

ANDREW J. SCHIERA

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EDUCATION AND WORK EXPERIENCE

EDUCATION

- 2017 Ed.D., Teaching, Learning, and Teacher Education, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania, United States.
Dissertation: *Justice and Practice: Tensions in the Development of Social Justice (Teacher) Educators*, Chair, Dr. Sharon Ravitch
- 2010 M.S.Ed., Secondary Social Studies, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania, United States.
Thesis: *Authentic Learning, "Real Learning," and Work*
- 2009 B.A., History, School of Arts and Sciences, University of Pennsylvania, Philadelphia, Pennsylvania, United States.
Thesis: *The Evolving History of a Free People: History Textbooks' Twentieth Century Revision of the Black American Experience*

EMPLOYMENT

HIGHER EDUCATION

- 2024– Assistant Professor, Literacy Studies, School of Education, University of Colorado
present Boulder
- 2023– Assistant Teaching Professor, Secondary Social Studies, Department of Curriculum
2024 & Instruction, School of Education, University of Wisconsin–Madison.
- 2021– Research Assistant for the *D.I.S.C.U.S.S. Project*, Graduate School of Education,
2025 University of Pennsylvania.
- 2019– Senior Instructional Coach, Secondary Social Studies, Urban Teaching
2023 Apprenticeship Program, Graduate School of Education, University of Pennsylvania.

- 2010– Instructor in the Urban Teaching Apprenticeship Program, Graduate School of
2019 Education, University of Pennsylvania.
- 2015– Research Assistant for the Center for the Study of Boys’ and Girls’ Lives (now the
2016 School Participatory Action Research Collaborative), Graduate School of Education,
University of Pennsylvania.
- 2013– Research Assistant for the *Evaluation of the i3 Scale-up of Reading Recovery* at the
2015 Consortium for Policy Research in Education, University of Pennsylvania

K–12 EDUCATION

- 2016– High School Social Studies Teacher, William L. Sayre High School, School District
2019 of Philadelphia, Philadelphia, PA.
- 2015– High School Social Studies Teacher, Kosloff Torah Academy, Bala Cynwyd, PA.
2016
- 2010– High School Social Studies Teacher, University City High School, School District
2013 of Philadelphia, Philadelphia, PA.

PROFESSIONAL CERTIFICATIONS

- 2017 Mathematics 7–12 Certification; Pennsylvania
2017 English/Language Arts 7–12 Certification; Pennsylvania
2015 School Administrator; Pennsylvania
2010 Social Studies 7–12 Certification; Pennsylvania

AWARDS AND RECOGNITIONS

- 2017 Recipient, Dissertation merits Distinction, Defense merits Distinction, University
of Pennsylvania Graduate School of Education, Philadelphia, Pennsylvania, United
States
- 2013 Recipient, Christian R. and Mary F. Lindback Foundation Award for Distinguished
Teaching, School District of Philadelphia, Philadelphia, Pennsylvania, United
States
- 2009 Recipient, Lenore Annenberg Teaching Fellowship, University of Pennsylvania
Graduate School of Education, Philadelphia, Pennsylvania, United States
- 2009 Recipient, Fox Leadership Award, University of Pennsylvania, Philadelphia,
Pennsylvania, United States

SCHOLARSHIP

PEER REVIEWED JOURNAL ARTICLES

*equal first co-authors as part of the field-building project of Youth Participatory Teacher Education; †authored with doctoral students; ‡authored with youth; §authored with local educators, practitioners, or community members

Published Since August 2024 Hire

1. *del Calvo, A. O., & **Schiera, A. J.** (2026). What do youth give feedback on when they participate in rehearsals of social studies discussion facilitation? *Teaching and Teacher Education*, 176, 105530. <https://doi.org/10.1016/j.tate.2026.105530>

Publisher: Elsevier	Impact Factor: 3.9 (2024)
Indexed in Scopus, Social Sciences	CiteScore: 8.5 (2025)
Citation Index (SSCI), SCImago	h-index: 170
Journal Rank (SJR), SNIP	Q1 Journal in Education
	Acceptance Rate: 8%

2. ***Schiera, A. J.**, & del Calvo, A. O. (2026). Youth participatory teacher education rehearsals: Working with youth to shape novice teacher learning. *Action in Teacher Education*. <https://doi.org/10.1080/01626620.2026.2642768>

Publisher: Taylor & Francis	Impact Factor: 1.7 (2024)
Indexed in Scopus, SCImago Journal	CiteScore: 1.7 (2024)
Rank (SJR), ERIC, EBSCO	h-index: 33 (2024)
	Q2 Journal in Education (2024)
	Acceptance Rate: 4% (2024)

3. ***Schiera, A. J.**, & del Calvo, A. O. (in press). “Setting the conversation on fire”: What youth want from social studies discussions. *Social Education*.

Publisher: National Council for the
Social Studies
Indexed in EBSCO, MLA

4. ***Schiera, A. J.**, & del Calvo, A. O. (2026). What youth want from discussions: Practice, participation, and democracy in social studies (teacher) education. *Theory & Research in Social Education*, 54(1), 30–66.
<https://doi.org/10.1080/00933104.2025.2517327>

Publisher: Taylor & Francis	Impact Factor: 2.1 (2025)
Indexed in Scopus, Social Sciences	CiteScore: 5.8 (2024)
Citation Index (SSCI), ERIC, EBSCO	h-index: 52
Google Scholar Citations: 5	Q1 Journal in Education
	Acceptance Rate: 7% (2025)

5. **Schiera, A. J.,** Carl, N. M., & Marshall-Butler, J. (2025). The social justice core practices of Philadelphia educators: A modified Delphi study. *Journal of Teacher Education*, 76(2), 160–177. <https://doi.org/10.1177/00224871241239040>

Publisher: SAGE Publications	Impact Factor: 4.1 (2025)
Indexed in Ebsco, ERIC, Social Sciences Citation Index (SSCI)	CiteScore: 8.6 (2024)
Google Scholar Citations: 3	h-index: 117
	Q1 Journal in Education
	Acceptance Rate: 2.2% (2025)

6. Conrad, J., **Schiera, A. J.,** & Dym, A. (2024). Decentering teacher voice—and stance? Teacher candidates’ explicit and implicit disclosure in social studies discussions. *Teaching and Teacher Education*, 146. <https://doi.org/10.1016/j.tate.2024.104637>

Publisher: Elsevier	Impact Factor: 3.9 (2024)
Indexed in Scopus, Social Sciences Citation Index (SSCI), SCImago	CiteScore: 7.8 (2024)
Journal Rank (SJR), SNIP	h-index: 170
Google Scholar Citations: 10	Q1 Journal in Education
	Acceptance Rate: 11%

Published Prior to August 2024 Hire

7. **Schiera, A. J.** (2023). “Bigger picture” visions, teacher candidates’ practice, and the complexity of learning to teach. *Teacher Education Quarterly*, 50(3), 30–53. <https://www.jstor.org/stable/27257018>

Publisher: Caddo Gap Press	h-index: 18
Indexed in JSTOR, ERIC	Q2 Journal in Education
Google Scholar Citations: 4	Acceptance Rate: 12–15%

8. Jay, L., Conrad, J., Del Calvo, A., **Schiera, A.,** Patterson, T., & Reisman, A. (2022). Bringing students into professional development. *Social Studies Journal*, 41(1), 30–38.

Publisher: Middle States Council for the Social Studies

9. **Schiera, A. J.** (2021). Seeking convergence and surfacing tensions between social justice and core practices: Re-presenting teacher education as a community of praxis. *Journal of Teacher Education*, 72(4), 462–476. <https://doi.org/10.1177/0022487120964959>

Publisher: SAGE Publications	Impact Factor: 4.13 (2021)
Indexed in Ebsco, ERIC, Social Sciences Citation Index (SSCI)	CiteScore: 8.3 (2021)
Google Scholar Citations: 41	Q1 Journal in Education

10. **Schiera, A. J.** (2019). Justice, practice and the ‘Real World’: pre-service teachers’ critically conscious visions for teaching amid the complexities and challenges of learning to teach. *International Journal of Qualitative Studies in Education*, 32(7), 929–946. <https://doi.org/10.1080/09518398.2019.1609125>

Publisher: Taylor & Francis
Indexed in ERIC, ERA, SCOPUS
Google Scholar Citations: 28

Impact Factor: 1.41 (2019)
CiteScore: 2.4 (2019)
h-Index: 38
Q2 Journal in Education

11. **Schiera, A. J.** (2014). Practitioner research as “praxidents” waiting to happen. *Perspectives on Urban Education*, 11 (2), 107–121.

Google Scholar Citations: 12

In Revision

1. Mayo, J. B., & **Schiera, A. J.** How could we have been brave(r)? Reflections of two queer social studies teacher educators. (*The Teacher Educator*, submitted February 2026)
2. Eisman, J. I., **Schiera, A. J.**, & Patterson, T. Practice-based teacher education as a source of identity reflection: A Case study of identity-based teacher professional development (*Journal of Experimental Education*, submitted March 2026)
3. **Schiera, A. J.** Beyond imagination: Integrating practice in justice-oriented social foundations of education courses. *Action in Teacher Education*

Under Review

1. †**Schiera, A. J.**, Lubasi, J., Olson, M., Hennessey, L., Miller, D., & O’Dwyer, C. The Social justice core practices of Dane County educators. (*Teaching and Teacher Education*, minor revisions submitted June 2026)
2. †**Schiera, A. J.**, Rush, A., Hadid, J., Ani, T., Villa, F., Esposito, L., & del Calvo, A. O. “I taught the teachers”: BIPOC youth agency and role identity negotiation in teachers’ professional learning. (*Urban Education*, submitted March 2026)
3. *del Calvo, A. O., & **Schiera, A. J.** Teacher educator dilemmas in rehearsals with youth: Practice, pausing, and third space. (*Cognition and Instruction*, submitted April 2026)
4. ‡**Schiera, A. J.**, & Rodriguez, G. A youth and teacher educators’ duoethnography of Youth Participatory Teacher Education. Manuscript in preparation. (*International Journal of Qualitative Studies in Education*, submitted June 2026)

In Preparation

1. del Calvo, A. O., **Schiera, A. J.**, Patterson, T., & Reisman, A. Meeting teachers where they're at: Two professional developments designed around a theory of role-identity. (Anticipated submission July 2026 to *Journal of Learning Sciences*)
2. Reisman, A., **Schiera, A. J.**, & Chan, W. Soundscapes of early career social studies teachers' discussions. (Anticipated submission July 2026 to *American Educational Research Journal*)
3. †**Schiera, A. J.**, Meinzen, L., del Calvo, A. O., Harton, D., & Perkins, A. "Everyone's opinions were equal:" Youths' experiences participating in teacher education. (Anticipated submission August 2026 to *Equity & Excellence in Education*)
4. †Meinzen, L., **Schiera, A. J.**, del Calvo, A. O., Perkins, A., & Harton, D. Youth reflections on the process of becoming teacher educators: An embedded case study across two university-based teacher preparation programs. (Anticipated submission August 2026 to *Journal of Teacher Education*)
5. †Perkins, A., Harton, D., **Schiera, A. J.**, & Meinzen, L. "Anybody can technically be a teacher at any age:" On youth's rightful presence in social studies teacher education. (Anticipated submission August 2026)
6. **Schiera, A. J.**, & Nowell, Z. N. The core practice of discussion facilitation and the problem of context. (Anticipated submission August 2026)
7. Dym, A., Conrad, J., & **Schiera, A. J.** Hidden politics: Implicit disclosure challenges typical conceptions of open classroom climate.
8. **Schiera, A. J.** Locating field seminar in local schools: A teacher educator's self-study.

PEER REVIEWED BOOK CHAPTERS

†authored with doctoral students; ‡authored with youth; §authored with local educators, practitioners, or community members

Published Since August 2024 Hire

1. None as of updated-by date listed in footer

Published Prior to August 2024 Hire

2. **Schiera, A.J.** (2021). Four domains of benefiting from racism: A Multi-year autoethnography of a high school student exchange. In C. Hayes, I. Carter & K.

Elderson (Eds.), *Unhooking from Whiteness: It's a process* (pp. 28-54). Brill.

3. **Schiera, A.J.**, Simmons, E., Whitfield, L., & Frederick-Clarke, H. (2021). On the ground, every day: Five pillars for developing culturally sustaining, critically conscious practitioners. In K. Pak & S. Ravitch (Eds.), *Critical Leadership Praxis for Educational and Social Change* (pp. 73-85). Teachers College Press.

Under Initial Review

1. †**Schiera, A.J.**, del Calvo, A. O., Meinzen, L., & Harton, D. (accepted, September 2025; under internal review) Youth participating in critical inquiry rehearsals in social studies teacher education. In D. Krutka, J. Conrad, J. Gallagher & C. Salinas (Eds.), *Research Handbook of Critical Inquiry in Social Studies Education*.

Proposed Chapters Under Review

1. None as of updated-by date listed in footer

Accepted Chapters in Preparation

1. †§Meinzen, L., **Schiera, A.J.**, Cartun, A., & Jageman, J. (accepted, December 2025). Intergenerational teaching and learning: A year of COLaborative learning with CU Secondary Humanities teacher candidates and Apex Teacher Academy youth. In L.P. Ojha, Z. Tian, & J. Burton (Eds.), *Community-engaged Approaches to Teacher Education*.
2. **Schiera, A.J.**, & Mayo, J.B. (accepted, February 2026). Duoethnography's beyond-binary affordances: Gay teacher educators "becoming" in a queer methodological space. In C. Hayes, T. Lawrence, L. A. Legaspi, & E. Díaz (Eds.), *Toolbox in Transition: Queering the Practices of Inquiry in Education*.

RESEARCH REPORTS

Prior to August 2024 Hire

1. May, H., Goldsworthy, H., Armijo, M., Gray, A., Sirinides, P., Blalock, T. J., Anderson-Clark, H., **Schiera, A. J.**, Blackman, H., Gillespie, J., & Sam, C. (2014, December). *Evaluation of the i3 Scale-up of Reading Recovery: Year two report, 2012-13*. Consortium for Policy Research in Education.
<https://repository.upenn.edu/handle/20.500.14332/8371>

RESEARCH PROJECTS AND PARTNERSHIPS

Grant-funded Projects

1. Youth Participatory Teacher Education: Youth Teaching Future Teachers. **A. J. Schiera** (Co-PI) & Ashley Cartun (Co-PI). Funded by CU Boulder Office for Public and Community-Engaged Scholarship. \$23,100 (2025).
2. Positioning Youth as Stakeholders in Teacher Education. **A. J. Schiera** (Co-PI) & A. O. del Calvo (Co-PI). Funded by the Col[lab]aboratory for Teacher Education at Penn GSE, funded January 2023–September 2024. \$6,000 (2023).

Unfunded Grant Proposals

3. Artificial Intelligence-Ready Educators Advancing the Development of America’s Youth (AI-READY). D. Webb (PI), I. Her Many Horses (Co-PI), W. Lindsay (Co-PI), S. Nogueron-Liu (Co-PI), & **A. J. Schiera** (Co-PI). U.S. Department of Education. \$3,200,000 (2025). Not funded.

Research Projects and Partnerships

4. COLab: Intergenerational Community of Practice of Educators. Partnership between CU Secondary Humanities Teacher Education Program and the APEX Teacher Academy, Boulder Valley School District. Co-led by **A. J. Schiera**, A. Cartun, L. Meinzen, & J. Jageman. May 2025–present
5. CUBSS: CU Boulder Social Studies Mentors Working Group. Partnership with social studies mentor teachers. August 2025–present.
6. D.I.S.C.U.S.S. A. Resiman (Co-PI) and T. Patterson (Co-PI). September 2021–present.

CONFERENCE PRESENTATIONS

†presented with doctoral students; ‡presented with youth; §presented with local educators, practitioners, or community members

Refereed Research Presentations, Since August 2024 Hire

1. Guilotte, A., del Calvo, A. O., **Schiera, A. J.**, Sadaranganey, S. M., & Silverstein, R. K. (accepted, 2026, November 19–22). Youth Participatory ELA and Humanities Teacher Education: Youth, Teacher, and Teacher Educator Perspectives [Symposium presentation]. National Conference of Teachers of English, Philadelphia, Pennsylvania, United States.
2. †Perkins, A. C., Harton, D., Meinzen, L., **Schiera, A. J.** (2026, April 8–12). “‘We’re making other people’s future educations better’: Youth transforming teacher learning through YPTE pedagogies” [Symposium presentation]. 108th Annual Meeting of the American Educational Research Association, Los Angeles, California, United States.

3. del Calvo, A. O., & **Schiera, A. J.** (2026, April 8–12). *“Pausing to co-investigate practice: Democratizing teacher education by centering youth voices”* [Symposium presentation]. 108th Annual Meeting of the American Educational Research Association, Los Angeles, California, United States.
4. †**Schiera, A. J.**, del Calvo, A. O., Meinzen, L., & Harton, D. (2026, April 8–12). *“‘Helpful geniuses’: Pre-service teachers learning to enact critical inquiries through rehearsals with youth”* [Roundtable presentation]. 108th Annual Meeting of the American Educational Research Association, Los Angeles, California, United States.
5. **Schiera, A. J.** (2026, April 8–12). *“Social studies preservice teachers’ discussions and the problem of context”* [Poster presentation]. 108th Annual Meeting of the American Educational Research Association, Los Angeles, California, United States. Division G VP Grad Student/Early Career Poster Session.
6. Jacobs, J., Naiditch, F., Pignatosi, F., & **Schiera, A. J.** (2026, April 8–12). *“Methods and protocols for collaborative self-study of enacted teacher educator practice”* [Symposium presentation]. 108th Annual Meeting of the American Educational Research Association, Los Angeles, California, United States.
7. Eisman, J., & **Schiera, A. J.** (2026, April 8–12). *“Practice-based teacher education as a source of identity reflection: A Complex dynamic systems case study”* [Poster presentation]. 108th Annual Meeting of the American Educational Research Association, Los Angeles, California, United States.
8. †**Schiera, A. J.**, Meinzen, L., Perkins, A., & Harton, D. (2025, December 3–5). *“‘Everyone’s opinions were equal’: Democratizing social studies methods courses through Youth Participatory Teacher Education”* [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Washington, D.C., United States.
9. **Schiera, A. J.**, & del Calvo, A. O. (2025, December 3–5). *“‘Setting the conversation on fire: What youth want from social studies discussions’”* [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Washington, D.C., United States.
10. del Calvo, A. O., & **Schiera, A. J.** (2025, December 3–5). *“Dilemmas of Youth Participatory Teacher Education in Rehearsals of Social Studies Discussions”* [Symposium presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Washington, D.C., United States.
11. Mayo, J. B., & **Schiera, A. J.** (2025, October 29–November 1). *“How could we have been brave(r)?” Duoethnographic reflections of two queer teacher educators* [Paper presentation]. 58th Meeting of the American Education Studies Association, Albuquerque, New Mexico, United States.

12. **Schiera, A. J.** (2025, September 27). *Envisioning “Youth Participatory Teacher Education”* [Paper presentation]. Inaugural Meeting of the Rocky Mountain Association for Educator Preparation, Edwards, Colorado, United States.
13. **Schiera, A. J.,** Lubasi, J., Olson, M.R., Hennessey, L., & O’Dwyer, C. (2025, April 23–27). *The Social justice core practices of Dane County educators* [Paper presentation]. 107th Annual Meeting of the American Educational Research Association, Denver, Colorado, United States.
14. **Schiera, A. J.,** & del Calvo, A.O. (2025, April 23–27). *The Power in/of the pause: Youth participants transforming discussion rehearsals in social studies methods* [Roundtable presentation]. 107th Annual Meeting of the American Educational Research Association, Denver, Colorado, United States.
15. del Calvo, A. O., & **Schiera, A. J.** (2025, April 23–27). *Exploring three pedagogies of “youth participatory teacher education” to re-imagine social studies teacher education* [Roundtable presentation]. 107th Annual Meeting of the American Educational Research Association, Denver, Colorado, United States.
16. Mayo, J. B., & **Schiera, A. J.** (2025, April 23–27). *“How could we have been brave(r)?” Reflections of two queer teacher educators* [Paper presentation]. 107th Annual Meeting of the American Educational Research Association, Denver, Colorado, United States.
17. Reisman, A., Chan, W., **Schiera, A. J.,** Jay, L., Patterson, T., Conrad, J., del Calvo, A.O., Graham, L., Ani, T., & Zetlin, A. (2025, April 23–27). *Patterns in social studies discussions facilitated by early career teachers* [Symposium presentation]. 107th Annual Meeting of the American Educational Research Association, Denver, Colorado, United States.
18. del Calvo, A.O., & **Schiera, A. J.** (2024, December 4–7). *“Cus energy is really important to me”: How youth use language to give feedback to teachers* [Paper presentation]. Literacy Research Association Conference, Atlanta, Georgia, United States.
19. **Schiera, A. J.,** & del Calvo, A. O. (2024, November 21–22). *“The Students were very specific about what exactly worked for them”: (Re)imagining social studies methods to include youth as co-participants* [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Boston, Massachusetts, United States.

Refereed Research Presentations, Prior to August 2024 Hire

20. †**Schiera, A. J.,** del Calvo, A. O., Esposito, L. S., Delgado, C., Ani, T., Villa, F., Hadid, J., & Rush, A. (2024, April 11–14). *“Teachers are actually listening”: Teacher*

professional development design that promotes youth agency [Symposium presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.

21. **Schiera, A. J.,** & del Calvo, A. O. (2024, April 11–14). “*But it was just like, overhyped*”: *How students position themselves when giving feedback to teachers* [Roundtable presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
22. Reisman, A., **Schiera, A. J.,** Jay, L., Eisman, J. (2024, April 11–14). *Examining teacher educator decision-making through the lens of role-identity development in a professional development context* [Paper presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
23. Dym, A., **Schiera, A.J.,** & Conrad, J. (2024, April 11–14). *Hidden politics: Implicit disclosure challenges typical conceptions of open classroom climate* [Roundtable presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
24. del Calvo, A. O., Patterson, T., **Schiera, A. J.,** Kaplan, A. (2024, April 11–14). *Centering teacher identity exploration in professional development for facilitating discussions in social studies* [Symposium presentation]. 106th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, United States.
25. **Schiera, A. J.,** & del Calvo, A. O. (2023, November 29–30). “*‘Cus energy is really important to me*”: *Language students use to give feedback to novice social studies discussion facilitators* [Roundtable presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Nashville, Tennessee, United States.
26. del Calvo, A. O., **Schiera, A. J.,** Reisman, A., Patterson, T. (2023, November 29–30). *Meeting teachers where they’re at: Designing discussion facilitation PD around a theory of role-identity* [Symposium presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Nashville, Tennessee, United States.
27. **Schiera, A. J.,** Eisman, J. I., del Calvo, A., Kaplan, A., Chan, W., Patterson, T., Reisman, A. (2023, August 3–5). *Novice teacher conceptualizations of classroom discussions* [Poster session]. Annual Meeting of the American Psychological Association, Washington, District of Columbia, United States.
28. Conrad, J., Dym, A., & **Schiera, A. J.** (2023, April 13–16). *Implicit and explicit teacher disclosure: Negotiating social justice and political classroom aims*

[Roundtable presentation]. 105th Annual Meeting of the American Educational Research Association, Chicago, Illinois, United States.

29. **Schiera, A. J.**, & del Calvo, A. O. (2023, April 13–16). *Positioning students as experts on teaching when teachers rehearse discussions* [Roundtable presentation]. 105th Annual Meeting of the American Educational Research Association, Chicago, Illinois, United States.
30. del Calvo, A. O., **Schiera, A. J.**, Reisman, A., Patterson, T., Kaplan, A., & Jay, L. (2023, April 13–16). *Using a theory of role-identity to design PD around discussion facilitation for social studies teachers* [Paper presentation]. 105th Annual Meeting of the American Educational Research Association, Chicago, Illinois, United States.
31. **Schiera, A. J.**, Marshall-Butler, J., & Carl, N. M. (2023, April 13–16). *Social justice core practices, the problem of enactment, and the problem of context* [Paper presentation]. 105th Annual Meeting of the American Educational Research Association, Chicago, Illinois, United States.
32. **Schiera, A. J.**, & del Calvo, A. O. (2022, December 3). *Positioning students as experts when pre-service social studies teachers rehearse discussions* [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Philadelphia, Pennsylvania, United States.
33. Conrad, J., **Schiera, A. J.**, & Dym, A. (2022, December 3). *Teacher disclosure, social justice, and the political classroom* [Paper presentation]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Philadelphia, Pennsylvania, United States.
34. del Calvo, A. O., & **Schiera, A. J.** (2022, December 2). *Positioning students as experts when pre-service social studies teachers rehearse discussions* [Paper presentation]. Literacy Research Association Conference, Phoenix, Arizona, United States.
35. **Schiera, A. J.**, Carl, N. M., & Marshall-Butler, J. (2022, April 21–26). *Identifying a core set of social justice practices: A Delphi expert educator panel approach* [Paper presentation]. 104th Annual Meeting of the American Educational Research Association, San Diego, California, United States.
36. Reisman, A., Chan, W., Jay, L., Patterson, T., Kaplan, A., Conrad, J., del Calvo, A., Eisman, J., & **Schiera, A. J.** (2022, April 21–26). *Examining shifts in teachers' student-centered practices as a result of practice based teacher education* [Paper presentation]. 104th Annual Meeting of the American Educational Research Association, San Diego, California, United States.
37. Reisman, A., Chan, W., Jay, L., & Patterson, T., Kaplan, A., Conrad, J., Del Calvo, A., Eisman, J., & **Schiera, A. J.** (2022, April 21–26). *Measuring preservice teachers'*

discussion facilitation in social studies classrooms [Symposium presentation]. 104th Annual Meeting of the American Educational Research Association (AERA) Annual Meeting, San Diego, California, United States.

38. **Schiera, A. J.** (2021, April 8–12). *Beyond imagination: Integrating and interrogating practice in justice-oriented social foundations* [Paper presentation]. 103rd Annual Meeting of the American Educational Research Association, Orlando, Florida, United States. (Conference held virtually)
39. **Schiera, A. J.** (2020, April 17–21). *Social justice case studies as a pedagogy of enactment in foundations: Are there wrong answers?* [Paper presentation]. 102nd Annual Meeting of the American Educational Research Association, San Francisco, California, United States. (Conference cancelled)
40. **Schiera, A. J.** (2019, April 5–9). *Professional vision and creative enactment: Finding convergence between social justice aims and core practices*. [Poster presentation]. 101st Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.
41. **Schiera, A. J.** (2018, April 13–17). *Justice, practice, and the real world: Listening to pre-service teachers narrate their aims for teaching*. [Paper presentation]. 100th Annual Meeting of the American Educational Research Association, New York City, New York, United States.
42. **Schiera, A. J., & Carl, N. M.** (2016, April 8–12). Fostering student voice for school change: Examining school-based youth participatory action research. 98th Annual Meeting of the American Educational Research Association, Washington, District of Columbia, United States.
43. May, H., Sirinides, P., Gray, A., Davila, H.G., Sam, C., Blalock, T., Blackman, H., Anderson-Clark, H., & **Schiera, A. J.** (2015, March 4–6). *Final-year results from the i3 Scale-up of Reading Recovery*. Annual meeting of the Society for Research on Educational Effectiveness, Washington, District of Columbia, United States.
44. **Schiera, A. J.** (2014, December 5). Can two beat three? Students and teachers co-participating in contested and constrained school governance systems to keep their school open. [Paper presentation]. 113th Annual Meeting of the American Anthropological Association, Washington, District of Columbia, United States.
45. ‡Casey, G. E., †Pendergrass, E., & **Schiera, A. J.** (2014, February 28–March 1). Critical coinvestigation with the ultimate stakeholders [Paper presentation]. 35th Ethnography in Education Research Forum, Philadelphia, Pennsylvania, United States.

Symposium Leadership and Participation, Since August 2024 Hire

1. del Calvo, A. O., & **Schiera, A. J.** (2026, April 8–12). *Towards Youth Participatory Teacher Education* [Symposium co-chair]. 108th Annual Meeting of the American Educational Research Association, Los Angeles, California, United States.
2. **Schiera, A. J.** (2025, December 3–5). *Dilemmas of Social Studies Teacher Education for Democracy in 2025 and Beyond* [Symposium chair]. College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Washington, D.C., United States.
3. Guillotte, A. (2025, April 23–27). *Preparing for Equity and Justice: A Multi-Perspectival Exploration of One Urban Teacher Preparation Program* [Discussant]. 107th Annual Meeting of the American Educational Research Association, Denver, Colorado, United States.

Refereed Professional Development Workshops, Since August 2024 Hire

4. †Meinzen, L., **Schiera, A. J.**, Perkins, A., & Harton, D. (2025, October 17) *Students as Co-Designers and Decisionmakers: From Student-Centered to Student-Created Practice*. Colorado Chapter of the National Association for Multicultural Education, Boulder, Colorado, United States.

Refereed Professional Development Workshops, Prior to August 2024 Hire

5. del Calvo, A. O., **Schiera, A. J.**, Jay, L., Reisman, A., & Patterson, T. (2022) *Transformative discussions in social studies: Bringing students into professional development*. National Council for the Social Studies annual meeting, Philadelphia, Pennsylvania, United States.
6. Kaplan, A., Chan, W., Eisman, J., Reisman, A., Patterson, T., Jay, L., Conrad, J., del Calvo, A., & **Schiera, A. J.** (2022). *A Complex dynamic systems perspective on teacher learning as identity change: Novice social studies teachers learning to facilitate discussions*. AERA Complexity Theories in Education SIG Winter Webinar, Online.

PUBLIC SCHOLARSHIP

†presented with doctoral students; ‡presented with youth; §presented with local educators, practitioners, or community members

Since August 2024 Hire

1. †§Meinzen, L., **Schiera, A. J.**, Cartun, A., Jageman, J. (2026, January 27). *Intergenerational Teaching and Learning: A Year of COLaborative Learning with CU Secondary Humanities Teacher Candidates and Apex Teacher Academy Youth* [Poster presentation]. PACES Community Engagement Showcase, Boulder, Colorado, United States.

INVITED TALKS

†presented with doctoral students; ‡presented with youth; §presented with local educators, practitioners, or community members

Since August 2024 Hire

1. **Schiera, A. J.** (2026, March 30). *Mixed methods and data visualization from the perspective of one mostly-qual researcher*. Invited guest lecture for EDUC 8735: Mixed Methods in Educational Research, University of Colorado Boulder.
2. **Schiera, A. J.** (2026, March 23). *Youth participatory action research*. Invited guest lecture to the Community-based Research Graduate Fellows, University of Colorado Boulder.
3. **Schiera, A. J.** (2025, December). *CUFA Graduate Forum* (Invited panelist). College & University Faculty Assembly of the National Council of the Social Studies Annual Conference, Washington, D.C., United States.
4. **Schiera, A. J.** (2025, October). *Soundscapes of discussion and youth agency in PD*. Invited guest lecture for Research & Evaluation Methodology Program Area, University of Colorado Boulder.
5. **Schiera, A. J.** (2025, October). Invited guest lecture for EDUC 8210: Ways of Knowing in Educational Research, University of Colorado Boulder.
6. **Schiera, A. J.** (2024, October). Invited guest lecture for EDUC 8210: Ways of Knowing in Educational Research, University of Colorado Boulder.

Prior to August 2024 Hire

1. **Schiera, A. J.** (2024, August). *But can you explain condensation? Celebrating the hard work of teaching and teacher candidates' matriculation into the profession*. Keynote speaker for Secondary and World Language Teacher Education Capstone and Commencement Celebration, University of Wisconsin–Madison.

POPULAR MEDIA

†presented with doctoral students; ‡presented with youth; §presented with local educators, practitioners, or community members

Since August 2024 Hire

1. Schiera, A. J., & del Calvo, A. O. (2026, June 9). "Episode 226: What Youth Want from Discussions" [Audio podcast episode]. *Visions of Education*. Dan Krutka &

Michael Milton. <https://visionsofed.com/2026/06/08/episode-226-what-youth-want-from-discussions-with-a-j-schiera-and-andrew-del-calvo/>

TEACHING, ADVISING & SUPERVISION

UNIVERSITY OF COLORADO BOULDER

EDUC 4355/5355: Secondary Social Studies Methods II (undergraduate and graduate)
EDUC 4330/5330: Secondary Social Studies Methods I (undergraduate and graduate)
EDUC 4316/5316: Nature of Social Studies and Social Studies Education (undergraduate and graduate)
EDUC 8013: Special Topics in Literacy Research (doctoral)

UNIVERSITY OF WISCONSIN-MADISON

CURRIC 747: Masters Capstone in Teacher Education (graduate)
CURRIC 511: School-based Practicum (graduate)
CURRIC 675: Seminar [for secondary teacher education candidates] (graduate)
CURRIC 729: Classroom Management (graduate)

UNIVERSITY OF PENNSYLVANIA

EDTF 5300: Contemporary Issues in Urban Education (graduate)
EDUC 2002/URBS 2002: Urban Education (undergraduate)
EDUC 5017: Humanities Field Seminar in Secondary Schools: Curriculum Design & Assessment (graduate)
EDUC 5057: Advanced Field Seminar for Humanities Inquiry in Secondary Schools (graduate)
EDUC 6029: Teaching in the Middle and Secondary Schools: Social Studies (graduate)
EDUC 6059: Advanced Methods in Middle & Secondary Schools: Social Studies (graduate)
EDUC 6042: School, Society & Self (graduate)
EDUC 5151: Outside the Schoolbox: History, Policy, and Alternatives (graduate; as TA)
EDUC 7640: Qualitative Research: Concepts, Methods, and Design (graduate; as TA)

DOCTORAL COMMITTEES

CURRENT

Member

1. Laura Meinzen, Ph.D. in Equity, Bilingualism and Biliteracy, and Teaching, Learning, Research and Practice, University of Colorado Boulder. Dissertation co-chair. Anticipated completion: May 2027.

2. Acelynn Perkins, Ph.D. in Teacher Learning, Research, and Practice, University of Colorado Boulder. Dissertation committee member. Anticipated completion: May 2027.
3. Zander Nowell, Ph.D. in Teacher Learning, Research, and Practice, University of Colorado Boulder. Dissertation committee member. Anticipated completion: May 2027.
4. Daniela Harton, Ph.D. in Teacher Learning, Research, and Practice, University of Colorado Boulder. Comprehensive exam committee member. Anticipated completion: February 2026.
5. Kristen Jackson, Ph.D. in Race, Inequality, Language and Inclusion, Graduate School of Education, Stanford University. Dissertation committee member. Anticipated completion: May 2027.

COMPLETED

Member

1. Gregory Love, Ed.D. in Education Leadership, School of Graduate and Professional Studies, Gwynedd Mercy University. Dissertation committee member. *Qualitative study on the impact of special education designation on Black male interpersonal development*. Defense passed on September 14, 2024.

SERVICE

NATIONAL/ STATE LEVEL SERVICE

Editorial Board Member

Penn GSE Perspectives on Urban Education, 2014–2015

Reviewer

Teachers and Teaching, 2026–present

AERA Open, 2025–present

Midwest Journal of Education, 2025–present

English Journal, 2025–present

Theory and Research in Social Education, 2025–present

The Teacher Educator, 2025–present

Teaching and Teacher Education, 2021–present

International Journal of Qualitative Studies in Education, 2019–present

Journal of Teacher Education, 2016–present

SERVICE TO THE UNIVERSITY

Member, Faculty Affairs Advisory Board, Office of Faculty Affairs, University of Colorado Boulder, 2025–present.

Member, Buffs One Read Selection Committee, University of Colorado Boulder, 2025–present.

SERVICE TO THE SCHOOL OF EDUCATION

Member, Search Committee for Tenure-Track Position in History of Education/Social Studies Education, School of Education, University of Colorado Boulder, 2025–2026.

Member, Awards Committee, School of Education, University of Colorado Boulder, 2024–present.

Member, Curriculum Committee, School of Education, University of Colorado Boulder, 2024–present.

SERVICE TO THE COMMUNITY

Judge, National History Day, Casey Middle School, Boulder, Colorado, 2025–present.

SERVICE TO PRIOR INSTITUTIONS

Member, Graduate Advisory Committee, Department of Curriculum and Instruction, University of Wisconsin–Madison, 2023–2024.

Program Coordinator, Secondary Social Studies, Department of Curriculum and Instruction, University of Wisconsin–Madison, 2023–2024.

Co-founder and Steering Committee Member, White Anti-racist Steering Committee, University of Pennsylvania Graduate School of Education, 2020–2023.

Program Designer and Co-director, Leaders of Change, Netter Center for Community Partnerships, University of Pennsylvania, 2010–2019.

MEMBERSHIPS

American Educational Research Association, Member

National Council for the Social Studies, Member

College and University Faculty Assembly of the National Council for the Social Studies,
Member

Literary Research Association, Member

American Education Studies Association, Member