

## AREAS OF SPECIALIZATION

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Teacher education pedagogy, policy and practice, particularly concerning the preparation and professional development of teachers working in urban schools; teachers', principals', and teacher educators' sense-making and navigation of education policy; equity-minded educators' social networks; critical literacy, children's literature, and elementary education

## EDUCATION

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- 2009     **Ph.D., Education**, University of California Los Angeles, Graduate School of Education and Information Studies (Urban Schooling Division), Los Angeles, CA
- 2003     **M.S.Ed., Early Childhood and Elementary Education**, Bank Street Graduate College of Education, New York, NY
- 1999     **B.A., Political Science**, Yale University, New Haven, CT

## ACADEMIC APPOINTMENTS / WORK EXPERIENCE

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- 2019-     **Founder, Bookspace Manager**, Possible Futures, New Haven, CT (2022-present); **Co-founder, Bookspace Manager**, People Get Ready, New Haven, CT
- Founded local community bookspace (i.e., a cross between a community reading room and an independent bookstore) with a focus on shelving community-responsive books by BIPOC, LGBTQIA+ and/or bilingual authors and poets
  - Curates inventory collections and ongoing thematic booklists in partnership with allied community organizations
  - Advises individuals, groups, organizations, and schools on book selections appropriate for readers of various backgrounds, ages, identities, interests, etc.
  - Plans and hosts book talks, book clubs, and other events, in person and online
  - Sources books, fulfills 100+ orders/week, manages physical space and social media
  - Manages staff of five and coordinates team of backspace volunteers
- 2012-20   **Associate Professor of Education** (2015-20), **Department Chair** (2015-18, 2019-20), **Assistant Professor of Education** (2012-15), Connecticut College, New London, CT
- Taught introductory and advanced courses on education history, politics, and practice generally, and critical pedagogy and critical literacy specifically
  - Set course schedules and managed departmental budget
  - Supervised and mentored departmental and adjunct faculty members
  - Managed and expanded relationships with K-12 public school partners, community organizations, and state officials
  - Advised students (including supporting their official progress toward state-issued teaching certification) and provided general counsel on matters academic and holistic
  - Led or participated in various campus-wide initiatives; a few of these include:
    - *Steering Committee Member*, Holleran Center for Community Engagement (2014- )
    - *Coordinator*, Cities and Schools Pathway (2016-19)
    - *Member*, Full Participation Working Group (2014-17)
    - *Faculty Fellow*, Center for the Comparative Study of Race and Ethnicity (2013-14)

- 2010-13 Assistant Professor of Education** (On Leave, 2012-2013), Rossier School of Education, University of Southern California, Los Angeles, CA
- Taught introductory and advanced courses for masters and doctoral students
  - Served on leadership team for Teacher Education in a Multicultural Society doctoral concentration
  - Advised doctoral students informally and as dissertation chair or committee member
  - Led qualitative methods sequence redesign for Urban Education Policy PhD students
- 2009-10 Post Doctoral Fellow**, Northwestern University, Evanston, IL
- Coordinated qualitative component of multi-year, multi-method grant-funded research project focused on the experiences of new principals in the Chicago Public Schools
  - Managed collective analysis process utilizing collaborate qualitative software
  - Mentored and supervised undergraduate and graduate student research members

## HIGHER EDUCATION TEACHING

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- 2012-20 Connecticut College**, New London, CT
- CS201: Cities and Schools Thematic Inquiry Seminar  
 EDU223: Foundations of Education  
 EDU225: Curriculum and Classroom Assessment  
 EDU313: Children, Books and Culture  
 EDU341: Critical Literacy in the Elementary Classroom (Literacy Methods)  
 EDU445: Student Teaching in the Elementary School  
 EDU450: Student Teaching Seminar in Critical Pedagogy
- 2010-12 University of Southern California**, Los Angeles, CA
- EDUC 701 (doctoral) Pedagogy of Teacher Education  
 EDUC 599 (doctoral) Qualitative Methods  
 EDUC 517 (masters) Understanding the Context of Urban Schools
- 2009 The Ohio State University**, Columbus, OH
- T&L 674: School-Family Partnerships (emphasis on diversity and culture)
- 2009 Denison University**, Granville, OH
- EDUC 390: Critical Pedagogy / Gender, Race & Class in U.S. Education
- 2005-07 University of California, Los Angeles**, Los Angeles, CA
- ED490B (graduate): Student Teaching / Field Seminar (co-facilitator)  
 ED222B (graduate): Qualitative Methods (teaching assistant for Prof. Kris Gutiérrez)

## OTHER RESEARCH & TEACHING EXPERIENCE

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- 2005-07 Field Supervisor**, UCLA Center X Teacher Education Program, Los Angeles, CA
- 2004-07 Consultant/Trainer**, The Wonder of Reading, Los Angeles, CA
- 2006 Summer (Research/Reform) Associate**, United Teachers Los Angeles (UTLA)
- 2004 Summer (Research) Associate** (professional expert), LAUSD, Los Angeles, CA
- 2004-06 Design Team Member**, *Civitas* School of Leadership, Los Angeles, CA
- 2000-03 Teacher**, Community Elementary School 53 (Basheer Quisim School), Bronx, NY
- 1999-00 Editorial Assistant**, Association for the Development of Education in Africa, Paris.

## PEER-REVIEWED JOURNAL ARTICLES

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- Anderson, L. (2019). Private interests in a public profession: Racial capitalism and teacher education. *Teachers College Record*, 121(4).
- Philip, T.M., Souto-Manning, M., Anderson, L., Horn, I., Andrews, D.C., Stillman, J., & Varghese, M. (2019). Making justice peripheral by constructing practice as “core”: How the increasing prominence of core practices challenges teacher education. *Journal of Teacher Education*, 70(3).
- Grande, S., & Anderson, L. (2017). Un-settling multicultural erasures. *Multicultural Perspectives*, 19(3).
- Stillman, J., & Anderson, L. (2016). Minding the mediation: Examining one teacher educator’s mediation of two preservice teachers’ learning in context(s). *Urban Education*, 51(6).
- Stillman, J., & Anderson, L. (2015). From accommodation to appropriation: Teachers, identity, and authorship in a tightly coupled policy context. *Teachers and Teaching: Theory and Practice*, 21(6).
- Anderson, L., & Stillman, J. (2015). Research Note: (Over)Simplifying complexity? An on-the-ground account of the Common Core emphasis on complex text. *Teachers College Record*.
- Stillman, J., & Anderson, L. (2014). Commentary: Preparing the next generation of teacher educators. *Teachers College Record*.
- Spillane, J., & Anderson, L. (2014). The architecture of anticipation: Novices’ emerging understandings of the principal position. *Teachers College Record*, 116(7).
- Spillane, J., & Anderson, L. (2014). Administration des écoles, respect des normes gouvernementales, et obligation de résultats à forts enjeux / School administration in the government standards and accountability era. *Education et Sociétés*, 32.
- Stillman, J., Anderson, L., & Struthers, K. (2014). Returning to reciprocity: Using dialogue journals to teach and learn from English Learners. *Language Arts*, 91(3).
- Stillman, J., Anderson, L., Wong, P. L., Arellano, A., Berta-Avila, M., Alfaro, C., & Struthers, K. (2013). Putting PACT in context: Navigating mandated performance assessment. *Teacher Education Quarterly*, 40(4).
- Anderson, L., & Stillman, J. (2013). Student teaching’s contribution to preservice teacher development: A review of research focused on the preparation of teachers for urban and high-needs contexts. *Review of Educational Research*, 83(1).
- Anderson, L., & Stillman, J. (2012). Making learning the object: Using Cultural Historical Activity Theory to analyze and organize student teaching in urban high-needs schools. *Teachers College Record*, 115(3).
- Anderson, L., & Stillman, J. (2011). Student teaching for a Specialized View of Professional Practice? Opportunities to learn in/for urban, high-needs schools. *Journal of Teacher Education*, 62(5).
- Stillman, J., & Anderson, L. (2011). To follow, reject or flip the script: Managing instructional tension in an era of high-stakes accountability. *Language Arts*, 88(6).

- Anderson, L. (2010). Embedded and emboldened: Support-seeking and teacher agency in urban, high-needs schools. *Harvard Educational Review*, 80(4).
- Anderson, L., & Stillman, J. (2010). Opportunities to teach and learn in high-needs schools: Student teachers' experiences in urban placements. *Urban Education*, 45(2), 109-141.
- Quartz, K., Thomas, A., Anderson, L., Masyn, K., Lyons, K., & Olsen, B. (2008). Careers in motion: A longitudinal study of role changing among urban educators. *Teachers College Record*, 100(6).
- Olsen, B., & Anderson, L. (2007). Courses of action: A qualitative investigation into urban teacher retention and career development. *Urban Education*, 42(1), 5-29.
- Anderson, L., & Olsen, B. (2006). Investigating urban teachers' participation in and perspectives on university-sponsored professional development. *Journal of Teacher Education*, 57(4).

## BOOKS

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- Stillman, J., Anderson, L., Beltramo, J., Struthers, K., & Gomez-Najarro, J. (2017). *Teaching for equity in complex times: Negotiating national stands in a high-performing bilingual school*. Multicultural Education Series. Teachers College Press.
- Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2017). *Teaching to change the world (5<sup>th</sup> Ed.)*. New York: Routledge.
- Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2013). *Teaching to change the world (4<sup>th</sup> Ed.)*. Boulder, CO: Paradigm Publishers.
- Quartz, K., Olsen, B., Anderson, L., & Lyons, K. (2009). *Making a difference: Constructing meaningful career pathways in education*. Boulder, CO: Paradigm Publishers.

## BOOK CHAPTERS

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- Anderson, L., & Oakes, J. (2014.) The truth about tracking. In Gorski, P. & Zenkov, K. (Eds.), *The big lies of education reform* (pp. 109-127). New York: Routledge.

## EDITORIALS / REVIEWS / OTHER

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- Anderson, L. (2020, April 2). People get ready... for National Poetry Month. *New Haven Arts Paper*.
- Anderson, L. (2019, November 27). Thanksgiving Reads. *New Haven Arts Paper*.
- Anderson, L. M. (2018, February 21). Militarization of schools is not the answer. *Hartford Courant*.
- Anderson, L. M. (2017, April 4). By mail or meals, the value of human contact is priceless. *Los Angeles Review of Books Blog*.
- Anderson, L. M. (2017, March 23). Standing up in defense of public education. *Truthout*.
- Anderson, L., Andrews, D.C., Diemer, M., Horn, I., Phillip, T., Souto-Manning, M., Self, E., Stillman, J., & Varghese, M. (2017, January 27). Betsy DeVos is unqualified to lead. *The Tennessean*.

- Anderson, L. (2016, November 1). Connecticut can do better for minority teacher candidates than Relay GSE. *CT Mirror*.
- Anderson, L., & Zeichner, K. (2016, October 24). The big problems with the Obama administration's teacher education regulations. *The Answer Sheet, Washington Post*.
- Anderson, L. (2016, September 11). What we shared the morning of 9/11. *Hartford Courant*.
- Anderson, L. (2016, August 5.) The charterization of teacher education. *Living in Dialogue*.
- Anderson, L. (2014, August 1). School control belongs in elected board's hands. *Hartford Courant*.
- Anderson, L. (2014, March 21). Grit, Galton, and eugenics. *Living in Dialogue, Edweek*.
- Anderson, L. (2011, October 19). A cord of three strands: A new approach to parent engagement in schools. *Teachers College Record*.
- Anderson, L. (2011, May 26). Waiting for Superman. *21<sup>st</sup> Century Scholar*.

## PRESENTATIONS (SELECTED)

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- 2018 *TeacherEd confidential: Venture capitalism and the academic underbelly*. Invited talk at the Center for Innovation in Teacher Education and Development, Teachers College, Columbia University, New York, NY, October.
- 2018 *Troubling hollow commitments to "diversity": Denouncing Whiteness as a design feature in teacher education programs*. Division G Vice Presidential session at the annual meeting of the American Educational Research Association, New York, NY, April.
- 2017 *The "Dream School"? The consequences of functioning in a dysfunctional system*. Paper accepted for presentation. American Educational Research Association, San Antonio, TX, April 30.
- 2016 *Using video-mediated interviewing to learn about teachers' literacy practice in times of policy change* (with J. Stillman, J. Beltramo, & K. Struthers). Literacy Research Association 66th Annual Conference, Nashville, TN, November.
- 2016 *Contending with close reading of complex text: How teachers make sense of and implement Common Core Standards with emerging bilingual students* (with J. Stillman, J. Beltramo, & K. Struthers). Literacy Research Association 66th Annual Conference, Nashville, TN, November.
- 2016 *At the crossroads of compliance and conscience: Lessons from a bilingual school navigating national standards* (with J. Stillman, J. Beltramo, K. Struthers, & J. Gomez-Najarro).. Paper presented at the annual meeting of the Center for Advanced Research on Language Acquisition, Minneapolis, MN, October.
- 2016 Stillman, J., Anderson, L., Beltramo, J., & Struthers, K. *Teaching for equity in complex times: Negotiating national standards in a high-performing bilingual school*. Paper presented at the annual meeting of the National Association of Bilingual Education, Chicago, IL, February.
- 2016 *Talking back: Public scholarship, productive practice, and the future of teacher education*. Presidential session, developed and co-chaired, at the annual meeting of the American Educational Research Association, Washington, DC.
- 2015 *Stimulated Recall to Scaffolded Reflection: Using video-mediated interviewing to learn about teachers' sense-making and navigation of education policy* (with J. Stillman, J. Beltramo, K. Struthers, & J. Gomez-Najarro). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April.
- 2014 *A counter-narrative and the Common Core: Learning from a high-performing school serving English Language Learners*. (Chair) Panel accepted for the Annual Convention of the National Council

- of Teachers of English, Washington, DC, November.
- 2014 *No labels, no banking, no failing: Promise and peril in agentive policy navigation*. Paper accepted for presentation at the Annual Convention of the National Council of Teachers of English, Washington, DC, November.
- 2014 *The politics, purpose and pedagogy of teacher education*. Invited talk, Sachs Lecture Series, Teachers College at Columbia University, New York, April.
- 2014 *Art-making for education justice*. Invited workshop presenter at the Eighth Annual Literacy Essentials Conference, New Britain, CT, April 12.
- 2014 *Art-making for education justice*. Invited workshop presenter at New York Collective of Radical Educators Conference, New York, NY, March 15.
- 2014 *Teacher education research and policy: Local, national, and international perspectives*. Invited panelist (Division K Fireside Chat) at the annual meeting of the American Educational Research Association, Philadelphia, April.
- 2014 *Teacher education for schools as they are or as they should be?* Invited panelist, Network for Public Education Conference, Austin, TX, March.
- 2013 *Student teaching's contributions to preservice teacher development*. Invited speaker, University of Cincinnati School of Education, October.
- 2013 *Student teaching in complex accountability contexts*. Invited speaker (Research on Teacher Education and Development Series), University of California at Davis, April.
- 2013 *From accommodation to appropriation: Teachers, praxis, and authorship in a tightly-coupled policy context* (with J. Stillman). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April.
- 2013 *Leading for teacher learning? How new principals think about and support teachers as learners* (with A. Bingham). Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, April.
- 2013 *Negotiating leadership, love and protocol: Learning from Latina/o principals during their first years on the job* (with D. Mendoza). Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, April.
- 2012 *Putting PACT in context and context in PACT: Teacher educators address the content and assessment of quality teaching in preservice preparation*. Invited symposium at the annual meeting of the American Educational Research Association, Vancouver, April.
- 2012 *On becoming a school principal: Novice principals make sense of a new role* (with J. Spillane). Paper presented at the annual meeting of the American Educational Research Association, Vancouver, April.
- 2011 *Generating learning from opportunities to learn: Supporting student teachers as learners in urban field placements* (with J. Stillman). Paper presented at the annual conference of the California Council on Teacher Education, San Jose, CA, March.
- 2011 *Recruitment and retention of school principals: Findings from a cross-national study in US, Scotland and Denmark* (with J. Spillane, L. Moos, K. Kofod & J. MacBeath). Symposium at the 24th International Congress for School Effectiveness and Improvement, Cyprus, January.

## RESEARCH / PROJECTS / GRANTS

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- 2016 *Preparing asset, equity, and social justice oriented teachers: The future of teacher education* / PI: T. Phillip, L. Horn, J. Stillman / Participants: L. Anderson, D. C. Andrews, M. Diemer, E. Self, M. Souto Manning, M. Varghese / Funder: Spencer Foundation (Conference Grant)
- 2014-16 *Mindful mediation: Examining the contributions of teacher educator facilitation to student teachers' learning* / PI: L. Anderson
- 2012-15 *A counternarrative and a Common Core: Learning from a high-performing bilingual school serving English Learners* / PI: J. Stillman, L. Anderson / Funder: Spencer Foundation (Small Grant)

- 2009-12 *Examining the PACT: What performance assessment data reveal about preservice teachers' understanding of social context and skill in contextualizing practice* / PI: L. Anderson, J. Stillman
- 2007-12 *Exploring preservice teachers' preparation pathways and post-graduate practices in urban schools* / PI: J. Stillman, L. Anderson
- 2009-11 *School principal preparation, recruitment, socialization, and retention* / PI: J. Spillane / Funder: Spencer Foundation
- 2006-08 *Opportunities to teach, grow and transform: Exploring relationships among school conditions, teachers' social networks and teachers' careers* / PI: L. Anderson / Funder: Haynes Foundation
- 2003-08 *Urban Teacher Education Collaborative @ Center X* / UCLA Institute for Democracy, Education & Access / PI: J. Oakes, K. H. Quartz / Funder: Stuart Foundation

## AFFILIATIONS & SERVICE

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### Editorial

- Manuscript reviewer, *Educational Policy* (since 2017)
- Manuscript reviewer, *Review of Educational Research* (since 2012)
- Manuscript reviewer, *Sociology of Education* (since 2011)
- Manuscript reviewer, *Education Evaluation and Policy Analysis* (since 2011)
- Manuscript reviewer, *American Journal of Education* (since 2011)
- Manuscript reviewer, *Teacher Education Quarterly* (since 2010)
- Manuscript reviewer, *Teaching and Teacher Education* (since 2008)
- Manuscript reviewer, *Journal of Teacher Education* (since 2005)

### Other

- Board Member (Appointed), New Haven Free Public Library (2018-present)
- Board Member, Collective Consciousness Theatre, New Haven, CT (2018-present)
- Member (Appointed), Minority Teacher Recruitment Policy Oversight Committee (2019-20)
- Secretary (Elected), AACTE, Connecticut Chapter (2017-20)
- Member (Appointed), New London Board of Ed Superintendent Search (2017-2018)
- Member (Appointed), AERA Division K Legacy Award Committee (2016-2017)
- Member (Appointed), AERA Review of Research Award Committee (2015-2017)
- Member (Appointed), AERA Division K Dissertation Award Committee (2015-2016)
- Member (Appointed), AERA Review of Research Award Committee (2015-2017)
- Member (Appointed), New London Board of Ed Citizen's Advisory Council (2013-14)
- Member (Appointed), AERA Division K Executive Board (2010-2012)
- Co-chair (Appointed), Awards Committee, AERA Division K (2010-2012)

## AWARDS & HONORS

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- 2013**     **Distinguished Alumnus Award**, Bank Street Graduate College Alumni Association
- 2007-08**   **Dissertation Fellowship**, University of California, All Campus Consortium on Research for Diversity (ACCORD)
- 2007-08**   **Dissertation Year Fellowship**, University of California at Los Angeles
- 2006-07**   **Dissertation Fellowship**, John Randolph Haynes and Dora Haynes Foundation
- 2005-06**   **Research Mentorship Fellowship**, University of California at Los Angeles
- 1998**     **Fellowship**, Fulbright-Hays Group Project Abroad (Arusha, Tanzania)