

Alexandra J. Freidus

Department of Educational Leadership
Neag School of Education
University of Connecticut, 249 Glenbrook Rd., Unit 3064, Storrs CT 06269
alexandra.freidus@uconn.edu
www.alexandrafreidus.com

ACADEMIC APPOINTMENTS AND AFFILIATIONS

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

EDUCATION

- Ph.D., New York University, Urban Education 2018
- M.A., Mills College, Social Studies and English Language Arts Education 2007
- B.A., Brown University, History 1998

PUBLICATIONS

Books

Freidus, Alexandra. Under contract. *No Magic: School Diversity, Educational Policy, and Young People's Learning in New York City*. NYU Press.

Peer-Reviewed Journal Articles

Freidus, Alexandra. 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, Alexandra and 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, Alexandra. 2022. "Segregation, Diversity, and Pathology: Constructing School Quality in Gentrifying New York." *Educational Policy* 36(4): 822-848. DOI: 10.1177/08959048221087206
- Freidus, Alexandra. 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, Alexandra. 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, Alexandra. 2020. "Modes of Belonging: Debating School Demographics in Gentrifying New York." *American Educational Research Journal* 57(2): 808-839. DOI: 10.3102/0002831219863372
- Freidus, Alexandra. 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, Alexandra. 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, Alexandra and Pedro Noguera. 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, Alexandra, Rachel Fish, and Erica Turner. Forthcoming. "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.
- Freidus, Alexandra and Eve Ewing. 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, Alexandra and Pedro Noguera. 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

- Mastrogiovanni, Danielle* and Alexandra Freidus. "‘Deeper Than a Lesson’: District Superintendents’ Approaches to Culturally Relevant Practices." Under review.

* An asterisk denotes a student author.

Public Scholarship

Freidus, Alexandra. 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, Alexandra. 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, Alexandra. 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, Alexandra. 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, Alexandra. 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

External Grants

- 2023 Spencer Foundation Pilot Vision Grant. \$75,000. Co-PI.
Beyond the Black/White Binary: Co-Conceptualizing School Diversity for a Multiracial Democracy, with Adriana Villavicencio and Erica Turner.
- 2022 Spencer Foundation Racial Equity Special Research Grants Program. \$74,932. PI.
Young People as Policy Actors: School Integration and Educational Justice in New York City.

Internal Grants

- 2023 University of Connecticut Scholarship Facilitation Fund. \$2,000.
- 2022 University of Connecticut Research Excellence Program. \$24,997. PI.
A Qualitative Study of the Implementation of Ethnic Studies Mandates in Majority White Connecticut Schools.
- 2020 Seton Hall University Research Council Grant. \$10,000. PI.
Youth Activism, Civic Learning, and Educational Policymaking in New York City.

SELECTED HONORS, FELLOWSHIPS, AND AWARDS

- 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**Selected Invited Talks & Symposia**

- 2022 Teaching Race History and Reading Banned Books: Conversations on Intellectual Freedom. Harriet Beecher Stowe Center. Hartford, CT.
- 2022 Belonging and Gentrification in Educational Policy. University of Wisconsin. Madison, WI.
- 2022 Youth Activism and Educational Change in New York City. University of Georgia. Athens, GA.
- 2022 Modes of Belonging: Interrogating Race and Education. University of California, Irvine. Irvine, CA.
- 2022 School Gentrification and Critical Policy Studies. University of Maryland. College Park, MD.
- 2022 Doing Fieldwork with Children. University of North Texas. Denton, TX.
- 2021 Researcher Positionality. Just Education Policy: An Institute for Developing Scholars. University of Georgia. Atlanta, GA.
- 2021 Problem Children and Children with Problems: Ethics in the Field. York University. Toronto, ON.
- 2021 Problem Children and Children with Problems: Relationships and Methods in Qualitative Fieldwork. Iowa State University. Ames, IA.

- 2021 Modes of Belonging: Neoliberal Progressivism and Educational Change. Virginia Commonwealth University. Richmond, VA.
- 2021 School Segregation in New York City: Status and Struggles. Barnard College. New York, NY.
- 2020 Ethnographic Fieldwork in Schools. New York University. New York, NY.
- 2019 A Great School Benefits Us All: Gentrification and Urban Education. University of Pennsylvania. Philadelphia, PA.
- 2018 Promising Scholarship in Education: Dissertation Fellows and Their Research Poster Session. American Educational Research Association. New York, NY.
- 2018 Discussion and screening, *Backpack Full of Cash*. Barnard College. New York, NY.
- 2018 “Race, Class, and Belonging: Desegregating Schools in Gentrifying New York.” National Academy of Education Meeting and Spring Fellows Retreat. Washington, D.C.
- 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.

Selected Peer-Reviewed Conference Papers

- 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.
- 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 “Contested Justice: Rethinking Educational Equity through New York City's COVID-19 School Reopening Debates” (with Erica Turner). American Educational Research Association. San Diego, CA.
- 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

Graduate Teaching

University of Connecticut (2021-)

Educational Policy and Politics

Policies for Improvement: Mobilizing School and Community

Inquiry and Research in Educational Leadership

Critical Reading Practicum

Dissertation Chair: Andrea Chudzik; Ashley Shaw; Kenneth Daly; Matthew Brown

Doctoral Committee: Hannah Cooke; Tatiana Gomez; Heather McDonald; Katherine Leonard;

Nicole Walsh; Rebecca Bissonnette; Danielle DeRosa (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)

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

Undergraduate Teaching

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

K-12 Teaching

History, Lick-Wilmerding High School, San Francisco, CA (2008-09)

History and English Language Arts, Berkeley High School, Berkeley, CA (2004-2008)

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 Service

2023 Social-Psychological and Sociological Research Review team member, "Public Learning for a Multiracial Democracy: A Project to Construct a New Narrative" W.T. Grant Foundation strategic initiative

- 2021 This is America: Critical Race Theory panelist, University of Connecticut
- 2021 Activists x Academics working group member, UCLA Civil Rights Project & Teens Take Charge
- 2019-2020 Reimagining Education Summer Institute facilitator, Teachers College
- 2018 NYC Parent Action Conference symposium on school integration
- 2015-2017 Socioeconomic Integration working group member, NYC public schools
- 2016 School Funding Equity working group member, PTALink

Service to the Profession

- Editorial Board *American Educational Research Journal*
- Editor “What is Possible and What is Desirable: Race and School Quality Across Local Contexts.” Special Issue of *Educational Policy* 36(4).
- Journal Reviews *The Urban Review* (Reviewer Excellence Award), *Teachers College Record*, *Urban Education*, *Educational Administration Quarterly*, *Leadership and Policy in Schools*, *Educational Policy*, *Journal of Educational Policy*, *AERA Open*, *Education Policy Analysis Archives*, and *Anthropology and Education Quarterly*
- Conference Reviews American Educational Research Association, Divisions G and L; University Council for Educational Administration

AFFILIATIONS AND CERTIFICATIONS

- American Educational Research Association, 2014-present
 Division G: Social Contexts of Education
 Division L: Education Policy and Politics
 Special Interest Group: Critical Educators for Social Justice
- University Council for Educational Administration, 2021-present
- American Anthropological Association, 2017-present
 Council on Anthropology and Education
- California Clear Teaching Credential
 Secondary Social Studies, English Language Arts, and Cross-Cultural Language Acquisition and Development

MEDIA MENTIONS

USA Today, April 12, 2022. “Diverse Schools are Taking a New Approach to Anti-Racism: Training White Parents.”

Fortune, June 7, 2020. “Escaping ‘Zoom Fatigue’ is Surprisingly Complicated.”

The Washington Post, September 20, 2019. “As Cities Gentrify and Schools Diversify, PTOs Grapple to Ensure All Parent Voices Are Heard.”

CityLab, July 15, 2019. “How U.S. Childcare is Segregated: A Brooklyn Tale.”

The Atlantic, July 13, 2016. “How Marginalized Families Are Pushed Out of PTAs.”