

CONTACT

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Boulder, CO 80309

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EDUCATION

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| 2021 | University of Pennsylvania, Ph.D., Graduate School of Education, Teaching, Learning, and Teacher Education |
| 2011 | Hunter College, M.Ed., School of Education |
| 2009 | Wesleyan University, B.A., Philosophy and Religious Studies |

AWARDS AND CERTIFICATES

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| 2025 | Outstanding Paper Award, Social Studies Research Special Interest Group, American Educational Research Association |
| 2023 | James D. Anderson Outstanding Dissertation Award, American Association of Colleges for Teacher Education |
| 2019 | Certificate in College and University Teaching, University of Pennsylvania |
| 2009 | Giffin Prize for Excellence in Religious Studies, Wesleyan University |

PROFESSIONAL EXPERIENCE

2026- Assistant Professor

Literacy and Social Studies, School of Education, *University of Colorado Boulder*, Boulder, CO.

2022-2026 Assistant Professor

Department of Teaching, Learning, and Educational Leadership, *Binghamton University, State University of New York*, Binghamton, NY.

2025-2026 Faculty Fellow

Institute for the Advanced Studies in Humanities, "Translating American fascism for the history classroom." *Binghamton University, State University of New York*, Binghamton, NY.

2023-2025 Faculty Affiliate

Harriet Tubman Center for Freedom and Equity, *Binghamton University, State University of New York*, Binghamton, NY.

2021-2022 Postdoctoral Researcher

DISCUSS Philadelphia Project, "The development of novice teachers' role-identities as discussion facilitators in social studies classrooms." *James S. McDonnell Foundation*, (P.I.s, Abby Reisman and Timothy Patterson).

2020-2021 Research Assistant

SERP Institute, "Academically productive talk: Strengthening the infrastructure for research and practice." *Spencer Foundation, Lyle Spencer Award*, (P.I.s, Catherine Snow and Suzanne Donovan).

FUNDED RESEARCH

\$24,933 “It happened here: Teaching the history of American Nazism and resistance to homegrown fascism.” *The Library of Congress, Teaching with Primary Sources*, 2025-2026.

\$9,000 “Learning to see families as experts: An intervention study in preservice teacher and social worker family communication.” *Binghamton University, College of Community and Public Affairs Research Excellence Award* (Co-P.I. Naorah Rimkunas), 2024-2025.

\$3,000 “Families as experts: Family communication as a core practice in teacher education.” *Binghamton University, Community Engagement Faculty Research Grant* (Co-P.I. Naorah Rimkunas), 2024.

\$8,950 “Rehearsals and exemplar videos as tools for developing novice’s noticing and instructional capacity.” *Binghamton University, College of Community and Public Affairs Research Excellence Award*, (Co-P.I. Matthew McConn), 2023-2024.

\$19,993 “The life of free African Americans in 19th Century Philadelphia: Using Library of Congress resources to uncover hidden history.” *The Library of Congress Teaching with Primary Sources Program*, (Co-P.I. Abby Reisman), 2018-2019.

PUBLISHED PEER-REVIEWED RESEARCH

Jay, L. (In press). It happens here: Teaching the history of fascism in the United States. *AERA Open*, 12(1), 1-15. <https://doi.org/10.1177/23328584261419089>

Jay, L. (2026). The modern political Right in United States history standards. *Journal of Curriculum Studies*. <https://doi.org/10.1080/00220272.2025.2548299>

Jay, L. (2026). Imagining students: The discursive creation of students in urban teacher education methods courses. *American Journal of Education*, 132(3), 1-27. <https://doi.org/10.1086/740263>

Reisman, A., **Jay, L.**, & Conrad, J. (2026). Hybridity in history classrooms: Preservice teachers negotiating student voice and surprise in discussions about slavery. *Harvard Educational Review* 96 (1) 13-38. <https://doi.org/10.17763/P2W8M4K6V>

Reisman, A., Patterson, T., & **Jay, L.** (2026). What should we listen for in social studies discussions? *Social Education*, 90(4), 221-226. <https://www.socialstudies.org/social-education/90/4>

Jay, L., Reisman A., Patterson, T., Chan, W., & Conrad, J. (2025). The Social Studies Discourse Instrument: Validating an observation tool for social studies classroom discussions. *Theory & Research in Social Education*, 53(3), 371-402. <https://doi.org/10.1080/00933104.2025.2453513>

Jay, L. (2025). Social studies teacher education and the legacy of PCK: Exploring situated theories of preservice teacher development. *The Teacher Educator*, 60(1), 117-137. <https://doi.org/10.1080/08878730.2024.2420217>

Jay, L., & Rimkunas, N. (2025). Real talk: Building school-family collaboration through dialogue between parents and preservice teachers. *Education Sciences*, 15(7), 1-22.
<https://doi.org/10.3390/educsci15070814>

Jay, L., & Dym, A. R. (2025). Meeting the moment: Preparing students for the current political climate in history and civics classrooms. *Social Education*, 89(4), 209-216.
<https://www.socialstudies.org/social-education/89/4>

Jay, L. (2024). A framework for approximations of practice: Variations in purpose, approach, and opportunities for learning. *Teaching and Teacher Education*, 152(1), 1-9.
<https://doi.org/10.1016/j.tate.2024.104795>

Reisman, A. & **Jay, L. (2024).** Coaching teachers in document-based history instruction: Practices that support increased student discourse. *Journal of Teacher Education*, 75(3), 305-320. <https://doi.org/10.1177/00224871231223443>

Jay, L. (2023). What do social studies methods instructors know and do?: Teacher educators' PCK for facilitating historical discussions. *Theory & Research in Social Education*, 51(1), 72-99.
<https://doi.org/10.1080/00933104.2022.2113194>

Jay, L. (2023) Constructing imaginary classrooms: Teacher educators' use of representations to direct reflection about practice. *Teaching and Teacher Education*, 132(1), 1-13.
<https://doi.org/10.1016/j.tate.2023.104243>

Conrad, J., Reisman, A., **Jay, L.**, Patterson, T., Eisman, J., Kaplan, A., & Chan, W. (2023). To what ends? Tensions with teacher candidate perceptions and student talk in social studies discussions. *Journal of Social Studies Research*, 47(2), 79-91.
<https://doi.org/10.1016/j.jssr.2022.01.003>

Conrad, J., Reisman, A., Patterson, T., **Jay, L.**, Kaplan, A., Eisman, J., & Chan, W. (2023). White preservice teachers facilitating African American history discussions: Tensions of identity in practice. *Teaching and Teacher Education*, 125(1), 1-11.
<https://doi.org/10.1016/j.tate.2023.104050>

Jay, L. (2022). The disciplinary and critical divide in social studies teacher education research: A review of the literature from 2009 to 2019. *Theory & Research in Social Education*, 50(3), 339-374. <https://doi.org/10.1080/00933104.2022.2077156>

Jay, L. (2022). Constructing local history units with document-based lessons. *The History Teacher*, 55(2), 334-348. https://www.societyforhistoryeducation.org/pdfs/F22_Jay.pdf

Reisman, A. & **Jay, L. (2022).** Teacher knowledge for supporting classroom discourse about racial history. *Journal of Curriculum Studies*, 54(6), 751-771.
<http://doi.org/10.1080/00220272.2022.2049883>

Marczyk, A., **Jay, L.**, & Reisman, A. (2022). Entering the historiographic problem space: Scaffolding student analysis and evaluation of secondary source material. *Cognition and Instruction*, 40(4), 517-539. <https://doi.org/10.1080/07370008.2022.2042301>

Jay, L. (2021). Revisiting Lexington Green: Implications for teaching historical thinking. *Cognition and Instruction*, 39(3), 306-327. <https://doi.org/10.1080/07370008.2021.1880410>

Jay, L. (2020). Contextualizing Octavius Catto: Studying a forgotten hero who bridges the past and present. *Social Education*, 84(6), 342-347. <https://www.socialstudies.org/social-education/84/6/contextualizing-octavius-catto-studying-forgotten-hero-who-bridges-past->

Reisman, A., Enumah, L., & **Jay, L.** (2020). Interpretive frames for responding to racially stressful moments in history discussions. *Theory & Research in Social Education*, 48(3), 321-345. <https://doi.org/10.1080/00933104.2020.1718569>

Jay, L. & Reisman, A. (2019). Teaching change and continuity with historical analogies. *Social Science Research and Practice*, 14(1), 98-104. <https://doi.org/10.1108/SSRP-03-2019-0020>.

Reisman, A., Cipparone, P., **Jay, L.**, Kavanagh, S. S., Fogo, B., McGrew, S., & Monte-Sano, C. (2019). Evidence of emergent practice: Teacher candidates facilitating historical discussion in their field placements. *Teaching and Teacher Education*, 80(1), 145-156. <https://doi.org/10.1016/j.tate.2018.12.014>

ARTICLES IN PREPARATION

Jay, L., & Caruana, D. (Under review). Rehearsals as representations: Preservice social studies teachers' thinking about discussion facilitation in response to rehearsals and videos.

Jay, L., Martinelle, R., & Martell, C. (Under review). "How do I teach un-freedom?": Social studies teachers' pedagogical conceptualizations of rightwing movements.

Jay, L., Rimkunas, N., Odeigah-Azonuche, U. I., & Tahir, A. (Under review). Parents as experts: Preservice teachers' development of collaborative competencies in a situated intervention.

Jay, L. (In preparation). Adding fascism to the vocabulary list: Teaching histories of authoritarianism beyond the traditional history scope and sequence.

Patterson, T., Taylor Jaffee, A., **Jay, L.**, Conrad, J., Tauzel, B., Gu, J., & Tahir, A. (In preparation). Facilitating social studies discourse for multilingual learners.

Patterson, T., Eisman, J., Graham, L., **Jay, L.**, & Conrad, J. (In preparation). Empathy in social studies discussions: Examining the potential of centering students' understandings.

CHAPTERS IN EDITED VOLUMES

Jay, L. (Under review). Research and development of core practices from a domain-specific perspective. In C. B. Buschor, U. Fraefel, M. Kleinknecht, and S. Ruedel (Eds.) *The Core Practices Handbook*. Utb.

Patterson, T., Taylor Jaffee, A., **Jay, L.**, Tauzel, B., & Conrad, J. (2026). Expanding multilingual voices in social studies discussions: One teacher's responsive practice. In Y. Kim (Ed.) *Social studies for immigrant children and youth: Centering students' knowledge and experiences for the classroom*. Teachers College Press.

Jay, L. (2024). How do we go beyond the primary and secondary source binary? In S. Waring (Ed.) *Teaching with primary sources to prepare students for college, career, and civic life* (Vol. 2, pp. 30-41). National Council of Social Studies.

Jay, L. (2024). How can teachers use local history to make national trends more tangible, compelling, and meaningful? In S. Waring (Ed.) *Teaching with primary sources to prepare students for college, career, and civic life* (Vol. 2, pp. 42-59). National Council of Social Studies.

Jay, L. (2022). What do we need to know now?: Racial and technological pedagogical content knowledge for discussing race in online history classrooms. In D. Vesperman, A. Aydinian-Perry, M. T. Missias, and W. G. Blankenship (Eds.) *Out of turmoil: Catalysts for re-learning, re-teaching, and re-imagining history and social science* (pp. 21-39). Information Age Publishing.

Danielson, K., Shaughnessy, M. & **Jay, L.** (2018). Use of representation in teacher education. In P. Grossman (Ed.), *Teaching core practices in teacher education* (pp. 15-35). Harvard Education Press.

BOOK REVIEWS

Jay, L. (2023). Review of *Historical and Contemporary Foundations of Social Studies Education: Unpacking Implications for Civic Education and Contemporary Life* by J. E. Schul. *Teachers College Record*.

Jay, L. (2019). Review of *Why Busing Failed* by M. Delmont. *Teaching History: A Journal of Methods*, 44(1).

Jay, L. (2017). Review of *Race and the Origins of Progressive Education, 1880–1929*, by T.D. Fallace. *Teaching History: A Journal of Methods*, 42(1).

PRACTITIONER PIECES, OP-EDS, AND OTHER MEDIA

Reisman, A., Jay, L., & Conrad, J. (2026, April 24). Facing the complexity of facilitating classroom discussions about the past. *Harvard Education Review Blog*.

<https://hep.gse.harvard.edu/blog/2026/04/24/facing-the-complexity-of-facilitating-classroom-discussions-about-the-past/>

Jay, L. & Ros, A. L. (2026, January 25). A more complete Latin American history, including centuries of US influence, helps students understand the complexities surrounding Nicolás Maduro's arrest. *The Conversation*. <https://doi.org/10.64628/AAl.9dqke5q54>

Krutka, D. & Milton, M. K. (2025, July 21). Observing classroom discussions with Lightning Jay and Abby Reisman (no. 215) [Audio Podcast Episode]. In *Visions of Education*.

<https://visionsofed.com/2025/07/21/episode-216-observing-classroom-discussions-with-lightning-jay-abby-reisman/>

Jay, L. (2025, March 19). Why history instruction is critical for combating online misinformation. *The Conversation*. <https://doi.org/10.64628/AAl.rqvfi5gc6>

Jay, L. (2024, April 10). Why does American history feel like ancient history to high school students? *History News Network*. <http://historynewsnetwork.org/article/why-does-us-history-feel-like-ancient-history>

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. <https://pcssonline.org/2021-2022-social-studies-journal>

Krutka, D. & Milton, M. K. (2022, August 25). The state of social studies teacher education research with Lightning Jay (no. 184) [Audio Podcast Episode]. In *Visions of Education*. <https://visionsofed.com/2022/08/25/episode-184-the-state-of-social-studies-teacher-education-research-with-lightning-jay/>

Jay, L. (2019). Appendix K: Example fieldwork memo. In S. M. Ravitch & N. M. Carl, *Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological* (2nd Ed. pp. 443-445). Sage Publications.

Edgerton, A.K., Jay, L., Leigh, E., & Pak, K. (2017). Radically flawed: The truth about vouchers. *Huffington Post*. Retrieved from https://www.huffingtonpost.com/entry/radically-flawed-the-truth-about-vouchers_us_587cbc2de4b094e1aa9dc7ef

CONFERENCE PRESENTATIONS AND INVITED TALKS

Jay, L. (2026, December). *Adding fascism to the vocabulary list: Teaching authoritarianism outside the traditional history scope and sequence* [Symposium presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Chicago, IL.

Jay, L. (2026, December). *With God on everyone's side: Teaching authoritarianism outside the traditional history scope and sequence* [Symposium presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Chicago, IL.

Jay, L., Martinelle, R. & Martell, C. M. (2026, December). *"How do I teach un-freedom?": Social studies teachers' pedagogical conceptualizations of rightwing movements*. [Symposium presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Chicago, IL.

Jay, L. (2026, June). *Adding fascism to the vocab list: Integrating challenging histories into multidisciplinary courses* [Paper presentation]. Teaching with Primary Sources Eastern Region Consortium Annual Meeting. Pittsburgh, PA.

Jay, L., & Rimkunas, N. (2026, April). *Talking together: Expanding practice-based teacher education through authentic family communication scenarios for family-school collaboration* [Symposium presentation]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA.

Jay, L., Yerdon, M., & Rimkunas, N. (2026, April). *Approximations of communication: Comparing two approaches for family communication preparation in preservice teacher education* [Symposium presentation]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA.

Jay, L. (2026, April). *It Happens Here: Teaching the History of Illiberalism in the United States* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA.

Martinelle, R., Jay, L., & Martell, C. (2026, April). *History teachers' understandings of rightwing movements and how to teach them* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA.

Patterson, T., Jay, L., Tauzel, B., Taylor Jaffee, A., & Conrad, J. (2026, April). *Expanding multilingual voices in social studies discussions: One teacher's responsive practice* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA.

Jay, L. (2026, March). *Meeting the moment: Preparing students for the current political climate in history and civics classrooms* [Paper presentation]. New York State Council for the Social Studies (NYSCSS) Annual Meeting, Binghamton, NY.

Greason, W., Jay, L., & Lawrence, M. (2026, January). *State of the field for busy teachers: Post-1970s US History* [Symposium presentation]. American Historical Association (AHA) Annual Meeting, Chicago, IL.

Jay, L., & Caruana, D. (2025, December). *Making it meaningful: Using rehearsals and videos to teach discussion facilitation in methods courses* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Washington, D.C.

Patterson, T. Jay, L., Tauzel, B., Taylor Jaffee, A., & Conrad, J. (2025, December). *Expanding Multilingual Learners' Access to Social Studies Discourse: How an Early-career Teacher Develops Responsive Facilitation Practices* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Washington, D.C.

Jay, L., & Dym, A. (2025, December). *Meeting the moment: Preparing history and civics teachers for today's political climate* [Poster presentation]. National Council for the Social Studies (NCSS) Annual Conference, Washington, D.C.

Jay, L. (2025, December). *It happened here: Histories of American Nazism and homegrown resistance* [Poster presentation]. Teaching with Primary Sources Annual Conference, Library of Congress, Washington, D.C.

Jay, L. (2025, November). *The importance of history for civic thinking* [Invited talk]. Liverpool Public Library, Liverpool, NY.

Jay, L. (2025, November). *Humane work in inhumane times* [Keynote presentation]. Let Us Dream Conference, Binghamton, NY.

Jay, L. (2025, April). *Analyzing the modern history of the American Right in state standards* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Jay, L., Reisman, A., Patterson, T., Chan, W., & Conrad, J. (2025, April). *The Social Studies Discourse Instrument: Validating an observation tool for social studies classroom discussions* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Jay, L., & Rimkunas, N. (2025, April). *Real talk: Building school-family collaboration through dialogue between parents and preservice teachers* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Jay, L., McConn, M., Caruana, D., & Murtaugh, D. (2025, April). *Approximate, decompose, represent: Using videos and rehearsals to expand the practice-based teacher education cycle* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Reisman, A., Patterson, T., Kaplan, A., Jay, L., Chan, W., & Conrad, J. (2025, April). *Portraits of growth: How novice social studies teachers develop as discussion facilitators* [Symposium]. American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Patterson, T., Eisman, J., Jay, L., Graham, L. & Conrad, J. (2025, April). *More than a feeling? Students' empathy during social studies discussions* [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Jay, L. (2024, November). *Analyzing the modern history of the American Right in state standards* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Boston, MA.

Jay, L., Reisman, A., Patterson, T., Chan, W., & Conrad, J. (2024, November). *The Social Studies Discourse Instrument: Validating an observation tool for social studies classroom discussions* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Boston, MA.

Patterson, T., Jay, L., Eisman, J., Graham, L. & Conrad, J. (2024, November). *Empathy in social studies discussions: Examining the potential of centering students' understandings* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Boston, MA.

Jay, L. (2024, April). *Imagining "urban" students: Practice-based opportunities to influence preservice teachers' mindsets* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Jay, L., & McConn, M. (2024, April). *Preparing preservice teachers to question: Rehearsals and videos as prompts for noticing in methods courses* [Round table presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Reisman, A., Jay, L., Eisman, J., & Enumah, L. (2024, April). *Learning while leading: How new forms of facilitation promote teacher educator development* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Jay, L. (2023, November). *Learning to lead classroom discussions that advance multiple aims* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Nashville, TN.

Reisman, A., Jay, L., & Conrad, J. (2023, November). *Wrestling with the past: Teachers and students negotiate the study of slavery in the "third space"* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Nashville, TN.

del Calvo, A., Schiera, A., Reisman, A., Patterson, T., & Jay, L. (2023, November). *Meeting teachers where they're at: Designing discussion facilitation PD around a theory of role-identity* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Nashville, TN.

Jay, L. (2023, April). *Teaching core practices: A framework for reflection-in-action in teacher education* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Wu, Q., Kaplan, A., Jay, L., Reisman, A., Patterson, T., Chan, W., Conrad, J., Eisman, J., del Calvo, A., & Schiera, A. (2023, April). *Teacher identity, motivation, and instructional practice: A longitudinal study of a social studies teacher* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

del Calvo, A., Schiera, A., Reisman, A., Patterson, T., Kaplan, A., & Jay, L. (2023, April). *Using a theory of role-identity to design PD around discussion facilitation for social studies teachers* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Patterson, T., Reisman, A., Kaplan, A., Chan, W., Conrad, J., Jay, L., del Calvo, A., Eisman, J., & Schiera, A. (2023, April). *DISCUSS Philadelphia: Novice social studies teachers' role identities as discussion facilitators* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Jay, L. (2022, December). *From knowledge of content and pedagogy to PCK: Learning to facilitate social studies discussions*. [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Philadelphia, PA.

Jay, L., Reisman, A., Schiera, A., & Dym, A. (2022, December). *The development of preservice teachers' noticing and reflection about social studies discussion facilitation*. [Paper

presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Philadelphia, PA.

Jay, L. (2022, December). *Bursting the binary: Going beyond primary and secondary with sources* [Workshop presentation]. National Council for the Social Studies (NCSS) Annual Conference, Philadelphia, PA.

Quinn, A., & Jay, L. (2022, December). *Making the abstract concrete: Leveraging local geography to teach hard history* [Workshop presentation]. National Council for the Social Studies (NCSS) Annual Conference, Philadelphia, PA.

del Calvo, A., Schiera, A., Jay, L., Reisman, A. & Patterson, T. (2022, December). *Transformative discussions in social studies: Bringing students into professional development* [Paper presentation]. National Council for the Social Studies (NCSS) Annual Conference, Philadelphia, PA.

Jay, L. (2022, November). *What do we need to know now? Racial and technological pedagogical content knowledge for discussing race in online history classrooms* [Symposium presentation]. Social Studies Education Consortium, From Out of Turmoil Book Launch, Online.

Chan, W., Eisman, J., Kaplan, A., Reisman, A., Patterson, T., Conrad, J., Jay, L., & del Calvo, A. (2022, August). *The implications of aggregation on understanding longitudinal motivational processes* [Poster presentation]. American Psychological Association (APA) Annual Convention. Minneapolis, MN.

Jay, L. (2022, April). *Parsing the purposes behind practice and approximations: A framework for reflection-in-action in teacher education* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Jay, L. (2022, April). *From knowledge of content and pedagogy to PCK: Learning to facilitate social studies discussions* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Reisman, A. & Jay, L. (2022, April). *Coaching for historical inquiry* [Symposium presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Reisman, A., Chan, W., Jay, L., & Patterson, T., Kaplan, A., Conrad, J., del Calvo, A., Eisman, J., & Schiera, A. (2022, April). *Measuring preservice teachers' discussion facilitation in social studies classrooms* [Symposium presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Conrad, J., A., Patterson, T., Reisman, A., Jay, L., Kaplan, A., & Chan, W. (2022, April). *White preservice teachers facilitating African American History discussions: Tensions of identity in practice* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Kaplan, A., Chan, W., Eisman, J., Reisman, A., Patterson, T., Jay, L., Conrad, J., del Calvo, A., & Schiera, A. (2022, February). *A complex dynamic systems perspective on teacher learning as*

identity change: Novice social studies teachers learning to facilitate discussions [Paper presentation]. American Educational Research Association (AERA) Complexity Theories in Education SIG, Winter webinar, Virtual Meeting.

Marczyk, A., Reisman, A., Jay, L., McEnany, L., & Santos, B. (2022, January). *Teaching with historiography in secondary classrooms: Challenges and learning opportunities* [Symposium presentation]. American Historical Association (AHA) Annual Meeting, New Orleans, LA.

Jay, L. (2021, November). *Imaginary classrooms and unspecified individuals: Constructing “urban” students in social studies teacher education* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Meeting, Virtual Meeting.

Jay, L. (2021, November). *Discussing race in online history classrooms: The intersection of racial and technological pedagogical content knowledge* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Meeting, Virtual Meeting.

Reisman, A., & Jay, L. (2021, November). *Teacher knowledge for supporting classroom discourse about racial history* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Meeting, Virtual Meeting.

Marczyk, A., Jay, L., & Reisman, A. (2021, November). *Entering the historiographical problem space* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Meeting, Virtual Meeting.

Conrad, J., A., Patterson, T., Reisman, A., Jay, L., Kaplan, A., & Chan, W. (2021, November). *Harmony and tension in discussion facilitation: White preservice teachers’ role-identities with online African American history* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Meeting, Virtual Meeting.

Eisman, J. I., Kaplan, A., Reisman, A., Jay, L., Patterson, T., Conrad, J. (2021, August). *Social studies teacher identity and motivation for facilitating discussions: A case study* [Poster presentation]. American Psychological Association (APA) Annual Meeting, Virtual Meeting.

Jay, L. (2021, April). *Reflecting in and on practice in teacher education: A comparative study of preservice methods instruction* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Meeting.

Jay, L. (2021, April). *Decomposing discussion: Social studies teacher educator problem-setting and novice noticing* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Meeting.

Jay, L. (2021, April). *Imagining the “urban student”: Signifying students in teacher educator’s’ facilitation of episodes of practice* [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Meeting.

Jay, L., Reisman, A., Patterson, T., Eisman, J., Kaplan, A., Chan, W., & Conrad, J. (2021, April). *Discipline and identity: Two lenses for understanding preservice teachers’ development in*

facilitating discussion [Poster presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Meeting.

Conrad, J., Reisman, A., Jay, L., Patterson, T., Eisman, J., Kaplan, A., & Chan, W. (2021, April). *Teacher candidate perceptions and extended student sense-making in historical discussions: Tensions and possibilities*. [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Meeting.

Eisman, J., Kaplan, A., Jay, L., Reisman, A., Patterson, T., Chan, W., & Conrad, J. (2021, April). *Role Identity, Motivation, and Moment-by-Moment Decisions About Instructional Moves During Discussion Facilitation* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Meeting.

Jay, L. (2021, February). *Problem setting in teacher education: Making methods matter* [Paper presentation]. American Association of Colleges for Teacher Educators (AACTE) Annual Meeting, Seattle, WA.

Jay, L. (2021, February). *Boundaries and variations of enactment in Practice-Based Teacher Education* [Paper presentation]. American Association of Colleges for Teacher Educators (AACTE) Annual Meeting, Seattle, WA.

Jay, L. (2020, December). *Document-Based Unit planning: Constructing disciplinary and critical local history plans* [Paper presentation]. National Council for the Social Studies (NCSS) Annual Conference, Washington, D.C.

Jay, L. (2020, December). *Three methods for learning to facilitate: A comparative study of teacher education for historical discussion* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Conference, Washington, D.C.

Jay, L. (2020, December). *The disciplinary and critical divide in social studies teacher education research* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA), Annual Conference, Washington, D.C.

Jay, L. (2020, December). *What do you mean by practice? Comparing the pedagogies of social studies teacher educators* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA), Annual Conference, Washington, D.C.

Jay, L. (2020, November). *Encouraging meaningful conversations about literature and arguing through consensus* [Paper presentation]. National Council of Teachers of English (NCTE), Annual Conference, Denver, CO. (Presentation canceled).

Jay, L. (2020, November). *Revisiting Lexington Green: Implications for teaching historical thinking* [Paper presentation]. The Graz Conference: Historical Consciousness, Historical Thinking, Historical Culture. Graz, Austria.

Reisman, A., Enumah, L., & Jay, L. (2020, November) *Dilemmas in enacting Racial Pedagogical Content Knowledge in social studies* [Paper presentation]. The Graz Conference:

Historical Consciousness, Historical Thinking, Historical Culture. Graz, Austria.

Jay, L. & Reisman, A. (2020, June). *Online collaborative coaching: Building digital networks of teacher leaders using Library of Congress resources* [Poster presentation]. Teaching with Primary Sources Eastern Region Consortium Annual Meeting. Pittsburgh, PA.

Reisman, A., Jay, L., & Enumah, L. N. (2020). *Dilemmas in enacting Racial Pedagogical Content Knowledge in social studies* [Roundtable session]. American Educational Research Association (AERA) Annual Meeting San Francisco, CA. (Conference canceled).

Calder, L., Jay, L., & Lewis, A. (2020, April). *Planning and facilitating discourse in the history classroom* [Workshop session]. Organization of American Historians (OAH) Annual Meeting. Washington, D.C. (Conference canceled).

Jay, L. (2019, November). *Revisiting Lexington Green: Implications for teaching historical thinking* [Paper presentation]. College and University Faculty Assembly of the National Council for Social Studies (CUFA) Annual Meeting. Austin, TX.

Jay, L. (2019, June). *Harnessing primary sources to engage diverse learners* [Panel presentation]. Teaching with Primary Sources Eastern Region Consortium Annual Meeting. Pittsburgh, PA.

Jay, L. & Reisman, A. (2019, June). *The life of Free African Americans in 19th Century Philadelphia: Using Library of Congress resources to uncover hidden history* [Poster presentation]. Teaching with Primary Sources Eastern Region Consortium Annual Meeting. Pittsburgh, PA.

Reisman, A., Enumah, L., & Jay, L. (2019, April). *Practice-Based coaching for document-based history: Exploring the role of specifications of practice* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Toronto, CA.

Reisman, A., Cipparone, P., & Jay, L. (2016, November). *Success and challenges: Examining teacher candidates' learning of discussion facilitation* [Paper presentation]. College and University Faculty Assembly (CUFA), Washington, D.C.

TEACHING

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|-----------|---|
| 2026- | Department of Teaching, Learning, and Educational Leadership, Colorado University Boulder
Courses taught: <ul style="list-style-type: none">• EDUC 2125: History of American Public Education• EDUC 4311: Elementary Social Studies Methods• EDUC 8101: Theories of Literacy Research and Practice |
| 2022-2026 | Department of Teaching, Learning, and Educational Leadership, Binghamton University, State University of New York
Courses taught: <ul style="list-style-type: none">• SEC 500: Foundations of Secondary Education• SEC 510: Adolescent Development and Culturally Responsive Teaching |

- SEC 592: Final Integrative Study for Masters in Education
- SEC 594: Curriculum and Teaching for Social Studies

2016-2019 Teaching, Learning, and Leadership Division, Graduate School of Education,
University of Pennsylvania

Courses taught:

- EDUC 627-004: Social Studies Methods
- EDUC 657-004: Advanced Methods in Social Studies

Courses co-taught:

- EDUC 719: Research on Teacher Education and Learning to Teach
- EDUC 627-004: Social Studies Methods
- EDUC 657-004: Advanced Methods in Social Studies

TEACHER PROFESSIONAL DEVELOPMENT

[October 2025, **Binghamton, NY**]. It happens here: Teaching the history of fascism in the United States. Binghamton University, NY.

[August 2023, **New York, NY**]. Disciplinary inquiry and discourse for middle eastern history courses, Kevorkian Center for Near Eastern Studies Summer Institute, New York University, NY.

[August 2023, **New York, NY**]. Thinking like a historian: A genealogy of American historical thinking, Kevorkian Center for Near Eastern Studies Summer Institute, New York University, NY.

[June 2023, **Orlando, FL**]. Using primary sources to design inquiry in methods courses. National Council for Social Studies Teaching with Primary Sources Summer Institute, University of Central Florida, FL.

[April 2023, **Philadelphia, PA**] Simulations and historical thinking, Museum of the American Revolution, PA.

[August 2021 & 2022, **Philadelphia, PA**]. Discussions and role identity, DISCUSS Philadelphia Summer Institute. University of Pennsylvania, PA.

[March, 2022, **Philadelphia, PA**]. Professional development, Teaching independence: America 250. University of Pennsylvania, PA.

[August, 2019 & June, 2021, **Central Bucks County, PA**]. In-service professional development for secondary social studies teachers. Central Bucks County School District, PA.

[June, 2020, **Philadelphia, PA**]. In-service professional development, Using primary sources to teach the American Revolution. Freedom Foundation at Valley Forge, PA.

[March, 2020, **Philadelphia, PA**]. In-service professional development, Historiography in the Secondary Social Studies Classroom. School District of Philadelphia, PA.

[June, 2018, 2019, 2020, **Philadelphia, PA**]. In-service professional development, Reading Like a Historian: Teaching historical thinking with primary sources. National Museum of American Jewish History, PA.

[November, 2018-June, 2020, **New York, NY**]. Ongoing coaching for secondary social studies teachers. Essex Street Academy, NY.

[August, October, December, 2019, **Philadelphia, PA**]. In-service professional development series, Teaching with Primary Source Documents for secondary social studies teachers. School District of Philadelphia, PA.

[August, November, February, May, 2018-2019, **Lower Merion, PA**]. In-service professional development for secondary social studies teachers. Lower Merion School District, PA.

[October, 2018 & 2019, **Philadelphia, PA**]. Workshop series, Using Library of Congress Materials to develop curricular materials for African American History. School District of Philadelphia, PA.

[October, 2018, **Philadelphia, PA**]. In-service professional development, Teaching the Sisters in Freedom curriculum. School District of Philadelphia, PA.

[April, 2018, **Philadelphia, PA**]. Workshop session, Planning with purpose. Teachers Institute Program, University of Pennsylvania, Philadelphia, PA.

CURRICULUM DEVELOPMENT

- 2026 Contributing Curriculum Developer, Binghamton Freedom Trail, *Binghamton University Harriet Tubman Center for Freedom and Equity*
- 2018 Curriculum Developer, Octavius Catto: A project-based learning unit on free African American life in the mid-1800s. *School District of Philadelphia*.
- 2018 Contributing Curriculum Developer, Sisters in freedom: The daring battle to end slavery. *History Making Productions*.

PROFESSIONAL SERVICE AND MEMBERSHIP

Editorial Board	<i>History Education Research Journal</i>
Program Chair	<i>American Educational Research Association (AERA) History Education Special Interest Group (2026-2027)</i>
Reviewer	<i>Spencer Foundation Small Grant Award; Journal of Teacher Education; Cognition and Instruction; Democracy & Education; Theory & Research in Social Education; Teaching and Teacher Education; Learning and Instruction; Elementary School Journal; Social Education; Social Studies Research and Practice; Social Studies and the Young Learner</i>
Member	<i>American Educational Research Association (AERA) Division K, Teaching</i>

*History SIG; National Council for the Social Studies College and University
Faculty Assembly (CUFA); American Association of Colleges for Teacher
Education (AACTE)*