

## **EDUCATION**

**Ph.D., Teacher Education, 2015-2019**, University of Nevada, Las Vegas, NV

Dissertation title: “Centering Preservice Teachers of Color Through Culturally Relevant Critical Teacher Care: A Critical Race Transformative Convergent Mixed-Methods Analysis.”

**M.Ed., Administration and Educational Leadership, 2009-2010**, California State University, Los Angeles, CA

**Secondary Teaching Credential, 2003-2004**, English Language Arts, University of California, Los Angeles, CA

**M.F.A., Writing, 2000-2002**, Sarah Lawrence College, Bronxville, NY

**B.A., Theatre Arts, *cum laude*, 1998-2000**, Missouri State University, Springfield, MO

## **PROFESSIONAL EMPLOYMENT and EXPERIENCE**

**Research Consultant/Cohort Co-Facilitator, 3/2021-present**, Embracing Equity, Remote Position

- Co-Facilitation of Intentionally Racially Diverse Cohorts exploring and building anti-racist identity and equity in educators
- Analysis, interpretation, and lay presentation of Equity Audit data from partner organizations

**Cohort Co-Coordinator, 8/2022-06/2023**, Master of Education in Teaching Program, School of Teacher Education, University of Hawai’i, Mānoa. Honolulu, HI

- Courses taught: ITE 601B/603B Seminar in Teacher Education, 602B/604B Fieldwork Practicum
- Advising and coordinating a cohort of statewide candidates throughout their cohorted 2-year program including candidates seeking licensure in art, social science, English language arts, science, and math

**Director of Teaching & Learning, 6/2022-6/2023**, Parker School, Waimea, HI

- Coaching teachers across K12 courses
- Serving as a member of the school leadership team
- Coordination of curriculum, instruction, and assessment practices and policy

**Lecturer/Field Supervisor, 1/2022-5/2022**, Secondary Education Program, Institute for Teacher Education, University of Hawai’i, Mānoa, Remote Position

- Courses taught: ITE 402N Teaching Practicum; ITE 450 Student Teaching

**Research Associate, 6/2020-6/2021**, Branch Alliance for Educator Diversity, Remote Position

- Coordination of collaborative research projects
- Coordination of the Emerging Research Fellows program
- Research and writing related to critical multicultural teacher education and educator preparation in Minority Serving Institutions in the United States

**Visiting Professor/Field Supervisor, 8/2019-6/2020**, University of Nevada, Las Vegas, College of Education, Las Vegas, NV

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- Courses taught: EPY 709/EPY 451 Foundations of Educational Assessment; EPY 707 Adolescent Development; COE 103, First-Year Seminar; COE 202 Second-Year Seminar
- Field Supervisor for Elementary Alternative Route to Licensure Candidates

**Statewide Coordinator and Instructor, 8/2018-6/2019**, Master of Education in Teaching Program, Institute for Teacher Education, University of Hawai'i, Mānoa. Honolulu, HI

- Instructor: ITE 403D - English Language Arts Methods, EDCS 632 Qualitative Research Methods
- Developing and coordinating courses for statewide MEdT cohorts
- Supervising part-time lecturers who provide field supervision for MEdT candidates
- Field supervision of MEdT preservice teacher candidates

**Graduate Assistant, 8/2015-5/2018**, Dept. of Teaching and Learning, College of Education - UNLV, Las Vegas, NV

- Co-wrote and co-administered the Great Teaching & Leading state grant project: *Abriendo Caminos/Opening Pathways* for students of color into teaching
- Instructor: EDEL 405 Elementary Curriculum and Assessment (6 semesters-in-person/hybrid course)
- Served as a Field Site Supervisor for the UNLV Dept. of Teaching and Learning Field Office supervising preservice teacher candidates in the field

**Education Consultant, 7/2014-8/2015**, California International Studies Project, University of California, San Diego

- Developed curricula for & was an instructor within teacher professional development institutes focused on delivering Common Core standards-based curriculum within an equity and access framework

**Education Consultant, 2/2014-6/2015**, Los Angeles Unified School District, Linked Learning Office, Los Angeles, CA

- Wrote grants and developed program materials for the Linked Learning Network
- Provided coaching at 16 different school sites with admin and lead teachers to assist in the development of a master schedule supporting the Linked Learning framework

**Education Consultant, 7/2013-5/2016**, The School of Arts and Enterprise, SBE Authorized Charter School, Pomona, CA

- Prepared data and collected research for grant writing, development, and school programs
- Wrote/produced stakeholder reports and marketing materials
- Provided leadership coaching and organizational/procedural consulting
- Developed & provided professional development to teachers

**Administrator – Teacher Coach, 7/2011-6/2013**, The School of Arts and Enterprise, SBE Authorized Charter School, Pomona, CA

- Led and wrote the comprehensive report for Western Accreditation of Schools Commission (WASC) school accreditation process resulting in a 6-year approval rating

- Coached, supervised, & evaluated teachers
- Developed & administered data-driven instruction and equity-based professional development for teachers
- Wrote and assisted in the successful application of SBE Materials Revision to the school charter to expand the school to grades 6-12
- Developed & implemented schoolwide formative assessment and review process

**Lead Teacher, 7/2007-6/2011**, Los Angeles High School of the Arts, Los Angeles Unified School District, Los Angeles, CA

- Taught theatre design and English language arts courses to grades 9-12
- Served as a member of the LAUSD, Linked Learning Advisory Committee to develop and implement resources and policy for educational programs
- Coordinating the Western Accreditation of Schools Commission (WASC) process
- Assisted in the process of transforming the Small Learning Community into one of the first LAUSD school reform models: Pilot Schools
- Facilitated the yearlong professional development process with the math department in to develop project-based and inquiry-based curricula

**English & Theatre Faculty, 7/2003-6/2007**, Belmont High School, Belmont Academy of Performing Arts, LAUSD, Los Angeles, CA

**English & Theatre Faculty, 8/2002-6/2003**, Dorsey High School, LAUSD, Los Angeles, CA

## PUBLICATIONS

- Bendixen, L., **Plachowski, T. J.**, Olafson, L. (2022). Criticalizing teacher perceptions of urban school climate: Exploring the impact of racism and race-evasive culture in a predominantly white teacher workforce. *Education and Urban Society*.  
<https://doi.org/10.1177/00131245221106724>
- Alvarez McHatton, P., Canales, L., Evans, A., Lisic, E., Murillo, A., & **Plachowski, T. J.** (2021). Using equity reviews to assess and address opportunity gaps in teacher preparation programs. Branch Alliance for Educator Diversity. Retrieved from [https://www.educatordiversity.org/wp-content/uploads/2021/09/BranchED-Equity-Reviews\\_online.pdf](https://www.educatordiversity.org/wp-content/uploads/2021/09/BranchED-Equity-Reviews_online.pdf)
- Marrun, N. A., Rodriguez, M., **Plachowski, T. J.**, & Clark, C. (2021). Divergent values: A family critical race theory analysis of families of color and their perceptions of teachers and teaching as a profession. *Taboo: The Journal of Culture and Education* 20(3). Retrieved from <https://digitalscholarship.unlv.edu/taboo/vol20/iss3/2/>
- Hernández-Johnson, M., Taylor, V., Singh, R., Marrun, N., **Plachowski, T. J.**, & Clark, C. (2021). “Like where are those teachers?”: A critical race theory analysis of teachers of color who have “left” teaching. *International Journal of Qualitative Studies in Education*.  
<https://doi.org/10.1080/09518398.2021.1956634>
- Marrun, N. A., **Plachowski, T. J.**, Mauldin, D. R., & Clark, C. (2020). “Teachers don’t really encourage it”: A critical race theory analysis of high school students’ of Color perceptions

of the teaching profession. *Multicultural Education Review*. 13(1), 1–22.

<https://doi.org/10.1080/2005615X.2021.1890313>

**Plachowski, T. J.**, (2019). Centering preservice teachers of color through culturally relevant critical teacher care: A critical race transformative convergent mixed-methods analysis. (Unpublished doctoral dissertation). Available in ProQuest December, 2019. University of Nevada, Las Vegas. Las Vegas, NV.

**Plachowski, T. J.**, (2019). Reflections of preservice teachers of color: Implications for the teacher demographic diversity gap. [Special Issue: Critical Multicultural Education: Working at the Intersections of Resistance, Restorative Justice, and Revolutionary Change] *Education Sciences*, 9(2), 144. <https://doi.org/10.3390/educsci9020144>

Marrun, N. A., **Plachowski, T. J.**, & Clark, C. (2019). A critical race theory analysis of the 'demographic diversity' gap in schools: College students of color speak their truth. *Race, Ethnicity, and Education*, 22(3). doi:10.1080/13613324.2019.1579181

Walls, T., Neith Cornejo, M., **Plachowski, T. J.**, Reid, E., & Park, S. (2018) Sowing seeds of justice: Feminists' reflections on teaching for social justice in the southwest. In *Equity, Equality, and Reform in Contemporary Public Education*. IGI Global Publishing.

Clark, C., **Plachowski, T.**, Singh, R., Smith, A., Walls, T., (Invited Guest Bloggers) (2017, April 28). Policy by, with, and for all students: How to make public education work. Brown Center on Education Policy, *Brown Center Chalkboard*, Brookings Institution. Available at: <https://www.brookings.edu/blog/brown-center-chalkboard/2017/04/28/policy-by-with-and-for-all-students-how-to-make-public-education-work/>

Riddle, D., Hayden, S., Laferriere, J., **Plachowski, T. J.**, Beck, J. S., & Metcalf, K. K. (2017). *The Nevada teacher workforce: An initial examination*. The Nevada Consortium on the Teacher Pipeline. Retrieved from <http://education.unlv.edu/consortium/documents/2017%20Teacher%20Workforce%20Report.pdf>

## **SELECTED CONFERENCE PRESENTATIONS**

**Plachowski, T. J.**, Jackson, I., Yu, W., Kent, J., Arroyo, M., Paretti, L., & Bendixen, L. (2022) Building a Collective and Critical Approach to Teacher Educator Professional Development. Proposal Accepted for the Annual Meeting of the American Association of Colleges for Teacher Education, New Orleans.

Yu, W., Kent, J., Hayden, S., **Plachowski, T.**, & Bendixen L. (2022). Assets, opportunities, and criticality during covid: Sustaining an online inter-institutional teacher educator collective. Paper Presentation for the Annual 2022 Association of Teacher Educators, Chicago, IL.

Jackson, I., Paretti, L., Bendixen, L., **Plachowski, T.**, Yu, W., Kent, J., & Jawade, R., (2021). Culturally sustaining teacher educator professional development: A collective and critical approach using participatory action research. University of Las Vegas Scholarship in Practice Lecture Series. Webinar.

Bendixen, L., **Plachowski, T.**, & Jawade, R., (2021). Culturally sustaining teacher educator professional development: A collective and critical approach using participatory action research. Scholarly Consortium for Innovative Psychology in Education. Bi-Annual Virtual Conference.

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- Plachowski, T. J.,** Paretti, L., Yu, W., Kent, J., Arroyo, M., (2021). Building a collective critical community of practice: Developing sociopolitical consciousness and culturally sustaining pedagogies of teacher educators. Paper presentation for the Association of Teacher Educators Summer 2021 Virtual Conference.
- Bendixen, L. D., Hemmers, A., Hernandez-Johnson, M., Reid, R., Foschi, D., **Plachowski, T. J.,** & Gromlich, M. (2021). Developing as critical mixed-methods researchers: Enacting critical paradigms amidst a global pandemic. Paper presentation for the Annual meeting for the American Educational Research Association, Virtual Conference.
- Herring, C., **Plachowski, T. J.,** & Canales, L. (2021). Exploring communities of practice to transform educator preparation. Roundtable session for Annual meeting for the American Educational Research Association, Virtual Conference.
- Plachowski, T. J.,** Ruiz Gonzalez, M., Davenport, L., & Kent, J. (2021). Navigating equity in clinical experiences during the pandemic and renewed civil rights movement. Symposium Panel Presentation for the Annual 2021 Association of Teacher Educators, Virtual Conference.
- Hightower Mitchell, D., **Plachowski, T. J.,** Culturally and linguistically sustaining pedagogy panel discussion: Exploring teacher educator cultural competency alongside candidate experiences. Symposium Panel Presentation for the Summer 2020 Association of Teacher Educators, Virtual Conference.
- Plachowski, T. J.,** Blakely, P., Lopez, E., Hunt, A., Jackson, I., Fagan, I. (2020). Centering Preservice Teachers of Color Through Culturally Relevant Critical Teacher Care. Paper presentation for the 2020 annual meeting for the American Educational Research Association, San Francisco, CA.
- Plachowski, T. J.,** Bendixen, L. D., Foschi, D., Gromlich, M., Hemmers, A., Hernandez-Johnson, M., Reid, R. (2020). Developing as a critical mixed-methods researcher. Paper presentation for the 2020 annual meeting for the American Educational Research Association, San Francisco, CA.
- Scott, C. E., Hayden, S., & **Plachowski, T.** (2018, April). *Mentorship in context: Exploring the experiences of mentee and mentor teachers.* Paper presentation for the 2018 annual meeting for the American Educational Research Association, New York, NY.
- Plachowski, T.,** Gardener, C., & Bendixen, L. (2017, October). *Developing culturally responsive teachers.* The Southwest Consortium for Innovative Psychology in Education. Las Vegas, NV.
- Adams, L., & **Plachowski, T. J.,** (2017, February). *Coaching with care for equity: An autoethnography of urban educational leader experiences.* Lecture session presented at the 29th Annual Ethnographic and Qualitative Research Conference (EQRC). Las Vegas, NV.

## **SERVICE, FELLOWSHIPS, FUNDED GRANTS, and AWARDS**

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| 2018-2023 | Committee Member: Association of Teacher Educators, Field Experience Standards Taskforce  |
| 2019-2021 | Elected Board Member: Communication Coordinator for The Scholarly Consortium of Innovative Psychology in Education (SCIPIE).    |
| 2021      | AERA Division K: Roundtable Chair: “Why Can't We Talk About Race? Challenging the Race-Evasive Culture of Teacher Education and |

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## Teaching”

- 2019 Hiring Committee Chair: Statewide Coordinator, University of Hawai’i, Mānoa
- 2019 Clinical Practice Fellow 2019, Association of Teacher Educators.
- 2017-19 Nevada Department of Education, Great Teaching and Leading Fund, *Abriendo Caminos*/Opening pathways for students of color into the teaching profession, Co-PI, Funded 2 years \$596,000
- 2017-18 University of Las Vegas, Nevada, Collaborative Group Award: *Abriendo Caminos*/Opening pathways for students of color into the teaching profession
- 2016-2020 Teachers for Social Justice Las Vegas, Co-founding Member
- 2016-17 Nevada Department of Education, Great Teaching and Leading Fund, *Abriendo Caminos*/Opening pathways for students of color into the teaching profession, Co-PI, Funded 1 year \$335,000
- 2015 California Secondary Specialized Programs Implementation Grants, Funded: \$300,000 (3 Funded at \$100,000 each), Grant writer
- 2014 California Career Pathways Trust Grant, Funded: \$15,000,000, Co-grant writer
- 2009 California Prop 1D Career Tech Ed Facilities Grant, Funded: \$3,000,000, Grant-writer & co-administrator
- 2008 Hewlett-Packard Innovations Grant, Funded: \$150,000 (technology, in-kind services, and PD funding), Grant-writer & administrator
- 2008 California Career Partnership Academies Grant, Funded: \$72,000, Grant-writer & administrator, Grant-writer & co-administrator
- 2005 California Career Partnership Academies Grant, Funded: \$243,000
- 2002 Los Angeles Teaching Fellow