

TRAVIS J. BRISTOL, Ph.D.

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Berkeley, CA 94720

EDUCATION:

May 2014 **Columbia University**, New York, NY. Doctor of Philosophy in Education Policy

June 2004 **Stanford University**, Stanford, CA. Master of Arts in Education

May 2003 **Amherst College**, Amherst, MA. Bachelor of Arts in English (distinction)

PROFESSIONAL EXPERIENCE:

Assistant Professor. **University of California, Berkeley**. (July 2018 – Present)

Faculty Affiliate: Institute for Research on Labor and Employment; Center for Research on Social Change

Peter Paul Assistant Professor. **Boston University School of Education**. (August 2017 – June 2018); Assistant Professor of Education. **Boston University School of Education**. (July 2016 – August 2017)

Research and Policy Fellow. **Stanford Center for Opportunity Policy in Education**. (August 2014 – June 2016)

Faculty Advisor: Linda Darling-Hammond

Clinical Teacher Educator. **Boston Teacher Residency**. (June 2011 – July 2014)

English Teacher. **New York City Department of Education**. (September 2004 – June 2009)

AWARDS AND FELLOWSHIPS (selected):

National Academy of Education/Spencer Postdoctoral Fellowship, Washington, D.C., 05/2020

Ford Foundation Postdoctoral Fellowship, Washington, D.C., 06/2019

Comparative and International Education Society, African Diaspora SIG Emerging Scholar, San Francisco, CA, 05/2019

Thomas B. Fordham Institute Emerging Education Policy Scholar, Washington, D.C., 9/2017

Peter Paul Career Development Professorship at Boston University, Boston, MA, 08/2017

American Association of Colleges for Teacher Education Teacher Diversity Research Award, Washington, D.C., 12/2015

National Academy of Education/Spencer Dissertation Fellowship, Washington D.C., 05/2013

Ford Foundation Dissertation Fellowship, Washington D.C., 05/2013 **(declined)**

American Educational Research Association Minority Dissertation Fellowship, Washington, D.C., 05/2013 **(declined)**

John Woodruff Simpson Fellow in Education Policy, Amherst, MA, 09/2009

The Amherst College Commitment to Teaching Fellowship, '54, Amherst, MA, 4/2006

The Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color, New York, NY, 3/2002

REFEREED PUBLICATIONS: (graduate students' names are marked with an asterisk)

1. Bristol, T. J. & *Esboldt, J. (2020). Curricular contradictions: Negotiating between pursuing national board certification and an urban district's direct instruction mandate. *Harvard Educational Review*, 90 (3), 474 - 496
2. Bristol, T. J. (2020). A tale of two types of schools: An exploration of how school working conditions influence Black male teacher turnover. *Teachers College Record*, 122 (3), 1 – 41.
3. Bristol, T. J., Wallace, D. J., *Manchanda, S., & *Rodriguez, A. (2020). Supporting ethnoracially diverse male preservice teachers of color: Evidence from an alternative teacher certification program. *Peabody Journal of Education*. <https://doi.org/10.1080/0161956X.2020.1828690>
4. Bristol, T. J. (2020). Black men teaching: Toward a theory of social isolation in organizations. *Race Ethnicity and Education*, 23(3), 288-306.
5. Noonan, J. & **Bristol, T. J.** (2020). "Taking care of your own": Parochialism, pride of place, and the drive to diversify teaching. *AERA Open*, 6 (4), 1 - 12
6. Woodson, A., N. & **Bristol, T. J.** (2020). Male teachers of color: Charting a new landscape for educational research. *Race Ethnicity and Education*, 23(3), 281-287.
7. Bristol, T. J. & Shirrell, M. (2019). Who is here to help me?: The work-related social networks of teachers of color. *American Educational Research Journal*, 56(3), 868-898.
8. Bristol, T. J. & Goings, R. B. (2019). Exploring the boundary heightening experiences of Black male teachers: Lessons for teacher education. *Journal of Teacher Education*, 70(1), 51-64.
9. Bristol, T. J. & *Martin-Fernandez, J. (2019). The added value of Latinx and Black Teachers for Latinx and Black students: Implications for policy. *Policy Insights from Behavioral and Brain Science*, 6(2), 147-153.
10. Bristol, T. J. & Mentor, M. (2018). Policing and teaching: The positioning of Black male teachers as agents in the universal carceral apparatus. *The Urban Review*, 50(2), 1-17.
11. Bristol, T.J. (2018). To be alone or in a group: An exploration into how the school-based experiences differ for Black male teachers across one urban school district. *Urban Education*, 53(3), 1-21.
12. Goings, R. B., **Bristol, T. J.**, & Walker, L. (2018). From refugee to teacher: The transition experiences of one Black male immigrant nontraditional health education major at an HBCU. *Journal for Multicultural Education*, 12 (2), 126-143.
13. Waite, S, Mentor, M., & **Bristol, T. J.** (2018). Growing our own: Reflections on developing a pipeline for male educators of color. *Journal of the Center for Policy Analysis and Research*, 1(1), 148-166.
14. Bristol, T.J. (2017). Why teachers and students stay home: A mixed-method analysis of teacher and student absenteeism across nine schools in Guyana. *International Journal of Comparative Education and Development*, 19(4), 134-149.
15. Snyder, J., & **Bristol, T. J.** (2015). Professional accountability for improving life, college, and career readiness. *Education Policy Analysis Archives*, 23(6), 1 – 30.

16. Bristol, T.J. (2015). Teaching Boys: Towards a theory of gender relevant pedagogy. *Gender and Education*, 27(1), 53-68.

BOOK CHAPTERS:

17. Bristol, T. J. & *Ballard, A. (forthcoming). Teaching in an age of state sanctioned lynching: Employing culturally sustaining pedagogy to respond to persistent social inequity” (in D. Hucks, Y. Sealy-Ruiz, V. Showunmi (Eds.), *Purposeful teaching and learning in diverse contexts: Implications for equity, access, and achievement*.
18. Bristol, T. J. (2014). Not strangers: How social distance influences Black male teachers’ perceptions of their male students of color. In Y. Sealy-Ruiz, C. Lewis, & I. Toldson (Eds.), *Teacher education and the black community*. Charlotte: Information Age Publishing.

NON-REFEREED PUBLICATIONS:

19. Bristol, T. J. (2019). The added value of Latino and Black teachers for Latino and Black students: Implications for the reauthorization of the higher education act. Brookings Institute’s Brown Center Chalkboard.
20. Bristol, T. J. & *Gordon, C. D. (2019). Desk review to support the development of the Guyana education sector plan 2019-2030. United Nations Children’s Fund (UNICEF).
21. *Esboldt, J. & **Bristol, T. J.** (2018, November 8). [Review of the book *Systems for instructional improvement: Creating coherence from the classroom to the district office* by P. Cobb, K. Jackson, E. Henrick, & T. Smith]. *Teachers College Record*.
22. Stosich, E. L. & **Bristol, T. J.** (2018). Moving from teacher quality to advancing a new perspective on teaching quality: A critical synthesis. Stanford Center for Opportunity Policy in Education.
23. Bristol, T. J. (2017, February 21). Supporting novice teachers to develop culturally sustaining performance based assessments. *Education Week Teacher*.
24. Bristol, T. J. (2016, May 15). The troubling shortage of Latino and Black teachers – and what to do about it. *The Washington Post*.
25. Paris, D. & **Bristol, T. J.** (2016, May 14). Culturally sustaining pedagogy increases student engagement. *Education Week Teacher*.
26. Bristol, T. J. (2015). Male teachers of color take a lesson from each other. *Phi Delta Kappan*, 92 (2), 36-41.
27. Bristol, T. J. (2015). Professional development for male teachers of color. *ASCD Express*, 10, 13.
28. Bristol, T. J. & White, T. (2015, September 22). Three-part series on how school districts, teacher education programs, and alternative certification programs are responding to the call to increase the racial/ethnic diversity of America’s teaching force. *Education Week Teacher*.
29. Bristol, T. J. & Goldenberg, C. (2015). Teachable moments and academic rigor: A mini-unit. *Edutopia*.
30. Bristol, T. J. (2015, April 28). Black male teachers: There aren't enough of them. *The Washington Post*.
31. Ladson-Billings, G., **Bristol, T. J.**, White, T. (2015, January 6). Response: The teachers of color disappearance crisis. *Education Week Teacher*.

32. Bristol, T. J. (2014). Race and violence should be a school-wide subject. *Edutopia*.
33. Marinell, W. H., Coca, V.M., Arum, R., Goldstein, J., Kemple, J., Pallas, A., **Bristol, T. J.**, Buckley, C., Scallon, A., & Tanner, B. (2013). Who stays and who leaves? Findings from a three-part study of teacher turnover in NYC middle schools. The Research Alliance for New York City Schools.

MANUSCRIPTS IN REVIEW:

3. White, T., **Bristol, T. J.**, Britton, T. A. (revise and resubmit). The role of a social justice learning community: A mixed-method exploration of efficacy in non-cognitive development between teacher fellowship recipients. *Urban Education*.
2. Bristol, T. J., Johnson, P., *Manchanda, S., (revise and resubmit). Culturally responsive professional development: One teachers union's professional learning community for Black male teachers. *Journal of Negro Education*.
1. Scallon, A. M., **Bristol, T. J.**, & *Esboldt, J. (under review). Teachers' perceptions of principal leadership practices that influence teacher turnover. *Journal of Research on Leadership Education*.

EDITED VOLUME IN PREPARATION

1. Gist, C. & Bristol, T. J. *The Handbook of Research on Teachers of Color*.

MANUSCRIPTS IN PREPARATION:

3. Bristol, T. J. & *Jones, M., Noonan, J. Diversity mixed messages: Misalignment between stated policies and enacted practices aimed at hiring teachers of color.
2. Bristol, T. J., Mustafaa, F., *Torres, R. Preparedness to teach: Certification type, race, and gender.
1. Yuan, T. & **Bristol, T. J.** Cultivating new voices: Learning from the experiences of novice Asian American male teachers in one urban school district.

GRANTS: (Total: \$2, 048, 817)

Preparing Veteran Teachers to Differentiate Learning for Novice Male Teachers of Color National Academy of Education/Spencer Foundation: \$70,000 Principal Investigator: Travis J. Bristol	2020 - 2022
Handbook of Research on Teachers of Color The Ewing Marion Kauffman Foundation: \$60,000 Principal Investigator: Conra Gist and Travis J. Bristol	2020 - 2022
An Exploration of a Professional Learning Community for Novice Male Teachers of Color Institute for Research on Labor and Employment: \$20,000 Principal Investigator: Travis J. Bristol	2020-2021
A Community of Practice for Education Leaders of Color Charles and Lynn Schusterman Family Foundation: \$367,800 Principal Investigator: Travis J. Bristol	2019 - 2021

Bristol. Vitae Long-Run Impacts of Student-Teacher Ethnoracial Match in New York City Chan Zuckerberg Initiative: \$262,633 Principal Investigator: Travis J. Bristol, Matthew Shirrell, and Tolani Britton	2019 - 2021
Long-Run Impacts of Student-Teacher Ethnoracial Match in New York City Walton Family Foundation: \$262,634 Principal Investigator: Travis J. Bristol, Matthew Shirrell, and Tolani Britton	2019 - 2021
Compton Unified School District Male Teachers of Color Support and Retention Study FEDCO Charitable Foundation: \$248,571 Principal Investigator: John Reveles and Travis J. Bristol	2019 - 2021
Handbook of Research on Teachers of Color Bill and Melinda Gates Foundation: \$202,500 Principal Investigator: Conra D. Gist and Travis J. Bristol	2019 - 2020
Developing Male Teachers of Color Ford Foundation: \$45,000 Principal Investigator: Travis J. Bristol	2019 - 2020
Development of the Guyana Education Sector Plan United Nations International Children's Emergency Fund (UNICEF): \$10,000 Principal Investigator: Travis J. Bristol	2018 - 2019
Early Career Learning Labs National Education Association: \$10,000 Principal Investigator: Travis J. Bristol	2018 - 2019
Student-Teacher Ethnoracial Match and Student Outcomes in Large Urban School Districts: Evidence from NYC William T. Grant Foundation: \$48,959 Principal Investigator: Matthew Shirrell and Travis J. Bristol	2018 - 2019
NYC Men Teach New York City Department of Education: \$255,000 Principal Investigator: Travis J. Bristol	2016 - 2019
Framing, Examining, and Charting the Landscape of Research on Teachers of Color Research Conference American Educational Research Association: \$35,000 Principal Investigator: Conra D. Gist and Travis J. Bristol	2018
Waltham Public Schools Teacher Diversity Study Nellie Mae Education Foundation: \$20,000 Principal Investigator: Travis J. Bristol	2017 - 2018
Relay Graduate School of Education Male Pre-service Teachers of Color Study Bill and Melinda Gates Foundation: \$30,000 Principal Investigator: Travis J. Bristol	2017 - 2018
Los Angeles Unified School District Male Teachers of Color Support Planning Grant California Community Foundation: \$5,000 Principal Investigator: Travis J. Bristol	2017 - 2018

Bristol. Vitae

Peter Paul Career Development Professorship at Boston University

Trustees of Boston University: \$40,000

Principal Investigator: Travis J. Bristol

2017 - 2018

Teacher and Leader International Survey (TALIS) Initial Teacher Preparation Study

Marion and Jasper Whiting Foundation: \$5,720

Researcher in Residence, Organization for Economic Co-operation and Development

Principal Investigator: Travis J. Bristol

Summer 2017

Crafting Teacher Diversity Research Agenda

The Charles and Lynn Schusterman Family Foundation: \$2,500

Principal Investigator: Travis J. Bristol

Spring 2017

Aspiring Teachers of Color: Teacher Preparation and Retention

Woodrow Wilson National Fellowship Foundation: \$20,000

Principal Investigator: Travis J. Bristol, Terrenda White, and Tolani Britton

2014 - 2015

Black Men of the Classroom

National Academy of Education/Spencer Foundation: \$25,000

Principal Investigator: Travis J. Bristol

2013 - 2014

Black Men of the Classroom

Albert Shanker Institute: \$2,500

Principal Investigator: Travis J. Bristol

2013 - 2014

PROFESSIONAL SERVICE:

(selected)

Editorial Board, *Urban Education*

Reviewer, Spencer Foundation; *Urban Education*; *Educational Researcher*; *Journal of Teacher Education*; *Education Policy Analysis Archives*; *Journal of African American Males in Education*; *AERA Open*; *Equity and Excellence in Education*; AERA Division-K annual conference submissions.

Board of Directors, Teach Plus; National Center for Teacher Residencies; East Bay School for Boys

Discussant, American Educational Research Association Annual Conference

CONSULTANT:

(selected)

UNICEF; The World Bank; Council for Chief State School Officers; California State University; The New Teacher Project; New York City Department of Education; Boston Public Schools; Colonial School District (DE); Woodrow Wilson National Fellowship Foundation; Rowan University; Relay Graduate School of Education; SYPartners; Airbnb; XQ Super School Project

1. Bristol, T. J. & Johnson, P. (2020). Solidarity isn't enough: Race, Gender, and Teacher Professional Development. Paper presented in a symposium at the **2020 American Educational Research Association Annual Meeting**, San Francisco, CA. (Conference canceled)
2. Bristol, T. J., Wallace, D. J., Manchanda, S. K. (2020). Supporting Black male preservice teachers: Evidence from an alternative teacher certification program. Paper presented in a symposium at the **2020 American Educational Research Association Annual Meeting**, San Francisco, CA. (Conference canceled)
3. Shirrell, M. & Bristol, T. J. (2020). The effects of student-teacher ethnoracial matching on exclusionary student discipline: Evidence from New York City. Paper will be presented in a symposium at the **2020 American Educational Research Association Annual Meeting**, San Francisco, CA. (Conference canceled)
4. Noonan, J., Bristol, T. J., & Jones, M. (2019). "Taking care of your own": Parochialism, pride of place, and the drive to diversify teaching. Paper will be presented at the **2019 American Educational Research Association Annual Meeting**, Toronto, ON.
5. Waite, S., Bristol, T. J., Mentor, M., Yuan, T., Haynes, R. (2019). Differentiating professional development to grow the capacity of novice male teachers of color: A qualitative methods exploration. Paper will be presented at the **2019 American Educational Research Association Annual Meeting**, Toronto, ON.
6. Bristol, T. J. & Mentor, M. (2018). Policing and teaching: How Black male teachers embrace and resist the encapsulated role of behavior manager. Paper presented at the **2018 American Educational Research Association Annual Meeting**, New York, NY.
7. Bristol, T.J. & Shirrell, M. (2017). Who is Here to Help Me?: The Work-Related Social Networks of Teachers of Color. Paper presented at the **2017 American Educational Research Association Annual Meeting**, San Antonio, TX.
8. Bristol, T.J. & Jaquith, A. (2016). Improving Schools through School-based Professional Development Aligned with the National Boards Certification Process. Paper presented at the **2016 American Educational Research Association Annual Meeting**, Washington, D.C.
9. White, T.C., Britton, T.A., **Bristol, T.J.**, Vilson, J.L. (2016). Education for Diverse Democracy Requires Democracy for Diverse Educators: Critical Insights from National Teaching Fellows. Paper presented in a symposium at the **2016 American Educational Research Association Annual Meeting**, Washington, D.C.
10. Stosich, E., Darling-Hammond, L., Snyder, J., **Bristol, T.J.**, Bae, S. (2016). Designing Systems of Support and Accountability for Meaningful Learning: Early Lessons from State Efforts. Paper presented in a symposium at the **2016 American Educational Research Association Annual Meeting**, Washington, D.C.

11. Bristol, T.J. (2016). Differentiating Professional Development for Male Teachers of Color. Paper presented at the **2016 American Association of Colleges for Teacher Education Annual Meeting**, Las Vegas, NV.
12. Bristol, T.J. (2016). A Tale of Two Types of Schools: An Exploration of How the School Working Conditions Influence Black Male Teacher Turnover. Paper presented in a symposium at the **2016 Sociology of Education Annual Meeting**, Pacific Grove, CA.
13. Bristol, T.J. (2015). Black Men of the Classroom: How School Organizational Conditions Influence Black Male Teachers' Experiences with Performance Pressure. Paper presented in a symposium at the **2015 Academy of Management Conference**, Vancouver, B.C.
14. Bristol, T.J., Benoit, G., & Sahle, S. (2014). Boston Teacher Residency Male Educators of Color Network: A Model for Urban School Districts. Paper presented at the **2014 American Educational Research Association Annual Meeting**, Philadelphia, PA.
15. Bristol, T.J. (2013). Organizational Purgatory: An Exploration into How the Within School Experiences of Black Male Teachers Differ Across One Urban School District. Paper presented at the **2013 American Educational Research Association Annual Meeting**, San Francisco, CA.
16. Bristol, T. J. (2012). Teaching Boys: Towards a Theory of Gender Relevant Pedagogy. Paper presented at the **2012 American Educational Research Association Annual Meeting**, Vancouver, B.C.
17. Bristol, T. J. (2012). The Role of Organizational Factors in the Retention and Attrition of Male Teachers of Color. Paper presented at the **2012 American Educational Research Association Annual Meeting**, Vancouver, B.C.
18. Bristol, T. J. (2011). Plantation, Prison, Pedagogy: An Exploration Into How Male Teachers Organize Their Classrooms to Resist the Correctional Environments In Which They Teach and Their Students Learn. **Paper presented at the 2011 American Anthropological Association**, Montreal, Q.C.
19. Bristol, T. J. (2011). Bigger Carrots & Bigger Sticks: A Mixed Method Analysis of Teacher and Student Absenteeism Across Nine Schools in Guyana. **Paper presented at the 2011 American Educational Research Association Annual Meeting**, New Orleans, LA.
20. Hatch, T., Grossman, P., **Bristol, T. J.**, Venson, E. (2008). From Practice to Practice: What Novice Teachers and Teacher Educators Can Learn From One Another. **Paper presented at the 2008 Annual Meeting of the American Educational Research Association**, New York, NY.

**INVITED
PRESENTATIONS:**
(selected)

1. Bristol, T. J. (2020). Teaching Senior School District Leaders of Color to Design Equitable Policies and Practices. **Organization for Economic Co-operation and Development**, Paris, France.

2. Gist, C. & **Bristol, T. J.** (2020). An Intersectional Examination of the Research Base on Teachers of Color and Indigenous Teachers: What Works, Under What Conditions, and For Whom? Invited Presidential Session at the **2020 American Educational Research Association Annual Meeting**, San Francisco, CA. (Conference canceled)
3. Davis, J.E., **Bristol, T. J.**, Carey, R. L., Wright, B. L. (2020). Boys and men of color: New possibilities for engaged and collaborative education research and practice. Invited Presidential Session at the **2020 American Educational Research Association Annual Meeting**, San Francisco, CA. (Conference canceled)
4. Bristol, T.J. (2019). Recruiting and Supporting Teachers of Color: Starting with Ourselves. Keynote Address at the **Association of Teacher Education**, Burlington, VT.
5. Bristol, T.J. (2019). Reimagining Teacher Education to Support Teachers of Color. Keynote Address at **Brooklyn College**, Brooklyn, NY.
6. Bristol, T.J. (2019). The Research Base on Teacher Diversity. Keynote Address at the **Council for Chief State School Officers Network for Transforming Educator Preparation**, Omaha, NE.
7. Bristol, T.J. (2019). Recruiting and Supporting Teachers of Color: Starting with Ourselves. Keynote Address at the **National Center for Teacher Residencies**, Chicago, IL.
8. Bristol, T.J. (2019). Ensuring our Classrooms are Representative of Our Communities. Keynote Address at **5th Annual Trellis Unconference**, San Francisco, CA.
9. Bristol, T.J. (2019). Policy Levers for Supporting Teachers of Color. **Obama Foundation: My Brother's Keeper Rising**, Oakland, CA.
10. Bristol, T. J. (2018). Policing and Teaching: Making Teacher Ethnoracial Diversity Matter: The Role of the Legal Community. Keynote Address at **Charles Hamilton Houston Institute for Race & Justice at Harvard Law School**, Cambridge, MA.
11. Bristol, T. J. (2018). Supporting and Retaining an Ethno-racially Diverse Educator Workforce: At the Intersection of Research, Policy, and Practice. Keynote Address at the **University of Pennsylvania Graduate School of Education**, Philadelphia, PA.
12. Bristol, T. J. (2018). Policy Levers for Increasing the Ethnoracial Diversity of Teachers in Urban Public Schools. Keynote Address at **Brown University**, Providence, RI.
13. Bristol, T.J. (2017). Organizing for Diversity in a Flat World. **Organization for Economic Co-operation and Development**, Paris, France.
14. Bristol, T. J. (2017). More than Recruitment: Supporting and Retaining Teachers of Color. Keynote Address at **Yale University**, New Haven, CT.
15. Bristol, T.J. (2017). Research that Informs Practice and Policy Solutions for Increasing, Supporting, and Retaining Teachers of Color. **Harvard Graduate School of Education**, Cambridge MA.

16. Bristol, T.J. (2017). The Role of White Allies for Teachers of Color. Keynote Address at the **National Board Resource Center at Stanford University**, Stanford, CA.
17. Bristol, T.J. (2017). The Urgency of Teacher Racial/Ethnic Diversity. Keynote Address at **Wheaton College**, Norton, MA.
18. Bristol, T.J. (2017). People and Relationships: Engaging Families and Students in Developing Innovative Programs. Keynote Address at the **Georgia Innovation Summit**, Athens, GA.
19. Bristol, T.J. (2016). Research on the Effects of a Non-Diverse Teaching Force Coupled with Recommendations for Research, Practice, and Policy. Keynote Address at the **U.S. Department of Education National Teacher Diversity Summit**, Washington D.C.
20. Bristol, T.J. (2016). A Call to Increase the Racial & Ethnic Diversity of Tennessee's Teaching Force: The Intersection of Research, Policy, & Practice. Keynote Address **State Collaborative on Reforming Education**, Nashville, TN.
21. Bristol, T.J. (2016). Policy and Practice Recommendations for Recruiting, Supporting, and Retaining Teachers of Color. Keynote Address at **Montclair State University**, Montclair, NJ.
22. Bristol, T.J. (2015). Black Men of the Classroom: How the Organizational Conditions in Schools Affect Black Male Teachers' Experiences and Retention. Keynote Address at the **Race and Social Justice in Education Symposia at the University of Michigan**, Ann Arbor, MI.

TEACHING:

Spring 2021: Shaping Education Policy: An Introductory Course for Aspiring Teachers, Researchers, and Policymakers, University of California, Berkeley.

Fall 2019, Spring 2021: What is the Role of Race in Urban Schools? (EDUC 181), University of California, Berkeley.

Summer 2019: Urban School Leadership and Management. (EDUC 262A), University of California, Berkeley.

Spring 2019: Teaching, Learning, and Equity. (EDUC 231), University of California, Berkeley.

Fall 2018: Race, Identity, and Culture in Urban Schools. (EDUC 181), University of California, Berkeley.

Spring 2017, 2018: Analyzing Foundations of Teaching. (ED 503), Boston University School of Education.

Fall 2016, 2017: Analyzing Foundations of Teaching. (ED 502), Boston University School of Education.

**MEDIA
MENTIONS:**
(selected)

“Teachers in High-Poverty Schools Penalized Unfairly on Observations, Study Says,” **Education Week**, December 14, 2020 <https://www.edweek.org/teaching-learning/teachers-in-high-poverty-schools-penalized-unfairly-on-observations-study-says/2020/12>

“The public school funding divide,” **Axios**, November 14, 2020 <https://www.axios.com/hard-truths-deep-dive-education-funding-987870a5-e62f-4e00-8433-8bd8c2991af1.html>

“How COVID-19 is hurting teacher diversity,” **Education Week**, September 14, 2020 <https://www.edweek.org/ew/articles/2020/09/14/how-covid-19-is-hurting-teacher-diversity.html>

“Effective anti-racist education requires more diverse teachers, mortraining,” **National Public Radio**, July 8, 2020 <https://www.npr.org/sections/live-updates-protests-for-racial-justice/2020/07/08/889112818/what-it-would-take-to-get-an-effective-anti-racist-education>

“Stop giving inexperienced teachers all the lower-level math classes, reformers argue,” **Education Week**, May 5, 2020 <https://www.edweek.org/ew/articles/2020/05/06/stop-giving-inexperienced-teachers-all-the-lower-level.html>

“Professor pushes for diversity in teacher workforce,” **Berkeley News**, February 19, 2020 <https://news.berkeley.edu/2020/02/19/professor-pushes-for-retention-of-men-of-color-in-teaching/>

“Teacher bonuses and classroom prep: Inside Newsom’s \$900 million plan for California Schools,” **The Sacramento Bee**, February 3, 2020 <https://www.sacbee.com/news/politics-government/capitol-alert/article239505543.html>

“I Feel That I’m Needed’: An Effort to Keep Male Teachers of Color in the Classroom,” **KQED**, December 22, 2019 <https://www.kqed.org/news/11791913/how-to-keep-male-teachers-of-color-in-the-classroom>

“6 of the 10 leading Democratic Candidates say they will Boost Teacher Diversity. Here’s how,” **Chalkbeat**, August 29, 2019 <https://www.chalkbeat.org/posts/us/2019/08/29/6-of-the-10-leading-democratic-candidates-say-they-will-boost-teacher-diversity-heres-how/>

“Teaching Force in Mass. Public Schools Still Overwhelmingly White,” **Boston Public Radio**, April 9, 2018 <http://www.wbur.org/edify/2018/04/09/overwhelmingly-white-teaching-force-massachusetts>

“Teaching’s Diversity Problem,” **Bostonia**, March 1, 2018 <https://www.bu.edu/bostonia/winter-spring18/teacher-recruitment-and-diversity/>

“Program Aims to Increase Diversity of Portland Teachers,” **Maine Public Radio**, August 1, 2017 <http://mainepublic.org/post/program-aims-increase-diversity-portland-teachers#stream/0>

“Alabama Schools Struggle with Teacher Diversity,” **Al.com**, July 13, 2017 http://www.al.com/news/index.ssf/2017/07/why_its_important_to_have_a_di.html

“Experts Discuss how to Find – and Keep – Teachers of Color,” **neaToday**, June 2, 2017 <http://neatoday.org/2017/06/02/experts-discuss-teacher-diversity/#>

“Boston Program Supports Male Educators of Color,” **Education Week**, April 25, 2017 <http://www.edweek.org/ew/articles/2017/04/26/boston-program-supports-male-educators-of-color.html>

“Massachusetts Should Diversify Teaching Force and Here’s How,” **The Boston Globe**, February 22, 2017 <https://www.bostonglobe.com/opinion/editorials/2017/02/22/mass-should-diversify-teaching-force-and-here-how/BvZWKQ8Cn2BKhisWztYZVL/story.html>

“Black Male Educators Renew Focus on Recruitment, Retention,” **The Philadelphia Tribune**, October 18, 2016 http://www.phillytrib.com/news/black-male-educators-renew-focus-on-recruitment-retention/article_14a6b572-cc90-5e09-a0f9-03f52dfa718a.html

“There is a Shortage of Male Teacher of Color. NYC is Working to Fix That,” **Huffington Post**, July 25, 2016 http://www.huffingtonpost.com/entry/nyc-men-teach_us_578e7e40e4b07c722ebc8a22

“Tennessee Education Collaborative Shows Need for Diverse Teachers,” **The Tennessean**, July 18, 2016 <http://www.tennessean.com/story/news/education/2016/07/18/tennessee-education-collaborative-shows-need-diverse-teachers/87242672/>

“Black, Male Teachers: A Dwindling Demographic,” **Education Week**, February 17, 2016 <http://www.edweek.org/ew/articles/2016/02/17/black-male-teachers-a-dwindling-demographic.html?qs=travis+bristol>

“Keeping Black Men in Front of the Class,” **National Public Radio**, October 20, 2015 <http://www.npr.org/sections/ed/2015/10/20/446858885/keeping-black-men-in-front-of-the-class>

“Stanford Researchers Develop Secondary School Curriculum to Address Race and Police Violence,” **Stanford University**, June 9, 2015 <http://news.stanford.edu/thedish/2015/06/09/stanford-researchers-develop-curriculum-to-address-race-and-police-violence/>