

## About the Contributors

**Clive Beck** is a professor in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education, University of Toronto (OISE/UT). He has held leadership positions including chair of the Chairs Council at OISE/UT, and president of the American Philosophy of Education Society.

**Judy Caulfield** has been a researcher in the Beck/Kosnik longitudinal study of teachers for over ten years. She brings to her research her experiences as a language arts instructor in OISE/UT's Initial Teacher Education Program, her time as a school teacher, and her activities as a storyteller.

**Viola Cleovoulou** is an assistant professor in the Teaching Stream at OISE/UT, and coordinator of the MA in Education and Society Preservice Program at the Jackman Institute of Child Study. Her research interests are in the areas of critical literacy, classroom pedagogy, teacher development, and teacher education.

**Margaret Smith Crocco** is a professor in and chair of the Department of Teacher Education in the College of Education at Michigan State University. Her research has focused on issues of diversity, both national and international, within a social studies education context.

**Karen Graves** is a professor and chair of the Department of Education at Denison University. She has held leadership positions including president of the History of Education Society (USA) and vice-president of Division F: History and Historiography, American Educational Research Association.

**Michelle Strater Gunderson** is a twenty-nine-year teaching veteran who currently teaches first grade in the Chicago Public Schools. She is a vice-president for elementary schools for the Chicago Teachers Union, chair of the union's Education Committee, and a doctoral candidate at Loyola University in Chicago, where she studies the influence of social justice unionism on teachers' classroom practice.

**Jacqueline Hesse** is the founding English language arts teacher at Excelsior Academy, a New York State Pathways in Technology school in Newburgh, New York, and she serves as a teacher consultant with the Hudson Valley Writing Project. With Christine McCartney, she cofounded Global to Local, an international service-learning program for high school students, and she has volunteered extensively alongside her students in Ecuador, Cambodia, and the Hudson Valley.

**Jessica Hochman** is an associate professor at Pratt Institute School of Information. Her teaching and research focus on the nexus of youth culture and technology, informal literacy practices, discourses of teaching and teachers, and feminist theory and practice.

**Stephen Houser** is the director for academic technology and consulting at Bowdoin College and adjunct professor of computer science at the University of Southern Maine. As a technology professional and educator, he works at the intersection of computer science, technology, and the humanities.

**Clare Kosnik** is a professor at OISE/UT and director of the Jackman Institute of Child Study. She has been involved in many large-scale

funded research projects on teaching and teacher education, including Key Components of Learning to Teach Literacy (2006–2010), Teacher Change and Growth (2010–2016), and Literacy Teacher Educators (2011–2016).

**Emma Long** is a recent history MA graduate from the University of New Orleans. She received her BA in English and history from Texas State University in 2013. She is employed by the San Marcos Consolidated Independent School District as a guest teacher and is currently working toward her teacher certification.

**Christine McCartney** started her teaching career by volunteering to tutor writing in an all-male maximum-security prison in New York through the Bard Prison Initiative. She has now been a high school English teacher for over a decade, a Fulbright alumna, and a codirector of the Hudson Valley Writing Project.

**Tom Meyer** is a founding director of the Hudson Valley Writing Project and an associate professor at the State University of New York at New Paltz, where he teaches curriculum and assessment, qualitative research, and literacy. Meyer has presented at the conferences of the American Educational Research Association, the National Council of Teachers of English, and the National Reading Council, and at the Penn Ethnography Conference in Education.

**Randy R. Miller, Sr.** is a director of a federally funded afterschool program in a school district in southern New Jersey. He was a social studies teacher for six years in charter schools in Camden, New Jersey, and is the author of the official *Urban Education Mixtape* blog. He is completing his doctoral studies at Rutgers, the State University of New Jersey, in public affairs and community development.

**Margaret A. Nash** is a professor at the University of California, Riverside. Her research focuses on the history of women's education in the United States, and the relationships between education and

citizenship and between education and policy. Her first book, *Women's Education in the United States, 1780–1840* (Palgrave, 2005), won a Critics' Choice Award from the American Educational Studies Association. Her newest book is *Women's Higher Education in the United States: New Historical Perspectives* (Palgrave, 2018).

**Lucinda Pease-Alvarez** is professor emerita of education at the University of California, Santa Cruz, where she directed the teacher education program. Her scholarship has focused on the development of bilingualism and biliteracy among Latino students in home, school, and community settings. In addition, she has focused on the processes implicated in the way teachers implement educational policies, with an emphasis on how they are required to teach and assess English language learners.

**Adah Ward Randolph** is a professor of educational research and evaluation at Ohio University in the Patton College of Education, where she specializes in qualitative methodology. Her research has focused on African American teachers and principals in urban communities. She is a member of many professional organizations and has served in several leadership roles including the presidency of the History of Education Society.

**Dwan V. Robinson** is an associate professor in educational administration at Ohio University, and she holds a BA in government from Oberlin College, an MA in public policy from the University of Chicago, and a PhD in educational administration from the Ohio State University. Her research interests include educational leadership, education policy, school and community relations, the experiences of marginalized groups in education, and social justice in education.

**Alisun Thompson** is an assistant professor at Lewis and Clark College in Portland, Oregon. Her research focuses on the contours of the

teacher workforce and the organizational conditions that attract, support, and retain teachers in schools.

**Jocelyn Weeda** earned her doctorate from Miami University in Oxford, Ohio. As a teacher and student advocate, she is currently working as a middle school science teacher in Ohio. She is a leader of the Ohio opt-out movement and focuses her time as a research participant with multiple teacher activist groups.