



Curriculum Vita Fall 2024

Instructor: Julia Persky, Ph.D., Assistant Professor

Academic Department: Curriculum and Instruction

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RESEARCH INTERESTS

Qualitative Research Methods

Poetic Inquiry

Diversity & Equity in Education

Multicultural/Urban Education

Early Childhood Education

Elementary Education

Education for Social Justice

Curriculum Theory

Border Theory

Postcolonial Theory

EDUCATION

Ph.D. Curriculum and Instruction,
Texas A&M University, College Station, 2018

M.Ed. Elementary Education
Texas A&M University – Commerce, 2011

B.A. Music, Christianity
Houston Baptist University, 1996

Certifications:

Post Baccalaureate Elementary Education
Texas A&M University – Commerce, 2002
Elementary Generalist 1-6, Texas

TEACHING EXPERIENCE

Spring 2019 – Present, Assistant Professor, Texas A&M University – Commerce
(Corsicana/Navarro Partnership)

2018-2019, Ad Interim Instructor and Academic Advisor, Texas A&M University-Commerce
(Corsicana/Navarro Partnership)

2016-2018, Adjunct Instructor, Texas A&M University – Commerce

2015-2016, Ad Interim Instructor, Texas A&M University – Commerce

2013-2015, Graduate Teaching Assistant, Texas A&M University – College Station

2012-2013, Graduate Research Assistant, Texas A&M University – College Station

INSTRUCTIONAL ASSIGNMENTS

Texas A&M University-Commerce (2019-present)

Course Title	Times Taught	# of Students	Total Range (5 is highest)
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ELED 300:	9 Times	14-29	4.6
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Introduction to Teaching This course offers preservice teachers an overview of the public school system in the US, legal and ethical aspects of teaching, as well as an introduction to knowledge and skills related to teaching, including: reading and interpreting state standards (TEKS), writing lesson objectives, establishing rapport and respect with students, the lesson cycle and writing lesson plans, classroom management, teaching diverse student populations, and differentiated instruction. This course requires thirty clock hours of observation and field experience in Texas public schools.

ELED 438:	1 Time	10	4.2
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Integrated Learning: Social Studies in Field Based Setting This course provides Interns in the Field Based program with opportunities to engage in the creation and implementation of integrated lessons and units with Social Studies as the central content focus. Students in this course participate in weekly seminar sessions at their CPDT center, and work closely with cooperating classroom teachers in public schools, as well as University Supervisors.

ELED 443:	4 Times	6-14	4.6
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Classroom Management for Teacher Candidates in Culturally Diverse Field-Based Settings Interns in this field-based course work with cooperating teachers in public schools, to develop classroom management skills such as: establishing safe and engaging learning environments, time management, managing student behavior, and understanding the social, cultural, economic, and educational backgrounds and needs of diverse student populations.

ELED 447: **4 Times** **8-28** **4.7**

Teacher Inquiry Projects and Assessment in Field-Based Settings In this course, clinical teachers in the field-based program explore data-driven instruction through the effective implementation of formal and informal assessments. Students also learn to design and carry out a problem-based learning project, collect and analyze data, and interpret the learning results for the class(es) to which they are assigned.

ELED 452: **6 Times** **5-10** **3.9**

Student Teaching in Field Based Teacher Education Programs This course is for Residents/clinical teachers in the field-based program. In this course, Residents engage with cooperating teachers in a variety of teaching models as they carry out clinical teaching responsibilities such as observing lessons, writing and implementing lesson plans, practicing classroom management strategies, and maintaining a safe learning environment.

EDCI 415: **2 Times** **5-16** **4.73**

Effective Teaching in a Diverse Environment In this course, students who are working as educational aides, learn about the legal and professional responsibilities of Texas teachers, as well as apply practical knowledge of learning theories and strategies that meet the needs of all learners. Students in the course learn to consider issues of equity and diversity in curriculum, instructional practices, classroom management, and assessment techniques.

EDCI 514: **1 Time** **8** **5.0**

Management and Curriculum Development for Diverse Learners This course contains introductory content for the professional body of knowledge necessary for effective teaching in a K-12 classroom. Competency in instructional design as well as organizing and managing a classroom in diverse environments will be developed. The content of this course will include classroom procedures and management, knowledge of research-based teaching strategies, curriculum analysis/development and lesson design, teaching models, formative and summative assessment, and certification issues. Students will exhibit an understanding of the domains and competences Texas teachers are expected to demonstrate on the Pedagogy and Professional Development TExES certification examination.

EDCI 515: **1 Time** **4** **5.0**

Evidence-Based Teaching for Diverse Populations This capstone course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in a clinical/internship experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students. Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test.

EDCI 559: **7 Times** **8-31** **4.6**

Diversity and Equity in Education Students in this course engage in learning related to student diversity and multicultural education. The course provides students with op-

portunities to (re)consider choices about curriculum design and implementation, appropriate teaching strategies, classroom management, and school discipline, through the lens of diversity and equity, to ensure excellent outcomes for all learners.

EDCI 595: **8 Times** **13-21** **4.7**
Research Literature and Techniques In this course, students explore and conduct a review of research studies in their major field of interest, and demonstrate their competence in the use of systematic research methods through the design and execution of an action research project followed by a written analysis of the results.

EDCI 655:	2 Times	2	4.3
Assessment of Learning and the Learner A study in evaluating the total elementary school program. Attention is given to available evaluation tools, including measurement devices of all types. Particular attention is given to construction of appropriate classroom tests to insure accountability according to Texas' Essential Knowledge and Skills, and to the development of plans for school improvement.			

ELED 545:	1 Time	17	Spring 2022
Issues in the Development of the Elementary Curriculum Students in this course engage in activities/lessons and experiences designed to provide insight into curricular philosophies that have shaped the elementary curriculum to meet ever-changing social, cultural, and economic trends and demands in education.			

SED 510: **1 Time** **11** **Spring 2020/COVID**
Assessment in Teaching and Learning This course provides students with experiences in formal and informal assessment strategies used by teachers in secondary classrooms. Students will apply assessment skills related to reliability, validity, bias, performance assessment, portfolios, affective assessment, standardized test score interpretation, and formative assessment, to a specific group of learners in a particular classroom setting and curricular context.

PEER REVIEWED PUBLICATIONS

Refereed National & International Articles

Persky, J. (2024). Childhoods as Currere: The Power of Proleptic Moments. *Journal of Curriculum and Pedagogy*. DOI: 10.1080/15505170.2022.2102035 Cite Score = 1.1; Impact Factor = .34

Osgood, J., Kroeger, J., & Persky, J. (2022). Editorial: The spectacle of the 'tantruming toddler': Reconfiguring child/hood(s) of the Capitalocene. *Global Studies of Childhood*, 12(3). DOI: 10.1177/20436106221117200 Cite Score = .5; Impact Factor = 1.24

Kroger, J., Persky, J., & Osgood, J. (2022). CODA: Seismic knots of (un)knowing 'toddler'(s). *Global Studies of Childhood*, 12(3). DOI:10.1177/2043610622117203 Cite Score = .5; Impact Factor = 1.24

Persky, J. (2021). Higher Education and the Ethic of Care: Finding a Way Forward During a Global Pandemic. *Cultural Studies <-> Critical Methodologies*, 21(3), 301-305. DOI: 10.1177/15327086211001776 Cite Score = 2.4; Impact Factor = 1.393

Persky, J. (2021, online; 2022, print). "I quit!": White privilege, white fragility, and white-hot rage: A poetic response in five acts. *Qualitative Inquiry*, 28(1), 108-115. DOI: 10.1177/10778004211006694 Cite Score = 2.0; Impact Factor = 4.716

Persky, J. (2021). Twin skins and transformations: Confessions of a Bilingual Education convert. *Early Years: The Journal of the Texas Association of Young Children*, 42(2), 25-27.

Persky, J. (2018). [Review of the Book *Children's literature and the Posthuman: Animal, environment, cyborg* by Zoe Jacques]. *Contemporary Issues in Early Childhood*, 19(1), 88-89. Cite Score = 2.00; Impact Factor = 1.55

Refereed Book Chapters

Martin, J. L. & Persky, J. (2021). "Outsider kids": A view from the trenches. In B. Pohl, & C. White (Eds.), *Social education: Narratives from the trenches*. Information Age Publishing.

Persky, J. (2021). Dear Other child: Three letters from lockdown. In K. Lewis, E. Weber, M. Briseno, & K. Banda (Eds.), *The kaleidoscope of lived curricula: Learning through a confluence of crises*. Curriculum & Pedagogy Group.

Viruru, R. & Persky, J. (2019). Postcolonial theory and teacher education. In J. Lampert (Ed.), *Oxford encyclopedia of global perspectives on teacher education*. Oxford University Press.

Persky, J. & Viruru, R. (2015). Teaching in the borderlands: Stories from Texas. In V. Pacini-Ketchabaw, & A. Taylor (Eds.), *Unsettling the colonial places and spaces of early childhood*. Routledge.

NON-REFEREED PUBLICATIONS

Persky, J. & Guthery, S. (2022). *Perceptions of Preparedness: Culturally relevant pedagogy and teacher identity in a teacher preparation program: Phase II* [Program Evaluation]. Texas A&M University-Commerce Department of Curriculum & Instruction.

Persky, J. & Guthery, S. (2021). *Perceptions of Preparedness: Culturally relevant pedagogy and teacher identity in a teacher preparation program*. [Program Evaluation]. Texas A&M University-Commerce Department of Curriculum & Instruction.

PUBLIC SCHOLARSHIP

Persky, J. (2024). Book study reflections. *Posthuman Nexus Newsletter*, September 2024.

WORKS UNDER REVIEW

Persky, J. (2024). Brown bodies, white classrooms: Learning, literacy, liberation. *Texas Journal of Literacy Educators*.

Persky, J. & Baker, J. S. (2024). Somebody's watching me: Surveillance, social control, and schools. *Qualitative Inquiry*.

SCHOLARLY WORKS IN PROGRESS

Persky, J. (n.d.) Glitter and the gaze: Transgressions, inversions, and interpreting power relations in elementary classrooms. Paper in preparation for submission to *Taboo*, spring 2024.

Persky, J. (n.d.) Of boas and bias: Transforming learning spaces in early childhood and elementary classrooms. Paper in preparation for submission to *Teaching and Teacher Education*, spring 2024.

Persky, J. (n.d.). Of madness, masquerades, and monsters: Power, politics, and place in elementary classrooms. Paper in preparation for submission to *Journal of Curriculum Theorizing*, spring 2024.

Persky, J. (n.d.). Learning cultural competence and culturally sustaining pedagogies: A focus group study for undergraduate preservice teachers. Paper in preparation for submission to *Cultural Studies <-> Critical Methodologies*, spring 2024.

Persky, J. (n.d.). Just another brick in the wall: Compliance or else... Paper in preparation for submission to *International Journal on Qualitative Studies in Education*, spring 2024.

Persky, J. (n.d.). A critical ethical framework for considering a disposable human-resource pandemic. Paper in preparation for submission to *Cultural Studies <-> Critical Methodologies*, spring 2024.

Persky, J. (n.d.). *Cultural performance, identity affirmation and classroom burlesque*. Book in preparation for submission, fall 2024.

PRESENTATIONS

National & International

Persky, J. (2024). *Through a glass dimly: To gaze and be gazed upon*. Paper accepted for presentation at Curriculum & Pedagogy Conference, Atlanta, GA. November, 2024.

Persky, J. (2024). *I spy with my little eye: The intuitive gaze of young children*. Paper presented at International Congress of Qualitative Inquiry, Urbana-Champaign, IL. (May, 2024).

Persky, J. (2023). *Humans as disposable resource: A critical ethical framework*. Paper presented at Curriculum & Pedagogy Conference, State College, PA. October 2023.

Persky, J. (2022). *Childhoods as currere: The power of proleptic moments*. Paper presented at Curriculum and Pedagogy Conference, State College, PA. October, 2022.

Persky, J. (2022). *A critical ethical framework for considering a disposable human-resource pandemic*. Paper presented at International Congress of Qualitative Inquiry, Urbana-Champaign, IL. (May, 2022).

Persky, J. & Guthery, S. (2022). *Perceptions of Preparedness: Culturally relevant pedagogy and teacher identity in a teacher preparation program: Phase II* [Program Evaluation]. Paper presentation at US Prep National Conference, Houston, TX. (May, 2022).

Persky, J. & Guthery, S. (2021). *Perceptions of Preparedness: Culturally relevant pedagogy and teacher identity in a teacher preparation program* [Program Evaluation]. Paper presentation at US Prep National Conference, virtual conference. (May, 2021).

Persky, J. (2021). *Diaper pins, "Do your best!" and destiny: Childhoods as currere*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Annual Meeting. Urbana-Champaign, IL. May, 2021.

Persky, J. (2021). *"I Didn't Sign Up for This!": Poetic Reflections on White Privilege, White Fragility, and White-Hot Rage*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Annual Meeting. Urbana-Champaign, IL. May, 2021.

Persky, J. (2021). *Of madness, masquerades, and monsters in the Capitalocene*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Annual Meeting. Urbana-Champaign, IL. May, 2021

Persky, J. (2020). *The Racialization of space: Classrooms at the intersections of Race, Class, and Culture*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Annual Meeting. Urbana-Champaign, IL. May, 2020. (Conference cancelled).

Persky, J. & Baker, J. S. (2020). *Somebody's watching me: Surveillance, social control, and schools*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Annual Meeting. Urbana-Champaign, IL. May, 2020. (Conference cancelled).

Persky, J. & Lincoln, Y. S. (2020). *(Another) American genocide: We will not go gently*. Paper presented at the International Congress of Qualitative Inquiry (ICQI) Annual Meeting. Urbana-Champaign, IL. May, 2020. (Conference cancelled).

Persky, J. (2017). *Glitter and the Gaze: Transgressions, Inversions and Interpreting Power Relations in Elementary Classrooms*. Paper presentation at ICQI, Urbana-Champaign, IL. May, 2017.

Martin, J.L. & Persky, J. (2017). *Alternative Education: A View From the Trenches*. Paper presentation at ICQI, Urbana-Champaign, IL. May, 2017.

Martin, J.L. & Persky, J. (2017). *Outlaw Ducklings, the Journey Home, and Family that Fits: Currere as Sacred Space*. Paper presentation at ICQI Urbana-Champaign, IL. May, 2017.

Martin, J.L. & Persky, J. (2017). *Outsiders, Outlaws, and Oenophiles: A Border Pedagogy and Currere as Sacred Space*. Paper presentation at AERA, San Antonio, TX. April, 2017.

Persky, J. & Martin, J. (2016). *Currere as Sacred Space and the Politics of Fit*. Paper presentation at Bergamo Conference, Dayton, OH. October 2016.

Martin, J. & Persky, J. (2016). *Gracious Submission and the Politics of Fit and Place: Clawing up the Tower*. Paper presentation at Curriculum & Pedagogy Conference, Cleveland, OH. October, 2016.

Persky, J. (2016) *Of Boas & Bias: Transforming Learning Spaces in Early Childhood and Elementary Classrooms*. Paper Presentation at ICQI Conference, Urbana/Champaign, IL, May, 2016

Persky, J. & Viruru, R. (2015). *The burlesque community as model for community of acceptance: Transforming learning spaces by deconstructing borders in early childhood and elementary classrooms*. Paper presentation at the Reconceptualizing Early Childhood Education (RECE) conference, Dublin, Ireland, October 2015.

Persky, J. & Viruru, R. (2015). *Teaching in the borderlands: Stories from Texas*. Paper presentation at 4th International Conference on the Geographies of Children, Youth, and Families. San Diego, California.

Persky, J. (2014). *African American social mobility before and after Brown v Board of Education, 1944*. Paper accepted for roundtable discussion, American Education Research Association. Philadelphia, Pennsylvania.

Persky, J. (2013). *Childhoods as currere*. Paper presented at roundtable discussion. Curriculum and Pedagogy Conference. New Orleans, Louisiana.

Persky, J. (2013). *I'm not colorblind*. Paper presented at roundtable discussion. Kappa Delta Pi Conference. Dallas, Texas.

Local

Persky, J. (2022). *I'm not colorblind*. Paper presented at Bill Martin Jr. Symposium, Texas A&M University-Commerce, TX. October, 2022).

Persky, J. (2018). *Diversity: Intersectionalities of identity*. Paper presentation at Annual Research Symposium, Texas A&M University-Commerce, Commerce, TX. April, 2018.

RESEARCH GRANTS AND AWARDS

Externally Funded

2022-2023, *Play Day Texas*, ChangeX, \$5000, Role: Co-PI

2021-2022, USPrep Department Self Study. *Culturally Relevant Pedagogy and Teacher Identity in an Undergraduate Teacher Preparation Program: Phase II*. USPrep, \$200,000. Role: Self Study Research Lead

2020-2021, USPrep Department Self Study. *Culturally Relevant Pedagogy and Teacher Identity in an Undergraduate Teacher Preparation Program*, USPrep, \$200,000. Role: Self Study Research Lead

2012-2013, *Preservice Teachers' Knowledge for Teaching Algebra for Equity in the Middle Grades*, National Science Foundation, \$2,802,983. Role: Graduate Research Assistant.

Internally Funded

2021-2022, *Learning Cultural Competence and Culturally Sustaining Pedagogies: A Focus Group Study for Undergraduate Pre-Service Teachers*, Arts, Humanities, and Social Sciences (AHSS), \$8000, Role: Principal Investigator

LEADERSHIP/SERVICE

Professional Memberships

American Educational Research Association (AERA) (2019-Present)

SIGS:

- Division B: Curriculum Studies
- Division K: Teaching and Teacher Education
- Critical Educators for Social Justice
- Critical Examination of Race, Ethnicity, Class, and Gender in Education
- Critical Issues in Curriculum and Cultural Studies
- Critical Perspectives in Early Childhood Education (CPECE)
- Critical Posthuman and Postfoundational Studies in Education
- Multicultural/Multiethnic Education: Theory, Research, and Practice
- Postcolonial Studies
- Qualitative Research (QR)
- Urban Learning, Teaching and Research

International Congress of Qualitative Inquiry (ICQI) (2016-Present)

Curriculum and Pedagogy Group (2013-Present)

Reconceptualizing Early Childhood Education (RECE) (2015-Present)

National Association of Multicultural Educators (NAME) (2019-Present)

Association of Teacher Educators (ATE) (2021-Present)

National Association for the Education of Young Children (NAEYC) (2021-Present)

Texas Association for the Education of Young Children (TXAEYC) (2021-Present)

Kappa Delta Pi (2013-Present)

Service to the Department

Academic Advisor, MED/MS CINS (2023-present)
Reading/Scoring CINS Comprehensive Exams (2023-present)
Alternative Certification Program Coordinator/Advisor for C&I (2023-present)
Doctoral Student Mentor (2023-present)
Research Lead, US-PREP (2020-2021; 2021-2022)
Center Coordinator, Navarro Partnership (Spring 2019-Fall 2020)
Academic Advisor, Navarro Partnership (2018-2021)
Field Supervisor for Interns/Residents (2015-2024)
Interview Screenings for Field Based Program (2015; 2018-Present)
EAB Training for Advising (2019) (2023)
Bill Martin Jr. Symposium Presenter (2015; 2018-Present)
Early Childhood Educators Soiree at Texas AEYC (2021)

Dissertation Committee Chair (2023-present)

- Melanie Hawkins (in progress)
- Marie Maxwell (in progress)
- Racquel Washington (in progress)

Service to the University

Rough Draft Writing Retreats (2023-present)
University Hearing Board
Academic Integrity Committee (*ad hoc*, spring/summer 2024)
Graduate School Representative for Dissertation Proposal Hearings (2023-present)
What Truth Sounds Like Symposium (2020; 2021)
Career Day Department Representative (2019)
Changing the Game (2019)
Mane Event (2015; 2018-2020)
Annual Research Symposium, Judge (2019)

Dissertation Committee Member (2023-present)

- Brian Beck-Smith (C&I, in progress)
- Lauren Sanders (Ed Leadership, in progress)
- Elenisa Vasquez (Ed Leadership, in progress)

Service to the Profession

Critical Posthuman and Postfoundational Studies in Education & Posthuman Nexus
Book Study Leader/Facilitator for *Becoming Human: Matter and Meaning in an Anti-Black World* by Zakkiyah Iman Jackson

Co-Editor, *Global Studies of Childhood, Special Issue*, 2022

Journal Reviewer

Qualitative Inquiry (2020, 2021, 2022, 2023, 2024)
Action in Teacher Education (2021, 2022, 2023, 2024)

Global Studies of Childhood (2022, 2023)
Teachers College Record (2022, 2023, 2024)
Departures in Critical Qualitative Research (2022, 2023, 2024)
Pedagogy, Culture, and Society (2022, 2023, 2024)

Conference Proposal Reviewer

NAME Conference Proposals (2020)
RECE Conference Proposals (2018, 2019, 2020)
AERA Conference Proposals (2019, 2020, 2021, 2022, 2023)

Committees

AERA QR SIG Outstanding Book Award Committee (2020-2024)

AWARDS

American Educational Research Association, CPECE Scholarship (2022)
Faculty Senate Award Nomination for Research: Fearless Investigation (2020)
Faculty Senate Award Nomination for Research: Ceaseless Industry (2022)
Faculty Senate Award Nomination for Research: Unfettered Thought (2023)
Doctoral Dissertation of the Year, Honorable Mention, ICQI (2019)