

KENDRA D. JOHNSON, Ph.D.

Virginia Commonwealth University
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EDUCATION

Doctor of Philosophy 2022 Virginia Commonwealth University
School of Education
Concentration: Curriculum, Culture, & Change
Dissertation: *Race, Weight, Gender and the Embodied (Odied, Odied) Consciousness of Big-Bodied Black Women Educators: A Phenomenological Study* **Chair:** Dr. Hillary Parkhouse

Master of Science 2017 Johns Hopkins University
School of Education
Concentration: Educational Studies: Elementary Education
Thesis: Exploring Elementary Teachers' Use of Arts-Based Pedagogy to Support Students' Agency and Autonomy

Bachelor of Arts 2013 Hampton University
Scripps Howard School of Journalism and Communications
Major: Journalism **Minor:** Marketing

ACADEMIC APPOINTMENTS

July 2023 - Present **Anna Lou Schaberg Endowed Professor of Practice**, School of Education
Department of Teaching & Learning, Virginia Commonwealth University

Aug. 2022 - May 2023 **Assistant Professor & MAT Program Coordinator**, College of Education,
Department of Teaching, Learning, and Professional Development,
Bowie State University

Nov. 2021 - July 2022 **Anti-Racist Teaching & Transformation Specialist**,
Center for Teacher Leadership, Virginia Commonwealth University

May 2020 - Dec. 2022 **Adjunct Faculty**, School of Education, Virginia Commonwealth
University
Courses Taught: *Seminar on Democracy, Equity & Ethics in Education, Richmond Teacher Residency Elementary Seminar & Forum, Richmond Teacher Residency Special Ed. Seminar & Forum, Richmond Teacher Residency Urban Issues in Ed. Sem. & Forum*

OTHER PROFESSIONAL EXPERIENCE

Aug. 2019 - Oct. 2021 Elementary Career Coach, Petersburg City Public Schools

June 2019 - Oct. 2021 Elementary Teacher Residency Coordinator, Richmond Teacher Residency (RTR), Virginia Commonwealth University

May 2013 - June 2019 Elementary Classroom Teacher, Multiple Locations

FELLOWSHIPS & EXTERNSHIPS

Jan. 2023 - Present Practitioner Fellow, HBCU Center for Research, Leadership, and Policy, Howard University

June 2022 - Aug. 2022 Critical Race Theory Summer Fellow, African American Policy Forum

Aug. 2021- Dec. 2021 Ed. Research and Policy Externship, School of Education, Virginia Commonwealth University

Dec. 2020 - Dec. 2021 Curriculum Development Externship, Virginia Association for Supervision and Curriculum Development (VASCD)

LICENSURE & CERTIFICATIONS

- Leading for Equity for Black, Indigenous, and People of Color / People of the Global Majority
- Liberatory Design for Equity
- Instructional Coach, New Teacher Center
- Postgraduate Professional License, State of Virginia, August 2032
- Educational Theater, Arts Experiences in Schools

PROFESSIONAL SERVICE

Oct. 2022- May 2023 Reviewer Hattie Strong Scholarship Committee, Bowie State University

Sept. 2022- Oct. 2022 Reviewer, Journal of African American Girls and Women in Education

Aug. 2022- May 2023 Member, Bowie State University Curriculum Committee

Feb. 2022- May 2022 Member, Provost's Graduate Advisory Council, Virginia Commonwealth University

Nov. 2021 - Feb. 2022 Chair, Search Committee, Residency Experience Coordinator, RTR

Dec. 2020 - Feb. 2021 Search Committee Member, Director of the Center for Teacher Leadership

Nov. 2020 - May 2022 Mentor/ Affinity Group Leader, Minority Educator, Recruitment, Retention, and Equity Center

Oct. 2018 - May 2019 Copy Editor, *The International Journal of Lifelong Learning in Art Education*

GRANTS & FUNDING

- Teacher Quality Partnership (TQP) Grant, **Grant Team Member/ Researcher/ Writer**, 2022, (U.S. Department of Education)
- Supporting Effective Educator Development Grant Program, **Grant Team Member/ Researcher/ Writer**, 2021, \$5,372,672, (U.S. Department of Education)

AWARDS

Virginia Scholars Award, 2022, Virginia State Organization of Delta Kappa Gamma Society International

INVITED GUEST LECTURES, PANELS, & MEDIA

- **July 2022, Facilitator**, *Who Gets to Vote? Teaching About the Struggle for Voting Rights in the United States*
- **July 2022, Facilitator**, *How Red Lines Built White Wealth: A Mixer on Housing Segregation*
- **April 2022, Lecturer**, *Big girls or little women? Weight stigma and adultification of Black girls*. Strong Black Girls Lecture Series.
- **November 2021, Panelist**, *Mentoring New Faculty in Teacher Education Programs: New Practices for Changing Times*
- **February 2021, Facilitator**, *Truth, Transparency, and Transformation*
- **February 2021, Moderator**, *An evening with Dr. Chris Emdin- Reality Pedagogy: Teaching and Learning from the Students' Standpoint*.
- **January 2021, Guest**, *Equity: A Podcast Series*, Minority Educator, Recruitment, Retention, and Equity Center.
- **November 2020, Moderator**, *Igniting Progress: Stories of Race, Culture, and Education in 2020*.

BOOK CHAPTERS

- Johnson, K. (2021). "Endarkened Preludes to Womanhood" in *A Love Letter to this Bridge Called My Back* (2021). Wilson, G.J., Acuff, J.B., & Kraehe, A. (Eds.).
- Johnson, K (2022 [in press]). "Three the Hard Way: Race, Weight, Gender, and the Professional Identities of Big-Bodied Black Women" in *'A more radical elsewhere': Foundations, understandings, and practices for our freedom*. Watson, W. & Williams, W. (Eds.).

SCHOLARLY PRESENTATIONS

- Johnson, K. (2020). *Conceptualizing Anti-Racist Teaching Forums to Increase Preservice Teachers' Critical Consciousness*. Metropolitan Educational Research Consortium. [Virtual].
- Johnson, K. & Newman, P. (2020). *But All the Women Aren't White: A Duoethnography of Black Women's Use of 'Sista'ing to Counter Hegemony and Embody Disobedience within Doctoral Programs*. Southern Women's Studies Association Conference. [Virtual]
- Johnson, K. (2019). *Good in Every Hood: A Review of Literature on Black Preservice Teachers' Development of Critical Consciousness in University-Based Teacher Education Programs*. University Council for Educational Administration. New Orleans, LA.
- Johnson, K. (2019). *Unpacking the Metaphysical Dilemmas of Urban K-12 Teachers*. (2019). Center for Urban Education Summer Educator Forum. Pittsburgh, PA.
- Johnson, K. (2019). *Reconceptualizing Pre-Service Teacher Education: The Influence of Drama-Based Pedagogies on Racial Identity Development, Efficacy, and Reflexivity in Urban K-12 Schools*. International Pedagogy and Theater of the Oppressed Conference. Pueblo, CO.

ORGANIZATIONAL MEMBERSHIPS

- American Educational Research Association (AERA)
 - Div G- Social Context of Education
 - Div K- Teaching and Teacher Education
 - Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG
 - Qualitative Research SIG
- The Association of the Aspiring Leaders in Education