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EDUCATION

University of Massachusetts, Amherst, MA September 2005
Program of Study: Language, Literacy, and Culture Ed.D.
Concentration: Multicultural Education

State University of New York at Albany, Albany, NY December 1998
Program of Study: Latin American and Caribbean Studies M.A.

Siena College, Loudonville, NY May 1996
Major: Psychology B.A.
Concentration: Spanish

PROFESSIONAL EXPERIENCE

2021-present *Interim Dean*
Professor
Neag School of Education
University of Connecticut, Storrs, CT

2020-2021 *Associate Dean for Academic Affairs*
Professor
Neag School of Education
University of Connecticut, Storrs, CT

2016-2020 *Associate Professor*
Neag School of Education
Department of Curriculum and Instruction
Faculty Affiliate
Institute of Latino/a, Latin American, and Caribbean Studies
University of Connecticut, Storrs, CT

2013-2016 *Associate Professor*
College of Education
Department of Teacher Education and Curriculum Studies
Director of Urban Education
University of Massachusetts-Amherst, Amherst, MA

2012-2013 *Associate Professor*
Neag School of Education

Department of Curriculum and Instruction
Faculty Associate
Institute of Latino/a, Latin American, and Caribbean Studies
University of Connecticut, Storrs, CT

- 2006- 2012 *Assistant Professor*
Neag School of Education
Curriculum and Instruction
Faculty Associate
Institute of Puerto Rican and Latino Studies
University of Connecticut, Storrs, CT
- 2007-2010 *Teacher (Volunteer)*
Metropolitan Learning Center, Bloomfield, CT
Windham High School, Windham, CT
- 2005-2006 *Postdoctoral Fellow*
Teachers for a New Era Project
Neag School of Education
University of Connecticut, Storrs, CT
- 2005-2006 *Senior Fellow*
Community Teachers Institute
Washington, D.C.
- 2003-2006 *Adjunct Professor*
School of Continuing Education
University of Massachusetts, Amherst, MA
- 1999-2005 *Assistant Professor*
School of Arts, Sciences, and Professional Studies
Education Department
Springfield College, Springfield, MA
- 1999-2005 *Director of Project S.P.I.R.I.T.*
(Springfield Partnership to Improve the Recruitment
of Inspiring minority Teachers)
School of Arts, Sciences, and Professional Studies
Education Department
Springfield College, Springfield, MA
- 2003- 2004 *Coordinator of Graduate Programs*
School of Arts, Sciences, and Professional Studies
Education Department
Springfield College, Springfield, MA
- 1999-2003 *Director of Project M.I.N.D.*
(Mentors Inspiring New Directions)

School of Arts, Sciences, and Professional Studies
Education Department
Springfield College, Springfield, MA

1998-1999

Instructor

Department of Educational Psychology and Statistics
State University of New York at Albany, Albany, NY

Summer 1998

Director

Albany Urban Youth Leadership Institute
Albany, NY

1996-1997

Teacher

Lincoln Academy Junior High School
New York, NY

1995-1996

Program Coordinator

Siena College Multicultural Center
Loudonville, NY

COURSES TAUGHT

Undergraduate

- Introduction to Latinx Studies
- Multicultural Education
- Education in the Latinx Diaspora
- Introduction to Education
- Education and Schooling in a Pluralistic Society
- Peer Education in Human Diversity
- Puerto Rico: Analysis and Perspective
- Social Justice and Diversity Education

Graduate

- Action Research and Social Change
- Education in the Latinx Diaspora
- Critical Pedagogy
- Culturally Responsive Teaching
- Multicultural Curriculum Development
- Philosophical Foundations of Education
- Research Projects in Education
- Teacher Leadership
- Urban Education
- Contemporary Issues in Education

PUBLICATIONS

AUTHORED BOOKS

Irizarry, J.G. (2011). *The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*. Boulder, CO: Paradigm Publishing.

EDITED BOOKS

Rolón-Dow, R. & **Irizarry, J.G.** (Eds.). (2014). *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational Communities*. New York: Peter Lang.

EDITORSHIPS

Irizarry, J.G. (2014-2017). *Equity & Excellence in Education*. Philadelphia, PA: Taylor & Francis.

GUEST EDITORSHIPS

Nieto, S., Rivera, M. Quinones, S. & **Irizarry, J.G.** (2012). *Association of Mexican American Educators (AMAE) Journal*, 6(3).

Kleyn, T. & **Irizarry, J.G.** (2011). Special Issue on Immigration and Education. *The New Educator*, 7(1).

PEER REVIEWED JOURNAL ARTICLES AND BOOK CHAPTERS

Irizarry, J.G. & Garcia, N. (In Press). Listening to our *Antepasados*: Perspectives Learned from 5 Decades of Chicanx/a/o and Puerto Rican Studies. In Murillo, E. (Ed.). *Handbook of Latinos and Education: Research, Theory & Practice (2nd Edition)*.

Garcia, N., **Irizarry, J.G.**, Ruiz, Y. (2020). *Al esconder* (hide and seek): Rican Structing college choice for Puerto Rican students. *Race, Ethnicity, & Education*, 23(1), 1-20.

López, J. & **Irizarry, J.G.** (2019). *Somos pero no somos iguales* (We are but we are not the same): Unpacking Latinx indigeneity and the implications for urban schools. *Urban Education*, 1-26.

Irizarry, J.G. & Raible, J. (2019). Beginning with *el barrio*: Learning from exemplary teachers of Latino students. In Murrillo, E. (Ed.). *Critical Readings on Latinos and Education: Tasks, Themes, and Solutions*. New York: Routledge, 271-287.

Irizarry, J.G., Rolón-Dow, R., & Godreau, I. (2018). *Después del huracán*:

- Using a Diaspora framework to contextualize and problematize educational responses post-María. *Centro Journal of the Center for Puerto Rican Studies*, 30(3), 254-278.
- Irizarry, J.G. & Raible, J.** (2014). “A hidden part of me:” Latino/a students, silencing, and the epidermalization of inferiority. *Equity & Excellence in Education* 47(4), 430-444.
- Irizarry, J.G. & Antrop-González, R.** (2014). RicanStructing the discourse and promoting school success: Extending a theory of CRP to DiaspoRicans. In Darder, A. & Torres, R.D. (Eds.) *Latinos and Education: A Critical Reader*. New York: Routledge, 243-260.
- Irizarry, J.G. & Welton, A. J.** (2014). Latino/a youth researchers as teacher educators: Implications for teaching and learning in urban schools. In Milner, H. R. & Lomotey, K. (Eds.) *Handbook of Urban Education*. New York: Routledge, 239-255.
- Irizarry, J.G. & Brown, T. M.** (2013). Humanizing research in dehumanizing spaces: The challenges of conducting participatory action research with youth in schools. In Paris, D. and Winn, M. (Eds.). *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities*. Thousand Oaks, CA: Sage.
- Irizarry, J.G. & Antrop-González, R.** (2013). RicanStruction sites: Race, space, and place in the lives of DiaspoRican youth. *Taboo: The Journal of Culture and Education*, 77-96.
- Cammarota, J., Cannella, C., Garcia, E., González, M., **Irizarry, J.G.**, Moll, L., Nieto, S., Perez, B., Romo, H. and Valenzuela, A. (2012). Charting a New Course: Understanding the Sociocultural, Political, Economic, and Historical Context of Latino/a Education in the United States. *Association of Mexican American Educators (AMAE) Journal*, 6(3).
- Irizarry, J.G.** (2012). Los Caminos: Latino/a youth forging pathways into higher education. *Journal of Hispanics in Higher Education*, 11(3), 291–309.
- Irizarry, J.G. & Donaldson, M.L.** (2012). Teach for América: The latinization of U.S. schools and the critical shortage of Latina/o teachers. *American Educational Research Journal (AERJ)*, 49(1), 155-194.
- Irizarry, J.G.** (2011). En la lucha: The struggles and triumphs of Latino/a preservice teachers. *Teachers College Record*, 113(12), 2804-2835.
- Irizarry, J.G.** (2011). Buscando la libertad: Latino youth in search of freedom in school. *Democracy and Education*, 19(1), 1-10.
- Irizarry, J.G. & Kleyn, T.** (2011). Immigration and education in the “supposed Land of opportunity”: Youth perspectives on living and learning in the United

- States. *The New Educator*, 7(1), 5-26.
- Kleyn, T. & **Irizarry, J.** (2011). Guest editorial introduction: Special issue on immigration and education. *The New Educator*, 7(1), 1-3.
- Irizarry, J.G.** & Raible, J. (2011). Beginning with *El Barrio*: Learning from exemplary teachers of Latino students. *Journal of Latinos and Education*, 10(3), 1-18.
- Raible, J. & **Irizarry, J.G.** (2010). The school-to-prison pipeline, teacher education, and the surveillance of ‘undesirable’ youth. *Teaching and Teacher Education*, 26(5), 1196-1203.
- Irizarry, J.G.** & Nieto, S. (2010). Latino theoretical contributions to educational praxis: Abriendo caminos, construyendo puentes. In Murillo, E. (Ed.) (2010). *Handbook of Latinos and Education: Research, Theory & Practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., 108-123.
- Irizarry, J.G.** (2009). Reinvigorating multicultural education through participatory action research. *Multicultural Perspectives*, 11(4), 194-199.
- Irizarry, J.G.** (2009). Representin’: Drawing from urban youth culture to inform teacher preparation. *Education and Urban Society*, 41(4), 489-515.
- Levine, T.H., **Irizarry, J.G.** & Bunch, G. (2008). Opening schools, homes, and hearts: Promoting cross-cultural understanding among teachers and language minority families. *Journal of Staff Development*, 29(1), 29-33.
- Irizarry, J.G.** (2007). Home-growing teachers of color for urban schools: Lessons learned from a town-gown partnership. *Teacher Education Quarterly*, 34(4), 87-102.
- Irizarry, J.G.** (2007). Ethnic and urban intersections in the classroom: Latino students, hybrid identities, and culturally responsive pedagogy. *Multicultural Perspectives*, 9(3), 1-7.
- Irizarry, J.G.** & Antrop-González, R. (2007). RicanStructing the discourse and promoting school success: Extending a theory of CRP to DiaspoRicans. *Centro Journal of the Center for Puerto Rican Studies*, 20(2), 36-59.
Reprint: *Hispanic Health Care International*, December 2008, 6(4).
- Raible, J. & **Irizarry, J.G.**, (2007). Transracialized selves and the emergence of post-white teacher identities. *Race, Ethnicity and Education*, 10(2), 177-198.

NON-PEER REVIEWED JOURNAL ARTICLES AND BOOK CHAPTERS

- Cobb, C.D., & **Irizarry, J.G.** (2020). Private interests and the common good:

- Conflicting priorities in a school choice world. In R. Papa. (Ed.) *Handbook on Promoting Social Justice in Education*. New York: Springer.
- Irizarry, J.G.** (2018). Participatory action research as a pathway into the teaching profession for Latinx and African-American youth. In J. Cammarota & J. Ayala (Eds.). *Participatory Action Research Entre Mundos/Between Worlds*. New York: Peter Lang.
- Irizarry, J.G.** (2017). “For Us, By Us”: A vision for culturally sustaining Pedagogies forwarded by Latinx youth. In Paris, D. & Alim, S. (Eds.). *Culturally Sustaining Pedagogies: Teaching and Learning for Educational Justice in a Changing World*. New York: Teachers College Press.
- Irizarry, J.G. & Rosa, J.** (2015). Complicating Black and Brown solidarity: Racial positioning and re-positioning in “Post-racial America.” In Gasching-Varner, K. & Hartlep, N. (Eds.). *Assault on Communities of Color: Exploring the Realities of Race based Violence*. Lanham, MD: Rowman & Littlefield.
- Irizarry, J.G.** (2015). What Latino students want from school. *Educational Leadership*, 72(6), 66-72.
- Raible, J. & **Irizarry, J.G.** (2015). Borders, fences, and prison bars: The literal and symbolic functions of containment in the education of Brown youth. In Hamann, E. T., Wortham, S. and Murillo, E. G. (Eds.). *Revisiting Education in the New Latino Diaspora: One of Twelve and Rising*. Charlotte, NC: Information Age Publishing.
- Irizarry, J.G. & Figueroa, E.** (2014). El grito de Loisaida: DiaspoRicans, educational sovereignty and the colonial project. In Rolón-Dow, R. & Irizarry, J.G. (Eds.). *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational Communities*. New York: Peter Lang.
- Rolón-Dow, R. & **Irizarry, J.G.** (2014). Toward a diaspora framework. In Rolón-Dow, R. & Irizarry, J.G. (Eds.). *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational Communities*. New York: Peter Lang.
- Napier, S. with **Irizarry, J.G.** (2014). Ballin’ and becoming Boricua: From Roxbury to Rio Piedras and back again. In Rolón-Dow, R. & Irizarry, J.G. (Eds.). *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational Communities*. New York: Peter Lang.
- Negron, K. with **Irizarry, J.G.** (2014). “The heartbeat”: Education within and outside diaspora. In Rolón-Dow, R. & Irizarry, J.G. (Eds.). *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational Communities*. New York: Peter Lang.

Irizarry, J.G. (2013). Culturally responsive pedagogy. In Cooper, J.M. (Ed).
Classroom Teaching Skills (10th Edition). Boston: Houghton Mifflin Company.

Irizarry, J.G. (2010). Culturally responsive pedagogy. In Cooper, J.M. (Ed).
Classroom Teaching Skills (9th Edition). Boston: Houghton Mifflin Company.

Irizarry, J.G. & Raible, J. (2010). As cultures collide: Unpacking the sociopolitical context surrounding English-Language Learners. In Milner, H.R. (Ed) (2010). *Culture, Curriculum, and Identity in Education*. New York, NY: Palgrave Macmillan, 129-158.

Irizarry, J.G. (2009). Engaging English Language Learners in teacher education and professional development. *Idiom, 1-4*.

Irizarry, J.G. (2008). Questions and quandaries from the academic borderlands. In Nieto, S. (Ed.) *Dear Paulo: Letters from Teachers to Paulo Freire*. Boulder, CO: Paradigm Publishers, 83-88.

Irizarry, J.G. (2006). Latinos and racial identity: Blurring the color line and creating fluid understandings of identity. In Milner, R. & Ross, W. (Eds.). *Race, Ethnicity, and Education: The Influences of Racial and Ethnic Identity in Education*. Westport, CT: Greenwood/Praeger Publishing, 57-68.

BOOK REVIEWS, ENCYCLOPEDIA ENTRIES, AND OTHER PUBLICATIONS

Nieto, S. (S.Ed.), Rivera, M. (Ed.), Cammarota, J., Cannella, C., Garcia, E., González, M., **Irizarry, J.**, Moll, L., Nieto, S., Perez, B., Romo, H. and Valenzuela, A. (2010). *Charting a New Course: Understanding the Sociocultural, Political, Economic, and Historical Context of Latino/a Education in the United States*. Synthesis paper funded by the Spencer Foundation.

Irizarry, J.G. (2010). Puerto Rican youth. In Clauss-Ehlers, C. (Ed.). *The Encyclopedia of Cross-Cultural School Psychology*. New York: Springer, 772-773.

Irizarry, J.G. (2008). Cultural Deficit Perspective. In Anderman, E.(Ed.). *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Thomson Gale.

Irizarry, J.G. (2006). Stances on Multilingual and Multicultural Education: The importance of historical and sociopolitical context. *Language Arts, 84*(2), 172.

Irizarry, J.G., Nieto, S. & Luna, C. (2002). Reading Corner for Educators: High Stakes Testing. *Language Arts, 79*(3), 264-65.

INVITED KEYNOTE PRESENTATIONS

Irizarry, J.G. *Mapping Inequality and Charting a Way Forward: Constructing Ethnographies of Urban Schooling with Latinx Youth*. 38th Annual Ethnography in Education Research Forum. University of Pennsylvania. Philadelphia, PA. Feb. 24 2017.

Irizarry, J. *Américan Dreams: Moving from Stories of Struggle to Stories of Success in Urban Schools*. Connecticut Council for Education Reform. Rocky Hill, CT. March 16, 2016.

Irizarry, J. *Teachers of Color: Presence, Persistence, and Promise*. Black and Hispanic/Latino Male Statewide Forum. Central Connecticut State University. New Britain, CT. December 12, 2014.

Irizarry, J. *The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*. The Summit for Courageous Conversations. San Antonio, TX. October 23, 2012.

Irizarry, J. *The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*. 2nd Annual Conference for Supports for Pregnant and Parenting Teens. Connecticut State Education Resource Center. May 25, 2012.

Irizarry, J. *Los Caminos: Latino/a Youth Forging Pathways in Pursuit of Higher Education*. Tunxis Community College. April 13, 2012.

Irizarry, J. *Successful teaching and learning in shifting cultural contexts*. Capital Region Education Collaborative. May 2011.

Irizarry, J. *The Latinization of U.S. schools: Successful teaching and learning in shifting cultural contexts*. Boston Public Schools. Boston, MA. April 2011.

Irizarry, J. *A new vision for multicultural education: Learning with and from youth*. 16th Annual Multicultural Education Conference. State University of New York. New Paltz, NY. November 12, 2010.

Irizarry, J. *Living the dream: Youth activism and a new vision for urban public education*. Martin Luther King, Jr. Lecture at Wesleyan College. Middletown, CT, January 26, 2010.

Irizarry, J. *Learning from Latino/a youth: Reflections on teaching English language learners*. New York TESOL Conference. Tarrytown, NY, November 14, 2009.

Irizarry, J. *Más FUERTE: Emic perspectives on teaching Latino/a English language learners*. Connecticut TESOL Conference. Hartford, CT, November 7, 2009.

Irizarry, J. *Latino youth on teaching and teacher education: Pa' que lo sepas.* Institute for Transformative Education. Tucson, AZ, July 15, 2009.

SELECTED PAPERS PRESENTED AT REGIONAL, NATIONAL, AND INTERNATIONAL CONFERENCES

Garcia, N., **Irizarry, J.G.**, Ruiz, Y. (Accepted). *Al esconder* (hide and seek): RicanStructing college choice for Puerto Rican students. American Educational Research Association (AERA) Annual Conference, Toronto, Canada.

Garcia, N., **Irizarry, J.G.**, Ruiz, Y. (2018). *Al esconder* (hide and seek): RicanStructing college choice for Puerto Rican students. Association for the Study of Higher Education Annual Conference, Tampa FL.

López, J. **Irizarry, J.G.** (2018). *Somos pero no somos iguales* (We are but we are not the same): Unpacking Latinx indigeneity and the implications for urban schools. Critical Race Studies in Education Association Annual Conference, Albuquerque, NM.

Irizarry, J.G. (2016). “For Us, By Us”: A Vision for Culturally Sustaining Pedagogies Forwarded by Latino/a Youth. American Educational Research Association (AERA) Annual Conference, Washington, DC.

Irizarry, J.G. (2016). Publishing tips from journal editors. American Educational Research Association (AERA) Annual Conference, Washington, DC.

Irizarry, J.G. & Ruiz, Y. (2016). “*Pa' Ya Voy!*” [I’m going over there]: Demystifying college going for Puerto Rican youth through participatory action research. American Association of Hispanics in Higher Education (AAHHE). Costa Mesa, CA.

Irizarry, J.G. & Figueroa, E. (2014). *El grito de Loisaida*: DiaspoRicans, educational sovereignty and the colonial project. American Educational Studies Conference. Toronto, Canada.

Irizarry, J.G. (2014). Different teachers teaching differently: Participatory action research, teacher diversity, and transformative teaching American Educational Research Association (AERA) Annual Conference, Philadelphia, PA.

Irizarry, J.G. (2013). “For Us, By Us”: A Vision for Teaching and Learning Informed by Latino/a Youth. American Educational Research Association (AERA) Annual Conference, San Francisco, CA.

Irizarry, J.G. (2012). *The latinization of U.S. schools.* National Association for Multicultural Education (NAME) Conference. Philadelphia, PA.

Irizarry, J.G. (2012). *Listening to students: Latino/a youth perspectives on*

- teaching and teacher education*. Education Trust National Conference. Washington, DC.
- Irizarry, J.G.** (2012). *Brown Space Dialogue: Internalized oppression and the education of Latino/a youth*. The Summit for Courageous Conversations. San Antonio, TX.
- Irizarry, J.G.** & Cobb, C. (2012). *Los caminos: Latino/a youth forging pathways into higher education*. Sociology of Education Conference, Tampa, FL.
- Irizarry, J.G.** & Donaldson, M.L. (2012). *Teach for América: The latinization of U.S. schools and the critical shortage of Latino teachers*. American Educational Research Association (AERA) Annual Conference, Vancouver, Canada.
- Irizarry, J.G.** (2012). *Participatory action research as a pathway into the teaching profession for Latino/a and African American Youth*. American Educational Research Association (AERA) Annual Conference, Vancouver, Canada.
- LaDuke, A. & **Irizarry, J.G.** (2012). *“Latina and Smart”: Negotiating the complexities of identity within oppressive spaces*. American Educational Research Association (AERA) Annual Conference, Vancouver, Canada.
- Irizarry, J.G.** & Antrop-González, R. (2011). *RicanStruction sites: Race, space, and place in the lives of DiaspoRican youth*. American Educational Research Association (AERA) Annual Conference, New Orleans, LA.
- Raible, J. & **Irizarry, J.G.** (2011). *Borders, fences, and prison bars: The literal and symbolic functions of containment in the education of Latino youth*. American Educational Research Association (AERA) Annual Conference, New Orleans, LA.
- Irizarry, J.G.** (2011). *Schools as la nueva frontera: (Im)migrant youth and their struggle for equal education*. American Educational Research Association (AERA) Annual Conference, New Orleans, LA.
- Mayer, A., Warhol, L., & **Irizarry, J.G.** (2011). *Misinterpreting school reform: The dissolution of a dual immersion bilingual program in an urban elementary school*. American Educational Research Association (AERA) Annual Conference, New Orleans, LA.
- Irizarry, J. G.** (2011). *El Camino: Latino youth forging pathways into higher education*. American Association of Hispanics in Higher Education (AAHHE) Annual Conference, San Antonio, TX.
- Irizarry, J. G.** (2010). *The latinization of U.S. schools: Literacy in shifting cultural contexts*. National Council of Teachers of English (NCTE) Annual Convention,

Orlando, FL.

Irizarry, J. G. (2010). *Reading, writing, and resisting: DiaspoRican youth perspectives on school reform*. Puerto Rican Studies Association Conference, Hartford, CT.

Irizarry, J. G. (2010). *En la lucha: The struggles and triumphs of Latino/a pre-service teachers*. American Educational Research Association (AERA) Annual Conference, Denver, CO.

Donaldson, M.L., Cobb, C.D., Mayer, A.P., James, M., Tucker, S., & **Irizarry, J.** (2010, May). *Do Decentralized Schools Distribute Leadership?: Evidence from Eight Urban Schools in the Together Initiative*. American Educational Research Association (AERA) Annual Conference, Denver, CO

Irizarry, J.G., LaDuke, A.E., & Negron, K. (2010). *Latino youth as scholar activists: Action research as a pathway to social justice and educational equity*. New England Educational Research Organization (NEERO) Annual Conference. Portsmouth, NH.

Irizarry, J. G. (2009). *Using youth participatory action research to improve the educational outcomes of Latino youth*. New York TESOL Conference. Tarrytown, NY.

Irizarry, J. G. (2009). *Youth participatory action research as a pathway into the teaching profession*. American Anthropological Association Conference, Philadelphia, PA.

Irizarry, J.G. (2009). *Cultivating the next generation of Latino teachers*. First Triennial Conference on Latino Education and Immigrant Integration: Setting the Policy and research Agenda. Athens, GA.

LaDuke, A, & **Irizarry, J. G.** (2009). *Somos FUERTE (We Are Strong): Promoting critical literacy through youth participatory action research*. National Council of Teachers of English (NCTE) Annual Convention, San Antonio, TX.

Irizarry, J.G., Avilez, C., Booker, C, La Duke, A., Rosario, L., Ruiz, T., Quiroz, A., Ulloa, S., & Zavala, N. (2009). *Project FUERTE: Latino youth researchers respond to structural inequality*. New England Educational Research Organization (NEERO) Annual Conference, Portsmouth, NH.

Cammarota, J., **Irizarry, J.G.,** Moll, L., Nieto, S., Romo, H., & Valenzuela, A. (2009). *A critical examination of the sociocultural, political, economic, and historical context of Latino/a education in the United States*. American Educational Research Association (AERA) Annual Conference, San Diego, CA.

Irizarry, J.G. (2008). *Shifting roles and Discourses: Exploring the literacy practices of urban youth engaged in participatory action research*. National Council of Teachers of English (NCTE) Annual Convention, San Antonio, TX.

- Irizarry, J.G.** (2008). *Transforming teacher education through youth participatory action research*. National Council of Teachers of English (NCTE) Annual Convention, San Antonio, TX.
- Irizarry, J.G.** (2008). *Urban youth researchers as teacher educators: Working for social justice and educational equity through participatory action research*. 18th Annual National Association for Multicultural Education (NAME) Conference, New Orleans, LA.
- Irizarry, J. G. & Negron, K.** (2008). *Increasing student engagement and academic achievement through participatory action research*. New England Conference on Multicultural Education, Hartford, CT.
- Irizarry, J. G., Negron, K., Ezireke, I, Mathis, S., Vivican, A., Stewart, J.** (2008). *"We are not the problem": Urban youth researchers respond to the achievement gap*. 3rd Annual Closing the Achievement Gap Conference, Storrs, CT.
- Irizarry, J. G.** (2008). *Untapped literacies and the elusive quest for culturally responsive pedagogy: Urban youth write to reclaim their voices*. American Educational Research Association (AERA) Annual Conference, New York, NY.
- Irizarry, J.G., Brown, T., McBride, C.** (2008). *Shades of ebony in the ivory tower: Supporting the work of doctoral students of color in teacher education*. American Educational Research Association (AERA) Annual Conference, New York, NY.
- Irizarry, J.G. & Antrop-González, R.** (2008). *Rican Structing the discourse and promoting school success: Extending a theory of culturally responsive pedagogy for DiaspoRicans*. American Educational Research Association (AERA) Annual Conference, New York, NY.
- Irizarry, J.G.** (2007). *Urban youth scripting identities around academic success, community engagement and social justice*. The National Council of Teachers of English (NCTE) Annual Convention, New York, NY.
- Irizarry, J.G.** (2007). *Private discourses, public spaces: Urban youth as scholar-activists*. National Council of Teachers of English (NCTE) Annual Convention, New York, NY.
- Irizarry, J.G.** (2007). *Urban youth as scholar activists: Academically successful students and the potential of critical pedagogy*. 17th Annual National Association for Multicultural Education (NAME) Conference, Baltimore, MD.
- Irizarry, J.G. & Gehlbach, H.** (2007). *Differences in multicultural competence: Moving toward a model of multicultural teacher development*. 2007 American Educational Research Association (AERA) Annual Conference, Chicago, IL.
- Bell, C., **Irizarry, J.G.** & Gort, M. (2007). *"I can't read them!": Unpacking*

- cultural literacy among novice teachers during the induction period.* American Educational Research Association (AERA) Annual Conference, Chicago, IL.
- Irizarry, J.G. & Milner, H.R.** (2007). *Perspectives and experiences of teacher educators of color: Issues of equity, diversity, and urban education.* American Association of Colleges for Teacher Education (AACTE) Annual Meeting & Exhibits, February 24-27 New York, NY.
- Irizarry, J.G.** (2006). *The emergence of teacher community among pre-service teachers of color: Unpacking issues of race, space and identity.* National Council of Teachers of English Annual Convention (NCTE), Nashville, TN.
- Irizarry, J.G.** (2006). *En la lucha: The struggles and triumphs of pre-service Teachers of Color.* 16th Annual National Association for Multicultural Education (NAME) Conference, Phoenix, AZ.
- LaDuke, A., **Irizarry, J.G.** & Gort, M. (2006). *Exploring teacher development around issues of cultural and linguistic diversity.* 16th Annual National Association for Multicultural Education (NAME) Conference, Phoenix, AZ.
- Irizarry, J.G.** (2006). *Teachers for a new era teacher & pupil assessment phase I: Teacher professional development and student literacy gains.* Invited Presentation, Connecticut Roundtable on Education, sponsored by the Consortium for Policy Research in Education, Hartford, CT.
- Irizarry, J.G.** (2005). *Pa'lante: What can teachers learn from successful urban students?* Invited Presentation, Affirming Diversity Symposium. University of Massachusetts, Amherst, MA.
- Irizarry, J.G.** (2005). *Conducting research con cariño, respeto, y dignidad.* Paper presented at the American Educational Research Association (AERA) Annual Conference, San Francisco, CA.
- Irizarry, J.G. & Brown, T.** (2005). *Community teachers: Keeping the dream alive.* Paper presented at the 15th Annual National Association for Multicultural Education (NAME) Conference, Atlanta, GA.
- Irizarry, J.G.** (2005). *Re-framing the issue of school segregation: Latino perspectives regarding Brown vs. Board of Education.* Life After Brown 2005: With All Deliberate Speed...Looking Back, Moving Ahead Conference at Eastern Connecticut State University, Willimantic, CT.
- Irizarry, J.G.** (2005). *Aren't all Puerto Ricans the same?: Preparing teachers to practice culturally responsive pedagogy for Puerto Rican students in U.S. schools.* Paper presented at the VIII Congreso Puertorriqueño de Investigación en la Educación, Rio Piedras, Puerto Rico.

- Irizarry, J.G.** (2004). *Slaying windmills and chasing dreams: Culturally responsive pedagogy, teacher preparation, and Latino students in U.S. schools*. Paper presented at the Community Teachers Institute's Summer Institute for Urban Educators, College Park, MD.
- Irizarry, J.G.** (2002). *Policy, privilege, and prejudice: Teacher licensure candidate for whom English is a second language and the Massachusetts Test for Educator Licensure*. National Association of Bilingual Educators (NABE) Conference, Philadelphia, PA.
- Irizarry, J.G.** (2001). *Home-growing teachers for urban schools*. African American Leadership Conference, Hartford, CT.
- Irizarry, J.G.** (2000). *Creating partnerships to support the recruitment and the retention of African American and Latino teachers*. National Summit on Recruiting, Hiring, Training and Retaining Quality Teachers, Anaheim, CA.
- Irizarry, J.G.** (1999). *Recruiting teachers of color for urban schools: The promise and challenge of the new millenium*. Paper presented at The Learning Tree Community Teachers Conference, Herndon, VA.

SELECTED PRESENTATIONS TO UNIVERSITIES AND EDUCATIONAL PRACTITIONERS

- Invited Presentation. *Latinx Students, Educational Policy, and the Potential of Youth Participatory Action Research*. Georgetown University. November, 2018.
- Invited Presentation. *Culturally Sustaining Approaches to Teaching and Learning: Learning from Latinx Youth*. Rice University. June, 2018.
- Invited Presentation. *Culturally Responsive Pedagogy: Understanding the Experiences of Latinxs and other Transnational Communities in Higher Education*. Kenyon College. February, 2017.
- Invited Presentation. Supporting Diverse Students in Higher Education. University of Pittsburgh. November, 2016.
- Invited Presentation. *The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*. University of Pittsburgh. November, 2016.
- Invited Presentation. *The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*. Harvard University Graduate School of Education. Cambridge, MA. October, 2016.
- Invited Presentation. *The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*. UMass Amherst Center for Latin American,

- Caribbean and Latino Studies Research Colloquium. Amherst, MA. September, 2014.
- Invited Presentation. UnVEILing Educational Opportunity. DuBois In Our Time Symposium. UMass Amherst. Amherst, MA. November, 2013.
- Invited Presentation. *Raising Silenced Voices: Youth Perspectives on Schooling and School Improvement*. Leading 21st Century High Schools. Harvard University. Cambridge, MA. June, 2014
- Invited Presentation. *The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*. Cypress Fairbanks ISD Rigor, Relevance, and Relationships Leadership Conference. Houston, TX. June, 2014.
- Invited Presentation. *Learning from Latino Youth: Implications for Closing the Opportunity Gap*. Capital Region Educational Collaborative. Middletown, CT. January, 2013
- Invited Presentation. *Beyond Social and Emotional Learning: Understanding Actions and Emotions in a Social and Historical Context*. Dr. Pedro Albizu Campos Puerto Rican High School 40th Anniversary Commemoration. Roberto Clemente High School. Chicago, IL. January, 2013.
- Invited Presentation. *The Latinization of U.S. Schools*. University of Nevada Las Vegas. Las Vegas, NV. November, 2012.
- Invited Presentation. *The Latinization of U.S. Schools*. Loyola University. Baltimore, MD. November, 2012.
- Invited Presentation. *The Latinization of U.S. Schools*. University of Illinois at Urbana-Champaign. Urbana, IL. October, 2012.
- Invited Presentation. *Successful Teaching and Learning in Shifting Cultural Contexts*. Urbana High School. Urbana, IL. October, 2012.
- Invited Presentation. *The Latinization of U.S. Schools*. Westfield State University. Westfield, MA. October, 2012.
- Invited Presentation. *Raising Silenced Voices: Youth Perspectives on Schooling and School Improvement*. Redesigning American High Schools Conference. Harvard University, Cambridge, MA. July, 2012.
- Invited Presentation. *The latinization of Connecticut schools*. Black and Latino Male Forum, Connecticut State Education Resource Center. New Haven, CT. June, 2011.
- Invited Presentation. *Culturally responsive practice*. Project Opening Doors Advanced Placement Summer Institute. Willimantic, CT. July, 2010.

Invited Presentation. *Youth participatory action research: Learning with and from Latino/a youth*. YPAR in the Classroom Think Tank. Montclair State University, Montclair, NJ. March, 2010.

Invited Presentation. *Conducting participatory action research with Latino youth: Transforming teaching and learning in shifting cultural contexts*. University of Delaware. March, 2010.

Invited Presentation. *Project FUERTE: Youth participatory action research at two high schools*. Youth Participatory Action Research Think Tank Meeting. Montclair State University. Montclair, NJ. March, 2010.

Invited Presentation. *Learning from Latino youth: New perspectives on teaching and teacher education*. University of Pennsylvania. Philadelphia, PA. March, 2010.

Presenter. Annual Youth Work Intensive Conference. *Engaging youth through participatory action research*. Boston, MA. April, 2009

Presenter. Latino Dialogue Institute. *Books, budget cuts, and blancos: Latino youth researchers respond to structural inequality*. University of Pennsylvania. Philadelphia, PA. March, 2009.

Presenter. Symposium on the Intersection of Race and Education. *culturally relevant instruction*. Waterbury, CT. May, 2008.

Presenter. BIG Ideas Conference for School Leaders. *"We are not the problem": Urban youth researchers respond to the achievement gap*. Cromwell, CT. April, 2008

Presenter. *The education of the Puerto Rican diaspora: Challenges, dilemmas and possibilities*. Hunter College Center for Puerto Rican Studies. New York, NY.

Presenter. 12th. Annual New England Conference on Multicultural Education. *"Home-growing" teachers of color: From barriers to models of success*. Hartford, CT. October, 2007.

Presenter. 7th Annual College Transition Conference. *Creating pathways into the teaching profession for students of color: Examining the high school to college transition*. University of Connecticut, Storrs, CT. June, 2007.

Panelist. *Culturally relevant pedagogy: Transforming partnerships with home and community into effective classroom/school practice*. Addressing the Achievement of Connecticut's Black and Hispanic/Latino Male Students, Meriden, CT. March, 2007.

Panelist. Project ASSERT's Diversity focus. Harvard University. Cambridge, MA. May, 2005.

Panelist. Where do we go from here? Life After Brown 2005: With All Deliberate Speed...Looking Back, Moving Ahead Conference at Eastern Connecticut State University, Willimantic, CT. April, 2005.

Presenter. Springfield College faculty, Faculty Institute. *Preparing educator licensure candidates to work in urban schools.* January, 2005.

Panelist. *Our Emerging Scholars: Guideposts for the Future.* Community Teachers Institute's Symposium: Reclaiming Our Community- Education First! Washington, DC. December, 2004.

Invited Presentation. *Addressing issues of cultural diversity in the classroom, the community, and beyond.* Enfield Public Schools, Enfield, CT. November, 2004.

Invited Presentation. *Addressing issues of cultural diversity in the classroom, the community, and beyond.* Chicopee Public Schools, Chicopee, MA. August, 2004

Invited Presentation. *The education of Latino students in U.S. schools.* College of Saint Rose, Albany, NY. October, 2003.

Invited Presentation. *Infusing multiculturalism into the curriculum.* Springfield Public Schools, Springfield, MA. September, 2001.

Invited Presentation. *Exploring issues of race and ethnicity in schools.* AmeriCorps volunteers, Springfield, MA. September, 2000 and 2001.

Invited Presentation. *The Latino struggle for equal education: Reclaiming our past, examining the present, and preparing for the future.* Siena College, Loudonville, NY. November, 2000.

Panelist. The Intersections of Character Education, Emotional Intelligence and Community Service Learning. Springfield College. Character Education Summer Institute. Springfield, MA. July, 2000.

Panelist. College Preparation and Expectations. Springfield Community Outreach Partnership Center's Teen Leadership Institute. Springfield, MA. June, 2000.

GRANTS

Scholarships for Future Educators. The Neag Foundation. Awarded \$400,000, April 2021.

Holyoke Urban Teacher Academy. Irene E. & George A. Davis Foundation. Not Funded \$1,684,800. March, 2015.

Project FUERTE (Future Urban Educators conducting Research to Transform teacher Education). University of Connecticut Faculty Large Grant Program. Awarded \$16,781. January, 2009.

Project FUERTE (Future Urban Educators conducting Research to Transform teacher Education). Puerto Rican Diaspora Research Grants. Center for Puerto Rican Studies, Hunter College, CUNY-Caribbean Exchange Programs. Awarded \$1,400. May, 2008.

Differences in Multicultural Competence: Exploring Models of Multicultural Teacher Development. University of Connecticut Teachers for a New Era. Awarded \$2,000. January, 2006.

Project M.I.N.D. (Mentors Inspiring New Directions). “Essential Skills” grant from the Massachusetts Department of Education. Awarded \$17,889 to support a program designed to support and inspire local high school students of Hispanic, African, Asian, and/or Native American descent to attend college and consider teaching as their career choice. October, 1999.

Managed a \$200,000 grant from the Lloyd G. Balfour Foundation (1999-2003) to support the recruitment, retention, and professional development of pre-service teachers in Project S.P.I.R.I.T. (Springfield Partnership to Improve the Recruitment of Inspiring Teachers), a grant-funded program designed to identify, recruit, admit and train students of African or Hispanic heritage as teachers for placement in the Springfield Public Schools.

AWARDS

University of Pittsburgh Center for Urban Education. *15 Must Reads in Urban Education*, 2017.

John Dewey Society of the American Educational Research Association (AERA) Outstanding Achievement Award, 2015.

Community Foundation of Western Massachusetts/Latino/a Scholarship Fund. *Antonia Pantoja Award*, 2013

National Association for Multicultural Education (NAME) *Philip C. Chinn Book Award for The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*, 2012

American Educational Research Association (AERA) Leadership for Social Justice SIG “*Bridge Person*” Award, 2011

University of Connecticut, Puerto Rican and Latino Cultural Center, *Outstanding Faculty Award*, 2011

Finalist, University of Connecticut Provost’s *Award for Excellence in Public Engagement*, 2010

American Association of Hispanics in Higher Education (AAHHE) *Junior Faculty Fellowship* (2010-2011)

Community Teachers Institute Legacy Award, March 2009

American Educational Research Association (AERA) Division K *Early Career Travel Award Stipend*, March 2009

University of Connecticut *Neag School of Education Outstanding Early Career Investigator Award*, April 2008

National Council of Teachers of English (NCTE) *Cultivating New Voices Among Scholars of Color Fellowship* (2006-2008)

Selected Participant, *Division K New Faculty Seminar*, American Educational Research Association (AERA), April 2007

Selected Participant, *Young Hispanic Leaders Program* (Jóvenes Líderes Hispanos) 2007. The annual Young Hispanic Leaders Program was founded in 1998 at the initiative of the US-Spain Council (a private forum founded by U.S. and Spanish authorities to enhance relations between the two countries) and is sponsored by the *Fundación Carolina*. It is carried out with the collaboration of the Fundación José Ortega y Gasset and the Universidad Internacional Menéndez y Pelayo. The objective of this program is to allow future Hispanic leaders from the United States to familiarize themselves firsthand with Spain's new political, economic, social and cultural environment.

PROFESSIONAL SERVICE/ EDITORIAL RESPONSIBILITIES

Editor, *Equity & Excellence in Education*, 2014-2017

Editorial Board Member – *Urban Education*, 2011-present

Member of the *American Educational Research Association (AERA) Book Award Committee* 2011-2013

Member of the *National Association for Multicultural Education (NAME) Nominating Committee*, 2011-2012.

Section Chair, *American Educational Research Association (AERA) Division G*, 2010-2011.

Co-Editor, *Journal of Literacy Research (JLR)*, 2009 – 2011

Section Chair, *American Educational Research Association (AERA) Division K*, 2009-2010.

Member of the *American Educational Research Association (AERA) Nominating Committee for Division K*, 2008 – 2011

Advisory Board Member – National Center for Children in Poverty, 2008 – 2010

Advisory Board Member – *The New Educator* 2008 – present

Editorial Review Board – *Language Arts*, 2006 – 2008

Reviewer – *Educational Administration Quarterly*, 2013 – present

Reviewer – *Educational Researcher*, 2012 – present

Reviewer – *American Educational Research Journal*, 2010 – present
 Reviewer – *Teachers College Record*, 2010 – present
 Reviewer – *Multicultural Perspectives*, 2006 – present
 Reviewer – *Education and Urban Society*, 2006 – 2013
 Reviewer – *The Sophist’s Bane*, 2009 – 2012
 Reviewer – *Journal of Advanced Academics*, 2006 – 2008
 Reviewer – *Asia Pacific Journal of Education*, 2006 – 2008
 Co-strand Leader, Curriculum and Instruction – *New England Educational Research Organization*, 2006-2007

COLLEGE AND COMMUNITY SERVICE

- Neag School of Education Curriculum and Courses Committee (2020-present)
- University of Connecticut Center for Excellence in Teaching and Learning Continuing and Professional Education Advisory Board (2020-present)
- Neag School of Education Clinical Placements Committee (2020-present)
- State of Connecticut Ethnic Studies Curriculum Expert Review Panel (2020-present)
- University of Connecticut Task Force on Compliance, Contracts and Placements (2020-present)
- University of Connecticut Environmental Literacy Committee (2020-present)
- Advisor, Neag School of Education Graduate Student Organization (2020-present)
- Co-Chair, University of Connecticut General Education Oversight Committee, Diversity and Multiculturalism Subcommittee (2019-2020)
- University of Connecticut Department of Curriculum and Instruction Promotion, Tenure, and Reappointment Committee (2018-2020)
- University of Connecticut Neag School of Education Faculty of Color Mentoring Program (2017-present)
- University of Connecticut Department of Educational Leadership Promotion, Tenure, and Reappointment Committee (2016-2018)
- University of Connecticut Department of Educational Leadership Scholarship Committee (2016-2017)
- University of Connecticut El Instituto Undergraduate Committee (2018-present)
- University of Connecticut El Instituto Director Search Committee (2017-2018)
- University of Connecticut El Instituto Grant Review Committee (2018-present)
- University of Massachusetts College of Education Diversity, Recruitment and Retention Committee (2015-2016)
- University of Massachusetts Department of Teacher Education and Curriculum Studies, Department Academic Matters Committee (2015-2016)
- University of Connecticut General Education Oversight Committee (GEOC), Diversity and Multicultural Subcommittee (2011-2013)
- University of Connecticut Interdisciplinary Courses Committee (2011-2013)
- Neag School of Education Dean’s Diversity Advisory Committee (2006-2011)
- Neag School of Education Center for Urban School Reform Planning Committee (2007-2011)
- University of Connecticut Department of Curriculum and Instruction Curriculum Studies Graduate Admissions Committee (2006-2013)

- Neag School of Education IB/M Undergraduate Admissions Committee (2008-2013)
- University of Connecticut Department of Curriculum and Instruction Curricula and Course Committee (2008-2013)
- Bulkeley High School Teacher Preparation Academy Advisory Board (2009-2012)
- University of Connecticut Presidential Athletic Advisory Committee (2006-2008)
- University of Connecticut Department of Curriculum and Instruction Scholarship Committee (2006-2008)
- Teaches for a New Era Induction Committee Co-Chair (2006-2008)
- Member of the International Youth Leadership Institute (IYLI) Board of Directors (2004-2007)
- Member of the Martin Luther King Jr. Charter School of Excellence Board of Directors (2003-2006)
- Springfield College Educator Preparation Committee (2003-2005)
- Springfield College Social Justice and Diversity Committee (2001-2004)
- Mentor for the Multicultural Affairs Mentoring Program (2000-2004)
- Springfield College Career Center Advisory Committee (2001-2003)
- Learning Tree Advisory Committee (1999-2003)
- Advisor for the Student Society for Cultural Diversity (1999-2001)
- Advisory Committee for the Springfield Community Outreach Partnership Center's
- Teen Leadership Institute (Spring and Summer 2000)
- Springfield College Academic Progress Committee (1999-2000)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
 National Association for Multicultural Education (NAME)
 Puerto Rican Studies Association (PRSA)
 National Council of Teachers of English (NCTE)