

IESHA JACKSON

University of Nevada, Las Vegas
College of Education
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EDUCATION

Ed.D.	Teachers College, Columbia University Curriculum and Teaching <i>Dissertation:</i> “Voicing a need for radical praxis: How race, gender, and age influence the schooling of overage, under-credited African American students” <i>Advisor:</i> Dr. Michelle G. Knight-Manuel	2015
M.Ed.	Arizona State University Educational Administration	2007
B.A.	Arizona State University English Literature	2002

TEACHING AND RESEARCH INTERESTS

Educational Equity for Students of Color Culturally Relevant and Sustaining Pedagogies	Teaching and Learning in Urban Schools Sociocultural Contexts of Teaching
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FELLOWSHIPS AND AWARDS

National Center for Institutional Diversity Exemplary Diversity Scholar
University of Michigan
April 2015

Dean’s Research Dissertation Fellowship
Teachers College, Columbia University
September 2014
Award amount: \$6,000

Asa Hilliard/Barbara Sizemore Research Fellow
American Educational Research Association
April 2012

Arthur Zankel Urban Fellowship: Umoja Readers and Writers Program
Teachers College, Columbia University
September 2011
Award amount: \$10,000

Selected and funded participant in the seminar on Critical Race Studies in Education

Iesha Jackson

(480) 247-3004 | iesha.jackson@asu.edu

American Educational Research Association
April 2011
Award amount: \$500

Arthur Zankel Urban Fellowship: Science Education Program
Teachers College, Columbia University
September 2009
Award amount: \$10,000

Curriculum and Teaching Departmental Fellowship
Teachers College, Columbia University
September 2009 – May 2012
Award amount: \$60,000 plus tuition

RESEARCH AND CONSULTING EXPERIENCE

Postdoctoral Research Scholar, Arizona State University, Tempe, AZ

August 2015 – May 2017
Center for the Art and Science of Teaching
Mary Lou Fulton Teachers College

Professional Development Consultant, New York City Department of Education, New York, NY

May 2012 – January 2014
Empowering Boys Initiative

Research Assistant, Teachers College, Columbia University, New York, NY

January 2011 – May 2015
Research Assistant to Dr. Michelle Knight-Manuel as part of the *NYC DOE Expanded Success Initiative, Culturally Responsive Education Professional Development* initiative
Research Assistant to Dr. Yolanda Sealey-Ruiz with the *Mentoring Black and Latino Males through Umoja Readers and Writers Program*
Research Assistant to Dr. Felicia Mensah for the *Pre-service Teachers of Color in Science Education* project

Doctoral Research Fellow, Teachers College, Columbia University, New York, NY

January 2010 – December 2013
Teaching Residents at Teachers College (TR@TC)
Research supervised by Dr. A. Lin Goodwin

TEACHING APPOINTMENTS

Assistant Professor of Teacher Education, University of Nevada, Las Vegas, NV

CIS 603: Secondary Process and Instruction	Fall 2017
CIG 603: Urban Education	Spring 2018
CIG 690: Teachers as Action Researchers	Spring 2018

Postdoctoral Research Scholar, Arizona State University, Tempe, AZ

DCI 691: Teacher Education Research and Practice	Fall 2016
TEL 212: Understanding the Culturally Diverse Child	Spring 2016

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Adjunct Instructor/Teaching Assistant, Teachers College, Columbia University, New York, NY

Teacher Opportunity Corps Seminar

Spring 2011 – Spring 2015

Action Research

Fall 2013 – Spring 2015

Qualitative Research Methods for Classrooms and Teaching

Spring 2012

Theory and Inquiry in Curriculum and Teaching

Fall 2010

High School English Teacher, Tempe High School, Tempe, AZ

July 2004 – July 2009

Freshman English

Sophomore English

Junior English

Senior English

Summer Bridge

Reading Strategies

PUBLICATIONS

Peer Reviewed Journal Articles

Jackson, I., & Knight, M. G. (Accepted). “Color does not equal consciousness”: Educators of color learning to enact a sociopolitical consciousness. *Journal of Teacher Education*.

Mensah, F., & **Jackson, I.** (In press). Whiteness as property in science teacher education. *Teachers College Record*.

Jackson, I. (2016). Toward a radical praxis for overage, under-credited African American students. *Journal of Urban Learning, Teaching, and Research*, 12, 75-87.

Knight-Manuel, M. G., Marciano, J. E., Wilson, M., **Jackson, I.**, Vernikoff, L., Zuckerman, K. G., & Watson, V. W. (2016). “It’s all possible”: Urban educators’ perspectives on creating a culturally relevant, schoolwide, college-going culture for Black and Latino male students. *Urban Education*, (ahead-of-print), doi 0042085916651320.

Watson, W., Sealey-Ruiz, Y., & **Jackson, I.** (2016). Daring to care: The role of culturally relevant care in mentoring Black and Latino male high school students. *Race Ethnicity and Education*, 19(5), 980-1002.

Jackson, I., Sealey-Ruiz, Y., & Watson, W. (2014). Reciprocal love: Mentoring Black and Latino males through an ethos of care. *Urban Education*, 49(4), 394-417.

Allen, K. M., **Jackson, I.**, & Knight, M. G. (2012). Complicating culturally relevant pedagogy: Unpacking West African immigrants’ cultural identities. *International Journal of Multicultural Education*, 14(2), 1-28.

Book Chapters and Reviews

Jackson, I. (Accepted). Not suspended but not protected: A critical race theory analysis of school-based mediation for overage, under-credited Black female students. In V. Evans-Winters, M. Lane, & M. Bethune (Eds.), *Let Us Live: Education for Racial Justice and Human Freedom*. Book chapter.

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Jackson, I. (Accepted). [Review of the book *School integration matters: Research-based strategies to advance equity*, by Frankenberg, E., Garces, L. M., & Hopkins, M. (Eds.)]. *Journal of Educational Research*.

Manuscripts in Preparation

Jackson, I. “It’s this one teacher...I don’t like him”: The role of gender in establishing culturally relevant caring relationships.

Jackson, I. Managing the classroom begins with understanding oneself: Early career teachers as culturally responsive classroom managers.

Jackson, I. & McIntosh, K. A. (Re)membering and Becoming Black Women Teacher Educators.

Jackson, I. & Ransom, J. Struggling to Fully Care about Black Male Students in Alternative School Spaces.

CONFERENCE PRESENTATIONS

Jackson, I. & Ransom, J. (2017). Black Male Students’ Struggle to be Fully Cared About in Non-traditional School Spaces. Paper presentation at the American Educational Research Association annual conference. San Antonio, TX.

Jackson, I. (2017). “It’s this one teacher...I don’t like him”: The role of gender in establishing culturally relevant caring relationships. Paper presentation at the American Educational Research Association annual conference. San Antonio, TX.

Jackson, I. Managing the classroom begins with understanding oneself: Early career teachers as culturally responsive classroom managers. Paper presentation at the American Educational Research Association annual conference. San Antonio, TX.

Jackson, I. (2016). Toward a radical praxis for overage, under-credited Black students. Paper presentation at the American Educational Studies Association annual conference. Seattle, WA.

Jackson, I. (2016). Segregated and silenced: Schooling overage, under-credited Black students in New York City. Poster presentation at the National Youth At-Risk Conference. San Antonio, TX.

Knight, M. G., **Jackson, I.**, Corwin, E., & Dunn, L. (2014). “I have to dig deep into my soul: Examining culturally responsive assessments supporting Black and Latino males’ college readiness. Paper presentation at the Culturally Responsive Evaluation and Assessment semiannual meeting. Chicago, IL.

Jackson, I. (2014). Race, gender, and age: Schooling experiences of overage, under-credited African American high school students. Paper presentation at the American Educational Research Association annual meeting. Philadelphia, PA.

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Jackson, I., & Knight, M. G. (2014). From me to we: Faculty of color increasing college readiness for Black and Latino males. Poster presentation at the American Educational Research Association annual meeting. Philadelphia, PA.

Mensah, F., **Jackson, I.,** Ronan, D., Mahfood, D. & Daftedar, R. (2014). Implementation of edTPA™ as a community of practice. Symposium presentation at the Association for Science Teacher Education national conference. San Antonio, TX.

Kolman, J., Pratt, S., & **Jackson, I.** (2013). Intellectual poverty in approaches to teacher preparation. Paper presentation at the American Educational Research Association annual meeting. San Francisco, CA.

Mensah, F., & **Jackson, I.** (2012). Whiteness as property in science teacher education. Paper presentation at the Critical Race Studies in Education Association national conference. New York, NY.

Sealey Ruiz, Y., **Jackson, I.,** & Watson, W. (2012). Give them something to talk about: Racial Literacy Roundtables as a way of building community in higher education. Workshop presentation at the Critical Race Studies in Education Association national conference. New York, NY.

Allen, K. M., **Jackson, I.,** & Knight, M. G. (2012). Complicating culturally relevant pedagogy: Unpacking African immigrants' cultural identities. Roundtable presentation at the American Educational Research Association annual meeting conference. Vancouver, BC.

Watson, W., **Jackson, I.,** & Sealey Ruiz, Y. (2012). Trust and warm demanding: The impact of culturally relevant care on Black and Latino male students. Paper presentation at the American Educational Research Association annual meeting. Vancouver, BC.

Mensah, F., & **Jackson, I.** (2012). (Re)Visions of science and science teaching: Students of color transforming their ideas of teaching science in urban schools. Poster presentation at the National Association for Research in Science Teaching international conference. Indianapolis, IN.

Jackson, I. and Watson, W. (2012). Examining internal and external labels. Racial Literacy Roundtable workshop delivered at Teachers College, Columbia University, New York, NY.

Kolman, J., & **Jackson, I.** (2011). A teacher residency program: Stories of recruitment and effectiveness. Paper presentation delivered to the American Association of Colleges for Teacher Education. San Diego, CA.

SELCECTED INVITED LECTURES AND PRESENTATIONS

Jackson, I. (2016). Who and what do you see? An Introduction to Racial Literacy. Workshop for the Educators Academy at Arizona State University. Tempe, AZ.

Jackson, I. (2016). On the market: A discussion about postdoctoral fellowships. Invited panelist for the Alpha Upsilon Alpha Honor Society at Arizona State University. Tempe, AZ.

Jackson, I. (2016). Cultivating culturally relevant caring relationships for 'overage, under-credited' African American students. Guest Lecture for Inequality and Diversity in Education course. Arizona State University. Tempe, AZ.

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Jackson, I. (2015). Radical praxis in teacher education: Centering race, experience, and voice to improve student outcomes. Research colloquium for doctoral students. Arizona State University. Tempe, AZ.

Sealey Ruiz, Y. & **Jackson, I.** (2011 and 2012). Writing across the disciplines. Workshop at the Open Society Institute (OSI). New York, NY.

SERVICE

Service to Organizations

Peer reviewer, Proposals for *American Educational Studies Association* (AESA) annual conference (2016 - 2017)

Peer reviewer, Proposals for *National Association of Multicultural Education* (NAME) annual conference (2016)

Discussant and Session chair, *American Education Research Association* (AERA) annual conference (2015 - 2017)

Peer reviewer, Proposals for the Research Focus on Black Education SIG *American Education Research Association* (AERA) annual conference (2013 - 2016)

Conference volunteer, *Critical Race Studies in Education Association* (CRSEA) annual conference (2012)

Peer reviewer, Proposals for *Critical Race Studies in Education Association* (CRSEA) annual conference (2011 and 2012)

Research related

Reviewer, *Anthropology and Education Quarterly* (2017)

Reviewer, *Urban Education* (2015 – 2016)

Reviewer, *Journal of Negro Education* (2015 – present)

Reviewer, *International Journal of Multicultural Education* (2012 – present)

Teaching related

Volunteer tutor, Tempe High School, Tempe, AZ (2016)

Volunteer tutor, MentorKids, Phoenix, AZ (2016)

Volunteer Instructor, Forsyth Satellite Academy High School, New York, NY (2010 – 2013)

ORGANIZATION MEMBERSHIPS

Member, American Educational Studies Association (AESA), 2016 – present

Member, American Education Research Association (AERA), 2010 – present

Member, Critical Race Studies in Education Association (CRSEA), 2010 – present

Member, National Association for Multicultural Education (NAME), 2015 – present

Member, National Council of Teachers of English (NCTE), 2016 – present

Member, Sisters of the Academy (SOTA), 2010 – present

CURRENT CERTIFICATIONS

Secondary English certified through the Arizona Department of Education

K-12 Administration certified through the Arizona Department of Education