

JAMY STILLMAN, Ph.D.

Associate Professor, Educational Equity and Cultural Diversity
University of Colorado at Boulder
202 School of Education
249 UCB, Boulder, CO 80309-0249

CURRICULUM VITA

Phone: (303) 492-5648
Fax: (303) 492-7090
E-mail: jamy.stillman@colorado.edu

SCHOLARLY INTERESTS

Cultural and linguistic diversity in schools teacher education and teacher learning; teachers and teacher educators' responses to educational policy; elementary literacy instruction; language acquisition; teacher educator preparation

EDUCATION

- 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

- 2015-present Associate Professor, Educational Equity and Cultural Diversity, University of Colorado at 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
- 1996-2000 Elementary Bilingual Teacher, Starlight (Professional Development) Elementary School, Pájaro Valley Unified School District, Watsonville, California.

BOOKS

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

REFEREED PUBLICATIONS

(† Authors listed alphabetically; * authored with graduate student)

Stillman, J., & Anderson, L. (forthcoming). Minding the mediation: Examining one teacher educator's mediation of two preservice teachers' learning in context(s). *Urban Education*.

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 21st 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*, 17th 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*, 3rd Edition (pp. 303-317). New York: Routledge.
- Montaño, T., López-Torres, L., De Lissoyov, N., Pacheco, M., & Stillman, J. (2003). Teachers as activists: Teacher development and alternate sites of learning. *Equity & Excellence in Education* 35(3), 265-275.

MANUSCRIPTS UNDER PEER REVIEW

- Anderson, L., Stillman, J., *Beltramo, J., *Struthers, K., & *Gomez-Najarro, J. (Under review). From stimulated recall to scaffolded reflection: Using video-mediated interviewing to capture teachers' policy-related sense-making and catalyze learning in trying times.

BOOK CHAPTERS

- 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.

† 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

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

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 PREPARATION

Stillman, J., Anderson, L., *Beltramo, J., *Struthers, K., & *Gomez-Najarro, J. (Book manuscript in progress). *A Counternarrative and a Common Core? Lessons from a High Performing Bilingual School*. (Under contract with Teachers College Press, to be included in Dr. James Banks' Multicultural Education Series.)

Stillman, J., & Anderson, L. (In progress.) How much is too much? Struggle, scaffolding, and the Common Core.

Stillman, J. & Beltramo, J. L. (in progress.) Exploring Freirean Culture Circles as a Pedagogical Space for Preparing Equity-Minded Teacher Educators

CONFERENCE PROCEEDINGS

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

- 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, 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 AND FELLOWSHIPS

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|------------------|---|
| 2015 | University of Southern California Mellon Mentoring Award |
| 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

- | | |
|------------------|--|
| 2012-2014 | <i>A Counternarrative and the Common Core: Learning from a High-performing School Serving English Learners</i> / Principal Investigators: J. Stillman, L. Anderson / Funder: Spencer Foundation / Amount: \$40,000 |
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RESEARCH PROJECTS

- 2012- *Exploring Freirean Culture Circles as a Pedagogical Approach for Preparing Equity-minded Teacher Educators/* Principal Investigator: J. Stillman
- 2012-2015 *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

- Member, Editorial Board, *Issues in Teacher Education* (2014-)
- Member, Editorial Review Board, *Journal of Teacher Education* (2013-2015)
- Referee, *International Handbook for Research on Teacher 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)
- Referee, *The Teacher Educator* (2009, 2010, 2011, 2012)
- Referee, *The New Educator* (2009, 2010, 2013, 2014)
- Referee, *Educational Evaluation and Policy Analysis* (2009)
- Referee, *InterActions: UCLA Journal of Education and Information Studies* (2003, 2004)

OTHER TEACHING EXPERIENCE

- 2014 **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

- Member, American Educational Research Association, Division K (Teaching and Teacher Education) (2001-present)
- Member, National Council of Teachers of English (2010-present)
- Member, California Council on Teacher Education (2010-present)
- Member, California Association of Bilingual Educators (1997-present)
- Member, National Association of Multicultural Education (2010-present)
- Invited Contributor, AERA Division K Summit on Clinical Experience
- 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)
- 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)

COMMITTEE and UNIVERSITY SERVICE

University of Colorado Boulder

- Member, Faculty Search Committee, Bilingual Education (2015-2016)
- Member, Space Advisory Committee (2015-)

Previous Universities

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

Edd Committees: Jennifer Wolfe (advanced to candidacy); 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

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

Proficient in Spanish