

FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number of Assistants **	Notes
			Lec	Rec	Lab			
<u>Fall 2014</u>	TE 801-017	3	1			20	0	New course/prep; revision of syllabus
<u>Spring 2015</u>	TE 803-017	3	1			18	0	New course/prep
	TE 406-010	3	1			25	0	New course/prep
<u>Fall 2015</u>	TE 801-017	3	1			17	0	Revised course syllabus from the previous fall.
<u>Spring 2016</u>	TE 803	3	1			16	0	Revised course syllabus from previous spring
	TE 961	3	1			14	0	Revised course syllabus to introduce new iteration of the course

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

- Association for the Study of African Life and History

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

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- American Educational Studies Association
- American Educational Research Association
- Critical Race Studies in Education Association

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

FORM D – IV A INSTRUCTION, continued

3. Academic Advising:

a. Faculty member's activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: n/a

Graduate: n/a

Graduate/Professional: 2

Other: 6

b. Candidate's undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

c. Candidate's graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active		2	
Number of graduate committees during the reporting period		12	
Degrees awarded during the reporting period			
Degrees awarded during career			

FORM D – IV A INSTRUCTION, continued

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

n/a

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

Worked with a group of students from my TE 961 doctoral seminar to write a grant proposal to the Kellogg Foundation totaling just under \$226,000.

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “*”.

Indicate items with a significant outreach component with a “**” (determined by the faculty member)

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	2	6	0	9	2	8	0	2
During career	2	7	0	10	3	19	0	2

Type of writing	Full Reference (Publications)	Year Submitted	Year In Press	Year Published	Notes about contribution	Notes about outlet
Edited* Journal Issue	<div style="background-color: black; width: 150px; height: 1.2em; margin-bottom: 5px;"></div> <div style="background-color: black; width: 150px; height: 1.2em; margin-bottom: 5px;"></div> <div style="background-color: black; width: 70px; height: 1.2em; margin-bottom: 5px;"></div> Erasing the deficits: “My brother’s keeper” and contemporary perspectives on Black male school achievement. Special Issue of <i>Teachers College Record</i> .	2015	2015	2016	2 nd special issue in journal’s history on the topic of Black male students educational achievement. There are contributions by leading education researchers in the area of Black male school achievement, and two White House Obama-appointed officials. 60% contribution	One of the oldest and most respected peer-reviewed journal outlets in the field of Education Research Less than 10% acceptance rate
Book*	<div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 1.2em; margin-bottom: 5px;"></div> (Eds.) (Forthcoming). <i>White women’s work: Examining the intersectionality of teaching, identity, and race</i> . Charlotte, NC. Information Age Publishing.	2015	2016	n/a	First comprehensive research-based text exploring intersections of race, teaching, and identity for understanding the factors that facilitate	n/a

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					white women's teaching effectiveness with youth of color. 50% contribution	
Book*	██████████ (in production) <i>Urban preparation: Black males moving from the south side to success in higher education.</i> Cambridge, MA: Harvard Education Press.	2016	2017	2017	I wrote the book proposal, maintained communication with the Press over several months as the proposal underwent stringent peer review, and secured the contract signed in October 2015. This will be the first book to appear on Harvard Ed's new book series on the intersections of race and education. 100% effort	Harvard Education Press is a well-respected press whose proposals not only undergo an external review process, but also have to be approved by the Harvard Education Press editorial board of Harvard faculty and Harvard Grad School of Education affiliates.
Book Chapter*	██████████ (2013). Being Black, being male, and choosing to teach in the 21 st century: Understanding my role, embracing my call. ██████████ (Eds.) <i>Black male teachers: Diversifying the United States' teacher workforce</i> (pp. 167 – 182). United Kingdom: Emerald Group Publishing.	2011	2012	2013	First book of its kind to examine the challenges and consequences related to recruiting, nurturing, retaining, and staffing schools with Black male teachers. 100% contribution	n/a
Book Chapter	██████████ (2015). Making relationships work: Elementary-aged Black males and the schools that serve them. ██████████ ██████████ <i>Advancing Black male student success from preschool through Ph.D</i> (pp. 31-43). Sterling, VA: Stylus Publishing.	2012	2014	2015	This is the first text that concisely explores key factors of Black male educational attainment across the P-20 educational pipeline. 100% contribution	First book to look at Black male success across the P-22 education pipeline

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Book Chapter	<p>██████████ (2015). "I get angry": The quandary of being postracial. ██████████</p> <p>██████████ <i>The assault on communities of color: Reactions and responses from the academy</i> (29-32). Lanham, MD: Rowman & Littlefield.</p>	2014	2015	2015	<p>Text for use with broad audiences to discuss important themes of justice in response to recent events of unjust assault against people of color in the U.S.</p> <p>100% contribution</p>	Volume features the most well-known names in Education research
Book Chapter	<p>██████████ (In Press). White women's work? Unpacking its meaning and significance for the contemporary schooling of diverse youth ██████████</p> <p>██████████ (Eds.). <i>White women's work: Examining the intersectionality of teaching, identity, and race</i>. Charlotte, NC: Information Age Publishing.</p>	2015	2016		<p>This is the introduction to our book.</p> <p>65% contribution</p>	n/a
Book Chapter	<p>██████████ (In Press). The evidence of things <i>not</i> seen? Race, pedagogies of discipline, and White women teachers. ██████████</p> <p>██████████ (Eds.). <i>White women's work: Examining the intersectionality of teaching, identity, and race</i>. Charlotte, NC: Information Age Publishing.</p>	2015	2016		<p>I had mentor him as this is his first publication, but the amount of work I invested in the chapter's framing and organization required that I become co-author.</p> <p>25% contribution</p>	n/a
Book Chapter	<p>██████████ (In Press). "Nice White Ladies": Race, whiteness, and the preparation of White female Teachers to be culturally responsive educators. ██████████</p> <p>██████████ (Eds.). <i>White women's work: Examining the intersectionality of teaching, identity, and race</i>. Charlotte, NC: Information Age Publishing.</p>	2015	2016		<p>I invited a former student of mine from UPenn to write a small section of the chapter, which also gave him his first publication opportunity.</p> <p>75% contribution</p>	n/a

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

Book Chapter*	<p>██████████ (Under Review). White women, symbolic violence, and empathy: Charting a path towards improved schooling outcomes for young Black men and boys ██████████</p> <p>██████████ <i>White women's guide to teaching Black boys.</i></p>	2016	n/a	n/a		
Journal Article*	<p>██████████ (2014). Perspective divergence and the miseducation of Black boys. <i>Journal of African American Males in Education</i>, 5(2), 134 – 149.</p>	2011	2014	2014	<p>Offers a theoretical perspective for helping to explain the social and cultural disconnect between teachers and students of color, particularly Black males.</p> <p>100% contribution</p>	<p>Premiere peer-review journal devoted to advancing scholarship and practice on African American males in education.</p>
Journal Article*	<p>██████████ (2014). Towards a pedagogy for the application of empathy in culturally diverse classrooms. <i>The Urban Review</i>, 46(3), 395 – 419.</p>	2012	2013	2014	<p>Offers an instructive model for the application of empathy for use by teachers teaching in culturally diverse classroom settings.</p> <p>100% contribution</p>	<p>A leading peer-reviewed journal for research in the field of Urban Education</p> <p>6-10% acceptance rate</p>
Journal Article*	<p>██████████ (2014). “Who has family business?” Exploring the role of empathy in student-teacher interactions. <i>Perspectives on Urban Education</i>, 11(2), 122 – 131.</p>	2013	2014	2014	<p>Paper coauthored with a practicing teacher that details an approach for helping teachers engage in “perspective taking” – the intellectual dimension required of applying empathy to social relationships.</p> <p>75% contribution</p>	<p>Similar to Harvard Educational Review, this is a student run peer-reviewed journal published by the University of Pennsylvania Graduate School of Education. Broad readership that includes significant urban education practitioner base</p>
Journal Article*	<p>██████████ (2015). Teacher education and the enduring significance of “false empathy”. <i>The Urban Review</i>, 47(2), 266-292.</p>	2014	2014	2015	<p>Extends the critical race theory (CRT) concept of “false empathy” to examine its utility for explaining the unconscious marginalization of culturally diverse</p>	<p>A leading peer-reviewed journal for research in the field of Urban Education</p> <p>6-10% acceptance rate</p>

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					students. Implications for the significance of CRT for improving the quality of teacher education in the US is discussed. 80% contribution	
Journal Article*	Conflicts and contradictions: Conceptions of empathy and the work of good-intentioned White female teachers. <i>Urban Education</i> , 50(5), 572-600.	2013	2014	2015	Empirical examination of teacher conceptions of empathy for improving the nature and quality of student-teacher interactions with culturally diverse students. 100% contribution	The leading peer-reviewed journal for publishing research in the field of Urban Education 11 – 20% acceptance rate
Journal Article*	The utility of empathy for White female teachers' culturally responsive interactions with Black male students. <i>Interdisciplinary Journal of Teaching and Learning</i> , 3(3), 175 – 200.	2012	2013	2013	Empirical account of the significance and benefit of empathy as a professional teaching disposition of culturally responsive teaching, specifically for negotiating interactions with diverse learners. 100% contribution	Open access peer-reviewed journal outlet designed to provide opportunities for divergent ideas, views, and opinions on various topics and issues from professionals in diverse disciplines and professional arenas
Journal Article*	Scale of Teacher Empathy for African American Males (S-TEAAM): Measuring teacher conceptions and the application of empathy in multicultural classroom settings. <i>Journal of Negro Education</i> . 84(2), 154-174.	2013	2014	2015	First instrument of its kind to discern teacher conceptions and application of empathy with culturally diverse students, and in this case Black male students 100% contribution	Oldest, most respected peer-reviewed journal outlet for research in Black Education 21 – 30% acceptance rate
Journal Article*	Making it relevant: How a Black male teacher sustained professional relationships through culturally responsive discourse. <i>Race Ethnicity and Education</i> .	2014	2015	2015	This article introduces the concept of “culturally responsive discourse” and is published in the leading international journal on Race and Education.	The leading peer-reviewed journal on racism and race inequality in education 6-10% acceptance rate

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					40% contribution	
Journal Article*	██████████ “We learn though our struggles”: Nuancing notions of urban Black male academic preparation for postsecondary success. <i>Teachers College Record</i> . 118(6). 1-38	2015	2015	2016	I center “struggle” as a new way to think about and leverage urban Black male’s resilience to improve how urban school’s then arrange academic and social supports that prepare these young men for postsecondary success. 100% contribution	One of the oldest and most respected peer-reviewed journal outlets in the field of Education Research Less than 10% acceptance rate
Journal Article*	██████████ (Revise & Resubmit). Why empathy, why now? Cultivating dispositions for culturally responsive pedagogy. <i>Journal of Teacher Education</i> .	2015			Makes the connection between the application of empathy and dispositions of culturally responsive teaching 100% contribution	Leading peer-reviewed journal in the field of Teacher Education 5% acceptance rate
Book Review	██████████ (2013). Cultural Collision and Collusion: Reflections on Hip-Hop Culture, Values, and Schools written by ██████████ ██████████ <i>Journal of Educational Foundations</i> , 27(3-4), 121 – 124.	2011	2012	2013	First published review of the book 100% contribution	2 nd leading journal in the field of Social Foundations of Education 35% acceptance rate
Book Review	██████████ (2015). Resilience Begins with Beliefs written ██████████ ██████████ <i>Teachers College Record</i> . Retrieved from ██████████ ██████████ ██████████	2014	2015	2015	Co-authored with my research assistant. 50% contribution	One of the oldest and most respected peer-reviewed journal outlets in the field of Education Research Less than 10% acceptance rate
Encyclopedia Entry	██████████ (2015). Empathy and the quest for socially just interpersonal interactions across cultural difference. <i>The Encyclopedia of Diversity and Social Justice</i> (pp. 270-272). Rowman & Littlefield Publishing Group.	2014	2014	2015	The most comprehensive reference volumes on diversity and social justice. 100% contribution	n/a

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Annotated Bibliography Entry*	<p>██████████ Critical Race Theory in Education. <i>Oxford Bibliographies of Education Online</i>. Oxford University Press.</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p>	2013	2014	2015	<p>First and only comprehensive bibliographic reference on scholarship in Critical Race Theory in Education</p> <p>50% contribution</p>	Well respected press and leading online reference tool in education
Report	<p>██████████</p> <p>██████████</p> <p><i>Succeeding in the city: A report from the New York City Black and Latino Male High School Achievement Study</i>. Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.</p> <p>██████████</p> <p>██████████</p> <p>██████████</p>	2014	2014	2014	<p>One of the largest qualitative studies and data sets examining the educational achievement of Black and Latino males</p> <p>10% contribution</p>	n/a
Research Brief	<p>██████████</p> <p>██████████</p> <p>(In Press). "What works" recommendations for improving academic experiences and outcomes for Black males. <i>Teachers College Record</i>. 118(8).</p>	2015	2016	2016	<p>This paper offers key recommendations for "what works" for improving Black male school achievement in the areas of research, policy, and practice</p> <p>33% contribution</p>	<p>One of the oldest and most respected peer-reviewed journal outlets in the field of Education Research</p> <p>Less than 10% acceptance rate</p>

Conference Presentations					
Full Reference	Audience	Manu script	Review system	Brief notes	Importance of Forum
<p>██████████ 2016). <i>"We learn through our struggles": Nuancing notions of urban Black Male academic preparation for college</i>. Roundtable session. Paper presented at the American Educational Research Association annual meeting. Washington, D.C.</p>	National	Yes	Peer-Reviewed		Flagship education research association
<p>██████████</p> <p>██████████ (2015). <i>Culturally responsive</i></p>	National	Yes	Peer reviewed proposal	50% contribution	Oldest conference on African American history and academic life. Founded

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discourse, Black male teachers, and the negotiation of multiple stakeholder relationships. Paper session. Paper presented at the Association for the Study of African Life and History. Atlanta, GA.					
██████████ (2015). <i>Explorations of "what works" for educating Black males in K-12 schools: Taking a critical race social justice approach.</i> Paper session. Paper presented at Critical Race Studies in Education Association. Nashville, TN.	National	No	Peer reviewed proposal	33% contribution	Leading conference and association on race and racial inequality in education
██████████ (2015). <i>Teacher education and the enduring significance of false empathy.</i> Symposium session. Paper presented at American Educational Research Association. Chicago, IL.	National	Yes	Peer reviewed proposal	50% contribution	Flagship education research association.
██████████ (2014). <i>"We learn through our struggles": Nuancing notions of urban Black male academic preparation for postsecondary success.</i> Colloquia session. Paper presented at International Colloquium on Black Males in Education. Atlanta, GA.	International	Yes	Invited proposal	50% contribution	Invited colloquia of the most respected scholars in the field of education studies issues of Black male school achievement across the p-20 educational pipeline.
██████████ In search of success: Black males, collegiate transitions, and resilience. Paper session. Paper presented at the Association for the Study of Higher Education annual meeting. Washington D.C.	National	Yes	Proposal	50% contribution	Leading association for scholars of higher education in the U.S.
██████████ (2014). <i>Reaching their highest potential: High achieving 1st and 2nd generation Black males describe factors of</i>	National	No	Proposal	60% contribution	Interdisciplinary conference of scholars of color

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<i>academic success in high school and beyond.</i> Presented at the Black Doctoral Network Association national conference. Philadelphia, PA.					
██████████ (2014). <i>The application of empathy for becoming a more culturally responsive White Female educator.</i> Paper session. Presented at Tenth International Congress of Qualitative Inquiry. Urbana-Champaign, IL.	International	Yes	Proposal	75% contribution	Leading international conference on qualitative research methods
██████████ (2013). <i>Perspective divergence and the utility of empathy for practitioner interactions with Black male students.</i> Paper session. Presented at the International Black Doctoral Network Association national conference. Philadelphia, PA.	National	Yes	Proposal	100% contribution	Interdisciplinary conference of scholars of color
██████████ (2013). <i>Critical race exploration of the pedagogical tensions and enduring significance of false empathy.</i> Paper session. Presented at the Critical Race Studies in Education Association national conference. Peabody College of Education and Human Development. Vanderbilt University. Nashville, TN.	International	Yes	Proposal	100% contribution	The only critical race theory in education conference and association
██████████ (2013). <i>Telling stories that matter: Shifting epistemologies of White female teachers.</i> Paper session. Presented at the 2013 Diversity in Research & Practice Conference. Teachers College. New York, NY.	National	No	Proposal	100% contribution	n/a
██████████ (2012). <i>Empathy as a disposition of culturally responsive teachers.</i> Roundtable session. Presented at 2012 International Conference	International	Yes	Proposal	100% contribution	Nominated for “best paper” award presented at the conference

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on Interpersonal Relationships in Education. Vancouver, Canada.					
██████████ (2012). <i>"Nice White Ladies": Operationalizing the application of empathy to the student-teacher interactions of White female teachers with Black male students.</i> Paper session. Presented at 2012 American Educational Research Association national conference. Vancouver, Canada.	International	Yes	Proposal	100% contribution	Flagship association for educational researchers
██████████ (2012). <i>Understanding student perspective: The application of empathy to the student advocacy work of White female teachers for Black male students.</i> Paper session. Presented at 2012 American Educational Research Association national conference. Vancouver, Canada.	International	No	Proposal	100% contribution	Flagship association for educational researchers
██████████ (2011). <i>Teaching Black boys in the 21st century.</i> Workshop session. Presented at 2011 National Alliance of Black School Educators annual conference. New Orleans, LA.	National	Yes	Proposal	100% contribution	Leading conference for Black school educators, teachers, and school administrators
██████████ (2011). <i>Conflicts & Contradictions: An exploratory study of empathy and the work of well-intentioned White female teachers.</i> Paper session. Presented at University of Illinois at Chicago College of Education Research Day. Chicago, IL.	Local	Yes	Proposal	100% contribution	n/a
██████████ (2011). <i>Assessing empathy in culturally responsive white female teachers.</i> Paper session. Presented at the American Educational Researchers Association annual meeting. New Orleans, LA.	International	Yes	Proposal	100% contribution	Flagship association for educational researchers
██████████ et.al (2010). <i>Emerging scholars at</i>	National	No	Proposal	100% contribution	Flagship association for social foundations of education researchers

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<i>work: Establishing a community of practice in graduate school. Workshop session. Presented at the American Educational Studies Association. Denver, CO.</i>					
██████████ (2010). <i>Making relationships work: Black boys and the schools that serve them.</i> Workshop session. Presented at the 2010 Critical Race Studies in Education annual conference. Salt Lake City, UT: University of Utah.	International 1	Yes	Proposal	100% contribution	The only critical race theory in education conference and association
Invited/Featured/Keynote Lectures					
Full Reference	Audience	Man u scrip t	Review system	Brief notes	Importance of Forum
██████████ (2016). Baltimore City Schools	national	No	invited	100% contribution	Spoke to every new teacher in the district
██████████ (2016). Yogyakarta State University	international	no	invited	100% contribution	School of Education faculty and students. (50+)
██████████ (2016). Michigan State University	local	no	invited	100% contribution	Students, staff, faculty, and families (300+)
██████████ (2016). American Educational Research Association	national	no	invited	100% contribution	Research on Teacher Induction special interest group (20+)
██████████ (2016). University of California – Los-Angeles	national	no	invited	100% contribution	Students, faculty, and staff (25+)
██████████ (2015). ██████████ ██████████	National	No	Invited	100% contribution	This is a 26-year old lecture series in multicultural education at the University of Wisconsin-Madison that was recently renamed in honor of distinguished researcher ██████████. I was the <u>first</u> scholar to deliver the lecture under ██████████
██████████ (2015). The Responsibility of Teachers in the Wake of Racial Violence: A Teach-IN.	Local	No	Invited	100% contribution	Important day conference that equipped Michigan practitioners and local university instructors with perspectives for discussing racialized violence with youth and university students.
██████████ (2014). University of Pennsylvania. ARCH Faculty Lunch Series	Local	No	Invited	100% contribution	Opportunity for students of color to interact more intimately with faculty of color

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██████████ Arcadia University, Glenside, PA. Guest Lecture	Local	No	Invited	100% contribution	Research talk for practicing principals
██████████ Davidson College, Davidson, NC. Guest Lecture	Local	No	Invited	100% contribution	Talk for undergraduates
██████████ University of Pennsylvania, Graduate School of Education, Philadelphia, PA. Student Affairs "StoryTime" Speaker Series	Local	No	Invited	100% contribution	Opportunity for students of color to interact more intimately with faculty of color
██████████ University of Pennsylvania, Alpha Phi Alpha, Psi Chapter, Philadelphia, PA "State of Black Education in the U.S."	Local	No	Invited	100% contribution	Got to raise awareness on issues of Education with Black undergraduates
██████████ University of Pennsylvania. Graduate School of Education. Philadelphia, PA. Institute of Educational Sciences (IES) Lecture Series	Local	Yes	Invited	100% contribution	Invite only lecture series of top scholars in Education research
██████████ Chicago State University. Chicago, IL. Guest Lecture	Local	No	Invited	100% contribution	n/a
Warren, C. A. (2012). Congressional Black Caucus Foundation. Vancouver, B.C Breaking Barriers Invited Special Session	International	No	Proposal	100% contribution	Top educational research scholars invited to share work related to Black male school achievement
██████████ University of Illinois at Chicago. Institute of Race and Public Policy. Chicago, IL. Abraham Lincoln Fellow Lecture Series	Local	No	Invited	100% contribution	n/a
██████████ Evanston Township High School District 202. Evanston, IL. Understanding the Field of Social Foundations: A Mini-Course for the AVID program participants	Local	No	Invited	100% contribution	n/a

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██████████ Purdue University. West Lafayette, IN. Promising Pathways for Multicultural Education Lecture Series	Local	Yes	Invited	100% contribution	Invite only lecture series for emerging scholars presenting important, provocative work in the field of multicultural education
Invited Panel Presentations					
Full Reference	Audience	Man u scrip t	Review system	Brief notes	Importance of Forum
██████████ <i>What is Critical Research in Education?</i> (2016). Critical Race Studies in Education Association. Denver, CO	national	no	invited	100% contribution	
██████████ <i>Noticing, Empathy, and Character Education in the Global Context</i> (2016). Hindu Dharma State Institute. Bali, Indonesia.	international	no	invited	100% contribution	
██████████ <i>Writing for Publication in International Journals</i> (2016). Yogyakarta State University. Yogyakarta, Indonesia.	international	No	invited	100% contribution	
██████████ <i>Teacher Education in the US Context</i> (2016). Sultan Ageng Tirtayasa University. Banten, Indonesia.	international	No	invited	100% contribution	
██████████ <i>Teaching Across Cultural Difference</i> (2016). Atma Jaya University. Jakarta, Indonesia.	international	No	invited	100% contribution	
██████████ <i>Learning While Black</i> (2015). Michigan State University African and African American Studies. East Lansing, MI	Local	No	Invited	100% contribution	n/a
██████████ <i>From Fruitvale to Ferguson</i> (2014). Michigan State University. East Lansing, MI	Local	No	Invited	50% contribution	Campus wide viewing and discussion
██████████ <i>Achievement Gap or Education Debt? Combating Racial Inequalities in Our Public Schools</i> (2014).	National	No	Invited	100% contribution	n/a

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L.E.A.R.N. Conference. University of Pennsylvania. Philadelphia, PA.					
██████████ <i>Division G Fireside Chat "The Mechanics of Mentoring and the Academic Life"</i> (2013). American Educational Research Association Annual Meeting. San Francisco, CA.	International	No	Invited	100% contribution	Features top scholars sharing their work and experiences with graduate students
██████████ <i>Race in Education</i> (2012). University of Pennsylvania. Philadelphia, PA	Local	No	Invited	100% contribution	n/a
██████████ <i>Personality Matters</i> (2012). Chicago State University. Chicago, IL	Local	No	Invited	100% contribution	n/a
██████████ <i>African- American Academic Network Career Panel</i> (2011). University of Illinois at Chicago. Chicago, IL	Local	No	Invited	100% contribution	n/a
██████████ <i>Black Law Student Association of Northwestern University 2011 Black History Month Education</i> <i>Panel: Charter Schools & Small Schools</i> (2011). Northwestern University Law School. Chicago, IL	Local	No	Invited	100% contribution	Annual panel of local scholars and practitioners on pressing educational issues
██████████ <i>FRESH: Focusing on the Restoration of our Education, Spirituality, and Health</i> (2010). Harris Park Community Center. Chicago, IL	Local	No	Invited	100% contribution	n/a
██████████ <i>Is Affirmative Action a Good Thing in Education?</i> (2010). Jones College Prep High School. Chicago, IL	Local	No	Invited	100% contribution	n/a

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

During the reporting period: 2 During career: 5

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

I convened a day conference in the college of education titled *Making Relationships Work*.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

Executive Boards/Editorial Boards				
Group	Dates	Role	Productivity	Unique contribution
Critical Race Studies in Education	2016-2017	President	5 hours a week	Created election procedure; oversee bylaws revision; and oversee development of association operations manual
Critical Race Studies in Education	2015-2016	Vice President and Program Chair	5 hours a week	Created conference theme and authored call for proposals
Journal of Negro Education	2014-2016	Editorial Board	Review 2-3 manuscripts a year and attend quarterly board meetings	
Educational Administration Quarterly	2015-2017	Editorial Board	Review 2-3 manuscripts a year and attend annual board meetings	
Journal of Teacher Education	2015-2017	Editorial Board and Assistant Editor	Review 3-4 manuscripts a year and attend bi-monthly editor meetings	Helped write the proposal that got the journal to MSU
Special Committees/Advisory Boards				
Group	Dates	Role	Productivity	Unique contribution
Critical Race Studies in Education Association	2015-2017	Derrick Bell Legacy Award Committee	2 meetings; 40 hours of work	
American Educational Research Association	2015-2016	Division K Nominating Committee	3 online meetings	The candidate I nominated won the position; Made the most recommendations of anyone else on the committee
American Educational Research Association	2015-2016	Division K Diversity Award Committee	5 hours of work	
American Educational	2015-2016	AERA Undergraduate	30 hours of review work	

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

Research Association		Education Research Fellowship Reviewer		
American Educational Studies Association (AESA) Program Committee	2015	Member	n/a	n/a
Journal of Negro Education	2014 – 2016	Editorial Board Member	Quarterly meetings; review 3 – 5 manuscripts a year	n/a
Educational Administration Quarterly	2015 – 2017	Editorial Board Member	Quarterly meetings; Review 3 – 5 manuscripts a year	n/a
American Educational Research Association (AERA) Division K	Sept 2013 – April 2014	Graduate Student Preconference seminar Co-coordinator	Monthly meetings and regular email check ins	Program development; Supervised poster session peer review feedback; Selection of participants
Race Institute for Educators	Sept 2012 – Aug 2014	Advisory Board Member	Meet once a quarter	Developed a Black male subcommittee and agenda for addressing the needs of Black boys in Philadelphia public schools
AESA Dissertation Awards Committee	March 2014	Member	Numerous Email exchanges	Helped select awardee
AERA Div K Graduate Student Preconference Committee	April 2013 – April 2014	Co-chair	Numerous Email Exchanges and 3 conference calls	Organized poster session external review process and coordinated program development and participant selection
AERA Division K Nominating Committee	April 2011 – April 2012	Member	2 conference calls and 2 meetings; Numerous Email exchanges	n/a
AERA Division K Trueba Awards Committee	January 2011 – April 2011	Member	Numerous Email exchanges; 1 conference call	n/a
AERA Division K Executive Board	September 2010 – April 2012	Graduate Student Appointee	1 annual executive board meeting at AERA; 1 conference call a year	Represented the voice of all Division K graduate students
Critical Race Studies in Education Association	May 2010 – Present; May 2015 – present	Member; Vice president and program chair	Numerous Email exchanges	Planning 2016 Annual meeting;
Conference Proposal Reviewer				
Conference Name	International Black Doctoral Network	CRSEA	AESA	AERA
Journal Article Reviewer				
Journal Name	Teachers College Record	American Educational Research Journal	Educational Studies	Educational Researcher

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

Journal Name	International Journal of Qualitative Studies in Education	Journal of Educational Foundations	Journal of Teacher Education	Journal of Negro Education
Journal Name	The Urban Review			

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

Group	Dates	Role	Productivity	Unique Contribution
Department "Reappointment, Tenure, Promotion, and Evaluation Committee".	August 2015-Present	Member	Meets bi-weekly	n/a
Department "Teacher Preparation Committee"	August 2014 – August 2015	Member	Meets bi-weekly	n/a
Department "Bylaws Committee"	October 2014 – December 2014	Member	3 face to face meetings and multiple email exchange	Shared ideas for revising existing department bylaws
Journal of Teacher Education Editorial Proposal Team	March 2015 - 2017	Assistant Editor and Board Member	2 face to face meetings	Shared bio and narrative to both demonstrate qualifications for and support to earn the bid to host the journal at MSU

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

Professional Development Presentations/Consultancies					
Full Reference	Audience	Manuscript	Review system	Contribution	Forum
██████████ (2015). <i>New Jersey Network to Close Achievement Gaps</i> . Mullica Hill, NJ.	National	No	Invited	100% contribution.	Delivered professional development on the topic of culturally responsive teaching.
██████████ (2015). <i>Delaware Valley Consortium for Excellence and Equity</i> . Philadelphia, PA.	National	No	Invited	100% contribution.	Delivered professional development on the topic of culturally responsive teaching.
██████████ (2015). Residential College of Arts and Humanities. Michigan State University.	Local	No	Invited	100% contribution.	Worked with students and faculty to facilitate courageous conversations on issues of diversity for the college.
██████████ (2014). <i>Black Male Summit and Mentoring Initiative</i> . Evanston Township High School District 202. Evanston, IL.	Local	No	Invited	100%	Responding to the abysmal retention, persistence, and graduation of Black boys in the district
██████████ (2014). <i>Building Student Relationships with Black Youth</i> . South Bend Community School Corporation. South Bend, IN.	Local	No	Invited	100%	Responding to the abysmal retention, persistence, and graduation of Black boys in the district
██████████ (2014). <i>From Difference to Deference...Negotiating Culturally Responsive Interactions for the Public Good</i> . University of Pennsylvania Law School Toll Public Interest Center. Philadelphia, PA.	Local	No	Invited	100%	Improving the preparedness of law students to work more effectively with culturally diverse student populations
██████████ (2013, 2014). <i>Learn the Key...Navigating the PhD: 5-Part Workshop Series for Graduate Students</i> . University of Pennsylvania Graduate School of Education. Philadelphia, PA.	Local	No	Invited	100%	Responding to the need to improve doctoral students' socialization to doctoral study as well as their preparedness for the professoriate

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

<p>██████████ (2013, 2014). <i>Building Racial Proficiency.</i> Russell Byers and Independence Charter School. Philadelphia, PA</p>	Local	No	Invited	100%	Work to improve the quality of teachers' academic interactions with students of color
<p>██████████ (2010, 2011). <i>Teacher Advancement Program Weekly Professional Development.</i> Mary Mapes Dodge Renaissance Academy: An Academy of Urban School Leadership (AUSL) Training Academy. Chicago, IL</p>	Local	No	Invited	100%	Professional development model to improve measures of effective instruction
<p>██████████ (2011). <i>Making Relationships Work: Managing Meaningful Interactions with Your Students of Color.</i> Robert Fulton Elementary School. Itasca, IL</p>	Local	No	Invited	100%	Work to improve the quality of teachers' academic interactions with students of color
<p>██████████ (2010). <i>Different Strokes for Different Folks: Implementing effective differentiation and formative assessment strategies.</i> Robert Fulton Elementary School. Chicago, IL</p>	Local	No	Invited	100%	Professional development model to improve measures of effective instruction
<p>██████████ (2009). <i>Integrating technology effectively into the mathematics classroom.</i> Perspectives-Calumet Middle School. Chicago, IL</p>	Local	No	Invited	100%	Professional development model to improve measures of effective instruction

FORM D - IV D ADDITIONAL REPORTING

1. Evidence of Other Scholarship:

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

Type of writing	Full reference	Submission?	In press?	Published?	Contributions	Outlet
Blog	██████████ <i>Blog, Michigan State University.</i> ██████████ ██████████	Yes	No	No	100%	Invited
Blog	██████████ (December 2014). <i>P21 Blogazine: Partnership for 21st century skills.</i> ██████████	Yes	No	No	100%	Invited
Blog	██████████ (August 2012). Blog, Center for the Study of Race & Equity in Education, University of Pennsylvania ██████████ ██████████	No	No	No	100%	Invited

2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

Full Reference	Audience	Manuscript	Review	Brief notes	Importance of Forum
██████████ (August, 2016) Michigan Education Policy Fellowship	State	No	Peer review	Selected to join a cohort of state education leaders	Long distinguished history inviting education leaders in the state of Michigan to learn about state and national education policy formation and implementation
██████████ (June 2016) Anna Julia Cooper Center Summer Writing Fellowship	National	No	Invited	Invited to join a small select group of scholars to share research ideas, discuss certain projects, write, and provide professional feedback on research and publication development.	The center that is directed by ██████████ provided some mentorship and funded the visit of the fellows.

FORM D - IV D ADDITIONAL REPORTING

Warren, C. A. (October 2015). [REDACTED] [REDACTED] [REDACTED]	National	no	Invited	Selected by the director of the Wisconsin Center for Education Research to be the inaugural scholar.	26 year long lecture series in multicultural education at the University of Wisconsin, newly name in honor of a distinguished multicultural education \$ [REDACTED] [REDACTED]
[REDACTED] (April 2015) Division K New Faculty Preconference			Application		
[REDACTED] (April 2015). Michigan State Black Graduate Student Association Distinguished Faculty Contribution			Invited	Given to faculty and staff annually at MSU based on the nomination of the students on the Black Graduate Student Association.	After a year at MSU, the Black Graduate Student Association bestowed this honor on me for my engagement and mentorship with Black graduate students at Michigan State.
[REDACTED] (February, 2014). AACTE Outstanding Dissertation Award.	International	Yes	Application	Selected by a committee of scholars	Flagship professional association for the field of Teacher Education

FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

	Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Pending	Status \$ Amt Funded	Not Funded	\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
I. Instruction								
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
II. Research/Creative Activity								
	Grantor: Ford Foundation	11/14	\$45,000			<input checked="" type="checkbox"/>		
	Focus: Urban Education							
	Grantor: MSU Office of Inclusion and Intercultural Initiatives	05/15	\$7500	<input type="checkbox"/>	\$7500	<input type="checkbox"/>		<div style="background-color: black; width: 100px; height: 15px;"></div>
	Focus: Black Male Academic Success and Inclusion							
	Grantor: W.T. Grant Foundation	7/15	\$349,953	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
	Focus: Reducing Educational Inequality							
	Grantor: Spencer Foundation	11/15	\$70,000	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	Focus: Urban Education							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

				Status			
Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Pending	\$ Amt Funded	Not Funded	\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
Kellogg Foundation	2/16	\$225,651		\$50,000 (through a subaward from NYU)			
Focus: Urban Education							
III. a. Service – Academic Community							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

				Status				
	Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Pending	\$ Amt Funded	Not Funded	\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
	v. Other							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							