
STEPHANIE JONES
Abbreviated CV
The University of Georgia
Mary Frances Early College of Education
122-E Aderhold Hall ~ University of Georgia ~ Athens, GA 30602
Email: sjones1@uga.edu

1. Academic History

Present Rank Josiah Meigs Distinguished Teaching Professor, named in 2016
Proportion Time .45 EFT Instruction, .30 EFT Research
Tenure Status Tenured
Graduate Faculty Appointed to the Graduate Faculty, Fall 2007
Degrees Ed.D. Literacy, University of Cincinnati, 2004
M.Ed. Elementary Education, Miami University, 2002
B.S.Ed. Elementary Education, University of Cincinnati, 1994

Academic Positions:

2016 – present Josiah Meigs Distinguished Teaching Professor
2014 – present Professor
2014 – present Affiliate Faculty, Interdisciplinary Qualitative Studies Program
2014 – present Affiliate Faculty, Latin and Caribbean Studies Institute
2009 – 2014 Associate Professor
Department of Elementary and Social Studies Education
Department of Educational Theory and Practice
University of Georgia
2010 – present Founder and Co-Director, the CLASSroom Project
University of Georgia
2009 – present Co-Director, Red Clay Writing Project
University of Georgia
2009 – present Affiliate Faculty, Institute of Women’s Studies
University of Georgia
2007-2009 Assistant Professor
Department of Elementary and Social Studies Education
University of Georgia
2004-2007 Assistant Professor
Department of Curriculum and Teaching
Teachers College, Columbia University
2001-2004 Research Assistant, Oyler Literacy Project
(Dr. Deborah Hicks, Senior Researcher)
University of Cincinnati

Other Professional Employment:

2002 2nd Grade Classroom Teacher
Cincinnati Public Schools
Cincinnati, Ohio
1998-2001 Co-director, Kentucky Reading Project
University of Louisville
1995-2000 1st and 2nd Grade Classroom Teacher
Sycamore Community Schools
Cincinnati, Ohio
1994 Intervention Specialist, K-4
Norwood City Schools, Norwood, Ohio

Selected Post-Graduate Honors and Awards:

- 2021 Featured guest speaker for Women's History Month, Georgia Gwinnett College
- 2020 Featured alum on University of Cincinnati's First Generation Program (October)
- 2020 Featured guest on National Public Radio's *On Point* (October)
- 2020 Featured guest on National Public Radio's *On Point* (April)
- 2020 Featured guest on UGA Alumni Association's *Ask Me Anything*.
- 2018 UGA Honors Program Lunchtime Lecture
The Uncertainties of Racism, Classism, and Misogyny: How 'What-If' Worlds Can Help Us Find Our Way
- 2018 Invited scholar, *Childhood Play Spaces as What-If Worlds: The Uncertainties of Misogyny, Racism, and Classroom*.
The University of Waterloo, Canada.
- 2018 Invited Keynote speaker for the 2nd *International Conference on Poverty and Education*. Pontificia Universidad Católica de Chile, Villarica.
- 2018 Invited speaker for the *Reimagining Early Childhood Education* Conference. Michigan State University, Lansing, MI.
- 2017 Nominee, Image Award
University of Georgia Chapter of the NAACP
- 2017 Semester Research Leave, Spring
University of Georgia, College of Education
- 2017 Distinguished Article of the Year Award, National Council of Teachers of English *Language Arts* "Becoming Unstuck: Racism and Misogyny as Traumas Diffused in the Ordinary" (Volume 94, Number 5, May 2017)
- 2017 Outstanding Book Award, Society of Professors of Education
On Mutant Pedagogies: Seeking Justice and Drawing Change in Teacher Education
- 2017 Outstanding Book Award, American Educational Research Association Qualitative Research SIG
On Mutant Pedagogies: Seeking Justice and Drawing Change in Teacher Education
- 2017 Nominee, American Educational Research Association Outstanding Book Award
On Mutant Pedagogies: Seeking Justice and Drawing Change in Teacher Education
- 2016 University of Georgia Josiah Meigs Distinguished Teaching Professorship
- 2015 University of Georgia Teaching Academy Fellow
- 2015 University of Georgia First Year Odyssey Seminar Teaching Award,
Working-Class Matters FYO
- 2015 Invited Keynote speaker for the *International Conference on Poverty and Education*. Pontificia Universidad Católica de Chile, Villarica.
- 2014 Feature article on the Awesome Clubhouse @ la escuelita, *Columns*.
<http://columns.uga.edu/news/article/education-professors-awesome-clubhouse-opens-for-second-year/>
- 2014 Nominee, American Educational Research Association Early Career Award
- 2013-2014 College of Education Nominee for the University of Georgia Richard B. Russell Award for Excellence in Undergraduate Teaching
- 2013-2014 Distinguished Research Mentor Award
College of Education, The University of Georgia
- 2013 D. Keith Osborn Faculty Senate Award for Teaching Excellence in the College of Education, The University of Georgia
- 2012-2013 Study in a Second Discipline Fellowship, Human and Economic Geography

- Hosted by Dr. Andrew Herod, Distinguished Research Professor of Geography
The University of Georgia, \$30,000
- 2012 Invited Panelist
National Academy of Education/Spencer Foundation Annual Retreat
- 2012 Invited Participant
International Literacy Scholars Study Tour of Reggio Emilia, Italy
- 2012 Feature Article on the CLASSroom Project, *Georgia Trend*
- 2012 Feature Article on the CLASSroom Project, *Georgia Magazine*
- 2011 Ira E. Aaron Award for Teaching Excellence and Collegiality
The University of Georgia College of Education
- 2009-2011 Lilly Teaching Fellowship
University of Georgia Center for Teaching and Learning
- 2010 Routledge Education Class of 2010
One of the most downloaded research articles in 2010
- 2008 Early Career Achievement Award Nominee
National Conference on Research in Language and Literacy (NCRL)
- 2007 David H. Russell Award For Distinguished Research in Teaching
Finalist
Girls, social class, and literacy: What teachers can do to make a difference
National Council of Teachers of English (NCTE)
- 2007 Exemplary Dissertation Award
Spencer Foundation, \$2,500
- 2007 Early Career Researcher Award
Gender and Education Association (GEA), 1,000GBP
(approximately US \$2,000)
- 2007 Critics' Choice Award, American Educational Studies Association (AESA)
Late to class: Social class and schooling in the new economy
SUNY Press (chapter contributor)
- 2005-2006 Outstanding Teaching Award
Teachers College, Columbia University
- 2005 Outstanding Dissertation Award
American Educational Research Association, Division G
- 2004-2005 Outstanding Teaching Award
Teachers College, Columbia University
- 2004 Outstanding Doctoral Student Award
University of Cincinnati
- 2004 Garvin Distinguished Dissertation Award
University of Cincinnati
- 2003-2004 Spencer Foundation Dissertation Fellowship for Research
Related to Education
- 2003 Excellence in Teaching Award for Graduate Assistants Nominee
University of Cincinnati
- 2000 Outstanding Classroom Teacher Award
Ohio Council of Teachers of Mathematics
- 1999 Tri-State (Ohio, Kentucky, Indiana) Teaching Excellence Award

2. Resident Instruction and Continuing Education

Courses Taught at The University of Georgia (*indicates a substantially revised or newly created course)

FYOS 1001* Working-Class Lives

Fall 2011 (N=13)

Fall 2013 (N=15)

	Fall 2014 (N=12)
	Fall 2015 (N=12)
	Spring 2016 (N=15)
	Fall 2016 (N=15)
	Fall 2017 (N=16)
	Fall 2018 (N=16)
	Spring 2019 (N=10)
FYOS 1001*	Investigating the Ways Young People Learn About Bodies, Sexuality, Intimacy, and Romantic Relationships
	Fall 2019 (N=14)
	Spring 2020 (N=15)
	Fall 2020 (N=18)
	Fall 2021 (N=15)
HONS 1990*	Social Class, Education, and Society
	Fall 2008 (N=16)
EDEC 4030	Integrated Curricular Practices in Early Childhood Education
	Spring 2008 (N=28)
EDEC 4010*	Orientation to Early Childhood Education
	Fall 2008 (N=30)
	Spring 2009 (N=27)
	Fall 2009 (N=30)
	Spring 2010 (N=29)
	Fall 2010 (N=30)
	Spring 2014 (N=24)
	Fall 2014 (N=23)
	Spring 2015 (N=22)
	Fall 2015 (N=28)
EDEC 4010L	Community-Based Experiences for Orientation to Early Childhood Education
	Spring 2016 (N=24)
EDEC 6000/LLED 6000*	Powerful Readers, Powerful Reading
	Summer 2009 (N=26)
	Summer 2010 (N=17)
	Summer 2011 (N=20)
EDEC 7000*	Social Class, Poverty, and K-8 Education
	Summer 2010 (N=18)
	Summer 2011 (N=26)
	Summer 2012 (N=14)
	Summer 2014 (N=25)
ETAP 7210	Social Class, Poverty, and Class-Sensitive Pedagogies
	Summer 2015 (N=19)
	Summer 2017 (N=16)
	Spring 2018 (N=20)
	Spring 2021 (N=19)
ESSE 7000/LLED 7045	Powerful Readers, Powerful Reading
	Summer 2013 (N=17)
	Summer 2014 (N=18)
EDEC 7050*	Teaching Elementary School
	Fall 2008 (N=16)
	Fall 2009 (N=20)
ETAP 7050	Literacy Pedagogies
	Summer 2020 (N=20)

LLED 7050	Advanced Literacy Pedagogies	Summer 2021 (N=12) Summer 2012 (N=18) Summer 2013 (N=15) Summer 2016 (N=10) Summer 2017 (N=10) Summer 2018 (N=10) Summer 2019 (N=10)
EDEC 7120	Children's Social Lives	Fall 2017 (N=20) Spring 2019 (N=13)
ETAP 7330	Spaces of Writing, Inquiry, and Teacher Leadership for Equity in Education	Fall 2018 (N=16) Spring 2019 (N=15) Fall 2019 (N=19) Spring 2020 (N=18) Fall 2020 (N=20) Fall 2021 (N=10)
EDEC 8400/WMST 8400*	Feminist Perspectives in Elementary Education	Spring 2010 (N=10) Spring 2012 (N=11) Fall 2016 (N=10) Fall 2018 (N=8) Fall 2020 (N=6)
ESSE 8990	Doctoral Research Seminar – Required Core	Fall 2011 (N=14) Fall 2013 (N=8)
EDEC 8045	Special Topics: Theories of Social Class, Poverty, and Education	Spring 2008 (N=10) Spring 2009 (N=5) Spring 2011 (N=9) Fall 2015 (N=16) Fall 2019 (N=9)
ETAP 8045	Special Topics: Valerie Walkerdine	Fall 2017 (N=8)
ETAP 8045	Special Topics: Karl Marx: Capital Volume I	Summer 2020 (N=10)
ETAP 8045	Special Topics: Theories of the Body, Consent, Sexuality, and Sex in K-12 Education	Fall 2021 (N=7)
ETAP 9130	Doctoral Writing Seminar – Required Core	Spring 2016 (N=17) Spring 2018 (N=13) Spring 2021 (N=5)
QUAL 8750	Qualitative Writing Intensive Workshop	Summer 2019 (N=5) Summer 2021 (N=8)

Teachers College, Columbia University

C&T 4132	Learning and Teaching Reading and Writing in the Primary Grades	Fall 2004 (N=18)
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	Fall 2005 (N=20)
	Fall 2006 (N=23)
C&T 4133	Learning and Teaching Reading and Writing in the Intermediate Grades
	Spring 2005 (N=20)
	Spring 2006 (N=20)
	Spring 2007 (N=18)
C&T 4151	The Teaching of Writing
	Spring 2007 (N=30)
C&T 5037	Literacy, Culture, and the Teaching of Reading
	Fall 2004 (N=18)
	Fall 2005 (N=30)
	Fall 2006 (N=31)
C&T 6532	Doctoral Seminar
	Language, Literacies, and Identities
	Spring 2006 (N=9)
Supervising	
EDEC 5460	Student Teaching in Early Childhood Education
	Fall, 2007 N=5

AdvisingThe University of Georgia

Current Advisement of Ph.D. students (N=7)

Current additional Ph.D. committees (N=10)

Teachers College, Columbia University

Advisement of Literacy Specialist M.A. students, 2006-2007 (N=7)

Advisement of Curriculum and Teaching M.A. students, 2006-2007 (N=4)

Advisement of Curriculum and Teaching Ed.D. students, 2006-2007 (N=10)

3. Selection of Scholarly Activities**a. Publications**

(An asterisk * identifies a publication that has gone through stringent editorial and/or peer review. A double asterisk ** identifies a publication that was invited.)

Books authored or coauthored

Jones, S. & Woglom, J.F. (2016). *On mutant pedagogies: Seeking justice and drawing change in teacher education*. The Netherlands: Sense Publishers.

**/* Jones, S., Clarke, L., Enriquez, G. (2010). *The reading turn-around: A five-part framework for differentiated instruction*. New York: Teachers College Press.

*Jones, S. (2006). *Girls, social class, and literacy: What teachers can do to make a difference*. Portsmouth, NH: Heinemann.

Reviewed in Vicars, M. (2010). *Discourse: Studies in the Cultural Politics of Education*, (31)2, 271-278.

Books edited or coedited

Jones, S. (2014). *Writing and teaching to change the world: Connecting with our most vulnerable students*. New York: Teachers College Press and the National Writing Project.

Journals edited or co-edited

- **/* Rainville, K. & Jones, S. (Eds.) (2014). *Coaching for change: Generating dialogue about power, literacy, and education*. Invited co-editors, *Reading and Writing Quarterly*.
- **/* Albright, J., Jones, S., Dixon, K. (Eds.) (2011). *Literacy(ies) and the body*. Invited co-editors of a themed issue of *English Teaching: Practice and Critique*.
<http://edlinked.soe.waikato.ac.nz/research/journal/view.php?current=true&p=1>

Chapters in books

- **Jones, S. (under review). Progressive Neoliberalism in action: President Biden sides with Capital in mandating K-12 testing in 2021. *Progressive Neoliberalism in Education*. Routledge.
- Woglom, J.F. and Jones, S. (Accepted). Reclaiming dreams of our shared future: Decolonizing metanarratives about what can/should/will be. *The Routledge companion to decolonizing art, craft, and visual culture education*. Routledge.
- Jones, S. (under review). Behind the Awesome Clubhouse: The labor, funding, and ethico-onto-epistemology that made the Clubhouse possible.
- **Jones, S., Huston, B., Spector, K. (2019). When the tears just pop out of your eyes: Reconfiguring social classed literacies through a posthuman teacher education pedagogy. In Gomez, M.L. & Lachuk, A.J. (Eds.) *Emotions and teaching and teacher education for social justice. Teachers College Record Yearbook Series*.
- **Jones, S. (2019). Silver toes. In M. Vagle, T. Leidl, & K. Gast (Eds.) *Embodied productions of social class*.
- **Jones, S. & Thiel, J. (2019). Social class, literacies, and digital wastelands: Technological artifacts in a network of relations. In Morrell, E. & Rowsell, J. (Eds.) *Stories from digital divides*. New York: Routledge.
- **Jones, S. (2019). A new focus on social class: Teacher education in a grossly inequitable society. In A. Gaete (Ed.) *Education and Poverty*.
- **Jones, S. (2018). Human limbs, dead birds, active books, and bucking horses: The work-to-be-made of literacies in the present. In Kuby, C., Spector, K., Thiel, J. (Eds.) *Posthumanism and literacy education: Knowing/becoming/doing literacies*. New York: Routledge.
- ** Woglom, J.F. & Jones, S. (2016). Playground futurities: Enacting freedom through Reggio, a neighborhood, and relational aesthetics. In P.C. Gorski, R.M. Salcedo, & J. Landsman (Eds.) *Talking back and looking forward: Poetry and prose for social justice in education* (pp. 103-112). New York: Rowman and Littlefield.
- **Jones, S. (2015). When the body acquires pedagogy and it hurts: Discursive practices and material affects of round robin reading. In G. Enriquez, E. Johnson, S. Kontovourki, & C. Mallozzi (Eds.) *Literacies, learning, and the body: Bringing research and theory into pedagogical practice*. New York: Routledge.
- **Jones, S. (2015). Making a place for Spencer: Place-making as a political act. In Keene, E., Glover, M. (Eds.) *The teacher you want to be: Essays about children, learning, and teaching*. Portsmouth, NH: Heinemann.
- **Jones, S. & Woglom, J. (2015). Behind the body-filled scenes: Methodologies at work on the body in graphica. In Medina, C. & Perry, M. (Eds.) *Methodologies of embodiment: Inscribing bodies in qualitative research*. New York: Routledge.
- Jones, S. (2014). What they say about poor girls. In Collins, C., Ladd, J., Seider, M., & Yeskel, F. (Eds.) *Class lives: Stories from across the economic divide*. Ithaca, NY: Cornell University Press.
- Jones, S. (2014). Assembling a critical pedagogy. In S. Jones (Ed.), *Writing and teaching to change the world* (pp. 1-14). New York: Teachers College Press and National Writing Project.
- Jones, S. (2014). On writing selves and other selves out of bindedness: Toward beauty and grace. In S. Jones (Ed.), *Writing and teaching to change the world* (pp. 123-130). New York: Teachers College Press and National Writing Project.

- **/*Jones, S. & Shackelford, K. (2013). Emotional investments and crises of truth: Gender, class, and literacies. In Hall, K., Cremin, T., Comber, B. & Moll, L.C. (Eds.), *International handbook of research in children's literacy, learning, and culture*. West Sussex, United Kingdom: Wiley-Blackwell.
- **/*Jones, S. & Woglom, J. (2012). Overcoming nomos. Graphic chapter in Gorski, P., Osei-Kofi, N., Sapp, J., Zenkov, K. (Eds.) *Cultivating social justice teachers: How teacher educators have helped students overcome cognitive bottlenecks and learn critical social justice concepts* (pp. 27-48). Sterling, VA: Stylus Publishing.
- **/*Jones, S. (2010). Bodies before me. In Scherff, L., & Spector, K. (Eds.) *Culturally relevant pedagogy: Clashes and confrontations* (pp. 165-179). Lanham, MD: Rowman and Littlefield.
- *Spector, K. & Jones, S. (2009). Constructing Anne Frank: Critical literacy and the Holocaust in eighth-grade English. Selected for reprint in D. Lapp & D. Fisher (Eds.), *Essential readings on comprehension*. Newark, DE: International Reading Association.
- **/*Jones, S. (2009). Jagged edges: A psychosocial exploration by one who "made it." In J. Van Galen & V. Dempsey (Eds.), *Trajectories: The education and social mobility of education scholars from the poor and working class* (pp.7-18). The Netherlands: Sense Publishers.
- **/*Hicks, D., & Jones, S. (2007). Living class as a girl. In J. Van Galen, G. Noblit, & B. Johnston (Eds.), *Late to class: Social class and schooling in the new economy* (pp. 55-86). Albany, NY: SUNY Press.
- **/*Halperin, R., & Jones, S. (2006). Academic borderlands: MICRO girls: A math club for girls. In R. Halperin, *Whose school is it? Women, children, memory, and practice in the city* (pp. 109-199). Austin, TX: University of Texas Press.

Journal articles

- Woglom, J.F. and Jones, S. (Accepted). Pep talk: Today we do the work. *Journal of Cultural Research in Art Education*.
- Woglom, J.F. & Jones, S. (Accepted). Socially engaged art with preservice teachers: The aesthetics of making sense of community-embedded experiences. *International Journal of Education Through Art*.
- Thompson, K. & Jones, S. (2021). The everyday traumas of neoliberalism in women teachers' bodies: Lived experiences of the teacher who is never good enough. *Power and Education*.
- Jones, S., Woglom, J.F., Rankin, E. (2020). Facing change and changing schools: Education for today and tomorrow. *Seattle's Child*.
- **Jones, S. (2018). The women who rocked my world. *Qualitative Inquiry*.
- **Thiel, J. & Jones, S. (2017). The literacies of things: Reconfiguring the material-discursive production

- of race and class in an informal learning center. *Journal of Early Childhood Literacy*, 17(3), 315-335.
- **Jones, S. & Spector, K. (2017). Becoming unstuck: Traumas of racism and misogyny diffused in the ordinary. *Language Arts*, 94(5), 302-312.
- **Jones, S. (2016). Take 2. Representations and reinventions of social class: A look in 2016. *Journal of Language and Literacy Education*.
- *Jones, S., Thiel, J., Brown, T., Davila, D., Pittard, E.A., Snow, M., Woglom, J.F., Zhou, X. (2016). Childhood geographies and spatial justice: Making sense of place and space-making as political acts in education. *American Educational Research Journal*, 53, 1126-1158.
- *Jones, S. & Hughes, H. (2016). Changing the place of teacher education: Feminism, fear, and pedagogical paradoxes. *Harvard Educational Review*, 86(2), 161-182.
- *Jones, S. & Woglom, J. (2016). From Where Do You Read the World? A Graphica Exploration and Expansion of Critical Literacies for Teacher Education. *Journal of Adolescent and Adult Literacy*, 59(4), 443-473.
- *Jones, S. & Rainville, K. (2014). Introduction: Coaches as intellectuals. *Reading and Writing Quarterly*, 30(3), 183-189.
- *Jones, S. & Rainville, K. (2014). Flowing with resistance: Suffering, humility, and compassion in literacy coaching. *Reading and Writing Quarterly*, 30(3), 270-287.
- *Jones, S. & Woglom, J. (2014). Dangerous conversations: Persistent tensions in teacher education. *Phi Delta Kappan*, 95(6), 47-56.
- *Jones, S. & Woglom, J. (2013). Teaching bodies in place. *Teachers College Record*, 115(8), 1-29.
- *Jones, S. & Vagle, M. (2013). Living contradictions and working for change: Toward a theory of social class-sensitive pedagogy. *Educational Researcher*, 42(3), 129-141.
- *Jones, S. & Woglom, J. (2013). Graphica: Comics arts-based educational research. *Harvard Educational Review*, 83(1), 168-191.
- */**Jones, S. (2013). Literacies in the body. *Journal of Adolescent and Adult Literacy*, 56(7), 525-529.
- *Vagle, M. & Jones, S. (2012). The precarious nature of social class-sensitivity in literacy: A social, autobiographic, and pedagogical project. *Curriculum Inquiry*, 42(3), 318-339.
- *Jones, S. (2012). Negotiating mothering identities: Ethnographic and intergenerational insights to social class and gender in a high-poverty U.S. context. *Gender and Education*, 24(4), 443-460.
- *Jones, S. (2012). Trauma narratives and nomos in teacher education. *Teaching Education*, 23(2), 131-152.
- *Jones, S. (2012). Critical literacies in the making: Social class and identities in the early reading classroom. *Journal of Early Childhood Literacy*, 13(2), 197-224.
- *Jones, S. & Hughes-Decatur, H. (2012). Speaking of bodies in justice-oriented, feminist teacher education. *Journal of Teacher Education*, 63, 51-61.
- *Jones, S. (2012). Making sense of injustices in a classed world: Working-poor girls' discursive practices and critical literacies. *Pedagogies: An International Journal*, 7(1), 16-32.
- *Enriquez, G., Jones, S., Clarke, L. (2010). Turning around our perceptions and practices, then our readers. *Reading Teacher*, 64(1), 73-76.
- *Jones, S. (2009/2010). Adding salt to "class" literature: Barbara O'Connor's books for young readers. *Rethinking Schools*, 24(2) 32-36.
- *Jones, S. & Enriquez, G. (2009). Engaging the intellectual and the moral in critical literacy education: The four year journeys of two teachers from teacher education to classroom practice. *Reading Research Quarterly*, 44(2), 145-168.
- *Jones, S. (2009). Against all odds: A case study of one White, middle-class, female teacher becoming an engaged intellectual. *Changing English*, 16(2), 231-246.
- */** Jones, S. (2008). Grass houses: Representations and reinventions of social class through children's literature. *Journal of Language and Literacy Education* [Online], 4(2), 40-58. Available: http://www.coe.uga.edu/jolle/2008_2/representations.pdf
- *Rainville, K. & Jones, S. (2008). Situated identities: Power and positioning in the work of a literacy

- coach. *The Reading Teacher*, 61(6), 440-448.
- *Spector, K. & Jones, S. (2007). Constructing Anne Frank: Critical literacy and the Holocaust in 8th grade English. *Journal of Adolescent and Adult Literacy*, 51(1), 36-48.
- *Jones, S. & Clarke, L. (2007). Disconnections: Pushing readers beyond connections and toward the critical. *Pedagogies: An International Journal*, 2(2), 95-115. (Recognized as 1 of 20 of the most downloaded articles in the categories of teaching and teacher education in Routledge journals, 2010)
- *Jones, S. (2007). Working-class/poor mothers and middle-class others: Psychosocial considerations in home-school relations and research. *Anthropology and Education Quarterly*, 38(2), 159-177.
- *Jones, S. (2006). Lessons from Dorothy Allison: Social class, critical literacy, and teacher education. *Changing English*, 13(3), 293-305.
- *Jones, S. (2006). Language with an attitude: White girls performing class. *Language Arts*, 84(2), 114-124.
- *Jones, S. (2004). Living poverty and literacy learning: Sanctioning the topics of students' lives. *Language Arts*, 81(6), 461-469.
- *Jones, S. (2004). Writing identities: The identity construction of a first grade girl writer. *Ohio Journal of English Language Arts*, 44(1), 24-32.
- *Jones, S. (2003). Identities of race, class, and gender inside and outside the math classroom: A girls' math club as a hybrid possibility. *Feminist Teacher*, 14(3), 220-233.

Newspaper Editorials

- Jones, S. (2021). *We must protect students from storms and pandemics*. August 28, 2021 *The Atlanta Journal Constitution*. <https://www.ajc.com/education/get-schooled-blog/uga-professor-we-must-protect-students-from-storms-and-pandemics/KFF7LLXXA5F2JISDTEPKZTPFNU/>
- Jones, S. (2021). *In mandating tests, White House fails first big test*. February 25, 2021 *The Atlanta Journal Constitution*. <https://www.ajc.com/education/get-schooled-blog/opinion-in-mandating-exams-white-house-fails-first-big-test/7DCBCNND2RB3NL2OQL7CXPONHE/>
- Jones, S. (2020). *Repeat after me: Mi-sog-y-ny. Belittling and controlling women and teachers*. December 16, 2020 *The Atlanta Journal Constitution*. <https://www.ajc.com/education/get-schooled-blog/opinion-repeat-after-me-mi-sog-y-ny-belittling-and-controlling-women-and-teachers/KQ3NBC5AM5BE7JWAKMXSVC5MHY/>
- Jones, S. (2020). *School in a coffeeshop? A different approach to teaching and learning during a pandemic*. July 17, 2020 *The Washington Post*. <https://www.washingtonpost.com/education/2020/07/17/school-coffee-shop-different-approach-teaching-learning-during-pandemic/>
- Jones, S. (2020). *Only through lens of high-stakes testing is virus a dire education crisis*. May 1, 2020 *The Atlanta Journal Constitution*. <https://www.ajc.com/blog/get-schooled/opinion-only-through-lens-high-stakes-testing-virus-dire-education-crisis/NRiIN63CDIImf2ajVi1pOM/>
- Hughes, H. & Jones, S. (2020). *This is not homeschooling, distance learning, or online schooling*. April 1, 2020 *The Atlanta Journal Constitution*. <https://www.ajc.com/blog/get-schooled/opinion-this-not-home-schooling-distance-learning-online-schooling/b9rNnK77eyVLhsRMhaqZwL/>

Jones, S. et al. (2020). *Home Becomes Homeroom: Tips for parents on how to do school*. March 21, 2020 *The Atlanta Journal Constitution*. <https://www.ajc.com/blog/get-schooled/home-becomes-homeroom-tips-for-parents-how-school/yip28yQZsrFhTRBInXWndM/>

Jones, S. (2019). *Body Counts*. September 3, 2019 *The Atlanta Journal Constitution* <https://www.ajc.com/blog/get-schooled/uga-professor-teens-now-describe-their-sexual-encounters-body-counts/YIfRdwz8i1K3ziUzebQ8UN/>

Jones, S. (2019). *Georgia schools must make room for recess and playtime*. May 13, 2019 *The Atlanta Journal Constitution*. <https://preview.ajc.com/blog/get-schooled/opinion-children-need-free-and-unstructured-playtime-school/0wyzNK4Cr1XwsOUi1eyptO/>

Jones, S., Hughes, H., Huston, B., Cherniak, S., Wall, H. (2018). *When teachers are writers: The magic of the Red Clay Writing Project*.

Jones, S. (2018). *Do race and class explain why some parents never get benefit of the doubt?* April 23, 2018. <https://www.myajc.com/blog/get-schooled/race-and-class-explain-why-some-parents-never-get-benefit-the-doubt/3U09rbojceMAyPgW0Y1dlM/>

Gaete, A. & Jones, S. (2015). *Why competitive model fails schools: No one should lose in education*. April 15, 2015. <http://getschooled.blog.ajc.com/2015/04/25/opinion-why-competitive-model-fails-schools-no-one-should-lose-in-education/>

Gaete, A. & Jones, S. (2015). *Response to: In defense of school choice and market-based education reform*. March 29, 2015. <http://getschooled.blog.ajc.com/2015/03/29/opinion-chiles-market-based-school-reforms-worked/>

Gaete, A. & Jones, S. (2015). *National experiment in school-choice, market solutions, produce inequity*, March 24, 2015. <http://getschooled.blog.ajc.com/2015/03/24/opinion-national-experiment-in-school-choice-market-solutions-produces-inequity/?showcomments=true>

Jones, S. (2015). *Teachers, Colleges of Education on firing line for student test scores: Wrong target. Wrong aim*. January 17, 2015. <http://getschooled.blog.ajc.com/2015/01/18/teachers-colleges-of-education-on-firing-line-for-student-test-scores-wrong-target-wrong-aim/>

Fecho, B. & Jones, S. (2014). *A plea to put creativity back in American education: But was it there in the first place?* *Atlanta Journal Constitution*, May 11, 2014. <http://www.ajc.com/weblogs/get-schooled/2014/may/11/are-schools-where-creativity-goes-die/>

Jones, S. (2012). *Anxious teachers, sobbing children*. *Atlanta Journal Constitution*, April 9, 2012.

Jones, S. (2012). *A teacher laments test dominated classrooms. A researcher explains resulting anxieties in teachers and students*. *Atlanta Journal Constitution*, March 13, 2012. <http://blogs.ajc.com/get-schooled-blog/2012/03/13/a-teacher-laments-test-dominated-classrooms-a-researcher-explains-resulting-anxieties-in-teachers-and-students/>

Jones, S. (2011). *Say no to school testing madness/Real shame of APS cheating*. *Atlanta Journal Constitution*, July 14, 2011. <http://www.ajc.com/opinion/say-no-to-school-1017302.html>

Jones, S. (2010). *Merit pay could revive child labor*. *Atlanta Journal Constitution*, November 1, 2010. <http://www.ajc.com/opinion/merit-pay-could-revive-709659.html>

Jones, S. (2010). *Testing frenzy crosses line of insanity*. *Atlanta Journal Constitution*, July 5, 2010. <http://www.ajc.com/opinion/testing-frenzy-crosses-insanity-565027.html>

Jones, S. (2010). *Schools alone can't address poverty*. *Athens Banner Herald*, June 25, 2010.

Jones, S. (2010). *Rally against standardized testing*. *Athens Banner Herald*, April, 2010.

Jones, S. (2009). *Don't fear the speaker*. *Athens Banner Herald*, September, 2009.

Jones, S. (2009). *Jails not good public policy*. *Athens Banner Herald*, August, 2009.

Jones, S. (2009). *Re-Inventing schools*. *Athens Banner Herald*, June, 2009.

Jones, S. (2008). *Story had lessons for schools*. *Athens Banner Herald*, December, 2008.

Editorials with the *Teaching Georgia Writing Collective*

*I founded The **Teaching Georgia Writing Collective** as a group of educators, parents, and concerned citizens who engage in public writing and public teaching about education in Georgia. Some goals of the collective include: 1) empowering educators to reclaim their workplace and professionalism, 2) empowering families to stand up for their children and shape the institutions their children attend each day, 3) empowering children and youth to have control over their education, and 4) enhancing the education of all Georgians.*

Teaching Georgia Writing Collective (2012). Be on the right side of history: Vote no on House Bill 797. *Atlanta Journal Constitution Get Schooled Blog*, <http://blogs.ajc.com/get-schooled-blog/2012/10/17/guest-column-charter-schools-could-become-cash-cows/?cp=2>

Teaching Georgia Writing Collective (2012). A thank-you letter to Chicago teachers from some Georgia colleagues. *Atlanta Journal Constitution*, <http://blogs.ajc.com/get-schooled-blog/2012/09/23/a-thank-you-letter-to-chicago-teachers-from-some-georgia-colleagues/>

Teaching Georgia Writing Collective (2012). Testing frenzy: Giving struggling students blitz rather than bliss in last weeks of school. *Atlanta Journal Constitution*, <http://blogs.ajc.com/get-schooled-blog/2012/05/01/testing-giving-struggling-students-blitz-rather-than-bliss-in-last-weeks/>; *Washington Post*, http://www.washingtonpost.com/blogs/answer-sheet/post/the-blitz-whats-foisted-on-kids-after-standardized-tests/2012/04/30/gIQAR3risT_blog.html; *Athens Patch*, <http://athens.patch.com/articles/clarke-county-schools-projecting-and-producing-failure-where-is-success>

Teaching Georgia Writing Collective (2012). Invest in media centers, invest in society: The work of a media center paraprofessional. *Athens Patch*, <http://athens.patch.com/articles/clarke-county-schools-projecting-and-producing-failure-where-is-success> ; *Atlanta Journal Constitution*, <http://blogs.ajc.com/get-schooled-blog/2012/05/12/cuts-to-school-libraries-and-staffs-a-sad-chapter-in-education/>

Book Reviews

**Rowe, K. and Jones, S. (Accepted). Disrupting the common and creating the uncommon: The only way forward in literacy pedagogies, research, and leadership. A review of *Literacy, leading, and learning: Beyond pedagogies of poverty*. Invited review for *Journal of Early Childhood Literacy*.

**Jones, S. (2014). Broke: A review of *Becoming educated: Young people's narratives of disadvantage, class, place, and identity*. Invited review for *Teachers College Record*.

- **Jones, S. (2013). Review of *Negotiating critical literacies with young children*. 2nd edition. New York: Routledge. Invited review used for marketing on book cover.
- **Jones, S. (2009). Review of *A carpenter's daughter*. The Netherlands: Sense Publishers. Invited review used for marketing on book cover.
- **Jones, S. (2009). Review of *Designing socially just learning communities: Critical literacy education across the lifespan*. New York: Routledge. Invited review used for marketing on book cover.
- **Jones, S. (2007). Rupturing seals: The work of class, pedagogy, and research. [Invited review of *Educational failure and working class white children in Britain*]. *British Journal of Sociology and Education*, 28(5), 653-659.
- Jones, S. (2006). A Review of *Activating participation: Parents and teachers working towards partnership*. *Gender and Education*, 18(6), 693-695.

Other invited publications

- **Jones, S. & Hughes, H. (2016). Teacher education still needs feminism. Invited essay for *The Blog of Harvard Education Publishing*. <http://hepg.org/blog/teacher-education-still-needs-feminism>
- **Jones, S. & Fecho, B. (2012). Creativity is not the enemy of good writing. Invited essay for *The Atlantic*, <http://www.theatlantic.com/national/archive/2012/10/creativity-is-not-the-enemy-of-good-writing/263058/>

Manuscripts in Process

- Jones, S. & Feminist Theory students. Making a case for teacher education to be a feminist project.
- Jones, S. Feminist parenting, feminist teaching.
- Jones, S. Bodily autonomy and consent in early childhood education.
- Jones, S. It's time we talk about porn, and all kinds of other stuff.
- Jones, S. Social Class and Capitalism in the Classroom.

Professional Development Publications

- Jones, S. (2020). *Reading Power: A 10-Day Online/2f Flexible Lesson Plan for 12th Grade English Language Arts*
- Jones, S. (2020). *Cultivating a Community of Writers in the Kindergarten and First Grade Classroom*. Online Module for Georgia Educators, Georgia Department of Education.
- Jones, S. (2019). Georgia Writing Project Professional Learning for the Teaching of Writing, Georgia Department of Education Website.
- Jones, S. & Vagle, M. (2011). *The Other Side of Poverty in Schools*. The CLASSroom Project @ UGA.
- Jones, S. (2014). *Critical Literacy for the Common Core*.

Electronic Publications

Internet Blog: <http://engagedintellectual.wordpress.com/> (100,000 + views; 280+ posts)

Academia.edu: <https://uga.academia.edu/StephanieJones> (Since 2014: 11,900 + views, top 2-4%)

Georgia Writes: Georgiawrites.org (Since 2020, amplifying Georgia youth and teacher writers during the Global Pandemic and Black Lives Matter uprising)

Selected Interviews

2020. Interviewee for National Public Radio's *On Point*, October 6.
<https://www.wbur.org/onpoint/2020/10/06/rethinking-education-for-the-pandemic-age>
2020. Interviewee for *Science News*.
2020. Interviewee for The University of Georgia's *Ask Me Anything*.

2020. Interviewee for National Public Radio's *On Point*, April 15.
<https://www.wbur.org/onpoint/2020/04/15/covid-19-learning>
2020. Interviewee for Georgia Department of Education English Language Arts Inaugural Podcast.
<https://soundcloud.com/gadoeela>
2016. Interviewee for National Writing Project Radio. *Finding DEEP Center at the Red Clay Writing Project*.
2015. Interviewee for feature with *Teaching Tolerance* of the Southern Poverty Law Center.
2015. Interviewee for UGA Columns story on faculty writing groups and the New Faculty Tour.
2014. Interviewee for National Writing Project Radio. *Writing and Teaching for Change: Connecting with our Most Vulnerable Students*.
2014. Interviewee for high school and university students doing research on poverty.
2014. Interviewee for UGA Columns story on the Awesome Clubhouse @ la escuela.
2013. Interviewee for story on social class and education, *The Barbara Dooley Show*.
2012. Interviewee for article on writing and the Common Core, *Education Week*.
2012. Interviewee for cover story on poverty and education, *Georgia Trend*.
2012. Interviewee for cover story on social class and education, *Georgia Magazine*.
2010. Interviewee for article on unintended consequences of the CRCT. *Atlanta Magazine*.
2008. Interviewee for *Not all 5-year-old boys ready for kindergarten*, *Atlanta Journal Constitution*.
2002. Interviewee for *Reading strategies in the math classroom K-12*, a video series focused on reading across the curriculum. Kentucky Educational Television (KET).
1998. Interviewee for *Looping with students for two or more consecutive years*. Association for Supervision and Curriculum Development (ASCD).

b. Creative Contributions Other Than Formal Publications

- Jones, S. (March, 2021). *Feminisms and Feminist Teaching in Undergraduate Teacher Education Classrooms: A Conversation with Feminist Teacher Educators*. Panel and session organized for Women's History Month; Mary Frances Early College of Education, Institute for Women's Studies, University of Georgia.
- Jones, S. (March, 2021). *Jane Addams, bell hooks, and an Argument for Feminist Teacher Education Programs*. Session organized for Women's History Month; Mary Frances Early College of Education, Institute for Women's Studies, University of Georgia.
- Jones, S. (November, 2017). *Decolonizing Childhood: Space, Power, Possibilities*. Mini-Conference by students from ETAP 7120.
- Jones, S. & Woglom, J. (May, 2014). *Drawing Change: The Art of Teacher Education Art Exhibition*. Taylor-Grady House, Athens, Georgia.
- Jones, S. (2004). *Living poverty as a girl: Literacy and identity across contexts*. Unpublished doctoral dissertation, University of Cincinnati.

c. Grants, Contracts, and other Revenue

External

- 2021 (\$6,700). Georgia Department of Education.
- 2020 (\$6,150). Workshop registrations through the College of Education Office of Outreach and Engagement.
- 2020 (\$500). Red Clay Saturday Morning Series Workshops, Workshop registrations through the Office of Outreach and Engagement.
- 2020 (\$6,700). Georgia Department of Education.
- 2020 (\$21,000). Georgia Department of Education.
- 2020 (\$3,000). National Writing Project and Panda Cares Grant.

- 2019 (\$8,160). Workshop registrations through the College of Education Office of Outreach and Engagement.
- 2018 (\$3,210). Workshop registrations through the College of Education Office of Outreach and Engagement.
- 2017 (\$2,845). Workshop registrations through the College of Education Office of Outreach and Engagement.
- 2016-2017 (\$19,250). Georgia Department of Education, Cultivating a Culture of Writing. PI Dr. Stephanie Jones, Co-PI Dr. Hilary Hughes.
- 2016-2017 (\$20,000). National Writing Project, Advanced Institute to Scale-Up the College Ready Writers Program. PI Dr. Hilary Hughes, Co-PI Dr. Stephanie Jones.
- 2016 (\$15,000). National Writing Project, SEED Teacher Leadership Development. PI Dr. Stephanie Jones, Co-PI Dr. Hilary Hughes.
- 2016 (\$5,000). A Bilingual Kids' Café. PI Dr. Denise Davila (University of Nevada Las Vegas) in partnership with Dr. Stephanie Jones. American Educational Research Association Education Research Project Award.
- 2016 (\$3,000). Consulting and workshops for the CLASSroom Project @ UGA through UGA College of Education Department of ETAP. Director, Dr. Stephanie Jones
- 2015 (\$8,445.43). Consulting and workshops for the CLASSroom Project @ UGA through the UGA College of Education Office of Outreach and Engagement. Director, Dr. Stephanie Jones.
- 2015 (\$2,229). Consulting and workshops for the Red Clay Writing Project through the Office of Outreach and Engagement (\$549) and through the Department of Educational Theory and Practice (\$1,680). Co-Directors, Dr. Stephanie Jones and Dr. Hilary Hughes.
- 2014 (\$3,135.63). Workshop registrations through the College of Education Office of Outreach and Engagement.
- 2014 (\$1,370.64). Workshop registrations through the College of Education Office of Outreach and Engagement.
- 2014 - 2016 (\$20,000). SEED Teacher Leadership Grant. National Writing Project. PI Dr. Stephanie Jones, Co-PI, Dr. Bob Fecho.
- 2013 - 2014 (\$20,000). Professional Development in a High-Need School. National Writing Project. PI Dr. Stephanie Jones.
- 2009 – 2013 (\$102,110). Total contracts through the CLASSroom Project @ UGA, Dr. Stephanie Jones and Dr. Mark Vagle.
- 2009 – 2013 (\$191,500). Total grant funding from the National Writing Project for Red Clay Writing Project, The University of Georgia. Co-PIs: JoBeth Allen, Bob Fecho, Stephanie Jones.
- 2003 (\$20,000). Spencer Dissertation Fellowship for Research Related to Education *Living poverty as a girl: Literacy and identity across contexts*. The Spencer Foundation. PI: Stephanie Jones.

Not Funded

- 2020 (\$50,000). Spencer Foundation. *Unmet menstrual health needs among Georgia students*. PI: Andrea Swarzendruber; Co-Is: Bernadette Heckman, Stephanie Jones, Ye Shen. (\$50,000)
- 2019 (\$50,000) *UGA President's Interdisciplinary Seed Grant*. Unmet menstrual health needs among Georgia students. PI: Andrea Swarzendruber; Co-Is: Bernadette Heckman, Stephanie Jones, Ye Shen.
- 2016 (\$399,991). Co-Creating Spatial Justice: A Partnership for Enhancing Well-Being in a Neighborhood Space. PI Dr. Stephanie Jones, Co-PIs Dr. Edward Delgado-Romero, Dr. Elizabeth Saylor, Beatrice Elder, The Spencer Foundation.
- 2016. Cuentos de la escuela: Connecting teachers, future teachers, teacher educators, and youth in a creative neighborhood space. PI Dr. Stephanie Jones, National Writing Project. (\$20,000)

- 2016. National Writing Project, New Pathways. PI Dr. Hilary Hughes, Co-PI Dr. Stephanie Jones, National Writing Project. (\$10,000).
- 2014. *Fostering Community-Embedded Science and Mathematics*. PI Dr. Amy Parks, Co PIs Dr. Stephanie Jones and Dr. Ajay Sharma. National Science Foundation. (\$296,000)
- 2014 (Not Funded). *Enhancing Arts-Based Education for Teacher Educators, Teacher Education Students, and Low-Income Children*. PI Dr. Stephanie Jones, Co-PI, Dr. James F. Woglom. NEA Foundation. (\$5,000)
- 2013 (Not Funded). *A Beloved Community Civics*. PI Dr. Cynthia Dillard, Co PIs Dr. Stephanie Jones, Dr. Bettina Love, and Dr. Jim Garrett. The Spencer Foundation. (\$350,000)
- 2013 (Not Funded). *Class-Sensitive Spaces*. Co-PIs Dr. Stephanie Jones and Dr. Mark Vagle (Minnesota). William T. Grant Foundation. (\$592,000)

Internal

- 2008 *University of Georgia Scholarship of Engagement Grant*. Making a magic school bus: Transforming “field trips” into the center of rich integrated learning in a high-poverty and multilingual school in Athens, Georgia. PI: Stephanie Jones. (\$5,900)
- 2008 *University of Georgia Research Foundation Faculty Research Grant* Critical literacies in teacher education and early childhood classrooms: A longitudinal study of pedagogy and practice across contexts. PI: Stephanie Jones. (\$7,100)
- 2008 *University of Georgia Office of Institutional Diversity*. Funding for invited presentation *Rethinking the Holocaust and paper clips: Critical engagement with multicultural education and integrated units of study*.
- 2006 Faculty Diversity Fellowship, Teachers College, Columbia University. PI: Stephanie Jones. (\$3,000)

d. Recognitions and Outstanding Achievements

Invited Guest Scholar, Speaker, Panelist, and Keynote Presentations

- Jones, S. (2021). *FeminismS*. Invited presentation for Georgia Gwinnett College Women’s History Month.
- Jones, S. (2020). *Gender, social class, race, and language*. Invited guest speaker. Humboldt State University, California.
- Jones, S. (2020). *FeminismS*. Invited presentation for the UGA International Student Life Circles. Athens, GA.
- Jones, S. (2020). *Twenty years of community research, complex literacies, and disrupting stories*. Invited Keynote Presentation for the National Council of Teachers of English Research Assembly (NCTEAR) Mid-Winter Conference. Nashville, TN.
- Jones, S. (2020). *Critical literacies and the body: Bodily autonomy, consent, and young children*. Invited pre-conference workshop for the JoLLE@UGA Winter Conference. Athens, GA.
- Jones, S. & Hughes, H. (2019). *Writing Project Mini-Institute*. Invited institute session for the Georgia Department of Education Summer Literacy Conference. Macon, GA.
- Jones, S. (2019, April). *The uncertainties of racism, classism, and misogyny: How ‘what-if’ worlds can help us find our way*. Invited presentation at The University of Western Carolina.
- Jones, S. (2018, October). *The uncertainties of racism, classism, and misogyny: How ‘what-if’ worlds can help us find our way*. Invited presentation for the University of Georgia Honors Lunchbox Lecture.
- Jones, S. (2018, July). *Childhood playspaces as ‘What-If Worlds’: The uncertainties of misogyny, racism and classism*. Invited keynote speaker sponsored for the He For She United Nations initiative. University of Waterloo, Waterloo, Ontario.
- Jones, S. (2018, March). *Social classed literacies: Perceiving and responding to social class differences*.

- Invited keynote speaker for the Second International Conference on Education and Poverty. Villarrica, Chile.
- Jones, S. (2018, January). *Reimagining Early Childhood Teacher Education*. Invited speaker. Michigan State University.
- Jones, S. (2017, Fall). Invited speaker for Lilly Fellows on UGA Teaching Awards.
- Jones, S. (2017, April). Invited professional development instructor, DEEP Center. Savannah, GA.
- Jones, S. (2016, October). *Critical literacies for critical times*. Invited Dual Appointment with Armstrong State University. Savannah, GA.
- **Jones, S. & Woglom, J.F. (2015, December). *Drawing change: Reimagining teacher education as a collaborative, aesthetic project for expansive literacies and justice*. Invited session for the Literacy Research Association. Carlsbad, CA.
- Jones, S. (2015, December). *An invitation to a posthuman literacy project: Orientations, methodologies, pedagogies, and cruel optimism*. Invited panel organizer for the Literacy Research Association. Carlsbad, CA.
- **Jones, S. (2015, January). *A new focus on social class: Teacher education in a grossly inequitable society*. Invited Keynote speaker for the International Conference on Education and Poverty. Campus Villarrica of the Pontificia Universidad Católica de Chile.
- **Jones, S. (2015, January). Invited scholar to work with researchers at the Campus Villarrica of the Pontificia Universidad Católica de Chile.
- **Jones, S. & Vagle, M. (2014, December). *Cultivating literacies of class*. Invited presentation for the Annual Conference of the Literacy Research Association. Marco Island, FL.
- **Jones, S. (2013, November). Invited panelist for the Georgia Legislative Black Caucus panel on Race and Poverty. Morehouse School of Medicine, Atlanta, GA.
- **Jones, S. (2013, March). *An Invitation to Talk About Class*. Invited Keynote speaker for the Columbus State University's Diversity Conference co-sponsored by the City of Columbus Mayor's Commission on Unity, Diversity, and Prosperity and the Chamber of Commerce. Columbus, GA.
- **Jones, S. (2013, February). Invited panelist for the College of Education Faculty Research Conference.
- **Jones, S. (2012, November). Invited panelist at the National Academy of Education and Spencer Foundation Annual Fall Retreat. Washington D.C.
- **Jones, S. (2012, November). Invited scholar to work with doctoral students at Teachers College, Columbia University.
- **Jones, S. (2012, September). *Why Feminism Matters in Teacher Education*. Invited speaker for the Institute for University of Georgia Women's Studies Friday Speaker Series.
- **Jones, S. (2011, November). *Expanding diversity in teacher education: Tending to Social Class and Bodies through Feminist Pedagogies*. Invited talk at DePaul University.
- ** Jones, S. (2011, April). *Social Class and Poverty*. Invited speaker for the Classic City Kiwanis Club. Athens, GA.
- ** Jones, S. (2011, February). *Social Justice and Social Class*. Invited speaker for the First Presbyterian Church of Athens. Athens, GA.
- **Jones, S. (2009, December). *Creative approaches to representing research and theory*. Invited keynote speaker for the Annual Qualitative Graduate Student Conference, College of Education, The University of Georgia.
- */**Jones, S. (2009, October). *The reading turn-around*. Invited keynote speaker for the Annual Meeting of the Alabama Council for Teachers of English (ACTE), Tuscaloosa, Alabama.
- */**Jones, S. (2008, December). *When, where, and why: A Bourdieusian analysis of teachers taking hold of critical literacy practices*. Invited presentation at the Annual Meeting of the National Reading Conference (NRC). Orlando, FL.
- */**Jones, S. (2008, November). *Girls, social class, and literacy: What teachers can do to make a difference*. Invited guest author at the Diversity Dinner Dialogues partnership between The University of Georgia and Clarke Central High School, Athens-Clarke County, GA.
- */**Jones, S. (2008, May). *Mothers, daughters, and female teachers: Complex relationships across*

- social class divides*. Invited keynote speaker at the First Biannual Gender and Education Teacher Spring Conference, Cincinnati, OH.
- */**Jones, S. (2008, March). *Girls, social class, and literacy*. Invited author to teacher book club in Jacksonville City Schools, Jacksonville, FL.
- **Jones, S. (2007, November). *Girls, poverty, and a new narrative: Neighborhood stories and critical engagement*. Invited presentation at the Annual Meeting of the National Reading Conference (NRC), Austin, TX.
- */**Jones, S. (2007, February). *Social class and literacy*. Closing keynote address at the Teachers College Reading and Writing Project Principals' Institute, New York, NY.
- **Jones, S. (2006, August). *Writing to change the world*. Closing keynote address at the Teachers College Reading and Writing Project Summer Writing Institute, New York, NY.
- */**Jones, S. (2006, April). *Teachers, texts, and critical literacy: Social class matters in our ongoing work*. Invited presentation at the American Educational Research Association Literature Special Interest Group Business Meeting, San Francisco, CA.
- **Jones, S. (2004, July). *A look into a girl's world: Poverty and inequity within the struggle for gender equality*. Invited presentation at the American Association of University Women Annual (AAUW) Convention and Equity Day, Cincinnati, OH.
- **Jones, S. (2001, January). *Early literacy practices and the collaboration of doctors and schools to aid in literacy development among preschool-age children*. Presentation to the Louisville Pediatrics Group, Louisville, KY.

e. Areas in Which Research Is Done

The intersections of gender, class, and race with language, bodies, space, literacies, and progressive social relations are of central concern in my research. A priority for findings and implications is to understand how traditionally marginalized students, families, and teachers can be better served in communities and institutions through critical, creative, transformative practices.

f. Supervision of Student Research

UGA CURO Undergraduate Student Research Program:

Kavi Pandian, 2019

Doctoral Committees:

The University of Georgia

Students for whom Dr. Jones is/was major professor:

Breanne Huston, Ph.D., Educational Theory and Practice, 2020.

Woman-world-writer: A posthuman exploration of literacy practices

Shara Cherniak, Ph.D., Educational Theory and Practice, 2020.

Intra-being: Implications for Early Childhood Education

Kajal Sinha, Ph.D., Educational Theory and Practice, 2020.

Seeking many images of preservice teacher internships: Attempts from two elementary schools

Taryn Brown, Ph.D., Educational Theory and Practice, 2018.

The emancipatory act of utilizing voice to challenge the deficit paradigm of teenage pregnancy

Rachel Monette, Ph.D., Early Childhood Education, 2015.

The bodily becoming of a teacher

Elizabeth Pittard, Ph.D., Educational Theory and Practice, 2015.

Becoming good enough

Kristy Shackelford, Ph.D., Early Childhood Education, 2015.

Engaging, examining, and exploring the phenomenon of social class at Pine Tree Elementary

Jennifer (Jaye) Thiel, Ph.D., Language and Literacy Education, 2014.

Literacies, materiality, and working-class lives

Sharlonne Rollin, Ph.D., Middle Grades Education, 2012.

In a class by themselves

Kali Thompson, Ph.D., Educational Theory and Practice, in progress.

Christina Gillespie, Ph.D., Educational Theory and Practice, in progress.

Judith Johnson, Ph.D., Language and Literacy Education, in progress.

Lindsey Lush, Ph.D., Educational Theory and Practice, in progress.

Marsha Murray-Bunsie, Ph.D., Educational Theory and Practice, in progress.

Lacey Robinson, Ph.D., Educational Theory and Practice, in progress.

Morgan Mendieta, Ph.D., Educational Theory and Practice, in progress.

Keri Rowe, Ed.S., Educational Theory and Practice, 2020.

Other committees:

Briana Bivens, Ph.D., Educational Theory and Practice, 2021.

Michelle Falter, Ph.D., Language and Literacy, 2016.

Heather Wall, Ph.D., Language and Literacy, 2016.

Erin Adams, Ph.D., Social Studies Education, 2016.

Dave Breslin, Ph.D., Middle Grades Education, 2014.

Shakhnoza Kayumova, Ph.D., Elementary Science Education, 2014.

James F. Woglom, Ph.D., Art Education, 2014.

Roberta Gardner, Ph.D., Language and Literacy Education, 2013.

Andrea Neher, Ph.D., Language and Literacy Education, 2013.

Chris Hansen, Ph.D., Language and Literacy Education, 2012.

Melissa Jersawitz, Ph.D., Early Childhood Education, 2012.

Jennifer McCreight, Ph.D., Language and Literacy Education, 2012.

Mardi Schmeichel, Ph.D., Social Studies Education, 2012.

Sharon Clark, Ph.D., Elementary Education, 2011.

Hilary Hughes-Decatur, Ph.D., Middle Grades Education, 2011.

Emily Pendergrass, Ph.D., Language and Literacy Education, 2011.

Joseph Nichols, Ph.D., Social Studies Education, 2010.

Dawn Curry, Ph.D., Educational Theory and Practice, in progress.

Glenda Wheatley, Ph.D., Educational Theory and Practice, in progress.

Ashli Walker, Ph.D., Educational Theory and Practice, in progress.

Mel Kutner, Ph.D., Educational Theory and Practice, in progress.

Gwendalyn Ballew, Ph.D., Qualitative Methodology, in progress.

Kaitlin Wegrzyn, Ph.D., Educational Theory and Practice, in progress.

Shin Ae Han, Ph.D., Educational Theory and Practice, in progress.

Frank Gorritz, Ph.D., Counseling and Psychology, in progress.

Maverick Zhang, Ph.D., Language and Literacy Education, in progress.

Amanda Price, Ph.D., Art Education, in progress.

Amelia Haynes, Ph.D., Educational Theory and Practice, in progress.

Matt Seabolt, Ph.D., Educational Theory and Practice, in progress.

Kevin Crawford, Ph.D., College and Student Affairs Administration, in progress.

Lauren Nesmith, M.Ed., Art Education, 2012.

Chase Slaton, M.Ed., Art Education, 2019.

Shannon Thompson, Ed.S., Educational Theory and Practice, 2018.

Teri Harpster, Ph.D., University of Pennsylvania, 2016.

Kim Stewart-Sturgeon, Ph.D., University of New Brunswick, 2020.

Teachers College, Columbia University

Students for whom Dr. Jones was major professor:

Jane Bean-Folkes, Ed.D., Curriculum and Teaching, 2009.

Grace Enriquez, Ed.D., Curriculum and Teaching, 2009.

Liz Johnson, Ed.D., Curriculum and Teaching, 2009.

Kristin Rainville, Ed.D., Curriculum and Teaching, 2007.

Other committees:

Mollie Welsh Kruger, Ed.D., Curriculum and Teaching, 2008.

Ted Kesler, Ed.D., Curriculum and Teaching, 2008.

Iris Dixon, Ed.D., Curriculum and Teaching, 2006.

Miyoun Lim, Ed.D., Science Education, 2006.

Emily Skinner, Ed.D., Curriculum and Teaching, 2006.

Julia Hutchison, Ed.D., Instructional Technology, 2006.

Will Raymond, Ed.D., Educational Leadership, 2006.

g. Editorship, Editorial Board Member, Reviewer of National and Int'l Journals

Invited Editorial Board Member, The University of Georgia Press	2019-present
Invited Co-Editor, Special Issue <i>Reading and Writing Quarterly</i>	2014
Invited Co-Editor, Special Issue <i>English Teaching: Practice and Critique</i>	2011
Editorial Review Board, <i>Research in the Teaching of English</i>	2018-present
Editorial Review Board, <i>Journal of Teacher Education</i>	2013-2020
Editorial Review Board, <i>English Teaching: Practice and Critique</i>	2011-present
Editorial Review Board, <i>Journal of Adolescent and Adult Literacy</i>	2011-present
Editorial Review Board, <i>Language Arts</i>	2007-present
Editorial Review Board, <i>Reading and Writing Quarterly</i>	2010-present
Advisory Board, <i>Mobility Studies in Education, Sense Publishers</i>	2008-present
Reviewer, <i>Action in Teacher Education</i>	2016
Reviewer, <i>Asia Pacific Journal of Education</i>	2011, 2012
Reviewer, <i>Critical Literacy: Theories and Practices</i>	2011
Reviewer, <i>English Education</i>	2011
Reviewer, <i>English Teaching: Practice and Critique</i>	2011
Reviewer, <i>Gender and Education</i>	2008-present
Reviewer, <i>International Journal of Qualitative Studies in Education</i>	2013, 2014
Reviewer, <i>Journal of Adolescent and Adult Literacy</i>	2011-present
Reviewer, <i>Journal of Early Childhood Literacy</i>	2013
Reviewer, <i>Journal of Literacy Research</i>	2016
Reviewer, <i>Journal of Teacher Education</i>	2011, 2012, 2018
Reviewer, <i>Language Arts</i>	2005-present
Reviewer, <i>Pedagogies</i>	2008
Reviewer, <i>The Reading Teacher</i>	2016, 2017
Reviewer, <i>Reading Research Quarterly</i>	2009, 2016
Reviewer, <i>Research in the Teaching of English</i>	2006, 2016
Reviewer, <i>Teaching Education</i>	2006

Reviewer of Book Manuscript Submissions

Michigan State University Press	2020
Policy Press	2015
Open University Press	2008
Sense Publishers	2008, 2010, 2011, 2013, 2014(2)
Routledge Publishing Company	2007, 2009, 2013(2), 2019
Teachers College Press	2007, 2008, 2009, 2010(3), 2011, 2013, 2014, 2015, 2016, 2017, 2019
Palgrave	2014
Scholastic, Inc.	2006

h. Convention Papers

An asterisk (*) identifies a paper that has a published counterpart. A double asterisk (**) identifies an invited address.

Selected International Research Conference Presentations

- **Jones, S. (2018, March). *Social classed literacies: Perceiving and responding to social classed differences*. Invited Keynote speaker for the 2nd International Conference on Poverty and Education. Pontificia Universidad Católica de Chile, Villarica.
- */**Jones, S. (2015, January). *A new focus on social class: Teacher education in a grossly inequitable society*. Invited Keynote speaker for the International Conference on Education and Poverty. Campus Villarrica of the Pontificia Universidad Católica de Chile.
- Jones, S. (2013, April). *Discussant, Rethinking bodies in crisis: Creative engagements of and with traditionally marginalized bodies in the U.S.* Paper presented at the 9th Biennial Conference of the Gender and Education Association. London, UK.
- *Jones, S. (2013, April). *Still looking for a feminist response in teacher education*. Paper presented at the 9th Biennial Conference of the Gender and Education Association. London, UK.
- *Jones, S. (2012, January). *The inevitable role of mothers in working-class and poor girls' literacies*. Paper presented at the Hawaii International Conference on Education. Honolulu, Hawaii.
- *Jones, S. (2012, January). *Tending to bodies in teacher education: A three-year study of feminist pedagogies*. Paper presented at the Hawaii International Conference on Education. Honolulu, Hawaii.
- *Jones, S. and Hughes, H. (2011, April). *Speaking of bodies in feminist, justice-oriented teacher education*. Paper presented at the 8th Biennial conference of the Gender and Education Association. Exeter, UK.
- *Jones, S. (2011, April). *The significance of mothers in early literacy: Working-class girls' school literacies and emotional capital*. Presented at the 8th Biennial conference of the Gender and Education Association. Exeter, UK.
- *Jones, S. (2007, March). *Against all odds: Becoming an engaged intellectual within the nexus of White, female, and middle-class*. Paper presented at the biennial conference of the Gender and Education Association (GEA). Dublin, Ireland.
- Jones, S. (2005, April). *Where are the poor people? Locating marginalized positions through literature and questioning Henry and Mudge*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Montreal, Canada.
- Jones, S. (2005, March). *Money changes you: Girls' performances of gratefulness and desire*. Paper presented at the biennial meeting of the Gender and Education Association (GEA). Cardiff, Wales.

Selected National Research Conference Presentations

- **Jones, S. (2017). Invited Discussant, *Productive Provocations and Possibilities with Posthumanism: Discussions on Race, LGBTQ2, Translingualism, and Social Class in Literacy Education*. Area 14 Invited Panel. Annual Meeting of the Literacy Research Association, Tampa, FL.
- Jones, S. (2017). *New pathways to leadership* with B. Hunt, D. Waff, S. West-Puckett, A. Zellner. Annual Meeting of the National Writing Project. St. Louis, MO.
- **Jones, S. (2016). *#blacklivesmatter in Red Clay* with K. Miller and J.J. Thiel. Annual Meeting of the National Writing Project. Atlanta, Georgia.
- Jones, S. (2016). *Building new pathways to leadership: Badges* with B. Hunt, C. Sansing, D. Waff, S. West-Puckett, A. Zellner. Annual Meeting of the National Writing Project. Atlanta, Georgia.
- Jones, S. (2016). *Introduction to the playhouse*. Annual Conference of the National Council of Teachers of English. Atlanta, Georgia.
- Jones, S. (2016). *Promising practices in urban spaces: Advocacy through transformational literacy practices*. Annual Conference of the National Council of Teachers of English. Atlanta, Georgia.
- Jones, S. (2016). Chair and Discussant, *Advocating for out-of-school literacies in community spaces*. Annual Conference of the National Council of Teachers of English. Atlanta, Georgia.
- Jones, S. (2016). *Diffractions in a posthuman literacy workshop* with K. Spector, C. Kuby, J.J. Thiel, L. Vasudevan. Annual Meeting of the Literacy Research Association. Nashville, Tennessee.
- Jones, S. (2016). Discussant, *Centering presence: Pedagogies of relational being in the classroom*. Annual Meeting of the Literacy Research Association. Nashville, Tennessee. (unable to present because of illness).
- **Jones, S. (2015). A brief introduction to the posthuman. Paper presented as part of the invited panel *An invitation to a posthuman literacy project*. Annual Meeting of the Literacy Research Association. Carlsbad, California.
- Jones, S. & Woglom, J.F. (2015). *Drawing change: Reimagining teacher education as a collaborative, aesthetic project for expansive literacies and justice*. Invited session for the Literacy Research Association. Carlsbad, California.
- Jones, S., Thiel, J., Brown, T. (2014, December). *Attempting to do no harm: Inquiring into embodied literacies of space in community-based research*. Paper presented at the Annual Meeting of the Literacy Research Association. Marco Island, Florida.
- Jones, S. (2014, December). *Images and narrations of an informal, community-based learning space*. Presentation at the Annual Meeting of the Literacy Research Association. Marco Island, Florida.
- Jones, S. (2014, April). Discussant. *Visceral Literacies, Embodied Inquiries: The "Affective Turn" in Critical Research for Social Justice*. Structured poster session to be presented at the Annual Meeting of the American Educational Research Association. Philadelphia, Pennsylvania.
- Jones, S. (2013, December). *Speaking of bodies in justice-oriented, feminist teacher education*. Paper presented at the Annual Meeting of the Literacy Research Association. Dallas, Texas.
- Jones, S., Vagle, M. & CLASSroom project associates. (2013, November). *Developing social class-sensitive teaching practices for young adolescents*. Paper presented at the Annual Meeting of the National Council of Teachers of English. Boston, Massachusetts.
- *Jones, S. & Woglom, J. (2013, April). *Graphica: Teacher education and praxis*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California.
- *Vagle, M. & Jones, S. (2013, April). *Living contradictions and working for change: Toward a theory of class-sensitive pedagogy*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, California.
- Vagle, M., Jones, S., and CLASSroom project doctoral students. (2012, December). *Conceptualizing a theoretical framework for conducting social class-sensitive literacy research*. Paper to be presented at the Annual Meeting of the Literacy Research Association. San Diego, California.
- Vagle, M. & Jones, S. (2012, December). *Class sensitive photo-storying*. Paper to be presented at the Annual Meeting of the Literacy Research Association. San Diego, California.
- Jones, S., Vagle, M., and CLASSroom project doctoral students. (2012, November). *The language of*

- class and classism: Working toward anti-classist classrooms and schools.* Paper to be presented at the Annual Meeting of the National Council of Teachers of English. Las Vegas, Nevada.
- Jones, S. (2012, November). *Reading working-class mothers differently through little girls' writing.* Paper to be presented at the Annual Meeting of the National Council of Teachers of English. Las Vegas, Nevada.
- Jones, S. & Monette, R. (2012, April) *Orienting bodies in space: Riding the bus in teacher education.* Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, British Columbia (2012, April).
- *Woglom, J. & Jones, S. (2012, April). *Presenting teacher education research through the graphic novel.* Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, British Columbia.
- Jones, S. (2011, December). *Round robin reading: The embodiment of print reading pedagogies.* Paper presented at the Annual Meeting of the Literacy Research Association. Jacksonville, FL.
- *Jones, S. (2010, December). *Learning through trauma narratives in teacher education.* Paper presented at the Annual Meeting of the National Reading Conference/Literacy Research Association (NRC/LRA). Fort Worth, TX.
- *Jones, S. & Vagle, M. (2010, December). *Class-sensitive literacy pedagogies: Theorizing the precarious.* Presentation at the Annual Meeting of the National Reading Conference/Literacy Research Association (NRC/LRA). Ft. Worth, TX.
- *Jones, S. & Rainville, K. (2010, December). *Flowing with resistance: Suffering, humility, and compassion in literacy coaching.* Presentation at the Annual Meeting of the National Reading Conference/Literacy Research Association (NRC/LRA). Fort Worth, TX.
- *Jones, S. (2010, February). *Vulgarity in teacher education.* Presentation at the Annual Meeting of the American Association of Colleges of Teacher Education (AACTE). Atlanta, GA.
- *Jones, S. (2009, December). *Bodies before me: A lived moment of critical literacy in undergraduate teacher education.* Presentation at the Annual Meeting of the National Reading Conference (NRC). Albuquerque, NM.
- Jones, S. (2009, December). Discussant for *Uninterrupted processes: Bakhtinian perspectives on identity and literacy.* Presentation at the Annual Meeting of the National Reading Conference (NRC). Albuquerque, NM.
- Jones, S. (2009, October). *The liberal arts as a site of hope in teacher education.* Presentation with Amy Parks at the Annual Meeting of the Pedagogy and Curriculum Conference. Decatur, GA.
- *Jones, S. (2008, November). *Turn-around pedagogies: Rethinking readers and reading instruction.* Panel presented with Lane W. Clarke and Grace Enriquez at the Annual Meeting of the National Council of Teachers of English, San Antonio, TX.
- **Jones, S. (2008, May). *Creative literacy leadership under the thumb of NCLB.* Paper presented at the Annual Meeting of the International Reading Association, Atlanta, GA.
- *Jones, S. (2008, March). *Engaging the intellectual and the moral in teacher education: A three-year journey of two graduate students-turned-teachers.* Paper presented at the Annual Conference of the American Educational Research Association (AERA) with Grace Enriquez. New York, NY.
- *Jones, S. (2008, March). *Jagged edges: A psychosocial exploration by one who 'made it.'* Paper presented at the Annual Meeting of the American Educational Research Association (AERA). New York, NY.
- Jones, S. (2007, November). *Connecting micro and macro narrative analysis in secondary English educational research: Crossing scales of times in classroom Holocaust narratives.* Discussant for symposium at the Annual Meeting of the National Reading Conference (NRC), Austin, TX.
- *Jones, S. (2006, November). *Disconnection: Rethinking a connection-driven reading pedagogy.* Paper presented at the Annual Meeting of the National Council of Teachers of English, Nashville, TN.
- *Jones, S. (2004, April). *Constructing the other: Complicated relations between home and school.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Jones, S. (2003, November). *Partnerships across the social class divide: Class-sensitive pedagogies in the literacy classroom*. Roundtable presented at the Annual Meeting of the National Council of Teachers of English, San Francisco, CA.

*Jones, S. (2003, April). *Living class as a girl*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Selected Regional/State Presentations

Jones, S. (2021). *Social Class and Classism: Knowing and Being Better*. Georgia Department of Education.

Jones, S. (2021). *Teacher Inquiry for Equity*. Georgia Department of Education.

Jones, S. (2020). *Writing and Teaching to Change the World*. Athens, GA.

Jones, S. (2020). *The Other Side of Poverty in Schools*. Athens, GA.

Jones, S. (2019). *Writing and Teaching to Change the World*. Athens, GA.

Jones, S. (2019). *Writing Project Mini-Institute*. Georgia Department of Education Summer Institute. Macon, GA.

Jones, S. (2018). *The Other Side of Poverty in Schools*. Athens, GA.

Jones, S. (2018). *Multigenre Nonfiction Writing 3-5*. Georgia Department of Education L4 Summer Institute. Macon, GA.

Jones, S. (2018). *Powerful Narrative Writing: Social Narrative 3-5*. Georgia Department of Education L4 Summer Institute. Macon, GA.

Jones, S. (2018). *Personal Narrative Writing K-2*. Georgia Department of Education L4 Summer Institute. Valdosta, GA.

Jones, S. (2018). *Informational Writing 3-5*. Georgia Department of Education L4 Summer Institute. Valdosta, GA.

Jones, S. (2018). *Multigenre Nonfiction Writing 3-5*. Georgia Department of Education L4 Summer Institute. Athens, GA.

Jones, S. (2018). *Powerful Narrative Writing: Social Narrative 3-5*. Georgia Department of Education L4 Summer Institute. Athens, GA.

Jones, S. (2018). Coordinator: Writing Project presentations K-12 grades at 5 Georgia Department of Education L4 Summer Institutes (Valdosta, Savannah, Macon, Cartersville, Athens).

Jones, S. (2018). Coordinator: Georgia Writing Projects present 5 live-streamed sessions. Georgia Council of Teachers of English. Athens, GA.

Thiel, J., Jones, S., Cherniak, S., Sinha, K., Swaney, S., & Williams, M. (2016, January). Co-creating space: Placemaking literacies within a community setting. JoLLE@UGA Winter Conference, Athens, GA.

Jones, S. (2016). *The Other Side of Poverty in Schools*. Gwinnett County, GA.

Jones, S. (2016). *Critical Literacy for the K-12 Classroom*. Athens, GA.

Jones, S. (2015). *The Other Side of Poverty in Schools*. Gwinnett County, GA.

Jones, S. (2015). *Critical Literacy for the K-12 Classroom*. Athens, GA.

Jones, S. (2015). *The Other Side of Poverty in Schools*. Athens, GA.

Jones, S. (2014). *The Other Side of Poverty in Schools*. Athens, GA.

Jones, S. (2013). *The Other Side of Poverty in Schools*. Gwinnett County, GA.

Rayburn, S., Crites, C., Peevy, B., Funk, A., Jones, S. (2013, March). *Coaching toward more reflective selection*. 44th Annual Children's Literature Conference. Athens, GA.

Rayburn, S., Crites, C., Peevy, B., Funk, A., Jones, S. (2013, February). *Coaching coaches in workshop pedagogy: Revelations and reverberations*. Presentation at the Georgia Council of Teachers of English. Young Harris, GA.

Jones, S., Smothers, L., Cole-Smith, T. and Youth (2012, March). *When you give a kid a book by Barbara O'Connor*. Presented at the 43rd Annual Conference on Children's Literature. Athens, GA.

*Jones, S. & Hughes, H. (2010, October). *Politics of the body: A feminist body pedagogy in teacher education*. Paper presented at the Annual Women and Girls in Georgia Conference. Athens, GA.

- *Jones, S. (2010, March). *Adding salt to class privileged literature: Barbara O'Connor's books for children*. Paper presented at the Annual Conference on Children's Literature, Athens, GA.
- Jones, S. (2004, January). *Poor, White, and girl: Talking identities in [class]rooms*. Paper presented at the Annual Meeting of the Qualitative Inquiry Group (QUIG), Athens, GA.
- *Jones, S. (2002, March). *Reading the world: A look through the lens of a first grade girl writer*. Paper presented at the annual Ohio Valley Educational Research Partnership Research Conference, Cincinnati, OH.
- *Jones, S. (2001, March). *Girls and math in an urban Appalachian context*. Poster presented at the annual Ohio Valley Educational Research Partnership Research Conference, Lexington, KY.

Selected Special Lectures as Guest Speaker for the College of Education

- **Jones, S. (2018, Summer). Invited speaker for graduate course with Dr. Elizabeth DeBray on issues of social class, poverty, and education.
- **Jones, S. (2017, Fall). Invited speaker for graduate course on Writing, Inquiry, and Teacher Research.
- **Jones, S. (2016, Fall). Invited speaker for ETAP doctoral seminar on writing and social class.
- ** Jones, S. (2013, November). *Girlhood Deconstructed*. Graphica research and writing. Invited speaker for doctoral seminar in Language and Literacy Education.
- ** Jones, S. (2013, March). *Teaching Bodies in Place: Producing Scholarship through Graphica*. Invited speaker for doctoral writing seminar.
- ** Jones, S. (2012, March). *Overcoming Nomos: Graphic Representations of Research*. Invited speaker for graduate level Action Research course.
- ** Jones, S. (2012, March). *Making Sense of Injustices in a Classed World*. Invited speaker for doctoral level Writing Seminar.
- ** Jones, S. (2011, October). *Dude, That Girl Looks Like a Ketchup Bottle!: Body Matters in Teacher Education*. Invited talk for the Dean's Council on Diversity. College of Education, University of Georgia.
- ** Jones, S. (2011, April). *Graphic Representations of Action Research*. Invited speaker for graduate level Action Research course. Athens, GA.
- ** Jones, S. (2011, February). *Bodies Before Me*. Invited speaker for the Doctoral Writing Seminar ESSE 9200. Athens, GA.
- ** Jones, S. (2010, April). Invited speaker for literacy and social class, Literacy Methods course, PK-2nd grades emphasis. Athens, GA.
- **Jones, S. (2009, October). Invited panelist for the Dean's Council on Diversity Social Justice Forum.
- **Jones, S. (2009, June). Invited presentation on literacy and social class for Red Clay Writing Project Summer Institute. The University of Georgia, Athens, GA.
- **Jones, S. (2008, September). Invited presentation on literacy and social justice for EDMS 5020 at The University of Georgia, Athens, GA.
- **Jones, S. (2008, June). Invited conversation with the Red Clay Writing Project and Dr. JoBeth Allen at The University of Georgia, Athens, GA.
- **Jones, S. (2008, April). *Girls, social class, and literacy*. Invited book conversation with Dr. Bob Fecho's doctoral seminar at The University of Georgia, Athens, GA.
- **Jones, S. (2007, February). *Girls, social class, and literacy*. Invited book conversation with Dr. Amy Johnson's undergraduate class EDEC 4030 at The University of Georgia, Athens, GA.

Professional Learning for Teachers

The Red Clay Writing Project (Co-Directed by Stephanie Jones and Hilary Hughes) is a local site of the National Writing Project and was started in 2003 to positively influence justice-oriented writing, reading, and overall literacy teaching and learning for PK-16 students through immersing their teachers in transformational experiences. The National Writing Project is documented as the longest-lasting and most effective professional learning organization for educators in the country and year after year educators who

become a part of Red Clay echo this sentiment. The project is a multidimensional project incorporating teaching, service, outreach, and research, impacting the professional careers of hundreds of local and regional educators and beyond. Each year Red Clay accepts up to 20 “Fellows” who spend six months with one another starting with an intensive summer institute followed up with a weekend writing retreat, two Saturdays in the fall to participate in a professional learning workshop and to plan their presenting of a professional learning experience for others. The experience culminates with a late fall Red Clay Writing Project Annual Conference where the current year’s Fellows provide professional learning sessions for their colleagues and other Red Clay participants as a way to provide a safe space to develop competence and confidence for providing leadership in their local and regional workplaces. Beyond the annual Fellows, Red Clay provides 5-6 Saturday Morning Workshops for educators every year, creates inquiry groups for educators to lead and participate in, supports writing groups and the publication of writing, and provides professional learning for schools, districts, and the Georgia Department of Education as requested.

The CLASSroom Project (Co-Directed by Stephanie Jones and Mark Vagle) has worked with more than 4,000 educators across the states of Georgia Minnesota through one-day and two-day workshops on “The Other Side of Poverty in Schools,” half-day and full-day workshops tailored to meet the needs of individual schools and districts, and one-day workshops on “The Reading Turn-Around” and “Critical Literacy for the Common Core.” This project aims to bring full awareness to the issues surrounding social class, classism, and poverty in our schools and U.S. society in a way to support educators to establish more “level” playing fields for students, integrate working-class perspectives and class-conscious content into the curriculum, create policies and practices that are sensitive to issues of class and classism, and rethink hierarchical structures that are reproduced in formal education. This work has been pivotal for many educators and administrators as well as non-profit organizations and service organizations in a way that is in opposition to some popular (but deficit-oriented and individual-focused) approaches to “poverty” including the professional learning provided by Ruby Payne and her employees.

In addition to these years-long initiatives that are ongoing, I have worked in partnership with schools and districts for more than 15 years to engage in professional learning that is tailored to meet the needs of the local context.

Details available upon request.

Selected School or Educator Professional Learning

All professional development provided is in areas of diversity, equity, literacy (reading, writing, language), critical literacy, integrated curriculum, and social class-sensitive pedagogies and policies. A detailed description of work is available:

Cobb County Schools, 2021

Finding Our Grounding and Growing Our Joy Through Writing in K-12

Savannah-Chatham County Schools, 2021-2022

Writing Instruction in Grades 7-12

Clayton County Schools, 2020 (October, November, December)

Social Narrative: Bringing Writing to Life 6-12

Advanced Institute for PK-12 Red Clay Writing Project Teachers, 2020

Social Issues Research and Writing for Teachers and their Students

Griffin-Spalding County Schools, 2020 (postponed)

Professional Learning for English Language Arts teachers in Writing PK-12

Thomas County Schools, 2020 (postponed)

Professional Learning for English Language Arts teachers in Writing 8-12

Oconee County Schools, 2019

Professional Learning for English Language Arts teachers in Writing PK-8

Griffin-Spalding County Schools, 2019
Professional Learning for English Language Arts teachers in Writing PK-12

Rockdale County Schools, 2018
Professional Learning for high school English Language Arts teachers

Georgia Writing Project, 2016-Present
Partnership with the Georgia Department of Education and the Writing Project Sites across Georgia

DEEP Center (Savannah, GA), 2013-Present
Partnership with the youth creative writing organization DEEP Center

DEEP Center (Savannah, GA), 2017
Critical literacy and writing instruction

Armstrong State University (Savannah, GA), 2016
DEEP Center (Savannah, GA), 2016
Critical literacy and writing instruction

McEver Arts Academy (Georgia), 2014
Reading, Readers, and Critical Literacy

Tadmire Elementary School (Georgia), 2013
Class-sensitive literacy and math teaching and learning

Oakwood Elementary School (Georgia), 2012-present
Class-sensitive student-led conferences Spring, 2012
Class-sensitive literacy practices through reading/writing workshop 2012-2013
Class-sensitive literacy practices through writing workshop 2013-2014

Hall County School District (Georgia), 2012-2013
Instructional Coaches as Intellectuals and Change Agents in Schools and Districts

Judia Jackson Harris Elementary School (Georgia), 2009-2011
In-Classroom Demonstrations and Consultations, January - November, 2010
Literacy Conversations with K, 1st grade teachers, January 2010
Reading with your Child: Family Engagement Conversation, January 2010
A Closer Look: Focus on Reading, January 2010

Clarke County School District (Georgia), 2009-2010
Adopting a Literature Series, Consultant, December, 2009
Teacher Survey for Teaching Reading, Consultant, February, 2010

Oglethorpe Avenue Elementary School (Georgia), September 2008-2009
Cincinnati Public Schools, (Ohio), December 2007
Mayerson Academy

Brooklyn, New York City Public Schools, 2005-2007
PS 29 and PS 152

Manhattan, New York City Public Schools, 2004-2006
PS 149, PS 6, PS 199

Lakota Early Childhood Center, (Ohio), 2005
Hamilton County Educational Service Center (Ohio), 2005
St. Bernard/Elmwood Place School District (Ohio), 2004-2005
Ohio State Institute for Reading Intervention (Ohio), 2000-2003
Ohio Valley Educational Consortium (Kentucky), 2002
Kentucky Reading Project (Kentucky), 1999-2002
East End Community Heritage School (Ohio), 1999-2000
Sycamore Community Schools (Ohio), 1997-2000
Deer Park Public Schools (Ohio), 1998, 2003

4. Public service

a. Service to the Georgia Department of Education

English Language Arts Advisory Committee, 2019-Present

Invited Member

Ongoing partnership for consultation, workshops, online modules, conferences, etc., 2016-Present

b. Service to Clarke County Schools

J.J. Harris Elementary, Clarke County, 2009-2011

Steering Committee Member

Clarke County (Georgia) School District, 2008-2009

Parent Advisory Board

Clarke County (Georgia) School District, 2007-2009

Oglethorpe Avenue Elementary School

Classroom volunteer and grant writer

c. Service to Other Universities

The University of New Brunswick, Canada, 2020

Doctoral committee member, Kim Stewart-Sturgeon.

The Youth and Well-Being Consortium Member, 2016-2017

Teachers College, Columbia University

The University of Pennsylvania, U.S., 2015-2016

Doctoral committee member, Teri Harpster.

Brock University, Canada, 2015

Banting Postdoctoral Fellowship External Reviewer

The University of Newcastle, Australia, 2011

Examiner of the Minor Thesis as part of the requirements for the degree of Master of Educational Studies (Pedagogy)

External Reviewer for Tenure and Promotion

Teachers College, Columbia University, 2021

Florida Atlantic University, 2020

Southern Illinois University, 2019

University of Texas, Austin, 2019

University of Colorado, Boulder, 2019

University of South Carolina, 2018

The Hashemite University, Jordan, 2018

University of Missouri, 2018

University of Maryland, Baltimore County, 2018

University of New Mexico, 2018

Brock University, Canada, 2017

Teachers College, Columbia University, 2016

University of Massachusetts, Amherst, 2013

Manhattanville College, 2013

Georgia State University, 2013

North Carolina State University, 2012

University of Massachusetts, Amherst, 2011

College of Charleston, 2011

Service to State and National Organizations and Foundations

Red Clay Writing Project, Co-Director of local site of National Writing Project 2009-Present

Georgia Department of Education, English Language Arts Advisory Committee, 2019-Present

Georgia Department of Education, Georgia Writing Project Professional Learning, 2017-2019

Georgia Department of Education, “Cultivating a Culture of Writing”, 2016-2017

Ohio Department of Education, 2000-2003

Kentucky Department of Education, Reading Project, 1999-2002

5. Other service

Referee for international, federal, state, or private agencies awarding research grants:

Austrian Science Fund Research Grants, Austrian Government, 2020

Spencer Foundation, 2020 (*Research-Practice Grant Program*)

Spencer Foundation, 2019 (*Research-Practice Grant Program*)

Ontario’s Ministry of Research, Innovation and Science, 2018 (*Early Researcher Award*)

William T. Grant Foundation Major Grants, 2014 (*Exploring the Role of Technology in Providing Optimized Support to Afterschool Settings*)

Israel Science Foundation, 2011 (*Mothering and Education*)

Human and Social Science Research Grants, Canadian Government, 2009 (*Early Childhood Education*)

Additional Service to National and International Professional Associations and Activities

New Pathways in the National Writing Project (NWP) National Committee Member 2016-2018

Literacy Research Association (LRA) Distinguished Scholar Lifetime Achievement Award Committee Member 2017-2019.

Literacy Research Association (LRA) Area 11 (Qualitative Research Methods) Co-Chair 2015-2017

American Educational Research Association (AERA) Division G Distinguished Dissertation Award Committee, Chair, 2014-2015

American Educational Research Association (AERA) Division K Nominations Committee, 2013-2014

National Conference on Research in Language and Literacy (NCRL) Elected Secretary, 2008-2011

American Educational Research Association (AERA) Reviewer, 2004-2009

Gender and Education Association (GEA), Eastern U.S. Representative, 2005-2008

Selected Service to The University of Georgia

University of Georgia:

University Council, 2021-2022

University Council Faculty Grievance Committee, 2021-2022

University Post-Tenure Review Appeals Committee, 2021-2022

University Promotion and Tenure Review Committee, 2020, 2021

Editorial Review Board for the University of Georgia Press, 2019-2022

University Program Review and Assessment Committee, 2017-2019

Faculty Sponsor of *Minorities in Education*, 2014-2017

Faculty Sponsor of *Feminist Scholar-Activists*, 2013-2018

Lilly Teaching Fellow Mentor, 2014-2015; 2015-2016; 2017-2018; 2021-2022

OLLI Course, *Social Class*, 2016

Reviewer for FYO (First Year Odyssey) Teaching Awards, 2016

Young Dawgs Research Mentor, 2014-2015

College of Education:

Host and Funding for invited scholar Dr. Karen Spector, University of Alabama, to give a public talk and work with a group of graduate students (2016)

Early Career Research Award Mentor for Dr. Denise Davila (2014-2015), Dr. Mardi Schmeichel (2013-2014).

Mentor for pre-tenure/promotion faculty Dr. Jennifer Graff, Dr. Amy Heath, Dr. Denise Davila, Dr. Mardi Schmeichel, Dr. Jim Garrett, Dr. Hilary Hughes, Dr. Leslie Rech (2008-2020)

Post-Tenure Review Committee for Dr. Michelle Commeryas, 2013
 Past-President, Faculty Senate, 2013-2014
 Faculty Senate Nominating Committee, 2013-2014
 President, Faculty Senate, 2012-2013
 Promotion and Tenure Committee, 2011-2012
 President-Elect, Faculty Senate, 2011-2012
 LLED Search Committee for Assistant Professor, 2011-2012
 Post-Tenure Review Committee for Dr. Betty Bisplinghoff, 2011
 Search Committee for the Mary Frances Early Professorship, 2010
 Strategic Plan Committee for Educator Preparation, 2010
 Third Year Review Committee for Dr. Janna Dresden, 2010
 Elected to the Faculty Senate, 2009-2011
 School Engagement Committee for the Creation of Professional Development Schools, 2008-2010
 Search Committee for the College of Education Dean, 2008

Department of Educational Theory and Practice:

Red Clay Writing Project Co-Director, 2009-Present
 Ph.D. Program Committee 2018-2020
 By-Laws Adhoc Committee, 2017-2019
 Post-Tenure Review Committee, Kyunghwa Lee, 2017
 Post-Tenure Review Committee, Elizabeth St. Pierre, 2016
 By-Laws Adhoc Committee, 2016
 Ph.D. Program Committee, 2014-2016
 Co-Director, Red Clay Writing Project, 2016-Present (moved to ETAP in 2016)
 Graduate Programs Committee, 2013-2014
 PhD Emphasis Area Chair: Elementary Education, 2013-2014
 Graduate Coordinator, 2010-2012
 Graduate Programs Committee, Chair, 2010-2012
 Doctoral Admissions Committee, Chair, 2010-2012
 Faculty Awards Committee, 2009-2012
 Faculty Mentor to multiple junior faculty 2007-present
 Diversity Committee, 2007-2008
 Graduate Programs Committee, 2007-2009
 Search Committee for Assistant/Associate Professors in Middle School Education, 2007-2008

Community Service

Coordinator of the Awesome Clubhouse @ la escuela (2013-2018).

2019/2020: Conversations are ongoing with Athens-Clarke County about a long-term plan to enhance the recreational/educational opportunities along the Jefferson River Road corridor in Athens where the Awesome Clubhouse @ la escuela is located. Part of this plan is to potentially house the Awesome Clubhouse within the infrastructure of ACC Parks and Recreation while still being guided by the progressive and critical philosophies of the Clubhouse.

The Clubhouse is an informal learning center situated in a working-class neighborhood in Athens, Georgia where residents identify as Mexican immigrants or African American. As leader of the Clubhouse, I facilitated a collaboration among neighborhood residents, the Northeast Georgia FoodBank, Wild Intelligence, Chess and Community, the Red Clay Writing Project, faculty from the Lamar Dodd School of art, faculty from the Department of Language and Literacy, faculty from the Department of Educational Theory and Practice, faculty from the Department of Educational Psychology, faculty and students from the UGA Medical School, and many more. The Clubhouse serves as a free gathering space

for children ages 5-15 where they encounter adults who are committed to equity, justice, and critical approaches to pedagogy that reflects a Reggio-inspired and Feminist New Materialist theories. In addition to have access to the arts, creative and imaginative play, cooking, nature learning, engineering, math, science, literacy, and political educational opportunities, the youth and their families are guests to two big free “shopping days” each year: a back to school supply shopping day and a holiday shopping day, where families come to get the supplies and gifts they want and need for school and the holidays. These have been enormously successful, providing 60-70 children with supplies and gifts each time. Additionally, a summer lunch program runs at the Clubhouse each summer where 30-60 children come to have a meal five days a week during the summer months. For five years now, the Clubhouse has not only served as an incredibly rich resource for the youth and their families who live in the neighborhood, but it has served as an innovative, creative pedagogical and research space for the adults working there who aim to better understand how teaching/learning happens within specific material-discursive spaces, identity and subjectivity of adults and youth in learning environments, the impact of “place” on teaching and learning, and the role of creativity and critical inquiry in supporting the identities and achievement of children and youth from marginalized communities. Dissertations, research articles, book chapters, and presentations about the Clubhouse have been well-received nationally and internationally including several national and international awards and honors bestowed on individual articles and dissertations.

Joint District Commissioner of the Piedmont Pony Club (2016-present)

The Piedmont Pony Club is a local chapter of the United States Pony Club (which is connected to international pony clubs), and is the leading organization for equine education for youth through the age of 25 years old. United States Pony Club has an extensive, sequenced set of standards and curricula for horse care, veterinary knowledge, barn management, farm design, land use and conservation, as well as riding standards that start with beginner riders and progress through the most advanced riding in the disciplines of Dressage, Show Jumping, and Three-Day Eventing.

As Joint District Commissioner of our local chapter, I coordinate with equine industry professionals to provide all of our “unmounted” (as in everything outside of actual “riding” of horses) educational experiences to support members who are 5 years to 21 years old at this time. I work with equine researchers from UGA who specialize in different aspects of equine systems, veterinarians, farriers, equine chiropractors, natural resource experts, public land and park officials, local upper level Pony Club graduates, National Examiners from Pony Club, and many others to schedule and plan curriculum and teaching for our members. Since I have been Joint DC, we have had several members achieve National Certifications which indicates a superior knowledge and motivation on their part, as they have to travel outside of our region and participate in a 2+ day examination. The first unmounted national certification is equated to graduate level veterinary knowledge and our members have been extremely successful at this level, even though the majority of them taking this certification have still been in high school. Our youngest members have progressed steadily and confidently through their local certifications as well.

In addition to finding experts to provide the most up-to-date and cutting-edge learning experiences for our upper-level members, I work with those upper-level members to plan and carry out lessons for the lower-level members. A major goal of the United States Pony Club is to build leadership, including the next generation of instructors, trainers, business owners, and riders, and part of that goal is learning to be effective teachers of both mounted and unmounted lessons for beginning, intermediate, and advanced level riders. This system has worked well in our local club, where our upper-level members do the majority of the unmounted teaching to the lower-level members and outside experts are brought in to enhance the learning of the upper-level members. Leadership development in the club has been very successful, watching our members get involved in regional and national initiatives, take on roles as captain and stable managers for competitions, qualifying and attending National Championships on a regular basis, and working for local and regional equine professionals who always report that they are

extremely impressed with the knowledge, professionalism, initiative, and work ethic of our pony club members.