**Shamari Reid**

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­­­­­­**EDUCATION**

**Teachers College, Columbia University Expected May 2021**

*Ed.D.: Curriculum & Teaching—concentration in teacher education*

*Dissertation in progress: A case study exploring BlackQueer youth agency in NYC’s ballroom scene*

**New York University, Steinhardt May 2016**

*Master of Arts: Teaching Spanish as a Foreign Language and TESOL, GPA 3.9*

Additional degree information: first year of studies completed at NYU-Madrid where all courses

were conducted in Spanish.

**Oklahoma City University May 2012**

*Bachelor of Arts: Spanish-Education, cum laude*

Teaching Certifications: Spanish K-12 \*issued by state of Oklahoma

**HONORS AND AWARDS**

* Conference Travel Award, Hunter College, CUNY, 2019
* Provost’s grant for conference presentation, Teachers College, 2019
* AERA Division K: Teaching & Teacher Education Travel Award, 2019
* Arthur Zankel Urban Fellowship, Teachers College, 2017-19
* Minority scholarship, Teachers College, 2016-20
* Exceptional leadership in service, Community Impact @ Columbia University, 2017
* Excellence in scholarship, NYU, 2016
* Excellence in service, NYU, 2016
* Fulbright English Teaching Assistantship, Uruguay, 2013
* Benjamin A. Gilman International Scholarship, Argentina, 2011

**LANGUAGES**: Bilingual- Fluent in Spanish & English

**EXPERIENCE**

**Teacher Opportunity Corps at Teachers College, New York, NY Aug. 2017-present**

*Graduate assistant*

* Coordinate an internship program designed to recruit and sustain teachers of color.
* Co-teach two seminars with Teachers College faculty on anti-racist pedagogy, racial literacy, and culturally relevant pedagogy for preservice teachers of color

**Hunter College, CUNY, New York, NY Aug. 2018-present**

*Adjunct instructor*

* Teach Intro to Urban Education for undergraduate students.
* Teach Language, Literacy, and Culture for graduate students (all in-service teachers).
* Teach Developmental Reading for graduate students (all in-service teachers).

**NYC Department of Education spring 2019-present**

* Provide ongoing professional development on radical love in teaching and

teacher education and culturally sustaining pedagogy toleadership staff and teacher leaders.

**Yonkers Public Schools summer 2019**

*Consultant*

* Worked with contractors at Montessori 31 providing insight to the summer program faculty

with regard to culturally relevant approaches to pedagogy and racial literacy.

* Compiled a resource folder on culturally relevant teaching and racial literacy for educators

**Beyond the Bricks Project Aug. 2018-May 2019**

* Built online curricula around community engagement by generating and analyzing

data from focus groups held with different stakeholder groups in tri-state area.

**Klingenstein Center at Teachers College, New York, NY summer 2018**

*Teaching assistant*

* Co-taught course with Drs. Yolanda Sealey-Ruiz and Suzanne Carothers on social justice leadership for school leaders.

**Reimagining education summer institute at Teachers College, New York, NY summer 2018; 2019**

*Facilitator*

* Facilitated courageous conversations around race, racism, and education with a group of 27 educators over the course of a week-long institute.
* Crafted an experience that allowed the group to dive deeper into topics of racial literacy, equity pedagogy, and culturally sustaining leadership.

**Teaching Residents at Teachers College, New York, NY Jan. 2017-Jun. 2018**

*Resident Supervisor*

* Observed and evaluated preservice teachers in their student teaching placements, providing

continuous feedback that can be used to support their on-going development.

**Community Impact at Columbia University, New York, NY Sept. 2016-May 2017**

*Teacher coordinator*

* Hired and developed volunteer teachers for GED program.

**Nile Language School, New York, NY Jul. 2016- Aug.2016**

*ESL teacher*

* Taught ESL to high school exchange students from Turkey.

**School Professionals, New York, NY Sept. 2015- May 2016**

*ELL assistant*

* Assisted English language learners in comprehending material as they attempted to

complete studies in their second language.

**Speaking Freely at New York University, New York, NY Sept. 2015-May 2016**

*Spanish Instructor, Levels I, II, and III*

* Taught intermediate Spanish as a foreign language course to NYU undergraduate and graduate students.
* Developed lesson plans to help students improve speaking proficiency.

**Academia Forma T, Madrid, Spain** **May 2015-Jul. 2015**

*English Tutor*

* Worked independently with ESL students hoping to complete their collegiate studies in the U.S.A.
* Prepared students for TOEFL exam.

**Lope De Vega (high school), Madrid, Spain Sept. 2014-Jul. 2015**

*Conversation Assistant/Teacher*

* Assisted in English-language immersion classrooms helping students improve speaking

proficiency by creating authentic activities for communicative practice.

* Taught English as a Second Language to 15 disadvantaged students.

**Fulbright Commission, Montevideo, Uruguay Mar. 2013-Nov. 2013**

*English Teaching Assistant*

* Provided assistance to pre-service ESL teachers on their journey to certification.
* Served as an American cultural ambassador, traveling the country, holding workshops

on U.S. customs, and interviewing potential candidates with the embassy for opportunities to

study in the U.S.

* Gave multiple workshops to ESL teachers on effective practices for the second language classroom.

**Mount St. Mary’s, Oklahoma City Aug. 2012-Mar. 2013; Nov. 2013-May 2014**

*Teacher, Spanish I, II, and III*

* Strengthened students’ proficiency in reading, writing, listening and speaking in the Spanish language by developing interactive, culturally responsive lesson plans and activities that provided the students with simulations of real-world experiences.
* Motivated students and encouraged peer interaction by emphasizing both cooperative and discovery learning.
* Tutored and mentored students after school.
* Worked closely with parents to ensure their child’s success by creating tangible action plans for student improvement.
* Created comprehensive rubrics for students to use as guides for all completed work to best assess their performance combining Oklahoma standards for World Languages and ACTFL standards.

**The Center of Opportunities, Oklahoma City, OK Aug. 2012-Mar. 2013;**

**Nov. 2013-May 2014**

*ESL Instructor*

* Taught ESL to adults of Greater Oklahoma City’s Hispanic Community.
* Provided each student with additional help to prepare them for the GED and

come closer to gaining U.S. citizenship.

**Upward bound at University of Oklahoma, Norman, OK**  **May 2014-Jul. 2014**

*Spanish instructor*

* Offered an intensive Spanish summer course for high school seniors whom needed to

complete an additional foreign langue course before being eligible for admission at OU.

**Upward bound at Langston University, Langston, OK May 2012-Jul. 2012**

*Spanish Instructor*

* Offered an intensive Spanish summer course focused on conversational skills for at risk

twelfth- grade students whom needed an additional foreign language credit to receive

their high school diploma.

**PUBLICATIONS**

**Reid, S**., & Devereaux, C. (2019) Why can’t you see us? The visibilization of Blackwomen and Blackqueer folx. In P.

Boda (Ed.), *Essays on exclusion: Our critical, collective journey toward equity in education*, pp.65-84.

New York, NY: DIO Press Inc.

Reid, S. (2019 ). “…And we became dragonflies”: Centering students’ counternarrativesin the classroom. In J. Wearing, M.

Ingersoll, C. Deluca, B. Bolden, H. Ogden, & T.M. Christou (Eds.), *Key Concepts in Curriculum Studies: Perspectives*

*on the fundamentals,* pp.139-141.New York, NY: Routledge.

**Reid, S.,** Reid, J., & Reid, J. (accepted). BlackQueer youth agency 10 years later. In T. Folwer, & W. Wallen.

(Eds.), Duoethnographic encounters: Opening spaces for difficult dialogues in times of uncertainty. New York, NY: DIO Press.

**Reid, S***.,* & Sealey-Ruiz, Y. (accepted). Love as a moral imperative in *teaching* and teacher education. In Hucks, D.C.,

Sealey-Ruiz, Y., Carothers, S.C., Showunmi, V., & Lewis. C.W. (Eds.), *Purposeful teaching and learning in diverse contexts: Education for access, equity and achievement*.

Tran, V.A., Saunders, E.C., **Reid, S.,** & Fube, L. (accepted). Conceptions of care and graduate student researcher

positionality: Struggling to reconcile “researcher” care with personal moral commitments. In K. Clonan-Roy, N.

Gross, P. Nagarajan, & V. Vasudevan (Eds.), *Caring and being there: Complicating qualitative research with youth in*

*school settings.* Longdon: Bloomsbury Publishing

**REFEREED PRESENTATIONS**

**National Conferences**

**Reid, S.,** Reid., J.D., & Reid, J. (2019). *BlackQueer Youth Agency as Pedagogy*. Paper presented at American Educational

Research Association.

Reid, S. (2019). *Using a shared personal journal to explore multiple autoethnographies of BlackQueer youth agency*. Paper

presented at International Congress of Qualitative Inquiry.

**Reid, S.,** & Neely, A. (2019). *Culturally Relevant/Sustaining Pedagogies and Practices*. Paper presented at National

Council of Teachers Of English annual conference.

**Reid, S**., & Ledwell, K. (2019). *A culturally relevant approach to professional development for preservice teachers of color.* Paper

presented at New York Association of Colleges for Teacher Education conference.

**INVITED PRESENTATIONS**

Reid, S. (2019). Exploring the agency of BlackQueer youth. A keynote presentation delivered at the 5th annual

SafeSchools NC conference for educators and school communities. Wendell, NC.

Reid, S. (2019). *Reflective teaching for educators working with LGBTQ+ youth*. Guest on podcast series “Beyond The Letters”

with Kate Roberts & Maggie Beattie Roberts.

Reid, S. (2019). *Self care for critical educators of color*. Teacher Opportunity Corps II summit, Albany: NY

Reid, S. (2019). “*BlackQueer: Queering possibilities in urban curriculum*”. CUNY Graduate Center, New York: NY.

Reid, S. (2019). “*Love as the necessary ingredient in culturally relevant pedagogy”.* Oklahoma City University,

Oklahoma City: Ok.

Knight-Manuel, M., **Reid, S**., Sucre, S., Coulson, J., & Rhyu, J. (2019). *Culturally relevant teaching*. Teachers College,

Columbia University, New York: NY

Reid, S. (2018). *Racialized Heterosexism.* Schomburg center for research in Black culture, New York: NY.

Reid, S. (2018). *LGBTQ+ discrimination, music, and education*. Queens College, Queens NY.

**SERVICE**

* Conference proposal reviewer: SIG-Critical Educators for Social Justice, SIG- Queer studies, SIG-Research Focus on Black Education, AERA 2020
* Conference proposal reviewer, SIG-Research Focus on Black Education, AERA 2019
* Manuscript reviewer, Journal of Teacher Education, 2019-present
* Search committee for professor of teacher education, student representative, Teachers College, 2017/18
* Graduate student collaborative, student-led conference lead organizer, Teachers College, 2018

**CURRENT VOLUNTEER ACTIVITIES**

* Hetrick Martin Institute, front desk volunteer, July 2018-present
* Liberty Partnership Program, New York University, *tutor, college readiness workshop creator and presenter,* 2015-present.

**GRANTS**

Vice President’s Grant for Diversity and Community Initiative, Teachers College, Columbia University

Principal grant writers: Shamari Reid and Seth McCall

Title: Curriculum & Teaching Graduate student-led conference

Date: 2017-2018

Amount: $1000

**PROFESSIONAL REFERENCES**

* Dr. Yolanda Sealey-Ruiz, professor, Teachers College, Columbia University, [sealey-ruiz@tc.columbia.edu](mailto:sealey-ruiz@tc.columbia.edu)
* Dr. Gholdy Muhammad, professor, Georgia State University, gmuhammad@gsu.edu
* Dr. Mariana Souto-Manning, professor, Teachers College, Columbia University, souto-manning@tc.edu
* Dr. Michelle Knight-Manuel, professor, Teachers College, Columbia University, [mk700@tc.columbia.edu](mailto:mk700@tc.columbia.edu)