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Department of Teaching, Curriculum, and Educational Inquiry/Urban Cohort  
College of Education, Health, and Society, Miami University, Oxford, OH

The Graduate Center, CUNY. New York, NY. Doctoral Fellow in Urban Education. (New York City) 72.025 587.42

### Research Fellowships & Grants

- PublicsLab Summer Research Fellowship. Graduate Center, CUNY. (\$4,000) 2021.
- Doctoral Student Research Grant. Graduate Center, CUNY. (\$700) 2020.
- Advanced Research Collaborative Fellowship, Graduate Center, CUNY. (\$4,000) 2019.
- Summer Research Fellowship. Graduate Center, CUNY. (\$10,000) 2019.
- Five-Year Graduate Center Fellowship. Graduate Center, CUNY. (\$130,640) 20

### Teaching Fellowships & Grants

- Transformative Learning in the Humanities Grant. Graduate Center, CUNY. (\$500) 2021.
- Doctoral Curriculum Enhancement Grant. Graduate Center, CUNY. (\$8,000) 2021.
- Open Educational Resources Faculty Fellowship. Queens College, CUNY. (\$2,000) 2020.
- Open Pedagogy Fellowship. Graduate Center, CUNY. (\$4,000) 2020.

- Sonu, D., & (Under review). Breaking light on the economic divide: Elementary school teachers and how social class matters in teaching. *Teachers College Press*.
- Zaino, K., Caraballo, L., Bigelow, T.\*, Coleman, M.\*, Inderjeit, A.\*, & Wright, N.\* (Forthcoming). "Regardless, my students and I pressed on": How early-career teachers develop activist identities. *Peabody Journal of Education*.
- Zaino, K., Brockenbrough, E., Cruz, C., Johnson, L.P., & Nicolazzo, Z. (Forthcoming). "It's this practice of *being with*": A kitchen-table talk on queer and LGBTQ+ educational justice. *Equity & Excellence in Education*
- Bell, J., & Sealey-Ruiz, Y. (2022.) Diggin' in the racial literacy crates. *Equity & Excellence in Education*. DOI: 10.1080/10665684.2022.2064354
- Zaino, K., & Bell, J. (2022). We are each other's breath: Tracing interdependency through critical poetic inquiry. *International Studies in Sociology of Education*. DOI: 10.1080/09620214.2021.1997628
- Bell, J., & (2022). Get to know me, homey: Exploring critical, relational, and racial literacy possibilities in co-excavative letter writing. *Journal for Multicultural Education*. <https://doi.org/10.1108/JME-07-2021-0114>
- Zaino, K., & Bell, J. (2021). Beyond brutality: Addressing anti-blackness in everyday scenes of teaching and learning. *Northwest Journal of Teacher Education*. 16(2), 1-22. DOI: 10.15760/nwjte.2021.16.2.3
- Zaino, K. (2021). Teaching in the service of fugitive learning. *#CritEdPol: Journal of Critical Education Policy Studies at Swarthmore College*. 3(1), 64-80. DOI: 10.24968/2473-912X.3.1.5
- Zaino, K. (2021). Liberal humanism, social science, and the discursive legacy of the "human" in English education. *Theory, Research, and Action in Urban Education* [Special issue]: Changing the subject: The ongoing legacy of Foucault in educational research, theory, and practice. 6(1), 1-9. Paper awarded the Distinguished Graduate Student Paper Award by the Critical Issues in Curriculum and Cultural Studies Special Interest Group.
- Zaino, K. (2020). Surfacing queer stories in the high school canon. *English Journal*, 110(

- Zaino, K. (2019). "If you go there... it will happen again": the historical legacies of racism, law enforcement, and educational inequality in Covington, Kentucky. *American Educational History Journal*, 46(1), 7-24.
- Conner, J. & [redacted] (2014). Orchestrating effective change: How youth organizing influences educational policy. *American Journal of Education*, 120(2), 173-203.
- Conner, J., [redacted], & Scarola, E. (2013). "Very powerful voices": The influence of youth organizing on educational policy. *Educational Policy*, 27(3), 561 – 588.
- Zaino, K., & Bell, J. (Eds.) (Forthcoming.) Queer & Trans\* Futurities in Educational Research & Practice. [Special issue] *Theory, Research, and Action in Urban Education*
- Zaino, K., & Sonu, D. (Eds.). (2021). Changing the subject: The ongoing legacy of Foucault in educational research, theory, and practice. [Special issue] *Theory, Research, and Action in Urban Education*.
- Zaino, K., & Bell, J. (Forthcoming). Editorial Introduction. [Special issue] *Theory, Research, and Action in Urban Education*.
- Zaino, K., & Sonu, D. (2021). Editorial Introduction. [Special issue] *Theory, Research, and Action in Urban Education*.
- Zaino, K. (Forthcoming). Wanting more from OER: A queer of color commitment to *open*. In Mahn, Taylor, & Brim (Eds.) *Queer Sharing in the Marketized University*.
- Medina, F., [redacted], & Sonu, D. (Forthcoming). Toppling the (hu)man: Posthumanism and the mattering of historical spaces. *Be(com)ing Strange(r): Towards a Posthuman Social Studies*. (Varga, Monreal, & Christ, eds.)
- Caraballo, L., & [redacted]. (Forthcoming). Anti-racist curriculum. In J. Gorlewski, L. Baker, and D. Gorlewski (Eds.), *Encyclopedia of English Language Arts Education*. Boston: Brill.
- Sealey-Ruiz, Y., Bell, J., & [redacted] (Forthcoming). Racial literacies and teaching. In Winn, M., & Winn, T. (Eds.), *Encyclopedia of Social Justice in Education*.
- Zaino, K. (2021). Queer worldmaking. In Strunk, K. & Shelton, S. *Encyclopedia for Queer Studies in Education*. Boston: Brill.
- Espinet, I., & [redacted] (2021). Where the Banyan tree grows: Translanguaging pedagogy in a teacher study group. In B. Otcu-Grillman & M. Borjian (Eds.), *Remaking Multilingualism: A Tribute to Ofelia Garcia*. Boston: Bristol.
- Zaino, K. (2021). Crafting democratic classrooms: A review of Teaching for a living democracy: Project-based learning in the English and history classroom. *Democracy and r, & Brim (Eds.)*

- Espinet, I., and Demeroukas, M. (2020) Translanguaging narratives: leveraging students' linguistic and multimodal practices in an ENL classroom. In M. Daszkiewicz (Ed.), *In the search for Language Pedagogical Paradigm*. Warsaw: Oficyna Wydawnicza IMPULS.
- Collins, B., Kaya, M., Pappas, L., & (2020.) Working *juntos*: Bilingual education, English as a second language, English language arts, and community organizing. In CUNY-NYSIEB (Ed.), *Supporting, Teaching and Translanguaging with Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project*. New York: Routledge
- Zaino, K. (2013). By any other name: From silence to selfhood. In H. Endo & P. Chamness Miller (Eds.), *Queer Voices from the Classroom (187-194)*. Charlotte, NC: Information Age Publishing.
- Sonu, D., & (Accepted.) New York City elementary school teachers and how social class and economic inequality matters. Proposal prepared for the annual meeting of the American Educational Studies Association (AESA).
- Sugarman, K., & . (Accepted.) "That's not my job": How teachers of color leverage emotional disengagement for liberatory possibilities. Proposal prepared for the annual meeting of the American Educational Studies Association (AESA).
- Zaino, K., Caraballo, L., & Yeom, M. (Accepted.) Rethinking collaboration: Youth participatory action research and the enactment of educational solidarity. Proposal prepared for the annual meeting of the National Council for Teachers of English (NCTE).
- Zaino, K., & Bell, J. (Accepted). From scorched earth to fertile grounds: The challenges and possibilities of cultivating abolitionist futures in English (teacher) education. Roundtable prepared for the annual meeting of the National Council for Teachers of English (NCTE). Online.
- Zaino, K., Ahn-Park, C.\*, & Ward, A.\* (2022, July 15.) Leveraging youth-led digital literacies: Implications from justice-centered teacher action research. Paper presented at the Reimagining Education Summer Institute, Teachers College, Columbia University.
- Caraballo, L., Yeom, M., Ahn-Park, C.\*, Ansari, P.\*\*, Comrie, J.\*\*, Desir, M.\*\*, & Narvaez, M.\* (2022, July 12.) Learning together: Intergenerational inquiry for critical and culturally responsive/sustaining pedagogy. Proposal prepared for the Reimagining Education Summer Institute, Teachers College, Columbia University.
- Zaino, K., Caraballo, L., & Yeom, M. (2022, April 29.) Preparing teachers for abolitionist futures: organizing intergenerational collaborations to foster solidarity, healing, and resistance. Paper presented at the CUNY Education Conference. Online.
- Caraballo, L., Yeom, M., Wheeler, A., Tang, W.\*\*, & Desir, M.\*\* (2021, November 20). Leveraging digital pedagogies for intergenerational social change. Paper presented at the annual meeting of the National Council for Teachers of English (NCTE). Online.
- Bell, J., & . Get to know me, homey: Exploring critical and relational possibilities in academic, co-excavative letter writing. (2021, November 19). Roundtable presented at the National Council of Teachers of English Annual Convention. Online.

- Zaino, K., Wheeler, A, Castillo, M., De Fermin, W.,\*\*Desir, M.,\*\* Karim, T.,\*\* & Mantilla, E.\*\* (2021, July 13). Building community in virtual spaces: learning from youth participatory action research and intergenerational collaborations. Presented at the Reimagining Education Summer Institute. Online.
- Zaino, K., Caraballo, L., Yeom, M., Tang, W.\*\*, & Desir, M.\*\* (2021, April 10.) " It felt as if we were all in this together" : Intergenerational praxis for educational change. Paper presented at the annual meeting of the American Educational Research Association. Online.
- Bloom, J., McCallen, L., , & Cabana, A. (2020, April.) Operationalizing public high schools as institutional agents for college access in New York City. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. *Impacted by Covid-19*.
- McCallen, L. & (2019, July 29). College for All in New York City: Operationalizing high schools as organizational institutional agents. Paper presented at New York City Department of Education Forum on Connecting, Policy & Practice. New York, New York.
- Zaino, K. & Chaise, C. (2019, July 12). From deficit discourse to dreaming desires. Paper presented at Free Minds, Free People, Minneapolis, Minnesota.
- Zaino, K. (2019, April 8.) Fugitive learning in schools: E xtending Patel's theory of learning as marronage. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Demeroukas, M., Espinet, I., Nuonsy, N., & (2019, March 21). Fostering bilingual writers: Using translanguaging in high school classrooms. Paper presented at New York State Association for Bilingual Education, White Plains, New York.
- Zaino, K. & Chaise, C. (2019, March 9). From meeting student needs to centering counter-stories of desire. Paper presented at Rethinking Child and Youth Marginalities: Moments, Narratives, and Exchanges, Camden, New Jersey.
- Steinert, A., , & Bargo, A. (2013, September 21). Inclusive classroom curricula. Paper presented at the annual Gay, Lesbian & Straight Education Network Greater Cincinnati Youth Summit, Highland Heights, Kentucky.
- Conner, J. & (2012, April 15). The balancing act: How youth organizing influences educational policy. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

*Miami University, Oxford, OH*

EDT 150: Introduction to Education

SJS 215: EMPOWER I: Educational and Economic Justice and Service

SEYS 580: Standards-Based Curriculum & Assessment in English  
SEYS 764: Contemporary Issues and Theories in Curriculum and Instruction  
SEYS 767.3: Advanced Curriculum Workshop in English Language Arts  
SEYS 781: Research in Language Arts Education  
SEYS 782: Research in Language Arts Education II

*The Graduate Center, CUNY, Women & Gender Studies, New York, NY*

WGS 71600 (57472) / WSCP 81600 (57479): Queer Feminist Methods (Teaching Assistant to Dr. Matt Brim)

*University of Cincinnati, Cincinnati, OH*

CI7003: Teaching and Learning in Diverse Classrooms

*Swarthmore College, Swarthmore, PA*

Special Methods Workshop in the Teaching of English.

*Queens College*

SEYS 579: Clinical Residency III. Supervised teacher residents enrolled in the Queens College-New Visions Urban Teacher Residency.

Holmes High School, Covington, KY. 2011 - 2018.

Ridley High School, Folsom, PA. 2006 - 2011.

Decolonizing Economics: A Qualitative Study on the Teaching of Racial Capitalism to Young Children.

Assisted in study design, recruitment, data collection, and data analysis. 2021 - 2022.

CUNY— Initiative on Immigration and Education. Created professional development modules for the Supporting Immigrants in Schools video series and collaborated with schools serving immigrant students. 2020 - 2021.

College Access: Research and Action. Assisted this organization in ethnographic research on the impact of its whole-school and peer-to-peer models of college access. 2018 - 2020.

CUNY-New York State Initiative on Emergent Bilinguals. Assisted this organization in collaborative practitioner research on creating dynamic multilingual classrooms. 2018 - 2019.

*Invited Lectures*

Queering Scholarly Dissemination: Public Knowledge and Publishing [Invited Discussant]. Urban Education, The Graduate Center, CUNY. Online. (2022, May 10)

\*denotes Masters student or undergraduate student collaborator

\*\*denotes youth collaborator

Autoethnography and Queer Open Pedagogy. Women and Gender Studies, The Graduate Center, CUNY. Online. (2022, February 7)

A Praxis of Open: Building Public Pedagogies In and Beyond Classrooms with Jordan Bell and Anthony Wheeler. Urban Education, The Graduate Center, CUNY. Online. (2021, December 6)

Nothing But Love: Approaching Academic Collaboration with Jordan Bell. English Education Program, Teachers Columbia, Columbia University. Online. (2021, November 8)

The Affective Legacies of Adolescence. Youth Studies Program, CUNY School of Professional Studies. Online. (2021, October 5)

Teacher Preparation Curriculum Design with Limarys Caraballo. NYC Coalition for Teacher Education Inaugural Conference. Online. (2021, March 9)

Moving Toward Discomfort: Will to Change Series with Azreen Hasan,\* Emily Ram,\* Maria Sultana,\* and Ahmad Zeidieh.\* Presented at Queens College. Online. (2021, March 24)

Prepared to Teach: Curriculum and Whole School Design with Limarys Caraballo, Rachelle Verdier, and Kara Melley. Bank Street College of Education, NY, NY. Online. (2020, December 14)

Open Pedagogy with Brian Mercado. Mina Rees Library Conversation Series at the CUNY Graduate Center. Online. (2020, June 18)

Creating an OER Course Site on the Commons. Urban Education, CUNY Graduate Center. Online. (2020, August 12)

*Workshop Series [Organizer & Assistant]*

Will to Change Workshop Series, Queens College, CUNY. 2021 - 2022.

Open Knowledge Intensive Workshop Series, CUNY Graduate Center. 2021.

Complicated Conversations Series, Queens College, CUNY. 2021.

Co-editor in chief, *Theory, Research, and Action in Education*. 2021 - 2022.

Apprentice copy-editor: *Equity & Excellence in Education*. 2021 - 2023.

Ad-hoc journal reviews (ongoing): *English Journal*, *Equity & Excellence in Education*, *Journal of Community Psychology*, *Teachers & Teaching: Theory and Practice*

Conference reviews (ongoing): American Educational Studies Association, American Educational

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