

CURRICULUM VITAE
(current as of March 2017)

Cherese D. Childers-McKee, Ph.D.

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Languages: English and Spanish

EDUCATION

Ph.D. in Educational Studies

The University of North Carolina at Greensboro, Greensboro, NC
May 2016

Dissertation: *Crossing Borders and Forging Bonds: Exploring Intercultural/Interracial Relationships among Youth of Color*

Dissertation Advisor: Dr. Silvia C. Bettez

Graduate Certificate in Women's and Gender Studies

The University of North Carolina at Greensboro, Greensboro, NC
December 2016

Master of Education in Teaching English as a Second Language

The University of North Carolina at Charlotte, Charlotte, NC
May 2005

Thesis: *Mainstream teachers and Latino students: Shaping the process of classroom interaction*

Advisors: Dr. Teresa Perez & Dr. Lan Quach Kolano

Bachelor's Degree in Spanish

Wake Forest University, Winston-Salem, NC

SPECIALTY AREAS

Language and Identity, Community Engaged Research, Urban Schools, Critical Literacy, Teacher Leadership, Social Justice Education, Intercultural Relations, Honors Education

PUBLICATIONS

Referred Journal Articles

Childers-McKee, C. & Hytten, K. (September 2015). Critical race feminism and the complex challenges of educational reform. *The Urban Review*, 47(3).

Massengale, K., **Childers-McKee, C.**, & Benavides, A. (2014). Exploration of undergraduate preservice teachers' experiences learning advocacy: A mixed-methods study. *Journal of the Scholarship of Teaching and Learning*, 14(3), 75-93.

Childers-McKee, C. (2014). Forging bonds and crossing borders with youth participatory action research. *Urban Education Research and Policy Annuals*, 2(1), 48-56.

Childers-McKee, C. (2013). School culture in urban settings: Delving deeper into the sociocultural context. *EDCI Research Brief, April 2013*. Urban Education Collaborative. University of North Carolina at Charlotte: Charlotte, NC.

Books

Hewitt, K., **Childers-McKee, C.**, Hodges, E., & Schuhler, R. (Eds.). (2013). *Postcards from the schoolhouse: Practitioner scholars examine contemporary issues in instructional leadership*. NCPEA Press

Referred Book Chapters

Kolano, L., **Childers-McKee, C.** & King, E. (in press). Spaces in between: A meta-ethnography of racialized Southeast Asian American Youth Identities. In G. Noblit & L. Urrieta (Eds.), *The Cultural Construction of Identity: Meta-Ethnographies and Theory*

Childers-McKee, C., Boyd, L.N., & Thompson, C.B. (2016). Using critical pedagogies for increasing English language learners' reading and writing achievement. In L.M. Scott & B. Purdum-Cassidy (Eds.), *Culturally affirming literacy practices for urban education students* (p. 77-92). Lanham, MD: Rowman & Littlefield Publishing Group.

Kolano, L. & **Childers-McKee, C.** (2015). Designing authentic field-based experiences with immigrant students through one university and urban school partnership. In D. Polly, M. Spooner, T. Heafner, & M. Chapman (Eds.), *Advances in Higher Education and Professional Development (AHEPD)* (pp. 84-97). Pennsylvania: IGI-Global.

Allen, A., Watson, M., **Childers-McKee, C.**, Garo, L., & Lewis, C.W. (2015). Schools as conduits of racism: How mindsets, policies, and practices impact historically marginalized students. In L.D. Drakeford (Ed). *The race controversy in American education*. West Port, CT: Praeger

Childers-McKee, C. (in press). Critical literacy for English language learners in urban schools. In A. Allen, S. D. Hancock, & C. W. Lewis (Eds.). *Uncompromised achievement in PreK-12 urban schools: A blueprint for boosting access, equity, and achievement*. Charlotte, NC: Information Age.

Childers-McKee, C. (2013). A journey towards distributed teacher leadership. In K. Hewitt, C. Childers-McKee, E. Hodges, & R. Schuhler (Eds.), *Postcards from the schoolhouse: Practitioner scholars examine contemporary issues in instructional leadership*. NCPEA Press

Encyclopedia

Childers-McKee, C. D. & Bettez, S. C. (2015). Feminism, Multiracial. The Wiley Blackwell Encyclopedia of Race, Ethnicity, and Nationalism. 1–3. Oxford, England: Blackwell.

Unpublished Works

Childers-McKee, C. (2005). *Mainstream teachers and Latino students: Shaping the process of classroom interaction*. Unpublished master's thesis. The University of North Carolina at Charlotte.

Under Review

Childers-McKee, C. & Bocci, M. (Invited chapter-under review). Asset-Based participatory action research with youth: Reframing “at-risk”-ness and “intervention”. In E. Pitre, A. Allen, & D. Stewart (Eds.), *African American and Hispanic Students in K-12 predominantly white suburban schools: Eliminating the inequities that impede student achievement*

PRESENTATIONS

Academic Peer-Reviewed

Childers-McKee, C. (2017, April). *Identities in Flux: Race, Class, and Tracking in a 'Suburban turned Urban' High School*. Paper to be presented at the American Educational Research Association (AERA) conference, San Antonio, TX.

Childers-McKee, C. (2016, November 11). *The Youth Coalition for Change: Fostering Positive Interracial/Intercultural Relations through Action Research*. Paper to be presented at the National Association for Multicultural Education (NAME), Cleveland, OH.

Childers-McKee, C. (2016, April 9). *Developing sociological mindfulness and multicultural self-efficacy of undergraduates through sustained urban-based school partnerships*. Paper presented at the American Educational Research Association (AERA) conference, Washington DC.

Childers-McKee, C. (2016, April 8). *From segregation to bonding: Improving youth of color interracial/intercultural understanding through democratic engagement*. Roundtable at the American Educational Research Association (AERA) conference, Washington DC.

Childers-McKee, C. (2015, November 14). *Critical collaborations: Interracial/intercultural relations at West Victoria High School*. Paper presented at the American Educational Studies Association (AESA) conference, San Antonio, TX.

Childers-McKee, C. (2015, October 1). *Using critical pedagogies to engage ELLs across the content areas*. Paper presented at the National Association for Multicultural Education (NAME), New Orleans, LA.

- Childers-McKee, C.**, Benavides, A., & Massengale, K. (2014, November 8). *Speaking Back to Power: A Mixed Methods Study of Preservice Teachers Learning to Teach Advocacy*. Paper presented at the International Conference on Urban Education (ICUE), Montego Bay, Jamaica.
- Kolano, L., & **Childers-McKee, C.** (2014, April). *Developing multicultural self-efficacy of pre-service teachers through authentic field-based experiences with immigrant students*. Paper presented at the American Educational Research Association (AERA), Philadelphia, PA.
- Scott, L., Watson, M. & **Childers-McKee, C.** (2014, April). *Started from the bottom: Empowering and liberating urban African American students through cultural & historical resiliency*. Roundtable session at the American Educational Research Association (AERA), Philadelphia, PA.
- Edwards, K., Bocci, M. & **Childers-McKee, C.** (2013, November 1). Service-Learning as a new space of connection for dismantling deficit-based ideologies in Education. Panel presented at the American Educational Studies Association (AESAs) conference, Baltimore, MD.
- Childers-McKee, C.**, Kennedy, J. & Tafari, D. (2013, November 1). Interactions of Difference using Black Feminist and African-American Womanist Frameworks. Panel presented at the American Educational Studies Association (AESAs) conference, Baltimore MD.
- Childers-McKee, C.** (2013, October 9). *Critical literacy for English language learners in urban schools*. Paper presented at the Pursuing Extraordinary Outcomes in Public Education (PEOPE) Conference, Charlotte, NC.
- Childers-McKee, C.** (2013, April 17). *Dangerous borders and safe spaces: How former ESL students navigate the sociocultural context of an urban school*. Conversations in Urban Education Graduate Student Poster Session Symposium, Charlotte, NC.
- Childers-McKee, C.** (2013, March 14). *African-American and Latino students at East Reddingsdale High: Navigating the complexities of identity in a legacy of blameworthiness, objecthood, and deficit thinking*. Paper presented at the National Council of Black Studies (NCBS) conference, Indianapolis, IN.
- Hines Gaither, K., Wallace, L., & **Childers-McKee, C.** (2012, November 1). *The browning of the United States: Examining increasingly complex identity politics and inter/intragroup relations of brown, black, and brown-black people*. Panel presentation at the American Educational Studies Association (AESAs) conference, Seattle, WA.

Other Professional Presentations

Childers-McKee, C. (2015, September 12). *Intercultural Relations as a Form of Activism*. Paper presented at the DIVAS Conference, Elon, NC.

Childers-McKee, C. (2013, October 5). *Forging bonds and crossing borders with youth participatory action research*. Paper presented at the DIVAS Conference, Elon, NC.

Edwards, K., **Childers-McKee, C.**, Boyd, L. (2013, January). *Masks and shadows. The insidiousness of deficit ideology in educational practices*. Panel presentation at the Southeastern Association of Educational Studies (SEAS) Conference, Chapel Hill, NC.

Childers-McKee, C. (2005, Spring). *Mainstream teachers and Latino students: Shaping the process of classroom interaction*. Paper presented at the Southeastern Association of Educational Studies (SEAS) Conference, Chapel Hill, NC.

Invited Talks

Critical race theory. (2015, March 30). Invited presenter. Faculty Lunch and Learn Series: Race-nicity. Critical Race Theory in Higher Education. Elon University, Elon, NC

GRANTS, SCHOLARSHIPS, & FELLOWSHIPS

UNC Charlotte Assessment Academy Grant: Curriculum Mapping (2017): (\$1000.00)

Summer Research Fellowship (2014)

Summer Research Fellowship (2013)

Summer Research Fellowship (2012)

UNCG Graduate School Inclusivity Award (2014-2015)

Luther Self Fellowship (2014-2015, 2015-2016)

Helena Houston Scholarship (2011-2012; 2014-2015)

Lula McIver Graduate Scholarship (2012-2013; 2014-2015)

Marian Franklin Scholarship (2012-2014)

UNIVERSITY TEACHING

The University of North Carolina at Charlotte

Graduate Level

TESL 6470: Internship in Teaching English, Spring 2015, Spring 2016

TESL 4469: Advanced Seminar/Practicum, Spring 2016

Undergraduate Level

TESL 4204: Inclusive Classrooms for Immigrant Students, Summer 2013, Fall 2015

TESL 4600: Literacy Development for Second Language Learners, Fall 2016

LBST 2215 (Honors): Citizenship and Service, Fall 2016

LBST 2212 (Honors): Literature and Culture, Spring 2017

HONR 3791 (Honors): University Honors Senior Project, Spring 2017

The University of North Carolina at Greensboro

Graduate Level

ELC 616: Culturally Responsive Leadership, Summer 2016

ELC 616: Culturally Responsive Leadership, Summer 2017

Undergraduate Level

ELC 381: The Institution of Education, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015

PROFESSIONAL EXPERIENCE

College/University

2016-Present Faculty and Curriculum Development Coordinator, *UNC Charlotte*

2011-2013 Graduate Assistant, *UNC Greensboro*

2004-2005 Graduate Assistant, *UNC Charlotte*

2000, 2001, 2003 Instructor, *Rowan Cabarrus Community College, Salisbury, NC*

K-12

2006-2011 Teacher, *Durham Public Schools, Durham NC*

1998-2005 Teacher and District Teacher Leader, *Rowan-Salisbury Schools, Salisbury, NC*

2010-2011 Reading and Math Tutor, *Sylvan Learning Center, Durham, NC*

PROFESSIONAL SERVICE

President-Elect and Conference Chair

North Carolina Honors Association (NCHA)

2016-2017

Planning Committee Chair

Southeastern Regional Association of Educational Studies (SEAES) Conference.

March 2014

Planning Committee Chair

New Graduate Student Orientation, ELC Department, UNC Greensboro

October 9, 2013

Manuscript Reviewer

The Urban Review

Spring 2013 to present

Working Papers in Education

Spring 2016 to present

High School Journal

Fall 2016 to present

SELECTED CERTIFICATIONS, HONORS, AND AWARDS

Graduate Student Research Award (2015)

AACTE Holmes Scholar (2012-present)

AERA Sizemore and Hilliard Institute Participant (2013)

National Board Certification in English as a New Language (2009)
Southern High School Teacher of the Year—Durham, NC (2009)
North Carolina K-12 Spanish Certification (current)
North Carolina K-12 ESL Certification (current)

PROFESSIONAL ORGANIZATIONS

American Educational Studies Association (AESA), Fall 2011 to present
American Educational Research Association (AERA), Spring 2013 to present
American Association of Colleges for Teacher Education (AACTE), Spring 2012-present
National Association for Multicultural Education (NAME), Fall 2015-present
National Collegiate Honors Council (NCHC), Summer 2016-present
North Carolina Honors Association (NCHA), Summer 2016-present
Southern Regional Honors Council (SRHC), Fall 2016-present