

Terrenda C. White

Fleming Rm 503, University of Colorado Boulder, Boulder, CO 80309
Office: 303-492-0819; Email: Terrenda.White@colorado.edu; [ORCID](#)

EDUCATION

Teachers College, Columbia University, 2014
PhD, Sociology and Education
New York, NY

Loyola Marymount University, 2005
M.S., Elementary Education (K-6 teacher credential)
Los Angeles, CA

Northwestern University, 2002
B.S., Human Development & Psychological Services (major)
African American Studies (minor)
Evanston, IL

PROFESSIONAL APPOINTMENT

Associate Professor, Education Foundations, Policy, and Practice
University of Colorado Boulder, 2021-Present
Boulder, CO

Assistant Professor, Education Foundations, Policy, and Practice
University of Colorado Boulder, 2014-2021
Boulder, CO

RESEARCH INTERESTS

Education policy (emphasis on market-based school reforms); critical theories of race and policy; urban sociology; race, labor, and education; teacher diversity, recruitment and retention; teacher unionism; teacher housing; organizational theory and schooling; qualitative methods; school and neighborhood change.

HONORS AND AWARDS

- Provost Faculty Achievement Award (CU Boulder), 2019
- National Education Policy Center, Fellow, 2015
- National Academy of Education/Spencer Dissertation Fellowship, 2013-2014
- American Education Research Association, Minority Dissertation Fellowship, 2012-2013
- National Bill Gates Millennium Scholar, inaugural cohort, 2000 -2009
- Minority Scholarship, Sociology and Education, Teachers College, 2006-2007
- Policy and Research Fellowship recipient, Teachers College, 2007-2008
- Social Inequality Summer Institute Fellow, Harvard University, 2002

SCHOLARLY ACTIVITY

Funded Projects and Grants

- Research consultant. Equity Centered Principal Pipeline Initiative, Wallace Foundation [2.3m]
- Co-PI. Women Investing in School of Education (WISE) grant, 2019-2020 [\$9K]
- Co-PI. Place-Based Partnership Seed Grant, CU Boulder, School of Education, 2017-2018 [\$15K]
- PI. Faculty Outreach and Community Grant, CU Boulder, 2016-17 and 2017-2018 [\$16,000]
- Co-PI. Woodrow Wilson National Fellowship Foundation, 2015 [\$25,000]
- PI. Women Investing in School of Education (WISE) grant, 2014-2015 [\$9,455]
- Co-PI. Diversity and Community Initiative grant, Teachers College, November 2011

Journal Articles *Graduate Student

- White, T.**, Bristol, T., & Britton, T. (2022). Teachers of Color & Self-Efficacy in Social and Emotional Learning: Toward Equity-Based Approaches to SEL. *Urban Education*. Retrieve [here](#).
- *Kurtz, E. & **White, T.** (2022). Between Old and New Unionism: Race, Professionalism, and Resistance in a District of Market Reform. *Education Policy Analysis Archives, Vol 30* (107). Retrieve [here](#).
- White, T.** (2020). Charter-ing a Different Course: A Critical Policy Framework to Support Black Women Educators in Marketized Cities and Schools. *Theory Into Practice, 59*(4), 358-369. Retrieve [here](#).
- White, T.** (2020). Teacher Dissent in Neoliberal Times: Counter-Publics and Alternative-Publics in Teacher Activism. *Educational Theory, Vol 70*(3). Retrieve [here](#).
- White, T.**, *Woodward, B, *Graham, D., Milner, H. R., & Howard, T. (2019). Education Policy and Black Teachers: Perspectives on Race, Policy and Teacher Diversity. *Journal of Teacher Education*. Retrieve [here](#).
- White, T.** (2018). Teachers of color and Urban Charter Schools: Race, School Culture, and Teacher Turnover in the Charter Sector. *Journal of Transformative Leadership and Policy Studies, Vol. 7*(1), p. 35-50. Retrieve [here](#).
- Gist, C., **White, T.**, Bianco, M. (2018). Pushed to Teach: Pedagogies and Policies for a Black Women Educator Pipeline. *Education and Urban Society, Vol 50* (1), p. 56-86. Retrieve [here](#).
- White, T.** (2016). Teach For America's Paradoxical Diversity Initiative: Race, Policy, and Black Teacher Displacement in Urban Schools. *Education Policy Analysis Archives, 24*(16). Retrieve [here](#).
- Wells, A. S., Duran, J., & **White, T.** (2008). Refusing to Leave Desegregation Behind: From Graduates of Racially Diverse Schools to the Supreme Court. *Teachers College Record, Vol. 110* (12), 2532-2570

Books

- Sanders, R., Stovall, D. & **White, T.** (2018). *Twenty-First-Century Jim Crow Schools: The Impact of Charters and Vouchers on Public Education*. Boston, MA: Beacon Press. Retrieve [here](#) (excerpt)

Book Chapters

- *Lightfoot, B. & **White, T.** (2022). Critical Pedagogy in a GYO Teacher Program: Identity, Sociopolitical Development and Transformational Resistance in Latinx Students' Aspirations to Teach. In, Conra Gist and Travis Bristol (Eds.), *Handbook of Research on Teachers of Color*. Washington, D.C.: American Education Research Association (Publisher). Retrieve handbook information [here](#) and chapter [here](#)
- White, T.** (2020). Demystifying Whiteness in a Market of "No Excuses" Charter Schools. In Edwin Mayorga, Ujju Aggarwal & Bree Picower (Eds.), *What's Race Got To Do With It: How Current School Reform Policy Maintains Racial and Economic Inequality, 2nd Ed.* Peter Lang. Retrieve [here](#)
- Rogers, B. & **White, T.** (2019). Teaching Harlem: Black Teachers and the Changing Landscape of Twenty-First-Century Central Harlem. In, Ansley Erickson and Ernest Morrell (Eds.), *Educating Harlem: A Century of Schooling and Resistance in a Black Community*. Columbia University Press. Retrieve [here](#)
- *Daniel, J. & **White, T.** (2018). Black Girls Matter: An Intersectional Analysis of Young Black Women's Experiences and Resistance to Dominating Forces in School. In Norvella Carter and Michael Vavrus (Eds.), *Intersectionalities of Race, Class and Gender with Teaching and Teacher Education: Movement Toward Equity in Education*. Sense Publishing, Inc. Retrieve [here](#).

Heilig, J., Brewer, J., & **White, T.** (2017). What Instead? Reframing the Debate About Charter Schools, Teach for America, and High-Stakes Testing. In, Roberta Ahlquist, Paul Gorski & Theresa Montano (Eds.), *Assault on Kids and Teachers: Countering Privatization, Deficit Ideologies and Standardization in U.S. Schools*, 2nd Edition. NY, NY: Peter Lang Publishing, Inc. Retrieve [here](#).

White, T. (2015). Beyond Dupes, Disciples, and Dilettantes: Ideological Struggles of Teach for America Corps Members.” In T. Jameson Brewer & Kathleen deMarrais (Eds.), *Teach For America Counter-Narratives: Alumni Speak Up and Speak Out*. New York: Peter Lang Publication.

Wells, A. S., Duran, J., & **White, T.** (2013). “Southern Graduates of School Desegregation: A Double Consciousness of Resegregation yet Hope.” In Erica Frankenberg & Elizabeth DeBray (Eds.), *Integration in a Changing Society: Policies and Legal Options for a Multiracial Generation*. North Carolina: UNC Press.

Wells, A., Ready, D., Duran, J., Crzesikowski, C., Hill, K., Roda, A., Warner, M. & **White, T.** (2012). “Still Separate, Still Unequal, But Not Always So ‘Suburban’: The Changing Nature of Suburban School Districts in the New York Metropolitan Area.” In William Tate (Ed.), *Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Wells, A., Duran, J., & White, T. (2011). “Refusing to Leave Desegregation Behind: From Graduate of Racially Diverse Schools to the Supreme Court.” In Alan Sadovnik (Ed.), *Sociology of Education: A Critical Reader, 2nd Edition*. NY, NY: Routledge.

Policy Briefs, Reports & Reviews

White, T. & *Noble, A. (2020). Rethinking School Autonomy: Strengths and Limitations of Autonomy-Based School Improvement Plans in Contexts of Widening Racial Inequality. National Education Policy Center. Boulder, CO. Retrieved [here](#).

White, T. (2019). Teachers are Striking. NEPC Fellow Terrenda White Explains Why. NEPC Newsletter. Boulder, CO: National Education Policy Center. Retrieved [here](#).

White, T. (2016). *Review of “A 21st Century School System in the Mile-High City.”* Think Tank Review. Boulder, CO: National Education Policy Center. Retrieved [here](#).

White, T. (2016). Rejoinder to Response by David Osborne to a Review of A 21st Century School System in the Mile High City. Boulder, CO: National Education Policy Center. Retrieved [here](#)

*Lightfoot, B. & **White, T.** (2016). Proud To Be Different: Ethnocentric Niche Charter Schools in America. Book Review. *Teachers College Record*. Retrieve [here](#).

White, T. (2011). [Essay Review](#): Critical Pedagogy in Uncertain Times: Hope and Possibilities. *International Studies in Sociology of Education*. Vol. 21, No. 4, December 2011, p. 331–340.

Wells, A, Baldridge, B., Duran, J., Grzesikowski, C., Lofton, R., Roda, A., Warner, M. & **White, T.** (2009). *Boundary crossing for Diversity, Equity and Achievement: Inter-district school desegregation and educational opportunity*. Cambridge, MA: Charles Hamilton Houston Institute for Race and Justice, Harvard University.

Conference Papers

White, T. & Bristol, J. (Accepted, April 2023). Should Teacher Housing be Lauded or Loathed? The Politics and Policies of District-led Workforce Housing Initiatives. In (Rene Kissell, Mahasan Chaney, Rachel Williams, Terrenda White, and Jackquelin Bristol) Paper Symposium: Pushing the Boundaries of Education Policy: The Political Economy of Racialized Punishment, Privatization, and Resistance.

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- AERA, Division L: Educational Policies and Politics, Section 1: Governance, Politics, and Intergovernmental Relations, Chicago, IL. Retrieve [here](#).
- *Bristol, J. & **White, T.** (Accepted, April 2023). We can't afford to live where we teach": Race, Class and Housing for Educators in Three Cities. Division G – Social Context of Education, Section 1. Education and Place, Space, Time. Chicago, IL. Retrieve [here](#)
- * Bristol, J. & **White, T.** (Accepted, February 2023). Building Teacher Proximity: The Sociological Implications of Educator Housing Initiatives and the Politics of Land Use. Sociology of Education Association, Annual Conference. Asilomar, CA. Retrieve [here](#).
- *Bristol, J. & **White, T.** (accepted, November 2022). Teacher Housing Initiatives: Race, Education Policy, and Workforce Housing in Three Cities. Proposal to UCEA Annual Conference 2023. Retrieve [here](#).
- *Bristol, J. & **White, T.** Teacher Housing: A Critical Policy Analysis of Educator Housing Programs in Six Cities. Presented at American Education Research Association, 2022 Annual Conference, San Diego, CA). Retrieve [here](#)
- White, T.** *Mommandi, W., *Repko-Erwin, & *Freeman, Q. (2017, April). “Cultural Workers” In Data-Driven Contexts: Race and Socio-cultural Dimensions of Teacher Turnover in High-Poverty Schools. Paper. American Education Research Association. San Antonio, Texas.
- White, T.** (2017). Teacher Turnover and School Choice: Power and Control in Urban Charter Schools. Paper. American Education Research Association. San Antonio, Texas.
- Gist, C., **White, T.**, Bianco, M. (2017). The Perspectives and Experiences of Black Female Teens Exploring the Importance of Becoming Teachers. Paper. AERA. San Antonio, TX.
- White, T.** (2016, April). Teachers of Color, School Context, and Islands of Practice. Presentation at AERA Annual Conference, Washington, D.C. Symposium: Education for Diverse Democracy Requires Democracy for Diverse Educators: Critical Insights from National Teaching Fellows. Division K: Teaching and Teacher Education.
- White, T.** (2015, April). Educators of Color in Urban Charter Schools: The Socio-Cultural Dimensions of Teacher Turnover & Working Conditions. Presented at AERA Annual Conference. Symposium title: School Working Conditions & Teacher Turnover: Implications for Diversifying the Field. Chicago, IL.
- White, T.** (2015, November 14). Charter Schools: "Competitive Healing" inside an Urban Charter School and the Production of Laissez-Faire Racial Ideology. Paper presented at American Education Studies Association (AESA) conference. San Antonio, Texas.
- White, T.** (2015, November 12). In the Shadow of Charter Franchises: Struggles of Knowledge and Pedagogy in an Urban Community of School Choice. Symposium: Neoliberalism in Action: Case Studies of Reform and Resistance. Paper presented at American Education Studies Association. TX.
- White, T.** (2014, April). “Race and Rigidity: Exploring Socio-cultural Practices in a Competitive Market of Racially Segregated Charter Schools in Harlem, NY.” Paper presented at 2014 AERA Annual Conference. Symposium session title: Sixty Years of Lessons Learned Since *Brown vs. Board of Education*. Philadelphia, PA.
- White, T.** (2013). Teach for America and the “Endangerment” of Communities: Counter-stories from TFA Teachers of Color. Paper presented at AERA Annual Conference. San Francisco, CA

Wells, Amy S., Duran, J., **White, T.** (2008). "The Changing Nature of Suburbia and What It Means for Public Education: Rethinking Stereotypes of 'Urban' and 'Suburban' Spaces and Schools." Paper presentation. Presidential Symposium. AERA. New York, NY.

Conference Presentations

White, T. 2019. Reckoning With the Past: Race, Reparations, and Legacies of Slavery, Colonialism, and White Supremacy in K–12 and Higher Education Institutions. (Presentation) AERA. Toronto, CA.

White, T. 2019. Exploring Progressive and Regressive Dimensions of Community-Based Charter Schools in a Segregated City. Paper presented at AERA (Division L). Toronto, CA.

White, T. 2019. A Politics of Possibility: Geoff Whitty's Insights on Policy, Pedagogy, and Sociocultural Transformation of Educational Inequality. Presenter/Commenter at AERA. Toronto, CA.

White, T. 2018. Public Educators Under Private Management: Black Teachers' Experiences in Quasi-Markets of School Choice and Competition. Presentation at AERA. NY, NY.

White, T. 2018. Race and Discipline in "No Excuses" Charter Schools: Cultural Dimensions of Inequality in Market-Driven Contexts. Presentation for AERA. NY, NY.

White, T. 2016. Market Sentiments, Bureaucratic Behaviors: Exploring Consequences and Contradictions of a Charter School Franchise in an Urban Community of Color. Presentation. Sociology of Education Conference, Pacific Grove, California.

White, T. (2015, November 12). Teach For America Counter Narratives: Alumni Speak Up & Speak Out. Presentation at America Education Studies Association (AESAs). San Antonio, Texas.

Invited Talks

Webinar: What's Race Got to Do With It? An Interactive Conversation with Ujju Aggarwal, Wayne Au, Bill Ayers, Amy Blizard Brown, Brian Jones, Edwin Mayorga, Bree Picower, David Stovall and Terrenda White. (2022, March 31). Hosted by: The Center for Educators and Schools at The New York Public Library. Co-Sponsored by: The Department of Ed Studies at Swarthmore College, Global Studies at The New School, and The Transformative Education Network at Montclair State University. Retrieve flyer [here](#)

White, T. (2020, Sept. 3). Conversations in Black Freedom Struggles: How Did We Get Here? The Long Struggle for Educational Justice in NY. Guest speaker with Drs. Ernest Morrell Ujju Aggarwal, and Brian Jones. [Schomburg Cultural Center](#). Harlem, New York. Retrieve event talk video [here](#)

White, T. (2017, March 9). Understanding Teacher Turnover in Urban Charter Schools: Lessons for District Schools? Presentation at California Association of African American Superintendents and Administrators (CAAASA), San Diego, CA.

White, T. (2016, December 6). School Privatization and Black Teacher Decline: Why a Critical Race Policy Framework is Necessary for Improving Teacher Diversity in Public Schools. Invited Lecture: Carl A. Grant Lecture Series. University of Wisconsin-Madison.

White, T. (2016, December 5). School Culture and Climate Research- Retaining Teachers in Urban School Districts: Best Practices for Leaders and Human Resources Personnel. Presentation to Milwaukee Public School District. Milwaukee, Wisconsin.

Perry, T., Cregor, M., & White, T. (2015, December 5). Massachusetts: Are Boston Charter Schools Eroding the Boston Public School's Capacity to Educate Students from the Bottom Quartile from the Bottom Quartile? — Implications for Education Policy and Practice. *Raising the Floor: Structuring Public Education to Prepare Students in the Bottom Quartile for 21st-Century Knowledge Work*. Co-sponsored by ETS, the Algebra Project, and the Young People's Project.

White, T. & Brosnan, M. (2015, September 25). Creating the Conditions to Attract and Retain Teachers of Color in Your Effort to Develop an Equitable, Multicultural Learning Community. National Coalition on School Diversity (NCSDD) Conference: 21st Century School Integration: Building the Movement for Diversity, Equity, and Inclusion. Howard Law School. Washington, D. C.

White, T. March 17, 2015. Recruiting and Retaining Educators of Color. The White House Office of African American Educational Excellence (Webinar Presenter). Retrieve [here](#).

White, T. (August 7, 2015). Presenter. A Conversation to Advance the Education of Our Youth. Boston Teachers Union. Boston, Massachusetts.

Public Engagement & Popular Media

- Interview. (Podcast) NEPC Talks Education: An Interview with Terrenda White about Teacher Dissent. Dec. 17, 2020. Retrieve [here](#)
- Interview. (Podcast) JTE Insider. JTE: Education Policy and Black Teachers: Perspectives on Race, Policy, and Teacher Diversity. Dec. 4, 2020. Retrieve [here](#)
- Published Interview. NEPC Newsletter. Teachers are Striking. NEPC Fellow Terrenda White Explains Why. (January 31, 2019). Retrieve [here](#)
- Quoted in *Chalkbeat*. Colorado teachers rallying at the Capitol will need voters' help to make a big change. (April 26, 2018). Retrieved [here](#).
- EdTalk. CU Boulder. What if the Teacher Walkouts Are Just the Beginning? (May 2018).
- Invited Interview. Have You Heard? [podcast]: Where have all the Black teachers gone? Episode 17. May 5, 2017. Retrieved [here](#).
- Featured Respondent. A Conversation about Education Reform w/ Rick Hess. 2017. Retrieved [here](#).
- Interview. Truth for America podcast. Teach for America and Diversity, Ep 6. 2016. Retrieve [here](#).
- Published Interview. *Washington Post*. Big trouble at Teach for America? By Valerie Strauss. March 22, 2016. Retrieved [here](#).
- Interview. *Have You Heard?* blog. TFA's Diversity Paradox. EduShyster. March 2016. Retrieved [here](#).
- Crowd-Sourced Syllabus. #EdResearch4SpringValley Bibliography; Contributor to Annotated, crowd-sourced bibliography of over 100 researchers "for those who seek fair treatment for our youth and research knowledge about their experience in our schools & society." Organized by leading Sociologist of Education, Prudence Carter. Retrieved [here](#).
- Panelist. Why Don't My Teachers Look Like Me: Varying Perspectives on Diversifying Teacher Workforce. *Univ. of Colorado-Denver*. Denver, CO. Jan. 19, 2016. Retrieved [here](#).
- Panelist. Educational Equity Panel. *League of Women Voters*. Denver, CO. 2015. Retrieved [here](#).
- Guest Co-Editor. The Teachers of Color Disappearance Crisis. *EdWeek*. Jan. 2015. Retrieved [here](#).
- Interview. *Chalkbeat*. Terrenda White on teachers of color: "We're bringing them in, but we're losing them." Retrieved [here](#).
- Blog, Co-Author. Recruiting & Retaining Educators of Color. *Albert Shanker Institute*. Retrieved [here](#).
- Panelist. Teach for America, Research Partnerships, CU Boulder School of Education. Feb. 4, 2015.
- Quoted in, *Chalkbeat* "Teach for America, Boulder Researchers Trade Volleys Over Program's Approach." Feb. 4, 2015. Retrieve [here](#).

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- Featured in radio segment. *NPR*, “Teach For America At 25: With Maturity, New Pressure To Change,” December 01, 2014. Retrieve [here](#).
- Quoted in *American Prospect*, “Teach for America’s Civil War”, July 9, 2013. Retrieved [here](#).
- Quoted in *L.A Times*, “TFA Criticized for Apparent Stance on Education Policy,” Retrieved [here](#).

TEACHING

University of Colorado Boulder (2014-present)

Graduate Courses:

- Fall 2015, '17, '19, '21 **EDUC 5075** Sociology in Education; Major course development; Serves as core course for Doctoral and Master students in Education Foundations, Policy, and Practice.
- Fall 2016, '18, '20, '22 **EDUC 6240** Issues in African American Education; New course development; Serves as core course for Doctoral and Master students in Education Foundations, Policy and Practices
- Spring 2020, 2021 **EDUC 6945** Masters Capstone Seminar; Serves as the culminating course for all Master’s students in Higher Education and Education Foundations, Policy, and Practice.

Undergraduate Courses:

- Fall 2014 to Fall 2021 **EDU 3013** School & Society; Major course development; Serves as a core course across CU campus, including a human diversity requirement for the College of Arts and Sciences. Developed course for multiple *special sections* including 1st Generation College Students, Elementary Education majors, Leadership and Community Engagement majors, Living and Learning Community (Williams Village dormitory), and Freshman only. I also developed the online version of the course, for Bachelor’s in Interdisciplinary Studies program (BAIS), serving as faculty advisor and coordinator for online course development. This version of course was adapted for remote teaching during COVID-19.

Teachers College, Columbia University (2010-2012)

Graduate Courses:

- EPSA: Master’s Thesis Research Seminar, 2011-2012
- EPSA: Sociology of Education (TA and interim instructor), 2011

City University of New York, City College (2011-2012)

Graduate Courses:

- EDCE 2900I: Seminar in Education Research: Bilingual Education/TESOL Program
- EDCE 2905I: Seminar in Education Research II: Bilingual Education/TESOL Program

PROFESSIONAL SERVICE

School of Education (University of Colorado Boulder)

Faculty Committees

Faculty Search Committee for Research and Evaluation Methodology (REM), 2021
Faculty Search Committee for Equity, Diversity, and Social Justice, 2016-2019
Faculty Search Committee for Qualitative Methods and Anthropology, 2014-2015
Faculty Salary and Annual Merit Review Committee, 2015-2017
BAIS (BA in Interdisciplinary Studies), co-developed online course, 2018-2019
Critical Studies in Education, graduate student group, faculty advisor, 2017-2018

University (University of Colorado Boulder)

Faculty Leadership Institute, 2020-2021 (selected from peer nominations, on behalf of Provost)
Provost Faculty Achievement Award, selection committee, 2020
Foundations of Excellence Diversity Committee, 2017

Community Service (Boulder, Denver, NYC)

Crowley Foundation, Boys2Men Summit (for male youth of color in Denver), 2019-2021
Pathways2Teaching, faculty liaison and research coordinator, Boulder-area high schools, 2016-19
Denver Public Schools, Strengthening Neighborhoods Committee (Integration Initiative), 2017
Prison Education Initiative, Rikers Island (Rose M. Singer), coordinator and instructor, 2009-2013

National Service

Professional Affiliations

American Educational Research Association (AERA)

Divisions and Special Interest Groups:

- Div. L – Educational Policy and Politics
- Div. G – Social Context of Education
- SIG: Sociology of Education
- SIG: Teacher's Work/Teachers Unions

Sociology of Education Association (SEA)

Critical Race Studies in Education Association (CRSEA)

Appointed or Selected Positions

AERA Open, Associate Editor, 2022 – present

Educational Evaluation and Policy Analysis, Editorial board, 2022 - present

AERA Minority Dissertation Fellowship Award, committee member, 2017-2021

AERA Division L, Section 4: School Choice and Market Reforms, proposal coordinator, 2017-19

Sociology of Education Association (SEA), Review Board, 2018-2020

Critical Race Studies in Education Association (CRSEA), proposal coordinator, 2015-2017

CRSEA, student coordinator, 2012-2013

Ad-Hoc Reviewer

American Education Research Journal, 2016-2021

Education Administration Quarterly, 2022

Education Law Policy Review, 2015

Education Policy Analysis Archives, 2019

Education Researcher, 2018

Equity & Excellence in Education, 2019

Multicultural Perspectives, 2021

Peabody Journal Education (JPE), 2015

Sociology of Education, 2017-2021

Teacher and Teacher Education, 2017-2019

Teachers College Record, 2015-2022

The Urban Review, 2022

Whiteness and Education, 2022