**GENEVIEVE ERKER CAFFREY**

Doctoral Student in Social Studies Education

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**EDUCATION**

2018-present **University of Missouri, Columbia, MO**

 Current Doctoral Student - Learning, Teaching and Curriculum with an emphasis in Social Studies Education

2009 **University of Illinois at Chicago, Chicago, IL**

 Masters in Instructional Leadership & Elementary Education

2005 **Washington University in St. Louis, St. Louis, MO** Bachelor of Arts in Psychology, College Honors

 Minor in Political Science

**CERTIFICATIONS**

2009 **Elementary Teacher Certification (Grades 1-6)**

 University of Illinois at Chicago, Chicago, IL

2009 **Teacher of English as a Second Language Certification**

 University of Illinois at Chicago, Chicago, IL

2009 **Bilingual Education Teacher Certification (Spanish)**

University of Illinois at Chicago, Chicago, IL

2005 **Teaching English as a Foreign Language Certification**

International Teacher Training Organization, Guadalajara, Mexico

**UNIVERSITY TEACHING EXPERIENCE**

2019-2022 Course Instructor & Designer, LTC 4260: Elementary Social Studies Methods, undergraduate students, University of Missouri, 6 semesters

2021 Course Co-Instructor, LTC 8900: Advanced Elementary Social Studies, Masters students, University of Missouri, 1 semester

2018-2019 Field Instructor, LTC 4194: Elementary Education Field Experience and Seminar, University of Missouri, 3 semesters

**K-12 TEACHING EXPERIENCE**

2015-2017 Kindergarten-8th Grade Literacy & Social Studies Interventionist, John C. Coonley Elementary, Chicago Public Schools, Chicago, IL

2015 2nd Grade Gifted Teacher and Student Teacher Mentor, John C. Coonley Elementary, Chicago Public Schools, Chicago, IL

2012-2014 6th Grade Lead Teacher, Communication Arts Teacher and Student Teacher Mentor, Maplewood Richmond Heights Elementary, St. Louis, MO

2009-2012 4th Grade Teacher, Kratz Elementary, Ritenour School District, St. Louis, MO

2007-2009 Adult Literacy & ESL Teacher, Project F.L.A.M.E. (Family Literacy: Aprendiendo, Mejorando y Educando), Teacher Apprenticeship, University of Illinois at Chicago, Chicago, IL

2008-2009 5th Grade Student Teacher, Daniel Boone Elementary, Chicago, IL

2007 Kindergarten-5th Grade Summer School Teacher, Horizons for Youth Mentor Program, Chicago, IL

2005-2007 4th Grade Teacher, George Washington School, Guadalajara, Mexico

2005 Kindergarten-Adult English as a Second Language Teacher, English Now Institute, Guadalajara, Mexico

2003-2005 Lead Applied Behavior Analysis Therapist, Special School District, St. Louis, MO

**PUBLICATIONS**

**Peer-reviewed Journal Articles** (\***Invited**)

**Caffrey, G.E.** & Adu-Gyamfi, M.(in progress). Examining preservice teacher Inquiry Design Models and instructor feedback for critical consciousness and dysconsciousness, *Journal of Teacher Education*.

**Caffrey, G.E.** (in progress). Exploring the border wall controversy with third-graders using a critical inquiry-based approach, *Social Studies and the Young Learner.*

\***Caffrey, G.E.** & Journell, W. (2019). Humanizing disciplinary civic education at the elementary level: An exploration of immigration and the humanitarian crisis at the U.S./Mexico border, *Oregon Social Studies Journal*, *7*(2), 26-54.

King, L.J., Vickery, A.E, & \***Caffrey, G.E.** (2018). A pathway to racial literacy: Using the LETS ACT framework to teach controversial issues, *Social Education, 82*(6), 316-322.

**Caffrey, G.E.** & Rogers, R. (2018). Students taking social action: Critical literacy practices through school-as-museum learning, *Berkeley Review of Education, 7*(3).

**Book Chapters**

**\*Caffrey, G.E.,** & Simmons, G. (2020). How do conceptions about the Trojan War linger and shape our conceptions of war and conflict today? In S. Roberts (Ed.) *Hollywood or History? An inquiry-based strategy for using film to teach United States history*. (2nd ed., pp. 80-97). Information Age Publishing, Inc.

Henderson, K., Martin-Corredor, L., & \***Caffrey, G.E.** (2018). Issues of equity in dual language bilingual education, In N. Avineri, L. Graham, E. Johnson, R. Conley, & J. Rosa (Eds.), *Language and Social Justice: Case Studies on Communication & the Creation of Just Societies*, (pp. 63-71). London: Routledge.

**Book Reviews**

**Caffrey, G.E.** (2016). Teaching literacy and social justice-oriented social studies as complementary subjects in the elementary classroom. [Review of the book *Social Studies, Literacy and Social Justice in the Common Core Classroom: A Guide for Teachers* by Ruchi Agarwal-Rangnath]*. Journal for Social Studies Research, 41*(2), 167-169.

**AWARDS AND HONORS**

**Excellence in Teaching Award**, University of Missouri Graduate Professional Council (GPC), 2021. The GPC Excellence in Teaching Award honors a graduate or professional student who demonstrates an outstanding commitment to teaching and education. This award celebrates the teaching excellence of graduate and professional students as they provide quality education to others, and the student’s adherence to Mizzou’s core values of respect, responsibility, discovery, and excellence.

**Nominated for the Graduate Student Instructor of the Year Award**, Department of Learning, Teaching, and Curriculum (LTC), College of Education at University of Missouri, November 2020. The **Graduate Student Instructor of the Year** recognizes outstanding achievement in instruction among education graduate students who have had a substantial role in the instruction of courses (e.g., instructor, teaching assistant, online instructor, etc.). Over the course of their MU graduate teaching career, candidates should have made contributions to student learning, displayed teaching effectiveness, and shown willingness to help students.

**Nominated for Donald K. Anderson Teaching Assistant Award**, Department of Learning, Teaching, and Curriculum (LTC), College of Education at University of Missouri, December 2020. The Donald K. Anderson Teaching Assistant Award rewards current students with a graduate teaching assistantship who demonstrate excellence and lasting impact in the classroom, positive attitudes and personalities, enthusiasm, and commitment, as well as mentorship to peers and/or undergraduates.

**Nominated for the Graduate Student Instructor of the Year Award**, Department of Learning, Teaching, and Curriculum (LTC), College of Education at University of Missouri, November 2019. The **Graduate Student Instructor of the Year** recognizes outstanding achievement in instruction among education graduate students who have had a substantial role in the instruction of courses (e.g., instructor, teaching assistant, online instructor, etc.). Over the course of their MU graduate teaching career, candidates should have made contributions to student learning, displayed teaching effectiveness, and shown willingness to help students.

**Honored as a Selected Participant in the Critical Educators for Social Justice Graduate Student Forum**, American Education Research Association Conference, Toronto, CA, April 5, 2019.

**Jewish Council for Youth Services Scholarship**, $2,000, Chicago, IL, 2016.

**2nd Place Missouri Assessment Program Award**, Communication Arts, St. Louis Regional Academic Conference, St. Louis, MO, 2014.

**Diamond Circle Teacher of the Year Award**, 4th Grade Teacher, Kratz Elementary School, Ritenour School District, St. Louis, MO, 2011-2012.

**Nominated for Teaching Tolerance Award**, Nominated by Rick Kordenbrock, History Teacher at Clayton High School and Educators for Social Justice Member, St. Louis, MO, 2013.

**Nominated for Teaching Tolerance Award**, Nominated by Dorlita Adams, Principal at Kratz Elementary, St. Louis, MO, 2011.

**Nominated for the Association for Supervision & Curriculum Development Young Educator’s Award**, Nominated by Dr. Kathy Pole, PhD, St. Louis University Education Professor, St. Louis, MO, 2010.

**RESEARCH STUDIES**

*Examining Preservice Teacher Inquiry Design Models and Instructor Feedback for Critical Consciousness and Dysconsciousness*. Principal Investigator with Antonio Castro, Ph.D. and co-investigator Mary Adu-Gyamfi.*.* A qualitative teacher-action research study drawing upon Critical Discourse Analysis to investigate the ways in which fifteen preservice teachers exhibited critical consciousness and dysconsciousness while designing social studies units, and how we, their instructors, demonstrated critical consciousness and dysconsciousness through our feedback. Advisor: Antonio Castro, Ph.D., Associate Professor of Social Studies Education in the Department of Learning, Teaching and Curriculum at the University of Missouri Columbia.

*Inquiry-based learning with third-graders exploring contemporary political issues.* Principal Investigator with Antonio Castro, Ph.D. A qualitative study involving interviews of an elementary teacher and observations of her teaching third grade students about President Trump’s controversial U.S./Mexico border wall. Advisor: Antonio Castro, Ph.D., Associate Professor of Social Studies Education in the Department of Learning, Teaching and Curriculum at the University of Missouri Columbia.

**PRESENTATIONS**

**Peer-reviewed Paper Presentations at Conferences**

**Caffrey, G.E.** (2022).“Is this critical enough?”: Criticality and dysconsciousness in preservice teacher unit-planning and instructor feedback. Paper presentation in Paper Session entitled, “Rethinking teacher education pedagogy: Multifaceted approaches for implementing equity pedagogy” at the Annual American Educational Research Association (AERA) Meeting, April 22, San Diego.

**Caffrey, G.E.** (2021).Examining preservice teacher Inquiry Design Models and instructor feedback for critical consciousness and dysconsciousness. Paper presentation at the Annual Graduate Forum at the College University and Faculty Assembly of the National Council for Social Studies (CUFA/NCSS) Conference, November 16, Virtual.

**Caffrey, G.E.** (2019). Exploring the border wall controversy with third-graders using an inquiry-based approach. Paper presentation in a Symposium entitled “Fostering young social studies investigators to develop democratic competencies: Examining inquiry learning in PreK-3” at the Annual College University and Faculty Assembly of the National Council for Social Studies (CUFA/NCSS) Conference, November 20, Austin, TX.

**Caffrey, G.E.** (2019). Exploring contemporary political issues using an inquiry-based approach at the elementary level. Paper presentation at the Midwest Graduate Student Conference at Michigan State University, May 15, Lansing, MI.

**Caffrey, G.E.** (2018). Overcoming barriers to teaching controversial current events at the elementary level. Paper presentation at the Graduate Forum of the Annual College University and Faculty Assembly of the National Council for Social Studies (CUFA/NCSS) Conference, November 28-30, Chicago, IL.

Henderson, K., Martin-Corredor, L., & **Caffrey, G.E.** (2018). Teacher perspectives on issues of equity in dual language bilingual education implementation. Paper presentation at Paper Session entitled “Perspectives on Dual Language Programs” at the Annual American Educational Research Association (AERA) Meeting, April 13-17, New York, NY.

**Caffrey, G.E.** (2017). No more excuses: Lessons from outstanding elementary social studies teachers. Paper presentation at the Graduate Forum of the Annual College University and Faculty Assembly of the National Council for Social Studies (CUFA/NCSS) Conference, November 15-17, San Francisco, CA.

**Caffrey, G.E.** (2017). Designing and constructing museum exhibits in classrooms: Enacting social justice through critical literacy practices. Paper presentation at the Annual Journal of Language and Literacy Education (JOLLE) Conference, February 3-4, Athens, GA.

**Workshops, Panels, and Other Presentations**

**Caffrey, G.E.** (2021).Teaching contemporary political issues using the LETS ACT Framework. Workshop presentation at the Florida Council for the Social Studies Conference, October 16, Orlando, FL.

**Caffrey, G.E.** (2020).*How to Be An Anti-Racist* by Ibram X. Kendi Book Club. Synchronous and asynchronous Book Club Session by the 2020 Virtual Graduate Forum through the Annual College University and Faculty Assembly of the National Council for Social Studies (CUFA/NCSS) Conference. December 1, Virtual.

**Caffrey, G.E.** with sixteen other Motherscholars (2020). Motherscholars at CUFA: Engaging community, dialogue, scholarship, and advocacy. Contemporary Issues Dialogue Session at the 2020 College University and Faculty Assembly of the National Council for Social Studies (CUFA/NCSS) Conference. December 1, Virtual.

**Caffrey, G.E.** (2019). Using the LETS ACT Framework to teach controversial issues. Workshop presentation at the Annual National Social Studies Supervisors Association of the National Council for Social Studies (NSSSA/NCSS) Conference, November 21, Austin, TX.

**Caffrey, G.E**. (2019). Teaching controversial issues using the LETS ACT Framework. Workshop presentation at the Learning Forward Conference, December 11, St. Louis, MO.

**Caffrey, G.E.** with nine other Motherscholars (2019). Motherscholar: Exploring the intersections of motherhood, scholarship, teaching, and beyond. Contemporary Issues Dialogue Session at the Annual College University and Faculty Assembly of the National Council for Social Studies Annual (CUFA/NCSS) Conference, November 20, Austin, TX.

**Caffrey, G.E.** (2019). Teaching history through contemporary political issues using the LETS ACT Framework. Workshop presentation at the Missouri Council for History Education (MOCHE) Conference, October 17, St. Louis, MO.

**Caffrey, G.E.** (2019). White teachers exploring racial injustice at the elementary level through culturally sustaining pedagogy.” Workshop presentation at the Annual Carter Center for K-12 Black History Education Conference, July 27, Columbia, MO.

**Caffrey, G.E.** (2019). Teaching about racial injustice with children’s fiction in elementary contexts. Workshop presentation at the Annual Carter Center for K-12 Black History Education Conference, July 27, Columbia, MO.

**Caffrey, G.E.** (2019). A pathway to racial literacy: Using the LETS ACT Framework to teach racialized current events. Workshop presentation at the Annual Educators for Social Justice (ESJ) Conference, February 9, St. Louis, MO.

**Caffrey, G.E.** (2019). Navigating CUFA/NCSS and the field as a graduate student. Workshop presentation at the Biannual College University and Faculty Assembly of the National Council for Social Studies Annual Retreat, January 19, Miami, FL.

**Caffrey, G.E.** (2018). “Won’t I get in trouble?: Fearlessly teaching controversial current events.” Workshop presentation at the Annual National Council for Social Studies (NCSS) Conference, November 30-December 2, Chicago, IL.

**\*Caffrey, G.E.** (2018). Teaching black history through racialized current events. Workshop presentation at the Annual Center for K-12 Black History Education Conference, July 28, Columbia, MO.

**Caffrey, G.E.** (2018). Teaching for educational equity with systems thinking. Lead organizer and presenter for a three-day Professional Development Workshop Series for 60 local teachers by Systems Thinking for Educational Equity Partnership (STEEP), a partnership between Social Systems Design Lab, Educators for Social Justice, and SkipNV, July 24-26, St. Louis, MO.

**Caffrey, G.E.** (2018). Responding to controversial current events at the elementary level. Workshop presentation at the Annual Educators for Social Justice (ESJ) Curriculum Conference, February 24, St. Louis, MO.

**Caffrey, G.E.** (2018). Empowering problem-solvers through teaching controversial current events using the LETS ACT Framework. Poster presentation at the Annual Educators for Social Justice (ESJ) Curriculum Conference, February 24, St. Louis, MO.

**Caffrey, G.E.** (2017). Civic engagement with superheroes, systems thinking, and student-curated museum exhibits. Workshop presentation at the Annual National Council for Social Studies (NCSS) Conference, November 17-19, San Francisco, CA.

**Caffrey, G.E.** (2017). Social studies at Coonley Elementary: Successes, challenges, and recommendations. Professional Development Workshop revealing school-wide research results and recommendations on social studies curriculum and instruction, John C. Coonley Elementary, March 21, Chicago, IL.

**Caffrey, G.E.** (2016). A social justice curriculum model for language arts classrooms. Workshop presentation at the Annual Educators for Social Justice (ESJ) Conference, February 26-27, St. Louis, MO.

**Caffrey, G.E.** (2016). Restorative justice in classrooms. Panel discussant at annual Educators for Social Justice (ESJ) Conference, St. Louis, MO, February 26-27.

**Caffrey, G.E.** (2015). Equipping students with social justice vocabulary for civic activism. Poster presentation at Teachers for Social Justice (TSJ) Curriculum Fair, November 21, Chicago, IL.

**Caffrey, G.E.** (2015). Equip your students with social justice vocabulary: Identity webs, *The Sneetches*& more! Workshop presentation at the annual Teachers for Social Justice (TSJ) Curriculum Fair, November 21, Chicago, IL.

**Caffrey, G.E.** (2014). Civic empowerment through socially just children’s literature. Poster presentation at the Educators for Social Justice (ESJ) Conference, February 22, St. Louis, MO.

**Caffrey, G.E.** (2013-2014). Teaching anti-racism: Practical strategies on how to explore race with students. Workshop presentation at the Educators for Social Justice Inquiry to Action Group (ESJ ItAG), October-January, St. Louis, MO.

**Caffrey, G.E.** (2013). Social action through social justice museum exhibits and critical literacy practices. Workshop presentation at the Educators for Social Justice (ESJ) Conference, March 1-2, St. Louis, MO.

**Caffrey, G.E.** (2012). Talking about gay issues in schools. Workshop presentation at the Educators for Social Justice Inquiry to Action Group (ESJ ItAG), July 13, St. Louis, MO.

**Caffrey, G.E.** (2011). Give me your two cents: An elementary adaptation of Socratic Seminars, Social Studies for Social Justice Inquiry to Action Group (SSSJ ItAG), November 3, St. Louis, MO.

**Caffrey, G.E.** (2011). Civic engagement with elementary students: A world water crisis social action project. Poster presentation at the Educators for Social Justice (ESJ) Conference, October 8-9, St. Louis, MO.

**LEADERSHIP/PROFESSIONAL SERVICE**

Vice President (2019-2021), Missouri University Graduate Social Studies (MUGSS) Student Organization, University of Missouri.

Chair (2019-2020); Vice Chair (2018-2019), The College and University Faculty Assembly of the National Council for the Social Studies Graduate Forum (CUFA/NCSS).

Director of Communications & Board Member (2017-2018), Educators for Social Justice (ESJ), St. Louis, MO.

Conference Co-Chair & Board Member (2011-2014), Educators for Social Justice (ESJ), St. Louis, MO.

Member (2005-present), Educators for Social Justice (ESJ), St. Louis, MO.

Founder & Chair (2014-2017), Teachers for Social Justice (TSJ) Book Club, Chicago, IL.

6th Grade Team Leader (2012-2014), Positive Learning Community (PLC), Maplewood Richmond Heights Elementary, St. Louis, MO.

Co-Founder & Co-Chair (2010-2013), Social Studies for Social Justice (SSSJ) Teacher Group, St. Louis, MO.

Sustainability Committee Coalition Chair (2010-2012), Ritenour School District, St. Louis, MO.

**OTHER PROFESSIONAL SERVICE**

Reviewer, College University & Faculty Assembly Graduate Forum, 2017-present .

Guest lecturer, Inclusive, equitable teaching strategies to ensure success for English Language Learners and other students’ diverse needs. Invited by Associate Professor Kathryn Henderson, PhD to present for her Teaching English as a Second Language course, University of Texas--San Antonio, San Antonio, TX, November 17, 2021.

Guest lecturer, Teaching controversial issues at the elementary level through the LETS ACT Framework. Invited by Associate Professor Michelle Bauml, PhD to present for her Elementary Social Studies Methods course, Texas Christian University, Fort Worth, TX, April 2, 2019.

Guest lecturer, Teaching controversial current events at the elementary level through the LETS ACT Framework. Invited by Associate Professor LaGarrett King, PhD to present for his Elementary Social Studies Methods courses. University of Missouri-Columbia, Columbia, MO, March 7 & 12, 2018.

Reviewer (4th Reviewer), *Theory & Research in Social Education*, 2018.

Guest lecturer,Social justice education in the social studies classroom, Invited by Professor Becky Christ, PhD, to present for her Elementary Social Studies Methods course. University of Missouri, Columbia, MO, April 3, 2018.

Guest lecturer. Culturally & linguistically responsive teaching & learning. Invited by Professor Rebecca Rogers, PhD, Teaching Reading in the Elementary Classroom. University of Missouri-St. Louis, St. Louis, MO, July 18, 2012.

**MEMBERSHIPS**

Member, American Educational Research Association, 2017-present.

Member, College University and Faculty Assembly, 2016-present.

Member, National Council for Social Studies, 2015-present.

Member, National Association for Multicultural Education, 2015-present.

Member, Educators for Social Justice (formally called Literacy for Social Justice Teacher Research Group), 2005-present.

Member, National Nominating Committee of National Young Scholars Program, 2011-2012.

**MEDIA**

Podcast Interviewee, Interviewed by Visions in Education Podcast, “Teaching Controversial Current Events at the Elementary level using the LETS ACT Framework.” Episode 100. https://visionsofed.com/podcast/

Model Teacher in Teacher Training Video, Culturally and Linguistically Responsive Teaching and Learning. Featured at Ritenour School District Board Meeting, February 2011. Showed in many graduate and undergraduate level courses and professional development workshops exploring Culturally and Linguistically Responsive Teaching and Learning. https://www.youtube.com/watch?v=\_uOncGZWxDc

Interviewee, Interviewed by Channel 5 News, Public Relations for Educating for Social Justice Curriculum Fair, 2013.

Interviewee, Interviewed by Activist Hub Radio, Educating for Community Empowerment, 2011, Minute 20, https://archive.org/details/ActivistHubRadio92610

**OTHER SKILLS/ACTIVITIES**

Spanish, Speech: 80% fluent, Reading/Writing: 50% fluent

Sponsor/Volunteer for Syrian refugee family of five, World Relief Humanitarian Organization (Chicago, IL)

Volunteer, Catholic Charities Respite Center (McAllen, Texas)

Soccer, Youth Assistant Coach, Competitive in high school, Recreational in adulthood

Zumba, Afterschool Instructor for K-5 Youth

Actress, Professional TV/Radio/Print, since birth

Mother, Main caretaker of two young children ☺