

**JAMY STILLMAN, Ph.D.****CURRICULUM VITA**

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Associate Professor, Equity, Bilingualism and Biliteracy &  
Teacher Learning, Research and Practice  
University of Colorado Boulder  
School of Education,  
Boulder, CO 80309  
[jamy.stillman@colorado.edu](mailto:jamy.stillman@colorado.edu)

**SCHOLARLY INTERESTS**

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Equity- and justice-oriented teacher education; teachers' and teacher educators' learning and critical responses to educational policy; cultural and linguistic diversity in schools; bilingual education; elementary literacy instruction

**EDUCATION**

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- Ph.D. University of California, Los Angeles, 2005  
Graduate School of Education and Information Studies, Urban Schooling Division
- M.A.T. University of California, Santa Cruz, 1997  
Department of Education  
(BCLAD/ Multiple subject clear credential)
- B.A. University of California, San Diego, 1992

**PROFESSIONAL EXPERIENCE**

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- 2015-present Associate Professor, Equity, Bilingualism & Biliteracy and Teacher Learning, Research & Practice University of Colorado, Boulder
- 2021-2023 Visiting Associate Professor, Teachers College Columbia University (Department of Curriculum and Teaching)
- 2021-2023 Faculty Fellow, Centre for Innovation in Teacher Education and Development, Teachers College, Columbia University & Kings College, London
- 2018- 2021 Co-Director Teacher Education, University of Colorado Boulder
- 2016-2021 Director, Elementary Teacher Education Programs, University of Colorado Boulder
- 2015-present Fellow, National Education Policy Center
- 2008-2015 Assistant Professor, University of Southern California, Rossier School of Education
- 2005-2008 Assistant Professor, Barnard College, Columbia University, Education Program
- 2000-2005 Research and Teaching Assistant, University of California, Los Angeles, Graduate School of Education and Information Studies

- 1998-2006 Consultant/Teacher Leader, Migrant Optimal Learning Environment (M/OLE) Project, California State University Sacramento/University of California Davis
- 1996-2000 Elementary Bilingual Teacher, Starlight (Professional Development) Elementary School, Pájaro Valley Unified School District, Watsonville, California.

## BOOKS

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(\* authored with current or former graduate student)

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). *Teaching to Change the World, 5th Edition*. New York, NY: Routledge.

Stillman, J. & Anderson, L., with \*Beltramo, J., \*Struthers, K., & \*Gomez-Nájarro, J. (2017). *Teaching for equity in complex times: Negotiating standards in a high-performing bilingual school*. New York: Teachers College Press. (James Banks Multicultural Education Series)

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2013). *Teaching to Change the World, 4th Edition*. Boulder, CO: Paradigm Publishers.

## REFEREED PUBLICATIONS

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(\* authored with current or former graduate student; † co-equal authorship)

Stillman, J., Staley, S., Hedrick-Shaw, D., Tetu, L. & Caasi, E. L., (2025). Learning to “sit in the messiness”: Leveraging critical and queer pedagogies in teacher educator development. *Teachers College Record*, 127 (9-10), 67-100. <https://doi.org/10.1177/01614681251401631>

Stillman, J. & Palmer, D. (2024). Teacher educators' critical language awareness: Building toward transformation in critically conscious teacher education. (Special issue: Reimagining pre-service teacher education to prepare critically conscious teachers for multilingual classrooms.) *International Multilingual Research Journal*, 18(3), 317-326.

Souto-Manning, M. & Stillman, J. (2020). In pursuit of transformative justice in the education of teacher educators. Introduction to the Special issue: Rethinking the preparation of teacher educators: Centering equity and justice, *The New Educator*, 16(1), 1-4.

\*Beltramo, J., Stillman, J. L. & \* Struthers Ahmed, K. (2020). From approximations of practice to transformative possibilities: Using Theater of the Oppressed as rehearsals for facilitating critical teacher education. *The New Educator*, 16(1), 25-44. (Special issue: Rethinking the preparation of teacher educators: Centering equity and justice).

Stillman, J., \* Ahmed, K. S. , & \*Castañeda-Flores, E. (2019). On Cocoons, consciousness and courage: Preparing justice-oriented teacher educators through critical pedagogies. *Educational Forum*, 83(4), 432-452. (Special issue: Theatre of the oppressed as liberatory praxis in research and teaching).

- Stillman, J., \*Beltramo, J., \*Struthers Ahmed, \*Castañeda-Flores, E., \*Garza, V. G., & \*Pyo, M. (2019). From the ground up: Cultivating teacher educator knowledge from the situated knowledges of emerging, equity-minded teacher educators. *Asia-Pacific Journal of Teacher Education*, 47(3), 265-285. (Special Issue: Teaching Teachers: What [should] teacher educators “know” and “do” and how and why it matters).
- Stillman, J. & \*Beltramo, J. L. (2019). Exploring Freirean Culture Circles as a pedagogical space for preparing asset-oriented teacher educators. *Teachers College Record*, 121(6), 1-38. (Special Issue: Transforming university-based teacher education: Preparing asset-, equity-, and justice-oriented teachers within the contemporary political context.)
- Philip, T., Souto-Manning, M., Anderson, L., Horn, L., Andrews, D. C., Stillman, J. & Varghese, M. (2019). Making justice peripheral by constructing practice as “Core”: Challenges to social justice in teacher education and democratic public schooling with the increasing prominence of Core Practices. *Journal of Teacher Education*, 70(3), 251-264.
- Stillman, J., & Anderson, L. (2016). Minding the mediation: Examining one teacher educator's mediation of two preservice teachers' learning in context(s). *Urban Education*, 51(6), 659-682.
- Stillman, J., & Anderson, L. (2015). From accommodation to appropriation: Teachers, identity, and authorship in a tightly coupled policy context. *Teachers and Teaching: Theory and Practice*, 21(6), 720-744.
- \*Beltramo, J., & Stillman, J. (2015). Why should students *want* to do a close reading? *Voices From the Middle*, 22(4), 9-14.
- Anderson, L., & Stillman, J. (2015). Research Note: (Over)Simplifying complexity? An on-the-ground account of the Common Core emphasis on more complex text. *Teachers College Record*. Published online, January 22, 2015.
- Stillman, J., & Anderson, L. (2014). Commentary: Preparing the next generation of teacher educators. *Teachers College Record*. Published online, June 27, 2014.
- Stillman, J., Anderson, L., Arellano, A., Wong, P. L., Berta-Ávila, M., Alfaro, C., & \*Struthers, K. (2014). Putting PACT in context and context in PACT: An account of teacher educators' collaboration and adaptive response to policy mandates. *Teacher Education Quarterly* 40(4), 135-157.
- Stillman, J., Anderson, L., & \*Struthers, K. (2014). Returning to reciprocity: Using dialogue journals to teach and learn from English Learners. *Language Arts*, 91(3), 142-156.
- Anderson, L., & Stillman, J. (2013). Making learning the object: Using cultural historical activity theory to analyze and organize preservice field placements in urban, high-needs schools. *Teachers College Record*, 115(3), 1-36.
- †Anderson, L., & Stillman, J. (2013). Student teaching's contribution to preservice teacher development: A review of research focused on the preparation of teachers for urban and high-needs contexts. *Review of Education Research*, 83(1), 3-69.

†Rueda, R., & Stillman, J. (2012). The 21<sup>st</sup> Century Teacher: A Cultural Perspective. *Journal of Teacher Education*, 63(4), 245-253.

†Anderson, L., & Stillman, J. (2011) Student teaching for a specialized knowledge base?: Opportunities to teach and learn in and for urban, high-needs schools. *Journal of Teacher Education*, 62(5), 446-464.

Stillman, J., & Anderson, L. (2011) To follow, flip or reject the script: Preparing teachers to manage instructional tension in an era of high-stakes accountability. *Language Arts*, 89(1), 422-437.

--Reprinted in Gallavan, N. (Ed.) (Forthcoming, 2015). *Annual Editions: Multicultural Education*, 17<sup>th</sup> Edition. New York: McGraw Hill.

Stillman, J. (2011). Teacher learning in an era of high-stakes accountability: Productive tension and critical professional practice. *Teachers College Record*, 113(1), 133-180.

Anderson, L., & Stillman, J. (2010). Opportunities to teach and learn in urban, high-needs schools: Student teachers' experiences in urban placements. *Urban Education*, 45(2), 1-33.

Stillman, J. (2009). "Taking back the standards": Equity-minded teachers' responses to accountability-related instructional constraints. *The New Educator*, 5(2), 135-160.

Sleeter, C., & Stillman, J. (2005). Standardizing knowledge in a multicultural society. *Curriculum Inquiry*, 35(1), 27-46.

--Reprinted in Sleeter, C. (Ed.) (2013). *Power, teaching and teacher education: Confronting injustice with critical research and action* (pp. 29-46). New York: Peter Lang.

--Reprinted in Flinders, D. J., & Thornton, S. (Eds.) (2009). *The Curriculum Studies Reader*, 3<sup>rd</sup> Edition (pp. 303-317). New York: Routledge.

Montaño, T., López-Torres, L., De Lissovoy, N., Pacheco, M., & Stillman, J. (2003). Teachers as activists: Teacher development and alternate sites of learning. *Equity & Excellence in Education* 35(3), 265-275.

## HANDBOOK AND ENCYCLOPEDIA CHAPTERS

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Stillman, J. & Braaten, M. (forthcoming, 2026). Designing for program coherence and productive dissonance in a justice-centered undergraduate elementary teacher preparation. *Handbook of Research on Teacher Education* (4<sup>th</sup> Edition).

Stillman, J., (2023). Equity- and justice-minded teacher educators. In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 5. Elsevier, pp. 475–487. <https://dx.doi.org/10.1016/B978-0-12-818630-5.04097-5>.

## BOOK CHAPTERS

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- Stillman, J. (2019). How school-level practices transform federal and state policies: One dual-immersion school's response to the Common Core State Standards. In M. Pacheco & P. Z. Morales (Eds.) *Transforming Schooling for Second Language Learners: Policies, Pedagogies, and Practices. Research in Second Language Learning*, (pp. 101-120). Information Age Publishing.
- Stillman, J., Ragusa, G., & Whittaker, A. (2015). Teaching performance assessment: Readiness for professional practice. In E. Hollins, (Ed.), *Rethinking Field Experiences in Pre-service Teacher Preparation* (pp. 171-201). New York: Routledge (Winner of the AACTE 2016 Outstanding Book Award).
- Sleeter, C., & Stillman, J. (2007). Navigating accountability pressures. In C.E. Sleeter, (Ed.), *Facing Accountability in Education: Democracy and Equity at Risk* (pp. 13-29). New York: Teachers College Press.

## BOOK REVIEWS

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- Stillman, J., & \*Struthers, K. (2011). Book Review: *Culturally Relevant Pedagogy: Clashes and Confrontations*. Scherff, L. & Spector, K. (Eds.). (2011). Lanham, UK: Rowman Littlefield. In *Teachers College Record*. Date Published: June 30, 2011, <http://www.tcrecord.org> ID Number: 16458.

## OTHER PUBLICATIONS

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- Stillman, J., & Schultz, K. (2021). NEPC Review: "2020 Teacher Prep Review: Clinical Practice and Classroom Management." Boulder, CO: National Education Policy Center. Retrieved [date] from <http://nepc.colorado.edu/thinktank/teacher-prep>
- Teacher Education Collective (Anderson, L., Andrews, D. C., Diemer, M., Horn, I., Philip, T., Souto-Manning, M., Self, E., Stillman, J., & Varghese, M.) (2017, January 27). Betsy DeVos is unqualified to lead Education Department [Op-ed]. *Tennessean*.
- Stillman, J. (2013). Art Talk: Using visual images to facilitate English Learners' academic language development in the era of the Common Core. Essay included in Los Angeles County Museum of Art (LACMA) "Evening for Educators" materials.
- Oakes, J., Lipton, M., & Stillman, J. (2002). *Tools for Critique* to explore *Teaching to Change the World (Second Edition)*. New York: McGraw-Hill.

## MANUSCRIPTS IN PROGRESS

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- \*Hedrick-Shaw, D. & Stillman, J. (in progress). Embracing "partial knowledge": Exploring queer theory as a tool for developing teacher candidates' humility in equity- and justice-oriented teacher education.

Stillman, J., Hedrick-Shaw, D., & Padilla-Chavez, A. (in progress). (Un)learning with and from multilingual children: Marrying queer theory and Descriptive Review Processes to mediate preservice teacher learning in early field experiences.

Stillman, J., Charles, J., Fujiyoshi, K., Hseih, B., Jimenez-Silva, M., Philip, T., & Varghese, M. (in progress). Using phenomenological processes to unearth institutional challenges to enacting equity-and-social-justice-centered teacher preparation.

Stillman, J. (in progress). Transforming teacher education's "stuck places" through the development of justice-centered teacher educators.

## CONFERENCE PROCEEDINGS

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Hedrick-Shaw, D. & Stillman, J. (April 2025). Embracing "partial knowledge": Exploring queer theory as a tool for developing teacher candidates' humility in equity- and justice-oriented teacher education. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Charles, J., Stillman, J., Fujiyoshi, K., Hseih, B., Jimenez-Silva, M., Philip, T., & Varghese, M. (April 2025). Using phenomenological processes to unearth institutional challenges to enacting equity-and-social-justice-centered teacher preparation. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Charles, J. & Stillman, J. (June, 2024). Teacher preparation as a learning challenge: How do equity-focused teacher preparation practices spread across complex and distinct organizational and institutional contexts? Paper presented at the 65<sup>th</sup> World Assembly of the International Council on Education for Teaching (ICET). Minho, Portugal.

Stillman, J., Staley, S., Caasi, E. L., Hedrick-Shaw, D. & Tetu, L. (April, 2023). Learning to "sit in the messiness": Leveraging critical and queer pedagogies in teacher educator development. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Stillman, J. (April, 2023). Elevating the dialogue about equity and teacher education: An intergenerational structured dialogue. Annual meeting of the American Educational Research Association, Chicago, IL.

Stillman, J., Struthers-Ahmed, K. & Castañeda-Flores, E. (2021). On Cocoons, consciousness and courage: Preparing justice-oriented teacher educators through critical pedagogies. Paper presented at the annual meeting of the American Educational Research Association (virtual).

Stillman, J. & Beltramo, J. L. (2019, April). Exploring Freirean Culture Circles as a Pedagogical Space for Preparing Asset-Oriented Teacher Educators. Paper presented at the annual meeting of the American Educational Research Association, Division K Vice Presidential Session, Toronto, Ontario, Canada.

- Struthers, K., Stillman, J., Beltramo, J. L., Castañeda-Flores, E., Garza, V. G., & Pyo, M. (2019, April). From the ground up: Building a teacher educator knowledge base from the situated knowledges of emerging, equity-minded teacher educators. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.
- Stillman, J., Flores, R., Gumina, D. Ruíz-Martinez-M. (2019, February). Preparing Colorado's Next Generation of Teachers for Multilingual Learners. Presented at the annual conference of the Colorado Association of Bilingual Education, Boulder, Colorado.
- Philip, T., Souto-Manning, M., Anderson, L., Horn, L., Carter-Andrews, D., Stillman, J. & Varghese, M. (2018, April). Making justice peripheral by constructing practice as "Core": Challenges to social justice in teacher education and democratic public schooling with the increasing prominence of Core Practices. Paper presented at the annual meeting of the American Educational Research Association, Division G Vice Presidential Session, New York, NY.
- Souto-Manning, M., Stillman, J. & Ellis, V. (2018, April). Design principles for asset-oriented teacher education: Toward needed transformations. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Stillman, J. (2017, April). Exploring Freirean Culture Circles as a Pedagogical Space for Preparing Asset-Oriented Teacher Educators. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Stillman, J. Anderson, L., Struthers, K., & Beltramo, J. & Gomez, J. (2017, April). Teaching for equity in complex times: Negotiating standards in a high-performing bilingual school. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Stillman, J. Anderson, L., Struthers, K., & Beltramo, J. (2016, December). Contending with close reading of complex text: How teachers makes sense of and implement Common Core State Standards with Emerging Bilingual students. Paper presented at the annual meeting of the Literacy Research Association. Nashville, TN.
- Anderson, L., Stillman, J., Beltramo, J., & Struthers, K. (2016, December). Using video-mediated interviewing to learn about teachers' literacy practice in times of policy change. Paper presented at the annual meeting of the Literacy Research Association. Nashville, TN.
- Stillman, J., Anderson, L., Struthers, K., & Beltramo, J. (2016, October). At the crossroads of compliance and conscience: Lessons from a bilingual school navigating national standards. Paper presented at the annual meeting of the Center for Advanced Research on Language Acquisition, Minneapolis, MN.
- Stillman, J., Anderson, L., Beltramo, J., & Struthers, K. (2016, February). Teaching for equity in complex times: Negotiating national standards in a high-performing bilingual school. Paper presented at the annual meeting of the National Association of Bilingual Education, Chicago, IL.
- Anderson, L., Stillman, J., \*Beltramo, J., \*Struthers, K., & \*Gomez-Najarro, J. (2015, April). From

- Stimulated Recall to Scaffolded Reflection: Using video-mediated interviewing to learn about teachers' sense-making and navigation of education policy. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Stillman, J., Anderson, L., \*Beltramo, J., \*Struthers, K. & \*Gomez-Najarro, J. (2014, November). No Labels, No Banking, No Failing: Promise and Peril in Agentive Policy Navigation. Presentation delivered at the Annual Meeting of the National Council on the Teaching of English. Washington, D.C.
- Stillman, J., Anderson, L., \*Beltramo, J., \*Struthers, K. & \*Gomez--Najarro, J. (2014, November). How Much Is Too Much?: Struggle, Scaffolding, and the Common Core. Presentation delivered at the Annual Meeting of the National Council on the Teaching of English. Washington, D.C.
- Stillman, J., Anderson, L., \*Beltramo, J., \*Struthers, K. & \*Gomez-Najarro, J. (2014, November). The Press for Text Complexity and Its Impact on Classroom Practice. Presentation delivered at the Annual Meeting of the National Council on the Teaching of English. Washington, D.C.
- Stillman, J., \*Beltramo, J., \*Bugarin, M., \*Castaneda-Flores, E., \*Garcia, V., \*Gavrilovic, D., \*Gomez, L., \*Nevarez, D., \*Pyo, M., \*Regan, L., & \*Struthers, K. (2013, October). Exploring Freirean Culture Circles as a pedagogical approach for preparing equity-minded teacher educators. Presentation delivered at the Annual Meeting of the California Council on Teacher Education, San Diego, CA.
- Stillman, J., Anderson, L., & \*Struthers, K. (2013, April). From accommodation to appropriation: Teachers, praxis, and authorship in a tightly-coupled policy context. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Stillman, J., & \*Struthers, K. (2012, April). Putting PACT in context: Opportunities and concerns. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- Anderson, L., & Stillman, J. (2012, April). *Bringing context into PACT: Adapting mandated performance assessment in alignment with TEP goals.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- Stillman, J., & Anderson, L. (2011, April). Re-mediating for equitable learning opportunities: An activity system analysis of student teachers' learning in context(s). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Anderson, L., & Stillman, J. (2011, March). Generating learning from opportunities to learn: Supporting student teachers as learners in urban field placements. Paper presented at the annual conference of the California Council on Teacher Education, San Jose, CA.
- Stillman, J., & Anderson, L. (2011, March). What we know and what we need to know about student teaching in urban, high-needs schools: Insights from and gaps in the literature. Paper presented at the annual conference of the California Council on Teacher Education, San

Jose, CA.

- Stillman, J., & Anderson, L. (2010, November). Re-mediating for equity: Making the most of student teaching as an opportunity to learn in and for urban, high-needs schools. Paper presented at the annual conference of the National Association of Multicultural Education, Las Vegas, NV.
- Anderson, L., & Stillman, J. (2010, May). Making learning the object: Using Cultural Historical Activity Theory to reorganize preservice field placements in urban high-needs schools. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Stillman, J., & Anderson, L. (2009, April). A critical analysis of the literature on preservice teachers' clinical experiences: Making the case for a more contextualized perspective. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Anderson, L., & Stillman, J. (April, 2009). The role of student teaching in preparing teachers for urban, high needs schools: What beginning teachers learn (and don't) from preservice clinical experiences. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Anderson, L., & Stillman, J. (2008, April). Preparing "adaptive experts" for high-needs schools: Learning from student teachers' experiences in and perceptions of urban placements. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Stillman, J., & Sleeter, C. (2007, April). Teaching for equity in an era of accountability. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Stillman, J. (2006, May). Taking back the standards: Toward a theory of critical professional practice for specially trained teachers. Paper presented at the University of California Linguistic Minority Research Institute Annual Conference, Irvine, CA.
- Stillman, J. (2005, April), Standardizing language, standardizing practice? Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Sleeter, C., & Stillman, J. (2003, April). The standardization of knowledge in a multicultural California. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Montaño, T., López-Torres, L., De Lissovoy, N., Pacheco, M., & Stillman, J. (2001, April). Teachers as activists: Teacher development and alternate sites of learning. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

## INVITED TALKS AND PRESENTATIONS

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- Stillman, J. & Phillip, T. (April 2025). Division K Early Career Pre-Conference Seminar, Annual Meeting of the American Educational Research Association, Denver, CO.
- Stillman, J. (March 2025). Leaning into Teacher Education's "Stuck-Place" as a Site for Imagination, Possibility and Change. Vanderbilt University.
- Stillman, J. (October, 2024). Transforming teacher education as a learning challenge: How do equity-focused teacher preparation practices spread across complex and distinct organizational and institutional contexts? EdPrepLab Fall Forum.
- Stillman, J. (August, 2024). Cultivating a humanizing teaching and learning community at the JCC. Denver Jewish Community Center.
- Stillman, J. & Hedrick-Shaw (July, 2024). Teachers of multilingual learners as policy actors: Critically navigating restrictive education policy as harm reduction. BUENO Center Summer Institute, University of Colorado Boulder.
- Stillman, J. (April, 2023). Transforming teacher education through the development of justice-centered teacher educators. Vice Presidential Session: Organizing for transformation in teacher education, Annual meeting of the American Educational Research Association, Chicago, IL.
- Stillman, J. (February, 2023). Toward a vision for critically transforming teacher education from the inside out and the outside in. Invited Talk, University of Washington, School of Education.
- Braaten, M. & Stillman, J. (April, 2021). Preparing teacher education scholars and practitioners through doctoral education. Learning Café, edPrepLab, Learning Policy Institute.
- Stillman, J. (January, 2021). In pursuit of justice in the education of teacher educators: The use of transformative teacher education pedagogies. Invited talk at the Center for Research on Teacher Development and Professional Practice, University of California, Irvine.
- Andrews, D. C., Horn, I. Souto-Manning, M., Stillman, K., & Varghese, M. (July, 2020). Centering Justice and Anti-Racism in Teacher Education. Invited (virtual) Panel Discussion, Division K, American Educational Research Association.
- Stillman, J. (September, 2019) Guest Instructor (online), Network of Brazilian Teacher Educators, Columbia Teachers College (Prof. Mariana Souto-Manning).
- Stillman, J., Struthers Ahmed, K., & Castañeda-Flores, E. (April, 2019). Teatro and Culture Circles: Transformative Teacher Education Pedagogies. Invited talk at the Center for Innovation in Teacher Education and Development (CITED), Teachers College, Columbia University.
- Stillman, J. (March, 2019) Prepared presentation to be delivered at the School of Education-Front Range District Partnership Breakfast on the development of the School of Education's new BA in Elementary Education (Elementary Teacher Education Program)

- Stillman, J. (February, 2019) Presented to the CU School of Education/Dean's Development Advisory Board on the development of the School of Education's new BA in Elementary Education (Elementary Teacher Education Program)
- Stillman, J. (2017, December). Keynote address for Pathways2Teaching, UC Denver Campus Visit, Denver, Colorado.
- Stillman, J. (2015, June/July). CHAT: A framework for *analysis and action* in teacher education. Invited Lecture delivered at the CHAT (Cultural Historical Activity Theory) Winter School, Australian Catholic University, Melbourne, Australia.
- Stillman, J. (2015, April). Learning to Know our Students. Professional development workshop delivered for elementary teachers and school administrators, Citizens of the World Charter School, Los Angeles Unified School District.
- Stillman, J. (2015, March). Minding the mediation: Considering the role of teacher educators in equity-minded, "clinically rich" pre-service preparation. Invited Lecture delivered at the University of Washington, Seattle, Boeing Visiting Scholar Speaker Series. March 4, 2015.
- Stillman, J. (2014, September). Beyond the icebreaker: Community building for equity. Professional development workshop delivered for elementary teachers and school administrators, Citizens of the World Charter School, Los Angeles Unified School District.
- Stillman, J. (2014, March). Increasing access for and engagement among English Learners. Professional development workshop delivered for school tour docents, Los Angeles County Museum of Art (LACMA), Los Angeles, CA.
- Stillman, J. (2014, January). Implementing the Common Core Standards with English Learners: Opportunities and challenges. Invited Lecture, Torrance Unified School District.
- Stillman, J. (2014, January). Using visual images to facilitate English Learners' oral language development. Professional development workshop delivered for secondary E/LA and Social Studies teachers, Torrance Unified School District.
- Stillman, J. (2013, December). Art Talk: Using visual images to facilitate English Learners' language development in the era of the Common Core. Invited keynote address delivered at the Los Angeles County Museum of Art (LACMA), "Evening for Educators" series.
- Stillman, J. (2013, October). Preparing teacher educators: Insights from one university doctoral program. Presentation delivered at the annual meeting of the California Council on Teacher Education, San Diego, CA.
- Stillman, J. (2013, October). Panelist, Institute on Preparing Future Teacher Educators. Annual meeting of the California Council on Teacher Education, San Diego, CA.

- Stillman, J. (2013, October). Moving from tolerance to affirmation in our work with diverse Learners. Professional development workshop delivered for school tour docents, Skirball Cultural Center, Los Angeles, CA.
- Stillman, J. (2013, June). Guest speaker, Research on Teacher Education and Development Speaker Series. University of California, Davis.
- Stillman, J. (2013, March). Putting PACT in context and context in PACT: An account of teacher educators' collaboration and adaptive response to policy mandates. Paper presented at the annual meeting of the American Association of the Colleges of Teacher Education, Orlando, FL.
- Stillman, J. (2012, April). Invited Panelist, Talking the talk and walking the walk... Taking research to the next level: Using research to improve education and serve the public good. Division K Fireside Chat, annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- Stillman, J. (2010, November). Invited panelist, Exploring key issues in language and literacy education for the 21st century. Workshop delivered at the annual meeting of the National Council of Teachers of English, Orlando, FL.
- Stillman, J. (2010, March). A museum for the people of Los Angeles: Increasing access for English Learners. Professional Development workshop delivered for museum educators, Los Angeles County Museum of Art.
- Stillman, J. (2009, May). "Putting the Movement Back in Civil Rights Teaching": Applying multicultural education theory to practice. Lecture delivered in Education 134, University of California, Irvine.
- Hollins, E., & Stillman J. (2008, November). Collaboration on research using PACT data. PACT Implementation Conference, University of California, Santa Barbara.
- Stillman, J. (2003, February). Construyendo una identidad intelectual: Fusing cultural, linguistic and academic engagement. Keynote address delivered to the English Learner Network, Fresno Unified School District, Fresno, CA.

## **AWARDS, HONORS AND FELLOWSHIPS**

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- 2019**      *Asia-Pacific Journal of Teacher Education*, "From the ground up: Cultivating teacher educator knowledge from the knowledges of emerging, asset-oriented teacher educators" named one of journal's 6 best papers published in 2019.
- 2015**      University of Southern California Mellon Mentoring Award
- 2013**      American Educational Research Association, "Student teaching's contribution to preservice teacher development: A review of research focused on the preparation of teachers for urban and high-needs contexts" included as Top 10 AREA Journal

Articles of 2013.

- 2004-2005** University of California, Linguistic Minority Research Institute, Dissertation Fellowship (\$15,000).
- 2002** University of California, Los Angeles, Summer Research Mentorship Fellowship Grant (\$3,000)
- 2000-2003** Deans Scholar Fellowship Grant, University of California, Los Angeles
- 2000-2002** Title VII Fellowship (\$50,000).

## GRANTS

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- 2025** *Transforming teacher education as a learning challenge: How do equity-focused teacher preparation practices spread across complex and distinct organizational and institutional contexts?*/CO-PIs, J. Stillman, J. Charles, T. Philip/Funder: Spencer Vision Grant/Amount \$75,000 (under review)
- 2025** *Redesigning teacher education toward equity and justice in CU Boulder's Elementary Teacher Preparation Program*/CO-PIs, J. Stillman, D. Gumina, A. Perkins, L. Tetu, T. White/ Funder: University of Colorado Impact Grant/Amount: \$36,750
- 2024-2025** *Redesigning Teacher Education to Center Needs of BIPOC Elementary Teacher Candidates in CU Boulder School of Education's Elementary Education Program*/ Co-PIs, J. Stillman and T. White. Funder: WISE/University of Colorado Boulder/ Amount: \$8,500
- 2024** *Mapping Teacher Education Strengths and Needs at CU Boulder*/ Co-PIs, J. Stillman and L. Tetu. Funder: WISE/University of Colorado Boulder/ Amount: \$6,000 (not funded)
- 2024-2025** *Transforming teacher education as a learning challenge: How do equity-focused teacher preparation practices spread across complex and distinct organizational and institutional contexts?*/PI: J. Stillman/Funder: EdPrepLab Seed Grant/Amount \$10,000
- 2024** *Transforming teacher education as a learning challenge: How do equity-focused teacher preparation practices spread across complex and distinct organizational and institutional contexts?*/Co-PIs: Dr. Jessica Charles and Dr. Jamy Stillman/Funder: Spencer Vision Grant/Amount \$75,000 (not funded; named 1 of 19 finalists out of 450 submissions)
- 2021-2022** *In pursuit of justice in teacher education*/PI: Jamy Stillman/ Funder: University of Colorado, LEAP Growth Grant/ Amount \$12,000
- 2020** *Relational and micropolitical dimensions of deeper learning in programs of teacher education*/ Co-PIs: Dr. Kay Fujiyoshi, Dr. Thomas Philip. And Dr. Jamy Stillman/ Funder: EdPrepLab/Amount \$15,000

- 2019** *Building school-university partnerships to support humanizing, place-based, and community-based elementary teacher preparation/* Co-PIs: Drs. Melissa Braaten and Jamy Stillman/ Funder: School of Education Partnership Seed Grant/ Amount \$20,000
- 2018** *Preparing excellent teachers for diverse communities with critical multicultural children's literature /*Co-PIs: Drs. Jamy Stillman, Wendy Glenn, Susan Hopewell, Silvia Nogueron-Liu, and Deb Palmer/ Funder: University of Colorado, Diversity & Inclusion Grant/ Amount: \$3000
- 2017-2018** *Multilingual STEM teaching collaborative: Learning and teaching science and language together/* Co-PIs, M. Braaten, D. Palmer, J. Stillman. Funder: WISE/ Amount: \$7,500
- 2016-2017** *Preparing asset, equity, and social-justice oriented teachers: The crucial challenge for the future of teacher education /* PI: T. Philip, Co-PIs: I. Horn, J. Stillman, Funder: Spencer Foundation / Amount: \$49,990
- 2012-2014** *A counternarrative and the Common Core: Learning from a high-performing school serving English Learners /* Principal Investigators: J. Stillman, L. Anderson / Funder: Spencer Foundation / Amount: \$40,000

## RESEARCH PROJECTS

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- 2024-** *Beyond recruitment: Centering BIPOC teacher candidates in teacher education program (re)design.* Co-PIs: J. Stillman and T. White.
- 2023-** *How university institutional contexts shape teacher education: A cross-institutional study:* Co-PIs: J. Stillman and J. Charles, with the Teacher Education Research Collaborative
- 2023-** *Exploring queer theory as a framework for supporting the development of equity- and justice-centered elementary teachers.* Co-PIs: J. Stillman and D. Hedrick-Shaw.
- 2023-** *Using embodied pedagogies to facilitate learning about intersectional justice and agentive teaching in undergraduate teacher preparation.* Principal Investigator: J. Stillman
- 2019-2022** *Building School-University Partnerships to Support Humanizing, Place-Based, and Community-Based Elementary Teacher Preparation.* Co-PIs: M. Braaten and J. Stillman
- 2018-2024** *Exploring Critical Pedagogies in the Context of Doctoral Education for Prospective Teacher Educators.* Principal Investigator: J. Stillman
- 2012-2016** *Exploring Freirean Culture Circles as a Pedagogical Approach for Preparing Equity-minded Teacher Educators/* Principal Investigator: J. Stillman
- 2012-2016** *A Counternarrative and a Common Core: Learning from a High-performing Bilingual School Serving English Language Learners/* Principal Investigators: J. Stillman, L. Anderson

- 2009-2012** *Examining the PACT: What Performance Assessment Data Reveals about Preservice Teachers' Understanding of Social Context and Skill in Contextualizing Practice* / Principal Investigators: J. Stillman, L. Anderson
- 2007- 2012** *Exploring Preservice Teachers' Preparation Pathways and Post-graduate Practices in Urban Schools* / Principal Investigators: J. Stillman, L. Anderson
- 2003-2005** *Exploring Specially Prepared Teachers' Instantiations of Accountability-Driven Language Arts Reforms with English Learners in "Low- Performing" Schools.* Principal Investigator: J. Stillman

## EDITORIAL SERVICE

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- Co-editor, Special Issue, *The New Educator*, Rethinking the preparation of teacher educators: Centering equity and justice (2020)
- Member, Editorial Board, *The New Educator* (2019- )
- Member, Editorial Board, *International Multilingual Research Journal* (2018- )
- Member, Editorial Board, *Frontiers in Education* (open-access journal, 2018-)
- Reviewer, Bloomsbury Academic (2019)
- Reviewer, Teachers College Press (2018, 2019, 2020, 2023, 2025)
- Reviewer, Harvard University Press (2016, 2017)
- Reviewer, Springer International Publishing (2016)
- Member, Editorial Board, *Issues in Teacher Education* (2014-2016)
- Member, Editorial Review Board, *Journal of Teacher Education* (2013-2015)
- Referee, *Review of Educational Research* (2022, 2023)
- Referee, *Teachers College Record* (2017, 2018, 2020, 2024)
- Referee, *Teaching and Teacher Education* (2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025)
- Referee, *International Multilingual Research Journal* (2017, 2018, 2019, 2022, 2023, 2024)
- Referee, *American Educational Research Journal* (2016, 2017)
- Referee, *International Handbook for Research on Teacher Education* (2015, 2016)
- Referee, *Mind, Brain and Education* (2015)
- Referee, *Teaching and Teachers; Theory and Practice* (2014)
- Referee, *Urban Education* (2014)
- Referee, *Issues in Teacher Education* (2014, 2015)
- Referee, *Teaching Education* (2014)
- Referee, *Journal of Educational Change* (2012, 2013)
- Referee, *Journal of Teacher Education* (2010, 2011, 2012, 2013, 2014, 2015, 2016, 2018, 2020, 2021, 2022, 2023, 2024, 2025)
- Referee, *The Teacher Educator* (2009, 2010, 2011, 2012)
- Referee, *The New Educator* (2009, 2010, 2013, 2014, 2016, 2017, 2019, 2020, 2021, 2022, 2023)
- Referee, *Educational Evaluation and Policy Analysis* (2009)
- Referee, *InterActions: UCLA Journal of Education and Information Studies* (2003, 2004)

## RESEARCH CONSULTATION AND ADDITIONAL TEACHING EXPERIENCE

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- 2024-2025**     **Outside member**, Institutional Research Review Board, Bank Street College of Education, New York, New York.
- 2020, 2021**     **Consultant**, Brazilian Teacher Education Research Group (Columbia Teachers College), *Rethinking teacher education: Fostering inclusive practices for visually-impaired students in mathematics classes*
- 2014, 2015**     **Consultant/Professional Development Provider**, Citizens of the World Charter School, Los Angeles, CA.
- 2014**            **Consultant/Professional Development Provider**, Torrance Unified School District
- 2013**            **Consultant/Professional Development Provider**, Skirball Cultural Center Educational programs, Los Angeles, CA
- 2010-2014**     **Consultant/Professional Development Provider**, Los Angeles County Museum of Art (LACMA) Educational Programs. Los Angeles, CA.
- 1998-2006**     **Consultant/Professional Development Provider**, (Migrant) Optimal Learning Environment (OLE) Project
- Los Angeles County Office of Education
  - Pájaro Valley Unified School District (Watsonville, CA)
  - Visalia Unified School District
  - Fresno Unified School District
  - Soledad Unified School District
  - Bakersfield Unified School District
  - Sacramento Unified School District
  - Elk Grove Unified School District (Sacramento, CA)
  - Battleground School District (Vancouver, Washington)
  - Evergreen School District (Vancouver, Washington)
  - Corvallis School District (Corvallis, Oregon)
- 2000-2002**     **Field Supervisor**, UCLA Center X Teacher Education Program, Los Angeles, CA.
- 1997-2000**     **Cooperating/Mentor Teacher** for student teachers from University of California, Santa Cruz and California State University, Monterey Bay.

## PROFESSIONAL SERVICE AND AFFILIATIONS

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- Invited participant, Research Designs and Measurement for Teacher Education Conference, Annenberg Institute for School Reform, Brown University (December 2021)
- Member, International Forum for Teacher Educator Development
- Member, Steering Committee, EdPrepLab (2018-2023)

- Member, Membership Committee, EdPrepLab (2020-2021)
- Review Panel member (Proposals for Large Grant program), The Spencer Foundation (2019-2020)
- Proposal reviewer, The Spencer Foundation (2019, 2024)
- Member, AERA, Division K Innovations in Research on Equity and Social Justice in Teacher Education Award Committee (2019-2020)
- Member, AERA, Division K Mid-Career Award Committee (2018-2019)
- Organizer, AERA Vice Presidential Sessions on Teacher Education (Division K) (2017, 2019)
- Tenure Dossier Reviewer (University of New Hampshire, 2017; Brigham Young University, 2017; University of Wisconsin, Milwaukee, 2018, University of New Hampshire, 2025, Portland State University, 2025)
- Organizer and Chair, AERA Presidential Session on Teacher Education (2016)
- Section Chair, American Educational Research Association, Division K (2016, 2017, 2018, 2019)
- Member, American Educational Research Association, Division K and Division G (Teaching and Teacher Education) (2001-present)
- Member, National Council of Teachers of English (2010-2018)
- Member, California Council on Teacher Education (2010-2015)
- Member, California Association of Bilingual Educators (1997-2015)
- Member, National Association of Multicultural Education (2010-2015)
- Invited Contributor, AERA Division K Summit on Clinical Experience (2011)
- Member, Division K Executive Board (April 2010-2012)
- Co-chair, Awards Committee, American Educational Research Association, Division K (April 2010-2012)
- Proposal Reviewer, American Educational Research Association (2006-2011)
- Proposal Reviewer, American Association for Colleges of Teacher Education (2005)
- Chair/Discussant, American Educational Research Association (Division K) (2010; 2011; 2013; 2017, 2019)
- Member, Consortium for Excellence in Teacher Education (2005-2008)
- Graduate Student Representative, American Educational Research Association, Division K (Teaching and Teacher Education) (2004-2005)
- Member of Student Advisory Board, *InterActions: UCLA Journal of Education and Information Studies* (2003-2004)

## **SCHOOL OF EDUCATION and UNIVERSITY SERVICE**

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### **University of Colorado Boulder**

- Convener/Facilitator Elementary Field Coach Learning Space (2023-2025)
- Member, Student Awards Committee (2024, 2025)
- Chair, Teacher Learning, Research and Practice (2024-2025)
- Course Lead, EDUC 4331, Elementary Social Studies Methods (Fall 2023)
- Course Lead, EDUC 4595, Practicum in Multicultural/Bilingual and ELD Education (Fall 2023, Fall 2024, Fall 2025)
- Member, PUEC Committee for Deena Gumina (2025-2026)
- Member, PUEC Committee for Kimberly Strong (Fall 2023)
- Member, PUEC Committee for Vanessa Santiago Schwarz (Spring 2023, 2025-2026)
- Member, PUEC Committee for Sara Staley (Fall 2018, Spring 2019, Fall 2022, Fall 2024)

- Member, PUEC Committee for Melissa Braaten (Fall 2019, 2021)
- Year 3 Lead, Elementary Teacher Education Program (Fall, 2021)
- Chair, Faculty Search Committee, EBB/Elementary Teacher Education, full-time instructor (2021)
- Member, Search Committee, Director of Advising (2020-2021)
- Chair, Faculty Search Committee, EBB/Elementary Teacher Education, full-time instructor (2020)
- Director Elementary Teacher Education Program (B.A.) (2017-2021)
- Co-Director, Teacher Education (2018-2021)
- Chair, Elementary Teacher Education Licensure Program (2016-2019)
- Member, Dean's Advisory Committee (DAC) (2018-2021; 2023-)
- Member, Faculty Search Committee, EBB (2019-2020)
- Multicultural Leadership Scholars Committee (2018)
- Teacher Learning, Research and Practice Program Area Development Committee (2018, 2019)
- Faculty Retreat Planning Committee (2018)
- Scholarship Review Committee (Undergraduate scholarships) (2018, 2023, 2024)
- Presented at student recruitment events for Elementary Teacher Education (2017, 2018, 2019, 2020, 2021)
- Member, PUEC Committee for Sandra Butvilofsky (Fall, 2017)
- Member, PUEC Committee for Terrenda White (Fall, 2017)
- Member, PUEC Committee for Alison Boardman (Fall, 2016, Spring, 2017)
- Facilitator/Convener Specialty Seminar in EECD/Literacy (2015-2018)
- Member, Undergraduate Elementary Education (New Major) Admissions Committee (2016-2019)
- Member, Practicum Working Group (2016-2017)
- Member, PUEC Committee, Deb Palmer (Spring 2016)
- Member, PUEC Committee, Millie Gort (Spring 2016)
- Co-chair Faculty Search Committee, Bilingual & Special Education (2016-2017)
- Member, Faculty Search Committee, Bilingual Education, EECD (2015-2016)
- Member, Space Advisory Committee (2016, 2017)

**PhD Advisees:** Melia Repko-Erwin (Literacy Studies, co-chair, completed 2019); Caitlin Fine (EECD 2015-2017); Deena Gumina (EBB, completed December 2020); Kachine Kulick (TLRP) (changed advisors in Fall 2021); Lizz Tetu (TLRP, co-advise with Dr. Kathy Schultz, completed 2024); Iman Fagan (TLRP, co-advise with Terrenda White, withdrew Spring 2024); María Ruíz-Martínez (EBB, successfully defended proposal, November 2023; co-chair Andrea Dyrness, successfully defended dissertation, Spring 2025); Elizabeth Silva (EBB, successfully defended proposal December 2020; co-chair Alison Boardman, successfully defended dissertation Spring 2025); Devon Hedrick-Shaw (EBB/TLRP, co-advise with Dr. Millie Gort; successfully defended proposal, Spring 2023, successfully defended dissertation, Spring 2025); Claudia Norez (EBB, beginning January 2025).

**PhD Dissertation Committees:** Ashley Cartun (Literacy Studies, completed 2016); Vanessa Santiago Schwarz (EECD, completed 2017); Mary Kelly (Literacy Studies, completed 2018); Xueyu Zhao (EECD, completed 2018); Jody Slavick (EBB, completed, September 2020); Quinton Freeman (LSHD, completed in November 2021); Astrid Sambolín-Morales (EBB, completed in July 2021), Rebecca Flores (EBB, completed in ), Andrea Glaws (Literacy Studies/TLRP, completed July 2023),

Mary Beth Snow Balderas (EBB, successfully defended proposal, May 2023), Kristen Driscoll (Literacy Studies/TLRP, successfully defended proposal in November 2022, successfully defended dissertation 2024), Kyle Kopsick (EFPP, successfully defended proposal Spring 2024); Alexandra McGrath (EBB, successfully defended proposal Summer 2025).

**PhD Comps Committees:** Melia Repko-Erwin (Literacy Studies, 2016), Quinton Freeman (LSHD, 2017), Rebecca Flores (EBB, 2020), Brandon Grossman, (STEM/TLRP, 2021), Kristen Driscoll (Literacy Studies/TLRP 2021).

### Previous Universities

PhD Committees: Kathryn Struthers (Chair, completed 2015); John Beltramo (Chair, completed 2016); Joyce Gomez-Najarro (Chair, completed 2016); Diane Nevárez (completed 2016); Jessica Lovaas (American Studies, completed 2016); Andrea Bingham (completed 2015); Daniel Maxey (completed 2015); Rodolfo Acosta (completed 2015); Oscar Navarro (UCLA, completed 2016)

Edd Committees: Jennifer Wolfe (completed 2016); Judith Bakenhaus (advanced to candidacy); Kay Okamura (completed 2014); Pamela Lovett (pre-proposal); Claudia Nguyen (completed 2015); Laura Lord (advanced to candidacy); Linda Nakagawa (completed 2012); Svetlana Levonisova (completed 2012); Antoinette Linton (completed 2011); Luz Torres (completed 2009); Jeniffer Killion (completed 2008)

- Faculty Course Lead, EDUC 701, *Pedagogy in Teacher Education* (2014-2015)
- Faculty Course Lead, EDUC 703, *Examining Literacy Theories and Practice in Teacher Education* (2008-2015)
- Faculty Council Representative, TEMS (Teacher Education in a Multicultural Society) Concentration (2013-2014)
- Edd Governance Representative, TEMS (Teacher Education in a Multicultural Society) Concentration (2013-2014)
- Chair, TEMS (Teacher Education in a Multicultural Society) Edd Program Committee (2013-2014)
- Member, TEMS (Teacher Education in a Multicultural Society) Edd Program Committee (2008- present)
- Member, MAT Design Team (2008-2010)
- Member, Tenure Track Faculty Search Committee (2010)
- Panelist, Fulbright Interview Committee, USC Academic Recognition Programs (2010)

### COURSES TAUGHT

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EDUC 4435 Culturally Sustaining Pedagogies

EDUC 7115 (redesigned) Critical Inquiry into Becoming a Teacher Educator

EDUC 4595 (new course) Practicum in Bilingual, Multicultural and ELD Education

EDUC 4331 (newly designed) Elementary Social Studies Methods

EDUC 8145 (new course designed for TLRP) Designing for Teacher Learning and Education

EDUC 6804 (new course designed for TLRP) Special Topics: Critical Approaches for Preparing

Teacher Educators/University Instructors  
EDUC 4351 (new course) Language and Equity in Inclusive Elementary Classrooms  
EDUC 8610 (new course) Advanced Topics in EECD (The Preparation of Teachers for  
Linguistically Diverse Students)  
EDUC 8145 (redesigned) Advanced Topics in ROTATE  
EDUC 4351 Differentiating Instruction in Elementary Classrooms

**Previous Universities**

EDUC 703 Examining Literacy Theories and Practice in Teacher Education  
EDUC 538 Curricula and Cultural Pluralism  
EDUC 517B Understanding the Context of Urban Schools  
EDUC 501 Instruction for English as a New Language  
EDUC 2032 Contemporary Issues in Education  
EDUC 2052 Seminar in Multicultural Elementary Pedagogy  
EDUC 2055 Elementary Urban School Practicum  
EDUC 3063 Elementary Urban Student Teaching

**LANGUAGES**

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Proficient in Spanish