**CHELDA SMITH KONDO**

*Curriculum Vitae*

**Faculty in Residence, Saint Peter Claver Catholic School**

 **Associate Professor of Education, University of St. Thomas**

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**EDUCATION**

**The University of Minnesota, Minneapolis, MN**

 Ph.D. in Curriculum and Instruction (Culture & Teaching Emphasis) August 2014

Dissertation: *Culturally relevant pedagogy in multicultural teacher education: A paradoxical objective*

**Brooklyn College, Brooklyn, NY**

 M.Ed. in Elementary Education June 2008

 New York City Teaching Fellow 2006-2008

 AmeriCorps Fellow 2006-2008

**Albany State University, Albany, GA**

B.A. in English May 2006

**PUBLICATIONS**

(\* = refereed)

**Journal Articles**

Smith Kondo, C. (2022). Walking the Talk: Employing Culturally Relevant Pedagogy in Teacher

Education. *Teachers College Record*, *124* (4). <https://doi.org/10.1177/01614681221096797>

Smith Kondo, C. (2021). Trying to Decenter Whiteness in the Academy. Forum of the American

Journal of Education. <https://www.ajeforum.com/trying-to-decenter-whiteness-in-the-academy-by-dr-chelda-smith-kondo/>

Smith Kondo, C. (2021). An Episode in Allyship Responding to the Uprising. *International Journal of*

*Multidisciplinary Perspectives in Higher Education*, *6*(1), 170–176. Retrieved from <https://www.ojed.org/index.php/jimphe/article/view/3181>

Smith Kondo, C. (2019). Front Streeting: A challenge in preparing culturally diverse teachers for

diverse students. Anthropology & Education Quarterly, 50(2), 135-150. <https://anthrosource.onlinelibrary.wiley.com/doi/abs/10.1111/aeq.12285>

Smith Kondo, C. & Bracho, C. (2019). Friendly resistance: Narratives from preservice teachers of color

navigating diversity courses. Educational Studies, 55(2), 114-120.

<https://www.tandfonline.com/doi/abs/10.1080/00131946.2018.1500913>

Smith C. & Wells, A. (2016). Experimenting with asset pedagogy in elementary teacher education:

One semester - Two perspectives. Making Connections, 16(2), 138-154. <https://makingconnectionsjournal.org/doi/abs/10.5555/1930-1987-16.2.138>

Smith, C., Dyke, E., & Hermes, M. (2013). Life in the Undercommons: Sustaining Justice-Work Post

Disillusionment. Journal of Curriculum Theorizing, 29(2). <https://journal.jctonline.org/index.php/jct/article/view/480>

Lozenski, B., & Smith, C. (2012). Pen 2 Paper 2 Power: Lessons from an arts-based literacy program

serving Somali youth. Equity & Excellence in Education, 45(4). <https://www.tandfonline.com/doi/abs/10.1080/10665684.2012.717482>

**Books**

Smith Kondo, C., (2024). *Pedagogy of Humanization: Preparing Teachers for Culturally Sustaining Classrooms*. Myers Education Press. <https://styluspub.presswarehouse.com/browse/book/9781975505097/Pedagogy-of-Humanization>

**Book Chapters**

Smith Kondo, C. (in press). Conceptualizing a Pedagogy of Humanization. *Bloomsbury Encyclopedia of*

*Social Justice: Volume 1*

Smith Kondo, C., & Brkich, K.M. (2024). Co-teaching in the Time of

the 2020 Uprising. In Tschida C.M., Fogarty, E., Cuthrell, K., Stapleton, J., Lys, D., & Bullock, A. (Eds.), *Co-Teaching in Teacher Education: Centering Equity.* Teachers College Press.

Harkins, E. A., & Smith Kondo, C., (2024). Culture and Disability. In

Harkins, E. A., Stansberry Brusnahan, L.L., Fuller, M. C., & Odima, M. (Eds.), *Incorporating intersectional needs of students: Disability, culture, and inclusivity in schools*. Rowman and Littlefield, Inc.

Smith Kondo, C. (2018). Mama, am I hip-hop? Unpacking the intersections of race, culture, and

gender with a young Black boy. In J.F. Jackson (Ed.), The Handbook of Research on Black Males. (1-2). Michigan State University Press. <https://www.jstor.org/stable/10.14321/j.ctv4g1qgh>

Smith, C., & Lozenski, B. (2014). “I Do Not Need Help to Define Myself”: The Self-Location of Somali

Immigrant Youth Through Discourse and Agency. In Porfilio, B., Roychoudhury, D., &

Gardner, L. M. (Eds.), See You at the Crossroads: Hip Hop Scholarship at the Intersections:

Dialectical Harmony, Ethics, Aesthetics, and Panoply of Voices (pp. 111-127). Rotterdam, NY:

Sense Publishers. <https://link.springer.com/chapter/10.1007/978-94-6209-674-5_7>

**Reviews**

Smith, C. (2015). Reviews of Literature [Review of the book. Mogadishu on the Mississippi:

Language, Racialized Identity, and Education in a New Land, by M. H. Bigelow]. Multicultural Perspectives. <https://www.tandfonline.com/doi/abs/10.1080/15210960.2015.996390>

Helman, L., Allen, K., Beach, R., Bear, D., Bigelow, M., Brendler, B., Cushing-Leubner, J., Dillon, D.,

Frederick, A., Haertling-Thein, A., Isaacson, K., Ittner, A., Janssen, T., Liang, L., Madson, M., Mason, A., Ngo, B., O’Brien, D., Peterson, D., Rietdijk, S., Rogers, C., Rummel, A., Scharber, C., Smith, C, & Stornaiuolo, A. (2014). Annotated bibliography of research in the teaching of English. Research in the Teaching of English 49(2), 365-367. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www.ncte.org/library/NCTEFiles/Resources/Journals/RTE/0492-nov2014/RTE0492Annotated.pdf>

**Public Communication**

Smith Kondo, C. (2023, September 26). Pedagogy of Humanization. *Academic Minute*

[audio podcast ]. <https://academicminute.org/2023/09/chelda-smith-kondo-university-of-st-thomas-pedagogy-of-humanization/>

Smith Kondo, C. (2021). Social Isolation: A Welcome Intervention. Minnesota Women's Press.

 <https://www.womenspress.com/social-isolation-a-welcome-intervention/>

Smith Kondo, C. (2020). Toward a radical Black humanity. CEHD Connect: The Magazine of the

College of Education and Human Development. Fall 2020/Special Issue <https://connect.cehd.umn.edu/livedexperiences/?fbclid=IwAR0JXgBZeSGLYGr2mkfZQj36kpX-yguBcc-8qc0JW4P4ZVIkw1dwiUbj9MU>

**Works in Progress**

Treat Them Like They’re White- Toward A Pedagogy of Humanization

Engaging Culturally Diverse Students in Diversity Courses

Diasporans Negotiating Insider/Outsider Positionality in International Development Work

**SELECTED Conference Activity**

Smith Kondo, C. (2024) Annual Meeting of the American Educational Research Association,

Philadelphia, PA, April 11–14

* + Symposium: Interdisciplinary Approaches to a Pedagogy of Humanization: Preparing Teachers for Culturally Sustaining Classrooms
	+ Chair & Discussant: Supporting Teacher Growth: Pedagogy Rooted in Culture
	+ Chair & Discussant: Advancing Racial Equity Through Policy and Practice
	+ Discussant: Acknowledgment and Liberation: Experiences of Transforming Education
	+ Chair: Fostering Inclusive Engagement: Insights from Student Experiences

Smith Kondo, C. (2022). Pedagogy of Humanization: A Guide to Preparing Elementary Teachers for Culturally Relevant and Sustaining Classrooms. International Conference on Urban Education (ICUE) Biennial Meeting, Cancun, Mexico. November 2–5.

Smith Kondo, C. & Brkich K. M. (2020.) Adapting Critical Pedagogy to Online Teacher Education.

Annual Meeting of the American Educational Research Association, San Francisco, CA, April 16-21.

Smith Kondo, C. (2019). Diasporans Negotiating Insider/Outsider Positionality in International Development Work. Annual Meeting of the American Educational Research Association, Toronto, CA, April 5–9.

Smith Kondo, C. & Bracho, C. (2018). Friendly Resistance: Narratives from Preservice Teachers of Color Navigating Diversity Courses. Annual Meeting of the American Educational Research Association, New York, NY, April 13–17.

Smith Kondo, C. & Desir, C. (2018). Seats at the Table: Tensions of being Haitian American Consultants to International Development Work in Haiti. The 62nd Annual Meeting of the Comparative and International Education Society (CIES). Mexico City, MX. March 25–29.

Smith Kondo, C. & Bracho, C. (2017). Friendly Resistance: A Case Study of Preservice Teachers of Color Traversing Multicultural Education Courses in Teacher Education Programs. Teacher Diversity Matters: A National Symposium on Preparing, Recruiting, and Retaining Teachers of Color. Northern Kentucky University, KY, September 15.

Smith Kondo, C. (2017). Collaborative Teaching to Enhance and Innovate Teaching & Learning. Scholarship of Teaching and Learning (SoTL) in the South.
University of Johannesburg, Soweto Campus, July 24–27.

Smith Kondo, C. (2017). Front Streeting: A Dishonorable Instructional Practice in Academia. Scholarship of Teaching and Learning (SoTL) in the South.
University of Johannesburg, Soweto Campus, July 24–27.

Smith Kondo, C. (2016). “Problematizing “Post-Racial America” with Preservice Teachers & James Baldwin.” International Conference on Urban Education (ICUE) Biennial Meeting,
San Juan, Puerto Rico. November 3–5.

Smith Kondo, C. (2016). Gate Crashing with Baldwin in Teacher Education. International James Baldwin Conference, Paris, France, May 26–8.

Smith Kondo, C., Lewis, A., Wells, A. (2015). Weaving CRP into EdTPA Implementation: Pitfalls and Potentials. Paper presented. National Association for Multicultural Education (NAME),
New Orleans, LA, September 30–October 4.

Smith Kondo, C. (2015). Avoiding “Front Street Pedagogy” in Higher Education. Higher Education Research and Development Society of Australia (HERDSA), Melbourne, AU July 6–9.

Smith Kondo, C. (2015). Culturally Relevant Pedagogy in Multicultural Teacher Education: A Paradoxical Objective. Paper presented. Annual Meeting of the American Educational Research Association, Chicago, IL, April 16–20.

Smith, C. (2014). Front Street Pedagogy: Challenges of Preparing Diverse Teachers for Diverse Students. International Conference on Urban Education (ICUE), Montego Bay, Jamaica, November 5–8.

Smith, C. (2014). Diversity in Higher Ed: Complications in Teacher Education. Higher Education Research and Development Society of Australia (HERDSA), Hong Kong, July 7–10.

**RELATED PROFESSIONAL EXPERIENCE**

Research

Visiting Scholar at the Opportunity and Inclusive Growth Institute June 2021 – May 2022

 *Federal Reserve Bank of Minneapolis*

Advised the bank on its efforts to address systemic racism in the economy. Consulted on Bank initiatives, research projects, and policy proposals. Bridged epistemological and ideological differences between economics and critical theories to communicate with various groups, including policymakers, about transformative changes needed in pursuit of educational justice.

Decolonial Black Feminist International Summer School, Bahia, Brazil July – August 2019

 *1+1=3= Black Woman: Two Identity Groups, Thrice Threatened*

Studied Black feminist theory and practice amongst international scholars, practitioners, organizers, and community members. Collaborated to design and present a common agenda for decolonizing the black feminist summer school while advancing transnational dialogues.

International Development

Alliance for Catholic Education (ACE) Haiti, University of Notre Dame August 2017 – May 2018

 Consultant

Contributed to the design of a Social Emotional Learning (SEL) Framework for adapting SEL in a Haitian context; developed a concept note for an SEL Morning Meeting initiative; developed a lesson template and model SEL lessons; developed a 10-month SEL morning meeting scope and sequence; designed and led a team of teachers and education consultants in writing a SEL training manual and scripted guidebook for Haitian teachers.

Haitian Hope, St. Francis Episcopal Church, Trouin, Haiti January – March 2016
Consultant/Adviser

Conducted 10-year effectiveness evaluation of St. Marc's Episcopal School in Trouin, Haiti; led collaborative teams in assessing school needs, program goals, and institutional resources.

University of Minnesota, Twin Cities, Minneapolis, Minnesota Summer 2011
Instructor, Office of Global Education

Facilitated pedagogy and curriculum seminars focused on social justice with 25+ South Korean in-service teachers; developed instructional material; led discussions/activities related to social justice and diversity.

Curriculum & Pedagogy

Minneapolis Public Schools, Minneapolis, MN Summer 2011 & 2012
Staff Developer, Office of Family & Community Engagement

Evaluated the family inclusiveness of five metropolitan pubic elementary schools; facilitated qualitative interviews of school administrators; generated reports to inform policy design, provided school-wide professional development to targeted schools via cultural competency, instructional strategies or curriculum development programming.

New York City Department of Education August 2009 – June 2010
Global Kids Educator Fellows

Led faculty development workshops; collected and analyzed district wide data; designed, implemented and evaluated programming.

**UNIVERSITY TEACHING EXPERIENCE**

**University of St. Thomas (UST), St. Paul, MN
Associate Professor,** Teacher EducationSeptember 2023 – Present

**Faculty in Residence*,*** Saint Peter Claver Catholic SchoolSeptember 2024 – Present

**Faculty in Residence*,*** Maxfield Elementary Collaborative SchoolSeptember 2023 – July 2024

 ***Courses Taught at UST***

EDUC 210: Education Issues & Policies

 EDUC 329/ TEGR 512: Diversity & Cultural Competencies

 CIED 603/ REDP 602/603: Education Equity & Inclusive Practices

**University of Notre Dame (UND), South Bend, IN**

 **Visiting Professor** September 2017 – May 2019

 **Institute for Educational Initiative's (IEI) Alliance for Catholic Education (ACE)**

 ***Courses Taught at UND***

 XXXX: Implementing SEL through Morning Meeting (Haiti)

**Georgia Southern University (GSU), Statesboro, GA**

 **Associate Professor**, Elementary & Special Education August 2019 – June 2023

 **Program Director**, MAT in Elementary Education August 2018 – June 2022

 **Assistant Professor**, Teaching & Learning August 2014 – July 2019

 ***Courses Taught at GSU***

 ESED 5234 (G): Cultural Issues ECED 7639: Teachers as Change Agents
EDAT 7131: Enhancing Student Performance EDAT 7133: Trends, Issues, Research in Ed

 ECED 7639: Teachers as Change Agents ELEM 6130: Culturally Relevant Pedagogy ECED 3131: P-5 Curriculum ECED 4733: Methods II Practicum

 ELEM 7234: Teaching Comm. across Cultures ELEM 6700: Critical Pedagogy Practicum

**University of Minnesota, Morris, MN**

 **Pre-doctoral Dissertation Fellow** August 2013 – June 2014

***Courses Taught at UMN Morris***ED 3108: Critical Literacy: Trends & Issues ElEd 3101: Teaching and Learning Strategies
IS 3302: Privileged Perspectives and Culturally Relevant Pedagogy

**Clarion University of Pennsylvania, Clarion, PA**
**Frederick Douglass Pre-Doctoral Fellow** Summer 2013

 ***Courses Taught at Clarion****:*

 ED 350.W1: Teaching English Language Learners

**Georgia State University, Atlanta, GA** January – May 2013

 **Field Supervisor *Courses Taught at GSU***
ECE 3661 Classroom Management/ Field Placement

**University of St. Thomas (UST), St. Paul, MN
Adjunct Faculty** Jan. 2012 – Dec. 2012

 ***Courses Taught at UST***

EDUC 212/ TEGR 512: Multicultural Education and Human Relations

**K-12 TEACHING EXPERIENCE**

**Thomasville Heights Elementary, Atlanta, GA**Teacher, 5th GradeAugust 2008 – July 2010

**Public School 208, Brooklyn, NY**Teacher, 5th GradeSept. 2006 – June 2008

**LECTURES, PANELS, AND INVITED TALKS**

(\*) = keynote, (#) = lecture, (^) = facilitator

(^) “Dark Matter Education Series,” African American Leadership Forum, Minneapolis, MN, August 2024

(^) “Enlightened **E**ngagement,” Center for the Common Good’s Community Engagement Institute.University of St. Thomas, MN, May 2024

(\*) “To be Young, Gifted, and Black,” Black Empowerment Student Alliance (BESA). University of St. Thomas, MN, May 2024

(\*) “Everyday activism,” Black History Month Lecture. Mount St. Mary's University, February 2017.

(#) “Equity in the global context: How school administrators can create and implement equitable policies,” American University, Washington, D.C. February 16, 2016.

(#) “Teacher activism and global change,” American University, Washington, D.C. February 16, 2016.

(^) “Front Streeting: Lessons about Saying Her Name with Grace,” Faculty Women of Color in the Academy Conference at Virginia Tech. Blacksburg, VA, April 2-3, 2017.

(^) “Instructional Leadership and Teacher Support: How teachers can function as change agents,” Bulloch County Public Schools, September 16, 2016.

(\*) “Honoring Black History as American History,” Soul Food Dinner & Black History Month, University of Minnesota Morris. February 2014.

**GRANTS AND AWARDS**

**External Grants**

Education to the Max 2.6 million

 University of St. Thomas

Textbook Transformation Grant 2020

 Affordable Learning Georgia $25,800

Textbook Transformation Grant with Dr. Alisa Leckie 2015 – 2016

 Affordable Learning Georgia $10,800

Mithun Graduate Fellowship for Elementary Education 2013 – 2014
University of Minnesota, Twin Cities $5,000

Research Support, Common Ground Consortium 2012 – 2013

 University of Minnesota, Twin Cities $3,500

**Georgia Southern University**

 Inaugural Commitment to Diversity Award 2020
College of Education $500

 COE Small Seed Grant w/ undergraduate Alyce Wells 2017
College of Education $4,800

 Program Evaluation Seed Grant with Dr. Melony Allen 2016
College of Education $6,459

**Awards**

Black Women Empowerment 2021

 Georgia Southern University

Rising Alumni Award 2021

 University of Minnesota

Educator of the Year- *finalist*  2020

 Georgia Southern University

**SERVICE**

**University of St. Thomas**
Retention and Undergraduate Admissions Committee (RUAC) 2022- present

 Literacy Faculty Search Committee 2024- present

 Educational Leadership and Learning Ed.D. Program Advisory Board Members 2024- present

 School of Education Media Representative 2023- present

**InterAction Inc.** 2019-Present

Curriculum Chair 2020-2022

**Georgia Southern University**
Program Director: MAT Elementary Education 2018 – 2022

 College Diversity Task Force 2014 -2022

 Social Justice Advisory Council 2014 – 2022

 Chair of Critical Pedagogy Search Committee 2016 – 2017

 Coordinator of P – 5 Curriculum Block 2015 – 2016

 Chair of Vertical Alignment Retreat 2015 – 2016

 Affiliate faculty of Center for the Study of International Schooling 2014 – 2016

**Educate Haiti Now**

 Professional Development Committee 2014 – 2017

**University of Minnesota, Morris**

 Committee of Academy of Distinguished Teachers 2013 – 2014

 Teacher Education Advisory Committee 2013 – 2014

**University of Minnesota, Twin Cities**

Exec. Board Member, Black Graduate & Professional Student Association 2012 – 2013

Committee Member, Curriculum & Instruction Graduate Studies Committee 2012 – 2013

Undergraduate Mentor, Community of Scholars Program 2012 – 2013

**Minneapolis Public Schools**

 Committee Member, Racial Diversity and Equity Team 2010 – 2012

**PROFESSIONAL ASSOCIATIONS**

Comparative and International Education Society (CIES) 2018 – Present

Higher Education Research and Development Society of Australia (HERDSA) 2014 – Present

National Association of Multicultural Education (NAME) 2011 – Present

American Educational Research Association (AERA)2010 – Present