

Alexandra J. Freidus

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EDUCATION

Ph.D., Urban Education, New York University (Chair: Dr. Pedro Noguera) 2018
M.A., Social Studies and English Language Arts Education, Mills College 2007
B.A., History, Brown University (Magna Cum Laude; High Honors) 1998

ACADEMIC APPOINTMENTS AND AFFILIATIONS

Associate Professor, Department of Educational Leadership 2025-present
Assistant Professor, Department of Educational Leadership 2021-2025
Neag School of Education, University of Connecticut, Storrs, CT
Affiliate: Center for Education Policy Analysis, Research, and Evaluation, University of Connecticut;
Disability Covid Chronicles, New York University
Assistant Professor, Department of Educational Policy and Leadership 2019-2021
College of Education and Human Services, Seton Hall University, South Orange, NJ
Term Assistant Professor, Department of Urban Studies 2018-2019
Barnard College, New York, NY

PUBLICATIONS

Peer-Reviewed Books

Freidus, A. 2025. *Unequal Lessons: School Diversity and Educational Inequality in New York City*. NYU Press.
Freidus, A., Fish, R., and Turner, E.O. 2025. "High Stakes Schooling: Risk, Protection, and the Education of Disabled Children in a Pandemic." In *How to Be Disabled in a Pandemic*, edited by Mara Mills, Rayna Rapp, and Faye Ginsburg. NYU Press.

Peer-Reviewed Journal Articles

(* denotes a student author; ** denotes a paper where authorship was equal and authors are listed in alphabetical order)

Turner, E.O & **Freidus, A.** 2026. "Justice-Oriented Visions for Public Education in a Multiracial Democracy: Insights from 70 Years of Research on School Integration." *Educational Researcher*. DOI: 10.3102/0013189X261428085
Fish, R., **Freidus, A.,** & Turner, E.O. 2025. "Weighing Risks: How Families of Disabled Children Made School Choices During the Pandemic." *AERA Open*. DOI: 10.1177/23328584251349156.

- Mastrogiovanni, D.* & **Freidus, A.** 2024. “‘Deeper Than a Lesson’: District Superintendents’ Approaches to Culturally Relevant Practices.” *Journal of Research on Leadership Education*. Online First. DOI: 10.1177/19427751231215776
- Freidus, A.** 2023. “White Organizers or White Organizations? Activism and Identity in a Youth-Led Movement for School Integration.” *Harvard Educational Review* 93(2): 202-224. DOI: 10.17763/1943-5045-93.2.202.
- Freidus, A.** & Erica Turner.** 2023. “Contested Justice: New York City’s COVID-19 School Reopening Debates.” *Educational Evaluation and Policy Analysis* 45(3): 437-463. DOI: 10.3102/01623737221121802
- Freidus, A.** 2022. “Segregation, Diversity, and Pathology: Constructing School Quality in Gentrifying New York.” *Educational Policy* 36(4): 822-848. DOI: 10.1177/08959048221087206
- Freidus, A.** 2022. “Looking Smart: Race and Ability in a Diversifying Middle School.” *Anthropology and Education Quarterly* 53(2):149-166. DOI: 10.1111/aeq.12408
- Freidus, A.** 2020. “Problem Children and Children with Problems: Discipline and Innocence in a Gentrifying Elementary School.” *Harvard Educational Review* 90(4): 550-572. DOI: 10.17763/1943-5045-90.4.550
- Freidus, A.** 2020. “Modes of Belonging: Debating School Demographics in Gentrifying New York.” *American Educational Research Journal* 57(2): 808-839. DOI: 10.3102/0002831219863372
- Freidus, A.** 2020. “‘I Didn’t Have a Lesson’: Politics and Pedagogy in a Diversifying Middle School.” *Teachers College Record* 122(7). DOI: 10.1177/016146812012200714
- Freidus, A.** 2019. “‘A Great School Benefits Us All’: Advantaged Parents and the Gentrification of an Urban Public School.” *Urban Education* 54(8): 1121-1128. DOI: 10.1177/0042085916636656
- Freidus, A.** & Noguera, P. 2015. “From ‘Good Will’ to ‘Anachronism’: School Desegregation in an Era of Shifting Demographics, Racial Discourse, and Conceptions of the Public Good.” *Humanity and Society* 39 (3): 1-25. DOI: 10.1177/0160597615601716

Invited Manuscripts

- Freidus, A.** 2025. “Review of *False Starts: The Segregated Lives of Preschoolers*.” *Sociology of Race and Ethnicity*. Online First. DOI: <https://journals.sagepub.com/doi/10.1177/23326492241268554>
- Freidus, A.** & Ewing, E.L. 2022. “Introduction to Special Issue: Good Schools, Bad Schools: Race, School Quality, and Neoliberal Educational Policy.” *Educational Policy* 36(4). DOI: 10.1177/08959048221087208
- Freidus, A.** & Noguera, P. 2017. “Making Difference Matter: Teaching and Learning in Desegregated Classrooms.” *The Teacher Educator* 52 (2): 99-113. DOI: 10.1080/08878730.2017.1294925

Manuscripts Under Review

- Freidus, A.** & Turner, O. “‘My Priorities Have Definitely Shifted’: How Changes in Educational Contexts Reshape Youth Organizers’ Views of School Integration.” *Teachers College Record*. Revise and resubmit.

Public Scholarship

- Cook, H.* & **Freidus, A.** 2024. “Mandating an Elective? The Implementation of Black and Latino Studies Courses in Connecticut High Schools.” Center for Education Policy Analysis, Research, and Evaluation Policy Brief. https://cepare.media.uconn.edu/wp-content/uploads/sites/3130/2023/05/CEPARE-Brief-11-12-24_V2.pdf
- Freidus, A.** 2022. “When White Parents Believe in Diversity and Deficit.” School Diversity Notebook: News, Research, and Reflections on the Struggle for School Diversity. <https://sdnotebook.com/2022/10/27/when-white-parents-believe-in-diversity-and-deficit/>
- Freidus, A.** 2021. “Lockdown.” In Lowenhaupt, R. and Theoharris, G. (Eds.), *Parenting in the Pandemic: The Collision of School, Work, and Life at Home A Collection of Essays*. Information Age Publishing. <https://www.infoagepub.com/products/Parenting-in-the-Pandemic>
- Freidus, A.** March 17, 2021. “Race and School Discipline in the COVID Era.” Voices in Education: The Blog of Harvard Education Publishing. <https://www.hepg.org/blog/race-and-school-discipline-in-the-covid-era>
- Freidus, A.** January 31, 2018. “The election, one year later: Life goes on at an East Coast middle school.” *Teaching Tolerance Magazine*. <https://www.learningforjustice.org/magazine/the-election-one-year-later-life-goes-on-at-an-east-coast-middle-school>
- Freidus, A.** 2017. “Who are the ‘diversity in admissions’ pilot schools?” *Spotlight on NYC Schools*. New York: Research Alliance for New York City Schools, New York University. <https://steinhardt.nyu.edu/research-alliance/research/spotlight-nyc-schools/who-are-diversity-admissions-pilot-schools>

SELECTED GRANTS AND AWARDS

External Grants Awarded

- Principal Investigator. *The NYC District Dialogues Collaborative: Engaging Communities in School Closure, Consolidation, and Merger Decisions*. 2026-2027. The Tiger Foundation. \$107,800.
- Principal Investigator. *Democratic Dialogue for Community Engagement in NYC School Policy*. 2026-2028. Jordan Family Foundation. \$125,000.
- Principal Investigator. *Leveraging Community Dialogue for School Integration in a Multiracial Democracy*. 2024-2026. Spencer Foundation. \$187,500.
- Principal Investigator. *Leveraging Community Dialogue for School Integration in a Multiracial Democracy*. 2024-2026. American Institutes for Research. \$187,500.
- Co-Principal Investigator. *Beyond the Black/White Binary: Co-Conceptualizing School Diversity for a Multiracial Democracy*. 2023. Spencer Foundation. \$75,000.
- Principal Investigator. *Young People as Policy Actors: School Integration and Educational Justice in New York City*. 2022. Spencer Foundation Racial Equity Special Research Grants. \$74,932.

Internal Grants Awarded

- University of Connecticut Scholarship Facilitation Fund. 2023. \$2,000.

Principal Investigator. *A Qualitative Study of the Implementation of Ethnic Studies Mandates in Majority White Connecticut Schools*. 2022. University of Connecticut Research Excellence Program. \$24,997.

Principal Investigator. *Youth Activism, Civic Learning, and Educational Policymaking in New York City*. 2020. Seton Hall University Research Council Grant. \$10,000.

Honors and Awards

2025	American Educational Research Association Outstanding Reviewer for <i>American Educational Research Journal</i>
2024	American Educational Research Association Outstanding Reviewer for <i>AERA Open</i>
2023	<i>Anthropology & Education Quarterly</i> Top-Cited Paper Award
2022	National Academy of Education/Spencer Research Development Award
2021	Council on Anthropology & Education Concha Delgado Gaitán Presidential Fellow
2018	Council on Anthropology & Education/Studies in Educational Ethnography Award
2017	National Academy of Education/Spencer Dissertation Fellow
2017	Fahs-Beck Fund for Social Research Dissertation Scholar
2016	NYU Steinhardt Mitchell Leaska Dissertation Research Award
2015	NYU Steinhardt Doctoral Fellowship Development Award

PRESENTATIONS AND CONFERENCE PARTICIPATION

Select Invited Presentations

2026	“Unequal Lessons: School Diversity and Educational Inequality in New York City.” Trinity College. Hartford, CT.
2025	“Unequal Lessons: School Diversity and Educational Inequality in New York City.” CUNY Graduate Center Urban Education Program. New York, NY.
2025	“Unequal Lessons: School Diversity and Educational Inequality in New York City.” Princeton University Education Research Section and Department of Sociology. Princeton, NJ.
2025	“New York City Segregation, School Diversity, and Educational Inequality.” Columbia Teachers College Sociology of Education. New York, NY.
2025	“Unequal Lessons: School Diversity and Educational Inequality in New York City.” New York University School of Culture, Education, and Human Development. New York, NY.
2024	“Two Decades of NYC High School Admissions: Effects, Equity, and Experiences.” Fordham University School of Law. New York, NY.
2022	“Belonging and Gentrification in Educational Policy.” University of Wisconsin Educational Policy Studies. Virtual.

- 2022 “Youth Activism and Educational Change in New York City.” University of Georgia Educational Leadership. Virtual.
- 2022 “Modes of Belonging: Interrogating Race and Education.” University of California, Irvine School of Education. Virtual.
- 2022 “School Gentrification and Critical Policy Studies.” University of Maryland Teaching, Learning, Policy, and Leadership. Virtual.
- 2022 “Doing Fieldwork with Children.” University of North Texas Early Childhood Education. Virtual.
- 2021 “Researcher Positionality.” Just Education Policy: An Institute for Developing Scholars. Virtual.
- 2021 “Problem Children and Children with Problems: Ethics in the Field.” York University Faculty of Education. Virtual.
- 2021 “Modes of Belonging: Neoliberal Progressivism and Educational Change.” Virginia Commonwealth University School of Education. Virtual.
- 2021 “School Segregation in New York City: Status and Struggles.” Barnard College Education Studies. New York, NY.
- 2020 “Ethnographic Fieldwork in Schools.” New York University Department of Teaching and Learning. New York, NY.
- 2019 “A Great School Benefits Us All: Gentrification and Urban Education.” University of Pennsylvania Education Policy. Virtual.
- 2018 “Promising Scholarship in Education: Dissertation Fellows and Their Research.” American Educational Research Association. New York, NY.
- 2005 “The Journey Forward: Moving the Lessons of Teacher Education into the Early Years of Teaching.” The Carnegie Foundation for the Advancement of Teaching. Palo Alto, CA.
- 2003 “Just Like Me: Self-Portraits in the Multicultural Classroom” (with Maya Christina Gonzalez). Reading the World V: The Annual Conference of the University of San Francisco. San Francisco, CA.
- 2001 “Now I Want You to Write Me a Poem/Ahora quiero que tú me escribas un poema: LitLinks Internet-Based Writing Workshops” (with Francisco X. Alarcón). The 26th Conference of the California Association of Bilingual Educators. Los Angeles, CA.

Symposia Organized

- 2022 “Rethinking ‘Learning Loss’: Family, Community, and Educator Perspectives on Equity and Learning During COVID-19” (chaired with Erica Turner). Annual Meeting of the American Educational Research Association. San Diego, CA.
- 2021 “Co-Producing Knowledge and Family in Educational Ethnography” (chaired with Rachel Silver). Annual Meeting of the American Anthropological Association. Baltimore, MD.

- 2021 “What Is Possible and Desirable: Conceptualizing Race and School Quality Across Local Contexts.” Annual Meeting of the American Educational Research Association. (Virtual conference.)
- 2019 “Behind the Discipline Gap: Racialized Experiences of School and Classroom Discipline.” Annual Meeting of the American Educational Research Association. Toronto, Canada.
- 2018 “Behind the Statistics: Racialized Experiences of Identity and Belonging in Classroom Discipline” (chaired with Eliot Graham). Annual Meeting of the American Anthropological Association. San Jose, CA.
- 2018 “Struggling for Equity: A New Wave of Research on How Schools Respond to Gentrification” (chaired with Esa Syeed). Annual Meeting of the American Educational Research Association. New York.
- 2017 “Negotiating the 2016 Election in Schools: Ethnographic Understandings of a Post-Trump America” (chaired with Jia-Hui Stefanie Wong). Annual Meeting of the American Anthropological Association. Washington, D.C.

Select Peer-Reviewed Conference Papers

- 2026 “What is Taught and What is Learned: Lessons from an Antiracist School.” Annual Meeting of the American Educational Research Association. Los Angeles, CA.
- 2026 “Mandating an Elective? The Implementation of Black and Latino Studies Courses in Connecticut High Schools.” Annual Meeting of the American Educational Research Association. Los Angeles, CA.
- 2025 “‘It’s Not a Focus Group!’: Community Dialogues to Generate School District Integration, Equity, and Diversity Policies” (with Adriana Villavicencio, Erica Turner, Richard Blissett, Meghan Dunn, and Mary Banson). Annual Meeting of the University Council for Educational Administration. San Juan, PR.
- 2025 “The Hidden Curriculum of School Diversity: Choice and Gentrification in New York City Schools.” Annual Meeting of the American Educational Research Association. Denver, CO.
- 2024 “‘At What Cost?’ New York City Young Activists’ Shifting Perceptions of School Integration.” Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- 2024 “Reconceptualizing Integration for Racial Justice” (with Erica Turner, Adriana Villavicencio, and Richard Blissett). Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- 2023 “Beyond the Black/White Binary in District Integration, Enrollment, and Diversity Plans” (with Erica Turner and Adriana Villavicencio). Annual Meeting of the University Council for Educational Administration. Minneapolis, MN.

- 2022 “Risk, Protection, and Vulnerability: Pandemic Discourses about the Schooling of Disabled Children in New York City.” Annual Meeting of the American Anthropological Association. Seattle, WA.
- 2022 “Collective Justice in Education: Lessons from the COVID-19 School Reopening Debates” (with Erica Turner). Annual Meeting of the University Council for Educational Administration. Seattle, WA.
- 2021 “Contested Justice: Rethinking Educational Equity through New York City's COVID-19 School Reopening Debates” (with Erica Turner). Sociology of Education Association Conference on COVID-19's Effects on Education. (Virtual conference.)
- 2021 “White Organizers and White Organizations? Activism and Allyhood in Multiracial Campaigns for Educational Justice.” Annual Meeting of the American Educational Research Association. (Virtual conference.)
- 2021 “Segregation, Diversity, and Pathology: School Quality and Student Demographics in Gentrifying New York.” Annual Meeting of the American Educational Research Association. (Virtual conference.)
- 2020 “Experts and Learners: Small Group Instruction and Academic Ability in a Diversifying Middle School.” Annual Meeting of the American Educational Research Association. San Francisco, CA. (Conference canceled.)
- 2020 “Mothering and Methods: Positionality and Ethnographic Interpretation in a Kindergarten Classroom.” 41st Annual Ethnography in Education Research Forum. Philadelphia, PA.
- 2019 “White Girlhood and Black Boyhood: Discipline and Belonging in a Gentrifying Elementary School.” Annual Meeting of the American Educational Research Association. Toronto, Canada.
- 2018 “Whiteness, Blackness, and Belonging in School and Classroom Discipline.” Annual Meeting of the American Anthropological Association. San Jose, CA.
- 2018 “That Kind of Student: Teaching, Learning, and Educational Equity in Gentrifying Schools.” Annual Meeting of the American Educational Research Association. New York City, NY.
- 2017 “I Didn't Have a Lesson: Teaching, Learning, and the 2016 Presidential Election.” Annual Meeting of the American Anthropological Association. Washington, DC.
- 2017 “Race, Class, and Belonging: Debating School Desegregation in Gentrifying New York.” Annual Meeting of the American Educational Research Association. San Antonio, TX.
- 2017 “Classroom Interactions in Desegregating Classrooms.” 38th Annual Ethnography in Education Research Forum. Philadelphia, PA.
- 2015 “Differentiating Students: Needs, Deficits, and Difference in Instructional Discourse.” 36th Annual Ethnography in Education Research Forum. Philadelphia, PA.

- 2014 “The Desegregation of Mark Twain Intermediate School: Good Will, Democratic Equality, and the Educational Marketplace.” Education and Civil Rights: Historical Legacies, Contemporary Strategies, and Promise for the Future. State College, PA.

TEACHING EXPERIENCE

University Teaching

University of Connecticut (2021-present)

Dissertation Proposal Seminar
 Educational Policy and Politics
 Inquiry and Research in Educational Leadership
 Policies for Improvement: Mobilizing School and Community
 History of K-12 Education Reform
 Educational Research Design
 Critical Reading Practicum

Dissertation Chair: Matthew Brown; Sara Soglesky; Joseph Scalercio; Leiflyn Gamborg; Kenneth Daly (defended January 2026); Andrea Chudzik (defended April 2026)

Doctoral Committee: Malik Champlain; Heather McDonald; Katherine Leonard; Rebecca Bissonnette; Charles Wentzell; Austin Unowitz; Rebecca van Tassell; Sophie Gocheva (defended 2026); Hannah Cooke (defended 2025); Rana Hafiz (defended 2025); Eileen Bouffard (defended 2025); Danielle DeRosa (defended 2023); Linda Darcy (defended 2023); Melissa Sieffert (defended 2022); Whitney Losapio (defended 2022)

Seton Hall University (2019-2021)

Curriculum, Policy, and Ideology
 Qualitative Research Methods
 Advanced Qualitative Research Methods
 Dissertation Seminar II

Dissertation Chair: Jessica Urban (defended 2021); Danielle Mastrogiovanni (defended 2022)

Doctoral Committee: Katie Stigliano (defended 2020); Yanhao Wang (defended 2022); Tracy Alexander (defended March 2026)

Barnard College (2018-2019)

Race, Space, and Urban Schools
 Urban Ethnography
 Junior Seminar: Segregation in New York City
 Senior Seminar: New York City Field Research

New York University (2017-2018)

Searching for Equity: Research on Urban and Minority Education
 Secondary Social Studies Field Supervisor

Bank Street College of Education (2014-2015)

Foundations of Educational Leadership
 Leadership in Curriculum and Instruction

Long Island University (2015)

The Lives of Adolescents

K-12 Teaching

- 2008-2009 History, Lick-Wilmerding High School, San Francisco, CA
- 2004-2008 History and English Language Arts, Berkeley High School, Berkeley, CA

Related Professional Experience

- 2014-2017 School Coach, College Access: Research and Action, New York, NY
- 2009-2012 Director of Teacher Leadership Development, Achievement First, Brooklyn, NY
- 2000-2003 Director of Community Programs, Children's Book Press, San Francisco, CA
- 1998-2000 AmeriCorps Partner, Partners in School Innovation, San Francisco, CA

PUBLIC AND PROFESSIONAL SERVICE**Public Engagement**

- 2026 Keynote speaker. Symposium Day. Bard High School Early College, Queens.
- 2026 Featured speaker. UConn Educational Leadership Program Alumni Event. Connecticut Association of Public Schools Superintendents.
- 2025 Contributor. "Diversity, Democracy, and New York City Schools." Brooklyn Book Festival.
- 2024 Organizer. "Implementing the Black and Latino Studies Elective in Connecticut High Schools." Center for Education Policy Analysis, Research, and Evaluation. University of Connecticut.
- 2023-2024 Contributor. "Public Learning for a Multiracial Democracy: A Project to Construct a New Narrative." W.T. Grant Foundation strategic initiative.
- 2022 Panelist. "Teaching Race History and Reading Banned Books: Conversations on Intellectual Freedom." Harriet Beecher Stowe Center. Hartford, CT.
- 2021 Contributor. "This is America: Critical Race Theory." University of Connecticut.
- 2021 Activists x Academics working group member. UCLA Civil Rights Project & Teens Take Charge.
- 2019-2020 Facilitator. Reimagining Education Summer Institute. Teachers College.
- 2018 Contributor. NYC Parent Action Conference symposium on school integration.
- 2018 Contributor. Discussion of *Backpack Full of Cash*. Barnard College. New York, NY.
- 2015-2017 Socioeconomic Integration working group member. NYC Community School District.
- 2016 School Funding Equity working group member. PTALink. New York City.

National Service

- Mentor UCEA Research Development Program (2025-present)

Committee Chair	AERA Division L Outstanding Dissertation Award (2024-2025)
Editorial Board	<i>American Educational Research Journal</i> (2022-present)
Editor	“What is Possible and What is Desirable: Race and School Quality Across Local Contexts.” Special Issue of <i>Educational Policy</i> 36(4).
Journal Reviewer	<i>Educational Administration Quarterly</i> , <i>Leadership and Policy in Schools</i> , <i>Educational Evaluation and Policy Analysis</i> , <i>Journal of Educational Policy</i> , <i>Education Policy Analysis Archives</i> , <i>AERA Open</i> , <i>Educational Policy</i> , <i>Educational Researcher</i> , <i>Urban Education</i> , <i>The Urban Review</i> , <i>Sociology of Education</i> , <i>Sociology of Race and Ethnicity</i> , <i>Anthropology and Education Quarterly</i> , <i>Teachers College Record</i> , and <i>Whiteness and Education</i>
Conference Reviewer	American Educational Research Association, Divisions G and L; University Council for Educational Administration

MEDIA MENTIONS

- Urban Matters*. September 3, 2025. “In NYC Schools, What Integration Can – and Can’t – Accomplish.” <https://www.centrernyc.org/urban-matters-2/in-nyc-schools-what-integration-can-and-cant-accomplish>
- Talk Out of Town*. August 24, 2025. “Is Integration the Solution to Attain Racial Equity in NYC Schools?” <https://talk-out-of-school.simplecast.com/episodes/is-integration-the-answer>
- New Books Network Podcast*. August 10, 2025. “Unequal Lessons: School Diversity and Educational Inequality in New York City.” <https://newbooksnetwork.com/unequal-lessons>
- UConn Today*. August 5, 2025. “10 Questions with Alexandra Freidus on School Diversity and Educational Inequity.” <https://today.uconn.edu/2025/08/10-questions-with-alexandra-freidus-on-school-diversity-and-educational-inequity/>
- UConn Today*. April 30, 2025. “Two Neag School Faculty Named Outstanding Reviewers by AERA.” <https://today.uconn.edu/2025/04/two-neag-school-faculty-named-outstanding-reviewers-by-aera-2/>
- Voices for their Future*. April 15, 2025. “High-Stakes Schooling and Disability Advocacy.” <https://podcasts.apple.com/se/podcast/high-stakes-schooling-disability-advocacy/id1801549742?i=1000703629085>
- Stamford Advocate*. February 18, 2025. “See how racial demographics vary between Connecticut public and private schools, according to data.” <https://www.stamfordadvocate.com/news/education/article/ct-public-private-schools-most-segregated-race-20058483.php>
- UConn Today*. November 13, 2024. “Neag School Researcher Receives Funding to Develop New School District Integration Plans.” <https://today.uconn.edu/2024/11/neag-school-researcher-receives-funding-to-develop-new-school-district-integration-plans/>
- UConn Today*. November 12, 2024. “Mandating an Elective? The Implementation of Black and Latino Studies Courses in Connecticut High Schools.” <https://today.uconn.edu/2024/11/mandating-an-elective-the-implementation-of-black-and-latino-studies-courses-in-connecticut-high-schools/>

USA Today. April 12, 2022. “Diverse Schools are Taking a New Approach to Anti-Racism: Training White Parents.” <https://www.yahoo.com/news/diverse-schools-taking-approach-anti-090023586.html>

Fortune. June 7, 2020. “Escaping ‘Zoom Fatigue’ is Surprisingly Complicated.” <https://fortune.com/2020/06/07/zoom-fatigue-hangovers-children-workplace-stress-privacy/>

The Washington Post. September 20, 2019. “As Cities Gentrify and Schools Diversify, PTOs Grapple to Ensure All Parent Voices Are Heard.” https://www.washingtonpost.com/local/education/as-cities-gentrify-and-schools-diversify-ptos-grapple-to-ensure-all-parent-voices-are-heard/2019/09/20/50314488-7277-11e9-8be0-ca575670e91c_story.html

Bloomberg. July 15, 2019. “How U.S. Childcare is Segregated: A Brooklyn Story.” <https://www.bloomberg.com/news/articles/2019-07-15/how-u-s-child-care-is-segregated-a-brooklyn-tale>

The Atlantic. July 13, 2016. “How Marginalized Families Are Pushed Out of PTAs.” <https://www.theatlantic.com/education/archive/2016/07/how-marginalized-families-are-pushed-out-of-ptas/491036/>

PROFESSIONAL AFFILIATIONS AND CERTIFICATIONS

American Educational Research Association

Division A: Administration, Organization, and Leadership

Division G: Social Contexts of Education

Division L: Education Policy and Politics

University Council for Educational Administration

American Anthropological Association, Council on Anthropology and Education

American Sociological Association, Sociology of Education and Sociology of Children and Youth

California Clear Teaching Credential

Secondary Social Studies, English Language Arts, and Cross-Cultural Language Acquisition and Development