

Gretchen Brion-Meisels  
[gretchen\\_brion-meisels@gse.harvard.edu](mailto:gretchen_brion-meisels@gse.harvard.edu)

CURRICULUM VITAE  
May 2022

EDUCATION

- 2013 Doctorate of Education in Human Development and Education, Harvard Graduate School of Education
- 2011 Masters of Education in Prevention Science and Practice, Harvard Graduate School of Education
- 2001 Masters of Arts in Teaching, Johns Hopkins University School of Professional Studies in Business and Education
- 1999 Provisional Teaching Certification, English, grades 5-12, Harvard Graduate School of Education
- 1999 Provisional Teaching Certification, Social Studies, grades 5-12, Harvard Graduate School of Education
- 1999 B.A. with Honors in American Studies, Harvard University

PUBLICATIONS

- El-Amin, A. & Brion-Meisels, G. (forthcoming). *Emancipatory Inquiry in Educational Research: Models and Methods for Transformational Learning*. Co-edited Special Issue for *Frontiers Journal*, forthcoming.
- Brion-Meisels, G., Meland, E., & Bailey, R., and Jones, S. (in process). *Toward a model of culturally-sustaining SEL*. Cambridge, MA: Harvard Graduate School of Education.
- Plummer, R.S., Alter, Z., Lee, R.M., Gordon, A.R., Cory, H., Brion-Meisels, G., Reiner, J. Topping, K., Kenney, E.L. (2022). "It's not the stereotypical 80s movie bullying": A qualitative study on the high school environment, body image, and weight stigma. *Journal of School Health*. A publication of the American School Health Association. Available at: <http://doi.org/10.1111/josh.13203>
- Xin, R., & **Brion-Meisels, G.** (2022). Teachers' experiences with agency and wellbeing during a critical participatory action research project. *Educational Action Research*, ahead of print copy available at: <https://www.tandfonline.com/doi/epub/10.1080/09650792.2022.2058973?needAccess=true>
- Polk, W., Savitz-Romer, M. & **Brion-Meisels, G.** (2022). Dismantling white supremacy culture in school counselor education: Preparing counselors to enact antiracist practices. In C. Holcomb-McCoy (Ed.), *Antiracist Counseling in Schools and Communities*. Alexandria, VA: American Counseling Association.
- Brion-Meisels, G., O'Neil, E., & Bishop, S. (2022) "Classroom Level Strategies: Interrupting Bullying & Harassment in Schools – Toolkit." Download from: <https://www.idracacsouth.org/wp-content/uploads/2022/01/5-Classroom-Level-Strategies-for-Interrupting-Bullying-2022-IDRA.pdf>

- Brion-Meisels, G., O’Neil, E., & Bishop, S. (2022) “School Level Strategies: Interrupting Bullying & Harassment in Schools – Toolkit.” Download from: <https://www.idraeacsouth.org/wp-content/uploads/2022/01/6-School-Level-Strategies-for-Interrupting-Bullying-2022-IDRA.pdf>
- Garnett, B.R. & **Brion-Meisels, G.** (2021). Exploring the utility of theory-informed methodological approaches in youth harassment research. *Journal of Interpersonal Violence*, 36(11-12), 5558-55580.
- Brion-Meisels, G., Kavanaugh, M., Nikundiwe, T., & Shalaby, C. (2021). *Planning to change the world: A planbook for social justice teachers*. Milwaukee, WI: Education for Liberation Network & Rethinking Schools.
- Jones, S.M., Brush, K., Ramirez, Mao, Z., Marenus, M., Wettje, S., Finney, K., Raisch, N., Podoloff, N., Kahn, J., Barnes, S., Stickle, L., **Brion-Meisels, G.**, McIntyre, J., Cuartas, J., and Bailey, R. (2021). *Navigating Social and Emotional Learning from the Inside Out, Looking Inside and Across 33 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Revised and Expanded Second Edition: Preschool and Elementary Focus)*. Published by the Wallace Foundation and the Harvard Graduate School of Education
- Brion-Meisels, G., Fei, J., & Vasudevan, D. (Eds.) (2020). *At our best: Building youth-adult partnerships in out-of-school time settings*. Volume 4 of the series *Current Issues in Out-of-School Time*. Charlotte, NC: Information Age Publishing.
- Brion-Meisels, G., Vasudevan, D., & Fei, J. (2020). Introduction. *At our best: Building youth-adult partnerships in out-of-school time settings*, pp. 1-24. Volume 4 of the series *Current Issues in Out-of-School Time*. Charlotte, NC: Information Age Publishing.
- Brion-Meisels, G., Fei, J., & Vasudevan, D. (2020). Chapter 16: “At Our Best”: Youth-adult partnership and the struggle for collective well-being. *At our best: Building youth-adult partnerships in out-of-school time settings*, pp.289-304. Volume 4 of the series *Current Issues in Out-of-School Time*. Charlotte, NC: Information Age Publishing.
- Poteat, V.P., Godfrey, E.B., **Brion-Meisels, G.**, & Calzo, J.P. (2020). Development of youth advocacy and sociopolitical efficacy as dimensions of critical consciousness within gender-sexuality alliances. *Developmental Psychology*, 56,(6), 1207.
- Brion-Meisels, G., Kavanaugh, M., Nikundiwe, T., & Shalaby, C. (2020). *Planning to change the world: A planbook for social justice teachers*. Milwaukee, WI: Education for Liberation Network & Rethinking Schools.
- Stickle, L., Bailey, R., **Brion-Meisels, G.**, & Jones, S.M. (2019). Toolbox for SEL: Coaching builds teachers’ social and emotional strategies. *Learning Forward*, 40(6), 41-49.
- Meland, E., **Brion-Meisels, G.**, & Jones, S.M. (2019). Toward a model of culturally -sustaining social emotional learning. Working paper shared at the *Social Emotional Learning and Equity Institute*, hosted by EASEL Lab and the Radcliffe Institute for Advanced Studies, Harvard University, November 2019.
- Bailey, R., Meland, E.A., **Brion-Meisels, G.**, & Jones, S.M. (2019). Getting developmental

science back into schools: Can what we know about self-regulation help change how we think about “no excuses”? *Frontiers in Psychology*, 10, 1885.

- Bailey, R., Stickle, L., **Brion-Meisels, G.**, & Jones, S.M. (2019). Re-imagining social-emotional learning: Findings from a strategy-based approach. *Phi Delta Kappan*, 100(5), 53-58.
- Brion-Meisels, G. & Alter, Z. (2018). The quandary of youth participatory action research in school settings: A framework for reflecting on the factors that influence purpose and pedagogy. *Harvard Educational Review*, 88(4), 429-454.
- Fuxman, S. & **Brion-Meisels, G.** (2018). The development of Israeli Jewish youth: Challenges and Opportunities in the context of an intractable conflict. In M. Nakkula's (Ed.), *Adolescent psychology in today's world: Global perspectives on risks, relationships, and development*. Santa Barbara, CA: Praeger.
- Brion-Meisels, G., Nikundiwe, T., & Shalaby, C. (2018). *Planning to change the world: A planbook for social justice teachers*. Milwaukee, WI: Education for Liberation Network & Rethinking Schools.
- Brion-Meisels, G., Nikundiwe, T., & Shalaby, C. (2019). *Planning to change the world: A planbook for social justice teachers*. Milwaukee, WI: Education for Liberation Network & Rethinking Schools.
- Garnett, B.R. & **Brion-Meisels, G.** (2017). Intersections of victimization among middle and high school youth: Associations between polyvictimization and school climate. *Journal of Child & Adolescent Trauma*, 10(4), 377-384.
- Brion-Meisels, G., Fei, J., & Vasudevan, D. (2017). Building positive relationships with adolescents in educational contexts. In M. Rao & S. Donaldson (Eds.), *Vol. 2: Positive psychology of relationships*. Praeger Publishers.
- Brion-Meisels, G. & Garnett, B.R. (2017). Exploring adolescents' talk about bullying on an online message board: Broadening and complicating understandings of victimization. *Journal of Aggression, Maltreatment & Trauma*. <http://dx.doi.org/10.1080/10926771.2017.1322653>
- Jones, S.M., Brush, K., Bailey, R., **Brion-Meisels, G.**, McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (March 2017). Navigating SEL from the inside out: Looking inside & across 25 leading SEL programs: A practical resource for schools and OST providers. *Wallace Foundation*. <http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>
- Brion-Meisels, G. & Garnett, B.R. (2017). Supporting the professional development of school-based practitioners around socially-just bullying prevention. In A. Osanloo, C. Reed, & J. Schwartz, *Creating and negotiating collaborative spaces for socially-just bullying interventions for K-12 schools*. Charlotte, NC: Information Age Publishing.
- Brion-Meisels, G., Nikundiwe, T., & Shalaby, C. (2017). *Planning to change the world: A*

- planbook for social justice teachers*. Milwaukee, WI: Education for Liberation Network & Rethinking Schools.
- Jones, S.M., Bailey, R., & **Brion-Meisels, G.**, Partee, A. (2016). Choosing to be positive. *Educational Leadership*, 74(1), 63-68.
- Brion-Meisels, G., Savitz-Romer, M., & Vasudevan, D. (2016). Not anyone can do this work: Preparing youth workers in a graduate school of education. In K. Pozzoboni & B. Kirsner (Eds.), *The Changing Landscape of Youth Work: Theory and Practice for an Evolving Field*. Charlotte, NC: Information Age Press.
- Brion-Meisels, G., & Garnett, B.R. (2016). Toward an integrated theory of bullying and discrimination prevention. *Contemporary School Psychology*, 20(3), 240-253.
- Brion-Meisels, G., Nikundiwe, T., & Shalaby, C. (2016). *Planning to change the world: A planbook for social justice teachers*. Milwaukee, WI: Education for Liberation Network & Rethinking Schools.
- Brion-Meisels, G. (2016). "It starts out with little things": An exploration of urban adolescents' support-seeking strategies in the context of school. *Teachers College Record*, 118(1), 1-38.
- Brion-Meisels, G. (2015). Centering students in school-based support processes: Critical inquiries and shifting perspectives. In J. Conner, R. Ebby-Rosin, & A.S. Brown (Eds.), *Student voice in American educational policy*. *National Society for the Study of Education (NSSE) yearbook*, 117(13), 67-82. New York, NY: Teachers College Press.
- Brion-Meisels, G. (2015). "Can I trust you with this?" Investigating middle school students' use of learning supports. *Urban Education*, 50(6), 718-749.
- Brion-Meisels, G. (2014). The challenge of holistic student support: Investigating urban adolescents' constructions of support in the context of school. *Harvard Educational Review*, 84(3), 314-340.
- Brion-Meisels, G., & Jones, S.M. (2012). Chapter 4: Learning about relationships. In S. Roffey (Ed.) *Positive relationships: Evidence based practice around the world*, pp.55-72. Netherlands: Springer.
- Brion-Meisels, G. (2011). The importance of student voices: A response to Ayers and Ayers. *Berkeley Review of Education*, 2(1), 109-123.
- Brion-Meisels, G., Cooper, K.S., Deckman, S.L., Dobbs, C.L., Francois, C., Nikundwe, T., Shalaby, C. (Eds.) (2010). *Humanizing education: Critical alternatives to reform*. Harvard Educational Review: Cambridge, MA.
- Brion-Meisels, G. (2009). Playing in the light: Experiential learning and white identity development, pp. 661-667. In W. Ayers, T. Quinn and D. Stovall (Eds.), *The handbook of social justice in education*. New Jersey: Lawrence Erlbaum Associates, Inc. Publishers.

## PRESENTATIONS

- Brion-Meisels, G. & McCarthy, T. (July 21, 2021). *The transformative power of civic engagement*. A VPAL Signature Event, hosted by the Office of the Vice Provost for Advances in Learning, the Harvard Summer School/Division of Continuing Education, and the Harvard Alumni Association. <https://youtu.be/4iNfyv9q99s>
- Brion-Meisels, G. (April 11, 2021). *In solidarity with youth: The possibility and precarity of youth work through pandemic and protest*. Paper at the American Educational Research Association Conference, Virtual Platform.
- Brion-Meisels, G. (April 2, 2021). *Promoting Gender Equity through PAR*. Invited speaker at the Harvard Humanitarian Initiative Women's History Month panel.
- Brion-Meisels, G. (January 2021). *The power of youth-adult partnerships: Fostering well-being in schools*. Invited talk at the School Mental Health Conference, Harvard Medical School.
- Brion-Meisels, G. (August 11, 2020). *A look within*. Harvard Kennedy School Teach-In. *Invited panelist*.
- Brion-Meisels, G., Dunkle, M., & the Cambridge CPAR Collective. (April 19, 2020). *Using critical participatory action research to investigate structural inequity in an urban school district*. Paper at the American Educational Research Association Conference, San Francisco, CA. (Conference cancelled)
- Brion-Meisels, G., Vasudevan, D., & Fei, J.T. (April 20, 2020). *Building trust, sharing power: The promises and challenges of youth-adult partnerships in out-of-school time programs*. Organized symposium at the American Educational Research Association Conference, San Francisco, CA. (Conference cancelled.)
- Brion-Meisels, G., & Alter, Z. (April 18, 2020). *Aligning intent and impact: Lessons from a multiyear youth participatory action research project*. Paper at the American Educational Research Association Conference, San Francisco, CA. (Conference cancelled)
- Brion-Meisels, G. (April 12, 2019). *Purpose, participation and power: Intergenerational critical participatory action research (CPAR) as civic engagement*. Invited talk at the Participatory Action Research as Civic Studies Symposium. Somerville, MA: Tufts University.
- Brion-Meisels, G. (March 27, 2019). *Gender & Sexuality in our Schools*. An invited guest lecture in Moral Adults, Moral Children. Cambridge, MA: Harvard Graduate School of Education.
- Brion-Meisels, G. (March 4, 2019). *White supremacy culture in our work*. An invited workshop for the Teaching & Learning Program, during their two-hour equity lunch sessions. Cambridge, MA: Harvard Graduate School of Education.
- Brion-Meisels, G., & Bailey, R. (December 2018). *Creating Healthy Ecosystems District-Wide*. A two-day invited workshop for the Omaha Public Schools. Omaha, NE.

- Brion-Meisels, G. (November 2018). *Youth participatory action research*. An invited lecture in S504: Introduction to qualitative research methods. Cambridge, MA: Harvard Graduate School of Education.
- Brion-Meisels, G. (June 2018). Creating Healthy Ecosystems. Half-day workshop for the *Teacher Education program*. Cambridge, MA: Harvard Graduate School of Education.
- Brion-Meisels, G. & Bailey, B. (June 2018). Teaching the whole child: Social emotional learning to promote healthy schools. Invited talk for *Programs in Professional Education* (STL and USL). Cambridge, MA: Harvard Graduate School of Education.
- Brion-Meisels, G., Alter, Z., & the STRIVE Research Team. (2018-2019). Building empathy and improving student-teacher relationships: A professional development module for educators by students. Somerville, MA: April 2018, June 2018, December 2019, June 2019.
- Brion-Meisels, G., Alter, Z., & the STRIVE Research Team. (2018). Improving student-teacher relationships: Lessons on pedagogy and engagement from a youth participatory action research project. Paper at the American Educational Research Association Conference, New York, NY, April 2018.
- Brion-Meisels, G., & Garnett, B.R. (May 1, 2017). Unpacking other: What can researchers learn from write-in responses on a state school climate survey? Paper at the American Educational Research Association Conference, San Antonio, TX.
- Savitz-Romer, M. & **Brion-Meisels, G.** (May 1, 2017). How school structures promote holistic student support services: An exploration of support providers' perceptions. Paper at the American Educational Research Association Conference, San Antonio, TX.
- Brion-Meisels, G. & Alter, Z. (April 28, 2017). Youth participatory action research in a school-counseling space: Working toward liberation in a neoliberal system. Paper at the American Educational Research Association Conference, San Antonio, TX.
- Bailey, R., **Brion-Meisels, G.**, & Jones, S.M. (April 28, 2017). Invited talk for the Building Leadership Capacity for Regional Directors program. This was a two-hour workshop given as part of the PPE for district leaders from Saudi Arabia, hosted by Kay Merseth.
- Brion-Meisels, G. & Alter, Z. (April 2017). Investigating tensions between individual- and organizational-level change in school-based youth participatory action research. Poster at the Society for Research in Child Development Conference, Austin, TX.
- Brion-Meisels, G. & Alter, Z. (April 2017). Investigating barriers to on-time graduation from high school: A youth participatory action research study. Poster at the Society for Research in Child Development Conference, April 2017, Austin, TX.
- Garnett, B.R., & **Brion-Meisels, G.** (April 2017). Intersections of victimization among middle and high school youth: associations between polyvictimization and school climate. Poster at the Society for Research in Child Development Conference, April 2017, Austin, TX.

- Garnett, B.R., & **Brion-Meisels, G.** (April 2017). Aligning theory and methodological approaches in relational youth violence research: Examining harassment among youth. Poster at the Society for Research in Child Development Conference, April 2017, Austin, TX.
- Brion-Meisels, G., & Garnett, B.R. (April 8, 2016). "It is called bullying also": Exploring adolescents' talk about bullying on an online message board. Roundtable presentation at the American Educational Research Association Conference, Washington DC.
- Parodi, K. & **Brion-Meisels, G.** (April 12, 2016). Teens helping teens: Investigating adolescents' talk about sexual identity on an online message board. Panel presentation at the American Educational Research Association Conference, Washington DC.
- Brion-Meisels, G. (April 10, 2016). Growing up across settings. Session chair at the American Educational Research Association Conference, Washington DC.
- Mohyidin, R. & **Brion-Meisels, G.** (April 9, 2016). Engaging with the text: How can posting on TEENLINE help reduce self-reported feelings of depression in teenagers? Panel presentation at the American Educational Research Association Conference, Washington DC.
- Brion-Meisels, G. (2015). An introduction to youth participatory action research. Workshop in S-504, Introduction to Qualitative Research, Professor Elizabeth Dawes Duraisingh, Harvard Graduate School of Education, Cambridge, MA.
- Jones, S., **Brion-Meisels, G.** & Partee, A. (November 13, 2015). Invited talk on social emotional learning and positive classroom climate. Tauck Family Foundation, Annual Investee Gathering. Bridgeport, CT.
- Brion-Meisels, G., Molano, A., & Jones, S.M. (2015). Teacher-student relationships in high- and low-climate elementary schools: A mixed methods investigation. Poster at the Society for Research on Child Development Bi-Annual Meeting, Philadelphia, PA, March 19-21, 2015.
- Brion-Meisels, G. (2014). An introduction to youth participatory action research. Workshop in S-504, Introduction to Qualitative Research, Professor Elizabeth Dawes Duraisingh, Harvard Graduate School of Education, Cambridge, MA.
- Brion-Meisels, G. (2014). (Re)defining support: Exploring urban adolescents' constructions of support in the context of school. Presentation at the American Educational Research Association Conference, Philadelphia, PA, April 3-7, 2014.
- Brion-Meisels, G. (2014). "I don't ask for help from teachers, adults, or authorities": Investigating urban adolescents' decisions to use informal supports. Poster at the Society for Research on Adolescence Bi-Annual Meeting, Austin, TX, March 20-22, 2014.

- Brion-Meisels, G., & Garnett, B.R. (2014). Constructing a trans-disciplinary theory of bullying and discrimination prevention. Poster at the Society for Research on Adolescence Bi-Annual Meeting, Austin, TX, March 20-22, 2014.
- Garnett, B.R., & **Brion-Meisels**, G. (2014). Toward an integrated and trans-disciplinary theory of bullying and discrimination prevention. Presentation at the New England Educational Research Associate Conference, West Dover, VT, April 30-May 2.
- Brion-Meisels, G. (2013). Exploring the help-seeking behaviors of urban adolescents: Improving the efficacy of school-based supports. Poster at the Society for Research in Child Development Bi-Annual Meeting, Seattle, WA, April 18-20.
- Brion-Meisels, G. (2013). Centering students in school-based support processes: Critical inquiries and shifting perspectives. Presentation at the American Educational Research Association Annual Meeting, San Francisco, CA, April 27-May 1.
- Brion-Meisels, G., & Garnett, B.R. (2012). Preventing bullying & discrimination in schools: Theoretical, empirical and applied lessons that inform policy and practice. Workshop at the Society for Adolescent Health and Medicine Annual Meeting, Atlanta, GA, March 13-16.
- Brion-Meisels, G. (2012). An introduction to youth participatory action research. Workshop in S-504, Introduction to Qualitative Research, Professor Elizabeth Dawes Duraisingh, Harvard Graduate School of Education, Cambridge, MA, November 16.
- Brion-Meisels, G. (2012). Understanding adolescents' support-seeking behaviors in school contexts: The contributions of youth participatory action research. Paper at the SRCD Themed Meeting on Transitions from Adolescence to Adulthood. Tampa, FL, October 18.
- Brion-Meisels, G. (2012). "Treat me like I'm Equal": Using participatory action research to improve developmental outcomes for marginalized youth. Poster at the SRCD Themed Meeting on the Positive Development of Minority Children. Tampa, FL, March 9.
- Brion-Meisels, G. (2011). Creating and maintaining safe spaces in schools: Preventing and interrupting school-based teasing and harassment. Workshop for students in the Teacher Education Program at the Harvard Graduate School of Education, Cambridge, MA, October 14.
- Brion-Meisels, G. (2011). Too much like school, too little like fun: Methodological dilemmas in collaborative research with youth. A presentation for the Communities, Culture and Education Concentration Faculty and Students. September 28.
- The Youth Speak Research Team. (2011). Supporting teens *their* way. Presentation and community forum, Harvard Graduate School of Education, Cambridge, MA, August 12.
- Brion-Meisels, G. (2011). Exploring middle school students' experiences with learning supports. Presentation at the Student Research Conference, Harvard University, Cambridge, MA, April 15.



- Brion-Meisels, G. (2011). Through their eyes: Exploring middle school students' experiences with learning supports. Poster at the Society for the Research in Child Development Bi-Annual Meeting, Montreal, Canada, April 1.
- Brion-Meisels, G. (2011). Exploring meaning-making among school staff: Using qualitative data in the 4R's setting-level study. A presentation for the Human Development and Education Concentration Faculty and Students. Harvard Graduate School of Education, February 28.
- Brion-Meisels, G. (2011). Using students' perspectives to inform our support processes: Best practices and next steps. Presentation at the ROOTS Youth Development Summit, Visalia, CA, February 17.
- Brion-Meisels, G., & Capotosto, L. (2010). A culture of blame: A case study of how boundary practices and objects mediate teacher talk and sense of responsibility for student outcomes. Presentation at the Ethnographic and Qualitative Research Conference, Cedarville, OH, June 5.
- Brion-Meisels, G. (2010). A preliminary analysis of middle school students' experiences with learning supports. Presentation at the Cross University Collaborative Mentoring Conference, Harvard University, Cambridge, MA, June 4.
- Brion-Meisels, G. (2010). Lessons from Aisha: One young woman's struggle to be heard. Presentation at the Student Research Conference, Harvard University, Cambridge, MA, March 26.

#### EDITORIAL EXPERIENCE

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| <b>Ad-Hoc Reviewer</b> , <i>Journal of Research on Educational Effectiveness</i> | August 2021         |
| <b>Ad-Hoc Reviewer</b> , <i>Youth &amp; Society</i>                              | Sept 2020 – present |
| <b>Ad-Hoc Reviewer</b> , <i>Urban Education</i>                                  | Nov 2012 – present  |
| <b>Ad-Hoc Reviewer</b> , <i>Teachers College Record</i>                          | May 2010 – present  |
| <b>Ad-Hoc Reviewer</b> , <i>Aggressive Behavior</i>                              | Aug 2016 – 2020     |
| <b>Ad-Hoc Reviewer</b> , <i>Contemporary School Psychology</i>                   | Aug 2015 – 2020     |
| <b>Reviewer</b> , <i>AERA Conference</i>   | Aug 2013 – 2018     |
| SIG: Adolescence and Youth Development (2013-2016)                               |                     |
| Division E - Counseling and Human Development (2013-2015)                        |                     |
| SIG: Grassroots Community & Youth Organizing (2016)                              |                     |
| <b>Reviewer</b> , <i>SRCD Conference</i>   | August 2016         |
| <b>Editor</b> , <i>Harvard Educational Review</i>                                | May 2008 – May 2010 |
| Manuscripts Editor   |                     |

## RESEARCH EXPERIENCE

**Principal Investigator**, *Intergenerational Participatory Action Research for Educational Justice* August 2020 – present

Partnering with a group of teachers and youth from more than 30 organizations across the United States and world. My role is to train and support the educators and youth as they partner with students at the Harvard Graduate School of Education, engaging in their own critical participatory action research projects.

**Principal Investigator**, *Portrait of a Graduate* March 2020 – January 2021  
Served as the trainer and lead consultant with a community-based research project in Lowell, MA, which was a partnership between the Lowell Public Schools and Project Learn. Through this project, we partnered with six different community-based agencies to collect community narratives about the values, knowledge, skills, and work habits that LPS graduates needed to thrive as learners, workers and leaders in the 21<sup>st</sup> century.

**Principal Investigator**, *Revealing the Roots* August 2019 – June 2020  
Partnered with a group of teachers from three local organizations districts who are exploring inequity within their school districts/organizations. This project is funded in part through remaining Nellie Mae Education Foundation money and in part through the districts. Here, again, my role is to train and support the educators as they engage in their own critical participatory action research projects. [Note: This project was partially stalled due to Covid-19.]

**Co-Investigator**, YPAR Oral History Project August 2019 – present  
Partnering with a UMass doctoral student to explore and document the insights of the “elders” of the youth participatory action research field. These are folks who engaged in YPAR work prior to its emergent popularity and whose early work has shaped the field. We are endeavoring to collect their insights on how the field should (and might) be defined and bounded.

**Principal Investigator**, High School Exiters Study August 2019 – January 2021  
Partnering with a Harvard graduate student to explore and document the experiences of young people who have been pushed out of a local school district. These students were pushed into alternative school settings, prior to the onset of Covid-19. We are conducting in depth phenomenological interviews with them to understand their school-based experiences.

**Researcher**, EASEL Lab July 2014 – present  
*Principal Investigator*: Stephanie Jones  
Supporting the work of the EASEL lab, particularly around the intersection of social emotional education and social justice education. Consulting with lab members on qualitative data analysis and anti-racist work. Supporting the development of teacher trainings and kernels for teacher use. My work with EASEL has focused on helping the lab move toward a more anti-oppressive approach to their work, in part by integrating work from the fields of social justice and antiracist education.

**Researcher**, Student Weight Stigma Catalyst Grant Team July 2019-present  
*Principal Investigator*: Erica Kenney  
Serving on a research team out of the Harvard School of Public Health which is studying the effects of different types of health interventions on high school students’ understandings of weight and weight stigma at their schools.

**Researcher/Trainer, Building Bridges to Equity (Nellie Mae)** April 2018 – August 2019  
Partnered with a group of teachers from a local school district to explore the root causes of inequity in the district. This project was funded by the Nellie Mae Education Foundation and run through the Building Equity Bridges Team in the school district. My role was to provide training for a group of 24 educators involved in critical participatory action research projects, shepherding them through the research process and supporting their subsequent actions. Although I am still involved in this work, it is on a voluntary basis.

**Principal Investigator, Somerville High Project** Nov. 2015 – June 2019  
Partnered with a teacher and classroom of students at Somerville High School (SHS) to investigate barriers to on-time graduation, available support services, and students' meaning making of support services.

**Researcher, SECURE (through the Tauck Family Foundation)** July 2014 – June 2019  
*Principal Investigator:* Stephanie Jones  
Worked on a research team developing interventions and professional development sessions for schools and out-of-school time organizations seeking to improve their social emotional learning and climate work.

**Technical Support Provider, Building Bridges to Equity (through Nellie Mae)** March-August 2018  
*Principal Investigators:* The Building Bridges to Equity CPAR Team  
Trained several teachers to work with young people on a critical participatory action research (CPAR) project. These young people conducted three different studies over the summer of 2018 and presented these back to the district.

**Researcher, SECURE (through the Wallace Foundation)** Oct. 2015 – June 2016  
*Principal Investigator:* Stephanie Jones  
Working on a research team seeking to identify key features, attributes, and comparisons of leading social and emotional learning (SEL) programs intended for use with elementary-school-age children in school settings, out-of-school time settings, or both.

**Co-Investigator, Boston Public Schools Landscape Analysis** May 2015 – Aug 2015  
*Co-Investigator* with Mandy Savitz-Romer  
Conducted a study for the Boston Public Schools that surveyed the current landscape of school counseling and support services, as well as best practices nationally.

**Researcher, 4R's Project (Reading, Writing, Respect & Resolution)** Sept. 2010 – May 2015  
*Principal Investigators:* Stephanie Jones, Joshua Brown, Larry Aber  
Worked on a research team investigating classroom- and teacher-level qualitative data from a large-scale evaluation of a social emotional development and literacy program.

**Researcher, Contextualizing Gay-Straight Alliances** Sept. 2012 – 2013  
*Principal Investigators:* Hiro Yoshikawa & Paul Poteat  
Worked on a research team investigating factors that contribute to differences in youth experiences as members of their high school's Gay-Straight Alliance (GSA).

**Principal Investigator**, Youth Speak Research Team Summer 2011  
Recruited and trained thirteen youth researchers (ages 14-19), who designed a study, collected data, analyzed the data, and presented their findings in a community forum at the close of the summer. Also supervised one undergraduate and one graduate student project assistant.

**Researcher**, OneVille Project Dec. 2009 – June 2010  
*Principal Investigator*: Mica Pollock  
Worked on a research team investigating new ways that commonplace technology might help people in a diverse community collaborate to support youth.

**Researcher**, Sept. 2008 – May 2009  
School Leadership, Educational Change & Educational Equity Project  
*Principal Investigator*: John Diamond  
Worked on a research team investigating distributed leadership and school culture at an urban high school.

## GRANTS

Principal Investigator (2020-2021), *Portrait of a Graduate*, Barr Foundation (via Lowell Public Schools), \$19,575.

Principal Investigator (2019-2020), *Revealing the roots: Examining inequity in three local districts*, Nellie Mae Foundation (via Cambridge Public Schools) and Buckingham Browne & Nichols School, \$12,000.

Co-PI with Eric Shed (2019-2021), *Diversity, Equity, Inclusion & Belonging: Personalized Learning Tool*, Harvard University, \$35,000.

Co-facilitator (with Stephanie Jones) (2019). Convening of experts focus on *Designing Environments that Promote Social Emotional Learning and Equity*. Radcliffe Institute, November 21-23, 2019, \$20,000.

Co-PI with Eric Shed (2018-2019), *Personalizing Learning Around Diversity, Race & Racism*, Harvard Graduate School of Education, \$17,000.

Editor & Author (2018-2019), *At Our Best: Youth-Adult Partnerships in Out-of-School-Time Settings*, Dean's Venture Fund, \$19,000.

Technical Support Provider (2018-2019), *Building bridges to equity: Investigating the root causes of inequality in the Cambridge Public Schools*. Nelle Mae Foundation, \$24,000.

Principal Investigator (2016-2019), *Youth participatory action research project at Somerville High School*, Dean's Venture Fund, \$10,000. (\*used entirely for food, supplies and travel related to this project\*)

Co-Principal Investigator (under Stephanie Jones) with the Tauck Family Foundation for work on Social Emotional Learning with three of their investees in Bridgeport, CT. \$110,000 (\*used primarily to pay for RA support on the project\*)

## UNIVERSITY TEACHING EXPERIENCE

**Lecturer on Education**, Harvard Graduate School of Education July 2013 – Present

Current Courses:

*Equity and Opportunity: Identity in Context ~ Gender & Sexuality*

*Queering Education*

*Researching in Community: Intergenerational Participatory Action Research for Educational Justice*  
(yearlong)

*Prevention Science & Practice Seminar* (yearlong)

*Prevention Practicum: Working with Children and Youth in School and Community*  
*Settings* (yearlong)

Past Courses:

*Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies for*  
*Prevention and Intervention* (yearlong)

*Establishing Loving Spaces for Adolescent Learning: Preventing Bullying and Discrimination*

*Establishing Loving Spaces for Adolescent Learning: Gender and Sexuality in Schools*

*Partnering with Youth in Educational Research and Practice*

*Intergroup Dialogue: Conversations about Race in the United States*

*Adolescent Development*

*Equity in Practice I: Exploring the Self in Relation to Race, Power, and Education*

*Research Experience in Prevention Science and Practice*

*Fulfilling the Promise of Diversity, Integrative Seminar*, faculty advisor

**Instructor in Education**, Harvard Graduate School of Education Jan. 2011 – Jan. 2012

Course:

*Establishing Safe Spaces for Adolescent Learning: Preventing Bullying and Victimization*

**Teaching Fellow**, Harvard Graduate School of Education

Aug. 2008 – June 2012

Courses:

*Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and*  
*Intervention*, 2009-2012, Stephanie Jones

*Developmental Interventions for Adolescents in School and Community Settings: Frameworks for*  
*Consultation, Leadership, and Systemic Change*, 2008-2012, Mandy Savitz-Romer

*Field Experience Program*, 2010-2011, Eileen McGowen

*The Problems Kids Have or Where Risk Lives: Psychosocial, Developmental, and Contextual Perspectives*  
*of Risk in Children and Adolescents*, Spring 2009, Luba Falk-Feigenberg

*Observation and Participation in Qualitative Research*, 2008-2009, Mica Pollock

## K-12 TEACHING EXPERIENCE

**Classroom Teacher**, Grades 7 & 8 Humanities  
King Middle School (Berkeley, California)

Aug. 2004 – June 2007

**Classroom Teacher**, Grades 6-8 Humanities  
Fletcher-Maynard Academy (Cambridge, MA)

Aug. 2002 – June 2004

**Classroom Teacher**, Grades 5 & 6 Aug. 2001 – June 2002  
King Open Elementary School (Cambridge, MA)

**Classroom Teacher**, Grades 6 & 7 Humanities Aug. 1999 – June 2001  
Booker T. Washington Middle School (Baltimore, MD)

In addition to regular classroom responsibilities, I won several grants for classroom materials and development, organized a trip to Washington DC, and co-advised the student debate team.

#### ACHIEVEMENTS & AWARDS

2017 Nominated by Students to give the Faculty Speech at Convocation  
2016 Morningstar Family Teaching Award for excellence in teaching and advising, Harvard Graduate School of Education  
2007-2013 Daniel A. Buckley Fellowship, Harvard University  
2007-2013 Presidential Fellowship, Harvard Graduate School of Education  
2011 Awarded funding from the City of Cambridge Mayor's Summer Youth Employment Program to hire and train youth researchers  
1999 Jonathan Levin Award for Commitment to Urban Education, Harvard University  
1998 Carol K. Pforzheimer Student Fellowship for thesis research on positive models of white antiracism, Radcliffe College  
1998 Mark DeWolfe Howe Fund grant for thesis research on positive models of white antiracism, Harvard Law School

#### OTHER PROFESSIONAL ACTIVITIES

**Co-Facilitator**, Developing as Anti-Racist White Educators Sept 2020-current  
Collaborating with Josh Bookin and Mandy Savitz-Romer to coordinate a group for white identified HGSE faculty. In part one of this project, cohorts of faculty meet for six consecutive weeks, 90 minutes per week, to reflect on their own racial identity and its influence on their teaching. In part two of this project, faculty who choose can continue to attend monthly meetings focused on antiracist reflection, practice, and action.

**Co-Editor**, *Planning to Change the World: A planbook for social justice teachers* Sept 2015-current  
*Education for Liberation Network*  
Collaborating with Thomas Nikundiwe, Carla Shalaby, and Margaret Kavanaugh to produce this 2016-2020 planbook for social justice educators, which is published by the Education for Liberation Network and sold through Rethinking Schools.

**Co-Facilitator**, Conversations about Race and Racism Sept 2015-current  
Collaborating with other faculty to coordinate a group for HGSE faculty on race and racism. The group meets monthly to discuss issues related to our own identities, pedagogies, and research.

- Co-Chair**, Dean's Advisory Council on Equity and Diversity Sept 2016-June 2020
- Committee Member**, Dean's Advisory Council on Equity and Diversity Sept 2015-June 2016  
Participate in regular committee meetings around issues of equity and diversity on campus; help to create professional development opportunities for faculty on issues of equity and diversity; help to analyze data and collaborate with student groups.
- Facilitator**, Monthly Programmatic Talking Circles Sept 2014-June 2018  
Facilitate regular meetings for Prevention Science and Practice (PSP) students to nurture community building among the cohort and provide a space for students to celebrate, struggle, and receive support.
- Committee Member**, Equity & Opportunity Foundations team. Sept 2020-current
- Committee Member**, Evidence Committee for EdM Redesign at HGSE. Spring 2017
- Committee Member**, Mental Health Committee, HGSE Sept 2017-June 2019
- Committee Member**, Committee on Rights and Responsibilities Sept 2014-current  
Harvard Graduate School of Education
- Committee Member**, Admissions for PSP & CAS Sept 2013-March 2020
- Committee Member**, Innovation Agenda Out-of-School Time Design Team Oct 2011-June 2012  
Collaborated with a group of youth workers, educators, researchers and administrators from the city of Cambridge to generate and articulate a set of recommendations for Superintendent Young regarding out-of-school time programs and the new upper school campuses.
- Student Advisory Committee**, Social, Cultural and Organizational Contexts Job Search  
*Faculty Advisors:* Hiro Yoshikawa, Julie Ruben, Susan Moore Johnson Oct. 2011 – April 2012  
Met regularly with faculty and student representatives of the search committee to discuss candidates; helped to organize student meetings with candidates, met with candidates, attended job talks, and provided feedback to faculty committee.
- Student Coordinator**, Education Reform and Organizing Conference March 2011  
*Faculty Advisors:* Mark Warren & Karen Mapp  
Worked with a team of students and faculty to help plan and organize the two-day conference. My role included recruiting a presenter and supporting the development of a workshop on Youth Participatory Action Research, as well as supporting the development of a Youth-Only Space to discuss the National Student Bill of Rights.

## MEMBERSHIPS

American Educational Research Association – since 2010  
Society for Research on Child Development – since 2010  
Society for Research on Adolescence – since 2011  
American School Counselor Association – since 2012