavior.

2003-2007: Cahokia Unit School District 187, Wirth Parks Middle School  
**Classroom Teacher** (3 years)

**After School and Summer School Reading Coordinator** (3 years)  
**Literacy Coach** (1 year)

## **GEORGIA STATE UNIVERSITY TEACHING ASSIGNMENTS:**

Department of Middle and Secondary Education  
Language and Literacy; Middle Level Education Fall 2013-present  
*Georgia State University Affiliated Faculty Appointments*  
Alonzo A. Crim Center for Urban Educational Excellence  
Teaching and Teacher Education PhD program  
Curriculum & Instruction EdD program  
Middle Level Education

Overall student evaluation for all taught courses: 4.80/5.0  
4.7 (2013); 4.9 (2014); 4.35 (2015); 4.83 (2016); 4.83 (2017) 5.0 (2018) 4.96 (2019) 4.8 (2020) 4.7  
(2021)

**EDUC 7460:** Culturally and Historically Responsive Education (Undergraduate/Graduate) Spring  
2021 (25 enrolled) 4.87/5.0 (taught once)

**EDRD 8610:** Supervision of School Literacy Programs (Graduate) *Fall 2019* (22 enrolled);  
(4.71/5.0) *Fall 2020* (25 enrolled) (4.8/5.0) (taught twice)

**EDCI 9850:** Research Seminar (Doctoral) *Spring 2018* (10 enrolled) (5.0/5.0) (taught once)

**HONORS 100:** Conversation Peace: Exploring Identity, Resistance and Social Change Through the  
Music of Stevie Wonder (Undergraduate) *Fall 2017* (16 enrolled) (4.77/5.0) (taught once)

**EDRD 7600:** Theory and Pedagogy in Reading (Graduate) *Fall 2017* (18 enrolled) (4.6/5.0) *Spring*  
*2021 (TA Taught)* (22 enrolled) (4.5/5.0) (taught twice)

**EDRD 4450:** Concepts and Methods for Reading in Middle Level Education *Fall 2017* (6 enrolled)  
(5.0/5.0) (taught once)

**EDRD 8310:** Theoretical Models and Processes of Literacy Learning—Reading (Graduate) *Spring*  
*2020* (14 enrolled) (no evaluation available-COVID); *Spring 2017* (6 enrolled) (5.0/5.0); *Fall 2016* (12  
enrolled) (4.96/5.0) (taught three times)

**EDRD 9870:** Advanced Research Seminar in Language and Literacy Education (Graduate) *Spring*  
*2020* (4 enrolled); *Fall 2019* (4 enrolled); *Fall 2016* (6 enrolled) (5.0/5.0) (taught three times)

**EDRD 7650:** Individual Literacy Assessment and Instruction (Graduate) *Fall 2016* (12 enrolled)  
(4.5/5.0) (taught once)

**EDUC 3333/EDCU 7777:** Critical Histories, Identities and Literacies: Exploring the Urban  
Educational Terrain of South Africa (Undergraduate and Graduate) *Summer 2016* (7 enrolled)  
(5.0/5.0) (taught once)

**EDRD 3500:** Assessment and Instruction of Middle Childhood Students with Reading Difficulty (Undergraduate) *Spring 2016* (6 enrolled) (5.0/5.0) (taught once)

**EDUC 3333/EDCU 7777:** Language, Religion and Immigration: Comparative Multiculturalism in the U.S. and France – Paris, Montpellier, France (Undergraduate and Graduate) *Summer 2015* (9 enrolled) (3.65/5.0) (co-taught once with two professors)

**EDCI: 9760:** Socio-Historical Perspectives and Methods of Teacher Education (Doctoral) *Spring 2015* (5 enrolled) (5.0/5.0) (taught once)

**EDCI 6560:** Principles of Instruction in Middle Level Language Arts and Social Studies (Masters) *Fall 2013* (7 enrolled) (4.7/5.0); *Fall 2014* (13 enrolled) (5.0/5.0); *Fall 2015* (7 enrolled) (4.56/5.0) (taught three times)

**EDRD 3490:** Topics in Middle Childhood Reading (Undergraduate) *Spring 2014* (12 enrolled) (4.9/5.0) (taught once)

**EDCI 4640:** Critical Issues in Middle Grades Education (Undergraduate) *Spring 2014* (16 enrolled) (4.9/5.0); *Spring 2015* (20 enrolled) (5.0/5.0); *Spring 2016* (25 enrolled) (4.6/5.0) (taught three times)

**HONORS 1000:** Cultivating an Intellectual and Literary Culture: African American Literary Societies of the 1800s (Undergraduate) *Fall 2014* (15 enrolled) (4.9/5.0) (taught once)

#### **COURSES TAUGHT AT OTHER INSTITUTIONS:**

##### **Teaching and Research Assistantships:**

*University of Illinois Chicago, Reading Clinic*

Fall 2011-Spring 2013:

CI 525 Assessment and Instruction for Struggling Readers, K-12: Part 1

CI 526 Assessment and Instruction for Struggling Readers, K-12: Part 2 (Masters courses)

*University of Illinois Chicago, Collaborative Teaching Network (CTN) Research Grant, Department of Special Education*

August 2009-July 2010

*University of Illinois Chicago, Special Teachers and Exceptional Pupils =Urban Promise (STEP=UP) Research Grant, Department of Special Education*

August 2009-July 2010

SPED 448 Topics in Special Education & Literacy

#### **COURSES DEVELOPED AT GEORGIA STATE UNIVERSITY:**

**EDUC 7460:** Culturally and Historically Responsive Education (Undergraduate/Graduate) *Spring 2021* (25 enrolled) 4.87/5.0 (taught once)

**HONORS 100:** Conversation Peace: Exploring Identity, Resistance and Social Change Through the Music of Stevie Wonder (Undergraduate) *Fall 2017* (16 enrolled) 4.77/5.0 (taught once) (Approved by Honors College March 2017)

**EDUC 3333/EDCU 7777:** Critical Histories, Identities and Literacies: Exploring the Urban Educational Terrain of South Africa (Undergraduate and Graduate) *Summer 2016* (7 enrolled) (5.0/5.0) (taught once) (Approved by College of Education & Human Development October 2015)

**EDUC 3333/EDCU 7777:** Language, Religion and Immigration: Comparative Multiculturalism in the U.S. and France – Paris, Montpellier, France (Undergraduate and Graduate) *Summer 2015* (9 enrolled) (3.65/5.0) (co-taught once with two professors) (Approved by College of Education & Human Development October 2014)

**EDCI: 9760:** Socio-Historical Perspectives and Methods of Teacher Education (Graduate) *Spring 2015* (5 enrolled) (5.0/5.0) (taught once) (Approved by Department of Middle and Secondary Education October 2014)

**HONORS 1000:** Cultivating an Intellectual and Literary Culture: African American Literary Societies of the 1800s (Undergraduate) *Fall 2014* (15 enrolled) (4.9/5.0) (taught once) Approved by Honors College March 2013)

#### **INVITED PRESENTATIONS AT PROFESSIONAL MEETINGS & WORKSHOPS:**

Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Professional Learning Sessions 2019-21: (selected list)

- Achieve 3000
- Alaska Deed School District
- American Reading Company
- Amherst Regional High School, Massachusetts
- Arlington Schools, Virginia
- Bookclubz.com
- Brooklyn North, New York
- Buffalo School District, New York
- Cherry Hill School District, New Jersey
- Chicago Public Schools, Illinois
- Community School District 12, Bronx, New York
- Dallas Independent School District, Texas
- Department of Youth Services (DYS)
- Dover Academy, Fairfield, California
- Dublin City Schools, Ohio
- Equitas Academy, Los Angeles, California
- Francis Lewis High School, Queens, New York
- Georgetown Day School, Washington, DC
- Guttman Community College, New York
- Illinois State University, the McLean County History Museum, and Regional Office of Education #17
- Massachusetts Adult Education
- McGraw Hill Publishing
- Naperville District 203 and Indian Prairie School District 204, Illinois
- New York Coalition for Teacher Preparation
- New York Department of Education
- Oak Grove School District, Illinois
- Office of Superintendent Michael Alcott, Bronx, New York
- Ohio Department of Education



- PBS: Public Broadcasting Service
- Plymouth-Canton Community Schools, Michigan
- Porter Ridge Secondary Schools, North Carolina
- Pride Academy Charter School, East Orange, NJ
- San Antonio School District, Texas
- San Francisco Unified School District, California
- Scholastic Publishing
- Teachers College Reading and Writing Project, New York, New York
- The Gathering Place, San Antonio, Texas
- Washington High School, Chicago, Illinois
- Washtenaw School District, Michigan
- Waukee Schools, Ohio
- Wayne RESA Schools, Michigan
- Whetstone Education, Louisiana
- Williamsburg High School for Art and Technology, Brooklyn, New York

Interview about Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Virtual Session with the Book Love Foundation. June 2020

Anti-Racism and Education, Voices of Muslim African American Women. Virtual Session with Women's Islamic Initiative in Spirituality and Equity. June 2020

Culturally and Historically Responsive Education Across the Disciplines (multiple invitations), New York City Schools. March-January 2020

We Want to do More Than Survive: Abolitionist Teaching/Conversation with Author, Bettina Love, Charis Book Store, Atlanta, Georgia, March 2019

Georgia State University Initial Teacher Preparation, Cultivating Equity in Teacher Preparation, Atlanta, Georgia, March 2019

Georgia State University Black Excellence Panel, Atlanta, Georgia, March 2019

New York City Schools: Culturally and Historically Responsive Literacy Instruction. New York, New York. July 2018 (Trained superintendents and teacher leaders on curriculum/literacy framework with Anti-Bias funds (\$23 million) awarded to the entire school district. Harlem District #5 School District: Culturally and Historically Responsive Literacy Instruction. Harlem, New York, November 2017-April 2018 (developed curriculum/literacy framework is used throughout Harlem schools) \*District is implementing self-created literacy model

Atlanta Public Schools: Culturally and Historically Responsive Literacy Instruction in STEM. Atlanta, Georgia, July 2017

Harlem District #5 School District: Culturally and Historically Responsive Literacy Instruction. Harlem, New York, June 2017

New York City Schools: Eagle Academy Staten Island: Culturally Responsive Reading and Writing Instruction. Staten Island, New York, June 2016

New York City Schools: Instructional Literacy Strategies for a Culturally Responsive Pedagogy Tutoring Framework, New York, New York, January 2016

DeKalb Alternative School: Critical Media, Critical Speaking: Improving Language Development and Public Speaking Language Arts Classrooms, Atlanta, Georgia, September-October 2015

DeKalb County Schools: Designing Culturally Responsive Lesson Plans to Build Reading-Writing-Thinking Relationships, Atlanta, Georgia, June 2015

DeKalb County Schools: Writing Instruction for Social Change, Atlanta, Georgia, April 2015

DeKalb County Schools: Writing Instruction for Social Change, Atlanta, Georgia, March 2015

DeKalb Alternative School: Social Justice Literacy Learning: Implementing a Culturally Responsive Reading and Writing Lesson Plan Model for English Language Arts and Social Studies Teachers, Atlanta, Georgia, February-March 2015

DeKalb Alternative School: Designing Language arts Lesson Plans to Build Reading-Writing Relationships, Atlanta, Georgia, September-October 2014

Georgia Institute of Technology/S.H.A.R.E. (Serving Humanity to Afford Resources Everyday (SHARE) One week series of workshops teaching high school youth research methods and writing literature reviews, June 2014

Orange County Public Schools: Engaging Learners in Culturally Responsive Instruction Within a Historical Framework, Orlando, Florida, May 2014

Birmingham City Schools: Teaching Writing in Secondary Classrooms, Birmingham, Alabama, March and August 2014

Joseph E. Lowery Institute: Learning about the Middle Level Learner, Clark Atlanta University, Atlanta, Georgia, December 2013

Los Angeles United School District: Historical Enactments of Literacy Development: Developing Literacy Collaboratives in Secondary Writing Classrooms, Los Angeles, California, Oct 2013

Oakland Public Schools: Meeting the Literacy Demands and Needs of African American Learners, Oakland, California, Oct 2013

Broward County Schools: Historical Enactments of Literacy Development: Developing Literacy Collaboratives in Secondary Writing Classrooms, Fort Lauderdale, Florida, Jun 2013

Scholastic: Developing Classrooms as Literacy Collaboratives, Chicago, Illinois, Feb 2013

#### **GRADUATE STUDENT COMMITTEES:**

4 PhD students, committee member, in progress:

Latoya Teague, (Black Studies, University of Texas-Austin, prospectus phase)

Sara Jones (Teaching and Learning, Vanderbilt University, prospectus phase)  
Glenda Chisholm (Language and Literacy, Georgia State University, prospectus phase) \*co-chair  
LaTasha Mosley (Language and Literacy, Georgia State University, prospectus phase) \*co-chair

13 PhD student, committee member, completed:

Maima Chea (Language and Literacy, dissertation phase)  
Benjamin Moore (Language and Literacy prospectus phase)  
Stacey French-Lee (Early Childhood and Elementary Education; defended fall 2017)  
Natasha Ramsey-Jordan (Curriculum and Instruction; defended fall 2017)  
Sakeena Khan (Literacy, Language and Culture; University of Illinois at Chicago, defended fall 2016)  
Ashley Plummer (Math Education, defended fall 2017)  
Mehmet Gultekin (Early Childhood and Elementary Education, prospectus phase)  
Greg Denson (Music Education, prospectus phase) (major advisor)  
Kamaria Shuri (Curriculum and Instruction; defended fall 2019)  
Adrian Dunmeyer (Curriculum and Instruction; defended fall 2019) (major advisor)  
Mary Neville (English Education; Michigan State University; defended spring 2020)  
Adrian Neely (Teaching and Teacher Education, defended summer 2020)  
Francheska Starks (Early Childhood and Elementary Education, defended summer 2020)

Undergraduate/Graduate Student Advisor:

58 B.S.E. (Bachelor of Science Education) students graduated (fall 2015)  
1 African American Studies (Master's Degree) (fall 2019)  
8 Women Educational Researchers of Color (WE-ROC) faculty advisor (Spring 2017-present) (graduate doctoral students)

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## SERVICE

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### SERVICE TO THE PROFESSION:

**Scholastic Equity Advisory Board** 2019-present

**Black Girls Literacies Collective** Founding member of research, 2015-present

**Editorial Board,** Reading Research Quarterly, 2021- present  
Language Arts, 2021-present  
Research in the Teaching of English, 2019-present  
Journal of Adolescent & Adult Literacy, Volume 60, 2015-2021  
Reading Horizons: A Journal of Literacy and Language, 2013-2021  
Journal of Negro Education, 2014-2017

**Board Member,** American Educational Research Association (AERA) Chair, Equity and Inclusion Council, Division K, 2016-2019

National Council of Teachers of English (NCTE), Standing Committee on Research, National Board Member, 2016-2019  
Literacy Research Association (LRA), Ethnicity, Race, and Multilingualism Committee, National Board Member, 2015-2017  
Illinois Reading Council Board Member, 2009

**Ad Hoc Reviewer,** Journal of Teacher Education, 2017-present  
Written Communication, 2016-present  
English Teaching: Practice and Critique, 2016-present  
AERA Division K Travel Award Subcommittee, 2015-present  
Research in the Teaching of English, 2014-present  
Literacy Research Association Yearbook, 2013-present

**Conference Reviewer,** Literacy Research Association, 2011-present  
National Council of Teachers of English, 2016-present  
American Educational Research Association Annual Conference, 2013-present

**Conference Planning,** American Educational Research Association (AERA), September 2017; September 2018  
  
National Council of Teachers of English (NCTE), February 2017  
American Educational Research Association (AERA), September, 2016  
Coalition of Schools Educating Boys of Color (COSEBOC), Annual Convention, University of Illinois-Chicago, April 2013

**Position/Policy Statements,** 2017 Literacy Research Association commissioned report on Racism & Racial Violence in Literacy Research (draft)  
2017 Conference on English Education name change committee

**Special Interest Groups,** American Educational Research Association (AERA), Divisions K, C, SIG: Writing and Literacies  
International Reading Association (IRA), SIG: Literacy & Social Responsibility, invited member, 2013

## **SERVICE TO THE COMMUNITY:**

**Genius Camps: Hip-Hop and STEM Education,** organizer, 2019-present  
**Emerging Leaders for Social Justice: New York Writing Institute for Boys of Color,** organizer, 2020-present  
**Black Girls Read!,** organizer, 2016-present  
**Black Girls WRITE!:** **Summer Literacy Institute,** Founder and Facilitator, 2014-present  
**Black Youth WRITE!:** **Summer Literacy Institute,** Founder and Facilitator, 2016-present  
**Camp Butterfly Girls International,** Literacy advisor, 2014-present  
**Mohammad Schools of Atlanta,** Volunteer, 2013-present  
**Critical Community Conversations: Kindezi Schools** Facilitator, 2016-2019  
**Dark Girls Program,** consultant, 2014-2018

**Consultative Board of Mohammad Schools of Atlanta**, Board President, 2014-2016  
**Sister to Sister Teen Mentoring**, Facilitator, 2013-2016  
**Boys College**, Fourth-grade reading intervention for African American males, Facilitator 2011  
**African American Adolescent Male Summer Literacy Institute**, Chicago, Illinois, Co-Facilitator, 2011-2013  
**District Literacy Audit** for DeKalb Unit School District; Proviso Township High Schools, 2010-2012  
**P.O.W.E.R.** (People Organized around Wisdom, Education, and Results) adult literacy institute, Chicago, Illinois, Instructor, 2010  
**African American Adolescent Female Summer Literacy Institute**, Chicago, Illinois, Founder and Facilitator, 2010-2013  
**VOICES** (nonprofit group), Chicago, Illinois, Instructor and Literacy Advisor 2009-2012

**PAST SERVICE TO GEORGIA STATE UNIVERSITY:**

**Director of the Urban Literacy Collaborative and Clinic** Spring 2016-2021

**New Faculty Orientation** Fall 2018; 2019

**ULCC Program Development,**

Navigating Academia 2016-present

*Working with Passion & the Boundaries of Academia: How to Write About What You Love*, Regina Bradley (March 2018)

*Securing an Academic Position: Navigating the Job Market*, Gholdy Muhammad (October 2017)

*Come Hell or High Water: Radical Self-Love and Self-Care in Academia*, Yolanda Sealey-Ruiz (April 2017)

*Aiming to do the Work: Life After the Dissertation*, Bettina Love (February 2017)

*Critical Lessons for Navigating a Successful Doctoral Program: What They Don't Tell You*, Jamal Cooks (November 2016)

Ambitionz as a "Writer": Using Literacy as a Subversive Praxis in the Wake of Racial Violence, Gholdy Muhammad (October 2016)

Literacy Matters 2017-present

Social Justice Book Club and STEM Professional Development Series 2016-present

STEM is LIT(eracies) Social Justice Summer Camps 2019-present

**Program Coordinator, Reading Endorsement Program**, Fall 2016-present

**Developer and Advisor of Doctoral Student Network: Women Educational Researchers of Color (WE-ROC)**, Fall 2016-present

**Faculty Search Committees (3)**, College of Education, Critical Literacies, 2018-19; ESOL search 2015-16; Science open rank search, 2014-15

**Program Coordinator Bachelor of Science in Education (BSE) Program for Middle and Secondary Education**, Fall 2015

**Program Coordinator, Comparative Multiculturalism Study Abroad Program**, 2015-2016

**Program Coordinator, Critical Literacies Study Abroad Program, 2016-present**

**Diversity Committee, College of Education, 2014-present**

**C-WRITE** (Collaborative for Writing Research Innovations in Technology & Education), committee member, 2013-2017

**Program Advisor** for Bachelor of Science in Education (BSE) program, 2013-2016

**Committee of Initial Teacher Preparation (ITP), 2013-present**

**Professional Education Faculty, 2013- present**

**GSU Urban Literacy Clinic Planning Committee, 2013-2015**

**Committee for Underrepresented Faculty Mentoring, College of Education 2014-present**

**Program Recruitment Presenter, Panther Preview Day, September 2014**

**PROFESSIONAL ORGANIZATIONS:**

American Association of University Women (AAUW)

American Educational Research Association (AERA)

Illinois Reading Association (IRA)

International Literacy Association (ILA)

Literacy Research Association (LRA)

National Council of Teachers of English (NCTE)

Southeastern Women's Studies Association (SEWSA)

**RESEARCH INTERESTS:**

Culturally and historically responsive education (across the disciplines)

Social and historical foundations of African American literacy development

Literacy development of African American adolescent girls

Literacy development among Black Muslim girls

Writing pedagogy

The role of text in adolescent literacy development

**TEACHING INTERESTS:**

Reading and writing methods for middle level and secondary classrooms

English education

Social and historical foundations of literacy

Historical research methods

Theoretical models of literacy instruction

Qualitative approaches to research