

SHANEÉ ADRIENNE WASHINGTON
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University of Washington
College of Education, Teaching, Learning & Curriculum
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EDUCATION

Ph.D., Curriculum & Instruction 2019
Boston College, Chestnut Hill, MA
Committee: Lauri Johnson (chair), Leigh Patel, M. Brinton Lykes, Gabrielle Oliveira
Dissertation: *Family-School-Community (Dis)Engagement: An Indigenous Community's Fight for Educational Equity and Cultural Reclamation in a New England School District*

Graduate Certificate of Professional Teaching Standards 2009
The George Washington University, Washington, DC

M.Ed., Education Leadership and Policy 2004
University of Maryland, College Park, MD

B.A., Elementary Education 2000
Lincoln University, Lincoln University, PA

PROFESSIONAL EXPERIENCE

Assistant Professor, College of Education 2019 – Present
University of Washington, Seattle, WA

Affiliate Faculty, Banks Center for Educational Justice 2019 – Present
University of Washington, Seattle, WA

Adjunct Faculty 2017 – 2019
Brandeis University, Waltham, MA,

Graduate Research Assistant & Teaching Fellow 2014 – 2018
Boston College, Chestnut Hill, MA

Elementary and Middle School Teacher 2000 - 2014
Prince Georges County Public Schools, Upper Marlboro, MD

HONORS & AWARDS

AERA

- 2023 Outstanding Reviewer: Honorable Mention, AERA Division K
- 2020 Outstanding Dissertation Award, AERA Leadership for Social Justice SIG
- 2020 Outstanding Dissertation Award, AERA Family-School-Community Partnership SIG
- 2020 Outstanding Dissertation Award: Honorable Mention, AERA Division A

University of Washington

- 2019-2020 *Martin Howell Outstanding Advisor Award*, University of Washington, College of Education

Boston College

- 2018 *Donald J. White Teaching Excellence Award*, Boston College
- 2018-2019 *Lynch School of Education Doctoral Dissertation Fellowship*, Boston College

PUBLICATIONS

Peer Reviewed

Washington, S., Johnson, L., & Chui, K. (2024). Indigenous methodologies in international research on Indigenous family and community engagement. *Review of Educational Research*.

Washington, S. A., Shea, M. V., & Miller, F. (2024). Designing for climate justice in a social studies methods course. In *Proceedings of the 18th International Conference of the Learning Sciences -ICLS 2024*. International Society of the Learning Sciences.

Washington, S. A. (Conditionally Accepted). Engaging Indigenous families and community members: Leadership towards relationality and relational accountability. *Education Administration Quarterly*.

Washington, S. A., Mendoza Chui, K., Ramirez, J. I., Germinaro, K. (2023). "It's a vibe": Belonging, healing, and liberation in community spaces by us and for us. *Equity & Excellence in Education*.

Washington, S. A. & Johnson, L. (2023). Towards culturally sustaining/revitalizing Indigenous family-school-community leadership. *Frontier in Education*, 8.

Washington, S. A. (2023). Reflecting on an Indigenist methodology in Indigenous family and community engagement research. *The Qualitative Report*, 28(15). 1210-1229.

Washington, S. A. (2021). An Indigenous Community's fight for cultural continuity and educational equity with/in and against a New England school district. *Teachers College Record*, 123(12), 3-37.

Washington, S. A. (2021). Sustaining Indigenous students' and families' well-being and culture in an Ontario school board. *Journal of Professional Capital and Community*, 6(3), 237-252.

Washington, S. A., & O'Connor, M. T. (2020). Collaborative professionalism across cultures and contexts: Cases of education change networks enhancing teaching and learning in Canada and Colombia. In L. Schnellert (Eds.), *Professional learning networks: Facilitating educational transformation* (pp. 17-48). Emerald Publishing.

Shirley, D., Hargreaves, A., & Wangia, S. (2020). The sustainability and unsustainability of teachers' and leaders' well-being. *Teacher and Teacher Education*, 92(1), 1-12.

Hargreaves, A., Washington, S., & O'Connor, M. T. (2018). Flipping their lids: Teachers' wellbeing in crisis. In D. M. Netolicky, J. Andrews, & C. Paterson (Eds.), *Flip the system Australia: What matters in education* (pp. 93-104). Routledge.

Noble, A., McQuillan, P., Wangia, S., & Soules, K. (2016). The emergence of student-centered teaching in professional learning networks on twitter: The role of choice and voice. In Grasseti, M. T., Brookby, S. (Eds.), *Advancing Next-Generation Teacher Education through Digital Tools and Applications*. IGI Global.

Reports

Washington, S. A., Germinaro, K., Chui, K., & Ramirez, J. (2021). *Spaces of belonging: Learning with and from black-led community organization and community members of color*. Washington Education Association Report. [with Ph.D. students]

Hargreaves, A., Shirley, D., Wangia, S., Bacon, C., & D'Angelo, M. (2018). *Leading from the middle: Spreading learning, well-being, and identity across Ontario*. Council of Ontario Directors of Education Report.

In Review

Washington, S. A. (2024). Why we must teach on Palestine: Connecting the past to present in a social studies methods course.

Washington, S. A., Shea, M. V., Chatto, S. R., Miller, F., Lakoundji, L., & Amin, N. (2024). Coming to and designing for relationality as environmental justice in a social studies methods course.

In Progress

Nickson, D., Washington, S. A., Smith, K., & Habtom, S. (2024). Honoring Black and Indigenous families' place and land relations in educational engagement and advocacy: Uplifting traditions in and beyond schools.

Washington, S. A., et al. (2024). Imagining more just futures: Communities of color offering a vision of disability affirming and culturally sustaining educational spaces for their children.

RESEARCH COLLABORATIONS

University of Washington, Seattle, WA

June 2023 – Present

- **Designing for Relationality as Environmental Justice in Social Studies Edu.** Project – I serve as PI and co-researcher with Dr. Molly Shea, Shayla Chatto, and our community partners from The Root of Us, Fernell Miller, Laurel Lakoundji, and Narima Amin. Our collective came together to design for environmental justice in my Social Studies Methods course. Through design circles that centered Black and Indigenous experiences and epistemologies, relationality emerged as integral to the ways we think about our relationships with and responsibilities to the environment and each other.

University of Washington, Seattle, WA

October 2020 – August 2021

- Co-Designing with Community for Justice-Driven Teacher Education CEEDAR Project – I served as a co-researcher with Dr. Maggie Beneke on this CEEDAR OSEP Center funded project that involved designing, developing, field-testing, and iterating a community centered process with the goal of creating more justice-driven teacher preparation programs at UW and throughout Washington State

University of Washington, Seattle, WA

September 2019 – Jan. 2021

- WEA UW Educational Justice Project – I served as lead researcher in one of eight studies in this major project funded by Washington Education Association which aimed to understand the level and types of investments and practices needed to address and eliminate systemic educational inequities and injustices in Washington State schools from the perspectives of communities of color. With three Ph.D. students as co-researcher, our study explored the work of local, Black-led community organizations and other people of color spaces that served as spaces of belonging, learning, and activism at the outset of the COVID-19 pandemic and racial reckonings.

SUBMITTED GRANT PROPOSALS

National Science Foundation (NSF)

- **Justice through STEM** (\$4,994,941, Co-Investigator) 2023
If granted, this NSF grant would fund the creation of a STEM center that will function as a collective of multiracial women scholar-educators and their community partners who are engaged in community-based research, teaching, learning, and service. The center will build on a constellation of research-practice partnerships (RPPs) to understanding how young people, and their collaborators across the lifespan, learn with and through digital technologies to resist intersecting systems of oppression.
- **S-STEM AVELA** (\$2,500,000, Key Personnel) 2023
If granted, this NSF grant will fund a scholarship program for low-income undergraduates at UW in College of Engineering disciplines.

CONFERENCE PRESENTATIONS

Washington, S. A. (April 2024). “Towards Relational and Accountable Leadership in Indigenous Family-School-Community Engagement.” Present in a symposium titled, “Family, School, Community Partnerships’ Leadership and Reform” at the American Educational Research Association (AERA) annual meeting, Philadelphia, PA.

Washington, S. A., Miller, F., Shea, M. V., Lakoundji, L., & Chatto, S. R. (April 2024). “Coming to and Designing for Relationality as Environmental Justice in Social Studies Education.” Presented in a symposium titled, “Climate Teacher Education as Spaces for Holding Climate Precarity, Hope, Community, and Youth’s Flourishing Futures” at the American Educational Research Association (AERA) annual meeting, Philadelphia, PA.

Washington, S. A., Shea, M. V., & Miller, F. (June 2024). “Designing for Climate Justice in a Social Studies Methods Course.” Presented as a short paper at the International Conference of the Learning Sciences (ICLS) annual meeting, Buffalo, NY.

Washington, S. A. & Johnson, L. (April 2023). "Mis/Uses of Indigenous Methodologies in International Research on Indigenous Family and Community Engagement." Presented in a roundtable session titled, "Equity-Centered Considerations When Partnering with Diverse Communities" at the American Educational Research Association (AERA) annual meeting, Chicago, IL.

Washington, S. A., Beneke, M., & Ramirez, J. (April 2023). "Resisting Pathology, Practicing Relational Accountability: Challenges and Possibilities of Designing for Community-Centered Teacher Education." Chair and presenter in symposium titled, "Toward Answerability in Our Work with and Study of Families and Communities of Color" at the American Educational Research Association (AERA) annual meeting, Chicago, IL.

Washington, S. A., Germinaro, K., Chui, K., & Ramirez, J. (April 2022). "Abolitionist Teaching, Learning, and Activism in Black-led and People of Color Community Spaces." Presented in a symposium titled, "Communities-of-Color-Based Research for Racially Just Transformation in a State's Public Education System" at the American Educational Research Association (AERA) annual meeting, San Diego, CA.

Washington, S. A. (April 2021). "Engagement of Black Youth and Families in Emergent Social and Educational Spaces." Discussant in symposium for Division G at the American Educational Research Association (AERA) annual meeting. Virtual event.

Washington, S. A. & O'Connor, M. (April 2021). "Mal/practices of Collaborative Professionalism with/in PLNs in Canada and Columbia." Presented in a round table symposium titled, "Professional Learning Networks: Facilitating Transformation in Diverse Contexts with Equity Seeking Communities" at the American Educational Research Association (AERA) annual meeting. Virtual meeting.

Wangia, S. & Johnson, L. (March 2018). "Families as Educational Advocates in a Globalized World: A Review of the Literature." Paper presented in a symposium titled, "Educational Advocacy in a Globalized World: Cross National Perspectives from the WERA International Research Network" at the Comparative and International Education Society (CIES) annual meeting, Mexico City, Mexico.

Wangia, S. (January 2018). "Fenced In/Out: (Dis)engaging Indigenous Families and Community members in a New England School District." Paper presented at the International Congress for School Effectiveness and Improvement (ICSEI) conference, Singapore.

Wangia, S. (April 2017). "Fostering Professional Engagement and Well-Being to Ensure the Success of All Students." Presented in symposium titled, "The Emerging Age of Engagement, Identity, and Well-Being: New Research Findings from Ontario" at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.

Wangia, S. (April 2016). "Confronting and Addressing Vulnerability in the Context of an Inquiry Community." Presented in round table discussion titled, "Transitioning from Teachers to

Teacher Educators: Forming and Sustaining an Inquiry Community” at the American Educational Research Association (AERA) annual meeting, Washington, DC.

Wangia, S. & D’Angelo, M. (January 2016). “The Intersection of identity development, engagement, and wellbeing among self-identifying LGBTQ, aboriginal, and students of color in Ontario, Canada.” Presented in symposium titled, “Achieving Excellence in Ontario: Cultivating Engagement, Equity, and Wellbeing Through District collaboration” at the International Congress for School Effectiveness and Improvement (ICSEI) conference, Glasgow, Scotland

Wangia, S. (February 2015). “Urban Teaching in an Era of Standards, High-Stakes Testing, and Accountability: A Literature Review.” Presented in poster session at the American Association of Colleges for Teacher Education (AACTE) Holmes Scholars Annual Meeting, Atlanta, GA.

INVITED PRESENTATIONS

Washington, S. A. (Invited Panelist, June 2023). “Families & Communities as Sites of Educational Memories and Futures.” Invited panelist for University of Pittsburgh Center for Urban Education Summer Educator Forum (CUESEF). Virtual event.

Washington, S.A. (Invited Presenter, May 2023). “Towards Culturally Sustaining/Revitalizing Practices in Our Work with Students and Families of Color.” Presented at the PlayJouer Professional Learning Series Workshop. Virtual event.

Washington, S. A. (Invited Panelist, July 2021). “Decolonizing Education: What does that mean?” Invited panelist for Equity in Education Coalition’s Lunch and Learn summer series. Virtual event.

Washington-Wangia, S. (Invited Speaker, October 2018). “From Contrived Collegiality to Collaborative Professionalism: A Progressive Policy for Teachers in Ontario.” Presented at the 2018 Seoul International Education Forum (SIEF), Seoul, South Korea.

Wangia, S. (Invited Symposium, August 2018). “Towards Culturally Sustaining/Revitalizing Family-School-Community Partnership Policies and Practices in Indigenous Contexts Around the World.” Paper presented in an invited symposium titled “Decolonizing Research on Family-School-Community-University Partnerships: Reimagining Conceptual Frameworks” at the WERA Congress, Cape Town, South Africa.

PROFESSIONAL SERVICE & AFFILIATIONS

AVELA (A Vision for Electronic Literacy & Access) – (October 2022 – Present)

- Board Member & Faculty Advisor for this group of underrepresented graduate and undergraduate students of color at the University of Washington who are actively working to bridge opportunity gaps present in the public education system. AVELA works with schools and community organizations to provide STEM workshops, camps, and other programming for Black, Brown, and Indigenous youth.

Canadian Playful Schools Project - (June 2022 – June 2023)

- International advisor for project funded by the LEGO Foundation that support play-based learning and teaching in a network of Canadian schools with the goal of advancing and improving the achievement and well-being of historically underserved student populations such as African Canadians and Indigenous students.

University of Washington

- Women Investigating Race, Ethnicity, and Difference (WIRED) – (January 2020 – Present)
Organization consists of associate, assistant, and full professors of underrepresented groups from all three UW campuses and aims to provide participants professional advice, intellectual stimuli, and support in balancing the demands at home and work.
- UW Black Faculty Collective (BFC) – (January 2021 – Present)
An inclusive organization of Black or African American tenure-track and tenured professors and lecturers across the three campuses that serves as a space of healing, research sharing and collaboration, and professional and leadership development.

College of Education

- Search Committee Member – UniteEd Director (2023-2024)
- Faculty Council At Large Member (2023-2024)
- Faculty Council Area Representative (2021 – 2023)
- Search Committee Member – Asst. Dean of Teacher Education (2021-2022)
- Banks Center for Educational Justice – Affiliated Faculty (2020 – Present)
- Teacher Education Council (January 2020 – Present)
 - Doctoral Program Course Working Group – collaborate with colleagues to propose courses and doctoral experiences for PhD and EdD students in teacher education

American Educational Research Association (AERA) (December 2014 – Present)

- Division Member:
 - Division G – Social Context of Education
 - Division K – Teaching and Teacher Education
 - Reviewer for submitted AERA 2023 & 2024 conference proposals
- SIG Member:
 - Critical Educators for Social Justice
 - Family-School-Community Partnerships
 - Reviewer for 2021 Outstanding Dissertation Award

American Association of Colleges for Teacher Education (AACTE) Holmes Scholars (November 2014 – June 2017)

- National Secretary, AACTE Holmes Scholars Program (February 2015 – February 2016)

Reviewer: *Educational Researcher; Equity & Excellence in Education; Frontiers in Education; Journal of Professional Capital and Community; Teaching and Teacher Education*