

# Iesha Jackson, Ed.D.

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University of Nevada, Las Vegas  
College of Education  
Department of Teaching and Learning  
4505 S. Maryland Parkway Box 453005  
Las Vegas, NV 89154-3005  
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## Academic Appointments

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August 2017 – present	Assistant Professor of Teacher Education College of Education University of Nevada, Las Vegas (UNLV)
August 2015 – May 2017	Postdoctoral Research Scholar Mary Lou Fulton Teachers College Arizona State University (ASU)
Fall 2010 – Spring 2015	Teaching Assistant & Instructor Curriculum and Teaching Department Teachers College, Columbia University

## Education

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May 2015	Ed.D. Curriculum and Teaching Teachers College, Columbia University New York, NY Dissertation: <i>Voicing a need for radical praxis: How race, gender, and age influence the schooling of overage, under-credited African American students</i> Dissertation advisor: Michelle Knight-Manuel, Professor of Education
December 2007	M.Ed. Educational Administration Arizona State University Tempe, Arizona
May 2002	B. A. English Literature Arizona State University Tempe, Arizona

## Courses Taught

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Spring 2018	CIS 603: Secondary Processes and Instruction	UNLV
	CIG 603: Urban Education	UNLV
Fall 2017	CIS 603: Secondary Processes and Instruction	UNLV
Fall 2016	DCI 601: Teacher Ed Research and Practice	ASU
Spring 2016	TEL 212: Understanding the Culturally Diverse Child	ASU
2013-2015	C&T 4502: Master's Project—Action Research	Teachers College

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2011-2015	IND 5199: Teacher Opportunity Corps Seminar	Teachers College
Spring 2012	C&T 5502: Qualitative Research Methods	Teachers College
Fall 2010	C&T 5000: Theory & Inquiry in Curriculum and Teaching	Teachers College
2004-2009	9 <sup>th</sup> – 12 <sup>th</sup> grade English	Tempe High School
	Summer Bridge	Tempe High School
	Reading Strategies	Tempe High School

## Peer Reviewed Publications

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**Jackson, I.** (Under review). "It's this one teacher...I don't like him": The role of gender in establishing culturally relevant caring relationships.

**Jackson, I.**, & Knight, M. G. (Accepted). "Color does not equal consciousness": Educators of color learning to enact a sociopolitical consciousness. *Journal of Teacher Education*.

Mensah, F., & **Jackson, I.** (In press). Whiteness as property in science teacher education. *Teachers College Record*.

**Jackson, I.** (2016). Toward a radical praxis for overage, under-credited African American students. *Journal of Urban Learning, Teaching, and Research*, 12, 75-87.

Knight-Manuel, M. G., Marciano, J. E., Wilson, M., **Jackson, I.**, Vernikoff, L., Zuckerman, K. G., & Watson, V. W. (2016). "It's all possible": Urban educators' perspectives on creating a culturally relevant, schoolwide, college-going culture for Black and Latino male students. *Urban Education*, (ahead-of-print), doi 0042085916651320.

Watson, W., Sealey-Ruiz, Y., & **Jackson, I.** (2016). Daring to care: The role of culturally relevant care in mentoring Black and Latino male high school students. *Race Ethnicity and Education*, 19(5), 980-1002.

**Jackson, I.**, Sealey-Ruiz, Y., & Watson, W. (2014). Reciprocal love: Mentoring Black and Latino males through an ethos of care. *Urban Education*, 49(4), 394-417.

Allen, K. M., **Jackson, I.**, & Knight, M. G. (2012). Complicating culturally relevant pedagogy: Unpacking West African immigrants' cultural identities. *International Journal of Multicultural Education*, 14(2), 1-28.

## Book Chapters and Reviews

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**Jackson, I.** (2017). [Review of the book *School integration matters: Research-based strategies to advance equity*, by Frankenberg, E., Garces, L. M., & Hopkins, M. (Eds.)]. *Journal of Educational Research*, (ahead-of-print). <http://dx.doi.org/10.1080/00220671.2017.1343071>

## Manuscripts in Preparation

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**Jackson, I.** Managing the classroom begins with understanding oneself: Early career teachers as culturally responsive classroom managers.

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**Jackson, I.** Not Suspended but not Protected: A Critical Race Theory Analysis of School-based Mediation for Overage, Under-Credited Black Female Students.

**Jackson, I.** & Ransom, J. Struggling to Fully Care about Black Male Students in Alternative School Spaces.

## Fellowships and Honors

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National Center for Institutional Diversity Exemplary Diversity Scholar  
University of Michigan  
April 2015

Dean's Research Dissertation Fellowship  
Teachers College, Columbia University  
September 2014  
Award amount: \$6,000

Asa Hilliard/Barbara Sizemore Research Fellow  
American Educational Research Association  
April 2012

Arthur Zankel Urban Fellowship: Umoja Readers and Writers Program  
Teachers College, Columbia University  
September 2011  
Award amount: \$10,000

Selected and funded participant in the seminar on Critical Race Studies in Education  
American Educational Research Association  
April 2011  
Award amount: \$500

Arthur Zankel Urban Fellowship: Science Education Program  
Teachers College, Columbia University  
September 2009  
Award amount: \$10,000

Curriculum and Teaching Departmental Fellowship  
Teachers College, Columbia University  
September 2009 – May 2012  
Award amount: \$60,000 plus tuition

## National Conference Presentations

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**Jackson, I.** & Allen, K. M. (2017). (Re)membering and Becoming Black Women Teacher Educators. Paper presented at the American Educational Studies Association annual conference. Pittsburgh, PA.

**Jackson, I.** & Beucher, R. (2017). What's in a Name? Understanding the Significance of Culturally Sustaining Pedagogy. Paper presented at the National Association for Multicultural Education annual conference. Salt Lake City, Utah.

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**Jackson, I.** & Ransom, J. (2017). Black Male Students' Struggle to be Fully Cared About in Non-traditional School Spaces. Paper presentation at the American Educational Research Association annual conference. San Antonio, TX.

**Jackson, I.** (2017). "It's this one teacher...I don't like him": The role of gender in establishing culturally relevant caring relationships. Paper presentation at the American Educational Research Association annual conference. San Antonio, TX.

**Jackson, I.** (2017). Managing the classroom begins with understanding oneself: Early career teachers as culturally responsive classroom managers. Paper presentation at the American Educational Research Association annual conference. San Antonio, TX.

**Jackson, I.** (2016). Toward a radical praxis for overage, under-credited Black students. Paper presentation at the American Educational Studies Association annual conference. Seattle, WA.

**Jackson, I.** (2016). Segregated and silenced: Schooling overage, under-credited Black students in New York City. Poster presentation at the National Youth At-Risk Conference. San Antonio, TX.

Knight, M. G., **Jackson, I.**, Corwin, E., & Dunn, L. (2014). "I have to dig deep into my soul: Examining culturally responsive assessments supporting Black and Latino males' college readiness. Paper presentation at the Culturally Responsive Evaluation and Assessment semiannual meeting. Chicago, IL.

**Jackson, I.** (2014). Race, gender, and age: Schooling experiences of overage, under-credited African American high school students. Paper presentation at the American Educational Research Association annual meeting. Philadelphia, PA.

**Jackson, I.**, & Knight, M. G. (2014). From me to we: Faculty of color increasing college readiness for Black and Latino males. Poster presentation at the American Educational Research Association annual meeting. Philadelphia, PA.

Mensah, F., **Jackson, I.**, Ronan, D., Mahfood, D. & Daftedar, R. (2014). Implementation of edTPA™ as a community of practice. Symposium presentation at the Association for Science Teacher Education national conference. San Antonio, TX.

Kolman, J., Pratt, S., & **Jackson, I.** (2013). Intellectual poverty in approaches to teacher preparation. Paper presentation at the American Educational Research Association annual meeting. San Francisco, CA.

Mensah, F., & **Jackson, I.** (2012). Whiteness as property in science teacher education. Paper presentation at the Critical Race Studies in Education Association national conference. New York, NY.

Sealey Ruiz, Y., **Jackson, I.**, & Watson, W. (2012). Give them something to talk about: Racial Literacy Roundtables as a way of building community in higher education. Workshop presentation at the Critical Race Studies in Education Association national conference. New York, NY.

Allen, K. M., **Jackson, I.**, & Knight, M. G. (2012). Complicating culturally relevant pedagogy: Unpacking African immigrants' cultural identities. Roundtable presentation at the American Educational Research Association annual meeting conference. Vancouver, BC.

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Watson, W., **Jackson, I.**, & Sealey Ruiz, Y. (2012). Trust and warm demanding: The impact of culturally relevant care on Black and Latino male students. Paper presentation at the American Educational Research Association annual meeting. Vancouver, BC.

Mensah, F., & **Jackson, I.** (2012). (Re)Visions of science and science teaching: Students of color transforming their ideas of teaching science in urban schools. Poster presentation at the National Association for Research in Science Teaching international conference. Indianapolis, IN.

**Jackson, I.** and Watson, W. (2012). Examining internal and external labels. Racial Literacy Roundtable workshop delivered at Teachers College, Columbia University, New York, NY.

Kolman, J., & **Jackson, I.** (2011). A teacher residency program: Stories of recruitment and effectiveness. Paper presentation delivered to the American Association of Colleges for Teacher Education. San Diego, CA.

## Selected Invited Lectures and Presentations

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**Jackson, I.** (2017). Culturally Relevant Caring: Beyond relationships and “good teaching”. Professional development workshop sponsored by Arizona Humanities and Arizona State University. Phoenix, AZ.

**Jackson, I.** (2017). Moving from “Iesha from Mesa” to “Dr. Iesha Jackson”. Guest lecture for the Department of Teaching and Learning Doctoral Research Seminar at the University of Nevada, Las Vegas.

**Jackson, I.** (2016). Who and what do you see? An Introduction to Racial Literacy. Workshop for the Educators Academy at Arizona State University. Tempe, AZ.

**Jackson, I.** (2016). On the market: A discussion about postdoctoral fellowships. Invited panelist for the Alpha Upsilon Alpha Honor Society at Arizona State University. Tempe, AZ.

**Jackson, I.** (2016). Cultivating culturally relevant caring relationships for ‘overage, under-credited’ African American students. Guest lecture for Inequality and Diversity in Education course. Arizona State University. Tempe, AZ.

**Jackson, I.** (2015). Radical praxis in teacher education: Centering race, experience, and voice to improve student outcomes. Research colloquium for doctoral students. Arizona State University. Tempe, AZ.

Sealey Ruiz, Y. & **Jackson, I.** (2011 and 2012). Writing across the disciplines. Workshop at the Open Society Institute (OSI). New York, NY.

## University, College, and Department Service

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<u>Date</u>	<u>Position</u>	<u>Committee/Level</u>
08/2017	Member	Secondary Education Committee (Department)
08/2017	Member	Teacher Education Committee (Department)

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## Professional Affiliations

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<b><u>Date</u></b>	<b><u>Position</u></b>	<b><u>Association/Organization</u></b>
2017	Reviewer	<i>Journal of Teacher Education</i>
2017	Reviewer	<i>Anthropology and Education Quarterly</i>
2017	Reviewer	<i>Journal of Research Initiatives</i>
2016 – present	Member	Urban Learning, Teaching, and Research SIG of <i>American Education Research Association</i>
2016 – present	Member & conference proposal reviewer	<i>American Educational Studies Association</i>
2016 – present	Member & conference proposal reviewer	<i>National Association of Multicultural Education</i>
2015 – 2017	Reviewer	<i>Urban Education</i>
2015 – 2017	Reviewer	<i>Journal of Negro Education</i>
2013 – present	Member, conference discussant, session chair, & proposal reviewer	Research Focus on Black Education SIG of <i>American Education Research Association</i>
2012 - 2016	Reviewer	<i>International Journal of Multicultural Education</i>
2010 – present	Member, conference proposal reviewer, & conference volunteer	<i>Critical Race Studies in Education Association</i>
2010 – present	Member	<i>American Education Research Association</i>
2010 – 2015	Member	<i>Sisters of the Academy</i>