

Shamari Reid, Ed.D

Assistant Professor, Educational Leadership & Policy Studies

THE UNIVERSITY OF OKLAHOMA

820 Van Vleet Oval, 204, Collings Hall Norman, OK 73019

srreid1@ou.edu

(405) 352 4202

EDUCATION

Teachers College, Columbia University

2021

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

Dissertation: A case study exploring Black Queer youth agency in NYC's ballroom scene

Committee: Drs. Michelle Knight-Manuel, Yolanda Sealey-Ruiz, and Marlon Bailey

New York University, Steinhardt

2016

Master of Arts: Teaching Spanish as a Foreign Language and TESOL

Additional degree information: first year of studies completed at NYU-Madrid where all courses were conducted in Spanish.

Oklahoma City University

2012

Bachelor of Arts: Spanish-Education

Teaching Certifications: Spanish and TESOL K-12

RESEARCH INTERESTS

Black LGBTQ+ youth agency • The role of critical love in education • Transformative teacher education • Community-driven school leadership • Queer of color critique • Inclusive curriculum

PROFESSIONAL EXPERIENCE

University of Oklahoma, Oklahoma City, OK

2021- present

Assistant Professor, Critical Studies in Education

Hunter College, CUNY, New York, NY

2018- 2021

Adjunct instructor

Teachers College, Columbia University, New York, NY

2017- 2021

Graduate research assistant

Teaching assistant

COURSES TAUGHT

University of Oklahoma

Schools in American Cultures

The Organization of Education

Hunter College-CUNY

Introduction to Urban Education: Topics and Issues Around Diversity and Equity

Language, Literacy, and Culture

Teaching Developmental Reading

Teachers College, Columbia University

Politics of Teaching English: Black Lives Matter

Leadership for Social Justice

Culturally Relevant Teaching for Teachers of Color

Multicultural Education

PUBLICATIONS

Peer-reviewed Journal Articles

Reid, S. (2021). What does culturally relevant pedagogy have to offer with regard to teaching and learning during a time of physical distancing. *Journal for Multicultural Education*, 15 (2), pp.129-137.

Sealey-Ruiz, Y., & Reid, S. (forthcoming, 2021). The matter of all Black lives. *International Journal of Multiple Research Approaches*.

Book Chapters

- Reid, S.,** Reid, J., & Reid, J. (2021). A trioethnography on our experiences as BlackGay youth. In T. Folwer, & W. Wallen. (Eds.), *Duoethnographic encounters: Opening spaces for difficult dialogues in times of uncertainty*, pp.23-32. New York, NY: DIO Press.
- Reid, S.,** & Devereaux, C. (2019). Why can't you see us? The visibilization of Blackwomen and Blackqueer folx. In P. Boda (Ed.), *Essays on exclusion: Our critical, collective journey toward equity in education*, pp.65-84. New York, NY: DIO Press Inc.
- Reid, S. (2019). "...And we became dragonflies": Centering students' counternarratives in the classroom. In J. Wearing, M. Ingersoll, C. Deluca, B. Bolden, H. Ogden, & T.M. Christou (Eds.), *Key Concepts in Curriculum Studies: Perspectives on the fundamentals*. New York, NY: Routledge.
- Reid, S.,** & Sealey-Ruiz, Y. (forthcoming). Love as a moral imperative in teaching and teacher education. In D. Hucks., Y. Sealey-Ruiz, Y., & V. Showunmi (Eds.), *Purposeful teaching and learning in diverse contexts: Education for access, equity and achievement*. Charlotte, NC: Information Age Publishing.
- Tran, V.A., Saunders, E.C., **Reid, S.,** & Fube, L. (forthcoming). Conceptions of care and graduate student researcher positionality: Struggling to reconcile "researcher" care with personal moral commitments. In K. Clonan-Roy, N. Gross, P. Nagarajan, & V. Vasudevan (Eds.), *Caring and being there: Complicating qualitative research with youth in school settings*. London: Bloomsbury Publishing

Book Reviews

- Reid, S. (2020). Book review of We Want To Do More Than Survive: Abolitionist teaching and the pursuit of educational freedom. *Urban Education*.

Professional Reports

- Reid, S.,** Sealey-Ruiz, Y. & Muhammad, G. E. (in press). *Policy brief: Retention of teachers of color*. NYU Metropolitan Center for Research on Equity and the Transformation of Schools.

Encyclopedia Entries

- Knight-Manuel, M., **Reid, S.,** & Knight, C. (accepted). Culturally relevant teaching, LGBTQ+ youth of color, and inclusive curriculum. *Encyclopedia for Social Justice in Education*. London: Bloomsbury

Under Review

- Reid, S. Using a queer of color critique to work toward a Black LGBTQ+ inclusive K-12 curriculum. Article, under review.
- Reid, S. Exploring the agency of Black LGBTQ+ youth in schools and in NYC's ballroom culture. Article, under review.

In Progress

- Reid, S. Exploring 21st century youth hush harbors: The pedagogical possibilities of Black youth third spaces for classrooms and schools. Article, in process.
- Reid, S. A framework for inclusive school cultures based on NYC's ballroom culture. Article, in process.
- Reid, S. Humans who teach. Book, in process.
- Reid, S. The beautiful, beautiful river: Toni Morrison and theorizing Blackness outside the white gaze. Book chapter, in progress.

REFEREED PRESENTATIONS

National Conferences

- Reid, S. (2020). *Ballroom literacies: how Black LGBTQ+ youth use literacy to navigate terrain littered with anti-Black and anti-LGBTQ+ landmines..* Poster presentation at National Council of Teachers Of English annual conference (virtual).
- Reid, S. (2020). A case study exploring BlackQueer youth agency in New York City's ballroom scene. Paper presentation at American Educational Research Association. (Conference canceled).
- McCall, S., van den berg, S., Thomas, A., **Reid, S.,** & Raja, R. (2020). Anarchive of or own: Re-memembering the reconceptualization. Paper presentation at American Educational Research Association. (Conference canceled).
- Reid, S. (2020). *BlackQueer Water*. A paper to be presented at Annual DC Queer Studies Symposium. (Conference canceled).
- Reid, S.,** Reid, J.D., & Reid, J. (2019). *BlackQueer Youth Agency as Pedagogy*. Paper presented at American Educational Research Association.
- Reid, S. (2019). *Using a shared personal journal to explore multiple autoethnographies of BlackQueer youth agency*. Paper presented at International Congress of Qualitative Inquiry.
- Reid, S.,** & Neely, A. (2019). *Culturally Relevant/Sustaining Pedagogies and Practices*. Paper presented at National Council of Teachers Of English annual conference.

Reid, S., & Ledwell, K. (2019). *A culturally relevant approach to professional development for preservice teachers of color.* Paper presented at New York Association of Colleges for Teacher Education conference.

INVITED PRESENTATIONS

Sealey-Ruiz, Y., & **Reid, S.** (2021). Black gaze for Black lives: Centering a people and a movement in higher education. A keynote delivered at The Black Solidary Conference for SUNY, NY.

Reid, S. (2021). The legacy of Juneteenth. Junior Scholars Program and Subsume Life, Schomburg center for research in Black culture, New York: NY.

Reid, S. (2020). The art of flying while Black: (hetero)sexism, homophobia, and transphobia in the Black community. 4th Annual Black Lives Matter in Education Conference, Schomburg center for research in Black culture, New York: NY.

Reid, S. (2019). Exploring the agency of BlackQueer youth. A keynote presentation delivered at the 5th annual SafeSchools NC conference for educators and school communities. Wendell, NC.

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

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

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

Knight-Manuel, M., **Reid, S.**, Sucre, S., Coulson, J., & Rhyu, J. (2019). *Culturally relevant teaching.* Teachers College, Columbia University, New York: NY

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

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

FELLOWSHIPS

- William T Grant Theories of Blackness, Indigeneity, and Racialization in Research Writing Fellowship, 2021-2022
- CNV Fellow, NCTE Research Foundation, 2020-2022

PROFESSIONAL SERVICE

- AERA Conference proposal reviewer (2019-2020): SIG-Critical Educators for Social Justice, SIG-Queer studies, SIG-Research focus on Black Education.
- Manuscript reviewer: *Journal of Teacher Education*, 2019-present; *Curriculum Inquiry*, 2020; *English Teaching: Practice and Critique*, 2020; *Food, Culture, and Society*, 2020.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

National Council of Teachers of English

PUBLIC PEDAGOGY

Reid, S. (2020). *Marginalization, minoritization, and asset-based language.* Guest on podcast series "Leading Equity" with Dr. Sheldon Eakins.

Reid, S. (2020). *Black gay boys in the kitchen.* Colorbloq.

Reid, S. (2020). *There's more to our lives: Reflecting on the materials we select to "culturally relevantize" our curricula.* Green Schools National Network.

Reid, S. (2020). A conversation on love and healing. Guest on video series "Fall into the vortex" with Dr. Yolanda Sealey-Ruiz.

Reid, S. (2019). *Reflective teaching for educators working with LGBTQ+ youth.* Guest on podcast series "Beyond The Letters" with Kate Roberts & Maggie Beattie Roberts.

Reid, S. (2021). *Water for teachers.* Host of podcast series in collaboration with Heinemann Publishing.