

sj Miller, Ph.D.

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EDUCATION

Ph.D.	Educational Thought and Sociocultural Studies University of New Mexico, Albuquerque, New Mexico, <i>May 2005</i>
Post MA	Level 3-A Instructional Leader K-8 Elementary License Level 3-A Instructional Leader Pre K-12 Specialty Area License with endorsements in Social Studies, Language Arts, and Mathematics University of New Mexico, Albuquerque, New Mexico, <i>June 1995</i>
MA	Jewish Communal Services and Jewish Studies Hebrew Union College, Los Angeles, California, <i>June 1993</i>
BA	Social Sciences, minor Psychology University of California Berkeley, California, <i>May 1992</i> Honors: High honors both in major and from the university

EDUCATIONAL PHILOSOPHY

My educational philosophy is grounded in Diversity, Equity, Accessibility, Inclusion and Belonging + (DEIAB+) which cut across my main areas of research and service work: Culturally relevant, linguistic, and responsive education, preservice and inservice teacher dispositions and mindsets, marginalized and undervalued student literacies and identities, and professional development.

I am deeply committed to supporting education at all academic levels and professional backgrounds with theoretical and pedagogical tools that are culturally and linguistically responsive and sustaining. Educators can be transformational agents, actively shifting power structures and interrupting chronic cycles of educational underachievement while elevating the assets, strengths, and passions of all students, privileging none over another. I believe that education can develop anti-bias, anti-racist, and prejudice-reduction skills which have the potential to help to develop a more critical consciousness for a deeper, more sustained way to understand one's role in a complex and ephemeral society. Educational and organizational leaders who adopt cultural humility, intercultural competence, and an anti-bias, anti-racist, anti-oppressive, prejudice-reduction, and a culturally responsive pedagogy, understand the depth and breadth of developing an equitable and inclusive learning context that honors all identities. These actions can galvanize movement toward equity-oriented, socially just-minded, and asset-based practices and mindsets.

Languages Spoken: English, German, and moderate Hebrew

TEACHING EXPERIENCE

University Experience

Full Professor of Teacher Education | Teacher Academy. Teaching undergraduate and graduate courses for students seeking licensure in elementary, secondary, and post-secondary schools who are working in diverse learning environments. Leadership responsibilities include supporting the operational success of the Alternative Licensure Program (ALP) with administrative duties such as designing, preparing, and evaluating in-person and on-line courses and preparing course assignments, maintaining scheduled office hours, supervising student placement and performance assessments, holding student conferences, grading student work, and providing academic advisement. Additional work entails acting as an outreach and engagement liaison between our students and the schools they work in including their staff, faculty,

administrators, and families; building relationships with new schools and key personnel; hosting tailored professional development workshops that always encourage network and relationship building; reading and interpreting reports from local, state and federal educational standards in policy; applying key recommendations to keep our program current and culturally relevant; and collecting and reviewing data and providing writing support to our Department Chair to keep our program accredited by NMPED and the HLC. Faculty maintain current established New Mexico professional and ethical standards, goals, policies, and practices as well as attend current committee/department meetings that support the mission of the SFCC and the School of the Business and Education.

Rank Advancement to Full Professor: Spring 2022

Santa Fe Community College, Santa Fe, NM: Fall 2019-present

New Mexico Public Education Department

- Level UP: Micro-credential Facilitator for Teacher License Advancement
 - ALP Level I to Level II
 - Classroom Environment Evaluation (taught)
 - **Lead Facilitator:** Multi-Layered Systems of Support (currently teach)
 - Assessment (currently teach)
 - **Lead Facilitator:** Culturally Linguistically Responsive Instruction (will teach)
 - Family Engagement
- Some duties include: communicating, planning and executing virtual meetings, collaborating with other lead facilitators and the Licensure Advancement Coordinator, Dr. Elsy Diaz, to ensure operational progress and effectiveness, providing feedback to our Director on the modules, providing timely feedback to the facilitators I supervise (some are Level III) and to the educators I teach, ensuring the Canvas links and student submissions are functional, conducting regular check-ins and responding to daily emails, providing regular technical and written assistance, and honoring fidelity to the micro-credential Level Up advancement.
- Reviewed the Culturally Linguistically Responsive Instruction micro-credential prior to it going live, ensured assessments were aligned with assignments, and developed the mastery component. Additional responsibilities will include supporting Dr. Diaz in creating meaningful and culturally relevant micro-credential options and resources for the Library of choices for teachers moving from Level II to Level III; and to support the continuous enhancement of these engagement resources to meet the needs of NM teachers, students, families, and communities.
- Consultant, *2022-present*

Faculty Affiliate (on-line), Graduate School of Education, Ph.D. Program. Teach graduate course:

“Intercepting Education.” (Developer)

Northeastern University, Boston, MA: Fall 2023-present.

Adjunct Faculty Associate (on-line), Dept. of Leadership and Innovation Ed.D. Program. Teach Graduate Courses: Dynamic “Contexts of Education.”

Arizona State University, Tempe, AZ: Spring 2023-present.

Lecturer Part-Time Faculty Member (online), Dept of Educational Studies. Teach undergraduate courses: “Education in Multicultural Society,” “Education and Equity,” and Lies my Teacher Told me and the Truths they Did not Tell me.”

University of Washington, Bothell, WA: Fall 2022-present.

Adjunct Associate Faculty (online), Dept of Leadership, Policy and Organizations. Teach Graduate courses: “Designing for Learning in Communities,” “Qualitative Modes of Inquiry,” “Leading Diverse Organizations.”

Vanderbilt University, Nashville, TN: Fall 2019-Summer 2022

Faculty Associate Curriculum and Instruction | School of Education. Coordinator of Master of Science, Dual Teacher Certification Program in Secondary English Education and English as a Second Language (ESL)
University of Wisconsin-Madison, Madison, WI: Summer 2018-March, 2019

Deputy Director and Administrator for the Center for Research on Equity in Teacher Education | Educational Equity Supports and Services at NYU Metropolitan Center for Research on Equity and the Transformation of Schools. Planning Directing, Evaluating, general Oversight of innovations of 7 Metro Programs: Center for Research on Equity in Teacher Education, Center for Strategic Solutions; Career and College Readiness; Technical Assistance Centers; Student Supports and Services; Urban Word NYC; and, LGBT** and Gender Identity Supports and Services. Maintained oversight of budget and grants for each program.

Research Associate Professor. Teaching undergraduate and graduate courses, mentorship of doctoral and master's students, and various departmental and administrative duties.

New York University | Steinhardt School of Culture, Education, and Human Development, New York, New York: Fall 2016- Summer, 2018

Associate Professor of Literacy Studies. Teaching undergraduate and graduate courses. Additional responsibilities included administrative duties for English education majors, clinical supervision, and instruction.

University of Colorado, Boulder, Colorado: Fall 2014-August 2016

Associate Professor of Urban Teacher Education/Secondary English and Language Arts. Teaching undergraduate and graduate courses. Additional responsibilities included administrative duties for English education majors, clinical supervision, and instruction.

University of Missouri, Kansas City, Missouri: Fall 2012-Spring 2014

Associate Professor and Director of Master of Arts in Teaching English (MA/TE) of Secondary English Education. Teaching undergraduate and graduate courses. Additional responsibilities included administrative duties for English education majors, clinical supervision and instruction, teaching both university-wide courses as well as within the major, advising, placement, and screening applicants. Appointed, *Spring 2009-Spring 2011. Granted Tenure 2010.*

Indiana University of Pennsylvania, Indiana, PA: Fall 2005-to Spring 2012

Visiting Instructor. Teaching Fieldwork: AHE 5204, MAT cohort was framed around research on *Social Justice Beliefs Statement* while simultaneously student teaching.

Teachers College, Columbia University, Fall 2011-Spring 2012

SECONDARY

Secondary Classroom Teacher, taught high school AP English for eight years and middle school humanities for three years;

Monte Del Sol, taught Community and Culture, Middle and High School Photography. Temp, Spring, 2019.

Ortiz Middle School, Santa Fe High School, Capital High School, combined dates: 1995-2004.

Aspen Elementary School, Los Alamos, student teaching placement, 1994-95.

PUBLICATIONS

Journal Articles- Refereed/Peer Reviewed Invite

Miller, s. (2020). Gender identity complexities turn. *GLQ: A Journal of Lesbian and Gay Studies*, 26(2), 239-242.

- Miller, s. (2019). The impact and role of emotions in schools for teachers and students with complex gender identities. *Teachers College Record*, 121 (13) Retrieved from <https://www.tcrecord.org/Content.asp?ContentId=22988>
- National Council Teachers of English. (2018). *NCTE statement on gender and language*. Urbana: IL.
- Miller, s. (2018, February). *Embedding the complexities of gender identity through a pedagogy of refusal: Learning the body as literacy alongside our students*. Ann Arbor, MI: TeachingWorks, University of Michigan School of Education.
- Mahatma Gandhi Institute of Education for Peace and Sustainable Development. (2018). *Rethinking schooling for the 21st Century. The state of education for peace, sustainable development and global citizenship in Asia*. UNESCO MGIEP.
- Poteat, P.V., Calzo. P.J., Yoshikawa, H., **Miller, s.**, Ceccolini, C., Rosenbach, S., & Mauceri, N. (2018). Discussing transgender topics within gay-straight alliances: Factors that could promote more frequent conversations. *International Journal of Transgenderism*. Accessed from <https://doi.org/10.1080/15532739.2017.1407983>
- Miller, s. (2018). Reframing schooling to liberate gender identity. *Multicultural Perspectives*, 20(2), 70-80.
- Miller, s.**, Mayo, C., & Lugg, C. (2017). Sex and gender in transition in US schools: Ways forward. *Sex Education*, 18(4), 345-359.
- Miller, s. (2017). *LGBTQ tolerance and identity collection for teachers*. PBS: LearningMedia. Retrieved from <https://ny.pbslearningmedia.org/collection/lgbtq-identity/#.WTBDzcbMz-Z>
- Miller, s. (2017). *The CEE commission for social justice: A history of its realization 2003-2010*. Retrieved from <https://justice.education/history-of-the-commission/>
- Burns, L., & **Miller, s.** (2017). Social justice policymaking in teacher education from conception to application: Realizing Standard VI. *Teachers College Record*, 119(2), 1-38.
- Miller, s. (2016). Trans*ing Classrooms: The pedagogy of refusal as mediator for learning. *Social Sciences*, 5(34), 1-17.
- Miller, s. (2016). Ubuntu: Calling in the field. *English Education*, 48(3), 192-200.
- Conference on English Education. (2016). *Resolution for dismantling the school- to-prison pipeline*. NCTE. Retrieved from <http://www.ncte.org/positions/statements/school-to-prison>
- Miller, s. & Burns, L. (2015). Standard VI: Realizing social justice dispositions in teaching and teacher education. *Scholar-Practitioner Quarterly*, 9(3-4), 268-296.
- Miller, s. (2015). A queer literacy framework promoting (a)gender and (a)sexuality self-determination and justice. *GALA Journal: A Journal of the Gender in Literacy and Life Assembly*, 21(1), 31-42.
- Miller, s. (2015). Why schooling must move into a trans*/post-trans* era. *Journal of Language and Literacy Education*. Retrieved from <http://jolle.coe.uga.edu/scholars-speak-out/>
- Miller, s. (Guest Ed.) (2015). Labeling “GIFTED” or “SPECIAL”: Perpetuating the mis-measure of students. *English Journal*, 105(1).
- Miller, s., & Haberl, E. (2015). Repairing the Mis-measuring of Identity. *English Journal*, 105(1), 16-20.
- Miller, s. (2015). A queer literacy framework promoting (a)gender and (a)sexuality self-determination and justice. *English Journal*, 104(5). 37-44.
- Miller, s., Burns, L., & Johnson, T.S. (2015). Under the Radar: Special Interview with sj Miller, Leslie David Burns, and Tara Star Johnson, editors of the recently published *Generation BULLIED 2.0: Prevention and Intervention Strategies for Our Most Vulnerable Students*, *Alan Review*. Retrieved from <http://www.alan-ya.org/publications/under-the-radar/>
- Miller, s. (2014). English is “Not just about teaching semi-colons and Steinbeck”: Instantiating dispositions for socio-spatial justice in English Education. *Scholar-Practitioner Quarterly*, 8(3), 212-240.
- Miller, s. (2014). Cultivating a disposition for sociospatial justice in English teacher preparation. *Teacher Education and Practice*, 27(1), 44-74.
- Alsup, J., & **Miller, s.** (2014). Reclaiming English education: Rooting social justice in dispositions. *English Education*, 46(3), 195-215.
- Miller, s. (2014). Text complexity and “comparable literary merit” in young adult literature. *Alan Review*, 41(2), 44-55.
- Miller, s. (2013). Losing and gaining a self: Affirming the body, mind and spirits of transgender youth. *Educational Leadership Quarterly*, 35(3), 12-13.

- Miller, s. (2013). *AP Gatekeeping: Exploring the myths of using YAL in an AP English classroom*. *Alan Review*, 40(2), 79-84.
- Miller, s. (2012). Flawed visions of democracy in the United States: Influences on current critical social justice research. *Journal of Curriculum Theorizing*, 28(2), 92-103.
- Miller, s. (2012, October 8). *Power + wealth + structural reinforcement of the norm = Myth of poverty*. (Essay Commissioned in Response to the 2013 Annual Meeting Conference Theme). Washington: DC, American Educational Research Association. Retrieved October 8, 2012 from <http://www.aera.net/AnnualMeetingOtherEvents/EssayThemeCommentProject/MythofPoverty/tabid/13501/articleType/ArticleView/articleId/1168/Myth-of-Poverty.aspx>.
- Miller, s. (2012). Mythology of the norm: Disrupting the culture of bullying in schools. *English Journal*, 101(6), 107-109.
- Miller, s., Bieler, D., Bolf-Beliveau, L., Charest, B., George, M.A., King, J., & Williamson, P. (2011). Applying the CEE position statement *Beliefs about Social Justice in English Education* to Classroom Praxis. *English Education*, 44(1), 63-82.
- Miller, s. (2011). Demythologizing "Real" ity TV: Critical implications for a new literacy. *International Journal of Critical Pedagogy*, 3(3), 135-152.
- Conference on English Education Commission on Social Justice. (2010). *Resolution on social justice in literacy education*. NCTE. Orlando: FL. Retrieved from <http://www.ncte.org/press/2010resolutions>
- Miller, s., & Slifkin, J. (2010). "Similar literary quality": Demystifying the AP English Literature and Composition open question. *Alan Review*, 37(2), 6-16.
- Conference on English Education Commission on Social Justice. (2009). *CEE position statement: Beliefs about social justice in English education*. First Biennial CEE Conference, Chicago: CEE. Retrieved from <http://www.ncte.org/cee/positions/socialjustice>
- Miller, s. (2008). Liberating grades/liberatory assessment. *International Journal of Critical Pedagogy*, 1(2), 160-171.
- Miller, s. (2008). "Speaking" the walk: "Speaking" the talk: Embodying critical pedagogy to teach young adult literature. *English Education*, 40(2), 145-154.
- Miller, s. (2007). Foregrounding preservice teacher identity in teacher education. *Teacher Education & Practice*, 19(2), 164-185.
- Miller, S. (2005). Shattering images of violence in young adult literature: Strategies for the classroom. *English Journal*, 94(5), 87-93.
- Miller, S. (2005). Students as agents in classroom change: The power of cultivating positive expectations. *Journal of Adolescent & Adult Literacy*, 48(7), 540-546
- Miller, S. (2004). SLAM! poetry as a genre for social activism: Empowering discourses during troubling times-how to teach, assess and construct SLAM in the secondary classroom. *The Utah English Journal*, 32, 24-36.
- Miller, S. (1993). Jewish adult children of divorce; A support group. *Journal of Jewish Communal Service*, 70(2/3).

Invited Chapter and Peer-Reviewed in Books

- Miller, s. (In process). A trans+ sectional literacy framework for teacher education. In H. Janks, B. Comber, and V. Vasquez (Eds.), *Critical Literacy*. Edward Elgar Press.
- Miller, s. (2022). What do you 'meme' by that? A gender identity complexity turn in practice and praxis. In T. Chapman and N. Hobbel (Eds.), *Social Justice across the curriculum: The practice of freedom* (2nd ed.) (pp. 311-329). New York: Routledge.
- Miller, s. (2020). Gender Identity is trans-sectional turn: Expanding the theory of trans*ness into literacy practice. In C. Mayo and M. Blackburn (Eds.), *Queer, trans and intersectional theory in educational practice* (pp. 35-49). New York: Routledge.
- Miller, s. (2019). The impact and role of emotions in schools for teachers and students with complex gender identities. *Teachers College Record*, 121 (13) Retrieved from <https://www.tcrecord.org/Content.asp?ContentId=22988>
- Miller, s., Mayo, C., & Lugg, C.** (2019). Sex and gender in transition in US schools: Ways forward. In J. Gilbert

- & J. Sinclair-Palm (Eds.), *Trans youth in education* (pp. 25-39). New York: Routledge.
- Miller, s. (2018). (Dis)Embedding gender diversity in the preservice classroom. In S. Steinberg & J. Kincheloe (Eds.), *Classroom teaching: An introduction* (2nd ed.) (pp. 165-179). New York: Peter Lang.
- Miller, s. (2019) Trans** and gender identity diverse students' right to use a Bathroom: Debating human dignity. In M. Levinson and J. Fay (Eds.), *Democratic discord in schools: Cases and commentaries in educational ethics* (pp. 191-194.). Cambridge, MA: Harvard Press.
- Miller, s. (2018). Embedding the complexities of gender identity through a pedagogy of refusal: Learning the body as literacy alongside youth. B. Guzzetti, JD, Bean, & T. Bean (Eds.), *Literacies, sexualities, and gender: Understanding identities from preschool to adulthood* (pp. 128-140). New York: Routledge.
- Miller, s. (2018). Gender identityWOKE: A theory of trans** for animating literacy practices. In D. Alvermann, NJ Unrau, M. Sailors and R. Ruddell (Eds.), *Theoretical models and processes of literacy edition 7* (pp. 403-418). New York: Routledge.
- Miller, s. (2022). Trans*ing pedagogy: Recognition of trans* and gender creative youth in the secondary ELA classroom. In D. Hucks, Y. Sealey-Ruiz, V. Showunmi, S.C. Carothers, and C. Lewis, (Eds.), *Purposeful teaching and learning in diverse contexts: Implications for education for access, equity and achievement* (pp. 59-69). New York: Information Age Publishing.
- Miller, s. (2017). Language. In *Embedding education for sustainable development: A guide for textbook authors* (pp. 155-186). United Nations Educational, Scientific and Cultural Organization Mahatma Gandhi Institute of Education for Peace and Sustainable Development (UNESCO MGIEP).
- Miller, s. (2016). Queer literacy framework. In N. Rodriguez, W. Martino, J. Ingrey, and E. Brockenbrough (Eds.), *Critical concepts in queer studies and education: An international guide for the 21st century* (pp. 259-272). New York: Palgrave MacMillan.
- Miller, s. (2015). Reading YAL queerly: A queer literacy framework for inviting (a)gender and (a)sexuality self-determination and justice. In D. Carlson and D. Linville (Eds.), *Beyond borders: Queer eros and ethos (ethics) in LGBTQ young adult literature* (pp. 153-180). New York: Peter Lang.
- Miller, s. (2015). Learning from equity audits: Powerful social justice in English education for the 21st Century. In L. Scherff & E. Morrell (Eds.), *New directions in teaching English: Reimagining teaching, teacher education, and research* (pp.107-120). New York: Rowman & Littlefield.
- Miller, s. (2014). Moving an anti-bullying stance into schools: Supporting the identities of transgender and gender variant youth. In S. Steinberg and A. Ibrahim (Eds.), *Critical youth studies reader* (pp. 161-171). New York: Peter Lang.
- Miller, s. & Gilligan, J. (2014). Heteronormative harassment: Queer bullying and gender non-conforming students. In D. Carlson and E. Meyer (Eds.), *Handbook of gender and sexualities in education* (pp. 217-229). New York: Peter Lang.
- Miller, s. (2014). Hungry like the wolf: Gender non-conformity in young adult literature. In C. Hill (Ed.). *The critical merits of young adult literature: Coming of age* (pp. 55- 72). New York: Routledge.
- Miller, s. (2014). Spatializing social justice research in English education. In C. Compton-Lilly and Erica Halverson (Eds.), *Time and space in literacy research* (pp.122-133). New York: Routledge.
- Miller, s. (2009). (Dis)Embedding gender diversity in the preservice classroom. In S. Steinberg (Ed.), *Diversity and multiculturalism: A reader* (pp. 193-209). New York: Peter Lang.
- Miller, S. (2008). 'Literativity': Reconceptualizing creative literacy learning. In S. Bruce, & K. Dvorak (Eds.), *Creative approaches to writing center work* (pp. 85-93). Hampton Press.
- Miller, S. (2008). Reenvisioning preservice teacher identity: Matrixing methodology. In J. Flood, S.B. Heath, and D. Lapp (Eds.), *Handbook of research on teaching literacy through the visual and communicative arts, Volume II* (pp. 151-159). New York: Lawrence Erlbaum Associates.
- Miller, S. (2006). SLAM! Genre for social activism. In S. Steinberg, P. Parmar, & B. Richard (Eds.), *Contemporary youth culture: An international encyclopedia* (pp. 493-504). Westport: Greenwood.
- Miller, S. (1993). Jewish adult children of divorce; A support group. *Master's thesis at the Hebrew Union College*. Los Angeles: HUC Press.

Policy Briefs

Biden-Sanders Unity Task Force Recommendations. (July, 2020). Accessed from:

<https://joebiden.com/wp-content/uploads/2020/07/UNITY-TASK-FORCE-RECOMMENDATIONS.pdf>. Education Consultant

- Amicus Curiae, *Bostock v. Clayton Cty., Ga.* and *Altitude Express Inc. v. Zarda*, U.S. Supreme Ct., Nos. 17-1618, 17-1623 (July 3, 2019). Consultant.
- Amicus Curiae, *R.G. & G.R. Harris Funeral Homes Inc. v. EEOC*, U.S. Supreme Ct., No. 18-107 (July 3, 2019). Consultant.
- University of Cape Town Council. (2017). *UCT inclusivity policy for sexual orientation*. Cape Town: University of Cape Town.
- Miller, s. (2017). *Transgender students facing erasure from schools under Trump*. New York: Metropolitan Center for Research on Equity and the Transformation of Schools: New York University.
- Miller, s. (2017). *Why (a)gender identity matters now, more than ever: Perspectives during a Era*. New York: Metropolitan Center for Research on Equity and the Transformation of Schools: New York University.

Peer Reviewed Books

- Miller, s. (2019). *about gender identity justice in schools and communities*. New York: Teachers College Press.
- Miller, s. Mayo, C., Hoskin, R., & Green, J. (2019). *Navigating trans** and complex gender identities*. Bloomsbury: U.K.
- Miller, s., & Rodriguez, N. (Eds.). (2016). *Educators queering academia: Critical memoirs*. New York: Peter Lang.
- Miller, s. (Ed.). (2018). *Enseñando, afirmando, y reconociendo a jóvenes trans* y de género creative: Un marco de enseñanza queer* (A. Stevenson Valdés, Trans). Santiago: Ediciones Universidad Alberto Hurtado.
- Miller, s. (Ed.). (2016). *Teaching, affirming, and recognizing trans and gender creative youth: A queer literacy framework*. New York: Palgrave Macmillan.
- Miller, s., Burns, L., & Johnson, T.S. (2013). *Generation BULLIED 2.0: Prevention and intervention strategies for our most vulnerable students*. New York: Peter Lang.
- Miller, s. & Kirkland, D. (Eds.). (2010). *Change matters: Critical essays on moving social justice research from theory to policy*. New York: Peter Lang.
- Miller, s., Beliveau, L., DeStigter, T., Kirkland, D., & Rice, P. (2008). *Narratives of social justice teaching: How English teachers negotiate theory and practice between preservice and inservice spaces*. New York: Peter Lang.
- Miller, s., & Norris, L. (2007). *Unpacking the loaded teacher matrix: Negotiating space and time between university and secondary English classrooms*. New York: Peter Lang.

Dissertation

- Miller, S. (2005). *Geographically 'meaned' pre-service secondary language arts student teacher identities*. Ann Arbor, Umi Dissertation Publishing, www.lib.umi.com/dissertations/fullcit/3177097.

Book Forewords, Endorsements, Reviews

- Miller, s. (2018). Paula Greathouse, Brooke Eisenbach & Joan Kaywell, *Queer adolescent literature as a complement to the English Language Arts Curriculum*. New York: Rowman and Littlefield.
- Miller, s. (2018). Lexie Bean, *Written on the body: Letter from trans and non-binary survivors of sexual assault and domestic violence*. London: Jessica Kingsley Publishers.
- Miller, s. (2018). Foreword. In S. Chappell, K. Ketchum, & L. Richardson (Eds.), *Gender diversity and LGBTQ inclusion in K-12 schools: A guide to supporting students, changing lives. from school and community contexts* (pp. x-xiii). Abington: Taylor and Francis.
- Miller, s. (2017). Cris Mayo, *Gay straight alliances and associations among youth*.
- Miller, s. (2017). Julie Warner, *Adolescents' new literacies with and through mobile phones*, New York: Peter Lang.
- Miller, s. (2016). Stephanie Jones & James Woglom, *On mutant pedagogies: Seeking justice and drawing change in teacher education*. Boston: Sense Publishers.

- Miller, s. (2013). Bree Picower, We Make the Road by Walking It: A review of *Practice What You Teach: Social Justice Education in the Classroom and the Streets*. *Teachers College Record*, December 6, 2013 <http://www.tcrecord.org> ID Number: 17345, Date Accessed: 12/11/2013 1:49:48 PM
- Miller, s. (2012). Anthony J. Nocella II and David Gabbard, *Policing the campus: U.S. higher education and the culture of terror*. New York: Peter Lang.
- Miller, s. (2010). Lisa Scherff and Karen Spector, *Culturally relevant pedagogy: Clashes and confrontations*. New York: Rowan & Littlefield.
- Miller, s. (2010) Eric Gordon, *I know I'm not me*. New York: Teachers College Press.

Articles/Reviews/Reports Drawing from My Work

- Darling-Hammond, K., & Evans-Santiago, B (Eds). (2024). T* is for thriving: Blueprints for affirming trans* and gender creative lives and learning in schools. Gorham: Myers Education Press.
- Lindblom, K. (2018). *Book review of Teaching, affirming, and recognizing trans and gender creative youth: A queer literacy framework* (Ed. by sj Miller). *English Journal* 107(5), 73-75.
- Rojas, M., et al. (2018). Narrativas, prácticas y experiencias en torno a la identidad lgbti en contextos educativos." Encargado por el Ministerio de Educación de Chile y la Oficina Regional de Educación para América Latina y el Caribe; y llevado a cabo por el Centro de Investigación y Desarrollo de la Educación, Universidad Alberto Hurtado.
- Suarez, M. (2018). *Book review of Teaching, affirming, and recognizing trans and gender creative youth: A queer literacy framework* (Ed. by sj Miller). *Journal of LGBT youth*. Accessed from <https://www.tandfonline.com/toc/wjly20/current?nav=tocList>.
- University of Cape Town. (2017). *UCT inclusivity policy for sexual orientation*. UCT: Cape Town.
- Romero, E. (2016). Crag C Hill (Ed.). *The critical merits of young adult literature: Coming of age*. In special issue on African American Literature, *Children's Literature Association Quarterly*, 41(4), 462-465.
- Gender and Literacy Assembly: NCTE Gender Studies Assembly. (2015). *Gender non-conformity resources for teachers*. Retrieved from <http://www.ncte.org/positions/statements/gender-bibliography>
- Espelage, D. (2015). White House briefing on published AERA report *LGBTQ Issues in education: Advancing a research agenda*. Cited work *Generation bullied 2.0: prevention and intervention strategies for our most vulnerable students*. New York: AERA.
- Bott, C. (2014). *Generation bullied 2.0: prevention and intervention strategies for our most vulnerable students*. *Voices of Youth Advocacy Magazine*, June, 98.
- Groenke, S. & Laughter, J. (2015). Groenke, S. & Laughter, J. (2015). Layered literacies: Reading, race, and responsibility. *Alan Review*, 42(2), 114-118.
- Goldman, C. (2013). *Generation Bullied 2.0 Book Review*. *Psychology Today*. Retrieved November 7, 2013 from <http://www.psychologytoday.com/blog/modern-day-parenting/201308/generation-bullied-20-book-review>.
- Goldman, C. (2013). *Generation Bullied 2.0 Book Review*. *Chicago Now*. Retrieved November 7, 2013 from <http://www.chicagonow.com/portrait-of-an-adoption/2013/08/generation-bullied-2-0-book-review>.
- Honnold, R. (2014). *Generation bullied 2.0 awarded "Essential Book for Professionals Who Serve Teens."* *Voices of Youth Advocacy Magazine*, October.
- Koscherek, J. (2010). *Change Matters Book Review*. Retrieved November 7, 2013 from http://www.sjmilller.info/uploads/1/2/1/8/12183210/miller_kirkland_power_and_education.pdf.
- Malo-Juvera, V. (2017). A postcolonial primer with multicultural and ya literature. *English Journal*, 107 (1), 41-47.
- Pass, C. (2013). *Generation bullied 2.0: prevention and intervention strategies for our most vulnerable students*. *Journal of Adolescent & Adult Literacy*, 57(3), 250-252.
- Zigo, D., & Derrico, R.D. (2007). Helping students understand long-range planning through an integration lens. *English Education* 39(2), 177-184.

Poems-Peer Reviewed

- Miller, s. (2007). "I don't have a poem to share." *The Utah English Journal*, 35, 69-70.
- Miller, s. (2006). "Weapons of mass instruction." *The Utah English Journal*, 34, 66-68.
- Miller, S. (2006). "Locker room." *The Utah English Journal*, 33, 55-56.

Miller, S. (2004). "A tribute to a fallen hero." *The Utah English Journal*, 32, 24-26.

Miller, S. (2004). "It's not so elementary." *The Utah English Journal*, 32, 32-36.

MEDIA AND OTHER FORUMS

Advisory Board Member and Curriculum Specialist

LGBTQ Tolerance and Identity Collection on PBS LearningMedia. (2017).

- A series of 10 digital media resources that will help administrators, guidance counselors, and educators understand the complex and difficult issues faced by LGBTQ students. Retrieved from <https://ny.pbslearningmedia.org/collection/lgbtq-identity/#.WTBD38bMz->

Audio Recording

Miller, s. (Producer: Ritter, J.) (2021, Aug 15). The Gender Identity Revolution and Education. Spotlight Series, CWI. Retrieved from: <https://www.youtube.com/watch?v=rWAmUMLEKfw>

Miller, s (Producer: McNutt, C.) (2020, May 9). Social Justice, Gender Identity and Liberatory Pedagogy. *Human Restoration Project*. Retrieved from <https://www.humanrestorationproject.org/things-fall-apart/liberatory-pedagogy-sj-miller>

Miller, s., Marine, S., Nicolazzo, Z., & Wargo, J. (2018, Oct 30). Beyond binaries: Queering notions of gender and sexuality in academia. AERA Division G. Retrieved from <https://aeradivg.wordpress.com/2018/10/05/webinar-october-30th-130-230pm-edt/>

Kumutat, L., & Wendling, M. (Hosts), (2018, Jun 22). A transgender Twitter fight. *BBC Radio*. Retrieved, from <https://www.bbc.co.uk/programmes/w3csws6r>. London: UK.

Miller, s., and Kirkland, D. (2017, Jul 10). Engendering Communication. *Oxford Comment*, Oxford University Press. Retrieved Nov 17, 2017 from <https://blog.oup.com/2017/11/engendering-communication-oxford-comment/>

Jacobs, L. (Producer) (2017, Mar 7). Teaching affirming, and recognizing trans** and gender dynamic youth." *Education Talk Radio*. Podcast retrieved from <http://www.blogtalkradio.com/edutalk/2017/03/07/teaching-affirming-and-recognizing-trans-and-gender-dynamic-youth>

Division G. (2015, Oct 30). AERA and the State of Division G: A Conversation with Division Officers. *Podcast*. Retrieved from <https://aeradivg.wordpress.com/divgpodcasts/>

Miller, s. (2014, Nov 18). Interview about AP Literature Reading featured on "Talks with Teachers." *Podcast*. Retrieved from <https://itunes.apple.com/us/podcast/talks-with-teachers/id755086884?mt=2>.

Miller, S. (2004). *SLAM! poetry as a genre for social activism: Empowering discourses during troubling times-how to teach, assess and construct SLAM in the secondary classroom*. Access Utah: Utah Public Radio.

Films

Vines. B. (2018, October 7). HE/SHE/THEY. In W. Martin III (Producer), *Going in with Brian Vines*. Retrieved from <https://www.youtube.com/watch?v=vjniAdhkbe8>. New York, NY: BRIC TV.

Capatides, C., & Adams, C. (2017, March 27). *Gender: The Space Between*. New York, NY: CBSN. Retrieved from <http://www.cbsnews.com/videos/gender-the-space-between/>. New York, NY: CBS.

Capatides, C., & Adams, C. (2017, March 23). *Gender: The Space Between* [trailer]. New York, NY: CBSN, Retrieved from <http://www.cbsnews.com/videos/gender-fluid-agender-and-the-new-frontier/?ftag=CNM-00-10aab7e&linkId=35834103>. New York, NY: CBS.

Television and Media Appearances

Higbie, C. (Host). (2023, July, 6th). Carl Higbie discusses Chestfeeding of transgender women. Frontline Newsmax. Retrieved from https://www.newsmaxtv.com/Shows/Carl-Higbie-Frontline/vid/1_4e90qxln

Higbie, C. (Host). (2023, Jun, 16). Carl Higbie debates college professor on gender ideology Frontline Newsmax. Retrieved from https://www.newsmaxtv.com/Shows/Carl-Higbie-Frontline/vid/1_rxr8t7af.

Gilligan, V. & Gould, P. (Writers) & Cooper H. (Director). (2019). *Wexler v. Goodman*.

- In T. Schnauz and G. Hutchison (Producers), *Better call Saul*. Albuquerque, NM: Sony. (Season 5, Episode 6)
- Gender Identity Justice Educator. (2018). *Why gender identity justice matters for everyone*. TEDMED, Chaos and Clarity. Palm Springs, CA: Fall, 2018. Retrieved from https://www.tedmed.com/talks/show?id=730492&fbclid=IwAR2Iq65RQo6Y8dm6EGhOiEzsmRLFyXkHEztVzeeE0NVJ3NqInbSTPI_K7lw
- Christ, L. (2017, July 27). Teachers undergo anti-bias training to make classrooms more welcoming. *Spectrum News, NY1*. Retrieved from goo.gl/CKXyHi. New York, NY.
- Wagner, A. (Host). (2017, March 27). *Role of Education, Parenting and Community on Gender Identity*. Interview by A. Wagner. CBS News, Retrieved from <http://www.cbsnews.com/videos/the-role-of-education-parenting-and-community-in-gender-identity/>. New York, NY: CBS.
- Wagner, A. (Host). (2017, March 27). *Breaking Down the Policy and Science Behind Gender Identity*. Interview by A. Wagner. CBS News, Retrieved from <http://www.cbsnews.com/videos/breaking-down-the-policy-science-behind-gender-identity/>. New York, NY: CBS.
- Cuithers, Vlad. (Host) (2017, February 23). *NYC protests Trump transgender bathroom policy*. Interview by V. Cuithers. *CBS News, Red and Blue* [Live Streaming]. New York, NY: CBS. Retrieved from <http://www.cbsnews.com/videos/nyc-protests-trump-transgender-bathroom-policy/>
- Cummings, M.A., & Cummings, L.A (Hosts) (2016, March 22). *sj Miller, Guest Interview: TRTV's Real Talk Podcast* [Video Broadcast]. Fort Lauderdale, FL. Retrieved from https://www.youtube.com/watch?v=uJ_fd-FXnx4&t=12s
- Lamont-Hill, M. (Writer). (2013). Social Monitoring in Schools [Television Broadcast]. In L. Martinez (Producer), *Huffington Post Live*. New York, NY: Cable.

Newspaper Interviews

- De Vore, A. (2019, May 22). 3 Questions. *Santa Fe Reporter*. Retrieved from <https://www.sfreporter.com/arts/3questions/2019/05/22/3-questions-75/>.
- Hong, J. (2018, July 23). Self-care products to keep in mind when you're transitioning. *A Very Good Light*. Retrieved from <https://www.verygoodlight.com/2018/07/23/transition-kit/>
- Smith, L. (2017, Dec 20). For gender inclusivity, let students disagree. *Education Review*. Retrieved from <https://www.educationreview.com.au/2017/12/for-gender-inclusivity-let-students-disagree/>
- Roddick, D. (2017, Dec 14). Expert: Addressing gender issues in schools starts with giving students the right to disagree. *Western Sydney University News Centre*. Retrieved from https://www.westernsydney.edu.au/newscentre/news_centre/more_news_stories/expert_addressing_gender_issues_in_schools_starts_with_giving_students_the_right_to_disagree
- Duggan, S. (2017, Dec 5). Gender identity issues in schools need a re-think: expert. *Education HQ Australia*. Retrieved from <https://au.educationhq.com/news/45101/gender-identity-issues-in-schools-need-a-re-think-expert/>
- Quevedo, S., & Yévenes, P. (2017, Nov 18). SJ Miller, académico y experto en integración: "No basta con decirle 'estoy contigo' a un niño transgénero. Retrieved from <http://www.latercera.com/noticia/sj-miller-academico-experto-integracion-no-basta-decirle-estoy-contigo-nino-transgenero/>
- Universidad Alberto Hurtado, (2017, Nov 6). Autoridades de UAH y de Mineduc dan bienvenida a SJ Miller. Retrieved from <http://educacion.uahurtado.cl/noticias/autoridades-de-uah-y-de-mineduc-dan-bienvenida-a-sj-miller/>
- Universidad Alberto Hurtado, (2017, Nov 13). sj Miller: "Ser profesor es ser un agente de cambio." Retrieved from <http://www.uahurtado.cl/2017/11/sj-miller-ser-profesor-es-ser-un-agente-de-cambio/>
- Weinstein, D. (2017. Jun 20). Helping teachers see students in all their gender identities: An Interview with sj Miller. *NYU Steinhardt*. Retrieved from <http://steinhardt.nyu.edu/site/ataglance/2017/06/helping-teachers-see-students-in-all-of-their-gender-identities-an-interview-with-sj-miller.html>

- Adams, C. (2017, March 24). The difference between sexual orientation and gender identity. *CBS News*. Retrieved from <http://www.cbsnews.com/news/the-difference-between-sexual-orientation-and-gender-identity/>
- Adams, C. (2017, March 24). The gender identity terms you need to know. *CBS News*. Retrieved from <http://www.cbsnews.com/news/transgender-gender-identity-terms-glossary/>
- Adams, C. (2017, March 25). Social media, celebrities, and transgender Youth. *CBS News*. Retrieved from <http://www.cbsnews.com/news/social-media-celebrities-and-transgender-youth/>
- Yi, D. (2017, March 6). Why is everyone suddenly talking about gender? *Very Good Light*. Retrieved from <http://www.verygoodlight.com/2017/03/06/milk/>
- Cheek, T. (2015, Jun 4). Lessons learned: Censorship of a gay valedictorian. *The Colorado Independent*. Retrieved from <http://www.coloradoindependent.com/153682/lessons-learned-censorship-of-a-gay-valedictorian>
- Heckell, A. (2015, Apr 15). Conference focuses on queer young adult literature. *Daily Camera*. Retrieved from http://www.dailycamera.com/entertainment/ci_27937683/conference-focuses-queer-young-adult-literature
- Kuta, S. (2015, Sept 29). CU-Boulder hopes to send message with photo in support of LGBTQ students, employees: Campus gathering to make human-sized LGBT, transgender flags. Retrieved from http://www.dailycamera.com/cu-news/ci_28892908/cu-boulder-hopes-send-message-photo-support-lgbtq
- Pasquale, C. (2015, Sept 16). Five questions for sj Miller: Commitment to social justice, improving education inspires associate professor. CU Connections. Retrieved from <https://connections.cu.edu/spotlights/five-questions-sj-miller>
- Robertson, J. (2013, Aug 9). In digital age, good writing falls behind. *Kansas City Star*. Retrieved from <http://www.bendbulletin.com/csp/mediapool/sites/BendBulletin/News/story.csp?cid=1343642&sid=497&fid=151>
- (2012, Nov 11). Do new standards mean reading in school will get real? *Kansas City Star*. Retrieved from <http://info.umkc.edu/news/do-new-standards-mean-reading-in-school-will-get-real/>

Webumentary

Miller, s. (2017). *Building Safe and Inclusive Schools for Trans** and Gender Creative Youth*. NYU Metro Center and PCGS. New York: NY.

EDITORIAL ADJUDICATION

Book Series Editor

- Miller, s. (Ed.). *Spaces In-between: Beyond Binary Gender Identities and Sexualities Series*. Teachers College Press: New York, NY.
- Miller, s. & Burns, L. (Eds.). *Social Justice Across Contexts in Education*. Peter Lang: New York, NY.
- Asmus, B. (in process). *Teaching Toward Social Justice: Critical Pedagogies from the Commission on Social Justice in Teacher Education*.
 - Barnes-Johnson, J. & Johnson, J.M. (2018). *STEM21: Equity in Teaching and Learning to Meet the Global Challenges of Standards, Engagement and Transformation*.
 - Godley, A., & Reaser, J. (2018). *Critical Language Pedagogy: Interrogating Language, Dialects and Power in Literacy Teacher Education*.
 - Lensmire, A., Shick, A., Hendry, A., Mohan, A., Scott, S., & Strampe, M. (2017). *Wild Minds, Daring Hearts: Telling Truths and Becoming Teachers*.
 - Katz, D. (proposal). *Social Justice and Public Education as a Human Right*.
 - Flynn, J. (2018). *White Fatigue*.
 - Ladson-Billings, G. & Tate, W. (Eds.) (2016). *"Covenant Keeper:" Derrick Bell's Enduring Education Legacy*.
 - McCrary, N., & Ross, W. E. (Eds.) (2016). *Working for Social Justice Inside and Outside the Classroom: A Community of Students, Teachers, Researchers, and Activists*.
 - Rivera, Y. (in preparation). *Social Justice through Community-School Partnership*.

- Russell, N., Haynes, Cobb, F. (Eds.) (2015). *Interrogating Whiteness and Relinquishing Power: White Faculty's Commitment to Racial Consciousness in STEM Classrooms*.
- Wong, A N-W. (in preparation). *Communities Connecting Immigrant Families and Schools*.

Journal Editor and Column Editor

- Column Editor, *English Journal*, Beyond Binary Gender Identities, March, 2018-present
- Co-Editor, *English Education*. August 2014-Summer 2016.
- Guest Editor. (2015). Labeling "GIFTED" or "SPECIAL": Perpetuating the mismeasure of students. *English Journal*, 105(1).

Guest Blogger

- Gender and Education Association
- National Council Teachers of English
- sjmiller.info

Editorial Board Advisor

- *National Education Policy Center (NEPC)*, 2024-present
 - <https://nepc.colorado.edu/editorial-board>
- *Encyclopedia of English Language Arts Education*, 2019-present
- *Queer Studies in Education*, Palgrave MacMillan, 2018-present
- *The New Educator*, Fall 2016- Fall 2019
- *Journal of Literacy Research*, Spring 2016-present
- *Routledge Critical Studies in Gender and Sexuality in Education*, April 2014- present
- *Teacher Education and Black Communities: Implications for Access, Equity and Achievement*, 2014-present
- *Taboo*, Spring 2017-present
- *Journal of LGBT Youth*, 2018-present
- *Journal of Adolescent and Adult Literacy*, 2012-present

Reviewer

- *Educational Researcher*, 2015-present
- *Journal of LGBT Youth*- 2014- present
- *Multicultural Perspectives*, 2015-present
- *Journal of Lesbian Studies*, 2015- present
- *Transgender Studies Quarterly*, 2014-present
- *Equity, & Excellence in Education*, 2014-present
- *Confero*, 2014-present
- *Journal of Negro Education*, 2013-present
- *Journal of Literacy Research*, 2013-present
- LRA proposals, 2014-present
- NCTE proposals, 2013-present
- CEE proposals, 2013-present
- *Research in the Teaching of English*, 2012-present
- *International Journal of Critical Pedagogy*, 2009-present
- Bergamo Conference-Distinguished Graduate Student Paper, Louisiana State University, 2009
- *ALAN Review*, 2009-present
- Review Board Member, Sage Publications: *Qualitative Research for Social Justice*, 2008-2009
- Review Board Member, *Journal of Adolescent and Adult Literacy*, 2007-present
- *Journal of Teacher Education*, 2007-Present
- AERA proposals, 2004-present
- *English Education*, 2005-present
- *Journal of Adolescent and Adult Literacy*, 2006-present
- *Journal of Social Justice*, 2006-present

GRANTS

- Project Title: *A novel approach for equitable characterization of gender and its use in exposing subgroup discrepancies in polygenic score associations*. Funded by National Human Genome Research Institute. Multiple Investigators: Dr. Jacob Michaelson and Dr. John Strang, \$1,400,003 over 4 years. Dr. sj Miller, Consultant.
- Project Title: *National Council Teachers of English Resolutions Committee*; SFCC. Funded by SFCC Professional Development (\$1276) to attend NCTE. Baltimore, MD. Funded.
- Project Title: *Assessing Transgender and Gender Nonconforming Youth Health and Identifying Protective Social Factors in a Longitudinal Mixed-Method Population-Based Prospective-Cohort Study*. Submitted to NIH (Consultant; PI Joseph Cimpian, New York University, \$3.5M). Not funded.
- Project Title: *Study of Equity in Teacher Education*; New York University. Funded by WT Grant (Co-PI: NYU; Diana Turk Steinhardt/Metro Center, \$50,000). Not funded.
- Project Title: *Study of Equity in Teacher Education*; New York University. Funded by Spencer (Co-PI: NYU; Diana Turk Steinhardt/Metro Center, \$50,000). Not funded.
- Project Title: *An Equity Intervention with ACTION Network*; New York University. Funded by Spencer (David Kirkland, NYU/Metro Center Staff, \$400,000). Not funded.
- Project Title: *Building Capacity for Equity through Professional Development*; New York University. Funded by Ferris Booth (Co-PI: Natalie Zwerger, NYU/Metro Center Staff, \$479,914). Not funded.
- Project Title: *Building Capacity for Equity through Professional Development*; New York University. Funded by Henry Niles (Co-PI: Natalie Zwerger, NYU/Metro Center Staff, \$142,213). Not funded.
- Project Title: *Queer Young Adult Literature: Honoring, Affirming and Trans*forming Education*; University of Colorado, Boulder. CUE (PI: \$1000); CLAS (PI: \$200); CU English (PI: \$100); VCSA (PI: \$1000); ODECE (PI: \$1000); SOE (PI: \$3,500); ASSG (PI: \$2200); CCS (PI: \$1500); LGBT Chancellor's Committee (PI: \$300), (PI- sj Miller/Faculty, CU Boulder, \$10,800). *Spring, 2016. Funded*
- Project Title: *A Study Between 2 Continents: Supporting Preservice Teachers to Engage in LGBTQV-inclusive Curriculum*; University of Colorado at Boulder. Funded by Spencer Grants (Co-PI: Dennis Francis, University of Bloemfontein, Free State, \$50,000). Not funded.
- Project Title: "Biopsychosocial and Counselling Implications for Gender Variant Youth In Canada and Thailand"--Cross-cultural Experiences of Gender Non-conforming Youth: A Study in two Continents (CO PI: Shirley Steinberg, University of Calgary, \$1.3 million). Not funded.
- Departmental travel grant to attend NCTE, maximum allocation (\$485), *Fall 2009. Funded*
- Departmental travel grant to attend NCTE, maximum allocation (\$481), *Fall 2008. Funded*
- Departmental travel grant to attend NCTE, maximum allocation (\$661), *Fall 2007. Funded*
- Departmental Travel Grant to attend American Educational Research Association, maximum allocation (\$411), *Spring 2007. Funded*
- GLBTQ Commission, *"Enhancing Campus Climate through GLBT Awareness Workshops*, Co-written (\$12,351) to assess campus climate, assess faculty and staff needs, develop and deliver workshops, and develop a long-term campus-wide plan. **Funded.**
- Reading Circle Grant, Co-written (\$500), for project entitled, *"Understanding Oppression: A Teacher's Guide to the Multi-Cultural Classroom"* for Materials relating to our reading circle group as part of Reflective Practice, 2006. **Funded.**
- University Senate Research Grant (\$1000), for travel to NCTE to present on *Unpacking the loaded teacher Matrix: Negotiating Space and Time Between University and Secondary English Classrooms*, *Fall 2006. Funded.*
- Departmental travel grant (\$485) to attend American Educational Research Association, *Spring 2006. Funded.*

PRESENTATIONS (selected)
Invited Keynotes, Papers, and Professional Consulting

International:

- Why Gender Identity Justice Matters for Everyone. 19th Online Educational Leadership Forum (OELF) of UNESCO's Global Citizenship Foundation. *Summer, 2022.*
- Unpacking the Secrets to Gender-Inclusive Learning Spaces. 19th Online Educational Leadership Forum (OELF) of UNESCO's Global Citizenship Foundation. Panel Discussion. *Summer, 2022.*
- Gender Identity Justice Educator. (2018). *Gender identity justice*. TEDMED, Chaos and Clarity. Palm Springs, CA: Fall, 2018. See: https://www.tedmed.com/talks/show?id=730492&fbclid=IwAR2Iq65RQo6Y8dm6EGhOiEzsmRLFyXkHEztVzeeE0NVJ3NqInbSTPI_K7lw
- Rooting Gender Identity in and Across the Chilean School System. Ministry of Education. Santiago, Chile: *Fall, 2017.*
- Trans**ing School: Across Policy, Theory, and Practice. Prácticas educacionales y pedagógicas para la Inclusión desde las diferencias." Educational and pedagogical practices for inclusion embracing differences. University Alberto Hurtado. Santiago, Chile: *Fall, 2017.*
- Unpacking, Implementing and Sustaining Gender Identity in Chilean Schools. UNESCO. Santiago, Chile: *Fall, 2017.*
- Trans*+ing Classrooms and Schools: The Pedagogy of Refusal as Mediator for Learning Under a "Trump" Regime RMIT. Melbourne, AU: *Fall, 2017.*
- Trans*+ing Classrooms and Schools: The Pedagogy of Refusal as Mediator for Learning Under a "Trump" Regime. University of Western Sydney. Sydney, AU: *Fall, 2017.*
- Putting Gender Revolution into Practice University of Western Sydney. Sydney, AU: *Fall, 2017.*
- Teaching, Recognizing and Affirming Trans and Gender Creative Youth: A Queer Literacy Framework. Ministry of Education. Santiago, Chile: *Fall, 2017.*
- Trans**-Culturaling: Sustaining Recognition and Affirmation of Identity Into and Across Contexts. University of Canterbury. Christchurch, NZ: *Fall, 2017.*
- Study Between 2 Continents: Supporting Preservice Teachers to Engage in LGBTQV-inclusive Curriculum. University of the Free State. Bloemfontein, South Africa: *Fall, 2014.*

Scholar in Residence:**TEDMED**

Research Scholar, Assists in all confidential operations of the TEDMED Annual Event. *Fall, 2019-present*

University Alberto Hurtado

- Teaching, Affirming and Recognizing Trans and Gender Creative Youth: A Queer Literacy Framework. Ministry of Education. Santiago, Chile: *Fall, 2017*
- Integrating Gender Identity Topics into Adult Chilean Education. Educación de Personas Jóvenes y Adultas. Iquique, Chile: *Fall 2017.*
- Unpacking, Implementing and Sustaining Gender Identity in Chilean Schools. University Alberto Hurtado. Santiago, Chile: *Fall, 2017.*
- Trans**ing Schools Across Policy, Theory, and Practice. Prácticas educacionales y pedagógicas para la Inclusión desde las diferencias." Educational and pedagogical practices for inclusion embracing differences. University Alberto Hurtado. Santiago, Chile: *Fall, 2017.*

Western Sydney University

- Trans*+ing Classrooms and Schools: The Pedagogy of Refusal as Mediator for Learning Under a "Trump" Regime. Western Sydney University. Sydney, AU: *Fall, 2017.*
- Putting Gender Revolution into Practice. Western Sydney University. Sydney, AU: *Fall, 2017.*

RMIT

- Trans*+ing Classrooms and Schools: The Pedagogy of Refusal as Mediator for Learning Under a "Trump" Regime. RMIT. Melbourne, AU: *Fall, 2017*

University of The Free State, South Africa

Study Between 2 Continents: Supporting Educators across Sectors to Engage in LGBTQV-inclusive Curriculum. University of the Free State. Bloemfontein, South Africa: *Fall, 2014.*

National:

- Challenging Anti-Trans Politics: Fighting back through Intersectionalities. Invited Presidential Session, American Education Research Association. Denver, CO: *Spring, 2025.*
- Liberation for LGBTQIA2s+ QTBIPOC students: *Why Gender Identity Justice Matters for Everyone.* Diversity Lecture Series: School of Education and Human Development. Fairfield University, CT: *Spring, 2024.*
- Addressing Censorship of LGBTQIA+ Education. *Town Hall: Addressing Censorship in Education.* AERA. San Diego, CA: *Spring, 2022.*
- From Classroom to Community: Ethnographies of Compassion. Community Works Institute. Los Angeles, CA: *Fall, 2021.*
- How do I know what I don't even know I should know? A journey into the Complexities of Gender Identity. Lehigh University Equity and Excellence Summit. Philadelphia, PA: *Spring, 2021*
- It's not enough to *NOT be Racist*: Moving to an anti-racist Stance. Webb School. Knoxville, TN: *Winter, 2020.*
- How do I know what I don't even know I should know? A journey into the Complexities of Gender Identity. Portland State. Portland, OR: *Spring, 2021.*
- Not if or when? Gender identity JUSTICE now! National Council Teachers of English Association of Research, "Storying Communities". Nashville, TN: *Spring, 2020.*
- The Power and Politics of Conducting Critical Research that Advances Educational Justice in the Age of Trump. Presidential Session. American Educational Research Association. Toronto, ON: *Spring, 2019.*
- Why Gender Identity Justice Matters, *and* Queering Literacy Instruction for Students with Complex Gender Identities: Creating Safe, Inclusive, and Affirming Classrooms and Schools. (Feb, 2019). Educators for Social Justice, Educating for Change Conference, "Borders, Boundaries, and the Spaces In Between": St. Louis, MO.
- Queering Literacy Instruction: Creating Safe, Inclusive, and Affirming English Language Arts Classrooms. (Feb, 2019). Michigan Council Teachers of English, Think Spring Conference. Mt. Pleasant, Michigan.
- Gender Identity Justice Educator (2018). Gender identity justice. TEMED, Chaos and Clarity. Palm Springs, CA: *Fall, 2018.*
- Gender Identity Justice in Schools: Remembered as More than an End-note, Footnote or Hashtag... Literacy by the Lakes. Madison, WI: *Summer, 2018.*
- The Complexities of Resilience During Troubling Political Times. New York University Conference, Global Connections. New York City, NY: *Summer, 2018.*
- Addressing Hate in Higher Education: Critical Reflections on Action, Inaction, Manifestations and Hope Featured Session. American Educational Research Association. New York City, NY: *Spring, 2018.*
- At the Intersection of Civil Rights and Public Education: Classrooms, Communities and Research Methodologies. American Educational Research Association. New York City, NY: *Spring, 2018.*
- Exploring the State of Education Policies and Experiences for Transgender and Gender Creative Youth. American Educational Research Association. New York City, NY: *Spring, 2018.*
- Outrage to Action: Disrupting Inequity Through Teacher Education. Panel. *Pedagogy of Refusal as Mediator for Literacy to Amplify Gender Identity Self-Determination and Justice.* AACTE. Baltimore, MD: *Spring, 2018.*
- Body as Tableau. Preemptive Education: Maxine Greene Lecture. New York, NY: *Fall, 2017.*
- Building Safe and Inclusive Schools for Trans** Gender Creative, Dynamic, Expansive and Fluid Youth. Genderfest Conference. Las Vegas, NV: *Fall, 2017.*
- Navigations in Making Schools Safe and Affirming for Trans** and Gender Non-binary Youth. NYU Metro Center Leadership Equity Series. New York, NY: *Summer, 2017.*

- Conversations Around the Collection and Use of Sexual Orientation and Gender Identity Data. Research and Science Policy Forum Session. American Educational Research Association. San Antonio, TX: *Spring, 2017*.
- Sediments of Trans in Educational Research: As Noun, Verb, Prefix, and Adjective. Vice Presidential Session, Division G. American Educational Research Association. San Antonio, TX: *Spring, 2017*.
- Trans*+ing Classrooms and Schools: The Pedagogy of Refusal as Mediator for Learning Under a "Trump" Regime. Louie Larson Lecture Series, SUNY Cortland. Cortland, NY: *Spring, 2017*.
- Putting Gender Revolution into Practice. Louie Larson Lecture Series, SUNY Cortland. Cortland, NY: *Spring, 2017*.
- Trans*+ing Classrooms and Schools: The Pedagogy of Refusal as Mediator for Learning Under a "Trump" Regime. Scholarly Speakers Series, Western Michigan University. Kalamazoo. Michigan: *Spring, 2017*.
- Putting Gender Revolution into Practice. Scholarly Speakers Series, Western Michigan University. Kalamazoo. Michigan: *Spring, 2017*.
- Trans*+ing Classrooms and Schools: The Pedagogy of Refusal as Mediator for Learning Under a "Trump" Regime. Teaching, Learning, and Leading: Education for Equity and Social Justice Conference: Virginia Common Wealth. Richmond, VA: *Spring, 2017*. To view watch: https://www.youtube.com/edit?o=U&video_id=IRJ46gkUYuk&feature=vm
- Queering Literacy Instruction: Moving Trans*ness into the Classroom. Western New York Network of English Teachers Speakers Series. Buffalo, NY: *Fall, 2016*.
- Trans*ing Spaces: The Indeterminacy of Sociospatial Justice Work in Education. Critical Speakers Series: University of New Mexico. Albuquerque, NM: *Spring, 2016*.
- Queering Literacy Instruction: Moving Trans*ness into the Classroom. Writing Literacies SIG. American Educational Research Association. Washington D.C.: *Spring, 2016*.
- How Can I Most Effectively Support Trans* and Gender and Creative Students? CU Boulder Diverse Learners Awareness Conference. Boulder, CO: *Spring, 2016*.
- Queer YA Adult Literature: Honoring, Affirming and Trans*forming Education. Jolle: Athens, GA: *Spring, 2016*.
- A Queer Literacy Framework Promoting (a)Gender and (a)Sexuality Self-determination and Justice. National Council Teachers of English Annual Convention. Minneapolis, MN: *Fall, 2015*.
- Unpacking Trans* Microaggressions: Creating Safe, Inclusive, and Affirming Spaces for Recognizing Trans* and Gender-Creative Students: A Queer Literacy Framework. Denver School of Science and Technology. Denver, CO: *Fall, 2015, Spring, 2016*.
- Understanding, Interrupting, and Shifting The Tides of Bullying for Generation Bullied 2.0. Keene State's Diverse Voices From the Field Speaker's Series Keene, New Hampshire: *Fall, 2014*.
- Unpacking The Mind of a Bully: The Neuroscience of Bullying. Dairy Center for the Arts. Boulder, CO: *Fall, 2014*.
- Finding Your Voice at AERA 2015: An Open Forum With Division K Section Co-chairs. American Educational Research Association. Philadelphia, PA: *Spring, 2014*.
- Graduate Student Council Chair-Elect Fireside Chat. Being a Mentor, Being a Mentee: Learning From Successful Mentorships in Order to Foster Your Own. American Educational Research Association. Philadelphia, PA: *Spring, 2014*.
- Unpacking Microaggressions: Creating Safe and Inclusive Spaces for Trans* and Gender Non-Conforming Athletes. Adelphi University. Long Island, NY: *Fall, 2013*.
- Connecting the "Anti" to "Bullying": Normalizing LGBT and gender non-conformity in classrooms. Suny Cortland. Cortland, NY: *Spring, 2013*.
- A Call to Action: Addressing DASA by Normalizing LGBT/gender Non-conformity in Classroom and Taking a Stand Against the Many Faces of Bullying; 3. Losing and Gaining a Self: How Soccer Taught Me the Discipline of Self-Love, When Everyone Else Faded into Darkness- A journey through gender non-conformity.
- Essay Commissioned in Response to the 2013 Annual Meeting Conference Theme. *Power + wealth + structural reinforcement of the norm = Myth of poverty*. Washington: DC, American Educational Research Association.

- Losing and gaining a self: How Soccer Taught me the Discipline of Self-love, When Everyone Else Faded into Darkness. LGBTQ Issues in Education: Coaching Teachers and Students to Combat Bullying. National Council Teachers of English Annual Convention. Las Vegas, NV: *Fall, 2012*.
- Presidential Session: "Cultivating Socio-spatial Justice Dispositions by Unpacking Urban Geo-histories": *Taking Back the City: Critical Geography and Research in Urban Communities*. American Educational Research Association. Vancouver, BC: *Spring, 2012*.
- Spatializing Social Justice Research in (English) Education-Scaffolding and Embedding Social Justice Into English Education: Implications and Considerations." National Council Teachers of English Annual Research Midwinter Conference. Madison, WI: *Spring, 2011*.
- Significance of a Preservice Teacher Social Justice Identity: Implications and Considerations." School of Education, University of Pittsburgh: *Spring, 2008*.
- Awarded Richard A. Meade Award for outstanding research and writing in English Education and teacher preparation for- Miller, s., & Norris, L. (2007). *Unpacking the loaded teacher matrix: Negotiating space and time between university and secondary English classrooms*. New York: Peter Lang.
- Identities; friends or foes?- it's all in the lens". National Council Teachers of English Spring Conference Utah State University, Logan, Utah: *Spring 2004*.

Presentations and Professional Consulting (please note these reflect a select number)

- "Disrupting Cis-privilege: A Lens to Better Understand Ourselves and our Students." Masters Program. Santa Fe: *Spring, 2023*.
- "Gender Identity 101: Applications for social workers and medical professionals." Diversity and Inclusion Council, Ohio Health and Home. Columbus, OH: *Summer, 2022*.
- "Gender Identity 101: Applications for social workers and medical professionals." Diversity and Inclusion Council, Ohio Health and Home. Columbus, OH: *Fall, 2022*.
- "Understanding and addressing how the National Political Climate for LGBTQIA+ folx directly impacts New Mexico's students, faculty and staff." Diversity Summit, 2021. Gallup, New Mexico: *Fall 2021*
- "Exploring the Intersection of Ethnicity and Gender Identity." Anti-Racist Leadership Conferences. Santa Fe Community College. Santa Fe, NM: *Spring, 2021*.
- "Crucial Conversations on Anti-Racism." Santa Fe Community College. Santa Fe, NM: *Fall, 2020*.
- "Queering Literacy Instruction for Students with Complex Gender Identities: Creating Safe, Inclusive, and Affirming Classrooms and Schools." Inspire 2019 Conference. Albuquerque, NM: *Spring, 2019*.
- "Embedding the Complexities of Gender Identity Through a Pedagogy of Refusal: Body as Literacy." Paper session. *Reclamation and Refusal: Re-imagining Curriculum for Healing and Hope*. American Educational Research Association. Toronto, ON: *Spring, 2019*.
- "Gender IdentityWOKE: A Theory of Trans*ness." Roundtables. *Theory as a Collaborator in Literacy Research*. Literacy Research Association. Indian Wells, CA: *Fall, 2018*.
- "If I Knew Then... What I Know Now..." Study Group. Literacy Research Association. Indian Wells, CA: *Fall, 2018*.
- "Voices of Gender Dynamic Adolescents: Changing Schooling and Social Contexts." Alternative Session. *Gender, Sexualities and Literacies Across the Lifespan*. Literacy Research Association. Indian Wells, CA: *Fall, 2018*.
- "Sedimenting the Complexities of Gender Identity as Literacy Practice: Learning alongside our Students." Paper. *Teachers' and Literacy Leaders' Education and Improvement*. Literacy Research Association. Indian Wells, CA: *Fall, 2018*.
- "Voices of Diverse Students' Gender Identities as Sediments for School Change." Roundtables, *Policy and Governance: Teachers as Advocates, Creating Change from the Ground Up*. National Council Teachers of English Annual Convention. Houston, TX, MO: *Fall, 2018*.
- "Teaching, Affirming, and Recognizing Trans** and Gender Creative Youth: A Queer Literacy Framework." Symposium. *Leveraging Learning into Practice: Gender and Sexuality Diversity in Teacher Education for Future Classroom Inclusivity*. American Educational Research Association. New York, NY: *Spring, 2018*.
- Queer Studies SIG AERA 2018 Pre-Conference Session. American Educational Research Association.

- New York, NY: *Spring*, 2018.
- The Great Bathroom Debate, and Other Important Ethical Dimensions of Gender Identity Inclusion in the Workplace and Schools. NYU, The Ethics of Diversity Symposium. Spring, 2018.
- "Queering English Studies: Navigating Politics, Policies, and Practices in ELA Learning Spaces." Invited Panel. National Council Teachers of English Annual Convention. St. Louis, MO: *Fall*, 2017.
- "Navigations in Making Schools Safe and Affirming for Trans and Gender non-binary Youth." CEE Social Justice Commission Roundtables." Roundtable. National Council Teachers of English Annual Convention. St. Louis, MO: *Fall*, 2017.
- "The Power of a Story: To be Remembered as MORE THAN a footnote or endnote..." Brooklyn Museum Teacher Talks. Brooklyn, NY; *Fall*, 2017.
- "Educators Queering Academia: Critical Memoirs." Symposium chair and Discussant. American Educational Research Association. San Antonio, TX: *Spring*, 2017.
- "Trans*+ing Classrooms: The Pedagogy of Refusal as Mediator for Learning." Paper and chair. *Reimagining, Rethinking, and Reorienting Trans-formational Curricula and Pedagogies*. American Educational Research Association. San Antonio, TX: *Spring*, 2017.
- "Reading YAL Queerly: A Queer Literacy Framework for Inviting (A)Gender and (A)Sexuality Self-Determination and Justice." Symposium: *Queering Identities in Adolescent Literature and Classrooms*. American Educational Research Association. San Antonio, TX: *Spring*, 2017.
- "Refusing to be Refused: Literacy as a Pedagogy of Refusal." Panel. *Rethinking Literacy Education in The Age Of Mass Incarceration: Literacy Educators and The Dismantling Of The School-To-Prison Pipeline*. Panel Presentation. National Council Teachers of English Annual Convention. Atlanta, GA: *Fall*, 2016.
- "Action Plans for Advocacy: LGBTQ Voices of Empowerment in Education." Roundtable. National Council Teachers of English Annual Convention. Atlanta, GA: *Fall*, 2016.
- "Standard VI: Conceptualizing, Integrating, and Assessing Artifacts for Social Justice." Roundtable. *Advocating for Social Justice in English Education*. National Council Teachers of English Annual Convention. Atlanta, GA: *Fall*, 2016.
- "Secondary Methods under Siege: Reclaiming and Revisiting Methods Courses." Roundtable. National Council Teachers of English Annual Convention. Atlanta, GA: *Fall*, 2016.
- "Teaching, Affirming, and Recognizing Trans* and Gender Creative Youth: A Queer Literacy Framework." Presentation. National Council Teachers of English Annual Convention. Atlanta, GA: *Fall*, 2016.
- "This is What Accountability Looks Like: Perspectives on Educational Accountability to Children and Communities." Panel presentation. National Council Teachers of English Annual Convention. Atlanta, GA: *Fall*, 2016.
- "Unpacking Trans* Microaggressions: Creating Safe, Inclusive, and Affirming Spaces for Recognizing Trans* and Gender-Creative Students: A Queer Literacy Framework." Intercultural Workshop for the Graduate Teacher Program, CU Boulder. Boulder: CO: *Spring*, 2016.
- "A Queer Literacy Framework Promoting (A)gender and Self-determination and Justice." Symposium: *Teaching, Affirming, and Recognizing Trans and Gender Creative Youth: A Queer Literacy Framework*. American Educational Research Association. Washington D.C.: *Spring*, 2016.
- "Teaching Social Justice Using the Queer Literacy Framework." Symposium: *Social Justice Comes to Secondary English Teacher Preparation: Historicizing, Understanding, Implementing, and Assessing Standard VI*. American Educational Research Association. Washington D.C.: *Spring*, 2016.
- "Division G Early Career Mentorship Seminar." Panelist. American Educational Research Association. Washington D.C.: *Spring*, 2016.
- "Teaching, Affirming, and Recognizing Trans* and Gender Creative Youth: A Queer Literacy Framework." TRANSforming Gender Conference. University of Colorado, Boulder: *Spring*, 2016.
- "Realizing Standard VI: Social Justice from Conception to Application." Roundtable. *Issues of Diversity in the Context of NCATE/CAEP Accreditation*. American Educational Research Association. Chicago, IL: *Spring*, 2015.
- "Reading YAL Queerly: A Queer Literacy Framework for Inviting (A)Gender and (A)Sexuality Self-Determination and Justice." Presentation. *Critical Literacy: The Safe and the Risky in Teachers'*

- Undergraduate and Postgraduate Assignments*. Literacy Research Association. Carlsbad, CA: Fall, 2015.
- "Interpreting Gender Identities in Children's and Young Adult Literature." Discussant. Literacy Research Association. Carlsbad, CA: Fall, 2015.
- "A Study Between 2 Continents: Supporting Preservice Teachers to Engage in LGBT*IAGCQ-inclusive Curriculum." Presentation. *Preservice Teachers and Literacy Education: Fostering Positive Perceptions of Difference*. Literacy Research Association. Carlsbad, CA: Fall, 2015.
- "Publishing Literacy Research: Meet the Editors of JLR, Literacy Research: Theory, Method, and Practice (formally LRA Yearbook), RRQ, and English Education." Literacy Research Association. Carlsbad, CA: Fall, 2015.
- "A Queer Literacy Framework Promoting (a)Gender and (a)Sexuality Self-determination and Justice." Respondent. *LGBTQ Voices in Education: Speaking Truth to Power*. National Council Teachers of English Annual Convention. Minneapolis, MN: Fall, 2015.
- "Historicizing Standard VI". Panel presentation. *Preparing your NCTE/CAEP Report: Strategies from the CEE Community*. National Council Teachers of English Annual Convention. Minneapolis, MN: Fall, 2015.
- "Standard VI: Conceptualizing, Integrating, and Assessing Artifacts for Social Justice." Roundtable leader. *Responsibility, Creativity, and the Arts in Social Justice Teacher Education*. National Council Teachers of English Annual Convention. Minneapolis, MN: Fall, 2015.
- "Unpacking Trans* Microaggressions: Creating Safe, Inclusive, and Affirming Spaces for Recognizing Trans* and Gender-Creative Students: A Queer Literacy Framework." Presentation. Diversity and Inclusion Summit. Boulder, CO: Fall, 2015.
- "Affirming and Exploring Identities through Queer Young Adult Literature." Presentation. Colorado Language Arts Society Fall Regional Conference. Golden, CO: Fall, 2015.
- "Critically Assessing Our Social Justice Assessments: A Workshop." Panel presentation. International Federation Teaching of English. New York, New York: Summer, 2015.
- "Assessing Standard VI: Writing the Story of Teaching for Social Justice in English Education." International Federation Teaching of English. Panel presentation. New York, New York: Summer, 2015.
- "Writing for Publication." International Federation Teaching of English. Panel presentation. New York, New York: Summer, 2015.
- "Will I Be Silent: Understanding The New Jim Crow." Panel Moderator. Boulder, CO: Summer, 2015.
- "A Queer Literacy Framework Promoting (A)Gender and (A)Sexuality Self-Determination and Justice." Presentation at CU Boulder, Queer YA Lit: Honoring, Affirming, and Trans*forming Education. Boulder, CO: Spring, 2015.
- "A Study Between 2 Continents: Supporting Preservice Teachers to Engage in LGBTQGV-inclusive Curriculum." Roundtable presentation. *Climate, Curriculum, and Conceptions of Self: Gender and Sexual Orientation in Schools*. American Educational Research Association. Chicago, IL; Spring, 2015.
- "Realizing Standard VI: Social Justice from Conception to Application." Roundtable presentation. *Issues of Diversity in the Context of NACTE/CAEP Accreditation*. American Educational Research Association. Chicago, IL; Spring, 2015.
- "Achieving Social Justice for LGBTQQ and Gender Creative People in Schools: Learning from the Stories of Students, Families, Teachers, Administrators and Other School Personnel and Community Members." Chair. American Educational Research Association. Chicago, IL; Spring, 2015.
- "Unpacking Trans* Microaggressions: Creating Safe, Inclusive, and Affirming Spaces for Trans* and Gender-Creative Students." TRANSforming Gender Conference. University of Colorado, Boulder: Spring, 2015.
- "Assessing Standard VI: Writing the Story of Teaching for Social Justice in English Education." Panel/paper Presenter. National Council Teachers of English Annual Convention. Washington D.C.; Fall, 2014.
- "Stories of practice and possibility in English Teacher Preparation." Respondent. National Council Teachers of English Annual Convention. Washington D.C.; Fall, 2014.
- "Principles and Commitments of a Queer Literacy Framework for Educators: A Queer Literacy Framework Promoting (A)Gender and (A)Sexuality Self-Determination and Justice." Roundtable leader. *LGBTQ*

- Stories in Education: Building Hopefulness, Helpfulness, and Happiness*. National Council Teachers of English Annual Convention. Washington D.C.; Fall, 2014.
- "The Politics of Policy and Practice. The Possibilities of Social Justice." Chair. National Council Teachers of English Annual Convention. Washington D.C.; Fall, 2014.
- "LGBTQ Stories in Education: Building Hopefulness, Helpfulness, and Happiness." Roundtable leader. National Council Teachers of English Annual Convention. Washington D.C.; Fall, 2014.
- "Creating Space for LGBTQ Stories: Teachers and Students Collaborating on ELA Curriculum." Discussant. CLAS Conference. Golden, CO; Fall, 2014.
- "English is 'Not just about Teaching Semi-colons and Steinbeck': Instantiating Dispositions for Socio-spatial Justice in Education." Symposium: *Unmasking International Social Injustices in Education: Incursion, Interruptions and Interventions*. American Educational Research Association. Philadelphia, PA; Spring, 2014.
- "Interrogating Patterns in Teaching for Social Justice." Chair. American Educational Research Association. Philadelphia, PA; Spring, 2014.
- "Multiple Perspectives on Preparing Teachers for Diverse Populations: National, Institutional, and Curricular Responses." Discussant. American Educational Research Association. Philadelphia, PA; Spring, 2014.
- "Stop Bullying Now: Sharing Strategies for Change." Roundtable leader. National Council Teachers of English Annual Convention. Boston, MA; Fall, 2013.
- "Hungry Like the Wolf: Gender Non-Conformity in Young Adult Literature." Panel presentation. *The Critical Merits of Young Adult Literature, Past, Present and Future*. National Council Teachers of English Annual Convention. Boston, MA; Fall, 2013.
- CEE Opening Round Tables: Expanding Possibilities in English Teacher Preparation. Discussant. "Preparing Preservice Teachers for the Common Core." National Council Teachers of English Annual Convention. Boston, MA; Fall, 2013.
- "English is 'Not just about Teaching Semi-colons and Steinbeck': Instantiating Dispositions for Socio-Spatial Justice in English Education. Roundtable. *(Re)inventing Social Justice Research in English Education*. National Council Teachers of English Annual Convention. Boston, MA; Fall, 2013.
- "Recognizing and Interrupting Microaggressions Against Trans and Gender Non-Conforming Students." Roundtable leader. *LGBTQ Issues in Education: Coaching Teachers and Students to Combat Bullying*. National Council Teachers of English Annual Convention. Boston, MA; Fall, 2013.
- "Connecting English Educators with the National Center for Literacy Excellence." Strand presentation. Conference on English Education Summit. Fort Collins, Co; Summer, 2013.
- "We Have a Social Justice Standard! Now What?" Strand presentation. Conference on English Education Summit. Fort Collins, Co; Summer, 2013.
- "English Education in English Departments and Schools/Colleges of Education." Roundtable presentation. Conference on English Education Summit. Fort Collins, Co; Summer, 2013.
- "Poverty's Not the Issue: Equity Audits Speak Counter-Narratives." Paper. American Educational Research Association. San Francisco, CA; Spring, 2013.
- "Cultivating Socio-Spatial Justice Dispositions by Unpacking Urban Geo-Histories." Roundtable leader. *Research in Social Justice: Applications and Implications for English Education*. National Council Teachers of English Annual Convention. Las Vegas, NV; Fall, 2012.
- "Literature and Literacy: Teaching Controversy in a Literary Context." Panel. *The Censors are Coming: Teaching Controversial Topics in the Age of Standardization*. National Council Teachers of English Annual Convention. Las Vegas, NV; Fall, 2012.
- "Queer theory: What it brings to English/Language Arts Classroom." Respondent. National Council Teachers of English Annual Convention. Las Vegas, NV; Fall, 2012.
- "Cultivating socio-spatial justice dispositions by unpacking geo-histories." Paper presentation. American Educational Research Association. Vancouver, BC; Spring, 2012.
- "Literacy in the 21st Century: Re-envisioning Teaching and Research." Panel presentation. American Educational Research Association. Vancouver, BC; Spring, 2012.
- "Queering the Academy: Doing LGBTQI and Ally Work in the Ph.D. Program and Beyond." American Educational Research Association. Vancouver, BC; Spring, 2012.

- "Cultivating Socio-spatial Justice Dispositions by Unpacking Geo-histories." Presentation. National Council Teachers of English Annual Research Midwinter Conference. Tuscaloosa, AL; *Spring, 2012*.
- "SLAM: As Identity, Artifact, and Discourse- *A Tribute to a Fallen Hero." Panel. *Where Would We Be Today Without Paulo Freire?* National Council Teachers of English Annual Convention. Chicago, IL; *Fall, 2011*.
- "The War on Education: Defending Students from the Past and Arming Them for the Future." Discussant. National Council Teachers of English Annual Convention. Chicago, IL; *Fall, 2011*.
- "Social Justice and Anti-Bullying Pedagogy in English Education." Chair. National Council Teachers of English Annual Convention. Chicago, IL; *Fall, 2011*.
- "Rediscovering Praxis: Making Connections in English Teacher Education." Conference on English Education. Bronx, NY, *Summer 2011*.
- "Moving Social Justice from Research to Policy in Teacher Education." Roundtable presentation. American Educational Research Association Annual Meeting. New Orleans, LA; *Spring, 2011*.
- "Socially just Policy in English Education." Chair and panel presentation. *Critical Investigations into Social Justice Policy and Research*. National Council Teachers of English Annual Convention. Orlando, FL; *Fall, 2010*
- "Reading and Speaking Media-Critically." Respondent. National Council Teachers of English Annual Convention. Orlando, FL; *Fall, 2010*.
- "Underground and Urban: Placing reading and Writing in a Social Context." Chair, National Council Teachers of English Annual Convention. Orlando, FL; *Fall, 2010*.
- "Moving Social Justice from Theory to Policy," Panel Presentation and Chair. *Priming Social Justice for Policy in English Education*. National Council Teachers of English Annual Convention. Philadelphia, PA; *Fall, 2009*.
- "Conducting Literacy Research in our own Classrooms." Organizer and co-chair National Council Teachers of English Annual Convention. Philadelphia, PA; *Fall, 2009*.
- "Priming Social Justice for Policy in English Education." Presentation and strand leader. Conference on English Education (CEE). Chicago, IL; *Summer, 2009*.
- "The implications of Technological Revolution Shifts." Presentation. *Students Generating on-line Communities: How they Teach us and How that Shifts Pedagogy*. National Council Teachers of English Annual Convention. San Antonio, TX; *Fall, 2008*.
- "Rethinking Social Justice: 21st Century Identity Shifts and Their Impact on Social Justice Pedagogy in the English Language Arts Classroom." Chair. *Social Justice as Embedded Identity in Multiple Spaces: How do Preservice Teachers Make the Shift?* National Council Teachers of English Annual Convention. San Antonio, TX; *Fall, 2008*.
- "Promise and Possibility: Examining Race and Social Justice in the Middle School Classroom." Respondent, National Council Teachers of English Annual Convention. San Antonio, TX; *Fall, 2008*.
- "Students Generating on-line Communities: How they Teach us and how that Shapes Pedagogy." Roundtable, National Council Teachers of English Annual Research Midwinter Conference. Bloomington, IN; *Spring, 2008*.
- "Mapping New Literacies Onto English Methods." Presentation. *Demythologizing "Real"ity TV: Critical Implications for a New Literacy*. National Council Teachers of English Annual Convention. New York, NY; *Fall, 2007*.
- "Mapping Social Justice Teaching: Negotiating Theory and Practice in the 21st Century." Panel presentation. *Multicultural Spaces Meet Rural Places*, National Council Teachers of English Annual Convention. New York, NY; *Fall, 2007*.
- "Teacher as Embodied "Loaded Matrix": Negotiating Space and Time Between University and Secondary English Classrooms." Roundtable. National Council Teachers of English Annual Research Midwinter Conference. Nashville, TN; *Spring, 2007*.
- "Confronting Controversial Issues in the Methods Class." Opening session for the Conference in English Education (CEE), Roundtable leader. National Council Teachers of English Annual Convention. Nashville, TN; *Fall, 2006*.

- “(Re)envisioning Preservice Teacher Identity: Mining the Matrix”. Presentation. *Narratives of Teacher Identities: The Confluence of Gender, Race and Class in the Teaching of English Language Arts*. National Council Teachers of English Annual Convention. Nashville, TN; *Fall, 2006*.
- “In, Out and Far Out: Queer Teachers in the Academy.” Panel presentation at the American Educational Research Association Annual Meeting, San Francisco; *Spring, 2006*.
- “Preparing Teachers to Pursue Social Justice in Teacher Education.” Chair. American Educational Research Association Annual Meeting, San Francisco; *Spring, 2006*.
- “Geographically ‘meaned’ Preservice Secondary Language Arts Student Teacher Identities.” National Council Teachers of English Annual Convention, roundtable leader and presenter, Pittsburgh, PA; *Fall, 2005*.
- “A ‘Spatial Turn’ in the Study of Literacies and Identities in Practice”- Geographically ‘Meaned’ Preservice Secondary Language Arts Student Teacher Identities. Symposium, American Educational Research Association Annual Meeting, Montreal; *Spring 2005*.
- “Monstrous Acts: Violence in Young adult Literature.” National Council Teachers of English Annual Convention, Panel presentation, Indianapolis, IN: *Fall 2004*.

WORKSHOPS, CONSULTING, COMMUNITY ENGAGEMENT and PUBLIC OUTREACH

*(prior consulting workshops are highlighted in the presentation section above)

Cat Parkour:

- Cat Training Business

Human Rights Alliance

- Board Member: Santa Fe New Mexico
 - Fall, 2024-

New Mexico Public Education Department

- Level UP: Micro-credential Facilitator for Teacher License Advancement
 - ALP Level I to Level II
 - Classroom Environment Evaluation (taught)
 - **Lead Facilitator:** Multi-Layered Systems of Support (currently teach)
 - Assessment (currently teach)
 - Culturally Linguistically Responsive Instruction (will teach)
 - Family Engagement
- Some duties include: communicating, planning and executing virtual meetings, collaborating with other lead facilitators and the Licensure Advancement Coordinator, Dr. Elsy Diaz, to ensure operational progress and effectiveness, providing feedback to our Director on the modules, providing timely feedback to the facilitators I supervise (some are Level III) and to the educators I teach, ensuring the Canvas links and student submissions are functional, conducting regular check-ins and responding to daily emails, providing regular technical and written assistance, and honoring fidelity to the micro-credential Level Up advancement.
- Reviewed the Culturally Linguistically Responsive Instruction micro-credential prior to it going live, ensured assessments were aligned with assignments, and developed the mastery component. Additional responsibilities will include supporting Dr. Diaz in creating meaningful and culturally relevant micro-credential options and resources for the Library of choices for teachers moving from Level II to Level III; and to support the continuous enhancement of these engagement resources to meet the needs of NM teachers, students, families, and communities.
- Consultant, 2022-2023

National Institute of Health (NIH) Grant Funded: Title: A novel approach for equitable characterization of gender and its use in exposing subgroup discrepancies in polygenic score associations.

- Collaborated on creation of a research measure about gender to ensure that the measure is inclusive of the broadest range of genders and gender experiences.
- Conducted two virtual site visits to offer evaluation and assessment of the tool
- Consultant and Collaborator (2023-present)

Food Depot (Santa Fe, NM)

- Intersections between Cultural Humility, Intercultural Competency and DEI.
- Consultant (2022-present)

Optimus Meridian Health Services: Memorial Hospital (Muncie, Indiana)

- Educational Consultant and Program Developer of Integrative Health for Medical Residency and Nurse Practitioner Programs (2022)
- Grant Award, \$100,000
- Micro-credential Development
 - Overview to Integrative Health
 - Module 1: Life Stages and Mental Health Avoidance
 - Module 2: Developing Coping Mechanisms through Inter-personal Therapy to Manage Major Depressive Disorder
 - Module 3: Developing and Managing Coping Mechanisms that Mitigate Trauma and Conflict
 - Module 4: Understanding How Substance Use Disorder Impacts Both Personal and Family Dynamics
 - Module 5: Understanding the Impact that Post-partum Depression has on the Birth Person and the Family Network
 - Module 6: Addressing LGBTQIA+ topics and concerns related to trauma-informed care

Diversity and Inclusion Council, Ohio Health and Home (Columbus, OH)

- Consultant (2021-present)

Community Works Institute (CWI) (Boston, MA)

- Consultant (2021-present)

Santa Fe Center for Transformational School Leadership (SFCTLC)

- Pedagogical Partner, Online Platform Development
 - Leadership trainings for TLI Collaborations, Fall, 2019- Present

AP Literature and Composition Presenter (2000-2019)

- Table Leader for AP Literature and Composition Reading, 2000-2019
- PA: Norristown, Pittsburgh, Allderdice High School. La Roche College; Northeast HS, Philadelphia
- CT: Hill Career Regional Magnet High School, Westport
- MD: Kenwood Public High School, Broadneck High School
- NY: Erie Boces, West Seneca; Manhattan College, Horace Mann, Bronx, NY; Syracuse University; Yonkers High School
- OK: University of Tulsa, Tulsa
- NM: Santa Fe Community College, Sandia High School, NM State
- TX: UT Austin, McCallen
- AK: University of Little Rock
- CO: Colorado Education Initiative, Denver

INSTITUTIONAL SERVICE

International

Mahatma Gandhi Institute, UNESCO, Research Associate, as the representative for the United States to develop *Education for Peace and Sustainable Development* in India Invited Spring, 2016

New Delhi, India: www.mgiep.unesco.org

Chile Ministry of Education, UNESCO. Working with academics, teachers, community activists on topics related to gender identity. Santiago, Chile, Fall, 2017

National

- Conference of English Education (CEE) Executive Committee, 2012-2016
 - Conference on English Education (CEE) Commission for Disrupting the School- to-prison Pipeline, 2015-present | Co-chair/founder, Elected 2015
 - Cosponsored Speakers Program Speaker, Spring 2015-present
 - Mentor for two junior colleagues, Summer 2013-present
 - Selected Veal Seminar Mentor, Fall 2013-present
 - Cultural Diversity Grant Committee member and Chair, Fall 2012-present
 - National Center for Literacy Education (NCLE) liaison, Fall 2013- present
 - Conference on English Education (CEE) Commission on Social Justice, | Founder and co- chair, Elected 2008-2011, 2004-present
- Judge for National Poet Youth Laureate, 2020
- National Council Teachers of English
 - 2019 NCTE Committee on Resolutions
 - Lesbian, Gay, Bisexual, and Transgender Issues in Academic Studies Advisory Committee, Appointed, Fall, 2016- present
 - Gender-Fair Use of Language Position Paper Revision Committee, Co-Chair Summer, 2018
 - NCTE/CAEP Standards Revision Committee, Standard VI: Social Justice, Fall, 2018
- American Educational Research Association
 - Division K, Teacher and Teacher Education:
 - Early Career Award Committee, Appointed, Spring 2018
 - Diversity Award Committee Member, 2016-present
 - Section 10- Investigations on teacher education and policy| Co-Chair, Appointment, 2011-2012
 - Section 4- Investigations on multicultural education/social justice frameworks | Co-Chair, Appointment, 2012, 2013
 - Early Career Award Committee, Appointed, Spring 2012-Spring 2014
 - Division G, Social Context of Education
 - Affirmative Action Council Representative, Appointed Summer, 2015-Summer 2018
 - Mentoring Award Committee, Fall 2013
 - Queer SIG
 - Co-Chair | Fall 2015-Spring 2017
- GLSEN (Gay, Lesbian, Straight, Educators Network): GLSEN's Educator Advisory Committee (EAC), Spring, 2017

College and University

- **Santa Fe Community College**
 - Equity Task Force, Coordinator/Founder, 2020
 - Pathways Lead, 2021,

- TITLE V Career Pathways: coordination and recruitment of students from local and state high schools; generating pathways for students through SFCC degrees and associate degrees; evaluating, planning, and coordinating with colleagues across campus to ensure degree plans and curriculum maps generate clear pathways for students from admission to graduation; and provides continuous support in the planning and development of programs.
 - Faculty Senate Member and Department Rep, 2019
 - Academic Rank Committee, 2019
 - President’s Diversity Advisory Council, 2019; Co-chair, 2022-present
 - Leadership responsibilities include carrying out SFCC Equity Strategic Goals by conducting campus-wide equity workshops, providing ongoing professional development, creating SFCC policy on Equity, honoring Indigenous Land Initiatives, partnering with and supporting local and state organizations in the pursuit of equity, creating campus-wide events related to Diversity, Equity, Inclusivity, Accessibility and Belonging
 - SFCC Policy Document Review Committee, 2019
 - SFCC Learning Assessment and Accreditation Committee; Co-chair, 2019-
 - Leadership responsibilities for maintaining SFCC accreditation, and ensuring that SFCC is in compliance with federal, state and local statutes and regulations; provides feedback on correspondence and in focus groups with the Higher Learning Commission; supports faculty with timely data collection and report writing; attends conferences on accreditation and conducts research on current effective educational programs and practices; leads accreditation workshops to shepherd Department Chairs and Department Leads to align their Program Learning Outcomes to the current on-line management system, known as “Improve;” helps to ensure that all program areas remain current in aligning their curriculum to their Program Learning Outcomes and refers them to the Curriculum Committee for additional alignment.
 - SFCC Institutional Planning Committee, 2019
 - SFCC Teacher Advisory Committee, 2019
- **Santa Fe Community Service**
 - Santa Fe High School Women’s Soccer Coach, 2020-21
 - Civic Outreach New Mexico Public Education Department, Appointed, 2019
- **University of Wisconsin-Madison**
 - Workshop for Secondary Masters Cohort
 - Understanding Cisgender Privilege: Unpacking Gender Identity Microaggressions in order to effectively Teach, Affirm, and Recognize the Complex Gender Identities of Students, 2018
 - Committee for GLBTQ people in the University, 2018
- **NYU Steinhardt, Teaching & Learning**
 - LGBT Research Collaborative- *Queering Environments: Educational, Cultural, Vocational and Beyond* 2016
 - Teacher Educator Working Group (TEWG), 2017
 - Knowledge Partners, 2017 presentations
 - Understanding Cisgender Privilege: Supporting Trans*+, Gender Creative, Expansive, Non-binary, Fluid, and Dynamic Students
 - Unpacking Gender Identity Microaggressions: Teaching, Affirming, and Recognizing Trans*+, Gender Creative, Expansive, Non-binary, Fluid, and Dynamic Students
 - Galvanizing Gender Identity Self-determination and Justice: How I Can Most Effectively Support Trans*+, Gender Creative, Expansive, Non-binary, Fluid, and Dynamic Students?

➤ **CU Boulder**

- Culture, Language and Social Practice (CLASP), Affiliate Faculty, 2015
- Jewish Studies, Affiliate Faculty, 2015
- Center for the Study and Prevention of Violence (CSPV), Affiliate Faculty, 2014
- LGBTQ Studies, Affiliate Faculty, 2014
- Women and Gender Studies, Affiliate Faculty, 2014
- Chancellor's Standing Committee on Gender and Sexuality, 2014
- CU Award Committee, Graduate Part-Time Instructors, 2014-present
- TRANSforming Gender Symposium planning committee, 2014

❖ **University of Missouri, Kansas City**

- LGBTQIA Partnership Committee, 2012- 2014
- Culture and Climate Committee, 2012-2014
- Teacher Education Coordinating Committee, 2012-2014

❖ **Indiana University of Pennsylvania**

- University Wide Promotions Committee, 2011- 2012
- Sub committee- full professor, member, 2011
- Graduate Coordinators' Council, 2009- 2011
- Teacher Education Curriculum Committee, 2009-2011
- Teacher Education Coordinators Council (TECC), 2009-2012
- Board of Directors, Center for Undergraduate Teaching Associates, 2005-2012
- Steering Committee for University GLBTQ Commission, 2005, Secretary 2007-2012
- Safe Zone Committee and Presenter/Trainer, 2005, Secretary, Webmaster 2007

Departmental

❖ **CU Boulder**

- Doctoral Literacy Cohort Team, 2014-2016
- Space Meeting Committee, 2015-2016
- Secondary Humanities Team, 2014-2016
- Teacher Education Committee, 2014-2016
- National Council Teachers of English, Faculty Advisor, 2014-2016

❖ **University of Missouri, Kansas City**

- Culture and Climate Committee, 2013-2014
- Faculty Executive Committee, Vice Chair, 2013-2014
- Teacher Program Coordinator Committee, 2012-2014
- MSK Committee, Co-chair, 2012-2014
- Curriculum Committee, Co-chair, 2012-2014
- Teacher Education Curriculum Committee (TECC), 2012-2014

❖ **Indiana University of Pennsylvania**

- Promotions Committee, co-chair elected appointment, 2009-2012
- Promotions Committee, elected appointment, 2006-2012
- Faculty Admissions Review Committee and Co-coordinator for the MA in Teaching English program, 2006
- NCTE/IUP affiliate sponsor, 2005
- English Education Resource Pool Committee member, 2005

Community

- Words Beyond Bars, Literacy Teacher and Board Member, 2015-16
- Colorado School Safety Resource Center Team Member, 2014- 2016
- Perform spoken-word at various venues

HONORS AND AWARDS

- Featured article: Miller, s. (2022). The impact and role of emotions in schools for teachers and students with complex gender identities. *Teachers College Record.*, 121 (13) Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/016146811912101307>
- AERA Distinguished **Contributions to Gender Equity in Education Research Award**, *Spring 2019*.
- Choice Magazine, awarded *Teaching, Affirming and Recognizing Trans and Gender Creative Youth: A Queer Literacy Framework*, **Outstanding Academic Titles, Top 5 of All Titles**, *Spring, 2018*
- Michigan Council Teachers of English awarded *Teaching, Affirming and Recognizing Trans and Gender Creative Youth: A Queer Literacy Framework*, **Outstanding Book**, *Spring, 2018*
- American Educational Research Association, Division K, Teaching and Teacher Education, **Exemplary Research Award** *Teaching, Affirming and Recognizing Trans and Gender Creative Youth: A Queer Literacy Framework*, *Spring, 2017*
- **Joanne Arnold Courage and Commitment Award**, *Spring, 2015*
- *Generation Bullied 2.0* awarded "**Essential Book for Professionals Who Serve Teens**" from *Voices of Youth Advocacy Magazine*, *2014*
- Granted **Tenure**, *Summer 2010*
- **Promoted** to Associate Professor, *Summer 2009*
- *Creative Approaches to Writing Center Work* won the 2008 International Writing Centers Association Scholarship Award for **Best Book**
- Most outstanding **English Education Advisor**, IUP, *2007-08*
- **Richard A. Meade Award** for outstanding research and writing in English Education: teacher preparation for- Miller, s., & Norris, L. (2007). *Unpacking the loaded teacher matrix: Negotiating space and time between university and secondary English classrooms*. New York: Peter Lang
- **Awarded "Excellence in Writing"** (2006 APEX: Awards for Publication Excellence) for the entire issue of *English Journal*, for my contribution of "Shattering Images of Violence in Young Adult Literature: Strategies for the Classroom", *Fall 2007*
- **Kate and Paul Farmer Award**, Most outstanding article published in *English Journal*, for "Shattering Images of Violence in Young Adult Literature: Strategies for the Classroom", NCTE, 2005
- PFLAG (Parents and friends of lesbian and gays), scholarship award for dedication to the rights of queer youth, **Honoring Diversity Award**, 2004
- Recipient of student and district selection for teaching excellence, **Super Scholars**, 1999-2004
- **Mayor's Award** for dedication to community service, 2001
- **House of Representative Award**; volunteer Santa Fe Rape Crisis Center, 2000
- **Human Right's Award Recipient**; humanitarian and social justice award advocate for gay/lesbian/bisexual/transgender youth, 2000
- **Who's Who Teaching Award**, 1998-2004
- **Teacher of the year**, Santa Fe High School, 1998, 2000