

TERRI S. WILSON

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EDUCATION

Teachers College, Columbia University
Ph.D., M.Phil., Philosophy and Education, May 2010

University of Minnesota, Twin Cities
B.I.S., Philosophy, Political Science & Education Policy, *summa cum laude*, June 2001

ACADEMIC APPOINTMENTS

2021-present	<i>Associate Professor</i> , University of Colorado Boulder School of Education (Educational Foundations, Policy and Practice)
2015-2021	<i>Assistant Professor</i> , University of Colorado Boulder School of Education (Educational Foundations, Policy and Practice)
2010-2014	<i>Assistant Professor</i> , Southern Illinois University Carbondale Department of Educational Administration & Higher Education (College of Education) Partial appointment in the Department of Philosophy (College of Liberal Arts)

RESEARCH AND TEACHING INTERESTS

Philosophy of education, educational policy and politics (school choice and marketization, desegregation efforts, social movements, parent and student rights), qualitative methods and the foundations of educational research.

FELLOWSHIPS, HONORS & AWARDS

- *Faculty Fellow*, Center for Humanities & Arts, University of Colorado Boulder, 2023-2024
- *Faculty Fellow*, National Education Policy Center, University of Colorado Boulder, 2015-present
- *Fellow*, Center for Values and Social Policy, University of Colorado Boulder, 2015-present
- *Postdoctoral Fellow*, National Academy of Education/ Spencer Foundation, 2012-2014 (5-7% selection)
- *Faculty Fellow*, Forum on the Future of Public Education, University of Illinois, 2013-2015
- *FLAS Fellowship* (Latin American Area Studies/ Spanish Language) Columbia University, 2004-2005
- *Weinberg Fellowship*, Teachers College, Columbia University, 2003-2004
- *Graduate Scholarship*, Teachers College, Columbia University, 2002-2004
- *John B. Cronin Scholarship*, University of Minnesota-Twin Cities, 1997-1998

REFEREED PUBLICATIONS

(*) indicates a co-author who is/was a graduate student.

Moses, M.S. & Wilson, T.S. (2024). "Philosophy and Education Policy," *AERA Handbook of Education Policy Research*, 2nd Edition (Eds. L. Cohen-Vogel, J. Scott, and P. Youngs).

- Taylor-Heine, M.,* Wilson, T.S. & Moses, M.S. (2022). "Doing Whiteness: Marking Silences Around Race in an Education Movement," *Whiteness and Education*. <https://doi.org/10.1080/23793406.2022.2143413>
- Wilson, T.S. (2022). "Decentering the State: the Normalizing Power of Educational Accountability." (Response Essay). In *Philosophy of Education* 78(3), 15-20. DOI: 10.47925/78.3.015 [\[Link\]](#)
- Taylor-Heine, M.* & Wilson, T.S. (2022). "Discursive Burdens: Negotiating Difference in an Education Movement," *Journal of Education Policy*. 37(3), 379-398, [AR: 10%, IF: 4.089]¹ [\[Link\]](#) (Published online first in 2020).
- Wilson, T.S., Contreras, A.* & Hastings, M.* (2021). "Fragile Political Coalitions: Negotiating Race and Power in the Opt Out Movement," *Teachers College Record*. [AR: 8%, IF: 1.51] [\[Link\]](#)
- Wilson, T.S. & Hastings, M.* (2021). "Refusing the Test: Educational Leadership and the Dilemmas of Opt Out Activism," *Journal of Cases in Educational Leadership*, 24(3) 105-121. [\[Link\]](#)
- Wilson, T.S. (2020). School Closures as Political Mourning. (Response Essay). In *Philosophy of Education 2019*. Urbana, Illinois: University of Press. [AR: 30%] [\[Link\]](#)
- Moses, M.S. & Wilson, T.S. (2020). "When is it Democratically Legitimate to Opt Out of Public Education?" *Educational Theory*, 70(3), 255-276. (equal co-authorship) [AR: < 20%] [\[Link\]](#)
- Wilson, T.S. (2019). Refusing the Test: Youth Activism and the Right to Opt Out of State Assessments. In *Philosophy of Education 2018* (pp. 575-587). Urbana, Illinois: University of Illinois Press.² [AR: 30%] [\[Link\]](#)
- Jabbar, H. & Wilson, T.S. (2018). "What is Diverse Enough? How 'Intentionally Diverse' Charter Schools Recruit and Retain Students," *Education Policy Analysis Archives (EPAA)*. December 10, 2018. [AR: 9%; IF: 0.66] [\[Link\]](#)
- Wilson, T.S. (2018). Charter Schools, Free Schools and School Choice (p. 1279-1292). In the *International Handbook of Philosophy of Education*. (P. Smeyers, Ed). Springer (Dordrecht). [\[Link\]](#)
- Pfleger, R.,* Wilson, T.S., Welner, K. & Bibilos. C. (2018). Measuring Opportunity: How Researchers can Redirect Educational Policy, *Educational Policy Analysis Archives (EPAA)*. June 18, 2018. [AR: 9%; IF: 0.66] [\[Link\]](#)
- Wilson, T.S. (2017). Philosophical Understandings of American School Choice. In *The Wiley Handbook of School Choice* (R. Fox & N. Buchanan, Eds). Oxford: Wiley-Blackwell. [\[Link\]](#)
- Wilson, T.S. (2017). Shaping and Sharing Democratic Aims: Reconstructing Interest and Discipline. In *Dewey's Democracy and Education: A Handbook*. (L. Waks and A. English, Eds). Cambridge University Press. [\[Link\]](#)
- Wilson, T.S., M. Hastings,* & M.S. Moses (2017). Opting Out as Democratic Engagement? The Public Dimensions and Challenges of Educational Activism. *The Good Society: Journal of Civic Studies* 25 (2-3), 231-255. [\[Link\]](#)
- Wilson, T.S. (2016). Contesting the Public School: Reconsidering Charter Schools as Counterpublics, *American Educational Research Journal* 53(4), 919-952. [AR: 6.5%, IF: 3.2] [\[Link\]](#)

¹ AR = Acceptance Rank; IF = Impact Factor. Impact Factors from journal editors or Clarivate Journal Citation Reports (2020). Note: many philosophy of education journals are not included in the Web of Science or impact factor measures.

² *Philosophy of Education* is a collection of papers selected for presentation at the annual conference of the Philosophy of Education Society (PES). It is similar to a conference proceedings publication, but with some differences. Authors submit full papers that are peer-reviewed by at least three reviewers and the Program Chair/Editor. Papers are revised before publication and accompanied by a critical response from another scholar. Acceptance rates vary slightly by year, but average about 30%.

- Wilson, T.S. (2016). Interest, not Preference: Dewey and Reframing the Conceptual Vocabulary of School Choice, *Educational Theory* 66 (1-2), 147-163. [AR: < 20%] [\[Link\]](#)
- Wilson, T.S. & R.L. Carlsen* (2016). School Marketing as a Sorting Mechanism: A Critical Discourse Analysis of Charter School Websites. *Peabody Journal of Education* 91(1), 24-46. [AR: n/a, IF: 0.91] [\[Link\]](#)
- Wilson, T.S. & M.A. Ryg* (2015). Becoming Autonomous: Non-Ideal Theory and Educational Autonomy. *Educational Theory*, 65(2), 127-150. [AR: < 20%] [\[Link\]](#)
- Wilson, T.S. (2015). Exploring the Moral Complexity of School Choice: Philosophical Frameworks and Contributions. *Studies in Philosophy of Education*, 34(2), 181-191. [AR: 21%, IF: 0.846] [\[Link\]](#)
- Wilson, T.S. & M. A. Ryg* (2015). Non-Ideal Autonomy: Dewey and Reframing Educational Authority. In *Philosophy of Education 2014*, Urbana, Illinois: University of Illinois Press. [AR: 30%] [\[Link\]](#)
- Wilson, T.S. (2011). Dewey, Interests and Distinctive Schools of Choice. In *Philosophy of Education 2010* (pp. 228-236), Urbana, Illinois: University of Illinois Press. [AR: 30%] [\[Link\]](#)
- Wilson, T.S. (2010). Civic Fragmentation or Voluntary Association? Habermas, Fraser, and Charter School Segregation. *Educational Theory*, 60(6), 643-664. [AR: < 20%] [\[Link\]](#)
- Wilson, T.S. (2007). Beyond Scientific vs. Interpretive: Deweyan Inquiry and Educational Research. In *Philosophy of Education 2006* (pp. 404-412), Urbana, Illinois: University of Illinois Press. [AR: 30%] [\[Link\]](#)
- Wilson, T.S. (2007). New Directions in Old Places: Dewey's Collaborative Relationships with Women Graduate Students at Columbia University, 1905-1930. *Education and Culture* 23(2), Article 3 (pp. 43-48). [\[Link\]](#)
- Wilson, T.S. (2006). Schools as Public Spaces: The Tensions and Resources of Arendt. In *Philosophy of Education 2005* (pp. 347-355). Urbana, Illinois: University of Illinois Press. [AR: 30%] [\[Link\]](#)

EDITOR-REVIEWED ARTICLES/ISSUE INTRODUCTIONS

- Wilson, T.S. & Fay, J. (forthcoming). "Case-Based Ethics: Introduction to the Symposium,". In *Educational Theory*.
- Wilson, T.S. (2023). Philosophy at the end of the world. *Philosophy of Education* 79(2): iv-viii. DOI: 10.47925/79.2.iv
- Wilson, T.S. (2023). "Democratic Education in Undemocratic Times," Editorial introduction, *Philosophy of Education* 79 (1). : 10.47925/79.1.intro
- Wilson, T.S. (2020). "Contesting Public Education: Opting Out, Dissent and Activism," *Educational Theory*, 70(3), 247-254. [AR: < 20%] [\[Link\]](#)
- Wilson, T.S., & Waddington, D. I. (2016). Dewey's Living Ideas (Introduction to Section II). *Educational Theory*, 66(1-2), 89-94. [AR: < 20%] [\[Link\]](#)
- Wilson, T.S., & Santoro, D. A. (2015). Philosophy Pursued Through Empirical Research: Introduction to the Special Issue. *Studies in Philosophy and Education*, 34(2), 115-124. [AR: 21%, IF: 0.846] [\[Link\]](#)

BOOK CHAPTERS

Wilson, T.S. (2019). "Particular Schools for Particular Students: Are Charter Schools New Democratic Spaces, or Simply Segregated Ones?" In *Democratic Discord in Schools: Ethical Dilemmas of Democratic Education* (M. Levinson & J. Fay, Eds). Cambridge, MA: *Harvard Education Press*. [\[Link\]](#)

Wilson, T.S. (2012). Negotiating Public and Private: Philosophical Frameworks for School Choice. In G. Miron, K. Welner, P. Hinchley and W. Mathis (Eds.). *Exploring the School Choice Universe: Evidence and Recommendations*. Information Age Press, 2012. [Chapter originally reviewed as a policy brief]

Wilson, T.S. and D. T. Hansen (2009). Democracy. In *Handbook of Contemporary Education*. Published in German as: Demokratie. In S. Andresen, R. Casale, T. Gabriel, R. Horlacher, S. Larcher Klee & J. Oelkers (Eds). Handwörterbuch Erziehungswissenschaft. (pp. 178-193). Weinheim und Basel: Beltz. [\[Link\]](#)

EDITED JOURNAL ISSUES

Fay, J. and T.S. Wilson, (in preparation). Co-editors for symposium (12 papers total) on case-based educational ethics for *Educational Theory* (issue slated for publication in late 2022 or early 2023).

Wilson, T.S. "Contesting Public Education: Opting Out, Dissent and Activism in Education Policy," Director, *Educational Theory* Institute (three-day working conference); guest editor of issue (2020). [\[Link\]](#) [\[TOC\]](#)

Wilson, T.S. and D. Waddington. Co-editors for section (8 papers total) on the 'living ideas' in *Democracy and Education*; special double-issue of *Educational Theory* (April 2016). [\[Link\]](#) [\[TOC\]](#)

Santoro, D. and T.S. Wilson. Co-editors for "Philosophy Pursued through Empirical Research," special issue of *Studies in Philosophy and Education* (February 2015). [\[Link\]](#) [\[TOC\]](#)

BOOK REVIEWS

Wilson, T.S. (2016). Review of *For the Civic Good: The Liberal Case for Teaching Religion in the Public Schools*, by Walter Feinberg and Richard Layton (University of Michigan Press, 2014). In *Theory and Research in Education*, 14(1), 125-128. [\[Link\]](#)

Wilson, T.S. (2012). Review of *Small Schools & Strong Communities: A Third Way of School Reform* by Kenneth Strike. (Teachers College Press, 2010). In *Journal of Philosophy of Education* 46(2), 305-308. [\[Link\]](#)

Wilson, T.S. (2010). Review of *John Dewey at 150: Reflections for a New Century*, Edited by A.G. Rud, L. Stone and J. Garrison (Purdue University Press, 2009). In *Teachers College Record*, published July 26, 2010. [\[Link\]](#)

POLICY REVIEWS & REPORTS

Wilson, T.S. (2017). Review of "Better Evidence, Better Choices, Better Schools." Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/thinktank/review-CAP> [\[Link\]](#)

Wilson, T.S. (2008). Negotiating Public and Private: Philosophical Frameworks for School Choice. In G. Miron, K. Welner, P. Hinchley and A. Molnar (Eds.). *School Choice: Evidence and Recommendations*. Policy Brief. Boulder, CO: Education Policy Research Unit (EPRU) & Education in the Public Interest Center (EPIC). [\[Link\]](#)

CASE STUDIES AND CURRICULUM

Podcast [interview](#) on the “Ethics of Opting Out,” Center for Ethics and Education, University of Wisconsin Madison, Published December 15, 2020. Podcast features an associated [study guide](#) created by the Center.

Wilson, T.S. (2019). Case study and study guide, “Refusing the test: Opting out of state assessments,” published as part of the “Justice in Schools” project, Harvard Graduate School of Education. [[Link](#)]. Published 2019.

Moses, M. S., T. S. Wilson, and M. Taylor-Heine. 2017. “A Guide for Facilitators of Democratic Dialogues about Education Policy Issues.” Research tool.

OTHER CHAPTERS & ARTICLES

Wilson, T.S. (2007). A Call to Vocation. In: N. Kari and N. Skelton, (Eds). *Voices of Hope: the Story of the Jane Addams School for Democracy*. Dayton, Ohio: Kettering Foundation Press.

Kane, P. R. & Wilson, T. S. (2006). Public Spirited Choice. Invited essay for a special issue on “The Challenges of School Choice,” *Independent School*, Volume 65, Number 3, (Spring 2006).

WORKING PAPERS / TO BE SUBMITTED

Wilson, T.S. “How Parents Choose Segregated Schools: What ‘Revealed Preferences’ Don’t Reveal,” in preparation for *Theory and Research in Education*.

Wilson, T.S. & Jabbar, H. “The Multiple, Contested Meanings of Diversity: A Critical Policy Analysis of ‘Intentionally Diverse’ Charter Schools,” in preparation for *Harvard Educational Review*.

Wilson, T.S. “Relational Spaces: How Teachers and Immigrant Parents Negotiate Barriers to Parent Engagement,” in preparation for the *School Community Journal*.

Jabbar, H., Wilson, T.S., Scott, M.,* & Mommandi, W.,* “Gentrification and Intentionally Diverse Charter Schools: Mapping Locational Decisions and Neighborhood Change” in preparation for *The Urban Review*.

Wilson, T.S., Mommandi, W.,* Burkhardt, A.,* & Moses, M.S., “Reasons and Claims about #OptingOut of Testing: A Mixed-Methods Analysis of Social Media,”

Burkhardt, A.*, Wilson, T.S., Moses, M.S. & Mommandi, W.* (R&R). “Combining Machine Learning and Qualitative Analysis to Study Public Discourse about Opting Out of Testing,” Invitation to Resubmit, *Journal of Research on Educational Effectiveness (JREE)*. Re-submitted December 2020.

Wilson, T.S. (R&R). “The Moral Dilemmas of School Choice,” in preparation to resubmit to *Educational Policy*. Re-submitting Fall 2021.

Wilson, T.S. & Jabbar, H. (R&R). “The Emergence of Diverse Charters: a Comparative Case Study of New Orleans and Minneapolis-St. Paul,” Revise & Resubmit, *Urban Education*. Re-submitting Fall 2021.

NEW PAPERS IN PREPARATION

Wilson, T.S. (*abstract accepted, full paper in development*). “Contextual, not Canonical Cases,” abstract under review for a symposium on theorizing from ethical cases, for *Educational Theory*.

Wilson, T.S., Taylor-Heine, M.,* Mommandi, W.* & Hastings, M.* “Context, not Ideology: How Parents Negotiate Choices to Opt-Out of State Testing,” accepted for AERA 2020, revising for *American Journal of Education*.

Wilson, T.S., Moses, M.S., Taylor-Heine, M.,* & Hastings, M.* “Contesting Accountability and Rebuilding Trust: How Rural Communities Negotiate Accountability Policy,” accepted for AERA 2020, revising for *EPAA*.

Wilson, T.S. "Reinventing Tracking: Sorting and Vocationalism through Charter School Marketing," paper in preparation for *Discourse: Studies in the Cultural Politics of Education*.

Wilson, T.S., Hastings, M.*, Deese, A*. & Moses, M.S., "Accountability Reforms and Rural Schools," literature review in preparation for the *Review of Educational Research*.

BOOK PROJECTS

Wilson, T.S. (in preparation). *How Different Should Schools Be? Justice, Choice and Recognition in Education*. Book manuscript in development.

GRANTS & FUNDING

Sjögren, H (PI) and Sara Carbaum (Co-PI). *Comprehensive school allocation through school choice: How local civil servants organize for freedom of choice and equal opportunity*. (I serve on the grant advisory board). Swedish Research Council, 2024-2027. Malmö University (Sweden). More about the project [here](#).

Moses, M.S. & Wilson, T.S., (2023-2025) "Democratic Education in Undemocratic Times," proposal for conference support of engaged philosophy & civic education initiatives, in collaboration with the Philosophy of Education Society. Spencer Foundation (\$9000).

Wilson, T.S., "How Different Should Schools Be? Justice, Choice and Recognition in Education." Center for Humanities & the Arts, University of Colorado Boulder (funding semester's teaching leave). 2023-2024.

Wilson, T.S., B. Shear, M. Moses & K. Anderson. (2019-2021). Collaborative Place-Based Partnership Grant, School of Education, CU Boulder, "Accountability & Assessments in a Small Rural School District" (\$13,999).

Wilson, T.S., M. Moses & K. Anderson. (2018-2020). Women Investing in the School of Education (WISE), CU Boulder. "Negotiating Accountability, Standards and Assessment in Small Rural School Districts" (\$9,967).

Wilson, T.S., M. Moses & K. Anderson. (2018-2020). Collaborative Place-Based Partnership Grant, School of Education, CU Boulder, "Negotiating Accountability, Standards and Assessment in Small Rural School Districts" (\$19,897).

Wilson, T.S. (2018). Faculty Success Grant, Leadership Education for Advancement and Promotion (LEAP) initiative, Faculty Affairs, University of Colorado Boulder. NCFDD Faculty Success Program (\$4430).

Wilson, T.S. & M. Moses (2017-2018). Women Investing in the School of Education (WISE), University of Colorado Boulder, "Community Dialogues about Opting Out of State Assessments in Colorado" (\$7,998).

Wilson, T.S., M. Moses & K. Ramirez (2017-2018). Office for Outreach and Engagement, University of Colorado Boulder, "Community Dialogues about "Opting Out" of State Assessments" (\$24,000).

Wilson, T.S. & M. Moses (2017-2018). Spencer Foundation (Small Grants Program), "Public Goods and Individual Rights: Deliberative Dialogues about Opting-Out of State Assessments" (\$50,000)

Wilson, T.S. & M. Moses (2017-2018). President's Fund for the Humanities, University of Colorado system-wide grant. In support for "Deliberative Dialogues about State Assessments" (\$2000).

Wilson, T.S. (2017-2018). Course Development Grant, New Assistant Professor Program (NAPP), CU Boulder, for "The End of Integration? Race, Justice and Education Policy," new course developed (\$4,000).

Wilson, T.S. & M. Moses (2016-2017). Women Investing in the School of Education (WISE), University of Colorado Boulder, "Community Dialogues about Opting Out of State Assessments in Colorado" (\$7,780).

Wilson, T.S. & M. Moses (2016-2017). Center for Ethics and Education, University of Wisconsin-Madison, "Refusing Public Education: Understanding Rights and Values in the Opt-Out Movement" (\$40,000)

Wilson, T.S. (2012-2014). National Academy of Education/ Spencer Foundation, "Rethinking Public and Private: Parents and Distinctive Schools of Choice," Postdoctoral Fellowship (\$55,000).

Wilson, T.S. (2005-2006). Spencer Graduate Research Training Grant, "Ways of Knowing in Education Research," Teachers College, Columbia University. 2006 conference and new course development (\$4500).

Wilson, T.S. (2005-2006). Dean's Grant for Student Research, Teachers College, Columbia University. "Exit and Voice: Explorations of Early Charter School Accountability Policy in New York State" (\$2000).

Wilson, T.S. (2004-2005). President's Grant Student Research in Diversity, Teachers College, Columbia University "How Teachers and Immigrant Parents Conceptualize School-Community Partnerships" (\$3000).

Wilson, T.S. (2003-2004). Dean's Grant for Student Research, Teachers College, Columbia University. "How Teachers and Immigrant Parents Conceptualize School-Community Partnerships" (\$2000).

GRANTS SUBMITTED/NOT FUNDED

Liu, J. (PI), Bon, S. & Wilson, T.S., "Ethical Development in Honor Codes," proposal for a randomized control study of ethical reasoning on two college campuses, focusing on academic integrity and honor codes. Spencer Foundation, large grant proposal, \$249,000, submitted May 24, 2023.

Wilson, T.S., "How Different Should Schools Be? Justice, Choice and Recognition in Education." Proposal for faculty fellowship, Center for Humanities & Arts (CHA), CU Boulder, submitted 2019 & 2017

Wilson, T.S., "How Different Should Schools Be? Justice, Choice and Recognition in Education." Proposal for NEH Summer Research Funding. Selected as one of two campus submissions (through a competitive limited submissions competition at CU Boulder). Full proposal submitted to NEH September 2018.

Wilson, T.S., Jabbar, H., White, T. & Cordres, S. "Leveraging diversity to reduce inequality? An analysis of outcomes and practices in diverse charter schools," William T. Grant Foundation. Submitted January 2018.

Wilson, T.S., "How Different Should Schools Be? Justice, Choice and Recognition in Education." Proposal for NEH Individual Fellowship Program. Submitted in September 2017.

Wilson, T.S. & M. Moses (2017). "Education and the Public Good: Community Conversations about the Values and Purposes of Public Education," Submitted to NEH Public Humanities Project Grants in January 2017.

GRANT PROPOSALS IN DEVELOPMENT/IN REVIEW

Wilson, T.S., "How Different Should Schools Be? Justice, Choice and Recognition in Education." Proposal for NEH Summer Research Funding; NEH Individual Fellowships, CHA funding.

Wilson, T.S. & Moses, M.S., "Refusing Public Education," Proposal for National Endowment for the Humanities

Collaborative Research Grants. In development.

INVITED PRESENTATIONS & PARTICIPATION

Wilson, T.S., Invited speaker, "Framing Educational Ethics," Ethics and Education: a Field-Launching Conference.

Harvard Graduate School of Education, May 3-6, 2023. (*Conference rescheduled from 2020*)

Wilson, T.S., Invited participant, "Measuring Good Teaching," Fall 2020 working group/conference sponsored by the UW Madison's Center for Ethics and Education and the Spencer Foundation. (*Postponed due to COVID-19*)

Wilson, T.S., Faculty Participant, International Normative Case Study Workshop and Network Initiative, Harvard Graduate School of Education, May 3-4, 2020. (*Workshop postponed due to COVID-19*)

Wilson, T.S., Invited presenter & participant, workshop on "Writing and Using Ethical Cases." Part of a three-part workshop sponsored by the Center for Ethics and Education at the North American Association for Philosophy of Education. October 23-25, 2019.

Wilson, T.S., Invited participant & presenter, "Measuring Good Teaching," March 2019 working group/conference sponsored by the UW Madison's Center for Ethics and Education and the Spencer Foundation.

Wilson, T.S., Invited respondent for paper, "School Closures, Community Goods, and (mis)Recognition," (Ellis Reid, author). Philosophy of Education Society, Richmond, VA, March 2019.

Wilson, T.S., "Opting Out of Public Education: Public and Individual Goods in Tension," Paper presented, *Educational Theory* Conference, University of Illinois Champaign-Urbana. With Michele S. Moses. September 22, 2017.

Wilson, T.S., Invited participant & presenter, "What Can Educational Ethics Learn from Bioethics (Both Salutary and

Cautionary)?" Radcliffe Institute for Advanced Studies, Harvard University, July 13-14, 2017.

Wilson, T.S., "Democratic Responsiveness and Opt Out Activism," invited talk for the UW Madison's Center for Ethics and Education's spring conference on Democratic Responsiveness. Held in conjunction with the American Philosophical Association Central Division meeting, Kansas City, Missouri. March 3-4, 2017.

Wilson, T.S., Invited respondent for "The Political Classroom," book workshop facilitated by Paula McAvoy and Diana Hess. Centennial Conference for Dewey's *Democracy and Education*. Washington, D.C., April 7, 2016

Wilson, T.S., "Contesting the Public School," Invited Keynote Paper for "Education and the Hybridization of Public and Private," sponsored by the University of Pennsylvania and the Spencer Foundation, October 1-3, 2015.

Wilson, T.S., "Rethinking Public and Private: Parents and Distinctive Schools of Choice." October 25, 2013. Postdoctoral fellowship project presentation, National Academy of Education annual meeting, Washington, DC.

Wilson, T.S., "Distinctive yet Public: Reconsidering Schools as Counterpublics." December 3, 2010. Invited presentation. Philosophy of Education Colloquium, University of Illinois at Urbana-Champaign, Illinois.

Wilson, T.S., Invited respondent, "What makes a public school public?" August 18, 2010. University of Illinois at Urbana-Champaign. *Educational Theory* Institute, with Forum for the Future of Public Education.

Wilson, T.S., "Between Public and Private: How Parents Negotiate School Choice." May 6, 2010. Invited presentation. Colloquium in Philosophy and Education, Teachers College, Columbia University, New York, New York.

Wilson, T.S., "Dewey, Interests and Distinctive Schools of Choice." October 16, 2009. Invited paper presentation. Dewey at 150 Conference. Teachers College, Columbia University. New York, New York.

Wilson, T.S., "What is Philosophy of Education? (And what should it be)?" October 13, 2006. Invited remarks, Graduate Student Conference in Philosophy and Education, OISE, University of Toronto. Toronto, Ontario, Canada.

CONFERENCE PRESENTATIONS (REFEREED)

(*) Denotes graduate student co-author/ presenter. (**) Denotes undergraduate student co-author/ presenter.

2022 Wilson, T.S. "Decentering the State: the Normalizing Power of Educational Accountability" Response paper delivered at the 2022 Philosophy of Education Society meeting, San Jose, CA, March 13, 2022.

2021 Wilson, T.S. "Individualized Choices in Unjust Contexts," paper in symposium, "The Ethics of Learning Pods," American Educational Research Association (Division L & Phil Studies), April 10, 2021. I chaired/organized.

Wilson, T.S. & Moses, M.S., "Philosophy and Educational Policy" roundtable session for chapter authors of the *AERA Handbook on Education Policy*, American Educational Research Association, April 8, 2021.

Wilson, T.S. "Contextual, not Canonical Cases," paper presented as part of a session, "Case-Based Ethics: Theorizing Justice from Unjust Contexts," Philosophy of Education Society, virtual, March 6, 2021.

2020 Wilson, T.S., Taylor-Heine, M.,* Mommandi, W.* & Hastings, M.* "Context, not Ideology: How Parents Negotiate Choices to Opt-Out of State Testing," American Educational Research Association (Division L), San Francisco, April 19, 2020. (*Conference cancelled due to COVID-19*)

Wilson, T.S., Moses, M.S., Taylor-Heine, M.,* & Hastings, M.* "Contesting Accountability and Rebuilding Trust: How Rural Educational Leaders Negotiate Accountability Policy," American Educational Research Association (Division L), San Francisco, April 19, 2020. (*Conference cancelled due to COVID-19*)

2019 Jabbar, H., Wilson, T.S., Scott, M.,* & Mommandi, W.,* "Gentrification and Intentionally Diverse Charter Schools: Mapping Locational Decisions and Neighborhood Change," AERA (Div L), Toronto, April, 2019.

Wilson, T.S., Mommandi, W.* & Hastings, M.* "How Educational Leaders Negotiate the Political and Ethical Dilemmas of Opting Out," American Educational Research Association (Div A), Toronto, April, 2019.

Burkhardt, A.,* Wilson, T.S., Mommandi, W.* & Moses, M.S., "Combining Machine Learning and Qualitative Analysis to Study Public Discourse around Opting Out," AERA (Div D), Toronto, April, 2019.

Wilson, T.S., Mommandi, W.,* Burkhardt, A.,* & Moses, M.S., "Debating Testing: An Mixed-Methods Analysis of Reasons and Claims about #OptingOut on Twitter, AERA (Div L), Toronto, Ontario, April 2019.

Moses, M.S., Mommandi, W.* & Wilson, T.S., "Reasons Matter: a Media Analysis of the Opt Out Movement," American Educational Research Association (Division L), Toronto, Ontario, April 2019.

Erwin, B.* & Wilson, T.S., "The Continued Resonance of Market-Based Reform: An Analysis of State Policy Changes from NCLB to ESSA," American Educational Research Association (Division L), Toronto, April 2019. (*paper accepted, but withdrawn*).

Wilson, T.S. & Hastings, M.,* "Refusing the Test: Educational Leadership and the Dilemmas of Opting Out," Interactive case study session. Philosophy of Education Society, Richmond, Virginia, March 2019

Burkhardt, A.,* Wilson, T.S., Mommandi, W.* & Moses, M.S., "Combining Machine Learning and Qualitative Analysis to Study Public Discourse around Opting Out of Testing," paper for the Society of Research on Educational Effectiveness (SREE), March 7, 2019. (Burkhardt presented our paper).

Wilson, T.S., Hastings, M.* & Moses, M.S., "Opting Out: Dewey and the Contested Publics of Education Activism," American Philosophical Association (Central), Denver, Colorado, February 23, 2019. I presented our paper and served as the chair and organizer of this session, "John Dewey, Democratic Publics and Engaged Philosophy" for the John Dewey Society (an affiliated group of the APA).

2018 Wilson, T.S., Mommandi, W.* & Hastings, M.,* "Refusing the Test: How Educational Leaders Negotiate the Ethical Dilemmas of Opting Out," paper presented at the University Council on Educational Administration (UCEA), Houston, TX. November 17, 2018 (Mommandi presented).

Wilson, T.S. & Jabbar, H. "The Multiple, Contested Meanings of Diversity: A Critical Policy Analysis of 'Intentionally Diverse' Charter Schools," paper presented at the University Council on Educational Administration (UCEA), Houston, TX. November 17, 2018 (Jabbar presented).

Moses, M.S. & Wilson, T.S. "Opting Out of State Assessments and the Purposes of Public Education," Presidential Session and workshop, (co-organized with Michele Moses; included presentations from both of us and invited scholars). American Educational Research Association, New York, April 14, 2018.

Wilson, T.S. "Refusing the Test: Youth Activism and the Right to Opt Out," paper, American Educational Research Association (Grassroots Youth Community Organizing SIG), New York, April 17, 2018.

Wilson, T.S., Contreras, A.* & Hastings, M.* "Fragile Political Coalitions: Negotiating Race and Class in the Opt-Out Movement," paper, AERA (Politics & Education SIG), New York, April 13, 2018.

Taylor-Heine, M.* & Wilson, T.S. "Constructing Race: Negotiating Difference in the Context of an Education Activist Movement," paper, AERA (Division G) New York, April 17, 2018.

Wilson, T.S. "Refusing the Test: Youth Activism and the Right to Opt Out of State Assessments," paper presented at the annual meeting of the Philosophy of Education Society (PES). Chicago, March 19, 2018.

Wilson, T.S. "Is Refusing Public Education Democratic?" annual meeting of the Philosophy of Education Society (PES). Chicago, Illinois, March 19, 2018. I served as organizer & facilitator for this session.

Wilson, T.S. "Author Meets Critics" session for Michele Moses's *Living with Moral Disagreement*; annual meeting of the Philosophy of Education Society (PES). Chicago, Illinois, March 18, 2018. I served as the organizer & chair of this session, which featured four scholars reflecting on Moses' book.

Wilson, T.S., Hastings, M.,* Taylor-Heine, M., & Mommandi, W.* "Opting Out of State Assessments & the Purposes of Public Education," workshop, Public Philosophy Network, Boulder, CO. February 8, 2018.

2017 Wilson, T.S. & Hastings, M.,* "Refusing the Test: Educational Leadership and the Dilemmas of Opt Out Activism." Interactive session on ethical case. UCEA, Denver, CO. November 18, 2017.

- Jabbar, H. & Wilson, T.S., "What is Diverse Enough? How "Intentionally Diverse" Charter Schools Recruit and Retain Students." UCEA, Denver, CO. November 18, 2017.
- Wilson, T.S. & Jabbar, H. "The Multiple, Contested Meanings of Diversity: A Critical Policy Analysis of "Intentionally Diverse" Charter Schools," Paper, Division L. AERA, San Antonio, Texas. May 1, 2017.
- Wilson, T. S. (chair). "Theorizing Democratic Education," co-chair and organizer of panel of scholars on civic education for the annual meeting of the John Dewey Society, San Antonio,, April 27, 2017.
- Wilson, T. S. "Activism, Dissent and Opting Out: Philosophical Frameworks and Questions." Facilitator/ participant for symposia session at the 2017 Philosophy of Education Society. March 18, 2017.
- Wilson, T.S., "Associations, Publics, States: Dewey on the State and Educational Authority." Paper in session, "Education and the State," Philosophy of Education Society, March 19, 2017.
- 2016** Wilson, T.S., "Refusing the Test: Youth Activism, Parents' Rights and Framing the Movement," paper, Annual Meeting of the Association for Moral Education, Cambridge, MA, December 9, 2016.
- Hastings, M., Wilson, T.S., & Moses, M.S. "What is the 'public' of the opt-out movement?" Paper in session "Activism, Dissent and Opting Out: Rethinking High Stakes Assessments through Dewey" (I also served as the organizer of this symposium session). AESA annual meeting, Seattle. November 3, 2016.
- Pfleger, R., Wilson, T.S., Welner, K. & Biblos, C., "Measuring Opportunity: How Researchers can Redirect Educational Policy," Paper presentation, Division G, AERA, Washington, D.C., April 12, 2016.
- Wilson, T.S. & Jabbar, H. "What Facilitates Diversity?" Paper, in "Intentionally Diverse Charter Schools: Promise and Perils," symposium Division L. AERA, Washington, D.C., April 11, 2016.
- Wilson, T.S. and Moses, M.S. "'This is what democracy looks like:' How John Dewey's *Democracy and Education* Lives on in Educational Organizing, Activism and Opting Out," Presidential session (co-organized with Michele Moses). American Educational Research Association, Washington, D.C., April 9, 2016.
- Wilson, T.S. & Moses, M.S., "Refusing—and Reforming—Public Education: Conflicting Aims in the Opt-Out Movement," Philosophy of Education Society, Toronto. March 19, 2016.
- 2015** Schwartz, L.S., Wilson, T.S., & Eisenhart, M. "Exploring the Concept of Interest as an Avenue for Students' STEM Learning." Symposium presentation, American Anthropological Association. November 20, 2015.
- Wilson, T.S., "What Counts as a Heritage Language? Justice, School Choice and Competing Claims for Recognition," Paper presentation, AERA (Philosophical Studies SIG). Chicago, Illinois, April 16, 2015.
- Wilson, T.S., Carlsen, R.*, and Rivera, J.**, "Shaping High School Choices: How Charter Schools Appeal to Particular Students," Paper presentation, AERA (School Choice SIG). Chicago, Illinois, April 18, 2015.
- Pre-2015** Wilson, T.S., "Charter School Marketing as a Sorting Mechanism," Paper presentation, University Council on Educational Administration (UCEA), Washington, D.C., November 21, 2014.
- Wilson, T.S. & Santoro, D., "Philosophy of Education and Empirical Research." Introduction/facilitation for symposium, AERA (Philosophical Studies SIG). Philadelphia, Pennsylvania. April 3, 2014.
- Wilson, T.S., "Charter School Marketing as a Sorting Mechanism," Paper presentation, American Educational Research Association (School Choice SIG). Philadelphia, Pennsylvania. April 6, 2014.
- Wilson, T.S. & DeMarzio, D., "'If we teach today as we did yesterday': The Curious History of a Deweyan Quote." Paper presentation, AERA (Dewey Studies SIG). Philadelphia, Pennsylvania. April 6, 2014.

Wilson, T.S. & Ryg, M.,* "Non-Ideal Autonomy: Dewey and Reframing Educational Authority." March 15, 2014. Paper presentation, Philosophy of Education Society, Albuquerque, New Mexico.

Wilson, T.S. & Santoro, D., "Philosophy of Education and Empirical Research." Introduction and facilitation for alternative session, Philosophy of Education Society, Albuquerque, New Mexico. March 15, 2014.

Wilson, T.S., "Interest, not Preference: How Dewey Reshapes the Language of School Choice." Society for the Advancement of American Philosophy (SAAP), Denver, Colorado, March 7, 2014.

Hytten, K. & Wilson, T.S., "Learners, not Consumers: Reconceptualizing Course Evaluations." American Educational Studies Association (AESAs). Seattle, Washington. November 1, 2012.

Wilson, T.S., "Distinctive Schools and the Policy Outcomes of Choice." April 13, 2012. Paper in symposium session, "Are Parental Choices and Educational Policy Goals Compatible?" AERA (Div L). Vancouver, BC.

Wilson, T.S., "Normative Questions about Distinctive Schools of Choice." March 23, 2012. On panel, "Parents' Rights in the New Policy Landscape," Philosophy of Education Society, Pittsburgh, Pennsylvania.

Wilson, T.S., "The Moral Complexity of Choice: Reconsidering Frameworks for Parental Preferences." April 8, 2011. Paper presentation. American Educational Research Association (Div L). New Orleans, Louisiana.

Wilson, T.S., "Resisting Dialogue? Charter Schools as Counterpublics." Paper presentation. American Educational Studies Association (AESAs). Denver, Colorado. October 31, 2010.

Wilson, T.S., "Reframing Interest in School Choice." May 1, 2010. Paper Presentation. American Educational Research Association (John Dewey Society SIG). Denver, Colorado.

Wilson, T.S., "Dewey, Interests and Distinctive Schools of Choice." April 10, 2010. Concurrent paper session. Philosophy of Education Society Annual Meeting, San Francisco, California.

Wilson, T.S., "School Choice and Segregation: Patterns and Meanings from one District," April 11, 2010. On panel, "Philosophers of Education in the Education Policy Arena." PES, San Francisco. California.

Wilson, T.S., "Philosophy of Education as Social Science?" November 7, 2009. On, "Questions of Method in Philosophy of Education: Field of Possibilities?" American Educational Studies Association. Pittsburgh, PA.

Wilson, T.S., "Frameworks for Understanding Parental Choice." April 14, 2009. Paper in symposium, "Educational Research as Moral Inquiry," AERA (Division D: Measurement). San Diego, California.

Wilson, T.S., "Much More than Rational: Alternate Conceptualizations of Parental Choice." March 25, 2008. In, "The Equity of Charter Schools: Access, Admissions and Choice," AERA (Division L). New York.

Wilson, T.S., "Civic Fragmentation or Voluntary Association? Reconsidering Charter Schools as Public Spaces." April 9, 2007. In symposium, "Charter Schools as Public Spaces," AERA. Chicago, Illinois.

Wilson, T.S., "Reconsidering Charter Schools as Public Spaces." March 16, 2007. Presentation on panel, "Charter Schools and the Public Purposes of Education," Philosophy of Education Society, Atlanta, GA.

Wilson, T.S., "Exit and Voice: Contrasting Images of the Public Interest in Charter School Accountability." October 13, 2006. Conference in Philosophy and Education, OISE, University of Toronto.

Wilson, T.S., "Beyond Scientific vs. Interpretive: Deweyan Inquiry and Educational Research." April 23, 2006. Paper presentation. Philosophy of Education Society. Puerto Vallarta, Mexico.

Wilson, T.S., "Civic Fragmentation or Voluntary Association? Habermas, Fraser and Charter School Segregation." April 8, 2006. AERA (Division L). San Francisco, California.

Wilson, T.S., "Conversion Charter Schools in New York: Lessons for Autonomy and Accountability." April 8, 2006. With Pearl Rock Kane and Jonah A. Liebert. AERA (Charter School Research SIG). San Francisco.

Wilson, T.S., "Revisiting Exit and Voice: Contrasting Images of the "Public" in New York Charter School Accountability." November 2, 2005. Paper presentation. AESA. Charlottesville, Virginia.

Wilson, T.S., "Whose Schools? Contrasting Images of the Public in Charter School Accountability." April 11, 2005. Paper presentation. AERA (Division L: Education Policy & Politics). Montreal, Quebec, Canada.

Wilson, T.S., "Beyond Scientific vs. Interpretive: Deweyan Inquiry and Educational Research." April 1, 2005. Paper presentation. Graduate Conference in Philosophy and Education, Teachers College, New York

Wilson, T.S., "Schools as Public Spaces: The Tensions and Resources of Arendt." March 21, 2005. Paper presentation. Philosophy of Education Society. San Francisco, California.

Wilson, T.S., "Dewey and Collaboration with Women Graduate Students." March 19, 2005. Alternative session presentation. Philosophy of Education Society, San Francisco, California.

Wilson, T.S., "Language Matters: How Parents and Teachers Conceptualize School-Community Partnerships." April 13, 2004. Paper presentation. AERA (Division A: Leadership). San Diego, California.

Wilson, T.S. & Kane, P., "Towards Public Accountability: A Study of Governance in Three New York State Charter Schools." April 15, 2004. Paper presentation. AERA (Charter School Research SIG). San Diego.

Wilson, T.S., "Language Matters: How Parents and Teachers Conceptualize School-Community Partnerships." April 1, 2004. Teachers College Interdisciplinary Forum on Community Participation.

Wilson, T.S., "Grounding Theory: Listening to the Play of Language and Concepts in Research." March 5, 2004. Ways of Knowing in Educational Research Conference, Teachers College, Columbia University.

Wilson, T.S., "Teachers as Citizens: Rethinking Boundaries between School and Community." October 18, 2003. Middle Atlantic States Philosophy of Education Society, New York University.

Wilson, T.S., "Chartering the Public Sphere: Interrogating Charter School Reform through the Theories of Jürgen Habermas and Nancy Fraser." March 8, 2003. Middle Atlantic States Philosophy of Education Society, Teachers College, Columbia University. New York.

MEDIA INTERVIEWS

Interviewed for a [story](#) by Daily Camera, "Boulder Valley School District urges parents to opt kids in, not out, for upcoming state tests," by Amy Bounds. March 18, 2018.

Interviewed for Colorado Public Radio [story](#), "No Permission Required: Most Colorado School Officials Can Meet With Students Whenever." Jenny Brundin, July 26, 2016.

Interviewed for a [story](#) by Daily Camera, "CU-Boulder panel to tackle parent choices on testing, school choice, vaccines," by Amy Bounds. January 20, 2016.

COMMUNITY & OUTREACH PRESENTATIONS

"Understanding Assessments & Data," presentation to Otis School District teachers and staff, Otis, Colorado, August 11, 2019. With Kaitlin Mork & Ben Shear.

“Exploring Opting Out,” presentation to the District Accountability Committee (DAC), Otis School District, Otis, Colorado, February 13, 2018.

“Understanding Opting Out,” presentation to the District Accountability Committee (DAC), Boulder Valley School District, Boulder, Colorado, January 11, 2018.

“Exploring Testing,” panelist on school community forum (organized through ongoing, collaborative research project), Central Elementary IB World School, Longmont, Colorado, December 7, 2017.

Panelist for discussion and audience Q&A following School of Education sponsored film screening of “Backpack Full of Cash,” University of Colorado Boulder, November 28, 2017.

“The Importance of Public Education in our Democracy,” Invited panelist for School of Education and WISE event, University of Colorado Boulder. Boulder, Colorado, November 6, 2017.

“Education: Still Separate and Unequal.” Invited panelist for session at the 2017 Conference on World Affairs, University of Colorado Boulder. Boulder, Colorado. April 10, 2017.

“Inside Opt Out,” opening remarks for an interactive community forum on philosophical issues related to refusing state assessments. Organized by our research team, with support from the School of Education and the Office of Outreach and Engagement, University of Colorado Boulder. Boulder, Colorado, April 5, 2017.

“Choosing, Refusing, and Opting Out: Parents’ Rights in Public Education,” presented on public symposium at the Boulder Public Library, organized by the School of Education, the Center for Social Values & Policy, and the Office of Outreach and Engagement, University of Colorado Boulder. Boulder, Colorado, January 27, 2016.

“Making Schools Public: How Parents Negotiate Institutional Structures of Schools,” a presentation of research and evaluation findings, with two strategizing sessions for stakeholders and local schools. University of Minnesota’s Center for Democracy & Citizenship and Humboldt High School, St. Paul, Minnesota. August 18, 2004.

“Active Literacy in After-School Programs,” Presentation/ workshop at Summer VISTA training, Minnesota Literacy Council, St. Paul, Minnesota. July 17, 2002.

“Teaching Political Concepts with Games and Activities.” Presentation at Public Achievement training workshop, Humphrey Institute for Public Affairs, Minneapolis, MN. October 2001.

“Service-Learning, Philosophy and the College of Liberal Arts,” (with Jeff Bauer and John Wallace) presentation to prospective Honors College Students, University of Minnesota, Minneapolis, MN. August 10, 2001.

“University Impact on Community Schools,” presentation/ address to America Reads annual banquet, College of Education, College of Liberal Arts, University of Minnesota, Minneapolis, MN. May 19, 2001.

“Service-Learning and the Philosophy Department,” (with Jeff Bauer and John Wallace) presentation to prospective Honors College Students, University of Minnesota, Minneapolis, MN. August 10, 2000.

“Building Effective Teams.” Presentation for workshop at “Youth Building Community: A Minnesota 4-H Youth Development Conference,” Eden Prairie, Minnesota, February 27, 1999.

“Youth Leadership.” Presentation/ workshop at Public Achievement training, Humboldt High School, St. Paul, Minnesota, January 23, 1999.

TEACHING EXPERIENCE

University of Colorado Boulder (2015-present)

- EDUC 8055: Theoretical Issues in Educational Policy, University of Colorado Boulder, Fall 2021. Co-taught with René Espinoza Kissell; doctoral seminar in conceptualizing policy research.
- EDUC 8220: Doctoral Seminar in Education Policy & Research, University of Colorado Boulder, Spring 2020 & 2021. Required doctoral seminar. Co-taught with Michele Moses (2020) and Rubén Donato (2021).
- EDUC 5726: Introduction to Disciplined Inquiry, University of Colorado Boulder, Fall 2016-2023. Required Masters-level course in foundations of educational research.
- EDUC 7055: Philosophy of Education, University of Colorado Boulder, Spring 2017, 2019, 2021. Elective Masters/ Doctoral course in philosophy of education.
- EDUC 7446: Educational Policy Issues, University of Colorado Boulder, Spring 2016, 2018, 2020, 2023. Elective Masters/ Doctoral course in educational policy.
- EDUC 8250: Qualitative Research Methods I, University of Colorado Boulder, Fall 2015. Required doctoral seminar in qualitative research; first part of two-course sequence.
- EDUC 6945: Masters Capstone Writing Seminar, University of Colorado Boulder, Spring 2018 & 2019 & 2022. Developed and taught courses to support comprehensive Master's exam/ project requirements.
- EDUC 5014: Ethical Dilemmas in Higher Education, University of Colorado Boulder, Summer 2018, 2020, 2022. New course developed for MA in higher education. Focused on ethical dilemmas and case studies.
- EDUC 4800/5800: The End of Integration? Race, Justice and Educational Policy (Special Topics Seminar), University of Colorado Boulder, upcoming. New topics seminar designed to explore debates related to the contested place of integration—as an ideal and aim of policy—in American public education. Selected for a course development grant through the New Assistant Professor Program (CU Boulder).
- EDUC 3013: School and Society, University of Colorado Boulder, Spring 2015 (as Visiting Faculty). Undergraduate foundations course in the School of Education; also part of university core curriculum.
- Curriculum Development: Assisted Rubén Donato with the development of a new required ethics unit for EDUC 3013 for the revised Colorado Professional Teaching Standards; developed course proposals and first iterations of syllabi for three permanent new courses at CU Boulder: MA Writing Capstone, Ethical Dilemmas in Higher Education, Introduction to Qualitative Research (for new undergraduate LCE major). Also developed new topics seminar (for upper-division undergraduate & graduate students) about contested debates about integration in public education.

Southern Illinois University Carbondale (2009-2014)

- Schooling in a Diverse Society, 6 undergraduate sections each semester, Summer 2012-present. Coordinated course: design curriculum, hire, supervise and mentor teaching assistants, advise course.
- Contrasting Philosophies of Education, Fall semesters 2010-12, 2014
Graduate-level seminar in the philosophy of education; cross-listed as a graduate philosophy course.
- Doctoral Seminar in the Philosophical & Cultural Foundations of Education, Spring 2010-2012
Required foundations of education course for all doctoral students in education.
- Introduction to Qualitative Research, Fall 2009-2011; Summer 2010-2012
Required qualitative methodology course for all doctoral students in education.
- Advanced Qualitative Research, Spring 2011-2012; Fall 2012, 2014.
Advanced methodology doctoral seminar; guide students in conducting pilot qualitative studies.
- Education Policy and Social Forces, Summer 2010-2012
Required foundations of education course for Masters-degree principal licensure cohort.

- Evaluating Educational Research, Fall 2008-2009
Required research course for students in the Masters-degree principal licensure cohort.

At Other Institutions

- American Philosophies of Education, Teachers College, Columbia University, Summer 2007
Graduate seminar in the Philosophy and Education program; focused on Dewey, DuBois, Addams.
- Directed Thesis and Research Seminar, Pratt Institute, School of Art & Design, Spring 2006
Required masters-degree research seminar; supervision of Masters-level thesis projects.
- Issues in Education & Society, Pratt Institute, School of Art & Design, Fall 2005
Undergraduate course in the social foundations of education.
- Foundations in History & Philosophy of Education, Pratt Institute, Spring 2005
Graduate level course in the foundations of education.
- Education for the Commonwealth, University of Minnesota (with John Wallace & Nan Kari), Summer 2003. Experimental community-based learning course for St. Paul Public Schools teachers to design community-connected curricula and learning opportunities for students.

Teaching Assistant

- Privatization and School Choice, Teachers College, Columbia University, Fall 2004 & 2005
- Ways of Knowing in Educational Research, Teachers College, Columbia University, Fall 2005
- Philosophy of John Dewey, Teachers College, Columbia University, Summer 2003 & 2005
- Leadership for Schools & Non-Profit Orgs, Teachers College, Columbia University, Spring 2004
- Introduction to Political Philosophy, University of Minnesota, Fall 1998
- Introduction to Economics, General College, University of Minnesota, Fall 1997 & Spring 1998

ADVISING & MENTORING

University of Colorado Boulder

- PhD students (advisor/co-advisor):
 1. Anna Deese, co-advisor with Kevin Welner, started Fall 2019
 2. Erin Kurtz, co-advisor with Terrenda White, started Fall 2018
 3. Ana Contreras, sole advisor, started Fall 2016; graduated Summer 2021
 4. Matt Hastings, co-advisor with Michele Moses, started Fall 2015; graduated Spring 2020
- PhD dissertation committees
 1. Anna Deese, co-advisor with Kevin Welner, defending proposal Spring 2024
 2. Erin Kurtz, co-advisor with Terrenda White, defending proposal Spring 2024
 3. Holly Fortener, (GEOL) proposal defense in Spring 2024
 4. Colette Wilfong (GEOL), proposal defense in Spring 2023
 5. Malerie Barnes (EFPP), proposal defended January 2023; dissertation Spring 2024
 6. Elisa Varela (SPCH), proposal defended Fall 2019, dissertation defended November 2022
 7. Matt Garcia (EFPP), proposal defended Spring 2021, dissertation defended November 2022
 8. Chris Saldaña (EFPP), proposal defense Summer 2021, dissertation defended April 2022
 9. Nancy Kress (STEM), proposal Summer 2020; dissertation defended August 2021
 10. Ana Contreras (chair) proposal defended Spring 2020; dissertation defended May 2021
 11. Amy Burkhardt (REM), proposal defended Fall 2019, dissertation defended Fall 2020
 12. Matt Hastings (co-chair) proposal defended Fall 2019, dissertation defended Spring 2020
 13. Mara Taylor-Heine (LSHD), proposal Spring 2019, dissertation defended Spring 2020
 14. Aryn Bloodworth (EFPP), proposal defended Fall 2017, dissertation defended Fall 2019

15. Michael Harris (EFPP), proposal defended Fall 2016
 16. Kevin Murray (EFPP), proposal Spring 2016, dissertation defended Spring 2017
- PhD comprehensive exam committees
 1. Holly Fortner (Geology), comprehensive exams, Spring 2023
 2. Kyle Kopsick, (EFPP), comprehensive exams, Fall 2022
 3. Anna Deese (EFPP), comprehensive exams, Fall 2022
 4. Colette Wilfong (Geology), comprehensive exams, Fall 2021
 5. Alex McGrath (EBB), comprehensive exams, Fall 2021
 6. Erin Kurtz (co-chair) comprehensive exam Fall 2020
 7. Malerie Barnes (EFPP), comprehensive exam Fall 2020
 8. Matt Garcia (EFPP), comprehensive exam Spring 2020
 9. Ana Contreras (chair) comprehensive exam Fall 2018
 10. Nancy Kress (Math Education), comprehensive exam Fall 2018
 11. Will Lindsay (Science Education), comprehensive exam Fall 2018
 12. Elisa Varela (Communication Studies, Arts & Sciences), comprehensive exam Fall 2018
 13. Matt Hastings (EFPP), comprehensive exam Fall 2017
 14. Amy Burkhardt (REM), comprehensive exam Fall 2017
 15. Sarah LaCour (EFPP/REM), comprehensive exam Fall 2016
 - Undergraduate Honors Thesis Committees
 1. Anushka Kathait, Economics (Spring 2023)
 - MA students in EFPP (as advisor):
 1. Nicola Anglo-Raymundo (EFPP); *in progress*
 2. Jessica Steinbaum (EFPP); *in progress*
 3. Tori Martin (EFPP); *in progress*
 4. Mackenzie Stuart (EFPP); *in progress*
 5. Claire Raferty (Higher Education); *in progress*
 6. Jake Chin (EFPP), graduating Spring 2024
 7. Victoria Rilett (EFPP); graduated Spring 2023
 8. Rebecca Dickman (EFPP); graduated Fall 2022
 9. Brittany Dye (EFPP); graduated Spring 2022
 10. Karla Salinas Giovanni (EFPP); graduated Spring 2022
 11. Caitlin Dennis (EFPP); graduated Fall 2020
 12. Marilyn Villarobos (EFPP); graduated Fall 2020
 13. Rayna Oliker, graduated Spring 2020
 14. Jalen Harris, graduated Fall 2019
 15. Jennifer Gilliam, graduated in Spring 2019
 16. MaryGrace Longoria, graduated Spring 2019
 17. Jake Netherton, graduated Fall 2018
 18. Benjamin Erwin, graduated Fall 2018
 19. Lauren Davis, graduated Fall 2018
 20. Eleanore Tisch, graduated Spring 2018
 21. Vanesa Lopez (co-advisor, with Rubén Donato) graduated Spring 2018
 - MA students in Higher Education (MAHE) (as advisor):
 1. Mary Knight Higher Education); in progress
 2. Lindsay Weinstein (Higher Education); in progress
 3. Brian Guth-Pasta (Higher Education); in progress
 4. Miranda Fabian (Higher Education); graduating Summer 2024
 5. Kara Bajdas (Higher Education); in progress
 6. Pam Epstein (Higher Education); graduating Spring 2024
 7. Cora Fagan-Edminster (Higher Education); in progress

8. Anna Marie Guy (Higher Education); in progress
 9. Danielle Peter (Higher Education); in progress
 10. Nicholas Thomas (Higher Education); in progress
 11. Ann Richmond (Higher Education); on leave
 12. Preston Cumming (Higher Education); graduating Spring 2024
 13. Emily Musumecci (Higher Education); graduating Spring 2024
 14. Emma Curie (Higher Education); graduated Spring 2023
 15. Lydia Darlington (Higher Education); graduated Spring 2023
 16. Shelby Bell (Higher Education); graduated Spring 2023
 17. Samantha Bradfield (Higher Education); graduated Fall 2022
 18. Vincent Gennarelli (Higher Education); graduated Summer 2022
 19. Chris Spears (Higher Education); graduated Summer 2022
 20. Sarah Yurgealitis (Higher Education); graduated Summer 2023
 21. Kendra Thibeault (Higher Education); graduated Summer 2021
 22. Hannah Simonsen (Higher Education); graduated Spring 2021
 23. Monica Armstrong (Higher Education); graduated Spring 2021
 24. Cherise Lamour (Higher Education); graduated Fall 2020
- MA and MAHE students (Capstone committee member; either as advisor or second reader):
 1. Arias Mejia, Nancy (EFPP) second reader, Spring 2022
 2. Atkins, Marchelle (Sol) (MAHE) second reader, Spring 2022
 3. Bartholomew Brown, Candace (MAHE) second reader, Spring 2022
 4. Batalla, Ruby (MAHE) second reader, Spring 2022
 5. Bradfield, Sam (MAHE) advisor, Spring 2022
 6. Boeding, Alex (EFPP) second reader, Spring 2022
 7. Chavarria, Julia (MAHE) second reader, Spring 2022
 8. Dye, Brittany (EFPP) second reader, Spring 2022
 9. Escribens, Luciana (EFPP) second reader, Spring 2022
 10. Giovanni, Karla (EFPP) second reader, Spring 2022
 11. Good, Emily (MAHE) second reader, Spring 2022
 12. Long, Sam (MAHE) second reader, Spring 2022
 13. Mani, Meenakshi (EFPP) second reader, Spring 2022
 14. Rocha, Iliana (EFPP) second reader, Spring 2022
 15. Samarripa, Betsabet (EFPP/BAM) second reader, Spring 2022
 16. Smith, Paxton (EFPP) second reader, Spring 2022
 17. Wulbrun, Kendall, (EFPP) second reader, Spring 2022
 18. Yu, Xun (EFPP) second reader, Spring 2022
 19. Rayna Olikier (EFPP) advisor, Spring 2020
 20. Nicole Simmons (MAHE) second reader, Spring 2020
 21. Meredith Nass (BAMA) second reader, Spring 2020
 22. Brooke Nelson (MAHE) second reader, Spring 2020
 23. Kalia Watson (EFPP) second reader, Spring 2020
 24. Jalen Harris, (EFPP) advisor, Fall 2019
 25. Tony Sabo (EFPP) second reader, Fall 2019
 26. Christian Sciacca (EFPP) second reader, Spring 2019
 27. Paula Abitia (MAHE) second reader, Spring 2019
 28. Valeria Morales (MAHE) second reader, Spring 2019
 29. Chris Matthis (MAHE) second reader, Spring 2019
 30. Adan Garcia (BAMA) second reader, Spring 2019
 31. Cristel Benjamin (BAMA) second reader, Spring 2019
 32. Caitlin Coyne (MAHE) second reader, Spring 2019
 33. Sarah Garcia-Smith (MAHE) second reader, Spring 2019

34. Marissa Dobrez (LSHD) third reader, Fall 2018
35. Eleanore Tisch (EFPP) advisor, Spring 2018
36. Vanesa Lopez (EFPP) co-advisor, Spring 2018
37. Jake Netherton (EFPP) advisor, Spring 2018
38. Benjamin Erwin (EFPP) advisor, Spring 2018
39. Lauren Davis (EFPP) advisor, Spring 2018
40. Jennifer Gilliam (EFPP) co-advisor, Spring 2018
41. MaryGrace Longoria (EFPP) advisor, Spring 2018
42. Lau Malaver (EFPP) second reader, Spring 2018
43. Nataly Banda (EFPP) second reader, Spring 2018
44. Malerie Barnes (EFPP) second reader, Spring 2018
45. Andrea Van Allen (EFPP) second reader, Spring 2018
46. Jocelyn Sommers, (EFPP) second reader, Spring 2018
47. Erin Clark (EFPP) second reader, Spring 2018
48. Beth Struble (EFPP) second reader, Spring 2018

Southern Illinois University Carbondale

I served on 37 PhD committees between 2011-2015 (including 21 defended dissertations and 5 defended proposals, listed individually here, by date of defense). I transitioned off others when transitioning to CU.

- Dissertations:
 1. Panadda Unayppo, Educational Administration & Higher Education, defended Spring 2011
 2. Heather Hudson, Health Education & Recreation, defended Summer 2011
 3. Keith Reinhardt, Educational Administration & Higher Education, defended Summer 2011
 4. Sharon Johnson, Educational Administration & Higher Education, defended Summer 2011
 5. Todd Sigler, Educational Administration & Higher Education, defended Fall 2011
 6. Dawn Zywiec, Health Education & Recreation, defended Spring 2012
 7. Simeon Mbewe, Curriculum & Instruction, defended Spring 2012
 8. Tairou Goura, Educational Administration & Higher Education, defended Fall 2012
 9. Christine Wiggs, Curriculum & Instruction, defended Fall 2012
 10. Teri Abrams, Health Education & Recreation, defended Summer 2013
 11. Teresa Drake, Health Education & Recreation, defended Summer 2013
 12. Alicia Wodika, Health Education & Recreation, defended Summer 2013
 13. Jared Bishop, Speech Communication, defended Spring 2014
 14. Molly Cummins, Speech Communication, defended Spring 2014
 15. Yonmon Tchinsala, Educational Administration & Higher Education, defended Spring 2014
 16. Deborah Burns, Educational Administration & Higher Education, defended Summer 2014
 17. Amanda Phillips, Educational Administration & Higher Education, defended Fall 2014
 18. Matt Ryg, Philosophy, defended Fall 2014
 19. Amber Manning, Educational Administration & Higher Education, defended Spring 2015
 20. Serina Cinnamon, Curriculum & Instruction, defended Spring 2015
 21. Maja Wright-Phillips, Political Science, defended Summer 2015
- Dissertation Proposals (I shifted off of these committees after moving to CU Boulder in 2015):
 1. Romeshia Thomas, Educational Administration & Higher Education, proposal defended Fall 2013
 2. Lyle Dandridge, Curriculum & Instruction, proposal defended Summer 2014
 3. Renada Greer, Educational Administration & Higher Education, proposal defended Fall 2014
 4. Kristin Dade, Educational Administration & Higher Education, proposal defended Fall 2014
 5. Robyn Sheridan, Educational Administration & Higher Education, proposal defended Fall 2013

EDITORIAL SERVICE

- Editorial Board Member, *Education & Culture*, Journal of the John Dewey Society (2020-present)

- Editorial Board Member, *Educational Theory* (2016-2019)
- Review Board Member, *Dewey Studies* (2017-present)
- Advisory Board Member, *School and Society*, Journal of the John Dewey Society (2015-present)
- Ad-hoc reviewer for journals: *Educational Policy*, *Theory & Research in Education*, *Educational Theory*, *Teachers College Record*, *American Educational Research Journal*, *Educational Philosophy & Theory*, *Journal of School Choice*, *Urban Review*, *Education and Culture*, *Studies in Philosophy and Education*, *Urban Education*, *Philosophical Inquiry in Education*, *Educational Policy Analysis Archive (EPAA)*
- Reviewer for publications: *Sage Publications*, *Oxford University Press*

MEMBERSHIPS

- American Educational Research Association (AERA), 2004-present
 - Division L: Educational Policy & Politics
 - Philosophical Studies SIG
 - School Choice & Charter School Research SIG
 - Dewey Studies SIG
 - Politics and Education SIG
- American Educational Studies Association (AESA), 2005-present
- Philosophy of Education Society (PES), 2005-present
- John Dewey Society (JDS), 2010-present
- University Council on Educational Administration (UCEA), 2013-present
- Association for Moral Education (AME), 2015-present

SERVICE IN PROFESSIONAL ORGANIZATIONS

- Program Chair, Philosophy of Education Society (for 2023 annual meeting)
- Mentor, Boyd Workshop, Politics of Education/ Division L, AERA 2021
- Mentor, Postdoctoral Fellowship program, National Academy of Education/Spencer (2021)
- Chair, Philosophical Studies in Education SIG, AERA, 2017-2019
- Membership Committee, Philosophy of Education Society, 2017-2021 (serving as chair, 2019-2021)
- Elections Committee, Philosophy of Education Society, 2016-2017 (one-year term)
- Program Chair, Philosophical Studies in Education SIG, AERA, 2015-2017
- Board of Directors, John Dewey Society (elected to three-year term, 2014-2017)
- Program Committee, Philosophy of Education Society, 2016 & 2013
- Conference Planning Committee, Centennial of Dewey's *Democracy and Education*, 2015-2016
- Outstanding Achievement Award Committee, John Dewey Society 2013-2014
- Resolutions Committee, Philosophy of Education Society, 2012
- Jobs for Philosophers Committee, Philosophy of Education Society, 2008-2011
- Hospitality Committee, Philosophy of Education Society, 2007, 2011, 2014

CONFERENCE REVIEWING

- Reviewer Panel Member, AERA Philosophical Studies SIG, 2021
- Reviewer Panel Member, AERA Division L, Education Policy & Politics (2017, 2020)
- Program Committee, Philosophy of Education Society (2016)
- Past President's Program Review Committee, John Dewey Society (2015)
- Review Panel Member, AERA Philosophical Studies SIG (2015, 2020)
- Past President's Program Review Committee, John Dewey Society (2013)
- Program Committee, Philosophy of Education Society, (2013)
- Program Committee, Politics and Education Association, AERA (2012)
- Review Panel Member, AERA School Choice SIG (2012)
- Review Panel Member, AERA Charter School Research & Evaluation SIG (2012)

- Review Panel Member, Politics of Education Association (2012)
- Review Panel, AERA Division G, Social Context of Education, Section 4, Policy (2012)
- Conference Reviewer, AERA Division L, Education Policy & Politics (2009, 2010)
- Conference Reviewer, AERA Division G, Social Context of Education (2009, 2010)
- Conference Reviewer, AERA John Dewey Studies SIG (2008)
- Program Chair, Ways of Knowing in Educational Research, Teachers College (2006)
- Program Committee, Graduate Conference on Philosophy and Education (2005)
- Program Committee, Youth Activism and Education Conference at Teachers College (2004)

UNIVERSITY-LEVEL SERVICE

- Faculty Representative, Honor Code Advisory Board, CU Boulder 2019-2023
- Representative, Faculty Affairs Advisory Board, CU Boulder, 2019-present
- Campus Listener, Academic Futures Committee, 2017-2018
- Campus Ethics Committee (CU Boulder), representative for School of Education, Fall 2015-Fall 2017
- Faculty Senate (SIUC), elected to represent Education & Human Services, 2012-2015
- Graduate Council (SIUC), semester-long proxy representative for COEHS, Fall 2012
- Committee Member, redesign of the SIUC Instructor Course Evaluation process, Spring 2012
- Search Committee (SIUC), Interim Dean of the College of Education and Human Services, Fall 2011
- Faculty Senate (SIUC), served as a semester-long proxy representative for COEHS, Fall semester 2011
- Search Committee: Philosophy and Education, Teachers College, Columbia University, 2005-2006
- Search Committee: Coordinator of Community Involvement, University of Minnesota, 1998-1999
- University of Minnesota's Steering Committee on Service Learning, 1998-1999
- Administrative Grants Committee, University of Minnesota, 1998-1999

SCHOOL and COLLEGE LEVEL SERVICE

- Chair, Education Minor, School of Education, CU Boulder, 2022-2023
- Budget Committee, School of Education, CU Boulder, 2022-2023
- Doctoral Core Revision Committee, School of Education, CU Boulder, 2022-2023
- PUEC committee member (promotion & tenure case, Leonardi), School of Education, 2021-2022
- Faculty Director, MA in Higher Education (MAHE) program, School of Education, CU Boulder, May 2020-
- Curriculum Committee, School of Education, CU Boulder, January 2020-current
- Co-Director, CU Boulder Self-Study, "Education Deans for Justice & Equity" 2019-2020
- Faculty representative (EFPP), Doctoral Core Committee, School of Education, CU Boulder (2019, 2020-21)
- Faculty Advisory Group, Leadership and Community Engagement (LCE) major, August 2017-present
- Working Group, Education and Business Certificate, School of Education, February 2017-present
- Search Committee, Anthropology of Education/ Qualitative Methods, 2015-2016 (two search rounds: one senior level and one junior level); 2016-2017 (successful hire).
- Qualitative Research Inquiry Group, School of Education, CU-Boulder, February 2015-present.
- Search Committee, Associate Dean for Research, College of Education and Human Services, Southern Illinois University Carbondale (internal search), September-December 2014.
- College Advisory Committee, College of Education and Human Services, Southern Illinois University Carbondale, August 2014-December 2015 (I served as our departmental representative)
- Search committee, Qualitative Research position (Assistant/ Associate), College of Education and Human Services, Southern Illinois University Carbondale, January-June 2013
- Academic Affairs Committee, College of Education and Human Services, Southern Illinois University Carbondale, August 2010-July 2012; Chair of the Graduate Subcommittee, 2011-2012
- Chair, Qualitative Research Special Interest Group, College of Education and Human Services, Southern Illinois University Carbondale, August 2011-May 2015

GUEST TEACHING & WORKSHOPS

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- “Navigating Conferences,” presentation on panel for first-year PhD student seminar, University of Colorado Boulder, January 2020.
 - “Pragmatism and the Foundations of Mixed Methods Research” guest teaching session in Mixed Method graduate research seminar (Erin Furtak, Instructor), Spring 2023; 2020, 2018, 2016.
 - “Dewey, Experience and Democracy” guest teaching session in graduate History and Education course (Ruben Donato, Instructor), Spring 2020, 2018 & 2016.
 - “Navigating the Job Market,” interactive workshop and presentation developed for SAGE, School of Education, University of Colorado Boulder.
 - “What is Doctoral Study?” Presentation to students enrolled in EDUC 510: Introduction to Doctoral Studies (Andrea Evans, instructor), Southern Illinois University at Carbondale. September 29, 2011.
 - “Qualitative Research and Validity,” presentation to graduate seminar (Muthoni Kimemia, instructor), Education Psychology and Special Education, Southern Illinois University Carbondale. April 6, 2011.
 - Panel member on “Dialoguing Dissertations,” sponsored by Women’s Studies and University Women’s Professional Advancement. Southern Illinois University Carbondale, March 22, 2011.
 - “Negotiating the Transition from Graduate Student to Faculty Member,” presentation to Omicron Tau Theta (OTT) Lambda Chapter, Southern Illinois University Carbondale. February 16, 2011.

COMMUNITY SERVICE

- District Accountability Committee (DAC), Boulder Valley School District (BVSD), February 2017-present
- School Accountability Committee (SAC), University Hill Elementary School, February 2017-present
 - Chair, DAC Policy committee (2021-2023); Member, 2020-2021
 - Chair, DAC Data and Assessment committee (2019-2020); Member 2017-2019
- Capital Improvement Plan Review Committee (CIPRC) Boulder Valley School District (BVSD), Spring 2022
- Reading Assessment Review Committee, Boulder Valley School District (BVSD), Winter 2021
- Colorado Alternative Education Campuses (AECs) Task Force, Colorado Charter Institute, Fall 2017
- Charter School Review Panel, Boulder Valley School District DAC, February 2018-present