

**Katherine Schultz
Curriculum Vitae**

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School of Education
University of Colorado, 249 UCB
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Boulder, CO 80304
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EDUCATION

- 1991 Ph.D. Reading, Writing and Literacy, Graduate School of Education, University of Pennsylvania
M.S.Ed. Reading, Writing and Literacy, Graduate School of Education, University of Pennsylvania
- 1978 M.Ed. Elementary Education, Lesley College/Shady Hill School
- 1977 B.S. Environmental Education, cum laude, Yale University

PROFESSIONAL EXPERIENCE

- 2024-present Professor and Dean Emerita, School of Education, Affiliate of the Department of Anthropology, University of Colorado, Boulder
- 2019-present Faculty Fellow, Renée Crown Wellness Institute, University of Colorado, Boulder
- 2016-2023 Dean, University of Colorado Boulder, School of Education
- 2010-2016 Dean and Professor, Mills College, School of Education
- 2010 Professor, University of Pennsylvania, Graduate School of Education
- 2003-2010 Associate Professor, University of Pennsylvania, Graduate School of Education, courses include: Teaching Literacy in the Elementary Grades, Critical Perspectives in Urban Education, Gender and Education, Research in Teacher Education, Foundations of Teaching and Learning
- 2005-2010 Director, Center for Collaborative Research and Practice of Teacher Education, Director of Teacher Education, Director the Philadelphia Writing Project
- 2004 Division Chair, Educational Leadership Division, Acting Director of Teacher Education, Director the Philadelphia Writing Project
- 1997-2003 Assistant Professor, University of Pennsylvania, Graduate School of Education, courses include: Teaching Literacy in the Elementary Grades, Critical Perspectives in

Urban Education, Field Seminar in Elementary Education, Professional Seminar in Educational Leadership, Gender and Education

1994-1997 Assistant Professor, Language, Literacy and Schooling, University of Delaware, College of Education, courses included: Reading and Writing in the Middle Grades, Language Development in Social Contexts, Qualitative Research Methods, Teacher as Researcher

Jan.-Aug. 1993 Program Coordinator, Seminar Leader, Advanced Reading and Language Leadership Program (ARLLP), University of California, Berkeley, Graduate School of Education

Winter, 1993 Lecturer, Department of Communication, University of California, San Diego

1993-1995 Spencer Postdoctoral Fellow, project titled: *Literate in what?: A study of the ways in which girls are (and are not) prepared for work*, funded for two years by The National Academy of Education, Spencer Fellowship Program

1992-1994 Postdoctoral Research Associate, National Center for Research on Vocational Education, University of California, Berkeley

Co-director (with G. Hull), *Changing work, changing literacy?: A study of skill requirements and development in a traditional and restructured workplace*, a project co-sponsored by The National Center for the Study of Writing and Literacy and The National Center for Research on Vocational Education, University of California, Berkeley

1989-1990 Acting Principal, Lansdowne Friends School, Lansdowne, PA

1977-1986 Elementary School Teacher, first grade, fourth- and fifth-grade, Science (pre-K-6), Philadelphia, PA

FELLOWSHIPS AND AWARDS

AERA Fellow, selected in 2018.

Summer, 2002 The Trustee's Council of Penn Women Summer Faculty Research Fellowship

2001 The Penn Graduate School of Education Excellence in Teaching Award

1999-2001 Carnegie Scholar, Carnegie Academy for the Scholarship of Teaching and Learning, Teacher Educator and K-12 Teacher Group, Carnegie Foundation

1993 Spencer Postdoctoral Fellowship, National Academy of Education

1992 Promising Researcher, finalist, National Council of Teachers of English

1988. Merit Fellowship, Graduate School of Education, University of Pennsylvania

PUBLICATIONS

Articles in Refereed Journals

Tetu, E.A., Schultz, K., & Mommandi, W. (2024). Conflict, competition, and collaboration in co-located schools: School leaders navigating structural distrust. *Educational Administration Quarterly*, published online 25 August 2024. <https://doi.org/10.1177/0013161X241277852>

Teeters, L.P., Shedro, M., Alvarez, A, Schultz, K., Gleason, E., Zigarelli, J.C., & Trejo, B. (2023) *Circles de confianza: using multimodal testimonios to build culturally sustaining schools, Ethnography and Education*, 18:4, 356-375.

Abu El-Haj, T.R., & Schultz, K. (2023). “Human capacity widely distributed”: An essay in honor of Patricia Carini, *Schools*, 20(1), 101-121.

Teeters, L.P., Trejo, B., Gleason, E., Zigarelli, J., Shedro, M., Alvarez, A., & Schultz, K. (2022). *Circles de confianza: Promoting the well-being of Latine youth via multimodal testimonio. Journal of Latinos and Education*, 1-13.

Schultz, K. (2014). What does it mean to be an activist scholar?: Re-imagining our responses as anthropologists of education to contemporary challenges. *Anthropology and Education Quarterly*, 45(1), 219-230. doi: 10.1111/aeq.12063

Schultz, K., & Ravitch, S. M. (2013). Narratives of learning to teach: Taking on professional identities. *Journal of Teacher Education*, 64(1), 35-46.

Schultz, K., & McGinn, K. (2013). “No one cares about this community more than us”: The Role of Listening, Participation, and Trust in a Small Urban District. *Urban Education*, 48(6), 767-797.

Schultz, K., & Coleman-King, C. (2012). Becoming visible: Shifting teacher practice to actively engage new immigrant students in urban classrooms, *Urban Review*, 44(4), 487-509.

Schultz, K. (2011). Beginning with the particular: Re-imagining professional development as a feminist practice, *The New Educator*, 7(3), 287-30.

Schultz, K. (2010). After the blackbird whistles: Listening to silence in classrooms, *Teachers College Record*, 112(11), 2833-2849.

Vasudevan, L., Schultz, K., & Bateman, J. (2010). Rethinking Composing in a digital age: Authoring literate identities through multimodal storytelling, *Written Communication*, 27(4), 442-468.

- Schultz, K., Jones-Walker, C., & Chikkatur, A. (2008). Listening to students, negotiating beliefs: Preparing teachers for urban classrooms, *Curriculum Inquiry*, 38(2), 155-187.
- Schultz, K. (2008). Listening across cultural and linguistic borders: Learning from teaching in Banda Aceh, Indonesia after the tsunami, *Journal of Educational Change*, 9(1), 37-51.
- Schultz, K., and Smulyan, L. (2007). Listening as translation: Reflections on professional development work in a cross-cultural setting, *Learning Inquiry*, 1(2), 99-106.
- Lesnick, J., & Schultz, K. (2006). Out of disaster comes opportunity: Initial lessons from teacher mentoring in Banda Aceh, Indonesia, *Penn GSE Perspectives on Urban Education*, 4(2).
- Schultz, K. (2005). Progressive Education in a New Era. *Schools*. 2(2), 109-120.
- Schultz, K., Buck, P., & Niesz, T. (2005). Authoring “race”: Writing truth and fiction after school. *Urban Review*, 37(5): 469-489.
- Schultz, K., Brockenbrough, E., & Dhillon, J. (2005). “In between work and school”: Youth perspectives of an urban afterschool multimedia literacy program. *Afterschool Matters Occasional Paper Series*. (pp 1-18). New York: Robert Bowne Foundation.
- Schultz, K. (2002). Looking across space and time: Reconceptualizing literacy learning in and out of school, *Research in the Teaching of English*, 36(3): 356-390.
- Hull, G., & Schultz, K. (2001). Literacy and learning out of school: A review of theory and research, *Review of Educational Research*, 71(4): 575-611.
- Schultz, K. (2001). Constructing failure, narrating success: Rethinking the “problem” of teen pregnancy, *Teachers College Record*, 103(4): 582-607.
- Schultz, K. (2001). Stretching the boundaries of participatory research: Insights from conducting research with urban adolescents, *Australian Educational Researcher*, 28(2): 1-28.
- Schultz, K., Buck, P. & Niesz, T. (2000). Democratizing conversations: Discourses of “race” in a post-desegregated middle school, *American Education Research Journal*, 37(1): 33-65.
- Brickhouse, N., Lowery, P., & Schultz, K. (2000). What kind of girl does science?: The construction of school science identities, *Journal of Research in Science Teaching*, 37(5):441-458.
- Schultz, K., & Fecho, B. (2000). Society’s Child: Social Context and Writing Development, *Educational Psychologist*, 35(1), 51-62.
- Schultz, K. (1999). Identity Narratives: Stories from the lives of urban adolescent females, *Urban Review*, 31(1): 79-106.

- Schultz, K. (1997). Crossing boundaries in research and teacher education: Reflections of a white researcher in urban schools and communities. *Qualitative Inquiry*, 3(4): 491-512.
- Schultz, K. (1997). "Do you want to be in my story?": Collaborative writing in an urban elementary school classroom. *Journal of Literacy Research*, 29(2): 253-287.
- Schultz, K. (1996). Between school and work: The literacies of urban adolescents, *Anthropology and Education Quarterly*, 27 (4): 517-544.
- Schultz, K. (1994) "I want to be good; I just don't get it:" A fourth-grader's entrance into a literacy community, *Written Communication*, 11(3): 381-413.

Books

- Schultz, K. & Throop, R. (in production, anticipated publication date June 2026). *Practice: Keywords in teacher education*. London: Bloomsbury Press.
- Schultz, K. (2019). *Distrust and educational change: Overcoming barriers to just and lasting reform*. Cambridge, MA: Harvard Education Press.
- Schultz, K. (2009). *Rethinking classroom participation: Listening to silent voices*. New York, NY: Teachers College Press.
- Schultz, K. (2003). *Listening: A framework for teaching across differences*. New York, NY: Teachers College Press.
- Hull, G., & Schultz, K. (Eds.) (2002) *School's Out!: Bridging out-of-school literacy with classroom practices*: New York, NY: Teachers College Press. Nominated as 2002 AERA Honoree for Outstanding Books in Curriculum.

Book Chapters

- Manzo, J. M., Aguilar, D. N., & Schultz, K. (in production). Reflexivity, Positionality, and Relationality: Methods for bringing researchers into the research process. In M. Eisenhardt, *Research Handbook on the Anthropology of Education: Practices and Methods*. EE Edward Elgar Publishing.
- Schultz, K., & Hull, G.A. (2023). Learning and literacy out of school: Learning every day and everywhere. In Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 6. Elsevier. <https://dx.doi.org/10.1016/B978-0-12-818630-5.14036-9>.
- Schultz, K., & Cervinkova, H. (2022). Lessons of compassion: What we learned about leadership during the COVID-19 Crisis. In K.J. Fasching-Varner, C.E. Scott, S. Ladd, P.G. Schrader, S.T. Bickmore, & M.C. Murray, *Corona Chronicles 3.0: Learning to live and learning to lead in a post-COVID reality*. Lewes, DE: DIO Press.

- Schultz, K. & Hull, G. (2016). Literacies in and out of school. In B.V. Street, S. May (Eds.), *Literacies and Language Education, Encyclopedia of Language and Education*, 3rd Edition. Springer International Publishing Switzerland. DOI 10.1007/978-3-319-02321-2_20-1.
- Schultz, K., Hull, G., & Higgs, J. (2016). After writing, after school. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.). *Handbook of Writing Research* (pp. 102-115). New York, NY: Guilford Press.
- Schultz, K. (2015). Listening in a pedagogy of trust. In L. Waks (Ed.). *Listening to Teach: Beyond Didactic Pedagogy*. Albany, NY: SUNY Press.
- Schultz, K., Hodgin, E., Paraiso, J. (2014). Blogging as civic engagement: Developing a sense of authority and audience in an urban public school classroom. In B. Kirshner & E. Middaugh (Eds.), *#youthaction: Becoming Political in the Digital Age*. Information Age Publishing.
- Jewett, S. & Schultz, K. (2011). Toward an anthropology of teachers. In M. Pollock & B. Levinson (Eds.), *A Blackwell Companion to the Anthropology of Education*. Wiley-Blackwell.
- Schultz, K. & Throop, R. (2010). Popular Culture. In B. McGaw, P. Peterson & E. Baker (Eds.). *The International Encyclopedia of Education*, 3rd Edition, Elsevier.
- Schultz, K. (2008) Interrogating students' silences. In Mica Pollock. (Ed.). *Everyday Antiracism: Concrete Ways to Successfully Navigate the Relevance of Race in School*. New York: The New Press.
- Schultz, K., & Hull, G. (2008). Literacies in and out of school in the United States. In B. V. Street & N. Hornberger (Eds., N. Hornberger, General Editor). *Encyclopedia of Literacy and Education, Literacy, Vol. 2*, (pp. 239-250). New York, NY: Springer.
- Schultz, K., Vasudevan, L., & Throop, R. (2007). Adolescent literacy toward global citizenship. In B. Guzzetti (Ed.). *Literacy for the New Millenium: Adolescent Literacy*, (pp. 21-36). Westport, CT: Praeger.
- Fecho, B., Mallozzi, C. A., & Schultz, K. (2007). Policy and adolescent literacy. In B. Guzzetti (Ed.). *Literacy for the New Millenium: Adolescent Literacy*, (pp. 37-52). Westport, CT: Praeger.
- Schultz, K. (2006). Qualitative research on writing. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.). *Handbook of Writing Research*, (pp. 357-373), New York: Guilford Press.
- Schultz, K. & Fecho, B. (2005). Literacies in adolescence: An analysis of policies from the United States and Queensland, Australia (pp. 677-694). *International Handbook of Educational Policy*, The Netherlands: Kluwer Academic Publishers.

Schultz, K., & Hull, G. (2002). Locating literacy theory in out-of-school contexts. (pp. 11-31). In G. Hull & K. Schultz (Eds.). *School's Out!: Bridging out-of-school literacy with classroom practices*. New York, NY: Teachers College Press.

Hull, G., & Schulz, K. (2002). Connecting schools with out-of-school worlds: Insights from recent research on literacy in non-school settings. (pp. 32-57). In G. Hull & K. Schultz (Eds.). *School's Out!: Bridging out-of-school literacy with classroom practices*. New York, NY: Teachers College Press.

Bates, D., Chase, N., Ignasiak, C., Johnson, Y., Zaza, T., Niesz, T., Buck, P., & Schultz, K. (2001) Reflections: A middle school play about race relations. (pp. 127-148) In J. Shultz & A. Cook-Sather (Eds.). *In our own words: Students' perspectives on school*. Lanham, MD: Rowman Littlefield Press.

Schultz, K. (1997). Discourses of Workplace Education: A Challenge to the New Orthodoxy. (pp. 43-83). In G. Hull (Ed.). *Changing Work, Changing Workers: Critical Perspectives on Language, Literacy and Skills*. Albany: SUNY Press.

Buchanan, J. and Schultz, K. (1993). Looking Together: Collaboration as an Inquiry Process. (pp. 37-52) In S. Hudelson and J. Lindfors (Eds.) *Delicate Balances: Collaborative Research in Language Education*, Urbana: NCTE.

Lytle, S. and Schultz, K. (1991). Looking and seeing: Constructing literacy learning in adulthood. (pp. 345-356) In McCormick, S., & Zutell, J. (Eds.). *Learner factors/Teacher factors: Issues in literacy research and instruction*, Fortieth yearbook of the National Reading Conference. Columbus OH: NRC.

Lytle, S. and Schultz, K. (1990). Assessing Literacy Learning with Adults: An Ideological Approach. In R. Beach and S. Hynds (Eds.), *Developing Discourse Practices in Adolescence and Adulthood*, NJ: Ablex.

Lytle, S., Belzer, A., Schultz, K., & Vannozzi, M. (1989). Learner-centered assessment: An evolving process. In A. Fingeret and P. Jurmo (Eds.) *Participatory Literacy Education*, CA: Jossey-Bass.

Reviews, Forewords, Monographs, Non-refereed Journals

Schultz, K. (2024). Review of Hughes, R., Sands, D. I., & Kalmus, T. (Eds.). *Equitable adult learning: Four transformative organizations serving diverse communities*. *International Review of Education*. <https://doi.org/10.1007/s11159-024-10096-4>

Yamauchi, L. A., Agarwal-Ranganath, R., Ayers, B., Berta-Ávila, M, Coalition for Racial Equity in the Arts + Education, Kokka, K., Kumashiro, K., Quinn, T., Rost-Banik, C., & Schultz, K. (2022). Scholar collectives advocating for social justice in education. *Kalfou*, 9(1), 225-245.

Stillman, J., & Schultz, K. (2021). NEPC Review: “2020 Teacher Prep Review: Clinical Practice and Classroom Management.” Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/thinktank/teacher-prep>

Learning Scientists for Racial Justice (November 2020). Dear Professor: On Anti-Blackness and learning, *Inside Higher Education*.

Mommandi, W., & Schultz, K (2019) Review of Holme, J. J., & Finnigan, K.S., *Striving in Common: A Regional Equity Framework for Urban Schools*. *Teachers College Record*, 2019, <https://www.tcrecord.org> ID Number: 23114, Date Accessed: 1/5/2022 10:47:15 PM.

Schultz, K. (2013). Innov8: Teaching with silence. *Go Teach*, 2(3), 26-29.

Schultz, K. (2012/2013). The role of silence in teaching and learning. *Educational Horizons*. 91(2), 22-25.

Schultz, K. (2012). Backtalk: The fullness of silence in the classroom. *Phi Delta Kappan*, 94(2), 80.

Schultz, K. (2011). Foreword. In M. V. Blackburn. *Interrupting Hate: Homophobia in Schools and What Literacy Can Do About It*. New York: Teachers College Press.

Schultz, K. (2008). Foreword. In M. L. Hill & L. Vasudevan (Eds.). *Media, Learning, and Sites of Possibility*. New York: Peter Lang.

Schultz, K. (2006). Post-tsunami storytelling in Indonesia, *The Voice*, 11(2), National Writing Project.

Schultz, K. (2006). A Review of Language, Literacy, and Power in Schooling Edited by T. McCarty. *Anthropology and Education Quarterly*, 37(1).

Schultz, K. (2005). Foreword. In B. Street (Ed.) *Literacies across educational Contexts: Mediating, learning and teaching*. Philadelphia, PA: Caslon Press.

Schultz, K. (1996). A Review of “Private Practices: Girls Reading Fiction and Constructing Identity,” by M. Cherland, *Anthropology and Education Quarterly*, 27(3): 453-455.

Schultz, K. (1992). *Training for Basic Skills or Educating Workers?: Changing Conceptions of Workplace Education Programs*, Berkeley, CA: National Center for Research in Vocational Education.

Selected recent PAPERS DELIVERED

Schultz, K. & Jurow, S. (2024). Centering Equity and Justice: A Comprehensive Framework to Evaluate Schools of Education. American Education Research Association Meetings. Chicago, IL

- Schultz, K. (2021) The role of listening and silence in classroom participation. Keynote *for Teachers Matter, But How?*, Linnæus University, Växjö, Sweden
- Schultz, K., Mommandi, W., & Bohl, Elizabeth (2020). Losing a sense of place to make space: A critical examination of co-location in an urban district. *Ethnography in Education Forum*, Philadelphia, PA
- Schultz, K. (2019). What kind of teacher education to do we need in our turbulent times? Vice Presidential Address, American Education Research Association Meetings, Toronto, Canada.
- Schultz K. (2018) Teacher education in turbulent times. Invited talk, Transformative Teacher Education Conference, Arcadia University, Philadelphia, PA.
- Schultz, K., Richert, A., & Rivera, K. (2016). Powerful Learning: powerful teaching in urban contexts: The case for university-based teacher preparation. American Education Research Association Meetings, Washington, DC.
- Schultz, K. (2013). Silence: A form of classroom participation. Invited Talk. Mandel Annual Teacher Forum, Brandeis University, Waltham, MA.
- Schultz, K. (2012). Listening to silent voices: Reframing assumptions about participation. Invited talk. San Francisco Friends School, San Francisco, CA.
- Schultz, K. (2012). What does it mean to be an activist scholar?: Re-imagining our responses as anthropologists of education to contemporary challenges. Past-Presidential Talk. Council for Anthropology and Education, American Anthropological Association Annual Meetings, San Francisco, CA.
- Schultz, K. (2012) Crossing Boundaries in a Cosmopolitan World: The Role of Trust in Teaching and Learning. Invited Session. Annual meetings of the American Association of Applied Linguistics. Boston, MA.
- Schultz, K. (2011). Collaborative Mentoring in International Contexts: Listening to and Learning from Teachers in Aceh, Indonesia, American Education Research Association Meetings, New Orleans, LA.
- Schultz, K. (2011). Stakeholders' Voices and School Reform: Exploring Connections Between Positions and Perspectives, American Education Research Association Meetings, New Orleans, LA.
- Schultz, K (2010) Learning to Teach: Narratives from First Year Teachers, American Anthropological Association Meetings, New Orleans, LA.
- Schultz, K., & Ravitch, S. (2010). Narratives of Learning to Teach: Taking on a Professional Identity. American Education Research Association Meetings, Denver, CO.

- Schultz, K., & Coleman, C. (2010). *Becoming Visible: Shifting Participation Structures by Adding Modalities to a Literacy Classroom*. American Education Research Association Meetings, Denver, CO.
- McGinn, K., & Schultz, K. (2010). "No one cares about this community more than us": The role of community participation in a small urban district. American Education Research Association Meetings, Denver, CO.
- Schultz, K. (2010). *Listening to silent voices: Reframing assumptions about participation*, Invited Keynote talk delivered to the National Writing Project Spring meeting, Washington, DC.
- Schultz, K. (2009) *Silenced voices: Rethinking participation in educational settings*. American Anthropological Association Meetings, Philadelphia, PA.
- Schultz, K. (2009) *Listening, building trust and professional development: Building new understandings across linguistic and cultural boundaries*. American Education Research Association Meetings, San Diego, CA.
- McGinn, K. & Schultz, K. (2009). *Power, positionality, and educational reform: A critical analysis of politics in a small urban school district*. American Education Research Association Meetings, San Diego, CA.
- Schultz, K. (2009) *Urban Teacher Education: Balancing Values and School Realities*. *Ethnography in Education Forum*, Philadelphia, PA. Invited session chair and organizer.
- Schultz, K. & Coleman, C. (2009) *Becoming visible in the classroom: Storytelling across multiple modalities*. *Ethnography in Education Forum*, Philadelphia, PA.
- Schultz, K., et al (2009). *Learning to teach while teaching: A critical exploration of becoming a teacher through Teach for America*. *Ethnography in Education Forum*, Philadelphia, PA.
- Schultz, K., Ravitch, S., et al (2009). *Writing discourses of teaching: Narratives of learning to teach*. *Ethnography in Education Forum*, Philadelphia, PA.
- Schultz, K. (2009). *Reconceptualizing youth literacy practices, global citizenship, and schooling*. Invited talk. Stanford University School of Education, Language, Equity, and Educational Policy series.
- Schultz, K. (2008). "I never wanted to be a teacher": Portraits of Teachers Learning to Teach through Teach for America. *Ethnography in Education Forum*, Philadelphia, PA.
- Schultz, K. & Ravitch, S. (2008). *Teachers as "Introspective Ethnographers": New Teachers' Narratives of Learning to Teach*. *Ethnography in Education Forum*, Philadelphia, PA.

- Schultz, K., & Throop, R. (2008). Listening to talk, listening to silence: (Re)defining what counts as participation in classroom settings. American Educational Research Association, New York.
- Schultz, K. (2008). Beginning with the particular: Re-imagining teaching and professional development as feminist critical social practice. American Educational Research Association, New York.
- Schultz, K., & Coleman, C. (2007). “Instead of telling them I can show them what I feel”: Storytelling across multiple modalities. *Ethnography in Education Forum*, Philadelphia, PA.
- Schultz, K. & Ravitch, S. (2007). *Learning to teach before teaching, learning to teach while teaching*. *Ethnography in Education Forum*, Philadelphia, PA.
- Schultz, K., & Smulyan, L. (2007). Teaching mentoring across boundaries of language, status and culture: Notes from Banda Aceh, Indonesia. American Educational Research Association, Chicago, IL.

GRANTS

- Schultz, K. & Miles, B. (2018). Creating a Sustainable Teacher Force in Northeast Colorado: ^[SEP]A Collaboration between the University of Colorado School of Education and the NE BOCES, Colorado Department of Higher Education, Plan into Action Grants.
- Schultz, K. & Miles, B. (2018). A Multi-pronged Strategy to Increase Retention and Recruitment in Northeast Colorado: A Collaboration between the University of Colorado School of Education and the NE BOCES, Colorado Department of Higher Education.
- Schultz, K., et al. (2016-2011). Mills Educational Talent Search Grant, U.S. Department of Education.
- Schultz, K. (2013) Oakland Preschool Campaign. The Rainin Foundation.
- Cossey, R., Schultz, K, LiSanti, B. (2013-2015). The Oakland Urban Teacher Residency for STEM Professions. Robert Noyce Teacher Scholarship, National Science Foundation.
- Schultz, K., Hori, K., et al (2012-2017). Upward Bound Grant, U.S. Department of Education
- Schultz, K. (2012) Center for Urban Schools and Partnerships: Program Development Grant. The San Francisco Foundation.
- Cossey, R., Schultz, K., LiSanti, B. (2012-2013). The Oakland Teacher Residency for STEM Professions. Robert Noyce Teacher Scholarship, National Science Foundation.
- Schultz, K., et al. (2011-2016). Mills Educational Talent Search Grant, U.S. Department of Education.

- Schultz, K, Pesick, S., Scheinberg, C., Black, A. (2011-2013). The Oakland/Mills/Alameda Country Humanities Collaborative: An Uncommon Approach to the Common Core Standards. California Postsecondary Education Commission.
- Schultz, K. PI. (2011-2012). Swing into Preschool: Preschool Information, Recruitment, and Enrollment Campaign in Oakland. David and Lucile Packard Foundation.
- Schultz, K. PI, (Remillard & DeTurck, Co-PIs) (2009-2015) Urban Teaching Fellowships for STEM Professionals, Robert Noyce Teacher Scholarship, National Science Foundation.
- Harkavy, I, Schultz, K, DeTurck, (2008-2011). Leonore Annenberg/Woodrow Wilson Teacher Fellowship program. Woodrow Wilson Foundation
- Smulyan, L. & Schultz, K. (2008-2010) New Teacher Induction Program for CETE graduates. Swarthmore College and University of Pennsylvania. Arthur Vining Davis Foundation.
- Hoffman, M, Schultz, K., Kapadia, K. (2008) Grant to fund a meeting to establish a Network of Urban Teacher Educators. Spencer Foundation.
- Schultz, K., & Pica, T. (2008-2010), Teaching Chinese as a Foreign Language to Secondary Teachers.
- Schultz, K., Hall, K., & Hornberger, N. (2006). Internationalizing Teacher Education. Longview Foundation.
- Schultz, K., & Dhillon, J. (2003-2004). Critical Literacy Learning in an After School Setting: The Documentation of the Media Arts Program at West Philadelphia High School. Robert Bowne Foundation.
- Schultz, K. (2002, Summer). Investigating community literacy practices in girls' lives: An exploratory study. The Trustees' Council of Penn Women, University of Pennsylvania.
- Schultz, K. (2002-2003). Literacy practices as a bridge between the community and the classroom. University of Pennsylvania University Research Foundation.
- Hull, G., & Schultz, K. (2001-2002). School's Out: Literacy and Learning Outside of School, Collaborative Projects Initiative Proposal, National Academy of Education.
- Schultz, K., & Brown, S. (2000-2002). *Going Deeper. Documenting Pedagogies of Multicultural Classrooms*, Spencer Foundation, Practitioner Research Communication and Mentoring Program.
- Travers, E., Renninger, A., Schultz, K., Cook-Sather, A., & Grobstein, P. (1999-2000). Inquiry, interaction and technology: A model for facilitating the use of technology as a tool for teaching and learning (II & T), AT & T Learning Network Teaching and Technology Grants.

- Abu El-Haj, T. & Schultz, K. (1998-2001). *Twenty Years of Reflection and Action: Lessons from an Inquiry-Based Urban Professional Development Group*, MacArthur/ Spencer Professional Development Research and Documentation Program.
- Schultz, K. (1998-1999). *After Desegregation: Discourses of "Race" in a Post-Desegregation Middle School*, University Research Foundation, University of Pennsylvania.
- Maynard, R. A., & Schultz, K. (1998-2000). *An Experimental Evaluation of the West Philadelphia Tutoring Project*, Smith Richardson Foundation.
- Schultz, K. (1997-8). *Urban adolescents and literacy: School to work transitions*, General University Research Grant, University of Delaware.
- Schultz, K., & Davis, James E. (1996-7). *After Desegregation: Students and teachers talk about "race" and relations in post-desegregated schools*, Spencer Foundation.
- Schultz, K., & Brickhouse, N. (1996-7). *Transitions in girls' engagement and talk about science in and out of school*, Spencer Foundation.
- Schultz, K. (1993-5). Spencer post-doctoral fellow, project titled: *Literate in what?: A study of the ways in which girls are (and are not) prepared for work*, funded for two years by The National Academy of Education, Spencer Fellowship Program.
- Hull, G., & Schultz, K. (1993-4). *Changing work, changing literacy?: A study of skill requirements and development in a traditional and restructured workplace*. funded by The National Center for Research on Vocational Education and The National Center for the Study of Writing and Literacy, U. C. Berkeley.

PROFESSIONAL ACTIVITIES

American Anthropological Association

Council on Anthropology and Education, American Anthropological Association, Past President, 2011-2012, President, 2010-2011, President Elect & Program Chair, 2009-2010, Elected Member-at-Large to Board, (2000-2003), member (1991-present), mentoring Presidential Fellow

Women and Schooling subcommittee, Chair (1997-1999), member (1991-present)
 Language, Literacy and Cognition subcommittee Co-chair (1993-5), member (1991-present)
 Society of Anthropology and Work, member (1991-1998), Proposal Reviewer Council on Anthropology and Education, 2000-present.

American Educational Research Association,

Division K, Vice President, 2016-2019, Award Committee, Section chair, 2003/4, Mentor for Division K Graduate Student Committee

Division G, Mentoring Award, Graduate Student pre-conference mentoring
 Writing & Literacies SIG, Language and Social Processes SIG, Teacher Education Division, Proposal reviewer Divisions G, K, and Writing & Literacies SIG

Education Deans for Justice and Equity, founding steering committee, co-chair 2018-2021
National Conference on Research in Language and Literacy, invited member
National Council of Teachers of English, co-chair, NCTEAR 2003/4
Editorial board membership: *Anthropology and Education Quarterly*, *The New Educator*,
Teaching Education, *Research in Teaching English*, *Reading Research Quarterly*, *Journal of
Teacher Education*
Spencer Foundation, proposal reviewer.

Selected PROFESSIONAL SERVICE

Access Education Board Member, 2019-present
Co-Chair (with Mayor Jean Quan and Interim Superintendent Gary Yee), Oakland Education
Cabinet
McClymonds (High School) Youth and Family Center Board Member
Farm & Wilderness Camps, Board of Trustees
Vice Chair, Educational Empowerment Board, Chester Upland School District. Chester, PA
(appointed by Governor Rendell)
At-Large representative on the Faculty Senate Executive Committee, U of Pennsylvania
Member, Hearing Boards for Student Disciplinary System and the Code of Academic Integrity,
U. of Pennsylvania.
Penn GSE Perspectives in Urban Education, an electronic journal. Co-founder, Editorial Board,
faculty liaison (2002-present)
Editorial Boards: *Anthropology and Education Quarterly*, *The New Educator*, *Teaching
Education*
Reviewer, *Journal of Teacher Education*, *Written Communication*, *Journal of Literacy Research*,
International Journal of Qualitative Studies in Education, *Urban Education*, *AERJ* and
others.
Holmes Partnership, Urban Network in Teacher Education
Philadelphia Writing Project, faculty director, 2006-2010, member of Coordinating Team, 2001-
2010.
Board Member, Sisters Together in Action Research, Research for Action, Philadelphia, PA
University of Pennsylvania, Trustees Committee, Neighborhood Liaison Committee, Open
Expression Committee (2008-2010)