

ANDREW J. SCHIERA

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EDUCATION AND WORK EXPERIENCE

EDUCATION

- 2017 Ed.D., Teaching, Learning, and Teacher Education, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania, United States.
Dissertation: *Justice and Practice: Tensions in the Development of Social Justice (Teacher) Educators*, Chair, Dr. Sharon Ravitch
- 2010 M.S.Ed., Secondary Social Studies, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania, United States.
Thesis: *Authentic Learning, "Real Learning," and Work*
- 2009 B.A., History, School of Arts and Sciences, University of Pennsylvania, Philadelphia, Pennsylvania, United States.
Thesis: *The Evolving History of a Free People: History Textbooks' Twentieth Century Revision of the Black American Experience*

EMPLOYMENT

HIGHER EDUCATION

- 2024- Present Assistant Professor, Literacy Studies, School of Education, University of Colorado Boulder
- 2023- 2024 Assistant Teaching Professor, Secondary Social Studies, Department of Curriculum & Instruction, School of Education, University of Wisconsin-Madison.
- 2021- 2024 Research Assistant for the *D.I.S.C.U.S.S. Project*, Graduate School of Education, University of Pennsylvania.
- 2019- 2023 Senior Instructional Coach, Secondary Social Studies, Urban Teaching Apprenticeship Program, Graduate School of Education, University of Pennsylvania.

- 2010-2019 Instructor in the Urban Teaching Apprenticeship Program, Graduate School of Education, University of Pennsylvania.
- 2015-2016 Research Assistant for the Center for the Study of Boys' and Girls' Lives (now the School Participatory Action Research Collaborative), Graduate School of Education, University of Pennsylvania.
- 2013-2015 Research Assistant for the *Evaluation of the i3 Scale-up of Reading Recovery* at the Consortium for Policy Research in Education, University of Pennsylvania

K-12 EDUCATION

- 2016-2019 High School Social Studies Teacher, William L. Sayre High School, School District of Philadelphia, Philadelphia, PA.
- 2015-2016 High School Social Studies Teacher, Kosloff Torah Academy, Bala Cynwyd, PA.
- 2010-2013 High School Social Studies Teacher, University City High School, School District of Philadelphia, Philadelphia, PA.

PROFESSIONAL CERTIFICATIONS

- 2017 Mathematics 7-12 Certification; Pennsylvania
- 2017 English/Language Arts 7-12 Certification; Pennsylvania
- 2015 School Administrator; Pennsylvania
- 2010 Social Studies 7-12 Certification; Pennsylvania

AWARDS AND RECOGNITIONS

- 2017 Recipient, Dissertation merits Distinction, Defense merits Distinction, University of Pennsylvania Graduate School of Education, Philadelphia, Pennsylvania, United States
- 2013 Recipient, Christian R. and Mary F. Lindback Foundation Award for Distinguished Teaching, School District of Philadelphia, Philadelphia, Pennsylvania, United States
- 2009 Recipient, Lenore Annenberg Teaching Fellowship, University of Pennsylvania Graduate School of Education, Philadelphia, Pennsylvania, United States
- 2009 Recipient, Fox Leadership Award, University of Pennsylvania, Philadelphia, Pennsylvania, United States

SCHOLARSHIP

PEER REVIEWED JOURNAL ARTICLES

Schiera (updated 1/30/25)

1. Conrad, J., **Schiera, A.J.**, & Dym, A. (2024). Decentering teacher voice - And stance? Teacher candidates' explicit and implicit disclosure in social studies discussions. *Teaching and Teacher Education*, 146. <https://doi.org/10.1016/j.tate.2024.104637>

Publisher: Elsevier	Impact Factor: 4.0 (2023)
Indexed in Scopus, Social Sciences Citation Index (SSCI), SCImago	CiteScore: 6.5 (2023)
Journal Rank (SJR), SNIP	h-index: 89
	Q1 Journal in Education

2. **Schiera, A.J.**, Carl, N. M., & Marshall-Butler, J. (2024). The Social justice core practices of Philadelphia educators: A Modified Delphi study. *Journal of Teacher Education*. <https://doi.org/10.1177/00224871241239040>

Publisher: SAGE Publications	Impact Factor: 3.1 (2024)
Indexed in Ebsco, ERIC, Social Sciences Citation Index (SSCI)	CiteScore: 8.9 (2023)
	h-index: 52
	Q1 Journal in Education

3. **Schiera, A.J.** (2023). "Bigger picture" visions, teacher candidates' practice, and the complexity of learning to teach. *Teacher Education Quarterly*, 50(3), 30-53. <https://www.jstor.org/stable/27257018>

Publisher: Caddo Gap Press	h-index: 18
Google Scholar Citations: 3	Q2 Journal in Education

4. Jay, L., Conrad, J., Del Calvo, A., **Schiera, A.**, Patterson, T., & Reisman, A. (2022). Bringing students into professional development. *Social Studies Journal*, 41(1), 30-38.

Publisher: Middle States Council for the Social Studies

5. **Schiera, A.J.** (2021). Seeking convergence and surfacing tensions between social justice and core practices: Re-presenting teacher education as a community of praxis. *Journal of Teacher Education*, 72(4), 462-476. <https://doi.org/10.1177/0022487120964959>

Publisher: Sage Publications	Impact Factor: 4.13 (2021)
Indexed in Ebsco, ERIC, Social Sciences Citation Index (SSCI)	CiteScore: 8.3 (2021)
Google Scholar Citations: 25	Q1 Journal in Education

6. **Schiera, A.J.** (2019). Justice, practice and the 'Real World': pre-service teachers' critically conscious visions for teaching amid the complexities and challenges of

learning to teach. *International Journal of Qualitative Studies in Education*, 32 (7), 929-946. <https://www.tandfonline.com/doi/full/10.1080/09518398.2019.1609125>

Publisher: Taylor & Francis
Indexed in ERIC, ERA, SCOPUS
Google Scholar Citations: 20

Impact Factor: 1.41 (2019)
CiteScore: 2.4 (2019)
h-Index: 38
Q2 Journal in Education

7. **Schiera, A.J.** (2014). Practitioner research as “praxidents” waiting to happen. *Perspectives on Urban Education*, 11 (2), 107-121.

Google Scholar Citations: 13

Revise and Resubmit

1. **Schiera, A.J.** (December 2023). Beyond imagination: Integrating practice in justice-oriented social foundations of education courses. *Action in Teacher Education*

Under Initial Review

1. **Schiera, A.J.**, & del Calvo, A. O. (Under Review, January 2025). Youth participation in the university-based teacher education classroom: Pausing rehearsals to shape novice teachers’ learning. *Action in Teacher Education*
2. del Calvo, A. O., & **Schiera, A.J.** (Under Review, January 2025). What do youth give feedback on when they participate in rehearsals of social studies discussion facilitation? *Teaching and Teacher Education*

In Preparation

1. **Schiera, A.J.**, & del Calvo, A.O. What do students want in social studies discussion? Manuscript in preparation.
2. del Calvo, A.O., & **Schiera, A.J.** Teacher educators’ moves and dilemmas when youth participate in social studies methods. Manuscript in preparation.
3. **Schiera, A.J.**, Lubasi, J., Olson, M., Hennessey, L., Miller, D., & O’Dwyer, C. The Social justice core practices of Dane County educators. Manuscript in preparation.
4. **Schiera, A.J.**, Hadid, J., Ani, T., Rush, A., & Esposito, L. Youth agency and identity exportation when participation in teachers’ professional development.
5. del Calvo, A.O., **Schiera, A.J.**, Patterson, T., & Reisman, A. Meeting teachers where they’re at: Two professional developments designed around a theory of role-identity. Manuscript in preparation.

6. Dym, A., Conrad, J., & **Schiera, A.J.** Hidden politics: Implicit disclosure challenges typical conceptions of open classroom climate. Manuscript in preparation.
7. **Schiera, A.J.** Locating field seminar in local schools: A Teacher educator's self-study. Manuscript in preparation.

PEER REVIEWED BOOK CHAPTERS

1. **Schiera, A.J.** (2021). Four domains of benefiting from racism: A Multi-year autoethnography of a high school student exchange. In C. Hayes, I. Carter & K. Elderson (Eds.), *Unhooking from Whiteness: It's a process* (pp. 28-54). Brill.
2. **Schiera, A.J.**, Simmons, E., Whitfield, L., & Frederick-Clarke, H. (2021). On the ground, every day: Five pillars for developing culturally sustaining, critically conscious practitioners. In K. Pak & S. Ravitch (Eds.), *Critical Leadership Praxis for Educational and Social Change* (pp. 73-85). Teachers College Press.

RESEARCH REPORTS

1. May, H., Goldsworthy, H., Armijo, M., Gray, A., Sirinides, P., Blalock, T.J., Anderson-Clark, H., **Schiera, A.J.**, Blackman, H., Gillespie, J., & Sam, C. (2014, December). *Evaluation of the i3 Scale-up of Reading Recovery: Year two report, 2012-13*. Consortium for Policy Research in Education.
<https://repository.upenn.edu/handle/20.500.14332/8371>

GRANTS

Funded

1. Positioning Youth as Stakeholders in Teacher Education. **A. J. Schiera** (Co-PI) & A. O. del Calvo (Co-PI). Funded by the Collaboratory for Teacher Education at Penn GSE, funded January 2023-September 2024.

CONFERENCE PRESENTATIONS

Refereed Research Presentations

1. del Calvo, A.O., & **Schiera, A.J.** (2024, December 4-7). "*Cus energy is really important to me*": How youth use language to give feedback to teachers [Paper presentation]. Literacy Research Association Conference, Atlanta, Georgia, United States.

2. **Schiera, A.J.,** & del Calvo, A.O. (2024, November 21-22). *“The Students were very specific about what exactly worked for them”*: (Re)imagining social studies methods to include youth as co-participants [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Boston, Massachusetts, United States.
3. **Schiera, A.J.,** del Calvo, A.O., Esposito, L.S., Delgado, C., Ani, T., Villa, F., Hadid, J., & Rush, A. (2024, April 11-14). *“Teachers are actually listening”*: Teacher professional development design that promotes youth agency [Paper presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
4. **Schiera, A.J.,** & del Calvo, A.O. (2024, April 11-14). *“But it was just lie, overhyped”*: How students position themselves when giving feedback to teacherst [Paper presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
5. Reisman, A., **Schiera, A.J.,** Jay, L., Eisman, J. (2024, April 11-14). *Examining teacher educator decision-making through the lens of role-identity development in a professional development context* [Paper presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
6. Dym, A., **Schiera, A.J.,** & Conrad, J. (2024, April 11-14). *Hidden politics: Implicit disclosure challenges typical conceptions of open classroom climate* [Paper presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
7. del Calvo, A.O., Patterson, T., **Schiera, A.J.,** Kaplan, A. (2024, April 11-14). *Centering teacher identity exploration in professional development for facilitating discussions in social studies* [Paper presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
8. **Schiera, A.J.,** & del Calvo, A.O. (2023, November 29-30). *“‘Cus energy is really important to me”*: Language students use to give feedback to novice social studies discussion facilitators [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Nashville, Tennessee, United States.
9. del Calvo, A.O., **Schiera, A.J.,** Reisman, A., Patterson, T. (2023, November 29-30). *Meeting teachers where they’re at: Designing discussion facilitation PD around a theory of role-identity* [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Nashville, Tennessee, United States.

10. **Schiera, A.J.**, Eisman, J.I., del Calvo, A., Kaplan, A., Chan, W., Patterson, T., Reisman, A. (2023, August 3-5). *Novice teacher conceptualizations of classroom discussions* [Poster session]. Annual Meeting of the American Psychological Association, Washington, District of Columbia, United States.
11. Conrad, J., Dym, A., & **Schiera, A.J.** (2023, April 13-16). *Implicit and explicit teacher disclosure: Negotiating social justice and political classroom aims* [Paper presentation]. 105th Annual Meeting of the American Educational Research Association, Chicago, Illinois, United States.
12. **Schiera, A.J.**, & del Calvo, A.O. (2023, April 13-16). *Positioning students as experts on teaching when teachers rehearse discussions* [Paper presentation]. 105th Annual Meeting of the American Educational Research Association, Chicago, Illinois, United States.
13. del Calvo, A.O., **Schiera, A.J.**, Reisman, A., Patterson, T., Kaplan, A., & Jay, L. (2023, April 13-16). *Using a theory of role-identity to design PD around discussion facilitation for social studies teachers* [Paper presentation]. 105th Annual Meeting of the American Educational Research Association, Chicago, Illinois, United States.
14. **Schiera, A.J.**, Marshall-Butler, J., & Carl, N.M. (2023, April 13-16). *Social justice core practices, the problem of enactment, and the problem of context* [Paper presentation]. 105th Annual Meeting of the American Educational Research Association, Chicago, Illinois, United States.
15. **Schiera, A.J.**, & del Calvo, A.O. (2022, December 3). *Positioning students as experts when pre-service social studies teachers rehearse discussions* [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Philadelphia, Pennsylvania, United States.
16. Conrad, J., **Schiera, A.J.**, & Dym, A. (2022, December 3). *Teacher disclosure, social justice, and the political classroom* [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Philadelphia, Pennsylvania, United States.
17. del Calvo, A.O., & **Schiera, A.J.** (2022, December 2). *Positioning students as experts when pre-service social studies teachers rehearse discussions* [Paper presentation]. Literacy Research Association Conference, Phoenix, Arizona, United States.
18. **Schiera, A.J.**, Carl, N.M., & Marshall-Butler, J. (2022, April 21-26). *Identifying a core set of social justice practices: A Delphi expert educator panel approach* [Paper presentation]. 104th Annual Meeting of the American Educational Research Association, San Diego, California, United States.
19. Reisman, A., Chan, W., Jay, L., Patterson, T., Kaplan, A., Conrad, J., del Calvo, A., Eisman, J., & **Schiera, A.** (2022, April 21-26). *Examining shifts in teachers' student-*

centered practices as a result of practice based teacher education [Paper presentation]. 104th Annual Meeting of the American Educational Research Association, San Diego, California, United States.

20. Reisman, A., Chan, W., Jay, L., & Patterson, T., Kaplan, A., Conrad, J., Del Calvo, A., Eisman, J., & **Schiera, A.** (2022, April 21-26). *Measuring preservice teachers' discussion facilitation in social studies classrooms* [Symposium presentation]. 104th Annual Meeting of the American Educational Research Association (AERA) Annual Meeting, San Diego, California, United States.
21. **Schiera, A.J.** (2021, April 8-12). *Beyond imagination: Integrating and interrogating practice in justice-oriented social foundations* [Paper presentation]. 103rd Annual Meeting of the American Educational Research Association, Orlando, Florida, United States. (Conference held virtually)
22. **Schiera, A.J.** (2020, April 17-21). *Social justice case studies as a pedagogy of enactment in foundations: Are there wrong answers?* [Paper presentation]. 102nd Annual Meeting of the American Educational Research Association, San Francisco, California, United States. (Conference cancelled)
23. **Schiera, A.J.** (2019, April 5-9). *Professional vision and creative enactment: Finding convergence between social justice aims and core practices.* [Poster presentation]. 101st Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.
24. **Schiera, A.J.** (2018, April 13-17). *Justice, practice, and the real world: Listening to pre-service teachers narrate their aims for teaching.* [Paper presentation]. 100th Annual Meeting of the American Educational Research Association, New York City, New York, United States.
25. **Schiera, A.J.**, & Carl, N.M. (2016, April 8-12). *Fostering student voice for school change: Examining school-based youth participatory action research.* 98th Annual Meeting of the American Educational Research Association, Washington, District of Columbia, United States.
26. May, H., Sirinides, P., Gray, A., Davila, H.G., Sam, C., Blalock, T., Blackman, H., Anderson-Clark, H., & **Schiera, A.J.** (2015, March 4-6). *Final-year results from the i3 Scale-up of Reading Recovery.* Annual meeting of the Society for Research on Educational Effectiveness, Washington, District of Columbia, United States.
27. **Schiera, A.J.** (2014, December 5). *Can two beat three? Students and teachers co-participating in contested and constrained school governance systems to keep their school open.* [Paper presentation]. 113th Annual Meeting of the American Anthropological Association, Washington, District of Columbia, United States.
28. Casey, G. E., Pendergrass, E., & **Schiera, A.J.** (2014, February 28-March 1).

Critical coinvestigation with the ultimate stakeholders [Paper presentation]. 35th Ethnography in Education Research Forum, Philadelphia, Pennsylvania, United States.

Refereed Professional Development Workshops

1. del Calvo, A.O., **Schiera, A.J.**, Jay, L., Reisman, A., & Patterson, T. (2022) *Transformative discussions in social studies: Bringing students into professional development*. National Council for the Social Studies annual meeting, Philadelphia, Pennsylvania, United States.
2. Kaplan, A., Chan, W., Eisman, J., Reisman, A., Patterson, T., Jay, L., Conrad, J., del Calvo, A., & **Schiera, A.** (2022). *A Complex dynamic systems perspective on teacher learning as identity change: Novice social studies teachers learning to facilitate discussions*. AERA Complexity Theories in Education SIG Winter Webinar, Online.

TEACHING, ADVISING & SUPERVISION

UNIVERSITY OF COLORADO BOULDER

EDUC 4355/5355: Secondary Social Studies Methods II

EDUC 4330/5330: Secondary Social Studies Methods I

EDUC 4316/5316: Nature of Social Studies and Social Studies Education

UNIVERSITY OF WISCONSIN-MADISON

CURRIC 747: Masters Capstone in Teacher Education

CURRIC 511: School-based Practicum

CURRIC 675: Seminar [for secondary teacher education candidates]

CURRIC 729: Classroom Management

UNIVERSITY OF PENNSYLVANIA

EDTF 5300: Contemporary Issues in Urban Education

EDUC 2002: Urban Education

EDUC 5017: Humanities Field Seminar in Secondary Schools: Curriculum Design & Assessment

EDUC 5057: Advanced Field Seminar for Humanities Inquiry in Secondary Schools

EDUC 6029: Teaching in the Middle and Secondary Schools: Social Studies

EDUC 6059: Advanced Methods in Middle & Secondary Schools: Social Studies

EDUC 6042: School, Society & Self

DOCTORAL COMMITTEES

CURRENT

Schiera (updated 1/30/25)

Member

1. Emily Wight, Ph.D. in Curriculum and Instruction, School of Education, University of Wisconsin-Madison. Committee Member. Anticipated completion: May 2026.

COMPLETED

Member

1. Gregory Love, Ed.D. in Education Leadership, School of Graduate and Professional Studies, Gwynedd Mercy University. Committee Member. Dissertation: *Qualitative study on the impact of special education designation on Black male interpersonal development*. Defense passed on September 14, 2024.

SERVICE

EDITORIAL BOARD MEMBERSHIP

Penn GSE Perspectives on Urban Education, 2014-2015

AD HOC REVIEWER

Theory and Research in Social Education, 2025-present

The Teacher Educator, 2025-present

Teaching and Teacher Education, 2021-present

Journal of Teacher Education, 2016-present

Perspectives on Urban Education, 2013-2015

SERVICE TO THE PROFESSION

Member, Awards Committee, School of Education, University of Colorado Boulder, 2024-present.

Member, Graduate Advisory Committee, Department of Curriculum and Instruction, University of Wisconsin-Madison, 2023-2024.

Program Coordinator, Secondary Social Studies, Department of Curriculum and Instruction, University of Wisconsin-Madison, 2023-2024.

Co-founder and Steering Committee Member, White Anti-racist Steering Committee, University of Pennsylvania Graduate School of Education, 2020-2023.

Program Designer and Co-director, Leaders of Change, Netter Center for Community Partnerships, University of Pennsylvania, 2010-2019.

SERVICE TO THE COMMUNITY

Judge, National History Day, Casey Middle School, Boulder, Colorado, 2025-present.

MEMBERSHIPS

American Educational Research Association, Member

National Council for the Social Studies, Member

Literary Research Association, Member